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**ABSTRACT**

The guide to the use of computers and video recordings in foreign language instruction was designed to assist California teachers in implementing and extending the foreign language component of the statewide curriculum. It contains: (1) an introduction on the use of the guide; (2) background on its development; (3) lists of high quality software and instructional television materials that have been mapped against state curriculum frameworks and standards for each language (French, German, Greek, Italian, Latin, Russian, and Spanish) and general reference; (4) an annotated listing of recommended instructional software and video recordings; (5) sample lesson plans that model the use of technology in the foreign language classroom; (6) appended lists of sources for the recommended technology, regional agencies, all of the titles considered for this project, foreign language resource agencies, a bibliography, and a glossary; and (7) instructions for the use of the data disk accompanying the guide. (MSE)

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ED288379

# Technology in the Curriculum

## Foreign Language Resource Guide

### *A Guide to the Instructional Use of Computers and Video in Foreign Languages*

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Produced for the

California State Department of Education

by the

Foreign Language Curriculum Implementation Center  
Teacher Education & Computer Center, Region VII  
Stanislaus County Department of Education

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Additional copies of this *Foreign Language Resource Guide* are available either separately or as part of the entire set of *Technology in the Curriculum* project materials. The set includes six resource guides, one each in the areas of mathematics, science, history/social science, English/language arts, foreign language, and visual and performing arts; six data disks reflecting the printed information in these areas; and a seventh volume which consists of the documentation for *DataRelator*, a database management program developed for this project. The complete package of printed and disk materials is available for \$140 per package, plus sales tax for California purchasers; copies of this guide only, which includes the data disk, may be obtained for \$30 per copy, plus sales tax for California purchasers. Orders should be placed with Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.

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## Preface

Computer and video technologies offer exciting opportunities for furthering instructional goals in virtually all areas of the curriculum. The storage capacity and interactive capabilities of the microcomputer make it a powerful tool for delivering content and fostering thinking skills. Videocassette recorders give teachers the ability to show instructional television (ITV) programs at their convenience and to stop, review and discuss, and restart programs. Computer and video programs have not only technological advantages, but also tremendous potential to make learning more fun. By engaging the learner and increasing the learner's attentiveness to the content being delivered, technology can serve as a powerful instructional tool.

The key to realizing this potential lies in ensuring that the technology supports the regular curriculum and does not become an end in itself. To be used properly and to persist as an educational innovation, technology must enable teachers to teach current content more effectively and must provide them with the opportunity to teach new content as well. Teachers, lacking sufficient time to search for high quality programs to incorporate into their teaching, need resources which do some of the searching and reviewing for them.

The four original *Technology in the Curriculum* projects were designed to help teachers use technology to enhance and extend their existing curricula. Their primary purpose was to organize information about computer and video programs to serve as a tool for teaching content in mathematics, science, history-social science, and English/language arts. The projects identified parts of the curriculum best taught electronically or visually, identified high quality software and video programs available to teach that content, and designed lesson plans that teachers could incorporate into their teaching repertoire. These products, provided to every public school in California, are helping teachers achieve the learning objectives set forth by districts and the state more effectively.

This *Foreign Language Resource Guide* extends the information available to assist teachers to this additional area of the curriculum. Like the other guides, including the new guide for the visual and performing arts, the *Foreign Language Resource Guide* contains lists of high quality software and ITV materials which have been mapped against state curriculum frameworks and standards and annotated for use in the classroom. Coupled with sample lesson plans in the guide, the *DataRelator* program, and a *DataRelator* data disk to assist teachers in managing this information, these resources offer powerful new tools to enhance instruction. However, they are also designed to provide for flexibility. Teachers can incorporate as much of this material as they choose, while continuing to rely on teaching methods with which they are comfortable and which are demonstrably effective.

Computers and similar technology can help teachers improve the curriculum and can contribute to the attainment of excellence in our schools. Without the support of technology, California will be hard-pressed to achieve our goals for school reform. Nevertheless, improvement will not be due solely to the use of technology; hard work and the cooperation of educators at all levels will be required to meet our goals. The *Technology in the Curriculum* projects are an excellent step in the right direction.

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# Acknowledgements

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- California Foreign Language Competency Project
- California Instructional Video Clearinghouse
- Foreign Language Curriculum Implementation Center
- Pasadena Unified School District
- Region VII Teacher Education & Computer Center
- Stanislaus County Department of Education
- University of California, Los Angeles

Coordination of this project and the Visual and Performing Arts Technology in the Curriculum Project was provided by Barbara Abbott, California State Department of Education, and Bobby Goodson, TIC Project Coordinator. Additional support was provided by the Foreign Language CIC Director, Duarte Silva. The quality of this *Resource Guide* was further enriched by the efforts of the people listed below. Their experience with foreign language learning and technology is reflected in this document. This *Resource Guide* will assist with the integration of computer software and instructional video into the teaching of foreign languages in California schools.

We appreciate the support of the many publishers and distributors who so generously made their products available to the project for evaluation. We thank the Pasadena Unified School District; the University of California, Los Angeles; and the San Mateo County Office of Education for the use of their facilities and for the support which they provided to the project.

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## ***Introduction***

### **How to Use This Resource Guide**

The *Technology in the Curriculum: Foreign Language Resource Guide* is designed to answer many questions about the use of computer software and instructional video in accomplishing foreign language teaching objectives. This *Resource Guide* will help teachers to organize and select computer software and instructional video from the growing collections now available to complement the foreign language curriculum.

#### ***Technology's Place in the Foreign Language Classroom***

In the Technology in the Foreign Language Curriculum section of this *Resource Guide*, one will find a description of the foreign language curriculum and the role this project feels technology has to play in it. It offers definitions, illustrative examples, and ways to consider technology's place in the foreign language learning process. Both novice and experienced users of classroom technology will find it useful and rewarding reading.

#### ***California's Foreign Language Curriculum and Technology: A Match***

The Foreign Language Indexes section of the *Resource Guide* allows teachers to explore the correlation between the curriculum and technology. "Matrixed" in this section are the microcomputer software and instructional video titles recommended by this project. The Foreign Language Indexes are organized by language. Further indexing is done according to the categorizations described in the *Model Curriculum Standards: Foreign Language*. For a complete description of the Foreign Language Indexes, please read the introduction to this section.

#### ***Software and Video for Today's Classroom***

The next section in this *Resource Guide* presents a complete list of the software and video titles that the project recommends for use in foreign language classrooms. The project has chosen only materials which are of very high technical and instructional quality and which support the California foreign language curriculum. This Recommended Technology section of the *Resource Guide* offers a complete reference for these titles. These listings include annotative, evaluative, and source information. This section will provide the information necessary to determine whether or not a particular title can assist in the language learning process of a particular lesson.

### ***Models of the Integration of Technology in the Language Learning Process***

A series of sample lesson plans are provided in the next section. These lesson plans, although created for particular languages and language levels, were designed so that they may be adapted to other languages and settings. They are offered in the hope that they will be used as a starting point for the use of technology in the classroom. Each of these classroom-tested lessons consists of activities which span at least a week's classroom time. Many of the individual activities can be extracted from the lesson and used alone. Others can be reconfigured, altered, or omitted to suit a particular classroom setting.

### ***A Wealth of Additional Information***

The Appendixes contain a number of interesting and useful collections of information. The section entitled All Titles Considered lists the nearly one thousand software and video titles considered by the project. Locating a title for purchase, rent, loan, or preview will be made easier by the Sources of Recommended Technology section. Throughout the state there are agencies which support foreign language instruction. These agencies are listed in the Regional Agencies section. The Glossary can assist teachers new to technology. Finally, the Selected Bibliography will provide additional sources of information on the foreign language curriculum and technology's place in it.

### ***DataRelator and the Foreign Language Drawer***

The final section is an introduction to *DataRelator* and a copy of the Foreign Language File Drawer. This is an electronic version of this *Resource Guide* to be used with *DataRelator*, a database program for the Apple II™ computer available free to California teachers.

This *Resource Guide* is the result of the efforts of more than one hundred foreign language teachers and administrators who are convinced that technology has a significant role in enhancing the language learning experience of California's students. The project hopes that it will be of assistance to teachers, mentor teachers, curriculum planners, curriculum resource people, and software and video designers. We also hope that the use of technology in the language classroom will make the language learning process more immediate, relevant, and accessible to students throughout California.

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# *Technology in the Foreign Language Curriculum*

**Introduction**    Expanding the Communicative Experience Through Technology

Scenario 1:    Mme. Verdoux et *Scénario*

**The California  
Foreign Language  
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**Technology's Role**    Technology in the Foreign Language Experience: Definitions  
  
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# Technology in the Foreign Language Curriculum

## Introduction

### *Expanding the Communicative Experience through Technology*

The ability to communicate with others is a basic human need. Humankind has always valued the ability to share knowledge and feelings and to influence actions and reactions. Just as it is difficult for individuals to isolate themselves completely from others, it is increasingly apparent that interdependence extends to nations and cultures as well. As Americans find themselves increasingly involved in interacting with people of other cultures, they find it essential to communicate effectively. Language is central to the understanding of another culture. It is language which holds and transmits through its words and its modes of oral and written expression the core of a culture's experience. When students are able to communicate in another language, they enter into a world not previously open to them. New people, ideas, and experiences are now accessible. Because foreign language students have always wanted and expected to be able to communicate in the language they study, the challenge for foreign language teachers has always been to design programs which fulfill these expectations. The focus on communication in foreign language instruction promises to bring about these outcomes. California's foreign language teachers continue to accept the challenge for providing a language learning environment in which these goals are met.

In the past few years technology has had a profound impact on the world's cultures. Fifteen years ago fewer than fifty human-made satellites carried very secret government information from one side of the world to the other. Now thousands of these publicly and privately owned devices orbit the earth relaying everything from vital research data supplied by the Max Planck Institute in Tübingen to Spanish-language reruns of *I Love Lucy* originating in Atlanta. Ten years ago computers were kept in special rooms with access limited to specially trained technicians. Today, lap-top microcomputers with the same power as those room-sized models can be found helping students with their homework. At the same time, technology has begun to open new worlds to education. Existing and emerging technologies have begun to enhance markedly classroom instruction in many subject areas. Teachers throughout California have begun to incorporate technologies into their instructional

"Foreign language programs should focus on specific objectives designed to meet the ultimate goal of developing international competence. Since the function of language is to facilitate communication among human beings, excellence in a foreign language program is determined by how well students can actually use the language and cultural skills in all their modes for communicative purposes."

-Model Curriculum  
Standards: Foreign  
Language

programs. Information technology is being used to develop *international competence* among Americans, particularly in the student of foreign languages. Foreign language teachers are using technology to bring foreign cultures into the classroom, making it possible to extend students' learning experiences beyond those confines as never before. Technology is providing many students with a new set of tools which enable them to explore foreign languages and cultures by placing large bodies of current information at their fingertips. To an extent never before possible, today's technology facilitates this exploration by providing many means for the student and teacher to gain access to, experience, and use a language.

The Technology in the Foreign Language Curriculum Project was created to develop the link between the California foreign language curriculum and the appropriate uses of technology to implement that curriculum. This *Resource Guide* brings the issues in communication-based foreign language instruction and technology's role in that process into sharp focus; it provides examples of the use of technology which enhances foreign language learning; and recommends microcomputer software and instructional video programming which can assist foreign language teachers to accomplish their goals. The aim of this *Resource Guide* is to provide a point of departure for the individual foreign language teacher's own implementation of technology in the classroom.

#### Mme. Verdoux et Scénario

Madam Verdoux's French II class was divided into five work groups, and all were working in the school's computer lab today. For the past few weeks these groups had been taking turns using a telecommunications device which makes it possible for the school's computer to be connected to a telephone line and through this connection to any other computer in the world.

Group A has been involved in a continuing assignment. Its task has been to conduct an interview with a group of French-speaking students in a high school just outside Lyon, France. The French and American groups had been corresponding through an international information service called CompuServe, using it as a medium of storage and retrieval for their questions and answers. Mme. Verdoux's Group A is to prepare a report which compares American schools to French schools and to present that report to the rest of the class.

The six students in Group A were animatedly discussing a message displayed on the computer monitor. The message was in French and had just been received. Answers to a crucial set of questions the American students had recently sent had finally arrived. Finally they would be able to discuss and assemble the

"I would like to express the hope that teachers who have experience with the premises of proficiency testing are likely to view language not only as form but also as function, not only as product but also as process, and as a creative, interactive task performance rather than as an uncontextualized set of linguistic behaviors."

-Heidi Byrnes  
(American Council of  
Teachers of Foreign  
Languages)

## ***The California Foreign Language Curriculum***

### ***Communication as the Central Feature of Foreign Language Learning***

information for their paper. Some of the answers provided by the French students were difficult for the group and some of the wording in the final report would prove tricky, but when she was needed Mme. Verdoux would be there to help.

While waiting their turn on CompuServe, the individuals in Mme. Verdoux's other four groups were at the lab's computers. They were using Spinnaker Software's *Scénario* (Kidwriter) to continue writing stories they had begun earlier. The stories were based on a conversational lesson about French farms. They were written in French with the word processing features of *Scénario* and illustrated using the program's graphics features.

The next time the class was scheduled into the lab, Group B would continue their assignment using CompuServe as a communication medium. As the rest of the class continued with their stories, Group B would hold a discussion with Mme. Verdoux. After five lab sessions students would have completed their stories, with each student having participated in a small-group discussion in French for an entire class period.

Mme. Verdoux has found that this type of learning environment requires that she vary her involvement with groups and individuals, guiding as much as directing their learning.

Communication is the central feature of the foreign language learning process. Greater emphasis is being placed on communication-based foreign language instruction in schools throughout the United States. This approach for language learning grew out of the movement to measure student's success in language learning through assessment of their proficiency in the language rather than through their achievement on discrete-point grammar tests. Experience and research with proficiency testing has clearly demonstrated that it is feasible to define levels of language proficiency and to state objectives in language proficiency terms. If the measure of student performance is to be the ability to use the language, then instructional programs must provide students with practice in communication.

Communication-based foreign language instruction now represents the official point of view of the California State Department of Education. Major objectives which incorporate this curricular orientation can be found in national publications, such as the American Council of Teachers of Foreign Languages' Proficiency Guidelines, and California publications, the Model Curriculum Standards: Foreign Language, and the Statement on Competencies in Languages Other than English Expected of Entering Freshmen. (See Bibliography.)

*"Students have reached significant levels of communicative competence in programs with many different labels. However, a common denominator exists in all foreign language programs in which students are trained to communicate in the language rather than demonstrate only knowledge about the language. Students in such successful programs spend a considerable amount of time communicating. No matter how the language components are introduced, what form drills and exercises take, how much grammar is studied, or what textbook is used, the students spend time receiving and formulating real messages in the foreign language."*

*-Handbook for Planning  
an Effective Foreign  
Language Program*

When the objective of foreign language instruction is the student's ability to communicate, learning tasks must become especially meaningful to the student. Classroom instruction must focus on communication outcomes rather than on outcomes involving linguistic forms. Practice must be put in context and communicative situations must be made relevant to the student's experience. Instruction should focus on real-life activities rather than on linguistic forms, vocabulary, pronunciation, spelling, and other components of a language. If teachers focus instruction chiefly on these language elements, they tend to teach the language through explanation, mechanical drill, choral response, paper and pencil testing, and by other, teacher-centered means. When instruction is communication-based, classroom activities involve the student as an active partner in a learning process which encourages exploration of the language, interaction among students, investigation of the culture – all in the target language.

In everyday life, communication involves acts, phenomena, objects, people, and feelings. This involvement requires the foreign language teacher to find ways for providing experiences which encourage students to share facts, feelings, wants, and judgments, in short, to communicate. There is, however, a barrier to communication which is a daily challenge in the foreign language classroom. In many other disciplines, teachers can use, as a common referent, daily routines, special events, and the cultural and social environment in which these routines and events take place. Communication and conversation among students arise from such mutual experiences, interests, and concerns. In the foreign language classroom, the teacher cannot assume students have such a shared pool of experience involving the target language and culture. The classroom itself is not a natural setting for such experiences. Because communication must be as authentic as possible, teachers want that communication to reflect features of the culture and society of which it is an integral part. In order to accomplish this, they must often *provide* activities which promote shared experiences and settings of that culture and society.

The foreign language teacher's challenge is to create an environment which stimulates the student to become involved in the accurate use of the target language. This challenge is enhanced by the need for the communication to take place in a culturally authentic, meaningful

'When we begin to examine how computers might be used for language practice, we find there is clearly much we can do that goes beyond the trivial manipulation of discrete grammar points and isolated vocabulary items. It may very well turn out that the biggest advantage of CALL software is a side effect, the dialog [in the foreign language] that occurs in front of the screen rather than on it.'

-John Underwood  
(Mills College)

atmosphere. Foreign language teachers have traditionally taken advantage of any resource which might maximize student learning in the classroom and which might extend the students' experience of the language beyond the classroom. Technology has served this process in the past and can be a source of assistance in meeting these challenges in the future.

#### Srta. Olivas y Zarabanda

For the last few days, Señorita Olivas spent part of each hour in Spanish I familiarizing her students with some new vocabulary. She prepared her students to be able to ask and to state *where* something or somebody *is* and *where* somebody *is going*. She *tuned* students' ears, eyes, and minds to this new vocabulary and these structures. Her *comprehensible input* consisted of telling, and sometimes acting out, little stories and anecdotes in Spanish. She also communicated to the students, by informing them in Spanish, where they might find interesting places, good food, fun, etc., in certain towns and cities in Spain, the United States, and Mexico. She accompanied her talks with props, pictures, slides, and enlarged city maps. She frequently verified students' comprehension by eliciting various types of responses.

Today Señorita Olivas' goal was to enhance the input markedly. She desired that her students hear different-sounding voices and authentic conversations. She wanted students to experience the language being used and authentic cultural features and differences. To accomplish this she turned to technology.

Señorita Olivas used an instructional video program, the third episode of the BBC-produced Spanish language course *Zarabanda* (Films, Incorporated). The students looked, listened, and understood. They could easily follow the story line and the familiar language being used. Señorita Olivas showed only the first two scenes. She checked comprehension. She then replayed the two scenes with the sound off. She commented in simple Spanish. She focused on cars, the significance of license plates, certain city scenes, dress, and gestures. She replayed the scenes again with the original sound track. A deeper probe of students' comprehension revealed that most students were now ready and able to begin producing the language involved in the lesson begun several days ago. Tomorrow Señorita Olivas will begin guided communicative practice tasks with the students.

## Technology's Role

### Technology in the Foreign Language Experience: Definitions

Technology has been a long-time partner in the foreign language classroom. It has assisted teachers with a wide variety of tasks and has provided students with experiences which have enriched their foreign language learning. It is necessary, before further examination of technology's place in foreign language, to provide definitions for some of the terms which will be used in this discussion. Additional definitions can be found, if needed, in the Glossary of this *Resource Guide*.

In this *Resource Guide* a liberal definition of technology has been applied. Technology has two main components – software and hardware.

*Hardware* is any device which is the physical medium through which technology presents its assistance to the user. The audiotape player, the language master, and the computer are all examples of hardware which have been applied to the language-learning process.

*Software* is the programming which enables a device to perform. Well-designed software contains instructions which operate hardware, taking full advantage of the device's capabilities. Computer software and prerecorded audio or video programs are common examples of software defined in this *Resource Guide*.

If *technology* is a term which describes the combination of these two components, then *educational technology* is the integration of hardware, software, and another, essential, ingredient, *effective instructional design*. Hardware depends on well-designed and well-executed software. Without very flexible, powerful hardware, software designers are limited in what they can create. A technology can be effective in the classroom only with a creative, pedagogically sound instructional design. In *educational technology*, hardware, software, and instructional design are inseparable members of the same team.

John Underwood's book, *Linguistics, Computers and the Language Teacher*, details thirteen premises for *communicative computer-assisted language learning software*. (See Bibliography.) Although Underwood established these premises for effective foreign language *computer programs*, they can also be used, with only some alteration, to describe many forms of communicative

foreign language *educational technologies* as well. His criteria become, with some consolidation and modification, the basis for a definition of a *technology-assisted communicative language learning system*. A *technology-assisted communicative language learning system* assists in the language-learning process by:

- Making a unique, effective, motivating, and intrinsically rewarding contribution to the language learning experience
- Focusing on using the language forms rather than on the forms themselves, treating grammar implicitly rather than explicitly
- Encouraging the student to respond in original utterances rather than in some required language
- Attempting to evaluate student responses only when necessary, indicating student errors only when essential to the learning process
- Allowing the student to explore the subject matter in an environment where using the language feels natural and where only the target language is used
- Being flexible and responsive to the student
- Employing capabilities which are only available through the application of that medium

*Existing Technologies  
Serving Foreign Language  
Learning and Technologies  
on the Horizon*

Foreign language teachers have long been familiar with technology. Although this project has primarily limited its review to materials associated with the relatively recent development of microcomputers and videocassette recorders, teachers should remain aware of the continuing usefulness of audiocassettes and tape recordings, language labs, radio, broadcast television, film (educational and theatrical productions), language master/audio flash cards, slides and filmstrips, and overhead projection materials. Many excellent programs exist for these well-established educational technologies

Teachers should also be aware that new and emerging educational technologies are constantly adding new possibilities and dimensions to these systems in the foreign language classroom. Tomorrow's *technology-assisted communicative language learning systems* will integrate many technologies. The interactive video laser disk (IVD), a combination of video and computer technologies, has the potential to allow the student access to vast amounts of video, audio, and text-based information. The IVD system uses the student's video screen to provide both computer-generated text and

graphics as well as video programming originating from the optical laser disk. The resulting system can be highly interactive, displaying both high quality video and audio presentations, controlling those displays based on the student's input. These data can be organized for students' use by any number of instructional designs. Well-planned *technology-assisted communicative language learning* systems of this type will allow the student and teacher to make use of an exciting learning environment not previously available in the foreign language classroom.

On the horizon are interactive *technology-assisted communicative language learning* systems which will combine the ability to evaluate student vocal utterances as input. Hardware developers have nearly perfected speech synthesis and digitization, both processes which will allow devices to communicate with users in humanlike voices. A *technology-assisted communicative language learning* system can also extend the student's reach beyond the classroom. Visual telephones, which can be obtained today in California department stores, allow telecommunicants to see one another as they share information. Satellite teleconferences and telecommunications will allow language students to meet and talk, electronically, with native speakers anywhere in the world. Without leaving their classrooms, students can have access to foreign language materials, such as foreign language news services, at large central databases.

***What Technology-Assisted Communicative Language Learning Brings to Foreign Language Instruction and the Roles it Can Play in the Language Learning Experience***

*Technology-assisted communicative language learning* is the means by which educational technology can be applied effectively to the foreign language-learning process. As the Sample Lesson Plans found in a later section of this *Resource Guide* demonstrate, an appropriate technology can assist the foreign language teacher in confronting some of the challenges described earlier. In today's communication-oriented classroom, *technology-assisted communicative language learning* systems can provide the following:

- Authentic cultural and language experiences as a shared communication referent for the community of learners
- Direct stimulus for communicative interaction
- A means of receiving and transmitting written and oral messages, especially among people separated by time and/or distance
- Instructional assistance during periods of multitask activity

"If there is a lesson to be learned from the language lab episode, it is that the success or failure of any technological aid will have less to do with what it can do than with what we actually end up doing with it."

-John Underwood  
(Mills College)

In these capacities, a *technology-assisted communicative language learning* system can assume a number of roles in today's teaching/learning process. An examination of these roles illustrates the ways in which a *technology-assisted communicative language learning* system might interact with a learner:

*As Instructor* – *Technology-assisted communicative language learning* can be used to help students develop proficiency in communication and master necessary grammatical structures, vocabulary items, and other skill components when necessary. It may be used to present information or to guide students through communicative practice. In foreign language learning it is often necessary to present the look and essence of people, places and things common to an entirely new culture. These aspects of a new culture cannot be easily presented through demonstrations done by the unaided teacher. Technology can often present the aspects of the culture quickly and efficiently and with a lasting impact on the student.

*As Learning Partner* – *Technology-assisted communicative language learning* can provide cues and other stimuli to interaction. It becomes a *communicative partner* for the student. Stimuli might be printed messages, questions, or commands on a computer. Graphic or pictorial cues may be presented on a computer or videorecordings. Various devices, interfaced with one another, might present the student with voice messages, questions, commands, or rejoinders in combination audio, video, or graphic formats. The student can initiate or respond to language, and the device can comment or *answer back*. A well-designed *electronic learning partner* has the helpful qualities of being indefatigable, non-critical, and non-threatening.

*As Facilitator* – *Technology-assisted communicative language learning* systems serve mainly as a means by which students can speak or write. The student may use a word processor to create a story, essay, or speech in the foreign language. Classmates may use a VCR to create a drama or to record a discussion in the foreign language. They may exchange self-recorded audiocassettes or videocassettes with other students and native speakers. Students may use telecommunication devices to confer and discuss with peers in other countries. When acting as a facilitator, technology serves as a means of transmission for student-initiated messages and interaction.

"This view of grammar, which places meaning in a central position, the axis around which all else revolves, speaks not to the traditional grammar-oriented syllabus ..., but rather to one based on a different set of criteria, which views grammar as a necessary means to an end – namely, the accurate and precise transmission and reception of meaning."

–Vicki Galloway  
(American Council of  
Teachers of Foreign  
Languages)

**As Data Source** – Technology can provide students and teachers access to information, written, pictorial, or auditory, which can serve as raw material for communicative exchanges : cultural experiences.

**As Assessor** – Technology can serve to evaluate foreign language performance. Electronic devices can provide visual and oral material for which students are expected to respond, demonstrating their ability to comprehend or to produce language. Technology can evaluate the accuracy of certain kinds of student responses. It can also serve to record language production and interactions for later evaluation by the teacher.

The two essential actors in the effective use of *technology-assisted communicative language learning* systems are the creative classroom teacher using the technology to create a language learning environment and the student actively involved in the learning process. The challenge for the designers of *technology-assisted communicative language learning* is to deliver high-quality, carefully designed systems which support foreign language teachers and students.

#### Herr Duffy und Die Spürnasen

"Herr Duffy kommen Sie bitte hierher! Wir haben eine Frage." The three German III students were trying to solve Case #1 in Spinnaker Software's *Die Spürnasen*, a computer game. To win they had to do all their conferring, questioning of each other, and agreeing on moves to make and the commands to use in German. All the clues, descriptions, facts, directions, suspect backgrounds, etc., appearing on the screen were in German.

Once every week, Herr Duffy scheduled a class period during which a variety of activities were to be pursued simultaneously. Technology played a big part on these days. On this day he had two microcomputers, a VCR and television, one videorecording camera, and ten audiocassette players in the classroom.

Three students used the picture-making feature of Mindscape's *Comic Works* as a communicative game. One student had a picture on paper which could be duplicated using *Comic Works*. As this first student described the scene in German, a second student tried to recreate the picture on the computer. The student could ask any questions he or she wished about the scene – in German – as a third student acted as judge. Points were awarded on the basis of the accuracy of the picture created by the team. Points were deducted for each error in the final picture, any lapses into English, and any major errors in

language which caused misunderstandings. After scoring was complete, students used a new picture and changed roles. The high-point team won.

Four students had done poorly on the lesson recently completed by the class. A fourth-year German student, serving as a teacher's aide, coached them through a communicative practice session which was recorded on an audiocassette. Three others interviewed a German exchange student on VCR outside the classroom for later study, discussion, and notetaking.

Another group prepared a newspaper article in German, gathering information from the *Deutschlandspiegel* (Goethe Institute) videocassette series of interviews with famous contemporary Germans.

Six students read and discussed special interest material about traveling through Germany via bicycle and youth hostels.

Herr Duffy moved from group to group. Some groups needed no help; others periodically asked questions. Sometimes a group needed attention in order to keep all members on task.

Although the design and the management of this learning environment were a challenge, the gains made in student proficiency were worth the effort.

## Summary

### *Integrating the Foreign Language Curriculum and Technology-Assisted Communicative Language Learning*

While foreign language teachers are moving toward more communicative use of existing educational technology, they are faced with the reality that the bulk of the educational technology at hand is oriented toward mechanical drill and practice and that the objectives, around which the materials were designed are often mastery of grammar points rather than the ability to communicate. There is no doubt that *technology-assisted communicative language learning* systems can be used by teachers to strengthen instruction at many points in a communication-based foreign language program. It remains for developers of educational technology for foreign language programs to join with foreign language teachers to create these systems. This project has reserved its *Exemplary* rating for instructional video and microcomputer software programs which can be used as models for such development.

Teachers will add communicative objectives, lessons, tasks, and technology as they discover what best serves their students. This *Resource Guide* will be helpful when teachers are looking for appropriate technology to support instruction. Unfortunately, it will be obvious to one who studies the Recommended Technology section of this

"Authentic tasks are those which invite the learner to do what would be done, in much the same way it would be done, by native users of the language. Authentic tasks have infinitely more appeal [than exercises and drills] to the learner's sense of fairness, importance, and interest."

-Vicki Galloway  
(American Council of  
Teachers of Foreign  
Languages)

Resource Guide that technology-assisted communicative language learning systems are rare. Software and video producers are just beginning to become aware of the instructional changes in foreign language.

Well-chosen technology can improve a communication-based foreign language program if it fulfills the following:

- Does those tasks which the teacher or textbooks cannot do as well unaided (i.e. providing a variety of voices and cultural exposures)
- Guides students through more easily controlled language practice, thus freeing the teacher for more creative tasks with individuals or small groups
- Provides unique stimuli and practice in communicative exercises leading to the goals and objectives stressed in the *Model Curriculum Standards: Foreign Language*
- Provides cues, content, or electronic means for students to engage in extended communication in the foreign language
- Expands the capacity of the teacher for providing communicative interchange experiences to more students simultaneously
- Provides opportunities for students to extend their foreign language practice time and communicative experiences beyond classroom hours (at home, in the library, at lunch time, and before and after school)

Technology is only an aid to the teaching/learning process. The curriculum and its objectives come first. Technology can be reviewed for its potential for attaining these objectives. Technology's inclusion in a foreign language program will not automatically make that program better or more communicative, but it can make a well-planned curriculum more effective, efficient, and exciting.

#### Phantom Electronics and International Telecommunications

Phantom Electronics, a small electronics manufacturing company in the Sacramento Valley, paid a writer to compose an ad for publication in a Spanish-language trade magazine with extensive circulation in Latin America. The busy owners of the company, Nick and Martha Phantom, soon moved on to other things, forgetting about the ad.

The company was a subscriber to *The Source*, an international telecommunications network serving businesses and individuals. One of *The Source's* subscriber services is *electronic mail*, which Martha routinely uses. One day, when she checked Phantom's

*"The most important lesson to be learned from this tour [of educational software] is that teachers' knowledge and experience will be far more valuable in creating and evaluating instructional computer programs ... It should be noted that good programs will only emerge from serious reflection on methods and course content. Good design reflects good teaching concepts; programming must rise to these standards."*

*—Hope, Taylor, & Pusack  
(University of Iowa)*

*electronic mailbox*, she found a message written in Spanish.

She and Nick took a copy of the message to the new secretary, Lisa. Nick asked Lisa to find the phone number of the writer who composed the original ad, hoping to hire him to translate the message. Lisa asked if she could see the message. Lisa, it seems, had studied Spanish for four years in high school.

To Nick's surprise, Lisa was able to understand the message. The electronic correspondents expressed an interest in Phantom's newest satellite filter model, the Mark XII. The potential customers wanted to know about prices, shipping costs, and timetables. They were also interested in arranging a demonstration at their headquarters in Guatemala.

Lisa offered to set up a direct computer contact with the Guatemalan company and to communicate with them in Spanish. She explained that her third and fourth year Spanish classes used computer networks to correspond with *electronic pen pals* and regularly teleconferenced with Spanish students throughout the United States and from two schools in their network in México. Lisa had also belonged to the Business Special Interest Group (SIG) on the network and was a member of her high school chapter of the Future Business Leaders of America.

By occasionally referring to a dictionary and with the slower pace of communicating in writing, Lisa could still *converse* in Spanish! Martha and Nick had known about Lisa's secretarial skills, but her Spanish and *electronic networking* skills caught them by surprise. They were also amazed by the extent to which foreign language programs had changed since they were high school students.

# Technology Curriculum

Foreign Language Curriculum Indexes  
Foreign Language Resource Guide

# *The Foreign Language Curriculum Indexes*

## The Correlation of Technology and California's Foreign Language Curriculum

### *Organization of the Foreign Language Indexes*

This section identifies the microcomputer software and instructional video program titles most likely to support foreign language teaching objectives. The project has organized the titles of recommended programs according to a format based on the *Model Curriculum Standards: Foreign Language*, in which additional information on these categorizations can be found. Titles are further indexed by language, grade level, and the language level for which a program is most likely to be useful.

Program titles are listed in the The Foreign Language Curriculum Indexes alphabetically by title, grouped by language. They are indexed for each of three *communicative features*: Function, Content/Context, and Accuracy. In addition to these categories, the project also indicated 1) when a program has content which deals with aspects of the cultures of which the language is a part; and 2) through which *communicative mode* it accomplishes its instruction.

The information in this section represents the best judgment of the reviewers and the project's staff regarding the major instructional objectives of a particular program. Programs may contain content in other unindexed areas which may be of value. *It is always in a teacher's best interest to preview a program before its use to determine its exact content.*

### *Program Information*

Once a title of potential usefulness is identified for some curricular area, the alphabetical listing of titles in the Recommended Technology section of the *Resource Guide* will provide expanded information. That section gives detailed descriptions of programs, evaluative comments, information about classroom settings, equipment requirements, support materials, and cautionary remarks regarding the program.

## ***The Key to the Indexes***

The project has used the following categorization for matching technology to the foreign language curriculum. Where necessary, brief examples of the type of information each category represents are provided. (For further descriptions please refer to the *Model Curriculum Standards: Foreign Language*.) Following these examples is an annotated sample entry which illustrates the use of the indexes.

### ***Communicative Modes***

This portion of the indexes matches a title to the modes of communication. The Culture category is designed to indicate when a title uses cultural aspects of the language as a mode of instruction, rather than as a content of instruction.

#### **Receptive**

Listening

Reading

#### **Productive**

Speaking

Writing

#### **Culture**

Fine Arts

Formal aspects of the culture:

Religious observance, Music,

Visual and performing arts, etc.

Signs/Signals

Dress, gestures, street signs, map

legends, social forms of behavior, etc.

### ***Communicative Features***

The communicative features of a title are indicated by the following categorizations. These categorizations are not exclusive of one another. In fact, many titles are listed under more than one of the major headings: Function, Content/Context, or Accuracy. This is due to the design of these programs and the media of their presentation. Where explanation of a category's scope is not clear from its title, illustrative examples are provided.

## Communicative Functions

These categories were developed within the framework of the *Model Curriculum Standards: Foreign Language*. They are illustrated by examples of the types of communicative situations each represents.

### *Observing Social Conventions*

Greeting, leave-taking, introducing, telephoning, showing courtesies, etc.

### *Exchanging Information*

Getting and giving information; interviewing; reporting; identifying things, activities, motives, purposes, places, people, etc.

### *Evaluating & Commenting*

Rating, judging, giving opinions, showing interest, showing reference, etc.

### *Expressing Feelings*

Showing sympathy, gratitude, surprise, fear, indifference, boredom, impatience, pain, etc.

### *Regulating Activities*

Commanding, requesting, permitting, offering, agreeing, determining feasibility, etc.

### *Regulating Conversations*

Signalizing, getting attention, clarifying, spelling out, etc.

## Content/Context

These categories represent broad groupings of the content of a title's presentation. A title may be listed in one of the following categories as its content corresponds to the categorization or because it presents its content in the context of its categorization.

*Number & Alphabet*

*Time Concepts*

*Family Members*

*Food*

*Objects*

*Measurements*

*Interactions with People*

*Immediate Environment*

*General Feelings*

*Daily Activities*

*Personal Needs*

*Locations & Geography*

*Leisure & Free Time*

*Professions & Occupations*

*Travel & Transportation*

*Culture*

*Current Events*

**Accuracy**

Titles which match these categories primarily deal with the acquisition of skills in isolated, uncontextualized, non-functional instructional environments. The categories are broad; additional information regarding the specific objective of the title can be found in the Recommended Technology section of this *Resource Guide*

*Structure*  
*Pronunciation*  
*Orthography*  
*Vocabulary*

**Sample Index**

This sample Index is one of three indexes for each language. It illustrates the design and use of all the indexes.

**Technology in the Foreign Language Curriculum  
 Function Index**

Instructional Medium	Spanish			Function						Culture	
	Program Title	Grade Level	Language Level	Observing Social Conventions	Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Fine Arts	Signs & Signals
	Anagramas hispano-americanos	7-12	1 - 3	L,R W		W,R					
	Batella de palabras	9-12	1	W,R					L,R		
	Zarabanda Episode 12	9-12	2		*		*				

L: Listening R: Reading S: Speaking W: Writing \*: All Areas

The following is the legend to the Foreign Language Curriculum Indexes. Examples of the various codes can be found in the sample above.

## A Description of the Coding Used in the Foreign Language Indexes

**Communicative Modes** Communicative modes are indicated by a letter in a box at the intersection of the Communicative Feature (the column headings) and the program title (the row labels). The letters represent the communicative modes as follows:

- L – Listening (Receptive Mode)
- R – Reading (Receptive Mode)
- S – Speaking (Productive Mode)
- W – Writing (Productive Mode)
- \* – All Modes are used by the Title

**Grade Level** Indicated by numerals is the span of grade levels for which the title is appropriate. A title which will be useful in the primary grades, for example, will be listed as K - 3.

**Language Levels** The Language Level designation corresponds with the levels described in the *Model Curriculum Standards: Foreign Language*. These levels are expressed in the number of years of language study. Language levels are expressed as single years (First Year, Second Year, etc.), as combinations (Second & Third Years), or as spans (First - Fourth Years) in the indexes. In these indexes, these years will be expressed in numerals.

**Medium** The following icons indicate the medium of title:

Microcomputer Software



Instructional Videodisc



Instructional Video



**Culture** When a title has cultural content, that content is indicated in the right-most columns of the index. This category of curricular match is indicated by a dot appearing at the intersection of the cultural mode (columns) and the program titles (row).

# Technology in the Foreign Language Curriculum

## General Function Index

Instructional Medium	Program Title	Grade Level	Language Level	Function						Culture	
				Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals
	<i>General</i>										
	Alexander	7-12	1-4	W	W	W	W	W	W		
	Brainz	2-12	1-4	RW	RW	RW	RW	RW	RW		
	Comic Works	6-12	1-4	RW	RW	RW	RW	RW	RW	○	○
	Crossword Magic	4-12	1-3	RW	RW	RW	RW	RW	RW	○	○
	Dasher	4-12	1-4	RW	RW	RW	RW	RW	RW	○	○
	Gutenberg, Jr.	7-12	1-4	W	W	W	W	W	W		
	The Linguist	4-12	1-4	RW	RW	RW	RW	RW	RW		
	Multi-Lingual Story Teller	4-9	1-2	RW	RW	RW	RW	RW	RW		
	The Other Side	4-12	1-4	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS		
	Passport: The Courseware Creator	7-12	1-4	RW	RW	RW	RW	RW	RW		
	Prompt	9-12	1-4	RW	RW	RW	RW	RW	RW		

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

## Technology in the Foreign Language Curriculum General Content/Context Index

Instructional Medium	Program Title		Content/Context																		Culture			
	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals		
	Alexander	7-12 1-4	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W			
	Brainz	2-12 1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		
	Comic Works	6-12 1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	○	○
	Crossword Magic	4-12 1-3	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	○	○
	Dasher	4-12 1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	○	○
	Gutenberg, Jr.	7-12 1-4	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W		
	The Linguist	4-12 1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		
	Multi-Lingual Story Teller	4-9 1-2	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

# Technology in the Foreign Language Curriculum

## General Content/Context Index

Instructional Medium	Program Title		Grade Level		Content/Context																		Culture	
	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals		
	<b>General</b>																							
	The Other Side	4-12	1-4	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS	RW LS			
	Passport: The Courseware Creator	7-12	1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW			
	Prompt	9-12	1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW			

R: Reading W: Writing I: Listening S: Speaking \*: All Areas

## Technology in the Foreign Language Curriculum General Accuracy Index

Instructional Medium	Program Title	Grade Level	Language Levels	Accuracy				Culture	
				Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
	<i>General</i>								
	Alexander	7-12	1-4	W	W	W	W		
	Brainz	2-12	1-4	RW	RW	RW	RW		
	Comic Works	0-12	1-4	RW	RW	RW	RW	○	○
	Crossword Magic	4-12	1-3	RW	RW	RW	RW	○	○
	Dasher	4-12	1-4	RW	RW	RW	RW	○	○
	Gutenberg, Jr.	7-12	1-4	W	W	W	W		
	The Linguist	4-12	1-4	RW	RW	RW	RW		
	Multi-Lingual Story Teller	4-9	1-2	RW	RW	RW	RW		
	The Other Side	4-12	1-4	RW LS	RW LS	RW LS	RW LS		
	Passport: The Courseware Creator	7-12	1-4	RW	RW	RW	RW		
	Prompt	9-12	1-4	RW	RW	RW	RW		

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

# Technology in the Foreign Language Curriculum

## French Function Index

Instructional Medium	Program Title	Grade Level	Language Level	Function						Culture	
				Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals
	Associations 2	7-12	2-3								
	A Vous la France! (15 episodes)	9-12	1-2	LR	LR	LR			LR	○	○
	Bataille de Mots	4-12	1-4	RW							
	Chroniques de France	9-12	2-4	LR	LR					○	
	Dasher Drills for Contacts	9-12	1-2								
	Dasher Drills for Découverte et Création	9-12	4								
	Daumier: Chroniquer d'une Époque	9-12	3-4	L	L	L			L	○	○
	Différenciations	7-12	2-3								
	En Vacances	7-12	1-2	RW	RW	RW	RW			○	○
	En Ville	7-12	1-2	RW	RW	RW	RW			○	○
	Foreign Frenzy – French	7-12	1-2								
	Foreign Language Instruction – French Level 1	9-12	1-2	RW	RW	RW	RW	RW	RW	○	○
	France from Within, Tape 1 (11 episodes)	9-12	1-4	LR	LR	LR	LR		LR	○	○
	French Achievement I	7-12	1-2								

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

# Technology in the Foreign Language Curriculum

## French Function Index

Instructional Medium	Program Title	Grade Level	Language Level	Exchanging Information	Function					Observing Social Conventions	Culture	
					Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Fine Arts		Signs & Signals	
	French Achievement II	7-12	3-4									
	French Achievement III	9-12	3-4									
	French Commercials	9-12	1-4	LR	LR				LR	○	○	
	French for Mastery	7-12	1	RW								
	French Grammar Computerized I	7-12	1									
	French Grammar Computerized II	7-12	2									
	French Idiom Master	7-12	1-4	RW		RW	RW					
	French Micro SCRABBLE™	3-12	1-4									
	French Vocabulary Games	4-12	1-4	RW	RW	RW	RW	RW	RW	○	○	
	French Word Order	9-12	1-4									
	Guide de l'Enseignant	4-12	1-2	RW	RW	RW	RW	RW	RW	○	○	
	Homophones	7-12	1-2									
	Introduction au Passé	9-12	1-2	LR W	LR W	LR W	LR W					
	Jack Bombe	7-12	2-4	RW	RW	RW			RW		○	

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

# Technology in the Foreign Language Curriculum

## French Function Index

Instructional Medium	Program Title	Grade Level		Function						Culture	
		Grade Level	Language Level	Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals
	<b>French</b>										
	Jeux de Vocabulaire	3-12	1-2								
	Jeux Mathématiques Classiques	K-6	1-2		RW						
	La Boîte à Puces	5-12	1-2	RW	RW		RW				
	La France Telle Qu'elle Est <i>(5 épisodes)</i>	9-12	1-2	LR						○	○
	La Marée et Ses Secrets <i>(5 épisodes)</i>	9-12	1-4	LR	LR		LR	LR	LR	○	○
	La Parade des Marionnettes	1-5	1-2	RW	RW						
	La Télé des Français Series	7-12	2-4	RL	RL		RL	RL	RL		○
	Le Complot du Bourdon	3-6	1-2	RW	RW						
	Le Déménagement	7-12	1-2	RW			RW	RW			○
	Le Messagier	4-7	1-2	W	W	W	W	W	W	○	○
	Le Petit Shaperon Rouge	4-12	1-2	LR						○	○
	Le Temple d'Apshai	7-12	1-4	RW			RW				
	Les Aventures de M. Carré <i>(3 épisodes)</i>	7-12	1-2	LR	LR		LR		LR		○
	Les Chemins de Louise-Étienne	3-7	1-2	RW	RW				RW		

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

## Technology in the Foreign Language Curriculum French Function Index

Instructional Medium	Program Title	Grade Level	Language Level	Exchanging Information	Function					Culture	
					Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals
	Les Jeux du Bourdon	K-4	1-2	RW	RW						
	Le Puzzles de Gertrude	3-8	1-2	RW	RW		RW				
	Le Secrets de Gertrude	K-6	1-2	RW	RW		RW				
	Les Sports	7-12	1-2	RW	RW			RW			<input type="radio"/>
	Les Trois Ours	4-12	1-2	LS	LS						
	Les Verbes Pronominaux	9-12	2-3	LR W	LR W	LR W	LR W				
	L'Hôtel des Marionnettes	3-6	1-2	RW			RW				
	L'Odyssée du Robot	4-12	1-2	RW	RW		RW				
	M-ss-ng L-nks – Le Mot Juste	3-12	1-4		RW						
	Mésaventures Culturelles	9-12	1-4	RW	RW				RW	<input type="radio"/>	<input type="radio"/>
	Paris en Métro	7-12	1-2	RW			RW	RW		<input type="radio"/>	<input type="radio"/>
	Parlez-moi 1 (24 episodes)	7-12	1-4	LR					LR		<input type="radio"/>
	Parlez-moi 2 (10 episodes)	9-12	1-2	LR					LR		<input type="radio"/>
	Poker Pari	9-12	1-2	RW	RW		RW		RW		

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

# Technology in the Foreign Language Curriculum

## French Function Index

Instructional Medium	Program Title	Grade Level	Language Level	Function						Culture	
				Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals
	<b>French</b>										
	Préparation à la Lecture et à l'Addition	K-4	1-2	RW	RW						
	Profession: Detective (Snooper Troops Case #2)	3-8	1-4	RW			RW				○
	R.S.V.P.	7-12	1-4	WR	WR				WR		☺
	Racines	6-12	1-2								
	SALUT! (25 episodes)	7-12	1	LR	LR		LR		LR		○
	Scénario (Kidwriter) - Levels I & II	3-8	1-4	W	W	W	W	W	W	☺	☺
	Téléfrançais (10 episodes)	3-8	1	RL	RL		RL				○
	Tic-Tac-Show	2-12	1-2	RW	RW	RW	RW	RW	RW	☺	☺
	Touring Paris (5 episodes)	9-12	2	LR	LR	LR		LR	LR	○	○
	Un Repas Français	7-12	1-2	RW	RW						○

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

## Technology in the Foreign Language Curriculum French Content/Context Index

Instructional Medium	Program Title	Grade Level		Content/Context																	Culture					
		Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals				
	Associations 2	7-12	2-3																							
	A Vour la France! <i>(15 episodes)</i>	9-12	1-2	LR	LR	LR	LR	LR	LR	LR	LR		LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR
	Bataille de Mots	4-12	1-4				RW	RW				RW		RW				RW		RW						
	Chroniques de France	9-12	2-4		LR			LR	LR	LR	LR		LR		LR		LR	LR				LR			LR	LR
	Dasher Drills for Contacts	9-12	1-2																							
	Dasher Drills for Découverte et Création	9-12	4																							
	Daumier: Chroniqueur d'une Époque	9-12	3-4		L			L		L		L		L		L		L		L		L		L		L
	Différenciations	7-12	2-3																							

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

# Technology in the Foreign Language Curriculum

## French Content/Context Index

Instructional Medium	Program Title		Content/Context																		Culture		
	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals	
	En Vacances	7-12 1-2				RW	RW		RW		RW			RW	RW	RW	RW	RW	RW				
	En Ville	7-12 1-2					RW		RW	RW	RW	RW	RW			RW	RW						
	Foreign Frenzy - French	7-12 1-2				RW	RW						RW	RW				RW					
	Foreign Language Instruction - French Level I	9-12 1-2	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		
	France from Within, Tape 1 (11 episodes)	9-12 1-4				LR	LR	LR	LR		LR	LR	LR		LR	LR		LR	LR	LR			
	French Achievement I	7-12 1-2							RW		RW		RW	RW				RW	RW				
	French Achievement II	7-12 1-4							RW		RW		RW	RW				RW	RW				
	French Achievement III	9-12 3-4							RW		RW		RW	RW				RW	RW				

R: Reading W: Writing L: Listening S: Speaking \*: All Areas



# Technology in the Foreign Language Curriculum

## French Content/Context Index

Instructional Medium	Program Title	Grade Level		Content/Context																			Culture		
		Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals		
	Guide de l'Enseignant	4-12	1-2	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	○	○
	Homophones	7-12	1-2																						
	Introduction au Pass	9-12	1-2		LR W		LR W	LR W		LR W	LR W	LR W	LR W	LR W	LR W										
	Jack Bombe	7-12	2-4							RW														○	
	Jeux de Vocabulaire	3-12	1-2	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		
	Jeux Mathématiques Classiques	K-6	1-2	RW																					
	La Boîte à Fuces	5-12	1-2					RW	RW											RW					
	La France Telle Qu'elle Est (5 episodes)	9-12	1-2				LR			LR			LR				LR	LR	LR	LR	LR		○	○	

R: Reading W: Writing L: Listening S: Speaking \*: All Areas



# Technology in the Foreign Language Curriculum

## French Content/Context Index

Instructional Medium	Program Title		Content/Context																Culture				
	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals	
	Les Aventures de M. Carré (3 episodes)	7-12 1-2				LR	LR			LR	LR		LR	LR			LR		LR				○
	Les Chemins de Louise-Etienne	3-7 1-2																					
	Les Jeux du Bourdon	K-4 1-2	RW																RW				
	Les Puzzles de Gertrude	3-8 1-2	RW				RW	RW												RW			
	Les Secrets de Gertrude	K-6 1-2	RW				RW	RW												RW			
	Les Sports	7-12 1-2							RW					RW	RW						RW		○
	Les Trois Ours	4-12 1-2				LS	LS	LS	LS	LS										LS			
	Les Verbes Pronominaux	9-12 2-3																					

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

# Technology in the Foreign Language Curriculum

## French Content/Context Index

Instructional Medium	Program Title		Grade Level		Content/Context																			Culture	
	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals			
	L'Hôtel des Marionnettes	3-6	1-2				LW	LW																	
	L'Odyssé du Robot	4-12	1-2				RW	RW																	
	M-ss-ng L-nks – Le Mot Juste (French Editor)	3-12	1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	
	Mésaventures Culturelles	9-12	1-4	RW	RW		RW	RW		RW			RW		RW		RW	RW						○ ○	
	Paris en Métro	7-12	1-2	RW							RW		RW	RW		RW		RW		RW				○ ○	
	Parlez-moi 1 (24 episodes)	7-12	1-4				LR	LR	LR	LR	LR	LR		LR	LR		LR	LR	LR	LR				○	
	Parlez-moi 2 (10 episodes)	9-12	1-2				LR			LR				LR		LR	LR	LR	LR					○	
	Poker Pari	9-12	1-2	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

