

Teacher's Guide



Education

Spanish (Latin America) – Level 3



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Leveraging Technology for Language Learning

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

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

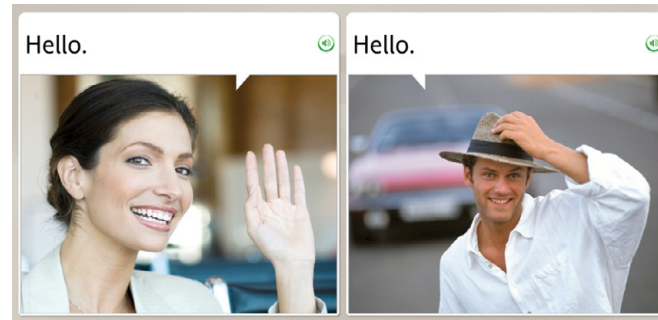
About Rosetta Stone, Inc.

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

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

For more information, visit RosettaStone.com.

Welcome, Teachers!



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

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

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

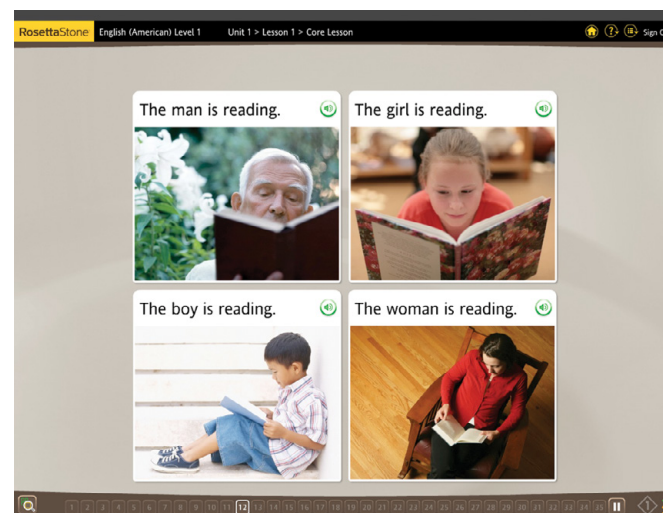
Rosetta Stone Foundations Pedagogy

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

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

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

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

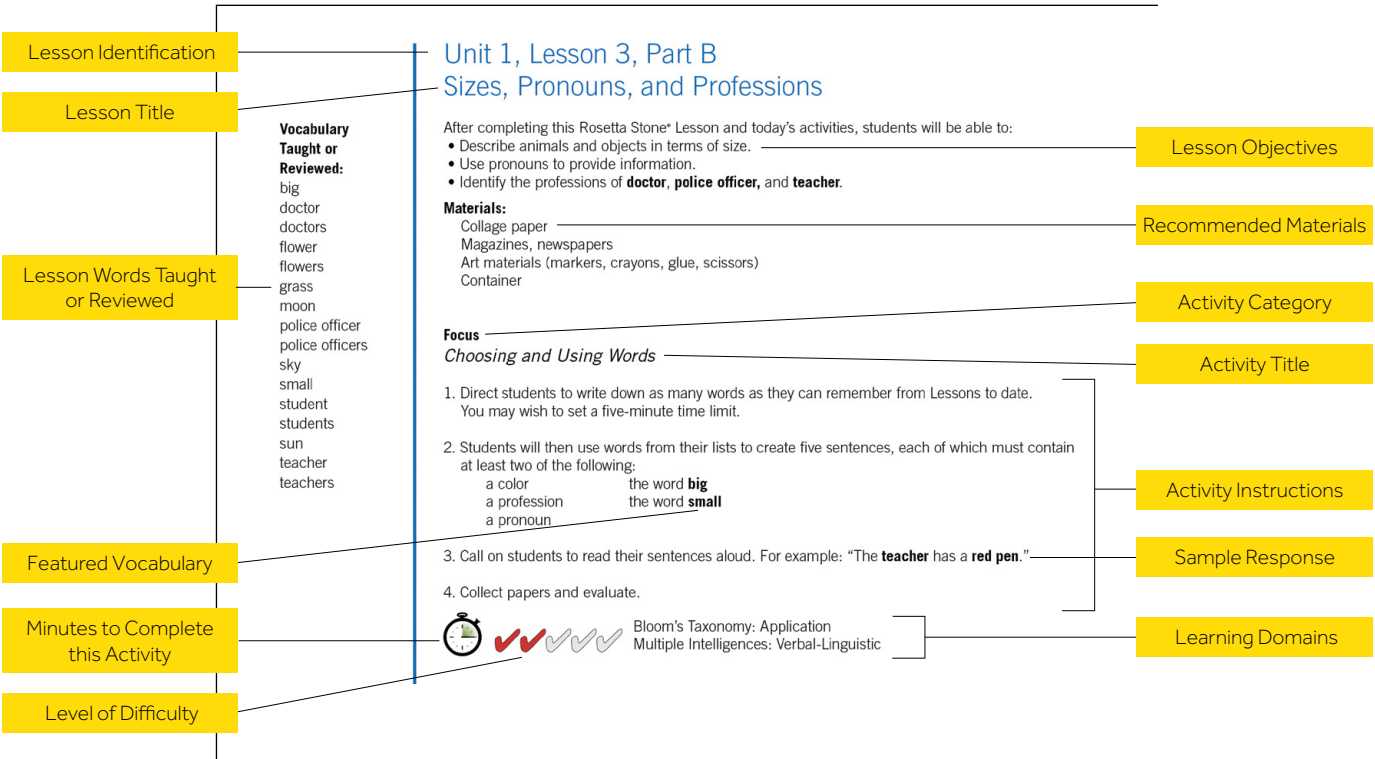


Inside the Teacher's Guide

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

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

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



Unit Guidance

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

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

Vocabulary Taught or Reviewed

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

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

Word of the Day

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

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

Bloom's Taxonomy

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

- Cognitive
- Affective
- Psychomotor

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

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

Multiple Intelligences

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

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

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

Level of Difficulty

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



Simple



Easy



Medium



Moderate



Difficult

Supplementary Materials Description

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

Course Content

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

Student Workbook

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

Student Tests

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



Lesson

Adaptability

Learning Styles and Skills

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

Focused Activities

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

Enrichment Activities

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

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

Raise the Bar

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

Teaching to Standards

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

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

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

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

Elementary Students

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

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

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

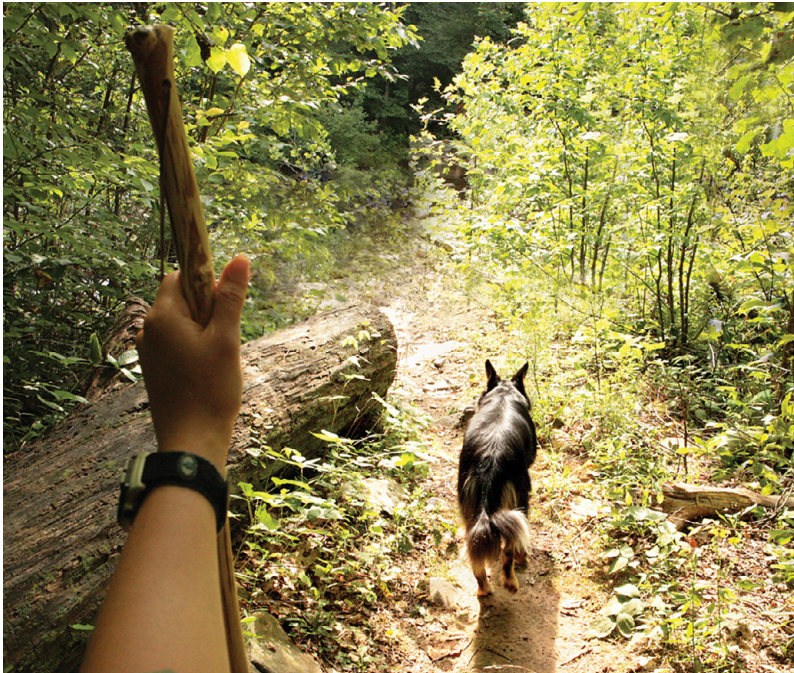
To make language learning more personal, encourage students to use their language skills in their communities, with English-speaking neighbors and friends, for example. Language use in real-life settings will reinforce Lesson concepts. As students successfully use their language skills outside the classroom,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

College Students

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

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

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



Unit 9

Home and Health

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Unit 9:

Home and Health

Introduction to Unit 9

This first Unit in Level 3 exemplifies how Lesson content has increased in complexity over the previous two Levels. Vocabulary challenges soar as students delve into a host of words with unique relationships, such as the antonyms **siempre** and **nunca**, **lleno** and **vacío**, and **fácil** and **difícil**. New spatial prepositions complement those learned earlier in the course, allowing students to describe placement of objects and people in greater detail than before. And practical matters of life are spotlighted as Lessons focus on household chores; kitchen and bathroom items; the human body; injuries, ailments, and medical emergencies; and exercise, team sports, and strength.

Teaching Unit 9

One of your great challenges as a teacher in this and subsequent Units will be to help students comprehend the nuances inherent in the increasingly complicated words and phrases being introduced. Encourage students to spend additional time at the computer reviewing the Rosetta Stone® software Lessons.

Lesson 1a: Spatial Prepositions

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

Lesson 1b: Easy and Difficult

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

Lesson 1c: Looks Like and One (as a Pronoun)

The main exercise in this Lesson—a question-and-answer session among peers—should help alleviate the puzzle. Two other exercises give students practice with the words **uno** and **parecerse**. The latter is a fun, perennial favorite, as peers have a chance to discuss who they resemble—including celebrities.

Lesson 1d: Journal Activity–Someday

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

Lesson 1e: International Cultural Activity–World Images

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

Lesson 2a: Things in the Kitchen

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

Lesson 2b: Cleaning the House

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

Lesson 2c: My Dream House

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

Lesson 2d: Review

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

Lesson 2e: Journal Activity–My Room

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

Lesson 3a: Athletics

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

Lesson 3b: Always and Never

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

Lesson 3c: Journal Activity–Habits

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

Lesson 3d: Latin American Cultural Activity–Photographic History

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

Lesson 4a: Parts of the Body

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

Lesson 4b: Injuries and Ailments

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

Lesson 4c: At the Hospital

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

Lesson 4d: Review

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

Lesson 4e: Journal Activity–Emergency Plans

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

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

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

Lesson 5b: Focused Activity–Grammar Drawings

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

Lesson 5c: Focused Activity–Vocabulary Lists

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



**Vocabulary
Taught or
Reviewed:**

agarrar
la cámara
encima
el jardín
la piscina
saltar
subirse
tirar

Unit 9, Lesson 1, Part A Spatial Prepositions

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

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

Materials:

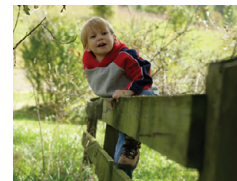
Index cards

Jump Start Acting Up

1. Call on two students to help demonstrate the prepositions introduced in this Lesson, and have them stand at the front of the class.
2. These learners should stand next to each other as you tell the class, "Sally está al lado de Larry."
3. Rearrange the two students and say, "Larry está..., " to which the class responds "...detrás de Sally."
4. Continue rearranging the two students and use props (book, pen) to help the class visualize the prepositions **en, sobre, debajo de, detrás de, al lado de, a, de, and por encima de.**
5. After dividing the class into pairs of learners, have them rearrange themselves in accordance with the prepositions in the sentences you speak.



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





Engage Drawing Board

Prepare Ahead:

- Write on index cards, one sentence per card (see Step 2). Prepare enough so that each group member has a different sentence.



1. Divide the class into groups of three or four students.
2. Assign a sentence from the list below to each learner, and direct him to illustrate it. Be sure each group member has a different sentence:
 - Él tiró la pelota detrás de la cerca.
 - La piscina está al lado de la casa.
 - La manzana está sobre la mesa.
 - La manzana está en el tazón.
 - El gato está saltando a la mesa.
 - El gato saltó de la mesa.
 - El perro está subiendo a la colina.
3. Students should then take turns discussing their illustrated sentence with the others in their group.
4. Circulate around the room and listen for correct preposition use in students' descriptions.



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

Assessment

Creative Collaborations

1. Direct students to develop original sentence-and-picture combinations for four of the seven prepositions introduced in this Lesson: **en**, **sobre**, **detrás de**, **al lado de**, **a**, **de**, and **por encima de**.
2. Call on several volunteers to describe their projects to the class.
3. Collect papers and evaluate for content, word use, word order, and sentence structure.



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

Word of the Day:
fácil

**Vocabulary
Taught or
Reviewed:**

difícil
fácil

Unit 9, Lesson 1, Part B

Easy and Difficult

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

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

Skill Sharpener

Easy and Difficult Tasks

Prepare Ahead:

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

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



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



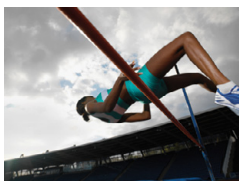
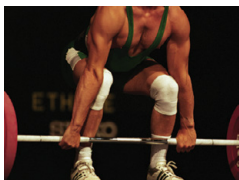


Engage

Questions and Answers

Prepare Ahead:

- Textbooks from school subjects such as arte, inglés, historia, matemáticas, música, and ciencias, one per group.



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



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal

Assessment

Easy and Difficult Skills

1. Have students write at least two paragraphs about a skill they learned that was either easy or difficult, or was difficult at first and then became easy. While explaining the task, emphasize the use of transition words or phrases to signal shifts in time or sequence of events that led to the changes.

For example:

Primero fue difícil lanzar la pelota en la meta, pero luego mi hermano me enseñó cómo voltear mi pie de la manera correcta. Después de que practiqué por varias semanas, se me hizo fácil. Finalmente, hice un gol!

2. Collect papers and evaluate for content, correct grammar, spelling, sentence structure, and use of transition words and phrases.



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Interpersonal

RAISE THE BAR

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

Word of the Day:
difícil

**Vocabulary
Taught or
Reviewed:**
arreglar
juntos/-as
parecer

Unit 9, Lesson 1, Part C

Looks Like and One (as a Pronoun)

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

- Use the terms **parecerse** and **uno** (as a pronoun) in discussions.
- Write descriptive sentences using Lesson vocabulary.

Focus and Motivate

Who Do You Look Like?

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

¿A quién te pareces?

¿Te pareces a tu madre o a tu padre?

¿Se parece él a una persona famosa? (as you point to another student)

Students should answer with detailed descriptions, for example:

Sí, me parezco a mi madre. Ella es baja y tiene pelo negro.

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



Bloom's Taxonomy: Analysis

Multiple Intelligences: Interpersonal





Engage Quizzical Questions



1. Introduce the word **uno/una** by asking students if they have certain objects, such as "Yo tengo un bolígrafo, ¿Tienes tú uno?" Write, as a guide for responses, "Sí, tengo uno." and "No, no tengo uno." on the board. Students should respond with the relevant answer.
2. Divide the class into pairs of students, and instruct them to continue to ask each other questions using **uno/una** (as a pronoun). For example:
 Sam: Yo tengo un perro. ¿Tienes tú uno?
 Richard: Sí, tengo uno; él es grande y tiene mucho pelo.
 Richard: Quiero arreglar un carro antiguo algún día.
 Sam: Yo quiero uno nuevo.

While learners question each other, they should write down the items they have in common (dogs, little sister).

3. From what the pair has discussed, students should write five sentences using the word **uno/una** to share with the class. For example, "Rich quiere arreglar un carro. Yo no quiero arreglar uno."
4. Students should then read their sentences to the class.



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

Assessment One Looks Like the Other

1. Direct learners to write three sentences each with the term **parecer** and the pronoun **uno/una**. Students should be as creative as possible and may include supporting sentences for clarity.
2. Collect papers and evaluate for content, word use, spelling, and sentence structure.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal

**Word of
the Day:**
uno

Unit 9, Lesson 1, Part D

Journal Activity–Someday

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

- Write about their future plans.

Being Creative Someday

Have students write a paragraph about what they would like to do **algún día**. They may write about their plans for the immediate future, or their long-range goals.

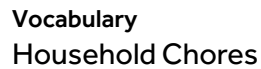
Remind students to use transition words to connect ideas using complex sentences, and to check their work for correct grammar and spelling.



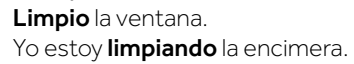
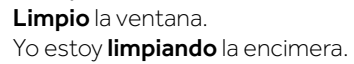
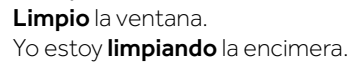
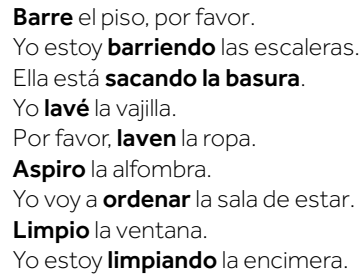




Discuss with the class how people express a great deal through their actions and gestures. Remind learners that certain gestures have different meanings in different cultures. Students should pay attention to people's facial expressions, movements, and postures in addition to the words they say.



Barre el piso, por favor.
Yo estoy **barriendo** las escaleras.
Ella está **sacando la basura**.
Yo **lavé** la vajilla.
Por favor, **laven** la ropa.
Aspiro la alfombra.
Yo voy a **ordenar** la sala de estar.
Limpio la ventana.
Yo estoy **limpiando** la encimera.



Unit 9, Lesson 2, Part A

Things in the Kitchen

Vocabulary

Taught or

Reviewed:

la encimera
el lavaplatos
limpiar
el refrigerador
la vajilla
el vaso

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

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

Jump Start

Our Kitchens

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

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



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





Being Creative Where Does It Go?



1. Let students know that they will be using the words written on the board.
2. Instruct students to organize all the kitchen-related words into a word web, matching items that are related to each by function or by their usual locations in a kitchen. Ideally, each sentence should contain at least two words from the board. For example:
Nosotros ponemos nuestras verduras y carne en el refrigerador.
Nosotros ponemos los vasos sucios en el lavaplatos y los vasos limpios en la encimera.
El fregadero está lleno de agua.



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

Assessment Kitchen Sentences



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



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Interpersonal



**Word of
the Day:**
vaso

**Vocabulary
Taught or
Reviewed:**

la alfombra
aspirar
bañarse
la bañera
barrer
la basura
la ducha
 ducharse
el piso
el sofá
el techo
la ventana

Unit 9, Lesson 2, Part B

Cleaning the House

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

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

Jump Start Cleaning Schedule

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



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

Being Creative Cleaning the House

1. Instruct your students to create a list of household chores. They should write a cleaning schedule for their house. For example:
 - Lunes – barro el baño, las escaleras y el piso de la cocina
 - Martes – lavo la ropa
 - Miércoles – ordeno los dormitorios y aspiro los pisos
 - Jueves – aspiro la alfombra y el sofá en la sala de estar
 - Viernes – limpio las encimeras y el fregadero en la cocina, lavo los platos
 - Sábado – limpio la bañera, el inodoro y el lavabo en el baño
 - Domingo – saco la basura
2. Encourage students to be as descriptive and detailed as possible. Give them liberty to create their own schedule format, as long as they focus on Lesson vocabulary. For example, they may wish to assign tasks to people, rather than to days of the week.



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





Assessment When Do You Clean?



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

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

For example:

¿Cuándo lava él su ropa? Él lava su ropa los martes.

¿Qué limpia él los lunes? Él barre el baño, las escaleras y el piso en la cocina.

¿Qué día limpia el baño? Ella limpia el baño los lunes.

¿Cuándo saca él la basura? Él saca la basura los domingos.

¿Limpia él su dormitorio los viernes? No, él ordena su dormitorio los miércoles.

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



Bloom's Taxonomy: Synthesis

Multiple Intelligences: Verbal-Linguistic

RAISE THE BAR

Instead of questions and answers, instruct students to write 1-2 paragraphs explaining their partner's cleaning schedules and what the partner does and doesn't do on each day, giving reasons. (e.g., **El martes por la tarde Cesar saca la basura porque el camión de la basura viene el miércoles en la mañana.**) Remind students to use transition words to signal time sequences and series of events.

**Word of
the Day:**
barro

Unit 9, Lesson 2, Part C

My Dream House

Vocabulary Taught or Reviewed:

lleno/-a
vacío/-a

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

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

Materials:

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

Jump Start

Full or Empty?

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



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Being Creative Designing My House

Prepare Ahead:

- Grid paper.
- Examples of floor plans.



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



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



Assessment Describing My House

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

Quiero una casa grande pero no muy grande.
Necesito muchos dormitorios para todos mis hermanos y hermanas.
Necesito un televisor grande en una sala de estar grande con un sofá caro, porque me gusta mirar películas.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Intrapersonal



**Word of
the Day:**
baño

Unit 9, Lesson 2, Part D

Review

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

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

Materials:

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

Classroom Community

In-Class Activity—House for Sale

Prepare Ahead:

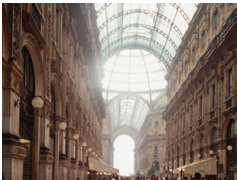
- *Slips of paper with one vocabulary word on each.*

1. Divide the class into four groups, instructing each to pretend to be a group of real estate agents selling a furnished house. Group members should confer for 15 minutes to decide upon details about their imaginary house, such as how many rooms it has, what colors the rooms are painted, and what furniture and other household items will be sold with it. This activity presents an opportunity to teach the term **agente de bienes raíces**.
2. Groups should also decide what type of cleaning will be required to get the house in perfect shape to sell.
3. Advise each group to make a rough sketch of the exterior of their house and a floor plan to show to prospective buyers.
4. Give each group 5–10 minutes to make a sales pitch about its house to the rest of the class. Students in the audience—acting as potential homebuyers—should ask questions about the house, its amenities, and cleanliness. Encourage all students to participate in the sales presentations and question-and-answer periods.





