Mi viaje por España



Happy Language Learning





PARENTS' GUIDE

Welcome to La Jolie Ronde – the happy way to learn! Whether a Spanish speaker or not, there is a great deal that you can do to help your child learn Spanish. Many parents learn along with their children! Here are some guidelines we've put together for each lesson and a transcript of the Audios with a translation.

Please be aware that it is very important that some activities are done in class with the teacher. It would therefore be advisable to wait for communication from the teacher, rather than helping your child to complete exercises in advance.

The more your child can practise at home, the more he/she will get from the lessons and the quicker he/she will learn! It is very important for your child's language development to complete their homework in conjunction with the Audios/CDs. All the voices are native Spanish speakers and listening to the correct pronunciation will ensure that your child always speaks with the right accent. The activity books and Audios/CDs have been specially created to help your child listen, speak, read and write Spanish in a fun way.

GENERAL GUIDELINES

This programme is a continuation from Buenos días España.

Writing in the Activity book and completing exercises: we remind the children to only use pencils and crayons (not pens, gel or felt tips – as they go through the paper), so that mistakes can easily be corrected and the books are kept as neat as possible. Encourage your children to always do their best work and remind them that a completed book will be an important record of their achievement.

First pages: The map on page 2 is for reference and clearly shows each child the position of Spain. Pages 3, 4 and 5 are useful reference pages for your child and the top of page 1 (the 'card about myself') will be filled in as and when the teacher introduces the vocabulary.

Card about myself (top of page I): after Lesson 9 they should be able to write a fictitious Spanish address, if they so wish. They can either draw a self-portrait or stick a photo of themselves in the box provided. They need to write their own name and if they wish add a Spanish name of their choice. They can write their full birthday date and will be able to tell you the full year in Spanish! They can fill in the rest after completing Lesson 7 (for the hair styles) and Lesson 10 (for likes and dislikes).

Numbering the pages: At the bottom of each page, there is a square to write in the page number, so that children can associate the correct spelling of each number with the same number in figures. Spelling of numbers is also listed on page 4.

Numbering each lesson: Children write the correct spelling for the ordinal number, i.e. 6^{a} (abbreviated) of each lesson at the top of the page on the single line after the word *Lección*.

Layout: Each activity is marked with a little cat (*gato*). When the cat is wearing headphones, there is something for your child to listen to. Cats without headphones indicate a reading/writing activity only. You will find the track numbers of the Audio written in small rectangles under each of the cats wearing headphones.

For self-assessment purposes, some cats do not have mouths. The children are invited to draw a mouth on their faces. They can draw a smile depending on the way they feel about the activity or the way they think they have performed.

Key vocabulary: Children are taught a group of nouns in the majority of lessons. At the discretion of the teacher, children may be asked to draw and colour a little picture next to each word at home, or simply write the word written in English alongside the Spanish one. Pupils are also invited to look these words up in the dictionary at the end of their Activity Book and fill in the translations.

Songs: All the Spanish words to the songs (*canciones*) are written on pages 57 and 58 and can also be found in this Parents' Guide, along with the English translation.

Role plays: There are many role plays in this programme and the little pictures the children follow can be found on pages 46 to 52. The Spanish for these is found on pages 53 and 54, as well as in this Parents' Guide, along with the English translation. Encourage your child by acting out the different roles at home together! Shorter role plays (*Dialógos*) are on page 54 and 55.

Final pages: Mi diccionario These words can be filled in gradually at the teacher's discretion.

Parents, please note: The amount of writing done in the activity books during lesson time is at the teacher's discretion. Sometimes exercises will be completed in class and sometimes teachers will send a note or email home asking the children to complete a certain activity in their own time. This will vary from class to class, so please be guided by your child's teacher first and encourage your child/ren to only consolidate the language they have already learnt in their lessons.

LESSON I

Cat A Child's Audio I, Track I

Listen to the audio with your child, pausing as appropriate. Having completed *Buenos días España*, your child should feel confident in repeating these phrases out loud and telling you what they mean! In the next lesson, the answers will be given orally, but will not be written down and so children will have to listen even more attentively!

– ¿Qué día es hoy?	– What day is it today?
– Es martes.	– It is Tuesday.
– ¿Qué fecha es hoy? – Es veinticinco de septiembre.	 What's the date today? It's the 25th of September.
– ¿Qué tiempo hace? – Hace buen tiempo y hace calor.	 What's the weather like? It's a lovely day and it's hot.
— ¿En qué estación del año estamos?	– Which season are we in?
— En otoño.	– In autumn
– ¿Qué hora es?	– What time is it?
– Son las dos y cuarto.	– It's a quarter past two.

Cat B Child's Audio I, Track 2

Es medianoche.

Many children learn a foreign language through songs quicker than any other method, so do encourage your child to sing along with the audio to practise telling the time in Spanish. If you have a play clock in your home, this could be used to your advantage!

It's midnight.

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Mi viaje por España

Song: ¿Qué hora es?	What time is it?		
¿Qué hora es?	What time is it?		
Es mediodía.	lt's midday.		
¿Qué hora es?	What time is it?		
Son las tres.	lt's three o'clock.		
¿Las tres en punto?	Three o'clock exactly?		
¡No! Las tres y cuarto.	No, quarter past three.		
¿Qué hora es?	What time is it?		
Son las seis.	lt's six o'clock.		
¿Las seis en punto?	Six o'clock exactly?		
¡No! Las seis y media.	No, half past six.		
¿Qué hora es?	What time is it?		
Son las nueve.	lt's nine o'clock.		
¿Las nueve en punto?	Nine o'clock exactly?		
¡No! Las nueve menos cuarto.	No, quarter to nine.		
¿Qué hora es?	What time is it?		

Cat C Child's Audio I, Track 3

Uno las frases y las imágenes. (I link the sentences to the pictures.)

For this exercise, children can read the Spanish and link each sentence to the right clock, or they can listen to the audio, or both! Note that midnight and midday are differentiated by the little pictures of a moon and a sun.

What time is it? It's half past two.
What time is it?
lt's quarter past one.
What time is it?
lt's quarter to three.
What time is it?
lt's midday.
What time is it?
lt's midnight.

Cat D Child's Audio I, Track 4

Escucho y relleno el cuadro. (I listen and fill in the grid.)

This is a great exercise to challenge aural skills. On this track, four Spanish children describe themselves and your child is required to put a tick in the right boxes.

Most children will need to pause the audio several times to make sure they have ticks in the correct squares! If light pencil marks are used and then rubbed out, this exercise can be repeated several times, to improve your child's listening skills and to increase his/her confidence. Try to encourage your child, following the same format, to tell you about themselves. (iY tui? - And you?)

- ¡Hola! Me llamo Laura. Vivo en el sur de España, en Málaga, en un piso. Tengo once años. Tengo dos hermanas. Tengo también un perro grande.
- ¡Hola! Me llamo Pablo. Vivo en el este de España, en una ciudad grande que se llama Barcelona. Tengo trece años. Tengo dos hermanos. Tenemos un piso grande de tres habitaciones. También tengo un conejo negro.
- ¡Hola! Me llamo Juan. Vivo en el norte de España, en el campo, en un pueblo. Tengo doce años. Tengo un hermano y una hermana. Tenemos una casa pequeña. Tengo un hámster que se llama Carlos.
- ¡Hola! Me llamo Carmen. Vivo en el oeste de España, en Salamanca. Tengo diez años. Tengo tres hermanos y una hermana. Tenemos una casa grande y tengo un ratón pequeño.

- Hi! My name is Laura. I live in the south of Spain, in Málaga, in a flat. I'm II. I have two sisters. I also have a large dog.
- Hi! My name is Pablo. I live in the east of Spain, in a large city called Barcelona. I'm 13. I have two brothers. We have a big flat with three rooms. I also have a black rabbit.
- Hi! My name is Juan. I live in the north of Spain, in the countryside, in a village. I'm 12. I have a brother and a sister. We have a small house. I have a hamster called Carlos.
- Hi! My name is *Carmen*. I live in the west of Spain, in *Salamanca*. I'm 10. I have three brothers and one sister. We have a big house and I have a little mouse.

Cat E Pongo las manecillas correctamente y escribo el número correcto en cada círculo. (I draw in the hands of the clocks correctly and I write the correct number in each little circle.)

Cat F Miro las horas de Gato E para elegir mis respuestas. (I look at the times in Cat E to choose my answers.)

Children can choose one of the times given in Cat E to write their answers or if they feel confident enough, can make up their own times. Note that each answer in the book starts with A (At). Only the answers to questions 3, 5 and 6 will be the same (or nearly the same!) for most children. (Arriving at school at half past eight, finishing school at half past three and eating at school at midday.) The other answers will vary from home to home!

- I. At what time do you eat breakfast?
- 2. At what time do you eat in the evening?
- 3. At what time do you arrive at school?
- 4. At what time do you watch the television?
- 5. At what time do you finish school?
- 6. At what time do you eat at school?

¿Y tú? (Over to you!)

¿A qué hora haces los deberes? (At what time do you do your homework?)

Encourage your child to write in a time, checking the correct spelling with the numbers and times given in their book.

Cat G Child's Audio I, Track 5

Miro el mapa. Coloreo de rojo una comunidad. Hoy: Comunidad de Madrid. (I look at the map. I colour a region in red. Today: Comunidad de Madrid.)

Children are helped to learn the position of each region in Spain. They follow the instructions to shade each one in a different colour as they progress through the book.

Encourage your child to look at the map of Spain on page 2 and firstly identify the region mentioned here. Your child can write Madrid next to the relevant dot on the map in their new book and also here on the line provided.

The Mi viaje por España sections at the end of each module: the most important thing when listening to these audio tracks with your child, is to see how many words they can pick out that they know. In this first section, they may hear and recognise the words 'me llamo', 'hermano', 'hay', 'amiga', 'autobús'. Make sure you give your child lots of praise for every word they hear correctly. On these tracks, children are listening to native Spanish adults talking and at this stage, even recognising a few Spanish words is brilliant! As the children's aural skills increase throughout this programme, children will become more and more competent and confident at understanding the Spanish in these passages. With more practice, children will be able to follow the transcript below at the same time as listening to the audio.

¡Mi viaje por España!

- Me llamo Pedro. Estoy aquí en el centro de España, en Madrid, en el aeropuerto. Estoy de vacaciones con mi hermano Fernando. ¡Son las cinco de la tarde! Aquí está mi amiga española. ¡Hola, María! ¿Qué tal?
- ¡Bien, y bienvenido a España! ¿Y tú?
- Bien, pero mi hermano ha perdido su maleta. Es grande y roja.
- -iQué lástima! ¿Vamos a visitar el centro de Madrid? Hay What a pity! Shall we go to the centre of Madrid? There is metro o taxi, pero vamos en autobús. *******
- ¡Mira! Aquí están unos niños que juegan y cantan en la Puerta del Sol.

My tour of Spain!

- My name is Pedro. I am here in the centre of Spain, in Madrid, in the airport. I am on holiday with my brother Fernando. It's five o'clock in the afternoon! Here is my Spanish friend. Hello/Hi María! How are you?
- Fine and welcome to Spain! And you?
- Fine, but my brother has lost his suitcase. It is big and red.
- underground and taxi, but we are going by bus. ******
- Look! Here are some children playing and singing in the Puerta del Sol.

© Copyright La Jolie Ronde 2019. This page may not be photocopied. Mi viaje por España El cocherito, leré me dijo anoche, leré, que si quería, leré montar en coche, leré. Y yo le dije, leré con gran salero, leré, no quiero coche, leré que me mareo, leré...

LESSON 2

Cat A Child's Audio I, Track 6

(Children singing *El cocherito*/ The young coach driver):

The young coach driver, leré Asked me last night, leré If I wanted to, leré Get in a coach, leré And I told him, leré With great cleverness, leré I don't want a coach, leré It makes me sick, leré...

The same questions are asked here as in the previous module, but this time the answers are not pre-written. Listen with your child to questions 1-5 in turn, pausing the audio after each question. Encourage your child to repeat the answers out loud. Ask them to translate the answers into English to make sure they have correctly understood the Spanish. Children then write in the answers appropriately, copying their spellings accurately from page 3 (days of the week, months of the year, weather, seasons) and page 6 (time of the day). Children can also fill in the little boxes and the clock at the top of the page with the correct abbreviations and pictures. Ideas for simple symbols can be found on page 3. The date can be written in numerical form but the time is best written in long hand.

– ¿Qué día es hoy?	– What day is it today?
– Es jueves.	– It is Thursday.
– ¿Qué fecha es hoy?	– What is the date today?
– Es ocho de octubre.	– The 8th of October.
– ¿Qué tiempo hace?	– What's the weather like?
– Hace viento y hace frío.	– It's windy and cold.
– ¿En qué estación del año estamos?	- Which season are we in?
– En otoño.	– Autumn.
– ¿Qué hora es?	– What time is it?
– Son las tres y media.	 It's half past three.

Cat B Child's Audio I, Track 7

Here are eight words for children to learn. They should recognise at least half of them from *Buenos días España*. This is a good opportunity to consolidate the vocabulary your child has previously learned and to make sure that their pronunciation is accurate. Encourage your child to use a dictionary to look up any words they don't know. The verbs above the box remind the children of words (already learned) that they can put in front of the nouns to make simple sentences. For example *Tengo unos guantes* (I have some gloves) / *Llevo una bufanda* (I'm wearing a scarf) etc.

unas medias, una bufanda, unos guantes, un jersey, una cazadora, una chaqueta, un chaleco, una corbata some tights, a scarf, some gloves, a jumper, a bomber jacket, a (smart) jacket, a waistcoat, a tie

Cat C Child's Audio I, Track 8

Estoy en el centro de la ciudad, en el supermercado. Miro las cestas. ¿Qué hay en las cestas? Escucho las conversaciones. (l'm in the town centre, at the supermarket. I look at the baskets. What is in the baskets? I listen to the conversations.)

- En la cesta de María…
- ¿Hay un jersey?
- No.
- ¿Unos guantes?
- Sí, unos guantes blancos y una cazadora negra.
- ¿Hay una bufanda?
- Sí. Hay dos. Una roja y una blanca.
- ¿Hay un chaleco?
- No. Hay una camisa.
- ¿De qué color es la camisa?
- Es amarilla.
- En la cesta de Javier...
- Hay un pollo y unas fresas.
- ¿Hay unas galletas?
- No.
- ¿Un queso?
- No.
- ¿Hay una barra de pan?
- Sí, una barra de pan.
- ¿Hay þeras?
- No.
- ¿Hay un cartón de leche?
- Sí, hay un cartón de leche.

In Maria's basket...

- Is there a jumper?
- No.
- Some gloves?
- Yes, some white gloves and a black bomber jacket.
- Is there a scarf?
- Yes. There are two. A red one and a white one.
- Is there a waistcoat?
- No. There is a shirt.
- What colour is the shirt?
- $-\ensuremath{\mathsf{lt}}$ is yellow.
- In Javier's basket...
- There is a chicken and some strawberries.
- Are there any biscuits?
- No.
- Some cheese?
- No.
- Is there a loaf of bread?
- Yes, a loaf of bread.
- Are there any pears?
- No.
- Is there a carton of milk?
- Yes, there is a carton of milk.

Children listen to the two dialogues at the same time as looking at the pictures. Can your child understand every word of Spanish?

Cat D Child's Audio I, Track 9

Miro la cesta de María y la cesta de Javier. Busco y rodeo las palabras correctas escondidas aquí abajo. Después, escucho para corregir. (I look at Maria's basket and Javier's basket. I look for and circle the correct words hidden underneath. Afterwards, I listen in order to check my answers.)

En la cesta de María hay una cazadora, dos bufandas, unos guantes, una camisa.	In Maria's basket, there is a bomber jacket, two scarves, some gloves, a shirt.
En la cesta de Javier hay un pollo, unas fresas, una barra	In Javier's basket, there is a chicken, some strawberries, a
de pan, un cartón de leche.	loaf of bread, a carton of milk.

The children look at the contents of each basket as they listen to the audio. They then circle or highlight the correct words hidden in the two-word strings. The symbols for Veo (I see) and Me gusta(n) (I like) appear at intervals throughout the book and are prompts for possible oral work with Spanish-speaking parents.

Cat E Bingo This will normally be played in class.

Cat F Child's Audio I, Track 10

Subrayo las seis palabras con la letra \tilde{n} y las diez palabras con las letras II. (I underline the six words with the letter \tilde{n} and the ten words with the letters II.)

 This is an excellent exercise for perfecting the pronunciation of some key sounds. Children can pause the audio and repeat each sentence out loud. They can also read the sentences from their books, circling or highlighting the appropriate words as they do so.

Vivo en España en un castillo amarillo en la montaña, cerca de Valladolid. Vivo con mis abuelos. Tengo trece años. Hoy llueve. Llevo unos pantalones y un abrigo. Por la mañana, como un bocadillo de jamón y bebo un zumo de naranja. Me gusta la paella y el pollo. Tengo un caballo pequeño. Se llama Toño.

I live in Spain in a yellow castle in the mountains, near Valladolid. I live with my grandparents. I am 13. Today it is raining. I'm wearing a pair of trousers and a coat. In the morning, I eat a ham sandwich and I drink an orange juice. I like paella and chicken. I have a small horse. Its name is Toño.

Cat G Child's Audio I, Track II

Leo y pronuncio las palabras correctamente. Después, coloreo las frutas de amarillo, las verduras de verde, los animales de rojo, los insectos de gris, la ropa de azul, los vehículos de morado y las bebidas de rosa. (I read, pronouncing the words correctly. I then colour the fruits in yellow, the vegetables in green, the animals in red, the insects in grey, the clothes in blue, the vehicles in purple and the drinks in pink.)

This exercise is self-explanatory. Can your child tell you what each Spanish word means in English? Ask him/her to write down and learn any Spanish words that have been forgotten! Ask your child if they can recognise any sounds from the exercise in cat F.

un monopatín, unos calcetines, una gallina, una col, una abeja, una pera, un vestido, un zumo de manzana, una cebolla, un coche, un abrigo, una mosca, una oveja, un an onion, a car, a coat, a fly, a sheep, avión, una fresa, unos guisantes, té, un caballo, una mandarina, un ratón, leche, una patata, un conejillo de Indias

a scooter, some socks, a hen, a cabbage, a bee, a pear, a dress, an apple juice, a plane, a strawberry, some peas, tea, a horse, a mandarin, a mouse, milk, a potato, a guinea pig

Cat H Complete las frases con los adjetivos correctos. (I complete the sentences with the correct adjectives.)

All the adjectives needed for this exercise are in the boxes below. Children need to understand all about masculine and feminine adjective endings of colours in order to complete cat H. These can be revised in Buenos días España, Lesson II.

Cat I Child's Audio I, Track 12

Miro el mapa. Coloreo de azul una comunidad. Hoy: Castilla-La Mancha. (I look at the map. I colour a region in blue. Today: Castilla-La Mancha.)

The Spanish for dark blue will be introduced in Lesson 13 and so it is important that dark blue is not used here to colour in Castilla-La Mancha. Once again children can identify the area on their maps on page 2. The children write Toledo on the line provided in their books as well as next to the relevant dot on the map in the front of Mi Viaje. How many words can your child recognise when listening to the Mi viaje por España section? As a guide, they should be able to pick out 'me llamo', 'vivo', 'queso', 'hay' and maybe a few more! Make sure you give lots of praise for every word correctly heard!

¡Mi viaje por España!

- Estoy aquí en Castilla-La Mancha. Buenos días, señora.
- Buenos días, me llamo Ana. Vivo en Toledo. Hay una catedral grande aquí y en el verano hay muchos turistas. El Manchego es un queso de la Mancha y también se fabrica el mazapán. ¡Mañana voy a visitar las casas colgadas de Cuenca!

