

Teacher's Guide



Education

Spanish (Latin America) – Level 2



ISBN 978-1-60391-430-7

All information in this document is subject to change without notice. This document is provided for informational purposes only and Rosetta Stone Ltd. makes no guarantees, representations, or warranties, either express or implied, about the information contained within the document or about the document itself. Rosetta Stone®, Contextual Formation™, Language Learning Success™, Adaptive Recall™, and Dynamic Immersion® are trademarks of Rosetta Stone Inc.

Copyright © 2018 Rosetta Stone Ltd. All rights reserved.

Printed in the United States of America.

Rosetta Stone

Harrisonburg, Virginia USA

T (540) 432-6166 • (800) 788-0822 in the United States and Canada

F (540) 432-0953

RosettaStone.com

Table of Contents

Introduction v

Leveraging Technology for Language Learning	v
About Rosetta Stone Inc.	v
Welcome, Teachers!	v
Rosetta Stone Foundations Pedagogy	vi
Inside the <i>Teacher's Guide</i>	vii
Supplementary Materials Description	x
Lesson Adaptability.	xi

Unit 5: Travel 1

Grammar & Usage: Prepositions and Prepositional Phrases, Izquierdo/a and Derecho/a	5
Lesson 1a: Travel and Destinations	6
Lesson 1b: Spatial Relationships–Part 1	8
Lesson 1c: Spatial Relationships–Part 2	10
Lesson 1d: Journal Activity–My View	12
Grammar & Usage: The Imperative, Ordinal Numbers.	13
Lesson 2a: Exploring Ordinal Numbers	14
Lesson 2b: Directions and Location	16
Lesson 2c: Review	18
Lesson 2d: International Cultural Activity–Subway Scramble.	20
Lesson 2e: Journal Activity–How Do I Get There?	21
Grammar & Usage: Telling Time, The Twenty-Four-Hour Clock System	23
Lesson 3a: Telling Time.	24
Lesson 3b: Arriving and Departing.	26
Lesson 3c: Travel and Distance	28
Lesson 3d: Journal Activity–Traveling	30
Grammar & Usage: Future Tense, Impersonal Construction	31
Lesson 4a: Weather Today	32
Lesson 4b: Weather Tomorrow.	34
Lesson 4c: Latin American Cultural Activity– Visiting a Latin American City	36
Lesson 4d: Review.	37
Lesson 5a: Focused Activity–Listen Up.	38
Lesson 5b: Focused Activity–Reading a Newspaper.	40
Lesson 5c: Focused Activity–Speaking in Rounds	41

Unit 6: Past and Future 43

Grammar & Usage: The Preterite Tense, Stating Age	47
Lesson 1a: Past and Future Tenses.	48
Lesson 1b: Giving.	50
Lesson 1c: Letter Writing.	52
Lesson 1d: Journal Activity–Goals	54
Grammar & Usage: Asking for Repetition, Using Para with an Infinitive.	55
Lesson 2a: School Subjects	56
Lesson 2b: Meaning and Understanding.	58
Lesson 2c: Past Tense.	60
Lesson 2d: Review.	62
Lesson 2e: Journal Activity–Subjects of Discussion	63
Grammar & Usage: Punctuation, The Imperfect Tense.	64
Lesson 3a: The Past Imperfect	66
Lesson 3b: When and Was.	68
Lesson 3c: International Cultural Activity–Haiku	70
Lesson 3d: Work Roles	72
Lesson 3e: Journal Activity–Going to College	74
Grammar & Usage: Direct Object Pronouns, Using Más	75
Lesson 4a: The Imperfect and Preterite Tenses	76
Lesson 4b: Manners	78
Lesson 4c: Review.	80
Lesson 4d: Latin American Cultural Activity–Muralismo	82
Lesson 4e: Journal Activity–Before and After.	83
Lesson 5a: Enrichment Activity–Treasure Hunt	84
Lesson 5b: Focused Activity–Reading All Together	85
Lesson 5c: Focused Activity–Speaking About Travel.	86
Lesson 5d: Focused Activity–Grammar and Travel Chat.	87

Table of Contents (continued)

Unit 7: Friends and Social Life89

Grammar & Usage: Formal Imperatives, Months of the Year	93
Lesson 1a: Formal Imperatives	94
Lesson 1b: Giving and Following Instructions	96
Lesson 1c: Months of the Year.....	98
Lesson 1d: Journal Activity–Party Helpers	100
Lesson 1e: Latin American Cultural Activity–Comparing Civilizations	101
Grammar & Usage: Prepositional Phrases, Informal Imperatives	103
Lesson 2a: Social Interaction Verbs.....	104
Lesson 2b: Timeliness and Numbers Greater Than 100.....	106
Lesson 2c: Contact Information, Calendar Dates, and Imperatives ..	108
Lesson 2d: Review	110
Lesson 2e: Journal Activity–My Circle of Friends	111
Grammar & Usage: Demonstrative Adjectives, Aquí and Allá.....	113
Lesson 3a: Parties and Meals	114
Lesson 3b: Requirements	116
Lesson 3c: Celebrations and Culture	118
Lesson 3d: Journal Activity–Minding Your Ps and Qs.....	120
Lesson 3e: International Cultural Activity– Celebrate Around the World.....	121
Grammar & Usage: Adverbs of Manner, Accepting and Declining Invitations.....	123
Lesson 4a: Music and Forms of Good and Bad.....	124
Lesson 4b: Busy and Free.....	126
Lesson 4c: Apology and Acceptance	128
Lesson 4d: Review	130
Lesson 4e: Journal Activity–The Good Arts	131
Lesson 5a: Focused Activity–Reading Articles.....	132
Lesson 5b: Focused Activity–Rows of Grammar Fun.....	133
Lesson 5c: Focused Activity–Listening Carefully.....	134

Unit 8: Dining and Vacation135

Grammar & Usage: Future Tenses; The Adverb Muy	139
Lesson 1a: Expectations About the Future	140
Lesson 1b: Asking and Answering.....	142
Lesson 1c: Dining In and Dining Out	144
Lesson 1d: Journal Activity–Dinner at My House.....	146
Grammar & Usage: Negation, Types of Things	147
Lesson 2a: Music and Art	148
Lesson 2b: Cities	150
Lesson 2c: Seek and Find	152
Lesson 2d: Review	154
Lesson 2e: Journal Activity–Music Review	156
Grammar & Usage: Expressing Emotions, Sequencing Events	157
Lesson 3a: Worship Sites and Basic Emotions	158
Lesson 3b: Length of Time	160
Lesson 3c: Sequencing	162
Lesson 3d: Latin American Cultural Activity–Latin American Music ..	164
Lesson 3e: Journal Activity–Travel Agent	165
Grammar & Usage: Possession, The Indefinite Adjective Mucho.....	167
Lesson 4a: Vacations.....	168
Lesson 4b: Quantity and Ability	170
Lesson 4c: Going to the Beach	172
Lesson 4d: Review	174
Lesson 4e: Journal Activity–Stranded on an Island	176
Lesson 4f: International Cultural Activity–Machu Picchu.....	177
Lesson 5a: Enrichment Activity–Lost and Found	178
Lesson 5b: Focused Activity–Reading Paragraphs	179
Lesson 5c: Focused Activity–Vocabulary Mobile.....	180
Lesson 5d: Focused Activity–Find the Error.....	181
Lesson 5e: Level 2 Review: Radio Broadcast–Part 1.....	182
Lesson 5f: Level 2 Review: Radio Broadcast–Part 2.....	183

Index of Lesson Activities185

Word Lists189

Samples and Handouts.....195

Leveraging Technology for Language Learning

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

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

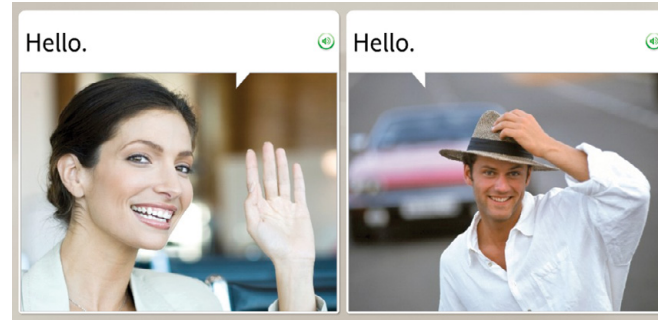
About Rosetta Stone, Inc.

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

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

For more information, visit RosettaStone.com.

Welcome, Teachers!



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

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

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

Rosetta Stone Foundations Pedagogy

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

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

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

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

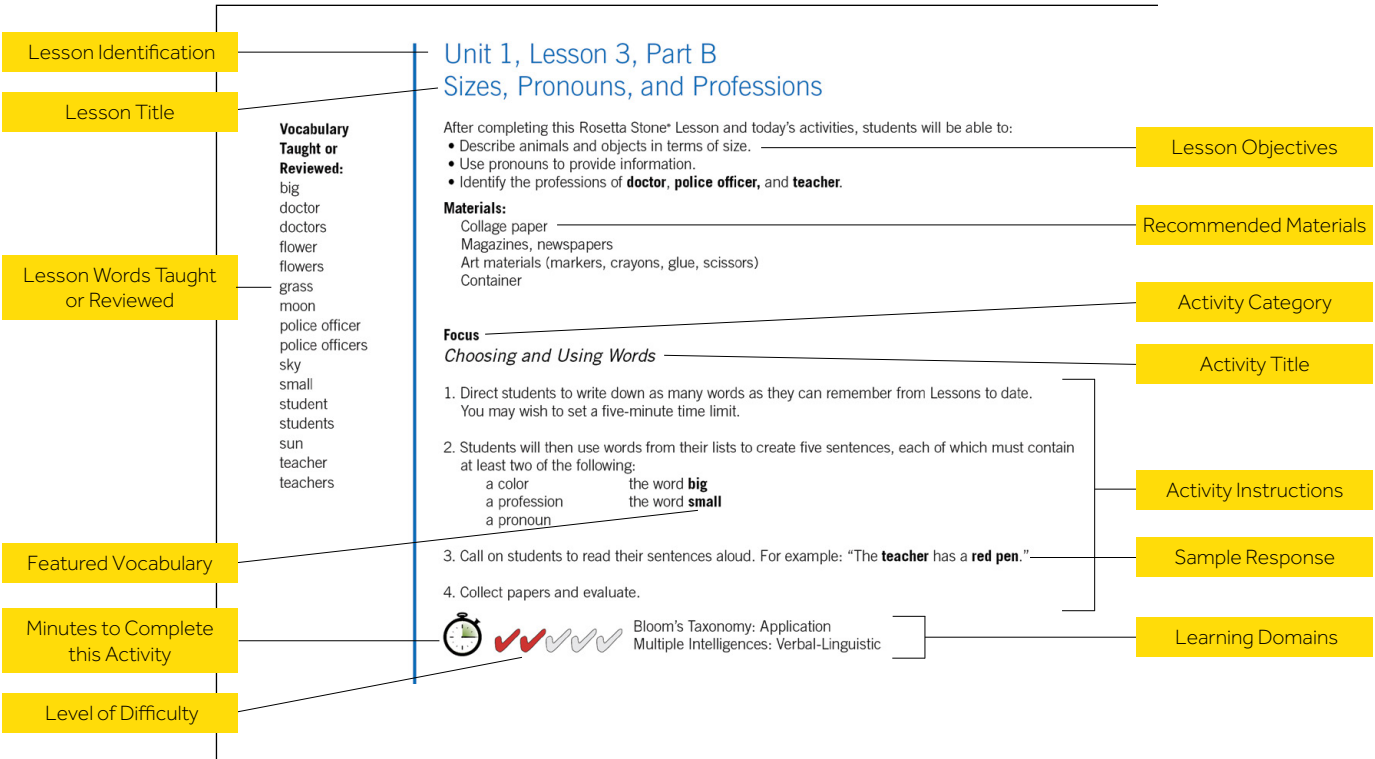


Inside the Teacher's Guide

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

Lessons in the Teacher's Guide go hand in hand with those in the Rosetta Stone software, allowing you to guide your students as they make those all-important seamless connections between what they learn while interacting with the

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



Unit Guidance

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

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

Vocabulary Taught or Reviewed

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

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

Word of the Day

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

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

Bloom's Taxonomy

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

- Cognitive
- Affective
- Psychomotor

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

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

Multiple Intelligences

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

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

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

Level of Difficulty

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



Simple



Easy



Medium



Moderate



Difficult

Supplementary Materials Description

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

Course Content

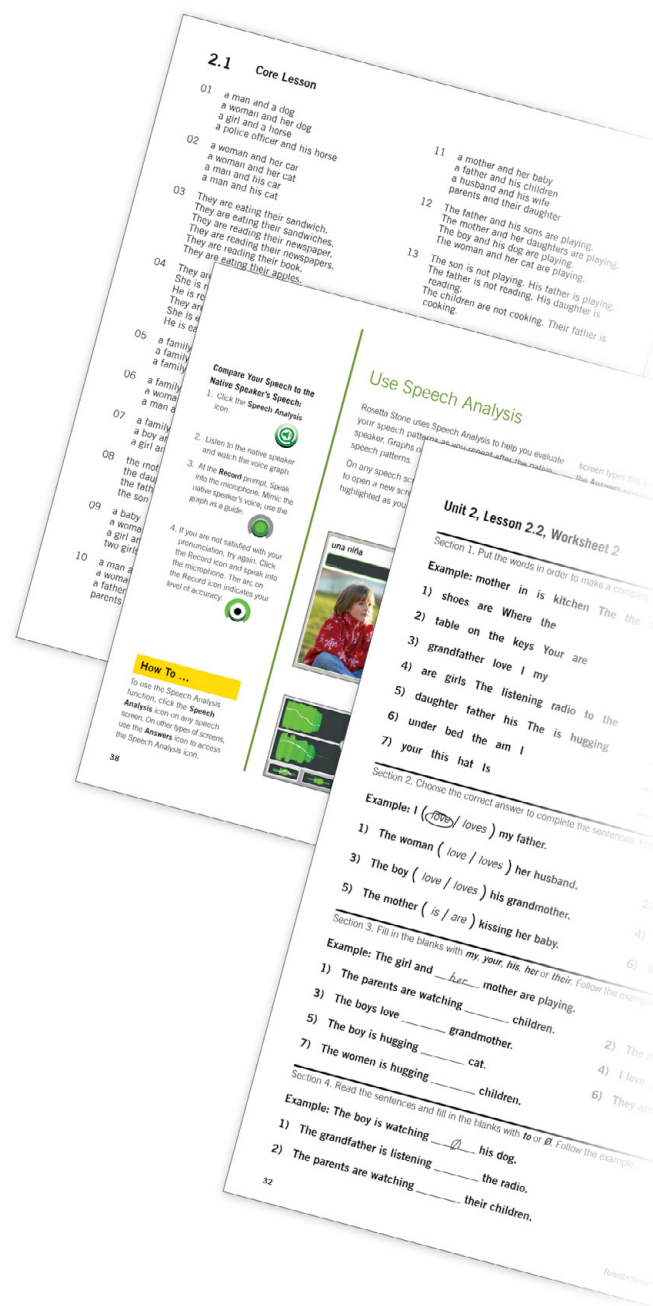
The *Course Content* details the content of each Lesson, as presented in the software, and includes an index to all words in the program. This valuable reference allows you to see at a glance what your students are learning as they work on Lessons at the computer, and it enables you to incorporate Rosetta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

Student Workbook

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

Student Tests

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



Lesson

Adaptability

Learning Styles and Skills

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

Focused Activities

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

Enrichment Activities

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

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

Raise the Bar

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

Teaching to Standards

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

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

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

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

Elementary Students

The goal of Rosetta Stone Foundations language-learning software is to enable learners to acquire a language the same way they learned their first language—through complete immersion. Our immersion environment allows students to experience language learning much the same way as they learn naturally: through constant exposure to the language, consistent correction in pronunciation and vocabulary definition, and manipulations (associating words and objects with meanings). According to the American Council on the Teaching of Foreign Languages, people who are exposed to another language at a young age have the advantage of being more proficient than those who study another language later in life. The early years of life are an excellent period in which to build a language-learning foundation.

With modifications to the Lessons in this Teacher's Guide, younger learners can be guided to make the most of their natural ability to grasp languages. As you shape Lessons to address young students' unique learning style, you prepare a solid foundation for new language acquisition. Younger students gain priceless exposure to the language and explore it in a communicative environment when their unique learning styles are addressed.

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

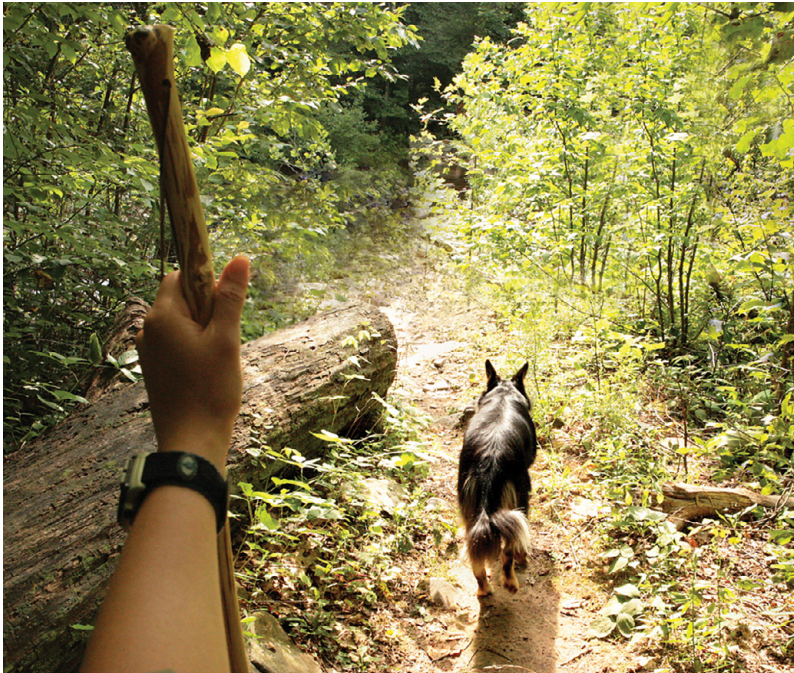
To make language learning more personal, encourage students to use their language skills in their communities, with English-speaking neighbors and friends, for example. Language use in real-life settings will reinforce Lesson concepts. As students successfully use their language skills outside the classroom,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

College Students

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

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

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



Unit 5

Travel

Grammar & Usage: Prepositions and Prepositional Phrases, Izquierdo/a and Derecho/a	5
Lesson 1a: Travel and Destinations	6
Lesson 1b: Spatial Relationships–Part 1	8
Lesson 1c: Spatial Relationships–Part 2	10
Lesson 1d: Journal Activity–My View	12
Grammar & Usage: The Imperative, Ordinal Numbers	13
Lesson 2a: Exploring Ordinal Numbers	14
Lesson 2b: Directions and Location	16
Lesson 2c: Review	18
Lesson 2d: International Cultural Activity–Subway Scramble	20
Lesson 2e: Journal Activity–How Do I Get There?	21
Grammar & Usage: Telling Time, The Twenty-Four-Hour Clock System	23
Lesson 3a: Telling Time	24
Lesson 3b: Arriving and Departing	26
Lesson 3c: Travel and Distance	28
Lesson 3d: Journal Activity–Traveling	30
Grammar & Usage: Future Tense, Impersonal Construction	31
Lesson 4a: Weather Today	32
Lesson 4b: Weather Tomorrow	34
Lesson 4c: Latin American Cultural Activity– Visiting a Latin American City	36
Lesson 4d: Review	37
Lesson 5a: Focused Activity–Listen Up	38
Lesson 5b: Focused Activity–Reading a Newspaper	40
Lesson 5c: Focused Activity–Speaking in Rounds	41

Unit 5: Travel

Introduction to Unit 5

This first Unit in Level 2 of Rosetta Stone® software and the Teacher's Guide focuses on some of the most-needed Spanish communication skills for learners ready to explore and use their new language. Travel and spatial relationships of people, places, and objects are overarching themes that mesh frequently as students learn to give and follow directions, navigate through cities using maps, tell time and differentiate between units of time, and talk about the weather and destinations.

Teaching Unit 5

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

Lesson 1a: Travel and Destinations

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

Lesson 1b: Spatial Relationships–Part 1

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

Lesson 1c: Spatial Relationships–Part 2

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

Lesson 1d: Journal Activity–My View

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

Lesson 2a: Exploring Ordinal Numbers

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

Lesson 2b: Directions and Location

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

Lesson 2c: Review

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

Lesson 2d: International Cultural Activity–Subway Scramble

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

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

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

Lesson 3a: Telling Time

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

Lesson 3b: Arriving and Departing

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

Lesson 3c: Travel and Distance

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

Lesson 3d: Journal Activity–Traveling

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

Lesson 4a: Weather Today

This first of a two-part Lesson lets students practice weather and environmental vocabulary as they plan and present a mock TV weather report about today's conditions.

Lesson 4b: Weather Tomorrow

What better way to introduce the future tense than by talking about the weather forecast? In this Lesson, your students will continue their mock TV weather broadcasts by forecasting future weather conditions. They will also talk and write about upcoming plans.

Lesson 4c: Latin American Cultural Activity–Visiting a Latin American City

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

Lesson 4d: Review

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

Lesson 5a: Focused Activity–Listen Up

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

Lesson 5b: Focused Activity–Reading a Newspaper

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

Lesson 5c: Focused Activity–Speaking in Rounds

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





Grammar & Usage

Unit 5, Lesson 1

Grammar

Prepositions and Prepositional Phrases

Discuss with the class the use of prepositions and prepositional phrases. These come before nouns and express time, manner, or place.

Review with the class the prepositions and prepositional phrases that appear in this Lesson:

- Ella va **a** la escuela.
- La bicicleta está **delante de** la casa.
- La bicicleta está **detrás de** la casa.
- La mujer está **al lado del** carro.
- Las llaves están **dentro del** carro.
- Quiero pagar **con** tarjeta.



Remind students that when *el* immediately follows *de*, the two words combine to form *del*.

de + el = del

Also, *a* followed by *el* becomes *al*.

a + el = al

Usage

Izquierdo/a and *Derecho/a*

Since *izquierdo/a* and *derecho/a* are adjectives, their form must agree with the gender and number of the nouns they modify. Like most other adjectives, they are placed after the nouns.

Remind students that some nouns—such as *mano* in the examples below—are an exception to the rule that nouns ending in *-o* are masculine. *Mano* is feminine.

Tiene las flores en la **mano izquierda**.

Esta es su **mano derecha**.

Next, point out to students the difference between using *izquierdo/a* and *derecho/a* as adjectives, and their use in prepositional phrases to describe spatial relationship. In the examples below, the preposition *a* is used to begin the prepositional phrases, and the feminine forms are used since they are implicitly modifying the feminine noun, **mano**.

