

Teacher's Guide



Education

English (American) – Level 3



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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.

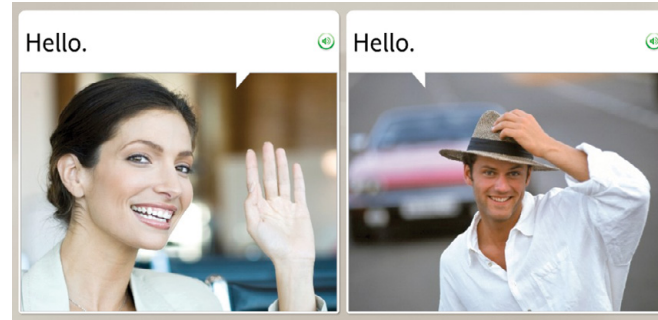
About Rosetta Stone, Inc.

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.

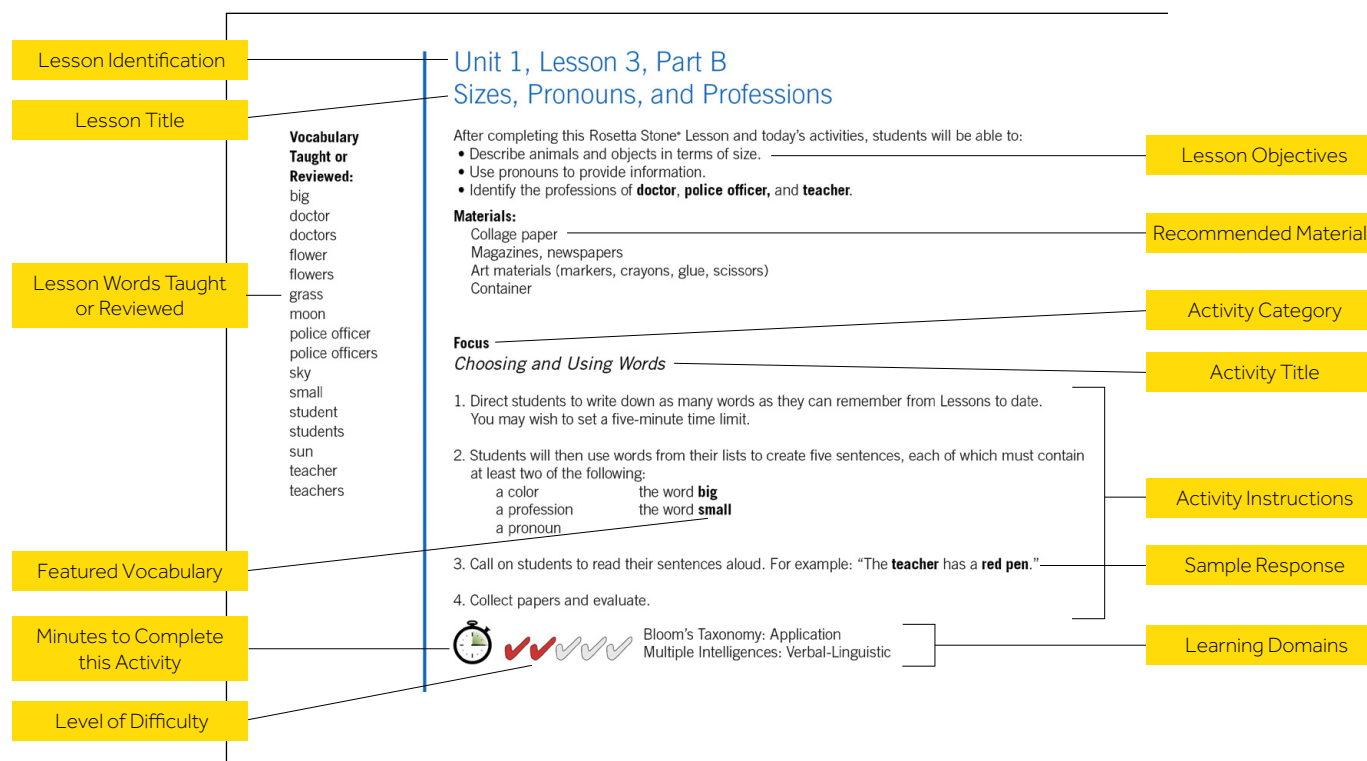


Inside the Teacher's Guide

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 9

Home and Health

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Unit 9: Home and Health

Introduction to Unit 9

This first Unit in Level 3 exemplifies how Lesson content has increased in complexity over the previous two Levels. Vocabulary challenges soar as students delve into a host of words with unique relationships, such as the antonyms **always** and **never**, **full** and **empty**, and **easy** and **difficult**. New spatial prepositions complement those learned earlier in the course, allowing students to describe placement of objects and people in greater detail than before. And, practical matters of life are spotlighted as Lessons focus on household chores; kitchen and bathroom items; the human body; injuries, ailments, and medical emergencies; and exercise, team sports, and strength.

Teaching Unit 9

One of your great challenges as a teacher in this and subsequent Units will be to help students comprehend the nuances inherent in the increasingly complicated words and phrases being introduced. More advanced students, for example, may need extra help understanding such terms as **each other** and **one**, used not as a numeral but as a pronoun. Encourage students to spend additional time at the computer reviewing the Rosetta Stone® software Lessons.

Lesson 1a: Spatial Prepositions

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

Lesson 1b: Easy and Difficult

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

Lesson 1c: Each Other, Looks Like, and One

One as a pronoun may be initially confusing to students who know the word only as a numeral. The main exercise in this Lesson—a question-and-answer session among peers—should help to make things clearer. Two other exercises give students practice with the phrases **each other** and **looks like**. The latter is a fun, perennial favorite, as peers have a chance to discuss who they resemble—including celebrities.

Lesson 1d: Journal Activity–Someday

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

Lesson 1e: International Cultural Activity–World Images

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

Lesson 2a: Things in the Kitchen

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

Lesson 2b: Cleaning the House

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

Lesson 2c: My Dream House

Bring several containers to class to demonstrate the concepts of **full** and **empty**. If you have floor plans, bring those to class, too, so students can see how living quarters are represented two-dimensionally before they tackle drawing and writing labels for a floor plan for their dream house.

Lesson 2d: Review

To practice what they have learned about houses and what is inside them, students will pretend to be real estate agents making sales pitches to prospective buyers, played by fellow classmates. At home, individual students will make the same pitch to a family member or friend and then write about the experience.

Lesson 2e: Journal Activity–My Room

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

Lesson 3a: Athletics

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

Lesson 3b: Always and Never

Creating sentences is the name of the game today. Your students will first play a sentence-writing relay race that focuses on four vocabulary words. Then they will create categories using select words and write sentences pertaining to each category.

Lesson 3c: Journal Activity–Habits

A class discussion about habits could pave the way for learners as they write in their journals about actions they **always** or **never** perform.

Lesson 3d: American Cultural Activity–Photographic History

Plan ahead for this visually stimulating Lesson by finding photos by celebrated American photographers, or those of famous American scenes and citizens. Today, you and your students will discuss a range of topics related to photography and how it has affected, or been affected by, U.S. history and culture.

Lesson 4a: Parts of the Body

From playing *Simon Says* to creating a body-part collage, your students will undoubtedly be enthusiastic about this Lesson that lets them be physical and creative while practicing anatomical vocabulary.

Lesson 4b: Injuries and Ailments

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

Lesson 4c: At the Hospital

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

Lesson 4d: Review

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

Lesson 4e: Journal Activity–Emergency Plans

Writing about medical emergencies and emergency plans provides your students with an opportunity to practice new vocabulary and is an excellent starting point for them to begin a discussion at home about emergency preparedness in the household.

Lesson 5a: Focused Activity–Listening About Ralph's Injury

Listening to a story about the experience of a teenager's sports injury provides excellent comprehension practice in this lesson. Students follow up with a series of questions about what they heard, and then read the passage to check their work.

Lesson 5b: Focused Activity–Grammar Drawings

Your students have learned quite a few prepositions and pronouns as they have progressed through the Rosetta Stone software and classroom activities. This extra-help activity uses a drawing project to provide a good review of how words in these categories are used in English.

Lesson 5c: Focused Activity–Vocabulary Lists

In this exercise, students are asked to recall and write vocabulary words for items found in their homes. Sentence-writing with the words, then reading aloud, wraps up this activity.





Grammar & Usage

Unit 9, Lesson 1

Grammar

Verb Tenses

Review the following verb tenses with learners:

1. The present progressive tense is used to indicate something that is happening now. It uses a form of **be** and a present participle.
I **am repairing** the bicycle.
The cat **is jumping** onto the bed.
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 catch** the orange.
He **is going to throw** the ball.
3. The simple past tense refers to completed actions. It is expressed (in one word) with the past form of the verb.

Regular simple past verbs are formed by adding **-d** or **-ed** to the base word:

I was a child when I **lived** in Rome.

I **jumped** off the bed!

Irregular simple past verbs change in various ways:

He **threw** the ball.

She **caught** the orange.

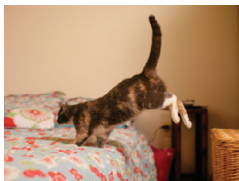
Remind learners that regular and irregular simple past verbs use the same form for all persons:

I **threw** the ball.

We **threw** the ball.

She **caught** the towel.

They **caught** the towel.



Grammar

Imperative Form

Remind students that the imperative form is used when making suggestions, giving advice, relaying instructions, and telling others what to do. Note that the imperative is formed by beginning a sentence with a verb and omitting the subject. The subject is an understood **you**; it is understood to be there, but it is not stated.

Meet me at the cafe. (implied meaning: **You** meet me at the cafe.)

Explain to students that the negative imperative is formed by placing **do not** or **don't** in front of the verb.

Do not jump over the fence!

Don't throw the ball in the garden!



**Vocabulary
Taught or
Reviewed:**

cameras
catch
catching
caught
climb
climbing
fence
garden
jump
jumped
jumping
onto
over
pool
son's
threw
throw
throwing

Unit 9, Lesson 1, Part A

Spatial Prepositions

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

- Act out the meaning of spatial prepositions.
- Illustrate the differences among prepositions.

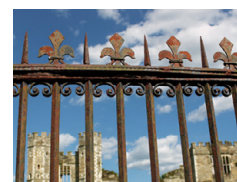
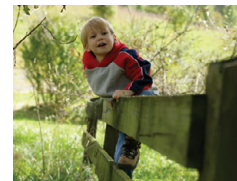
Jump Start

Acting Up

1. Call on two students to help demonstrate the prepositions introduced in this Lesson, and have them stand at the front of the class.
2. These learners should stand next to each other as you tell the class, "Sally is beside Larry."
3. Rearrange the two students and say, "Larry is..., " to which the class responds "...behind Sally."
4. Continue rearranging the two students and use props (book, pen) to help the class visualize the prepositions **in**, **on**, **behind**, **beside**, **onto**, **off**, and **over**.
5. After dividing the class into pairs of learners, have them rearrange themselves in accordance with the prepositions in the sentences you speak.



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





Engage Drawing Board

Prepare Ahead:

- List of sentences (see Step 2), enough for each group member to have a different sentence.



1. Divide the class into groups of three or four students.
2. Assign a sentence from the list below to each learner, and direct him to illustrate it. Be sure each group member has a different sentence:
He threw the ball behind the fence.
The swimming pool is beside the house.
The apple is on the table.
The apple is in the bowl.
The cat is jumping onto the table.
The cat jumped off the table.
The dog is climbing over the hill.
3. Students should then take turns discussing their illustrated sentence with the others in their group.
4. Circulate around the room and listen for correct preposition use in students' descriptions.



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

Assessment

Creative Collaborations

1. Direct students to develop original sentence-and-picture combinations for four of the seven prepositions introduced in this Lesson: **in**, **on**, **behind**, **beside**, **onto**, **off**, and **over**.
2. Call on several volunteers to describe their projects to the class.
3. Collect papers and evaluate for content, word use, word order, and sentence structure.



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

Word of the Day:
over

Vocabulary
Taught or
Reviewed:
difficult
easy

Unit 9, Lesson 1, Part B

Easy and Difficult

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

- Use visual cues to differentiate between easy and difficult tasks.
- Ask and answer easy and difficult questions about various topics.

Skill Sharpener

Easy and Difficult Tasks

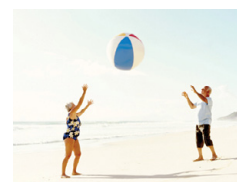
Prepare Ahead:

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

1. Display two pictures at a time, each of which represents a typical and a monumental task. Ask students to identify which action is easy to perform, and which is difficult.
2. Encourage students to discuss details of the photos, as they use the terms **easy** and **difficult** in their descriptions.



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



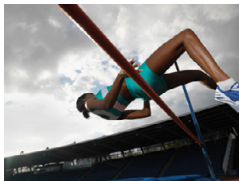
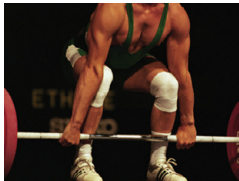


Engage

Questions and Answers

Prepare Ahead:

- Textbooks from school subjects such as art, English, history, math, music, and science, one per group.



1. Divide the class into groups of four students.
2. Distribute a textbook to each group, and direct learners to develop questions (two easy and two difficult) about topics in their book.
3. Groups should then trade questions and corresponding textbooks, and provide written answers to the questions.
4. Learners will then take turns reading questions and answers aloud.
5. Lead a discussion that focuses on students' opinions about questions that were easy or difficult to answer.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal

Assessment

Easy and Difficult Skills

1. Have students write at least two paragraphs about a skill they learned that was either easy or difficult, or was difficult at first and then became easy. While explaining the task, emphasize the use of transition words and phrases to signal shifts in time or sequence of events that led to the changes. (At first it was difficult to kick the ball into the goal, but then my brother taught me how to turn my foot the right way. After I practiced a few weeks, it became easy. Finally, I made a goal and won the game.)
2. Collect papers and evaluate for content, correct grammar, spelling, sentence structure, and use of transition words and phrases.



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Interpersonal

RAISE THE BAR

While examining textbooks, include in the discussion degrees of relative difficulty, creating questions that are very easy, somewhat easy, somewhat difficult, and very difficult. Have students compare and contrast the level of difficulty of the subjects themselves. Students could also rank the subjects by difficulty, supporting their opinions with objective reasons.

Word of the Day:
easy

Vocabulary

Taught or

Reviewed:

each
look
looks
other
repair
repairing

Unit 9, Lesson 1, Part C

Each Other, Looks Like, and One

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

- Use the terms **each other**, **looks like**, and the pronoun **one** in discussions.
- Write descriptive sentences using Lesson vocabulary.

Focus and Motivate

Who Do You Look Like?

1. Introduce the term **look like** to students by asking them questions such as:

Who do you look like?

Do you look like your mother or your father?

Does he look like a famous person? (as you point to another student)

Students should answer with detailed descriptions, for example:

Yes, I look like my mother. She has long, black hair and is short.

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



Bloom's Taxonomy: Analysis

Multiple Intelligences: Interpersonal



Unit 9, Lesson 1, Part D

Journal Activity–Someday

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

- Write about their future plans.

Being Creative Someday

Have students write 2-3 paragraphs about what they would like to do **someday**. They may write about their plans for the immediate future, or their long-range goals.

Remind students to use transition words to connect ideas using complex sentences, and to check their work for correct grammar and spelling.







Grammar & Usage

Unit 9, Lesson 2

Grammar

Compound Sentences

Explain to students that a simple sentence is also known as an independent clause. It contains a subject and a verb and can stand alone, since it expresses a complete thought.

A compound sentence consists of two independent clauses joined together by a coordinating conjunction. The most common coordinating conjunctions are **and** and **but**.

Examples of compound sentences:

The cat is on the couch **and** the woman is beside the couch.

He ate his dessert, **but** he didn't eat his salad.

Note that the two clauses in each example can stand alone as sentences when the conjunction is removed. When joined together by **and** or **but**, the independent clauses become compound sentences.

Usage

Inquiries and Requests

Explain to learners that inquiries and requests are usually stated in question form.

An inquiry asks for information:

Excuse me, how do I get to the library?

Would you like water or juice?

Requests ask for a favor:

Can I speak with Laura, please?

Can you be here at eight o'clock?

Sometimes requests are made as statements:

Excuse me, I need to buy two tickets.

Please give him a pen.

Note that polite requests include the terms **excuse me** and **please**.

[illegible]

Unit 9, Lesson 2, Part A

Things in the Kitchen

Vocabulary Taught or Reviewed:

cleaned
cleaning
counter
dishes
dishwasher
glass
refrigerator
stove

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

- Recognize relationships between the meanings of vocabulary words and organize them accordingly.
- Discuss the meanings of vocabulary words through extemporaneous, descriptive conversations.

Jump Start Our Kitchens

1. Engage students in a conversation about kitchens by asking them what appliances are usually found in kitchens and how a kitchen is different from other rooms in a house.
2. As learners answer, write on the board the vocabulary words they use. If any vocabulary words are not mentioned, add them to the list on the board as well, and discuss their meaning.

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



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





Being Creative Where Does It Go?



1. Let students know that they will be using the words written on the board.
2. Instruct students to organize all the kitchen-related words into a word web, matching items that are related to each by function or by their usual locations in a kitchen. Ideally, each sentence should contain at least two words from the board. For example:
We put our vegetables and meat in the refrigerator.
We put dirty glasses in the dishwasher and clean glasses on the counter.
The sink is full of water.



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

Assessment Kitchen Sentences



1. Divide the class into groups of four learners, and have students read their sentences from the previous **Being Creative** activity aloud within their group.
2. Circulate around the room and observe as groups critique each other's sentences.



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Interpersonal



**Word of
the Day:**
glass

**Vocabulary
Taught or
Reviewed:**

bath
bathtub
ceiling
couch
floor
out
rug
rugs
shower
sweep
sweeping
swept
trash
vacuum
vacuuming
windows

Unit 9, Lesson 2, Part B

Cleaning the House

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

- Produce a detailed cleaning schedule using Lesson vocabulary.
- Construct questions and answers from information found on a schedule.

Jump Start Cleaning Schedule

1. Have a class discussion about the cleaning tasks students do at home.
Encourage your students to talk about how, when, and where they clean, what kind of equipment they use and what tasks are accomplished by other members of their family. Pose questions about learners' likes and dislikes in terms of helping to clean around the house.
2. If students do not have the vocabulary to illustrate certain cleaning tools, for example, suggest that they draw them on the board.

*This may be an opportunity to introduce the word **chore**.*



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Being Creative Cleaning the House



1. Instruct your students to create a list of household chores. They should write a cleaning schedule for their house. For example:

Monday - sweep the bathroom, stairs, and floor in the kitchen

Tuesday - wash the clothes

Wednesday - clean up the bedrooms and vacuum the floors

Thursday - vacuum the rug and couch in the living room

Friday - clean the counters and sink in the kitchen, wash the dishes

Saturday - clean the bathtub, toilet, and sink in the bathroom

Sunday - take out the trash

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



Bloom's Taxonomy: Synthesis

Multiple Intelligences: Logical-Mathematical

Assessment When Do You Clean?

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

2. Instruct learners to write five questions and answers about their partner's schedules.

For example:

When does he wash his clothes? He washes his clothes on Tuesday.

What does he clean on Monday? He sweeps the bathroom, and the floor in the kitchen.

What day is the bathroom cleaned? The bathroom is cleaned on Mondays.

When does he take out the trash? He takes out the trash out on Sundays.

Does he clean his bedroom on Fridays? No, he cleans his bedroom on Wednesdays.

3. Collect papers and evaluate for content, correct grammar, spelling, and sentence and question structure.



Bloom's Taxonomy: Synthesis

Multiple Intelligences: Verbal-Linguistic

RAISE THE BAR

Instead of questions and answers, instruct students to write 1-2 paragraphs explaining their partner's cleaning schedules and what the partner does and doesn't do on each day, giving reasons. (e.g., On Tuesday evening Jason takes out the trash because the garbage truck comes on Wednesday morning.) Remind students to use transition words to signal time sequences and series of events.

Word of the Day:
sweep

**Vocabulary
Taught or
Reviewed:**
empty
full

Unit 9, Lesson 2, Part C

My Dream House

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

- Accurately use the terms **full** and **empty** to describe the state of a container.
- Use Lesson vocabulary to describe the interior of a house.

Materials:

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

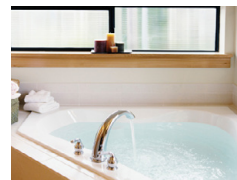
Jump Start

Full or Empty?

1. To illustrate **full** and **empty**, show the class objects that are obviously empty or full of liquid or items. For example, display a basket filled with magazines and ask, "Is this full?"
2. Place the containers at the front of the room and call on several students to fill them with balled-up paper. Some containers should be left empty.
3. Point to each container and have the class say either "It is full." or "It is empty."



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Being Creative Designing My House

Prepare Ahead:

- Grid paper
- Examples of floor plans



1. Show examples of and discuss the basic elements of floor plans.
2. Distribute grid paper to students and instruct them to draw a floor plan for their dream house. They should label the rooms, the furniture, and other household objects for which they have vocabulary.
3. Students should be encouraged to be creative when decorating and furnishing their house (use different colors, draw and paste pictures onto the grid paper and so on).



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



Assessment Describing My House

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

I want my house to be big, but not very big.

I need a lot of bedrooms so that all of my brothers and sisters can have their own.

I want a big television in a big living room, with an expensive couch, because I like to watch movies.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Intrapersonal



**Word of
the Day:**
bath

Unit 9, Lesson 2, Part D

Review

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

- Work as a group to envision and verbalize information about the features of an imaginary house.
- Write a summary of an informational presentation they gave and reflect upon their own performance.

Materials:

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

Classroom Community

In-Class Activity—House for Sale

Prepare Ahead:

- *Slips of paper with one vocabulary word on each.*

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

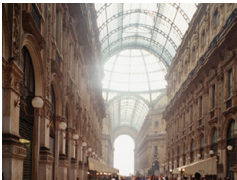
This activity presents an opportunity to teach the term real-estate agent.

2. Groups should also decide what type of cleaning will be required to get the house in perfect shape to sell.
3. Advise each group to make a rough sketch of the exterior of their house and a floor plan to show to prospective buyers.
4. Give each group 10 minutes to make a sales pitch about its house to the rest of the class. Students in the audience—acting as potential homebuyers—should ask questions about the house, its amenities, and cleanliness. Encourage all students to participate in the sales presentations and question-and-answer periods.





Community Connection Out-of-Class Activity–Sales Pitch



1. Instruct students to each write a sales pitch, at home, about the imaginary house created in their respective groups. As in the class-time activity, they should discuss the rooms, furniture and household items, cleanliness, and other features of the house for sale.
2. Students should then present the information about the house to family members or friends at home. Recommend to students that they should urge their "potential buyers" at home to ask questions; students should answer in English.
3. Ask students to write three or more paragraphs at home summarizing their individual sales presentation at home. They should include information conveyed, questions asked and replies given, and their impressions about the experience.
4. Collect students' summaries during the next class period.

RAISE THE BAR

With the support of adults and their peers, have students create a multimedia presentation to sell an imaginary house, and post it on a blog. Students should send links to three or more friends or family members as "potential buyers," encouraging them to ask questions to which students respond. In class, have students give their presentation and report on their online sales experience and interaction. Follow up with a written summary.

Unit 9, Lesson 2, Part E

Journal Activity–My Room

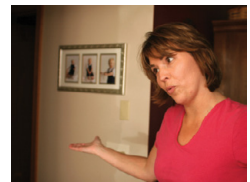
After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Write a detailed description of their bedroom and its contents.

Being Creative My Room

Instruct your students to write, in their journals, a detailed description of their bedroom, including its contents, décor, furniture, and cleanliness.

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





Grammar & Usage

Unit 9, Lesson 3

Usage 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.
The woman is practicing the guitar in the living room.
They are looking for a place to study.

Question Mark [?] A question mark indicates that an idea formed a question. It appears at the end of interrogative sentences.
Why are you practicing today?
Should I wear the black suit or the gray suit?

Exclamation Point [!] An exclamation point shows emotion and excitement. It appears at the end of exclamatory sentences.
Someone wrote me a letter!
Don't climb the tree!