My tour of Spain!

- I am here in Castilla-La Mancha. Good morning, madam.
- Good morning, my name is Ana. I live in Toledo. There is a large cathedral here and in summer there are many tourists. Manchego cheese is the cheese from la Mancha and they also make marzipan. Tomorrow I am going to visit the Hanging Houses of Cuenca!

LESSON 3

Cat A Child's Audio I, Track I3

Escucho y respondo como Carlos. (I listen and reply as Carlos.)

The children listen carefully to *Carlos* talking about the day, the date, where he is, what the weather is like (two different conditions here), which season it is, what time it is, and what he is doing. Once again, encourage your child to look very carefully at the spelling of all the words they need for the answers to these questions. They can all be found in the activity book on pages 3 and 5.

¡Hola! Me llamo Carlos. Es miércoles. Es el veintisiete de noviembre. Estoy en Santander. Está nublado y llueve. Estamos en otoño. Son las diez y hago natación. Hi! My name is *Carlos*. It's Wednesday. It's the 27th of November. I'm in *Santander*. It's cloudy and raining. It's autumn. It's 10 o'clock and I am swimming.

¿Cuándo es tu cumpleaños? (When is your birthday?)

Cat B Child's Audio I, Track 14

Rap: El rap de los meses

Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre. x2 The months' rap

January, February, March, April, May, June, July, August, September, October, November, December.

(Repeated with just instrumental)

Encourage your child to rap along with the CD/audio until they are confident they know all the months of the year. Remind your child that months of the year in Spanish do not start with a capital letter as they do in English.

Cat C Child's Audio I, Track 15

Children listen to their audio and repeat the pronunciation of each noun. Can your child tell you what each of the words mean? Can he/she tell you in Spanish what they are wearing today? Make sure they start their sentence with *Llevo...* (I'm wearing). Any unknown words can be looked up in a dictionary and then the translations can be filled in at the end of the activity books.

unas zapatillas, una bolsa de deporte, un chándal, una sudadera, un balón, un reloj trainers, a sports bag, a tracksuit, a sweatshirt, a ball, a watch

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Mi viaje por España

Cat D Child's Audio I, Track 16

Estoy en el parque. Miro el banco: ¿Qué hay sobre el banco? (l'm at the park. I look at the bench. What is on the bench?)

Completo las palabras. Después escucho para corregir: (I complete the words. Then I listen to check my answers.)

Children listen to the audio and look at the picture in their books, pointing to each item or items in turn as they are mentioned.

The children complete the words on the dotted lines. They will need to look at the previous page to find the word *bufanda* (scarf) and to previous books to find the words *chicos*' and *'pájaro*'. The teacher will help as this will be a challenge for some children, whereas others may indeed remember how to spell these words, having seen them written down many times over.

Does your child understand what each boy is saying?

Can your child tell you in Spanish what (or who) they can HEAR on the bench, as well as SEE? (Veo - I see, Oigo - I hear). Can they count (Cuento) how many boys or sport bags there are in Spanish?

bufanda, unas zapatillas, un balón, una sudadera y... jun pájaro pequeño!

¿Cuántos niños* hay sobre el banco? Hay dos. ¿Cuántos balones hay sobre el banco? Hay uno. ¿Cuántas bufandas hay sobre el banco? Hay una. ¿Cuántas bolsas de deporte hay sobre el banco? Hay una.

Sobre el banco hay dos chicos*, una bolsa de deporte, una On the bench, there are two boys, a sports bag, a scarf, some trainers, a ball, a sweatshirt and... a little bird!

> How many boys are there on the bench? There are two. How many balls are there on the bench? There is one. How many scarves are there on the bench? There is one. How many sports bags are there on the bench? There is one.

*Note here that boys are referred to as both chicos and niños. Both of these words are found in the La Jolie Ronde course at different points. 'Chico' is the general term for a boy, whereas 'niño' is normally used for younger boys.

Cat E Child's Audio I, Track 17

See if your child can teach you any actions for this song they learned with their teacher. It is a fun way to learn the verb 'tener' (to have).

Song: Yo tengo

Yo tengo. Yo tengo. Tú tienes. Tú tienes. Él tiene. Él tiene. Ella tiene. Ella tiene. Nosotros tenemos. Nosotras tenemos. Vosotros tenéis. Vosotras tenéis. Ellos tienen. Ellos tienen. Ellas tienen. Ellas tienen.

I have

I have You have (singular informal) He has She has We have (masc. and fem.) You have (masc. and fem. plural) They have (masc. and mix) They have (fem.)

(Repeated)

Cat F Child's Audio I, Track 18 Tener (To have)

A more formal way of learning the verb 'tener'. The children cannot repeat this too many times! This verb is important to know inside out!

Yo tengo, tú tienes, él tiene, ella tiene, nosotros tenemos, nosotras tenemos, vosotros tenéis, vosotras tenéis, ellos tienen, ellas tienen.

I have, you have (fam./sing), he has, she has, we have (masc.), we have (fem.), you have (masc./plural), you have (fem./plural), they have (masc.), they have (fem.).

Cat G Completo con los pronombres correctos. (I complete with the correct pronouns.)

Children look at the words in the box in Cat F and decide which pronouns go where to finish the sentences. It would be helpful if children chose a different pronoun for each answer.

Cat H Child's Audio I, Track 19

Escucho y completo. (I listen and I complete.)

Does your child know the alphabet in Spanish? If not, the alphabet can be revised in Buenos días España, Audio I, track 34, lesson 6. Encourage your child to listen to the audio, pausing where necessary and writing each letter down carefully. Sometimes if an error occurs, children will see it quickly as they realise what they are supposed to be spelling!

۱ -	- g	и	а	n	t	e	s.			
								-		

- No entiendo. Repite, por favor.
- guantes.
- **2** banco.
 - ¡No entiendo!
 - b a n c o.
- **3** medias.
 - No entiendo. Repite, por favor.
 - medias.

Cat I ¡Qué raro! (It's weird/strange!)

Leo las frases. Miro la imagen y rodeo "Verdadero" o "Falso". (I read the sentences. I look at the picture and I circle 'true' or 'false'.)

This exercise revises the two prepositions the children have learned so far: *en* and *sobre* (in and on). There is space at the side of the picture should children wish to make up their own sentences – plenty of scope in the picture!

Cat J Child's Audio I, Track 20

Miro el mapa. Coloreo de amarillo una comunidad. Hoy: Comunidad Foral de Navarra. (I look at the map. I colour a region in yellow. Today: Comunidad Foral de Navarra.)

As children will be asked later in the book to shade an area dark yellow, it is recommended that a lighter shade of yellow is used here.

Once again children can identify the position of the region of *Comunidad Foral de Navarra* on their maps on page 2. This time children need to write the word *Pamplona* on their maps as well as on the line provided in their books.

Try asking your child to stop the audio every time they hear a word they recognise and to repeat it out loud. Give lots of praise!

¡Mi viaje por España!

- Estamos en Pamplona. Es la capital de Navarra, en el norte. Se celebran las fiestas de San Fermín. ¿Qué pasa, señor?
- El siete de julio los toros corren por las calles de la ciudad y la gente corre delante de ellos hasta la Plaza de Toros.
- ¡Ay! Es muy peligroso.
- Sí, pero jes un espectáculo emocionante!

My tour of Spain!

- We are in *Pamplona*. It is the capital city of *Navarra*, in the north. The *San Fermín* festival is being celebrated. What's happening, sir?
- On the 7th July, bulls run through the streets of the city and people run in front of them up to La plaza de Toros.
- Oh! it's very dangerous!
- Yes, but it's an exciting spectacle.

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Mi viaje por España

LESSON 4

Cat A Child's Audio I, Track 2I

Escucho y respondo como Carolina. (I listen and answer as if I were Carolina.)

– (spelling of) bench.
– I don't understand!

- (spelling of) gloves.

- (spelling of) gloves.

- (spelling of) bench.
- (spelling of) tights.
- I don't understand. Repeat, please.

- I don't understand. Repeat please.

- (spelling of) tights.

As for Cat A in the last module. Note the audio swaps the weather and season questions so the children need to listen carefully and make sure their answers are on the right lines. Children listen first as all the answers are on the audio and write down the appropriate answers, checking their spellings carefully. The final question asks each child to write down their own age. Having completed *Buenos días España*, many children will be able to do this without looking up any spellings.

¡Hola! Me llamo Carolina. Es sábado. Es veintidós de diciembre. Estoy en el sur de España. Estamos en invierno. Nieva y hace mal tiempo. Son las ocho y media y bailo. Hi! My name is *Carolina*. It's Saturday. It's the 22nd of December. I am in the south of Spain. It's winter. It's snowing and it's horrible weather. It is half past eight and I'm dancing.

¿Cuántos años tienes? How old are you?

Cat B Child's Audio I, Track 22

There are several new words for children to learn here. Encourage your child to listen carefully to each word as it is pronounced on the audio and to pause and repeat, looking at their book as they do so. Some children may like to draw and colour a little picture next to each word. Others may prefer their 'aide memoire' to simply be the word written in English alongside the Spanish one. Note the letter 'm' in brackets indicating a masculine word. For many children, writing the Spanish words down on a separate sheet of paper is the most helpful way of learning new vocabulary.

Draw your child's attention to the words and verbs which can be associated with the new vocabulary. These are all verbs with which they should be familiar. Children can start to highlight masculine and feminine words in the traditional colours.

un ordenador, una tableta, una tele, una consola, un móvil, un libro, un lápiz, dinero (m.), un monedero a computer, a tablet, a television, a games console, a mobile phone, a book, a pencil, money, a purse

Cat C Child's Audio I, Track 23

Estoy en casa. Miro la mesa.	I am at home. I look at the table.
¿Qué hay debajo de la mesa?	What is under the table?
Debajo de la mesa hay: unas gafas, un lápiz, una gorra, unos calcetines, un gato, unos guantes, unos zapatos, una cuchara ¡y dos pies!	Under the table, there are: glasses, a pencil, a cap, some socks, a cat, some gloves, some shoes, a spoon and two feet!

Completo las palabras. Después, escucho para corregir: Debajo de la mesa hay: (I complete the words. Afterwards, I listen to check my answers. Under the table there is/are:)

Children listen to the audio and look at the picture in their books, pointing to each item or items in turn as they are mentioned. Does your child understand what the mouse and the cat are saying?

The children complete the words on the dotted lines. They will need to look at the dictionary in the back of *Buenos días España* to find most of these words. The more children are able to copy-write words correctly, the quicker they will learn to spell, which is a very important grounding for the future!

Cat D Child's Audio I, Track 24

The children will enjoy playing this rap and will soon remember one of the Spanish verbs 'to be': Ser

Rap: Yo soy

Yo, tú, él, ella. Yo, tú, él, ella. Nosotros, vosotros. Ellos, ellas. Nosotras, vosotras. Ellas, ellos.

Yo soy. Tú eres. Él es. Ella es.

Yo soy. Tú eres. Él es. Ella es.

Nosotros somos. Vosotros sois. Ellos son. Ellas son.

Nosotras somos. Vosotras sois. Ellas son. Ellos son.

Yo soy. Tú eres. Él es. Ella es.

Yo soy. Tú eres. Él es. Ella es.

Nosotros somos. Vosotros sois. Ellos son. Ellas son.

Nosotras somos. Vosotras sois. Ellas son. Ellos son.

Cat E Child's Audio I, Track 25

This is a reference for the verb Ser. This verb has already been taught in Buenos días but the difference between the two verbs Ser and Estar which translate as 'to be' in English is difficult for English speakers and any additional practice on these two verbs is always useful. As a general explanation, the verb Ser is used for professions, what you look like and your character. We can say that it is used for more permanent situations while Estar is linked to circumstances or temporary feelings and also is used for locations.

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Mi viaie por España

I, you, he, she. I, you, he, she. We, you. (m.) They (m.), They (f.). We, you. (f.) They (f.), They (m.).

I am You are He is She is

We are You are (plural) They are (m.) They are (f.)

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Yo soy, tú eres, él es, ella es, nosotros somos, nosotras somos, vosotros sois, vosotras sois, ellos son, ellas son. I am, You are, He is, She is, We are, We are (fem.), You are (plural), You are (fem./plural), They are (masculine), They are (feminine)

Cat F Child's Audio I, Track 26

Escucho y coloreo la ropa, los zapatos y las bolsas de deporte correctamente. (I listen and colour the clothes, the shoes and the sports bags correctly.)

Encourage your child not to rush this exercise and to pause the audio as often as they need to. The more the children listen to their audio, the quicker their Spanish will improve! They colour the clothes and sports bags as directed.

Aquí está Pedro. Le gusta jugar al baloncesto. Es su deporte preferido. Para jugar al baloncesto lleva unos pantalones cortos negros y unas zapatillas blancas. Su camiseta es roja. Pedro ha perdido sus calcetines blancos, por eso lleva aquí los calcetines de su hermano que son amarillos. Hoy hace frío, lleva una cazadora roja. A Pedro le gusta mucho su bolsa de deporte amarilla.

Aquí está Sara. A ella le gusta ver los partidos de fútbol en la tele. A ella también le gusta jugar al fútbol. Juega en un equipo del colegio. Es su deporte preferido. Para jugar al fútbol lleva unos pantalones cortos blancos y unas botas de fútbol negras. Su camiseta es roja. Sara lleva calcetines blancos. Hoy hace buen tiempo, lleva una gorra amarilla. A Sara le gusta mucho su bolsa de deporte negra.

Cat G Child's Audio I, Track 27

Escucho. (I listen.)

Ana	– ¿Diga?	– Hello?
Fernando	— ¡Hola, Ana! Soy Fernando.	— Hi, Ana! It's Fernando.
Ana	– ¡Hola, Fernando! ¿Qué tal?	– Hi, Fernando! How are you?
Fernando	– Muy bien. Estoy en el salón. Veo la tele.	 I'm very well. I'm in the living room. I'm watching
	¿Y tú, qué haces?	television. And you, what are you doing?
Ana	– Yo no veo la tele. Estoy en mi dormitorio.	– I'm not watching television. I'm in my bedroom. I'm playing
	Juego con la consola. ¿Qué hora es?	on my games console. What time is it?
Fernando	 Son las once menos cuarto. 	– It's quarter to eleven. Are you coming into town?
	¿Vienes al centro?	
Ana	– Ah, bueno… ¡prefiero el parque!	– Um, well I prefer the park!
Fernando	– ¡Vale! Voy en bicicleta. ¿En quince minutos?	– OK! I'm coming by bike. In fifteen minutes? At eleven
	¿A las once?	o'clock?
Ana	– ¡Genial! Sí, está bien, ¡a las once en punto!	- Great! Yes, that's good, at eleven exactly! I've got my
	¡Tengo mi monopatín! ¡Hasta luego!	scooter! See you later!

After listening to the above dialogue a few times, children may like to fine tune their acting skills with a Spanish-speaking member of the family!

Cat G Pongo las palabras en orden alfabético. (l arrange the words in alphabetical order.)

As your child completes this exercise, see if he/she can spell out each word using the Spanish alphabet. Keep practising the alphabet!

Here is *Pedro*. He likes playing basketball. It's his favourite sport. To play basketball, he wears black shorts and white trainers. His T-shirt is red. *Pedro* has lost his white socks, so here he is wearing his brother's socks, which are yellow. Today it's cold; he's wearing a red bomber jacket. *Pedro* loves his yellow sports bag.

Here is Sara. She likes watching football matches on the television. She also likes playing football. She plays in a team at school. It's her favourite sport. To play football, she wears white shorts and black football boots. Her T-shirt is red. Sara is wearing white socks. Today, it's a nice day; she is wearing a yellow cap. Sara loves her black sports bag.

Cat H Bingo

The children play a game of number lotto in class. The range of numbers is at the teacher's discretion.

Cat I Child's Audio I, Track 28

Miro el mapa. Coloreo de verde una comunidad. Hoy: Cataluña. (I look at the map. I colour a region in green. Today: Cataluña.)

This region is very famous for *Barcelona* and in particular the famous cathedral, *la Sagrada Familia*, as well as other works by the great architect *Antonio Gaudí*. Encourage your child to look at the map on page 2 and identify the area mentioned above. As in previous modules, they write the city (*Barcelona*) next to the appropriate dot on their maps and also here on the line provided. The teacher will talk about the name of the famous cathedral *la Sagrada Familia* and the two languages spoken in *la Comunidad Autónoma de Cataluña* (español and *catalán*).

¡Mi viaje por España!

- Hoy es domingo en Barcelona, en Cataluña. Señor, vamos a visitar la Sagrada Familia.
- Bueno, aquí hay muchos trabajos de Antonio Gaudí.
 Ahora, cerca de las Ramblas, hay mucha gente que baila la sardana en la plaza. Es una danza en grupo y en círculo.
- ¡Fantástico! Y después, en el puerto voy a comer pescado y probar la 'crema Catalana'.

My tour of Spain!

- Today is Sunday in Barcelona, in Catalonia. Sir, we are going to visit the Sagrada Familia.
- Well, here there are a lot of works by Antonio Gaudí.
 Now, close to Las Ramblas, there are a lot of people dancing La Sardana in the square. It's a group dance in a circle.
- Great! And later, at the harbour I am going to eat fish and try crema catalana.

LESSON 5

Cat A Child's Audio I, Track 29

Escucho y respondo como Raúl. (I listen and I reply as if I were Raúl.)

As for Cat A in the last module. Children listen to all the answers on the audio and write down the appropriate answers, checking their spellings carefully with the relevant words on pages 3 and 5. The audio swaps the order of the questions so children need to make sure they write the answers down on the correct lines.

The final question asks each child to write down their favourite colours, so more than one colour is required here. Having completed *Buenos días España*, many children will be able to do this without looking up any spellings. Make sure your child writes the word 'and' in Spanish – y.

¡Hola! Me llamo Raúl. Hoy es lunes. Es veinte de mayo. Estoy en el norte de España. Estamos en primavera. Hay niebla pero no hace frío. Son las nueve y juego con la consola. Hi! My name is *Raúl*. It's Monday. It's the 20th of May. I am in the north of Spain. We are in spring. It's foggy but it's not cold. It's nine o'clock and I'm playing on my games console.

Mi viaje por España

¿Cuáles son tus colores preferidos? (What are your favourite colours?)

Cat B Child's Audio I, Track 30

Instructions as per Cat B in the last module. Point out to your child the difference between pyjama and *pijama* and how the word sounds different in Spanish. Pyjamas are also plural in English but singular in Spanish. Ask your child if he/she recognises the words written around the box here and ask him/her what they mean.

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un pijama una pasta de dientes un cepillo de dientes un cepillo del pelo un gel de baño unas pantuflas un neceser un camisón

Cat C Child's Audio I, Track 3I

Not all children enjoy singing but the *La Jolie Ronde* songs are a great way to consolidate not just vocabulary previously learned but also new expressions.

pyjamas

toothpaste a toothbrush

a hairbrush

shower gel

a washbag/toiletry bag a nightshirt/nightie

slippers

Song: ¿Qué llevas?	What do you wear?
¿Qué llevas en invierno?	What do you wear in winter?
¿Qué llevas en invierno?	What do you wear in winter?
Bufanda y sombrero.	Scarf and hat.
En invierno llevo:	In winter, I wear:
Bufanda y sombrero.	Scarf and hat.
¿Qué llevas en primavera?	What do you wear in spring?
¿Qué llevas en primavera?	What do you wear in spring?
Una sudadera.	A sweatshirt.
En primavera llevo:	In spring I wear:
Una sudadera.	A sweatshirt.
¿Qué llevas en verano?	What do you wear in summer?
¿Qué llevas en verano?	What do you wear in summer?
Sandalias de color claro.	Light colour sandals.
En verano llevo:	In summer, I wear:
Sandalias de color claro.	Light colour sandals.
¿Qué llevas en otoño?	What do you wear in autumn?
¿Qué llevas en otoño?	What do you wear in autumn?
Unas botas y un gorro.	Some boots and a woolly hat.
En otoño llevo:	In autumn, I wear:
Unas botas y un gorro.	Some boots and a woolly hat.

