

Teacher's Guide



Education

English (American) – Level 2



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Rosetta Stone
Harrisonburg, Virginia USA
T (540) 432–6166 • (800) 788–0822 in the United States and Canada
F (540) 432–0953
RosettaStone.com

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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.

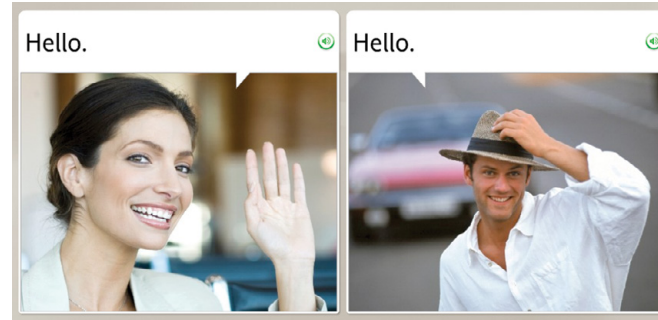
About Rosetta Stone, Inc.

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.

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.

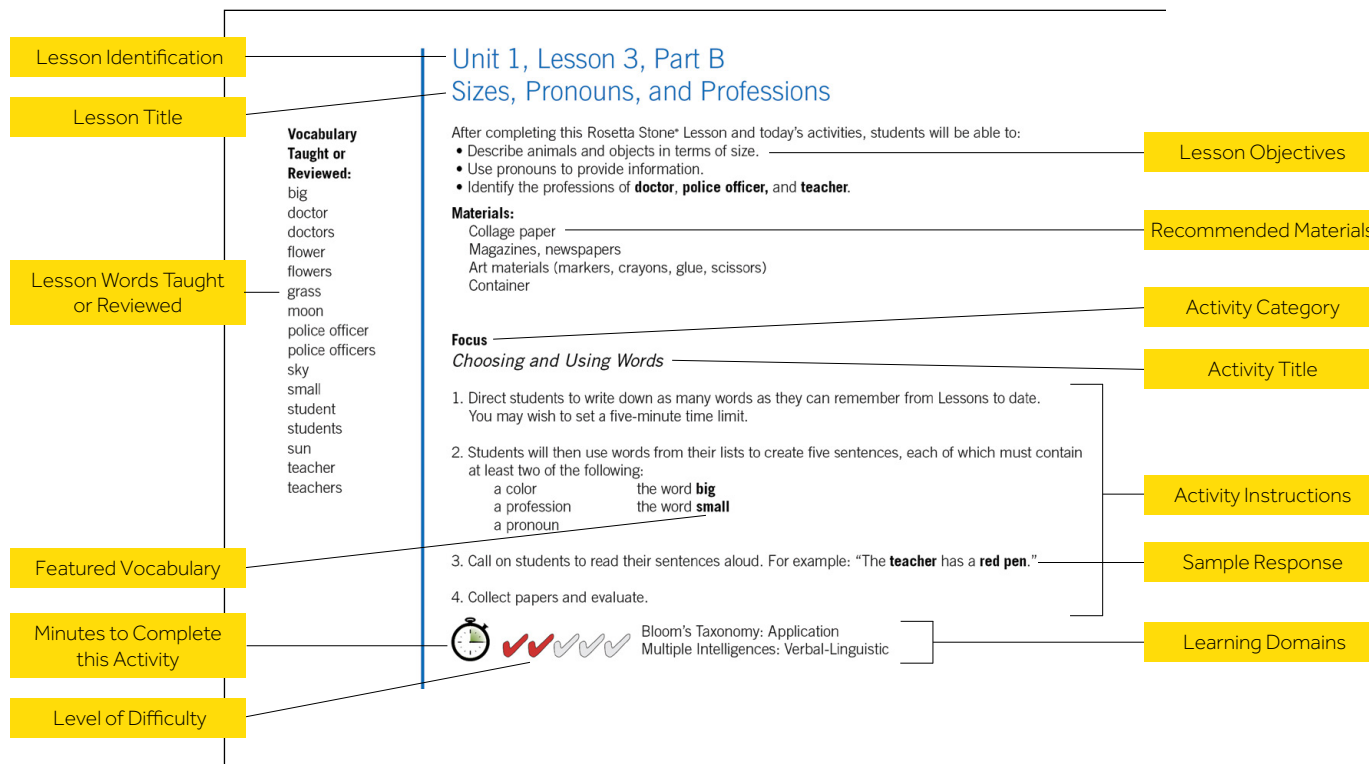


Inside the Teacher's Guide

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.

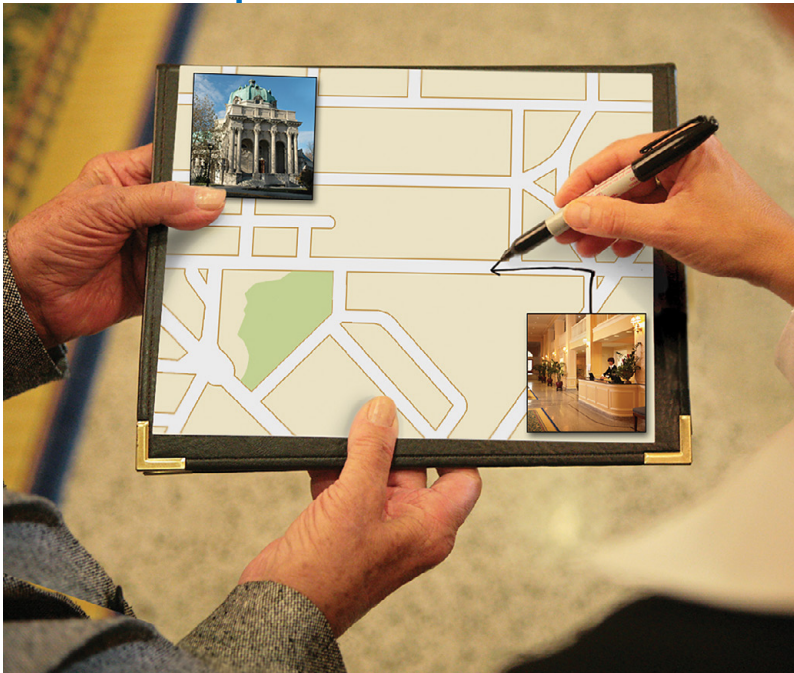
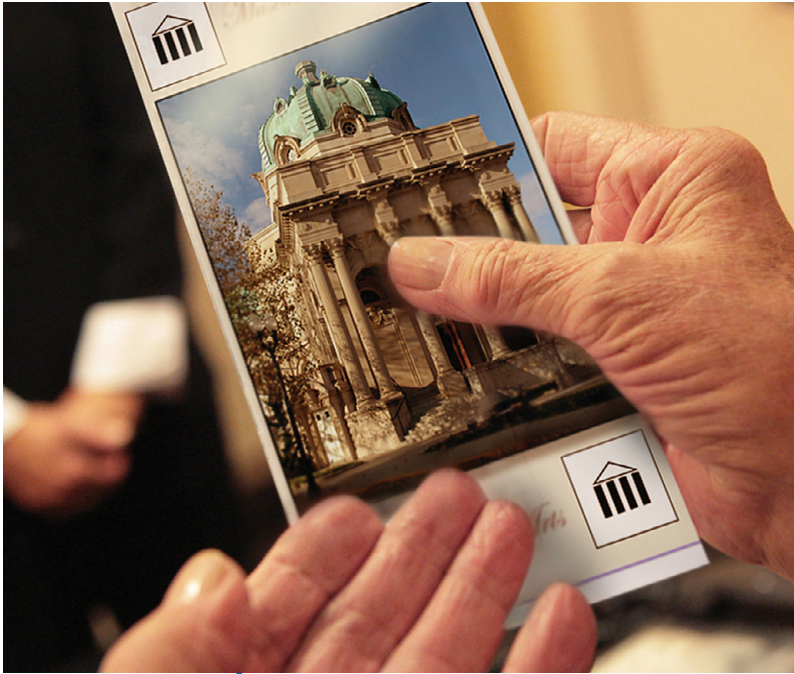
To make language learning more personal, encourage students to use their language skills in their communities, with English-speaking neighbors and friends, for example. Language use in real-life settings will reinforce Lesson concepts. As students successfully use their language skills outside the classroom, 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 5

Travel

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Unit 5: Travel

Introduction to Unit 5

This first Unit in Level 2 of the Rosetta Stone® software and Teacher's Guide instructs students in some of the most-needed English communication skills for anyone venturing past the comfort of their own home. Travel and spatial relationships of people, places, and objects are overarching themes that mesh frequently as students learn to give and follow directions, navigate through cities using maps, tell time and differentiate between units of time, and talk about the weather and destinations.

Teaching Unit 5

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

Lesson 1a: Travel and Destinations

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

Lesson 1b: Spatial Relationships–Part 1

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

Lesson 1c: Spatial Relationships–Part 2

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

Lesson 1d: Journal Activity–My View

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

Lesson 2a: Exploring Ordinal Numbers

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

Lesson 2b: Directions and Location

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

Lesson 2c: Review

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

Lesson 2d: International Cultural Activity–Subway Scramble

In what will likely be an eye-opening experience for many of your students, this Cultural Activity brings the world of international subway systems into focus. Students will learn how to interpret a subway map and will practice asking and giving directions to points along the maze of subterranean lines.

Lesson 2e: Journal Activity–How Do I Get There?

Today, students will use their imaginations when writing about travel on various modes of transportation.

Lesson 3a: Telling Time

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

Lesson 3b: Arriving and Departing

In today's Lesson, the world of time expands for your students—from seconds and minutes through months and years. In a series of exercises, they will apply these time intervals to arrival and departure schedules and in a timeline they create with their peers.

Lesson 3c: Travel and Distance

When it comes to travel, time and distance are closely related. Today, students will begin using the terms **near** and **far** and will apply their math skills to reach conclusions about relative distance and travel time.

Lesson 3d: Journal Activity—Traveling

The world is at their fingertips as students write in English about traveling.

Lesson 4a: Weather Today

In addition to introducing **can** and a new contraction—**can't**—this first of a two-part Lesson lets students practice weather and environmental vocabulary as they plan and present a mock television weather report about today's conditions.

Lesson 4b: Weather Tomorrow

What better way to introduce the future tense than by talking about the weather forecast? In this Lesson, your students will continue their mock television weather broadcasts by forecasting future weather conditions. They will also talk and write about upcoming plans, focusing on phrases with the word **on**, as in **On Friday I am going to the theater**.

Lesson 4c: American Cultural Activity—Visiting a U.S. City

A map of the United States is the springboard to an imaginary journey your students will write about in this Cultural Activity. This travelogue exercise is sure to elicit countless scenarios as students write about destinations, modes of transportation, distances, arrival and departure times, and the fun of getting to where they are going.

Lesson 4d: Review

Being able to scan printed material is a good skill for readers of any proficiency level. In today's activity that reviews Unit 5, your students will scan magazines and newspapers in search of familiar Lesson vocabulary words, then speculate as to their context within the publication. Extending this activity outside the classroom, they will use some of the words they found to create sentences about family, friends, or happenings in their community.

Lesson 5a: Focused Activity—Listen Up

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

Lesson 5b: Focused Activity—Reading a Newspaper

Bring in copies of newspapers today because students needing extra help will get further practice in the art of scanning. They will scan the papers for known vocabulary, then hypothesize about the context in which the words appear.

Lesson 5c: Focused Activity—Speaking in Rounds

Today's relaxed class will allow learners to talk with each other in small groups using questions you provide to guide them through their conversations.



Unit 5, Lesson 1, Part A

Travel and Destinations

Vocabulary Introduced or Practiced:

bank
buy
gas
go
going
home
library
museum
post office
stadium
station
theater

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

- Use the verb **go** to describe task-related travel.
- Answer questions about travel destinations.

Skill Builder

After-School Destinations

1. Call on one student to answer the question "Where are you going after school today?"
2. After the learner answers in a complete sentence using **going** ("I am **going** to the grocery store."), she should then ask the same question of a peer.
3. Continue until all students have answered and asked the question.

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

For example:

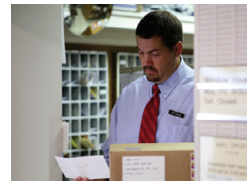
Where is Matthew going this afternoon?

Where are Paolo and Andrea going after dinner?

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



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





Engage and Explore Running Errands

1. Divide the class into groups of four students.
2. Learners will list 10 places where they might go to run errands on a weekend.
Challenge students to use new vocabulary terms such as:
cafe
gas station
library
3. Learners should be prepared to describe the tasks associated with the errands at each place.
4. Each group should present its to-do list to the class by describing where each student is going and the tasks that will be performed. For example:
I am going to the **cafe** to buy coffee.
Tony is going to the **gas station** to buy gas.
Gail and Carolyn are going to the **library** to read books.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal

Assessment Holiday Travel

1. Challenge students to describe (in a five-sentence paragraph) where they would like to go and what they would like to do during their next school break.
2. Essays should include a minimum of three destinations.
3. After several volunteers read their essays aloud to the class, collect papers and evaluate for correct word use, grammar, spelling, and sentence structure.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal

RAISE THE BAR

Have students write 4-5 paragraphs, one for each destination, plus an introduction and conclusion. They can draw from informational texts to give reasons why they want to go each place and what they will do there. Remind them to check their work for correct word use, grammar, spelling, and sentence structure. Introduce how to cite references, including underlining titles, giving the author's and publisher's names, and the date of publication and page number. Advise students that they should always cite their sources.

**Word of
the Day:**
goodbye

Unit 5, Lesson 1, Part B

Spatial Relationships–Part 1

Vocabulary Introduced or Practiced:

behind
beside
front
left
right

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

- Use spatial terms to describe their locations.
- Describe landmarks using directional and spatial terms.

Materials:

Card stock

Jump Start

Learning About Locations

1. Ask each student this question: "Where are you?"
2. Learners will respond with the terms **behind**, **beside**, and **in front of**, and should describe locations in relation to peers and classroom objects. For example:
I am sitting beside Carlos and in front of Teresa.
I am standing behind the table.
3. Continue until everyone has had a turn.



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

Engage and Explore On Location

Prepare Ahead:

- *Card stock to be used as signs for locations.*

1. As a class, generate a list of building landmarks to display on the board. Be sure to include the following Lesson terms:
stadium bank
post office museum
library cafe
hotel theater
2. Divide the class into groups of three students.



Unit 5, Lesson 1, Part C

Spatial Relationships–Part 2

Vocabulary Introduced or Practiced:

map
maps

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

- Use directional and spatial terms to describe the locations of people and objects.
- Discuss the correct placement of landmarks on a map, using directional and spatial terms.

Materials:

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

Skill Builder

Left and Right

Prepare Ahead:

- *Classroom objects to be used as props (pens, books, newspapers).*

1. Explain to students that they will be using the terms **left** and **right** to describe peers and classroom objects in ways such as:

Javier is on my left. Danielle is on my right.

My pen is in my left hand.

The newspaper is beside my right foot.

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

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

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



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

Real-Life Learning

Community Map

Prepare Ahead:

- *Mapmaking materials: collage paper, poster board, markers, colored pencils.*

1. Generate, as a class, a list of known terms for building landmarks. Display the list on the board.
2. Divide the class into groups of three or four students.



Unit 5, Lesson 1, Part D

Journal Activity—My View

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

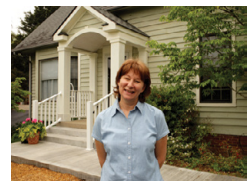
- Describe the locations of people, animals, and objects in their home environments.

Learning For Life My View

Have students use their journals to record observations about the locations of family members, pets, and objects in their homes. Students should check their work for correct word use, grammar, spelling, and sentence structure.

Sample entry:

I am sitting on my bed and my cat is beside me. My blanket is on the left and my pillows are on the right. My dog is sleeping in front of the bed. My mother is going to the grocery store, and my brothers are going to the park.



Unit 5, Lesson 2, Part A

Exploring Ordinal Numbers

Vocabulary Taught or Reviewed:
line
number

first
second
third
fourth

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

- Identify the ordinal terms **first**, **second**, **third**, and **fourth**.
- Use ordinal terms to describe people, objects, and numbers.

Materials:

four sheets of paper

Jump Start Orderly Ordinals

1. Write the following terms on the board:

first
second
third
fourth

2. Divide the class into groups of four students.

3. Have the members of each group take turns standing beside each other as you ask the class:

Who is the ____ person in line?

Students should answer in complete sentences.



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

Extending the Text

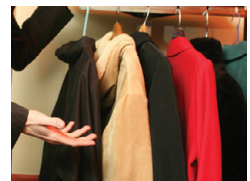
Who's First? What's Second?

Prepare Ahead:

- *Four sheets of paper labeled **first**, **second**, **third**, **fourth**.*
- *Small classroom objects that represent known terms (pen, newspaper, book).*

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

2. Place pages on the floor at the front of the classroom, beside each other and in order.



Unit 5, Lesson 2, Part B

Directions and Location

Vocabulary Taught or Reviewed:

ahead
bus
drive
get
getting
off
restroom
seat
stop
straight
subway
take
taking
taxi
turn
turning
walk

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

- Use imperative verb forms, directional terms, and ordinal numbers to direct others to a destination.
- Accurately restate directions given by peers.

Materials:

Photos of taxis, buses, and subways
Art materials

Skill Sharpener

Types of Travel

1. Display photos of taxis, buses, and subways.
2. Have students name each form of transportation.
3. Ask questions such as:
 - Which has the most seats?
 - Where do you get on the bus?
 - Where do you get off the subway?
 - What color is this taxi?



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

Curriculum Connection

From Here to There

1. Divide the class into pairs of students.
2. Direct each group to write a script about two people giving and receiving directions.
3. Groups should also draw a basic map that shows beginning and ending landmarks, as well as the route that corresponds to their script.
4. Scripts should include:
 - The opening line "Excuse me, how do I get to the ____?"
 - A minimum of two directions.
 - The closing line "You're welcome."



Unit 5, Lesson 2, Part C

Review

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

- Write, read, and speak dialogues with directional vocabulary.
- Use information from home interviews to describe directions.

Classroom Community

In-Class Activity–Scenario Skits

1. Divide the class into small groups of students.
2. Each group will write and perform a skit about a scenario that involves transportation, ordinal numbers, landmarks, directional terms, or other concepts learned in Lessons 1 and 2.
Sample scenarios:

The bus driver has amnesia! Your group must direct her to the school by telling her the route to drive.

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

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

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

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





Community Connection

Out-of-Class Activity—Routine Interviews



1. Direct students to interview two family members about a routine trip. Examples include:
 - the commute to and from work
 - errand-running
 - traveling to and from school

Learners should include questions about directions, landmarks, and modes of transportation.

2. Students should then use their interviews to write a report (2-3 paragraphs) about their family members' trips, including as much detail as possible. Students should check their work for correct word use, grammar, spelling, and sentence structure.

3. Collect reports after students present their interviews to the class.



RAISE THE BAR

Divide students into groups to present their reports. Group members then summarize the reports by comparing and contrasting the various trips described by their peers.

Unit 5, Lesson 2, Part D

International Cultural Activity–Subway Scramble

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

- Discuss the layout of a city, using information obtained from maps of international subways.

Connecting to Culture

Subway Scramble

1. Assign each student the name of an international city whose subway system map they must find. Learners may find their maps at this website:

people.reed.edu/~reyn/transport.html

Color prints of maps should be used.

2. After introducing new terms as necessary, have learners answer questions such as the following:

How many different colored lines does this subway have?

What country is this subway system in?

What city is this subway system in?

Which line is the longest?

Which line is the shortest?

Which line has the most stops?

Which line has the least stops?

3. Students should then list landmarks and circle them on the map. Sites may include:

library

bank

cafe

hotel

stadium

theater

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

5. Partners should then ask each other questions such as:

How do you get to the library?

How do you get to the bank?

When responding, students should explain which subway lines to take to get to that destination.



Bloom's Taxonomy: Application

Multiple Intelligences: Visual-Spatial





Unit 5, Lesson 2, Part E

Journal Activity—How Do I Get There?

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

- Write about different modes of transportation and explain when they are useful.



Being Creative

How Do I Get There?

Students should write two sentences each about situations in which they would use the following types of transportation:

- taxi
- car
- subway
- bicycle
- bus



RAISE THE BAR

Have students research and then compare/contrast different modes of transportation in their journals. Alternatively, have students write an argument and support a position on the use of a particular mode of transportation and its environmental impact. They should include (and define) new vocabulary relevant to the topic. Remind them to check their work for correct word use, grammar, spelling, and sentence structure.



Grammar & Usage

Unit 5, Lesson 3



Usage

Telling Time

Explain to learners that **o'clock** is a form of *of the clock*. It refers to time on the hour, when the minute hand is exactly on 12.

It is two o'clock. 2:00
 It is nine o'clock. 9:00



To express time on the half hour, learners should say "thirty" after the number of the hour.

It is three thirty. 3:30
 It is five thirty. 5:30

Learners may state minutes past an hour by giving the hour followed by the minutes.

