

Teacher's Guide



Education

Spanish (Latin America) – Level 4



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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.

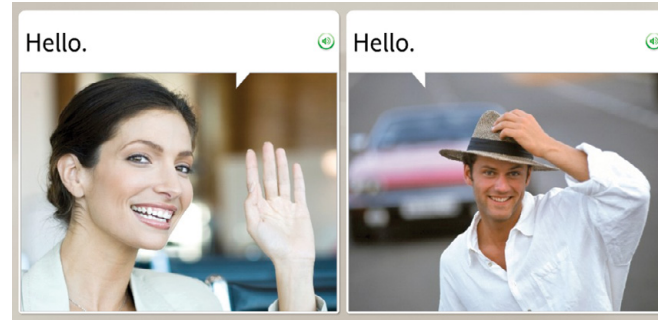
About Rosetta Stone, Inc.

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.

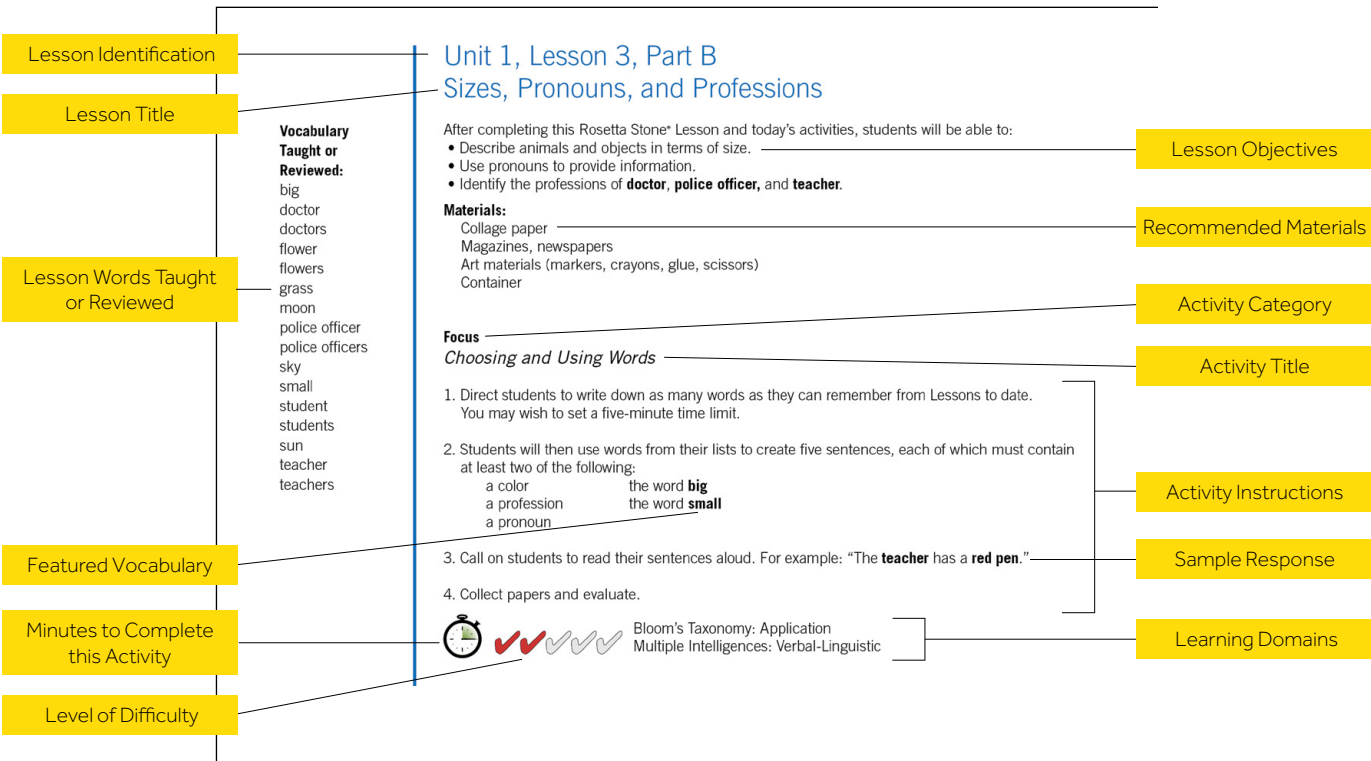


Inside the Teacher's Guide

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

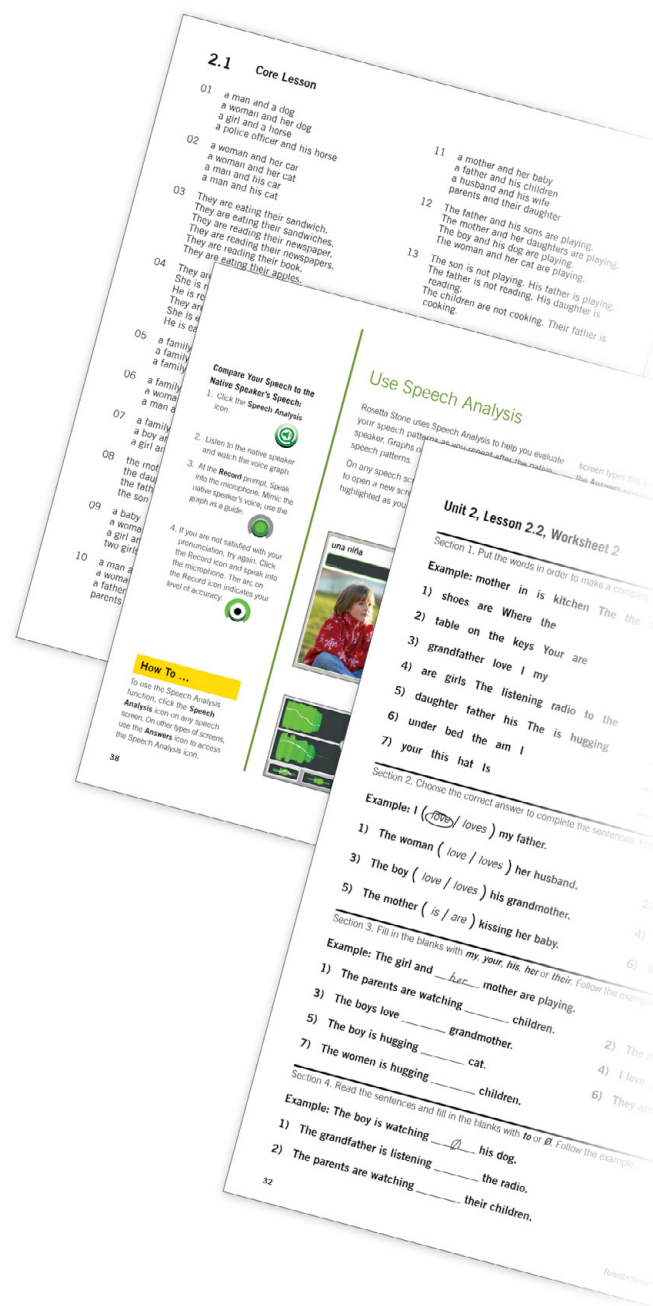
The *Course Content* details the content of each Lesson, as presented in the software, and includes an index to all words in the program. This valuable reference allows you to see at a glance what your students are learning as they work on Lessons at the computer, and it enables you to incorporate Rosetta 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.

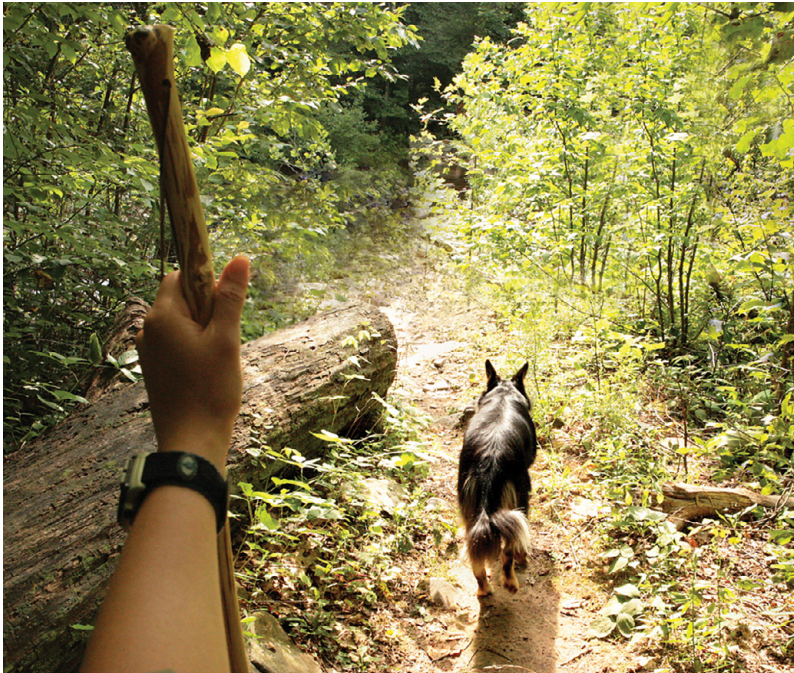
To make language learning more personal, encourage students to use their language skills in their communities, with English-speaking neighbors and friends, for example. Language use in real-life settings will reinforce Lesson concepts. As students successfully use their language skills outside the classroom, 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 13

Tourism

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Unit 13: Tourism

Introduction to Unit 13

This first Unit in Level 4 of the Rosetta Stone® *Teacher's Guide* features Lessons that challenge students to expand upon their command of vocabulary, sentence construction, usage, and written and verbal communication skills. Students are now ready for more complex activities than previously encountered—assignments that require critical thinking about how to bring together the elements of the Spanish language they have learned and apply them to real-life situations. This Unit's tourism theme is the backdrop against which learners will practice these skills, with intertwined sub-themes including travel planning, visits to art museums and gift shops, and dining in restaurants.

Teaching Unit 13

Your students have advanced to Level 4 because they have a firm grasp of many of the basic patterns of the Spanish language. Now, learners are likely to be increasingly curious about why the language works the way it does, and they will call on you to answer their queries. You can best help by modeling ways of speaking or writing that convey, for example, fine shades of meaning or alternate ways of expressing a single idea in a variety of social situations. This is a good stage in your students' language learning to elevate class discussions to a higher level, one that encourages students to express themselves in more eloquent ways than in the past, and that welcomes their opinions about a wide range of topics.

Lesson 1a: Where Should We Go?

Maps always intrigue students, so today's Lesson will be especially fun for those who have lived in or dreamed of traveling to other countries. Using a world map to guide them, learners will learn about Latin American tourist destinations, practice talking and writing about their favorite destinations, modes of travel, guidebook information, and what they want and need when traveling.

Lesson 1b: Travel Brochures

Today's activities give the future travel agents or tour guides in your classroom a chance to practice skills they might use someday in their careers. Your students will review travel brochures and guidebooks in order to answer questions about destination facts, and then will work in groups to create their own brochures about historic landmarks that are open to tourists.

Lesson 1c: Going Places

It's field-trip time! This activity aims to provide students with information regarding the different Latin American Spanish-speaking countries. After discussing advantages and disadvantages of going on a field trip to the

different countries, your students will select a Latin American country they would like to visit. Learners will also use tourism vocabulary to create a detailed itinerary based on information they discover through research. As a take-home assignment, learners will write an essay about their experiences on the imaginary field trip.

Lesson 1d: Journal Activity—Plan a Tour

Journal activities at the end of each Lesson in the *Teacher's Guide* give learners writing practice and call on their imaginations. Today, students will reflect in their journals about the particulars of an imaginary trip they are planning.

Lesson 2a: What Should We Do Today?

Everyone has preferences among indoor and outdoor activities, and this Lesson will challenge learners to review learned vocabulary when referring to these kinds of activities. Students will also be encouraged to express their likes and dislikes using newly learned words such as **divertir** and **aburrir**. Your learners will also create and perform scripted dialogues about what they want to do on a given day.

Lesson 2b: Loud and Quiet

Filling in charts and other graphic organizers is an excellent way to tap into students' naturalist intelligence—one of the Multiple Intelligences identified by Howard Gardner (see the **Introduction**). Today, your students will collectively assign nouns to appropriate spaces on a chart, based on whether they represent a vehicle or place that is typically **silencioso** or **ruidoso**.

Lesson 2c: How Do I Get There?

With city maps in hand, pairs of learners will take turns asking for and giving directions to and from local landmarks, such as restaurants, museums, and parks. After you pose questions about their chosen destinations, students will respond in writing.

Lesson 2d: Review

Travel and nature magazines that you bring to class provide photos that students will use to create colorful, captioned booklets about their dream vacation in a Spanish-speaking country in Latin America. The assignment carries over to students' homes, where they will share their booklets with a family member or friend and interview them about their own dream vacation.

Lesson 2e: Journal Activity—Directions

Being able to accurately explain how to get from one place to another is a useful skill for everyone. Today, in their journals, learners will write directions from their home to school, using travel and location vocabulary.

Lesson 3a: Describing Art

Famous sculptures, paintings, books, and music—and the artists who created them—are the focal points today as student groups conduct research and prepare presentations about types of artistic accomplishments associated with various centuries.

Lesson 3b: Displaying Art

With an art museum as the imaginary venue for this Lesson, your class will use tourism and shopping vocabulary to prepare and perform a scripted scenario about a visit to an art museum. Next, after creating postcards featuring artwork from the museum, students will address the cards and write a brief note to a friend or family member.

Lesson 3c: Favorites and Exploring Options

For starters today, students will choose appropriate vocabulary words to fill in incomplete sentences that describe problems and offer solutions using the vocabulary words **así que** and **en lugar de eso**. You will then challenge your learners to write about and discuss their personal favorites in the categories of leisure activities, colors, food, sports, and types of animals.

Lesson 3d: Journal Activity–Appreciating Art

Students become art critics today as they peruse magazines, textbooks, or websites to find an image of a favorite piece of art and then write in their journals about why it appeals to them.

Lesson 3e: International Cultural Activity–The World of Art

Your classroom will be transformed into an art gallery as students immerse themselves in this hands-on activity that allows them to explore the world of artists and their creations. Provide plenty of art materials and art magazines, museum brochures, and catalogs that learners can use to assemble displays of artwork that will be the focal points of fact-filled presentations they make to their peers. Extend this widely encompassing activity by exhibiting the displays and students' notes elsewhere in your school for others to enjoy.

Lesson 3f: What Happened Next?

A trip to the museum gives students an opportunity to hone their listening comprehension skills as they hear versions of a story with a missing paragraph. Which version tells what really happened next?

Lesson 4a: Restaurant Etiquette

Taste-tempting menus—complete with prices and descriptions of appetizers, entrées, desserts, and beverages—serve as tools for students to practice using restaurant and food vocabulary. Learners will also be calculating meal costs and tips.

Lesson 4b: Restaurant Offerings

Encourage groups of learners to let their culinary imaginations run free as they create restaurant menus describing a wide variety of food selections and their prices. Follow up with a class discussion about the differences between eating a meal at home and dining out at a restaurant.

Lesson 4c: Restaurant Role-Playing

This Lesson promises to be chock full of surprises and classroom audience applause. Today, your students will have fun playing *Tic-Tac-Toe* and enjoy taking on the roles of restaurant guests and wait staff interacting during an impromptu dining scenario. The only props learners will need are menus, notepads, and their imaginations.

Lesson 4d: Review

Have students enjoy this word-bidding game while revisiting the vocabulary they learned in this Unit. Later, outside of class, learners will create a food journal detailing all the foods they eat during their next breakfast, lunch, and dinner.

Lesson 4e: Journal Activity–Dining Options

For this journal-writing assignment, learners will describe the reasons for their preferred dining choice—going to a restaurant, buying carry-out food, or eating a home-cooked meal.

Lesson 4f: Latin American Cultural Activity–Tours of Cities

Nothing compares to the exhilaration of exploring a Latin American country for the first time. Students will have a classroom mini-version of that opportunity as they research and then present armchair-traveler information about a Latin American city—specifically highlighting landmarks, special events, and restaurants.

Lesson 5a: Focused Activity–Tourism Vocabulary

Have students play the roles of managers and assistants at Rosetta Stone and talk about an imaginary trip to release the latest product in a Latin American city. Encourage students to complete a dialogue using Unit vocabulary to discuss where they are going and what they will be doing.

Lesson 5b: Focused Activity–Let's Listen

Bingo is always a big hit with learners, and this listening-for-words version will be no exception in your class today. As you read sentences aloud, students must listen attentively until they hear words on their cards and cover them with *Bingo* chips.

Lesson 5c: Focused Activity–Speaking of Dialogues

Two scripts with dialogue about travel and restaurant scenarios provide the structure for students to practice reading and speaking their new language with a partner and for the class as a whole.

Grammar & Usage

Unit 13, Lesson 1

Subject-Verb Agreement in Questions

Remind students that subjects and verbs must agree in number. Explain that this is true even when the verb precedes the subject, as it does in questions.

¿Cuál **es** el **horario** de los museos?

El **horario** del museo **es** de 10 de la mañana a 6 de la tarde.

¿Cuánto **cuestan** las **entradas** para el concierto?

Mi **entrada** para el concierto **costó** treinta euros.

Use a singular verb even when multiple actions are the subject of the sentence.

¿Cuánto **cuesta visitar** el zoológico y **entrar** al museo?

¿Cuánto **cuesta entrar** al castillo y **hacer** una visita guiada?

Remind your students that in Spanish, certain interrogative pronouns must agree with the gender and/or number of the subject.

Gender only

¿**Cuánto dinero** necesitamos para el viaje?

¿**Cuánta lluvia** cayó anoche?

Gender and number

¿**Cuántas mujeres** fueron al palacio?

Number only

¿**Quiénes** son los **guías** del grupo?

¿**Cuáles folletos** necesitas para hoy?





Prepositions for Traveling

Discuss with learners some of the prepositions associated with traveling. Using the appropriate preposition eliminates confusion.

Para indicates movement toward a destination (*to*), intention (*in order to*), approximate time, or temporal limit (deadline).

Ella viajó **para** (*to*) Argentina ayer. Vamos **para** Francia el mes que viene.

Tomamos el subterráneo **para** ir (*in order to*) al museo.

Ella quiere algo **para** (*to*) beber. Hice una torta **para** tu cumpleaños.

No puedo ir a las ruinas ese mes porque **para** (*by*) junio estaré en Chile.

Para also indicates intended destination, target, or recipient, a condition or state, or a comparison.

El regalo es **para** ella.

Estamos haciendo cola **para** votar. Estoy suficientemente alto como **para** andar en bicicleta.

El mes de marzo fue malo **para** el turismo en México.

Las mujeres trabajan **para** el museo.

Por indicates mode of transportation (*by*); travel *through, along or down*; *for or during* (time); *in exchange for*; or *instead of*.

Llegamos **por** (*by*) barco. (**En** may also be used interchangeably in most situations.)

Anduvimos **por** (*along, down*) la Avenida San Juan **por** (*for*) una hora.

Caminamos **por** (*through*) el parque.

Pagué cinco dólares **por** (*in exchange for*) el libro. Te doy mi manzana **por** tu postre.

Por can also indicate a space of time or a motive.

Ellos trabajan **por** la noche. Viajaré a Chile **por** tres semanas.

¿**Por** qué viajaron aquí? Estamos aquí **por** negocios.

De indicates a starting point, origin, beginning of a timed event, or direction.

Ella viajó **de** España a Puerto Rico.

Julia es **de** Guatemala.

El horario del palacio es **de** 9 de la mañana a 5 de la tarde.

En indicates a position within a boundary, such as a geographic area, building, or time period. It is also used with modes of transportation.

Ella está viajando **en** India. Las ruinas están **en** la selva.

El guía trabaja **en** el museo de arte.

Siempre viajan **en** carro en la primavera.

Another useful way to describe a position or location is to use the adverb **cerca** + the preposition **de**. Together they mean *near*.

El hombre está sentado **cerca de** un templo.

El Castillo está **cerca del** océano.

¿El museo está **cerca de** la biblioteca?



**Vocabulary
Taught or
Reviewed:**

el castillo
la catedral
el folleto
la guía del viajero
el palacio
las ruinas
el sitio web
el turista
viajar
la visita guiada

Unit 13, Lesson 1, Part A

Where Should We Go?

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

- Use the terms **Quiero** and **Necesito** to talk about places, modes of travel, and travel necessities.
- Select travel destinations based on information about weather, prices, and hours of operation.

Materials:

World map
Sticky notes with the names of Latin American cities
Travel brochures for Latin American cities
Copies of script template, one per group (see **Appendix A**)

Jump Start

Travel Tips

Prepare Ahead:

- Use the world map for this activity.
- Label sticky notes with the names of the Latin American cities assigned.

1. Place students in groups of four, one group per destination city.
2. Draw three columns on the board with the following headings:
Quiero ir a...
Viajaré en...
Necesito llevar...
3. Display a map of the world. Ask a member of each group to place his sticky note in the appropriate location on the map. Remind students of vocabulary learned in this and previous Lessons by discussing details related to the column headings. For example:
Quiero ir a...
Talk about the names of continents, countries, and cities, as well as landmarks in the assigned destinations.
Viajaré en...
Talk about the modes of transportation students would use to travel to these destinations from their homes.
Necesito llevar...
Talk about travel items such as a passport, suitcase, backpack, map, toothbrush, toothpaste, and seasonal clothing.



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





Vocabulary

Taught or Reviewed:

antiguo/-a
aquí tiene
costar (ue)
decir (i)
el folleto
la guía del viajero
el sitio web

Unit 13, Lesson 1, Part B Travel Brochures

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

- Share details about countries and cities, using travel terms.
- Talk with peers about a travel brochure they created.

Materials:

Travel brochures, guidebooks, and magazines, one per student
Legal-size (or larger) paper, one sheet per group
Art materials

Skill Sharpener

What Does It Say?

Prepare Ahead:

- Have brochures, guidebooks, and magazines available for each student.

1. Distribute travel resources and ask students to review the materials while you write questions such as the following on the board:

¿Es un país grande?

¿Cuántas personas viven en ese país?

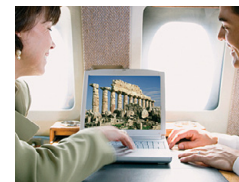
¿Cuáles son algunas de las ciudades de ese país?

¿Cómo se llaman el rey, la reina, el primer ministro o el presidente del país?

2. After several minutes, call on volunteers to share what they have learned with the class. Encourage learners to use statements such as: "La guía del viajero dice ____."



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

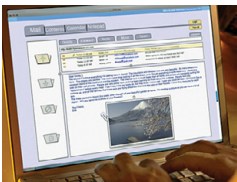




Stretching the Imagination Creating a Travel Brochure

Prepare Ahead:

- Have sheets of paper and art materials available for each group.



1. Divide the class into groups of three or four students. Instruct each group to research a historic landmark that is open to the public. Learners should use the Internet and library resources to find details of interest to tourists who visit their landmark. For example, students could write about its historical significance, physical and mailing addresses, hours and days of operation, and the price of admission.
2. Have students use context and other strategies to determine pronunciation and meaning of unknown words they come across, and confirm using print and online resources.
3. Distribute paper and art materials, and instruct each group to create a brochure that presents information in clear, interesting, and eye-catching ways. Encourage students to use visuals from the Internet, print resources, and their original artwork to illustrate the publication.



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

Assessment Share with the Class

1. Have learners present their brochures and answer questions from their peers.
2. Collect brochures, evaluate, and then display them in the classroom.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal



RAISE THE BAR

Inform the groups that there will be time to visit only one historic landmark. They must develop an argument and present claims with reasons why the class should go to their chosen landmark. Advise them to use descriptions and facts, using evidence to make their points in an organized, logical sequence. Students should draw a grid, writing the group name in the first column and the landmark in the second column. Then, while listening to each group's arguments, students write the claims and supporting reasons they heard, noting which claims are supported by evidence. After each group has presented its arguments, vote on which landmark the class will visit.

**Word of
the Day:**
el sitio web

**Vocabulary
Taught or
Reviewed:**

el banco
la biblioteca
el horario
el museo
el palacio
la visita guiada

Unit 13, Lesson 1, Part C

Going Places

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

- Use travel terms to discuss an itinerary for a class field trip.
- Write a sequential essay recounting a virtual field trip, using tourism vocabulary.

Materials:

Large sheets of paper, one per team
Markers

Brainstorm

Field-Trip Ideas

1. Introduce the term **excursión**, then brainstorm with students about where to go on a one-week field trip to a Latin American, Spanish-speaking country. List the suggested places on the board.
2. Lead a class discussion about the ideal place for a field trip. Encourage students to think of the facts one considers before traveling (distance, money, weather conditions). For example:
Argentina está muy lejos.
México es más barato que Chile.
En Colombia hace más calor que en Argentina.
3. Have students vote on the best place to go, based on the discussion.



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

Stretching the Imagination

Planning a Field Trip

Prepare Ahead:

- Have large sheets of paper and markers available for each team.

1. Focusing on the field-trip destination chosen in the previous **Brainstorm** activity, call on students to name the types of information necessary to make the trip a success. Group the ideas into main headings on the board. For example:

Los alumnos se van de la escuela a la/ las: ____ (hora) y llegan a ____ (lugar).

visitas guiadas

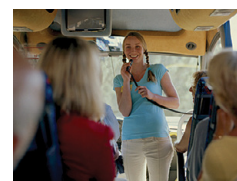
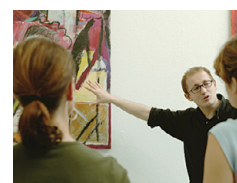
sitio web

dirección de correo electrónico

horario de las visitas guiadas

dinero para las entradas

Los alumnos se van de ____ (lugar) y llegan a la escuela.





2. Divide the class into as many teams as there are headings. Each team should research one of the topics and take notes to share with the class.
3. Ask students to write their findings on the board beneath their respective headings.
4. Explain the concept of an itinerary and display examples on the board or with an overhead projector. Distribute a large sheet of paper and marker to each team. Instruct learners to write a master itinerary for the class field trip, based upon the information listed on the board. Encourage teams to be imaginative as they add details to the plans of the day. Elements and formats of itineraries will vary, but an example is:

Vista Guiada a ____
 __: ____ Los alumnos se van de la escuela.
 __: ____ Los alumnos llegan a ____.
 Horario:
 Entradas: (currency will change according to the place chosen)
 __: ____ Los alumnos se van de ____.
 __: ____ Los alumnos llegan a la escuela.



Bloom's Taxonomy: Application
 Multiple Intelligences: Interpersonal

Assessment Out-of-Class Essay

1. Ask students to begin writing a short essay (to be finished at home) recounting their imaginary field trip. Encourage learners to consider these questions:

¿Cuándo te fuiste de la escuela?	¿Qué viste?
¿A qué hora llegaste a/al ____?	¿Cuándo te fuiste de ____?
¿Cuál es el horario del/ de la ____?	¿A qué hora llegaste a la escuela?
¿Cuánto costaron las entradas?	
2. Collect essays during the next class period and evaluate, paying particular attention to the accuracy of sequential content.



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

**Word of
 the Day:**
 la visita
 guiada

Unit 13, Lesson 1, Part D

Journal Activity–Plan a Tour

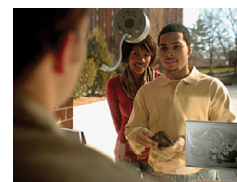
After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Use travel vocabulary to write sentences that outline a trip to a well-known site.

Being Creative

Plan a Tour

1. Ask students to plan, in their journals, a trip to one or more of the sites from this Lesson.
2. Write the following questions on the board, encouraging students to use them as a guide for their journal writing:
 - ¿Adónde quieres ir?
 - ¿Cuándo viajas?
 - ¿Qué vas a hacer allí?
 - ¿Cómo viajas: en avión, en autobús, en carro o en tren?
 - ¿Porqué viajas?
3. Remind students to check their work for word use, correct grammar, spelling, and sentence structure. They should use transition words and phrases for correctly sequencing time, places, and events.



Vocabulary

Taught or

Reviewed:

aburrido/-a

divertir

hacer esquí de fondo

hacer snorkel

ir en trineo

patinar sobre hielo

Unit 13, Lesson 2, Part A

What Should We Do Today?

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

- Use forms of the words **divertir** and **aburrido** to talk about their likes and dislikes among indoor and outdoor activities.
- Coauthor a paragraph about a virtual adventure.

Materials:

Script template, one per group (see **Appendix B**)

Focus and Motivate

Fun Activities

1. Draw the following chart on the board:

Ir	Hacer	Andar	

2. Introduce the term **la actividad**. Ask students to give you examples of activities that use each listed verb, and write their ideas in the appropriate column. Encourage learners to fill the fourth column with activities that use additional verbs. For example:

Ir	Hacer	Andar	
en trineo de excursión	esquí de fondo snorkel	a caballo en bicicleta	patinar sobre hielo esquiar navegar

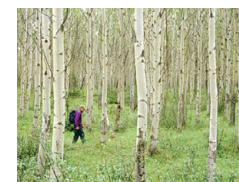
Note that these are only some of the words students know. Remember to elicit as many ideas as possible, as time permits.

3. Conclude the activity by asking questions such as the following, to help students compare the different ventures:

- ¿Cuál es la actividad más peligrosa?
- ¿Qué es más fácil, andar a caballo o andar en bicicleta?
- ¿Cuál actividad es la más difícil?
- ¿Crees que hacer esquí de fondo es más difícil que esquiar?
- ¿Qué actividades puedes hacer en invierno? ¿y en verano?
- ¿Te diviertes haciendo esquí de fondo?



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





Engage Planning an Outing

Prepare Ahead:

- Have a copy of the script template (see Step 2) available for each group.

1. Divide the class into groups of four students.
2. Distribute script templates, and instruct students to fill in the blanks to create their own conversations about an outing they would like to take.

Script template

Alumno 1:	¿Qué deberíamos hacer hoy?
Alumno 2:	Yo quiero ____.
Alumno 3:	Yo quiero ____.
Alumno 4:	Yo quiero ____.
Alumno 1:	Yo quiero ____.
Alumno 2:	No quiero ____ porque ____.
Alumno 3:	No quiero ____.
Alumno 4:	No podemos ____ porque ____.
Alumno 1:	No quiero ir ____.
Alumno 2 (al alumno 3):	¡Vamos a ____!
Alumno 1 (al alumno 4):	¡Vamos a ____!

3. Once students have developed their scripts and rehearsed their conversations, have groups take turns presenting their dialogues to the class. Encourage students to act out the dialogue rather than simply read it aloud.
4. Ask students to keep their scripts for use during the following **Assessment** activity.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

Assessment

What Happened Next?

1. Pair Students 1 and 4 together and Students 2 and 3 together, according to the roles they played in the previous **Engage** activity.
2. Instruct each pair to write a three- to five-sentence paragraph about what their imagined day was like, as they engaged in their chosen activity. Students may use their scripts as a starting point for their paragraphs. Encourage your students to use different subjects as they write their paragraphs (nosotros, María, yo, mis amigos, ellas). For example:
Nosotros hicimos esquí de fondo por un sendero en el bosque. Yo vi la nieve en las montañas, y María vio nieve en los árboles. ¡Nos divertimos haciendo esquí de fondo!

As an option, consider assigning this as a homework activity for students to do individually.



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



**Word of
the Day:**
divertir

Unit 13, Lesson 2, Part B

Loud and Quiet

Vocabulary

Taught or

Reviewed:

el bote de remos

la lancha

la moto

pescar

ruidoso/-a

silencioso/a

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

- Build a chart with nouns from this and previous Lessons that show the difference between **ruidoso** and **silencioso**.
- Identify correct vocabulary through visual cues.

Materials:

Magazine images of people engaged in hiking, snorkeling, sledding, and other activities

Sets of 20 index cards, one set per group

Container (bowl or box for each group)

Slips of paper with activities, approximately 20 per group (see **Appendix C**)

Jump Start

Who Is Having Fun?

Prepare Ahead:

- Use magazine images for this activity.

1. Hold up magazine images and ask: "¿Quiénes de ustedes se divierten haciendo (snorkel, esquí de fondo)?" and "¿Quiénes se aburren (en un trineo, andando en bicicleta)?"
2. After students respond, ask questions such as: "¿Porqué se divierten?" and "¿Porqué se aburren?" Model appropriate responses using complete sentences.



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

Extending the Text

Quiet versus Loud

Prepare Ahead:

- Create identical sets of index cards for each group of four, with one noun per card for a vehicle or place that is typically either **silencioso** or **ruidoso**.

1. Write on the board these terms as the column headings of a chart:
Nunca A veces Siempre
To the left of the columns, list the words **Silencioso** and **Ruidoso** as row headings.
2. Model how to fill in the chart: First, call on volunteers to name something that is never quiet, and then write that noun in the appropriate place—in the *Silencioso* row beneath the *Nunca* heading.





3. Divide the class into groups of four students. Give each group a set of index cards.

4. Ask groups to arrange their nouns according to the categories listed in Step 1 (*Nunca, A veces, Siempre*).

5. When students are finished, lead a class discussion about their choices. Remind them that when something is always loud, it is never quiet—and vice versa. Encourage students to contribute to the discussion in complete sentences.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Naturalist



Assessment Act the Vocabulary

Prepare Ahead:

- Have activity words copied, cut into slips of paper, and placed in the container.

1. Tell students to watch as you silently act out an activity such as ice-skating or cross-country skiing. Ask learners to guess aloud when they think they know the activity you are imitating.
2. Divide the class into four groups of students. Teams 1 and 2 should act and guess with each other, as should Teams 3 and 4.
3. Teams should take turns selecting slips of paper from the container and acting out the selected vocabulary word. Partner teams should try to guess the target words. Circulate around the room to listen for correct word use.



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



**Word of
the Day:**
ruidoso

**Vocabulary
Taught or
Reviewed:**

derecho
el festival
el kilómetro
¿Qué tan lejos...?
seguir (i)
el sendero
tomar

Unit 13, Lesson 2, Part C

How Do I Get There?

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

- Give and receive instructions to peers using direction and location vocabulary.
- Describe, in writing, the details of various destinations.

Materials:

City maps, one per group

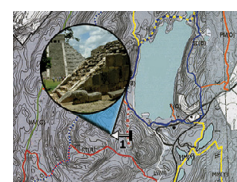
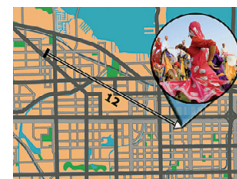
Focus

The Four Seasons

1. Write the four terms for the seasons as column headings on the board (*la primavera, el invierno, el otoño, el verano*). Ask students to think of Lesson vocabulary for activities.
2. Ask a volunteer to name an activity and write it on the board beneath the name of the season it is most closely connected with.
3. As the volunteer sits down, she should call on a second student to write another activity word beneath its corresponding season. Students should continue this pattern as time permits.



Bloom's Taxonomy: Application
Multiple Intelligences: Naturalist



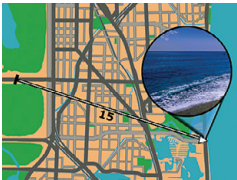


Engage

Giving and Receiving Directions

Prepare Ahead:

- For each pair of students, have city maps available that feature local landmarks such as restaurants, museums, parks, and so on. Maps should also have the same starting point clearly marked.



1. Divide the class into pairs and distribute maps.
2. Students should take turns asking for, and providing, directions to various venues that appear on the map, using vocabulary from this and previous Lessons. All students should begin at the same starting point, which should be marked ahead of time.
3. Encourage students to begin their conversations with "Disculpe, ¿cómo voy...?" Partners should answer with sentences beginning with "Tome..." followed by the street directions. For example, a reply might be: "Tome la calle Silom y camine un kilómetro."
4. Instruct partners to continue asking each other for directions from their first destination to a second, and then from the second to a third, and so on. Circulate around the room and listen for correct word use, sentence structure, and navigation directions.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

Assessment

Details



1. Ask students to each select one destination they discussed in the previous **Engage** activity. Learners should describe it by writing answers to questions you pose that are targeted to the particular destinations featured on their maps. Questions may include:
¿Qué lugar elegiste? Si eliges un restaurante, ¿qué tipo de comida comerías?
Si eliges un parque, ¿qué harías allí?
¿Ese lugar es silencioso o ruidoso?



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

**Word of
the Day:**
el festival

Unit 13, Lesson 2, Part D

Review

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

- Use tourism, direction, and location vocabulary to write a travel booklet with illustrations.
- Interview a family member or friend about his dream vacation and record his answers.

Materials:

Travel and nature magazines (to be cut apart for pictures)
Three-holed paper, several sheets per student
Folders with clips to secure three-holed paper, one per student
Art materials

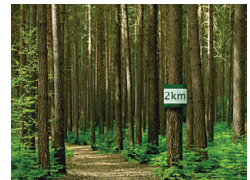
Classroom Community

In-Class Activity–Dream Vacation

Prepare Ahead:

- Use magazines, paper, folders, and art materials for this activity.

1. Have students create a booklet that portrays their dream vacation, using magazine clippings and original drawings for illustration. Encourage students to use Spanish-speaking countries in Latin America as their destinations.
2. Suggest that students write captions and short paragraphs to describe such details as:
 - Lugares
 - Guías del viajero, folletos
 - Castillos, ruinas
 - Ir de excursión, patinar sobre hielo
3. When learners are finished, have them insert the pages into the folders. Display the booklets in your classroom.



Unit 13, Lesson 2, Part E

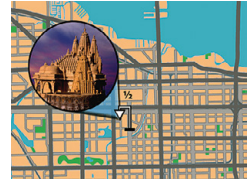
Journal Activity–Directions

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

- Use travel and location vocabulary to write directions from their home to school.

Being Creative Directions

1. Instruct your students to write, in their journals, detailed directions from their home to school.
2. Encourage use of phrases learned in this and previous Lessons. For example:
Tome la calle Independencia hasta la calle Bolívar.
Doble a la derecha en la calle Florida.
Camine hasta la oficina de correos y doble a la derecha.
La escuela está a menos de un kilómetro de mi casa.
3. Remind students that they are using the imperative form, and to use correct sentence structure, word use, grammar, and spelling.
4. Suggest that students draw a map in their journal to illustrate their directions.





Grammar & Usage

Unit 13, Lesson 3

Using *en lugar de eso* to Communicate Options

Show students the phrase **en lugar de eso** and explain that it is an adverbial expression that communicates an alternate possibility or another choice when facing a problem. Discuss some examples that use **en lugar de eso** to indicate another choice.

Iba a andar en bicicleta, pero **en lugar de eso** voy a caminar.

Iba a dibujar la catedral, pero **en lugar de eso** le saqué una foto.

No podemos ir a patinar sobre el hielo, así que **en lugar de eso** vayamos al cine.

El póster era demasiado caro, así que **en lugar de eso** compré postales.

Ser versus *Estar*: Events and Entities

Review with students the use of **ser** and **estar** to properly express the place and time of events and the location of entities.

There are two types of nouns: **eventos** (parties, conferences, presentations, meetings) and **entidades** (palaces, guides, books). Use **ser** when indicating the time and place of an event. Use **estar** when indicating the physical location of an entity.

El concierto **es** en el Palacio Santa Catalina a las 7 de la noche. La fiesta **es** a las 9 de la noche.

La reunión **es** en el edificio Ford. El edificio Ford **está** en la Avenida Santana.

La clase **es** el lunes en la biblioteca. La biblioteca **está** en la universidad.

You may wish to review these other applications of **ser** and **estar**, especially those that present a challenge to learners.

Use **ser** for inherent qualities. Use **estar** for changes or current conditions.

En California el tiempo **es** muy bueno y hace sol, pero hoy **está** nublado.

El pasto **es** verde, pero ahora **está** amarillo porque no ha llovido.

La manzana **es** verde. (the quality of this variety of apple)

La manzana **está** verde, no **está** madura. (the current condition)

El aeropuerto **es** ruidoso. (the usual quality)

El aeropuerto **está** ruidoso hoy. (the unusual condition today)

¿Cómo **estás**? **Estoy** bien, gracias.

Use **ser** for usual or expected qualities. Use **estar** to emphasize unexpected qualities.

El niño **es** alto. (emphasis on the fact)

¡El niño **está** muy alto! (emphasis on surprise at the child's growth)

Note that the distinction is not between temporary and permanent conditions. In the sentence *Está muerto*, **estar** is used not to indicate a temporary condition, but a change in condition.





**Vocabulary
Taught or
Reviewed:**

dibujar
el dibujo
la escultura
pintar
la pintura
la postal
el póster
el siglo

Unit 13, Lesson 3, Part A

Describing Art

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

- Use fine-arts terms to describe creative accomplishments in a given century.
- Work collaboratively to research, write, and report information about artistic achievements.

Materials:

Reference materials detailing the history of fine art
Computers with Internet access

Focus and Motivate

Remember, Write, and Share

1. Ask students to take turns calling out words they remember from this Lesson. List these words on the board and instruct learners to each write a sentence with as many words as possible from the list. For example:

Cuando estaba en la ciudad vi una escultura del siglo veinte, a una mujer que pintaba flores y a un hombre mayor que dibujaba a unos turistas.

2. Have volunteers share their sentences with the class.



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

Extending the Text

Centuries of Artistic Expression

Prepare Ahead:

- Use reference materials and computers for this activity.

1. After reviewing the meaning of the word **siglo**, explain to your students that they will prepare a five-minute presentation about one type of fine art that is associated with an assigned century.





2. Divide the class into groups of four students and assign each group a particular century. Instruct groups to select one of the following topics and compile facts as they relate to their assigned century:

esculturas
libros
música
pinturas

Encourage students to look for information about Latin American artists, authors, or musicians and others who contributed to the types of works listed above. They may summarize, quote, or paraphrase information, citing sources to avoid plagiarism. Suggest that groups also find an illustration or audio sample to share, if available.

3. When students are finished, have them rehearse their presentations for the following **Assessment** activity. Advise learners that each group member is responsible for a portion of the presentation to the class.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment Presenting Centuries of Art

1. Using the information gathered from the previous **Extending the Text** activity, groups should take turns presenting their findings to the class.
2. Conduct a brief question-and-answer session after each presentation, if time permits.
3. Collect projects and evaluate for presentation skills, content, correct sentence structure, word use, grammar, and spelling.



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

RAISE THE BAR

Suggest students use technology to create their presentation, embedding audio and visual representations of the art and music they are describing. For the

Assessment, ask students to take notes, then compare and contrast the art of two centuries as per the information given by their peers.

**Word of
the Day:**
el siglo

**Vocabulary
Taught or
Reviewed:**

el casillero
favorito/-a
mostrar (ue)
la pintura
la postal
la tienda de regalos

Unit 13, Lesson 3, Part B

Displaying Art

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

- Use tourism and shopping vocabulary to write and perform a script about a visit to an art museum.
- Summarize, in writing, the highlights of a trip.

Materials:

Large index cards (5"×7"), one per student
Print and Internet resources of museum artwork
Drawing materials

Jump Start Shopping Spree

1. Lead a brief class discussion about places with gift shops.
2. Ask students to describe objects found in gift shops and their favorite items to look at or purchase.



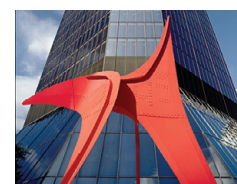
Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

Curriculum Connection Scenes from a Museum

1. After explaining to students that they will prepare and perform a script about a visit to an art museum, divide the class into groups of three.
2. Advise students to include conversations about the following in their scripts: the types of artwork they observed, descriptions of a favorite piece of artwork, or a visit to the gift shop.
3. After students have finished their scripts and rehearsed their lines, have each group perform its scenario for the class.



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





Assessment Artistic Postcards

Prepare Ahead:

- Have students retain their scripts from the previous activity.
- Provide large index cards (5"×7"), one per student.
- Supply drawing materials.
- Arrange for both print and Internet resources for postcard artwork.



1. After distributing index cards to students, explain that they will use details from their scripts (see the previous **Curriculum Connection** activity) to create postcards about their visit to the art museum.
2. On one side of the index card, students should draw or affix a photo of artwork that they will describe for the recipient of the postcard.
3. On the opposite side of the card, have learners draw a line down the center and write a Spanish-style address on the right side. For example:
Calle San José 701-B,
C1049AAK Buenos Aires
Argentina
On the left, students should write several sentences about the trip, including a description of the image on the reverse side.
4. Ask several volunteers to share their postcards with the class.
5. Collect scripts and postcards, and then evaluate.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal

**Word of
the Day:**
la tienda
de regalos

Vocabulary

Taught or

Reviewed:

así que
caro/-a
en lugar de eso
favorito/-a
el museo
pero

Unit 13, Lesson 3, Part C

Favorites and Exploring Options

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

- Use the terms **en lugar de eso** and **así que** to form sentences that describe a dilemma and provide a logical solution.
- Select, classify, and explain the reasons for their choices of a pastime, an animal, an item, or a sport using the word **favorito/-a**.

Materials:

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

Copies of handout of favorites chart, one per student (see **Appendix E**)

Engage and Explore

Finding Solutions

Prepare Ahead:

- Have a handout of incomplete sentences available for each student (see Step 2).