Cat D ¿Cuál es la ropa de invierno? (Which are the winter clothes?)

Children circle or highlight every item of clothing they think may be worn in the winter.

Cat E Child's Audio I, Track 32

Role play: Los pies debajo de la mesa

(Trabajo con un compañero o una compañera. Miro la página 46.) (I listen and I work with a friend. I look at page 46) – (Note: compañero is a male friend and compañera is a female friend.)

Encourage your child to listen to the role play several times whilst looking at the pictures on page 46. The audio can be stopped at the end of each sentence so that your child can repeat after the voices on the audio. The text of the role play can be found on page 53. Children can also listen to it and look at the words at the same time. They might like to fine tune their acting skills with a Spanish-speaking member of the family!

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Role play: Los pies debajo de la mesa

- ¿Dónde está mi monedero? ¡He perdido mi monedero!
- Mira en las cestas.
- No, en las cestas hay unos guantes blancos, una cazadora negra, dos bufandas, una camisa, un pollo, unas fresas, una barra de pan y un cartón de leche... pero no hay un monedero.
- ¿Dónde está mi monedero? ¡He perdido mi monedero!
- Mira sobre el banco.
- No, sobre el banco hay dos chicos, una bolsa de deporte, una bufanda, unas zapatillas, un balón, una sudadera y... ¡un pájaro pequeño!... pero no hay un monedero.
- ¿Dónde está mi monedero? ¡He perdido mi monedero!
- Mira debajo de la mesa.
- No, debajo de la mesa hay unas gafas, un lápiz, una gorra, unos calcetines, un gato, unos guantes, unos zapatos, una cuchara... ¡Ah! ¡Y dos pies!
- Hola, me llamo Paco. ¡He visto tu monedero!

The feet under the table.

- Where is my purse? I've lost my purse!
- Look in the baskets.
- No, in the baskets, there are white gloves, a black bomber jacket, two scarves, a shirt, a chicken, some strawberries, a loaf of bread and a carton of milk... but no purse.
- Where is my purse? Oh! I've lost my purse!
- Look on the bench.
- No, on the bench, there are two boys, a sports bag, a scarf, some trainers, a ball, a sweatshirt and... a little bird! But no purse.
- Where is my purse? I've lost my purse!
- Look under the table.
- No, under the table, there are some glasses, a pencil, a cap, some socks, a cat, some gloves, some shoes, a spoon... Ah! And two feet!
- Hi, my name is Paco. I've seen your purse!

Cat F Busco. (I search.)

Children look for all the words listed in the wordsearch. Can your child remember what all the words mean?

Cat G Child's Audio I, Track 33

This song and the track below teach the children the other Spanish verb for 'to be': '*Estar*'. Along with the other verbs introduced in the previous lessons, it is imperative that children know this verb 'inside out'. The more they can listen the better!

Song: Yo estoy

	l vev he she
Yo, tú, él, ella.	l, you, he, she.
Yo, tú, él, ella.	l, you, he, she.
Nosotros, vosotros, ellos, ellas.	We (masc.), you (plural/masc), they (masc.), they (fem.).
Nosotras, vosotras, ellas, ellos.	We (fem.), you (plural/fem.), they (fem.), they (masc.).
Yo estoy.	l am.
Tú estás.	You are.
Él está.	He is.
Ella está.	She is.
Yo estoy.	l am.
Tú estás.	You are.
Él está.	He is.
Ella está.	She is.
Nosotros estamos.	We are. (masc.)
Vosotros estáis.	You are. (plural/masc.)
Ellos están.	They are. (masc.)
Ellas están.	They are. (fem.)
Nosotras estamos.	We are. (fem.)
Vosotras estáis.	You are. (plural/fem.)
Ellas están.	They are. (fem.)
Ellos están.	They are. (masc.)

Yo estoy.	l am.
Tú estás.	You are.
Él está.	He is.
Ella está.	She is.
Nosotros estamos.	We are. (masc.)
Vosotros estáis.	You are. (plural/masc.)
Ellos están.	They are. (masc.)
Ellas están.	They are. (fem.)
Nosotras estamos.	We are. (fem.)
Vosotras estáis.	You are. (plural/fem.)
Ellas están.	They are. (fem.)
Ellos están.	They are. (masc.)

Cat H Child's Audio I, Track 34 Estar (To be)

Yo estoy.
Tú estás.
Él está.
Ella está.
Nosotros estamos.
Nosotras estamos.
Vosotros estáis.
Vosotras estáis.
Ellos están.
Ellas están.

I am. You are. He is. She is. We are. (masc.) We are. (fem.) You are. (plural/(masc.) You are. (plural/fem.) They are. (masc.) They are. (fem.)

Cat I Completo las frases. (I complete the sentences.)

The children choose one of the verb parts in Cat H to fill in the gaps. Can your child translate the passage for you?

Cat J Miro la imagen y el vocabulario aquí arriba y completo las frases. (I look at the picture and the vocabulary above and I complete the sentences.)

Before attempting this activity, children need to be clear about the two different words for 'my'. 'Mi' is used for singular words and 'mis' for plural, but there is no difference for masculine and feminine. Children also need to understand the difference between *¿Dónde está*? (Where is?) and *¿Dónde están*? (Where are?). The various words in the grey squares along with the three prepositions will help children fill in the blanks to complete the sentences. First, they choose a singular word from the box (either *mi reloj, mi móvil* or *mi pijama*) and write it on the first line. (The little picture signifies 'Where is?' – *¿Dónde está*?). The second little picture symbolises 'No lo sé' (I don't know). The boy in the third picture is saying 'He perdido mi...' (I've lost my...) and in the last picture the second character is able to describe where it is to be found. (For example, the mobile phone is 'debajo de *la cama*' (under the bed) and the pyjamas are 'sobre *la cama*' (on the bed). Another version of the dialogue can then be completed on the right-hand side for a plural word, for example *mis pantuflas* or *mis guantes*.

Cat K Child's Audio I, Track 34

Miro el mapa. Coloreo de marrón una comunidad. Hoy: Comunidad Valenciana. (I look at the map. I colour a region in brown. Today: Comunidad Valenciana)

Once again children can identify the area mentioned above on their maps on page 2 and then they write the word *Valencia* next to the relevant dot and also write *Valencia* on the line provided in their books.

¡Mi viaje por España!

- Estamos a la orilla del Mar Mediterráneo, en Valencia. ¿Qué hay de interés aquí?
- Pues, hay el submarinismo y el golf, el ciclismo y el tenis y no podremos olvidar las fiestas famosas: ¡Las Fallas de Valencia y la Tomatina de Buñol!
- ¡Muy bien! Yo quisiera probar el plato más famoso de España, la paella valenciana.

LESSON 6

Cat A Child's Audio I, Track 36

Escucho y respondo como Marta. (I listen and respond as Marta.)

My tour of Spain!

- We are on the Mediterranean coast, in *Valencia*. What is of interest here?
- Well, there is scuba diving, golf, cycling and tennis and we must not forget the famous festivals: Las Fallas de Valencia and la Tomatina de Buñol!
- Very good! I would like to try the most famous dish: la paella valenciana.

As for Cat A in the last module. Children listen to all the answers on the audio and write down the appropriate answers, checking their spellings carefully. (They can look at pages 3 and 5 to refer to the days of the week, months of the year, seasons, hobbies and sports.) The audio swaps the order of the questions so children need to make sure they write the answers down on the correct lines. The final question asks each child to write down their favourite clothes. If they write more than one item of clothing, make sure your child writes the word 'and' in Spanish. Children now have quite a large repertoire of clothes items to choose from – both in *Mi Viaj*e and also in *Buenos días España*.

¡Hola! Me llamo Marta. Es viernes. Es dieciséis de agosto. Estoy en Madrid. Estamos en verano. Está nublado y hay tormenta. Son las once menos cuarto y ¡hago gimnasia! Hi! My name is *Marta*. It's Friday. It's the 16th of August. I'm in *Madrid*. We're in summer. It's cloudy and there is a storm. It's a quarter to eleven and I'm doing exercises!

¿Cuál es tu ropa preferida? What are your favourite clothes?

Cat B Child's Audio I, Track 37

Once again encourage your child to read the words which can be associated with the new vocabulary and make sure he/she understands. (Aquí hay – Here is/are, Veo – I see, Quiero – I would like/I want, Tengo – I have, Llevo – I wear.) Invite your child to listen to the five new words and to repeat them and then to read them in the book. Encourage your child to learn these words by whichever method is most helpful to them. Each word can be highlighted in blue or red to indicate a masculine or a feminine noun. Children should be invited to look up all the words in the dictionary at the back of the book and fill in the English translations.

unas sandalias un bañador una crema solar una toalla una maleta sandals swimming costume/shorts sun cream a towel a suitcase

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Mi viaie por España

Cat C Child's Audio I, Track 38

Invite your child to listen to the song several times and whilst listening to jot down all the clothes and accessories he/she can hear mentioned in the song. Altogether there are thirteen items of clothes and six accessories. How many can your child identify? There are also two numbers mentioned (apart from 'one'), namely two and five, plus two colours (violet and red). Can your child identify them all?

Song: En mi maleta

- En mi maleta Hay una camiseta, Zaþatos violetas Y un neceser. Un cepillo de dientes, Una cazadora Y unas zaþatillas, Cinco þantalones. ¡Sin olvidar La bufanda!
- En mi maleta, Hay un jersey, Chaleco y guantes, Una consola y libros. Un cepillo para el pelo, Calcetines y gorra, Unos pantalones cortos, Dos gorros rojos. ¡Sin olvidar Mi tableta!

In my suitcase

In my suitcase There is a T-shirt, Purple shoes And a washbag. A toothbrush, A bomber jacket And trainers. Five pairs of trousers. Not forgetting The scarf!

In my suitcase There is a jumper, Waistcoat and gloves, A games console and books. A hairbrush, Socks and a cap, Shorts, Two red woolly hats. Not forgetting My tablet!

Cat D Child's Audio I, Track 39

Miro la maleta de Javier. (I look at Javier's suitcase.)

¿Qué hay en la maleta de Javier?

En mi maleta tengo mi pijama, mis calcetines, mi chándal, mi neceser, mi cepillo de dientes, mi pasta de dientes, mi gel de baño. Ah, también tengo mis gafas de sol, mi gorra, mis sandalias, mi crema solar y mi toalla.

¡Genial! ¡Me voy de vacaciones! ¡Me voy a Portugal!

What is in Javier's suitcase?

In my suitcase, I have my pyjamas, my socks, my tracksuit, my washbag, my toothbrush, my toothpaste, my shower gel. Ah, I also have my sunglasses, my cap, my sandals, my sun cream and my towel.

Brilliant! I'm going on holiday! I'm going to Portugal!

Ask your child to point to all the items in the suitcase and name them. Then see if your child can identify which words need to be written on the dotted lines underneath. They can check their answers with the audio. Spelling words correctly is a challenge but encourage your child not to guess how words are spelt but to look them up in the dictionary. If any of the words cannot be found in the dictionary section at the back of *Mi Viaje*, they can be found in the back of *Buenos días España*.

Completo las palabras. Después, escucho para corregir: (I complete the words. Afterwards, I listen to check my answers.)

Cat E Busco la palabra escondida. (I look for the hidden word).

In between each of the recognisable clothes words in the 'word string', is a letter of the alphabet. When the six hidden letters are put together, they spell a word. What is it?

Cat F Relleno los huecos con el verbo correcto. (I fill in the gaps with the correct verb.)

The children choose the correct verb parts from the box to fill in the gaps.

Cat G Completo las frases. (I complete the sentences.)

This activity practises No es (It is not). All the nouns needed for this exercise can be found on the preceding pages.

Cat H Child's Audio I, Track 40

Escucho y escribo los números correctos al lado de las frases y las imágenes. (I listen and I write the correct numbers next to the sentences and pictures.)

Children listen to the audio. Number I needs to appear in the correct box in the second and third columns and so on with numbers 2 to 6. For example, in the first sentence the time is eight o' clock and so the number I needs to be placed in the fourth box next to *a las ocho*. The audio tells us that the child is playing with the games console and so the number I needs to be placed in the third box in the last column next to *juego con la consola*. Finally, another number I needs to be placed in the box under the relevant picture.

El lunes a las ocho juego con la consola. El martes a las siete desayuno. El miércoles a las cuatro termino el colegio. El jueves a las nueve llego al colegio. El viernes a las seis veo la tele. On Monday at eight o'clock, I play on my games console. On Tuesday at seven o'clock, I have my breakfast. On Wednesday at four o'clock, I finish school. On Thursday at nine o'clock, I arrive at school. On Friday at six o'clock, I watch television.

Cat I Child's Audio I, Track 4I

En la parada del autobús. Miro la imagen y leo. Después, escucho y respondo las preguntas con mi profesor/profesora (At the bus stop. I look at the picture and I read. Then I listen and I answer the questions with my teacher.)

This exercise will have been covered in class, but Spanish-speaking parents have a great opportunity here to ask the following questions to elicit the correct answers. Can your child read what is written in each 'bubble' and tell you what the words mean?

¿Quién es la primera persona de la fila?	Who is the first person in the queue?
¿Quién es el último?	Who is the last one?
¿Quién es la tercera persona de la fila?	Who is the third person in the queue?
¿Quién está cansado?	Who is tired?
¿Quién lleva un jersey rosa?	Who is wearing a pink jumper?
¿Quién es la persona más alta de la fila?	Who is the tallest person in the queue?
¿Quién es el más bajo?	Who is the shortest?
¿A quién le gusta comer en un restaurante italiano?	Who likes eating in Italian restaurants?
¿Quién quiere vivir en el sur de España?	Who wants to live in the south of Spain?
¿A quién le gustan las películas?	Who likes films?
¿A quién le gusta el deporte?	Who likes sport?
¿Lleva Laura un bolso azul?	Is Laura carrying a blue handbag?
Elicit: No, lleva un bolso verde.	Elicit: No, she is carrying a green handbag.
¿Lleva Antonio unos zapatos verdes? Elicit: No, lleva unos	Is Antonio wearing green shoes? Elicit: No, he is wearing
zapatos azules.	blue shoes.

Cat J Child's Audio I, Track 42

Miro el mapa. Coloreo de morado una comunidad. Hoy: Aragón. (I look at the map. I colour a region in purple. Today: Aragón.)

The children write the word Zaragoza next to the relevant dot and also write Zaragoza on the line provided in their books. Continue to encourage your child to listen to the audio and count how many words they know. Words/phrases they may recognise include 'buenas tardes', 'el río', 'señorita' and 'la ciudad'.

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Mi viaie por España



¡Mi viaje por España!

My tour of Spain!

- en Zaragoza?
- Sí, el río Ebro cruza la ciudad que es una de las ciudades más grandes y monumentales de España. La Jota de Aragón es una danza muy popular. Se canta y se baila, acompañándose de castañuelas y trajes regionales.
- Estamos en Aragón. Buenas tardes, señorita. ¿Vive usted We are in Aragón. Good afternoon, young lady. Do you live in Zaragoza?
 - Yes, the *Ebro* river crosses the city, which is one of the biggest and most important cities in Spain. The Jota from Aragón is a very popular dance.
 - There is singing and dancing, accompanied by castanets and regional costumes.

LESSON 7

Cat A Child's Audio I, Track 43

Escucho y respondo a las preguntas. (I listen and reply to the questions.)

This time, only the questions in the book are on the audio. Children now have the opportunity to write down the appropriate answers for the actual day, date, etc. They need to check their answers are spelt correctly as before. (They can look at pages 3 and 5 to refer to the days of the week, months of the year, seasons, hobbies and sports.) The audio sometimes swaps the order of the questions so children need to make sure they write the answers down on the correct lines. The final questions asks each child to write down how many brothers or sisters they have and if the answer is zero, to tick the appropriate box underneath, as to whether they are an only son (hijo único) or an only daughter (hija única). As in Lesson I, children can fill in the little boxes and clock face at the top of the page to illustrate their answers.

¿Qué día es hoy?	What day is it?
¿Qué fecha es hoy?	What is the date today?
¿Qué tiempo hace?	What's the weather like?
¿Qué hora es?	What time is it?
¿En qué estación del año estamos?	Which season are we in?

¿Cuántos hermanos tienes? ¿Cuántas hermanas tienes? ¿Eres hijo único? ¿Eres hija única? (How many brothers do you have? How many sisters do you have? Are you an only son? Are you an only daughter?)

Cat B Child's Audio I, Track 44

Role play: ¡Es el cumpleaños de Marta!

(Escucho y trabajo con un compañero o una compañera. Miro la página 47) (I listen and I work with a friend. I look at page 47) – (Note to parents: compañero is a male friend and compañera is a female friend.)

The text below can also be found at the back of Mi viaje por España, page 53. As with all the role plays, the children are encouraged to listen to the audio and look at the little pictures in the back of their books (page 47) at the same time.

¡Ring!		Ring!	
Juan	– ¿Quién es?	Juan	– Who is it?
Marta	– ¡No sé! Abre la puerta, por favor.	Marta	 I don't know! Open the door, please.
Juan	— ¡Oh! ¡Es tu hermano, Pedro! ¡Hola! Marta,	Juan	– Oh! It's your brother, Pedro. Hi! Marta!
	;es Pedro!		It's Pedro!
Marta	– Hola, Pedro. ¿Cómo estás?	Marta	– Hi, Pedro. How are you?
Pedro	– Bien, gracias, ¿y tú?	Pedro	– Fine, thank you, and you?

¡Ring!		Ring!	
Juan	– ¿Quién es?	Juan	– Who is it?
Marta		Marta	– I don't know! Open the door, please.
Juan	 – ¡Oh! ¡Es tu hermano, Pedro! ¡Hola! Marta, ¡es Pedro! 	Juan	 Oh! It's your brother, Pedro. Hi! Marta! It's Pedro!
Marta	– Hola, Pedro. ¿Cómo estás?	Marta	– Hi, Pedro. How are you?
Pedro	– Bien, gracias, ¿y tú?	Pedro	– Fine, thank you, and you?
¡Ring!		Ring!	
Juan	– ¡Oh! ¿Quién es?	Juan	– Oh! Who is it?
Marta	 – ¡No sé! Abre la puerta, por favor. ¡Ring! 	Marta	 I don't know! Open the door, please. Ring!
Juan	 Sí ¡Voy! ¡Oh! Hola. Marta, ¡son tus primas, Isabel y María! 	Juan	 Yes, I'm coming! Oh! Hello. Marta, it's your cousins Isabel and María!
Marta	– Hola, María, hola, Isabel, ¿cómo estáis?	Marta	– Hello, María. Hello, Isabel how are you?
	María – Muy bien, gracias.	María a	nd <i>Isabel</i> – Very well, thank you.
;Ring!		Ring!	
Juan	– ¡Otra vez! ¡Ay, caramba! ¿Quién es? Marta, ¿quién es?	Juan	– Again! Oh dear/bother! … Who is it? Marta, who is it?
Marta	– No sé. Abre la puerta.	Marta	– I don't know. Open the door.
Juan	– Bueno, įvale! Sí, sí, įvoy!	uan	– Well, OK! Yes, yes, I'm coming!
•	up – Hola, Juan ¿Y Marta? ¿Dónde está Marta?	5	oup – Hello Juan. And Marta, where is Marta?
Juan	 En la cocina. Marta. ¡Es para ti! ¡Tu hermana, tus primas, tus padres, tus abuelos, tus tíos. ¡Madre mía! ¡No entiendo! 	Juan	 In the kitchen. Marta, it's for you! Your sister, your (girl) cousins, your parents, your grandparents, your uncle and your aunt! Oh dear! I don't understand!
Everyo	ne but <i>Juan</i> exclaims:	Everyor	ne but <i>Juan</i> exclaims:
Todos	 – ¡Feliz cumpleaños, Marta! 	All	– Happy birthday, <i>Marta</i> !
Juan	— ¡Ah! ¡Es el cumpleaños de Marta!	Juan	– Ah! It's <i>Marta</i> 's birthday!