It is five fifteen. 5:15
 It is eight thirty-seven. 8:37
 It is twelve forty-five. 12:45



Usage

Clock Times

Explain how a twenty-four hour clock is a system of time-telling in which the hours of the day are numbered from 0000 hours (12:00 **a.m.**) to 2300 hours (11:00 **p.m.**). Have learners note that the United States does not use the twenty-four hour clock, but instead divides the day into **a.m.** and **p.m.** The hours from 12 o'clock midnight to 12 o'clock noon are referred to as **a.m.**, and the hours from 12 o'clock noon to 12 o'clock midnight are called **p.m.**

To more clearly express a period of time, learners may add a time-of-day prepositional phrase:

It is nine twenty-five **a.m.** or It is nine twenty-five **in the morning.**
 It is three forty-two **p.m.** or It is three forty-two **in the afternoon.**
 It is ten thirty **p.m.** or It is ten thirty **at night.**



Unit 5, Lesson 3, Part A

Telling Time

Vocabulary Taught or Reviewed:

a.m.
clock
hour
hours
minutes
o'clock
p.m.
seconds
time
watch

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

- Use correct terms for time on the hour.
- Connect activities to appropriate hours of the day.

Materials:

- Wrist watch
- World map with time zones clearly displayed

Quick Start Review What Time Is It?

Prepare Ahead:

- Analog clock with movable clock hands.
- Wrist watch.

1. Set the clock hands to various times on the hour. Call on volunteers to tell the time.
2. Point to a clock and a wrist watch, and ask students to identify each of these objects.



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

Real-Life Learning Timetable

Prepare Ahead:

- World map with time zones clearly displayed.

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

I wake up at _____.

I go to bed at _____.

All entries should fall on the hour and include an a.m. or p.m. designation.





2. Students will then choose a city outside of the United States and, using time zone data from the world map, write a timetable that compares activities and times with the information from Step 1. For example:

I wake up at six o'clock a.m. in Denver.

In Rome, it is two o'clock p.m. People are eating lunch.

I eat breakfast at six o'clock a.m. in Denver.

In Beijing, it is eight o'clock p.m. Children are studying.

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

Times may be written as numerals or words.



Bloom's Taxonomy: Analysis

Multiple Intelligences: Logical-Mathematical



Assessment

Round-the-Clock Round Robin

1. Start the round-robin exercise by asking one student a question such as, "What do you do at 6:00 p.m.?"
2. After the student answers ("I eat dinner at 6:00 p.m."), she will then ask a peer about another time of day.
3. Activity continues until everyone has had a turn asking and answering a question.



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic



**Word of
the Day:**
o'clock

Unit 5, Lesson 3, Part B

Arriving and Departing

Vocabulary Taught or Reviewed:

airplane
airport
arrive
arrives
delayed
depart
departs
flight
passport
suitcase
suitcases
tickets
train
waiting

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

- Discuss travel details with a peer.
- Describe events on a travel timeline.

Materials:

- Analog clock (real or prop)
- Copies of travel scenario (see Step 2, **Assessment** activity), one per student (see **Appendix A**)

Skill Builder

Increments of Time

Prepare Ahead:

- *Analog clock (real or prop).*

1. Set the clock hands to various times and ask volunteers to tell the time by:
 - beginning with times on the hour
 - continuing with times on the half-hour
 - ending with times on the quarter-hour
2. To generate a.m. and p.m. designations, set the clock hands to 6:30 and say, "I am eating breakfast." Students should respond with "You are eating breakfast at 6:30 a.m." Continue with additional times and task-related statements, while students respond with appropriate a.m. or p.m. descriptions.



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

Learning for Life

Traveling Abroad

1. Generate, as a class, an arrival and departure schedule for an airport or train station.
For example:

Arrivals	Departures
Rome—8:00 a.m. Paris—9:37 a.m.	Moscow—11:02 a.m. New York—12:46 p.m.
2. Divide the class into pairs of students.





3. Each group will write a script for a dialogue about traveling, and should include information such as the following:
- arrival and departure times
 - modes of transportation
 - terms for travel necessities:
 - on time seat number
 - delayed suitcase
 - waiting hotel
 - passport room number
 - ticket

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



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

Assessment In a Hurry

Prepare Ahead:

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

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

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

You are in Paris and are going to Rome on the 8:01 a.m. train. This train is expected to arrive in Rome at 5:35 p.m. You overslept and woke up at 7:00 a.m. There is a 20-minute bus ride to the train station from your home; that bus departs at 7:32 a.m.

3. Direct each group to create a timeline of events from 7:00 a.m. to 5:35 p.m. For each time listed, learners should include where they are, what they are doing, or why they are doing something. The beginning of a timeline may look like the following:

- 7:00 a.m. - I am waking up.
- 7:01 a.m. - I am washing my face and brushing my teeth in the bathroom.
- 7:05 a.m. - I am in the kitchen because I am eating breakfast.
- 7:10 a.m. - I need my suitcase, ticket, and passport from the bedroom.
- 7:15 a.m. - I am running to the bus stop.

4. After groups present their timelines to the class, collect papers and evaluate for correct word use, grammar, spelling, and sentence structure.



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

**Word of
the Day:**
time

Unit 5, Lesson 3, Part C

Travel and Distance

Vocabulary Taught or Reviewed:

for
mile
miles

seventy
eighty
ninety

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

- Use numbers appropriately in sentences that describe travel and cost.
- Use known terms to describe the illustrations of a travel story.

Materials:

Art materials

Quick Start Review Number Recognition

Prepare Ahead:

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

1. List 10 numerals ranging from 70–99 on the board.
2. Have each student write a travel- or cost-related sentence that uses one of these numerals.
For example:
 - I am waiting for flight 74.
 - My seat number is 82.
 - It is 70 miles to New York.
 - My camera costs 98 dollars.
3. Learners should recite their sentences aloud to the class.



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

Curriculum Connection Traveling Travelogues

Prepare Ahead:

- *Art materials.*

1. Divide the class into groups of four students.
2. Each group member should draw a wordless comic strip (minimum six panels) that illustrates an airplane or a train trip.





3. Students should then write a description of their illustrations on a separate sheet of paper.
4. Have each learner pass his comic strip to the peer seated on his left.
5. Direct students to write sentences (below their own descriptions) describing their peer's illustrations.
6. Comic strips are again passed to the left, as students repeat Step 5.
7. Activity continues until students once again have their own comic strips.
8. Each student takes a turn describing his comic strip to his small group, as you circulate around the room and listen to the stories.

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



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

Assessment **Travelogue Interpretations**

Prepare Ahead:

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

1. Each student should display and describe her comic strip to the class. After she is finished, her group mates from the previous activity should share their descriptions of her drawings with the class.
2. After everyone has had a turn, lead a brief discussion about similarities and differences in the interpretation of art.
3. Collect comic strips and descriptions for evaluation.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

Word of the Day:
miles

Unit 5, Lesson 3, Part D

Journal Activity–Traveling

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

- Write about pleasant travel experiences.

Being Creative Traveling

Have students write in their journals about the ways they enjoy traveling. Topics may include visits with relatives, everyday travels, or long-distance scenarios. Students should use transition words correctly to connect ideas in sentences and paragraphs; and check their work for correct word use, grammar, spelling, and sentence structure.



Unit 5, Lesson 4, Part A

Weather Today

Vocabulary
Taught or
Reviewed:
Barcelona
be
can
can't
cloudy
beach
lake
mountains
rain
raining
snow
snowing
sunny
tomorrow
weather
woods

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

- Use the terms **can** and **can't** appropriately when answering questions.
- Combine knowledge of weather and environmental vocabulary to describe current weather conditions.

Materials:

Art materials
Wall map of the world

Jump Start

What Can You Do?

1. Ask questions such as:
 - Can you cook?
 - Can you play soccer?
 - Can you drive a car?
2. Students should answer in complete sentences, using **can** or **can't**.



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

Engage and Explore

Today's Weather Report

Prepare Ahead:

- *Art materials.*
- *Wall map of the world.*

1. Divide the class into groups of four or five students.
2. Each group should prepare a mock television weather report about current weather conditions in various international cities and areas such as mountains, lakes, and beaches. Students should choose places that allow them to use most of the vocabulary from this Lesson, including the terms **hot** and **cold**.







- 3. Inform students that this activity is the first of a two-part assignment. Groups should only report on current weather conditions and save other information for a subsequent Lesson, when they will report on future weather conditions.
- 4. One student from each group will be the newsroom anchor; the others will be correspondents reporting from outside locations.



- 5. Encourage the use of maps with graphics for the following weather conditions:
 - hot
 - cold
 - sunny
 - cloudy
 - raining
 - snowing





- 6. Have each group take turns reporting to the class.
-   Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

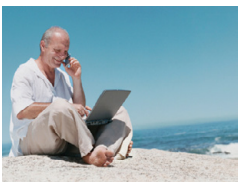
Assessment Environmental Scenarios



- 1. Write the following words on the board:
 - beach
 - lake
 - mountains
 - woods
 - rain
 - raining
 - snow
 - snowing
 - sunny
 - weather
 - cloudy
- 2. Have students write a three-paragraph scenario using all of the listed words. Learners might describe a favorite day or an imaginary situation involving the above locales and weather conditions. Remind them to check their work for correct grammar, spelling, and sentence structure.
- 3. Collect papers and evaluate for overall quality and appropriate use of new vocabulary.



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



**Word of
the Day:**
can

Unit 5, Lesson 4, Part B

Weather Tomorrow

Vocabulary Taught or Reviewed:
cold
going to
hot
study

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

- Correctly use **on** as a preposition when describing their upcoming activities on specific days of the week.
- Combine knowledge of weather and environmental vocabulary to describe future weather conditions.

Materials:

Art materials
Wall map of the world

Focus and Motivate

On and On—Plans for Days of the Week

If possible, have the class arrange their chairs in a circle. If this is not feasible, questions may be asked in order by rows.

1. Begin this round-robin exercise by asking a question such as the following:
Anna, what are you going to do on Tuesday?
2. After Anna answers the question, she should pose a similar question to her peer. For example:
On Tuesday I am going to go to the doctor. Lucas, what are you going to do on Friday?
3. Questions and answers should follow this pattern, with students using the preposition **on** before the days of the week. For example, Lucas may respond:
On Friday I am going to go to a concert. Pablo, what are you going to do on Sunday?
4. The chain of questions and answers continues until all students have answered, with the last student completing the chain by calling on you, the teacher.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Engage and Explore

Tomorrow's Weather Report

Prepare Ahead:

- Art materials.
- Wall map of the world.



1. Students should work with the same weather-reporting groups and locations as in the previous Lesson.
2. Groups will prepare an expanded version of their TV weather reports with additional forecasts for **tonight**, **tomorrow**, and **next week**.
3. As in the earlier Lesson, each group will designate one student as the anchor reporter; the others will be field correspondents.
4. Groups should present their reports to the class.



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



Classroom Community

What Is Everyone Doing?

1. Direct each student to interview two peers about their plans for the weekend.
2. Learners should write a minimum of three sentences about each peer.
3. Advise students to also include three sentences about their own weekend plans.
4. Remind students to use the future tense when writing their descriptions, for example:
Eric is going to play soccer on Saturday afternoon. On Sunday afternoon he is going to watch a movie. On Sunday evening he is going to eat dinner with his family.
5. After several volunteers read their interviews, collect papers and evaluate for correct word use, grammar, spelling, and sentence structure.



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



Word of the Day:
tomorrow

Unit 5, Lesson 4, Part C

American Cultural Activity—Visiting a U.S. City

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

- Discuss travel to American cities.

Materials:

- Art materials
- Map of the United States

Connecting to Culture

Visiting a U.S. City

1. Display the map of the United States.
2. Generate, as a class, a list of the major American cities. Take this opportunity to introduce the names of cities that may be unknown to learners.
3. Each student will design a personal travel journal, selecting destinations from the class list of cities.
4. Learners should choose four different destinations and write about:
 - the order in which they will visit cities
 - the way they will travel (by train, subway, car, taxi, bus, or airplane)
 - the time differences between cities
5. After students present their travel journals to the class, lead a brief discussion about travel in the United States.



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





Unit 5, Lesson 4, Part D Review

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

- Identify known terms in magazines.
- Use known terms to write about home and community events.

Materials:

- Magazines, one per student
- Colored markers

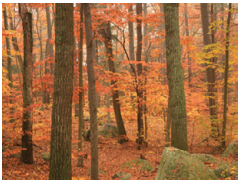


Classroom Community

In-Class Activity—Marvelous Magazines

Prepare Ahead:

- *Magazines, one per student.*
- *Colored markers.*



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



Community Connection

Out-of-Class Activity—Community News

1. Have students take home their reference sheets from the previous activity.
2. Learners should use the terms on their reference sheets to write two paragraphs about activities and events that take place at home, with family, with friends, or in the community.
3. Direct students to bring their articles to class and share them with the group.
4. Collect papers and evaluate for correct word use, grammar, spelling, and sentence structure.



RAISE THE BAR

Have students identify 10 unknown words and phrases from the magazines, and then try to determine their meanings from the context, writing down what they think is the definition. Using dictionaries, they should confirm the meanings, revising the definitions they first noted.



Unit 5, Lesson 5, Part A

Focused Activity–Listen Up

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

- Identify known terms in the context of a story.

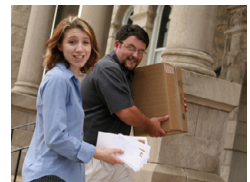
Materials:

- Copies of Version 1 script, one per student (see **Appendix B**)
- Copies of Version 2 script, one per student (see **Appendix C**)
- Download Version 1 script **Track 9**

Extra Help

Listen Up

1. Play Version 1 script while student listen. Suggest they close their eyes so they can concentrate on the story. Then ask general comprehension questions such as: Who is this story about? Where is she going? Who does she see? What else did you hear?
2. Distribute Version 1 scripts and play the audio again as students read along silently.
3. Collect Version 1 scripts and distribute Version 2 scripts.
4. Play the story again as students fill in the blanks.
5. Redistribute Version 1 scripts for students to check their work.
6. Read the story aloud as a group.





Unit 5, Lesson 5, Part B

Focused Activity—Reading a Newspaper

RAISE THE BAR

Have students select an article of interest from the newspaper and choose 10 unknown words or phrases relevant to the context. They should try to determine their meanings from the context, then confirm the definitions by referring to a dictionary.

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

- Identify known words, phrases, and sentences in newspapers.

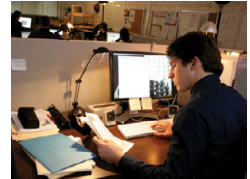
Extra Help

Reading a Newspaper

Prepare Ahead:

- Newspapers (one copy per student).
- Colored markers.

1. Distribute newspapers.
2. Direct students to scan their newspapers (including advertisements) to find known words, phrases, and sentences. Learners should then highlight these terms with colored markers.
3. Have students take turns reading their highlighted words, phrases, and sentences in the context of which they appear.





Unit 5, Lesson 5, Part C

Focused Activity–Speaking in Rounds

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

- Ask and answer questions in a small-group setting.



Extra Help

Speaking in Rounds

1. Divide the class into groups of three students, and instruct learners to ask each other some of the questions you have listed on the board (these can be taken from the *Course Content*). For example:
 - Where are you going?
 - Where are you?
 - Where do you want to go?
 - Where is the restroom?
 - Do you want this seat?
2. On the other side of the board, write possible answers for students to choose.
3. Students should focus on one question at a time until they feel comfortable asking and answering it. Learners can then move on to the next question.





Unit 6

Past and Future

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Unit 6: Past and Future

Introduction to Unit 6

As new English speakers, your students will cross over a major plateau in Unit 6 as they learn to communicate in both the past tense, which was encountered briefly at the end of Unit 5, and the future tense. These give learners a foundation from which to describe events and plans in greater detail and with more nuances than ever before. In addition to these new tenses, Lessons revolve around letter writing, giving and receiving, school and workplace environments, and time management. Manners and social pleasantries emerge in dialogues and Lesson activities, and there will be more “ah-ha!” moments as your students begin to grasp more complex subtleties of the English language.

Teaching Unit 6

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

Lesson 1a: Past and Future Tenses

This Lesson introduces the future tense and provides practice with past and present progressive tenses by focusing on **yesterday**, **today**, and **tomorrow**. In writing and speaking exercises, students will be challenged to describe their future and past activities.

Lesson 1b: Giving

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

Lesson 1c: Letter Writing

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

Lesson 1d: Journal Activity—Goals

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

Lesson 2a: School Subjects

In today's busy world, being able to manage one's time effectively is a must. During this Lesson, while your students create a mini-version of a personal planner, they will be practicing vocabulary related to subjects they study in school and past, present, and future activities they have planned. The terms **next** and **last** are especially useful as students consider what to enter in their planners.

Lesson 2b: Meaning and Understanding

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

Lesson 2c: Past Tense

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

Lesson 2d: Review

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

Lesson 2e: Journal Activity–Subjects of Discussion

In their journals, students will have the opportunity to step out of your language-learning classroom and write about what intrigues them in another teacher's subject area.

Lesson 3a: The Habitual Past

Be sure you are familiar with the tricky distinction between **used to** and **use to** as students practice the habitual past form. They will pantomime verb forms and do other exercises that will help them contrast the habitual past and the simple present.

Lesson 3b: When and Was

The passage of time changes all, and in this Lesson your students will be challenged to listen, write, and speak about the past and current states of being.

Lesson 3c: International Cultural Activity–Haiku

Spend enjoyable class preparation time finding examples of haiku to read aloud to your students, then encourage their imaginations to soar as they write their own haiku in English.

Lesson 3d: Work Roles

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

Lesson 3e: Journal Activity–Going to College

This two-fold Journal Activity combines a writing exercise with Internet research as students explore institutions of higher education.

Lesson 4a: Practice the Simple Past

Chanting and clapping in unison to a rhythmic beat should help your students focus on the nuances of sentences containing verbs in past tense forms.

Lesson 4b: Manners

Your students will certainly encounter real-life English-language situations that demand courteous queries and responses. Activities today focus on social phrases—such as **would you like**—that may occur in settings including restaurants, stores, or homes.

Lesson 4c: Review

As students create find-a-word puzzles in English, they exercise their command of spelling and definitions and have fun coming up with clues that may stump their peers.

Lesson 4d: American Cultural Activity–Post Office Murals

History and art go hand in hand with English today as your students explore and present information about murals that were created on public buildings in the United States during the Great Depression.

Lesson 4e: Journal Activity–Before and After

Self-reflection sets the stage as students focus on personal changes over the past year and write about them using verbs in present and past imperfect forms.

Lesson 5a: Enrichment Activity–Treasure Hunt

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

Lesson 5b: Focused Activity–Reading All Together

As they view photos of people doing a variety of activities, students needing extra reading practice will participate in choral reading and individual reading aloud.

Lesson 5c: Focused Activity–Writing Around the World

With a world map to focus on, pairs of students needing extra speaking and grammar practice will ask questions of each other, and reply, about traveling to selected countries. This exercise will challenge students in the use of various tenses.

Lesson 5d: Focused Activity–Grammar and Travel Chat

An important skill is being able to put words into appropriate categories. In this team-based extra-help activity, students will be asked to recall and place vocabulary words into certain categories.

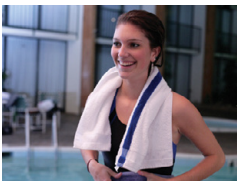


Grammar & Usage

Unit 6, Lesson 1

Grammar

Verb Tenses



Review with learners the three verb tenses they have learned so far:



1. The present progressive tense is used to indicate something that is happening now.
It uses a form of **to be** and a present participle.
She **is buying** clothes.
He **is swimming**.
I **am visiting** my friends.



2. The future tense indicates something that has not yet happened but will. A common future construction uses the present progressive form of **go** plus an infinitive.
She **is going to buy** clothes.
He **is going to swim**.
We **are going to visit** our friends next month.



3. The past simple tense refers to completed actions. It is expressed in one word with the past form of the verb. Regular past simple verbs are formed by adding **-ed** to the base word.
She **played** tennis yesterday.
Irregular past simple verbs change in various ways.

I bought a newspaper last Friday.	She swam a mile last Tuesday.
You wrote a book!	They ate chocolate.

Remind learners that regular and irregular past simple verbs use the same form for all persons:

I played tennis yesterday.	You swam a mile last Tuesday.
We played tennis yesterday.	They swam a mile last Tuesday.

Vocabulary

Periods of Time



Explain to students that different verb tenses are used with the words yesterday, today, and tomorrow. For example:

The past tense is used with **yesterday**: She **played** tennis yesterday.

The present tense is used with **today**: Today I **am swimming**.

The future tense is used with **tomorrow**: They are **going to visit** their grandmother tomorrow.



Unit 6, Lesson 1, Part A

Past and Future Tenses

Vocabulary

Taught or Reviewed:

ate
bought
played
ran
sold
swam
visit
wrote
yesterday

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

- Use the past and future tenses when describing their personal schedules.
- Discuss images using correct sentence forms and various verb tenses.

Materials:

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

Skill Sharpener

Yesterday, Today, and Tomorrow

Prepare Ahead:

- Lesson and magazine photos that depict past, present, and future actions.