1. Read this sentence aloud and ask students to identify what the person cannot and can do.
No puedo sacar fotos en el museo **así que en lugar de eso** voy a comprar postales.

Introduce **problema** and **solución** by having students make parallels between what they can and cannot do.

2. Distribute the handout with the incomplete sentences, and instruct learners to fill in the blanks with words that describe the problems and ways to solve them. For example:

No puedo sacar fotos en el museo, así que en lugar de eso voy a comprar postales.

El _____ era demasiado caro, así que en lugar de eso compré _____.

Está lloviendo y no podemos _____, así que en lugar de eso vamos a _____.

3. Have students take turns reading their sentences aloud. If time permits, ask learners why they chose to fill in the blanks as they did.



Bloom's Taxonomy: Analysis

Multiple Intelligences: Logical-Mathematical

Skill Sharpener

Favorites on the Chart

1. Write the word **Favorito/-a** at the top of the board and list the following categories below:

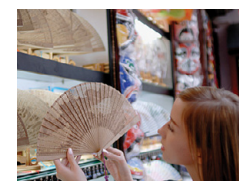
Actividades para el tiempo libre

Color

Deportes

Comida

Animal





2. Review the vocabulary, introducing the word *Deportes*. Then after sharing a personal favorite from one or two categories, ask students to write their own personal favorites for each category.



3. Divide the class into groups of four students and have them discuss their choices. Members of the group should ask each other about their favorite items by using questions such as "¿Cuál es tu ____ favorito/-a?" A member of each group should keep a tally of her group's choices on a separate sheet of paper. For example:

Actividades para el tiempo libre:

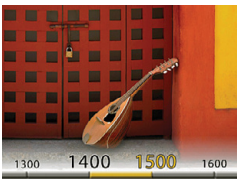
Escuchar música—0

Leer—3

Mirar televisión—1

Pintar—0

Encourage your students to answer in complete sentences. Groups should then take turns reporting their results to the class.



Ask students to save their completed lists of favorites for the following **Assessment** activity.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Naturalist



Assessment Elaborating on Favorites

1. Using their list of favorites from the previous **Skill Sharpener** activity, students will write a sentence that explains why each listed item is their favorite (one sentence per category).

2. Ask students to read at least one of their sentences to the class.

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



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Intrapersonal



**Word of
the Day:**
favorito/-a

Unit 13, Lesson 3, Part D

Journal Activity–Appreciating Art

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

- Choose a favorite work of art and write the reasons for their selection.

Materials:

Magazines, brochures, textbooks, or websites with artwork from various periods

Real-Life Learning Appreciating Art

1. Allow time for your students to browse through art magazines, brochures, textbooks, or websites.
2. Ask learners to choose their favorite piece of art from the above sources and write, in their journals, the reasons for their selection. They should use descriptive and sensory vocabulary to express what the art looks like, and how it makes them feel.
3. Remind students to check their work for word use, correct grammar, spelling, and sentence structure.





Unit 13, Lesson 3, Part E

International Cultural Activity–The World of Art

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

- Write about a particular piece of artwork using background, descriptive, and fine-arts terms.
- Present an artwork description to an audience of their peers.

Materials:

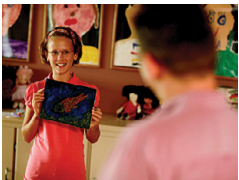
- Image of an art gallery
- Art magazines, museum brochures, and catalogs (to be cut apart for pictures)
- Card stock or poster paper, one sheet per student
- Scissors and glue or other adhesive
- Print and Internet sources for art research
- Large index cards (5"×7"), several per student
- Sheets of plain paper, one per image



Connecting to Culture

The World of Art

1. Display the image of an art gallery and introduce the terms **el museo de arte**, **la obra de arte**, and **el artista**. Explain to students that they will be creating a class art gallery and giving presentations about pieces of artwork in the gallery.
2. Divide the class into pairs of students. Each pair should begin its project by choosing one image of a painting, sculpture, or statue from the available art magazines, museum brochures, and catalogs. Each pair should cut out the chosen image and mount it on card stock or poster paper.
3. Have learners use print media and the Internet to research facts about their selections. Learners should write notes on index cards and include the title of the artwork, the artist's name and country of origin, the year the artwork was created, the name of the museum where the artwork is housed (if available), and comments about the colors, shapes, or theme of the artwork.
4. Instruct students to review their notes and prepare for a brief presentation to the class.



(Lesson continues on next page)

Unit 13, Lesson 3, Part E (continued)

5. Collect students' posters and put them on display, each with a blank sheet of paper beside it. Have pairs of students circulate among the artwork. On the blank paper beside each image, partners should write a suggested title for the piece and their best suggestion as to the year the artwork was completed.
6. After all have viewed the images and written their suggested titles and dates, direct each pair to present its artwork. Partners should first read aloud their peers' suggestions, and then present their research notes.
7. When students are finished, summarize the activity by calling on volunteers to answer such questions as:
 - ¿Cuáles son los nombres de algunos de los artistas sobre los que aprendieron hoy?
 - ¿De qué países son los artistas?
 - ¿Qué tipo de arte vieron hoy?
 - ¿Cuál es la pintura, escultura o estatua más vieja que viste?
8. If possible, exhibit the artwork and students' notes in the classroom or elsewhere in the school for others to enjoy and discuss.



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



Unit 13, Lesson 3, Part F (Continued)

What Happened Next?

Version 1:

A mi hermano más joven, Carlos, no le gustan los museos de arte, pero él dice que está de acuerdo en ir conmigo a uno de ellos después de que yo le digo que voy a ir con él al lago más tarde ese mismo día. Llegamos al museo a las 9 de la mañana, es cuando está abierto, y somos los primeros adentro. Una guía de turismo nos dice que nos va a llevar por el museo, pero a mí no me gustan las visitas guiadas en los museos. Me gusta usar mi tiempo dibujando lo que veo. Voy al cuarto de esculturas y empiezo a dibujar mi escultura favorita, la de un soldado.

Mientras dibujo, Carlos camina por el museo. Por la primera hora, camina entre las esculturas y las pinturas, pero no mira las obras por más de unos segundos. Después que termina de visitar todos los cuartos, está aburrido. Él vuelve y empieza a caminar cerca de mí. Sus zapatos son ruidosos en el cuarto silencioso. --¡Me estás volviendo loco, Carlos! ¡No puedo pensar! --le digo --. Estoy dibujando. --Para darle algo que hacer, le doy dinero y lo envío a la tienda del museo. Después que termina de visitar la tienda del museo, va al café del museo y compra algo para beber, y espera que yo termine. Es cerca del mediodía cuando lo encuentro en el café.

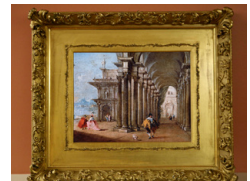
Está lloviendo cuando salimos del museo. Carlos está enojado conmigo por tomar mucho tiempo. --¡Ahora no podemos ir al lago, o de excursión, o nada! ¡Qué mal día! --dice él, hablando como un niño pequeño enojado. No me habla sobre nada mientras viajamos en autobús a nuestra casa. Más tarde, después que Carlos tiene tiempo para pensar, le muestro algo que dibujé. No es una escultura o una pintura del museo. Es Carlos sentado en el café mientras mira por la ventana. A Carlos le gusta mucho y lo cuelga en la pared de su dormitorio. Con el sol de la ventana, se ve mejor. --¡Mira Carlos! --digo --. ¡El sol salió! ¡No está lloviendo! --Corremos afuera y nos preparamos para ir al lago.

Second Paragraph Version 2:

Carlos estaba aburrido con todas las esculturas y pinturas cuando fuimos al museo ayer. Caminé entre las esculturas pero no las miré. Sus zapatos eran muy ruidosos y yo no podía concentrarme en dibujar. --Ve y busca algo que hacer --le dije, y él lo hizo. Más tarde, me dijo que fue a la tienda del museo y miró los libros de pinturas y los pósteres. Después, bebió algo en el café. Era el mediodía cuando nos fuimos.

Second Paragraph Version 3:

Saco un lápiz de mi mochila, pero me acuerdo que olvidé mi papel para dibujar en la casa. Estoy enojado por no traerlo. Por las próximas dos horas, miro las esculturas del siglo diecisiete y las pinturas del siglo catorce. Estoy contento de caminar por el museo, aunque estoy triste porque no puedo dibujar. Me acuerdo que hace tiempo que no veo a Carlos, y voy a buscarlo. Lo encuentro sentado en el café bebiendo chocolate caliente. Juntos miramos el menú y compramos dos sándwiches.





Grammar & Usage

Unit 13, Lesson 4

Expressing Likes and Dislikes

Review the correct construction of the verb **gustar**, the most commonly used verb to express likes and dislikes. Note that the desired thing is the subject of the sentence, and the verb agrees with it.

Me **gusta** el museo de arte.

Me **gustaron** mucho las ruinas antiguas.

Remind your students that actions are always singular and expressed in the third person, and that they always remain in the infinitive.

Me **gustaría** pescar y patinar sobre hielo.

Point out that, unlike most Spanish declarative sentences, the subject is usually placed after the verb. The person liking or desiring something is indicated by the indirect object pronoun.

Nos gusta el restaurante italiano.

¿**Te** gustó la visita guiada?

Les encantaba jugar en el parque.

The indirect object can also be restated in a prepositional phrase. This can reduce ambiguity, especially with **le** and **les**.

A nosotros nos gusta el restaurante italiano.

¿**A usted le** gustó la visita guiada? ¿**A Victoria le** gustó la visita guiada?

A ellos/ellas les encantaba jugar en el parque. **A Vanessa y a Eduardo les** encantaba jugar en la playa, aunque **a Eduardo** no le gustaba nadar en el océano.

To express a dislike, as seen in the last example, the adverb **no** is always placed directly in front of the pronoun.

A ustedes **no** les gusta la música del siglo catorce.



Expressing Desires Politely

Explain to students that **gustar** is a polite verb to use to express a desire. Use **me + gustaría + infinitive verb** (or a noun). Compare these polite expressions and the appropriate contexts for them.

Express a desire:

Quiero ir a un restaurante.

Express a desire more politely:

Me gustaría ir a un restaurante. Me **gustaría** un café.

Make a suggestion informally:

Vamos a un restaurante.

Remind students to use **por favor** and **gracias** to make their speech more polite.



Unit 13, Lesson 4, Part A

Restaurant Etiquette

Vocabulary

Taught or

Reviewed:

¿Cuánto cuesta?

la cuenta

en lugar de eso

el menú

la mesa

ordenar

pagar

la propina

seguir (i)

sentado/-a

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

- Use restaurant terms to select food choices from menus, calculate the total cost of their meal, and determine the appropriate tip to give.
- Discuss food choices according to personal preferences and prices.

Materials:

Restaurant menus in Spanish that list appetizers, entrées, desserts, and beverages, one per group of four students

Calculators, one per student

Copies of chart template, one per student (see **Appendix H**)

Jump Start

Menu Review

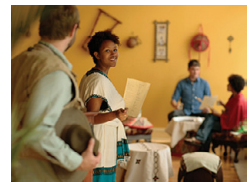
Prepare Ahead:

- Have different restaurant menus available for each group of four students. The menus must be in Spanish.

1. Divide the class into groups of four students. Distribute menus and ask students in each group to quickly scan them for known terms and prices.
2. Lead a brief discussion about the information on the menus, which may include the topics of familiar words and phrases, descriptions of favorite food and drink, and placement of monetary signs, commas, and decimal points when writing prices (\$8.00; EU 6.50; \$4.99). Ask students to identify and define common menu headings (aperitivo, plato principal, postre, bebidas, etc.)
3. Ask students to keep their menus for use in the next **Real-Life Learning** activity.



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





Real-Life Learning
Totals and Tips



Prepare Ahead:

- Use the calculators for this activity.
- Have a chart template available for each student (see Step 5).

1. Have students work in their groups from the previous **Jump Start** activity. Tell your learners to imagine they are dining out tonight at the restaurant that is advertised on the menus from their earlier activity. Ask students to use those menus to create a check for the food they plan to order at the restaurant. Learners should list four choices: an appetizer, an entrée, a dessert, and a beverage. After learners write down each item and its price, ask them to calculate the total cost of the meal.
2. Instruct students to take turns reading their food choices, corresponding prices, and the total meal price to the class.
3. Remind students about the new Lesson term **la propina**. Explain that each Latin American country has its own protocol for this custom. You can also add that for this particular activity the percentage students are going to use is 10 percent.
4. Ask each student to use the total on his bill to calculate the tip at 10 percent.
5. Distribute the chart template. Tell your learners that they should complete the first two columns of the chart with the information gathered.

	Restaurante: _____		Restaurante: _____	
	Comida	Precio	Comida	Precio
Aperitivo				
Plato Principal				
Postre				
Bebidas				
Total				
Propina				
Total				
Comentarios:				

(Lesson continues on next page)

Word of
the Day:
la cuenta

Unit 13, Lesson 4, Part A (continued)

6. Instruct students to find a peer from another group with whom she can exchange information. Ask students to find out what this peer has in his own chart by asking questions such as:

¿Cuál es el nombre del restaurante?
¿Cuál es tu aperitivo favorito?
¿Cuánto cuesta la cena?
¿Cuánta propina debería darle?

Learners should then complete the last two columns of their own charts with their peer's answers.

7. Have students keep their charts to use in the following **Assessment** activity.



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

Assessment Restaurant Wrap-Up

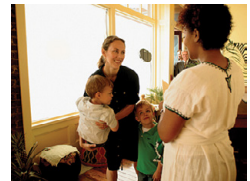
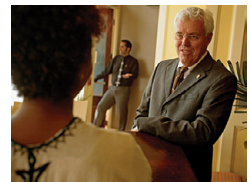
1. Using their charts from the previous **Real-Life Learning** activity, students should compare the meals and prices of the two restaurants. Learners can then decide which restaurant they would prefer to visit. Request that students justify their reasoning by writing sentences such as the following in the Comments section of the chart:

El restaurante 2 es más barato que el 1.
El plato principal del restaurante 1 es más rico que el del restaurante 2.
El aperitivo del restaurante 2 es mi favorito.
Yo iba a ir al restaurante 1, pero en lugar de eso voy a ir al restaurante 2.

2. Collect the restaurant charts for evaluation.



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Interpersonal





**Vocabulary
Taught or
Reviewed:**

el ajo
la botella
la cebolla
el hongo
la lata
el menú
el refresco
sin

Unit 13, Lesson 4, Part B

Restaurant Offerings

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

- Collaborate with peers to write a complete menu (food and beverage listings, descriptions, and prices).
- Use restaurant terms to compare and contrast the experiences of eating at home and dining out at a restaurant.

Materials:

Spanish-language restaurant menus from **Unit 13, Lesson 4, Part A**, one per student
Blank sheets of legal-size paper, one per group

Skill Builder

Food Links

Prepare Ahead:

- Have restaurant menus available for each student.

1. Write the following headings on the board:

Con arroz y frijoles
Con hongos
Con salsa
Sin salsa
Con tomate y cebolla
De/con verduras

2. Distribute restaurant menus and ask students to scan them for ideas about foods that can be listed under each heading on the board, for example:

De/con verduras:

Carne de cerdo con verduras
Carne de cordero con verduras
Ensalada de verduras
Sopa de verduras

Con salsa:

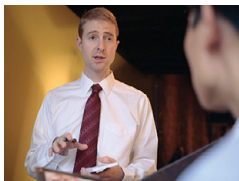
Pasta
Mariscos
Carne de cerdo
Carne de cordero

Elicit as many combinations as possible using vocabulary learned in this and previous Lessons.
Save this list for use in the following **Skill Sharpener** activity.



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

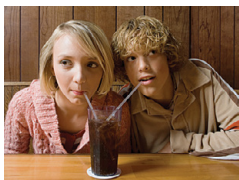




Skill Sharpener Marvelous Menus

Prepare Ahead:

- Have sheets of paper available for each group.



1. Divide the class into groups of four students. Explain that each group will create a rough draft and final copy of a menu with selections for *aperitivos*, *platos principales*, *bebidas*, and *postres*, along with a price for each menu item. Encourage students to include descriptive phrases such as:
carne de cerdo con hongos mariscos sin salsa carne de cordero con cebollas
2. While students work on the drafts of their menus, remind them to use the class word list from the previous **Skill Builder** activity as a reference, if necessary.
3. After each group completes its draft, distribute sheets of paper and instruct students to transfer their information to the final copies of their menus.
4. To conclude the activity, have each student read one entry from her group's menu.
5. Collect menus to use for the next Lesson (**Unit 13, Lesson 4, Part C**).



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment

Home Cooking versus Restaurant Fare



1. Lead a class discussion about the differences between eating a meal at home and dining out at a restaurant.
2. Consider including questions such as:
¿Qué es más rápido, comer en casa o comer afuera?
¿Cuándo comerían en un restaurante?
¿Cuándo comerían en casa?
¿Cuántas veces a la semana comen en restaurantes?
¿Cuándo fue la última vez que fuiste? ¿Qué comieron? ¿Qué bebieron?
Encourage participation by all, and listen for meaningful interactions.



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

RAISE THE BAR

Build vocabulary by having groups brainstorm job positions in a restaurant and what responsibilities each might have. They will notice that the root for many of the job titles and the primary task is the same:

Los cocineros

cocinan la comida.

Los lavaplatos lavan los platos.

Have them research restaurant operations for more details, and diagram a typical restaurant hierarchy, defining each job title.

**Word of
the Day:**
el menú

Vocabulary

Taught or

Reviewed:

está buena

la carne de cerdo

la carne de cordero

la cena

los mariscos

ordenar

el postre

la salsa

Unit 13, Lesson 4, Part C

Restaurant Role-Playing

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

- Use scripted and spontaneous phrases that are appropriate for restaurant interactions.
- Write a description of their restaurant role-playing experience.

Materials:

Student-generated menus from **Unit 13, Lesson 4, Part B**, four per group

Small notepads, one per group

Quick-Start Review

Tic-Tac-Toe

1. Draw the following grid on the board:

me gustaría...	pregunta	cuenta
del día	del día	ordenar
mesa	propina	favorita/o

2. Divide the class into two teams and assign a speaker for each group. Explain that speakers will represent their groups but cannot decide what to do without the group's approval.
3. Explain how to play this version of *Tic-Tac-Toe* (called *Ta-Te-Ti* in some Latin American countries): The teams take turns placing their mark (an X or an O) in any square they choose to create a straight line of three squares in any direction. In order to win the square, the group's speaker must say a sentence using the term that appears in the chosen square. If the sentence is correct, that group gets the square. But if there is a mistake in the sentence, the opposing group gets the square.
4. Write students' sentences on the board and save them for reference during the following **Real-Life Learning** activity.



Bloom's Taxonomy: Knowledge

Multiple Intelligences: Verbal-Linguistic

Real-Life Learning

Scenes from a Restaurant

Prepare Ahead:

- Use menus and notepads for this activity.

1. Ask students to return to their menu-making groups from the **Unit 13, Lesson 4, Part B** activity.





2. Explain that each group will act out a restaurant scenario, with students in the following roles:
un mesero/-a
tres clientes del restaurante



3. Once students have decided which roles they will play, explain that the scene includes entering the restaurant, being seated, browsing and ordering from the menu, asking questions, writing down orders and prices, calculating the bill, receiving the bill, and giving a tip. Remind students that their objective is to ask and answer questions appropriately, according to the situation.

4. Ask the students who are playing the role of waiter or waitress to raise their hands, and distribute menus to them. Be sure that groups receive a different menu from the one they created in the previous Lesson.



5. Have the first group of guests stand near the doorway of the classroom. Instruct the waiter to begin the scene by asking, "¿Cuántas personas son?"

6. Once the first group is seated, ask the second group to begin its scene as in Step 5. The remaining groups should follow suit until all groups are seated, as in a typical restaurant setting.

7. Circulate around the room and listen for appropriate dialogues about the topics in Step 3.

If time and classroom space permit, you may wish to arrange desks and chairs to resemble the configuration of tables and chairs in a restaurant.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment Restaurant Review

1. Encourage students to reflect on the previous **Real-Life Learning** activity by writing answers to questions such as:

¿Eras tú un mesero/-a o un cliente?
¿Qué dijiste o hiciste mientras eras mesero/-a, cliente?
¿Quién te gustaría ser la vez que viene? ¿Porqué?
¿Quién prefieres ser, el cliente o el mesero?

2. If time permits, schedule time with each student to discuss her answers.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Intrapersonal

**Word of
the Day:**
ordenar

Unit 13, Lesson 4, Part D

Review

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

- Write about their experiences with museums, restaurants, and meals.
- Describe, in writing, the meals they have eaten at home, at school, or in a restaurant.

Classroom Community

In-Class Activity–Word Bidding

1. Divide the class into teams of three or four members. Give each team one minute to decide on a Spanish name for their group.
2. Draw a grid on the board with each team's name as the head of a column.
3. Tell your students that they will be earning points for their teams by naming as many words as they can think of, which relate to a certain category. Write headings such as the following on the board:
Tienda de regalos Postres Obras de arte Platos principales Aperitivos
4. Begin with the first category (tienda de regalos), and have team members take turns calling out words that pertain to this term (postal, póster). Every word equals one point. Tally each team's points under its name, and accept any words that correspond to the heading, including those learned in previous Lessons.
5. When students cannot come up with any more words, you should close the category by saying, "Se va a la una, se va a las dos, ¡se fue!" (This is what an auctioneer says to stop the bidding.)
6. When students have contributed words for all the headings, instruct them to choose one category and relate it to their own experiences. Have learners write a paragraph, taking into account the following questions:
¿Cuándo? ¿Quién? ¿Qué?
7. You may want to read the following paragraph as an example:
El lunes fui al museo de arte con mi familia. En el museo había una tienda de regalos. Allí compré un póster de mi pintura favorita y tres postales de mi artista favorito. Mi papá compró una revista del museo y mi mamá una foto de su obra de arte favorita.
8. When students are finished, ask several volunteers to share their stories with the class.
9. Collect stories and evaluate for correct word use, transitions, grammar, spelling, and sentence structure.



Unit 13, Lesson 4, Part E

Journal Activity–Dining Options

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

- Use dining terms to explain, in writing, their reasons for preferring **comidas hechas en casa**, **comidas para llevar**, or **comidas de restaurante**.

Learning for Life

Dining Options

Ask students to write, in their journals, about the advantages and disadvantages of dining choices such as *comidas hechas en casa*, *comidas para llevar*, or *comidas de restaurante*.

Instruct your learners to include their favorite dining options and why they like to eat that way.

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





Unit 13, Lesson 4, Part F

Latin American Cultural Activity–Tours of Cities

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

- Work collaboratively to collect facts about specific Latin American cities and their respective landmarks, restaurants, and special events.
- Present information about Latin American cities to an audience of their peers, using tourism and restaurant terms.

Materials:

Wall map of Latin America
List of Latin American cities
Print resources about Latin American cities
Internet access

Connecting to Culture Tours of Cities

1. Divide the class into groups of four students.
2. Show the map to students and ask them to identify Latin American countries. Note countries such as the following, in which languages other than Spanish are the official language:
Belize (English) French Guyana (French) Suriname (Dutch)
Brazil (Portuguese) Guyana (English)
3. Assign a major city to each group and identify the location of each on the map.
4. Introduce the terms **lugares conocidos**, **se celebra**, and **eventos especiales**, and then explain to learners that they will be presenting a brief report (minimum five minutes) about sites to see during a one-day visit to their assigned city. Projects should include descriptions, background information, and visual aids about the following:
tres obras de arte o lugares conocidos (catedrales, esculturas, estatuas, museos, puentes, parques)
un restaurante conocido (con su menú)
eventos especiales (el carnaval, Día de la Raza, Festival del Verano)
5. Instruct students to work collaboratively within their groups to gather information and prepare their report, and stress that each member is responsible for presenting one of the topics in Step 4 to the class. Encourage students to use print resources, the Internet, and the library for their research.
6. After all groups have presented their projects to the class, summarize the activity by asking volunteers to answer questions such as the following:
¿Cuál es el nombre de un lugar conocido en...?
¿Quién me puede hablar sobre un restaurante en...?
¿Qué evento especial se celebra en...?



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

Unit 13, Lesson 5, Part A

Focused Activity–Tourism Vocabulary

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

- Identify tourism and travel vocabulary in print resources.
- Talk about an imaginary trip to a Latin American city.

Materials:

- Copies of itinerary template, one per student (see **Appendix I**)
- Commercial travel brochures
- Student-made products from this Unit
- Copies of conversation template, one per student (see **Appendix J**)

Extra Help

Tourism Vocabulary

Prepare Ahead:

- Have available travel brochures and student-made products from this Unit.

1. Divide the class into pairs of students.
2. Ask your learners to imagine that one of the students in each pair is the manager at Rosetta Stone. A new product for the Latin American market is about to be released, and the manager is in charge of visiting one of the most famous cities in Latin America to present the product. The other student will play the role of the assistant who is in charge of writing a detailed itinerary for the trip, including travel arrangements, hotels, restaurants, and things to do during free time.
3. Distribute the following itinerary template to each student:

	Su viaje	Mi viaje
Ir a:		
Llegar a:		
Restaurante y tipo de comida:		
Actividad para el tiempo libre:		
Horario de la visita guiada:		
¿Cuánto cuesta la entrada?		
Llegar a:		



Unit 13, Lesson 5, Part B

Focused Activity–Let’s Listen

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

- Use aural cues to identify tourism, fine-art, and restaurant vocabulary in the context of sentences.

Materials:

Course Content

Copies of Unit vocabulary words, one copy per student (see **Appendix K**)

List of sentences with Unit vocabulary (see **Appendix L**)

Copies of blank 4×4 grids, one per student (see **Appendix M**)

Container

30 slips of paper

Bingo chips, 16 per student

Extra Help

Let’s Listen

Prepare Ahead:

- Have ready vocabulary words from Unit 13 to distribute to each student.
- Have copies of blank 4×4 grids available for each student.
- Write the numerals 1 to 30 on slips of paper and place them in the container.

1. Distribute the vocabulary list, one sheet of gridded paper, and 16 *Bingo* chips to each student.
2. Ask students to take a minute to fill in the grid with vocabulary words they select from the list.
3. Pass around the container and have each student select a number. One by one, students should read their number aloud in Spanish. You will then read the sentence that corresponds to that number. When learners hear vocabulary words that appear on their grids, they should place chips on top of those words.
4. Advise students that they may hear more than one vocabulary word per sentence.
5. Continue the activity until three learners have placed a chip on all the words on their papers.





Unit 13, Lesson 5, Part C

Focused Activity–Speaking of Dialogues

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

- Speak about travel and restaurant topics by performing scripted dialogues.

Materials:

Copies of scripts, two per group (see **Appendix N**)

Extra Help Speaking of Dialogues

Prepare Ahead:

- Have two scripts available for each pair of students (see Step 2).

1. Divide the class into pairs of learners and explain that they will be practicing conversations about travel and restaurants.

2. Distribute the following two scripts to each pair and allow time for partners to rehearse their lines.

Script 1

Alumno 1: ¿Adónde quieren ir hoy?

Alumno 2: Vamos al palacio.

Alumno 1: ¿Cuál es el horario del palacio?

Alumno 2: La guía del viajero dice que el palacio abre hoy de 10 de la mañana a 6 de la tarde.

Alumno 1: ¿Cómo vamos al palacio?

Alumno 2: Caminemos por la calle Independencia por un kilómetro y doblemos a la izquierda en la calle Bolívar.

Script 2

Alumno 1: ¿Cuántas personas son?

Alumno 2: Una, por favor.

Alumno 1: ¿Qué le gustaría ordenar?

Alumno 2: Me gustaría ordenar cordero y hongos con salsa, por favor.

Alumno 1: ¿Le gustaría ordenar postre?

Alumno 2: No, gracias.

Alumno 1: ¿Quiere la cuenta?

Alumno 2: Sí, gracias.

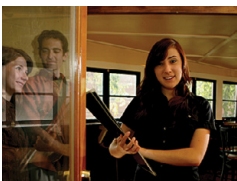
3. Have students take turns performing their scripts for the class.

4. If time permits, ask students to switch characters and practice reading new lines.



RAISE THE BAR

Using authentic materials, real menus and maps, for role-plays, have students create a situation where they have to solve a problem. For example, the wrong meal is delivered, or the wrong directions to the restaurant are given. Advise the students that, in their roles, they have to work together to resolve the problem.





Unit 14

Business and Leisure

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Unit 14:

Business and Leisure

Introduction to Unit 14

Highlighting this Unit is a vocabulary list richer than ever before—one that expands your students' abilities to precisely communicate with new linguistic flair and accuracy. This greater variety of vocabulary terms has a two-tiered effect. Not only are students now able to apply subtle shades of meaning when writing or speaking about a wide range of topics, you can also call upon your learners to reflect and come to conclusions about their own opinions and sentiments, since they have the grammatical tools and words to communicate them to others.

Teaching Unit 14

Your classroom now begins to expand as you invite family members to attend presentations by your students. Given their rapidly growing competency in speaking, writing, and reading Spanish, you should encourage them to step past familiar bounds and communicate in greater detail, and for longer stretches of time, with other Spanish-language speakers they encounter in their daily lives. You will find that the challenging Activities in Unit 14 frequently mirror real situations in learners' daily lives, and that topics such as sports, hobbies, and email greatly pique students' interest because of their real-life relevance.

Lesson 1a: Sports Talk

Teamwork is the name of the game today as your students team up to read, discuss, and present reports about sports. Using newspaper clippings or print-outs of information, learners will research famous Latin American sports teams—scores, schedules, and more—and specific sports and sporting events.

Lesson 1b: Work and Play

Comparing objects or abstract ideas, and then communicating the conclusions, takes practice in any language. In today's Lesson, students will use a Venn diagram to highlight the differences and similarities between a variety of **trabajos** and **pasatiempos**. They will also use their categorizing skills to classify people according to their jobs, and to determine whether specific activities, jobs, and hobbies can be done **solos** or **juntos**.

Lesson 1c: Ideas

Light bulbs will light up over the heads of your students today as they write about and discuss actions using the term **idea**. Learners will also be challenged to describe pictures and situations using sensorial vocabulary.

Lesson 1d: Journal Activity—Favorite Hobbies

Learners will enjoy this opportunity to write in their journals about their hobbies—why they like them, how they became interested in them, and how they learned them.

Lesson 1e: Latin American Cultural Activity—Meet the Team!

Student groups will step up to the plate today to present reports about professional athletes. To prepare, your learners will conduct research using online and print materials to determine the names of the best Latin American players in a given sport—their team's name, why they are famous, how long they have been playing, and when their next match is.

Lesson 2a: Office Terms

In this hands-on Lesson, groups of students will design the interior of a three-story office building, and then label features and offices such as **ascensor**, **corredor**, and **la oficina del arquitecto**. That activity will set the stage for students to present their work to their peers and engage in a round-robin question-and-answer session regarding directions to and from locations within the building.

Lesson 2b: Setting Appointments

In the fast-paced world we live in, it is important to be able to keep track of appointments and discuss schedules. Today, your students will practice doing both as they fill in hourly time slots on a weekly calendar and converse about upcoming plans with fellow classmates.

Lesson 2c: Messages

A variation of the message-passing game *Telephone* will undoubtedly elicit some laughs in your classroom today during this Lesson that focuses on accurately conveying verbal and written information. Students will also role-play a scenario in which they must collaborate to relay an important message to someone.

Lesson 2d: Review

In this fun-filled review Lesson, your learners will take on the roles of actors and artists as they develop skits and create artwork for a classroom festival of fine arts. Their efforts will culminate in onstage performances and artwork presentations to family members, teachers, and students from other classrooms.

Lesson 2e: Journal Activity—Every Day Matters

Today's journal-writing assignment challenges students to write about their tasks, appointments, celebrations, and other activities that occur like clockwork on a daily, weekly, monthly, and yearly basis.

Lesson 2f: International Cultural Activity–Amazing Architects

The contributions of famous architects around the globe are the focal points of today's expansive Cultural Activity. Students will work in groups to research, write, and deliver presentations about renowned architects, such as Zaha Hadid and Frank Lloyd Wright, and about such world-famous buildings as the Taj Mahal, Colosseum of Rome, and Empire State Building.

Lesson 3a: Exploring Natural Wonders

Students will discover the most famous Latin American wonders today. In researching information for brief presentations, they will explore a well-known **cueva, río, cascada, cañón, volcán, or arrecife de coral**.

Lesson 3b: Darkness and Light

Bring in photos of scenes and activities in light and dark surroundings to inspire a class discussion using new vocabulary, such as **hay luz, oscuro, and interna**. Then, watch your students light up as they explore the world of daytime and nighttime behaviors of mammals, birds, and marine animals.

Lesson 3c: Exploring the Language

Everyone will get spashed by the waterfall of words as student groups create dialogues about the thrills and dangers of the great outdoors. As groups perform their scripts, their peers will try to guess what type of landform they are exploring: **cañon, cueva, volcán, or cascada**.

Lesson 3d: Journal Activity–Sightseeing

Today's Journal Activity will show learners that it is possible to escape to the out-of-doors during class time. Students will write about one of the natural wonders they learned about during this Lesson.

Lesson 3e: Enrichment Activity–Travel Posters

Designed to provide an enhanced learning opportunity, this long-range activity allows your more advanced students valuable planning, communication, research, and public-speaking experience. Over the course of several weeks, learners will create an illustrated travel poster about a country of their choice and its natural wonders, landmarks, cultural offerings, and more. You may wish to invite parents to attend the class session when these learners present their finished products.

Lesson 4a: Mail Delivery

Chances are, your students receive few letters in the mail and have even fewer occasions to write them. Today your students will learn how to write a letter in Spanish, using specific stylistic guidelines. Then, pairs of learners will become pen pals—writing, delivering, and conversing about letters they write to each other.

Lesson 4b: Care Packages

Reaching out to help people in need forms the basis of this Lesson. Students will read about and discuss local organizations that accept donations, and then write letters proposing a school-wide collection drive to benefit one of the outreach groups.

Lesson 4c: Whose Package?

In this Lesson, students will have fun using their imaginations to offer solutions to the dilemma of mistaken package deliveries. Allow your learners to practice their acting skills by performing dialogues and entertaining classmates during a discussion of creative solutions.

Lesson 4d: Review

Today, classmates will reach into a bag and pull out items that represent environmental and postal vocabulary words. In round-robin style, learners will then create sentences containing the chosen terms, and you will keep everyone on their toes by asking questions of students at random.

Lesson 4e: Journal Activity–The Perfect Package

Drawing upon the postal and delivery vocabulary they have learned, learners will write details in their journals about a package they might send to someone they consider special.

Lesson 5a: Focused Activity–Listen and Remember

After listening to a passage about an artist, students working with their partners will write the answers to comprehension questions about what they heard. Then they will read the text to check their answers.

Lesson 5b: Focused Activity–Scrambled Grammar

Mixing up words in sentences, and then putting them back together so they are grammatically correct, is always popular with language learners. In this Focused Activity, your students will unscramble words on index cards to form sentences with passive and active verbs.

Lesson 5c: Focused Activity–Speaking of Sports

Practicing speaking is fun in exercises like this, in which learners assume the role of a reporter or sports fan and read aloud a scripted dialogue with a partner, with the goal of speaking expressively.

Grammar & Usage

Unit 14, Lesson 1

Conditional Sentences

Explain to students that *conditional* sentences express what may happen in certain circumstances. Conditional sentences normally consist of two clauses. The clause that begins with **si** is called the *condition*. The second clause is called the *consequence*.

Si esperas un día, las bananas estarán maduras.

In Spanish, there are two main types of conditionals:

Real Conditionals: In these constructions, the condition is viewed as a possibility. If the condition is met, the consequence will happen.

Si hace sol, nadaré en el océano.

Si ganamos este partido, jugaremos en el campeonato.

Si tengo suficiente dinero, compraré esto.

Si estudias español, podrás hablarlo.

Unreal Conditionals: In these constructions, the condition is unlikely or contrary to fact.

Unreal conditionals use the imperfect (past) subjunctive tense in the consequence clause.

Si lloviera más, mi jardín crecería mejor.

Si ellos tuvieran paraguas, no estarían mojados.

Si ella comiera un sándwich, no tendría hambre.

The last example indicates that she did not eat a sandwich; the statement is contrary to fact. Therefore, she is hungry. In this kind of conditional sentence the **si** clause is not true.

Point out that the **si** in these examples is not accented, as it implies a condition or contingency rather than an agreement or affirmation, as indicated by the accented word *sí*.

Help learners practice both real and unreal conditionals in appropriate contexts.





Ideas

Explain to students that an **idea** is a concept or thought. Point out different ways of using the term. For example, when someone says, "Tengo una **idea**," he means that he has thought of a plan that may solve a problem or dilemma. In this context, an **idea** is a solution or an innovation.

Llueve y olvidé el paraguas.

Tengo una idea. Vamos a usar este periódico.



Idea can be used to express a new concept or an invention.

Primero, él tuvo la idea de hacer un estadio de béisbol. Después, dibujó el estadio. Ahora, ellos lo construyen.

An artist, for example, may refer to new designs as **ideas**.

¿De dónde saca las ideas para sus pinturas?

Algunas veces saco ideas de mis viajes.



Let students know that circumstances or opinions can dictate whether an **idea** is described as **buena** or **mala**.

Es buena idea llevar un abrigo en el invierno.

Es mala idea llevar un traje para nadar.

Todos piensan que es una buena idea.

Fue una mala idea.



Remind students that when something is described in Spanish, the descriptive element usually comes after the word it describes.

Ésa es una pintura hermosa.

Ella pinta flores amarillas.



Point out that placing **bueno/-as** and **malo/-as** in front of the word **idea** (or any other noun, for that matter) serves to emphasize the quality of the subject. By preceding the noun, the descriptive word highlights something that, to the speaker, is evident, obvious, or expected.

Es buena idea lavarse las manos antes de comer.

Es mala idea jugar al béisbol en la casa.



Vocabulary

Taught or Reviewed:

básquetbol
béisbol
el campeonato
la carrera
el estadio
fútbol
golf
hockey
el jugador
tenis

Unit 14, Lesson 1, Part A Sports Talk

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

- Use sports vocabulary to talk about athletics with their peers.
- Work cooperatively to prepare and present information about a sport or sporting event.

Materials:

Newspaper clippings and website print-outs of information about well-known sports teams and players in Latin America

Focus and Motivate

Know the Score

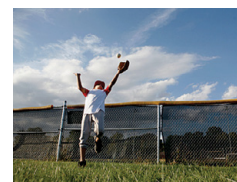
Prepare Ahead:

- *Use newspaper clippings or print-outs of sports information for this activity.*

1. Divide the class into groups of three students and distribute clippings and print-outs. Remind students of the word *deportes*, and then have each group member scan the information for a fact to report to the class. Such details may include the sport and country where the teams play, names of winning and losing teams, and game schedules.
2. Continue the activity until all students have reported.



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





Being Creative Sports Reports

Prepare Ahead:

- Have print resources about sports teams and players available for students.



1. Explain to students that they will be working in their groups from the previous **Focus and Motivate** activity to prepare and present a brief report about a well-known Latin American sports team and its players. Emphasize that each student must participate in all facets of his group's report preparation and presentation.
2. Instruct students to include the names of the team and players, where they played, reasons why they won or lost a game and where and when the team will play again. Advise groups to be creative when the information needed is not provided in the clippings or print-outs. For example:
River jugó con Boca y perdió 3 a 0 en el estadio River Plate. Maradona dice que hacía calor y el equipo no jugó bien. Los jugadores están enojados. Pero quieren practicar más porque el lunes 15/4 jugarán con Racing en el estadio Chacarita y no quieren perder.
3. Allow time for learners to review their notes before the presentations in the next **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment Sports Wrap-Up

1. Have groups present the reports they prepared in the previous **Being Creative** activity. Explain to students that they will play the roles of reporters, and you will play the role of the anchorperson introducing each student. You could start by saying:
Ahora vamos a los deportes. Juan nos va a hablar de tenis. ¡Buenos días Juan! ¿Qué nos quieres decir?... Pedro también está con nosotros. ¿Qué nos quieres decir?...
2. Collect reports and evaluate for content, correct word use, transitions, grammar, spelling, and sentence structure.



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



RAISE THE BAR

Elicit additional student participation by turning the interview into a press conference, in which the audience is allowed to ask questions about players' involvement in the games and other pertinent team information.

Word of the Day:
el campeonato

**Vocabulary
Taught or
Reviewed:**

juntos/-as
a menudo
nunca
el pasatiempo
siempre
solo
el trabajo
a veces

Unit 14, Lesson 1, Part B

Work and Play

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

- Talk about activities they have defined as **trabajos**, **pasatiempos**, or **trabajos y pasatiempos**.
- Describe sports and fine-arts activities that can be done together or alone.

Materials:

Magazine, newspaper, or Internet images of actors, sports players, and artists, one per student
One large sheet of poster board
Tape

Jump Start Actor, Player, or Artist?

Prepare Ahead:

- Use magazine, newspaper, or Internet images and tape for this activity.
- Draw three columns on the poster board with these category headings: **Actor/Actriz, Jugador,** and **Artista**.

1. Display the poster board and review the headings, focusing on pronunciation and meaning.
2. Distribute images and ask students to take turns showing their pictures to the class and identifying the person as an **actor/actriz, jugador,** or **artista**. Learners should then tape their images under the appropriate poster heading. You may further practice related vocabulary by asking students to share additional information they may know, such as:
[Name] Ella es actriz de cine / teatro / televisión.
[Name] Él es jugador de básquetbol / béisbol / fútbol.
[Name] Ella es artista y pinta / dibuja / saca fotos.
3. After all students have had a turn, randomly point to the images and call on volunteers to name the corresponding category.

You may display your poster board in the classroom for the next few days to visually reinforce the vocabulary just learned.



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





Curriculum Connection

Job or Hobby?



1. After reviewing the following terms and in preparation for class discussion, ask learners to spend a few minutes on their own listing their **pasatiempos** and **trabajos** (around the home, at school, or in the workplace).
2. Draw a Venn diagram on the board and label the regions as follows, from left to right: **Trabajos**, **Trabajos y Pasatiempos**, **Pasatiempos**. Explain to students that they should take turns reading two items from their lists, using these sentence formats:
 ____ es mi trabajo.
 ____ es mi pasatiempo.
 ____ es mi trabajo y mi pasatiempo.
3. Write students' answers in the appropriate regions on the Venn diagram.
4. Lead a discussion about the information on the completed Venn diagram, with students comparing and contrasting the characteristics of activities listed as jobs, hobbies, or both jobs and hobbies. Encourage learners to talk about how often they perform the hobbies or jobs mentioned using terms such as *nunca*, *a veces*, and *siempre*.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Naturalist

Assessment

Alone or Together?

1. Spend a few minutes discussing, as a class, the words **solo/-a(s)** and **juntos/-as** as they relate to activities, jobs, and hobbies. For example, a game of golf can be played by one person (solo/-a), while a game of baseball can only be played with a group of people (juntos).
2. Students should then spend the remainder of the session writing two paragraphs that describe three activities they prefer to do alone, and three activities they enjoy doing with others. Encourage learners to use precise language to describe the activities and why they prefer doing them alone or with others. Model by sharing these sentences:
 Mis amigas y yo siempre miramos películas juntas porque los boletos son muy baratos el sábado por la tarde.
 A veces él escucha música solo, pero ella nunca escucha música sola, porque la hace llorar.
3. Collect papers and evaluate for correct word use, grammar, spelling, and sentence structure.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal

**Word of
the Day:**
el trabajo

**Vocabulary
Taught or
Reviewed:**

algo
buena/-o
la idea
mala/-o

Unit 14, Lesson 1, Part C

Ideas

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

- Describe items using sensory terms.
- Write about and discuss actions using the terms **buena idea** or **mala idea**.

Materials:

Pictures of body parts that relate to the senses

Pictures of items that elicit the use of one or more of the senses (delicious-looking cake, colorful flower, bright insect, ice sculpture, trash-filled bins, noisy stadium or concert)

Skill Builder

Talking Sense

Prepare Ahead:

- Have pictures of body parts that relate to the senses available to display.
- Have pictures of items that elicit use of the senses available to display.

1. Display the pictures of (or point to) body parts that relate to the senses. Ask students to identify them and describe how they are used. For example:
La boca prueba. La nariz huele. Las manos tocan. Los ojos ven. Las orejas oyen.
2. One at a time, display the pictures of items that elicit use of the senses. Challenge your learners to take turns calling out sentences that describe the items and include the specific senses involved. For example:
La basura huele muy mal.
Las tortas se ven deliciosas y huelen muy bien.
La rana se ve interesante, pero no debes tocarla.



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

Engage and Explore

Shopping Lists

1. On the board, write two party ideas or social events (a child's birthday party, a business dinner). Invite students to suggest food items that may or may not be appropriate for that type of event, using either the expression *buena idea* or *mala idea*. For example:
En una fiesta de cumpleaños para niños, es buena idea tener refrescos y torta. Es mala idea cocinar pescado o dar de beber café.
2. Divide the class into pairs of students, and tell your learners to imagine they are planning a party.





