


# Handbook for Teachers

## Homeschool Edition

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Fairfield Language Technologies
135 West Market Street
Harrisonburg, Virginia 22801 USA

Telephone: 540-432-6166 or 800-788-0822 in U.S. and Canada
Fax: 540-432-0953
E-mail: info@RosettaStone.com
Web site: www.RosettaStone.com

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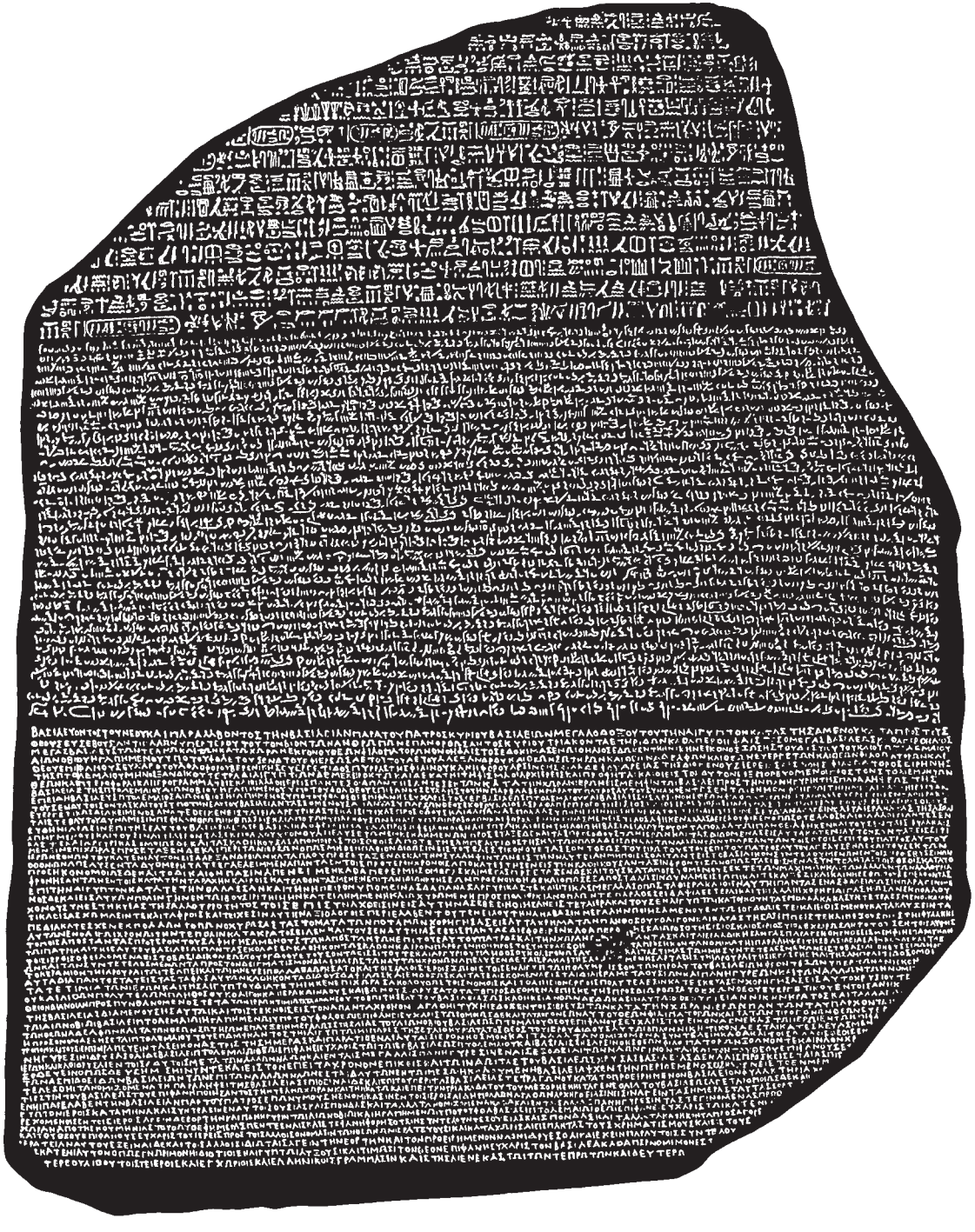
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# The Original Rosetta Stone

In 1799 French soldiers uncovered a large piece of carved basalt. The discovery was extraordinary, for the writing on the stone appeared in two languages and three scripts. It was nearly 2000 years old. The stone was named Rosetta, the English translation for the town where it was discovered, Rashid, Egypt.

The Rosetta Stone solved the mystery of ancient Egyptian hieroglyphics. The writing, in Egyptian and Greek, was divided into three sections. Each contained the same message.

A group of priests created the stone in 196 BC to honor Ptolemy V Epiphanes and to recognize his accomplishments as pharaoh of Egypt.

At the time of the inscription, Egyptians wrote in three scripts: hieroglyphic Egyptian, demotic Egyptian, and Greek. Each script had a specific use. Religious and other important documents were composed in hieroglyphs, everyday writings used the demotic script, and the rulers spoke and wrote Greek. The writers of the Rosetta Stone ensured that all priests, government officials, and rulers could read the message and appreciate its significance.

Jean-Francois Champollion, a French linguist, first deciphered both the ideograms (pictures that represent things or ideas) and phonograms (pictures that represent sounds) engraved on the Rosetta Stone. He took the first steps toward understanding ancient Egyptian culture and language.

This priceless artifact, housed in the British Museum in London, represents the key to solving any great mystery. Just as the stone unlocked the mysteries of ancient Egypt, our software will unlock new languages and cultures.

## Introduction

Welcome to the Homeschool Edition of Rosetta Stone! We've created a version of Rosetta Stone that makes it easy for you to manage your students' study and schedules, without extensive planning or supervision. We appreciate the demands on your time, and understand that you may not be experts in the languages your students are learning. To help you, we've already set up classes and lesson plans for you to select for your students. Once they're enrolled in Rosetta Stone and log in, they follow the pre-programmed study paths you've chosen, learning at their own pace. Rosetta Stone does the rest: guiding them through their language study, keeping them motivated and tracking their work. You can evaluate their progress through printable reports. We hope that you and your family experience the excitement and success that comes from learning new languages with Rosetta Stone.

## How to Use this Handbook

This Handbook for Teachers: Homeschool Edition gives you the information you need to understand and use Rosetta Stone. The main pages of the Handbook explain the components of the Rosetta Stone program and offer planning and scheduling strategies. These pages also include suggestions for additional activities that complement your students' language study. You can start at the very beginning of the Handbook and work through these materials step by step, or use the Table of Contents to go directly to a section that deals with a specific issue or topic.

In the Reference section, we provide information to help you resolve issues that may arise while setting up and using Rosetta Stone. A Frequently Asked Questions (FAQ) section anticipates questions you or your students may have. The Appendices explain the organization of the Rosetta Stone program and the reporting features of the Student Management System. You'll also find a Level 1 and Level 2 Table of Contents that outlines the structure, scope and sequence of Rosetta Stone content.

We suggest that you keep this Handbook nearby for reference. Highlight paragraphs you think will be especially useful, mark important pages and write in the margins. Feel free to contact us if you need additional support or assistance. We're committed to making Rosetta Stone a successful experience for your entire family.

## The Rosetta Stone Method

Human development experts have long observed that speaking directly to children at all ages and stages is the most effective method of coaxing language into and out of young children.

As infants we begin by listening to the speech of people around us. As we repeat the sounds we hear, we gradually combine those sounds in structures we call words and sentences. By the time we start school we are fluent. Eventually we learn to read and write, and so we begin our experience as life-long language learners. Throughout life we continue to learn our native languages naturally, each at our own pace, without translation.