Community Connection Out-of-Class Activity–Sales Pitch



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

RAISE THE BAR

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

Unit 9, Lesson 2, Part E

Journal Activity–My Room

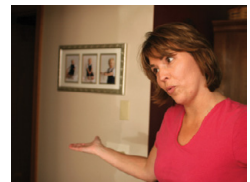
After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

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

Being Creative My Room

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

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









Usage

Adverbs of Frequency

Siempre me ducho antes de ir a trabajar.

A veces él tiene hambre y **otras veces** tiene sed.

Usage

Deber

A smiling woman with long brown hair, wearing a grey sweater over a white collared shirt, stands next to a black mailbox. She is holding a white envelope with a purple postage stamp in her right hand and a brown paper bag in her left hand. The background is a blurred outdoor setting with trees and a path.

El perro puede pero no **debe** caminar aquí.



**Vocabulary
Taught or
Reviewed:**

el ejercicio
el equipo
fuerte
el lugar
practicar
el violín

Unit 9, Lesson 3, Part A Athletics

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

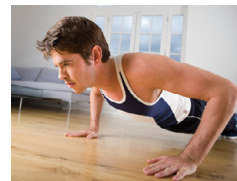
- Generate a list of characteristics of a certain sport.
- Research and write about the life of an athlete.

Skill Sharpener Strength Training

1. Divide the class into four groups of students, and assign each group a different sport.
2. Direct learners to collaborate within their groups to develop a list of sentences briefly describing their sport. Suggest that they list characteristics such as: who plays it, how and where it is played, equipment used and what time of year it is played.
3. Call on volunteers to read several of each group's sentences.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Being Creative Biographies



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



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment Sports Practice



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



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



RAISE THE BAR

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

**Word of
the Day:**
hacer ejercicio

**Vocabulary
Taught or
Reviewed:**

alguien
nunca
siempre
a veces

Unit 9, Lesson 3, Part B

Always and Never

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

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

Materials:

Sentences with the words **algo**, **algún día**, **a veces**, **otras veces**, or **alguien** (see **Appendix A**)

Jump Start

Vocabulary Relay

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



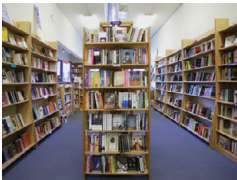
Bloom's Taxonomy: Analysis
Multiple Intelligences: Bodily-Kinesthetic





Engage and Explore Sentence Starters

1. Write the words **algo**, **a veces**, **alguien**, **algún día**, **siempre**, and **nunca** on the board.
2. Develop, as a class, a sentence starter for each word. For example:
 Algo famoso ...
 Algo caro ...
 Yo siempre ...
 A veces yo ...
 Yo nunca ...
 Algún día yo ...



3. Direct students to complete the sentences by writing them on a sheet of paper.
 Learners should then save this assignment for the **Assessment** activity.

Keep sentence starters on the board for the following activity.



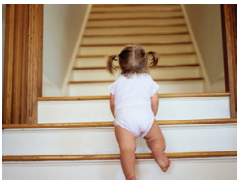
Bloom's Taxonomy: Synthesis
 Multiple Intelligences: Visual-Spatial

Assessment Reading Practice

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



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



RAISE THE BAR

Discuss how to use word roots to better understand word meaning and relationships. Have students look up various roots and see how many related words they can find, for example: **pan/pan-**, **arqu-**, **bio-**, **auto-**, **geo-**, **-logia/logo**.

**Word of
the Day:**
alguien

Unit 9, Lesson 3, Part C

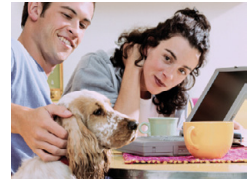
Journal Activity–Habits

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

- Write about actions they always and never perform.

Being Creative Habits

1. Introduce the concepts of *habits*, then have students write a paragraph about actions they perform frequently, using the word **siempre**.
2. Students should then write a paragraph about actions they do not perform, using the word **nunca**.
3. Remind students to check their work for correct grammar, spelling, and sentence structure.



Grammar & Usage

Unit 9, Lesson 4

Grammar Punctuation

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

Punto [.] A period shows that an idea is finished. It appears at the end of declarative sentences.
La mujer está practicando la guitarra en la sala de estar.
Están buscando la estatua de un hombre y su perro.

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.

- ¿Por qué están practicando hoy?
- ¿Debo llevar el traje negro o el gris?

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.

- ¡Alguien me escribió una carta!
- ¡Hola, Roberto!

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, estoy ordenando mi dormitorio.

A veces los perros viven adentro, pero otras veces viven afuera.

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.

Yo hago ejercicio los lunes, miércoles y jueves.

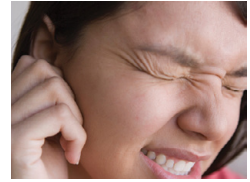
Comillas [“ ”] Quotation marks, too, have a wide variety of uses. Most often they appear in pairs at the beginning and end of words, phrases, and sentences to indicate that those words are being emphasized or to signify that they are the precise words that someone has spoken or written.

¿Qué es “jugo de naranja”?

La palabra significa “oficina de correos”.

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

Yo hablo tres idiomas: inglés, español y árabe.





**Vocabulary
Taught or
Reviewed:**

la boca
el brazo
la cabeza
el codo
el estómago
la nariz
el ojo
la oreja
la pierna
la rodilla

Unit 9, Lesson 4, Part A

Parts of the Body

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

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

Materials:

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

Jump Start Simón Dice

1. Have students practice body-part vocabulary by playing a few rounds of *Simón Dice*. Introduce the words **decir**, **tocar**, or other words you find helpful when phrasing commands.
2. As you model an action, say, "Simón dice" and give a command for students to perform an action. For example, say, "Simón dice: 'Manos arriba.'" In this case, students should raise both hands. Those who don't must sit down and are out of the game.
3. Occasionally, model an action and give a command, but do not preface it with "Simón dice." For example, "Manos arriba." or "Toca el codo." A student who performs the action anyway, without hearing "Simón dice," must sit down.
4. Continue until only one student remains standing.



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





Engage Body Collage

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



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

Assessment See You at the Airport!

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



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



RAISE THE BAR

Use the assessment assignment as an opportunity to teach appropriate letter formatting. Alternatively, give an introduction to email etiquette. Have students send the email to a relative, asking for a response. If possible, have students forward both messages to you for evaluation.

**Word of
the Day:**
cabeza

**Vocabulary
Taught or
Reviewed:**

caerse
cuidado
doler (ue)
un grado
lastimar
pasar
la temperatura

Unit 9, Lesson 4, Part B

Injuries and Ailments

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

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

Materials:

Copies of handout showing an outline of the human body, one per pair of students (see **Appendix B**)
Colored markers

Jump Start

What Hurts?

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



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





Being Creative

Anatomy of an Illness

Prepare Ahead:

- Handouts showing a simple outline of a human body, one per pair of students.



1. Divide the class into pairs of students and distribute a handout and markers to each pair. Instruct students to draw a representation of 10 or more injuries or illnesses on the figure. Alongside each, they should write a descriptive label in a complete sentence. For example:

A red circle on the stomach: Le duele el estómago.

A thermometer in the mouth: Ella tiene 39 grados de temperatura.

A cast on a leg: Tiene la pierna rota.

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



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Interpersonal



Assessment

Trip to the Doctor

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



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal



**Word of
the Day:**
venda

**Vocabulary
Taught or
Reviewed:**
veces
vez

Unit 9, Lesson 4, Part C

At the Hospital

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

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

Jump Start Discussing Frequency

1. Introduce **vez** and **veces** by asking frequency-related questions such as:

¿Cuántas veces al día te cepillas los dientes?

¿Cuántas veces al día comes?

¿Qué es algo que haces una vez al día?

2. Encourage students to answer in complete sentences. For example:

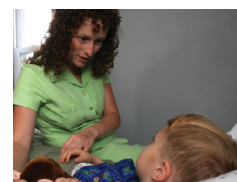
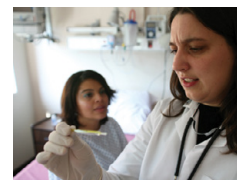
Me cepillo los dientes dos veces al día.

Como tres veces al día.

Voy de compras una vez a la semana.



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





Being Creative In the Emergency Room



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



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



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment Talking Doctors



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



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



**Word of
the Day:**
vez

Unit 9, Lesson 4, Part D

Review

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

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

Review

In-Class Activity—Medical Reporting

1. Instruct students to use Lesson vocabulary to write five questions about subjects covered in recent Lessons. For example:
 - ¿Qué pasa cuando visitas al médico?
 - ¿Por qué vas a la farmacia?
 - ¿Qué haces con una venda?
 - ¿Cuántas veces al día comes?
 - ¿Por qué tienes que tener cuidado con un bebé?
2. Divide the class into pairs of students, and have the partners take turns answering each other's questions. The questioner should write down the other student's answers beneath her own questions.
3. Each pair of students should choose two of its 10 question-and-answer sets to read to the class.
4. Call on other students to answer questions, too.



Community Connection

Out-of-Class Activity—Interviewing Patients

1. Instruct students to interview three friends or family members about times they were sick or injured and needed to go to the hospital or the doctor.
2. Advise students to prepare three to five questions to ask. For example:
 - ¿Cuándo fue la última vez que fuiste al hospital?
 - ¿Cuándo te lastimaste peor?
 - ¿Te da tu médico medicamentos?
3. Learners should write three or more sentences for each interview, summarizing the experiences.
4. Collect and evaluate the interview questions and summaries during the next class session.





Unit 9, Lesson 5, Part A

Focused Activity–Listening About José’s Injury

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

- Read a paragraph and answer questions about its content.

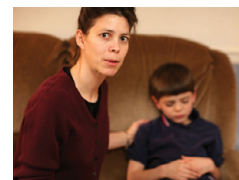
Materials:

- Download passage **Track 13**
- Copies of passage, one per student (see **Appendix C**)
- Copies of questions handout, one per student (see **Appendix D**)

Extra Help

Listening About José’s Injury

1. Tell your students they are going to hear a story about José, who has an injury. Ask them to listen for the main idea of the story. After playing the story, ask the class general comprehension questions.
José va al hospital porque se lastimó cuando estaba practicando fútbol. Él juega en el equipo de fútbol de la escuela secundaria. Él juega muy bien y es la mejor persona en el equipo. Cuando José estaba corriendo hoy, él se cayó. Ahora le duele la pierna y necesita un médico para que le ponga vendas en la pierna. Su madre lo lleva al hospital. Ella maneja muy rápido. El equipo necesita a José en el partido del sábado y él quiere jugar. José tendrá que tener cuidado después de que el médico le ponga la venda. Él tendrá que caminar lento y tomar el medicamento que el médico le da. El médico no quiere que José juegue al fútbol por dos semanas. José está muy triste porque no podrá jugar en el partido del sábado. Él tendrá que mirar el partido con sus amigos.
2. Put the students in pairs, and then distribute the questions handout. Ask the students to read the questions, answering the ones they think they already know the answers to. Tell them they are not expected to know all the answers yet, and that they will have another chance to listen. Circulate around the room, making sure students understand the questions. Then play the audio again.
3. Have pairs try to answer the questions, and then join another pair to compare responses. Play the audio a third time to clarify any questions.
4. Distribute the written passage. Instruct students to read the passage, underlining the words and phrases that answer the questions and comparing the text to their written answers.
5. Have pairs take turns reading the story aloud several times until they can read it expressively at an appropriate rate.





Unit 9, Lesson 5, Part C

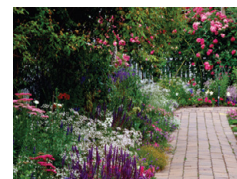
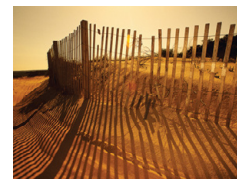
Focused Activity–Vocabulary Lists

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

- Describe events in their households.

Extra Help Vocabulary Lists

1. Ask students to list the vocabulary words that pertain to people, pets, and items in their homes. Students should then use these words in a series of sentences. Explain that learners will receive points for their words, based on whether or not the word was learned in this Unit, the word is used in the correct context of a sentence, or more than one vocabulary word is used in the correct context of a sentence. For example:
 - mesa** – 1 point for a word
 - cerca** – 2 points for a word learned in this Unit
 - Nosotros tenemos **una mesa**. – 2 points for a word used in a sentence
 - Nosotros tenemos **una cerca**. – 4 points for a word learned in this Unit used in a sentence
 - Nuestro **perro siempre** está **saltando** nuestras **cercas**. – 14 points for one word learned in a previous Unit and three words learned in this Unit, all used in a sentence
2. Circulate around the room as students tally their scores, and ask several volunteers to read their sentences.



Unit 10

Life and World

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Unit 10:

Life and World

Introduction to Unit 10

Unit 10 introduces the concepts of vague quantities, imprecise references to time, and certain subjective adjectives, such as **hermoso** and **feo**. Students will further their knowledge of possessive pronouns and ownership. This Unit covers broad topics, including flora and fauna, cardinal directions, continents, and three life milestones.

Teaching Unit 10

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

Lesson 1a: No One, Everyone, and Enough

Today, your students will participate in three writing exercises that provide practice with Spanish terms that express vague quantities, including **nada**, **nadie**, **todo**, and **todos**.

Lesson 1b: Win and Lose

This Lesson allows students to practice using the terms **ganar** and **perder** as they summarize the results of sports games reported in a newspaper, and write rules and other details about a game of their own creation.

Lesson 1c: Probably and Although

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

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

Today provides time for reflection as students write in their journals about a time they won or lost, and how it impacted their thoughts about the concepts of winning and losing.

Lesson 2a: Continents and Life Events

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

Lesson 2b: Fear and Hope

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

Lesson 2c: Soon, Ago, and Already

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

Lesson 2d: Review

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

Lesson 2e: Journal Activity—Changes

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

Lesson 2f: International Cultural Activity—Customs and Traditions

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

Lesson 3a: Cardinal Directions

In hands-on activities using maps, your students will practice giving and following directions that incorporate **norte**, **este**, **oeste**, and **sur**.

Lesson 3b: Plant Life

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

Lesson 3c: Possessive Pronouns

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

Lesson 3d: Journal Activity—All Living Things

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

Lesson 3e: Latin American Cultural Activity—Rain Forests

In this activity, your students will research aspects of the Central and South American rain forests and share their findings with the class.

Lesson 4a: Animals

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

Lesson 4b: Beautiful, Ugly, and Dangerous

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

Lesson 4c: Ownership

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

Lesson 4d: Review

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

Lesson 4e: Journal Activity—Amazing Animals

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

Lesson 5a: Enrichment Activity—Coat of Arms

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

Lesson 5b: Focused Activity—Animal Vocabulary

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

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

Students will be happy as clams today when you introduce them to similes.

Lesson 5d: Focused Activity—Owning Grammar

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

Lesson 5e: Focused Activity—Listening for Clues

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





Present Subjunctive Mood

**Vocabulary
Taught or
Reviewed:**

nada
nadie
todo
todos/-as
si

Unit 10, Lesson 1, Part A

No One, Everyone, and Enough

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

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

Jump Start All or Nothing

1. Display sentences such as the following:
Anna limpió su dormitorio ayer. (Everything) _____ está limpio ahora.
Mañana es sábado. (No one) _____ estará en la escuela.
El perro sucio camina en la casa. (Nothing) _____ está limpio.
2. Direct students to copy sentences in their notebooks and use the terms
nadie, todo, nada, todos or to fill in the blanks.
3. Learners should then take turns reading completed sentences aloud.



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





Engage Organizational Skills

Prepare Ahead:

- List of questions that prompt answers with the words **todo**, **algo**, or **nada**.



1. Write the words **todo**, **algo**, and **nada** on the board, with each word at the head of a column.
2. Ask questions that allow for the use of these words in answers. For example, answers to the question "What is in the car?" might be:
Hay algo en el carro.
No hay nada en el carro.
Todo está en el carro.
3. Three learners at a time should approach the board and write correct replies (one per column) in response to your questions. After the first question, ask a volunteer to read the answers in each column aloud and correct any problems with word order or sentence structure. Clarify any questions.
4. Continue asking questions until all the students have had a turn at the board. Then have volunteers take turns reading the answers aloud, making corrections as needed.



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

Assessment Family Dinner

1. Have students write a paragraph that uses the word **suficiente** to describe a family dinner scene. Learners may use sentences such as the following in their paragraphs:
Hay suficiente mantequilla pero no suficiente pan para mi familia.
Hay suficiente leche pero no suficiente café para mis padres.
2. Collect paragraphs and evaluate for content, correct word use, grammar, spelling, and sentence structure.



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



Word of the Day:
probablemente

**Vocabulary
Taught or
Reviewed:**

ganar
el partido
perder

Unit 10, Lesson 1, Part B

Win and Lose

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

- Construct sentences centered around a particular word or words.
- Summarize newspaper articles.

Materials:

Sport sections from various Latin American newspapers, one for each group

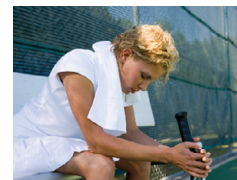
Skill Sharpener

Daily Sports Review

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



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





Assessment The Game



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



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal



RAISE THE BAR

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

**Word of
the Day:**
suficiente

**Vocabulary
Taught or
Reviewed:**

aunque
probablemente
suficiente

Unit 10, Lesson 1, Part C

Probably and Although

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

- Discuss price comparisons.
- Write a persuasive script.

Materials:

Various objects with price tags

Focus

Smart Spending

Prepare Ahead:

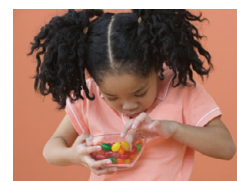
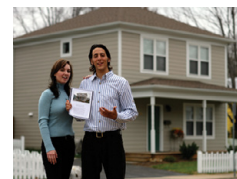
- *Display various objects with price tags at the front of the class.*

Have students describe the spending habits of a frugal character named Angelo. Display two objects at a time, state the prices, and ask learners which item they think Angelo will buy. The format of the answers should be, "Aunque a Angelo le gusta el (vaso), probablemente comprará la (pelota)." Angelo should always buy the inexpensive object.



Bloom's Taxonomy: Analysis

Multiple Intelligences: Logical-Mathematical





Being Creative Let's Sell This

1. Divide the class into groups of three students, and hand each group an object.
2. Learners should develop scripts for commercials promoting their object, using **saber** (plus the subordinate clause) in their script. For example:
Todos saben que esta pelota es roja, pero no saben que es más liviana que el papel.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal



Assessment Showtime

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



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



**Word of
the Day:**
nada

Unit 10, Lesson 1, Part D

Journal Activity–Win, Lose, Write!

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

- Describe scenarios that involve **ganar** and **perder**.

Skill Builder

Win, Lose, Write!

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

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





Grammar & Usage

Unit 10, Lesson 2

Grammar

Preterite Tense Review

Explain the following to learners:

The preterite tense is a simple past tense. It refers to actions that took place at a particular time in the past:

Mi abuelo **nació** en 1901.

Se **casó** con mi abuela en 1922.

Vivió en Francia cincuenta y dos años.

Murió en 1983.



Note that the regular preterite is formed by adding the appropriate ending to the verb stem:

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



Usage

Social Conventions

Explain to students that people of all cultures use certain language forms when engaged in the social interactions of:

- greetings
- introductions
- departures
- asking for or granting pardon
- offering thanks, congratulations, or condolences



Challenge the class to offer examples of words, phrases, or sentences that are used in these situations. Remind learners that these language forms express graciousness and politeness, and serve to engage others in light conversation. Students should include terms (such as the following) that were presented in this Lesson:

¡Felicitaciones! (an expression of joy toward someone's good fortune)

Le doy mis condolencias. (an expression of sympathy for someone suffering a great loss)



**Vocabulary
Taught or
Reviewed:**

África
América
Antártida
Asia
la boda
casado/-a
casarse
la condolencia
construir
el continente
Europa
las felicitaciones
el funeral
morir
muerto/-a
nacer
pensar (ie)

este
norte
oeste
sur

Unit 10, Lesson 2, Part A

Continents and Life Events

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

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

Materials:

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

Skill Builder

Continent Roll Call

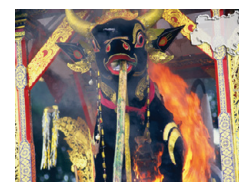
Prepare Ahead:

- *Display a world map.*

1. Call out countries that can be found on the same continent, so students can guess to which continent these nations belong. For example, **China** and **Japón** are found in **Asia**.
2. Ask questions such as, "¿Cómo es diferente el continente de Antártida del continente de Australia?"
3. Continue until all continents have been discussed.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Engage

Life and Death

Prepare Ahead:

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



1. Explain that students will be learning the vocabulary for birth, marriage, and death.
2. Display props and then distribute these items, while asking students which life event each pertains to.
3. Have learners create sentences that match their props. For example:
Sentence: Mi abuela murió el mes pasado.
Response: Te doy mis condolencias.
Sentence: Mi hija nació a las once de la noche, anoche.
Response: ¡Felicitaciones!