# Technology in the Foreign Language Curriculum

## French Content/Context Index

Instructional Medium	Program Title	Grade Level		Content/Context																		Culture	
		Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals
	Préparation à la Lecture et à l'Addition	K-4	1-2	RW																			
	Profession: Detective (Snooper Troops Case #2)	3-8	1-4																				
	R.S.V.P.	7-12	1-4		WR		WR	WR	WR	WR			WR						WR		WR		☉
	Racines	6-12	1-2																				
	SALUT! (25 episodes)	7-12	1	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	LR	○
	Scénario (Kidwriter) - Levels I & II	3-8	1-4	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	
	Téléfrançais (10 episodes)	3-8	1	RL					RL	RL	RL				RL	RL			RL		RL	RL	○
	Tic-Tac-Show	2-12	1-2	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

# Technology in the Foreign Language Curriculum

## French Content/Context Index

Instructional Medium	Program Title		Content/Context															Culture					
	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals	
	Touring Paris <i>(5 episodes)</i>	9-12	3		LR		LR			LR	LR	LR		LR				LR	LR	LR		<input type="radio"/>	<input type="radio"/>
	Un Repas Français	7-12	1-2				RW		RW													<input type="radio"/>	

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

## Technology in the Foreign Language Curriculum

### French Accuracy Index

Instructional Medium	Program Title	Grade Level	Language Levels	Accuracy				Culture	
	<i>French</i>			Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
	Associations 2	7-12	2-3	RW			RW		
	A Vous la France! <i>(15 episodes)</i>	9-12	1-2	LR	LR	LR	LR	<input type="radio"/>	<input type="radio"/>
	Bataille de Mots	4-12	1-4	RW	RW	RW	RW		
	Chroniques de France	9-12	2-4						
	Dasher Drills for Contacts	9-12	1-2	RW		RW	RW		
	Dasher Drills for Découverte et Création	9-12	4	RW		RW	RW		
	Daumier: Chroniquer d'une Époque	9-12	3-4						
	Différenciations	7-12	2-3	WR		WR	WR		
	En Vacances	7-12	1-2	RW		RW	RW	<input type="radio"/>	<input type="radio"/>
	En Ville	7-12	1-2	RW		RW	RW	<input type="radio"/>	<input type="radio"/>
	Foreign Frenzy - French	7-12	1-2	RW			RW		
	Foreign Language Instruction - French, Level 1	9-12	1-2	RW	RW	RW	RW	<input type="radio"/>	<input type="radio"/>
	France From Within, Tape 1 <i>(11 episodes)</i>	9-12	1-4	LR	LR		LR	<input type="radio"/>	<input type="radio"/>
	French Achievement I	7-12	1-2	RW		RW	RW		

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

## Technology in the Foreign Language Curriculum

### French Accuracy Index

Instructional Medium	Program Title	Grade Level	Language Levels	Accuracy				Culture	
				Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
	<i>French</i>								
	French Achievement II	7-12	3-4	RW		RW	RW		
	French Achievement III	9-12	3-4	RW		RW	RW		
	French Commercials	9-12	1-4	LR		LR	LR	○	○
	French for Mastery	7-12	1	RW		RW	RW		
	French Grammar Computerized II	7-12	1	RW			RW		
	French Grammar Computerized II	7-12	2	RW			RW		
	French Idiom Master	7-12	1-4	RW		RW	RW		
	French Micro SCRABBLE™	3-12	1-4		WR				
	French Vocabulary Games	4-12	1-4	RW	RW	RW	RW	○	○
	French Word Order	9-12	1-4	RW					
	Guide de l'Enseignant	4-12	1-2	RW	RW	RW	RW	○	○
	Homophones	7-12	1-2	RW			RW		
	Introduction au Passé	9-12	1-2	LR W	LR W	LR W			
	Jack Bombe	7-12	2-4						

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

# Technology in the Foreign Language Curriculum

## French Accuracy Index

Instructional Medium	Program Title	Grade Level	Language Levels	Accuracy				Culture	
				Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
	<i>French</i>								
	Jeux de Vocabulaire	3-12	1-2	RW		RW	RW		
	Jeux Mathématiques Classiques	K-6	1-2			RW	RW		
	La Boîte à Puces	5-12	1-2						
	La France Telle Qu'elle Est <i>(5 episodes)</i>	9-12	1-2	LR	LR		LR	○	○
	La Marée et Ses Secrets <i>(3 episodes)</i>	9-12	1-4	LR	LR	LR	LR	○	○
	La Parade des Marionnettes	1-5	1-2						
	La Télé des Français Series	7-12	2-4	RL		RL	RL		
	Le Complot du Bourdon	3-6	1-2						
	Le Déménagement	7-12	1-2	RW		RW	RW		
	Le Messagier	4-7	1-2			W			
	Le Petit Shaperon Rouge	4-12	1-2	LR	LR		LR		
	Le Temple d'Aphshai	7-12	1-4						
	Les Aventures de M. Carré <i>(3 episodes)</i>	7-12	1-2		LR		LR		
	Les Chemins de Louis-Étienne	3-7	1-2	RW		RW			

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

## Technology in the Foreign Language Curriculum French Accuracy Index

Instructional Medium	Program Title	Grade Level	Language Levels	Accuracy				Culture	
				Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
	<i>French</i>								
	Les Jeux du Bourdon	K-4	1-2						
	Les Puzzles de Gertrude	3-8	1-2						
	Les Secrets de Gertrude	K-6	1-2						
	Les Sports	7-12	1-2	RW		RW	RW		○
	Les Trouis Ours	4-12	1-2		LS		LS		
	Les Verbes Pronominaux	9-12	2-3	LR W	LR W	LR W			
	L'Odyssée du Robot	4-12	1-2						
	M-ss-ng L-nks – Le Mot Juste (French Editor)	3-12	1-4	RW			RW		
	Mésaventures Culturelles	9-12	1-4			RW	RW	○	○
	Paris en Métro	7-12	1-2	RW		RW	RW	○	○
	Parlez-moi 1 (24 episodes)	7-12	1-4	LR		LR	LR	○	○
	Parlez-moi 1 (10 episodes)	9-12	1-2	LR		LR	LR		○
	Poker Pari	9-12	1-2	RW		RW	RW		
	Préparation à la Lecture et à l'Addition	K-4	1-2			RW	RW		

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

# Technology in the Foreign Language Curriculum

## French Accuracy Index

Instructional Medium	Program Title	Grade Level	Language Levels	Accuracy				Culture	
				Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
	<b>French</b>								
	Profession: Detective (Snooper Troops Case #2)	3-8	1-4						
	R.S.V.P.	7-12	1-4						
	Racines	6-12	1-2	RW		RW	RW		
	SALUT! (25 episodes)	7-12	1	LR	LR		LR		
	Scénario (Kidwriter) - Levels I & II	3-8	1-4	W	W	W	W	○	○
	Téléfrançais (10 episodes)	3-8	1	RL	RL		RL		○
	Tic-Tac-Show	2-12	1-2	RW	RW	RW	RW	○	○
	Touring Paris (5 episodes)	9-12	2	LR	LR	LR	LR	○	○
	Un Repas Français	7-12	1-2	RW		RW	RW		○

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

# Technology in the Foreign Language Curriculum

## German Function Index

Instructional Medium	Program Title	Grade Level	Language Level	Exchanging Information	Function					Culture	
					Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals
	<i>German</i>										
	Apfelschuss	7-12	1								
	Berlin	7-12	2-3	RL						○	
	Bilder raten	3-6	1-4								
	Dasher	9-12	1-4	RW	RW	RW	RW	RW	RW		
	Dasher Drills for <i>Deutsch heute</i>	9-12	1-4	RW	RW	RW	RW	RW	RW		
	Dasher Drills for <i>Deutsche Sprache und Landeskunde</i>	9-12	1-4	RW	RW	RW	RW	RW	RW		
	Deutsch Aktuell 1	9-12	1								
	Deutsch Direkt! (20 episodes)	9-12	1-2	RL	RL	RL	RL	RL	RL	○	○
	Deutschlandspiegel (5 episodes)	10-12	3-4	RL	RL	RL	RL	RL	RL	○	○
	Die Postkarte	9-12	3	L	L	L			L	○	○
	Eine Reise durch Deutschland	7-12	1-4	RW	RW				RW	○	○
	Gabi und Frank (12 episodes)	9-12	1	RL	RL		RL		RL	○	○
	German Achievement I	7-12	1-2								
	German Commercials	9-12	1-4	RL		RL			RL	○	○

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

# Technology in the Foreign Language Curriculum

## German Function Index

Instructional Medium	Program Title	Grade Level	Language Level	Exchanging Information	Function					Observing Social Conventions	Culture	
					Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Fine Arts		Signs & Signals	
	<i>German</i>											
	German Idiom Master	7-12	1-4	RW		RW	KW					
	German Vocabulary Games	4-12	1-4	RW	RW	RW	RW	RW	RW			
	German Word Order	9-12	1-4									
	Geschichtenschreiber (Kidwriter) - Levels I & II	3-8	1-4	W	W	W	W	W	W			
	M-ss-ng L-inks - Wortspiel	3-12	1-4		RW							
	Morgens geht Fritz zur Schule	9-12	1-2									
	Partner Video Sequences (55 episodes)	9-12	3-4	RL	RL	RL		RL	RL	○	○	
	Poker Parat	9-12	1-2	RW	RW		RW		RW			
	26 Deutsche Kulturfilme (26 programs)	9-12	3-4	RL	RL	RL			RL	○	○	
	Wortgefecht	4-12	1-4	RW								

R: Reading W: Writing L: Listening S: Speaking \*: All Areas



## Technology in the Foreign Language Curriculum German Content/Context Index

Instructional Medium	Program Title		Content/Context																		Culture	
	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals
	Deutschlandspiegel (5 episodes)	10-12 3-4							RL	RL	RL	RL		RL		RL			RL		○	○
	Die Postkarte	9-12 3			L	L			L	L	L	L	L								○	○
	Eine Reise durch Deutschland	7-12 1-4										RW							RW	RW	○	○
	Gabi und Frank (12 episodes)	9-12 1	RL						RL		RL	RL	RL	RL	RL	RL	RL		RL		○	○
	German Achievement I	7-12 1-2					RW		RW				RW	RW					RW	RW		
	German Commercials	9-12 1-4				RL	RL	RL					RL			RL			RL		○	○
	German Idiom Master	7-12 1-4		RW					RW	RW	RW	RW	RW			RW						
	German Vocabulary Games	4-12 1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		

R: Reading W: Writing L: Listening S: Speaking \*: All Areas



## Technology in the Foreign Language Curriculum German Accuracy Index

Instructional Medium	Program Title	Grade Level	Language Levels	Accuracy				Culture	
				Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
	<i>German</i>								
	Apfelschuss	7-12	1			RW	RW		
	Berlin	7-12	2-3	RL	RL	RL	RL	☺	
	Bilder raten	3-6	1-4				RW		
	Dasher	4-12	1-4	RW	RW	RW	RW		
	Dasher Drills for <i>Deutsch heute</i>	9-12	3-4	RW		RW	RW		
	Dasher Drills for <i>Deutsche Sprache und Landeskunde</i>	9-12	3-4	RW		RW	RW		
	Deutsch Aktuell 1	9-12	1	RW		RW	RW		
	Deutsch Direkt! <i>(20 episodes)</i>	9-12	1-2	RL	RL		RL	○	○
	Deutschlandspiegel <i>(5 episodes)</i>	10-12	3-4	RL	RL		RL	○	○
	Die Postkarte	9-12	3	L	L		L	○	○
	Eine Reise durch Deutschland	7-12	1-4						
	Gabi und Frank <i>(12 episodes)</i>	9-12	1	RL	RL		RL	○	○
	German Achievement I	7-12	1-2	RW		RW	RW		
	German Commercials	9-12	1-4	RL	RL		RL	○	○

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

# Technology in the Foreign Language Curriculum

## German Accuracy Index

Instructional Medium	Program Title	Grade Level	Language Levels	Accuracy				Culture	
				Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
	<i>German</i>								
	German Idiom Master	7-12	1-4	RW		RW	RW		
	German Vocabulary Games	4-12	1-4	RW	RW	RW	RW		
	German Word Order	9-12	1-4	RW					
	Geschichtenschreiber (Kidwriter) - Levels I & II	3-8	1-4	W	W	W	W		
	M-ss-ng L-nks - Wortspiel	3-12	1-4	RW			RW		
	Morgens Geht Fritz zur Schule	9-12	1-2	RW		RW	RW		
	Partner Video Sequences (55 episodes)	9-12	3-4					☺	☺
	Poker Parat	9-12	1-2	RW		RW	RW		
	26 Deutsche Kulturfilme (26 programs)	9-12	3-4	RL	RL	RL	RL	☺	☺
	Wortgefecht	4-12	1-4	RW	RW	RW	RW		

R: Reading W: Writing L: Listening S: Speaking \*: All Areas



## Technology in the Foreign Language Curriculum Greek Content/Context Index

Instructional Medium	Program Title	Grade Level	Language Level	Content/Context																		Culture		
	Greek			Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals	
	Greek Language & People (10 episodes)	9-12	1	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	☺	☺

R: Reading W: Writing L: Listening S: Speaking \*: All Areas



## Technology in the Foreign Language Curriculum: Italian Function Index

Instructional Medium	Program Title	Grade Level	Language Level	Exchanging Information	Function					Observing Social Conventions	Culture	
					Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Fine Arts		Signs & Signals	
	Buongiorno Italia (20 episodes)	9-12	1-2	RL	RL	RL	RL	RL	RL			
	Creastorie (Kidwriter) Italian Levels I & II	3-8	1-4	W	W	W	W	W	W			
	Dasher Drills for Prego	9-12	3-4									
	Italian Grammar Computerized I	7-12	1									
	Venicia Museo all' Aperto	7-12	2	RL								

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

# Technology in the Foreign Language Curriculum

## Italian Content/Context Index

Instructional Medium	Program Title		Grade Level		Content/Context																		Culture	
	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals		
	Buongiorno Italia! (20 episodes)	9-12	1-2	RL	RL	RL	RL			RL			RL	RL	RL	RL	RL	RL		RL		○	○	
	Creastorie (Kidwriter) Italian Levels I & II	3-8	1-4	W	W	W	W	L	W	W	W	W	W	W	W	W	W	W	W	W	W			
	Dasher Drills for Prego	9-12	3-4																					
	Italian Grammar Computerized I	7-12	1																					
	Venezia Museo all' Aperto	7-12	2	RL				RL									RL			RL		○	○	

R: Reading W: Writing L: Listening S: Speaking \*: All Areas





## Technology in the Foreign Language Curriculum Latin Content Context Index

Instructional Medium	Program Title	Grade Level		Content/Context																Culture			
		Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals
	Latin Grammar Computerized I	7-12	1																				
	Latin Idiom Master	7-12	1-4		RW					RW	RW	RW	RW	RW			RW						
	Latin Skills	9-12	1-2																				

R: Reading W: Writing L: Listening S: Speaking \*: All Areas



# Technology in the Foreign Language Curriculum

## Russian Function Index

Instructional Medium	Program Title	Grade Level	Language Level	Exchanging Information	Function					Observing Social Conventions	Culture	
	<i>Russian</i>				Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Fine Arts		Signs & Signals	
	The Russian Disk	9-12	1									
	Russian Language & People <i>(20 episodes)</i>	9-12	1-2	RL	RL	RL	RL	RL	RL	○	○	

R: Reading W: Writing L: Listening S: Speaking \*: All Areas



# Technology in the Foreign Language Curriculum

## Russian Content/Context Index

Instructional Medium	Program Title		Grade Level		Content/Context																	Culture			
	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals			
	The Russian Disk		9-12	1	RW																				
		Russian Language & People (20 episodes)		9-12	1-2	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	RL	○	○

R: Reading W: Writing L: Listening S: Speaking \*: All Areas



# Technology in the Foreign Language Curriculum

## Spanish Function Index

Instructional Medium	Program Title	Grade Level	Language Level	Function						Culture		
				Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals	
	Anagramas Hispanoamericanos	7-12	1-2	RW								<input type="radio"/>
	Batella de Palabras	4-12	1-4	RW								
	Caperucita Roja	4-8	1-2	RL							<input type="radio"/>	<input type="radio"/>
	Comerciales en Español	9-12	1-4	RL		RL				RL	<input type="radio"/>	<input type="radio"/>
	Creacuentos (Kidwriter) - Levels I & II	3-8	1-4	W	W	W	W	W	W	W		
	Dasher Drills for <i>En Contacto</i>	9-12	3-4									
	Dasher Drills for <i>Puntos de Partida</i>	9-12	2-4									
	Dasher Drills for <i>¡En Camino!</i>	9-12	2-4									
	Developing Spanish Skills	K-6	1									<input type="radio"/>
	Dicho y Hecho <i>(4 episodes)</i>	7-12	1	RL		RL				RL	<input type="radio"/>	<input type="radio"/>
	Ejercicios de Matemáticas	K-6	1-2									
	El Asistente del instructor	4-12	1-2	RW	RW	RW	RW	RW	RW	RW		
	El Dialoguista	7-12	1-2	W	W							
	El Mundo Hispanico	7-12	1-2	RW	RW						<input type="radio"/>	<input type="radio"/>

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

# Technology in the Foreign Language Curriculum

## Spanish Function Index

Instructional Medium	Program Title	Grade Level	Language Level	Function						Culture	
				Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals
	<b>Spanish</b>										
	Foreign Frenzy - Spanish	7-12	1-2								
	Foreign Language Instruction - Elementary Spanish	9-12	1-2	RW	RW	RW	RW	RW	RW		
	Idea Cat - Level I	K-9	1-2	RW							
	Juegos Comunicativos										
	Juegos de Vocabulario	3-12	1-2	RW	RW						
	La Gallinata Roja	4-12	1-2	RL							○
	Las Crónicas Computarizadas	7-12	1-4	W	W						
	Living Language Spanish	7-12	1	RL	RL		RL		RL	○	○
	Los Tres Osos	4-12	1-2	LS	LS						
	M-ss-ng L-nks - Al pie de la lectura (Spanish Editor)	3-12	1-4		RW						
	The Picture Dictionary Spanish	K-3	1								
	Poker Listo	9-12	1-2	RW	RW		RW		RW		
	Spanish Achievement I	7-12	1-2								
	Spanish Achievement II	9-12	3-4								

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

# Technology in the Foreign Language Curriculum

## Spanish Function Index

Instructional Medium	Program Title	Grade Level	Language Level	Exchanging Information	Function						Culture	
					Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals	
	Spanish Achievement III	9-12	3-4									
	Spanish Computer Tutor - Spanish Structure Drills A	9-12	1-4									
	Spanish Computer Tutor - Spanish Structure Drills B	9-12	1-4									
	Spanish for Mastery	7-12	1-2									
	Spanish FrEd (Free Educational) Writer	3-12	1-4	W	W	W	W	W	W			
	Spanish Grammar Computerized I	7-12	1									
	Spanish Grammar Computerized II	7-12	2									
	Spanish Grammar Review	7-12	1-4									
	Spanish Idiom Master	7-12	1-4	RW		RW	RW					
	Spanish Vocabulary Games	4-12	1-4	RW	RW	RW	RW	RW	RW			
	Spanish Word Order	9-12	1-4									
	Tic-Tac-Show	2-12	1-2	RW	RW	RW	RW	RW	RW			
	Un Día en Madrid	7-12	1-2	RW					RW			
	Un Día típico	7-12	1-2	RW		RW						○

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

# Technology in the Foreign Language Curriculum

## Spanish Function Index

Instructional Medium	Program Title	Grade Level	Language Level	Function						Culture	
				Exchanging Information	Evaluating & Commenting	Expressing Feelings	Regulating Activities	Regulating Conversations	Observing Social Conventions	Fine Arts	Signs & Signals
	Un Viaje en tren	7-12	1-2	RW	RW	RW	RW	RW	RW		<input type="radio"/>
	Una Visita a México	7-12	1-2	RW						<input type="radio"/>	<input type="radio"/>
	Una Fiesta	7-12	1-2	RW		RW			RW		<input type="radio"/>
	Vistas de España Series, Second Edition (6 episodes)	9-12	1	RL						<input type="radio"/>	<input type="radio"/>
	Zarabanda (25 episodes)	9-12	1	RL	RL	RL	RL	RL	RL	<input type="radio"/>	<input type="radio"/>

R: Reading W: Writing L: Listening S: Speaking \*: All Areas



# Technology in the Foreign Language Curriculum

## Spanish Content/Context Index

Instructional Medium	Program Title		Content/Context																		Culture		
	Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals	
	Anagramas Hispanoamericanos	7-12 1-2																					☺
	Batalla de Palabras	4-12 1-4				RW	RW				RW		RW				RW						
	Caperucita Roja	4-8 1-2				RL	RL	RL					RL	RL									○
	Comerciales en Español	9-12 1-4						RL	RL	RL					RL				RL				○
	Creacuentos (Kidwriter) - Levels I & II	3-8 1-4	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	
	Dasher Drills for <i>En Contacto</i>	9-12 3-4																					
	Dasher Drills for <i>Puntos de Partida</i>	9-12 2-4																					
	Dasher Drills for <i>¡En Camino!</i>	9-12 2-4																					



## Technology in the Foreign Language Curriculum Spanish Content/Context Index

Instructional Medium	Program Title		Grade Level	Language Level	Content/Context																	Culture						
	Number & Alphabet	Time Concepts			Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals						
	<b>Spanish</b>																											
	Idea Cat - Level I	K-9	1-2				RL							RL														
	Juegos Comunicativos	7-12	1-2																									
	Juegos de Vocabulario	3-12	1-2	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW
	La Gallinata Roja	4-12	1-2				RL	RL	RL				RL	RL														
	Las Crónicas Computarizadas	7-12	1-4	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
	Living Language Spanish	7-12	1				RL						RL		RL	RL								RL				
	Los Tres Osos	4-12	1-2				LS	LS	LS	LS	LS	LS												LS				
	M-ss-ng L-nks - Al pie de la lectura (Spanish Editor)	3-12	1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW

## Technology in the Foreign Language Curriculum Spanish Content/Context Index

Instructional Medium	Program Title		Grade Level	Language Level	Content/Context																	Culture		
	Spanish				Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals
	The Picture Dictionary – Spanish		K-3	1	RW		RW	RW	RW	RW		RW				RW	RW							
	Poker Listo		9-12	1-2	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW		
	Spanish Achievement I		7-12	1-2												RW	RW					RW	RW	
	Spanish Achievement II		9-12	3-4												RW	RW					RW	RW	
	Spanish Achievement III		9-12	3-4												RW	RW					RW	RW	
	Spanish Computer Tutor – Spanish Structure Drills A		9-12	1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	
	Spanish Computer Tutor – Spanish Structure Drills B		9-12	1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	
	Spanish for Mastery		7-12	1-2	RW		RW																	

## Technology in the Foreign Language Curriculum

### Spanish Content/Context Index

Technology in the Curriculum - Foreign Language  
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Instructional Medium	Program Title		Grade Level	Language Level	Content/Context																	Culture	
	Spanish				Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Immediate Environment	Feelings	Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts
	Spanish FrEd (Free Educational) Writer		3-12	1-4	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W		
	Spanish Grammar Computerized I		7-12	1																			
	Spanish Grammar Computerized II		7-12	2																			
	Spanish Grammar Review		7-12	1-4																			
	Spanish Idiom Master		7-12	1-4		RW						RW	RW	RW	RW	RW		RW					
	Spanish Vocabulary Games		4-12	1-4	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW
	Spanish Word Order		9-12	1-4																			
	Tic-Tac-Show		2-12	1-2	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW	RW

## Technology in the Foreign Language Curriculum Spanish Content/Context Index

Instructional Medium	Program Title		Grade Level	Language Level	Number & Alphabet	Time Concepts	Family	Food	Objects	Measurement	Interactions with People	Content/Context										Culture				
	Immediate Environment	Feelings										Daily Activities	Personal Needs	Locations & Geography	Leisure & Free Time	Professions & Occupations	Travel & Transportation	Comparisons	Culture	Current Events	Fine Arts	Signs & Signals				
	Un Día en Madrid		7-12	1-2		RW		RW			RW	RW														
	Un Día típico		7-12	1-2				RW	RW			RW		RW	RW		RW								☺	
	Un Viaje en tren		7-12	1-2	RW				RW		RW					RW		RW			RW				○	
	Una Visita a México		7-12	1-2	RW	RW			RW							RW					RW				○	
	Una Fiesta		7-12	1-2				RW			RW		RW									RW			○	
	Vistas de España Series, 2nd Edition (6 episodes)		9-12	1			RL	RL	RL			RL		RL	RL		RL				RL				○	
	Zarabanda		9-12	1		RL	RL	RL				RL		RL	RL	RL	RL	RL				RL			○	

## *Technology in the Foreign Language Curriculum*

### *Spanish Accuracy Index*

Instructional Medium	Program Title	Grade Level	Language Levels	Accuracy				Culture	
				Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
	<i>Spanish</i>								
	Anagramas Hispanoamericanos	7-12	1-2				RW		○
	Batalla de Palabras	4-12	1-4	RW	RW	RW	RW		
	Caperucita Roja	4-8	1-2	RL	RL		RL		
	Comerciales en Español	RW <sub>2</sub>	1-4	RW	RW				
	Creacuentos (Kidwriter) - Levels I & II	3-8	1-4	W	W	W	W		
	Dasher Drills for En Contacto	9-12	3-4	RW		RW	RW		
	Dasher Drills for Puntos de Partida	9-12	2-4	RW		RW	RW		
	Dasher Drills for ¡En Camino!	9-12	2-4	RW		RW	RW		
	Developing Spanish Skills	K-6	1	RW		RW	RW		○
	Dicho y Hecho	7-12	1	RL		RL	RL	○	○
	Ejercicios de Matemáticas	K-6	1-2						
	El Asistente del Instructor	4-12	1-2	RW	RW	RW	RW		
	El Dialoguista	7-12	1-2	W	W	W	W		
	El Mundo Hispanico	7-12	1-2	RW		RW	RW	○	○

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

## Technology in the Foreign Language Curriculum Spanish Accuracy Index

Instructional Medium	Program Title	Grade Level	Language Levels	Accuracy				Culture	
				Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
	<b>Spanish</b>								
	Foreign Frenzy – Spanish	7-12	1-2	RW			RW		
	Foreign Language Instruction – Elementary Spanish	9-12	1-2	RW	RW	RW	RW		
	Idea Cat – Level I	K-9	1-2			RL W	RL W		
	Juegos Comunicativos	7-12	1-2				RW		
	Juegos de Vocabulario	3-12	1-2	RW		RW	RW		
	La Gallinata Roja	4-12	1-2	RL	RL		RL	☉	☺
	Las Crónicas Computarizadas	7-12	1-4	W	W	W	W		
	Living Language Spanish	7-12	1	RL	RL		RL	☺	☉
	Los Tres Osos	4-12	1-2		LS		LS		
	M-ss-ng L-nks – Al pie de la lectura (Spanish Editor)	3-12	1-4	RW			RW		
	The Picture Dictionary – Spanish	K-3	1	RW			RW		
	Poker Listo	9-12	1-2	RW		RW	RW		
	Spanish Achievement I	7-12	1-2	RW		RW	RW		
	Spanish Achievement II	9-12	3-4	RW		RW	RW		

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

# Technology in the Foreign Language Curriculum

## Spanish Accuracy Index

Instructional Medium	Program Title	Grade Level	Language Levels	Accuracy				Culture	
				Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
	<i>Spanish</i>								
	Spanish Achievement III	9-12	3-4	RW		RW	RW		
	Spanish Computer Tutor - Spanish Structure Drills A	9-12	1-4	RW		RW	RW		
	Spanish Computer Tutor - Spanish Structure Drills B	9-12	1-4	RW		RW	RW		
	Spanish for Mastery	7-12	1-2	RW		RW	RW		
	Spanish FrEd (Free Educational) Writer	3-12	1-4	W	W	W	W		
	Spanish Grammar Computerized I	7-12	1	RW			RW		
	Spanish Grammar Computerized II	7-12	2	RW			RW		
	Spanish Grammar Review	7-12	1-4	RW					
	Spanish Idiom Master	7-12	1-4	RW		RW	RW		
	Spanish Vocabulary Games	4-12	1-4	RW	RW	RW	RW		
	Spanish Word Order	9-12	1-4	RW					
	Tic-Tac-Show	2-12	1-2						
	Un Día en Madrid	7-12	1-2	RW		RW	RW		
	Un Dia tipico	7-12	1-2	RW		RW	RW		○

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

# Technology in the Foreign Language Curriculum

## Spanish Accuracy Index

Instructional Medium	Program Title	Grade Level	Language Levels	Accuracy				Culture	
				Structure	Pronunciation	Orthography	Vocabulary	Fine Arts	Signs & Signals
	<i>Spanish</i>								
	Un Viaje en tren	7-12	1-2	RW		RW	RW		○
	Una Visita a México	7-12	1-2				RW	○	○
	Una Fiesta	7-12	1-2	RW		RW	RW	○	○
	Vistas de España Series, 2nd Edition	9-12	1	RL	RL		RL	○	○
	Zarabanda	9-12	1	RL	RL	RL	RL	○	○

R: Reading W: Writing L: Listening S: Speaking \*: All Areas

*Technology  
Curriculum*

Recommended  
Technology

*Recommended Technology  
Foreign Language Resource Guide*

## *Recommended Technology*

### An Annotated Listing of Instructional Software and Video Recommended for Use in California's Foreign Language Classrooms

#### *How were Software and Video Identified by the Project, and How Were They Reviewed*

This section of the *Resource Guide* provides annotations, evaluations, and other important information about the microcomputer software and instructional video programs which were rated as **Desirable** or **Exemplary** by the project's reviewers. More than 400 microcomputer software programs and 600 instructional video programs were submitted by producers from throughout North America for the project's evaluation. These submissions were the result of a general invitation to participate made by the project to every producer of foreign language media whose products were available for sale in California. Investigation was not limited to Instructional Television (ITV) series; any instructional video title was considered. The project did not consider films, audio recordings, or theatrical-release videos. Many of these excluded materials represent technologies which have proven valuable in language classrooms. They were, however, outside the scope of this project.

The materials listed in this section and those listed in Appendix III, All Titles Considered, were commercially available as of October 31, 1986, the point at which the project stopped accepting submissions. The current availability of these materials and the accuracy of pricing and related information are not guaranteed by the project. In the case of computer software, the first computer model listed in the Equipment category is the system upon which the software was evaluated. Our evaluation and other comments apply specifically to the tested version. Versions for other hardware may not have received the same rating. The reader of the information in this section may notice inconsistencies in the capitalization, accenting, and alphabetical placement of some of the titles. These are due to specific requests of the publishers.

The programs designed to teach a particular language were reviewed by teams of evaluators who teach that language. Each team consisted of three evaluators who reviewed the program's 1) support of the foreign language curriculum; 2) technical quality; 3) instructional quality; 4)

the quality of its support materials; and 5) its adherence to California's guidelines regarding social content. Programs received a rating in each of these categories from each member of the team. Each team then met and assigned a group-consensus score to each item on the evaluation form and to the whole program. If a team was not able to agree on a score, the program was submitted to a second team for evaluation. A number of programs were submitted to second review teams to verify the consistency of the evaluations between teams. Only those programs with an overall consensus score in the highest two categories are listed in this section of the *Resource Guide*.

The criteria developed by the project for the evaluation of educational software was derived from 1) the checklist developed for the TECC Software Clearinghouse (see Regional Agencies); 2) the California State Department of Education's *Guideline; for Educational Software in California's Schools*; and 3) the evaluation forms developed for the other Technology in the Curriculum projects. Instructional videos were rated using criteria established by the California Instructional Video Clearinghouse (see Regional Agencies), which were modified for the specific purposes of this project.

### *Factors to Consider*

While this project attempted to identify all instructional videos of use to the foreign language teacher, the main area of investigation was of media which were produced primarily for education. There are undoubtedly many programs released for general audiences which may be valuable resources to teachers. Caution is advised, however, regarding these materials. Many programs prepared for general audiences in the other countries contain portrayals and depictions which may not be acceptable in California's schools. As with any other medium, these programs should be thoroughly previewed by teachers before classroom presentation.

This investigation of microcomputer software and instructional videos was completed on October 31, 1986. The California State Department of Education has provided for the ongoing evaluation of these media through the Technology in the Curriculum Update project. The guides this project will produce will be distributed to California schools beginning in the 1987-88 school year. They will continue the review and recommendation of these technologies to foreign language teachers.

## ***A Final Word***

The recommended technologies are just that: simply recommended. This guide is not intended to be a list of materials which can be purchased "sight unseen". Teachers, school districts, and county offices of education must continue to preview these and other materials before purchase. The project is confident that users of the technology recommended in the *Resource Guide* will be pleased with its quality, but the final fit with the curriculum can only be made by the teacher.

## *A Guide to the Terms Used in the Recommended Technology Section*

- Description:** A factual description of the content, objectives, and presentation format of the program. This section may also contain any content advisory comments which will be of interest to the teacher.
- Evaluation:** Reviewers' opinions of the program's strengths and weaknesses
- Rating:** **Exemplary** - is of outstanding value to the foreign language program and is of exceptionally high technical quality  
**Desirable** - can serve as an effective tool in the classroom and is of high technical quality
- Language Level:** Expressed in years, the language levels correspond to those described in the *Model Curriculum Standards: Foreign Language*
- Program Type:** This category applies to computer software only. Definitions of the following types can be found in the Glossary.
- Authoring
  - Drill & Practice
  - Educational Game
  - Problem Solving
  - Shell
  - Simulation
  - Tutorial
  - Utility
  - Word Processor
- Support Materials:** Describes the type and amount of supporting material which is supplied with the program when purchased.
- Preparation:** The amount of preparation the program will require for use as described in Classroom Setting
- Classroom Setting:** A description of the classroom setting in which the use of the program will be maximized
- Equipment:** A list of the major systems for which the program is available. In the case of computer systems "compatibles" are not listed.
- Price:** Pricing information is offered only for computer software. Pricing for instructional video programs is dependent on the agency buying the product, that agency's use of the product, the size of the agency's audience, and a number of other factors.



## *Alexander*

- Source:** Gessler Educational Software    **Rating:** Desirable  
**Language:** General    **Language Level:** First - Fourth Years  
**Grade Level:** 7 - 12  
**Description:** A multilingual word processing program with characters and symbols for French, Spanish, English, German, Italian, Greek, Hebrew, Russian  
**Evaluation:** An excellent, full-featured foreign language word processor  
**Mode:** Writing  
**Function:** This program can be adapted to presentations in all categories.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Very complete documentation  
**Preparation:** Extensive preparation will be necessary when first using this program.  
**Classroom Setting:** Individual students  
**Program Type:** Word Processor  
**Equipment:** IBM  
**Price:** \$245.00                      **Copyright Date:** 1985
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## *Anagramas Hispanoamericanos*

- Source:** Gessler Educational Software    **Rating:** Desirable  
**Language:** Spanish    **Language Level:** First & Second Years  
**Grade Level:** 7 - 12  
**Description:** Teaches and reviews names, capitals, and locations of the countries of South and Central America, Mexico, and the Caribbean areas.  
**Evaluation:** The graphics are interesting, and the program uses an easy method of accenting words.  
**Mode:** Reading, Writing, Signs & Signals  
**Function:** Exchanging Information  
**Content/Context:** Locations & Geography  
**Accuracy:** Vocabulary  
**Support Materials:** Very simple documentation  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Educational Game  
**Equipment:** Apple II series.  
**Price:** \$29.95                      **Copyright Date:** 1983



## *Apfelschuss*

- Source:** Gessler Educational Software      **Rating:** Desirable  
**Language:** German      **Language Level:** First Year  
**Grade Level:** 7-12  
**Description:** Students review vocabulary in a hangman-like game.  
**Evaluation:** Good use of color and sound in a game in which the student determines the pace  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** Time Concepts, Food, Objects, Immediate Environment, Daily Activities, Professions & Occupations  
**Accuracy:** Vocabulary, Orthography  
**Support Materials:** Very simple documentation  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series  
**Price:** \$29.95      **Copyright Date:** 1985
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## *Associations 2*

- Source:** Éditions Ad Lib      **Rating:** Desirable  
**Language:** French      **Language Level:** Second & Third Years  
**Grade Level:** 7-12  
**Description:** Designed for native speakers of French, this program reinforces grammatical structures.  
**Evaluation:** Interesting presentation of simple words, phrases, and other structures  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure, Vocabulary  
**Support Materials:** Very complete documentation  
**Preparation:** This program requires the teacher to contextualize the practice.  
**Classroom Setting:** Individual students  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series; Commodore 64/128  
**Price:** \$49.95      **Copyright Date:** 1983



## *A Vous la France!*

- Source:** Films Incorporated      **Rating:** Exemplary  
**Language:** French      **Language Level:** First & Second Years  
**Grade:** 9 – 12
- Description:** Simple conversations focus on local people and their daily work. From the alpine areas of Grenoble to the medieval town of Pezenas, the series interviews over 200 French people – shopkeepers, farmers, students, engineers. These conversations give your students examples of everyday French spoken by natives.
- Evaluation:** The language of the documentaries presented in the series is more complex than that used in the interviews. The documentaries are a valuable resource of uninterrupted French spoken by native speakers.
- Length:** Fifteen 25-minute programs
- Support Materials:** A teacher's guide is included with the video series. Student textbooks, workbooks, and audiocassettes are available from EMC Publishing.
- Copyright Date:** 1985
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### **Program 1**      *Vous désirez?*

- Description:** Documentary: A tour of the Dauphine, a region in the Alps, and its main city, Grenoble. **Structure/Vocabulary:** Asking for and buying things; greeting people and saying good-bye; saying please and thank you; asking for something; saying what there is.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting
- Content/Context:** Food, Interactions with People, Daily Activities, Locations & Geography, Travel & Transportation, Culture, Numbers
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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### **Program 2**      *Où...?*

- Description:** Documentary: A visit to hydro-electrical projects near Grenoble. **Structure/Vocabulary:** Finding one's way around; locating nearby objects; asking where something is; getting directions; asking where a person is from; telling someone where you're.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting
- Content/Context:** Interactions with People, Immediate Environment, Daily Activities, Personal Needs, Locations & Geography, Professions & Occupations, Travel & Transportation, Culture
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

### Program 3 *Combien?*

**Description:** Documentary: A tour of Villeneuve, a modern self-contained community near Grenoble built in the 1960's. Structure/Vocabulary: Asking and being told the price; asking what things are; asking for something; talking about the family.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Observing Social Conventions

**Content/Context:** Number & Alphabet, Food, Measurements, Interactions with People, Daily Activities, Professions & Occupations, Comparisons, Culture

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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### Program 4 *Qu'est-ce que vous avez comme...?*

**Description:** Documentary: A visit to Chartreuse, a mountain area near Grenoble famous for its liqueur, skiing, and scenery. Structure/Vocabulary: Asking for a hotel room; talking about a person's job; talking about what languages a person speaks.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions

**Content/Context:** Objects, Time Concepts, Interactions with People, Immediate Environment, Personal Needs, Locations & Geography, Professions & Occupations, Comparisons, Culture

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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### Program 5 *Faisons le point 1*

**Description:** Documentary: A discussion of the industry and agriculture of Grenoble. This episode concentrates on a review of the Structure/Vocabulary topics presented previously and descriptions of people, pronouns, and possessives.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting

**Content/Context:** Interactions with People, Daily Activities, Professions & Occupations, Current Events

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

**Program 6**     *Bon voyage!*

**Description:** Documentary: Meet Michel, a physicist at a nuclear research center in Grenoble, and his wife, Marie, part-time teacher and Town Councilor. Structure/Vocabulary: Using public transportation systems; enquiring about the time; being told the time; buying a ticket; asking for other information; saying when an event will occur; days of the week; months of the year.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions

**Content/Context:** Personal Needs, Interactions with People, Daily Activities, Locations & Geography, Travel & Transportation, Professions & Occupations, Time Concepts

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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**Program 7**     *Bon appétit!*

**Description:** Documentary: A visit to the restaurant of world-famous chef, Paul Bocuse, in Lyon, and a discussion of his family history and culinary expertise. Structure/Vocabulary: Getting a snack or a meal; asking if the café serves certain foods; asking what something is; saying whether or not you like something or someone; introducing people.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions

**Content/Context:** Food, Professions & Occupations

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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**Program 8**     *Faites votre choix*

**Description:** Documentary: Visit to Grenoble, a circus school, Maison de Culture, and a theatre with a resident acting company. Structure/Vocabulary: Shops and shopping; opening and closing times; choosing things; saying what you like doing; saying what you are going to do.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions

**Content/Context:** Interactions with People, Personal Needs, Locations & Geography, Professions & Occupations

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

### Program 9 *Dites-moi*

**Description:** Documentary: Learn about a sport, boules, popular in Grenoble.  
**Structure/Vocabulary:** Asking the way to somewhere; asking for something; asking what has to be done; saying one plays a game; saying one takes part in a sport.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions

**Content/Context:** Professions & Occupations, Leisure & Free Time

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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### Program 10 *Faisons le point 2*

**Description:** Documentary: A mountain hike through the Vercors, a beautiful regional park dominated by le Mont Aiguille, the site of the first recorded mountain climb in France (1489). This episode concentrates on reviewing the Structure/Vocabulary topics presented previously.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions

**Content/Context:** Locations & Geography, Leisure & Free Time

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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### Program 11 *Possibilités*

**Description:** Documentary: A visit to Pézenas, site of an unusual annual festival celebrating the birth of a colt to a sick mare belonging to Louis VIII.  
**Structure/Vocabulary:** Asking if something can be done; asking if something is possible; asking if one can do something; asking someone if she or he can do something; inviting someone to do something.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Observing Social Conventions

**Content/Context:** Locations & Geography, Leisure, Culture, Interactions with People, Personal Needs

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

## Program 12 *Tout sur vous 1*

**Description:** Documentary: A tour of Sète, largest French fishing village on the Mediterranean. Structure/Vocabulary: Telling people what one has done; asking & telling people what they have done; saying one hasn't done something; asking how long & saying that something has been going on for some time; saying how old something or someone is; talking about the weather.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions

**Content/Context:** Locations & Geography, Interactions with People, Personal Needs

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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## Program 13 *Tout sur vous 2*

**Description:** Documentary: A tour of Languedoc, sunny wine-producing region of southern France. Structure/Vocabulary: Saying where you have been; where you were born; saying you know a place.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions

**Content/Context:** Family Members, Locations & Geography, Comparisons

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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## Program 14 *C'était comme ça*

**Description:** Documentary: A visit to Pézenas, a medieval city being restored, and the abbey of Valmagne nearby whose beautiful cloisters are hired out to pay for massive repairs needed. Structure/Vocabulary: Saying how things were; saying what used to happen.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions

**Content/Context:** Locations & Geography, Travel & Transportation, Culture

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

**Program 15**    *Faisons le point 3*

**Description:** Documentary: A visit to the Larzac, a bleak plateau at the base of the Massif Central, famous cheese center and area for military training. This episode concentrates on review of the Structure/Vocabulary topics presented previously.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions

**Content/Context:** Locations & Geography, Professions & Occupations, Travel & Transportation, Food

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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## *Bataille de Mots*

- Source:** Gessler Educational Software    **Rating:** Desirable  
**Language:** French    **Language Level:** First – Fourth Years  
**Grade Level:** 4 – 12  
**Description:** Teaches students new words, meanings, and their use. Based on the game *Word Attack* (Davidson & Associates).  
**Evaluation:** The student may vary the presentation speed, and the teacher may add to the word lists provided by the producer.  
**Mode:** Reading, Writing  
**Function:** Exchanging information  
**Content/Context:** Food, Objects, Immediate Environment, Daily Activities, Leisure & Free Time, Travel & Transportation  
**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary  
**Support Materials:** Documentation includes word lists.  
**Preparation:** Minimum preparation is required unless teacher adds words.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Educational Game  
**Equipment:** Apple II series; Commodore 64/128; IBM  
**Price:** \$49.95    **Copyright Date:** 1984
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## *Batalla de Palabras*

- Source:** Gessler Educational Software    **Rating:** Desirable  
**Language:** Spanish    **Language Level:** First – Fourth Years  
**Grade Level:** 4 – 12  
**Description:** Teaches students new words, meanings, and their use. Based on the game *Word Attack* (Davidson & Associates).  
**Evaluation:** The student may vary the presentation speed, and the teacher may add to the word lists provided by the producer.  
**Mode:** Reading, Writing  
**Function:** Exchanging information  
**Content/Context:** Food, Objects, Immediate Environment, Daily Activities, Leisure & Free Time, Travel & Transportation  
**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary  
**Support Materials:** Documentation includes word lists.  
**Preparation:** Minimum preparation is required unless teacher adds words.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Educational Game  
**Equipment:** Apple II series; IBM; Commodore 64/128  
**Price:** \$49.95    **Copyright Date:** 1984



## Berlin

- Source:** International Film Bureau      **Rating:** Desirable  
**Language:** German      **Language Level:** Second & Third Years  
**Grade Level:** 7 - 12  
**Description:** A film visit to West Berlin focusing on the history of the city and life in contemporary Berlin  
**Evaluation:** Multifaceted and full of useful information  
**Mode:** Listening, Reading, Fine Arts  
**Function:** Exchanging Information  
**Content/Context:** Locations & Geography, Culture  
**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary  
**Length:** 25 minutes  
**Support Materials:** Very good documentation suggests classroom activities and provides word lists.  
**Copyright Date:** 1984



## Bilder raten

- Source:** Langenscheidt Publishers, Inc.      **Rating:** Desirable  
**Language:** German      **Language Level:** First - Fourth Years  
**Grade Level:** 3 - 6  
**Description:** In a race against the clock, students attempt to identify a pictured item before the computer completes the drawing. The level of difficulty can be altered.  
**Evaluation:** This is an interesting format for a vocabulary game.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Vocabulary  
**Support Materials:** Documentation is in German.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Educational Game  
**Equipment:** Apple II series  
**Price:** \$39.95      **Copyright Date:** 1985



## *Brainz*

- Source:** Bainum Dunbar, Inc.                      **Rating:** Desirable  
**Language:** General      **Language Level:** First – Fourth Years  
**Grade Level:** 2 – 12  
**Description:** This multi-purpose allows teachers to create computer-based exercises in either game or test format using correct orthography in French, Spanish, and German.  
**Evaluation:** Easy to use authoring system for drill & practice material presentation and computer-administered test generation. Its many features make this program very flexible.  
**Mode:** Reading, Writing  
**Function:** This program can be adapted to presentations in all categories.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Documentation is very complete and includes a complete tutorial on disk.  
**Preparation:** First efforts at lesson creation will require significant time commitment; efficiency increases rapidly.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Utility, Authoring, Drill & Practice  
**Equipment:** Apple IIe & IIc  
**Price:** \$230.00    **Copyright Date:** 1984
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## *Buongiorno Italia!*

- Source:** Films Incorporated                      **Rating:** Exemplary  
**Language:** Italian      **Language Level:** First & Second Year  
**Grade Level:** 9 – 12  
**Description:** Focuses on colloquial language spoken by Italians in everyday situations: shopping, traveling, drinking, working. Reinforces common language structure. Presents fascinating insights into Italian society, culture, and language. Visually stunning locales.  
**Evaluation:** This series of videos presents Italy today. The production values are very high and the instructional approach, though intended for self-instruction, is sound.  
**Length:** Twenty 25-minute episodes  
**Support Materials:** Teacher's guide accompanies the video series. Student texts, workbooks, and audiocassettes are available from EMC Publishing.  
**Copyright Date:** 1980

### Program 1 *How to Ask for Something*

- Description:** Documentary: Italians in various settings near Stresa (by Lake Maggiore) order food and drink and ask for things.  
**Structure/Vocabulary:** Subject pronouns and forms of address; present indicative of verbs *essere* and *avere*; nouns (gender, formation of plural, definite articles, indefinite articles); formation of questions, formation of negative sentences.
- Mode:** Reading, Listening, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations
- Content/Context:** Food, Interactions with People, Locations & Geography, Travel & Transportation, Culture  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

### Program 2 *How to Ask Where Something Is*

- Description:** Documentary: Italians ask where things are: a market, boat station, conference center, etc. **Structure/Vocabulary:** Verbs (formation of regular present indicative, uses of present indicative); contractions of the definite article with prepositions; partitive construction; qualifying adjectives; spelling changes of nouns and adjectives; demonstrative adjectives and pronouns.
- Mode:** Reading, Listening, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations
- Content/Context:** Number & Alphabet, Interactions with People, Locations & Geography, Professions & Occupations, Culture  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

### Program 3 *Buying Things and Asking the Price*

- Description:** Documentary: Paola buys a guide book, Marco buys postcards, Iria asks for her key, and Paola buys fruit. **Structure/Vocabulary:** Spelling changes of verbs in the present; irregular present tense of verbs in *-are*; conjunctive pronouns; position of the conjunctive pronouns; cardinal numbers; metric system; seasons; months; days.
- Mode:** Reading, Listening, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations
- Content/Context:** Number & Alphabet, Time Concepts, Interactions with People, Daily Activities  
**Accuracy:** Structure, Pronunciation, Vocabulary

#### Program 4 *How to Say You Like Something*

- Description:** Documentary: Carla tries on and buys shoes, Anna asks people about their jobs and talks to Italian children learning English.  
**Structure/Vocabulary:** Irregular present of verbs in *-ere*; disjunctive pronouns; adverbs; comparatives and superlatives.
- Mode:** Reading, Listening, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Observing Social Conventions, Regulating Conversations
- Content/Context:** Personal Needs, Interactions with People, Professions & Occupations
- Accuracy:** Structure, Pronunciation, Vocabulary
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#### Program 5 *Review*

- Description:** Documentary: Signora de Maria goes shopping; Anna talks to people about their work, talks to another student learning English, and interviews a travel agent. **Structure/Vocabulary:** Irregular present of verbs in *-ire*; present tense of verbs with contracted infinitives; present progressive; imperatives; position of the conjunctive pronoun with imperatives; possessives.
- Mode:** Reading, Listening, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations
- Content/Context:** Personal Needs, Interactions with People, Travel & Transportation, Professions & Occupations
- Accuracy:** Structure, Pronunciation, Vocabulary
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#### Program 6 *Going Places*

- Description:** Documentary: Iria, who plans to visit an island, buys a boat ticket, and Anna asks people about their work schedules and holidays.  
**Structure/Vocabulary:** Future tense (formation, uses of the future); conditional tense (formation, uses of the conditional); telling time.
- Mode:** Reading, Listening, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations
- Content/Context:** Time Concepts, Interactions with People, Travel & Transportation, Professions & Occupations
- Accuracy:** Structure, Pronunciation, Vocabulary

## Program 7 *Getting There and Looking Around*

- Description:** Documentary: At the tourist office, Carlo asks about trains to Florence and about walking to Orvieto. Anna asks what there is to see in Orvieto. Structure/Vocabulary: Past tenses in the indicative; imperfect (formation and uses); numerals (ordinals); Expressions of time.
- Mode:** Reading, Listening, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations
- Content/Context:** Numbers & Alphabet, Time Concepts, Travel & Transportation, Professions & Occupations, Interactions with People
- Accuracy:** Structure, Pronunciation, Vocabulary
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## Program 8 *Finding a Room*

- Description:** Documentary: Various people book rooms in hotels in Orvieto. Walter asks about paying with credit card and how to phone. Structure/Vocabulary: Compound tenses in Italian; present perfect (formation); agreement of the past participle in the compound tenses; compound tenses of *dovere, potere, volere*.
- Mode:** Reading, Listening, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations
- Content/Context:** Interactions with People, Personal Needs, Daily Activities, Comparisons
- Accuracy:** Structure, Pronunciation, Vocabulary
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## Program 9 *Eating Out*

- Description:** Documentary: An Italian family goes out for Sunday dinner. Raffaella goes to the grocer's to pick up Orvietan specialties. Structure/Vocabulary: Formation of the regular and irregular past absolute; uses of the past absolute; when to use the imperfect or present tense; relative pronouns.
- Mode:** Reading, Listening, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations
- Content/Context:** Food, Family Members, Interactions with People, Professions & Occupations
- Accuracy:** Structure, Pronunciation, Vocabulary

### Program 10 *Review*

**Description:** Documentary: In Stresa, Carla asks about the forthcoming concert season at a ticket office. Structure/Vocabulary: Compound tenses (past perfect, past perfect absolute); further uses of *avere*; irregular adjectives.

