

# **Foreign Language Enrichment Guide**

SAMPLE

Developed by  
**My Father's World<sup>®</sup>**

SAMPLE

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(573) 202-2000  
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# Introduction

There is a wide array of foreign language courses available and our guide can be used with any course you choose. (If you are using *Rosetta Stone*® Homeschool – Version 3, use the plans in Appendix 1.)

This enrichment guide provides the framework to complete one year of foreign language study and to gain one high school credit in foreign language. The guide can be repeated in future years to gain additional high school credits. The suggestions contained in this guide can also be used with younger students to enrich their learning experience, adding cultural activities, audio review, and other language-related activities.

A high school credit consists of 150 hours of student work. The Real Life Activities contained in this guide provide the additional work needed to achieve 150 hours of study. In addition, there are Optional Audio Activities to use if your language program contains an audio review component.

Each day, record the date and the amount of time spent in foreign language study. This will give you a record of your progress and a basis for assigning credit.

# Daily Log

Record the date and time spent studying foreign language in the blanks next to the days below.

Each week includes a Real Life Activity scheduled in the middle of the week, but you can complete it any day. This activity adds depth to your language learning and can be used with any language.

The Optional Audio Activity can be added any day. After listening to your day's lesson, use these ideas to reinforce the vocabulary in your lesson.

## Week 1

\_\_\_\_\_ Day 1  
\_\_\_\_\_ Day 2  
\_\_\_\_\_ Day 3      Real Life Activity  
\_\_\_\_\_ Day 4  
\_\_\_\_\_ Day 5

### Real Life Activity - Introduction

Each week includes a suggested Real Life Activity (you can also choose a different activity from Appendix 2). Some activities require preparation ahead of time, such as finding resources or people. Others may entail planning a special trip or take longer than the hour assigned for that day. To prepare yourself (and any persons involved) and to avoid being surprised by yet another week's assignment, your goal this week is simply to read Real Life Activities in Appendix 2 with these questions in mind.

- Which activities appeal to me the most? The more you enjoy them, the more likely you are to seek them out and benefit from them.
- Which activities could I repeat often without getting bored? I know you're all thinking EAT OUT INTERNATIONALLY!
- Which one(s) might require extra money? Planning ahead might allow for money to be budgeted or for you to earn money for the activity.
- What kind of preparation would this activity require? Some of the activities may require more preparation, but will pay you back with relationships and information sources that you can use throughout the year and beyond.

### Optional Audio Activity – Act Out Practice

Each time you do this activity, listen to the vocabulary or sentences in your lesson, repeat the words, and imagine in your mind what the speaker is saying. If the meaning is unclear to you, review the lessons you have already completed to see what the word meant.

Today, use your body to act out what is being said. This can be as simple as your hands outlining the shape of something like an orange or the hair of a woman. You could Act Out the action of riding a horse or driving a car. You can toss an imaginary ball from hand to hand. You could repeat an action to show plurality, such as, some children instead of a child. Feel free to make noises, if you like. The more involved your body is in the acting out, the more you will really know the word or phrase and the more it will be available to your mind when you use it in real life.

## Week 2

\_\_\_\_\_ Day 6

\_\_\_\_\_ Day 7

\_\_\_\_\_ Day 8

Real Life Activity – Plan to visit the library this week.

\_\_\_\_\_ Day 9

\_\_\_\_\_ Day 10

### Real Life Activity – Library Visit or other activity you select

This week you will be preparing lists of books and other language resources from your public library. Visit your library and make a list of the following: cookbooks for authentic dishes of people who speak your new language, simple children’s books in the language, and audio or e-books available in the language. The goal this week is to make lists of materials for later use. (See Real Life Activities A, B, and C in Appendix 2 for further library tips.)

