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

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

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

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

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

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

Teacher Information
Before beginning the program it is recommended that you review:

Student Management System (SMS) Manual
After reading this book, install the system and set up your class so they are ready to use the computer software program.

SMS Instructional Video
This multimedia presentation provides information for both administrators and teachers and instructions on using the SMS.

Handbook for Teachers
This will explain the methodology of this handbook and of Rosetta Stone.
Welcome and Introduction
Welcome to the Rosetta Stone Teacher’s Guide. We’re pleased to have this opportunity to work with you in achieving your goals for the language classroom.

Over the past two decades, we’ve all seen a dramatic increase in the number of US students learning new languages. In higher education, for example, the number of students studying foreign languages increased 17% from 1998 to 2002 and increased over 40% between 1986 and 2002.

As student enrollment increases and standards rise, your work in the classroom becomes all the more valuable—and all the more demanding. From thousands of teachers like you, we’ve learned about the successes and challenges you experience, and since 1994 we’ve been working to provide language-learning software that overcomes those classroom challenges and multiplies your successes.

Our Goal
That’s our goal with this guide: to enhance your effectiveness in the classroom with the best technology tools available for teaching new languages. By linking our expertise with yours, we together can help students develop and master language skills for listening comprehension, reading, speaking, and writing.

How We Teach: Dynamic Immersion™
Rosetta Stone’s Dynamic Immersion method makes it possible for your students to work and think exclusively in the new language from the very beginning. By attaching new language meaning to real-life images directly—that means without native-language translations, explicit grammar instruction, or memorization drills—Rosetta Stone recreates the environment and the processes we all used to learn our first language. As a result, all your students, regardless of their age, abilities, or language backgrounds, can acquire new language skills quickly and easily using their innate language-learning abilities.

Rosetta Stone achieves this result by merging genuine immersion instruction with fully 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 computer provides instant feedback—features that enable your students to monitor their own progress and take ownership of their lessons.

This individualized, building-block approach gives your students a continuous experience of success from the start. Day after day, they come to class with the confidence and the language skills to participate in classroom activities. This allows you to focus on what you do best: using the social, conversational environment of the classroom to prepare them for communicating in everyday life.
Complementary Strengths

Rosetta Stone is designed to enhance language instruction by combining the strengths of computer-based learning and classroom-based learning. In this blended model, the computer and the language classroom play distinct yet complementary roles. Consider the following diagram.

The rectangle below represents the time devoted to new language acquisition, from novice to native proficiency. In a blended solution, Rosetta Stone and the language classroom each provide part of the instruction, represented by segments to the left and right of the diagonal line, respectively.

Unique Strengths: Novice and Native Stages

Rosetta Stone

Rosetta Stone is uniquely designed to handle instruction in the earlier stages of the language-learning process. This stage of new language learning includes rapid acquisition of vocabulary and basic language structures. Rosetta Stone delivers this instruction tirelessly while individualizing instruction according to each learner’s pace, learning style, and schedule.

The Language Classroom

Your classroom is the ideal context for the later stages of the language-learning process, focusing on conversations, community, and culture. The classroom provides this instruction naturally in a social, conversational environment that prepares learners for real-life communication.

Combined Strengths: Intermediate and Advanced Stages

Between the early and later stages of new language learning, Rosetta Stone and your classroom combine their strengths with Rosetta Stone’s role in developing basic and intermediate language, language structures, and language-learning skills, gradually giving way to your emphasis on conversation and communication in the classroom.

Conclusion

Rosetta Stone and the language classroom combine their respective strengths, experience, and expertise to provide an unparalleled blended solution for language learning needs. Used from the very beginning of the language-learning process, Rosetta Stone’s computer-based instruction quickly prepares students for the classroom, allowing you to focus your time and expertise on classroom activities that prepare students for using the language in real life. Together, Rosetta Stone and your classroom provide the flexibility, efficiency, and effectiveness to ensure language-learning success.
The Rosetta Stone Teacher’s Guide was written for experienced as well as novice language educators. The text, written primarily in English, is appropriate for substitute teachers also.

Each section contains headings that are taken directly from nationally recognized foreign language curriculum requirements. The headings are:

**Enrichment/Unit Projects:**
These activities help you increase the level of difficulty of the language lesson. This section is designed to meet the needs of students that are working at or above grade level.

**Themes:**
The main theme(s) of each lesson.

**Materials:**
A list of materials you may need for the lesson.

**Pre-Lesson Activity:**
Systematically introduces or reinforces vocabulary words.

**Content Integration:**
Relates the language content to core subjects such as language arts, math, science, and social studies.

**Using Multiple Intelligence Strategies:**
The activities written in this section accommodate students with various learning styles. The types of activities are from Howard Gardner’s Multiple Intelligence Theories.

**Post-Lesson Activities:**
These activities are meant to be completed after the student has completed the lesson in the Rosetta Stone software.

**Conversation:**
These activities are designed for speaking practice.

**Modifications:**
Suggestions for adapting language lessons.

We wrote the activities in this handbook to appeal to the largest number of students possible. You should take from this handbook what works for your students and leave what doesn’t work. The Rosetta Stone language learning program naturally customizes to the abilities of your students, and we ask you to do the same with the Rosetta Stone Teacher’s Guide.

**Supplementary Material Descriptions**
Rosetta Stone provides a range of printed supplemental materials that extend the learning content of the Rosetta Stone lessons to the classroom. These supplemental materials are developed in response to customer demand and are available for the most requested languages and program levels. Please refer to Table 1 for a complete list of available supplemental materials.

**Curriculum Text:** The Curriculum Text lists the content of each lesson, in sequence, and includes an index to all words in the program. This reference allows teachers to see at a glance what their students are learning in each lesson, and enables them to incorporate Rosetta Stone content into the classroom curriculum. The index to all words in the program identifies the units and lessons where words are first introduced and then reinforced.

**Workbook:** The Workbook includes a worksheet for each lesson in the Rosetta Stone program and includes an answer key. A variety of exercises reinforces the students’ learning while helping them to expand their comprehension and writing skills. The Workbook can be used as added practice in class or at home, as daily quizzes, or as a quick check for comprehension in each lesson.
**Student Study Guide:** The Student Study Guide provides detail on new vocabulary, grammar, and usage in each Rosetta Stone lesson. The Student Study Guide also allows teachers to highlight points of grammar and usage as they occur in the program, and incorporate these highlights into classroom study.

**Quizzes & Tests:** The Quizzes & Tests represent a collection of quizzes and tests covering material from each lesson of the Rosetta Stone program. The Quizzes & Tests can be utilized for placement and assessment of learning. An answer key is provided.

**Administrator and Instructor Resources**

Several resources are available to assist administrators and instructors installing, running, and implementing Rosetta Stone and the Student Management System. The following provides a brief description of these resources.

**User’s Guide:** The User’s Guide provides information on how to install and run Rosetta Stone. An introduction to Rosetta Stone explains the different learning exercises available and other special features of the program. In addition, details are provided regarding program operation and settings.

**Student Management System (SMS) Instructional Video:** The Student Management System (SMS) Instructional Video provides information for both administrators and instructors on using the SMS. This multimedia presentation guides users through the features of the SMS from establishing users in the system to setting up classes, tracks, and lesson plans for student study. Instructors can click on a specific topic or view the entire presentation.

**Student Management System (SMS) Manual:** The Student Management System (SMS) Manual offers a printed resource focused on the installation, usage, and functionality of the SMS. Like the SMS Instructional Video, the manual provides a step-by-step approach to the installation of the SMS. In addition, administrators and instructors are provided with a detailed overview of the features of the SMS. A Quick Start example that walks through setting up a class, track, and lesson plan is provided. A detailed description of the pre-loaded activity sets used to work through lesson plans is provided.

<table>
<thead>
<tr>
<th>Language/Level</th>
<th>Curriculum Text</th>
<th>Workbook + Answer Key</th>
<th>Study Guide</th>
<th>Quizzes &amp; Test + Answer Key</th>
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<td>X</td>
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<tr>
<td>All other languages/levels</td>
<td></td>
<td></td>
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</table>

Table 1: Available Supplementary Materials
The Student Management System (SMS) allows teachers to control and monitor student study in Rosetta Stone. Instructors design the course of study for students, and students are guided through that work automatically. Through the SMS, the instructor can create lessons that focus on individual language skills or combinations of different skills as needed. The SMS records the progress of students and allows instructors the ability to generate reports based on student information.

**Student Features:**

- Students log into the SMS with unique, instructor-assigned user IDs and passwords.
- At the end of every session, the SMS bookmarks the students’ place in the material. When the students log in again, they are taken to this bookmark and start where they left off in the previous session.
- Student preferences for settings, like volume and sound effects, are restored at each login.

**Instructor Features:**

- Instructors can create lesson plans for entire classes or for individualized study. Instructors are able to create special study tracks for students within classes. These tracks can be used to quickly transition a set of students from one assignment to another.
- Instructors assign exercises and tests for student study along with a proficiency level that students must meet before completing a lesson. Instructors set proficiency levels that must be achieved before new material can be studied.
- The SMS provides pre-programmed sequences of study aids, or activity sets, that aid in presenting the Rosetta Stone material. This allows instructors to control the activities that present and test the material. Instructors can also choose to design their own activities used in lesson plans.
- Instructors are able to produce reports of student progress and test results. The SMS allows teachers to analyze student achievement by recording each student’s number of attempts at an assigned lesson plan, time on task, and scores. Reports can be printed or exported for use in another program.
- Instructors can view and control student activity by class, by tracks within a class, or by individual students.
- Instructors and students can work on the SMS at the same time. The SMS protects records that are currently in use from being modified.
- Instructors can enroll students in multiple classes.
- The SMS automatically guides student study according to the instructor’s design and tracks students’ work.

The *Student Management System (SMS) Instructional Video* and *Student Management System (SMS) Manual* provide instructors information regarding the step-by-step setup and utilization of the program.
The Rosetta Stone Online Language Learning Center (OLLC) provides an online solution to delivery of Rosetta Stone. The OLLC allows schools to connect multiple users via the Internet to a personalized networked program from any location. All that is required of users is a computer with Shockwave installed and an Internet connection. Instructors register students and monitor the progress of student learning through several reporting options. One or more languages can be provided through the OLLC.

**Student Features:**

- Students can access the easy-to-use interface with an Internet connection via login with an assigned username and password.
- Color coding for each assignment is provided to indicate whether or not an assignment has been started, is in progress, or has been completed.
- Units are broken down into a series of assignments for each lesson that cover a variety of language skills. A recommended goal is provided as a requirement for student performance. Students are given feedback as to whether their performance has met the requirement.

**Administrator Features:**

- A school receives its own OLLC, or web portal, that is unique to that school.
  Example: http://abcschool.onlinelanguagelearning.com
- The language content on the OLLC is the same as the CD-ROM program, and all content is delivered online.
- Instructors have access to an Admin portal that will allow for the registration of users, deactivation of inactive users, and progress tracking and reporting of existing users.
- The OLLC includes guided paths, allowing teachers to assign students to pre-programmed lesson plans based on desired objectives (listening and speaking focus, reading and writing focus, or general path focusing on all skills equally). Instructors assign a path of study for each user in the program. This feature eliminates the need for instructors to design lesson plans.
- Instructors can access this easy-to-use interface with an Internet connection.
- Supplemental materials are provided in an electronic form for use in the classroom. These materials can be easily downloaded and duplicated.
- Instructors can monitor and redirect student study by using the reporting features available. Reporting is provided from the “all users” to the “individual” student level. Reports can be either printed directly from the site or downloaded for use in another program.
- All language skills (Listening, Speaking, Reading, and Writing) are represented in the assignments.

The *OLLC Guide for Teachers and Administrators* provides detailed information regarding use and implementation of the OLLC.
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Lesson 1-01 Nouns and Prepositions................................................................. 4
19 new words.
Introduction of words: boy, girl, cat, and dog.
Single words build to short phrases.
Persons as defined by the elemental categories of age and gender; pets and familiar animals; cars, airplanes, and boats.
The conjunction and; both singular forms of the indefinite article; prepositions: in, on, and under.

Lesson 1-02 Verbs: Present Progressive .......................................................... 6
16 new words.
Introduction of short full sentences. Persons, animals, and vehicles as subjects.
Introduction of additional common animals.
Common large-scale physical activities: running, jumping, walking, dancing, reading, falling, flying, and swimming.
Introduction of plural nouns and verb forms.
Introduction of the definite article.

Lesson 1-03 Descriptive Adjectives ................................................................... 8
15 new words.
Adjectives introduced as predicate adjectives and then preceding nouns.
Introducing concept of adjectival agreement with number.
Varied adjectives in one sentence.
Colors: red, white, yellow, blue, and black.
Long and short.
Old and new inanimate contrasted with old and young animate.
Introduction of first adverb.

Lesson 1-04 The Numbers 1–10......................................................................... 10
11 new words.
Numbers in counting and non-counting contexts.
Counts in short and long sequences.

Lesson 1-05 Singular and Plural: Nouns and Present Progressive Verbs .......... 12
21 new words.
20 pairs of nouns in both singular and plural forms.
Nine pairs of verbs in both singular and plural forms. Introduction of new nouns.
Plural form of the indefinite article: some

Lesson 1-06 Numbers and Clock Time .............................................................. 14
13 new words.
From plurals to numbering of persons and objects.
Introduction of the term number and the term o’clock.
Clock times – whole hours.
New nouns.
There is, there are introduced.

Lesson 1-07 Questions and Answers; verb “to be” ........................................ 16
12 new words.
Elaboration on questions answered in the negative. Third person pronoun: male, female, singular, and plural.
There are, there are not introduced.

Lesson 1-08 Food, Eating, and Drinking; Direct Objects............................... 18
21 new words. Presence and absence of objects.
Fruit, meat, bread, cheese, milk, water, orange juice, bananas, apples, tomatoes, strawberries, grapes, and pears as examples.
New verbs.
Objects belonging in categories and not belonging in categories.
The concept of food presented by example and counter example and then tested.
Lesson 1-09 Clothing and Dress; Direct Objects .......................................................... 20
24 new words.
Shirts, skirts, dresses, hats, pants, coats, jeans, socks, shoes, bathing suits, raincoats, and glasses.
Additional colors.
The verb to wear.

Lesson 1-10 Who, What, Where, Which; Interrogatives ...........................................22
Eight new words.

Lesson 1-11 Review of Unit One ................................................................................. 24
Tests and Worksheets from Unit One lessons.

**Enrichment/Unit Projects:**

1. Write the word “culture” on the board and ask students to name some things that are popular in their culture (e.g., movies, sports, food, and clothing). Divide the class into small groups and ask groups to pretend that they are going to open fast-food restaurants in three different countries. Have students use the Internet or the library to research these countries’ cultures to find out what food their restaurants should serve, what customs their employees would be expected to observe, and how they might want to decorate the restaurants. Ask them to consider the things they would need to do to make sure the restaurants were acceptable to the local culture. As they conduct their research, have students take notes on their ideas. Discuss as a class what people in the other countries might think of their restaurants. Ask students to think of any reasons why people in those countries might not be happy with an American fast-food restaurant, even if it were created to blend in with their culture. Ask groups to compile their ideas into written plans for each of the three restaurants. Each plan should include sections on food, decor, and customs. Have students choose one of the cultures they have studied and draw a picture of what their restaurant would look like.

2. Tell each student they have an allotted amount of money in another country’s currency. Tell students they must find at least five articles of clothing from a clothing catalog website, magazine, or catalog that will fit within their budget. Have students print out pictures of the clothes they have chosen or cut them out of the magazine or catalog and glue them on a piece of paper or poster board. Have students label each item of clothing and the price of the item in the country’s currency. If the item is originally priced in their culture’s currency, they must find out the exchange rate and change the prices accordingly. Have each student display their posters along with a list of prices of the items and the amount of money they spent. Display student posters in the classroom.

3. Divide the class into four groups. Four groups of four work well for this activity. Ask students what they know about talk shows and tell them that they will be putting on a talk show in front of the class. Assign each group a topic. Topics could include: health, diets, exercise, sports, holidays, customs, culture, travel, and entertainment. Each student will need a role to play. One student from each group will be the talk show host. The other students can choose roles according to their topic. Some possibilities:

**Sports:** a soccer player, a baseball player, a sports agent, a basketball player, a coach, a scout, a general manager, a team owner, a referee, an Olympian, etc.

**Food:** a doctor, a personal trainer, a person who has tried and failed many diets, etc.

**Travel:** a traveler, a travel agent, a flight attendant, a tour guide, etc.

**Entertainment:** a singer, an actor/actress (TV/movies), an agent, etc.

**Holiday/culture:** a sociologist, a wedding planner, a historian, etc.

Give the students about an hour to plan a 10-minute show. Ask students to write a few questions for their talk show using the new grammar and vocabulary. Have students perform their shows in front of the class. After each show, allow students to ask questions from the audience.
### New Vocabulary

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<tr>
<th>a</th>
<th>an</th>
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<th>car</th>
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<tr>
<td>and</td>
<td>in</td>
<td>horse</td>
<td>under</td>
<td>woman</td>
</tr>
</tbody>
</table>

### Themes:
People, Animals, Transportation

### Materials:
- Index cards with vocabulary words from Lesson 1-01
- Y-chart graphic organizer
- T-chart graphic organizer
- Magazines
- Scissors
- Glue

### Pre-Lesson Activity:
- After students complete Lesson 1-01 at the computer, reinforce vocabulary by directing them to answer Section I of Worksheet 1-01 in the Student Workbook. Encourage students to read phrases aloud as they offer answers.

### Content Integration:
**Science/Language Arts:** Discuss the modes of travel found in Lesson 1-01. Using a Y-chart with the headings Land/Sea/Air, categorize appropriate items. Brainstorm additional modes of travel to categorize. Instruct students to choose one mode of transportation from the Y-chart and research the origins of this particular mode of transportation. Reports should include information about the inventor of this mode of transportation, the year it was created, and background information as to why and how this mode of transportation was invented.

**Language Arts:** Draw a T-chart with the headings Transportation and Animals. Instruct students to make lists of at least 10 types of transportation and 10 animals not listed in the vocabulary. Using the lists the students just brainstormed, ask them to create a comic strip that tells a story or have students write a story using personification.

---

### Worksheet 1-01

#### I. Match the words with the pictures.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a girl</td>
<td>2. a boy</td>
<td>3. a dog</td>
<td>4. a cat</td>
<td>5. a man</td>
</tr>
<tr>
<td>6. a woman</td>
<td>7. an airplane</td>
<td>8. a horse</td>
<td>9. a car</td>
<td>10. a table</td>
</tr>
</tbody>
</table>

#### II. Match the words.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. in a car</td>
<td>2. in a boat</td>
<td>3. in a car</td>
<td>4. in a boat</td>
<td>5. in a car</td>
</tr>
</tbody>
</table>

#### III. Fill in the blank.

14. a boy , a girl in a car
15. a man in a car
16. a boy and a girl in a boat
17. a boy in an airplane
18. a girl under a table
19. a man on a horse
20. a boy and a table

---

### 1-01 Introductory Nouns and Prepositions

| 01 a girl | 02 a man | 03 a ball |
| 04 a cat and a car | 05 a boy and a dog | 06 a girl on a horse |
| 07 a boy under an airplane | 08 a boy on an airplane | 09 a girl in a car |
| 10 a boy and a dog | 11 a man | 12 a car |

### 1-02 Verbs: Present Progressive

| 01 The boy is jumping | 02 The boy is running | 03 The woman is running |
| 04 The girls are running | 05 The man and the woman are running | 06 The man is reading |
| 07 The man is running after the boy | 08 The airplane is flying | 09 The woman is swimming |
| 10 The fish is swimming | 11 a man and a woman in a car | 12 a man and a dog |
| 13 a man and a woman in a boat | 14 a man and a woman in a boat | 15 a man and a woman in a boat |

---

### 1-03 Introduction to Nouns and Prepositions

#### Unit 1, Lesson 1

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### Materials:
- Index cards with vocabulary words from Lesson 1-01
- Y-chart graphic organizer
- T-chart graphic organizer
- Magazines
- Scissors
- Glue

### Themes:
People, Animals, Transportation
Nouns and Prepositions

Using Multiple Intelligence Strategies:

**Bodily-Kinesthetic**: Direct students to sit under the desk, stand in the classroom, sit on the table, put your book in your backpack.

**Musical-Rhythmic**: Encourage students to create a song using the 19 vocabulary words from Lesson 1-01, and a melody of their choice. Use visual and auditory prompts as necessary.

**Post-Lesson Activities**:

- Using vocabulary index cards and magazine pictures, have students match words and pictures.
- Ask students to categorize pictures and/or words according to People/Animals/Transportation.
- Use poster board to make a large Y-chart with the categories Land/Sea/Air.
- Have students cut out magazine pictures and glue them on the appropriate places for this class-wide project. Display the finished product in the classroom.
- Challenge students to draw pictures comic-strip style and tell a story, using words and actions.

**Conversation**:

- In pairs, have students discuss and describe people, animals, and transportation.

**Modifications**:

- Provide highlighters for students to mark passages and key words.
- Provide extended time for assignments.
- Enlarge graphic organizers as needed.
Unit 1, Lesson 2

New Vocabulary

<table>
<thead>
<tr>
<th>after</th>
<th>fish</th>
<th>running</th>
</tr>
</thead>
<tbody>
<tr>
<td>are</td>
<td>flying</td>
<td>swimming</td>
</tr>
<tr>
<td>bird</td>
<td>girls</td>
<td>the</td>
</tr>
<tr>
<td>bull</td>
<td>is</td>
<td>walking</td>
</tr>
<tr>
<td>dancing</td>
<td>jumping</td>
<td>reading</td>
</tr>
</tbody>
</table>

Themes:

Animals, Verbs

Materials:

Medium-sized box or container

Pre-Lesson Activity:

- Write the following sentences on the board:
  
  The boy is jumping. The boy is _______.
  The girl is running. The girl is _______.

Use the first sentence in each set as an example, as you ask students to use vocabulary from Lessons 1-01 and 1-02 to describe additional actions of people. Check for proper use of articles and verb forms.

Content Integration:

**Language Arts:** Have students make a list of at least 10 action verbs. Instruct students to create their own superhero using original names, superpowers, abilities, and appearances. Tell students they must create this character and then use him or her in a story. In the story, the superhero will demonstrate his or her characteristics. Have students underline all the action verbs used in their story. Allow students to create a drawing of their superhero for display in the classroom. Choose students to present their stories to the class.

**Science and Mathematics:** Take a survey of the students’ favorite activities or sports. Ask students to describe these actions for the class or to demonstrate the actions for the class. List the student responses on the board. Try and limit the activities listed on the board to about six. Instruct students to find the percentage of people who prefer a particular activity. Display the data on the board and have each student create a bar graph representing the data, including the percentage.
Verbs: Present Progressive

New Vocabulary
after are bird bull dancing
tailing fish flying girls is
jumping reading running swimming the
walking

Grammar: The Definite Article

English has only one definite article the. In Lesson 1-01 you learned about
indefinite articles. A definite article, in contrast, refers to a specific noun or thing,
not just any noun or thing.

the boy
the horse

"The man is running after the boy" says something quite different from "A man
is running after a boy." Can you explain the difference?

Grammar: Present Progressive

People normally speak in what is called the present progressive tense of a verb.
The verb is the word that expresses the action in a sentence. For example, a
present tense sentence would be, "The girl walks." There are few situations in which
one would say that sentence. Instead, we say, "The girl is walking." She is doing it
now (present), and it is in progress now (progressive), which is why it is called
"present progressive tense." This is the usual verb form we use.

The present progressive tense is formed by is or are plus a verb ending in -ing:

is jumping
are running

What other examples can you find in this lesson? Practice them. If just one person
or thing is doing the action, use "is"; if two or more persons or things are doing it,
use "are." In this way, you match the subject in number with its verb.

Post-Lesson Activity:

• Write the vocabulary words fish, bird, and bull in separate columns on the board. In each
column, list the verb(s) that describe the actions of each animal. Instruct students to
descend sentences using words from the chart.

Conversation:

• Have students work with a partner and describe the actions of different animals.

Modifications:

• Provide students with graph paper for crossword puzzles.

Using Multiple Intelligence Strategies:

Bodily-Kinesthetic: Write vocabulary words on separate pieces of paper and place in a
container. Have each student select a piece of paper from the container. Instruct students to
take turns acting out vocabulary words for others to identify.

Verbal-Linguistic: Have students use target
words to create clues for a crossword puzzle.

Visual-Spatial: Instruct students to create a
layout for the crossword puzzle.
Unit 1, Lesson 3

New Vocabulary
black blue hair head house has long pink red new short very white yellow young

Themes:
Colors, Descriptions

Materials:
Crayons
Pictures of various country flags

Pre-Lesson Activity:
- Direct students to complete Section II of the Quiz page for Lessons 1-01 and 1-02 (Quizzes & Tests packet), to review previous vocabulary. (Quiz pages are reproducible.) Write the color vocabulary words for Lesson 1-03 on easel paper, using corresponding colored markers. Ask students to take turns selecting classroom items that represent these colors.

Content Integration:
Science and Social Studies: Instruct students to research health organizations in different countries and ask them to describe the major health issues other countries are facing. Have students research how these organizations are funded and ask them to compare and contrast a health organization in one country to that of another country.

Social Studies: Display pictures of flags from different countries and ask students to describe them. List the properties on the board from student responses. Instruct students to research two flags from two countries of their choice. Instruct students to draw pictures of the flags and write a brief description that explains the significance of the colors, designs, and basic history of the flag. This information can be shared with the class or displayed in the classroom.
Grammar: Adjectives

Adjectives are words that describe people and things. They give more information about the noun that follows. In this way, they modify the noun. For example, “an old house” is different from “a new house.” *Old* and *new* modify “house.” Unlike many other languages, English adjectives do not change form to match the number or gender of the noun. There is only one form.

Adjectives come before the noun they modify.

The car is old.

*Old* is an adjective that tells you something about the car; it modifies *car*. “The car is old” means the same as “the old car.” It is just another way of saying the same thing in a complete sentence.

In this lesson, you will also practice sentences using **has**. In these sentences the person or subject possesses (has) something.

**Descriptive Adjectives**

Using Multiple Intelligence Strategies:

**Visual-Spatial:** Using lesson vocabulary, give directions for students to draw a picture of: “a woman with long hair, a man with short hair,” etc. After students complete this, instruct them to add to their picture using color words from this lesson, for example: “Color the woman’s hair red. Color the man’s hair black.” Use visual and verbal prompts as necessary, to reinforce concepts.

**Bodily-Kinesthetic:** Instruct students to pick up or point to classroom objects that are: white, red, yellow, old, new, etc., using various lesson vocabulary words.

**Post-Lesson Activities:**

- Have students take turns describing the colors that another person is wearing.
- Write lesson vocabulary color words on the board. Ask students to list items that contain these colors. Then, have students write at least one sentence using this information.

**Conversation:**

- Ask students to discuss and describe the different colors in the room.

**Modifications:**

- Make a color wheel for students to use, to reinforce vocabulary words.
- Display photographs or pictures of people and objects, for students to use as guides when creating drawings that use lesson vocabulary words, specifically young, old, man, woman, long hair, short hair, car, airplane, house, red, blue, etc.
Unit 1, Lesson 4

New Vocabulary

<table>
<thead>
<tr>
<th>zero</th>
<th>one</th>
<th>two</th>
<th>three</th>
<th>four</th>
<th>six</th>
<th>seven</th>
<th>eight</th>
<th>nine</th>
<th>ten</th>
</tr>
</thead>
</table>

Themes:

Numbers

Materials:

Dice
Coordinate graph

Pre-Lesson Activity:

- Write the numerals one through 10 on the board. Count aloud while pointing to numbers, inviting students to recite along with you. Reinforce earlier vocabulary by asking students to count, for example, the number of girls in the classroom.

Content Integration:

**Language Arts:** Before class, cut out several slips of paper and write simple subject + verb sentences; for example, “The boy jumped. The cat ran.” This game is played similar to the popular game of Taboo. Divide the class into at least four equal teams. One member from a group will choose a slip of paper with the sentence written on it. He/she then gives up to five adjectives to describe the subject written on the slip of paper. The team then tries to guess the subject. If they are correct, the team scores one point. The clue-giver then gives up to five adverbs to describe the verb. If the team guesses correctly, they earn three points. If the team misses either the subject or verb, the next team has an opportunity to “steal” the points by having one of their members give one clue. The player is disqualified if he/she gives a noun instead of an adjective or a verb instead of an adverb or gives more than a one-word description.

**Mathematics:** Have students work in pairs and roll a die twice. The first number is the x-coordinate and the second number is the y-coordinate. Write down at least seven sets of coordinates and have the students display the coordinates on a graph.
The Numbers 1–10

Using Multiple Intelligence Strategies:

**Bodily-Kinesthetic:** After writing the names and symbols for the numbers 1–10 on the board, ask students to arrange themselves according to the numerals you select. Direct students to announce the number of people in their groups.

**Post-Lesson Activities:**
- Direct students to count (in unison as a class) from one to 10, and also by odd numbers and even numbers.
- Have students practice writing numerals and their corresponding names.
- Direct students to review basic math facts, such as addition and subtraction of one-digit numbers.

**Conversation:**
- Encourage students to discuss the different ways that numbers are used in daily life.

**Modifications:**
- Display a number line; provide individual number lines for students.
- Post lesson vocabulary words for easy access and reference.
- Encourage peer review and peer tutoring.
Unit 1, Lesson 5

New Vocabulary
babies  cars  eye  singing  boys
baby  child  eyes  sitting  boys
bicycle  children  flower  women  bicycles
birds  egg  horses  men  boys

Themes:
Singular and Plural

Materials:
Magazines  Scissors

Pre-Lesson Activity:
• Have students complete Section I of Worksheet 1-05 in the Student Workbook. Ask for volunteers to read answers aloud. Review current and previous vocabulary by naming singular nouns; invite students to supply plural forms.

Content Integration:
Language Arts: Bring in newspapers that the students can use to find articles. Have students find an article of interest, and instruct them to cut it out of the newspaper. Have the student paste the article on a separate piece of paper and instruct the students to underline each noun, singular and plural, from the article. Have students list the nouns from the article and write 10 of their own sentences using the nouns.

Science: Explain to the class that classification is a systematic method used to diversify, categorize, and organize animate and/or inanimate objects. Ask students to brainstorm items that are found in a grocery store. List 10–15 of the student responses on the board. Ask students to provide different criteria to organize items. Divide students into small groups, two to three students per group. Give students the pictures of the different animals. Each group should be provided identical sets of six to 15 pictures for each group of two to three students. Have students list four observable characteristics for each animal and record this information on a sheet of paper. Students should choose characteristics and separate their animals into two groups. Students should make certain that as they separate the animals into Group A and (continued)
Singular and Plural: Nouns and Present Indicative Verbs

New Vocabulary:
- babies, baby
- boys, cars
- egg, eggs
- flowers
- horses, men
- women

Grammar: Forming Plurals

1. Singular means one. Plural means more than one. Whether a word is singular or plural is called number. Most nouns can be named in their singular or plural form. In fact, it is important to say the right one in English. When using a singular noun, like girl, always use an article with it. Use either a or the, as in a girl or the girl. Do you remember what these articles mean?

6. If you mean to say more than one, as in more than one girl, convert girl to its plural form by adding -s to make girls.

- a bicycle, bicycles
- an egg, eggs
- a car, cars

Most plurals of nouns are formed this way in English, by adding -s. However, some words change a vowel in their stem instead of adding -s.

- man (singular) men (plural)
- child (singular) children (plural)
- man (singular) men (plural)

Can you find another noun that changes a vowel instead of adding -s?

If a noun ends in y, as in baby, change the y to i and add -es to form its plural.

- baby (singular) babies (plural)

Finally, remember to match the noun in number with the verb.

The boy is jumping. The boys are jumping.

Singular and Plural: Nouns and Present Progressive Verbs

Content Integration (continued)

Group B, each animal reflects the characteristic of the group in which it is placed. Have students explain their classification system to the rest of the class.

Using Multiple Intelligence Strategies:

Bodily-Kinesthetic: Divide vocabulary index cards into “singular” and “plural” stacks, ensuring that each word corresponds to another. Shuffle cards and place them face down on a flat surface. Have students play the Memory game and find matches of “singular” and “plural” words.

Visual-Spatial: Have students divide a piece of paper into two equal sections, with the labels Singular and Plural at the top of the page. Challenge them to illustrate lesson vocabulary words, using the appropriate number of items in each column. Instruct students to label drawings using the correct spelling and form of singular and plural words.

Post-Lesson Activity:

- Direct students to write sentences using lesson vocabulary words.

Conversation:

- Have students work with a partner to take turns sharing the sentences they wrote in the Post-Lesson Activity. If a student uses a sentence with a singular noun, the partner must use a sentence with a plural noun.

Modifications:

- Provide manipulatives to emphasize the idea of plurals. Have students practice counting items and using the correct singular or plural word to describe them.

Mini-Assessment Unit 1, Lessons 1–5

1. Name two forms of transportation.
2. What animal(s) from Lessons 1-01 and 1-02 would not make a good pet?
3. Name the three primary colors.
4. Name a singular noun and its plural form.
Unit 1, Lesson 6

New Vocabulary

<table>
<thead>
<tr>
<th>balls</th>
<th>orange</th>
<th>time</th>
</tr>
</thead>
<tbody>
<tr>
<td>fifteen</td>
<td>plate</td>
<td>twenty</td>
</tr>
<tr>
<td>fingers</td>
<td>plates</td>
<td>window</td>
</tr>
<tr>
<td>motorcycle</td>
<td>riding</td>
<td>windows</td>
</tr>
<tr>
<td>number</td>
<td>there</td>
<td>thirty</td>
</tr>
</tbody>
</table>

Themes:

Numbers and Time

Materials:

Paper plates (plain white)
Crayons
Analog clock (one in which hands are easily moved)

Pre-Lesson Activities:

- Write the following colors on the board: yellow, orange, blue, black, pink, and red. Pass out several paper plates to each student. Have students color each plate a different color. Collect plates for later use.

- Move the hands of an analog clock and name the corresponding time on the hour for students. Reinforce current and previous vocabulary in the following way:
  - Distribute lists with words from Lessons 1-01 to 1-06.
  - Instruct each student to select two words.
  - Have students write their words on the board and pronounce them for the class.
  - Recite the completed list in unison.

Content Integration:

Social Studies: Instruct students to research time zones around the world and list ten cities from all over the world that fall into different time zones. Using the research from the time zone activity, instruct students to record the current time for each city.

Mathematics: Have students plan a vacation. The trip should have at least five destinations and should cross at least two time zones with each destination. The students will begin with “Time of departure” and end with a “Time of arrival.” The students will also have to figure flight time between each destination. To extend the assignment, let the students figure costs of airplane tickets, hotels, taxis to and from the airport, eating out, sightseeing, and any incidentals they might purchase on the trip.
Numbers and Clock Time

Using Multiple Intelligence Strategies:

**Bodily-Kinesthetic:** Set the time to different hours (1:00 through 7:00), using an analog clock. Have students practice saying the correct time. If there are not enough clocks for every-one to practice in pairs, let students take turns setting the clock.

**Verbal-Linguistic:** Instruct students to write sentences about what they think people might be doing around the world in their specific time zones.

**Post-Lesson Activities:**
- Have students practice counting using previously learned and current vocabulary.
- Using the paper plates colored by students, display several of the same color. Ask students to complete the following sentence: “There are _______ _______ plates.”
  
  number color
  
  Ask students to share their answers. Repeat several times.
- Divide students into groups of three or four. Pass out several colored plates to each group. Encourage students to practice sentences that describe various combinations of the color and number of plates, using lesson vocabulary as a guide.

**Conversation:**
Encourage students to:
- Describe the colors of classroom items.
- Count the number of people around them.
- Count various classroom objects.
- Practice time on the hour from 1:00 through 7:00.

**Modifications:**
- Select two time zones in the United States for students to compare and contrast.
- Direct students to use flashcards with:
  - Numerals and number words.
  - Clock faces and time labels.
  - Color swatches and corresponding words.
Unit 1, Lesson 7

New Vocabulary

- eating
- isn’t
- no
- they
- green
- it
- not
- this
- he
- it’s
- she
- yes

Themes:
Questions and Answers

Materials:
Pap...
Questions and Answers; Personal Pronouns; Present Indicative of "To Be"

Usage: Forming a Question

A common way to form a question is to begin a sentence with the verb. In this lesson we practice questions in which the verb is is or are. To form a question, simply exchange the order of the subject and verb.

In the sentence, "The car is red," the car is the subject and it comes first; is is the verb, and it comes second. Word order of sentences is very important in English. The order in this example is normal word order: subject first, verb second. If the order is changed, the meaning changes to make a question.

The car is red. Is the car red?

The question mark at the end is an obvious sign that the sentence is a question, but the verb in first position also tells you that the sentence is a question. Practice forming questions in this way.

An answer to the question, "Is the car red?" must be "yes" or "no," but single word answers are sometimes too blunt. We may want to add something to it in order to be more polite or clear in communicating. For example, say, "Yes, it is red," or "No, it is not.

Is the car red? Yes, it is.

On the other hand, if the car is white, not red, extend your "no" answer by adding "it is not": "No, it is not red." To complete the correction, say, "It is white.

Is the car red? No, it is not red. It is white.

The word it stands for the car. It is a pronoun, a short word that replaces a noun and avoids annoying repetition. Use it only when replacing things, like cars, not people. English has a set of personal pronouns that are used to refer to people. She refers to a female, he refers to a male, and they refers to more than one of any gender. In English, the personal pronouns are the only words that use gender. Remember to match the plural they with the plural verb are: "Yes, they are.

Questions and Answers; verb "to be"

Using Multiple Intelligence Strategies:
Verbal-Linguistic: Develop a Twenty Questions-type game with students, to encourage mastery of question and answer formats.

Musical-Rhythmic: Have students create and perform a rap-style song using a question-and-answer format.

Post-Lesson Activities:
- Divide students into small groups. Pass out paper plates to each group. Have students take turns asking questions about the quantity and color of the paper plates.
- Direct students to create posters that illustrate the correct format for asking questions. Display posters for student use as references and resources.

Conversation:
- Ask students to prepare interview questions for use with classmates.

Modifications:
- Use three-dimensional objects for students to identify, using a question-and-answer format.
- Allow students to tape-record conversation sessions; replay for additional reinforcement and practice.
## Pre-Lesson Activity:

- List food and beverage vocabulary on an overhead projector. Ask students to tell you which of these items they enjoy by naming words on the list. Encourage review of previous vocabulary by inviting students to talk about enjoyable activities or their favorite pets.

## Content Integration:

**Social Studies:** Students will research the prices of food and beverages in the United States as well as two other countries. Have students research the most popular food and beverage choices in the United States and another country. Have students compare the prices of these particular products.

**Language Arts:** Collect different restaurant menus for students to choose from. Students may work in groups or individually. Have students re-design a restaurant menu. Give students a restaurant menu from an actual restaurant or a teacher-created menu. Ask students to brainstorm adjectives that they would use to describe the food items listed on their menu. Encourage students to come up with adjectives to describe food and make it

(continued)

### New Vocabulary

<table>
<thead>
<tr>
<th>apples</th>
<th>cheese</th>
<th>meat</th>
</tr>
</thead>
<tbody>
<tr>
<td>bags</td>
<td>drinking</td>
<td>milk</td>
</tr>
<tr>
<td>bananas</td>
<td>food</td>
<td>pears</td>
</tr>
<tr>
<td>basket</td>
<td>fruit</td>
<td>strawberries</td>
</tr>
<tr>
<td>boxes</td>
<td>grapes</td>
<td>tomatoes</td>
</tr>
<tr>
<td>bread</td>
<td>hat</td>
<td>water</td>
</tr>
<tr>
<td>carrot</td>
<td>juice</td>
<td>with</td>
</tr>
</tbody>
</table>

### Themes:

**Food and Drink**

### Materials:

- Index cards with vocabulary words from Lesson 1-08
- Research materials
- Paper for painting
- Paints
- Graph paper
- Paper plates
- Magazines
- Scissors

### Worksheet 1-08

#### I. Match the words with the pictures.

| 1. banana in a basket | A. red |
| 2. meat | B. yellow |
| 3. The man is eating | C. green |
| 4. The man is drinking milk | D. blue |
| 5. apples in boxes | E. white |
| 6. a plate with food | F. yellow cheese |
| 7. A table with no food | G. yellow carrots |
| 8. The girl is drinking milk | H. yellow tomatoes |
| 9. bread | I. blue cheese |
| 10. cheese | J. blue strawberries |

#### II. Match the words.

| 11. years | a. red |
| 12. strawberries | b. yellow |
| 13. cheese | c. green |
| 14. bananas | d. blue |
| 15. tomatoes | e. white |

#### III. Fill in the blank.

| 16. The girl is drinking | are not food |
| 17. The boy is eating | meat |
| 18. Rails | in food |
| 19. Strawberries | bread |
| 20. Bread | are food |

**ENGLISH**

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(continued)
Food, Eating and Drinking; Direct Objects

New Vocabulary
- apples
- bread
- milk
- with

- bags
- carrot
- pears
- grapes
- cheese
- strawberries
- bananas
- drinking
- tomatoes
- basket
- food
- meat
- water

Vocabulary: With
A new preposition is introduced in this lesson: with. It doesn't tell where the action occurs, as in and on do, but serves a more descriptive function. “A table with food” is a table that has food on it.

Grammar: Direct Objects
In Lesson 1-02 you learned to form present progressive verbs with -ing. Now you may add objects to most sentences in present progressive tense. But be careful, because not all verbs can take objects. You have learned, “The boy is jumping.” In this sentence the boy is not jumping something. But if you say, “The boy is jumping rope,” you have added a direct object, rope. If another verb, like eating, is used, as in “The boy is eating,” you may again add an object: “The boy is eating bread.” What is the boy eating? Bread. Bread is the object of his eating.

What other objects can you find in this lesson?

The Rosetta Stone English I Quiz Unit 1 Lessons 7 and 8

I. Fill in the blank with the word that best describes the photograph.

1. a. fruit b. milk c. meat d. bread
2. a. strawberries b. apples c. bananas d. pears
3. a. walking b. jumping c. drinking d. eating

II. Yes or No?

1. The boy is eating bread.
2. The woman is drinking.
3. The man is eating.

III. Answer the questions below with one of the given responses.

- a. No, it is not.
- b. No, she is not.
- c. No, he isn’t.
- d. Yes, they are.
- e. Yes, it is.
- f. Yes, she is.

1. Is the woman running?
2. Are the boys jumping?
3. Is the car old?

Using Multiple Intelligence Strategies:

Verbal-Linguistic: Have students create a game that uses the vocabulary words and their meanings.

Visual-Spatial: Instruct students to paint or draw a still-life picture using various food items and containers from this lesson.

Visual-Spatial: Direct students to cut out food pictures from magazines. Have them to fill these plates with the “food” they have selected. Have students describe their “meals” to each other.

Post-Lesson Activities:
- Have students write three sentences using vocabulary words. Ask for volunteers to read aloud or write a sentence on the board. Help students determine whether or not there is a direct object in each sentence.
- Ask students to describe various food items on food photos.
- Have students write down the food and beverage items presented in this lesson. Ask them to take their lists home and mark the items they have in their houses.

Conversations:
- Encourage students to discuss their favorite foods and beverages with their peers.

Modifications:
- Use graphing software or websites to help students create bar graphs.
### New Vocabulary

<table>
<thead>
<tr>
<th>Bathing</th>
<th>Dresses</th>
<th>Purple</th>
<th>Skirt</th>
<th>Skirts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both</td>
<td>Glasses</td>
<td>Raincoat</td>
<td>Socks</td>
<td>Some</td>
</tr>
<tr>
<td>Brown</td>
<td>Hats</td>
<td>Shirts</td>
<td>Suits</td>
<td></td>
</tr>
<tr>
<td>Coat</td>
<td>Jeans</td>
<td>Shoe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dark</td>
<td>Pants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Themes:
- Clothing

### Materials:
- Clothing catalogs
- Scissors
- Card stock
- Paper

### Pre-Lesson Activity:
- Direct students to complete Section I of Worksheet 1-09 in the Student Workbook. Review as a class and have students read answers aloud. Reinforce current and previous vocabulary by asking students to describe their clothing.

### Content Integration:

#### Mathematics:
Give each student $250 and a catalog. Each student has to buy a complete outfit with their money. Students need to list each item, its cost, sales tax for that area, and a grand total. Have students find pictures or draw their outfits. Have each student label the different articles of clothing.

#### Social Studies:
- Have students research a specific culture and their style of dress. Have students provide information about the traditional clothing worn in that culture, its history, and pictures of this particular type of clothing.

### Worksheet 1-09

#### I. Match the words with the pictures.

- 1. ___________ (a black hat)
- 2. ___________ (the man and the woman are wearing bathing suits)
- 3. ___________ (the man is wearing blue pants)
- 4. ___________ (the girl is not wearing socks)
- 5. ___________ (the woman is wearing a white coat)
- 6. ___________ (the woman is wearing glasses)
- 7. ___________ (the boy is wearing white shoes)
- 8. ___________ (the girl is wearing one shoe)
- 9. ___________ (the boy is not wearing shoes)
- 10. ___________ (some white hats)

#### II. Possible (P) or Impossible (I)?

- 11. ___________ (the girl is wearing pants)
- 12. ___________ (the horse is wearing a white skirt)
- 13. ___________ (the girls are wearing raincoats)
- 14. ___________ (the boy is wearing three shoes)
- 15. ___________ (the woman is not wearing pants)

#### III. Fill in the blank.

- 16. ___________ are wearing blue jeans
- 17. ___________ are wearing a coat
- 18. ___________ are wearing blue shirts
- 19. ___________ is wearing one hat
- 20. ___________ is wearing one shoe
Clothing and Dress; Direct Objects

Using Multiple Intelligence Strategies:

Bodily-Kinesthetic: Instruct students to organize and conduct a fashion show with peers volunteering as models and narrators.

Musical-Rhythmic: Have students write song lyrics using vocabulary from this lesson and previous lessons.

Post-Lesson Activities:

- Display pictures of clothing items and have students identify them.
- Describe the clothing of someone in the room and have students guess the person who is being described.
- Direct students to cut out pictures of clothing from magazines or catalogs. Encourage students to write descriptions about each item.

Conversation:

- Ask students to pair up and describe their own clothing, as well as their partner’s clothes.

Modifications:

- Reinforce vocabulary words in this lesson using real clothing items whenever possible.
Unit 1, Lesson 10

New Vocabulary

| color | here | what | which | doing | these | where | who |

Themes:
Questions

Materials:
Graph paper
White paper
Colored paper

Pre-Lesson Activity:

• Write the following questions on the board:
  1. Who is reading?
  2. Who is sitting?
  3. Where is the boy?
  4. Who has long hair?

Have students select a question to answer, using classmates as the basis for their response. For example, if a peer named Nicole has long hair, a student may answer #4 as Nicole has long hair. Direct students to write down their question and answer, in preparation for presentation to the class.

Content Integration:

Language Arts: Instruct students to think about a famous person they would like to interview. Have students write 20 questions they would like to ask this person. Have the students write the questions using only the question words from the lesson. Students should try and find any answers for their famous person’s questions through Internet research.

Mathematics: Have students list the words: Who? What? Where? Which? in columns. Instruct them to keep track of the number of each type of question they hear being asked for one day. Instruct students to place tally marks in the appropriate column each time they hear that question asked. Use this information to share and compare results in class. Have students create a circle graph measuring the amount of times each question word was asked that day.

1-10 Who, What, Where, Which
Interrogative Pronouns and Adjectives

Worksheet 1-10

I. Match the words with the pictures.

| A | B | C | D | E | F | G | H | I | J |

1. Who is reading?
   - The woman is reading.
   - The man is reading.
   - The girl is reading.
   - The boy is reading.

2. Who is dancing?
   - The man is dancing.
   - The boy is dancing.
   - The girl is dancing.
   - The child is dancing.

3. Who is eating?
   - The man is eating.
   - The woman is eating.
   - The girl is eating.
   - The child is eating.

4. Who is drinking milk?
   - The man is drinking milk.
   - The woman is drinking milk.
   - The girl is drinking milk.
   - The child is drinking milk.

5. Who is under the table?
   - The man is under the table.
   - The woman is under the table.
   - The girl is under the table.
   - The child is under the table.

II. Fill in the blank.

11. Who has long hair?
    - The man has long hair.
    - The woman has long hair.
    - The child has long hair.

12. What color is the car?
    - This car is red.
    - This car is blue.
    - This car is yellow.

13. Where are the bananas?
    - The bananas are on the table.
    - The bananas are in a bowl.
    - The bananas are on the shelf.

14. Which child is eating bread?
    - The child is eating bread.
    - The girl is eating bread.
    - The boy is eating bread.

15. What is flying?
    - A bird is flying.
    - A plane is flying.
    - A kite is flying.

III. Fill in the blank.

16. _______ horse is running. This horse is running.
    - The man is running.
    - The boy is running.
    - The child is running.

17. _______ is the boy doing? He is swimming.
    - The man is swimming.
    - The woman is swimming.
    - The girl is swimming.

18. _______ is reading? The girl is reading.
    - The man is reading.
    - The woman is reading.
    - The child is reading.

19. _______ is the white car? Here is the white car.
    - The man is driving the white car.
    - The boy is driving the white car.
    - The child is driving the white car.

20. _______ are wearing shirts. They are wearing white shirts.
    - The man is wearing a white shirt.
    - The woman is wearing a white shirt.
    - The child is wearing a white shirt.

Who, What, Where, Which. Interrogative Pronouns and Adjectives

ENGLISH
New Vocabulary

color    doing    here    those    what
where    which    who

Usage: Forming Questions

In Lesson 1-07, you learned how to form questions by inverting the order of the subject and verb in a sentence. That kind of question calls for a "yes" or "no" answer. Another kind of question asks for information as an answer. The so-called W-words or interrogative words ask for information. These words are:

who? asks for the identity of a person or persons
what? asks for the identity of an object
where? asks for location
which? asks for a distinction between choices

Sometimes these words function as pronouns and sometimes as adjectives.

Who? can only be a pronoun. It substitutes for the name of a person.

Who is reading? Tom is reading.

What? may be a pronoun or an adjective.

What is flying? The bird is flying.

In the sentence, "What is flying?" what is a pronoun; it stands for "the bird."

What food is this? This is bread.

But in the sentence, "What food is this?" what seeks to specify or name the food. It modifies "food," which makes it an adjective.

Where? is not a pronoun or an adjective. It simply refers to the location of something. A common answer uses "Here...

Where is the boy? The boy is under the table.

or, Here he is.

Which? is normally an adjective. A noun follows it.

Which car is blue? The old car is blue.

"Which car is blue?" asks for a name or description of the car.

Who, What, Where, Which; Interrogatives

Using Multiple Intelligence Strategies:

Verbal-Linguistic: Instruct students to write clues in a question format for a crossword puzzle.

Visual-Spatial: Distribute graph paper for students to use when they create their crossword puzzle answer sheet.

Post-Lesson Activities:

• Instruct students to list the words: Who? What? Where? Which? in columns at the top of a sheet of paper. Have students write at least two of each type of question.

• Direct students to cut out newspaper articles and answer the Who? What? Where? Which? questions that appear in these stories.

Conversation:

• Instruct students to share their news articles with each other. Encourage them to ask at least two questions about the stories their peers have chosen.