**Mode:** Reading, Listening, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Daily Activities, Leisure & Free Time, Culture

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 11 *Review*

**Description:** Documentary: Sandra goes shopping in Orvieto at a shop where everything is made of wood. Structure/Vocabulary: Reflexive verbs; partitives; conjunctive pronoun *ne*.

**Mode:** Reading, Listening, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Personal Needs, Objects, Daily Activities

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 12 *Asking for a Service or Favor*

**Description:** Documentary: At the tourist office, Walter asks the assistant to change pounds to lire. A driver gets gas and has his car checked in a service station. Cecelia buys pottery in a youth co-op.

Structure/Vocabulary: Double object pronouns; dative of advantage or disadvantage; the preposition *da*; negatives

**Mode:** Reading, Listening, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Personal Needs, Interactions with People, Travel & Transportation

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 13 *Talking About How Things are Done*

**Description:** Documentary: An interview with Sr. Belcapo, a lawyer from Orvieto who owns a wine and olive farm. Structure/Vocabulary: Impersonal construction; passive voice; irregular comparatives and superlatives.

**Mode:** Reading, Listening, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Professions & Occupations, Culture

**Accuracy:** Structure, Pronunciation, Vocabulary

### Program 14 *Talking about What You've Been Doing*

- Description:** Documentary: An interview with a member of a fishing cooperative. Structure/Vocabulary: Future perfect; conditional perfect; the pronoun *ci*.
- Mode:** Reading, Listening, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations
- Content/Context:** Professions & Occupations, Culture
- Accuracy:** Structure, Pronunciation, Vocabulary
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### Program 15 *Saying Where You've Been*

- Description:** Documentary: An interview with the manager of a tobacco farm owned by a retired persons' home. Structure/Vocabulary: The subjunctive; formal imperative.
- Mode:** Reading, Listening, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations
- Content/Context:** Professions & Occupations, Culture
- Accuracy:** Structure, Pronunciation, Vocabulary
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### Program 16 *Review*

- Description:** Documentary: Two interviews, one with an elderly woman of Orvieto who is a well-known lace maker, and the other with a young cathedral organist. Structure/Vocabulary: Present perfect subjunctive; sequence of tenses; plural of nouns.
- Mode:** Reading, Listening, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations
- Content/Context:** Professions & Occupations, Culture
- Accuracy:** Structure, Pronunciation, Vocabulary
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### Program 17 *Talking about Your Home, Family and Work*

- Description:** Documentary: Interviews with Sra. Fiumi, who runs a hotel and a dance school and who is a painter and a math teacher as well. Structure/Vocabulary: The infinite; causative construction with *fare*; idioms with *fare, lasciare* plus infinitive.
- Mode:** Reading, Listening, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations
- Content/Context:** Professions & Occupations
- Accuracy:** Structure, Pronunciation, Vocabulary
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### Program 18 *Talking about How Things Used to Be*

**Description:** Documentary: An interview with Sr. Barbarella, the mayor of Orvieto, who tells about the Etruscan origin of his city and why it is full of holes. Structure/Vocabulary: Imperfect subjunctive; past perfect subjunctive; sequence of tenses; if (*se*) clauses; optative subjunctive.

**Mode:** Reading, Listening, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Professions & Occupations, Locations & Geography, Culture

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 19 *Talking to People*

**Description:** Documentary: An interview with Sr. Benocci, mayor of two small Tuscan towns, Sovrana and Sorano. Structure/Vocabulary: Gerunds; participles; relative pronouns.

**Mode:** Reading, Listening, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Interactions with People, Professions & Occupations, Locations & Geography, Culture

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 20 *Final Review*

**Description:** Documentary: Interviews with Albino Bacci, deputy mayor of Baschi near Orvieto, about population, agriculture, and industry, and with Sr. Gentili, furniture maker from Todi on Lake Corbara. Structure/Vocabulary: Verbs with *avere* or *essere*; irregular past participles; prepositions; further uses of articles.

**Mode:** Reading, Listening, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Professions & Occupations, Locations & Geography, Culture

**Accuracy:** Structure, Pronunciation, Vocabulary

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## *Caperucita Roja*

- Source:** Phoenix/BFA                      **Rating:** Desirable  
**Language:** Spanish      **Language Level:** First & Second Years  
**Grade Level:** 4 - 8  
**Description:** The story of Red Riding Hood. Every noun, adjective, and verb is visualized by the appropriate object or action on the screen. Vocabulary is recapped at the end of the film.  
**Evaluation:** This familiar tale can provide comprehensible input in an interesting format.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information  
**Content/Context:** Family Members, Food, Objects, Immediate Environment, General Feelings  
**Accuracy:** Structure, Pronunciation, Vocabulary  
**Length:** 14 minutes  
**Support Materials:** Documentation is limited to a program description.  
**Copyright Date:** 1961



## *Chroniques de France*

- Source:** International Film Bureau              **Rating:** Desirable  
**Language:** French              **Language Level:** Second - Fourth Years  
**Grade Level:** 9 - 12  
**Description:** This series presents selected regions of France and various aspects of French civilization. This series is of uneven quality. Our reviewers could only recommend three of the ten titles in the series.  
**Evaluation:** The three titles from this series which are recommended are an excellent portrayal of contemporary France. They will be useful in demonstrating aspects of French culture to students.  
**Length:** Ten 7- to 13-minute episodes  
**Support Materials:** Text with drawings, color illustrations with film commentary, articles on the subject, and project suggestions  
**Copyright Date:** 1980

### Program 1      *La Tapisserie de Bayeux*

- Description:** While the camera captures amazing close-ups of the tapestry, the story of William the Conqueror, the treachery of Harold, and the Battle of Hastings are told.  
**Mode:** Listening, Reading, Fine Arts  
**Function:** Exchanging Information, Evaluating & Commenting  
**Content/Context:** Time Concepts, Objects, Measurements, Interactions with People, Locations & Geography, Culture  
**Accuracy:** This program's content is not organized by this category.

## Program 2 *Chartres*

- Description:** Reconstructs a visit to the cathedral. We approach from afar, enter, and study the details.
- Mode:** Listening, Reading, Fine Arts
- Function:** Exchanging Information, Evaluating & Commenting
- Content/Context:** Time Concepts, Objects, Measurements, Interactions with People, Locations & Geography, Culture
- Accuracy:** This program's content is not organized by this category.
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## Program 4 *Le Cirque*

- Description:** Presents two sides of circus life. Illustrates the work behind the scenes and the practice necessary for good performance.
- Mode:** Listening, Reading, Fine Arts
- Function:** Exchanging Information, Evaluating & Commenting
- Content/Context:** Time Concepts, Objects, Measurements, Interactions with People, Locations & Geography, Culture, Immediate Environment, Daily Activities, Professions & Occupations, Leisure & Free Time
- Accuracy:** This program's content is not organized by this category.
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## *Comerciales en Español*

- Source:** Teacher's Discovery      **Rating:** Desirable
- Language:** Spanish      **Language Level:** First – Fourth Years
- Grade:** 9 – 12
- Description:** Fifteen Spanish TV commercials assembled especially for Spanish classes combine visual recognition of familiar products with contemporary Spanish and Latin culture.
- Evaluation:** An excellent source of cultural information. This is a collection of commercials recorded from South & Central American, Mexican, and Puerto Rican television.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Expressing Feelings, Observing Social Conventions
- Content/Context:** Food, Objects, Personal Needs, Professions & Occupations, Comparisons, Measurements
- Accuracy:** This program's content is not organized by this category.
- Length:** 30 minutes
- Support Materials:** None
- Copyright Date:** 1984



## Comic Works

- Source:** Mindscape, Inc.                      **Rating:** Desirable  
**Language:** General                      **Language Level:** First – Fourth Years  
**Grade Level:** 6 – 12  
**Description:** A very capable graphics and text generation program which allows the user to produce a story in comic strip format. *Comic Works* can display and print in many languages.  
**Evaluation:** An exciting medium for student exploration of language. This program is not for the beginning computer user.  
**Mode:** Reading, Writing, Fine Arts, Signs & Signals  
**Function:** This program can be adapted to presentations in all categories.  
**Context/Content:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Very complete documentation and sample files are provided.  
**Preparation:** Extensive preparation will be required to produce original comic strips.  
**Classroom Setting:** Small groups of students are preferred.  
**Program Type:** Graphics, Word Processor  
**Equipment:** Macintosh  
**Price:** \$79.95                      **Copyright Date:** 1986
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## Creacuentos (Kidwriter) – Levels I & II

- Source:** Gessler Educational Software                      **Rating:** Desirable  
**Language:** Spanish                      **Language Level:** First – Fourth Years  
**Grade Level:** 3 – 8  
**Description:** Students create pictures and stories to go with them. *Kidwriter* displays all Spanish orthography.  
**Evaluation:** Highly imaginative application of the computer to the language-learning process  
**Mode:** Writing  
**Function:** This program can be adapted to presentations in all categories.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Complete documentation describes the program's operations.  
**Preparation:** Limited preparation is needed.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Word Processor, Graphics  
**Equipment:** Apple II series; Commodore 64/128  
**Price:** \$37.95                      **Copyright Date:** 1985



## *Creastorie (Kidwriter) – Levels I & II*

- Source:** Gessler Educational Software    **Rating:** Desirable  
**Language:** Italian    **Language Level:** First – Fourth Years  
**Grade Level:** 3 – 8  
**Description:** Students create pictures and stories to go with them. *Kidwriter* displays all Italian orthography.  
**Evaluation:** Highly imaginative application of the computer to the language-learning process  
**Mode:** Writing  
**Function:** This program can be adapted to presentations in all categories.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Complete documentation describes the program's operations.  
**Preparation:** Limited preparation is needed.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Word Processor, Graphics  
**Equipment:** Apple II series  
**Price:** \$37.95    **Copyright Date:** 1985
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## *Crossword Magic*

- Source:** Mindscape, Inc.    **Rating:** Desirable  
**Language:** General    **Language Level:** First – Third Years  
**Grade Level:** 4 – 12  
**Description:** Create crossword puzzles in Spanish, French, or German. Print the final puzzle or solve it on the screen.  
**Evaluation:** This very good program can be used in a variety of assignments; teacher preparation time may be somewhat long.  
**Mode:** Reading, Writing  
**Function:** This program can be adapted to presentations in all categories.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Very complete documentation  
**Preparation:** Some time is required to prepare content for this program to print.  
**Classroom Setting:** All sized groupings  
**Program Type:** Educational Game, Shell  
**Equipment:** Apple II series; Commodore 64/128; a printer is recommended.  
**Price:** \$59.95    **Copyright Date:** 1984
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## *Dasher*

- Source:** CONDUIT **Rating:** Desirable  
**Language:** General **Language Level:** First - Fourth Years  
**Grade Level:** 4 - 12  
**Description:** Instructors create drills for elementary and intermediate language students. Contains German, French, and Spanish starter disks. Reports errors in word order and marks extra characters in students' answers.  
**Evaluation:** This drill & practice shell program is easy to use.  
**Mode:** Reading, Writing  
**Function:** This program can be adapted to presentations in all categories.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Documentation is very complete.  
**Preparation:** First efforts at lesson/tes<sup>t</sup> creation will require significant time commitment; efficiency increases rapidly.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Shell, Drill & Practice  
**Equipment:** Apple II series  
**Price:** \$150.00 **Copyright Date:** 1983
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## *Dasher Drills for Contacts*

- Source:** CONDUIT **Rating:** Desirable  
**Language:** French **Language Level:** First & Second Years  
**Grade Level:** 9 - 12  
**Description:** This seven-disk series of programs is based on exercises from the text *Contacts*, Third Edition, by Jean-Paul and Rebecca Valette (Houghton Mifflin, 1985). These exercises are available in two modules which can be purchased separately (see *Dasher*).  
**Evaluation:** These programs follow the textbook and are designed to be used as support for it.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Adequate documentation includes specific lesson topic lists.  
**Preparation:** When this program is used with the text, little student preparation is required.  
**Classroom Setting:** Individual students  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series; IBM  
**Price:** \$280.00 **Copyright Date:** 1986



## *Dasher Drills for Découverte et Création*

- Source:** CONDUIT **Rating:** Desirable  
**Language:** French **Language Level:** Fourth Year  
**Grade Level:** 9 - 12  
**Description:** This five-disk series of programs is based on exercises from the text *Découverte et Création*, Fourth Edition, by Gérard Jian and Ralph Hester with Gail Wade (Houghton Mifflin Company, 1985). These exercises are available in two modules which can be purchased separately (see Dasher).  
**Evaluation:** These programs follow the textbook and are designed to be used as support for it.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Adequate documentation includes specific lesson topic lists.  
**Preparation:** When this program is used with the text, little student preparation is required.  
**Classroom Setting:** Individual students  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series; IBM  
**Price:** \$200.00 **Copyright Date:** 1986
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## *Dasher Drills for Deutsch heute*

- Source:** CONDUIT **Rating:** Desirable  
**Language:** German **Language Level:** Third & Fourth Years  
**Grade Level:** 9 - 12  
**Description:** These programs are based on the text *Deutsch heute*, Third Edition, by Jack Moeller and Helmut Leidloff (Houghton, Mifflin Company, 1984). The drills include most of the exercises from the text which have specific right answers. Each exercise is keyed to the text. This package contains two modules which may be purchased separately (see Dasher).  
**Evaluation:** These programs follow the textbook and are designed to be used as support for it.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Adequate documentation includes specific lesson topic lists.  
**Preparation:** When this program is used with the text, little student preparation is required.  
**Classroom Setting:** Individual students  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series; IBM  
**Price:** \$200.00 **Copyright Date:** 1985



## *Dasher Drills for Deutsche Sprache und Landeskunde*

- Source:** CONDUIT                      **Rating:** Desirable  
**Language:** German                      **Language Level:** Third & Fourth Years  
**Grade Level:** 9 - 12  
**Description:** This eight-disk series of programs is based on exercises from the text *Deutsche Sprache und Landeskunde*, Second Edition, by Crean, et al. (Random House, 1985). These exercises are available in two modules which can be purchased separately (see Dasher).  
**Evaluation:** These programs follow the textbook and are designed to be used as support for it.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Adequate documentation includes specific lesson topic lists.  
**Preparation:** When this program is used with the text, little student preparation is required.  
**Classroom Setting:** Individual students  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series; IBM  
**Price:** \$320.00                      **Copyright Date:** 1986
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## *Dasher Drills for En Contacto*

- Source:** CONDUIT                      **Rating:** Desirable  
**Language:** Spanish                      **Language Level:** Third & Fourth Years  
**Grade Level:** 9 - 12  
**Description:** This five-disk series of programs is based on exercises from the text *En contacto*, Second Edition, by Valencia and Ferlonghi (Houghton Mifflin Company, 1985). These exercises are available in two modules which can be purchased separately (see Dasher).  
**Evaluation:** These programs follow the textbook and are designed to be used as support for it.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Adequate documentation includes specific lesson topic lists.  
**Preparation:** When this program is used with the text, little student preparation is required.  
**Classroom Setting:** Individual students  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series; IBM  
**Price:** \$200.00                      **Copyright Date:** 1986



## Dasher Drills for Prego!

- Source:** CONDUIT **Rating:** Desirable  
**Language:** Italian **Language Level:** Third & Fourth Years  
**Grade Level:** 9 - 12  
**Description:** This nine-disk series of programs is based on exercises from the text *Prego! An Invitation to Italian*, Second Edition, by Graziana Lazzarino (Random House, Inc., 1980, 1984). These exercises are available in three modules which can be purchased separately (see Dasher).  
**Evaluation:** These programs follow the textbook and are designed to be used as support for it.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Adequate documentation includes specific lesson topic lists.  
**Preparation:** When this program is used with the text, little student preparation is required.  
**Classroom Setting:** Individual students  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series; IBM  
**Price:** \$360.00 **Copyright Date:** 1985



## Dasher Drills for Puntos de Partida

- Source:** CONDUIT **Rating:** Desirable  
**Language:** Spanish **Language Level:** Second - Fourth Years  
**Grade Level:** 9 - 12  
**Description:** This five-disk series of programs is based on exercises from the text *Puntos de partida*, Second Edition, by Knorre, et al. (Random House, Inc., 1985). These exercises are available in two modules which can be purchased separately (see Dasher).  
**Evaluation:** These programs follow the textbook and are designed to be used as support for it.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Adequate documentation includes specific lesson topic lists.  
**Preparation:** When this program is used with the text, little student preparation is required.  
**Classroom Setting:** Individual students  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series; IBM  
**Price:** \$200.00 **Copyright Date:** 1986



## *Dasher Drills for ¡En Camino!*

- Source:** CONDUIT **Rating:** Desirable  
**Language:** Spanish **Language Level:** Second - Fourth Years  
**Grade Level:** 9 - 12  
**Description:** This five-disk series of programs is based on exercises from the text *¡En camino!*, Third Edition, by Neale-Silva, et al, (Random House, Inc., 1985). These exercises are available in two modules which can be purchased separately (see Dasher).  
**Evaluation:** These programs follow the textbook and are designed to be used as support for it.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Adequate documentation includes specific lesson topic lists.  
**Preparation:** When this program is used with the text, little student preparation is required.  
**Classroom Setting:** Individual students  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series; IBM  
**Price:** \$200.00 **Copyright Date:** 1986
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## *Daumier: Chroniqueur d'une Époque*

- Source:** International Film Bureau **Rating:** Desirable  
**Language:** French **Language Level:** Third & Fourth Years  
**Grade Level:** 9 - 12  
**Description:** Daumier's political cartoons; a memorable portrait of the times of 1830 to 1870  
**Evaluation:** This program may be of use in an advanced language class studying history or art. It will require considerable advance preparation of students.  
**Mode:** Listening, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions  
**Content/Context:** Time Concepts, Objects, Interactions with People, General Feelings, Personal Needs, Leisure & Free Time, Professions & Occupations, Comparisons, Current Events, Culture  
**Accuracy:** This program's content is not organized by Accuracy categories.  
**Length:** 11 minutes  
**Support Materials:** Commentary is available from the producer.  
**Copyright Date:** 1982



## Deutsch Aktuell 1

- Source:** EMC Publishing      **Rating:** Desirable  
**Language:** German      **Language Level:** First Year  
**Grade Level:** 9 - 12  
**Description:** Each disk in this set of ten contains programs for teaching vocabulary, grammar, reading comprehension, communication skills, and culture. This series is ancillary to the *Deutsch Aktuell 1*. (EMC Publishing).  
**Evaluation:** This series of programs will work best when used with the text, but it can help students when used alone.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Documentation is limited to basic descriptions of the program's content.  
**Preparation:** Minimum preparation required  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series  
**Price:** \$495.00      **Copyright Date:** 1985
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## Deutsch Direkt!

- Source:** Films Incorporated      **Rating:** Desirable  
**Language:** German      **Language Level:** First & Second Years  
**Grade Level:** 9 - 12  
**Description:** An invitation to discover Germany and Austria, to meet a variety of people from all walks of life, and to learn to speak their language. The course is based on dialogues and interviews specially filmed and recorded in West Germany and Austria. The intent is to teach communication in simple, everyday language. Each program contains explanatory material, problems, a quiz, and a *magazin*.  
**Evaluation:** This series provides students with many opportunities to hear native speakers of German in culturally accurate, contemporary settings.  
**Length:** Twenty 25-minute episodes  
**Support Materials:** A textbook and workbook are available from EMC Publishing Co.  
**Copyright Date:** 1986

### Program 1 *Guten Tag*

**Description:** Documentary: Visiting Bremen, Cuxhaven, and the beach.  
**Structure/Vocabulary:** Greetings; introductions; asking where something is; gender; singular; plural; *der, die, das*.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Travel & Transportation, Locations & Geography, Leisure & Free Time, Immediate Environment

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 2 *Volltanken, bitte!*

**Description:** Documentary: Places to visit along the Autobahn and in the city of Bremen. Situations: Filling gas tank, buying flowers, attending puppet theatre.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Travel & Transportation, Locations & Geography, Leisure & Free Time, Immediate Environment, Personal Needs

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 3 *Wo kann ich...?*

**Description:** Documentary: Bremen shopping, new and old. Situations: Finding parking, eating at Ratskeller, buying postcards. Structure/Vocabulary: Placing an order; word order.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Food, Interactions with People, Time Concepts, Comparisons

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 4 *Haben Sie ein Zimmer frei?*

**Description:** Documentary: Visiting country villages near Bremen. Situations: Asking for a room, going to the market and café.  
**Structure/Vocabulary:** Vocabulary for ordering food; asking people questions about themselves.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Food, Interactions with People, Time Concepts, Comparisons, Locations & Geography

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 5**     *Ich hätte gerne...*

**Description:** Documentary: Leer, on the river Ems. Situations: Making purchases at a wine shop and at a tea shop. Structure/Vocabulary: Asking for what you want; quantity; adjectives; *oder*.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Food, Interactions with People, Time Concepts, Comparisons, Locations & Geography

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 6**     *Wie komme ich...?*

**Description:** Documentary: East Friesland and Spetzerfehn. Situations: Asking directions. Structure/Vocabulary: Questions.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Interactions with People, Time Concepts, Comparisons, Locations & Geography

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 7**     *Zweimal Bonn, bitte*

**Description:** Documentary: Traveling through Bremen, Bonn, and Würzburg. Situations: Buying train tickets, learning about time arrangements. Structure/Vocabulary: Time; days; numbers.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Interactions with People, Time Concepts, Comparisons, Locations & Geography, Travel & Transportation

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 8**     *Grüss Gott!*

**Description:** Documentary: Würzburg job hunting. Situations: Interviews for jobs. Structure/Vocabulary: Countries; cities; months.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Interactions with People, Professions & Occupations, Personal Needs

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 9 *Darf ich?*

- Description:** Documentary: Health spa south of Würzburg. Situations: Going to the spa, discussion with a doctor, making a medical appointment.  
**Structure/Vocabulary:** Can/cannot do; may/may not do; must/must not do.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations
- Content/Context:** General Feelings, Personal Needs, Professions & Occupations, Interactions with People
- Accuracy:** Structure, Pronunciation, Vocabulary
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### Program 10 *Zum Wohl!*

- Description:** Documentary: Wine growing area in Bavaria. Situations: Talking with the general manager of the wine-cellar. **Structure/Vocabulary:** Sweet; wine terminology.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations
- Content/Context:** Personal Needs, Professions & Occupations, Locations & Geography
- Accuracy:** Structure, Pronunciation, Vocabulary
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### Program 11 *Was mögen Sie am liebsten?*

- Description:** Documentary: A vineyard in Volkach. Situations: Discussing the grape harvest and wine. **Structure/Vocabulary:** Saying what you like best and what you don't like so much; possessives; pronouns.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Observing Social Conventions, Regulating Conversations
- Content/Context:** Personal Needs, Professions & Occupations, Locations & Geography
- Accuracy:** Structure, Pronunciation, Vocabulary
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### Program 12 *Wo arbeiten Sie?*

- Description:** Documentary: Tourist and shop work in Regensburg. Situations: Discussions about their jobs with tourist guides.  
**Structure/Vocabulary:** Belonging; likes; word order; number forms.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations
- Content/Context:** Travel & Transportation, Professions & Occupations
- Accuracy:** Structure, Pronunciation, Vocabulary
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**Program 13**    *Was machen Sie in Ihrer Freizeit?*

**Description:** Documentary: Recreational activities. Situations: Discussions about hobbies, sports, and recreations. Structure/Vocabulary: Saying what you've done; the second person; talking about the past.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Leisure & Free Time, Personal Needs

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 14**    *Wo wohnen Sie?*

**Description:** Documentary: Bamberg. Situations: Talking about where you live; concerns such as traffic problems. Structure/Vocabulary: Did or have done; how things are done; where; whose; dwelling places.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Immediate Environment, Daily Activities, Locations & Geography

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 15**    *Wie ist es?*

**Description:** Documentary: Landmarks in Bremen and Regensburg; a boat trip on Danube. Situations: Talking with boatman, describing places. Structure/Vocabulary: Where; how to describe.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Locations & Geography, Professions & Occupations

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 16**    *Regensburg und Richtung Salzburg*

**Description:** Documentary: Regensburg and introducing Salzburg. Situations: People at work: fish market, chocolate maker, builder. Structure/Vocabulary: Tourist's vocabulary.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Locations & Geography, Professions & Occupations, Personal Needs, Immediate Environment

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 17 *Altstadt*

**Description:** Documentary: Regensburg University and a stroll through the center of Salzburg. Situations: Discussing building restorations; the shops along the route of the stroll. Structure/Vocabulary: Questions; statements.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Locations & Geography, Culture

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 18 *Fasching und Festspiele*

**Description:** Documentary: A look at Mittenwald and at Salzburg, the Festival City. Situations: Discussions with craftsmen. Structure/Vocabulary: Events.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Locations & Geography, Professions & Occupations, Culture

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 19 *Schnee und Kaffee*

**Description:** Documentary: Winter sports in Mayrhofen. Situations: Discussions about sports; getting refreshments. Structure/Vocabulary: Requesting information or service.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Locations & Geography, Leisure & Free Time, Food

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 20 *Salzburg – ein letzter Besuch*

**Description:** Documentary: Salzburg, the city of Mozart. Situations: Discussion and history about the city from those who live in Salzburg.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations

**Content/Context:** Locations & Geography, Culture

**Accuracy:** Structure, Pronunciation, Vocabulary



## Deutschlandspiegel

- Source:** Goethe-Institut                      **Rating:** Desirable  
**Language:** German                      **Language Level:** Third & Fourth years  
**Grade Level:** 10 - 12  
**Description:** Simplified-language versions of film clips from 1984-85 German newsreels. Each cassette is organized by a specific theme and is marked by simplified vocabulary and sentence structure and slower speaking rate. Permission is granted for classroom copying.  
**Evaluation:** This program contains complex language and may be difficult for high school students. These videos are available at little or no charge to California teachers.  
**Length:** Five collections of 1- to 3- minute episodes  
**Support Materials:** Scripts for each of the episodes are provided in German.  
**Copyright Date:** 1986
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### Themen I      *Aus Landschaft und Städte*

- Description:** Landscapes and cities. Thirty vignettes dealing with northern and southern German sites such as Hamburg, Cologne, the Lüneburg Heath, Hanover, Essen, Trier, early Berlin, Heidelberg, and vineyards along the Rhine.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Daily Activities, Locations & Geography, Immediate Environment, Culture  
**Accuracy:** Structure, Pronunciation, Vocabulary
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### Themen II      *Kultur*

- Description:** Culture. Twenty-two vignettes of classical, modern, and contemporary music, theater, and film presentations, artists and museums, and literary figures.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Daily Activities, Locations & Geography, Culture  
**Accuracy:** Structure, Pronunciation, Vocabulary

### Themen III *Politik und Geschichte, Gesellschaft und Soziales*

**Description:** Politics and history, society and social matters. Six historical topics from the forties and thirteen modern social topics such as women's rights, workers' welfare, senior citizens' activities, and housing.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions

**Content/Context:** Daily Activities, Locations & Geography, Culture, Interactions with People, General Feelings, Current Events

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Themen IV *Bildung und Wissenschaft, Technik*

**Description:** Education, science, and technology. Nineteen vignettes covering such topics as higher education for veterinarians and musicians, bird breeding, computers, modern postal equipment, and agricultural experimental efforts.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions

**Content/Context:** Daily Activities, Locations & Geography, Culture, Professions & Occupations

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Themen V *Umweltschutz, Wirtschaft und Verkehr, Medien und Presse*

**Description:** Pollution, economy and traffic, radio, television, and the press. Nineteen vignettes about such topics as land, water, and air pollution, energy sources, automotive and textile industries, and various communication media.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions

**Content/Context:** Daily Activities, Locations & Geography, Culture, Professions & Occupations

**Accuracy:** Structure, Pronunciation, Vocabulary



## *Developing Spanish Skills*

- Source:** Queue, Inc.                      **Rating:** Desirable  
**Language:** Spanish                      **Language Level:** First Year  
**Grade Level:** K - 6  
**Description:** A set of twelve programs with three matching games which help students learn vocabulary words or phrases for familiar objects and activities. Students' scores are automatically recorded on the disks.  
**Evaluation:** This program is accompanied by illustrations and will be most effective in the early grades.  
**Mode:** Reading, Writing, Signs & Signals  
**Function:** This program's content is not organized by this category.  
**Content/Context:** Food, Objects, Interactions with People, Immediate Environment  
Daily Activities, Personal Needs, Comparisons.  
**Accuracy:** Vocabulary, Structure, Orthography  
**Support Materials:** Simple documentation is adequate.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Educational Game  
**Equipment:** Apple II series  
**Price:** \$795.00                      **Copyright Date:** 1985
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## *Dicho y Hecho*

- Source:** Films Incorporated                      **Rating:** Desirable  
**Language:** Spanish                      **Language Level:** First Year  
**Grade Level:** 7 - 12  
**Description:** Short, self-contained sequences, each dealing with a specific language function: Talking about yourself; feeling ill; saying sorry. Sketches performed by actors are complemented by documentary film shot on location in Spain and featuring Spaniards conversing in everyday situations.  
**Evaluation:** Nicely organized set of videos, can be very useful in a situation-based program.  
**Length:** Four 15-minute episodes  
**Support Materials:** This series is accompanied by student notes, including key words and a transcript of all Spanish dialog.  
**Copyright Date:** 1984

### **Program 1**

**Description:** This episode concentrates on talking about oneself, feeling ill, and saying sorry.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations, Expressing Feelings

**Content/Context:** Interactions with People, General Feelings, Personal Needs, Immediate Environment

**Accuracy:** Structure, Pronunciation, Vocabulary

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### **Program 2**

**Description:** This episode concentrates on asking permission, asking the way, and tickets and travel.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations, Regulating Activities

**Content/Context:** Interactions with People, General Feelings, Personal Needs, Travel & Transportation, Time Concepts

**Accuracy:** Structure, Pronunciation, Vocabulary

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### **Program 3**

**Description:** This episode concentrates on asking for things, dealing with money, and needing things.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations, Regulating Activities

**Content/Context:** Interactions with People, General Feelings, Personal Needs

**Accuracy:** Structure, Pronunciation, Vocabulary

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### **Program 4**

**Description:** This episode concentrates on making requests, coping with quantities, and asking the time.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions, Regulating Conversations, Regulating Activities

**Content/Context:** Interactions with People, General Feelings, Personal Needs, Measurements, Comparisons, Time Concepts

**Accuracy:** Structure, Pronunciation, Vocabulary



## Die Postkarte

- Source:** International Film Bureau      **Rating:** Desirable  
**Language:** German      **Language Level:** Third Year  
**Grade Level:** 9 – 12  
**Description:** Adapted from the story by Heinrich Böll, *Die Postkarte* is a moving drama concerning the power of a state over the lives of individuals in time of war. Set in 1939, the story opens as Bruno Schneider receives orders to report for eight weeks of army training. His hopes for the future are shattered.  
**Language:** This black and white drama will provide a stirring basis for discussion of emotions and responsibility.  
**Mode:** Listening, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions  
**Content/Context:** Family Members, Food, Interactions with People, Immediate Environment, General Feelings, Daily Activities, Personal Needs, Leisure & Free Time, Travel & Transportation, Comparisons, Culture  
**Accuracy:** Structure, Pronunciation, Vocabulary  
**Length:** 25 minutes  
**Support Materials:** A guide is available from the producer.  
**Copyright Date:** 1969



## Différenciations

- Source:** Éditions Ad Lib      **Rating:** Desirable  
**Language:** French      **Language Level:** Second & Third Years  
**Grade Level:** 7-12  
**Description:** A program designed for native speakers of French, it reinforces grammatical structures.  
**Evaluation:** This program could be very useful for French immersion classes.  
**Mode:** Writing, Reading  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Complete documentation includes word lists and scripts.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Educational Game  
**Equipment:** Apple II series  
**Price:** \$49.95      **Copyright Date:** 1985



## *Eine Reise durch Deutschland*

- Source:** Langenscheidt Publishers, Inc.      **Rating:** Desirable  
**Language:** German      **Language Level:** First – Fourth Years  
**Grade Level:** 7 – 12  
**Description:** A cultural adventure game with several surprises. Students accumulate points as they correctly answer questions on German culture and language stemming from their simulated trip through Germany.  
**Evaluation:** Excellent game incorporating language and cultural features  
**Mode:** Reading, Writing, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions, Evaluating & Commenting  
**Content/Context:** Current Events, Culture, Locations & Geography  
**Accuracy:** This program's content is not organized by this category.  
**Support Materials:** Documentation is in German.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Educational Game  
**Equipment:** Apple II series  
**Price:** \$39.95      **Copyright Date:** 1985
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## *Ejercicios de Matemáticas*

- Source:** MECC      **Rating:** Desirable  
**Language:** Spanish      **Language Level:** First & Second Years  
**Grade Level:** K – 6  
**Description:** Spanish versions of eleven popular elementary math drills and games  
**Evaluation:** This is a series of mathematics programs which will promote higher-level thinking.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** Number & Alphabet, Locations & Geography  
**Accuracy:** This program's content is not organized by this category.  
**Support Materials:** Very complete documentation  
**Preparation:** Integrating these programs into a communication-based classroom program will require significant preparation.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series  
**Price:** \$39.00      **Copyright Date:** 1983



## *El Asistente del Instructor*

- Source:** MECC **Rating:** Desirable  
**Language:** Spanish **Language Level:** First & Second Years  
**Grade Level:** 4 - 12  
**Description:** Create and edit sets of multiple choice, true-false, or short answer exercises in any subject area or grade level. Students use the computer for interactive drill on exercises you have created.  
**Evaluation:** Excellent value and easy to use  
**Mode:** Reading, Writing  
**Function:** This program can be adapted to presentations in all categories.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Very complete documentation  
**Preparation:** Integrating this program into a communication-based classroom program will require significant preparation.  
**Classroom Setting:** Individual students  
**Program Type:** Utility  
**Equipment:** Apple II series  
**Price:** \$49.00 **Copyright Date:** 1983
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## *El Dialoguista*

- Source:** InterLearn, Inc. **Rating:** Desirable  
**Language:** Spanish **Language Level:** First & Second Years  
**Grade Level:** 7 - 12  
**Description:** Facilitates the "dialog journal" process with groups of students. The "dialog journal" is a regular written conversation between a teacher and students.  
**Evaluation:** An excellent tool in the writing process.  
**Mode:** Writing  
**Function:** Exchanging Information, Evaluating & Commenting  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Documentation is complete and comes with a tutorial and examples on diskette.  
**Preparation:** Fairly extensive preparation will be required to use this program in a writing program.  
**Classroom Setting:** Individual students and small groups  
**Program Type:** Tutorial  
**Equipment:** Apple II series  
**Price:** \$49.95 **Copyright Date:** 1986



## *El Mundo Hispanico*

- Source:** D. C. Heath **Rating:** Desirable  
**Language:** Spanish **Language Level:** First & Second Years  
**Grade Level:** 7-12  
**Description:** Introduces the student to various Hispanic countries, their capitals, and inhabitants.  
**Evaluation:** Incorporates a number of cultural aspects in an interesting format.  
**Mode:** Reading, Writing, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting  
**Content/Context:** Objects, Interactions with People, Locations & Geography, Culture  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Complete documentation includes word lists and classroom management suggestions.  
**Preparation:** Very little preparation is required to integrate this program into the curriculum.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Educational Game  
**Equipment:** Apple II series; color monitor is recommended.  
**Price:** \$120.00 **Copyright Date:** 1985
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## *En Vacances*

- Source:** D. C. Heath **Rating:** Exemplary  
**Language:** French **Language Level:** First & Second Years  
**Grade Level:** 7-12  
**Description:** Designed to review and expand French vocabulary and structure while extending the student's awareness of a foreign culture. Deals with the language and customs of traveling in the French-speaking world.  
**Evaluation:** Provides an excellent base for introducing and reviewing the culture of the Francophone world.  
**Mode:** Reading, Writing, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Expressing Feelings, Observing Social Conventions, Regulating Activities  
**Content/Context:** Food, Objects, Interactions with People, General Feelings, Locations & Geography, Leisure & Free Time, Professions & Occupations, Travel & Transportation, Comparisons, Culture  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Complete documentation includes word lists and classroom management suggestions.  
**Preparation:** Very little preparation is required.  
**Classroom Setting:** Individual students or small groups.  
**Program Type:** Simulation.  
**Equipment:** Apple II series; color monitor is recommended.  
**Price:** \$99.00 **Copyright Date:** 1984



## *En Ville*

**Source:** D. C. Heath

**Rating:** Exemplary

**Language:** French      **Language Level:** First & Second Years

**Grade Level:** 7 - 12

**Description:** Designed to review and expand French vocabulary and structure while extending students' awareness of a foreign culture. This program centers on giving and following directions.

**Evaluation:** Provides an excellent introduction for giving or following directions.

**Mode:** Reading, Writing, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Objects, Interactions with People, Immediate Environment, General Feelings, Daily Activities, Personal Needs, Professions & Occupations, Travel & Transportation

**Accuracy:** Structure, Orthography, Vocabulary

**Support Materials:** Complete documentation includes word lists and classroom management suggestions.

**Preparation:** Very little preparation is required.

**Classroom Setting:** Individual students or small groups

**Program Type:** Simulation

**Equipment:** Apple II series; color monitor is recommended.

**Price:** \$99.00      **Copyright Date:** 1984

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## *Foreign Frenzy – French*

- Source:** Queue, Inc. **Rating:** Desirable  
**Language:** French **Language Level:** First & Second Years  
**Grade Level:** 7 – 12  
**Description:** An arcade-style game designed to teach students the definitions and spellings of French vocabulary words. The teacher may enter words into the lists this program uses.  
**Evaluation:** Very entertaining, keeps the student's interest  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** Food, Objects, Personal Needs, Locations & Geography, Comparisons  
**Accuracy:** Structure, Vocabulary  
**Support Materials:** Documentation includes word lists.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Educational Game  
**Equipment:** Apple II series  
**Price:** \$29.95 **Copyright Date:** 1985
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## *Foreign Frenzy – Spanish*

- Source:** Queue, Inc. **Rating:** Desirable  
**Language:** Spanish **Language Level:** First & Second Years  
**Grade Level:** 7 – 12  
**Description:** An arcade-style game designed to teach students the definitions and spellings of Spanish vocabulary words. The teacher may enter words into the lists this program uses.  
**Evaluation:** Fast moving and interesting presentation format  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** Food, Objects, Personal Needs, Locations & Geography, Comparisons  
**Accuracy:** Structure, Vocabulary  
**Support Materials:** Documentation includes word lists.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Educational Game  
**Equipment:** Apple II series  
**Price:** \$29.95 **Copyright Date:** 1985



## *Foreign Language Instruction -- Elementary Spanish*

- Source:** Morrey's Microcomputer Materials      **Rating:** Desirable  
**Language:** Spanish      **Language Level:** First & Second Years  
**Grade Level:** 4 - 10  
**Description:** Designed for work with small groups, this flexible drill & practice program provides students with practice in an interesting format.  
**Evaluation:** Reviewers particularly liked the ability to edit and expand the content of the presentations.  
**Mode:** Reading, Writing  
**Function:** This program can be adapted to presentations in all categories.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Complete documentation includes suggested uses and settings and offers background on the use of computers in the foreign language classroom.  
**Preparation:** Minimum preparation is required unless the teacher wishes to add original content.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Drill & Practice, Shell  
**Equipment:** TRS-80 Model III/4  
**Price:** \$199.00      **Copyright Date:** 1986
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## *Foreign Language Instruction -- French Level 1*

- Source:** Morrey's Microcomputer Materials      **Rating:** Desirable  
**Language:** French      **Language Level:** First & Second Years  
**Grade Level:** 9 - 12  
**Description:** Vocabulary, drill, and review on grammatical forms and structures normally encountered in the first year of language instruction.  
**Evaluation:** This program uses the capabilities of the computer well and provides students with a stimulating environment for practice.  
**Mode:** Reading, Writing  
**Function:** This program can be adapted to presentations in all categories.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Complete documentation includes suggested uses, settings and offers background on the use of computers in the foreign language classroom.  
**Preparation:** Minimum preparation is required unless the teacher wishes to add original content.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Drill & Practice, Shell  
**Equipment:** TRS-80 Model III/4  
**Price:** \$199.00      **Copyright Date:** 1986



## France from Within, Tape 1

**Source:** Heinle & Heinle Publishers, Inc.    **Rating:** Desirable

**Language:** French    **Language Level:** First – Fourth Years

**Grade Level:** 9 – 12

**Description:** Eleven *documents authentiques* stress the human, personal side of modern French life. Entirely in French, it presents different authentic speech styles and regional accents. It aims to expose students to the culture, to give advanced students the opportunity to discuss the themes that emerge in the interviews, and to give all students the opportunity to develop their listening comprehension and communicative skills.

**Evaluation:** While the production values for some of the segments of this video are not at professional levels, the content may be very valuable for language study.

**Length:** Eleven 3- to 8-minute episodes

**Support Materials:** A study guide containing classroom suggestions, the complete transcript, notes, and exercises.

**Copyright Date:** 1986

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### Program 1    *Dans le TGV, Paris Lyon*

**Description:** Travel from the Gare de Lyon in Paris to Lyon. Listen to the chit-chat of the passengers, hear the conductor talk about his job, see what food is served on the train.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Interactions with People, Professions & Occupations, Food

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 2    *Au Marché de Cavaillon*

**Description:** Take a tour through this colorful open-air market in Provence, listening to brief exchanges with vendors who sell everything from cheese and fruit to garlic and onions.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Food, Objects, Measurement, Comparisons, Interactions with People, Daily Activities, Personal Needs

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 3**     *Une Salade Niçoise*

**Description:** How do you make a perfectly mouthwatering salade niçoise? See a French cook demonstrate, and then do it yourself with her very own recipe, reproduced in the accompanying *Study Guide*.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Food, Professions & Occupations

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 4**     *Le Jeu de boules*

**Description:** A group of lively French teenagers explain and demonstrate this traditional game.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Interactions with People, Leisure, Culture

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 5**     *Le Domaine de l'Isolette*

**Description:** Take a tour of a winery with its owner, who presents the tools and techniques of his trade.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Professions & Occupations

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 6**     *Le Calumet, un café à Paris*

**Description:** Follow a garçon through a typical day in a café de quartier. Choose your snack: Will it be a croque-monsieur or an omelette?

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Food, Profession & Occupations, Interactions with People

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 7**     *Paul Bocuse, Chef-cuisinier, Lyon*

- Description:** Listen to France's greatest chef discuss traditional French gastronomy, nouvelle cuisine, his craft, and his achievements as we walk through the kitchen, dining rooms, and garden of his restaurant.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Professions & Occupations, Food, Culture
- Accuracy:** Structure, Pronunciation, Vocabulary
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**Program 8**     *Isabelle Chesneau, étudiante en droit, l'Université de Grenoble*

- Description:** Hear a young law student discuss different aspects of French university life: exams, competition, student-teacher rapport.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Professions & Occupations, Daily Activities, Culture
- Accuracy:** Structure, Pronunciation, Vocabulary
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**Program 9**     *Paulette Hébert, tripière-volaillière, Paris*

- Description:** The delightful Mme. Hébert talks about her life as a *petit commerçant* and shares her views on family life, youth, job satisfaction, and money.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Professions & Occupations, General Feelings, Daily Activities, Current Events
- Accuracy:** Structure, Pronunciation, Vocabulary
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**Program 10**     *Giles Lipovetsky, philosophe et professeur de lycée, Grenoble*

- Description:** A look at social changes in France since 1968 includes Lipovetsky's opinions on technology, individualism, and the implantation of North American values in France.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Professions & Occupations, Comparisons, Daily Activities, Culture
- Accuracy:** Structure, Pronunciation, Vocabulary

Program 11 *Dominique Boudrand, mère de famille, St. Martin D'Uriage*

**Description:** This admirable young woman talks about women and the workplace, childrearing practices, and family life.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Culture

**Accuracy:** Structure, Pronunciation, Vocabulary



## *French Achievement I*

**Source:** CBS Interactive Learning      **Rating:** Desirable

**Language:** French      **Language Level:** First & Second Years

**Grade Level:** 7 - 12

**Description:** Designed to strengthen grammar skills by testing various parts of speech and idiomatic expressions. Gives students practice in preparing for the grammar section of the CEEB.

**Evaluation:** This program is an excellent review of beginning vocabulary and grammar.

**Mode:** Reading, Writing

**Function:** This program's content is not organized by this category.

**Content/Context:** Objects, Interactions with People, Daily Activities, Personal Needs, Comparisons, Culture

**Accuracy:** Structure, Orthography, Vocabulary

**Support Materials:** Documentation is complete.

**Preparation:** Minimum preparation is required.

**Classroom Setting:** Individual students or small groups

**Program Type:** Drill & Practice

**Equipment:** Apple II series; IBM

**Price:** \$49.95      **Copyright Date:** 1984



## French Achievement II

- Source:** CBS Interactive Learning      **Rating:** Desirable  
**Language:** French      **Language Level:** Third & Fourth Years  
**Grade Level:** 7 - 12  
**Description:** Designed to strengthen grammar skills by testing various parts of speech and idiomatic expressions. Gives students practice in preparing for the grammar section of the *CEEB*.  
**Evaluation:** This program will provide advanced practice for the *CEEB*.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** Objects, Interactions with People, Daily Activities, Personal Needs, Comparisons, Culture  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Documentation is complete.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series; IBM  
**Price:** \$49.95      **Copyright Date:** 1984
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## French Achievement III

- Source:** CBS Interactive Learning      **Rating:** Desirable  
**Language:** French      **Language Level:** Third & Fourth Years  
**Grade Level:** 9 - 12  
**Description:** Designed to strengthen grammar skills by testing various parts of speech and idiomatic expressions. Gives students practice in preparing for the grammar section of the *CEEB*.  
**Evaluation:** This program will provide advanced practice for the *CEEB*.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** Objects, Interactions with People, Daily Activities, Personal Needs, Comparisons, Culture  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Documentation is complete.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series; IBM  
**Price:** \$49.95      **Copyright Date:** 1984



## French Commercials

**Source:** Teacher's Discovery **Rating:** Desirable

**Language:** French **Language Level:** First - Fourth Years

**Grade Level:** 9 - 12

**Description:** These French commercial videos bring contemporary French culture alive. A starting point for discussions on food, family life, young people today, American influence on the French contemporary scene, and TV. Each commercial offers a wealth of possibilities for learning vocabulary and practicing simple modern French idioms.

**Evaluation:** An excellent source of cultural information.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Observing Social Conventions

**Content/Context:** Food, Objects, Personal Needs, Professions & Occupations, Comparisons, Measurements

**Accuracy:** Structure, Orthography, Vocabulary

**Length:** 25 minutes

**Support Materials:** None

**Copyright Date:** 1985



## French for Mastery

**Source:** D. C. Heath **Rating:** Desirable

**Language:** French **Language Level:** First Year

**Grade Level:** 7 - 12

**Description:** Complete and varied practice in beginning French vocabulary. This program is designed to accompany the *French for Mastery* textbook (D. C. Heath). This is three-disk set.