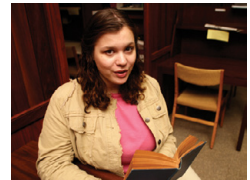
1. Write the terms **yesterday**, **today**, and **tomorrow** on the board.
2. Display Lesson and magazine photos. Call on students to describe the action depicted in each photo, while pointing to one of the words written on the board. For example, students might answer:
The girl is swimming **today**.
The girl swam **yesterday**.
The girl is going to swim **tomorrow**.

3. Students will repeat the exercise using these verbs:

buy	drive	cook
run	play	drink
eat	read	walk
sell	sleep	



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



Unit 6, Lesson 1, Part B

Giving

Vocabulary Taught or Reviewed:

desk
dictionary
e-mail
envelope
envelopes
gave
give
giving
last
letter
letters
next
notebook
stamps
wrote

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

- Describe actions using past and present progressive forms of **give**.
- Collaborate with others in a hands-on exercise that requires input from and action by all participants.

Materials:

Lesson or magazine photos showing people in the act of giving

Focus and Motivate The Act of Giving

Prepare Ahead:

- Lesson or magazine photos showing people in the act of giving.

1. Display photos.
2. Call on students to describe the actions in the photos. Examples might include:
The man is giving jewelry to his wife.
He gave a book to the student.
3. Continue until all students have discussed at least one photograph.



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





Extending the Text Give and Be Given

1. Instruct students to select a classroom object that represents a known vocabulary term (**pen, book, apple, umbrella, envelope**).
2. Divide the class into groups of two or three learners, and instruct them to stand side by side in a line, with their objects in hand.
3. Starting with the first in line, students should state what object they are holding, then hand it to the person next to them. The dialogue should follow this pattern, emphasizing **give** in present and past tense:

Jenny: I have a book. I am giving my book to Tom (as she hands the book to Tom).
 Tom: Jenny gave me her book. I have a pen. I am giving my pen to Laura (as he hands his pen to Laura).
 Laura: Tom gave me his pen. I have keys. I am giving my keys to Carol (as she hands her keys to Carol).
4. Activity continues until everyone has had a turn.



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

Assessment Recalling the Action

1. Have students write a description of the order of events from the previous **Extending the Text** activity. For example:
I had a pen. I gave my pen to Cindy. Cindy had a book, and she gave her book to Laurie.
2. Collect papers and evaluate for correct word use, grammar, spelling, and sentence structure.



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



RAISE THE BAR

In the assessment activity, have students write a story that develops as a sequence of events using transition words correctly. Remind students to check their work for correct word use, grammar, spelling, and sentence structure.

Word of the Day:
notebook

Unit 6, Lesson 1, Part C

Letter Writing

Vocabulary Taught or Reviewed:

ate
bought
desk
dictionary
did
envelope
envelopes
gave
giving
letter
letters
mail
notebook
played
ran
sold
stamps
swam
visit
wrote
yesterday

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

- Use Lesson vocabulary when writing personal and business letters.
- Use their knowledge of letter-writing principles to evaluate another student's writing.

Materials:

Envelopes

Jump Start

Quick Vocabulary Review

1. Label three columns on the board with the following category headings:
Writing Letters
Wearing Clothes
Eating Lunch
2. Assign a student to stand by the board.
3. Have one student call out a known word that relates to a category (**stamps, jeans, rice**).
4. The standing student will then write this word on the board beneath the appropriate column, then hand the chalk to the student who called out the word.
5. Repeat until all students have had a turn.



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



Unit 6, Lesson 1, Part D

Journal Activity—Goals

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

- Write about their previous, current, and future goals.

Skill Sharpener Goals

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

Yesterday

Today

Tomorrow

2. Learners should then write (in complete sentences) their previous goals in the Yesterday column, current goals in the Today column, and future goals in the Tomorrow column. Remind students to use the appropriate past, present, and future verb tenses in their sentences.





Grammar & Usage

Unit 6, Lesson 2

Grammar

Indirect Object Pronouns

Remind students that pronouns replace nouns; using them allows speakers and writers of English to communicate in more varied and efficient ways. The following pronouns function as indirect objects:

The doctor gave **me** medicine. (To whom did the doctor give medicine? **Me.**)

The teacher gave **him** a notebook. (To whom did the teacher give a notebook? **Him.**)

Explain that when people, animals, and "gender-assigned" inanimate objects, such as ships, are referred to with pronouns and used as either direct or indirect objects, the pronoun forms are as follows:

	Singular	Plural
First person	me	us
Second person	you	you
Third person	him, her	them

In cases where a pronoun refers to an inanimate object, the third person pronouns used are **it** (singular) and **them** (plural).



Usage

Asking for Repetition

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

Ask pairs of students to practice these short dialogues:

Student 1: Excuse me, what time is it?

Student 2: It's three fifteen.

Student 1: I did not understand you. Can you repeat that, please?

Student 2: It's three fifteen.

Student 1: Thank you.

Student 2: You're welcome.

Student 1: Excuse me, where is the bank?

Student 2: The bank is beside the library.

Student 1: I didn't understand you. Can you repeat that, please?

Student 2: Yes, the bank is beside the library.

Student 1: Thank you.

Student 2: You're welcome.



Unit 6, Lesson 2, Part A

School Subjects

Vocabulary Taught or Reviewed:

art
him
history
math
music
science
studied
that
understand
understands
went

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

- Discuss their past, present, and future activities using proper verb forms.
- Discuss images using correct sentence forms and various verb tenses.

Materials:

Magazines
Art materials
Double-sided tape
Copies of students' school planners, one per student (see **Appendix A**)

Jump Start School Time

1. Call on students to answer questions about their academic courses and school activities (past, present, and future). For example:
 - What time did you go to math yesterday?
 - What did you study in history yesterday?
 - How many hours are you in school today?
 - Where you going in two hours?
 - What are you going to do this afternoon?
 - What are you going to study in science tomorrow?
2. Briefly discuss the concept of time management and the value of using a personal planner to stay organized.



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





Learning For Life Time Management

Prepare Ahead:

- Magazines.
- Art materials, double-sided tape.
- Students' school planners.



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

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

3. Divide the class into pairs of learners and have them trade planners. Partners should ask each other questions about what their stickers mean (focusing on the verb **to mean**) and about the activities highlighted in their planners. For example:

Student 1: What does this mean?

Student 2: This means I have history class next week.

Student 1: What are you going to do in history class next week?

Student 2: Next week I am going to study the history of China.

Student 1: Did you go to the game Friday night?

Student 2: No, I went to a play.



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

Assessment My Plans

1. Have students refer to their planners and write three sentences in response to these questions:

What did I do yesterday?

What am I doing today?

What am I going to do tomorrow?

2. Collect sentences and evaluate for content, correct word use, grammar, spelling, and sentence structure.



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



**Word of
the Day:**
music

Unit 6, Lesson 2, Part B

Meaning and Understanding

Vocabulary

Taught or Reviewed:

mean
means
repeat
sign
us

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

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

Materials:

Photos or illustrations of common signs (bus stop, hospital, restroom)
Construction paper

Focus and Motivate

Meaning and Understanding

Prepare Ahead:

- Photos or illustrations of common signs (bus stop, hospital, restroom).

1. Display signs and ask questions focusing on their meaning, such as:
What does this sign mean?
Do you understand this sign?
2. Occasionally, ask students to repeat their answers to stress the idea of stating something more than once to reinforce understanding.
3. For additional practice in the use of the third person, call on students to answer questions such as "Does Melinda understand what this sign means?"



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





Being Creative What's Your Sign?



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



2. Divide the class into two teams of students. Each team will take turns trying to guess the meaning of another team's signs. For example, a student from Team A should stand up, show his sign to Team B, and ask, "Do you understand what this sign means?" Team B members will collaborate to arrive at one group answer. If their answer is correct, they receive one point; if not, Team A gets the point.

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



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

Assessment Describing Signs



1. Students should write three paragraphs, each describing a different sign seen in the previous **Being Creative** activity. Have learners describe what the signs look like, explain their meaning, and critique how well the signs communicate the intended meaning.



2. Collect papers and evaluate for content, correct word use, grammar, spelling, and sentence structure.



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



RAISE THE BAR

Have students use technology to research the differences between particular traffic signs or symbols as they are represented in different countries, using multiple sources. Students should present their findings, summarizing and quoting their sources accurately, and use visuals to help illustrate their points. Remind them to cite their sources.

**Word of
the Day:**
sign

Unit 6, Lesson 2, Part C

Past Tense

Vocabulary Taught or Reviewed:
word
words

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

- Speak extemporaneously using one word as a prompt.
- Collaborate to create stories using known words of their choosing.

Materials:

Lesson vocabulary words on slips of paper with sentences containing the words (see **Appendix B**)
Container

Skill Builder

Sentences in Motion

Prepare Ahead:

- Cut Lesson vocabulary words so that each student has one on a slip of paper, and place them in the container.
- Have ready the list of sentences that contain the vocabulary.

1. After each student selects a slip of paper, read one sentence at a time from the prepared list.
2. Students should raise their hands each time they hear their word. After you finish reading each original sentence, call on students to use their word in a new sentence.



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

Being Creative

Group Stories

1. Divide the class into groups of four or five students.
2. Each group should write a story using the past tense and known vocabulary in the following way:
Using one sheet of paper per group, the first student writes a phrase or sentence. She then passes the paper to the next student, who continues the story by writing a second phrase or sentence that relates to the first. For example:
Student 1 writes: Yesterday, I went to the store.
Student 2: I bought...
Student 3: ...fifteen apples. Next I...
Student 4: ...went to school.
Student 5: I studied history and...

Activity continues with each group member adding to the story until it is complete.



Unit 6, Lesson 2, Part D

Review

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

- Write a letter about daily activities and personal experiences.
- Use information from an interview to write a response to a letter.



Classroom Community

In-Class Activity–Writing Home

1. Direct students to write a letter to someone who lives in their home.
2. Letters should begin with information about the student's activities and include questions for the recipient. For example:
Yesterday I bought a sweater and gave it to my sister. Today it is sunny, and I'm writing this letter at school. Tomorrow I'm going to play tennis in the park. How are you? Did you play soccer last week? What are you doing today? Are you going to wash the car tomorrow?
3. If time permits, ask several volunteers to read their letters to the class.



Community Connection

Out-of-Class Activity–Pen Pals

1. Each student should take his letter home and give it to the intended recipient. Advise students that, if necessary, they should read their letters aloud.
2. As students converse with their home partner about the activities in their letter, they should take notes.
3. Before the next class session, students will then write a response to their own letter that includes comments from their partner, answers to questions, and a possible question that continues the dialogue. For example:
Thank you for the letter. I am fine. I did not play soccer last week, but I am going to play today. When it is sunny, I am going to wash the car. Where did you go after you played tennis?



Grammar & Usage

Unit 6, Lesson 3

Usage

The Habitual Past

Explain to learners that the verb **use** is used in the past tense with an infinitive to indicate past conditions or habits.

We **used to live** in an apartment.

They **used to play** soccer.

The phrase **used to** also describes past facts that are no longer true.

I **used to have** a bicycle. Now I have a car.

She **used to work** in a bakery. Now she works in a restaurant.

Usage

Punctuation

Explain to students that written English uses certain signals called punctuation to tell the reader how to comprehend sentences or, at times, individual words or groups of words that are not considered complete sentences. Every new sentence begins with a capital letter and ends with some form of punctuation.

Review with students the forms of punctuation encountered in the Rosetta Stone® software.

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

We waited for the bus.

This high school student likes history.

Question Mark [?] A question mark indicates that an idea formed a question. It appears at the end of interrogative sentences.

What are you studying?

Can you repeat that, please?

Exclamation Point [!] An exclamation point shows emotion and excitement. It appears at the end of exclamatory sentences.

You read three books!

You bought a dog!



Unit 6, Lesson 3, Part A

The Habitual Past

Vocabulary

Taught or

Reviewed:

college
elementary
elementary school
e-mails
had
high school
liked
live
now
studies
taught
teach
use
used
waited
writes

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

- Engage in conversations about past and present activities.
- Demonstrate and describe past and present actions in relation to each other.

Jump Start

Then and Now

Take this opportunity to discuss the proper use of **use to** and **used to**. For example:

Did you use to live in a house?

No, I used to live in an apartment.

1. Students should pair up and practice **use to** by asking questions about previous actions. For example:
 - Where did you use to live?
 - What school did you use to go to?
 - What sport did you use to play?
 - Did you use to have a dog?
 - Did you use to go to the mountains?
 - Did you use to play soccer as a child?

2. Learners should answer with terms such as **used to** and **now**. For example:
 - I used to play soccer, but now I play tennis and golf.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

Being Creative

Acting Up

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



Unit 6, Lesson 3, Part B

When and Was

Vocabulary Taught or Reviewed:
employee
employees
factory
manager
was
were

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

- Distinguish between past and present states of being.
- Create a dialogue about real-life interactions using simple past and habitual past forms.

Materials:

Lesson photos or other images showing objects, animals, and people now and in previous states (to emphasize **was/were** and **am/are**)

Download sample script **Track 10**

Focus and Motivate

States of Being

Prepare Ahead:

- Pairs of magazine or Lesson photos showing objects, animals, and people in current and previous states (to emphasize **was/were** and **am/are**). For example, pairs could be images of a sapling and a mature tree or baby girls and elderly women.

1. Show pairs of images to the class, and call on students to say two complete sentences describing each pair of photos. The emphasis should be on past and current states of being (using **was/were**, **am/are**, and **then/now**). Model examples, such as:

The tree was short. Now it is tall.

They were babies. Now they are women.

2. Ask students for alternate descriptions such as: "The tree was young. Now it is old."



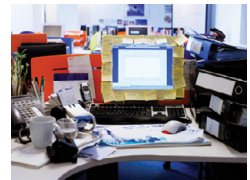
Bloom's Taxonomy: Comprehension
Multiple Intelligences: Naturalist

Being Creative

Creating a Script

1. Write the following words and phrases on the board:

used to	now	was
use to	am	were
when	are	did





2. Initially, the script should set the stage (either through dialogue or via a narrator) by describing the characters, setting, and other details. Students should use the words on the board in their dialogues, and focus on statements, questions, and replies that compare life as it was previously versus now.



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

Sample script:

Narrator: Two students, John and Ana, are sitting at a table in a cafe. They are drinking coffee and eating chocolate.

John: Are you from Italy?

Ana: No, I'm from France, but my family used to live in Italy.

John: What does your father do?

Ana: He used to be a teacher, but now he's a manager in a restaurant.

John: Did he use to teach cooking when he was a teacher?

Ana: No, he taught math. How about your father? What does he do?

John: He used to be a manager in a factory.

Ana: Was it a big factory?

John: Yes, it used to have many employees, but it closed. Now he is a history teacher.

Narrator: After John and Ana eat all their chocolate, they walk to the library.



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

Assessment Lights, Camera, Action!

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



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



RAISE THE BAR

Use technology to record students' performances on audio or video for later use or as an addition to their portfolios. The recordings could also be used for peer evaluations.

**Word of
the Day:**
elementary

Unit 6, Lesson 3, Part C

International Cultural Activity—Haiku

RAISE THE BAR

Before students begin writing, present 2 or 3 more examples of haiku. Have students analyze and compare how specific word choices, analogies, and allusions impact the meaning, tone, and emotion of the image the poet is communicating.

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

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

Materials:

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

Connecting to Culture

Haiku

Prepare Ahead:

- Photos of different countries that feature outdoor scenes and natural settings.
- Course Content.

1. Explain the haiku form of poetry, focusing on its Japanese origins and nature-based themes. Provide examples such as the following:
It rains at the lake
Where we used to watch the fish.
Now we are all wet.
2. Display photos, noting the countries they represent and the scenes that may inspire haiku.
3. Advise students that they are to work in small groups to write their own haiku, using the displayed photos for inspiration. Each haiku should contain **use to** or **used to**. Have the *Course Content* available for reference.
3. Ask for volunteers to read their haiku to the class.
4. Collect haiku and evaluate for appropriate form and word use.



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





Unit 6, Lesson 3, Part D

Work Roles

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

- Categorize known terms according to the objects they describe.
- Use known terms to compare and contrast the schools they have attended.

Materials:

- Photo of a school
- Photo of a store
- Sticky notes
- Handouts of Unit 6 Lesson terms, one per student (see **Unit 6 Lesson Word Lists**)

Focus and Motivate

Word Categories

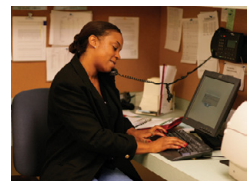
Prepare Ahead:

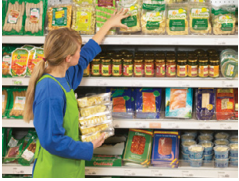
- *Photo of a school, photo of a store, sticky notes.*
- *Copies of handouts with Unit 6 Lesson terms, one per student*

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

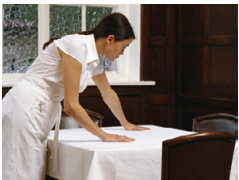


Bloom's Taxonomy: Naturalist
Multiple Intelligences: Visual-Spatial





Curriculum Connection Going Shopping



1. Students will role-play working at a store. Select four students to wait in the hallway while the remaining students prepare themselves for their roles.
2. Divide the class into groups of three. Each group will decide what type of store it would like their business to be.
3. When the four students return to the classroom, each should approach a group of merchants and ask yes/no questions to determine the type of store they are in (grocery store, bookstore, clothing store).
4. The four students should also ask about items in the stores. They will not know the items, but will have to question the merchants about their features. For example:
 Can I eat it?
 Can I wear it when I am cold?
 Can I drink it?
 Can I wear it on my head?
5. Continue the activity until the four students determine where they are.



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

Assessment School Years

1. Direct students to write three paragraphs that compare and contrast the schools they have attended.
2. Learners should describe their teachers, classmates, subjects of study, and other features that are important to them.
3. After several volunteers read their stories to the class, collect papers and evaluate for content, correct word use, grammar, spelling, and sentence structure.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal

Word of the Day:
manager

Unit 6, Lesson 3, Part E

Journal Activity—Going to College

RAISE THE BAR

Have each student compare and contrast two universities, then write a formal argument as to why one is better than another for the student's chosen field of study. They should quote and cite reference material to support the arguments.

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

- Research and write about the qualities of colleges.

Real-Life Learning

Going to College

1. Direct students to list their interests (sports, arts, languages) in their journals.
2. Learners should then use the Internet to research these topics as possible fields of study in college.
3. After students identify colleges that offer these fields of study, they should write about the features of the particular colleges that interest them. Remind them to check their work for correct grammar, spelling, and sentence structure.





Grammar & Usage

Unit 6, Lesson 4

Grammar

Present and Past Tenses

Review with students the fact that whenever a verb is used, it always appears in a tense. The tense indicates when an action or state of being takes place.

All verbs have present tense and past tense forms, among others. Discuss with students some examples from the Rosetta Stone® software:

Present tense is used to indicate a current action or state of being. Explain to students that, for regular verbs, the root verb is all that is needed to express present tense for all singular and plural subjects except third person singular, for which either **-s** or **-es** is added to the root verb. Point out that, in some cases, the root verb's final letters change to accommodate the addition of **-es** (as in **studies**).

- I **teach** history.
- It **costs** thirty dollars.
- She **studies** art.
- I **am** a teacher.

Simple past tense: Discuss with students the fact that, for regular verbs, the simple past tense is formed by adding **-d** or **-ed** to the end of the root verb. But, irregular verbs are just that—irregular in terms of how they are formed. There are no easy rules for forming them, so memorization and continual practice is a necessity.

- I **lived** in Rome. [regular]
- We **waited** for the bus. [regular]
- He **played** soccer. [regular]
- They **wrote** letters to me. [irregular]
- Yes, I **taught** English. [irregular]
- I **was** a student. [irregular]
- They **were** students. [irregular]
- You **had** bicycles when you lived in Paris. [irregular]

Past progressive tense is used to show that action or a state of being was ongoing during a particular point in the past. Explain that this tense uses the past tense of **be** + the present participle of the root verb. Present participles are formed by adding **-ing** to the root verb.

- It **was raining** when we waited for the bus.
- When I **was drinking** coffee, I wrote this letter.
- When he **was sleeping**, the airplane departed.



Unit 6, Lesson 4, Part A

Practice the Simple Past

Vocabulary Taught or Reviewed:
departed
kissed
listened
watched

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

- Use present and past tenses to describe actions.
- Ask and answer questions that involve choices.

Materials:

- A ball
- 2 groups of 10 sentences from this Lesson (see **Appendix C**)

Jump Start Having a Ball

1. Ask students sit in a circle and pass a ball around to one another. Each student describes an action he has performed when it is his turn to hold the ball. All phrases should begin with **when**. For example:
When I was in Russia...
When we were at the beach...
2. When the learner is finished with her phrase, she should toss the ball to another student in the circle. He should finish the sentence with a simple phrase using the past tense, such as:
...she bought this.
...it was sunny.
3. Repeat the exercise until everyone has had a turn.