Cat C Completo las frases como Marta. (I complete the sentences as if I were Marta.)

The children look at the picture. They choose adjectives from the boxes and complete the sentences. Draw your child's attention to the masculine (blue) and feminine (red) forms of the adjectives. *Bastante* and *muy* (quite and very) also appear here if children wish to use these words.

Cat D Child's Audio I, Track 45

Mi compañero. Escucho y rodeo las respuestas correctas. (My friend. I listen and I circle the correct answers.)

Children listen carefully to the audio and in their books circle the words they hear to complete the sentences. Afterwards they can practise their pronunciation by reading the descriptions out loud.

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Mi viaje por España

- ¿Cómo se llama tu amigo?
- Se llama Manuel.
- ¿Cuántos años tiene?
- Tiene diez años.
- ¿De dónde es?
- Es mexicano.
- ¿Dónde vive?
- Vive en Jalisco.
- ¿De qué color tiene el pelo?
- Tiene el pelo negro.
- ¿Cómo tiene el pelo?
- Corto y rizado.
- ¿De qué color tiene los ojos?
- Tiene los ojos marrones.

- What's your friend's name?
- His name is Manuel.
- How old is he?
- He's ten years old.
- Where is he from?
- He is Mexican.
- Where does he live?
- He lives in Jalisco.
- What colour hair does he have?
- He has black hair.
- What is his hair like?
- Short and curly.
- What colour are his eyes?
- He has brown eyes.

Cat E Child's Audio I, Track 46

Mi compañera. Escucho y rodeo las respuestas correctas. (My friend. I listen and I circle the correct answers.)

Children listen carefully to the audio and in their books circle the words they hear to complete the sentences. Afterwards they can practise their pronunciation by reading the descriptions out loud. Draw your child's attention to the spelling of the word for a female friend – *compañera*.

– ¿Cómo se llama tu amiga?	– What's your friend's name?
– Se llama Lucía.	– Her name is <i>Lucía</i> .
– ¿Cuántos años tiene?	– How old is she?
– Tiene trece años.	– She is 13 years old.
– ¿De dónde es?	– Where is she from?
– Es colombiana.	– She is Colombian.
– ¿Dónde vive?	– Where does she live?
– Vive en Bogotá.	– She lives in Bogotá.
– ¿De qué color tiene el pelo?	– What colour hair does she have?
– Tiene el pelo rubio.	– She has blond hair.
– ¿Cómo tiene el pelo?	– What is her hair like?
– Largo y liso.	– Long and straight.
– ¿De qué color tiene los ojos?	– What colour are her eyes?
– Tiene los ojos azules.	– She has blue eyes.

Cat F Bingo

As before, the children play a game of number lotto. The range of numbers is at the teacher's discretion.

Cat G Busco algunas palabras que comienzan con las siguientes letras: $r \in I \circ j$. (I look for words that start with the following letters: $r \in I \circ j$).

Children are encouraged to look back through their book to find Spanish nouns which begin with each of the above letters. They can look in the dictionary at the back of the book and also in the dictionary in the back of *Buenos días España*. Does your child remember what *reloj* means? (a watch!) Children can see how many words they can fit into each of the circles! They can highlight each word in blue or red to remind themselves which are masculine and which are feminine words.

Cat H Child's Audio I, Track 47

Miro el mapa. Coloreo de naranja una comunidad. Hoy: La Rioja. (I look at the map. I colour a region in orange. Today: La Rioja.) As before, children listen to the audio and see how many words they can recognise. Ask your child if he/she can hear what the weather is like and which famous 'battle' takes place each year in La Rioja. Children look for the region on their maps on page 2, colour it in orange and write the word *Logroño* next to the dot provided. They also write Logroño as well as the name of a main river on the lines at the bottom of page 19 in their books.

¡Mi viaje por España!

- Estamos en la Rioja, en el norte de España.
- Haro, con vistas al río Ebro. El río es azul, como el cielo. ¡En verano hace buen tiempo y hace calor! En junio, hay una guerra de vino, del vino de la Rioja.

LESSON 8

Cat A Child's Audio I, Track 48

Escucho y respondo a las preguntas. (I listen and reply to the questions.)

As with the previous lesson, the audio contains a rap beat and no answers. The children write down the replies themselves. They can look at page 3 to refer to the days of the week, months of the year and seasons to make sure that they spell each word accurately. Answers here should be the actual details of the day and time children are doing their homework, if this section has not been completed in class already. Children can write full sentences or just one word answers. The simplified symbols should be drawn in to reinforce the answers given. Simple weather icons can be found on page 3 of their activity books. The last question requires the children to write down the colours of their favourite sports team or school uniform.

¿Qué hora es? ¿Qué tiempo hace? ¿En qué estación del año estamos? ¿Qué día es hoy? ¿Qué fecha es hoy?

What time is it? What's the weather like? Which season are we in? What day is it? What is the date today?

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Mi viaje por España

¿Cuáles son los colores de tu equipo preferido o de tu uniforme? (What are the colours of your favourite sports team or of your uniform?)

Cat B Child's Audio I, Track 49

The children will have been taught the following adjectives in class. Here they can practise their pronunciation of these words by repeating each one after the voice on the audio whilst looking at the words in their books. Draw your child's attention to the masculine and feminine versions of each adjective and ask if he/she can remember what each word means. Which adjective or adjectives would they use to describe themselves?

divertido	divertida	fun
simpático	simpática	nice/friendly
inteligente	inteligente	intelligent
tímido	tímida	shy
hablador	habladora	talkative
aburrido	aburrida	boring
bueno	buena	good
alegre	alegre	jolly/cheerful
contento	contenta	happy
triste	triste	sad
cansado	cansada	tired

My tour of Spain!

- We are in La Rioja, in the north of Spain.
- Buenos días, me llamo Mercedes y vivo en una casita en Good morning, my name is Mercedes and I live in a little house in Haro, with views of the Ebro river. The river is blue, like the sky. In summer the weather is good and hot! In June there is a battle of wine with La Rioja wine.

Cat C Subrayo las frases correctas. (I underline the correct sentences.)

The children look at each picture in turn and underline or highlight the correct description.

Cat D Child's Audio I, Track 50

This is a very easy rap for children to learn off by heart. After listening to the audio several times whilst looking at the words in their book, page 57, children could be encouraged to say the last word in each line, as parents pause the audio. Children could also test Spanish-speaking members of the family to do the same!

Rap: Mira, hace bueno	Look, the weather is good
Mira, hace bueno.	Look, the weather is good.
Yo estoy contento.	I am happy.
Y cuando hace viento,	And when it's windy,
Pedro está contento.	Pedro is happy.
Mira, llueve.	Look, it is raining.
Nadie se mueve.	Nobody is moving.
Cuando hace mal tiempo	When the weather is bad,
Me voy en un momento.	I leave straightaway.
Mira, hace calor.	Look, it is hot.
Me pongo el bañador.	I put on my swimming costume.
Y cuando hace frío,	And when it is cold,
El gorro de mi tío.	My uncle's woolly hat.

Cat E Escribo en orden. (I write in (the correct) order.)

The children can first look out for the words beginning with a capital letter indicating the first word in each sentence. They will need to understand the meaning of each word to complete this exercise.

Cat F La familia de Álvaro. (Álvaro's family.)

This is a reference to Álvaro's family. The children will need to look at the pictures of each family member in order to complete exercises in Cat G and H.

Cat G Child's Audio I, Track 51

Miro la familia de Álvaro y utilizo los adjetivos y los adverbios de la tabla para describir a las personas. Después, escucho los ejemplos. (I look at Álvaro's family tree and I use the adjectives and adverbs in the box to describe the people. Afterwards I listen to the examples.)

The children look at the family and the box containing fourteen adjectives below, in addition to the words for 'very' (*muy*) and 'quite' (*bastante*). They choose which adjective(s) they would use to describe each of the characters. Depending on their ability, they could just say the words out loud, and/or write down full sentences on a separate piece of paper. (*Es deportista, Es muy divertida*, etc.) Children could begin by highlighting the masculine and feminine versions of each adjective in blue or red to help them remember to choose the correct word for their descriptions. Finally, children listen to check pronunciation and to compare their answers with those on the audio.

Mi abuelo es mayor y alto.	My grandfather is old and tall.
Mi abuela es mayor y alta.	My grandmother is old and tall.
Mi tía es alta y divertida.	My aunt is tall and fun.
Mi tío es bajo y divertido.	My uncle is short and fun.
Mi þadre es muy alto y fuerte.	My father is very tall and strong.
Mi madre es baja y buena.	My mother is short and kind.
Mi hermana mayor es bastante deportista y fuerte.	My big sister is quite sporty and strong.
Mi hermana menor es joven y guapa.	My little sister is young and beautiful.
Mi hermano es bajo y bueno.	My brother is short and kind.
Yo soy guapo y deportista.	I am handsome and sporty.

Cat H Miro la familia de Álvaro y escribo los nombres correctamente. (I look at Álvaro's family tree and I write in the names correctly.)

There are ten descriptions listed, each one relating to a different member of the family. Children look at the family and read each description carefully. They then put each person's name on the appropriate line. The word *barba* in the second question will be new for most children. It means beard.

Cat I Child's Audio I, Track 52

Miro el mapa. Coloreo de gris una comunidad. Hoy: El País Vasco. (I look at the map. I colour a region in grey. Today: El País Vasco.)

As before, children listen to the audio and see how many words they can recognise. Ask your child if he/she can hear the name of the museum in *Bilbao*, or the sport that is played in this region. Children look for the region on their maps on page 2 and colour it in grey. They write *Bilbao* on the line provided at the bottom of page 21.

;Mi viaje por España!	My tour of Spain!
 Estamos en el País Vasco, en Bilbao, delante del Museo Guggenheim. ¡Es espectacular! 	– We are in the Basque Country, in Bilbao, in front of the Guggenheim Museum. It is spectacular!
 Sí, así como el conocido juego de pelota vasca. ¿Vamos a ver un partido esta tarde a las cinco? 	- Yes, just like the well-known sport Basque pelota. Shall we go and watch a match this afternoon at five?
— ¡De acuerdo!	– OK!

LESSON 9

Cat A Child's Audio I, Track 53

Escucho y respondo a las preguntas. (I listen and reply to the questions.)

As with the previous lesson, the children write down the replies themselves. They can look at page 3 to refer to the days of the week, months of the year and seasons to make sure that they spell accurately. Answers here should be the actual details of the day and time children are doing their homework, if this section has not been completed in class already. Children can write full sentences or just one-word answers. The simplified symbols should be drawn in to reinforce the answers given. Simple weather icons can be found on page 3 of the activity books. Questions are always in a different order and so children need to pay attention to the specific answers required on each line. In the last question, children are asked to describe themselves. They should start their sentence with Soy and can use one or more of the adjectives on page 21. Depending on your child's ability, they could also write down the colour of their hair and eyes.

¿En qué estación del año estamos?
¿Qué fecha es hoy?
¿Qué hora es?
¿Qué día es hoy?
¿Qué tiempo hace?

Which season are we in? What is the date today? What time is it? What day is it? What's the weather like?

¿Cómo eres? ¡Descríbete! (What are you like? Describe yourself!)

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Cat B Child's Audio I, Track 54

Children listen to the seven prepositions and look at the pictures in their books. Test your child. Can your child remember all of the words without looking?

sobre, debajo, en, delante, detrás, a la izquierda, a la derecha

on, under, in, in front, behind, on the left, on the right

Cat C Child's Audio I, Track 55

Miro y leo. Escucho para corregir. Después, escribo las palabras correctamente. (I look and I read. I listen to check my answers. Afterwards, I write the words correctly.)

First the children 'read' each sentence. Can they remember all the words illustrated? Remind your child that in Spanish colours come AFTER the noun instead of before it, as in English. Next the children listen to the audio to self-correct and then write in the missing Spanish words underneath each little picture. Children need to look out for the plurals in points 2, 4 and 5. This is a good exercise for consolidating adjective agreements.

- 1. Aquí hay un reloj verde. Está en la bolsa de deporte.
- 2. Aquí hay unas sandalias amarillas. Están sobre la silla.
- 3. Aquí hay un chaleco azul. Está debajo de la cama.
- 4. Aquí hay dos arañas negras. Están delante de la casa.
- 5. Aquí hay unos caramelos azules. Están detrás del vaso. 5. Here are some blue sweets. They are behind the glass.

Cat D Child's Audio I, Track 56

Role play: ¿Tú o usted?

(Escucho y trabajo con un compañero o una compañera. Miro la página 48.) (I listen and I work with a friend. I look at page 48.) – (Note to parents: compañero is a male friend and compañera is a female friend.)

This role play has been devised to emphasise the difference between tú and usted, the informal and formal ways of saying 'you' in Spanish. The text of the role play can be found at the back of the activity book page 53. Children can listen to the audio and follow the little pictures provided on page 48.

Sofia	– Hola, Peter ¿Cómo estás?	Sofía	– Hi, Peter, how are you?
Peter	– Bien, gracias.	Peter	– I'm fine, thank you.
Sofia	– ¡Es un regalo para ti!	Sofía	– Here is a present for you!
Peter	– Gracias, eres muy amable.	Peter	– Thank you, you are very kind.
Peter	– Hola, ¿Cómo estás, señor?	Peter	- Hello, sir, how are you? (informal)
El señor	– ¡No! ¡No! ¡No! Es: «¿Cómo está usted?»	The man	– No, no, no! It's: 'How are you?' (formal)
Peter	– ¡Ah perdón!, ¿Cómo está usted?	Peter	- Oh, sorry! How are you? (formal)
El señor	– Bien, gracias.	The man	– I'm fine thank you.
Peter	– ¡Es un regalo para ti!	Peter	– Here is a present for you. (informal)
El señor	– ¡No! ¡No! ¡No! Es: «¡Es un regalo para	The man	– No, no, no! It's: 'Here is a present for
	usted!»		you'. (formal)
Peter	– Ah þerdón, es un regalo þara usted.	Peter	- Oh, sorry, here is a present for you. (formal)
El señor	– Gracias, eres muy amable.	The man	– Thank you. You (informal) are very kind.

Cat E An example of a letter written in Spanish.

Cat F Escribo una carta (I write a letter.)

Using the format of the sample letter in Cat E and the words inside the grey boxes at the bottom of the page, encourage your child to write a simple 'pretend' letter.

- I. Here is a green watch. It is in the sports bag. 2. Here are some yellow sandals. They are on the chair.
- 3. Here is a blue waistcoat. It is under the bed.
- 4. Here are two black spiders. They are in front of the house.

Cat G Escribo un correo electrónico a mi amigo (o a mi amiga). (I write an email to my friend.)

As above. Children can use the vocabulary in the grey boxes to write a message to one of their friends as if they were on holiday. The words here are to be used as a guide and should be very familiar to most children. Higher attaining children can search for their own ideas by looking in their activity books.

Ideas para completar tu carta y tu correo electrónico de arriba. (Ideas for completing your letter and your email above.)

Cat H Child's Audio I, Track 5

Miro el mapa. Coloreo de rosa una comunidad. Hoy: Cantabria. (I look at the map. I colour a region in pink. Today: Cantabria.)

As before, children listen to the audio and see how many words they can recognise. Can they hear the name of the mountain range mentioned? Children write in the word *Santander* next to the dot provided on page 2 and also write this city at the bottom of page 23 in their books on the line provided.

Mi viaje por España!

My tour of Spain!

- Hoy estamos en Cantabria.
- Buenos días, señorita. ¿Es usted de Santander?
- Sí, muy cerca. Vivo en las montañas. Mira, Los Picos de Europa. Se puede subir al teleférico todos los días.
- Today we are in *Cantabria*.
- Good morning, young lady. Are you from Santander?
- Yes, very close. I live in the mountains. Look, the Picos de Europa. You can go up there by cable car every day.

LESSON 10

Cat A ¿Qué tiempo hace? (What's the weather like?)

Pongo las frases en su forma negativa. Después, uno las frases y las imágenes. (I put the sentences into the negative form. Afterwards I link the sentences to the pictures.)

Children have been taught that in Spanish the negative is *no*. The word is placed before the verb. Lines have been drawn here to help children place the word in its rightful position. Children look at the little pictures and write the appropriate numbers next to the sentences.

Cat B Child's Audio I, Track 58

una fruta	a fruit
una mandarina	a mandarin
una fresa	a strawberry
un limón	a lemon
una naranja	an orange
una ciruela	a plum
un melocotón	a peach
un albaricoque	an apricot
un melón	a melon
un pomelo	a grapefruit
una cereza	a cherry

There are a lot of words above the text box which are associated with the new vocabulary. Children should read through these and make sure they understand them and how they can be used with the new nouns. Help your child to understand that to create sentences in Spanish, el/la/los/las (the) are used after Me gusta(n) - 1 like, Me gusta(n) mucho - 1 really like, No me gusta(n) - 1 don't like, etc. In other words, the Spanish say "I like the apples" (Me gustan LAS manzanas), whereas we just say "I like apples" and don't use the definite article. Encourage your child to listen to the audio to correct their pronunciation.

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Mi viaie por España

Encourage your child to sing along with the audio. A great way to practise the expression *Quiero* (I would like) as well as some of the fruits introduced in this lesson.

Song: Quiero fresas	I would like/want* some strawberries
Quiero fresas,	I would like/want some strawberries,
Limones y naranjas.	Lemons and oranges.
Quiero fresas,	I would like/want some strawberries,
Limones y naranjas.	Lemons and oranges.
Quiero fresas.	I would like/want some strawberries.
(music)	(music)
Quiero fresas.	I would like/want some strawberries.
(music)	(music)
Quiero peras,	l would like/want some pears,
Plátanos, cerezas.	Bananas, cherries.
Quiero peras,	I would like/want some pears,
Plátanos, cerezas.	Bananas, cherries.
Quiero peras.	I would like/want some pears.
(music)	(music)
Quiero peras.	I would like/want some pears.
(music)	(music)

*Note: the Spanish tend to say more directly "I want"

Cat D Pongo las palabras en orden alfabético. (l arrange the words in alphabetical order.)

Some children might be able to spell these words too, using the Spanish alphabet of course! A good opportunity to revise the alphabet.

Cat E Escribo el, la, los o las en las casillas. (I write el, la, los or las in the boxes.)

All children should now be familiar with the four different ways of saying 'the' in Spanish – for masculine words, feminine words, masculine plural and feminine plural words. Here the challenge is to get them all right!

Cat F Child's Audio I, Track 60

Una encuesta. Escucho los diálogos y hago una lista de frutas en la primera columna. Después, trabajo con un compañero o una compañera para hacer una encuesta en la clase y relleno el cuadro. (A survey. I listen to the dialogues and I make a list of fruits in the first column. Then, I work with a friend to do a class survey and I fill in the table.)

– Me gustan las manzanas.	– I like apples.
– A mí me gustan las fresas ¿y a ti? – No, no me gustan las fresas, prefiero los melocotones.	 I like strawberries, and you? No, I don't like strawberries; I prefer peaches.
– ¿Te gustan las ciruelas? No, yo odio las ciruelas.	– Do you like plums? No, I hate plums.