**Evaluation:** This program will prove useful with or without the text for which it was designed.

**Mode:** Reading, Writing

**Function:** Exchanging Information

**Content/Context:** Family Members, Food, Objects, Measurements, Immediate Environment, Daily Activities, Personal Needs, Locations & Geography, Leisure & Free Time, Professions & Occupations, Travel & Transportation

**Accuracy:** Structure, Orthography, Vocabulary

**Support Materials:** Complete documentation includes word lists and classroom management suggestions.

**Preparation:** Very little preparation is required.

**Classroom Setting:** Individual students or small groups

**Program Type:** Drill & Practice

**Equipment:** Apple II series; IBM; color monitor is recommended.

**Price:** \$150.00 **Copyright Date:** 1985



## *French Grammar Computerized I*

- Source:** Lingo Fun, Inc. **Rating:** Desirable  
**Language:** French **Language Level:** First Year  
**Grade Level:** 7 - 12  
**Description:** This program gives explanations, practice, and testing on twenty grammar points covered in first-year French. A typical lesson has a review and a practice session.  
**Evaluation:** This program provides practice on grammar only, randomizing the presentation.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure, Vocabulary  
**Support Materials:** Very limited documentation  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series; IBM; Macintosh; Tandy  
**Price:** \$39.95 **Copyright Date:** 1985
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## *French Grammar Computerized II*

- Source:** Lingo Fun, Inc. **Rating:** Desirable  
**Language:** French **Language Level:** Second Year  
**Grade Level:** 7 - 12  
**Description:** This program gives explanations, practice, and testing on twenty grammar points covered in first-year French.  
**Evaluation:** This program provides practice on grammar only, randomizing the presentation.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure, Vocabulary  
**Support Materials:** Very limited documentation  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series; IBM; Macintosh  
**Price:** \$39.95 **Copyright Date:** 1985



## *French Idiom Master*

- Source:** Lingo Fun, Inc. **Rating:** Desirable  
**Language:** French **Language Level:** First – Fourth Years  
**Grade Level:** 7 – 12  
**Description:** Practice in associating idioms or problem words with proper sentence context. It contains an editor which allows the teacher to add original content.  
**Evaluation:** Particularly useful for multi-level classrooms. Scoring is very useful.  
**Mode:** Reading, Writing  
**Function:** Exchanging Information, Expressing Feelings, Regulating Activities  
**Content/Context:** Time Concepts, Interactions with People, Immediate Environment, General Feelings, Daily Activities, Personal Needs, Leisure & Free Time  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Very limited documentation  
**Preparation:** Minimum preparation is required unless teacher provides original content.  
**Classroom Setting:** Individual students  
**Program Type:** Drill & Practice, Shell  
**Equipment:** Apple II series  
**Price:** \$39.95 **Copyright Date:** 1984
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## *French Micro SCRABBLE™*

- Source:** Gessler Educational Software **Rating:** Desirable  
**Language:** French **Language Level:** First – Fourth Years  
**Grade Level:** 3 – 12  
**Description:** A computer version of the world-renowned board game. Students may compete against other people or the computer.  
**Evaluation:** This game allows students to use vocabulary words in a unique environment.  
**Mode:** Writing, Reading  
**Function:** This program's content is not organized by this category  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Orthography  
**Support Materials:** Simple documentation is limited to program operation instruction.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Small groups  
**Program Type:** Educational Game  
**Equipment:** Commodore 64/128  
**Price:** \$39.95 **Copyright Date:** 1984



## *French Vocabulary Games*

- Source:** Queue, Inc. **Rating:** Desirable  
**Language:** French **Language Level:** First – Fourth Years  
**Grade Level:** 4 – 12  
**Description:** A collection of seven games and a system which allows the teacher to create content for these games. The games are Dictionary, Hangman, Scrambled Eggs, Spelling Bee, Superguess, Tic-Tac-Toe, and Wordsearch.  
**Evaluation:** This program can be used to create an unlimited number of content-organized games.  
**Mode:** Reading, Writing  
**Function:** This program can be adapted to presentations in all categories.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Documentation includes word lists.  
**Preparation:** Minimum preparation is required unless the teacher chooses to create original content lists.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Educational Game, Shell  
**Equipment:** Apple II series  
**Price:** \$49.95 **Copyright Date:** 1985
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## *French Word Order*

- Source:** Gessler Educational Software **Rating:** Desirable  
**Language:** French **Language Level:** First – Fourth Years  
**Grade Level:** 9 – 12  
**Description:** Teaches the linguistic patterns of sentences in French. Words appear out of sequence, and students must rearrange them to form a sentence.  
**Evaluation:** Interesting format for the practice of sentence structures  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure  
**Support Materials:** Simple documentation includes word lists.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series  
**Price:** \$37.95 **Copyright Date:** 1985



## *Gabi und Frank*

- Source:** Gessler Publishing Company      **Rating:** Desirable  
**Language:** German      **Language Level:** First Year  
**Grade Level:** 9 - 12  
**Description:** Twelve five-minute segments contained on one tape. Episodes of everyday life situations in the life of a young couple. Some segments contain documentary material, while each introduces new vocabulary and grammar.  
**Evaluation:** This series presents the daily lives of two young people in Germany. It is very contemporary and should be interesting to high school students.  
**Length:** Twelve 5-minute episodes  
**Support Materials:** Accompanying self-guide, classroom workbook, and audiocassettes for drill and practice are available.  
**Copyright Date:** 1986
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### **Program 1**      *Wer ist das?*

- Description:** Documentary: Discussion of the Federal Republic of Germany. Situations: Introducing oneself. Structure/Vocabulary: Irregular and regular verbs; the alphabet.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions  
**Content/Context:** Numbers & Alphabet, Interactions with People, Daily Activities, Personal Needs, Culture  
**Accuracy:** Structure, Pronunciation, Vocabulary
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### **Program 2**      *Gabis Freund Peter*

- Description:** Documentary: München. Situations: Peter meets another young male friend of Gabi's. Structure/Vocabulary: Genitive; verbs; questions and answers.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions  
**Content/Context:** Interactions with People, Daily Activities, Personal Needs, Culture  
**Accuracy:** Structure, Pronunciation, Vocabulary

### Program 3 *Männer unter sich*

- Description:** Documentary: At The English Garden, a park in Munich. Situations: The two young men become better acquainted. Structure/Vocabulary: Second person singular and plural; *die sie* form; numbers.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
- Content/Context:** Interactions with People, Daily Activities, Personal Needs, Culture
- Accuracy:** Structure, Pronunciation, Vocabulary
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### Program 4 *Auf dem Viktualienmarkt*

- Description:** Documentary: Southern Germany. Situations: A trip to the food market. Structure/Vocabulary: Plurals.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
- Content/Context:** Interactions with People, Daily Activities, Personal Needs, Culture, Locations & Geography
- Accuracy:** Structure, Pronunciation, Vocabulary
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### Program 5 *Wieviel kostet das?*

- Description:** Documentary: Population of Germany; carnivals. Situation: Discussing lists of foods. Structure/Vocabulary: Money; amounts.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
- Content/Context:** Interactions with People, Daily Activities, Personal Needs, Culture, Number & Alphabet, Comparisons
- Accuracy:** Structure, Pronunciation, Vocabulary
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### Program 6 *Was brauchen wir denn?*

- Description:** Situations: Discussing lists of foods; getting around town.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
- Content/Context:** Interactions with People, Daily Activities, Personal Needs, Culture, Food, Locations & Geography, Travel & Transportation
- Accuracy:** Structure, Pronunciation, Vocabulary

**Program 7**     *Hast du alles?*

- Description:** Situations: More discussion about the evening's activities.  
Structure/Vocabulary: Time; the accusative; *was* and *wo*.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
- Content/Context:** Interactions with People, Daily Activities, Personal Needs, Culture, Leisure & Free Time
- Accuracy:** Structure, Pronunciation, Vocabulary
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**Program 8**     *Computer oder Kino?*

- Description:** Situations: Differences over preferred activities.  
Structure/Vocabulary: Declension of adjectives; *wollen* and *müssen*; verbs.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
- Content/Context:** Interactions with People, Daily Activities, Personal Needs, Culture, Leisure & Free Time
- Accuracy:** Structure, Pronunciation, Vocabulary
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**Program 9**     *Die neuen Möbel*

- Description:** Documentary: Frankfurt. Situations: Discussing major expenditures.  
Structure/Vocabulary: Personal pronouns; adjectives.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
- Content/Context:** Interactions with People, Daily Activities, Personal Needs, Culture, Locations & Geography
- Accuracy:** Structure, Pronunciation, Vocabulary
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**Program 10**     *Hast du in der Lotterie gewonnen?*

- Description:** Situations: Discussing some common activities.  
Structure/Vocabulary: Prepositions; irregular verbs; *mit*.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
- Content/Context:** Interactions with People, Daily Activities, Personal Needs, Culture
- Accuracy:** Structure, Pronunciation, Vocabulary

### Program 11 *In diesem Jahr nicht!*

- Description:** Situations: Discussing the new car and why a trip is too expensive.  
Structure/Vocabulary: *Wohin, wo, warum*; articles and verbs.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
- Content/Context:** Interactions with People, Daily Activities, Personal Needs, Culture, Travel & Transportation
- Accuracy:** Structure, Pronunciation, Vocabulary
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### Program 12 *Fahrt nach Salzburg*

- Description:** Documentary: Salzburg. Situations: Discussing the tour of Salzburg.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities
- Content/Context:** Interactions with People, Daily Activities, Personal Needs, Culture, Travel & Transportation
- Accuracy:** Structure, Pronunciation, Vocabulary
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## *German Achievement I*

- Source:** CBS Interactive Learning      **Rating:** Desirable
- Language:** German      **Language Level:** First & Second Years
- Grade Level:** 7 - 12
- Description:** Designed to help students prepare for the vocabulary section of the CEEB. Strengthens vocabulary skills by testing various parts of speech and idiomatic expressions.
- Evaluation:** This program is an excellent review of beginning vocabulary and grammar.
- Mode:** Reading, Writing
- Function:** This program's content is not organized by this category.
- Content/Context:** Objects, Interactions with People, Daily Activities, Personal Needs, Comparisons, Culture
- Accuracy:** Structure, Orthography, Vocabulary
- Support Materials:** Documentation is complete.
- Preparation:** Minimum preparation is required.
- Classroom Setting:** Individual students or small groups
- Program Type:** Drill & Practice
- Equipment:** Apple II series
- Price:** \$49.95      **Copyright Date:** 1985



## German Commercials

- Source:** Teacher's Discovery      **Rating:** Desirable  
**Language:** German      **Language Level:** First - Fourth Years  
**Grade Level:** 9 - 12  
**Description:** Brings contemporary German culture alive. Includes short cartoon clips from German TV. Stimulates discussion on topics such as food, family life, young people today, American influence on the German contemporary scene, and TV. Offers a wealth of possibilities for learning vocabulary and practicing simple modern German idioms.  
**Evaluation:** An excellent source of cultural information  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Expressing Feelings, Observing Social Conventions  
**Content/Context:** Food, Objects, Personal Needs, Professions & Occupations, Comparisons, Measurements  
**Accuracy:** Structure, Orthography, Vocabulary  
**Length:** 25 minutes  
**Support Materials:** None  
**Copyright Date:** 1985
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## German Idiom Master

- Source:** Lingo Fun, Inc.      **Rating:** Desirable  
**Language:** German      **Language Level:** First - Fourth Years  
**Grade Level:** 7 - 12  
**Description:** Practice in associating idioms or problem words with proper sentence context  
**Evaluation:** Particularly useful for multi-level classrooms. Scoring is very useful.  
**Mode:** Reading, Writing  
**Function:** Exchanging Information, Expressing Feelings, Regulating Activities  
**Content/Context:** Time Concepts, Interactions with People, Immediate Environment, General Feelings, Daily Activities, Personal Needs, Leisure & Free Time  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Very limited documentation  
**Preparation:** Minimum preparation is required unless the teacher provides original content.  
**Classroom Setting:** Individual students  
**Program Type:** Drill & Practice, Utility, Shell  
**Equipment:** Apple II series  
**Price:** \$39.95      **Copyright Date:** 1984



## German Vocabulary Games

- Source:** Queue, Inc. **Rating:** Desirable  
**Language:** German **Language Level:** First – Fourth Years  
**Grade Level:** 4 – 12  
**Description:** Seven educational games and a system which allows the teacher to create content for these games. The games are Dictionary, Hangman, Scrambled Eggs, Spelling Bee, Superguess, Tic-Tac-Toe, and Wordsearch.  
**Evaluation:** This program can be used to create an unlimited number of content-organized games.  
**Mode:** Reading, Writing  
**Function:** This program can be adapted to presentations in all categories.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Documentation includes word lists.  
**Preparation:** Minimum preparation is required unless the teacher chooses to create original content lists.  
**Classroom Setting:** Individual students or small groups.  
**Program Type:** Educational Game  
**Equipment:** Apple II series  
**Price:** \$49.95 **Copyright Date:** 1985
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## German Word Order

- Source:** Gessler Educational Software **Rating:** Desirable  
**Language:** German **Language Level:** First – Fourth Years  
**Grade Level:** 9 – 12  
**Description:** A program which teaches the linguistic patterns of sentences in German. Words appear out of sequence, and students must rearrange them to form a sentence.  
**Evaluation:** Interesting format for the practice of sentence structures  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure  
**Support Materials:** Simple documentation includes word lists.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series  
**Price:** \$37.95 **Copyright Date:** 1983



## *Geschichtenschreiber (Kidwriter) – Levels I & II*

- Source:** Gessler Educational Software      **Rating:** Desirable  
**Language:** German      **Language Level:** First – Fourth Years  
**Grade Level:** 3 – 8  
**Description:** Students create pictures and stories to go with them. *Kidwriter* can display all German orthography.  
**Evaluation:** Highly imaginative application of the computer to the language learning process  
**Mode:** Writing  
**Function:** This program can be adapted to presentations in all categories.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Complete documentation describes the program's operations.  
**Preparation:** Limited preparation is needed  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Word Processor, Graphics  
**Equipment:** Apple II series; Commodore 64/128  
**Price:** \$37.95      **Copyright Date:** 1985
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## *Greek Language and People*

- Source:** Films Incorporated      **Rating:** Desirable  
**Language:** Greek      **Language Level:** First Year  
**Grade Level:** 9 – 12  
**Description:** Each program deals with a specific useful language topic such as ordering drinks and a meal, greetings, asking the way, buying things, expressing likes and dislikes, and finding somewhere to stay. These are complemented by documentary sequences, with English commentary, about contemporary Greek life and culture.  
**Evaluation:** Please note: Episode 10 contains a ten-second segment in which the unclothed female form is shown. Prescreening by the teacher and selective presentation of this episode is recommended.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Length:** Ten 25-minute episodes  
**Support Materials:** A teacher's guide accompanies this series. A student textbook and audiocassettes are available.  
**Copyright Date:** 1979

### Program 1 *Ordering Drinks*

**Description:** Documentary: Real life in contemporary Greece. Situations: Ordering in a tavern; greeting people. Structure/Vocabulary: Introduction to pronunciation.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities

**Content/Context:** Food, Measurement, Number & Alphabet, Interactions with People

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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### Program 2 *Ordering a Meal*

**Description:** Documentary: Life in contemporary Greece and a visit to Crete.

Situations: Visiting different public areas and a restaurant.

Structure/Vocabulary: Alphabet; facial gestures used for communication.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities

**Content/Context:** Food, Number & Alphabet, Interactions with People, Daily Activities, Travel & Transportation, Culture

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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### Program 3 *Asking the Way*

**Description:** Documentary: Various sites in rural and urban Greece. Situations: Asking directions to places. Structure/Vocabulary: Asking where and whether nearby; Getting someone's attention.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities

**Content/Context:** Food, Number & Alphabet, Interactions with People, Daily Activities, Travel & Transportation, Culture

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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### Program 4 *Meeting People*

**Description:** Documentary: Contemporary Greek social and business settings.

Situations: Getting acquainted; what a Greek person is likely to ask a new acquaintance. Structure/Vocabulary: Alphabet; word forms; negatives.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities

**Content/Context:** Food, Numbers & Alphabet, Interactions with People, Daily Activities, Professions & Occupations

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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## Program 5 *Buying Things*

**Description:** Documentary: Visiting various shops in contemporary Greece. Situations: Asking for and buying various items; asking the cost; checking size and weight. Structure/Vocabulary: Numbers; nouns for common objects.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities

**Content/Context:** Food, Numbers & Alphabet, Interactions with People, Daily Activities, Personal Needs, Comparisons

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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## Program 6 *Getting Around: Transport and Time*

**Description:** Documentary: Travel by train, bus, or boat in Greece. Situations: Catching a bus; arranging for boat trip; buying tickets. Structure/Vocabulary: Road signs; clock time; day in time.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities

**Content/Context:** Food, Numbers & Alphabet, Interactions with People, Daily Activities, Travel & Transportation

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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## Program 7 *Finding Somewhere to Stay*

**Description:** Documentary: Visiting in Athens. Situations: Finding a room in a hotel; talking with the receptionist. Structure/Vocabulary: From; until; days of the week; where is a place?

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities

**Content/Context:** Food, Numbers & Alphabet, Interactions with People, Daily Activities, Travel & Transportation

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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## Program 8 *Who's Who*

**Description:** Documentary: Meeting the Greek people. Situations: Holding conversations with Greek people; describing the people and their relationships. Structure/Vocabulary: Descriptive words and phrases; gender.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Regulating Conversations

**Content/Context:** Food, Numbers & Alphabet, Interactions with People, Daily Activities, Travel & Transportation, Family Members

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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## Program 9 *Likes and Dislikes*

- Description:** Documentary: Some common activities in contemporary Greek culture. Situations: Discussing personal preferences: food, recreation, etc. Structure/Vocabulary: How one feels; personal items; likes & dislikes.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Food, Numbers & Alphabet, Interactions with People, Daily Activities, Travel & Transportation, Current Events, Culture
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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## Program 10 *Let's Have a Look: Review*

- Description:** Documentary: Review of what has been learned. Situations: Talking with Greek people and getting around. Structure/Vocabulary: Reading a menu; reading film advertisements, etc. **This episode contains scenes of nude sunbathing; selective screening is advised.**
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
- Content/Context:** Food, Numbers & Alphabet, Interactions with People, Daily Activities, Travel & Transportation
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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## *Guide de l'Enseignant*

- Source:** MECC
- Language:** French
- Grade Level:** 4 - 12
- Description:** Create and edit sets of multiple choice, true-false, or short answer exercises in any subject area or grade level. Students use the computer for interactive drill on exercises you have created.
- Evaluation:** Excellent value and easy to use.
- Mode:** Reading, Writing
- Function:** This program can be adapted to presentations in all categories.
- Content/Context:** This program can be adapted to presentations in all categories.
- Accuracy:** This program can be adapted to presentations in all categories.
- Support Materials:** Very complete documentation
- Preparation:** Integrating this program into a communication-based classroom program will require significant preparation.
- Classroom Setting:** Individual students
- Program Type:** Drill & Practice, Shell
- Equipment:** Apple II series
- Price:** \$49.00
- Rating:** Desirable
- Language Level:** First & Second Years
- Copyright Date:** 1983



## *Gutenberg, Jr.*

- Source:** Gessler Educational Software    **Rating:** Desirable  
**Language:** General    **Language Level:** First - Fourth Years  
**Grade Level:** 7 - 12  
**Description:** A full-featured word processor capable of displaying and printing all foreign languages  
**Evaluation:** An excellent word processor  
**Mode:** Writing  
**Function:** This program can be adapted to presentations in all categories.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Complete documentation. A *Foreign Language Teacher's Application Disk (FLTAD)* of utilities is available for \$39.95.  
**Preparation:** Extensive preparation is required for first use. The tutorial provided will assist early efforts.  
**Classroom Setting:** Individual students  
**Program Type:** Word Processor  
**Equipment:** Apple II series; Imagewriter printer; Epson printer version is available.  
**Price:** \$99.95                      **Copyright Date:** 1986
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## Homophones

- Source:** Gessler Educational Software      **Rating:** Desirable  
**Language:** French      **Language Level:** First & Second Years  
**Grade Level:** 7 - 12  
**Description:** A program for learning and reviewing French homophones. The students choose from one of twelve words and are given eight-line texts in which they must fill in a homophone.  
**Evaluation:** Interesting format in which to practice this structure. The editor is easy to use and this feature adds to the programs value.  
**Mode:** Reading Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure, Vocabulary  
**Support Materials:** Complete documentation  
**Preparation:** Minimum preparation required unless the teacher wishes to add content.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Drill & practice  
**Equipment:** Apple II series  
**Price:** \$49.95      **Copyright Date:** 1984
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## Idea Cat - Level I

- Source:** Ballard & Tighe, Inc.      **Rating:** Desirable  
**Language:** Spanish      **Language Level:** First & Second Years  
**Grade Level:** K - 9  
**Description:** Reinforcement tool for basic concepts. Animation and speech are used to increase understanding. The content of this program is based on the IDEA Oral Language Program.  
**Evaluation:** The good graphics and the error correction and feedback procedures make this program especially effective for younger students.  
**Mode:** Listening, Reading, Writing  
**Function:** Exchanging Information  
**Content/Context:** Family Members, Immediate Environment  
**Accuracy:** Orthography, Vocabulary  
**Support Materials:** Complete documentation includes a script.  
**Preparation:** Lessons supplied can be used without additional preparation. Creating additional lessons will require significant time commitment.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Drill & Practice, Shell  
**Equipment:** Apple II series  
**Price:** \$135.00      **Copyright Date:** 1986



## *Introduction au Passé*

- Source:** University of California      **Rating:** Desirable  
**Language:** French      **Language Level:** First & Second Years  
**Grade Level:** 9 - 12  
**Description:** Two students discuss their weekend's activities and demonstrate the uses of both the *passé composé* and the *imparfait*.  
**Evaluation:** This program is good for demonstrating the use of narrative skills.  
**Mode:** Listening, Reading, Writing  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities  
**Content/Context:** Time Concepts, Food, Objects, Interactions with People, Immediate Environment, General Feelings, Daily Activities, Personal Needs, Locations & Geography, Leisure & Free Time  
**Accuracy:** Structure, Pronunciation, Orthography  
**Length:** 17 minutes  
**Support Materials:** None  
**Copyright Date:** 1984
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## *Italian Grammar Computerized I*

- Source:** Lingo Fun, Inc.      **Rating:** Desirable  
**Language:** Italian      **Language Level:** First Year  
**Grade Level:** 7 - 12  
**Description:** Twenty lessons providing review and practice in a number of the basic grammar structures introduced in beginning textbooks.  
**Evaluation:** This program provides practice on grammar only, randomizing the presentation.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure, Vocabulary  
**Support Materials:** Very limited documentation  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series; IBM; Macintosh  
**Price:** \$49.95      **Copyright Date:** 1986
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## *Jack Bombe*

- Source:** Lingo Fun, Inc. **Rating:** Exemplary  
**Language:** French **Language Level:** Second – Fourth Years  
**Grade Level:** 7 – 12  
**Description:** An adventure game which places the student in situations which require logical thought. This game is entirely in French.  
**Evaluation:** This program has potential for use in a communication-based classroom. It has good graphics and requires the student to use the language.  
**Mode:** Reading, Writing, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions  
**Content/Context:** Interactions with People  
**Accuracy:** The program's content is not organized by this category.  
**Support Materials:** Documentation is this program's weakest point.  
**Preparation:** Use of this program will require the teacher to prepare the students extensively.  
**Classroom Setting:** Small groups of students preferred  
**Program Type:** Educational Game  
**Equipment:** Apple II series  
**Price:** \$39.95 **Copyright Date:** 1984
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## *Jeux de Vocabulaire*

- Source:** Learning Well **Rating:** Desirable  
**Language:** French **Language Level:** First & Second Years  
**Grade Level:** 3 – 12  
**Description:** Four programs which reinforce word association, understanding analogy, and word definitions for more than 1000 French words.  
**Evaluation:** This program is very comprehensive and presents its content in four motivating styles.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Very complete documentation includes word lists and activity sheets.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students, small groups, or large groups  
**Program Type:** Educational Game  
**Equipment:** Apple II series; Printer optional  
**Price:** \$49.95 **Copyright Date:** 1986



## *Jeux Mathématiques Classiques*

- Source:** MECC **Rating:** Desirable  
**Language:** French **Language Level:** First & Second Years  
**Grade Level:** K-6  
**Description:** Five educational games in French sharpen students' logic and arithmetic skills.  
**Evaluation:** These classic MECC Math games provide student with an interesting environment in which to use French.  
**Mode:** Reading, Writing  
**Function:** Evaluating & Commenting  
**Content/Context:** Number & Alphabet  
**Accuracy:** Orthography, Vocabulary  
**Support Materials:** Very complete documentation  
**Preparation:** Integrating this program into a communication-based classroom program will require significant preparation.  
**Classroom Setting:** Individual students  
**Program Type:** Educational Games  
**Equipment:** Apple II series  
**Price:** \$39.00 **Copyright Date:** 1984
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## *Juegos Comunicativos*

- Source:** Random House College Software **Rating:** Exemplary  
**Language:** Spanish **Language Level:** First & Second Years  
**Grade Level:** 7-12  
**Description:** The activities in this package are designed to provide a form of integrated communicative practice in which Spanish vocabulary and structure are used to solve a problem rather than to satisfy the requirements of a drill. Each activity in this program is keyed to a particular stage in *Punto de partida* (Random House).  
**Evaluation:** These activities are designed to allow the student to use a wide variety of language input. A very creative language tool.  
**Mode:** Reading, Writing  
**Function:** Exchanging Information, Evaluating & Commenting  
**Content/Context:** Comparisons, Objects  
**Accuracy:** Vocabulary  
**Support Materials:** Documentation includes word lists and scripts.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Educational Game  
**Equipment:** Apple II series  
**Price:** Free to buyers of Random House texts. **Copyright Date:** 1986





## *La Boîte à Puces*

- Source:** The Learning Company      **Rating:** Desirable  
**Language:** French      **Language Level:** First & Second Years  
**Grade Level:** 5 - 12  
**Description:** Students learn how to build computers and in the process learn how to apply logic to problems. This is the French adaptation of the famous *Rocky's Boots*.  
**Evaluation:** This is a rich simulation which will challenge users to apply themselves in order to solve the problems posed.  
**Mode:** Reading, Writing  
**Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities  
**Content/Context:** Objects, Measurement, Comparisons  
**Accuracy:** This program is not organized by this category.  
**Support Materials:** Documentation includes sample work sheets.  
**Preparation:** Very little teacher preparation is needed for students to use this program.  
**Classroom Setting:** Pairs or small groups  
**Program Type:** Simulation  
**Equipment:** Apple II series; Atari; color monitor is required.  
**Price:** \$64.95      **Copyright Date:** 1985
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## *La France Telle Qu'elle Est*

- Source:** Media Guild      **Rating:** Desirable  
**Language:** French      **Language Level:** First & Second Years  
**Grade Level:** 9 - 12  
**Description:** Each of the five films in this series has three parts: a documentary about one aspect of French life; role playing dialogues; and an interview with a French national.  
**Evaluation:** The segments on modern France will prove the most useful portions of this series.  
**Length:** Five 19-minute episodes  
**Support Materials:** No materials accompany this series.  
**Copyright Date:** 1977

### Program 1 *Paris, Aujourd'hui*

**Description:** Paris is a modern city and the film looks at the new Charles de Gaulle airport, the Pompidou cultural center, *La Defense*, which is a new suburb in Paris combining working and living environments into a new town complex, and the RER (*Reseau Express Regional*) a new deep level suburban metro. Situation: Ticket buying and information seeking.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information

**Content/Context:** Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation, Professions & Occupations

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 2 *Paris Hier*

**Description:** A more conventional look at Paris, including the Seine, the Madeleine, Sacra Coeur, Notre Dame, the Eiffel Tower, the Métro and the boulevards. Situation: Ordering of food and drink in a cafe.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information

**Content/Context:** Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation, Food

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 3 *Le Tourisme*

**Description:** In this film we look at places which tourists might visit. There are two relevant interviews, as well. Situations: Asking for hotel room, camp site, breakfast; visiting a Syndicat.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information

**Content/Context:** Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation, Food

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 4 *Un Ville de Province*

**Description:** *Bauge* is a small market town in the Loire Valley. We will look at the town and in particular at shops whose descriptions ends in *-erie*; e.g., *quincaillerie*.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information

**Content/Context:** Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation

**Accuracy:** Structure, Pronunciation, Vocabulary

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## *La Marée et Ses Secrets*

- Source:** Films Incorporated                      **Rating:** Exemplary  
**Language:** French                      **Language Level:** First – Fourth Years  
**Grade Level:** 9 – 12  
**Description:** An adventure serial in five episodes. Provides French in action for listening comprehension and gives insights into some aspects of French life. Authentic and functionally simple dialog.  
**Evaluation:** This program will require preparation in order for students to understand the dialogue. Excellent listening comprehension practice for second semester and beyond.  
**Length:** Five 5-minute episodes  
**Support Materials:** Includes spirit masters for duplication, teacher's notes, and a student reader/workbook.  
**Copyright Date:** 1985
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### **Program 1**      *Chez Keravec*

- Description:** Part One of the adventure serial  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Interactions with People, Immediate Environment, Leisure & Free Time, Personal Needs, Daily Activities  
**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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### **Program 2**      *Les Surprises*

- Description:** Part Two of the adventure serial  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Interactions with People, Immediate Environment, Leisure & Free Time, Personal Needs, Daily Activity  
**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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### **Program 3**      *Une Ombre du Passé*

- Description:** Part Three of the adventure serial  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Interactions with People, Immediate Environment, Leisure & Free Time, Personal Needs, Daily Activity  
**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

#### Program 4 *Les Choux-Fleurs de Saint-Brieuc*

- Description:** Part Four of the adventure serial  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Interactions with People, Immediate Environment, Leisure & Free Time, Personal Needs, Daily Activity  
**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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#### Program 5 *La Chasse a mort*

- Description:** Part Five of the adventure serial  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Interactions with People, Immediate Environment, Leisure & Free Time, Personal Needs, Daily Activity  
**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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### *La Parade des Marionnettes*

- Source:** The Learning Company      **Rating:** Desirable  
**Language:** French      **Language Level:** First & Second Years  
**Grade Level:** 1 - 5  
**Description:** A logic/problem solving series of games which challenge the learner to discover the relationships between the attributes of marionettes. This is the French version of the popular *Moptown Parade*.  
**Evaluation:** The sequence of the games is from easy to difficult and provides students with challenges in both logic/problem solving, but also in language.  
**Mode:** Reading, Writing  
**Function:** Exchanging Information, Evaluating & Commenting  
**Content/Context:** Comparisons  
**Accuracy:** This program is not organized by this category.  
**Support Materials:** Documentation includes sample work sheets.  
**Preparation:** Very little teacher preparation is needed for students to use this program.  
**Classroom Setting:** Pairs, small groups, or large groups  
**Program Type:** Educational Game  
**Equipment:** Apple II series; Color monitor required  
**Price:** \$54.95      **Copyright Date:** 1983



## Las Crónicas Computarizadas

**Source:** InterLearn, Inc.

**Rating:** Desirable

**Language:** Spanish

**Language Level:** First - Fourth Years

**Grade Level:** 7 - 12

**Description:** An interactive writing tool designed to help students write a wide range of different articles for a classroom or school newspaper. Students are prompted with different guidelines for writing articles. Initial drafts can be saved, final editing must take place using *The Writer's Assistant* (Interlearn, Inc.).

**Evaluation:** A excellent tool in the writing process.

**Mode:** Writing

**Function:** Exchanging Information, Evaluating & Commenting

**Content/Context:** This program can be adapted to presentations in all categories.

**Accuracy:** This program can be adapted to presentations in all categories.

**Support Materials:** Documentation is complete and comes with a tutorial and examples on diskette.

**Preparation:** Fairly extensive preparation will be required to use this program in a writing program.

**Classroom Setting:** Individual students and small groups

**Program Type:** Tutorial

**Equipment:** Apple II series; Printer optional

**Price:** \$39.95

**Copyright Date:** 1986



## La Télé des Français Series

**Source:** Université de Paris-Dauphine and Middlebury College

**Rating:** Desirable

**Language:** French

**Language Level:** Second - Fourth Years

**Grade Level:** 7 - 12

**Description:** Excerpts of popular French TV programs. Programs are varied in content, but hold a pedagogical potential: Afternoon program for small children, cooking show, art, game show, interview, and a soap opera.

**Evaluation:** The language used in these programs can be very sophisticated. Teachers will need to prepare students before using these videos.

**Mode:** Reading, Listening, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Regulating Conversations, Observing Social Conventions

**Content/Context:** Number & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture

**Accuracy:** Vocabulary, Structure, Pronunciation

**Length:** Three 40-minute episodes

**Support Materials:** Includes a teacher's guide.

**Copyright Date:** 1986



## *Latin Grammar Computerized I*

- Source:** Lingo Fun, Inc. **Rating:** Desirable  
**Language:** Latin **Language Level:** First Year  
**Grade Level:** 7-12  
**Description:** This program gives explanations, practice and testing on 20 grammar points covered in first year Latin.  
**Evaluation:** This program provides practice on grammar only, randomizing the presentation.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure, Vocabulary  
**Support Materials:** Documentation is very limited.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students  
**Program Type:** Drill & Practice  
**Equipment:** Appie II series; IBM; Macintosh  
**Price:** \$49.95 **Copyright Date:** 1985



## *Latin Idiom Master*

- Source:** Lingo Fun, Inc. **Rating:** Desirable  
**Language:** Latin **Language Level:** First - Fourth Years  
**Grade Level:** 7-12  
**Description:** This program gives practice in associating idioms or false cognates with proper sentence context.  
**Evaluation:** Particularly useful for multi-level classrooms. Scoring is very useful.  
**Mode:** Reading, Writing  
**Function:** Exchanging Information, Expressing Feelings, Regulating Activities  
**Content/Context:** Time Concepts, Interactions with People, Immediate Environment, General Feelings, Daily Activities, Personal Needs, Leisure & Free Time  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Documentation is very limited.  
**Preparation:** Minimum preparation is required unless teacher provides original content.  
**Classroom Setting:** Individual students  
**Program Type:** Drill & Practice, Shell  
**Equipment:** Apple II series  
**Price:** \$39.95 **Copyright Date:** 1984



## *Latin Skills*

- Source:** University of Delaware      **Rating:** Desirable  
**Language:** Latin      **Language Level:** First & Second Years  
**Grade Level:** 9 - 12  
**Description:** Designed to supplement first two years of Latin instruction. Parsing of words in context to build skill in understanding Latin sentence structure.  
**Evaluation:** This series of programs is designed for college use but can be adapted to a high school program.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Complete documentation includes word lists.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series; light pen is optional.  
**Price:** \$89.00      **Copyright Date:** 1984
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## *Le Complot du Bourdon*

- Source:** The Learning Company      **Rating:** Desirable  
**Language:** French      **Language Level:** First & Second Years  
**Grade Level:** 3 - 6  
**Description:** This series of games familiarizes the student with the concepts of cartesian coordinates and other mathematical concepts. It is the French version of the respected *Bumble Plot*.  
**Evaluation:** Games are interesting and fun, student can apply elementary arithmetic concepts in a language-stimulating environment.  
**Mode:** Reading, Writing  
**Function:** Exchanging Information, Evaluating & Commenting  
**Content/Context:** Comparisons, Number & Alphabet  
**Accuracy:** This program is not organized by this category.  
**Support Materials:** Documentation includes sample work sheets.  
**Preparation:** Very little teacher preparation is needed for students to use this program.  
**Classroom Setting:** Pairs, small groups, or large groups  
**Program Type:** Simulation  
**Equipment:** Apple II series; Atari; Commodore 64/128; IBM; color monitor is recommended.  
**Price:** \$54.95      **Copyright Date:** 1984



## *Le Déménagement*

- Source:** D. C. Heath **Rating:** Exemplary  
**Language:** French **Language Level:** First & Second Years  
**Grade Level:** 7-12  
**Description:** Designed to review and expand French vocabulary and structure while extending students' awareness of a foreign culture. Family members and the rooms of the house are the subjects of this program.  
**Evaluation:** Excellent review of family members, rooms of the house, furniture, etc.  
**Mode:** Reading, Writing, Signs & Signals  
**Function:** Exchanging Information, Regulation of Activities, Regulating Conversations  
**Content/Context:** Family Members, Food, Objects, Interactions with People, Immediate Environment, Daily Activities, Professions & Occupations  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Complete documentation includes word lists and classroom management suggestions.  
**Preparation:** Very little preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Simulation  
**Equipment:** Apple II series; color monitor is recommended.  
**Price:** \$99.00 **Copyright Date:** 1984
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## *Le Messagier*

- Source:** Éditions Ad Lib **Rating:** Desirable  
**Language:** French **Language Level:** First & Second Years  
**Grade Level:** 4-7  
**Description:** A useful introductory word processor which provides assistance to the beginner at every step.  
**Evaluation:** An excellent tool for the FLES program.  
**Mode:** Writing  
**Function:** This program can be adapted to presentations in all categories.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** Orthography  
**Support Materials:** Complete documentation includes word lists and scripts.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups.  
**Program Type:** Word Processor  
**Equipment:** Apple II series; Commodore 64/128; IBM  
**Price:** \$49.95 **Copyright Date:** 1985





## *Les Aventures de M. Carré*

- Source:** International Film Bureau      **Rating:** Desirable  
**Language:** French      **Language Level:** First & Second Years  
**Grade Level:** 7 - 12  
**Description:** Amusing stories about M. Carré and his family. Short episodes narrated in a clear, conversational style in short phrases for faster comprehension. Useful for verb review and introduction or reviewing vocabulary dealing with the house, work, and leisure-time activities.  
**Evaluation:** A short but cleverly done series which incorporates a marvelous array of useful, everyday vocabulary.  
**Length:** Three 26-minute episodes  
**Support Materials:** There is no documentation to this program.  
**Copyright Date:** 1978
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### **Program 1**      *Une Soirée chez les Carré*

- Description:** Chez le boucher: M. Carré and César visit the butcher to buy four steaks for dinner. César adores steaks and steals one while Mme Carré is on the phone. Baby Caroline cries, M. Carré has a stomach ache, and his friend loses his key.  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions  
**Content/Context:** Interactions with People, Daily Activities, Immediate Environment, Personal Needs, Leisure & Free Time, Culture, Travel & Transportation, Food, Objects  
**Accuracy:** Pronunciation, Vocabulary
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### **Program 2**      *En retard au bureau*

- Description:** M. Carré is late for work so Jacques gets two croissants for breakfast. M. Carré must take a taxi which gets into a traffic jam. The boss is waiting for M. Carré, who is twenty-five minutes late for work!  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions  
**Content/Context:** Interactions with People, Daily Activities, Immediate Environment, Personal Needs, Leisure & Free Time, Culture, Travel & Transportation, Food, Objects  
**Accuracy:** Pronunciation, Vocabulary

### Program 3 *Dans le parc*

**Description:** A walk in the park where M. Carré breaks a window while playing ball with Jacques. César fetches a stick out of the lake, but when a lady throws in her cane, he refuses. The picnic is ruined when it starts to rain.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Interactions with People, Daily Activities, Immediate Environment, Personal Needs, Leisure & Free Time, Culture, Travel & Transportation, Food, Objects

**Accuracy:** Pronunciation, Vocabulary



### *Les Chemins de Louis-Étienne*

**Source:** Gessler Educational Software **Rating:** Desirable

**Language:** French **Language Level:** First & Second Years

**Grade Level:** 3-7

**Description:** A combination book and software game package that emphasizes writing, spelling, and syllabification skills.

**Evaluation:** This program was designed for the Francophone home market. Its use will require the teacher to provide a context.

**Mode:** Reading, Writing

**Function:** Exchanging Information, Evaluating & Commenting, Observing Social Conventions

**Content/Context:** This program's content is not organized by this category.

**Accuracy:** Structure, Orthography

**Support Materials:** Limited documentation

**Preparation:** This program will require some contextualization by the teacher.

**Classroom Setting:** Individual students or small groups

**Program Type:** Educational Game

**Equipment:** Apple II series; Commodore 64/128

**Price:** \$39.95 **Copyright Date:** 1984



## *Les Jeux du Bourdon*

- Source:** The Learning Company      **Rating:** Desirable  
**Language:** French      **Language Level:** First & Second Years  
**Grade Level:** K-4  
**Description:** Early mathematics concepts are the content of this French language series of games. They are the translation of the popular *Bumble Games*, which teaches number plotting and computer graphics.  
**Evaluation:** Graphically appealing, with good progression of concepts from number lines to plotting. Prompts on errors are helpful.  
**Mode:** Reading, Writing  
**Function:** Exchanging Information, Evaluating & Commenting  
**Content/Context:** Comparisons, Number & Alphabet  
**Accuracy:** This program is not organized by this category.  
**Support Materials:** Documentation includes sample worksheets.  
**Preparation:** Very little teacher preparation is needed for students to use this program.  
**Classroom Setting:** Individual students, small groups, or large groups  
**Program Type:** Educational Game  
**Equipment:** Apple II series; color monitor is recommended.  
**Price:** \$54.95      **Copyright Date:** 1984
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## *Les Puzzles de Gertrude*

- Source:** The Learning Company      **Rating:** Desirable  
**Language:** French      **Language Level:** First & Second Years  
**Grade Level:** 3-8  
**Description:** With the help of Gertrude, the student is challenged to use logic to solve puzzles. This is the French version of the popular game *Gertrude's Puzzles*.  
**Evaluation:** This game develops multiple skills of classification, ordering, discrimination, attributes, and logical thinking.  
**Mode:** Reading, Writing  
**Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities  
**Content/Context:** Number & Alphabet, Measurements, Objects, Comparisons  
**Accuracy:** This program is not organized by this category.  
**Support Materials:** Documentation includes sample worksheets.  
**Preparation:** Very little teacher preparation is needed for students to use this program.  
**Classroom Setting:** Individual students, small groups, or large groups  
**Program Type:** Simulation  
**Equipment:** Apple II series; color monitor recommended  
**Price:** \$59.95      **Copyright Date:** 1982



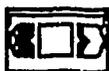
## *Les Secrets de Gertrude*

- Source:** The Learning Company      **Rating:** Desirable  
**Language:** French      **Language Level:** First & Second Years  
**Grade Level:** K-6  
**Description:** Users solve challenging color and shape puzzles, with puzzle pieces of their own design and learn to recognize patterns and categorize. There are seven different games in this French version of *Gertrude's Secrets*.  
**Evaluation:** This program can function as an introduction to computer use. It is interesting and colorful.  
**Mode:** Reading, Writing  
**Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities  
**Content/Context:** Number & Alphabet, Measurements, Objects, Comparisons  
**Accuracy:** This program is not organized by this category.  
**Support Materials:** Documentation includes sample worksheets.  
**Preparation:** Very little teacher preparation is needed for students to use this program.  
**Classroom Setting:** Individual students, small groups, or large groups  
**Program Type:** Educational Game  
**Equipment:** Apple II series; color monitor required  
**Price:** \$59.95      **Copyright Date:** 1982
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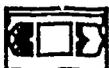
## *Les Sports*

- Source:** D. C. Heath      **Rating:** Desirable  
**Language:** French      **Language Level:** First & Second Years  
**Grade Level:** 7-12  
**Description:** Designed to review and expand sports vocabulary and structure while extending students' awareness of a foreign culture.  
**Evaluation:** Graphics and sound enhance this program's interesting format.  
**Mode:** Reading, Writing, Signs & Signals  
**Function:** Exchanging Information, Expressing Feelings, Regulating Conversations  
**Content/Context:** Interactions with People, Locations & Geography, Leisure & Free Time, Current Events  
**Accuracy:** Structure, Orthography, Vocabulary.  
**Support Materials:** Complete documentation includes word lists and classroom management suggestions.  
**Preparation:** Very little preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Simulation  
**Equipment:** Apple II series; color monitor is recommended.  
**Price:** \$99.00      **Copyright Date:** 1984



## *Les Trois Ours*

- Source:** Phoenix/BFA                      **Rating:** Desirable  
**Language:** French                      **Language Level:** First & Second Years  
**Grade Level:** 4 - 12  
**Description:** The story of *The Three Bears*. Each noun, adjective, and verb is depicted by the object or action on the screen. Simple vocabulary review is provided at the end of the film.  
**Evaluation:** Charmingly done, very useful for beginners.  
**Mode:** Listening, Speaking  
**Function:** Exchanging Information, Expressing Feelings  
**Content/Context:** Family Members, Food, Measurements, Objects, Interactions with People, Comparisons  
**Accuracy:** Pronunciation, Vocabulary  
**Length:** 15 minutes  
**Support Materials:** Documentation is limited to a program description.  
**Copyright Date:** 1960
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## *Les Verbes Pronominaux*

- Source:** University of California                      **Rating:** Desirable  
**Language:** French                      **Language Level:** Second & Third Years  
**Grade Level:** 9 - 12  
**Description:** A humorous vignette illustrates the different uses of reflexive pronouns in simple affirmative, negative, interrogative, and imperative sentences.  
**Evaluation:** Well contextualized and presented, this program holds students' interest and even has a section for student responses.  
**Mode:** Listening, Reading, Writing  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities  
**Content/Context:** Objects, Interactions with People, Immediate Environment, General Feelings, Daily Activities  
**Accuracy:** Structure, Pronunciation, Orthography  
**Length:** 10 minutes  
**Support Materials:** There is no documentation to this program.  
**Copyright Date:** 1985



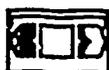
## *L'Hôtel des Marionnettes*

- Source:** The Learning Company      **Rating:** Desirable  
**Language:** French      **Language Level:** First & Second Years  
**Grade Level:** 3 - 6  
**Description:** By arranging Moppets in a fantasy world, students practice analogies, sequences, differences, negation, strategies, formulation, and testing of hypotheses in seven different games. This is the French version of *Moptown Hotel*.  
**Evaluation:** Very useful in providing students with shared experiences and challenges.  
**Mode:** Reading, Writing  
**Function:** Exchanging Information, Regulating Activities  
**Content/Context:** Objects, Measurement, Comparisons  
**Accuracy:** This program is not organized by this category.  
**Support Materials:** Documentation includes sample worksheets.  
**Preparation:** Very little teacher preparation is needed for students to use this program.  
**Classroom Setting:** Pairs of students, small groups, or large groups  
**Program Type:** Educational Game  
**Equipment:** Apple II series; color monitor is required.  
**Price:** \$39.95      **Copyright Date:** 1983
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## *The Linguist*

- Source:** Gessler Educational Software      **Rating:** Desirable  
**Language:** General      **Language Level:** First - Fourth Years  
**Grade Level:** 4 - 12  
**Description:** Users can create drills in French, Spanish, German, Russian, Hebrew, Japanese, or any of thirteen other languages. *The Linguist* drills the student using the information provided by the teacher.  
**Evaluation:** A translation-based program to which the teacher may easily add words.  
**Mode:** Reading, Writing  
**Function:** This program can be adapted to presentations in all categories.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Simple documentation includes word lists.  
**Preparation:** Minimum preparation is required unless the teacher wishes to add content.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Drill & Practice, Shell  
**Equipment:** Apple II series; Atari; Commodore 64/128; IBM  
**Price:** \$44.95      **Copyright Date:** 1985



## *Living Language Spanish*

- Source:** Gessler Publishing Company    **Rating:** Desirable  
**Language:** Spanish    **Language Level:** First Year  
**Grade Level:** 7 - 12  
**Description:** Documentary: various scenes. Situations: at the airport, hotel, on the street, at the restaurant, at the department store.  
**Structure/Vocabulary:** Elementary vocabulary and grammar as modeled by native speakers.  
**Evaluation:** An interesting introduction to Spanish language and culture.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions  
**Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, Current Events  
**Accuracy:** Structure, Pronunciation Vocabulary  
**Length:** 60 minutes  
**Support Materials:** There is no documentation to this program.  
**Copyright Date:** 1984
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## *L'Odysée du Robot*

- Source:** The Learning Company    **Rating:** Desirable  
**Language:** French    **Language Level:** First & Second Years  
**Grade Level:** 4 - 12  
**Description:** A complex simulation of a multi-layered city challenges the student to apply rules acquired in the playing of the game to situations. This is the French version of the challenging *Robot Odyssey*.  
**Evaluation:** This is a highly challenging game which requires teamwork and discussion when assigned to more than one student at a time.  
**Mode:** Reading, Writing  
**Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities  
**Content/Context:** Objects, Measurement, Comparisons  
**Accuracy:** This program is not organized by this category.  
**Support Materials:** Documentation includes sample worksheets.  
**Preparation:** Very little teacher preparation is needed for students to use this program.  
**Classroom Setting:** Pairs or small groups  
**Program Type:** Simulation  
**Equipment:** Apple II series  
**Price:** \$64.95    **Copyright Date:** 1984





## *M-ss-ng L-nks – Al pie de la lectura (Spanish Editor)*

- Source:** Sunburst Communications      **Rating:** Desirable  
**Language:** Spanish      **Language Level:** First – Fourth Years  
**Grade Level:** 3 – 12  
**Description:** A passage appears on screen with letters omitted, and students fill in blanks by making educated guesses. Spanish passages are used to help students improve all facets of their language and reading skills.  
**Evaluation:** Teachers can enter their own passages to supply reading passages for students.  
**Mode:** Reading, Writing  
**Function:** Evaluating & Commenting  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** Structure, Vocabulary  
**Support Materials:** Complete documentation includes teaching suggestions.  
**Preparation:** Minimum preparation is required unless the teacher decides to provide original content.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Educational Game, Shell  
**Equipment:** Apple II series; IBM  
**Price:** \$69.00      **Copyright:** 1984
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## *M-ss-ng L-nks – Le Mot Juste (French Editor)*

- Source:** Sunburst Communications      **Rating:** Desirable  
**Language:** French      **Language Level:** First – Fourth Years  
**Grade Level:** 3 – 12  
**Description:** A passage appears on screen with letters omitted, and students fill in blanks by making educated guesses. French passages are used to help students improve all facets of their language and reading skills.  
**Evaluation:** Teachers can enter their own passages to supply reading passages for students.  
**Mode:** Reading, Writing  
**Function:** Evaluating & Commenting  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** Structure, Vocabulary  
**Support Materials:** Complete documentation includes teaching suggestions.  
**Preparation:** Minimum preparation required unless the teacher decides to provide original content.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Educational Game, Shell  
**Equipment:** Apple II series; Commodore 64/128; IBM; Tandy  
**Price:** \$69.00      **Copyright:** 1984



## *M-ss-ng L-nks – Wortspiel (German Editor)*

- Source:** Sunburst Communications      **Rating:** Desirable  
**Language:** German      **Language Level:** First – Fourth Years  
**Grade Level:** 3 – 12  
**Description:** A passage appears on screen with letters omitted, and students fill in blanks by making educated guesses. German passages are used to help students improve all facets of their language and reading skills.  
**Evaluation:** Teachers can enter their own passages to supply reading passages for students.  
**Mode:** Reading, Writing  
**Function:** Evaluating & Commenting  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** Structure, Vocabulary  
**Preparation:** Complete documentation includes teaching suggestions.  
**Support Materials:** Minimum preparation required unless the teacher decides to provide original content.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Educational Game, Shell  
**Equipment:** Apple II series; Commodore 64/128; IBM; Tandy  
**Price:** \$69.00      **Copyright:** 1984
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## *Mésaventures Culturelles*

- Source:** Gessler Educational Software      **Rating:** Exemplary  
**Language:** French      **Language Level:** First – Fourth Years  
**Grade Level:** 9 – 12  
**Description:** A French reading program which reveals the cultural differences and similarities between Americans and the French. Through a series of twelve mini-dramas set in various locations, misunderstandings arise and the student is asked to determine the cause.  
**Evaluation:** Excellent reinforcement for a communicative lesson.  
**Mode:** Reading, Writing, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Observing Social Conventions  
**Content/Context:** Number & Alphabet, Time Concepts, Food, Objects, Interactions with People, Daily Activities, Locations & Geography, Travel & Transportation, Professions & Occupations  
**Accuracy:** Orthography, Vocabulary  
**Support Materials:** Simple documentation includes word lists.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Simulation  
**Equipment:** Apple II series; Tandy  
**Price:** \$29.95      **Copyright:** 1984



## *Morgens geht Fritz zur Schule*

- Source:** Gessler Educational Software      **Rating:** Desirable  
**Language:** German      **Language Level:** First & Second Years  
**Grade Level:** 9 - 12  
**Description:** A two-disk program for learning and practicing prepositions governing the dative, accusative, or dative/accusative cases.  
**Evaluation:** The graphics are quite good and are used to reinforce the situations used by the software.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** Immediate Environment, Daily Activities, Locations & Geography  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Simple documentation includes word lists.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Simulation  
**Equipment:** Apple II series  
**Price:** \$79.95      **Copyright:** 1984
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## *Multi-Lingual Story Teller*

- Source:** Lingo Fun, Inc.      **Rating:** Desirable  
**Language:** General      **Language Level:** First & Second Years  
**Grade Level:** 4 - 9  
**Description:** Creates interactive stories in English, French, Spanish, German, and Italian, which may then be played on the screen and printed to paper for later enjoyment.  
**Evaluation:** This program can provide a stimulating environment in which to use the language.  
**Mode:** Reading, Writing  
**Function:** This program can be adapted to presentations in all categories.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Limited but adequate documentation  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Educational Game  
**Equipment:** Apple II series  
**Price:** \$39.95      **Copyright:** 1986



## *The Other Side*

- Source:** Tom Snyder Productions      **Rating:** Desirable  
**Language:** General      **Language Level:** First – Fourth Years  
**Grade Level:** 4 – 12  
**Description:** This conflict-resolution game places two teams of students in the situation of having to resolve differences to achieve world peace. The game encourages telecommunication between teams and may be used by foreign language learners and native speakers in other countries.  
**Evaluation:** This program will take extensive preparation for use in the classroom.  
**Mode:** Writing, Reading, Listening, Speaking  
**Function:** This program can be adapted to presentations in all categories.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Documentation is complete.  
**Preparation:** Extensive preparation is required.  
**Classroom Setting:** Small groups  
**Program Type:** Educational Game, Simulation  
**Equipment:** Apple II series; IBM; a modem is recommended.  
**Price:** \$69.95      **Copyright Date:** 1985
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## *Paris en Métro*

- Source:** D. C. Heath      **Rating:** Exemplary  
**Language:** French      **Language Level:** First & Second Years  
**Grade Level:** 7 – 12  
**Description:** Designed to review and expand French vocabulary and structure while extending students' awareness of a foreign culture. This program introduces the student to the Paris Métro (subway system).  
**Evaluation:** Excellent introduction to the Métro, monuments, and how to get around in Paris. Ideal for work in pairs or as a basis for role playing.  
**Mode:** Reading, Writing, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Regulating Activities, Regulating Conversations  
**Content/Context:** Number & Alphabet, Immediate Environment, Daily Activities, Personal Needs, Leisure & Free Time, Travel & Transportation, Culture  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Complete documentation includes word lists and classroom management suggestions.  
**Preparation:** Very little preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Simulation  
**Equipment:** Apple II series; color monitor is recommended.  
**Price:** \$99.00      **Copyright Date:** 1984



## Parlez-moi 1

**Source:** TV Ontario

**Rating:** Desirable

**Language:** French      **Language Level:** First – Fourth Years

**Grade Level:** 7 – 12

**Description:** Witty skits that introduce basic, functional French to home and school viewers. Each skit is divided into three scenes, in which Sol, a hapless clown, lets his innocent and guileless nature lead him into humorous situations. Each program presents four new phrases. Vocabulary and grammar gradually increase in difficulty.