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

Engage Clapping Time

Prepare Ahead:

- Have ready the handouts with two groups of ten sentences from this Lesson.
Group 1 focuses on **when**:
When I was in Russia, I bought this.
When we were at the beach, it was cloudy.
Group 2 focuses on **would you**:
Would you like some chocolate?
Would you like tea or coffee?



Unit 6, Lesson 4, Part B

Manners

Vocabulary
Taught or
Reviewed:
would

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

- Respond to questions with appropriate answers.
- Write and perform a script about a dinner scenario.

Jump Start

Questions and Answers

1. Explain to students that they will participate in an exercise involving the phrase **Would you like...?** On the board, write phrases learners can use when forming their sentences. These may include **Yes, I would like ...** and **No, thank you. I would like ...** You might also list foods that you will be "offering."
2. Model an example:
Teacher: Would you like chocolate or fruit?
Student 1: I would like chocolate, please.
Teacher: Would you like some orange juice?
Student 2: No, thank you. I would like tea.
3. Continue asking questions until everyone has had a turn.



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

Extending the Text

Role-Playing

1. Divide the class into pairs of students. Each pair should develop a dialogue about a hostess and guest, restaurant server and customer, or store employee and patron. Advise students to include phrases and sentences such as:
Would you like...
Yes, please.
No, thank you.
I did not understand you.
Can you repeat that, please?
Hostess: Good evening! Would you like a table for one?
Customer: No, thank you. I would like a table for 20. I'm waiting for my sister.
Hostess: Do you need a magazine to read while you wait?
Customer: I'm sorry. Can you repeat that, please? I did not understand you.
Hostess: Would you like a magazine to read while you wait for your sister?
Customer: Yes, please. She is late because it is raining.





2. Peers should read their scripts to each other for practice, first in one role and then in the other.

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



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

Assessment

Written Scenarios

Prepare Ahead:

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



1. Have each student select one photo.

2. Direct students to write 1-2 paragraphs about the subject of their photo, using Lesson phrases such as:

I bought this when...

He used to... Now he...

When they were...

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

What is this? This is a desktop computer. I bought this when I lived in Rome. My brother used to have a desktop computer. Now he has a laptop.



3. After students read their paragraphs aloud, collect papers and evaluate for correct verb tense use, word use, grammar, spelling, and sentence structure.



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



RAISE THE BAR

During *Role-Playing*, suggest variations in scripts to demonstrate degrees of formality, intention, or point of view that students can evaluate.

In *Written Scenarios*, encourage students to use compound and complex sentences.

In groups, have students evaluate and critique their peers' paragraphs, checking for correct verb tense use.

They should be able to support their reasons for a correction, and rewrite any sentences with problems to effect the correct form.

Word of the Day:
listened

Unit 6, Lesson 4, Part C

Review

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

- Arrange vocabulary words based on their spellings.
- Use known vocabulary to write a short story.

Classroom Community

In-Class Activity—Add-a-Word Acrostics

Prepare Ahead:

- Choose five or more long vocabulary words from this Lesson. For example: **yesterday, notebook, dictionary, envelope, understand.**

1. Write your selected words vertically on the board. Explain to students that their goal in this class-wide activity will be to think of English words they have learned that start with each of the letters in the vertical words. As you demonstrate using the word **yesterday**, for example, write **es** horizontally alongside the first **y** to form the word **yes**.
2. Call on one student at a time to come to the board. She should write a word alongside a letter in any vertical word of her choosing, and then say the word aloud to the class.
3. This activity continues until letters in all vertical words have horizontal words alongside them. Encourage students not to duplicate words, if possible, and explain that there should only be one word beside each letter.
4. Leave all the words on the board for reference during the following **Community Connection** take-home activity.

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



Community Connection

Out-of-Class Activity—Unraveling an Acrostic

1. Ask students to individually choose their favorite acrostic (from among those listed on the board) and copy all its words onto a sheet of paper.
2. Instruct learners to take their lists home and write a short story containing a minimum of five words from their chosen acrostic.
3. During the next class period, call on students to read their stories aloud. Collect papers and evaluate.





Unit 6, Lesson 4, Part D

American Cultural Activity—Post Office Murals

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

- Discuss historical murals and connect them to their cultural context.
- Plan a collaborative art project through group discussion.
- Explain personal symbol choices using present and past tense.

Materials:

- Poster board
- Large craft (butcher) paper
- Markers or crayons

Connecting to Culture

Post Office Murals

During the Great Depression, the U.S. government sponsored many programs in the arts, some of which included the production of murals in post offices, libraries, schools, and other public buildings. These murals usually represented local culture and history. Overviews of these projects may be found at government and museum websites, and also at wpamurals.com.

This Lesson offers the opportunity to introduce the following new words: mural, government, public, farmer, cowboy.





1. Divide the class into groups of three or four students. Provide background information about the Great Depression and the murals that were created during this time.
2. Learners should prepare a presentation about a mural. Advise groups to use government and museum websites when conducting their research.
3. Projects should include an image of the mural along with information about the artist, location (city, state, type of building), and date created. Groups should also describe the subject of the mural and explain details about its features.
4. After each group presents its project to the class, ask students to discuss their thoughts about the murals, including why they think the government funded such a project, why the art would be created in public places like post offices, and what effects the images may have had on the citizens who viewed them.



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



RAISE THE BAR

Have students use technology to present their research (slide show or projected images). They should access information from multiple sources, and cite them. Optional: Have students compare and contrast two murals, supporting their findings with summarized, paraphrased, or quoted reference sources, which are cited.

Unit 6, Lesson 4, Part E

Journal Activity—Before and After

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

- Compare and contrast their past and present traits.

Linking Past and Present Before and After

1. Students should write about what they were like a year ago, as compared with the way they are now.
2. Learners should use past and present tenses to describe their likes, dislikes, behavior, and appearance. Remind them to check their work for correct grammar, spelling, and sentence structure.





Unit 6, Lesson 5, Part A

Enrichment Activity—Treasure Hunt

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

- Take ownership of their own learning process by choosing the topic and direction of a large project.
- Work independently outside the classroom setting.
- Meet a series of deadlines for a long-term project.



Stretching the Imagination

Treasure Hunt

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

Do your best to keep this activity as student-driven as possible.



Prepare Ahead:

- Determine whether students will hide treasures in the classroom or throughout the school, and notify appropriate staff about the latter decision.



1. Each student should organize a treasure hunt by deciding on a prize that is worth finding and determining an appropriate hiding spot for the prize.
2. The learner should then select the route that the prize-hunter(s) will follow, by listing a starting point and places for clues on the way to the hiding spot. He should draw a map that marks the starting point, clue places, and the hiding spot. The map should reflect the layout of the classroom or school, and the student should number each location in the sequence of the route. For example:

- 1 = the main school office
- 2 = the big dictionary on the desk in the library
- 3 = the third table in the library

Write one set of directions for each stop on the way to the prize. Directions should be written on one side of a slip of paper, with a number corresponding to the sequence of the route written on the other side. For example:

- 1 - Go to the main office, and turn right.
- 2 - Go straight ahead to the library, and walk to the big dictionary on the desk.
- 3 - Go to the third table, and turn left.



3. Arrange a time for each student to set up her treasure hunt. You, a peer, or a group of peers should be the prize-hunter(s). Note the sequence and clarity of directions, as player(s) move from the starting point to the prize.





Unit 6, Lesson 5, Part B

Focused Activity—Reading All Together

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

- Read aloud in individual and group settings.

Materials:

Magazine photos of people performing actions such as **writing, playing,** and **sleeping**

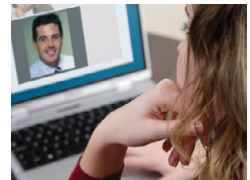
Skill Builder

Reading All Together

Prepare Ahead:

- *Magazine photos of people performing actions such as **writing, playing,** and **sleeping.***

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





Unit 6, Lesson 5, Part D

Focused Activity—Grammar and Travel Chat

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

- Discuss the topic of travel using various verb tenses.

Extra Help

Grammar and Travel Chat

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

1. Have each student choose a city or country as a travel destination; he should then write the name of the place in large letters on a piece of paper.
2. Call on one student at a time to hold up his paper to show his destination.
3. Going around the room, all students should either ask a question of the traveling student or make a statement about his travels. Instruct students to use a variety of tenses in their statements and questions. For example:
When did you go to ___?
It is cold in ___ and you need a coat.
Where will you eat in ___?
4. The traveling student should answer any questions that are asked of him. For example:
When did you go to ___? I went to ___ in the spring.
Where will you eat in ___? We will eat in a restaurant when we go to ___.
5. When all students have spoken about the first traveling student, call on another student to hold up her paper so a second round can begin. The activity continues until the destinations of all traveling students have been discussed.



Unit 7

Friends and Social Life

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Unit 7:

Friends and Social Life

Introduction to Unit 7

This Unit focuses on a wide variety of social situations and conversations that are encountered in everyday life. Students learn how to make and accept apologies, state their opinions, and give and follow more specific directions than they were challenged with in previous Units. Fine distinctions between closely-related concepts, as well as opposites, are stressed in Unit 7, bringing to light differences between such terms as **beginning** and **ending**, **leaving** and **arriving**, **busy** and **free**, **arrivals** and **departures**, and **good** and **well**.

Teaching Unit 7

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

Lesson 1a: Formal Imperatives

This first Lesson in Unit 7 challenges students to use formal imperatives to describe appropriate behavior and manners in various public settings. They will also practice vocabulary in a writing exercise involving the new word **something**.

Lesson 1b: Giving and Following Instructions

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

Lesson 1c: Months of the Year

During the main activity of this art-focused class period, your students will make colorful calendars for the 12 months of the year, and use their creations as springboards to focus on activities and other characteristics for each month. This will be a time, too, to practice putting the words **beginning**, **ending**, **leaving**, and **arriving** into proper context.

Lesson 1d: Journal Activity—Party Helpers

Today, you will ask your students to think back to a time when they helped at a party of any kind. Then ask them to write in their journals about their helpful roles.

Lesson 1e: American Cultural Activity—Every Month Is Different

Regardless of the month or season, there is always a holiday just around the corner. For this Lesson, students will use the Internet and other sources to identify holidays, special events, and designated heritage months in the United States. Then they will present their findings to the class.

Lesson 2a: Social Interaction Verbs

Get ready for a lively class period! The written, oral, and physical activities of this Lesson will help your students recognize the differences in meaning and appropriate social situations for the verbs **help**, **meet**, **call**, and **talk**.

Lesson 2b: Timeliness and Numbers Greater Than 100

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

Lesson 2c: Contact Information, Calendar Dates, and Imperatives

In today's busy world, learning the communication skills necessary to stay in touch, set appointments, and exchange contact information is critical. In this Lesson, students will listen to a conversation, then create and perform their own scripted dialogues incorporating elements such as telephone numbers, e-mail addresses, appointment times, and imperatives.

Lesson 2d: Review

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

Lesson 2e: Journal Activity—My Circle of Friends

In their journals, students will write about interactions they have recently had with other individuals—particularly those they have recently met, spoken with by telephone, or helped.

Lesson 3a: Parties and Meals

Being able to successfully categorize according to **type** will be key to your students' success in this Lesson. They will first classify various types of foods and drinks according to the associated meal. Then, this Unit's earlier party theme continues as students do a group activity and individual writing exercises about types of parties.

Lesson 3b: Requirements

If practical, make an appointment for your class to go as a group to the school library or access the Internet for about 30 minutes during this class period. During that time, they will quickly research and write brief answers to requirement-based questions you pose that include the phrase **have to**. An answer to "What do you have to have to visit Paris?" might be: "I have to have a passport."

Lesson 3c: Celebrations and Culture

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

Lesson 3d: Journal Activity—Minding Your Ps and Qs

What is considered polite and impolite varies in cultures around the world. Today, your students will write in their journals about manners, using **may**, **may not**, and **have to**.

Lesson 3e: International Cultural Activity—Celebrate Around the World

Today, you and your students will discuss how birthday celebrations vary around the world, and the song "Happy Birthday to You" will take center stage as students practice singing it in unison. As this may be the first time some students have sung this song, you will want to have copies of the lyrics so everyone can read along as they sing.

Lesson 4a: Music and Forms of Good and Bad

At this point in the Rosetta Stone® software, students are becoming familiar with terms such as **good**, **well**, **bad**, and **worst** that help them convey their states of being and express their opinions about the world around them. Today, in activities that incorporate reading, speaking, listening, and writing, students will focus on reviews of popular forms of entertainment, including movies, books, and concerts.

Lesson 4b: Busy and Free

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

Lesson 4c: Apology and Acceptance

Comic strips kick off today's class as students have fun substituting the text in characters' speech bubbles. In this and a second activity, the focus is on apologizing with **I'm sorry** and accepting an apology with phrases like **that's okay**.

Lesson 4d: Review

As a wrap-up to Unit 7, students will be challenged to evaluate and contrast others' opinions about the performances of musicians, singers, or dancers. This will include an out-of-class activity in which they interview a friend or family member about their favorite such artist, then judge for themselves and write their own review of that performer's work.

Lesson 4e: Journal Activity—The Good Arts

This activity provides an opportunity for your students to voice their opinions in writing, as they describe in detail their likes and dislikes about artists or musicians about whom they have strong opinions.

Lesson 5a: Focused Activity—Reading Articles

Reading a short, uncomplicated newspaper article will pave the way for students to collaborate on summarizing and describing their opinions about the piece.

Lesson 5b: Focused Activity—Rows of Grammar Fun

Today, students will create a table listing verbs and phrases in a column. Then, they will fill in the rows with grammatically correct sentences using those verbs and phrases.

Lesson 5c: Focused Activity—Listening Carefully

Note-taking and listening are critical skills in this extra-help Lesson as students listen to you describe characteristics of three imaginary people.





Grammar & Usage

Unit 7, Lesson 1

Grammar

Direct and Indirect Objects

Explain that a direct object receives the action of a verb. It answers the questions **what?** or **who?** about the verb.

The man is reading a newspaper.

(What is the man reading? a **newspaper**)

They are going to visit their grandmother tomorrow.

(Who are they going to visit? their **grandmother**)

An indirect object precedes the direct object and tells to whom or for whom something is done.

The dog is bringing the man a newspaper.

(To whom is the dog bringing a newspaper? the **man**)

The girl is bringing her parents breakfast.

(The girl is bringing breakfast to whom? her **parents**)

Note that constructions with indirect objects are very common in English.

Vocabulary

Calendar Terms

Discuss with students the fact that, in the United States, dates are typically written in the order of month, day, and year. For example, the date 11-26-08 means:

11 = November, the 11th **month**

26 = the 26th **day** of the month

08 = the **year** 2008

11-26-08 = November 26, 2008

Explain to students that the Gregorian calendar is used in the United States. Its twelve months, in chronological order, are:

- | | |
|-------------|--------------|
| 1. January | 7. July |
| 2. February | 8. August |
| 3. March | 9. September |
| 4. April | 10. October |
| 5. May | 11. November |
| 6. June | 12. December |

Unit 7, Lesson 1, Part A

Formal Imperatives

Vocabulary Taught or Reviewed:

blankets
dancing
families
games
parties
party
sing
singing
sit
something

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

- Use Lesson vocabulary to describe details about a party.
- Write sentences about behaviors using the imperative tense.

Jump Start Guessing Games

1. Write the word **party** on the board.
2. Ask questions about parties. For example:
 - Is there singing at a party?
 - Is there dancing at a party?
 - Do people eat at a party?
 - What music do you like for a party?
 - Who can come to a party?
 - Why is there a party?
3. Continue as time permits.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Engage and Explore Rules of the Game

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

2. On the board, write the name of places such as:
grocery store
theater
restaurant
school

Students should write two sentences describing what people should and should not do in those locations, such as:

In a grocery store, you can't eat something before paying.

In a restaurant, you can pay with a credit card.

3. When learners have finished writing their sentences, they should transform them into formal imperatives. For example:

When in a grocery store, please do not eat something before paying.

When in a restaurant, please pay with a credit card.

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



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



Assessment

A Whole Lot of Something

1. Direct students to write eight sentences that include the word **something**. Have students use the imperative for at least two of these sentences.
2. Collect and evaluate for content, word use, correct grammar, spelling, and sentence structure.



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



RAISE THE BAR

Have students write a story using dialogue to demonstrate inappropriate behavior. Encourage them to create a range of characters allowing students to express different levels of politeness through imperatives meant to correct an action. They should use transition words and phrases, compound and complex sentences, and an appropriate style of writing for good storytelling. Remind them to check their grammar and spelling.

Word of the Day:
party

Unit 7, Lesson 1, Part B

Giving and Following Instructions

Vocabulary Taught or Reviewed:

bring
bringing
desk
gives
names
put
putting

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

- Develop a list of instructions for others to follow.
- Interpret directions to successfully carry out tasks.

Materials:

Index cards

Jump Start

The Match Game

Prepare Ahead:

- Vocabulary words from this Lesson written on index cards in the style of the Memory game. (Each word should be written on two separate cards; that pair constitutes a "match" during the game).

1. Tape index cards face down on the board, and explain the rules of the game and the definition of a "match."
2. Divide the class into teams of four or five students.
3. Have teams take turns choosing two cards, trying to find a match.
4. Team members should rotate each time it is their team's turn so that everyone has an opportunity to participate.
5. When a student makes a match, the next person on her team takes a turn. Members of that team should continue taking turns until someone is unable to make a match.
6. Groups should keep matched cards to help with scoring.
7. Play continues until all matches have been made. The team with the most matches wins.

*Retain cards for use in the following **Assessment** activity.*



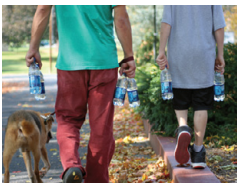
Bloom's Taxonomy: Analysis
Multiple Intelligences: Visual-Spatial





Engage and Explore Constructive Instructions

1. Have students remain in their groups.
2. Focusing on using the words **bring**, **put**, and **give**, each group should write a list of instructions (minimum of five steps) that will direct another group to move objects around the classroom. For example:
Bring a book to the teacher.
Put a book on his desk.
Write your name on a paper, bring it to Simon, and put it in front of him.
Give a notebook to your friend.
Take a pen from your friend.
3. Have the groups trade lists of instructions and try to complete their set of tasks.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

Assessment Creative Paragraphs

1. Direct each student to choose four *Memory* word cards from the previous **Jump Start** activity.
2. Learners should then write a story (minimum eight sentences) that contains these words.
3. After students take turns reading their stories aloud, collect papers and evaluate for word use, correct grammar, spelling, and sentence structure.



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



**Word of
the Day:**
end

Unit 7, Lesson 1, Part C

Months of the Year

Vocabulary Introduced or Practiced:

arriving
begin
beginning
begins
come
coming
eighth
end
ending
ends
leaving
rains
tenth

January
February
March
April
May
June
July
August
September
October
November
December

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

- Use **come**, **arrive**, **begin**, **end**, and **leave** in context.
- Create a calendar using calendar-related vocabulary.

Materials:

Art paper
Rulers
Magazines and newspapers
Drawing materials

Jump Start

The Beginning and the End

1. Model the use of **come**, **arrive**, **begin**, **end**, and **leave** by stating observations and asking questions such as the following:

Maria is coming to class.
Nicholas is arriving.
Is Sophia going to come to class?
Class is going to begin in two minutes.
Class is beginning now.
What month is at the beginning of the year?

When does class end?
Class is going to end in five minutes.
Class is ending now.
When are you leaving?
Are you leaving now?
What day is at the end of the week?

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



Bloom's Taxonomy: Comprehension
Multiple Intelligences: Interpersonal





Being Creative Calendar Creation

Prepare Ahead:

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

1. Display the sample calendar and explain its components.
2. Distribute art paper, rulers, and drawing materials.
3. Instruct students to fold their sheets of paper in half and draw, on the lower half of the page, a grid with seven columns and five rows.
4. Learners will then write the name of the current month above the grid, days of the week above each column, and dates in each grid square.
5. After distributing magazines and newspapers, direct students to decorate the upper half of their page with images that represent aspects of the month (weather, activities, holidays, or other features). Learners may use cut-out images from magazines and newspapers or their own drawings for illustrations.
6. Have students take turns displaying their calendars and explaining their illustrations.

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



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

Assessment Human Calendar

Prepare Ahead:

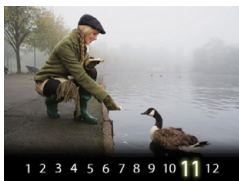
- Slips of paper, each with the name of one month written on it.

1. Distribute slips of paper and explain that the month each student receives is her assigned month. Depending on your class size, it may be necessary to assign more than one month to a student, or to assign the same month to multiple students.
2. Students should interview each other to find out what month each person represents and organize themselves in a line by month.

As class ends and students leave the classroom, you may wish to have the students take turns saying, "Class is ending and I am leaving."



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



Word of the Day:
bring

Unit 7, Lesson 1, Part D

Journal Activity–Party Helpers

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

- Write about parties they have planned, hosted, or attended.