Explain that sometimes punctuation appears within sentences:

Comma [,] The comma has many uses in written English, but in this course learners will encounter it primarily as a divider between parts of a sentence or phrase. In these cases, the comma helps the reader easily understand the intended meaning of the sentence or phrase.
Yes, I cleaned up my bedroom.

Sometimes I drink coffee in the morning, and sometimes I drink tea.

A comma is also used to separate a series of words or phrases. For example:

I exercise on Monday, Wednesday, and Thursday.

Tell students that they are learning the serial comma style, in which a comma plus **and** or **or** precede the final word or phrase in the list.

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

What is "orange juice?"

That word means "post office."





Apostrophe ['] Discuss with learners that the apostrophe has two primary uses in written English: An apostrophe is inserted to indicate that one or more letters have been omitted. A contraction is formed when two words are combined and an apostrophe is inserted to indicate that one or more letters have been omitted from one of the two words.

He's looking for something to eat. (**He is** looking for something to eat.)

Our computer **doesn't** work. (Our computer **does not** work.)

An apostrophe is also used to create the possessive form of a noun (introduced in Unit 11 Lesson 3 of this Level). Most often (and in all cases within the Rosetta Stone software) this is accomplished by adding an apostrophe + **s**.

The **girl's** mother is smiling.

She is staying at her **grandmother's** house tonight.

Colon [:] Explain to students that the colon separates a sentence that can stand alone from either a list or a second sentence or phrase that elaborates upon the initial sentence. Students will see this in Unit 12, Lesson 2.

I speak three languages: English, Spanish, and Russian.

Vocabulary Opposites

Suggest to students that learning the opposites or antonyms of words will increase their vocabulary and expand their language repertoire. Note the following terms and their antonyms:

easy	difficult	early	late
happy	sad	inside	outside
short	tall	near	far
sweet	sour	small	big

Usage

Citing Research

Have a discussion with students about citing references after doing research for a project or report. Use examples of what is standard in your school.

Titles

Explain to students that titles of works of literature, films, and art are indicated by italics, underlines, or quotation marks. This is true not only in citations, but also in the body of any writing. For example:

Yesterday, I read a chapter from *Animal Farm* by George Orwell.

In his poem "The Garden," Emerson writes about the fruit trees.

Write further examples relevant to the school's curriculum on the board, and ask students which type of formatting would be appropriate for each one.

**Vocabulary
Taught or
Reviewed:**

exercise
exercises
exercising
violin
team
strong
stronger
skirts
should
practice
practicing
place

Unit 9, Lesson 3, Part A Athletics

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

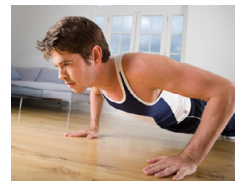
- Generate a list of exercises for a certain sport and describe the benefits of training.
- Research and write about the life of an athlete.

Skill Sharpener Strength Training

1. Divide the class into four groups of students, and assign each group a different sport.
2. Direct learners to develop a list of exercises that would benefit an athlete in the appointed sport. Students should include written descriptions of the steps of the exercise, and a list of each areas of the body to be strengthened.
3. Groups should then take turns sharing their exercises with the class.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Being Creative Biographies

1. Divide the class into pairs of students. Have each group select a famous athlete (such as Tiger Woods or David Beckham) as the subject of a biographical report.
2. Suggest that students include information such as the following in their reports:
 - How the athlete became interested in the sport
 - Obstacles this athlete may have faced
 - The athlete's viewpoints about effort and success
 - The athlete's practice schedule
 - The types of exercises the athlete performed
3. After each group presents its report to the class, lead a discussion about lessons learned from the athletes' biographies.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal



Assessment Sports Practice

1. Have students write a paragraph about a sport they enjoy playing. After learners describe the sport, their practice schedule, and their exercise routine, they should include their opinion of what it means to be a good athlete.
2. Collect paragraphs and evaluate for content, correct grammar, spelling, and sentence and question structure.



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



RAISE THE BAR

While researching a famous athlete, have students refer to and cite at least three references (print and online). In the report, they should note differences and similarities in content and presentation by the different authors regarding the life of the athlete. Do different authors' perspectives reflect different viewpoints about the athlete? Do the authors use words or styles that convey different opinions about the athlete? Is there a difference between the print and online sources?

**Word of
the Day:**
exercise

**Vocabulary
Taught or
Reviewed:**

always
leave
never
picture
someone
sometimes

Unit 9, Lesson 3, Part B

Always and Never

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

- Discuss their opinions, habits, and goals.
- Use Lesson vocabulary in the correct context of sentences.

Materials:

Sentences with the words **something**, **someday**, **sometimes**, or **someone** (see **Appendix A**)

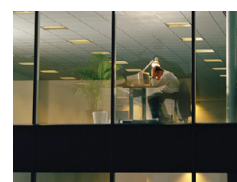
Jump Start

Vocabulary Relay

1. Divide the class into groups of four students, and have each group line up on the side of the room farthest from the board. Explain that this activity is a vocabulary relay race, with members of each team competing to correctly complete sentences.
2. Read a sentence with the words **something**, **someday**, **sometimes**, or **someone**, leaving a blank where the vocabulary word would be.
3. The second student in each line should get to the board quickly and write the word that completes the sentence.
4. Award a point to the team whose member wrote the correct word first. The team with the most points wins.



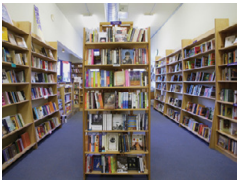
Bloom's Taxonomy: Analysis
Multiple Intelligences: Bodily-Kinesthetic





Engage and Explore Sentence Starters

1. Write the words **something**, **sometimes**, **someone**, **someday**, **always**, and **never** on the board.
2. Develop, as a class, a sentence starter for each word. For example:
 Someone who is famous...
 Something that is expensive...
 I always...
 Sometimes I...
 I never...
 Someday I will...
 ...never....
3. Direct students to complete the sentences by writing them on a sheet of paper.
 Learners should then save this assignment for the **Assessment** activity.



Keep sentence starters on the board for the following activity.



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

Assessment Reading Practice

1. Have students take turns reading their sentences from the previous **Engage and Explore** activity. Discuss learners' ideas about their opinions, habits, and goals.
2. After everyone has had a chance to read to the class, collect papers and evaluate for correct grammar, spelling, and sentence structure.



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



RAISE THE BAR

Discuss how to use word roots to better understand word meaning and relationships. Have students look up various roots and see how many related words they can find, for example: arch, bio, cosm, pac, sphere.

**Word of
the Day:**
someone

Unit 9, Lesson 3, Part C

Journal Activity–Habits

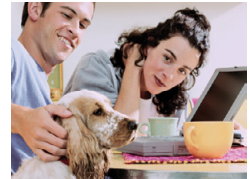
After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Write about actions they **always** and **never** perform.

Being Creative Habits

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

1. Have students write a paragraph about actions they perform frequently, using the word **always**.
2. Students should then write a paragraph about actions they do not perform, using the word **never**.
3. Remind students to check their work for correct grammar, spelling, and sentence structure.





**Vocabulary
Taught or
Reviewed:**

arm
baby's
boy's
ear
ears
eats
elbow
eye
eyes
head
knee
knees
leg
mouth
nose
stomach

Unit 9, Lesson 4, Part A

Parts of the Body

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

- Demonstrate understanding of Lesson vocabulary by responding physically to auditory cues.
- Use Lesson vocabulary to write a physical description of themselves.

Materials:

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

Jump Start Simon Says

*You may wish to introduce the words **says**, **touch**, or other words you find helpful when phrasing commands.*

1. Have students practice anatomical vocabulary by playing a few rounds of *Simon Says*.
2. As you model an action, say, "Simon says" and give a command for students to perform an action. For example, say, "Simon says, 'Put your hands up.'" In this case, students should raise both hands. Those who don't must sit down and are out of the game.

Optionally, you may wish to simply say, "Simon says, 'Do this!'" and then model an action.

3. Occasionally, model an action and give a command, but do not preface it with "Simon says." For example, "Hands up!" or "Touch your elbow." A student who performs the action anyway, without hearing "Simon says," must sit down.
4. Continue until only one student remains standing.



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





Engage Body Collage

1. Distribute magazines and art supplies.
2. Instruct students to create a collage image of a person by cutting out magazine photos of body parts and pasting them onto construction paper.
3. After assembling their new person, students should label all the body parts.
4. Ask volunteers to show their collages to the class.



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

Assessment See You at the Airport!

1. Instruct students to pretend they are being met at the airport by a relative they have not seen in many years.
2. Each student should write a letter describing herself so her relative will be able to recognize her at the airport. Encourage students to include as many details as they can, such as eye color, hair color, height, and clothing they plan to wear.
3. Elicit from students that since this is a relative they haven't seen in many years, the tone of the letter would be more formal and polite than what they would use with someone whom they were close to. Advise students that the style of their letter should be written accordingly.
3. Collect letters and evaluate for content, correct grammar, spelling, sentence structure, and appropriate style.



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



RAISE THE BAR

Use the assessment assignment as an opportunity to teach appropriate letter formatting. Alternatively, students could write an e-mail to a relative, and an introduction to e-mail etiquette could be presented. Have students send the e-mail to a relative, asking for a response. If possible, have students forward both messages to you for evaluation.

**Word of
the Day:**
head

**Vocabulary
Taught or
Reviewed:**

bandage
bandages
careful
danced
degrees
falling
fell
happened
hurt
hurts
matter
temperature

Unit 9, Lesson 4, Part B

Injuries and Ailments

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

- Act out and identify Lesson vocabulary words.
- Write descriptions and draw visual representations of illnesses and injuries.

Materials:

Handouts showing an outline of a human body, one per pair of students (see **Appendix B**)
Colored markers

Jump Start

What Hurts?

1. Divide the class into groups of four or five students. One student in each group should pantomime an injury or ailment to the rest of his group.
2. Group members should guess what their peer's injury is, and then speculate as to what may have caused the injury or ailment.
3. Continue until everyone has had a turn acting out an injury or ailment.



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





Being Creative

Anatomy of an Illness

Prepare Ahead:

- Have ready the handouts for each student, showing a simple outline of a human body.



1. Divide the class into pairs of students and distribute a handout and markers to each pair. Instruct students to draw a representation of 10 or more injuries or illnesses on the figure. Alongside each, they should write a descriptive label in a complete sentence. For example:
 - A red circle on the stomach: His stomach hurts.
 - A thermometer in the mouth: Her temperature is one hundred three degrees.
 - A cast on a leg: Her leg is broken.

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



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Interpersonal



Assessment

Trip to the Doctor

1. Instruct students to write a paragraph about the last time they went to a doctor because of an injury or illness.
2. Collect paragraphs and evaluate for content, correct grammar, spelling, and sentence structure.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal



**Word of
the Day:**
bandage

**Vocabulary
Taught or
Reviewed:**
once
times
twice

Unit 9, Lesson 4, Part C At the Hospital

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

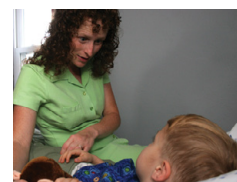
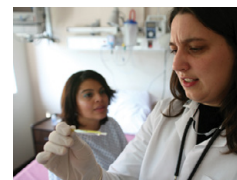
- Verbally express the frequency with which they perform various actions.
- Collaborate with peers to write and perform a scripted dialogue using medical and anatomical vocabulary.

Jump Start Discussing Frequency

1. Introduce **times**, **once**, and **twice** by asking frequency-related questions such as:
How many times a day do you brush your teeth?
How many times a day do you eat?
What is something you do once a week?
2. Encourage students to answer in complete sentences. For example:
I brush my teeth twice a day.
I eat three times a day.
I go shopping once a week.



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





Being Creative In the Emergency Room



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



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



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment Talking Doctors



1. At the front of the room, groups should perform the scripts they wrote in the previous **Being Creative** activity.
2. Following each presentation, students in the audience should ask questions about information discussed in the dialogue, and the doctors should reply.



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



**Word of
the Day:**
once

Unit 9, Lesson 4, Part D

Review

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

- Prepare for and conduct an interview and organize the acquired information.

Review

In-Class Activity—Medical Reporting

1. Instruct students to use Lesson vocabulary to write five questions about subjects covered in recent Lessons. For example:
 - What happens when you visit the doctor?
 - Why does the doctor send you to the pharmacy?
 - What do you do with a bandage?
 - How many times a day do you eat?
 - Why do you have to be careful with a baby?
2. Divide the class into pairs of students, and have the partners take turns answering each other's questions. The questioner should write down the other student's answers beneath her own questions.
3. Each pair of students should choose two of its question-and-answer sets to read to the class.
4. Call on other students to answer questions, too.



Community Connection

Out-of-Class Activity—Interviewing Patients

1. Instruct students to interview three friends or family members about times they were sick or injured and needed to go to the hospital or the doctor.
2. Advise students to prepare a minimum of three questions to ask. For example:
 - When was the last time you were in the hospital?
 - Where did you hurt the worst?
 - Did your doctor give you medicine?
3. Learners should write three or more sentences for each interview, summarizing the experiences.
4. Collect and evaluate the interview questions and summaries during the next class session.





Unit 9, Lesson 5, Part A

Focused Activity–Listening About Ralph’s Injury

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

- Listen to a passage and answer questions about its content, then read the passage and confirm the answers.

Materials:

Download passage **Track 13**

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

Copies of questions handout, one per student (see **Appendix D**)

Extra Help

Listening About Ralph’s Injury

1. Tell your students they are going to hear the following story about Ralph, who has an injury. Ask them to listen for the general idea of the story. After playing the story, ask the class general comprehension questions.

Ralph has to go to the hospital because he got hurt while playing soccer earlier today. Ralph is one of the best players on his high school’s soccer team. He was practicing and ran too fast during a training drill today. As a result, he fell and hurt his leg. He needs to see a doctor who can bandage his leg and make sure nothing is broken. His mother is driving very fast to get him to the hospital as quickly as possible. Ralph hopes that the doctor will be able to fix his leg, because there’s a big game coming up on Saturday. The doctor examines Ralph’s leg and tells him he will need to be very careful. He will have to walk slowly and take the medicine that the doctor gives him. Ralph asks the doctor if he will be able to play soccer on Saturday, but the doctor shakes his head. He says that Ralph will not be able to play soccer for two weeks while his leg is healing. Ralph is saddened by this news, but he decides that he can still watch the game even if he cannot play in it.





2. Put the students in pairs, and then distribute the questions handout. Ask the students to read the questions, answering the ones they think they already know the answers to. Tell them they are not expected to know all the answers yet, and that they will have another chance to listen. Circulate around the room, making sure students understand the questions. Then play the audio again.

Questions:

- What was Ralph doing when he got hurt?
How did Ralph get hurt?
Where is Ralph hurt?
Who drives Ralph to the hospital?
How good is Ralph on his team?
When will Ralph be able to play?
When is the big game?
Why is Ralph worried about the big game?
What does a "big" game mean?
Why does the doctor shake his head when Ralph asks him if he will be able to play soccer on Saturday?

3. Have pairs try to answer the questions, and then join another pair to compare answers. Play the audio a third time to clarify any questions.
4. Distribute the written passage. Instruct students to read the passage, underlining the words and phrases that answer the questions and comparing the text to their written answers.
5. Have pairs take turns reading the story aloud several times until they can read it expressively at an appropriate rate.





Unit 9, Lesson 5, Part B

Focused Activity–Grammar Drawings

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

- Use images to illustrate sentences.

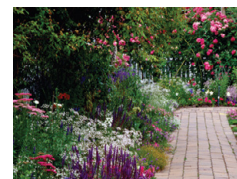
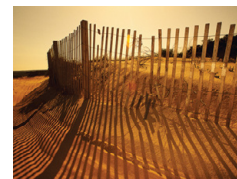
Extra Help Grammar Drawings

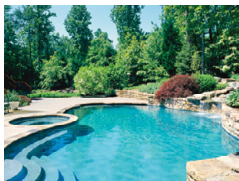
1. Write the following on the board:

behind	sometimes
beside	someone
off	something
over	someday
onto	
in	
on	
of	
with	

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

3. Learners should then share their sentence and drawing with the group.



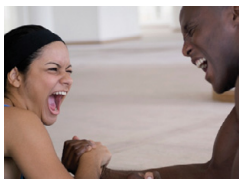


Unit 9, Lesson 5, Part C

Focused Activity–Vocabulary Lists

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

- Describe events in their households.



Extra Help

Vocabulary Lists

1. Ask students to list the vocabulary words that pertain to people, pets, and items in their homes. Students should then use these words in a series of sentences. Explain that learners will receive points for their words, based on whether or not the word is from this Unit, the word is used in the correct context of a sentence, or more than one vocabulary word is used in the correct context of a sentence. For example:

table - One point for a word.

fence - Two points for a word from this Unit.

We have a **table**. - Three points for a word from a previous Unit used in a sentence.

We have a **fence**. - Four points for a word from this Unit used in a sentence.

Our **dog** is **always jumping** on our **guests**. – Fourteen points for two words from previous Units and two words from this Unit, all used in a sentence.



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

[illegible]



Unit 10

Life and World

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Unit 10: Life and World

Introduction to Unit 10

Unit 10 introduces the concepts of vague quantities, imprecise references to time, and certain subjective adjectives, such as **beautiful** and **ugly**. Students will learn how to discern when to use **that** versus **who** and will further their knowledge of possessive pronouns and ownership. This Unit covers broad topics, including flora and fauna, cardinal directions, continents, and three life milestones.

Teaching Unit 10

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

Lesson 1a: No One, Everyone, and Enough

Today, your students will participate in three writing exercises that provide practice with English terms that express vague quantities, including **enough**, **everything**, **no one**, and **everyone**.

Lesson 1b: Win and Lose

Deciding whether to use **that** or **who** can be baffling even for proficient English language speakers. This Lesson allows students to practice using these words—as well as the terms **win** and **lose** as they summarize the results of four sports games reported in a newspaper, and write rules and other details about a game of their own creation.

Lesson 1c: Probably and Although

A cost-comparison exercise today helps students verbalize an imaginary character's likely choice between two items for sale. This allows practice creating sentences containing **although** and **probably**. A second part of today's Lesson focuses on **know**, as it is used with a subordinate clause; for practice, students will write and perform a script promoting a product.

Lesson 1d: Journal Activity—Win, Lose, Write!

Today provides time for reflection as students write in their journals about

a time they won or lost, and how it impacted their thoughts about the concepts of winning and losing.

Lesson 2a: Continents and Life Events

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

Lesson 2b: Fear and Hope

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

Lesson 2c: Soon, Ago, and Already

Imprecise references to time are highlighted today, as learners practice the terms **soon**, **ago**, and **already**. During a team-based competition, they will create sentences using these time-based words in tandem with verbs for various actions.

Lesson 2d: Review

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

Lesson 2e: Journal Activity—Changes

Moving from one place to another typically brings with it a range of emotions and new experiences. Today, students will write in their journals about moving and how it affected them.

Lesson 2f: International Cultural Activity—Customs and Traditions

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

Lesson 3a: Cardinal Directions

In hands-on activities using maps, your students will practice giving and following directions that incorporate **north, east, west, and south**.

Lesson 3b: Plant Life

Today's Lesson serves as an introduction to plants and types of environments. Learners will identify several plants from visual cues, and will use word webs to graphically associate new and previously learned vocabulary words with either a desert or a rain forest.

Lesson 3c: Possessive Pronouns

Students get to pretend they are car owners and either a king or queen during imaginary scenarios that allow them to practice using possessive pronouns. In the process, they will also learn the names and locales of some natural and man-made landmarks around the world.

Lesson 3d: Journal Activity--All Living Things

Your students will ponder how plants and animals affect each other, then write their thoughts in their journals.

Lesson 3e: American Cultural Activity--Regional Charm

From north to south, east to west, regions of the United States differ widely in terms of history, weather, flora and fauna, customs, and more. Learner groups will research and present their findings about U.S. regional characteristics.

Lesson 4a: Animals

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

Lesson 4b: Beautiful, Ugly, and Dangerous

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

Lesson 4c: Ownership

In two group activities today, learners are challenged to ask questions and provide answers about ownership of animals and objects. This will give them practice in correctly using possessive pronouns such as **ours, mine, and theirs**.

Lesson 4d: Review

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

Lesson 4e: Journal Activity--Amazing Animals

Today, in their journals, students will compare the characteristics and habitats of three animals represented in this Lesson's vocabulary list.

Lesson 5a: Enrichment Activity--Coat of Arms

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

Lesson 5b: Focused Activity--Animal Vocabulary

In this vocabulary activity, each student's writing builds upon that of her peers as learners describe the traits of animals.

Lesson 5c: Focused Activity--As Simple as a Simile

Students will be happy as clams today when you introduce them to similes in excerpts from literary texts.

Lesson 5d: Focused Activity--Owning Grammar

Today's Lesson uses specially-marked slips of paper to assign imaginary ownership of objects. Students then converse about who owns what, emphasizing the personal pronouns they have learned.

Lesson 5e: Focused Activity--Listening for Clues

As students listen to a story, they will be on pins and needles listening for words that name animals or locations. When they hear one, they will try to be the first to grab a card from a deck nearby.





Grammar & Usage

Unit 10, Lesson 1

Grammar

Relative Pronouns

Explain to students that a relative pronoun connects a noun with a phrase that offers more information about the noun. Relative pronouns function as the subjects of these phrases; the term **who** is used with nouns that describe people, and the term **that** is used with nouns that describe animals or objects.

The musician **who** is playing guitar is my friend.
We work in a room **that** has windows.



Vocabulary

Compound Words

Explain to the class that a compound word is formed when two separate words are joined to become one word. Discuss the following definitions and examples with students:

every = all, each, no exceptions
 every + one = everyone
Everyone is sitting.
 every + thing = everything
Everything on the table is blue.



some = unspecified
 some + one = someone
 I need **someone** who can repair my dishwasher!
 some + thing = something
Something in this living room is orange.



no = a closed case, all possibilities excluded
no + thing = nothing
There is **nothing** on the rug.



**Vocabulary
Taught or
Reviewed:**

everyone
everything
forks
if
mothers
nothing
teaches
warm
wears

Unit 10, Lesson 1, Part A

No One, Everyone, and Enough

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

- Use visual cues to draw conclusions about vague quantities.
- Use terms for vague quantities to accurately describe situations.

Jump Start All or Nothing

1. Display sentences such as the following:
Anna cleaned up her bedroom yesterday. _____ is now clean.
Tomorrow is Saturday. _____ will be at school.
The dirty dog is walking in the house. _____ is clean.
2. Direct students to copy sentences in their notebooks and use the terms **no one**, **everyone**, **nothing**, or **everything** to fill in the blanks.
3. Learners should then take turns reading completed sentences aloud.



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





Engage

Organizational Skills

Prepare Ahead:

- List of questions that prompt answers with the words **everything**, **something**, or **nothing**.



1. Write the words **everything**, **something**, and **nothing** on the board, with each word at the head of a column.
2. Ask questions that allow for the use of these words in answers. For example, answers to the question "What is in the car?" might be:
There is something in the car.
There is nothing in the car.
Everything is in the car.
3. Three learners at a time should approach the board and write correct replies (1 per column) in response to your questions. After the first question, ask a volunteer to read the answers in each column aloud and correct any problems with word order or sentence structure. Clarify any questions.
4. Continue asking questions until all the students have had a turn at the board. Then have volunteers take turns reading the answers aloud, making corrections as needed.



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

Assessment

Family Dinner



1. Have students write a paragraph that uses the past tense and the words **enough** and **not enough** to describe a family dinner scene. Learners may use sentences such as the following in their paragraphs:
There was enough butter, but not enough bread for my family.
There was enough milk, but not enough coffee for my parents.
2. Collect paragraphs and evaluate for content, correct word use, grammar, spelling, and sentence structure.



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

**Word of
the Day:**
probably

**Vocabulary
Taught or
Reviewed:**

lose
losing
win
winning
won

Unit 10, Lesson 1, Part B

Win and Lose

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

- Construct sentences based on a particular word or words.
- Summarize newspaper articles.

Focus and Motivate

Sentence Skills

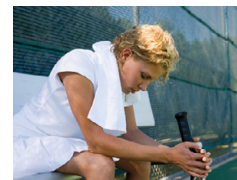
Prepare Ahead:

- Slips of paper with **that** or **who**, one for each student.