Rosetta Stone's Dynamic Immersion® method follows this same principle: that total language immersion results in language success. From the very beginning Dynamic Immersion simulates real-life immersion by surrounding learners with the new language and then giving them the tools to understand what the new language means without translation. In place of translation, Rosetta Stone uses only native speakers, authentic texts and thousands of real life images to make the new language comprehensible.

Here's how it works. Thousands of pictures represent familiar, real-life situations and communicate the meaning of each new word and phrase in the target language. The learner hears and sees the new words and phrases and connects the language directly to the meaning represented by the pictures. The computer responds immediately to the student's action and moves automatically to the next screen. In this way, learners quickly master basic vocabulary and structures and move on to more complicated material.

Using a building block approach to new language acquisition, Rosetta Stone carefully structures each new lesson to include language the learner has already learned. In this way, the program systematically reinforces previously learned language while creating a context of known language in which to identify and understand new language. Along the way the student learns and practices skills of pattern-recognition, correlation, deduction, and induction, essential skills for continuing to learn away from the computer.

Within each lesson, Rosetta Stone develops all four key language skills—listening comprehension, speaking, reading and writing—with exercises that combine sound, text and images in different patterns. Throughout Rosetta Stone, grammar is introduced inductively through usage and patterns. New structures are presented systematically so that words and grammatical forms are easily identified and understood.

Rosetta Stone's multimedia approach to language learning is truly unique. Sight, hearing, and touch work together to create an engaging and successful experience for the student.

## The Components of the Rosetta Stone Program

### *The Application CD-ROM*

The Rosetta Stone Application CD installs Rosetta Stone on your computer. This application can be installed in either a PC or Mac environment.

### *The Language CD-ROM*

The Rosetta Stone Language CD contains all the language content the student will need to access while learning the target language. This CD must be in the computer's CD drive at all times while the student is working.

*The language CD must be in your computer's drive at all times while your student is working.*

### *The Student Management System CD-ROM*

The Student Management System (SMS) CD enables you to control several aspects of your student's study. The SMS contains Pre-Loaded Lesson Plans that guide your student through the work automatically.







### *Supplementary Materials*

Rosetta Stone's Homeschool Edition contains supporting materials designed to assist instructors and students.

In addition to this book, all language programs contain the following materials:

*The Homeschool Edition Installation Guide*

The Installation Guide provides instructions for installing and running the Student Management System (SMS). Please keep this as a reference should you ever need to re-install the SMS, or review steps to installing the software.

*The User's Guide*

The User's Guide shows teachers and instructors how to install and use Rosetta Stone.

*When the student and the instructor use the SMS, much of the information in the User's Guide will not be relevant.*

*The Curriculum Text*

This book contains the content and sequence of material for each lesson, written in the script of the target language. The Curriculum Text may also contain an index to all words in the program.

Selected languages also contain the following supplementary materials:

*Study Guide*

Instructors use the Study Guide to review new grammar, vocabulary and usage introduced in each lesson of Rosetta Stone. The student can use the Study Guide in conjunction with the Workbook while practicing writing exercises and other forms of reinforcement.

*Workbook*

The Workbook reinforces and extends content learned in each lesson of the Rosetta Stone program. Vocabulary exercises, such as word searches, crossword puzzles, matching, and multiple choice encourage the student to practice what he or she has learned.

*Workbook Answer Key*

*Quizzes & Tests*

Paper Quizzes & Tests evaluate student comprehension of material learned. Writing exercises, matching, and a variety of other language activities provide objective assessment to student progress. The Quizzes & Tests can also be used for placement.

*Quizzes & Tests Answer Key*

The following list outlines supplementary materials available for selected languages:

**English 1**

Study Guide
Workbook
Workbook Answer Key
Quizzes & Tests
Quizzes & Tests Answer Key

**English 2**

Study Guide
Workbook
Workbook Answer Key
Quizzes & Tests
Quizzes & Test Answer Key

**Spanish 1 (LA)**

Study Guide
Workbook
Workbook Answer Key
Quizzes & Tests
Quizzes & Tests Answer Key

**Spanish 2 (LA)**

Workbook
Workbook Answer Key

**French 1**

Study Guide
Workbook
Workbook Answer Key

**French 2**

Workbook
Workbook Answer Key

**German 1**

Study Guide
Workbook
Workbook Answer Key

**German 2**

Workbook
Workbook Answer Key

## Understanding the Structure of the Rosetta Stone Program

### *Definition of Terms*

The following is a list of terminology used in the Rosetta Stone program and the Student Management System.

**Activity Sets:** A sequence of previews, exercises and tests used to guide the student through the content of the program.

**Exercises:** Provide ways to work through the language skills of the program. Exercises teach through combinations of visual, spoken, and written prompts and response options.

**Guest Login:** Allows a student to access the Activity Screen by logging out of an assigned lesson plan. Students will be able to work on any skill and exercise with guest access. Please note that student work is not recorded when logged in as a guest.

**Language Skills:** Provide five approaches to lesson material. Each emphasizes different elements of communication. The following language skills are available in the program: A: Listening and Reading, B: Listening, C: Reading, D: Speaking, and E: Writing.

**Lesson Plans:** Define how a student progresses through the Rosetta Stone content. Each lesson plan determines the range of content (units and lessons) and how that content will be studied (activity set). In addition, a proficiency level is set for each lesson plan.

**Lessons:** Each unit of the program is divided into a set of lessons. Each lesson represents a manageable, structured sequence of language material that acts as a building block within Rosetta Stone. There are 92 lessons in Level 1 and 118 lessons in Level 2.

**Preview:** Allows the learner to study the answers prior to responding to an exercise.

Proficiency Level: Establishes the minimum score that a student must acheive on a lesson before they are allowed to proceed to the next lesson.

**Screens:** There are 10 screens in each lesson. The learner can earn a total of 10 points per screen for a total of 100 points per lesson.

**Tracks:** Include the lesson plans and activity sets to guide student study. The Student Management System offers two pre-loaded tracks: 1) Comprehensive and 2) Accelerated.

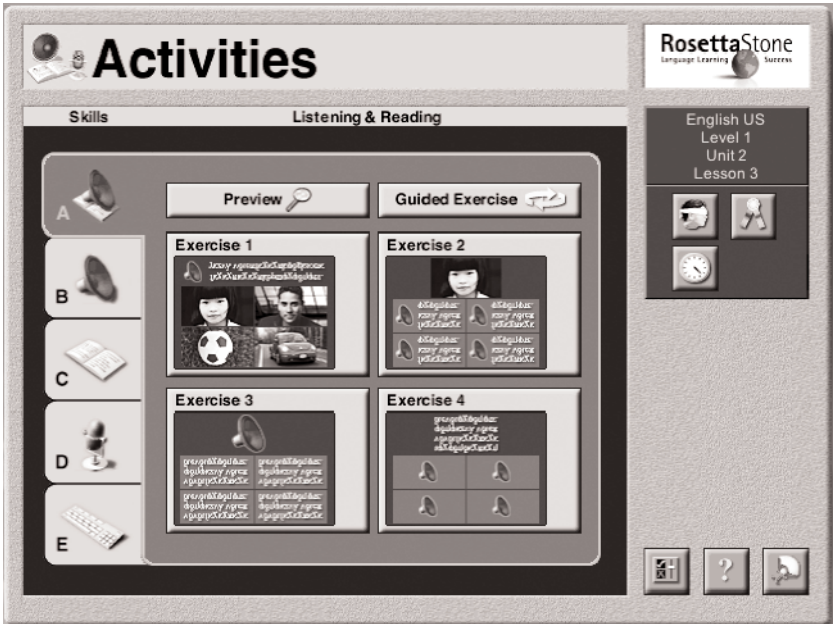
**Units:** Collections of lessons. There are 8 Units of material in Level 1 and 11 units in Level 2.