Modifications:


• Ask students to highlight answers in news articles.

Mini-Assessment Unit 1, Lessons 6–10 Answer the following questions.

1. Look at the clock. If you rounded to the nearest hour, what time would it be?
2. Write a question using the vocabulary you have learned up to this lesson.
3. Name a food and a beverage from Lesson 1-08.
4. What item of clothing would you wear to cover your head?
5. What type of clothing should you wear if it is raining?
Unit 1 Review

Review Activities:
• Use index cards to review vocabulary.
• Review workbook pages.
• Choose activities that target skills in need of practice.
• Encourage role-play of scenes that require students to use language skills.
• Provide time for conversation practice with peers; monitor conversational skills.
• Challenge students to create questions from various lessons and seek answers as a class.
• Play question-and-answer games using vocabulary words from past lessons.

Possible Assessments:
• Conduct Mini-Assessments in Lessons 1-05 and 1-10.
• For Lesson 1-01, check Y-charts and T-charts for accuracy.
• Observe students as they participate in activities. Note areas of difficulty and provide additional practice time in appropriate modes of the software lessons.
• Use rubrics to assess bar graphs, charts, fashion shows, reports, and other projects.
• Note the amount and quality of class participation.
• Check accuracy of completed Workbook pages, Quizzes, and Tests.
• Keep portfolios of student work.
The Rosetta Stone English I
Test Unit 1 Lessons 6–10

I. Match the words.
1. ten
2. apples
3. red
4. white hair
5. six o'clock
   a. line
   b. old woman
   c. number
   d. food
   e. color

II. Match the nouns and verbs.
1. milk
2. book
3. horses
4. airplane
5. pants
   a. flying
   b. reading
   c. riding
   d. drinking
   e. wearing

III. Answer the question according to the models below.
Is the car red? Yes, it is red.
Is the car yellow? No, the car is not yellow. It is white.

IV. Answer the question according to the models below.
Who is reading? The woman is reading.
What are the women wearing? They are wearing blue shirts.
Where is the man? He is on the old house.

IV. Answer the question according to the models below.
Who is drinking?
Where are the children?
What is the boy doing?
Who has long hair?
What color is this car?

V. Fill in the blank with the word or words that best describe the photograph.
1. The boy is eating
a. fruit, water
b. bread, milk
   and the girl is drinking
   a. bananas in a basket
   b. apples in bags
   c. bananas in bags
   d. apples in boxes

2. 
3. The girl is wearing
a. a white hat
b. a black hat
   a white shirt
b. a black shirt
c. pants
b. jeans
d. shoes

d. shoes

4. The woman is wearing
a. glasses
b. pants
c. shoes

d. shoes

5. The girl is wearing
a. one sock
b. jeans
c. one sleeve
d. two shoes
Unit 1 Review

Word Search 1: 1-5
- AIRPLANE
- BABY
- BICYCLE
- BIRD
- BLACK
- EGG
- EIGHT
- ELEPHANT
- EYE
- FISH
- FLOWERS
- FLYING
- GIRL
- HAIR
- HOUSE
- READING
- RUNNING
- SITTING
- UNDER
- WALKING
- WHITE
- WOMAN
- YELLOW
- YOUNG
- ZERO

Word Search 1: 6-10
- J DR BL A C K F E Y E M
- I C U E B I C Y C L E Z H
- A U N D E R S O R Y R E H
- W N N Q L P F L O W E R A
- A V I Y E L L O W B A O I
- L S N O Y A E O A D V R
- K I G U B N I V W H I T E
- I T Y N A E N F S A N R W
- N T T G E I G H T W G B O
- G I E L E P H A N T N E M
- O N G I R L G H O U S E A
- P G G W F B I R D T O J N
- B A B Y D B X F I S H Q I

Crossword 1: 1-5

Crossword 1: 6-10

Both
- Spade
- Coat
- Color
- Dark
- Eating
- Drinking
- Glasses
- Here
- Number
- Motorcycle
- Photos
- Shirt
- Shoes
- Strawberries
- These
- Thirsty
- Water
- Where
- Which

English
- Paint
- Shirt
- Shoes
- Strawberries
- These
- Thirsty
- Water
- Where
- Which
Lesson 2-01 More Verbs: Present Progressive .................................................. 30
13 new words.
Introduction of new transitive and intransitive verbs. People and animals as actors.

Lesson 2-02 People and Animals; Relative Pronouns: Who, That ................. 32
Seven new words.
Establishing larger categories and membership in these categories: animals, people, adult, and child.
Definitions, Negation.

Lesson 2-03 Big and Small; Nouns, Descriptive Adjectives ............................ 34
10 new words.
Big and small introduced and then used to teach new nouns.

Lesson 2-04 Shapes and Colors; Descriptive Adjectives; Comparisons ....... 36
11 new words.
Elementary geometric shapes and dimensions, additional colors, varied sizes.
Introduction of comparative and superlative adjectives.

Lesson 2-05 Left and Right; Possessive Adjectives ........................................ 38
28 new words.
The left hand, the right hand; left turn, right turn.
Where is?, shapes, traffic signs, traffic directions, and traffic warnings.

Lesson 2-06 Verbs: Negation of Verbs............................................................. 40
Six new words.
Negations in the presence of affirmations.
Repetition through identical pictures with negations in the absence of affirmations. Direct objects.

Lesson 2-07 Compound Subjects ................................................................. 42
12 new words.
Two subjects and a single verb. Two subjects and two verbs.

Lesson 2-08 Prepositions.............................................................................. 44
17 new words.
Prepositions of place.

Lesson 2-09 Head, Face, Hands, and Feet; Possession ................................. 46
20 new words.
Parts of human anatomy. Caring for hair.
Parts of animal anatomy.
Possession.
Direct objects.
Reflexive pronouns.

Lesson 2-10 Verbs: Present Perfect and Future with “going to” .............. 48
14 new words.
Introduction of the present perfect tense.
Introduction of the going to future tense.

Lesson 2-11 Review of Unit Two ................................................................. 50
Tests and Worksheets from Unit Two lessons.
**Scope and Sequence**

**Enrichment/Unit Projects:**

1. Lead students in a discussion of the human need for exploration. In what ways has the human race been affected by all forms of exploration and discovery? Explorations can lead to more discoveries and to more questions. What types of explorations are the students most familiar with? Prompt the students by asking questions such as:
   - What do you think of when you hear the word “explorer”?
   - What makes an explorer different from other people?
   - What motivates him/her to explore?
   - What keeps people from being explorers? (i.e., fear, doubt, money)

   Ask students to brainstorm famous explorers from the past and the present day. Make a list on the blackboard.

   Examine the explorers named by students. Ask the students to think of people who are explorers in fields other than geography, such as science, politics, and the arts. Remind students that an intellectual exploration can be like a journey even if it does not include travel. Focus the classroom discussion on explorers in the arts. Name artistic “explorers” in each of the following genres of art: theatre, literature, musical theatre, visual arts, music, and dance.

   Introduce students to the concept of “journey mapping.” Traditionally, journey maps show the mapping of geographical explorations. Extending this idea, explain to students that journey maps can also be made to trace various forms of progress, including in some cases the physical movement of ideas, inventions, systems of government, art styles or motifs, and social and religious movements. Tell the students they will be making journey maps focusing on the work of specific artistic “explorers.” Students should research the influences that prompted the artists to embark on their “exploration,” particularly the childhood/adolescent experience of the artists, their homelands and hometowns, schooling, family life, and social interests. Students may also research the ideas or discoveries the artist developed, and the way those ideas influenced other artists or changed the genre in which they worked. Allow students to design their journey maps in any creative manner they choose. They can make traditional maps that show geographic locations, a timeline-style map that shows a chronological order of events, or a creative method of their own design (subject to your approval). Display the various journey maps around the room and bind them all into a classroom “atlas.” Ask the students what surprised them most about their research and creation. Relate the work of this activity to students’ studies of other cultures by comparing and contrasting two artists of the same genre from different countries and by looking for similarities and differences in the journey maps of these two artists.

2. As a class, discuss at what age the students believe a child becomes a part of the adult world. What knowledge, skills, and cultural information do children need before they become adults? How are children taught their cultural heritage? Have students brainstorm the differences between their culture and another culture. Ask students to share their own experiences with the class. Record student answers on the board.

3. Instruct students to research a contemporary song. Students will analyze the song to determine the artist’s point-of-view regarding the subject matter. Students will then design and create an original visual aid that illustrates the central theme of the song and identifies the issue, event, or person that is addressed. Students will need to interpret song lyrics based on contextual clues and research. They will present their opinions and research orally and synthesize their learning through a presentation that incorporates music, visual arts, and oral speech.
New Vocabulary

catching   down   kicking   laughing   little
lying     pointing     rake     smiling     talking

telephone     throwing     writing

Themes:
People, Animals, Transportation

Materials:
Index cards with vocabulary words from Lesson 2-01
Small container
Small pieces of paper
Magazines
Diamond poem handout

Pre-Lesson Activity:
• Instruct students to complete Section I of Worksheet 2-01 in the Student Workbook, to reinforce lesson vocabulary. As a review of current and previously learned verbs, write the following on the board:

The bull is kicking. The bull is ______. The bird is flying. The bird is ______.

Ask students: “What other actions can these animals perform?” List terms on the board; have volunteers read sentences aloud, filling in the blanks with appropriate verbs.

Content Integration:
Science: Instruct students to make and record predictions of which of the following activities burn the most calories: catching the ball, lying down, throwing the ball, kicking the ball, writing, smiling, talking, running, flying, walking, reading, swimming, dancing, and sitting. In small groups, have students research the amount of calories that are burned when each activity is done for one hour.

Mathematics: Direct students to create a chart listing all the activities and the amount of calories burned when doing that activity for an hour. Instruct students to graph the information using a bar graph or circle graph.
More Verbs: Present Progressive

Grammar: Present Progressive
The present progressive verb tense is formed in English by adding -ing to the verb. (See Lesson 1-02.)

The woman is smiling.
The bull is kicking.
The boy is throwing the ball.
The woman is catching the ball.

Grammar: Verb-Noun Agreement
When a noun changes to the plural, its verb must also change to the plural form.

The bird is flying.
The birds are flying.
The girl is running.
The girls are running.

Post-Lesson Activities:
• Write lesson vocabulary words on slips of paper. Place in a small container and have students select one piece of paper from the container. Ask students to take turns acting out their vocabulary word for the other students to identify.
• Tell students to look at pictures in magazines and explain them to each other.

Conversation:
• Have students describe the actions of people and animals from the vocabulary list.

Modifications:
• Ask students to write a three-sentence paragraph using lesson vocabulary words.

Using Multiple Intelligence Strategies:
Intrapersonal: Have the students choose two activities from the following list: catching the ball, lying down, throwing the ball, kicking the ball, writing, smiling, talking, running, flying, walking, reading, swimming, dancing, and sitting. Instruct students to write a paragraph explaining why they enjoy each activity.

Verbal-Linguistic: Instruct students to write a diamond poem using present and past the vocabulary words.
Unit 2, Lesson 2

New Vocabulary

<table>
<thead>
<tr>
<th>adult</th>
<th>animal</th>
<th>people</th>
<th>that</th>
</tr>
</thead>
<tbody>
<tr>
<td>adults</td>
<td>animals</td>
<td>person</td>
<td></td>
</tr>
</tbody>
</table>

Themes:

People and Animals

Materials:

Magazine
Scissors
Glue

Pre-Lesson Activity:

- In order to reinforce current and previous vocabulary, display the following on an overhead projector:

  _______ is a person.
  _______ is an animal.

Have students work individually to write ten singular nouns (five for each category) that correctly complete these sentences. Direct students to take turns reading answers aloud.

Content Integration:

Science: Discuss the types of people and animals found in Lesson 2-02. Draw a Y-chart with the headings Adult/Child/Animal. Ask students to list at least ten examples of each group. Then, tell students to use a magazine to find and cutout pictures that match each category. Students will then glue the pictures in the appropriate place.

Language Arts: Explain to students they will be creating characteristics for a person they find in a magazine and will then write a short story placing the character in a situation. Have students choose a full body or close-up picture of a person from a magazine. Students will write a character sketch which describes the person they have chosen. Have students write a short story placing the character in a situation of their choice. Each student should turn in a picture of the character, the character sketch, a rough draft of the story, and a final copy.

Worksheet 2-02

I. Match the words with the pictures.

   _______ 1. one adult and one child
   _______ 2. one person and one animal
   _______ 3. two children
   _______ 4. three people
   _______ 5. two adults

II. Match the words.

   _______ 6. animal
   _______ 7. adult
   _______ 8. adult
   _______ 9. animal
   _______ 10. child

III. Fill in the blanks.

10. An elephant is an animal.  a man
11. A woman is a person.
12. A girl is a person.
13. She is an adult.
14. She is not a child.
15. She is not an adult.

IV. Describe each picture with a complete English sentence.

   16. ____________________________________________________________________________
   17. ____________________________________________________________________________
   18. ____________________________________________________________________________
   19. ____________________________________________________________________________
   20. ____________________________________________________________________________
**New Vocabulary**

- adult
- adults
- animal
- animals
- people
- person
- that

**Grammar: Relative Pronouns**

A relative pronoun connects a noun with a phrase that gives more information about the noun. It functions as the subject of the phrase, and it matches the noun that it describes.

- a person **who** is not a child
- an animal **that** is not a cat

If the noun being described is a human being, use **who**. If the noun is not a human being, but is an animal or thing, use **that**.

---

**People and Animals; Relative Pronouns: Who, That**

**Using Multiple Intelligence Strategies:**

**Visual-Spatial:** Ask students to create an art project that features an adult, a child, and an animal.

**Naturalist:** Using the Y-chart from the previous activity, instruct students to label the different species of the animals in the pictures they cut from the magazines.

**Post-Lesson Activities:**

- List names of people and animals on the board. Instruct students to use the words **who** or **that** to write at least three sentences to share with the class.
- Ask students “**How many?**” of a certain item to review numbers.

**Conversation:**

- Have students discuss a trip to the zoo.

**Modifications:**

- Enlarge graphic organizers as needed.
- Use poster board for a large Y-chart that categorizes objects for **adult**, **child**, and **animal**. Cut out and glue pictures in the appropriate places. Post the complete list for student reference.
Unit 2, Lesson 3

New Vocabulary

big sofa tool wheel
box television truck
small tent umbrella

Themes:
Sizes (Big and Small) and Colors

Materials:
Index cards with vocabulary words from Lesson 2-03
Items to categorize as big or small

Pre-Lesson Activity:
• Have students complete Section II of the Quiz page for Lessons 2-01 and 2-02, to review previous vocabulary. Reinforce the concept of descriptive adjectives by writing the words small and big on the board. If possible, project Lesson 2-03 for class viewing or use photos from various sources to help students describe images such as:

a small car
a big airplane
a small flower
a big horse

Content Integration:
Science: As a class, list animals from the zoo and have students classify them as big or small. Write the list of animals on the board or chart paper for student use. Ask students to write a paragraph about an animal from the zoo incorporating the lesson vocabulary words.

Language Arts: Have students write a paragraph about a television show they would like to star in. Have students write a second paragraph describing the part they would play. Have students exchange papers with a partner for proofreading and editing.

2-03 Big and Small; Nouns, Descriptive Adjectives

I. Match the words with the pictures.

   1. a big
   2. a small
   3. a small person
   4. a big wheel and a small wheel
   5. a man with a big hat

II. Match the words.

   6. big
   7. small
   8. white
   9. short
   10. one

   a. black
   b. two
   c. long
   d. small
e. young

III. Fill in the blank.

11. a big wheel and a __________________________
    a. big hat
12. a small number __________________________
    b. two
13. a big __________________________
    c. long
14. a man with __________________________
    d. small
15. a small __________________________
    e. young

IV. Describe each picture with a complete English sentence.

   16. __________________________
17. __________________________
18. __________________________
19. __________________________
20. __________________________

2-04 Shapes and Colors; Descriptive Adjectives: Comparative Nouns, Pronouns

I. Match the words.

   1. a big circle
   2. a small circle
   3. a red circle
   4. a blue circle

   a. big square
   b. small square
   c. red square
   d. blue square

II. Fill in the blank.

11. The green triangle is smaller than the yellow
    a. red triangle
12. The red circle is bigger than the red square.
    b. blue triangle
13. The red square is bigger than the red circle.
    c. blue square
14. The blue square is smaller than the blue circle.
    d. red square

III. Fill in the blank.

15. a circle with __________________________
    a. long hair
16. a square with __________________________
    b. short hair
17. a triangle with __________________________
    c. long hair
18. a rectangle with __________________________
    d. short hair

IV. Describe each picture with a complete English sentence.

   19. __________________________
20. __________________________
Big and Small; Nouns, Descriptive Adjectives

Using Multiple Intelligence Strategies:

Verbal-Linguistic: Instruct students to choose three items from the list and write them at the top of their paper, creating three columns. Instruct students to write adjectives in the columns that describe each noun.

Visual-Spatial: Ask students to draw items they consider big and small.

Post-Lesson Activity:

• Have students use imagery to write a paragraph about an object listed on the board.

Conversation:

• Lead a discussion about students’ favorite television shows.

Modifications:

• Provide students with a list of figurative language to use while writing their paragraphs.
### New Vocabulary

<table>
<thead>
<tr>
<th>bigger</th>
<th>biggest</th>
<th>longer</th>
<th>shorter</th>
<th>smaller</th>
<th>smallest</th>
<th>than</th>
</tr>
</thead>
<tbody>
<tr>
<td>circle</td>
<td></td>
<td>rectangle</td>
<td></td>
<td>square</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Themes:
Shapes and Colors

### Materials:
- Compass
- Protractor
- Shapes (rectangles, circles, triangles, squares) in various colors
- Construction paper
- Glue

### Pre-Lesson Activity:
- While students are seated, ask them to write down the number of circles, squares, rectangles, and triangles they see in the classroom. Have them talk about their answers using number vocabulary from previous lessons and shape names from Lesson 2-04.

### Content Integration:
**Math:** Instruct students to use appropriate tools to draw a circle, rectangle, square, and triangle.

**Science:** Divide the chalkboard into four columns, heading each column with a drawing of a circle, rectangle, square, and triangle. Include the words for these items under each shape. Ask students to brainstorm everyday items that match the shapes listed on the board. Record student answers underneath the corresponding shape.

### Worksheet 2-04

#### I. Match the words with the pictures.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a woman with short hair</td>
<td>a blue circle</td>
</tr>
<tr>
<td>2</td>
<td>a woman with long hair</td>
<td>a red circle</td>
</tr>
<tr>
<td>3</td>
<td>a small circle</td>
<td>a red square</td>
</tr>
<tr>
<td>4</td>
<td>The circle is bigger than the square</td>
<td>a small square</td>
</tr>
<tr>
<td>5</td>
<td>a small square</td>
<td>a small square</td>
</tr>
<tr>
<td>6</td>
<td>a red circle</td>
<td>a yellow circle</td>
</tr>
</tbody>
</table>

#### II. Match the words.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>larger</td>
<td>a. smallest</td>
</tr>
<tr>
<td>7</td>
<td>bigger</td>
<td>b. small</td>
</tr>
<tr>
<td>8</td>
<td>biggest</td>
<td>c. smaller</td>
</tr>
<tr>
<td>9</td>
<td>longest</td>
<td>d. shortest</td>
</tr>
<tr>
<td>10</td>
<td>big</td>
<td>e. shorter</td>
</tr>
</tbody>
</table>

#### III. Fill in the blank.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>The red circle</td>
<td>is bigger than the red square</td>
<td>yellow</td>
</tr>
<tr>
<td>12</td>
<td>The biggest</td>
<td>is blue</td>
<td>biggest</td>
</tr>
<tr>
<td>13</td>
<td>The smallest square</td>
<td>is bigger than</td>
<td>a yellow square</td>
</tr>
<tr>
<td>14</td>
<td>The</td>
<td>circle</td>
<td>is red</td>
</tr>
<tr>
<td>15</td>
<td>a woman with</td>
<td></td>
<td>hair</td>
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</tbody>
</table>

#### IV. Describe each picture with a complete English sentence.

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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>blue circle</td>
<td>red circle</td>
<td>yellow</td>
<td>green</td>
<td>yellow triangle</td>
<td>green triangle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>18</td>
<td></td>
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</tbody>
</table>
Shapes and Colors; Descriptive Adjectives; Comparisons

Using Multiple Intelligence Strategies:
Bodily-Kinesthetic: Prepare a scavenger hunt. After students have completed this activity, divide them into small groups. Each group will share objects they found by saying:

“This is a _______ _______ _______.”

Visual-Spatial: Have students use shapes to create abstract art.

Post-Lesson Activities:
• Use an art print from Picasso or Mondrian to have students identify colors and shapes.
• Direct students to identify the various shapes that can be found in the classroom or outdoors. Then, have students compare the sizes of the various shapes and colors.

Conversation:
• Have students play the following guessing game: One student describes an object in the room using shape words and descriptive adjectives, while the others guess based on the given descriptions.

Modifications:
• Provide students with a list of items to describe for the conversation activity.
Unit 2, Lesson 5

New Vocabulary

clock  microphone  round

cows  neither  sign

cup  or  singer's

deer  other  something

guitar  paper  turn

hand  parking  U-turn

her  warning

holding  woman's

kangaroos  rectangular

left  right

Themes:
Left and Right

Materials:
Index cards with vocabulary words from Lesson 2-05
Traffic Signal Handout

Pre-Lesson Activities:
• Have students predict how many students in the class are left-handed and how many are right-handed. Take a quick survey and ask them to compare their predictions.

• Instruct students to complete Section II of Worksheet 2-05 in the Student Workbook to reinforce lesson vocabulary. To review current and previous material, the following is suggested:
  - Direct pairs of students to sit side-by-side, facing the same direction.
  - Distribute classroom items that represent lesson words a pen, paper, a hat, a coat, etc.
  - Have one partner place an item to his/her left or right; instruct the other partner to describe this event; for example, The pen is on the left.
  - Suggest that students also describe the location of people, The girl is on the right, or the shapes of classroom fixtures, The clock is round.

2-05 Left and Right: His and Her; Possessive Adjectives

01 Two yellow balls are in her right hand.
02 The cup is in the woman's right hand.
03 The girl is holding a hat in her left hand.
04 The woman is holding the telephone in her left hand.
05 One woman is pointing. She is pointing with her right hand.
06 The microphone is in the singer's right hand.
07 No left turn
08 This boy is not swimming.
09 This sign is rectangular.
10 Warning, kangaroos

2-06 Verbs: Negative Forms

01 The woman is running.
02 The girl is drinking.
03 This woman is wearing a white hat.
04 This woman is wearing a black hat.
05 This woman is not hearing a black hat.
06 The boy is wearing a black hat.
07 The boy is not wearing a black hat.
08 The boy is not wearing a white hat.
09 This sign is square.
10 The man is not walking.

I. Match the words with the pictures.

A

1. The girl is pointing with her right hand.
2. The window is round.
3. The girl is holding a hat in her left hand.
4. The cup is in the woman's right hand.
5. This clock is square.

C

B

II. Match the words.

6. left  a. far
7. round  b. right
8. hot  c. short
9. both  d. square
10. long  e. neither

E

III. Fill in the blank.

11. She is ______________________ with her right hand.
12. The girl is _______________________ a hat in her left hand.
13. Two yellow balls are in her ______________________ hand.
14. No left ______________________.
15. This sign is ______________________.

IV. Describe each picture with a complete English sentence.

16. ______________________
17. ______________________
18. ______________________
19. ______________________
20. ______________________
Left and Right; Possessive Adjectives

Content Integration:
Language Arts: Ask students to research the number of people throughout the world who are left-handed, right-handed, or ambidextrous. Instruct students to write a paragraph containing interesting information about each category.

Mathematics: Using data from the above research, have students convert the numbers to percentages and create a circle graph to display the data.

Using Multiple Intelligence Strategies:
Bodily-Kinesthetic: With a partner, have students take turns holding objects in their hands and asking: “How many _______ do I have in my right/left hand?” “In which hand am I holding the _______?”

Post-Lesson Activities:
• Instruct students to write directions using the words left and right. Ask students to create a map that illustrates these directions.
• Hold up traffic signs and ask the meaning and shape of each one.

Conversation:
• Have students use possessive adjectives to describe items they own.

Modifications:
• Display vocabulary words that are color-coded by parts of speech, to be used for student reference.

I. Fill in the blank with the words that best describe the photograph.

1. The woman is pointing with _______.
   a. her right hand  b. his right hand  c. his left hand  d. her left hand

2. Where is the hat? The girl is holding the hat in _______.
   a. her right hand  b. his right hand  c. his left hand  d. her left hand

3. The man is holding the microphone in _______.
   a. his right hand  b. her right hand  c. his left hand  d. her left hand

II. Yes or No?

1. The microphone is in the singer’s left hand. __________
2. One woman is pointing with her right hand. __________
3. The clock is square. __________
4. The woman is not running. __________
5. The girl is drinking. __________
6. The boy is not wearing a black hat. He is wearing a white hat. __________
7. The airplane is not flying. __________
8. The girl is not walking. She is riding the horse. __________
9. The woman is not using the phone. __________

Mini-Assessment  Unit 2, Lessons 1–5 Answer the following questions.

1. Write a sentence using one of the verbs from Lesson 2-01.
2. What do you call a person who is not a child?
3. What adjective has the same meaning as little?
4. What is the name of the shape that has four equal sides and four 90° angles?
New Vocabulary

bike does hard phone using

Themes:

Using “Not”

Materials:

Social Studies: Have students research the "She is wearing/not wearing a hat," etc. using sentences like, "He is eating/not eating," using magazine pictures that illustrate types of

Science: Challenge students to create collages using materials that allow students to review current and past vocabulary (word lists, Construction paper

Pre-Lesson Activity:

- Using materials that allow students to review current and past vocabulary (word lists, Workbook pages, Quizzes, etc.), ask students to write two sentences; the first will express an action or property a person/animal/object is capable of (The plane is flying.). The second sentence will be something the above are not capable of (The horse is not singing.). Students may be as creative as possible but must develop grammatically correct responses.

Content Integration:

Science: Challenge students to create collages using magazine pictures that illustrate types of activities. Ask students to describe their choices using sentences like, “He is eating/not eating,” “She is wearing/not wearing a hat,” etc.

Social Studies: Have students research the evolution of telephones and bicycles over the last 50 years.
Negation of Verbs

Using Multiple Intelligence Strategies:

**Verbal-Linguistic:** Instruct students to use their charts to write sentences using “is” and “is not.”

**Logical-Mathematical:** Challenge students to draw and describe their idea of the perfect bicycle or telephone.

**Post-Lesson Activity:**
- Have students create a story using the following sentence starter:

  *I am not wearing a________ but I am wearing a ____________________.*

**Conversation:**
- Encourage students to practice proper telephone etiquette.

**Modifications:**
- Have students work with a peer to match sentences and magazine pictures.
New Vocabulary
- but
- chairs
- fence
- ground
- heads
- of
- standing
- their
- tractor
- wall

Themes:
- Compound Subjects
- Activities

Materials:
- Index cards

Pre-Lesson Activities:
- As a class, read the vocabulary words aloud.
- Have students complete Section I of the Quiz page for Lessons 2-05 to 2-06 to reinforce previously learned vocabulary. Offer practice of compound subjects by displaying a list of nouns on an overhead projector (men, woman, dogs, cat, etc.). Instruct students to choose from this list to develop a sentence that has two subjects. Provide guidance for those who need help selecting verbs. Divide students into small groups; have them read sentences to each other. Monitor for correct structure and pronunciation.

Content Integration:

Language Arts: Explain compound subjects and compound sentences to the students. Write on the board sentences you selected from various reading material and ask students to copy them on their own paper. Have students copy five simple sentences and five compound sentences. Ask students to identify both the subject and verb in the simple sentences. Then, ask students to identify the subjects, verbs, and coordinating conjunctions in the compound sentences. Instruct students to write a paragraph about some of their favorite things. These topics could include movies, music, sports, food, etc. After the students have written their paragraph, have them identify their sentences as simple or compound. Have students also identify the subjects, verbs, and coordinating conjunctions in the sentences they wrote.

Social Studies: Instruct students to identify the nouns in the new vocabulary. Ask students to explain how each noun is used in everyday life or where it is found. Record student answers on the board or a large sheet of paper.
Compound Subjects

Grammar: More Than One Subject

A complete sentence must have at least one subject and one verb.

The dog is walking.
The boy is lying on the ground.

A subject and a verb are the minimum requirements to make a sentence. But sentences may be more complicated than that. In fact, you want to be able to use a lot of variety in forming sentences in order to say more clearly what you mean. One variation is to use more than one subject.

The woman and the dog are walking.

If more than one subject is used (called a compound subject), then the verb must be plural to match the subject in number.

The woman, her children and the dog are walking.

Yet another possibility is to use two subjects, with each doing something different. In this case, you must state them separately while joining them with a conjunction, and.

The man is sitting on the bicycle and the boy is sitting on the fence.
The woman is walking and the man is riding a bike.

Can you find further variations of these forms in this lesson?

The Rosetta Stone English I Quiz Unit 2 Lessons 7 and 8

I. Fill in the blank with the word or words that best describe the photograph.

1. The man and the woman a. is sitting  b. are sitting  c. is dancing  d. are dancing
2. The girls and the boy a. are jumping  b. is jumping  c. are running  d. is running
3. ___________________ are walking.
   a. The man and the woman  b. The boy and the girl  c. The boy and the dog  d. The girl
4. ___________________ have balls on their heads.
   a. The woman and the man  b. The woman and the dog  c. The woman and the boy  d. The man and the woman
5. The boys and the girls are a. beside  b. on  c. in  d. under the table.
6. This man is a horse. a. beside  b. behind  c. in  d. between
7. The boy is a tree. a. in front of  b. in  c. beside  d. behind
8. The dog is two people. a. under  b. on  c. in  d. between

II. Yes or No?

1. The man is between two women.
2. The donkey is not under the man.
3. The man and the women are standing in front of the wall.
4. The man and the boy are sitting.

Using Multiple Intelligence Strategies:

Bodily-Kinesthetic: Prepare index cards with subjects and verbs (one word per card). Arrange cards in three columns according to Subject 1, Subject 2, and Verb. Place cards face down and ask students to select one card from each column. Challenge students to create sentences using their selected words.

Verbal-Linguistic: Instruct students to create rebus sentence puzzles using the subjects in the new vocabulary. Students can trade with one another to solve each other’s sentence puzzles.

Post-Lesson Activity:

• Ask students to write compound sentences that reflect real-life situations.

Conversation:

• Discuss weekend activities, using as many compound subjects as possible.

Modifications:

• Encourage students to write and role-play three compound sentences.
New Vocabulary
above  around  behind  beside  between  bowl  bowls  candy  diver  donkey  each  every  man's  medium-sized  shelf  stick  tree

Themes:
Prepositions

Materials:
Index cards with vocabulary words from Lesson 2-08

Pre-Lesson Activities:
• Ask students to list the vocabulary words in alphabetical order.
• Display the following sentences to review previous vocabulary and reinforce Lesson 2-08 prepositions:

The boy is next to the girl.
The pen is under the table.
The paper is in front of the girl.

Ask volunteers to act out these sentences, using the people and classroom items mentioned. Check for understanding by asking students if the volunteer followed directions accurately.

Content Integration:
Science: Using prepositions, ask students to describe the position of an object before and after a force has been applied to the object.

Language Arts: Instruct students to use prepositions when creating a short story about an animal and its adventures. Ask students to underline prepositions, and encourage them to illustrate their stories before sharing them with the class.

Worksheet 2-08

I. Match the words with the pictures.

A  B  C  D

1. This man is in front of a car.
2. This banana is in the basket.
3. Two people without glasses.
4. The hat is on the boy.
5. A boy with a stick.

II. Possible (P) or Impossible (I)?

A  B  C  D

6. The airplane is above the ground.
7. The truck is in the man.
8. The bicycle is beside the car.
9. The fish are around the diver.
10. The car is on the plains.

III. Fill in the blanks.

1. The ___________________________ are in the basket.
2. The people are in the boat.
3. This boy is between the tree and the bike.
4. The banana is in the basket.
5. The bicycle is beside the car.

IV. Describe each picture with a complete English sentence.

16. ____________________________
17. ____________________________
18. ____________________________
19. ____________________________
20. ____________________________
**More Prepositions**

**New Vocabulary**

above around behind beside between
deer medium-sized shelf stick

**Grammar: More Prepositions**

A preposition expresses time, manner or place. It comes before the noun it modifies, which is why it is called a pre- *position*. And it always appears in a phrase, called a prepositional phrase.

- in the basket
- on the table
- beside the bicycle
- under the shelf

Practice the phrases in this lesson so that you become familiar with them. Here are the prepositions used in this lesson. Later you will learn more.

- in    inside an enclosure
- on    resting on top of something, usually horizontal
- beside next to, to one side
- under below another object or place
- behind in back of an object or place
- in front placed before an object or place; note that it is a two-word term
- between placed with an object on either side
- without having, possessing, plus, together
- above    placed relation to something below
- around on all sides, surrounding, encircling

Knowing which are opposites of each other may help to remember them. Here are some opposites.

- on    under
- above below
- in front behind
- with without

**Post-Lesson Activity:**

- Instruct students to draw a comic strip that has a person or an animal in different places. For example, the first scene may include a bear *behind* a tree, and in the second scene the bear may be *under* a table.

**Conversation:**

- Have students describe the location of classroom objects using newly learned prepositions.

**Modifications:**

- Using photos of various activities, ask students to tell you, for example, whether or not the boy is *on* the bicycle or *under* the bicycle.
New Vocabulary
arms brushing elbow elbow head hand knee
chin face feet feet horse
inger's ear girl's head hand human nose

Themes:
Body Parts

Materials:
Large sheets of paper

Pre-Lesson Activity:
- Direct students to complete Section I of Worksheet 2-09 in the Student Workbook, to reinforce lesson vocabulary. Provide practice of current and previously learned words in the following way: Distribute index cards to students with directions to draw a creature that has features such as:

four arms and three eyes
five hands and six mouths

Ask students to share drawings and describe features using accurate words and phrases.

Content Integration:
Science: Have students research the skeletal system. Provide students with a worksheet of the skeletal system and ask them to label prominent bones in the body.

Language Arts: Provide students with a list of scientific words and terms related to the human body and ask them to look up the definition for each word. Then have students use their definitions to create a personal glossary. Encourage them to illustrate as many of the words and terms as possible.

Worksheet 2-09

I. Match the words with the pictures.

1. The man's hands are on his knees.  
2. He is touching his nose.  
3. A face  
4. Four hands  
5. He is touching his mouth.

II. Match the words.


III. Fill in the blank.

11. This young man has food in ___________________________.
12. He is touching the horse's ear.
13. The man is combing the girl's hair.
14. The woman is combing her hair.
15. The woman is cutting the paper.

IV. Describe each picture with a complete English sentence.

16. _____________________________.
17. _____________________________.
18. _____________________________.
19. _____________________________.
20. _____________________________.
Head, Face, Hands, and Feet; Possessive Nouns and Pronouns

New Vocabulary
arms brushing chin combing ear
ebrow eyebrows face foot girl's
hands head his horse's human
knees mouth nose to touching

Grammar: Possessive Forms (Review)
Lesson 2-05 introduced possessive forms. Please review them now.
Remember that you show possession by adding 's to the possessor.
The woman's arms are on her knees.
The young man's elbows are on the table.
You can also use a possessive pronoun.
He is touching his nose.
She is touching her eye.

I. Fill in the blank with the word or words that best describe the photograph.
1. He is touching a. his nose b. his mouth c. her nose d. her mouth
2. She is touching a. his eye b. her eye c. his mouth d. her mouth
3. The man's a. arm, knee b. hand, arm c. arm, head d. hand, head
4. The rider a. is going to jump b. is going to fall c. has fallen
5. The man a. is going to drink the milk b. is drinking the milk c. has drunk the milk d. has cut the paper
6. The girl a. is going to drink b. is going to cut the paper c. is drinking d. is cutting

II. Fill in the blank with one of the following body parts.
a. hands       b. arms      c. mouth      d. hair       e. feet
The Rosetta Stone English I Quiz Unit 2 Lessons 9 and 10

The Rosetta Stone English I Quiz Unit 2 Lessons 9 and 10

1. 2. 3.

III. Change the words in italics from present progressive to present perfect.
1. The boy is jumping a. was jumping b. has jumped c. is going to jump
2. The boy is eating the bread a. is going to eat b. was eating c. has eaten
3. The cowboy is falling a. has fallen b. was falling c. is going to fall

Post-Lesson Activity:
• Divide the class into groups. Have each group choose a leader and play Simon Says.

Conversation:
• Invite students to describe various action photos using current and previously learned vocabulary.

Modifications:
• Reinforce lesson vocabulary by asking students to write a three-sentence story about the creature they drew in the Pre-Lesson Activity.

Using Multiple Intelligence Strategies:
Musical-Rhythmic: Ask students to create a song using a familiar melody, and lyrics from past and present vocabulary.
For example:

**Past Tense:** The cat ran across the yard.

**Present Tense:** The cat runs across the yard.

**Future Tense:** The cat will run across the yard.

(continued)
New Vocabulary

cowboy  cut  cutting  drink  drunk
eat  eaten  fall  fallen  going
into  jump  jumped  rider

Grammar: Verb Tenses

English uses different verb tenses to express different times when something occurs: past, present and future.

As we learned in Lesson 1-06, the present progressive tense is used to indicate something that is happening right now and is continuing to happen. It is in progress. Use is or are with a present participle (verb stem plus -ing) to form the present progressive.

The woman is jumping.
The boy is eating the bread.

The present perfect tense expresses something that already happened and whose state is true up to the present. It is "perfected" now, "present perfect." To form the present perfect, use the helping verb has (singular) or have (plural) with the past participle of the main verb.

The woman has jumped.
The boy has eaten the bread.

Note that the past participle is often formed by adding -ed to the verb, but not always. There are two classes of verbs, "weak" and "strong." The -ed verbs are weak. They are always formed in this way.

The woman has jumped.
The girl has jumped into the water.

Strong verbs, on the other hand, are irregular, and they must simply be memorized. Often the vowel or the ending changes.

The woman has jumped.
The boy has eaten.
The man has drunk the milk.

*I. Fill in the blank with the word or words that best describe the photograph.*

1. He is touching ___________. a. his nose b. his mouth c. her nose d. her mouth
2. She is touching ___________. a. his eye b. her eye c. his mouth d. her mouth
3. The man ___________. a. arm, knee b. hand, arm c. arm, head d. hand, head
4. The rider ___________. a. is going to jump b. is going to fall c. is going to eat d. is going to drink
5. The man ___________. a. is going to drink the milk b. is drinking the milk c. has drunk the milk d. has cut the paper
6. The girl ___________. a. is going to drink b. is going to cut the paper c. is drinking d. has cut the paper

*II. Fill in the blank with one of the following body parts.*

a. hands       b. arms      c. mouth      d. hair       e. feet

The woman is brushing her _____.

1. four
2. hands and ________
3. The woman is brushing her ________

*III. Change the words in italics from present progressive to present perfect.*

1. The boy is jumping. a. was jumping b. has jumped c. is going to jump
2. The boy is eating the bread. a. is going to eat b. was eating c. has eaten
3. The cowboy is falling. a. has fallen b. was falling c. is going to fall

*Content Integration (continued)*

*Social Studies:* Have students research how various cultures have used natural resources in the past, how they are currently being used, and how they might be used in the future.

*Using Multiple Intelligence Strategies:* **Visual-Spatial:** Instruct students to create a comic strip that illustrates the before, during, and after of an activity.

*Post-Lesson Activity:*  
- Ask students to share the comic strip they created earlier with a peer.

*Conversation:*  
- Discuss past, present, and future tenses with students by conversing about a variety of events.

*Modifications:*  
- Encourage students to role-play sentences from this lesson, to highlight the distinction among past, present, and future tenses.

*Mini-Assessment Unit 2, Lessons 6–10 Answer the following questions.*

1. What is the name of a type of transportation that has two wheels and must be pedaled to ride?
2. Name the piece of furniture you sit on when you are eating at a table.
3. Name three prepositions you have learned up to Lesson 2-08.
4. Name a body part that is located on your head.
Unit 2 Review

Review Activities:
- Use index cards to review vocabulary.
- Review workbook pages.
- Choose activities that target skills in need of practice.
- Encourage role-play of scenes that require students to use language skills.
- Provide time for conversation practice with peers; monitor conversational skills.
- Challenge students to create questions from various lessons and seek answers as a class.
- Play question-and-answer games using vocabulary words from past lessons.

Possible Assessments:
- Conduct Mini-Assessments in Lessons 2-05 and 2-10.
- Observe students as they participate in activities. Note areas of difficulty and provide additional practice time in appropriate modes of the software lessons.
- Use rubrics to assess graphs, charts, reports, and projects.
- Note the amount and quality of class participation.
- Check accuracy of completed Workbook pages, Quizzes, and Tests.
- Keep portfolios of student work.

I. Match the opposites.
1. small    a. big
2. person   b. short
3. child    c. animal
4. long     d. left
5. right    e. adult

II. Fill in the blank with the word that best describes the photograph.
1. The boy is _______. a. circle
2. The woman is _______. b. adult
3. A woman is not a _______. c. square
4. A man is _______. d. catching
5. The biggest _______ is white. e. riding
6. The man is _______. f. smaller
7. The circle is _______ than the square. g. bigger
8. The smallest _______ is white. h. child
9. The boy in white is _______. i. throwing
10. The circle is _______ than the square. j. smiling

III. Circle the correct answer.
1. The girl has something in his / her hand.
2. Two balls are in her left / right hand.
3. This window is round / square.
4. The boy is kicking / catching the ball.
5. This is an animal who / that is not a dog.

IV. Yes or no?
1. The car is big.
2. The animal is small.
3. She is a woman.
4. She is pointing with her left hand.
5. This is an animal that is not an elephant.
I. Fill in the blank with the word that best describes the photograph.

1. The man's head is in his a. beside b. hair
c. eye
d. between
2. The donkey is e. sit
f. stand
3. The young man is touching his c. e y e
d. between
4. The boy is e. on
f. in front of
g. in front of
5. The man is h. under
i. on
6. The women are standing k. nose
l. mouth
7. She is touching her a. beside
b. hair
c. eye
d. between
8. The man is e. sit
f. stand
9. She is touching her a. beside
b. hair
c. eye
d. between
10. The man is f. in front of
11. The woman is combing her a. beside
b. hair
c. eye
d. between
12. The man is touching the horse's e. mouth
f. hand

II. Write the negative form of each sentence.

Example: The woman is running. The woman is not running.

1. The boys are jumping. 2. The girl is using the phone.
3. The boy is wearing a black hat. 4. The girl is riding the horse.
5. This man has hair.

III. Fill in the blank with the word or words that best describe the photograph.

1. The woman a. jumping b. not jumping c. has jumped
2. The girl a. cutting b. going to cut c. has cut
3. The boy a. eating b. going to eat c. has eaten
4. The man a. drinking b. going to drink c. has drunk

IV. Yes or no?

1. The man and the woman are dancing.
2. The boy has jumped.
3. The boy has fallen.
4. The boy is not swimming.
Unit 2 Review

Word Search 2: 1-5

THANEITHERBDC
QDLTTURNSIGN
SOMETHINGXGEL
MWJLPERSONTA
ANRECTANGLETU
LTIPZKWAILSRG
LHGROUDDTH
EAHOPXLHWTVCI
STTNKOTDULIKN
TXPECIRCLEEVG
ISQUAREFSMALL
ANIMALWOTHERA
LEFTALKINGBOY

Word Search 2: 6-10

WFVGFENCEBTE
INTOAROKOAET
THEIROXHACSEG
HAROUNDBEHIND
OVKMTUXCDQO
UECOMBINGIEPE
TAAGENMOUTHSH
KUNDATKIDSUA
CMODYAWHRNAS
NOYKNEESEGNARI
IABOVEAYUSIKN
NHUMANDAHPWG
BUTHISUNBIEA
Crossword 1: 1-5

Across
1. not this
5. No U-____
6. laughing and _______
7. She is ______ the ball.
9. not long
12. longer than a square
13. a green fruit
16. not a square
17. It is round; there are four on a car.
19. not big
20. eight, nine, ___
21. a color

Down
1. bigger than a car
2. writing with a ___
3. not smallest
4. He is playing the ___
5. a No Parking ___
8. a green fruit
10. adults and children
11. four o'____
13. cup and ___
14. not left
15. not right
16. bulls and ___
18. not short

Crossword 2: 6-10

Across
2. The microphone is in the singer's left ___
5. The girl has ___ the paper.
6. not a brush
7. not a comb
8. The dog is ____ two people.
11. A ____ is on a leg above the foot.
13. eyes, nose and mouth are on a ___
15. one, two, three
16. not in front
20. The airplane is above the ___
21. She is wearing _____ on her feet.

Down
1. People ____ food.
3. not under
4. not behind, but in ___
5. under the mouth, on a face
8. Two bowls are ____ each other.
9. The boy is behind the ___
10. The man is touching the horse's ___
12. His ____ is on the table.
13. kicking balls with their ___
14. Some chairs are ____ a table.
16. The cat drinks milk from a ____
17. The man's hands are on ____ knees.
18. The ___ is running after the car.
19. between mouth and eyes on a face
Lesson 3-01 Descriptions of People: Descriptive Adjectives ........................................... 56
13 new words.
Descriptions of people by age, height, weight, clothing, activity, hair (long-short), and hair (kind and color).

Lesson 3-02 Quantities and Comparison of Quantity .................................................. 58
18 new words.
Concepts of many, few, more, less, same number, as many as, and various.
Counting and contrast of quantities.

Lesson 3-03 More Clothing .......................................................................................... 60
Six new words.
10 articles of clothing: male and female. Wearing (versus not wearing) clothing. Wearing clothing versus putting on clothing.
Practice with reflexive verbs.

Lesson 3-04 Inside and Outside; Prepositions ......................................................... 62
Seven new words.
Inside and outside houses, churches, and buildings. Children’s play activities.
Counting review.

Lesson 3-05 More Colors and Numbers ..................................................................... 64
Two new words.
Questions and answers.
Covers 12 colors and the numbers one to 10.

Lesson 3-06 Animals; Real and Not Real ................................................................. 66
17 new words.
Domesticated and wild animals.
Real animals contrasted with toy animals and with art work. 17 animals presented.

Lesson 3-07 Being Human: Descriptive Adjectives ..................................................... 68
16 new words.
10 human conditions, both positive and negative.
Other human conditions.

Lesson 3-08 Professions and Human Conditions: Descriptive Adjectives ...... 70
34 new words.
13 professions.
Eight characteristic activities of different professions. Four different negative feelings.

Lesson 3-09 Body Parts and Pictures .......................................................................... 72
11 new words.
Counting; human limbs and digits. Pictures, statues, and art versus the real.

Lesson 3-10 Clock Time, Time of Day ....................................................................... 74
Nine new words.
Times on the hour, at half past, at a quarter till, and at a quarter after. Almost, a little past.
Introduces different time-telling conventions. Morning, afternoon, and night.

Lesson 3-11 Review of Unit Three ................................................................................ 76
Tests and Worksheets from Unit Three lessons.
Scope and Sequence

**Enrichment/Unit Projects:**

1. Explain to the students that communication between people is not limited to words. Ask students what actions they would classify as non-verbal communication. Write student responses on the board. Guide students to answers such as facial expressions, gestures, the way a person sits or stands, the way people touch, use of personal space, or dress and appearance. Explain that all these forms of non-verbal communication say something to other people.

   Ask students to name professions they feel are important to the community. Make a list of student responses on the board. Ask students to describe the types of clothing worn by the people in these particular professions. Explain to the students that style of dress can make important statements about people. Ask students to describe the type of clothing they wear and what it might say about them. Make a list of student responses on the board.

   Write the following questions on the board and ask students to answer them in an attempt to identify cultural body language. Instruct students to copy the questions and provide answers in complete sentences. Then, ask students to place themselves in another culture, and try to answer the same questions from their cultural perspective. Allow students time to research cultural aspects of different countries.

   1. When you meet someone for the first time, how do you greet him or her?
   2. Do you use the same greeting for men as for women?
   3. How do you greet your friends?
   4. How do you greet a friend of the opposite sex?
   5. How do you greet the members of your family: children, adults, and the elderly?
   6. Describe three gestures you use frequently and explain what they mean.
   7. How would you expect the following people to dress, or what types of uniforms might they wear? (Ask students to refer to the list of professions from vocabulary Lesson 3-08.)

   After students have completed their research and answered the questions, generate a class discussion about their answers.

2. Have students research popular bilingual professions in the United States. Ask students to provide a brief description of each profession. Then, ask students to suggest reasons why bilingualism in this specific profession is important. Instruct students to make a list of 10 professions and the average salary for each profession in the United States. Then, challenge students to convert the salary into the currency that is used in another country. Have students write a report that addresses the similarities and differences that exist between three of these professions in the separate cultures. Ask students to pick a profession they would like to pursue in the future and provide reasons why they chose this profession. They do not have to choose a bilingual profession or one from their list.

3. Invite a guest presenter who works in a bilingual profession to discuss his or her particular profession and the importance of being bilingual in this line of work. Before the speaker arrives in the classroom, have each student prepare at least three questions to ask. Make sure that each student has an opportunity to ask one question to the speaker in another language. Generate a class discussion about the presentation and have students write a brief paragraph describing what they learned.
Unit 3, Lesson 1

New Vocabulary
bald  dancers  runners  younger
blond  fat  straight  tall
clown  group  straight  tall
curly  older  thin

Themes:
People

Materials:
Container
Index cards

Pre-Lesson Activity:
- Review vocabulary by directing students to write three sentences about a fictional character of their choice (person or animal), using descriptive terms from the current and previous lessons. Refer students to computer lessons, study guides, word lists, worksheets, etc. for guidance.

Content Integration:

Language Arts: Ask students to describe a family member by writing descriptive adjectives on their paper. Then, have students describe their best friend or what they look for in a best friend. Encourage students to use personal description vocabulary. Have students work with a partner to describe their best friends and family members to each other.

Language Arts: Discuss adjectives and their purpose. Encourage students to respond with answers like…

They tell what kind.
They tell how many.
They tell which one.

Have students read a teacher-selected passage that shows an effective use of adjectives. (This material might be a passage from a story the class is reading, a newspaper article, a speech from a social studies book, or several paragraphs describing a work of art or musical composition.) When the students are finished reading the material, instruct them to circle all the adjectives. Ask students to identify how the adjectives work in the text by answering the following questions: Does the adjective say what kind? Tell how many? Identify which one?

(continued)
**I. Fill in the blank with the word or words that best describe the photograph.**

1. This young man has  
   a. long hair  
   b. curly hair  
   c. no hair  
   d. short hair
2. The man on the left is  
   a. thin, fat  
   b. thin, thin  
   c. fat, fat  
   d. fat, thin
3. The clown on the left is  
   a. short, tall  
   b. tall, short  
   c. short, short  
   d. tall, tall
4. There are  
   a. two  
   b. few  
   c. many  
   d. no
5. There are  
   a. more  
   b. fewer

**II. Yes or No?**

1. This young man has curly hair.  
   a. Yes  
   b. No
2. This woman has straight blond hair.  
   a. Yes  
   b. No
3. This short person is not wearing glasses.  
   a. Yes  
   b. No
4. There are many apples and no bananas.  
   a. Yes  
   b. No
5. There are more people than horses.  
   a. Yes  
   b. No
6. There are the same number of girls as boys.  
   a. Yes  
   b. No

---

**Descriptions of People: Descriptive Adjectives**

**Content Integration (continued)**

Have students write two paragraphs demonstrating their ability to use adjectives effectively. Instruct students to trade these student-generated writings with another classmate who will review it. Have the student reviewer circle all adjectives contained in the writing.

