



Handbook for Teachers

by

Lana B. Proctor

FAIRFIELD LANGUAGE TECHNOLOGIES

About the Author

Lana Proctor began teaching within the Arlington, Texas, public school system in 1973. During the years that followed, her career has been almost equally divided between teaching English and Spanish at the junior high and high school levels.

Ms. Proctor holds a B.A. from the University of Texas at Arlington and an M.L.A. from Southern Methodist University in Dallas, Texas. Her hobbies span a wide range, from various handicrafts to amateur astronomy using her own self-made 10-inch reflecting telescope. Her interest in computers and their educational applications began in 1981 with the purchase of her first personal computer. Ms. Proctor is an enthusiastic teacher of high school Spanish using *The Rosetta Stone* and serves on the district textbook committee.

Ms. Proctor presently lives in Arlington, Texas, with her husband, George W. Proctor, a novelist.

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Fairfield Language Technologies
165 South Main Street
Harrisonburg, VA 22801 USA

Telephone: (540) 432-6166 (or 800-788-0822 USA and Canada)
Fax: (540) 432-0953
E-mail: info@trstone.com
Web site: www.trstone.com

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The Original Rosetta Stone

Teachers, parents, administrators, and students will probably ask you, “What is the Rosetta Stone?” The original Rosetta Stone is a block of black basalt with inscriptions in Egyptian and Greek.

It was discovered accidentally in August 1799 by a group of Napoleon’s soldiers while they were preparing to build a fortress near the town of Rosetta (in Arabic, it is called Rashid), about 35 miles east of Alexandria.

The broken stela was dubbed “The Rosetta Stone,” and is the most important Egyptian inscription ever found. Looking at the stone, you can see that it is split into three distinct sections. The top section is written in hieroglyphs; the middle is written in a script called Demotic, which represents a late form of the ancient Egyptian language; and the bottom section is written in ancient Greek.

The inscriptions record a decree issued on March 27, 196 B.C. under Ptolemy V Ephiaphanes. When it was discovered, no one could read hieroglyphs or Demotic. Only the Greek could be understood by scholars. With the realization that the three sections were translations of the same text, many people tried to use the Greek text to decipher ancient Egyptian.

Unfortunately, the earliest scholars thought that hieroglyphs were a form of picture writing rather than an alphabet. Thomas Young, a British physicist and medical practitioner, made some progress. In 1822, twenty-three years after the discovery of the Rosetta Stone, a brilliant young Frenchman, Jean François Champollion, figured out how to decipher the hieroglyphic writing. He became the first person in almost 1500 years who could read what the ancient Egyptians had written about themselves and their culture. The Rosetta Stone was the key that unlocked the door for the written language of the ancient Egyptians.

The stone was given to the British military authorities under the Treaty of Capitulation signed in 1801, and taken to England for preservation in the British Museum.

Unlike its namesake, *The Rosetta Stone* computer program is not chiseled in basalt. Instead, it is a combination of sights, sounds, and words which represent a breakthrough in language learning. *The Rosetta Stone Language Library* CD-ROMs help students of all ages unlock the door to new languages.

Editor's Note

This edition of the *Handbook for Teachers* is applicable to both versions of *The Rosetta Stone Language Library*: the original Rosetta Stone Classic and the new Rosetta Stone 2000. TRS Classic and TRS 2000 represent different interfaces for the learning material in *The Rosetta Stone* programs. The programs themselves remain unchanged. For details on the features and use of either interface, refer to the appropriate User's Guide.

Several notable differences between TRS Classic and TRS 2000 appear in this edition of the *Handbook*:

Terminology: The Classic interface refers to the basic ten-screen learning module as a "chapter." The 2000 interface uses "lesson" for this same set of learning activities.

- Throughout this edition of the *Handbook*, "chapter/lesson" designates this component of *The Rosetta Stone* programs in either interface.

In addition, the Classic interface uses "Browser" for the reference tool which allows students to explore material in each chapter/lesson without responding. The 2000 interface uses "Preview" for this same reference tool.

- Throughout this edition of the *Handbook*, "Browser/Preview" designates this feature of *The Rosetta Stone* programs in either interface.

Structure: Both TRS Classic and TRS 2000 emphasize basic language skills in *The Rosetta Stone* programs. In the Classic interface these language skills are organized in twelve different "Run Modes" accessible in the Main Menu Screen. The 2000 interface uses "Listening & Reading, Listening, Reading, Speaking and Writing" as the organizing structure of the learning activities. In 2000, these language skills are accessible as Language Skills A – E in the Activity Selection Screen. A chart showing how key language skills are related to the learning activities in Classic and 2000, respectively, is printed on page 14.

- Throughout this edition of the *Handbook*, "learning activities" is used in place of both "Run Mode" and "Language Skill."

Introduction

Welcome to *The Rosetta Stone Language Library* – the revolutionary program that makes learning a new language faster and easier than ever before.

Although this handbook is written for the teacher who is using *The Rosetta Stone* as the foundation for a class, it is also meant to aid the teacher who will be using the program to complement classroom activities.

What does it mean to use *The Rosetta Stone* as the foundation of a class? It means that each student uses a computer with *The Rosetta Stone* program on it, and that the class curriculum is designed to exploit the full power of the program. Typically, this means that the majority of students' time will be spent on the computer using the program, and that students will work through the material at their own pace and by their own path. Repetitive tasks that used to consume a majority of class time are handled by the program. The teacher is given the opportunity to provide individual instruction for those students who require it.

The Rosetta Stone and the computer on which it runs can be considered to be an individual language lab. In the old-style language lab, students sat before a tape deck with headphones over their ears and listened to words, phrases, and sentences in a target language. The students then repeated those recordings, trying to match the spoken word with what was heard on the tape. *The Rosetta Stone* provides much more than the old-style language lab. The program is based on the premise that learning a new language works best when it replicates the give and take of learning that took place when we learned our native language. With *The Rosetta Stone*, students can focus on listening comprehension as the primary language skill. Once students understand the language, they can learn to speak, read, and write it quite easily.

With *The Rosetta Stone*, words become associated with objects and ideas because they are introduced in a context where meaning is clear and reinforcement is immediate. Because *The Rosetta Stone* uses carefully selected pictures to create its context of meaning, students work exclusively in the target language. The program uses the mind's innate ability to associate sound to meaning, without translation into the native language of the learner. If the teacher uses the target language in the classroom as much as possible to greet students, give instructions, and hold discussions, this will reinforce the students' experience of being immersed in the new language.

While *The Rosetta Stone* program is completely flexible and can be entered at any point, it has been developed as a carefully sequenced, step by step process. As words build to phrases, sentences and dialogues, new vocabulary and syntax are progressively integrated in a systematic, natural flow. Students can navigate through the material at their own pace, using their own natural learning styles. Different parts of the program emphasize listening comprehension, reading comprehension, speaking, and writing. In addition, the program has voice recording so that students can compare their pronunciation to native speakers. A dictation mode allows students to practice typing in the foreign language, complete with accents and special characters. The computer checks their work and indicates any mistakes.

In addition to the computer program that forms the core of the language instruction, *The Rosetta Stone* comes with an illustrated *User's Guide* and a language book with curriculum text and an index of words. A Student Management System is available for networked labs. Supplementary materials may also be available. These may include a student workbook, a student study guide, and a book of quizzes and tests. Contact the publisher to see if materials are available in a particular language. The back page of this book lists all of *The Rosetta Stone* materials available when the book was printed.

The Rosetta Stone program presents sight, sound, and the written word – in computer parlance that is called multimedia. There's something else in *The Rosetta Stone* for the student, something that is often overlooked in the evaluation process to determine whether or not a student will actually learn the target language. That is – *The Rosetta Stone* is fun! For students raised with entertainment systems plugged into television sets and hand-held electronic games, *The Rosetta Stone* presents new material in a familiar manner that is entertaining to use. Although it is not necessary for learning and fun to go hand-in-hand, it makes the tasks of both students and teachers easier.

This book contains ideas and suggestions that evolved while using the program and dealing with students at the computer. The hope is that these suggestions will aid those who enter the classroom of the future – the classroom that has now opened to the schools of this world – the computer-aided classroom.

Course Goals and Objectives

A course of study should have a recognizable end or achievement. Public school teachers proposing to create a new class write these down so that administrators can see the purpose of the study. In turn, administrators present goals and objectives to school boards and the public for approval. College professors write down goals and objectives to help them plan a course curriculum.

For *The Rosetta Stone*, these goals and objectives can be stated as follows.

I. Concepts and Goals for Level I

1. Prepare students for successful entry into the target language.
2. Develop oral/listening abilities in the target language.
3. Begin and enlarge written performance in the target language.
4. Foster good language learning skills in the student.
5. Encourage self-esteem and independence in the student.
6. Introduce and strengthen Level I language skills.

II. Objectives for Level I

Students will be able to:

1. Express themselves orally in the target language.
2. Compose written phrases and sentences in the target language.
3. Listen and demonstrate understanding in the target language.
4. Respond to oral, visual, and written stimuli from the target language.
5. Demonstrate the language skills necessary to advance in the target language.