**Check out at least one cookbook, or write down at least two recipes for later use.**

### Optional Audio Activity – Drawing Exercise

Listen, Repeat, and Imagine again and... DRAW! This exercise is another way to get your body involved and your brain working with the language through telling your hand what to do. THE GOAL IS NOT ART! Do not try to create high detail work unless you have lots of time and a desire to do so. Draw stick figures. It is fine if they look a little strange or funny. If you draw an elephant, do so fairly quickly and repeat the word a few times. Then enjoy the fact that you knew the vocabulary and move ahead.

## Week 3

\_\_\_\_\_ Day 11

\_\_\_\_\_ Day 12

\_\_\_\_\_ Day 13

Real Life Activity

\_\_\_\_\_ Day 14

\_\_\_\_\_ Day 15

### Real Life Activity – Language Resource Notebook

Read Real Life Activity D and prepare notebook pages to list resources that you find throughout the year. Begin today with separate pages for each resource type you located last week: one for cookbooks, one for children’s books, and one for audio and/or e-books. You may want to create separate pages for recipes that interest you, as you will have several opportunities to cook this year.

### Optional Audio Activity – Writing Exercise

Listen, Repeat, and Imagine again and... SPELL! This week you will focus on writing out the words as best you can. This will help reinforce your listening skills and your understanding of the sounds of the language you are studying. In this activity, you have no visual clue. It is like taking dictation. As always, feel free to stop the audio at any time. With this exercise it is probably best to stop between each word or phrase.

# Appendix 1

## Lesson Plans for *Rosetta Stone*<sup>®</sup>, Version 3 Level I

The primary purpose of these lesson plans is to provide a clear progression through the activities of the FULL YEAR course for high school credit. Program activities require approximately 45 minutes a day. Real Life Activities are about 60 minutes each. Actual computer activity time will be tracked for you in the **Home School Dashboard Progress Report**. These plans can be adapted for a 7<sup>th</sup> or 8<sup>th</sup> grader who is not taking the course for high school credit.

**For a 9<sup>th</sup>-12<sup>th</sup> grader (and a 7<sup>th</sup>-8<sup>th</sup> grader ready for high school credit):**

Complete the lesson plans as written.

**For a 7<sup>th</sup>-8<sup>th</sup> grader (not ready for high school credit):**

Complete the lesson plans as written, but the Audio Companion and Real Life Activities are optional. When the student is older, he can repeat Level 1 for high school credit using these same lesson plans with all the components added back in.

**For a 2<sup>nd</sup>-6<sup>th</sup> grader:**

Lesson plans are designed for students 7<sup>th</sup> grade or above. For younger students see the recommendations on the chart on the following page. When students are older and ready for high school credit, they can repeat Level 1 using the lesson plans.

*Rosetta Stone, Version 3* requires students to be placed in a course (track) at the moment the student account is created. We recommend that students 7<sup>th</sup> grade and up use the FULL YEAR course (track) selection. The differences between some of the courses (tracks) are shown on the chart on the following page. This chart can also be helpful when using *Rosetta Stone* with students below 7<sup>th</sup> grade.

### **Real Life Activities**

We strongly recommend adding other informal language-learning experiences at least once a week. Therefore, we assign an hour involving real life exploration or application of your chosen language each Thursday. Not all activities are practical for all languages. If you find an activity interesting, but cannot locate the resources for your language, you can do similar activities for a different language or pick another activity from Appendix 2. Activities can be repeated as needed or desired for further learning, practice, and fun!

### **Using Audio Companion<sup>®</sup> MP3 CD**

The Audio Companion<sup>®</sup> MP3 CD is a very helpful extension for practicing previous lessons. It is primarily a repetition of the scripts that the student has seen, heard, read, spoken, and typed in *Rosetta Stone*. The advantage of this type of practice is that there are no visual clues. It is similar to talking or listening on a phone, listening to the radio, etc.

We assign Audio Companion exercises two times per week. You will listen to Audio Companion tracks first as a practice and then with an activity to strengthen your recall of the language.

First time listening to tracks: Repeat the word as it is spoken and try to visualize a picture of the word, phrase or action in your mind. If you cannot come up with a picture for the word, write down the way that it sounds. When doing later lessons, watch for that word. You can also review previous lessons to find it. Continue through each of the assigned tracks. Each one lasts about 1-4 minutes.