1. Distribute slips of paper.
2. Have students take turns creating sentences with the word on their slip of paper.
3. After everyone has had a turn, challenge learners to create sentences that use both **that** and **who**.



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





Skill Sharpener Daily Sports Review



1. Divide the class into groups of three learners, and distribute the sports sections of various newspapers.
2. Have students review these sports sections and list four games, including teams, scores, winners, and losers.
3. Ask students to notice who the authors thought were the most important players in each game. Was there a difference of opinion in the different articles? If so, students should note this on their lists.
4. Learners should then write a summary of the most interesting game they found.
5. Ask a volunteer from each group to read the summary to the class.
6. Collect lists and summaries and evaluate for content, correct word use, grammar, spelling, and sentence structure.



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

Assessment The Game

1. Direct students to write 2-3 paragraphs about an imaginary game. Learners should make up several of the details involved with the organization and rules of the game. Challenge students to use the words **who** and **that** at least twice in their paragraphs.
2. Collect paragraphs and evaluate for content, correct word use, grammar, spelling, and sentence structure.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal

RAISE THE BAR

While looking through the sports sections, have the groups identify an article about a particularly exciting game. Have students determine the main idea, and analyze how the author uses supporting ideas throughout the text. They should identify how particular sentences and paragraphs form the structure of the article, organize the text, and contribute to what the author wants to express about the game.

**Word of
the Day:**
enough

**Vocabulary
Taught or
Reviewed:**
although
enough
probably

Unit 10, Lesson 1, Part C

Probably and Although

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

- Discuss price comparisons.
- Write a persuasive script.

Focus

Smart Spending

Prepare Ahead:

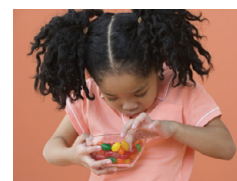
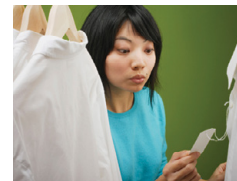
- *Price tags placed on various objects that are displayed at the front of the class.*

Have students describe the spending habits of a frugal character named Angelo. Display two objects at a time, state the prices, and ask learners which item they think Angelo will buy. The format of the answers should be, "Although he likes the (glass), Angelo will probably buy the (ball)." Angelo should always buy the inexpensive object.



Bloom's Taxonomy: Analysis

Multiple Intelligences: Logical-Mathematical





Being Creative Let's Sell This

1. Divide the class into groups of three students, and hand each group an object.
2. Learners should develop scripts for commercials promoting their object, using **know** (plus the subordinate clause) in their script. For example:
People know that this ball is red, but they don't know that it is lighter than paper.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal



Assessment Showtime

1. Have students perform the scripts they wrote in the previous **Being Creative** exercise.
2. Evaluate learners' use of **know** (plus the subordinate clause).



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



**Word of
the Day:**
nothing

Unit 10, Lesson 1, Part D

Journal Activity–Win, Lose, Write!

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

- Describe scenarios that involve winning and losing.

Skill Builder

Win, Lose, Write!

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

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



**Vocabulary
Taught or
Reviewed:**

about
Africa
Antarctica
Asia
been
born
build
built
condolences
congratulations
continent
dead
died
driven
Europe
finish
finished
funeral
got
grandparents
married
marry
North America
sailed
South America
thinking
together
wedding
wins

Unit 10, Lesson 2, Part A Continents and Life Events

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

- Identify countries and continents.
- Reflect upon and discuss life events.

Materials:

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

Skill Builder

Continent Roll Call

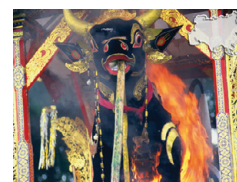
Prepare Ahead:

- *Display a world map.*

1. Call out countries that can be found on the same continent, so students can guess to which continent these nations belong. For example, **China** and **Japan** are found in **Asia**.
2. Ask questions such as, "How is the continent of Antarctica different from the continent of Australia?"
3. Continue until all continents have been discussed.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Engage

Life and Death

Prepare Ahead:

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



1. Explain that students will be practicing the vocabulary for birth, marriage, and death.

2. Display props and then distribute these items, while asking students which life event each pertains to.

3. Have learners create sentences that match their props. For example:
Sentence: My grandmother died last month.
Response: You have my condolences.
Sentence: My daughter was born at 11 p.m. last night.
Response: Congratulations!



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

Assessment

Writing About Life

1. Challenge students to use different verb tenses to write a series of sentences about each Lesson life event. For example:
I am getting married today.
My mother got married 30 years ago in South America.
My grandparents have been married for 50 years.
2. Collect sentences 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 write 3-4 paragraphs using different verb tenses to describe their family history, beginning with their grandparents' lives and ending with their own birth, childhood, and present state, with upcoming future possible events. Students should use transition words and phrases to connect sequences and events. Their histories should have an introduction, strong sentence and paragraph structure, and a conclusion. They should proofread their work for grammar and spelling before submitting it to the teacher for evaluation.

Word of the Day:
about

**Vocabulary
Taught or
Reviewed:**

afraid
hope
hopes
rained

Unit 10, Lesson 2, Part B

Fear and Hope

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

- Discuss traditional children's stories.
- Describe the emotions of fairy tales.

Materials:

Books that contain children's fairy tales

Jump Start

Speaking About Stories

Ask students about traditional tales or fables that are familiar to them. Reinforce the word **afraid** by asking, "Were there any children who were afraid in these stories?" "Which stories have children who are afraid?"



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Being Creative Emotions

1. Divide the class into pairs of students and have them look through fairy-tale books. Students should choose a story and determine its theme or main idea. What is it about? Who are the main characters? Have them summarize it in 2-3 sentences.
2. Students should then browse through the story to find examples of fear and hope. Have them compare and contrast at least 3 instances of the characters' showing fear and hope. For example,
"Little Red Riding Hood is afraid of the animal, but the woodcutter isn't afraid."
"She hopes to visit her grandmother, but the wolf wants to stop her."



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

Assessment Hopeful Times

1. Direct students to write a paragraph about a time when they experienced hope or fear.
2. Collect paragraphs and evaluate for content, correct word use, grammar, spelling, and sentence structure.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal



**Word of
the Day:**
finish

Vocabulary
Taught or
Reviewed:
ago
already
soon

Unit 10, Lesson 2, Part C

Soon, Ago, and Already

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

- Describe past events.
- Discuss future events.

Materials:

Large pieces of white paper with several verbs, such as **run**, **swim**, **eat**, and **watch**
Colored paper with the words **soon**, **ago**, and **already**

Focus

Birthday Memory

1. Have students sit in a circle and discuss when they were born. Learners should use the word **ago**, as in, "I was born 13 years ago."
2. Challenge students to describe their peers' ages along with their own, by using sentences such as the following: "Vlad was born 13 years ago, and I was born 14 years ago."
3. Continue until everyone has had a turn.



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





Focus and Motivate Time Travels

Prepare Ahead:

- Large pieces of white paper with several verbs, such as **run**, **swim**, **eat**, and **watch**.
- Colored paper with the words **soon**, **ago**, and **already**.

1. Place two words on the board, one verb and one time-based word.
2. Divide the class into teams of four students. Invite a member from each team to approach the board and write a sentence using the two words. Whoever finishes first gets a point for his team. Place another set of verb and time-based words on the board.
3. For each set of words, a new team member will approach the board and create a sentence. Once everyone has had a turn, repeat the process. Play as time permits or until a team reaches five points.



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



Assessment My Plans

1. Have students write a paragraph about what they did within the last 36 hours, and a paragraph about what they plan to do in the next 36 hours. Advise learners to use the words **ago** or **already** in sentences about the past, and the word **soon** in sentences about the future. Remind them to use transition words and complex sentences.
2. Collect sentences and evaluate for content, word use, correct grammar, spelling, and sentence structure.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal



**Word of
the Day:**
already

Unit 10, Lesson 2, Part D

Review

RAISE THE BAR

To augment their research, have students find two additional sources of information about one historical figure. Working with a partner, have students create a graphic timeline, choosing and illustrating the subject's most important life events. They should report any discrepancies they encounter in their research. When presenting the information, students should describe past events logically and sequentially, using unit vocabulary and transition words. Additional sources should be cited.

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

- Research important life dates.
- Use information from relatives to construct their family tree.

Materials:

History or Social Studies textbooks

Classroom Community

In-Class Activity—Historic Figures

Prepare Ahead:

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

1. Have students use their textbooks to research two historical figures. Learners should record information such as birth and death dates, marital status, and any other facts of interest.
2. Students should then take turns presenting their information to the class.



Community Connection

Out-of-Class Activity—Family Tree

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



Unit 10, Lesson 2, Part F

International Cultural Activity—Customs and Traditions

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

- Present information about cultural customs and traditions.

Connecting to Culture Customs and Traditions

1. Divide the class into groups of three students, and assign each group a country to research. Each group member will be responsible for researching a particular life event (birth, marriage, or death) as it relates to the customs and traditions of the assigned country.
2. After each group has compiled its information, draw a grid on the board with countries listed vertically, and life events listed horizontally. As groups take turns presenting their projects, have students fill in the grid with facts about the customs and traditions of their appointed country.
3. Lead a discussion about the similarities and differences among views of birth, marriage and death across countries.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Naturalist





Grammar & Usage

Unit 10, Lesson 3

Grammar

Direct and Indirect Speech

Explain that direct speech means that someone's exact words are being repeated or quoted. In writing, quoted words are placed within quotation marks:

She said, "Egypt is in Africa."

I said, "I need a bigger suitcase."

Indirect speech is reported speech rather than an exact quote. In the following examples, the term **that** marks the beginning of a noun clause. The entire noun clause as a unit is the object of the verb **said**.

He said **that** the train to Germany is delayed.

He said **that** I should take this medicine twice a day.



Grammar

Conjunctions

Review the following with students:

A main clause stands alone as a complete idea.

The woman is sad.

A subordinate clause is dependent on a main clause.

because she is leaving

Subordinating conjunctions join a subordinate clause to a main clause.

The woman is sad **because** she is leaving.

Interrogative pronouns may function as subordinating conjunctions, as in the following examples:

I know **who** she is.

They don't know **what** it is.

I know **how** much money I have.

She doesn't know **where** her car is.



Vocabulary

Taught or

Reviewed:

Arctic
Atlantic Ocean
between
continents
east
fire
Germany
hold
holding
ice
Indian
Mexico
north

Unit 10, Lesson 3, Part A

Cardinal Directions

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

- Use a map to convey information about directions.
- Follow cardinal directions to locate countries and oceans.

Materials:

- World map
- Slips of paper with a country's name on each (see **Appendix A**)

Focus and Motivate

Land Locales

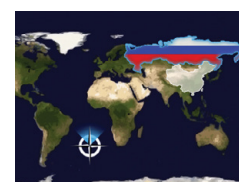
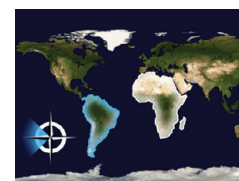
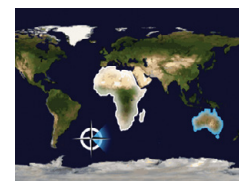
Prepare Ahead:

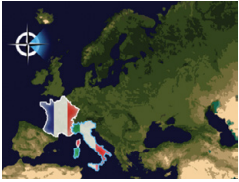
- *Display a world map.*
- *Prepare slips of paper with the name of one country each.*

1. As students walk into the classroom, hand each a slip of paper.
2. Instruct learners to find their assigned country on the world map, and to note its location in relation to the United States.
3. Ask students which country they had and where it is located. Their answers might be formed like this: "My country is India, and it is east of The United States."



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

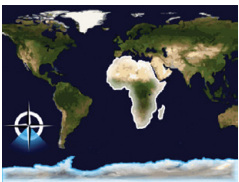




Skill Sharpener Locations



1. Choose one student at a time to go in front of the map, blindfolded, and find a continent or ocean.
2. You should choose the location, and the other students must tell the student where to point. They should focus on using the words **north**, **south**, **east**, **west**, and **here**.



3. Have the student take off his blindfold when the class has directed him to the correct location. He should then announce to the class what the country is **north of**, **south of**, **east of**, and **west of**. For example, "South America is north of Antarctica, south of North America, west of the Atlantic Ocean, and east of the Pacific Ocean."

4. Choose another student to repeat the process.

5. Continue as time permits.



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

Assessment Treasure Map



1. Ask students to write a paragraph about finding buried treasure. They should first draw the map, and then write clues such as, "To find the treasure, first look east of the red flowers. Then follow the creek north, where you'll see the big pine tree."
2. Collect the maps and paragraphs and evaluate for content, word use, correct grammar, spelling, and sentence structure.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal



**Word of
the Day:**
hold

**Vocabulary
Taught or
Reviewed:**

arrived
desert
forest
grow
growing
grows
pine
plant
plants
sand

Unit 10, Lesson 3, Part B

Plant Life

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

- Identify plant life using visual and auditory association.
- Describe the characteristics unique to certain environments using word organization.

Focus and Motivate

Guess That Plant!

1. Draw an apple tree, a pine tree, an orange tree, and grass on the board.
2. Ask students to identify each item; prompt them with questions such as, "What's growing here?" "What type of tree is this?" Repeat until learners seem comfortable with the name-picture association.
3. Erase the pictures and call on several students to draw various plants on the board. The rest of the class should guess what they have drawn.



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





Explore Word Web



1. Learners should draw two word webs, one with **Rain Forest** as its title and one with **Desert** as its title.
2. Divide the class into groups of three students and have them fill in the word web as much as they can, with words that describe or pertain to the headers. Below is a sample of words for each web:
Desert: hot, sunny, sand, camel, Africa, thirsty, no water
Rain Forest: monkeys, Africa, rain, flowers, Brazil, warm



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



Bloom's Taxonomy: Analysis
Multiple Intelligences: Naturalist

Assessment Climates of the World



1. Students should write two paragraphs about where they would like to travel or where they have traveled. They should focus on using as many vocabulary words as possible to describe the climate and environment of that area.
2. Collect sentences and evaluate for content, word use, correct grammar, spelling, and sentence structure.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal



RAISE THE BAR

Have students choose an animal that lives either in a rain forest or desert. They should research the environmental conditions that allow the animal to survive, including climate, indigenous plant life, its own biological needs, etc. Students should create a visual or multimedia presentation describing what they've learned, prioritizing and organizing the information to develop the topic succinctly. Remind them to use lesson vocabulary and cite sources.

**Word of
the Day:**
grow

**Vocabulary
Taught or
Reviewed:**
hers
mine
ours
whose

Unit 10, Lesson 3, Part C

Possessive Pronouns

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

- Ascertain and verbally communicate information about ownership.
- Revise sentences by changing personal pronouns to possessive pronouns.

Materials:

Photos of different cars, one per student

Jump Start

Whose Car Is Whose?

Prepare Ahead:

- *Photos of cars from magazines, one per student.*

1. Distribute the photos of the cars to each learner. Each student should stand up, show his photo, and announce to the class, "This is my car." Advise students to pay close attention as they will have to match the car to its owner soon.
2. Collect photos.
3. Show photos one at a time and ask the class, "Whose car is this?" Have students point out who it belongs to and say, for example:
That car is hers.
That car is his.
That car is mine.
4. Continue until all pictures have been matched with an owner.



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





Extending the Text Famous Landmarks

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

United Kingdom

Chunnel
River Thames
Stonehenge
Buckingham Palace

Spain

Pyrenees
Museo del Prado
Basque Mountains
Rio Jucar

Mexico

Gulf of California
Rio Conchas
Rio Verde
Tenochtitlan

Germany

Harz Mountains
Rhine River
Danube River
Black Forest



2. Have four students stand in front of the board, and designate a country where each lives.
The countries should be **Spain, Germany, Mexico,** or the **United Kingdom.**

3. Call out names of landmarks, and ask students who are seated to say which standing student's country they are located in. Say, for example, "Whose country has the Rio Jucar?" A student would refer to the resident of Spain and say, "That belongs to her." Focus the responses on the correct use of the possessive pronoun.

4. Continue as time permits.



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



Assessment Possessing Your Pronouns

1. Instruct students to write five sentences using **his, her, our, my,** and **their.** For example, "That is her beautiful brown dog." Tell them to leave a blank line between each sentence.
2. Have students pass their papers to a partner, who should then rewrite their sentences by changing the possessive adjectives to possessive pronouns. For example, "The beautiful brown dog is hers." Take note that **her** will become **hers,** **our** will become **ours,** **my** will become **mine,** and **their** will become **theirs.**
3. When they have finished, have students pass their papers to another pair for peer grading. Walk around the room answering questions and identifying any major issues. When most have finished, have a volunteer write the two versions of a sentence on the board. Discuss it as a class. Continue with other volunteers as time permits.
4. Collect the papers and evaluate for correct word use, grammar, spelling, and sentence structure.



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



**Word of
the Day:**
said

Unit 10, Lesson 3, Part D

Journal Activity—All Living Things

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

- Describe the relationships among humans, animals, and plants.

Being Creative All Living Things

Ask students to describe, in their journals, the ways in which people, animals, and plants coexist to enrich life.

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





**Vocabulary
Taught or
Reviewed:**

bird
birds
camel
camels
chickens
cow
cows
dad
dirtier
duck
ducks
elephant
elephants

Unit 10, Lesson 4, Part A Animals

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

- Identify animals according to their characteristics and habitats.
- Compare and contrast animals' characteristics.

Materials:

Photos of animals introduced in this Lesson

Skill Sharpener

Know Your Creatures

Prepare Ahead:

- *Photos of animals introduced in this Lesson.*

1. Display photos of animals that may include the following: **camel, whale, monkey, penguin, tiger, elephant, cow, duck, chicken, bird, frog, shark, snake, and sheep.** Call out characteristics of the animals, such as colors or habitat. For example:

This animal is black and white and lives in the ocean.

2. Call on students to answer.

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



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





Focus and Motivate Animal Comparisons

1. Display two photos of animals introduced in this Lesson.
2. Divide the class into groups of three or four students. Ask the groups to list differences between the displayed animals (Whales are gray, and cows are black and white).
3. Have each group take a turn reading its list to the class.



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



Assessment Animal Homes

1. Direct students to categorize animals according to their habitats (the ocean, the desert, or the rain forest) and report their findings to the class.
2. Collect papers and evaluate for content.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Naturalist



RAISE THE BAR

Discuss with students that animal habitats are endangered. Have students collaborate in groups to research, discuss, and then report on two different prevailing viewpoints regarding the preservation of a species' habitat. In presentations, they should objectively summarize the situation, state the arguments, and assess whether or not they are sound. They should check at least two sources from each perspective, and cite all sources.

**Word of
the Day:**
taste

Vocabulary

Taught or

Reviewed:

beautiful
coats
dangerous
grandpa
says
ugly

Unit 10, Lesson 4, Part B

Beautiful, Ugly, and Dangerous

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

- Describe features of animals or objects.
- Explain why they think something is ugly or beautiful.

Materials:

Photos that depict ugly and beautiful versions of animals or objects

Skill Builder

Beautiful But Dangerous

Prepare Ahead:

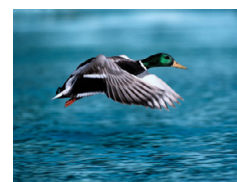
- *Photos that depict ugly and beautiful versions of animals or objects.*

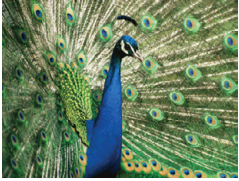
If possible, have some photos of subjects that are considered dangerous, such as an ugly and dangerous snake.

1. Display photos one at a time and have learners call out whether they think the subject is beautiful or ugly.
2. After you have gone through all the photos once, hold them up again and ask students to add whether or not they think the subject is dangerous. Learners may respond, "That frog is beautiful but dangerous."



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





Reflection Judgment Calls

1. Take this time to discuss the difference between an opinion and a fact, and how this applies to the terms **ugly** and **beautiful**.
2. Have learners write detailed descriptions of five items. Students should focus on the characteristics they feel make the object ugly or beautiful.
3. Collect papers and evaluate for content.



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



Assessment A Place of Distinction

1. Direct students to write 2-3 paragraphs about a place they feel is **beautiful** or **ugly**. They should use words that describe not only what it looks like, but also how it makes them feel, both in a sensory and emotional way. Suggest that they could compare it to something else, using figurative language.
2. Collect paragraphs and evaluate for content, word use, correct grammar, spelling, and sentence structure.



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Intrapersonal



**Word of
the Day:**
dangerous

Vocabulary
Taught or
Reviewed:
theirs
yours

Unit 10, Lesson 4, Part C

Ownership

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

- Use visual and verbal cues to draw conclusions about ownership.
- Ask and answer questions about ownership.

Focus and Motivate

Unusual Pets

1. Draw four animals on the board and write students' names below three animals. Write your name below the fourth animal.
2. Explain to students that the animal with their name written beneath it is theirs.
3. Ask a student, "Excuse me, is this snake yours?" She should answer with replies such as the following:
Yes, that snake is ours.
No, that snake is theirs.
No, that snake is yours.
4. Continue until every learner has had a turn.



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





Engage and Explore Assigned Objects

1. Place several objects at the front of the classroom, and call on an equal number of students to stand by them. Choose a student (from the rest of the class) to leave the room. While that student is out of the room, instruct the standing students to claim an object as theirs (without holding it).
2. The goal is for the student who left the room to guess who owns each object. He will re-enter the room and ask questions such as, "Is this your ball?" The peer being questioned can then reply, "Yes, that ball is mine." or "No, that ball is hers."
3. The student should continue to ask questions until he has learned who owns each of the objects.



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



Assessment Object of My Affection

1. Have students write a paragraph about things they enjoy that belong to them, or to others. Advise learners to use the words **ours**, **mine**, and **theirs** in their paragraphs.
2. Collect paragraphs and evaluate for content, word use, correct grammar, spelling, and sentence structure.



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



RAISE THE BAR

Have students write a story (3-4 paragraphs) about an object that they enjoyed or loved that belonged to them, or to others, but was lost or taken away. Students should develop the story through the characters and their dialogue, describing the object, its importance, the search for it, and if it was found. They should describe the object in both physical and sensory terms, using figurative language. Advise students to use the lesson vocabulary to express possession and emotional attachment.

**Word of
the Day:**
touch

Unit 10, Lesson 4, Part D

Review

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

- Use Lesson vocabulary to make a persuasive argument.
- Research information about nature and wildlife.

Materials:

Brochures about wildlife and nature
Art materials

Classroom Community

In-Class Activity–Wildlife Brochures

1. Divide the class into groups of four students and direct each group to create brochures for animal lovers. Display sample flyers, and encourage learners to use as many vocabulary words as possible in their descriptions. Groups should also illustrate their flyers.
2. Learners should then present their projects to the class.
3. Collect brochures and evaluate for content.



Community Connection

Out-of-Class Activity–Wildlife Sentences

1. Instruct students to write 2-3 paragraphs persuading the reader to visit a country the student has chosen, to see its wildlife. Have students give reasons why the unique qualities of their country are special and why someone should visit.
2. Collect paragraphs during the next class session and evaluate for content, word use, correct grammar, spelling, and sentence structure.



Unit 10, Lesson 5, Part A

Enrichment Activity–Coat of Arms

RAISE THE BAR

Assist students in using technology to meet the **Coat of Arms** activity objective. Use collaborative applications to set timetables, meetings, and file-sharing. Have them set up a project blog to track progress, peer reviews, critiques, and feedback, making sure it's accessible for you to monitor and evaluate. Students should present their coat of arms made of poster board, then publish presentation with photos on the project blog.

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

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

Being Creative Coat of Arms

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

1. Instruct students that, in this exercise, they will be creating an adaptation of a coat of arms for themselves.
2. As learners begin by researching heraldry, they should gain a basic understanding of the following:

The history of heraldry	Meaning of the symbols involved
How a coat of arms is obtained	Importance of an individual coat of arms
3. Display an example of a shield that is divided into three sections. Advise students to enlarge this example on poster board, and fill each section with:
 - Words and illustrations about their past (family, place of birth)
 - Words and illustrations about their present (favorite activity, color, food)
 - Words and illustrations about their future hopes and dreams
4. Students should then present their coat of arms and share what they learned about heraldry, while explaining the details and symbolism of their finished product.