Being Creative Party Helpers

After students reflect on the parties they have planned, hosted, or attended, they should write at least six sentences about the details of these celebrations. Students may include tasks, materials, activities, guests, locations, and other features in their descriptions. Remind them to check their work for correct grammar, spelling, and sentence structure.





Unit 7, Lesson 2, Part A

Social Interaction Verbs

Vocabulary Taught or Reviewed:

call
calling
helping
meeting
police
talking

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

- Develop Lesson concepts by acting out new verbs.
- Recognize actions and define them using Lesson vocabulary.

Jump Start Verbs Around the Classroom

1. Write these verbs on the board: **help, meet, call, talk.**
2. Instruct students to get in a circle. You should join the circle, too, and model the format of this exercise.
3. Turn to the student on your right and say a sentence (statement or question) that uses one of the words on the board. That student should reply to you with a sentence that has a word from the board. He then turns to the student on his right and continues by saying another sentence. For example:
Teacher (to Student 1): Are you going to call your friend?
Student 1 (to Teacher): Yes, I am going to call her.
Student 1 (to Student 2): I want to help you cook.
Student 2 (to Student 1): Thank you. We can talk and cook.
Student 2 (to Student 3): My mother wants to meet your mother.
4. Learners should continue this pattern until the last student says a sentence to you, completing the circle.

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



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





Focus and Motivate
Meet and Greet



1. Divide the class into pairs of students and give each a verb (**help, meet, call, or talk**) to act out in the style of the game *Charades*.
2. Give students time to devise their strategies for acting out their verb.
3. Groups then take turns acting out their verbs before the class. The first person to guess correctly wins a point for their team.
4. The team with the most points by the end of the activity wins.



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

Assessment
Writing Interactions



1. Direct students to write a short story (1-2 paragraphs) using the verbs **help, meet, call,** and **talk**.
2. After several volunteers read their stories aloud, collect papers and evaluate for content, correct grammar, spelling, and sentence structure.



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



Word of the Day:
 help

Unit 7, Lesson 2, Part B

Timeliness and Numbers Greater Than 100

Vocabulary Introduced or Practiced:

address
date
early
fifth
fourteenth
help
hundred
late
Main Street
nineteenth
seventeenth
seventh
thirteenth
thousand
twelfth
twentieth
year
yen

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

- Differentiate between various modes of contacting another person and other items that use numbers.
- Collaborate to find an answer that uses Lesson vocabulary and large numbers.

Materials:

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

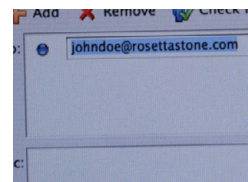
Jump Start

Vocabulary Drill

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



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



Unit 7, Lesson 2, Part C

Contact Information, Calendar Dates, and Imperatives

Vocabulary Introduced or Practiced:

birthday
dance
know
knows
wear

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

- Act out directives when prompted.
- Create and perform scripted dialogues about setting an appointment with another person.

Materials:

Lesson photos
Magazine photos from **Assessment** activity in previous Lesson
Download sample script **Track 11**

Focus and Motivate

Do This, Do That!

Explain to students that you will be calling out different directives and that they are to take turns acting them out. For example:

Please sit.
Turn left.
Turn right.
Read your book.
Wash your hands.



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

Engage and Explore

Let's Get Together

1. Divide the class into groups of two or three students; assign each group a name or number.
2. Play sample script as students listen. Follow up with general comprehension questions such as: What are they talking about? What do they want to do? What questions do they ask? What do they decide? Play the audio again.
3. Direct groups to develop a script about getting together on the weekend; let them know that they will be performing their skits later during this class session. Each student should have her own copy of the completed script, which will include information about the date of the event, at least one piece of contact information (e-mail address, street address, phone number), and at least one imperative (Meet me at the cafe.).



Unit 7, Lesson 2, Part D

Review

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

- Develop and organize an event and describe it in writing.
- Process information in relation to cost and acquisition of materials, and describe that information using Lesson vocabulary.

Classroom Community

In-Class Activity—Planning a Party

1. Instruct students to each assume the role of a party planner.
2. Learners should make up a fictitious party and organize all details for the event.
3. Using as much vocabulary and creating as many details as they can, students should list all of the specific information for their party. For example:
 - The party is going to be at night on Sunday, September 23, the first day of fall.
 - It is going to be at the park next to the lake.
 - People are going to arrive in the evening and leave at night.
 - Alfonso is bringing milk.
 - Terrance is bringing some games.
 - Put the chairs on the grass, next to the trees.
 - Put vegetables and fruits on the table.
 - There is going to be singing, dancing, and games.



Community Connection

Out-of-Class Activity—Budgeting for a Party

Have students choose two items from their party. Outside of class time, they should research the cost for those two items, given the size of the party they have planned. For example:

We need chairs for fifty people. (The student might call a party supply store to find out the rental fee for fifty chairs for one night.)

We need juice for fifty people. (The student may need to go to a store or consult an advertisement to determine juice prices. He would then have to calculate a total price based on an estimate of how much juice the partygoers will drink.)





Unit 7, Lesson 2, Part E

Journal Activity–My Circle of Friends

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

- Write about conversations with others.

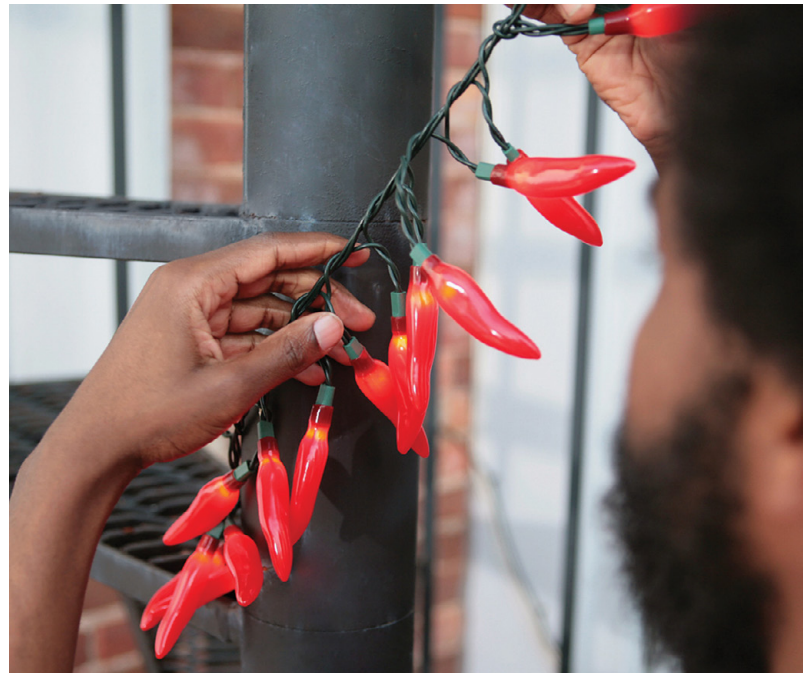


Reflection

My Circle of Friends

Have students write (in their journals) about their recent face-to-face and telephone conversations with others. Remind them to check their work for correct grammar, spelling, and sentence structure.





**Vocabulary
Taught or
Reviewed:**

dessert
desserts
fifteenth
fruits
here
salad
salads
sorry
soup
those

Unit 7, Lesson 3, Part A

Parties and Meals

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

- Categorize types of food.
- Guess an event by its required preparation and activities.

Materials:

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

Skill Builder

Sentences in Motion

Prepare Ahead:

- *Photos of different types of foods, such as orange juice, milk, soup, and salad.*

1. Write **breakfast**, **lunch**, and **dinner** in three columns on the board.
2. Distribute photos of food to the class. Instruct students to come to the board one at a time, and place the photos in the most appropriate meal column. As they do so, students should state the name of the food and the meal at which it is usually served.



Bloom's Taxonomy: Comprehension
Multiple Intelligences: Naturalist



Unit 7, Lesson 3, Part B

Requirements

Vocabulary

Taught or Reviewed:

bookstores
doctor's
drove
police officer's
stores
talk

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

- Answer questions about personal interests using **have to**.
- Research and determine the requirements for various topics.

Materials:

Research materials or library access

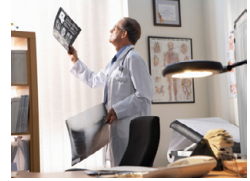
Focus and Motivate

Things to Do

1. Write this sentence format on the board: **At [place], you have to [verb] and [verb].**
2. Discuss the phrase **have to**. Call on students to create logical sentences using the format you have written on the board. For example:
 - At school, you have to listen and study.
 - At the grocery store, you have to shop for food and pay with cash or a credit card.
 - At the airport, you have to have a ticket and wait to get on the airplane.



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





Skill Builder Requirements Research

1. Take a trip to the library or have research materials available.
2. Explain to learners that they will be researching the requirements for two topics of their choice from a list you provide. Among the topics could be:
 - What do you have to do to be a teacher?
 - What do you have to do to drive a car?
 - What do you have to do to go to Japan?
3. Ask students to write the results of their research using **have to**.
To be a teacher, you have to go to college.
4. Learners should write at least four requirements for each of their two topics.



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



Assessment Listen Up

1. Students should present the information gathered in the previous **Skill Builder** exercise to the rest of the class.
2. Lead a class discussion about the similarities and differences in the findings.



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



RAISE THE BAR

Have students search multiple sources for their information about requirements. Students should compare the sources and assess their accuracy and credibility. Direct them to use technology and the Internet to write, and then present their findings. They should include summaries, quotes, and paraphrasing without plagiarizing. Confirm that students have cited their sources.

Word of the Day:
sorry

Unit 7, Lesson 3, Part C

Celebrations and Culture

Vocabulary Introduced or Practiced:

brought
costume
dresses
making
student's
type
types

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

- Use Lesson vocabulary to describe popular and culture-specific desserts.
- Organize themselves as a group to prepare for a birthday party.

Materials:

Photos of various desserts
Magazines

Connecting to Culture Let Them Eat Cake

Prepare Ahead:

- *Photos of various desserts.*

1. Discuss different types of desserts and their ingredients (fruit, milk, eggs, sugar).
2. Ask students to talk about their favorite desserts from their homes or countries of birth.
To help learners explain what the deserts look like, invite them to draw pictures of delicacies on the board.



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



Unit 7, Lesson 3, Part D

Journal Activity—Minding Your Ps and Qs

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

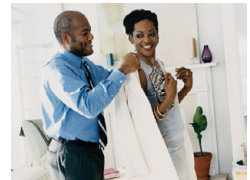
- Write about observed differences across cultures concerning manners.

Being Creative

Minding Your Ps and Qs

*You may wish to take this opportunity to explain the term **polite**, which is taught later in the Rosetta Stone program.*

Direct students to describe (in their journals) differences they have observed in terms of appropriate behavior—what can and can't be done—in different cultures they have experienced. (If a student is only familiar with one culture, have her write about what is appropriate behavior in her culture.) Students should use **can**, **can't**, and **have to** in their journal entries. Remind them to check their work for correct grammar, spelling, and sentence structure.





Unit 7, Lesson 4, Part A

Music and Forms of Good and Bad

Vocabulary Taught or Reviewed:

badly
best
better
dancer's
good
musician's
plays
well
worse
worst

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

- Make a distinction and use the terms **good** and **well** in their proper context.
- Summarize a review and draw conclusions about the author's opinion from cues found in the text.

Materials:

Copies of newspaper or magazine reviews about a movie, play, book, or concert
Copies of handout with sentences containing blanks where **well** or **good** should be, one per student (see **Appendix A**)

Skill Sharpener

It's All Well and Good

Prepare Ahead:

- Have copies of handout with sentences ready, one per student.

1. Write **well** and **good** on the board and discuss the difference between these 2 words.
2. Read the first two sentences on the handout aloud, one at a time, saying the word "blank" in lieu of either **well** or **good**. For example:
Ellie sings ____.
The food is ____ in this restaurant.
Call on the students to fill in the blanks with either **well** or **good**.
3. Distribute the handouts and have students work in pairs to complete the sentences with either **well** or **good**.
4. Discuss the answers together as a class, having students try to resolve any disagreements they may have and give reasons.

If time permits, have students create fill-in-the-blank sentences to challenge their peers.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal





Connecting to Culture Critic's Corner

Prepare Ahead:

• A newspaper or magazine article (one per pair of students) that reviews or contains opinions about a movie, play, book, or concert.



1. Divide the class into pairs of students and distribute newspaper or magazine articles.
2. Each pair of students should read the article, with one student reading it aloud to the other and his partner taking notes.
3. Together, the two learners should arrive at a conclusion as to the author's opinion about the movie, play, book, or concert. Encourage students to note clues in the text that support their conclusion.
4. Each pair will present its findings to the rest of the class, elaborating upon why they reached their conclusion.



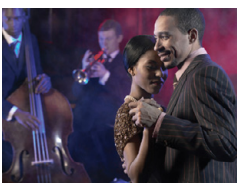
Bloom's Taxonomy: Evaluation
Multiple Intelligences: Logical-Mathematical

Assessment Entertainment Sentences

1. Instruct students to write a sentence for each of these words: **movie, play, concert, restaurant, book, and hotel.**
2. Students should use a combination of the words **good, well, bad, best, better, worse,** and **worst** to express an opinion related to each word. For example:
That movie is the **best** in the theater this month.
The woman and the man in the movie speak **well**, but the child speaks the **best**.
3. Collect sentences and evaluate for content, correct grammar, spelling, and sentence structure.



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



RAISE THE BAR

Write the following expressions on the board:

- better late than never
- better than expected
- better than nothing
- Two heads are better than one.
- Better (to be) safe than sorry.
- It's better than a stick in the eye.

Explain to the class that these expressions are examples of idioms and adages and discuss what that means. Then ask the class about how they are similar, eliciting that they are all comparatives using better. Divide your students into groups and assign each group an expression. Instruct them to discuss it, determine what it means, then explain it to the class giving examples.

Word of the Day:
best

Unit 7, Lesson 4, Part B

Busy and Free

Vocabulary Introduced or Practiced:

busy
cooks
drank
drives
free
piano
swims

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

- Compare days of the week to decide which of their days are the busiest.
- Use Lesson vocabulary to describe someone's availability.

Materials:

Art paper
Colored markers, pens, or pencils
Scissors

Being Creative

Teófilo's Calendar

1. On the board, create a calendar for an imaginary student named Teófilo. With input from your students, assign activities to some days (swimming, running, eating at a restaurant) and leave some days open.
2. Ask students if Teófilo is **free** or **busy** on certain days. Encourage students to answer in complete sentences, adding details as appropriate. For example:
Yes, Teófilo is free on May 8.
He is not free on the 14th. He is busy because he is running in the park.
3. In pairs, have students take turns asking their partners about Teófilo's schedule. Walk around and check their question and sentence structure.



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





Focus Busy Bee



1. Distribute construction paper, scissors, and pens. Explain to students that they will each be constructing an invitation for a party that will take place next week. In the invitation, they should include the time, place, date, and any extra information learners would like to provide.
2. When everyone is finished making their invitations, students should circulate around the room, approaching their peers and showing them their invitations.
3. Upon handing her invitation to a classmate, a student should ask a question such as, "Are you free on [date] to come to my party?"
4. The other person should accept or decline based on availability. Students should carry an extra sheet of paper with them to keep track of invitations they have accepted; they should refer to this when asked to attend a classmate's party.
5. An exchange between two students might include:
 Student 1: Are you free on April 16?
 Student 2 (looking at the invitation and her list of obligations):
 No, I'm sorry. I'm busy on April 16 at 7:30.
 Student 1: That's okay. (or, That's okay. Please come late if you can.)
6. Make sure all students have invited each other to their parties.
7. Ask questions about students' party schedules.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal

Assessment Comparing and Contrasting

1. Students should write 1-2 paragraphs about how busy their weekends are, as compared to weekdays. Instruct them to address the activities that take up most of their time (homework, reading, playing soccer).
2. Collect papers and evaluate for content, correct grammar, spelling, and sentence structure.



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

Word of the Day:
busy

Unit 7, Lesson 4, Part C

Apology and Acceptance

Vocabulary Introduced or Practiced:

dancer
dancers
dances
musician
musicians
okay
singer
sings
sure

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

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

Materials:

Newspaper comic strips, one per student

Focus and Motivate Comic Revision

Prepare Ahead:

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

1. Distribute copies of the comic strip.
2. Direct students to write a short dialogue between the characters that includes the phrases **I'm sorry** and **that's okay**.
3. Have learners read their dialogues aloud.



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



Unit 7, Lesson 4, Part D

Review

RAISE THE BAR

When interviewing a family member or friend about a favorite musician, singer, or dancer, have students note what the interviewee liked most, and why. Ask students to evaluate the soundness of the interviewee's reasoning, and whether it is based in factual evidence, emotional response, or other opinion-based reasons. After seeing a performance of the artist, have the students respond to these arguments in their review, developing the topic by comparing and contrasting, with well-chosen facts and examples.



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

- Summarize reviews and make judgments using these reviews.
- Discuss the performances of singers, musicians, or dancers.
- Form opinions and state them in writing.

Materials:

Magazines or newspapers, one per student, with reviews of fine-arts events

Classroom Community

In-Class Activity—Reviewing the Reviews

Prepare Ahead:

- *Magazines or newspapers, one per student, with reviews of performances of musicians, singers, or dancers.*

1. Direct students to each find two reviews pertaining to musicians, singers, or dancers.
2. Learners should then summarize the reviews in writing, focusing on keywords and phrases that reflect whether the reviewers felt the performances were good or bad.
3. Ask several volunteers to share their summaries with the class, then collect papers and evaluate.

Community Connection

Out-of-Class Activity—Interviews and Reviews

1. Instruct learners to interview their family and friends to find out who their favorite musicians, singers, or dancers are. Encourage them to discuss what the interviewees like most about the performer.
2. Students should try to listen to or watch a performance of at least one of the artists mentioned by their friend or relative.
3. Learners should then write a review of the performance and turn it in for your evaluation at the next class session.





Unit 7, Lesson 4, Part E

Journal Activity—The Good Arts

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

- State their opinions in writing about the arts and artists.

Materials:

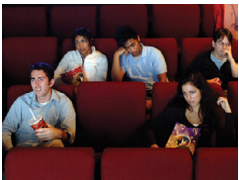
Magazines or newspapers, one per student, with reviews of fine-arts events



Connecting to Culture

The Good Arts

Students should write about a performing artist, stating their opinions about the person's musical, vocal, or dance talents. Suggest that learners be specific about why they enjoy or dislike the artist's work. Remind them to check their work for correct grammar, spelling, and sentence structure.



RAISE THE BAR

Have students research and write arguments taking a viewpoint regarding art. For example: traditional arts versus contemporary art; how performance art is considered different from traditional visual arts (painting, sculpture) or theater arts (drama, comedy); why the message of one artist may be more powerful than another (Picasso's *Guernica* versus Goya's *The Third of May 1808*).



Unit 7, Lesson 5, Part A

Focused Activity—Reading Articles

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

- Read a newspaper article and discuss its message.

RAISE THE BAR

From the newspaper articles, have students identify 10 unknown words and phrases, then try to determine their meanings from the context, writing down what they think is the definition. Using dictionaries, they should confirm the meanings, revising the definitions they first noted.

Materials:

- Copies of a brief newspaper article, one per student

Skill Builder

Reading Articles

Prepare Ahead:

- Copies of a brief newspaper article, one per student.

1. Distribute the article and direct students to scan it for familiar words, phrases, and sentences.
2. Instruct learners to read the article and jot down main points.
3. Lead a class discussion about the article, calling on individual learners to voice their observations and opinions.





Unit 7, Lesson 5, Part B

Focused Activity—Rows of Grammar Fun



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

- Write grammatically correct sentences that use Lesson terms in context.



Extra Help

Rows of Grammar Fun

1. Instruct students to each fold a piece of paper in thirds so it has three columns when opened up.
2. Write these pairs of words and phrases on the board:
 - come/go
 - leave/arrive
 - talk/to call
 - early for/late for
 - know/not know
 - here/there
 - this/that
 - these/those
 - well/badly
 - busy/free
3. Have students copy the pairs of terms down the left column of their paper. Discuss possible related sentences using the first pair of words, **come** and **go**. For example:
 - Will Tucker come to my party?
 - No, he wants to go to a movie.
4. Directly across from each word pair, in the middle and right-hand columns, learners should write two sentences that relate to each other and that each contain one of the paired words in the left-hand column.
5. Have students discuss their examples.





Unit 7, Lesson 5, Part C

Focused Activity–Listening Carefully

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

- Take note of important information using only aural cues.

Extra Help

Listening Carefully

1. Each student should have a blank sheet of paper in front of him. Explain that you will be describing the traits of three imaginary people: Guadalupe Verdes, Naa-Young Kim, and Antony Espartero.
2. Assign each learner one of these people.
3. Instruct students to write the information relating to their assigned person as you read several sentences about the three people. For example:
Guadalupe Verdes is a college student.
Naa-Young Kim is dancing at the party.
Antony Espartero is going to the beach.
Naa-Young Kim is calling her mother.
Antony Espartero is going to be late.
Guadalupe Verdes' birthday is September 3rd.
4. Ask students to compare their lists and discuss differences and similarities.