Second time listening to same tracks: Look at the daily lesson plans for instructions for an activity.

Extra Practice: To help you learn the language even more quickly, add more listening times using an iPod, MP3 player, or MP3 CD player in the car, while exercising, doing a service project, etc.

My Father's World Course Recommendations for *Rosetta Stone Version 3* with Grade and Ability Considerations

Recommended Course to Select	Rationale	Special Considerations
<p>2<sup>nd</sup> - 3<sup>rd</sup> grade</p> <p><b>Speaking and Listening Course</b></p>	<p>This allows students to interact without needing to type or read. All prompts are through audio, with text appearing. If students need to hear something again, they can click the audio link button and it will repeat.</p>	<p>The grammar lessons may cause difficulty, but can be easily passed over by the parent by selecting the next activity. These require the student to read and select from several pop-up items on a list with a corresponding picture. The grammar lessons are the only activities in this course that do not include a spoken prompt.</p> <p>Keep lessons short so that younger children stay motivated and interested.</p>
<p>4<sup>th</sup> - 6<sup>th</sup> grade</p> <p><b>Extended with Reading Intro Course</b></p>	<p>This course provides further reading instruction and the opportunity to practice differentiation of words and word segments through selection of pre-typed words and segments. Students do not have to spell directly nor type.</p>	<p>The student can do the writing activities in the program (or not) based on their ability. Parents can simply bypass this, or show the student how to do so. Parents will see the zero (or not begun) score later for that activity, but it will not affect the performance of the program.</p> <p>It is not essential for students to spell proficiently in the foreign language at this stage of learning. The writing activity presents the unnecessary (for this age) difficulty of hearing, spelling correctly, and managing the keyboard all at the same time. This can be included or excluded from the course depending on your child's motor skill development.</p>
<p>7<sup>th</sup> - 8<sup>th</sup> grade</p> <p><b>Full Year Course</b></p>	<p>Students tend to handle the typing components much better at this age.</p>	<p>To schedule daily work, MFW Lesson Plans may be used, but the Audio Companion and Real Life Activities are optional. When the student is older, he can repeat Level 1 for high school credit using these same lesson plans with all the components added back in.</p>
<p>9<sup>th</sup> - 12<sup>th</sup> grade</p> <p>(and 8<sup>th</sup> grader ready for high school credit)</p> <p><b>Full Year Course with MFW Lesson Plans for Rosetta Stone</b></p>	<p>For high school credit, use Rosetta Stone with MFW Lesson Plans for scheduling of daily work and a more complete course.</p>	<p>MFW Lesson Plans add:</p> <ol style="list-style-type: none"> <li>1. Weekly cultural activities designed by MFW for deeper authentic engagement with the language your student is learning.</li> <li>2. Weekly Audio Companion scheduled by MFW with additional activities.</li> <li>3. An end-of-year written report about the language the student is studying.</li> </ol> <p>(If a student completed Level 1 at a younger age, he will now repeat Level 1 for high school credit, adding all the components in the MFW Lesson Plans.)</p>

### **How to Listen to Audio Companion Tracks (4 options)**

1. Place the CD in your computer twice a week and play the assigned tracks.
2. Or copy the entire CD to a folder on your computer. The tracks on the CD do not have the Unit numbers as part of the title, so copy the folders rather than the individual MP3s.
3. Or copy the tracks to an MP3 player. Remember the unit numbers will not appear. Change the titles to include the unit numbers. If you are unsure how to do this, consult the help functions of your particular MP3 program.
4. Or burn the content to a CD to play on an audio-only CD player.

### **Setting Speaking Difficulty**

Consult the guide that came with your language software about how to adjust the sensitivity of the voice recognition component. You will probably want to leave it where it is at first and consider making it more sensitive as your student progresses in ability to hear and pronounce correctly. You can always lower it again if it becomes too difficult.