Unit 10, Lesson 5, Part C

Focused Activity—As Simple as a Simile

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

- Recognize and interpret similes.

Materials:

Copies of similes worksheet, one per student (see **Appendix B**)

Explore

As Simple as a Simile

1. Write the following similes on the board:

The little boy was as wild as a monkey.

Her cheeks are as red as apples.

The room was as dark as the night.

Ask the students if the boy is a monkey. Discuss how the boy and monkey are compared to demonstrate his behavior. Likewise with cheeks/apples and room/night. Explain that in writing we can use similes to help creatively describe what things are like.

2. Distribute the copies of the worksheet. Explain to students that these are three similes from famous stories. (You might ask if they are familiar with the books.) In pairs, have students identify what the author is comparing. What is the author trying to describe? Be prepared to pre-teach any unknown vocabulary.

3. When students have completed the handout, discuss their answers together in class.





Unit 10, Lesson 5, Part D

Focused Activity—Owning Grammar

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

- Use possessive pronouns to assign ownership of an object.

Materials:

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

Extra Help

Owning Grammar

1. On the board, draw an object (such as an apple) and list the possessive pronouns to use for this activity (**his, hers, whose, mine, ours, theirs, and yours**).
2. Ask each student to draw a slip of paper from the container. The person who gets the **X** owns the object on the board.
3. Learners then take turns telling the others in the group who owns the object.
4. Repeat the exercise with a new object drawn on the board, and students selecting two or more slips of paper marked with an **X**.

[illegible]



Unit 10, Lesson 5, Part E

Focused Activity–Listening for Clues

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

- Identify animals and locations by listening carefully.

Materials:

- Deck of cards
- Download story for listening game **Track 14**

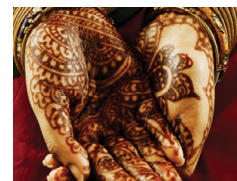
Extra Help

Listening for Clues

1. Have students sit in a circle and place a deck of cards in the middle.
2. Play the story below and direct learners to pick up a card each time they hear a noun that is an animal or a location. The first person to pick up a card keeps it; all others return theirs to the deck.
3. The person who has the most cards at the end of the story wins.
Encourage the winning student to read the story aloud.

Story:

My name is Odell, and I love animals! I have four dogs and three cats in my small apartment in China. I used to have more when I was a boy. I had ten dogs and ten cats. They liked to eat apples from the apple tree. My sister, who is in India now, had ten monkeys. When we lived with our parents in Japan, we had a brown horse named Winston. He loved carrots and sugar, but my snake named Annie liked cake. I went to college in Mexico, but I did not bring Winston or Annie. I had Reggie, who is a penguin! My sister went to school in the United Kingdom with one monkey. She is studying history and English.



Unit 11

Practical Matters

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Unit 11:

Practical Matters

Introduction to Unit 11

In this Unit, new words and phrases are introduced—including **boring**, **interesting**, **right**, **wrong**, and **I think**—that will undoubtedly liven up class interactions by adding elements of opinion and judgment. Your students will also enjoy enhanced conversations as they learn to use the present perfect verb tense and conditional clauses. Unit 11 also teaches learners how to use new vocabulary pertaining to linear measurements, weights, fractions, financial transactions, tools, baking, and food freshness.

Teaching Unit 11

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

Lesson 1a: Conversational Vocabulary

In this first lesson in Unit 11, students will use mirrors to understand how the reflexive use of pronouns works. Then they will be challenged to express what they think about certain topics—in the sense of describing their opinions or what they believe to be true. Learners will also focus on **think** and other vocabulary words as they create fill-in-the-blank sentences and complete those written by their peers.

Lesson 1b: Present Perfect—Part 1

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

Lesson 1c: Present Perfect—Part 2

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

Lesson 1d: Journal Activity—Present Perfect Passage

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

Lesson 1e: American Cultural Activity—Emerson and Thoreau

Bring books both by and about Ralph Waldo Emerson and Henry David Thoreau to class and use them to introduce their writing styles and topics. In this challenging Lesson, students will reflect on nature and the environments in which they live and write about them in a style similar to that of one of these nineteenth-century authors.

Lesson 2a: Buying and Selling

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

Lesson 2b: Words for Packing

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

Lesson 2c: The Conditional

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

Lesson 2d: Review

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

Lesson 2e: Journal Activity—Planning a Vacation

Students will research elements of vacation-planning. Then, drawing upon the wealth of travel-related vocabulary they have learned, they will write in their journals about what they learned about their vacation topic of choice.

Lesson 3a: Fractions

Today, visual and tactile representations of a **half**, **quarter**, **third**, and **whole** are learning tools that not only will help your students practice talking about fractions in English, but will enforce what they have already learned about them in their math classes.

Lesson 3b: Measurements and Weights

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

Lesson 3c: Comparisons

Continuing the theme of Lesson 3b, students today will use the intensive use of reflexive pronouns to confirm their guesses of heights and weights after measuring the objects themselves. New terminology will include **as tall as**, **as much as**, **at least**, **almost**, **more than**, and **less than**.

Lesson 3d: Journal Activity—Measuring at Home

Students will explore their home for items to measure or weigh, and then document this information in writing.

Lesson 3e: International Cultural Activity—International Cuisine

Most likely, students in your English class have firsthand knowledge of foods from diverse countries and cultures. Today, groups of learners will research and report to the class about the foods common to countries of their choosing. If appropriate, you may wish to have samples of exotic foods for students to taste.

Lesson 4a: Tools of the Trade

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

Lesson 4b: Ripe and Rotten, Fresh and Frozen

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

Lesson 4c: Cooks in the Kitchen

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

Lesson 4d: Review

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

Lesson 4e: Journal Activity—Measuring Accurately

An incorrect measurement can make the difference between success and failure in building projects and other tasks. Today, students will write about why accuracy in measuring is important when following directions for any project.

Lesson 5a: Focused Activity—Grammatically Correct

With particular emphasis on the present perfect verb tense and conditional clauses, this extra-help assignment challenges students to choose between words to make grammatically correct sentences and to write sentences about several topics.

Lesson 5b: Focused Activity—Rewriting Sentences

In this exercise, students practice revising sentences by changing at least two words, one of which must be a verb.

Lesson 5c: Focused Activity—Listening Attentively

Students must listen carefully as you read a series of fill-in-the-blank sentences aloud. Then, from a list of vocabulary words, they will choose the most appropriate terms to complete the sentences.

Lesson 5d: Focused Activity—Reflexive or Intensive?

In this activity, learners will have the opportunity to practice distinguishing between the reflexive and intensive uses of these pronouns.

Grammar & Usage

Unit 11, Lesson 1

Grammar

Conditional Situations

Explain to learners that conditions and subsequent results are sometimes expressed in complex sentences using this construction: **if** followed soon after in the same sentence by **then**.

Remind students that complex sentences contain an independent (main) clause and one or more dependent (subordinate) clauses.

Discuss this example:

If you clean your room, **then** I will play a game with you.

Note that the first part of the sentence (**if you clean your room**) states a condition. Although it contains a subject and verb, this clause cannot stand alone as a complete thought; therefore, it is dependent on the main clause.

The second part of the sentence (**I will play a game with you**) is introduced by **then** and states a result. As a complete thought that can stand independently as a sentence, this is the main clause.

Mention that **then** may not always be used in **if...then** constructions, but its meaning is implied.



Grammar

Gerunds

Discuss the following with students:

A gerund is a verb that functions as a noun. Although gerunds, formed by adding **-ing** to verbs, look the same as present participles, they are always used as nouns. Note the use of the term **washing** in the following examples:

He **is washing** his hands before he cooks.

Washing your hands before you cook is important.

In the first sentence, **washing** (along with the verb **is**) describes the present progressive action that "he" (the subject of the sentence) is currently in the act of doing.

In the second sentence, **washing** (along with **your hands**) names the activity that is important and functions as the subject.

Additional examples of gerunds that appear in this Lesson:

Swimming here is dangerous.

Why is **brushing** your teeth important?

I think that **studying** English is important and interesting.

Unit 11, Lesson 1, Part A

Conversational Vocabulary

Vocabulary Taught or Reviewed:

boring
boyfriend
girlfriend
girlfriends
important
interesting
met
think
thinks
wrong

Reflexive Pronouns:

myself
yourself
himself
herself
itself
ourselves
yourselves
themselves

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

- Create challenging incomplete sentences for their peers to decipher.
- Use reflexive pronouns correctly in sentences.
- Critique other students' use of Lesson vocabulary and their sentence construction.

Materials:

Hand mirrors of assorted sizes

Copies of reflexive pronouns handout, one per student (see **Appendix A**)

Jump Start

What Do You Think?

1. Motivate your class to use Lesson vocabulary by asking questions such as:

What do you think is interesting?
When did you meet your friend?
Do you know any famous people?

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



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

Skill Builder

We'll Help Ourselves

Prepare Ahead:

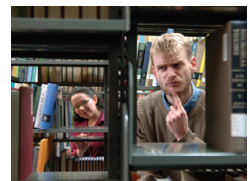
- Have copies of reflexive pronoun handout ready for each student.
- Use the mirrors in this activity.

1. Write the following chart of reflexive pronouns on the board:

Singular		Plural	
____ >>	myself	____ >>	ourselves
____ >>	yourself	____ >>	yourselves
____ >>	himself	____ >>	themselves
____ >>	herself		
____ >>	itself		

2. Hold up a mirror and ask your students if they know what it is. Elicit the word mirror and write it on the board. Ask for a volunteer to look in the mirror, then ask: Who is he looking at in the mirror? Write:

He is looking at _____ in the mirror.





Point out that the subject he and the object himself are the same, then write the correct pronoun next to its reflexive pronoun in the chart on the board. Then ask another volunteer of the opposite gender to do the same. Be sure students are making the connection between the subject/subject pronoun and object/reflexive pronoun.

3. Divide students into groups and pass out the mirrors to each group. Instruct students to practice using the reflexive pronouns by having different combinations of people look in the mirror, then writing sentences describing the situations. Ask them to write one sentence for each reflexive pronoun on the board. For example: John is looking at himself in the mirror. We are looking at ourselves in the mirror.

4. Have students read some of their sentences to the class. Fill in the chart on the board as they cover them.

5. Write the following sentence on the board: Stephen made dinner **by himself**.

Explain to students that *by + reflexive* means alone. Stephen made the dinner alone. No one helped him. Ask students what they have done by themselves. Elicit answers like: *I did my homework by myself. Tom and I played basketball by ourselves.*

6. Distribute the handouts and ask students to fill in the blanks from the pronouns in the box. They may use some words more than once. When they are finished, they should find a partner and compare answers. Then, as a class, go over the sentences and clarify any problems.

Engage Creating the Blanks

- Write the words **interesting, boring, right, wrong, know, think, and met** on the board, and ask students to copy them onto a sheet of paper. Students should write four sentences or lines using each of the given words, but instead of writing the vocabulary word in the sentence, they should leave a blank space. For example:
Eating chocolate for breakfast is _____. You should have some fruit.
I _____ Sally. She is a friend of my sister.



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

Assessment Filling in the Blanks

- Have the authors of the fill-in-the-blank sentences write their names on their papers. Collect and then distribute the papers back to the class, so no one receives his own.
- Instruct students to use the vocabulary words to complete each sentence. They should make notes of any mistakes and offer suggestions for correcting them. Collect sentences and evaluate for content.



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Intrapersonal

RAISE THE BAR

Have students consider the concept of right and wrong and write 2-3 clear and coherent paragraphs explaining their understanding of the difference between the two. Ask them to consider questions like: *Who decides what is right and wrong? Is it something taught or is it instinctive? How do they know when their actions or something they are contemplating is right or wrong? How do they feel when they've done something they know is wrong? What do they do about it?* They should develop their paper in a logical order, with an introduction, body, and conclusion.

Word of the Day:
interesting

**Vocabulary
Taught or
Reviewed:**

began
cleaner
papers
snows
whiter
written

Unit 11, Lesson 1, Part B

Present Perfect–Part 1

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

- Respond to questions by creating sentences that use the present perfect verb tense.
- Self-critique and edit their own writing that uses the present perfect verb tense.

Jump Start Tense Focus

1. On the board, write these sentences as examples:
 - I ate an apple yesterday.
 - I am eating an apple.
 - I will eat an apple tomorrow.
 - I have eaten apples before now.
2. Discuss with learners the differences between these sentences in terms of past, present, and future tenses.
3. Stress the present perfect tense, and question students about things they have done. Use these verbs:

has taught	have cleaned	has bought
have known	have written	have won
has read	has practiced	have met
has repaired	have eaten	

For example, you could ask, "What have you read?" to which a student might respond, "I have read *Pride and Prejudice*."



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Engage

Stretching the Imagination



1. Write these verb phrases on the board in present perfect tense:
has/have taught has/have cleaned has/have bought
has/have known has/have written has/have won
has/have read has/have practiced has/have met
has/have repaired has/have eaten

2. For each of the above verb phrases, have students write a sentence showing the present perfect verb tense in context. They should include as many of these verb forms as they can. Students should feel free to invent facts. For example:

My dad has known that I can fly for two years.

I have cleaned my room twice a day for the last eight weeks.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal

Assessment

Sentence Selections



1. Divide the class into pairs of students, and have partners take turns reading their sentences from the previous activity to each other.
2. Each pair of students should choose four sentences to read to the rest of the class.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal



**Word of
the Day:**
boring

**Vocabulary
Taught or
Reviewed:**

catches
eaten
helped
known
practiced
repaired
snowed
worked

Unit 11, Lesson 1, Part C

Present Perfect–Part 2

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

- Create sentences using the present perfect tense after listening to verbal cues.
- Conjugate verbs correctly to complete given sentences and to modify sentences for complexity.

Materials:

Copies of a list of sentences, one per student (see **Appendix B**)

Skill Sharpener

Present Perfect Sentences

1. Ask each student to say a sentence using the present perfect tense.
Begin by asking the first student a question that would prompt a response in that tense. For example:
Teacher: Have you eaten breakfast today?
Student: No, I have not eaten breakfast today.
2. Ask several students the same question, and then ask another question that also uses the present perfect tense.
3. After providing several examples drawn from student-generated sentences, have the students create and ask questions, and answer each others' questions using the present perfect tense.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Engage

Filling in the Blanks

Prepare Ahead:

- *Have ready copies of sentences, one per student.*



Distribute a list of the following sentences, and instruct students to fill in the blanks with the correct form of the verb in parentheses. Tell students to be aware of the occasional use of **have** with the provided verb and to note its proper form. Do the first example together with the class.

Sentences:

I (clean) _____ my room twice this week.

_____ your boyfriend (repair) _____ the dishwasher?

She _____ not (practice) _____ as many times as she needs.

I (read) _____ ten books this year.

My parents (write) _____ four letters this month.

She (teach) _____ art for twenty-five years.

We (know) _____ each other for fifty years.

My mother (buy) _____ not _____ a new car.

_____ you (eat) _____ breakfast?

We (meet) _____ each other before today.

How many games _____ the team (win) _____ this year?



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

Assessment

Sentence Repairs

1. Divide the class into pairs of students.
2. Partners should take turns reading their sentences from the previous activity to each other.
3. Instruct students to help each other identify and fix errors in their work.
4. After partners are sure that the sentences contain no mistakes, instruct them to make these sentences more complex. Learners should alter the sentences by adding frequency words, such as **always**, **never**, and **not**.



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Interpersonal

**Word of
the Day:**
important

Unit 11, Lesson 1, Part D

Journal Activity–Present Perfect Passage

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

- Write a story that uses the present perfect tense to describe things they have accomplished.
- Use reflexive pronouns to describe things they have done alone.

Being Creative

Present Perfect Passage

1. Instruct your students to choose one of these topics:
 - A trip you have taken
 - Something you have repaired
 - Games or contests you have won
 - Something you have made
2. Have students write a story (1-2 paragraphs) regarding their chosen topic. Remind your students that by + reflexive means alone. (Sometimes Anya played soccer with her friends, but sometimes she practiced kicking the ball by herself.) When writing about their topics, ask students to use reflexive pronouns when appropriate to describe what they may have done alone or by themselves when writing about their topics.
3. Remind students to use the correct verb tense, including the present perfect where appropriate. They should check their work for word use, correct grammar, spelling, and sentence structure.





Unit 11, Lesson 1, Part E

American Cultural Activity–Emerson and Thoreau

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

- Research the writing styles of famous authors.
- Imitate a famous author's writing style.



Materials:

Copies of excerpts from *The Garden* by Ralph Waldo Emerson
and *Walden* by Henry David Thoreau, one per student (see **Appendix C**)

Download reading of excerpts **Track 15**

Books and research materials concerning these authors

Being Creative

Emerson and Thoreau



1. Begin the lesson by introducing the terms **nature** and **environment**. Discuss the American authors Ralph Waldo Emerson and Henry David Thoreau, pointing out the common themes of nature and observation in their work. Show pictures of these authors to the class.
2. Distribute copies of excerpts. Have students look through the first excerpt and circle the known words, then ask, in general, what they think this is about. Pre-teach any unknown words that support overall comprehension, but tell students that they should focus on understanding each poem as a whole, and not worry about looking up every unknown word. Repeat for the second excerpt. Discuss the two briefly.
3. Suggest students close their eyes while you play the excerpts. Stop after each one to briefly discuss what images came to students' minds. Then ask students what differences they notice between two. Note that one is a poem and one is prose. Play the excerpts once again.
4. Ask your students to think about their experiences of reading the excerpts and listening to them. Discuss how their experiences were similar and how they were different.
5. Instruct students that they will write about nature in a style inspired by Emerson and Thoreau. Learners should research and familiarize themselves with the authors' style, then collect their notes, and thoughts about vocabulary.
6. After class, students should find a quiet place outdoors. They should observe their surroundings and reflect on the natural world around them. Each student should write at least two paragraphs about all that they see, hear, smell, taste, and more.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal



**Vocabulary
Taught or
Reviewed:**

ask
ATM
currency
exchange
exchanged
gets
into
little
only
polite
sale
shouldn't
vacation
while

Unit 11, Lesson 2, Part A

Buying and Selling

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

- Role-play either side of the buyer-seller relationship.
- Show the value of their money in different currencies.

Materials:

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

Jump Start

Exchanging Your Money

1. Discuss different currencies and exchange rates from around the world. Display pictures of various types of currency, or show actual international currencies to the class.
2. Have students work out the differences in monies by calculating how much of a specific currency they would have, using current exchange rates. Ask them, for example, "How many yen would you have if you had \$50.00?"



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

Engage

Shopping Spree

Prepare Ahead:

- Construction paper designed to resemble American dollar bills, in various denominations.
- Construction paper cut into the shape of price tags.

1. Distribute construction-paper bills among students, with each receiving the same total dollar amount.
2. Learners should then "stock a store" using items shown in magazine clippings. Have them cut out at least five items that would be sold at the same store. Students should determine the prices for the various items and select one or two to be on sale. Costs should be in line with the amounts of money that were given at the start of the exercise.





3. Students should write a price on a price tag for each item, and highlight products that are on sale.



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

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

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



7. Repeat the exercise with groups switching roles.



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

Assessment Bought and Sold



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

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

3. Ask questions about the previous **Engage** activity. For example:

Who spent the most?

Who sold the most?

Which stores were expensive?



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



**Word of
the Day:**
on sale

Unit 11, Lesson 2, Part B

Words for Packing

Vocabulary

Taught or

Reviewed:

backpack
backpacks
box
briefcase
carry
carrying
pack
taken

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

- Compare and contrast items that are used for carrying.
- Discuss the process of packing.

Materials:

Construction paper

Markers

Jump Start

My Backpack

Prepare Ahead:

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

1. Show the class either photos or actual examples of a briefcase, backpack, and suitcase. Ask what the similarities are among the three objects.
2. Ask students about the differences among the three objects and which object is most suitable for different activities. For example:
 - Which one is best for schoolbooks?
 - Which one is best for going to work?



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





Engage

Getting Ready for School



1. Divide the class into groups of two or three students, and distribute one sheet of construction paper to each group. Have students work together to draw a backpack that takes up the entire sheet of paper.
2. Instruct students to imagine that they are late for school and only have five minutes to get ready. They will be using this time to pack their backpack with all the items they need for school.



3. Learners should draw and label items within the backpack.
4. After time is up, each group should show the class what they **put in** their backpack. If the class does not agree that the item is necessary at school, they will tell the group to **take it out** of the backpack. Encourage students to practice using the phrases **take out** and **put in**.



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

Assessment

(Un)Packing Timeline



Have students write a list of everything that they **put in** and **take out** of their backpacks throughout the day. They should include the number of times that things are **put in** or **taken out**.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Intrapersonal



**Word of
the Day:**
backpack

Unit 11, Lesson 2, Part C

The Conditional

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

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

Materials:

Copies of incomplete sentences worksheet, one per student (see **Appendix D**)

Jump Start

If I Had One Thousand Dollars

1. Review the formation of and reasons for using conditional clauses.
2. Cue the class with this sentence starter: "If I had one thousand dollars,..."
3. Call on students to complete the sentence. For example:
 - ...I would go on a vacation.
 - ...I would buy a television.
 - ...I would give it to my sister.
4. Challenge students to think of other sentence starters to present to the class. For example:
 - If I had an airplane,...
 - If the restaurant has sandwiches,...
 - If she is going to China,...



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal

Being Creative

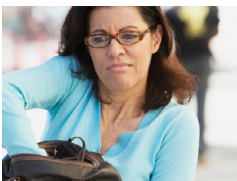
Filling in the Verbs

Prepare Ahead:

- Have copies of worksheets ready for each student.

1. Distribute a sentence list to each student.
2. Instruct your class to fill in the blanks with the correct form of the verb found in the parentheses. The first one is given as an example to do together as a class.
3. Ask learners to revise each sentence by negating it, changing it to a question, or changing it from a question to a statement.





4. Collect worksheets and evaluate for correct grammar, spelling, punctuation, and sentence structure.

Will his team ____ (win) the game if he ____ (catch) the ball?

If you ____ (go) downtown, then you will ____ (see) the statue.

My brother will ____ (be) late for the bus if he ____ (do) not ____ (arrive) soon.

She would not ____ (be) hungry if she ____ (have) a sandwich.

If I ____ (have) a book, it would be more interesting to sit here.

If you clean your room, then you ____ (will/would) probably find your keys.

Will you ____ (play) a game with me if I ____ (clean) your room?

I ____ (will/would) carry your camera if I ____ (have) room in my backpack.

____ (Will/Would) they be wet if they ____ (have) umbrellas?

If there ____ (be) an ATM near here, I would have cash.

He would not ____ (have) to walk if he ____ (have) a car.

If we ____ (buy) tickets, we ____ (will/would) be able to watch the game.

If she ____ (have) more money, she would ____ (buy) her husband a watch.

____ (Be) it polite to talk on the phone if you ____ (be) in the library?

If I had more room in my suitcase, I ____ (will/would) put your black dress in it.

If an older person ____ (get) on the subway, it ____ (be) polite to give him your seat.

I ____ (will/would) be able to carry your books if I had a bigger backpack.



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

Assessment

Practicing the Conditional

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

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



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

**Word of
the Day:**
box

Unit 11, Lesson 2, Part D

Review

RAISE THE BAR

For the **Out-of-Class Activity**, have students write into their stories a problem situation for which there are at least two possible solutions. The story should set up a discussion between family members who, using conditionals, explain why using one solution is preferable over another. Have students develop their stories through description and dialogue.

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

- Create a drawing based on a verbal description given by a peer.
- Write a story using a picture for inspiration.

Classroom Community

In-Class Activity—Describe and Draw

Prepare Ahead:

- *Photos, cut out from magazines, that depict themes or vocabulary from this Unit.*

1. Divide the class into pairs of students. Give a photo to each student, advising her that she should keep it hidden from her partner.
2. Instruct students to take turns describing their photos in detail to their partner, being careful not to identify the subject of the image.
3. Partners should listen, and then draw a picture based on what was described to them.
4. When students are finished drawing, have them do the exercise with a different partner and different photos.
5. Direct students to display the pictures they have drawn alongside the original photos.