## *The Activities Screen*

Pre-loaded lesson plans in the Student Management System include activity sets to guide the learner through the Rosetta Stone material. These activity sets combine different language skills and exercises. An overview of the Activities Screen will help in understanding the pre-loaded plans.

The Activities Screen will not be visible to students using the Student Management System unless they are doing the Speech Recognition exercises or practice exercises that are not being recorded by the SMS. The screen shot below is provided as a reference to help explain the structure of the pre-loaded lesson plans.

The Activities Screen will not be visible to students using the SMS unless they are doing the Speech Recognition exercises.




The Activities Screen highlights the skills and exercises provided in the Rosetta Stone program. There are five language skills available in the Activities Screen. The language skills have various exercises available, providing the learner several options for working through the Rosetta Stone material.

The following chart shows the relationship between the skills and exercises as shown in the Activities Screen and the letter-number abreviations that appear in the Activity Sets in the SMS:

| Language Skill | Description | Exercises |
|---|---|---|
| **A: Listening and Reading** | Associates meaning directly with words and phrases both spoken and written. Students will hear a native speaker pronounce the words, phrases, and sentences and will see the written text. | A1 – Voice and text prompt with 4 picture options<br>A2 – Single picture prompt with 4 voice and text options<br>A3 – Voice prompt with 4 text options; No pictures<br>A4 – Text prompt with 4 voice options; No pictures |
| **B: Listening** | Develops comprehension of spoken language by associating meaning with spoken words and phrases. Students will hear the native speaker pronounce the language. | B1 – Voice prompt with 4 picture options<br>B2 – Single picture prompt with 4 voice options |
| **C: Reading** | Develops comprehension of the written language by associating meaning with written words and phrases. Students will see the written language. | C1 – Text prompt with 4 picture options<br>C2 – Single picture prompt with 4 text options. |
| **D: Speaking** | Allows the learner to compare their speech with that of a native speaker. Teaches pronunciation and inflection and reinforces listening skills. | D1 – Provides a voice print of both the native speaker and the student. The voice print highlights pitch, emphasis and tone. |
| **E: Writing** | Reinforces listening skills and meaning of words. Students can either type words and phrases letter by letter or choose tiled dictation. | E1 – Picture and voice option with text entry window<br>E2 – Picture and voice option with text entry window and give up button<br>E3 – Picture and voice option with tile entry window<br>E4 – Picture and voice option with tile entry window and give up button |
| Each of the exercises also provides a Preview (P). This options shows the answers to the material in the lesson without requiring a response from the learner. | | |

## Plans for Using the Program

### *Pre-Loaded Lesson Plans*

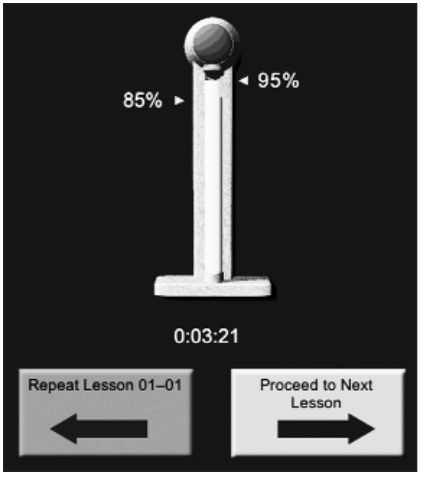
Rosetta Stone provides a Student Management System that guides students through the program content with pre-loaded lesson plans. After the student logs in to Rosetta Stone, the Pre-Loaded Lesson Plans in the SMS will begin.

There are two pre-loaded paths of study available for learners: 1) Comprehensive Track and 2) Accelerated Track. The Comprehensive Track is designed for students that use Rosetta Stone as their core language learning course. This track provides thorough instruction in Rosetta Stone content, guiding students through 7 exercises and 3 tests in each lesson. The Accelerated Track is appropriate for learners wishing to expedite study of the language. The Accelerated Track contains only 4 exercises and 2 tests per lesson.

Once a student has been assigned to the Comprehensive or Accelerated track, the student will work through sequences of exercises and tests referred to as Activity Sets. Each Activity Set concludes with a test. Students must earn a pre-determined score (proficiency level) on these tests. The screen below appears after the student completes the test. If the score meets or exceeds the proficiency level, the student can proceed to the next activity set or lesson. *Note: Students cannot proceed to the next lesson without meeting the proficiency level, and will be required to repeat the test until the proficiency level is achieved*.

In Skill D students practice pronunciation and are not required to achieve a proficiency level. Therefore, Skill D cannot be scored and speaking exercises are not included in the pre-loaded lesson plans.

While Speech Recognition exercises are not available as part of the pre-loaded lesson plans, students can access Skill D: Speaking by logging out of the current lesson. Please see the Sample Weekly Schedules on pages 12–14 for suggestions as to how to incorporate Speech Recognition exercises into a student's lesson plan.




Click on "Proceed to Next Lesson" to continue studying or click the "Bail Out" button to end the session.

## Comprehensive Track

The Comprehensive Track provides a thorough study of the target language. Each lesson in this track contains 7 lessons and 3 tests. The Comprehensive Track contains the following Activity Sets:

### Orientation

The Orientation Activity Set introduces students to the lesson content gently, with activities that combine listening and reading before introducing these skills separately. The student is then tested in the listening and reading combined at a modest proficiency level of 75%.

**Preview PA** (voice and text; Preview provided for first 3 screens of each lesson)

**Exercise A1** (voice and text prompt with four picture options; Requizzing of incorrect answers)

**Exercise B2** (single picture with four voice prompts)

**Exercise C1** (text prompt with four picture options)

**Test in A2** (single picture prompt with four voice and text options)
**(Proficiency level: 75)**

### Progress

The Progress Activity Set focuses on listening comprehension skills alone with an increased proficiency level of 80%.

**Preview PB** (voice only; Preview provided for first 2 screens of each lesson)

**Exercise B1** (voice prompt with four picture options)

**Exercise A3** (voice prompt with four text options, no pictures)

**Test in B2** (Single picture prompt with four voice options)
**(Proficiency Level: 80)**

### Wrap-Up

The Wrap Up Activity set focuses on reading and writing skills with a proficiency level of 85%.

**Exercise C1** (text prompt with four picture options)

Exercise E4 (picture and voice prompt with tile entry window; Provided for 1st 7 screens of each lesson)

**Exercise E2** (picture and voice prompt with text entry window; Provided for last 3 screens of each lesson)

**Test in C2** (single picture prompt with four text options)
**(Proficiency Level: 85)**

## Accelerated Track

The Accelerated Track is intended for a learner who wants to expedite study of the language; however, it also provides lessons that encompass all language skills,. The Accelerated Track contains 4 exercises and 2 tests for each lesson. The Accelerated Track has two Activity Sets:

### Accelerated 1

The Accelerated 1 Activity Set introduces students to the lesson content with activities that combine listening and reading before introducing the listening skill separately. The student is then tested in listening and reading combined at a proficiency level of 80%.

**Preview A** (voice and text; Provided for the first 3 screens of each lesson)

**Exercise A1** (voice and text prompt with four picture options; Requizzing of incorrect answers)

**Exercise B2** (single picture prompt with four voice options)

**Test in A2** (single picture prompt with four voice and text options)
**(Proficiency Level: 80)**

### Accelerated 2

The Accelerated 2 Activity Set focuses on reading and writing language skills. The student is tested in listening at a proficiency level of 85%.