**Evaluation:** The absurd humor incorporated in this series is very appealing to young people. The recommended episodes will keep students' attention focused on the language. **Teachers should note that some of the episodes in this series are not recommended.**

**Length:** Twenty-four 10-minute episodes

**Support Materials:** An illustrated teacher's guide includes lesson guidelines and scripts.

**Copyright Date:** 1978

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### Program 1      *Sol in the Restaurant*

**Description:** Sol is greeted by a waiter. Some time later, Sol is in a chair; the waiter arrives with a trolley of food, which he prepares to eat.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions

**Content/Context:** Food, Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People

**Accuracy:** Structure, Orthography, Vocabulary

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### Program 2      *Sol on the Telephone*

**Description:** Sol walks up to a wall phone, and a dialog with the operator ensues.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions

**Content/Context:** Food, Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People

**Accuracy:** Structure, Orthography, Vocabulary

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### Program 3      *Sol and the Burglar*

**Description:** A burglar enters Sol's room. Sol offers him some popcorn.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions

**Content/Context:** Food, Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Culture

**Accuracy:** Structure, Orthography, Vocabulary

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#### **Program 4**     *Sol and the Babysitter*

**Description:** Sol has some amusing misadventures in the process of baby-sitting.  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions  
**Content/Context:** Food, Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People  
**Accuracy:** Structure, Orthography, Vocabulary

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#### **Program 5**     *Sol Goes through Customs*

**Description:** Sol goes through customs.  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions  
**Content/Context:** Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Travel & Transportation  
**Accuracy:** Structure, Orthography, Vocabulary

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#### **Program 6**     *Sol and the Fortune Teller*

**Description:** Sol goes to a fortune teller.  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions  
**Content/Context:** Personal Needs, Professions & Occupations, Comparisons, Interactions with People  
**Accuracy:** Structure, Orthography, Vocabulary

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#### **Program 7**     *Sol's Weather Report*

**Description:** Watch Sol give a weather report.  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions  
**Content/Context:** Professions & Occupations, Comparisons, Interactions with People, Immediate Environment  
**Accuracy:** Structure, Orthography, Vocabulary

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#### **Program 8**     *Sol's Physical Training*

**Description:** Sol considers muscle-building.  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions  
**Content/Context:** Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People  
**Accuracy:** Structure, Orthography, Vocabulary

**Program 9**     *Sol at the Doctor's*

**Description:** An adventure at the doctor's  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions  
**Content/Context:** Personal Needs, Professions & Occupations, Comparisons,  
Interactions with People  
**Accuracy:** Structure, Orthography, Vocabulary

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**Program 11**     *Sol and the Garage Mechanic*

**Description:** Auto repair confounds Sol.  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions  
**Content/Context:** Objects, Personal Needs, Professions & Occupations, Comparisons,  
Interactions with People  
**Accuracy:** Structure, Orthography, Vocabulary

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**Program 12**     *Sol and the Policeman*

**Description:** Sol and his curiosity meet a policeman.  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions  
**Content/Context:** Objects, Personal Needs, Professions & Occupations, Comparisons,  
Interactions with People  
**Accuracy:** Structure, Orthography, Vocabulary

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**Program 13**     *Sol and the Cinema Ticket*

**Description:** Sol learns something about procuring a ticket.  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions  
**Content/Context:** Objects, Personal Needs, Professions & Occupations, Comparisons,  
Interactions with People  
**Accuracy:** Structure, Orthography, Vocabulary

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**Program 14**     *Sol and the Scout Tent*

**Description:** Imagine Sol pitching a tent!  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions  
**Content/Context:** Objects, Personal Needs, Professions & Occupations, Comparisons,  
Interactions with People  
**Accuracy:** Structure, Orthography, Vocabulary

### Program 19 *Sol and the Gambler*

**Description:** Sol meets a gambler with some magic of his own.  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions  
**Content/Context:** Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Leisure & Free Time  
**Accuracy:** Structure, Orthography, Vocabulary

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### Program 21 *Sol at the Hotel*

**Description:** Sol is confused at the hotel.  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions  
**Content/Context:** Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Leisure & Free Time  
**Accuracy:** Structure, Orthography, Vocabulary

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### Program 23 *Sol at the Hairdresser's*

**Description:** A hair-raising adventure  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions  
**Content/Context:** Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Leisure & Free Time  
**Accuracy:** Structure, Orthography, Vocabulary

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### *Parlez-moi 2*

**Source:** TV Ontario **Rating:** Desirable  
**Language:** French **Language Level:** First & Second Years  
**Grade Level:** 9 - 12  
**Description:** Centers on the adventures of the hapless clown, Sol. Faster paced and more idiomatic than the first Sol series, and the vocabulary and plots are more sophisticated. It follows the same language-in-action format. Vocabulary explanations precede each scene of the program, and the entire skit is repeated without interruption at the program's conclusion.  
**Evaluation:** The quality of this series is improved over that of Parlez-moi 1.  
**Length:** Ten 15-minute episodes  
**Support Materials:** An illustrated teacher's guide includes lesson guidelines and scripts.  
**Copyright Date:** 1979

**Program 1**     *Sol and the Optician*

**Description:** Sol visits an optician.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions

**Content/Context:** Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People

**Accuracy:** Structure, Orthography, Vocabulary

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**Program 2**     *Sol Goes West*

**Description:** A wild-west showdown for Sol

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions

**Content/Context:** Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Leisure & Free Time

**Accuracy:** Structure, Orthography, Vocabulary

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**Program 3**     *Sol in the Elevator*

**Description:** Department store elevator meets its match in Sol.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions

**Content/Context:** Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Leisure & Free Time

**Accuracy:** Structure, Orthography, Vocabulary

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**Program 4**     *Sol and the Assembly Line*

**Description:** An adventure on the assembly line for Sol the apprentice

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions

**Content/Context:** Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Leisure & Free Time

**Accuracy:** Structure, Orthography, Vocabulary

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**Program 5**     *Sol in the Bus*

**Description:** Sol takes a bus ride.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Observing Social Conventions

**Content/Context:** Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Leisure & Free Time

**Accuracy:** Structure, Orthography, Vocabulary

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**Program 6**     *Sol Sets the Table*

**Description:** Watch Sol set the table.  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions  
**Content/Context:** Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Leisure & Free Time  
**Accuracy:** Structure, Orthography, Vocabulary

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**Program 7**     *Sol on the Stage*

**Description:** Unexpected bravos for Sol  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions  
**Content/Context:** Objects, Personal Needs, Comparisons, Interactions with People, Leisure & Free Time  
**Accuracy:** Structure, Orthography, Vocabulary

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**Program 8**     *Sol in the Post Office*

**Description:** The post office adventure  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions  
**Content/Context:** Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Leisure & Free Time  
**Accuracy:** Structure, Orthography, Vocabulary

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**Program 9**     *Sol at the Train Station*

**Description:** Confusion at the train station  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions  
**Content/Context:** Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Travel & Transportation  
**Accuracy:** Structure, Orthography, Vocabulary

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**Program 10**    *Sol Rents a Room*

**Description:** Sol confronts the landlady.  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Observing Social Conventions  
**Content/Context:** Objects, Personal Needs, Professions & Occupations, Comparisons, Interactions with People, Leisure & Free Time  
**Accuracy:** Structure, Orthography, Vocabulary



## Partner Video Sequences

**Source:** Media Guild

**Rating:** Exemplary

**Language:** German

**Language Level:** Third & Fourth Years

**Grade Level:** 9 - 12

**Description:** This single videocassette is made up of fifty-five short, self-contained sequences which range in running time to four minutes. Viewers follow a family through a variety of experiences. The language used increases gradually in sophistication and complexity as the series progresses. The series is organized into five programs: the city, a school, pets, a family outing, and scenes of Austria.

**Evaluation:** This series of videos will provide the student with opportunities to hear and use the language in an environment designed for classroom use.

**Length:** Fifty-five episodes of varying length

**Support Materials:** Descriptive review of each program complete with excellent teaching suggestions is available in pamphlet form.

**Copyright Date:** 1985

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### Program 1 *Guten Morgen!*

**Description:** Mother, father, and daughter of the Brandt family introduce themselves at breakfast and discuss the way the day will develop for each of them.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions

**Content/Context:** Family Members, Time Concepts, Interactions with People, Daily Activities, Culture

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 2 *Ich gehe jetzt*

**Description:** Claudia and Vera go off together and then part ways. Horst-Dieter remains at home but will shop later. (Shopping list is repeated in Sequences 12 & 14.)

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions

**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons

**Accuracy:** Structure, Pronunciation, Vocabulary

### Program 3 *Magst du was Süßes?*

- Description:** Claudia meets her friend Nicole and they share a piece of chocolate.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, General Feelings  
**Accuracy:** Structure, Pronunciation, Vocabulary
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### Program 4 *Wie findest du deinen Cousin?*

- Description:** Claudia's twelve-year-old cousin Michael arrives to stay with the Brandts, because his mother is in the hospital. He is shown the house. He and Claudia go to find the drugstore.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, General Feelings  
**Accuracy:** Structure, Pronunciation, Vocabulary
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### Program 5 *Hier, ein Geschenk für dich!*

- Description:** Claudia and Michael go to a drugstore and then to record shop, where Michael buys Claudia a gift. Then they explore the town.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, General Feelings  
**Accuracy:** Structure, Pronunciation, Vocabulary
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### Program 6 *Ich kann einen Trick*

- Description:** Claudia, Nicole, and Michael watch and play games together; Claudia shows her friends a trick with a piece of paper money.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons  
**Accuracy:** Structure, Pronunciation, Vocabulary

**Program 7** *Ich hab gefischt*

- Description:** The Brandts play a game; all participate equally.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, General Feelings  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 8** *Wir haben einen neuen Schüler*

- Description:** Claudia and Nicole show Michael his seat. The English teacher enters and conducts a brief lesson.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, General Feelings  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 9** *Wir spielen Gummitwist*

- Description:** Games are conducted during recess. The viewer will note a yellow oar mounted in the background in preparation for the next sequence on rowing in Celle.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, General Feelings, Leisure & Free Time  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 10** *Was machst du heute nachmittag?*

- Description:** Three children on their way home discuss plans for the afternoon and evening (rowing and tennis). The use of the present to indicate future is introduced.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, General Feelings, Leisure & Free Time  
**Accuracy:** Structure, Pronunciation, Vocabulary

**Program 11**    *Ein Eis, bitte!*

- Description:** The three children order ice cream.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, General Feelings, Leisure & Free Time  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 12**    *Ein Kilo Kirschen*

- Description:** Horst-Dieter goes to a local market to do the family's fruit and vegetable shopping. He orders various quantities.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Food  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 13**    *Nimm zwei Streichhölzer weg!*

- Description:** The three children play a game with matchsticks.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 14**    *Ein Bund Karotten*

- Description:** Horst-Dieter checks his list. (This scene reconfirms the items mentioned in Sequence 12.)  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons  
**Accuracy:** Structure, Pronunciation, Vocabulary

**Program 15**    *Sechs Stück, 2,50 DM*

- Description:** The merchants at the market peddle their wares.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Food  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 16**    *Hast du Geschwister?*

- Description:** Horst-Dieter and a friend, Peter, on a walk discuss their families. Both are unemployed. They find a boat. This dense dialog can be explained further in advanced classes.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 17**    *Ich bastele Schiffsmodelle*

- Description:** Horst-Dieter and Peter discuss their hobbies while rowing the boat. Horst-Dieter admits that he can't spend money on stamp collecting because he is unemployed.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 18**    *Bitte, setzen Sie sich*

- Description:** Peter meets Vera, who prepares to interview him for placement purposes.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons  
**Accuracy:** Structure, Pronunciation, Vocabulary

**Program 19**    *Iche möchte Menü*

- Description:** Vera orders lunch at the canteen.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Food  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 20**    *Wie heissen Sie?*

- Description:** Horst-Dieter has a job interview.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Professions & Occupations  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 21**    *Hast du ein Haustier*

- Description:** The three children discuss their pets. They decide to go into town to a pet shop.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 22**    *Guck mal, der Leguan da!*

- Description:** In the pet shop the children encounter exotic pets.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time  
**Accuracy:** Structure, Pronunciation, Vocabulary

**Program 23**    *Ich möchte eine Maus, bitte*

**Description:** Michael purchases a mouse. The three children decide to get something to eat.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions

**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 24**    *Ich möchte eine Bratwurst*

**Description:** Snacks are ordered at a booth.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions

**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Food

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 25**    *Wo ist das Rathaus, bitte?*

**Description:** Graphics with directions to various town locations

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions

**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Travel & Transportation

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 26**    *Ich spiel' Rechtsaussen im Verein*

**Description:** The children discuss their hobbies.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions

**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time

**Accuracy:** Structure, Pronunciation, Vocabulary

**Program 27**    *Willst du auch mitspielen?*

- Description:** A boy approaches the children and asks whether they want to play soccer. Someone must hold the mouse.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
- Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
- Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 28**    *Was macht ihr morgen?*

- Description:** The game breaks up, tentative arrangements are made for the next day, and the kids go home.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
- Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
- Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 29**    *Da kommt der Zug*

- Description:** The Brandts prepare for a train trip, first discussing packing the necessities.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
- Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation
- Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 30**    *Und das sind Ihre Zimmer*

- Description:** The Brandts arrive at a pension, where they will spend their vacation. The manager shows them to their rooms and explains the house rules. The girls choose beds.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
- Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation
- Accuracy:** Structure, Pronunciation, Vocabulary
-

**Program 31**    *Wir sollten erst auspacken*

**Description:** Horst-Dieter and Vera discuss the view of the mountains from their room. They decide to unpack before going for a walk.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions

**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 32**    *Wir bleiben lieber hier*

**Description:** Vera and Horst-Dieter go for a walk. The girls meet Andrea, who lives at or near the pension. At first they are confused by Andrea's dialect, but all is explained out as she shows the girls about the farm.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions

**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 33**    *Die verflixte Sieben*

**Description:** A slightly longer sequence of dice is explained to Andrea.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions

**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 34**    *Wo geht es zur Burg?*

**Description:** Horst-Dieter asks directions to the castle which is accessible only by cable lift.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions

**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 35**    *Ich möchte zur Getreidegasse*

- Description:** Vera asks three people for directions to Getreidegasse. Each set of directions is more complex than the preceding one.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
- Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation
- Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 36**    *Wo ist das nächste Postamt, bitte?*

- Description:** Claudia asks directions to the post office.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
- Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation
- Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 37**    *Ich möchte zum Spielzeugmuseum*

- Description:** Nicole asks directions to a toy museum.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
- Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation
- Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 38**    *Was kann man hier in Goldegg tun?*

- Description:** Back at the pension, the girls ask Andrea about recreational activities in Goldegg. Andrea takes them to a miniature golf course.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
- Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
- Accuracy:** Structure, Pronunciation, Vocabulary
-

**Program 39**      *Das hat Spass gemacht*

- Description:** The girls discuss their favorite sports.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 40**      *Da soll ich hoch?*

- Description:** The family rides a cable car up a mountain.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Travel & Transportation  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 41**      *Sieht das schön aus!*

- Description:** The family enjoys a view from the top of the mountain.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, General Feelings  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 42**      *Möchtet ihr ein Eis haben?*

- Description:** The family has coffee and ice cream. (Role-playing and repetition drills are included.)  
**Modc:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Food  
**Accuracy:** Structure, Pronunciation, Vocabulary

**Program 43**    *Das Wandern ist des Müllers Lust*

- Description:** The family goes for a hike in the mountains and sings a hiking song.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 44**    *Mein Vater war ein Wandersmann*

- Description:** The family sings another song while walking.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 45**    *Wo tut's denn weh?*

- Description:** Claudia twists her ankle while racing Nicole. The family stops for refreshments.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 46**    *Wo bleibt die Limo?*

- Description:** The group orders cold drinks and sings an easy song.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Food  
**Accuracy:** Structure, Pronunciation, Vocabulary

Program 47    *Graphics*

- Description:** Graphics: positional adverbs (*oben, unten*). Play through with sound, then without, using visuals to elicit responses from students.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
- Content/Context:** This program's content is not organized by this category.
- Accuracy:** Structure, Pronunciation, Vocabulary
- 

Program 48    *Was machen wir heute?*

- Description:** The family discusses plans for a trip to Salzburg. The girls buy a birthday present for Barbara. Sequence title cues opening dialog.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
- Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
- Accuracy:** Structure, Pronunciation, Vocabulary
- 

Program 49    *Die Puppe mag ich nicht*

- Description:** In a Salzburg toy store, they buy a wooden doll. Horst-Dieter forgot his wallet, so Vera pays.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
- Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
- Accuracy:** Structure, Pronunciation, Vocabulary
- 

Program 50    *Meine Handtasche ist weg*

- Description:** Vera discovers that she has left her purse in the toy store. Horst-Dieter offers to retrieve it.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions
- Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time
- Accuracy:** Structure, Pronunciation, Vocabulary
-

**Program 51**    *Ist der Stuhl noch frei*

- Description:** The girls become ill after drinking coffee and eating cakes.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, Food  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 52**    *Mir ist noch schlecht*

- Description:** The girls are too sick to attend Barbara's birthday party. Vera calls with an excuse.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time, General Feelings  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 53**    *Herzlichen Glückwunsch zum Geburtstag!*

- Description:** At the birthday party, Barbara receives gifts from guests. An actual Austrian birthday party is shown.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time  
**Accuracy:** Structure, Pronunciation, Vocabulary
- 

**Program 54**    *Happy Birthday to You!*

- Description:** Guests dance and celebrate at the party. The viewer will note that Barbara's cake has only twelve candles, although Nicole said she was thirteen.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time  
**Accuracy:** Structure, Pronunciation, Vocabulary
-

Program 55 *Jetzt ist der Apfeltanz*

**Description:** Guests dance and sing at the party. (The viewer will note that the title refers to Program 54.)

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions

**Content/Context:** Family Members, Personal Needs, Interactions with People, Daily Activities, Culture, Comparisons, Leisure & Free Time

**Accuracy:** Structure, Pronunciation, Vocabulary

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*Passport: The Courseware Creator*

**Source:** Gessler Educational Software    **Rating:** Desirable

**Language:** General    **Language Level:** First – Fourth Years

**Grade Level:** 7 – 12

**Description:** This program allows the teacher to create for the students a variety of exercises in German, Spanish, Italian, French, and Latin orthography.

**Evaluation:** Menu-driven and easy to use; a very simple implementation of an authoring system, but useful for foreign language

**Mode:** Reading, Writing

**Function:** This program can be adapted to presentations in all categories.

**Content/Context:** This program can be adapted to presentations in all categories.

**Accuracy:** This program can be adapted to presentations in all categories.

**Support Materials:** The documentation is complete.

**Preparation:** First efforts at lesson/test creation will require significant time commitment; efficiency increases rapidly.

**Classroom Setting:** Individual students or small groups

**Program Type:** Shell, Drill & Practice

**Equipment:** Apple II series

**Price:** \$195.00    **Copyright Date:** 1986



## *The Picture Dictionary – Spanish*

- Source:** CEEDE – University of Iowa    **Rating:** Desirable  
**Language:** Spanish    **Language Level:** First Year  
**Grade Level:** K – 3  
**Description:** Choose either Spanish or English version. Multiple choice answer are given for names of objects. The program contains eleven disks, each a different category. The disks can be purchased separately.  
**Evaluation:** Originally developed for bilingual classes, this program is useful for introducing vocabulary to younger students.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** Number & Alphabet, Family Members, Interactions with People, Personal Needs, Locations & Geography, Food, Objects  
**Accuracy:** Orthography, Structure  
**Support Materials:** Simple documentation includes word and picture lists.  
**Preparation:** The teacher will need to contextualize the presentations for students.  
**Classroom Setting:** Individual students, small groups, or large groups  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series  
**Price:** \$45.00    **Copyright Date:** 1983
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## *Poker Listo*

- Source:** Gessler Educational Software    **Rating:** Desirable  
**Language:** Spanish    **Language Level:** First & Second Years  
**Grade Level:** 9 – 12  
**Description:** A test of the player's knowledge of Spanish culture and civilization  
**Evaluation:** Interesting content presented in a quiz format  
**Mode:** Reading, Writing  
**Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions  
**Content/Context:** The content of this program is organized for presentation in all categories.  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Complete documentation  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Educational Game  
**Equipment:** Apple II series  
**Price:** \$34.95    **Copyright Date:** 1985



## *Poker Parat*

- Source:** Gessler Educational Software    **Rating:** Desirable  
**Language:** German                      **Language Level:** First & Second Years  
**Grade Level:** 9 - 12  
**Description:** A test of the player's knowledge of German culture and civilization  
**Evaluation:** Interesting content presented in a quiz format  
**Mode:** Reading, Writing  
**Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions  
**Content/Context:** The content of this program is organized for presentation in all categories.  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Complete documentation  
**Preparation:** Minimum preparation required  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Educational Game  
**Equipment:** Apple II series  
**Price:** \$34.95                      **Copyright Date:** 1985
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## *Poker Pari*

- Source:** Gessler Educational Software    **Rating:** Desirable  
**Language:** French                      **Language Level:** First & Second Years  
**Grade Level:** 9 - 12  
**Description:** A test of the player's knowledge of French culture and civilization  
**Evaluation:** Interesting content presented in a quiz format  
**Mode:** Reading, Writing  
**Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions  
**Content/Context:** The content of this program is organized for presentation in all categories.  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Complete documentation  
**Preparation:** Minimum preparation: required  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Educational Game  
**Equipment:** Apple II series  
**Price:** \$34.95                      **Copyright Date:** 1983



## *Préparation à la Lecture et à l'Addition*

- Source:** MECC **Rating:** Desirable  
**Language:** French **Language Level:** First & Second Years  
**Grade Level:** K-4  
**Description:** French-speaking youngsters can now enjoy this popular pre-reading and counting package. Children practice letter recognition, alphabetical order, and initial sound identification.  
**Evaluation:** This material is highly respected and very motivating to young students.  
**Mode:** Reading, Writing  
**Function:** Exchanging Information, Evaluating & Commenting  
**Content/Context:** Number & Alphabet  
**Accuracy:** Orthography, Vocabulary  
**Support Materials:** Very complete documentation  
**Preparation:** Integrating this program into a communication-based classroom program will require significant preparation.  
**Classroom Setting:** Individual students  
**Program Type:** Educational Games  
**Equipment:** Apple II series  
**Price:** \$39.00 **Copyright Date:** 1984
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## *Profession: Detective (Snooper Troops Case #2)*

- Source:** Gessler Educational Software **Rating:** Desirable  
**Language:** French **Language Level:** First - Fourth Years  
**Grade Level:** 3-8  
**Description:** An adventure game which encourages the students to explore the language as they explore the mystery  
**Evaluation:** A wonderful environment within which younger students use French to solve a mystery  
**Mode:** Reading, Writing, Signs & Signals  
**Function:** Exchanging Information, Regulating Activities, Observing Social Conventions  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** This program's content is not organized by this category.  
**Support Materials:** Documentation is complete, but limited to program operation.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Educational Game  
**Equipment:** Apple II series  
**Price:** \$39.95 **Copyright Date:** 1984



## Prompt

- Source:** Gessler Educational Software    **Rating:** Desirable  
**Language:** General                      **Language Level:** First – Fourth Years  
**Grade Level:** 9 – 12  
**Description:** This program allows the teacher to create a variety of exercises for students in German, Spanish, Italian, French, and Latin.  
**Evaluation:** This program is easy and well designed.  
**Mode:** Reading, Writing  
**Function:** This program can be adapted to presentations in all categories.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Complete documentation and sample lesson are provided.  
**Preparation:** First efforts at lesson/test creation will require significant time commitment; efficiency increases rapidly.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Shell, Drill & Practice  
**Equipment:** IBM  
**Price:** \$150.00                      **Copyright Date:** 1986
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## R.S.V.P.

- Source:** Gessler Educational Software      **Rating:** Desirable  
**Language:** French      **Language Level:** First - Fourth Years  
**Grade Level:** 7 - 12  
**Description:** This French language program with a notional-functional base improves reading, writing, spelling, and grammar skills while reinforcing syntax and vocabulary.  
**Evaluation:** This series of lively lessons depict everyday life in France.  
**Mode:** Writing, Reading, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Observing Social Conventions  
**Content/Context:** Time Concepts, Food, Objects, Measurements, Interactions with People, Daily Activities, Comparisons, Current Events  
**Accuracy:** This program's content is not organized by this category.  
**Support Materials:** Simple documentation is limited to program operating directions.  
**Preparation:** Minimum preparation is required unless the teacher wishes to add content.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Educational Game, Shell  
**Equipment:** IBM  
**Price:** \$59.95      **Copyright Date:** 1986
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## Racines

- Source:** Éditions Ad Lib      **Rating:** Desirable  
**Language:** French      **Language Level:** First & Second Years  
**Grade Level:** 6 - 12  
**Description:** This program explores the roots, suffixes, and prefixes of the French language.  
**Evaluation:** An interesting program; students will enjoy working with the meaning of words.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Complete documentation includes word lists and scripts.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series  
**Price:** \$49.95      **Copyright Date:** 1984



## Program 2 *Where Is...? How Is ...?*

**Description:** Documentary: Names. Situations: Where is...?; how is...?  
**Structure/Vocabulary:** Verbs (infinitive & past tense); verb plus prepositional case of nouns; possessive third person pronouns; intonation contour 3.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Conversations, Observing Social Conventions

**Content/Context:** Interactions with People, Immediate Environment

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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## Program 3 *Finding Your Way Around*

**Description:** Documentary: Directions. Situations: Finding your way around.  
**Structure/Vocabulary:** Personal pronouns; nominative; *ty* and *vy*; short adjectives; present tense verbs.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Regulating Activities, Regulating Conversations, Observing Social Conventions

**Content/Context:** Interactions with People, Locations & Geography

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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## Program 4 *Asking Permission*

**Description:** Documentary: Purchases; the Soviet press. Situations: Finding your way around. **Structure/Vocabulary:** Possessive pronouns; single-stem system.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions

**Content/Context:** Professions & Occupations

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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## Program 5 *Revision*

**Description:** Documentary: The subway. Situation: Review. **Structure/Vocabulary:** Accusative singular of nouns (masculine accusative & genitive); accusative of possessive pronouns; consonant alternation in verbs; stress in verb conjugation.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Regulating Activities, Regulating Conversations, Observing Social Conventions

**Content/Context:** Travel & Transportation

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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## Program 6     *Buying Things*

**Description:** Documentary: Numbers; how much. Drama: *Goodbye Summer, No. 1*. Situations: Buying things; numerals. Structure/Vocabulary: Long form adjectives in nominative and accusative cases; numbers 1-10; rubles and kopecks.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions

**Content/Context:** Number & Alphabet, Daily Activities, Personal Needs

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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## Program 7     *Who's Who and How to Address Them*

**Description:** Documentary: Professions. Drama: *Goodbye Summer, No. 2*. Situations: Who's who and how to address them.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions

**Content/Context:** Professions & Occupations, Interactions with People

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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## Program 8     *Likes and Dislikes*

**Description:** Documentary: Movies; likes; dislikes. Drama: *Goodbye Summer, No. 3*. Situations: Likes and dislikes. Structure/Vocabulary: Dative of nouns; adjectives; personal pronouns; verbs which take dative; prepositions with dative.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions

**Content/Context:** Interactions with People, General Feelings

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

**Program 9**     *Eating and Drinking*

- Description:** Documentary: Eating. Drama: *Goodbye Summer, No. 4*. Situations: Eating and drinking.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Food  
**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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**Program 10**     *Review*

- Description:** Documentary: Reading habits. Drama: *Goodbye Summer No. 5*. Situations: Review. Structure/Vocabulary: Genitive plural; fill vowels; masculine plural; Nominative nouns.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Leisure & Free Time, Culture  
**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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**Program 11**     *Time: Days, Dates, and the Future*

- Description:** Documentary: Rest and relaxation. Drama: *Goodbye Summer No. 6*. Situations: Time (days, dates, and the future); writing Russian 1. Structure/Vocabulary: Days of the week (on days of the week), months (in months), seasons (in season), times of the day (during times of the day); Numbers (30 – 100, 1,000); 24-hour clock; dates.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions  
**Content/Context:** Time Concepts, Leisure & Free Time  
**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

**Program 12**    *What Was and What Will Be: Past and Future*

**Description:** Documentary: The arts. Drama: *Goodbye Summer No. 7*. Situations: What was and what will be: past and future; writing Russian 2.  
**Structure/Vocabulary:** Adverbs; impersonal constructions; feminine nouns ending in soft sign.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions

**Content/Context:** Culture

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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**Program 13**    *Getting Around: Transport*

**Description:** Documentary: Using public transport. Drama: *Goodbye Summer No. 8*. Situations: Getting around; transport; Writing Russian 3.  
**Structure/Vocabulary:** Undirected verbs of motion; prefixed verbs of motion.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions

**Content/Context:** Travel & Transportation

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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**Program 14**    *What I'd Like to Do Is...*

**Description:** Documentary: Traveling in the USSR. Drama: *Goodbye Summer No. 9*. Situations: What I'd like to do is... ; Writing Russian 4.  
**Structure/Vocabulary:** Statements of fact; additional verbs of motion; direction (points of the compass).

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions

**Content/Context:** Travel & Transportation

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

### Program 15 *Review*

- Description:** Documentary: Russian children. Drama: *Goodbye Summer No. 10*.  
Situations: What I'd like to do is... ; Writing Russian 4.  
Structure/Vocabulary: Expressions of opinion; instrumental case of nouns and adjectives; prepositions taking the instrumental; personal pronouns in the instrumental.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
- Content/Context:** Family Members, Comparisons, Culture
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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### Program 16 *Expressing Opinions*

- Description:** Documentary: Visiting Leningrad; the arts. Drama: *Goodbye Summer, No. 11*. Situations: Expressing opinions.  
Structure/Vocabulary: Second person imperative; congratulations.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
- Content/Context:** Culture, Travel & Transportation
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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### Program 17 *Congratulations!*

- Description:** Documentary: Holidays in the USSR. Drama: *Goodbye Summer, No. 12*. Situations: Congratulations! Structure/Vocabulary: Double negatives; adjective nouns; countries; adjectives, inhabitants.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions
- Content/Context:** Culture
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

**Program 18**      *Expressing Opinions*

**Description:** Documentary: Soviet medicine. Drama: *Goodbye Summer No. 13*.  
Situations: Expressing feelings. Structure/Vocabulary: How do you feel?

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions

**Content/Context:** Professions & Occupations

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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**Program 19**      *Reporting and Registering*

**Description:** Documentary: Visiting Moscow. Drama: *Goodbye Summer, No. 14*.  
Situations: Reporting; registering. Structure/Vocabulary: Prepositions in expressions for in a period of time; first person inclusive imperative; this morning; yesterday; tomorrow morning; last & next week/month/year/century.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions

**Content/Context:** Travel & Transportation, Professions & Occupations

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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**Program 20**      *Review*

**Description:** Documentary: Professions; marriage. Drama: *Goodbye Summer, No. 15*.  
Situations: Review. Structure/Vocabulary: Marrying; definite and general particles; to drink and to sing; lying/standing/hanging and put into a lying, standing, hanging position.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions

**Content/Context:** Professions & Occupations

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary



## SALUT!

- Source:** Beacon Films                      **Rating:** Desirable  
**Language:** French      **Language Level:** First Year  
**Grade Level:** 7 - 12  
**Description:** This program is designed to enrich and reinforce beginning French. Each program consists of several short segments that provide repetition of the basic lesson in a variety of ways. Clear dialog is explained by visuals. This program features live performers and animated sequences.  
**Evaluation:** This series of short (10-minute) videos requires the teacher to have ready access to a VCR to be effective. The pace of the lessons is good, and the spoken language is very clear.  
**Length:** Twenty-five 10-minute episodes  
**Support Materials:** The program guide contains script and vocabulary. The teaching handbook contains suggested lesson plans and follow-up activities.  
**Copyright Date:** 1984
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### Program 1      *Bonjour!*

- Description:** Bruno shows us his family photo album. Gaston's TV cooking show is interrupted by his stagestruck assistant. The Mime is cheered up by a friend. Carmen introduces herself to François at the café.  
**Structure/Vocabulary:** Greetings; family; introductions.  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions  
**Content/Context:** Family Members, Food, Personal Needs  
**Accuracy:** Structure, Pronunciation, Vocabulary
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### Program 2      *C'est un sac d'école*

- Description:** The Mime is magically transported into a giant school bag. The cat goes to school. Sylvie is discovered hiding behind the teacher's desk. The Mime is nearly late for school. The Spies try out their new spy equipment. **Structure/Vocabulary:** School life; what is it?; what is in there?  
**Mode:** Listening, Reading, Signs & Signals  
**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions  
**Content/Context:** Objects, Interactions with People  
**Accuracy:** Structure, Pronunciation, Vocabulary

Program 3 *Tu es dans la maison*

**Description:** The Mime finds himself on a giant table. Gaston displays his gingerbread house. The Detective tracks down a hidden telephone. Michel has hidden some chocolate in his hospital room. The Mime is followed around the house by the persistent Voice. The Cat takes a bath. Structure/Vocabulary: Home life; where is it?; prepositions.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions

**Content/Context:** Daily Activities, Food, Personal Needs, General Feelings

**Accuracy:** Structure, Pronunciation, Vocabulary

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Program 4 *Il y a trois chiens*

**Description:** The Mime tries out his new skipping rope. The Cat meets a gang of dogs. Gaston makes animal cookies. The Mime plays an animal guessing game with the Mouth. Marcel buys a piggybank at the general store. Structure/Vocabulary: Animals; how many are there?; Numbers 1 to 10.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Numbers, Immediate Environment, Interactions with People, Objects

**Accuracy:** Structure, Pronunciation, Vocabulary, Orthography

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Program 5 *Je me leve a sept heures*

**Description:** The Mime finds a magic clock. Something strange happens to a young couple at midnight. Armand brings his lunch to the general store. The Detective nearly forgets his cake in the oven. The Mime gets ready for the day. Bruno proudly explains his daily routine. Structure/Vocabulary: Telling time; time expressions; reflexive verbs.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Time Concepts, Food, Interactions with People, General Feelings

**Accuracy:** Structure, Pronunciation, Vocabulary

**Program 6**     *Il fait beau*

**Description:** The Bird tries to fly a kite in bad weather. Pierre is frightened by a thunderstorm. The Cat is subject to various weather changes. The Mime is dragged away in a windstorm. Sylvie takes over the class and improvises a lively weather report. **Structure/Vocabulary:** Weather expressions.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions

**Content/Context:** Interactions with People, General Feelings, Current Events

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 7**     *C'est le premier juillet*

**Description:** The Mime plays a holiday guessing game with the Voice. Carmen tries to get a date with François, who has a very busy schedule. The Cat is seen in each of the four seasons. The Mime reviews seasonal activities. Sylvie tries cheating on her history exam but is caught in the act. **Structure/Vocabulary:** The calendar; seasons; days of the week; months of the year.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Time Concepts, Immediate Environment, Interactions with People, Culture

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 8**     *Les Belles couleurs!*

**Description:** The Mime follows the Voice into a rainbow. The Detective thinks he's found a big cake, but it's small. Madame Richer wants to buy a necklace which matches her dress. The Mime finds a magic dollhouse. The Cat finds a pet mouse. Blandine brings vegetables from the garden for a green salad. **Structure/Vocabulary:** Colors; sizes; masculine and feminine adjectives; Demonstrative adjectives.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Regulating Conversations, Observing Social Conventions

**Content/Context:** Objects, Interactions with People, General Feelings, Personal Needs, Comparisons, Current Events

**Accuracy:** Structure, Pronunciation, Vocabulary

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Program 9     *Mon bras, ton nez*

**Description:** The parts of the body are shown in jigsaw form. The Mouth is concerned that the Mime might have hurt some part of his body in a fall. The Doctor gives a medical checkup to Michel, then Pierre. The Mime shows the different parts of his head. Agent B2 finds his photo on a wanted poster. Structure/Vocabulary: The human body; possessive adjectives.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Personal Needs, Objects

**Accuracy:** Structure, Pronunciation, Vocabulary

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Program 10     *Son pantalon*

**Description:** The mischievous Little Sister hides Diane's clothes while she's swimming. The Bird tries to imitate the little girl who is doing her laundry. Pierre, all dressed up, attempts to escape from the hospital. The Mime imagines he's a musketeer. A display of the cowboys' clothing. Structure/Vocabulary: Clothing; possessive adjectives.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Objects, Family Members, Interactions with People, Daily Activities, Personal Needs

**Accuracy:** Structure, Pronunciation, Vocabulary

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Program 11     *Je parle, tu ecoutes*

**Description:** Bruno prepares a tomato sandwich. The Mime explores the inside of a refrigerator. Gaston runs into electrical problems while preparing breakfast. The Mime makes pancakes for breakfast. Household furniture is presented. Madam Leblanc buys a useful household gift for her husband. Structure/Vocabulary: Home life; -er verbs; *je, tu*.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Food, Daily Activities, Personal Needs

**Accuracy:** Structure, Pronunciation, Vocabulary

### Program 12 *Il frappe la balle*

- Description:** The Mime plays basketball. Bruno takes up different sports. Pierre does exercises. The Bird almost drowns trying to imitate the little girl swimming. The Mime participates actively in television sports. Madame Chose settles a battle over a hockey stick.  
**Structure/Vocabulary:** Sports; *-er* verbs; *il, elle*.
- Mode:** Listening, Reading, Signs & Signals
- Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Interactions with People, Leisure & Free Time
- Accuracy:** Structure, Pronunciation, Vocabulary
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### Program 13 *Nous jouons*

- Description:** The Mime entertains the Mouth by playing various musical instruments. Carmen wants a momento of her friends, especially of François. The Mime goes fishing. The Bird goes camping. Pierre is doing crossword puzzles, and Michel is involved in a chess game.  
**Structure/Vocabulary:** Pastimes; review of *-er* verbs; *je, tu, il, elle*; the verb *être*.
- Mode:** Listening, Reading, Signs & Signals
- Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Interactions with People, Leisure & Free Time, Personal Needs
- Accuracy:** Structure, Pronunciation, Vocabulary
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### Program 14 *J'ai vingt robes*

- Description:** Agent X3 discovers that Agent B2 is taking a teddy bear on his next mission. Presentation of numbers from 1 to 20. The Mime is dressed up in his finest clothes to go on a date. Madame Tremblay buys clothing for her large but strange family. The Bird tries on the little girl's clothes. **Structure/Vocabulary:** Clothing; the verb *avoir*.
- Mode:** Listening, Reading, Signs & Signals
- Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Numbers & Alphabet, Interactions with People, Personal Needs, Daily Activities
- Accuracy:** Structure, Pronunciation, Vocabulary

### Program 15 *J'ai hate!*

**Description:** The Mime feigns various physical discomforts but ends up genuinely hurting himself. The Cat's famished. Agent B2 will take part in the festivities of the Quebec Carnival. The Mime holds a one-person birthday party for himself. Roger buys Christmas decorations but forgets to find a tree. Structure/Vocabulary: Special occasions; *avoir* idioms.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Interactions with People, Daily Activities, Current Events, Culture

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 16 *Je fais mes devoirs*

**Description:** The Mime brings a frog to school. Diane's Little Sister does her homework on the wail. Sylvie is caught using a calculator for her math problems. The Bird wants to become educated. To become a good pianist, the Mime must practice. Structure/Vocabulary: School life; verbs *faire, mettre, prendre, savoir, vouloir*; verbs *vouloir, devoir, pouvoir* followed by the infinitive.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Interactions with People, Daily Activities

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 17 *Je vais en auto*

**Description:** The Mime climbs onto a huge bicycle. A surprise party is given for the Detective. Sylvie plans an unusual lunch for the class visit to the aquarium. The Mime learns how to drive a car but gets careless in the driving. The Bird tries out various methods of transportation. Agent B2 is sent on a mission across Canada. Structure/Vocabulary: Transportation; the verb *aller*; the verb *aller* to indicate future.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Interactions with People, Travel & Transportation

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 18 *J'aime la campagne!*

- Description:** The Mime finds a bull in a country field. Bruno stirs up a bees' nest. The Mime tries his hand at milking a cow. Little Sister pockets a country surprise. Madame Chose sells a "country" alarm clock to a city slicker. Structure/Vocabulary: Country life; review of verbs.
- Mode:** Listening, Reading, Signs & Signals
- Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Locations & Geography, Immediate Environment
- Accuracy:** Structure, Pronunciation, Vocabulary
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### Program 19 *Lancez!*

- Description:** A blip is directed through a maze. Pierre and Michel get overheated watching a car race on television. The Mime shapes up. Carmen teaches the boys to dance. The Mime and the Mouth play "Simon Says". Structure/Vocabulary: Sports; commands.
- Mode:** Listening, Reading, Signs & Signals
- Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Interactions with People, Daily Activities, Current Events
- Accuracy:** Structure, Pronunciation, Vocabulary
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### Program 20 *A la ville*

- Description:** Little Sister goes on a date with Diane and her boyfriend. A trip downtown. The Mime has a city misadventure. Agent B2 is sent to deliver secret messages. The Bird becomes alarmed while shopping. Madame Chose helps Sister Madeleine mail her Christmas cards. Structure/Vocabulary: The city; to (somewhere); in (a place); at (a place); addresses.
- Mode:** Listening, Reading, Signs & Signals
- Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Immediate Environment, Interactions with People, Locations & Geography, Travel & Transportation
- Accuracy:** Structure, Pronunciation, Vocabulary

### Program 21 *De la creme glatee*

**Description:** Gaston's attempt at pizza falls flat. Bruno picnics at a scenic location. The Mime goes for a full-course meal. Pierre, disgusted by hospital food, decides to improve it. The Mime tries out as a popcorn vendor.  
Structure/Vocabulary: Food; some (*du, de, la, de l', des*).

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Interactions with People, Food

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 22 *Pas de moutarde*

**Description:** The Detective stalks a carrot thief. The Mime's picnic is ruined by hungry mosquitoes. Gaston runs out of mustard, and patience, while making a submarine sandwich. Little Sister has a one-course meal (dessert!). François and Denis order a meal at the cafe.  
Structure/Vocabulary: Food; Expressions of quantity.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Interactions with People, Food

**Accuracy:** Structure, Pronunciation, Vocabulary

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### Program 23 *Je peux vous aider?*

**Description:** The Mime tries to find something he can afford in the sports section of a department store. Madame Chose is surprised when Alexis buys presents for a friend. A presentation of dollars and cents. Gaston blows his lid while making pea soup. Structure/Vocabulary: Shopping; intonation in questions; numbers 20 to 99; dollars and cents.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Numbers & Alphabet, Measurements, Interactions with People, Daily Activities, Personal Needs, Comparisons

**Accuracy:** Structure, Pronunciation, Vocabulary

**Program 24**    *Que fais-tu aujourd'hui?*

**Description:** Pierre is not interested in the pastimes Michel suggests. The Mime finds a record player and becomes a maestro. A happy Bruno is off on a date. Denis and Carmen look for an activity that François will warm to. The Mime paints a self-portrait. Structure/Vocabulary: Pastimes; intonation in questions; *est-ce que?* and *qu'est-ce que?* questions; inversion questions; question formulas with inversion.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Interactions with People, Leisure & Free Time

**Accuracy:** Structure, Pronunciation, Vocabulary

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**Program 25**    *Est-ce que vous êtes bucheron?*

**Description:** The Mime tries various occupations, and all prove to be dangerous. The Bird tests his skill in the building trades. Madame Chose tries to find a hat for a man with a very special occupation. The Madame babysits. Structure/Vocabulary: Occupations; review of questions.

**Mode:** Listening, Reading, Signs & Signals

**Function:** Exchanging Information, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Professions & Occupations, Daily Activities, Interactions with People

**Accuracy:** Structure, Pronunciation, Vocabulary



## *Scénario (Kidwriter) – Levels I & II*

- Source:** Gessler Educational Software    **Rating:** Desirable  
**Language:** French    **Language Level:** First – Fourth Years  
**Grade Level:** 3 – 8  
**Description:** Students create pictures and stories to go with them. Kidwriter can display all French orthography.  
**Evaluation:** Highly imaginative application of the computer to the language learning process  
**Mode:** Writing  
**Function:** This program can be adapted to presentations in all categories.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Complete documentation describes the program's operations.  
**Preparation:** Limited preparation is needed.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Word Processor, Graphics  
**Equipment:** Apple II series; Commodore 64/128  
**Price:** \$37.95    **Copyright Date:** 1985
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## *Spanish Achievement I*

- Source:** CBS Interactive Learning    **Rating:** Desirable  
**Language:** Spanish    **Language Level:** First & Second Years  
**Grade Level:** 7 – 12  
**Description:** Designed to help students prepare for the vocabulary section of the CEEB. Strengthens vocabulary skills by testing various parts of speech and idiomatic expressions.  
**Evaluation:** This program is an excellent review of beginning vocabulary and grammar.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** Objects, Interactions with People, Daily Activities, Personal Needs, Comparisons, Culture  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Documentation is complete.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series; IBM  
**Price:** \$49.95    **Copyright Date:** 1984



## *Spanish Achievement II*

- Source:** CBS Interactive Learning      **Rating:** Desirable  
**Language:** Spanish      **Language Level:** Third & Fourth Years  
**Grade Level:** 9 - 12  
**Description:** Designed to help students prepare for the vocabulary section of the CEEB. Strengthens vocabulary skills by testing various parts of speech and idiomatic expressions.  
**Evaluation:** This program will provide advanced practice for the CEEB.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** Objects, Interactions with People, Daily Activities, Personal Needs, Comparisons, Culture  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Documentation is complete.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series; IBM  
**Price:** \$49.95      **Copyright Date:** 1984
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## *Spanish Achievement III*

- Source:** CBS Interactive Learning      **Rating:** Desirable  
**Language:** Spanish      **Language Level:** Third & Fourth Years  
**Grade Level:** 9 - 12  
**Description:** Designed to help students prepare for the vocabulary section of the CEEB. Strengthens vocabulary skills by testing on various parts of speech and idiomatic expressions.  
**Evaluation:** This program will provide advanced practice for the CEEB.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** Objects, Interactions with People, Daily Activities, Personal Needs, Comparisons, Culture  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Documentation is complete.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series; IBM  
**Price:** \$49.95      **Copyright Date:** 1984



## *Spanish Computer Tutor – Spanish Structure Drills A*

- Source:** Queue, Inc.                      **Rating:** Desirable  
**Language:** Spanish                      **Language Level:** First – Fourth Years  
**Grade Level:** 9 – 12  
**Description:** Six disks in a program of Spanish structure and vocabulary drills  
**Evaluation:** A more comprehensive version of *Spanish Vocabulary Games* (Queue), this program also drills on structure.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** Vocabulary, Structure, Orthography  
**Support Materials:** Documentation includes word lists.  
**Preparation:** Minimum preparation is required unless the teacher chooses to create original content lists.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Drill & Practice, Tutorial  
**Equipment:** Apple II series  
**Price:** \$85.00                      **Copyright Date:** 1985
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## *Spanish Computer Tutor – Spanish Structure Drills B*

- Source:** Queue, Inc.                      **Rating:** Desirable  
**Language:** Spanish                      **Language Level:** First – Fourth Years  
**Grade Level:** 9 – 12  
**Description:** Six disks in a program of Spanish structure and vocabulary drills  
**Evaluation:** A more comprehensive version of *Spanish Vocabulary Games* (Queue), this program also drills on structure.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** Vocabulary, Structure, Orthography  
**Support Materials:** Documentation includes word lists.  
**Preparation:** Minimum preparation required unless the teacher chooses to create original content lists.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Tutorial  
**Equipment:** Apple II series  
**Price:** \$85.00                      **Copyright Date:** 1985



## *Spanish for Mastery*

- Source:** D. C. Heath                      **Rating:** Desirable  
**Language:** Spanish                      **Language Level:** First & Second Years  
**Grade Level:** 7-12  
**Description:** Varied practice in beginning Spanish vocabulary  
**Evaluation:** Highly motivational practice for vocabulary. This program is not organized for functional or contextualized presentations.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** Number & Alphabet, Time Concepts  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Complete documentation includes word lists and classroom management suggestions.  
**Preparation:** Considerable preparation will be required to organize the content presented.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series; color monitor is recommended.  
**Price:** \$150.00                      **Copyright Date:** 1985
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## *Spanish FrEd (Free Educational) Writer*

- Source:** Hands-On Training                      **Rating:** Desirable  
**Language:** Spanish                      **Language Level:** First - Fourth Years  
**Grade Level:** 3-12  
**Description:** This is a full-feature Spanish version of FrEd Writer, an easy to use word processor.  
**Evaluation:** This program is very easy to use and can be introduced to students without much computer experience.  
**Mode:** Writing  
**Function:** This program can be adapted to presentations in all categories.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Complete documentation is contained on the program diskette.  
**Preparation:** Teachers must know this program before using it with students. Spanish Wiz-Chip must be installed.  
**Classroom Setting:** Individual students  
**Program Type:** Word Processor  
**Equipment:** Apple IIe or IIc; Spanish Wiz-Chip is required.  
**Price:** \$40.00                      **Copyright Date:** 1985



## *Spanish Grammar Computerized I*

- Source:** Lingo Fun, Inc.                      **Rating:** Desirable  
**Language:** Spanish                      **Language Level:** First Year  
**Grade Level:** 7 - 12  
**Description:** This program provides review and practice of the basic grammar structures found in beginning Spanish.  
**Evaluation:** This program provides practice on grammar only, randomizing the presentation.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure, Vocabulary  
**Support Materials:** Very limited documentation  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series; IBM; Macintosh; Tandy Model 4  
**Price:** \$49.95                      **Copyright Date:** 1985
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## *Spanish Grammar Computerized II*

- Source:** Lingo Fun, Inc.                      **Rating:** Desirable  
**Language:** Spanish                      **Language Level:** Second Year  
**Grade Level:** 7 - 12  
**Description:** This program gives explanations, practice, and testing on twenty grammar points covered in first-year Spanish.  
**Evaluation:** This program provides practice on grammar only, randomizing the presentation.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure, Vocabulary  
**Support Materials:** Very limited documentation  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students  
**Program Type:** Drill & practice  
**Equipment:** Apple II series; IBM; Macintosh; Tandy Model 4  
**Price:** \$49.95                      **Copyright Date:** 1985



## *Spanish Grammar Review*

- Source:** Gessler Educational Software    **Rating:** Desirable  
**Language:** Spanish    **Language Level:** First - Fourth Years  
**Grade Level:** 7 - 12  
**Description:** This series reviews many essential grammar topics. Each disk in this seven-disk series contains a teaching section, which enables the user to review pertinent grammar rules, and exercises with fill-in-the-blank questions. An editor allows the teacher to add exercises. Each disk in this series is available separately.  
**Evaluation:** Programs in this series may be purchased separately and provide very good grammar practice.  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure  
**Support Materials:** Simple documentation is limited to program operating directions.  
**Preparation:** Minimum preparation is required unless the teacher wishes to add content.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Drill & practice, Shell  
**Equipment:** Apple II series  
**Price:** \$215.00    **Copyright Date:** 1984
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## *Spanish Idiom Master*

- Source:** Lingo Fun, Inc.    **Rating:** Desirable  
**Language:** Spanish    **Language Level:** First - Fourth Years  
**Grade Level:** 7 - 12  
**Description:** This program gives practice in associating idioms or false cognates with proper sentence context.  
**Evaluation:** Particularly useful for multi-level classrooms. Scoring is very useful.  
**Mode:** Reading, Writing  
**Function:** Exchanging Information, Expressing Feelings, Regulating Activities  
**Content/Context:** Time Concepts, Interactions with People, Immediate Environment, General Feelings, Daily Activities, Personal Needs, Leisure & Free Time  
**Accuracy:** Structure, Orthography, Vocabulary.  
**Support Materials:** Very limited documentation  
**Preparation:** Minimum preparation is required unless teacher provides original content.  
**Classroom Setting:** Individual students  
**Program Type:** Drill & Practice, Shell  
**Equipment:** Apple II series  
**Price:** \$39.95    **Copyright Date:** 1984



## Spanish Vocabulary Games

- Source:** Queue, Inc.                      **Rating:** Desirable  
**Language:** Spanish                      **Language Level:** First – Fourth Years  
**Grade Level:** 4 – 12  
**Description:** A collection of seven educational games and a system which allows the teacher to create content for these games. The games are: *Dictionary, Hangman, Scrambled Eggs, Spelling Bee, Superguess, Tic-Tac-Toe, and Wordsearch.*  
**Evaluation:** This program can be used to create an unlimited number of content-organized games.  
**Mode:** Reading, Writing  
**Function:** This program can be adapted to presentations in all categories.  
**Content/Context:** This program can be adapted to presentations in all categories.  
**Accuracy:** This program can be adapted to presentations in all categories.  
**Support Materials:** Documentation includes word lists.  
**Preparation:** Minimum preparation is required unless the teacher chooses to create original content lists.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Tutorial  
**Equipment:** Apple II series  
**Price:** \$49.95                      **Copyright Date:** 1985
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## Spanish Word Order

- Source:** Gessler Educational Software                      **Rating:** Desirable  
**Language:** Spanish                      **Language Level:** First – Fourth Years  
**Grade Level:** 9 – 12  
**Description:** A program which teaches the linguistic patterns of sentences in Spanish. Words appear out of sequence, and students must rearrange them to form a sentence.  
**Evaluation:** Interesting format for the practice of sentence structures  
**Mode:** Reading, Writing  
**Function:** This program's content is not organized by this category.  
**Content/Context:** This program's content is not organized by this category.  
**Accuracy:** Structure  
**Support Materials:** Simple documentation includes word lists.  
**Preparation:** Minimum preparation is required.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Drill & Practice  
**Equipment:** Apple II series  
**Price:** \$37.95                      **Copyright Date:** 1983



## Téléfrançais

- Source:** TV Ontario  
**Language:** French      **Language Level:** First Year  
**Grade Level:** 3 - 8  
**Description:** Each segment is a magazine-formatted program combining simple vocabulary and syntax. Each program is presented orally and reinforced with on-screen print. The French language is shown as a vital communication tool in real and fantasy situations.  
**Evaluation:** Very fast paced, motivational language program  
**Length:** Ten 10-minute episodes  
**Support Materials:** Illustrated teacher's guide contains detailed descriptions, pre-lesson and post-lesson activities, exercises, and games and songs.  
**Copyright Date:** 1985
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### Program 1

- Description:** Jacques and Sophie meet the extraordinary Ananas - a talking pineapple! The members of the musical group the Squelettes introduce themselves in a song, and Pilote offers to take everyone for a parachute jump - but Ananas is the only volunteer.  
**Mode:** Reading, Listening, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions  
**Content/Context:** Numbers & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture  
**Accuracy:** Vocabulary, Structure, Pronunciation
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### Program 2

- Description:** Up in Pilote's plane, the children and Ananas fly over the province of Quebec. Forced to make a parachute jump, Jacques and Sophie land safely, but Ananas is threatened by a large crow. Pilote calls on the Snowbirds to help, and Ananas makes an unexpected landing.  
**Mode:** Reading, Listening, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions  
**Content/Context:** Numbers & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture  
**Accuracy:** Vocabulary, Structure, Pronunciation

### Program 3

**Description:** Jacques and Sophie go camping in the forest, but leave Ananas behind because the trip is too dangerous. Frightened by skeletons, they become lost, and Ananas and Pilote must set out to find them.