III. Concepts and Goals for Level II

1. Reinforce students' Level I language skills.
2. Develop written performance in the target language.
3. Encourage self-esteem and independence in the student.
4. Introduce and strengthen Level II language skills.

IV. Objectives for Level II

Students will be able to:

1. Express themselves orally in the target language in informal, formal, and business situations.
2. Demonstrate understanding of the target language in informal, formal, and business situations.
3. Write short stories and letters in the target language.
4. Demonstrate the language skills necessary to advance in the target language.

The teacher may wish to add to, eliminate, or change some of these goals and objectives to adhere to different requirements from school districts or curricula.

Course Planning



Balancing Use of *The Rosetta Stone* with Other Components of the Class

The Rosetta Stone is an interesting and very effective way to learn a foreign language. Part of what makes it interesting is the fact that it is somewhat different than the activities which have traditionally been part of language study. This difference means that there are challenges and adjustments when a teacher uses *The Rosetta Stone*.

One pattern:

- A Russian teacher discovers *The Rosetta Stone* and decides that it is new, effective and interesting. He decides to use *The Rosetta Stone* with his students. The teacher has a well worked out pattern for teaching Russian, used for some years. The easiest way to use *The Rosetta Stone*, and the way which requires the teacher to make the fewest adjustments, is to introduce *The Rosetta Stone* to the students and tell them it is available as a learning resource. The teacher says, "It is a good way to learn. I encourage you to use it."

The result:

- Since work with *The Rosetta Stone* is not a required part of the course and is not graded, the students do little work with *The Rosetta Stone*. A few students who are serious about learning use *The Rosetta Stone* extensively. Most spend their time elsewhere.

An alternative:

- The teacher says, "We will spend almost all our time on *The Rosetta Stone*. All of your grade will be based on your work with *The Rosetta Stone*. Also available are our class time and the textbook. They are available to you as a learning resource. They are a good way to learn. I encourage you to use them."

The result:

- Since work with the text is not a required part of the course and is not graded, little is done with the text. Since classroom attendance is not required, only a few students who are serious about learning come to class. Most spend their time elsewhere.

A good balance:

- The teacher says, “*The Rosetta Stone* is an important part of the course. At the beginning of the course we will focus on it until we have gone through all the chapters/lessons. Until we are through with *The Rosetta Stone*, 20% of your course grade will be based on your scores in assigned chapters/lessons of *The Rosetta Stone*.”

The result:

- Students will spend extensive time with *The Rosetta Stone*. Although their grades are determined 80% elsewhere, they find *The Rosetta Stone* an especially effective way to learn. They find that *The Rosetta Stone* is easier to use and more attractive than much of their other work. And as they use it, they get a sense of their success in learning and of how Rosetta Stone learning and other learning mutually support each other.

A Plan For Using *The Rosetta Stone* Computer Program

Because *The Rosetta Stone* provides an easy and fast way of learning a new language from the very beginning, it is a good idea for students to spend a lot of time working with the program at the beginning of the year. As they climb their way up the learning curve, gradually more time can be spent on complementary activities such as studying grammar, reading periodicals and literature, and cultural activities. Spending most of their class time with the program in the very beginning gets students off to a quick start on mastering enough of the new language for them to feel pride in their accomplishments and to master a large enough vocabulary to benefit from other learning opportunities.

The program assumes no prior knowledge of the target language. Since each chapter/lesson builds on what has been taught in the previous chapters/lessons, students do not require other material in order to proceed through the entire program. Of course, access to other reference and cultural materials will make this strong introduction to the new language even stronger.

The teacher can introduce students to the computer lab by explaining the purpose of the lab and how it works. Explain the program and the procedures to be used in the lab. Students can read the *User's Guide* or the teacher can summarize it.

Students will need to go through the same chapter/lesson using several different learning activities before they have a thorough grasp of the material. Encourage students to strive for 75–80% correct answers within each chapter/lesson. This will give them an intuitive feel for correctness of the language and make it appropriate for the teacher to follow that up with explanations of the rules and structures of the language. The teacher might let students choose which of the listening comprehension modes to run. If a student is getting 25% or more of the answers in a chapter/lesson incorrect, he or she should probably stop and return to a previous part of the

section or chapter/lesson. When a student finishes a chapter/lesson with a score better than 75–80%, he or she is ready to go on to the next chapter/lesson. Using this method, students will quickly gain a feel for the language, so the explanations the teacher gives will become a commentary on what they have learned rather than a list of tables to memorize.

One way to help students monitor their progress is to use a Progress Sheet that lists each chapter/lesson in the program, with space to fill in the student's final score and time on that chapter/lesson. This gives students a tangible record of their achievements. A sample form appears in the Appendix.

The Rosetta Stone focuses on four areas of language learning:

- Listening comprehension
- Reading comprehension
- Speaking
- Writing

Because of their different learning styles, some students will find that different paths through the material in *The Rosetta Stone* work best for them. For instance, while most students will find that beginning with a listening comprehension activity that presents only voice and pictures is comfortable, some students will find this too frustrating because they cannot easily distinguish the sounds being spoken. These students will do better beginning with an activity that presents both text and voice with pictures. After using the combination approach, the students can then successfully use a listening comprehension activity on the same material. Activities involving reading are usually quite easy. But listening comprehension is essential to real fluency.

Speaking and writing skills are more difficult to learn than listening and reading comprehension, and therefore take more time and effort. Students usually make the best progress on speaking and writing if they work with them on chapters/lessons they have already mastered for listening and reading comprehension. Typically, students who have completed several of the learning activities in a chapter/lesson and tested with 80% or better mastery can then return to that chapter/lesson to check their speech and to practice writing. They may at the same time continue to the next chapter/lesson for listening and reading comprehension.

Even if the focus of the class is on listening and reading comprehension, students benefit by spending some time working on speaking and writing. And using these different parts of the program provides a break from the matching exercises.

The great advantage for teachers in having students spend a lot of time at the very beginning of the class using *The Rosetta Stone* is that the program gives the students a base of knowledge the teacher can work with. Students can then be engaged in conversations using the vocabulary they know. The teacher can concentrate on explanations, on answering questions, and on the special needs of individual students.

Students should concentrate first on listening comprehension, followed by reading comprehension if needed, then by speaking and writing exercises. The following program has been found to work well:

- Start the course with most of the time spent in the lab using *The Rosetta Stone* to develop listening comprehension skills. This means that students start with learning activities where the cues are presented as sound. See p.14 for a list of these activities. Some students will find it easier to start with activities where the cues are sound and text, and then go to sound-only activities.
- For most students, once they have mastered listening comprehension, they can also read the language. Students who need more practice reading can spend some time in any of the learning activities with text.
- As students become proficient in listening comprehension, introduce the speaking activities. This usually means that as students are working through the chapters/lessons on listening comprehension they will be working on earlier chapters/lessons using Voice Record to hear their own pronunciation and compare it to the native speakers. The focus remains on listening comprehension as the primary skill.
- Once students are progressing in both listening comprehension and speaking skills, introduce the writing activities. These can be demanding, and follow the other skills. Students will want to practice their writing skills in chapters/lessons far behind their listening comprehension progress.
- As a class finishes working on listening comprehension in the last chapter/lesson of the program, the class focus will change. The teacher can assign new material outside the scope of *The Rosetta Stone* while speaking and writing exercises continue in the later chapters/lessons.

How Much Should You Plan to Cover?

Level I of *The Rosetta Stone* consists of eight units that are divided into ten to eleven chapters/lessons, with an additional review chapter/lesson at the end of each unit. Each chapter/lesson consists of ten screens with four pictures each. It is designed to encompass two years of high school instruction or a single year's study for beginning foreign language students at the college level. How much can be covered in a year depends on how the program is used and the time devoted to it.

Level II of *The Rosetta Stone* consists of eleven units. The first eight units each have ten chapters/lessons plus a review chapter/lesson. The last three units offer different kinds of material. Unit Seventeen consists of cartoons; it is hoped that these will provide students with a reward and introduce them to some informal and idiomatic uses of the language. Units Eighteen and Nineteen are for reference. They contain a great deal of vocabulary. Although there is more material in Level II, it is expected that students will cover the material in about the same time as Level I because they should be able to learn more quickly than beginning students.

Because *The Rosetta Stone*'s approach to teaching language is different from the traditional classroom approach, students using *The Rosetta Stone* will not learn exactly the same material as

students in a traditional class. Students using *The Rosetta Stone* typically get a better intuitive grasp of the language and are more comfortable with listening to and speaking the language. With *The Rosetta Stone*, students' mastery level is much higher, so that the typical student will really learn the vocabulary used in the computer program.

Pacing

A great asset of *The Rosetta Stone* is that it allows each student to work independently and to proceed at his or her own rate of speed. The individual student is self-paced and self-directed in his or her study of the language. As some students absorb information at a faster rate than others, a class will rapidly divide into the three familiar segments of any class – the slower learners, the majority of the students in the middle, and the faster learners. What *The Rosetta Stone* provides is an alternative to the standard classroom where a teacher is forced to move from subject to subject at a predetermined pace. The key to successfully employing the full potential of *The Rosetta Stone* is flexibility, flexibility that includes both the teacher and the students.