**Using Multiple Intelligence Strategies:**

**Logical-Mathematical:** Have students to create data tables with the following headings: *short hair, long hair, straight hair, curly hair,* and *bald.* Ask students to count the classmates who fit into each category.

**Visual-Spatial:** Challenge students to make a chart displaying the results of their data.

**Post-Lesson Activity:**

- Distribute to each student index cards with another classmate’s name. Have students write physical descriptions of their classmate on the card. After students place the folded cards in a container, ask them to select a different card and read descriptions aloud, while peers guess whom they are describing.

**Conversation:**

- Have students describe their classmates using vocabulary words.

**Modifications:**

- Display a list of descriptive words for student reinforcement and reference.
Pre-Lesson Activity:

- Have students complete Section IV of Worksheet 3-02 in the Student Workbook, to reinforce vocabulary. As a review of current and previously learned terms, write the following on the board:

  How many ___ are there? There is one ___.
  How many ___ are there? There is a few ___.
  How many ___ are there? There are many ___.
  How many ___ are there? There are both ___.
  How many ___ are there? There are the same number of ___ as ___.

Instruct students to write down sentences and fill in the blanks with terms for people and items in the classroom. Collect papers and select samples to read aloud asking students to listen for meaning and number agreement.

Content Integration:

Social Studies: Explain to the students that they will be researching money and its historical origin. In addition to computing quantities of money, students will explore the cultural and historical origin of money as well as its future implications. Have students research the history of currency in civilizations such as Egypt, China, Greece, Rome, and Ethiopia. Students will create a timeline, present their reports to the class, and display the evolving stages of money.

(continued)
I. Fill in the blank with the word or words that best describe the photograph.

1. This young man has _______.
   a. long hair  b. curly hair  c. no hair  d. short hair

2. The man on the left is _______.
   a. thin, fat  b. thin, thin  c. fat, fat  d. fat, thin

   The man on the right is _______.

3. The clown on the left is _______.
   a. short, tall  b. tall, short  c. short, short  d. tall, tall

   The clown on the right is _______.

4. There are _______.
   a. two  b. few  c. many  d. no

5. There are _______.
   a. more chairs than tables  b. fewer chairs than tables

6. There are _______.
   a. more people than horses  b. fewer people than horses

II. Yes or No?

1. The young man has curly hair.  a. _______

2. This woman has straight blond hair.  b. _______

3. This short person is not wearing glasses.  c. _______

4. There are many apples and no bananas.  d. _______

5. There are more people than horses.  e. _______

6. There are the same number of girls as boys.  f. _______

---

Quantities and Comparison of Quantity

Content Integration (continued)

Science: Instruct students to choose three items from the new vocabulary. For each item students will list five properties.

Using Multiple Intelligence Strategies:

Visual-Spatial and Logical-Mathematical:

Invite students to write fractions that describe individual groups of apples, tomatoes, bananas, balloons, and marbles as compared to the total number of these items. Ask students to convert this data into chart and graph forms.

Post-Lesson Activity:

• Group bananas, apples, and tomatoes together, and challenge students to write a descriptive paragraph about these items.

Conversation:

• Have students discuss the quantities of objects in the room.

Modifications:

• Encourage students to write three sentences using current and previous vocabulary words. Ask students to read their entries aloud to you.
Unit 3, Lesson 3

New Vocabulary

another  putting  sock
anything  shorts  sweater

Themes:

Clothing

Materials:

Various articles of clothing made from different types of materials

Pre-Lesson Activity:

• Reinforce current and previous vocabulary by displaying the following sentences on an overhead projector:

He is wearing __________.
He is not wearing __________.
She is wearing __________.
She is not wearing __________.

Break students in groups of two. Have each student describe something the partner is and is not wearing, using color nouns and clothing vocabulary. Create two appropriate sentences for the partner’s gender.

Content Integration:

Social Studies: Have students research how industrialization has changed the way clothing is made. Ask students to research how clothing is produced in other countries and which countries are the largest purchasers of different types of clothing.

Language Arts: As a class, describe the process of doing laundry. Ask students to name the steps taken to do laundry and list them on the board. Encourage student responses such as (1) Sort, (2) Repair, (3) Pre-treat, (4) Wash, (5) Care, (6) Dry, and (7) Iron.

Have students write step-by-step directions describing how to do laundry. Encourage students to be as specific as possible. Have students trade their directions with a partner to verify all the steps are covered in their directions.

Worksheet 3-03

I. Match the words.

1. sock
2. shirt
3. glasses
4. pants
5. hat
6. arm
   a. eye
   b. feet
   c. nose
   d. head
   e. arm

II. Describe each picture with a complete English sentence.

III. Fill in the blank.

11. The man is wearing ____________ sweater.
12. She is wearing ____________ skirt.
13. The woman is wearing ____________ and ____________.
14. She is wearing ____________ pants with ____________.
15. The boy is wearing ____________ on ____________.

IV. Possible (P) or Impossible (I)?

16. The man’s shorts are longer than his pants.
17. The woman is putting on a dress.
18. The dog is wearing pants.
19. The woman is wearing a yellow top.
20. The baby is not wearing anything.

ENGLISH  More Clothing

<table>
<thead>
<tr>
<th>3-02</th>
<th>Quantities: Quantity Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>many boys</td>
</tr>
<tr>
<td>02</td>
<td>many hats</td>
</tr>
<tr>
<td>03</td>
<td>one loaf of bread</td>
</tr>
<tr>
<td>04</td>
<td>a cowboy with a horse</td>
</tr>
<tr>
<td>05</td>
<td>How many coins are there?</td>
</tr>
<tr>
<td>06</td>
<td>many tomatoes and a few bananas</td>
</tr>
<tr>
<td>07</td>
<td>There are more chairs than tables.</td>
</tr>
<tr>
<td>08</td>
<td>There are more people than horses.</td>
</tr>
<tr>
<td>09</td>
<td>There are fewer oranges than oranges.</td>
</tr>
<tr>
<td>10</td>
<td>There are the same number of apples as boys.</td>
</tr>
<tr>
<td>11</td>
<td>The man is wearing black shorts and a white shirt.</td>
</tr>
<tr>
<td>12</td>
<td>She is wearing a red and white sweater.</td>
</tr>
<tr>
<td>13</td>
<td>The woman is wearing black pants.</td>
</tr>
<tr>
<td>14</td>
<td>He is preparing a meal.</td>
</tr>
<tr>
<td>15</td>
<td>The woman is wearing a red coat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3-03</th>
<th>More Clothing</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>The man is wearing a blue sweater.</td>
</tr>
<tr>
<td>02</td>
<td>The woman is wearing a black skirt.</td>
</tr>
<tr>
<td>03</td>
<td>The girl is wearing black pants.</td>
</tr>
<tr>
<td>04</td>
<td>She is wearing a red and white sweater and pants.</td>
</tr>
<tr>
<td>05</td>
<td>He is wearing black shoes and a white shirt.</td>
</tr>
</tbody>
</table>

| 16 | |
More Clothing

Using Multiple Intelligence Strategies:
Visual-Spatial: Challenge students to design an outfit and create an advertisement for it.

Post-Lesson Activities:
• Have students create a display for their clothing designs.
• Divide students into pairs. Ask each group to describe their partner’s clothing to the class.

Conversation:
• Invite students to practice using the names of clothing and colors by describing the features of different articles of clothing.

Modifications:
• When designing outfits, divide students into groups of four. Each group must design an outfit for each one of the seasons.

Post-Lesson Activities:
• Have students create a display for their clothing designs.
• Divide students into pairs. Ask each group to describe their partner’s clothing to the class.

Conversation:
• Invite students to practice using the names of clothing and colors by describing the features of different articles of clothing.

Modifications:
• When designing outfits, divide students into groups of four. Each group must design an outfit for each one of the seasons.
Unit 3, Lesson 4

New Vocabulary

at | building | church | outside | turning | inside | rope

Themes:

Inside, Outside, Under, On

Materials:

Cardboard box

Step stool

Pre-Lesson Activity:

- Reinforce Lesson 3-04 vocabulary by discussing the separate words for “inside,” “interior,” “outside” and “exterior.” Have students supply examples of the appropriate use of inside, the inside, outside, and the outside. Suggest computer lessons, study guides, worksheets, and word lists for guidance.

Content Integration:

Language Arts/Social Studies: Explain to the students that they will be creating their own maps. Discuss different types of maps and their importance. Ask students to think about how prepositions are used when giving directions. Have students create a treasure map that provides directions to an imaginary location and an imaginary treasure. Students should write the directions to the treasure on the back of their imaginary treasure. Students should write the directions to an imaginary location and an imaginary treasure. Students should write the directions to an imaginary location and an imaginary treasure.

Social Studies: Instruct students to research five buildings in the community, writing sentences describing their purpose and location.

3-04 Inside, Outside; Prepositions

01 The boy is sitting on the table.
02 Who is running? The men are running.
03 How many children are jumping? Three children are jumping.
04 How many girls are wearing white shirts? One girl is wearing white.
05 The girl is on the table. She is jumping rope.
06 The girl on the table is jumping rope.
07 This cat is outside. These flowers are outside.
08 This is the outside of a house.
09 This is the inside of a house. The boy is laying down outside.
10 The boy is lying down outside.
11 This is the inside of the building. The boy is jumping inside.
12 Which boy is inside? Which boy is outside?
13 The boy who is not running is jumping rope.
14 The boy who is not jumping rope is running.
15 The children ____________________________ playing jump rope. standing on
16 Which children ____________________________? are
17 The children are ____________________________ the table. are outside
18 This is the ____________________________ of a house. the table
19 The children are ____________________________ the table. are outside
20 Which children ____________________________? are
21 The boy is sitting at ____________________________.
22 How many girls are wearing white shirts?
23 How many girls are wearing white skirts? One is.
24 How many girls are wearing white skirts? One is.
25 How many boys are sitting down? One is.
26 How many boys are sitting down? Two are.
27 Which children are playing? These children are playing.
28 The children are playing. They are playing jump rope.
29 Who is jumping? The children are jumping.
30 The children are jumping on the table! One girl is.
31 How many girls are wearing white shirts? One is.
32 How many girls are wearing white skirts? One is.
33 How many boys are sitting down? One is.
34 How many boys are sitting down? Two are.
35 Which children are jumping? Three children are jumping.
36 How many children are jumping? Four children are jumping.
37 How many children are jumping on the table? One girl is.
38 How many girls are wearing white skirts? One is.
39 How many girls are wearing white skirts? One is.
40 How many boys are sitting down? One is.
41 How many boys are sitting down? Two are.
42 Which children are playing? These children are playing.
43 The children are playing. They are playing jump rope.
44 Who is jumping? The children are jumping.
45 The children are jumping on the table! One girl is.
46 How many girls are wearing white shirts? One is.
47 How many girls are wearing white skirts? One is.
48 How many boys are sitting down? One is.
49 How many boys are sitting down? Two are.
50 Which children are jumping? Three children are jumping.
51 How many children are jumping? Four children are jumping.
52 How many children are jumping on the table? One girl is.
53 How many girls are wearing white skirts? One is.
54 How many girls are wearing white skirts? One is.
55 How many boys are sitting down? One is.
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60 The children are jumping on the table! One girl is.
61 How many girls are wearing white shirts? One is.
62 How many girls are wearing white skirts? One is.
63 How many boys are sitting down? One is.
64 How many boys are sitting down? Two are.
65 Which children are playing? These children are playing.
66 The children are playing. They are playing jump rope.
67 Who is jumping? The children are jumping.
68 The children are jumping on the table! One girl is.
69 How many girls are wearing white shirts? One is.
70 How many girls are wearing white skirts? One is.
71 How many boys are sitting down? One is.
72 How many boys are sitting down? Two are.
73 Which children are playing? These children are playing.
74 The children are playing. They are playing jump rope.
75 Who is jumping? The children are jumping.
76 The children are jumping on the table! One girl is.
77 How many girls are wearing white shirts? One is.
78 How many girls are wearing white skirts? One is.
79 How many boys are sitting down? One is.
80 How many boys are sitting down? Two are.
81 Which children are playing? These children are playing.
82 The children are playing. They are playing jump rope.
83 Who is jumping? The children are jumping.
84 The children are jumping on the table! One girl is.
85 How many girls are wearing white shirts? One is.
86 How many girls are wearing white skirts? One is.
87 How many boys are sitting down? One is.
88 How many boys are sitting down? Two are.
89 Which children are playing? These children are playing.
90 The children are playing. They are playing jump rope.
91 Who is jumping? The children are jumping.
92 The children are jumping on the table! One girl is.
93 How many girls are wearing white shirts? One is.
94 How many girls are wearing white skirts? One is.
95 How many boys are sitting down? One is.
96 How many boys are sitting down? Two are.
97 Which children are playing? These children are playing.
98 The children are playing. They are playing jump rope.
99 Who is jumping? The children are jumping.
100 The children are jumping on the table! One girl is.

3-05 More Colors and Numbers

01 What color is the egg? It is blue.
02 Which horse is the girl brushing? The gray horse.
03 a black and white dog
04 green grass and a green cap
05 The horse is on yellow.
06 blue water
07 two red flowers
08 three
09 five balls
10 two balls
11 a yellow, a red and a pink flower
12 pink flowers
13 which horse is eating? The gray horse is eating.
14 Which is the white horse?
15 Which horse is eating? The gray horse is eating.
16 What color is the egg? It is pink.
17 What color is the egg? It is red.
18 What color is the egg? It is yellow.
19 Which is the black horse?
20 Which horse is eating? The gray horse is eating.

Worksheet 3-04

I. Match the words.

____ 1. jumping | a. on the table
____ 2. throwing | b. a skirt
____ 3. turning | c. an apple
____ 4. wearing | d. an apple
____ 5. eating | e. rope

II. Describe each picture with a complete English sentence.

III. Fill in the blank.

11. This is the ____________________________ of a house. the table
12. The children are ____________________________ the table. are outside
13. The boy is sitting at ____________________________. outside
14. Which children ____________________________? are playing jump rope. standing on

IV. Possible (P) or Impossible (I)?

_____ 16. The fish is running.
_____ 17. The bird is flying.
_____ 18. The cow is jumping rope.
_____ 19. The horse is sitting.
_____ 20. The boy is sitting at the table.

Inside, Outside; Prepositions ENGLISH
Post-Lesson Activities:

• Ask students to create a chart with the following headings: **inside**, **outside**, **under**, **on**, and **in**. Under each heading have students list objects that are found in these places. Encourage students to share and compare their charts, and ask them to use complete sentences when describing their choices.

• Give the students oral instructions of where to place a pencil. This can also be done using other classroom objects; for example, “Place your pencil in your desk.”

Conversation:

• Have students discuss activities that occur **inside** and **outside**.

Modifications:

• Provide local maps to help students locate buildings in the community.

**Inside and Outside; Prepositions**

**Using Multiple Intelligence Strategies:**
**Visual-Spatial:** Challenge students to create a comic strip that features at least one preposition in each frame.

**Post-Lesson Activities:**

• Ask students to create a chart with the following headings: **inside**, **outside**, **under**, **on**, and **in**. Under each heading have students list objects that are found in these places. Encourage students to share and compare their charts, and ask them to use complete sentences when describing their choices.

• Give the students oral instructions of where to place a pencil. This can also be done using other classroom objects; for example, “Place your pencil in your desk.”

**Conversation:**

• Have students discuss activities that occur **inside** and **outside**.

**Modifications:**

• Provide local maps to help students locate buildings in the community.

---

**New Vocabulary**

- at
- building
- church
- inside
- outside
- rope
- turning

**Grammar: Inside and Outside**

**Inside and outside** are adverbs that tell where the action occurs. They tell where something happens in relation to a building or other enclosure. “The cat is outside” tells you that it is not in the house.

But be careful: **inside** and **outside** can also be nouns if preceded by **the**. In this case, they express the interior or exterior of an enclosure. Complete the expression with a prepositional phrase using **of**.

This is **the inside** of a house.

This is **the outside** of the church.

---

**The Rosetta Stone English I Quiz Unit 3 Lessons 3 and 4**

1. Fill in the blank with the word or words that best describe the photograph.

   1. The man is wearing a. a skirt  b. a coat  c. a sweater  d. a hat
   2. The clown is putting on a. shorts  b. pants  c. a skirt  d. a dress
   3. The woman is putting on a. a shirt  b. a shoe  c. pants  d. a sock
   4. The boy is behind the table. a. behind  b. on  c. under  d. beside
   5. The man is running. a. how many  b. which  c. what  d. who
   6. These children are jumping. a. how many  b. which  c. what  d. who

2. Yes or No?

   1. He is wearing a coat.  
   2. The clown is putting on pants.  
   3. The woman is wearing pants.  
   4. This is the inside of a house.  
   5. This is the outside of a church.  
   6. These children are outside.
### New Vocabulary

| cap   | grass |

### Themes:
**Colors and Numbers**

### Materials:
**Number line**

### Pre-Lesson Activity:
- Direct students to complete Section I of the Quiz page for Lessons 3-03 to 3-04 for vocabulary practice. Reinforce color words, clothing terms, and the placement of compound adjectives by having students describe clothing that is dual-colored; for example, *She is wearing a red and white sweater.*

### Content Integration:

#### Science:
Instruct students to write a brief report explaining light refraction and how it occurs.

#### Language Arts:
Instruct students to write a story that describes what their lives would be like if they could see in shades of only one color.

---

#### 3-04 Inside, Outside; Prepositions

| 01 | The boy is sitting at the table. |
| 02 | Who is running? The man is running. |
| 03 | How many children are standing? Three children are standing. |
| 04 | How many girls are wearing white shirts? One is. |
| 05 | The girl is on the table. She is jumping rope. |
| 06 | The girl on the table is jumping rope. |
| 07 | The boy is sitting under the table. |
| 08 | This is the inside of a house. This is the inside of the church. |
| 09 | The boy is lying down outside. |
| 10 | Which boy is inside? Which children are outside? Which children are inside? |

---

#### 3-05 More Colors and Numbers

| 01 | What color is the egg? It is blue. |
| 02 | Which horse is the girl brushing? The brown horse. |
| 03 | Which is the black horse? Which is the white horse? Which horse is eating? The gray horse is eating. |
| 04 | Two red flowers. Two white and yellow flowers. |
| 05 | This is the outside of a building. This is the inside of the building. |
| 06 | These flowers are outside. These flowers are inside. |
| 07 | These are white flowers. These are yellow flowers. |
| 08 | Three kids are playing. They are playing jump rope. |
| 09 | Three children are playing. They are playing jump rope. |
| 10 | Three children are standing. They are standing on the table. |

---

#### I. Match the words.

<table>
<thead>
<tr>
<th></th>
<th>1. grass</th>
<th>a. white</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. banana</td>
<td>b. red</td>
<td></td>
</tr>
<tr>
<td>3. strawberries</td>
<td>c. yellow</td>
<td></td>
</tr>
<tr>
<td>4. milk</td>
<td>d. orange</td>
<td></td>
</tr>
<tr>
<td>5. carrot</td>
<td>e. green</td>
<td></td>
</tr>
</tbody>
</table>

#### II. Describe each picture with a complete English sentence.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

#### III. Fill in the blank.

| 11 | a. white cat and white cat red |
| 12 | green home brown |
| 13 | pink flowers green |
| 14 | a. yellow, a and a pink flower flowers |

#### IV. Yes or No?

| 16 | People have two arms. |
| 17 | Ten is more than five. |
| 18 | Zero is more than six. |
| 19 | People have ten fingers. |
| 20 | Cats have two legs. |

---

**ENGLISH**

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**More Colors and Numbers**

---

**Worksheet 3-05**

---

**Materials:**
**Number line**

---

**Themes:**
**Colors and Numbers**

---

**Pre-Lesson Activity:**
- Direct students to complete Section I of the Quiz page for Lessons 3-03 to 3-04 for vocabulary practice. Reinforce color words, clothing terms, and the placement of compound adjectives by having students describe clothing that is dual-colored; for example, *She is wearing a red and white sweater.*

### Content Integration:

#### Science:
Instruct students to write a brief report explaining light refraction and how it occurs.

#### Language Arts:
Instruct students to write a story that describes what their lives would be like if they could see in shades of only one color.
More Colors and Numbers

New Vocabulary
cap grass

Vocabulary: Colors and Numbers
Practice asking questions and giving answers using colors and numbers.
Here is a list of colors you have learned so far:
red
pink
orange
yellow
green
blue
purple
brown
gray
black
white

Find each of these colors in the room you are in.

Using Multiple Intelligence Strategies:
Visual-Spatial: Help students devise color wheels with primary, secondary, and tertiary colors.

Post-Lesson Activities:
• Challenge students to list all the color words they have learned so far. Ask them to name classroom objects that match these colors.
• Use a number line to review the numerals one to 10.

Conversation:
• Encourage students to practice asking questions using colors and numbers.

Modifications:
• Display a number line for reference and reinforcement of numeral terms.

Mini-Assessment Unit 3, Lessons 1–5 Answer the following questions.
1. Write a description of a person using adjectives you have learned up to Lesson 3-01.
2. What word would you use to ask how many if you do not know the exact number of items and there are too many to count?
3. What type of clothing do you wear on your feet before putting on shoes?
4. Name at least five colors you learned in Lesson 3-05.
New Vocabulary

<table>
<thead>
<tr>
<th>bear</th>
<th>herd</th>
<th>rocking</th>
</tr>
</thead>
<tbody>
<tr>
<td>camel</td>
<td>kangaroo</td>
<td>legs</td>
</tr>
<tr>
<td>climbing</td>
<td>lion</td>
<td>swan</td>
</tr>
<tr>
<td>dragon</td>
<td>goats</td>
<td>pigs</td>
</tr>
<tr>
<td>giraffe</td>
<td>real</td>
<td>turtle</td>
</tr>
</tbody>
</table>

Themes:
Animals

Materials:
Magazine with animal pictures
Construction paper
Glue
Internet access, if possible

Pre-Lesson Activity:
- Review terms for numbers, colors, animals, and actions by instructing students to create a three-sentence animal adventure. Encourage students to use computer lessons and reference materials as necessary. Ask for volunteers to read finished products to the class.

Content Integration:

Science: Discuss the life cycles of the various animals. Ask students to classify animals according to the following groups: herbivores, carnivores, and omnivores.

Mathematics: Use data from the above classification exercise to create a graph. Display the graph in the classroom for student reference.

Worksheet 3-06

I. Match the words.

<table>
<thead>
<tr>
<th></th>
<th>1. two legs</th>
<th>2. no legs</th>
<th>3. four legs</th>
<th>4. many legs</th>
<th>5. eight legs</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>two dogs</td>
<td>a. person</td>
<td>c. a herd of goats</td>
<td>d. a lion</td>
<td>e. a fish</td>
</tr>
<tr>
<td>b.</td>
<td>real</td>
<td>b. rock</td>
<td>d. running</td>
<td>e. not real</td>
<td>f. not real</td>
</tr>
<tr>
<td>c.</td>
<td>rock</td>
<td>c. running</td>
<td></td>
<td>f. real</td>
<td>g. not real</td>
</tr>
<tr>
<td>d.</td>
<td>real</td>
<td></td>
<td>g. real</td>
<td></td>
<td>h. real</td>
</tr>
<tr>
<td>e.</td>
<td>real</td>
<td></td>
<td></td>
<td>h. real</td>
<td>i. real</td>
</tr>
</tbody>
</table>

II. Describe each picture with a complete English sentence.

1. The camel is standing on three legs.  
2. The camel is standing on four legs.  
3. The horse is not real.  
4. The horse is real.  
5. The bird is sitting.  
6. The bird is flying.  
7. The cat is real.  
8. The cat is not real.  
9. The sheep is not real.  
10. The sheep is real.  

III. Fill in the blank.

11. The camel is standing on four legs.  
12. The white tiger is climbing.  
13. A bird is flying.  
14. This house is not real.  
15. Two cows are not real.  
16. The kangaroo is an animal.  
17. The lion is a person.  
18. The giraffe is a small animal.  
19. The dragon is not a real animal.  
20. The rocking horse is not a real horse.

IV. Yes or No?

- The woman is hungry.  
- The man is happy.  
- The woman is hurt.  
- They are tired.  
- They are not tired.  
- The man is sick.  
- The man is healthy.  
- The woman is not hurt.  
- The woman is not hungry.  
- The boy and the dog are happy.  
- The man and the dog are sad.  
- The woman is happy.  
- The woman is sad.  

New Vocabulary

<table>
<thead>
<tr>
<th>bear</th>
<th>camel</th>
<th>climbing</th>
<th>dragon</th>
<th>giraffe</th>
<th>goats</th>
<th>real</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet 3-07

I. Match the words.

<table>
<thead>
<tr>
<th></th>
<th>1. two legs</th>
<th>2. no legs</th>
<th>3. four legs</th>
<th>4. many legs</th>
<th>5. eight legs</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>two dogs</td>
<td>a. person</td>
<td>c. a herd of goats</td>
<td>d. a lion</td>
<td>e. a fish</td>
</tr>
<tr>
<td>b.</td>
<td>real</td>
<td>b. rock</td>
<td>d. running</td>
<td>e. not real</td>
<td>f. not real</td>
</tr>
<tr>
<td>c.</td>
<td>rock</td>
<td></td>
<td>g. real</td>
<td>h. real</td>
<td>i. real</td>
</tr>
<tr>
<td>d.</td>
<td>real</td>
<td></td>
<td></td>
<td>h. real</td>
<td>i. real</td>
</tr>
<tr>
<td>e.</td>
<td>real</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Being Human: Descriptive Adjectives

- The woman is hungry.  
- The man is happy.  
- The woman is hurt.  
- They are tired.  
- They are not tired.  
- The man is sick.  
- The man is healthy.  
- The woman is not hurt.  
- The woman is not hungry.  
- The boy and the dog are happy.  
- The man and the dog are sad.  
- The woman is happy.  
- The woman is sad.  

Themes:
Animals

Materials:
Magazine with animal pictures
Construction paper
Glue
Internet access, if possible

Pre-Lesson Activity:
- Review terms for numbers, colors, animals, and actions by instructing students to create a three-sentence animal adventure. Encourage students to use computer lessons and reference materials as necessary. Ask for volunteers to read finished products to the class.

Content Integration:

Science: Discuss the life cycles of the various animals. Ask students to classify animals according to the following groups: herbivores, carnivores, and omnivores.

Mathematics: Use data from the above classification exercise to create a graph. Display the graph in the classroom for student reference.
Animals; Real and Not Real

Using Multiple Intelligence Strategies:
Visual-Spatial: Instruct students to identify and illustrate a food web or chain.

Post-Lesson Activity:
• Ask students to create an animal collage using pictures from several magazines. Have them take turns describing their choices to the class.

Conversation:
• Discuss students’ experiences with trips to zoos or animal parks.

 Modifications:
• Provide students with word lists and pictures to foster retention of newly learned terms.
Unit 3, Lesson 7

New Vocabulary
beautiful  healthy  sad  thirsty
cold  hot  sick  tired
full  hungry  someone  ugly
happy  rich  strong  weak

Themes:
People

Materials:
Magazines or picture books

Pre-Lesson Activity:
• Have students complete Section II of Worksheet 3-07 in the Student Workbook to reinforce vocabulary. Provide additional practice by challenging students to see how many descriptive terms for people they can write in the span of five minutes. When time is up, have students take turns calling out words as you list them on the board. Read the list in unison.

Content Integration:
Language Arts: Have students write name poems by writing an adjective for each letter of a person’s name.

Language Arts: Display five pictures of people on the board for the class to view. Ask the class to write down five adjectives describing each person on the board. Encourage students to use adjectives that describe emotion. Have students write two paragraphs about the person, their traits, and why they are experiencing those emotions in the pictures. Allow students to present their paragraphs to the class.

Worksheet 3-07

I. Match the words.
   ___ 1. cold   a. weak
   ___ 2. strong  b. sad
   ___ 3. hungry   c. hot
   ___ 4. happy   d. thirsty
   ___ 5. sick     e. full

II. Describe each picture with a complete English sentence.

III. Fill in the blank.

   11. She is tired__________________________ is not tired. a. they
   12. Someone is__________________________ is happy. b. and the dog
   13. The boy__________________________ are hot and tired. c. he
   14. ____________________________ is hungry. d. is hungry
   15. The woman__________________________ . e. hungry

IV. Possible (P) or Impossible (I)?

   ____16. The rocking horse is thirsty. P
   ____17. The sick man is healthy. I
   ____18. The bird is ugly. P
   ____19. The hungry girl is full. I
   ____20. The kittens are not strong. I

ENGLISH Being Human: Descriptive Adjectives

3-06   Animalic: Real, Not Real

01 Two grey fish are swimming. One grey fish is swimming. A white dog is walking. A cat is walking.
02 a kangaroo  a herd of cows  Two cows are running.
03 Many sheep are standing. one turtle  a fish  a camel  a camel
04 a white swan  The bird is sitting. a grizzly
A wild is flying.
05 two girls  one boy  two cows  one tiger
06 a sheep  an elephant  The camel is standing on three legs. The camel is standing on four legs.
07 This horse is not real. This horse is real. This bird is not real. This bird is real.
08 These cows are not real. These two cows are real. These two cows are not real. A rocking horse is not a real horse.
09 Which cat is real? Which cat is not real? Which sheep is real? Which sheep is not real?
10 The white tiger is walking. The white tiger is sitting. The white tiger is climbing. a dragon

3-07   Being Human: Descriptive Adjectives

01 The woman is hungry. The man is hungry. The woman is full. The man is full.
02 They are cold. They are hot. He is cold. He is hot.
03 She is tired. She is not tired. They are tired. They are not tired.
04 He is strong. He is weak. They are hot. They are not hot and tired.
05 The man is sick. The man is healthy. The bird is beautiful. The bird is ugly.
06 The man is not full. The man is not hungry. The woman is not full. The woman is not hungry.
07 The boy and the dog are happy. The boy and the dog are sad. The man is happy. The woman is sad.
08 They are tired. She is not tired. He is not tired. They are not tired. He is tired. She is tired.
09 He is sick. He is healthy. He is thirsty. She is thirsty.
10 Someone is hungry. Someone is hungry. Someone is tired. The people are hot and tired.
### Being Human: Descriptive Adjectives

#### Using Multiple Intelligence Strategies:

**Interpersonal**: Ask students to design a “people collage” using pictures from various magazines. Invite students to describe the people they chose to feature.

**Verbal-Linguistic**: Challenge students to write about their favorite fictional character.

#### Post-Lesson Activity:
- Invite students to describe a superhero using as many adjectives as they can think of.

#### Conversation:
- Lead a discussion about opposites. Encourage students to use many vocabulary words.

#### Modifications:
- Provide sentence starters for students to use as they fill in the blanks with appropriate adjectives.

---

#### The Rosetta Stone English I

**Quiz Unit 3 Lessons 7 and 8**

**Post-Lesson Activity**:
- [Invite students to describe a superhero using as many adjectives as they can think of.](#)

**Conversation**:
- [Lead a discussion about opposites. Encourage students to use many vocabulary words.](#)

**Modifications**:
- [Provide sentence starters for students to use as they fill in the blanks with appropriate adjectives.](#)

---

#### Being Human: Descriptive Adjectives

**New Vocabulary**
- beautiful
- cold
- hot
- hungry
- full
- rich
- happy
- healthy
- sick
- someone
- strong
- tired
- thirsty
- ugly

**Grammar: Predicate Adjectives**
- A predicate adjective is created by connecting a noun and an adjective with **a to be verb**, like is or are.
  - The woman is hungry.
  - The boy and the dog are happy.

**Usage: Opposites**
- Knowing the opposites of adjectives may help you to remember them.
- **Hungry**  |  **Full**
- **Strong**  |  **Weak**
- **Cold**  |  **Hot**
- **Healthy**  |  **Sick**
- **Beautiful**  |  **Ugly**
- **Happy**  |  **Sad**
- **Rich**  |  **Poor**

**Thirsty** has no opposite other than **not thirsty**. Of course, using the negative form “not” is always an option: not hungry, not strong, not happy, etc.

---

#### Using Multiple Intelligence Strategies:

**Interpersonal**:
- Ask students to design a “people collage” using pictures from various magazines. Invite students to describe the people they chose to feature.

**Verbal-Linguistic**:
- Challenge students to write about their favorite fictional character.

---

#### Post-Lesson Activity:
- Invite students to describe a superhero using as many adjectives as they can think of.

---

#### Conversation:
- Lead a discussion about opposites. Encourage students to use many vocabulary words.

---

#### Modifications:
- Provide sentence starters for students to use as they fill in the blanks with appropriate adjectives.
Professions and Conditions: Descriptive Adjectives

I. Match the words.

<table>
<thead>
<tr>
<th></th>
<th>a. car</th>
<th>b. bread</th>
<th>c. sink person</th>
<th>d. teeth</th>
<th>e. student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>doctor</td>
<td>teacher</td>
<td>mechanic</td>
<td>baker</td>
<td>dentist</td>
</tr>
<tr>
<td>2</td>
<td>nurse</td>
<td>taking</td>
<td>working</td>
<td>typing</td>
<td>doing</td>
</tr>
<tr>
<td>3</td>
<td>bank</td>
<td>taking</td>
<td>working</td>
<td>typing</td>
<td>doing</td>
</tr>
<tr>
<td>4</td>
<td>bank</td>
<td>taking</td>
<td>working</td>
<td>typing</td>
<td>doing</td>
</tr>
<tr>
<td>5</td>
<td>bank</td>
<td>taking</td>
<td>working</td>
<td>typing</td>
<td>doing</td>
</tr>
</tbody>
</table>

II. Describe each picture with a complete English sentence.

1. The students are reading.
2. The teacher is teaching the students.
3. The secretary is typing.
4. The dentist is working on the man's teeth.
5. The mechanic is fixing the car.
6. He is embarrassed.
7. She is cooking.
8. He is in pain.
9. He is afraid.

III. Fill in the blank.

11. The mechanic is fixing the ____________ of his car.
12. The dentist is working on ____________ in a bank.
13. The man is proud ____________.
14. This man is getting money ____________.
15. The man is proud of his ____________.
16. The man is afraid ____________.

IV. Possible (P) or Impossible (I)?

17. Which man on a horse is real? P
18. Which head is real? P
19. Which man on a horse is a statue? I

Themes:
Professions

Materials:
Research materials

Pre-Lesson Activity:
- Reinforce vocabulary with the following assignment:
  - Distribute index cards (one per student) with the name of a professional, the doctor, the teacher, etc. to half the class.
  - The remaining students will each receive an index card with an action such as is taking care of the man, is teaching the children, etc.**
- Direct students to create a complete sentence that correctly describes the role of a professional by finding the peer with the matching index card.
- Have students stand together when a match is made; call on pairs to read their combined sentence.
- Check for correct responses.
** If there are more students than professions, repeat sentences on index cards until you have enough for the class.
Professions and Human Conditions: Descriptive Adjectives

**New Vocabulary**
- afraid
- baker
- baking
- bank
- care
- carpenter
- cook
- cooking
- dentist
- doctor
- embarrassed
- fixing
- dentist
- officer
- pain
- police
- proud
- scientist
- secretary
- son
- station
- student
- students
- taking
- teacher
- teaching
- teeth
- typing
- waiter
- working

**Usage: Professions**

Which words above name a person’s profession? Can you say what each one does?

Note that many names of professions have certain suffixes.

- *-ist*
  - dentist
  - scientist
- *-er*
  - baker (from to bake)
  - teacher (from to teach)
  - waiter (from to wait on tables or customers in a restaurant)

But be careful. Someone who cooks is not a “cooker.”

**Usage: Idioms**

Like other languages, English has many idioms. Idioms are phrases which mean something different from their literal meaning or which have special meanings. Here are some from this lesson.

- to be in pain
  - He is in pain. (something hurts)
- to be proud of
  - The man is proud of his car. (to admire, to think a lot of something or someone)
- to take care of
  - The nurse is taking care of the man. (to treat, make well; also to care for)
- to work on
  - The dentist is working on the man’s teeth. (to fix, repair or manipulate)

Each of these idioms uses a particular preposition. The prepositions cannot be replaced with another or switched around.

---

**The Rosetta Stone English I Quiz Unit 3 Lessons 7 and 8**

**I. Fill in the blank with the word that best describes the photograph.**

<table>
<thead>
<tr>
<th>Photograph</th>
<th>1. The man is</th>
<th>a. sick</th>
<th>b. weak</th>
<th>c. rich</th>
<th>d. tired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photograph</td>
<td>2. They are</td>
<td>a. happy, cold</td>
<td>b. cold, tired</td>
<td>c. hot, tired</td>
<td>d. strong, happy</td>
</tr>
<tr>
<td>Photograph</td>
<td>3. These people are</td>
<td>a. hot</td>
<td>b. happy</td>
<td>c. hungry</td>
<td>d. cool</td>
</tr>
<tr>
<td>Photograph</td>
<td>4. This man is a</td>
<td>a. mechanic</td>
<td>b. secretary</td>
<td>c. doctor</td>
<td>d. cook</td>
</tr>
<tr>
<td>Photograph</td>
<td>5. The ______ is the student.</td>
<td>a. baker, baking</td>
<td>b. cook, cooking</td>
<td>c. teacher, teaching</td>
<td>d. mechanic, fixing</td>
</tr>
<tr>
<td>Photograph</td>
<td>6. The man is</td>
<td>a. afraid</td>
<td>b. embarrassed</td>
<td>c. proud</td>
<td>d. sick</td>
</tr>
<tr>
<td>Photograph</td>
<td>7. This woman is a</td>
<td>a. nurse</td>
<td>b. mechanic</td>
<td>c. teacher</td>
<td>d. student</td>
</tr>
</tbody>
</table>

**II. Match each word with its opposite.**

| 1. sick | a. sad |
| 2. beautiful | b. unattractive |
| 3. happy | c. sad |
| 4. hungry | d. full |
| 5. weak | e. ugly |

---

**Post-Lesson Activities:**

- Give students a Venn diagram to compare professions from the student information.
- Have students write one sentence describing each job from this lesson.
- After students have identified a job they would like to have in the future, challenge them to write a resume promoting themselves for that profession.

**Conversation:**

- Using lesson vocabulary words, ask students to discuss a profession they would like to have in the future.

**Modifications:**

- Post Venn diagrams for student reference.
**Unit 3, Lesson 9**

**New Vocabulary**
- arm
- elephant’s
- foot
- covering
- cats
- person’s
- rabbit
- pictures

**Themes:**
- Body Parts and Numbers

**Materials:**
- Books about body parts
- Paper
- Clay

**Pre-Lesson Activity:**
- Review vocabulary in the following way:
  - Instruct students to list two nouns and two verbs from current/previous lessons on a sheet of notebook paper.
  - Have students trade papers with a partner and develop a sentence, using at least one word from the list.
  - Ask students to take turns reading the listed words and resulting sentence.
  - Give extra credit to those who used all four words in a sensible, grammatically correct way.

**Content Integration:**

**Mathematics:** Instruct students to use logical reasoning to identify the number of specific body parts. For example, “If there are five cows, two humans, and four birds, how many legs are there?” Ask students to write the numbers in standard and word forms.

**Science:** Instruct students to list animal vocabulary words. Have the student write three sentences about one animal. These sentences could include where the animal lives, what it eats, and a physical description of the animal.

---

**Worksheet 3-09**

**I. Match the words.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. statue of a rabbit</td>
<td>b. statue of a horse</td>
</tr>
<tr>
<td>c. a picture of people</td>
<td>d. a picture of a man</td>
</tr>
<tr>
<td>e. a real rabbit</td>
<td>f. a real man</td>
</tr>
</tbody>
</table>

**II. Describe each picture with a complete English sentence.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. statue of a rabbit</td>
<td>b. statue of a horse</td>
</tr>
<tr>
<td>c. a picture of people</td>
<td>d. a picture of a man</td>
</tr>
<tr>
<td>e. a real rabbit</td>
<td>f. a real man</td>
</tr>
</tbody>
</table>

**III. Fill in the blank.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. hands</td>
<td>b. head</td>
</tr>
<tr>
<td>c. the wall</td>
<td>d. in a statue</td>
</tr>
<tr>
<td>e. real</td>
<td>f. not real</td>
</tr>
</tbody>
</table>

**IV. Yes or No?**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Some pictures are on walls.</td>
<td>b. The picture is jumping rope.</td>
</tr>
<tr>
<td>c. People have three arms.</td>
<td>d. Elephants have four legs.</td>
</tr>
<tr>
<td>e. The hand has six fingers.</td>
<td>f. The head is on his arm.</td>
</tr>
</tbody>
</table>

---

**3-08 Professions and Conditions:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. doctor</td>
<td>b. nurse</td>
</tr>
<tr>
<td>c. mechanic</td>
<td>d. student</td>
</tr>
</tbody>
</table>

**3-09 Body Parts and Pictures**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. one arm</td>
<td>b. three arms</td>
</tr>
<tr>
<td>c. four arms</td>
<td>d. a picture of a man</td>
</tr>
</tbody>
</table>

---

**Descriptive Adjectives**

- Arm
- Student
- Person's
- Covering
- Cats
- Rabbit
- Pictures
- Foot
- Floor
Body Parts and Pictures

New Vocabulary

<table>
<thead>
<tr>
<th>Single Word</th>
<th>Possessive Form</th>
<th>Single Word</th>
<th>Possessive Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>arm</td>
<td>a horse's arm</td>
<td>foot</td>
<td>a person's foot</td>
</tr>
<tr>
<td>cats</td>
<td>a person's cats</td>
<td>elephant</td>
<td>an elephant's</td>
</tr>
<tr>
<td>covering</td>
<td>a person's</td>
<td>floor</td>
<td></td>
</tr>
<tr>
<td>statue</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grammar: “There is” and “There are”

Practice the special English construction there is...; there are... These phrases simply declare that something exists. The question form is is there...? or are there...?

Are there six fingers? Yes, there are six fingers.

Is there a picture of cats on this shirt? Yes, there is a picture of cats.

Grammar: Demonstrative Pronouns

Note the use of this and these. They are demonstrative pronouns. They point to something or demonstrate which particular item or person is being discussed.

This is a picture of flowers.
These are real flowers.

The Rosetta Stone English I Quiz Unit 3 Lessons 9 and 10

I. Fill in the blank with the word or words that best describe the photograph.

1. __________
   a. a horse's legs
   b. a person's arms
   c. a person's legs
   d. an elephant's legs

2. The hat is on his __________
   a. head
   b. foot
   c. hand
   d. mouth

3. Her __________ are on her head,
   a. head
   b. feet
   c. her head, her knees
   d. her hands, her head

II. Yes or No?

1. These are real flowers. 2. There is a picture of cats on this shirt. 3. The man on a horse is real.
4. It is six thirty. 5. It is two fifteen. 6. It is a quarter to eight.

III. Match the time with the photograph.

1. It is almost five o'clock 2. It is a little past two o'clock 3. It is seven forty-five.

Using Multiple Intelligence Strategies:

Bodily-Kinesthetic and Musical-Rhythmic:
Play the “Hokey Pokey” with the class.

Linguistic: Read information to the class about the various body parts.

Post-Lesson Activities:

- Divide the class into pairs or groups of four and have them play the game *Operation* and identify the body parts as they remove them.

Conversation:

- Invite students to work with a partner asking each other questions using an “Are there?”’ or “Is there?” format: “Are there three dogs in the picture? Yes, there are three dogs in the picture. Is there a book on the table? No, there is not a book on the table.”
Unit 3, Lesson 10

New Vocabulary

<table>
<thead>
<tr>
<th>afternoon</th>
<th>forty-five</th>
<th>night</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost</td>
<td>just</td>
<td>past</td>
</tr>
<tr>
<td>eleven</td>
<td>morning</td>
<td>quarter</td>
</tr>
</tbody>
</table>

Themes:
Numbers and Time

Materials:
Analog clock
(one in which hands are easily moved)

Pre-Lesson Activity:
• Direct students to complete Section I of the Quiz page for Lessons 3-09 and 3-10 to reinforce the concept of clock time. Reinforce vocabulary by having students discuss activities they might perform at the eight times listed on this Quiz page using verbs learned in current and previous lessons.

Content Integration:
Mathematics: Explain to students the concept of how military time uses a 24-hour clock instead of a 12-hour clock. Explain that military time numbers the 24 hours of the day from 1 to 24 rather than repeating the cycle of 12 hours. Have students research and find at least five countries that use the 24-hour clock cycle. Write different times on the board and have students convert these times to military time.

Language Arts: Using the new vocabulary, instruct students to write a short paragraph describing their daily routine.

Worksheet 3-10

I. Match the words.

1. hour
2. two
3. three
4. three
5. a quarter to eight
6. a quarter to seven

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

II. Describe each picture with a complete English sentence.

4. __________________________________________________________________________________________
5. __________________________________________________________________________________________
6. __________________________________________________________________________________________

III. Fill in the blank.

11. It is ___________.
12. It is ___________ to eight.
13. It is just past ___________.
14. It is a quarter ___________.
15. It is seven ___________.
16. It is ___________ to eight.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
</tbody>
</table>

IV. Yes or No?

16. Eleven o'clock is after ten o'clock.
17. A quarter past seven is after eight o'clock.
18. Six thirty is after six o'clock.
19. Eight o'clock is after seven thirty.
20. A quarter to seven is after seven o'clock.
Clock Time, Time of Day

Usage: Telling Time
Remember, “o’clock” is an old form for “of the clock.” It refers to time on the hour, when the minute hand is on 12, not some time before or after the hour.

There are a variety of ways to express time in English, which must be confusing to the learner. Here are some tips.

To express the half hour, simply say “thirty” after the number of the hour. Always think thirty minutes after the hour, not before.

It is three thirty.
3:30
It is five thirty.
5:30

You may also say, “It is half past three” or “It is half past five.”

Minutes past an hour can be stated very precisely by giving the hour followed by the minutes.

It is three fifteen.
3:15
It is seven forty-five.
7:45

“Till,” “past” and “after” tell time on either side of the hour.

It is a quarter to nine.
8:45
It is five past five.
5:05

Times of fifteen minutes before or after the hour are usually expressed using “quarter.”

It is a quarter to eight.
7:45
It is a quarter past seven.
7:15

But also:

It is seven forty-five.
7:45
It is seven fifteen.
7:15

Post-Lesson Activities:

• Instruct students to use the analog clock to identify the correct time while you adjust the clock to different time settings.

• Ask students questions about the time. Example: “What time do you go to bed? If it is 2:00 p.m. in the Central Time Zone, what time is it in the Pacific Time Zone?” List the responses on the board.

Conversation:

• Invite students to discuss their daily routines. Example: “I wake up at 7 o’clock. I eat breakfast at 8 o’clock.”

Modifications:

• Use a map that illustrates time zones.

• Display clocks and their times throughout the classroom.

Mini-Assessment Unit 3, Lessons 6–10 Answer the following questions.

1. Name an animal from Lesson 3-06 that would live on a farm.
2. What adjectives would you use to describe a person who needs food and water?
3. If you fixed cars, what would be your profession?
4. At what time of day do you eat breakfast?
Unit 3 Review

Review Activities:
- Use index cards to review vocabulary.
- Review workbook pages.
- Choose activities that target skills in need of practice.
- Encourage role-play of scenes that require students to use language skills.
- Provide time for conversation practice with peers; monitor conversational skills.
- Challenge students to create questions from various lessons and seek answers as a class.
- Play question-and-answer games using vocabulary words from past lessons.

Possible Assessments:
- Conduct Mini-Assessments in Lessons 3-05 and 3-10.
- Observe students as they participate in activities. Note areas of difficulty and provide additional practice time in appropriate modes of the software lessons.
- Use rubrics to assess graphs, charts, reports, and projects.
- Note the amount and quality of class participation.
- Check accuracy of completed Workbook pages, Quizzes, and Tests.
- Keep portfolios of student work.

Test Unit 3 Lessons 1–5

I. Match the opposites.

1. curly
2. fat
3. old
4. many
5. newer
6. outside
7. under

a. few
b. more
c. short
d. straight
e. inside
f. younger
g. on
h. thin

II. Answer each question based on the following sentences.

There are three blue umbrellas.
There are three eggs.
The woman has four white horses.
There are nine red flowers.
There are ten runners.

1. There are more runners than eggs. Yes or no?
2. What color are the flowers?
3. There are as many horses as runners. Yes or no?
4. Who has white horses?
5. There are fewer umbrellas than flowers. Yes or no?
6. What color are the umbrellas?
7. How many horses does the woman have?

III. Match the sentences with the photographs.

1. Who has short straight black hair?
2. Who has curly blond hair?
3. Who is bald?
4. How many children are standing?
5. The girl is on the table. She is jumping rope.

1. Photograph A
2. Photograph B
3. Photograph C
4. Photograph D
5. Photograph E

IV. Fill in the blank with the word or words that best describe the photograph.

1. The man is a. a sweater.
b. a shirt.
c. wearing
d. putting on
2. She is wearing a. a sweater.
b. a shirt.
c. wearing
d. putting on
3. He is wearing a. a sweater.
b. a shirt.
c. wearing
d. putting on
IV. Fill in the blank with the word or words that best describe the photograph.

1. She is a ____________________________.
   a. arms
   b. secretary
   c. not real
   d. legs
   e. mechanic
   f. doctor
   g. real

2. The ____________________________ are fixing the car.
   a. arms
   b. secretary
   c. not real
   d. legs
   e. mechanic
   f. doctor
   g. real

3. This horse is ____________________________.
   a. arms
   b. secretary
   c. not real
   d. legs
   e. mechanic
   f. doctor
   g. real

4. These are an elephant's ____________________________.
   a. arms
   b. secretary
   c. not real
   d. legs
   e. mechanic
   f. doctor
   g. real

5. There are four ____________________________.
   a. arms
   b. secretary
   c. not real
   d. legs
   e. mechanic
   f. doctor
   g. real

6. This horse is ____________________________.
   a. arms
   b. secretary
   c. not real
   d. legs
   e. mechanic
   f. doctor
   g. real

7. She is a ____________________________.
   a. arms
   b. secretary
   c. not real
   d. legs
   e. mechanic
   f. doctor
   g. real
Unit 3 Review

Word Search 2: 1-5

ANOTHER
Bald
BLOND
BUILDING
CURLY
FEWER
GRASS
GROUP
HOW
INSIDE
LOAF
LOAVES
MANY
MORE
OUTSIDE
PUTTING
SAME
SEVERAL
SHORTS
STRAIGHT
SWEATER
UMBRELLAS
YOUNGER

Word Search 3: 6-10

AFRAID
AFTERNOON
ALMOST
BEAUTIFUL
BETTER
DOCTOR
FIXING
HAPPY
INSIDE
LESS
LIGHT
LINGER
LONG
MONEY
MORNING
NIGHT

ASBBMGRPOLICEP
HEOTTIREDONA
UCANZRDSPHWI
NKLIANUOOGMAEN
GPTGCLMCMOPAW
RCHHSOTERPKF
YAFTERNOONSH
ZQUARTERNIUTE
RDLFNXYXENGUA
RSTRONGSSGLDL
VJAALMOSTFYET
FIXINGRUCWNHH
COLDCTWHIRSTY

ENGLISH
Crossword 3: 1-10

Across
1. not cold
2. a building
3. not happy
4. _____ is in a bank.
5. a ______
6. This is the outside of the _______.
7. A _____, color is the egg.
8. She is wearing blue jeans, a purple _____, and a hat.
9. There are _____ horses than people.
10. She is taking ______ of the man.
11. The girl is jumping ______.
12. There are ____ horses than people.
13. not older
14. The ____ is cooking.
15. a big cat
16. a big cat
17. not older
18. She is not wearing pants; she is wearing ______.
19. Money is in a ______.
20. He is _____ of his car.
21. not fat
22. they are dancing

Down
1. not short
2. a building
3. There are the _____ number of boys as girls.
4. not curly
5. not straight
6. not outside
7. The _____ of runners.
8. a pink animal
9. The______ and doctor care for sick people.
10. The doctor cares for the ____ man.
11. The girl is jumping ______.
12. There are ____ horses than people.
13. ____ color is the egg?
14. not straight
15. not new
16. He is running. He is hot and _____.
17. Outside there is green ______ on the ground.
18. She is not wearing pants; she is wearing ____.
19. Her______ is long.
20. The woman has ______ hair.
21. not fat
22. they are dancing

Crossword 3: 6-10

Across
2. not cold
3. not happy
4. _____ is in a bank.
6. She is taking ______ of the man.
7. A _____, color is the egg.
8. She is wearing blue jeans, a purple _____, and a hat.
9. There are _____ horses than people.
10. She is taking ______ of the man.
11. The girl is jumping ______.
12. There are ____ horses than people.
13. not older
14. The ____ is cooking.
15. a big cat
16. a big cat
17. not older
18. She is not wearing pants; she is wearing ______.
19. Money is in a ______.
20. He is _____ of his car.