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

Assessment

Writing About Life

1. Challenge students to use different verb tenses to write a series of sentences about each Lesson life event. For example:
Me caso hoy.
Mi madre se casó hace treinta años en América del Sur.
Mis abuelos se casaron hace cincuenta años.
2. Collect sentences and evaluate for content, correct word use, grammar, spelling, and sentence structure.



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



RAISE THE BAR

Have students write 3-4 paragraphs using different verb tenses to describe their family history, beginning with their grandparents' lives and ending with their own birth, childhood, and present state, with upcoming future possible events. Students should use transition words and phrases to connect sequences and events. Their histories should have an introduction, strong sentence and paragraph structure, and a conclusion. They should proofread their work for grammar and spelling before submitting it to the teacher for evaluation.

Word of the Day:
sobre

**Vocabulary
Taught or
Reviewed:**

el miedo
la esperanza

Unit 10, Lesson 2, Part B

Fear and Hope

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

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

Materials:

Books that contain children's fairy tales

Jump Start

Speaking About Stories

Ask students about traditional tales or fables that are familiar to them. Reinforce the expression **tener miedo** by asking, "¿Qué libros tienen niños que tienen miedo?"



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Being Creative Emotions



1. Divide the class into pairs of students and have them look through fairy-tale books. Students should choose a story and determine its theme or main idea. What is it about? Who are the main characters? Have them summarize it in 2-3 sentences.
2. Students should then browse through the story to find examples of fear and hope. Have them compare and contrast at least three instances of the characters' showing fear and hope. For example:

La Caperucita Roja le tiene miedo al animal, pero el maderero no le tiene miedo.
Ella espera visitar a su abuela, pero el lobo la está esperando.



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

Assessment Hopeful Times



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



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal



**Word of
the Day:**
termina

**Vocabulary
Taught or
Reviewed:**

hace
pronto
ya

Unit 10, Lesson 2, Part C

Soon, Ago, and Already

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

- Describe past events.
- Discuss future events.

Materials:

Large pieces of white paper with several verbs, such as **correr**, **nadar**, **comer**, and **mirar**
Colored paper with the words **pronto**, **hace**, and **ya**

Focus

Birthday Memory

1. Have students sit in a circle and discuss when they were born. Learners should use the word **hace**, as in, "Yo nací hace trece años."
2. Challenge students to describe their peers' ages along with their own, by using sentences such as the following: "Mateo nació hace trece años y yo nací hace catorce años."
3. Continue until everyone has had a turn.



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





Focus and Motivate Time Travels

Prepare Ahead:

- Large pieces of white paper with several verbs, such as **correr**, **nadar**, **comer**, and **mirar**.
- Colored paper with the words **pronto**, **hace**, and **ya**.

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



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



Assessment My Plans

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



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal



**Word of
the Day:**
ya

Unit 10, Lesson 2, Part D

Review

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

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

RAISE THE BAR

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

Materials:

History or Social Studies textbooks

Classroom Community

In-Class Activity–Historic Figures

Prepare Ahead:

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

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



Community Connection

Out-of-Class Activity–Family Tree

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



Unit 10, Lesson 2, Part F

International Cultural Activity–Customs and Traditions

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

- Present information about cultural customs and traditions.

Connecting to Culture Customs and Traditions

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



Bloom's Taxonomy: Analysis
Multiple Intelligences: Naturalist





Grammar & Usage

Unit 10, Lesson 3

Grammar

Possessive Pronouns

Familiarize students with the possessive pronouns **mío, suyo, and nuestro** that appear in this Lesson. Remind learners that these pronouns must agree in number and gender with the nouns that are owned.

La guitarra es **mía**.

Los tambores son **míos**.

Aquel perro marrón es **suyo**.

¿De quién son estas manos? Son **suyas**.

Este perro es **nuestro**.

Estos carros son **nuestros**.

*Note that a definite article is not used when a possessive pronoun follows the verb **ser**.*

Grammar

Direct and Indirect Speech

Discuss the following with students:

In direct speech, someone's exact words are repeated or quoted. In writing, quoted words are placed within quotation marks (" ").

Indirect speech is reported speech that is represented, without quotes, in a subordinate clause introduced by **que**.

Dije **que** necesito una caja más grande.

Él dijo **que** el tren a Alemania está retrasado.

Dijo **que** el parque está al oeste de aquí.

Dijo **que** debes tomar este medicamento dos veces al día.

Review verb tenses with learners and remind them to use correct forms with indirect speech.

**Vocabulary
Taught or
Reviewed:**

Alemania
Ártico
Atlántico
entre
el fuego
el hielo
Índico
océano

Unit 10, Lesson 3, Part A

Cardinal Directions

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

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

Materials:

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

Focus and Motivate
Land Locales

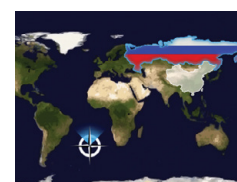
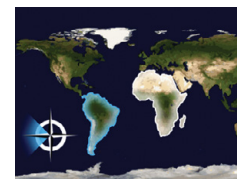
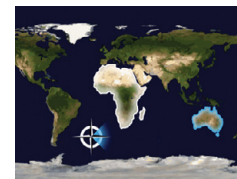
Prepare Ahead:

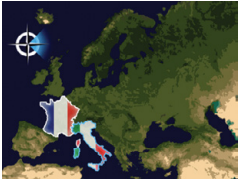
- *Display a world map.*
- *Have ready slips of paper with the name of one country on each.*

1. As students walk into the classroom, hand each a slip of paper.
2. Instruct learners to find their assigned country on the world map, and to note its location in relation to the United States.
3. Ask students which country they had and where it is located. Their answers might be formed like this: "Mi país es la India y está al este de los Estados Unidos."



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

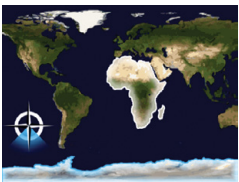




Skill Sharpener Locations



1. Choose one student at a time to go in front of the map, blindfolded, and find a continent or ocean.
2. You should choose the location, and the other students must tell the student where to point. They should focus on using the words **norte de**, **sur de**, **este de**, **oeste de**, and **aquí**.



3. Have the student take off his blindfold when the class has directed him to the correct location. He should then announce to the class what the country is north of, south of, east of, and west of. For example, "América del Sur está al norte de la Antártida, al sur de América del Norte, al oeste del océano Atlántico, y al este del océano Pacífico."

4. Choose another student to repeat the process.

5. Continue as time permits.



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

Assessment Treasure Map



1. Ask students to write a paragraph about finding buried treasure. They should first draw the map, and then write clues such as, "Para encontrar el tesoro, primero mira al este de las flores rojas. Después sigue el lago hacia el norte, donde verás el pino grande." It may be helpful for students to quickly sketch a map, for reference.
2. Collect the maps and paragraphs, and evaluate for content, word use, correct grammar, spelling, and sentence structure.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal



**Word of
the Day:**
sostiene

**Vocabulary
Taught or
Reviewed:**

crecer
el desierto
el manzano
el naranjo
el pino
la planta
la selva

Unit 10, Lesson 3, Part B

Plant Life

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

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

Focus and Motivate

Guess That Plant!

1. Draw the following on the board: **manzano**, **pino**, **naranjo**, and **pasto**.
2. Ask students to identify each item; prompt them with questions such as, "¿Qué está creciendo aquí? ¿Qué tipo de árbol es este?" Repeat until learners seem comfortable with the name-picture association.
3. Erase the pictures and call on several students to draw various plants on the board. The rest of the class should guess what they have drawn.



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





Explore Word Web



1. Learners should draw two word webs, one with **Selva** as its title and one with **Desierto** as its title.
2. Divide the class into groups of three students and have them fill in the word web as much as they can, with words that describe or pertain to the headers. Below is a sample of words for each web:

Desierto: calor, hace sol, arena, camello, África, tiene sed, no hay agua

Selva: monos, África, lluvia, flores, Brasil, plantas



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



Bloom's Taxonomy: Analysis
Multiple Intelligences: Naturalist

Assessment Climates of the World



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



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal



RAISE THE BAR

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

**Word of
the Day:**
creció

**Vocabulary
Taught or
Reviewed:**
mío/-a
nuestro/-a
suyo/-a

Unit 10, Lesson 3, Part C

Possessive Pronouns

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

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

Materials:

Photos of different cars, one per student

Jump Start

Whose Car Is Whose?

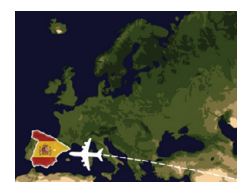
Prepare Ahead:

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

1. Distribute the photos of the cars to each learner. Each student should stand up, show his photo, and announce to the class, "Este carro es mío." Advise students to pay close attention as they will have to match the car to its owner soon.
2. Collect photos.
3. Show photos one at a time and ask the class, "¿De quién es este carro?" Have students point out who it belongs to and say, for example:
Ese carro es de ella. Es suyo.
Ese carro es de él. Es suyo.
Ese carro es mío.
4. Continue until all pictures have been matched with an owner.



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





Extending the Text Famous Landmarks



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

Reino Unido

Chunnel
Río Thames
Stonehenge

España

los Pirineos
Museo del Prado
la Alhambra

México

Golfo de California
Tenochtitlán
Yucatán

Alemania

Río Rin
el Bosque Negro
Neuschwanstein

2. Have four students stand in front of the board, and designate a country where each lives. The countries should be **España**, **Alemania**, **México**, or the **Reino Unido**.



3. Call out names of landmarks and call on students who are seated to state which standing student's country it is located in. Say, for example, "¿De quién es el país que tiene el Río Rin?" A student would refer to the resident of Germany and say, "Es suyo." Focus the responses on the correct use of the possessive pronoun.

4. Continue as time permits.



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



Assessment Possessing Your Pronouns

1. Instruct students to write five sentences using forms of **su**, **nuestro**, and **mi**. For example, "Su perro marrón es hermoso." Tell them to leave a blank line between each sentence.
2. Have students pass their papers to a partner, who should then rewrite their sentences by changing the possessive adjectives to possessive pronouns. For example, "El perro marrón es suyo." Take note that **su** will become **suyo** and **mi** will become **mío**.
3. When they have finished, have students pass their papers to another pair for peer grading. Walk around the room answering questions and identifying any major issues. When most have finished, have a volunteer write the two versions of a sentence on the board. Discuss it as a class. Continue with other volunteers as time permits.
4. Collect the papers and evaluate for correct word use, grammar, spelling, and sentence structure.



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



**Word of
the Day:**
dijo

Unit 10, Lesson 3, Part D

Journal Activity–All Living Things

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

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

Being Creative

All Living Things

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

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



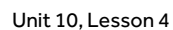




Explain to learners that when the phrase **es peligroso** is used at the beginning of a sentence, the verb that follows is in its infinitive form:

Explain to students that **mira** is the imperative form of **mirar**, and is used to call attention to an event:

A young boy with brown hair, wearing a dark t-shirt and green pants, is sitting on the floor and looking up at a large shark swimming in an aquarium tank. The shark is white with a dark stripe along its side. The tank is filled with blue water and some artificial coral.



**Vocabulary
Taught or
Reviewed:**

aburrido
ballena
camello
conocer
el novio/-a
elefante
equivocado
importante
interesante
mono
pájaro
pato
pingüino
pollo
rana
serpiente
tiburón
tigre
vaca

Unit 10, Lesson 4, Part A Animals

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

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

Materials:

Photos of animals introduced in this Lesson

Skill Sharpener

Know Your Creatures

Prepare Ahead:

- *Photos of animals introduced in this Lesson.*

1. Display photos of animals that may include the following: **camello, ballena, mono, pingüino, tigre, elefante, vaca, pato, pollo, pájaro, rana, tiburón**, and **serpiente**. Call out characteristics of the animals, such as colors or habitat. For example:
Este animal es blanco y negro y vive en el océano.

2. Call on students to answer.

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



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





Focus and Motivate Animal Comparisons

1. Display two photos of animals introduced in this Lesson.
2. Divide the class into groups of three or four students. Ask the groups to list differences between the displayed animals (Las ballenas son grises y las vacas son blancas y negras).
3. Have each group take a turn reading its list to the class.



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



Assessment Animal Homes

1. Direct students to categorize animals according to their habitats (el océano, el desierto, la selva) and report their findings to the class.
2. Collect papers and evaluate for content.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Naturalist



RAISE THE BAR

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

**Word of
the Day:**
sabe

**Vocabulary
Taught or
Reviewed:**

empezar (ie)
escribir
limpio
nevar (ie)
papel

Unit 10, Lesson 4, Part B

Beautiful, Ugly, and Dangerous

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

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

Materials:

Photos that depict ugly and beautiful versions of animals or objects

Skill Builder

Beautiful But Dangerous

Prepare Ahead:

- *Photos that depict **ugly and beautiful** versions of animals or objects. If possible, have some of the subjects be considered dangerous, such as an ugly and dangerous snake.*

1. Display photos one at a time and have learners call out whether they think the subject is **feo** or **hermoso**.
2. After you have gone through all the photos once, hold them up again and ask students to add whether or not they think the subject is **peligroso**. Learners may respond, "Esa rana es hermosa pero peligrosa."



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





Reflection Judgment Calls

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



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



Assessment A Place of Distinction

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



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Intrapersonal



**Word of
the Day:**
peligroso

Unit 10, Lesson 4, Part C

Ownership

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

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

Focus and Motivate

Unusual Pets

1. Draw four animals on the board and write students' names below three animals. Write your name below the fourth animal.
2. Explain to students that the animal with their name written beneath it is theirs.
3. Ask a student, "Disculpa, ¿es esta serpiente suya?" She should answer with replies such as the following:
Sí, esa serpiente es nuestra.
No, esa serpiente es de ellos.
Sí, la serpiente es mía.
4. Continue until every learner has had a turn.



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





Engage and Explore Assigned Objects



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

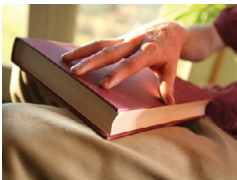


Bloom's Taxonomy: Analysis
Multiple Intelligences: Bodily-Kinesthetic

Assessment Object of My Affection



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



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



RAISE THE BAR

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

**Word of
the Day:**
toca

Unit 10, Lesson 4, Part D Review

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

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

Materials:

Brochures about wildlife and nature
Art materials

Classroom Community

In-Class Activity–Wildlife Brochures

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



Community Connection

Out-of-Class Activity–Wildlife Qualities

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



Unit 10, Lesson 5, Part A

Enrichment Activity–Coat of Arms

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.

RAISE THE BAR

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

Being Creative Coat of Arms

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

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

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





Unit 10, Lesson 5, Part C

Focused Activity—As Simple as a Simile

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

- Recognize and interpret similes.

Materials:

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

Explore

As Simple as a Simile

1. Write the following similes on the board:
La carta de la maestra de Ana fue clara como el agua — si ella practica más, ella puede ganar.
Cuando Raul juega fútbol, es como un pez en el agua.
2. Read the first sentence together, then ask the students if the letter is literally water. Discuss how the content of the letter is compared to water to show that it is *clear* like water — *clear* as in easy to understand. Then read the second sentence and ask if Raul is really a fish? Elicit ideas that may explain how Raul playing soccer might be *similar* to a fish in water (swimming). Encourage responses such as "It is easy for him" and "He does it well."

Point out that simile comes from similar. Underline the term **como** in the sentences. Explain this is a common term (though not the only one) used to create similes. It compares two different objects, which have certain characteristics in common, to creatively describe what things are like by creating a new image in the mind.
3. Distribute copies of the worksheet. Explain to students that these sentences are similes, but the comparison is blank. With a partner, ask students to match the sentence with the correct glossed term to complete the simile.
4. Have partners join another pair and compare their answers, interpreting each simile by describing the relationships. Then discuss their responses as a class.





- 



Unit 10, Lesson 5, Part E

Focused Activity–Listening for Clues

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

- Identify animals and locations through careful listening.

Materials:

Deck of cards

Download story for listening game **Track 14**

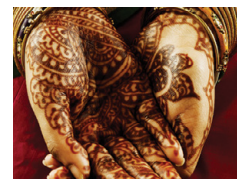
Extra Help

Listening for Clues

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

Story:

Me llamo Omar y me gustan los animales. Tengo cuatro perros y tres gatos en mi pequeño apartamento en China. Yo tenía más cuando era un niño. Tenía diez perros y diez gatos. Mi hermana, que está en la India ahora, tenía diez monos. Cuando vivíamos con nuestros padres en Japón, teníamos un caballo marrón que se llamaba Canela. A él le gustaban las zanahorias y el azúcar, pero a mi serpiente llamada Anita le gustaba la torta. Fui a la universidad en México, pero no traje a Canela o a Anita. ¡Tenía a Coquí, que es una rana! Mi hermana fue a la escuela en el Reino Unido con un mono. Ella estudia historia e inglés.



Unit 11

Practical Matters

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Unit 11:

Practical Matters

Introduction to Unit 11

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

Teaching Unit 11

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

Lesson 1a: Conversational Vocabulary

This first Lesson in Unit 11 challenges students to express what they think about certain topics—in the sense of describing their opinions or what they believe to be true. Learners will also focus on **creer** and other vocabulary words as they create fill-in-the-blank sentences and complete those written by their peers.

Lesson 1b: Present Perfect–Part 1

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

Lesson 1c: Present Perfect–Part 2

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

Lesson 1d: Journal Activity–Present Perfect Passage

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

Lesson 1e: Latin American Cultural Activity–Latin American Folklore

In this activity, your students will have the opportunity to explore the written and oral traditions of Latin American culture. After listening and comparing two traditional folktales, students will create an original work and practice the art of storytelling.

Lesson 2a: Buying and Selling

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

Lesson 2b: Words for Packing

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

Lesson 2c: The Conditional

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

Lesson 2d: Review

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

Lesson 2e: Journal Activity–Planning a Vacation

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

Lesson 3a: Fractions

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

Lesson 3b: Measurements and Weights

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

Lesson 3c: Comparisons

Continuing the theme of Lesson 3b, activities today focus on comparing and guessing the height and weight of objects. New terminology will include as **tan alto/-a como, tanto como, por lo menos, casi, más que, and y menos que**.

Lesson 3d: Journal Activity–Measuring at Home

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

Lesson 3e: International Cultural Activity–International Cuisine

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

Lesson 4a: Tools of the Trade

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

Lesson 4b: Ripe and Rotten, Fresh and Frozen

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

Lesson 4c: Cooks in the Kitchen

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

Lesson 4d: Review

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

Lesson 4e: Journal Activity–Measuring Accurately

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

Lesson 5a: Focused Activity–Grammatically Correct

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

Lesson 5b: Focused Activity–Rewriting Sentences

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

Lesson 5c: Focused Activity–Listening Attentively

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





Present Perfect Tense

Mis padres ya me **han** **enviado** cuatro paquetes este mes.

Indicative and Subjunctive with *Creer* and *No Creer*

Él **cree** que no **hay** nadie en la casa.

Ellos **no creen** que ella **toque** bien la guitarra.

Vocabulary

Taught or

Reviewed:

aburrido/-a

conocer

creer

importante

incorrecto/-a

interesante

el/la novio/-a

Unit 11, Lesson 1, Part A

Conversational Vocabulary

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

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

Jump Start

What Do You Think?

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

¿Qué crees que es interesante?

¿Cuándo conociste a tu amigo?

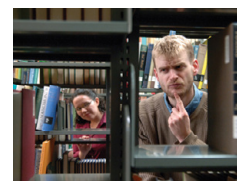
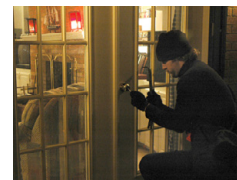
¿Conoces a alguna persona famosa?

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



Bloom's Taxonomy: Application

Multiple Intelligences: Interpersonal





Engage

Creating the Blanks

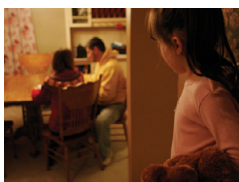


1. Write the words **interesante**, **aburrido**, **correcto**, **incorrecto**, **apropiado**, **saber**, **creer**, and **conocer** on the board, and ask students to copy them onto a sheet of paper. Students will create fill-in-the-blanks sentences to be completed by another student in the class.

2. Students should write four sentences or lines using each of the given words, but instead of writing the vocabulary word in the sentence, they should leave a blank space. For example:

Comer chocolate en el desayuno no es _____; debes comer fruta.

Yo _____ a Sally. Ella es una amiga de mi hermana.



Bloom's Taxonomy: Synthesis

Multiple Intelligences: Verbal-Linguistic

Assessment

Filling in the Blanks



1. Have the authors of the fill-in-the-blank sentences from the previous activity write their names on their papers.
2. Collect and then distribute the papers back to the class at random, making sure no one receives his own.
3. Instruct students to use the vocabulary words to complete each sentence. If they notice any mistakes, students should make notes and offer suggestions for correcting them.
4. Collect sentences and evaluate for content.