La niña está **a su izquierda**.

El mapa está **a su derecha**.

Explain difference between *¿Dónde está...?*, to express location, and *¿Adónde va...?*, to express destination or direction.



**Vocabulary
Taught or
Reviewed:**

el banco
la biblioteca
comprar
el estadio
la gasolina
la gasolinera
ir
el museo
la oficina de correos

Unit 5, Lesson 1, Part A Travel and Destinations

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

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

Skill Builder

After-School Destinations

1. Call on one student to answer the question "¿Adónde vas después de la escuela hoy?"
2. After the learner answers in a complete sentence using **voy** ("Voy al supermercado."), she should then ask the same question of a peer.
3. Continue until all students have answered and asked the question.

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

For example:

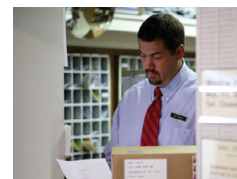
¿Adónde va Matthew esta tarde?

¿Adónde van Paolo y Andrea después de cenar?

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



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





Engage and Explore Running Errands

1. Divide the class into groups of four students.
2. Learners will list 10 places where they might go to run errands on a weekend.
Challenge students to use new vocabulary terms such as:
un café
una biblioteca
3. Learners should be prepared to describe the tasks associated with the errands at each place.
4. Each group should present its to-do list to the class by describing where each student is going and the tasks that will be performed. For example:
Voy al **café** a comprar café.
Tony va a la **gasolinera** a comprar gasolina.
Susana y Carolina van a la **biblioteca** a leer libros.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal

Assessment Holiday Travel

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



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal



RAISE THE BAR

Have students write 4-5 paragraphs, one for each destination, plus an introduction and conclusion.

They can draw from informational texts to give reasons why they want to go to each place and what they will do there. Remind them to check their work for correct word use, grammar, spelling, and sentence structure.

Introduce how to cite references, including underlining titles, giving the author's and publisher's names, and the date of publication and page number. Advise students that they should always cite their sources.

**Word of
the Day:**
biblioteca

**Vocabulary
Taught or
Reviewed:**

adónde
delante
dentro
derecho/-a
detrás
lado

Unit 5, Lesson 1, Part B

Spatial Relationships–Part 1

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

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

Materials:

Card stock

Jump Start

Learning About Locations

1. Ask each student this question: "¿Dónde estás?"
2. Learners will respond with the terms **detrás de**, **al lado de**, and **delante de**, and should describe locations in relation to peers and classroom objects. For example:
Estoy sentado al lado de Carlos y delante de Teresa.
Estoy parado detrás de la mesa.
3. Continue until everyone has had a turn.



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

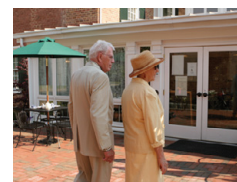
Engage and Explore On Location

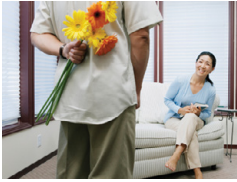
Prepare Ahead:

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

1. As a class, generate a list of building landmarks to display on the board. Be sure to include the following Lesson terms:

un estadio	un banco
una oficina de correos	un museo
una biblioteca	un café
un hotel	un teatro
2. Divide the class into groups of three students.





3. Direct each group to write five to eight sentences, using the previous landmark terms and the following location terms:

izquierda detrás de
derecha delante de
al lado de

Sample sentences include:

El café está a la izquierda.
El teatro está a la derecha.
La oficina de correos está al lado de la biblioteca y detrás del hotel.
Estoy sentado delante del museo.

While students work, label card stock with location terms.

4. Have each group take turns reading sentences, using signs as needed to illustrate the locations of landmarks. For instance, a student with a post office sign stands beside a peer holding a bookstore sign and behind a peer holding a hotel sign to illustrate the sentence:

La oficina de correos está **al lado de** la librería y **detrás del** hotel.



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

Assessment Preferred Places

1. Direct students to write a short story (8–10 sentences) that describes a location of their choosing.
2. Stories should include vocabulary terms for:
 - age (**viejo/nuevo**)
 - spatial relationship (**delante de/detrás de/al lado de**)
 - directions (**izquierda/derecha**)
 - colors (**rojo/blanco**)
 - sizes (**grande/pequeño**)
3. After learners take turns reading their stories, collect papers and evaluate for correct word use, grammar, spelling, and sentence structure.



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

**Word of
the Day:**
estadio

**Vocabulary
Taught or
Reviewed:**
el mapa

Unit 5, Lesson 1, Part C

Spatial Relationships–Part 2

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

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

Materials:

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

Skill Builder

Left and Right

Prepare Ahead:

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

1. Explain to students that they will be using the terms **izquierdo/a** and **derecho/a** to describe peers and classroom objects in ways such as:

Javier está a mi izquierda. Danielle está a mi derecha.

El bolígrafo está en la mano izquierda.

El periódico está al lado del pie derecho.

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

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

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



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

Real-Life Learning

Community Map

Prepare Ahead:

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

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





3. After learners design and draw buildings that represent known terms, they should place these landmarks on a community map.

4. Assign each group one or two landmarks and offer guidelines for uniform size. Students should then discuss the colors, shapes, and features of their landmarks.

5. After students design and label their landmarks, they will decide (as a class) the placement of each landmark on the map. Conversations should include use of the terms:

izquierda delante de al lado de
derecha detrás de

6. Once landmarks are in place, challenge each student to describe a landmark using known location terms.



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

Assessment Directional Chain

1. Place a chair at the front of the classroom.
2. Give the following direction to a student (calling him by name), for example:
Alberto está parado al lado de la silla.
3. After the learner takes his place beside the chair, continue giving directions to each student.
Use the following pattern to develop a chain of learners:
Emily está parada detrás de Alberto.
Luke está parado al lado de Emily.
Jilian está parada delante de Luke.

4. Once everyone is in place, call on volunteers to describe their positions using two of the following terms:

izquierda delante de al lado de
derecha detrás de

This is an excellent opportunity to model mí by standing behind a student and saying: "Emily está delante de mí." Do this with several students or objects until students have a solid grasp of the concept. Then, ask students to describe their positions.



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

**Word of
the Day:**
derecha

Unit 5, Lesson 1, Part D

Journal Activity–My View

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

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

Learning For Life My View

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

Sample entry:

Estoy sentado sobre mi cama y mi gato está a mi lado. Mi frazada está a la izquierda y mis almohadas están a la derecha. Mi perro está durmiendo delante de la cama. Mi madre va al supermercado y mis hermanos van al parque.





Grammar & Usage

Unit 5, Lesson 2

Grammar

The Imperative

Explain to students that the imperative mood is used to give commands or to make a request.

Vaya, siga, and doble are the formal imperative forms of the verbs ir, seguir, and doblar.

Usually, these imperatives are used to give directions as to how to get to a destination.

Vaya al café.

Vaya hasta el museo y **doble** a la derecha.

Siga derecho.

Siga derecho hasta el parque.

Doble a la izquierda, por favor.



Usage

Ordinal Numbers

Explain to students that the first group of numbers they learned—uno, dos, tres, and cuatro, for example—are called cardinal numbers. They are used for counting.

Ordinal numbers are used to denote the position of something (usually a noun) in a sequence.

The first four ordinal numbers are:

Cardinal

uno

dos

tres

cuatro

Ordinal (masculine/feminine)

primer/primero/primera

segundo/segunda

tercer/tercero/tercera

cuarto/cuarta



Explain that ordinal numbers are adjectives. They describe the position of a person, place, thing or idea within a given order. As such, they must agree with the noun they modify in terms of gender and number.

La **primera persona** de la cola es alta.

La **segunda persona** de la cola es rubia.

El **tercer niño** de la cola lleva una camiseta azul.

El **cuarto niño** de la cola lleva un sombrero.



Also, explain that primero and tercero become primer and tercer in front of masculine singular noun.

El tercer niño de la cola lleva una camiseta azul.

El primer número es tres.



**Vocabulary
Taught or
Reviewed:**

la cola
el número

primer/-o/-a
segundo/-a
tercer/-o/-a
cuarto/-a

Unit 5, Lesson 2, Part A

Exploring Ordinal Numbers

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

- Identify the ordinal terms **primero**, **segundo**, **tercero**, and **cuarto**.
- Use ordinal terms to describe people, objects, and numbers.

Materials:

Four sheets of paper

Jump Start Orderly Ordinals

1. Write the following terms on the board:
primer/o/a
segund/o/a
tercer/o/a
cuarto/a
2. Divide the class into groups of 4 students.
3. Have the members of each group take turns standing behind each other as you ask the class:
¿Quién es el/la ____ muchacho/-a de la cola?
Students should answer in complete sentences.



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

Extending the Text Who's First? What's Second?

Prepare Ahead:

- Four sheets of paper labeled **primero**, **segundo**, **tercero**, and **cuarto**.
- Small classroom objects that represent known terms (**un bolígrafo**, **un periódico**, **un libro**).

1. Display each sheet of paper as students read the ordinal term aloud.
2. Place pages on the floor at the front of the classroom, beside each other and in order.
3. Write the words **primero**, **segundo**, **tercero**, and **cuarto** on the board, above each page.





4. Write the words **quién** and **qué** on the board, above the ordinal numbers. Remind students that **quién** refers to people, and **qué** refers to objects.



5. Ask two volunteers to each stand on a page. Place one object each on the remaining two pages.

6. Direct students to answer questions such as the following:

- ¿Quién es el primero?
- ¿Quién es el segundo?
- ¿Quién es el tercero?
- ¿Quién es el cuarto?



7. Activity continues until everyone has answered a question and volunteered to stand on a page.

Option: Students take turns asking ordinal-number questions.



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

Assessment Number Sense

1. Write a series of four-digit numbers on the board.
2. Have students take turns answering questions about the first, second, third, and fourth numerals in each number. For example:
 - ¿Cuál es el primer número?
 - ¿Cuál es el segundo número?



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



**Word of
the Day:**
baño

**Vocabulary
Taught or
Reviewed:**

el asiento
el autobús
bajarse
caminar
doblar
la estación
hacer
hasta
seguir (i)
subirse
el subterráneo
el taxi
tomar
venir

Unit 5, Lesson 2, Part B Directions and Location

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

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

Materials:

Photos of taxis, buses, and subways
Art materials

Skill Sharpener

Types of Travel

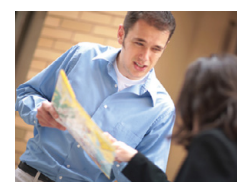
1. Display photos of taxis, buses, and subways.
2. Have students name each form of transportation.
3. Ask questions such as:
 - ¿Cuál tiene más asientos?
 - ¿Dónde te subes al autobús?
 - ¿Dónde te bajas del subterráneo?
 - ¿De qué color es este taxi?



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

**Curriculum Connection
From Here to There**

1. Divide the class into pairs of students.
2. Direct each group to write a script about two people giving and receiving directions.
3. Groups should also draw a basic map that shows beginning and ending landmarks, as well as the route that corresponds to their script.
4. Scripts should include:
 - The opening line "Disculpe, ¿cómo voy a la ____?"
 - A minimum of two directions.
 - The closing line "De nada."





Sample script:

Student 1: Disculpe, ¿cómo voy a la biblioteca?

Student 2: Tome el autobús hasta la tercera parada. Bájese del autobús y camine hasta a la segunda calle. La biblioteca está a la derecha.

Student 1: Gracias.

Student 2: De nada.

5. Have partners take turns practicing each role before performing their skit for the class.
Each group should also display its map.

6. After all projects have been presented, collect scripts and maps for evaluation.



Bloom's Taxonomy: Synthesis

Multiple Intelligences: Interpersonal

Assessment

How Do You Get to School?

1. Divide the class into pairs of students.

2. Direct partners to interview each other about their home-to-school routes.

3. After students take notes during their interview, they should write a set of directions (in sentence form) that begins and ends with:

_____ está en la casa, pero va a la escuela.

_____ está en la escuela.

4. Sentences should include:

mode(s) of transportation

landmarks

ordinal numbers

directional terms (**doble a la izquierda, doble a la derecha, siga derecho**)

5. Ask for several volunteers to read directions.

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



Bloom's Taxonomy: Analysis

Multiple Intelligences: Verbal-Linguistic

**Word of
the Day:**
autobús

Unit 5, Lesson 2, Part C Review

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

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

Classroom Community

In-Class Activity–Scenario Skits

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

Sample scenarios:

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

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

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

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

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





Community Connection Out-of-Class Activity–Routine Interviews

1. Direct students to interview two family members about a routine trip.

Examples include:

- the commute to and from work

- errand-running

- traveling to and from school

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



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



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



RAISE THE BAR

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

Unit 5, Lesson 2, Part D

International Cultural Activity–Subway Scramble

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

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

Connecting to Culture

Subway Scramble

1. Assign each student the name of an international city whose subway system map they must find. Learners may find their maps at this website: people.reed.edu/~reyn/transport.html

Color prints of maps should be used, if possible.

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

- ¿En qué país está este subterráneo?
- ¿En qué ciudad está este subterráneo?
- ¿Cuál es la línea más larga?
- ¿Cuál es la línea más corta?
- ¿Cuál es la línea que tiene más paradas?
- ¿Cuál es la línea que tiene menos paradas?

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

- | | |
|---------------|-----------|
| la biblioteca | el banco |
| el café | el hotel |
| el estadio | el teatro |

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

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

- ¿Cómo vas a la biblioteca?
- ¿Cómo vas al banco?

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



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





Unit 5, Lesson 2, Part E

Journal Activity–How Do I Get There?

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

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



Being Creative

How Do I Get There?

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

- un taxi
- un carro
- el subterráneo
- una bicicleta
- un autobús



RAISE THE BAR

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





Grammar & Usage

Unit 5, Lesson 3

Usage

Telling Time

Remind students of these rules for stating the time of day according to the clock:



Use *son las* or *es la* to say the time when it is exactly the top of the hour.

Son **las dos**.

Son **las nueve**.

Es **la una**.

Use *y media* or *y treinta* to say that it is half past the hour.

El autobús sale a **las seis y media** de la tarde.

Llega a horario, a **las nueve y treinta**.



Use *y cuarto* or *menos cuarto* to say that it is one-quarter past or before the hour.

Son **las cinco y cuarto**.

Son **las dos menos cuarto**.

When time must be expressed in minutes, state the hour first, followed by *y*, and then the number of minutes after the hour.

El tren sale a **la una y treinta**.

Mi tren sale a **las ocho y treinta y siete**.



To more clearly express a period of time, learners may add a time-of-day prepositional phrase to denote whether the time is in the morning, afternoon, or night (before midnight).

las dos y media **de la mañana**

las siete y quince **de la tarde**

las ocho y veinticinco **de la noche**



Usage

The Twenty-Four-Hour Clock System

Explain to students the 24-hour clock system used to state the time of day in some Latin American countries. In this four-digit sequence the first two digits represent the hour of the day and the last two digits represent the minutes of that hour. Hours are numbered beginning with 0000 hours (midnight). Hours go up to 2300 hours (11:00 at night, or 11:00 p.m.).

The two-digit hour is followed by the number of minutes past the hour. The written format may vary from country to country, but the general structure is as such:

las dos y media de la mañana = 02:30 or 02.30

las siete y quince de la tarde = 19:15 or 19.15

las ocho y veinticinco de la noche = 20:25 or 20.25



**Vocabulary
Taught or
Reviewed:**

la hora
un minuto
pulsera
un reloj
un segundo

Unit 5, Lesson 3, Part A

Telling Time

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

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

Materials:

Wrist watch
World map with time zones clearly displayed

Quick Start Review

What Time Is It?

Prepare Ahead:

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

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



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

Real-Life Learning
Timetable

Prepare Ahead:

- World map with time zones clearly displayed.

1. Direct students to prepare a personal, daily timetable by listing eight activities and their corresponding times, beginning and ending with the sentences:
Me despierto a las _____.
Me acuesto a las _____.
All entries should fall on the hour and include a notation for morning, afternoon, or evening.





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

Me despierto a las seis de la mañana en Denver.

En Roma son las dos de la tarde. Las personas están almorzando.

Desayuno a las seis de la mañana en Denver. En Beijing son las ocho de la tarde y los niños estudian.

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

Times may be written as numerals or words.



Bloom's Taxonomy: Analysis

Multiple Intelligences: Logical-Mathematical

Assessment

Round-the-Clock Round Robin

- Start the round-robin exercise by asking one student a question such as, "¿Qué haces a las 6:00 de la tarde?"
- After the student answers ("Ceno a las 6:00 de la tarde."), she will then ask a peer about another time of day.
- Activity continues until everyone has had a turn asking and answering a question.



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic

**Word of
the Day:**
de la tarde

**Vocabulary
Taught or
Reviewed:**

el aeropuerto
un avión
un boleto
esperar
llegar
una maleta
un pasaporte
retraso
salir
el tren
el vuelo

Unit 5, Lesson 3, Part B

Arriving and Departing

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

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

Materials:

Analog clock (real or prop)
Copies of travel scenario, one for each student (see **Appendix A**)

Skill Builder

Increments of Time

Prepare Ahead:

- *Analog clock (real or prop).*

1. Set the clock hands to various times and call on volunteers to tell the time by:
beginning with times on the hour
continuing with times on the half-hour
ending with times on the quarter-hour
2. To generate designations for morning, afternoon, and evening, set the clock hands to 6:30 and say, "Yo desayuno." Students should respond with "Usted desayuna a las 6:30 de la mañana." Continue with additional times and task-related statements, while students respond with appropriate a.m. or p.m. descriptions.



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

Learning for Life

Traveling Abroad

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

For example:

Arrivals

Rome—08:00 a.m. Paris—09:37 a.m.

Departures

Moscow—11:02 a.m. New York—12:46 p.m.

2. Divide the class into pairs of students.





3. Each group will write a script for a dialogue about traveling, and should include information such as the following:
- arrival and departure times
 - modes of transportation
 - terms for travel necessities:

a horario	número de asiento
retraso	maleta
esperando	hotel
pasaporte	boleto

4. After groups perform their dialogues, collect scripts and evaluate for correct word use, grammar, spelling, and sentence structure..



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

Assessment In a Hurry

Prepare Ahead:

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

1. Divide the class into groups of 4 students; distribute a scenario to each member.
2. Read the following scenario aloud as students follow along:
Estás en París y vas a Roma en el tren de las 8:01 de la mañana. Este tren debe llegar a Roma a las 17:35 de la tarde. Te despertaste a las 7:00 de la mañana. Toma veinte minutos en autobús para ir a la estación desde la casa; ese autobús sale a las 7:32 de la mañana.
3. Direct each group to create a timeline of events from 07:00 to 17:35. For each time listed, learners should include where they are, what they are doing, or why they are doing something. The beginning of a timeline may look like the following:
7:00 – Me despierto.
7:01 – Me lavo la cara y me cepillo los dientes en el baño.
7:05 – Estoy en la cocina porque estoy desayunando.
7:10 – Necesito mi maleta, boleto y pasaporte del dormitorio.
7:15 – Corro a la parada de autobús.

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



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal

**Word of
the Day:**
hora

**Vocabulary
Taught or
Reviewed:**
un kilómetro

setenta
ochenta
noventa

Unit 5, Lesson 3, Part C

Travel and Distance

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

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

Materials:

Art materials

Quick Start Review Number Recognition

Prepare Ahead:

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

1. List 10 numerals ranging from 70–99 on the board.
2. Have each student write a travel- or cost-related sentence that uses one of these numerals. For example:
Estoy esperando el vuelo 74.
El número de mi asiento es 82.
Roma está a 70 kilómetros.
Mi cámara cuesta 98 dólares.
3. Learners should recite their sentences aloud to the class.



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

Curriculum Connection Traveling Travelogues

Prepare Ahead:

- *Art materials.*

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





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

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



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

Assessment Travelogue Interpretations

Prepare Ahead:

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

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



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

**Word of
the Day:**
kilómetros

Unit 5, Lesson 3, Part D

Journal Activity–Traveling

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

- Write about pleasant travel experiences.

Being Creative Traveling

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



**Vocabulary
Taught or
Reviewed:**

Barcelona
el bosque
el lago
llover (ue)
la montaña
nevar (ie)
nublado
la playa
poder (ue)
el tiempo

Unit 5, Lesson 4, Part A

Weather Today

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

- Use the terms **puede** and **no puede** appropriately when answering questions.
- Combine knowledge of weather and environmental vocabulary to describe current weather conditions.

Materials:

Art materials
Wall map of the world

Jump Start

What Can You Do?

1. Ask questions such as:

¿Puedes cocinar?
¿Puedes jugar al fútbol?
¿Puedes manejar un carro?

2. Students should answer in complete sentences, using **puedo** or **no puedo**.



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

Engage and Explore

Today's Weather Report

Prepare Ahead:

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

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





3. Inform students that this activity is the first of a two-part assignment. Groups should only report on current weather conditions and save other information for a subsequent Lesson, when they will report on future weather conditions.



4. One student from each group will be the newsroom anchor; the others will be correspondents reporting from outside locations.

5. Encourage the use of maps with graphics for the following weather conditions:

hace calor	está nublado
hace frío	está lloviendo
hace sol	está nevando



6. Have each group take turns reporting to the class.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment

Environmental Scenarios



1. Write the following words on the board:

la playa	la lluvia	hace sol
el lago	lloviendo	el tiempo
las montañas	la nieve	nublado
el bosque	nevando	

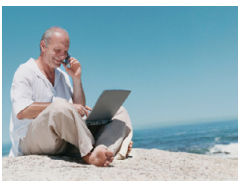
2. Have students write a three-paragraph scenario using all of the listed words. Learners might describe a favorite day or an imaginary situation involving the above locales and weather conditions. Remind them to check their work for correct grammar, spelling, and sentence structure.



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



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



**Word of
the Day:**
puedo

**Vocabulary
Taught or
Reviewed:**
estudiar

Unit 5, Lesson 4, Part B

Weather Tomorrow

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

- Combine knowledge of weather and environmental vocabulary to describe future weather conditions.

Materials:

- Art materials
- Wall map of the world

Engage and Explore

Tomorrow's Weather Report

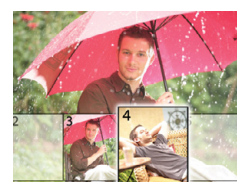
Prepare Ahead:

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

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



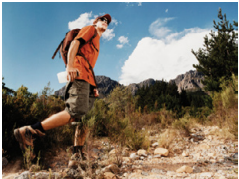
Bloom's Taxonomy: Synthesis
Multiple Intelligences: Verbal-Linguistic





Classroom Community

What Is Everyone Doing?