Community Connection

Out-of-Class Activity—My Family Characters

1. Ask students to select one of the pictures they drew during the previous activity. It will serve as the basis for a story they will write at home.
2. Instruct learners to incorporate at least one of their family members as a character in their story, which should be at least three paragraphs long.
3. Have students bring their stories to the next class session for sharing aloud.



Grammar & Usage

Unit 11, Lesson 3

Grammar

An Interrogative Adverb

Explain to students that the term **how** is used often in this Lesson, as an interrogative adverb that begins a question. In the following examples, **how** is used with adjectives and the terms **much** and **many**:

How tall am I?

How wide is this wall?

How much were the tickets?

How big is our table?

How long is the whale?

How many slices of pizza would you like?

How also indicates **in what way**, as in the following examples:

How did you meet Mom?

How did you and Daniel meet?

Usage

Shapes and Close Approximation

Advise students that using terms for shapes (such as **round** and **square**) allow speakers to communicate more vividly.

This fruit is **round**.

The clock is **round**.

This slice of bread is **square**.

This is a **square** table.

Note that the term **almost** is an adverb of degree describing close approximation.

The pen is **almost** three-and-a-half inches long.

I'm **almost** tall enough to ride the bicycle.

The dress costs **almost** ninety dollars.

The apple weighs **almost** as much as the orange.



**Vocabulary
Taught or
Reviewed:**

bean
by
cheese
cut
cutting
drunk
half
mother's
pie
pies
pizza
quarter
quarters
slice
slices
stand
thirds
wall
whole

Unit 11, Lesson 3, Part A Fractions

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

- Recognize visual representations of fractions and describe them verbally.
- Write descriptions of fractions they have observed.

Materials:

Magazines
Scissors

Jump Start

Cutting a Pie

1. Draw circles on the board and shade portions of them to represent these fractions of a pie: **half**, **third**, and **quarter**. Also shade a **whole** pie.
2. Ask four students to come to the board and illustrate a fraction of their choice. Each student should then ask the class to state the fraction he has represented.
3. Repeat with four more students, as time permits.

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



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





Explore Fraction Expedition



1. Ask students to count off from two to four until each has called out a number. Assign the following fractions to students according to their number:
 2—half
 3—third
 4—fourth
2. As learners gather in groups based on their numbers, distribute magazines and scissors.
3. Allow groups 10 minutes to leaf through magazines in search of visual representations of their assigned fraction. They should cut out the images they find and prepare to present them to the class. For example:
 half photo of a half moon
 third photo of two men, in a group of six men
 fourth photo of a cake, with a quarter slice cut out



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



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



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

Assessment Writing About Fractions



1. Have students individually write about several of the fraction representations their group found during the previous **Explore** activity. They should also describe two or more of the fractions they considered most interesting during presentations by other groups.
2. Collect papers and evaluate for content, correct grammar, spelling, and sentence structure.



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



RAISE THE BAR

Remind students about ordinal numbers. Then have them look up, in print or online dictionaries, the etymology of the lesson vocabulary (half, third, fourth, quarter), as well as other ordinal numbers, to identify their Greek and Latin roots and affixes.

**Word of
the Day:**
whole

**Vocabulary
Taught or
Reviewed:**

counted
counting
feet
inches
measure
measuring
pound
round
square
weigh
weighs
wide

Unit 11, Lesson 3, Part B

Measurements and Weights

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

- Use Lesson vocabulary words that apply to measuring objects for size and weight.
- Write complete sentences properly stating determined measurements.

Materials:

Measuring devices (scale, ruler, tape measure)

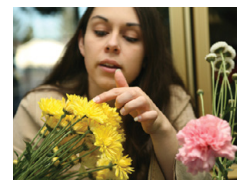
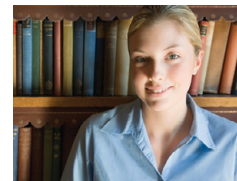
Jump Start

Measuring the Class

1. Introduce Lesson vocabulary by talking about **inches**, **feet**, and **pounds**.
Discuss the measurements of several items found in the classroom.
2. Two students should measure the height and width of the board in inches, and then convert these measurements into feet.
3. After learners know the measurements of the board, ask them to volunteer to weigh themselves on the scale, and announce their weight, if they choose to.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Engage

How Long, Wide, or Tall?



1. Write these categories on the board:
How much does it weigh?
How long is it?
How wide is it?
How tall is it?
2. Divide the class into groups of three or four students, and have each group copy the categories from the board onto a piece of paper.
3. Write a list on the board of items for the groups to measure. For example:
How long is a pen? How much does a book weigh?
How wide is the door? How wide is the classroom?
How tall is a desk?
4. Groups should record the size or weight of each object.
5. After all groups are finished, learners should compare their answers.



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

Assessment

Writing About Size



1. Ask students to write a complete sentence about all the objects they measured in class today. For example:
The book weighs 1 pound and is 11 inches long by 7 inches wide.
My desk is 2 ½ feet tall.
Joe weighs 155 pounds and is 5 feet 10 inches tall.
2. Collect sentences and evaluate for correct grammar, spelling, and sentence structure.



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



RAISE THE BAR

Instruct students to write 1-2 paragraphs describing a room in their home, giving dimensions of the room and the size or weight of its furniture and objects. They can include sentences like: The old wood desk in the corner of the room is long and heavy. It is 60 inches long by 48 inches wide and weighs about 200 pounds. Over the desk there is a white, paper lamp from Japan. It is very light and weighs less than a pound. Encourage students to add visuals to enhance their papers.

Word of the Day:
inches

Vocabulary
Taught or
Reviewed:
almost
as

Unit 11, Lesson 3, Part C

Comparisons

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

- Judge whether items are of similar size and weight.
- Recognize and use intensive reflexive pronouns in sentences
- Write comparative statements regarding the size and weight of objects.

Materials:

Copies of intensive use pronouns worksheet, one per student (see **Appendix E**)

Jump Start

Almost as Much

1. Ask questions that would prompt students to compare the weight and height of objects. For example:

What weighs as much as this?

What weighs more than this?

What weighs less than this?

Who is almost as tall as me?

Who is at least 100 pounds?

Instruct students to respond to your questions in complete sentences.

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

3. Elicit the target terms and write them on the board: **at least, almost, as much as, more than,** and **less than.** Discuss with the class the comparative relationship between the terms, clarifying any questions.



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

Engage

I Did It Myself!

Prepare Ahead:

- Have copies of intensive use pronouns worksheet ready for each student.
- Have a tape measure or yard stick available for this activity.

1. Write on the board the following sentences:

I measured it myself.

We measured it ourselves

You measured it yourself.

You measured it yourselves.

He measured it himself.

They measured it themselves.

She measured it herself.





Give a volunteer a tape measure or yardstick and ask him to measure a table or desk in the classroom. When the student gives you the measurement, challenge the length, and ask him how he knows. Elicit that **he himself** measured it.



2. Bring students' attention to the board. Remind them about reflexive pronouns, and point out the intensive use. Ask them if the pronoun is necessary in these sentences. Then explain how, by using it, we are emphasizing that he did it, not you or another student. Then ask two students to volunteer to measure something, then elicit from them: "**We** measured it **ourselves**."

3. Distribute the handout, and ask students to work together in pairs to complete it. Then, as a class, discuss the answers and clarify any problems.

Engage Similar Measurements



1. Divide the class into groups of four or five students.
2. Each group should select several objects around the room. They should compare them visually, take guesses as to how they compare in terms of weight and size, then physically determine how accurate their guesses were. They should use intensive pronouns when confirming their measurements.

I think this book weighs at least 1 pound.

(After weighing the book) I myself weighed the book, and it weighs almost 2 pounds.

I think this book weighs as much as that book.

(After weighing the 2nd book) I weighed the book myself, and it weighs almost as much as that book.

Mike and I think this table is taller than the desk.

(After measuring the table and desk) We measured them ourselves, and the desk is taller.



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



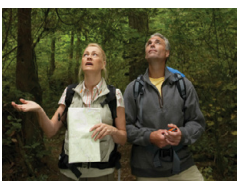
Bloom's Taxonomy: Synthesis

Multiple Intelligences: Interpersonal

Assessment Two by Two



1. One pair at a time, hold up several pairs of similar objects such as two pens, two books, and two pieces of paper.
2. Instruct students to write several sentences comparing the two objects. Stress that they should use terms such as **at least**, **almost**, **as much as**, **other**, **more than**, and **less than**.
3. Call on students to read their sentences to the class.
4. Collect papers and evaluate for correct word use, spelling, and sentence structure.



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic

**Word of
the Day:**
weigh

Unit 11, Lesson 3, Part D

Journal Activity–Measuring at Home

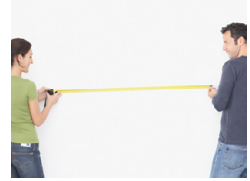
After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Record the weights and measurements of household objects.

Skill Builder

Measuring at Home

1. Instruct students to each find 10 items in their house to measure or weigh, and then write 10 sentences in their journal to document this information. Ask students to use reflexive and intensive pronouns where appropriate when writing about what they measured themselves. Remind them to check their work for word use, correct grammar, spelling, and sentence structure.
2. If learners do not have measuring devices at home, they could construct a ruler in class by marking off lines on a sheet of paper, using a classroom ruler as a guide. Students may also estimate weights of items at home, in lieu of using a scale.







Grammar & Usage

Unit 11, Lesson 4

Vocabulary

Household and Food Items

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



Household Items	Food Items
hammer	pasta
nail	flour
pliers	tomatoes
wrench	bananas
screwdriver	pizza
screw	soup
flashlight	meat
scissors	vegetables
tape	bread
pencil	pie
ruler	cake

Usage

Units of Measure

Explain to learners that the American system of expressing units of measure differs from the metric system, which is the system used in most countries. In the United States:

Short distances are measured in **inches**, **feet**, and **yards**.

Long distances are measured in **miles**.

Weight is measured in **ounces**, **pounds**, and **tons**.

Liquid is measured in **cups, pints, quarts, and gallons.**



**Vocabulary
Taught or
Reviewed:**

add
added
adding
bake
baked
baking
flashlight
hammer
hammers
nail
nails
oven
pencil
pliers
ruler
scale
scissors
screw
screwdriver
screws
tape
teaspoon
teaspoons
thermometer
using
weighing
wrench

Unit 11, Lesson 4, Part A

Tools of the Trade

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

- Categorize different tools into groups based on how they are used.
- Compare, contrast, and write about tools.

Jump Start

What Are Tools?

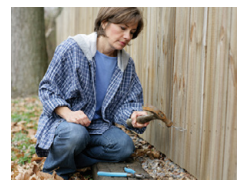
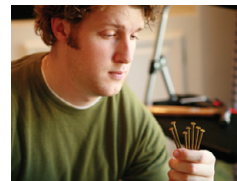
Prepare Ahead:

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

1. Introduce and explain the word **tool** to the class. Emphasize how most vocabulary words in this Lesson can be classified as tools.
2. Guide students in comparing and contrasting the various tools. Discuss their sizes and purposes, and draw the tools on the board.



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





Engage Something You Use



1. At the top of the board, write **Something you use....** Beneath this, write the categories **to build something, in the office,** and **in the kitchen.**
2. Divide the class into three or four groups of students. Advise them that they will be playing a game where they will take turns categorizing vocabulary words. Just as the teams will take turns, each student will take turns within the team. Set an approximate time limit of 10–15 seconds, depending on the skill level of your students.
3. A member of the first team should write a vocabulary word under the relevant category. For example, **teaspoon** would go beneath **in the kitchen.**
4. A member of the next team should then take her turn.
5. Teams alternate sending a member to the board to write a word. When a student cannot come up with a word, his team gets one strike. When a team gets three strikes, it is out of the game.
6. The remaining teams continue to play until one team remains and is declared the winner.



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

Assessment Tool Time

1. Instruct students to choose three tools from the two previous activities.
2. Students should write three paragraphs, one for each tool they chose. They should include descriptions of where the tool is kept, how it is used, where it may be purchased or any other information.
3. Collect sentences and evaluate for content, correct word use, grammar, spelling, and sentence structure..



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

**Word of
the Day:**
ruler

**Vocabulary
Taught or
Reviewed:**

banana
bananas
choosing
chose
flour
fresh
frozen
pasta
ripe
rotten
tomato
tomatoes

Unit 11, Lesson 4, Part B

Ripe and Rotten, Fresh and Frozen

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

- Develop a detailed descriptive set of instructions for someone to follow.
- Summarize information they have received from a peer.

Jump Start

Ripe, Not Rotten!

1. Explain the differences and similarities among **ripe**, **rotten**, **fresh**, and **frozen**.

For example:

Ripe is good.
You should not eat rotten food.
Fresh is ripe.
Ice is frozen.
Ripe is new.
Rotten is old.

2. Question students about the differences among the target words. For example:

Why do you have to be careful to buy fruit that is ripe and not rotten?
What food do you buy that is fresh?
What food do you buy that is frozen?

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



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal



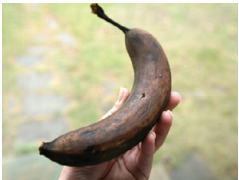


Explore Shopping for the Chef



1. Instruct students to pretend that they are executive chefs at five-star restaurants, but they do not have everything they need to cook nor do they have time to shop. One of their employees, Joe, will have to go to the grocery store for them. Students should write a detailed grocery list, plus a few sentences explaining to Joe what it means for food to be **fresh**, **frozen**, **ripe**, and **rotten**. Learners should make sure their explanations are descriptive because they will want Joe to get the best of what the grocery store sells. For example:

I need three apples to bake a pie.
The apples should be red, round, and small.
The apples should smell good.



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



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Interpersonal

Assessment Summarizing for the Chef



1. Have each student write a paragraph from Joe's viewpoint, summarizing and critiquing their partner's list. For example:
The chef told me to buy green bananas, but they will not be ripe. Maybe I should buy ripe bananas. I need to buy fresh tomatoes, but these tomatoes are almost rotten. Should I buy them? I don't think so. I don't want him to get sick. Maybe I can get frozen tomatoes.
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:**
fresh

**Vocabulary
Taught or
Reviewed:**

add
added
adding
bake
baked
baking
choosing
chose
cup
flour
oven
pasta
teaspoon

Unit 11, Lesson 4, Part C

Cooks in the Kitchen

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

- Write a recipe using Lesson vocabulary and following structural guidelines.
- Instruct their peers about how to follow a recipe.

Materials:

Cookbooks
Cooking magazines

Jump Start

What's Cooking?

1. Practice Lesson vocabulary by having students take turns writing cooking-related words on the board.
2. Ask learners what they know about baking and cooking, and about their experiences in the kitchen. Question students about the different dishes they can bake, ingredients they use, and culinary procedures.



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





Being Creative Writing Recipes

Take this time to introduce words that are important for understanding recipes: ingredients, directions, mix, stir, or others.



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



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal

Assessment Recipe Reviewers



1. Divide the class into pairs of students. Have partners exchange the recipes they wrote for the previous **Being Creative** activity.
2. Students should write at least 1-2 paragraphs critiquing their partner's recipe, supporting their opinions with reasons, and stating whether they think they would enjoy tasting the new dish.
3. Encourage students to discuss their comments with their partner.
4. Collect reviews and evaluate for content, correct word use, grammar, spelling, and sentence structure.



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



RAISE THE BAR

After looking through cookbooks, students should choose a recipe of interest, which requires a number of ingredients and at least 8 steps. Then they should look up that same dish in other cookbooks, magazines, or online, and compare the recipes. Are the ingredients, measurements, steps, and cooking times the same? Ask students to write 2-3 paragraphs comparing and contrasting versions of the recipe, and summarizing the essence of the dish. They should refer to and cite sources.

**Word of
the Day:**
bake

Unit 11, Lesson 4, Part D

Review

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

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

Materials:

Art paper
Markers

Real-Life Learning

In-Class Activity—Step-by-Step Instructions

1. Have students choose a partner. Each pair should write a step-by-step set of detailed instructions, using complete sentences, for one of these projects:
How to prepare a complete meal
How to build a _____
How to repair a _____
2. Advise students to include elements such as materials and tools needed, measurements, and all procedural steps from start to finish. Encourage learners to use their imaginations; they may focus on instructions for a nonsensical final product, if they wish. Have art paper and markers available if pairs wish to illustrate their projects.
3. Call on students to read their instructions to the class.



Community Connection

Out-of-Class Activity—Built in the Past

1. Instruct students to ask family members and friends about their past experiences building an item, whether it was a craft, through work, or for school. Suggest that they take notes.
2. Before the next class session, students should write 2 paragraphs summarizing what they learned during their discussion. Remind them that transition words, phrases, and clauses can be used to manage sequences and create cohesion, and to include them where appropriate.
3. Collect paragraphs and evaluate for content, correct word use, grammar, spelling, and sentence structure.





Unit 11, Lesson 4, Part E

Journal Activity–Measuring Accurately

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

- Reflect upon and write about the importance of including precise measurements in directions.



Being Creative Measuring Accurately

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



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



RAISE THE BAR

Discuss the idea of an *adage*, and its purpose. Then introduce the adage: *Measure twice, cut once*. Ask students to think about what this means, and then write in their journals about a time when they wish they had known this adage and taken its advice.



Unit 11, Lesson 5, Part A

Focused Activity–Grammatically Correct

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

- Complete sentences by selecting the proper missing words, and write about assigned topics.

Materials:

Copies of sentence worksheet, one per student (see **Appendix F**).

Extra Help

Grammatically Correct

1. Distribute the worksheet with the following sentences. For each, learners should select the correct word from the parentheses to complete the sentence.

We have (known/know) each other for fifty years.

I have already (clean/cleaned) my room twice this week.

(If/Then) I have enough money, (if/then) I will buy a new bicycle.

(If/Then) he had a car, he (will/would) not have to walk to work.

I like (many/only) types of vegetables, but my brother (many/only) likes carrots.

The scale is (at/on/in) the grocery store.

The scale is (at/on/in) our bathroom.

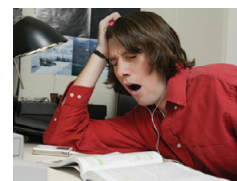
The scale is (at/on/in) the floor.

How (much/many) slices of pizza would you like?

I want as (much/many) milk as you have.

2. Have each student create five sentences containing a choice of words, like those in Step 1.

3. Ask students to exchange papers with a peer and complete their sentences.





Unit 11, Lesson 5, Part C

Focused Activity–Listening Attentively

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

- Fill in the missing components of a sentence using aural clues.

Extra Help

Listening Attentively

1. List the following words on the board:
backpack, baked, bring, carry, choosing, dangerous, euros, feet,
fresh, girlfriend, interesting, measure, pizza, pounds, room, ruler,
taught, weighs, yen
2. Advise students that you will be reading sentences aloud. When they hear you say "blank" they should write a word from the list that appropriately fits that spot in the sentence. Let students know that each word is only used once to fill a blank spot.
3. Read these sentences aloud, repeating as necessary:
Do you know my _____ Maria?
Books are _____ to him, but television is boring.
She has _____ art for twenty-five years.
Swimming here is _____.
I only have _____. In Japan, I will have to exchange them for _____.
She's putting her books into her _____.
If I had _____ in my backpack, I would _____ your camera.
It's polite to _____ flowers when you visit someone in the hospital.
This lemon _____ as much as the other one.
This building is sixty-five _____ tall.
I think that he weighs at least forty-five _____.
I used a _____ to _____ it, and it's thirty-five inches.
He's putting _____ tomatoes on the _____.
I _____ you a cake for your birthday.
I'm _____ sandals to wear at the beach.



Unit 11, Lesson 5, Part D

Focused Activity—Reflexive or Intensive?

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

- Fill in the missing pronoun in each sentence and correctly identify whether it is the reflexive or intensive use.

Materials:

Copies of sentence worksheet, one per student (see **Appendix H**)

Extra Help

Reflexive or Intensive?

1. Ask student to remind you what the reflexive and intensive pronouns are. Prompt with some example sentences. Elicit responses and write them on the board as students call them out:

myself yourself himself herself itself
ourselves yourselves themselves

2. Discuss as a review the difference between reflexive and intensive usage. Use the following as examples:

David always talks about **himself**.

David **himself** told me what happened.

3. Distribute the worksheet with the following sentences. Students should fill in the blank with the correct pronoun, and then at the beginning of the sentence write **R** if it is reflexive use or **I** if it is intensive use.

He didn't think the book was that heavy. But I weighed it _____. and it weighed two pounds.

My brother wrote _____ a note to call his friend.

Her younger sister took the photo _____.

The waitress _____ said that the chicken soup tasted good.

The police officers got _____ on their horses.

The dog opened the door by _____.

The president _____ answered her letter!

My friends and I bought _____ tickets to the music concert.

The animal ate all the food _____.

You and the other teachers must check the tests _____.

My parents ate the whole pizza _____.

I wanted to go with you, but you went by _____.

4. Have students compare their answers with a partner. Then discuss the responses as a class, clarifying any questions students may have.



[illegible]

Unit 12

Talking About the World

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Unit 12:

Talking About the World

Introduction to Unit 12

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

Teaching Unit 12

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

Lesson 1a: Nationalities

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

Lesson 1b: Political Terminology

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

Lesson 1c: The Media

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

Lesson 1d: Journal Activity–Sharing Cultures

Students will write in their journals about what they have learned from—and taught to—people from cultures other than their own.

Lesson 1e: International Cultural Activity–Politics

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

Lesson 2a: Language and Business

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

Lesson 2b: Passive Voice

Today's Lesson provides an introduction to the passive voice. Learners are charged with finding, writing about, and presenting to their peers basic publication information and a synopsis of a book in the school library.

Lesson 2c: Agreements and Disagreements

This Lesson is bound to inspire laughs and possibly arguments, as students begin to express agreement and disagreement in English. Today's activities will challenge students to verbalize whether they agree or disagree with various statements.

Lesson 2d: Review

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

Lesson 2e: Journal Activity–Business Plan

In their journals, students will write about an imaginary business they would like to own, giving as many details as possible about the mission of the business, how it operates, and more.

Lesson 3a: Quantity and Affirmations

A sentence-based relay race and a question-and-answer session highlight today's Lesson. During these activities, students will gain valuable speaking and writing practice with **too many**, **too much**, **enough**, and **a lot**. A wrap-up exercise focuses on the affirmation **okay**.

Lesson 3b: Remembering and Since

Today, in an exercise on **remember** and **forget**, your learners will use deductive reasoning to match answers with questions. Next, you will read sentences and they will supply the missing words.

Lesson 3c: Cardinal Directions as Adjectives

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

Lesson 3d: Journal Activity–Learning Something New

In this Journal Activity, students will write about a skill they would like to learn and how they would propose to acquire it.

Lesson 4a: Celebrating Holidays

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

Lesson 4b: Describing Religions

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

Lesson 4c: Readiness

In question-and-answer activities, learners will practice expressing whether they or others are ready to perform an activity or depart for a destination.

Lesson 4d: Review

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

Lesson 4e: Journal Activity–Favorite Holiday

Everyone seems to have a favorite holiday, and today's assignment provides an opportunity for your students to write about theirs.

Lesson 4f: American Cultural Activity–American Holidays

Pairs of students will collaborate to do research and then give a presentation to their fellow students about a holiday celebrated in the United States.

Lesson 5a: Enrichment Activity–Inventions

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

Lesson 5b: Focused Activity–Vocabulary Roles

Scripts set the stage for today's role-playing activity in which students get extra practice speaking and reading new Lesson vocabulary.

Lesson 5c: Focused Activity–Speaking Answers

In this exercise, students write creative questions and answers, then cut them into slips and distribute them among their peers. Then the fun begins as learners pick questions and pose them to multiple classmates until they find the person with the correct answer.

Lesson 5d: Focused Activity–Active Grammar

Today, students will revise a series of sentences, transforming them from passive to active voice.