- Since partners must first decide what to make for dinner, direct them to write a list of the ingredients they will need for the main course and for dessert. For example:

Plato principal: Pollo con cebolla y hongos.

Pollo

Cebolla

Hongos

Postre: Ensalada de frutas

Manzanas

Bananas

Naranjas

- Now have your students imagine that they are at the grocery store with their lists of ingredients. Ask learners to write a dialogue about this scene, using sensory verbs and the word **idea**. For example:

Alumno A: ¡Vamos a comprar este pollo!

Alumno B: Es una mala idea. Se ve muy pequeño. ¡Vamos a comprar este otro pollo y esta cebolla!

Alumno A: Esa cebolla es grande. ¡Esa es una buena idea! ¿Comparamos estos hongos?

Alumno B: ¡Sí, se ven frescos!

Alumno A: ¡Tengo una idea! ¡Compremos manzanas verdes!

Alumno B: ¡Es una buena idea! ¡Huelen bien!

Alumno A: Sí pero las bananas no huelen bien. Creo que sería una mala idea comprar estas bananas.

Alumno B: Sí. ¡Están podridas!

- After allowing time for partners to act out their dialogues, collect scripts for evaluation.



Bloom's Taxonomy: Synthesis

Multiple Intelligences: Verbal-Linguistic

Assessment Interesting Ideas

- Write settings such as the following on the board:
En una fiesta En el museo En el restaurante
- Ask students to work in pairs to write a minimum of two sentences about a person's behavior in these settings, using the phrases *es buena idea* or *es mala idea*. For example:
En una fiesta: Es buena idea hablar con las personas. Es mala idea comer mucho.
En el museo: Es mala idea sacar fotos. Es buena idea comprar pósters y postales.
En el restaurante: Es buena idea dejar propina. Es mala idea hablar con la boca llena.

- Ask each pair of students to partner with another pair and discuss what they wrote for their situations.



Bloom's Taxonomy: Synthesis

Multiple Intelligences: Verbal-Linguistic

**Word of
the Day:**
la idea

Unit 14, Lesson 1, Part D

Journal Activity–Favorite Hobbies

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

- Write about a **pasatiempo** they enjoy in their free time.

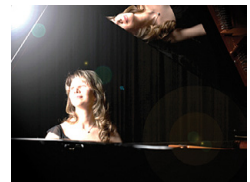
Being Creative

Favorite Hobbies

Have students write in their journals about their favorite activity by answering questions such as:

- ¿Qué pasatiempo(s) tienes?
- ¿Por qué te gusta?
- ¿Cuándo empezaste?
- ¿Cómo lo aprendiste?

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





Unit 14, Lesson 1, Part E

Latin American Cultural Activity–Meet the Team!

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

- Use sports vocabulary to obtain information about professional Latin American players.
- Report answers based on information provided by peers.

Materials:

Internet resources

Copies of player chart, one per pair of students (see **Appendix A**)

Copies of conversation template, one per pair of students (see **Appendix B**)

Connecting to Culture

Meet the Team!

Prepare Ahead:

- *Have ready copies of the player chart.*
- *Have ready copies of the conversation template.*

1. Divide the board into two columns and write the following headings:
Deportes con un jugador Deportes con más de un jugador
2. Ask students to name sports that are played alone and together. Elicit as many answers as possible and write them under the corresponding headings.
3. Referring to the sports under the heading *Deportes con más de un jugador*, ask students if they know how many players are usually on those teams. For example:
¿Cuántos jugadores hay en un equipo de fútbol?
¿Cuántos jugadores hay en un equipo de béisbol?
4. Divide the class into pairs of students and assign a sport to each pair.







Passive Voice

Leonardo Da Vinci pintó esta pintura.

In the passive voice, the thing done or the one being acted upon becomes the subject of the verb, and the doer (if given) becomes the object of the preposition **por**.

Esta pintura fue pintada por Leonardo Da Vinci.

Note that the passive voice is formed by using an appropriate tense of the verb *ser* plus the past participle, which agrees in gender and number with the subject of **ser**.

Estos zapatos fueron diseñados para jugadores de básquetbol.

Remind students that, in passive constructions, the emphasis is on the action rather than the agent. The agent might be unknown or unstated.

Estas estatuas fueron descubiertas en una isla.

Ordinal Numbers as Adjectives

Remind your learners that, in Spanish, both cardinal numbers (*uno, dos, tres*) and ordinal numbers (*primero, segundo, tercero*) are used as adjectives. An ordinal number must agree in gender and number with the noun it refers to.

La oficina está en el segundo piso en la segunda puerta a la derecha.

Tengo que viajar los primeros días del mes. Tenía miedo de manejar las primeras veces.

When **primero** and **tercero** precede a singular masculine noun, the **-o** at the end of the word is omitted.

Me gustaron las ruinas del siglo primero.

La cocina está en el primer piso.

El elevador subió del segundo piso al tercero.

El dormitorio del niño está en el tercer piso.

Note that, in Spanish, cardinal numbers are usually used instead of ordinal numbers greater than 10, especially in conversation.

Éste es un instrumento del siglo veinte.

Unit 14, Lesson 2, Part A

Office Terms

Vocabulary Taught or Reviewed:

arquitecto/-a
el ascensor
el corredor
diseñar
las escaleras
el ingeniero
mecánicas
el piso
el vestíbulo

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

- Identify business-related vocabulary and use these terms in sentences.
- Use directional and office vocabulary to discuss locations inside a building.

Materials:

A blueprint of a building on an 11" × 14" sheet of paper, one copy per student
Drawing materials
Rulers

Focus and Motivate Office Chat

1. Write two new vocabulary words on the board. Ask students to create a vocabulary list by adding words from this Lesson. Make sure the list contains at least the following terms:

el arquitecto	el ingeniero
el ascensor	el piso
el corredor	la recepcionista
las escaleras mecánicas	el vestíbulo

2. After leading the students through a choral reading of the list, briefly discuss the meanings of the words and ask a few volunteers to use them in sentences.

3. Keep the word list on the board for use during the next **Engage and Explore** activity.



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

Engage and Explore *Location, Location, Location!*

Prepare Ahead:

- *Design a blueprint of a building on an 11"×14" sheet of paper. Include three floors and an escalator and elevator that are clearly labeled. Make enough copies for each student to have one.*





1. Explain to students that they are architects who have been commissioned to design the interior of a three-story building. Their job is to lay out and label the locations of offices that will be occupied by an architect, an engineer, and others who require offices. Students should also include space for a lobby on the first floor and at least four stores on any floor.
2. Distribute blueprints, drawing materials, and rulers to each student. Note the escalator and elevator on the blueprint and remind learners to label their offices, stores, and hallways. Students may refer to the word list on the board for ideas and spelling.
3. Circulate around the room and engage students in brief conversations about their work while they are creating their projects.
4. Make space available in the classroom for students to place their completed blueprints in preparation for the following **Assessment** activity.



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

Assessment Directions by Design

1. Have each student present her blueprint from the previous **Engage and Explore** activity to the class. She should identify three places within the building, including her favorite feature.
2. After all students have presented their three places, model the upcoming round-robin question-and-answer session by asking one student a question that requires directions for an answer. That student will answer and then ask another peer a similar question. For example:

Maestro (al Alumno 1): ¿Cómo voy a la oficina del arquitecto desde el vestíbulo?
 Alumno 1: Tome el ascensor hasta el tercer piso y doble a la izquierda. La oficina del arquitecto está al lado de la joyería.
 Alumno 1 (al Alumno 2): ¿Cómo voy al ascensor desde el vestíbulo?
 Alumno 2: Camine hasta el final del corredor y doble a la derecha.



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

**Word of
the Day:**
el corredor

Vocabulary

Taught or Reviewed:

la fecha
presentar
el/la recepcionista la
reunión

Unit 14, Lesson 2, Part B Setting Appointments

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

- Keep track of a personal schedule by writing the term **reuniones** in the appropriate spaces on a weekly planner.
- Use conversational phrases and time-of-day expressions to discuss their availability and schedule **reuniones**.

Materials:

- Copies of La Semana de Lucas handout, one per student (see **Appendix C**)
- Copies of blank planner, one per student (see **Appendix D**)

Jump Start

Lucas's Week

Prepare Ahead:

- Have ready copies of *La Semana de Lucas* for each student.

1. Distribute planners and call on your students to answer questions about Lucas's appointments, such as:
 - ¿Qué va a hacer Lucas el lunes a las 3 de la tarde? (Va a jugar al fútbol.)
 - ¿Qué va a pasar el martes a las 6 de la tarde? (Va a ayudar a su padre.)
 - ¿Qué tiene que hacer Lucas el domingo a las 3 de la tarde? (Tiene que cenar con sus amigos.)Encourage students to answer in complete sentences.
2. Ask each student to add a new appointment to Lucas's planner and tell a classmate about it.
3. Have students save their copy of *La Semana de Lucas* for use during the following **Learning for Life** and **Assessment** activities.



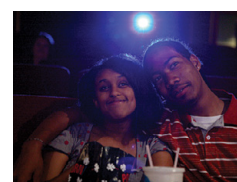
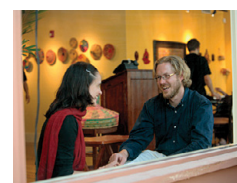
Bloom's Taxonomy: Application
Multiple Intelligences: Visual-Spatial

Learning for Life

Scheduling Success

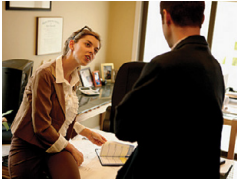
Prepare Ahead:

- Have ready copies of the blank planner for each student.
- Write the conversation script in Step 4 on the board.





1. Explain to students that they will first practice scheduling personal appointments, and will then speak with others about making plans.
2. Briefly discuss appointments that students have during the course of a week by asking several volunteers to talk about their plans on a particular day.
3. Distribute blank planners to each student. Ask learners to fill in the time slots with their appointments for the week, using their copy of *La Semana de Lucas* as an example.
4. Divide the class into groups of four students. Instruct learners to converse with each other, with the goal of scheduling at least one appointment with each member in their group. Ask two volunteers to read the following script that models a conversation with questions and answers in complete sentences:
Alumno 1: ¿Puedes patinar sobre hielo el miércoles a las 4 de la tarde?
Alumno 2: Lo siento. No puedo patinar sobre hielo el miércoles a las 4 de la tarde porque juego al fútbol. Vamos a las 6 de la tarde.
Alumno 1: ¿Puedes ir al partido de básquetbol a las 4 el sábado?
Alumno 2: Sí, estoy libre el sábado a las 4 de la tarde.
Circulate around the room to monitor participation and conversations. Instruct learners to write each peer's name and the corresponding activity in the correct time slot.
5. Have several volunteers tell the class about a new appointment they made with a fellow group member. Ask students to keep their planners handy for the next **Assessment** activity.



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



(Lesson continues on next page)

**Word of
the Day:**
la reunión

Unit 14, Lesson 2, Part B (continued)

Assessment

A Day in the Life...

Prepare Ahead:

- Be sure students have their planners from the previous **Jump Start** and **Learning for Life** activities.

1. Explain to your students that each should write a short story describing someone's day based on their choice of either planner from the previous **Jump Start** and **Learning for Life** activities. They should have at least two characters (e.g., Lucas and a friend), who, through dialogue in the story, discuss what they did.
2. Encourage learners to be creative as they describe details. For example, students might include the location of Lucas's *fútbol* games (at a park, in a stadium) and the name of his team. Students who write about their own appointments could elaborate on how they help their parents at home or the movie they plan to see. Explain to students that they should use sensory language to describe how things felt, tasted, smelled, etc. Remind them about transition words and phrases for cohesion, to connect sequences, and signal time changes.
3. After several volunteers read their paragraphs, collect papers and planners and evaluate for word use, correct grammar, spelling, transitions, and sentence structure.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal





**Vocabulary
Taught or
Reviewed:**

el cliente
el mensaje
la oficina
la reunión
todos/-as
las vacaciones

Unit 14, Lesson 2, Part C

Messages

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

- Demonstrate that they have understood information by accurately relaying a verbal and a written **mensaje**.
- Describe their personal views in a written **mensaje**.

Materials:

Email memo, one per group (see **Appendix E**)
Information about time capsules

Skill Sharpener
Pass It On

1. Divide the class into two groups of students and play a variation of the game *Telephone*. Whisper a message to the first student in each group. These students should then whisper what they heard to the peer beside them.
2. After the messages have been relayed to the last student in each group, ask these final recipients to tell the class what message they heard.
3. If the messages changed along the way from the first person to the last, discuss how the information changed and ask for ideas about why this happened.
4. Lead a brief discussion about ways to keep messages accurate (attentive listening, writing notes, repeating information).



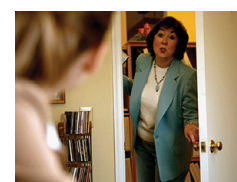
Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

Extending the Text
Mixed Messages

Prepare Ahead:

- Have ready copies of the email message (see Step 4) for each group.

1. Discuss with your class the ways people convey messages. Introduce types of messages such as **mensaje de texto**, **notas**, **mensajes de voz**, **conversaciones telefónicas**, and **persona a persona**. Compare them with message types the students already know, such as **correo electrónico** and **cartas**.
2. Explain to students that they will work in small groups to role-play a scene in which they must collaborate to give a message to someone.





3. Divide the class into groups of three learners, and have group members decide among themselves who will be A, B, and C. Explain each learner's role:
 Student A receives an email message from you.
 Student A then role-plays a telephone conversation with Student B to relay the information in the email message.
 Student B has a face-to-face conversation with Student C about the message she just received.
 Student C ends the activity by writing a note with the information from Student B, and placing the note on the classroom door.

4. Distribute copies of the following email message to Student A in each group:

De: maestro@rosettastone.com

Para: alumno@rosettastone.com

Asunto: ¿Dónde está la señora Burgos?

Hola Alumno:

No puedo encontrar a la señora Burgos y pienso que tienes una clase con ella hoy. Si la ves, ¿le puedes decir que espero que podamos encontrarnos en la panadería El Pan Caliente a las 2 de la tarde? Por favor, dile que debe traer \$20 para comprar una torta para la fiesta de la escuela.

Gracias, Maestro

Circulate around the room to monitor learners as they engage in their role-playing.

5. After each Student C places her note on the door, have her group compare its email message with the note to check for accuracy.

6. Have a class discussion about the most reliable methods for conveying information.



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic

Assessment

A Timely Message

Prepare Ahead:

- Have information about time capsules available.

1. Describe for students what a time capsule is and introduce the term **cápsulas del tiempo**. Talk about the occasions for which they have been created and give examples of their contents.
2. Lead a brief discussion about the items that students would place in a time capsule to represent the current year. Have students write personal notes about their views, beliefs, activities, or experiences to place in the current-year time capsule.

3. Collect papers and evaluate.



Bloom's Taxonomy: Synthesis

Multiple Intelligences: Intrapersonal

Word of the Day:
todos/-as

Unit 14, Lesson 2, Part D

Review

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

- Collaborate with a peer to write and rehearse a script as **actores** or **actrices** or create a drawing, painting, or sculpture as **artistas**.
- Perform a skit or describe a piece of artwork.

Materials:

Resources for sample scripts and examples of artwork
Sheets of poster paper, enough for each group
Art materials

Classroom Community

In-Class Activity—Actors and Artists

Prepare Ahead:

- Have script and art resources available for all groups.
- Provide poster paper and art materials to all artists, and to actors who wish to use them.

1. Explain to your students that they will role-play actors and artists by developing material for a festival of fine arts. Possible themes include sports, jobs, hobbies, inventions, and architecture.
2. Divide the class into pairs of students, and then have them count-off until every pair has a number.
3. Even-numbered groups will develop a script for a three-minute skit to be performed for peers, teachers, and family members. Encourage actors to draw props that may enhance their dialogues.
4. Odd-numbered groups will create a piece of artwork to display to peers, teachers, and family members. Learners should also be prepared to talk about the details of their creation.
5. After allowing time for students to research and develop their projects, have them rehearse their presentations in preparation for the following Community Connection activity.

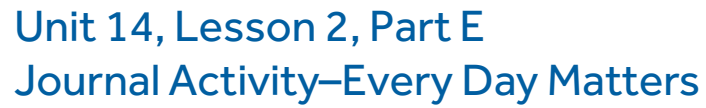


Community Connection

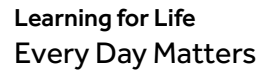
Out-of-Class Activity—Festival of Fine Arts

1. Schedule a festival of fine arts that showcases the skits and artwork prepared by students during the previous **Classroom Community** activity.
2. Invite family members, teachers, and students to attend this event that allows your learners to use their Spanish-language skills with a new audience.





- Write about their scheduled activities and other events that occur on a daily, weekly, monthly, and yearly basis.



1. Have students write about their tasks, appointments, celebrations, and events that happen every:
día
semana
mes
año
2. Students should describe at least two occurrences for each of the above time periods. Remind them to check their work for word use, correct grammar, spelling, sentence structure, and to use transitions for cohesion, and to correctly sequence time, places, and events.



Unit 14, Lesson 2, Part F

International Cultural Activity–Amazing Architects

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

- Work collaboratively to research, write, and present reports about **arquitectos** from various countries and eras.

Materials:

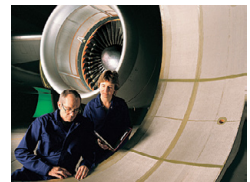
Internet and printed resources about architects and their architecture
Slips of paper, one per group
Container

Connecting to Culture

Amazing Architects

Prepare Ahead:

- Review research materials and choose several architects, enough for one per group, making sure they are from different countries and time periods (see Step 3). Write the name of each architect on a slip of paper and place it in the container.
1. Discuss architects and what their job entails, and then describe the process of creating a building—from concept to finished structure. Elicit or offer the names of famous buildings, such as *el Coliseo*, *el edificio Empire State*, *las piramides de Egipto*, and *el Taj Mahal*.
 2. Explain to your students that they will work in small groups to research, write, and present information about specific architects from around the world and buildings they have designed. Examples of internationally renowned architects are:
 - Marion Mahony Griffin
 - Zaha Hadid
 - César Pelli
 - Kenzo Tange
 - Frank Lloyd Wright





3. Pass around the container and have each group choose one slip of paper, which will have the name of the group's assigned architect. Advise students that their reports about the architects and their buildings should include these topics:

historia del arquitecto
tipos de edificios diseñados
dónde se construyen los edificios
porqué el arquitecto es famoso
porqué los edificios del arquitecto son famosos

Encourage groups to include images of the buildings designed by their selected architect in their reports if you have Internet and photocopier access. Remind them that each group member must participate in all facets of the project. Allow time for rehearsals of the presentations.

4. After students have researched and documented their projects, have the groups take turns presenting their architect to the class.
5. When presentations are complete, lead a discussion about the similarities and differences among architects and their building styles in relation to era, culture, and location.
6. Collect reports and evaluate for content, correct word use, transitions, grammar, spelling, and sentence structure.



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

RAISE THE BAR

Have students use technology to research, write, and present reports about architects. They should draw information from several sources, presenting information in a logical, coherent manner. Main ideas should be supported by relevant evidence and reasoning. They can use multimedia to help clarify information and make their presentations more interesting.

Grammar & Usage

Unit 14, Lesson 3

Independent Possessive Pronouns

Advise students that possessive pronouns come in two forms. The first form is used as an adjective to modify a noun.

La batería de **mi** celular está cargada.
Enciende **tu** linterna, por favor.
Trajimos **nuestras** linternas.
Los ingenieros presentan **sus** ideas.

The second form is called an *independent possessive pronoun* because it does not need to be paired with a noun.

Estos dormitorios son **nuestros**.
Aquellas laptops son **suyas**.
La laptop barata es **mía**.

Independent possessive pronouns can be used as the subject of a sentence when the noun it refers to is already established. Note that a definite article precedes the pronoun.

¿Tienes una **pila**? La **mía** está descargada.
El **tuyo** está bueno. Pero el **suyo** está mejor que el **tuyo**.
Estas son nuestras **linternas**. Las **nuestras** son más grandes que las **suyas**.

Observe how Spanish pronouns agree with the noun they modify and not with the owner of the object.

El ingeniero perdió una llave **suya**.

Also, note that **nuestro/-a(s)** uses the same form whether it is acting as an adjective or an independent pronoun.

adjective:	El niño está jugando con nuestro perro.
independent pronoun:	El perro es nuestro .





Addressing Others Formally

Remind students that, when addressing older adults or people in formal situations (such as business settings), conversations can be friendly but formal enough to show respect for co-workers and clients.

This is an opportune time to point out that using *usted* is an excellent way to convey polite formality. Its third person conjugation creates a polite distance. This is certainly the case when using formal commands, yet imperatives should be used with tact when talking to someone in authority (teacher, manager, client). Advise learners to use *por favor* to make imperatives sound more like polite suggestions. For example:

[En un restaurante] Ésta es una buena mesa. Siéntense aquí, por favor.
Por favor dígame que ella tiene una reunión a las 2 de la tarde.

Another way to give instructions politely is to ask a question instead of using an imperative.

¿Les gustaría sentarse aquí?

Speakers in formal situations use polite phrases often.

Lo siento mucho, Roberto. No puedo almorzar contigo.

Lo siento. La señora Martínez no está aquí. ¿Le gustaría dejar un mensaje?

Sí, por favor. Quisiera verla mañana a las 9 de la mañana.



**Vocabulary
Taught or
Reviewed:**

alto
ancho
el arrecife de coral
el cañón
la cascada
el científico
la cueva
explorar
el fotógrafo
largo
el río
el volcán

Unit 14, Lesson 3, Part A

Exploring Natural Wonders

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

- Use environmental vocabulary to describe various landmarks.
- Present information about specific aspects of locations to an audience of their peers.

Materials:

Internet access

Print and Internet resources about **el arrecife de coral, el cañón, la cascada, la cueva, el río,**
and **el volcán**

Focus and Motivate

Visual Explorers

Prepare Ahead:

- *Have Internet access available for students.*

1. Write the following names on the board:

Chicamocha
De las Manos
Banco Chinchorro
Amazonas
Ojos del Salado
Salto Ángel

2. Ask students to raise their hand if they recognize any of the names, but to not say anything to the class. Tell your learners that each name corresponds to one of the following land features:

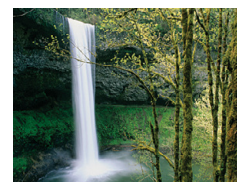
un arrecife de coral
un cañón
una cascada
una cueva
un río
un volcán

3. Ask students to guess the places in Step 1 that match the features in Step 2, and have them write their guesses on a sheet of paper.

4. Pair up students and allow them a few minutes to use the Internet to check their guesses.



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





Engage and Explore Sites of Adventure

Prepare Ahead:

- Use the print and Internet resources for this activity.



1. Divide the class into six groups and assign one of the sites mentioned in the previous **Focus and Motivate** activity to each.
2. As students prepare to research their location, direct them to include information about the following in their reports:
 - historia (¿Qué sabemos de su historia? ¿Cuándo fue descubierto?)
 - lugar (ciudad, país, continente)
 - medidas (largo, ancho, alto)
 - exploradores (científicos, fotógrafos)

Groups should also include at least one illustration and note the name of the photographer (if available). Remind learners that each group member is responsible for presenting a portion of the report.



3. Allow time for students to rehearse their presentations in preparation for the next **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment Tales of Adventure



1. Have students return to their groups from the previous **Engage and Explore** activity. Then, each group should present its report to the class.
2. After information about each location has been presented, conclude the activity by asking learners to discuss which landmarks they want to visit and why.
3. Collect reports and evaluate.



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



**Word of
the Day:**
explorar

**Vocabulary
Taught or
Reviewed:**

la batería
cargar
la cuerda
la lámpara
la linterna
la luz
oscuro
la pila

Unit 14, Lesson 3, Part B

Darkness and Light

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

- Discuss activities that are easy and difficult for people to perform *cuando hay luz* and *cuando ésta oscuro*.
- Gather and present information about the diurnal and nocturnal activities of different animal species.

Materials:

Photos of scenes and activities in light and dark surroundings
Index cards each with the name and a picture of an animal that exhibits diurnal or nocturnal habits, one card per group of three students
Reference resources about mammals, birds, and marine animals that exhibit diurnal and nocturnal habits
Container

Jump Start

Lighting the Darkness

Prepare Ahead:

- Use the photos showing scenes and activities in light and darkness for this activity.

1. Show photos of different situations that occur in light and dark settings. Ask students to identify whether each image depicts a dark or light scene, and how the light is generated (**sol, linterna, lámpara**).
2. Lead a discussion about activities that are easy and difficult for humans to do in darkness and in light.



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

Curriculum Connection

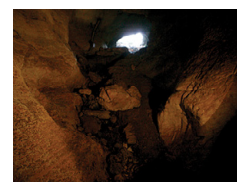
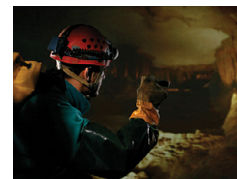
Night and Day

Prepare Ahead:

- Place index cards with names and pictures of animals in a container. Be sure there is at least one card for each group of three students.
- Have reference resources available for all groups.

1. Lead a brief discussion about the ways in which certain animals function better in light environments while others prefer dark environments, and compare this to human behavior.

*This may be an opportune time to introduce the terms **diurno, nocturno, marino, and mamífero**.*





2. Explain to students that they will be working in small groups to prepare and present a brief report about the daytime and nighttime behaviors of a particular mammal, bird, or marine animal.
3. Divide the class into groups of three students, and ask a representative from each group to select a card from the container.
4. Direct students to use reference materials to gather information about their creature's natural habitat, its daytime and nighttime habits, and physical features that help it survive in light or dark environments. Remind students that each group member will be responsible for presenting a portion of the report to the class.
5. Have each group finalize its report and prepare to present it during the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment Creatures of Habit

1. Call on groups to present the reports they prepared during the previous **Curriculum Connection** activity. Note students' use of complete sentences, clear ideas, and coverage of the required topics.
2. If time permits, lead a brief discussion comparing the habits of mammals, birds, and marine animals in light and dark environments.
3. Collect reports and evaluate.



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

RAISE THE BAR

Use this as an opportunity to develop vocabulary acquisition by having students look up the etymology and Latin prefixes of the terms **diurno**, **nocturno**, **marino**, and **mamífero**. Ask them to consult dictionaries to confirm pronunciation, meaning, and part of speech.

**Word of
the Day:**
la luz

Unit 14, Lesson 3, Part C

Exploring the Language

Vocabulary Taught or Reviewed:

apagar
la batería
la cámara
el cañón
cargar
la cascada
la cueva
descargada
encender
la luz
oscuro
peligroso/-a
la temperatura
el volcán

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

- Work collaboratively to write scripts about geographic features and exploration activities.
- Perform a script for an audience of their peers.

Materials:

Four lists of Lesson vocabulary, a different set per group (see **Appendix F**)

Quick-Start Review

Word Waterfall

Prepare Ahead:

- Write Lesson vocabulary on the board (see Step 1).

1. Direct students' attention to the vocabulary list on the board:

apagar	cargar	cueva	fotógrafo	oscuro
arrecife de coral	cascada	descargada	lámpara	río
batería	científico	encender	linterna	volcán
cañón	cuerda	explorar	luz	

Review pronunciation and meanings of the words.

2. Ask for volunteers to use some of the terms in complete sentences.



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

Extending the Text

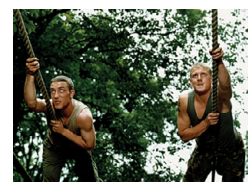
Vocabulary Volcano

Prepare Ahead:

- Copy and cut four lists of Lesson vocabulary.

1. Divide the class into four groups and distribute one of the following lists to each:

Lista A	Lista B	Lista C	Lista D
batería	batería	alto	apagar
cargar	cámara	cascada	cuerda
científico	explorar	descargada	foto
cuerda	fotógrafo	guía de turismo	hay luz
lámpara	peligroso	largo	no es peligroso
oscuro	revista científica	linterna	temperatura
Están en una cueva.	Están en un cañón.	Están en una cascada.	Están en un volcán.





2. Direct groups to write a dialogue using the words on their lists, along with any other expressions or vocabulary they wish to use. Since the audience will be guessing the location of scenes, learners should not include the name of the place in their script. Each group member should have a speaking role in the dialogue, to ensure participation by all.



3. Allow time for students to write and rehearse their dialogues for use during the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment Finding the Feature



1. Using their dialogues from the previous **Extending the Text** activity, groups will take turns performing their scripts.
2. After each performance, have the audience write down the location where they think the dialogue took place. When all have had the chance to act out their scripts, ask:
¿Dónde estaba el grupo 1? ¿Por qué?
3. Collect scripts and evaluate.



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



**Word of
the Day:**
la batería

Unit 14, Lesson 3, Part D

Journal Activity–Sightseeing

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

- Use travel, tourism, and environmental vocabulary to write about locations they have visited or would like to explore someday.

Reflection

Sightseeing

1. Ask students to collect information about one of Latin America's natural wonders they learned about in this Lesson (**cañón** Chicamocha, **cueva** De las Manos, **arrecife de coral** Banco Chinchorro, **río** Amazonas, **volcán** Ojos del Salado, and **cascada** Salto del Ángel), and write in their journal about what they would expect to see and do while visiting one of them. Or, if students have actually explored one of these, instruct them to recount their experiences in their journal.
2. Students may also include information about the equipment they would need to explore the chosen place (**linterna**, **cuerda**, **cámara**). Remind them to check their work for word use, correct grammar, spelling, and sentence structure.





Unit 14, Lesson 3, Part E

Enrichment Activity–Travel Posters

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

- Use tourism and environmental vocabulary to create posters by selecting a topic, conducting research, writing content, and presenting information.

Materials:

- Travelogues and guidebooks about a variety of countries
- Sheets of poster board, one per student
- Art materials

Stretching the Imagination

Travel Posters

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

Prepare Ahead:

- Have travelogues and guidebooks available for students.
- Invite parents to attend when students are ready to present their posters.

1. Explain to your learners that they will create and present an illustrated poster about a country of their choice, with information about landmarks, festivals, outdoor activities, fine-art genres, restaurants, sporting events, and natural wonders. Suggest that students use terms such as the following on their posters:

arrecife de coral	escultura	palacio
básquetbol	esquí de fondo	patinar sobre hielo
béisbol	festival	pescar
cañón	foto	pintura
cascada	hacer snorkel	restaurante
castillo	hockey	río
catedral	ir de excursión	ruinas
cueva	museo	volcán

Mention that parents will be visiting the class to hear presentations when students have completed their projects.





2. Brainstorm with learners about the countries they might choose to write about, in terms of the information shown in Step 1. After students have selected their target countries, have them begin their research.



3. Instruct learners to prepare an outline of their information and share it with you during a scheduled meeting. Discuss the material and suggest revisions, if necessary.

4. Students should then write a draft of the text they wish to include on their posters and select accompanying images and graphics. Review this material during appointments with each learner, and suggest edits as needed.



5. When students are ready to work on the final version of their posters, distribute art materials and poster boards and have them complete their projects.

6. For the presentations, each student should, in turn, describe her poster to the audience. When all are finished, invite your learners to further discuss the topic of travel by leading a discussion that includes comments, questions, and personal experiences. Invite parents to join the conversation.

7. After evaluating the posters, display them for all to enjoy.



RAISE THE BAR

Have students use technology to plan, collaborate, write, edit, and publish their travel guidebooks. Have them create a master online calendar to plan meetings and track progress. Set up a blog or sharing site to centralize their work. Here peers can guide, critique, edit, and revise, as the teacher monitors progress. After scheduled stages are completed, books can be printed and presented. They could also be posted online, where other students, friends, and family can post feedback.





Grammar & Usage

Unit 14, Lesson 4

Future Events in Conversation

Remind students that they have learned two ways to indicate future events. The more formal of the two ways is to use the verb in the future tense.

El doctor le verá en diez minutos.

Regresaré en una hora.



*This may be a good time to point out how all future endings require an accent except for nosotros. You may also take a quick look at irregular verbs students have seen thus far, such as **podremos** and **saldremos**.*

The second way is less formal and used more often in conversation. It involves a present-tense form of the verb **ir**, the preposition **a**, and an infinitive verb.

El hombre **va a enviar** un paquete.

¿Lo **vas a devolver**?



Explain to students that although in Spanish **ir + a + infinitive** is the most frequently employed form when speaking of the future, Spanish speakers often use the present tense instead of the future for near-future actions.

¿Vienes a mi fiesta esta noche?

¿María puede venir a mi fiesta el viernes que viene?



Connotations of *Tratar*

Explain to students that the verb **tratar (de) + infinitive** is used when the result of the action may not be successful.

La niña trata de subir al árbol.

Trata (de) indicates that the girl may not be able to climb the tree. Discuss how this differs from the following sentence: La niña está subiéndose al árbol.

The past tense often suggests failure.

Traté de entregar su correo.

Él trató de saltar sobre el agua.



Unit 14, Lesson 4, Part A

Mail Delivery

Vocabulary Taught or Reviewed:

el buzón
cartero/-a
el correo
entregar
la furgoneta
de reparto
regresar
salir (e)

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

- Write a letter in Spanish that shares their personal history to share with a peer.
- Form and ask questions based on the information students would like to know about their peers.

Materials:

Letter template, one per student (see **Appendix G**)
Slips of paper with the name of each student
Container
Envelopes, one per student

Jump Start

Many Happy Returns

Prepare Ahead:

- Have a copy of the letter template (see Step 1) available for each student.

1. Distribute the following letter template to each student and ask him to note the differences in style between the two letters.

Susan Darren
1342 Main Street
Anytown, VA 22879

August 3rd, 2020

Dear Sofia,

How are you? I have not received a letter from you for many months! I hope you are fine. I am fine but busy now. I began learning a new language last Monday and it is very difficult!

Are you studying? What do you do on Saturdays and Sundays?

Love,
Susan

Sofia López
Avenida De los Pájaros 345
Palermo, Santo Domingo (12344)

20 de septiembre de 2020

Querida Susan:

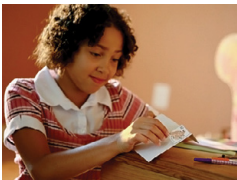
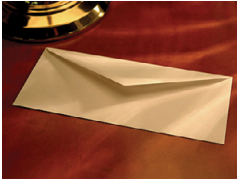
¿Cómo estás? Estoy muy contenta porque empezaste la clase. ¡Buena idea!

Yo voy a la universidad los martes y jueves. El sábado patino sobre hielo y el domingo ando a caballo con mis amigos.

¿Qué pasatiempos tienes ahora?

Besos,
Sofia





2. Draw two columns on the board and write the headings *Inglés* and *Español*. Ask students to tell you their observations as you list them on the board under the correct heading. For example:

Inglés	Español
• 1342 Main Street	• Avenida De los Pájaros 345 (number after the name of the street)
• Anytown, VA 22879	• Palermo, Santo Domingo (12344) (Zip code in parentheses)
• August 3rd, 2020	• 20 de septiembre de 2020 (no commas, months without capital letters)
• ...last Monday...	• martes, jueves, sábados y domingos (days without capital letters)

3. Keep the list on the board for the following **Engage and Explore** activity.



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

Engage and Explore Special Delivery

Prepare Ahead:

- Fold the slips of paper with students' names and place them in the container.
- Use the envelopes for this activity.

1. Introduce the term **amigo por correspondencia**. Explain that each learner will write a letter to a classmate—her **amigo por correspondencia**—without letting her know who the author is. The body of the letter should be at least five sentences and include a description of her personal background (birthplace, family, and favorite activities), a salutation with the recipient's name, and a closing.
2. Pass around the container and have each student select a slip of paper, keeping her pen pal's name secret.
3. Learners should then write their letters, using information from Step 1 and guidelines from the previous **Jump Start** activity.

(Lesson continues on next page)

**Word of
the Day:**
entregar

Unit 14, Lesson 4, Part A (continued)

4. After everyone has finished, distribute an envelope to each learner and have her fold her letter, place it in the envelope, and seal it. Students should then write *Para [pen pal's name]* on the envelope.
5. Collect the envelopes for use during the following **Assessment** activity.



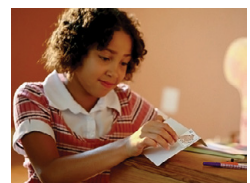
Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal

Assessment Pen-Pal Patter

1. Deliver the letters from the previous **Engage and Explore** activity to the students whose names are on the envelopes.
2. Allow time for students to read their letters and think of two questions to ask in response to the letters they received. Learners should then write their questions on a sheet of paper.
3. After students share a sentence from their letter and a question with the class, collect letters and questions to evaluate.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal





**Vocabulary
Taught or
Reviewed:**

entregar
enviar
firmar
el paquete
recoger

Unit 14, Lesson 4, Part B

Care Packages

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

- Work collaboratively to write letters that propose the delivery of donations to organizations.
- Discuss their ideas about community service with classmates.

Materials:

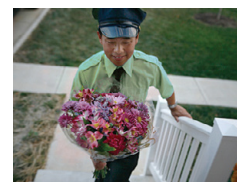
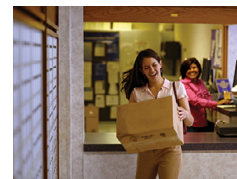
Brochures and Internet printouts of information about local organizations that accept packages of donated items

Focus and Motivate
Delivering Hope

1. Lead a discussion about local community outreach campaigns that benefit organizations such as literacy programs, animal shelters, food pantries, and clothing donation centers.
2. Ask questions about the types of items that are collected and delivered in packages to these organizations; for example, books, bedding, food, and clothing. Write students' input on the board and mention that they will be using this information in the following **Learning for Life** activity.



Bloom's Taxonomy: Application
Multiple Intelligences: Naturalist





Learning for Life Writing for a Cause

Prepare Ahead:

- Have brochures and printouts available for each group.



1. Continue the earlier **Focus and Motivate** discussion by letting students know that they will work in small groups to write letters. In their correspondence, they should propose that their class sponsor school-wide collection drives to benefit local organizations. The letters should state that students would gather donations into packages and deliver them to the organizations.
2. Divide the class into groups of three students. Assign an organization and distribute its respective material to each group.
3. Advise learners to address their group letters to the class and include the location of the organization, when it was founded, and how it helps the community. Students should also list items to be collected for the packages.
4. Have students keep their letters to read aloud during the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment Proposing Help



1. Inform students that they should each be prepared to read a portion of their group's letter. Advise your learners that they may be called upon to answer questions their classmates might have.
2. Encourage learners to participate in the discussion that will occur after all proposals have been presented.
3. After the discussion, have students vote for one organization. If time permits, encourage learners to justify their decision.
4. Collect letters and evaluate for content, word use, correct grammar, spelling, and sentence structure.



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



**Word of
the Day:**
el paquete

**Vocabulary
Taught or
Reviewed:**

enviar
firmar
el nombre
ordenar
por último/-a
primero/-a
recibir
tratar

Unit 14, Lesson 4, Part C

Whose Package?

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

- Use the terms **paquete incorrecto** and **devolver** to describe a problem and provide a logical solution.
- Perform a script for an audience of their peers.

Materials:

Slips of paper, two per student

Jump Start

What's in the Package?

Prepare Ahead:

- Use the slips of paper for this activity.

1. Begin the activity by brainstorming ideas of objects that can be sent in a package. Write students' answers on the board, which may include the following:
celulares fotos libros linterna ropa sombrero zapatos
2. Give each student two slips of paper, and instruct him to copy the name of one of the objects on the board onto each slip. Both slips need to be identical in content, and as specific as possible; for example, **un libro de Jorge Luis Borges, una linterna de plástico.**
3. Collect one slip of paper from each student and have your learners keep the other slip. Save the slips you collected for the following **Extending the Text** activity.



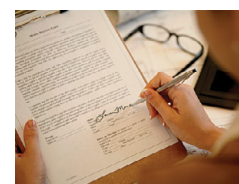
Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

Extending the Text Package Mix-Up

Prepare Ahead:

- Students should have the slip of paper they saved from the previous **Jump Start** activity for this session.
- Use the slips of paper you collected for this activity.

1. Divide the class into pairs of students and explain that they will be writing a dialogue about packages. Inform partners that the slip of paper they kept from the previous **Jump Start** activity represents an item they were expecting to be delivered.





2. Students should then select a slip of paper from those that you collected earlier. This second slip represents an item that was incorrectly delivered to them.



3. In their dialogues, pairs should include the following information: the name of the item they expected to be delivered, how they hoped to use that item, the name of the item they actually received, and what they are going to do with this item. For example:

Alumno A: ¡El cartero me entregó el paquete incorrecto!

Alumno B: ¡A mí también! Yo compré una linterna porque quería acampar esta noche.

¡Pero esto es una camiseta!

Alumno A: ¿La vas a devolver?

Alumno B: No creo. Necesito una camiseta para el concierto de mañana. ¿Y tú?

Alumno A: Yo compré un libro que quería leer. ¡Pero esto es una pintura!

Alumno B: ¿La vas a devolver?

Alumno B: No creo. ¡Me gusta!



4. Allow time for partners to write their dialogues and rehearse them in preparation for the following **Assessment** activity.



Bloom's Taxonomy: Synthesis

Multiple Intelligences: Intrapersonal

Assessment Creative Solutions



1. Have pairs of students take turns performing the dialogues they developed during the previous **Extending the Text** activity.

2. When all are finished, lead a discussion about the ways in which students chose to handle their dilemmas of incorrectly delivered packages.

You may wish to have students vote on the most creative solutions to these dilemmas.

3. Collect dialogues and evaluate.



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic



**Word of
the Day:**
tratar

Unit 14, Lesson 4, Part D

Review

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

- Describe photos or objects that represent environmental and postal vocabulary.
- Ask family members or friends about their daily commute and record the answers in Spanish.

Materials:

- Photos and small objects representing Lesson terms
- Large bag
- List of vocabulary words from Lessons 3 and 4 (see **Unit 14 Word Lists**)
- List of interview questions, one per student (see **Appendix H**)

Classroom Community

In-Class Activity–Vocab Grab Bag

Prepare Ahead:

- Place photos and objects in the bag.
- Write vocabulary words from Lessons 3 and 4 on the board.

1. Ask your students to sit in a circle. Walk around the circle and let each student select an item from the bag.
2. Explain that, one by one, learners will create sentences containing the vocabulary word represented by the photo or object they are holding. Direct students' attention to the vocabulary list on the board, and encourage them to use more than one Lesson term in their sentences.
3. At different times during the activity, ask a follow-up question to promote active listening by the audience. For example:
Ana: Yo uso la linterna para explorar cuevas.
Maestra: María, ¿para qué usa la linterna Ana?
María: Ana usa la linterna para explorar cuevas.
Maestra: ¿Por qué José?
José: Porque no hay luz en las cuevas. Está oscuro.
4. After everyone has had a turn speaking, ask learners to return the items to the bag. If time permits, students may then select a new item and repeat Steps 2 and 3.



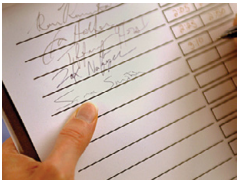


Community Connection

Out-of-Class Activity—Family Interviews

Prepare Ahead:

- Have copies of interview questions available for each student.



1. Distribute lists of interview questions and review them with students:

¿Cuál es tu nombre de pila?

¿Cuál es tu apellido?

¿A qué hora sales de casa para ir al trabajo?

¿Hay luz o está oscuro cuando sales de casa para ir al trabajo?

¿A qué hora regresas a tu casa?

¿Hay luz o está oscuro cuando regresas a casa?

2. Explain that students should take their questions home and choose two adult family members or friends to interview (in their native language, if necessary). Advise students to write the answers to the questions in Spanish and bring them to the next class session.

3. In class, have students talk about their interviews with a partner, comparing the two responses. For example: "Está oscuro cuando mi padre sale de la casa para el trabajo, pero mi madre sale de la casa después de él, así que hay luz afuera".

After allowing time for everyone to share their answers, collect papers and evaluate for word use, correct grammar, spelling, and sentence structure.



Unit 14, Lesson 4, Part E

Journal Activity–The Perfect Package

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

- Write about the details of a **paquete** they would like to send to a person they care about or admire.

Reflection

The Perfect Package

Challenge students to write, in their journals, about a package they might send to someone they care about or admire. Encourage learners to name the person they would send the package to (using a first and last name), identify the place where they would send it, and note items they would place in the package. Students should also include a reason why they would send something to this person.

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





Unit 14, Lesson 5, Part A

Focused Activity–Listen and Remember

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

- Use fine-arts, travel, and sports vocabulary to answer questions about a passage after listening to it, and then reading it silently and aloud.