Slower students can proceed at a pace that will allow them to totally absorb the language, escaping any pressure to maintain a learning rate beyond their abilities. The program provides a positive sound for a correct answer or a negative sound for an incorrect answer; these are given as instant responses for choices made within the program. The student does not have to dwell on wrong choices, but can move rapidly to correct ones and the positive reinforcement they bring. *The Rosetta Stone* is extremely patient and will go over and over and over information and responses, without changes of facial expression or tone of voice. Students who are in the middle and learn at a medium rate of speed enjoy *The Rosetta Stone* because they do not have to wait to learn, nor are they pushed to go too fast on more complicated items. Faster learners may be set free to strive and go at their own rate of speed for perhaps the first time. They will enjoy progressing rapidly through the program without having to wait for the rest of the class to catch up.

The benefits of this type of self-directed study apply to all students and to all learning styles. Free of repetitive tasks, the teacher is now available to assist students on a one-on-one basis as needed. The teacher can direct a possible re-teach or review in a different learning activity, or help with a review on a personal level when required. Not only can the teacher help those students with difficulties, but he or she can now guide the faster learners to additional material. Self-paced, self-directed learning and *The Rosetta Stone* provide the flexibility to do both these things and more.

If the teacher strolls frequently among the computer workstations, he or she can stop to talk with individual students. Simply asking pupils how they are doing will often open up questions that need the teacher's attention. Asking how students like the program or how they are using it can aid in pinpointing problem areas that need correcting and help students achieve greater progress. Once they feel comfortable with this new approach and recognize that the teacher is there to assist them, they will not hesitate to ask for help.

Self-directed, self-paced learning does not mean totally abandoning any semblance of class structure, however. Students need guidelines for how much of *The Rosetta Stone* program they

must learn within a specified time limit. This will be based on the over-all ability level of the class and their level or age group.

A good pace for a high school class might be twenty chapters/lessons or two units in a six week or thirty day time. This would provide an average time to complete a chapter/lesson of approximately a day to a day and one-half. If the class is being held as a remediation, or as an overview to language for honors students, the pace will be different. An honors class might be able to cover all the material in a single level of *The Rosetta Stone* in a semester, while a basic class might complete only four units.

Judging the progress of a student can be accomplished through the traditional method of testing. When a student feels that he or she has learned the material in a chapter/lesson, a quiz or check test can be taken. The teacher should also set a comprehension rate. In most cases 75–80% comprehension is the goal. If students are learning less, more time should be spent on *The Rosetta Stone* program. Perhaps different learning activities can be used for the student to review material.

Flexibility is the key to preparing lesson plans. A balance must be struck that ensures that each student is allowed to work at his or her own pace while still completing the material. A good general rule to follow is to always plan lessons with the students' abilities at the forefront.

The following pages contain examples of two different weeks' lesson plans for a high school Spanish class that can be used to help in preparing plans for any language using *The Rosetta Stone*.

SAMPLE LESSON PLANS – SPANISH I

Lesson Plans Foreign Language Elective

Week of September 10–14

Monday General introduction to group on formation of adjectives in Spanish
Explain rules, giving examples
Practice using nouns and adjectives in agreement
Students continue working at self-pace in The Rosetta Stone (TRS)
program

Tuesday Review, re-teach, if needed, on adjectives
Students continue working at self-pace (TRS)

Wednesday Additional practice on adjectives from Workbook
Continue working at self-pace (TRS)

Thursday Work one-on-one with students needing help on adjectives
Continue working at self-pace (TRS)

Friday Quiz for those who have completed adjective agreement section
Continue working at self-pace (TRS)
Check progress level of all groups, encouraging all, especially those
who need to go faster and those who need to improve comprehension

Notes: Prepare tape for testing oral competency on adjective agreement

SAMPLE LESSON PLANS – SPANISH I

Lesson Plans Foreign Language Elective

Week of November 1–5

Monday Students continue working at self-pace in The Rosetta Stone program

Tuesday Lecture and realia: El Día de los Muertos
Worksheet from notes on El Día de los Muertos
Short video on El Día de los Muertos

Wednesday Review, re-teach on present progressive of regular verbs
Students continue working at self-pace (TRS)

Thursday Partners work on original dialogue – situation: car salesperson, student buyer
Review time limit for dialogue, number of lines per partner, grade scale
Students continue working at self-pace (TRS)

Friday Presentation of dialogues
Students continue working at self-pace (TRS)

Notes: Stress formation of verbs and subject-verb agreement

Components of *The Rosetta Stone* Program



The CD-ROM

The Rosetta Stone programs provide various activities for studying the material in each chapter/lesson. Each activity emphasizes one of the skills required to learn a new language and accommodates a variety of learning styles. Most students will benefit from studying each chapter/lesson several times, varying the combination of spoken language, written text and/or pictures.

Four key language skills distinguish the various learning activities: listening comprehension, reading comprehension, speaking and writing. The listening comprehension activities develop the ability to understand spoken phrases in the new language without seeing the

written text. Reading comprehension activities develop the reverse skill: the ability to understand written text in the new language without hearing the words pronounced. Speaking activities improve pronunciation of the new language by comparing the student's speech with the native speaker. This activity requires a microphone. Writing activities improve spelling, accents, capitalization and punctuation. A table showing how to type special characters appears at the back of the *User's Guide*.

The following chart shows how the key language skills are related to the learning activities in *The Rosetta Stone Classic* interface and *The Rosetta Stone 2000* interface.

Language Skills

Learning Activities

	<u>TRS Classic</u>	<u>TRS 2000</u>
Listening Comprehension	Run Modes 2 & 7	Skill B
Reading Comprehension	Run Modes 3 & 8	Skill C
Listening & Reading Comprehension (combined)	Run Modes 1, 4, 5, 6, 9, 10, 11 & 12	Skill A
Speaking	Voice Record Mode	Skill D
Writing	Dictation Mode	Skill E

In addition to emphasizing specific language skills, the learning activities serve different learning styles by presenting pictures, sound and/or text in various combinations. For example, one learning activity may require a match between a single picture and one of four spoken phrases. Another activity may reverse the pattern and require a match between a single spoken phrase and one of four pictures. These different combinations are displayed graphically in the Main Menu Screen of the Classic interface and the Activity Selection Screen of the 2000 interface.

Each learning activity also provides a Preview or Browser option which presents material in the chapter/lesson without requiring a response, and a Test option.

User's have control over several variables in setting up The Rosetta Stone program:

- The volume level of sounds the computer produces (spoken text and yes/no feedback sounds)
- The selection of yes/no feedback sounds and icons
- The display of test scores

In the Classic interface, a Setup Screen is normally available in the Control Panel of any Run Mode or Browser. In the 2000 interface, a Change Settings icon is accessible from the Navigation Bar at the bottom of any screen.

The User's Guide

A *User's Guide* provides instructions on installing and running the program as well as an easy-to-follow guide on how to actually use the program. The *User's Guide* offers an excellent way to introduce students to *The Rosetta Stone*. After a few days using the program, the *User's Guide* will no longer be necessary. Some students will be able to use the program without referring to the *User's Guide* at all because of the simple ease with which it runs.

The *User's Guide* tells you:

- How to install the program
- How to get the program up and running
- A little bit about the program
- About the different learning activities and other features of the program
- How to type special characters such as accents and the Cyrillic alphabet

Read through the *User's Guide* and explore the different learning activities and features on the computer to familiarize yourself with the program.

The Language Book

Each language CD comes with its own language book written entirely in the target language. Each contains:

- A Table of Contents that lists the topics covered in each chapter/lesson
- The text from the computer program
- An index of individual vocabulary words and where they occur in the program

The language book provides an invaluable reference for the teacher. The first section of the book lists the text contained in the CD by unit, chapter/lesson, and screen number. Each screen has four lines of text (in the computer program, these are presented in random order.) By consulting the language book, the teacher can see what text the students are working on without having to run the computer program itself.

The second section contains an index of every word used in the program in alphabetical order. Each word is followed by the unit and chapter numbers it occurs in. The number of times the word appears in a chapter is enclosed in parentheses. For instance, “gehören 4-07 (2)” indicates that the word “gehören” appears twice in Unit 4, Chapter 7. All words used, including plurals, verbs in different tenses, and words with different endings, are listed. Note: a few languages, such as Japanese, do not have an index.

The Student Management System

The Student Management System (SMS) allows the teacher to design and control both the content and the manner in which material is learned. For each student, the teacher assigns an ID, a password, and a Tutorial (either a pre-defined one or one that the teacher creates). The software was designed for use in a networked lab, but it can also be used without a network on a standalone workstation.

In a Tutorial, a student is guided systematically through a chapter/lesson using the Browser/Preview and learning activities assigned by the teacher. Each Tutorial can use up to four different approaches for working through the same chapter/lesson, using different Browsers/Previews, learning activities, and options. The options are: using the delay feature (which makes the material more difficult); re-quizzing screens the student made mistakes on; and allowing the student access to the Browser/Preview at will. The teacher sets the order in which students access chapters/lessons, which allows an instructor to tailor *The Rosetta Stone* to a textbook.