1. Direct each student to interview two peers about their plans for the weekend.
2. Learners should write a minimum of three sentences about each peer.
3. Advise students to also include three sentences about their own weekend plans.
4. Remind students to use the future tense when writing their descriptions, for example:
Eric va a jugar al fútbol el sábado por la tarde. El domingo por la tarde él va a mirar una película. El domingo por la noche Eric va a cenar con su familia.
5. After several volunteers read their interviews, collect papers and evaluate for correct word use, grammar, spelling, and sentence structure.



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

**Word of
the Day:**
hace

Unit 5, Lesson 4, Part C: Latin American Cultural Activity– Visiting a Latin American City

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

- Discuss travel to Latin American cities.

Materials:

- Art materials
- Maps of Central and South America

Connecting to Culture

Visiting a Latin American City

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



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





Unit 5, Lesson 4, Part D Review

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

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



Materials:

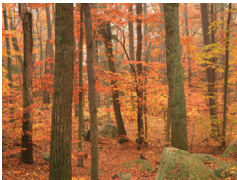
- Spanish-language magazines, one per student
- Colored markers

Classroom Community

In-Class Activity—Marvelous Magazines

Prepare Ahead:

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



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



Community Connection

Out-of-Class Activity—Community News

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



RAISE THE BAR

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



Unit 5, Lesson 5, Part A

Focused Activity–Listen Up

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

- Identify known terms in the context of a story.

Materials:

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

Extra Help

Listen Up

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





Version 1 Script:

Hoy es miércoles y Mariana toma el autobús. Ella está sentada en la parada con un paraguas, esperando el autobús. Ella tiene pelo corto negro y lleva un suéter rojo porque tiene frío. El autobús llega con retraso por la lluvia. El autobús está en la parada y es azul y blanco. Las personas suben y bajan del autobús. Mariana está en el autobús y está comiendo un sándwich. El sándwich cuesta 3 dólares. Mariana va a la escuela y tiene sus libros. Ella estudia árabe. Mariana está sentada al lado de un hombre que lleva un abrigo amarillo y está sentada detrás de una mujer joven con pantalones azules y camiseta blanca. El hombre tiene 55 años y la mujer joven tiene 27 años. Ellos van al aeropuerto. Él trabaja en el aeropuerto y ella va a China. Sus padres son de China y ella estudia chino.

Version 2 Script:

Hoy es ____ y Mariana toma el autobús. Ella está ____ en la parada con un paraguas, esperando el _____. Ella tiene ____ corto negro y lleva un suéter rojo porque tiene _____. El autobús llega con retraso por la _____. El autobús está en la parada y es ____ y blanco. Las personas suben y ____ del autobús. Mariana está en el autobús y está ____ un sándwich. El sándwich cuesta ____ dólares. Mariana ____ a la escuela y tiene sus _____. Ella estudia _____. Mariana está sentada al lado de un hombre que lleva un ____ amarillo y detrás de una mujer joven con pantalones azules y una camiseta _____. El hombre tiene 55 años, ____ la mujer joven tiene ____ años. ____ van al aeropuerto. Él ____ en el aeropuerto y ella va a China. Sus padres son de ____ y ella estudia chino.





RAISE THE BAR

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

Unit 5, Lesson 5, Part B

Focused Activity–Reading a Newspaper

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

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

Extra Help

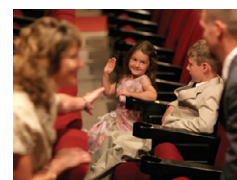
Reading a Newspaper

Prepare Ahead:

- *Spanish-language newspapers, one copy per student.*
- *Colored markers.*

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

Optional activity: Students may cut out highlighted terms and create a collage.





Unit 6

Past and Future

Grammar & Usage: The Preterite Tense, Stating Age	47
Lesson 1a: Past and Future Tenses	48
Lesson 1b: Giving	50
Lesson 1c: Letter Writing	52
Lesson 1d: Journal Activity–Goals	54
Grammar & Usage: Asking for Repetition, Using Para with an Infinitive	55
Lesson 2a: School Subjects	56
Lesson 2b: Meaning and Understanding	58
Lesson 2c: Past Tense	60
Lesson 2d: Review	62
Lesson 2e: Journal Activity–Subjects of Discussion	63
Grammar & Usage: Punctuation, The Imperfect Tense	64
Lesson 3a: The Past Imperfect	66
Lesson 3b: When and Was	68
Lesson 3c: International Cultural Activity–Haiku	70
Lesson 3d: Work Roles	72
Lesson 3e: Journal Activity–Going to College	74
Grammar & Usage: Direct Object Pronouns, Using Más	75
Lesson 4a: The Imperfect and Preterite Tenses	76
Lesson 4b: Manners	78
Lesson 4c: Review	80
Lesson 4d: Latin American Cultural Activity–Muralismo	82
Lesson 4e: Journal Activity–Before and After	83
Lesson 5a: Enrichment Activity–Treasure Hunt	84
Lesson 5b: Focused Activity–Reading All Together	85
Lesson 5c: Focused Activity–Writing Around the World	86
Lesson 5d: Focused Activity–Grammar and Travel Chat	87

Unit 6:

Past and Future

Introduction to Unit 6

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

Teaching Unit 6

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

Lesson 1a: Past and Future Tenses

This Lesson introduces the future tense and provides practice with the simple past tense by focusing on **ayer**, **hoy**, and **mañana**. In writing and speaking exercises, students will be challenged to describe their future and past activities.

Lesson 1b: Giving

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

Lesson 1c: Letter Writing

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

Lesson 1d: Journal Activity–Goals

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

Lesson 2a: School Subjects

In today’s busy world, being able to manage one’s time effectively is a must. During this Lesson, while your students create a mini-version of a personal planner, they will be practicing vocabulary related to subjects they study in school and past, present, and future activities they have planned.

Lesson 2b: Meaning and Understanding

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

Lesson 2c: Past Tense

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

Lesson 2d: Review

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

Lesson 2e: Journal Activity–Subjects of Discussion

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

Lesson 3a: The Past Imperfect

Today your class will describe actions, perform pantomimes, and do other exercises that will help them contrast past and present activities.

Lesson 3b: When and Was

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

Lesson 3c: International Cultural Activity–Haiku

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

Lesson 3d: Work Roles

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

Lesson 3e: Journal Activity–Going to College

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

Lesson 4a: The Imperfect and Preterite Tenses

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

Lesson 4b: Manners

Your students will certainly encounter real-life Spanish-language situations that demand courteous queries and responses. Activities today focus on social phrases that may occur in settings including restaurants, stores, or homes.

Lesson 4c: Review

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

Lesson 4d: Latin American Cultural Activity–Muralismo

History and art go hand in hand today as your students learn and write about the Muralismo art movement in Latin America.

Lesson 4e: Journal Activity–Before and After

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

Lesson 5a: Enrichment Activity–Treasure Hunt

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

Lesson 5b: Focused Activity–Reading All Together

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

Lesson 5c: Focused Activity–Writing Around the World

With a world map to focus on, students will write letters that describe travelling to various places and performing daily and unusual actions. This exercise will challenge students in the use of various tenses.

Lesson 5d: Focused Activity–Grammar and Travel Chat

This highly interactive and communicative activity will reinforce the use of different verbal tenses and the vocabulary presented thus far. Students will be able to ask and answer questions regarding travel activities, weather, appropriate clothing.





Grammar

The Preterite Tense

Introduce the preterite verb tense to the class. It is a simple past tense that is used to report what happened in the past. For regular **ar**, **er**, and **ir** verbs, drop the **ar**, **er**, and **ir** respectively and add the appropriate ending.

	-ar verbs	-er verbs	-ir verbs
yo	-é	-í	-í
tú	-aste	-iste	-iste
él/ella/usted	-ó	-ió	-ió
nosotros	-amos	-imos	-imos
ellos/ellas/ustedes	-aron	-ieron	-ieron

Yo vendí un periódico.

¿Compr**aste** tú un libro?

Ella compró un libro

Él **comió** un chocolate.



Usage

Stating Age

Discuss the practice of stating ages with the class. A form of the verb **tener** is used in this format:

tener + the number + año(s).

Tengo diez años.

Tengo cinco años.

Ella **tiene** un año.

Tiene nueve años.



**Vocabulary
Taught or
Reviewed:**

ayer
hoy
mañana

Unit 6, Lesson 1, Part A

Past and Future Tenses

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

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

Materials:

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

Skill Sharpener

Yesterday, Today, and Tomorrow

Prepare Ahead:

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

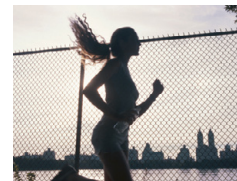
1. Write the terms **ayer**, **hoy**, and **mañana** on the board.
2. Display Lesson and magazine photos. Call on students to describe the action depicted in each photo, while pointing to one of the words written on the board. For example, students might answer:
La niña está nadando **hoy**.
La niña nadó **ayer**.
La niña va a nadar **mañana**.

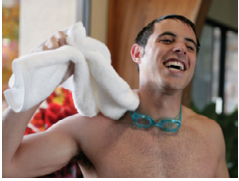
3. Students will repeat the exercise using these verbs:

comprar	manejar	cocinar
correr	jugar	beber
comer	leer	caminar
vender	dormir	



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





Curriculum Connection

What Am I Doing and When?



1. Have students write one sentence each (three sentences total) about what they did yesterday, what they are doing today, and what they are going to do tomorrow. For example:

Ayer compré carne y verduras.

Hoy, preparo la cena.

Mañana voy a correr en el parque.



2. Call on volunteers to share their sentences with the class. After each sentence is read, ask a peer to restate the information. For example:

Student 1: Mañana voy a ir al museo.

Student 2: Mañana Sara va a ir al museo.

3. Divide the class into pairs of learners, with partners taking turns making statements in the first person and restating the information in the second person.

4. For additional practice, call on learners to tell the class about their partner's schedule.



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic

Assessment

Conjugation



1. Read the following words aloud as students write them in their journals:

comprar

manejar

cocinar

correr

jugar

beber

comer

leer

caminar

vender

dormir

2. Ask students to select five words and use them in sentences with past and future forms. Advise students that you will be assessing their use of person, number, tense, spelling and vocabulary.



Bloom's Taxonomy: Knowledge

Multiple Intelligences: Verbal-Linguistic



**Word of
the Day:**
diccionario

**Vocabulary
Taught or
Reviewed:**

la carta
el correo
electrónico
el cuaderno
el diccionario
dar
escribir
el escritorio
la estampilla
pasado
que viene
el sobre

Unit 6, Lesson 1, Part B

Giving

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

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

Materials:

Lesson or magazine photos showing people in the act of giving

Focus and Motivate

The Act of Giving

Prepare Ahead:

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

1. Display photos.
2. Call on students to describe the actions in the photos. Examples might include:
El hombre le da joyas a su esposa.
Él le dio un libro a la alumna.
3. Continue until all students have discussed at least one photograph.



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





Extending the Text Give and Be Given



1. Instruct students to select a classroom object that represents a known vocabulary term (**un bolígrafo, un libro, una manzana, un paraguas, un sobre**).
2. Divide the class into groups of two or three learners, and instruct them to stand side by side in a line, with their objects in hand.
3. Starting with the first in line, students should state what object they are holding, then hand it to the person next to them. The dialogue should follow this pattern, emphasizing **dar** in present and past tense:
Juanita: Tengo un libro. Le doy mi libro a Tomás.
Tomás: Juanita me dio su libro. Tengo un bolígrafo. Le doy mi bolígrafo a Laura.
Laura: Tomás me dio su bolígrafo. Tengo un cuaderno. Le doy mi cuaderno a Carolina.
4. Activity continues until everyone has had a turn.



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

**Word of
the Day:**
cuaderno

**Vocabulary
Taught or
Reviewed:**

ayer
la carta
comer
comprar
correr
el cuaderno
el diccionario
dar
escribir
la estampilla
jugar (ue)
nadar
el sobre
vender

Unit 6, Lesson 1, Part C

Letter Writing

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

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

Materials:

Envelopes

Jump Start

Quick Vocabulary Review

1. Label three columns on the board with the following category headings:
Escribiendo Cartas
Llevando Ropa
Almorzando
2. Assign a student to stand by the board.
3. Have one student call out a known word that relates to a category (**estampillas, jeans, arroz**).
4. The standing student will then write this word on the board beneath the appropriate column, then hand the chalk to the student who called out the word.
5. Repeat until all students have had a turn.



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





Real-Life Learning

Writing a Consumer Letter



1. Lead a classroom discussion about the art of writing a traditional letter. Identify the parts of a letter (including salutations and closings), format, content, and the proper way to address an envelope. Talk about the difference between personal and consumer (business) correspondence.
2. Students should write a consumer letter to a company or store, commending or lodging a complaint about a product or service. Offer students the option of writing their letters to real or imaginary companies or stores.
3. Instruct students to address an envelope and insert their letter.
4. Collect envelopes and use them for the **Assessment** activity below.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

Assessment

Letter Perfect

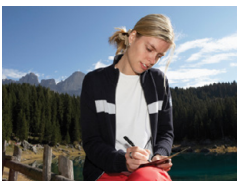


Prepare Ahead:

- A standard procedure (or worksheet, one per student) for recording comments and corrections.

1. Have each learner select *one* envelope from those collected during the previous **Real-Life Learning** activity.
2. Instruct students to open their envelope and evaluate for correct word use, grammar, spelling, and sentence structure. the letter inside. Advise students to check the letter for correct spelling and grammar, use of vocabulary, and format.
3. Students should also check to see how well the envelope was addressed.

You will most likely want to monitor the students as they work on this part of the Lesson, perhaps by circulating around the room or calling on students occasionally for feedback as to what types of issues they are finding.



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

**Word of
the Day:**
ayer

Unit 6, Lesson 1, Part D

Journal Activity–Goals

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

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

Skill Sharpener

Goals

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

Ayer
Hoy
Mañana

2. Learners should then write (in complete sentences) their previous goals in the **Ayer** column, current goals in the **Hoy** column, and future goals in the **Mañana** column. Remind students to use the appropriate past, present, and future verb tenses and correct gender and number agreement in their sentences.





Grammar & Usage

Unit 6, Lesson 2

Grammar

Asking for Repetition

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

Introduce these dialogues and the vocabulary within that use polite requests:

Student 1: Disculpe. ¿qué hora es?

Student 2: Son las once.

Student 1: No le entendí. ¿Puede repetirlo por favor?

Student 2: Son las once.

Student 1: Gracias.

Student 2: De nada.

Student 1: ¿Quisiera usted leche o jugo de naranja?

Student 2: No le entendí. ¿Puede repetirlo por favor?

Student 1: ¿Quisiera usted leche o jugo de naranja?

Student 2: Me gustaría jugo de naranja, por favor.

Student 1: Cómo se llama usted?

Student 2: No le entendí. ¿Puede repetirlo?

Student 1: Cómo se llama usted?

Student 2: Me llamo Roberto.

Usage

Using **Para + an Infinitive**

Explain to learners that the infinitive form of a verb can often be used after the preposition **para**.

¿Puedo tomar este autobús **para ir** al museo?

Ella quiere algo **para comer**.

Él le da algo **para beber** a ella.



Unit 6, Lesson 2, Part A

School Subjects

Vocabulary Taught or Reviewed:

el arte
la ciencia
entender
estudiar
la historia
las matemáticas
significar

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

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

Materials:

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

Jump Start School Time

1. Introduce the word **clase** to students. Then call on students to answer questions about their academic courses and school activities (past, present, and future). For example:

- ¿A qué hora fuiste a matemáticas ayer?
- ¿Cuántas horas estás en la escuela hoy?
- ¿Adónde vas en dos horas?
- ¿Qué vas a hacer esta tarde?
- ¿Qué vas a estudiar en ciencia mañana?

2. Briefly discuss the concept of time management and the value of using a personal planner to stay organized.



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





Learning For Life Time Management

Prepare Ahead:

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



1. Direct learners to use magazine photos or their own drawings to create reminder stickers for school-related activities. Advise students to make stickers small enough to fit on the grids of their school planners.
2. Have students place stickers in their planners on appropriate days; they should include past, present, and future activities.
3. Divide the class into pairs of learners and have them trade planners. Partners should ask each other questions about what their stickers mean (focusing on the verb **significa**) and about the activities highlighted in their planners. For example:
Student 1: ¿Qué significa esto?
Student 2: Esto significa que tengo historia la semana que viene.
Student 1: ¿Qué vas a hacer en historia la semana que viene?
Student 2: La próxima semana voy a estudiar la historia de China.
Student 1: ¿Fuiste al partido el viernes por la noche?
Student 2: No, fui al teatro.



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



Assessment My Plans

1. Have students refer to their planners and write three to four sentences in response to these questions:
What did I do yesterday?
What am I doing today?
What am I going to do tomorrow?



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

**Word of
the Day:**
música

**Vocabulary
Taught or
Reviewed:**

repetir
una señal
significa

Unit 6, Lesson 2, Part B

Meaning and Understanding

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

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

Materials:

Photos or illustrations of common signs (parada de autobús, hospital, baño)
Construction paper

Focus and Motivate

Meaning and Understanding

Prepare Ahead:

- *Photos or illustrations of common signs (parada de autobús, hospital, baño).*

1. Display signs and ask questions focusing on their meaning, such as:
¿Entiendes esta señal?
¿Qué significa esta señal?
2. Occasionally, ask students to repeat their answers to stress the idea of stating something more than once to reinforce understanding.
3. For additional practice in the use of the third person, call on students to answer questions such as "¿Entiende Melinda qué significa esta señal?"



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





Being Creative What's Your Sign?



1. After distributing construction paper, challenge students to create signs without words. Encourage the class to be as creative as possible, while keeping in mind that learners will be explaining the meaning of their signs to their peers in Spanish. For example, a sign with a picture of a horse in a circle with a diagonal line drawn across it could indicate that the person does not like horses or that no horses are allowed.
2. Divide the class into two or three teams of students. Each team will take turns trying to guess the meaning of another team's signs. For example, a student from Team A should stand up, show his sign to Team B, and ask, "¿Entienden qué significa esta señal?" Team B members will collaborate to arrive at one group answer. If their answer is correct, they receive a point; if not, Team A gets the point.
3. The activity continues until all have had a turn and a winning team is declared.



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

Assessment Describing Signs

1. Students should write four sentences, each describing a different sign seen in the previous **Being Creative** activity. Have learners describe what the signs look like as well as what they mean.
2. Collect sentences and evaluate for correct word use, grammar, spelling, and sentence structure.



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



RAISE THE BAR

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

**Word of
the Day:**
señal

**Vocabulary
Taught or
Reviewed:**
una palabra

Unit 6, Lesson 2, Part C

Past Tense

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

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

Materials:

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

Skill Builder

Sentences in Motion

Prepare Ahead:

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

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



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

Being Creative Group Stories

1. Divide the class into groups of four or five students.
2. Each group should write a story using the past tense and known vocabulary in the following way:
Using one sheet of paper per group, the first student writes a phrase or sentence. She then passes the paper to the next student, who continues the story by writing a second phrase or sentence that relates to the first. For example:
Student 1 writes: Ayer fui a la tienda.
Student 2: Compré...
Student 3: quince manzanas. Después...
Student 4: fui a la escuela.
Student 5: Estudié historia y...
Activity continues with each group member adding to the story until it is complete.



**Vocabulary
Taught or
Reviewed:**

dar
el diccionario
escribir
el escritorio
la estampilla
jugar (ue)
nadar
el sobre
vender
visitar

Unit 6, Lesson 2, Part D Review

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

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

Classroom Community

In-Class Activity—Writing Home

1. Direct students to write a letter to someone who lives in their home.
2. Letters should begin with information about the student's activities and include questions for the recipient. For example:
Ayer compré un suéter. Le di el suéter a mi hermana. Hoy hace sol y estoy escribiendo esta carta en la escuela. Mañana voy a jugar al tenis en el parque. ¿Cómo estás? ¿Jugaste al fútbol la semana pasada? ¿Qué haces hoy? ¿Vas a lavar el carro mañana?
3. If time permits, ask several volunteers to read their letters to the class.



Community Connection

Out-of-Class Activity—Pen Pals

1. Each student should take his letter home and give it to the intended recipient. Advise students that, if necessary, they should read their letters aloud.
2. As students converse with their home partner about the activities in their letter, they should take notes.
3. Before the next class session, students will then write a four to six sentence response to their own letter that includes comments from their partner, answers to questions, and a possible question that continues the dialogue. For example:
Gracias por la carta. Estoy bien. No jugué al fútbol la semana pasada, pero voy a jugar hoy.
Si hace sol, voy a lavar el carro. ¿Cuándo me vas a visitar?



Grammar & Usage

Unit 6, Lesson 3

Usage Punctuation

Review with students the forms of punctuation encountered in the Rosetta Stone® software. Explain how punctuation can appear in the beginning or within a sentence and is always found at the end.

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

Ella está en China.
Ustedes eran jóvenes.

Principio y Fin de Interrogación [¿ ?] These marks indicate that an idea forms a question. They appear at the beginning and the end of interrogative sentences. The first mark is an inverted version of the end mark.

¿Dónde estaban ustedes?
¿Tú enseñabas arte?

Principio y Fin de Exclamación o Admiración [¡ !] These marks show emotion and excitement. They appear at the beginning and the end of exclamatory sentences. The first mark is an inverted version of the end mark.

¡Compraste un perro!
¡Comiste seis sándwiches!

Coma [,] The comma has many uses, 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.

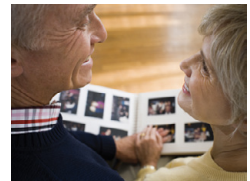
Sí, pero ahora vivo con mi esposa.
Hoy está nublado, pero mañana va a hacer calor.

A comma is also used to separate a series of words or phrases. Point out to students that they should not put a comma before **y** in a list of items.

Trabajo los lunes, martes y jueves.

Comillas [" "] 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.

¿Qué es "jugo de naranja"?
Eso es "estadio".





**Vocabulary
Taught or
Reviewed:**

ahora
el/la alumno/-a
enseñar
primaria
secundaria
una universidad
vivir

Unit 6, Lesson 3, Part A

The Past Imperfect

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

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

Materials:

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

Jump Start

Then and Now

Take this opportunity to discuss the proper use of the imperfect. For example:

¿Vivías en una casa?

No, vivía en un apartamento.

1. Students should pair up and practice by asking questions about previous actions. For example:

¿Dónde vivías?

¿A qué escuela ibas?

¿Qué jugabas?

¿Tenías un perro?

¿Ibas a las montañas?

¿Jugabas al fútbol cuando eras niño?