The children read the Spanish in the bubbles. Hopefully they can understand what all the sentences mean. They listen to the audio and perfect their pronunciation. They write down the four fruits they have heard in the first column (more can be added if so wished) and then children ask members of their family and friends which of these four fruits are liked by them, liked a lot, loved, not liked or hated. Ticks are written in the appropriate columns for each fruit. These will be added to those in the class survey, so that the most and least popular fruits can be discovered.

Cat H Child's Audio I, Track 6I

Escucho y relleno el cuadro. (I listen and fill in the grid.)

The children listen to four Spanish characters give their opinion on whether they like, like very much, dislike or hate onions, ice-cream, strawberries and apricots. They fill in the grid with the appropriate faces. Answers can be checked by listening to the audio again as many times as needed.

- Sara, ¿Te gustan las cebollas y los helados?
- Odio las cebollas y los helados.
- ¿Te gustan las fresas y los albaricoques?
- Me gustan mucho las fresas y los albaricoques.
- Pedro, ¿te gustan las cebollas y los helados?
- Me gustan las cebollas y me gustan mucho los helados.
- ¿Te gustan las fresas y los albaricoques?
- Me gustan mucho las fresas pero no me gustan los albaricoques.
- Carmen, ¿te gustan las cebollas y los helados?
- No me gustan las cebollas pero me gustan los helados.
- ¿Te gustan las fresas y los albaricoques?
- Me gustan las fresas pero odio los albaricoques.
- Francisco, ¿te gustan las cebollas y los helados?
- Me gustan las cebollas y me gustan los helados.
- ¿Te gustan las fresas y los albaricoques?
- Me gustan las fresas pero no me gustan los albaricoques.

- Sara, do you like onions and ice cream?
- I hate onions and ice cream.
- Do you like strawberries and apricots?
- I like strawberries and apricots very much.
- Pedro, do you like onions and ice cream?
- I like onions and I like ice cream very much.
- Do you like strawberries and apricots?
- I like strawberries very much, but I don't like apricots.
- Carmen, do you like onions and ice cream?
- I don't like onions but I like ice cream.
- Do you like strawberries and apricots?
- I like strawberries but I don't like apricots.
- Francisco, do you like onions and ice cream?
- I like onions and I like ice cream.
- Do you like strawberries and apricots?
- I like strawberries but I hate apricots.

Cat I Child's Audio I, Track 62

Escucho y completo las frases correctamente. (I listen and I complete the sentences correctly.)

The children listen to the audio, pausing after each sentence. They look for the missing words in the grey box and write them on the lines provided. Afterwards they can play the audio again to check they have all the words in the right places. Finally, children could practise their reading (and acting!) skills with a member of the family.

- Buenos días, señora.
- Buenos días, señora. Quiero dos pomelos, por favor.
- ¿Algo más?
- Sí, cuatro tomates y un limón también, por favor. ¿Cuánto es?
- Tres euros.
- Uno... dos... tres... aquí tiene... tres euros.
- Gracias, señora. Adiós.

- Hello, madam.
- Hello, madam. I would like two grapefruits, please.
- Anything else?
- Yes, four tomatoes and a lemon as well, please. How much is it?
- Three euros.
- One... two... three... here you are... three euros.
- Thank you, madam. Goodbye.

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Cat J Child's Audio I, Track 63

Miro el mapa. Dejo en blanco una comunidad. Hoy: El Principado de Asturias. (I look at the map. I leave a region in white. Today: El Principado de Asturias.)

The children listen to the audio and look at their maps on page 2. They leave the region in white and write the word *Oviedo* next to the dot provided on the map. They also write the word *Oviedo* on the line provided at the bottom of page 25.

¡Mi viaje por España!

- Estamos en Oviedo, en Asturias. Hay una catedral grande y muchas sidrerías en el centro. Hoy es jueves y vamos al Mercado del Fontán.
- Buenos días, señor. ¿Qué quiere usted?
- Buenos días, señora. Tres chorizos y medio kilo de fabes (judías asturianas), por favor. ¡Voy a preparar una fabada asturiana!
- ¡Mmm! ¡Fantástico!

My tour of Spain!

- We are in Oviedo, in Asturias. There is a large cathedral and a lot of cider bars in the city centre. Today is Thursday and we are going to the Fontán market.
- Good morning, sir. What would you like? (formal you)
- Good morning, madam. Three *chorizos* and half a kilo of Asturian beans, please. I am going to prepare an Asturian *fabada*!
- Mmm! Great!

LESSON II

Cat A Child's Audio 2, Track I ¿Qué fecha es hoy? Escucho y rodeo la fecha correcta en el calendario. (What's the date today? I listen and I circle the correct date on each calendar.)

First of all children identify the correct month on each calendar and then they listen out for the correct date. Most children will need to pause the audio after each sentence.

- Hoy es veinticuatro de agosto. (H)
- Hoy es trece de noviembre. (C)
- ¡Dieciocho de enero! (K)
- Hoy es quince de marzo. (A)
- Hoy es ocho de junio. (B)
- Veintisiete de febrero. (J)
- ¡Hoy es dieciséis de abril! (L)
- Hoy es veintiocho de mayo. (E)
- Hoy es veintidós de julio. (F)
- Hoy es diecisiete de septiembre. (G)
- Hoy es siete de octubre. (I)
- Hoy es veinticinco de diciembre. (D)

- Today is the 24th of August.
- Today is the 13th of November.
- The 18th of January!
- Today is the 15th of March.
- Today is the 8th of June.
- The 27th of February.
- Today is the 16th of April!
- Today is the 28th of May.
- Today is 22nd of July.
- Today is the 17th of September.
- Today is the 7th of October.
- Today is the 25th of December.

Cat B Child's Audio 2, Track 2

una verdura	a vegetable
una coliflor	a cauliflower
unos guisantes	some peas
una lechuga	a lettuce
un þeþino	a cucumber
unas judías verdes	some green/runner beans
unos champiñones	some mushrooms
un ajo	garlic

Children listen to the audio to correct their pronunciation of the above words. They read the words/phrases above the box which can be associated with the new vocabulary and see if they can understand them all. Some children might like to form their own sentences which they can write on a separate piece of paper and staple in their books.

Cat C Child's Audio 2, Track 3

Encourage your child to listen and sing along with the audio as often as possible!

In the activity book your child is invited to unscramble the three words and write them on the lines provided. All the fruits are mentioned in the song.

Song: La macedonia y la sopa de la abuela

¡A comer!

¿Qué hay en la macedonia? Fresas, peras, naranjas. Está muy buena, pruébala. ¡Qué buena! ¡Qué buena! ¿Qué hay en la sopa de la abuela? Verduras, patatas, zanahorias. Está muy buena, pruébala. ¡Qué buena! ¡Qué buena!

(Repeated)

Fruit salad and Granny's soup

Lunch/dinner time/time to eat!

What is in the fruit salad? Strawberries, pears, oranges. It's very good! Try it! So good! So good! What's in Granny's soup? Vegetables, potatoes, carrots. It's very good! Try it! So good! So good!

Cat D ¿Qué hay en la macedonia de frutas? ¿Qué hay en la sopa? (What's in the fruit salad? What's in the soup?)

En la macedonia de frutas hay: (In the fruit salad, there is:)

En la sopa hay: (In the soup, there is:)

Children create their own recipes for a fruit salad and a soup. They write down their chosen ingredients in the bowl and saucepan respectively.

Cat E Child's Audio 2, Track 4

Role play: En el restaurante

- Cliente: ¿Qué hay de postre?
- Camarera: No lo sé. Voy a ver. (al cocinero): ¿Qué hay de postre?
- Cocinero: Unas tartas, unos pasteles y unas fresas.
- Camarera: Unas tartas, unos pasteles y unas fresas.
- Cliente: Bueno, ¿unas tartas de qué?
- Camarera: ¡Oh! No lo sé. Voy a ver. (al cocinero): ¿Unas tartas de qué?
- Cocinero: Únas tartas de frutas.
- Camarera: Unas tartas de frutas.
- Cliente: ¿Qué frutas?
- Camarera: ¡Ah! No lo sé. Voy a ver. (al cocinero): ¿Qué frutas?
- Cocinero: De manzana, de fresa y de cereza.
- Camarera: De manzana, de fresa y de cereza.
- Cliente: Muy bien, pues, dos tartas de manzana, por favor.

Más tarde:

- Cliente: La cuenta, por favor, ¿cuánto es?
- Camarera: ¡Ah, lo sé! veinticinco euros, por favor.

At the restaurant

- Customer: What do you have for dessert?
- Waitress: I don't know. I will go and see. (to the chef): What do you have for dessert?
- Chef: Some tarts, some cakes and some strawberries.
- Waitress: Some tarts, some cakes and some strawberries.
- Customer: What sort of tarts?
- Waitress: Oh! I don't know. I will go and see. (to the chef): What sort of tarts?
- Chef: Fruit tarts.
- Waitress: Fruit tarts.
- Customer: Which fruits?
- Waitress: Oh! I don't know. I will go and see. (to the chef): Which fruits?
- Chef: Apples, strawberries and cherries.
- Waitress: Apples, strawberries and cherries.
- Customer: Good, then, two apple tarts, please.

Later:

- Customer: The bill please. How much is it?

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- Waitress: Oh, that I do know! 25 euros, please.

Mi viaie por España

A transcript of the above role play can be found in the activity books on page 53 and a 'cue card' with little pictures is also provided on page 49. Children can listen to the audio and either look at the transcript at the same time or at the 'cue card' or both.

Cat F Leo los números. (I read the numbers.)

Listen to your child read these large numbers. A good opportunity for revision!

Cat G Child's Audio 2, Track 5

Escucho y rodeo las imágenes correctas. (I listen and I circle the correct pictures.)

A listening comprehension. The children listen to the audio and circle all the items the shopper asks for and the amount the bill comes to. (The only pictures that should remain uncircled are the two lemons, the three cucumbers, the 13 euros and the 16 euros.)

- Hola.
- Hola.
- Quiero un pepino, tres limones, dos pomelos, una lechuga, unas judías verdes y unos champiñones.
- ¿Algo más?
- ¡Sí! Unas mandarinas y unas fresas.
- ¡Aquí tiene!
- ¿Cuánto es?
- Quince euros.
- Diez, cinco...aquí tiene quince euros. ¡Gracias!

- Hello.
- Hello.
- I would like a cucumber, three lemons, two grapefruits, a lettuce, some green beans and some mushrooms.
- Anything else?
- Yes! Some mandarins and some strawberries.
- Here you are!
- How much is it?
- Fifteen euros.
- Ten, five...here are fifteen euros. Thank you!

Cat H Child's Audio 2, Track 6

Escucho y pongo a Julia y Hugo en el mapa. (I listen and I position Julia and Hugo on the map.)

Another listening comprehension. The children listen to the audio and the two children speaking. Hugo speaks first and tells *Julia* that he is behind the baker's, so an H for Hugo should be placed on the road behind the shop. A J for Julia should be placed in front of the market stall. Ask your child if he/she can hear how many euros Hugo has and if they understand the directions given by Julia.

(El móvil suena)

- Hugo: ¿Dónde estás?
- Julia: Estoy en el mercado, ¿y tú? ¿dónde estás?
- Hugo: Estoy detrás de la panadería.
- Julia: ¿Tienes dinero?
- Sí, tengo trece euros.
- Julia: ¿Vienes?
- Hugo: Vale. ¿Dónde está el mercado?
- Julia: Gira a la derecha y toma la segunda calle a la izquierda. Estoy delante de la frutería. ¡Hasta luego!

(The mobile phone rings)

- Hugo: Where are you?
- Julia: I'm at the market; and you, where are you?
- Hugo: I'm behind the bakery.
- Julia: Do you have any money?
- Hugo: (counts) Cinco, más cinco... diez, once, doce, trece. Hugo: (counts) Five, plus five... ten, eleven, twelve, thirteen. Yes, I have thirteen euros.
 - Julia: Are you coming?
 - Hugo: OK. Where is the market?
 - Julia: Turn right and take the second street on the left. I am in front of the greengrocer's. See you later!

Cat I ¿Es una fruta o una verdura? (Is it a fruit or a vegetable?)

Uno la palabra con la cesta correcta. (I link the word to the correct basket.)

Cat J Children write down which fruit and vegetables they like and dislike on the lines provided.

Cat K CHILD'S AUDIO 2, TRACK 7

Miro el mapa. Coloreo de rayas azules y amarillas una comunidad: Hoy: Galicia. (I look at the map. I colour the region in blue and yellow stripes. Today: Galicia.)

The children write Santiago de Compostela next to the dot provided on page 2 and also write Santiago de Compostela in their activity book at the bottom of page 27 on the line provided. See how many words your child can identify – pause the audio or play it through several times to see if your child can improve on his/her score of words recognised.

¡Mi viaje por España!

- Llegamos a Santiago de Compostela, capital de Galicia, con una lluvia suave. No es necesario usar el paraguas.
- Buenas tardes, señora. Hay miles de turistas.
- El Camino de Santiago, que desde hace muchos años peregrinos y aventureros han hecho a pie, es maravilloso.
- Sí, hay que visitar la catedral y ¡probar el pulpo a la gallega!

My tour of Spain!

- We've arrived in Santiago de Compostela, the capital city of Galicia, with a light drizzle. There is no need to use an umbrella.
- Good afternoon, madam. There are thousands of tourists.
- The Way of St James which has been walked by adventurers and pilgrims for many years is amazing.
- Yes, you have to visit the cathedral and try Galician octopus!

LESSON 12

Cat A Child's Audio 2, Track 8

The children listen to the audio whilst following the transcript on page 54 of their activity books. Most of the vocabulary should be familiar. Encourage your child to learn the three times of the day: morning, afternoon and evening/night.

Por la mañana	The morning
— ¡Despiértate! — ¡Pero son las seis de la mañana!	 Wake up! But it's six in the morning!
Por la tarde	The afternoon/evening
— Vuelvo a casa a las cinco de la tarde.	I go home at five o'clock in the afternoon.
Por la noche	The night
 Veo la tele, después me voy a la cama a las nueve de la noche. 	 I watch television, then I go to bed at nine o'clock in the evening.

Cat B Child's Audio 2, Track 9

The children listen to the audio to correct their pronunciation of the words below. They read the words/ phrases above the box which can be associated with the new vocabulary and see if they can understand them all. Some children might like to form their own sentences which they can write on a separate piece of paper and staple in their books. Children write in their favourite drink on the line provided. They can refer to cat G for four examples of drinks or look in a dictionary or lesson 15 in *Buenos días España*. Note the letter 'm' in brackets indicating a masculine word and 'f' indicating a feminine word.

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Mi viaje por España

una galleta	a biscuit
un cartón de leche	a carton of milk
un zumo	juice
una tostada	toast
mermelada (f.)	jam
aceite de oliva (m.)	olive oil
azúcar (m.)	sugar
un yogur	a yoghurt
mantequilla (f.)	butter
cereales (m.)	cereal
miel (f.)	honey

¿Cuál es tu bebida preferida? (What is your favourite drink?)
Cat C Child's Audio 2, Track 10

A great song to revise the time and for children to learn some words for different meals in Spanish, all listed in Cat D.

Song: Las comidas	The meals
¿Qué hora es?	What time is it?
Son las siete de la mañana.	lt's seven o'clock.
Desayuno leche,	For breakfast, I have milk,
Galletas y una manzana.	Biscuits and an apple.
¿Qué hora es?	What time is it?
Es la una de la tarde.	It's one o'clock in the afternoon.
Como patatas	l eat potatoes
Con carne.	With meat.
¿Qué hora es?	What time is it?
Son las cinco de la tarde.	It's five o'clock in the afternoon.
Meriendo	For a snack I have
Un bocadillo grande.	A big sandwich.
¿Qué hora es?	What time is it?
Son las nueve de la noche.	It's nine o'clock in the evening.
Ceno pollo con patatas	For dinner I have chicken with potatoes
Y me voy en coche.	And I leave by car.

Cat D Child's Audio 2, Track II

Escucho y completo las frases y los relojes con la hora correcta. Después, numero las imágenes. (I listen and I complete the sentences and the clock faces with the correct time. Then, I number the pictures.)

Make sure your child refers to the numbers in the grey box to ensure their spelling is accurate.

- 1. Son las ocho de la mañana. ¡Despiértate! Preparo el desayuno.
- 2. Son las dos de la tarde. ¡Tengo hambre! Es la hora de comer.
- 3. Son las cinco de la tarde. Vuelvo a casa para la merienda.
- 4. ¡A comer! Son las nueve de la noche. Es la hora de la cena.

Cat E Child's Audio 2, Track 12

Role play: ¿Te puedo ayudar?

- ¡Buenas noches! Eso huele bien. ¿Preparas la cena?
- Sí, es para mis abuelos.
- ¿Te puedo ayudar?
- Sí, gracias, pásame los tomates, el aceite de oliva, la sal y la pimienta, por favor. Es para una ensalada de tomates.
- Aquí tienes. ¿Qué preparas en la cacerola?
- Pollo con salsa de champiñones y ajo. ¡Está buenísimo!
- ¿Qué hay de verdura?
- Patatas, zanahorias y guisantes.
- ¿Qué tienes de postre?
- Macedonia de frutas.
- Mmm, ¡qué bueno! ¡Me gusta la macedonia de frutas!

- It's eight o'clock in the morning. Wake up! I'm making breakfast.
- It's two o'clock in the afternoon. I'm hungry! It's lunchtime.
- It's five o' clock in the afternoon. I go home for a snack.
- Time to eat! It's nine o'clock in the evening. It's dinner time.

Can I help you?

- Good evening! That smells good. Are you making dinner?
- Yes, it's for my grandparents.
- Can I help you?
- Yes, thank you, pass me the tomatoes, the olive oil, the salt and pepper please. It's for a tomato salad.
- There you are. What are you making in the saucepan?
- Chicken with mushroom sauce and garlic. It's delicious!
- Which vegetables are there?
- Potatoes, carrots and peas.
- What is for dessert?
- A fruit salad.
- Mmm, that's good! I like fruit salad!

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A transcript of the above role play can be found in the activity books on page 53 and a 'cue card' with little pictures is also provided on page 50. The children can listen to the audio and either look at the transcript at the same time or at the 'cue card' or both.

Cat F Child's Audio 2, Track 13

Encourage your child to listen to the song several times to consolidate the vocabulary.

Song: Una tostada	A slice of toast
¿Una tostada, una tostada?	A slice of toast, a slice of toast?
¿Una tostada, una tostada?	A slice of toast, a slice of toast?
Tostada con aceite.	A slice of toast with (olive) oil.
Tostada con tomate.	A slice of toast with tomato.
Tostada con mucha mantequilla.	A slice of toast with a lot of butter.
¿Una tostada, una tostada?	A slice of toast, a slice of toast?
¿Una tostada, una tostada?	A slice of toast, a slice of toast?

Cat G Child's Audio 2, Track 14

¿De quién es el desayuno? Escribo los nombres debajo de la bandeja correcta. (Whose breakfast is it? I write the names underneath the correct trays.)

The children study the four pictures. Each contains details of a specific breakfast. They then listen to the audio where four children describe what they eat and drink for their breakfast. They can also read the four paragraphs in their books. They then write down the correct child's name under each illustration.

– Paco: Como cereales con leche caliente. Bebo un zumo	– Paco: I eat cereal with warm milk. I drink orange juice.
de naranja.	
– Carmen: Como unas tostadas con aceite de oliva.	- Carmen: I eat some slices of toast with olive oil. I also eat
También como un yogur con azúcar. Bebo una taza de	yoghurt with sugar. I drink a cup of chocolate.
chocolate.	

- mermelada (¡me gusta mucho la mermelada de fresa!). Bebo leche fría.
- Laura: Como un yogur de frutas y un plátano. También como una tostada con tomate. Bebo café.
- Antonio: Como cereales y una tostada con manteguilla y Antonio: I eat cereal and a slice of toast with butter and with jam (I really like strawberry jam!). I drink cold milk.
 - Laura: I eat a fruit yoghurt and a banana. I also eat a slice of toast with tomato. I drink coffee.