Bloom's Taxonomy: Evaluation

Multiple Intelligences: Intrapersonal



RAISE THE BAR

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

Word of the Day:
interesante

**Vocabulary
Taught or
Reviewed:**

blanco
empezar
escribir
limpio
papel

Unit 11, Lesson 1, Part B

Present Perfect–Part 1

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

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

Jump Start Tense Focus

1. On the board, write these sentences as examples:
Yo comí una manzana ayer.
Yo estoy comiendo una manzana.
Yo comeré una manzana mañana.
Yo he comido three manzanas hoy.
2. Discuss with learners the differences between these sentences in terms of past, present, and future tenses.
3. Stress the present perfect tense, and question students about things they have done. Use these verbs:

has enseñado	has limpiado	has comprado
has sabido	has escrito	has ganado
has leído	has practicado	has conocido
has arreglado	has comido	

For example, you could ask, "¿Qué has leído?" to which a student might respond, "He leído *Orgullo y Prejuicio*."



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Engage

Stretching the Imagination



1. Write these verb phrases on the board in present perfect tense:
has/he enseñado has/he limpiado has/he comprado
has/he sabido has/he escrito has/he ganado
has/he leído has/he practicado has/he conocido
has/he arreglado has/he comido has/he ordenado

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

Yo he comprado flores para mi mamá.

Ya he ordenado mi dormitorio dos veces esta semana.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal

Assessment

Sentence Selections



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



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal



**Word of
the Day:**
aburrido

**Vocabulary
Taught or
Reviewed:**

agarrar
arreglar
ayudar
comer
nevar
practicar
trabajar

Unit 11, Lesson 1, Part C

Present Perfect–Part 2

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

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

Materials:

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

Skill Sharpener

Present Perfect Sentences

1. Have each student speak a sentence using the present perfect tense. Begin by asking the first student a question that would prompt a response in that tense. For example:
Teacher: ¿Has desayunado hoy?
Student: No, no he desayunado hoy.
2. Ask various students the same question, and then ask another question that also uses the present perfect tense.
3. After providing several examples drawn from student-generated sentences, have the students create and ask questions, and answer each others' questions using the present perfect tense.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Engage

Filling in the Blanks

Prepare Ahead:

- Have ready copies of sentence worksheet, one per student.

Distribute a list of the following sentences, and instruct students to fill in the blanks with the correct form of the verb in parentheses.

Sentences:

1. Yo _____ (ordenar) mi dormitorio dos veces esta semana.
2. ¿_____ (arreglar) su novio el lavaplatos?
3. Ella no _____ (practicar) tantas veces como ella necesita.
4. Yo _____ (leer) diez libros este año.
5. Ella _____ (enseñar) arte por veinticinco años.
6. Nosotros nos _____ (conocer) por cincuenta años.
7. Mi madre no _____ (comprar) un carro nuevo.
8. ¿_____ (comer) tú el desayuno?
9. ¿Cuántos partidos _____ (ganar) el equipo este año?



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

Assessment

Sentence Repairs

1. Divide the class into pairs of students.
2. Partners should take turns reading their sentences from the previous activity to each other.
3. Instruct students to help each other identify and fix errors in their work.
4. After partners are sure that the sentences contain no mistakes, instruct them to make these sentences more complex. Learners should alter the sentences by adding frequency words, such as **siempre**, **nunca**, and **no**.



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Interpersonal

**Word of
the Day:**
importante

Unit 11, Lesson 1, Part D

Journal Activity–Present Perfect Passage

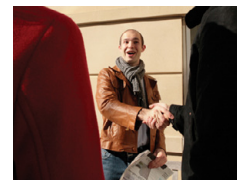
After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Write sentences that use the present perfect to describe things they have accomplished.

Being Creative

Present Perfect Passage

1. Instruct your students to choose one of these topics:
 - libros que he leído
 - algo que he arreglado
 - partidos que he ganado
 - personas famosas que he conocido
2. Have students write a story (1-2 paragraphs) regarding their chosen topic.
3. Remind students to use the correct verb tense, including the present perfect where appropriate. They should check their work for word use, correct grammar, spelling, and sentence structure.





Unit 11, Lesson 1, Part E

Latin American Cultural Activity–Latin American Folklore

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

- Identify common elements of folklore in two Latin American folktales.
- Use the common elements of folklore to create an original work.

Materials:

Research materials

Internet access

Copies of "Corazón de la Tierra y la Gente de Maíz," one per student (see **Appendix B**)

Copies of "El Águila y la Serpiente," one per student (see **Appendix C**)

Download "Corazón de la Tierra y la Gente de Maíz" **Track 15**

Download "El Águila y la Serpiente" **Track 16**



Connecting to Culture

Latin American Folklore

1. Introduce the topic of Latin American folklore. Explain how folktales originated as oral traditions, educating and entertaining successive generations, and that folktales had to be memorable to be passed down successfully before writing or other technology existed to record them. As a class, brainstorm common elements that are found in folktales (animals as characters, gods, magic, a way to teach values, a means of explaining how something began, a means of explaining something unknown, etc.). Have students briefly research folklore elements, then report to the class any new information they have to contribute.
2. Explain to students that as folktales come from an oral tradition, they will listen to the stories first. Pre-teach glossed vocabulary for "Corazón de la Tierra y la Gente de Maíz," and then play the audio. With a partner, have students discuss the main idea and the characters of the story. Encourage students to focus on understanding the story as a whole, and not to be concerned with knowing every word or detail.
3. Distribute copies of the story and play the audio again. Have students read along as they listen, then confirm their comprehension with their partners, giving more emphasis to the story structure and supporting details. Play once again if necessary. Have students share their ideas with the class, then repeat the steps with "El Águila y la Serpiente."
4. Refer to the discussion at the beginning of class and ask students to identify elements of folklore in the two folktales. How are the stories similar? How are they different? Point out that good stories have an introduction, middle, and ending. Ask students to identify these parts in the folktales. After discussing in pairs, have students share their ideas with the class.
5. Assign the following take-home activity: Students should write a folktale of their own that uses the common elements of the tales they have read. Their stories should be organized with an introduction, middle, and ending.
6. Have students present their stories to the class.

*Note: A higher-level version of "El Águila y la Serpiente" appears in **Unit 15, Unit Readings**.*



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

RAISE THE BAR

Folkloric storytelling is an art form. Have students research good storytelling techniques, for example: tell the story (not read) in your own words; use dramatic voices for characters in dialogs; express emotion through body language, gestures, and facial expressions; engage the audience. Discuss how these techniques help make the stories memorable. Then ask students to incorporate them into their folktale presentations. As an optional follow-up activity, revisit the assignment a week later. Ask students to try and retell other students' stories. Which stories do they remember? Why?





Grammar & Usage

Unit 11, Lesson 2

Usage

Syllables, Stress, and Accents

Review the following guidelines with students, to help them understand the importance of syllables, stress, and accents as they relate to correct pronunciation:

1. Stress the next to last syllable in words that end in a vowel, the letter **n**, or the letter **s**:

la mon**eda**

hab**lan**

las pelot**as**

2. Stress the last syllable in words that end in consonants other than **n** or **s**:

el anim**al**

la universi**dad**

el mostr**ador**

3. An acute accent (') is used with the vowels **a**, **e**, **i**, **o**, and **u** to indicate the stress placement in words that do not follow the previous two rules:

el f**ú**tbol

la pel**í**cula

el malet**ín**

Acute accents are also used to distinguish between two words that would otherwise appear the same. For example, **el** ("the") and **él** ("he") sound the same. The accent makes it clear which is meant:

No hay espacio en **el** refrigerador.

Si **él** tuviera un carro, no tendría que caminar.

The **tilde** (~) is used with **n**. The letters **n** and **ñ** are two distinctive letters of the Spanish alphabet.

la mon**e**da

la le**ñ**a

el ver**a**no

el tama**ñ**o

el diccion**a**rio

las mont**a**ñas

Vocabulary

The Verbs *Meter* and *Sacar*

Explain to learners that the verbs **meter** and **sacar** describe opposite actions. Review the following examples, noting the various verb conjugations:

Él **mete** la leche en el refrigerador.

Yo **saco** dinero del cajero automático.

Ya he **metido** mis juguetes en la caja.

Saca la pelota de tu mochila.



Vocabulary

Taught or

Reviewed:

automático/-a

el cajero

cambiar

cortés

el euro

el peso

sólo

las vacaciones

Unit 11, Lesson 2, Part A

Buying and Selling

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

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

Materials:

Print-out of current exchange rates

Fake money (from a board game or made by students)

Construction paper

Magazines

Jump Start

Exchanging Your Money

1. Discuss different currencies and exchange rates from around the world. Display pictures of various types of currency, or show actual international currencies to the class.
2. Have students work out the differences in monies by calculating how much of a specific currency they would have, using current exchange rates. Ask them, for example, "¿Cuántos yenes tienes si tienes cincuenta dólares?"



Bloom's Taxonomy: Analysis

Multiple Intelligences: Logical-Mathematical

Engage

Shopping Spree

Prepare Ahead:

- Construction paper designed to resemble bank notes, in various denominations.
- Construction paper cut into the shape of price tags.

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





3. Students should write a price on a price tag for each item, and highlight products that are on sale.
4. Have learners display products on their desks, similar to a storefront.
5. Divide the class in half; one group will be the buyers, the other group will be the sellers.
6. Students should circulate around the room on a shopping spree. Buyers must spend all their money in three to five minutes, and cannot keep any money that is not spent.
7. Repeat the exercise with groups switching roles.



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

Assessment Bought and Sold

1. Have each student show the class what she bought during the previous exercise; she should also talk about the amount of money she spent.
2. Students should then tell the class how much money their store made, how much of their merchandise was sold, and what merchandise is left.
3. Ask questions about the previous **Engage** activity. For example:
 - ¿Quién compró más?
 - ¿Quién vendió más?
 - ¿Qué tiendas fueron caras?



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

**Word of
the Day:**
descuento

**Vocabulary
Taught or
Reviewed:**

el maletín
meter
la mochila
sacar
traer

Unit 11, Lesson 2, Part B

Words for Packing

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

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

Materials:

Construction paper
Markers

Jump Start My Backpack

Prepare Ahead:

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

1. Show the class either photos or actual examples of a **maletín**, **mochila**, and **maleta**.
Ask what the similarities are between the three objects.
2. Ask students about the differences between the three objects and which object is most suitable for different activities. For example:
¿Cuál es mejor para libros de escuela?
¿Cuál es mejor para ir a trabajar?



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





Engage

Getting Ready for School



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



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



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

Assessment

(Un)Packing Timeline



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



Bloom's Taxonomy: Analysis
Multiple Intelligences: Intrapersonal



**Word of
the Day:**
mochila

Unit 11, Lesson 2, Part C

The Conditional

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

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

Materials:

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

Jump Start

If I Had Two Million Pesos

1. Review the formation of and reasons for using conditional clauses.
2. Cue the class with this sentence starter: "Si yo tuviera dos mil pesos, ..."
3. Call on students to complete the sentence. For example:
 - ...iría de vacaciones.
 - ...compraría un televisor.
 - ...se los daría a mi hermana.
4. Challenge students to think of other sentence starters to present to the class.
For example:
 - Si yo tuviera un avión, ...
 - Si el restaurante tuviera sándwiches, ...
 - Si ella fuera a China, ...



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal

Being Creative

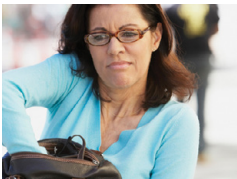
Filling in the Verbs

Prepare Ahead:

- Have copies of worksheets ready for each student.

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





4. Collect sentences and evaluate for correct grammar, spelling, and punctuation.

1. ¿Su equipo _____ (ganar) el partido si él agarrara la pelota?
2. Si usted fuera al centro, _____ (ver) la estatua.
3. Ella no _____ (tener) hambre si ella comiera un sándwich.
4. Si yo tuviera un libro _____ (ser) más interesante estar aquí.
5. Si tú ordenaras tu dormitorio probablemente ____ (encontrar) tus llaves.
6. ¿_____ (jugar) un partido conmigo si yo ordenara tu dormitorio?
7. Yo _____ (llevar) tu cámara si tuviera espacio en mi mochila.
8. ¿_____ (estar) ellos mojados si tuvieran un paraguas?
9. Si hubiera un cajero automático cerca de aquí, yo _____ (tener) efectivo.
10. Él no ____ (tener) que caminar si tuviera un carro.
11. Si nosotros tuviéramos boletos, ____ (poder) mirar el partido.
12. Si ella tuviera más dinero, le _____ (comprar) un reloj pulsera a su esposo.
13. ¿_____ (ser) cortés hablar por teléfono si tú estuvieras en la biblioteca?
14. Si tuviera más espacio en mi maleta, yo ____ (meter) tu vestido negro en ella.
15. Si una persona mayor subiera en el subterráneo, _____ (ser) cortés darle tu asiento.
16. Yo _____ (poder) llevar tus libros si tuviera una mochila más grande.



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

Assessment Practicing the Conditional

1. Instruct students to write at least eight conditional sentences.
2. Collect sentences and evaluate for content, correct grammar, spelling, and sentence structure.



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

**Word of
the Day:**
caja

Unit 11, Lesson 2, Part D

Review

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

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

RAISE THE BAR

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

Classroom Community

In-Class Activity—Describe and Draw

Prepare Ahead:

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

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



Community Connection

Out-of-Class Activity—My Family Characters

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







Grammar

The Adverb *Casi*

Explain to students that the term **casi** is an adverb of quantity and is invariable. Remind learners that invariable words remain the same, regardless of the number or gender of the terms they modify.

Mides **casi** un metro.

El vestido cuesta **casi** noventa dólares.

Las papas pesan **casi** cuatro kilos.

Soy **casi** lo suficientemente alto como para andar en bicicleta.



The Adjectives *Redondo* and *Cuadrado*

Advise learners that adjectives such as **redondo** and **cuadrado** enable them to communicate more precisely and vividly when describing the shapes of items:

El reloj es **redondo**.

Esta fruta es **redonda**.

Este pedazo de pan es **cuadrado**.

Esta mesa es **cuadrada**.



Unit 11, Lesson 3, Part A

Fractions

Vocabulary Taught or Reviewed:

cortar
entero/-a
medio/-a
la mitad
la pared
el pedazo
la pizza
el queso
la tarta
el tercio

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

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

Materials:

Magazines
Scissors

Jump Start

Cutting a Pie

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

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



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





Explore Fraction Expedition



1. Ask students to count off from two to four until each has called out a number (two, three, or four). Assign the following fractions to students according to their number:

2 – mitad
3 – tercio
4 – cuarto



2. As learners gather in groups based on their numbers, distribute magazines and scissors.

3. Allow groups 10 minutes to leaf through magazines in search of visual representations of their assigned fraction. They should cut out the images they find and prepare to present them to the class. For example:

mitad photo of a half moon
tercio photo of two men, in a group of six men
cuarto photo of a cake, with a one-fourth slice cut out

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



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



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

Assessment Writing About Fractions



1. Have students individually write about several of the fraction representations their group found during the previous **Explore** activity. They should also describe two or more of the fractions they considered most interesting during presentations by other groups.

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



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



**Word of
the Day:**
entero

Vocabulary

Taught or

Reviewed:

ancho/-a

el centímetro

contar

cuadrado/-a

el kilo

el metro

medir

pesar

redondo/-a

Unit 11, Lesson 3, Part B

Measurements and Weights

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

- Speak and use Lesson vocabulary that applies to measuring objects for size and weight.
- Write complete sentences properly stating determined measurements.

Materials:

Measuring devices (scale, ruler, tape measure)

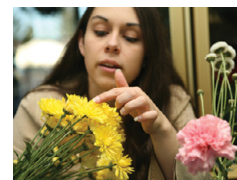
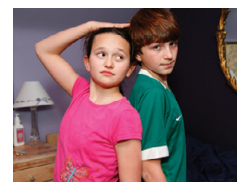
Jump Start

Measuring the Class

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



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Engage

How Long, Wide, or Tall?



1. Write these categories on the board:

¿Cuánto pesa?
 ¿Cuánto mide?
 ¿Cuánto mide de ancho?
 ¿Cuánto mide de alto?

2. Divide the class into groups of three or four students, and have each group copy the categories from the board onto a piece of paper.



3. Write a list on the board of items for the groups to measure. For example:

¿Cuánto mide de largo un bolígrafo? ¿Cuánto pesa un libro?
 ¿Cuánto mide de ancho la puerta? ¿Cuánto mide de ancho la ventana?
 ¿Cuánto mide de alto un escritorio?

4. Groups should record the size or weight of each object.

5. After all groups are finished, learners should compare their answers.



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

Assessment

Writing About Size



1. Ask students to write a complete sentence about all the objects they measured in class today. For example:
 Mi escritorio mide 66 centímetros de alto.

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



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



RAISE THE BAR

Instruct students to write 1-2 paragraphs describing a room in their home, giving dimensions of the room and the size or weight of its furniture and objects. They can include sentences like: **El escritorio viejo de madera en la esquina del cuarto es largo y pesado. Mide 150 centímetros de largo por 125 centímetros de ancho y pesa cerca de 90 kilogramos. Sobre el escritorio hay una lámpara blanca de papel de Japón. Es muy liviana y pesa menos de una libra.**

Encourage students to add visuals to enhance their papers.

Word of the Day:
 metros

**Vocabulary
Taught or
Reviewed:**

casi
tan
tanto/-a

Unit 11, Lesson 3, Part C Comparisons

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

- Judge whether items are of similar size and weight.
- Write comparative statements regarding the size and weight of objects.

Materials:

Measuring devices (scale, ruler, tape measure), one each per group

Jump Start

Almost As Much

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

- ¿Qué pesa tanto como esto?
- ¿Qué pesa más que esto?
- ¿Qué pesa menos que esto?
- ¿Quién es casi tan alto como yo?
- ¿Quién pesa por lo menos cincuenta kilos?

Instruct students to respond to your questions in complete sentences.

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

3. Elicit the target terms and write them on the board: **por lo menos, casi, tanto como, más que,** and **menos que.** Discuss with the class the comparative relationship between the terms, clarifying any questions.



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





Engage Similar Measurements



1. Divide the class into groups of four or five students.
2. Each group should select several objects from around the room. They should compare them visually, take guesses as to how they compare in terms of weight and size, and then physically determine how accurate their guesses were.
Model an example:
Yo creo que este libro pesa por lo menos un kilo.
(After weighing the book) El libro pesa casi dos kilos.
Yo creo que este libro pesa por lo menos tanto como este.
(After weighing the second book) Esto pesa casi tanto como este.

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



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

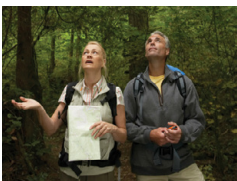
Assessment Two by Two



1. One pair at a time, hold up several pairs of similar objects, such as two pens, two books, and two pieces of paper.
2. Instruct students to write several sentences comparing the two objects. Stress that they should use terms such as **por lo menos**, **casi**, **tanto como**, **otro**, **más que**, and **menos que**.
3. Call on students to read their sentences to the class.
4. Collect papers and evaluate for correct word use, spelling, and sentence structure.



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



**Word of
the Day:**
peso

Unit 11, Lesson 3, Part D

Journal Activity–Measuring at Home

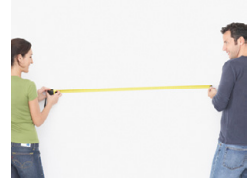
After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Record the weights and measurements of household objects.

Skill Builder

Measuring at Home

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







Grammar & Usage

Unit 11, Lesson 4

Vocabulary

Household Terms and Food Items

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



Household Terms

el martillo
el clavo
el alicate
la llave
el destornillador
el tornillo
la linterna
la tijera
la cinta adhesiva
el lápiz
la regla
la hoja de papel

Food Items

la pasta
la harina
el tomate
la banana
la pizza
la sopa
la carne
las verduras
el pan
la tarta
la torta
la fruta

Usage

Measurements

Explain the following:

The terms for measurements that students have been learning are based on the metric system, a decimal-based system that uses specific base units of measure to represent specific types of quantities.

Base unit of measure

metro
gramo
litro

Quantity

length
mass
volume

¡Corriste seis **kilómetros**!

El hombre está midiendo seiscientos **gramos** de pasta.

Agregue doscientos **mililitros** de leche fría.

Note: Use Lesson-based measurement terms to introduce additional units of measure.

Vocabulary

Taught or Reviewed:

agregar
el alicate
el clavo
el destornillador
un gramo
el horno
el lápiz
la linterna
el martillo
un mililitro
la regla
el termómetro
la tijera
el tornillo

Unit 11, Lesson 4, Part A

Tools of the Trade

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

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

Jump Start

What Are Tools?

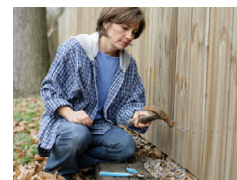
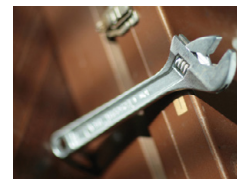
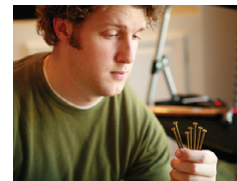
Prepare Ahead:

- *Lesson photos from this and previous Units.*

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



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





Engage Something You Use



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



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

Assessment Tool Time

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



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

**Word of
the Day:**
regla

Vocabulary

Taught or

Reviewed:

la banana
congelado/-a
elegir (i)
fresco/-a
la harina
maduro/-a
la pasta
podrido/-a
el tomate

Unit 11, Lesson 4, Part B

Ripe and Rotten, Fresh and Frozen

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

- Develop a detailed descriptive set of instructions for someone to follow.
- Evaluate and write a critique of another student's work.