Materials:

- Copies of Unit vocabulary worksheet, one per student (see **Appendix I**)
- Copies of passage, one per student (see **Appendix J**)
- Download the passage **Track 19**

Extra Help

Listen and Remember

1. Play the audio for the following passage:

Martín Sánchez es un artista famoso que vive en Argentina. Sus pinturas y esculturas están en museos de arte en París, Roma, y Londres. El señor Sánchez empezó a pintar cuando era niño. En la ciudad donde creció, había una catedral antigua con arte hermoso de los siglos 18 y 19, y él quería pintar como esos artistas. Ahora, él saca ideas para sus pinturas cuando viaja o cuando escucha música. El pasatiempo del señor Sánchez es jugar al fútbol.

Then distribute vocabulary worksheet and play the passage again. Ask students to circle the vocabulary words they hear. Have students check their work with a partner. Play it again to confirm their answers.

2. Write the following questions on the board:

¿Quién es Martín Sánchez?

¿Dónde han estado las pinturas del señor Sánchez?

¿Cuánto hace que el señor Sánchez pinta?

¿De dónde sacó el señor Sánchez la idea de empezar a pintar?

¿De dónde saca el señor Sánchez las ideas para sus pinturas ahora?

¿Cuál es el pasatiempo del señor Sánchez?

Have students work with their partner and write their answers to the questions on the vocabulary worksheet.

3. Distribute copies of the passage. Have students read it and check their answers. Then, ask volunteers to share their corrected answers with the class.

4. Finally, ask partners to read the passage to each other. Circulate around the room and listen for correct pronunciation.





Unit 14, Lesson 5, Part B

Focused Activity—Scrambled Grammar

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

- Form grammatically correct sentences with passive and active verb forms.

Materials:

Index cards



Extra Help

Scrambled Grammar

Prepare Ahead:

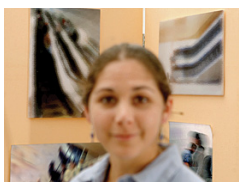
- Use index cards to create fragmented sentences that students will put back together.

For example:

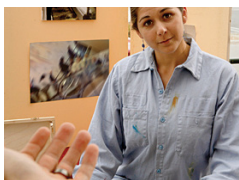
Mi madre hizo una torta para mí.

See sample sentences in Step 6 for additional ideas.

- *Fasten each set of cards together and separate sets according to active or passive verb forms. Be sure there are enough sentences for each student to receive two sets of cards, one for active voice and one for passive voice.*



1. Explain to your students that they are to help you unscramble two lines of words to form two complete sentences. Scramble sentences such as the following on the board:
Mi madre hizo una torta para mí. La torta fue hecha por mi madre para mí.
2. Ask questions to assemble the sentences. Then, discuss the differences in meaning based on the verb constructions.
3. Explain that students should practice assembling their own sentences by arranging word cards. Distribute sets of index cards and have students form them into complete sentences.
4. Circulate around the room and, as each student completes her sentences, have her read the ordered cards to you. Then, ask the student to write her sentences on the board (taking her cards, if necessary).
5. After all learners have read their sentences to you and written them on the board, lead a discussion about sentence meaning as it relates to the active or passive verb form used.
6. Conclude the activity with a choral reading of the sentences. Examples of sentences are:
Andrea López escribió este libro. Este libro fue escrito por Andrea López.
Ingenieros italianos diseñaron este carro. Este carro fue diseñado por ingenieros italianos.
Juan Vázquez diseñó estos zapatos Estos zapatos fueron diseñados por
para niños. Juan Vázquez para niños.
Amalia Rodríguez pintó esta pintura. Esta pintura fue pintado por Amalia Rodríguez.



Unit 14, Lesson 5, Part C

Focused Activity–Speaking of Sports

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

- Read scripted lines for the role of a reporter or sports enthusiast with a focus on speaking expressively to a fellow actor.

Materials:

Copies of interview scripts, one per student (see **Appendix K**)

Extra Help Speaking of Sports

Prepare Ahead:

- *Have a script available for each student.*

1. Explain to students that they will be working in pairs to perform a script about a reporter interviewing someone who enjoys playing multiple sports.
2. Distribute a script to each student and divide the class into pairs. After partners decide which role each will play, they should read through their lines for comprehension.





Interview script:

Alumno 1: Hola. Gracias por hablar conmigo. ¿Cómo se llama?

Alumno 2: Me llamo ____.

Alumno 1: ¿Qué deportes te gusta jugar?

Alumno 2: Me gusta jugar al béisbol, básquetbol y al hockey. También me gustan las carreras.

Alumno 1: ¿Por qué juegas al béisbol?

Alumno 2: Porque me gusta correr y agarrar la pelota.

Alumno 1: ¿Y por qué te gusta el básquetbol?

Alumno 2: Porque mis amigos y yo jugamos juntos.

Alumno 1: ¿Ganó el campeonato tu equipo?

Alumno 2: Sí, ¡ganamos el campeonato!

Alumno 1: ¡Felicitaciones!

Alumno 2: ¡Gracias!

Alumno 1: ¿Por qué juegas al hockey?

Alumno 2: Porque me gusta patinar sobre hielo.

Alumno 1: ¿Ganó tu equipo ayer?

Alumno 2: No, perdimos porque el mejor jugador se lastimó la rodilla.

Alumno 1: ¿Qué tipo de carreras te gustan?

Alumno 2: Me gustan las carreras de carros porque puedo manejar rápido. Pero también me gusta ver carreras de caballo.

Alumno 1: Gracias de nuevo por hablar conmigo.

Alumno 2: De nada.

3. Allow time for learners to rehearse. Advise the actors to focus on speaking their lines with expression.

4. Partners will then, in turn, perform their dialogues for the class, using their scripts as needed. Note the use of expressive speaking in each performance.



RAISE THE BAR

Once students are comfortable with the script provided, have them perform the sports interview, improvising the questions and responses. Encourage them to respond logically to their partner's comments, using creativity and humor. Remind interviewers to ask follow-up questions for a better understanding of the interviewee's responses. End with the pair summarizing the conversation.



Unit 15

Welcome Home!

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Unit 15:

Welcome Home!

Introduction to Unit 15

Many Lesson activities in this Unit concentrate on home-environment language skills and vocabulary. Your students will write, discuss, role-play, and read about household items, indoor and outdoor repairs, building and repair professionals such as electricians and plumbers, neighbors, and even moving from one home to another. Complex assignments—such as writing and illustrating a children’s book and researching facts about the similarities among Latin American countries—are now realistic for learners’ skill levels, and such project-based activities comprise much of each class session. Class discussions are frequent and challenge learners to contribute their own conclusions and knowledge—and, often, to expand upon these in writing.

Teaching Unit 15

Now that your students are decidedly on their way to well-rounded proficiency in reading and communicating in Spanish, you have much greater flexibility in terms of the vocabulary and sentence construction you can use in the classroom. Activities in the *Teacher’s Guide* are now geared toward motivating learners to feel confident using their new language in situations that only a short while ago might have seemed daunting. In Unit 15, for example, you will guide your students through group and independent projects focusing on neighbors, home improvements, and road safety.

Lesson 1a: Moving Day

Using a diagram of the layout of a house, your students will illustrate how they would furnish rooms in their two-dimensional homes, and then will describe and compare their arrangements using spatial prepositions and household terms. Learners will also discuss the concepts of visiting versus moving and write their recollections of moving from one home to another.

Lesson 1b: Sharing Rooms

Get students involved in a guessing game while they use new vocabulary to describe colorful pictures of different rooms. Then, students will write and read aloud a description of a room while you encourage the rest of the class to find the picture that matches the description.

Lesson 1c: The Neighborly Way

As partners interview each other about their respective neighbors at home, they will gain valuable experience formulating and asking questions with a specific informational goal in mind. Next, students will use the detailed notes they took during the interviews as they write about their partners’ neighbors.

Lesson 1d: Journal Activity–Moving Abroad

Today, your students will imagine moving to a Latin American country. Learners will then write about the experiences and landscapes they will enjoy in their new home.

Lesson 1e: International Cultural Activity–Neighboring Nations

Pairs of students go hand in hand with pairs of countries in this Lesson that spans the globe. Today, partners research and present facts about two neighboring countries that share geographic borders. Of particular note in their findings are facts that can be compared, such as population, terrain, products, and so on.

Lesson 2a: Building Language

This multi-purpose Lesson offers valuable practice in speaking and writing using household and home-building vocabulary. Your students will write dialogues about the different problems they may encounter at home and suggest possible solutions. Then, students will perform their dialogues.

Lesson 2b: Home Improvements

Today, your students will have fun playing the role of a repair person who needs help remembering the names of tools. This activity is sure to engage your students as they use home-repair vocabulary to solve household problems in conversations about home fixtures, tools, and techniques.

Lesson 2c: Untangling Until

The term **hasta** is underscored in this Lesson, as students use **hasta** when answering queries about their after-school routines and as a key word in the children’s books they write, illustrate, and perhaps read aloud to younger learners.

Lesson 2d: Review

An in-class writing assignment provides an opportunity for learners to review past and present verb tenses. Outside of class, students will keep track of their activities for one day and record them in a timetable, and then they will interview two people and record their activities for the day.

Lesson 2e: Journal Activity—Repairs and Replacements

Today, students will use the word **dañado** to describe, in their journals, the sequence of events that ensued when someone repaired or replaced something that was damaged at their house.

Lesson 3a: Toy Talk

Shopping time! Your students will discuss the most suitable birthday gift for their younger sibling as they play the roles of clerks and customers in a toy store and speak about purchasing presents. This Lesson also challenges learners in the important real-world skills of budgeting and calculating prices.

Lesson 3b: The Order of Things

Humor is in order today! Learners will create original comic strips—with captions and illustrations—to demonstrate that they can successfully place the steps of an event in sequential order.

Lesson 3c: Preferences and Feelings

Encourage your students to use their ever-expanding Spanish vocabulary to express their feelings and preferences in writing and when talking with others. Today, learners will use terms such as **sorprendido**, **avergonzado**, and **preocupado** to discuss their experiences with surprise parties. Then, learners will write and perform a dialogue about planning a surprise party for you.

Lesson 3d: Journal Activity—Expect the Unexpected

Everyone has felt embarrassed, surprised, or worried at some time in her life. Learners will have a chance to write about their own such experiences during today's journal-writing activity.

Lesson 3e: Latin American Cultural Activity—Neighbors Who Share

In this Lesson, your students will expand their knowledge of Latin American countries as they focus on the characteristics that Latin American countries share. Learners will prepare and present reports about the customs, food, currencies, and types of governments that two countries have in common.

Lesson 4a: Words Around Town

Roadway, traffic, and navigational terms are highlighted today as pairs of students design the layout of a small town and label its landmarks, streets, and other features. The designs will serve as focal points when classmates later query and respond to each other about directions and locations.

Lesson 4b: Look and Learn

In this Lesson, learners practice the art of observation by describing objects in various environments. Your students will then use descriptive vocabulary as they write dialogues with the verb **mirar** to draw others' attention to different situations.

Lesson 4c: Travel Talk

What do the terms **llanta desinflada**, **mecánico**, **semáforo**, and **túnel** have in common? After they listen to a story, your students will find out when they use these and other traffic, travel, and automotive terms in a story they write during today's class period. You will guide your class in a discussion of all the stories after learners read them aloud.

Lesson 4d: Review

The practical concerns of road safety and drivers and pedestrians' appropriate behavior are highlighted in this Review Lesson. After a discussion about safe traveling and road signs, groups of students will collaborate to write and illustrate several rules of the road. Students will also list the safe road behaviors of their family members and neighbors.

Lesson 4e: Journal Activity—Safe Traveling

Ask your students today to write in their journals about safe behaviors to use when traveling around town.

Lesson 5a: Focused Activity—Past and Present Grammar

In this extra-help exercise, learners will use sentences with present progressive verb forms to assist them in completing sentences that require simple past verb forms. This provides a good opportunity to contrast the two sentence types in terms of time frames and time-related clues.

Lesson 5b: Focused Activity—Reading a Script

A script about a store employee helping customers solve problems offers the framework for this activity, in which students practice reading aloud and answering questions about the characters and content of the dialogue.

Lesson 5c: Focused Activity—Listen to the Details

In this new twist on an old classroom favorite, you will read a story aloud as students follow along with their own copy of the story. Next, with an incomplete version of the story in hand, learners must listen carefully and fill in the missing words as you read the story again.





Grammar & Usage

Unit 15, Lesson 1

Commas

Remind your students that a comma is used to divide parts of a sentence or phrase.

A comma divides the clauses of compound sentences.

Está oscuro, pero tenemos linternas.

A comma divides items in a series.

Sus pinturas están en museos de arte en Colombia, Argentina y México.

Visité catedrales, palacios y ruinas famosas.

Note that in Spanish there is no need for a comma before the conjunction and last item in a series.

Para ir al supermercado camine por un kilómetro, doble a la derecha y camine por un kilómetro más.

Ellos acaban de comprar una televisión, una laptop y muchas películas.

However, a comma separates a series from a new action.

El comió una ensalada, pasta y mariscos, y pagó la cuenta.

Ellos compraron pan, huevos, leche y café, y regresaron del supermercado.

A comma also divides essential parts of a sentence from nonessential parts, such as introductory phrases and polite tags.

Sí, puse las cajas en el armario.

Mamá, ¿puedo jugar con el vecino?

Lo siento, estoy ocupado. Tengo que trabajar.

Disculpe, tengo una pregunta.

Cuelga tu camisa en el armario, por favor.

Aquí tiene, señor Pérez.

Esa pizza está rica, gracias.

Commas in Complex Sentences

Explain to your learners that complex sentences include both an independent clause and a dependent clause. An independent clause can stand alone as a sentence, but a dependent clause cannot.

Extraño a mi perro [independent clause] porque se perdió [dependent clause].

If the dependent clause comes first, a comma separates the two clauses.

Mientras esperábamos mudarnos a nuestra casa nueva, empacábamos todos los días.

Cuando ella viaja, lleva muchas maletas.

Después de irme de Japón, fui a la India.

No comma is needed if the dependent clause comes second.

El se acordó de cerrar la puerta cuando sacó la basura.

¿Te lastimaste el codo mientras jugabas al béisbol?



**Vocabulary
Taught or
Reviewed:**

la alacena
el armario
el balcón
la biblioteca
el cajón
cerrado
la chimenea
mudarse

Unit 15, Lesson 1, Part A

Moving Day

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

- Describe in detail the arrangement of furnishings in rooms they have designed, using spatial prepositions and household vocabulary.
- Write about the experience of moving from one location to another, using the term **mudarse**.

Materials:

Copies of handout with sentences about moving and visiting, one per student (see **Appendix A**)

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

Large sheets of paper, one per student

Drawing materials

Skill Sharpener

Visiting versus Moving

Prepare Ahead:

- Have ready copies of sentences that imply the actions of visiting or moving, one for each student.

1. Begin the activity with a brief discussion about the differences between visiting places, relatives, or friends and moving to a new location.
2. After writing the words *mudándose* and *visitando* on the board, distribute the handouts. Instruct learners to read each sentence and write either *mudándose* or *visitando* beside each one.
3. Ask volunteers to choose one sentence to read and state whether the subjects are moving or visiting. Bring the rest of the class into conversations about the sentences by asking for reasons why the subjects are either visiting or moving.
4. Write the first sentence from the handout on the board:
Cuando Ana viaja ella siempre lleva su cámara.

Explain to students that this is a complex sentence. Then discuss the main and dependent clauses in this sentence and notice the comma is missing. Instruct students to work with a partner to identify the complex sentences on their worksheet and correctly place a comma if needed.

5. Have volunteers read the complex sentences and state where the commas should be placed to separate the clauses.



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

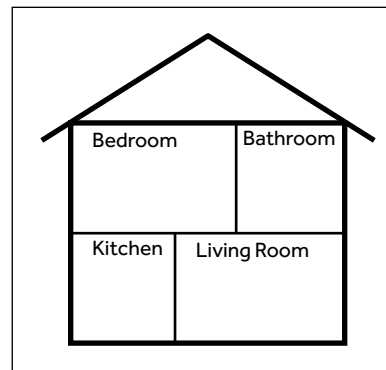




Extending the Text Drawing and Describing Layouts

Prepare Ahead:

- Have a copy of the vocabulary list (see Step 2) available for each student.
- Use the large sheets of paper and drawing materials for this activity.



1. Brainstorm with students to name as many household rooms as they can remember (*sala de estar, baño, comedor, dormitorio, cocina*). Write these words on the board.
2. Distribute a copy of the following vocabulary list to each student:

alacena	biblioteca	computadora	mesa	radio	sofá
alfombra	cama	cubo de la basura	piano	reloj	teléfono
armario	chimenea	lámpara	pintura	silla	televisión
3. Have students imagine that they have just moved from a small apartment to a big house. Advise your learners that their task will be to assign the items on their vocabulary list to the rooms in their new house.
4. On the board, draw a house diagram similar to the one depicted above. Distribute paper and drawing materials to each learner, and have her draw a similar diagram. Students should then label the rooms in their diagram, using the list on the board for guidance.
5. Direct your learners to match the items on their list to the rooms in their house by writing vocabulary terms in the appropriate areas. Students should then prepare to present their house diagram to the class and describe the location and arrangement of their household items. Encourage students to use terms such as **colgar** and **arriba** in their descriptions, for example:

Colgamos la pintura arriba de la mesa porque nos gusta verla mientras comemos.
 El sofá está en la sala de estar porque nos gusta sentarnos con nuestros amigos a leer.
 La lámpara está al lado del sofá porque también nos gusta leer por las tardes.
 La televisión está en el comedor porque nos gusta mirarla mientras comemos.
 La radio está en el dormitorio porque nos gusta escuchar música antes de dormir.
 La cama está en el dormitorio porque allí dormiremos.
6. Conclude the activity by having students take turns describing their diagrams to their peers.



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

(Lesson continues on next page)

**Word of
the Day:**
mudarse

Unit 15, Lesson 1, Part A (continued)

Assessment

A Moving Experience

1. Ask students to write at least two paragraphs about their own experiences with moving from one location to another. Students should include details such as the names of the old and new locations, the ways in which their families prepared for the move, and their specific responsibilities (packing clothes from their closet, unpacking books for their bookshelf, and so on).
2. After several volunteers read their entries to the class, collect paragraphs and evaluate for content, word use, grammar, spelling, punctuation, and sentence structure.

For students who have not experienced moving from one place to another, have them write two paragraphs about an imaginary moving experience, or equivalent, incorporating the details listed in Step 1. Students may recount a time when they moved from one room of the house to another, or when they assisted someone else to move (a grandparent or a friend).



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal





**Vocabulary
Taught or
Reviewed:**

la alacena
el armario
el balcón
el baño
la biblioteca
la chimenea
la cocina
colgar (ue)
debajo
el dormitorio
el escritorio
el reloj
la sala de estar
sobre

Unit 15, Lesson 1, Part B Sharing Rooms

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

- Describe the location of classroom objects.
- Discuss and write about the details of household rooms.

Materials:

Images of furnished household rooms, five per group

Focus and Motivate

Above and Under

1. Explain to your students that you will be naming various items in the classroom, one at a time.

As you say each item, call on a volunteer to describe its position. For example:

Maestra: el abrigo de Juan

Alumno 1: El abrigo de Juan está sobre su silla.

Maestra: el escritorio de la maestra

Alumno 2: El escritorio de la maestra está debajo de la ventana.

Maestra: el reloj

Alumno 3: El reloj está sobre la puerta.

2. Continue as time permits, or until all students have had a turn to describe an item.



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





Engage and Explore Picture This

Prepare Ahead:

- Use the images of household rooms for this activity.



1. Display one or two pictures, and explain to your learners that they will be describing rooms such as these to their peers.
2. Divide the class into groups of four students, and distribute five images (face down) to each group. Every student should then select a picture without showing the group. Advise your groups to save their fifth picture for use later in the activity.
3. Students should then take turns describing their picture to their group mates, using vocabulary learned in this Lesson and previous Lessons. Encourage students to be as detailed as possible, to offer others the best opportunity to guess the rooms they are describing.
4. After all have described and identified the first four pictures, allow time for each group to discuss its fifth image. Groups should work together to write a four-sentence (minimum) description of the room and its contents. Challenge students to be as detailed as possible, since others will be guessing their room, based on their description, in the following **Assessment** activity. Advise learners that all members of each group will participate in the readings.
5. When everyone is finished, collect all five images from each group.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment That's the Picture!



1. As each group prepares to read its room description to the class, display the images collected in the previous **Engage and Explore** activity.
2. After a group reads its sentences, have the audience select the image that matches the description. Encourage question-and-answer conversations about the rooms.
3. Conclude the activity by collecting descriptions for evaluation.



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

**Word of
the Day:**
sobre

**Vocabulary
Taught or
Reviewed:**

alguien
amable
antipático/-a
el vecino/-a

Unit 15, Lesson 1, Part C

The Neighborly Way

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

- Ask and answer questions about **vecinos**.
- Write about **vecinos**, using information from their peers.

Materials:

Index cards, three per student
Copies of interview questions, one set per pair (see **Appendix C**)

Quick-Start Review

Five-Minute Writing

Prepare Ahead:

- *Compose vocabulary cards by writing one word on each index card. Use the list of Lesson terms provided in Step 1 as a resource.*

1. Explain to students that they will create sentences using Lesson vocabulary:

alacena	antipáticos	biblioteca	chimeneas	extrañar
alacenas	armario	bibliotecas	colgando	mudar
amable	armarios	cajón	colgar	mudó
amables	balcón	cajones	cuelga	vecino
antipático	balcones	chimenea	extraña	vecinos

2. Distribute three index cards, face down, to each student. Advise learners to wait for your signal to turn their cards over.
3. When everyone has received their cards, cue students to turn their cards over, read each word, and compose a sentence using that term. Learners may write their sentence on the vocabulary card.
4. After allowing five minutes for students to complete their task, ask them to select one sentence to read to the class.
5. Conclude the activity after everyone has taken a turn reading aloud.



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





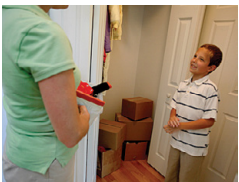
Learning for Life Speaking of Neighbors

Prepare Ahead:

- Have copies of interview questions available for each pair of students.



1. Briefly discuss, as a class, the definition of **vecino**. Then divide the class into pairs of students. Distribute two different sets of three questions that students can ask each other about their neighbors. Include questions about where their neighbors live (beside, above, behind), what their neighbors do, and the qualities that make these people nice neighbors. Also include questions for your students about neighbors who have the same interests as they do, neighbors who have different ways of doing things, and the tasks that students perform to help their neighbors.



2. Explain that partners should interview each other as such: Partner A asks Partner B her three questions and records his answers. Partner B then asks Partner A his three questions and notes her responses. Circulate around the room to monitor question-and-answer sessions and to ensure that everyone is taking notes.
3. Advise students to keep their interview notes to use in the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment Writing About Neighbors



1. Have students use their interview notes from the previous **Learning for Life** activity to write a three- to five-sentence paragraph, based on the information their partners shared.
2. When everyone is finished writing, ask partners to regroup and read their paragraphs to each other. If time permits, ask several volunteers to read their entries to the class.
3. Collect paragraphs and evaluate for content, word use, grammar, spelling, punctuation, and sentence structure.



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



**Word of
the Day:**
el vecino/-a

Unit 15, Lesson 1, Part D

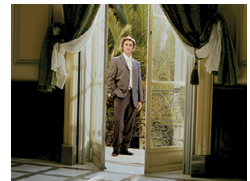
Journal Activity–Moving Abroad

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

- Describe, in writing, the experience of moving to a Latin American country.

Being Creative Moving Abroad

1. Ask students to imagine they are moving to a Latin American country. Have your learners write 2-3 paragraphs about their preparations before they move.
2. Encourage students to comment on what they might miss about the country they are leaving, and what they expect to like about their new Latin American home. Learners should also include a brief description of the landscape and surroundings they are hoping to see.
3. Remind students to check their work for word use, correct grammar, spelling, and sentence structure.



Unit 15, Lesson 1, Part E (continued)

RAISE THE BAR

Encourage students to use technology to write, organize, and present their findings, using multimedia components to help explain, support, and add interest to their presentations. Prior to presentations, have students set grading criteria to use for peer review. Criteria should include supported information, style, eye contact, clear pronunciation, and adequate speaking volume.

3. Divide the class into pairs of students. Explain that each pair will prepare and present reports about two neighboring countries, using a worksheet such as the following for information:

Vecinos	
México	Estados Unidos
1) _____	1) _____
2) _____	2) _____
3) _____	3) _____
4) _____	4) _____
5) _____	5) _____
6) _____	6) _____

4. Distribute a worksheet to each pair, and direct partners to select six points from the class list on the board to be the topics for both of their reports. Learners should then conduct their research, using print and Internet resources.
5. After students have completed their worksheets, allow time for partners to rehearse their lines to prepare for the upcoming presentations. Learners should also review their reports for neighboring-country topics that can be compared (population, terrain).
6. Partners should then, in turn, present their countries to the class, using the world map as a visual aid. After each student reads the facts about his country, ask one or two questions that compare the neighboring countries. For example:
¿Qué país tiene más habitantes?
¿Cómo es el lugar? ¿Hay montañas en estos países?
7. After all learners have presented their information, conclude the activity by answering questions and reviewing the similarities shared by the neighboring countries.
8. Collect worksheets for evaluation, and then display them in the classroom for all to read.



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





Grammar & Usage

Unit 15, Lesson 2

Complex Sentences with *Aunque* and *De todos modos*

Demonstrate to your students that **aunque** and **de todos modos** can resolve inconsistent ideas within a sentence.

Aunque estoy enfermo, de todos modos, tengo que ir a la escuela.

The sentence implies that a sick person usually does not go to school, but this is a special circumstance.

Explain that the example above is a complex sentence with two clauses. The dependent clause comes first and indicates the circumstance. It begins with **aunque**. The independent clause describes the unexpected result. This clause may begin or end with **de todos modos**.

Aunque no me gusta el morado, me lo pondré de todos modos.

Aunque no terminé de leer este libro, de todos modos, lo devolveré a la biblioteca.



Ongoing Actions in the Past

Point out to learners that the following sentence implies an action that was ongoing in the past.

Cuando era niña, yo tomaba el autobús a la escuela.

In the case above, the speaker probably rode the bus regularly. This usage typically indicates a continuous past action.

Remind learners to make this aspect clear by using *the imperfect of the indicative* to indicate that the action was continual, habitual in nature, an action without a definite beginning or end, or something someone always or often did.

Cuando vivíamos en París, andábamos en bicicleta todos los días.

Ella jugaba al fútbol allí.

Trabajábamos en la misma oficina.

In conjunction with *mientras*, the imperfect tense may be used to describe what was happening (in progress) when another action took place.

Se lastimó la rodilla mientras jugaba al básquetbol.

It may also describe simultaneous events.

Mientras esperábamos por el autobús, ella hablaba por teléfono.

Ella leía mientras su esposo miraba televisión.

Remind students that the imperfect tense is also used with background information and details about location, weather, time, mood, age, or physical and mental characteristics.

Tenía siete años cuando fui a España.

Teníamos frío y estábamos cansados.

Eran las siete de la noche y llovía cuando llegó a su casa.



Unit 15, Lesson 2, Part A

Building Language

Vocabulary Taught or Reviewed:

la alfombra
el cable
cerrar con llave
el cubo
la escoba
el grifo
el ladrillo
la tabla
el techo
el tomacorriente
el trapeador
el tubo

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

- Read household vocabulary words and match them to sentences that describe them.
- Write scripts about household problems and possible solutions.

Materials:

List of vocabulary sentences, one per group
Sample script, two copies

Jump Start Household Hints

Prepare Ahead:

- Have copies of vocabulary sentences available for each group (see Step 2).

1. Write the following vocabulary words on the board:

alfombra	escoba	ladrillos
cable	grifo	trapeador

2. Divide the class into small groups and distribute a copy of these sentences to each group:

Estoy usando algo para limpiar el piso porque está mojado.

Estoy usando algo para limpiar el piso cuando está seco.

Estoy usando algo para poder usar el agua.

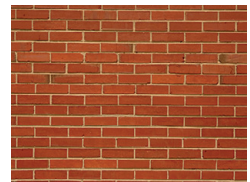
Estoy usando algo para construir paredes.

3. Explain to your students that they will be matching a word on the board with the sentence that describes it. Draw attention to the fact that only four of the six words will be used.

4. When all groups have finished, review the answers as a class.



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

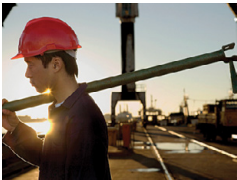




Extending the Text Solving Problems

Prepare Ahead:

- Have two copies of the sample script available (see Step 3).



1. Divide the class into pairs of students and have them discuss household problems that might occur. For example:

Hay agua en el piso del baño.

La lámpara de la sala de estar no enciende.

Partners should then list these dilemmas on a sheet of paper.

2. Explain to the partners that they will be working together to write a script about one of the household problems they listed in Step 1. Each pair will be performing the roles of a homeowner and a repair person in the dialogue. Advise learners that each character must speak at least five lines. Students should also address the following topics in their dialogue: how the repair person is going to help, what elements or tools are needed, and how the problem will be solved.

3. Ask two volunteers to read the following sample script:

Alumno A: Buenos días.

Alumno B: Buenos días. ¡Gracias por venir!

Alumno A: De nada. ¿Qué pasó?

Alumno B: Hay agua en el piso del baño.

Alumno A: ¿Dónde está el baño?

Alumno B: Sígame.

Alumno A: ¡Es peligroso caminar por aquí!

Alumno B: ¡Sí! ¿Qué cree que pasó?

Alumno A: Los tubos están dañados. Hay que cambiarlos.

Alumno B: ¿Qué necesitamos para repararlos?

Alumno A: Vamos a necesitar dos tubos nuevos. Voy a comprarlos mañana.

Alumno B: ¡Esa es una buena idea! ¿Cuándo regresará a reparar los tubos?

Alumno A: Regresaré el martes por la mañana.

Alumno B: ¡Adiós!

Alumno A: ¡Adiós!

(Lesson continues on next page)

**Word of
the Day:**

cerrar
con llave

Unit 15, Lesson 2, Part A (continued)

4. Write the following words on the board, and encourage students to use these terms in their scripts:

cable
cambiar
dañado
electricidad
gotear
grifo
techo
tomacorriente
tubo



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment Helping Hands

1. Have students use the scripts they wrote in the previous **Extending the Text** activity to perform the dialogues they created.
2. Collect scripts for evaluation.



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





**Vocabulary
Taught or
Reviewed:**

arreglar
cambiar
dañar
la electricidad
el electricista
gotear
el plomero

Unit 15, Lesson 2, Part B

Home Improvements

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

- Identify home-repair vocabulary in the context of spoken sentences.
- Ask and answer questions of each other, using home-repair terms.

Materials:

Sample dialogue, two copies

Copies of printed Examples 1 and 2, with slips of paper, two per student (see **Appendix E**)

Container

Skill Sharpener

Building Sentences

1. Write the following Lesson vocabulary words on the board:

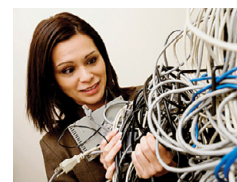
alicate	clavo	electricista	martillo	tornillo
cable	dañado	gotear	plomero	tubo
cambiar	destornillador	grifo	tijera	tubos
cinta adhesiva	electricidad	llave	tomacorriente	

Review the list as a class, focusing on pronunciation.

2. Direct your students to choose eight words and write sentences containing these terms. Challenge learners to be as creative as possible in their writing.
3. Call on students to read one of their sentences aloud, and continue until everyone has had a turn.
4. Keep the vocabulary list on the board, and advise students to retain their sentences for the following **Curriculum Connection** activity.



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





Curriculum Connection

Finding Fix-It Words



Prepare Ahead:

- Have two copies of the sample dialogue available (see Step 3).

1. Divide the class into pairs of learners, and tell your students that they will be working together to write a brief dialogue (minimum six lines) between a store clerk and a repairperson.
2. Introduce the words **herramientas** and **bombilla**. Challenge each pair to discuss a household problem that a repairperson might have to deal with. Partners should then list the elements or *herramientas* that will be needed to solve the problem. Invite students to use the sentences they created in the previous **Skill Sharpener** activity, as well as the words on the board for ideas.
3. Before students begin writing their dialogues, mention that the repairperson does not remember the names of the tools and items to buy, so he must explain what he needs by describing their features or functions. The store clerk should then guess the object her customer is referring to by asking questions.

As an example, read the following dialogue with a student:

Cliente: Buenos días. Necesito algo para cambiar un tubo.

Vendedor: ¿Algo pequeño o grande?

Cliente: Algo pequeño.

Vendedor: ¿Es un destornillador?

Cliente: No, es más pequeño que un destornillador.

Vendedor: ¿Un tornillo?

Cliente: Sí. ¡Es un tornillo!

4. Allow time for students to write their scripts. Then ask each pair, in turn, to perform its dialogue for the class. Listen for correct pronunciation and, if time permits, have students switch roles for additional practice.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

(Lesson continues on next page)

**Word of
the Day:**
la
electricidad

Unit 15, Lesson 2, Part B (continued)

Assessment

Do-It-Yourself Q&A

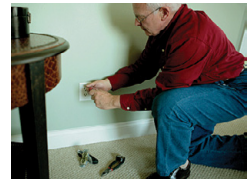
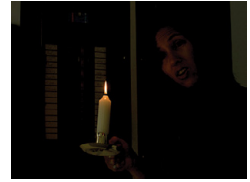
Prepare Ahead:

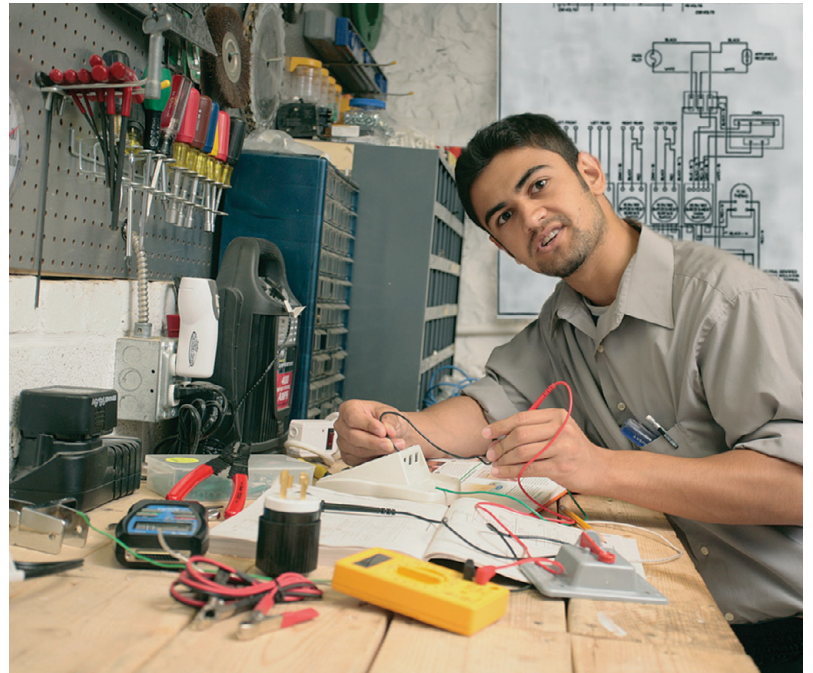
- Have ready two copies of Examples 1 and 2 (see Steps 3 and 4).
- Copy and cut the vocabulary terms so you have two per student, then fold and put them into the container.

1. Explain to students that they will be working in pairs to ask and answer questions of each other, using vocabulary words from this Lesson.
2. After dividing the class into pairs of students, pass around the container and have each learner select two slips of paper. Check to make sure that each pair has four different words.
3. One student in each pair should then ask a question that contains one of his words. His partner answers the question using the same word. Model the activity by asking two volunteers to read Example 1:
Alumno 1: ¿Puedes reparar los **tubos**?
Alumno 2: Sí, puedo reparar los **tubos**.
4. The second student asks a question of her partner, using one of her chosen words. The partner responds using the same term. Have the volunteers from Step 3 read Example 2:
Alumno 1: ¿Está **dañado** el radio?
Alumno 2: Sí, está **dañado**.
5. Have students repeat Steps 3 and 4, using their second word. If time permits, pass around the container again as students return their slips of paper and select two more.
6. Circulate around the room while partners are conversing, to listen for correct pronunciation, word use, meaning, and sentence structure.



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





Vocabulary

Taught or Reviewed:

cuando
de todos modos
desde
hasta
regresar

Unit 15, Lesson 2, Part C

Untangling Until

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

- Use the word **hasta** when responding to questions about their after-school routines.
- Write a brief story, using **hasta** and the simple past tense.

Materials:

Sample storybook, one copy (see **Appendix F**)
Copies of blank storybook pages, two per student (see **Appendix G**)
Drawing materials
Scissors
Stapler

Skill Sharpener

Leisure-Time Talk

1. Lead a class discussion about your students' after-school routines. Elicit practice of the word **hasta** by encouraging students to answer questions in ways such as:
 - ¿Juegas al fútbol hasta las siete de la tarde?
 - No, juego fútbol hasta las seis de la tarde.
 - ¿Cenan juntos en tu familia?
 - Sí, a nosotros nos gusta esperar hasta que mi papá llega de su trabajo.
 - ¿Miras televisión?
 - Sí, pero no miro televisión hasta que termino de estudiar.
2. Of the activities that are discussed, challenge students to classify them as either *ruidoso* or *silencioso* in preparation for the following **Extending the Text** activity.



Bloom's Taxonomy: Application
Multiple Intelligences: Naturalist

Extending the Text

Creating Stories

Prepare Ahead:

- Assemble the sample storybook.
- Have copies of the blank storybook pages for each student.

1. Explain to students that they will work in pairs to write and illustrate a children's book that begins with the following sentence:
Todo estaba silencioso **hasta** que los niños llegaron a casa.





2. Display the sample storybook and read it to your students.
3. Have students organize themselves into pairs and allow time for them to write a draft of their story. Encourage learners to use the word **hasta** in at least one of their sentences.
4. As each group finishes its draft, distribute blank storybook pages and drawing materials so partners can work on their final copy and illustrations.
5. When students are ready to assemble their books, use the assembly instructions in **Appendix F** as a guide.
6. Advise students to retain their books for presentation during the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment Sharing Stories

1. Ask each pair of students, in turn, to present to the class the illustrated story they developed during the previous **Extending the Text** activity.
2. If the schedule allows, consider having your students read their books to younger learners.
3. After collecting books for evaluation, keep them available in your classroom for students' enjoyment.



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

**Word of
the Day:**
hasta

Unit 15, Lesson 2, Part D

Review

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

- Write and identify sentences in the present progressive tense and the simple past tense.
- Write answers to questions about the daily schedule of a family member or friend.

Materials:

Course Content

Copies of vocabulary lists from Lessons 1 and 2, one per pair of students (see **Unit 15 word lists**)

Copies of interview questions, one per student (see **Appendix H**)

Classroom Community

In-Class Activity—Past and Present

Prepare Ahead:

- *Make a list of vocabulary words from Lessons 1 and 2 (see Course Content), and have a copy for each pair of students.*

1. Explain to students that they will be identifying sentences that state action that either happened in the past or is happening now. On the board, write sentences in the simple past or present progressive tenses, such as:

Los lunes camino a la tienda.

Ahora estoy caminando a la tienda.

Ayer caminé a la tienda.

Por las mañanas como un sándwich.

Ahora estoy comiendo un sándwich.

Ayer comí un sándwich.

2. Divide the class into pairs of learners and distribute vocabulary lists. Have your students each write a minimum of three sentences in the present progressive tense and three in the simple past tense.
3. When learners finish writing, they should choose two of their best sentences. Then, allowing others undisturbed time to complete their sentences, students should walk up quietly and write their sentences on the board. When everyone has completed the assignment, review by asking which sentences on the board refer to activities that happened in the past, and which are happening in the present. For example:
Ahora la mujer está colgando algo hermoso de la pared. (¿Cuándo lo cuelga? ¿Ahora o en el pasado?)
Ayer cerré la puerta de mi armario. (¿Cuándo la cerré?)
4. If time permits, have pairs choose two more sentences and repeat Step 3.





Community Connection

Out-of-Class Activity—What Did You Do Today?

Prepare Ahead:

- Write on the board the timetables mentioned in Step 1 and Step 3.
- Have ready copies of interview questions for each student (see Step 2).



1. Tell students that they are going to keep a timetable of their activities for one day, and then write sentences in the simple past tense describing what they did that day. Display the first example:

Me bañé a las 6:30 de la mañana.

Desayuné a las 7 de la mañana.

Fui a la escuela a las 7:30 de la mañana.

Almorcé a la 1 de la tarde.

Salí de la escuela a las 3 de la tarde.

Regresé a mi casa a las 3:30 de la tarde.

Cené a las 8 de la noche.

Miré televisión hasta las 10 de la noche.

Fui a dormir a las 10:30 de la noche.

2. Distribute lists of interview questions and review them with students.

¿Cuándo te bañaste?

¿Cuándo desayunaste?

¿Cuándo fuiste al trabajo?

¿Cuándo almorzaste?

¿Cuándo regresaste a tu casa?

¿Cuándo fuiste a dormir?

3. Explain that students should take their questions home and choose two adult family members or friends to interview. (Students may ask questions in the language spoken at home, if necessary.) Instruct learners to write their answers in the simple past tense (in Spanish) and return them during the next class period. Display the second example:

Mamá desayunó a las 6 de la mañana.

Mamá se duchó a las 7 de la mañana.

Mamá fue a trabajar a las 8 de la mañana.

Mamá regresó a casa a las 5:30 de la tarde.

Mamá cenó a las 6 de la tarde.

Mamá se fue a dormir a las 11 de la noche.

4. During the next class session, have students present their personal timetable as well as two adults' timetables. Discuss the ways the three are the same and different. Encourage students to use comparative and superlative language. Collect papers and evaluate.

Unit 15, Lesson 2, Part E

Journal Activity—Repairs and Replacements

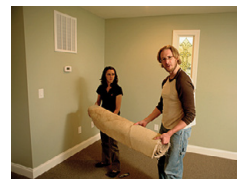
After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Use household terms to write about repairing or replacing something at their home that was damaged, using the word **dañado**.

Learning for Life

Repairs and Replacements

1. Ask students to use the term **dañado** to write about a time when they, a family member, or a friend repaired or replaced something that was damaged inside or outside their house.
2. Encourage students to include newly learned household terms, and to describe the repair or replacement according to what happened first, next, then, and finally. Remind students to check their work for word use, correct grammar, spelling, and sentence structure.





Grammar & Usage

Unit 15, Lesson 3

Estar por and *Acabar de* as Time Sequencers

Explain to students that **estar por** is used to indicate an action in the immediate future (**estar + por + infinitive verb**).

Él está por entregar las flores.

Estoy por limpiar el piso.

Ellos están por subir la montaña.



Another expression that indicates time sequence is **acabar de + infinitive verb**. It specifies an action in the past that happened very recently.

Acabo de construir este juguete.

¡Acabo de limpiar el piso hace cinco minutos!

¡Acabo de comprar este carro ayer!

Acaba de comprar un libro esta mañana.



Using *Preferir*

Note that the term **preferir** means *gustar más* and can be used with a direct object or an infinitive verb.

Prefiero la camisa verde. (direct object)

Prefiero tocar la guitarra. (infinitive verb)



Explain to your learners that, when stating which of multiple items they prefer, they should use the preposition **a** before the object that is not preferred.

Prefiero las manzanas **a** las bananas.



Remind your students that the contraction **al** (**a + el**) is used with masculine nouns.

Prefiero el carro viejo **al** nuevo.



Unit 15, Lesson 3, Part A

Toy Talk

Vocabulary Taught or Reviewed:

el animal de
juguete
los auriculares
el bloque
el casco
la cometa
el globo
la muñeca
la patineta
perder (ie)
el rompecabezas
romper
el videojuego

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

- Use toy terms to determine and discuss the ideal birthday gift.
- Write about a virtual gift-shopping experience.

Materials:

Course Content (see **Unit 15 word lists**)

Index cards, one per student

Handouts, two per pair of students (see **Appendix I**)

Jump Start

Words from a Friend

Prepare Ahead:

- Use the Course Content vocabulary to select words from this Lesson, and then write them on index cards (one word per card). On the other side of each card, write a student's name. Make sure that each student's name appears on a card.

1. Explain to students that they will be practicing Lesson vocabulary by creating a sentence using a word a peer gives them.
2. Distribute an index card to each student, making sure that everyone receives a card with someone else's name on it.
3. Choose a student to announce the name on his card and deliver it to that peer. The recipient should say a sentence containing the word on the card, and then deliver her card to the peer whose name is on her card.
4. Have students continue the activity as outlined in Step 3, until all students have stated their sentences to the class.



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

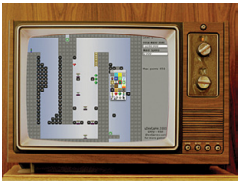
Learning for Life Gift Shopping

Prepare Ahead:

- Have one Alumno A and one Alumno B handout available for each pair of students (see Step 2).