2. Learners should answer with **ahora**. For example:

Jugaba al fútbol, pero ahora juego al tenis y al golf.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Being Creative Acting Up

1. Divide the class into groups of two or three students.
2. Have learners take turns pantomiming 2 actions in a row from the examples below, as team members guess the actions.

escribiendo	nadando	cocinando	leyendo
esperando	oliendo	enseñando	viendo
brincando	bebiendo	lavando	cantando
comiendo	esquiando	corriendo	mirando
caminando	trabajando	bailando	escuchando

3. After guessing both actions, students should then create complete sentences using the actions, putting the first verb in the habitual past and the second in the simple present. For example: Él antes cocinaba en su casa, pero ahora él come en restaurantes.



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

Assessment

The Changing You

1. Direct students to write an article of 1-2 paragraphs about themselves and their family members, describing what they enjoyed doing five years ago and what they enjoy doing today. For example:
Cuando yo tenía ocho años, jugaba al fútbol. Ahora juego al golf y al tenis. Cuando mi hermano tenía tres años, leía en casa. Ahora lee en casa, en la escuela y en la biblioteca. Cuando mi hermana tenía doce años, caminaba a la escuela. Ahora maneja a la escuela.
2. Collect assignments and evaluate for correct word use, grammar, spelling, and sentence structure, including transition words and phrases.



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

Word of the Day:
fábrica

Vocabulary Taught or Reviewed:
 ahora
 empleado/-a
 una fábrica
 el gerente
 mientras

Unit 6, Lesson 3, Part B

When and Was

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

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

Materials:

Lesson photos or other images showing objects, animals, and people in current and previous states (to emphasize uses of **ser** and present tenses).

Download sample script **Track 10**

Focus and Motivate

States of Being

Prepare Ahead:

- Pairs of magazine or Lesson photos showing objects, animals, and people in current and previous states. For example, pairs could be images of a sapling and a mature tree or baby girls and elderly women.

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

El árbol era pequeño. Ahora es grande.

Ellas eran bebés. Ahora son mujeres.

2. Ask students for alternate descriptions such as:

Yo era una empleada. Ahora soy gerente.

La bicicleta era nueva. Ahora es vieja.



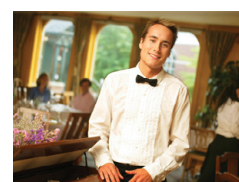
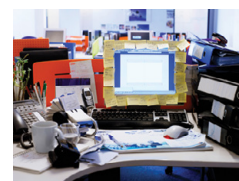
Bloom's Taxonomy: Comprehension
 Multiple Intelligences: Naturalist

Being Creative

Creating a Script

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

ahora	soy	era
cuando	somos	éramos
	son	eran





2. Divide the class into pairs, and then play the sample script below. After they hear the script, instruct them to write a similar dialogue between two imaginary characters. Initially, the script should set the stage (either through dialogue or via a narrator) by describing the characters, setting, and other details. Students should use the words on the board in their dialogues, and focus on statements, questions, and replies that compare life as it was previously versus now.
3. Instruct learners to practice among themselves, as they will be presenting their dialogues in front of the class in the following **Assessment** activity.

Sample script:

Narrator: Dos alumnas, Sara y Ana, están sentadas en un restaurante. Ellas están bebiendo café y comiendo chocolate.

Sara: ¿Tú eres de Italia?

Ana: No, yo soy de Francia, pero mi familia vivía en Italia.

Sara: ¿Qué hace tu padre?

Ana: Él era un maestro, pero ahora es el gerente de un restaurante.

Sara: ¿Él enseñaba cómo cocinar cuando era maestro?

Ana: No, él enseñaba matemáticas. ¿Y tu padre? ¿Qué hace él?

Sara: Él era un gerente en una fábrica.

Ana: ¿Era una fábrica grande?

Sara: Sí, tenía muchos empleados, pero está cerrada. Ahora él es maestro de historia.

Narrator: Cuando Sara y Ana comen todos sus chocolates, ellas caminan a la biblioteca.



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

Assessment

Lights, Camera, Action!

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



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

RAISE THE BAR

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

**Word of
the Day:**
primaria

Unit 6, Lesson 3, Part C

International Cultural Activity–Haiku

RAISE THE BAR

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

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

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

Materials:

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

Connecting to Culture

Haiku

Prepare Ahead:

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

1. Explain the haiku form of poetry, focusing on its Japanese origins and nature-based themes. Provide examples such as the following:
Sus ojos verdes
Que me ven desde lejos
Están abiertos.
2. Display photos, noting the countries they represent and the scenes that may inspire haiku.
3. Advise students that they are to work in small groups to write their own haiku, using the displayed photos for inspiration. Have the *Course Content* available for reference.
4. Ask for volunteers to read their haiku to the class.
5. Collect haiku and evaluate for appropriate form and word use.



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





Unit 6, Lesson 3, Part D

Work Roles

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

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

Materials:

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

Focus and Motivate

Word Categories

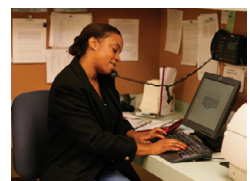
Prepare Ahead:

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

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



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





Curriculum Connection

Going Shopping



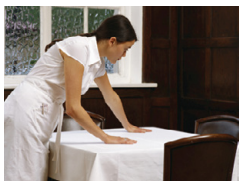
1. Students will role-play working at a store. Select four students to wait in the hallway while the remaining students prepare themselves for their roles.
2. Divide the class into groups of three. Each group will decide what type of store it would like their business to be.
3. When the four students return to the classroom, each should approach a group of merchants and ask yes/no questions to determine the type of store they are in (el supermercado, la librería, la tienda de ropa).
4. The four students should also ask about items in the stores. They will not know the items, but will have to question the merchants about their features. For example:
¿Puedo comerlo?
¿Puedo llevarlo cuando tengo frío?
¿Puedo beberlo?
¿Puedo leerlo?
5. Continue the activity until the four students determine where they are.



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

Assessment

School Years



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal

**Word of
the Day:**
gerente

Unit 6, Lesson 3, Part E

Journal Activity–Going to College

RAISE THE BAR

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

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

- Research and write about the qualities of colleges.

Real-Life Learning

Going to College

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





Direct Object Pronouns

**Vocabulary
Taught or
Reviewed:**

besar
escuchar
salir

Unit 6, Lesson 4, Part A

The Imperfect and Preterite Tenses

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

- Use imperfect, preterite, and present tenses to describe actions.
- Ask and answer questions that involve choices.

Materials:

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

Jump Start Having a Ball

1. Have students sit in a circle. One person holds a ball and describes an action they have performed in the past. The phrases should begin with "Cuando." For example:
Cuando estaba en Rusia...
Cuando estábamos en la playa...
2. When the learner is finished with her phrase, she should toss the ball to another student in the circle. He should finish the sentence with a simple phrase using the past tense, such as:
...yo compré esto
...hacía sol.
3. Repeat the exercise until everyone has had a turn.



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





Engage Clapping Time

Prepare Ahead:

- Have ready the handouts with two groups of ten sentences from this Lesson. Group 1 should focus on **cuando**:

Cuando estaba en Rusia, compré esto.

Cuando estábamos en la playa, estaba nublado.

- Group 2 should focus on **quisiera**:

¿Quisiera chocolate?

¿Quisiera té o café?



1. Distribute the handout with the 20 questions to your students.
2. Discuss the proper use of **cuando/quisiera** and other action verbs in these contexts.
3. Ask learners to come up with their own sentences using **cuando/quisiera**. Write these on the board.
4. Lead the class in clapping and chanting these sentences aloud to a steady beat.



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

Assessment How About Now?

1. Students will write five sentences about themselves, using the present tense such as:
Estudio arte.
Me gusta jugar al fútbol.
Make sure students leave two spaces below each sentence for revisions.



2. Instruct learners to switch papers with a partner. In the spaces beneath their partner's writing, each student should rewrite the sentences in past tense and add a second clause in present tense. For example:
El año pasado estudiaba arte, pero ahora estudio música.
Ayer jugué al fútbol, pero hoy juego al tenis.



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

**Word of
the Day:**
escuchaba

**Vocabulary
Taught or
Reviewed:**

el café
el chocolate
la fruta
el jugo de naranja
el té

Unit 6, Lesson 4, Part B

Manners

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

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

Jump Start

Questions and Answers

1. Explain to students that they will participate in an exercise involving the phrase ¿**Quisiera usted...**? On the board, write phrases learners can use when forming their sentences. These could include **Sí, me gustaría** and **No, gracias. Me gustaría...** You may also list foods that you will be "offering."
2. Model an example:
Teacher: ¿Quisiera chocolate o fruta?
Student 1: Me gustaría el chocolate, por favor.
Teacher: ¿Quisiera usted jugo de naranja?
Student 2: No, gracias. Me gustaría té.

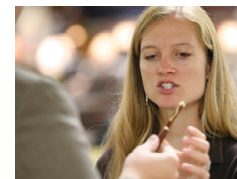
3. Continue asking questions until everyone has had a turn.



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

Extending the Text Role-Playing

1. Divide the class into pairs of students. Each pair should develop a dialogue about a hostess and guest, restaurant server and customer, or store employee and patron. Advise students that they should include these phrases:
quisiera
sí, por favor
no, gracias
no le entendí
¿Puede repetirlo, por favor?
For example:
Hostess: ¡Buenas tardes! ¿Quisiera usted una mesa para uno?
Customer: No, gracias. Me gustaría una mesa para dos. Estoy esperando a mi hermana.
Hostess: ¿Necesita un periódico para leer?
Customer: Lo siento. ¿Puede repetirlo, por favor? No le entendí.
Hostess: ¿Quisiera usted un periódico para leer mientras espera a su hermana?
Customer: Sí, por favor.





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

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



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

Assessment Written Scenarios

Prepare Ahead:

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



1. Have each student select one photo.

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

Yo compré esto cuando...

El mes pasado él... Ahora él...

Cuando eran...

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

Qué es esto? Es una computadora. La compré cuando vivía en Roma. Mi hermano tenía una computadora. Ahora tiene una laptop.



3. After students read their sentences aloud, collect papers and evaluate for correct verb tense, number and gender agreement, spelling, and sentence structure.



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



RAISE THE BAR

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

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

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

They should be able to support their reasons for a correction, and rewrite any sentences with problems properly.

**Word of
the Day:**
tienda

Unit 6, Lesson 4, Part C

Review

Vocabulary Taught or Reviewed:

besar
escuchar
izquierda
la manzana
mirar
negro/-a
salir

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

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

Classroom Community

In-Class Activity–Add-a-Word Acrostics

Prepare Ahead:

- Choose five or more long vocabulary words from this Lesson. For example: **cuaderno**, **diccionario**, **escuchaba**.

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

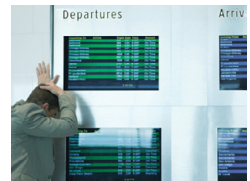
You may wish to challenge students further by having them come up with words that contain or end with the letters in the vertical words.



Community Connection

Out-of-Class Activity–Unraveling an Acrostic

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





Unit 6, Lesson 4, Part D

Latin American Cultural Activity–Muralismo

RAISE THE BAR

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

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

- Discuss historical murals and connect them to their cultural context.
- Create a mural in the tradition of the Latin American Muralismo movement.
- Research information about Muralismo and the artists who work in this medium.

Materials:

- Examples of Latin American murals
- Large craft (butcher) paper
- Art supplies
- Research materials
- Library access
- Computers with Internet access

Connecting to Culture

Muralismo

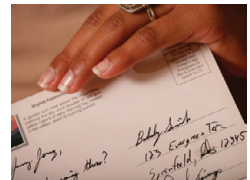
Prepare Ahead:

- *Tape large pieces of craft paper to one or more classroom walls.*

1. Discuss the Muralismo movement of Latin America and display examples of murals from various artists. Famous muralists include Saturnino Herrán, José Clemente Orozco, Pedro Nel Gómez, David Alfaro Siqueiros, Santiago Martínez Delgado, and Diego Rivera.
2. Divide the class into small groups of students.
3. Direct each group to research information about the Muralismo art form and select a topic or theme of interest.
4. After learners design a plan for their murals, designate sections of craft paper for each group and have students create their murals in the tradition of the Muralismo movement.



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



Unit 6, Lesson 5, Part A

Enrichment Activity–Treasure Hunt

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

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

Stretching the Imagination

Treasure Hunt

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

Prepare Ahead:

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

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

- 1 = la puerta principal de la escuela
- 2 = el diccionario grande en la mesa en la biblioteca
- 3 = la tercera mesa en la biblioteca

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

- 1 = Entra en la escuela por la puerta principal y dobla a la derecha.
- 2 = Sigue derecho a la biblioteca hasta el diccionario en la mesa.
- 3 = Ve a la tercera mesa y dobla a la izquierda.

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





Unit 6, Lesson 5, Part C

Focused Activity–Writing Around the World

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

- Write letters describing traveling to various places and performing daily and unusual actions.

Extra Help

Writing Around the World

1. Students should pretend they are traveling the world and, in their journals, should write six-sentence letters to family or friends at home.
2. Instruct learners to discuss not only what they see but what they do during their travels. Encourage students to be creative and illustrate what they see while traveling. Or, they might opt to write their letters in poetry form. For example:
¡Hola, Mamá! ¿Cómo estás? Estoy bien. Ayer fui a en Buenos Aires.
Cuando estaba en Argentina, fui a un museo. Hoy estoy en Bolivia
y voy a comer en un restaurante. Mañana quiero ir a Perú y visitar
Machu Picchu.
3. Students may choose to take their journals home and research their imaginary destinations.
4. Remind learners to check their work for correct word use, grammar, spelling and sentence structure.





Unit 7

Friends and Social Life

Grammar & Usage: Formal Imperatives, Months of the Year	93
Lesson 1a: Formal Imperatives	94
Lesson 1b: Giving and Following Instructions	96
Lesson 1c: Months of the Year.....	98
Lesson 1d: Journal Activity–Party Helpers	100
Lesson 1e: Latin American Cultural Activity–Comparing Civilizations ..	101
Grammar & Usage: Prepositional Phrases, Informal Imperatives	103
Lesson 2a: Social Interaction Verbs.....	104
Lesson 2b: Timeliness and Numbers Greater Than 100	106
Lesson 2c: Contact Information, Calendar Dates, and Imperatives. .	108
Lesson 2d: Review	110
Lesson 2e: Journal Activity–My Circle of Friends	111
Grammar & Usage: Demonstrative Adjectives, Aquí and Allá	113
Lesson 3a: Parties and Meals	114
Lesson 3b: Requirements	116
Lesson 3c: Celebrations and Culture	118
Lesson 3d: Journal Activity–Minding Your Ps and Qs.....	120
Lesson 3e: International Cultural Activity– Celebrate Around the World	121
Grammar & Usage: Adverbs of Manner, Accepting and Declining Invitations	123
Lesson 4a: Music and Forms of Good and Bad.....	124
Lesson 4b: Busy and Free.....	126
Lesson 4c: Apology and Acceptance	128
Lesson 4d: Review	130
Lesson 4e: Journal Activity–The Good Arts	131
Lesson 5a: Focused Activity–Reading Articles	132
Lesson 5b: Focused Activity–Rows of Grammar Fun.....	133
Lesson 5c: Focused Activity–Listening Carefully.....	134

Unit 7:

Friends and Social Life

Introduction to Unit 7

This Unit focuses on a wide variety of social situations and conversations that are encountered in everyday life. Students learn how to make and accept apologies, state their opinions, and give and follow more specific directions than they were challenged with in previous Units. Fine distinctions between closely related concepts, as well as opposites, are stressed in Unit 7.

Teaching Unit 7

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

Lesson 1a: Formal Imperatives

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

Lesson 1b: Giving and Following Instructions

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

Lesson 1c: Months of the Year

During the main activity of this art-focused class period, your students will make colorful calendars for the twelve months of the year, and use their creations as springboards to focus on activities and other characteristics for each month.

Lesson 1d: Journal Activity—Party Helpers

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

Lesson 1e: Latin American Cultural Activity—Comparing Civilizations

In this activity, your students will research and write about various ancient Latin American cultures. Learners will then present their findings and participate in classroom discussions.

Lesson 2a: Social Interaction Verbs

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

Lesson 2b: Timeliness and Numbers Greater Than 100

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

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

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

Lesson 2d: Review

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

Lesson 2e: Journal Activity—My Circle of Friends

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

Lesson 3a: Parties and Meals

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

Lesson 3b: Requirements

If practical, make an appointment for your class to go as a group to the school library or access the Internet for about 30 minutes during this class period. During that time, they will quickly research and write brief answers to requirement-based questions you pose. An answer to "¿Qué necesitas para viajar a Quito?" might be, "Necesito un pasaporte."

Lesson 3c: Celebrations and Culture

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

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

What is considered polite and impolite varies in cultures around the world. Today, your students will write in their journals about manners.

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

Today, you and your students will discuss celebrations in world cultures, and they will have an exciting opportunity to write about special events from their cultural heritage.

Lesson 4a: Music and Forms of Good and Bad

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

Lesson 4b: Busy and Free

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

Lesson 4c: Apology and Acceptance

Comic strips kick off today's class as students have fun substituting the text in characters' speech bubbles. In this and a second activity, the focus is on apologizing and accepting an apology.

Lesson 4d: Review

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

Lesson 4e: Journal Activity—The Good Arts

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

Lesson 5a: Focused Activity—Reading Articles

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

Lesson 5b: Focused Activity—Rows of Grammar Fun

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

Lesson 5c: Focused Activity—Listening Carefully

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





Grammar & Usage

Unit 7, Lesson 1

Grammar

Formal Imperatives

Remind students that they have used the imperative form of verbs to give directions:

Siga derecho.

Doble a la derecha.

Vaya al café.

In this Lesson, students will again use the imperative mood, this time in situations where formal speech is used to tell others to perform a variety of actions:

Canten, por favor.

Siéntese, por favor.

Beba esto, por favor.

Note that **por favor** is used as a show of courtesy, and tends to soften what is, in effect, an order to do something.

To create the formal forms of the imperative mood (which is always in present tense), advise students to replace the last two letters of the infinitive form of the verb with the following endings:

infinitive verb ending

imperative ending (sing.)

imperative ending (pl.)

-ar

-e

-en

-er and -ir

-a

-an

Usage

Months of the Year

Review the months of the year with students:

enero

julio

febrero

agosto

marzo

septiembre

abril

octubre

mayo

noviembre

junio

diciembre

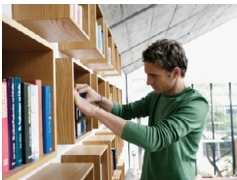
Note that the terms for months are only capitalized when they begin a sentence:

Abril es el cuarto mes del año.

El octavo mes del año es **agosto**.

Octubre es el décimo mes del año.

En Italia hace frío en **diciembre**.



**Vocabulary
Taught or
Reviewed:**

bailar
cantar
una familia
una fiesta
una frazada
un partido
sentarse (ie)

Unit 7, Lesson 1, Part A

Formal Imperatives

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

- Use this and previous Lessons' vocabulary to describe details about parties.
- Write sentences referring to proper and improper behavior and reformat using the imperative.

Jump Start Guessing Games

1. Write the word **fiesta** on the board.
2. Ask students questions about parties. For example:
 - ¿Hay música en la fiesta?
 - ¿Hay baile en la fiesta?
 - ¿Comen las personas en la fiesta?
 - ¿Qué música te gusta para una fiesta?
 - ¿Quién puede venir a la fiesta?
3. Continue as time permits.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Engage and Explore Rules of the Game



1. Take some time to discuss manners and rules (in terms of what is allowed and not allowed).
2. On the board, write the name of places such as:
supermercado
teatro
restaurante
escuela
3. Students should write one or two sentences describing what people should and should not do in these locations. When learners have finished writing their sentences, they should transform them into formal imperatives. For example:
En un supermercado, por favor no coma algo antes de pagar.
Por favor, pague con una tarjeta de crédito en un restaurante.
4. Divide the class into groups of three or four students and instruct them to discuss their sentences and compare their use of the imperative.



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

Assessment A Whole Lot of Something

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



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

RAISE THE BAR

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

**Word of
the Day:**
fiesta

**Vocabulary
Taught or
Reviewed:**

el escritorio
el nombre
poner
traer

Unit 7, Lesson 1, Part B

Giving and Following Instructions

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

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

Materials:

Index cards

Jump Start

The Match Game

Prepare Ahead:

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

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

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



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





Engage and Explore

Writing and Following Directions

1. Have students remain in their groups.
2. Focusing on using the words **traiga**, **ponga**, and **dele**, instruct the groups to write a list of instructions (minimum of five steps) that will direct another group to move objects around the classroom. For example:
Traiga un libro para el maestro.
Ponga el libro sobre su escritorio.
Escriba cómo se llama en un papel, tráigalo a Simón y póngalo sobre su escritorio.
Dele un cuaderno a su amigo.



3. Have the groups trade lists of instructions and try to complete their set of tasks.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

Assessment

Creative Paragraphs

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



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



**Word of
the Day:**
termina

Unit 7, Lesson 1, Part C

Months of the Year

Vocabulary Taught or Reviewed:

décimo
empezar (ie)
llegar
llover (ue)
octavo
terminar
venir (ie)

enero
febrero
marzo
abril
mayo
junio
julio
agosto
septiembre
octubre
noviembre
diciembre

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

- Use **viene, llega, empieza, termina**, and **se va** in context.
- Create a calendar using calendar-related vocabulary.

Materials:

Art paper
Rulers
Magazines and newspapers
Drawing materials

Jump Start

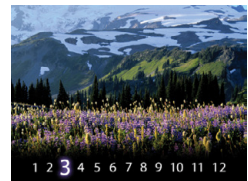
The Beginning and the End

1. Model the use of **venir, llegar, empezar, terminar**, and **irse** by stating observations and asking questions such as the following:
 María viene al teatro.
 La obra va a empezar en dos minutos.
 La obra empieza ahora.
 ¿Con qué mes empieza el año?

 ¿Cuándo termina la película?
 La película va a terminar en cinco minutos.
 La película termina ahora.
 ¿Cuándo se va usted?
 ¿Se va ahora?
2. Direct students to practice the above words by using them in their own statements and questions to others.



Bloom's Taxonomy: Comprehension
Multiple Intelligences: Interpersonal





Being Creative Calendar Creation

Prepare Ahead:

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



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

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



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

Assessment Human Calendar

Prepare Ahead:

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

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



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

**Word of
the Day:**
trae

Unit 7, Lesson 1, Part D

Journal Activity–Party Helpers

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

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

Being Creative Party Helpers

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



A person wearing a green coat and a black hat is walking away from the camera on a foggy street. The street is lined with trees and has fallen leaves on the ground. In the background, a river or canal is visible with some small boats. The overall atmosphere is misty and quiet.