Jump Start

Ripe, Not Rotten!

1. Introduce Lesson vocabulary, and explain the differences and similarities among **maduro**, **podrido**, **fresco**, and **congelado**. For example:

Maduro es bueno.

No deberías comer comida podrida.

Fresco es maduro.

El hielo está congelado.

Podrido es viejo.

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

¿Por qué tienes que tener cuidado en comprar fruta que está madura y no podrida?

¿Qué comida fresca compras?

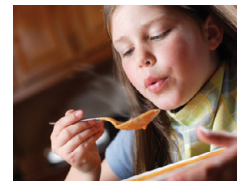
¿Qué comida congelada compras?

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



Bloom's Taxonomy: Analysis

Multiple Intelligences: Interpersonal



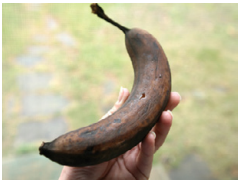


Explore Shopping for the Chef



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

Necesito tres manzanas para hacer una tarta.
Las manzanas deben ser rojas, redondas y pequeñas.
Si no huelen bien, no las compres.



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



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Interpersonal



Assessment Summarizing for the Chef

1. Have each student write a paragraph from Joe's viewpoint, summarizing and critiquing their partner's list. For example:
El cocinero me dijo que comprara bananas verdes, pero no estarán maduros. Tal vez debo de comprar bananas maduras. Necesito comprar tomates frescos, pero estos tomates están podridos. ¿Los compraré? Pienso que no. No quiero que él se enferme. Tal vez puedo comprar tomates congelados.
2. Collect sentences and evaluate for content, correct word use, grammar, spelling, and sentence structure.



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



**Word of
the Day:**
fresco

Unit 11, Lesson 4, Part C

Cooks in the Kitchen

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

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

Materials:

Cookbooks
Cooking magazines

Jump Start

What's Cooking?

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



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





Being Creative Writing Recipes

Take this time to introduce words that are important for understanding recipes: **ingredientes, receta, mezclar, agregar**, or others.



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



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal

Assessment Recipe Reviewers



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



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



RAISE THE BAR

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

**Word of
the Day:**
preparar

Unit 11, Lesson 4, Part D

Review

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

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

Materials:

Art paper
Markers

Real-Life Learning

In-Class Activity—Step-by-Step Instructions

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



Community Connection

Out-of-Class Activity—Built in the Past

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





Unit 11, Lesson 4, Part E

Journal Activity–Measuring Accurately

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

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



Being Creative Measuring Accurately

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

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



RAISE THE BAR

Discuss the idea of an *adage*, and its purpose. Then introduce the adage **Mide dos veces, corta una vez.** Ask students to think about what this means, and then write in their journals about a time when they wish they had known this adage and taken its advice.



Unit 11, Lesson 5, Part A

Focused Activity–Grammatically Correct

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

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

Materials:

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

Extra Help

Grammatically Correct

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

Hace cincuenta años que nos (conocido/conocemos).

Yo ya he (limpiar/limpiado) mi cuarto dos veces esta semana.

(Si/Si) yo tengo suficiente dinero, compraré una bicicleta nueva.

(Si/Si) él tuviera un carro, él no (tengo/tendría) que caminar al trabajo.

A mí me gustan (muchos/solo) tipos de verduras, pero a mi hermano (sólo/solo) le gustan las zanahorias.

La balanza está (a la/sobre/en) el supermercado.

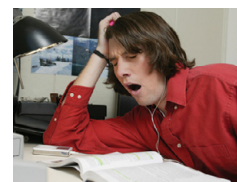
La balanza está (a la/sobre/en) nuestro baño.

¿(Cuántos/cuántas) pedazos de pizza quieres?

Quiero tanta leche (que/como) tienes tú.

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

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



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

- Reconstruct sentences to create new ones.

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

- Reconstruct sentences to create new ones.

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

Sentence list:

- Esta es la pelota correcta para jugar al fútbol.
Ella no cree que su novio cocine bien.
Los alumnos llevan mochilas.
Si tuvieran paraguas, no estarían mojados.
Esta persona pesa 62 kilos.
Nuestra mesa mide un metro de largo por un metro y medio de ancho.
Ellos están usando tijera y cinta adhesiva para arreglar el mapa.
Cocine la torta en el horno a ciento ochenta grados.

1. Distribute lists of sentences and call on students to read them aloud.
2. Advise students to rewrite each sentence by changing at least two words, one of which must be a verb, in the original to form the new sentence. For example:
Original: Este pollo cuesta menos que la pizza.
Revision: Esta manzana pesa menos que la pizza.





Unit 11, Lesson 5, Part C

Focused Activity–Listening Attentively

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

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

Extra Help

Listening Attentively

1. List the following words on the board:

metros	peligroso	medir
kilos	yenes	pizza
llevo	espacio	novia
interesantes	llevaría	enseñado
mochila	frescos	euros
pesa	regla	llevar

2. Advise students that you will be reading sentences aloud. When they hear you say "blank" they should write a word from the list that appropriately fits that spot in the sentence. Let students know that each word is only used once to fill a blank spot.

3. Read these sentences aloud, repeating as necessary:

¿Conoce usted a mi _____ María?
Los libros son _____ para él, pero la televisión es aburrida.
Ella ha _____ arte en la universidad.
Nadar aquí es _____.
Yo sólo tengo _____. En Japón, tendré que cambiarlos por _____.
Ella pone sus libros dentro de su _____.
Si tuviera _____ en mi mochila, yo _____ tu cámara.
Es cortés _____ flores cuando visitas a alguien en el hospital.
Este limón _____ tanto como el otro.
Este edificio mide sesenta y cinco _____ de alto.
Creo que él pesa por lo menos cuarenta y cinco _____.
Yo usé una _____ para _____ y es treinta y cinco centímetros de largo.
Él pone tomates _____ en la _____.
Yo te _____ una torta para tu cumpleaños.
Yo _____ sandalias para usar en la playa.



Unit 12

Talking About the World

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Unit 12:

Talking About the World

Introduction to Unit 12

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

Teaching Unit 12

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

Lesson 1a: Nationalities

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

Lesson 1b: Political Terminology

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

Lesson 1c: The Media

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

Lesson 1d: Journal Activity–Sharing Cultures

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

Lesson 1e: International Cultural Activity–Politics

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

Lesson 2a: Language and Business

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

Lesson 2b: Passive Voice

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

Lesson 2c: Agreements and Disagreements

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

Lesson 2d: Review

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

Lesson 2e: Journal Activity–Business Plan

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

Lesson 3a: Quantity and Affirmations

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

Lesson 3b: Remembering and Since

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

Lesson 3c: Cardinal Directions

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

Lesson 3d: Journal Activity–Learning Something New

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

Lesson 4a: Celebrating Holidays

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

Lesson 4b: Describing Religions

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

Lesson 4c: Readiness

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

Lesson 4d: Review

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

Lesson 4e: Journal Activity–Favorite Holiday

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

Lesson 4f: Latin American Cultural Activity–Carnaval

In this activity, your students will experience one of the most colorful and exciting aspects of Latin American culture: Carnaval. By researching and presenting reports on this traditional pre-Lent celebration, students will cover both religious and cultural topics relevant to the language they are learning.

Lesson 5a: Enrichment Activity–Inventions

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

Lesson 5b: Focused Activity–Vocabulary Roles

Scripts set the stage for today's role-playing activity in which students get extra practice speaking and reading vocabulary learned in Unit 12.

Lesson 5c: Focused Activity–Speaking Answers

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

Lesson 5d: Focused Activity–Active Grammar

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

Lesson 5e: Focused Activity–Listening for Cultures

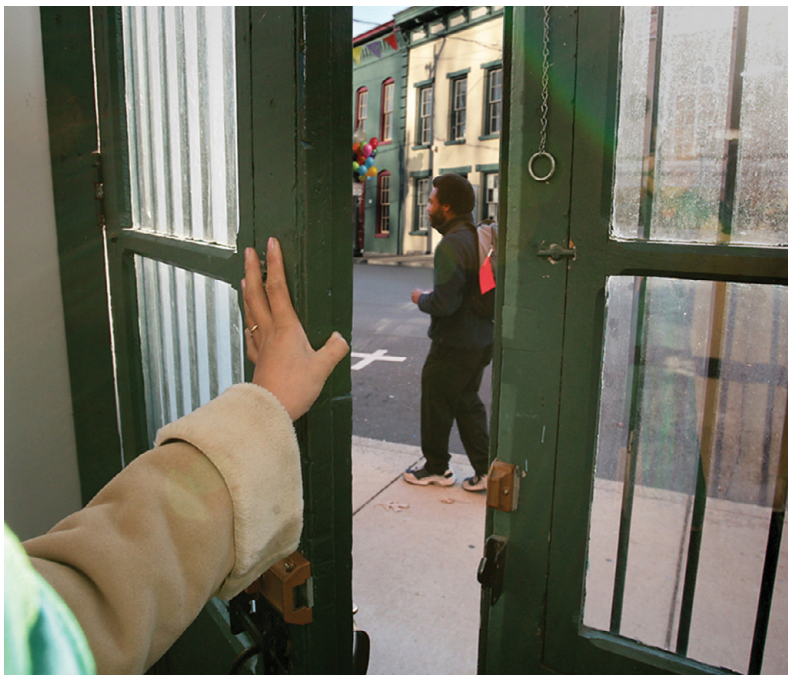
This lively competitive listening activity is sure to thoroughly engage your students. As they listen to the paragraph, hands should be raised whenever the learners hear the name of a country or religion in either noun or adjective form.

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

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

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

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



Unit 12, Lesson 1

Explain to learners that the world consists of seven continents and several countries within those continents. The exception is Antártida, which is categorized only as a continent. Below is a complete list of the continents and a list of some countries.

The names of countries are capitalized but their definite articles are not.

Discuss the fact that adjectives associated with names of countries and continents are not capitalized. These adjectives can be used to describe cuisine, people, and objects.

México está en América del Norte.

Esta es una mujer **mexicana**.

Japón está en Asia.

Esta niña es **japonesa**.

**Vocabulary
Taught or
Reviewed:**

alemán/-a
americano/-a
australiano/-a
brasileño/-a
la comida
egipcio/-a
francés/-a
hindú
India
italiano/-a
japonés/-a
mexicano/-a
norteamericano/-a
ruso/-a

Unit 12, Lesson 1, Part A Nationalities

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

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

Materials:

World map, computer, geographical reference materials

Skill Sharpener Finding Your Place

Prepare Ahead:

- Slips of paper with the following words:

Alemania	China	Francia	Italia	México
alemán	chino	francés	italiano	mexicano
América	Egipto	India	Japón	Rusia
americano	egipcio	hindú	japonés	ruso

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

1. Distribute slips of paper.
2. Explain that students should find a peer with the word that corresponds to the term on their paper. For example, someone with the word **alemán** would seek the person who holds the word **Alemania**. Advise learners to ask questions such as, "¿De qué país eres tú?" Students should also name the continent on which their country is located.



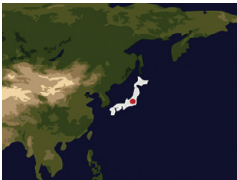
Bloom's Taxonomy: Application
Multiple Intelligences: Bodily-Kinesthetic





Engage and Explore Cultural Awareness

1. Divide the class into groups of three students, and assign a nationality to each trio.
2. Direct students to use print and online sources to acquire interesting facts about their appointed nationality.
For example:
Muchas películas indias son buenas.
Muchas comidas indias no tienen carne.
3. Encourage learners to list facts about personal nationalities that parallel assigned nationalities. Possible topics include entertainment, literature, sports, leisure activities, food, holidays, or language.
4. Using visual or multimedia to make their projects more interesting and clarify their meaning, groups should present what they've learned to the class.



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

Assessment Group Interactions

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



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



**Word of
the Day:**
creo

Vocabulary

Taught or

Reviewed:

la bandera

las elecciones

el/la ministro/-a

el/la presidente/-a

la reina

el rey

un soldado

votar

Unit 12, Lesson 1, Part B

Political Terminology

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

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

Materials:

Several newspapers

Focus and Motivate

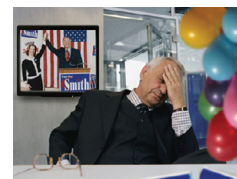
Popular Politics

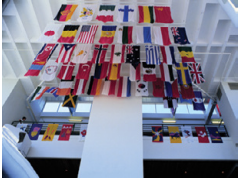
1. Display the following Lesson vocabulary terms on the board: **soldado**, **presidente**, **primer ministro**, **rey**, and **reina**.
2. Divide the class into groups of three students, and distribute a newspaper to each group.
3. Students should then try to use context to determine the meanings of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



Bloom's Taxonomy: Analysis

Multiple Intelligences: Verbal-Linguistic





Skill Sharpener Political Word Web

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



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



Assessment News Summary

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



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



**Word of
the Day:**
noticias

**Vocabulary
Taught or
Reviewed:**
el Internet
la noticia
la revista

Unit 12, Lesson 1, Part C

The Media

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

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

Materials:

Photos of a magazine, radio, television, and computer

Engage Staying Informed

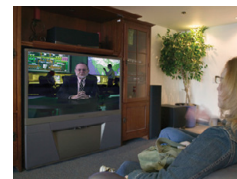
Prepare Ahead:

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

1. Take this time to introduce the term "medios de comunicación" and to explain the different types of media used to relay news. During your explanation, display corresponding photos to reinforce vocabulary words.
2. Write the vocabulary words **Internet**, **revista**, **radio**, and **televisión** on the board and ask various questions about them. For example:
 - ¿Qué medio de comunicación puedes mirar?
 - ¿Qué medio de comunicación puedes escuchar?
 - ¿Qué medio de comunicación necesita una computadora?
 - ¿Qué medio de comunicación puedes usar en tu carro?



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





Skill Sharpener Media Debate



1. Divide the class into four groups, with each assigned a different type of media. Explain to students that they will be attempting to persuade the rest of the class that their type of media is the best.
2. After groups research their topic, they should brainstorm ideas and list arguments for their case.
3. Each group should then present its case to the class.
4. After all groups have taken a turn, discuss the presentations and have the class determine which group, in their opinion, was most persuasive in convincing others that their type of media was, in fact, the best.



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



Assessment Media Influence

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



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



**Word of
the Day:**
revista

Unit 12, Lesson 1, Part D

Journal Activity–Sharing Cultures

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

- Write about their experiences with other cultures.

Being Creative Sharing Cultures

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

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





Unit 12, Lesson 1, Part E

International Cultural Activity–Politics

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

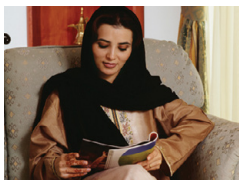
- Prepare presentations about political systems.
- Engage in discussions about political systems.

Connecting to Culture Politics

1. Divide the class into groups of three or four students and have each group choose a country (India, Estados Unidos, México, China, Rusia, Francia, Alemania, Japón, Egipto).
2. As students research the governments of their assigned nations, advise them to focus on historical aspects that led to the formation of these governments.
3. Learners should then prepare their presentations, with each group member responsible for a particular aspect of the overall project.
4. After each group presents its project, lead a discussion about related topics that students may have covered in Government, History, Social Studies, or Civics classes.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal



RAISE THE BAR

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





Vocabulary

Taught or

Reviewed:

la compañía

el idioma

los negocios

Unit 12, Lesson 2, Part A

Language and Business

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

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

Materials:

Lesson and magazine photos

Jump Start

Language Learning

1. Take this time to discuss the importance of languages.
2. After dividing the class into pairs of students, have learners ask and answer questions about speaking other languages. For example:
 - ¿Hablas otros idiomas?
 - ¿Qué idiomas hablas?
 - ¿Qué idiomas hablan tus padres?
 - ¿Qué idiomas te gustaría hablar?
3. Ask for volunteers to share information they learned about their partners' languages.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal





Focus Twenty Questions for Work

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



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



Assessment Language for Life

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



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



RAISE THE BAR

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

**Word of
the Day:**
en serio

**Vocabulary
Taught or
Reviewed:**
descubierto/-a

Unit 12, Lesson 2, Part B

Passive Voice

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

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

Materials:

Variety of books

Focus and Motivate

Passive Voice Practice

1. Write sentences such as the following on the board, with blank lines in place of the verbs:

Roma no fue construida en un día.

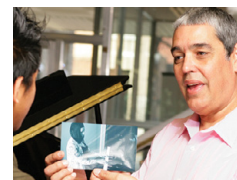
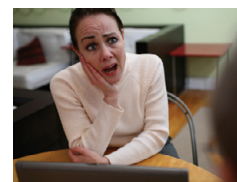
Estas tazas fueron descubiertas en Italia hace cien años.

Este libro fue escrito en 1998 por Juana Serrano.

2. Direct students to complete the sentences. Ask volunteers to read their entries aloud to the class.



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





Skill Sharpener Scavenger Hunt

Prepare Ahead:

- *List of book titles.*



1. Divide the class into pairs of students.
2. Assign a book title to each group. As students research information about their topic, advise them to include data about the author, the year the book was written, the publishing company, and where the book was printed.
3. Learners should then use this information to write paragraphs in the passive voice.
For example:
Roots fue escrito por Alex Haley en 1976. Fue hecho en los Estados Unidos por Doubleday Books. El libro fue traducido en 37 idiomas y se hizo en un programa popular de televisión.



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

Assessment Book Review

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



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



**Word of
the Day:**
también

**Vocabulary
Taught or
Reviewed:**

acuerdo
también

Unit 12, Lesson 2, Part C

Agreements and Disagreements

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

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

Materials:

Photos of Italian food and Chinese food

Jump Start Living Menu

Prepare Ahead:

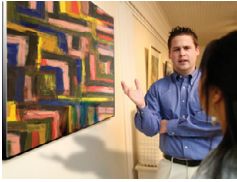
- *Photos of Italian and Chinese food, one per student.*

1. Divide the class into two groups of students with one group named **comida italiana** and the other group named **comida china**.
2. Distribute a photo (face down) to each student.
3. Have learners display their photos, and ask them if they agree that they have been placed in the correct group with a question such as, "¿Estás de acuerdo que tu comida es italiana?" You may hear the response, "No, no estoy de acuerdo que esta comida es italiana. Esta comida es china." Students should then move to the group with the name that matches the food in their photo.
4. Continue the activity until everyone's photo matches their group name.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Naturalist





Focus True or False



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



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

Assessment Lessons Learned



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



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



**Word of
the Day:**
de acuerdo

Unit 12, Lesson 2, Part D

Review

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

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

Materials:

Several copies of various newspapers

Classroom Community

In-Class Activity–Telephone

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



Community Connection

Out-of-Class Activity–Media Versus Media

1. Have students select an article from a newspaper and look for the same story in other types of media. Learners should then write at least two paragraphs that compare and contrast the way the information is presented. Encourage students to also include their opinions about the topic of the article.
2. Collect papers during the next class session and evaluate for content, correct word choice, grammar, spelling, and sentence structure.





**Vocabulary
Taught or
Reviewed:**
aprender

Unit 12, Lesson 3, Part A

Quantity and Affirmations

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

- Identify and describe the quantity of an item and compare it to another.
- Participate in conversational dialogues.

Materials:

Various quantities of objects such as marbles, playing cards,
index cards, sheets of paper, and pens

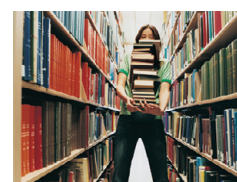
Focus

Sharing Time

1. Display objects at the front of the room, ensuring that some are greater in number than the number of learners, and that others are lesser in number.
2. Ask questions such as, "¿Hay suficientes de estos para todos?" or "¿Hay muchos de estos?" Students should then answer, "Sí, hay muchos de estos." or "No, no hay suficientes de estos para todos."



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





Skill Sharpener

Too Much or Too Many?



1. Take this time to explain the difference between **demasiado** and **demasiados**.
2. Divide the class into groups of four students, and have each team line up on the side of the room opposite the board.
3. Say a sentence with the term **mucho** or **muchos**. For example:
Mi café tiene mucha azúcar.
Hay muchos gatos en esta habitación.
One member from each team must then run to the board and re-write the sentence using **demasiado** or **demasiados**. For example:
Mi café tiene demasiado azúcar.
Hay demasiados gatos en esta habitación.
4. The team whose member finished first and wrote the sentence correctly earns a point. The team with the most points at the end of the activity is declared the winner.



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

Assessment

Say Okay

1. Have students write a short dialogue in which two characters ask each other questions that result in the answer **bueno** and another question. For example:
¿Podemos comer en un restaurante?
Bueno. Nos vemos en tu casa?
Bueno. ¿Podemos vernos a las ocho de la noche?
2. Collect dialogues and evaluate for content.



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

**Word of
the Day:**
otra vez

Vocabulary

Taught or

Reviewed:

acordarse (ue)

desde

olvidar

recordar (ue)

Unit 12, Lesson 3, Part B

Remembering and Since

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

- Engage in conversations about forgetting and remembering.
- Describe situations that target the passage of time.