1. Explain to your learners that they will be working in pairs to play the roles of a toy-store clerk and a customer who is buying a birthday gift for her younger sibling.





2. Divide the class into pairs of students and distribute the handouts:



Alumno A	
Juguete	Precio
	\$
	\$
	\$
	\$
	\$
	\$
	\$

Alumno B	
<ul style="list-style-type: none">• Buscas un regalo para tu hermano/a.• A tu hermano/a le gusta pensar, pero no le gusta usar las manos para construir.• No le gustan los animales de juguete.• Sólo tienes cincuenta dólares.	

3. Have each pair decide who will play the store clerk (*Alumno A*) and who will play the customer (*Alumno B*). Explain the term **precio**, then have the clerk complete the *Alumno A* handout by listing the names of toys and their prices. The customer reads the information in the *Alumno B* handout and thinks about the type of birthday gift she will buy her sibling.

4. Partners will then role-play a conversation, with clerks offering advice and customers deciding the best (and most affordable) birthday gift to purchase.

5. Ask students to keep their templates for use during the following **Assessment** activity.




Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment Writing About Shopping

1. Have learners use their templates from the previous **Learning for Life** activity as a reference for writing a paragraph about the experience of shopping for gifts. Encourage learners to mention the different toys that were available and compare them according to price and attributes.

2. After students take turns reading their entries to the class, collect paragraphs for evaluation.



Bloom's Taxonomy: Evaluation
Multiple Intelligences: Intrapersonal

**Word of
the Day:**
los
auriculares

**Vocabulary
Taught or
Reviewed:**

acabar de
compartir
comprar
escalar
estar por
la montaña
pelear
ya

Unit 15, Lesson 3, Part B

The Order of Things

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

- Discuss the sequential order of actions in an event using the terms **acabar de** and **estar por**.
- Write and illustrate the steps involved in an action, from start to finish.

Materials:

Copies of out-of-sequence sentences, one per pair of students (see **Appendix J**)
Index cards, one per pair of students
Sample comic strip (see **Appendix K**)
Blank comic strips, one per student (see **Appendix L**)
Drawing materials

Focus and Motivate

What Happened First?

Prepare Ahead:

- Have a set of out-of-sequence sentences available for each group.
- Write, on the board, the sentences as they appear in Step 1.

1. Divide the class into pairs of students and give each pair a copy of the out-of-sequence sentences:

Él va a comprar un carro esta tarde.
Él está por comprar un carro.
Él compra un carro.
Él acaba de comprar un carro.
Él compró un carro la semana pasada.

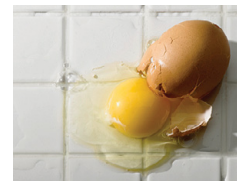
2. Have students work with their partners to place the five sentences in chronological order.
3. When learners are ready, ask volunteers to verbally help you arrange the sentences in the correct order.
4. Discuss the clues that led to students' decisions about the order of the sentences.

Reinforce the idea that terms like **estar por** and **acabar de** help people discern the order of a series of events in a group of sentences. This will prepare your students for the following

Extending the Text activity.



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





Extending the Text Comic Relief

Prepare Ahead:

- Write various activities on index cards (see Step 1), one topic per card.
- Have the sample comic strip available. You may wish to illustrate it if time permits.
- Have a blank comic strip for each student.



1. Introduce the term **tira cómica**. Explain to your learners that they will be writing sentences that show an action progressing from beginning to end. These sentences will become captions for a comic strip. Topics may include:

comprar un libro escalar una montaña limpiar el piso
comer un sándwich viajar en avión

Remind your students to use **estar por** and **acabar de** to make the order of events clear.

2. Divide the class into pairs of learners and distribute an index card to each pair. Allow time for students to write a five-sentence scenario in chronological order. After students are finished, check the sentences for content, grammar, and correct order of events.
3. Display the sample comic strip and read it to your students, noting the progression of actions as Clara eats her sandwich.
4. Provide students with blank comic strips and drawing materials, and direct them to write their sentences on the speech bubbles. Have students illustrate their sentences with humorous undertones. For example, learners could depict a fish climbing a mountain.
5. Students should remain in pairs and keep their comic strips to share with the class during the following **Assessment** activity.



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

Assessment Last Laugh

1. Ask each pair of learners to present the comic strip they developed during the previous **Extending the Text** activity.
2. After collecting comic strips for evaluation, bind them into a book and keep it available for further reading by classmates.



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

RAISE THE BAR

Have students use technology to create comic strips. Work with them to plan stages of peer editing and review. When complete, the class can compile, print, and distribute their work.

**Word of
the Day:**
acabar de

Vocabulary

Taught or

Reviewed:

avergonzado
el cumpleaños
preferir
preocupado
la sorpresa

Unit 15, Lesson 3, Part C

Preferences and Feelings

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

- Use terms such as **sorprendido**, **avergonzado**, or **preocupado** to answer questions about surprise parties and describe the feelings associated with these events.
- Work collaboratively to write and present scripts about planning a surprise party.

Materials:

Sample script, three copies

Engage and Explore

Party Chat

1. Write the following Lesson vocabulary on the board: **avergonzado**, **sorpresa**, **sorprendido**, **preocupado**, and **preocuparse**. Read these words aloud with your students.
2. Introduce the term **fiesta sorpresa** by writing it on the board and discussing its meaning. Lead a brief discussion about students' experiences with surprise parties. Talk about parties students have attended, those they have planned, and parties where they were the ones who were surprised. Include surprise parties that students may have read about or watched on television.
3. During your discussion, direct students' attention to the Lesson words on the board. Encourage learners to use these words to describe the feelings of the party planners, attendees, and guests of honor.
4. Leave the term *fiesta sorpresa* and the Lesson vocabulary on the board for the following **Curriculum Connection** activity.



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

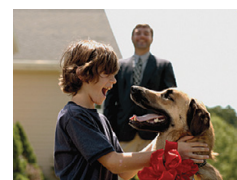
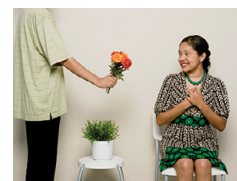
Curriculum Connection

Planning Surprises

Prepare Ahead:

- Have three copies of the sample script available (see Step 2).

1. Explain to students that they will be working in small groups to write a script (minimum 12 lines) about planning a surprise party for you.





2. Provide an example by asking three volunteers to read the following:

- Alumno 1: Tengo una idea. ¡Vamos a hacer una fiesta!
 Alumno 2: Esa es una buena idea. Deberíamos hacer una fiesta para la señorita Romina.
 Alumno 3: Sí, su cumpleaños es la semana que viene.
 Alumno 1: ¿Qué día prefieren hacer la fiesta?
 Alumno 2 y 3: Preferimos el viernes.
 Alumno 3: ¡Vamos a hacer una fiesta para la señorita Romina!
 Alumno 1: ¿Crees que ella va a estar avergonzada?
 Alumno 2: No te preocupes. Ella estará contenta.
 Alumno 3: ¿Qué deberíamos comer en la fiesta?
 Alumno 1: Vamos a comer pizza y torta.
 Alumno 2: ¿Qué tipo de pizza prefieres?
 Alumno 1 y 3: Prefiero pizza con hongos.
 Alumno 2: ¿De qué color prefieren los globos?
 Alumno 1 y 3: Preferimos los globos amarillos, verdes y naranjas.
 Alumno 3 (al Alumno 2): ¿Qué pasa?
 Alumno 2: Estoy preocupado.
 Alumno 1: ¿Por qué estás preocupado?
 Alumno 2: Me preocupa que nadie venga a la fiesta.
 Alumno 3: No te preocupes. ¡A todos les gustan las sorpresas!

3. Divide the class into groups of three students and allow time for partners to compose their scripts. Encourage learners to include the words on the board in their lines of dialogue.

4. Circulate around the room to answer questions about pronunciation, meaning, and sentence structure. As each group finishes its script, advise partners to rehearse their roles in preparation for performances during the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
 Multiple Intelligences: Interpersonal

Assessment Speaking of Surprises

1. Call on each student group, in turn, to perform its dialogue from the previous **Curriculum Connection** activity. Allow students to have their scripts in hand and to read their lines, if necessary.
2. Address questions that may have arisen during presentations, and then collect scripts and evaluate.



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

RAISE THE BAR

Ask students to write into their script a particular problem that has to be resolved. The characters should have different perspectives or viewpoints about how to solve it. Students should develop their plots through dialogue as the characters agree and disagree with each other's opinions and come to a solution. After the presentation of each script, peers should be able to identify the problem, summarize the points of view of the characters, and how they resolved the situation.

Word of the Day:
preferir

Unit 15, Lesson 3, Part D

Journal Activity–Expect the Unexpected

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

- Write about an event using the terms **avergonzado**, **sorprendido**, and **preocupado**.

Being Creative

Expect the Unexpected

Ask students to write a paragraph in their journals about a time when they were embarrassed (perhaps because they broke something), surprised (perhaps because someone shared something very special with them), or worried (perhaps because they lost something).

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





Unit 15, Lesson 3, Part E

Latin American Cultural Activity–Neighbors Who Share

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

- Use their understanding of the word **compartir** to read information, write a group report, and speak to peers about the similarities among Latin American countries.



Materials:

Print and Internet resources with information about Latin American countries
Poster board, one sheet per group
Art materials

Connecting to Culture

Neighbors Who Share



1. Lead a class discussion about the attributes that countries may share. Introduce the terms **moneda** (as a country's currency) and **gobierno**, then elicit as many answers as possible and write them on the board, for example:

la comida	los días de fiesta	países vecinos
deportes favoritos	la moneda	tipo de gobierno



2. Divide the class into groups of three learners and assign two Latin American countries to each trio. Instruct students to work together to prepare a presentation about four features or qualities the two countries have in common.

3. Distribute sheets of poster board and art materials, and direct students to create a poster that will enhance their presentation with visual images such as drawings, photos, and maps.

4. Allow time for students to research their topics and prepare the presentations. As students finish their research and posters, advise them to rehearse their presentations. Remind learners that each group member is expected to present a portion of the report to the class.



5. Call on groups, in turn, to present their projects. Instruct the audience to listen during each presentation and take notes about the attributes their own countries share with those that are being presented.

6. Conclude the activity by discussing the similarities your students found among the Latin American countries that were presented. Collect the posters and put them on display.



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

RAISE THE BAR

Have students write a paragraph about the features shared by their native country and Latin American countries. Encourage students to include comments about new traditions or topics they would like to learn more about.

Grammar & Usage

Unit 15, Lesson 4

Imperative Form in Complex Sentences

Remind students that the imperative form is used for giving instructions and advice, and for making suggestions. It is usually formed by using a verb in simple form at the beginning of the sentence.

- | | |
|-----------|--|
| (Tú) | Termina de comer todas tus verduras. Mira el semáforo. |
| (Usted) | Termine de comer todas sus verduras. Mire el semáforo. |
| (Ustedes) | Terminen de comer todas sus verduras. Miren el semáforo. |

Exclamation marks with an imperative sentence emphasize excitement or urgency.

¡Mira la calle!

Explain to your students that sometimes a complex sentence contains an imperative. In that case, the sentence may begin with a dependent clause. Notice how word order in Spanish is flexible.

Antes de salir del estacionamiento, para. Para antes de salir del estacionamiento.

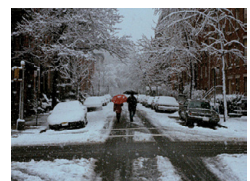
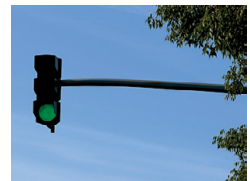
Si no hay carros, dobla a la derecha. Dobla a la derecha si no hay carros.

Remind students that for *usted* and *ustedes*, the negative imperative is achieved simply by placing **no** in front of the verb.

- | | |
|--------------------------|-----------------------------|
| Coma esto. | No coma esto. |
| Coman esto. | No coman esto. |
| Tome fotos en el museo. | No tome fotos en el museo. |
| Tomen fotos en el museo. | No tomen fotos en el museo. |

Point out that for informal address (*tú*), positive imperatives use a different verb form from negative imperatives.

- | | |
|-------------|-----------------------------|
| Come esto. | No comas esto. |
| Toma fotos. | No tomes fotos en el museo. |





Tone of Voice in Imperatives

Review with students that in conversational Spanish, the speaker's tone helps to indicate the meaning of an imperative. For example, imperatives that are urgent commands are said with a loud voice and a sharp tone.

¡Para el carro!

¡Ve a tu dormitorio!



Imperatives that indicate excitement also are said with a loud voice, but with a softer, friendlier tone.

¡Tírame la pelota!

¡Mira la luna!



Suggestions and commands that are not urgent should be given with a cheerful tone.

Carmencita, sígueme al baño para lavarte las manos.

Along with a cheerful voice tone, there are some word choices that make commands more polite.

Señor Morales, sígame a la oficina de nuestro arquitecto.

Siga derecho, es la segunda puerta a la derecha.

Another way to make a command sound more polite is to include ourselves in it by using the *nosotros* verb form.

Hay un restaurante en el cuarto piso del edificio. Comamos allí.

Of course, a polite tag also softens an imperative.

Cierra la puerta, por favor.



Discuss with your students the connotations of various voice tones in commands, and help them practice tones appropriate for various contexts.



Unit 15, Lesson 4, Part A

Words Around Town

Vocabulary Taught or Reviewed:

el aceite
la acera
el capó
el cruce peatonal
el estacionamiento
la intersección
la llanta
el maletero
el mecánico
el motor
el túnel

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

- Work collaboratively to discuss and draw the layout of a small town, using roadway and traffic vocabulary to label landmarks.
- Ask questions about peers' layouts and respond to questions about their own designs using roadway, traffic, and navigational vocabulary.

Materials:

List of Lesson vocabulary, one per student (see **Appendix M**)
Container
Stopwatch
Notebook paper
Drawing materials
Large sheets of paper (poster board, butcher paper), one per group

Focus and Motivate Painting the Town

Prepare Ahead:

- Have a list of vocabulary words for each student (see Step 1).
- Make an extra copy and cut into slips of paper, one term per slip. Fold slips and place in container.
- Use the stopwatch for this activity.

1. Distribute a list to each student and lead a choral reading of these words:

acera	cruce peatonal	intersección	maletero	semáforo
capó	estacionamiento	llanta	motor	túnel

Tell your students that they will be using this list for the activity.

2. Divide the class into two teams and explain the activity:

One student from Team A chooses a slip of paper from the container and silently reads the word. She goes to the board and draws a picture that represents the word.

Using their vocabulary lists, Team A members call out the word they think is being drawn.

Set the stopwatch for 30 seconds. If Team A has not guessed the correct word during this time, Team B may guess as well.

The team that guesses the correct word receives a point.

Teams then reverse roles and continue as time permits.

3. Direct students to keep their word list for use during the following **Extending the Text** activity.



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





Extending the Text Tours of Towns

Prepare Ahead:

- Draw and label a sample layout of a small town using terms from this and previous Lessons.
- Have notebook paper, drawing materials, and large sheets of paper available for students.



1. Explain to students that they will be designing the layout of an imaginary small town in Latin America. Learners will label its landmarks and provide Spanish names for the streets. Display your sample layout and ask volunteers to name the items and describe them in relation to other landmarks. For example:

El semáforo cuelga arriba de la intersección.

2. After dividing the class into pairs of students, distribute notebook paper and drawing materials. Tell your learners to discuss and draw a first draft of their town, using two items from the list they used in the previous **Focus and Motivate** activity. Students should also use the following three items:

un museo
un palacio
unas ruinas

You may also encourage students to use the information about cities and tourist attractions from previous Units.

3. Circulate around the room to answer questions while students are working. Distribute large sheets of paper as partners finish their drafts, and instruct them to draw the final version of their sketch.
4. When students are finished, have them stay with their partners and prepare to use their layouts for the following **Assessment** activity.



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

(Lesson continues on next page)

**Word of
the Day:**
la
intersección

Unit 15, Lesson 4, Part A (continued)

Assessment

Talk of the Town

1. Make sure partners have their layout designs in hand from the previous **Extending the Text** activity. Ask pairs to count off by two; each duo will thus be either a Team 1 or a Team 2. Instruct each Team 1 to find a Team 2, so that all pairs are in groups of four.
2. Choose a group to model a question-and-answer interaction in which Teams 1 and 2 ask and answer questions of each other about locations and directions about their respective towns.

For example:

Equipo 1: Buenos días.

Equipo 2: Buenos días. ¿Cómo vamos al museo?

Equipo 1: Vaya a la intersección y doble a la derecha. Después vaya al semáforo y doble a la izquierda. El museo estará delante de usted.

Equipo 1: Y, ¿cómo vamos a las ruinas?

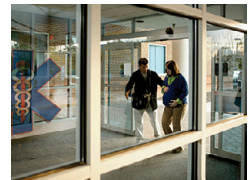
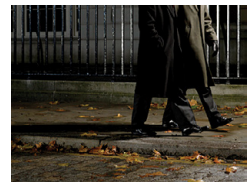
Equipo 2: Para ir a las ruinas, salga del museo y doble a la izquierda. Camine por medio kilómetro hasta el puente. Después doble a la derecha y camine por un cuarto de kilómetro. Las ruinas estarán a su derecha.

Instruct all groups of four to participate in such dialogue, among themselves. Advise students that everyone in each group should take turns asking and answering questions. Circulate around the room to assess conversations for appropriate word use and sentence structure.

3. If possible, display layouts around the classroom for all to admire.



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





**Vocabulary
Taught or
Reviewed:**

el aceite
el arquitecto
el cable
cruzar
doblar
el electricista
entrar
el estadio
gotear
hacia
la idea
el maletero
mirar
pasar por
pintar
la pintura
el problema
salir
el tubo

Unit 15, Lesson 4, Part B

Look and Learn

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

- Describe classroom items by colors, materials, and other observable traits using the verb **mirar**.
- Work collaboratively to write and perform a script for an audience of their peers.

Materials:

Lesson vocabulary prompts using **mirar**, one per group (see **Appendix N**)

Jump Start Take a Look

1. Begin the activity by saying the following:
Mira esta bandera. Es roja, blanca y azul.
Mira este escritorio. Es de madera.
Then, write these sentence starters on the board:
Mira _____. Es _____.
2. Divide the class into pairs of students. Explain that partners should move around the room and talk about items in the classroom, using the sentence starter on the board. Give learners three minutes to complete this activity.
3. When your students are finished and have returned to their seats, call on volunteers to talk about something they described to their partner, using the format in Step 1. Mention that these same types of sentences will be used in the following **Engage and Explore** activity.

As an option, students could remain in their seats and describe classroom items one at a time.



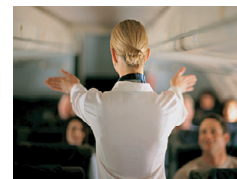
Bloom's Taxonomy: Application
Multiple Intelligences: Bodily-Kinesthetic

Engage and Explore Writing About Sights

Prepare Ahead:

- Have word prompts using **mirar** copied and cut into slips, one per group.

1. Divide the class into groups of three students. Explain to your learners that they will be working in small groups to write a script (minimum 10 lines) using a given set of words.





2. Distribute slips with word prompts to each group (one card per group):

Mirar – pintura – pintar – artista

Mirar – gotear – tubo – plomero

Mirar – gotear – aceite – motor

Mirar – encender – cable – electricista

Mirar – estadio – arquitecto – idea

Mirar – maletero – problema – cerrar

3. Allow time for each group to compose its script, with learners using the words on their card as the basis for their writing. Encourage students to use various verb tenses as needed. For example:

Alumno A: Hola Tomás.

Alumno B: Hola Alejandro. ¿Qué pasa?

Alumno A: Mi carro tiene un problema.

Alumno B: ¿Cuál es el problema?

Alumno A: No sé. Hace tres días que no funciona.

Alumno B: Mira el piso. ¡Hay aceite debajo del carro!

Alumno A: ¿Qué puede ser?

Alumno B: El motor del carro debe estar goteando aceite.

Alumno A: Creo que debo llevarlo al mecánico.

Alumno B: ¡Esa es una buena idea!

4. Circulate around the room to monitor students' work and answer questions. When learners are finished, have them rehearse their roles in preparation for the following **Assessment** activity.



Bloom's Taxonomy: Synthesis

Multiple Intelligences: Interpersonal

Assessment

Speaking of Sights

1. Have each group use the scripts they created during the previous **Engage and Explore** activity to perform, in turn, their dialogues for the class.

2. When all students have performed, lead a discussion about the types of situations they wrote about in their dialogues. Then, collect scripts and evaluate for content, correct word use, grammar, spelling, and sentence structure.



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic

RAISE THE BAR

Guide students in designing a grading rubric for the **Assessment** assignment, and then have them evaluate their peers' performances of their dialogues. Have students compare and contrast the presentations to determine which best met the objective criteria they set.

Word of the Day:
el problema

**Vocabulary
Taught or
Reviewed:**

ahora
el baño
cambiar
derecha
ir
la llanta desinflada
no hay problema
parar
por favor
salir

Unit 15, Lesson 4, Part C

Travel Talk

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

- Write a story about a chosen scene using traffic, travel, and automotive terms.
- Read their own story to peers and discuss the scenarios of others' stories.

Materials:

Copies of Lesson vocabulary, one per student (see **Appendix O**)
Download sample story **Track 20**

Skill Sharpener

Scenes from a Lesson

Prepare Ahead:

- Have a list of Lesson vocabulary available for each student.

1. Begin the activity by distributing vocabulary lists:

aceite	cruce peatonal	estacionamiento	llanta	mecánico	parar	salir
acera	cruzar	intersección	llanta desinflada	mirar	pasar por	semáforo
capó	entrar	hacia	maletero	motor	problema	túnel

Allow time for students to read the words silently, and then read the words aloud as group.

2. With students using their vocabulary lists as a reference, discuss the scenarios they encountered in the Rosetta Stone software Lesson (entering and exiting buildings, traveling in a city). List these scenarios on the board.

3. Answer questions that students may have about the pronunciation or meaning of the terms on the list. Direct learners to keep their vocabulary list for use in the following **Curriculum Connection** activity.

Keep the scenario list on the board.



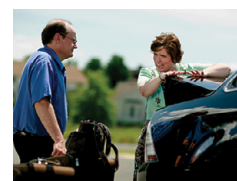
Bloom's Taxonomy: Application
Multiple Intelligences: Verbal-Linguistic

Curriculum Connection
Writing Creatively

Prepare Ahead:

- Be prepared to play audio track.

1. Tell students they are going to listen to a story. While they are listening, instruct them to look at their vocabulary lists and circle any vocabulary words they hear. *Note: The Lesson terms used are in bold.*





2. Play the sample story. This will serve as a model for the writing assignment that follows.

Scenario: Una Visita a la Ciudad

La semana pasada visité un museo con mi hermano y mi hermana. Cuando estábamos por **entrar** al museo, dije que había un **problema** con la cámara. Estaba muy contento porque mi hermano la arregló. Después de reparar mi cámara fuimos al museo. Estaba caminando **hacia** mi pintura favorita cuando mi hermana me dijo que **mirara** al pájaro que estaba volando sobre la escultura. Saqué una foto cuando el pájaro **pasó por** la ventana. Salimos del museo y caminamos **hacia** el parque. Estábamos por **entrar** al parque para **mirar** las flores cuando mi hermana me dijo que **mirara** al pájaro que estaba sentado en la estatua delante del parque. ¡Creo que era el mismo pájaro que vimos en el museo!

2. Have students check their answers with a partner. Play the story again as necessary.

3. Explain to your learners that they will be working individually to write a brief story (minimum eight sentences) like the one they just heard. They should base their story on one of the scenarios listed on the board. Direct students to use at least five Lesson terms in their stories, using their vocabulary list from the previous **Skill Sharpener** as a resource.

4. Allow time for students to write their stories, and be available to answer questions about pronunciation, word use, and sentence structure.

5. When learners finish the writing assignment, advise them to silently read their stories in preparation for the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal

Assessment Sharing Our Stories

1. Explain to students that they will be reading their stories from the previous **Curriculum Connection** activity to their peers.
2. Ask students to organize themselves into groups of four and take turns reading. Circulate around the room and listen for correct pronunciation and word use.
3. After everyone has had a turn to read, discuss the scenarios of students' stories.
4. Conclude the activity by collecting stories and evaluate for content, correct word use, grammar, spelling, and sentence structure.



Bloom's Taxonomy: Application
Multiple Intelligences: Interpersonal

**Word of
the Day:**
no hay
problema

Unit 15, Lesson 4, Part D

Review

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

- Use automotive and traffic vocabulary to share safety tips.
- Write questions about and discuss behaviors that contribute to road safety.

Materials:

- Copies of common road signs
- Blank paper, four sheets per group
- Drawing materials

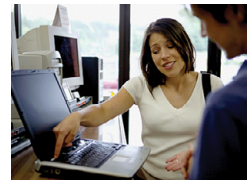
Classroom Community

In-Class Activity—Driving Safely

Prepare Ahead:

- Use the road signs for this activity.

1. Explain to students that both drivers and pedestrians must use appropriate behaviors in order for roads to be safe. Remind learners that their behavior is an essential part of safety, and that safe habits will have a positive effect on their lives and the lives of others.
2. As a class, discuss the behaviors that are necessary for safe traveling. Ask questions using *debería* to elicit replies such as the following:
 - Maestra: ¿Qué deberían hacer las personas que andan en moto?
 - Alumno 1: Esas personas deberían llevar un casco.
 - Maestra: ¿Qué deberían hacer las personas que manejan?
 - Alumno 2: Esas personas no deben manejar rápido.
 - Maestra: ¿Qué deberían hacer las personas para no manejar rápido?
 - Alumno 3: Esas personas deberían salir de sus casas temprano.
3. Explain to students that, in most cases, road signs help people remember what their obligations are. Display signs and encourage students to identify them and discuss their meanings. For example:
 - Pare
 - No cruzar
 - Cuidado. Hay una escuela.
 - Cuidado. Los niños juegan aquí.





4. Divide the class into groups of four students and distribute paper and drawing materials. Direct your learners to draw four safety signs for drivers, bicycle riders, or pedestrians and write an explanation of the rule each sign represents. Students should write their explanation below the illustration, at the bottom of the page.
5. When all are finished, have students fold their sheets of paper so that only the illustrations of the safety signs are visible.
6. Each group will then, in turn, display their illustrations to the class as the audience guesses what each sign represents. Have group members read their explanations after someone guesses correctly.

5. When all are finished, have students fold their sheets of paper so that only the illustrations of the safety signs are visible.
6. Each group will then, in turn, display their illustrations to the class as the audience guesses what each sign represents. Have group members read their explanations after someone guesses correctly.

6. Each group will then, in turn, display their illustrations to the class as the audience guesses what each sign represents. Have group members read their explanations after someone guesses correctly.

You may wish to display students' projects as reminders of the ways to create safe environments.



Community Connection

Out-of-Class Activity–Road Safety

1. Instruct your students to list at least three instances they observe, while at home, of safe road behaviors that their family members and neighbors exhibit.
2. Learners should then bring their list to the next class session for a brief discussion about the behaviors they witnessed.

2. Learners should then bring their list to the next class session for a brief discussion about the behaviors they witnessed.

Unit 15, Lesson 4, Part E

Journal Activity–Safe Traveling

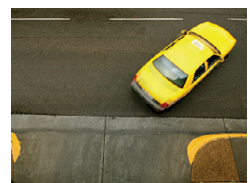
After completing this Rosetta Stone® Lesson and today's activities, students will be able to:

- Describe, in writing, the ways in which one should travel safely around town.

Learning for Life Safe Traveling

Have students use roadway, traffic, and navigational vocabulary to write a two-paragraph entry in their journals about safe behaviors to use when walking, riding, or driving around town.

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





Unit 15, Lesson 5, Part A

Focused Activity–Past and Present Grammar

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

- Use present progressive verb forms as resources to complete sentences with simple past verb forms.

Materials:

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

Extra Help

Past and Present Grammar

Prepare Ahead:

- *Have a worksheet available for each student.*

1. Write the following sentences on the board:

La madre está poniendo los platos en la alacena.

El hombre está comprando flores para su esposa.

El plomero está arreglando el fregadero.

Él está cambiando un tomacorriente viejo.

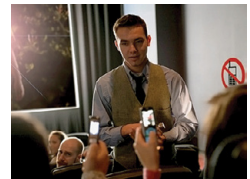
La familia está corriendo en la playa con sus cometas.

Ellos están caminando hacia una intersección.

Esas personas están construyendo un puente.

Ellos están jugando a los videojuegos.

2. Have your students read each sentence aloud with you. Underline the present progressive verbs as you explain that the actions in these sentences are taking place now.





3. Distribute to each learner a worksheet with the following incomplete sentences and word list:

La madre _____ los platos en la alacena anoche.

El hombre ____ flores para su esposa ayer.

El plomero ____ el fregadero el mes pasado.

Él _____ un tomacorriente viejo el martes.

La familia _____ en la playa con sus cometas el verano pasado.

Ellos ____ hacia una intersección ayer por la tarde.

Esas personas _____ un puente nuevo el año pasado.

Ellos _____ a los videojuegos anoche.

arregló

cambió

caminaron

compró

construyeron

corrió

jugaron

puso

4. Explain to your students that these sentences show actions that already happened, and direct their attention to the time-related terms (*anoche*, *ayer*). Complete the first sentence together as a class, and note the similarities and differences between this example and the first sentence on the board.

5. Instruct learners to complete the remaining sentences with a word from the list. Remind students to use the sentences on the board as a resource for comparing present and past verb forms.

6. When everyone is finished, ask a different volunteer to read each completed sentence. Discuss answers in relation to the corresponding sentences on the board, noting regular and irregular simple past verb forms.

7. Collect sentences for evaluation.



Unit 15, Lesson 5, Part B

Focused Activity–Reading a Script

RAISE THE BAR

Ask students to write a 3-4 paragraph story from Margaret's point of view, elaborating on the situations framed in the scripts. Encourage them to add appropriate, descriptive and sensory language to describe Margaret, the store, the customers and their problems, to enrich the reader's experience. Alert them to using transition words and phrases to connect time, experiences, sequences, and events. Remind them to check for correct grammar, spelling, punctuation, and sentence structure.

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

- Answer questions about a problem-solving script after reading it silently and then aloud in pairs.

Materials:

Copies of script, one per student (see **Appendix Q**)

Extra Help Reading a Script

Prepare Ahead:

- Have copies of the script available for each student.

1. Distribute the following script:

Margarita trabaja en una tienda. Las personas van a su tienda todos los días para comprar periódicos y flores, y hacerle preguntas.

(Un hombre está comprando en la tienda. Él está preocupado.)

Margarita: ¿Qué le pasa? ¿En qué le puedo ayudar?

Hombre: Estoy avergonzado porque estoy por ir a cenar con mi novia y acabo de acordarme que hoy es su cumpleaños. ¿Qué debo hacer?

Margarita: No se preocupe, si le compra unas flores, ella no sabrá que usted olvidó su cumpleaños.

(El hombre sale de la tienda. Una mujer entra a la tienda. Ella está preocupada.)

Margarita: ¿Qué le pasa? ¿En qué le puedo ayudar?

Mujer: Estoy preocupada porque tengo que recoger a una amiga en el aeropuerto y estoy perdida. No puedo encontrar el aeropuerto.

Margarita: No se preocupe. Si dobla a la izquierda en la calle que viene y maneja por dos kilómetros, verá las señales para ir al aeropuerto.

Mujer: Bueno. ¡Gracias!

Allow time for students to read the script silently and circle Lesson vocabulary.





2. Divide the class into pairs of students and ask partners to read the script—one learner playing Margarita and the other playing the man and the woman. Circulate around the room and listen for correct pronunciation.



3. Write questions such as the following on the board:
- ¿Dónde trabaja Margarita?
 - ¿Por qué está avergonzado el hombre?
 - ¿Cómo ayuda Margarita al hombre?
 - ¿Por qué está preocupada la mujer?
 - ¿Cómo ayuda Margarita a la mujer?



Unit 15, Lesson 5, Part C

Focused Activity–Listen to the Details

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

- Use aural cues to complete a story with home-improvement vocabulary.

Materials:

- Copies of story Version 1, one per student (see **Appendix R**)
- Copies of story Version 2, one per student (see **Appendix S**)
- Download Version 1 story **Track 21**

Extra Help

Listen to the Details

1. Distribute Version 1 scripts:

La familia de Laura se acaba de mudar a una nueva casa. Es una casa hermosa. La casa está cerca de un lago. Hay una chimenea en la sala de estar y un balcón en el tercer piso. Uno de los vecinos tiene un perro. Pero hay algunos problemas con la casa. Hay agua en el piso de la cocina porque los tubos gotean. La cocina no funciona porque no hay electricidad. La mamá de Laura llamó al plomero para arreglar los tubos. Su papá llamó al electricista para arreglar los cables. El plomero vendrá mañana a las 10 de la mañana. El electricista vendrá mañana a las 2 de la tarde. La familia de Laura acampa cerca del lago esta noche porque los tubos están goteando y no hay electricidad.

2. Play the audio of the story as students follow along by reading silently.

3. Collect Version 1 scripts and distribute Version 2 scripts:

La familia de Laura se acaba de ____ a una nueva casa. Es una casa hermosa. La casa está cerca de un lago. Hay una ____ en la sala de estar y un ____ en el tercer piso. Uno de los ____ tiene un perro. Pero hay algunos ____ con la casa. Hay agua en el piso de la cocina porque los ____ gotean. La cocina no funciona porque no hay _____. La mamá de Laura llamó al ____ para arreglar los tubos. Su papá llamó al electricista para arreglar los _____. El plomero vendrá mañana a las 10 de la mañana. El ____ vendrá mañana a las 2 de la tarde. La familia de Laura acampa cerca del lago esta noche porque los tubos ____ y no hay electricidad.

4. Play Version 1 again as your students fill in the blanks. If necessary, read it more than once.

5. Redistribute Version 1 scripts for learners to check their work.

6. Read the story aloud as a group.



Unit 16

Recipes, Remedies, and Routines

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Unit 16:

Recipes, Remedies, and Routines

Introduction to Unit 16

The concluding Lessons in Level 4 present multifaceted opportunities for students to practice complex concepts such as distinguishing between **no ... ni** and **ni ... ni**, describing duration by starting points or lengths of time, discerning when to use **todavía** versus **ya no**, and using **mientras** with two forms of past tenses. As this Unit's title indicates, activities incorporate new vocabulary focusing on food preparation, health and medical concerns, and routines. Included, too, are terms relating to jewelry, places of manufacture, grocery stores, shopping, manufacturing locations, and menu-item preferences—to name a few.

Teaching Unit 16

During this Unit, you will be guiding your students through activities that challenge them to apply their newfound language skills in simulations of real-life situations that call for more complex problem solving than in previous Lessons. Now, for example, your students will be making distinctions among multiple sets of facts or circumstances. They must deduce to find workable solutions to dilemmas, and then demonstrate these skills through writing, reading, and conversation. In the process, learners will enjoy a broad range of activities that incorporate writing and performing scripted dialogues, playing a guessing game à la *Twenty Questions*, and researching and presenting a report about products made in countries around the world.

Lesson 1a: A Busy Day

Engage students in discussions about the Saturday chores of each member of the busy Gonzalez family, using the vocabulary learned thus far. After that, students will write a paragraph about this family's routine using **mientras**, **antes**, and **después**.

Lesson 1b: What to Wear?

Choosing what to wear for a specific occasion can be challenging. Today, students will have fun writing dialogues that offer advice about appropriate dress for various events. Then, invite learners to offer their opinions of dress for certain occasions.

Lesson 1c: Expressing Preferences

During a mock shopping and restaurant excursion that features choices ("Deberías comprar la patineta morada o la patineta naranja"), your students will be able to practice the often-confusing terms **o** and **no ... ni**.

Lesson 1d: Journal Activity—Laundry List

Students will air some lighthearted dirty laundry as they write about their families' clothing-care routines. Learners' journal entries will focus on such topics as washing, ironing, and folding their clothes, and whether they use a washing machine at home or take their clothes to a laundromat or dry cleaner.

Lesson 2a: Descriptive Words

Challenge your learners to use their imaginations when they ask questions that help them discover the identity of hidden objects. Once the mystery is revealed, your students will discuss the main characteristics of the items, the materials they are made of, and where they were made.

Lesson 2b: Looking Good

Today, each student will wear a mystery personal-grooming term on his back and, in the style of the game *Twenty Questions*, will ask "sí" or "no" questions of peers to determine his word's identity. More grooming terms, plus past, present, and future verb tenses, are then spotlighted as pairs of learners write a story about a fictional character getting ready for a party.

Lesson 2c: Products and Materials

Clothing labels provide valuable information today as students examine them to identify and write the places of manufacture and fabric content. Then, after making and labeling life-size paper dolls, complete with ward- robes and accessories, students will display and discuss their creations.

Lesson 2d: Review

It's time for a fun-filled, scrambled-sentences activity that will undoubtedly elicit laughter around the room. Your learners will prepare quizzes by writing sentences using new vocabulary, scrambling the words, and challenging peers to put the sentences back together in proper order. As a take-home activity, students will use a worksheet to keep track of what they wear and the various household activities they participate in over the next week.

Lesson 2e: Journal Activity—What Makes You Happy?

Countless experiences make people happy, and today your students will write in their journals about what makes them happy and why, using the expression **me hace feliz**.

Lesson 2f: International Cultural Activity—Imports and Exports

In this era of globalization, today's activity will broaden students' appreciation for the interconnectedness of countries far and wide, and give them a means for practicing new vocabulary and grammar principles. Groups of learners will collaborate to research, write, and present reports about products made in various countries and about items that are imported and exported.

Lesson 3a: Get Well Soon!

How often do you hear coughing or sneezing in your classroom? Now that students have been introduced to the Spanish words for these all-too-familiar symptoms and other health and medical terms, they are ready for today's Lesson. Learners will pantomime and guess others' maladies, and discuss the health issues of an illustrated fictional character named Pedro.

Lesson 3b: Discussing Life Experiences

Life experiences are in the spotlight today as learners use **todavía** and **ya no** to write about details of their lives that still apply to them and others that do not apply to them anymore. Be ready to model appropriate sentences by sharing traits about yourself, such as the fact that you still ride a bicycle, but you do not play with stuffed animals anymore.

Lesson 3c: The Healing Touch

Is there a doctor in the house? In this Lesson, you will give each student an index card showing either a symptom or diagnosis. Learners will then mingle and converse, using health and medical vocabulary, to determine which peer has their matching symptom or diagnosis. Next, students will pretend they are doctors writing notes about two imaginary patients' ailments on a medical-style questionnaire.

Lesson 3d: Journal Activity–The Way to Wellness

In this journal-writing assignment, students will reflect upon a time when they were ill, dealt with allergies, or had a broken bone. Encourage learners to describe how they restored themselves to good health and how family members and friends were instrumental in their recovery.

Lesson 3e: Enrichment Activity–When You're Sick

This long-range publishing project for your advanced students requires them to use their new language skills to plan, research, and produce an informational booklet, video, or slide presentation about the medical services available in your school or the details of home care. Students will work independently, have periodic meetings with you to discuss progress, and, upon completion of their projects, will give presentations to the class.

Lesson 4a: Finding Foods

Grocery-store advertisements abound, so grab a handful at home and bring them to this class session. These colorful marketing materials will provide inspiration for your students as they write and illustrate, on poster board, their own versions of ads to promote the produce, meat, and dairy products of an imaginary grocery store.

Lesson 4b: Recipes for Success

If you're game, don an apron today and have some kitchenware on hand for props. Pairs of learners will use recipe and food-preparation terms to write and perform a script for a television show featuring chefs who are teaching the audience how to prepare a dish.

Lesson 4c: Meal Preferences

Your students are well on their way to ordering food like the pros! In this Lesson, learners will hone their skills by writing and reading scripts about a restaurant scenario that incorporates terms for combinations of pizza toppings and proper dining-out etiquette.

Lesson 4d: Review

Attention shoppers! After listening to a store announcement, learners will write their own announcement that could air on a grocery store's intercom, then read their sales pitches aloud using expressive voices, clear diction, and pleasing volume. At home, learners should read their announcements to their families and then discuss ways in which their elders shopped for groceries in their home countries. Ask students to write down the information they learned and bring it to the next class session.

Lesson 4e: Journal Activity–Chef for a Day

Encourage students to let their culinary imaginations run wild as they write in their journals about a meal they would like to prepare. Learners should also describe the procedure and kitchenware they would use to make their tasty creation.

Lesson 4f: Latin American Cultural Activity–Creative Cuisine

Today your learners will discuss empanadas, a popular meal in Latin America. Students will learn about the fillings used in various Latin American countries as they work collaboratively to create their own recipes, using terms for a variety of ingredients.

Lesson 5a: Focused Activity–The Right Vocabulary Word

Clues within incomplete sentences point learners in the right direction as they fill in missing words selected from a lengthy list. Then, students will sort the terms into the appropriate categories: *enfermo*, *comida*, or *ropa*.

Lesson 5b: Focused Activity–Speaking to a Doctor

Reading scripted lines, as either a patient or doctor, will provide students with a good opportunity for concentrated practice in speaking expressively.

Lesson 5c: Focused Activity–Listening for Answers

Encourage learners to listen attentively as you read a short story aloud, as they will later be writing answers to questions you pose about the fictional characters.

Lesson 5d: Level 4 Review: Jobs and Hobbies–Part 1

Today, in this first part of the final activity of Level 4, students will draw upon the broad spectrum of Spanish vocabulary and language skills they have learned as they research and prepare a report about a job and a hobby they would like to have in the future. Encourage students to think broadly as they plan the scope of their report and the presentation they will give during the next class session. Suggest that learners focus on aspects such as the history of the job or hobby, training required, typical workplace or hobby settings, and why the pursuits they aspire to seem so intriguing.

Lesson 5e: Level 4 Review: Jobs and Hobbies–Part 2

Wrapping up Level 4, learners will present the job and hobby reports they prepared during the previous class session.



Grammar & Usage

Unit 16, Lesson 1

Review of Verb Tenses

Review with students the meanings and formations of the verb tenses they have learned.

Simple Tenses

simple present	El horno está caliente.
simple present progressive	La mujer está comiendo .
simple (preterit) past	Yo jugué al fútbol esta mañana.
imperfect past	Yo jugaba al tenis cuando era niña.
simple past progressive	Ellos estaban comiendo afuera.
simple future	Será difícil arreglarlo.



Perfect Tenses

present perfect	Ha viajado a muchos países.
present perfect progressive	¡ Han estado mirando televisión todo el día!
pluperfect	Él había perdido su animal de juguete, pero lo encontró.



Remind learners of alternative ways to indicate future actions using present tenses.

El hombre **va a enviar** un paquete.
Se casan en Rusia el **mes que viene**.
Estuve en Guatemala el año pasado y **me voy de nuevo** el **mes que viene**.
Están por subir la montaña.

Describing Events That Coincide

Point out to your students that **durante** and **mientras** are used when referring to events that happen at the same time.

Durante is a preposition that suggests the time period when an action is taking place. It is followed by a noun. The noun may be preceded by an article or adjective.

Durante los cuatro días que estuve allí, me reuní con muchos hombres y mujeres de negocios.
Comimos durante el partido.
El leyó una revista durante el vuelo.

Mientras is a conjunction that also points to the duration of an action. It begins a dependent clause that has a conjugated verb.

El paquete llegó mientras ellas cosían la frazada.
Su amiga la llamó mientras miraba la película.

When the sentence begins with **mientras**, a comma separates the two clauses.

Mientras estábamos en la lavandería, doblamos las sábanas.
Mientras caminaba para el trabajo, su zapato se rompió.

Note that when speaking of simultaneous actions in the past, **mientras** is always followed by an imperfect verb.



Unit 16, Lesson 1, Part A

A Busy Day

Vocabulary Taught or Reviewed:

antes
el bolsillo
coser
después
doblar
la etiqueta
la lavadora
la lavandería
mientras
planchar
rasgar
la tintorería

RAISE THE BAR

Make the **Skill Builder** more challenging by asking students to create sentences using a specific form, for example, the imperative or conditional.

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

- Use words such as **doblar**, **planchar**, and **coser** when describing chores.
- Use household preparation terms to discuss family routines.

Materials:

Two containers
Copies of vocabulary words cut into slips, two per student (see **Appendix A**)
Long strips of paper, one per student
Copies of chore chart, one per student (see **Appendix B**)

Skill Builder

Drawing Conclusions

Prepare Ahead:

- Have vocabulary words cut into slips so there is a verb and a noun for each student. Fold the slips and put the verbs in one container and the nouns in the other.
- Have ready a long slip of paper, one per student.