**Mode:** Reading, Listening, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions

**Content/Context:** Numbers & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture

**Accuracy:** Vocabulary, Structure, Pronunciation

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### Program 4

**Description:** Sophie and Jacques are lost in the forest, so the Annonceur checks at a lost-and-found desk. Ananas finds them and sings them an encouraging song about bravery. At last, Pilote comes to their rescue.

**Mode:** Reading, Listening, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions

**Content/Context:** Numbers & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture

**Accuracy:** Vocabulary, Structure, Pronunciation

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### Program 5

**Description:** The Annonceur gives Jacques and Sophie a big test, and they have to explain the rules to Ananas. The test turns out to be an unfair one, so Sophie and Jacques refuse to continue. The Squelettes sing "Je déteste les tests!"

**Mode:** Reading, Listening, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions

**Content/Context:** Numbers & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture

**Accuracy:** Vocabulary, Structure, Pronunciation

### Program 6

- Description:** Hoping to earn money to buy a badminton set, the children look for jobs. However, they soon realize that the jobs they have found are not easy. Ginette finds a job delivering pizzas, but her attempt to deliver by plane causes a big disaster.
- Mode:** Reading, Listening, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
- Content/Context:** Numbers & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture
- Accuracy:** Vocabulary, Structure, Pronunciation
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### Program 7

- Description:** Still trying to earn some money, the children go to deliver a package but arrive late and return home empty-handed. Their disappointment fades when they receive the gift they wanted all along – a new badminton set.
- Mode:** Reading, Listening, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
- Content/Context:** Numbers & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture
- Accuracy:** Vocabulary, Structure, Pronunciation
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### Program 8

- Description:** An invitation to a Grand Dinner arrives for Ginette, and although the others are not invited, they devise a plan to attend. They manage to sneak in with a delivery of fruit, but Ananas is soon in trouble when he is spotted by the chef.
- Mode:** Reading, Listening, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions
- Content/Context:** Numbers & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture
- Accuracy:** Vocabulary, Structure, Pronunciation

## Program 9

**Description:** The children disguise Ananas as a bouquet of flowers to attend the Grand Dinner, because the chef wants to serve him for dessert! However, Ananas's true identity is discovered, and they are forced to flee, with the chef in hot pursuit.

**Mode:** Reading, Listening, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions

**Content/Context:** Numbers & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture

**Accuracy:** Vocabulary, Structure, Pronunciation

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## Program 10

**Description:** Ananas coaches Sophie and Jacques for the spelling championship between L'École de Téléfrançais and L'École Einstein. The teams end the match with the same score, so the Annonceur calls on the team mascots to break the tie.

**Mode:** Reading, Listening, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Regulating Activities, Observing Social Conventions

**Content/Context:** Numbers & Alphabet, Objects, Measurements, Interactions with People, Daily Activities, Personal Needs, Professions & Occupations, Comparisons, Culture

**Accuracy:** Vocabulary, Structure, Pronunciation

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## *Tic-Tac-Show*

**Source:** McGraw-Hill School Division    **Rating:** Desirable

**Language:** French & Spanish    **Language Level:** First & Second

**Grade Level:** 2 - 12

**Description:** This program provides students with a familiar drill and practice format. This program disk is the master for a series of content disks.

**Evaluation:** The format of this program can be valuable in a communication-based program. The content disks in this series are not recommended.

**Mode:** Reading, Writing

**Function:** This program can be adapted to presentations in all categories.

**Content/Context:** This program can be adapted to presentations in all categories.

**Accuracy:** This program can be adapted to presentations in all categories.

**Support Materials:** Complete documentation

**Preparation:** Entering original content will require time.

**Classroom Setting:** Individual students or small groups.

**Program Type:** Educational Game, Shell

**Equipment:** Apple IIe/IIc; Commodore 64/128; IBM

**Price:** \$24.96

**Copyright Date:** 1986



### Program 3 *Parisian Sights and Shops*

**Description:** A visit to Sacre Couer and a boat ride on the Seine, this program focuses on buying souvenirs and exploring the stores in a modern shopping complex and how to ask salespeople for what one wants to try on or buy. Interviews with French shoppers in the mall provide additional information.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions

**Content/Context:** Interactions with People, Immediate Environment, Personal Needs, Culture, Comparisons, Travel & Transportation, Culture

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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### Program 4 *French Restaurants*

**Description:** Shows different restaurants in various price ranges. Covers how to order, compliment the chef, and deal with poor service. Interviews with diners.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions

**Content/Context:** Interactions with People, Immediate Environment, Personal Needs, Culture, Comparisons, Travel & Transportation, Food

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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### Program 5 *Camping in France*

**Description:** A visit to Fontainebleu: Car trouble on the road, seeking help, explaining the problem to a mechanic; a visit to a French campground: registering and inquiring about services and interviews with campers

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Conversations, Observing Social Conventions

**Content/Context:** Interactions with People, Immediate Environment, Personal Needs, Culture, Comparisons, Travel & Transportation, General Feelings, Time Concepts

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary



## 26 Deutsche Kulturfilme

**Source:** International Film Bureau      **Rating:** Desirable  
**Language:** German      **Language Level:** Third & Fourth Years  
**Grade Level:** 7 - 12

**Description:** Short, colorful programs acquaint students with history and geography of selected regions of Germany, present information on art, literature and folklore of certain regions, and provide information on certain well-known industries.

**Evaluation:** Excellent exploration of the German culture and people. This series can contribute a great deal to the study of the German language.

**Length:** Twenty-six 5-minute episodes

**Support Materials:** Teacher's guide contains a script of the German narration.

**Copyright Date:** 1982

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### Program 1      *Eichstätt, eine Kleinstadt in Bayern*

**Description:** Shows Eichstätt, a small town in Bavaria, and describes its history over the last one thousand years. Included are surviving architectural and artistic works.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions

**Content/Context:** Objects, Locations & Geography, Culture

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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### Program 2      *Dortmunder Bier*

**Description:** Describes and shows the processes involved in brewing Dortmund beer.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions

**Content/Context:** Professions & Occupations, Locations & Geography, Food, Culture

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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### Program 3      *Spielwaren aus Nürnberg*

**Description:** "Nürnberger Tand geht durch alle Land" has been the saying since the beginning of the fifteenth century. This film shows the toy producing industry - from simple lead toys to intricate electric trains.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions

**Content/Context:** Professions & Occupations, Locations & Geography, Objects, Culture

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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**Program 4**     *Der Nord-Ostsee-Kanal*

**Description:** This episode describes the importance of the Kiel Canal linking the North and Baltic seas and shows the surrounding countryside and the marshlands of Schleswig-Holstein.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions

**Content/Context:** Professions & Occupations, Locations & Geography, Objects, Culture

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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**Program 5**     *Das Schiller-Nationalmuseum in Marbach*

**Description:** Presents Marbach and shows The National Schiller Museum, which contains memorabilia of Schiller's life and work.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions

**Content/Context:** Professions & Occupations, Locations & Geography, Objects, Culture

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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**Program 6**     *Optische Gläser: Brillenglasfertigung*

**Description:** Lenses are an important German industrial product. The highly automated process of manufacturing lenses is shown.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting

**Content/Context:** Professions & Occupations, Locations & Geography, Objects, Culture

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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**Program 7**     *Der Hamburger Hafen*

**Description:** This program describes the shipping and shipbuilding industries of Germany's largest seaport.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting

**Content/Context:** Professions & Occupations, Locations & Geography, Culture, Travel & Transportation

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

**Program 8**     *Eissportzentrum Inzell*

- Description:** Famous for its winter sports facilities, Inzell is also the training center for speed skaters and the site of one of the fastest 400-meter speed-skating tracks.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting
- Content/Context:** Professions & Occupations, Locations & Geography, Culture, Leisure & Free Time
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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**Program 9**     *Auer Dult in München*

- Description:** The Auer Dult, an annual market, has remained active since the eleventh century. The film conveys the atmosphere and character of this special market.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
- Content/Context:** Professions & Occupations, Locations & Geography, Culture, Food
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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**Program 10**     *Rund um den Münchner Marienplatz*

- Description:** In this film, Munich is shown in a lighter vein with a different approach: a metropolis with a rural flavor.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
- Content/Context:** Professions & Occupations, Locations & Geography, Culture, Immediate Environment
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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**Program 11**     *Rheinberg, eine Kleinstadt am Rande des Ruhrgebiets*

- Description:** Despite its proximity to Germany's greatest industrial region, the Ruhr Valley, Rheinberg is a pleasant little town on the lower Rhine.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
- Content/Context:** Locations & Geography, Immediate Environment, Culture
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

**Program 12**    *Zucker aus Rüben*

**Description:** The manufacturing process for domestic beet sugar is shown in this episode. The sugar requirements of the people of Germany are met through the process described here.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions

**Content/Context:** Professions & Occupations, Locations & Geography, Culture, Personal Needs

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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**Program 13**    *Die Kunst des Restaurierens*

**Description:** Restorers are shown at work in Schleißheim Palace near Munich as they preserve and restore a typical monument of a special cultural nature.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions

**Content/Context:** Professions & Occupations, Locations & Geography, Culture

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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**Program 14**    *Bauma: Die Baumaschinenmesse*

**Description:** Presents a short survey of the biennial international trade fair for the building equipment industry.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting

**Content/Context:** Professions & Occupations, Locations & Geography, Culture

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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**Program 15**    *Inseln im Bodensee*

**Description:** The regions around Lake Constance are rich in cultural history. Two important islands are shown: Reichenau, with its three Romanesque churches; and Mainau, the Floral Isle.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions

**Content/Context:** Locations & Geography, Culture

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

**Program 16**    *Kudamm Berlin*

- Description:** The camera focuses on a pastiche of life along the Kurfürstendamm, the center of present-day West Berlin.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
- Content/Context:** Locations & Geography, Interactions with People, Culture
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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**Program 17**    *Trier, Römische Kaiserstadt*

- Description:** Trier, located on the Moselle River, is Germany's oldest city. This film shows the remaining Roman monuments.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
- Content/Context:** Locations & Geography, Culture
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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**Program 18**    *Retter aus Bergnot*

- Description:** Skiing is a popular sport, but not always a safe one. Each year the injured require the services of mountain safety teams. An avalanche disaster and these safety teams' role are dealt with in this film.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
- Content/Context:** Professions & Occupations, Locations & Geography, Personal Needs
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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**Program 19**    *Der Rhein-Main-Flughafen, Frankfurt*

- Description:** This program shows Rhine-Main Airport, the airport with the heaviest traffic in Germany. Includes flight safety, aircraft maintenance, and air traffic control.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Observing Social Conventions
- Content/Context:** Professions & Occupations, Locations & Geography, Travel & Transportation
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

### Program 20 *Touristen in Heidelberg*

**Description:** Over half a million tourists visit Heidelberg, Germany's oldest university city, every year. Its reputation as a romantic city has been established by such poets as Goethe, Hölderlin, Clemens von Brentano and Achim von Arnim.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions

**Content/Context:** Professions & Occupations, Locations & Geography, Travel & Transportation, Culture

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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### Program 21 *Baden-Baden*

**Description:** Situated in the westernmost part of the Black Forest, this is one of Germany's most famous spas. The film shows the locale, portraying the history and significance of the city.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions

**Content/Context:** Professions & Occupations, Locations & Geography, Personal Needs, Culture

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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### Program 22 *In einer Autofabrik (BMW)*

**Description:** The automobile industry is one of the most important; this film guides one through the manufacturing process in this major automobile plant.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting

**Content/Context:** Professions & Occupations, Locations & Geography, Travel & Transportation

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

**Program 23**    *Eine Alemannische Fastnacht*

- Description:** Relates the origins of the customs surrounding Fastnacht (Shrove Tuesday) in the Black Forest, particularly in Elzach.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
- Content/Context:** Professions & Occupations, Locations & Geography, Culture
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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**Program 24**    *Residenz und Wagnerstadt Bayreuth*

- Description:** The film touches on Wagner and Bayreuth as well as the courtly residence of the Margraves in the eighteenth century.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
- Content/Context:** Professions & Occupations, Locations & Geography, Culture
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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**Program 25**    *Theater für Kinder*

- Description:** Some theaters now devote their repertoires exclusively to the young; this film shows how they can become participants as well as spectators.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Observing Social Conventions
- Content/Context:** Professions & Occupations, Locations & Geography, Leisure & Free Time, Culture
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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**Program 26**                    *Aus der Arbeit des Goethe-Instituts in  
Deutschland*

- Description:** The Goethe Institut for the Cultivation of the German Language and Culture Abroad offers language instruction both in the Federal Republic of Germany and abroad. This film depicts one day with a participant in the course.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information
- Content/Context:** Professions & Occupations, Locations & Geography, Culture
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

## *Un Día en Madrid*

- Source:** D. C. Heath **Rating:** Desirable  
**Language:** Spanish **Language Level:** First & Second Years  
**Grade Level:** 7-12  
**Description:** Introduces the student to the culture and language of Madrid.  
**Evaluation:** An interesting simulation of a trip through the city  
**Mode:** Reading, Writing  
**Function:** Exchanging Information, Observing Social Conventions.  
**Content/Context:** Time, Food, Interactions with People, Immediate Environment, Travel & Transportation  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Complete documentation includes word lists and classroom management suggestions.  
**Preparation:** Considerable preparation will be required to organize the content as presented.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Simulation  
**Equipment:** Apple II series; color monitor is recommended.  
**Price:** \$120.00 **Copyright Date:** 1985
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## *Un Día típico*

- Source:** D. C. Heath **Rating:** Desirable  
**Language:** Spanish **Language Level:** First & Second Years  
**Grade Level:** 7-12  
**Description:** A simulation of a typical day: waking in the morning, eating meals, enjoying leisure time, and classroom activities  
**Evaluation:** Although the general setting is Spain, the program often uses Mexican phrasing.  
**Mode:** Reading, Writing, Signs & Signals  
**Function:** Exchanging Information, Expressing Feelings  
**Content/Context:** Food, Objects, Immediate Environment, Daily Activities, Personal Needs, Leisure & Free Time  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Complete documentation includes word lists and classroom management suggestions.  
**Preparation:** Considerable preparation will be required to organize the content presented.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Simulation  
**Equipment:** Apple II series; color monitor is recommended.  
**Price:** \$120.00 **Copyright Date:** 1985



## *Una Visita a México*

- Source:** D. C. Heath                      **Rating:** Desirable  
**Language:** Spanish    **Language Level:** First & Second Years  
**Grade Level:** 7-12  
**Description:** An exploration of Mexican culture and language  
**Evaluation:** Although there are some accent errors in this program, the presentation of the culture of Mexico will enhance a student's language experience.  
**Mode:** Reading, Writing, Fine Arts, Signs & Signals  
**Function:** Exchanging Information  
**Content/Context:** Number & Alphabet, Time Concepts, Objects, Locations & Geography, Culture  
**Accuracy:** Vocabulary  
**Support Materials:** Complete documentation includes word lists and classroom management suggestions.  
**Preparation:** Considerable preparation will be required to organize the content presented.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Simulation.  
**Equipment:** Apple II series; color monitor is recommended.  
**Price:** \$120.00                      **Copyright Date:** 1985
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## *Una Fiesta*

- Source:** D. C. Heath                      **Rating:** Desirable  
**Language:** Spanish    **Language Level:** First & Second Years  
**Grade Level:** 7-12  
**Description:** This is a three-disk set providing drill and practice in various formats. The program uses animated graphics to introduce vocabulary and cultural items.  
**Evaluation:** Well made, fun, and informative  
**Mode:** Reading, Writing, Signs & Signals  
**Function:** Exchanging Information, Expressing Feelings, Observing Social Conventions  
**Content/Context:** Interactions with People, Food, General Feelings, Current Events  
**Accuracy:** Structure, Orthography, Vocabulary  
**Support Materials:** Complete documentation includes word lists and classroom management suggestions.  
**Preparation:** Considerable preparation will be required to organize the content presented.  
**Classroom Setting:** Individual students or small groups  
**Program Type:** Simulation  
**Equipment:** Apple II series; color monitor is recommended.  
**Price:** \$120.00                      **Copyright Date:** 1985



## Venezia Museo all' Aperto

- Source:** International Film Bureau      **Rating:** Desirable  
**Language:** Italian      **Language Level:** Second Year  
**Grade Level:** 7 - 12  
**Description:** The film recreates the glory of Venice with its boats, bridges, and canals. The Doge's Palace, Piazza of St. Mark, and paintings inside the buildings are also emphasized.  
**Evaluation:** An authentic, rich depiction of the history of Venice  
**Mode:** Listening, Reading, Fine Arts  
**Function:** Exchanging Information  
**Content/Context:** Number & Alphabet, Objects, Leisure & Free Time, Culture  
**Accuracy:** Structure, Pronunciation, Vocabulary  
**Length:** 13 minutes  
**Support Materials:** A guide which contains narration/dialogue, questions or exercises, and vocabulary  
**Copyright Date:** 1977
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## Vistas de España Series, 2nd Edition

- Source:** Stanton Films      **Rating:** Desirable  
**Language:** Spanish      **Language Level:** First year  
**Grade Level:** 9-12  
**Description:** Each film presents some aspect of Spanish life and develops an appreciation for Spain's culture.  
**Evaluation:** This series is culturally authentic and uses typical vocabulary dealing with hispanic pastimes.  
**Length:** Six 11-minute episodes  
**Support Materials:** Documentation is limited to a program description.  
**Copyright Date:** 1979
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### Program 1

### *De compras en España*

- Description:** This program is a documentary on shopping in Spain. Stores, shops, and open-air markets are visited where fruits, vegetables, meats, dairy goods, groceries, and clothing are bought and sold.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information  
**Content/Context:** Food, Objects, Immediate Environment, Daily Activities, Personal Needs, Culture  
**Accuracy:** Structure, Pronunciation, Vocabulary

## Program 2 *Escuelas de Madrid*

**Description:** This program is a documentary on Spanish schools—public, private, and vocational. It is interesting to discover that many Spanish students learn to speak English.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information

**Content/Context:** Food, Objects, Immediate Environment, Daily Activities, Personal Needs, Culture

**Accuracy:** Structure, Pronunciation, Vocabulary

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## Program 3 *Pasatiempos españoles*

**Description:** This program is a documentary on leisure time activities. Beaches, parks, and the Madrid zoo are shown.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information

**Content/Context:** Food, Objects, Immediate Environment, Daily Activities, Personal Needs, Culture, Leisure & Free Time

**Accuracy:** Structure, Pronunciation, Vocabulary

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## Program 4 *Viviendas españolas*

**Description:** This program is a documentary on family life in Spain, from traditional countryside life to life in modern Madrid. The various rooms and furnishings found in a Spanish dwelling are identified.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information

**Content/Context:** Food, Objects, Immediate Environment, Daily Activities, Personal Needs, Culture, Family Members

**Accuracy:** Structure, Pronunciation, Vocabulary

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## Program 5 *Un restorán madrileño*

**Description:** This documentary focuses on visits to some modern restaurants in Madrid. Typical Spanish dishes are shown, including paella.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information

**Content/Context:** Food, Objects, Immediate Environment, Daily Activities, Personal Needs, Culture

**Accuracy:** Structure, Pronunciation, Vocabulary

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## Program 6 *Paisajes españoles*

- Description:** This documentary is a tour of colorful Spain, its historical by-roads and fascinating landscapes, including the fabled land of *Don Quixote* and the windmills of *La Mancha*.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information
- Content/Context:** Food, Objects, Immediate Environment, Daily Activities, Personal Needs, Culture, Travel & Transportation, Location & Geography
- Accuracy:** Structure, Pronunciation, Vocabulary
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### *Wortgefecht*

- Description:** Gessler Educational Software      **Rating:** Desirable
- Language:** German      **Language Level:** First – Fourth Years
- Grade Level:** 4 – 12
- Description:** Teaches students new words, meanings, and their usages. This program is based on the game *Word Attack* (Davidson & Associates).
- Evaluation:** The student may vary the presentation speed, and the teacher may add to the word lists provided by the producer.
- Mode:** Reading, Writing
- Function:** Exchanging Information
- Content/Context:** Food, Objects, Immediate Environment, Daily Activities, Leisure & Free Time, Travel & Transportation
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
- Support Materials:** Documentation includes word lists.
- Preparation:** Minimum preparation required unless the teacher decides to add words.
- Classroom Setting:** Individual students or small groups
- Program Type:** Educational Game
- Equipment:** Apple II series; Commodore 64/128; IBM
- Price:** \$49.95      **Copyright Date:** 1984
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# Zarabanda

**Source:** Films Incorporated                      **Rating:** Desirable  
**Language:** Spanish      **Language Level:** First Year  
**Grade Level:** 9 - 12  
**Description:** A lively, suspenseful, contemporary story line carries the beginning student through communicative language segments. Primary emphasis is on colloquial expressions and simple activities the visitor is likely to encounter. With minimum emphasis on grammar, the series is designed to help the student understand normal spoken Spanish.  
**Evaluation:** The costumes and settings, which were contemporary at the time this series was produced, are now somewhat dated. **This program's basic story line is not conventional; teacher preview is advised.**  
**Length:** Twenty-five 25-minute episodes  
**Support Materials:** A teacher's guide accompanies this series. A student text, workbook, and audiocassettes are available through EMC Corporation.  
**Copyright Date:** 1978

## Program 1      *How to Say What You Want or Do Not Want*

**Description:** Ramiro makes his farewells and prepares to leave his hometown of *Piquera*. **Structure/Vocabulary:** How to say what you want or do not want.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions  
**Content/Context:** Locations & Geography, Personal Needs, Daily Activities, Family Members, Interactions with People  
**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

## Program 2      *How to Introduce Yourself and Ask About Others*

**Description:** Ramiro makes his farewells and leaves *Piquera*. **Structure/Vocabulary:** How to introduce yourself and ask about others.  
**Mode:** Listening, Reading, Fine Arts, Signs & Signals  
**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions  
**Content/Context:** Locations & Geography, Personal Needs, Daily Activities, Family Members, Interactions with People  
**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

**Program 3**     *How to Ask Where Some thing Is Located*

- Description:** Ramiro would rather go to a disco than worry about his high rent.  
Structure/Vocabulary: How to ask where something is.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Locations & Geography, Personal Needs, Daily Activities, Family Members, Interactions with People, Leisure & Free Time
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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**Program 4**     *How to Say What You Want or Have to Do*

- Description:** Ramiro's private life interferes with his job as a mechanic and angers his boss. Structure/Vocabulary: How to say what you want or have to do.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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**Program 5**     *Review*

- Description:** Ramiro meets Antonio, the owner of another garage, and goes out for the evening with Maribel. Structure/Vocabulary: Review of structures and vocabulary.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

### Program 6     *How to Talk about the Time*

- Description:** Vicente is hired as Maribel's math tutor. Antonio approaches Ramiro about changing jobs. Structure/Vocabulary: How to talk about the time.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, Time Concepts
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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### Program 7     *How to Say What You Are Going to Do*

- Description:** Ramiro quits his old job and goes to work for Antonio, has a date with Maribel, and meets Vicente. Structure/Vocabulary: How to say what you are going to do.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, General Feelings
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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### Program 8     *How to Express Like and Dislike*

- Description:** Ramiro's new job is fine, but his social life is not. Maribel turns a date down. Ramiro has a rival. Structure/Vocabulary: How to express like and dislike.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People, General Feelings
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

## Program 9 *Shopping and Ordering*

**Description:** Doña Teresa worries about daughter Maribel's new boyfriend and so does Ramiro. Businessman Ernesto approaches Antonio about a "special job" that might be dangerous. Structure/Vocabulary: Shopping; placing an order.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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## Program 10 *Review*

**Description:** Ramiro meets Dolores and agrees to drive her to Madrid; he is also to pick up a car there from Ernesto. Maribel and Vicente are seen at the pool by her mother's friend. Structure/Vocabulary: Review of *-er* and *-ir* verbs.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, Leisure & Free Time

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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## Program 11 *How to Ask Permission*

**Description:** Ramiro meets Ernesto and Galvez, who suggest he can make good money in Madrid, and drives a car back to Segovia. Vicente is fired and Maribel is taken to France by her parents. Structure/Vocabulary: How to ask permission.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, Locations & Geography

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

### Program 12 *How to Ask a Favor*

**Description:** Ramiro has a rush job spraying the car he brought back and has to work overtime. Maribel says good-bye to Vicente, whom Ramiro tries to cheer up. **Structure/Vocabulary:** How to ask a favor.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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### Program 13 *Asking How to Get Somewhere*

**Description:** Ramiro is upset at Antonio when the police ask about a stolen car. Ramiro and Vicente meet Bianca on the way to the mountains.

**Structure/Vocabulary:** Asking how to get somewhere.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, General Feelings, Locations & Geography

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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### Program 14 *How to Express an Opinion*

**Description:** The two friends meet Bianca in a cafe, where Antonio pressures Ramiro to buy a car from a client. Ramiro goes home to his sick mother. **Structure/Vocabulary:** Expressing an opinion.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, General Feelings

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

### Program 15 *Ordering a Meal*

- Description:** Ramiro dates Bianca. Dolores shows Galvez news that a rich deposed dictator from South America has escaped to Spain.  
**Structure/Vocabulary:** Ordering a meal.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, Current Events
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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### Program 16 *How to Talk about the Future*

- Description:** Galvez tells Dolores to make contact with ex-dictator Alva and take Ramiro with her to Madrid. Ramiro tells Vicente he is not ready to marry Bianca yet. Ordering a meal. Structure/Vocabulary: How to talk about the future.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, Current Events, Food
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
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### Program 17 *How to Talk about the Past: Recent Actions, I*

- Description:** Alva falls for Dolores. Ramiro is bored in Seville and tells Vicente he is leaving for Madrid. Structure/Vocabulary: Talking about the past in the present perfect tense.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, Current Events
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

**Program 18**    *How to Talk about the Past: Recent Actions, II*

**Description:** Dolores comes to Segovia and placates nervous Antonio with a promise of money. She asks him to look for a cellar in which to hide someone. Structure/Vocabulary: Talking about the past.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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**Program 19**    *How to Talk about the Past: How Long Ago?*

**Description:** Ramiro reluctantly says good-bye to his friends and leaves for Madrid with Dolores. Structure/Vocabulary: How to talk about the past.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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**Program 20**    *Review*

**Description:** Police investigate Dolores' possible involvement in the murder of Alva's bodyguards. She moves into a new flat and enlists the help of an unwilling Ramiro. Structure/Vocabulary: Review; Verbs; Pronouns; Doing something again.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, General Feelings

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

**Program 21**    *How to Talk about the Past: Descriptions*

- Description:** Dolores tells Galvez and Ernesto to continue their plans and that the police would arrest the two men who attacked Alva. She explains why Ramiro is helping her. Structure/Vocabulary: How to talk about the past (descriptions in the imperfect tense).
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, Current Events
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
- 

**Program 22**    *How to Talk about the Past:  
Specific Moments in Time, I*

- Description:** Ramiro finds out that Dolores is working with others. He and Dolores visit Alva's new flat, where he receives some good news. Structure/Vocabulary: Talking about the past in the preterite tense.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary
- 

**Program 23**    *How to Talk about the Past:  
Specific Moments in Time, II*

- Description:** Alva tells Dolores he is returning to South America soon, and she tells Ramiro and Galvez about it separately. Structure/Vocabulary: Talking about specific moments in time.
- Mode:** Listening, Reading, Fine Arts, Signs & Signals
- Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions
- Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations
- Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

**Program 24**    *Review*

**Description:** Alva's colleague Maldonado arrives to escort him back home, but Galvez and Dolores have other plans. **Structure/Vocabulary:** Review; booking a room.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Personal Needs, Daily Activities, Interactions with People, Professions & Occupations, Current Events

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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**Program 25**    *Review*

**Description:** Last act: Galvez and Dolores make their move. Ramiro goes home, sadder and wiser. **Structure/Vocabulary:** Review; shopping; ordering food and drink.

**Mode:** Listening, Reading, Fine Arts, Signs & Signals

**Function:** Exchanging Information, Evaluating & Commenting, Expressing Feelings, Regulating Activities, Observing Social Conventions

**Content/Context:** Personal Needs, Daily Activities, Family Members, Interactions with People, Professions & Occupations, Current Events

**Accuracy:** Structure, Pronunciation, Orthography, Vocabulary

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# Technology in the Curriculum

## Sample Lesson Plans Foreign Language Resource Guide

Sample  
Lesson Plans

## *Sample Lesson Plans*

### Lesson Plans Which Model the Use of Technology in the Foreign Language Classroom

As many foreign language teachers have discovered, integrating technology into the regular classroom program is more complicated than simply selecting the best available video or software. To provide models of how to make technology a working partner in the language learning process, the project commissioned a number of lesson plans which include technology to support communication-based instruction. The teams which developed these lessons consisted of foreign language classroom teachers who use microcomputers and VCRs in their classrooms. Each lesson was written with communicative objectives as its focus (see *Technology in the Foreign Language Curriculum*). The following format was used in designing each lesson plan. Lessons were chosen which contained typical components of a communication-based curriculum and which also lent themselves to enhancement by available technology. Although these lessons were designed for specific languages, language levels, and grade levels, they contain activities which can be adapted to any setting.

#### Lesson-Planning Procedure

The answers to the following ten questions constitute the essential elements in any lesson-planning process. These questions will provide a basis for planning a communicative lesson. The sequence of these questions implies a priority, as it places the identification of teaching objectives first. As with the use of any material or method in the teaching/learning process, only after the objectives are identified can technology be identified for use. These lessons will serve as examples of what assistance technology can give the foreign language student and teacher. It will also serve as a point of departure for the teacher's own use of technology to enhance the foreign language program.

1. What should the learners be able to do, communicatively, when the lesson has been completed (lesson objective)?
2. What expressions in the foreign language will be introduced in this lesson to accomplish this communicative function?

3. What setting, situation, or topic will be used for communicative practice in this lesson?
4. What new vocabulary will be introduced?
5. What will be the nature or form of the culminating communicative activity in the lesson?
6. What is the nature of the support materials which will be needed for this activity? What technology can support instruction?
7. What new or review grammar or structural patterns will need to be practiced before students engage in this culminating activity?
8. What cultural feature or skill can be integrated into the activity?
9. How will the learning sequence which leads up to the final communicative activities be implemented?
10. Where and how will technology be used during this learning sequence?

### **An Effective Instructional Sequence for Students**

The Effective Classrooms Training Program of the California State Department of Education has identified five elements in an effective instructional sequence. The sequence has been incorporated into the sample lessons presented in the following section. Descriptions of these elements are fully developed in the *Handbook for Planning an Effective Foreign Language Program*.

- a. Setting the Stage
- b. Providing Input
- c. Providing Guided Practice
- d. Providing Evaluation
- e. Providing Application and Extension of Instruction

## The Format of the Sample Lesson Plans Explained

The Sample Lesson Plans are examples of the use of technology in a communicative language learning environment. They do not attempt to supply teachers with every detail of the lesson sequence, but rather a more comprehensive description of an integration of technology within a foreign language program. The following is the key to the format used in the Sample Lesson Plans:

### Sample Lesson Plan

- Introduction:** This is an abstract of the lesson plan.
- Setting:** Precise information on the classroom situation for which the lesson was designed
- Overall Time Frame:** The amount of time the author estimates that this lesson will require
- Grade Level:** The grade level for which the lesson was designed
- Language:** The target language for which the lesson was designed
- Language Level:** The language level is described as the student's year in the program. The descriptions of these levels can be found in the *Model Curriculum Standards: Foreign Language*.
- Prerequisite Skills:** The skills which the students must have before this lesson can be taught
- Equipment Needed:** Any specialized equipment required
- Physical Setting:** How the physical environment is arranged for this lesson
- Specific Objectives:** The overall learning objectives of the lesson
- Computer Program Used:** The microcomputer software used in this lesson
- Video Program Used:** The video programs used in this lesson
- Activity Plans:** An explanation of the specific requirements, organization, and sequence of the lesson

# *Me encantan los comerciales*

By Ruth Mulhearn, Pat Weiglein, & Eva Santos-Phillips

## *Introduction*

The use of foreign language television commercials and print media advertisements to enhance foreign language study holds great promise. This is especially true in the high school classroom, where students are rarely inhibited when it comes to critiquing, sharing, imitating, and performing what they see on television. In addition to incorporating listening, speaking, writing, and reading skills, commercials also provide innovative, highly visual, sometimes humorous, and often informative breaks in the routine. By viewing, analyzing, and finally producing their own foreign language commercials and ads, students acquire a keen awareness of cultural elements and differences. This lesson centers its activities on the communicative functions of Exchanging Information and Evaluating & Commenting. It takes advantage of the video program *Comerciales en Español* (Teacher's Discovery), the computer software *Gutenberg, Jr.* (Gessler), and the audiocassette tape *Comerciales galore* (Cruzada Spanish Publications).

## *Setting*

### **Grade Levels**

10 - 12

### **Language**

Spanish

### **Language Level**

Third year

### **Prerequisite skills**

Two years of high school Spanish

### **Equipment/Materials Needed**

- Videocassette recorder (VCR), television (TV), and a videocamera
- Apple IIe™ computer
- Audiocassette player
- Blank video and audio cassette tapes
- Spanish language magazines
- Worksheets provided with this lesson

## *Specific Objective*

The student will produce a persuasive Spanish commercial.

## *Video Programs*

*Comerciales en Español* (Teacher's Discovery)

## *Computer Programs*

*Gutenberg, Jr.* (Gessler)

## Activity 1

### Stop, Look, & Listen

<b>General Strategy</b>	Commercials on videocassettes and audiocassettes are used to generate students' interest in and to introduce aspects of different Hispanic cultures.
<b>Time Frame</b>	One 45-minute session.
<b>Function</b>	Exchanging Information and Observing Social Conventions
<b>Context/Content</b>	Culture, Daily Activities, and Food
<b>Materials Preparation</b>	<ul style="list-style-type: none"><li>• <i>Comerciales en Español</i> (Teacher's Discovery)</li><li>• <i>Comerciales galore</i>, (Cruzada Spanish Publications, P.O. Box 650909, Miami FL 33265)</li><li>• Copies of the scripts supplied with <i>Comerciales galore</i></li><li>• VCR &amp; TV</li><li>• Select appropriate commercials from the above sources.</li></ul>
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Explain to the students that they will use commercials as a means of reviewing and studying certain Hispanic cultures and language. Much can be learned about the language and life-styles of others through the viewing of commercials.</li><li>2. Prepare the class to be attentive for different cultural modes and language used in the video commercials.</li><li>3. Show the selected video sequences from <i>Comerciales en Español</i></li><li>4. After watching the video, ask the students to recall as many commercials as possible; list them on the chalkboard</li><li>5. Play one side of the audiocassette <i>Comerciales galore</i> while the students silently read the script.</li><li>6. Play the other side of the cassette without the script. Ask the students to identify on paper the products in the commercial while listening to the tape.</li></ol>

## Activity 2

### Brainstorming

<b>General Strategy</b>	Students will develop and practice listening skills by listing expressions recognized in the commercials.
<b>Time Frame</b>	One 45-minute session
<b>Function</b>	Exchanging Information and Evaluating & Commenting
<b>Context/Content</b>	Culture, Daily Activities, and Food
<b>Materials Preparation</b>	<ul style="list-style-type: none"><li>• VCR, TV, and <i>Comerciales en Español</i></li><li>• Have ready examples of expressions used in commercials. Focus should be on certain items (e.g., foods, culture, transportation) which may be taken from the script.</li><li>• Select language to be used in the computer.</li></ul>
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Explain that students will brainstorm expressions heard in the commercials viewed on the previous day.</li><li>2. Ask which words are familiar to them, which are unfamiliar, and which are used most often.</li><li>3. List on the board the familiar and unfamiliar expressions.</li><li>4. Review video and audio to confirm the expressions identified.</li><li>5. Have students look at Spanish magazines and choose five favorite ads.</li></ol> <p>Homework assignment: Ask students to turn their television to a Spanish channel for a half hour in the evening. They are to come to class the next day with a list of products advertised in Spanish language commercials.</p>

### Activity 3

#### *Hearing It from the Pros*

- General Strategy** Students will gain increased awareness of the process of successful communication skills from a knowledgeable guest speaker (radio, newspaper ad designer, etc.).
- Time Frame** One 45-minute session
- Function** Exchanging Information, Evaluating and Commenting
- Context/Content** This activity may deal with any content, depending on the speaker's presentation.
- Materials Preparation**
- Arrange for a Spanish-speaking presenter from the community.
  - Discuss with the speaker information to be presented, with emphasis on:
    - a. Tactics for marketing products
    - b. Geographic location of an ads' target audiences
    - c. Differences in marketing products to different cultural ethnic groups
- Procedure**
1. In introducing your speaker, explain to the students that they probably already know a little about how language is used in the business world to sell a product, and today they're going to learn more about this technique from a professional. Students should be alerted that they will be held responsible for understanding selling tactics, cultural differences, etc.
  2. While students listen to the guest speaker, they must identify and note at least five ways in which commercials use language to sell products. Students will have an opportunity to ask the speaker questions.
  3. The teacher replays the video shown in Activity 1, and students list the features discussed by the guest speaker.
- Homework Assignment:
1. Have students watch and rate commercials. Which are effective? Why?
  2. Have students make up Spanish names for products that wouldn't be appropriate (e.g., NOVA, "no go," as a name for an automobile in Mexico).

## Activity 4

### *Let's Practice*

<b>General Strategy</b>	Students will choose one of the 25 commercials presented earlier to practice the expressions and discuss their cultural appropriateness.
<b>Time Frame</b>	One 45-minute session
<b>Function</b>	Exchanging Information
<b>Context/Content</b>	Culture, Daily Activities, Food, and other content
<b>Materials Preparation</b>	<ul style="list-style-type: none"><li>• Copies of the scripts of <i>Comerciales galore</i> for each student</li><li>• 3 x 5 cards</li></ul>
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Students will choose and rehearse a commercial in a small group (2 or 3 students) using the <i>Comerciales galore</i> ads. The groups present their commercial to the class. They must also note the cultural appropriateness of the language used in the commercial, the costuming necessary, and the props. No two groups are allowed to have the same commercial.</li><li>2. Students will make cue cards (3 x 5) of their role and list all props and costumes that they intend to use. Students will also underline words that they want to emphasize.</li><li>3. The teacher will monitor the small groups during the rehearsals to:<ol style="list-style-type: none"><li>1. Keep them on task.</li><li>2. Assist with or model pronunciation.</li><li>3. Discuss props and/or costumes.</li><li>4. Discuss cultural differences and appropriateness.</li></ol></li></ol>

**Activity 5**  
***Practice Makes Better***

- General Strategy**            Students rehearse their commercials. Their classmates will critically observe these presentations and evaluate them.
- Time Frame**                 Two 45-minute sessions
- Function**                     Exchanging Information
- Context/Contents**         Culture, Daily Activities, Food, and other content
- Materials Preparation**     • Props needed by students  
    • Cue cards  
    • Paper  
    • Evaluation sheet
- Procedure**                   1. Before the students make their presentations, the teacher will ask the class to listen critically in order to evaluate objectively.
2. After each presentation, everyone, including the group which made the presentation, will be required to fill in the Evaluation Checklist (see below). Once all presentations are complete, each group will critique its own presentation and invite further comments from the class.

**Evaluation Checklist**

Superior  
Satisfactory

1. Stance			
2. Voice/Volume			
3. Articulation			
4. Eye Contact			
5. Gesture/Body movement			
6. Personality			
7. Props/Costumes/Makeup			

## Activity 6

### *Know the Details*

<b>General Strategy</b>	The objective is to determine if students have understood the expressions used in the previous activities. At the end of the activity, students will ask their classmates questions concerning student advertisements.
<b>Time Frame</b>	One 45-minute session
<b>Function</b>	Exchanging Information
<b>Context/Contents</b>	Culture, Daily Activities, Food, and other contents
<b>Materials Preparation</b>	Collect sample ads from Spanish publications.
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. The teacher will supply the students with copies of ads for familiar products, enough for each student.</li><li>2. The teacher will review the previous activities by asking students about the commercials presented. The teacher will ask which of these commercials were the most effective and why. (See examples.)</li><li>3. The teacher verbally describes a product using the now familiar phrases. Students will be asked to indicate where the descriptions match the pictures in their possession.</li><li>4. The students will next be grouped in twos or threes to ask questions of each other regarding the ad samples the teacher has provided. Each group will take turns asking the same type of questions the teacher used with the whole class. (See sample ad attached.)</li></ol> <p>Homework assignment:</p> <ol style="list-style-type: none"><li>1. Students will be encouraged to visit a radio or TV station and interview someone as to how the ads are done, whether they run foreign ads, who writes them, and who translates them. The students will be given extra credit for reporting their findings to the class.</li><li>2. Students will answer questions for a sample ad (see the attached ad and list of sample questions).</li></ol>

## Sample Questions for LATINA Ad

### Knowledge

1. What is the name of the airline in this advertisement?
2. Name three things that you see in the illustration.
3. What is included on the Economy Class flight?

### Comprehension

1. Describe LATINA in your own words.
2. Explain why this airline has the name LATINA.
3. Draw a picture of one of the items LATINA includes on its Economy Class flights.

### Application

1. Give some examples of features most airlines include with their flights.
2. Besides the features listed, what other things would you want an airline to include?
3. If you met someone who worked for LATINA, what kinds of questions would you ask her/him?

### Analysis

1. What part of this ad is appealing to you?
2. Find five "complimentary" words in the ad.
3. Think of a good slogan for this airline.

### Synthesis

1. Rewrite the ad "your way."
2. Prepare a different illustration for this ad.
3. Make a poster for LATINA airlines.

### Evaluation

1. Compare this ad with another ad for a major airline. Which ad is more effective and why?
2. If you had the opportunity to fly on LATINA Airlines, what would you like about this airline and why?
3. Could this be a real ad? Why or why not?

VIAJE POR EL MUNDO LATINOAMERICANO POR LA AEREO LINEA  
**LATINA**



Para su viaje de negocios o de placer, planea volar en LATINA. En clase económica, usted puede gozar del cine y de la música estereofónica en inglés y español. Ofrecemos menús de alta cocina y vinos selectos. También, hay mucho espacio para extenderse.

¡Imagínese en Primera Clase!

Haga su próximo vuelo con

**LATINA**



*Las alas de Latinoamérica*

## Activity 7

### Let's Be Original

<b>General Strategy</b>	In this lesson the student will incorporate all that has been learned by choosing a product from magazine ads and, working in groups, write an appropriate description of the product without naming the product.
<b>Time Frame</b>	One 45-minute session
<b>Function</b>	Exchanging Information, Evaluating & Commenting
<b>Context/Content</b>	Food, Personal Needs, and Travel & Transportation
<b>Materials Preparation</b>	<ul style="list-style-type: none"><li>• Magazines and newspapers</li><li>• <i>Comerciales en Español</i></li><li>• <i>Comerciales galore</i></li><li>• <i>Gutenberg, Jr.</i></li></ul>
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Explain to the students that today they will get a chance to be as creative and original as possible in writing descriptions of the chosen product without naming the product. Their descriptions will be judged by the rest of the class for effectiveness.</li><li>2. Have students choose their groups (two or three in a group).</li><li>3. Give the students 10-15 minutes to decide which product they'd like to describe. It must be a different one from the one in the previous assignment.</li><li>4. After they choose a product from a magazine or newspaper ad, have the students write an original ad. Successive drafts are to be prepared using <i>Gutenberg, Jr.</i></li><li>5. Circulates around the classroom and help the groups with expressions and comments. Try to guess the products of the different groups to see if the descriptions fit the questioning hierarchy.</li><li>6. For homework have the students individually write a completely different ad from the one the group has written, but using the same product. As an alternative, the student may go to the library and research many different ads written for the same product.</li></ol>

## Activity 8

### *What Makes a Good Ad?*

#### *General Strategy*

By the end of the lesson the students will be able to 1) understand written descriptions of products; 2) match these descriptions with the picture of the product; and 3) be able to say why they matched the product with the description. They will also point out what key words were influential in their decision.

#### *Time Frame*

One 45-minute session

#### *Function*

Exchanging Information, Evaluating & Commenting

#### *Context/Content*

Food, Personal Needs, and Transportation

#### *Materials Preparation*

- Descriptions of the products (excluding the products' names) on cards (8 x 10) brought by students
- Pictures of the products described on the cards plus one or two extra pictures (brought by students and the teacher)
- Prizes (product described or other ingenious prize)
- Pictures and cards taped on wall or board
- Sheets with descriptions of products on one side and a blank next to them to write in the letter under the picture that will correspond with the description.

#### *Procedure*

1. Review what makes a good ad.
  - a. Key words
  - b. Directness
  - c. Clarity
2. Tape product pictures on the board, each labeled with an identifying letter.
3. Allow time for students to match descriptions on the cards with pictures of the products. Students must read the descriptions carefully, select the products which best fit them, and then write the corresponding letters on their work sheets.
4. Observe and monitor the students as they go to the work area.
5. Have the students read the different descriptions and point out the products for which they were written. Students will grade for accuracy. Ask why and how they arrived at their decisions. Students will then vote on the best ad.

## Activity 9

### Final Touches

<b>General Strategy</b>	Students will prepare an original ad or use an ad already presented. They will discuss, prepare, revise, and memorize it for filming on videotape.
<b>Time Frame</b>	One 45-minute session
<b>Function</b>	Exchanging Information
<b>Context/Content</b>	Food, Personal Needs, Travel & Transportation
<b>Materials Preparation</b>	Student prepared props, music, etc.
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Explain that the groups from Activity 7 will prepare ads for videotaping the following day.</li><li>2. Students will rehearse their parts and list props needed for their productions.</li><li>3. Monitor the small groups during the rehearsals to:<ol style="list-style-type: none"><li>a. Model pronunciation.</li><li>b. Discuss props and costumes.</li><li>c. Discuss cultural differences and appropriateness.</li><li>d. Keep them on task.</li></ol></li></ol>

## **Activity 10** ***You're On***

### ***General Strategy***

The students will videotape their original commercials. Their classmates will critically observe these presentations in order to evaluate them as objectively as possible.

### ***Time Frame***

Two 15-minute sessions

### ***Function***

Exchanging Information, Observing Social Conventions

### ***Context/Content***

Food, Personal Needs, Travel & Transportation

### ***Materials Preparation***

- VCR, videocamera, blank videotape, tripod, and power supply
- In the classroom, prepare a neutral backdrop against which the action will take place

### ***Procedure***

1. Before the students make their presentations, their classmates will be prepared to help in the videotaping and to offer constructive criticism if solicited by the performers.
2. Groups videotape their presentations.