Lesson 5e: Focused Activity–Listening for Cultures

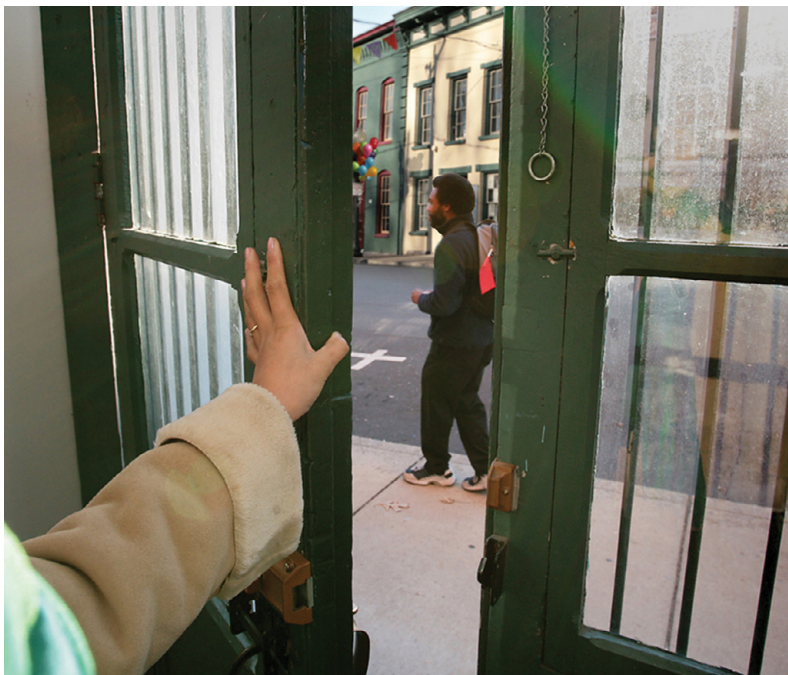
This lively competitive listening activity is sure to thoroughly engage your students. As they listen to the paragraph, hands should be raised whenever the learners hear the name of a country or religion in either noun or adjective form.

Lesson 5f: Level 3 Review: Nightly Newscast–Part 1

Today, students will review, critique, and rehearse their presentations for the Nightly Newscast project.

Lesson 5g: Level 3 Review: Nightly Newscast–Part 2

Wrapping up Level 3, students will present their Nightly Newscasts.





Grammar & Usage

Unit 12, Lesson 1

Grammar

Future Tense

Remind students that one way to express future events is to use the present progressive form of **go** plus an infinitive (**to** + verb):

I **am going to vote** for the president.

Note that another way to describe future events is to use the modal auxiliary verb **will** plus the simple form of the main verb:

Next month he **will visit** Europe.

Encourage learners to use both types of future tense constructions in their conversations and writing assignments.



Usage

Geographic Names

Familiarize the class with the seven continents. Note that continents and countries are proper nouns and must be capitalized.

Antarctica
Africa
North America
Australia
South America
Europe
Asia



Explain that geographic adjectives are formed by adding certain endings to geographic nouns. These terms may describe people, languages, cultures, or products. Review the following list with learners, and encourage them to use these terms in dialogues:



+ -ese
Japanese

+ -ian
Brazilian
Egyptian

+ -n
American
Australian
Indian
Russian

irregular forms
Arabic
Chinese
French
German
Italian
Mexican
Spanish



**Vocabulary
Taught or
Reviewed:**

American
Americans
Australian
Brazilians
Egyptian
food
French
German
Germans
India
Italian
Italians
Japanese
Mexican
Mexicans
Russian
Russians

Unit 12, Lesson 1, Part A Nationalities

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

- Match nationalities to nations.
- Gather information about different cultures.

Materials:

World map, computer, geographical reference materials

Skill Sharpener

Finding Your Place

Prepare Ahead:

- *Slips of paper with the following words:*

United States	Egypt	Germany	Italy	Mexico
American	Egyptian	German	Italian	Mexican
China	France	India	Japan	Russia
Chinese	French	Indian	Japanese	Russian

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

1. Distribute slips of paper.
2. Explain that students should find a peer with the word that corresponds to the term on their paper. For example, someone with the word **Germany** would seek the person who holds the word **German**. Students should also name the continent in which their country is located.



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



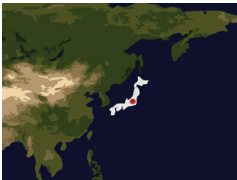


Engage and Explore

Cultural Awareness



1. Divide the class into groups of three students, and assign a nationality to each trio.
2. Direct students to use print and online sources to acquire interesting facts about their appointed nationality. For example:
Many Indian movies are good.
Many foods that are Indian do not have meat.



3. Encourage learners to list facts about personal nationalities that parallel assigned nationalities. Possible topics include entertainment, literature, sports, leisure activities, food, holidays, or language.
4. Using visuals or multimedia to make their projects more interesting and clarify their meaning, groups should then present what they've learned to the class.



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



Assessment

Group Interactions

1. Have students write a paragraph that describes their experiences with other nationalities.
2. Collect paragraphs and evaluate for content, correct word use, grammar, spelling, and sentence structure.



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



**Word of
the Day:**
believe

**Vocabulary
Taught or
Reviewed:**

election
ended
fighting
flag
flags
fought
king
president
prime
minister
queen
sending
sits
soldier
soldiers
talked
there's
visited
vote
voted
voting
war

Unit 12, Lesson 1, Part B

Political Terminology

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

- Summarize information from newspaper articles.
- Describe basic political concepts.

Materials:

Several newspapers

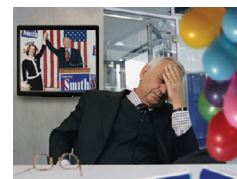
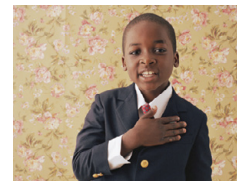
Focus and Motivate

Popular Politics

1. Display the following Lesson vocabulary terms on the board:
war, soldier, president, prime minister, and queen.
2. Divide the class into groups of three students, and distribute a newspaper to each group.
3. Students should then try to use context to determine the meanings of unknown words or phrases, and recognize Greek or Latin roots, prefixes, or suffixes to help understand new words. Finally, they may use print or online resources to confirm the meaning, pronunciation, or parts of speech of new vocabulary.
4. After students take turns reading a paragraph with one of the target words to their group mates, ask for volunteers to explain their paragraphs to the class.



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





Skill Sharpener

Political Word Web

1. Display Lesson vocabulary on the board.
2. Divide the class into groups of four students and direct each group to create its own word web.
3. Advise students to write brief explanations of political terms on connecting lines. Suggest lines for Greek and Latin roots and affixes such as –cracy (democracy, aristocracy) and poli- (politics, police).
4. Groups should then take turns presenting their word webs to the class.



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



Assessment

News Summary

1. Challenge learners to find a newspaper article about politics and summarize it in one paragraph.
2. Collect paragraphs and evaluate for content, correct word use, grammar, spelling, and sentence structure.



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



**Word of
the Day:**
news

**Vocabulary
Taught or
Reviewed:**
believe
Internet
magazine
news

Unit 12, Lesson 1, Part C

The Media

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

- Describe various forms of the media.
- Write and present a persuasive argument about media preferences.

Materials:

Photos of a magazine, radio, television, and computer

Engage Staying Informed

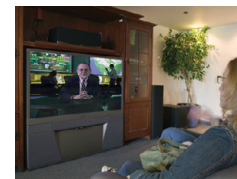
Prepare Ahead:

- *Photos of a magazine, radio, television, and computer.*

1. Take this time to introduce the word "media" and to explain the different types of media used to relay news. During your explanation, display corresponding photos to reinforce vocabulary words.
2. Write the vocabulary words **Internet**, **magazine**, **radio**, and **television** on the board and ask various questions about them. For example:
 - Which type of media do you have to watch?
 - Which type of media do you have to listen to?
 - Which type of media requires a computer?
 - Which type of media can be in your car?



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





Skill Sharpener Media Debate



1. Divide the class into 5 groups, with 4 groups each assigned a different type of media. The fifth will act as moderator. Explain to the students that they will be attempting to persuade others that their type of media is the best.
2. The moderator group will brainstorm a list of questions for other groups to respond to, such as: How easy is it to access your media? How expensive is it to use your media? When they've finished the list, they should distribute it to the other 4 groups.



Meanwhile, the 4 groups should brainstorm ideas, using print and online sources to research their topic. They should be prepared to answer Group 5's questions, but also have arguments of their own ready. Explain that each group member should be prepared to defend its media type.



3. Students should then form new groups with at least one member from each of the original 5 groups represented. With the Group 5 representative moderating and asking questions, each student should present its case to the rest of the group, leading to a discussion in which students respond to new information, ask questions, and finally attempt to come to some consensus or vote on which media is best.

4. Then have the moderator of each group report to the class a brief summary, outcome, and what was most persuasive in convincing others that their type of media was, in fact, the best. Note that because group dynamics will vary, outcomes will differ. You might tally the results to see which group was the most successful overall.



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

Assessment Media Influence



1. Have students describe, in a paragraph, their favorite form of media and its impact on their schoolwork, home life, and daily activities.
2. Collect paragraphs and evaluate for content, correct word use, grammar, spelling, and sentence structure..



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

**Word of
the Day:**
magazine

Unit 12, Lesson 1, Part D

Journal Activity–Sharing Cultures

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

- Write about their experiences with other cultures.

Being Creative Sharing Cultures

Have students write, in their journals, about their experiences with other cultures. Students should describe what they have learned and what they have taught other people.

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





Unit 12, Lesson 1, Part E

International Cultural Activity–Politics

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

- Prepare presentations about political systems.
- Engage in discussions about political systems.



Connecting to Culture Politics

1. Divide the class into groups of three or four students and have each group choose a country (Brazil, China, Egypt, France, Germany, India, Italy, Japan, Mexico, Russia, Spain, United States).
2. As students research the governments of their assigned nations, advise them to focus on historical aspects that led to the formation of these governments.
3. Learners should then prepare their presentations, with each group member responsible for a particular aspect of the overall project.
4. After each group presents its project, lead a discussion about related topics that students may have covered in Government, History, Social Studies, or Civics classes.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal



RAISE THE BAR

Have students use technology to write about the governments of their assigned nations, and then present their findings using multimedia to both clarify their information and to make it more interesting. Have peers help improve their writing by planning, editing, and revising as needed before their final presentations.





Grammar

Passive Voice

In the active voice, the subject is the agent of the action.

In the passive voice, the agent of the action is not the subject; in fact, the agent is often unnamed. Rather, the object of the action serves as the subject of the sentence.

The passive voice is formed by using a conjugated form of **be** with the past participle of a verb.

This photo **was taken** last winter.

The ball **was caught!**

These skis **were returned** this morning.

These ancient statues **were discovered** in 1974.



Usage

Quantifiers

Explain to students that quantifiers allow speakers and writers to sort and organize information. Quantifiers describe **how many**.

all = each one, no exceptions

The Arctic Ocean is north of **all** of the continents.

most = more than half, nearly all

Spanish is spoken in Spain, Mexico, and **most** of South America.

some = more than two, but less than half

Here are **some** fresh tomatoes from the garden.

none = the opposite of all; not one, no exceptions

None of the cups are paper.



Vocabulary

Taught or Reviewed:

businessman
businessmen
businesswoman
businesswomen
companies
company
language
languages
Rosetta Stone
saying
spoken

Unit 12, Lesson 2, Part A

Language and Business

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

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

Materials:

Lesson and magazine photos

Jump Start

Language Learning

1. Take this time to discuss the importance of languages.
2. After dividing the class into pairs of students, have learners ask and answer questions about speaking other languages. For example:
 - Do you speak other languages?
 - What languages do you speak?
 - What languages do your parents speak?
 - What languages would you like to speak?
3. Ask for volunteers to share information they learned about their partners' languages.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Focus

Twenty Questions for Work



1. Divide the class into pairs of students. Explain that one partner will be a businessman or businesswoman. The other partner will be a journalist who is interviewing the businessperson for a magazine article.
2. The journalist should ask a series of detailed questions, in order to provide her readers with a comprehensive view of the subject of her article.
3. Learners should then switch roles after a minimum of 20 questions have been asked and answered.



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

Assessment

Language for Life



1. Have students write two or three paragraphs about the importance of language in everyday life.
2. After several volunteers read their paragraphs, lead a brief discussion about this topic.
3. Collect papers and evaluate for content, correct word use, grammar, spelling, and sentence structure.



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



RAISE THE BAR

During the interviews, have learners take photos of the students posed as the businessman or businesswoman they interviewed. They will write an article to be published in a fictional magazine. Students should pre-determine the audience for the publication, and effect the writing style accordingly. Using technology, they should draft the article, using formatting tools such as headers to help with organization. Have their partners edit and make suggestions. The final product will be a mock-up of the printed article with embedded photos.

**Word of
the Day:**
really

Vocabulary
Taught or
Reviewed:
called
discovered

Unit 12, Lesson 2, Part B

Passive Voice

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

- Use the passive voice in descriptions and discussions.
- Gather information about books and present their findings.

Materials:

Variety of books

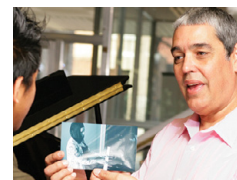
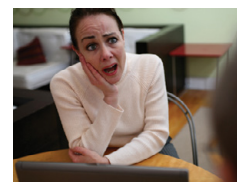
Focus and Motivate

Passive Voice Practice

1. Write sentences such as the following on the board, with blank lines in place of the verbs:
Rome was not built in a day.
These cups were discovered in Italy 100 years ago.
This book was written in 1927 by Thornton Wilder.
2. Direct students to complete the sentences. Ask volunteers to read their entries aloud to the class.



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





Skill Sharpener Scavenger Hunt

Prepare Ahead:

- *List of book titles.*



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

3. Learners should then use this information to write paragraphs in the passive voice. For example:

Roots was written by Alex Haley in 1976. It was made in the USA by Doubleday Books. The book was translated into 37 languages and it was made into a popular television program.



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

Assessment Book Review

1. Have each group present its findings from the previous **Skill Sharpener** activity to the class.
2. Collect papers and evaluate for content, correct word use, grammar, spelling, and sentence structure.



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



**Word of
the Day:**
also

**Vocabulary
Taught or
Reviewed:**

agree
also
disagree
really
Spanish
thought

Unit 12, Lesson 2, Part C

Agreements and Disagreements

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

- Express agreement and disagreement.
- Engage in a discussion of facts.

Materials:

Photos of Italian food and Chinese food

Jump Start Living Menu

Prepare Ahead:

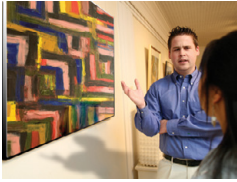
- *Photos of Italian and Chinese food, one photo per student.*

1. Divide the class into two groups of students with one group named **Italian food** and the other group named **Chinese food**.
2. Distribute a photo (face down) to each student.
3. Have learners display their photos, and ask them if they agree that they have been placed in the correct group with a question such as, "Do you agree that your food is Italian?" You may hear the response, "No, I do not agree that this food is Italian. It is Chinese food." Students should then move to the group with the name that matches the food in their photo.
4. Continue the activity until everyone's photo matches a group name.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Naturalist





Focus True or False



1. Direct students to write three sentences that are true and three sentences that are false.
2. Learners should then take turns reading their sentences to their peers who, in turn, will reply that they either agree or disagree. The student presenting the question should answer with, "Really?" and then explain his answer.
3. Engage learners in a conversation as to why they agreed or disagreed with these statements.



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

Assessment Lessons Learned



1. Have learners write a paragraph about a disagreement they had, the way the issue was resolved, and lessons learned from the experience.
2. Collect paragraphs and evaluate for content, correct word use, grammar, spelling, and sentence structure.



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



RAISE THE BAR

Ask students to consider the following: *"I'm a liar. How do you know if I'm telling the truth?"* Is it true or false? Discuss why/why not. Explain this is a paradox, a way writers show contradictions. Then distribute copies of **Appendix D** to each student, with the quote from Lewis Carol's *Adventures of Alice in Wonderland*. In small groups, have students identify the paradoxes in the passage and discuss them. Finally, they should think of a paradox statement to present to the class.

**Word of
the Day:**
agree

Unit 12, Lesson 2, Part D

Review

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

- Participate in team language activities.
- Express their opinions about the presentation of news in the media.

Materials:

Several copies of various newspapers

Classroom Community

In-Class Activity–Telephone

1. Divide the class into teams of four students.
2. Write two vocabulary words on the board. Have the first member of each team create a sentence, write it down, and whisper it to the second member. This student will then whisper the sentence to the third member who must write it down. After he has written the sentence, this student should hand his paper to the fourth member, who will then say this sentence aloud.
3. Score teams on sentence length, vocabulary use, and overall ability to relay sentences accurately.
4. Repeat the activity with a new set of vocabulary words and team members performing different roles.



Community Connection

Out-of-Class Activity–Media Versus Media

1. Have students select an article from a newspaper and look for the same story in other types of media. Learners should then write at least two paragraphs that compare and contrast the way the information is presented. Encourage students to also include their opinions about the topic of the article.
2. Collect papers during the next class session and evaluate for content, correct word use, grammar, spelling, and sentence structure.





**Vocabulary
Taught or
Reviewed:**

learn
learning
maybe

Unit 12, Lesson 3, Part A

Quantity and Affirmations

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

- Identify and describe the quantity of an item and compare it to another.
- Participate in conversational dialogues.

Materials:

Various quantities of objects such as marbles, playing cards,
index cards, sheets of paper, and pens

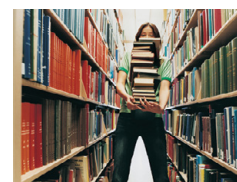
Focus

Sharing Time

1. Display objects at the front of the room, ensuring that some are greater in number than the number of learners, and that others are lesser in number.
2. Ask questions such as, "Are there enough of these for everyone?" or "Are there too many of these?" Students should then answer, "Yes, there are too many of these." or "No, there are not enough of these for everyone."



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





Skill Sharpener

Too Much or Too Many?



1. Take this time to explain the difference between **too much** and **too many**.
2. Divide the class into groups of four students, and have each team line up on the side of the room opposite the board.
3. Say a sentence with the term **a lot**. For example:
You ate a lot of bread and butter.
There are a lot of cats in this room.
One member from each team must then run to the board and re-write the sentence using **too much** or **too many**. For example:
You ate too much bread and butter.
There are too many cats in this room.
4. The team whose member finished first and wrote the sentence correctly earns a point. The team with the most points at the end of the activity is declared the winner.



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

Assessment

Say Okay

1. Have students write a short dialogue in which two characters ask each other questions that result in the answer **okay** and another question. For example:
Can we eat at a restaurant?
Okay. Can I meet you at your house?
Okay. Can you meet me at eight p.m.?
2. Collect dialogues and evaluate for content.



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

**Word of
the Day:**
again

Vocabulary

Taught or

Reviewed:

forget

forgot

forgotten

remember

remembered

since

Unit 12, Lesson 3, Part B

Remembering and Since

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

- Engage in conversations about forgetting and remembering.
- Describe situations that target the passage of time.

Materials:

Variety of colored pens

Jump Start

Find Your Match

Prepare Ahead:

- Use colored pens to write questions and responses on individual slips of paper. Questions and answers that match should be written in the same color and should contain the verbs **remember** and **forget**.

1. Distribute questions to several students and ask them to stand on one side of the classroom. Below are sample questions and responses:
Do you remember where you bought this?
Yes, I remember. We bought this in Germany.
Do you remember where we lived when you were a baby?
No, I forgot. I was too young.
2. Distribute the responses to several learners and ask them to stand on the other side of the classroom.
3. Students with questions should read theirs aloud, one at a time, and the student who thinks she has the corresponding response will raise her hand and read her answer to the class. Have both students decide if their question and answer match (use color coding if necessary). If they are correct, they may be seated.
4. Continue until all students have found their match.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal





Engage

Remember When

1. Take this time to discuss the difference between **for** and **since**.

2. Read sentences such as the following, and direct learners to write them down:

We have been married ____ 25 years.

I have lived in China ____ 1990.

She has not eaten ____ last night.

She has written ____ this magazine since 1992.

He has been writing this book ____ 15 years.

We have been watching the news ____ nine o'clock.

3. Students should then fill in the blanks with **for** or **since**.

4. Ask volunteers to read their completed sentences, and discuss the reasoning behind their answers.



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

Assessment

Compound Sentences

1. Direct students to write six compound sentences, three with **for** and three with **since**. For example:

We met when we were students and we have been married for twelve years.

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



Bloom's Taxonomy: Application
Multiple Intelligences: Intrapersonal

RAISE THE BAR

For the Assessment, direct students to write 2-3 paragraphs about a period of change in their life. They should include vocabulary words, **for**, **since**, **forget**, and **remember**, creating compound and complex sentences. Remind them to use transition words to signal a sequence of events. They should check their work for correct word use, grammar, spelling and sentence structure.

Word of the Day:
since

**Vocabulary
Taught or
Reviewed:**

again
eastern
ever
northern
southern
western

Unit 12, Lesson 3, Part C

Cardinal Directions as Adjectives

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

- Use a map to obtain specific information for use in descriptive sentences.
- Ask and answer questions using map-based vocabulary.

Materials:

Map of the United States

Globe or world atlas

Slips of paper with U.S. sports teams and their home city or state (see **Appendix A**)

(New York Yankees, San Antonio Spurs, Indianapolis Colts, Florida Marlins)

Skill Sharpener

Sports Quiz

1. Draw a compass rose on the board and display a map of the United States.
2. Divide the class into pairs of students and distribute a sports-team paper to each group.
3. Students should then look on the map to find exactly where the team is located and make a quick note about it.
4. Call on each group and ask questions such as, "Where is [name of city or state]?" Learners should include cardinal directions as adjectives in their answers ("San Antonio is in southern Texas." "New York is on the eastern side of the United States.").
5. Continue until each group has had a turn.



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





Extending the Text Mapping Out Answers

1. On the board, write:
No
Yes
I have never been to _____.
I have been to _____.

2. Ask each student, "Have you been to [cardinal direction as adjective] [continent]?"
Every other student should reply affirmatively and the other students should reply negatively, using the sentences on the board as guidelines.

3. When learners reply, go to the map and point to the continent. Students should then advise you where to point, using the words **north**, **south**, **east**, and **west**.

4. Continue as time permits.



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



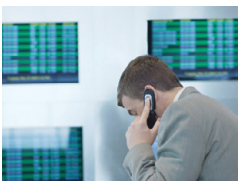
Assessment Home Again

1. Direct students to write a paragraph about where their family is from, describing the town, country, and continent using cardinal directions as adjectives. Have maps available for use as resources.

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



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



**Word of
the Day:**
learn

Unit 12, Lesson 3, Part D

Journal Activity—Learning Something New

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

- Write about skills they want to acquire and describe how they would attain these skills.

Being Creative

Learning Something New

Have students write, in their journals, about something they would like to learn how to do. Students should also describe how they would learn this skill, and explain why this skill is worth learning.

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



**Vocabulary
Taught or
Reviewed:**

business
celebrate
celebrated
celebrating
churches
during
heads
holiday
holidays
houses
let's
museums
New Year
ones
parade
ready
rode
saw
taxi
worn

Unit 12, Lesson 4, Part A Celebrating Holidays

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

- Categorize words according to their meanings.
- Describe different types of trips.

Materials:

Slips of paper with activities listed on them that would pertain to either a vacation or a business trip (see **Appendix B**)

Jump Start

Reasons to Celebrate

1. On the board, write **celebrate** and ask learners to give examples of once-in-a-lifetime achievements (such as graduating from college) and annual holidays (such as Valentine's Day). Explain the difference between celebrating an achievement and celebrating a holiday.
2. If the example given for an annual holiday is a religious holiday, write an example of a secular holiday (and vice versa). Ask students to explain the difference between the two examples.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Naturalist

Skill Sharpener

Business Trips

Prepare Ahead:

- *Slips of paper with activities listed on them.*

1. Distribute slips of paper. On the board, write the words **vacation**, **on business**, and **during**.
2. Call on students to read their slips of paper aloud and form a sentence using **during** and either **vacation** or **on business**. For example:
During my vacation, I visited southern Italy.
During the four days I was in Paris on business, I met businessmen and businesswomen.
3. Students should then read each other's slips of paper, and those who have business-related actions should switch with learners who have vacation-related actions.
4. Repeat the exercise as time permits.



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





Assessment Holiday Planning

1. Divide the class into pairs of students, and direct each group to list secular, as well as religious holidays.
2. Students should then write a short description of each holiday.
3. Collect papers and evaluate for content, correct word use, grammar, spelling, and sentence structure.