1. Display the two containers and explain to your students that they will be writing sentences with the words they select.
2. After each learner draws a noun and a verb from the containers, distribute the long paper strips. Instruct students to write a sentence with the words they selected. For example:
Ella trata de **doblar** el mapa. Ella **plancha** su camisa.
Ella **rasgó** el sobre cuando lo abrió. Nuestra madre **cose** nuestra ropa.
3. Divide the class into Team A and Team B. Empty the containers and mark one as A, the other as B. Ask students to fold their long strips of paper and place them in the container for their team.
4. Explain that, simultaneously, a member of each team should select a sentence from his team's container, read it, and then illustrate it on the board. Students will then guess their teammate's sentence based on the sketch. Because the two teams will be guessing concurrently, remind learners to call out ideas only for their team. The student from each group who first guesses correctly is next to draw a sentence.
5. Select a student from each team to begin the round of play. Continue as time permits, or until one of the teams finishes first.



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





Extending the Text Busy Family

Prepare Ahead:

- Have a chore chart (see Step 3) for each student.



1. Lead a class discussion about the ways in which families spend their time on weekends. Point out that many families do chores on the weekends because there is more time available for such tasks. Brainstorm with your learners about chores that parents and children might do together on Saturdays and Sundays.

2. Divide the class into pairs of students, and explain that partners will be discussing the tasks that members of the González family are performing on a particular Saturday.

3. Distribute a copy of the following chore chart to each student:

Un día con la familia González				
	María (madre)	Pedro (padre)	Ana (hija)	Lucas (hijo)
Mañana				
Tarde				
Noche				

4. Have one partner write chores for the parents on his chart, while the other partner writes chores for the children on hers. Remind students to write their tasks in the appropriate spaces on their chore-chart grids. Encourage learners to use the vocabulary introduced in this Lesson.

5. When partners have finished writing their tasks, instruct them to exchange information by asking and answering questions to complete the blank spaces on their grids. For example:

Alumno A: ¿Qué hizo Pedro el sábado por la mañana?

Alumno B: Pedro lavó la ropa blanca el sábado por la mañana.

Alumno A: (completes the grid with the information that Alumno B provided and asks) ¿Qué hicieron María y Pedro por la tarde?

Alumno B: María cosió el bolsillo de un pantalón mientras Pedro metía la ropa en la lavadora.

Circulate around the room to listen for correct word choice and pronunciation.

6. Direct partners to compare their completed charts with each other and make any necessary corrections. Advise students to keep their grids for the next **Assessment** activity.



Bloom's Taxonomy: Analysis

Multiple Intelligences: Interpersonal

(Lesson continues on next page)

**Word of
the Day:**
doblar

Unit 16, Lesson 1, Part A (continued)

Assessment

Saturday Report

1. Have learners use their chore-chart grids from the previous **Extending the Text** activity to compose a paragraph about the González family's chores, describing the tasks each family member performed on Saturday. For example:

Mientras la madre usaba el trapeador para limpiar el piso del baño, Ana puso los platos limpios que estaban en el lavaplatos en la alacena. Antes de sacar la basura, Pedro metió la ropa blanca en la lavadora. Después de doblar las servilletas, Lucas le trajo las sábanas a su mamá.

2. Ask several volunteers to read their paragraphs aloud, as you listen for correct pronunciation and verb-tense use.
3. Collect chore charts and paragraphs and evaluate for content, word use, correct grammar, spelling, and sentence structure.



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





Vocabulary

Taught or Reviewed:

algodón
el bolso
las botas
los calcetines
la camisa
la corbata
coser
el pantalón
poner
quitar
rasgar
el saco
seda
el vestido
los zapatos

Unit 16, Lesson 1, Part B What to Wear?

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

- Work collaboratively to write a dialogue about appropriate dress for different types of events, using terms for clothing and accessories.
- Discuss clothing choices for various occasions and offer their opinions about appropriate dress.

Materials:

Copies of Lesson vocabulary list, one per student (see **Unit 16, Lesson 1 word list**)
Copies of event cards, one per pair of students (see **Appendix C**)
Sample script, two copies
Sheets of blank paper
Drawing materials

Quick-Start Review

Spectacular Sentences

Prepare Ahead:

- *Have a copy of the Lesson vocabulary list available for each student.*

1. Review with students the various types of sentences they have learned in the **Unit 16, Lesson 1** software Lesson. Write sentences such as these on the board:
 - Olvidó su billetera sobre su escritorio.
 - Ella se quita las botas.
 - Se lastimó la rodilla mientras jugaba básquetbol.
 - Los niños se ponen los calcetines.
2. Note new terms such as **billetera**, **quitar**, **botas**, **mientras**, and **poner**. Distribute vocabulary words and ask students to think of a new sentence, using their list for guidance. Call on several volunteers to tell their sentence to the class, as you add their entries to the list on the board.
3. Ask learners to retain their vocabulary lists for use in the following **Curriculum Connection** activity.



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





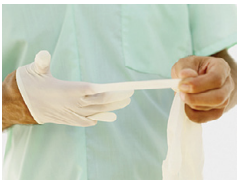
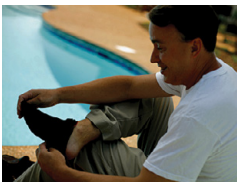
Curriculum Connection

Fashion Sense



Prepare Ahead:

- Have an event card available for each pair of students.
- Have two copies of the sample script (see Step 2) available.
- Use the blank paper and drawing materials for this activity.



1. Lead a brief discussion about the types of clothing people wear in different settings (school, home, family events), noting appropriate dress for each situation. Introduce the word **uniforme**, especially if your students wear uniforms.

2. Divide the class into pairs of students, and explain that they will be working together to write a dialogue about someone who is helping another select appropriate clothing and accessories for a special occasion. For example:

Alumno A: Tengo que ir a una boda. ¿Qué debería llevar?

Alumno B: Usted debería llevar un vestido de seda negro y un bolso negro.

Alumno A: Hay un problema. No puedo llevar mi vestido de seda negro porque está en la lavandería, ni puedo llevar mi bolso negro porque lo rasgué el otro día.

Alumno B: ¡Tengo una idea! Puede llevar un pantalón negro y una camisa blanca.

Alumno A: Hay un problema. No puedo llevar mi camisa blanca porque tengo que coserle el bolsillo.

Alumno B: ¿Hay algún problema con la camisa azul y las botas negras?

Alumno A: No. ¡Creo que esa es una buena idea! Llevaré el pantalón negro, la camisa azul y las botas negras.

3. Distribute event cards such as the following, one to each pair of students:

Una fiesta de bodas	Una fiesta de la escuela	Una reunión de trabajo
Una fiesta de disfraces	Un cumpleaños	Un día de fiesta
Una fiesta de Año Nuevo	Un desfile	Una fiesta en la playa

As learners begin writing their dialogues, advise them to use their vocabulary lists from the previous **Quick-Start Review** activity as a reference. Encourage students to also use clothing and accessory terms from earlier Lessons.

4. After students finish writing their scripts, distribute a sheet of blank paper and drawing materials to each pair. Have learners take a few minutes to illustrate the person in their dialogue who is dressed according to the fashion suggestions.

(Lesson continues on next page)

**Word of
the Day:**
poner

Unit 16, Lesson 1, Part B (continued)

5. Advise students to keep their scripts and drawings for use during the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment The Fashion Corner

1. Using their scripts and drawings from the previous **Curriculum Connection** activity, students will take turns performing their dialogues and showing their illustrations to the class.
2. Conclude the activity with a brief discussion about the appropriate clothes and accessories for the events in students' dialogues. Additionally, invite learners to offer their opinions of dress for various occasions, and to share personal experiences with types of clothing they wore for certain events.
3. Collect dialogues and drawings and evaluate for content, word use, correct grammar, spelling, and sentence structure.



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





**Vocabulary
Taught or
Reviewed:**

el abrigo
el bolsillo
derecha/-o
desayuno
izquierda/-o
no ... ni
o

Unit 16, Lesson 1, Part C

Expressing Preferences

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

- Work collaboratively to write a script about choices using **o** and **no ... ni** in the context of shopping, dining, and travel.
- Perform their own scripts and answer questions about the choices of characters in peers' dialogues.

Materials:

Sample script, one copy (see **Appendix D**)

Copies of Lesson vocabulary, one per student (see **Unit 16 word lists**)

Skill Sharpener

A Day of Choices

Prepare Ahead:

- *Copy the sample script and then separate the scenes by cutting apart the sheet of paper. Each scene will be used by one pair of students.*

1. In preparation for the following **Engage and Explore** activity, explain to your students that they will be practicing sample conversations about making choices during a shopping and restaurant trip.
2. Divide the class into pairs of learners and distribute one of the following scenes to each pair. Have pairs arrange themselves in chronological order (based on the time noted in their scene) at the front of the classroom. After groups decide who will take which speaking role, ask the 9:30 *de la mañana* pair to perform its dialogue, with others following suit, in order. If your class is larger than scripts provided, you may use the template and add similar situations with slight variations.

Sample script

9:30 de la mañana—Caminando hacia el supermercado

Alumno 1: ¿Cómo podemos ir al supermercado?

Alumno 2: Podemos ir en autobús o en subterráneo.

Alumno 1: Vamos a tomar el subterráneo.

10:00 de la mañana—Comprando un suéter

Alumno 1: ¿Qué debería comprar?

Alumno 2: Deberías comprar un suéter gris o un suéter verde.

Alumno 1: Voy a comprar el suéter verde.

10:30 de la mañana—Comprando un abrigo

Alumno 1: ¿Este abrigo es marrón o negro?

Alumno 2: No es marrón ni negro. Es azul.





11:00 de la mañana—Comprando una patineta

Alumno 1: ¿Qué patineta debería comprar?

Alumno 2: Deberías comprar la patineta morada o la patineta naranja.

Alumno 1: Voy a comprar la patineta morada.



11:30 de la mañana—Comprando un regalo de cumpleaños

Alumno 1: ¿Qué debería comprarle a mi hermano? Su cumpleaños es mañana.

Alumno 2: Deberías comprarle bloques o un rompecabezas.

Alumno 1: No le voy a comprar los bloques ni el rompecabezas. En lugar de eso le voy a comprar un animal de juguete.



13:00 de la tarde—Caminando hacia el restaurante

Alumno 1: ¿Cómo podemos ir al restaurante?

Alumno 2: Podemos ir en taxi o en autobús.

Alumno 1: No vamos en taxi ni en autobús. Vamos caminando.

13:30 de la tarde—En el restaurante

Alumno 1: Queremos almorzar. ¿Qué tiene?

Alumno 2: Tenemos pizzas, sándwiches y pollo.

Alumno 1: ¿Qué tipos de pizzas tiene?

Alumno 2: Puede ordenar pizza con hongos o pizza con cebollas.

Alumno 1: No ordenaremos pizza con hongos ni pizza de cebollas. En lugar de eso ordenaremos sándwiches.



14:30 de la tarde—A casa

Alumno 1: ¿Cómo podemos ir a casa?

Alumno 2: Podemos tomar el autobús o un taxi.

Alumno 1: El taxi es muy caro. ¡Vamos a tomar el autobús!



3. After all have had a chance to speak, collect scenes and ask students to remain in pairs.



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



(Lesson continues on next page)

**Word of
the Day:**
no ... ni

Unit 16, Lesson 1, Part C (continued)

Engage and Explore Writing About Choices

Prepare Ahead:

- Have a list of vocabulary words for each student.

1. With students in pairs as in the previous **Skill Sharpener** activity, distribute vocabulary lists and explain that they will be writing a script about a shopping and restaurant trip, similar to the one practiced earlier.
2. Advise learners to use their imaginations and describe the choices available to their characters throughout a typical day. Students should focus on using the terms **o**, **no**, and **ni**. Suggest that learners include brief conversations about going to a store, shopping for themselves, buying a gift for a family member, going to a restaurant, eating lunch, and going home.
3. While learners write their scripts, circulate around the room and answer questions about word use and grammatical structures.
4. As students finish their scripts, advise them to rehearse their lines in preparation for the following **Assessment** activity.



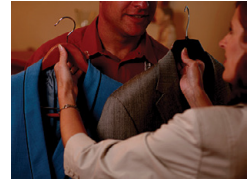
Bloom's Taxonomy: Synthesis
Multiple Intelligences: Interpersonal

Assessment Speaking of Choices

1. Have pairs of students use their scripts from the previous **Engage and Explore** activity to perform their scenes for the class.
2. Remind learners to listen carefully during each performance because afterwards, you will ask the audience about the options that were available to the characters during select scenes, and about what they chose.
3. Collect scripts and evaluate for content, word use, correct grammar, spelling, and sentence structure.



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





Unit 16, Lesson 1, Part D

Journal Activity–Laundry List

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

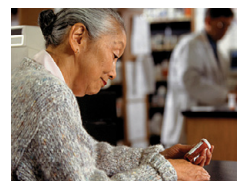
- Write about the care of clothing in their households, using terms such as **lavadora**, **secadora**, **doblar**, and **planchar**.

Learning for Life

Laundry List

Ask your students to write in their journals about their household routines for clothing care. Learners should include information about whether they have a washing machine and dryer at home, or if they take clothing to a laundromat or dry cleaner. Other details to include are laundry routines (sorting, folding, mending, ironing, frequency, days on which these chores occur) and the names of family members who are responsible for the different tasks involved in clothing care.

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



Unit 16, Lesson 2, Part A

Descriptive Words

Vocabulary Taught or Reviewed:

antigua/-o
barato/-a
caro/-a
el cuero
grande
la lana
liviano/-a
la madera
el metal
nueva/-o
el oro
el papel
pequeño/-a
pesado/-a
la plata
la seda

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

- Describe objects and discuss where they were made and the materials they are made of.
- Use sensory verbs and adjectives to describe a hidden object.

Materials:

Objects made of various materials and of diverse origins (scarf, t-shirt, watch, makeup, deodorant, perfume, newspaper, magazine, towel, sunglasses, for example), one per student
Opaque bag, one per object listed above

Focus and Motivate

What Is It Made Of?

Prepare Ahead:

- Use the objects and bags for this activity.

1. Display the objects on your desk and have students take turns choosing and describing one using size, sensory, and material terms. For example:

Este perfume es caro. La botella del perfume es pequeña y está hecha de vidrio.

Estos anteojos de sol son de plástico y vidrio. ¡Estos anteojos de sol son modernos!

2. After each learner describes her object, she should place it in a bag.

3. Continue the activity until all have had a turn. Let your students know that they will be using these items again in the following **Stretching the Imagination** activity.



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

Stretching the Imagination

Creative Questions

1. Explain to your learners that they will be taking turns asking and answering questions to identify items that only one student can see.
2. Ask a volunteer to select a bag from the previous **Focus and Motivate** activity and, keeping the object inside it hidden from the audience, handle it so he is familiar with its identity and features.





3. Peers will then determine the identity of the object by asking questions that can be answered with **sí** and **no**. For example:

- | | | |
|-------------|-------------------------|---------------------------------|
| ¿Es grande? | ¿Puedo escribir con él? | ¿Puedo usarlo cuando hace frío? |
| ¿Es pesado? | ¿Es de madera? | ¿Puedo llevarlo en la cabeza? |

4. After the audience asks several questions, your volunteer will then remove the object from the bag, display it, and briefly describe it. In his description, the student should mention the material that the item is made of, where it was made, and at least one characteristic. For example:

Este bolígrafo es de plástico y aquí dice que fue hecho en China. Éste es un bolígrafo barato.

Esta bufanda es de lana. La etiqueta dice que fue hecha en la India. ¡Es una bufanda muy grande!

5. Play continues as another student selects a bag and proceeds according to Steps 2, 3, and 4.

6. Conclude the activity when all have had a turn asking and answering questions and describing objects.



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

Assessment Guess What?

1. Ask students to take a few minutes to think of an object they use every day. Learners should then write a one-paragraph description of this item (without mentioning it by name) that includes the material it is made of, where it was manufactured, and details such as size and color.

2. After students complete their descriptions, have them partner with a peer, read their paragraphs, and take turns guessing the items.

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



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

**Word of
the Day:**
la seda

**Vocabulary
Taught or
Reviewed:**

abotonarse
afeitar
cerrar (ie)
la cremallera
corto/-a
largo/-a
rizado/-a
teñir (i)

Unit 16, Lesson 2, Part B

Looking Good

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

- Identify specific vocabulary words by asking and answering questions of their peers.
- Work collaboratively to write a story about routines using personal-grooming terms and various verb tenses.

Materials:

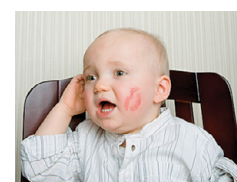
Copies of Vocabulary List A, cut so each student has one word square,
plus one full list (see **Appendix E**)
Hole punch
Length of yarn (approximately 24 inches), one per student
Copies of Vocabulary List B, one per student plus additional copies (see **Appendix F**)
Container

**Skill Sharpener
Back and Forth**

Prepare Ahead:

- Have a copy of Vocabulary List A available for each student (see Step 2).
- Make additional copies of Vocabulary List A and cut squares so there is a word for each student.
- Create a "term tag" for each student by using the hole punch to make two holes in each word square, on the upper corners lengthwise. Thread the yarn through the holes and knot the ends.

1. Explain to your students that they will be working together to determine Lesson terms by asking and answering questions. Distribute term tags and have students wear them so that the word square hangs down their backs with the word showing. Advise students not to look at the word on their word square, since this is the term they will identify. Everyone else will be able to see the word, so students must rely on peers' answers to their questions in order to correctly guess the target term.





- Distribute a copy of Vocabulary List A to each student, and tell learners that they are wearing one of these words on their backs:

anillo	aretes	lentes de contacto
barba	maquillaje	bigote
perfume	desodorante	pulsera

- Instruct learners to ask questions that can be answered with *sí* or *no*, and will help them determine their target term by eliminating other words on the list. These questions should describe an object without naming a specific vocabulary word (no gestures allowed). After peers reply to these questions, students can then cross off words on their lists that do not apply. For example, if Carla's word is **maquillaje** and Emilia's word is **barba**, the following question-and-answer exchange might occur:

Carla: ¿Puedo llevarlo en mi brazo?
Emilia: No.

(Carla crosses out **pulsera** from her list.)

Emilia: ¿Puedo llevarlo en las orejas?
Carla: No.

(Emilia crosses out **aretes** from her list.)

Carla: ¿Puedo llevarlo en mi cara?
Emilia: Sí.

(Carla crosses off everything on her list except **barba**, **bigote**, and **maquillaje**.)

- After peers ask two questions of each other, they should find another classmate and ask two more questions to further narrow their choices. When a student thinks he knows his word, he should circle the word on his list and sit down.
- Call time after 10 minutes and have everyone look at their word. Survey the class to find out who guessed correctly.



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

(Lesson continues on next page)

**Word of
the Day:**
rizado/-a

Unit 16, Lesson 2, Part B (continued)

RAISE THE BAR

Instruct students to write a 3-4 paragraph story that includes two or more characters. In the course of preparing for a party, the characters have a problem they must resolve. Using dialogue, learners should present the characters' contrasting viewpoints, how they agree and disagree, and finally come to a solution. In the assessment, peers should be able to identify the problem and the various characters' opinions, and offer the authors constructive criticism on how to strengthen their work through editing and revision.

Being Creative Routine Writing

Prepare Ahead:

- Have a copy of Vocabulary List B available for each student (see Step 4).
- Using additional copies of Vocabulary List B, cut the sheets of paper into strips, with one word or phrase on each line. Be sure there are enough strips for pairs of students to select four different words or phrases.
- Fold paper strips and place them in the container.

1. Explain to your students that they will be working in pairs and using Lesson words to write a story about a fictional character who is getting ready for a party.
2. Provide an example by writing these words on the board: **desodorante, teñir, anillo, lacio**. Then, read the opening sentence:
Mi nombre es Carlos Silva y me estoy vistiendo porque tengo una fiesta.
Ask students how they might use the words on the board to tell a story about the way Carlos Silva gets ready for the party.
3. After volunteers share their ideas, read the following story:
Mi nombre es Carlos Silva y hoy tengo una fiesta. Primero, teñiré mi pelo lacio de negro. Después me ducharé, me cepillaré los dientes y me pondré desodorante. Por último, me pondré mis jeans azules, un suéter rojo, calcetines grises, y botas marrones. Ayer encontré el anillo de mi novia en el carro. Ella va ir a la fiesta, así que le daré el anillo allí.

This is an opportune time to point out the past, present, and future verb tenses that are used in the story.

4. Divide the class into pairs of students and pass around the container. After each pair selects four different words from the container, distribute a copy of Vocabulary List B to everyone:

abotonar	el collar	el maquillaje
afeitarse	corto/-a	maquillar
el anillo	el desodorante	el perfume
el arete	lacio	la pulsera
la barba	largo/-a	rizado/-a
el bigote	lente(s) de contacto	teñir

Learners must use their four selected words in their story, and may also use words from the vocabulary list.



Unit 16, Lesson 2, Part C

Products and Materials

Vocabulary Taught or Reviewed:

el algodón
el cuero
es de
hecho/-a en
el oro
la plata
la seda

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

- Write the types of fabric that articles of clothing are made of, and use the term **hecho en** to identify the places where articles of clothing were manufactured.
- Create, label, and talk about a life-size paper doll with their favorite fashions and accessories, with a focus on the clothing fabric content.

Materials:

Copies of worksheet, one per student (see **Appendix G**)
Sticky notes, several per student
Length of butcher paper (approximately five feet), one per student
Drawing and art materials

Jump Start

Where Is It Made?

Special Note: Before you teach this Lesson, distribute the worksheet in Step 1 to the class (one per student). Instruct learners to complete it prior to class.

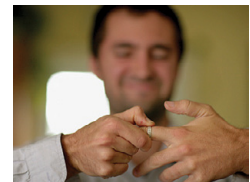
Prepare Ahead:

- Note the places of manufacture and types of fabric of the garments that make up your wardrobe for the day of this Lesson.

1. Before this class session, distribute the following worksheet to each student for her to complete at home on the morning of this Lesson. Students should examine their clothing labels, and then write the names of the countries where the garments were made and what they are made of.

	Hecho/-a en...	Es del...
Camisa		
Suéter		
Pantalones		
Vestido		
Falda		
Otro		

2. Make two columns on the board with these headings: *Hecho/-a en* and *Es de*. Ask learners what countries are commonly associated with the clothing industry and write those country names on the board. Then, ask about the types of fabric that are used for clothing and write the names of those materials. Encourage students to use words learned in this Lesson: **seda**, **algodón**, **lana**, and **cuero**. Introduce the terms **poliéster** and **acrílico**, since many articles of clothing contain these materials. Leave the *Hecho/-a en* column on the board for the following **Being Creative** activity.





3. Explain to learners that they will spend the next few minutes discovering what countries their clothing was made in and what the garments are made of. Model the activity by taking a sticky note and writing the name of the country in which your shirt was made and type(s) of materials it is made of. Place the sticky note on your shirt and say: "La etiqueta dice que esta camisa fue hecha en _____ y es de _____." Continue until every article of your clothing is accounted for.
4. Distribute several sticky notes to each student and have her copy the information from her worksheet onto the notes (one sticky note per item of clothing). Learners should then place the notes on their respective pieces of clothing. Circulate around the room to answer questions.
5. When everyone is finished, have each student share one note with the class as you modeled in Step 3: "La etiqueta dice que esta camisa fue hecha en ____ y es de ____."



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

Being Creative Dressed Like a Doll

Prepare Ahead:

- Draw the outline of a human form on a length of butcher paper and decorate it with your favorite style of clothes. Next to each item of clothing, label the material it is made of.

1. Ask students about their favorite types of clothing and jewelry, what they are made of, and why they prefer certain styles. Refer to the list under the *Es de* heading you wrote in the previous **Jump Start** activity to remind students of the material terms. If necessary, add to the list.
2. Tell your students that they will be creating life-size "paper dolls" that wear clothing and accessories made of the materials they have studied in this Lesson. Display your paper doll to the class, and point out how you labeled its wardrobe according to the kinds of material each piece was made of.
3. Distribute the butcher paper along with drawing and art materials. Have each learner draw an outline of a human form to create a paper doll. Students should then dress their dolls by drawing items of clothing. Encourage students to draw their favorite—and appropriate—styles and colors, taking care to label what the clothing is made of. Learners should use Lesson words at least once, but they are free to use other terms as well. Circulate around the room to observe the types of clothing being drawn as well as to answer questions.

(Lesson continues on next page)

RAISE THE BAR

Ask students to work in pairs and to pick two of the following lesson vocabulary words:

algodón, oro, cuero, seda, plata, madera. Using online and printed resources, they should find as many adjectives as possible to describe the two words. Once they've finished their lists, instruct students to write 1-2 paragraphs comparing and contrasting the qualities of their chosen words using some of the adjectives they discovered. Alternatively, write the six terms on the board and have students compile their adjective lists under each term. Count to see which pair finds the most words.

**Word of
the Day:**
el algodón

Unit 16, Lesson 2, Part C (continued)

4. After students are finished, tell them to keep their paper dolls available for the following **Assessment** activity.

If workspace is limited in your classroom, you may wish to have students create smaller paper dolls, using sheets of legal-size paper.



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

Assessment Fashion Report

1. Ask students to display and talk about the clothing they chose for their dolls and the types of fabric they decided would be most suitable. Quiz the audience for comprehension with questions such as: "¿De qué es el vestido de Karen?"
2. If possible, display the life-size paper dolls in the classroom for further inspection by the class.



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





Unit 16, Lesson 2, Part D

Review

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

- Use household, jewelry, and daily-routine vocabulary to write sentences, create a quiz of scrambled sentences for peers, and form sentences from others' quizzes.
- Write sentences about their weekly activities and read them to family members.

Materials:

Copies of Vocabulary list for Lessons 1 and 2, one per student (see **Unit 16 word lists**)

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

Classroom Community

In-Class Activity–Sentence Shuffle

Prepare Ahead:

- Have vocabulary list ready for each student.
- Prepare three sample sentences to use as examples: one declarative, one interrogative, and one exclamatory.

1. Explain to your students that they will be creating a quiz for their peers in the form of scrambled sentences.
2. Write the following scrambled sentence on the board:
gusta limpias mi tener cama. sábanas Me
Work with the class to unscramble the sentence, to read:
Me gusta tener sábanas limpias en mi cama.
3. Offer these sentences as additional examples:
¿Me ayudas a doblar la ropa, por favor?
Espero que te guste este collar.
Provide cues such as first-word capitalization and end punctuation, if necessary.
4. Distribute vocabulary lists and instruct students to write four complete sentences on a sheet of paper. Learners should then, on a second sheet of paper, write the scrambled versions of their sentences, leaving several lines of space between each one.
5. When everyone is finished, have students place their answer keys face down on their desks, find a partner, and trade their scrambled sentences. Allow time for learners to unscramble their partner's sentences and write the intact versions underneath the jumbled forms.





- Students should then return their completed sentences to their partners. After learners check the sentences against their answer keys, they should make corrections as needed. Conclude the activity by asking students to read their sentences to the class.

Have students retain their vocabulary lists for use in the following **Community Connection** activity.



Community Connection Out-of-Class Activity–Weekly Activities

Prepare Ahead:

- Have copies of the worksheet available for each student (see Step 2).

- Explain to students that they will spend one week keeping track of various household activities and items they learned about in Lessons 1 and 2. For example:

El sábado metí las toallas en la secadora. Las toallas eran de algodón.

El domingo ayudé a mi hermana a doblar las servilletas para la cena. Las servilletas fueron hechas en la India.

El lunes llevé aretes, un collar y una pulsera a la escuela. Estas joyas eran de plata.

- Distribute the following worksheet to each student:

El sábado _____
El domingo _____
El lunes _____
El martes _____
El miércoles _____
El jueves _____
El viernes _____

Have students take their worksheets home for the week, and remind them to refer to their vocabulary list from the previous **Classroom Community** activity for assistance.

- When the week is over, tell students to share their sentences, in Spanish, with their family. Then, have students bring their papers back to class to share with peers. Conclude the activity with a classroom discussion about students' activities and observations.
- Collect the worksheets for evaluation.



Unit 16, Lesson 2, Part E

Journal Activity–What Makes You Happy?

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

- Write in their journals about an activity that makes them happy, using the expression **me hace feliz**.

Reflection

What Makes You Happy?

1. Remind students about the following sentences they recently learned:
Bailar me hace feliz.
Jugar con niños me hace feliz.
Esta película me hace feliz.
2. Ask students to take a few minutes and think about their answers to the following questions:
¿Qué te hace feliz?
¿Por qué te hace feliz?
Learners should then record their answers in their journals, making sure to include three reasons why an activity makes them happy. Have students finish their entries by reminiscing, in writing, about the last time they were involved in that activity.
3. Remind students to check their work for word use, correct grammar, spelling, and sentence structure.





Unit 16, Lesson 2, Part F

International Cultural Activity–Imports and Exports

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

- Work collaboratively to research, write, and present reports using **hecho/-a en** to talk about products made in various countries.

Materials:

- World map
- Internet sources and print media about target countries
- Sheets of poster board, one per group
- Art materials



Connecting to Culture

Imports and Exports



1. Lead a class discussion about products made in various countries, such as German chocolate and Japanese cars. Introduce and discuss the meanings of the terms **exportar** and **importar**. Mention the types of products imported to and exported from various countries (clothing, jewelry, food), and ask students to suggest other such products. Ask a volunteer to write the names of the products on the board during the discussion.



2. Explain to your students that they will work in groups to research, write, and present information about the products associated with various countries. Each group will be assigned to research a single country and prepare and present a report on products made there, items imported, and items exported.



3. Divide the class into groups of four students. Assign each group one of these countries:

Alemania	Egipto	Italia
Australia	España	Japón
Brasil	Estados Unidos	México
China	Francia	Reino Unido
Colombia	India	Rusia

Suggest that learners refer to the list of products on the board for ideas, but tell them not to limit their reports to the products in the list, as each country has its own unique set of products.

Encourage groups to enhance their reports with maps and illustrations.



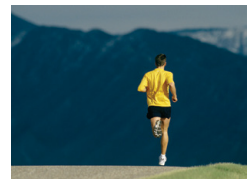
RAISE THE BAR

Have students use technology and the Internet to work collaboratively to research, write, and present reports about products made in other countries. They should draw information from several sources, presenting pertinent information in a logical, coherent manner. Main ideas should be supported by relevant evidence and reasoning. They can use multimedia to help clarify information and make presentations more interesting.

4. Be available to answer questions and define unfamiliar words as students conduct their research. Have poster board and art materials available for learners who wish to use illustrations during their presentations. Remind students that each group member must participate in every facet of the presentation.
5. Allow time for learners to research, document, and illustrate their reports, as well as to rehearse their presentations.
6. Groups should then, in turn, present their projects to the class, with each group member relating a portion of the report.
7. Display posters for all to admire, and collect reports for evaluation.



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





Grammar & Usage

Unit 16, Lesson 3

Describing Duration

Discuss with your students the ways of stating the duration of an action that began in the past and continues to the present:



One way is to use a verb in the present perfect tense followed by **desde (que)** and a starting point (**present perfect verb + desde (que) + starting point**).

Ellas han estado cocinando desde las 5 de la mañana.

Ellos han vivido en esta casa desde 1975.

Advise your learners to use **que** when introducing a subordinate clause.

Ella ha estado tosiendo desde que llegó esta mañana.

Yo he estado jugando al hockey desde que tenía siete años.



A second way is to use a present perfect verb with a length of time (**present perfect verb + length of time**).

Ha estado volando su cometa toda la tarde.

He tenido fiebre todo el día.

He estudiado toda la semana para el examen.

Note that in both of these constructions, the present perfect verb may or may not have a progressive aspect.

A third construction for describing duration combines the verb **hacer** with a length of time. When followed by a present tense verb (**hacer + time + que + present tense verb**), this form indicates an action's duration until the present.

Hace tres horas que estoy estudiando.

Hace tres semanas que estamos de excursión.

Hace siete meses que trabajan en esta tintorería.

Hace tres mil años que está muerto.



To indicate how long ago something happened, change the present tense verb to past tense (**hace + time + que + past tense verb**).

Hace tres días que el doctor me quitó el yeso.

Hace dos horas que me fracturé el brazo.



When the word order is reversed (**past tense verb + time + hace**), omit **que**.

Nosotros nos casamos hace cincuenta años.

Yo vivía en Asia hace diez años.

La gente de Europa llegó a América del Norte hace más de quinientos años.



(Lesson continues on next page)

Grammar & Usage (continued)

Persistent and Non-Persistent Conditions

Explain to learners that the adverb **todavía** can be used to signal a condition that began in the past and continues to the present.

Aunque ahora soy un adulto, todavía me gusta jugar con los videojuegos.

¿Todavía estás durmiendo?

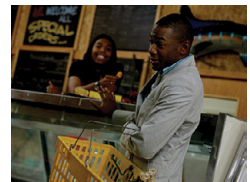
Te quité el yeso, pero tu pierna se está curando todavía.

Si todavía tiene fiebre mañana, llámeme.

Point out that in a negative sentence, the adverbial phrase **ya no** indicates that the condition was true in the past, but is not true now.

Antes tenía barba, pero ya no la tengo.

Hace tres días ella estaba enferma, pero ya no.





Vocabulary

Taught or Reviewed:

enfermo/-a
estornudar
la fiebre
hinchado/-a
salud
el sarpullido
el termómetro
toser

Unit 16, Lesson 3, Part A Get Well Soon!

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

- Identify illnesses and injuries from peers' actions and drawings.
- Discuss and compare the maladies of a fictional character.

Materials:

List of Lesson terms, four copies (see **Appendix I**)
Four containers
Sheets of unlined paper (11"×14"), one per student
Drawing materials

Quick-Start Review

What's My Malady?

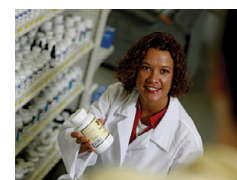
Prepare Ahead:

- Cut the four copies of Lesson terms into slips of paper (one term each), fold them, and place a set into each of the four containers. Add a folded blank slip of paper to each container.
- Write the Lesson terms in Step 1 on the board.

1. Begin the activity with a choral reading of the terms that are listed on the board:

brazo fracturado	le pica
cara hinchada	pierna fracturada
estornudar	tener náuseas
fiebre	toser

2. Explain to your learners that they will be taking turns pantomiming the above terms while others guess their actions.
3. Model the activity. After students have guessed correctly, display the containers and tell the class that there is a blank slip of paper in each. If someone draws this paper, she may act out any word she has learned in a previous Lesson (*correr, doblar, nadar, planchar*).
4. Divide the class into four groups. Distribute a container to someone in each group; the four students who are holding them begin the round of play.





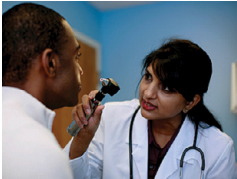
5. Circulate around the room to provide encouragement and ensure that each student is participating in the activity.

6. Continue as time permits or until the containers are empty.

Keep the list of Lesson terms on the board for the following **Extending the Text** activity.



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



Extending the Text Describing Pedro

Prepare Ahead:

- Use the sheets of paper and drawing materials for this activity.



1. Divide the class into pairs of students. Distribute two sheets of paper and drawing materials to each duo.

2. Have each student fold his sheet of paper in half and then open the page. He should then write the following headings, one on the left half and one on the right:

Éste es Pedro por la mañana. Éste es Pedro por la noche.

3. Explain to your learners that they will be drawing two pictures of a fictional character named Pedro, one under each heading. Pedro should exhibit the maladies that are listed on the board, but each drawing should be slightly different. For example, the drawing on the left could show Pedro's arm as swollen, but the drawing on the right would show his arm as itchy. In their drawings, students should also include items that are associated with injury or illness (*muletas*, *termómetro*, *yeso*). Advise learners that there should be at least four differences between the two pictures.



(Lesson continues on next page)

**Word of
the Day:**
el sarpullido

Unit 16, Lesson 3, Part A (continued)

4. Allow five minutes for students to draw. Once they are finished, instruct learners to fold their papers so that the pictures face outward. Partners should then exchange papers and view the drawing under the *mañana* heading for a minute or so, to memorize Pedro and his maladies.
5. Students should then view the second picture for a minute or so and, without looking at the first picture, notice the differences between the two drawings. Once time is up, have students take turns reporting their findings to their partners, who may either corroborate or correct the observations. For example:
Alumno A: Por la mañana, Pedro tenía un sarpullido en el brazo derecho. Ahora tiene el brazo derecho hinchado.
Alumno B: ¡Sí!
Alumno A: Por la mañana, Pedro tenía un ojo hinchado. ¡Ahora tiene los dos ojos hinchados!
Alumno B: ¡Sí!
6. When all are finished, have each student write a four-sentence description of one of his drawings to share during the following **Assessment** activity.



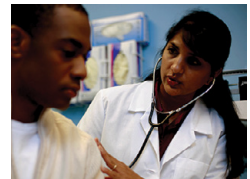
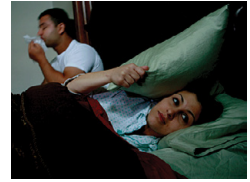
Bloom's Taxonomy: Synthesis
Multiple Intelligences: Visual-Spatial

Assessment Which Pedro?

1. Using their drawings and descriptions from the previous **Extending the Text** activity, learners will take turns presenting to the class. Students should display both of their pictures of Pedro while reading their sentences. The audience will then guess which drawing matches the presenter's description.
2. Collect drawings and descriptions for evaluation.



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





**Vocabulary
Taught or
Reviewed:**

desde
enfermo/-a
estudiar
la fiebre
todavía
toser
ya no

Unit 16, Lesson 3, Part B

Discussing Life Experiences

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

- Use **todavía** and **ya no** to write about facts in their lives that still apply to them, and others that do not apply to them anymore.
- Discuss similar and different life experiences with their peers.

Materials:

Copies of list of sentences, one per group (see **Appendix J**)
Container, one per group
Slips of paper

Jump Start Still Speaking

Prepare Ahead:

- Have lists of sentences available for each group.
- Cut apart, in strips, sheets of paper with the words **todavía** and **ya no**; enough for every group to have four of each word. Fold papers and place in containers.

1. Explain to your students that they will be constructing sentences with the words **todavía** or **ya no**.
2. Model the activity by writing the following sentence on the board:
Ayer tuve fiebre.
Read the sentence aloud, and then select a slip of paper from one of the containers. Read this word to the class and then say the sentence again, this time with **todavía** or **ya no**:
Hoy todavía tengo fiebre.
Ya no tengo fiebre.
3. Divide the class into groups of four students. Distribute a container and sentence list to each group. The list could include sentences such as the following:
Estudio francés.
Me gusta jugar al hockey.
He estado mirando la televisión por dos horas.
Me gusta jugar con los videojuegos.
Instruct learners to take turns reading a sentence from the list, drawing from the container, reading the word on the slip of paper, and saying the sentence again with **todavía** or **ya no**.
4. Circulate around the room to monitor pronunciation and correct word use. Continue the activity as time permits.



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





Curriculum Connection

What Do You Do Now?



Prepare Ahead:

- Write sentences to share with the class, some about events or characteristics that still apply to you, and others that do not apply anymore (See Step 1).

1. Begin the activity by reading sentences such as the following, which describe details in your life that still apply to you and others that do not apply anymore.
Cuando era joven yo nadaba todos los veranos.
Yo todavía nado todos los veranos.
Yo tenía el pelo largo, rubio y rizado. Ya no es largo, rubio ni rizado. Ahora es corto, negro y lacio.

2. On the board, write the sentences that you just read aloud. Note features such as verb tenses, sentence structures, use of negation, and the terms **todavía** and **ya no**.

3. Explain that learners will be creating their own sentences, describing three details in their lives that still apply to them, and three that do not apply to them anymore.

4. Lead your students in a brief brainstorming session about their life experiences, in which you list actions and traits on the board that are either in the *Todavía* column or the *Ya no* column. For example:

Todavía

aprender español
andar en bicicleta
caminar a la escuela
desayunar todos los días

Ya no

caminar a la escuela
tener el pelo corto
tener el pelo largo
jugar con animales de juguete

5. Instruct students to begin working on their sentences, and be available to answer questions or offer guidance.

6. Have students retain their sentences for use during the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
Multiple Intelligences: Intrapersonal

(Lesson continues on next page)

**Word of
the Day:**
todavía

Unit 16, Lesson 3, Part B (continued)

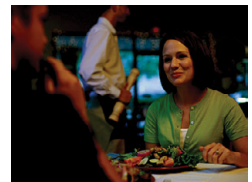
Assessment

Shared Histories

1. Divide the class into groups of four students, and have students take turns reading their sentences from the previous **Curriculum Connection** activity to their partners.
2. As learners read their sentences, encourage group mates to ask questions about their entries and discuss the similarities and differences in their life experiences (same types of toys, different sports, same length of hair).
3. When all have finished reading and discussing their sentences, conclude the activity by talking about the similarities and differences students discovered.
4. Collect sentences and evaluate for word use, correct grammar, spelling, and sentence structure.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Interpersonal





**Vocabulary
Taught or
Reviewed:**

alérgico/-a
curar
fracturado/-a
fracturar
hinchado/-a
las muletas
las náuseas
picar
el sarpullido
el yeso

Unit 16, Lesson 3, Part C

The Healing Touch

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

- Write their diagnosis of a medical condition using terms for symptoms and solutions.
- Describe symptoms to peers and ask questions to determine a patient's ailment.

Materials:

Index cards, one per student
Copies of worksheet, one per student (see **Appendix K**)

Skill Sharpener

Name That Symptom

Prepare Ahead:

- *On one side of the index cards, write the sentences that are listed in Step 2 (one sentence per card). Label the other side of the cards according to the heading above each list. Be sure each student has either a symptom or a diagnosis card that is a direct match with another student's card.*

1. Write the following sentence on the board, and ask students to help you determine the cause of your symptoms:

Cuando visito a amigos que tienen perros, siempre estornudo.

Encourage students to call out their diagnoses until someone says that you are **alérgico** to dogs.

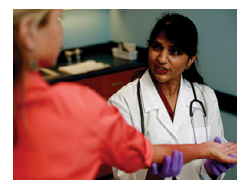
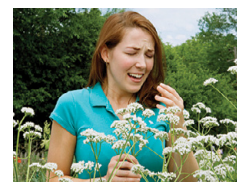
2. Introduce the terms **síntoma** and **diagnóstico**, and then explain to your students that they will be seeking matches among their peers for their own symptoms or diagnoses, using the following sentences:

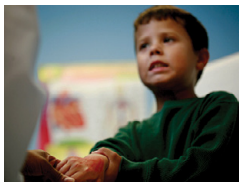
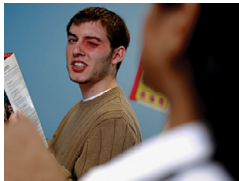
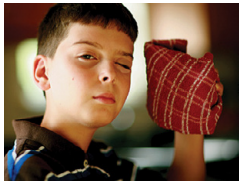
Síntoma

No puedo escribir porque tengo un yeso.
Mi cabeza está muy caliente.
Si como mariscos tendré náuseas.
Tengo que caminar con muletas.
Las plantas me dan sarpullido.
Tengo 38 de temperatura.
Estornudo cuando estoy cerca de los gatos.
Ya no tengo fiebre.

Diagnóstico

Tu brazo está fracturado.
Tienes fiebre.
Eres alérgico.
Tu pierna está fracturada.
Eres alérgico.
Tienes fiebre.
Eres alérgico.
Estás sano.





3. Distribute a card to each student and have him read his sentence and note whether he has a symptom or a diagnosis. Then instruct learners to find the peer who has the corresponding symptom or diagnosis, by talking to each other and comparing cards. When pairs of students have made a match, have them sit down.

4. Continue the activity until all have found their matching sentences.



Bloom's Taxonomy: Analysis
Multiple Intelligences: Naturalist

Engage and Explore Doctor for a Day

Prepare Ahead:

- Have diagnosis worksheet available for each student. It will have spaces to assess and diagnose two patients.

1. Remind your students about the **Skill Sharpener** activity they just completed, in which they matched symptoms and diagnoses. Introduce the word **paciente** and ask what happens when a patient is ill or hurt and goes to the doctor. Encourage students to say that the doctor talks about the patient's **síntoma** and then makes a **diagnóstico**.
2. Now, ask students to imagine that they are doctors who are writing notes about their patients' conditions. Display the following document as an example of the type of form that students will be completing for their patients:

Nombre del paciente: <i>Maria Velázquez</i> Fecha de la visita a la oficina: <i>2017/02/15</i>		
Síntomas	¿Dónde en el cuerpo?	
Fiebre: <i>No</i>	Cara: <i>No</i>	Estómago: <i>No</i>
Tosiendo: <i>No</i>	Cabeza: <i>No</i>	Espalda: <i>No</i>
Estornudando: <i>No</i>	Brazo Izquierdo: <i>No</i>	Brazo Derecho: <i>No</i>
Náuseas: <i>No</i>	Pierna Izquierda: <i>No</i>	Pierna Derecha: <i>Sí</i>
Salpullido: <i>No</i>	Codo Izquierdo: <i>No</i>	Codo Derecho: <i>No</i>
Picazón: <i>No</i>	Rodilla Izquierda: <i>No</i>	Rodilla Derecha: <i>No</i>
Hinchado: <i>Sí</i>	Ojo Izquierdo: <i>No</i>	Ojo Derecho: <i>No</i>
Síntomas y Diagnóstico: <i>María dijo que se cayó de la bicicleta esta mañana. Su pierna derecha está hinchada y dijo que le dolía. La pierna de María está fracturada, así que le puse un yeso. María debe caminar con muletas hasta que su pierna se cure.</i>		

(Lesson continues on next page)

RAISE THE BAR

For the **Doctor for a Day** activity, first tell students they are patients and should write down the details of their symptoms. Then set up a role-play where half the students are doctors who use the worksheets to ask questions and examine two patients. Then reverse roles, with the patients now acting as doctors. Follow up with the assessment activity.