Cat H Child's Audio 2, Track 15

Completo las palabras. Después, escucho la conversación: ¿Tiene un tenedor? (page 55). (I complete the words. Then I listen to the conversation: Do you have a fork? (page 55)).

Encourage your child to spell these words accurately. See if your child can complete the words from memory on the dotted lines but if they need help with spelling, they can refer to the Buenos días España activity book, lesson 14, or use a dictionary. The children then listen to the audio and see if they understand. They could circle the pictures of all the items mentioned in the sketch. This is a good revision of the negative form No tengo... (I don't have...).

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Mi viaie por España

Conversation: ¿Tiene un tenedor?

- Cliente: Perdone, no tengo tenedor. ¿Tiene un tenedor?
- Camarera: Oh, perdón, aquí tiene un tenedor.
- Cliente: ¡Ay, caramba! ¡No tengo cuchillo!
- Camarera: Ah, perdón, aquí tiene un cuchillo.
- Cliente: ¡Oh no! ¡No puede ser! No tengo vaso.
- Camarera: Ah, perdón, aquí tiene un vaso.
- Cliente: ¿Tiene una cuchara?
- Camarera: ¡Sí! ¡Tengo una cuchara!
- Cliente: ¡Pero yo no tengo cuchara!
- Camarera: Ah, perdón, aquí tiene una cuchara.
- Cliente: ¡Madre mía! No tengo sal.
- Camarera: Ah, perdón, aquí tiene la sal.

Más tarde:

- Camarera: Son doce euros.

- Cliente: Lo siento señora, no tengo dinero.
- Camarera: ¡Madre mía!

Do you have a fork?

- Customer: Excuse me, I don't have a fork. Do you have a fork?
- Waitress: Oh, sorry, here is a fork.
- Customer: Ah, oh dear/bother! I don't have a knife!
- Waitress: Oh, sorry, here is a knife.
- Customer: Oh no! I don't believe it! I haven't got a glass.
- Waitress: Oh, sorry, here is a glass.
- Customer: Do you have a spoon?
- Waitress: Yes! I have a spoon!
- Customer: But I have no spoon!
- Waitress: Oh, sorry, here is a spoon.
- Customer: Oh dear! I have no salt.
- Waitress: Oh, sorry, here is the salt.

Later:

- Waitress: That's 12 euros.
- Customer: Sorry, madam, I have no money.
- Waitress: Oh dear!

Cat I En el supermercado ¿En qué sección está? Uno las imágenes y las secciones. (At the supermarket, which aisle is it? I link the pictures to the aisles.)

The children can number the pictures appropriately using the little circles.

Cat J Child's Audio 2, Track 16

Miro el mapa. Coloreo de rayas verdes y marrones una comunidad. Hoy: Castilla y León. (I look at the map. I colour the area in green and brown stripes. Today: Castilla y León.)

The children find the region on their maps on page 2. They write down *Valladolid* (the capital of this region) next to the dot and also write *Valladolid* on the line provided at the bottom of page 29 in their books. They colour the area in green and brown stripes. As before, see how many words your child can identify. Pause the audio or play it straight through several times to see if your child can improve on his/her score of words recognised. Parents might like to ask their child what they can visit in this region, and what is said about the Spanish spoken in *Castilla y León*.

¡Mi viaje por España!

- ¡Buenos días! Estamos en Valladolid, en Castilla y León.
- Buenos días. Me llamo Julia. Aquí se habla el mejor castellano*. Mañana, hay que visitar la Universidad de Salamanca, una de las más antiguas de Europa.
- ¡Sí, quiero escuchar la música de la Tuna Universitaria!

*Castellano: Spanish language

LESSON 13

Cat A Child's Audio 2, Track 17

My tour of Spain!

- Good morning! We are in Valladolid, in Castilla y León.
- Good morning. My name is Julia. Here we speak the most perfect Castilian Spanish. Tomorrow we should visit University of Salamanca, one of the oldest in Europe.
- Yes, I want to listen to the music from the university's 'Tuna'!

¿Qué día es hoy? ¿Qué tiempo hace? ¿Qué hora es? Escucho y escribo el número correcto al lado de cada imagen. (What day is it? What's the weather like? What time is it? I listen and I write the correct number beside each picture.)



- 1. Hoy es viernes. Está nublado y son las tres de la tarde.
- 2. Hoy es domingo y hay niebla. Son las once y media de la mañana.
- 3. Hoy es miércoles. Hace sol. Son las seis de la tarde.
- 4. Hoy es lunes. Hay tormenta. Son las nueve de la mañana.
- 1. Today, it is Friday. It's cloudy and it's three o'clock in the afternoon.
- 2. Today, it is Sunday and it's foggy. It's half past eleven in the morning.
- 3. Today, it is Wednesday. It's sunny. It is six o'clock in the evening.
- 4. Today, it is Monday. There is a storm. It's nine o'clock in the morning.

Cat B Child's Audio 2, Track 18

The children listen to the audio to perfect their pronunciation of the words below. They read the words/ phrases above the box which can be associated with the new vocabulary and see if they can understand them all. Some children might like to form their own sentences which they can write on a separate piece of paper and staple in their books. Note the letter 'm' in brackets indicating a masculine word and 'f' indicating a feminine word. The question in the separate box below asks children to choose which meal they like best and to write their answer on the lines provided. Here they are not requested to write in the name of the meal – just what items the meal contains, choosing their answer from the list of vocabulary.

pescado (m.)	fish
carne (f.)	meat
atún (m.)	tuna
<i>jamón</i> (m.)	ham
chorizo (m.)	chorizo sausage
arroz (m.)	rice
una pizza	a pizza
þasta (f.)	pasta
un filete	a steak
una hamburguesa	a burger
una tortilla	a Spanish omelette
una þaella	a paella

Cat C Child's Audio 2, Track 19

¡Que aproveche! (Escucho y trabajo con un compañero o una compañera. Miro la página 50.) (Enjoy your meal! (I listen and I work with a friend. I look at page 50.))

A transcript of this role play can be found in the activity books on page 53 and a 'cue card' is also provided on page 50. The children can listen to the audio and either look at the transcript at the same time or at the 'cue card' or both in turn. Encourage your child to ask members of the family to pass food items at the table in Spanish and to use their increasing repertoire of vocabulary as often as possible. They could also practise saying they are hungry and thirsty in Spanish!

Role play: ¡Que aproveche!

- ¡Que aproveche!
- ¡Gracias! ¡Mmmm, tengo hambre! Pásame el pan, por favor.
- Aquí tienes el pan.
- Gracias. Pásame el chorizo, por favor.
- Aquí tienes el chorizo.
- Gracias. Pásame el jamón, por favor.
- Aquí tienes el jamón.
- Gracias. Hmmm... ¡está buenísimo! Pásame los guisantes, por favor. Gracias. Pásame la sal y la pimienta, por favor. Gracias. Pásame la botella de agua, por favor. Gracias.

Enjoy your meal!

- Enjoy your meal!
- Thank you! Mmm, I'm hungry! Pass me the bread, please.
- Here is the bread.
- Thank you. Pass me the chorizo, please.
- Here is the chorizo.
- Thank you. Pass me the ham, please.
- Here is the ham.
- Thank you. Mmm, it's delicious. Pass me the peas, please.
 Thank you. Pass me the salt and pepper, please. Thank you.
 Pass me the bottle of water, please.

- ¡Oh! ¿Se ha terminado?

- ¡Oh! ¡Todavía tengo hambre! Quiero comer más. ¿Tienes una pizza? ¿pasta? ¿helado? ¿churros? ¿pasteles?
- No.
- Entonces, pásame de nuevo el chorizo, el jamón y los guisantes. Gracias. Y también pásame el pan.
- ¡Caramba! ¿Se ha terminado? ¡Tengo hambre!

- Oh, is that everything?
- Ah! I'm still hungry. I want to eat some more. Do you have any pizza? Any pasta? Any ice cream? Any churros? Any cakes?
- No.
- Then pass me the *chorizo*, the ham and the peas again. Thank you. And pass me the bread as well.
- Oh dear! Is it finished? I'm hungry!

Cat D Child's Audio 2, Track 20

Escucho y completo las frases. (I listen and I complete the sentences.)

The children listen carefully to the audio and choose the correct words from the grey text boxes to write on the lines provided. Can your child translate both passages?

Son las siete de la mañana. Es la hora del desayuno. Me gusta comer tostadas con mantequilla, mermelada o miel y cereales. Me gusta beber leche o zumo de naranja.

Son las cinco de la tarde. Es la hora de la merienda. ¡Tengo hambre! Como un albaricoque y unas cerezas. Como también un bocadillo de jamón y dos galletas. Bebo una taza de chocolate con churros. It's seven o'clock in the morning. It's breakfast time. I like eating toast with butter, jam or honey, and cereal. I like drinking milk or orange juice.

It's five o'clock in the afternoon. It's snack time. I'm hungry! I eat an apricot and some cherries. I also eat a ham sandwich and two biscuits. I drink a cup of hot chocolate with *churros*.

Cat E Coloreo. (I colour.)

The children have been introduced to the Spanish for <u>light</u> and <u>dark</u> colours. They firstly colour over the words in boxes with the correct shades of blue, grey and green. Children then read the instructions below carefully and colour as appropriate.

Cat F Child's Audio 2, Track 21

Subrayo las trece palabras con las letras: II. (I underline the thirteen words with the letters: II)

Encourage your child to listen carefully to the audio here and to pause after each sentence and repeat. After completing the exercise, it would be good practice for the children to read the whole passage out loud whilst looking at the text.

Son las siete de la mañana. Llueve. Desayuno. Como un huevo y una tostada con mantequilla. Al mediodía como pollo con cebolla y coliflor. De postre como un helado de vainilla y dos galletas. En el bolsillo de la cazadora llevo las llaves de mi casa. En la bolsa de deporte tengo una toalla y un cepillo del pelo. Tengo una hermana que se llama Eva. En mi casa tengo puertas amarillas. ¿Cuál es tu color preferido?

It's seven in the morning. It's raining. I have breakfast. I eat an egg and a slice of toast with butter. At midday I eat chicken with onion and cauliflower. For dessert I have a vanilla ice cream and two biscuits. In my bomber jacket pocket I have my house keys. In my sports bag, I have a towel and a hair brush. I have a sister whose name is *Eva*. In my house I have yellow doors. What is your favourite colour?

Cat G Escribo lo que me gusta comer y beber: (I write down what I like to eat and drink.)

The children refer to previous lessons in order to write in their chosen words correctly. Some children might prefer to write the items illustrated in the bubbles.

Cat H Child's Audio 2, Track 22

Escucho y escribo el número correcto al lado de cada imagen. (I listen and I write the correct number next to each picture.)

After completing the exercise, encourage your child to say which ice cream flavour they like best.

- ¿Quieres un helado Alba?
- Sí, gracias.
- ¿De qué sabor?
- Un helado de chocolate, por favor.
- Y tu hermano, Antonio, ¿quiere un helado?
- ¡Sí, un helado de vainilla!
- Y a tu amiga Julia ¿le gustan los helados?
- ¡Julia! ¿Te gustan los helados?
- ¡Oh sí, gracias! ¡Me gustan mucho los helados de fresa!
- ¿Y tú, Carlos, quieres un helado?
- ¿Yo? Quiero un helado de limón.
- Y a tu amigo ¿le gustan los helados?
- ¡Álvaro! ¿Te gustan los helados?
- ¡Sí! ¡Un helado de cereza, gracias, señor!

- Do you want an ice cream, Alba?
- Yes, thank you.
- Which flavour?
- A chocolate ice cream, please.
- And your brother, Antonio, does he want an ice cream?
- Yes, a vanilla ice cream!
- And your friend Julia? Does she like ice cream?
- ¡Julia! Do you like ice cream?
- Oh yes, thank you! I really like strawberry ice cream!
- And you, Carlos, do you want an ice cream?
- Me? I would like a lemon ice cream.
- And your friend? Does he like ice cream?
- Álvaro! Do you like ice cream?
- Yes! A cherry ice cream, thank you, sir!

Cat I Busco. (I search.)

A word search to revise food and drink.

Cat J Bingo

The children play a game of number Lotto in class. The range of numbers is at the teacher's discretion.

Cat K Child's Audio 2, Track 23

Miro el mapa. Coloreo de azul oscuro una comunidad. Hoy: Extremadura. (I look at the map. I colour a region in dark blue. Today: Extremadura.)

The children find the region *Extremadura* on their maps on page 2 and colour it dark blue. They write down *Mérida* next to the dot provided on the map and also write *Mérida* on the line provided at the bottom of page 31 in their books. As before, see how many words your child can identify – pause the audio or play it straight through several times to see if your child can improve on his/her score of words recognised. Can children hear which Roman monuments can be found in *Mérida*?

¡Mi viaje por España!

- Hoy estamos en Mérida, en Extremadura.
- Buenos días. Mérida tiene varios monumentos romanos importantes... un colosal teatro romano, un anfiteatro, acueductos y un puente romano.
- Es interesante. Mañana, vamos a visitar la Plaza Mayor en Trujillo.

My tour of Spain!

- Today we are in Mérida, Extremadura.

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- Good morning. Mérida has several important Roman monuments... an enormous Roman theatre, an amphitheatre, aqueducts and a Roman bridge.
- It's interesting. Tomorrow, we are going to visit the main square in *Trujillo*.

Mi viaie por España

Encourage your child to practise saying Hasta la próxima semana – Until next week. (As written at the foot of the page.)

40

LESSON 14

Cat A Child's Audio 2, Track 24

¿Qué día es hoy? ¿Qué tiempo hace? ¿Qué hora es? ¿Qué hace él/ella? (What day is it? What's the weather like? What time is it? What is he/she doing?)

Escucho y escribo el número correcto al lado de cada imagen. (I listen and I write the correct number next to each picture.)

This time, the children have to identify what the speaker is doing in addition to the day of the week, the weather and the time. Most children will need to pause the audio after each sentence, but high attainers may be able to link the pictures quickly without stopping the audio. Note the third speaker mentions two types of weather.

- 1. ¡Hola! Hoy es martes. ¡Mira el arco iris! Es la una de la tarde. Como.
- 2. ¡Hola! Es jueves. Está nublado. Son las diez menos cuarto de la mañana. Estoy en el colegio.
- 3. ¡Es sábado! Hace buen tiempo pero hace viento. Son las cinco de la tarde y juego al fútbol con mis amigos.
- 1. Hello/Hi! Today is Tuesday. Look at the rainbow! It is one o'clock in the afternoon. I'm eating.
- 2. Hello/Hi! It's Thursday. It's cloudy. It's quarter to ten in the morning. I'm at school.
- 3. It's Saturday! It's a fine day but windy. It's five o'clock in the afternoon and I'm playing football with my friends.

Cat B Child's Audio 2, Track 25

El menú de la semana. (The week's menu.)

The children are invited to read the week's menu and understand the different meals. Most of the words will be familiar except the words *gazpacho* (a cold vegetable soup made with tomato, cucumber and other vegetables) and *ensalada mixta* (a very traditional salad offered in most restaurants as a first course.) The children might remember *crema catalana* if they have done previous *La Jolie Ronde* programmes. A *crema catalana* is similar to egg custard. They then write down the correct day under each of the five pictures.

Encourage your child to listen to the audio and practise saying "¿Qué hay?", a question which they were introduced to in Lesson II in the role play 'En el restaurante' (Audio 2 track 4).

 - ¿Qué hay de primer plato, el lunes? - ¡Mmm, hay jamón ibérico! Me gusta el jamón. - ¿Qué hay de segundo plato, el martes? - Pues ¡Hay hamburguesa! - ¿Qué hay de postre, el miércoles? - ¡Mmm, hay helados! ¡Yupi! 	 What's for starter, on Monday? Mmm, there is Iberian ham. I like ham. What's for main course, on Tuesday? Umm burger! What's for dessert, on Wednesday? Mmm, ice creams! Yippee!
Cat C Child's Audio 2, Track 26	
Song: ¿Qué quieres comer? ¿Qué quieres beber?	What do you want to eat? What do you want to drink?
¿Qué quieres comer?	What do you want to eat?
Ensalada, zanahorias,	Salad, carrots,
Arroz y cebollas,	Rice and onions,
Tortilla y jamón.	Spanish omelette and ham.
¡Ñam, ñam, ñam, ñam ñam, ñam, ñam!	Yum, yum, yum, yum, yum, yum!
Z,z,z, zanahorias.	C, c, c, carrots.
A rrrr oz	Rrrr, rice
C,c,c,c, cebollas.	O, o, o onions.
l.i.i.i, jamón.	Ha,ha,ha, ham.

¿Y qué quieres beber? And what do you want to drink? Un zumo de naranja, An orange juice, Un chocolate A hot chocolate Y una horchata. And a horchata. Yum, yum, yum, yum, yum, yum! ¡Ñam, ñam, ñam, ñam ñam, ñam, ñam! Z,z,z,z, zumo. J, j, j, j, juice. Naranj,j,j,j,j,a. Orange, nge, nge, nge. Cho, cho, cho, chocolate. Cho, cho, cho, chocolate. Hor, hor, hor, horchata. Hor, hor, hor, horchata.

*horchata: a drink made using the milky juice of tiger nuts mixed with white sugar.

The transcript for the song can be found at the back of the book, page 58.

Cat D Miro el dibujo. Leo y pronuncio correctamente. (I look at the picture. I read and I pronounce correctly.)

Can your child understand what is written in all the bubbles?

Cat E Miro el menú del gato B. Subrayo la respuesta correcta. (I look at the menu in Cat B. I underline the correct answer.)

If children find it more helpful, they could highlight in pencil, rather than underline the correct answer. Note the final comment for Saturday: iNo tengo nada! - I have nothing!

Cat F ;*Preparo mi menú!* (I prepare my menu!)

The children can refer to the menu in Cat B and choose a starter, a main course and a dessert to write on the lines here, or they can make up their own menu. They can write their own name after the word *Restaurante* or invent another name for their restaurant. They can illustrate and decorate their menu.

Cat G Creo mi propio diálogo con las palabras de abajo o también con las del ejercicio del Gato E. (I create my own dialogue using the words below as well as the words from the exercise in Cat E.)

The children create and write their own dialogues. They can be very creative here!

Cat H Child's Audio 2, Track 27

Miro el mapa. Coloreo de verde claro una comunidad. Hoy: Andalucía. (I look at the map. I colour a region in light green. Today: Andalucía.)

The children find the region Andalucía on their maps on page 2 and colour it light green. They write down Sevilla next to the dot provided on the map and also write Sevilla on the line provided at the bottom of page 33 in their books. As before, see how many words your child can identify – pause the audio or play it straight through several times to see if your child can improve on his/her score of words recognised. Parents might like to ask their child which city is mentioned and why this city is famous. What else is there to do and see in this city?

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Mi viaje por España

¡Mi viaje por España!

- Estamos en Córdoba, en Andalucía. En mayo, se celebran la Feria de Córdoba y el Festival de los Patios de Córdoba.
- ¡Oh! ¡Aquí está la oficina de turismo! ¡Hola! Qué podemos hacer hoy en Córdoba?
- Podéis visitar La Mezquita. Abre de diez de la mañana a siete de la tarde. Después, podéis comer en Casa Pepe. Está muy cerca de la Mezquita.
- ¿Qué comidas nos recomienda?
- En Córdoba es muy típico el salmorejo, una sopa fría similar al gazpacho. También pueden probar el flamenquín, un plato de carne de cerdo relleno de tacos de jamón.
- ¡Muchas gracias!

My tour of Spain!