### **Materials Needed**

- Spiral bound notebook or 3-ring binder for Audio Companion Activities and Real Life Activities
- Audio CD: Audio Companion – This is a group of recordings for listening practice that can be played from the CD on an MP3 compatible player or copied to a computer file or your MP3 player.

### **Worksheets, Quizzes, and Tests**

My Father's World has chosen not to use the worksheets, quizzes, and tests for the following reasons:

1. The worksheets, quizzes, and tests as currently developed present more of an obstacle to completing the program than a help. We do not see that they use the same learning style, represented by clear, in context, clues presented with feedback that the computer program does. The feedback we have received is that they are confusing and frustrating, and appear to be presented too early in the language acquisition process.
2. There are currently only a few languages which have Worksheets, Quizzes, and Tests provided. Many students are taking languages other than these few.
3. We are confident of the foundation that the *Rosetta Stone* computer language program is building for lifelong language learning. We want our students to experience a love for the language and a thirst for learning more.

### **Grading**

The largest portion of your student's grade should come from viewing scores on the **Home School Dashboard Progress Report** screen. These are stored automatically. To access them, click on the **Launch Rosetta Stone Home School** button on the bottom of your logon screen.

### **Beyond Level 1**

These lesson plans are written for Level 1. You may adapt them for Level 2 and beyond using the same general pattern of daily activities. Each level of *Rosetta Stone* utilizes a similar teaching framework, making it easy to adapt our Level 1 plans for higher levels.

# Unit 1

Each activity in a day corresponds to a check box  on the *Rosetta Stone* program screen except for Audio Companion and Real Life activities.

Use the blanks \_\_\_\_\_ next to the days below to record the date the student accomplished the tasks.

## Week 1

\_\_\_\_\_ Day 1

Lesson 1 Core Lesson

\_\_\_\_\_ Day 2

Lesson 1 Pronunciation

Lesson 1 Vocabulary

Lesson 1 Grammar

Lesson 1 Reading

Audio Companion MP3 Disk - Unit 1 Folder

(See "Using Audio Companion MP3 CDs" in the Introduction)

Track 2 Lesson 1 Pronunciation

Track 3 Lesson 1 Vocabulary

Your goal today for the CD is to listen to these two tracks. Track 1 is simply an introduction. When you hear the person speak, Repeat and Imagine in your mind what they are saying. Pause or back up in the track if you did not understand what was said. If the meaning is unclear to you, click back in the lessons you have already completed on the computer to see what the word meant. Friday you will do more with the words.

\_\_\_\_\_ Day 3

Lesson 1 Writing

Lesson 1 Listening

\_\_\_\_\_ Day 4

Real Life Activity

Each week you will be assigned a choice between two suggested activities or one you choose from Appendix 2. Some of the activities require preparation ahead of time, such as finding resources or people before you can interact with them. Others may entail planning a special trip or take longer than the hour assigned for that day. To prepare yourself (and any persons involved) and to avoid being surprised by yet another week's assignment, your goal this week is simply to read Real Life Activities in Appendix 2 with these questions in mind.

Which activities appeal to me the most?

The more you enjoy them, the more likely you are to seek them out and benefit from them.

Which activities could I repeat often without getting bored?

I know you're all thinking EAT OUT INTERNATIONALLY!

Which one(s) might require extra money? Planning ahead might allow for money to be budgeted or for you to earn money for the activity.

What kind of preparation would this activity require? Some of the activities require more preparation at the beginning, but will pay you back with relationships and information sources that you can use throughout the year and beyond.

\_\_\_\_\_ Day 5

Audio Companion MP3 Disk - Unit 1 Folder  
Track 2 Lesson 1 Pronunciation  
Track 3 Lesson 1 Vocabulary

For all assigned tracks (except the separate parts of pronunciation words) Listen, Repeat, and Imagine again and...