**Exercise C1** (text prompt with four picture options)

**Exercise E4** (picture and voice prompt with tile entry window; Provided for first 7 screens of each lesson.)

**Exercise E2** (picture and voice prompt with text entry window; Provided for last 3 screens of each lesson)

**Test in B1** (voice prompt with four picture options)
**(Proficiency Level: 85)**

## *Using Supplementary Materials*

The Study Guide, Workbook, and Quizzes & Tests offer the student opportunities to enhance understanding of the target language.

The Study Guide provides a list of new vocabulary, grammar, and examples of usage for each lesson of Rosetta Stone.

The Workbook and its corresponding Answer Key are useful tools as well. An exercise in the Workbook may be utilized as a "homework" option, to be completed after the student has worked in the program. The Workbook could also be used by students after all activity sets are completed in a given lesson to provide a review of completed work. Offering a variety of exercises including word searches, crossword puzzles, matching, and multiple choice, the Workbook presents linguistic material in a new context and encourages the student to practice what they have learned.

Quizzes and Tests for each lesson can be used to assess student learning, or as extra exercises. A list of suggested Weekly Schedules is provided below.

**Sample Weekly Schedules – Comprehensive Track**

The chart on page 13 illustrates how the preloaded lesson plans progress automatically. pay 14 will help you incorporate the Speech Recognition exercises and supplemental materials into your homeschool schedule. The schedules have been developed for the Comprehensive Track only.

Though the flexible design of Rosetta Stone permits students to progress as quickly as they like, many students use Level 1 and Level 2 for approximately two years each. The Comprehensive Track in the SMS fits neatly into a schedule allowing each Level to be completed in 72 weeks, or two 36-week academic years.

The speaking skill in Rosetta Stone is essential to student progress and provides opportunity to practice pronunciation of the target language. Since it cannot be scored, speaking practice is not included in the pre-loaded lesson plans of the SMS. To practice the speaking skill in Rosetta Stone, students will need to logout of their assigned lesson plan and explore the program through the Menu and Activities Screen. (Detailed instructions provided on page 22, Appendix II: Logging in as a Guest).

## *Sample Schedule – Content Coverage*

**Comprehensive Track Unit 1**

The following chart provides a sample weekly schedule using Unit 1 in the Comprehensive Track. This schedule could be followed for all units of the program. Please note that students can progress at their own pace in the program and therefore, the schedule may need to be modified depending on student needs.

| SMS Lesson Plan # | Week | Unit | Lesson | Activity Set |
|---|---|---|---|---|
| 1 | 1 – Monday | 1 | 01 | Orientation |
| 2 | 1 – Wednesday | 1 | 01 | Progress |
| 3 | 1 – Friday | 1 | 01 | Wrap-Up |
| 4 | 2 – Monday | 1 | 02 | Orientation |
| 5 | 2 – Tuesday | 1 | 02 | Progress |
| 6 | 2 – Thursday | 1 | 02 | Wrap-Up |
| 7 | 2 – Friday | 1 | 03 | Orientation |
| 8 | 3 – Monday | 1 | 03 | Progress |
| 9 | 3 – Wednesday | 1 | 03 | Wrap-Up |
| 10 | 3 – Friday | 1 | 04 | Orientation |
| 11 | 4 – Monday | 1 | 04 | Progress |
| 12 | 4 – Tuesday | 1 | 04 | Wrap-Up |
| 13 | 4 – Thursday | 1 | 05 | Orientation |
| 14 | 4 – Friday | 1 | 05 | Progress |
| 15 | 5 – Monday | 1 | 05 | Wrap-Up |
| 16 | 5 – Wednesday | 1 | 06 | Orientation |
| 17 | 5 – Friday | 1 | 06 | Progress |
| 18 | 6 – Monday | 1 | 06 | Wrap-Up |
| 19 | 6 – Tuesday | 1 | 07 | Orientation |
| 20 | 6 – Thursday | 1 | 07 | Progress |
| 21 | 6 – Friday | 1 | 07 | Wrap-Up |
| 22 | 7 – Monday | 1 | 08 | Orientation |
| 23 | 7 – Wednesday | 1 | 08 | Progress |
| 24 | 7 – Friday | 1 | 08 | Wrap-Up |
| 25 | 8 – Monday | 1 | 09 | Orientation |
| 26 | 8 – Tuesday | 1 | 09 | Progress |
| 27 | 8 – Thursday | 1 | 09 | Wrap-Up |
| 28 | 8 – Friday | 1 | 10 | Orientation |
| 29 | 9 – Monday | 1 | 10 | Progress |
| 30 | 9 – Wednesday | 1 | 10 | Wrap-Up |
| 31 | 9 – Friday | 1 | 11 | Progress |

## *Sample Schedule – Implementation*

The following sample schedule will help incorportate supplemental materials and cultural activities. The schedule reflects activity sets from the Comprehensive Track in a suggested 2-week rotation of study.

*See Appendix II on page 22 to learn how to log in as a Guest in order to do the Speech Recognition exercises.*

If the target language purchased contains a Workbook, a packet of Quizzes & Tests, and/or a Student Study Guide, the schedule reflects how they can be incorporated into the student's weekly routine. The pages in the Workbook, Quizzes & Tests, and Study Guide are clearly marked with unit and lesson numbers that correspond with units and lessons in the program. Many teachers and students feel that study of the culture in which the language is spoken is crucial to the study of a foreign language. We include a section in this Handbook containing suggested Cultural Activities (see page 16) that students can use while not working on the computer.

| Week | Day of Week | Rosetta Stone Program | | | Supplementary Material | | | |
|---|---|---|---|---|---|---|---|---|
| | | Lesson | Activity Set | Speaking Practice | Workbook | Study Guide Review | Cultural | Quiz/Test |
| Week 1 | Monday | 1 | Orientation | X | | | | |
| | Tuesday | | *OFF* | | | X | X | |
| | Wednesday | 1 | Progress | X | | | | |
| | Thursday | | *OFF* | | X | | | |
| | Friday | 1 | Wrap-up | X | | | | X |
| Week 2 | Monday | 2 | Orientation | X | | | | |
| | Tuesday | 2 | Progress | X | | X | | |
| | Wednesday | | *OFF* | | X | | X | |
| | Thursday | 2 | Wrap-up | X | | | | X |
| | Friday | 3 | Orientation | X | | | | |

## *Pacing and Benchmarks*

Rosetta Stone encourages self-motivation and independence. Each student has unique needs and will naturally progress at a different rate. This makes it impossible to standardize how quickly a student should progress through the program. Below, we address the issue of pacing and benchmarks, and provide some observations that may give an idea of what might work for the student.

Users of Rosetta Stone typically choose to complete Level 1 in two school years (approximately 72 weeks). If this is the case, the following benchmarks may be useful to measure student progress through the program.

- By the end of the 3rd week, students should aim to reach the end of Lesson 3 or 4.
- Lesson 7 or 8 can be completed by the end of the 6th week.
- The entire Unit may be finished by the end of the 9th week.

If the student adheres to these benchmarks, it is possible to complete all of Level 1 in 72 weeks at the rate of one Unit per 9 week quarter.

Of course, if the student is using the Comprehensive Lesson Plan, they will be doing more exercises and may take longer to move through the program than students using the Accelerated Lesson Plan, which includes fewer computer exercises.

## Cultural Activities

The study of a foreign language provides a student with endless opportunities to learn about the people who communicate in the target language. While working with Rosetta Stone on the computer, the student is immersed in new language. Away from the computer, students can explore other facets of a new language's culture. Recipes, films, magazines, music, and art are ideal places to begin such a study. Public libraries, embassies, and museums can also be rich sources of information.