Down
1. not short
2. not a student
3. not a student
4. not curly
5. not straight
6. not outside
7. The _____ of runners.
8. a pink animal
9. The______ and doctor care for sick people.
10. The doctor cares for the ____ man.
11. The girl is jumping ______.
12. There are ____ horses than people.
13. ____ color is the egg?
14. not straight
15. not new
16. He is running. He is hot and _____.
17. Outside there is green ______ on the ground.
18. She is not wearing pants; she is wearing ____.
19. Her______ is long.
20. The woman has ______ hair.
Lesson 4-01 Questions and Answers: Questions with “to be” and “what” .... 82
Nine new words.
Inquiries about conditions and activities. Questions answered affirmatively and negatively.
Explanations in response to general questions. Inquiries to identify animals.

Lesson 4-02 Open–Closed, Together–Apart, Straight–Bent ......................... 84
Eight new words.
Presents antonyms in a variety of contexts; proximity.

Lesson 4-03 Numbers 1–100 ........................................................................... 86
10 new words and 10 new compounds of words.
Presents numbers one to 20, by tens to one hundred and additional patterns.

Lesson 4-04 People and Talking ................................................................ 88
12 new words.
Talking, talking to, talking into, talking about, talking on the phone, can talk, cannot talk, and because.

Lesson 4-05 Coming and Going, Asleep and Awake ................................. 90
15 new words.
Come and go: up, down, on, from, enter, and leave.

Lesson 4-06 Multiple Verbs; While ................................................................. 92
21 new words.
Present participle introduced (21 examples). While.

Lesson 4-07 Family Relationships ................................................................. 94
12 new words.
Mother, father, sister, brother, husband, wife, daughter, son, parents, children, and family.

Lesson 4-08 Everybody, Somebody, Nobody ............................................... 96
Eight new words.
Nobody, none, nothing, somebody, something, and everybody.

Lesson 4-09 Vehicles; Related Verbs and Prepositions ............................. 98
25 new words.
Means of transportation: varied types of cars, trucks, vehicles, and boats.
Accidents and crashes.

Lesson 4-10 Prepositions and Objects of Prepositions: With and Without.. 100
Six new words.
With and without.
Use and not use.

Lesson 4-11 Review of Unit Four .................................................................. 102
Tests and Worksheets from Unit Four Lessons.
Scope and Sequence

Enrichment/Unit Projects:

1. Begin by discussing holidays that are celebrated in different cultures. Challenge students to create a new holiday and describe the purpose of the holiday. Why would people celebrate it? Encourage students to generate ideas by discussing ways they feel their culture, gender, or generation needs to be better understood, appreciated, or celebrated. Tell students they can also combine aspects of other cultures into the creation of the new holiday. After the initial brainstorming, have students work in pairs to develop the holiday. Have students construct a booklet that explains the elements of their holiday. Each booklet should include the following:
   a. Purpose of the holiday
   b. Background/history/founders
   c. Date(s) of the holiday
   d. Decorations and/or colors involved
   e. Foods associated with the holiday
   f. Symbol to represent the holiday
   g. International or U.S. holiday
   Along with the above requirements, students can include any other pertinent information about their holiday. Booklets should be constructed by folding construction paper in half lengthwise. The symbol for the holiday should be on the front of the booklet. When the booklets are completed, have students share their creations with the class.

2. Family Tree — Have each student research their family. Students may use poster board or construction paper to create a visual to illustrate each family tree along with written information in a report format. Have each student share a story about their family, providing information about where the people in their family are from, their ages, and the different cultures that are present in their family tree.

3. Explain to the class that they will be doing a role-playing activity that will help them practice making plans. Divide the class into two groups: callers and receivers. Set up the classroom so that there are two rows of chairs. The receivers will sit in the chairs facing the wall and the callers will sit behind them. The receivers should have their names taped onto the back of their chairs if the students are not too familiar with each other.
   Callers will sit behind a receiver and tap on that receiver’s shoulder. Receivers will answer, and they will either make plans to do something with the caller or provide a reason explaining why they are unavailable. After they hang up the phone, the caller stands up and waits for the next available chair behind a receiver and tries the conversation again. As more and more phone calls are made, the schedules should start filling up, and it will become harder and harder for the students to negotiate a time to meet.
   List possible activities on the board. Have the callers choose at least five things they would like to ask the other person to do. The receivers will make a list of at least five things they would not like to do; for example, watch a movie, watch a play, play tennis, play golf, eat lunch, drink coffee, have dinner, go to a concert, go to a museum, go to an art gallery, go to the beach, dance, shop, swim, etc.
   Callers will make calls and ask receivers to do the activities that they listed. If the receivers are not busy and they want to do the activity (i.e., the receivers didn’t list the activity), then the receivers accept the proposal and both parties negotiate a time and place. Have students keep a schedule of when they have made plans to meet.
Unit 4, Lesson 1

New Vocabulary
- can
- pony
- side
- upside
- smile
- violin

Themes:
Questions and Answers

Materials:
Magazines
Newspapers

Pre-Lesson Activity:
- Direct students to complete Section II of Worksheet 4-01 in the Student Workbook to practice answering questions. To reinforce vocabulary, distribute an index card to each student that contains one verb; for example, smiling, walking, sitting, reading, etc. Instruct students to act out their word as you ask questions such as, What is she doing? Is he walking? Have volunteers respond to your questions; be sure actions match words, and that answers are phrased correctly.

Content Integration:

Language Arts: Instruct students to read an article from a newspaper. When they have completed the article, ask the students to write four questions, each one containing Who?, What?, Where?, and Which?

Social Studies: Explain to students the interview process, clearly identifying question-and-answer techniques. Instruct students to write interview questions for a famous person. Have students work with a partner, each one taking turns being the interviewer and the famous person. Instruct students to conduct an interview of their partner and record their answers on paper. Students will switch roles when all the questions are asked and answered.

4-01 Questions and Answers: Interrogative Form of Verbs

Worksheet 4-01

I. Answer with Yes or No.

1. Is a pony bigger than a horse?
2. Is a girl younger than a woman?
3. Is a violin playing the guitar?
4. Is a dog playing the guitar?
5. Is a dog a fish?
6. Is a man drinking wine?
7. Is a goat playing with a dog?
8. Is a cat sitting with a dog?
9. Is a man sitting on a chair?
10. Is a church a building?
11. Is a horse an animal?
12. Is a horse a building?
13. Is a church a building?
14. Is an elephant putting on a sweater?

II. Describe each picture with a complete English sentence.

ENGLISH Questions and Answers: Interrogative Form of Verbs
Questions and Answers: Questions with “to be” and “what”

Using Multiple Intelligence Strategies:
Visual-Spatial: Have students make their own crossword puzzle using a question-and-answer format. Students can trade and solve each other’s puzzles.

Verbal-Linguistic: Ask students questions about the pictures from the magazines or newspapers.

Post-Lesson Activity:
• Instruct students to participate in a question-and-answer game in the style of Jeopardy.

Conversation:
• Have students discuss what someone is doing in a magazine advertisement.

Modifications:
• Allow students to use graph paper to construct crossword puzzles.

Questions and Answers: Interrogative Form of Verbs

Usage: Questions and Answers

The first way is to use the present progressive tense and invert the usual order of the subject and verb.

The woman is walking. Is the woman walking?

The answer to these questions is either “yes” or “no”. A short answer is acceptable.

Yes, she is. (Walking is understood to follow, but doesn’t need to be stated.)

Sometimes answers of “no” may be followed by the correct information.

Is the bike upside down? No, it is right side up.

Is the man riding a horse? No, he is walking.

Sometimes answers of “no” may be followed by the correct information.

Is the bike upside down? No, it is right side up.

Is the man riding a horse? No, he is walking.

What plus is/are ... doing? calls for an answer regarding someone’s activity. Answer in the present progressive tense.

What is she doing? She is running.

What are they doing? They are riding horses.

What is the man doing? He is putting on his sweater.

Is without a companion -ing verb forms a question that asks about identity, about something’s existence.

Is it a pony? Yes, it is a pony.

Is it a dog? No, it is a cat.

Questions and Answers: Interrogative Form of Verbs

Usage: Questions and Answers

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The woman is walking. Is the woman walking?

The answer to these questions is either “yes” or “no”. A short answer is acceptable.

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Is without a companion -ing verb forms a question that asks about identity, about something’s existence.

Is it a pony? Yes, it is a pony.

Is it a dog? No, it is a cat.
New Vocabulary

open  closed  door  toes

bent  boy's  open  together

Themes:
Open–Closed, Together–Apart, Straight–Bent

Materials:
Various classroom objects
(some of these objects need to be able to bend)
Magazines

Pre-Lesson Activities:
• Use vocabulary from Lesson 4-02 and earlier lessons to create an “exercise routine” for students. Give directions (see below for examples) and have students respond with corresponding actions.
  – Hands are together.
  – Hands are apart.
  – Eyes are open.
  – Eyes are closed.

Content Integration:

Language Arts: Prepare word-cards by writing a word on an index card and by writing its opposite on another index card. Make sure there is a card for each student and there is an even amount of cards. Place a word-card face down on each student’s desk. Tell the students that each word-card has a partner word-card. Have students move around the room and find their partner word. Once their partners have been located, the students will sit together and write clues about their words. Have students read their clues to the rest of the class and when the class guesses the words, make a list of the opposites on the board.

Science: Instruct students to divide a piece of notebook paper into three columns. Have the students label each column with opposites: open/closed, together/apart, and straight/bent. Ask students to create a list of things that fit each category and write them in the columns.

Worksheet 4-02

I. Answer the question with a complete English sentence.

Example: Are the woman’s feet apart? No, the woman’s feet are not apart.

1. Is the car door open? No, __________________________.
2. Are the woman’s eyes closed? Yes, __________________________.
3. Are the man’s eyes closed? No, __________________________.
4. Is the window open? No, __________________________.
5. Is the man’s hand closed? Yes, __________________________.
6. Are the hands apart? Yes, __________________________.
7. Are the boy’s hands together? No, __________________________.
8. Are the fish and the car together? No, __________________________.
9. Are the boys together? Yes, __________________________.
10. Are the woman’s arms straight? Yes, __________________________.
11. Is the girl’s hand open? No, __________________________.
12. How many legs does a baby have? __________________________.
13. How many legs does a frog have? __________________________.
14. How many arms does a person have? __________________________.
15. How many arms does a person have? __________________________.

II. Describe each picture with a complete English sentence.

16. __________________________.
17. __________________________.
18. __________________________.
19. __________________________.
20. __________________________.
21. __________________________.
22. __________________________.

4-03 Numbers to One Hundred

| 01 | The car door is open. The car door is closed. This woman's eyes are open. This woman's eyes are closed. |
| 02 | The eyes are open. The eyes are closed. Her mouth is open. Her mouth is closed. |
| 03 | The man's eyes are closed and his mouth is open. The man's eyes are open and his mouth is closed. The woman's mouth is open and her eyes are closed. |
| 04 | His hands are closed. His hands are open. One hand is open and one hand is closed. Her mouth is open. |
| 05 | Four arms four legs four fingers five toes |
| 06 | Six |
| 07 | Seven |
| 08 | Eight |
| 09 | Nine |
| 10 | Ten |
| 11 | Eleven |
| 12 | Twelve |
| 13 | Thirteen |
| 14 | Fourteen |
| 15 | Fifteen |
| 16 | Sixteen |
| 17 | Seventeen |
| 18 | Eighteen |
| 19 | Nineteen |
| 20 | Twenty |
| 21 | Twenty-one |
| 22 | Twenty-two |
| 23 | Twenty-three |
| 24 | Twenty-four |
| 25 | Twenty-five |
| 26 | Twenty-six |
| 27 | Twenty-seven |
| 28 | Twenty-eight |
| 29 | Twenty-nine |
| 30 | Thirty |
| 31 | Thirty-one |
| 32 | Thirty-two |
| 33 | Thirty-three |
| 34 | Thirty-four |
| 35 | Thirty-five |
| 36 | Thirty-six |
| 37 | Thirty-seven |
| 38 | Thirty-eight |
| 39 | Thirty-nine |
| 40 | Forty |
| 41 | Forty-one |
| 42 | Forty-two |
| 43 | Forty-three |
| 44 | Forty-four |
| 45 | Forty-five |
| 46 | Forty-six |
| 47 | Forty-seven |
| 48 | Forty-eight |
| 49 | Forty-nine |
| 50 | Fifty |
| 51 | Fifty-one |
| 52 | Fifty-two |
| 53 | Fifty-three |
| 54 | Fifty-four |
| 55 | Fifty-five |
| 56 | Fifty-six |
| 57 | Fifty-seven |
| 58 | Fifty-eight |
| 59 | Fifty-nine |
| 60 | Sixty |
| 61 | Sixty-one |
| 62 | Sixty-two |
| 63 | Sixty-three |
| 64 | Sixty-four |
| 65 | Sixty-five |
| 66 | Sixty-six |
| 67 | Sixty-seven |
| 68 | Sixty-eight |
| 69 | Sixty-nine |
| 70 | Seventy |
| 71 | Seventy-one |
| 72 | Seventy-two |
| 73 | Seventy-three |
| 74 | Seventy-four |
| 75 | Seventy-five |
| 76 | Seventy-six |
| 77 | Seventy-seven |
| 78 | Seventy-eight |
| 79 | Seventy-nine |
| 80 | Eighty |
| 81 | Eighty-one |
| 82 | Eighty-two |
| 83 | Eighty-three |
| 84 | Eighty-four |
| 85 | Eighty-five |
| 86 | Eighty-six |
| 87 | Eighty-seven |
| 88 | Eighty-eight |
| 89 | Eighty-nine |
| 90 | Ninety |
| 91 | Ninety-one |
| 92 | Ninety-two |
| 93 | Ninety-three |
| 94 | Ninety-four |
| 95 | Ninety-five |
| 96 | Ninety-six |
| 97 | Ninety-seven |
| 98 | Ninety-eight |
| 99 | Ninety-nine |
| 100 | One hundred |
Post-Lesson Activities:
• Ask students to use objects as well as their hands, feet, legs, and arms to demonstrate the new vocabulary.
• Have students use magazine pictures to identify examples of the new vocabulary.

Conversation:
• Ask students to describe objects in the classroom using new lesson vocabulary words.

Modifications:
• Help students create an exercise routine that uses lesson vocabulary words.

Open–Closed, Together–Apart, Straight–Bent
Using Multiple Intelligence Strategies:
Musical-Rhythmic: Instruct students to create a song with their new vocabulary words: opposites: open/closed, together/apart, and straight/bent.

Verbal-Linguistic: Using the pairs of opposites the students just learned, have the class brainstorm sentences using both words in the same sentence.

The Rosetta Stone English I Quiz Unit 4 Lessons 1 and 2

I. Fill in the blank with the word or words that best describe the photograph.

1. What are they doing?
   a. They are running. b. They are riding. c. They are jumping. d. They are walking.

2. He is playing with his dog.
   a. Who is the man? b. Who is the boy? c. What is the man doing? d. What is the boy doing?

3. His hands are and his feet are.
   a. together apart b. apart apart c. together together d. apart together

4. The woman's eyes are.
   a. open b. closed c. bent d. straight

II. Match the word on the left with its opposite.

1. together a. closed
2. bent b. straight
3. open c. apart

III. Answer the questions according to the following models:

Is the woman walking? Yes, she is walking.
Is the man riding a horse? No, he is not riding.

1. Are the children jumping?
2. Is the man riding a horse?
3. Is the boy falling?
4. Is the woman smiling?
New Vocabulary

twelve  thirty-two  seventy
thirteen forty seventy-five
tfourteen forty-two eighty
tsixteen fifty eighty-six
tseventeen fifty-six ninety-five
teighteen fifty-two ninety
nteen nineteen sixty ninety-five
twenty-two sixty-six hundred

Themes:
Numbers to 100

Materials:
Pair of dice
Construction paper
Tape
Scissors
Number charts

Pre-Lesson Activity:
• Reinforce number vocabulary by asking students to write their:
  – Age.
  – Phone number.
  – House number.
Add additional information for further practice.

Content Integration:
Mathematics: Divide students into groups or pairs. Have each group take turns rolling the pair of dice. Instruct students to choose one number to be the base and the other to be the exponent. Ask students to solve. For example, if the students roll a five and a two, then they solve $5^2$.

Social Studies: Instruct students to research five dates in history they believe to be important. Ask the students to provide reasons why they chose these dates.

Worksheet 4-03

I. Write each number in English.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>3</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>20</td>
<td>7</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>9</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>13</td>
<td>10</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

II. Write each number in English.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>7</td>
<td>10</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>46</td>
<td>100</td>
<td>16</td>
<td>52</td>
<td>95</td>
</tr>
</tbody>
</table>

ENGLISH Numbers to One Hundred
Numbers to One Hundred

New Vocabulary

<table>
<thead>
<tr>
<th>Twelve</th>
<th>Eighteen</th>
<th>Forty-Two</th>
<th>Sixty-Six</th>
<th>Eighty-Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thirteen</td>
<td>Nineteen</td>
<td>Forty-Six</td>
<td>Seventy</td>
<td>Ninety</td>
</tr>
<tr>
<td>Fourteen</td>
<td>Twenty-Two</td>
<td>Fifty</td>
<td>Seventy-Five</td>
<td>Ninety-Five</td>
</tr>
<tr>
<td>Sixteen</td>
<td>Thirty-Two</td>
<td>Fifty-Two</td>
<td>Eighty</td>
<td>Eighty-Five</td>
</tr>
</tbody>
</table>

Usage: Numbers

The suffix -teen has the same root origin as ten. With the exception of eleven and twelve, numbers between ten and twenty add -teen to a stem related to their corresponding number between one and ten.

<table>
<thead>
<tr>
<th>One</th>
<th>Eleven</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two</td>
<td>Twelve</td>
</tr>
<tr>
<td>Three</td>
<td>Thirteen</td>
</tr>
<tr>
<td>Four</td>
<td>Fourteen</td>
</tr>
<tr>
<td>Five</td>
<td>Fifteen</td>
</tr>
<tr>
<td>Six</td>
<td>Sixteen</td>
</tr>
<tr>
<td>Seven</td>
<td>Seventeen</td>
</tr>
<tr>
<td>Eight</td>
<td>Eighteen</td>
</tr>
<tr>
<td>Nine</td>
<td>Nineteen</td>
</tr>
</tbody>
</table>

All numbers that begin groupings of ten end in -ty:

- Twenty 20
- Thirty 30
- Forty 40
- Fifty 50
- Sixty 60
- Seventy 70
- Eighty 80
- Ninety 90

In former times, English speakers used to say numbers above the teens as “four-and-twenty,” “six-and-thirty,” etc., as in the Mother Goose rhyme, “Four-and-twenty blackbirds baked in a pie.” We have now simplified the form to “twenty-four,” “thirty-six,” etc.

Using Multiple Intelligence Strategies:

Verbal-Linguistic: On a blank piece of paper, have students create a table with 10 squares across and 10 squares down. Have them fill in the table with the numbers from 1 to 100, starting with 1–10 going in the first row across. Then call out numbers and have students circle the corresponding numerals on their table.

Bodily-Kinesthetic: Connect pieces of construction paper to form one long strip of paper. Make a number line of 1 to 100 on the construction paper. Display for the class.

Post-Lesson Activities:

- Give each student a number line to practice counting by different multiples.
- Instruct students to use the dice to write multiplication and division problems.

Conversation:

- Discuss the role of numbers in everyday living, using new vocabulary words whenever possible.

Modifications:

- Encourage students to count sets of items, to reinforce newly learned vocabulary.

I. Yes or No?

1. These men are talking.
2. The man is talking to the boy.
3. This woman is not talking.
4. This man is not on the phone.
5. These women can’t talk.
6. This boy can’t talk.

II. Write the number that comes immediately after the given number.

Example: Seventeen

<table>
<thead>
<tr>
<th>One</th>
<th>Eighteen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twelve</td>
<td>Nineteen</td>
</tr>
<tr>
<td>Fourteen</td>
<td>Twenty-Two</td>
</tr>
<tr>
<td>Sixteen</td>
<td>Thirty-Two</td>
</tr>
<tr>
<td>Eighteen</td>
<td>Forty-Two</td>
</tr>
<tr>
<td>Nineteen</td>
<td>Thirty-Six</td>
</tr>
</tbody>
</table>

Post-Lesson Activities:

• Give each student a number line to practice counting by different multiples.

Conversation:

• Discuss the role of numbers in everyday living, using new vocabulary words whenever possible.

Modifications:

• Encourage students to count sets of items, to reinforce newly learned vocabulary.
Unit 4, Lesson 4

New Vocabulary
about can’t all chess now book mannequins mobile plant underwater walkie-talkie

Themes:
Communication

Materials:
Magazines
Construction paper
Glue
Sentences written on strips of paper and cut into parts
Envelopes to store the sentence parts

Pre-Lesson Activity:
• Instruct students to complete Section II of the Quiz page for Lessons 4-03 and 4-04, to reinforce lesson vocabulary. Have students begin a Word Journal in a section of their notebooks:
  – Allow time for the review of computer lessons and resource materials.
  – Ask students to write down words and phrases that express likes, dislikes, favorite activities, and other areas of personal interest.
  – Encourage students to share an entry with a partner using a complete sentence to talk about their choice.

Content Integration:
Social Studies: Have students create a timeline for the invention of different modes of communication such as the Internet, e-mail, cell phones, etc.

Language Arts: Instruct students to write directions for another student on how to make a phone call. Remind students to be descriptive in their instructions.
Post-Lesson Activity:

With a partner, ask students to take turns saying a sentence aloud while the other person writes it down.

Conversation:

Have students work with a partner and describe an action of a person. Students should include in their conversation the term because.

Modifications:

Invite students to role-play a telephone conversation.
Unit 4, Lesson 5

New Vocabulary
- asleep
- awake
- coming
- couple
- carrier
- entering
- luggage
- leaving
- van
- stairs
- escalator
- ladder
- kiss
- stairs
- hours

Themes:
- Going
- Coming
- Awake
- Asleep

Materials:
- Graph paper

Pre-Lesson Activity:
- Review lesson vocabulary through a class discussion of the following:
  - Hours of the day that students are awake and asleep.
  - Activities that students perform during their waking hours.

Content Integration:

Language Arts: Instruct students to use the prepositions to write about people getting into and out of vehicles or places.

Mathematics: Ask students to think about the importance of getting enough sleep. Ask students to write down the average time they go to bed at night and the average time they wake up in the morning. Have students use these two figures to compute the average total number of hours they sleep. Note by a show of hands how many class members get seven or less hours of sleep a night, how many get seven and a half, and so on in increments of half an hour. Have a student record this data on the board stopping at nine hours of sleep. After all the data has been recorded, ask students to estimate how many average hours of sleep per night health professionals advise teenagers to get. Ask students to make several guesses. Reveal to the class that the correct answer is nine hours of sleep a night. Refer to the data on the board showing how many class members get adequate rest. Have students create a graph or pie chart showing how much sleep the class gets on average.

Worksheet 4-05

I. Answer with Yes or No.

1. Can a horse come out of a van? __________________________________________________________________________
2. Can steps go up a wall? __________________________________________________________________________
3. Can airplanes go up a wall? _______________________________________________________________________
4. Can babies sleep? _________________________________________________________________________________
5. Can pictures sleep? ________________________________________________________________________________
6. Can people go down an escalator? __________________________________________________________________
7. Can cars go down an escalator? _____________________________________________________________________
8. Can cars go down the steps? _______________________________________________________________________
9. Can airplanes go down the steps? __________________________________________________________________
10. Can girls come out of the water? _____________________________________________________________________
11. Can men go up a ladder? __________________________________________________________________________
12. Can babies go up a ladder? _________________________________________________________________________
13. Can men come out of the water? ___________________________________________________________________
14. Can rectangles sleep? ____________________________________________________________________________
15. Can flowers sleep? ________________________________________________________________________________
16. ____________________________________________________________________________________________
17. ____________________________________________________________________________________________
18. ____________________________________________________________________________________________
19. ____________________________________________________________________________________________
20. ____________________________________________________________________________________________

II. Describe each picture with a complete English sentence.

1. The woman is coming. ____________________________________________________________________________
2. The woman is going. _____________________________________________________________________________
3. The woman is sleeping. __________________________________________________________________________
4. The man is going up the wall. ____________________________________________________________________
5. The man is going up the stairs. __________________________________________________________________
6. The man is going up a ladder. ____________________________________________________________________
7. The boy is sleeping. _____________________________________________________________________________
8. The boy is coming up the steps. __________________________________________________________________
9. The boy is coming down the steps. __________________________________________________________________
10. The couple is coming. ____________________________________________________________________________
11. The couple is going. _____________________________________________________________________________
12. The couple is sleeping. __________________________________________________________________________
13. The man is getting into the airplane. __________________________________________________________________
14. The man is getting into the truck. __________________________________________________________________
15. The man is getting into the van. __________________________________________________________________
16. The woman is getting into the airplane. __________________________________________________________________
17. The woman is getting down the escalator. __________________________________________________________________
18. The man is getting down the steps. __________________________________________________________________
19. These people are going up the escalator. __________________________________________________________________
20. These people are going down the escalator. __________________________________________________________________
21. These people are going down the steps. __________________________________________________________________

ENGLISH

Coming and Going, Asleep and Awake

16
17
18
19
20
Coming and Going, Asleep and Awake

Using Multiple Intelligence Strategies:

Bodily-Kinesthetic: Play charades with the class using the actions of going, coming, awake, and asleep.

Intrapersonal and Visual-Spatial: Have students write a story based on a dream they have had using the lesson vocabulary. Instruct students to illustrate the story.

Post-Lesson Activity:
- Ask students to create a collage of people and animals who are awake and asleep.

Conversation:
- Ask students to share their dreams, hopes, and goals.

Modifications:
- Invite students to role-play a visit to their favorite places.

---

New Vocabulary
asleep  awake  carriage  come  coming
couple  entering  escalator  kissing  ladder
leaving  sleeping  stairs  steps  van

Vocabulary: Asleep and Awake

English uses a few very old traditional expressions, some of which may be dying out. One of them is the prefix *a*- attached to a verb. School children sometimes learn the old folk song, “Froggy did a-courting go” about a frog who wanted to marry a mouse. This *a*- prefix was once very common. In this lesson it makes adverbs out of verbs, as in awake and asleep.

Usage: Coming and Going, Into and Out Of

Expressing direction of movement is a little complex. “Coming” expresses movement toward you or toward the speaker, while “going” expresses movement away. One can add words that tell the time, manner or place of the action. For example, up and down tell direction in relation to the speaker.

He is going up the stairs.
He is going down the stairs.
He is coming up the stairs.
He is coming down the stairs.

Where is the speaker standing in relation to “him” in each of these sentences? These prepositional phrases are serving an adverbial function; they tell the time, manner or place of the action.

Note the opposite expressions into and out of. Used with “coming,” “going,” and “getting,” they express direction in or out of an enclosure, such as a building or vehicle.

The boy is going into the water.
The man is getting into the airplane.
The people are coming into the house.
The man is getting out of the truck.
The boy is getting out of the water.

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The Rosetta Stone English I Quiz Unit 4 Lessons 5 and 6

I. Fill in the blank with the word that best describes the photograph.

1. The baby is ____________.
   a. going  b. kissing  c. sleeping  d. sitting

2. The couple is ____________.
   a. walking  b. kissing  c. sleeping  d. smiling

3. The man is ____________ the horse’s ear.
   a. touching  b. kissing  c. watching  d. smelling

4. The girl is ____________ a flower.
   a. sleeping  b. climbing  c. watching  d. smelling

5. The boy is ____________ television.
   a. touching  b. kissing  c. watching  d. smelling

6. The man is ____________ a book.
   a. reading  b. climbing  c. writing  d. drinking

II. Yes or No?

1. He is coming down the stairs. ____________

2. The cat is awake. ____________

3. This boy is getting out of the water. ____________

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Mini-Assessment Unit 4, Lessons 1–5 Answer the following questions.

1. Write ten numbers between 1 and 100.
2. To enter a building, what do you have to do to the door?
3. Most people are ____________ at night so their bodies can rest.
Unit 4, Lesson 6

New Vocabulary

- carrying
- drive
- electric
- for
- gloves
- guns
- hoof
- listening
- marching
- onto
- parade
- piano
- purse
- reaching
- shovel
- smelling
- through
- TV
- watching
- while

Themes:
What People Are Doing

Materials:
- Construction paper
- Colored pencils or crayons
- Index cards

Pre-Lesson Activity:
- Have students complete Section I of Worksheet 4-06 in the Student Workbook to reinforce lesson vocabulary. Review complex sentences with the suggested activity:
  - Divide students into groups of three.
  - Have two members perform two different actions (i.e., pointing, reading).
  - Ask the third member to describe the event; for example, She is pointing while he is reading.

Content Integration:
Language Arts: Ask students to write 10 compound sentences using the word while. Have students write sentences about what they do in a typical day or what their friends do in a typical day.

Science/Language Arts: Make a list of all the -ing verbs on the board or a large sheet of paper. Ask students to tell you what part of the body is used to perform these actions. Instruct students to create their own sentences using the vocabulary. For example:

smell: nose.
When you smell a flower, you use your nose.

Worksheet 4-06

1. Can men climb stairs?
2. Can men climb stairs while putting on their shoes?
3. Can women point?
4. Can a hat smile?
5. Can boys smell flowers?
6. Can guitarists watch TV?
7. Can girls dance?
8. Can girls ride horses while watching TV?
9. Can people sing while playing the piano?
10. Can some people play the guitar?
11. Can people go up an escalator?
12. Can some people march in a parade?
13. Can horses march in a parade?
14. Can a baby drive a car?
15. Can a goat eat flowers while reading a book?

II. Describe each picture with a complete English sentence.
Multiple Verbs; While

New Vocabulary
- carrying, drive, driving, electric, for
- gloves, guns, hoof, listening, marching
- onto, parade, piano, purse, reaching
- shovel, smelling, through, TV, watching

Grammar: While

Precise action can be expressed using while plus a verb that ends in -ing. "While" expresses time, duration or "at the same time as."

The girl is wearing a hat while watching television.

What two actions do you find going on at the same time in the sentences in this lesson?

Using Multiple Intelligence Strategies:

Visual-Spatial: Have students illustrate the compound sentences they have written.

Naturalist and Verbal-Linguistic: Many of the lesson vocabulary words describe actions that can be observed in animals. Using their lesson vocabulary words, instruct students to write a story or report using an animal as the main character or subject.

Post-Lesson Activity:

- Encourage students to act out the sentences they wrote and choose someone to say a sentence to describe the actions. Compare the written sentence to the spoken sentence.

Conversation:

- Have students create sentences or questions using the new vocabulary. Students should include in their conversation the use of the word while.

Modifications:

- Ask students to write a three-sentence paragraph about their favorite movie or TV show.
Family Relationships

01. a girl and her mother
02. a girl and her father
03. the boy and his mother
04. the woman is sitting beside her husband on a sofa.
05. The man is standing with his son near the kitchen.
06. a mother and her son
07. a sister and brother and their mother

Mathematics

01. Everybody is wearing a yellow hat.
02. Someone is behind the tree.
03. Everybody is wearing yellow hats.
04. Everybody is wearing white.
05. Everybody is jumping into the water.

Language Arts/Social Studies

01. Are a brother and a sister in the same family?
02. Are a mother and a father parents?
03. Are a husband and wife a couple?
04. Is a mother’s son her child?
05. Is a father’s daughter his son?
06. Are two girls a brother and sister?
07. Can parents have more than one child?
08. Can a father be a girl?
09. Is a father bigger than a baby?
10. Is a father older than his daughter?
11. Is a boy younger than his mother?
12. Can a father talk to his child?
13. Can a girl talk to her mother?
14. Are there four people in some families?
15. Is a mother a boy?
Post-Lesson Activity:
• Divide students into small groups. Have them share their pictures and descriptions of their families with one another.

Conversation:
• Have students discuss and describe the members of their family.

Modifications:
• Display a list of adjectives for students to use as reinforcement and reference.

Family Relationships

Using Multiple Intelligence Strategies:
Logical-Mathematical: Ask students to calculate the average size of their classroom family, including the number of brothers and sisters.

Post-Lesson Activity:
• Divide students into small groups. Have them share their pictures and descriptions of their families with one another.

Conversation:
• Have students discuss and describe the members of their family.

Modifications:
• Display a list of adjectives for students to use as reinforcement and reference.
Themes:
How Many People?

Materials:
Newspaper
Highlighter

Pre-Lesson Activity:
• Review vocabulary from current and previous lessons by instructing students to write two sentences: one containing the word everybody, and the other including the word nobody. Have students take turns reading sentences aloud to the class. Monitor for correct grammar and pronunciation.

Content Integration:
Social Studies: Discuss world populations with students. Ask students how many people they think live in different parts of the world. Have students research the continents and provide recent population data for each continent. Instruct students to research and determine the average annual growth rate for the national population of the United States for each 10-year period of historical census data starting with 1900. Have students identify factors that contribute to population growth and an estimation of the population of the United States in 10 years. Have students organize their data in a presentation format and present it to the class.

Language Arts: Have students write sentences that use all of the building blocks of the compound words. These base words include every, some, any, and no, and are combined with –one, –body, and –thing.

Worksheet 4-08

I. Answer with Yes or No.

1. Can anybody sleep? __________
2. Can everybody ride a horse? __________
3. Can anybody talk on the phone? __________
4. Can a fish talk on the phone? __________
5. Can anybody take a picture? __________
6. Can someone take a picture? __________
7. Can everybody jump rope? __________
8. Can anybody jump rope? __________
9. Can somebody ride a horse? __________
10. Can everything walk? __________
11. Can somebody run? __________
12. Can everybody swim underwater? __________
13. Can a horse run while nobody is riding it? __________
14. Can cats sleep while nobody is watching? __________
15. Can children eat while nobody is watching? __________
16. __________
17. __________
18. __________
19. __________
20. __________

II. Describe each picture with a complete English sentence.

16. __________
17. __________
18. __________
19. __________
20. __________

Everybody, Somebody, Someone, Nobody, Anybody

ENGLISH
Everybody, Somebody, Nobody

Using Multiple Intelligence Strategies:

**Verbal-Linguistic:** Instruct students to read a newspaper and highlight the following words: everybody, some, somebody, and nobody. Have students use context to make sure the word is used correctly each time.

**Intrapersonal:** Instruct students to use each of the following words in a sentence: everybody, some, somebody, and nobody. Ask students to reflect on time spent with others, as well as time spent alone.

**Post-Lesson Activity:**
- Have students break into small groups.
- Instruct students to ask each other questions using one of the following words: everybody, some, somebody, and nobody. Have students use context to make sure the word is used correctly each time.
- Invite students to work with a partner to create a conversation using the new vocabulary words.
Unit 4, Lesson 9

New Vocabulary
accident  moving  submarine
antique  parked  tow
boats  passing  train
bridge  pulling  trolley
bus  river  was
convertible  sale  were
limousine  ship  wrecked
motorcycles  snow  sports
mountain

Themes:
Vehicles

Materials:
Newspaper
Magazines
Construction paper
Glue

Pre-Lesson Activity:
• Reinforce lesson vocabulary through the following activity:
  – Have students generate a class list of the vehicles mentioned in Lesson 4-09. Display these terms on the board.
  – Divide students into groups of four.
  – Challenge groups to develop a five-sentence paragraph using as many of the vehicles listed as possible.
  – Ask each group to read their adventure to the class.

Content Integration:
Social Studies: Ask students to research and compare the major types of transportation throughout the world.
Science/Social Studies: Instruct students to research the invention of a type of vehicle and how it has changed over time. The research should include information about when the vehicle was invented and information about the inventor.

Worksheet 4-09

I. Answer with Yes or No.

1. Is an antique car old?  __________
2. Is a submarine a car?  __________
3. Can everybody drive a limousine?  __________
4. Are submarines in buildings?  __________
5. Are trains going up steps?  __________
6. Are same cars parked?  __________
7. Are cars in accidents?  __________
8. Are trains parked in front of a house?  __________
9. Are boats in the water?  __________
10. Can anybody put a bike on a van?  __________
11. Can anybody get into a trolley?  __________
12. Are cars in the water?  __________
13. Are boats on mountains?  __________
14. Are cars on bridges?  __________
15. Are elephants getting into a trolley?  __________

II. Describe each picture with a complete English sentence.

1. ______________________________________________
2. ______________________________________________
3. ______________________________________________
4. ______________________________________________
5. ______________________________________________
6. ______________________________________________
7. ______________________________________________
8. ______________________________________________
9. ______________________________________________
10. ______________________________________________
11. ______________________________________________
12. ______________________________________________
13. ______________________________________________
14. ______________________________________________
15. ______________________________________________
16. ______________________________________________
17. ______________________________________________
18. ______________________________________________
19. ______________________________________________
20. ______________________________________________
Post-Lesson Activities:
• Have students use newspapers and magazines to identify types of vehicles and their uses.
• Ask students to write a sentence about each type of vehicle.
• Instruct students to design a vehicle. Then have students draw it and describe its purpose.

Conversation:
• Have students discuss different types of vehicles and the actions associated with these vehicles.

Modifications:
• Allow students to use the Internet, in addition to magazines and newspapers, to get pictures of vehicles.
Unit 4, Lesson 10

New Vocabulary
friends  parachute  sand  helmet  pole  sunglasses

Themes:
Activities and Prepositions

Materials:
Construction paper  Crayons or colored pencils

Pre-Lesson Activity:
• Direct students to complete Section II of the Quiz page for Lessons 4-09 and 4-10 to review vocabulary. Reinforce use of the words with and without by directing students to brainstorm, as a class, descriptions of activities that occur with and without something.

Content Integration:
Language Arts: Discuss different aspects of an autobiography with the class. Ask students to name any autobiographies they have read. List the student responses on the board. Explain that an autobiography is a story that is written about a particular person by that person. Have students brainstorm qualities and experiences they find interesting about themselves. After students cluster their ideas, they should write a five-paragraph autobiography. Paragraph one should include their place of birth, names of their parents or guardians, siblings, and pets. Paragraph two should include their likes, and paragraph three will include their dislikes. Paragraph four should describe an event that is memorable, and the final paragraph will contain future goals. Encourage the use of transition words or phrases and the need for including all items in the autobiography. Explain that by using unique descriptive vocabulary, sentence structure variation, and humor, their autobiography will be more exciting to read.

(continued)
Prepositions and Objects of Prepositions: With and Without

New Vocabulary
friends helmet parachute pole sand

Usage: With and Without
Try to become familiar with using the prepositions with and without with a lot of different objects. (How many times did with appear in that sentence?)

Every preposition must have an object. Remember, it is pre-positioned before a noun. The noun is the object of the preposition.

with a pole
in the red sweater
without his friends
without a parachute

Prepositional phrases serve an adverbial function; they express time, manner or place of the action.

Prepositions and Objects of Prepositions: With and Without

Mathematics:

Write a list of shapes that the students will be looking for on their shape scavenger hunt. List the following shapes on the board: circle, square, rectangle, triangle, sphere, cone, pentagon, etc. Have students find everyday objects that represent the geometric figures. You may take students outside or have them find objects in the classroom. Have students make a list of at least five items of each shape.

Using Multiple Intelligence Strategies:

Visual-Spatial: Instruct students to illustrate the story they have written.

Verbal-Linguistic: Direct students to write a sentence for each vocabulary word indicating where or how the noun is used.

Post-Lesson Activity:

• Draw a line down the middle of the board or a large sheet of paper. One side is for pictures with ______, and the other side is for pictures without ______. Instruct students to copy the chart and have them fill in the blank; for example, “Trees with leaves” and “Trees without leaves.”

Conversation:

• Using the new vocabulary, have students create a conversation using the prepositions with and without.

Modifications:

• Have students use pictures from magazines, newspapers, the Internet, or actual photos to create the with and without poster.

Mini-Assessment

Unit 4, Lessons 6–10 Answer the following questions.

1. Write a sentence that describes a person doing two things at the same time.
2. What are siblings?
3. What word would you use to include all of the people in one place?
4. Name three vehicles from Lesson 4-09.
Unit 4 Review

Review Activities:
- Use index cards to review vocabulary.
- Review workbook pages.
- Choose activities that target skills in need of practice.
- Encourage role-play of scenes that require students to use language skills.
- Provide time for conversation practice with peers; monitor conversational skills.
- Challenge students to create questions from various lessons and seek answers as a class.
- Play question-and-answer games using vocabulary words from past lessons.

Possible Assessments:
- Conduct Mini-Assessments in Lessons 4-05 and 4-10.
- Observe students as they participate in activities. Note areas of difficulty and provide additional practice time in appropriate modes of the software lessons.
- Use rubrics to assess graphs, charts, reports, and projects.
- Note the amount and quality of class participation.
- Check accuracy of completed Workbook pages, Quizzes, and Tests.
- Keep portfolios of student work.

I. Match the opposites.
1. closed  a. coming
2. together  b. open
3. straight  c. bent
4. going  d. apart
5. asleep  e. awake

II. Write the number in English.
1. 16
2. 12
3. 50
4. 75
5. 86

III. Choose the correct answer to each question.
1. What are they doing?  a. They are smiling.  b. No, they are running.  c. They are walking.
2. Is he playing the violin?  a. Yes, he is.  b. No, he is not.  c. No, he is riding a bike.
3. Are the boys jumping?  a. No, they are standing.  b. They are pointing.  c. Yes, they are jumping.
4. What is the boy doing?  a. He is playing with his dog.  b. He is walking with his dog.  c. He is playing his guitar.
5. Is it a dog?  a. Yes, it is a fish.  b. No, it is a cat.  c. No, it is a fish.

IV. Match the sentences with the photographs.

1. Which man can't talk?  a. Sitting  b. Standing  c. Talking
2. The woman is talking to the man.  a. Sitting  b. Standing  c. Talking
3. This woman is not talking. She is laughing.  a. Sitting  b. Standing  c. Talking
4. These women can't talk.  a. Sitting  b. Standing  c. Talking
5. The man is talking on the mobile phone.  a. Sitting  b. Standing  c. Talking

V. Fill in the blank with the word or words that best describe the photograph.

1. The couple is  a. kissing  b. hugging  c. holding hands
2. These people are  a. steps  b. getting up  c. going down
3. This man is  a. truck  b. stairs  c. coming down
4. These people are  a. steps  b. getting up  c. going down
5. This man is  a. truck  b. stairs  c. coming down
I. Connect the sentences below using "while." The first sentence has been done for you as an example.

Example: The woman is singing while playing the electric piano.
1. The woman is writing __________________________ holding a shovel
2. The man is painting __________________________ holding her purse
3. The girl is holding her hat __________________________ the man is writing
4. The children are watching __________________________ walking

II. Fill in the blank with the word that best describes the photograph.

1. __________ is behind the man. a. nobody
2. __________ is jumping into the water. b. anybody
3. __________ is kicking the ball. c. everybody
4. __________ is wearing white. d. somebody
5. __________ is kicking the ball? Yes, the boy is. e. everybody
6. __________ is riding the horse. f. nobody
7. __________ is riding the horse. g. everybody

Test Unit 4 Lessons 6–10

III. Circle the correct answer.

1. She is singing with / without a microphone.
2. He is climbing with / without a rope.
3. The woman with / without sunglasses is sitting.
4. The woman with / without a hat is walking.

IV. Fill in the blank with the word that best describes the photograph.

1. The woman is sitting beside her __________________________ a. father
2. This is __________ b. parents
3. a mother and her __________________________ c. brothers
4. The car is behind the __________________________ d. daughter
5. a sister and brother with their __________________________ e. motorcycle
6. This is __________ f. sisters
7. two __________________________ g. family
8. These people are not in the same __________________________ h. husband
9. two __________________________ i. boat
10. two brothers and their __________________________ j. truck
Word Search 4: 1-5

ABOUT
ALL
ALARM
ASLEEP
AWAKE
BOOK
CLOSED
COURT
DOOR
EIGHTEEN
ENTERING
FATHER
FOURTEEN
NOW
OPEN
PLANT
SLEEPING
SMILE
STAIRS
STEPS
TOGETHER

Word Search 4: 6-10

ACIDENT
ANY
BRIDGE
BROTHER
ELECTRIC
EVERYBODY
FAMILY
FRIENDS
HEARING
LISTENING
MOTHER
MOUNTAIN

ENGLISH
Word Searches and Crosswords

Crossword 4: 1-5

Across
1. People are going up the ___.
4. two people
7. mother and ___
9. The couple is ___.
12. The girl is swimming ___.
16. not closed
17. The woman's arms are ___.
20. These women can't ___.
They are mannequins
21. He is riding a ___.
22. The boy is cooking an ___.
23. sixty, seventy ___.

Down
1. fourteen, fifteen ___.
2. forty, fifty ___.
3. The car ___ is open.
5. Her ___ are open.
6. a small horse
8. thirty, forty ___.
10. eight, nine ___.
11. not asleep
13. seventy, eighty ___.
14. a small animal with long ears
15. The man is talking on the ___ phone.
17. The girl is reading a ___.
18. There are five ___ on each foot.
19. A flower is a kind of ___.

Crossword 4: 6-10

Across
4. husband and ___
6. bigger than a car, smaller than a truck
7. She is writing while holding her ___.
8. not no
9. There is ___ on the plate.
12. These men are carrying ___ while they are walking through the water.
13. a piece of furniture to sit on
15. This man can't talk.
18. They are wearing helmets while riding their ___.
20. mother and father
22. twenty, thirty, ___.

Down
1. The car is ___ a truck on the road; it is going to be in front of the truck.
2. She is playing the ___.
3. longer than a truck; has many cars
4. not strong
5. not full
9. ___ of the boys are jumping.
10. a horse's foot
11. not asleep
13. seventy, eighty ___.
14. a small animal with long ears
15. The car is very old; it is an ___ car
16. This car has been in an accident.
17. She is going down the ___.
18. a woman who has a child
19. smaller than a sofa
21. ____ is white and cold.
<table>
<thead>
<tr>
<th>Lesson 5-01 Addition, Subtraction, Multiplication and Division</th>
<th>108</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six new words.</td>
<td></td>
</tr>
<tr>
<td>Review of numbers ranging to 20.</td>
<td></td>
</tr>
</tbody>
</table>
The four elementary arithmetic operations as commonly expressed in equations.|

Lesson 5-02 Possessive Nouns and Pronouns                        110
|11 new words.                                                 |     |
|Someone, his, and her                                          |     |
The woman's or the women's.                                    |

Lesson 5-03 Present Progressive, Present Perfect, and Future with “going to” 112
|24 new words.                                                 |     |
|Introduction of more verbs.                                    |

Lesson 5-04 More Numbers                                       114
|20 new words.                                                 |     |
|Introduction to numbers: hundreds (18). Introduction to numbers: thousands (10). |

Lesson 5-05 Direct and Indirect Objects                       116
|Eight new words.                                              |     |
|New verbs introduced as antonyms. Interactions between people. Interactions of people and objects. |
|Give, get, and receive.                                        |

Lesson 5-06 Hot and Cold                                      118
|Twenty-two new words.                                         |     |
|Fire, sun, sail, smoke, hot food, hot drinks, a hot day, a hot season, and summer. |
|Activities and attire in the heat.                            |
|Snow, ice, cold food, cold drinks, a cold day, a cold season, and winter. |
|Activities and attire in the cold.                           |
|Present simple.                                               |

Lesson 5-07 Kinds of Things                                    120
|Eight new words.                                              |     |
|Categories: Four kinds of plants, two kinds of flowers, four kinds of animals, and eight kinds of foods. The expression “kind of” as in “two kinds of dog.” |

Lesson 5-08 Furniture, Clothing, and Instruments               122
|26 new words.                                                 |     |
|Seven articles of furniture. Functions of furniture. Four articles of clothing. |
|To be dressed; to get dressed.                                |
|Attire for four occasions/professions. Seven musical instruments. |

Lesson 5-09 Few, Many, More, Less                               124
|10 new words.                                                 |     |
|Quantity comparisons: More and less.                          |
|Many, too many.                                               |
|Both, the same, quantity, alone, and against.                |
Lesson 5-10 More Verbs: Human Gestures .............................................................. 126
26 new words.
Actions: greeting, coughing, sneezing, blowing, tying, scratching, yawning, thinking, stretching, winning, ending, and crying.
Reflexive verbs
Feelings: Tired, happy, and sad.

Lesson 5-11 Human Conditions ........................................................................ 128
Four new words.
To be
Extensive first person, singular and plural.
Appearances, activities, feelings, health, wealth, strength, and weakness.

Lesson 5-12 Review of Unit Five ................................................................. 130
Tests and Worksheets from Unit 5 lessons.

Enrichment/Unit Projects:
1. Have students find a song from their culture that is important to them. Students will copy the lyrics to the song and explain why they chose that song, the mood of the song, and if there is a particular significance to the song they chose. Instruct students to find a song in another language. Have students write the lyrics to the song and an explanation as to why they chose that song, how it makes them feel, and whether or not there is a particular significance to the song they chose. Have students compare and contrast the different songs. Encourage students to play the songs for the class and provide lyrics for a class presentation.

2. Provide students with magazines or newspaper articles. Have students translate the articles into another language and write a summary about the article.

3. Divide the class into three groups and explain that each group will be an extended family. Have the students in each group decide which of them will play the different family members, deciding on personality, age, and other characteristics. Have students look through magazines for photos that represent their chosen characters and rooms in their imaginary house. Students should glue these pictures to a poster board for presentation. Have students present their families to the class, describing each character physically and talking about their personalities and role in the family. Also, they should talk about a room in the house that is important to them.