Materials:

Copies of slips with questions and responses (see **Appendix A**)

Jump Start

Find Your Match

Prepare Ahead:

- Copy and cut **acordarse** and **olvidarse** questions and responses into individual slips, one slip per student. Each question and answer that match are the same color. Create more sets if needed.

1. Distribute questions to several students and ask them to stand on one side of the classroom.

Below are sample questions and responses:

¿Te acuerdas dónde compraste esto?

Sí, me acuerdo. Compramos esto en Alemania.

¿Te acordaste cómo llegar a la casa de María?

No, lo olvidé. Usé el mapa en mi teléfono.

2. Distribute the responses to several learners and ask them to stand on the other side of the classroom.

3. Students with questions should read theirs aloud, one at a time, and the student who thinks she has the corresponding response will raise her hand and read her answer to the class. Have both students decide if their question and answer match (use color coding if necessary). If they are correct, they may be seated.

4. Continue until all students have found their match.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal





Engage Remember When

1. Take this time to discuss the difference between **hace** and **desde**.
2. Read sentences such as the following, and direct learners to write them down:
 Nos casamos _____ veinticinco años.
 He vivido en China _____ 1990.
 Ella no ha comido _____ anoche.
 Ella ha escrito por esta revista _____ 1992.
 _____ tres años que vivimos en Italia.
 Estamos viendo las noticias _____ las nueve.



3. Students should then fill in the blanks with **hace** or **desde**.
4. Ask volunteers to read their completed sentences, and discuss the reasoning behind their answers.



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

Assessment Compound Sentences

1. Direct students to write six compound sentences, three with **hace** and three with **desde**.
 For example:
 Nos conocimos cuando éramos estudiantes y hemos estado casados por doce años.
2. Collect sentences and evaluate for content, correct word use, grammar, spelling, and sentence structure.



Bloom's Taxonomy: Application
Multiple Intelligences: Intrapersonal



RAISE THE BAR

For the **Assessment**, direct students to write 2-3 paragraphs about a period of change in their life. They should include vocabulary words, **hace, desde, acordarse, and olvidarse**, creating compound and complex sentences. Remind them to use transition words to signal a sequence of events. They should check their work for correct word use, grammar, spelling and sentence structure.

**Word of
the Day:**
desde

Unit 12, Lesson 3, Part C

Cardinal Directions as Adjectives

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

- Use a map to obtain specific information for use in descriptive sentences.
- Ask and answer questions using map-based vocabulary.

Materials:

Map of the United States

Globe or world atlas

Slips of paper with U.S. baseball, basketball, and soccer teams and their home city or state (see **Appendix B**) (New York Yankees, San Antonio Spurs, Portland Timbers, Florida Marlins)

Skill Sharpener

Sports Quiz

1. Draw a compass rose on the board and display a map of the United States.
2. Divide the class into pairs of students and distribute a sports-team paper to each group.
3. Students should then look on the map to find exactly where the team is located and make a quick note about it.
4. Call on each group and ask questions such as, "¿Dónde está [name of city or state]?" Learners should include cardinal directions in their answers ("San Antonio está al sur de Texas." "Nueva York está al este de los Estados Unidos.").
5. Continue until each group has had a turn.



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



Unit 12, Lesson 3, Part D

Journal Activity—Learning Something New

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

- Write about skills they want to acquire and describe how they would attain these skills.

Being Creative

Learning Something New

Have students write, in their journals, about something they would like to learn how to do. Students should also describe how they would learn this skill, and explain why this skill is worth learning.

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



**Vocabulary
Taught or
Reviewed:**

Año Nuevo
celebrar
el desfile

Unit 12, Lesson 4, Part A Celebrating Holidays

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

- Categorize words according to their meanings.
- Describe different types of trips.

Materials:

Slips of paper with activities listed on them that would pertain to either a vacation or a business trip (see **Appendix C**)

Jump Start

Reasons to Celebrate

1. On the board, write **celebrar** and ask learners to give examples of once-in-a-lifetime achievements (such as graduating from college) and annual holidays (such as Semana Santa). Explain the difference between celebrating an achievement and celebrating a holiday.
2. If the example given for an annual holiday is a religious holiday, write an example of a secular holiday (and vice versa). Ask students to explain the difference between the two examples.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Naturalist

Skill Sharpener

Business Trips

Prepare Ahead:

- Cut slips of paper with activities listed on them.

1. Distribute slips of paper. On the board, write the words **vacaciones**, **de negocios** and **durante**.
2. Call on students to read their slips of paper aloud and form a sentence using **durante** and either **vacaciones** or **de negocios**. For example:
Durante mis vacaciones, fui a los museos.
Durante los cuatro días que estuve en París de negocios, me reuní con hombres y mujeres de negocios.





3. Students should then read each other's slips of paper, and those who have business-related actions should switch with learners who have vacation-related actions.

4. Repeat the exercise as time permits.



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



Assessment Holiday Planning

1. Divide the class into pairs of students, and direct each group to list secular, as well as religious holidays.

2. Students should then write a short description of each holiday.

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



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



Being Creative Nightly Newscast

Students should have extra time at the end of this class period to begin their Nightly Newscast project for the Level 3 Review. Explain that students will be working on short presentations fashioned after news broadcasts. They may select their own topic for the presentation, which may include the areas of current events, politics, history, weather, sports, fashion, and entertainment. By the end of this class, learners should have chosen a topic and started working on an outline of discussion points. Advise students to bring their completed outline to the next class.



RAISE THE BAR

The Night

Newscast activity will develop in stages and continue over several lessons. Discuss the project with the class and determine the audience and set a timeline for project completion (see **Unit 12 Lessons 4B, 4C, and Unit 12 Lessons 5F & 5G**). Set up a blog, wiki, Google, or other sharing site to centralize their work, so they may use technology to write their news reports. Here adults and peers may guide, review, edit, and revise the reports, and you can monitor progress. Ask students to post their outlines for the next class.

Word of the Day:
durante

**Vocabulary
Taught or
Reviewed:**

budista
cristiano/-a
hindú
judío/-a
musulmán

Unit 12, Lesson 4, Part B

Describing Religions

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

- Describe features of songs that are associated with various religions.
- Discuss religious holidays.

Materials:

Songs that are associated with Christianity, Judaism, Buddhism, Hinduism, and Islam
Photos of symbols that represent holidays and religions, one per student

Focus

Music and Religion

Prepare Ahead:

- Songs that are associated with Christianity, Judaism, Buddhism, Hinduism, and Islam.

Play portions of each song and discuss musical features, as well as religious associations.



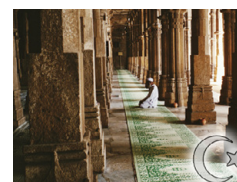
Bloom's Taxonomy: Comprehension
Multiple Intelligences: Musical-Rhythmic

Engage and Explore Religious Holidays

Prepare Ahead:

- Photos, one per student, of symbols that represent religious holidays. On the back of each photo, write the name of the religion associated with the symbol.

1. Distribute a photo to each learner.
2. Write questions such as the following on the board, and direct students to pair up and ask these questions of each other:
 - ¿Qué tipo de día de fiesta se está celebrando?
 - ¿Quién celebra este día de fiesta?
 - ¿Por qué estás celebrando?





3. Students should then get into groups of four and present the details of their partner's holiday to the group.

4. Bring the class together and have students volunteer to present information about their assigned symbol.



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

Assessment Celebrations

1. Direct students to write a paragraph that describes their own religious or cultural holidays and the ways in which they are celebrated.
2. Collect paragraphs and evaluate for content, correct word use, grammar, spelling, and sentence structure.



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

Being Creative Nightly Newscast

Have students use their completed outlines to begin writing their Nightly Newscast presentations. If learners would like to work with others to generate ideas, they should be encouraged to do so. Students should bring the first version of their rough drafts of presentations to the next class.



RAISE THE BAR

Have students work together to strengthen, edit, and revise their news reports, considering the assignment objective and audience. They should develop news stories in a clear, coherent way, using correct word use, grammar, spelling, and sentence structure. Where appropriate, they should use descriptive and precise language that communicates ideas clearly in a formal style. This activity continues to **Unit 12, Lesson 4, Part C.**

**Word of
the Day:**
listo

**Vocabulary
Taught or
Reviewed:**
listo/-a

Unit 12, Lesson 4, Part C Readiness

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

- Participate in question-and-answer sessions.
- Describe celebrations.

Quick-Start Review Are You Ready?

1. Write the following on the board:
Es hora de ir a _____. ¿Estás listo/-a?
2. Ask students this question and have them answer in the following format:
Sí, estoy listo/-a para ir a _____.
No, no estoy listo/-a para ir a _____.
Depending on their response, encourage learners to explain why they are ready or not ready to go.



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

Focus Questions to the Answer

1. Divide the class into teams of three students, and state answers that use the word **listo/-a** for questions that have yet to be asked. For example:
No, no estoy listo para comer. No tengo hambre.
Sí, él está listo para nadar. Le gusta nadar en el océano.
No, no estoy lista para ir al desfile. Estoy comiendo.
2. Learners should confer within their groups and in turn state their responses. Award one point for a complete sentence, one point for a question, and one point for questions with the word **listo**. For example:
¿Estás listo para cenar? Es hora de ir.
¿Está él listo para nadar? Es hora de ir.
¿Está usted lista para ir al desfile? Es hora de ir.
3. Continue as time permits. The team with the most points wins.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal





Assessment

Parades of the Past

1. Have students write a paragraph about a festival or parade they have attended or are familiar with.
2. Collect paragraphs and evaluate for content, correct word use, grammar, spelling, and sentence structure.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal

Being Creative Nightly Newscast

Allow additional time at the end of this class session for students to work on their Nightly Newscast presentations. Learners should have brought their rough drafts to class, and may continue working on them during this time. Students should have their second-version drafts finished by the first Level 3 Review class.



Word of the Day:
vimos

Unit 12, Lesson 4, Part D

Review

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

- Write an advertisement flyer for a festival or a parade.

Classroom Community

In-Class Activity–Festival Flyers

Prepare Ahead:

- Art materials.

1. Divide the class into groups of four students and direct them to design, write, and illustrate a flyer for a festival or a parade.
2. Suggest that flyers include directions, where the event is located (using cardinal directions), a list of activities that will take place, and an explanation of why the event is being held.
3. Each group should then take a turn presenting its flyer to the class.



Community Connection

Out-of-Class Activity–Family Celebrations

1. Encourage students to discuss cultural celebrations with their relatives or friends. Learners should then write a paragraph that describes these celebrations.
2. Invite students to share their stories with the class during the next meeting.





Unit 12, Lesson 4, Part E

Journal Activity–Favorite Holiday

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

- Describe holidays they enjoy.



Being Creative Favorite Holiday

Have students write, in their journals, about their favorite holiday to celebrate. Learners should include details about the origin of the holiday and describe customs or traditions.

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



Unit 12, Lesson 4, Part F

Latin American Cultural Activity–Carnaval

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

- Research, organize, and present information about Carnaval in Latin America.

Materials:

- Research materials
- Library access
- Computers with Internet access

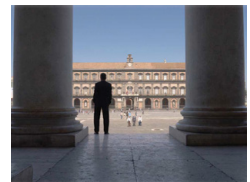
Connecting to Culture

Carnaval

1. Introduce the topic of Carnaval by explaining the features of this Central and South American celebration.
2. After dividing the class into groups of four students, assign each group one of the following topics:
 - history
 - events
 - art
 - dance
 - cuisine
3. Groups should then research information about their topic as it relates to Carnaval, and prepare a report to present to the class.
4. After all groups have presented their reports, consider planning a mini-Carnaval celebration for your classroom.



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





Unit 12, Lesson 5, Part A

Enrichment Activity–Inventions

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.

RAISE THE BAR

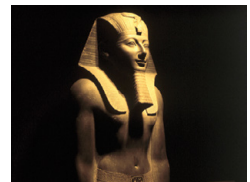
Offer students technology to plan, collaborate, produce, publish, and present their inventions. Have them create a master online calendar to plan meetings and track progress. Guide learners to use the technology's capacity to link to sources and information. Use this technology to monitor and evaluate their participation, progress, and final presentations.

Stretching the Imagination Inventions

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

Students will complete a project that requires them to invent something new. Inventions may be as practical or as whimsical as the inventors want them to be.

1. Instruct students to begin their project by researching the evolution of an invention. Learners will choose at least two different inventions that they find interesting and examine their development. Students should then select one of these to use as a model for their invention and write a brief summary of the creation process.
2. Have students think of the product they would like to invent. They should describe the device and its use, and create a name for their invention. Using the model they have chosen, students should begin the development process.
3. Direct students to design their invention. They should build a model or draw what it might look like. Learners should be specific in measurements and should include a set of step-by-step instructions. Remind learners that their inventions may be practical or whimsical.
4. Instruct students to develop a plan for marketing their invention. Learners should consider the cost of their product, the target audience, and a reason why consumers would buy this invention. Students should also create a print advertisement or a script for a radio commercial.
5. When students present their projects, they may do so in ways such as the following:
 - a traditional classroom presentation that describes the creation process
 - a sales-conference scenario in which the student is selling his product
 - an investor-meeting scenario in which the student must garner financial support for her product





Unit 12, Lesson 5, Part B

Focused Activity–Vocabulary Roles

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

- Read various scripts that contain Lesson vocabulary terms.

Materials:

Copies of vocabulary lists, one per student (see **Unit 12 Word Lists**)

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

Colored markers



Extra Help

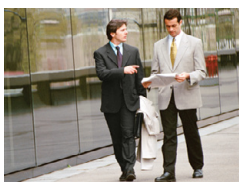
Vocabulary Roles

1. Divide the group into pairs of students. Provide each group with a vocabulary list and scripts such as the following:

Student 1: ¿Votaste en las elecciones?

Student 2: Sí, voté por Isabel Machado para presidente.

Student 1: Bien. Voté por Esteban Rivera para presidente. Él fue un soldado.



Student 1: ¿Has comido comida hindú?

Student 2: Sí, la he comido. No me gusta tanto como la comida china.

Student 1: ¡A mí sí! Me gusta la comida hindú porque es picante.

2. After students highlight vocabulary terms with colored markers, they should take turns reading their scripts. Be available to assist with any unknown vocabulary.

3. If time permits, have groups switch scripts and perform the new scenarios.

[illegible]



Unit 12, Lesson 5, Part C

Focused Activity–Speaking Answers

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

- Ask and answer questions.

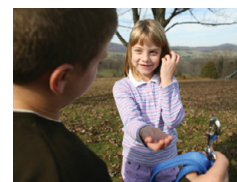
Materials:

- Two containers
- Scissors

Extra Help

Speaking Answers

1. Ask students to write three questions using the lesson vocabulary on the left side of their paper, and write the answers in full sentences on the right side. The questions should be creative, with answers specific enough so there can only be one correct answer.
2. Then have students cut their questions and answers into slips, with one question or answer per piece of paper. Put the questions in one container and the answers in another.
3. All the students then pull three new questions and answers from the containers. Instruct the students to walk around the room asking their questions. When they find the correct answer, they should keep the paper. When they have the answer to all three questions, they may sit down.
4. Once all the students are sitting, volunteers may read some of their questions and answers.





Unit 12, Lesson 5, Part E

Focused Activity–Listening for Cultures

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

- Identify target words.

Materials:

Download script **Track 17**

Extra Help

Listening for Cultures

1. Play the script below and have students raise their right hand every time they hear the name of a country (in noun or adjective form). Learners should raise their left hand every time they hear the name of a religion (in noun or adjective form).
2. The first student to raise his hand receives a point, and the first person with five points wins.
3. Play the script again and ask questions such as, "¿Qué tipo de comida se come con arroz?"

Script:

En la India, muchas personas comen comida picante. La comida hindú tiene muchas verduras porque su comida no siempre tiene carne. La comida india se come algunas veces con arroz, como la comida japonesa y la comida china. En Japón, se come mucho pescado. Japón está cerca de China, y en China, muchas personas son budistas. Hay muchos días de fiesta budistas. En el Reino Unido, a muchas personas les gusta la comida hindú. En los Estados Unidos, muchas personas comen comida china y comida mexicana.



Unit 12, Lesson 5, Part G

Level 3 Review: Nightly Newscast–Part 2

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

- Present a monologue in the style of a newscast.

RAISE THE BAR

For the final presentation of the **Nightly Newscast**, students may organize presentations as a news show with a moderator, and pre-record the entire program to present to the class or post to the school website or blog. Alternatively, have students record live monologue presentations and post for constructive feedback, and have peers critique presentation skills.



Classroom Community

Nightly Newscast–Part 2

After organizing students' monologues by topic, have the class perform their Nightly Newscast.



Index of Lesson Activities

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
9.1a	6	Spatial Prepositions	Acting Up	10	Easy	Application	Visual-Spatial
9.1a	7	Spatial Prepositions	Drawing Board	20	Medium	Analysis	Visual-Spatial
9.1a	7	Spatial Prepositions	Creative Collaborations	15	Medium	Synthesis	Visual-Spatial
9.1b	8	Easy and Difficult	Easy and Difficult Tasks	5	Medium	Application	Visual-Spatial
9.1b	9	Easy and Difficult	Questions and Answers	30	Medium	Analysis	Interpersonal
9.1b	9	Easy and Difficult	Easy and Difficult Skills	10	Medium	Evaluation	Interpersonal
9.1c	10	Looks Like and One (as a Pronoun)	Who Do You Look Like?	10	Medium	Analysis	Interpersonal
9.1c	11	Looks Like and One (as a Pronoun)	Quizzical Questions	20	Medium	Analysis	Verbal-Linguistic
9.1c	11	Looks Like and One (as a Pronoun)	One Looks Like the Other	15	Medium	Synthesis	Intrapersonal
9.1d	12	Journal Activity–Someday	Someday				
9.1e	13	International Cultural Activity–World Images	World Images	45	Moderate	Evaluation	Visual-Spatial
9.2a	16	Things in the Kitchen	Our Kitchens	10	Medium	Application	Verbal-Linguistic
9.2a	17	Things in the Kitchen	Where Does It Go?	25	Medium	Synthesis	Visual-Spatial
9.2a	17	Things in the Kitchen	Kitchen Sentences	10	Medium	Evaluation	Interpersonal
9.2b	18	Cleaning the House	Cleaning Schedule	10	Medium	Application	Interpersonal
9.2b	18	Cleaning the House	Cleaning the House	20	Medium	Synthesis	Logical-Mathematical
9.2b	19	Cleaning the House	When Do You Clean?	15	Medium	Synthesis	Verbal-Linguistic
9.2c	20	My Dream House	Full or Empty?	5	Easy	Application	Interpersonal
9.2c	21	My Dream House	Designing My House	25	Medium	Synthesis	Visual-Spatial
9.2c	21	My Dream House	Describing My House	15	Medium	Analysis	Intrapersonal
9.2d	22	Review	In-Class Activity–House for Sale	25			
9.2d	23	Review	Out-of-Class Activity–Sales Pitch				
9.2e	24	Journal Activity–My Room	My Room				
9.3a	28	Athletics	Strength Training	10	Medium	Application	Interpersonal
9.3a	29	Athletics	Biographies	25	Medium	Synthesis	Interpersonal
9.3a	29	Athletics	Sports Practice	10	Medium	Synthesis	Verbal-Linguistic
9.3b	30	Always and Never	Vocabulary Relay	15	Medium	Analysis	Bodily-Kinesthetic
9.3b	31	Always and Never	Sentence Starters	20	Medium	Synthesis	Visual-Spatial
9.3b	31	Always and Never	Reading Practice	10	Medium	Application	Visual-Spatial
9.3c	32	Journal Activity–Habits	Habits				
9.3d	33	Latin American Cultural Activity–Photographic History	Photographic History	45	Moderate	Evaluation	Visual-Spatial
9.4a	36	Parts of the Body	Simón Dice	10	Medium	Application	Bodily-Kinesthetic
9.4a	37	Parts of the Body	Body Collage	20	Medium	Synthesis	Visual-Spatial
9.4a	37	Parts of the Body	See You at the Airport!	15	Medium	Synthesis	Verbal-Linguistic
9.4b	38	Injuries and Ailments	What Hurts?	10	Medium	Analysis	Bodily-Kinesthetic
9.4b	39	Injuries and Ailments	Anatomy of an Illness	25	Medium	Evaluation	Interpersonal
9.4b	39	Injuries and Ailments	Trip to the Doctor	10	Medium	Synthesis	Intrapersonal
9.4c	40	At the Hospital	Discussing Frequency	5	Medium	Application	Verbal-Linguistic
9.4c	41	At the Hospital	In the Emergency Room	25	Moderate	Synthesis	Interpersonal
9.4c	41	At the Hospital	Talking Doctors	20	Medium	Evaluation	Bodily-Kinesthetic
9.4d	42	Review	In-Class Activity–Medical Reporting	25			
9.4d	42	Review	Out-of-Class Activity–Interviewing Patients				
9.4e	43	Journal Activity–Emergency Plans	Emergency Plans				
9.5a	44	Focused Activity–Listening About José's Injury	Listening About José's Injury	40	Medium		
9.5b	45	Focused Activity–Grammar Drawings	Grammar Drawings	25	Easy		
9.5c	46	Focused Activity–Vocabulary Lists	Vocabulary Lists	25	Easy		