Each Tutorial must include a test at the end. If the teacher prefers students to work through the chapter/lesson in their own way until they are ready to be tested, they can take a Tutorial that contains only a test and have their test information recorded on disk. The first set of pre-defined Tutorials consist of only a test, one in each learning activity. The teacher sets a proficiency level students must achieve before they can go on to the next chapter/lesson. At the end of every computer session, the students' places in the material are saved, so that when they log in again, they are taken to the beginning of the chapter/lesson where they left off.

The system records students' progress on a central computer, where the teacher can check the dates, times, tutorial numbers, chapters/lessons, and test scores of each student. Reports on class or student progress can also be printed or exported for use in another program.

Students can bypass the SMS by logging on as a “Guest” instead of using an assigned ID and password. This allows a student free access to all of the program, but no information on their usage can be saved.

The manual that comes with the SMS tells you:

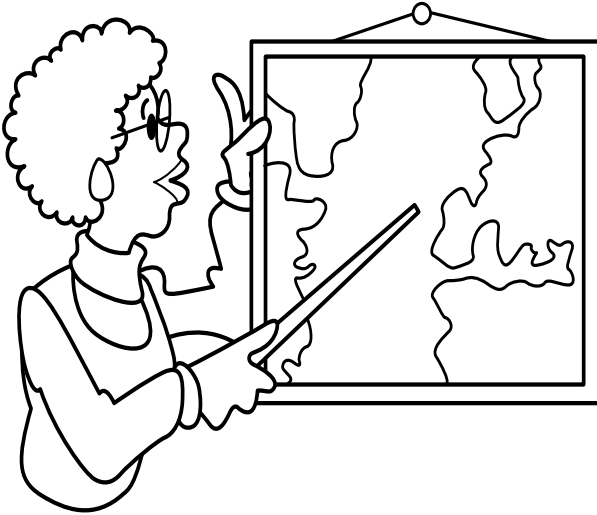
- How to install the system
- How students use *The Rosetta Stone* when it is guided by the SMS
- How to set up and use records for each teacher, class, and student
- How to set up pre-defined and customized Tutorials for students using the SMS

Supplements: Student Study Guides, Workbooks, and Quiz & Test Books

A number of study guides, workbooks, and quiz & test books that are geared specifically to *The Rosetta Stone* programs are available to give students opportunities for reinforcing and expanding their understanding of the language they are studying. See the back page for a list of the materials available at the time this book was printed.

- The *Student Study Guides* offer an analysis of the points of grammar and usage presented by *The Rosetta Stone* in each chapter/lesson. They provide explanations of the words, phrases, and sentences used and tell how and why these apply to the language being studied. The examples given with each explanation go along with the program to give clear, direct help.
- The *Workbooks* contain student exercises that can be used for additional practice on each chapter’s material. They provide an opportunity for students to write in the language. The pictures, words, and sentences come directly from the program to reinforce the concepts being learned. These exercises can be used by students working alone or in groups, independently from the computer workstation, as homework, or as quizzes. The *Workbooks* also contain crossword puzzles using the combined vocabulary of several chapters/lessons. The crossword puzzles may work best as group exercises, as a group of students are more likely to be able to complete the puzzle than one individual.
- The *Quiz & Test Books* provide a quiz for each chapter/lesson and a test for every five to six chapters/lessons. The quizzes and tests present a variety of concepts that should have been learned in the chapter/lesson or group of chapters/lessons. These can be used by students as additional practice if they are not needed for testing purposes.

Other Components of a Computer-Aided Class



In designing a language class that takes full advantage of the learning available through *The Rosetta Stone*, the teacher will need to balance the different components of the course. In addition to work on the computer, the teacher will probably want to incorporate lectures, class activities such as speaking practice, cultural activities, written assignments, and possibly research projects. In addition to the language itself, the teacher may want to spend some time studying the geography, history, and culture of the country or countries that speak the language.

Lectures

When *The Rosetta Stone* is the foundation for a language class, the majority of the teacher's time will be spent one-on-one with students, rather than working with the class as a whole. As in any other lab, the teacher's role will be as much that of helper as that of teacher. These "personal lectures" are more flexible and suited to the self-determined pace of learning that *The Rosetta Stone* provides for students. Students learn material more quickly and thoroughly during a "window of opportunity" when they feel the need for the information.

Most teachers, depending on their teaching styles and methods and the class composition, will find some use for traditional lectures as well. The teacher may decide to deliver a lecture to the whole class to make sure that all students are presented particular materials. For instance, the teacher might present regular verb conjugations to the entire class at one time. The use of examples and sentences from *The Rosetta Stone* to demonstrate a grammatical point helps keep students in direct contact with the ideas being presented.

In a computer-aided classroom, the options for presenting material to groups of students or an entire class include:

- Use a student computer or large-screen display to point out and explain a topic
- Use an overhead transparency prepared beforehand with rules or examples
- Use quick explanations and examples on the chalkboard

Another way to explain complex points or clarify difficulties is to do any practices and explanations orally. The teacher can model sentences and ask for student repetition, students can answer questions, or students can work with a partner.

Sometimes stopping the class or group and having a day of lecture or discussion is a good idea because interrupting the routine can lead to its own benefits. A discussion of how the students are doing, any problems they are having, an explanation for something they had not taken the time to ask before, or pausing for a day of cultural activities helps break up the routine. Many times these “days off” will lead to new understanding between teacher and students and generate a new enthusiasm for the language.

Speaking Practice and Evaluation

Traditionally, language classes have focused on learning to read and write in the new language. With expanding opportunities for travel, business, and other contacts, learning to speak the foreign language has become even more important for many people.

Encouraging students to speak the target language is one of the more difficult tasks facing the foreign language teacher. One of the benefits of using *The Rosetta Stone* is its use of spoken language as one of its main components. Every chapter/lesson is presented in oral, as well as written, form. The situations presented allow students to work individually or in pair-practice by setting up their own real-life dialogues. The pictures used in the program encourage oral description, narration, and dialogue development. The vocabulary leads directly to natural speaking for the students because it follows speech patterns of native speakers of the language.

In addition to allowing students to hear the new language being spoken, *The Rosetta Stone* provides for extensive oral practice. The Voice Record/Playback option enables students to record their voices and compare their pronunciation to that of the native speaker. (This requires a microphone.)

Using headphones at each computer also helps students feel more at ease speaking the language. Once they are used to speaking the language and realize that no one is standing over them critically, they talk more freely in the language. After they have practiced and gained fluency, students can perform for teachers and before classes.

The Rosetta Stone also allows for practice in dictation (writing down what is heard). Dictation and voice recording skills will generally be more demanding than other parts of the program. Therefore, it is better for a student to work on these skills at a lower level than their listening comprehension level. For example, a student could be working in more advanced chapters/lessons on listening or reading skills, and in earlier chapters/lessons on pronunciation and dictation skills.

With *The Rosetta Stone*, students listen and learn to speak by repetition of vocabulary words, phrases, and sentences. The computer patiently repeats until the student is satisfied with a correct pronunciation of the words. The teacher may check students’ pronunciation by walking around the classroom and monitoring the language as it is spoken.

There are also other ways to ensure that students speak the foreign language. Paired practice, or partner practice, is one of the basic and least threatening activities that the teacher can use to increase interaction in the class. Instead of teacher-to-student, two (or more) students practice the language together, whether in question/answer or cue/response/repeat form.

The following partnering exercise can be used with *The Rosetta Stone* program.

- Use a listening comprehension or reading comprehension activity.
- One student wears the headset, hears the cue, and repeats the cue.
- The other student selects the correct answer.

This exercise requires the first student to speak clearly enough to be understood.

Some advantages to partner practice are:

- An increased opportunity for student involvement and participation because more students are actively engaged in using the language than in teacher-to-student interactions
- Meaningful use of the program's vocabulary as students change and rearrange words to fit a different concept
- A higher level of relevancy because students apply the vocabulary to their own lives and activities
- A natural use of the language as students talk using eye contact and tone in ordinary situations
- Reduction of student stress because one of the inhibiting factors, making an error in front of the whole group, is removed
- Variety in the classroom that allows students to use the language tools they are acquiring

Teachers are sometimes reluctant to use partner practice. Concerns about noise level, the number of students making errors, loss of control, and students getting off track are reasons teachers fear paired practice. These problems can be handled by using some monitoring techniques. For example, keep the pairing simple by having students turn to the person behind (or in front of) them for a partner. Give clear, concise instructions about what to do and how, perhaps modeling an example question and answer. Establish a time limit for the practice to help keep students on track because they will quickly understand that the two to three minutes must be used entirely for practice. Get feedback by calling on volunteers to ask and answer the same questions or repetitions just practiced with partners. If the teacher is mobile, any problems can be corrected and the sole use of the target language can be encouraged as he or she moves around the room.