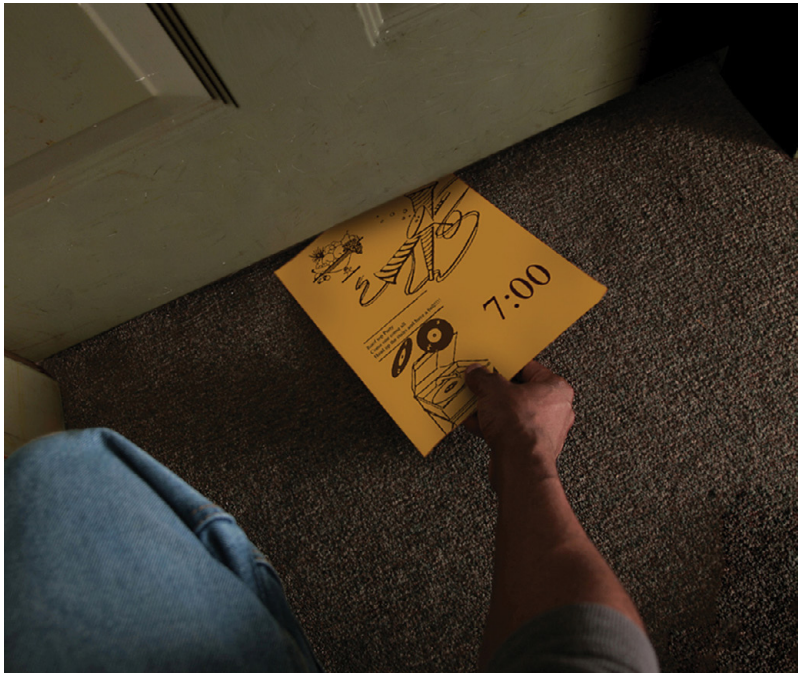
- Research materials
Library access
Computers with Internet access

-

-

- 

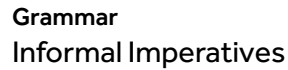
A group of seven diverse, smiling senior citizens are gathered around a table. In the center, a man in a light-colored suit is looking down at a small cake on the table. To his left, a woman in a striped top is also looking at the cake. Behind them, several other people, including a man in a white shirt and tie and a woman in a yellow top, are smiling and looking towards the camera. The group is diverse in age and ethnicity, and they all appear to be in good health and happy.





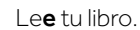
Review with students that prepositions express time, manner, or place. Explain that prepositions are so named (pre-position) because they come before the noun they modify. Prepositions introduce phrases known as prepositional phrases.

La mujer se encuentra **con su amiga** en el restaurante.



Informal affirmative commands (with regular verbs) are created in the same way as simple present verbs in third-person singular form:

Espera**a**, por favor.



Pon tu taza en el fregadero.



**Vocabulary
Taught or
Reviewed:**

ayudar
encontrar (ue)
hablar
llamar
el/la policía

Unit 7, Lesson 2, Part A

Social Interaction Verbs

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

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

Jump Start

Verbs Around the Classroom

1. Write these verbs on the board: **ayudar, encontrar, llamar, hablar.**
2. Instruct students to get in a circle. You should join the circle, too, and model the format of this exercise.
3. Turn to the student on your right and say a sentence (statement or question) containing one of the words on the board. That student should reply to you using a sentence containing one of the words on the board. He then turns to the student on his right and continues by saying another sentence. For example:

Teacher (to Student 1): ¿Vas a llamar a tu amiga?

Student 1 (to Teacher): Sí, la voy a llamar.

Student 1 (to Student 2): Quiero ayudarte en la cocina.

Student 2 (to Student 1): Gracias. Podemos hablar y cocinar.

4. Learners should continue this pattern until the last student says a sentence to you, completing the circle.

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



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





Focus and Motivate Meet and Greet



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



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



Assessment Writing Interactions



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



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



**Word of
the Day:**
ayuda

**Vocabulary
Taught or
Reviewed:**

ayudar
ciento
la dirección
la fecha
mil
tarde
temprano
un yen

Unit 7, Lesson 2, Part B

Timeliness and Numbers Greater Than 100

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

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

Materials:

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

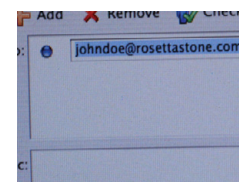
Jump Start

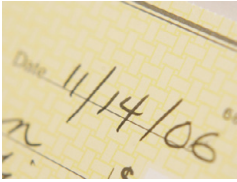
Vocabulary Drill

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



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



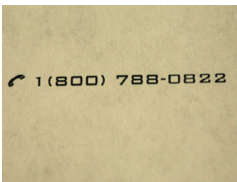


Engage and Explore

Guess the Price

Prepare Ahead:

- Photos of 15–20 expensive items, such as a designer handbag, car, and top-of-the-line bicycle.



1. Group students into teams of four.
2. Display one photo at a time to the class. Team members should confer to arrive at their team's price estimate of the item on display.
3. A representative from each team should announce his team's estimate.
4. Reveal the actual price of the item and award one point to the team with the closest estimate.
5. As this guessing game continues, team members should rotate as representatives to announce price estimates.
6. Continue until all items have been displayed. The team with the most points wins.



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

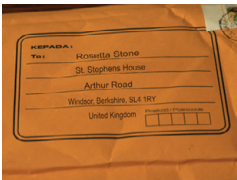
Assessment

Early Birds

1. Instruct students to write about situations or events for which a person should not be late—such as school or a wedding. They should use the phrases **temprano** and **tarde**, and discuss why people should be on time and why someone might be late for an event.
2. Collect and evaluate for content, correct grammar, spelling, and sentence structure.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Intrapersonal



**Word of
the Day:**
tarde

**Vocabulary
Taught or
Reviewed:**

bailar
el cumpleaños
llevar
saber

Unit 7, Lesson 2, Part C

Contact Information, Calendar Dates, and Imperatives

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

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

Materials:

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

Focus and Motivate

Do This, Do That!

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

Por favor, siéntate.
Dobla a la izquierda.
Dobla a la derecha.
Lee tu libro.
Lávate las manos.

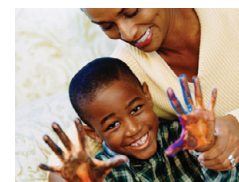
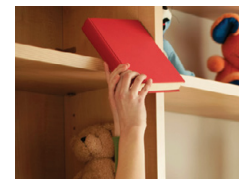
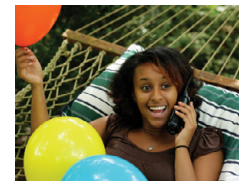


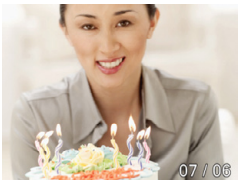
Bloom's Taxonomy: Application
Multiple Intelligences: Bodily-Kinesthetic

Engage and Explore

Let's Get Together

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





Sample Script:

Juan: ¿A quién llamas?
 Carmen: Llamo a Lisa.
 Lisa: ¿Hola?
 Carmen: Hola, Lisa. Soy Carmen. ¿Vas a venir al café la semana que viene?
 Lisa: Sí.
 Juan: ¿Cuándo vas a ir al café?
 Carmen: Voy a ir el martes.
 Lisa: ¿Qué fecha es?
 Carmen: Ven al café el 14 de julio.
 Juan: ¿Sabes la dirección?
 Carmen: Sí, es la Calle Principal número 134.
 Lisa: Nos encontramos la semana que viene. Adiós.
 Carmen and Juan: ¡Adiós!
 Juan: Llámame mañana. Mi número de teléfono es 555-9897.
 Carmen: Bueno, te voy a llamar a las 11:30.
 Juan: Adiós.
 Carmen: Adiós.



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

Assessment

Skit Performances

1. Before skits are performed, write the following cues on the board: **una fecha, una dirección, un número de teléfono, una dirección de correo electrónico.**
2. Instruct students to each create a grid on a sheet of paper. On the vertical axis they should list the above terms; on the horizontal axis they should list the groups' names or numbers. Explain to students that they should fill in the correct contact information they hear during each groups' performance.
3. After each skit is performed, ask the audience questions about its content.
4. Collect grids and assess for accuracy.



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

Unit 7, Lesson 2, Part D

Review

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

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

Classroom Community

In-Class Activity—Planning a Party

1. Instruct students to each assume the role of a party planner.
2. They should make up a fictitious party and organize all details for the event.
3. Using as much vocabulary and creating as many details as they can, students should list all of the specific information for their party. For example:
 - La fiesta va a ser el domingo por la noche, el veintitrés de septiembre, el primer día del otoño.
 - Va a ser en el parque al lado del lago.
 - Las personas van a llegar por la tarde y se irán por la noche.
 - Alfonso trae leche.
 - Terrance trae juegos.
 - Pon las sillas en el pasto, al lado de los árboles.
 - Pon las verduras y las frutas sobre la mesa.
 - Habrà música, baile y juegos.



Community Connection

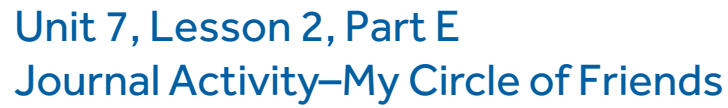
Out-of-Class Activity—Budgeting for a Party

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

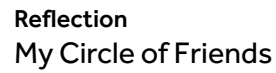
Necesitamos sillas para cincuenta personas. (The student might call a party supply store to find out the rental fee for fifty chairs for one night.)

Necesitamos jugo para cincuenta personas. (The student may need to go to a store or consult an advertisement to determine juice prices. He would then have to calculate a total price based on an estimate of how much juice the partygoers will drink.)

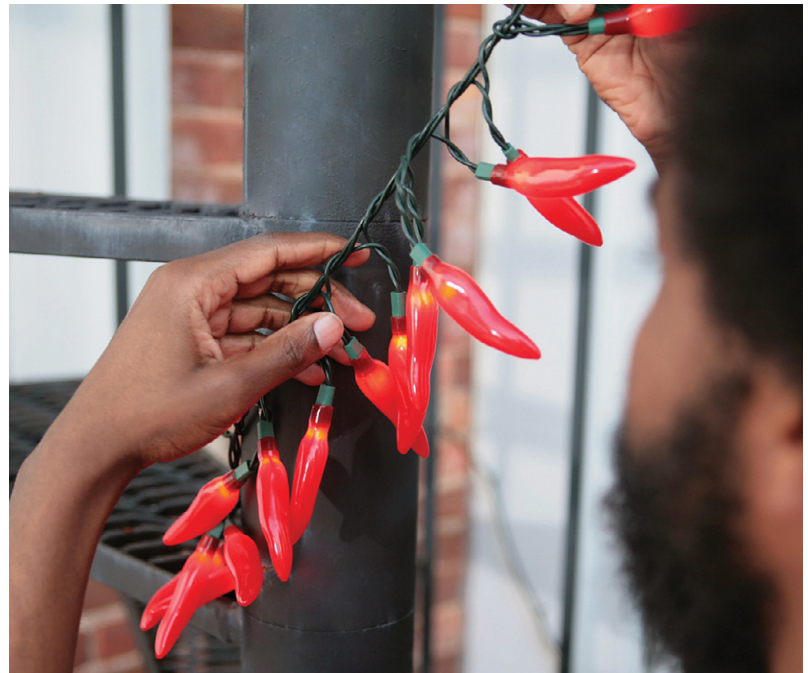




- Write about conversations with others.



A man wearing a green cable-knit sweater and blue jeans stands on a sandy beach with his arms raised in the air. He is facing away from the camera towards the ocean. In the background, there are waves breaking on the shore and a few other people standing further down the beach under a blue sky with white clouds.





Grammar & Usage

Unit 7, Lesson 3

Grammar

Demonstrative Adjectives

Review with students the fact that demonstrative adjectives point out which people, animals or objects are being referred to. A demonstrative adjective is placed before the noun it modifies and must agree with it in number and gender:

este, estas, estos, estas

Yo manejé **este** carro.

estos carros son blancos.

Esta pelota es roja.

ese, esa, esos, esas

Quiero **ese** postre.

aquel, aquella, aquellos, aquellas

Aquella pelota es amarilla.

Aquel reloj es nuevo.

Aquellos carros son rojos.

Note that two terms, **aquel** and **ese**, and their forms describe degree of distance, with **aquel** used to describe nouns that are farther away from both the speaker and the listener than those that can be described using **ese**.

Usage

Aquí and Allá

Explain to learners that **aquí** and **allá** are used to describe location. **Aquí** means here and **allá** means there.

Yo estoy **aquí**.

Mi teléfono está **allá**.

Usted está **aquí**.

Su hotel está **allá**.

Ponga el televisor **aquí**, por favor.

Los postres están **allá**.



**Vocabulary
Taught or
Reviewed:**

allá
allí
aquel/-la
una ensalada
un postre
la sopa

Unit 7, Lesson 3, Part A

Parties and Meals

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

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

Materials:

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

Skill Builder

Sentences in Motion

Prepare Ahead:

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

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



Bloom's Taxonomy: Comprehension
Multiple Intelligences: Naturalist





Being Creative Which Party?



1. Write these on the board: **una fiesta de cumpleaños, una fiesta en la playa, una fiesta de disfraces.**
2. Divide the class into groups of three or four students, and instruct them to choose one of the party types. For example, a birthday party would have a birthday cake, games, radio, dancing, and singing.
3. Learners should list several items and activities they would have at their party.
4. Pair up the groups and direct them to alternate reading one entry at a time from their lists. At the end of the list, students should guess what type of party the other group was describing.
5. Continue switching groups until all have been paired with each other.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal



Assessment Different Parties

1. Direct students to write 2-3 paragraphs about the differences among **una fiesta de cumpleaños, una fiesta en la playa, and una fiesta de disfraces.**
2. Collect papers and evaluate for content, correct grammar, spelling, and sentence structure.



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



**Word of
the Day:**
postre

**Vocabulary
Taught or
Reviewed:**
tener que

Unit 7, Lesson 3, Part B Requirements

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

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

Materials:

Research materials or library access

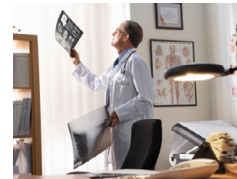
Focus and Motivate

Things to Do

1. Write this sentence format on the board: **En __, tienes que __ y __.**
2. Discuss the phrase **tener que**. Call on students to create logical sentences using the format you have written on the board. For example:
En la escuela, tienes que escuchar y estudiar.
En el aeropuerto, tienes que tener un billete y esperar a subir al avión.



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





Skill Builder Requirements Research

1. Take a trip to the library or have research materials available.
2. Explain to learners that they will be researching the requirements for two topics of their choice from a list you provide. Among the topics could be:
 - ¿Qué tienes que hacer para ser maestro?
 - ¿Qué tienes que hacer para manejar un carro?
 - ¿Qué tienes que hacer para ir a Japón?
3. Have the students write their results of their research using **tener que**. (Para ser maestro, tienes que ir a la universidad.)
4. Learners should write at least four requirements for each of their two topics.



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

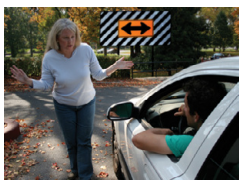


Assessment Listen Up

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



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



RAISE THE BAR

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

**Word of
the Day:**
lo siento

**Vocabulary
Taught or
Reviewed:**

disfraces
llevar
preparar
el tipo
el vestido

Unit 7, Lesson 3, Part C

Celebrations and Culture

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

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

Materials:

Photos of various desserts
Magazines

Connecting to Culture

Let Them Eat Cake

Prepare Ahead:

- *Photos of various desserts.*

1. Discuss different types of desserts and their ingredients (la fruta, la leche, los huevos).
2. Ask students to talk about desserts they are familiar with from their homes or countries of birth. To help learners explain what the desserts look like, invite them to draw pictures of delicacies on the board.



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





Focus

It's My Birthday!



1. Distribute magazines to the class. Instruct students to each cut out an image of an object; this will be their gift to take to an imaginary birthday party for you.
2. Tell the students that their goals are to acknowledge your birthday and give you a gift.
3. Explain that when you approach a student she should ask, "Es su cumpleaños?" After you reply affirmatively, engage her in a conversation about birthdays. Ask questions such as, "¿Cuándo es tu cumpleaños?" "¿Cuántos años vas a cumplir?"
4. During your conversation, the student should tell you she has a gift for you, hand it to you, and explain what it is.
5. Continue the process until you have conversed with and received a gift from each student.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Intrapersonal



Assessment

Birthday Parties

1. Students should write a paragraph (8-10 sentences) about the gifts given to you during the previous **Focus** activity. Encourage learners to vary the formats of their sentences and to provide as many details as possible.
2. Collect papers and evaluate for content, correct grammar, spelling, and sentence structure.



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



**Word of
the Day:**
cumpleaños

Unit 7, Lesson 3, Part D

Journal Activity—Minding Your Ps and Qs

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

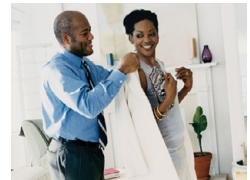
- Write about observed differences across cultures concerning manners.

Being Creative

Minding Your Ps and Qs

You may wish to take this opportunity to explain the terms for manners and being polite, which are taught later in the Rosetta Stone software.

Direct students to describe (in their journals) differences they have observed in terms of appropriate behavior—what can and can't be done—in different cultures they have experienced. (If a student is familiar with only one culture, have her write about what is appropriate behavior in her culture.) Students should use **puede, no puede, and tiene que** in their journal entries. Remind them to check their work for correct grammar, spelling, and sentence structure.







Unit 7, Lesson 4, Part A

Music and Forms of Good and Bad

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

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

Materials:

Copies of Spanish-Language newspapers or magazine articles with reviews of movies, plays, books, or concerts
Copies of handout with sentences containing blanks where **bien** or **bueno/a** should be, one per student (see **Appendix A**)

Skill Sharpener

It's All Well and Good

Prepare Ahead:

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

1. Write **bien** and **bueno/a** on the board and discuss the difference between these two words.
2. Read the first two sentences on the handout aloud, one at a time, saying the word "blank" in lieu of either **bien** or **bueno/a**. For example:
Susana canta ____.
La comida es ____ en este restaurante.
Call on students to fill in the blanks with either **bien** or **bueno/a**.
3. Distribute the handouts and have students work in pairs to complete the sentences with either **bien** or **bueno/a**.
4. Discuss the answers together as a class, having students try to resolve any disagreements they may have and give reasons.
5. If time permits, have students work in pairs to create at least three fill-in-the-blank sentences using **mal**, **malo**, or **mala** to challenge their peers.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal

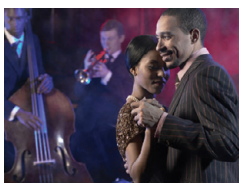




Connecting to Culture Critic's Corner

Prepare Ahead:

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



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



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

Assessment Entertainment Sentences

1. Instruct students to write one sentence for each of these words: **el cine, la obra, el concierto, el restaurante, el libro, and el hotel.**
2. Students should use a combination of the words **bueno, bien, malo, aun mejor, mejor, peor, and aun peor** to express an opinion related to each word. For example:
La película es **buena** pero el libro es **aun mejor**.
La mujer y el hombre en la película hablan **bien**, pero el niño habla **aun mejor**.
3. Collect sentences and evaluate for content, correct grammar, spelling, and sentence structure.



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

RAISE THE BAR

Write the following expressions on the board:

- mejor que lo esperado**
- mejor que nada**
- dos cabezas piensan mejor que una**
- más vale tarde que nunca**

Explain to the class that these expressions are examples of idioms. Then ask the class how they are similar, eliciting that the first three are comparatives using **mejor**. Introduce **más vale**, which has the same meaning. Divide your students into groups and assign each group an expression. Instruct them to discuss it, determine its meaning, and think of an example to demonstrate it. Then have each group explain its idiom to the class. Encourage classmates to ask questions, offering additional examples.

Word of the Day:
mejor

**Vocabulary
Taught or
Reviewed:**

libre
ocupado/-a
el piano

Unit 7, Lesson 4, Part B

Busy and Free

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

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

Materials:

Art paper
Colored markers, pens, or pencils
Scissors

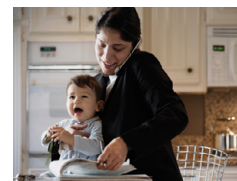
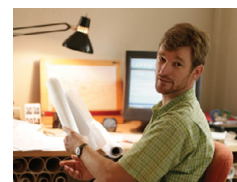
Being Creative

Teófilo's Calendar

1. On the board, create a calendar for an imaginary student named Teófilo. With input from your students, assign activities to some days (nadar, correr, comer en un restaurante) and leave some days open.
2. Ask students if Teófilo is free or busy on certain days. Encourage students to answer in complete sentences, adding details as appropriate. For example:
Él no está libre el catorce. Está ocupado porque corre en el parque.
3. In pairs, have students take turns asking their partners about Teófilo's schedule. Walk around and check their question and sentence structure.



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





Focus Busy Bee



1. Distribute construction paper, scissors, and pens. Explain to students that they will each be constructing an invitation for a party that will take place next week. In the invitation, they should include the time, place, date, and any extra information learners would like to provide.
2. When everyone is finished making their invitations, students should circulate around the room, approaching their peers and showing them their invitations.
3. Upon handing her invitation to a classmate, a student should ask a question, such as "¿Puedes venir a mi fiesta el dos de mayo?"
4. The other person should accept or decline based on availability. Students should carry an extra sheet of paper with them to keep track of invitations they have accepted; they should refer to this when asked to attend a classmate's party.
5. An exchange between two students might include:
Student 1: ¿Estás libre el dieciséis de abril?
Student 2: (looking at the invitation and her list of obligations) No, lo siento.
Estoy ocupada el dieciséis de abril a las siete y media.
Student 1: No te preocupes.
6. Make sure all students have invited each other to their parties.
7. Ask the class questions about their party schedules.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal

Assessment Comparing and Contrasting

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



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

**Word of
the Day:**
ocupado

Vocabulary

Taught or

Reviewed:

una bailarina
el/la cantante
el/la músico/a

Unit 7, Lesson 4, Part C

Apology and Acceptance

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

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

Materials:

Newspaper comic strips, one per student

Focus and Motivate

Comic Revision

Prepare Ahead:

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

1. Distribute copies of the comic strip.
2. Direct students to write a short dialogue between the characters that includes the phrases **lo siento** and **no se preocupe**.
3. Have learners read their dialogues aloud.