The following ideas are suitable for all ages; however, a particularly young student may need to work with an older sibling or parent. Suggestions that involve more intensive research or extensive amounts of time are available at the end of this section, and may be preferred by older students.

### Visual Aids and Creative Projects:

- List all the countries where the target language is spoken. Find them on a map or a globe to paint or create collage. Trace the countries and cut them out carefully; decide whether or not to use them as is, or as stencils for colored paper. Then, practice writing in the language and cover the paper country cut-outs with favorite words or phrases. Lastly, glue cut-outs onto the map or the globe so that countries stand apart from the rest.
- Investigate days of celebration relevant to a country in which the target language is spoken; create posters or cards to recognize and celebrate one or two of the days studied. Use words and phrases in the target language to write a personal message on the posters or cards, and hang them in a place where they can be admired.
- Research artists with the same target language studied. Add color to black and white photocopies of the artists' works, or recreate versions of famous or striking pieces, in recognition of favorite artists. Advanced students may choose to illustrate events that, according to history, inspired chosen artists. Provide a written report explaining details that pertain to the artists' history, times, science, religion, philosophy, etc.
- Keep a language journal or scrapbook: track progress, and describe difficulties encountered as well as success stories. (Parents can later use the records as an assessment tool.)
- Create a phrase chart. Every time a certain phrase or word is used, make a note of it on a chart. (Parents can use incentives to encourage students to use language during daily routines and mark each occurrence on chart; what happens after a week's worth of "high frequency" language use? A family trip to the library to research inventions, flags, or costumes of a particular country? Or, maybe a special treat found at an international food store?)

- Write simple role-plays in the target language for two or more characters; are there any other homeschoolers in the community who might like to join in?
  A short skit performed in the target language can be the entertainment at an international buffet dinner party; invite friends and family to bring dishes that are popular in a country where the target language is spoken.
- Make a wish list: what does the student want to do with the language learned? Write a story or book of poems? Travel? Make new friends in different countries? Explain and provide details; a plot outline, illustrations for a book of poems, an itinerary, and questions to ask new friends are all good places to begin.

### Research-Based Activities:

- Some scripts read left to right, while others read right to left. Investigate languages of choice and research why this is.
- What are language families? Which language families most interests the student? Why? Using a 2-dimensional map of the world, or an old globe, color code as many countries according to language family. Colors that blend hues can represent countries that blend language families. Examine the new map from the point of view of an historian and trace the progress of language; have languages moved in easily discernible directions? What caused the movement? Based on history, make predictions about the futures of various languages?
- Find literature written in the target language, and a translation of the work. Examine samples of the writing from a translator's perspective. What might be lost in the act of translation into another language?
- Some languages are truly independent, meaning they did not develop as others did, via migration and mixing of cultures. One example is Basque; research this language, or another independent language, and create a hypothesis explaining why such isolation is even possible.

## Frequently Asked Questions about the Homeschool Version

*Do we have to be online for the software to work?*

No, you will not need online access when using Rosetta Stone Homeschool Edition.

*Can my student use different activities within Rosetta Stone without using the Pre-Loaded Lesson Plans? Will the resulting scores be recorded in the SMS?*

While students are logged in and using the SMS, they do not have access to the Menu or Activities screen. The Activity, Unit, and Lesson have already been set up for the student by the SMS. The student would need to log in as a 'Guest' to gain access to the Menu and supplemental study. When the student is ready to resume his work in the assigned lesson plan, he or she must click "Settings" then "Login" to resume tracking progress and recording scores.

*What is the difference between a Unit and a Lesson? An Activity Set and a Lesson?*

Each Level of Rosetta Stone is divided into Units; Level 1 contains 8 Units, for example. Each Unit contains a series of 10-12 Lessons. Activity Sets are groups of exercises that take students through the various Lessons.

*Is the Level 1 course the same as a year of high school foreign language or as a semester of college level foreign language? How about Level 2?*

Level 1 is a beginner level program that takes the student to an intermediate level. Up to 400 hours of exercises are available in Level 1. Level 2 is an intermediate level program that leads to advanced material. Another 400 hours of exercises are available in Level 2. While the program was not designed to be used as a two to four year course, many individuals and accredited schools use it that way successfully. Most Rosetta Stone learners who do not use the Pre-Loaded Lesson Plans do not choose to complete each and every exercise precisely, and they finish Level 1 in much less than two years.

*How quickly should my student move through the program?*

Rosetta Stone is intended to be a self-paced program of study. The student can move as rapidly or as slowly as they wish. Suggested schedules are available on pages 12–14 in this Handbook. The Student Management System can help pace the student, but Rosetta Stone does not require that the student complete the course in a specific amount of time.

*Why are there no English translations?*

Rosetta Stone teaches new languages the same way we each learned our native language: by directly connecting new words and phrases to the objects, actions and events around us. Dynamic Immersion teaches students to think in the target language from the very beginning, without translation into another language. This process creates a natural learning environment and gives the student the opportunity to develop the skills needed to acquire a new language in Rosetta Stone and beyond. Where translation methods encourage memorization rather than learning in context, Dynamic Immersion helps the student learn to figure out what words and phrases mean intuitively, using images to create a context of meaning for new language.

*How will my students know what words mean if there are no translations?*

Rosetta Stone shows the meaning of new language with thousands of real-life images. Each new word or phrase is associated directly with images that positively clarify new language meaning. New material is reinforced repeatedly, allowing the student to first form, and then confirm a hypothesis of the word's meaning. Only one meaning will make sense, and quickly that meaning becomes clear to the student.

*How does Rosetta Stone teach grammar?*

Dynamic Immersion teaches grammar intuitively, just like we learned our first language, with models of accurate speech and writing that develop the "habit" of correct usage. In our native languages, we learn to speak fluently and correctly before we ever study grammar formally. Young children conjugate verbs in their native languages easily even they do not necessarily know what a verb is. The child simply knows how to do it. Rosetta Stone draws upon these innate language learning skills to help learners put "right words in right order" easily and naturally.

*How can I make sure my students get credit for the language work they have completed with Rosetta Stone? Is Rosetta Stone accredited?*

Many accredited schools currently use Rosetta Stone as a core curriculum, and more schools are recognizing Rosetta Stone as helpful to their curriculums all the time. However, Rosetta Stone is a product, not a school. Only a school can be accredited, and determine how credits can be distributed and documented. Though Rosetta Stone is not contracted as a school, and therefore, cannot be officially "accredited," thousands of homeschoolers and educators are using it successfully.

*My version of Rosetta Stone does not contain the Supplementary Materials mentioned and described on page 4. Why not? What is in the Workbook? How important is it to my students' courses of study?*

Only four languages come with the Supplementary Materials. Those languages are Spanish, French, English, and German. The Workbook contains exercises like the ones used in the computer program. Matching exercises, crossword puzzles, and word finds all help to reinforce material taught in the computer program; no additional material is in the Workbook. The Ancillary Materials are not essential to successfully use the program. All language content is covered in the computer program, and the Workbooks and Study Guide are available in some languages as a supplement.

*Will my student be fluent when he or she finishes Level 2?*

Rosetta Stone aims to give students both the ability to learn language in context, as well as the tools needed to communicate effectively in a foreign environment. After the completion of Level 2, students should have the vocabulary and grammar necessary to communicate proficiently with native speakers of the target language. Complete fluency however, will likely take much more time, and will likely require living in an environment where the target language is spoken

almost exclusively. Rosetta Stone uses native speakers who speak very clearly, and without slang or regional dialect like you will likely find when living in a foreign country.