As students become more familiar with partner practice and with new vocabulary, they can take on longer and more difficult activities, like an original dialogue. The teacher can be as general or as specific as desirable in the instructions. For instance, the teacher might tell students to write and deliver a conversation between a waiter and a customer at a restaurant. Or to be more specific, a time limit or a minimum number of lines per student could be set, including questions and responses as if the customer were ordering lunch. Depending on the nature of the activity involved, different teaching and practice formats can be used.

The computer-aided classroom calls for a new method of evaluating conversational proficiency. The most readily available method is for the teacher to visit a student at his or her computer station and check or test on oral/listening status.

One alternative is to provide students with a tape recording of conversations with blank tape space left for the student to record responses. The tape station can be established at the front of the classroom or in a convenient location that is out of the main flow of traffic. The teacher can evaluate these taped responses at a later time. Keeping the tape for future reference allows both the teacher and the student to check back and see the advances made by the student.

Oral proficiency tests should look for basic, minimum competency, leaving students free to answer creatively and spontaneously. If a student answers correctly, even if it is different from what the teacher expected, the answer can be considered correct.

An oral test should always be given in privacy, in a relaxed and non-threatening atmosphere. Some students may be uncomfortable with questions dealing with private issues such as home and family. Attempt to be reassuring and non-judgmental during the performance of the testing questions or responses.

There are four good basic types of oral proficiency testing:

- The most simple and direct form is direct response, in which a statement is made in English that directs a student to ask a question or make an appropriate rejoinder.
- The picture/clue response has a student look at a photograph or illustration, and then answer questions or make comments.
- The situation test gives a student a context in English and asks him or her to select an appropriate response from the choices given.
- The most difficult form asks a student to reply conversationally to real-life or to personal questions, which can be expanded with additional questions or comments into a brief dialogue with the teacher.

Using real names and real experiences helps make for real conversation with students. The use of props employed in situations students are familiar with emphasizes that speaking the foreign language is an important skill that applies to real life.

Grading oral proficiency largely involves attention to the adequacy and appropriateness of the information exchanged in a conversation. According to the experts, an identifiable “perfect” score does not exist, so the teacher will probably want to give points rather than subtract them from a maximum. This method of “giving” seems to be easier to record and simple to employ.

The teacher can use a system of four categories or graded areas, such as:

- Appropriate communication (sticking to a topic and using context-appropriate language)
- Adequate communication (conveying information on a topic)
- Correct grammar
- Accurate pronunciation

The first area will probably be weighted as the most important, with the last being of lesser weight. The teacher can adjust these areas for different weights, or may want to add to them for emphasis on particular teaching objectives and goals. As long as students are in possession of the grading scale and expectations beforehand, an oral test will be an effective way to evaluate communication.

Cultural Activities

The history and myths of a people, the arts, the daily routines of living, the scientific advances and visions of the future all come together in the language a people use to communicate. A language is a living thing that draws its vitality from what was, what is, and what will be. The study of a foreign language is enriched by getting a sense of that language's life.

Here are three possible ways of blending cultural information into the daily routine of a classroom:

- Special cultural events that involve the whole class
- Cultural information integrated into daily studies based on topics on which students are currently working
- Cultural material available as a reward when a student completes a predetermined level of study

Introducing students to the culture surrounding a foreign language inspires appreciation for the language and for other peoples and their cultures. Students will look forward to these cultural activities as a break from the daily class structure and for the information offered.

A cultural event or day is defined as class time set aside from regular activities or procedures to delve into a special happening from another culture. This can take the form of a special lecture or an activity students participate in. Most foreign language teachers have been employing these activities for years.

A cultural event may take many forms:

- A study of the art of another country or of a famous artist or group of artists can change the pace of the class. Asking one of the art teachers for assistance might ensure a good start. Pictures or transparencies of the art being discussed will help. Any written activity involves the students in the learning process. This activity can be as simple as drawing their impressions or coloring a photocopied picture; or the teacher might ask students to illustrate an event from the artist's life or times or make a mosaic of the art or architecture of a country.
- In the same vein, a country's literature can be explored. It's difficult to conceive of English being taught without mentioning King Arthur and the knights of the Round Table. Many countries have similar heroic figures, such as El Cid and Charlemagne.

- Food from another culture always inspires student admiration and enthusiasm. A discussion of types and varieties of food available in the school's area causes intense involvement on the part of the students. Asking students to prepare authentic recipes enables them to feel a part of the presentation. Or the teacher may wish to prepare or purchase foods from the culture. While the students are tasting the food, the teacher can talk about the culture or the preparation of the food or the special event in the people's lives that caused this particular food to evolve.
- Music is another good way to involve other teachers (band, choir, orchestra) in the study of a cultural event. Cassette tapes, CDs, or videos featuring musical groups from other cultures are available for purchase at commercial outlets, or might be found through a school system's audiovisual center. Check to see if students already have some of these. Pointing out differences and similarities between types and styles of music is useful.
- History offers the teacher the opportunity to illustrate the roles the countries that speak the target language played in world development or how those countries themselves were developed. For instance, a discussion of Mayan and Aztec civilizations always sparks interest in Spanish students. In a French class, the teacher might discuss how the various regions of the country were formed. For instance, while the term "Norman" is well known, students will be interested to learn that it is a shortened form of "Northman," and refers to the Vikings who settled the region known as Normandy today.
- Science is often overlooked by those teaching foreign languages. Yet, many countries have those who have or are advancing humankind through their efforts in scientific and mathematical fields. An example might be today's space programs. While the achievements of those in the United States and Russia are in the headlines, few people are aware of the French space program. In turn, these efforts are possible because of discoveries made by Germans during World War II.
- Videos and movies from other cultures are available for rent or purchase or can be obtained through a school system's visual learning center. The teacher might choose one that illustrates a special event or one that explains a day in the life of a people. Some historical videos also help change the pace and delve more deeply into a culture or the past of a people.

The teacher may schedule cultural events or days as needed, or may conform to set days on the calendar based on the foreign language being taught. Holidays, especially the holidays of foreign cultures that closely correspond to holidays with which students are familiar, present an excellent time to schedule a special cultural event. Christmas and New Year celebrations are obvious holidays to be explored. But what about comparing Bastille Day to the Fourth of July? For French students, a special event day opens the opportunity not only to illustrate similar holidays, but to draw upon history to show how two countries are interrelated. In a Spanish class, a special event day surrounding Mexican Independence, September 16, or Cinco de Mayo, May 5, would serve the same purpose. Likewise, a Spanish class might study *el día de los muertos*, The

Day of The Dead, November 2, as Halloween approaches. Rather than trick-or-treating, The Day of The Dead is an occasion when the living remember their ancestors and honor them with activities that begin with daybreak and continue into the night. All these days may be celebrated with food, a discussion of the main points of the event, and authentic music for background.

An alternate way to approach cultural days is simply to schedule a special day to learn more about the people who speak the language being studied. A piece of history from the target language's country can be presented and discussed. Including food, videos, music, or art helps students respond with more interest. Resources can include museum trips, or a discussion of the latest "find," or a book published by a scholar about his or her discoveries.

These special cultural days help the foreign language teacher maintain the joy and interest needed to pursue the study of language. Students require different approaches to keep them on the track of studying and absorbing a language. These days may make the course of study invaluable to them, and may be one of the things they remember for years long after they are out of school and have completed their language study.

Integrating culture into the classroom based on the current topic of study is often something a teacher does without thinking about it, or giving it a name. However, being aware of this process will allow the teacher to increase the amount of material presented. For example, when students are being introduced to the nouns for various articles of clothing, the teacher can provide information about various folk costumes in countries that speak the language being studied. If such articles have evolved or been adapted for present day use, such as a sombrero being altered to today's cowboy hat, this too could be mentioned to illustrate the intertwining of cultures.

All topics in language study open the door to discussion. The introduction of foods might provide the opportunity to illustrate the everyday eating habits of other countries, or of a discussion of foods that originated in a foreign country and are common in the students' native land. Even the roots of words provide opportunities for the teacher to discuss cultural history as the class delves into a word's meaning and how that word arrived at its present form. Every language is rich in paths that lead to the culture of a country, and the broader a teacher's awareness of these avenues, the easier it will be to draw culture into the class on a daily basis.

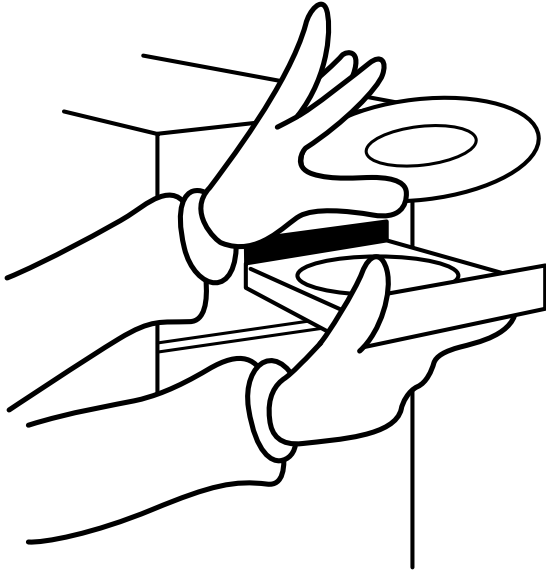
Cultural material can also be used as a reward for students who have successfully completed a predetermined work level. A reward offers a student positive reinforcement for a job well done. When combined with cultural material, it also provides a method by which the student can learn at the same time.