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





Being Creative Contrite Characters



1. After dividing the class into pairs of students, direct each group to write a script about two characters who use **lo siento** and **no se preocupe** in their ongoing dialogue throughout the course of a day.
2. Students should name their characters and attempt to use **lo siento**, and **no se preocupe** as often as possible.
3. Allow time for students to practice before performing their dialogues for the class in the following **Assessment** activity.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

Assessment Play Acting



1. Have learners take turns performing the dialogues they wrote during the previous **Being Creative** activity.
2. After all groups have performed their dialogues, lead a discussion about the scenarios in which **lo siento** and **no se preocupe** were used. Highlight the meaning of these phrases and their appropriate use.



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



**Word of
the Day:**
libre

Unit 7, Lesson 4, Part D

Review

RAISE THE BAR

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

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

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

Materials:

Spanish-language magazines or newspapers, one per student, with reviews of fine-arts events

Classroom Community

In-Class Activity—Reviewing the Reviews

Prepare Ahead:

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

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



Community Connection

Out-of-Class Activity—Interviews and Reviews

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





Unit 7, Lesson 4, Part E

Journal Activity–The Good Arts

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

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

Materials:

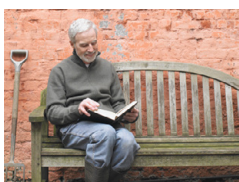
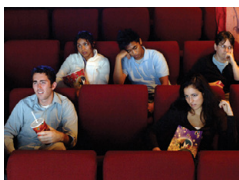
Spanish-language magazines or newspapers, one per student, with reviews of fine-arts events



Connecting to Culture

The Good Arts

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



RAISE THE BAR

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



Unit 7, Lesson 5, Part A

Focused Activity–Reading Articles

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

- Read a newspaper article and discuss its message.

RAISE THE BAR

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

Materials:

Copies of a brief Spanish-language newspaper article, one per student

Skill Builder

Reading Articles

Prepare Ahead:

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

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





Unit 7, Lesson 5, Part C

Focused Activity–Listening Carefully

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

- Take note of important information using only aural cues.

Extra Help

Listening Carefully

1. Each student should have a blank sheet of paper in front of them. Explain that you will be describing the traits of three imaginary people: Guadalupe Verdes, Naa-Young Kim, and Antony Espartero.
2. Assign each learner one of these people.
3. Instruct students to write the information pertaining to their assigned person as you read several sentences about the three people. For example:
Guadalupe Verdes es una alumna de universidad.
Naa-Young Kim baila en la fiesta.
Antony Espartero va a la playa.
Naa-Young Kim llama a su madre.
Antony Espartero va a llegar tarde.
El cumpleaños de Guadalupe Verdes es el tres de septiembre.
4. Ask students to compare their lists and discuss differences and similarities.



Unit 8

Dining and Vacation

Grammar & Usage: Future Tenses; The Adverb Muy	139
Lesson 1a: Expectations About the Future	140
Lesson 1b: Asking and Answering	142
Lesson 1c: Dining In and Dining Out	144
Lesson 1d: Journal Activity–Dinner at My House	146
Grammar & Usage: Negation, Types of Things	147
Lesson 2a: Music and Art	148
Lesson 2b: Cities	150
Lesson 2c: Seek and Find	152
Lesson 2d: Review	154
Lesson 2e: Journal Activity–Music Review	156
Grammar & Usage: Expressing Emotions, Sequencing Events	157
Lesson 3a: Worship Sites and Basic Emotions	158
Lesson 3b: Length of Time	160
Lesson 3c: Sequencing	162
Lesson 3d: Latin American Cultural Activity– Latin American Music	164
Lesson 3e: Journal Activity–Travel Agent	165
Grammar & Usage: Possession, The Indefinite Adjective Mucho ..	167
Lesson 4a: Vacations	168
Lesson 4b: Quantity and Ability	170
Lesson 4c: Going to the Beach	172
Lesson 4d: Review	174
Lesson 4e: Journal Activity–Stranded on an Island	176
Lesson 4f: International Cultural Activity–Machu Picchu	177
Lesson 5a: Enrichment Activity–Lost and Found	178
Lesson 5b: Focused Activity–Reading Paragraphs	179
Lesson 5c: Focused Activity–Vocabulary Mobile	180
Lesson 5d: Focused Activity–Find the Error	181
Lesson 5e: Level 2 Review: Radio Broadcast–Part 1	182
Lesson 5f: Level 2 Review: Radio Broadcast–Part 2	183

Unit 8:

Dining and Vacation

Introduction to Unit 8

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

Teaching Unit 8

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

Lesson 1a: Expectations About the Future

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

Lesson 1b: Asking and Answering

The game *Twenty Questions* is an old favorite and in this Lesson it will serve as a lively way for your students to practice formulating questions that challenge them to use deductive reasoning to zero in on mystery answers.

Lesson 1c: Dining In and Dining Out

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

Lesson 1d: Journal Activity—Dinner at My House

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

Lesson 2a: Music and Art

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

Lesson 2b: Cities

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

Lesson 2c: Seek and Find

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

Lesson 2d: Review

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

Lesson 2e: Journal Activity—Music Review

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

Lesson 3a: Worship Sites and Basic Emotions

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

Lesson 3b: Length of Time

Three activities in today's Lesson will help your students grasp the concept of time, as it relates to being engaged in performing an activity or being somewhere.

Lesson 3c: Sequencing

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

Lesson 3d: Latin American Cultural Activity–Latin American Music

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

Lesson 3e: Journal Activity–Travel Agent

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

Lesson 4a: Vacations

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

Lesson 4b: Quantity and Ability

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

Lesson 4c: Going to the Beach

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

Lesson 4d: Review

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

Lesson 4e: Journal Activity–Stranded on an Island

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

Lesson 4f: International Cultural Activity–Machu Picchu

Machu Picchu comes alive as small groups of learners conduct Internet or library research, write a report, and present their findings about architecture, games, food, art, and other aspects of life in Machu Picchu.

Lesson 5a: Enrichment Activity–Lost and Found

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

Lesson 5b: Focused Activity–Reading Paragraphs

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

Lesson 5c: Focused Activity–Vocabulary Mobile

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

Lesson 5d: Focused Activity–Find the Error

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

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

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

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

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



**Vocabulary
Taught or
Reviewed:**

los frijoles
una lima
un limón
la mantequilla
una papa
la pimienta
el pollo
la sal

Unit 8, Lesson 1, Part A

Expectations About the Future

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

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

Jump Start

What Will You Do?

1. Introduce the word **harás** by asking students:

¿Qué harás después de la escuela hoy?

¿Qué harás este sábado?

2. Encourage students to answer using verbs in the future tense. For example:

Jugaré al fútbol después de la escuela.

El sábado, visitaré a mi abuela.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

Being Creative

Fortune Cookies

1. Have learners write one or two sentences to create text for imaginary fortune cookies.

For example:

Tendrás 7 hijos.

Tu papá cocinará pollo para tu familia en la cena de mañana. No sabrá bien.

Mañana lloverá y no tendrás un paraguas.

2. Each student should cut their fortune out and put it in a hat.
3. One at a time, have students pull a piece of paper out of the hat and read it out loud.
4. Encourage students to offer suggestions if the sentences need improvement.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal





Assessment

What Do You Want to Be When You Grow Up?

1. Have students write four to six sentences about what they will be or achieve when they are adults. Instruct them to be as creative as possible. For example:
Algún día visitaré la ciudad en Rusia donde mis padres fueron a la escuela.
Después de la escuela secundaria, estudiaré matemáticas porque quiero ser maestra.
Después de la universidad, comeré en un restaurante los siete días de la semana.
Tendré tres hijos, una casa grande y tres perros.
2. Collect sentences and evaluate for content, correct grammar, spelling, and sentence structure.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal



RAISE THE BAR

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

**Word of
the Day:**
pregunta

**Vocabulary
Taught or
Reviewed:**
algún
contestar
muy
una pregunta
preguntar

Unit 8, Lesson 1, Part B Asking and Answering

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

- Formulate questions in order to identify something unknown.
- Explain and assess an activity to demonstrate what they learned.

Jump Start

What Are Questions?

Introduce the words **muy**, **algo**, **pregunta**, **le pregunta**, and **le contesta** by asking your students several questions. For example:

Tengo una pregunta. ¿Hay algo aquí que es muy pequeño?

Tengo una segunda pregunta. ¿Hay algo (muy caro) aquí?



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

Engage and Explore Twenty Questions

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





6. In their respective groups, students should take turns asking questions or replying. Each query or answer should be prefaced by "Yo pregunto" or "Yo contesto." The dialogue between groups should resemble:

Asking group: Yo pregunto: ¿Es muy grande?
Answering group: Yo contesto: No, no es muy grande.
Asking group: Yo pregunto: ¿Es un animal?
Answering group: Yo contesto: No, no es un animal.

The back-and-forth dialogue continues until the maximum of twenty questions has been asked, or until a student correctly guesses the unknown person, animal, place, or object.

For example:

Asking group: Yo pregunto: ¿Es un caballo?
Answering group: Yo contesto: Sí, es un caballo.

7. Groups should switch roles and play again.



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

Assessment Final Thoughts

1. Explain to students that in grammatical terms, sentences that ask questions use the interrogative mood, and statements that state facts, such as their responses in the game they played, use the indicative mood.
2. Instruct students to write five sentences recalling or evaluating their experiences during today's **Engage and Explore** activity using the interrogative and indicative. For example:
Mientras Patrick estaba preguntando, yo estaba contestando.
Me gustaba contestar más que preguntar.



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Interpersonal



**Word of
the Day:**
picante

**Vocabulary
Taught or
Reviewed:**

ácido/-a
el azúcar
una cuchara
un cuchillo
dulce
el/la mesero/-a
picante
la pimienta
la sal
la servilleta
el tenedor

Unit 8, Lesson 1, Part C

Dining In and Dining Out

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

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

Materials:

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

Jump Start Set the Table

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



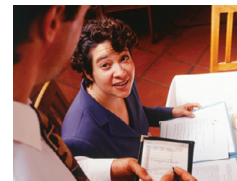
Bloom's Taxonomy: Analysis
Multiple Intelligences: Visual-Spatial

Focus Dining Out

Prepare Ahead:

- Have ready copies of Sample conversation, one per student.

1. Divide the class into groups of three students. Give each student a copy of the Sample conversation. Advise each group to role-play a restaurant scenario, with one student as the waiter and the other two students as patrons.
2. Then each group should have a conversation similar to the one noted on the facing page.





Sample conversation:

Mesero: Hola, me llamo Carlos. Yo seré su mesero hoy. ¿Qué quisieran?
 Persona 1: Hola, Carlos. ¿Cuál es la sopa del día?
 Mesero: La sopa del día es sopa de pollo picante. ¿Quisiera la sopa?
 Persona 1: Sí, está bien.
 Persona 2: Disculpe, tengo una pregunta.
 Mesero: ¿Sí?
 Persona 2: ¿Me trae una servilleta y un cuchillo?
 Persona 1: Y yo necesito una servilleta. Yo tengo una, pero está sucia.
 Mesero: Sí, yo tengo servilletas limpias. ¿Usted quiere la sopa?
 Persona 2: Sí, por favor. ¿Qué tiene para el postre?
 Mesero: Tenemos torta dulce de limón. ¿Quiere usted postre?
 Persona 2: Sí, yo quiero la torta y un café.
 Persona 1: Yo quiero té con azúcar.
 (El mesero viene con la comida.)
 Mesero: Aquí está su sopa y traigo el postre pronto
 Persona 2: Esto está muy rico. El pollo está picante. ¡Me gusta!
 Persona 1: ¿Mesero? ¿Tiene usted azúcar para mi té?



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

Assessment Restaurant Review

1. Ask students to reflect upon and write about a recent dining experience. They should use Lesson vocabulary to describe the food and the service, if at a restaurant.
2. Collect papers and evaluate for content, correct grammar, spelling, and sentence structure.



Bloom's Taxonomy: Synthesis
 Multiple Intelligences: Intrapersonal

**Word of
 the Day:**
 mesero

Unit 8, Lesson 1, Part D

Journal Activity–Dinner at My House

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

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

Being Creative Dinner at My House

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





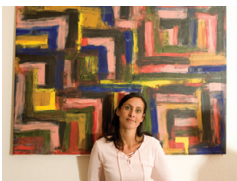
Grammar Negation

When students wish to express the converse of something, indicate that something is not occurring, or illustrate the lack of a characteristic, they may state the negative of a statement by inserting **no** immediately before the verb:

El perro y el gato **no viven** en un zoológico.



Todas estas personas están tocando **tipos** de instrumentos diferentes.



**Vocabulary
Taught or
Reviewed:**

la banda
las escaleras
famoso/-a
la foto
la fuente
la guitarra
el instrumento
moderno/-a
la pintura
el tambor

Unit 8, Lesson 2, Part A

Music and Art

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

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

Materials:

Radio
Art books (preferably Latin American artists)

Jump Start

Who Likes Art and Music?

1. Introduce Lesson vocabulary by discussing the concepts of art and music. Ask students if they are involved with either in any way. For example:
 - ¿Quién estudia arte?
 - ¿Cuántos tipos de arte hay?
 - ¿Qué son?
 - ¿Quién estudia música?
 - ¿Cuántos tipos de instrumentos hay?
 - ¿Qué son?
 - ¿Estás en una banda?
2. Students will respond. For example:
 - Estoy en la banda porque me gusta la música. Toco el tambor.
 - Quiero trabajar en arte después de la universidad. Estudiaré pintura en la universidad.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal





Connecting to Culture Bands on the Radio

1. Play a song on the radio for a few minutes.
2. While the song plays, ask students if they like it or not. Ask students to identify what types of instruments are being played on the radio.
3. Talk about the differences and similarities between the music that is playing and other types of music on other stations.
4. Invite students to describe the types of music they enjoy. For example:
No me gusta esta música. La música que me gusta es rápida y tiene tambores y guitarras.
No me gustan los pianos o la música lenta. La banda que me gusta toca en un restaurante en el centro los miércoles. Escucharemos la banda y bailaremos.
5. Ask learners whether they agree with their classmates who have expressed opinions.



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



Assessment Paintings and Photos

1. Display several art books with paintings and photographs.
2. Have students choose a photo or a painting they like and write a brief critique of it.
For example:
Me gusta esta pintura porque es antigua y famosa. En la pintura, hay colinas con pasto, flores y árboles. El pasto es verde y los árboles son muy grandes. Las flores están muy cerca pero los árboles no. El cielo en la pintura es azul y no está nublado.
3. Collect critiques and evaluate for content, correct grammar, spelling, and sentence structure.



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



RAISE THE BAR

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

**Word of
the Day:**
antiguo

**Vocabulary
Taught or
Reviewed:**

el centro
la colina
el edificio
el estadio
el zoológico

Unit 8, Lesson 2, Part B Cities

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

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

Materials:

Rulers
Large paper
City map
Art supplies

Jump Start

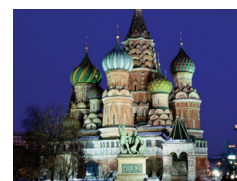
Our City's Vocabulary

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

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



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





Being Creative Classroom Cartographers

1. Introduce the concept of a city map. If possible, show an example.
2. Explain to students that they will be drawing a map of a city. They may use a realistic style or abstract interpretation.
3. Students should include as much known vocabulary as they can by labeling all of the buildings, landmarks, and important monuments found around the city. Encourage them to be as creative and original as possible. In addition to naming places (**zoológico, estatua, parque, hospital**) they should personalize their maps. For example:
Estos son los restaurantes que me gustan.
Había una estatua antigua aquí cuando mi abuela era una niña pequeña.
Ahora es un aeropuerto.



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



Assessment Reading Maps

1. Divide the class into groups of three or four students.
2. Have students trade their maps within their groups. As they locate different items of interest on the map, students should notify the map's designer. For example:
Encontré el zoológico. Está al lado del hospital.
Encontré tu casa. Está cerca del parque.
3. Students should also discuss the differences and similarities in their maps. For example:
El parque en tu ciudad es muy pequeño.
Hay dos parques en mi ciudad y son muy grandes.



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



**Word of
the Day:**
instrumento

**Vocabulary
Taught or
Reviewed:**

buscar
encontrar

Unit 8, Lesson 2, Part C

Seek and Find

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

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

Materials:

A ball

Jump Start

Hot and Cold

1. To practice **encontrar** and **buscar** play a game of *Caliente y Frío* with your class.
2. Send one student into the hallway.
3. Have a student hide a ball somewhere in the classroom.
4. Bring the student from the hall back into the classroom and tell him that he is looking for a ball and that, as he searches he must ask the class if he is **caliente** or **frío**. Explain to the class that **caliente** means they are near the hidden ball and **frío** means they are far from it.
5. The searching student should take his cues from the class until he finds the ball. Then, the student announces: "Lo encontré."
6. If time permits, start over with different students.



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





Being Creative Help, I'm Lost!



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

Student 1: Por favor ayúdeme. Estoy buscando la escuela. Mi hija está en una obra de teatro y es tarde.

Student 2: Yo puedo ayudarle. La escuela no está muy lejos de aquí. Está cerca del supermercado.

Student 1: Gracias. ¿Cómo llego allá?

Student 2: Primero, siga derecho en esta calle. Después del supermercado, doble a la izquierda. Después de la cuarta calle, la escuela estará a la derecha.

Student 1: Gracias por su ayuda.

Student 2: De nada.

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



Bloom's Taxonomy: Synthesis

Multiple Intelligences: Interpersonal

Assessment Dialogue Performance

1. Have groups take turns performing their dialogues for the class.
2. Ask the performers questions and encourage other students to do the same. For example:
 - ¿Cuánto tiempo toma llegar allá?
 - ¿Puedo sacar fotos en el museo?
3. Ask the rest of the class to answer questions about the content of the other groups' dialogues.



Bloom's Taxonomy: Application

Multiple Intelligences: Interpersonal

RAISE THE BAR

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

**Word of
the Day:**
moderno

Unit 8, Lesson 2, Part D

Review

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

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

Materials:

16 envelopes

Classroom Community

In-Class Activity–Relay Race

Prepare Ahead:

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

1. Divide the class into four teams. Let them know that they will be competing in a relay race. Teams will be challenged to complete four games that review concepts learned in this Lesson. During the games, you, the teacher, will be the judge to determine whether teams successfully complete their games. Explain the procedure, which follows.
2. Tell students that the envelopes on the board contain the game instructions that each team must complete before moving on to the next game in another envelope. The four categories are clues as to the subject matter of each game.
3. When you say "Go!" a member from each team should go to the board, select an envelope from beneath any category, and return to her team.
4. Team members should open their envelope, read the enclosed instructions, and work together to complete the required tasks. Remind students that they should only provide one set of answers per team.
5. When a team has completed all tasks in a game, one team member should show you the group's work. You will either give the team permission to advance to another game or you will say "¡Otra vez!" This will require quick responses on your part. (You will need to explain to students that "otra vez" means "one more time.")
6. A team that has the go-ahead to advance to another game should send one member to the board to choose an envelope from a game it has yet to play.





7. Play continues until a team is declared the winner by completing all games successfully.

Include these instructions in each envelope per game category:

Game 1: Ciudad

Write answers to these questions:

- ¿Qué es algo que encuentras en un café?
- ¿Qué es algo que encuentras en un cine?
- ¿Qué es algo que encuentras en un zoológico?
- ¿Qué es algo que encuentras en un hospital?
- ¿Qué es algo que encuentras en un estadio?
- ¿Qué es algo que encuentras en una farmacia?
- ¿Qué es algo que encuentras en un restaurante?
- ¿Qué es algo que encuentras en una escuela?
- ¿Qué es algo que encuentras en una fábrica?
- ¿Qué es algo que encuentras en una librería?



Game 2: Cena

Write twenty words about dinner.

Game 3: Banda

Draw pictures of all these words:

- | | | |
|-----------|--------|--------------|
| concierto | músico | guitarra |
| cantante | tambor | banda |
| bailarina | piano | instrumentos |



Game 4: Arte

Write eight sentences using these words and do not use any word more than one time:

- | | | | |
|---------|---------|------|---------|
| museo | fuente | foto | antiguo |
| estatua | pintura | arte | escuela |



Community Connection

Out-of-Class Activity—Why I Love My City

1. Instruct students to take note, during the coming weekend, of the features they love about their city or town.
2. Learners should then write two or three paragraphs describing these features. Encourage them to include suggestions about places to visit and activities to enjoy in their city or town.
3. Ask students to bring their paragraphs to the next class session, when you will call on volunteers to share what they have written.



Unit 8, Lesson 2, Part E

Journal Activity–Music Review

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

- Write a critique of a musical performance.

RAISE THE BAR

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

Being Creative Music Review

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





Grammar

Expressing Emotions

Ser is used to describe characteristics or to describe someone:

La segunda persona de la cola **es rubia**.

Algún día tú **serás** alto.

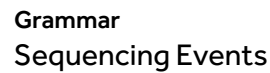
Nosotros **éramos jóvenes**. Ahora **somos mayores**.



Están contentos porque están en la playa.

La niña **está triste** porque no encuentra su perro.

Está enojado.



Grammar

Sequencing Events

Explain to learners that the terms *primero*, *después*, and *por último* describe the order of events:

¿Qué hiciste hoy?

Primero, corrí treinta minutos.

Después, fui al supermercado.

Por último, preparé la cena.



**Vocabulary
Taught or
Reviewed:**

contento/-a
enojado/-a
la estatua
la iglesia
llorar
la mezquita
perdido/-a
reír
la sinagoga
sonreír
el templo
triste

Unit 8, Lesson 3, Part A

Worship Sites and Basic Emotions

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

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

Materials:

Photos and information about mosques, synagogues, temples, and churches
Download Sample script **Track 12**

Jump Start Picture IDs

Prepare Ahead:

- Photos and information about **mezquitas, sinagogas, templos** and **iglesias**.

1. Distribute photos with short descriptions attached. Descriptions should include the locations and ages of the buildings.
2. Have students display photos to the class and read the accompanying descriptions aloud.
3. Discuss the similarities and differences among **mezquitas, sinagogas, templos**, and **iglesias**.



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

Being Creative Know Your Feelings

1. Divide the class into groups of three students.
2. Assign each group one of the following emotions:
 - feliz
 - triste
 - enojado





3. Introduce the term **perdió**, and then play sample script. Ask students what emotions the characters were feeling and why. Elicit as much information about the audio as possible, giving emphasis to describing the emotions. Play it again to confirm what they heard.