*Why do I score poorly on speech recognition exercises? I am a native speaker!*

The speech recognition program helps the student mimic a particular native speaker's speech pattern; the program measures how closely the student mimics the details of the sounds produced. Usually, users who are native speakers listen to what is being said in their language and not how it's being said. They repeat the words they hear rather than the sounds produced. A student of a new language can score higher on speech recognition than a native speaker simply because the student tries harder to imitate the particular speech sounds, whereas the native speaker, already knowing the pronunciation, simply speaks the word back to the computer.

*What kind of accent is used to teach languages with Rosetta Stone?*

All Rosetta Stone languages use the "Broadcast standard" of a particular language, which means that they use the most widely understood pronunciation of the language. Rosetta Stone does not teach dialects or slang.

# Reference Material

## Appendix I: Course Goals and Objectives

This section will be relevant to you if a list of goals and objectives for students might be helpful in some way. Some possible goals may include: broader communication skills, enhanced appreciation of a new culture, or fluency in the target language. Thankfully, homeschoolers are not limited to text-book goals and objectives that are often found in conventional classroom settings. Rosetta Stone, in particular, embraces the connections between academic goals and objectives and practical life-skills such as:

- Self-motivation.
- Intuitive and deductive abilities.
- Connected knowledge (i.e., vocabulary and grammar learned by context, not just by isolated drills and exercises).
- Discipline and a personal work ethic.
- Critical thinking and problem-solving skills.

Here is a list of academic goals and objectives frequently used in classroom situations:

### *Goals:*

This course will aid in:

- the development of oral/listening skills, as well as ideal language learning skills in the student.
- the introduction of the student to written performance in the target language.
- the reinforcement of previously learned language skills in the student.
- the progression of the student's self-reliance and self-motivation in an academic environment.

### *Objectives:*

After the completion in full of Levels 1 and 2, the student will be able to:

- write in the target language.
- listen to and demonstrate comprehension of the target language.
- respond to oral, visual, and written stimuli from the target language.
- express him/herself orally in the target language.
- demonstrate the skills necessary to continue study of the target language.

You and your student have the ability to mix and match goals and objectives. Also, you can review and adjust the goals and objectives at any time. Regardless of choices, Rosetta Stone encourages your student to practice life-skills while honing skills of a more academic nature.

## Appendix II: Logging In as a Guest

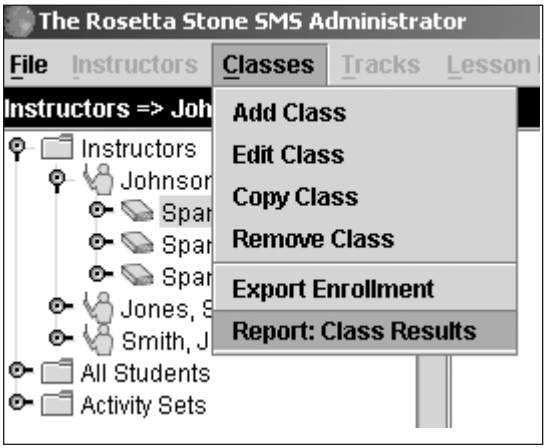
At times, your student may want to log into Rosetta Stone as a Guest. This will allow your student to use Rosetta Stone in any way he or she chooses, rather than work with the Pre-Loaded Lesson Plan; however, no results will be recorded in the SMS while the student is looged in as a guest.

### *To log in as a Guest:*

- log into Rosetta Stone as usual (i.e., with your student's Username and Password).
- click on the Settings icon  in the bottom right hand corner of the screen.
- click "Log Out" at the top of the User Options window.
- the Menu will appear and your student will be free to move around in the program. To log back in and resume the lesson plans in the SMS, simply repeat steps two and three. The "Logout" button will say "Login," and the prompt screen asking for your student's Username and Password will appear.

## Appendix III: Reports: Viewing, Printing, and Exporting

Reports allow you to view, print, or export (send information to an outside spreadsheet program, for example) your student's results. Class Reports contain all records of all students in a particular Class; this option is helpful if other family members are also working with Rosetta Stone. Student Reports contain all records for a single student.




Before printing or exporting a report, you must access the reports in the SMS Administrator. Launch the Administrator and log in; then open the Instructors folder. Click on the name of the Instructor, then the name of the Class. Select "Classes" from the Menu Bar, and then choose "Report: Class Results." This will open the "Report Settings" window. Select from the following options on the Report Settings interface.

*Time on Task:*

Practice Only (Elapsed time spent in the practice portions of the Pre-Loaded Lesson Plan.)

Test Only (Elapsed time spent on the test portions of the Pre-Loaded Lesson Plan.)

Total Time (Elapsed time spent on both practice and test portions.)

*Date Range:*

Choose a particular date range in order to limit the results of your student's work.

Enter a starting date and an ending date in the format Month/Day/ Year (e.g., 1/20/06, or 12/18/2006).

Please note that pre-set beginning date is wide open; the early date simply means that all results from the beginning will be reported. You may change the starting date that appears.

*Lesson Range:*

Use the drop-down lists to indicate the particular range of lessons you would like to view; select starting Unit and Lesson numbers and ending Unit and Lesson numbers.

After you have set all the above ranges, click the "OK" button to view the report. The Reports window will show you the results you have selected. The results are shown in a table, as illustrated. This particular table explains all the possible columns of information.

SMS Class Summary Report

Johnson, Mary

Selected Dates: 1/1/90 - 2/23/05 Elapsed Total Time Selected L

| Student | Userna... | School ... | Track | Date & Time | Language | Lesson | Score | Status | Elapsed |
|---|---|---|---|---|---|---|---|---|---|
| Jones, Mark | mark | | Level 1 | 2/22/05 1:04 ... | Spanish (Latin America) I - II | 01-01 | 93/100 | Pass | 00:09:39 |
| Jones, Mark | mark | | Level 1 | 2/22/05 1:15 ... | Spanish (Latin America) I - II | 01-01 | 92/100 | Pass | 00:08:59 |

**Student Name** The full student name.

**Username** The student's username.

**School ID** (Not applicable)

**Track** The track indicates Level 1 or Level 2.

**Date and Time** The date and time that the test was completed.

**Language** The language being studied.

**Lesson** The Unit and Lesson displayed as Unit-Lesson (e.g. 01-05 is Unit 1, Lesson 5).

**Score** The score for this result, between 0 and 100.

**Status** The status of this lesson, based on the proficiency level. The student can Pass or Fail; if the student is still working on this lesson, status will be In Progress.

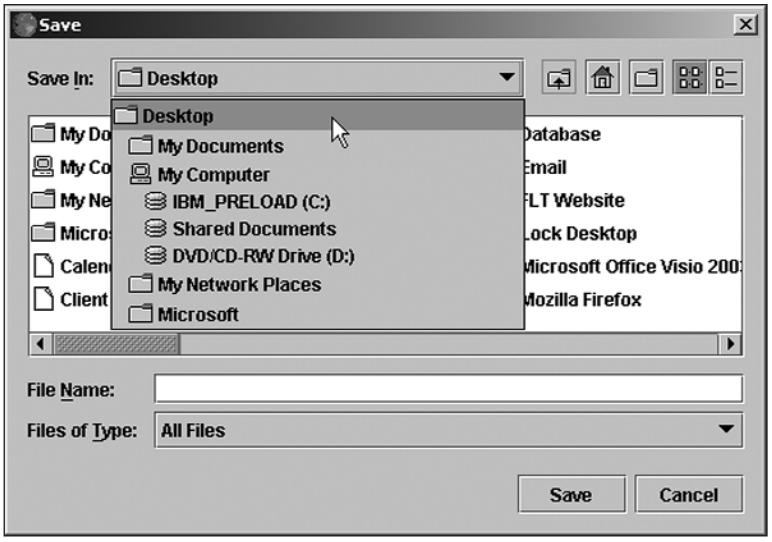
**Elapsed Time** The Time on Task chosen earlier; either Practice Only, Test Only, or Total Time.