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



Being Creative Nightly Newscast

Students should have extra time at the end of this class period to begin their Nightly Newscast project for the Level 3 Review. Explain that students will be working on short presentations fashioned after news broadcasts. They may select their own topic for the presentation, which may include the areas of current events, politics, history, weather, sports, fashion, and entertainment. By the end of this session, learners should have chosen a topic and started working on an outline of discussion points. Advise students to bring their completed outline to the next class.



RAISE THE BAR

The *Night Newscast* activity will develop in stages and continue over several lessons.

Discuss the project with the class and determine the audience and set a timeline for project completion (see

U12 Lessons 4B, 4C, and U12 Lessons 5 F & G).

Set up a blog, wiki, Google, or other sharing site to centralize their work, so they may use technology to write their new reports. Here adults and peers may guide, review, edit, and revise the reports, and you can monitor progress. Ask students to post their outlines for the next class.

**Word of
the Day:**
during

**Vocabulary
Taught or
Reviewed:**

Buddhist
Christian
Hindu
Jewish
Muslim

Unit 12, Lesson 4, Part B

Describing Religions

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

- Describe features of songs that are associated with various religions.
- Discuss religious holidays.

Materials:

Songs that are associated with Christianity, Judaism, Buddhism, Hinduism, and Islam

Photos of symbols that represent holidays and religions, one per student

Focus

Music and Religion

Prepare Ahead:

- Songs that are associated with Christianity, Judaism, Buddhism, Hinduism, and Islam.

Play portions of each song and discuss musical features, as well as religious associations.



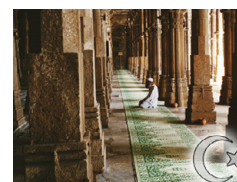
Bloom's Taxonomy: Comprehension
Multiple Intelligences: Musical-Rhythmic

Engage and Explore Religious Holidays

Prepare Ahead:

- Photos of symbols that represent religious holidays for each student.
On the back of each photo, write the name of the religion associated with the symbol.

1. Distribute a photo to each learner.
2. Write questions such as the following on the board, and direct students to find a partner and ask these questions of each other:
 - What type of holiday is being celebrated?
 - Who celebrates this holiday?
 - Why are you celebrating?





3. Students should then get into groups of four and present the details of their partner's holiday to the group.

4. Bring the class together and have students volunteer to present information about their assigned symbol.



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

Assessment Celebrations

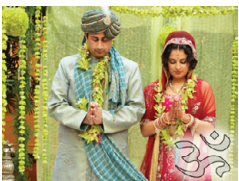
1. Direct students to write a paragraph that describes their own religious or cultural holidays and the ways in which they are celebrated.
2. Collect paragraphs and evaluate for content, correct word use, grammar, spelling, and sentence structure.



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

Being Creative Nightly Newscast

Have students use their completed outlines to begin writing their Nightly Newscast presentations. If learners would like to work with others to generate ideas, they should be encouraged to do so. Students should bring the first version of their rough drafts of presentations to the next class.



RAISE THE BAR

Have students work together to strengthen, edit, and revise their news reports, considering the assignment objective and audience. They should develop news stories in a clear, coherent way, using correct word use, grammar, spelling, and sentence structure. Where appropriate, they should use descriptive and precise language that communicates ideas clearly in a formal style. This continues to **Unit 12, Lesson 4, Part C.**

**Word of
the Day:**
ready

Vocabulary
Taught or
Reviewed:
its
ready

Unit 12, Lesson 4, Part C

Readiness

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

- Participate in question-and-answer sessions.
- Describe celebrations.

Quick-Start Review

Are You Ready?

1. Write the following on the board:
It's time to go to the _____. Are you ready to go?
2. Ask students this question and have them answer in the following format:
Yes, I'm ready to go to the _____.
No, I'm not ready to go to the _____.
Depending on their response, encourage learners to explain why they are ready or not ready to go.



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

Focus

Questions to the Answer

1. Divide the class into teams of three students, and state answers that use the word **ready** for questions that have yet to be asked. For example:
No, I am not ready to eat. I am not hungry.
Yes, he is ready to swim. He likes to swim in the ocean.
No, I am not ready to go to the parade. I am eating.
2. Learners should confer within their groups and in turn state their responses.
Award a point for a complete sentence, a point for a question, and a point for questions with the word **ready**. For example:
Are you ready to eat dinner? It's time to go.
Is he ready to swim? It's time to go.
Are you ready to go to the parade? It's time to go.
3. Continue as time permits. The team with the most points wins.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal



Unit 12, Lesson 4, Part D

Review

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

- Write an advertisement flyer for a festival or a parade.

Classroom Community

In-Class Activity–Festival Flyers

Prepare Ahead:

- Art materials.

1. Divide the class into groups of four students and direct them to design, write, and illustrate a flyer for a festival or a parade.
2. Suggest that flyers include directions, where the event is located (using cardinal directions as adjectives), a list of activities that will take place, and an explanation of why the event is being held.
3. Each group should then take a turn presenting its flyer to the class.



Community Connection

Out-of-Class Activity–Family Celebrations

1. Encourage students to discuss cultural celebrations with their relatives or friends. Learners should then write a paragraph that describes these celebrations.
2. Invite students to share their stories with the class during the next meeting.





Unit 12, Lesson 4, Part E

Journal Activity–Favorite Holiday

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

- Describe holidays they enjoy.



Being Creative Favorite Holiday

Have students write, in their journals, about their favorite holiday to celebrate. Learners should include details about the origin of the holiday and describe customs or traditions.

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



Unit 12, Lesson 4, Part F

American Cultural Activity–American Holidays

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

- Research, organize, and present information about holidays that are celebrated in the United States.

Materials:

Reference materials about American holidays

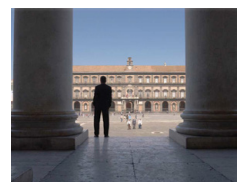
Connecting to Culture

American Holidays

1. After a discussion of holidays that are observed in the United States, divide the class into pairs of students and advise each group to select a holiday as a topic for a project.
2. Suggest that learners illustrate their projects and use various resources for their research. Advise groups to include information such as the following in their reports:
 - history of the holiday
 - when the holiday is observed
 - how the holiday is celebrated (include customs and traditions)
 - symbols or icons associated with the holiday
 - if the holiday is observed outside the United States
3. Students should then present their reports to the class.



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





Unit 12, Lesson 5, Part A

Enrichment Activity–Inventions

RAISE THE BAR

Offer students technology to plan, collaborate, produce, publish, and present their inventions. Have them create a master online calendar to plan meetings and track progress. Guide learners to use the technology's capacity to link to sources and information. Use this technology to monitor and evaluate their participation, progress, and final presentations.

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

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

Stretching the Imagination Inventions

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

Students will complete a project that requires them to invent something new. Inventions may be as practical or as whimsical as the inventors want them to be.





Unit 12, Lesson 5, Part B

Focused Activity–Vocabulary Roles

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

- Read various scripts that contain Unit vocabulary terms.

Materials:

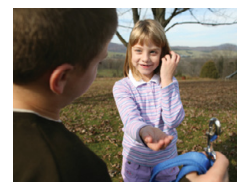
- Copies of vocabulary lists, one per student (See **Unit 12 word lists**)
- Copies of scripts, one per student (see **Appendix C**)
- Colored markers

Extra Help

Vocabulary Roles

1. Divide the class into pairs and distribute the word lists and scripts to the pairs.
Below are examples of the scripts.
Student 1: Did you vote in the election?
Student 2: Yes, I voted for Madeleine Saunders for president.
Student 1: I voted for Andrew Field for president. He was a soldier in the war.

Student 1: Have you ever eaten Indian food?
Student 2: Yes, I have. I do not like it more than Chinese food.
Student 1: I like Indian food because it is spicy.
2. After students highlight vocabulary terms with colored markers, they should take turns reading their scripts.
3. If time permits, have groups switch scripts and perform the new scenarios.





Unit 12, Lesson 5, Part D

Focused Activity–Active Grammar

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

- Write sentences using passive and active voice.

Extra Help

Active Grammar

Prepare Ahead:

- List of sentences written in the passive voice, such as the following:

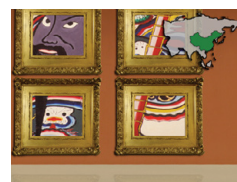
The cake was made by my mother.

This mosque was built in 1900 by a king.

The book was written in 1998 by Jane Taylor.

This show is watched in China.

1. Write sentences on the board.
2. As a group, rewrite sentences in the active voice.
3. If time permits, encourage students to work in partners to develop their own active- and passive-voice sentence pairs. Ask volunteers to share their sentences with the class.





Unit 12, Lesson 5, Part E

Focused Activity–Listening for Cultures

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

- Identify target words.

Materials:

Download script **Track 16**

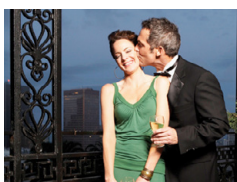
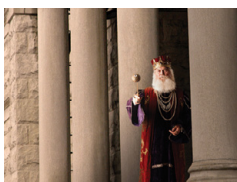
Extra Help

Listening for Cultures

1. Play the script below and have students raise their right hand every time they hear the name of a country (in noun or adjective form). Learners should raise their left hand every time they hear the name of a religion (in noun or adjective form).
2. The first student to raise his hand receives a point, and the first person with five points wins.
3. Play the script again and ask questions such as, "What types of food are eaten with rice?"

Script:

In India, many people eat spicy food. Indian food has a lot of vegetables because their food does not always have meat in it. Indian food is sometimes eaten with rice, like Japanese food and Chinese food. In Japan, people eat a lot of fish. Japan is near China, and in China, many Chinese people are Buddhist. There are many Buddhist holidays, with many Buddhist countries celebrating different ones. In the United Kingdom, many people like Indian food and Chinese food. In the United States, many American people eat Italian food and Mexican food.



Unit 12, Lesson 5, Part F

Level 3 Review: Nightly Newscast–Part 1

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

- Write, edit, and review original presentations on the topic of their choice.

Classroom Community

Nightly Newscast–Part 1

1. Have students work on the latest drafts of their newscast scripts.
2. Advise learners to discuss their work with others.
3. When students are satisfied with the content and quality of their project, they should rehearse their scripts with each other.
4. By the next class session, learners should have their final scripts completed and should be prepared to perform their monologues for the class.





Unit 12, Lesson 5, Part G

Level 3 Review: Nightly Newscast–Part 2

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

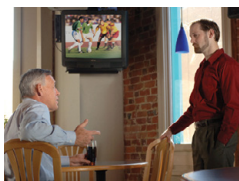
- Present a monologue in the style of a newscast.



Classroom Community

Nightly Newscast–Part 2

After organizing students' monologues by topic, have the class perform its Nightly Newscast.



RAISE THE BAR

For the final presentation of the *Nightly Newscast*, students may organize presentations as a news show with a moderator, and pre-record the entire program to present to the class or post to the school website or blog. Alternatively, have students record live monologue presentations and post for constructive feedback, and have peers critique presentation skills.



Index of Lesson Activities

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
9.1a	6	Spatial Prepositions	Acting Up	10	Easy	Application	Visual-Spatial
9.1a	7	Spatial Prepositions	Drawing Board	20	Medium	Analysis	Visual-Spatial
9.1a	7	Spatial Prepositions	Creative Collaborations	15	Medium	Synthesis	Visual-Spatial
9.1b	8	Easy and Difficult	Easy and Difficult Tasks	5	Medium	Application	Visual-Spatial
9.1b	9	Easy and Difficult	Questions and Answers	30	Medium	Analysis	Interpersonal
9.1b	9	Easy and Difficult	Easy and Difficult Skills	10	Medium	Evaluation	Interpersonal
9.1c	10	Each Other, Looks Like, and One	Who Do You Look Like?	10	Medium	Analysis	Interpersonal
9.1c	10	Each Other, Looks Like, and One	Quizzical Questions	20	Medium	Analysis	Verbal-Linguistic
9.1c	11	Each Other, Looks Like, and One	One Looks Like the Other	15	Medium	Synthesis	Intrapersonal
9.1d	12	Journal Activity–Someday	Someday				
9.1e	13	International Cultural Activity–World Images	World Images	45	Moderate	Evaluation	Visual-Spatial
9.2a	16	Things in the Kitchen	Our Kitchens	10	Medium	Application	Verbal-Linguistic
9.2a	17	Things in the Kitchen	Where Does It Go?	25	Medium	Synthesis	Visual-Spatial
9.2a	17	Things in the Kitchen	Kitchen Sentences	10	Medium	Evaluation	Interpersonal
9.2b	18	Cleaning the House	Cleaning Schedule	10	Medium	Application	Interpersonal
9.2b	19	Cleaning the House	Cleaning the House	20	Medium	Synthesis	Logical-Mathematical
9.2b	19	Cleaning the House	When Do You Clean?	15	Medium	Synthesis	Verbal-Linguistic
9.2c	20	My Dream House	Full or Empty?	5	Easy	Application	Interpersonal
9.2c	21	My Dream House	Designing My House	25	Medium	Synthesis	Visual-Spatial
9.2c	21	My Dream House	Describing My House	15	Medium	Analysis	Intrapersonal
9.2d	22	Review	In-Class Activity–House for Sale	25			
9.2d	23	Review	Out-of-Class Activity–Sales Pitch				
9.2e	24	Journal Activity–My Room	My Room				
9.3a	28	Athletics	Strength Training	10	Medium	Application	Interpersonal
9.3a	29	Athletics	Biographies	25	Medium	Synthesis	Interpersonal
9.3a	29	Athletics	Sports Practice	10	Medium	Synthesis	Verbal-Linguistic
9.3b	30	Always and Never	Vocabulary Relay	15	Medium	Analysis	Bodily-Kinesthetic
9.3b	31	Always and Never	Sentence Starters	20	Medium	Synthesis	Visual-Spatial
9.3b	31	Always and Never	Reading Practice	10	Medium	Application	Visual-Spatial
9.3c	32	Journal Activity–Habits	Habits				
9.3d	33	American Cultural Activity–Photographic History	Photographic History	45	Moderate	Evaluation	Visual-Spatial
9.4a	36	Parts of the Body	Simon Says	10	Medium	Application	Bodily-Kinesthetic
9.4a	37	Parts of the Body	Body Collage	20	Medium	Synthesis	Visual-Spatial
9.4a	37	Parts of the Body	See You at the Airport!	15	Medium	Synthesis	Verbal-Linguistic
9.4b	38	Injuries and Ailments	What Hurts?	10	Medium	Analysis	Bodily-Kinesthetic
9.4b	39	Injuries and Ailments	Anatomy of an Illness	25	Medium	Evaluation	Interpersonal
9.4b	39	Injuries and Ailments	Trip to the Doctor	10	Medium	Synthesis	Intrapersonal
9.4c	40	At the Hospital	Discussing Frequency	5	Medium	Application	Verbal-Linguistic
9.4c	41	At the Hospital	In the Emergency Room	25	Moderate	Synthesis	Interpersonal
9.4c	41	At the Hospital	Talking Doctors	20	Medium	Evaluation	Bodily-Kinesthetic
9.4d	42	Review	In-Class Activity–Medical Reporting	25			
9.4d	42	Review	Out-of-Class Activity–Interviewing Patients				
9.4e	43	Journal Activity–Emergency Plans	Emergency Plans				
9.5a	44	Focused Activity–Listening About Ralph's Injury	Listening About Ralph's Injury	40	Medium		
9.5b	46	Focused Activity–Grammar Drawings	Grammar Drawings	25	Easy		
9.5c	47	Focused Activity–Vocabulary Lists	Vocabulary Lists	25	Easy		

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
10.1a	54	No One, Everyone, and Enough	All or Nothing	10	Medium	Application	Bodily-Kinesthetic
10.1a	55	No One, Everyone, and Enough	Organizational Skills	20	Medium	Application	Visual-Spatial
10.1a	55	No One, Everyone, and Enough	Family Dinner	15	Medium	Application	Verbal-Linguistic
10.1b	56	Win and Lose	Sentence Skills	10	Medium	Application	Verbal-Linguistic
10.1b	57	Win and Lose	Daily Sports Review	20	Medium	Analysis	Verbal-Linguistic
10.1b	57	Win and Lose	The Game	15	Medium	Synthesis	Intrapersonal
10.1c	58	Probably and Although	Smart Spending	5	Medium	Analysis	Logical-Mathematical
10.1c	59	Probably and Although	Let's Sell This	25	Moderate	Synthesis	Interpersonal
10.1c	59	Probably and Although	Showtime	15	Medium	Application	Bodily-Kinesthetic
10.1d	60	Journal Activity–Win, Lose, Write!	Win, Lose, Write!				
10.2a	62	Continents and Life Events	Continent Roll Call	5	Medium	Application	Interpersonal
10.2a	63	Continents and Life Events	Life and Death	25	Moderate	Analysis	Bodily-Kinesthetic
10.2a	63	Continents and Life Events	Writing About Life	15	Medium	Application	Verbal-Linguistic
10.2b	64	Fear and Hope	Speaking About Stories	10	Easy	Application	Interpersonal
10.2b	65	Fear and Hope	Emotions	20	Medium	Analysis	Verbal-Linguistic
10.2b	65	Fear and Hope	Hopeful Times	15	Medium	Synthesis	Intrapersonal
10.2c	66	Soon, Ago, and Already	Birthday Memory	10	Medium	Application	Visual-Spatial
10.2c	67	Soon, Ago, and Already	Time Travels	25	Medium	Application	Verbal-Linguistic
10.2c	67	Soon, Ago, and Already	My Plans	10	Medium	Synthesis	Intrapersonal
10.2d	68	Review	In-Class Activity–Historic Figures	30			
10.2d	68	Review	Out-of-Class Activity–Family Tree				
10.2e	69	Journal Activity–Changes	Changes				
10.2f	70	International Cultural Activity–Customs and...	Customs and Traditions	45	Moderate	Analysis	Naturalist
10.3a	72	Cardinal Directions	Land Locales	10	Medium	Analysis	Bodily-Kinesthetic
10.3a	73	Cardinal Directions	Locations	40	Moderate	Application	Visual-Spatial
10.3a	73	Cardinal Directions	Treasure Map	10	Medium	Synthesis	Intrapersonal
10.3b	74	Plant Life	Guess That Plant!	10	Medium	Application	Visual-Spatial
10.3b	75	Plant Life	Word Web	25	Medium	Analysis	Naturalist
10.3b	75	Plant Life	Climates of the World	10	Medium	Synthesis	Intrapersonal
10.3c	76	Possessive Pronouns	Whose Car Is Whose?	10	Medium	Analysis	Visual-Spatial
10.3c	77	Possessive Pronouns	Famous Landmarks	25	Medium	Analysis	Logical-Mathematical
10.3c	77	Possessive Pronouns	Possessing Your Pronouns	20	Medium	Synthesis	Verbal-Linguistic
10.3d	78	Journal Activity–All Living Things	All Living Things				
10.3e	79	American Cultural Activity–Regional Charm	Regional Charm	45	Medium	Synthesis	Visual-Spatial
10.4a	82	Animals	Know Your Creatures	10	Medium	Application	Visual-Spatial
10.4a	83	Animals	Animal Comparisons	40	Moderate	Analysis	Logical-Mathematical
10.4a	83	Animals	Animal Homes	10	Medium	Synthesis	Naturalist
10.4b	84	Beautiful, Ugly, and Dangerous	Beautiful But Dangerous	10	Medium	Evaluation	Visual-Spatial
10.4b	85	Beautiful, Ugly, and Dangerous	Judgment Calls	20	Moderate	Evaluation	Verbal-Linguistic
10.4b	85	Beautiful, Ugly, and Dangerous	A Place of Distinction	15	Medium	Evaluation	Intrapersonal
10.4c	86	Ownership	Unusual Pets	5	Medium	Application	Visual-Spatial
10.4c	87	Ownership	Assigned Objects	25	Moderate	Analysis	Bodily-Kinesthetic
10.4c	87	Ownership	Object of My Affection	15	Medium	Synthesis	Verbal-Linguistic
10.4d	88	Review	In-Class Activity–Wildlife Brochures	30			
10.4d	88	Review	Out-of-Class Activity–Wildlife Sentences				
10.4e	89	Journal Activity–Amazing Animals	Amazing Animals				
10.5a	90	Enrichment Activity–Coat of Arms	Coat of Arms				
10.5b	91	Focused Activity–Animal Vocabulary	Animal Vocabulary	25	Easy		
10.5c	92	Focused Activity–As Simple as a Simile	As Simple as a Simile	30	Medium		
10.5d	93	Focused Activity–Owning Grammar	Owning Grammar	25	Easy		
10.5e	94	Focused Activity–Listening for Clues	Listening for Clues	25	Easy		

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
11.1a	100	Conversational Vocabulary	What Do You Think?	10	Medium	Application	Interpersonal
11.1a	100	Conversational Vocabulary	We'll Help Ourselves	15	Easy	Application	Verbal-Linguistic
11.1a	101	Conversational Vocabulary	Creating the Blanks	25	Medium	Synthesis	Verbal-Linguistic
11.1a	101	Conversational Vocabulary	Filling in the Blanks	10	Medium	Evaluation	Intrapersonal
11.1b	102	Present Perfect–Part 1	Tense Focus	10	Moderate	Application	Interpersonal
11.1b	103	Present Perfect–Part 1	Stretching the Imagination	20	Moderate	Synthesis	Intrapersonal
11.1b	103	Present Perfect–Part 1	Sentence Selections	15	Medium	Application	Interpersonal
11.1c	104	Present Perfect–Part 2	Present Perfect Sentences	10	Medium	Application	Interpersonal
11.1c	105	Present Perfect–Part 2	Filling in the Blanks	20	Medium	Application	Verbal-Linguistic
11.1c	105	Present Perfect–Part 2	Sentence Repairs	15	Moderate	Evaluation	Interpersonal
11.1d	106	Journal Activity–Present Perfect Passage	Present Perfect Passage				
11.1e	107	American Cultural Activity–Emerson and Thoreau	Emerson and Thoreau	45	Difficult	Synthesis	Intrapersonal
11.2a	110	Buying and Selling	Exchanging Your Money	5	Medium	Analysis	Logical-Mathematical
11.2a	110	Buying and Selling	Shopping Spree	25	Moderate	Synthesis	Visual-Spatial
11.2a	111	Buying and Selling	Bought and Sold	15	Medium	Analysis	Logical-Mathematical
11.2b	112	Words for Packing	My Backpack	5	Medium	Application	Visual-Spatial
11.2b	113	Words for Packing	Getting Ready for School	25	Medium	Analysis	Visual-Spatial
11.2b	113	Words for Packing	(Un)Packing Timeline	15	Medium	Analysis	Intrapersonal
11.2c	114	The Conditional	All the Money in the World	10	Medium	Analysis	Interpersonal
11.2c	114	The Conditional	Filling in the Verbs	20	Medium	Analysis	Verbal-Linguistic
11.2c	115	The Conditional	Practicing the Conditional	15	Medium	Synthesis	Verbal-Linguistic
11.2d	116	Review	In-Class Activity–Describe and Draw	25			
11.2d	116	Review	Out-of-Class Activity–My Family Characters				
11.2e	117	Journal Activity–Planning a Vacation	Planning a Vacation				
11.3a	120	Fractions	Cutting a Pie	10	Medium	Application	Visual-Spatial
11.3a	121	Fractions	Fraction Expedition	20	Medium	Application	Logical-Mathematical
11.3a	121	Fractions	Writing About Fractions	15	Medium	Analysis	Visual-Spatial
11.3b	122	Measurements and Weights	Measuring the Class	10	Medium	Application	Interpersonal
11.3b	123	Measurements and Weights	How Long, Wide, or Tall?	20	Medium	Application	Logical-Mathematical
11.3b	123	Measurements and Weights	Writing About Size	15	Medium	Synthesis	Verbal-Linguistic
11.3c	124	Comparisons	Almost as Much	10	Medium	Analysis	Bodily-Kinesthetic
11.3c	124	Comparisons	I did It Myself	15	Easy	Application	Verbal-Linguistic
11.3c	125	Comparisons	Similar Measurements	20	Medium	Synthesis	Interpersonal
11.3c	125	Comparisons	Two by Two	15	Medium	Application	Verbal-Linguistic
11.3d	126	Journal Activity–Measuring at Home	Measuring at Home				
11.3e	127	International Cultural Activity–International Cuisine	International Cuisine	45	Moderate	Synthesis	Interpersonal
11.4a	130	Tools of the Trade	What Are Tools?	10	Medium	Application	Verbal-Linguistic
11.4a	131	Tools of the Trade	Something You Use	25	Medium	Application	Visual-Spatial
11.4a	131	Tools of the Trade	Tool Time	15	Medium	Analysis	Verbal-Linguistic
11.4b	132	Ripe and Rotten, Fresh and Frozen	Ripe, Not Rotten!	10	Medium	Analysis	Interpersonal
11.4b	133	Ripe and Rotten, Fresh and Frozen	Shopping for the Chef	25	Moderate	Evaluation	Interpersonal
11.4b	133	Ripe and Rotten, Fresh and Frozen	Summarizing for the Chef	10	Medium	Analysis	Verbal-Linguistic
11.4c	134	Cooks in the Kitchen	What's Cooking?	10	Medium	Application	Verbal-Linguistic
11.4c	135	Cooks in the Kitchen	Writing Recipes	25	Medium	Synthesis	Intrapersonal
11.4c	135	Cooks in the Kitchen	Recipe Reviewers	15	Medium	Application	Verbal-Linguistic
11.4d	136	Review	In-Class Activity–Step-by-Step Instructions	35			
11.4d	136	Review	Out-of-Class Activity–Built in the Past				
11.4e	137	Journal Activity–Measuring Accurately	Measuring Accurately				
11.5a	138	Focused Activity–Grammatically Correct	Grammatically Correct	25	Easy		
11.5b	139	Focused Activity–Rewriting Sentences	Rewriting Sentences	25	Easy		
11.5c	140	Focused Activity–Listening Attentively	Listening Attentively	25	Easy		
11.5d	141	Focused Activity--Reflexive or Intensive?	Reflexive or Intensive?	20	Easy		