Unit 8

Dining and Vacation

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Unit 8:

Dining and Vacation

Introduction to Unit 8

In this wide-ranging Unit, your students will learn to converse about a variety of topics, including dining in restaurants and at home, vacations, stating predictions for the future, music and art, looking for and finding things, and describing actions in proper sequence. Students will also learn how to ask questions that help them solve unknowns with deductive reasoning.

Teaching Unit 8

By now, your students have ample vocabulary and grammar skills to compare and contrast things and ideas. As this new Unit progresses, you will be helping them as they develop new ways to discuss their likes and dislikes and express their points of view. No longer will conversations seem two dimensional. As learners describe their opinions, they will have new vocabulary to express their emotions.

Lesson 1a: Expectations About the Future

Laughs are sure to ensue today as your students have free rein to write fortunes for fortune cookies, as a means of practicing English vocabulary used to state predictions about what will happen in the future.

Lesson 1b: Asking and Answering

The game *Twenty Questions* is an old favorite and in this lesson it will serve as a lively way for your students to form and use the interrogative and indicative moods. As they practice formulating questions, they will be challenged to use deductive reasoning to zero in on mystery answers.

Lesson 1c: Dining In and Dining Out

This Lesson introduces more detailed vocabulary and real-life situations related to dining than students have encountered before. Today they will practice these new concepts through a table-setting exercise and role-playing in a mock restaurant.

Lesson 1d: Journal Activity—Dinner at My House

Eating at home versus eating in a restaurant are quite different experiences. Today students will compare these as they write in their journals.

Lesson 2a: Music and Art

Today's Lesson lets students play the role of critic as they listen to music and look at paintings or photos and communicate with you and their peers about their personal tastes in music and the visual arts.

Lesson 2b: Cities

This Lesson revisits the topic of the city map, which students were introduced to in Level 1 of the Rosetta Stone® software. Now, students are able to converse about landmarks, directions, and events that happen or happened at certain locations represented on a city map. Today they are challenged to do so in tandem map-drawing and conversation assignments.

Lesson 2c: Seek and Find

A game of *Hot and Cold* and a script-writing and performance exercise offer your students opportunities to practice writing and speaking about **looking for** and **finding** items and locations. As well, these activities encourage skill-building in terms of interpersonal collaboration toward common goals.

Lesson 2d: Review

You will need to prepare ahead for this energetic and thought-provoking review—disguised as a relay race—by filling envelopes with a variety of written challenges that are detailed on the Lesson plan pages. Teams of students will compete against each other to see which can be the first to finish activities that put their vocabulary and grammar skills to the test.

Lesson 2e: Journal Activity—Music Review

Almost everyone has a favorite musical group they enjoy listening to. In today's Journal Activity, students will write a review of a performance of their favorite group.

Lesson 3a: Worship Sites and Basic Emotions

Vocabulary words for two diverse topics are introduced in separate sections of today's Lesson: types of buildings associated with world religions and basic human emotions. First, class discussion will revolve around images of mosques, temples, churches, and synagogues. Next, students will listen to a conversation and identify emotions they heard, and then groups will write and perform short skits incorporating vocabulary and dialogue centering on emotions.

Lesson 3b: Length of Time

Three activities in today's Lesson will help your students grasp the concepts of **how long**, as it relates to time engaged in performing an activity or being somewhere, and **be** in terms of being in a location.

Lesson 3c: Sequencing

Visual cues—a map and illustrations of a mountain and hill—will be the focal points for activities in today’s Lesson. Your students will practice talking about the actions of **going up** and **going down**, and will describe, in order, the comings and goings of an imaginary character by using the terms **first**, **then**, and **finally**.

Lesson 3d: American Cultural Activity—Traditional American Music

This is a toe-tapping opportunity for you and your students to listen to and explore the rich history of traditional American music—jazz, blues, and folk. Make the class period more all-embracing by asking learners their opinions about the various types of music, and to share with you and their peers traditional music from their home cultures.

Lesson 3e: Journal Activity—Travel Agent

Let students wear the hat of a travel agent today as they choose a country and write a fact-loaded advertisement that will attract potential travelers.

Lesson 4a: Vacations

The concept of a vacation may be new to some students, so let your class know that their imaginations should run free today as they discuss and write tales about vacations, using the wide of range of new vocabulary presented in this Unit.

Lesson 4b: Quantity and Ability

Today’s Lesson gets a jump start by incorporating photographs as tools to help students comprehend the concepts of uncountable amounts and the terms **a lot** and **some**. Next, students will participate in a category-based activity that gives them practice with communicating about the sometimes difficult concept of being **able** to do things.

Lesson 4c: Going to the Beach

You will need some art supplies for this Lesson, in which students will focus on words and phrases that describe the sights, sounds, and pleasures of spending time at the beach.

Lesson 4d: Review

This review will provide students with an opportunity to firm up their command of travel-related words and concepts, and draw upon vocabulary learned in earlier Lessons. After creating a paper suitcase filled with imaginary items, students will describe the contents to their peers. Later, outside of class, they will interview two people about their travels, then sum up the interviewees’ experiences in writing.

Lesson 4e: Journal Activity—Stranded on an Island

Students’ imaginations can set sail today as they write in their journals about being a lone castaway on a small island.

Lesson 4f: International Cultural Activity—Ancient Rome

Ancient Rome comes alive as small groups of learners conduct Internet or library research, write a report, and present their findings about architecture, games, food, art, and other aspects of life in the Eternal City two millennia ago.

Lesson 5a: Enrichment Activity—Lost and Found

For those students excelling in their command of English, this long-term activity—writing a mystery story—will provide an engaging challenge that they can do independently on a timetable best suited to their schedules.

Lesson 5b: Focused Activity—Reading Paragraphs

After sorting through five paragraphs on their desks, pairs of students will read them, then decide which is the introduction and the conclusion, and then put the puzzle together to make a story by connecting transition words and phrases.

Lesson 5c: Focused Activity—Vocabulary Mobile

Bring wire coat hangers, string, and other craft supplies to this class as students will each be designing a three-dimensional mobile highlighting 20 English vocabulary words they have found challenging.

Lesson 5d: Focused Activity—Find the Error

Learners will have fun checking these sentences for various grammar errors and rewriting them in the correct forms.

Lesson 5e: Level 2 Review: Radio Broadcast—Part 1

Bring a radio to class for this first of a two-part Review of Level 2. After your students listen to a radio broadcast of news, commentary, and commercials, they will discuss the content and format of the program. Then, groups of students will collaborate to write a mock radio broadcast of their own to be performed during the next class session.

Lesson 5f: Level 2 Review: Radio Broadcast—Part 2

As a wrap-up to Level Two, your students will perform the radio scripts they previously wrote. This is sure to be an engaging class as the novice broadcasters report on local news and events and put their vocal talents to the test with commercials.



Unit 8, Lesson 1, Part A

Expectations About the Future

Vocabulary Taught or Reviewed:

beans
beef
butter
chicken
goes
lemon
lemons
lime
limes
pepper
potato
potatoes
someday
will

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

- Make predictions about what may happen in the future.
- Create future expectations and goals for themselves.

Jump Start

What Will You Do?

1. Introduce the word **will** by asking students:
What will you do after school today?
What will you do this Saturday?
2. Encourage students to answer using verbs in the future tense. For example:
I will play soccer after school.
On Saturday, I will visit my grandmother.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

Being Creative

Fortune Cookies

1. Have learners write one or two sentences to create text for imaginary fortune cookies.
For example:
You will have seven children when you are an adult.
Your dad will cook chicken for dinner tomorrow. It will not taste good.
Tomorrow it will rain and you will not have an umbrella.
2. Each student should cut out his fortune and place it in a jar.
3. Students should then take turns selecting a fortune from the jar and reading the sentences aloud.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal





Assessment

What Do You Want to Be When You Grow Up?



1. Have students write three or four sentences about what they will be or achieve when they are adults. Instruct them to be as creative as possible. For example:
 - Someday, I will visit the city in Russia where my parents went to school.
 - After high school, I will study math in college because I want to be a teacher.
 - When I am an adult, I will eat at restaurants seven days a week.
 - I will have three children, a big house, and three dogs.

2. Collect sentences and evaluate for content, correct grammar, spelling, and sentence structure.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal



RAISE THE BAR

Have students write 1-2 paragraphs comparing and contrasting possible options for the future (what their parents want them to do versus what they will do, etc.). Encourage the use of transitions and complex sentence structure. Remind them to check their work for correct grammar and spelling.

Unit 8, Lesson 1, Part B

Asking and Answering

Vocabulary Taught or Reviewed:
answering
any
asking
question
questions
very

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

- Form and use the interrogative mood, formulating questions to identify something unknown.
- Form and use the indicative mood to respond with statements of fact.
- Explain and assess an activity to demonstrate what they have learned.

Jump Start

What Are Questions?

Introduce the words **very**, **something**, **question**, **asking**, and **answering** by asking your students several questions. For example:

I have a question that needs answering. Is there something here that is very small?

I am asking a second question. Is there something here that is very expensive?

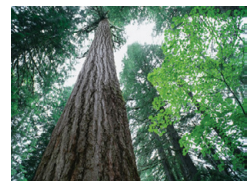


Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

Engage and Explore

Twenty Questions

1. Instruct students that they will be playing *Twenty Questions* in small groups.
2. Divide the class into groups of four students.
3. Have each group divide itself in half. Half of the students in each group will be asking questions, the other will be answering them.
4. Each "asking group" should quietly decide on a mystery person, animal, place, or object.
5. Each "answering group" will be allowed up to 20 questions to determine the identity of the other group's mystery person, animal, place, or object. Questions should be phrased so they can be answered only with "yes" or "no."



Unit 8, Lesson 1, Part C

Dining In and Dining Out

Vocabulary Introduced or Practiced:

bowl
cup
fork
knife
napkin
pepper
salt
sour
spicy
spoon
sugar
sweet
waiter
waitress
waitresses

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

- Use Lesson vocabulary to describe spatial placement.
- Converse about dining experiences.

Materials

Copies of Sample conversation, one per student (see **Appendix A**)

Jump Start

Set the Table

1. Draw a rectangle on the board and tell your class that it represents a dinner table.
2. Call on one learner at a time to come to the board and help set the table by drawing one item in its proper place on the table. Items could include: **fork, spoon, knife, napkin, salt, pepper, cup, plate, bowl, cup.**
3. The first student, for example, might draw a plate. He should ask his classmates what it is, then call on volunteers to answer.
4. When someone has answered correctly, that student should come to the board, draw another item on the dinner table, and ask its identity.
5. Continue the exercise until the table is set.



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

Focus

Dining Out

Prepare Ahead:

- *Copies of Sample conversation, one for each student*

1. Divide the class into groups of 3 students. Give each student a copy of the Sample conversation. Advise each group to role-play a restaurant scenario, with one student as the waiter and the other two students as patrons.



Unit 8, Lesson 1, Part D

Journal Activity–Dinner at My House

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

- Discuss the style of food and dining in their home.

Being Creative

Dinner at My House

1. Instruct students to write about mealtimes at home.
2. Learners should describe how their table is set, how and what foods are typically served, and who is usually present.
3. Have students also write about the differences between dining at home and at a restaurant.
4. Remind students to check their work for correct grammar, spelling, and sentence structure.



Unit 8, Lesson 2, Part A

Music and Art

Vocabulary Taught or Reviewed:

ancient
band
drum
drums
famous
fountain
grandmother's
guitar
guitars
instrument
instruments
modern
painting
paintings
photo
photos
pianos
stairs
statue

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

- Evaluate different types of music and art according to their personal tastes.
- Use writing and speech to communicate their opinions on the topics of art and music.

Materials:

Radio
Art books

Jump Start

Who Likes Art and Music?

1. Introduce Lesson vocabulary by discussing the concepts of art and music.

Ask students if they are involved with either in any way. For example:

- Who studies art?
- How many types of art are there?
- What are they?
- Who studies music?
- How many types of instruments are there?
- What are they?
- Are you in a band?

2. Students will respond. For example:

I am in the band because I like music. I play the drums.
I want to work with art when I am an adult. I will study painting in college.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal





Connecting to Culture Bands on the Radio

1. Play a song on the radio for a few minutes.
2. While the song plays, ask students if they like it or not. Ask students to identify what types of instruments are being played on the radio.
3. Talk about the differences and similarities between the music that is playing and other types of music on other stations.
4. Invite students to describe the types of music they enjoy. For example:
I do not like this music. The music that I like is fast and has drums and guitars.
I do not like pianos or music that is slow. The band that I like plays at a restaurant downtown on Wednesday. We will watch the band and we will dance.
5. Ask learners whether they agree with their classmates who have expressed opinions.



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



Assessment Paintings and Photos

1. Display several art books with paintings and photographs.
2. Have students choose a photo or a painting they like and write a brief critique of it.
For example:
I like this painting because it is old and famous. In the painting, there are some hills with grass, flowers, and trees. The grass is green and the trees are very big. The flowers are very close, but the trees are not. The sky in the painting is blue and it is not cloudy.
3. Collect critiques and evaluate for content, correct grammar, spelling, and sentence structure.



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



RAISE THE BAR

Help students develop discussion skills by having them acknowledge new information given by their peers, asking questions and offering comments and observations relevant to the topic.

Unit 8, Lesson 2, Part B

Cities

Vocabulary Introduced or Practiced:

building
downtown
hill
mountain
stadiums
took
zoo

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

- Design a map of an actual or imaginary area using known vocabulary.
- Interpret a map and discuss content and spatial relations.

Materials:

Rulers
Large paper
City map
Art supplies

Jump Start

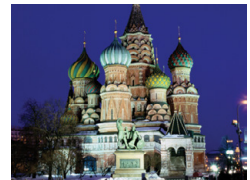
Our City's Vocabulary

Have students recall Lesson vocabulary by taking turns writing words on the board that relate to cities. Suggest that students focus on objects they will be able to draw onto a map.

Leave the words written on the board for the remainder of class to serve as a visual aid while students work on the next two activities.



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



Unit 8, Lesson 2, Part C

Seek and Find

**Vocabulary
Introduced
or Practiced:**
found
looking

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

- Find a hidden object using known terms as clues.
- Develop and perform a dialogue that gives directions for finding something.

Materials:

A ball

Jump Start
Hot and Cold

1. To introduce **finding** and **looking for**, play a game of *Hot and Cold* with your class.
2. Send one student into the hallway.
3. Have a student hide a ball somewhere in the classroom.
4. Bring the student from the hallway back into the classroom. Tell him that he is looking for a ball and that, as he searches he must ask the class if he is "hot" or "cold." Explain to learners that "hot" means they are near the hidden ball and "cold" means they are far from it.
5. The searching student should take his cues from the class until he finds the ball.
6. If time permits, start again with different students.



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





Being Creative Help, I'm Lost!

1. Instruct your students to write a dialogue, with a partner, about being lost and **looking for** a location. Learners should write a minimum of six sentences total. For example:

Student 1: Please help me. I am looking for the school. My daughter is in a play, and I am late.

Student 2: I can help you. The school is not very far from here. It is near the grocery store.

Student 1: Thank you. How do I get there from here?

Student 2: First, you go straight down this street. Then, when you have found the grocery store, turn left. After the fifth street, the school will be on the right and you will be there.

Student 1: Thank you for your help.

Student 2: You're welcome.



2. When finished writing, partners should quietly practice reading their dialogues to each other, in preparation for performing for the whole class.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal



Assessment Dialogue Performance

1. Have groups take turns performing their dialogues for the class.
2. Ask the performers questions and encourage other students to do the same. For example:
How much time will it take to get there from here?
Where do I put my car when I am watching the play?
3. Ask the rest of the class to answer questions about the content of the other groups' dialogues.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal



RAISE THE BAR

Suggest that students create characters that would require varying degrees of formality in the conversation. For example, when a polite young person asks for directions from a businessman who is in a hurry, the response may not be friendly. Have students write imperatives into their scripts expressed in a range of formality suitable for the characters they create.

Unit 8, Lesson 2, Part D

Review

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

- Work with a team to follow instructions and complete tasks.
- Use known terms in various ways during a competitive activity.

Materials:

Sixteen envelopes

Classroom Community

In-Class Activity—Relay Race

Prepare Ahead:

- Write these game categories on the board: *City, Dinner, Band, Art.*
- Prepare four sets of envelopes for each of the above categories; label the outside of each envelope accordingly.
- Envelopes for each game category should contain identical tasks for teams to complete. See below and facing page for a list of instructions to include in each envelope.
- Fasten envelopes to the board beneath their corresponding categories.

1. Divide the class into four teams. Let them know that they will be competing in a relay race. Teams will be challenged to complete four games that review concepts learned in Lessons 1 and 2. During the games, you, the teacher, will be the judge to determine whether teams successfully complete their games. Explain the procedure, which follows.
2. Tell students that the envelopes on the board contain the game instructions that each team must complete before moving on to the next game in another envelope. The four categories are clues as to the subject matter of each game.
3. When you say "Go!" a member from each team should go to the board, select an envelope from beneath any category, and return to her team.
4. Team members should open their envelope, read the enclosed instructions, and work together to complete the required tasks. Remind students that they should only provide one set of answers per team.

*This might also be an opportune time to teach students the spellings of three words they have undoubtedly heard you say numerous times: **sentences**, **draw**, and **things**. These words appear in the game instructions.*

5. When a team has completed all tasks in a game, one team member should show you the group's work. You will either give the team permission to advance to another game or you will say "Try again!" This will require quick responses on your part.



Unit 8, Lesson 2, Part E

Journal Activity–Music Review

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

- Write a critique of a musical performance.

RAISE THE BAR

As a class, have students determine a set of criteria by which to judge what makes a high quality musical group. Then in their journals, instruct students to compare and contrast two musical groups. Students should write a critique of the groups and, use their criteria to objectively support their argument as to which is the better group.

Being Creative Music Review

1. Have students choose a musical group they enjoy.
2. Learners should then write a review of one song or live performance by these artists.
3. Remind students to check their work for correct grammar, spelling, and sentence structure.



Unit 8, Lesson 3, Part A

Worship Sites and Basic Emotions

Vocabulary Taught or Reviewed:

angry
church
crying
girl's
happy
find
laughing
lost
mosque
sad
see
smiling
statues
synagogue
temple
temples

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

- Identify buildings of worship through descriptions and visual recognition.
- Write a script that conveys emotions in various situations.

Materials:

Download Sample script **Track 12**

Jump Start Picture IDs

Prepare Ahead:

- *Photos and information about mosques, synagogues, temples, and churches.*
1. Distribute photos with short descriptions attached. Descriptions should include the locations and ages of the buildings.
 2. Have students display photos to the class and read the accompanying descriptions aloud.
 3. Discuss the similarities and differences among mosques, synagogues, temples, and churches.



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



Unit 8, Lesson 3, Part B

Length of Time

Vocabulary Introduced or Practiced:

down
long
nights
packed
packing
reservation
stay
staying
tonight
unpacking

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

- Answer questions concerning length of time.
- Derive answers about travel location and time from conversations.

Prepare Ahead:

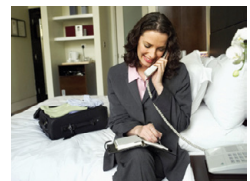
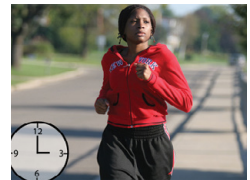
- *Index cards with numerals, one per student.*

Skill Builder Card Games

1. Distribute one index card to each student.
2. Ask questions with the phrase **how long**. For example:
How long can you swim?
How long will you be in class?
3. Students should answer according to the number on their card, using the appropriate unit of time. For example:
I can swim for five minutes/hours.
I will be in class for one minute/hour.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal



Unit 8, Lesson 3, Part C

Sequencing

Vocabulary Introduced or Practiced:

cooked
finally
spoke
then
washed

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

- Use visual cues to describe directions.
- Correctly order a sequence of events.

Focus and Motivate Moving Up

1. After drawing a mountain and a hill on the board, draw the figure of a boy, girl, man, or woman running or walking up or down the mountain or the hill.
2. Students should describe the actions using sentences such as:
The man is running up the mountain.
The girl is walking down the hill.



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

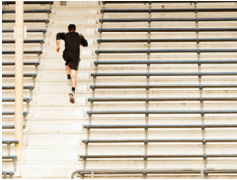




Engage and Explore Where's Antonio?

Prepare Ahead:

- World map.



1. After explaining that students should take turns describing the adventures of a fictional traveler named Antonio, ask three volunteers to approach the world map and point to a country or city.
2. Select a student to describe Antonio's first activity, based on the location he chose. For example, a student who pointed to Italy might say, "First, Antonio went to Italy. When he was there, he swam in the ocean."
3. Follow with the second and second students chronicling Antonio's adventures (based on their chosen locations) using the terms **then** and **finally**.
4. Repeat Steps 1–3 with three students at a time, until everyone has had a turn.