Sample script:

Anya: Hola, Joanna y Nikolai. ¿Cómo están ustedes?
 Joanna: Esta es una semana mala para Nikolai y un día malo para mí.
 Nikolai: Sí, estoy enfermo y estoy buscando mi perro, Chico.
 Anya: Lo siento. ¿Por qué estás triste Joanna?
 Joanna: Primero, el perro de Nikolai se perdió. Después, yo lo busqué y me caí.
 Nikolai: Sí, y después ella **perdió** su zapato.
 Joanna: Ahora estoy triste porque no podemos encontrar a Chico y no podemos encontrar mi zapato.
 Anya: Lo siento. Tal vez, Chico está esperando en su casa.
 Nikolai: Está lloviendo y no tenemos dinero para un taxi.
 Anya: Yo tengo mi carro. Yo los puedo manejar a su casa.
 Nikolai and Joanna: ¡Gracias!



4. Direct learners to develop a script that illustrates the emotion they have been assigned.

5. Save scripts for the following **Assessment** activity.



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

Assessment Actions and Emotions

1. As students remain in their groups from the earlier exercise, have teams take turns performing their skits about emotions, using the scripts they developed during the previous **Being Creative** activity.
2. After each performance, encourage audience members to guess the emotion portrayed.
3. When all groups have performed, lead a brief discussion about the emotions on display during the skits.



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

**Word of
 the Day:**
 por último

**Vocabulary
Taught or
Reviewed:**

el aeropuerto
un avión
un boleto
esperar
llegar
una maleta
un pasaporte
retraso
salir
el tren
el vuelo

Unit 8, Lesson 3, Part B

Length of Time

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

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

Prepare Ahead:

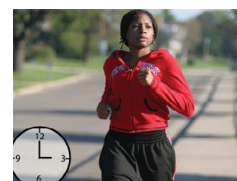
- *Index cards with numerals, one per student.*

Skill Builder Card Games

1. Distribute one index card to each student.
2. Ask questions with the phrase **cuánto tiempo**. For example:
¿Cuánto tiempo puedes nadar?
¿Cuánto tiempo estarás en clase?
3. Students should answer according to the number on their card, using the appropriate unit of time. For example:
Puedo nadar por tres (minutos/horas).
Estaré en clase por doce (horas/días/semanas).



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Engage Travels Abroad

1. Have learners choose a country they would like to visit. Students should then decide when they would take their trip and how long they would stay.
2. Invite students to ask each other questions such as the following:
 Student 1: ¿Adónde vas?
 Student 2: Voy a [país].
 Student 1: ¿Cuánto tiempo estarás en [país]?
 Student 2: Estaré en [país] por [número] [días/semanas/meses].
3. Advise learners to write down the information they have gathered. Then, ask several volunteers to report on their peers' travel preferences.



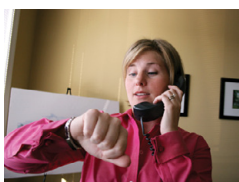
Bloom's Taxonomy: Analysis
Multiple Intelligences: Verbal-Linguistic

Assessment Information Recall

1. Ask questions that pertain to the information gathered in the previous **Engage** activity.
 For example:
 ¿Cuánto tiempo estará Arturo en China?
 ¿Quién va a Moscú?
 ¿Cuánto tiempo estará Svetlana en Francia?



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal



**Word of
the Day:**
desempacar

**Vocabulary
Taught or
Reviewed:**
preparar
último

Unit 8, Lesson 3, Part C Sequencing

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

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

Focus and Motivate

Moving Up

1. After drawing a mountain and a hill on the board, draw the figure of a boy, girl, man, or woman running or walking up or down the mountain or the hill.
2. Students should describe the actions using sentences such as:
El hombre sube la montaña.
La niña baja la colina corriendo.



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

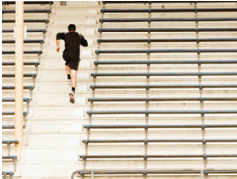




Engage and Explore Where's Antonio?

Prepare Ahead:

- *World map.*



1. After explaining that students should take turns describing the adventures of a fictional traveler named Antonio, ask three volunteers to approach the world map and point to a country or city.
2. Select a student to describe Antonio's first activity, based on the location he selected. For example, a student who pointed to Italy might say, "Primero, Antonio fue a Italia. Cuando él estaba allá, nadó en el océano."
3. Follow with the second and third students chronicling Antonio's adventures (based on their chosen locations) using the terms **después** and **por último**.
4. Repeat Steps 1–3 with three students at a time, until everyone has had a turn.



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



Assessment Recollection and Writing

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



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal



**Word of
the Day:**
reserva

Unit 8, Lesson 3, Part D

Latin American Cultural Activity–Latin American Music

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

- Discuss different types of music.
- Compare and contrast traditional and modern forms of Latin American music.

Materials:

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

Connecting to Culture

Latin American Music

1. Introduce various forms of traditional Latin American music, such as the samba, tango, mariachi, rumba, and mambo. Use audio and video examples, or websites.
2. After presenting examples of modern Latin American music, lead a discussion that compares and contrasts traditional and modern forms of Latin American music. Include information about historical and cultural influences that are reflected in rhythms and styles.
3. Additional topics of discussion:
 - Comparisons of personal music preferences with traditional and modern Latin American music
 - Music preferences of relatives and friends



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





Unit 8, Lesson 3, Part E

Journal Activity—Travel Agent

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

- Create an advertisement that describes the amenities a particular country has to offer.



Being Creative Travel Agent

1. Explain to students that, in their role as travel agents, they should choose a country and write an advertisement to entice potential travelers to visit this destination.
2. Advertisements should include information about weather, transportation, lodging, dining, activities, and entertainment.
3. Remind students to check their work for correct grammar, spelling and sentence structure.







Grammar Possession

Explain to students that prepositional phrases with **de**, **de la**, or **del** are used to specify possession or ownership. The phrase that shows possession follows the noun that is being owned:

Ella se queda en **la casa de su abuela** por una semana.

La madre de la niña no está sonriendo.

El piano del músico es blanco.



The Indefinite Adjective *Mucho*

Remind learners that the term **mucho** must agree in number and gender with the mass or countable noun it modifies:

Hay **mucho** pasto.

Hay **mucha** agua.

Hay **muchos** veleros.

Hay **muchas** flores.



**Vocabulary
Taught or
Reviewed:**

Barcelona
el bosque
el lago
llover (ue)
la montaña
nevar (ie)
nublado
la playa
poder (ue)
el tiempo

Unit 8, Lesson 4, Part A Vacations

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

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

Focus and Motivate

What Is a Vacation?

1. Introduce the concept of a vacation as an extended trip for leisure or time away from school and work.
2. Ask questions about students' vacations, for example, "¿Qué hiciste el verano pasado cuando no estabas en la escuela?"
3. Lead a brief discussion about different types of vacations.

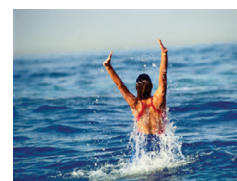


Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

Being Creative

Planning a Vacation

1. Explain to learners that they will be writing about a vacation they would like to take with their family and friends. Develop a class list of the words students might use in their paragraph, and write these terms on the board.
2. Advise students to answer questions such as the following when writing their paragraphs:
 - ¿Adónde voy?
 - ¿Cuándo llego?
 - ¿Cuánto tiempo me quedo?
 - ¿Cómo llego?
 - ¿Con quién voy?
 - ¿Qué voy a hacer allá?





Sample paragraph:

En julio vamos en carro al lago para acampar. Llegaremos el dos de julio y nos quedaremos por ocho días. Primero, acamparemos al lado del lago, cocinaremos afuera, nadaremos en el lago, y andaremos en nuestras bicicletas en las montañas. Después, vamos a alquilar un velero para ir a una de las islas en el lago y dormiremos allá. Hay una pequeña playa donde la gente canta y toca sus instrumentos por la noche. Voy con mis padres, mi hermana y mi amiga. Nos gusta acampar en el lago.

3. Encourage students to use compound and complex sentences with transition words. Remind them to use correct grammar and sentence structure. Have learners save their paragraphs for the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal

Assessment Different Vacations

Prepare Ahead:

- *Vacation paragraphs from the previous **Being Creative** activity.*

1. Ask students to trade their paragraphs (from the earlier activity) with a partner.
2. Direct learners to write a minimum of five sentences that compare and contrast their partner's vacation with their own. For example:
Emilia va a la playa. Yo voy a las montañas.
Emilia y yo vamos en carro a la playa y a las montañas.
Emilia y yo vamos a nadar en el océano y en el lago.
A Emilia le gusta correr. A mí me gusta navegar.
Emilia va con su abuela y su hermano. Yo voy con mis padres, mi hermana y mi amiga.
3. Collect paragraphs and sentences, and evaluate for content, correct grammar, spelling, and sentence structure.



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Interpersonal

**Word of
the Day:**
isla

**Vocabulary
Taught or
Reviewed:**
estudiar

Unit 8, Lesson 4, Part B

Quantity and Ability

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

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

Materials:

- Photo of a large body of water
- Glass of water, less than half full
- Photos that illustrate **mucho** and **algo de**

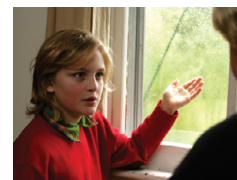
Jump Start

A Lot of Water

1. Display the photo of the large body of water and ask, "¿Cuánta agua hay?"
2. Encourage students to respond using the term **mucho**.
3. Display the glass of water and ask, "¿Cuánta agua hay?"
4. Encourage students to respond using the term **algo de**.
5. Display photos that illustrate **mucho** and **algo de**. Encourage students to ask and answer questions using these terms.



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





Engage Categories



1. Write the following on the board:

- poder, hacer (things that are possible)
- no poder, no hacer (things that are not possible)
- tiempo (anything having to do with weather)
- playa, montañas (any vacation destination)

2. After dividing the class into two teams of students, explain that learners will take turns providing descriptions that match a selected category from the board. For example, if Team 2 chooses the second category, learners might respond in the following way:

- Team 1, Student 1: No puedo manejar porque tengo 15 años.
- Team 2, Student 1: No como pasto porque no soy un caballo.
- Team 1, Student 2: Un pez no puede caminar.
- Team 2, Student 2: Un perro no puede leer.

3. A round of play continues until a team runs out of ideas. The opposite team then selects a new category, as members from both teams again take turns with descriptions.



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

Assessment I Think I Can

1. Have students write a minimum of five sentences about activities they are able to do.
(Yo puedo ir al cine este viernes.)

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



Bloom's Taxonomy: Application
Multiple Intelligences: Intrapersonal

**Word of
the Day:**
alquila

**Vocabulary
Taught or
Reviewed:**

la isla
el velero
la playa
el sol

Unit 8, Lesson 4, Part C

Going to the Beach

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

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

Materials:

Magazines and newspapers
Scissors
Glue or tape
Art paper

Skill Sharpener

Beach Conversations

Engage students in a conversation about what they would expect to see at the beach.

Ask questions such as:

- ¿Qué lleva la gente en la playa?
- ¿Qué hay para hacer en la playa?
- ¿Puede mi perro venir a la playa?
- ¿Está cerrada la playa por la noche?



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

Engage

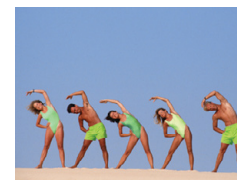
Beach Collage

Prepare Ahead:

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

1. Write the following words on the board:

las sandalias	la playa	los océanos
el traje de baño	el velero	el pez
la toalla	nadar	el cielo
los pantalones cortos	el sol	





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

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

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

5. Encourage students to interact with each other describing their pictures/collages in Spanish.



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

Assessment A Day at the Beach

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

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



Bloom's Taxonomy: Analysis
Multiple Intelligences: Intrapersonal

RAISE THE BAR

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

**Word of
the Day:**
hace viento

Unit 8, Lesson 4, Part D

Review

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

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

Materials:

Art paper
Magazines
Scissors
Tape

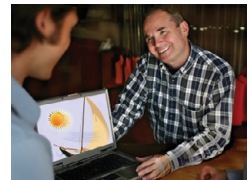
Classroom Community

In-Class Activity—Practice Packing

Prepare Ahead:

- *Art paper, magazines, scissors.*

1. Divide the class into pairs of students, and direct groups to construct a two-dimensional suitcase out of art paper. Students should create a character and pack this character's suitcase for an extended trip. Learners may decorate the suitcase and write the character's name on it.
2. Groups will also create suitcase items out of art paper or cut-out items from magazines. Students should place at least ten items in the suitcase.
3. After learners have finished packing their character's suitcase, they will take turns explaining its contents to the class. For example: "José empacó su traje verde porque quiere visitar el museo en Barcelona."



Unit 8, Lesson 4, Part E

Journal Activity—Stranded on an Island

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

- Write a short story about an imaginary situation.

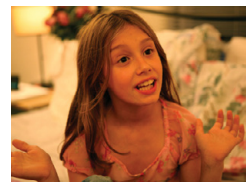
Being Creative Stranded on an Island

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

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

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

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



Unit 8, Lesson 5, Part A

Enrichment Activity–Lost and Found

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

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

Being Creative Lost and Found

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

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





Unit 8, Lesson 5, Part C

Focused Activity–Vocabulary Mobile

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

- Categorize vocabulary terms according to similar themes.

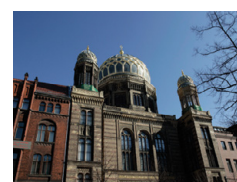
Materials:

Wire hanger
String or yarn
Scissors
Art paper
Tape

Extra Help

Vocabulary Mobile

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





Unit 8, Lesson 5, Part D

Focused Activity—Find the Error

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

- Identify and correct grammatical errors including verb tenses, punctuation, and word order.

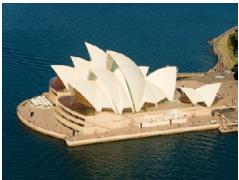
Materials:

Copies of Find the Error worksheet, one per student (see **Appendix C**)

Extra Help

Find the Error

1. On the board write these sentences with a short line in front as follows:
_____ El hombre y la mujer están sonriendo en frente del hotel.
_____ ¿Quieres al restaurante con nosotros ir?
2. Ask students if the first sentence is correct. Discuss the tense, the noun/verb number agreement, prepositions, punctuation, etc. When everyone agrees, write a C on the line in front of the sentence. In the same way, discuss the second sentence. When students determine it is incorrect, write I on the line. Then ask a student to write the sentence correctly on the board. Continue discussing as needed until everyone is in agreement.
3. Distribute the worksheet and ask students to work in pairs to determine if the sentences are correct or incorrect. They should rewrite the incorrect sentences correcting the mistakes. When they complete the worksheet, have two pairs join together and compare their answers.
4. As a class, go over the sentences. Have students write any problematic sentences on the board, and discuss the issues until everyone clearly understands, and there are no further questions.



Unit 8, Lesson 5, Part E

Level 2 Review: Radio Broadcast–Part 1

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

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

Materials:

A radio or podcast broadcasting in Spanish

Review

Radio Broadcast–Part 1

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

For example:

¿Te gustan los postres? ¿Sí? Mañana será tu día. Mañana, las tortas estarán a cinco dólares en la panadería al lado del hospital.

Va a haber más de cien perros en el parque el sábado que viene. Hay una fiesta para perros. Puede llevar a su perro. Empezará a las ocho de la mañana. ¡No llegue tarde!

El febrero que viene febrero, habrá un estadio nuevo al lado del lago. ¿Cuántos conciertos buenos podremos tener en nuestra ciudad?





Index of Lesson Activities

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

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
6.1a	48	Past and Future Tenses	Yesterday, Today, and Tomorrow	15	Easy	Application	Visual-Spatial
6.1a	49	Past and Future Tenses	What Am I Doing and When?	20	Medium	Application	Verbal-Linguistic
6.1a	49	Past and Future Tenses	Conjugation	10	Medium	Application	Verbal-Linguistic
6.1b	50	Giving	The Act of Giving	10	Easy	Comprehension	Visual-Spatial
6.1b	51	Giving	Give and Be Given	25	Medium	Application	Bodily-Kinesthetic
6.1c	52	Letter Writing	Quick Vocabulary Review	5	Medium	Analysis	Bodily-Kinesthetic
6.1c	53	Letter Writing	Writing a Consumer Letter	25	Moderate	Application	Interpersonal
6.1c	53	Letter Writing	Letter Perfect	15	Medium	Evaluation	Verbal-Linguistic
6.1d	54	Journal Activity—Goals	Goals				
6.2a	56	School Subjects	School Time	10	Medium	Application	Verbal-Linguistic
6.2a	57	School Subjects	Time Management	25	Moderate	Application	Visual-Spatial
6.2a	57	School Subjects	My Plans	10	Easy	Analysis	Verbal-Linguistic
6.2b	58	Meaning and Understanding	Meaning and Understanding	5	Medium	Analysis	Visual-Spatial
6.2b	59	Meaning and Understanding	What's Your Sign?	35	Moderate	Synthesis	Logical-Mathematical
6.2b	59	Meaning and Understanding	Describing Signs	15	Medium	Application	Verbal-Linguistic
6.2c	60	Past Tense	Sentences in Motion	10	Medium	Knowledge	Bodily-Kinesthetic
6.2c	60	Past Tense	Group Stories	25	Medium	Synthesis	Interpersonal
6.2c	61	Past Tense	Rounds of Reading	10	Medium	Comprehension	Verbal-Linguistic
6.2d	62	Review	In-Class Activity—Writing Home	25			
6.2d	62	Review	Out-of-Class Activity—Pen Pals				
6.2e	63	Journal Activity—Subjects of Discussion	Subjects of Discussion				
6.3a	66	The Past Imperfect	Then and Now	10	Medium	Application	Interpersonal
6.3a	67	The Past Imperfect	Acting Up	25	Medium	Application	Bodily-Kinesthetic
6.3a	67	The Past Imperfect	The Changing You	10	Medium	Application	Verbal-Linguistic
6.3b	68	When and Was	States of Being	10	Medium	Comprehension	Naturalist
6.3b	68	When and Was	Creating a Script	25	Moderate	Synthesis	Verbal-Linguistic
6.3b	69	When and Was	Lights, Camera, Action!	20	Medium	Application	Bodily-Kinesthetic
6.3c	70	International Cultural Activity—Haiku	Haiku	35	Medium	Application	Verbal-Linguistic
6.3d	72	Work Roles	Word Categories	10	Medium	Analysis	Visual-Spatial
6.3d	73	Work Roles	Going Shopping	25	Medium	Application	Verbal-Linguistic
6.3d	73	Work Roles	School Years	10	Moderate	Synthesis	Intrapersonal
6.3e	74	Journal Activity—Going to College	Going to College				
6.4a	76	The Imperfect and Preterite Tenses	Having a Ball	10	Medium	Analysis	Bodily-Kinesthetic
6.4a	77	The Imperfect and Preterite Tenses	Clapping Time	25	Medium	Application	Musical-Rhythmic
6.4a	77	The Imperfect and Preterite Tenses	How About Now?	10	Medium	Analysis	Verbal-Linguistic
6.4b	78	Manners	Questions and Answers	10	Medium	Application	Verbal-Linguistic
6.4b	78	Manners	Role-Playing	25	Medium	Analysis	Bodily-Kinesthetic
6.4b	79	Manners	Written Scenarios	10	Easy	Application	Verbal-Linguistic
6.4c	80	Review	In-Class Activity—Add-a-Word Acrostics	25			
6.4c	80	Review	Out-of-Class Activity—Unraveling an Acrostic				
6.4d	82	Latin American Cultural Activity—Muralismo	Muralismo	45	Moderate	Synthesis	Visual-Spatial
6.4e	83	Journal Activity—Before and After	Before and After				
6.5a	84	Enrichment Activity—Treasure Hunt	Treasure Hunt				
6.5c	85	Focused Activity—Reading All Together	Reading All Together	30	Easy		
6.5c	86	Focused Activity—Writing Around the World	Writing Around the World	25	Medium		
6.5d	87	Focused Activity—Grammar and Travel Chat	Grammar and Travel Chat	25	Easy		

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
7.1a	94	Formal Imperatives	Guessing Games	10	Medium	Application	Interpersonal
7.1a	95	Formal Imperatives	Rules of the Game	25	Medium	Synthesis	Verbal-Linguistic
7.1a	95	Formal Imperatives	A Whole Lot of Something	10	Medium	Application	Verbal-Linguistic
7.1b	96	Giving and Following Instructions	The Match Game	10	Medium	Analysis	Visual-Spatial
7.1b	97	Giving and Following Instructions	Writing and Following Directions	20	Medium	Application	Interpersonal
7.1b	97	Giving and Following Instructions	Creative Paragraphs	15	Medium	Synthesis	Verbal-Linguistic
7.1c	98	Months of the Year	The Beginning and the End	5	Easy	Comprehension	Interpersonal
7.1c	99	Months of the Year	Calendar Creation	25	Medium	Application	Visual-Spatial
7.1c	99	Months of the Year	Human Calendar	15	Medium	Synthesis	Bodily-Kinesthetic
7.1d	100	Journal Activity--Party Helpers	Party Helpers				
7.1e	101	Latin American Cultural Activity--Comparing...	Comparing Civilizations	45	Medium	Synthesis	Verbal-Linguistic
7.2a	104	Social Interaction Verbs	Verbs Around the Classroom	10	Medium	Analysis	Verbal-Linguistic
7.2a	105	Social Interaction Verbs	Meet and Greet	25	Medium	Application	Bodily-Kinesthetic
7.2a	105	Social Interaction Verbs	Writing Interactions	10	Medium	Synthesis	Verbal-Linguistic
7.2b	106	Timeliness and Numbers Greater Than 100	Vocabulary Drill	10	Medium	Analysis	Verbal-Linguistic
7.2b	107	Timeliness and Numbers Greater Than 100	Guess the Price	20	Medium	Application	Visual-Spatial
7.2b	107	Timeliness and Numbers Greater Than 100	Early Birds	15	Medium	Analysis	Intrapersonal
7.2c	108	Contact Information, Calendar Dates, and Imperatives	Do This, Do That!	10	Medium	Application	Bodily-Kinesthetic
7.2c	108	Contact Information, Calendar Dates, and Imperatives	Let's Get Together	20	Moderate	Synthesis	Verbal-Linguistic
7.2c	109	Contact Information, Calendar Dates, and Imperatives	Skit Performances	20	Moderate	Application	Bodily-Kinesthetic
7.2d	110	Review	In-Class Activity--Planning a Party	30			
7.2d	110	Review	Out-of-Class Activity--Budgeting for a Party				
7.2e	111	Journal Activity--My Circle of Friends	My Circle of Friends				
7.3a	114	Parties and Meals	Sentences in Motion	10	Medium	Comprehension	Naturalist
7.3a	115	Parties and Meals	Which Party?	20	Medium	Analysis	Interpersonal
7.3a	115	Parties and Meals	Different Parties	10	Medium	Application	Verbal-Linguistic
7.3b	116	Requirements	Things to Do	10	Medium	Analysis	Verbal-Linguistic
7.3b	117	Requirements	Requirements Research	25	Moderate	Application	Logical-Mathematical
7.3b	117	Requirements	Listen Up	10	Easy	Application	Verbal-Linguistic
7.3c	118	Celebrations and Culture	Let Them Eat Cake	10	Medium	Application	Verbal-Linguistic
7.3c	119	Celebrations and Culture	It's My Birthday!	30	Medium	Analysis	Intrapersonal
7.3c	119	Celebrations and Culture	Birthday Parties	10	Medium	Synthesis	Verbal-Linguistic
7.3d	120	Journal Activity--Minding Your Ps and Qs	Minding Your Ps and Qs				
7.3e	121	International Cultural Activity--Celebrate Around...	Celebrate Around the World	45	Medium	Analysis	Visual-Spatial
7.4a	124	Music and Forms of Good and Bad	It's All Well and Good	15	Medium	Analysis	Interpersonal
7.4a	125	Music and Forms of Good and Bad	Critic's Corner	25	Medium	Evaluation	Logical-Mathematical
7.4a	125	Music and Forms of Good and Bad	Entertainment Sentences	10	Medium	Evaluation	Verbal-Linguistic
7.4b	126	Busy and Free	Teófilo's Calendar	10	Medium	Application	Visual-Spatial
7.4b	127	Busy and Free	Busy Bee	25	Medium	Analysis	Interpersonal
7.4b	127	Busy and Free	Comparing and Contrasting	10	Medium	Synthesis	Verbal-Linguistic
7.4c	128	Apology and Acceptance	Comic Revision	10	Medium	Application	Verbal-Linguistic
7.4c	129	Apology and Acceptance	Contrite Characters	20	Medium	Application	Interpersonal
7.4c	129	Apology and Acceptance	Play Acting	15	Medium	Analysis	Bodily-Kinesthetic
7.4d	130	Review	In-Class Activity--Reviewing the Reviews	30			
7.4d	130	Review	Out-of-Class Activity--Interviews and Reviews				
7.4e	131	Journal Activity--The Good Arts	The Good Arts				
7.5a	132	Focused Activity--Reading Articles	Reading Articles	25	Medium		
7.5b	133	Focused Activity--Rows of Grammar Fun	Rows of Grammar Fun	25	Easy		
7.5c	134	Focused Activity--Listening Carefully	Listening Carefully	25	Easy		