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
10.1a	52	No One, Everyone, and Enough	All or Nothing	10	Medium	Application	Bodily-Kinesthetic
10.1a	53	No One, Everyone, and Enough	Organizational Skills	20	Medium	Application	Visual-Spatial
10.1a	53	No One, Everyone, and Enough	Family Dinner	15	Medium	Application	Verbal-Linguistic
10.1b	54	Win and Lose	Daily Sports Review	20	Medium	Analysis	Verbal-Linguistic
10.1b	55	Win and Lose	The Game	15	Medium	Synthesis	Intrapersonal
10.1c	56	Probably and Although	Smart Spending	5	Medium	Analysis	Logical-Mathematical
10.1c	57	Probably and Although	Let's Sell This	25	Moderate	Synthesis	Interpersonal
10.1c	57	Probably and Although	Showtime	15	Medium	Application	Bodily-Kinesthetic
10.1d	58	Journal Activity–Win, Lose, Write!	Win, Lose, Write!				
10.2a	60	Continents and Life Events	Continent Roll Call	5	Medium	Application	Interpersonal
10.2a	61	Continents and Life Events	Life and Death	25	Moderate	Analysis	Bodily-Kinesthetic
10.2a	61	Continents and Life Events	Writing About Life	15	Medium	Application	Verbal-Linguistic
10.2b	62	Fear and Hope	Speaking About Stories	10	Easy	Application	Interpersonal
10.2b	63	Fear and Hope	Emotions	20	Medium	Analysis	Verbal-Linguistic
10.2b	63	Fear and Hope	Hopeful Times	15	Medium	Synthesis	Intrapersonal
10.2c	64	Soon, Ago, and Already	Birthday Memory	10	Medium	Application	Visual-Spatial
10.2c	65	Soon, Ago, and Already	Time Travels	25	Medium	Application	Verbal-Linguistic
10.2c	65	Soon, Ago, and Already	My Plans	10	Medium	Synthesis	Intrapersonal
10.2d	66	Review	In-Class Activity–Historic Figures	30			
10.2d	66	Review	Out-of-Class Activity–Family Tree				
10.2e	67	Journal Activity–Changes	Changes				
10.2f	68	International Cultural Activity–Customs and...	Customs and Traditions	45	Moderate	Analysis	Naturalist
10.3a	70	Cardinal Directions	Land Locales	10	Medium	Analysis	Bodily-Kinesthetic
10.3a	71	Cardinal Directions	Locations	40	Moderate	Application	Visual-Spatial
10.3a	71	Cardinal Directions	Treasure Map	10	Medium	Synthesis	Intrapersonal
10.3b	72	Plant Life	Guess That Plant!	10	Medium	Application	Visual-Spatial
10.3b	73	Plant Life	Word Web	25	Medium	Analysis	Naturalist
10.3b	73	Plant Life	Climates of the World	10	Medium	Synthesis	Intrapersonal
10.3c	74	Possessive Pronouns	Whose Car Is Whose?	10	Medium	Analysis	Visual-Spatial
10.3c	75	Possessive Pronouns	Famous Landmarks	25	Medium	Analysis	Logical-Mathematical
10.3c	75	Possessive Pronouns	Possessing Your Pronouns	10	Medium	Synthesis	Verbal-Linguistic
10.3d	76	Journal Activity–All Living Things	All Living Things				
10.3e	77	Latin American Cultural Activity–Rain Forests	Rain Forests	45	Moderate	Synthesis	Visual-Spatial
10.4a	80	Animals	Know Your Creatures	10	Medium	Application	Visual-Spatial
10.4a	81	Animals	Animal Comparisons	40	Moderate	Analysis	Logical-Mathematical
10.4a	81	Animals	Animal Homes	10	Medium	Synthesis	Naturalist
10.4b	82	Beautiful, Ugly, and Dangerous	Beautiful But Dangerous	10	Medium	Evaluation	Visual-Spatial
10.4b	83	Beautiful, Ugly, and Dangerous	Judgment Calls	20	Moderate	Evaluation	Verbal-Linguistic
10.4b	83	Beautiful, Ugly, and Dangerous	A Place of Distinction	15	Medium	Evaluation	Intrapersonal
10.4c	84	Ownership	Unusual Pets	5	Medium	Application	Visual-Spatial
10.4c	85	Ownership	Assigned Objects	25	Moderate	Analysis	Bodily-Kinesthetic
10.4c	85	Ownership	Object of My Affection	15	Medium	Synthesis	Verbal-Linguistic
10.4d	86	Review	In-Class Activity–Wildlife Brochures	30			
10.4d	86	Review	Out-of-Class Activity–Wildlife Qualities				
10.4e	87	Journal Activity–Amazing Animals	Amazing Animals				
10.5a	88	Enrichment Activity–Coat of Arms	Coat of Arms				
10.5b	89	Focused Activity–Animal Vocabulary	Animal Vocabulary	25	Easy		
10.5c	90	Focused Activity–As Simple as a Simile	As Simple as a Simile	30	Medium		
10.5d	91	Focused Activity–Owning Grammar	Owning Grammar	25	Easy		
10.5e	92	Focused Activity–Listening for Clues	Listening for Clues	25	Easy		

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
11.1a	98	Conversational Vocabulary	What Do You Think?	10	Medium	Application	Interpersonal
11.1a	99	Conversational Vocabulary	Creating the Blanks	25	Medium	Synthesis	Verbal-Linguistic
11.1a	99	Conversational Vocabulary	Filling in the Blanks	10	Medium	Evaluation	Intrapersonal
11.1b	100	Present Perfect–Part 1	Tense Focus	10	Moderate	Application	Interpersonal
11.1b	101	Present Perfect–Part 1	Stretching the Imagination	20	Moderate	Synthesis	Intrapersonal
11.1b	101	Present Perfect–Part 1	Sentence Selections	15	Medium	Application	Interpersonal
11.1c	102	Present Perfect–Part 2	Present Perfect Sentences	10	Medium	Application	Interpersonal
11.1c	103	Present Perfect–Part 2	Filling in the Blanks	20	Medium	Application	Verbal-Linguistic
11.1c	103	Present Perfect–Part 2	Sentence Repairs	15	Moderate	Evaluation	Interpersonal
11.1d	104	Journal Activity–Present Perfect Passage	Present Perfect Passage				
11.1e	105	Latin American Cultural Activity–Latin American...	Latin American Folklore	90	Difficult	Synthesis	Verbal-Linguistic
11.2a	108	Buying and Selling	Exchanging Your Money	5	Medium	Analysis	Logical-Mathematical
11.2a	108	Buying and Selling	Shopping Spree	25	Moderate	Synthesis	Visual-Spatial
11.2a	109	Buying and Selling	Bought and Sold	15	Medium	Analysis	Logical-Mathematical
11.2b	110	Words for Packing	My Backpack	5	Medium	Application	Visual-Spatial
11.2b	111	Words for Packing	Getting Ready for School	25	Medium	Analysis	Visual-Spatial
11.2b	111	Words for Packing	(Un)Packing Timeline	15	Medium	Analysis	Intrapersonal
11.2c	112	The Conditional	If I Had Two Million Pesos	10	Medium	Analysis	Interpersonal
11.2c	112	The Conditional	Filling in the Verbs	20	Medium	Analysis	Verbal-Linguistic
11.2c	113	The Conditional	Practicing the Conditional	15	Medium	Synthesis	Verbal-Linguistic
11.2d	114	Review	In-Class Activity–Describe and Draw	25			
11.2d	114	Review	Out-of-Class Activity–My Family Characters				
11.2e	115	Journal Activity–Planning a Vacation	Planning a Vacation				
11.3a	118	Fractions	Cutting a Pie	10	Medium	Application	Visual-Spatial
11.3a	119	Fractions	Fraction Expedition	20	Medium	Application	Logical-Mathematical
11.3a	119	Fractions	Writing About Fractions	15	Medium	Analysis	Visual-Spatial
11.3b	120	Measurements and Weights	Measuring the Class	10	Medium	Application	Interpersonal
11.3b	121	Measurements and Weights	How Long, Wide, or Tall?	20	Medium	Application	Logical-Mathematical
11.3b	121	Measurements and Weights	Writing About Size	15	Medium	Synthesis	Verbal-Linguistic
11.3c	122	Comparisons	Almost As Much	10	Medium	Analysis	Bodily-Kinesthetic
11.3c	123	Comparisons	Similar Measurements	20	Medium	Synthesis	Interpersonal
11.3c	123	Comparisons	Two by Two	15	Medium	Application	Verbal-Linguistic
11.3d	124	Journal Activity–Measuring at Home	Measuring at Home				
11.3e	125	International Cultural Activity–International Cuisine	International Cuisine	45	Moderate	Synthesis	Interpersonal
11.4a	128	Tools of the Trade	What Are Tools?	10	Medium	Application	Verbal-Linguistic
11.4a	129	Tools of the Trade	Something You Use	25	Medium	Application	Visual-Spatial
11.4a	129	Tools of the Trade	Tool Time	15	Medium	Analysis	Verbal-Linguistic
11.4b	130	Ripe and Rotten, Fresh and Frozen	Ripe, Not Rotten!	10	Medium	Analysis	Interpersonal
11.4b	131	Ripe and Rotten, Fresh and Frozen	Shopping for the Chef	25	Moderate	Evaluation	Interpersonal
11.4b	131	Ripe and Rotten, Fresh and Frozen	Summarizing for the Chef	10	Medium	Analysis	Verbal-Linguistic
11.4c	132	Cooks in the Kitchen	What's Cooking?	10	Medium	Application	Verbal-Linguistic
11.4c	133	Cooks in the Kitchen	Writing Recipes	25	Medium	Synthesis	Intrapersonal
11.4c	133	Cooks in the Kitchen	Recipe Reviewers	15	Medium	Application	Verbal-Linguistic
11.4d	134	Review	In-Class Activity–Step-by-Step Instructions	35			
11.4d	134	Review	Out-of-Class Activity–Built in the Past				
11.4e	135	Journal Activity–Measuring Accurately	Measuring Accurately				
11.5a	136	Focused Activity–Grammatically Correct	Grammatically Correct	25	Easy		
11.5b	137	Focused Activity–Rewriting Sentences	Rewriting Sentences	25	Easy		
11.5c	138	Focused Activity–Listening Attentively	Listening Attentively	25	Easy		

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
12.1a	144	Nationalities	Finding Your Place	10	Medium	Application	Bodily-Kinesthetic
12.1a	145	Nationalities	Cultural Awareness	25	Medium	Synthesis	Verbal-Linguistic
12.1a	145	Nationalities	Group Interactions	10	Medium	Synthesis	Verbal-Linguistic
12.1b	146	Political Terminology	Popular Politics	10	Medium	Analysis	Verbal-Linguistic
12.1b	147	Political Terminology	Political Word Web	25	Medium	Analysis	Logical-Mathematical
12.1b	147	Political Terminology	News Summary	10	Medium	Synthesis	Verbal-Linguistic
12.1c	148	The Media	Staying Informed	10	Medium	Analysis	Logical-Mathematical
12.1c	149	The Media	Media Debate	20	Medium	Evaluation	Verbal-Linguistic
12.1c	149	The Media	Media Influence	15	Medium	Analysis	Verbal-Linguistic
12.1d	150	Journal Activity–Sharing Cultures	Sharing Cultures				
12.1e	151	International Cultural Activity–Politics	Politics	45	Moderate	Synthesis	Interpersonal
12.2a	154	Language and Business	Language Learning	10	Medium	Application	Interpersonal
12.2a	155	Language and Business	Twenty Questions for Work	25	Medium	Analysis	Logical-Mathematical
12.2a	155	Language and Business	Language for Life	10	Medium	Analysis	Verbal-Linguistic
12.2b	156	Passive Voice	Passive Voice Practice	10	Medium	Application	Verbal-Linguistic
12.2b	157	Passive Voice	Scavenger Hunt	25	Medium	Synthesis	Verbal-Linguistic
12.2b	157	Passive Voice	Book Review	10	Easy	Application	Verbal-Linguistic
12.2c	158	Agreements and Disagreements	Living Menu	10	Medium	Analysis	Naturalist
12.2c	159	Agreements and Disagreements	True or False	20	Medium	Synthesis	Verbal-Linguistic
12.2c	159	Agreements and Disagreements	Lessons Learned	15	Medium	Synthesis	Verbal-Linguistic
12.2d	160	Review	In-Class Activity–Telephone	30			
12.2d	160	Review	Out-of-Class Activity–Media Versus Media				
12.2e	161	Journal Activity–Business Plan	Business Plan				
12.3a	164	Quantity and Affirmations	Sharing Time	10	Medium	Application	Logical-Mathematical
12.3a	165	Quantity and Affirmations	Too Much or Too Many?	20	Medium	Application	Bodily-Kinesthetic
12.3a	165	Quantity and Affirmations	Say Okay	15	Medium	Synthesis	Verbal-Linguistic
12.3b	166	Remembering and Since	Find Your Match	10	Medium	Analysis	Interpersonal
12.3b	167	Remembering and Since	Remember When	20	Medium	Application	Verbal-Linguistic
12.3b	167	Remembering and Since	Compound Sentences	15	Medium	Application	Intrapersonal
12.3c	168	Cardinal Directions as Adjectives	Sports Quiz	10	Medium	Application	Visual-Spatial
12.3c	169	Cardinal Directions as Adjectives	Mapping Out Answers	20	Medium	Application	Visual-Spatial
12.3c	169	Cardinal Directions as Adjectives	Home Again	15	Medium	Synthesis	Visual-Spatial
12.3d	170	Journal Activity–Learning Something New	Learning Something New				
12.4a	172	Celebrating Holidays	Reasons to Celebrate	5	Medium	Analysis	Naturalist
12.4a	172	Celebrating Holidays	Business Trips	15	Medium	Analysis	Verbal-Linguistic
12.4a	173	Celebrating Holidays	Holiday Planning	10	Medium	Analysis	Verbal-Linguistic
12.4a	173	Celebrating Holidays	Nightly Newscast	15			
12.4b	174	Describing Religions	Music and Religion	15	Medium	Comprehension	Musical-Rhythmic
12.4b	174	Describing Religions	Religious Holidays	15	Medium	Analysis	Visual-Spatial
12.4b	175	Describing Religions	Celebrations	15	Medium	Synthesis	Verbal-Linguistic
12.4b	175	Describing Religions	Nightly Newscast	15			
12.4c	176	Readiness	Are You Ready?	5	Easy	Application	Verbal-Linguistic
12.4c	176	Readiness	Questions to the Answer	20	Medium	Analysis	Interpersonal
12.4c	177	Readiness	Parades of the Past	10	Medium	Synthesis	Intrapersonal
12.4c	177	Readiness	Nightly Newscast	15			
12.4d	178	Review	In-Class Activity–Festival Flyers	30			
12.4d	178	Review	Out-of-Class Activity–Family Celebrations				
12.4e	179	Journal Activity–Favorite Holiday	Favorite Holiday				
12.4f	180	Latin American Cultural Activity–Carnaval	Carnaval	45	Moderate	Synthesis	Verbal-Linguistic
12.5a	182	Enrichment Activity–Inventions	Inventions				
12.5b	183	Focused Activity–Vocabulary Roles	Vocabulary Roles	25	Easy		
12.5c	184	Focused Activity–Speaking Answers	Speaking Answers	25	Easy		
12.5d	185	Focused Activity–Active Grammar	Active Grammar	25	Easy		
12.5e	186	Focused Activity–Listening for Cultures	Listening for Cultures	25	Easy		
12.5f	187	Level 3 Review: Nightly Newscast–Part 1	Nightly Newscast–Part 1	45			
12.5g	188	Level 3 Review: Nightly Newscast–Part 2	Nightly Newscast–Part 2	45			

Word Lists

Spanish (Latin America) – Level 3



Education



Unit 9 Word Lists

Unit 9 Lesson 1

agarrar
arreglar
la cerca
difícil
fácil
funcionar
el jardín
juntos
parecer (se)
la piscina
por encima de
saltar
subirse
tirar

Unit 9 Lesson 2

la alfombra
aspirar
bañarse
la bañera
barrer
la basura
la cocina
el cubo de la
 basura
la ducha
 ducharse
la encimera
el lavabo
el lavaplatos
limpiar
lleno
ordenar
el piso
el refrigerador
sacar
el sofá
el techo
vacío
la vajilla
volver (ue)

Unit 9 Lesson 3

a veces
alguien
amargo
el ejercicio
el equipo
fuerte
hacer ejercicio
hago (hacer)
irse
el lugar
nunca
otro
practicar
salgo (salir)
siempre
vez/veces
el violín

Unit 9 Lesson 4

la boca
el brazo
la cabeza
caerse
cayó (caer)
el codo
cuidado
doler (ue)
el estómago
los grados
lastimarse
la nariz
el ojo
la oreja
pasar
la pierna
¿Qué pasa/pasó?
la rodilla
salir
la temperatura
tener cuidado
ten (tener)
tenga (tener)
la venda

Unit 10 Word Lists

Unit 10 Lesson 1

aunque	construye
la fiebre	(construir)
ganar	el continente
nada	dar condolencia
nadie	esperar
perder (ie)	Europa
probablemente	las felicitaciones
si	el funeral
suficiente	llegue (llegar)
todo	hace días/
todos	meses/
toque (tocar)	años

Unit 10 Lesson 2

África	morir (ue, u)
América del	nacer
Norte	pensar (ie)
América del Sur	pronto
la Antártida	sea (ser)
Asia	sobre
la boda	tener miedo
casado	ya
casarse	
construir	

Unit 10 Lesson 3

Alemania	el Reino Unido	peligroso
la arena	retrasado	el pingüino
la caja	saldrá (salir)	la rana
crecer	la selva	la serpiente
el desierto	sostener (ie)	el tiburón
decir (i)	sostengo	el tigre
dije (decir)	(sostener)	tocar
entre	el sur	tuyo
el este	suyo	la vaca
el fuego		volar (ue)
el hielo		

el Océano Ártico
el Océano
Atlántico
el Océano Índico
el Océano
Pacífico
el manzano
mío
el naranjo
el norte
el oeste
el pino
la planta

Unit 10 Lesson 4

el ave
la ballena
caliente
el camello
el elefante
feo
hermoso
el insecto
el mono
la oveja
el pollo
el pájaro
el pato

Unit 11 Word Lists

Unit 11 Lesson 1

aburrido
apropiado
conocer (se)
conozco (conocer)
correcto
creer
donde
enviar
estén (estar)
ha (haber)
haber (haber)
han (haber)
has (haber)
he (haber)
hemos (haber)
importante
incorrecto
interesante
leído
ningún
el novio/la novia
ti

Unit 11 Lesson 2

así
el cajero
automático
cambiar
cortés
des (dar)
el descuento
el espacio
hubiera (haber)
llevar
el maletín
meter
la mochila
la moneda
el mostrador
poco
podría (poder)
próximo
sólo
tendré (tener)
tuviera (tener)
las vacaciones
yen

Unit 11 Lesson 3

casi
el centímetro
contar (ue)
cortar
cuadrado
de alto
de ancho
de largo
entero
el kilo
medio
medir (i)
el metro
la mitad
otro
pararse
la pared
el pedazo
pesar
la pizza
por
por lo menos
el queso
redondo

suficientemente
tan como/
tanto como
la tarta
el tercio

Unit 11 Lesson 4

agregar
agregue (agregar)
el alicate
la balanza
la banana
la cinta adhesiva
el clavo
congelado
el destornillador
elegir (i)
elijo (elegir)
fresco
frío
el gramo
la harina
la hoja de papel
el horno

la huerta
el lápiz/los lápices
los lentes
la linterna
la llave
maduro
el martillo
el mililitro
la pasta
podrido
la regla
el termómetro
la tijera
el tomate
el tornillo
usar

Unit 12 Word Lists

Unit 12 Lesson 1

alemán
americano
australiano
la bandera
brasileño
la comida
chino
dirán (decir)
egipcio
las elecciones
francés
hindú
India
la Internet
italiano
japonés
mexicano
el ministro/
la ministra
norteamericano
la noticia
las noticias
el presidente/
la presidenta

el primer ministro
la revista
el rey/la reina
ruso
saludar
el soldado
votar

Unit 12 Lesson 2

el cartel
Centro América
la compañía
descubierto
¿En serio?
escrito
estar de acuerdo
hecho
el hombre/la mujer
de negocios
el idioma
llamada
la mayoría
también
tuvo (tener)

Unit 12 Lesson 3

acordarse (ue)
alguna vez
aprender
atrasado
de nuevo
desde
estuve (estar)
olvidar
romper
sido (ser)
verse

Unit 12 Lesson 4

anduvo (andar)
el Año Nuevo
Argentina
budista
celebrar
el comienzo
cristiano
el desfile
el día de fiesta
durante
es hora
judío
listo
musulmán
los negocios
vamos (ir)

Handwriting practice lines consisting of 25 horizontal grey lines.