Although allowing students to watch videos or listen to music would be beneficial, few classrooms are designed to provide for these activities on an individual basis that would not disrupt the rest of the class. The exception to this is a music CD, which can be played on the computer's CD drive and listened to via headphones. Magazines, newspapers, puzzles, books, and even comic books can also be provided for student use. These publications can be in either the foreign language being taught or in the native language. Travelogues, news magazines, art publications, and magazines on any variety of topics all provide students insight into the culture and language they are studying.

Here are some sources for obtaining these materials:

- A good place to begin is to phone or write a country's embassy and ask for literature. Such an inquiry usually results in them sending a package of materials that includes everything from publications to posters that can be used on classroom walls.
- Sometimes there are newspapers printed in foreign languages within a community, especially if you are in a large city. Copies of these are great for students to look through and read.
- Comic books, or sources for obtaining foreign language comics, can be obtained by visiting a local shop that deals with comic collecting. Although the comic book is considered to have originated in the United States, it has never been developed as a learning tool in the U.S. as it has been in other countries. In addition to the usual tales of superheroes, many countries offer lines of educational comics. Locating these might be more difficult and take some research. Two adventure comic book series that are available in many languages and which students enjoy are the Tintin stories, about a young French reporter, and the Adventures of Asterix, which are set in ancient Gaul. In both series, the heroes travel all over the world and engage in both amusing and educational adventures. However, if only the usual run of superhero comics can be found, the teacher should not discard them. Students will enjoy reading them and will widen their vocabulary. It must also be noted that teachers should peruse any material they place within the classroom to ascertain its suitability for the class.

Setting Up a Computer Lab-Classroom



Some teachers will be fortunate enough to move right into a computer lab-classroom. For those lucky ones or those who are familiar with computer-aided classes and their operation, this section may be skipped. Do note that headphones with attached microphones are recommended over external computer speakers to help eliminate noise in the computer lab-classroom.

For many teachers, computers are still as daunting as trying to program a new videotape recorder. For those new to the computer lab, the following ideas and procedures are offered as ways to help students stay on the task of language learning.

Planning Ahead

Many schools have a technology coordinator who is responsible for overseeing computer lab set-up. It's a good idea for the language teacher to talk to the technology coordinator to make sure he or she is aware of how the computers will be used, and to discuss any peripheral equipment or supplies the lab will need. Issues to discuss include class size, whether the computers will be networked, and furniture other than computer desks that will be needed in the room. See the following discussion for suggestions on arranging the lab.

If a technology coordinator is not available, the teacher can use the following checklist to make sure everything in a new computer lab will be ready to use when the students arrive.

- Find out the approximate arrival date of the computers at the school.
- Inform the building administrator of the arrival date.
- Make certain the room designated for the lab has not been changed.
- Make certain all the peripheral equipment and supplies needed will be available when the computers arrive, including surge protectors and power strips.
- If the school system has a team whose specific task is assembling computers and setting them up, check to see if this team is available. If they are not, the teacher will have to find an alternate method of unpacking the computers and assembling them. If the teacher is unfamiliar with computers, now is the time to call in favors from other teachers, students, friends, and family who know what they are doing around a computer.

- A few days before the computers' arrival date, the room needs to be readied. The teacher may have to deal with cleaning and organizing alone, but this will enable him or her to set everything up exactly as desired.
- Check that there is a place to securely plug in all the computers. If more plugs are needed, extension cords, surge-protector strips, and/or power strips will be necessary. These can be taped underneath the computer tables themselves to get them out of the way.

Arranging the Room

This is the time to thoroughly think through the interior design of the room. A little thought now will eliminate the hassle of making changes once students are in the room.

Each station (the area around each student's computer) needs space for the computer and its keyboard, the mouse and mouse pad, and an area for writing with paper and pen. The more space available between stations, the better. Students crowded too close together not only tend to interfere with each other, but will be in each other's hair before the first class is completed. Computer work desks offer an excellent study environment. These may be beyond the school's budget. If this is the case, cafeteria-style tables joined end-to-end will do the job nicely. The desks or tables may go around the perimeter or walls of the room, or they may be placed down the middle of the room in rows. Whatever arrangement provides the most space and freedom of movement is the one to use. In designing a computer lab-classroom, space for each student and the teacher is the prime concern.

Additionally, a teacher desk at the front or back or in the middle of the room allows a place for the teacher to work and have space for storage of personal items as well as materials and supplies required for the course.

Several more tables are desirable. These can be located wherever seems the most logical or convenient for access by the teacher and students.

- One is for a printer to sit on, with paper storage on the floor underneath. The teacher will want to print information on students' progress.
- In a room with limited space, book bags and notebooks on the floor around the computer stations can impede foot traffic and get in the way of students working. A table for students to pile their notebooks, papers, and book bags on can be useful.
- If students are not running *The Rosetta Stone* on a network, the teacher will also need a place to store individual CDs for students to use. A table can be located as close as possible to the door where students enter the room.

One good way of organizing CDs is to mark a poster board with the numbers 1–30 (or however many computers are in the lab). Use an ordinary poster board, laminated, with squares drawn to the size of the jewel cases that contain *The Rosetta Stone* program. Label the middle of each square with a large, black number. This allows each student to pick up a CD on the way into the room. The teacher can also check attendance quickly by looking to see who has not

picked up a CD. At the end of class, students return their CDs to the appropriately labeled square. The teacher can then easily collect the CDs for storage. This poster board can be taped to the table or removed at the end of class and stored. Also, if other classes use the lab and require floppy disks, an additional poster board with squares for disks can be made and taped on the table beside the CD poster board.

A storage cabinet or closet is also helpful. A wooden cabinet should be used to help eliminate static electricity that can destroy data stored on any magnetic medium such as a disk. Booklets, teacher books, CDs, disks, etc., can be securely locked away within such a cabinet or closet until needed for class.

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30

Computer Set-Up

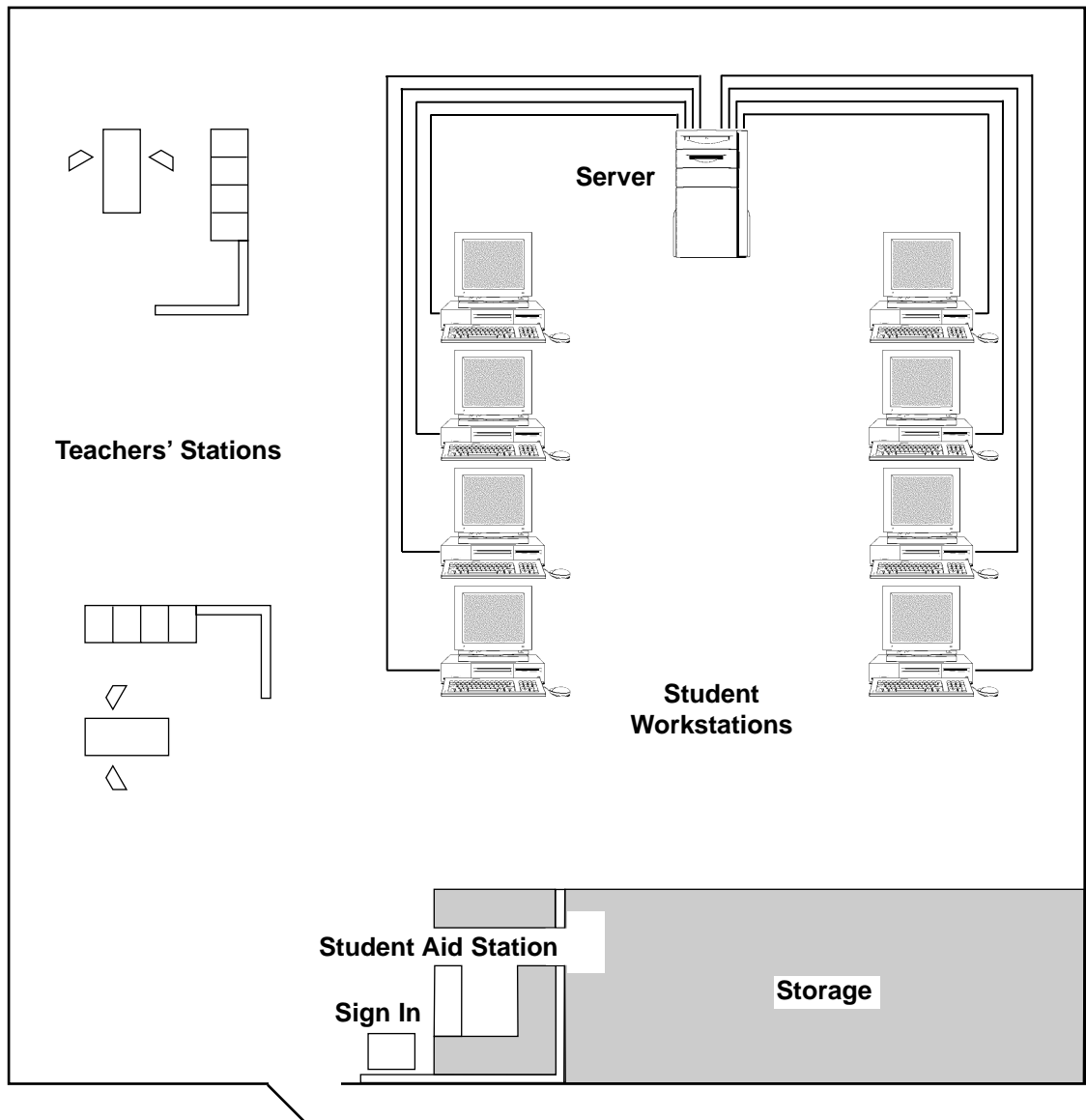
The language teacher may have to take charge of computer set-up and preparation. When the computers arrive, the teacher can assemble them without assistance by following the instructions for set-up enclosed with each computer box. Help in this undertaking is usually available by asking the assistance of the local parent-teacher association or from school aides or volunteers in the community. Many computer stores will also help with set-up.