**Act Out practice** - This time, use your body to act out what is being said. This can be as simple as your hands outlining the shape of something like an orange or the hair of a woman. You could Act Out the action of riding a horse or driving a car. You can toss an imaginary ball from hand to hand. You could repeat an action to show plurality, such as, some children instead of a child. Feel free to make noises, if you like. The more involved your body is in the acting out, the more you will really know the word or phrase and the more it will be available to your mind when you use it in real life.

## Week 2

\_\_\_\_\_ Day 6

Plan to visit the library this week, switch days if needed.  
Lesson 1 Listening and Reading  
Lesson 1 Speaking  
Lesson 1 Review

\_\_\_\_\_ Day 7

Lesson 2 Core Lesson  
Lesson 2 Pronunciation  
Lesson 1 Pronunciation  
Audio Companion MP3 Disk - Unit 1 Folder  
Track 3 Lesson 1 Vocabulary  
Track 4 Lesson 1 Phrases

Your goal today for the CD is to Listen to these two tracks. When you hear the person speak, Repeat and Imagine in your mind what they are saying. If the meaning is unclear to you, click back in the lessons you have already completed on the computer to see what the word meant. Friday you will do more with the words.

\_\_\_\_\_ Day 8

Real Life Activity – **Library Visit (to prepare for Activities A, B, and C)** or other activity you select

This week you will be preparing lists of books and other language resources from your public library. Visit your library and make a list of the following: cookbooks for authentic dishes of people who speak your new language, simple children’s books in the language, and audio or e-books available in the language. The goal this week is to make lists of materials for later use. (See Real Life Activities A, B, and C in Appendix 2 for further library tips). **Check out at least one cookbook, or write down at least two recipes for later use.**

\_\_\_\_\_ Day 9

Lesson 2 Vocabulary  
Lesson 1 Vocabulary  
Lesson 2 Grammar

\_\_\_\_\_ Day 10

Audio Companion MP3 Disk - Unit 1 Folder  
Track 3 Lesson 1 Vocabulary  
Track 4 Lesson 1 Phrases

**Drawing Exercise** - For all assigned tracks: Listen, Repeat, and Imagine again and... DRAW! This exercise is another way to get your body involved and your brain working with the language through telling your hand what to do. THE

# Appendix 2

## REAL LIFE ACTIVITIES

### A. COOKING

The goal of this activity is to discover authentic dishes from a country/region that speaks the language you are learning.

IMPORTANT! Because you will need time to find the recipe and gather/purchase ingredients, you may wish to plan separate days, one for the gathering and one for the cooking.

For recipes, you can look to your local public library. The advantage of this is you can have a book on hand in the kitchen. (Just don't spill the food on it!) You can also browse through the book later at your leisure. Here are a few areas you can find food and recipe information.

Cookbooks – In a library that uses Dewey Decimal numbers (most local public libraries), the nonfiction call numbers in the 641s will have many different cookbooks. The 641.39s are regional cookbooks.

Travel Guides – The 910s are Travel and Exploration, where you can look at travel guides that may have lists of local dishes.

The 945s begin with detailed books about history, geography, and culture of all the countries of the world, with a break in the 973s for the United States of America.

The 980s cover the countries of South America and Antarctica.

There are also a variety of Internet sources readily available that you can print out.

Follow these steps after you find resources about foods and recipes:

1. Select your recipe and decide when you want to experience it or serve it to others.
2. Purchase your ingredients.
3. Enlist the aid of your parent if you are cooking challenged and...
4. Enjoy something that a native speaker of your new language might also be eating today. Maybe one day you can eat a dish like this with someone in their home country!

For added spice – Identify what role this dish plays in the culture that it comes from. Share this information when serving the dish. Look for answers to questions such as:

1. Is this mainly served at a special occasion? (wedding, birthday, coming of age party)
2. Is this dish common in a certain part of a country and not in others?
3. Does this dish have anything to do with the types of agriculture, livestock, or aquatic life that are common to the country/region?
4. Is there a historic event, a group of people, or some other story behind the dish?
5. Is this something everybody eats all the time?

A bit of flair – Consider tutoring your family informally at the meal by providing a few tags to identify the dish, the ingredients, or serving materials.