Samples & Handouts

Spanish (Latin America) – Level 3

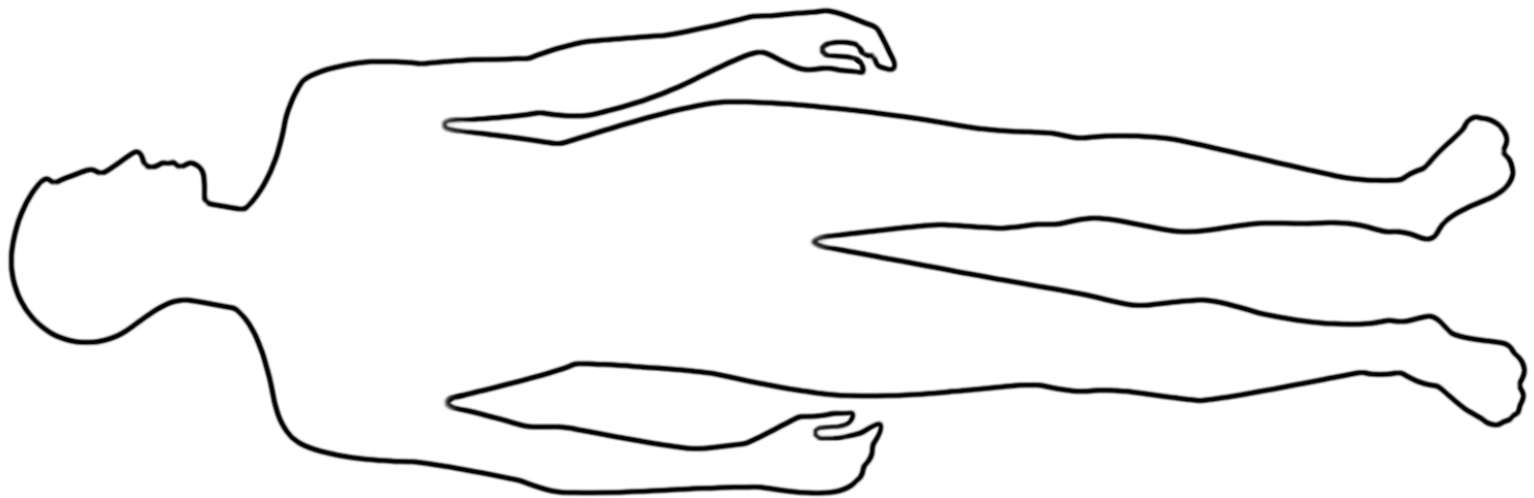


Education



Unit 9, Lesson 3, Appendix A

1. A veces me gusta jugar al fútbol, pero otras veces me gusta jugar al tenis.
2. Mi celular está roto. ¿Alguien en esta tienda puede arreglarlo?
3. Ahora vivo en Nueva York, pero algún día quiero visitar Roma.
4. Tienes algo en la mano, ¿no? ¿Qué es?
5. Le quiero regalar algo a mi amiga, porque ella es muy buena conmigo.
6. Parece que alguien estaba nadando en la piscina. Estas toallas están mojadas.
7. Podemos ir a la playa algún día el mes que viene si quieres.
8. Roberto está enfermo. Alguien debe ir con él al hospital.
9. A veces a los niños les gusta subirse al árbol viejo.
10. Alguien necesita trabajar tarde hoy, porque uno de los empleados no puede venir.
11. El lavabo está muy sucio. Necesitamos algo con qué limpiarlo.
12. Algunas veces salgo temprano del trabajo, pero otras veces salgo tarde.
13. Mi hermano está buscando a alguien para practicar tenis con él.
14. Quiero ir a la luna algún día, pero primero voy a tener que estudiar mucho.
15. Ahora puedo hacer pan, pero algún día también voy a poder hacer tortas.
16. Busco a Juan. ¿Alguien sabe si se fue a su casa?
17. Esto es muy difícil, pero si trabajo y practico mucho, algún día va a ser fácil.
18. Tenemos buen tiempo en el verano, pero a veces hace demasiado calor.
19. Él le compró a su esposa algo muy caro para su cumpleaños.
20. Van a encontrar lo que están buscando algún día.



Unit 9, Lesson 5, Appendix C

José va al hospital porque se lastimó cuando estaba practicando fútbol. Él juega en el equipo de fútbol de la escuela secundaria. Él juega muy bien y es la mejor persona en el equipo. Cuando José estaba corriendo hoy, él se cayó. Ahora le duele la pierna y necesita un médico para que le ponga vendas en la pierna. Su madre lo lleva al hospital. Ella maneja muy rápido. El equipo necesita a José en el partido del sábado y él quiere jugar. José tendrá que tener cuidado después de que el médico le ponga la venda. Él tendrá que caminar lento y tomar el medicamento que el médico le da. El médico no quiere que José juegue al fútbol por dos semanas. José está muy triste porque no podrá jugar en el partido del sábado. Él tendrá que mirar el partido con sus amigos.

Unit 9, Lesson 5, Appendix D

1. ¿Quién lleva a José al hospital?
2. ¿Cómo se lastimó José?
3. ¿Dónde le duele a José?
4. ¿Qué estaba haciendo José cuando se lastimó?
5. ¿Qué le dio el médico a José?
6. ¿Cuándo podrá jugar José?
7. ¿Qué juega José en la escuela secundaria?
8. ¿Es José el mejor o el peor del equipo?
9. ¿Cuándo es el juego?
10. ¿Quién mira el juego con José?

Unit 10, Lesson 3, Appendix A

Copy and cut along lines.

JAPÓN	BRASIL	EGIPTO
FRANCIA	RUSIA	ITALIA
AUSTRALIA	ESPAÑA	ESTADOS UNIDOS
INDIA	TAILANDIA	CHINA
ALEMANIA	CANADÁ	ARABIA SAUDITA
MÉXICO	REINO UNIDO	SUDÁFRICA

Unit 10, Lesson 5, Appendix B



a. un perro con dos colas



b. el viento



c. un perro y un gato



d. un reloj



e. loros



f. dos gotas de agua



g. una cabra



h. un flan



i. un caracol

1. Cuando mi hermana está con sus amigos, hablan como _____.
2. ¡Los gatos se ven iguales! Son como _____.
3. Los trenes en Japón nunca llegan tarde. Son como _____.
4. Los hombres en la montaña están esquiando muy rápido, como _____.
5. Juanita tenía miedo porque nunca había andado en un carro. La primera vez que manejó, estaba como _____.
6. Yo no pienso que el empleado nuevo trabajará aquí por mucho tiempo. Él y el gerente se llevan como _____.
7. Julio y Juan estuvieron en el café por dos horas porque la mesera fue muy lenta como _____.
8. Ayer fue el cumpleaños de Roberto y tuvimos una fiesta. Cuando él llegó, estaba contento, como _____.
9. Cuando el anciano habló sobre los viejos tiempos sin televisión, los niños pensaron que él estaba loco como _____.

Unit 11, Lesson 1, Appendix A

1. Yo _____ (ordenar) mi dormitorio dos veces esta semana.
2. ¿_____ (arreglar) su novio el lavaplatos?
3. Ella no _____ (practicar) tantas veces como ella necesita.
4. Yo _____ (leer) diez libros este año.
5. Ella _____ (enseñar) arte por veinticinco años.
6. Nosotros nos _____ (conocer) por cincuenta años.
7. Mi madre no _____ (comprar) un carro nuevo.
8. ¿_____ (comer) tú el desayuno?
9. ¿Cuántos partidos _____ (ganar) el equipo este año?

Unit 11, Lesson 1, Appendix B

Corazón de la Tierra y la Gente de Maíz

Cuando el mundo maya empezó, sólo había agua. No había luz, **tierra**, plantas, animales o gente. Seis dioses, con **plumas** verdes y azules, vivían en el agua.

Un día, un dios que se llamaba **Corazón** del Cielo bajó del cielo y le dijo a los otros dioses: «Sólo hay agua aquí. Juntos podemos hacer una **Tierra** hermosa. ¿Me podrían ayudar a hacer la Tierra?»

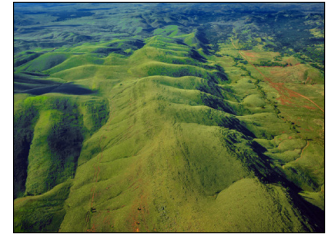
—Sí, te ayudaremos —dijeron los otros dioses, que estaban aburridos de vivir en el agua, y juntos usaron su **magia** para hacer la tierra. Le dieron un corazón a la tierra y la Tierra empezó a vivir. La llamaron: «Corazón de la Tierra».

Pero no había nada en la tierra. Juntos usaron su magia para hacer las plantas en la Tierra. Después, hicieron los animales, y pronto, Corazón de la Tierra tenía muchos colores hermosos, y los sonidos y olores de una nueva vida.

Los dioses estaban contentos y estaban esperando que los animales les dijeran: «¡Gracias!», por su nueva vida, pero los animales no hablaban y no podían adorar a los dioses. No dijeron «gracias».

—Debemos hacer un nuevo animal que tenga un corazón. Él sí va a saber quién le dio la vida, —dijo Corazón del Cielo.

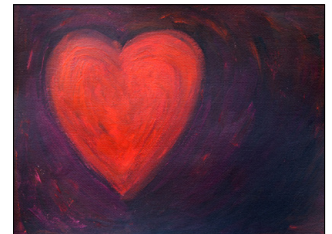
—¡Sí! —dijeron los dioses emplumados—. Haremos gente que pueda hablar y decirnos gracias por hacer esta hermosa Tierra y darle vida.



tierra



plumas



corazón



Tierra



magia

Unit 11, Lesson 1, Appendix B (continued)

Primero, los dioses hicieron a la gente de **barro**, pero la gente era como los otros animales. No conocían a Corazón del Cielo y no le decían «gracias». Los dioses estaban tristes. Una lluvia grande cayó del cielo y toda la gente de barro murió.

Después, los dioses hicieron gente de madera, pero la gente de madera no tenía corazón y no les dio gracias a los dioses y muchos murieron. Aquellos que no murieron vivieron como monos en los árboles.

—¿Qué podemos usar para hacer gente con un corazón?—se preguntaron los dioses.

Después de un tiempo, Corazón de la Tierra dijo: «El **maíz** es una planta muy especial que crece fuerte en el sol. Debemos hacer hombres y mujeres de maíz blanco y amarillo».

A los dioses les gustó esto y juntos usaron su magia para hacer gente de maíz. La nueva gente tenía un corazón, y entendía quién la hizo. La gente les dio gracias y **regalos** a los dioses. Los dioses estaban muy contentos con Corazón de la Tierra y la Gente de Maíz, que ha vivido allí por mucho tiempo.



barro



maíz



regalo

Unit 11, Lesson 1, Appendix C

El Águila y la Serpiente

Hace casi 700 años que los aztecas se fueron de sus casas cerca del Lago Aztlán, en México, buscando un mejor lugar para vivir. Vivían en una isla en el lago y pescaban para comer. En esos años, la gente tenía que pagarle dinero a los hombres del **rey** de Aztlán, y los aztecas usaban pescados para pagarle al rey, pero no les gustaba trabajar para el rey.

Un día, su dios, que se llamaba Huitzilopochtli, dijo: «Ustedes van a tener una ciudad hermosa y no tendrán que pagarle a nadie. Caminen hacia el sur y cuando vean un **águila** parada en un **cactus** que está comiendo una serpiente, allí tendrán que construir su ciudad».

Los aztecas empezaron a caminar hacia el sur. Caminaron por muchos años, vivieron en muchos lugares, y conocieron a muchas personas. Un día, llegaron al centro de México, donde había un lago entre las montañas, y donde crecían muchos árboles y plantas. Mucha gente ya vivía en una ciudad grande llamada Azcapotzalco, cerca del Lago Texcoco, en el **Valle** de México.

Pero la gente vio que los aztecas no tenían casas o qué comer. Nadie los quería en su ciudad. El rey de Azcapotzalco dijo que podían quedarse en el valle, pero tenían que vivir en un lugar donde las plantas no crecían bien y vivían muchas serpientes. El rey pensaba que los aztecas tendrían miedo de las serpientes y se irían del valle, ¡pero los aztecas comieron las serpientes!

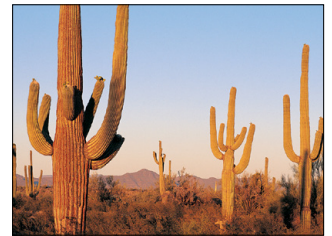
El Lago de Texcoco tenía muchas islas de **rocas** en el centro del agua. Un día, algunos hombres aztecas estaban caminando por el lago, cuando un hombre vio algo.



rey



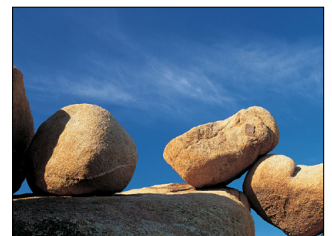
águila



cactus



valle



rocas

Unit 11, Lesson 1, Appendix C (continued)

—¡Miren!, —dijo él—. ¡En esta isla hay un águila parada en un cactus, y está comiendo una serpiente!

—Los hombres miraron el águila que mientras comía la serpiente, los miraba y parecía que decía: «Aquí, aquí construirán su ciudad».

Pero el cactus estaba sobre las rocas de una pequeña isla en ese lago grande. ¿Cómo iban los aztecas a construir una ciudad allí? Nadie sabía, pero tenían que hacer lo que Huitzilopochtli dijo, y empezaron a trabajar. Primero, construyeron casas, y usaron **canoas** para ir de isla en isla. Construyeron chinampas, islas que estaban sobre el agua, pero que no tocaban el piso, y donde crecían flores y plantas, como el **maíz**, frijoles y **calabaza**.

Pronto, los aztecas construyeron la ciudad más grande y hermosa en el Valle de México, y las personas que vivían en ciudades cerca y lejos de ellos tuvieron que pagarles con maíz, chocolate y **plumas**. La ciudad creció en el lago y en el centro de la ciudad construyeron un templo grande para Huitzilopochtli. Por último, llamaron a su ciudad Tenochtitlán, pero hoy se conoce como la Ciudad de México. Su centro es el mismo lugar donde el hombre azteca vio el águila parada en el cactus comiendo una serpiente.



canoas



maíz



calabaza



plumas

Unit 11, Lesson 2, Appendix D

1. ¿Su equipo _____ (ganar) el partido si él agarrara la pelota?
2. Si usted fuera al centro, _____ (ver) la estatua.
3. Ella no _____ (tener) hambre si ella comiera un sándwich.
4. Si yo tuviera un libro, _____ (ser) más interesante estar aquí.
5. Si tú ordenaras tu dormitorio, probablemente _____ (encontrar) tus llaves.
6. ¿_____ (jugar) un partido conmigo si yo ordenara tu dormitorio?
7. Yo _____ (llevar) tu cámara si tuviera espacio en mi mochila.
8. ¿_____ (estar) ellos mojados si tuvieran un paraguas?
9. Si hubiera un cajero automático cerca de aquí, yo _____ (tener) efectivo.
10. Él no _____ (tener) que caminar si tuviera un carro.
11. Si nosotros tuviéramos boletos, _____ (poder) mirar el partido.
12. Si ella tuviera más dinero, le _____ (comprar) un reloj pulsera a su esposo.
13. ¿_____ (ser) cortés hablar por teléfono si tú estuvieras en la biblioteca?
14. Si tuviera más espacio en mi maleta, yo _____ (meter) tu vestido negro en ella.
15. Si una persona mayor subiera en el subterráneo, _____ (ser) cortés darle tu asiento.
16. Yo _____ (poder) llevar tus libros si tuviera una mochila más grande.

Unit 11, Lesson 5, Appendix E

1. Hace cincuenta años que nos (conocido/conocemos).
2. Yo ya he (limpiar/limpiado) mi cuarto dos veces esta semana.
3. (Si/Sí) yo tengo suficiente dinero, compraré una bicicleta nueva.
4. (Si/Sí) él tuviera un carro, él no (tengo/tendría) que caminar al trabajo.
5. A mí me gustan (muchos/algo) tipos de verduras, pero a mi hermano (sólo/sobre) le gustan las zanahorias.
6. La balanza está (a la/sobre/en) el supermercado.
7. La balanza está (a la/sobre/en) nuestro baño.
8. ¿(Cuántos/cuántas) pedazos de pizza quieres?
9. Quiero tanta leche (que/como) tienes tú.

Unit 11, Lesson 5, Appendix F

Example: Este pollo cuesta menos que la pizza.

Esta manzana pesa menos que la pizza.

1. Esta es la pelota correcta para jugar al fútbol.

_____.

2. Ella no cree que su novio cocine bien.

_____.

3. Los alumnos llevan mochilas.

_____.

4. Si tuvieran paraguas, no estarían mojados.

_____.

5. Esta persona pesa 62 kilos.

_____.

6. Nuestra mesa mide un metro de largo por un metro y medio de ancho.

_____.

7. Ellos están usando tijera y cinta adhesiva para arreglar el mapa.

_____.

8. Cocine la torta en el horno a ciento ochenta grados.

_____.

Unit 12, Lesson 3, Appendix A

Copy and cut along lines.

¿Te acuerdas dónde compraste esto?	Sí, me acuerdo. Lo compramos en Alemania.
¿Te acordaste cómo llegar a la casa de Maria?	No, lo olvidé. Usé el mapa en mi teléfono.
¿Te acuerdas cuándo nació tu hermana?	Sí, me acuerdo. Sólo pesó dos kilos.
¿Te acuerdas cómo se llama tu primera maestra?	No, lo olvidé. Se casó, y ahora se llama algo diferente.
¿Te acuerdas dónde tenemos una reserva en París?	Sí, me acuerdo. Es en el Hotel Eiffel.
¿Te acordaste de votar en las elecciones ayer?	Sí, me acordé. ¡La persona por quien voté ganó!
¿Te acuerdas sobre qué era la película?	No, lo olvidé. Fue aburrida y muy larga.
¿Te acordaste de mirar si las ventanas estaban cerradas antes de salir de la casa?	Sí, me acordé. Hoy va a llover.
¿Te acordaste de ponerle sal a la sopa?	No, lo olvidé. Por favor, pruébala y ponle un poco de sal.
¿Te acuerdas de los colores de la bandera mexicana?	Sí, me acuerdo. Son rojo, blanco, y verde.
¿Te acuerdas cómo se llama el esposo de Anya?	No, lo olvidé. Mi amiga lo conoce muy bien. Le preguntaré a ella.
¿Te acordaste de traer tu almuerzo?	No, lo olvidé. Tendré que comprar un sándwich.

Unit 12, Lesson 3, Appendix B

Copy and cut along lines.

Béisbol

Básquetbol

Fútbol

Los Yankees de Nueva York	Los Ángeles Lakers	Los DC United
Los Gigantes de San Francisco	Los Miami Heat	Los San José Earthquakes
Los Piratas de Pittsburgh	Los Chicago Bulls	Los Houston Dynamo
Los Marineros de Seattle	Los San Antonio Spurs	Los Portland Timbers
Los Medias Rojas de Boston	Los Utah Jazz	Los Colorado Rapids
Los Orioles de Baltimore	Los Celtas de Boston	Los Cincinnati Kings
Los Cardenales de San Luis	Los Atlanta Hawks	Los Sporting Kansas City

Unit 12, Lesson 4, Appendix C

Copy and cut along lines.

leer papeles importantes	almorzar en la playa	llevar un maletín
visitar una compañía	ir de compras	almorzar con una mujer de negocios
llevar un traje	llevar un traje de baño	llevar una mochila
usar una laptop	ir a esquiar	ir a acampar en la selva
llamar a un hombre de negocios	visitar un museo	llamar a tu gerente
vender algo	comer comida nueva	subir a un velero
visitar una fábrica	saluda a tus amigos	ver la oficina
cambiar dinero	dormir tarde	llevar sandalias

Unit 12, Lesson 5, Appendix D

Estudiante 1: ¿Votaste en las elecciones?

Estudiante 2: Sí, voté por Isabel Machado para presidente.

Estudiante 1: Bien. Voté por Esteban Rivera para presidente. Él fue un soldado.

Estudiante 1: ¿Has comido comida hindú?

Estudiante 2: Sí, la he comido. No me gusta tanto como la comida china.

Estudiante 1: ¡A mí sí! Me gusta la comida hindú porque es picante.

Estudiante 1: ¿Cuántos idiomas hablas?

Estudiante 2: Hablo español y alemán, y ahora estoy aprendiendo inglés.

Estudiante 1: Yo también estoy aprendiendo inglés, pero también estoy estudiando japonés.

Estudiante 1: ¿Hay un primer ministro en su país?

Estudiante 2: No, tenemos un presidente. ¿Tiene su país un rey y una reina?

Estudiante 1: No, también tenemos un presidente. Es elegido cada cuatro años.

Estudiante 1: Creo que México tiene una fiesta cristiana grande el cinco de mayo.

Estudiante 2: No estoy de acuerdo. Es un día de fiesta de la ciudad mexicana de Puebla, pero no es una fiesta cristiana.

Estudiante 1: ¡Correcto! Ahora me acuerdo. Fue una lucha entre los mexicanos y los franceses en 1862.

Estudiante 1: Están celebrando un día de fiesta en el templo budista esta noche. ¿Quieres ir?

Estudiante 2: Sí, pero está en el norte de la ciudad. Eso es muy lejos. ¿Tienes un carro?

Estudiante 1: No, vamos a tener que tomar un tren o un taxi.

Estudiante 1: Mi hermana ha sido una mujer de negocios desde el 2012, cuando terminó la universidad.

Estudiante 2: ¿En serio? Pensé que era más joven que Joel, pero él empezó a trabajar en el 2013.

Estudiante 1: Tal vez ellos nacieron el mismo año. No sé muy bien.



Education

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