## Activity 11

### *The Final Product*

<b>General Strategy</b>	<p>The students will evaluate the unit by viewing the commercials taped the previous day. The students will comment on why the commercials worked or didn't work, whether the commercials had any cultural biases, wrong word choices, etc.</p> <ol style="list-style-type: none"><li>1. At the end of the lesson, students will be able to evaluate the filmed commercials objectively.</li><li>2. Students will be able to list positive and negative aspects of each commercial.</li><li>3. Students will be able to state in their own words why the commercial(s) worked or didn't work.</li></ol>
<b>Time Frame</b>	One 45-minute session
<b>Function</b>	Evaluating and Commenting, Exchanging Information, Expressing Feelings, and Observing Social Conventions
<b>Context/Content</b>	Food, Personal Needs, and Travel & Transportation
<b>Materials Preparation</b>	<ul style="list-style-type: none"><li>• VCR and TV</li><li>• Teacher-prepared evaluation sheet (see Activity 5)</li></ul>
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Ask the class about the previous day's taping. Students will discuss their experiences.</li><li>2. Show the class the video of the previous day's filming. Students, by means of an evaluation sheet, will evaluate the commercials viewed.</li></ol>

# ***Giving and Following Directions***

By Robert Morrey, Joanne Barnes, and Delia Ybarra

## ***Introduction***

The communicative function of this lesson is the exchange of information. Giving and understanding directions are integral parts of speaking any foreign language. The students are required to describe how to move from their school to their own homes. Through modeling, the teacher introduces the language required in order to complete the task. The students will practice the language in individual exercises on the computer, using a word processor and a shell program (see Glossary).

## ***Setting***

### **Overall Lesson Time Frame**

Four or five days for 50 minutes per day

### **Grade Levels**

Grades 7-12

### **Language**

French

### **Language Level**

First Year

### **Prerequisite skills**

1. The ability to ask questions and give commands
2. Basic familiarity with the computer and with *Gutenberg, Jr*

### **Equipment & Materials Needed**

- Computers
- Overhead projector
- VCR and TV
- Videocamera
- Apple IIe or IIc computers
- *Gutenberg, Jr.* (Gessler)
- *Dasher* (CONDUIT)

## ***Specific Objectives***

1. The student will be able to follow directions on a map when the student hears the directions orally.
2. The student will be able to produce a set of directions for moving from one location to another.

## ***Video Programs***

*A vous la France* (Films Incorporated).

## ***Computer Programs***

*Gutenberg, Jr.* (Gessler), a full featured word processor which can display all French orthography correctly.

*Dasher* (CONDUIT), which the teacher can use to create exercises. The exercises can be both function- and drill-oriented.

## Activity 1

### *Using a Map to Follow Directions*

<b>General Strategy</b>	<ol style="list-style-type: none"><li>1. Introduce and model the communicative function of Exchanging Information through various exercises.</li><li>2. Students produce directions using a map.</li></ol>
<b>Time Frame</b>	50 minutes
<b>Function</b>	Exchanging Information
<b>Context/Content</b>	Immediate Environment, Travel & Transportation, Locations & Geography, and Time Concepts
<b>Materials Preparation</b>	<ul style="list-style-type: none"><li>• VCR and TV</li><li>• <i>A vous la France</i>, Episode 1 (Films Incorporated)</li> <li>• Prepare an overhead transparency map of the local neighborhood or of the downtown section of a nearby community, showing pictures of the various buildings, streets, landmarks, trees, etc., that might be used if one were to give directions in that part of town. Do not label any of the parts of the map; as that will be done during the class period. At the same time, prepare a duplicate map on paper for each of the students.</li> <li>• Collect pictures depicting various buildings, locations, objects, or actions which might be associated with the map of the local neighborhood.</li></ul>
<b>Procedure</b>	<p>Ask the students whether they have ever been invited to a friend's house and did not know how to get there. Ask how they solved this problem. Tell the students that they will eventually have to draw maps and explain to each other how to get to one another's houses.</p> <p>Show the video, <i>A vous la France</i>, Episode 1 (Films Incorporated). Use the film as a starting point for using a map to give directions.</p> <p>Show the students a map of a local area. The objective of the activity is to trace a route on the map from one place to another as was done in the video program. Elicit from the students a map route. Once the route is mapped, distribute to the students individual copies of that map.</p>

Retrace the route, being careful to orally describe the route, providing information about the landmarks, the directions to turn, the things to avoid, etc. Meanwhile, the students are also filling in the information on their maps as you do it on the overhead projector.

Divide into groups of two or three in order to try to follow the maps on their own. They are to select beginning and ending points on the map, draw out the routes, and then describe the route to each other. The student tracing the route from oral description should not be shown his or her partner's map until the directions are complete.

Circulate, helping the students as needed. At this time, evaluate the student's performance on this task.

Record the language that has surfaced during this part of the activity. This language will later be incorporated into a data program for student practice on the computer.

Homework assignment:

Each student is to prepare a map showing the path one would follow in order to get from school to his or her house.

Landmarks, streets, trees, buildings, parks, etc. are to be included on the map, as well as the labels for them.

## Activity 2

### *Getting from School to Home*

<b>General Strategy</b>	<ol style="list-style-type: none"><li>1. Students write out the directions for getting from school to their houses.</li><li>2. Students interpret each other's directions for getting from school to their houses.</li><li>3. Students practice language that has surfaced during the course of the class activities.</li></ol>
<b>Time Frame</b>	50 minutes
<b>Function</b>	Exchanging Information
<b>Content/Context</b>	Immediate Environment, and Travel & Transportation
<b>Materials Preparation</b>	<ul style="list-style-type: none"><li>• Teacher-prepared data file using the language that was identified in Activity 1. Use <i>Dasher</i> for this practice.</li><li>• <i>Gutenberg, Jr.</i></li></ul>
<b>Procedure</b>	<p>Divide the students into two groups. One group will use <i>Dasher</i> to do the activities prepared by the teacher. Students may work in pairs if desired. The second group will work with <i>Gutenberg, Jr.</i>, in order to write out the directions to get from school to their homes, using the maps they prepared for homework as a guide.</p> <p>After the students have finished doing both assignments, they should be paired again. Students who worked with <i>Dasher</i> are paired with students who wrote directions. The students who wrote directions must give their maps to their partners. They must describe the route from home to school. The students who are listening to the directions may ask questions, confirm information, etc. At the end of the activity, they should have been able to trace the path on the map as described by their partner. At this point, the roles are reversed, giving the other student an opportunity to follow directions.</p>

### Activity 3

#### *Planning to Get to a Surprise Party*

<b>General Strategy</b>	Students plan how they will get to each other's houses in one car in order to go to a surprise party at a friend's house.
<b>Time Frame</b>	50 minutes
<b>Function</b>	Exchanging Information
<b>Content/Context</b>	Immediate Environment, and Travel & Transportation
<b>Materials Preparation</b>	<ul style="list-style-type: none"><li>• Decisions regarding grouping of students, such that there are five students in each group</li><li>• <i>Gutenberg, Jr.</i></li><li>• Transparencies for the overhead projector available to students</li></ul>
<b>Procedure</b>	Assign students to their groups and then explain that they are going to a surprise party at a specific location. They cannot all go in separate cars because the person will be made suspicious by all the automobiles. Therefore, the students that are in each group must go together. They need to discuss how they are going to do this. The students in each group need to comprehend all of the arrangements, make maps, give directions, and be able to present these directions orally to the whole class the following day. The students may use the overhead projector in their reports to the class if they wish. The oral presentations will be videotaped. The students may use the computer and <i>Gutenberg, Jr.</i> , etc. to help them in their preparations.

## **Activity 4**

### ***Getting to the Surprise Party***

<b><i>General Strategy</i></b>	<ol style="list-style-type: none"><li>1. Students give directions orally.</li><li>2. Students will follow the directions given to them.</li></ol>
<b><i>Time Frame</i></b>	50 minutes
<b><i>Function</i></b>	Exchanging Information
<b><i>Content/Context</i></b>	Immediate Environment, and Travel & Transportation
<b><i>Materials Preparation</i></b>	<ul style="list-style-type: none"><li>• Overhead projector for students who wish to use it</li><li>• Videocamera</li><li>• Blank videotape</li></ul>
<b><i>Procedure</i></b>	Have students present their directions to the rest of the class. The other students and you may ask questions or offer comments in order to clarify or make suggestions. These sessions are to be videotaped and will be made available for evaluation and future review.

# Die Familie

By Brigitte Little & Mary Dessecker

## Introduction

The family is a lesson which most textbooks address in the first year of language study. Students are quite eager to talk about themselves, their families, and family life and therefore should certainly be given the opportunity to do so. This lesson introduces extended family relationships as well as family lifestyles and activities through the communicative function of exchanging information. In the process, the students will be introduced to the necessary enabling vocabulary and grammar which will allow them to exchange information about their own expanded families and family activities, including step-relationships, in-laws, divorce and separation, and being single and/or widowed. Students will be given extensive practice in speaking and writing about their own families and daily activities within the family lesson. Finally, through the use of videos, the life of a family in Germany will be compared with that of an American family.

## Setting

### Overall Lesson Time Frame

Five class periods, each of 50 minutes duration

### Grade Level

7 - 12

### Language Level

First & Second Year

### Prerequisite Skills

1. Students have had a basic lesson on the family and know the basic vocabulary to be covered in this lesson.
2. Students are familiar with the computer and the word processing program *Alexander* (Gessler) and are able to write a simple script.

### Equipment & Materials Needed

- VCR & monitor
- *Partner Video Sequences in German* (Media Guild)
- Authentic German family tree – *Der Stammbaum von Stefan Berg* (Figure 1)
- Overhead projector
- Transparency of *Family Tree* (Figure 2)
- IBM PC/PCjr computers

### *Specific objectives*

1. The students will be able to exchange information about a) their extended families; and b) typical activities in their families.
2. The students will be able to exchange information about the rules and responsibilities of a typical German family as compared with a typical American family.
3. The students will be able to write and role-play scripts which depict situations in a family incorporating various functions.

### *Video Programs*

*Partner Video Sequences in German* (Media Guild), episodes 1 and 16. These episodes are short (2-5 minutes) segments about the daily life of a family in Celle, West Germany. The father is out of work, but the mother works full time. They have one 12-year-old daughter.

### *Computer Software*

The word processing program *Alexander* (Gessler), for the IBM family of computers.

## Activity 1

### *Welcome to My Family*

<b>General Strategy</b>	<ol style="list-style-type: none"><li>1. Introduce the students to German family life.</li><li>2. Students exchange information with others about their own families.</li></ol>
<b>Time Frame</b>	One 50-minute class period
<b>Function</b>	Exchanging Information
<b>Context/Content</b>	Time Concepts, Family Members, Food, Interactions with People, Immediate Environment, Daily Activities, Professions & Occupations, and Culture
<b>Materials Preparation</b>	<ul style="list-style-type: none"><li>• VCR and TV with <i>Partner Video Sequences in German</i> (Media Guild), Program 1, "Mutti arbeitet; Vati ist arbeitslos" (Mom works; dad is without work).</li><li>• Overhead projector</li><li>• Transparency of <i>Der Stammbaum von Stefan Berg</i> (Figure 1)</li><li>• Copies of <i>Mein Stammbaum</i> (Figure 2)</li></ul>
<b>Procedure</b>	<p>Tell students that they will learn how to express themselves more extensively about their family life and relationships.</p> <p>Show <i>Partner</i> video. This episode depicts the beginning of a German family's day: breakfast, talking about plans for the day, school activities that day, etc.</p> <p>Get student reactions, questions, and comments. Ask them who serves breakfast, does the dishes, Of what does breakfast consist? What are the plans for each family member, etc.?</p> <p>Show the video once more, but with the sound turned off. Have students provide the dialog.</p> <p>Ask the students questions about the relationships they observed, the kind of house the family lived in, its size and furnishings.</p> <p>Use the family tree transparency, <i>Der Stammbaum von Stefan Berg</i> (Figure 1), to review family relationships, introducing new language as needed. Direct the students to take notes.</p>

Group students in triads for interviews. One student in each group is appointed the reporter/recorder. Students ask each other about the number of family members in their home, their names, ages, birth dates, and relationships in their families. This will create a need for them to know more language in order to be able to express themselves. You should be available to answer the students' questions and help them with this task.

Have the groups' reporters relate to the class the group's findings.

Homework assignment:

1. Distribute copies of *Mein Stammbaum* (Figure 2) to the students. Students are required to produce their own family trees using one side of their families. They will use the completed assignment on the third day of the lesson. This will give them sufficient time to research the subject.
2. Instruct the students to bring family snapshots portraying holidays, pets, family members, activities, etc., for the following day.

~ Der Stammbaum von Stefan Berg ~

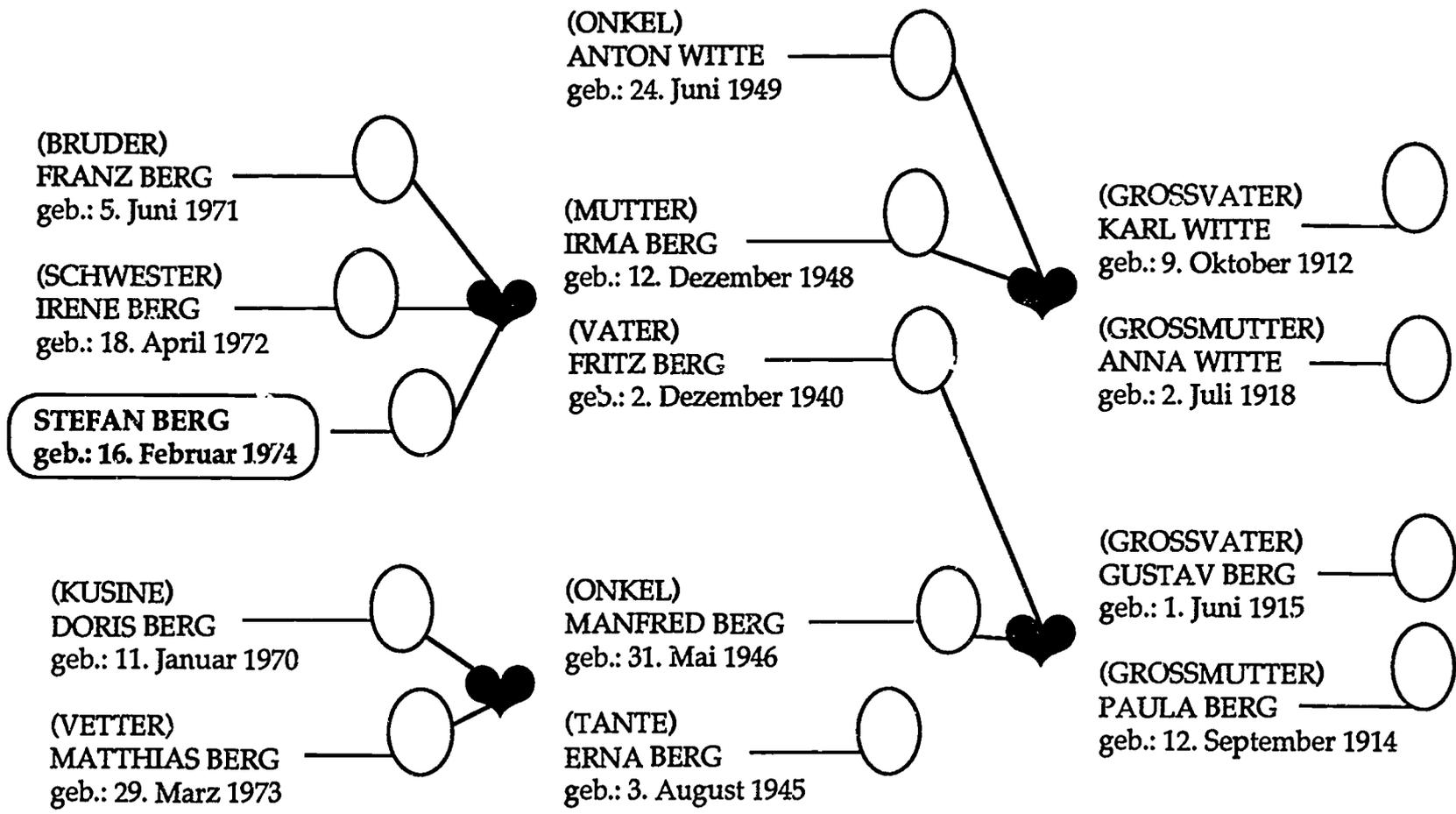
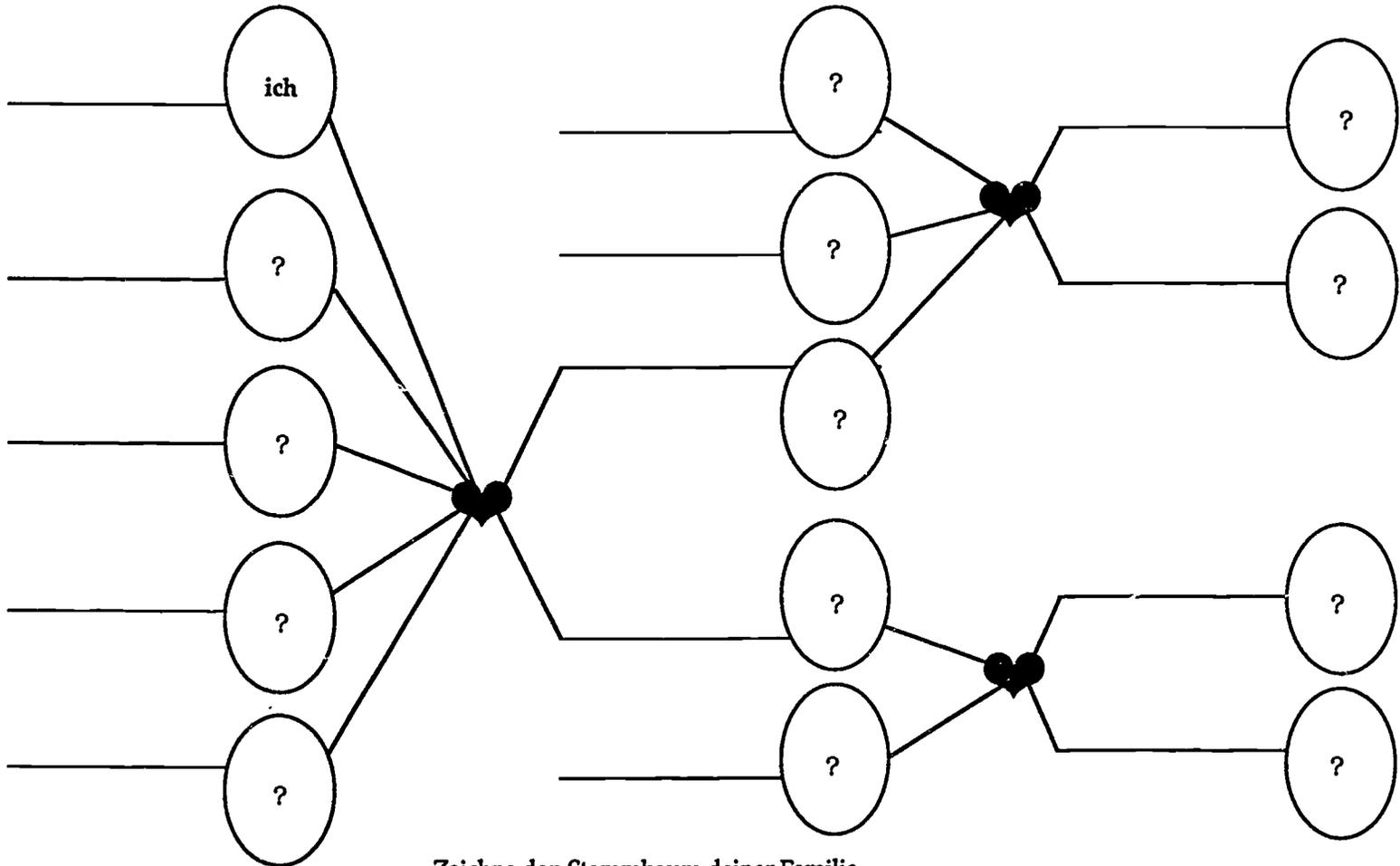


Figure 1

~ Mein Stammbaum ~



Zeichne den Stammbaum deiner Familie.

Figure 2

## Activity 2 The Family Tree

<b>General Strategy</b>	<ol style="list-style-type: none"><li>1. Students exchange information regarding family relationships and hierarchies.</li><li>2. Students exchange information regarding the differences and similarities between the students' families and the German family seen in the video.</li></ol>
<b>Time Frame</b>	One 50-minute period
<b>Function</b>	Exchanging Information
<b>Context/Content</b>	Time Concepts, Family Members, Food, Interactions with People, Immediate Environment, Daily Activities, Professions & Occupations, and Culture
<b>Materials Preparation</b>	<ul style="list-style-type: none"><li>• VCR, TV, and <i>Partner Video Sequences in German</i> (Media Guild), Program 16, "Hast du Geschwister?" (Do you have brothers and sisters?)</li><li>• <i>Der Stammbaum von Stefan Berg</i> (Figure 1)</li><li>• <i>Die Familie</i> (Figures 3 &amp; 4)</li></ul>
<b>Procedure</b>	<p>Show the <i>Partner</i> video. In a manner similar to that used in Activity 1, students will discuss what they have seen. Ask guiding questions as needed.</p> <p>Show the video a second time without sound, again having students provide the dialog.</p> <p>With the help of the <i>Der Stammbaum von Stefan Berg</i> (Figure 1) transparency, discuss relationships, using possessives and comparative adjectives (older, taller, etc.). Introduce and reinforce new language, such as in-laws, stepmother, single, divorced, etc., by means of conversation with the students about their families.</p> <p>Have students reform the triads used in Activity 1, electing another group member as reporter. This time they are to discuss who is the oldest, youngest, etc., in their family; whether there are step-brothers and -sisters; who lives at home, etc. They share the snapshots of their families and explain the occasions on which they were taken.</p>

The groups' reporters relate to the class the groups' findings.

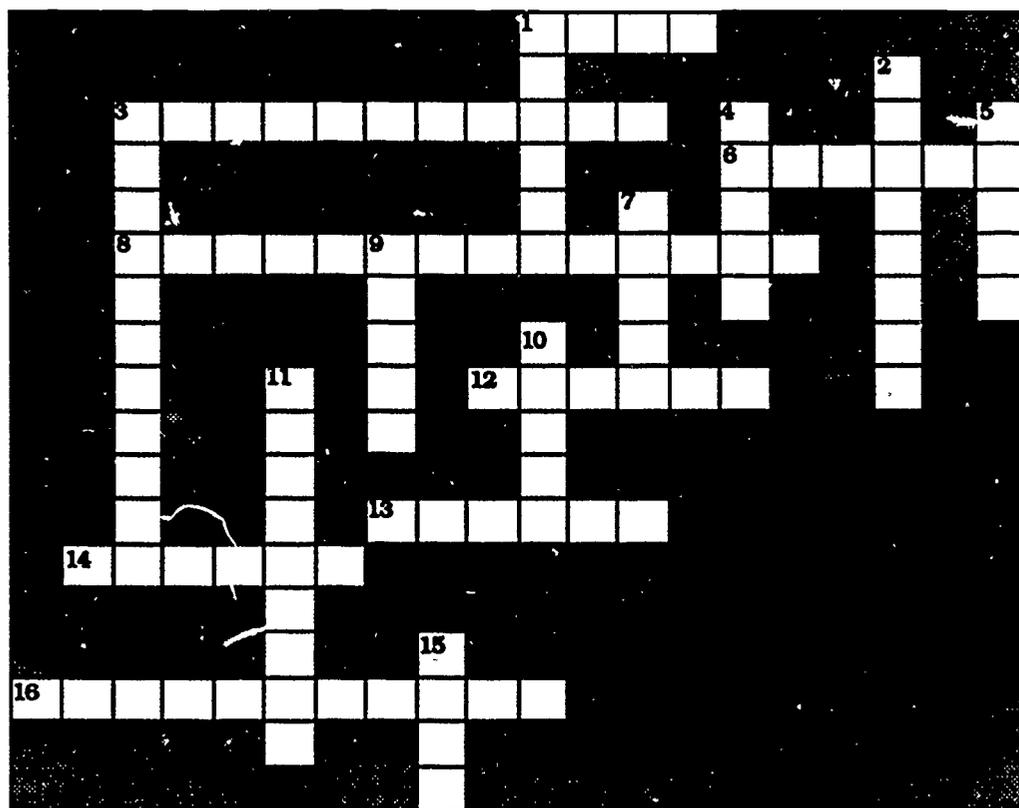
Now guide a comparison of the students' families and the German family they have seen in the video program. (Is that family intact? What about the father who is out of work? Is there a reversal of roles?)

To assist the students with the assignment due on the third day, model the completion of *Mein Stammbaum* with a family tree using the overhead projector.

Homework assignment:

1. Remind the students of the *Mein Stammbaum* (Figure 2) assignment that is due the following day.
2. Direct the students to complete the *Die Familie* worksheet (Figure 3).

# Kreuzwort ratsel



ä = ae      ß = ss

### waagerecht

1. Mein Vater ist Muttis \_\_\_\_\_.
3. Bruder und Schwester sind \_\_\_\_\_.
6. Tantes Tochter ist Muttis \_\_\_\_\_.
8. Der Vater von Muttis Mann ist ihr \_\_\_\_\_.
12. Der Mann meiner Mutter ist mein \_\_\_\_\_.
13. Mutter und Vater zusammen sind meine \_\_\_\_\_.
14. Der andere Sohn meines Vaters ist mein \_\_\_\_\_.
16. Die Frau meines Bruders ist meine \_\_\_\_\_.

### senkrecht

1. Die Frau meines Vaters ist meine \_\_\_\_\_.
2. Der Mann meiner Schwester ist mein \_\_\_\_\_.
3. Meines Vaters Mutter ist meine \_\_\_\_\_.
4. Der Bruder meiner Mutter ist mein \_\_\_\_\_.
5. Der Sohn meiner Tante ist Vaters \_\_\_\_\_.
7. Die Schwester meiner Mutter ist meine \_\_\_\_\_.
9. Der Sohn meines Vaters ist Opas \_\_\_\_\_.
10. Wenn man keine Eltern hat, so ist man \_\_\_\_\_.
11. Die Tochter meiner Mutter ist meine \_\_\_\_\_.
15. Die Mutter ist Vaters \_\_\_\_\_.

Figure 3

# Die familie (Lösung)

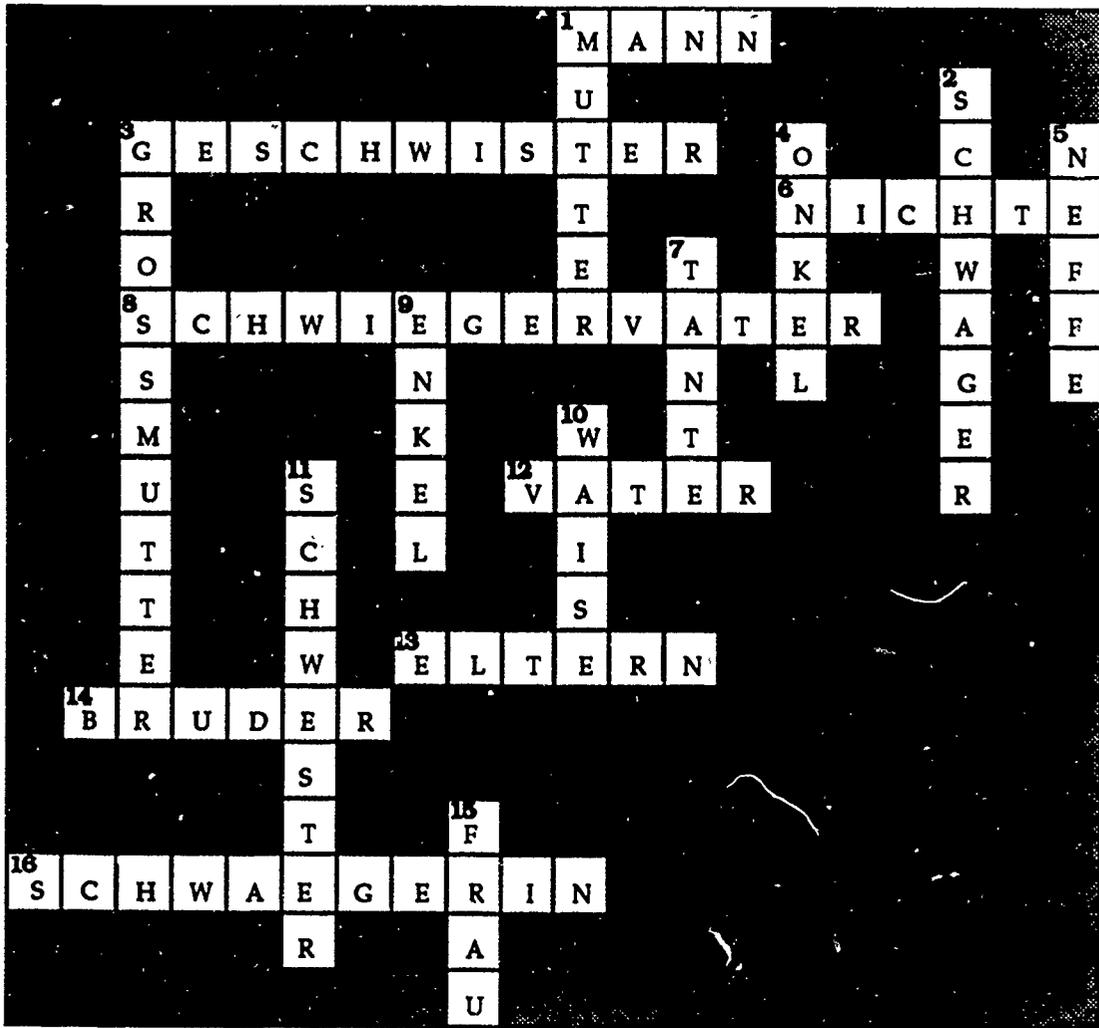


Figure 4

### Activity 3

## Family Responsibilities

<b>General Strategy</b>	<ol style="list-style-type: none"><li>1. Students exchange information about their own family relationships.</li><li>2. Students write scripts using information that they have received from interviews with each other.</li></ol>
<b>Time Frame</b>	One 50-minute period
<b>Functions</b>	Exchanging Information
<b>Context/Content</b>	Time Concepts, Family Members, Food, Interactions with People, Immediate Environment, Daily Activities, Professions & Occupations, and Culture.
<b>Materials Preparation</b>	<ul style="list-style-type: none"><li>• Computers</li><li>• <i>Alexander</i> (Gessler)</li><li>• Answer key for <i>Die Familie</i></li></ul>
<b>Procedure</b>	<p>Review and correct <i>Die Familie</i> worksheet</p> <p>Direct the students to form new triads. They are to tell each other what they have learned about their families, using their family trees (see Activity 1) as guides. The students take notes on each other's presentations for use later in writing a script which might occur among family members. Students may also ask each other questions in order to clarify and give feedback regarding this assignment.</p> <p>Next they are to imagine that three members of the families-- one from each family-- come together in order to find out more about each other; i.e., who's who, who's the oldest and the youngest, who has the most grandchildren, etc. They can move the discussion in any direction they wish, letting their oral presentations of their individual family trees be their guides. Finally, tell the groups that they will act out the scripts the next day during class and that their "performances" will be videotaped. Direct the students to record the group's scripts using <i>Alexander</i> and the computer assigned to the group.</p>

## **Activity 4**

### ***Role-Playing a Family***

<b><i>General Strategy</i></b>	Students role-play the scripts written during the previous lesson.
<b><i>Time Frame</i></b>	One 50-minute period
<b><i>Function</i></b>	Exchanging Information
<b><i>Context/Content</i></b>	Time Concepts, Family Members, Food, Interactions with People, Immediate Environment, Daily Activities, Professions & Occupations, Culture
<b><i>Materials Preparation</i></b>	<ul style="list-style-type: none"><li>• Video camera, VCR, and blank videotape</li></ul>
<b><i>Procedure</i></b>	Each group of students presents the script that it created the previous day to the rest of the class. The presentations are in role-play form and are videotaped. During class tomorrow, the students will view and evaluate the videotapes of their role-playing session. Their evaluations will be based on how well each group communicated the information required of it by the situation.

**Lesson 5**  
***Everyone's a Critic***

<b><i>General Strategy</i></b>	Students critique the effectiveness of the communication in the scripts videotaped in Activity 4.
<b><i>Time Frame</i></b>	One 50-minute class period
<b><i>Function</i></b>	Exchanging Information, Evaluating & Commenting, and Expressing Feelings
<b><i>Context/Content</i></b>	Food, Immediate Environment, Daily Activities, Professions & Occupations, and Culture
<b><i>Materials Preparation</i></b>	<ul style="list-style-type: none"><li>• VCR and TV</li></ul>
<b><i>Procedure</i></b>	<p>The students' videos are played for the class. At the conclusion of each video the class discusses the effectiveness of the communication and other aspects of the performance of the group.</p> <p>You may use the discussion and the videos as a basis for grading the groups' performance on this task.</p>

# **World Class Correspondent**

by Kristen Brown & Dennis Sayers

## **Introduction**

This unit describes the World Class Correspondent project, which uses telecommunications and journalism as ways for foreign language students to improve their communication skills by exchanging writing with another class of speakers of the target language. This lesson is based on the function of Exchanging Information using *Spanish FrEd Writer* and telecommunications software as media of recording and transferring student work.

The main purpose of this lesson is to provide guidelines for establishing a relationship with a sister class and using that relationship to interest students in writing. Although the specifics of implementing a long-term journalism project are not given here, the eventual goal of the contact between the sister classes is to produce a class newspaper, with correspondents from both classes contributing to its pages.

## **Setting**

### **Overall Time Frame**

Three 50-minute lessons

### **Grade Levels**

7 - 12

### **Language**

Spanish

### **Language Levels**

Second through Fourth Years

### **Prerequisite Skills**

- The ability to use *Spanish FrEd Writer*
- Experience with the journalistic form of writing

## **Equipment Needed**

- Apple IIe™ computers
- Printers
- Modem and telecommunications software

## **Specific Objectives**

1. Introduce students to the concept of World Class Correspondent.
2. Establish a relationship between two sister classes.
3. Develop a Cultural Packet.
4. Provide activities in which there is a real and obvious purpose for communicating.
5. Develop strategies for increasing students' understanding of other cultures.
6. Provide new sources of high interest reading material in the target culture.

## **Computer Program**

*Spanish FrEd Writer* (Hands-On Training)

## Activity 1

### *First Contact Between Sister Classes*

#### *General Strategy*

A strong personal relationship between two classes is the key factor in a successful long-distance communication between foreign language students. This activity provides an introduction to the initial letter exchange between two groups of students. Specifically, the objectives are:

1. Introduce the World Class Correspondent project.
2. Write the first drafts of brief autobiographies which will be sent to the sister class.

#### *Time Frame*

50 minutes

#### *Function*

Exchanging Information

#### *Content/Context*

Family Members, Interactions with People, Immediate Environment, Daily Activities, Locations & Geography, Leisure & Free Time, Travel & Transportation, and Culture

#### *Materials Preparation*

- The teacher should establish a sister class relationship with another foreign language class, a class of native speakers in the U.S. or in another country, or some other suitable group of correspondents (see Appendix I of this lesson for suggestions for establishing contact). In the initial letter to the sister class's teacher, the teacher describes the class which will be involved in the project. In subsequent letters, time lines, procedures for exchanging texts, and ideas for student activities should be discussed. All of these arrangements should be complete before introducing the project to the students.
- Prepare a list of suggested topics for the students' autobiographies. This list will serve as an evaluation form later and should therefore be fairly complete. Duplicate this list for students.
- Computers
- *Spanish FrEd Writer*
- Systems for scheduling students on computers, for saving their work to disks, and for printing student work
- Prompted writing file (see Appendix III to this lesson)

#### *Procedure*

The teacher introduces the World Class Correspondent project to the class, explaining that its eventual purpose is to produce a class newspaper based on a collaboration with a sister class. The teacher explains that contact has already been established with the sister class and relates some of the information about that class. The teacher then tells students that they will write an

initial letter to their sister class and that an interesting place to begin is with brief autobiographies.

The teacher explains the procedure for writing the autobiographies: Write a first draft during class the first day; have classmates critique the first draft the second day; and finally rewrite the final draft of that which will be sent to the sister class.

The teacher distributes the suggested list of topics for the autobiographies. As a prewriting activity, the teacher and students hold a discussion about the items on the list, making notes about several points as they go along.

The students work on the first drafts of their autobiographies. Composition is done on computers using *Spanish FrEd Writer* and the teacher-created prompted writing file (see Appendix III to this lesson).

## Activity 2

### *Critiquing and Rewriting Autobiographies*

<b>General Strategy</b>	<ol style="list-style-type: none"><li>1. Students critique each other's autobiographies.</li><li>2. Students rewrite drafts of their autobiographies.</li></ol>
<b>Time Frame</b>	50 minutes
<b>Function</b>	Exchanging Information and Evaluating & Commenting
<b>Content/Context</b>	Family Members & Relations, Interactions with People, Daily Activities, Locations & Geography, Leisure & Free Time, Travel & Transportation, and Culture
<b>Materials Preparation</b>	<ul style="list-style-type: none"><li>• Computers</li><li>• <i>Spanish FrEd Writer</i></li><li>• Systems for scheduling students on computers, for saving their work to disks, and for printing student work</li><li>• Overhead projector &amp; transparencies</li></ul>
<b>Procedure</b>	<p>The teacher divides students into groups of three so that they may critique each other's first drafts of the autobiographies. The students are to be guided in their critiques by the list of suggested topics from the previous day (see Activity 1), noting whether their classmates have done a good job of covering important issues and also noting whether the writing is clear. The teacher may wish to do a sample critique for the whole class using an overhead projector and transparencies.</p> <p>After the students have finished their critiques, they return to the computers to rewrite their autobiographies.</p> <p>Homework assignment: Students are assigned to bring pictures of themselves to accompany their autobiographies when they are sent to the sister class.</p>

### Activity 3

## *Cultural Packets: An Introduction*

#### **General Strategy**

Each month for the duration of the project, the sister classes exchange Cultural Packets (see Appendix II to this lesson), usually a large envelope filled with items which depict the students' community and culture and illustrate the written information being exchanged. Set up a bulletin board to display the contents of the packets received from the sister class; they often spark ideas for future writing.

This activity's objectives:

1. Introduce the notion of Cultural Packets to the students.
2. Students brainstorm and decide on what they want to include in their first Cultural Packet.
3. Students send their first letters and Cultural Packet to their sister class.

#### **Time Frame**

50 minutes

#### **Function**

Exchanging Information and Evaluating & Commenting

#### **Content/Context**

Family Members, Interactions with People, Immediate Environment, Daily Activities, Locations & Geography, Leisure & Free Time, Travel & Transportation, and Culture

#### **Materials Preparation**

A sampling of realia from foreign countries, which will serve as the basis of a discussion about what is contained in a Cultural Packet.

#### **Procedure**

The teacher introduces the Cultural Packet by showing the students a sampling of various realia from different countries. Discuss the realia. What do they tell about the country from which they came? Are they genuine examples of cultural values? Are they stereotypic of the country? What makes them good/poor examples of the culture of the country from which they came? Must one know more about the country and its people in order to understand how the realia reflects its culture?

The teacher explains that students are going to send Cultural Packets to their sister class once a month, and that these packets will help their sister class understand more about American culture in general and more about them in particular. The class is divided into groups of three or four and asked to brainstorm about the kinds of objects they should send with their autobiographies. Each group must devise a list with no more than ten items that it would like the class to consider for inclusion in the Cultural Packet.

After the group discussions, the students come back together as a whole class, and each group presents its list to the rest of the class. Other students may ask questions to clarify, they may comment on the different items listed, expressing agreement or disagreement, etc. In the end, there will be a vote on the fifteen objects that will compose the first Cultural Packet.

Students send both their autobiographies (with photos attached) and their first Cultural Packet to their sister class. (See Appendix IV for more information on exchanging text over distances.)

## Appendix I

### *A Guide to Finding a Sister Class*

- Make inquiries or post your name on the Birds-of-a-Feather bulletin board at conferences or during your travels for information about schools with computers.
  - Contact the education or languages departments of a local college or university.
  - Try "sister class want ads". Learn how to use a modem and post messages on electronic bulletin boards.
  - Contact your Sister City.
  - Write a letter to one of the consulates.
  - Consult the Foreign Language Resources section of this *Resource Guide* (Appendix IV).
- 
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## Appendix II

### *Suggestions for Items to Include in Cultural Packets*

- Photographs of students, teacher, and school
- Photographs of student activities: dances, rallies, funny hat day, etc.
- Postcards, maps with arrows pointing to key locations, brochures from nearby places of interest
- Exemplary student assignments, student artwork
- Pictures from magazines, local news clippings, copies of school newspaper
- Any print material which illustrates or accompanies other student writing exchanges
- Pen pal letters (These should not be the main focus of the writing exchanges, but if the students wish to write personal letters they may do so.)
- Anything else the students think of (Discuss with the students the definition of culture and the idea of a time capsule. Set a box in the corner of the room and let students contribute to it.)

### Appendix III

#### *Prompted Writing: What Is It and Why Do It?*

With Prompted Writing, students no longer waste time wondering what to write and where to begin. Prompts are prepared suggestions for writing specific types of discourse. For example, a file on news articles might prompt the students to make sure the first paragraph answers each of the classic reporter's wh-questions. A student types in a response to these prompts, but when the file is pointed out, the prompts are stripped from the draft.

*Spanish FrEd Writer* software allows teachers to create their own prompts, tailor-made for any assignment in foreign language writing. Specific instructions on how to create Prompted Writing lessons are included in the *Spanish FrEd Writer* documentation found on the disk.

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### Appendix IV

#### *Exchanging Text Over Distances*

Listed below are two methods which can be used for mailing your students' work; one requires stamps, the other doesn't:

- Traditional mail: Mail the diskettes with the files of the students' articles to the sister class.
- Electronic mail:
  - Classes on each end buy a modem and then hook the computer to a telephone line.
  - Obtain a copy of *FrEd Sender*, a public domain telecommunications program which can be used to send text files created on *Spanish FrEd Writer*. This program is available through Computer Using Educators, Inc. (see Foreign Language Resources, Appendix IV) or at your local TECC center or county office of education (see Regional Agencies, Appendix II).

# ***Planning a Trip Through Spanish-speaking Countries***

By José Galván, Barbara Hawkins, & Thom Hudson

## ***Introduction***

This lesson uses several software titles from D.C. Heath and *Spanish FrEd Writer* to provide students practice in the communicative function of Exchanging Information. During the course of this lesson, enabling vocabulary and grammar will arise. However, the vocabulary and grammar are never the focus of the lesson. They are important only when they support the communicative function.

The class is divided into five groups of five students each. Each group is assigned a country to which it must plan a trip. Students must determine what there is of interest in the country that has been assigned to them, the best time of the year to visit the country, the cost of the trip, etc. In the culminating activity, the five groups come together to plan a trip to all of the countries studied, ending their trip at the *Congreso de la juventud hispana* in Madrid, Spain, in August, 1987. The groups present their individual plans to the whole class to coordinate the individual trip schedules. A master itinerary through the Spanish-speaking world to the *Congreso* will be formulated.

## ***Setting***

### **Overall Time Frame**

The unit is divided into four lessons, which take a total of 250-300 minutes to complete. Except for Activity 1, the lessons may be distributed over several days.

### **Grade Levels**

9 - 12

### **Language**

Spanish

### **Language Level**

Second Year

### **Prerequisite Skills**

- Ability to read for information
- Library skills which will allow students to research as required
- Knowledge of how to use the computer and software which accompanies this lesson
- At least some previous experience in group work

### **Equipment & Materials Needed**

- Computers and software
- Maps and atlases
- Lista de comprobación para el trabajo de grupo (see Appendix I to this lesson)

- Sample letter to consulates/tourism centers (see Appendix II to this lesson)
- Reference material referred to in Appendix III to this lesson
- Teacher's Checklist for Evaluating Student Progress (see Appendix V to this lesson)

***Computer Software***

- *Una visita a México*
- *El mundo hispánico*
- *Un viaje en tren*
- *Spanish FrEd Writer*

***Specific Objective***

Students will be able to exchange information about the Spanish-speaking countries.

## Activity 1

### *Introducing a Trip Through Spanish-speaking Countries*

#### **General Strategy**

1. Introduce the task to the students, giving them an overview of the unit.
2. Introduce and model the communicative function of Exchanging Information.
3. Determine the categories of interest the students would have if they were to travel to Spanish-speaking countries; i.e., what types of activities they would like to participate in, places they would like to see, or goods they would like to buy.
4. Motivate the students to learn about Spanish-speaking cultures.
5. Introduce the five countries to which the students will plan trips.

#### **Time Frame**

One 50-minute class period

#### **Function**

Exchanging Information

#### **Context/Content**

Culture, Travel & Transportation, Time Concepts, Food, Leisure & Free Time, and Locations & Geography

#### **Materials Preparation**

- Map of the world (poster size)
- Individual maps of Colombia, México, Puerto Rico, Spain, & Venezuela
- List of library resources

#### **Procedure**

The teacher tells the students that they are going to be planning a trip to five different Spanish-speaking countries. The teacher explains that there will be five groups and that each group will be responsible for information about one of the countries. In the end, all the groups will share their information and plan an itinerary which will take them through all five countries, ending up in Madrid, Spain, at the *Congreso de la juventud hispana*.

The teacher asks the students what they would like to see, do, buy, etc., in a foreign country, eliciting a wide variety of answers.

The teacher records the students' responses on the chalkboard. This information will be transcribed and distributed at the beginning of Activity 2.

The teacher assigns the students to groups and assigns them to brainstorm and record all of the things they need to learn in order to plan their trips, using the material from the previous activity as a reference. The teacher circulates among the groups, helping them as needed.

**Homework assignment:**

Students are assigned to gather the facts identified in the above activities from such sources as an encyclopedia, *National Geographic*, *GEO*, *Smithsonian*, etc.

## Activity 2

### *Collecting Information for the Trips*

- General Strategy**
1. Review the general goals of the group work as introduced in Activity 1.
  2. Involve the students in collecting information about the various Spanish-speaking countries.
- Function** Exchanging Information
- Context/Content** Culture, Travel & Transportation, Time Concepts, Food, Leisure & Free Time, and Locations & Geography
- Materials Preparation**
- Classroom library (see Appendix III to this lesson)
  - Sample letter (see Appendix II to this lesson)
  - Computer station
  - Computer software:
    - Heath Spanish software
      - Una visita a México*
      - El mundo hispánico*
      - Un viaje en tren*
    - Spanish FrEd Writer*
  - List of language identified in Activity 1 of this lesson
  - Lista de comprobación para el trabajo del grupo (see Appendix I to this lesson)
- Procedure**
- The teacher recapitulates the general goals of the project (see Activity 1), reviewing all the language introduced in the previous activity. She or he provides additional language practice necessary for students to continue their assignments.
- The teacher describes the learning centers:
1. **The Letter-writing Station.** The students will use the Sample Letter (see Appendix II to this lesson) and *Spanish FrEd Writer* to write their own letters requesting information about the various countries. These letters will then be sent to the various consulates/tourist bureaus in order to solicit the information. Since the information will probably arrive too late for the students to use for the project at this time, they are to write the letters in order to replace the materials currently being used by them so that next year's students will have access to them.
  2. **The Computer Station.** The students will have an opportunity to use the software that will help them in finding out about their countries. (See Appendix IV to this lesson for a list of computer software activities.)

3. **The Classroom Library.** The students will use the library in order to find out information about their countries. The library should include several books and pamphlets that will be of interest in this regard. (See Appendix III in this lesson.)

After describing the learning centers, the teacher explains to the students how they will work.

1. Students are to use the centers in order to discover information about their assigned countries.
2. The teacher distributes copies of *Lista de comprobación de trabajo del grupo* (Appendix I to this lesson) to all of the students, and explains its use as a guide for their movements from center to center.

The teacher then sends the students to centers. While the students are working at the centers, the teacher circulates, making sure the students are *on task*, answering questions, recycling vocabulary, etc. At the same time, the teacher begins the evaluation process (see Appendix V to this lesson).

The teacher asks for summaries of group work at the end of each period.

At the end of the 100-150 minutes, the teacher informs the students that at the next meeting they will break into new groups which will consist of representatives from all five countries. At that time, each student will be responsible for representing his or her particular country to the new group.

**Homework assignment:**

The students will review and prepare their *Listas de comprobación de trabajo del grupo* in preparation for their presentations to the new groups at the next meeting.

### Activity 3

## Expanding Knowledge of Other Spanish-speaking Countries

#### General Strategy

- 1 Review the goals of the new groups (see Activity 2).
2. Students exchange information about the various spanish-speaking countries that they have studied, so that they learn the points of interest in each other's countries.

#### Time Frame

50 minutes

#### Function

Exchanging Information

#### Context/Content

Culture, Travel & Transportation, Time Concepts, Food, Leisure & Free Time, Locations & Geography

#### Materials Preparation

Four blank copies of Lista de comprobación para el trabajo del grupo (see Appendix I to this lesson) for each student

#### Procedure

The teacher distributes Listas de comprobación para el trabajo del grupo to students and explains that they are to fill them out for each new country they learn about in their new groups. Students are assigned to new groups, which are composed of one student from each of the countries studied.

Students complete Lista de comprobación para el trabajo del grupo by asking for information from the students representing other countries.

The teacher checks that above activities are done appropriately (see Appendix V to this lesson).

#### Homework assignment:

The teacher has the students list five events or places they would visit in each of the five countries.

## Activity 4

### *Planning the Trip to Spanish-speaking Countries*

#### *General Strategy*

1. Students achieve consensus in planning itineraries:
  - a. In their original groups (see Activity 2)
  - b. In the whole class

#### *Time Frame*

50 minutes

#### *Function*

Exchanging Information

#### *Context/Content*

Culture, Travel & Transportation, Time Concepts, Food, Leisure & Free Time, and Locations & Geography

#### *Materials Preparation*

- Map of the world (poster size)
- Individual maps of Colombia, México, Puerto Rico, Spain, & Venezuela (all poster size)

#### *Procedure*

The teacher has students plan, in original groups, an itinerary for the trip to all of the Spanish-speaking countries studied. They will base their planning discussions on their homework from the previous lesson (see Activity 3), as well as from the work done in each group.

After the students are finished in their groups, the teacher assists them in making the itinerary for the trip. The teacher uses the world map and individual country maps to highlight planning of the itinerary.

## Appendix I

### LISTA DE COMPROBACION PARA EL TRABAJO DEL GRUPO

Nombre

Fecha

País

A. LA PREPARACION: Conteste estas preguntas sobre el país Qué su grupo estudia:

1. ¿Cuál es la capital del país?
2. ¿Cuáles son las otras ciudades importantes del país?
3. ¿Cuáles son los monumentos nacionales?
4. ¿Quiénes son algunas de las personas famosas? (Políticos, autores, artistas, músicos, atletas, etc.)
5. ¿Qué formas de transporte hay?  
    ¿Cuál forma es mas barata?  
    ¿Cuál es más rápida?
6. ¿Cuáles son unos de los acontecimientos y celebraciones más importantes?
7. ¿Cuál es el nombre del dinero que se usa en el país?  
    ¿A cuánto está el cambio de este dinero a dólares?
8. ¿Se necesita conseguir un visa para visitar el país?  
    Sí o No, y ¿de qué clase?
9. ¿Se necesita conseguir algún tipo de vacuna para visitar el país?  
    Sí o No, y ¿de qué clase?
10. ¿Cuáles son las comidas típicas del país?
11. ¿Cuáles son las regiones geográficas del país? (montañas, playas, rios, etc.)