Have students work with a partner and have each person make a list of the rooms in the house. When one partner names a piece of furniture, the other person names the room where that piece of furniture is found.

Instruct students to draw a floor plan of their house. Instead of drawing the furniture, have students write the name of each piece and where it belongs. Have students write five sentences about the furniture that is in their room.
Unit 5, Lesson 1

New Vocabulary

<table>
<thead>
<tr>
<th>by</th>
<th>equals</th>
<th>plus</th>
<th>divided</th>
<th>minus</th>
<th>times</th>
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Themes:
Math

Materials:
Dice (with numbers)
Dice or cube with x, /, +, −, and = symbols.
Math book

Pre-Lesson Activity:
• Instruct students to complete Section III of Worksheet 5-01 in the Student Workbook to practice math vocabulary. Direct students to bring math books from their math classes. Ask them to write five problems from these books in the target language. Encourage them to share this information with math teachers.

Content Integration:
Mathematics: Discuss with students how math fits into the scheme of things in the real world.

Ask students if they have ever wondered when math is actually used on the job. If so, how is it used? What occupations require math courses as background information? What occupations do not require math? List the student responses on the board. Have students name more specific jobs and ask questions pertaining to a particular occupation, such as, “How do veterinarians use math? How is math incorporated in the life of a firefighter or police officer?” Make a list of at least 10 jobs on the board. Have students answer the following questions about the jobs in complete sentences, and have students explain how math is actually used on the job. If so, how is it used?

a. What types of jobs have we identified within the class?
b. What level of education (on-the-job training, vocational school, two-year college, four-year college, etc.) do you think is required for each job?
c. Does the job require math? If so, where do you think this would occur?
d. What type (level) of math do you think is relevant to this type of job?

Language Arts: Ask students to write mathematical sentences using the vocabulary.

Worksheet 5-01

I. Fill in the blank.
1. One plus three equals ____________ two
2. Eight minus two equals ____________ six
3. Two times six equals ____________ twelve
4. Two divided by six equals ____________ one
5. Six minus five equals ____________ one
6. Three plus six is ____________ nine
7. Four times ____________ equals twenty
8. Ten divided by ____________ equals ten
9. Eight plus ____________ equals seventeen
10. Ten minus ____________ equals twenty

II. Match the word with its symbol.

a. +
   b. −
   c. ×
   d. ÷

11. minus ____________________________ c.
12. equals ____________________________ b.
13. times ____________________________ a.
14. plus ____________________________ d.
15. divided by ____________________________ +

III. Write in English.
16. 8 + 9 = 17
17. 4 − 6 = 2
18. 16 / 4 = 4
19. 10 − 7 = 3
20. 2 x 6 = 12
**Post-Lesson Activities:**

- Instruct students to use a math book to practice reading problems aloud.
- With a partner, have students practice reading and answering problems on flashcards with addition, subtraction, multiplication, and division facts.

**Conversation:**

- Have students ask each other mathematical questions using number sentences.

**Modifications:**

- Students can use manipulatives to count and create number sentences.

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**Addition, Subtraction, Multiplication and Division**

**Usage: Arithmetic**

To indicate addition of numbers, use **plus** or **and**.

To indicate the result of adding, use **equals** or **is**.

1. One plus one equals two.  
   One and one is two.
2. Three plus four equals seven.  
   Three plus four is seven.

While the numbers being added represent more than one item, the set of numbers being added together is considered to be just one set, and therefore the verbs **equals** and **is** are singular.

To indicate subtraction of one number from another, use **minus**. It means “take away.”  

Again, the result is expressed by **equals** or **is**.

- Eight minus two equals six.
- Twelve minus five is seven.

To indicate multiplication of one number by another, use **times**.

- Two times eight equals sixteen.
- Four times five is twenty.

To indicate division of one number by another, say **divided by**.

- Twelve divided by two equals six.
- Ten divided by five equals two.

---

**The Rosetta Stone English I Quiz Unit 5 Lessons 1 and 2**

I. Fill in the blank.

1. Three plus four equals   a. six  b. seven  c. eight  d. one
2. Eight plus ten is   a. six  b. four  c. twelve  d. ten
3. Twelve minus five equals   a. seventeen  b. sixteen  c. seven  d. six

II. Yes or No?

1. Eight minus four is two.
2. Ten divided by five equals five.
3. Two times six is twelve.

4. The women are walking their dogs.
5. The boy is wearing his own shirt.

III. Form the possessive according to the model below:

Example: a woman, a hat  a woman’s hat

1. a woman, a hand  a woman’s hand
2. men, gloves  men’s gloves
3. she, father  her father
4. your, socks  your socks

---

**New Vocabulary**

by  divided  equals  minus  plus

times

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Unit 5, Lesson 2

New Vocabulary

<table>
<thead>
<tr>
<th>adults’ clothing</th>
<th>children’s clothing</th>
<th>own</th>
<th>too</th>
</tr>
</thead>
<tbody>
<tr>
<td>adult’s</td>
<td>child’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Themes:
Possession

Materials:
Short story

Pre-Lesson Activity:
- Reinforce lesson vocabulary by asking students to describe articles of clothing and classroom items that belong to peers or the teacher: for example, *the girl’s hat, the teacher’s pen.*

Content Integration:

**Language Arts:** Read a short story aloud to the class. Instruct the students to identify the main character of the story. Ask students to make a list of the character’s possessions. After that, ask students to use their list to analyze the character and write three sentences explaining what they believe these items tell about the character.

**Mathematics/Language Arts:** Instruct students to divide a piece of paper in half and make a list of five people’s names on one side. Ask students to walk around the room and ask each of the five people they listed to name one item they would like to own and to briefly describe the item. After this exercise, have students write sentences using the person’s name, the item they chose, and a description of the item: for example, *Ginger’s boat is blue and fast. Jeff’s car is new and black.*

---

Worksheet 5-02

I. Fill in the blank.

1. The woman is walking her ___________________________.
   - girl’s
2. The ___________________________ shirt is white. too
   - girl’s
3. I am walking three dogs.
4. This shirt is not the boy’s shirt. It is too small.
5. The woman’s horse is not jumping. It ___________________________.
   - standing
6. Someone is walking three dogs. someone
7. The man is wearing his own shirt.
8. The woman’s hat is black.
9. The man’s horse is bucking.
10. The man’s dog is small.

II. Write a complete English sentence using one or more words from the list.

<table>
<thead>
<tr>
<th>own</th>
<th>too</th>
<th>children’s</th>
<th>adults</th>
<th>men’s</th>
<th>women’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>own</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III. Describe each picture with a complete English sentence.

1. ___________________________.
2. ___________________________.
3. ___________________________.
4. ___________________________.
5. ___________________________.

---

---
Possessive Nouns and Pronouns

New Vocabulary
- adult’s
- adults’
- bucking
- child’s
- children’s
- clothing
- haired
- men’s
- own
- too
- woman’s

Usage: Possession
Lesson 2-09 introduced the notion of possession and presented ways to express it in English. Let’s practice them again and add a few clarifications.

One way to indicate possession is to use a possessive pronoun: his, her, their or its.

- a boy and his dog
- The woman is walking her dog.
- The women are walking their dog.

Another possessive construction is the use of an apostrophe plus s (’s) at the end of a noun.

- a man’s hat
- The girl’s socks are white.

If the possessor is plural and already ends in s, add ‘ after the plural s, and don’t add another s.

- adults
- adults’ clothing

Plurals that are formed by a change to the word and that do not add s show possession with ‘s.

- children
- children’s clothing
- men
- men’s gloves

Using Multiple Intelligence Strategies:

Intrapersonal: Instruct students to make a list of things they would like to own. The list should contain a description of the item and a reason why they would like to have this particular item.

Naturalist: Ask the class to name 10 different animals. Write the names of the animals on the board. Ask students to describe one aspect of each animal. Using the notion of possession, ask students to provide sentences about the animals. Let them write their sentences on the board.

Post-Lesson Activities:
- Have students use items from the classroom to practice saying sentences that show possession.
- Instruct students to write sentences describing the items they would like to own, using the correct written form of possession.

Conversation:
- Have students discuss the things they would like to own, using the lists they created in earlier activities.

Modifications:
- Students may draw the items they would like to own and create short sentences describing them.

Possessive Nouns and Pronouns

I. Fill in the blank.
1. Three plus four equals ______. a. six b. seven c. eight d. one
2. Eight plus two equals ______. a. six b. four c. twelve d. ten
3. Twelve minus five equals ______. a. seventeen b. sixteen c. seven d. six

II. Yes or No?
1. Eight minus four is two. X
2. Ten divided by five equals five. X
3. Two times six is twelve. X

III. Form the possessive according to the model below:

Example: a woman, a hat    a woman’s hat
1. a woman, a hand
2. men, gloves
3. he, father
4. she, socks
Unit 5, Lesson 3

New Vocabulary
back catch frisbee
caucught gone picked
climb hug pocket
done hugger ride
drawer its sleep
thrown walked

Themes:
Verb Tense

Materials:
Construction paper
Colored pencils
Newspaper

Pre-Lesson Activities:
• Ask students to discuss something that happened to them in the past. Encourage students to discuss how that event has influenced them.
• Remind students about the Word Journal they began in Lesson 4-04. Provide time for students to add words and phrases to their journal using computer lessons and resource materials as needed. After students finish their entries, direct them to write a five-sentence adventure and read the final product to a peer.

Content Integration:
Social Studies: As a class, ask students to describe how events from the past influence present and possibly future decisions. Possible topics: elections, school board decisions, and college.

Science: Direct students to divide a piece of paper into three equal sections, labeling each Past, Present, and Future. Ask students to draw a picture of an invention that has evolved over time, and to consider what they think it will look like in the future. For example, a student might draw a picture of an early telephone for “Past,” a cell phone for “Present,” and an ultramodern invention for “Future.”

Worksheet 5-03

I. Fill in the blank.
1. The man is going to __________ the mobile phone. airplane
2. The dog is __________ the frisbee. thrown
3. The children are __________ the table. against
4. The children are going to __________ the table. off
5. The woman has __________ the ball. use
6. The woman has __________ to sleep. climb
7. The bird is __________ its wings. going to
8. The camel has __________ its mouth. bar
9. The dog has picked up the __________. jump
10. The man in the white shirt is __________ the wall. gone

II. Write a complete English sentence using one or more words from the list.

drawn

drawn

draws

draw

drawn

draws

drawn

draws

drawn

draws

drawn

draws

drawn

draws

drawn

draws

III. Describe each picture with a complete English sentence.

ENGLISH Present Progressive, Present Perfect and Future with “Going To”
**New Vocabulary**
- back
- catch
- caught
- climb
- done
- drawer
- flapping
- frisbee
- gone
- hug
- hugging
- its
- opened
- pick
- picked
- pocket
- ride
- sleep
- thrown
- use
- walked
- will
- wings
- work

**Grammar: Verb Tenses (Review)**

This lesson reviews the tenses that were introduced in Lesson 2-10 and expands on them.

**Present progressive** is used to indicate something that is happening right now. It uses a to be verb and a present participle.

- The girl is jumping.
- The bird is flying.

**Present perfect** is used to indicate something that happened previously and whose completed state is true up to the present. It is a two-part verb that uses have or has as a helping verb with a past participle.

- The dog has picked up the hat.
- The horse has thrown the cowboy off its back.

**Future tense** indicates something that has not yet happened but will. A common future construction uses a form of to be plus going plus an infinitive (to plus a verb).

- The boy is going to fall.
- The man is going to use the mobile phone.
- The children are going to jump off the table.

**Using Multiple Intelligence Strategies:**

**Intrapersonal:** Direct students to divide a piece of paper into three columns, labeling the columns past, present, and future. Tell students to make lists of things they have done, are doing, or would like to do in the future.

**Logical-Mathematical:** Instruct students to create a word search for another student using the lesson vocabulary words.

**Post-Lesson Activities:**

- Write a verb on the board. Then, have each student write a sentence using the verb in its past, present, and future tenses. Repeat the activity several times using different verbs and encourage students to share their sentences with the class.
- Read an article aloud to the class and ask students to determine if the event happened in the past or present, or if it will occur in the future.

**Conversation:**

- Have students share their lists that describe what they want to do in the future.

**Modifications:**

- Allow students to work in small groups to create a poster illustrating how an invention has developed over the years.
- Provide graph paper for students to use when they are creating their word searches.
Unit 5, Lesson 4

New Vocabulary

| twenty-five | forty-three | sixty-three |
| twenty-six  | forty-seven | sixty-nine  |
| twenty-seven| forty-nine  | seventy-eight|
| thirty-four | fifty-four  | eighty-seven |
| thirty-seven| fifty-seven | ninety-six  |
| thirty-eight | sixty-nine | thousand |

Themes:
Numbers

Materials:
Paper

Pre-Lesson Activity:
- Ask students to bring the following to class: textbooks, homework, worksheets, or quizzes from math or science class. Have students practice number vocabulary from Lesson 5-04 by writing 20 terms from the materials listed above.

Content Integration:

Mathematics: Write the lesson vocabulary words on the board. Ask the class specific questions that have to be answered by one of the lesson vocabulary words.
Example: “Which numbers have a square root? Which numbers are divisible by two? By three?”

Science: Write five numbers from the vocabulary lesson on the board. Ask students to copy the number words on a piece of paper and to think of classroom items that would logically fit into that number category. Instruct students to create sentences from their observations.

For example:

Number: thirty-four
Classroom item: paper clips on the desk
Sentence: Ms. Jones has thirty-four paper clips on her desk.
Post-Lesson Activities:
• Instruct students to create a number line. Have them use it to count by multiples of two, three, and five.
• Direct students to write the lesson vocabulary words in numeral and word form.

Conversation:
• Have students discuss the ages of their older family members, using some of the new vocabulary number words.

Modifications:
• Use cards and/or pictures as extra prompts and reinforcements while working with students.
• Invite students to use a calculator.
• Display the written and standard form of numbers in the classroom.

Using Multiple Intelligence Strategies:
Verbal-Linguistic: Instruct students to write a poem about numbers.
Interpersonal: Invite students to present their word poems to the class.

More Numbers

I. Change the words in italics from present progressive to present perfect.
   1. The girl is walking. a. was walking b. has walked c. is going to walk
   2. The boy is throwing the ball. a. was going to throw b. is going to throw c. has thrown
   3. The woman is going to sleep. a. has gone b. is gone c. was gone

II. Change the words in italics from present progressive to future.
   1. The cowboy is riding. a. is going to ride b. has ridden c. was riding
   2. The boy is jumping. a. was jumping b. has jumped c. is going to jump
   3. The bird is flying. a. has flown b. is going to fly c. was flying

III. Write the number that comes immediately after the given number.
    Example: sixty-three sixty-four
    1. fifty-nine
    2. one hundred and forty-nine
    3. eight hundred and thirty-four
    4. nine hundred ninety-nine
    5. two thousand eight hundred and seventy-four
    6. ten thousand one hundred and twenty-five

New Vocabulary
   twenty-five thirty-six forty-seven fifty-nine seventy-eight
   twenty-six thirty-seven forty-nine sixty-two eighty-seven
   thirty-four forty-three fifty-seven sixty-nine thousand

Usage: Numbers
   Numbers above twenty are hyphenated:
      twenty-one forty-three eighty-seven
   Numbers of hundreds and thousands are not:
      two hundred nine thousand
   Numbers are stated beginning with the largest unit (e.g. thousands) and ending with the lowest unit:
      three thousand one hundred and twenty-five
   Some languages write such numbers as one word. English separates each word with a space.
   Note the spelling of “forty,” the u in four is dropped.
New Vocabulary

cart
gave
glass
medicine
from
giving
mat
pushing

Themes:
Activities

Materials:
Paper
Biographies of people in the field of medicine

Pre-Lesson Activity:
- Direct students to complete Sections I and III of Worksheet 5-05 in the Student Workbook, to reinforce vocabulary and provide writing practice. Ask students to find a partner; have each pair check answers and read worksheet sentences to one another.

Content Integration:

Science: Ask students to identify types of forces. List the answers on the board or a large sheet of paper. Ask students to describe what can cause an object in motion to change direction or stop moving.

Language Arts: Ask students to think of a time when they have had to take medicine or a time when they have been sick. Instruct students to write at least 10 sentences incorporating as many vocabulary words as possible into their sentences. Ask students to underline the direct object once and the indirect object twice.

5-05 Direct and Indirect Objects

01. The man is pushing the bicycle.  the man, push 02. The man is pushing the cart.  the man, push 03. He is jumping the bike.  he, jump 04. The man is sailing the boat.  the man, sail 05. The girl is wearing a hat.  the girl, wear 06. The woman is climbing the stairs.  the woman, climb 07. The woman is taking the guitar from the man.  the woman, take 08. The boy is taking money from the woman.  the boy, take 09. The girl is taking a plate.  the girl, take 10. The woman is giving money to the boy.  the woman, give 11. The man is pushing the cart.  the man, push 12. The woman is holding the glass of water.  the woman, hold 13. The man is carrying the child.  the man, carry 14. The woman is playing with her dog.  the woman, play 15. The man is fixing the bike.  the man, fix 16. The woman is giving medicine from the man.  the woman, give

5-06 Hot and Cold

01. It is hot.  it, be 02. It is hot in the summer.  it, be 03. It is hot and these people are sitting in the sun.  it, be 04. Fire is hot.  fire, be 05. The fire is making black smoke.  the fire, make 06. It is cold.  it, be 07. It is cold in the winter.  it, be 08. It is cold.  it, be 09. It is cold.  it, be 10. It is cold.  it, be 11. The sun is shining on the grass.  the sun, shine 12. The sun is shining on the woman.  the sun, shine 13. The sun is shining on the woman.  the sun, shine 14. The sun is shining on the woman.  the sun, shine 15. The sun is shining on the woman.  the sun, shine 16. The sun is shining on the woman.  the sun, shine

Worksheet 5-05

I. Fill in the blank.

1. The woman is giving the boy __________________________ from
2. The woman is giving money ___________________________ with her dog
3. The man is giving ___________________________ medicine of water
4. The woman is giving medicine __________________________ the man
5. The woman is playing ___________________________ to the boy
6. The woman is climbing ___________________________ hat
7. The man is drinking the glass __________________________ money
8. The girl is wearing a ___________________________ a plate, glass
9. The girl is ___________________________ a plate, glass
10. The man ___________________________ a glass of milk to the woman

II. Write a complete English sentence using one or more words from the list.

- pushing, cart
glass
- giving, medicine
- from, glass

III. Describe each picture with a complete English sentence.

- 16
- 17
- 18
- 19
- 20
Post-Lesson Activities:

• Discuss direct and indirect objects. Using the sentences from the curriculum text, ask students to identify the direct and indirect objects.

• Have each student write at least three sentences with a direct object and three sentences with an indirect object. Ask students to share their sentences with the class and to identify the direct and indirect objects.

Using Multiple Intelligence Strategies:

Interpersonal:
Instruct students to make a list of chores that need to be done around the house. Classify chores by the person who performs each task. Identify why each person is responsible for a particular activity.

Verbal-Linguistic:
Research a famous person in the medical profession and list his/her accomplishments on the chalkboard. Ask students to write a summary based on this information. Invite students to share finished products with the class.

Conversation:

• Working in pairs, ask students to use the curriculum text to create sentences using indirect and direct objects. Have students practice asking each other questions, with one student reading the question and the other student identifying the direct and indirect objects.

Modifications:

• Invite students to share their work with a peer from another class.

Direct and Indirect Objects

Using Multiple Intelligence Strategies:

Interpersonal: Instruct students to make a list of chores that need to be done around the house. Classify chores by the person who performs each task. Identify why each person is responsible for a particular activity.

Verbal-Linguistic: Research a famous person in the medical profession and list his/her accomplishments on the chalkboard. Ask students to write a summary based on this information. Invite students to share finished products with the class.

Post-Lesson Activities:

• Discuss direct and indirect objects. Using the sentences from the curriculum text, ask students to identify the direct and indirect objects.

• Have each student write at least three sentences with a direct object and three sentences with an indirect object. Ask students to share their sentences with the class and to identify the direct and indirect objects.

Conversation:

• Working in pairs, ask students to use the curriculum text to create sentences using indirect and direct objects. Have students practice asking each other questions, with one student reading the question and the other student identifying the direct and indirect objects.

Modifications:

• Invite students to share their work with a peer from another class.
New Vocabulary

burning  making  stove

candle  match  summer

cclouds  mountains  sun
day  play  trees
fire  scarves  when
ice  shining  winter

Themes:

Temperature

Materials:

Art prints
Crayons or paint
Color wheel
Thermometer

Pre-Lesson Activity:

• Reinforce temperature and season vocabulary by helping students brainstorm sentences for a class weather report. Invite students to take turns role-playing news correspondents as they read from the “script” on the board.

Content Integration:

Science: Have students research the temperature extremes on each continent. Have students create a chart showing their findings.

Mathematics: From the research over temperature extremes, have students convert the temperatures into both Fahrenheit and Celsius degrees. Have students list their findings and add to the chart they made previously.

Worksheet 5-06

I. Fill in the blank.

1. The sun is __________ on the woman.  it is not
2. Snow __________ the mountains.  the summer
3. The match __________ a yellow fire.  sun
4. People play in the water when __________.  it is covering
5. People play in the snow when __________.  ice
6. The sun is __________ the clouds.  shining
7. The __________ a hot day.  makes
8. __________ is hot.  summer
9. The fire is making black __________.  it is cold
10. __________ is a hot drink.  winter

II. Write a complete English sentence using one or more words from the list.

<table>
<thead>
<tr>
<th>Hot</th>
<th>Cold</th>
</tr>
</thead>
<tbody>
<tr>
<td>fire</td>
<td>ice</td>
</tr>
<tr>
<td>stove</td>
<td>fire</td>
</tr>
<tr>
<td>ice</td>
<td>stove</td>
</tr>
<tr>
<td>match</td>
<td>candle</td>
</tr>
<tr>
<td>candle</td>
<td>match</td>
</tr>
<tr>
<td>clouds</td>
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</tr>
<tr>
<td>mountains</td>
<td>mountains</td>
</tr>
<tr>
<td>sun</td>
<td>sun</td>
</tr>
<tr>
<td>day</td>
<td>day</td>
</tr>
<tr>
<td>play</td>
<td>play</td>
</tr>
<tr>
<td>trees</td>
<td>trees</td>
</tr>
<tr>
<td>scarves</td>
<td>scarves</td>
</tr>
<tr>
<td>when</td>
<td>when</td>
</tr>
<tr>
<td>winter</td>
<td>winter</td>
</tr>
<tr>
<td>summer</td>
<td>summer</td>
</tr>
<tr>
<td>match</td>
<td>match</td>
</tr>
<tr>
<td>make</td>
<td>make</td>
</tr>
</tbody>
</table>

III. Describe each picture with a complete English sentence.

16. __________
17. __________
18. __________
19. __________
20. __________
Using Multiple Intelligence Strategies:

**Intrapersonal:** Using a color wheel, identify and discuss warm and cool colors. Use art prints to identify the feelings associated with each print. Have each student draw a picture using either warm or cool colors.

**Visual-Spatial:** As a class, keep track of the outside temperature for a two-week period. Create a graph to display the data. Also keep track of the outside temperature in another part of the world and create a graph for this data. Compare the temperature data for the two areas. Display the findings in the classroom.

**Post-Lesson Activities:**
- Instruct students to divide a piece of paper into two equal sections. Have students label one section *Cold* and one *Hot*. Ask students to brainstorm a list of activities they can do in the cold and activities they can do in the heat.
- Instruct students to divide a piece of paper into two equal sections. Have students label one section *Things that are cold* and the other *Things that are hot*. Ask students to brainstorm and list objects that would go in each section.

**Conversation:**
- Have students use lesson vocabulary words to discuss the current condition of the weather.

**Modifications:**
- Allow students to use a Venn diagram for the activities for *cold* and *hot*. Use the section where the two circles overlap to write activities that can be done in both the *cold* and *hot* temperatures.
Unit 5, Lesson 7

New Vocabulary

| bushes | cream | ducks | kinds | plants |

Themes:
Plants, Food, and Animals

Materials:
Construction paper

Pre-Lesson Activity:
- Review lesson vocabulary by drawing three columns on the board with these headings: Plants, Animals, and Food. Ask students to generate lists for these categories using current and previously learned terms. Provide number practice by having students count the words in each column. Offer pronunciation practice with choral readings of the completed lists.

Content Integration:

**Science:** Write the following headings on the board: Plants, Food, and Animals. As a class, list the objects that fit in each category. Using the lists, have students further break down the objects into more specific categorizations; for example, food could be divided into sub-groups meat, fruit, and vegetables.

**Social Studies:** Discuss the roles the government has in regulating plants, food, and animals.

---

### Worksheet 5-07

#### 5-07 Kinds of Things

| 01 | A flower is a kind of plant. | 04 | two kinds of ducks |
| 02 | two kinds of flowers | 05 | Grapes are a kind of fruit. |
| 03 | Grapes are a kind of fruit. | 06 | Meat is a kind of food. |
| 04 | Meat is a kind of food. | 07 | Many kinds of food |
| 05 | two kinds of ducks | 08 | many kinds of food |
| 06 | two kinds of ducks | 09 | many kinds of food |

#### I. Fill in the blanks.

1. Trees are a kind of ____________, apples

2. Bread is a kind of ____________, animal

3. Groups are a kind of ____________, ducks

4. Horses and cats are ____________, plant

5. ________ are animals. ducks

6. ________ are a kind of fruit. banana

7. ________ is a kind of plant. food

8. ________ is a kind of fruit. banana

9. Bushes and flowers are ____________, animals

10. Geese ____________, are kinds of plants

#### II. Write a complete English sentence using one or more words from the list.

<table>
<thead>
<tr>
<th>kinds</th>
<th>plants</th>
<th>ducks</th>
<th>clothes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### III. Describe each picture with a complete English sentence.

<table>
<thead>
<tr>
<th>16.</th>
<th>17.</th>
<th>18.</th>
<th>19.</th>
<th>20.</th>
</tr>
</thead>
</table>

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### Worksheet 5-08

#### 5-08 Furniture, Clothing, and Instruments

| 01 | A table is a piece of furniture. |
| 02 | A table is a piece of furniture. |

#### I. Complete the sentence.

1. The man with the flute is playing and the ____________ is a piece of furniture.

2. Someone is playing an electric bass guitar. The ____________ is a piece of furniture to sit on.

3. Tables are furniture. Chairs are ____________. A bench is a piece of furniture to sit on.

4. A dress is a piece of clothing. A jacket is a piece of clothing.

5. The clown is getting dressed. The ____________ is a piece of clothing.

6. These people are dressed in formal clothing. These people are dressed as ____________.

7. The man is playing music on the piano, while holding a ____________.

8. Guitars are musical instruments. Violins are musical instruments.

9. Someone is playing an electric piano. Someone is playing a ____________.

10. Someone is playing a guitar. Someone is playing a ____________.

---

ENGLISH Kind of Things
Kinds of Things

Using Multiple Intelligence Strategies:
Musical-Rhythmic: Ask students to revise the song “Old MacDonald” to include different types of plants, food, and animals.

Intrapersonal: Instruct students to make a list of their favorite plants, food, and animals. Have students write a paragraph explaining why these items are their favorites.

Post-Lesson Activity:
• Instruct students to plan a meal using items from all of the basic food groups.

Conversation:
• Have students use the meal plan they created from the previous activity. Ask students to discuss the foods and beverages they included in their meals.

Modifications:
• Encourage students to make their own lists on a large piece of construction paper. Pictures may also be added, drawn, or cut out from magazines.
5-07 Kinds of Things

01 A flower is a kind of plant. Grapes is a kind of plant. Trees are a kind of plant. Bushes and flowers are kinds of plants.

02 Two kinds of flowers are two kinds of plants. Several kinds of fruits are one kind of fruit. One kind of fruit.

03 Grapes are a kind of fruit. Bananas are a kind of fruit. Apples are a kind of fruit. Oranges are a kind of fruit.

04 Dogs are a kind of animal. Cats are a kind of animal. Monkeys are a kind of animal. Deer are a kind of animal.

05 Two kinds of ducks are one kind of bird. Two kinds of dogs are one kind of dog.

06 Meat is a kind of food. Fish is a kind of food. Bread is a kind of food. Ice cream is a kind of food.

07 Grapes are food. Bananas are food. Apples are food. Oranges are food.

08 Two kinds of animals are one kind of animal. Several kinds of plants are one kind of plant.

09 Dogs are animals. Fishes are plants. Bananas are food. Oranges are fruit.

10 Many kinds of food are many kinds of plants. Two kinds of flowers are two kinds of animals.

5-08 Furniture, Clothing, and Instruments

01 A table is a piece of furniture. A chair is a piece of furniture. A bed is a piece of furniture. A sofa is a piece of furniture.

02 A table and chair are furniture. A desk and chair are furniture. A bed and chair are furniture. A sofa is furniture to sit on.

03 Tables are furniture. Chairs are furniture. A desk is a piece of furniture to sit on. A sofa is furniture to sit on.

04 A dress is a piece of clothing. A jacket is a piece of clothing. A shirt is a piece of clothing. Children's clothing.

05 The clown is getting dressed. The woman is getting dressed. The woman is dressed. These people are dressed in formal clothing.

06 These people are dressed in formal clothing. These people are dressed in cowboys. These people are dressed for swimming.

07 The man is playing music on the piano. While holding a saxophone.

08 Someone is playing an electric bass guitar. Someone is playing a flute. Someone is playing an electric piano. Someone is playing a harp.

10 The man with the flute is playing and the drummer is listening. Someone is playing a guitar. There are playing the piano.

(continued)
Furniture, Clothing, and Instruments

Language Arts: Ask students to list five different countries they would like to visit and in what season they would like to visit. Have students research the different types of weather they would experience on their travels to these other countries. Have students make a list of 10 items of clothing they would need during their travels. Have students write a few paragraphs using the sentences they have already written.

Using Multiple Intelligence Strategies:
Musical-Rhythmic: Invite students to bring instruments and play them for the class.
Bodily-Kinesthetic: Use the furniture catalogs to identify pieces of furniture. Instruct students to cut out and glue the pictures of furniture on a piece of paper and label each item.

Post-Lesson Activity:
• Listen to music and identify what type of instrument is being played.

Conversation:
• Have students discuss their favorite types of music, or if they have ever played an instrument. Students may also discuss the types of furniture in their home.

Modifications:
• Invite students from the high school band or orchestra to play their instruments for the class.
Unit 5, Lesson 9

New Vocabulary

amount  candles  land  lot  tray
boys  count  less  only  we

Themes:

How Many?

Materials:

World map
Clear container
1 large bag of M&M’s
2 drinking glasses that are different sizes and shapes
Water
2 liquid measuring cups

Pre-Lesson Activity:

• Have students complete Section II of Worksheet 5-09 in the Student Workbook to review lesson vocabulary. Direct students to write a sentence using at least one term from this workbook exercise. As you circulate the room to monitor progress, invite students to read their sentences to you.

Content Integration:

Social Studies/Mathematics: Display a world map and ask students to compare the area of various bodies of water. Have students record the amounts of estimated water in each body of water. Have students graph their information accordingly.

Language Arts: Using the vocabulary relating to amounts, write the following words on the board: many, few, more, less, and too much. Ask students to write sentences and make number designations using the vocabulary.

Worksheet 5-09

I. Fill in the blank.

1. There are ___________ tables than chairs.   only
2. There is ___________ of food on this tray.   too many
3. There are ___________ birds to count.   count
4. There are ___________ candles.   two people
5. We can ___________ the flags: one, two, three.   a lot
6. There is ___________ water than land in this picture.   there are
7. ___________ are on one bicycle.   fewer
8. There are ___________ flowers.   too many flowers to count
9. There are ___________ animals.   too many animals to count
10. There are ___________ amount of milk in the glasses.   couple

II. Write a complete English sentence using one or more words from the list.

<table>
<thead>
<tr>
<th>amount</th>
<th>less</th>
<th>tray</th>
<th>land</th>
<th>few</th>
<th>lot</th>
<th>few</th>
<th>Tray</th>
<th>only</th>
<th>only</th>
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</tbody>
</table>

III. Describe each picture with a complete English sentence.

16. __________________________________________________________________________
17. __________________________________________________________________________
18. __________________________________________________________________________
19. __________________________________________________________________________
20. __________________________________________________________________________
Post-Lesson Activity:
• Pour the same amount of water into each of the drinking glasses. Label the glasses A and B. Let each student determine whether they think one glass has more liquid than the other or if they have the same amount. Pour the water from the glass into the measuring cup and record the amount. Do the same with the other glass and show the students that each glass had equal amounts. Discuss why some students thought one glass contained more or less water than the other.

Conversation:
• Have students discuss the amounts of different objects in the classroom. Students should use words from the vocabulary list such as many, few, more, less, and too much.

Modifications:
• Use a map of the United States to compare the area of various bodies of water.
• When predicting the amounts of M&M’s, allow each student to use an individual bag. Compare and discuss the results from the student’s data.
Unit 5, Lesson 10

New Vocabulary

- blowing
- coughing
- kissing
- neck
- folding
- pockets
- forehead
- race
- run
- scratching
- sneezing
- tying
- yawning
- tongue
- medals
- running
- waving
- thinking
- win

Themes:

Gestures and Feelings

Materials:

Comics

Pre-Lesson Activity:

- Reinforce vocabulary for gestures and emotions in the following way: Have students select a concept learned in Lesson 5-10 and write a sentence with the word because connecting gesture or emotion with reason.

Content Integration:

Social Studies: Explain to students that they will be writing out biographical poems. Write the template for the poem on the board and have the students fill in the blanks accordingly.

Students can also write a biographical poem about a famous individual from another culture.

Sample Template:

First Name

3 adjectives that describe themselves
Lover of ____________
Who fears ____________
Who would like to ____________
Son/Daughter of ____________
Resident of ____________
Last Name

Language Arts: Ask students to make a list of different emotions. List the responses on the board. Ask students to describe how people express their emotions. Record the responses on the board. Explain to students that they will be demonstrating their ability to show believable emotion. Ask students to describe songs or types of music that also convey emotion. Choose four

(continued)
More Verbs: Human Gestures

Post-Lesson Activities:
• Ask students to give verbal clues to their peers describing gestures and feelings. Their peers should then guess what feelings or gestures the student is describing.
• Distribute comic strips and have students identify the gestures and feelings of the characters.

Conversation:
• Ask students to look through magazines to find different pictures of people making the gestures described in the new vocabulary. Students can take turns describing the pictures to each other.

Modifications:
• Invite students to role-play a variety of emotions.
Unit 5, Lesson 11

New Vocabulary

am I unhappy you

Themes:
Describing people

Materials:
Comics

Pre-Lesson Activity:
- Review vocabulary by directing students to write a self-description using concepts learned in Lesson 5-11 and previous lessons.

Content Integration:

Language Arts: Have students compare and contrast the main characters from two different books.

Language Arts: Using the lesson vocabulary, write five adjectives on the board describing mood or physical states. Instruct students to write sentences using the predicate adjectives in the first, second, and third person.

Worksheet 5-11

I. Fill in the blank.
1. We are ___________ and tired. (thin)
2. I am a ___________ with a red head. (man)
3. I am wearing ___________ in the rain. (hat)
4. I have red ___________ healthy and tired. (hair)
5. We are running and ___________ are tired. (we)
6. We are running and we are ___________. (tired)
7. We are not running and we are ___________. (not tired)
8. I am black ___________ black and red. (hair)
9. We are not tired. He ___________. (is)
10. We are ___________. (are)

II. Write a complete English sentence using one or more words from the list.

- you
- you
- hungry
- full
- unhappy
- unhappy
- thirsty
- sick
- thirsty
- sick

11. ____________________________
12. ____________________________
13. ____________________________
14. ____________________________
15. ____________________________

III. Describe each picture with a complete English sentence.

16. ____________________________
17. ____________________________
18. ____________________________
19. ____________________________
20. ____________________________

Human Conditions

5-11

01. I have red hair.
02. We are sad.
03. I am tired.
04. I am sick.
05. I am hungry.
06. I am a bird.
07. We are unhappy.
08. We are tired.
09. I am weak.
10. We are not drinking.
11. I am jumping.
12. We are not tired.
13. I am not running.
14. We are not running.
15. I am not running.
16. We are not running.
17. I am not hungry.
18. You are drinking.
19. He is drinking.
20. I am drinking.

5-12

01. Six plus five is eleven.
02. A woman's gloves.
03. The man is using a red phone.
04. Seven hundred and forty-three.
05. The clown is getting dressed.
06. Many kinds of food.
07. The clown is pointing to his nose.
08. There is less milk in the girl's glass than in the woman's glass.
09. The woman is giving the boy the guitar.
10. We are not tired.

11. Unhappy
12. Sad
13. Cold
14. Happy
15. Healthy

Human Conditions
**Post-Lesson Activities:**
- Read aloud a description of a person and have the students draw the person. Compare and contrast the students’ final drawings. Read the description again to determine what was drawn accurately.
- Direct students to write a poem about feelings.

**Conversation:**
- Have students ask a partner what he or she is doing in the present tense. One student will ask a question, and the other student will answer in either the first, second, or third person.

**Modifications:**
- Record the description of the person on tape so that students can listen to it as needed.

---

**Human Conditions**

**Using Multiple Intelligence Strategies:**
- Visual-Spatial: Have students use comic strips to describe how the people are feeling. Instruct students to write sentences about the people in the comic strip.
- Intrapersonal and Interpersonal: Ask students to describe how they are feeling today. Instruct students to write how they are feeling in the first person. Then have students ask someone else how they are feeling. Students will write about the other person in both the second and third person.

**Post-Lesson Activities:**
- Read aloud a description of a person and have the students draw the person. Compare and contrast the students’ final drawings. Read the description again to determine what was drawn accurately.
- Direct students to write a poem about feelings.

**Conversation:**
- Have students ask a partner what he or she is doing in the present tense. One student will ask a question, and the other student will answer in either the first, second, or third person.

**Modifications:**
- Record the description of the person on tape so that students can listen to it as needed.

---

**Human Conditions**

**New Vocabulary**

<table>
<thead>
<tr>
<th>predicate adjective</th>
</tr>
</thead>
</table>
| am | I unhappy  

**Grammar: Predicate Adjectives**

This lesson uses mostly predicate adjectives, that is, a linking verb (to be) connects a subject with a descriptive adjective.

I am tired.
We are happy.

**Grammar: Personal Pronouns**

Personal pronouns are grouped into first, second and third persons in both singular and plural. Learn the forms of to be that go with each personal pronoun.

**First person**
- I am
- We are

**Second person**
- you are
- you are

**Third person**
- he is
- she is
- they are

Note how useful these structures are in talking about human conditions.

---

**The Rosetta Stone English I Quiz Unit 5 Lesson 11, Unit 6 Lesson 1**

1. Fill in the blank with the words that best describe the photograph.

1. 
2. 
3. 

1. a. I am cold. b. I am not cold. c. We are cold. d. We are not cold.
2. a. I am bald. b. I have black hair. c. We are bald. d. We have black hair.
3. a. We are the man. b. We are the woman. c. I am the man. d. I am the woman.

**I. Fill in the blank with the words that best describe the photograph.**

1. The children
2. The children
3. The boy on the left

1. a. is b. was c. are d. were e. have f. has g. had

1. 2. 3.
4. 5. 6.

1. The children play in the park.
2. The children play on the table.
3. The boy on the left a rake in his hands.
4. This man a hat on his head.
5. The clown a hat on his head.
6. The girls a rope.

**III. Fill in the blanks below with the letter matching the correct pronoun.**

1. a. I b. we
2. 
3. a. I am unhappy. b. we are unhappy.
4. 
5. a. I am cold. b. we are cold.
6. 
7. a. I am not drinking. b. you are drinking.

**Mini-Assessment Unit 5, Lessons 6–11**

1. What word means hot?
2. Name the word that means cold.
3. What name would you give the category that includes dogs, cats, horses, and ducks?
4. Name two musical instruments.
5. What would a person who is sad or hurt probably do?
Unit 5 Review

Review Activities:
- Use index cards to review vocabulary.
- Review workbook pages.
- Choose activities that target skills in need of practice.
- Encourage role-play of scenes that require students to use language skills.
- Provide time for conversation practice with peers; monitor conversational skills.
- Challenge students to create questions from various lessons and seek answers as a class.
- Play question-and-answer games using vocabulary words from past lessons.

Possible Assessments:
- Conduct Mini-Assessments in Lessons 5-05 and 5-11.
- Observe students as they participate in activities. Note areas of difficulty and provide additional practice time in appropriate modes of the software lessons.
- Use rubrics to assess graphs, charts, reports, and projects.
- Note the amount and quality of class participation.
- Check accuracy of completed Workbook pages, Quizzes, and Tests.
- Keep portfolios of student work.

Test Unit 5 Lessons 1–6

I. Add, subtract, multiply, or divide. Write out the answer in the space provided.
1. six plus five
2. twelve minus eight
3. nine divided by three
4. four times six
5. seventeen plus one hundred and forty-five
6. seven hundred and thirty-four minus five
7. seventy-eight times one hundred
8. ten thousand divided by two hundred
9. one hundred times one hundred
10. six hundred and eighty-six plus one hundred and eleven

II. Fill in the blank with the words that best describe the photograph.
1. The man ______. a. is riding b. is going to ride c. has ridden
2. The dog ______ the frisbee. a. is catching b. is going to catch c. has caught
3. The woman ______ to sleep. a. is going b. is going to go c. has gone
4. The horse ______. a. is jumping b. is going to jump c. has jumped
5. The bird ______. a. is flying b. is going to fly c. has flown

III. Form the possessive according to the model below:
Example: a woman, a hat             a woman's hat
1. a child, a car
2. adults, clothing
3. women, legs
4. he, horse
5. she, cat

IV. Fill in the blank with the word that best describes the photograph.
1. ______ is burning the candle. a. smoke
2. It is ______. a. wep b. cold
3. The fire is making white ______. a. fire b. c. fire
4. It is ______ in the water. a. hot b. c. hot
5. The ______ a. hot b. c. sun

V. Unscramble the words to make a sentence.
Example: man bicycle the pushing the is
The man is pushing the bicycle.

1. man the the is man pulling
2. is man giving the medicine the woman
3. the gave of milk to man the woman glass a
4. a someone woman of plate a going foot the
5. milk of man is the taking glass a

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The Rosetta Stone English I
Test Unit 5 Lessons 7–11

I. Match the words.

1. trees  a. plant
2. a dress b. animal
3. a hill  c. furniture
4. a duck d. clothing
5. a flower e. food
6. a flute  f. musical instrument
7. a table
8. a guitar
9. a house
10. meat

II. Fill in the blank with the word that best describes the photograph.

1. One of the clowns is
   a. I
2. The boy is
   b. sad
3. We are
   c. sick
4. I am
   d. sneezing
5. We are
   e. hungry
6. The man is
   f. happy
7. The man is
   g. we
8. We are
   h. yawning

III. Fill in the blank with the word that best describes the photograph.

1. There are a. count
   chairs than tables.
2. There are too many coins to b. few
   count.
3. There is c. more
   sand than grass in this picture.
4. There are d. less
   tables than chairs.
5. There are e. fewer
   only a few flowers.
6. There are f. many
   flowers.
Crossword 5: 1-5

Across
2. Three ___ five is eight.
6. not thin
7. Two ___ six equals twelve.
9. The doctor gave him ___.
10. The man ___ a glass of milk to the woman.
12. He will ___ the food.
14. not a man
16. ___ haired woman
18. Eight ___ by two is four.
21. It has ___.
22. He will ___ the phone.
23. Nine plus seven ___ sixteen.
24. The bird is flapping its ___.

Down
1. He will ___ the ladder.
3. There are ___ fingers on a hand.
4. The dog is going to ____ the frisbee.
5. six times two
7. ___ are climbing.
8. They go in the water ___ it is hot.
9. coat
11. not hot
13. one, two, ___
15. Six ___ two is four.
17. It has ___ its mouth.
19. Someone is playing the ___.
20. four plus three

Crossword 5: 6-11

Across
1. The tie is around his ___.
4. They go in the water ___ it is hot.
5. Two ___ six equals twelve.
6. Guitars are musical ___.
7. not thin
9. not night
10. a ___ of furniture
11. The ___ is hot.
12. The ___ is around his neck.
21. four plus three
22. The boy is holding the kite ___ in his mouth.

Down
2. Three ___ five is eight.
3. There are ___ fingers on a hand.
6. six times two
7. not hot
8. A match ___ fire.
9. The doctor gave him ___.
10. The man ___ a glass of milk to the woman.
12. He will ___ the food.
13. one, two, three,
14. not a man
16. a ___ haired woman
17. a piece of furniture to sit on
18. four plus three
20. eight plus ___
Lesson 6-01 To Be and To Have: Present and Past Tenses .................................. 136
Three new words.
Demonstrative pronouns.

Lesson 6-02 Present Progressive, Present Perfect, and Future
with “going to” ................................................................. 138
18 new words.
Verbs and commonly associated prepositions.

Lesson 6-03 More Descriptions of People; Demonstrative Adjectives .......... 140
Eight new words.
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Hair color, skin color, and earrings.

Lesson 6-04 Units of Things ................................................................. 142
22 new words.
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Lesson 6-05 Neither–Nor, Both, None, No One, Neither ....................... 144
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Doing activities, no longer doing activities. Not doing either of two activities.
Activities done by different people and activities not done by any of a number of possible people.

Lesson 6-06 Verbs: Present Progressive and Imperfect............................. 146
Six new words.
Looks at a person or people in two situations, one in the present and one in the past.

Lesson 6-07 Names ................................................................. 148
15 new words.
The verb to be called.
Greeting, self introduction. Look!, exclamation.
Human age.
On-screen people address the student.

Lesson 6-08 Present Progressive, Present Perfect, and Future
with “going to” ................................................................. 150
Nine new words.
Nobody and somebody.
More reflexive verbs.

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Expressions of collectivity: pairs, couples, groups, many, and single.

Lesson 6-10 Alone, Crowd, Friend, Surrounded ........................................ 154
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Activities and situations alone, activities and situations with. Isolation versus in the company of.
Competition.
Scope and Sequence

Lesson 6-11 Professions and Human Conditions, Activities ......................... 156
Eight new words.
First and second person expressions. Feelings and conditions.

Lesson 6-12 Review of Unit Six ................................................................. 158
Tests and Worksheets from Unit Six lessons.

Enrichment/Unit Projects:
1. Establish pen pals for your class from another culture. Ask the pen pals to discuss various topics of interest among teenagers. Encourage students to share their letters and compare the lives of teenagers from both cultures. Have the students write brief notes or keep a journal that compares the lives of teenagers from both cultures as they receive their letters.

2. Have students research the educational system of another culture and the educational system in their own culture. Have students compare and contrast the two educational systems and write an opinion paper explaining which system they believe is better. Students must provide valid reasons for their opinions. Allow time for research. Encourage a class discussion about different educational systems after students have completed their papers.

3. Have students use the Internet to research the tourism departments of several countries. Use the information from these websites to plan a trip to one of the countries. Have students create an itinerary for their trip and give them a budget for their trip. Instruct students to research a five-day trip choosing six places of interest to visit while they are in that country. Tell students they must stay within their budget. They will need to find information about how much it will cost to travel to these places. The student itinerary must include a daily plan that will also include how much money they intend to spend that particular day. Students must also include a section that tells at least five phrases that would be helpful to a traveler in that country. Have students create a poster describing their trip, including itinerary, telling how they spent their money, the sites they visited within that country, and any helpful phrases. Display student work in the classroom.
**Unit 6, Lesson 1**

**New Vocabulary**

had  
notebook  
park

**Themes:**

Verb Tenses

**Materials:**

Pictures of people from a newspaper, magazine, or book  
Graphic organizer  
Handout of Activities (Past and Present)

**Pre-Lesson Activity:**

- Have students complete Sections II and III of Worksheet 6-01 in the Student Workbook to reinforce vocabulary and provide writing practice. Ask students to find a partner; have each pair check answers and read worksheet sentences to one another.

**Content Integration:**

**Social Studies:** Allow students to select a historical event from another country and have students create a timeline of the event. Instruct students to write a paragraph about the event using verbs in the past tense. Have students underline all the past tense verbs used.

**Language Arts:** Using all the vocabulary words from the lesson, instruct students to create a short story using the past and present tenses and to underline all past tense verbs in one color and all present tense verbs in another color. Allow students to illustrate their stories and share with the class.

---

**Worksheet 6-01**

**I. Fill in the blank.**

1. The man is __________ a hat.  
2. The boy is __________ the wall.  
3. The man has a __________ on his head.  
4. He is __________ the wall.  
5. The boy is __________ on his head.  
6. The cup is __________ a frisbee.  
7. The man is __________ the truck.  
8. The man is __________ the truck.  
9. The people are __________ in a parade.  
10. The boy is __________ inside.  

**II. Describe each picture with a complete English sentence.**

11. The clown had a hat on his head.  
12. The boy was inside. Now he is outside.  
13. The man was in the truck. The man is in the truck.  
14. These people were in a parade.  
15. These people were in a parade.  

**III. Match the words.**

- **a. was in the water**  
- **b. was holding**  
- **c. was a rope**  
- **d. has a hat**  
- **e. is inside**  

---

**6-01 To Be and To Have: Present and Past Tenses**

01. The children are in the park.  
02. The man is getting into the car.  
03. The boy is jumping.  
04. The boy is running.  
05. The man has closed the trunk.  
06. These people are in a bike race.  
07. The boy is on the table.  
08. The man is getting into the carriage.  
09. The people are going to come down the steps.  
10. The people are going to come down the steps.  

---

**6-02 Present Progressive, Present Perfect, and Future with “Going To”**

01. The man is going to get into the car.  
02. The boy is going to jump.  
03. The woman is going to write.  
04. The boy is going to climb out of the water.  
05. The boy is going to jump.  
06. The boy is going to cross the street.  
07. The woman is going to put something into the bag.  
08. The woman is going to kiss the man.  
09. The people are going to go up the steps.  
10. The people are going to come down the steps.  
11. The people are going to cross the street.  
12. The people are going to climb down the steps.  
13. The people are going to kiss the man.  
14. The people are going to cross the street.
**New Vocabulary**
- had
- notebook
- park

**Grammar: Present and Past Tenses**

All verbs have a present tense and a past tense form. The verbs to be and to have are the most frequently used verbs in the English language. Both are irregular.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>The cup is cold.</td>
</tr>
<tr>
<td>Plural</td>
<td>The children are on the table.</td>
</tr>
</tbody>
</table>

| Singular | The man has a hat. | The man had a hat. |
| Plural | The girls have a rope. | The girls had a rope. |

Another past tense is past progressive:

- The woman was holding a notebook.

And yet another past tense is present perfect:

- He has fallen off the wall.

---

**Post-Lesson Activities:**

- Display pictures of various people. Have students write a sentence to go with each picture using either present or past tense verbs.
- Read a page from three different books. Use a graphic organizer to list present and past tense verbs. Which book had the most of each type of verb? Make a graph to compare the results. Display this graph in the classroom.

**Conversation:**

- Have students discuss an activity in the present and past tenses. Students can also interview each other, with one asking questions in the present tense and the other answering questions in the past tense.