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

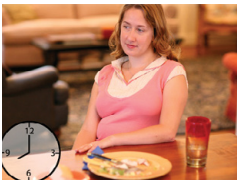


Assessment Recollection and Writing

1. Direct students to write nine sentences using **first**, **then**, and **finally** three times each. One set of three sentences should describe morning activities, another set should outline afternoon endeavors, and the third set should recount evening pastimes.
2. Collect sentences and evaluate for content, transition words, correct grammar, spelling, and sentence structure.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal



RAISE THE BAR

Direct students to write a story (2-3 paragraphs) about a problem, and using the sequence words **first**, **then**, and **finally**, describe how they would go about solving it. Additionally, ask them to describe their characters' emotions as they worked through each step. (For example: Jill was angry because her skateboard was broken. So first she... John lost the tennis game and he was sad. How could he win the next game? First he...)

Unit 8, Lesson 3, Part D

American Cultural Activity—Traditional American Music

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

- Discuss different types of music.
- Compare traditional American music with music from their home countries.

Materials:

- Examples of traditional and modern American music
- Computer with Internet access

Engage and Explore

Traditional American Music

1. Introduce American jazz, blues, and folk music with audio examples or websites (such as the following) that showcase different types of traditional American music:
jazzandblues.org/index.aspx
folkways.si.edu/index.html
2. Lead a discussion about the history of American music and how it has been influenced by music from other countries.
3. Additional topics of discussion:
 - Compare and contrast traditional and modern American music.
 - Compare American music with the music of students' home countries.
 - Compare personal music preferences with jazz, blues, and folk music.
 - Discuss the music preferences of students' relatives and friends.



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





Unit 8, Lesson 4, Part A

Vacations

Vocabulary Taught or Reviewed:

camp
camping
island
islands
ocean
rent
renting
return
returned
returning
ride
riding
sail
sailboat
sailboats
sailing
sandals
shorts
ski
skiers
skiing
skis
swimsuit
swimsuits
tent
tents
windy

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

- Compare two paragraphs and describe differences in content.
- Write an original paragraph using Lesson vocabulary.

Focus and Motivate

What Is a Vacation?

1. Introduce the concept of a vacation as an extended trip for leisure or time away from school and work.
2. Ask questions about students' vacations, for example, "What did you do last summer when you were not in school?"
3. Lead a brief discussion about different types of vacations.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

Being Creative

Planning a Vacation

1. Explain to learners that they will be writing about a vacation they would like to take with their family and friends. Develop a class list of the words students might use in their paragraph, and write these terms on the board.
2. Advise students to answer questions such as the following when writing their paragraphs:
 - Where am I going?
 - When am I arriving?
 - When am I returning?
 - How long will I stay?
 - How will I get there?
 - Who is going with me?
 - What will I do there?



Unit 8, Lesson 4, Part B

Quantity and Ability

Vocabulary Introduced or Practiced:

a lot
able
some

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

- Use categories to describe vocabulary.
- Classify groups and amounts by size.

Materials:

- Photo of a large body of water
- Glass of water, less than half full
- Photos that illustrate **a lot** and **some**

Jump Start

A Lot of Water

1. Display the photo of the large body of water and ask, "How much water is there?"
2. Encourage students to respond using the term **a lot**.
3. Display the glass of water and ask, "How much water is there?"
4. Encourage students to respond using the term **some**.
5. Display photos that illustrate **a lot** and **some**. Encourage students to ask and answer questions using these terms.



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



Unit 8, Lesson 4, Part C

Going to the Beach

Vocabulary Introduced or Practiced:

man's
men's
woman's
women's

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

- Describe the sights and sounds of a beach.
- Convey what they like about the beach and what they enjoy doing there.

Materials:

Magazines and newspapers
Scissors
Glue or tape
Art paper

Skill Sharpener

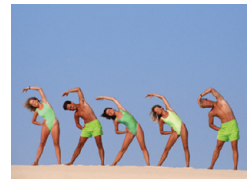
Beach Conversations

Engage students in a conversation about what they would expect to see at the beach. Ask questions such as:

- What do people wear at the beach?
- What is there to do at the beach?
- Can my dog come to the beach?
- Does the beach close at night?



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Engage Beach Collage

Prepare Ahead:

- Magazines and newspapers.
- Scissors.
- Glue or tape.
- Art paper.



1. Write the following words on the board:

sandals	beach	ocean
swimsuit	sailboat	fish
towel	swim	sky
shorts	island	sun



2. Distribute print materials, scissors, art paper, and glue or tape.

3. Direct students to create collages of the words on the board by cutting out photos from print materials and affixing them to art paper.

4. Students may also add words and hand-drawn illustrations to their collages.



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

Assessment A Day at the Beach

1. Have students write a paragraph about spending a day at the beach. Suggest that learners include descriptions of their clothing, favorite foods, preferred activities, and travel mates.

2. Collect paragraphs and evaluate for content, correct grammar, spelling, and sentence structure.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Intrapersonal



RAISE THE BAR

Have students write a story (2-3 paragraphs) about a problem that occurs while spending a day at the beach and how it is resolved. Instruct students to develop the story through the characters and their dialogue.

Unit 8, Lesson 4, Part D

Review

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

- Describe the contents of a suitcase and explain their uses.

Materials:

- Art paper
- Magazines
- Scissors
- Tape

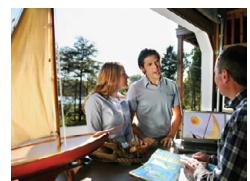
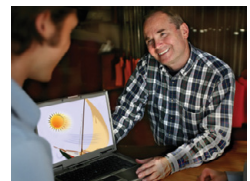
Classroom Community

In-Class Activity—Practice Packing

Prepare Ahead:

- *Art paper, magazines, scissors.*

1. Divide the class into pairs of students, and direct groups to construct a 2-dimensional suitcase out of art paper. Students should create a character and pack this character's suitcase for an extended trip. Learners may decorate the suitcase and write the character's name on it.
2. Groups will also create suitcase items out of art paper or cut-out items from magazines. Students should place at least 10 items in the suitcase.
3. After learners have finished packing their character's suitcase, they will take turns explaining its contents to the class. For example: "When Hari packed his suitcase, he put in a green suit because when he is in Barcelona, he will go to museums."



Unit 8, Lesson 4, Part E

Journal Activity—Stranded on an Island

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

- Write a short story about an imaginary situation.

Being Creative Stranded on an Island

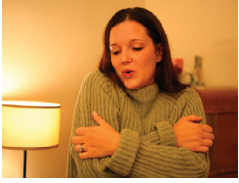
Direct students to write a short story about being alone on a small island.

Possible topics for learners to include in their short stories would be:

- items they would like to have
- foods they would be able to eat
- places to sleep
- their opinion of daily life on a deserted island

Remind students to check their work for correct grammar, spelling, and sentence structure.





Unit 8, Lesson 4, Part F

International Cultural Activity–Ancient Rome

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

- Research the topic of Ancient Rome and participate in a group project to report their findings.

Materials:

- Research materials
- Information about Ancient Roman civilization
- Computer with Internet access



Engage and Explore Ancient Rome



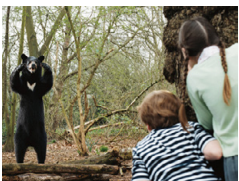
1. Introduce the topic of Ancient Rome to the class.
2. Divide the class into groups of three or four students and have them research an aspect of Roman culture. Topics may include architecture, vocations, leisure pursuits, art, or cuisine.
3. Allow time for each student to conduct his own research. Suggest the following website as a possible resource: roman-empire.net/index.htm

Learners should then rejoin their groups and combine ideas to write a report.

4. After each group takes a turn reporting to the class, lead a discussion that compares the culture of Ancient Rome with other cultures your students have studied.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal



RAISE THE BAR

Introduce Latin, the language of Ancient Rome, and its influence on modern languages. Present some examples of Latin roots, prefixes, suffixes, and their meanings as they are used in English words today. Use the worksheet (see **Appendix B**) to help raise students' awareness about Latin roots. As some of these words may be unknown to your students, you may want to pre-teach them before they start the activity.

Answers:

1. d
2. f
3. e
4. b
5. c
6. a

Unit 8, Lesson 5, Part A

Enrichment Activity—Lost and Found

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

- Take ownership of their own learning process by choosing the topic and direction of a large project.
- Work independently outside the classroom setting.
- Meet a series of deadlines for a long-term project.

Being Creative Lost and Found

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

1. Advise students that they will be writing a mystery story from the perspective of a dog that has lost its owner during an afternoon of play at the park.
2. After students develop an outline, suggest that they list details about the characters and setting. Students should create a storyline with a clear introduction that sets the scene, and a middle section that takes the reader on a creative journey to find the missing human. The mystery's ending should reunite the main characters and answer the questions of when, where, how, and why the human became lost in the first place.
3. Encourage students to use descriptive vocabulary to give a sensory impression of the scenes as the reader moves through the story. Remind them to use transition words to connect events in complex sentences, and to check their work for correct grammar and spelling.
4. Invite students to share their mysteries with the class.





Unit 8, Lesson 5, Part C

Focused Activity–Vocabulary Mobile

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

- Categorize vocabulary terms according to similar themes.

Materials:

Wire hanger
String or yarn
Scissors
Art paper
Tape

Extra Help

Vocabulary Mobile

1. Develop, as a group, a list of vocabulary words and display this list on the board.
2. Direct students to categorize words according to similar themes. Examples may include:
 - Activities
 - Vacation destinations
 - Worship sites
 - Weather conditions
3. After each student selects two themes, she should then write the words from these categories on individual slips of paper. She may also draw pictures that represent these words.
4. Learners should then construct mobiles using art materials. Advise students to group words and drawings according to similar themes, and hang these items near each other.
5. Have students take turns displaying their mobiles to the group and explaining the categories of their words and drawings.



Unit 8, Lesson 5, Part E

Level 2 Review: Radio Broadcast–Part 1

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

- Identify known vocabulary in a radio broadcast.
- Work together to write scripts for radio monologues and dialogues.

Materials:

A radio

Review

Radio Broadcast–Part 1

1. Have students listen to 15 minutes of a radio broadcast (choose a channel or program that focuses more on speaking and less on music).
2. Learners should write down all the vocabulary they recognize during the broadcast.
3. Discuss, as a class, what students heard and how much they were able to understand.
4. Divide the class into pairs of students.
5. Explain that each group will assume the roles of local radio personalities and write a script for a radio broadcast. The script will be performed during the next class.
6. Learners should prepare monologues and dialogues that are three to four minutes in length about topics that are typically covered during radio shows:
 - current events (local, national, international)
 - sports
 - entertainment
 - community calendar
 - commercials



Unit 8, Lesson 5, Part F

Level 2 Review: Radio Broadcast–Part 2

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

- Perform a dialogue using known vocabulary.
- Describe details of radio broadcast performances.

Review

Radio Broadcast–Part 2

1. Students should perform their radio broadcasts, using the scripts they developed during the previous class.
2. Advise students to stand at the back of the class or behind a screen (where they can be heard, but not seen) while performing their monologues and dialogues.
3. Advise audience members to listen for details and take notes while each group performs its broadcast.
4. Ask follow-up questions (such as the following) after each performance:
 - How much will cakes cost tomorrow at the bakery next to the hospital?
 - What time will the dog party begin next Saturday?
 - Where will the new stadium be?



Index of Lesson Activities

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
5.1a	6	Travel and Destinations	After-School Destinations	10	Medium	Application	Verbal-Linguistic
5.1a	7	Travel and Destinations	Running Errands	25	Medium	Analysis	Interpersonal
5.1a	7	Travel and Destinations	Holiday Travel	10	Medium	Synthesis	Intrapersonal
5.1b	8	Spatial Relationships–Part 1	Learning About Locations	10	Medium	Application	Verbal-Linguistic
5.1b	8	Spatial Relationships–Part 1	On Location	25	Medium	Application	Bodily-Kinesthetic
5.1b	9	Spatial Relationships–Part 1	Preferred Places	10	Medium	Synthesis	Verbal-Linguistic
5.1c	10	Spatial Relationships–Part 2	Left and Right	10	Medium	Application	Bodily-Kinesthetic
5.1c	10	Spatial Relationships–Part 2	Community Map	25	Moderate	Analysis	Visual-Spatial
5.1c	11	Spatial Relationships–Part 2	Directional Chain	10	Medium	Application	Bodily-Kinesthetic
5.1d	12	Journal Activity–My View	My View				
5.2a	14	Exploring Ordinal Numbers	Orderly Ordinals	10	Medium	Application	Bodily-Kinesthetic
5.2a	14	Exploring Ordinal Numbers	Who's First? What's Second?	25	Medium	Application	Visual-Spatial
5.2a	15	Exploring Ordinal Numbers	Number Sense	10	Medium	Application	Logical-Mathematical
5.2b	16	Directions and Location	Types of Travel	5	Medium	Application	Visual-Spatial
5.2b	16	Directions and Location	From Here to There	25	Moderate	Synthesis	Interpersonal
5.2b	17	Directions and Location	How Do You Get to School?	15	Moderate	Analysis	Verbal-Linguistic
5.2c	18	Review	In-Class Activity–Scenario Skits	25			
5.2c	19	Review	Out-of-Class Activity–Routine Interviews				
5.2d	20	International Cultural Activity–Subway Scramble	Subway Scramble	45	Medium	Application	Visual-Spatial
5.2e	21	Journal Activity–How Do I Get There?	How Do I Get There?				
5.3a	24	Telling Time	What Time Is It?	5	Medium	Application	Visual-Spatial
5.3a	24	Telling Time	Timetable	30	Moderate	Analysis	Logical-Mathematical
5.3a	25	Telling Time	Round-the-Clock Round Robin	10	Medium	Application	Verbal-Linguistic
5.3b	26	Arriving and Departing	Increments of Time	10	Medium	Application	Logical-Mathematical
5.3b	26	Arriving and Departing	Traveling Abroad	25	Moderate	Synthesis	Verbal-Linguistic
5.3b	27	Arriving and Departing	In a Hurry	15	Medium	Analysis	Interpersonal
5.3c	28	Travel and Distance	Number Recognition	10	Medium	Application	Verbal-Linguistic
5.3c	28	Travel and Distance	Traveling Travelogues	25	Moderate	Analysis	Visual-Spatial
5.3c	29	Travel and Distance	Travelogue Interpretations	10	Medium	Knowledge	Verbal-Linguistic
5.3d	30	Journal Activity–Traveling	Traveling				
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5.4a	32	Weather Today	Today's Weather Report	25	Moderate	Synthesis	Interpersonal
5.4a	33	Weather Today	Environmental Scenarios	15	Moderate	Synthesis	Verbal-Linguistic
5.4b	34	Weather Tomorrow	On and On–Plans for Days of the Week	10	Medium	Application	Interpersonal
5.4b	35	Weather Tomorrow	Tomorrow's Weather Report	25	Moderate	Synthesis	Verbal-Linguistic
5.4b	35	Weather Tomorrow	What Is Everyone Doing?	10	Medium	Synthesis	Verbal-Linguistic
5.4c	36	American Cultural Activity–Visiting a U.S. City	Visiting a U.S. City	45	Moderate	Synthesis	Verbal-Linguistic
5.4d	37	Review	In-Class Activity–Marvelous Magazines	25			
5.4d	37	Review	Out-of-Class Activity–Community News				
5.5a	38	Focused Activity–Listen Up	Listen Up	20	Easy		
5.5b	40	Focused Activity–Reading a Newspaper	Reading a Newspaper	30	Medium		
5.5c	41	Focused Activity–Speaking in Rounds	Speaking in Rounds	20	Easy		

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
6.1a	48	Past and Future Tenses	Yesterday, Today, and Tomorrow	15	Easy	Application	Visual-Spatial
6.1a	49	Past and Future Tenses	What Am I Doing and When?	20	Medium	Application	Verbal-Linguistic
6.1a	49	Past and Future Tenses	Conjugation	10	Medium	Application	Verbal-Linguistic
6.1b	50	Giving	The Act of Giving	10	Easy	Comprehension	Visual-Spatial
6.1b	51	Giving	Give and Be Given	25	Medium	Application	Bodily-Kinesthetic
6.1b	51	Giving	Recalling the Action	10	Medium	Application	Verbal-Linguistic
6.1c	52	Letter Writing	Quick Vocabulary Review	5	Medium	Analysis	Bodily-Kinesthetic
6.1c	53	Letter Writing	Writing a Consumer Letter	25	Moderate	Application	Interpersonal
6.1c	53	Letter Writing	Letter Perfect	15	Medium	Evaluation	Verbal-Linguistic
6.1d	54	Journal Activity–Goals	Goals				
6.2a	56	School Subjects	School Time	10	Medium	Application	Verbal-Linguistic
6.2a	57	School Subjects	Time Management	25	Moderate	Application	Visual-Spatial
6.2a	57	School Subjects	My Plans	10	Easy	Analysis	Verbal-Linguistic
6.2b	58	Meaning and Understanding	Meaning and Understanding	5	Medium	Analysis	Visual-Spatial
6.2b	59	Meaning and Understanding	What's Your Sign?	35	Moderate	Synthesis	Logical-Mathematical
6.2b	59	Meaning and Understanding	Describing Signs	5	Medium	Application	Verbal-Linguistic
6.2c	60	Past Tense	Sentences in Motion	10	Medium	Application	Verbal-Linguistic
6.2c	60	Past Tense	Group Stories	25	Medium	Synthesis	Interpersonal
6.2c	61	Past Tense	Rounds of Reading	10	Medium	Comprehension	Verbal-Linguistic
6.2d	62	Review	In-Class Activity–Writing Home	25			
6.2d	62	Review	Out-of-Class Activity–Pen Pals				
6.2e	63	Journal Activity–Subjects of Discussion	Subjects of Discussion				
6.3a	66	The Habitual Past	Then and Now	10	Medium	Application	Interpersonal
6.3a	67	The Habitual Past	Acting Up	25	Medium	Application	Bodily-Kinesthetic
6.3a	67	The Habitual Past	The Changing You	10	Medium	Application	Verbal-Linguistic
6.3b	68	When and Was	States of Being	10	Medium	Comprehension	Naturalist
6.3b	68	When and Was	Creating a Script	25	Moderate	Synthesis	Verbal-Linguistic
6.3b	69	When and Was	Lights, Camera, Action!	20	Medium	Application	Bodily-Kinesthetic
6.3c	70	International Cultural Activity–Haiku	Haiku	35	Medium	Application	Verbal-Linguistic
6.3d	72	Work Roles	Word Categories	10	Medium	Analysis	Visual-Spatial
6.3d	73	Work Roles	Going Shopping	25	Medium	Application	Verbal-Linguistic
6.3d	73	Work Roles	School Years	10	Moderate	Synthesis	Intrapersonal
6.3e	74	Journal Activity–Going to College	Going to College				
6.4a	78	Practice the Simple Past	Having a Ball	10	Medium	Analysis	Bodily-Kinesthetic
6.4a	78	Practice the Simple Past	Clapping Time	25	Medium	Application	Musical-Rhythmic
6.4a	79	Practice the Simple Past	How About Now?	10	Medium	Analysis	Verbal-Linguistic
6.4b	80	Manners	Questions and Answers	10	Medium	Application	Verbal-Linguistic
6.4b	80	Manners	Role-Playing	25	Medium	Analysis	Bodily-Kinesthetic
6.4b	81	Manners	Written Scenarios	10	Easy	Application	Verbal-Linguistic
6.4c	82	Review	In-Class Activity–Add-a-Word Acrostics	25			
6.4c	82	Review	Out-of-Class Activity–Unraveling an Acrostic				
6.4d	84	American Cultural Activity–Post Office Murals	Post Office Murals	45	Moderate	Application	Visual-Spatial
6.4e	86	Journal Activity–Before and After	Before and After				
6.5a	87	Enrichment Activity–Treasure Hunt	Treasure Hunt				
6.5b	88	Focused Activity–Reading All Together	Reading All Together	30	Easy		
6.5c	89	Focused Activity–Writing Around the World	Writing Around the World	25	Medium		
6.5d	90	Focused Activity–Grammar and Travel Chat	Grammar and Travel Chat	25	Easy		