- We are in Córdoba, in Andalucía. In May, the Festival of Córdoba is celebrated, along with Córdoba's courtyard festival.
- Oh! Here is the tourist office. Hi! What can we do today in *Córdoba*?
- You can visit the Great Mosque of Córdoba, which is open from ten in the morning until seven in the evening. After you can eat at Casa Pepe. It is very close to the Mosque.
- What food do you recommend?
- A very typical dish in Córdoba is salmorejo, a cold soup similar to Gazpacho. You can also try flamenquín, a pork dish, stuffed with pieces of ham.
- Thanks very much!

Encourage your child to practise saying "Hasta la próxima semana" - Until next week!

LESSON 15

Cat A Child's Audio 2, Track 28

Escucho y escribo el número correcto al lado de cada imagen. (I listen and I write the correct number beside each picture.)

The children simply link the favourite seasons to the correct names. They can write the name of each season underneath each little picture. Children are invited to write their own favourite season on the line provided.

Invite your child to tell you, if they can, what else each character is saying about their favourite season.

- I ¿Cuál es tu estación del año preferida, Juan? Mi estación preferida es el invierno. Hago esquí en la montaña, en los Pirineos. ¡Soy un buen esquiador!
- 2 ¿Cuál es tu estación del año preferida, Ana? Mi estación del año preferida es la primavera. ¡Vivo en Sevilla y me gusta ver las procesiones de Semana Santa! En Semana Santa hay muchas flores de todos los colores.
- 3 ¿Cuál es tu estación del año preferida, Victoria? Mi estación preferida es el otoño. Me gusta andar en el campo y mirar las hojas de todos los colores: verdes, rojas, amarillas y marrones.
- 4 ¿Cuál es tu estación del año preferida, Carlos? Mi estación preferida es el verano. Voy de vacaciones a la casa de mi abuela en Santander. Voy a la playa. ¡Genial!

- I Which season is your favourite, Juan? My favourite season is winter. I go skiing in the mountains, in the Pyrenees. I am a good skier!
- 2 Which is your favourite season, Ana? My favourite season is spring. I live in Seville and I like seeing the Easter processions! At Easter there are many colourful flowers.
- Which is your favourite season, Victoria? My favourite season is autumn. I like walking in the countryside and looking at the colourful leaves: green, red, yellow and brown.
- 4 Which is your favourite season, Carlos? My favourite season is summer. I go on holiday to my grandmother's house in Santander. I go to the beach. It's great!

¿Cuál es tu estación del año preferida? (What's your favourite season?)

Cat B Child's Audio 2, Track 29 Ir (To go)

A reference to the verb ir.

yo voy	l go
tú vas	you go (singular informal)
él va	he goes
ella va	she goes
nosotros vamos	we (m.) go
nosotras vamos	we (f.) go
vosotros vais	you (m./pl.) go
vosotras vais	you (f./pl.) go
ellos van	they (m.) go
ellas van	they (f.) go

Cat C Completo con los pronombres correctos. (I complete with the correct pronouns.)

The children refer to Cat B if needed in order to complete the sentences with the correct pronouns. They can choose which sentences they want to link to *él* and to *ella* and which ones to link to *ellos* and to *ellas*, since there are different options. Higher attaining children might like to repeat the exercise by hiding Cat B.

Cat D Child's Audio 2, Track 30

l go fishing
l go fishing.
You (singular informal) go to the beach.
He goes with my grandmother.
She goes with my grandfather.
We (m.) go to the station.
You (m.plural) go to the market.
They (masc./mixed) go to school.
They (fem.) go to the garden.

(Repeated)

Encourage your child to listen to this song and sing along as often as possible. It will really help him/her to learn the verb ir – to go.

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Mi viaje por España

Cat E Child's Audio 2, Track 31

la piscina	the swimming pool
la tienda de deportes	the sports shop
la estación	the station
la pista de hielo	the ice rink
el museo	the museum
el estadio	the stadium
el aeropuerto	the airport
el hospital	the hospital
el hotel	the hotel
el colegio	the school
la iglesia	the church
el polideportivo	the sport/leisure centre

The children listen to the audio to perfect their pronunciation of the above words. They read the words/ phrases above the box which can be associated with the new vocabulary and see if they can understand them all. High attaining children might like to form their own sentences which they can write on a separate piece of paper and staple in their books.

Cat F Child's Audio 2, Track 32

Escucho y escribo los números correctos en las casillas para completar las frases. (I listen and I write the correct numbers in the little squares in order to complete the sentences.)

There are three components to be linked here: the specific time of day (or month or season – including the word *próximo/próxima*), the correct part of the verb *ir* and the place. The children listen to the audio, which will need to be paused after each sentence (the first is already completed as an example). Using the same format as in their books, some children may like to create their own sentences as extension work.

- I. En julio vas a Perú.
- 2. La próxima semana ellos van a la piscina.

3. El próximo verano él va a Málaga en avión.

8. El próximo miércoles ellas van a la pista de hielo.

4. El próximo lunes vais a la estación.

5. Por la mañana voy al colegio.

7. Por la noche vamos a casa.

6. Por la tarde ella va al mercado.

- I. In July, you (singular informal) are going to Peru.
- 2. Next week, they (masc./mixed) are going to the swimming pool.
- 3. Next summer, he's going to Málaga by plane.
- 4. Next Monday, you (plural informal) are going to the station.
- 5. In the morning, I go to school.
- 6. In the afternoon, she goes to the market.
- 7. In the evening, we (masc./mixed) go home.
- 8. Next Wednesday, they (fem.) are going to the ice rink.

Cat G Child's Audio 2, Track 33

Tapo el texto y escucho. Después, leo el texto y pronuncio correctamente. (I hide the text and I listen. Then, I read the text and I pronounce correctly.)

This is a reading comprehension. If children are not confident of how to pronounce every word, they can listen to the audio again. The blank squares are for the following activity in Cat H.

- Pues, unos churros... Vamos a la panadería, pero ¿dónde está la panadería?
- No lo sé. Mira el mapa. Ahí tienes, está en la segunda calle a la derecha.
- ¡Vale! También quiero unas zapatillas y un chándal.
 ¿Hay una tienda de deportes en la ciudad?
- ¿Una tienda de deportes? Sí, pero está cerrada los miércoles ¡y hoy es miércoles!
- Ah, bueno. ¿Hay un supermercado?
- Sí, mira... está en la primera calle a la izquierda. ¿Vamos?

- So, *churros*... Let's go to the bakery, but where is the bakery?
- I don't know. Look at the map. There you are, it's down the second road on the right.
- OK! I would also like some trainers and a tracksuit. Is there a sports shop in town?
- A sports shop? Yes, but it's closed on Wednesdays, and today is Wednesday!
- Ah, OK. Is there a supermarket?
- Yes, look. It's down the first road on the left. Shall we go?
- Yes. Let's go!

– Sí. ¡Vamos!

Cat H Child's Audio 2, Track 34

¿Dónde está la piscina? Escucho y completo el mapa en Gato G. (Where is the swimming pool? I listen and I complete the map in Cat G.)

The children listen to the audio and find out where the swimming pool, the church, the railway station and the school are situated and write the correct words in the blank squares on the little map above. Make sure your child uses a pencil, so that they can rub out the words in the spaces and choose different places for a later date. They have plenty to choose from (ice rink, museum, stadium, airport, hospital, hotel, leisure centre) – in addition to all the shops they know!

- I ¿Dónde está la piscina? Está en la tercera calle a la izquierda.
- 2 ¿Dónde está la iglesia? Está en la segunda calle a la izquierda.
- 3 ¿Dónde está la estación? Está en la tercera calle a la derecha.
- Where is the school? 4 – ¿Dónde está el colegio? Está en la primera calle a la derecha. - It's down the first road on the right.

Cat I En Gran Bretaña conducimos por la... (In Great Britain, we drive on the...)

En España conducimos por la ... (In Spain, we drive on the...)

The children complete the sentences with left (izquierda) and right (derecha) as appropriate.

Cat] Busco en mi libro palabras con la letra \tilde{n} y los acentos ó, á, í. (I search in my book for words with the letter \tilde{n} and the *ó*, *á*, *í* accents.)

The children are requested to find words containing just one of the above accents and to write them down in the appropriate 'bubbles'. There is probably only enough room in each 'bubble' for three or four words. If your child would like to find more examples, they could always write them on a separate piece of paper and staple it into their book.

Cat K Child's Audio 2, Track 35

Miro el mapa. Coloreo de marrón oscuro una comunidad. Hoy: la Región de Murcia. (I look at the map. I colour a region in dark brown. Today: la Región de Murcia.)

The children find la Región de Murcia on their maps on page 2. They write down the word Murcia next to the dot provided on the map and also write Murcia on the line provided at the bottom of page 35 in their books. As before, see how many words your child can identify in the passage; pause the audio or play it straight through several times to see if your child can improve on his/her score of words recognised. Parents might like to ask their child if they understand the directions given to the castle, or on which side of the road they drive in Spain.

¡Mi viaje por España!

- ¿Estáis perdidos?
- Sí, señora. ¿Dónde está el castillo?
- Girad a la izquierda y está en la plaza. ¡Cuidado! No es Inglaterra. En España, como en Francia, conducimos por la derecha. Antes de cruzar la calle, ¡mirad a la izquierda!

My tour of Spain!

- Hoy estamos en Murcia, capital de la Región de Murcia. Today we are in Murcia, the capital city of the region of Murcia.
 - Are you lost?
 - Yes, madam. Where is the castle?

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- Where is the swimming pool?

- Where is the church?

- Where is the station?

- It's down the third road on the left.

- It's down the second road on the left.

- It's down the third road on the right.

- Turn left and it is in the square. Be careful! We are not in England. In Spain, just like in France, we drive on the right. Before crossing the road, look to the left!

Mi viaje por España

Can your child remember how to say 'Goodbye, until next week' in Spanish?

LESSON 16

Cat A Child's Audio 2, Track 36

Escucho y respondo a las preguntas. (I listen and reply to the questions.)

¡Tu turno! (Your turn!)

The children fill in the relevant replies on the lines provided. They answer the questions for the day on which they complete the task. The little boxes and clock can also be filled in appropriately. The final question asks the children where they are going on holiday. They can choose their answers from the text box below, which are given as examples, or make up their own answers.

¿Qué tiempo hace? ¿Qué fecha es hoy? ¿Qué hora es? ¿Qué día es hoy? ¿En qué estación del año estamos? What's the weather like? What is the date today? What time is it? What day is it? Which season are we in?

¿Adónde vas de vacaciones? Voy... (Where are you going on holiday? I'm going...)

Cat B Child's Audio 2, Track 37

There are three new prepositions here. Can your child tell you what all the prepositions here mean in English? Ask him or her to practise saying them in Spanish after the voice on the audio.

A la izquierda, a la derecha, sobre, debajo, en, delante, detrás.	to the left, to the right, on, under, in, in front (of), behind.
A la izquierda, a la derecha, sobre, debajo, en, delante, detrás.	to the left, to the right, on, under, in, in front (of), behind.
Al lado, enfrente, entre.	next to, opposite, between.
Al lado, enfrente, entre.	next to, opposite, between.
A la izquierda, a la derecha, sobre, debajo, en, delante, detrás,	to the left, to the right, on, under, in, in front (of), behind,
al lado, enfrente, entre.	next to, opposite, between

Cat C Child's Audio 2, Track 38

This is a popular rap. Encourage your child to tell you what the words mean and then do the actions together as you listen to the audio. The whole family can join in with this one!

Rap: El baile del escorpión

Las manos delante, las manos detrás, Las manos arriba, las manos abajo, ¡Entre las rodillas! Dos pasos a la derecha, Dos pasos a la izquierda.

Las manos delante, las manos detrás, Las manos arriba, las manos abajo, ¡Entre las piernas! Dos pasos a la derecha, Dos pasos a la izquierda.

Las manos delante, las manos detrás, Las manos arriba, las manos abajo, ¡Entre los pies! Dos pasos a la derecha, Dos pasos a la izquierda. The scorpion dance

Hands in front, hands behind, Hands on top, hands underneath, Between your knees! Two steps to the right. Two steps to the left.

Hands in front, hands behind, Hands on top, hands underneath, Between your legs! Two steps to the right. Two steps to the left.

Hands in front, hands behind, Hands on top, hands underneath, Between your feet! Two steps to the right. Two steps to the left.

Cat D Child's Audio 2, Track 39

Leo y completo el mapa. (I read and I complete the map.)

The children read the text and fill in the five places mentioned in the blank squares provided. It is good practice to listen to the voice on the audio giving directions too, as this will improve pronunciation, especially of the new words. Children can then fill one of the four squares still blank with their own choice of shop or place. They write this on the top line provided at the bottom of the page and then write the appropriate directions underneath, referring to the dialogue if they need help.

anderneath, referring to the dialogue in they need help	
 Señora, ¿para ir a la estación, por favor? Gire la primera calle a la izquierda. La estación está al lado del parque. Perdón, señor, ¿para ir al colegio, por favor? Gire la tercera calle a la derecha. El colegio está entre la iglesia y el polideportivo. 	 Madam, how do I get to the station, please? Take the first road on the left. The station is next to the park. Excuse me, sir, how do I get to the school, please? Take the third road on the right. The school is between the church and the sport/leisure centre.
– ¿Para ir a la pista de hielo, por favor?	– How do I get to the ice rink, please?
– ¿La pista de hielo? ¡Mire bien! ¡Está enfrente de usted!	– The ice rink? Look! It's in front of you!
Cat E Child's Audio 2, Track 40	
Song: ¿Para ir a la estación?	How do I get to the station?
¿Para ir a la estación,	How do I get to the station,
A la estación de Atocha?	To Atocha station?
Gire a la izquierda,	Turn left,
Gire a la derecha,	Turn right,
Para ir a la estación.	To get to the station.
	5
¿Para ir al hotel,	How do I get to the hotel,
Al hotel Central?	To the Central hotel?
Gire a la izquierda,	Turn left,
Gire a la derecha,	Turn right
Para ir al hotel.	To get to the hotel.
¿Para ir al mercado,	How do I get to the market,
Al mercado del barrio?	To the local market?
Gire a la izquierda,	Turn left,
Gire a la derecha,	Turn right,
Para ir al mercado.	To get to the market.
	- 0

As with previous songs in the programme, the more times this song is listened to and sung, the easier it will be for your child to remember the words and phrases contained within it.

Cat F Child's Audio 2, Track 41

A transcript of the role play below can also be found in the activity book on page 53 and a 'cue card' with little pictures is provided on page 51. The children can listen to the audio and either look at the transcript at the same time, or at the 'cue card' or both. Spanish speaking parents/family members can help children to become more and more fluent by taking it in turns to act out the parts.

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Mi viaie por España

Role play: El ratón

- ¡Escucha! ¡Oigo algo!
- ¿Qué es?
- ¡Un ratón! ¡Veo un ratón!
- ¿Dónde?
- Allí, debajo de la mesa. ¡Ahhh! ¡Tengo miedo!
- Escucha. Es un ratón pequeño. ¡Es simpático! ¡Cucú! ¡Cucú!
- ¡No! ¡Es un ratón grande! ¡Rápido! ¡Coge el ratón!
- ¡Oh! ¡Pobre ratoncito! ¿Dónde está el ratón?
- No lo sé. ¿En la bolsa?
- ¡No! ¡Cucú!
- ¿Debajo de la silla?
- No.
- ¿Detrás de la silla?
- No.
- ¿Delante, allí, delante de la mesa?
- No.
- ¡Ah! ¿Entre la bolsa y la cesta?
- No. Bueno, se acabó. Tranquila. Ya no está más aquí.
- ¿Estás seguro?
- Sí.
- ¡Ahhh! ¡Está en la silla a mi lado!

The mouse

- Listen! I hear something!
- What is it?
- A mouse! I see a mouse!
- Where?
- There, under the table. Ah! I'm scared!
- Listen. It's a little mouse. It is kind! Hello! Hello!
- No! It's a big mouse! Quick! Catch the mouse!
- Oh! Poor little mouse! Where is the mouse?
- I don't know. In the bag?
- No! Hello!
- Under the chair?
- No.
- Behind the chair?
- No.
- In front, there, in front of the table?
- No.
- Ah! Between the bag and the basket?
- No. OK, it has stopped. Calm down. It's gone.
- Are you sure?
- Yes.
- Ahhh! It's on the chair next to me!

Cat G Child's Audio 2, Track 42

¿Dónde está el ratón? Completo las frases con la preposición correcta. (Where is the mouse? I complete the sentences with the correct prepositions.)

The children look at the little pictures and write down the correct prepositions on the lines provided. They can refer to Cat B in order to spell the words accurately.

- I. Está en la mochila.
- 2. Está debajo de la mesa.
- 3. Está detrás de la puerta.
- 4. Está delante de la puerta.
- 5. Está entre la silla y la mesa.
- 6. Está sobre la silla.
- 7. ¡Está a mi lado!
- 8. ¡Está enfrente de mí!

- I. It is in the rucksack.
- 2. It is under the table.
- 3. It is behind the door.
- 4. It is in front of the door.
- 5. It is between the chair and the table.
- 6. It is on the chair.
- 7. It is next to me!
- 8. It is facing (opposite) me!

Cat H Dibujo. (I draw.)

A comprehension and drawing activity. The children read the instructions and draw the pictures accordingly.

Cat I Bingo

The children play a game of number Lotto in class. The range of numbers is at the teacher's discretion.

Cat J Busco. (I search.)

A wordsearch. Make sure your child understands all the words listed.

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Cat K Child's Audio 2, Track 43

Miro el mapa. Coloreo de amarillo oscuro una comunidad. Hoy: Las islas Baleares. (I look at the map. I colour a region in dark yellow. Today: Las islas Baleares.)

The children find Las islas Baleares on their maps on page 2. They write down the words Palma de Mallorca next to the dot provided on the map and also write Palma de Mallorca on the line provided at the bottom of page 37 in their books. As before, see how many words your child can identify in the passage. Pause the audio or play it straight through several times to see if your child can improve on his/her score of words recognised. Parents might like to ask their child if they can hear which sauce was created in these islands.

¡Mi viaje por España!

- Hoy vamos en barco a las islas Baleares. Comenzamos por la capital, Palma de Mallorca en bicicleta, visitando la catedral y las bellas playas. ¡Hace mucho calor!

- Sí, vamos a un restaurante.
- Bienvenidos a nuestro restaurante, ¿Quieren comer atún Yes, let's go to a restaurant. con mayonesa, es decir, atún con salsa mahonesa de Mahón?
- ¡De acuerdo!

My tour of Spain!

- Today we go by boat to the Balearic Islands. We start to travel around the capital city Palma de Mallorca by bike, visiting the cathedral and the beautiful beaches. It is very hot!
- Welcome to our restaurant. Would you like to eat tuna with mayonnaise, in other words, tuna with mahonesa sauce from Mahón.
- Ok!

LESSON 17

Cat A Child's Audio 2, Track 44

Escucho y completo las frases. (I listen and I complete the sentences.)

¡Tu turno! (Your turn!)

This is a good opportunity for children to practise the alphabet. The children listen to the questions on the audio and read them in their books. They listen to answers given on the audio and write each one down correctly on the lines provided. They fill in the boxes and the clock at the top of the page appropriately. Finally, they invent a mobile number and say it out loud in Spanish. (It needs to have a group of three digits followed by three pairs.)

– ¿Qué día es hoy?	– What day is it?
– Es d-o-m-i-n-g-o.	 It is (spelling of Sunday).
– ¿Qué fecha es hoy?	– What is the date today?
– Es t-r-e-i-n-t-a de agosto.	 The (spelling of thirty) August.
– ¿Qué tiempo hace?	– What's the weather like?
– Hace m-a-l t-i-e-m-p-o.	 It's (spelling of bad weather).
– ¿En qué estación del año estamos?	- Which season are we in?
– Estamos en v-e-r-a-n-o.	 In (spelling of summer).
– ¿Qué hora es?	– What time is it?
– Es la u-n-a de la tarde.	 It's (spelling of one) o' clock in the afternoon.

invento un número de teléfono móvil y lo leo en español! (I invent a mobile number and I read it in Spanish!)