**Modifications:**

- Encourage students to write a three-sentence paragraph about a historical event that is meaningful to them.
New Vocabulary
- bag
- close
- cross
- enter
- get
- go
- kiss
- looking
- put
- slide
- sliding
- store
- trunk
- throw
- street

Themes:
Verb Tenses

Materials:
Plot Analysis Handout 6-02
Sequencing Handout 6-02
Construction Handout 6-02

Pre-Lesson Activity:
- Reinforce present progressive, present perfect, and future tenses by asking students to write a paragraph about things they want to do later today, during the weekend, and over summer vacation.

Content Integration:

Language Arts: Direct students to analyze the plot of a story by listing things that have happened to the character, what is currently happening to the character, and what they predict might happen to the character.

Social Studies: Ask students to make a list of the streets they must take in order to get to school. Instruct students to give verbal directions including the names of the streets.

Worksheet 6-02

I. Fill in the blank.
1. The boy is going to ___________________________ the ball. looking
2. The man is ___________________________ the trunk of a car.
3. The boy is ___________________________ the ball. at
4. The man is ___________________________ the steps. at
5. The man is ___________________________ the water. enter
6. The woman is ___________________________ the water. throw
7. The woman is ___________________________ the water. putting
8. The boy is ___________________________ the ball. open
9. The man is ___________________________ the ball. get
10. The man is ___________________________ the ball. going

II. Describe each picture with a complete English sentence.

III. Match the words.
1. ___________________________ a. the street
2. ___________________________ b. a person
3. ___________________________ c. the steps
4. ___________________________ d. the trunk of a car
5. ___________________________ e. a ball

Present Progressive, Present Perfect and Future with “Going To” ENGLISH
Post-Lesson Activities:

- Cut out pictures from the sequencing handout. Pass out pictures to each student or a group of students. Have students sequence pictures and write a sentence using the correct verb tenses for each picture.
- Divide a large sheet of construction paper into three equal sections. Draw a picture in each section to illustrate the verb tenses.

Conversation:

- Have students interview each other about what they are going to do after school.

Modifications:

- Use the graphic organizer handout to help students analyze plots of stories.

Present Progressive, Present Perfect, and Future with “Going To”

**Bodily-Kinesthetic:** Demonstrate the various verb tenses by performing an activity listed in the vocabulary. Ask students to perform these activities for the class.

**Visual-Spatial:** Using street names and directions, have students draw a map of the route they must take to get to school including different landmarks: post office, supermarket, etc.

**Post-Lesson Activities:**

- Cut out pictures from the sequencing handout. Pass out pictures to each student or a group of students. Have students sequence pictures and write a sentence using the correct verb tenses for each picture.
- Divide a large sheet of construction paper into three equal sections. Draw a picture in each section to illustrate the verb tenses.

**Conversation:**

- Have students interview each other about what they are going to do after school.

**Modifications:**

- Use the graphic organizer handout to help students analyze plots of stories.
Unit 6, Lesson 3

New Vocabulary

beard  moustache  uniform
light  skin

Themes:
People

Materials:
Pictures of people

Pre-Lesson Activity:
• Review lesson vocabulary by instructing students to write three sentences. Each sentence will describe one of the following:
  – A family member.
  – A peer.
  – A famous person (past or present).

Content Integration:

Language Arts: Provide students with a short story that is well-known in another culture.
Instruct students to choose a character in a story and write a description of the character.

Social Studies: Explain to the students that different professions wear specific uniforms. Have students identify professions that have to wear a uniform. List the student responses on the board. Ask students to research five professions that require uniforms. Instruct students to research these jobs and write a brief paragraph describing the reasons people wear uniforms at their job and a description of the uniform.

Worksheet 6-03

I. Fill in the blank.
1. The woman with ________________ has an earring. is bald
2. The girl has black hair and dark ________________ long hair
3. This person has a beard, but no ________________ statue
4. The old man has a ________________ beard.
5. These people are wearing ________________
6. The man ________________

II. Describe each picture with a complete English sentence.

III. Match the words.

   16. short  a. dark
   17. light  b. long
   18. beard  c. has hair
   19. a beard  d. a person
   20. a moustache e. a moustache

ENGLISH
More Descriptions of People; Demonstrative Adjectives

Using Multiple Intelligence Strategies:

**Bodily-Kinesthetic:** Have students sort pictures of people into different categories and then share the criteria they used to create these categories.

**Interpersonal:** Invite students to share their research about professions and uniforms with the class.

**Post-Lesson Activity:**

- Cut out pictures of 25 men from magazines. Put these pictures on display for the class. On a large sheet of paper or the board, write down the following categories: he does not have a beard or a moustache, he does not have a mustache, he does not have a beard, he has a beard and a moustache. Ask students to help match the pictures to the proper categories. Instruct them to use tally marks to record data. Convert data to percentages and make a circle graph to display the data.

**Conversation:**

- Have students describe other classmates using prepositional phrases. One student will describe a classmate and his or her partner will guess who they are describing.

**Modifications:**

- Encourage students to talk about a family member they are fond of.
New Vocabulary

banana  dice  slices
baskets  half  toilet
eeks  lots  tomato
boots  pair  towel
bottle  plastic  towels
bouquet  potatoes  watermelon
bunches  roll  rolls

Themes:
Units of Things

Materials:
Research materials

Pre-Lesson Activity:

- Reinforce lesson vocabulary with the following activity:
  - Divide the class in half.
  - Direct one group to develop a shopping list for a party.
  - The other group will develop a shopping list for a vacation.

Have students share list items as you write them on the board. Discuss similarities and differences among necessary items for the two events.

Content Integration:

Language Arts: Instruct students to research the following words: herd, flock, colony, and pack. How do these words relate to this lesson? Have students write a sentence using each word in the context of this lesson.

Science: Instruct students to find out what types of animals are in a herd, flock, colony, and pack. After giving students time to research, ask students to share their information with the class and record student answers on the board.
Units of Things

New Vocabulary
banana bouquets lots rolls towels
baskets bunches pair slices watermelon
boots chips potato towel
bottle dice roll toilet
towel bouquet half tomato

Usage: Units of Things
In English we often refer to units of things by stating the quantity or container plus of.
- a bag of fish
- a roll of paper towels
- lots of bread

The contents are always stated in a prepositional phrase using of.
Fractions of a quantity may be similarly expressed.
- a third of a bottle of juice
- half (of) a bottle of juice (For ease of articulation “of” is normally omitted.)

Note which things come in pairs, slices, bunches, bouquets, boxes or baskets.

Using Multiple Intelligence Strategies:

Verbal-Linguistic: Instruct students to write a poem using the vocabulary words from this lesson.

Naturalist: Allow students to work in groups and prepare a short presentation about animals that live in a pack, a herd, a colony, or a flock. Encourage students to share their reports with the class.

Post-Lesson Activities:
- Write the following words on the board: bag, pairs, couples, pieces, bunches, a lot, bouquets, boxes, rolls, and baskets. Ask students to brainstorm and list items that fit in these categories.
- Direct students to make a shopping list.

Conversation:
- Have students describe a trip to the grocery store, making sure they use their shopping list and other new vocabulary words.

Modifications:
- Ask students to list or name five items they would purchase for a specific event. Possible event choices:
  – Back to School
  – A Birthday Party
  – Valentine’s Day
New Vocabulary
- anymore
- nor
- them
- dressing
- sidewalk

Themes:
What Am I Doing?

Materials:
Magazine or newspaper pictures

Pre-Lesson Activity:
- Direct students to complete Section I of Worksheet 6-05 in the Student Workbook to reinforce vocabulary. Review Lesson 6-05 terms in the following way:
  - Divide students into groups of three.
  - Instruct groups to observe others in the classroom and write three sentences. Each sentence will contain one of these terms: *Neither–nor, both, none.*
  - Ask each group member to select a sentence to read aloud to the class.

Content Integration:

**Social Studies:** Use the vocabulary *neither–nor, both, and none* to describe historical things or events that involved well-known people. Ask students to write sentences describing these events. For example, if the students wanted to write about explorers, they could say, *“Both Columbus and Magellan were explorers.”* Write some of the student sentences on the board or large sheet of paper.

**Language Arts:** Instruct students to write five sentences using the following words: *none, not anymore, neither–nor, and both.* Invite students to share their sentences with the class.

---

**Worksheet 6-05**

**I. Fill in the blank.**

1. The bus is up on the __________. __________, the bus is __________.
2. The woman is __________ the piano, nor walking.
3. The woman is __________ the house, the piano.
4. The __________ singing and playing the piano.
5. The __________ is __________ on the phone, nor talking.
6. The man is __________ playing the drums.
7. The __________ is __________ on the sidewalk.
8. All six of these people __________.
9. All four of these people __________.

**II. Describe each picture with a complete English sentence.**

1. __________
2. __________
3. __________
4. __________
5. __________

**III. Match the words.**

- 01. talking
- 02. walking
- 03. playing
- 04. eating
- 05. wearing

- a. piano
- b. on the phone
- c. hat
- d. hats
- e. motorcycle

**ENGLISH**

- Neither–Nor, Both–And

---
Neither–Nor, Both–And

New Vocabulary
anymore dressing nor sidewalk them

Usage: Not...Anymore, Neither...Nor, and Both
Not...anymore expresses the discontinuance of an action. The action was once occurring, but now it has stopped.
The men are running. The men are not running anymore.
Neither...nor is a useful expression indicating negation of two things. "Neither" sometimes appears without "nor." They have various grammatical functions, sometimes adverbial, sometimes adjectival and sometimes as the subject.
As a subject, "neither" is singular ("neither is...").
Adverbial This woman is neither singing nor playing the piano.
As subject Neither of these people is singing. (Neither is singing.)
Adjectival Neither the man nor the woman is talking. (Neither is talking.)
Both means "the two together." Often neither is its opposite. Their grammatical functions are parallel: adverbial, adjectival and as a subject. As a subject, of course, both is plural ("Both are...").
Adverbial This woman is both singing and playing the piano.
As subject Both the man and the boy are wearing hats.
Adjectival Both people are singing.

Post-Lesson Activity:
• Direct students to use pictures from newspapers or magazines to write sentences describing what the people are and are not doing. Use the vocabulary none, neither–nor, and both.

Conversation:
• After students finish working through this lesson, ask them to describe two to three scenes that were memorable.

Modifications:
• Invite students to describe the actions from several magazine photographs and advertisements.

Mini-Assessment Unit 6, Lessons 1–5 Answer the following questions.

1. What do you call the hair that a man grows above his lip?
2. A nurse and a soldier both wear a __________ when they are working.
3. Name an object you can buy in a bunch.
4. What is another word you could use that means the same as everyone?
Unit 6, Lesson 6

New Vocabulary

climbed    fishing    sons    digging    keys    traffic

Themes:
Verb Tenses

Materials:
Graph paper

Pre-Lesson Activity:
- Remind students about the Word Journal they began in Lesson 4-04. Provide time for students to add words and phrases to their journal using computer lessons and resource materials as needed. After students finish their entries, encourage them to write a paragraph describing a person they admire.

Content Integration:
Language Arts: Instruct students to write a paragraph about what they do in a typical day only using present tense.

Social Studies: Allow students time to research and instruct them to demonstrate their knowledge of the causes of the American Revolution by writing a paragraph using past tense verbs.

Worksheet 6-05

I. Fill in the blanks.

01. The woman is _____________________________________________.
    
02. The man is _____________________________________________.
    
03. The man is _____________________________________________.
    
04. The _____________________________________________.
    
05. The _____________________________________________.
    
06. The _____________________________________________.
    
07. The _____________________________________________.
    
08. The _____________________________________________.
    
09. The _____________________________________________.
    
10. The _____________________________________________.
    
11. The _____________________________________________.
    
12. The _____________________________________________.
    
13. The _____________________________________________.
    
14. The _____________________________________________.
    
15. The _____________________________________________.
    
16. The _____________________________________________.

II. Describe each picture with a complete English sentence.

11. _____________________________________________.

12. _____________________________________________.

13. _____________________________________________.

14. _____________________________________________.

15. _____________________________________________.

III. Match the words.

   ■  16. ___________  a. light
       17. ___________  b. keys
       18. ___________  c. a ladder
       19. ___________  d. race
       20. ___________  e. a truck

Verbs: Present and Past Tenses; Relative Pronouns

ENGLISH
Verbs: Present and Past Tenses; Relative Pronouns

New Vocabulary
climbed digging fishing keys sons traffic

Grammar: Present and Past Progressive
The present progressive uses the present tense of the helping verb to be (is or are) with a verb ending in -ing. It indicates something happening now.

- The girl is jumping rope.
- Some people are driving.

The past progressive uses the past tense of the helping verb to be (was or were) with a verb ending in -ing. It indicates something that was in progress in the past, but no longer is.

- The girl was jumping rope.
- Some people were driving, but not anymore.

Grammar: Relative Pronouns
A relative pronoun begins a dependent clause in which more information is given about its antecedent. What is a dependent clause? It is like a sentence in that it has a subject and a verb, but it cannot stand alone. It is dependent on a main clause. That and who are relative pronouns in the following examples.

- ...that was yawning.
- ...who was eating.

What is an antecedent? “Antecedent” means “comes before”. An antecedent is the term that comes before the relative clause, that the clause refers back to. What is the antecedent in the following examples?

- The man was wearing a shirt that was too small.
- This is the dog that was yawning.
- This is the young man who was eating.

Verbs: Present Progressive and Imperfect

Using Multiple Intelligence Strategies:

Verbal-Linguistic: Direct students to create two word searches, one with past tense verbs and one with present tense verbs.

Interpersonal: Invite students to read the story written in the present tense aloud to the class.

Post-Lesson Activity:
- Put students in small groups and instruct them to discuss something that is happening to them now and something that previously happened to them.

Conversation:
- Have students discuss activities they or someone else is doing (present progressive) and activities they or someone else have done (present perfect).

Modifications:
- Use graph paper to organize the word search.

The Rosetta Stone English I
Quiz Unit 6 Lessons 6 and 7

I. Change the words in italics from present to past tense.
1. The people are in a bike race.
2. The young woman is reading.
3. The father and his sons are digging.

II. Fill in the blank with the words that best describe the photograph.

a. who is
b. who was
c. that is
d. that was

1. The man is wearing a shirt that was too small.
2. This is the dog ______ yawning.
3. This is the young man ______ eating.

III. Yes or No?

1. The man on the left is Ronald Reagan.
2. Mikhail Gorbachev is talking.
3. She is a woman.
4. Pranav is holding a balloon.
5. Melissa and Pranav are standing on the wall.
6. The two men are shaking hands.
New Vocabulary

balloon  prince  stepping
look  says  touched
my  shaking  twenty-three
name  singers  walk
named  speaking  years

Themes:

Names

Materials:

Construction paper
Crayons or colored pencils
Social studies book with pictures

Pre-Lesson Activity:

• Reinforce lesson vocabulary by asking students to circulate the room and practice introducing themselves to others. Remind students to include their ages and one activity they enjoy.

Content Integration:

Mathematics: Instruct students to write their full formal name. Have students count the number of vowels and the number of consonants in their name. Students can identify whether the numbers are prime or composite. Tell students to use the divisibility rules to determine if one of the numbers is divisible by the other. Then, have students find the greatest common factor and the least common multiple of the two numbers.

Social Studies: Ask students to identify historical figures by saying their name and something the person is remembered for. Make a list of student answers and display for the class.

Worksheet 6-07

I. Fill in the blank.
1. Jake is ___________________________.
   a. balloon  b. a balloon  c. in a tree
2. The man on the left is ___________________________.
   a. Charles  b. the wall  c. shaking hands
3. Nancy Reagan is ___________________________.
   a. at the singers  b. holding  c. speaking
4. Melissa is going to ___________________________.
   a. up the steps  b. a balloon  c. a tree
5. She is ___________________________.
   a. a woman  b. touched  c. talking
6. Pranav is standing ___________________________.
   a. on the ground  b. smiling  c. a tree
7. Prince Charles is ___________________________.
   a. with Ronald Reagan  b. Mikhail  c. Charles
8. Their feet have not ___________________________.
   a. touched the ground  b. going to run  c. speaking
9. The man’s name is ___________________________.
   a. is shaking hands  b. named  c. in a tree
10. Melissa and Pranav are stepping onto ___________________________.
    a. the wall  b. the ground  c. walk

II. Describe each picture with a complete English sentence.

III. Match the words.
   ___________________________.
   ___________________________.
   ___________________________.
   ___________________________.
   ___________________________.

ENGLISH  Names
### Names

**New Vocabulary**

<table>
<thead>
<tr>
<th>balloon</th>
<th>look</th>
<th>my name</th>
<th>named</th>
</tr>
</thead>
<tbody>
<tr>
<td>stepping</td>
<td>touched</td>
<td>twenty-three</td>
<td>walk</td>
</tr>
<tr>
<td>prince</td>
<td>says</td>
<td>shaking</td>
<td>singers</td>
</tr>
<tr>
<td>speaking</td>
<td></td>
<td></td>
<td>years</td>
</tr>
</tbody>
</table>

**Usage: Look**

We often want to call someone’s attention to ourselves or to something of interest to us. A common expression for doing so is “Look!” It is an attention-getter. It expresses excitement, and it is in command form; therefore an exclamation point is used as end punctuation.

- Look at my balloon!
- Look, I am standing in a tree!

**Usage: Names**

This lesson practices the use of names of people in English. Everyone has a name. If we know a person’s name, we should use it. A name is much more interesting than “the boy” or “that woman.”

Notice how direct quotations are written in English.

- The girl says, “My name is Sandra and I am four years old.”
- Sandra says, “Look at my balloon!”

A comma follows says, and a quotation mark signals the beginning of the exact, word-for-word statement that the girl or Sandra makes. The statement is a new sentence, so the first word is capitalized (My or Look). An end punctuation (period or exclamation point) marks the end of the sentence, and a closed quotation mark signals the end of the exact quotation.

---

### The Rosetta Stone English I Quiz Unit 6 Lessons 6 and 7

#### New Vocabulary

- balloon
- look
- my name
- named
- prince
- says
- shaking
- singers
- speaking
- stepping
- touched
- twenty-three
- walk
- years

#### Usage: Look

We often want to call someone’s attention to ourselves or to something of interest to us. A common expression for doing so is “Look!” It is an attention-getter. It expresses excitement, and it is in command form; therefore an exclamation point is used as end punctuation.

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- Look, I am standing in a tree!

#### Usage: Names

This lesson practices the use of names of people in English. Everyone has a name. If we know a person’s name, we should use it. A name is much more interesting than “the boy” or “that woman.”

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- The girl says, “My name is Sandra and I am four years old.”
- Sandra says, “Look at my balloon!”

A comma follows says, and a quotation mark signals the beginning of the exact, word-for-word statement that the girl or Sandra makes. The statement is a new sentence, so the first word is capitalized (My or Look). An end punctuation (period or exclamation point) marks the end of the sentence, and a closed quotation mark signals the end of the exact quotation.

---

### Using Multiple Intelligence Strategies:

**Visual-Spatial:** Instruct students to create a work of art using their first name.

**Intrapersonal:** Instruct students to create an acrostic poem using their name. Have students write their first name vertically on a piece of paper. Beside each letter, have students write an adjective that begins with that letter. The adjectives should describe them.

**Interpersonal:** Students can write another acrostic poem using the name of someone they know or someone in the class. Direct students to write the first name of someone they know vertically on a piece of paper. Beside each letter, write an adjective that begins with that letter. The adjectives should describe the person.

### Post-Lesson Activity:

- Provide students with extra time to research the history of their family name as well as their first name. Allow students to design a coat of arms for their family name. Display in the classroom.

### Conversation:

- Have students work with a partner and practice using the names of people in the room by describing what they are doing.

### Modifications:

- Give students a list of everyone in the class for the acrostic name poems.
Unit 6, Lesson 8

New Vocabulary
anyone being kicked
kissed newspaper pouring
preparing

Themes:
Verb Tenses

Materials:
Handout of Verb Tenses for Lesson 6-08
Scissors
Roll of calculator paper or paper cut in long, thin strips
Crayons or colored pencils
Shoebox

Pre-Lesson Activity:
- Review present progressive, present perfect, and future tenses by instructing students to develop a "play-by-play" report describing the action of an event. For example: The woman is going to pick up the cat. The woman is picking up the cat. The woman has picked up the cat and is holding it in her arms. Review Curriculum Text for additional examples.

Content Integration:
Language Arts: Find a popular movie that is appropriate for the class. Have students write a synopsis and a review of the movie.

Language Arts: Provide newspapers for the students. Instruct students to find an article that is interesting to them. Have the students write three or more sentences giving the main idea of the article. Instruct students to highlight or underline the different verb tenses: present progressive, present perfect, and future with "going to."

Worksheet 6-08

I. Fill in the blank.

1. The man is wearing a shirt.
2. The girl is pouring water on her head.
3. The boy is throwing the ball.
4. The woman is reading the newspaper.
5. The man is going to kiss his wife.
6. The woman is kicking the horse.
7. The boy is lying.
8. The woman has put on the dress.
9. The woman is going to throw the ball.
10. The girl is climbing a ladder.

II. Describe each picture with a complete English sentence.

III. Match the words.


Present Progressive, Present Perfect and Future with “Going To” ENGLISH
Present Progressive, Present Perfect, and Future with “going to”

Using Multiple Intelligence Strategies:  
**Bodily-Kinesthetic:** Give the handout for Verb Tenses Lesson 6-08 to each student. Have them cut out each picture, instruct students to sort pictures into categories and then sequence them. Students can either recite or write a sentence to go with each picture and identify the verb tense for each.  

**Visual-Spatial:** Instruct students to create a film strip with three to six panels. The film strip must emphasize the verb tenses from this lesson. Display completed film strips in the classroom.

**Post-Lesson Activity:**  
- Divide students into pairs. Give the handout for Verb Tenses Lesson 6-08 to each group. Have them cut each picture out, mix the pictures up, and place them face-down in one stack. Partners will take turns drawing one picture at a time from the stack. The student will then say a sentence to go with the picture and identify the verb tense.

**Conversation:**  
- Show film clips of comedy routines and ask students to describe actions in a “before-during-after” sequence.

**Modifications:**  
- Using flashcards with the words “first,” “second,” and “third,” ask students to describe the sequence of an action.
**Unit 6, Lesson 9**

### New Vocabulary

<table>
<thead>
<tr>
<th>Biker</th>
<th>Dolls</th>
<th>Runner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bikers</td>
<td>Flags</td>
<td>Russian</td>
</tr>
<tr>
<td>Bunch</td>
<td>Grape</td>
<td>Set</td>
</tr>
<tr>
<td>Candles</td>
<td>Knives</td>
<td>Silverware</td>
</tr>
<tr>
<td>Couples</td>
<td>Luggage</td>
<td>Single</td>
</tr>
<tr>
<td>Dining</td>
<td>Pairs</td>
<td>Tools</td>
</tr>
<tr>
<td>Doll</td>
<td>Room</td>
<td>Twins</td>
</tr>
</tbody>
</table>

### Themes:

**Units of Things**

### Materials:

Vocabulary Chart Lesson 6-09

Dictionary

Thesaurus

### Pre-Lesson Activity:

- Reinforce current and previous vocabulary by asking students to develop lists for the following:
  - Items found in a grocery store.
  - Necessities for a new house.
  - Gifts one might receive for a birthday.

Have students take turns reading lists aloud as they compare and contrast their work with others.

### Content Integration:

**Language Arts:** Discuss the meanings of the words: *many*, *groups*, *couple*, *pair*, *bunch*, and *game*. Instruct students to write a sentence using each word. Ask students to share their sentences with the class.

**Social Studies:** As a class, discuss the meaning of each word, writing student responses on the board. Ask students to brainstorm occasions when these words are used and in what context. This may be done as a group or individually; for example, a *bouquet* is a bunch of flowers.

### Worksheet 6-09

**I. Fill in the blank.**

1. a __________ of bananas  
2. a set of Russian dolls  
3. a couple going down an __________  
4. a set of __________ furniture  
5. a __________ of grapes  
6. a __________ of candles  
7. a __________ of flowers  
8. a __________ of __________  
9. a __________ of __________  
10. a __________ of dice

**II. Describe each picture with a complete English sentence.**

11. __________

12. __________

13. __________

14. __________

15. __________

**III. Match the words.**

- 16. single
- 17. none
- 18. couple
- 19. lots
- 20. a few

a. two  
b. none or more  
c. one  
d. zero  
e. many

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**6-09 More Units of Things**

1. many bunches of bananas  
2. a bunch of bananas  
3. many bunches of grapes  
4. a bunch of grapes  
5. a couple of dolls  
6. a group of dolls  
7. many pairs of dice  
8. a pair of dice  
9. a bouquet of flowers  
10. a single flower  
11. many sets of silverware  
12. a set of silverware  
13. many sets of Russian dolls  
14. a single Russian doll  
15. many bunches of flowers  
16. a single banana  
17. a few bananas  
18. many bananas  
19. a bouquet of flowers  
20. a single flower  
21. a pair of gloves  
22. many pairs of gloves  
23. a pair of candles  
24. many pairs of candles  
25. a pair of knives  
26. many pairs of knives  
27. a pair of trips  
28. a chess set  
29. a set of plates  
30. a set of chess pieces  
31. many bunches of grapes  
32. a single grape  
33. a bunch of grapes  
34. many grapes  
35. many sets of Russian dolls  
36. a single Russian doll  
37. many sets of silverware  
38. a single set of silverware  
39. many sets of dining room furniture  
40. a single set of dining room furniture  
41. a single runner  
42. a group of runners  
43. a couple of people  
44. a group of people  
45. a crowd of people  
46. a single person  
47. many people  
48. a couple of people  
49. a couple of couples  
50. many couples  
51. a single couple  
52. many sets of chess pieces  
53. a single set of chess pieces  
54. many sets of dining room furniture  
55. a single set of dining room furniture  
56. a couple of people  
57. many people  
58. many pairs of gloves  
59. a single pair of gloves  
60. many pairs of candles  
61. many pairs of candles  
62. many sets of Russian dolls  
63. a single set of Russian dolls  
64. many sets of dining room furniture  
65. a single set of dining room furniture  
66. many sets of dining room furniture  
67. a single set of dining room furniture  
68. many sets of plates  
69. a single set of plates  
70. many sets of chess pieces  
71. a single set of chess pieces  
72. many sets of Russian dolls  
73. a single set of Russian dolls  
74. many sets of silverware  
75. a single set of silverware  
76. many sets of Russian dolls  
77. a single set of Russian dolls  
78. many sets of dining room furniture  
79. a single set of dining room furniture  
80. many sets of plates  
81. a single set of plates  
82. many sets of chess pieces  
83. a single set of chess pieces  
84. many sets of Russian dolls  
85. a single set of Russian dolls  
86. many sets of dining room furniture  
87. a single set of dining room furniture  
88. many sets of plates  
89. a single set of plates  
90. many sets of chess pieces  
91. a single set of chess pieces  
92. many sets of Russian dolls  
93. a single set of Russian dolls  
94. many sets of silverware  
95. a single set of silverware  
96. many sets of dining room furniture  
97. a single set of dining room furniture  
98. many sets of plates  
99. a single set of plates  
100. many sets of chess pieces  
101. a single set of chess pieces  
102. many sets of Russian dolls  
103. a single set of Russian dolls  
104. many sets of dining room furniture  
105. a single set of dining room furniture  
106. many sets of plates  
107. a single set of plates  
108. many sets of chess pieces  
109. a single set of chess pieces  
110. many sets of Russian dolls  
111. a single set of Russian dolls  
112. many sets of dining room furniture  
113. a single set of dining room furniture  
114. many sets of plates  
115. a single set of plates  
116. many sets of chess pieces  
117. a single set of chess pieces  
118. many sets of Russian dolls  
119. a single set of Russian dolls  
120. many sets of dining room furniture  
121. a single set of dining room furniture  
122. many sets of plates  
123. a single set of plates  
124. many sets of chess pieces  
125. a single set of chess pieces

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**6-10 Alone, Crowd, Friend; Passive Voice of Verbs**

1. The girl is alone.  
2. The girl is with her friends.  
3. The girl is with her brother and father.  
4. The girl is with her puppy.  
5. The girl is with her puppy.  
6. The girl is playing with her friend.  
7. The girl is playing with her friend.  
8. The girl is singing with a friend.  
9. The girl is singing with a friend.  
10. The girl is playing with her friend.  
11. The girl is singing with a friend.  
12. The girl is playing with her friend.  
13. The girl is playing with her friend.  
14. The girl is playing with her friend.  
15. The girl is playing with her friend.  
16. The girl is playing with her friend.  
17. The girl is playing with her friend.  
18. The girl is playing with her friend.  
19. The girl is playing with her friend.  
20. The girl is playing with her friend.

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**Themes:**

**Units of Things**

**Materials:**

Vocabulary Chart Lesson 6-09  
Dictionary  
Thesaurus

**Pre-Lesson Activity:**

- Reinforce current and previous vocabulary by asking students to develop lists for the following:
  - Items found in a grocery store.
  - Necessities for a new house.
  - Gifts one might receive for a birthday.

Have students take turns reading lists aloud as they compare and contrast their work with others.

**Content Integration:**

**Language Arts:** Discuss the meanings of the words: *many*, *groups*, *couple*, *pair*, *bunch*, and *game*. Instruct students to write a sentence using each word. Ask students to share their sentences with the class.

**Social Studies:** As a class, discuss the meaning of each word, writing student responses on the board. Ask students to brainstorm occasions when these words are used and in what context. This may be done as a group or individually; for example, a *bouquet* is a bunch of flowers.
More Units of Things

Usage: Units of Things
Let's review groupings and add some new types of groupings to your vocabulary.

- **a bunch of**
- **a couple of**
- **a pair of**
- **a bouquet of**
- **a set of**

Note what kinds of things come in which groupings. “A pair” usually refers to two matched items, such as a pair of gloves or a pair of twins. “A bouquet of…” can only be of flowers, but the flowers can be named, like “a bouquet of roses.” “A set” is a group of matched items belonging together to make a complete group, like “a set of luggage.” Grapes and bananas normally come in “bunches.”

More Units of Things

Using Multiple Intelligence Strategies:

**Visual-Spatial:** Have students draw a picture to illustrate the meaning of each of these words: *many, groups, couple, pair, bunch, and game.*

**Logical-Mathematical:** Have students write questions using the vocabulary word as the answer. The question should describe the vocabulary word without directly stating the name of the item. Students should take turns guessing the answer to each other’s questions.

Post-Lesson Activity:
- Write the lesson vocabulary on the board.
  - Give each student a Vocabulary Chart Handout.
  - Ask each student to choose two words from the lesson vocabulary to use to complete the chart.

Conversation:
- Ask students to use vocabulary words as a basis for discussion about items they would like to buy.

Modifications:
- Using flashcards or photos of everyday items and situations, encourage students to converse about these events using lesson vocabulary.
Themes:
Who or What Am I With?

Materials:
Magazines

Pre-Lesson Activity:
- Encourage students to write a journal-style entry about activities they prefer to do alone and those they enjoy with others. Remind students of the available resources (computer lessons, worksheets, quizzes, and word journals) as they use vocabulary from current and previous lessons.

Content Integration:
Science: Discuss the desert as an ecosystem. Ask what types of animals or plants live in the desert and how people have interacted with the desert ecosystem.

Language Arts: Instruct students to think about the things that surround a castle, choir, books, buildings, and singer. Record student answers on the board in sentence form.

New Vocabulary
against alone away books castle choir

desert friend hill huge puppy racing

singer stands surrounded whole

I. Fill in the blank.
1. The woman is ____________ by flowers. singer
2. The girl ____________ by flowers. alone
3. The woman is ____________ with the choir. surrounded
4. Someone is walking alone down the ____________. crowd
5. The woman is ____________ while playing the piano. singing
6. The ____________ is singing with a friend. woman
7. Several people are ____________ against each other. in alone
8. The church is surrounded by other ____________. buildings
9. The girl is with her ____________. puppy
10. A huge ____________ of people is racing. steps

II. Describe each picture with a complete English sentence.

11.
12.
13.
14.

15.

III. Match the words.
16. reading a. books
17. singing b. not surrounded
18. many people c. baby dog
19. alone d. crowd
20. puppy e. choir

Answers: 6-10

Alone, Crowd, Friend; Passive Voice of Verbs

1. The girl is alone.
2. The girl is with her friends.
3. The girl is with her mother and father.
4. The singer with the red microphone is singing.
5. The singer is singing with a friend.
6. The woman is singing alone while playing the piano.
7. Flowers surround the woman.
8. Books surround the woman.
9. People surround the woman.
10. The woman is surrounded by flowers.
11. The woman is surrounded by books.
12. The woman is surrounded by people.
13. The castle stands alone on a hill, away from other buildings.
14. The fort stands alone in the desert, away from other buildings.
15. The church is surrounded by other buildings.
16. The woman is alone.
17. The woman is with another person.
18. The woman is surrounded by people.
19. The table is surrounded by chairs.
20. The girl is running alone, but she is not racing.
I. Fill in the blank with the word or words that best describe the photograph.

1. The girl is with her _______. a. friends  b. family  c. puppies  d. flowers
2. The woman is surrounded by _______. a. flowers  b. bushes  c. books  d. people
3. The girl is playing with _______. a. her flowers  b. her friend  c. her books  d. her teacher
4. I am a _______. a. doctor  b. nurse  c. mechanic  d. student
5. I am a _______. a. policeman  b. dentist  c. carpenter  d. scientist
6. I am _______. a. cold  b. thirsty  c. afraid  d. sick
7. I am _______. a. inside the bank  b. outside the bank  c. inside the police station  d. outside the police station
8. I am _______. a. embarrassed  b. sick  c. afraid  d. rich
9. I am _______. a. reading  b. typing  c. teaching  d. reading

II. Yes or No?

1. The girl is alone.  2. The girl is reading alone.  3. The woman is alone.

Alone, Crowd, Friend, Surrounded

Using Multiple Intelligence Strategies:
Intrapersonal: Write the words: alone, crowd, surrounded, and friend on the board. Discuss the meaning of these words with the students. Ask them how they feel when they are in these situations.

Verbal-Linguistic and Visual-Spatial: Using the sentences on the board, ask students to copy two of the sentences and illustrate them.

Post-Lesson Activity:
- Divide the students into groups of two. Give each group a magazine. Using the learned vocabulary, students should identify pictures of objects or people. They should then state whether the object or person is alone, or in a crowd.

Conversation:
- Write vocabulary words on the board and divide the class into groups of two. Tell students they must use each lesson vocabulary word in a conversation with their partner.

Modifications:
- Use photos of people who are alone and in groups as conversation starters, to reinforce newly learned vocabulary.
Unit 6, Lesson 11

New Vocabulary

heavy
hurt
hurts
ouch
policeman
repairing
someone’s
typewriter

Themes:
Jobs and Activities

Materials:
Books about various jobs
Index cards

Pre-Lesson Activity:
• Instruct students to select a profession from Lesson 6-11 or previous lessons, and discuss why they might want to pursue this as a career.

Content Integration:

Language Arts: Invite a guest speaker to tell the class about his or her job. Have students write questions for the speaker and a description of what that person does after the presentation.

Social Studies: Ask students to research popular hobbies or sports of teenagers in another country. Have students compare and contrast these hobbies to the popular hobbies or sports from their own culture.

Worksheet 6-11

I. Fill in the blank.

1. I am ____________________________ the bank.
   typewriter

2. I am wearing a _______.
   foot

3. I am ____________________________ on someone’s teeth.
   cook

4. My ____________________________ hurts.
   police

5. I am hot and ____________________________.
   proud

6. I am ripping the _____________________________.
   hat

7. I am ____________________________ the students.
   working

8. I am a _____________________________.
   thirsty

9. I am ____________________________ of my son.
   teaching

10. I am at the ____________________________ station.
    outside

II. Describe each picture with a complete English sentence.

1. __________________________________________________________________________________________

2. __________________________________________________________________________________________

3. __________________________________________________________________________________________

4. __________________________________________________________________________________________

III. Match the words.

   _____ 16. a. doctor
   _____ 17. b. bread
   _____ 18. c. car
   _____ 19. d. students
   _____ 20. e. hurt

ENGLISH Professions and Conditions, Activities

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Professions and Human Conditions, Activities

Using Multiple Intelligence Strategies:

Verbal-Linguistic: Have students read about various types of jobs. Direct students to write a few sentences about the different jobs they researched.

Interpersonal: Invite students to share the research they conducted about a specific job.

Post-Lesson Activities:
- List these words on the board: ashamed, hurt, I am afraid, sick, I am cold, I am hot, I am thirsty, and I am proud. Ask students to name an activity that would make them feel like one of the words.
- Divide students into groups of four. Give each group eight index cards. Instruct students to write one of the following: ashamed, hurt, I am afraid, sick, I am cold, I am hot, I am thirsty, and I am proud on an index card. Mix up the cards and pass out two cards to each person. Students will take turns identifying the words and then telling about a time they __________. Fill in the blank with the word(s) on the index cards.

Conversation:
- Divide the students into small groups and have them discuss the job(s) they might have in the future.

Modifications:
- Have students work in pairs or small groups to develop a report about jobs.

Mini-Assessment

Unit 6, Lessons 6–11 Answer the following questions.

1. Write a sentence using the present tense.
2. What type of ecosystem is hot and dry?
3. If you are __________, you would go to the doctor.
Unit 6 Review

Review Activities:
- Use index cards to review vocabulary.
- Review workbook pages.
- Choose activities that target skills in need of practice.
- Encourage role-play of scenes that require students to use language skills.
- Provide time for conversation practice with peers; monitor conversational skills.
- Challenge students to create questions from various lessons and seek answers as a class.
- Play question-and-answer games using vocabulary words from past lessons.

Possible Assessments:
- Conduct Mini-Assessments in Lessons 6-05 and 6-11.
- Observe students as they participate in activities. Note areas of difficulty and provide additional practice time in appropriate modes of the software lessons.
- Use rubrics to assess graphs, charts, reports, and projects.
- Note the amount and quality of class participation.
- Check accuracy of completed Workbook pages, Quizzes, and Tests.
- Keep portfolios of student work.

Test Unit 6 Lessons 1–6

I. Match the words.
1. flowers
2. paper towels
3. sunglasses
4. bananas
5. shoes

II. Fill in the blank with the words that best describe the photograph.
1. The man ______ the car. a. is getting into b. is going to get into c. has gotten into
2. The woman ______ at the ball. a. is looking b. is going to look c. has looked
3. The man ______ the trunk of the car. a. is closing b. is going to close c. has closed
4. The people ______ the steps. a. are going b. are going to go c. have gone

III. Circle the correct answer.
1. The children are / were in the park.
2. The woman has / had the box.
3. The man is / was in the truck.
4. The man has / had the hat on his head.
5. The boy is / was inside.

IV. Fill in the blank with the word that best describes the photograph.
1. These people are / were in a bike race. a. neither b. both c. only
2. The man is / was drinking. a. neither b. both c. only
3. The man is / was eating / has eaten. a. neither b. both c. only
4. The man is / was playing the guitar. a. neither b. both c. only

V. Yes or no?
1. This man has a beard but no mustache. a. This woman has long hair.
2. This man is wearing a uniform. b. This girl has dark skin.
3. These men are dressed up. c. This woman has light skin and long hair.
4. This man has a beard but no mustache. d. This woman has long hair.
Tests

The Rosetta Stone English I
Test Unit 6 Lessons 7–11

I. Who am I?
1. I have many tools. I am repairing some cars. Some of the cars are wrecked; they were in accidents. I am a
2. I am with a sick man. I am wearing white. I am talking to the nurse. I am a
3. I am teaching the students. They are reading and writing. I am very proud of them. I am a
4. I am talking to the man and the woman about many kinds of food. I am giving some water to the woman. I am taking a plate from the man. I am a
5. I am looking at someone’s mouth. I am working on the man’s teeth. I am a

II. Fill in the blank with the words that best describe the photograph.

1. The woman is
   a. surrounded
   b. with
   c. alone
2. The woman is
   a. throwing
   b. going to throw
   c. has thrown
3. The fort stands alone in the desert, from other buildings.
   a. surrounded
   b. with
   c. alone
4. The man’s
   a. afraid
   b. policeman
   c. away
5. The woman
   a. is being kissed
   b. going to be kissed
   c. has been kissed

III. Match the words.

1. grapes  a. set
2. flowers  b. bouquet
3. gloves  c. pair
4. tools  d. bunch
5. silverware

IV. Fill in the blank with the word that best describes the photograph.

6. The woman a. is putting on
   b. is going to put on
   c. has put on
7. The man a. are running
   b. are going to run
   c. have run
8. The woman a. is throwing
   b. is going to throw
   c. has thrown
9. The woman a. is being kissed
   b. is going to be kissed
   c. has been kissed
10. I am a.
    a. surrounded
    b. with
    c. alone

Test Unit 6 Lessons 7–11
Unit 6 Review

Word Search 6: 1-5

ANYMORE
BEARD
BOOTS
BOTTLE
CHIPS
ENTER
HALF
MOUSTACHE
PLASTIC

ANYMORE
BEARD
BOOTS
BOTTLE
CHIPS
ENTER
HALF
MOUSTACHE
PLASTIC

Word Search 6: 6-11

AGAINST
ALONE
ANYONE
AWAY
BEING
CROWD
FRIEND
HEAVY
HUGE
HURTS

AGAINST
ALONE
ANYONE
AWAY
BEING
CROWD
FRIEND
HEAVY
HUGE
HURTS

ENGLISH
Crossword 6: 6-11

Across
1. The ______ light is red.
4. She is going to read some _____.
9. very big
10. a ____ is using a microphone
11. There are more birds ____ tigers.
14. Flowers ________ the woman.
17. husband and ____
19. My ____ is Sandra.
20. a set of ____
22. potato ____

Down
2. She is not with other people. She is _____.
3. The man is closing the ____ of the car.
5. a father and several of his ____
6. "Ouch! That ____ my foot!"
7. a ____ in a race
8. He is wearing a ____.
9. She is ____ at him with her eyes.
10. Jake ___, "Look at my balloon!"
12. not more
13. He has a beard but no ____.
15. The woman is going to ____ the man.
16. People will ____ the street.
18. A person with no hair is ____.
19. a pair of ____
21. She is going to ____ the store.
22. potato ____

Crossword 6: 1-5

Across
1. leaves of ____
4. The boy ____ jumped.
6. a kind of fruit
7. The man is closing the ____ of the car.
10. not dark
13. He has a beard but no ____
15. The woman is going to ____ the man.
18. hair on a man’s chin
21. potato ____

Down
1. The apples are in a ____
2. not full
3. The man is closing the ____
4. The man has a hat on his ____
5. a father and several of his ____
6. "Duck! That ____ my foot!"
7. a ____ in a race
8. She is wearing a ____
9. She is ____ at him with her eyes.
10. not dark
11. He has a beard but no ____
12. not more
13. He is climbing the ____
14. They are going to ____ into the water.
15. She is going to ____ the man.
16. A person with no hair is ____
17. a ____ in a race
18. a ____ of grapes
19. a pair of ____
20. The sun makes her ____ dark.
Lesson 7-01 More Verbs ................................................................. 164
12 new words.
To try, verbs with prepositions, participles.

Lesson 7-02 More Verbs; Interrogative Adjectives and Pronouns;
Usually .......................................................... 166
24 new words.
The simple present as an expression of permanent or continuing conditions.
The simple present and the present progressive both in the same sentence to contrast the typical
with the currently observed.

Lesson 7-03 Fast and Slow .......................................................... 168
13 new words.
Fast, slow, moving, standing, moving through, and moving across.

Lesson 7-04 Seasons ................................................................. 170
16 new words.
Temperatures, the four seasons and their characteristic scenes. Times of day, night.
Sun and moon.

Lesson 7-05 All, Some, Most, Both, Neither, and None ................. 172
Four new words.
Generalizations, strong generalizations, weak generalizations. Contrasts and similarities.

Lesson 7-06 None, Both, All: Demonstrative Adjectives ............... 174
No new words.
Categories: belonging and not belonging in categories. Presence and absence of category elements.

Lesson 7-07 Shapes and Locations; Prepositions; All and Most ........ 176
Four new words.
Relative positions.
Strong and weak generalizations. Most but not all.
Four geometric shapes.
The geometry of structures and objects.

Lesson 7-08 Left and Right, Full and Empty .................................. 178
Two new words.
And contrasted with but. Interrogative pronouns.
Two patterns of questions and answers.
Right and left from the stance of the person on screen and from the stance of the viewer.

Lesson 7-09 Prepositions: Above and Below, Coming Down,
and Going up ................................................................. 180
Seven new words.
Above and below presented with identical pictures described twice in alternative fashions.
Climbing.
Most and some contrasted.
Lesson 7-10 More Verbs ................................................................. 182
Nine new words.
Looking up, looking down, looking at, and looking through.
Using articles.
Verbs with related prepositions. Use of the infinitive.

Lesson 7-11 Verb Conjugation ....................................................... 184
No new words.
First and third persons, singular and plural, progressive, present perfect, and “going to” future.

Lesson 7-12 Review of Unit Seven ............................................... 186
Tests and Worksheets from Unit 7 Lessons.

Enrichment/Unit Projects:
1. Create a list of organizations or people in a business setting that the class could contact to inquire about possible job opportunities. Instruct students to create a resume as if they were applying for a job they inquired about.
2. Have students watch a video about a prominent artist. Allow students time to research this artist and create a timeline of the artist’s life, noting important dates in this person’s life. Instruct students to compare and contrast this artist with another prominent artist of their choice from their own culture. Have students find copies of pictures of each artist’s work. Ask students to explain in their report whether or not these artists’ styles are alike or different. Have students present their pictures, timeline, and a brief report about the artist’s life to the class.
3. Research different forms of government. Compare them to the form of government in the United States. How have the cultures interacted over time? Have students write a research report about a specific time period and compare the relationship between other countries and the United States.
Unit 7, Lesson 1

New Vocabulary

been    fly    hay

cow      give    hit
cow's    given    kites
dirt     gotten    trying

Themes:

Verbs

Materials:

Illustrated books
Index cards

Pre-Lesson Activity:

- Reinforce lesson vocabulary by asking students to draft four sentences as the text for a comic strip. If possible, collaborate with art teachers to have students illustrate panels according to the actions of their script. Invite students to share completed comic strips with peers from their Language and Art classes.

Content Integration:

Social Studies: Have students research the voting process in their country and another country. Instruct students to write a report discussing voting age, women and voting, and the importance of voting in each culture.

Science/Social Studies: Challenge students to research how kites have played an important role in science and history. After giving a short amount of time for research, ask students to share their findings and responses with the class. Record student answers on the board or a large sheet of paper.

Worksheet 7-01

I. Fill in the blanks.

1. The father is reading to his .

2. The boy is sleeping in the .

3. The man is trying to .

4. The boy has been hit .

5. The father serves bread.

6. The dog is eating from a cup .

7. The girl is getting into .

8. The boy is flying a .

9. There are three kites on the .

10. The man is not .

II. Answer the question with Yes or No.

11. Do people read newspapers?

12. Can an elephant drive a car?

13. Can a clown fly a kite?

14. Can an elephant drive a car?

15. Can horses work?

III. Describe each picture with a complete English sentence.

16.

17.

18.

19.

20.
More Verbs

Using Multiple Intelligence Strategies:

**Bodily-Kinesthetic:** Write the following verbs on index cards: leaving, pointing, flying, trying, looking, drinking, working, reading, pulling, digging, taking out, running, walking, jumping, eating, kicking, smiling, swimming, dancing, moving, smelling, and fishing. Pass out one index card per student. Students may either draw or act out the verb so that other students can guess it.

**Visual-Spatial:** Instruct students to choose seven of the verbs from the above list and draw a person doing that activity. Ask students to write a sentence describing the activity underneath the picture.

**Post-Lesson Activities:**

- Divide the students into pairs. Give each pair an illustrated book and have them look at the pictures and describe what is happening.
- Write some of the sentences from the curriculum text on the board. Ask for volunteers to read each sentence aloud. Identify new vocabulary words from Lesson 7-01.

**Conversation:**

- Have students create sentences that use multi-part verbs as described in the student text. Students can trade sentences and ask each other questions about the sentences.
- Work one-on-one with students as they are writing the compound and complex sentences.

**Modifications:**

- Allow students to work with a partner when creating their sentences.
Unit 7, Lesson 2

New Vocabulary:
airplanes  elephants  sometimes
aren't  live  space
astronauts  lives  spread
camels  sailors  usually
carries  sells  wear
carry  ships  wears
clocks  sing  wheels
don't  soldiers  workman

Themes:
Animals and People

Materials:
Index cards

Pre-Lesson Activity:
- Review question-and-answer vocabulary by directing each student to develop a question for a class guessing game. Have students take turns as the “teacher” as they lead peers in generating lists of answers to their questions. See Curriculum Text for examples.

Content Integration:
Language Arts: Write 15 sentences using verbs from the curriculum text on the board. Ask for volunteers to read each sentence aloud. Have students identify the verbs in each sentence. Instruct students to rewrite the sentences changing the verbs into past, present, and future tenses.

Social Studies: Ask students to name three famous astronauts from their country and three astronauts from another country. Allow students time to research astronauts. Direct students to prepare a short report about their astronauts including the dates they went into space; the cities, states, and countries they are from; the name of the space shuttles they flew; and the reason the student chose these astronauts to research.

Worksheet 7-02

I. Fill in the blank.
1. These birds have _____________________________
   hands
2. The mean is flapping _____________________________
   four
3. Clocks have _____________________________
   spread their wings
4. The workmen in wearing _____________________________
   carrying armes
5. Camels have _____________________________
   legs
   space suits
6. Bicyclists wear _____________________________
   sunglasses
7. The house is _____________________________
   ships
8. Astronauts wear _____________________________
   its wings
9. Sailors live on _____________________________
   a hard hat
10. This person sells _____________________________
    plants

II. Answer the question with Yes or No.
11. Do clocks have hands?
    _____________________________
12. Do camels have four legs?
    _____________________________
13. Do dogs usually wear clothing?
    _____________________________
14. Do birds have wings?
    _____________________________
15. Do bicycles wear sunglasses?
    _____________________________

III. Describe each picture with a complete English sentence.

16. _____________________________
17. _____________________________
18. _____________________________
19. _____________________________
20. _____________________________

More Verbs; Interrogative Adjectives and Pronouns; Usually
More Verbs; Interrogative Adjectives and Pronouns; Usually

Using Multiple Intelligence Strategies:

**Bodily-Kinesthetic:** Divide the class into partners. Pass out 24 index cards to each pair. Have the partners write the lesson vocabulary words on their index cards. Put the index cards in a stack. Have each student draw five cards and read the words aloud. Then, each student should write a sentence trying to incorporate as many of the words they drew as possible. The students should then set aside the index cards of the words they were able to use correctly. On their next turn, students should draw the number of cards equal to the number of words correctly used.

**Interpersonal:** Invite students to share their astronaut report with the class.

**Intrapersonal:** Instruct students to write a paragraph about what they think it would be like to be an astronaut and travel into space.

**Post-Lesson Activity:**

- **Ask Who?** questions about people. Ask **Which?** questions about animals. Write the questions on the board or a large sheet of paper. Have students copy the sentences and provide answers to the questions.

**Conversation:**

- Direct students to work with a partner and create questions for each other using the new vocabulary.

Example:  Q: Who lives on ships?
     A: Sailors live on ships.