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
12.1a	146	Nationalities	Finding Your Place	10	Medium	Application	Bodily-Kinesthetic
12.1a	147	Nationalities	Cultural Awareness	25	Medium	Synthesis	Verbal-Linguistic
12.1a	147	Nationalities	Group Interactions	10	Medium	Synthesis	Verbal-Linguistic
12.1b	148	Political Terminology	Popular Politics	10	Medium	Analysis	Verbal-Linguistic
12.1b	149	Political Terminology	Political Word Web	25	Medium	Analysis	Logical-Mathematical
12.1b	149	Political Terminology	News Summary	10	Medium	Synthesis	Verbal-Linguistic
12.1c	150	The Media	Staying Informed	10	Medium	Analysis	Logical-Mathematical
12.1c	151	The Media	Media Debate	20	Medium	Evaluation	Verbal-Linguistic
12.1c	151	The Media	Media Influence	15	Medium	Analysis	Verbal-Linguistic
12.1d	152	Journal Activity–Sharing Cultures	Sharing Cultures				
12.1e	153	International Cultural Activity–Politics	Politics	45	Moderate	Synthesis	Interpersonal
12.2a	156	Language and Business	Language Learning	10	Medium	Application	Interpersonal
12.2a	157	Language and Business	Twenty Questions for Work	25	Medium	Analysis	Logical-Mathematical
12.2a	157	Language and Business	Language for Life	10	Medium	Analysis	Verbal-Linguistic
12.2b	158	Passive Voice	Passive Voice Practice	10	Medium	Application	Verbal-Linguistic
12.2b	159	Passive Voice	Scavenger Hunt	25	Medium	Synthesis	Verbal-Linguistic
12.2b	159	Passive Voice	Book Review	10	Easy	Application	Verbal-Linguistic
12.2c	160	Agreements and Disagreements	Living Menu	10	Medium	Analysis	Naturalist
12.2c	161	Agreements and Disagreements	True or False	20	Medium	Synthesis	Verbal-Linguistic
12.2c	161	Agreements and Disagreements	Lessons Learned	15	Medium	Synthesis	Verbal-Linguistic
12.2d	162	Review	In-Class Activity–Telephone	30			
12.2d	162	Review	Out-of-Class Activity–Media Versus Media				
12.2e	163	Journal Activity–Business Plan	Business Plan				
12.3a	166	Quantity and Affirmations	Sharing Time	10	Medium	Application	Logical-Mathematical
12.3a	167	Quantity and Affirmations	Too Much or Too Many?	20	Medium	Application	Bodily-Kinesthetic
12.3a	167	Quantity and Affirmations	Say Okay	15	Medium	Synthesis	Verbal-Linguistic
12.3b	168	Remembering and Since	Find Your Match	10	Medium	Analysis	Interpersonal
12.3b	169	Remembering and Since	Remembering When	20	Medium	Application	Verbal-Linguistic
12.3b	169	Remembering and Since	Compound Sentences	15	Medium	Application	Intrapersonal
12.3c	170	Cardinal Directions as Adjectives	Sports Quiz	10	Medium	Application	Visual-Spatial
12.3c	171	Cardinal Directions as Adjectives	Mapping Out Answers	20	Medium	Application	Visual-Spatial
12.3c	171	Cardinal Directions as Adjectives	Home Again	15	Medium	Synthesis	Visual-Spatial
12.3d	172	Journal Activity–Learning Something New	Learning Something New				
12.4a	174	Celebrating Holidays	Reasons to Celebrate	5	Medium	Analysis	Naturalist
12.4a	174	Celebrating Holidays	Business Trips	15	Medium	Analysis	Verbal-Linguistic
12.4a	175	Celebrating Holidays	Holiday Planning	10	Medium	Analysis	Verbal-Linguistic
12.4a	175	Celebrating Holidays	Nightly Newscast	15			
12.4b	176	Describing Religions	Music and Religion	5	Medium	Comprehension	Musical-Rhythmic
12.4b	176	Describing Religions	Religious Holidays	15	Medium	Analysis	Visual-Spatial
12.4b	177	Describing Religions	Celebrations	15	Medium	Synthesis	Verbal-Linguistic
12.4b	177	Describing Religions	Nightly Newscast	15			
12.4c	178	Readiness	Are You Ready?	5	Easy	Application	Verbal-Linguistic
12.4c	178	Readiness	Questions to the Answer	20	Medium	Analysis	Interpersonal
12.4c	179	Readiness	Parades of the Past	10	Medium	Synthesis	Intrapersonal
12.4c	179	Readiness	Nightly Newscast	15			
12.4d	180	Review	In-Class Activity–Festival Flyers	30			
12.4d	180	Review	Out-of-Class Activity–Family Celebrations				
12.4e	181	Journal Activity–Favorite Holiday	Favorite Holiday				
12.4f	182	American Cultural Activity–American Holidays	American Holidays	45	Moderate	Synthesis	Verbal-Linguistic
12.5a	184	Enrichment Activity–Inventions	Inventions				
12.5b	186	Focused Activity–Vocabulary Roles	Vocabulary Roles	25	Easy		
12.5c	187	Focused Activity–Speaking Answers	Speaking Answers	25	Easy		
12.5d	188	Focused Activity–Active Grammar	Active Grammar	25	Easy		
12.5e	189	Focused Activity–Listening for Cultures	Listening for Cultures	25	Easy		
12.5f	190	Level 3 Review: Nightly Newscast–Part 1	Nightly Newscast–Part 1	45			
12.5g	191	Level 3 Review: Nightly Newscast–Part 2	Nightly Newscast–Part 2	45			

Word Lists

English (American) – Level 3



Education



Unit 9 Word Lists

Unit 9 Lesson 1

catch
caught
climb
difficult
each other
easy
fence
garden
jump
look like
onto
over
pool
repair
threw
throw

Unit 9 Lesson 2

bathtub
ceiling
couch
counter
dishwasher
empty
floor
full
glass
refrigerator
rug
shower
stove
sweep
swept
take a bath
take a shower
take out the trash
trash can
vacuum

Unit 9 Lesson 3

always
exercise
leave
never
place
practice
should
someone
sometimes
strong
team
violin

Unit 9 Lesson 4

arm
bandage
be careful
degrees
ear
elbow
eye
fall
fell
head
hurt
knee
leg
mouth
nose
once
stomach
temperature
time
twice

What happened?
What's the matter?

Unit 10 Word Lists

Unit 10 Lesson 1

although	been
enough	born
everyone	build
everything	built
if	congratulations
lose	continent
lost	dead
nothing	driven
probably	Europe
win	finish
won	funeral
	get married
	grandparents

Unit 10 Lesson 2

about	hope
afraid	marry
Africa	north
ago	North America
already	soon
Antarctica	south
Asia	South America
	think about

together
wedding
You have my/our
condolences.

Unit 10 Lesson 3

Arctic Ocean
Atlantic Ocean
between
desert

east
fire
Germany
grow
hold
ice
Indian Ocean
United Kingdom
Mexico
mine
ours

Pacific Ocean
plant
rain forest
said
sand
say
Spain
west
whose

Unit 10 Lesson 4

beautiful
bird
camel
chicken
cow
dangerous
duck
elephant
fly
frog

insect
monkey
penguin
shark
sheep
snake
tiger
touch
ugly
whale

Unit 12 Word Lists

Unit 12 Lesson 1

America	news
Australian	president
believe	queen
Egyptian	soldier
election	vote
flag	war
food	
French	
German	
India	
internet	
Italian	
Japanese	
king	
magazine	
Mexican	
prime minister	

Unit 12 Lesson 2

agree
also
businessman
businesswoman
company
disagree
discover
language
really
Spanish
thought

Unit 12 Lesson 3

again
eastern
ever
forget
forgot
learn
northern
remember
since
southern
western

Unit 12 Lesson 4

Buddhist
business
celebrate
Christian
church
during
Hindu
holiday
Jewish
Let's go.
Muslim
parade
ready
rode
saw
worn

Handwriting practice lines consisting of 25 horizontal lines.

Samples & Handouts

English (American) – Level 3

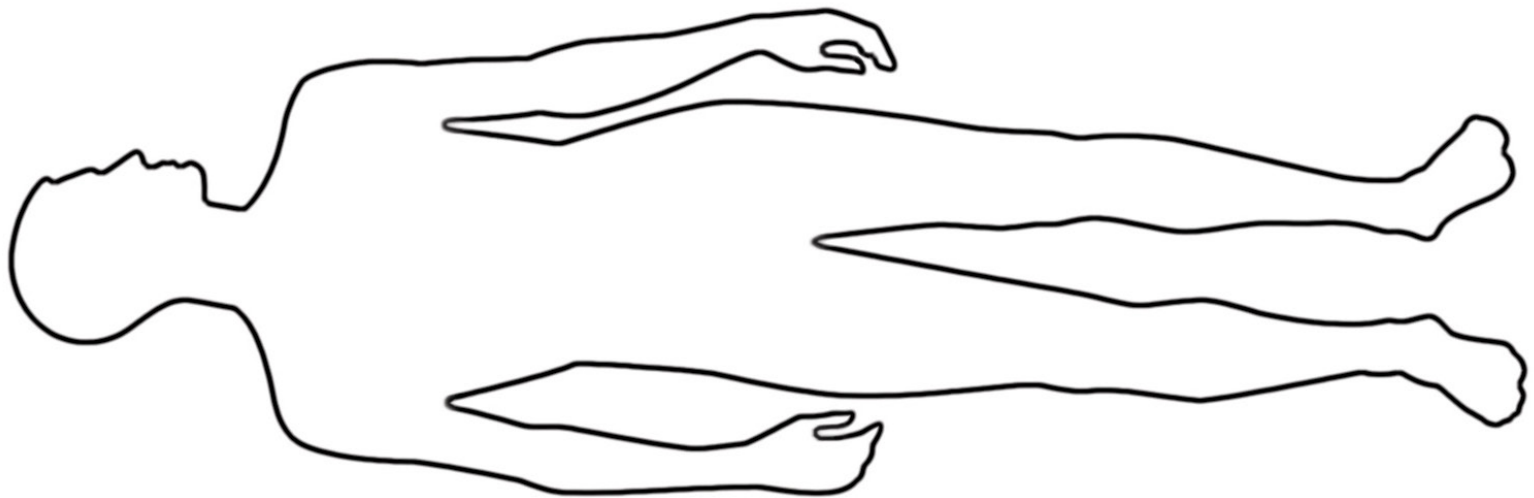


Education



Unit 9, Lesson 3, Appendix A

1. I like to play soccer, but sometimes I like to play tennis, too.
2. Do you know someone who can fix my cell phone?
3. I've never been to New York, but someday I'll go there.
4. I have something in my pocket.
5. I want to give something to my friend, because she has been very nice to me.
6. Someone called you today, but I don't know what her name was.
7. We can go to the beach someday soon if you want.
8. Robert wants someone to go with him to the museum.
9. We always go fishing at the river, but sometimes we go to the lake, too.
10. The manager wants someone to work late today.
11. The sink is really dirty. We need something to clean it with.
12. Michael likes to do his homework after school, but sometimes he waits until after dinner.
13. My brother is looking for someone to give him a ride to baseball practice.
14. I want to travel to the moon someday, but I'll have to study hard first.
15. Now I can make cookies, but someday I'll be able to make cakes, too.
16. Have you seen John? Someone said he went home.
17. This is really difficult. But if I keep trying, someday it will be easy.
18. The weather is nice in the summer, but sometimes it is too hot.
19. He bought his wife something very expensive for her birthday.
20. They will find what they're looking for someday.



Unit 9, Lesson 5, Appendix C

Ralph has to go to the hospital because he got hurt while playing soccer earlier today. Ralph is one of the best players on his high school's soccer team. He was practicing and ran too fast during a training drill today. As a result, he fell and hurt his leg. He needs to see a doctor who can bandage his leg and make sure nothing is broken. His mother is driving very fast to get him to the hospital as quickly as possible. Ralph hopes that the doctor will be able to fix his leg, because there's a big game coming up on Saturday. The doctor examines Ralph's leg and tells him he will need to be very careful. He will have to walk slowly and take the medicine that the doctor gives him. Ralph asks the doctor if he will be able to play soccer on Saturday, but the doctor shakes his head. He says that Ralph will not be able to play soccer for two weeks while his leg is healing. Ralph is saddened by this news, but he decides that he can still watch the game even if he cannot play in it.

Unit 9, Lesson 5, Appendix D

1. What was Ralph doing when he got hurt?
2. How did Ralph get hurt?
3. Where is Ralph hurt?
4. Who drives Ralph to the hospital?
5. How good is Ralph on his team?
6. When will Ralph be able to play?
7. When is the big game?
8. Why is Ralph worried about the big game?
9. What does a "big" game mean?
10. Why does the doctor shake his head when Ralph asks him if he will be able to play soccer on Saturday?

Unit 10, Lesson 3, Appendix A

Copy and cut along lines.

JAPAN	BRAZIL	EGYPT
FRANCE	RUSSIA	ITALY
AUSTRALIA	SPAIN	UNITED STATES
INDIA	THAILAND	CHINA
GERMANY	CANADA	SAUDIA ARABIA
MEXICO	UNITED KINGDOM	SOUTH AFRICA

Unit 10, Lesson 5, Appendix B

"The girls meantime spread the table, set the children round the fire, and fed them like so many hungry birds..." *Little Women* by Louisa May Alcott.

"Her romantic mind was like the tiny boxes, one within the other, that come from the puzzling East..." *Peter Pan* by J.M. Barrie.

"In the eastern sky there was a yellow patch like a rug laid for the feet of the coming sun..." *The Red Badge of Courage* by Stephen Crane.

Unit 11, Lesson 1, Appendix A

myself	yourself	himself	herself	itself
ourselves	yourselves	themselves		

1. He cut _____ with a knife.
2. I washed _____ with soap.
3. The cat cleaned _____ with its tongue.
4. She looked at _____ in the mirror.
5. We listened to _____ on the radio.
6. You and your friends can't do this by _____; you should ask for help.
7. He can see _____ in the window.
8. Did you send _____ a copy of the e-mail?
9. My friends like to talk about _____.
10. I live by _____.

Unit 11, Lesson 1, Appendix B

1. I (clean) **have cleaned** my room twice this week.
2. _____ your boyfriend (repair) _____ the dishwasher?
3. She (practice) _____ not _____ as many times as she needs.
4. I (read) _____ ten books this year.
5. My parents (write) _____ four letters this month.
6. She (teach) _____ art for twenty-five years.
7. We (know) _____ each other for fifty years.
8. My mother (buy) _____ not _____ a new car.
9. _____ you (eat) _____ breakfast?
10. We (meet) _____ each other already.
11. How many games _____ the team (win) _____ this year?

Unit 11, Lesson 1, Appendix C

Excerpt from *The Garden* by Ralph Waldo Emerson

Many things the garden shows,
And pleased I stray
From tree to tree
Watching the white pear-bloom,
Bee-infested quince or plum.
I could walk days, years, away
Till the slow ripening, secular tree
Had reached its fruiting-time,
Nor think it long.

Solar insect on the wing
In the garden murmuring,
Soothing with thy summer horn
Swains by winter pinched and worn.

Excerpt from *Walden* by Henry David Thoreau

When I first paddled a boat on Walden, it was completely surrounded by thick and lofty pine and oak woods, and in some of its coves grape-vines had run over the trees next the water and formed bowers under which a boat could pass. The hills which form its shores are so steep, and the woods on them were then so high, that, as you looked down from the west end, it had the appearance of an amphitheater for some land of sylvan spectacle. I have spent many an hour, when I was younger, floating over its surface as the zephyr willed, having paddled my boat to the middle, and lying on my back across the seats, in a summer forenoon, dreaming awake, until I was aroused by the boat touching the sand, and I arose to see what shore my fates had impelled me to; days when idleness was the most attractive and productive industry.

Unit 11, Lesson 2, Appendix D

1. Will his team win (win) the game if he catches (catch) the ball?

His team will win the game if he catches the ball.

2. If you _____ (go) downtown, then you will _____ (see) the statue.

3. My brother will _____ (be) late for the bus if he _____ (do) not _____ (arrive) soon.

4. She would not _____ (be) hungry if she _____ (have) a sandwich.

5. If I _____ (have) a book, it would be more interesting to sit here.

6. If you clean your room, then you _____ (will/would) probably find your keys.

7. Will you _____ (play) a game with me if I _____ (clean) your room?

8. I _____ (will/would) carry your camera if _____ (have) room in my backpack.

9. _____ (Will/Would) they be wet if they _____ (have) umbrellas?

Unit 11, Lesson 2, Appendix D (continued)

10. If there _____ (be) an ATM near here, I would have cash.

11. He would not _____ (have) to walk if he _____ (have) a car.

12. If we _____ (buy) tickets, we _____ (will/would) be able to watch the game.

13. If she _____ (have) more money, she would _____ (buy) her husband a watch.

14. _____ (Be) it polite to talk on the phone if you _____ (be) in the library?

15. If I had more room in my suitcase, I _____ (will/would) put your black dress in it.

16. If an older person _____ (get) on the subway, it _____ (be) polite to give them your seat.

17. I _____ (will/would) be able to carry your books if I had a bigger backpack.

Unit 11, Lesson 3, Appendix E

myself	yourself	himself	herself	itself
ourselves	yourselves	themselves		

1. Jenny and I measured the table _____, and it was six feet long.
2. I _____ gave him the book. I know he has it.
3. The students _____ are painting the picture on the school room wall.
4. My mother saw the president _____ at the airport.
5. The cat _____ caught the mouse.
6. I wanted to help Amy, but she wants do it _____.
7. You and the other students can buy the books _____.
8. Did you cook that _____?

Unit 11, Lesson 5, Appendix F

1. We have (known / know) each other for fifty years.
2. I have already (clean / cleaned) my room twice this week.
3. (If / Then) I have enough money, (if / then) I will buy a new bicycle.
4. (If / Then) he had a car, he (will / would) not have to walk to work.
5. I like (many / only) types of vegetables, but my brother (many / only) likes carrots.
6. The scale is (at / on / in) the grocery store.
7. The scale is (at / on / in) our bathroom.
8. The scale is (at / on / in) the floor.
9. How (much / many) slices of pizza would you like?
10. I want as (much / many) milk as you have.

Unit 11, Lesson 5, Appendix G

Example: This chicken costs less than this pizza does.

This chicken weighs more than that pizza weighs.

1. This is the right ball for playing soccer.

2. She doesn't think that her boyfriend cooks well.

3. The students are carrying their backpacks.

4. If they had umbrellas, they would not be wet.

5. This person weighs one hundred forty pounds.

6. Our table is three feet long by twenty-three inches wide.

7. They're using scissors and tape to repair the map.

8. Bake the cake in the oven for one hour at three hundred fifty degrees.

Unit 11, Lesson 5, Appendix H

___ I 1. He didn't think the book was that heavy. But I weighed it myself, and it weighed two pounds.

___ 2. My brother wrote _____ a note to call his friend.

___ 3. Her younger sister took the photo _____.

___ 4. The waitress _____ said that the chicken soup tasted good.

___ 5. The police officers got _____ on their horses.

___ 6. The dog opened the door by _____.

___ 7. The president _____ answered her letter!

___ 8. My friends and I bought _____ tickets to the music concert.

___ 9. The animal ate all the food _____.

___ 10. You and the other teachers must check the tests _____.

___ 11. My parents ate the whole pizza _____.

___ 12. I wanted to go with you, but you went by _____.

Unit 12, Lesson 3, Appendix A

Copy and cut along lines.

Baseball

Basketball

Football

New York Yankees	Los Angeles Lakers	Chicago Bears
San Francisco Giants	Miami Heat	Dallas Cowboys
Pittsburgh Pirates	Indianapolis Pacers	Cincinnati Bengals
Seattle Mariners	San Antonio Spurs	Phoenix Cardinals
Milwaukee Brewers	Salt Lake City Jazz	Kansas City Chiefs
Baltimore Orioles	Boston Celtics	Minneapolis- Saint Paul Vikings
St. Louis Cardinals	Atlanta Hawks	Denver Broncos

Unit 12, Lesson 4, Appendix B

Copy and cut along lines.

read important papers	eat lunch on the beach	carry a briefcase
visit a company	go shopping	eat lunch with a businesswoman
wear a suit	wear a swimsuit	carry a backpack
use a laptop	go skiing	go camping in the rain forest
call a businessman	visit a museum	call your manager
sell something	taste new foods	ride a sailboat
visit a factory	meet your friends	see the office
wake up early	sleep late	wear sandals

Unit 12, Lesson 5, Appendix C

Student 1: Did you vote in the election?

Student 2: Yes, I voted for Madeleine Saunders for president.

Student 1: I voted for Andrew Field for president. He was a soldier in the war.

Student 1: Have you ever eaten Indian food?

Student 2: Yes, I have. I do not like it more than Chinese food.

Student 1: I like Indian food because it is spicy.

Student 1: How many languages do you speak?

Student 2: I speak Spanish and German, and now I'm learning English.

Student 1: I'm learning English, too. But I'm also studying Japanese.

Student 1: Is there a prime minister in your country?

Student 2: No, we have a president. Does your country have a king and queen?

Student 1: No, we have a president, too. He is elected every four years.

Student 1: I think Mexico has a big religious holiday on May fifth.

Student 2: I disagree. It is a celebration in the Mexican city of Puebla, but it is not a religious holiday.

Student 1: You are right. It is about a fight between the Mexicans and the French in 1862.

Student 1: There is a festival at the Buddhist temple tonight. Do you want to go?

Student 2: Yes, but it is in the northern part of the city. That's very far. Do you have a car?

Student 1: No, we'll have to take a train or a taxi.

Student 1: My sister has been a businesswoman since 2012, when she finished college.

Student 2: Really? I thought she was younger than Joel. But he started working in 2013.

Student 1: Maybe they are about the same age. I don't really know.

From Lewis Carol's Adventures of Alice in Wonderland:

"Take some more tea," the March Hare said to Alice, very earnestly.

"I've had nothing yet," Alice replied in an offended tone, "so I can't take more."

"You mean you can't take less," said the Hatter: "it's very easy to take more than nothing."

"Nobody asked your opinion," said Alice.

"Who's making personal remarks now?" the Hatter asked triumphantly.



Education

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Rosetta Stone is a global leader in technology-driven language and learning solutions for individuals, classrooms, and entire organizations.

Our scalable, interactive solutions have been used by over 12,000 businesses, 9,000 public sector organizations, and 22,000 education institutions worldwide, and by millions of learners in over 150 countries.

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