**Activity Set** The Activity Set (Orientation, Progress, or Wrap-Up) used for this result.

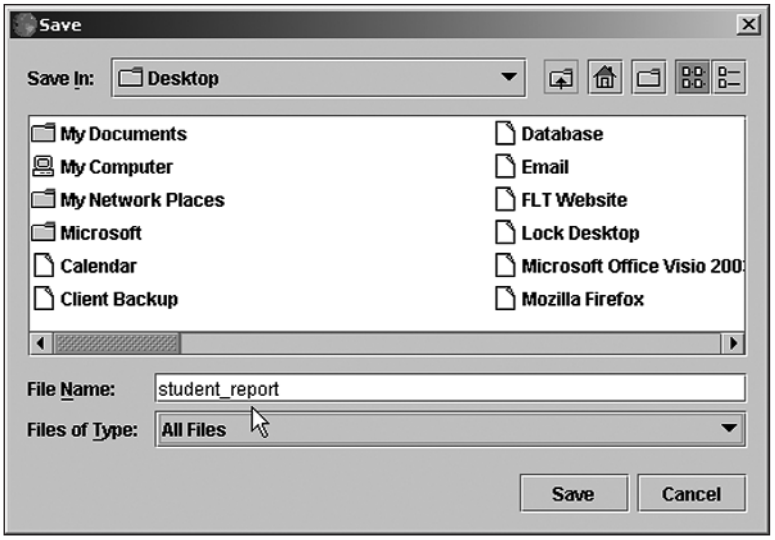
You may scroll up and down to view the table, or you may enlarge the window itself by using the window resizing method for your system. If you would like to adjust column widths, use the vertical divider between the column headings; click and drag the column divider until the column is the size you want. If you would like to rearrange the order of the columns, click and drag the column headers.

When you decide to print the report, simply click the "Print" button. The report will appear exactly as it is on the screen, including any rearrangements you may have made. The "Print Preview" button will tell you how many pages will print and whether or not the width of the screen will fit onto one page. If you would like to resize the screen or make any other changes, clicking "Cancel" will take you back to the on-screen view of the table.

If you wish to export the results, click the “Export” button. A navigation window will display. Click the “Save In” drop-down list at the top of the window, and then choose the destination for the file (desktop is probably the easiest place to put the file).



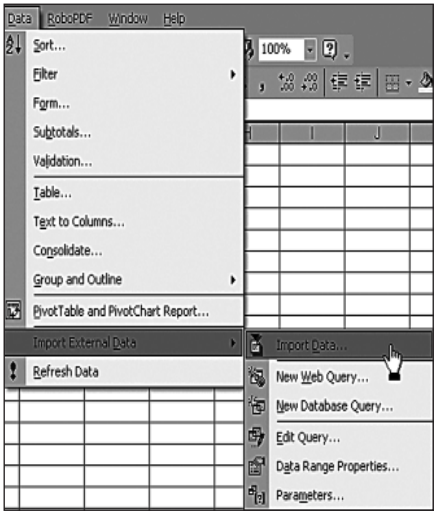

After choosing Desktop, enter the name of the file in the “File Name” field, and click “Save.”



The file “student_report” will then display on your Desktop.

If you wish to import this file into Excel, on the Menu Bar click “Data,” choose “Import External Data,” then click on “Import Data.” A navigation screen will open.

Navigate to your Desktop, change “Files of Type” to “All Files,” highlight the “student_report” file and then click “Open.”




The “Text Import Wizard” will open. Click “Next” twice, after that click “Finish,” and then click “OK.” The data will then be placed in an Excel worksheet. You will need to enter column headers.

As you prepare your student to begin his or her work with Rosetta Stone, please keep the following points regarding the SMS in mind:

- At times, your student may want to log into the SMS as a Guest. This process allows your student to use Rosetta Stone in any way he or she chooses, rather than work with the Pre-Loaded Lesson Plan; however, no results of this time spent working will be recorded on the SMS.
- Each time you log into the SMS Administrator the program will ask you if you want to make a back-up copy of the database. Once your student has started working, we recommend that you click on YES once a week, which will create a file (stamped with time and date) in the SMS folder on your hard drive.
- Always use the “Bail Out” button at the bottom of the screen to end your session. Failure to do so could result in inaccurate or incomplete records n the SMS Administrator.

# The Rosetta Stone Level 1
# Table of Contents

Note: Because of differences between languages, there is some variation in content depending on what language you are studying. Refer to the Table of Contents in each Level 1 language book for details on individual languages.


## Unit One

1-01 Introductory Nouns and Prepositions
1-02 Verbs: Present Progressive
1-03 Descriptive Adjectives
1-04 Cardinal Numbers and Counting 1–10
1-05 Singular and Plural: Nouns and Present Indicative Verbs
1-06 Numbers and Clock Time
1-07 Questions and Answers; Personal Pronouns; Present Indicative of "To Be"
1-08 Food, Eating and Drinking; Direct Objects
1-09 Clothing and Dress; Affirmative and Negative Verb Forms; Direct Objects
1-10 Who, What, Where, Which; Interrogative Pronouns and Adjectives
1-11 Unit One Review

## Unit Two

2-01 More Verbs: Present Progressive
2-02 People and Animals; Relative Pronouns: Who, That
2-03 Big and Small; Nouns, Descriptive Adjectives
2-04 Shapes and Colors; Descriptive Adjectives: Comparative Nouns, Pronouns
2-05 Left and Right; His and Her; Possessive Adjectives
2-06 Verbs: Negative Forms
2-07 Compound Subjects
2-08 More Prepositions
2-09 Head, Face, Hands and Feet; Possessive Nouns and Pronouns
2-10 Present Progressive, Present Perfect and Future with "Going To"
2-11 Unit Two Review

## Unit Three

3-01 Descriptions of People: Descriptive Adjectives
3-02 Quantities: Quantity Relationships
3-03 More Clothing
3-04 Inside, Outside; Prepositions
3-05 More Colors and Numbers
3-06 Animals; Real, Not Real
3-07 Being Human: Descriptive Adjectives
3-08 Professions and Conditions: Descriptive Adjectives
3-09 Body Parts and Pictures
3-10 Clock Time, Time of Day
3-11 Unit Three Review

## Unit Four

4-01 Questions and Answers: Interrogative Form of Verbs
4-02 Open–Closed, Together–Apart, Straight–Bent
4-03 Numbers to One Hundred
4-04 People and Talking
4-05 Coming and Going, Asleep and Awake
4-06 Multiple Verbs; While
4-07 Family Relationships
4-08 Everybody, Somebody, Someone, Nobody, Anybody
4-09 Vehicles; Related Verbs and Prepositions
4-10 Prepositions and Objects of Prepositions: With and Without
4-11 Unit Four Review

## Unit Five


5-01 Addition, Subtraction, Multiplication and Division
5-02 Possessive Nouns and Pronouns
5-03 Present Progressive, Present Perfect and Future with "Going To"
5-04 More Numbers
5-05 Direct and Indirect Objects
5-06 Hot and Cold
5-07 Kinds of Things
5-08 Furniture, Clothing and Instruments
5-09 Few, Many, More, Less
5-10 More Verbs; Human Gestures
5-11 Human Conditions
5-12 Unit Five Review


## Unit Six


6-01 To Be and To Have: Present and Past Tenses
6-02 Present Progressive, Present Perfect and Future with "Going To"
6-03 More Descriptions of People; Demonstrative Adjectives
6-04 Units of Things
6-05 Neither–Nor, Both–And
6-06 Verbs: Present and Past Tenses; Relative Pronouns
6-07 Names
6-08 Present Progressive, Present Perfect and Future with "Going To"
6-09 More Units of Things
6-10 Alone, Crowd, Friend; Passive Voice of Verbs
6-11 Professions and Conditions, Activities
6-12 Unit Six Review