**Modifications:**

- Use photographs or illustrations of shopping activities and encourage students to converse about the interactions they see.
New Vocabulary

across  skater  slowly
downhill  skates  still
green  fast  skating
moves  skier  swimmer
quickly  skiing

Themes:
Activities and Speed

Materials:
Magazines
Newspapers
Construction paper
Glue
Scissors
Venn diagram handout Lesson 7-03
Sentences written on strips of paper and cut into parts
Envelopes to place the sentence parts

Pre-Lesson Activity:
- Have students complete Sections I and II of Worksheet 7-03 in the Student Workbook to reinforce lesson vocabulary. Generate a class list of animals that move fast and slowly, reminding students to use terms from previous as well as current lessons.

Content Integration:
Science: Have students demonstrate or describe the transfer of energy in an activity such as riding a bicycle.

Language Arts: Using the words quickly and slowly, instruct students to write five sentences using these words as adverbs. Using a topic from nature, science, or technology, have students write a short paragraph that uses these adverbs in context.

Worksheet 7-03

I. Fill in the blank.
1. ___________ is skiing very slowly.
2. ___________ is moving quickly across the street.
3. This is ___________.
4. This is ___________.
5. The astronaut is in the water, but he is not ___________.
6. The skier is ___________.
7. The statue is ___________.
8. The swimmer is ___________.
9. The ___________ is moving through the water.
10. The ___________ is moving through the water.

II. Answer the question with Yes or No.
11. Can a dog fast?
12. Can a man hold still?
13. Can a horse put on skates?
14. Can a lion run?
15. Can a bird fly?

III. Describe each picture with a complete English sentence.

16.
17.
18.
19.
20.
Fast and Slow

New Vocabulary
across
downhill
fast
moves
quickly
skater
skates
skating
skier
skiing
slowly
still
swimmer

Grammar: Adverbs

Adverbs modify verbs; they tell about the time, manner or place of the action expressed in the verb. Many adverbs do not vary in form. They do not show plurality or gender. Fast is one of these adverbs.

The woman is running fast.
The horse is going fast.
The skier is skiing very fast.

Other adverbs are formed from adjectives by adding -ly, as in slowly and quickly. These adverbs are formed from their adjective counterparts, slow and quick.

The slow horse is walking, (adjective)
The horse is walking slowly, (adverb)

Which adverbs require -ly and which do not must simply be memorized. Those without -ly can be used as adjectives, too, with no change in form.

The fast horse is running, (adjective)
The horse is running fast, (adverb)

Here are some other adverbs in this lesson.
now (time)
downhill (place)
quickly (manner)
still (manner)

Remember that all prepositional phrases serve adverbial functions as well. In this lesson, they include at all, through the water, and across the street.

Words that modify adverbs are also adverbs. Very is an intensifier that modifies adverbs.

The skier is skiing very fast.

Fast and Slow

Using Multiple Intelligence Strategies:
Visual-Spatial and Bodily-Kinesthetic: Have each student divide a piece of construction paper into two equal sections. One side should be labeled **slow** and the other side labeled **fast**. Students should look through a newspaper or magazine and cut out pictures that would go in each category. Glue the pictures in the appropriate places and then share in small groups.

Verbal-Linguistic and Interpersonal: Pair students and direct them to divide a piece of paper into three columns, one wide and two narrow. Label the wide column **Action**. Label the narrow columns **fast** and **slow**. Then, in the wide column, think of an action such as “running a mile.” In the fast column, ask students to write a time that would be considered **fast** for that action, and in the **slow** column, they should write a time that would be considered **slow**. When running a mile, four minutes is **fast** and 15 minutes is **slow**. The pairs of students will discuss each action and agree on the **fast** and **slow** times.

Post-Lesson Activity:
- Have students use the handout of the Venn diagram to classify activities that can be done quickly, slowly, or both ways.

Conversation:
- Have students describe the actions of people by using adverbs. Students can take turns creating sentences from the vocabulary.

The man is running quickly.
The skater is skating slowly.

Modifications:
- Invite students to write five sentences using new vocabulary words.
Unit 7, Lesson 4

New Vocabulary

call
city
covered
daytime
leaves
moon
pool
road
see
spring
summer
time
timber
timber
wintertime

Themes:
Seasons and Time of Day

Materials:
Construction paper
Art prints or pictures of landscapes

Pre-Lesson Activity:
- Review lesson vocabulary by instructing students to record their observations about each of the four seasons. Invite students to also describe their favorite season and the reasons for this preference.

Content Integration:
Science: Have students research how the distance from the earth to the sun affects the seasons. Instruct students to also identify what occurs during the winter and summer solstices in relation to Earth–sun distance and have students provide measurements of the distances.

Social Studies/Language Arts: Have students research the importance of the sundial and its relation to seasons and time. Instruct students the research the history of the sundial and its importance to different cultures.

Worksheet 7-04

I. Fill in the blank.
1. It is __________________. The trees are green and the leaves are on the ground. (summer)
2. It is __________________. Snow is on the trees. (winter)
3. It is __________________. The people are in the swimming pool. (summer)
4. It is __________________. The trees are pink and white. (spring)
5. It is not cold. The trees are __________________. (summer)
6. It is cold. The trees are __________________. (winter)
7. The sun is coming up. We call this __________________. (summer)
8. The sun is going down. We call this __________________. (summer)
9. We see the __________________________ at night. (a building in the daytime)
10. The car is on __________________________ between the green trees. (covered with snow)

II. Answer the question with Yes or No.
11. Is there snow on the trees in the summer? __________________
12. Do we see the moon at night? __________________
13. Are leaves yellow in the spring? __________________
14. Are the trees green in the summer? __________________
15. Is it cold in the winter? __________________

III. Describe each picture with a complete English sentence.

16. __________________
17. __________________
18. __________________
19. __________________
20. __________________
New Vocabulary
- call
- city
- covered
- daytime
- leaves
- moon
- pool
- road
- see
- spring
- summertime
- sunrise
- sunset
- warm
- wintertime

Usage: Seasons
In most English-speaking countries there are four distinct seasons: summer, fall (or autumn), winter and spring. Therefore we talk about the weather and climate conditions. Practice the vocabulary specific to the seasons and times of day.

Note that the addition of -time is often arbitrary and optional:
- winter
- wintertime
- spring
- summertime
- daytime
- summertime
- evening

But -time is never added to certain terms:
- fall (but not "falltime")
- morning (but not "morningtime")
- nighttime

Post-Lesson Activities:
- Hold up pictures of landscapes one at a time and have students identify the season and time of day. Ask students to explain why they think it is that season.
- Have students brainstorm activities that can be done in each of the seasons. Can some activities be done in more than one season? Why?
- Divide students into groups of four. Assign each student in the group a different season, and have them write clues about the season. Put the clues in a container and mix them up. Draw out one at a time, read the clues to the class, and choose someone to tell you the season.

Conversation:
- Divide students into small groups and have them talk about their favorite season. Ask them to explain why it is their favorite season.

Modifications:
- Have an assortment of calendars for students to look at for ideas.
Unit 7, Lesson 5

New Vocabulary

| dishes | most | others | part |

Themes:
How Many?

Materials:
Pictures (Have students bring pictures of people or animals)
Flowers of various colors

Pre-Lesson Activity:
- Reinforce lesson vocabulary by asking students to bring resources from their science teachers (textbooks, worksheets, quizzes, etc.) to this class. Have students research the colors of different types of plants and flowers and list this information. Encourage students to use as many vocabulary terms as possible in their document. Advise students to share the final products with their science teachers.

Content Integration:

Social Studies/Science: Instruct students to research flowers that are indigenous to five different countries, their significance to that country, and the importance of the flower industry in different countries.

Science: Draw a Venn diagram on the board. Ask students to think of two different animals to compare. Record the responses on the Venn diagram. Instruct students to write sentences using the words all, none, some, most, both, and other when comparing the subjects from the diagram.

### Worksheet 7-05

1. Fill in the blank.
   1. __________ animals are horses. All of these ducks
   2. Neither child is a __________. most of
   3. One of these __________ is a bird, but the other is not. both
   4. All of the __________. yellow.
   5. the people are wearing yellow hats. are white
   6. All __________ painting, but the other is not. animals.
   7. One __________, but the other is not. animals.
   8. are ducks. flowers are
   9. __________. are yellow, but the other is not.
   10. Some of these flowers are yellow and the other __________. person is

2. Answer the question with Yes or No.
   11. Are all flowers blue?
   12. Are some flowers purple?
   13. Are most flowers black?
   14. Are some apples green?
   15. Is a horse an animal?

3. Describe each picture with a complete English sentence.
   16.
   17.
   18.
   19.
   20.

ENGLISH All, None, Some, Most, Both, Neither, Other
New Vocabulary

- dishes
- most
- others
- part

Usage: Quantifiers

The terms in this lesson are all quantifiers. They help us sort and organize information that we want to communicate. They tell how many or how much:

- all: each one, no exceptions
- both: exactly two, no exceptions; only two are being discussed
- most: more than half, nearly all
- neither: the opposite of both; negates exactly two, no exceptions
- none: the opposite of all; not one, no exceptions
- some: more than two but less than half

With most of these terms you have the choice whether to use them with a prepositional phrase, of the... or not. Used with the prepositional phrase, more specificity is gained. Compare the meanings of the following phrases:

- All of the flowers are white.
- All flowers are white. (This is not true, is it?)
- Both of the animals are horses.
- Both animals are horses. (No change in meaning.)
- Neither of the flowers are blue.
- Some flowers are blue. (Some specific flowers.)
- Most of the people are wearing hats.
- Most people are wearing hats. (People in general.)

The other is similar to the terms above. Used with one of..., it expresses a contrast between two items. Like “both” and “neither,” only two are being discussed.

One of these ducks has a white head and the other has a green head.

One person is pointing, but the other is not.

The Rosetta Stone English I Quiz Unit 7 Lessons 5 and 6

I. Fill in the blank with the word that best describes the photograph.

1. _______ of these children are boys.
   a. none  b. some  c. all  d. most

2. _______ of these people are men.
   a. none  b. some  c. all  d. most

3. _______ of these people are wearing hats, but one is not.
   a. none  b. both  c. all  d. most

4. _______ animal is a horse.
   a. most  b. both  c. neither  d. none

5. _______ people are pointing.
   a. most  b. both  c. neither  d. none

6. _______ person is pointing.
   a. one, neither  b. no, other  c. one, other  d. one, other

II. Yes or No?

1. None of these children are boys.
2. All of these children are boys.
3. All of these animals are cows.
4. Both of these people are pointing.
5. Neither of these people is drinking milk.
6. None of these animals are horses.

Mini-Assessment Unit 7, Lessons 1–5 Answer the following questions.

1. Name the toy that flies in the air while you hold onto it with a string.
2. What do you call a person who travels in space?
3. What word means “moving quickly?”
4. In what season do leaves change colors and fall off trees?
Unit 7, Lesson 6

New Vocabulary
There is no new vocabulary for this lesson.

Themes:
How many?

Materials:
Magazines or newspapers
Properties of Animals Handout Lesson 7-06

Pre-Lesson Activity:
- Remind students about the Word Journal they began in Lesson 4-04. Provide time for students to add words and phrases to their journal using computer lessons and resource materials as needed. After students finish their entries, encourage them to write a paragraph describing a time in their life when they felt proud.

Content Integration:
Science: Ask the class to name different types of ecosystems in the world. Record student responses on the board. Divide the students into groups of four. When the students are in their groups, ask students to choose an environment from the following choices:

- desert
- tropical rain forest
- fresh water ponds
- deep ocean

Explain to students that they will be inventing their own animal that will live in this environment. They will decide on a name for the animal and make sketches of their animal. Instruct the groups to come up with ideas that determine the characteristics that an animal will need to survive in the environment they selected and list them on a sheet of paper as a group. Students will need to record the following points in their report/data:

- a. environment
- b. animal’s name
- c. animal’s adaptations
- d. animal’s behavior

Worksheet 7-06

I. Fill in the blank.
1. All of ______ are boys, is not.
2. One person is drinking ______, is orange juice.
3. This ______ is a dog, are these children.
4. ______ is not a child, is this person.
5. One of these people ______, are these people.
6. The woman is drinking milk, are the kids, is riding horses.
7. All of these animals ______, are animals.
8. ______ of these people are women, are drinking milk.
9. Both ______ are drinking milk, is none.
10. These two people are ______, are cows.

II. Answer the question with Yes or No.
11. Are all animals fast?
12. Are all animals smart?
13. Are all animals friendly?
14. Can some animals ride horses?
15. Are both men and women people?

III. Describe each picture with a complete English sentence.

(continued)
None, Both and All: Demonstrative Adjectives

Usage
This lesson practices the same structures as those we learned in Lesson 7-05. Look for new variations for using quantifiers.

Remember to match the demonstratives this (singular) and these (plural) with their verbs (is or are) in number.

This person is a woman.
These people are men.

I. Fill in the blank with the word that best describes the photograph.

1. None of these children are boys. a. none b. some c. all d. most
2. None of these people are men. a. none b. some c. all d. most
3. All of the people are wearing white hats, but one is not. a. none b. both c. neither d. one
4. Neither of these people is drinking milk. a. both b. none c. neither d. one
5. Both of these people are pointing. a. no, other b. yes, other c. yes, neither d. other, other

II. Yes or No?

1. None of these people are men. 
2. All of these children are boys.
3. All of these animals are cows.
4. Both of these people are pointing.
5. Neither of these people is drinking milk.
6. None of these animals are horses.

Content Integration (continued)

Have the groups prepare a brief report that combines all their data into paragraph form.

Have students read their presentations to the class and allow other students to ask questions about their animals and environments.

Language Arts: Have students write these sentence starters on a piece of construction paper.

This person is _________________.
This animal is _________________.
These people are _________________.
These animals are _________________.

None of these people are_______.
None of these animals are _________.
All of these people are _________.
All of these animals are _________.
Both of these people are_______.
Both of these animals are _________.

Using Multiple Intelligence Strategies:
Verbal-Linguistic/Naturalist: Using the properties of animals, instruct students to write five sentences using the quantifying words. Call on students to write their sentences on the board.

Visual-Spatial: Ask students to find pictures of people and animals in magazines that correspond with each of the above sentences. Students must fill in the blanks to make the sentences match the pictures.

Post-Lesson Activity:
• Divide the students into small groups. Have students write the words: all, none, some, most, and both on a piece of paper. Instruct the students to write sentences that would describe their group using two of the words in each sentence. For example: “Both Lori and Kim are wearing a dress, but neither Luke nor Matt is wearing a dress.”

Conversation:
• Ask students to discuss pictures using the words all, none, some, most, and both on a piece of paper.
Shapes and Locations; Prepositions; All, Most

1. There is a circle around the _______________.
2. Most of the people are wearing white.
3. The chairs are around the _______________.
4. This building is not round.
5. Most of the people are wearing yellow hats.
6. The square is behind the circle.
7. Most of the squares are in front of the rectangle.
8. A ball _______________.
9. A square is _______________.
10. A bed _______________.

I. Fill in the blank.
1. All of the people are wearing yellow hats.
2. The chair is not round.
3. Most of the people are white.
4. The chairs are around the _______________.
5. This building is not round.
6. The boy is behind the circle.
7. Most of the squares are round.
8. All of the circles are around the _______________.
9. A square is _______________.
10. A bed _______________.

II. Answer the question with Yes or No.
11. Is a ball square?
12. Is a rectangle round?
13. Is an apple red?
14. Are some clocks round?
15. Are some windows round?

III. Describe each picture with a complete English sentence.

16. _______________.
17. _______________.
18. _______________.
19. _______________.
20. _______________.
New Vocabulary

below circles squares triangles

Usage: Shapes and Locations

Practice the terms that apply to the different shapes in this lesson. Naming shapes of things we talk about helps us to communicate more precisely and vividly what we mean.

Note that square is both a noun and an adjective: a circle is round, while a square is square, a rectangle is rectangular, and a triangle is triangular.

Use prepositional phrases to indicate place. Remember, prepositional phrases indicate time, manner or place of the action. This lesson practices those prepositions that indicate location (place), always in relation to another item.

in front of
behind
beside
above
inside
below

Look around you now. Describe the location of several items in relation to another item. For example, “The picture is beside the window.”

What shapes do you see around you? What is round? What is square? What is a rectangle, a triangle?

I. Match each word with its opposite.

1. none a. all
2. both b. neither
3. left c. right
4. full d. empty
5. behind e. in front of

II. Yes or No?

1. This window is round.
2. All of the circles are around the rectangle.
3. The circle is in front of the square.
4. The circle is above the square.
5. The glass on the left is full of milk.
6. The glass is empty.
7. The glass on the right is full of water, but the glass on the left is empty.

Post-Lesson Activity:

• Instruct the students to draw a picture using a circle, triangle, square, and rectangle, and to color the shapes yellow, red, blue, and green. Have the students describe the locations of the shapes using the words in front of, behind, around, next to, above, inside, and under.

Conversation:

• Have students get with a partner and discuss where circles, triangles, squares, and rectangles can be seen in the world.

Modifications:

• Instead of drawing, allow students to cut out shapes and glue them on their paper.
Left and Right, Full and Empty

New Vocabulary

door

middle

Themes:

Left and Right, and Full and Empty

Materials:

Magazines

Pictures of constellations

Pre-Lesson Activities:

- Have students identify objects that can be full or empty.
- Review lesson vocabulary with the following activity: While students remain seated (all facing the same direction), move to the left and right sides of the classroom and door; ask volunteers to describe your location.

Content Integration:

Science: Have students describe how to find constellations in a picture or the night sky by using the words right and left. Instruct students to research one constellation and write a brief report about the constellation.

Language Arts: Using opposites, instruct students to write five sentences using right, left, full, and empty to describe items in the room. Have students choose an item in the room and write directions to the item using the above words. Students should work with a partner to describe where the item is while the other person guesses what item his or her partner is giving directions to.

Worksheet 7-08

I. Fill in the blanks.

1. The boy is kicking with his _______________.
2. The man is _______________ the middle.
3. There are many people on the left, but only a _______________ on the right.
4. The tree on the right has _______________ flowers.
5. Someone is making a _______________ the door in.
6. The man's left hand is _______________ the table.
7. The glass on _______________ glass.
8. The glass is _______________.
9. The glass is on the _______________.
10. The glass is _______________.

II. Answer the question with Yes or No.

11. Do many people write with their right hands? _______________.
12. Are all glasses empty? _______________.
13. Are all glasses full of orange juice? _______________.
14. Do most people kick with their hands? _______________.
15. Do some people point with their left hands? _______________.

III. Describe each picture with a complete English sentence.
New Vocabulary

doors
middle

Usage: Full and Empty

Full and empty are opposites. Both may be used as predicate adjectives or as adjectives.

The glass is empty.
The empty glass
The glass is full.
The full glass

Note that when we know what the glass contains, a prepositional phrase of...
follows full, whereas nothing follows empty.

The glass on the left is full of milk.
The glass on the right is empty.
The man’s left hand is full of candy, but his right hand is empty.

Left and Right, Full and Empty

Using Multiple Intelligence Strategies:

Bodily-Kinesthetic: To practice the concept of right and left, have the class play the
“Hokey Pokey.”

Visual-Spatial: Have students break into pairs and describe an object to his or her partner
while the partner tries to draw the description. The partner must keep his or her eyes closed
and not lift his or her pencil off the paper while he or she is drawing. When one partner is
done with his or her drawing, the students switch, and the other person gives directions. Students
compare pictures when done.

Post-Lesson Activities:

• Give each student a piece a paper and instruct them to draw a bird and a tree on the right
side of the paper and a flower on the left side of the paper.

• Draw a drinking glass on the board. Ask the students if it is full or empty. What type
of drink could you pour in the cup to make it full?

Conversation:

• Have students work with a partner and give each other directions to somewhere in the
school or classroom using the words right and left.

Modifications:

• Give students fewer sentences to write.

• Label a picture with right and left and have students orally describe directions.

I. Match each word with its opposite.

1. none
2. both
3. left
4. full
5. behind

a. all
b. neither
c. empty
d. in front of
e. right

II. Yes or No?

1. The glass on the left is full of milk.
2. The glass is empty.
3. The glass on the right is full of water, but the glass on the left is empty.
New Vocabulary

leaning  taken  written
setting  telephones  sky  used

Themes:
Prepositions

Materials:
Paper

Pre-Lesson Activities:

• In their journals, have students list the lesson vocabulary words in alphabetical order.
• Reinforce lesson vocabulary by borrowing prints from the art department of scenes that allow students to describe objects that are above and below in relation to other items depicted. Encourage students to describe different pieces of work to their teachers during art classes.

Content Integration:

Social Studies: Ask students to choose three famous aviators from their country or another country. Have students create a report and timeline about one aviator from each country. Have students display timelines and reports on poster board.

Language Arts: Write 10 sentences in the passive voice. Ask students to change the sentences into the active voice.

Worksheet 7-09

I. Fill in the blank.

1. The airplane is flying in front of __________________________. are adults
2. __________________________ is riding a bicycle. the setting sun
3. Many people are __________________________, but only a few are going up. is being used
4. The airplane is flying __________________________. taken
5. The bridge is above the __________________________. nobody
6. Nobody is sitting __________________________. only a few
7. Only one of these telephones __________________________. coming down
8. Most of these people are children, but a few are __________________________. in a chair
9. Most of the chairs are __________________________. Only a few are empty. road
10. There are __________________________ balloons in the sky. above the clouds

II. Answer the question with Yes or No.

11. Are all telephones being used?
12. Can an airplane fly above the clouds?
13. Do some birds fly below the clouds?
14. Are some people sitting down?
15. Can an airplane fly behind the sun?

III. Describe each picture with a complete English sentence.

16. __________________________________________________________
17. __________________________________________________________
18. __________________________________________________________
19. __________________________________________________________
20. __________________________________________________________
### Grammar: Passive and Active Voice (Review)

Passive voice describes the structure of a sentence in which the subject receives the action rather than performing it.

Above the door is written the number “three hundred and three.”

Put into normal word order, this sentence would be:

The number “three hundred and three” is written above the door.

In this example, the word order changes the emphasis, but not the meaning, of the sentence. The writer (agent or performer of the action) is not named. Number (the subject) receives the action. This is passive voice. The verb consists of a form of to be with a past participle.

Another example in this lesson is:

Only one of these telephones is being used.

### Usage: Above and Below, Up and Down

Below and above are opposites used as prepositions.

Up and down are opposites used as adverbs of direction (place). Note “sitting down,” “going up,” “going down,” “coming up,” etc.

Which quantifiers are practiced in this lesson? Make a list of them.

### The Rosetta Stone English I

**Quiz Unit 7 Lessons 9 and 10**

#### I. Fill in the blank with the word or words that best describe the photograph.

1. The boy is ___________.
   - a. swimming
   - b. lifting
   - c. jumping
   - d. using

2. The workmen is ___________.
   - a. catching
   - b. trying
   - c. jumping
   - d. climbing

3. The cowboy is ___________.
   - a. trying
   - b. swimming
   - c. lifting
   - d. using

4. The dog’s mouth is ___________.
   - a. open, full
   - b. open, empty
   - c. closed, full
   - d. closed, empty

5. The man is ___________.
   - a. rope
   - b. running
   - c. using
   - d. lifting

6. They are ___________.
   - a. jumping down
   - b. jumping up
   - c. looking up
   - d. looking down

#### II. Fill in the blank with the word or words that best describe the photograph.

1. The ball is ___________ the woman’s head.
2. None of the people are sitting ___________.
3. There are only ___________ balloons in the sky.

### Prepositions: Above and Below, Coming Down, and Going up

Using Multiple Intelligence Strategies:

**Visual-Spatial:** Instruct students to create a book with the concepts above, below, up, down, coming down, and going up. Each page should have a sentence like the example below:

Example: “This bird is flying above the tree and this bird is standing below the tree.”

**Naturalist/Verbal-Linguistic:** Using different animals or plants as the subject, write five sentences using above, below, up, down, coming down, and going up.

### Post-Lesson Activity:

- Have the students use the words above, below, up, down, coming down, and going up to describe the locations of various objects in the classroom.

### Conversation:

- Divide students into pairs to describe the sky. Students should try to use the words above, below, up, down, coming down, and going up.

### Modifications:

- Display a map of constellations in the classroom for student reference and discussion. Encourage students to describe the features of this map.
Unit 7, Lesson 10

New Vocabulary

calf  dog’s  over
camera  fell  sticks
cannot  lifting  take

Themes:
Verbs

Materials:
Fiction book

Pre-Lesson Activity:
- Instruct students to complete Section III of Worksheet 7-10 in the Student Workbook to practice writing lesson vocabulary. Have students select a photo from this Workbook section and create a five-sentence adventure about the scene.

Content Integration:
Language Arts: Ask students to write a short paragraph about where they see themselves in 10 years. Encourage students to describe how they think things will have changed from the present day.

Social Studies: Instruct students to work with a partner and research the invention of the camera. This report should include who invented the camera, when it was invented, and how it has changed throughout the years. Instruct students to underline the different verb tenses in their report using different colors for each verb tense.

Worksheet 7-10

I. Fill in the blank.
1. The boy is ____________________________ a mountain. to jump over
2. The boy is ____________________________ underwater. climb
3. The cowboy is ____________________________ the calf. catch
4. She is using a ____________________________ to take a picture. up the tree
5. The boy is going ____________________________ the sticks. swimming
6. The cowboy is trying to ____________________________ the calf. catch
7. He is using a rope to ____________________________ the mountain. pen
8. The dog is trying to ____________________________ the frisbee. climbing
9. He is using a ____________________________ to write. trying
10. The children are climbing ____________________________ canvas

II. Answer the question with Yes or No.
11. Can you look through a window? ______________________________________________________________
12. Can you look through a person? ________________________________________________________________
13. Can a cow climb a tree? ______________________________________________________________________
14. Do you use a pen to take a picture? ______________________________________________________________
15. Can a dog sing? ____________________________________________________________________________

III. Describe each picture with a complete English sentence.

16. __________________________________________________________________________________________
17. __________________________________________________________________________________________
18. __________________________________________________________________________________________
19. __________________________________________________________________________________________
20. __________________________________________________________________________________________
More Vocabulary

calf camera cannot dog's fell
lifting over sticks take

Grammar: Verb Tenses (Review)

Here are sentences using different verb tenses. Do you remember which ones they are?

- The cowboy is lifting the calf.
- The dog has caught the frisbee.
- The boy is going to jump over the sticks.
- The boy fell.

More Verbs

Using Multiple Intelligence Strategies:

Musical-Rhythmic: Divide the students into small groups and have each group create a rap or song using the various verb tenses.

Interpersonal: Invite student groups to share their reports with the class.

Post-Lesson Activity:

- Instruct the students to write sentences using the new lesson vocabulary words as well as verbs from previous lessons. Read the sentences aloud and ask students to identify the verb tense in each sentence.

Conversation:

- Have students ask each other questions, using the different verb tenses that have been introduced in previous lessons.

Modifications:

- Display a poster that lists different verb tenses and sentences that exemplify how tenses are used.

The Rosetta Stone English I Quiz Unit 7 Lessons 9 and 10

I. Fill in the blank with the word or words that best describe the photograph.

1. The boy is ____________________________.
   a. swimming b. lifting c. jumping d. using

2. The workmen is ____________________________.
   a. catching b. trying c. jumping d. climbing

3. The cowboy is ____________________________.
   a. trying b. swimming c. lifting d. using

4. The dog’s mouth is ____________________________.
   a. open, full b. open, empty c. closed, full d. closed, empty

5. The man is ____________________________.
   a. rope a. swimming b. running c. using d. lifting

6. They are ____________________________.
   a. jumping down b. jumping up c. looking up d. looking down

II. Fill in the blank with the word or words that best describe the photograph.

a. above b. below c. most d. in front of e. against f. few

1. The ball is ____________________________ the woman’s head.

2. ________________ of the people are sitting down.

3. There are only ________________ balloons in the sky.

4. The airplane is flying ____________________________ the sun.

5. None of these guns are leaning ____________________________ a wall.

6. The woman is ____________________________ the ball.
Unit 7, Lesson 11

New Vocabulary

*There is no new vocabulary in this lesson.*

Themes:

Verbs

Materials:

Index cards

Pre-Lesson Activity:

- Review verb conjugations with the following activity:
  - Divide students into groups of four.
  - Instruct students to take turns acting out, in the style of the game *Charades*, an action from start to finish (before-during-after). See Curriculum Text for examples.
  - The other three group members will describe the scene using correct verb forms.
  - Circulate the room and monitor groups for appropriate vocabulary use.

Content Integration:

*Language Arts:* Provide students with a newspaper article from another country. Have students underline past, present, and future verbs in different colors. Have students make a chart placing the verbs they underlined in the proper categories: past, present, or future.

---

**Worksheet 7-11**

1. Fill in the blank.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am <strong>jumping</strong> the bread</td>
<td>5. I am <strong>eating</strong> some of the bread</td>
<td>9. I am <strong>wearing</strong> a hat</td>
</tr>
<tr>
<td>2. We are all <strong>jumping</strong> together</td>
<td>6. I am going to <strong>drink</strong> milk</td>
<td>10. I am going to cut the bread</td>
</tr>
<tr>
<td>3. I am <strong>cutting</strong> the paper</td>
<td>7. I am <strong>drinking</strong> milk</td>
<td>11. I am <strong>cutting</strong> the paper</td>
</tr>
<tr>
<td>4. I am going to <strong>fall</strong></td>
<td>8. I am going to <strong>drink</strong> milk</td>
<td>12. I am <strong>eating</strong> the bread</td>
</tr>
</tbody>
</table>

2. Answer the question with Yes or No.

11. Do you eat milk?
12. Do you drink milk?
13. Can people eat bananas?
14. Can people jump over sticks?
15. Can bananas jump over sticks?

3. Describe each picture with a complete English sentence.

- I am going to eat the bread.
- I am going to drink the milk.
- I am going to fall.
- I am going to jump.
- I am going to cut the paper.
- I am going to jump into the water.
- I am going to drink milk.
- I am going to cut the paper.
- I am going to eat the bread.
- I am going to jump.
- I am going to fall.
- I am going to jump.
- I am going to cut the paper.
- I am going to drink the milk.
- I am going to cut the paper.
New Vocabulary

There is no new vocabulary in this lesson.

Grammar: Personal Pronouns (Review)

Practice the personal pronouns with the verb tenses you know. Remember, the personal pronouns are in first, second or third person, singular and plural.

First person

I
we

Second person

you
you

Third person

he
she
they

it

Usage: Contractions Using Personal Pronouns

At this point, we want to speak clearly and formally. However, in rapid, normal speech you may hear words differently, and you will want to speak them as you hear them. One major difference is the use of contractions. Contractions are a kind of abbreviation or shortening of words by combining them and dropping parts. This is common, especially with personal pronouns.

I am I'm I'm going to fall.
I have I've I've drunk the milk.

you are you're You're sick.

he is he's He's going to jump.

she is she's She's using a camera to take a picture.

it is It's It's summer.

we are we're We're not going to jump.

we have we've We've not jumped.

you are you're You're all hungry.

they are they're They're not jumping.

they have they've They've not jumped.

In the case of negatives using not, the contraction may shift from the pronoun to the verb with not. The choice is yours depending on where you want to place the emphasis. Compare the following sentences.

We aren't going to jump. We're not going to jump.
We haven't jumped. We've not jumped.

They aren't jumping. They're not jumping.
They haven't jumped. They've not jumped.

Using Multiple Intelligence Strategies:

Bodily-Kinesthetic: Divide students into small groups. Give each group 20 index cards. Have students write the types of verb tenses on individual index cards and place on a flat surface. Divide the rest of the cards among the students in each group. Instruct the students to write sentences with different verb tenses on each index card, mix the index cards together, and place them face down. Tell the students to take turns drawing an index card, reading the sentence aloud, and then placing it with the index card that has the correct verb tense.

Verbal-Linguistic: Provide students with a short paragraph from a book. Ask students to copy the paragraph and to change it by using contractions and negatives.

Post-Lesson Activity:

- Instruct students to write sentences using all forms of verb tenses.

Conversation:

- Have students create a list of sentences. One list of sentences will not have contractions, whereas the other list will use the same sentence but with contractions. Students can practice saying both sentences to each other.

Modifications:

- Create a poster that lists contractions using personal pronouns.

Mini-Assessment  Unit 7, Lessons 6–11  Answer the following questions.

1. What shape has three sides and three angles?
2. If you drink all of the milk in the glass, then the glass is ____________.
3. When an airplane is flying, it is ____________ you.
4. Write a sentence and identify its verb tense.
Unit 7 Review

Review Activities:
- Use index cards to review vocabulary.
- Review workbook pages.
- Choose activities that target skills in need of practice.
- Encourage role-play of scenes that require students to use language skills.
- Provide time for conversation practice with peers; monitor conversational skills.
- Challenge students to create questions from various lessons and seek answers as a class.
- Play question-and-answer games using vocabulary words from past lessons.

Possible Assessments:
- Conduct Mini-Assessments in Lessons 7-05 and 7-11.
- Observe students as they participate in activities. Note areas of difficulty and provide additional practice time in appropriate modes of the software lessons.
- Use rubrics to assess graphs, charts, reports, and projects.
- Note the amount and quality of class participation.
- Check accuracy of completed Workbook pages, Quizzes, and Tests.
- Keep portfolios of student work.

Test Unit 7 Lessons 1–6

I. Match the photograph with the sentence.

<table>
<thead>
<tr>
<th>Photograph</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>The father and the boys are working.</td>
</tr>
<tr>
<td>b.</td>
<td>The boy is looking up.</td>
</tr>
<tr>
<td>c.</td>
<td>The boy is looking down.</td>
</tr>
<tr>
<td>d.</td>
<td>Which animal has only two legs?</td>
</tr>
<tr>
<td>e.</td>
<td>Which animal has four legs on the ground?</td>
</tr>
</tbody>
</table>

II. Circle the correct answer.

1. The airplane is moving fast / slowly.
2. The horse is going fast / slowly.
3. Someone is moving quickly / slowly across the street.
4. The horse is running fast / slowly.
5. This is an animal that moves fast / slowly.

III. Match the words.

1. soldiers a. wheels
2. bicycles b. four legs
3. birds c. guns
4. sailors d. ships
5. elephants e. wings

IV. Fill in the blank with the word that best describes the photograph.

1. of the people are wearing white hats. a. all
2. birds are ducks. b. none
3. person is pointing. c. both
4. of these animals is a bird. d. most
5. of the astronauts are standing still. e. neither
6. One person is pointing, but the hawk is not. f. other
7. of the animals are fat. g. some
8. of these fruits are grapes. h. some
9. of these people are drinking milk. i. some
10. of these people are women. j. some

V. Write the season.

1. It is hot, and people are very thirsty. 
2. Some trees are pink and others are white; there are many flowers, and the birds are singing.
3. It is cold, and there is snow on the trees and the mountains.
4. The trees are yellow, red, and orange; some leaves are on the ground.
5. People are wearing coats, hats and scarves.
I. Write a verb to complete each sentence.

1. He is Through the window.
2. The boy has a mountain.
3. The boy is a mountain.
4. I am going to the bread.
5. I am the rolls.
6. The boy is in front of the bread.
7. I am the paper.
8. The dog a hat in its mouth.
9. Only one person is a bicycle.

II. Circle the correct answer.

1. The boy is smiling with his right / left hand.
2. The glass is full / empty.
3. The man's right / left hand is full of candy.
4. Which woman is pointing? The woman on the right / left.
5. The dog's mouth is open and full / empty.

III. Fill in the blank with the word or words that best describe the photograph.

1. The boy is in front of the tree.
2. A ball is in front of the tree.
3. The airplane is flying in the clouds.
4. of the circles are around the rectangle, but not all of them.
5. of the circles are around the rectangle.
6. The woman in front of the ball.
7. of the circles are in front of the rectangle, but not all of them.
8. The square is the triangle.
9. There are balloons in the sky.
10. The window is
### Unit 7 Review

<table>
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<tr>
<th><strong>ACROSS</strong></th>
<th><strong>BEEN</strong></th>
<th><strong>CARRY</strong></th>
<th><strong>COVERED</strong></th>
<th><strong>DIRT</strong></th>
<th><strong>DOWNHILL</strong></th>
<th><strong>FAST</strong></th>
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<td><strong>CALF</strong></td>
<td><strong>CAMERA</strong></td>
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**Word Search 7: 1-5**

- J W A R M E D N S F A S T
- B E E N O S U N R I S E F
- G K V M S P A R T O O S U
- I D I R T R V P M O V E S
- S O M E T I M E S L L O U
- H W Y X O N S L O W L Y A
- I N M G D G P F L E I N L
- T H W E A R O A D S Q G L
- G I V E K D Q U I C K L Y
- M L D C O V E R E D Y B N
- O L P D X V A C R O S S F
- O B N O T H E R S Z I V W
- N C A R R Y E S T I L L T

**Word Search 7: 6-11**

- E L E A N I N G O C L X C
- C M Y P C K B R R I G H T
- C A N N O T E N U O V E R
- M C A L F D L U V W O I I
- I R O U N D O C A M E R A
- D O O R S C W R I T T E N
- D S N K T I S S E T T I N G
- L S Q U A R E S S A D U L
- E T Y N K C F H L B X S E
- S I U T E L E P H O N E S
- N C J E N E L T J V Z D H
- S K Y K V S L Z O E U B E
- V S B O T H L I F T I N G
Crossword 7: 1-5

Across
1. a color
2. a person in the water
3. an animal
4. a sunset
5. a space suit
6. downhill
7. downhill
8. downhill

Down
1. A bicycle has two __________.
2. We _____ this a sunset.
3. The bird has its wings _______.
4. We _____ this a sunset.
5. The bird has its wings _______.
6. She is going to _______.
7. The cat is going to _______.
8. The horse is running _______.
9. The horse is running _______.
10. The horse is running _______.
11. It is not cold in the springtime; it is _______.
12. It is not cold in the springtime; it is _______.
13. He is running _______.
14. He is running _______.
15. He is running _______.
16. He is between the dogs. He is in the _______.
17. He is between the dogs. He is in the _______.
18. He is between the dogs. He is in the _______.
19. He is between the dogs. He is in the _______.
20. He is between the dogs. He is in the _______.
21. He has _______ out of the water.
22. _______ can fly.

Crossword 7: 6-11

Across
3. not above
6. ____ live in the water.
7. The horse is running _______.
8. The horse is running _______.
9. The horse is running _______.
10. The horse is running _______.
11. It is not cold in the springtime; it is _______.
12. It is not cold in the springtime; it is _______.
13. He is running _______.
14. He is running _______.
15. He is running _______.
16. He is between the dogs. He is in the _______.
17. He is between the dogs. He is in the _______.
18. He is between the dogs. He is in the _______.
19. He is between the dogs. He is in the _______.
20. He is between the dogs. He is in the _______.
21. He has _______ out of the water.
22. _______ can fly.

Down
1. On which ___ of the doors is the man.
2. On which ___ of the doors is the man.
3. On which ___ of the doors is the man.
4. On which ___ of the doors is the man.
5. On which ___ of the doors is the man.
6. On which ___ of the doors is the man.
7. On which ___ of the doors is the man.
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17. On which ___ of the doors is the man.
18. On which ___ of the doors is the man.
19. On which ___ of the doors is the man.
20. Almost all
Lesson 8-01 Ordinal and Cardinal Numbers .................................................. 192
Six new words.
First, second, third, fourth, and last.
Orderings of numbers and of persons identified by activity.

Lesson 8-02 Am and Am Not: More Present Conditions .............................. 194
No new words.
More first person material. Activities and activities completed.

Lesson 8-03 Looks Like, Almost All, One, Several, Most, All....................... 196
Six new words.
Appearances contrary to reality.
Locations right, left, up, and down from the point of view of the student.
Weak and strong generalizations.

Lesson 8-04 Space and Geography, Countries .............................................. 198
36 new words.
Five continents. Twenty-one countries. Planet.

Lesson 8-05 Streets and Sidewalks ............................................................... 200
13 new words.
Describing automobile and pedestrian traffic. Sidewalk, street, and highway.
Street upkeep activities.

Lesson 8-06 Pets and Clothes; Belongs to; Possessive Adjectives
and Pronouns ...................................................................................................... 202
Seven new words.
Belongs to.
Ownership of animate beings and inanimate objects.

Lesson 8-07 Comparative and Superlative Adjectives;
Interrogative Words .......................................................................................... 204
26 new words.
10 comparisons of age.
Comparisons of size, elevation, color, speed, length, temperature, mood, appearance, etc.

Lesson 8-08 Near and Far; Comparative Forms of Adjectives ....................... 206
Four new words.
Objects near and far from each other. Objects near and far from the student.

Lesson 8-09 Locations; Prepositions ............................................................. 208
23 new words.
Around the city.
Houses of worship: church, mosque, synagogue, and temple.
Seven different business places.
Five different public facilities.
Next to, in front of, around the corner, and down the street.
Lesson 8-10 Directions: How Do I Get to... ............................................................... 210
Eight new words.
Asking directions.
Giving directions for distances, turning, going past, and reversing direction.

Lesson 8-11 Activities: More Verbs ................................................................. 212
No new words.
First person focus.
Verb tenses: present progressive, present perfect, “going to” future.

Lesson 8-12 Review of Unit Eight ................................................................. 214
Tests and Worksheets from Unit Eight lessons.

Enrichment/Unit Projects:
1. Ask students to identify idioms that are present in their culture. Discuss how idioms impact communication. Have students identify at least 10 idiomatic phrases found in English. Have students create a book of idioms in both languages that explains and illustrates these idioms. Display student books in the classroom.

2. Instruct students to identify and research the major languages, other than the national language, that are used in their country. Have the students color-code a national map to illustrate where these other languages are commonly used.

3. Explore culinary traditions from other countries and cultures. Have each student write a recipe common to another culture and bring it to class to share. Discuss culinary traditions of other countries and how they are similar to or different from the culinary tradition in the United States.

4. Explain to the students that it is very important to be able to ask, understand, and give directions when they’re in a foreign country and unfamiliar with their surroundings. To help students feel comfortable asking questions to native speakers, the students will role-play tourist and native speaker conversations. With the class, review phrases and vocabulary related to location and direction. Encourage students to take notes to use during the conversations. Count the class off into pairs. Have each pair role-play, one student as a tourist and the other as a native speaker. After students are through with their conversation, they will switch roles. Explain to the students that they should prepare to stand up in front of the class and have a conversation with their partner. Allow students to write a few phrases or reminders down on a sheet of paper if necessary.

5. Start off the lesson by asking students to suggest what type of problems teenagers may typically have. Have students get into small groups and discuss various real-life teen problems and write these topics on the board. Assign one or two situations to each group. Have the students answer the questions as a group. One student in the group will take notes for a presentation after the discussion. Have students present their advice for each teen problem/situation to the class. Encourage students to ask questions and have a class discussion about the topics.
Unit 8, Lesson 1

New Vocabulary

<table>
<thead>
<tr>
<th>first</th>
<th>last</th>
<th>fourth</th>
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</tbody>
</table>

Themes:
Numbers

Materials:
Small pieces of paper

Pre-Lesson Activity:

- Reinforce vocabulary by asking students to bring math worksheets or textbooks to class. Have students select four-digit numbers and describe them using ordinal terms learned in Lesson 8-01. Invite students to share this information with their math teachers.

Content Integration:

Mathematics: Ask students to list all the members in their immediate family along with their ages. Have students add all the ages together. Ask students to interview each other to find out the ages of the other student’s immediate family members. After the students have collected the information, have them create graphs or charts that identify the average age of mothers, fathers, sisters, brothers, etc. in the class. Display graphs in the class.

Language Arts: Instruct students to write a children’s story about numbers. Have students personify numbers One to Ten in their story.

Worksheet 8-01

I. Describe each picture with a complete English sentence.

1. __________________________________________________________________________________________
2. __________________________________________________________________________________________
3. __________________________________________________________________________________________
4. __________________________________________________________________________________________
5. __________________________________________________________________________________________

II. Yes or No?

1. Three and four are numbers.  
2. Five and elephant are numbers.  
3. Five is the third number in 115.  
4. Four is the second number in 404.  
5. Six is the first number in 674.  
6. Seven is the first and last number in 707.  
7. We count: one, two, three, four, five, six.  
8. We count: six, eight, nine, ten.  
9. Zero is a number.  
10. A cat is not a number.

III. Write a complete English sentence using one or more words from the list.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>1800</td>
<td>111</td>
<td>151</td>
<td>211</td>
</tr>
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</table>

<p>| | | | |</p>
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</thead>
<tbody>
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<td>16.</td>
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<td>17.</td>
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<td>19.</td>
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<tr>
<td>20.</td>
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</tr>
</tbody>
</table>
New Vocabulary

first third last
second fourth numbers

Usage: Ordinal Numbers

One, two, three, four, five, etc., are cardinal numbers, or counting numbers. First, second, third, fourth, fifth, etc., are ordinal numbers. They name the "order" of things in a sequence.

The first two numbers are two and the last number is six.
The second person and the last person are sitting.
The first number is zero.
The third number is three.

Last is not one of the ordinal numbers, but an adjective describing the item at the very end of a sequence, regardless of the number of items in it.

All ordinal numbers end in -th except for first, second, and third. Note the relationship of the first twelve ordinal numbers with their cardinal numbers.

<table>
<thead>
<tr>
<th>Cardinal</th>
<th>Ordinal</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>first</td>
</tr>
<tr>
<td>two</td>
<td>second</td>
</tr>
<tr>
<td>three</td>
<td>third</td>
</tr>
<tr>
<td>four</td>
<td>fourth</td>
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<tr>
<td>five</td>
<td>fifth</td>
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<tr>
<td>six</td>
<td>sixth</td>
</tr>
<tr>
<td>seven</td>
<td>seventh</td>
</tr>
<tr>
<td>eight</td>
<td>eighth</td>
</tr>
<tr>
<td>nine</td>
<td>ninth</td>
</tr>
<tr>
<td>ten</td>
<td>tenth</td>
</tr>
<tr>
<td>eleven</td>
<td>eleventh</td>
</tr>
<tr>
<td>twelve</td>
<td>twelfth</td>
</tr>
</tbody>
</table>

Five changes the V to an F and drops the E to become fifth. Twelve follows the sample pattern to become twelfth. Eight only adds an E because it already ends in t. Nine drops the E to become ninth.

The ordinal numbers are commonly abbreviated as shown in the column on the right. Note that they consist of the arabic numeral followed by the ending on that ordinal number.

Post-Lesson Activities:

• Write ordinal numbers on small pieces of paper and place them in a container. Have 10 students draw a number and then ask them to line up correctly based on the numbers they drew.
• Have students participate in a race and then have them identify what place they finished.

Conversation:

• Ask students to discuss when to use ordinal numbers and when to use cardinal numbers.

Modifications:

• Encourage students to use lesson vocabulary to identify the placement of items in the classroom.

Ordinal and Cardinal Numbers

Using Multiple Intelligence Strategies:

Bodily-Kinesthetic: Instruct the students to get into groups of 10 and form a line. Have students identify their position in line using ordinal numbers.

Logical-Mathematical: Write 10 random numbers on the board. Ask students to write sentences using the numbers from the board in an ordinal-number sense.

The Rosetta Stone English I Quiz Unit 7 Lesson 11, Unit 8 Lesson 1

I. Fill in the blank with the word that best describes the photograph.

1. The number is five.
2. The number is one.
3. The number is two.
4. The number is six.
5. The three numbers are one.
6. The number is eight.

II. Fill in the blank with the word that best describes the photograph.

1. I am jumping. a. was b. were c. am d. are
2. I am drinking. a. drink b. drank c. am drinking d. am drinking
3. I am reading. a. is b. are c. am reading d. am reading
4. I am eating. a. was eating b. are eating c. am eating d. am eating
5. I am drinking. a. drink b. drank c. am drinking d. am drinking
6. I am eating. a. was eating b. are eating c. am eating d. am eating

I. Fill in the blank with the word or words that best describe the photograph.

1. I was falling. a. was b. were c. am d. are
2. I was drunk. a. has b. have c. was d. am
3. I cut the paper. a. was going to b. am going to c. have d. has
4. We are jumping. a. are b. were c. are d. was
5. We have jumped. a. is, are b. am, is c. fast, have d. have, fast
6. We have drunk. a. have drunk b. are drinking c. am drinking d. am drinking

Using Multiple Intelligence Strategies:

Bodily-Kinesthetic:

Instruct the students to get into groups of 10 and form a line. Have students identify their position in line using ordinal numbers.

Logical-Mathematical:

Write 10 random numbers on the board. Ask students to write sentences using the numbers from the board in an ordinal-number sense.

Post-Lesson Activities:

• Write ordinal numbers on small pieces of paper and place them in a container. Have 10 students draw a number and then ask them to line up correctly based on the numbers they drew.
• Have students participate in a race and then have them identify what place they finished.

Conversation:

• Ask students to discuss when to use ordinal numbers and when to use cardinal numbers.

Modifications:

• Encourage students to use lesson vocabulary to identify the placement of items in the classroom.
Unit 8, Lesson 2

New Vocabulary

There is no new vocabulary in this lesson.

Themes:

Present Tense

Materials:

Fictional story

Pre-Lesson Activity:

• Direct students to complete Sections II and III of Worksheet 8-02 in the Student Workbook to review lesson vocabulary. Ask students to use a word or phrase from these exercises as a story starter for a paragraph about a real-life or fictional adventure. Have students take turns reading final products to the class.

Content Integration:

Language Arts: Provide students with a story in another language that is in the present tense. Have students underline all the present tense verbs. Instruct students to rewrite the story in past or future tense.

Social Studies: Have students list the day and year they were born on their paper. Allow students time to research what occurred on that day in their own culture and in another culture.