After all the computers are assembled, in their places, and plugged into their sockets, each one should be turned on to be sure that it works properly. Once it has been ascertained that all computers are functioning and the mouse and keyboard attached to each are working, the time has arrived to install *The Rosetta Stone*.

The Rosetta Stone is designed to run on either a Macintosh or on a DOS-based computer running Windows. The same CD-ROMs are used for both platforms. The exact installation procedure will depend on whether you will be using *The Rosetta Stone* with the Student Management System and whether it will be running over a network. Refer to the appropriate installation instructions in the *User's Guide*, the *Student Management System Manual*, or the network installation sheet. Although one teacher can install the program, another person or two helping will make the job go more quickly.

Installation isn't complete until someone has launched *The Rosetta Stone* on each individual computer and checked that it is running properly. See the *User's Guide* for instructions on running the program.

Teachers should take some time to become familiar with the lab's computers and with the program, especially if they are unfamiliar with computers or the particular system the school has purchased. The manuals that accompany the computers will provide a basic knowledge of how they function. It is worthwhile to read them. Subjects mentioned will become clear as you use



Sample Lab Set-Up

the computer. One does not have to be a mechanic to drive a car, but you do need to know how to turn on the ignition, work the pedals, and maneuver the steering wheel. A similar basic knowledge is needed to operate a computer. One does not have to be a computer whiz to be a

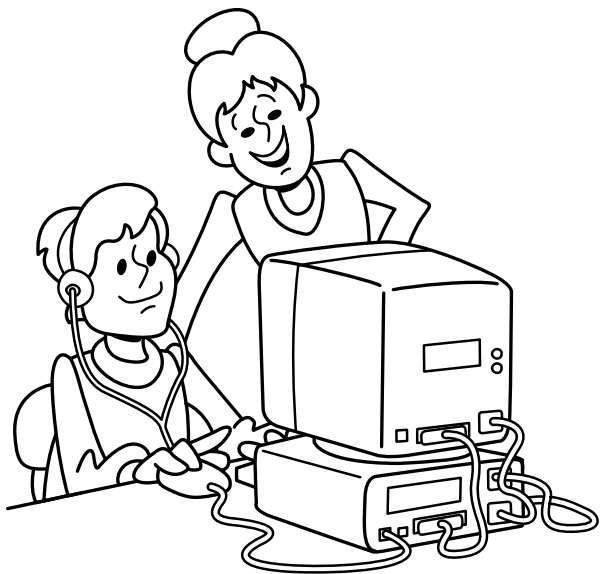
computer user. In truth, most programs today, such as *The Rosetta Stone*, are designed to be operated with a few clicks of a mouse button. A few minutes at the computer using *The Rosetta Stone* will quickly allay any fears the teacher has about the difficulty of operating this program.

For the most part, the teacher will find that students do not fear the computer, nor do they hesitate in using one. Going into a computer lab will be an occasion for enthusiasm and great excitement for students. Even students who have never sat at a computer keyboard before will display no fear when they first approach a computer. After all, there is little difference between a computer and the electronic games most have played.

Additional Organizational Ideas

- Number each computer with a label with a large number on it to make it easy to assign a computer to each student. That assigned number is the student's number and all parts of the program and ancillary materials with that same number are to be used by that student. Assure the student that he or she is the only one with that number in the class and that he or she is responsible for anything concerning materials and computer parts with that number. Any problems should be reported to the teacher. The same numbering system can be used for the CDs. For example, Student #1 is located at Computer #1 using CD #1 with Folder #1 and Workbook #1, etc.
- Locate a box with folders for each student in an easily accessible place. Each folder has the student's name and assigned number on it. Students can store their graded and returned papers in the folder for referral by the student, a parent, or the teacher at any time. Papers are not allowed to leave the room, and it is an easy way to monitor student progress in the program.
- A folder with pockets and with the assigned computer number printed on it can be used at each computer station for holding work-in-progress papers. It can also hold a computer sign-in sheet. Having students sign in at their station each class period tells the teacher who is currently using the computer and who used it previously. If problems arise, it is easier to ascertain the person responsible. A sample sign-in sheet appears in the Appendix, but any form can be used for this purpose.
- The teacher or an aide can stroll up and down the aisles and assist students with computer problems or program questions to help the lab run more smoothly. Assistants can also help file returned papers or tend to various other tasks.
- If students frequently have to wait for the teacher's attention, they can use a signal to indicate they need help, such as placing a colored object like a paper cup on top of the computer. This allows students to continue working while the teacher attends to their questions in order.
- For poster boards, folders, and labels, the teacher can use one of the school's colors. Or use any colors or combination of colors that will brighten up the room and make the lab a friendlier place.

Running a Computer Lab-Classroom



What follows are discussions of some issues that arise in a lab situation. An instructor new to lab settings might ask science teachers or others who have run labs for additional suggestions.

Minimizing Noise

Encouraging students to speak a foreign language is one of the more difficult tasks facing the foreign language teacher. *The Rosetta Stone* program provides for extensive oral practice and is designed to draw students into speaking the foreign language. After all, it's only the shyest of students who will pass up the opportunity to speak into a microphone and hear their voice played back at them from the com-

puter. What in the beginning is perceived as merely fun soon becomes a serious learning device as students learn that they can compare their pronunciation with that of a native speaker.

Within the first few days of using the program, the room will be filled with the voices of students. The volume of sound this produces can be a problem that not only affects the language class, but classes in adjacent rooms. It is also a problem with a simple solution – the use of headphones. In the section on setting up a lab earlier in this book, headphones were strongly recommended. Most highly recommended are headphones that come with microphones attached.

The first advantage of headphones is that computer sounds no longer fill the room, but are limited to the relatively quiet speakers of the headphones. Also, students will speak in lower tones since they are not attempting to hear their own voice over that of classmates. The noise level within the room will drop to an acceptable level. A third advantage to using headphones is that it will aid in getting shy students to speak. Headphones provide a certain amount of isolation for each student from those around them. Knowing that other students are fully engrossed in their own work and not listening offers a bit of security to shy students. They will begin to speak and listen with encouragement from the teacher. Once they have mastered pronunciation, shy students will enter into open class discussions and oral practice with greater ease.

Thirty students and thirty computers all speaking a foreign language at the same time, with the teacher and some students moving around the room exchanging papers or giving instruction, is a lab environment rather than a traditional classroom situation. For the program to be a success, the teacher must be flexible enough to allow a certain amount of interaction between students and computers, students with each other, and students and teacher.

For the most part, students will not mind this environment; it feels friendly and natural to them. However, for the teacher, especially those who have only taught in the traditional classroom, it presents a different teaching environment than they are used to. There are a few steps the teacher can take to cut down or cut back on the noise level and the unauthorized movements and activities of students within the room. Of course, the more space each student has as his or her own territory, the fewer problems there will be between students disrupting or interfering with other students' learning. The single most helpful tool that will keep noise to a manageable level is to provide each student with headphones. See *Setting Up a Computer Lab-Classroom* for additional suggestions.

The Computer Whiz

A common, although often unspoken, fear among teachers beginning a computer-aided class is the possibility that there will be students in that class who know more about computers than they do. Once you get to the high school level, as surely as there are students who can disassemble your car engine and then rebuild it, there will be students in a class who fit the label "computer whiz." There may be one or more students who are very familiar with computers and consider it a personal challenge to "hack" and disrupt the system. Interfering with as many computers as they can merely adds to the excitement of the class and serves as a self-serving testimony to their ability. A teacher should be aware these "hackers" exist; he or she should also be aware that their disruptive tendencies can be rechanneled to productive avenues.