B. ¿QUE LE GUSTARIA VER?

1. Culturales
2. Atlético
3. Folkloricos
4. De diversión
5. Otros

Póngalos en orden de prioridad:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

C. SITIOS QUE LE GUSTARIAN VISITAR:

1. Museos
2. Monumentos
3. Catedrales
4. Ciudades
5. Otros

Póngalos en orden de prioridad:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

D. PLANEAR EL ITINERARIO:

1. Epoca de año
2. Fechas específicas

E. DIBUJAR EL ITINERARIO EN EL MAPA

Appendix II  
*Sample Letter to a Consulate*

\*Nombre de la escuela  
Nombres de los estudiantes  
Dirección de la escuela

Fecha

El Consulado de \_\_\_\_\_  
Oficina de Turismo  
Dirección

Estimado Señor:

Somos un grupo de estudiantes de Escuela en Ciudad. Estamos planeando un viaje a su país el próximo verano. Le agradeceríamos si nos pudiera mandar información (en inglés y español) acerca del sistema de transporte para las ciudades principales, \*\* incluyendo autobuses, metros, aviones y trenes. Nos interesa también recibir folletos describiendo las fiestas nacionales y cualquier costumbre típica de su país. Qué pudiera ser de interés para nosotros. También nos gustaría saber si será necesario conseguir una visa o algún tipo de vacuna para poder visitar su país.

Llevamos varias semanas estudiando País, y hemos encontrado varios acontecimientos y sitios muy interesantes, como por ejemplo \_\_\_\_\_. ¿Nos pudiera mandar también información adicional acerca de esto?

Le agradecemos mucho su ayuda e interés.

Cordialmente,

Las firmas de los estudiantes

Los nombres de los estudiantes,  
pasados por máquina

\* The parts of the letter that are underlined need to be filled in according to the letter writers' needs.

\*\* If the students wish to, they may name some cities specifically, instead of saying "las ciudades principales".

**Appendix III**  
***Suggested Sources for Library Station***

**COLOMBIA**

- Birnbaum's *South America, 1986*. Houghton Mifflin.  
Crowther, G. 1983. *South America on a Shoestring*. Victoria, Australia.  
Fodor's *South America*.  
Schor, M. 1985. *Michael's South America: Volume III*. Inbal/Israel Publishers.

**MEXICO**

- Birnbaum's *México, 1986*. Houghton Mifflin.  
Fielding's *México*.  
Fodor's *México*.  
Fodor's *Budget México*.  
Fodor's *City Guide: México City*.  
Insight Guides: *México, 1984*. APA Productions, Prentice-Hall.

**PUERTO RICO**

- Bellamy, F. 1979. *Carribbean Island Hopping*. Hippocrene Books, New York.  
Birnbaum's *South America, 1986*. Houghton Mifflin.  
Fodor's *Budget Carribbean*.

**SPAIN**

- Fielding's *Economy Europe*.  
Fielding's *Selective Shopping Guide to Europe*.  
Fodor's *Spain*.  
Fodor's *Budget Spain*.  
Fodor's *City Guide: Madrid*.

**VENEZUELA**

- Birnbaum's *South America, 1986*. Houghton Mifflin.  
Crowther, G. 1983. *South America on a Shoestring*. Victoria, Australia.  
Schor, M. 1985. *Michael's South America: Volume III*. Inbal/Israel Publishers.  
Fodor's *South America*.

**Appendix IV**  
**Computer Software Activities**

**GENERAL ACTIVITIES**

- *El mundo hispánico*: Venezuela (introduction to "Congreso de la juventud hispana"), 1.1
- Additional Practice Activities on all diskettes

**COLOMBIA**

- *El mundo hispánico*: sections 2.1, 2.2

**MEXICO**

- *Una visita a México*: activities 1 through 4

**PUERTO RICO**

- *El mundo hispánico*: sections 3.1, 3.2

**SPAIN**

- *El mundo hispánico*: sections 4.1, 4.2
- *Un viaje en tren*: the whole disk

**VENEZUELA**

- *El mundo hispánico*: sections 1.1, 1.2

**Appendix V**  
**Teacher's Checklist for Evaluating Student Progress**

Throughout the lesson the teacher will evaluate the students' ability to adequately carry out the communicative function Exchanging Information. A checklist such as the one below should be used as the teacher circulates during group work or directly asks students questions.

Student's Name	Asking	Correcting	Identifying	Reporting
Robert Jones	√	√	√	√
Alise Lee	√		√	
Nicholas Vaile		√	√	
Stephanie Oh	√		√	
Elliott Smith	√			

The teacher will check that each of the columns is evaluated for each student. In order to receive a check (√) in a column, the student must perform in Spanish in each of the categories, showing that she or he is not merely parroting.

**A. Asking**

- Students succeed in getting information from other students through a question and answer exchange.
- Students rephrase questions when there is a communication breakdown.

**B. Correcting**

- Students succeed in reconciling discrepant information that they have received via reporting or identifying.

**C. Identifying**

- Students succeed in determining essential information about their assigned countries.

**D. Reporting**

- Students succeed in communicating essential information about their assigned countries.

*Teaching  
Curriculum*

**Appendixes**  
*Foreign Language Resource Guide*

Appendixes

## Appendix I

### *Sources of Recommended Software and Video*

This is a list of the producers and distributors of the instructional software and video listed in the Recommended Technology section of this *Resource Guide*. Many of these titles, particularly the microcomputer software and stand-alone video programs, may be available for purchase in your local area. California's county offices of education media centers and instructional television (ITV) broadcasters may also make these materials available to teachers in their service areas.

Except where noted, all the titles in this *Resource Guide* carry a copyright and are protected from unlawful copying. Copyrights protect the substantial investment a producer has made in development and distribution of a product. Illegal copying of video or microcomputer software in schools is theft and has a chilling effect on a producer's willingness to create material for educational use.

For software, copyright law specifies that the owner of that software has the right to one *archival* copy and that that copy should never be used in such a way as to prevent an additional sale of the product. Unless specifically allowed by the copyright owner, a teacher does not have the right to make multiple copies for the students or faculty in a school or district. Many software programs are also protected by licensing agreements which may further limit their use. Producers whose programs carry such restrictions are required to state those restrictions in writing and provide them with the product. For further clarification, please contact your county office of education's media center or your local ITV agency.

Bainum Dunbar, Incorporated  
6427 Hillcroft, Suite 133  
Houston, TX 77081

Ballard & Tighe, Incorporated  
480 Atlas Street  
Brea, CA 92621

Beacon Films  
P. O. Box 575  
1250 Washington Street  
Norwood, MA 02062.

CBS Interactive Learning  
1 Fawcett Place  
Greenwich, CN 06836

CEEDE - University of Iowa  
University of Iowa,  
North 345 Oakdale Hall  
Oakdale, IA 52319

COMPRESS  
P. O. Box 102  
Wentworth, NH 03282

CONDUIT  
The University of Iowa  
Oakdale Campus  
Iowa City, IA 52242

D.C. Heath  
2700 North Richardt Avenue  
Indianapolis, IN 46219

Éditions Ad Lib  
220 Grande-allee est, Room 960  
Quebec City, Quebec, Canada G1R 2J1

EMC Publishing  
300 York Avenue  
St. Paul, MN 55101

Films Incorporated  
5547 North Ravenswood Avenue  
Chicago, IL 60640-1199

Gessler Educational Software  
Gessler Publishing Company  
900 Broadway  
New York, NY 10003

Goethe Institut  
530 Bush Street  
San Francisco, CA 94108

Hands-On Training Company  
4021 Allen School Road  
Bonita, CA 92002

Heinle & Heinle Publishers, Inc.  
20 Park Plaza  
Boston, MA 02116-9990

InterLearn, Inc.  
P. O. Box 342  
Cardiff, CA 92007

International Film Bureau  
1332 South Michigan Avenue  
Chicago, IL 60604 94123

Langenscheidt Publications, Incorporated  
46-35 54th Road  
Maspeth, NY 11378

Learning Company, The  
545 Middlefield Road, Suite #170  
Menlo Park, CA 94025

Learning Well  
200 South Service Road  
Roslyn Heights, NY 11577

Lingo Fun, Incorporated  
P.O. Box 486  
Westerville, OH 43081

McGraw-Hill School Division  
8171 Redwood Highway  
Novato, CA 94947

Media Guild, Inc.  
11722 Sorrento Valley Road, Suite E  
San Diego, CA 92121

Mindscape, Incorporated  
3444 Dundee Road  
Northbrook, IL 60062

MECC (Minnesota Educational Computing  
Corporation)  
3490 Lexington Avenue, North  
St. Paul, MN 55126

Morrey's Microcomputer Materials  
3404 Merrimac Drive  
San Jose, CA 95117

Office of Instructional Technology  
University of Delaware  
305 Willard Hall  
Newark, DE 19716

Phoenix/BFA  
3-A Jules Lane  
New Brunswick, NJ 08901

PUCE, Inc.  
342 Rue Sherbrooke Est  
Montreal, Quebec, Canada H2X 1E6

Queue, Incorporated  
562 Boston Avenue  
Bridgeport, CT 06610

Random House College Software  
201 East 50 Street  
New York, NY 10022

**Sunburst Communications**  
39 Washington Avenue  
Pleasantville, NY 10570

**Teacher's Discovery**  
1130 East Big Beaver  
Troy, MI 48083-1997

**Tom Snyder Productions**  
123 Mt. Auburn Street  
Cambridge, MA 02138

**TV Ontario, U.S. Sales Office**  
143 West Franklin Street  
Chapel Hill, NC 27514

**Université de Paris-Dauphine**  
Middlebury College, Language Schools  
Middlebury, VT 05753

**University of California, Davis**  
U. C. Extension Media Center  
2176 Shattuck  
Berkeley, CA 94704

## Appendix II

### Regional Agencies

Throughout the state there are regional agencies ready to assist you in the search for the material highlighted in this *Resource Guide*. If you are unable to obtain information about any of the software listed in this *Resource Guide* by inquiring of your district or county office, the Teacher Education and Computer Center (TECC) in your region may be able to help you. Your efforts to obtain the video material should also start in your own district and county office of education's media center. If you need additional information the instructional television (ITV) regional agencies are available to help you. This key to regional agencies and the specific information which follows will help you locate the appropriate agencies in your region.

#### California Regional Agencies

County	TECC	ITV	County	TECC	ITV
Alameda	6	2	Orange	14	5/6
Alpine	4	2	Placer	4	2
Amador	4	2	Plumas	2	1
Butte	2	1	Riverside	13	5
Calaveras	7	2	Sacramento	4	2
Colusa	4	2	San Benito	16	2
Contra Costa	6	2	San Bernardino	13	5
Del Norte	1	1	San Diego	15	7
El Dorado	4	2	San Francisco	5	2
Fresno	10	2	San Joaquin	7	2
Glenn	2	1	San Luis Obispo	9	5
Humboldt	1	1	San Mateo	17	2
Imperial	15	7	Santa Barbara	9	5
Inyo	11	5	Santa Clara	8	3
Kern	11	2	Santa Cruz	16	2
Kings	10	2	Shasta	2	1
Lake	3	2	Sierra	4	2
Lassen	2	1	Siskiyou	2	1
Los Angeles	12	4/5	Solano	3	2
Madera	7	2	Sonoma	3	2
Marin	3	2	Stanislaus	7	2
Mariposa	7	2	Sutter	4	2
Mendocino	3	2	Tehama	2	1
Merced	7	2	Trinity	2	1/2
Modoc	2	1	Tulare	10	2
Mono	11	5	Tuolumne	7	2
Monterey	16	2	Ventura	9	5
Napa	3	2	Yolo	4	2
Nevada	4	2	Yuba	4	2

## Teacher Education and Computer Centers

### *Region 1*

Humboldt County Office of Education  
901 Myrtle St.  
Eureka, CA 95501  
707-445-5411, x 264

### *Region 2*

Tehama County Department of Education  
1135 Lincoln St.  
Red Bluff, CA 96080  
916-527-5811

### *Region 3*

Marin County Office of Education  
1111 Las Gallinas Ave.  
San Rafael, CA 95913  
415-499-5877

### *Region 4*

Sacramento County Office of Education  
9738 Lincoln Village Drive  
Sacramento, CA 95827  
916-366-4300

### *Region 5*

San Francisco County Office of Education  
2550 25th Ave.  
San Francisco, CA 94116  
415-664-8900

### *Region 6*

Alameda County Office of Education  
313 W. Winton Ave., Hayward, CA 94544  
415-887-0152, x 318

### *Region 7*

Stanislaus County Department of  
Education  
801 County Center III Court  
Modesto, CA 95355  
209-571-5298

### *Region 8*

Santa Clara County Office of Education  
100 Skyport Drive  
San Jose, CA 95115  
408-947-6992

### *Region 9*

TRI-TEC Center, Ventura County Schools  
275 East Pleasant Valley  
Camarillo, CA 90242  
805-652-2164

### *Region 10*

Kings County Superintendent of Schools  
Hanford, CA 93230  
209-584-1441, x 2935

### *Region 11*

Kern County Office of Education  
5801 Sundale Ave.  
Bakersfield, CA 93309  
805-398-3641

### *Region 12*

Los Angeles County Superintendent of  
Schools  
9300 E. Imperial Highway  
Downey, CA 90242  
213-922-6680

### *Region 13*

Riverside County Superintendent of  
Schools  
P. O. Box 868  
Riverside, CA 92502  
714-788-6684

### *Region 14*

Orange County Department of Education  
P. O. Box 9050  
Costa Mesa, CA 92628-9050  
714-996-1120

*Region 15*

San Diego County Department of  
Education  
6401 Linda Vista  
San Diego, CA 92111  
619-292-3883

*Region 16*

Monterey County Office of Education  
901 Blanco Circle  
Salinas, CA 93912  
408-755-0331

*Region 17*

San Mateo County Office of Education  
333 Main St.  
Redwood City, CA  
415-363-5491

*Instructional Technology Support Agencies*

*TECC Software Library and Clearinghouse*  
San Mateo County Office of Education  
333 Main St.  
Redwood City, CA 94063  
415-363-5472

*California Instructional Video  
Clearinghouse*  
Stanislaus County Department of  
Education  
801 County Center III Court  
Modesto, CA 95355  
209-571-6593

*ITV Agencies*

1  
Northern Instructional Television  
Advisory Council  
Office of Butte County Superintendent of  
Schools  
5 County Center Drive  
Oroville, CA 95965  
916-534-4231

5  
Regional Educational Television  
Advisory Council (RETAC)  
Office of the Los Angeles County  
Superintendent of Schools  
9300 E. Imperial Highway  
Downey, CA 90242  
213-922-6216

2  
KQED-Instructional Television Services  
500 Eighth Street  
San Francisco, CA 94103  
415-553-2140

6  
Telecommunications of Orange County  
P. O. Box 2476  
Huntington Beach, CA 94647  
714-895-5623

3  
KTEH-Instructional Television Services  
Santa Clara County Office of Education  
100 Skyport Drive  
San Jose, CA 95110  
408-947-6654

7  
Instructional Television Services  
Office of the San Diego County  
Superintendent of Schools  
6401 Linda Vista Road,  
San Diego, CA 92111  
619-292-3742

4  
KLCS-Instructional Television Services  
Los Angeles Unified School District  
1061 W. Temple Street  
Los Angeles, CA 90012  
213-625-6966

## Appendix III

### All Titles Considered

#### Titles Evaluated by the Technology in the Foreign Language Curriculum Project

The nearly 400 software titles and 600 video programs reviewed by the project were obtained through an invitation made to all North American producers and distributors of instructional software and video. These materials were evaluated by language-specific teams of classroom teachers who were thoroughly acquainted with both the evaluation criteria developed by this project and the use of technology. Each item of software and video was evaluated for the quality of its technical and instructional design and its applicability to California's foreign language curriculum.

Listed below are the titles which were reviewed by the project. Titles listed here but not listed in the Recommended Technology section failed to meet our standards in one or more of the following areas:

- Technical quality
- Instructional design quality
- Degree of support for the California foreign language curriculum
- Compliance with the California social content guidelines

#### Software Titles Considered

##### *American Educational Computer, Inc.*

Match Maker – French Vocabulary Skills  
Match Maker – Spanish Vocabulary Skills

##### *Artworx Software Company, Inc.*

Gruneberg Linkword Language System – French I  
Gruneberg Linkword Language System – German  
Gruneberg Linkword Language System – Italian  
Gruneberg Linkword Language System – Spanish

##### *Bainum Dunbar, Inc.*

Brainz  
Brainz-Gamz

##### *Ballard & Tighe, Inc.*

Elephant Ears – Prepositions through Pictures  
Idea Cat – Level 1

##### *Bobco*

World Geography

##### *CBS Interactive Learning*

French Achievement I  
French Achievement II  
French Achievement III  
German Achievement I  
Spanish Achievement I  
Spanish Achievement II  
Spanish Achievement III

##### *CEEDE – University of Iowa*

Hispanic Culture Awareness Assimilator  
The Picture Dictionary – Spanish  
The Picture Dictionary – Vietnamese

## **COMPRESS**

French Review Packet – Lesson I  
French Review Packet – Lesson II  
French Review Packet – Lesson III  
French Review Packet – Lesson IV  
French Review Packet – Lesson V  
French Review Packet – Lesson VI  
French Review Packet – Lesson VII  
French Review Packet – Lesson VIII  
French Review Packet – Lesson IX  
French Review Packet – Lesson X  
German Review Packet – Lesson I  
German Review Packet – Lesson II  
German Review Packet – Lesson III  
German Review Packet – Lesson IV  
German Review Packet – Lesson V  
German Review Packet – Lesson VI  
German Review Packet – Lesson VII  
German Review Packet – Lesson VIII  
German Review Packet – Lesson IX  
German Review Packet – Lesson X  
The Russian Disk  
Russian Review Packet – Lesson I  
Russian Review Packet – Lesson II  
Russian Review Packet – Lesson III  
Russian Review Packet – Lesson IV  
Russian Review Packet – Lesson V  
Russian Review Packet – Lesson VI  
Russian Review Packet – Lesson VII  
Russian Review Packet – Lesson VIII  
Spanish Review Packet – Lesson I  
Spanish Review Packet – Lesson II  
Spanish Review Packet – Lesson III  
Spanish Review Packet – Lesson IV  
Spanish Review Packet – Lesson V  
Spanish Review Packet – Lesson VI  
Spanish Review Packet – Lesson VII  
Spanish Review Packet – Lesson VIII

## **Compu-Tations, Inc.**

French Vocabulary Drills  
German Vocabulary Drills  
Hebrew Vocabulary Drills  
Spanish Vocabulary Drills

**Computer Using Educators, Incorporated**  
Kidmail Version 4.2

## **CONDUIT**

Dasher  
Dasher Drills for Contacts  
Dasher Drills for Découverte et Création  
Dasher Drills for Deutsch heute  
Dasher Drills for Deutsche Sprache und  
Landeskunde  
Dasher Drills for En Contacto  
Dasher Drills for Prego!  
Dasher Drills for Puntos de Partida  
Dasher Drills for ¡En Camino!  
Lecciones de español  
Practicando español

## **Curriculum Applications**

French Delicacy  
Roman Banquet  
Spanish Sirloin

## **D. C. Heath**

Eisenberg Vocabulary Workshops – French  
Eisenberg Vocabulary Workshops –  
German  
Eisenberg Vocabulary Workshops –  
Spanish  
El mundo hispanico  
Face à Face  
French for Mastery  
En Vacances  
En Ville  
Le Déménagement  
Les Sports  
Paris en Métro  
Spanish for Mastery  
Un Día en Madrid  
Un Día típico  
Un Repas Français  
Un Viaje en tren  
Una Fiesta  
Una visita a México

## **DesignWare, Inc.**

Remember! - French Vocabulary Disk  
Remember! - Spanish Vocabulary Disk

### *Éditions Ad Lib*

Associations 2  
Associations 5  
Je Conjugue  
Le Conjugueur  
Différenciations  
Interrogations  
Le Messagier  
Racines

### *Educational Concepts Labs Incorporated*

Spelling Bee

### *EMC Publishing*

Deutsch Aktuell 1  
Let's Practice French  
Let's Practice German  
Let's Practice Italian  
Let's Practice Portuguese  
Let's Practice Russian  
Let's Practice Spanish  
Perspectives Françaises 1  
Practiquemos español

### *First Byte*

Smooth Talker

### *Gessler Educational Software*

Alexander (*Design Enterprises of San Francisco*)

Anagramas hispanoamericanos

Apfelschuss

Bataille de Mots

Batalla de palabras

CAMSOFI German

Creacuentos (Kidwriter)

Creastorie (Kidwriter)

Deutsche Grammatik – Der-Die-Das

Die Spürnasen - Snooper Troops

French Micro SCRABBLE™

French Word Order

German Word Order

Geschichtenschreiber (Kidwriter)

Gutenberg, Jr. (*Gutenberg*)

Homophones (*Éditions Ad Lib*)

In Search of the Most Amazing Things –  
French Levels I & II

### *Gessler Educational Software (continued)*

Introduction to Latin Vocabulary I

Introduction to Latin Vocabulary II

La Carte de France

La corrida de toros

La Guillotine – Hangman, à la française!

Le Future et le Conditionnel des Verbes

Réguliers et Irréguliers

Le Présent et Le Passé Composé des Verbes

Réguliers et Irréguliers

Les Chemins de Louis-Étienne

Les Pronoms Relatifs et Interrogatifs

Le Temple d'Apshai

Mésaventures Culturelles

Morgens geht Fritz zur Schule

Passport: The Courseware Creator

Poker listo

Poker Parat

Poker Pari

Porte-Parole

Profession: Détective - Snooper Troops

Prompt

R.S.V.P.

Scénario (Kidwriter)

Spanish for the Traveler (*Roger Wagner*)

Spanish Grammar Review

Spanish Word Order

The Linguist

Un Cours de Grammaire

Wortgefecht

### *Hand-On Training*

Spanish FrEd (Free Educational) Writer

### *Heinle & Heinle Publishers, Incorporated*

Usemos la computadora

Utilisons L'Ordinateur

### *HRM Software*

Jack & the Beanstalk (Spanish Version)

### *Interkom Educational Software*

French Grammar Book – -er, -re, -ir

French Grammar Book – Irregular Verbs in  
the Present Tense

German Grammar Book – Accusative,  
Dative & Genitive Cases

**Interkom Educational Software** (continued)  
German Grammar Book – Irregular Verbs  
Russian Word Pro  
Spanish Word Pro  
The Russian Grammar Book – Using the  
Cyrillic Alphabet  
The Spanish Grammar Book – SER and  
ESTAR  
The Spanish Grammar Book – Agreement  
of Adjectives

**InterLearn, Inc.**  
El dialoguista  
KLI – The Animation-Text-Music Editor  
Las crónicas computarizadas

**International Computer Products**  
Multilingual Arithmetic

**International Film Bureau, Inc.**  
Latin Exercises for First Year Latin

**Island Software**  
El vocabulario español  
Le Vocabulaire Français  
Vocabolario Italiano  
Vocabularium Latini

**Jagstaff Software**  
Vocabulary Prompter

**Langenscheidt Publishers, Incorporated**  
Bilder raten (Goethe-Institut)  
Correct Behavior the French Way 1 & 2 –  
English version  
Correct Behavior the French Way 1 & 2 –  
French Version  
Correct Behavior the German Way 1 & 2 –  
English Version  
Correct Behavior the Japanese Way 1 & 2 –  
English Version  
Correct Behavior the Mexican Way 1 & 2 –  
English Version  
Correct Behavior the Mexican Way 1 & 2 –  
Spanish Version  
Eine Reise durch Deutschland (Goethe-  
Institut)

**Langenscheidt Publishers, Inc.** (continued)  
Hansi (Goethe-Institut)  
On Target – 2000 Words of Spanish  
On Target – 750 Words in Latin  
On Target – 1500 Words in French  
On Target – 3000 Words of German  
Rebound – French  
Rebound in Spanish  
Tag und Nacht (Goethe-Institut)  
The ConCLUESion  
Vocabulary on the Attack – 1500 Words of  
French  
Vocabulary on the Attack – 2000 Words of  
Spanish  
Vocabulary on the Attack – 3000 Words of  
German  
Vocabulary on the Attack – Latin  
Wörter-Rennen mit System (Goethe-  
Institut)

**Learning Company, The**  
L'Hôtel des Marionnettes  
L'Odyssée du Robot  
La Boîte à Puces  
La Parade des Marionnettes  
Le Complot du Bourdon  
Les Jeux du Bourdon  
Les Puzzles de Gertrude  
Les Secrets de Gertrude  
Nombres Boîteux

**Learning Well**  
Jeux de Vocabulaire  
Juegos de Vocabulario

**Lingo Fun, Inc.**  
Come si dice...?  
Comment Dit-on...?  
Cómo se dice ...?  
French Grammar Computerized I  
French Grammar Computerized II  
French Idiom Master  
French Word Drill +  
German Contest I & II  
German Grammar Computerized I  
German Grammar Computerized II  
German Idiom Master  
German Relpros & Adjends

*Lingo Fun, Inc. (continued)*

German Word Drill +  
Italian Grammar Computerized I  
Italian Word Drill +  
Jack Bombe  
Latin Grammar Computerized I  
Latin Idiom Master  
Le Grande Concours 01-1  
Le Grande Concours 2-3  
Le Grande Concours 4-5  
Le Grande Concours Sonore – Disk 1  
Le Grande Concours Sonore – Disk 2  
Multi-Lingual Story Teller  
Quó modo dicis...?  
Spanish Grammar Computerized I  
Spanish Grammar Computerized II  
Spanish Idiom Master  
Spanish Word Drill +  
The Audio Author  
The Spanish Contest I & II  
Wie Sagt man ...?

*Manitoba InfoTech Resource Centre*  
Mise en Séquence

*McGraw Hill School Division*

Compucal Quizware – French First Course  
Compucal Quizware – French Second Course  
Compucal Quizware – Spanish First Course  
Compucal Quizware – Spanish Second Course  
Tic-Tac-Show – French I (*Advanced Ideas*)  
Tic-Tac-Show – French II (*Advanced Ideas*)  
Tic-Tac-Show – Spanish I (*Advanced Ideas*)  
Tic-Tac-Show – Spanish II (*Advanced Ideas*)

*Merry Bee Software/Señor T Software*  
Early Words – English/Spanish Version  
Señor T – Four TO BE Verbs  
Señor T – Pronoun Placement

*Micro Power & Light Co.*  
Spanish Vocabulary  
Word Prep Spanish

*MicroEd, Incorporated*

Ciencias  
Estudio Orthograpgico Series  
La lectura Series  
Math  
Práctica fonética Series

*Mindscape, Inc.*

Bank Street Story Book (*Bank Street College*)  
Comic Works  
Crossword Magic

*Minnesota Educational Computing Corporation*

Jeux Mathématiques Classiques  
Ejercicios de Matemáticas  
El Asistente del instructor  
Guide de l'Enseignant  
Préparation à la Lecture et à l'Addition

*Morrey's Microcomputer Materials*

Foreign Language Instruction – Elementary Spanish  
Foreign Language Instruction – French Level 1

*National Textbook Company*

French Basic Vocabulary Builder on Computer  
German Basic Vocabulary Builder on Computer  
Italian Basic Vocabulary Builder on Computer  
Spanish Basic Vocabulary Builder on Computer

*Newbury House Publishers, Incorporated*

Episodios elementales

*PUCE, Incorporated*

Dictée Électronique  
Orthographe

**QUEUE, Inc.**

Developing Spanish Skills  
Foreign Frenzy – French  
Foreign Frenzy – Spanish  
French Grammar I  
French Grammar II  
French Grammar III  
French Test Pro  
French Vocabulary Games  
French Word Pro  
German Vocabulary Games  
German Word Pro  
Russian Grammar I  
Russian Grammar II  
Russian Grammar III  
Russian Grammar IV  
Russian Grammar V  
Russian Grammar VI  
Russian Grammar VII  
Russian Grammar VIII  
Russian Grammar IX  
Russian Grammar X  
Russian Grammar XI  
Russian Test Pro  
Russian Word Pro  
Spanish Computer Tutor – Spanish  
Structure Drills A  
Spanish Computer Tutor – Spanish  
Structure Drills B  
Spanish Computer Tutor – Spanish  
Vocabulary Games  
Spanish Computer Tutor – Spanish  
Vocabulary/Comprehension Drills  
Spanish Grammar I  
Spanish Grammar II  
Spanish Grammar III  
Spanish Grammar IV  
Spanish Grammar V  
Spanish Vocabulary Games  
Spanish Test Pro  
Spanish Word Pro

**Random House College Software**  
Juegos comunicativos

**RG Computer Workshops, Inc.**  
Form That Verb – 3D Tic-Tac-Toe  
Spanish Read Master

**Schoolhouse Software Company**

Das Gewitter – German, the Present Perfect  
Tense  
Die Rakete – German, the Regular Present  
Tense  
El aterrizaje  
El cohete  
El submarino  
Gonki – Russian Possessive Adjectives  
L'Attaque – French, the Agreement of  
Adjectives  
La Tempête – French Avoir, Aller, Etre,  
Irregular Verbs  
Podvodnaya Lodka – Russian Gender  
Identifications  
Super Toe – French Etre with the Passé  
Composé  
Super Toe – German, Accusative Case  
Super Toe – Russian Present Tense  
Conjugations

**Sunburst Communications**

M-ss-ng L-nks – Al pie de la lectura  
(Spanish Editor)  
M-ss-ng L-nks – Le Mot Juste (French  
Editor)  
M-ss-ng L-nks – Wortspiel (German Editor)

**Teach Yourself by Computer, Inc.**  
Language Study Center

**The Professor**

Augmentez VVotre Vocabulaire I  
Cherchez la Différence  
Multi-Lingual Word Game  
Savoir Écrire

**Tom Snyder Productions**

The Other Side

**University of California, San Diego**

Camino a Oregon/Aztlan/Zortonia (BIT)  
Cómo restar unidades de medir (BIT)  
Computer Tutor (BIT)  
Concordancia: Subject-Verb Agreement  
(BIT)  
El parque zoológico (BIT)

*University of California, San Diego (continued)*

En busca (BIT)  
Ferrocarril/Aguala (BIT)  
Gráficas (BIT)  
Juegos selectos (BIT)  
Juego selectos/Player's Choice: File Maker (BIT)  
Kinder-Bits (BIT)  
Lo imaginario/¿B o V?/Cuentitos para ti (BIT)  
Los juegos olímpicos I (BIT)  
Los juegos olímpicos II (BIT)  
Los juegos olímpicos III (BIT)

*University of California, San Diego (continued)*

Mixed-up Sentences (BIT)  
Oraciones revueltas (BIT)  
Primer-Bits/Partes mías (BIT)  
Planta nuclear (BIT)  
¡Piñata! (BIT)  
¡Piñata! File Maker (BIT)  
Player's Choice (BIT)

*University of Delaware*  
Latin Skills Series

**Video Titles Considered**

*Agency for Instructional Television*

En français Series – 26 programs

*Barr Films*

A Day in the Life of Bonnie Consolo (Spanish Version)  
Deaf Like Me (Spanish Version)  
Lost Pigeon (Spanish Language)  
The Aphid Eaters – Eve's Research Project (Spanish Version)  
Watch Out for My Plant (Spanish Version)  
You're Not Communicating (Spanish Version)  
You're Not Listening (Spanish Version)

*Beacon Films*

Connaissons-nous Series – 2 programs  
SALUT! Series – 25 programs

*Films Incorporated*

A Vous la France! Series (British Broadcasting Corporation) – 15 programs  
Buongiorno Italia! Series (British Broadcasting Corporation) – 20 programs  
Deutsch Direkt! Series (British Broadcasting Corporation) – 20 programs  
Dicho y hecho Series (British Broadcasting Corporation) – 4 programs  
Everyday Mandarin Series (British Broadcasting Corporation) – 6 programs  
Greek Language and People Series (British Broadcasting Corporation) – 10 programs

*Films Incorporated (continued)*

La Marée et Ses Secrets (British Broadcasting Corporation) – 5 programs  
Russian Language and People Series (British Broadcasting Corporation) – 20 programs  
Zarabanda Series (British Broadcasting Corporation) – 25 programs

*Gessler Publishing Company*

Gabi und Frank Series (Verlag für Deutsch) – 12 programs  
Living Language French (Crown Publishers, Incorporated)  
Living Language Spanish (Crown Publishers, Incorporated)

*Goethe-Institut*

Deutschlandspiegel Series – 5 programs

*Great Plains National*

Saludos – 25 programs

*Handel Film Corporation*

The Computer and You, An Introduction (Spanish Version)

*Heinle & Heinle Publishers, Incorporated*

France from Within, Tape 1 (Bernard Petit Video Productions) – 11 programs

**International Film Bureau**

Alfareros de Pueblo  
Aucassin et Nicolette  
Autrefois le Déluge  
Berlin  
Brazil: O país e o povo  
Chroniques de France Series – 10 programs  
Daumier: Chroniqueur d'une Époque  
(French version)  
Die Postkarte  
España es así  
Food and Wine from France Series – 3  
programs  
Fiesta de San Fermín  
German Language Series – 4 programs  
Guten Tag – 26 programs  
Guten Tag! Wie Geht's? Series – 26  
programs  
La guitarra española  
La Peau de Chargin  
La Vie Tient à Plus d'un Fil  
Les Aventures de M. Carré Series – 3  
programs  
Marian in Moscow Series – 4 programs  
Nanduti: A Paraguayan Lace  
Paul Delaux dans Son Atelier  
Portrait of Molière, Parts 1 & 2  
Spanish Language Series – 7 programs  
Venezia Museo all' aperto  
You See What You Say  
26 Deutsche Kulturfilme (*Bayerischer  
Rundfunk-Goethe-Institut*) – 26 programs

**Media Guild**

Comment Dit-on ...? (*Thames*) – 5  
programs  
La France Telle Qu'elle Est Series (*Thames*)  
– 5 programs  
Partner Video Sequences in German  
(*Thames*) – 55 programs  
Touring Paris Series – 5 programs

**Miami-Dade Community College**

Survival Spanish – 30 programs

**Museum of Modern Art of Latin America**

Pyramids of the Sun and the Moon  
World of a Primitive Painter

**Oregon Public Broadcasting**

Hablamos español – 39 programs

**Phoenix/BFA**

Caperucita Roja  
Fra Iacobus  
Fray Felipe  
Frère Jacques  
La gallinita roja  
La Petite Poule Rouge  
Le Petit Shaperon Rouge  
Les Trois Ours  
Los tres osos

**Stanton Films**

Vistas de España Series, 2nd Edition – 6  
programs

**Teacher's Discovery**

Argentina  
Colorful Mexico  
Comerciales en español  
French Commercials  
French-Speaking Switzerland  
German Commercials  
German-Speaking Switzerland  
Our New Paris Video  
Provinces of France  
Southern Germany and Bavaria  
Southern Germany II  
Spain á la Carte  
Spain á la Carte II  
The Austrian Countryside  
The French Language  
The Romance of Austria

**TV Ontario**

Parlez-moi Series 1 – 24 programs  
Parlez-moi Series 2 – 10 programs  
Téléfrançais Series – 10 programs

**Université de Paris-Dauphine and  
Middlebury College**

La Télé des Français Series – 3 programs

**University of California Media Center**

French Language Videotapes – 10 programs

## Appendix IV

### *Foreign Language Resources*

#### Agencies Which Provide Support of Foreign Language Programs

All of the agencies listed in this section provide support for the teaching of languages in California. Many of them publish newsletters or other materials which detail this support and may be of use to teachers and students.

##### American Field Service

International/Intercultural Programs, Inc.  
313 East 43rd Street  
New York, NY 10017

##### Alliance Française

Edward Serres, President  
235 Montgomery Street, Room 1610  
San Francisco, CA 94104

##### International Student Exchange Program

228 North Coast Highway  
Laguna Beach, CA 92651

##### American Association of Teachers of

German (AATG) – Western Region XIX  
Michele Shockey, Regional Representative  
15 Adam Way  
Atherton, CA 94025

##### American Association of Teachers of

German (AATG) – Northern California  
Conrad Borovsky, President  
2173 Santa Cruz  
Menlo Park, CA 94025

##### American Association of Teachers of

German (AATG) – Southern California  
Gerhard Clausing, President  
4012 Scandia Way  
Los Angeles, CA 90065

##### American Association of Teachers of Italian

Norman Litz, President  
3210 Upper Lock Avenue  
Belmont, CA 94002

##### American Association of Teachers of Slavic & Eastern European Languages

(AATSEEL)

Richard Leland, President  
15 St. James Court  
Orinda, CA 94063

##### American Association of Teachers of Spanish and Portuguese (AATSP) – Northern California

Maria Louisa Castillo, President  
111 Chester Street  
Menlo Park, CA 94025

##### American Association of Teachers of Spanish and Portuguese (AATSP) – Southern California

Carmen Parr, President  
4910 Beeman Avenue  
North Hollywood, CA 91607

##### American Association for Applied Linguistics

1325 – 18th Street, N.W., Suite 211  
Washington, DC 20036

##### American Association for Chinese Studies

P.O. Box 3158  
Ohio State University  
Columbus, OH 43210

##### American Association for the

Advancement of Slavic Studies

128 Encina Commons  
Stanford University  
Stanford, CA 94305

American Association of Teachers of Arabic  
c/o SAIS  
1740 Massachusetts Avenue, N.W.  
Washington, DC 20036

American Council of Teachers of Russian  
(ACTR)  
815 New Gulph Road  
Bryn Mawr, PA 19010

American Council of Teachers of  
Uncommonly-taught Asian Languages  
Department of Oriental and African  
Languages and Literatures  
The University of Texas at Austin  
2601 University Avenue  
Austin, TX 78712

American Council on the Teaching of  
Foreign Languages, Inc.  
P.O. Box 408  
Hastings-on-Hudson, NY 10706

American Institute for Foreign Study  
102 Greenwich Avenue  
Greenwich, CT 06830

American Literary Translators Association  
University of Texas at Dallas  
P.O. Box 803688  
Richardson, TX 75083-0688

American Translators Association  
109 Croton Avenue  
Ossining, NY 10562

Amigos de las Americas  
5618 Star Lane  
Houston, TX 77057

Association Canadienne des Professeurs  
d'Immersion/Canadian  
Association of Immersion Teachers  
Bureau de Poste Alta Vista C.P. 8843  
Ottawa, Ontario K1G 3H8 CANADA

Association of Departments of Foreign  
Languages  
62 Fifth Avenue  
New York, NY 10011

Association of Teachers of Japanese  
Department of East Asian Languages and  
Literature  
Van Hise Hall  
1220 Linden Drive  
University of Wisconsin-Madison  
Madison, WI 53706

Berkeley-Stanford Joint Center for African  
Studies  
215 Moses Hall  
University of California  
Berkeley, CA 94720

California Association for Bilingual  
Education (CABE)  
Shelly Spiegel-Coleman  
Los Angeles County Office of Education  
300 E. Imperial Hwy  
Downey, CA 90242

California Foreign Language Teachers  
Association (CFLTA)  
10915 Promesa Drive  
San Diego, CA 92124

California Foreign Language Competency  
Project  
Department of Foreign Languages and  
Literatures  
California State University, Fullerton  
Fullerton, CA 92634

California International Studies Project  
Stanford University  
200 Lou Henry Hoover Bldg.  
Stanford, CA 94305-2319

California Association of Teachers of  
English to Speakers of Other Languages  
(CATESOL)  
June McKay, President  
227 Lawton  
San Francisco, CA 94122

Centre d'Information et de Recherches  
pour l'Enseignement et l'Emploi des  
Langues (CIREEL)  
Rue Vaneau 80  
Paris, France 75007

Center for Applied Linguistics  
1118 - 22nd Street, N.W.  
Washington, DC 20037

Center for East Asian Studies  
105 Lippincott Hall  
University of Kansas  
Lawrence, KS 66045

Center for Latin American Studies  
University of Pittsburgh  
4E04 Forbes Quadrangle  
Pittsburgh, PA 15260

Center for Near Eastern and North African  
Studies  
The University of Michigan  
144 Lane Hall  
Ann Arbor, MI 48109

Center for Russian and East European  
Studies  
University of California, Los Angeles  
Los Angeles, CA 90024

Center for Slavic and East European Studies  
University of California, Berkeley  
372 Stephens Hall  
Berkeley, CA 94720

Center of Latin American Studies  
University of Kansas  
Lawrence, KS 66045

Central States Conference on the Teaching  
of Foreign Languages  
Slavic Department, 232 Cunz Hall  
Ohio State University  
Columbus, OH 43210

Club Français d'Amérique  
1051 Divisadero Street  
San Francisco, CA 94115

Computer Assisted Language Learning and  
Instruction Consortium (CALICO)  
3078 JKHB,  
Brigham Young University  
Provo, Utah 84602

Computer Using Educators, Inc. (CUE)  
P.O. Box 2087  
Menlo Park, CA 94026

Educational Foundation for Foreign Study  
1528 Chapala Street  
Santa Barbara, CA 93101

Educational Resources Information Center  
(ERIC) Clearinghouse on Languages and  
Linguistics  
Center for Applied Linguistics  
1118 - 22nd Street, N.W.  
Washington, DC 20037

Esperanto League for North America  
Box 1129  
El Cerrito, CA 94530

Foreign Language Curriculum  
Implementation Center  
Region 7 Teacher Education and Computer  
Center  
Stanislaus County Department of  
Education  
801 County Center Court III  
Modesto, CA 95355

Goethe Institut  
530 Bush Street  
San Francisco, CA 94108

Goethe Institut  
8501 Wilshire Boulevard, Suite 205  
Los Angeles, CA 90211

Global Perspectives in Education, Inc.  
218 East 18th Street  
New York, NY 10003

The Hispanic Society of America  
613 West 155th Street  
New York, NY 10032

Humanities Research Center  
3060 Jesse Knight Humanities Building  
Brigham Young University  
Provo, UT 84602

Institute of International Education  
809 United Nations Plaza  
New York, NY 10017

International Council for Computers in  
Education (ICCE)  
University of Oregon  
1787 Agate St.  
Eugene, OR 97403-1923

International Student Exchange Program  
(ISEP)  
1242 35th Street, N.W.  
Washington, DC 20057

Instituto Italiano di Cultura  
686 Park Avenue  
New York, NY 10023

Japan Information Center  
299 Park Avenue, 18th Floor  
New York, NY 10171

Joint Center for African Studies  
Stanford University/University of  
California, Berkeley  
Room 200 Lou Henry Hoover Building  
Stanford, CA 94305

Linguistic Society of America  
Suite 211  
1325 - 18th Street, N.W.  
Washington, DC 20036

Luso-American Education Foundation  
P.O. Box 1768  
Oakland, CA 94604

Modern Language Association of America  
62 Fifth Avenue  
New York, NY 10011

National Association for Foreign Student  
Affairs  
1860 19th Street, N.W.  
Washington, DC 20009

National Resource Center for East Asian  
Studies  
Center for Asian and Pacific Studies  
University of Hawaii  
1890 East-West Road, Moore Hall 315  
Honolulu, HI 96822

Northeast Conference on the Teaching of  
Foreign Languages  
Box 623  
Middlebury, VT 05753

Pacific Northwest Council on Foreign  
Languages  
Department of Foreign Languages, Oregon  
State University  
Corvallis, OR 97331

Southwest Conference on Language  
Teaching (SWCOLT)  
c/o Manuel C. Rodriguez, Northern  
Arizona University  
CU Box 6004 NAV  
Flagstaff, AR 86011

Stanford Program on International and  
Cross-Cultural Education (SPICE)  
Stanford University  
Room 200, Lou Henry Hoover Building  
Stanford, CA 94305-2319

Teachers of English to Speakers of Other  
Languages (TESOL)  
Georgetown University  
202 D.C. Transit Building  
Washington, DC 20057

UCLA Foreign Language Program  
Office for Academic Interinstitutional  
Programs  
Gayley Center  
405 Hilgard Avenue  
Los Angeles, CA 90024

Youth for Understanding  
3501 Newark Street, N.W.  
Washington, DC 20016

## Appendix V

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## Appendix VI

### *Glossary*

- Analog:** Technology which receives, transmits, or manipulates information in electromagnetic wave patterns. Radio and telephone are examples of analog technology.
- Artificial Intelligence:** Attributes of a computer program which emulate human capabilities: the ability to learn from experience, to modify its approach to a problem as a situation might require.
- Authoring Program:** A program which allows the teacher to create a limited set of computer-based activities without having to learn a formal programming language, e.g., BASIC, COBOL, etc. (see *Shell Program*).
- Beta Format:** The format developed by Sony for consumer-quality VCRs and 1/2-inch videotape.
- Bit:** A *binary digit*, the smallest unit of electronic information. A bit is usually represented by either a 1 or a 0.
- Branching:** The ability of a program to skip from one place to another, depending on the user's responses.
- Byte:** A combination of eight bits which provides sufficient information space in the computer's memory to store a letter, number, or other single symbol.
- CAI:** Computer-Assisted Instruction.
- CALL:** Computer-Aided Language Learning.
- Character Sets:** The collection of alphanumeric and special symbols a device or program can display. In foreign language programs it is particularly important that a program be able to display the correct symbols (accents, et.al.) for the language used.
- Compatibility:** The ability of one device to accept media designed for another.

- Computer Literacy:** The ability to use a computer comfortably and to be aware of some of its potentials and limitations.
- Copy Protection:** Electronic encryptions which stop a user from copying computer software. Some software producers *copy-protect* their products to stop illegal copying. Lack of **copy protection** does not imply lack of *copyright* protection.
- Courseware:** A term often used as a synonym for educational software, i.e., **microcomputer** software designed to assist the learner in acquiring a skill or knowledge about some topic.
- Database:** An organized collection of information which can be manipulated by a computer to provide access by the user.
- Digital:** Technology which receives, transmits, or manipulates information in the form of bits. **Microcomputers** and videodisc players are examples of **digital** technology.
- Digitized Speech:** A human voice which has been recorded and converted to values used by the computer.
- Disk Drive:** A device which attaches to a computer and uses a **diskette** to provide storage of information.
- Diskette:** The electromagnetic media used by **microcomputers** as storage devices.
- Documentation:** Materials which are supplied with **microcomputer** and video programs which describe their use and operation. Documentation often includes teaching suggestions.
- Dot Matrix Printer:** A printer which produces its printed image by configuring tiny dots produced by wires in the print head. Many of these printers are capable of producing the orthography of most European and near-eastern languages.
- Drill & Practice:** A popular form of educational **microcomputer** software which is designed to give the student intensive practice with one or more skills, usually in a question and answer format.
- Educational Game:** **Microcomputer** software which approaches its content in a rule-based, competitive environment in which the player must use and/or acquire a skill or knowledge.
- File:** A set of data stored under a single heading, such as lesson materials and word lists.

<b>Hardware:</b>	The physical components of a computer or video system. Monitors, televisions, and other devices are considered <b>hardware</b> .
<b>Instructional Television (ITV):</b>	Broadcast educational television programs usually accompanied by teachers' guides and students' materials available from a regional ITV agency (see Regional Agencies list in this <i>Resource Guide</i> ).
<b>Instructional Video:</b>	Video programs available for use in the classroom. These programs are usually either purchased by a school, district, or county office of education for classroom use (see Regional Agencies list in this <i>Resource Guide</i> ).
<b>Interactive:</b>	A reciprocal dialog between the user and a device. In this dialog the device must be capable of some adaptation to the user's needs or wants.
<b>Item Bank:</b>	A body of information used by a microcomputer program as the content for a <b>shell program</b> .
<b>Laserdisc:</b>	Also Lazerdisc. See Videodisc.
<b>Microcomputer:</b>	A computer which is small in size, compared to other computers. These devices usually fit on a desktop .
<b>Modem:</b>	A <i>modulation-demodulation</i> device which converts the digital signal produced by a computer to an <b>analog</b> signal usable by a telephone. Microcomputers equipped with modems can transmit information between them.
<b>NTSC:</b>	The American television standard. It is a different standard from that which is used in Europe (see PAL). American broadcast or recorded video is incompatible with European equipment.
<b>PAL:</b>	The European television standard. Television broadcasts and video recordings originating in Europe cannot be played on American televisions and VCRs.
<b>Printer:</b>	A device which is attached to a microcomputer and which can print out information. Some printers can produce graphic as well as alphanumeric information (see <b>Dot Matrix Printer</b> ).
<b>Problem Solving:</b>	A program which requires the application of knowledge, skills, and experience in resolving new or unexpected situations.
<b>Program:</b>	See Software.

- Shell Program:** A microcomputer program which allows a teacher to add specific content (word lists, questions/answers) to a pre-determined drill or game format.
- Simulation:** Microcomputer software which places the learner in the position of having to *act out* a real-life experience.
- Software:** The set of instructions which operates a microcomputer or VCR.
- Speech Synthesis:** Artificial speech produced by the microcomputer which is not derived directly from human speech but developed as a result of a software program.
- Telecommunication:** The transmission and reception of electronic and voice communications over long distances (see Modem, Teleconference).
- Teleconference:** Usually a television conference among groups of people located at different locations transmitted via satellite.
- Template:** A basic design or organization of information which can be added to a program to present its data in a more useful format.
- Tutorial Program:** A program which is designed to teach a skill or concept.
- Utility Program:** A program which serves predominately clerical tasks for the teacher or student.
- VHS Format:** The format developed by Japan Victor Corporation (JVC) for consumer-quality VCRs and 1/2-inch videotape. This format is not compatible with Beta Format VCRs.
- Videodisc:** A 7- or 12- inch disc which contains very large amounts of video and audio information. When a videodisc is optically scanned by a laser-based videodisc player, it can display its information on a television screen. The laser technology on which this medium is based produces a very superior video image.
- Word Processor:** A software program used to create and edit text documents.

# Technology in the Curriculum

**Data Relator**  
Foreign Language Resource Guide

Data Relator

# *DataRelator*

## How to Use the Foreign Language DataRelator File Cabinet

*DataRelator* is a computerized database program for the Apple II™ and IBM™ PC brand personal computers. It was developed as part of the Technology in the Curriculum projects for the California State Department of Education. *DataRelator* was distributed in 1986 as part of the projects and is available to any California teacher. *DataRelator* can be obtained through county offices of education and TECC centers (see Regional Agencies).

Early in the project, it became clear that in order for teachers to take full advantage of the wealth of information which had been compiled about software and video, they would need a convenient method to identify the materials most appropriate for a particular instructional setting. The *DataRelator* program supplied with the first set of Technology in the Curriculum projects (1985) addresses that need. It was designed for use by students from the fourth to the twelfth grades and teachers. Included in this *Resource Guide* is a data disk for the *DataRelator* program called the *Foreign Language File Cabinet*. It contains the titles this project has recommended indexed as they are in the *Resource Guide*. The user of this File Cabinet is advised to review the directions for its use by reading the *DataRelator Guide*, which can be found in any California school.

Located on the *Foreign Language File Cabinet* disk is a File Drawer which explains how to use this disk and the contents of the other File Drawers. When first exploring the *Foreign Language File Cabinet*, users will find this File Drawer an excellent place to begin. The File Cabinet supplied with this project is for use on the Apple II™ microcomputer only.

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*Errata*

- Page 21, line 17: "They and are" should read "They then are."
- Pages 33, 40, 47, 164: "Le Petit Shaperon Rouge" should read "Le Petit Chaperon Rouge."
- Page 60: "Venicia Museo all' Aperto" should read "Venezia Museo all' Aperto."
- Page 69: "Batella de Palabras" should read "Batalla de Palabras."
- Pages 69, 74, 79, 126: "El Mundo Hispanico" should read "El Mundo Hispánico."
- Pages 70, 75, 80, 157: "La Gallinata Roja" should read "La Gallinita Roja."
- Page 78, 81: "Un Dia típico" should read "Un Día típico."
- Page 295, line 28: "sterotypic" should read "stereotypic."
- Page 303, line 29: "reQuésting" should read "requesting."
- Page 307, line 16: "estas" should read "éostas."
- Page 307, number 4: "Quienes" should read "Quiénes."
- Page 307, number 8: "un" should read "una."
- Page 307, number 11: "rios" should read "ríos."