8-02 Am and Am Not: More Present Conditions

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<table>
<thead>
<tr>
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</thead>
</table>
| 1 | I am riding a horse.  
I am not riding a horse anymore.  
We are riding horses.  
We are not riding horses anymore.  
You are riding a horse.  
You are not riding a horse anymore.  
He is riding a horse.  
He is not riding a horse anymore.  
We are riding horses.  
We are not riding horses anymore.  |   |   |
| 2 | You are running.  
You are not running anymore.  
We are running.  
We are not running anymore.  
I am running.  
I am not running anymore.  
You are running.  
You are not running anymore.  
We are running.  
We are not running anymore.  |   |   |
| 3 | We are singing.  
We are not singing anymore.  
I am singing.  
I am not singing anymore.  |   |   |
| 4 | I am eating.  
I am not eating anymore.  
We are eating.  
We are not eating anymore.  
You are eating.  
You are not eating anymore.  
He is eating.  
He is not eating anymore.  
We are eating.  
We are not eating anymore.  |   |   |
| 5 | We are studying.  
We are not studying anymore.  
I am studying.  
I am not studying anymore.  |   |   |
| 6 | You are drinking.  
You are not drinking anymore.  
We are drinking.  
We are not drinking anymore.  |   |   |
| 7 | She is playing the piano.  
She is not playing the piano anymore.  
I am playing the piano.  
I am not playing the piano anymore.  
We are playing the piano.  
We are not playing the piano anymore.  |   |   |
| 8 | We are looking at the map.  
We are not looking at the map anymore.  I am looking at the map.  I am not looking at the map anymore.  |   |   |

8-03 Looks Like, Almost All, One, Others, Most, All; Demonstrative Pronouns

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<tr>
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</table>
| 1 | This is a square.  
This looks like a square, but it is not.  
This is a triangle.  
This looks like a triangle, but it is not.  |   |   |
| 2 | Those people are women.  
Those people look like women, but they are not.  
They are maidservants.  
They are not maidservants.  |   |   |
| 3 | All those shapes are circles.  
Almost all shapes are circles.  
All circles are circles and one is a triangle.  
Two of these shapes are circles and two are blue.  
|   |   |   |   |
| 4 | The black circle is in the upper right.  
The black circle is in the upper left.  
The black triangle is in the lower right.  
The black triangle is in the lower left.  |   |   |
| 5 | Several of the circles are black.  
Almost all the circles are yellow, but one is black.  
Almost all triangles are black.  
Almost all the triangles are yellow, but one is black.  |   |   |

Worksheet 8-02

I. Describe each picture with a complete English sentence.

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| 2 | 19. __________________________________________________________________________________________
19. __________________________________________________________________________________________ |
| 3 | 18. __________________________________________________________________________________________
18. __________________________________________________________________________________________ |
| 4 | 17. __________________________________________________________________________________________
17. __________________________________________________________________________________________ |
| 5 | 16. __________________________________________________________________________________________
16. __________________________________________________________________________________________ |
| 6 | 15. __________________________________________________________________________________________
15. __________________________________________________________________________________________ |
| 7 | 14. __________________________________________________________________________________________
14. __________________________________________________________________________________________ |
| 8 | 13. __________________________________________________________________________________________
13. __________________________________________________________________________________________ |
| 9 | 12. __________________________________________________________________________________________
12. __________________________________________________________________________________________ |
| 10 | 11. __________________________________________________________________________________________
11. __________________________________________________________________________________________ |
| 11 | 10. Hats can talk on the phone.  
Hats can talk on the phone anymore.  
Hats cannot talk on the phone.  
Hats cannot talk on the phone anymore.  |   |   |
| 12 | 9. Animals can play drums.  
Animals can play drums anymore.  
Animals cannot play drums.  
Animals cannot play drums anymore.  |   |   |
| 13 | 8. Some people can ride horses.  
Some people can ride horses anymore.  
Some people cannot ride horses.  
Some people cannot ride horses anymore.  |   |   |
| 14 | 7. Some people can sing.  
Some people can sing anymore.  
Some people cannot sing.  
Some people cannot sing anymore.  |   |   |
Loaves of bread carry umbrellas anymore.  
Loaves of bread cannot carry umbrellas.  
Loaves of bread cannot carry umbrellas anymore.  |   |   |
| 16 | 5. __________________________________________________________________________________________
5. __________________________________________________________________________________________ |
| 17 | 4. __________________________________________________________________________________________
4. __________________________________________________________________________________________ |
| 18 | 3. __________________________________________________________________________________________
3. __________________________________________________________________________________________ |
| 19 | 2. __________________________________________________________________________________________
2. __________________________________________________________________________________________ |
| 20 | 1. __________________________________________________________________________________________
1. __________________________________________________________________________________________ |

II. Yes or No?

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</thead>
</table>
| 1 | 6. Loaves of bread carry umbrellas.  
Loaves of bread carry umbrellas anymore.  |   |   |
| 2 | 7. Some people can ride horses.  
Some people can ride horses anymore.  |   |   |
| 3 | 8. Some people can sing.  
Some people can sing anymore.  |   |   |
| 4 | 9. Animals can play drums.  
Animals can play drums anymore.  |   |   |
| 5 | 10. Hats can talk on the phone.  
Hats can talk on the phone anymore.  |   |   |
| 6 | 11. Some people can play the piano.  
Some people can play the piano anymore.  |   |   |
| 7 | 12. Nobody can sit.  
Nobody can sit anymore.  |   |   |
| 8 | 13. All statues are smiling.  
All statues are smiling anymore.  |   |   |
| 9 | 14. Nobody can ride a bicycle.  
Nobody can ride a bicycle anymore.  |   |   |
| 10 | 15. Everybody has a moustache.  
Everybody has a moustache anymore.  |   |   |

III. Write a complete English sentence using one or more words from the list.

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Am and Am Not: More Present Conditions ENGLISH
Am and Am Not: More Present Conditions

Usage: Not Anymore, Neither...Nor, None (Review)

Anymore is an adverb that means "no longer." Usually it is used with not, indicating that an activity that was once in progress is no longer going on.
We are not singing anymore.
I am not standing on the sidewalk anymore.

Neither can be used alone as a pronoun, as the negative of two items or persons, or as an adverb with nor, indicating the negative of two activities.
I am neither singing nor playing the piano.
I am a man who is neither talking on the phone nor eating.

Note that the singular verb is is used in the sentences below.
Neither of us is singing.
Neither I nor the man is carrying an umbrella.

Note that English speakers are in confusion as to how to regard none. Is it plural or singular? Can it be singular one time and plural another?

None of us are standing.
None of us is walking.
I am standing.
None of my friends are.

While neither is consistently singular, none remains ambiguous. Until usage clarifies whether it is singular or plural, you can use either none is or none are.

Post-Lesson Activity:
• Write I am and I am not on the board.
Ask the students to say a sentence for each.
Then have students write the sentences on the board.

Conversation:
• Have students discuss different actions.
Practice using the words I am and I am not.

Modifications:
• Encourage students to use the game Charades as a means for practicing the description of actions.

I. Fill in the blank with the word or words that best describe the photograph.

1. ________ of the circles are black.
   a. several   b. all   c. one   d. none

2. ________ of the circles are white.
   a. one   b. a few   c. some   d. almost all

3. ________ of the black squares are big.
   a. several, most   b. most, all   c. all, most   d. several, all

   _____ of the white ones are small.

II. Yes or No?

1. We are not riding anymore.
2. We are running.
3. We are neither playing drums nor smiling.
4. We are both singing.
5. I am not standing on the sidewalk anymore.
6. Both my son and I are wearing hats.
7. This looks like a square, but it is not.
8. This looks like a triangle, but it is not.
9. Three of these shapes are triangles and one is a circle.
Unit 8, Lesson 3

New Vocabulary
like lower shapes looks ones upper

Themes:
Shapes and Colors

Materials:
Index cards or construction paper
Crayons or colored pencils

Pre-Lesson Activity:
- Remind students about the Word Journal they began in Lesson 4-04. Provide time for students to add words and phrases to their journal using computer lessons and resource materials as needed. After students finish their entries, encourage them to write about a favorite weekend activity.

Content Integration:
Mathematics: Have students identify the colors of clothing that the other students are wearing. Have students create a chart with six colors and ask them to list what item of clothing correlates with that color. Have students create their own graphs or charts showing their data.

Language Arts: Find a video or article about a famous modern artist from another culture and a famous modern artist from American culture whose art uses geometric shapes. Have students write a compare/contrast paper about each artist’s style and instruct students to create their own piece of artwork using only geometric shapes.

Worksheet 8-03

I. Describe each picture with a complete English sentence.

II. Yes or No?

III. Write a complete English sentence using one or more words from the list.

ENGLISH Looks Like, Almost All, One, Others, Most, All; Demonstrative Pronouns
Post-Lesson Activities:

• Review the words *looks like*, *almost all*, *one*, *several*, *most*, and *all* by making flashcards with index cards or construction paper. Have each student draw a picture to illustrate the meaning of each word.

• Give each student a piece of construction paper. Have them divide the paper into four equal pieces. Read four sentences that give directions about colors, shapes, and locations for the students to draw in each section of the paper. Either create new directions or choose four sentences from the curriculum text.

Conversation:

• Encourage students to describe various pieces of artwork using lesson vocabulary words.

Modifications:

• Invite students to describe the colors and shapes of classroom items.

**Looks Like; Almost All, One, Several, Most, All**

Using Multiple Intelligence Strategies:

**Verbal-Linguistic:** Let each student give oral clues about an object in the room for the others to identify. The clues must include colors and shapes as well as the phrase “looks like.”

**Naturalist:** Ask students to use five sentences to describe their favorite animal. Then ask students to draw this animal using *square*, *rectangle*, *triangle*, and *circle*.

**Post-Lesson Activities:**

• Review the words *looks like*, *almost all*, *one*, *several*, *most* and *all* by making flashcards with index cards or construction paper. Have each student draw a picture to illustrate the meaning of each word.

• Give each student a piece of construction paper. Have them divide the paper into four equal pieces. Read four sentences that give directions about colors, shapes, and locations for the students to draw in each section of the paper. Either create new directions or choose four sentences from the curriculum text.

**Conversation:**

• Encourage students to describe various pieces of artwork using lesson vocabulary words.

**Modifications:**

• Invite students to describe the colors and shapes of classroom items.
New Vocabulary

<table>
<thead>
<tr>
<th>Africa</th>
<th>country</th>
<th>North America</th>
<th>planet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algeria</td>
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<td>Russia</td>
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<tr>
<td>Argentina</td>
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<td>Asia</td>
<td>Germany</td>
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<td>Kingdom</td>
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<td>map</td>
<td>United States</td>
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<tr>
<td>China</td>
<td>colored</td>
<td>Mexico</td>
<td>Venezuela</td>
</tr>
<tr>
<td>continent</td>
<td>Nigeria</td>
<td>Vietnam</td>
<td></td>
</tr>
</tbody>
</table>

Themes: Continents and Countries

Materials:
World map
Card stock
Crayons
Scissors
Glue

Pre-Lesson Activity:
- Reinforce lesson vocabulary by asking students to write a travelogue about a place they hope to visit in the future.

Content Integration:

Social Studies: Provide each student with a map of the world. Assign a different color to each continent. Have students shade each continent its specific color and ask students to find information about the number of countries and general population in each continent.

Language Arts: Have students choose one country. Allow students time to research the culture and lifestyle of the average teenager in that culture. Have students provide information about popular foods, popular music, sports, and one celebrity from that country. Instruct students to prepare a poster that displays this information.

8-04 Street and Sidewalks

1. Which people are riding on the sidewalk?  
2. The people are standing beside the railroad track.  
3. The people are holding a flag.  
4. The people are walking on the street.  
5. Which people are riding on the street?  
6. This person is riding a bicycle.  
7. The man is running across the street.

8-05 Space and Geography, Countries

1. Saturn
2. China
3. Saturn is a planet.
4. Africa is a continent.
5. Asia is a continent.
6. South America is a continent.
7. Germany is a country.
8. Japan is a country.
9. The United States is a country.
10. Mexico is a country.

I. Describe each picture with a complete English sentence.

II. Yes or No?

6. Asia is a continent.  
7. Nigeria is a continent.  
8. Saturn is a planet.  
9. China is a planet.  
10. Africa is a continent.

11. The United States is a country.  
12. Germany is in Asia.  
13. Italy is in Europe.  
14. Vietnam is in Asia.  
15. Egypt is in Europe.

III. Write a complete English sentence using one or more words from the list.
Post-Lesson Activity:
• Give each student a world map. Give students directions on how to color the map. For example, find the continent Asia and color the country Japan, red.

Conversational Activity:
• Have students work with a partner and discuss places where they might want to take a trip. Have students use the adjectives listed in the student book to discuss the people they would meet in these different countries.

Modifications:
• Use individual world desk maps and work one-on-one with students as they complete lesson activities.
Unit 8, Lesson 5

New Vocabulary

<table>
<thead>
<tr>
<th>alley</th>
<th>highway</th>
<th>sweeping</th>
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</thead>
<tbody>
<tr>
<td>bridges</td>
<td>railroad</td>
<td>track</td>
</tr>
<tr>
<td>broom</td>
<td>machine</td>
<td>toward</td>
</tr>
<tr>
<td>crosses</td>
<td>railroad</td>
<td>wheelchair</td>
</tr>
<tr>
<td>goes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Themes:

Streets and Sidewalks

Materials:

Index cards

Pre-Lesson Activity:

- Review vocabulary by directing students to use Lesson 8-05 terms in describing their round-trip route between home and school to a peer.

Content Integration:

Social Studies: Instruct students to make a map of the route they take to get from their house to school. Have students list streets, highways, etc. that they must travel to get to school. After the map is drawn, have students provide written directions from their house to school using directional words.

Language Arts: Provide each student with a map of the city. Give oral directions to the students one time only. See how many students can follow directions and name the location that you gave directions to.

Social Studies:

1. Describe each picture with a complete English sentence.

- Picture 1:
  - The birds are crossing the sidewalk.
- Picture 2:
  - The man is sweeping the street with a broom.
- Picture 3:
  - There is a broom on the sidewalk.
- Picture 4:
  - The road goes toward the mountain.
- Picture 5:
  - Some people are standing on the sidewalk.

Social Studies:

2. Yes or No?

- 1. Some cars are parked on the street. (Yes)
- 2. Some people are riding a bicycle. (Yes)
- 3. Some people are riding on the sidewalk. (Yes)
- 4. Some people are standing on the street. (Yes)
- 5. Some people are standing on the sidewalk. (Yes)
- 6. Some people are standing beside the railroad track. (Yes)
- 7. Some bridges cross over the road. (Yes)
- 8. Some bridges cross over the road. (Yes)
- 9. Some bridges cross over the river. (Yes)
- 10. Some bridges cross over the highway. (Yes)

Social Studies:

3. Write a complete English sentence using one or more words from the list.

- Picture 1:
  - highway
- Picture 2:
  - railroad
- Picture 3:
  - broom
- Picture 4:
  - machine
- Picture 5:
  - wheelchair

ENGLISH Streets and Sidewalks
Streets and Sidewalks

**New Vocabulary**
- alley
- bridges
- broom
- crosses
- goes
- hole
- machine
- railroad
- sweeping
- track
- toward
- wheelchair

**Usage: Streets and Sidewalks**
The term “sidewalk” refers to a path to the side of a street which is for walking. It is for people, not cars.

English has names for different types of roads.
- **street**: a road within a town or city
- **highway**: a road for higher speeds that passes through the countryside
- **road**: a general term for a path for vehicular traffic
- **alley**: a short and narrow street or passageway in a town or city

The U.S.A. has many highways with two or more lanes for each direction of traffic. These have a variety of names: freeway; interstate; turnpike; toll road; or expressway.

Roads are said to “go” and to “cross.” So are people.
- The road **goes** toward the house.
- The bridge **crosses** the water.
- The man is **crossing** the street.

The adverbial form of “to cross” is **across**. It is often used as a preposition.
- He is riding his bicycle **across** the street.
- The birds are walking **across** the sidewalk.

One **rides** a bicycle, but **drives** a car. One may **ride** in a car.

---

**The Rosetta Stone English I Quiz Unit 8 Lessons 4 and 5**

**I. Fill in the blank with the word or words that best describe the photograph.**

1. This **is called Saturn.** a. person b. planet c. country d. continent
2. This **is called China.** a. person b. planet c. country d. continent
3. This **is called Africa.** a. person b. planet c. country d. continent
4. The **crosses the highway.** a. road b. sidewalk c. street d. bridge
5. There is a car on the **that goes** a. road b. sidewalk c. tractor d. bridge
6. The man is **across** the bridge.

**II. Yes or No?**

1. **Is that continent called Europe.**
2. **Are people walking on the sidewalk.**
3. **Is the bus driving over the bridge.**
4. **Is the street full of people riding bicycles.**

---

**Mini-Assessment** **Unit 8, Lessons 1–5** **Answer the following questions.**

1. Write two ordinal numbers.
2. What do you drive on to go over a river or canyon?

---

**Streets and Sidewalks**

**Using Multiple Intelligence Strategies:**

**Visual-Spatial:** Display a road map of the state for the students to view. Explain the differences among streets, roads, highways, and railroads. Explain how students should use the map key and find corresponding symbols.

**Intrapersonal:** Ask students to write a short paragraph about what it might be like to travel across the country by train and the specific places they would like to visit. If students are unfamiliar with trains, allow time for research.

**Post-Lesson Activity:**
- Instruct students to create their own city map by making sure to identify roads, highways, and railroad crossings. Have students create their own map key to identify each.

**Conversation:**
- Have students discuss a time when they went on a road trip with their family. Encourage students to include words from the new vocabulary.

**Modifications:**
- Invite students to make flashcards of lesson vocabulary to promote review and retention of new terms.
New Vocabulary

Pets and Clothes; Possessive Adjectives and Pronouns

1. Someone is wearing a gray sweater.
   Someone is wearing a blue shirt.
   The girl is wearing black skirts.
   The boy has a black dog.
2. Someone’s sweater is gray.
   Someone’s shirt is blue.
   The girl’s skirts are black.
   The boy’s dog is black.
3. This shirt does not belong to the man.
   This shirt does not belong to the woman.
   The shoes belong to the man.
   The shoes belong to the woman.
4. This hat belongs to the woman.
   This hat does not belong to the woman.
   The shirt does not belong to the boy.
   The shirt does not belong to the girl.
5. The dog belongs to the boy. It is the boy’s pet.
   The dog belongs to the woman. It is the woman’s pet.
   The cat does not belong to anyone. It is not a pet.
   The cow belongs to a farmer, but it is not the farmer’s pet.
6. This animal is a big pet.
   This animal is a small pet, but it is a real, live animal.
   This animal is not real.
7. A woman’s hat
   A man’s hat
   A man’s shirt
7. A woman’s hat
   A man’s hat
   A man’s shirt
   A woman’s shirt
8. The man is petting his dog.
   The boy is petting his dog.
   The girl is petting her dog.
   The girl is petting the cat.
9. The man’s umbrella is black.
   The man’s umbrella is black.
   The woman’s dress is blue.
   The woman’s dresses are blue.
10. The boy’s dog
    the boy’s father
    the girl’s father
    the girl’s mother

8-07 Comparative and Superlative Adjectives

1. The man is older than the woman.
   The man is older than the woman.
   The man is older than the woman.
   The man is older than the woman.
2. A young woman
   An older woman
   The oldest woman
   The oldest woman
3. The oldest boy
   A younger boy
   Not the youngest boy
   A younger boy
4. The airplane is flying the highest.
   The airplane is flying the highest.
   The airplane is flying low, near the ground.
   The airplane is flying low, not very high.
5. Which dog has the darkest color?
   Which dog has the darkest color?
   Which dog has the most spots?
   Which dog has the most spots?
6. Which child looks the happiest?
   Which child looks the happiest?
   Which child is running the fastest?
   Which child is running the fastest?
7. The dog has fewer spots than the other dog.
   This leopard has more spots than either dog.
   This dog has more spots than the other dog.
   This leopard has more spots than either dog.
8. The animal has the fewest number of spots.
   This animal has the fewest number of spots.
   This animal has the next most spots.
   This is the most spotted animal of all.
9. The animal has the most spots.
   This animal has the most spots.
   This animal has the next most spots.
   This animal is striped rather than spotted.
10. Which child has the longest hair?
    Which child has the longest hair?
    Which child has the shortest hair?
    Which child has the shortest hair?

Worksheet 8-06

I. Describe each picture with a complete English sentence.

1. __________________________________________________________________________________________
   __________________________________________________________________________________________
2. __________________________________________________________________________________________
   __________________________________________________________________________________________
3. __________________________________________________________________________________________
   __________________________________________________________________________________________
4. __________________________________________________________________________________________
   __________________________________________________________________________________________
5. __________________________________________________________________________________________
   __________________________________________________________________________________________

II. Yes or No?

   6. A cow is a pet.  __________________________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________

III. Write a complete English sentence using one or more words from the list.

   belonging  farmer's  pet  farmer  girl's  girl

   16. __________________________________________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________
   __________________________________________________________________________________________
Post-Lesson Activity:
• Ask students to read a short story about animals and write a one-paragraph summary.

Conversation:
• Encourage students to share their experiences with pets, farm animals, or zoo animals.

Modifications:
• Invite students to describe the features of animals depicted in books or magazines.
Unit 8, Lesson 7

New Vocabulary

- coldest
- dangerous
- darkest
- either
- fastest
- fewest
- fight
- happiest
- highest
- home
- shortest
- spots
- tallest
- striped
- taller
- wettest
- young

Materials:

World record books

Pre-Lesson Activities:

- Have students choose two items in the room and compare them.
- Encourage students to practice vocabulary terms by writing a journal-style entry about a time they consider the happiest of their lives.

Content Integration:

Language Arts: Using the vocabulary, write the word “dangerous.” Ask students to give you their definition of the word. Ask students to list activities that they consider dangerous. Instruct students to write sentences about five activities they consider dangerous. Instruct them to list the activity and have them explain why or why not they would do that activity.

Language Arts: Write the following words on the board and instruct students to make a list on their own paper: coldest, smallest, oldest, happiest, tallest, shortest, fastest, and slowest. Have students walk around the room and interview each other by asking questions that fall into any of the categories. When the students have finished interviewing each other, instruct students to write at least 10 sentences using student names and responses in their sentences. Have students illustrate at least five of the sentences.

Worksheet 8-07

I. Describe each picture with a complete English sentence.

![Image]

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________

II. Yes or No?

1. A woman is older than a girl. Yes
   2. A boy is older than a man. No
   3. A baby is older than an adult. No
   4. A tiger can run faster than a tortoise. Yes
   5. A dog has more spots than a leopard. Yes
   6. Sitting on a chair at home is dangerous. No
   7. Bald people have more hair than other people. No
   8. A dog can run faster than a cow. Yes
   9. Must men are taller than women. No
   10. Sitting on a chair at home is dangerous. No

III. Write a complete English sentence using one or more words from the list.

<table>
<thead>
<tr>
<th>either</th>
<th>lowest</th>
<th>lighter</th>
<th>lowest</th>
<th>darkest</th>
<th>longest</th>
<th>fastest</th>
<th>fewest</th>
<th>nearest</th>
<th>striped</th>
<th>spotted</th>
<th>striped</th>
<th>dangerous</th>
</tr>
</thead>
</table>
16.     |        |         |        |         |         |        |        |         |         |         |         |           |
17.     |        |         |        |         |         |        |        |         |         |         |         |           |
18.     |        |         |        |         |         |        |        |         |         |         |         |           |
19.     |        |         |        |         |         |        |        |         |         |         |         |           |
20.     |        |         |        |         |         |        |        |         |         |         |         |           |

ENGLISH

Comparative and Superlative Adjectives

<table>
<thead>
<tr>
<th>either</th>
<th>shortest</th>
<th>tallest</th>
<th>youngest</th>
<th>lowest</th>
<th>nearest</th>
<th>darkest</th>
<th>longest</th>
<th>fastest</th>
<th>fewest</th>
<th>nearest</th>
<th>striped</th>
<th>spotted</th>
<th>striped</th>
<th>dangerous</th>
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</tbody>
</table>
Post-Lesson Activity:
• Using a world record book, students may research who is the fastest runner, fastest animal, the coldest place in the world, the oldest person in the world, etc.

Conversation:
• Invite students to talk about family members using the comparative and superlative adjectives learned in this lesson.

Modifications:
• Ask students to compare and contrast items using lesson vocabulary words.

Comparative and Superlative Adjectives; Interrogative Words
Using Multiple Intelligence Strategies:
Bodily-Kinesthetic: Ask students to line themselves up from smallest to tallest, and oldest to youngest.
Verbal-Linguistic: Instruct students to write a short story about themselves using as many vocabulary words as possible.

Post-Lesson Activity:
• Using a world record book, students may research who is the fastest runner, fastest animal, the coldest place in the world, the oldest person in the world, etc.

Conversation:
• Invite students to talk about family members using the comparative and superlative adjectives learned in this lesson.

Modifications:
• Ask students to compare and contrast items using lesson vocabulary words.
Unit 8, Lesson 8

New Vocabulary

closer  far  farther  houses

Themes:
Distance, Near and Far

Materials:
Map  Ruler

Pre-Lesson Activity:
- Reinforce lesson vocabulary by asking students to talk about a place that is near by and one that is far away.

Content Integration:
Mathematics/Language Arts: Ask students to name places in the country or world they have traveled to. List the student responses on the board. Have students find the distance between the school and each student’s listed destination. Have students write sentences describing their class-mate, the place they visited, and the number of miles the student traveled. Have students list their sentences from nearest to farthest travels.

Language Arts: Provide students with directions to a specific place. The directions should be written in another language. Have students underline all verbs, nouns, and prepositions in a specific color.

### Worksheet 8-08

I. Describe each picture with a complete English sentence.

1. ____________________________________________________________________________
2. ____________________________________________________________________________
3. ____________________________________________________________________________
4. ____________________________________________________________________________
5. ____________________________________________________________________________

II. Yes or No?

6. An airplane can fly far from the ground.  
7. An airplane can fly on the ground.  
8. People can stand close together.  
9. A girl can have a pet.  
10. It is dangerous to walk too close to a fire.  
11. Most airplanes fly near the ground.
12. It is dangerous to get too close to a fire.
13. It is dangerous to get too close to a snail.
14. A bird can fly near the ground.

II. Write a complete English sentence using one or more words from the list.

<table>
<thead>
<tr>
<th>far</th>
<th>close</th>
<th>closer</th>
<th>apart</th>
</tr>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Near and Far: Comparative Forms of Adjectives</th>
<th>8-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>01. The airplane is on the ground.</td>
<td>01. a bank</td>
</tr>
<tr>
<td>02. The airplane is near the ground.</td>
<td>02. a restaurant</td>
</tr>
<tr>
<td>03. The airplane is farther away than the car.</td>
<td>03. a playground</td>
</tr>
<tr>
<td>04. The airplane is far from the ground.</td>
<td>04. a hospital</td>
</tr>
<tr>
<td>05. The airplane is far from the water.</td>
<td>05. an airport</td>
</tr>
<tr>
<td>06. The airplane is close to the water.</td>
<td>06. a gas station</td>
</tr>
<tr>
<td>07. The airplane is close to the ground.</td>
<td>07. a gas station</td>
</tr>
<tr>
<td>08. The airplane is close to the man.</td>
<td>08. a gas station</td>
</tr>
<tr>
<td>09. The airplane is close to the plane.</td>
<td>09. a gas station</td>
</tr>
<tr>
<td>10. The airplane is close to the airport.</td>
<td>10. a gas station</td>
</tr>
<tr>
<td>11. The airplane is close to the playground.</td>
<td>11. a gas station</td>
</tr>
<tr>
<td>12. The airplane is close to the city.</td>
<td>12. a gas station</td>
</tr>
<tr>
<td>13. The airplane is close to the town.</td>
<td>13. a gas station</td>
</tr>
<tr>
<td>14. The airplane is close to the country.</td>
<td>14. a gas station</td>
</tr>
<tr>
<td>15. The airplane is close to the world.</td>
<td>15. a gas station</td>
</tr>
</tbody>
</table>

ENGLISH

51
Near and Far; Comparative Forms of Adjectives

New Vocabulary

closer  far  farther  houses

Usage: Close, Far

Note the following word combinations; they are often used together:

- close together
- far apart
- far away

The comparative form of far is farther; farther apart, farther away. You will also hear “further,” which is completely interchangeable with “farther.”

The Rosetta Stone English I Quiz Unit 8 Lessons 8 and 9

I. Yes or No?

1. The airplane is near the ground.
2. The runners are standing close together.
3. The cows are far apart.
4. The horse is far away.
5. The horse is close.
6. The two cowboys are far apart.

II. Fill in the blank with the word or words that best describe the photograph.

1. The church is a. across the street from b. around the corner from c. beside d. a block down the street from
2. The hotel is a. across the street from b. around the corner from c. beside d. a block down the street from
3. The bakery is a. across the street from b. around the corner from c. beside d. a block down the street from
4. The bakery is a. across the street from b. around the corner from c. beside d. a block down the street from
5. The mosque is a. across the street from b. around the corner from c. beside d. a block down the street from
6. The synagogue is a. across the street from b. around the corner from c. beside d. a block down the street from

Post-Lesson Activity:

- Using the words near, far, and farther ask students to write sentences on the board.

Conversation:

- Have students work with a partner and discuss distances. Have the students describe locations in reference to their house or school and identify whether they are near, far from, or nearest to their chosen destinations.

Modifications:

- Invite students to discuss people and places that are near them in the classroom, and those that are far away.
New Vocabulary

airport  hotel  stop  subway
bakery  library  supermarket
block  mosque  synagogue
corner  movie  temple
factory  pharmacy  theater
gas  playground  university
Hindu  hospital  prison

Themes:
Locations

Materials:
City map
Paper

Pre-Lesson Activity:
- Use a local map as the basis for vocabulary practice as you encourage students to locate landmarks and describe them with terms from Lesson 8-09.

Content Integration:

Social Studies: Ask students to think about current world issues. Discuss the importance of the United Nations and have students provide information about what they already know about the United Nations. Have each student choose a country. Instruct students to research important issues that are being addressed in their specific country. Have students research how the United Nations is playing a part in this country’s current issues and create a report on their findings.

Language Arts: Ask the students to choose 15 locations from the vocabulary list. Instruct students to write a description of the location, name a similar location in their city, and describe the different types of people that may be at this location.
Post-Lesson Activity:
• Instruct students to make a list of every location listed in the vocabulary. Give the students about three or four minutes to list as many specific locations in or outside their city. Ask students to name their locations. If students have the same location listed they will not receive a point. If their location is different from those listed by the other students, they will receive a point. The student with the most points at the end of the game is the winner.

Conversation:
• Ask students to describe a time they visited the locations listed in the vocabulary.

Modifications:
• Encourage students to describe their locations in the classroom using lesson vocabulary words.

Locations; Prepositions

Using Multiple Intelligence Strategies:
Visual-Spatial: Instruct students to create their own city map and include lesson vocabulary.
Logical-Mathematical: Direct students to make a word search. Instead of listing the words, students should provide descriptions of the location. Students must use at least 18 words.

Post-Lesson Activity:
• Instruct students to make a list of every location listed in the vocabulary. Give the students about three or four minutes to list as many specific locations in or outside their city. Ask students to name their locations. If students have the same location listed they will not receive a point. If their location is different from those listed by the other students, they will receive a point. The student with the most points at the end of the game is the winner.

Conversation:
• Ask students to describe a time they visited the locations listed in the vocabulary.

Modifications:
• Encourage students to describe their locations in the classroom using lesson vocabulary words.
Unit 8, Lesson 10

New Vocabulary

<table>
<thead>
<tr>
<th>ahead</th>
<th>do</th>
<th>forks</th>
<th>school</th>
<th>until</th>
</tr>
</thead>
</table>

Themes:
Directions

Materials:
City map

Pre-Lesson Activity:
- Secure additional maps similar to the one used in Lesson 8-09 for the following activity:
  - Divide the class into groups of three.
  - Supply each group with a map and instruct them to discuss directions to various locales. Use examples from the Curriculum Text as a guide.
  - Circulate the room and monitor students’ progress as you listen for correct vocabulary use.

Content Integration:

Language Arts: Have students watch a video about a famous traveler or explorer from another country. Have students write a synopsis of the video and that person’s importance to their culture.

Mathematics: Write four locations on the board. Ask students to find the distance to that specific location from the school. Write the number of miles on the board. Instruct students to choose three of their own locations and measure the distance from the school. Have students create a chart that shows the number of miles and approximate time it would take to reach these locations from the school if they left on that day at a specific time. Make sure the student charts include time changes when calculating arrivals to the other countries.

8-09 Continued

9. The factory is beside the train station.
   The university is beside the playground.
   The bookstore is beside the hospital.
   The bank is beside the fire station.

10. The airport is beside the factory.
    The library is across the street from the hotel.
    The theater is across the street from the movie theater.
    The university is across the street from the hospital.

11. How do I get to the train station?
    Go to the bank and turn right. Go one block.
    How do I get to the train station?
    Go to the bank and turn left. Go one block.
    How do I get to the train station?
    Go to the library and turn left. Go one block.
    How do I get to the train station?
    Go to the hospital and turn right. Go one block.

12. How do I get to the police station?
    Go to the post office and turn right. Go two blocks.
    How do I get to the police station?
    Go to the hotel and turn left. Go two blocks.
    How do I get to the police station?
    Go to the library and turn left. Go one block.
    How do I get to the police station?
    Go to the hospital and turn right. Go one block.

13. How do I get to the hospital?
    Go to the church and turn right. Go four blocks.
    How do I get to the hospital?
    Go to the church and turn left. Go four blocks.
    How do I get to the hospital?
    Go to the church and turn right. Go two blocks.
    How do I get to the hospital?
    Go to the church and turn left. Go two blocks.

14. How do I get to the library?
    Go to the bank and turn right. Go two blocks.
    How do I get to the library?
    Go to the bank and turn left. Go two blocks.
    How do I get to the library?
    Go to the library and turn right. Go one block.
    How do I get to the library?
    Go to the hospital and turn left. Go one block.

15. How do I get to the school?
    Go to the post office and turn right. Go six blocks.
    How do I get to the school?
    Go to the hotel and turn left. Go six blocks.
    How do I get to the school?
    Go to the library and turn left. Go one block.
    How do I get to the school?
    Go to the hospital and turn right. Go one block.

16. How do I get to the police station?
    Go to the post office and turn right. Go three blocks.
    How do I get to the police station?
    Go to the hotel and turn right. Go three blocks.
    How do I get to the police station?
    Go to the library and turn right. Go one block.
    How do I get to the police station?
    Go to the hospital and turn left. Go one block.

17. How do I get to the school?
    Go to the post office and turn right. Go five blocks.
    How do I get to the school?
    Go to the hotel and turn left. Go five blocks.
    How do I get to the school?
    Go to the library and turn left. Go one block.
    How do I get to the school?
    Go to the hospital and turn right. Go one block.

18. How do I get to the police station?
    Go to the post office and turn right. Go seven blocks.
    How do I get to the police station?
    Go to the hotel and turn left. Go seven blocks.
    How do I get to the police station?
    Go to the library and turn left. Go one block.
    How do I get to the police station?
    Go to the hospital and turn right. Go one block.

19. How do I get to the hospital?
    Go to the church and turn right. Go three blocks.
    How do I get to the hospital?
    Go to the hotel and turn right. Go two blocks.
    How do I get to the hospital?
    Go to the library and turn right. Go one block.
    How do I get to the hospital?
    Go to the post office and turn left. Go one block.

20. How do I get to the school?
    Go to the post office and turn right. Go four blocks.
    How do I get to the school?
    Go to the hotel and turn left. Go four blocks.
    How do I get to the school?
    Go to the library and turn left. Go one block.
    How do I get to the school?
    Go to the hospital and turn right. Go one block.

Worksheet 8-10

I. Describe each picture with a complete English sentence.

1. __________________________________________________________________________________________
2. __________________________________________________________________________________________
3. __________________________________________________________________________________________
4. __________________________________________________________________________________________
5. __________________________________________________________________________________________

II. Yes or No?
   __6. Streets can end.  _______  __11. Going around the corner is farther than going six blocks.
   __7. Streets can fork.    _______  __12. Going three blocks is farther than going one block.
   __8. Two blocks is more than three blocks. _______  __13. Going across the street is farther than going six blocks.
   __9. A hospital is bigger than a house. _______  __14. A gas station is bigger than a hospital.
  __10. When a street forks, you do not go straight ahead. _______  __15. All subway stops are four blocks away from each other.

III. Write a complete English sentence using one or more words from the list.

<table>
<thead>
<tr>
<th>do</th>
<th>blocks</th>
<th>your</th>
<th>ahead</th>
<th>school</th>
<th>fork</th>
<th>until</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td></td>
<td></td>
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<tr>
<td>17.</td>
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<td>18.</td>
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<td>19.</td>
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<td>20.</td>
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</tr>
</tbody>
</table>

Directions: How Do I Get To...
Directions: How Do I Get To…

New Vocabulary

<table>
<thead>
<tr>
<th>ahead</th>
<th>blocks</th>
<th>do</th>
<th>ends</th>
<th>forks</th>
</tr>
</thead>
</table>

Usage: Giving Directions

Practice giving and receiving directions. How? belongs to the group of interrogative words that ask for information, not yes and no answers. A standard question that asks for directions is:

How do I get to…?
How can I get to…?

The answer will always use some form of the following:

Go to the…
Go four blocks to the…
Go straight ahead…
Go down the street to the…
Go down the street past the…
Go up the street to the…

Other frequently used phrases include:

on your right, on your left
turn right, turn left
turn around
go back
take a right, take a left
until it forks

Now tell me how to get from here to your house. How do I get to your house?

The Rosetta Stone English I
Quiz Unit 8 Lessons 10 and 11

I. Fill in the blank with the word that best describes the photographs.

a. left b. right c. blocks d. straight

1. How do I get to the playground? Go three __________ from the mosque and turn __________.
2. The playground is there on your __________.

II. Fill in the blank with the word or words that best describe the photograph.

a. was b. were c. am d. are

1. I __________ a hat on my head. a. had b. have c. was d. am
2. My sons and I __________ digging. a. was b. were c. am d. are
3. I __________ picked up the cat and __________ holding it in my arms. a. had, was b. had, am c. have, was d. have, am
4. I __________ read the book. a. am going to b. was going to c. were going to d. is going to
5. We __________ run. a. had b. have c. are going to d. am

Directions: How Do I Get to…

Using Multiple Intelligence Strategies:

Bodily-Kinesthetic: Working in pairs, one student will be blindfolded and receive verbal directions to a specific place in the room. After one student has finished giving directions, the pairs will switch roles.

Intrapersonal: Instruct students to write a paragraph about a place they would like to visit and why. Tell students that they are only allowed to bring three items. They must name the items and give reasons why they are bringing them.

Post-Lesson Activity:

• Have students plan a trip to a specific location and estimate how much their trip will cost and how long it will take to get there.

Conversation:

• Ask students to give each other directions from different locations in the school or in their community.

Modifications:

• Invite students to give directions to a peer for different locations within the school.

I was reading. a. was b. were c. am d. are
Unit 8, Lesson 11

New Vocabulary
There is no new vocabulary in this lesson.

Themes:
Activities

Materials:
Research materials

Pre-Lesson Activity:
• Celebrate students’ completion of the Level 1 program by generating a class newsletter. Ask your “reporters” to create a story of their choice using vocabulary learned throughout the semester. Publish all entries and circulate throughout the school.

Content Integration:
Language Arts: Read a short story (written in the target language) aloud to students. Have students write a summary of the story describing the main character. Do not provide students with a copy of the story. Collect student papers to check listening comprehension. Next, provide students with a copy of the passage and have them check to see if they remembered the story correctly. Ask students what they left out in their summaries. Instruct students to identify all the different verb tenses by underlining present, past, and future tenses in separate colors.

Math: Instruct students to interview each other by asking what month and year they were born. Have students record all other student responses from their interviews. Instruct students to create charts showing how many students were born in each month. Have students also create a chart or graph that shows how many students were born in a specific year and showing the month. Display graphs in the classroom.

Worksheet 8-11

I. Describe each picture with a complete English sentence.

1. __________________________________________________________________________________________

2. __________________________________________________________________________________________

3. __________________________________________________________________________________________

4. __________________________________________________________________________________________

5. __________________________________________________________________________________________

II. Yes or No?

____ 1. Climbing a ladder is not dangerous at all.

____ 2. Riding a bicycle is not dangerous at all.

____ 3. Playing the guitar is very dangerous.

____ 4. Putting on a shirt is dangerous.

____ 5. Wearing a hat is dangerous.

____ 6. Most people wear a shirt that is too small.

____ 7. Some children can jump ropes.

____ 8. Some children play the guitar.

____ 9. Babies can read books.

____ 10. Nobody can climb a ladder.

III. Write a complete English sentence using one or more words from the list.

<table>
<thead>
<tr>
<th>reading</th>
<th>fishing</th>
<th>digging</th>
<th>playing</th>
<th>holding</th>
<th>putting</th>
<th>running</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
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</tbody>
</table>
Activities; More Verbs

Using Multiple Intelligence Strategies:
Logical/Mathematical: Instruct students to add up the ages of everyone in their immediate family. Ask students to share the results with the class, and, as a class, determine which family has the fewest number of years and which family has the most.

Post-Lesson Activity:
• Ask students to research holiday customs in various other countries.

Conversation:
• Encourage students to discuss topics of interest using current and previously learned vocabulary.

Modifications:
• Invite students to list their favorite words from Level 1. Ask students to share and compare their entries with one another.
Unit 8 Review

Review Activities:
- Use index cards to review vocabulary.
- Review workbook pages.
- Choose activities that target skills in need of practice.
- Encourage role-play of scenes that require students to use language skills.
- Provide time for conversation practice with peers; monitor conversational skills.
- Challenge students to create questions from various lessons and seek answers as a class.
- Play question-and-answer games using vocabulary words from past lessons.

Possible Assessments:
- Conduct Mini-Assessments in Lessons 8-05 and 8-11.
- Observe students as they participate in activities. Note areas of difficulty and provide additional practice time in appropriate modes of the software lessons.
- Use rubrics to assess graphs, charts, reports, and projects.
- Note the amount and quality of class participation.
- Check accuracy of completed Workbook pages, Quizzes, and Tests.
- Keep portfolios of student work.

IV. Fill in the blank with the word or words that best describe the photograph.
1. the circles are white. a. almost all
2. The dog to the boy. b. lower
3. This animal is a big . c. belongs
4. The black circle is in the right. d. pet
5. The black triangle is in the right. e. upper

II. Match the words.
1. China a. planet
2. Europe b. continent
3. Saturn c. country
4. The United States
5. Asia

V. Fill in the blank with the word that best describes the photograph.
1. a. first
2. b. lower
3. c. all
4. d. most
5. e. girls'

VI. Match the sentences with the photographs.
1. The man is crossing the street.
2. Which people are riding on the sidewalk?
3. The road goes toward the house.
4. The sidewalk is empty.
5. Which people are riding on the road?

Possible Assessments:
- Conduct Mini-Assessments in Lessons 8-05 and 8-11.
- Observe students as they participate in activities. Note areas of difficulty and provide additional practice time in appropriate modes of the software lessons.
- Use rubrics to assess graphs, charts, reports, and projects.
- Note the amount and quality of class participation.
- Check accuracy of completed Workbook pages, Quizzes, and Tests.
- Keep portfolios of student work.
Tests

The Rosetta Stone English I
Test Unit 8 Lessons 7–11

I. Circle the correct answer.

1. The airplane is near / far from the ground. 6. I am / was reading.
2. The horse is close / far away. 7. I am / was fishing.
3. The car is closer / farther away than the man. 8. We are running / have run.
4. The car is closer / farther away than the man. 9. I am reading / am going to read the book.
5. The face is near / far away. 10. I am / was drinking.

II. Fill in the blanks with the words that best describe the photograph.

How do I get to the university?

Go down the street _______ the church on your _______.

Go to the gas station and turn _______.

Go two _______ and there on your _______ is the university.

1. _______ a. left
2. _______ b. right
3. _______ c. blocks
4. _______ d. past
5. _______

III. Fill in the blank with the word or words that best describe the photograph.

1. The playground is _______ the hospital. a. beside
2. The subway stop is _______ the bank. b. across the street from
3. The church is _______ the bank. c. around the corner from
4. The police station is _______ the bank. d. a block down the street from

IV. Match the questions with the pictures.

1. Who is getting the coldest? A

2. Who is getting the wettest? B

3. Who is running the fastest? C

V. Match the questions with the pictures.

1. Which child looks the happiest? A

2. Which child has the longest hair? B

3. Which child is running the fastest? C
Unit 8 Review

Word Search 8: 1-5

ALLEY  BRIEFS  SHOES  CALLED  COLORFUL  CONTINENT  COUNTRY  FOURTH  GOES  LAST
USE  LOWER  MACHINE  MAP  PLANET  HIGHWAY  HOLE  LAST  KIND  BOARD
headed  FOURTH  MATH  HIGHWAY  FIRST  FOURTH  FOURTH  FOURTH  THIRD  LAST

Word Search 8: 6-11

A F SE CO ND U P PER  E I HC O U N TR Y  ZUQ  H RAIL RO AD  FPOJ  ERSIPDILBDAMAP  X TEEBMRWFZLC  R D S WEEP I NG ILS  GOES D T N D I N MEV  MAT MT H I G HWA YF  ZC O N T I N E N T CNO  L OW ER R AS FNH RU  I LASTDHO LEIX R  K B R O O MS P L A N ET  EMDN S R C ALLEDH

Word Search 8: 6-11

AHEAD  BELONGS  CORNER  EITHER  FACTORY  FARMER  GATE  HOME  AIRPORT  SUBWAY  SUPERMARKET  YOUR
HOSPITAL  LOW  PHARMACY  PLAYGROUND  SCHOOL  SUBWAY  SUPERMARKET  YOUR
QOCIFARMERDVW  QETVHOSPITALT  AIRPORTSUBWAY  SUPPERMARKETYO  E I THERATHERR  OFSHEFARVZLOF  OLOWDANGEROUS  LUNTILTAOHNH  FACTORYSZEDGV  FIGHTHIGHESTG

ENGLISH
Crossword 8: 6-11

Across
1. It looks ___ a triangle.
5. not first
7. Most of the flower is red, but ___ of it is white.
10. a musical instrument
12. The road ___ toward the house.
14. fast, faster, ___
15. not the most but the ___
17. second, third, ___
18. ___ one of us is singing.
19. first, second, ___
21. ___, two, three
23. It looks like a square, but it is ___

Down
1. not first
2. ___ of the singers are girls, but some are women.
3. She is ___ the sidewalk with a broom.
4. This planet is ___ Saturn.
6. Cars drive on a ___
8. not above
9. The number in 503 is a five.
11. not shorter
12. The road ___ toward the house.
13. not that
14. She is neither talking ___ eating.
15. fast, faster, ___
16. father and ___
17. She is neither talking ___ eating.
18. not far
20. She was wearing a sweater, but she is not wearing it ___
22. Saturn is a ___
24. She is ___ talking nor eating.

Crossword 8: 1-5

Across
1. It looks ___ a triangle.
2. of the singers are girls, but some are women.
3. She is ___ the sidewalk with a broom.
4. This planet is ___ Saturn.
6. Cars drive on a ___
8. not above
9. The number in 503 is a five.
10. a musical instrument
11. not shorter
12. The road ___ toward the house.
13. not that
14. She is neither talking ___ eating.
15. fast, faster, ___
16. father and ___
17. She is neither talking ___ eating.
18. not far
20. She was wearing a sweater, but she is not wearing it ___
22. Saturn is a ___
24. She is ___ talking nor eating.

Down
1. not first
2. ___ of the singers are girls, but some are women.
3. She is ___ the sidewalk with a broom.
4. This planet is ___ Saturn.
6. Cars drive on a ___
8. not above
9. The number in 503 is a five.
11. not shorter
12. The road ___ toward the house.
13. not that
14. She is neither talking ___ eating.
15. fast, faster, ___
16. father and ___
17. She is neither talking ___ eating.
18. not far
20. She was wearing a sweater, but she is not wearing it ___
22. Saturn is a ___
24. She is ___ talking nor eating.
### Salads

<table>
<thead>
<tr>
<th>Salad</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dinner Salad</td>
<td>$2.00</td>
</tr>
<tr>
<td>Chef Salad</td>
<td>$4.00</td>
</tr>
<tr>
<td>Fruit Salad</td>
<td>$3.25</td>
</tr>
</tbody>
</table>

### Beverages

<table>
<thead>
<tr>
<th>Beverage</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>Free</td>
</tr>
<tr>
<td>Milk</td>
<td>$1.00</td>
</tr>
<tr>
<td>Tea</td>
<td>$1.25</td>
</tr>
<tr>
<td>Orange Juice</td>
<td>$1.00</td>
</tr>
<tr>
<td>Soft Drinks</td>
<td>$1.75</td>
</tr>
<tr>
<td>Coffee</td>
<td>$1.00</td>
</tr>
</tbody>
</table>

### Main Courses and Desserts

#### Salads

<table>
<thead>
<tr>
<th>Salad</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dinner Salad</td>
<td>$2.00</td>
</tr>
<tr>
<td>Lettuce, Tomato, and Cheese</td>
<td></td>
</tr>
<tr>
<td>Chef Salad</td>
<td>$4.00</td>
</tr>
<tr>
<td>Lettuce, Tomato, Ham, and Cheese</td>
<td></td>
</tr>
<tr>
<td>Fruit Salad</td>
<td>$3.25</td>
</tr>
<tr>
<td>Apples, Grapes, Bananas, Strawberries, and Pears</td>
<td></td>
</tr>
</tbody>
</table>

#### Beverages

<table>
<thead>
<tr>
<th>Beverage</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>Free</td>
</tr>
<tr>
<td>Milk</td>
<td>$1.00</td>
</tr>
<tr>
<td>Tea</td>
<td>$1.25</td>
</tr>
<tr>
<td>Orange Juice</td>
<td>$1.00</td>
</tr>
<tr>
<td>Soft Drinks</td>
<td>$1.75</td>
</tr>
<tr>
<td>Coke, Dr Pepper, Pepsi, Sprite</td>
<td></td>
</tr>
<tr>
<td>Coffee</td>
<td>$1.00</td>
</tr>
</tbody>
</table>

#### Steaks, Chicken, and Shrimp

<table>
<thead>
<tr>
<th>Meal</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rib-Eye</td>
<td>$12.95</td>
</tr>
<tr>
<td>Prime Rib</td>
<td>$15.95</td>
</tr>
<tr>
<td>Fillet</td>
<td>$14.95</td>
</tr>
<tr>
<td>Grilled Shrimp</td>
<td>$12.95</td>
</tr>
<tr>
<td>Fried Shrimp</td>
<td>$12.95</td>
</tr>
<tr>
<td>Grilled Chicken</td>
<td>$  9.95</td>
</tr>
<tr>
<td>Fried Chicken</td>
<td>$  9.95</td>
</tr>
</tbody>
</table>

#### Vegetables and Potatoes

<table>
<thead>
<tr>
<th>Vegetable</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corn</td>
<td>$1.95</td>
</tr>
<tr>
<td>Green Beans</td>
<td>$1.95</td>
</tr>
<tr>
<td>Cooked Carrots</td>
<td>$1.95</td>
</tr>
<tr>
<td>Mashed Potatoes</td>
<td>$2.25</td>
</tr>
<tr>
<td>Baked Potatoes</td>
<td>$2.50</td>
</tr>
<tr>
<td>French Fries</td>
<td>$1.95</td>
</tr>
</tbody>
</table>

#### Pasta

<table>
<thead>
<tr>
<th>Pasta</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spaghetti</td>
<td>$  7.95</td>
</tr>
<tr>
<td>Lasagna</td>
<td>$  8.95</td>
</tr>
<tr>
<td>Shrimp Alfredo</td>
<td>$11.95</td>
</tr>
<tr>
<td>Shrimp Scampi</td>
<td>$12.95</td>
</tr>
</tbody>
</table>

#### Desserts

<table>
<thead>
<tr>
<th>Dessert</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple Pie</td>
<td>$2.00</td>
</tr>
<tr>
<td>Strawberry Shortcake</td>
<td>$2.25</td>
</tr>
<tr>
<td>Brownie Sundae</td>
<td>$3.50</td>
</tr>
<tr>
<td>Ice Cream</td>
<td>$1.25</td>
</tr>
</tbody>
</table>

Parties of six or more will be charged a 15% gratuity.
Lesson 2-01

Diamond Poem Handout

Subject #1

Two adjectives describing subject #1

Three words that end in –ing that describe subject #1

Four nouns: first two relating to subject #1, second two relating to subject #2

Three words that end in –ing that describe subject #2

Two adjectives describing subject #2

Subject #2
<table>
<thead>
<tr>
<th>People</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Traffic Signs – Lesson 2-05

Identify the meaning of each sign.
<table>
<thead>
<tr>
<th>Present Tense Verbs</th>
<th>Past Tense Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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### Plot Analysis – Lesson 6-02

<table>
<thead>
<tr>
<th>What has happened?</th>
<th>What is happening?</th>
<th>What will happen?</th>
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Lesson 7-03

Activities that can be done

Fast

Both

Activities that can be done

Slowly