Identifying the hacker is the first challenge; stopping the disruptions is the second. It should be remembered that hackers who tend to be disruptive are no different from many disruptive students – they seek recognition. In this case they often want acknowledgement of their computing abilities, which are many times self-taught. The teacher should try to interest the computer whiz in assisting with the class by showing other students how to run their computers and helping with student problems. A computer whiz has taught him or herself computing to solve problems, not cause them. Give these students the avenue to do just that. The hacker will probably know more about computers and their flaws and potentials than the teacher and the other students. Making the hacker an assistant or trouble-shooter for computer breakdown gives the student a challenge and a positive reward for positive actions. Also, when it comes to computers, students often feel more comfortable getting aid from another student.

Preventing Cheating

The old adage about an ounce of prevention holds true when it comes to students and computers. Sufficient space between workstations when designing the classroom will help prevent eyes from wandering to areas that should not concern them. The fact that a student's classmates are probably working on different material also serves as a deterrent to cheating. A separate area, away from the computer workstations, where quizzes and tests are taken also provides an ounce of prevention. This area can be a table located in a specific section of the room or it can be

space close to the teacher. No talking should be allowed in the area and, of course, no notes, books, or information should be carried into the area, nor should students walk away from the area with a copy of the test material. In a self-paced class, exchanging tests seems to be the greatest temptation when a student wants to “borrow” others’ work or to help a classmate.

The use of folders with the student’s name and computer station number written on the tab can help the teacher stay in control of students’ papers. Quizzes and tests should not be allowed to leave the computer room and should stay in the folder. During class time, students can check in their folders to see the progress they have made and to determine if they need to repeat any lessons or chapters. Parents and teachers can also refer to the folders to see student progress. None of these papers should leave the folders or the area in which the folders are kept.

Making each student responsible for his or her own computer station and all the ancillary materials that go with it encourages good behavior on the student’s part. Numbering each piece of material or computer hardware with the appropriate station number helps, too. (See *Setting Up a Computer Lab-Classroom*.) Asking students to report any discrepancies or missing parts at the beginning of the period helps the teacher keep up with where everything is.

Hard Drive Protection

It is always good policy in a computer classroom to lock out or limit access to the computers’ hard drives if possible. There are lock-out programs available for sale or the school district may already have one in use in other computer classrooms. Locking out the hard drive means that no student can destroy or remove any of the programs necessary to run the computer and other programs, such as the disk operating system or *The Rosetta Stone* program. Denying students access to the hard drive does not interfere with running any of the programs. Except by physically damaging *The Rosetta Stone*’s CD, there is no way a student can damage the actual program while in use. If the school has a technology coordinator, talk to him or her about installing a lock-out program if one is not already in place.

Preventing Computer Viruses

A computer virus is a destructive program designed to corrupt data and other programs. It may disrupt, if not totally halt, the normal use of a computer. Typically, it attaches itself to a legitimate program and travels with it to a new computer, then copies itself to other places and continues to spread.

The sources of computer viruses are seemingly as numerous as biological viruses. For the most part, they are introduced into a computer system innocently by someone who has added an infected program to an uninfected system. A virus can come from a floppy disk, from programs downloaded from local bulletin boards, or from larger networking systems. In the past, there have been cases of disgruntled employees at software and computer firms introducing viruses into commercially sold products.

Prevention is the first line of defense against computer viruses. Once a computer is infected, sometimes the only cure is to completely wipe out the hard drive by reformatting it and then reinstalling uninfected software.

Most schools have a technology coordinator who is responsible for seeing that the school's computers are protected from viruses. Previously, it was recommended that the hard drives of computers should be locked out to keep students from accessing them. If for any reason access to the hard drive cannot be limited, then the use of a virus detection program is highly recommended. This type of program is commercially available through retail outlets or mail order and site licenses can often be obtained to help reduce the cost of procuring such protection.

A good virus protection program will offer two-fold protection for the computer user. First it will check each and every program used for the presence of a virus and warn the user that a virus is present and what steps should be taken. The second phase of a good program is the eradication of the discovered virus. Use a program that totally eliminates the virus from the infected program and sections of a hard drive. Use of such a program will prevent hours of frustration and work needed to rebuild all that a virus can destroy.

Another preventative method that should be seriously considered is the total banning of any disks brought into the classroom from outside sources. Even a student who wants to show the teacher some terrific new program might innocently introduce a virus to one of the classroom computers. The exact same thing applies to teachers wishing to try out a new program on a school's computer. The hard core rule should be that unless there is anti-virus protection on the computers, absolutely no disks or programs should be brought into the classroom.

Although *The Rosetta Stone* requires no data disk (a floppy or the hard drive) to store information, this is not the case with most other common programs such as word processors, desktop publishing programs, databases, and spreadsheets. In these cases, floppy disks should be purchased by the school system and formatted within the classroom. Each of these disks can then be labeled for single student use. As with the ban on outside disks being brought into the classroom, the opposite must be true; these data disks must never be allowed to leave the classroom for any reason.

As hackneyed as it might sound, there is truth in the old saying that forewarned is forearmed. Teachers should be aware of computer viruses and take the necessary steps to prevent them from infecting the computers in the classroom.

Computer Crashes

When dealing with computers, especially those equipped with hard drives, there is always the possibility of these drives crashing. "Crashing" is a computer term that refers to a sudden and unexpected failure of a computer to function normally, or at all. Sometimes a computer will "freeze," which means that it no longer responds to input, whether by keystroke or mouse.

If one or more computers refuse to function, turn off all affected computers and wait a minimum of thirty seconds before turning them back on. This delay will ensure that the hard drives are no longer spinning. During this time, electrical connections and cables should be checked

to make certain that all are firmly in their sockets. More often than not, what appears to be a computer crash is simply a case of an unplugged power cord or a monitor cable that has loosened in its socket.

After checking all connections and ensuring that they are in their proper places, turn the computer back on. If the computer still refuses to function, call the computer technician or trouble-shooter assigned to the school or campus. This should be done immediately after turning off the computer(s). If the teacher also happens to be the campus computer technician, he or she can deal with determining if the problem is software or hardware related at a later time. Probably, some of the data that instructs the computer how to perform has been lost or corrupted. This data loss is a normal part of the daily use of magnetic media, just like a break in a cassette tape or a scratch on a vinyl record. If this has happened, the problem can be fixed by replacing the information on the hard drive.

Before any problems arise, it is essential to create backup copies of all of the essential information on the hard drive. These should be stored safely somewhere in the room, either on disk or tape. Since all the computers in the room probably have exactly the same information on their hard drives, these backup copies should be sufficient for restoring the hard drives of all the computers.

For any students left without a computer, they can move to the teacher's computer, if there is one, or the student/s can be doubled up with others who are working at similar speeds. This is an inconvenience, to be certain, but not a disaster. Once the computers are repaired, students can move back to their own workstations.

The possibility always exists that the entire computer system will crash, and the teacher will be faced with a room full of students who require attention. These system failures will always occur at the least expected time, an occurrence for which there is certainly a law somewhere on the ever-growing list attributable to Murphy. A word of caution: be prepared for this, and have alternate activities ready when the worst happens.

The first rule to follow in case of a system crash is: don't panic. In most rooms, the computers are powered and run individually. If every computer is off and refuses to come on, then in all likelihood the problem has nothing to do with the computers, but with the power itself. Check to see if the power for the computers is on. If not, then the source of the problem may be something simple like a tripped breaker switch in the building, or perhaps a general power failure. If all computers are down, immediately contact the campus' computer technician with details of the failure. Make certain all computers are turned off and perhaps unplugged until help arrives.

Have a plan for what to do in the case of a general system failure. It is difficult to view a general system crash as an opportunity, especially when the computer forms the very foundation of a class. However, the results of such disaster-struck classes are often surprising and rewarding.

Appendix

PROGRESS SHEET

Student Name: _____

Class: _____

Chapter	Score	Time	Chapter	Score	Time
1-01	_____	_____	4-01	_____	_____
1-02	_____	_____	4-02	_____	_____
1-03	_____	_____	4-03	_____	_____
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Chapter	Score	Time	Chapter	Score	Time
6-01	_____	_____	8-01	_____	_____
6-02	_____	_____	8-02	_____	_____
6-03	_____	_____	8-03	_____	_____
6-04	_____	_____	8-04	_____	_____
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7-10	_____	_____			
7-11	_____	_____			
7-12	_____	_____			

The Rosetta Stone Level I

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- 1-06 Numbers and Clock Time
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PROGRESS SHEET

Student Name: _____

Class: _____

Chapter	Score	Time	Chapter	Score	Time
1-01	_____	_____	4-01	_____	_____
1-02	_____	_____	4-02	_____	_____
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Chapter	Score	Time	Chapter	Score	Time
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The Rosetta Stone Level II

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*Includes video clips

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- 18-07 Countries
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- 18-10 Food and Drinks

Unit Nineteen: Reference

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The Rosetta Stone Language Library

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For more information and product availability, contact:

Fairfield Language Technologies
165 South Main Street
Harrisonburg, VA 22801 USA
800-788-0822 (USA and Canada) • 540-432-6166 • Fax 540-432-0953
E-mail: info@trstone.com • Web site: www.trstone.com