## Unit Seven


7-01 More Verbs
7-02 More Verbs; Interrogative Adjectives and Pronouns; Usually
7-03 Fast and Slow
7-04 Seasons
7-05 All, None, Some, Most, Both, Neither, Other
7-06 None and Both; Demonstrative Adjectives
7-07 Shapes and Locations; Prepositions; All, Most
7-08 Left and Right, Full and Empty
7-09 Prepositions: Above and Below, etc.
7-10 More Verbs
7-11 Verb Conjugation
7-12 Unit Seven Review


## Unit Eight


8-01 Ordinal Numbers
8-02 Am and Am Not: More Present Conditions
8-03 Looks Like, Almost All, One, Others, Most, All; Demonstrative Pronouns
8-04 Space and Geography, Countries
8-05 Streets and Sidewalks
8-06 Pets and Clothes; Possessive Adjectives and Pronouns
8-07 Comparative and Superlative Adjectives
8-08 Near and Far; Comparative Forms of Adjectives
8-09 Locations; Prepositions
8-10 Directions: How Do I Get To…
8-11 Activities; More Verbs
8-12 Unit Eight Review

# The Rosetta Stone Level 2
# Table of Contents

Note: Because of differences between languages, there is some variation in content depending on what language you are studying. Refer to the Table of Contents in each Level 2 language book for details on individual languages. Lessons preceded with an asterisk (*) include video clips.


## Unit Nine

9-01 Comparisons: Same and Different
9-02 Asking Questions; Interrogative Pronouns, Adjectives and Adverbs
9-03 Common and Uncommon States and Activities
9-04 Forms of Address: Formal and Informal, Singular and Plural
9-05 Alive, Dead, Sleeping, Dreaming, Thinking
9-06 Personal Pronouns: Singular and Plural
9-07 Needing–Wanting; Direct and Indirect Object Pronouns
9-08 Liking, Choosing, Offering, Guessing
9-09 Office Activities and Terminology
9-10 Modal Auxiliaries; Asking for Help
9-11 Unit Nine Review

## Unit Ten

*10-01 Sequential Activities: Writing, Eating and Washing
10-02 Common Social Conventions
*10-03 Travel and Transportation
*10-04 Doing the Laundry; Washing, Drying, Folding and Wearing
*10-05 Passive Voice: Past, Present and Future
*10-06 Kitchen and Dining Activities; Appliances and Utensils
10-07 Washing, Dressing and Grooming
10-08 Measurement: Length, Weight, Volume, Temperature and Distance
10-09 Measurement: Temperature, Speed, Distance and Time
10-10 Greetings and Conversation; Social Conventions; Telephone Calls
10-11 Unit Ten Review

*Includes video clips

## Unit Eleven

11-01 Inquiries and Requests; Questions and Answers
11-02 Verb Tenses in Passive Voice: Present, Future and Present Perfect
11-03 Attire: Professions, Activities and Nationalities
*11-04 Gestures, Postures and Physical Interactions
*11-05 Entering–Exiting; Opening–Closing; Leaving–Returning
11-06 Simple Physical Activities
11-07 Vehicles and Traffic Signs; Uphill and Downhill
11-08 Questions and Answers Using Present, Past and Future Tenses
11-09 Adjectives and Verbs for Damage or Deterioration; Active and Passive Voice
*11-10 Infinitives; Antonyms: Good–Bad, Start–Finish, Right–Wrong
11-11 Unit Eleven Review

## Unit Twelve

12-01 Frequency: Always, Sometimes, Never, Some, Most, Often, Seldom
12-02 Comprehension, Interest and Meaning; Modal Verbs
12-03 Travel and Transactions at a Bank; Modal Verbs
12-04 Reflexive and Related Verbs
12-05 Sounds of Humans, Animals and Objects
12-06 Imperatives, Exclamations; Obedience and Disobedience
*12-07 Food, Drink, and Related Verbs
12-08 Questions; Classes of Animals and of Buildings; Nine Things to Read
12-09 The Subjunctive and Subordinate Clauses
12-10 Animals by Class, Gender and Activity
12-11 Unit Twelve Review

## Unit Thirteen

13-01 Can and Can't; How Can We Tell?; Subordinate Clauses
*13-02 New Verbs
13-03 Shopping; Stores, Prices and Values
13-04 Eating In and Eating Out; Food Preparation
*13-05 Shopping in the Grocery Store
13-06 "Fast" Speech; Requests for Slow Repetition
*13-07 Sequential Activity: Preparing for and Leaving on a Car Trip
13-08 Requests for Objects
13-09 Things that Fit, Things that Don't Fit
13-10 Antonyms: Forget–Remember, Lose–Find, Lie–Tell the Truth
13-11 Unit Thirteen Review

## Unit Fourteen

14-01 Winning–Losing; Passing–Failing; Hiding, Searching, Finding
14-02 The Five Senses: Smelling, Seeing, Hearing, Tasting, Touching
14-03 Past, Present and Future Times
*14-04 Sickness, Health; Health Professionals
*14-05 Modal Auxiliaries: Would, Could, Should
14-06 Materials; Passive Voice; Infinitives
14-07 Geometry; Line Segments, Angles, Fractions and Percents
*14-08 A Visit to the Doctor
14-09 War, Weapons, Branches of Service
14-10 Completed Actions; Approximations; Causation; Actions against Presumption
14-11 Unit Fourteen Review

## Unit Fifteen

15-01 Emotions and their Expression
15-02 The Calendar; Naming Days and Months
*15-03 Verbs of Manual Manipulation
15-04 Ten Nationalities: Persons, Countries, Languages
15-05 Education, Grade School to University
15-06 Before and After in Time, Space, etc.; With and Against; New Prepositions
15-07 Calendar Conventions: European and American
15-08 Classroom Activities; Terminology of Arithmetic
15-09 Geography and Compass Directions
*15-10 Effort, Success, Failure; Infinitive Verb Forms
*15-11 Unit Fifteen Review

## Unit Sixteen

16-01 The Weather and Dressing For It; More Time Expressions
16-02 Dining Out; Talking to a Waiter; Modal Verbs
16-03 Love and Marriage
16-04 History through Architecture, Attire, Technology and the Military
16-05 Police, the Law, and Public Services
16-06 Telling Time; Subordinate Clauses
16-07 Political Geography
16-08 Famous Names
*16-09 Possibility, Impossibility, Chance and Probability; Infinitives
16-10 Describing Objects and Expressing Preferences
16-11 Unit Sixteen Review

*Includes video clips

## Unit Seventeen: Cartoons

17-01 Cartoons 1
17-02 Cartoons 2
17-03 Cartoons 3
17-04 Cartoons 4
17-05 Cartoons 5
17-06 Cartoons 6
17-07 Cartoons 7
17-08 Cartoons 8
17-09 Cartoons 9
17-10 Cartoons 10

## Unit Eighteen: Reference

18-01 School
18-02 Electronics and Appliances
18-03 House Parts and Furnishings
18-04 Body Parts
18-05 Buildings
18-06 Clothing
18-07 Countries
18-08 Animals
18-09 Plants
18-10 Food and Drinks

## Unit Nineteen: Reference

19-01 Auto Parts
19-02 Geography
19-03 Kitchen: Utensils and Appliances
19-04 Careers
19-05 Sports and Games
19-06 Tools
19-07 Produce
19-08 Vehicles
19-09 Office Equipment and Objects
19-10 Math