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
7.1a	96	Formal Imperatives	Guessing Games	10	Medium	Application	Interpersonal
7.1a	97	Formal Imperatives	Rules of the Game	25	Medium	Synthesis	Verbal-Linguistic
7.1a	97	Formal Imperatives	A Whole Lot of Something	10	Medium	Application	Verbal-Linguistic
7.1b	98	Giving and Following Instructions	The Match Game	10	Medium	Analysis	Visual-Spatial
7.1b	99	Giving and Following Instructions	Constructive Instructions	20	Medium	Application	Interpersonal
7.1b	99	Giving and Following Instructions	Creative Paragraphs	15	Medium	Synthesis	Verbal-Linguistic
7.1c	100	Months of the Year	The Beginning and the End	5	Easy	Comprehension	Interpersonal
7.1c	101	Months of the Year	Calendar Creation	25	Medium	Application	Visual-Spatial
7.1c	101	Months of the Year	Human Calendar	15	Medium	Synthesis	Bodily-Kinesthetic
7.1d	102	Journal Activity–Party Helpers	Party Helpers				
7.1e	103	American Cultural Activity–Every Month Is Different	Every Month Is Different	45	Medium	Synthesis	Verbal-Linguistic
7.2a	106	Social Interactions Verbs	Verbs Around the Classroom	10	Medium	Analysis	Verbal-Linguistic
7.2a	107	Social Interactions Verbs	Meet and Greet	25	Medium	Application	Bodily-Kinesthetic
7.2a	107	Social Interactions Verbs	Writing Interactions	10	Medium	Synthesis	Verbal-Linguistic
7.2b	108	Timeliness and Numbers Greater Than 100	Vocabulary Drill	10	Medium	Analysis	Verbal-Linguistic
7.2b	109	Timeliness and Numbers Greater Than 100	Guess the Price	20	Medium	Application	Visual-Spatial
7.2b	109	Timeliness and Numbers Greater Than 100	Early Birds	15	Medium	Analysis	Intrapersonal
7.2c	110	Contact Information, Calendar Dates, and Imperatives	Do This, Do That!	10	Medium	Application	Bodily-Kinesthetic
7.2c	110	Contact Information, Calendar Dates, and Imperatives	Let's Get Together	20	Moderate	Synthesis	Verbal-Linguistic
7.2c	111	Contact Information, Calendar Dates, and Imperatives	Skit Performances	20	Moderate	Application	Bodily-Kinesthetic
7.2d	112	Review	In-Class Activity–Planning a Party	30			
7.2d	112	Review	Out-of-Class Activity–Budgeting for a Party				
7.2e	113	Journal Activity–My Circle of Friends	My Circle of Friends				
7.3a	116	Parties and Meals	Sentences in Motion	10	Medium	Comprehension	Naturalist
7.3a	117	Parties and Meals	Which Party?	20	Medium	Analysis	Interpersonal
7.3a	117	Parties and Meals	Different Parties	10	Medium	Application	Verbal-Linguistic
7.3b	118	Requirements	Things to Do	10	Medium	Analysis	Verbal-Linguistic
7.3b	119	Requirements	Requirements Research	25	Moderate	Application	Logical-Mathematical
7.3b	119	Requirements	Listen Up	10	Easy	Application	Verbal-Linguistic
7.3c	120	Celebrations and Culture	Let Them Eat Cake	10	Medium	Application	Verbal-Linguistic
7.3c	121	Celebrations and Culture	It's My Birthday!	30	Medium	Analysis	Intrapersonal
7.3c	121	Celebrations and Culture	Birthday Parties	10	Medium	Synthesis	Verbal-Linguistic
7.3d	122	Journal Activity–Minding Your Ps and Qs	Minding Your Ps and Qs				
7.3e	123	International Cultural Activity–Celebrate Around...	Celebrate Around the World	45	Medium	Analysis	Visual-Spatial
7.4a	126	Music and Forms of Good and Bad	It's All Well and Good	10	Medium	Analysis	Interpersonal
7.4a	127	Music and Forms of Good and Bad	Critic's Corner	25	Medium	Evaluation	Logical-Mathematical
7.4a	127	Music and Forms of Good and Bad	Entertainment Sentences	10	Medium	Evaluation	Verbal-Linguistic
7.4b	128	Busy and Free	Teófilo's Calendar	10	Medium	Application	Visual-Spatial
7.4b	129	Busy and Free	Busy Bee	25	Medium	Analysis	Interpersonal
7.4b	129	Busy and Free	Comparing and Contrasting	10	Medium	Synthesis	Verbal-Linguistic
7.4c	130	Apology and Acceptance	Comic Revision	10	Medium	Application	Verbal-Linguistic
7.4c	131	Apology and Acceptance	Contrite Characters	20	Medium	Application	Interpersonal
7.4c	131	Apology and Acceptance	Play Acting	15	Medium	Analysis	Bodily-Kinesthetic
7.4d	132	Review	In-Class Activity–Reviewing the Reviews	30			
7.4d	132	Review	Out-of-Class Activity–Interviews and Reviews				
7.4e	133	Journal Activity–The Good Arts	The Good Arts				
7.5a	134	Focused Activity–Reading Articles	Reading Articles	25	Medium		
7.5b	135	Focused Activity–Rows of Grammar Fun	Rows of Grammar Fun	25	Easy		
7.5c	136	Focused Activity–Listening Carefully	Listening Carefully	25	Easy		

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
8.1a	142	Expectations About the Future	What Will You Do?	10	Easy	Application	Interpersonal
8.1a	142	Expectations About the Future	Fortune Cookies	20	Medium	Synthesis	Intrapersonal
8.1a	143	Expectations About the Future	What Do You Want to Be When You Grow Up?	15	Moderate	Synthesis	Intrapersonal
8.1b	144	Asking and Answering	What Are Questions?	10	Easy	Application	Interpersonal
8.1b	144	Asking and Answering	Twenty Questions	25	Medium	Analysis	Logical-Mathematical
8.1b	145	Asking and Answering	Final Thoughts	10	Medium	Evaluation	Interpersonal
8.1c	146	Dining In and Dining Out	Set the Table	10	Easy	Analysis	Visual-Spatial
8.1c	146	Dining In and Dining Out	Dining Out	30	Medium	Application	Verbal-Linguistic
8.1c	147	Dining In and Dining Out	Restaurant Review	10	Medium	Synthesis	Intrapersonal
8.1d	148	Journal Activity–Dinner at My House	Dinner at My House				
8.2a	150	Music and Art	Who Likes Art and Music?	5	Medium	Analysis	Interpersonal
8.2a	151	Music and Art	Bands on the Radio	20	Moderate	Synthesis	Musical-Rhythmic
8.2a	151	Music and Art	Paintings and Photos	20	Moderate	Synthesis	Visual-Spatial
8.2b	152	Cities	Our City's Vocabulary	10	Easy	Comprehension	Bodily-Kinesthetic
8.2b	153	Cities	Classroom Cartographers	20	Medium	Application	Visual-Spatial
8.2b	153	Cities	Reading Maps	15	Medium	Analysis	Visual-Spatial
8.2c	154	Seek and Find	Hot and Cold	10	Easy	Application	Bodily-Kinesthetic
8.2c	155	Seek and Find	Help, I'm Lost!	20	Medium	Synthesis	Interpersonal
8.2c	155	Seek and Find	Dialogue Performance	15	Medium	Application	Interpersonal
8.2d	156	Review	In-Class Activity–Relay Race	30			
8.2d	157	Review	Out-of-Class Activity–Why I Love My City				
8.2e	158	Journal Activity–Music Review	Music Review				
8.3a	160	Worship Sites and Basic Emotions	Picture IDs	10	Easy	Application	Visual-Spatial
8.3a	161	Worship Sites and Basic Emotions	Know Your Feelings	20	Moderate	Synthesis	Verbal-Linguistic
8.3a	161	Worship Sites and Basic Emotions	Actions and Emotions	15	Medium	Application	Bodily-Kinesthetic
8.3b	162	Length of Time	Card Games	10	Medium	Application	Interpersonal
8.3b	163	Length of Time	Travels Abroad	30	Medium	Analysis	Verbal-Linguistic
8.3b	163	Length of Time	Information Recall	5	Easy	Analysis	Interpersonal
8.3c	164	Sequencing	Moving Up	10	Medium	Application	Visual-Spatial
8.3c	165	Sequencing	Where's Antonio?	20	Medium	Application	Visual-Spatial
8.3c	165	Sequencing	Recollection and Writing	15	Medium	Synthesis	Intrapersonal
8.3d	166	American Cultural Activity–Traditional American Music	Traditional American Music	45	Medium	Analysis	Musical-Rhythmic
8.3e	167	Journal Activity–Travel Agent	Travel Agent				
8.4a	170	Vacations	What Is a Vacation?	10	Medium	Application	Interpersonal
8.4a	170	Vacations	Planning a Vacation	25	Medium	Synthesis	Intrapersonal
8.4a	171	Vacations	Different Vacations	10	Moderate	Evaluation	Interpersonal
8.4b	172	Quantity and Ability	A Lot of Water	5	Easy	Comprehension	Visual-Spatial
8.4b	172	Quantity and Ability	Categories	25	Medium	Analysis	Logical-Mathematical
8.4b	173	Quantity and Ability	I Think I Can	15	Medium	Application	Intrapersonal
8.4c	174	Going to the Beach	Beach Conversations	10	Medium	Application	Interpersonal
8.4c	175	Going to the Beach	Beach Collage	20	Medium	Application	Visual-Spatial
8.4c	175	Going to the Beach	A Day at the Beach	15	Medium	Analysis	Intrapersonal
8.4d	176	Review	In-Class Activity–Practice Packing	40			
8.4d	177	Review	Out-of-Class Activity–Family Travels				
8.4e	178	Journal Activity–Stranded on an Island	Stranded on an Island				
8.4f	179	International Cultural Activity–Ancient Rome	Ancient Rome	45	Moderate	Synthesis	Interpersonal
8.5a	180	Enrichment Activity–Lost and Found	Lost and Found				
8.5b	181	Focused Activity–Reading Paragraphs	Reading Paragraphs	40	Medium		
8.5c	182	Focused Activity–Vocabulary Mobile	Vocabulary Mobile	30	Easy		
8.5d	183	Focused Activity–Find the Error	Find the Error	30	Easy		
8.5e	184	Level 2 Review: Radio Broadcast–Part 1	Radio Broadcast–Part 1	45			
8.5f	186	Level 2 Review: Radio Broadcast–Part 2	Radio Broadcast–Part 2	45			

Word Lists

English (American) – Level 2



Education



Unit 5 Word Lists

Unit 5 Lesson 1

bank
behind
beside
buy
gas
gas station
go
home
in front of
left
library
map
museum
post office
right
stadium
theater

Unit 5 Lesson 2

bus
bus stop
drive
first
fourth
get off
get on
get to
line
number
restroom
seat
second
stop
straight ahead
subway
subway station
take

taxi

third
turn

Unit 5 Lesson 3

a.m.
airplane
airport
arrive
bus station
clock
delayed
depart
fifty
ninety-nine
flight
for
hour
mile
minute

o'clock

p.m.
passport
room
second
suitcase
ticket
time
train
wait
watch

Unit 5 Lesson 4

Barcelona
be
beach
can
can't
cloudy
kiss
lake
mountain
rain
snow
sunny
tomorrow
weather
woods

Unit 6 Word Lists

Unit 6 Lesson 1

ate
bought
desk
dictionary
did
e-mail
envelope
gave
give
last
letter
next
notebook
ran
sold
stamp
swam
visit
wrote
yesterday

Unit 6 Lesson 2

art
Can you repeat
that, please?
him
history
math
mean
music
science
sign
understand
us
went
word

Unit 6 Lesson 3

college
elementary
school
employee
factory
had
high school
manager
now
taught
teach
use
was
were

Unit 6 Lesson 4

or
please
what's
would like

Unit 7 Word Lists

Unit 7 Lesson 1

April
August
begin
blanket
bring
come
dance
December
eighth
end
February
game
January
July
June
March
May
November
October

party
put
September
sing
something
tenth

Unit 7 Lesson 2

address
birthday
call
date
early
help
hundred
know
late
meet
ordinal numbers
for dates
talk
thousand
yen

Unit 7 Lesson 3

brought
costume
dessert
drove
here
I'm sorry.
salad
soup
these
those
type

Unit 7 Lesson 4

badly
best
better
busy
dancer
drank
free
musician
okay
piano
singer
sure
well
worse
worst

Unit 8 Word Lists

Unit 8 Lesson 1

answer
any
ask
beef
butter
chicken
fork
knife
lemon
lime
napkin
pepper
potato
question
salt
someday
sour
spicy
spoon

sugar
sweet
very
waiter
waitress
will

Unit 8 Lesson 2

ancient
band
building
downtown
drum
famous
found
fountain
guitar
hill
instrument
look for

modern
painting
photo
stairs
statue
took
zoo

Unit 8 Lesson 3

angry
church
cry
down
finally
find
first
happy
laugh
long
lost

make a
 reservation
mosque
pack
reservation
sad
see
smile
spoke
stay
synagogue
temple
then
tonight
unpack
up

Unit 8 Lesson 4

able
camp

island
a lot
ocean
rent
return
ride
sail
sailboat
sandals
shorts
ski
skier
skis
swimsuit
tent
windy

Samples & Handouts

English (American) – Level 2



Education



Unit 5, Lesson 3, Appendix A

You are in Paris and are going to Rome on the 8:01 a.m. train. This train is expected to arrive in Rome at 5:35 p.m. You overslept and woke up at 7:00 a.m. There is a 20-minute bus ride to the train station from your home; that bus departs at 7:32 a.m.

Sample Timeline:

7:00 a.m. I am waking up.

7:01 a.m. I am washing my face and brushing my teeth in the bathroom.

7:05 a.m. I am in the kitchen because I am eating breakfast.

7:10 a.m. I need my suitcase, ticket, and passport from the bedroom.

7:15 a.m. I'm running to the bus stop.

Your Timeline:

7:00 a.m.

Unit 5, Lesson 5, Appendix B

Version 1 Script:

Today is Wednesday and Heather is taking the bus to school. She is sitting at the bus stop with a big umbrella, waiting for the bus. She is wearing a red sweater because she is cold, and a blue raincoat with a rain hat. The hat covers her short black hair. The bus is delayed because of the rain and Heather is getting hungry. The bus stop is in front of a cafe, so Heather wants to buy a sandwich. The sandwich costs three dollars. The bus arrives at the bus stop, and it is blue and white. People are getting on and off the bus. Heather gets on the bus, and she is eating her sandwich. She is taking her books to school. She is studying Arabic. Heather is sitting beside a man with a yellow jacket, and she is sitting behind a young woman with blue pants and a green shirt. The man is 55 years old, and the young woman is 27 years old. They are going to the airport. He works at the airport, and she is going to China. Her parents are from China, and she is studying Chinese.

Unit 5, Lesson 5, Appendix C

Version 2 Script:

Today is _____ and Heather is taking the bus to school. She is _____ at the bus stop with a big umbrella, waiting for the _____. She is wearing a red sweater because she is _____, and a blue raincoat with a rain hat. The hat covers her short black _____. The bus is delayed because of the _____ and Heather is getting hungry. The bus stop is in front of a cafe, so Heather _____ to buy a sandwich. The sandwich costs _____ dollars. The bus arrives at the bus stop, and it is _____ and white. People are getting on and off the bus. Heather gets on the bus, and she is _____ her sandwich. She is taking her books to school. She is studying _____. Heather is sitting beside a man with a yellow _____, and she is sitting behind a young woman with blue pants and a green shirt. The man is 55 years old, _____ the young woman is _____ years old. They are going to the airport. He _____ at the airport, and she is going to China. Her parents are from _____, and she is studying Chinese.

Unit 6, Lesson 2, Appendix A

SCHOOL PLANNER – WEEK _____ NAME _____

	MON	TUES	WED	THUR	FRI		MON	TUES	WED	THUR	FRI	
MATH												MATH
ENGLISH												ENGLISH
SCIENCE												SCIENCE

Unit 6, Lesson 2, Appendix B

Copy and cut along lines.

art	didn't	him	history	that	understand	us
math	mean	music	please	word	dictionary	notebook
repeat	science	sign	studied	went	stamp	

Sentences for teachers to read aloud

After we ate our lunch, we visited the science museum.

He didn't understand his math class.

Did he give you the notebook?

She studied the history of her family.

This is a new word. Please tell me what it means.

He went with us to buy stamps.

What does that sign mean?

I looked in the dictionary to learn what "elementary" means.

She is going to math class next Wednesday.

Yesterday Amy gave us a new notebook.

John loves his music class.

Last week my brother ran from my house to school.

The store sold art and music books.

My friends visited me after history class last Tuesday.

I didn't understand you. Can you repeat that, please?

Unit 6, Lesson 4, Appendix C

Group 1: **when** sentences

When I was in Russia, I bought this.

When we were on the beach, it was cloudy.

When she lived in Australia, she studied English.

When he went to Paris, he visited a museum.

When she saw the letter, she read it.

When I was in China, I watched this.

When I was in the park, she kissed me.

When he was sleeping, the airplane departed.

When I was at the train station, I listened to the radio.

When he was a teacher, he taught math.

Group 2: **would you** sentences

Would you like tea or coffee?

Would you like some chocolate?

Would you like to go to the museum?

Would you like to play soccer?

Would you like to come to my house for lunch?

Would you like to read a book?

Would you like to study music?

Would you like to visit my brother?

Would you like to go to a restaurant for dinner?

Would you like to send me an e-mail?

Unit 7, Lesson 4, Appendix A

1. Ellie sings _____.
2. The food is _____ in this restaurant.
3. Robert is a _____ soccer player.
4. Amy plays tennis _____.
5. It was a _____ year.
6. The dessert tastes _____.
7. Apples are a _____ fruit.
8. The jeans fit _____.
9. The movie was _____.
10. She can read maps _____.
11. This is a _____ suitcase.
12. Laura dances _____.
13. My dad is a _____ cook.
14. The story didn't end _____.
15. She understands her homework _____.

Unit 8, Lesson 1, Appendix A

Sample Conversation:

Waiter: Hello, my name is Jack. I'll be your waiter today. How can I help you?

Patron 1: Hi, Jack. What's the soup of the day?

Waiter: The soup of the day is spicy chicken soup. Would you like to try it?

Patron 1: Yes, that sounds good.

Patron 2: Excuse me, I have a question.

Waiter: Yes?

Patron 2: Can I have a napkin and a knife?

Patron 1: I need a napkin, too. I have one, but it's dirty.

Waiter: Yes, I have clean napkins. Do you want the soup, too?

Patron 2: Yes, please. What do you have for dessert?

Waiter: We have sweet lemon cake. Would you like dessert today?

Patron 2: Yes, I will have the cake and coffee.

Patron 1: I will have tea with sugar.

(Waiter serves the food.)

Waiter: Here is your soup, and the dessert will be here soon.

Patron 2: This is very good. The chicken is spicy. I like it!

Patron 1: Waiter? Do you have any sugar for my tea? (fade out)

Unit 8, Lesson 4, Appendix B

Latin was the language spoken in Ancient Rome. The Romans settled across Europe and had an influence on many languages, including English. Can you identify the Latin part of the English word by its meaning?

Latin Root	Meaning	Sentence
a. post-	after	1. The machine will pur <u>ify</u> the water and make it pure.
b. sub-	under	2. The team ___operated very well when they worked together on the project.
c. -port	carry	3. The boy looked at his mom in ___belief because he didn't think she could come to his game. But she did!
d. -ify	make	4. The ___way is a train that travels under the street.
e. dis-	not, not any	5. Trucks trans___ heavy equipment long distances.
f. co-	together	6. The man wrote a _____script, a note after he signed the letter.

Unit 8, Lesson 5, Appendix C

Copy and cut along lines.

Bethany is driving down the street on her way to her grandfather's new apartment. He makes them a nice lunch of lemon chicken and potatoes. After they eat, Bethany stays for three hours looking at her grandfather's old photos of islands, statues, ancient temples, and cities. The best photos are the ones of her grandmother and grandfather camping in a tent, sailing on a sailboat, and skiing near a snowy mountain.

"You have been to so many different places, Grandpa. Which one was the best? Was it Rome? Paris? Moscow?"

With a smile, her grandfather says, "The best place was a park near our old house where your grandmother and I used to live. Your grandmother and I loved to walk over there and sit under the lemon tree, talking and talking. It was the only lemon tree in the whole park, but I never took a photo of it." It made him sad to think that he didn't have a photo of the tree.

That's why after she leaves her grandfather's house, Bethany wants to try to find the park. She wants to take a photo of the tree for her grandfather. The next morning she drives for hours until she finds her grandfather's old house and the park. She has to walk for a long time in the hot sun all around the park looking for the lemon tree, but she can't find it. This makes her sad because she thinks that the tree her grandfather and grandmother used to sit under is not there anymore.

Bethany sits down on the grass thinking about her grandfather, when she sees a lemon by her shoe. She looks around her to see where it came from. There is the tree! She takes many photos of it for her grandfather. As she returns to the car, she feels tired, but also happy, because she knows that her grandfather will love the photos.

Unit 8, Lesson 5, Appendix D

- ___ I ___ 1. This is a building very small. **This is a very small building.**
- ___ C ___ 2. I want you to go with me. _____
- _____ 3. Will you dance to me? _____
- _____ 4. Tomorrow, we went to the restaurant in John's car. _____
- _____ 5. When I was a child I will learn to ride a bicycle. _____
- _____ 6. First I came home, finally, I did my homework, then I went to bed.

- _____ 7. I will have two potatoes some chicken and a lot of cake. _____
- _____ 8. The cat and dog live not at my house. _____
- _____ 9. We are going to visit my grandmothers house. _____
- _____ 10. I would like making a reservation. _____
- _____ 11. I want to go skiing sailing and swimming at camp. _____
- _____ 12. Amy would like to play guitar with us. _____
- _____ 13. We stayed near the beach. Please bring your swimsuit with you.

- _____ 14. Where you going? _____
- _____ 15. When I grow up, I will travel a lot! _____
- _____ 16. The girls mother is laughing in front of the fountain. _____
- _____ 17. She's unpack her suitcase in the hotel room. _____
- _____ 18. Do you have a questions? _____



Education

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