Word of the Day:
curar

Unit 16, Lesson 3, Part C (continued)

3. Tell your students that they are now ready to write their own notes about two patients. Students should decide what their patients' ailments are before they fill out their worksheets. For example, if a student decides that his patient is sick and needs medicine, then he would write *sí* by the questions *¿Tiene fiebre?*, *¿Tiene tos?*, and *¿Estornuda?*.
4. Distribute to each student a blank worksheet that is similar to the one in Step 2, with space available for two patients. Allow time for learners to complete their forms.
5. Have students retain their worksheets for use during the following **Assessment** activity.



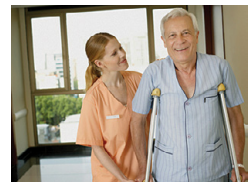
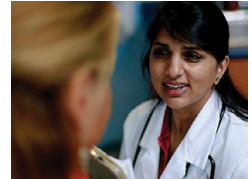
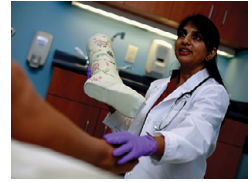
Bloom's Taxonomy: Analysis
Multiple Intelligences: Naturalist

Assessment Clue Me In

1. Divide the class into pairs of students. Using her worksheet from the previous **Engage and Explore** activity, each student should reveal a patient's symptom to her partner one at a time, until the partner guesses the diagnosis. For example:
Alumno 1: La pierna de María está hinchada.
Alumno 2: ¿Es alérgica a los animales?
Alumno 1: No. María se cayó de la bicicleta.
Alumno 2: ¿Su pierna está fracturada?
Alumno 1: Sí, su pierna está fracturada.
2. Circulate around the room to monitor students' comprehension of the questions and answers. Continue the activity until everyone has guessed his partner's diagnoses.
3. Collect worksheets for content evaluation.



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



Unit 16, Lesson 3, Part E

Enrichment Activity–When You’re Sick

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

- Use health and medical vocabulary to create an informational booklet, video, or slide presentation about school- or home-based medical services.

Stretching the Imagination

When You’re Sick

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.

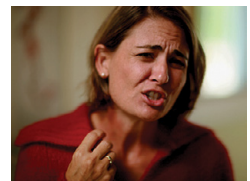
1. Instruct students to create an illustrated booklet, video, or slide presentation on one of these topics:

Cuando estás enfermo en la escuela

Students should interview the school nurse, and consult sources of pertinent information such as school-policy handbooks. Then, in the booklet, video, or slide presentation they create, students should use what they learned in their research to describe health and medical care at your school. Suggest that learners may wish to include information such as: location and hours of the nurse’s office, reasons to visit the school nurse, when to stay home from school, medication policy (whether, for example, students are allowed to carry medicines or if the nurse must keep and administer them), average number of patients per day, reasons for most visits, and suggestions for staying healthy.

Cuando estás enfermo en casa

Learners should ask their parents what they should and should not do when they feel sick at home. Then, in the booklet, video, or slide presentation they create, students should use what they learned in their research to describe the various ways to care for someone who is sick. Learners should also include information about situations that warrant a call to a doctor, and those that necessitate dialing 911.







Negating Multiple Items

In Spanish, the adverb **no** and the conjunction **ni** are used to negate multiple items, much as *neither* and *nor* are used in English. There are several ways to form the negations.

To negate multiple objects of the verb, place **no** before the verb, and place **ni** before the last object in the series.

La mujer no lleva calcetines ni zapatos.

No pueden doblar a la izquierda ni a la derecha.

Some Latin American Spanish speakers place **ni** before each object in the series.

La mujer no lleva ni calcetines ni zapatos ni abrigo.

No nos gustan ni los refrescos ni el café ni el té.

To negate multiple subjects of a sentence, place **ni** before each subject.

Ni ella ni él están en la biblioteca.

Ni el radio ni el televisor funcionan.

Describing Food Using Past Participles

Explain to your students that many foods are described by the way they are prepared or the state they are in at a given moment. Use a past participle verb as an adjective after the name of the food. Remind your learners that on most occasions, Spanish adjectives agree in both gender and number with the nouns they modify.

La carne de cerdo **asada** es mi comida favorita.

El pollo **frito** es rico.

Vamos a hacer huevos **hervidos**. ¿Quieres?

No comimos la carne **quemada**.

Ellos ordenaron papas **asadas**.

Lo siento. Sólo tenemos pescado **congelado**.

Unit 16, Lesson 4, Part A

Finding Foods

Vocabulary Taught or Reviewed:

la banana
la carne de cerdo
la carne de cordero
la carne de vaca
la cebolla
la ensalada
fresco/-a
la leche
el limón
maduro/-a
la manzana
la naranja
el postre
el queso
la sección
 de carnes
la sección de
 frutas y verduras
la sección de
 productos
lácteos
el tomate

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

- Work collaboratively to write sentences for print advertisements that entice shoppers to buy foods sold in the dairy, meat, and produce sections of grocery stores.
- Present their advertisements to the class and offer positive feedback about peers' advertisements.

Materials:

Grocery-store advertisement flyers, one per student
Sheets of poster board, one per group
Art materials

Jump Start

Food for Thought

Prepare Ahead:

- Have a grocery-store advertisement flyer available for each student.

1. Write the term *Supermercado* at the top of the board and, underneath it, the following three headings:
 La Sección de Productos Lácteos La Sección de Carnes La Sección de Frutas y Verduras
2. Introduce the term **aviso**, then distribute flyers and have students search for, and identify, items that are found in each section listed on the board. Then, starting with **La Sección de Productos Lácteos**, ask students to tell you the names of the foods that belong under this heading. For example:
 helado
 leche
 postre
 queso
3. Add words to the remaining two headings, and conclude the activity with a choral reading of the terms on the board.

*Have students retain their flyers for the following **Learning for Life** activity. Keep the lists on the board as well.*



Bloom's Taxonomy: Analysis
Multiple Intelligences: Naturalist

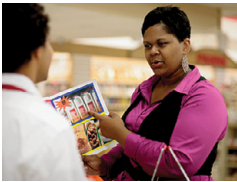




Learning for Life Food for Sale

Prepare Ahead:

- Have poster boards and art materials available for each pair of students.



1. Begin the activity with a brief discussion about the ways in which advertisers convince customers to buy products (brightly colored images, words that describe items in their best light, sale prices). Then, explain to your learners that they will be working in pairs to create advertisements for grocery stores.
2. On sheets of poster board, students will write sentences that entice shoppers to buy products from the dairy, meat, and produce sections. Learners should also decorate their posters in ways that may attract customers, with colorful drawings and cuttings from the flyers they used in the previous **Jump Start** activity.
3. Divide the class into pairs of students, and have partners bring their flyers to their work areas. Read the following examples of the types of sentences students might write for their advertisement:
¡Venga a comprar al Tomate Rojo! ¡Hoy hay descuento en **la sección de frutas y verduras**!
Las bananas están maduras, los tomates frescos y las ensaladas listas para comer.
4. Allow several minutes for pairs to think of a name for their grocery store, and then direct them to read their flyers and the lists on the board for ideas about the sentences they will be creating. Advise students to write a minimum of two sentences for each of the three grocery sections.
5. After learners write a draft of their sentences, distribute a sheet of poster board to each pair. Have partners divide these sheets into thirds, one for each of the three sections listed on the board.
6. Students should then write the final copies of their sentences on the posters and decorate them with drawings and clippings from the flyers. Circulate around the room to answer questions and monitor progress.
7. Direct learners to retain their advertisements for presentation during the following **Assessment** activity.



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

(Lesson continues on next page)

**Word of
the Day:**
la sección
de frutas
y verduras

Unit 16, Lesson 4, Part A (continued)

Assessment Food for All

1. Have pairs of students use the posters they created during the previous **Learning for Life** activity to present their grocery-store advertisements to the class. Partners should take turns reading their sentences that promote products in the dairy, meat, and produce sections.
2. After each presentation, ask the audience to name two or three features they enjoyed about the advertisement.
3. After collecting posters for sentence evaluation, display them for all to admire.



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





**Vocabulary
Taught or
Reviewed:**

asado/a
asar
el cucharón
las especias
freír (ie)
frito/a
hervido/a
hervir (ie)
la olla
el pollo
quemar
la sartén
verduras

Unit 16, Lesson 4, Part B

Recipes for Success

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

- Work collaboratively to write scripts about food preparation, using recipe terms such as **asado/-a**, **hervido/-a**, and **frito/-a**.
- Perform a script for their peers and discuss favorite foods that they have prepared and enjoyed.

Materials:

Sample script, three copies

Skill Sharpener
Meal Ideas

1. Have your students imagine that they are opening a restaurant that serves meals with *pollo* as the main ingredient. Develop a class list of items that might appear on the menu by writing students' ideas on the board, which may include the following:

pollo asado con papas hervidas	pollo frito con salsa de tomate
pollo asado con papas asadas	pollo frito con verduras hervidas
pollo asado con cebollas asadas	
2. Conclude the activity by briefly discussing students' familiarity with these meals, their preferences (likes and dislikes), and opportunities to prepare them.
3. Keep the list on the board for the following **Curriculum Connection** activity.



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





Curriculum Connection Cooking with Class

Prepare Ahead:

- Have three copies of the sample script (see Step 1) available.



1. Divide the class into groups of three students, and explain that learners will be working together to write a script for a cooking show. In their dialogue, students will role-play chefs who are teaching the audience how to prepare a dish. Ask three volunteers to read the following sample script:

Alumno A: Hoy vamos a cocinar pollo frito con verduras. Vamos a necesitar una taza de aceite, un pollo grande, muchas verduras y cuatro tazas de agua. También vamos a necesitar una sartén y una olla.

Alumno B: Primero lavamos el pollo y cortamos las verduras.

Alumno C: Después, ponemos el aceite en la sartén y el agua en la olla.

Alumno B: Cuando el aceite esté caliente ponemos el pollo y cuando el agua hierva, ponemos las verduras.

Alumno C: ¡Cuidado con el aceite que está caliente!

Alumno B: Si dejamos el pollo en la sartén por más de diez minutos se quemará.

Alumno C: Por último, sacamos el pollo de la sartén y las verduras del agua. ¡Listo para comer!

2. Tell your learners that each group member will play an important role, with Student A reading the ingredients and items needed, and Students B and C reading the preparation process. Groups may either select a meal from the list on the board, or use a different entrée as the basis for their dialogue. Remind students to use vocabulary from this and previous Lessons in their scripts.
3. Circulate around the room while students work, to answer questions and offer ideas. Allow time for trios to rehearse their scripts in preparation for the following **Assessment** activity. Encourage learners to practice pantomiming the actions.



Bloom's Taxonomy: Synthesis

Multiple Intelligences: Interpersonal

Assessment Now You're Cooking!

1. Have each group of students perform the scripts they created during the previous **Curriculum Connection** activity.
2. After each group's presentation, ask the trio if they have ever cooked or eaten the dish they demonstrated, or if a family member or friend has made the recipe. When all are finished, conclude the activity with a brief discussion about students' favorite meals to prepare or enjoy.



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic

**Word of
the Day:**
la sartén

Vocabulary

Taught or Reviewed:

asado/-a

asar

la carne

el helado

hervido/-a

los mariscos

ni ... ni

no ... ni

quemado/-a

tanto ... como

las verduras

vegetariano/-a

Unit 16, Lesson 4, Part C

Meal Preferences

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

- Work collaboratively to write scripts using terms for restaurant etiquette and combinations of pizza toppings.
- Perform their restaurant scenarios for peers and discuss different types of pizzas they might order in the future.

Materials:

Sample script, three copies

Quick-Start Review

Pizza Preferences

1. Write the word *pizza* at the top of the board, and list underneath your favorite combination of toppings (pollo y verduras **asados**). Then, lead a brief discussion about the types of pizza that students enjoy. As your learners name toppings they prefer (con hongos, sin cebollas, **tanto** con hongos **como** con cebollas), write their suggestions on the board.
2. After the class has created a long list of preferences, have students talk about whether they like to make pizza at home, eat it in a restaurant, or order pizza to go. You may find it helpful to introduce the term **para llevar**, as it pertains to carry-out food.
3. Keep the list on the board for the following **Learning for Life** activity.



Bloom's Taxonomy: Application

Multiple Intelligences: Verbal-Linguistic

Learning for Life

Culinary Conversations

Prepare Ahead:

- Have three copies of the sample script in Step 1 available.

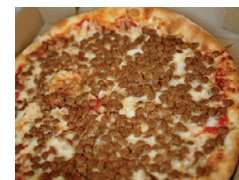
1. Explain to your students that they will be working in small groups to write a script about ordering and eating pizza in a restaurant. Select three volunteers to read the following sample script:

Mesera: ¿Cuántas personas son?

Susana: Dos, por favor.

Mesera: Síganme, por favor.

(Susana y Miguel se sientan a la mesa.)





Mesera: ¿Qué les gustaría ordenar?
 Susana: Me gustaría ordenar una pizza vegetariana y una lata de refresco.
 Miguel: A mí gustaría tanto verduras como carne en mi pizza, por favor.

(Llegan las pizzas y los refrescos.)



Mesera: ¿Cómo está la pizza?
 Susana y Miguel: Están muy buenas, gracias.
 Mesera: ¿Les gustaría ordenar algún postre?
 Susana: Tanto Miguel como yo queremos helado.

(Llega el helado.)

Mesera: ¿Quiere la cuenta?
 Miguel: Sí, por favor.



2. Divide the class into groups of three students. Tell the class that their scripts should be at least 10 lines in length. Remind students about the list on the board and encourage them to use these phrases in their scenarios.

3. Allow time for groups to develop their scripts. Circulate around the room to answer questions and offer suggestions. Students who finish early should rehearse their lines in preparation for their presentations during the following **Assessment** activity.



Bloom's Taxonomy: Synthesis
 Multiple Intelligences: Interpersonal

Assessment Pizza Presentations

1. Using the scripts they created in the previous **Learning for Life** activity, groups should take turns performing their scenarios for the class. After the presentations, lead a brief discussion about the types of pizzas that were new to students, and whether or not they would consider ordering those toppings in the future.

2. Collect scripts for evaluation.



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



RAISE THE BAR

Use authentic Spanish-language menus from different restaurants to have students identify unknown ingredients and food terms. Ask groups to discuss meanings and pronunciation using strategies, then confirm what they've determined by referencing print and online resources. Suggest student try the new ingredients or dishes they've read about on the menus the next time they eat out.

**Word of
 the Day:**
 vegetariano

Unit 16, Lesson 4, Part D

Review

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

- Write about products that are available or on sale in various sections of a grocery store.
- Discuss with older family members the ways in which their families shopped for groceries and cured ailments when they were children.

Materials:

Download grocery store announcement **Track 22**

Classroom Community

In-Class Activity—Amazing Announcements

1. Write the following as headings on the board:

Sección de productos lácteos Sección de carnes Café

Sección de frutas y verduras Farmacia

Lead a brainstorming session by asking students to take turns calling out words for you to add underneath each heading.

2. Explain to your learners that they will use the lists on the board to write two paragraphs that they might read as announcers on a grocery store's intercom system. This information should highlight the products that are found in each of the five sections, so shoppers will know what is available and on sale.

3. After students think of a name for their grocery store, invite them to be as creative as possible in their descriptions by using a variety of words from current and previous Lessons. Play the following:
¡Bienvenidos a la tienda Los Hermanos Pérez! Todas las frutas y verduras tienen descuento. Las naranjas están maduras y los tomates están frescos. En la sección de carnes vendemos carne de cerdo, carne de cordero, pollo y carne de vaca lista para asar o cocinar. ¡Acuérdese que la leche, el queso y los huevos tienen descuento también!

En la farmacia, usted encontrará diferentes tipos de medicinas para la tos o los estornudos. Los termómetros y las muletas tienen descuento. Si quiere tomar café, té, leche, jugo o refresco, visite nuestro café. ¡La torta de manzana tiene descuento esta semana!

Ask students what kind of information they heard. What departments does the speaker mention? What kinds of products are on sale? Play the announcement again to confirm their answers.

4. Allow time for students to write their announcements. When all are finished, have everyone take turns reading their paragraphs in a radio announcer's style, with clear diction, a natural pace, an expressive voice, and a pleasing volume.





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1. Direct students to take home the paragraphs they wrote during the previous **Classroom Community** activity and read them to their families, in the announcer's voice they used earlier.
2. Learners should then ask older family members (using their home language or Spanish) to share memories about the ways in which they shopped for groceries when they were children. Encourage students to invite their families to talk about prices, product availability and use, and any home remedies they might have used to treat ailments such as coughing, sneezing, or nausea.
3. Students should write down, in Spanish, the information they learned from their families and bring it to the next class session for evaluation.
4. Remind students to use the imperative where appropriate, and transition words to correctly indicate sequences. They should check their work for correct word use, grammar, spelling, and sentence structure.

Unit 16, Lesson 4, Part E

Journal Activity—Chef for a Day

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

- Write about making a meal, using food-preparation and cooking terms.

Learning for Life

Chef for a Day

1. Have your students take a few minutes to think about a meal they would like to prepare. Learners should then describe, in their journals, the way in which they would go about cooking this meal.
2. Encourage students to use as many food terms as possible in their entries. Learners should also use words such as **verter** and **revolver** when explaining the procedures (*asar, freir, hervir, hornear*) for preparing ingredients.
3. Students should also include the names of the utensils they would use (*cucharas, cuchillos*), along with containers such as *tazones, ollas, or sartenes*.
4. Remind students to use the imperative where appropriate, and transition words to correctly indicate sequences. They should check their work for correct word use, grammar, spelling, and sentence structure.





Unit 16, Lesson 4, Part F

Latin American Cultural Activity—Creative Cuisine

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

- Discuss the preparation procedure and ingredients for **empanadas**—a popular Latin American dish.
- Work collaboratively to write and present a recipe for **empanadas**, using ingredients from a specific Latin American country.

Materials:

- Picture of an empanada
- Copies of recipe for empanadas, one per student (see **Appendix L**)
- Copies of slips with countries and ingredients (see **Appendix M**)
- Container

Connecting to Culture

Creative Cuisine

Prepare Ahead:

- *Have copies of the recipe available for each student.*
- *Copy and cut slips so each has one country and four ingredients. Fold the slips and place in the container.*

1. Write the word **empanada** on the board and display the picture. Explain to your students that an empanada is a stuffed, semicircular bread widely known in Latin America. Empanadas can be fried or baked.
2. Distribute the following recipe to each student:
 - Empanadas
 - Primero hacemos la masa.
 - Para la masa, ponemos la harina, la sal y la mantequilla en un tazón.
 - Después, vertemos el agua en el tazón y agregamos tres cucharas de aceite.
 - Por último, mezclamos todo y dejamos la masa en el tazón.
 - Para el relleno, ponemos el aceite en una sartén.
 - Cuando el aceite está caliente, ponemos las cebollas.
 - Freímos las cebollas por cinco minutos.
 - Después, agregamos la carne de vaca y la mezclamos con la cebolla.
 - Cocinamos la carne de vaca y la cebolla juntos por unos minutos. Si dejamos la carne de vaca y la cebolla en la sartén por más de quince minutos se quemarán.
 - Le agregamos las especias, azúcar y sal a la carne.
 - Ponemos la carne de vaca, la cebolla y las especias sobre la masa.
 - Ponemos las empanadas en el horno.
 - Por último, cocinamos las empanadas por quince minutos.
3. After introducing the terms *masa* and *relleno*, read the recipe aloud and invite students to take turns reading some of the steps as well. Discuss the preparation and cooking procedures with the class, and note that this is the most common Latin American recipe for preparing empanadas.





4. Explain that there are many different ways of preparing fillings for empanadas, based on the creativity of the cook and the Latin American country where one is dining. Develop a class list of food that can be used to fill empanadas by listing students' suggestions on the board.

For example:

carne de cerdo	carne de vaca y cebollas	pollo	queso
carne de vaca	pescado	pollo y hongos	verduras

5. Divide the class into groups of four students. Explain that each group will be working together to write a recipe for empanadas, using the original recipe as a guide and using filling ingredients from the cuisine of a specific Latin American country.
6. Pass around the container and have a student from each group choose a slip, which will feature one of the following countries and ingredients:

Bolivia	Colombia	Costa Rica	Ecuador	Perú	Uruguay
huevo	arroz	frijoles	cebollas	cebollas	cebollas
papas	carne de vaca	huevo	limón	especias	especias
pollo	pollo	papas	tomate	hongos	pescado
zanahorias	tomate	queso	verduras	pollo	queso

7. Groups should then begin writing their recipes, using the ingredients on their slips and vocabulary learned thus far. Encourage students to be imaginative as they create the recipe. Learners should also decide how they will cook the filling ingredients (*cebollas fritas* or *cebollas asadas*) and empanadas (*fritas* or *hechas en el horno*).
8. Note that each group is expected to present its recipe to the class, with every member participating in all phases of the project.
9. When all are finished writing and have taken a few minutes to rehearse, call on groups, in turn, to present their recipes to the class. Remind students to name the Latin American country that is represented in their recipe.
10. Encourage learners in the audience to listen carefully, since they will be expected to ask at least two questions after each presentation.
11. Conclude the activity by collecting recipes for evaluation.



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

Unit 16, Lesson 5, Part A

Focused Activity–The Right Vocabulary Word

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

- Interpret written clues to determine how to accurately fill in words missing from sentences.
- Sort vocabulary words into categories.

Materials:

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

Slips with Lesson vocabulary words cut with only one term per slip (see **Appendix O**)

Extra Help

The Right Vocabulary Word

1. Distribute a copy of the following incomplete sentences to each student:

Él está ____ la leche en la taza.

Estoy ____ un vestido para mi hija.

Mientras estábamos en la lavandería, nosotros lavamos y ____ las sábanas.

Ahora mi pierna está ____ y puedo jugar al fútbol.

A él le ____ el sarpullido del brazo.

Ella no quiere comer porque tiene ____.

Me fracturé el brazo y ahora tengo que usar un ____.

Yo ____ cuando estoy cerca de las flores.

Ella me está mostrando como caminar con ____.

Ella encontró leche en la sección de ____.

A mi hijo le gustarían las verduras ____.

Nosotros no comemos carne porque somos ____.

Ahora, ponemos los frutos secos, los huevos, las ____ y la harina.

Mi ojo está ____ y me duele.

Mi saco se _____. ¿Puede coserlo?

Él ____ su camisa porque hacía mucho frío.

Ellos ____ la salsa con cucharones.

Ella ____ su vestido después de lavarlo.





2. Distribute to each learner an equal number of slips of paper, each containing one of the following vocabulary words:

abotonó	estornudo	productos lácteos
asadas	hinchado	rasgó
cosiendo	muletas	revuelven
curada	náuseas	vegetarianos
doblamos	pica	vertiendo
especias	plancha	yeso

3. Ask students to silently read the list of incomplete sentences and to decide where their words would best fit. Remind students to look for clues within the sentences to help with their decision making.

4. When students have finished, explain that you will read the sentences aloud. When a student hears a sentence that is missing one of her words, she should call out the word and then read the complete sentence.

5. After learners have correctly completed all sentences, write these category headings on the board:

Enfermo	Comida	Ropa
---------	--------	------

Call on students to say one of their words and to choose which category it belongs in.



Unit 16, Lesson 5, Part B

Focused Activity–Speaking to a Doctor

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

- Read scripted lines for the role of a doctor or patient with a focus on speaking expressively to a fellow actor.

Materials:

Interview scripts, one per student (see **Appendix P**)

Extra Help

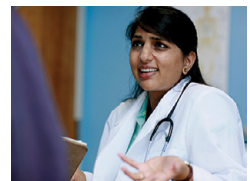
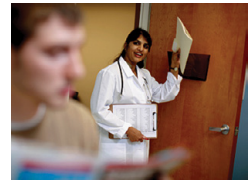
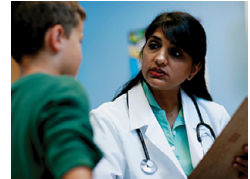
Speaking to a Doctor

1. Begin by reviewing vocabulary words students can use when visiting a doctor.
2. Explain to your learners that they will be working in pairs to perform a script about visiting a doctor.
3. Distribute a script to each student and divide the class into pairs. After partners decide which role each will play, they should read through their lines for comprehension.

Interview script

Alumno 1: Hola. Soy el Doctor Silva.
Alumno 2: Hola, Doctor. Me llamo Andrés.
Alumno 1: ¿Qué le pasa?
Alumno 2: No puedo dormir porque toso mucho.
Alumno 1: ¿Ha estado estornudando?
Alumno 2: Sí, he estado estornudando.
Alumno 1: ¿Cuánto hace que ha estado tosiendo y estornudando?
Alumno 2: He estado tosiendo y estornudando por tres días y ahora tengo fiebre.
Alumno 1: Tome este medicamento.
Alumno 2: Gracias, Doctor Silva.
Alumno 1: Si mañana todavía tiene fiebre, llámeme.
Alumno 2: Bueno. Si mañana todavía tengo fiebre, lo llamaré.
Alumno 1: Adiós.
Alumno 2: Adiós.
(Dos días después)
Alumno 1: ¡Hola Andrés! ¿Está tosiendo y estornudando todavía?
Alumno 2: No. No he tosido ni estornudado por dos días.
Alumno 1: ¿Por qué está aquí?
Alumno 2: Creo que soy alérgico a los medicamentos que me dio. ¡Ahora tengo un sarpullido!

4. Allow time for learners to rehearse. Advise the actors to focus on speaking their lines with expression.
5. Partners will then, in turn, perform their dialogues for the class, using their scripts as needed.
Note the use of expressive speaking in each performance.



Unit 16, Lesson 5, Part D

Level 4 Review: Jobs and Hobbies–Part 1

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

- Use their Spanish-language skills to research job and hobby information, and then write and present a report about their findings.

Materials:

Library and Internet resources (in Spanish and English) about jobs and hobbies
Course Content
Art materials

Classroom Community

Jobs and Hobbies–Part 1

1. Lead a discussion about jobs and hobbies. Ask your students which jobs and hobbies they would like to have in the future. Review Level 4 vocabulary relating to jobs and hobbies.
2. Inform learners that they will use their Level 4 Spanish-language skills to research, write, and make presentations about a job and a hobby they would like to have in the future. Learners will work individually to write several paragraphs about the job and several about the hobby. Their written reports, which will comprise both topics, should be long enough for an oral presentation of approximately two minutes.

Explain that, when researching and writing about their desired the job, students should focus on topics such as: the duties required, necessary training and education, usual workplace setting, typical workday, possible dangers, and why they like that particular job. For their hobby, students should consult resource materials and then write details such as: a description of the activity, where and when it takes place, required materials or equipment, how they became interested in it, and why they like it. Suggest that students illustrate their projects with original drawings, or with photos and sample objects from home.

3. Allow ample time for learners to conduct research on their two topics, and then to write their paragraphs. Remind learners that taking notes during their research will help them recall facts when they write; suggest that they consult the *Course Content* for vocabulary terms. Have art materials on hand for learners wishing to illustrate their projects.
4. Advise students that they should be prepared to present their projects during the next class session (**Level 4 Review, Lesson 5, Part E**).





Index of Lesson Activities

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
13.1a	6	Where Should We Go?	Travel Tips	10	Easy	Knowledge	Verbal-Linguistic
13.1a	7	Where Should We Go?	Travel Chat	25	Medium	Application	Interpersonal
13.1a	7	Where Should We Go?	Travel Advice	10	Medium	Synthesis	Verbal-Linguistic
13.1b	8	Travel Brochures	What Does It Say?	10	Easy	Knowledge	Verbal-Linguistic
13.1b	9	Travel Brochures	Creating a Travel Brochure	30	Medium	Synthesis	Visual-Spatial
13.1b	9	Travel Brochures	Share with the Class	10	Easy	Application	Interpersonal
13.1c	10	Going Places	Field-Trip Ideas	10	Easy	Comprehension	Verbal-Linguistic
13.1c	10	Going Places	Planning a Field Trip	35	Medium	Application	Interpersonal
13.1c	11	Going Places	Out-of-Class Essay	15	Moderate	Synthesis	Verbal-Linguistic
13.1d	12	Journal Activity--Plan a Tour	Plan a Tour				
13.2a	14	What Should We Do Today?	Fun Activities	10	Medium	Application	Verbal-Linguistic
13.2a	15	What Should We Do Today?	Planning an Outing	30	Medium	Application	Interpersonal
13.2a	15	What Should We Do Today?	What Happened Next?	20	Moderate	Synthesis	Verbal-Linguistic
13.2b	16	Loud and Quiet	Who Is Having Fun?	10	Medium	Application	Visual-Spatial
13.2b	16	Loud and Quiet	Quiet versus Loud	30	Medium	Analysis	Naturalist
13.2b	17	Loud and Quiet	Act the Vocabulary	20	Medium	Application	Bodily-Kinesthetic
13.2c	18	How Do I Get There?	The Four Seasons	10	Medium	Application	Naturalist
13.2c	19	How Do I Get There?	Giving and Receiving Directions	30	Medium	Application	Interpersonal
13.2c	19	How Do I Get There?	Details	20	Medium	Synthesis	Verbal-Linguistic
13.2d	20	Review	In-Class Activity--Dream Vacation	45			
13.2d	21	Review	Out-of-Class Activity--Another's Dream Vacation				
13.2e	22	Journal Activity--Directions	Directions				
13.3a	26	Describing Art	Remember, Write, and Share	10	Medium	Application	Verbal-Linguistic
13.3a	26	Describing Art	Centuries of Artistic Expression	30	Moderate	Synthesis	Interpersonal
13.3a	27	Describing Art	Presenting Centuries of Art	20	Medium	Application	Verbal-Linguistic
13.3b	28	Displaying Art	Shopping Spree	5	Easy	Application	Verbal-Linguistic
13.3b	28	Displaying Art	Scenes from a Museum	30	Moderate	Synthesis	Verbal-Linguistic
13.3b	29	Displaying Art	Artistic Postcards	25	Medium	Synthesis	Intrapersonal
13.3c	30	Favorites and Exploring Options	Finding Solutions	10	Medium	Analysis	Logical-Mathematical
13.3c	30	Favorites and Exploring Options	Favorites on the Chart	30	Medium	Analysis	Naturalist
13.3c	31	Favorites and Exploring Options	Elaborating on Favorites	20	Moderate	Evaluation	Intrapersonal
13.3d	32	Journal Activity--Appreciating Art	Appreciating Art				
13.3e	33	International Cultural Activity--The World of Art	The World of Art	60	Moderate	Analysis	Visual-Spatial
13.3f	35	What Happened Next?	What Happened Next?	30		Comprehension	Verbal-Linguistic
13.4a	38	Restaurant Etiquette	Menu Review	10	Easy	Comprehension	Verbal-Linguistic
13.4a	39	Restaurant Etiquette	Totals and Tips	35	Moderate	Application	Logical-Mathematical
13.4a	40	Restaurant Etiquette	Restaurant Wrap-Up	15	Medium	Evaluation	Interpersonal
13.4b	42	Restaurant Offerings	Food Links	10	Easy	Knowledge	Verbal-Linguistic
13.4b	43	Restaurant Offerings	Marvelous Menus	35	Moderate	Synthesis	Interpersonal
13.4b	43	Restaurant Offerings	Home Cooking versus Restaurant Fare	15	Medium	Application	Verbal-Linguistic
13.4c	44	Restaurant Role-Playing	Tic-Tac-Toe	10	Easy	Knowledge	Verbal-Linguistic
13.4c	44	Restaurant Role-Playing	Scenes from a Restaurant	40	Medium	Synthesis	Interpersonal
13.4c	45	Restaurant Role-Playing	Restaurant Review	10	Medium	Analysis	Intrapersonal
13.4d	46	Review	In-Class Activity--Word Bidding	30			
13.4d	47	Review	Out-of-Class Activity--Personal Menus				
13.4e	48	Journal Activity--Dining Options	Dining Options				
13.4f	49	Latin American Cultural Activity--Tours of Cities	Tours of Cities	120	Moderate	Synthesis	Verbal-Linguistic
13.5a	50	Focused Activity--Tourism Vocabulary	Tourism Vocabulary	30	Medium		
13.5b	52	Focused Activity--Let's Listen	Let's Listen	30	Easy		
13.5c	53	Focused Activity--Speaking of Dialogues	Speaking of Dialogues	30	Easy		

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
14.1a	60	Sports Talk	Know the Score	10	Medium	Application	Verbal-Linguistic
14.1a	61	Sports Talk	Sports Reports	30	Moderate	Synthesis	Interpersonal
14.1a	61	Sports Talk	Sports Wrap-Up	20	Medium	Application	Verbal-Linguistic
14.1b	62	Work and Play	Actor, Player, or Artist?	10	Medium	Application	Visual-Spatial
14.1b	63	Work and Play	Job or Hobby?	30	Moderate	Analysis	Naturalist
14.1b	63	Work and Play	Alone or Together?	20	Moderate	Synthesis	Intrapersonal
14.1c	64	Ideas	Talking Sense	10	Medium	Application	Visual-Spatial
14.1c	64	Ideas	Shopping Lists	30	Moderate	Synthesis	Verbal-Linguistic
14.1c	65	Ideas	Interesting Ideas	20	Moderate	Synthesis	Verbal-Linguistic
14.1d	66	Journal Activity–Favorite Hobbies	Favorite Hobbies				
14.1e	68	Latin American Cultural Activity–Meet the Team!	Meet the Team!	90	Medium	Synthesis	Verbal-Linguistic
14.2a	72	Office Terms	Office Chat	10	Easy	Comprehension	Verbal-Linguistic
14.2a	72	Office Terms	Location, Location, Location!	25	Medium	Application	Visual-Spatial
14.2a	73	Office Terms	Directions by Design	25	Medium	Application	Verbal-Linguistic
14.2b	74	Setting Appointments	Lucas's Week	10	Medium	Application	Visual-Spatial
14.2b	74	Setting Appointments	Scheduling Success	30	Moderate	Analysis	Verbal-Linguistic
14.2b	76	Setting Appointments	A Day in the Life...	20	Medium	Synthesis	Intrapersonal
14.2c	78	Messages	Pass It On	10	Medium	Application	Interpersonal
14.2c	78	Messages	Mixed Messages	30	Moderate	Application	Verbal-Linguistic
14.2c	79	Messages	A Timely Message	20	Moderate	Synthesis	Intrapersonal
14.2d	80	Review	In-Class Activity–Actors and Artists	60			
14.2d	80	Review	Out-of-Class Activity–Festival of Fine Arts				
14.2e	81	Journal Activity–Every Day Matters	Every Day Matters				
14.2f	82	International Cultural Activity–Amazing Architects	Amazing Architects	90	Moderate	Synthesis	Verbal-Linguistic
14.3a	86	Exploring Natural Wonders	Visual Explorers	10	Medium	Application	Verbal-Linguistic
14.3a	87	Exploring Natural Wonders	Sites of Adventure	25	Moderate	Synthesis	Interpersonal
14.3a	87	Exploring Natural Wonders	Tales of Adventure	25	Medium	Application	Verbal-Linguistic
14.3b	88	Darkness and Light	Lighting the Darkness	10	Medium	Application	Visual-Spatial
14.3b	88	Darkness and Light	Night and Day	25	Moderate	Synthesis	Interpersonal
14.3b	89	Darkness and Light	Creatures of Habit	25	Medium	Application	Verbal-Linguistic
14.3c	90	Exploring the Language	Word Waterfall	10	Easy	Comprehension	Verbal-Linguistic
14.3c	90	Exploring the Language	Vocabulary Volcano	30	Moderate	Synthesis	Interpersonal
14.3c	91	Exploring the Language	Finding the Feature	20	Medium	Application	Verbal-Linguistic
14.3d	92	Journal Activity–Sightseeing	Sightseeing				
14.3e	94	Enrichment Activity–Travel Posters	Travel Posters				
14.4a	98	Mail Delivery	Many Happy Returns	10	Easy	Application	Verbal-Linguistic
14.4a	99	Mail Delivery	Special Delivery	30	Moderate	Synthesis	Intrapersonal
14.4a	100	Mail Delivery	Pen-Pal Patter	20	Medium	Analysis	Interpersonal
14.4b	102	Care Packages	Delivering Hope	10	Medium	Application	Naturalist
14.4b	103	Care Packages	Writing for a Cause	30	Moderate	Synthesis	Interpersonal
14.4b	103	Care Packages	Proposing Help	20	Moderate	Application	Verbal-Linguistic
14.4c	104	Whose Package?	What's in the Package?	10	Easy	Application	Verbal-Linguistic
14.4c	104	Whose Package?	Package Mix-Up	30	Moderate	Synthesis	Intrapersonal
14.4c	105	Whose Package?	Creative Solutions	20	Medium	Application	Verbal-Linguistic
14.4d	106	Review	In-Class Activity–Vocab Grab Bag	30			
14.4d	107	Review	Out-of-Class Activity–Family Interviews				
14.4e	108	Journal Activity–The Perfect Package	The Perfect Package				
14.5a	110	Focused Activity–Listen and Remember	Listen and Remember	30	Medium		
14.5b	111	Focused Activity–Scrambled Grammar	Scrambled Grammar	30	Medium		
14.5c	112	Focused Activity–Speaking of Sports	Speaking of Sports	30	Easy		

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
15.1a	120	Moving Day	Visiting versus Moving	25	Medium	Analysis	Verbal-Linguistic
15.1a	121	Moving Day	Drawing and Describing Layouts	30	Moderate	Synthesis	Visual-Spatial
15.1a	122	Moving Day	A Moving Experience	20	Medium	Synthesis	Intrapersonal
15.1b	124	Sharing Rooms	Above and Under	10	Medium	Application	Visual-Spatial
15.1b	125	Sharing Rooms	Picture This	30	Moderate	Synthesis	Interpersonal
15.1b	125	Sharing Rooms	That's the Picture!	20	Medium	Application	Visual-Spatial
15.1c	126	The Neighborly Way	Five-Minute Writing	10	Medium	Application	Verbal-Linguistic
15.1c	127	The Neighborly Way	Speaking of Neighbors	25	Moderate	Synthesis	Interpersonal
15.1c	127	The Neighborly Way	Writing About Neighbors	25	Medium	Synthesis	Verbal-Linguistic
15.1d	128	Journal Activity–Moving Abroad	Moving Abroad				
15.1e	129	International Cultural Activity–Neighboring Nations	Neighboring Nations	90	Moderate	Synthesis	Verbal-Linguistic
15.2a	132	Building Language	Household Hints	10	Easy	Application	Verbal-Linguistic
15.2a	133	Building Language	Solving Problems	30	Moderate	Synthesis	Interpersonal
15.2a	134	Building Language	Helping Hands	20	Medium	Application	Verbal-Linguistic
15.2b	136	Home Improvements	Building Sentences	10	Medium	Application	Verbal-Linguistic
15.2b	137	Home Improvements	Finding Fix-It Words	30	Moderate	Synthesis	Interpersonal
15.2b	138	Home Improvements	Do-It-Yourself Q&A	20	Medium	Synthesis	Verbal-Linguistic
15.2c	140	Untangling Until	Leisure-Time Talk	10	Medium	Application	Naturalist
15.2c	140	Untangling Until	Creating Stories	30	Moderate	Synthesis	Interpersonal
15.2c	141	Untangling Until	Sharing Stories	20	Medium	Application	Verbal-Linguistic
15.2d	142	Review	In-Class Activity–Past and Present	30			
15.2d	143	Review	Out-of-Class Activity–What Did You Do Today?				
15.2e	144	Journal Activity–Repairs and Replacements	Repairs and Replacements				
15.3a	146	Toy Talk	Words from a Friend	10	Medium	Application	Verbal-Linguistic
15.3a	146	Toy Talk	Gift Shopping	30	Moderate	Synthesis	Interpersonal
15.3a	147	Toy Talk	Writing About Shopping	20	Medium	Evaluation	Intrapersonal
15.3b	148	The Order of Things	What Happened First?	10	Easy	Application	Verbal-Linguistic
15.3b	149	The Order of Things	Comic Relief	30	Medium	Synthesis	Visual-Spatial
15.3b	149	The Order of Things	Last Laugh	20	Medium	Application	Verbal-Linguistic
15.3c	150	Preferences and Feelings	Party Chat	10	Easy	Application	Verbal-Linguistic
15.3c	150	Preferences and Feelings	Planning Surprises	30	Moderate	Synthesis	Interpersonal
15.3c	151	Preferences and Feelings	Speaking of Surprises	15	Medium	Application	Verbal-Linguistic
15.3d	152	Journal Activity–Expect the Unexpected	Expect the Unexpected				
15.3e	153	Latin American Cultural Activity–Neighbors Who...	Neighbors Who Share	90	Moderate	Synthesis	Verbal-Linguistic
15.4a	156	Words Around Town	Painting the Town	10	Medium	Application	Visual-Spatial
15.4a	157	Words Around Town	Tours of Towns	30	Moderate	Synthesis	Visual-Spatial
15.4a	158	Words Around Town	Talk of the Town	20	Moderate	Analysis	Verbal-Linguistic
15.4b	160	Look and Learn	Take a Look	10	Medium	Application	Bodily-Kinesthetic
15.4b	160	Look and Learn	Writing About Sights	30	Moderate	Synthesis	Interpersonal
15.4b	161	Look and Learn	Speaking of Sights	20	Medium	Application	Verbal-Linguistic
15.4c	162	Travel Talk	Scenes from a Lesson	10	Medium	Application	Verbal-Linguistic
15.4c	162	Travel Talk	Writing Creatively	30	Moderate	Synthesis	Intrapersonal
15.4c	163	Travel Talk	Sharing Our Stories	20	Medium	Application	Interpersonal
15.4d	164	Review	In-Class Activity–Driving Safely	60			
15.4d	165	Review	Out-of-Class Activity–Road Safety				
15.4e	166	Journal Activity–Safe Traveling	Safe Traveling				
15.5a	168	Focused Activity–Past and Present Grammar	Past and Present Grammar	30	Medium		
15.5b	170	Focused Activity–Reading a Script	Reading a Script	30	Medium		
15.5c	172	Focused Activity–Listen to the Details	Listen to the Details	30	Medium		