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
8.1a	140	Expectations About the Future	What Will You Do?	10	Easy	Application	Interpersonal
8.1a	140	Expectations About the Future	Fortune Cookies	20	Medium	Synthesis	Intrapersonal
8.1a	141	Expectations About the Future	What Do You Want to Be When You Grow Up?	15	Moderate	Synthesis	Intrapersonal
8.1b	142	Asking and Answering	What Are Questions?	10	Easy	Application	Interpersonal
8.1b	142	Asking and Answering	Twenty Questions	25	Medium	Analysis	Logical-Mathematical
8.1b	143	Asking and Answering	Final Thoughts	10	Medium	Evaluation	Interpersonal
8.1c	144	Dining In and Dining Out	Set the Table	10	Easy	Analysis	Visual-Spatial
8.1c	144	Dining In and Dining Out	Dining Out	30	Medium	Application	Verbal-Linguistic
8.1c	145	Dining In and Dining Out	Restaurant Review	10	Medium	Synthesis	Intrapersonal
8.1d	146	Journal Activity–Dinner at My House	Dinner at My House				
8.2a	148	Music and Art	Who Likes Art and Music?	5	Medium	Analysis	Interpersonal
8.2a	149	Music and Art	Bands on the Radio	20	Moderate	Synthesis	Musical-Rhythmic
8.2a	149	Music and Art	Paintings and Photos	20	Moderate	Synthesis	Visual-Spatial
8.2b	150	Cities	Our City's Vocabulary	10	Easy	Comprehension	Bodily-Kinesthetic
8.2b	151	Cities	Classroom Cartographers	20	Medium	Application	Visual-Spatial
8.2b	151	Cities	Reading Maps	15	Medium	Analysis	Visual-Spatial
8.2c	152	Seek and Find	Hot and Cold	10	Easy	Application	Bodily-Kinesthetic
8.2c	153	Seek and Find	Help, I'm Lost!	20	Medium	Synthesis	Interpersonal
8.2c	153	Seek and Find	Dialogue Performance	15	Medium	Application	Interpersonal
8.2d	154	Review	In-Class Activity–Relay Race	30			
8.2d	155	Review	Out-of-Class Activity–Why I Love My City				
8.2e	156	Journal Activity–Music Review	Music Review				
8.3a	158	Worship Sites and Basic Emotions	Picture IDs	10	Easy	Application	Visual-Spatial
8.3a	158	Worship Sites and Basic Emotions	Know Your Feelings	20	Moderate	Synthesis	Verbal-Linguistic
8.3a	159	Worship Sites and Basic Emotions	Actions and Emotions	15	Medium	Application	Bodily-Kinesthetic
8.3b	160	Length of Time	Card Games	10	Medium	Application	Interpersonal
8.3b	161	Length of Time	Travels Abroad	30	Medium	Analysis	Verbal-Linguistic
8.3b	161	Length of Time	Information Recall	5	Easy	Analysis	Interpersonal
8.3c	162	Sequencing	Moving Up	10	Medium	Application	Visual-Spatial
8.3c	163	Sequencing	Where's Antonio?	20	Medium	Application	Visual-Spatial
8.3c	163	Sequencing	Recollection and Writing	15	Medium	Synthesis	Intrapersonal
8.3d	164	Latin American Cultural Activity–Latin American Music	Latin American Music	45	Medium	Analysis	Musical-Rhythmic
8.3e	165	Journal Activity–Travel Agent	Travel Agent				
8.4a	168	Vacations	What Is a Vacation?	10	Medium	Application	Interpersonal
8.4a	168	Vacations	Planning a Vacation	25	Medium	Synthesis	Intrapersonal
8.4a	169	Vacations	Different Vacations	10	Moderate	Evaluation	Interpersonal
8.4b	170	Quantity and Ability	A Lot of Water	5	Easy	Comprehension	Visual-Spatial
8.4b	171	Quantity and Ability	Categories	25	Medium	Analysis	Logical-Mathematical
8.4b	171	Quantity and Ability	I Think I Can	15	Medium	Application	Intrapersonal
8.4c	172	Going to the Beach	Beach Conversations	10	Medium	Application	Interpersonal
8.4c	172	Going to the Beach	Beach Collage	20	Medium	Application	Visual-Spatial
8.4c	173	Going to the Beach	A Day at the Beach	15	Medium	Analysis	Intrapersonal
8.4d	174	Review	In-Class Activity–Practice Packing	40			
8.4d	175	Review	Out-of-Class Activity–Family Travels				
8.4e	176	Journal Activity–Stranded on an Island	Stranded on an Island				
8.4f	177	International Cultural Activity–Machu Picchu	Machu Picchu	45	Moderate	Synthesis	Interpersonal
8.5a	178	Enrichment Activity–Lost and Found	Lost and Found				
8.5b	179	Focused Activity–Reading Paragraphs	Reading Paragraphs	45	Medium		
8.5c	180	Focused Activity–Vocabulary Mobile	Vocabulary Mobile	30	Easy		
8.5d	181	Focused Activity–Find the Error	Find the Error	30	Medium		
8.5e	182	Level 2 Review: Radio Broadcast–Part 1	Radio Broadcast–Part 1	45			
8.5f	183	Level 2 Review: Radio Broadcast–Part 2	Radio Broadcast–Part 2	45			

Word Lists

Spanish (Latin America) – Level 2



Education



Unit 5 Word Lists

Lesson 1

a la derecha
a la izquierda
al lado
adónde
el banco
la biblioteca
el café
delante
dentro
derecha
derecho
detrás
el estadio
la gasolina
la gasolinera
la gente
ir
izquierdo
el mapa
menos
el museo
la oficina de
 correos
el trabajo
el teatro
vamos (ir)
van (ir)
vas (ir)

Lesson 2

el asiento
el autobús
bajarse
la cola
cuarto/-a
doblar
la estación
hacer cola
hasta
el número
la parada
primer/-o/-a
quisiera (querer)
segundo/-a
seguir (i)
seguir derecho (i)
subirse
el subterráneo
el taxi
tercer/-o/-a
tomar
vaya (ir)

Lesson 3

a horario
el aeropuerto
el avión
el boleto
con retraso
de la mañana
de la tarde
de la noche
la entrada
esperar
la habitación
la hora
el kilómetro
llegar
la maleta
el minuto
noventa
ochenta
el pasaporte
por favor
la pulsera
el reloj
salir
el segundo
setenta
el tren
el vuelo
y cuarto/menos
 cuarto
y media

Lesson 4

Barcelona
el bosque
hacer calor
hacer frío
hacer sol
el lago
llover (ue)
la montaña
nevar (ie)
nublado
la playa
poder (ue)
el tiempo
¿Qué tiempo hace?

Unit 6 Word Lists

Lesson 1

ayer
la carta
el cuaderno
dar
di (dar)
el diccionario
dio (dar)
diste (dar)
doy (dar)
el correo
 electrónico
el escritorio
la estampilla
jugué (jugar)
pasado
que viene
el sobre
las zapatillas

Lesson 2

el arte
la ciencia
entender (ie)
eso
fue (ir)
fueron (ir)
fui (ir)
fuimos (ir)
fuiste (ir)
la historia
las matemáticas
la palabra
¿Puede repetirlo,
 por favor?
la señal
significar

Lesson 3

ahora
Bogotá
cuando
el empleado/
 la empleada
era (ser)
éramos (ser)
eran (ser)
eras (ser)
la escuela
 primaria
la escuela
 secundaria
la fábrica
el gerente/
 la gerente
ibas (ir)
Lima
mientras
misma
la oficina
la universidad

Lesson 4

el estudiante/
 la estudiante
México
mí
o
regalar
vi (ver)

Unit 7 Word Lists

Lesson 1

abril
agosto
bailar
cantar
décimo
dele (dar)
el desayuno
diciembre
empezar (ie)
enero
febrero
la fiesta
julio
junio
marzo
mayo
noviembre
octavo
octubre
el partido
poner
ponga (poner)
pongo (poner)
puse (poner)
pusiste (poner)
septiembre
sentarse (ie)
terminar
traer

traiga (traer)
traigan (traer)
traigo (traer)

Lesson 2

ayudar
la cena
ciento
la clase
la dirección
encontrarse (ue)
España
la fecha
llamar
mil
la policía
pon (poner)
el profesor/
la profesora
reunirse
saber
sé (saber)
tarde
temprano
trescientos -
novecientos
ven (venir)
el yen

Lesson 3

allá
allí
almorzar (ue)
el almuerzo
aquel/aquellos
deber
el disfraz/
los disfraces
la ensalada
ese
llevar
el postre
preparar
la sopa
tener que
tomar
el tipo
traje (traer)
trajiste (traer)
trajo (traer)

Lesson 4

anoche
la bailarina
buen
el cantante
hizo (hacer)
libre
lo siento
malo
mejor
el músico
ocupado
peor
el piano
preocuparse
tocar
ver

Unit 8 Word Lists

Lesson 1

ácido
algún
algún día
el azúcar
la carne de vaca
conmigo
contestar
contigo
la cuchara
el cuchillo
dulce
los frijoles
la lima
el limón
la mantequilla
el mesero/
la mesera
muy
la papa
el pescado
picante
la pimienta
el pollo
la pregunta
preguntar
la sal
la servilleta
el tenedor

Lesson 2

la banda
buscar
el centro
la colina
el edificio
encontrar (ue)
las escaleras
la estatua
famoso
la foto
la fuente
la guitarra
el instrumento
moderno
la pintura
sacar una foto
saqué (sacar)
el tambor
el zoológico

Lesson 3

bajar
contento
desempacar
empacar
enfrente
enojado
hiciste (hacer)
la iglesia
llorar
la mezquita
perdido
quedarse
la reserva
hacer una reserva
reírse (ie)
la sinagoga
sonreír (ie)
subir
el templo
triste
por último
ver

Lesson 4

acampar
alquilar
andar
corto
devolver (ue)
el esquiador
esquiar
los esquíes
hacer viento
hacia
hará (hacer)
la isla
juegos (jugar)
mucho
navegar
la nieve
el océano
los pantalones
cortos
podrá (poder)
las sandalias
la tienda de
campaña
el traje de baño
el velero

Handwriting practice lines consisting of 25 horizontal grey lines.



Samples & Handouts

Spanish (Latin America) – Level 2



Education



Unit 5, Lesson 3, Appendix A

Estás en París y vas a Roma en el tren de las 8:01 de la mañana. Este tren debe llegar a Roma a las 17:35 de la tarde. Te despertaste a las 7:00 de la mañana. Toma veinte minutos en autobús para ir a la estación desde la casa; ese autobús sale a las 7:32 de la mañana.

Sample Timeline:

7:00 – Me despierto.

7:01 – Me lavo la cara y me cepillo los
dientes en el baño.

7:05 – Estoy en la cocina porque estoy
desayunando.

7:10 – Necesito mi maleta, boleto y
pasaporte del dormitorio.

7:15 – Corro a la parada de autobús.

Your Timeline

7:00 –

Unit 5, Lesson 5, Appendix B

Version 1 Script:

Hoy es miércoles y Mariana toma el autobús. Ella está sentada en la parada con un paraguas, esperando el autobús. Ella tiene pelo corto negro y lleva un suéter rojo porque tiene frío. El autobús llega con retraso por la lluvia. El autobús está en la parada y es azul y blanco. Las personas suben y bajan del autobús. Mariana está en el autobús y está comiendo un sándwich. El sándwich cuesta 3 dólares. Mariana va a la escuela y tiene sus libros. Ella estudia árabe. Mariana está sentada al lado de un hombre que lleva un abrigo amarillo y está sentada detrás de una mujer joven con pantalones azules y camiseta blanca. El hombre tiene 55 años y la mujer joven tiene 27 años. Ellos van al aeropuerto. Él trabaja en el aeropuerto y ella va a China. Sus padres son de China y ella estudia chino.

Unit 5, Lesson 5, Appendix C

Version 2 Script:

Hoy es _____ y Mariana toma el autobús. Ella está _____ en la parada con un paraguas, esperando el _____. Ella tiene _____ corto negro y lleva un suéter rojo porque tiene _____. El autobús llega con retraso por la _____. El autobús está en la parada y es _____ y blanco. Las personas suben y _____ del autobús. Mariana está en el autobús y está _____ un sándwich. El sándwich cuesta _____ dólares. Mariana _____ a la escuela y tiene sus _____. Ella estudia _____. Mariana está sentada al lado de un hombre que lleva un _____ amarillo y detrás de una mujer joven con pantalones azules y una camiseta _____. El hombre tiene 55 años, _____ la mujer joven tiene _____ años. _____ van al aeropuerto. Él _____ en el aeropuerto y ella va a China. Sus padres son de _____ y ella estudia chino.

Unit 6, Lesson 2, Appendix A

CUADERNO DE ESCUELA – SEMANA _____ NOMBRE _____

	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES		LUNES	MIÉRCOLES	WED	JUEVES	VIERNES	
MATEMÁTICA												MATEMÁTICA
INGLÉS												INGLÉS
CIENCIA												CIENCIA

Unit 6, Lesson 2, Appendix B

Copy and cut along lines.

arte	no	él	historia	matemática
significa	música	por favor	repetirlo	ciencia
señal	estudió	esa	entendí	nosotros
fue	palabra	diccionario	cuaderno	estampilla

Sentences for teachers to read aloud

Después del almorzar, nosotros visitamos el museo de ciencia.

Él no entendió su clase de matemática.

¿Él te dio el cuaderno?

Ella estudió la historia de su familia.

Esta es una palabra nueva. Por favor dime lo que significa.

Él fue con nosotros para comprar estampillas.

¿Qué significa esa señal?

Yo me fijé en el diccionario para aprender qué significa "elementary."

Ella va a la clase de matemática el próximo miércoles.

Amy nos dio ayer un cuaderno nuevo.

A Juan le gusta su clase de música.

La semana pasada mi hermano corrió desde mi casa a su escuela.

La tienda vendió arte y libros de música.

Mis amigos me visitaron después de la clase de historia el martes pasado.

No le entendí. ¿Puede repetirlo por favor?

Unit 6, Lesson 4, Appendix C

Group 1: **Cuando** sentences

Cuando estaba en Rusia, compré esto.

Cuando estábamos en la playa, estaba nublado.

Cuando ella vivía en Australia, estudió inglés.

Cuando él fue a Paris, visitó un museo.

Cuando ella vio la carta, la leyó.

Cuando yo estaba en China, vi esto.

Cuando yo estaba en el parque, me besó.

Cuando él estaba durmiendo, el avión salió.

Cuando yo estaba en la estación de trenes, escuchaba radio.

Cuando él era maestro, enseñó matemáticas.

Group 2: **Quisiera** sentences

¿Quisiera té o café?

¿Quisiera algunos chocolates?

¿Quisiera ir al museo?

¿Quisiera jugar fútbol?

¿Quisiera venir a mi casa para almorzar?

¿Quisiera pintar una pintura?

¿Quisiera estudiar música?

¿Quisiera visitar a mi hermano?

¿Quisiera ir a un restaurante para la cena?

¿Quisiera escribir un correo electrónico a su amigo?

Unit 7, Lesson 4, Appendix A

1. Susana canta _____.
2. La comida está _____
en este restaurante.
3. Carlos juega fútbol _____.
4. Ana juega tenis _____.
5. Fue un _____ año.
6. El postre está _____.
7. Las manzanas son frutas _____.
8. Los jeans me quedan _____.
9. La película estaba _____.
10. Francisco puede leer mapas
_____.
11. Esta es una maleta _____.
12. Laura baila _____.
13. Mi papá cocina _____.
14. El cuento no terminó _____.
15. Ella entiende su tarea _____.

Unit 8, Lesson 1, Appendix A

Sample Conversation:

- Mesero: Hola, me llamo Carlos. Yo seré su mesero hoy. ¿Qué quisieran?
- Persona 1: Hola, Carlos. ¿Cuál es la sopa del día?
- Mesero: La sopa del día es sopa de pollo picante. ¿Quisiera la sopa?
- Persona 1: Sí, está bien.
- Persona 2: Disculpe, tengo una pregunta.
- Mesero: ¿Sí?
- Persona 2: ¿Me trae una servilleta y un cuchillo?
- Persona 1: Y yo necesito una servilleta. Yo tengo una, pero está sucia.
- Mesero: Sí, yo tengo servilletas limpias. ¿Usted quiere la sopa?
- Persona 2: Sí, por favor. ¿Qué tiene para el postre?
- Mesero: Tenemos torta dulce de limón. ¿Quiere usted postre?
- Persona 2: Sí, yo quiero la torta y un café.
- Persona 1: Yo quiero té con azúcar.
(El mesero viene con la comida.)
- Mesero: Aquí está su sopa y traigo el postre pronto
- Persona 2: Esto está muy rico. El pollo está picante. ¡Me gusta!
- Persona 1: ¿Mesero? ¿Tiene usted azúcar para mi té?

Unit 8, Lesson 5, Appendix B

Copy and cut along lines.

Beatriz está manejando hacia el apartamento nuevo de su abuelo. Él cocina un almuerzo de pollo con limón y papas. Después de comer, Beatriz se queda por tres horas viendo las fotos viejas de su abuelo - de islas, estatuas, templos antiguos y ciudades. Las mejores fotos son las de su abuela y su abuelo cuando están acampando en una tienda de campaña, en un velero, y esquiando cerca de una montaña con nieve.

"Has estado en muchos lugares diferentes, abuelo. ¿Cuál fue el mejor? ¿Fue Roma? ¿París? ¿Moscú?"

Con una sonrisa, su abuelo dice, "El mejor lugar fue un parque cerca de nuestra casa vieja donde tu abuela y yo vivíamos. A tu abuela y a mí nos gustaba caminar allí y sentarnos debajo del árbol de limón a hablar y hablar. Era el único árbol de limón en todo el parque, pero nunca le tomé una foto". Lo hizo muy triste pensar que no tenía una foto del árbol.

Por eso es que después que Beatriz se va de la casa de su abuelo, ella quiere buscar el parque. Quiere tomar una foto del árbol para su abuelo. La próxima mañana ella maneja por horas hasta que encuentra la casa vieja de su abuelo y el parque. Ella necesita caminar por mucho tiempo afuera en el sol por todo el parque buscando el árbol de limón, pero no lo puede encontrar. Esto la hace triste porque piensa que el árbol debajo del cual su abuelo y abuela se sentaban ya no está allí.

Beatriz se sienta en el pasto pensando en su abuelo, cuando ve un limón cerca de su zapato. Ella mira alrededor para ver de donde vino. ¡Allí está el árbol! Ella toma muchas fotos del árbol para su abuelo. Regresando a su carro, se siente cansada, pero también feliz, porque sabe que le gustarán las fotos a su abuelo.

Unit 8, Lesson 5, Appendix C

- I 1. Este es muy pequeño un edificio. **Este edificio es muy pequeño.**
- C 2. Quiero que vayas conmigo. _____
- _____ 3. ¿Quieres bailar con mí? _____
- _____ 4. Mañana, fuimos al restaurante en el carro de Juan. _____
- _____ 5. Cuando yo era niño voy aprender cómo manejar una bicicleta. _____
- _____ 6. Primero, llegué a casa, por último, hice mi tarea, después me acosté en la cama.

- _____ 7. Tendré dos papas pollo y mucha torta. _____
- _____ 8. El gato y el perro viven no en mi casa. _____
- _____ 9. Voy a visitar la casa de mi abuelas. _____
- _____ 10. Quiero haciendo una reservación. _____
- _____ 11. Quiero esquiar, velar, y nadar en el campo. _____
- _____ 12. Amanda quiere tocar la guitarra con nosotros. _____
- _____ 13. Nos quedamos cerca de la playa. Por favor traiga su traje de baño.

- _____ 14. ¿A dónde vas? _____
- _____ 15. Cuando soy grande, ¡voy a viajar mucho! _____
- _____ 16. Las niñas madre se ríen en frente de la fuente. _____
- _____ 17. Ella desempaca su maleta en el hotel. _____
- _____ 18. ¿Tienes una preguntas? _____



Education

About Rosetta Stone

Rosetta Stone is a global leader in technology-driven language and learning solutions for individuals, classrooms, and entire organizations.

Our scalable, interactive solutions have been used by over 12,000 businesses, 9,000 public sector organizations, and 22,000 education institutions worldwide, and by millions of learners in over 150 countries.

[RosettaStone.com](https://www.RosettaStone.com)

©2018 Rosetta Stone Ltd. All rights reserved. SEM-TeacherGuide-L2-ESP-1811