Lesson ID	Pg#	Lesson Title	Activity Title	Min. Time	Level of Difficulty	Bloom's Taxonomy	Multiple Intelligences
16.1a	178	A Busy Day	Drawing Conclusions	10	Medium	Application	Visual-Spatial
16.1a	179	A Busy Day	Busy Family	25	Medium	Analysis	Interpersonal
16.1a	180	A Busy Day	Saturday Report	25	Medium	Application	Verbal-Linguistic
16.1b	182	What to Wear?	Spectacular Sentences	10	Medium	Application	Verbal-Linguistic
16.1b	183	What to Wear?	Fashion Sense	35	Moderate	Synthesis	Interpersonal
16.1b	184	What to Wear?	The Fashion Corner	15	Medium	Evaluation	Verbal-Linguistic
16.1c	186	Expressing Preferences	A Day of Choices	15	Medium	Application	Verbal-Linguistic
16.1c	188	Expressing Preferences	Writing About Choices	40	Moderate	Synthesis	Interpersonal
16.1c	188	Expressing Preferences	Speaking of Choices	20	Moderate	Application	Verbal-Linguistic
16.1d	190	Journal Activity–Laundry List	Laundry List				
16.2a	192	Descriptive Words	What Is It Made Of?	10	Medium	Application	Verbal-Linguistic
16.2a	192	Descriptive Words	Creative Questions	30	Moderate	Synthesis	Verbal-Linguistic
16.2a	193	Descriptive Words	Guess What?	20	Medium	Synthesis	Verbal-Linguistic
16.2b	194	Looking Good	Back and Forth	15	Moderate	Analysis	Verbal-Linguistic
16.2b	196	Looking Good	Routine Writing	40	Moderate	Synthesis	Interpersonal
16.2b	197	Looking Good	Read and Compare	20	Medium	Analysis	Verbal-Linguistic
16.2c	198	Products and Materials	Where Is It Made?	10	Medium	Application	Verbal-Linguistic
16.2c	199	Products and Materials	Dressed Like a Doll	30	Medium	Application	Visual-Spatial
16.2c	200	Products and Materials	Fashion Report	20	Medium	Analysis	Verbal-Linguistic
16.2d	202	Review	In-Class Activity–Sentence Shuffle	60			
16.2d	203	Review	Out-of-Class Activity–Weekly Activities				
16.2e	204	Journal Activity–What Makes You Happy?	What Makes You Happy?				
16.2f	205	International Cultural Activity–Imports and Exports	Imports and Exports	90	Moderate	Synthesis	Verbal-Linguistic
16.3a	210	Get Well Soon!	What's My Malady?	10	Medium	Application	Bodily-Kinesthetic
16.3a	211	Get Well Soon!	Describing Pedro	30	Moderate	Synthesis	Visual-Spatial
16.3a	212	Get Well Soon!	Which Pedro?	20	Medium	Application	Verbal-Linguistic
16.3b	214	Discussing Life Experiences	Still Speaking	10	Medium	Application	Verbal-Linguistic
16.3b	215	Discussing Life Experiences	What Do You Do Now?	30	Moderate	Synthesis	Intrapersonal
16.3b	216	Discussing Life Experiences	Shared Histories	20	Moderate	Analysis	Interpersonal
16.3c	218	The Healing Touch	Name That Symptom	10	Moderate	Analysis	Naturalist
16.3c	219	The Healing Touch	Doctor for a Day	30	Difficult	Analysis	Naturalist
16.3c	220	The Healing Touch	Clue Me In	20	Moderate	Analysis	Verbal-Linguistic
16.3d	221	Journal Activity–The Way to Wellness	The Way to Wellness				
16.3e	222	Enrichment Activity–When You're Sick	When You're Sick				
16.4a	226	Finding Foods	Food for Thought	10	Medium	Analysis	Naturalist
16.4a	227	Finding Foods	Food for Sale	45	Moderate	Synthesis	Visual-Spatial
16.4a	228	Finding Foods	Food for All	20	Medium	Application	Verbal-Linguistic
16.4b	230	Recipes for Success	Meal Ideas	10	Medium	Synthesis	Verbal-Linguistic
16.4b	231	Recipes for Success	Cooking with Class	30	Moderate	Synthesis	Interpersonal
16.4b	231	Recipes for Success	Now You're Cooking!	20	Moderate	Application	Verbal-Linguistic
16.4c	232	Meal Preferences	Pizza Preferences	10	Medium	Application	Verbal-Linguistic
16.4c	232	Meal Preferences	Culinary Conversations	30	Moderate	Synthesis	Interpersonal
16.4c	233	Meal Preferences	Pizza Presentations	20	Medium	Application	Verbal-Linguistic
16.4d	234	Review	In-Class Activity–Amazing Announcements	60			
16.4d	235	Review	Out-of-Class Activity–Eating Healthy, Staying...				
16.4e	236	Journal Activity–Chef for a Day	Chef for a Day				
16.4f	238	Latin American Cultural Activity–Creative Cuisine	Creative Cuisine	90	Moderate	Synthesis	Verbal-Linguistic
16.5a	240	Focused Activity–The Right Vocabulary Word	The Right Vocabulary Word	30	Medium		
16.5b	242	Focused Activity–Speaking to a Doctor	Speaking to a Doctor	30	Medium		
16.5c	243	Focused Activity–Listening for Answers	Listening for Answers	30	Medium		
16.5d	244	Level 4 Review: Jobs and Hobbies–Part 1	Jobs and Hobbies–Part 1	60			
16.5e	245	Level 4 Review: Jobs and Hobbies–Part 2	Jobs and Hobbies–Part 2	60			

Word Lists

Spanish (Latin America) – Level 4



Education



Unit 13 Word Lists

Lesson 1

el castillo
la catedral
entrar
el folleto
el guía/
la guía de turismo
la guía del viajero
hagan (hacer)
el palacio
las ruinas
el turista/la turista
viajar
la visita guiada
el sitio web

Lesson 2

andar a caballo
el bote de remos
divertirse (ie)
dormir (u)
hacer esquí de fondo
ir de excursión
el festival
la lancha
la moto
patinar sobre hielo
pescar
¿Qué tan lejos...?
el ruido
ruidoso
el sendero
silencioso
hacer snorkel
ir en trineo

Lesson 3

así que
el casillero
dibujar
en lugar de eso
la escultura
favorito
mostrar (ue)
parecido
parezca (parecer)
pintar
la postal
el póster
la tienda de regalos
el siglo

Lesson 4

la botella
la carne de cerdo
la carne de cordero
la cebolla
¿Cuántas personas son?
la cuenta
está bueno
haya (haber)
los hongos
la lata
los mariscos
el menú
ordenar
para aquí/para llevar
la propina
el refresco
la salsa
seguir (i)
sin

Unit 14 Word Lists

Lesson 1

el actor
la actriz
el artista/la artista
el básquetbol
el béisbol
el campeonato
la carrera
empecé (empezar)
el hockey
la idea
sacar ideas
el jugador/
la jugadora
Londres
oigo (oír)
oír
oye (oir)
el pasatiempo
solo
el viaje

Lesson 2

el arquitecto/
la arquitecta
el ascensor
la cita
el cliente/la clienta
el corredor
dejar
diga (decir)
diseñar
diseñado
las escaleras
mecánicas
el ingeniero/
la ingeniera
el mensaje
el piso
olvidarse
presentar
la recepcionista
la reunión

sacada

la señorita
el vestíbulo

Lesson 3

apagar
apagué (apagar)
apaguen (apagar)
el arrecife de coral
la batería
el cañón
cargado
cargar
la cascada
científico
el científico/
la científica
la cuerda
la cueva
cuidadoso
descargado

e

encender (ie)
explorar
el fotógrafo/
la fotógrafa
la lámpara
la luz/las luces
oscuro
la pila
el río
el volcán

Lesson 4

el apellido
el buzón
el cartero/
la cartera
el correo
entregar
la estampilla
firmar
la furgoneta de
reparto
el nombre (de pila)
el paquete
pudo (poder)
recibir
recoger
regresar
tratar

Unit 15 Word Lists

Lesson 1

la alacena
amable
antipático
el armario
arriba
el balcón
la biblioteca
el cajón
cerrar (ie)
la chimenea
colgado
colgar (ue)
colgué (colgar)
cuelgue (colgar)
dejar
extrañar
mudarse
perderse (ie)
traer (y)
el vecino

vine (venir)

yendo (ir)

Lesson 2

la alfombra
el cable
cambiar
cerrado con llave
la cerradura
el cubo
dañado
la electricidad
el electricista/
la electricista
la escoba
gotear
el grifo
habrá (haber)
el ladrillo
de todos modos
el plomero/
la plomera

pondré (poner)

saque (sacar)

la tabla

el tomacorriente

el trapeador

el tubo

Lesson 3

acabar de
el animal de
juguete
los auriculares
avergonzado
el beso
el bloque
el casco
la cometa
compartir
enojarse
estar por
equivocado

el globo

la muñeca

la patineta

pelear (se)

preferir (ie)

preocupado

reparar

el rompecabezas

romper

sabrás (saber)

sorprendido

la sorpresa

venga (venir)

el videojuego

Lesson 4

el aceite

la acera

el capó

el cruce peatonal

cruzar

el estacionamiento

la intersección

la llanta

la llanta desinflada

el maletero

el mecánico/

la mecánica

el motor

no hay problema

parar

pasar

el problema

el semáforo

el silencio

el túnel

Unit 16 Word Lists

Lesson 1

la billetera
el bolsillo
el bolso
las botas
la bufanda
coser
doblar
la etiqueta
el guante
la lavadora
la lavandería
ni
el nieto/la nieta
planchar
ponerse
quitarse
rasgar
rasgué (rasgar)
rasgado
el saco

la secadora

la tintorería

Lesson 2

abotonar (se)
afeitarse
el algodón
el anillo
el arete
la barba
el bigote
cansar
el collar
corto
la cremallera
el cuero
el desodorante
feliz/felices
lacio
la lana
largo

la lente de
contacto

mal

el maquillaje

maquillarse

el oro

el perfume

la plata

puesto

la pulsera

rizado

la seda

teñir (i)

último

Lesson 3

alérgico

curar

divertido

enyesado

estornudar

fracturado

fracturar

hinchado

¡Mejórese pronto!

las muletas

picar

¡Salud!

sano

el sarpullido

tener náuseas

todavía

toser

ya no

el yeso

Lesson 4

asado

asar

el cereal

el cucharón

encantar

las especias

freír (i)

frito

los frutos secos

el helado

hervido

hervir (ie)

el hueso

los productos
lácteos

la olla

quemado

quemar

revolver (ue)

el sartén

la sección

tanto...como

vegetariano

vendrán (venir)

verter (ie)

visto

Handwriting practice lines consisting of 25 horizontal lines.



Samples & Handouts

Spanish (Latin America) – Level 4



Education



Unit 13, Lesson 1, Appendix A

Alumno 1: ¿Adónde quieren ir hoy?

Alumno 2: Vamos al/a la _____.

Alumno 3: Vamos al/a la _____.

Alumno 4: Vamos al/a la _____.

Alumno 1: No podemos ir al/a la _____. El folleto/la guía del viajero/el sitio web dice que _____.

Alumno 2: No vamos al/a la _____. El folleto/la guía del viajero/el sitio web dice que _____.

Alumno 3: Este folleto/esta guía del viajero/este sitio web dice que _____. No vamos al/a la _____.

Alumno 4: Este folleto/esta guía del viajero/este sitio web dice que _____ está abierto hoy.

Alumno 1: Este folleto/esta guía del viajero/este sitio web dice que _____ no es muy caro.

Alumno 2: ¡Vamos al/a la _____!

Unit 13, Lesson 2, Appendix B

Alumno 1: ¿Qué deberíamos hacer hoy?

Alumno 2: Yo quiero _____.

Alumno 3: Yo quiero _____.

Alumno 4: Yo quiero _____.

Alumno 1: Yo quiero _____.

Alumno 2: No quiero _____ porque _____.

Alumno 3: No quiero _____.

Alumno 4: No podemos _____ porque _____.

Alumno 1: No quiero ir _____.

Alumno 2 (al alumno 3): ¡Vamos a _____!

Alumno 1 (al alumno 4): ¡Vamos a _____!

Unit 13, Lesson 2, Appendix C

Copy and cut along lines.

pescando en un bote de remos	patinando sobre hielo	haciendo esquí de fondo	cenando en un restaurante
andando en moto	haciendo snorkel	nadando	celebrando un día de fiesta
divirtiéndose en el trineo	visitando un museo	caminando en las montañas	practicando el piano
manejando una lancha	escuchando música	mirando el desfile	almorzando al lado del lago
navegando en un velero	durmiendo en una tienda de campaña	acampando	jugando a un juego de golf
tocando guitarra	corriendo en el parque	cocinando desayuno	haciendo una torta

Unit 13, Lesson 3, Appendix D

1. No puedo sacar fotos en el museo, así que en lugar de eso voy a comprar postales.
2. El _____ era demasiado caro, así que en lugar de eso compré _____.
3. Está lloviendo y no podemos _____, así que en lugar de eso vamos a _____.
4. Hacía mucho frío para _____, así que en lugar de eso nosotros _____.
5. El restaurante no tenía _____, así que en lugar de eso comí _____.
6. Olvidé mi _____, así que en lugar de eso voy a llevar _____ a la playa.
7. Llegamos retrasados al _____, así que en lugar de eso _____.
8. El _____ era muy ruidoso, así que en lugar de eso _____.
9. Es un día de fiesta y no podemos _____, así que en lugar de eso _____.
10. Olvidamos su _____, así que en lugar de eso _____.

Unit 13, Lesson 3, Appendix E

ACTIVIDADES PARA EL TIEMPO LIBRE	
COLOR	
COMIDA	
DEPORTES	
ANIMAL	

Unit 13, Lesson 3, Appendix F

A mi hermano más joven, Carlos, no le gustan los museos de arte, pero él dice que está de acuerdo en ir conmigo a uno de ellos después de que yo le digo que voy a ir con él al lago más tarde ese mismo día. Llegamos al museo a las 9 de la mañana, es cuando está abierto, y somos los primeros adentro. Una guía de turismo nos dice que nos va a llevar por el museo, pero a mí no me gustan las visitas guiadas en los museos. Me gusta usar mi tiempo dibujando lo que veo. Voy al cuarto de esculturas y empiezo a dibujar mi escultura favorita, la de un soldado.

Está lloviendo cuando salimos del museo. Carlos está enojado conmigo por tomar mucho tiempo. —¡Ahora no podemos ir al lago, o de excursión, o nada! ¡Qué mal día!—dice él, hablando como un niño pequeño enojado. No me habla sobre nada mientras viajamos en autobús a nuestra casa. Más tarde, después que Carlos tiene tiempo para pensar, le muestro algo que dibujé. No es una escultura o una pintura del museo. Es Carlos sentado en el café mientras mira por la ventana. A Carlos le gusta mucho y lo cuelga en la pared de su dormitorio. Con el sol de la ventana, se ve mejor. —¡Mira Carlos! —digo—. ¡El sol salió! ¡No está lloviendo! —Corremos afuera y nos preparamos para ir al lago.

Unit 13, Lesson 3, Appendix G

Version 1:

Mientras dibujo, Carlos camina por el museo. Por la primera hora, camina entre las esculturas y las pinturas, pero no mira las obras por más de unos segundos. Después que termina de visitar todos los cuartos, está aburrido. Él vuelve y empieza a caminar cerca de mí. Sus zapatos son ruidosos en el cuarto silencioso. —¡Me estás volviendo loco, Carlos! ¡No puedo pensar!—le digo—. Estoy dibujando. —Para darle algo que hacer, le doy dinero y lo envío a la tienda del museo. Después que termina de visitar la tienda del museo, va al café del museo y compra algo para beber, y espera que yo termine. Es cerca del mediodía cuando lo encuentro en el café.

Version 2:

Carlos estaba aburrido con todas las esculturas y pinturas cuando fuimos al museo ayer. Caminé entre las esculturas pero no las miró. Sus zapatos eran muy ruidosos y yo no podía concentrarme en dibujar. —Ve y busca algo que hacer —le dije, y él lo hizo. Más tarde, me dijo que fue a la tienda del museo y miró los libros de pinturas y los pósteres. Después, bebió algo en el café. Era el mediodía cuando nos fuimos.

Version 3:

Saco un lápiz de mi mochila, pero me acuerdo que olvidé mi papel para dibujar en la casa. Estoy enojado por no traerlo. Por las próximas dos horas, miro las esculturas del siglo diecisiete y las pinturas del siglo catorce. Estoy contento de caminar por el museo, aunque estoy triste porque no puedo dibujar. Me acuerdo que hace tiempo que no veo a Carlos, y voy a buscarlo. Lo encuentro sentado en el café bebiendo chocolate caliente. Juntos miramos el menú y compramos dos sándwiches.

Unit 13, Lesson 4, Appendix H

	Restaurante: _____		Restaurante: _____	
	Comida	Precio	Comida	Precio
Aperitivo				
Plato Principal				
Postre				
Bebidas				
Total				
Propina				
Total				
Comentarios:				

Unit 13, Lesson 5, Appendix I

	Su viaje	Mi viaje
Ir a:		
Llegar a:		
Restaurante y tipo de comida:		
Actividad para el tiempo libre:		
Horario de la visita guiada:		
¿Cuánto cuesta la entrada?		
Llegar a:		

Unit 13, Lesson 5, Appendix J

Alumno A: ¿Adónde voy a ir?

Alumno B: Usted va a ir a _____.

Alumno A: ¿Cuándo llego?

Alumno B: Usted llegará _____.

Alumno A: ¿Dónde podría comer?

Alumno B: El restaurante _____ es muy bueno.

Allí podrá comer _____.

Alumno A: ¿Qué podría hacer en mi tiempo libre?

Alumno B: En su tiempo libre usted podría _____.

Alumno A: ¿Hay visitas guiadas?

Alumno B: Sí.

Alumno A: ¿Cuál es el horario de las visitas guiadas?

Alumno B: El horario es _____.

Alumno A: ¿Cuánto cuesta la entrada?

Alumno B: La entrada cuesta _____.

Unit 13, Lesson 5, Appendix K

Unit Vocabulary for Bingo

ajo	motos	síganme
aburridos	ordenamos	siguen
bote de remos	ordenar	silencioso
botella	pinta	snorkel
cordero	postal	son
dibujando	primer siglo	verduras
en lugar de eso	propina	sin
escultura	refresco	
excursión	regalos	
favorita	salsa	
mariscos	sendero	
menús	siglo diecinueve	

Unit 13, Lesson 5, Appendix L

Bingo Sentences

1. Esa es una pintura de una sala de estar **sin** un sofá.
2. No le gusta el **ajo** en su comida.
3. Aquí están sus **menús**.
4. ¿Quisiera una **botella** de agua?
5. ¿Cuántas personas **son**?
6. Disculpe, ¿dónde están las pinturas del **siglo diecinueve**?
7. Los alumnos **siguen** a su maestro.
8. Iba a manejar, pero **en lugar de eso** voy a tomar un taxi.
9. Amelia **pinta** en la escuela todos los días.
10. Tenemos que darle una **propina** al mesero.
11. ¿Quieres ir a hacer **snorkel** este sábado?
12. Es **silencioso** en el museo.
13. Su mesa está lista. Por favor, **síganme**.
14. Fuimos de **excursión** el domingo.
15. Mi amiga me envió una **postal** hermosa de China.
16. ¿Quisiera **ordenar** un sándwich o sopa?
17. Las ruinas son del **primer siglo**.
18. Siempre comemos **cordero** para celebrar el día de fiesta.
19. Podemos andar en bicicleta en este **sendero**.
20. ¿Quieres pescar en un **bote de remos** en el lago?
21. Vi a un hombre que estaba **dibujando** en el parque.
22. Estaba lloviendo y los niños estaban **aburridos** en la casa.
23. Ella quiere comprarle algo a su madre en la tienda de **regalos**.
24. Los **mariscos** en este restaurante son muy buenos.
25. La **escultura** es de metal.
26. No me gustó la comida porque tenía una **salsa** de queso.
27. ¿Viste todas las **motos** que estaban delante de la tienda?
28. ¿Puedo tener un **refresco** con mi cena, por favor?
29. **Ordenamos** pollo con **verduras**.
30. Su clase es mi clase **favorita**.

Unit 13, Lesson 5, Appendix M

Unit 13, Lesson 5, Appendix N

Script 1

Alumno 1: ¿Adónde quieren ir hoy?

Alumno 2: Vamos al palacio.

Alumno 1: ¿Cuál es el horario del palacio?

Alumno 2: La guía del viajero dice que el palacio abre hoy de 10 de la mañana a 6 de la tarde.

Alumno 1: ¿Cómo vamos al palacio?

Alumno 2: Caminemos por la calle Independencia por un kilómetro y doblemos a la izquierda en la calle Bolívar.

Script 2

Alumno 1: ¿Cuántas personas son?

Alumno 2: Una, por favor.

Alumno 1: ¿Qué le gustaría ordenar?

Alumno 2: Me gustaría ordenar cordero y hongos con salsa, por favor.

Alumno 1: ¿Le gustaría ordenar postre?

Alumno 2: No, gracias.

Alumno 1: ¿Quiere la cuenta?

Alumno 2: Sí, gracias.

Unit 14, Lesson 1, Appendix A

	Nuestro jugador	Su jugador
Nombre		
Su equipo—si tiene uno		
¿Por qué es famoso?		
¿Hace cuánto empezó a jugar?		
El juego que viene		

Unit 14, Lesson 1, Appendix B

Alumno A: ¡Bienvenidos a mi programa! Nuestro invitado de hoy es _____, jugador de _____.

Alumno B: Gracias, me da mucho gusto estar aquí.

Alumno A: _____ ganó _____ en el año _____. ¡Felicitaciones!

Alumno B: Gracias.

Alumno A: ¿Cuánto hace que eres _____?

Alumno B: Empecé a jugar _____.

Alumno A: ¿Cuándo será tu partido que viene?

Alumno B: El partido que viene será _____.

Alumno A: Gracias por venir, _____.

Alumno B: ¡De nada!

La Semana de Lucas

	Lunes	Martes	Miércoles	Jueves	Viernes	Sábado	Domingo
8:00 a.m.	Escuela	Escuela	Escuela	Escuela	Escuela		
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 p.m.							
1:00 p.m.						Ayudar a mamá	
2:00 p.m.							
3:00 p.m.	Fútbol		Fútbol		Fútbol		Cena con amigos
4:00 p.m.							
5:00 p.m.							
6:00 p.m.		Ayudar a papá				Película	
7:00 p.m.							
8:00 p.m.							

La Semana de _____

	Lunes	Martes	Miércoles	Jueves	Viernes	Sábado	Domingo
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 p.m.							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							

Unit 14, Lesson 2, Appendix E

De: maestro@rosettastone.com

Para: alumno@rosettastone.com

Asunto: ¿Dónde está la señora Burgos?

Hola Alumno:

No puedo encontrar a la señora Burgos y pienso que tienes una clase con ella hoy. Si la ves, ¿le puedes decir que espero que podamos encontrarnos en la panadería El Pan Caliente a las 2 de la tarde? Por favor, dile que debe traer \$20 para comprar una torta para la fiesta de la escuela.

Gracias,

Maestro

Unit 14, Lesson 3, Appendix F

Copy and cut along lines.

Lista A

batería

cargar

científico

cuerda

lámpara

oscuro

Están en una cueva.

Lista B

batería

cámara

explorar

fotógrafo

peligroso

revista científica

Están en un cañón.

Lista C

alto

cascada

descargada

guía de turismo

largo

linterna

Están en una cascada.

Lista A

apagar

cuerda

foto

hay luz

no es peligroso

temperatura

Están en un volcán.

Unit 14, Lesson 4, Appendix G

Susan Darren
1342 Main Street
Anytown, VA 22879

August 3rd, 2020

Dear Sofía,

How are you? I have not received a letter from you for many months! I hope you are fine. I am fine but busy now. I began learning a new language last Monday and it is very difficult!

Are you studying? What do you do on Saturdays and Sundays?

Love,
Susan

Sofía López
Avenida De los Pájaros 345
Palermo, Santo Domingo (12344)

20 de septiembre de 2020

Querida Susan:

¿Cómo estás? Estoy muy contenta porque empezaste la clase. ¡Buena idea!

Yo voy a la universidad los martes y jueves. El sábado patino sobre hielo y el domingo ando a caballo con mis amigos.

¿Qué pasatiempos tienes ahora?

Besos,
Sofía

Unit 14, Lesson 4, Appendix H

Interview Questions

Pregunta	Entrevista 1	Entrevista 2
¿Cuál es tu nombre de pila?		
¿Cuál es tu apellido?		
¿A qué hora sales de casa para ir al trabajo?		
¿Hay luz o está oscuro cuando sales de casa para ir al trabajo?		
¿A qué hora regresas a tu casa?		
¿Hay luz o está oscuro cuando regresas a casa?		

Unit 14, Lesson 5, Appendix I

aburrido
actor
Argentina
arquitecto
arte
artista
Australia
básquetbol
béisbol

catedral
diecinueve
diecisiete
dinero
escucha
esquí
fútbol
ideas

jardines
jugar
libros
museos
música
pasatiempo
pintar
pinturas

Roma
Rusia
siglos
tiempo
toma
viaja
vieja

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Unit 14, Lesson 5, Appendix J

Martín Sánchez es un artista famoso que vive en Argentina. Sus pinturas y esculturas están en museos de arte en París, Roma, y Londres. El señor Sánchez empezó a pintar cuando era niño. En la ciudad donde creció, había una catedral antigua con arte hermoso de los siglos 18 y 19, y él quería pintar como esos artistas. Ahora, él saca ideas para sus pinturas cuando viaja o cuando escucha música. El pasatiempo del señor Sánchez es jugar al fútbol.

Unit 14, Lesson 5, Appendix K

Alumno 1: Hola. Gracias por hablar conmigo. ¿Cómo se llama?

Alumno 2: Me llamo ____.

Alumno 1: ¿Qué deportes te gusta jugar?

Alumno 2: Me gusta jugar al béisbol, básquetbol y al hockey. También me gustan las carreras.

Alumno 1: ¿Por qué juegas al béisbol?

Alumno 2: Porque me gusta correr y agarrar la pelota.

Alumno 1: ¿Y por qué te gusta el básquetbol?

Alumno 2: Porque mis amigos y yo jugamos juntos.

Alumno 1: ¿Ganó el campeonato tu equipo?

Alumno 2: Sí, ¡ganamos el campeonato!

Alumno 1: ¡Felicitaciones!

Alumno 2: ¡Gracias!

Alumno 1: ¿Por qué juegas al hockey?

Alumno 2: Porque me gusta patinar sobre hielo.

Alumno 1: ¿Ganó tu equipo ayer?

Alumno 2: No, perdimos porque el mejor jugador se lastimó la rodilla.

Alumno 1: ¿Qué tipo de carreras te gustan?

Alumno 2: Me gustan las carreras de carros porque puedo manejar rápido. Pero también me gusta ver carreras de caballo.

Alumno 1: Gracias de nuevo por hablar conmigo.

Alumno 2: De nada.

Unit 15, Lesson 1, Appendix A

A. Read each sentence and write either *mudándose* or *visitando* beside each one.

1. Cuando Ana viaja siempre lleva su cámara. _____
2. Eva está poniendo una cámara y una guía del viajero en su mochila. _____
3. Nicolás está empacando una caja con su vajilla. _____
4. Tomás se lastimó la espalda mientras ponía la silla en la furgoneta. _____
5. Cuando Victoria llegó al hotel desempacó su maleta. _____
6. Lisa y Eduardo están colgando una pintura en su nueva sala de estar. _____
7. Después de que Isabel y Cristina regresaron al hotel ellas fueron a la piscina. _____
8. Cuando terminaron de almorzar ellos compraron postales. _____
9. Sara y Alejandro están conociendo a sus nuevos vecinos. _____
10. Hace dos años que Jaime no ve a su amigo así que estaba muy contento de estar aquí. _____

B. Identify the complex sentences, and place a comma where needed.

Unit 15, Lesson 1, Appendix B

alacena

biblioteca

computadora

mesa

radio

sofá

alfombra

cama

cubo de la basura

piano

reloj

teléfono

armario

chimenea

lámpara

pintura

silla

televisión

Unit 15, Lesson 1, Appendix C

Copy and cut along lines.

Alumno A:

¿Qué tan cerca de ti viven tus vecinos? ¿Dónde viven ellos? (al lado, detrás, arriba)

¿De dónde son tus vecinos? ¿Hacen las cosas diferentes a tu familia? ¿Tienen días de fiesta diferentes?

¿Cómo ayudas a tus vecinos? ¿Ellos te ayudan a ti? Si sí, ¿cómo? Si no, ¿por qué no?

Alumno B:

¿Cómo son tus vecinos? ¿Qué hacen ellos?

¿Qué los hace buenos o no tan buenos vecinos?

¿Les gusta a tus vecinos lo mismo que te gusta a ti? Si sí, ¿qué son esas cosas que les gustan a todos? Si no, ¿qué les gusta hacer a ellos y qué te gusta hacer a ti?

Unit 15, Lesson 1, Appendix D



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Unit 15, Lesson 2, Appendix E

Cut along the line to separate the EXAMPLES and use them to model the activity. Then cut along the lines to separate the vocabulary words.

Example 1:

Alumno 1: ¿Puedes reparar los **tubos**?

Alumno 2: Sí, puedo reparar los **tubos**.

Example 2:

Alumno 1: ¿Está **dañado** el radio?

Alumno 2: Sí, está **dañado**.

techo	cubo	trapeador	escoba
tornillo	grifo	cerrar	reparar
martillo	dañado	baño	perdido
lavabo	abrir	clavo	arreglar
tabla	puerta	destornillador	llave
clavo	cerrando	tubo	electricidad

Unit 15, Lesson 2, Appendix F

Storybook Assembly Instructions

Sample Storybook

1. Cut Sheet 1 and Sheet 2 along the dashed lines. (Do not cut along solid lines.)
2. Fold Sheet 1 along the horizontal line. (Keep the text facing outward.)
3. Fold Sheet 1 along the vertical line. (Keep pages 1 and 8 facing outward.)
4. Fold Sheet 2 along the horizontal line. (Keep the text facing outward.)
5. Fold Sheet 2 along the vertical line. (Keep pages 3 and 6 facing outward.)
6. Place Sheet 2 inside Sheet 1 so that pages 1–8 are consecutive.
7. Staple the spine of the booklet.
8. If time permits, you may wish to illustrate each page.

Blank Storybook Pages

1. Cut along the dashed line. (Do not cut along solid lines.)
2. Fold along the horizontal line. (Keep the blank lines facing outward.)
3. Fold along the vertical line.
4. Place one or more folded sheets inside the first.
5. Staple the spine of the booklet.
6. Have students write page numbers in the blank boxes on each page.

Unit 15, Lesson 2, Appendix F (continued)
Sample Storybook Sheet 1

<div>1</div> <div>Por Carol y Jessica</div> <div>Silencioso, Ruidoso y Silencioso de Nuevo</div>	<div>8</div> <div>Después, todo estaba silencioso de nuevo.</div>
<div>2</div> <div>Todo estaba silencioso hasta que los niños llegaron a casa.</div>	<div>7</div> <div>Todo estaba ruidoso en la casa hasta que mamá dijo que todos debían encontrar un libro para leer.</div>

Unit 15, Lesson 2, Appendix F (continued)
Sample Storybook Sheet 2

<p>6</p> <p>Después, Pedro y Ana jugaban con sus juguetes en el corredor.</p>	<p>3</p> <p>Pedro tocaba el tambor, y Ana tocaba el piano.</p>
<p>5</p> <p>Todos tocaban los instrumentos hasta que Ana empezó a cantar y bailar.</p>	<p>4</p> <p>Lucía tocaba la guitarra en la sala de estar.</p>

Unit 15, Lesson 2, Appendix G

Blank Storybook Pages

[illegible]

Unit 15, Lesson 2, Appendix H

Pregunta	Entrevista 1	Entrevista 2
¿Cuándo te bañaste?		
¿Cuándo desayunaste?		
¿Cuándo fuiste al trabajo?		
¿Cuándo almorzaste?		
¿Cuándo regresaste a tu casa?		
¿Cuándo fuiste a dormir?		

Unit 15, Lesson 3, Appendix I

Copy and cut along line.

Alumno A	
Juguete	Precio
	\$
	\$
	\$
	\$
	\$
	\$
	\$

Alumno B
<ul style="list-style-type: none">• Buscas un regalo para tu hermano/a.• A tu hermano/a le gusta pensar, pero no le gusta usar las manos para construir.• No le gustan los animales de juguete.• Sólo tienes cincuenta dólares.

Unit 15, Lesson 3, Appendix J

_____ Él compró un carro la semana pasada.

_____ Él va a comprar un carro esta tarde.

_____ Él acaba de comprar un carro.

_____ Él está por comprar un carro.

_____ Él compra un carro.

Unit 15, Lesson 3, Appendix K
Sample Comic Strip

Clara Come un Sándwich

Por Andrea
y Laura

Voy a comer
un sándwich.

Estoy por comer
un sándwich.






Como un sándwich.

Acabo de comer
un sándwich.

Comí un sándwich.

Unit 15, Lesson 3, Appendix L

Blank Comic Strip

<p>_____</p> <p>_____</p> <p>Por_____</p> <p>y_____</p>		
		

Unit 15, Lesson 4, Appendix M

Copy and cut along lines.

acera	llanta
capó	maletero
cruce peatonal	motor
estacionamiento	semáforo
intersección	túnel

Unit 15, Lesson 4, Appendix N

Copy and cut along lines.

Mirar – pintura – pintar – artista

Mirar – gotear – aceite – motor

Mirar – estadio – arquitecto – idea

Mirar – gotear – tubo – plomero

Mirar – encender – cable – electricista

Mirar – maletero – problema – cerrar

Unit 15, Lesson 4, Appendix O

aceite	maletero
acera	mecánico
capó	mirar
cruce peatonal	motor
cruzar	parar
entrar	pasar por
estacionamiento	problema
hacia	salir
intersección	semáforo
llanta	túnel
llanta desinflada	

Unit 15, Lesson 5, Appendix P

arregló

construyeron

cambió

corrió

caminaron

jugaron

compró

puso

1. La madre _____ los platos en la alacena anoche.
2. El hombre _____ flores para su esposa ayer.
3. El plomero _____ el fregadero el mes pasado.
4. Él _____ un tomacorriente viejo el martes.
5. La familia _____ en la playa con sus cometas el verano pasado.
6. Ellos _____ hacia una intersección ayer por la tarde.
7. Esas personas _____ un puente nuevo el año pasado.
8. Ellos _____ a los videojuegos anoche.

Unit 15, Lesson 5, Appendix Q

Margarita trabaja en una tienda. Las personas van a su tienda todos los días para comprar periódicos y flores, y hacerle preguntas.

(Un hombre está comprando en la tienda. Él está preocupado.)

Margarita: ¿Qué le pasa? ¿En qué le puedo ayudar?

Hombre: Estoy avergonzado porque estoy por ir a cenar con mi novia y acabo de acordarme que hoy es su cumpleaños. ¿Qué debo hacer?

Margarita: No se preocupe, si le compra unas flores, ella no sabrá que usted olvidó su cumpleaños.

(El hombre sale de la tienda. Una mujer entra a la tienda. Ella está preocupada.)

Margarita: ¿Qué le pasa? ¿En qué le puedo ayudar?

Mujer: Estoy preocupada porque tengo que recoger a una amiga en el aeropuerto y estoy perdida. No puedo encontrar el aeropuerto.

Margarita: No se preocupe. Si dobla a la izquierda en la calle que viene y maneja por dos kilómetros, verá las señales para ir al aeropuerto.

Mujer: Bueno. ¡Gracias!

Unit 15, Lesson 5, Appendix R

Version 1 story:

La familia de Laura se acaba de mudar a una nueva casa. Es una casa hermosa. La casa está cerca de un lago. Hay una chimenea en la sala de estar y un balcón en el tercer piso. Uno de los vecinos tiene un perro. Pero hay algunos problemas con la casa. Hay agua en el piso de la cocina porque los tubos gotean. La cocina no funciona porque no hay electricidad. La mamá de Laura llamó al plomero para arreglar los tubos. Su papá llamó al electricista para arreglar los cables. El plomero va a venir mañana a las 10 de la mañana. El electricista va a venir mañana a las 2 de la tarde. La familia de Laura acampa cerca del lago esta noche porque los tubos están goteando y no hay electricidad.

Unit 15, Lesson 5, Appendix S

Version 2 story:

La familia de Laura se acaba de _____ a una nueva casa. Es una casa hermosa. La casa está cerca de un lago. Hay una _____ en la sala de estar y un _____ en el tercer piso. Uno de los _____ tiene un perro. Pero hay algunos _____ con la casa. Hay agua en el piso de la cocina porque los _____ gotean. La cocina no funciona porque no hay _____. La mamá de Laura llamó al _____ para arreglar los tubos. Su papá llamó al electricista para arreglar los _____. El plomero vendrá mañana a las 10 de la mañana. El _____ vendrá mañana a las 2 de la tarde. La familia de Laura acampa cerca del lago esta noche porque los tubos _____ y no hay electricidad.

Unit 16, Lesson 1, Appendix A

Copy and cut along lines. | Verbs.

dobla	pone	sienta
trató	romper	cose
corre	plancha	pasar
entra	lleva	cambiar
empezó	paró	preocupado
sorprendido	quita	lava
rompió	despertar	rasgar

Unit 16, Lesson 1, Appendix A (continued)

Copy and cut along lines. | Nouns

papel	muñeca	bolsillo
servilletas	botas	abrigos
bufanda	bolso	guantes
secadora	billetera	lavandería
ropa	tintorería	problema
frazada	camisas	calcetines
etiqueta	señales	motor

Unit 16, Lesson 1, Appendix B

Un día con la familia González				
	María (madre)	Pedro (padre)	Ana (hija)	Lucas (hijo)
Mañana				
Tarde				
Noche				

Unit 16, Lesson 1, Appendix C

Copy and cut along lines.

Una fiesta
de bodas

Una fiesta
de la escuela

Una reunión
de trabajo

Una fiesta
de disfraces

Un cumpleaños

Un día de fiesta

Una fiesta
de Año Nuevo

Un desfile

Una fiesta
en la playa

Unit 16, Lesson 1, Appendix D

Copy and cut along lines.

9:30 de la mañana–Caminando hacia el supermercado

Alumno 1: ¿Cómo podemos ir al supermercado?

Alumno 2: Podemos ir en autobús o en subterráneo.

Alumno 1: Vamos a tomar el subterráneo.

10:30 de la mañana–Comprando un abrigo

Alumno 1: ¿Este abrigo es marrón o negro?

Alumno 2: No es marrón ni negro. Es azul.

11:30 de la mañana–Comprando un regalo de cumpleaños

Alumno 1: ¿Qué debería comprarle a mi hermano? Su cumpleaños es mañana.

Alumno 2: Deberías comprarle bloques o un rompecabezas.

Alumno 1: No le voy a comprar los bloques ni el rompecabezas. En lugar de eso le voy a comprar un animal de juguete.

13:30 de la tarde–En el restaurante

Alumno 1: Queremos almorzar. ¿Qué tiene?

Alumno 2: Tenemos pizzas, sándwiches y pollo.

Alumno 1: ¿Qué tipos de pizzas tiene?

Alumno 2: Puede ordenar pizza con hongos o pizza con cebollas.

Alumno 1: No ordenaremos pizza con hongos ni pizza de cebollas. En lugar de eso ordenaremos sándwiches.

10:00 de la mañana–Comprando un suéter

Alumno 1: ¿Qué debería comprar?

Alumno 2: Deberías comprar un suéter gris o un suéter verde.

Alumno 1: Voy a comprar el suéter verde.

11:00 de la mañana–Comprando una patineta

Alumno 1: ¿Qué patineta debería comprar?

Alumno 2: Deberías comprar la patineta morada o la patineta naranja.

Alumno 1: Voy a comprar la patineta morada.

13:00 de la tarde–Caminando hacia el restaurante

Alumno 1: ¿Cómo podemos ir al restaurante?

Alumno 2: Podemos ir en taxi o en autobús.

Alumno 1: No vamos en taxi ni en autobús. Vamos caminando.

14:30 de la tarde–A casa

Alumno 1: ¿Cómo podemos ir a casa?

Alumno 2: Podemos tomar el autobús o un taxi.

Alumno 1: El taxi es muy caro. ¡Vamos a tomar el autobús!

Unit 16, Lesson 2, Appendix E

Copy and cut along lines

barba	desodorante	bigote
pulsera	aretes	perfume
lentes de contacto	maquillaje	anillo

Unit 16, Lesson 2, Appendix F

Copy and cut along lines.

abotonar	el collar	el maquillaje
afeitarse	corto/-a	maquillar
el anillo	el desodorante	el perfume
el arete	lacio	la pulsera
la barba	largo/-a	rizado/-a
el bigote	lente(s) de contacto	teñir

Unit 16, Lesson 2, Appendix G

	Hecho/-a en...	Es de...
Camisa		
Suéter		
Pantalones		
Vestido		
Falda		
Otro		

Unit 16, Lesson 2, Appendix H

El sábado _____

El domingo _____

El lunes _____

El martes _____

El miércoles _____

El jueves _____

El viernes _____

Unit 16, Lesson 3, Appendix I

Make four copies and cut along lines.

brazo fracturado	le pica
cara hinchada	pierna fracturada
estornudar	tener náuseas
fiebre	toser

Unit 16, Lesson 3, Appendix J

1. Estoy estudiando francés.
2. He estado mirando televisión por dos horas.
3. Me gusta jugar hockey.
4. He estado estornudando todo el día.
5. Voy a ir al cine por la noche.
6. Me gusta jugar videojuegos.
7. He estado estudiando esta tarde.
8. Hoy planché mi ropa.
9. Tengo sarpullido en mi brazo.
10. Tengo un perro y un gato.

Unit 16, Lesson 3, Appendix K

Nombre del paciente: _____ Fecha de la visita a la oficina: _____		
Síntomas	¿Dónde en el cuerpo?	
Fiebre:	Cara:	Estómago:
Tosiendo:	Cabeza:	Espalda:
Estornudando:	Brazo Izquierdo:	Brazo Derecho:
Náuseas:	Pierna Izquierda:	Pierna Derecha:
Salpullido:	Codo Izquierdo:	Codo Derecho:
Picazón:	Rodilla Izquierda:	Rodilla Derecha:
Hinchado:	Ojo Izquierdo:	Ojo Derecho:
Síntomas y Diagnóstico:		

Nombre del paciente: _____ Fecha de la visita a la oficina: _____		
Síntomas	¿Dónde en el cuerpo?	
Fiebre:	Cara:	Estómago:
Tosiendo:	Cabeza:	Espalda:
Estornudando:	Brazo Izquierdo:	Brazo Derecho:
Náuseas:	Pierna Izquierda:	Pierna Derecha:
Salpullido:	Codo Izquierdo:	Codo Derecho:
Picazón:	Rodilla Izquierda:	Rodilla Derecha:
Hinchado:	Ojo Izquierdo:	Ojo Derecho:
Síntomas y Diagnóstico:		

Unit 16, Lesson 4, Appendix L

Empanadas

Primero hacemos la masa.

Para la masa, ponemos la harina, la sal y la mantequilla en un tazón.

Después, vertemos el agua en el tazón y agregamos tres cucharas de aceite.

Por último, mezclamos todo y dejamos la masa en el tazón.

Para el relleno, ponemos el aceite en una sartén.

Cuando el aceite está caliente, ponemos las cebollas.

Freímos las cebollas por cinco minutos.

Después, agregamos la carne de vaca y la mezclamos con la cebolla.

Cocinamos la carne de vaca y la cebolla juntos por unos minutos. Si dejamos la carne de vaca y la cebolla en la sartén por más de quince minutos se quemarán.

Le agregamos las especias, azúcar y sal a la carne.

Ponemos la carne de vaca, la cebolla y las especias sobre la masa.

Ponemos las empanadas en el horno.

Por último, cocinamos las empanadas por quince minutos.

Unit 16, Lesson 4, Appendix M

Copy and cut along lines.

Bolivia huevo papas pollo zanahorias	Colombia arroz carne de vaca pollo tomate
Costa Rica frijoles huevo papas queso	Ecuador cebollas limón tomate verduras
Perú cebollas especias hongos pollo	Uruguay cebollas especias pescado queso

Unit 16, Lesson 5, Appendix N

1. Él está _____ la leche en la taza.
2. Estoy _____ un vestido para mi hija.
3. Mientras estábamos en la lavandería, nosotros lavamos y _____ las sábanas.
4. Ahora mi pierna está _____ y puedo jugar al fútbol.
5. A él le _____ el sarpullido del brazo.
6. Ella no quiere comer porque tiene _____.
7. Me fracturé el brazo y ahora tengo que usar un _____.
8. Yo _____ cuando estoy cerca de las flores.
9. Ella me está mostrando como caminar con _____.
10. Ella encontró leche en la sección de _____.
11. A mi hijo le gustarían las verduras _____.
12. Nosotros no comemos carne porque somos _____.
13. Ahora, ponemos los frutos secos, los huevos, las _____ y la harina.
14. Mi ojo está _____ y me duele.
15. Mi saco se _____. ¿Puede coserlo?
16. Él _____ su camisa porque hacía mucho frío.
17. Ellos _____ la salsa con cucharones.
18. Ella _____ su vestido después de lavarlo.

Unit 16, Lesson 5, Appendix O

Copy and cut along lines.

abotonó	asadas	cosiendo
curada	doblamos	especias
estornudo	hinchado	muletas
náuseas	pica	plancha
productos lácteos	rasgó	revuelven
vegetarianos	vertiendo	yeso

Unit 16, Lesson 5, Appendix P

Interview script

Alumno 1: Hola. Soy el Doctor Silva.

Alumno 2: Hola, Doctor. Me llamo Andrés.

Alumno 1: ¿Qué le pasa?

Alumno 2: No puedo dormir porque toso mucho.

Alumno 1: ¿Ha estado estornudando?

Alumno 2: Sí, he estado estornudando.

Alumno 1: ¿Cuánto hace que ha estado tosiendo y estornudando?

Alumno 2: He estado tosiendo y estornudando por tres días y ahora tengo fiebre.

Alumno 1: Tome este medicamento.

Alumno 2: Gracias, Doctor Silva.

Alumno 1: Si mañana todavía tiene fiebre, llámeme.

Alumno 2: Bueno. Si mañana todavía tengo fiebre, lo llamaré.

Alumno 1: Adiós.

Alumno 2: Adiós.

(Dos días después)

Alumno 1: ¡Hola Andrés! ¿Está tosiendo y estornudando todavía?

Alumno 2: No. No he tosido ni estornudado por dos días.

Alumno 1: ¿Por qué está aquí?

Alumno 2: Creo que soy alérgico a los medicamentos que me dio. ¡Ahora tengo un sarpullido!



Education

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