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Mi viaje por España

Cat B Child's Audio 2, Track 45

Una casa/Un piso con...

un tejado unas persianas una entrada un salón una cocina una habitación un comedor un dormitorio un garaje un aseo un cuarto de baño unas rejas

A house/A flat with...

a roof blinds a hallway a living room/lounge a kitchen a room a dining room a bedroom a garage a toilet a bathroom window bars

The children listen to the audio to perfect their pronunciation of the above words. They read the words/ phrases above the box which can be associated with the new vocabulary and see if they can understand them all. High attaining children might like to form their own sentences which they can write on a separate piece of paper and staple in their books. Encourage your child to tell you in Spanish what rooms there are in your house.

Cat C Child's Audio 2, Track 46

Escucho y completo las frases. (I listen and I complete the sentences.)

- ¿Cuál es tu dirección, Milagros? - What is your address, Milagros? – Aquí tienes. Calle Ibiza sesenta y siete, Madrid. - Here it is. 67 Calle Ibiza, Madrid. - ¿Cuál es el código postal? - What is your postcode? - Es el 28009 (dos ocho cero cero nueve) - 28009 - ¿Cuál es tu número de teléfono móvil?
- Es el 671 77 89 02. (seis siete uno, siete siete, ocho nueve, cero dos.)
- What is your mobile number?
- lt's 671 77 89 02.

The children listen to the audio and fill in the gaps in Milagros's replies.

Cat D Child's Audio 2, Track 47

¿Adónde van de vacaciones? Escucho y escribo el nombre de las comunidades autónomas correctamente. (Where are they going on holiday? I listen and I write the name of the autonomous regions correctly.)

This is a listening comprehension followed by a writing exercise. The children write down the correct region on the lines provided. They just have to write down the name of the specific region mentioned by each of the characters.

Carolina: En verano yo no voy a Málaga, voy a Palma de Mallorca, en las islas Baleares. Son unas islas muy bonitas. Están en el Mediterráneo.	<i>Carolina:</i> In summer, I don't go to <i>Málaga</i> ; I go to <i>Palma de Mallorca</i> , in the Balearic Islands. They are very beautiful islands in the Mediterranean Sea.
Antonio: Yo voy al País Vasco con mi hermana. Vamos a pescar y jugamos en la playa.	Antonio: I go to the Basque Country with my sister. We go fishing and we play on the beach.
Laura: Durante las vacaciones de Navidad, yo voy a esquiar en los Pirineos, en Aragón. Me gusta mucho esquiar.	<i>Laura</i> : During the Christmas holidays, I go skiing in the Pyrenees, in <i>Aragón</i> . I love skiing.
Manuel: Voy con toda mi familia a Galicia; a la casa de mis abuelos.	<i>Manuel</i> : I go with my whole family to <i>Galicia</i> ; to my grandparents' house.
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Cat E Rodeo 'Verdadero' o 'Falso'. (I circle 'True' or 'False'.)

A comprehension to see whether your child has understood all of the audio track in Cat D. The audio can be played as many times as necessary until your child is confident his/her answers are correct.

Cat F Child's Audio 2, Track 48

Están de vacaciones... ¿pero dónde? ¿Con quién? ¿Qué tiempo hace? Marco las casillas correctas. (They are on holiday... but where? With whom? What's the weather like? I tick the correct boxes.)

Another listening comprehension. The children tick the correct boxes pausing the audio as often as they need to, or if they prefer, listening to the whole passage several times until they are confident with the answers they have given.

- Hola, soy Celia. Estoy en Sevilla. Hace muy buen tiempo.
- Hello/Hi, it's *Celia*. I'm in Seville. It's a very fine day.
- Hola, soy yo, Luis. Estoy en Salamanca con mi hermano y mi hermana. Llueve.
- Hola, ¿qué tal? Soy Pedro. Estoy en Barcelona. Hace mal tiempo. No estoy contento.
- Buenos días, soy Sofía. Visito Madrid con mi amiga, Lucía. Hace viento pero hace sol.
- Hello/Hi, it's me, *Luis*. I'm in *Salamanca* with my brother and my sister. It's raining.
- Hello, how are you? It's *Pedro*. I'm in *Barcelona*. It's bad weather. I'm not happy.
- Good morning, it's Sofía. I'm visiting Madrid with my friend Lucía. It's windy but sunny.

Cat G Subrayo la palabra apropiada. (I underline the correct word.)

This is a chance for children to revise all eight prepositions they have been taught, in addition to the expressions 'on the left' and 'on the right'. This exercise also provides an opportunity to revise animal words. The children read each sentence carefully, look at the picture on the right and underline or circle or highlight the correct prepositions. After completing the exercise, encourage your child to find one more item (not mentioned in the nine prewritten sentences) and construct and write a tenth sentence on the line provided.

Cat H Escribo en orden. (I write in the correct order.)

The children 'unscramble' the sentences and rewrite them in the correct order on the lines provided.

Cat I Leo y pronuncio correctamente. (I read and I pronounce correctly.)

Encourage your child to read the passage out loud. Spanish speaking parents will be able to correct any mistakes made in pronunciation, but this exercise is about developing your child's confidence in reading and comprehension. Encourage your child to translate the passage for you – even if you know what it means! Remember to give lots of praise!

Cat J Child's Audio 2, Track 49

Miro el mapa. Coloreo de gris claro una comunidad. Hoy: Las islas Canarias. (I look at the map. I colour a region in light grey. Today: Las islas Canarias.)

The children find *Las islas Canarias* on their maps on page 2. They colour the islands in light grey. They should write the words *Las Palmas* near the dot and on the line provided in Cat J. As before, see how many words your child can identify. Pause the audio or play it straight through several times to see if your child can improve on his/her score of words recognised. Parents might like to ask their child which activities you can do on the beach, and what can be seen just a few kilometres away.



¡Mi viaje por España!

- Hoy estamos en las islas Canarias, en Las Palmas de Gran Canaria.
- En las playas te puedes bañar y tomar el sol todo el año.
- Sí, pero a pocos kilómetros se puede ver la nieve en las montañas.

My tour of Spain!

- Today we are in the Canary Islands, in Las Palmas de Gran Canaria.
- On the beaches you can swim and sunbathe all year round.
- Yes, but just few kilometres away you can see snow on the mountains.

LESSON 18

Cat A Child's Audio 2, Track 50

Escucho y completo las frases. (I listen and I complete the sentences.)

;Tu turno! (Your turn!)

This is another good opportunity for children to practise the alphabet. As with the previous lesson, they listen to each question given on the audio and read them in turn in their books. They listen to answers given to each question on the audio and write each one down correctly on the lines provided as the speaker on the audio spells them in Spanish. They fill in the boxes and the clock at the top of the page appropriately. The final question asks the children to write down in which room of their house they eat. Children can refer to the words listed on the previous page to ensure accurate spelling.

– ¿Qué día es hoy? – Es v-i-e-r-n-e-s.	– What day is it? – It is (spelling of Friday).
– ¿Qué fecha es hoy? – Es v-e-i-n-t-i-s-i-e-t-e de abril.	What is the date today?The (spelling of twenty seven) April.
– ¿Qué tiempo hace? – Hace s-o-l y hace b-u-e-n t-i-e-m-p-o.	 What's the weather like? It's (spelling of sunny) and (spelling of nice weather).
— ¿En qué estación del año estamos? — Estamos en p-r-i-m-a-v-e-r-a.	Which season are we in?We are in (spelling of spring).
— ¿Qué hora es? — Son las c-u-a-t-r-o de la tarde.	– What time is it? – It is (spelling of four) o'clock in the afternoon.

¿En qué habitación comes en tu casa? (In which room of the house do you eat?)

Cat B arriba / abajo

Reference to upstairs and downstairs.

Cat C Child's Audio 2, Track 51

Song: El castillo viejo

Es un castillo viejo, joh, oh, oh, oh, oh! Con cuatro torres... arriba, Con tres bodegas... abajo, Dos puertas negras... delante, Y una muralla gris... ¡detrás!

The old castle

It's an old castle, oh, oh, oh, oh, oh! With four towers... at the top, With three cellars... at the bottom, Two black doors... in front, And a grey wall... behind! Es un castillo viejo, ¡oh, oh, oh, oh, oh! Con veinte habitaciones... arriba, Con veinte habitaciones... abajo, Con un foso grande... delante, Y un bosque pequeño... ¡detrás!

Es un castillo viejo, ¡oh, oh, oh, oh, oh! Con pájaros grandes... arriba, Con muchas ratas... abajo, Con un vampiro... delante, Y un fantasma... ¡detrás! It's an old castle, oh, oh, oh, oh, oh! With 20 rooms... upstairs, With 20 rooms... downstairs, With a large moat... in front, And a little forest... behind!

It's an old castle, oh, oh, oh, oh, oh! With big birds... at the top, With lots of rats... at the bottom, With a vampire... in front, And a ghost... behind!

Words for the song can be found at the back of the Activity book, page 58. Encourage your child to listen to the song whilst looking at the words. To begin with, pause the audio at the end of each line and ask your child if he/she understands. There are some new words in this song: *bodegas* (cellars), *muralla* (wall), *un foso* (a moat), *ratas* (rats), *un vampiro* (a vampire). Once your child has listened to the song several times, encourage him/her to sing along – perhaps just joining in with *arriba, abajo, delante* and *detrás* to begin with, until they are more confident.

Cat D *Miro el castillo. Uno las preguntas y las respuestas.* (I look at the castle. I link the questions and the answers.)

A reading and comprehension exercise. The first question has been completed as an example.

Cat E Child's Audio 2, Track 52

A transcript of the role play below can be found in the Activity book on page 54 and a 'cue card' with little pictures is provided on page 51. The children can listen to the audio and either look at the transcript at the same time, or at the 'cue card' or both.

Role play: El fantasma

- ¡Escucha! Oigo algo...
- ¿Qué es?
- No lo sé... ¡Está en el comedor!
- ¡Abre la puerta!
- No, ¡abre la puerta tú! ¿Es un ratón?… ¿Un fantasma?
- No hay nadie... ¡Escucha!
- ¡Oigo algo! ¡Está arriba!
- ¡Ven, sube!
- No, tú, sube primero.
- Está en el dormitorio de mi hermana.
- ¡Tu hermana está en la piscina!
- Abre la puerta.
- No, abre la puerta tú.
- No hay nadie.
- Escucha, ¡está en el cuarto de baño!
- ¡Oh! ¡Sí, rápido! ¡Baja! ¡Rápido, rápido, date prisa!

The ghost

- Listen! I can hear something...
- What is it?
- I don't know... It's in the dining room!
- Open the door!
- No, you open the door! Is it a mouse? A ghost?
- No one... Listen!
- I can hear something! It's upstairs!
- Come, go up!
- No, you go up first.
- It's in my sister's bedroom.
- Your sister is at the swimming pool!
- Open the door.
- No, you open the door!
- No one.
- Listen, it's in the bathroom!
- Oh! Yes, quickly! Go down! Quickly, quickly, hurry up!

Cat F Child's Audio 2, Track 53

Miro la casa y el jardín. Describo dónde están las personas. ¿Qué hacen? ¡Escucho para practicar! (I look at the house and the garden. I describe where the people are. What are they doing? I listen for practice.)

4

- 1. Por la mañana la chica come tostadas en la cocina.
- 2. Por la noche el padre ve la tele en el salón.
- 3. El chico juega al baloncesto en el jardín.
- 4. La madre baja las persianas en el dormitorio.
- I. In the morning, the girl eats toast in the kitchen.
- 2. In the evening, the father watches television in the living room.
- 3. The boy plays basketball in the garden.
- 4. The mother pulls down the blinds in the bedroom.

The children listen to each of the above sentences whilst looking at the table of words in their book. They might like to highlight in pencil the words they hear. They could use a different colour for each of the four sentences. Children will then have an opportunity to make up their own sentences in Cat G below.

Cat G Escribo unas frases. (I write some sentences.)

Higher ability children may want to write more than three sentences on the lines provided, which they can do on a separate piece of paper and staple into their books. There are endless possibilities for both 'sensible' and 'silly' sentences. The important thing here is for children to 'play' with the words they are given and choose the words they want to use to construct their sentences.

It is important that children understand that they take just one word from each column, as this is the way the sentences are built, but they don't HAVE to take a word from EVERY column and their sentences can be short. The words given are obviously examples, but children can choose and use any other words they like and are familiar with. All the words in the table have appeared at some point throughout the *La Jolie Ronde* programmes. Encourage your child to look up any words they don't understand in a Spanish/English dictionary.

Please note that in the sixth column, the articles do not appear (*un/una/el/la/los/las*) and so children will have to choose the one they need. This activity is a very important foundation for constructing sentences and should really increase your child's confidence in their language writing skills. It is a great opportunity for children to develop their imagination and to produce some funny sentences!

Cat H Subrayo las palabras correctas para describir dónde vivo, después completo. (I underline the correct words to describe where I live, then I complete.)

The children highlight the relevant words from the passage that relate to their own home and fill in the two gaps. They then practise reading the passage out loud. They could ask Spanish speaking friends and/or members of their extended family to do the same! To practise their writing skills, after completing the exercise in their books, children may wish to write their individual five sentences on a separate piece of paper, which can then be stapled in their book.

Cat I Child's Audio 2, Track 54

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Miro el mapa y las dos ciudades autónomas: Ceuta y Melilla. (I look at the map and the two autonomous cities of Ceuta and Melilla.)

The children find the two autonomous cities of *Ceuta* and *Melilla* surrounded by *Marruecos* on their map, page 2. They write in the word *África* on the line provided.

As before, see how many words your child can identify – pause the audio or play it straight through several times to see if your child can improve on his/her score of words recognised.

In this lesson, our travellers meet a French family. Can the children recognise the difference between the Spanish spoken by a Spanish person and a French family?

Mi viaje por España

¡Mi viaje por España!

- Y por fin el sol! Espero la llegada de un barco con una familia francesa. ¿Estáis de vacaciones?
- (Mum) Sí, vamos a pasar una semana en Marruecos. Primero vamos a visitar dos ciudades autónomas de España... Ceuta y Melilla, en la costa de África.
- (Child) Me encanta estar en la playa. Puedo hacer muchas actividades de agua. Es muy divertido.
- (Mum) Después vamos a visitar Madrid.
- (Child) Vamos al aeropuerto de Madrid. ¡Me gustan los aviones!

My tour of Spain!

- And finally the sun! I'm waiting for the arrival of a boat with a French family. Are you on holiday?
- Mum Yes, we are going to spend a week in Morocco. First, we are going to visit two of Spain's autonomous cities on the coast of Africa: *Ceuta* and *Melilla*.
- Child I love being on the beach. I can do lots of activities in the water. It's very fun.
- Mum Then we are going to visit Madrid.
- Child We are going to Madrid Airport. I like planes!

Draw your child's attention to the sentence in red at the bottom of the page. Does he/she still remember what it means? (Goodbye, until next week!)

LESSON 19

Cat A The children look at their books and write down the relevant questions, not the answers! They can refer to previous pages to help them spell accurately. The little clock and boxes at the top of the page can also be filled in appropriately.

Cat B Child's Audio 2, Track 55

Escucho. Después dibujo y coloreo correctamente. (I listen. Then I draw and colour correctly.)

The children listen carefully to the audio and draw (and colour) a picture of a house and garden according to the instructions they hear in Spanish. Parents will need to pause the audio at frequent intervals.

Es una casa. Tiene el tejado gris. Abajo hay dos ventanas con unas persianas azules. Hay una puerta de entrada roja. Arriba hay tres ventanas con unas persianas azules también. Delante hay un jardín pequeño con dos árboles y unas flores. Al lado de la casa hay una piscina. Entre la casa y la piscina hay un gato, un balón y un banco. Hace buen tiempo. Hay unos pájaros y unas nubes en el cielo. It's a house. It has a grey roof. Downstairs there are two windows with blue blinds. There is a red front door. Upstairs there are three windows with blue blinds as well. In front there is a small garden with two trees and some flowers. Next to the house there is a swimming pool. Between the house and the swimming pool, there is a cat, a ball and a bench. It's a fine day. There are birds and clouds in the sky.

Cat C Child's Audio 2, Track 56

This song revises time, five prepositions, the words for backpack and glasses, and the phrases meaning "I've lost" and "I've seen", which are very useful! *¡Date prisa!* (Hurry up!) is new to the children and is reinforced in the role play below.

Song: Son le	as ocho
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Date prisa. Date prisa. Date prisa. Son las ocho, son las ocho. Date prisa.

He perdido la sudadera, Las gafas y la mochila. lt's 8 o'clock

Hurry up! Hurry up! Hurry up! It's 8 o'clock, it's 8 o'clock. Hurry up!

I've lost my sweatshirt, My glasses and my backpack.

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Mi viaie por España

Date prisa. Date prisa. Date prisa. Son las ocho, son las ocho. Date prisa.

¿Sobre la mesa? No. ¿Debajo de la mesa? No. ¿Detrás de la silla? No. ¿Delante de la silla? No. ¿En tu dormitorio? ¡Sí!

He visto la sudadera, Las gafas y la mochila.

Date prisa. Date prisa. Date prisa. Son las ocho, son las ocho. Date prisa. Hurry up! Hurry up! Hurry up! It's 8 o'clock, it's 8 o'clock. Hurry up!

On the table? No. Under the table? No. Behind the chair? No. In front of the chair? No. In your bedroom? Yes!

I've seen my sweatshirt, My glasses and my backpack.

Hurry up! Hurry up! Hurry up! It's 8 o'clock, it's 8 o'clock. Hurry up!

Cat D Child's Audio 2, Track 57

A transcript of the role play below can be also be found in the activity book on page 54 and a 'cue card' with little pictures is provided on page 52. The children can listen to the audio and either look at the transcript at the same time, or at the 'cue card' or both. Spanish speaking parents/family members can really help children to become increasingly fluent in speaking Spanish by taking it in turns to act out the two parts. As your child becomes more confident, encourage him/her to fine tune their acting skills by being as expressive as possible.

Role play: ¡Date prisa!

- Mum ¡Date prisa! ¡Son las ocho!
- Child He perdido la sudadera, las gafas y la mochila.
- Mum ¡Ay, Caramba! ¡Date prisa! ¡Date prisa!
- Child ¡Ah! la sudadera... ¿dónde está la sudadera? ¡Oh! ¡Aquí, en mi dormitorio detrás de la silla! ¡He visto la sudadera!
- Mum Bien, pero ¿dónde está la mochila? Búscala, ¡rápido! ¡Date prisa!
- Child ¡Ah! La mochila... ¿dónde está la mochila? ¡Oh! ¡Aquí! ¡Oh, debajo de la mesa! ¡He visto la mochila!
- Mum Bien, pero ¿dónde están las gafas? Búscalas, ¡rápido! ¡Date prisa!
- Child Las gafas... ;dónde están las gafas? ;Ay, Caramba! ;He perdido las gafas! ;Oh! ;Aquí, debajo de la cama! ;He visto las gafas!
- Mum ¡Date prisa! ¡Rápido, rápido! ¡Sube al coche!

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Hurry up!

- Mum Hurry up! It's eight o'clock.
- Child I've lost my sweatshirt, my glasses and my rucksack!
- Mum Oh bother! Hurry up! Hurry up!
- Child Ah! My sweatshirt... Where is my sweatshirt? Ah! There, in my bedroom, behind the chair! I've found my sweatshirt!
- Mum That's good, but where is your rucksack? Look for it, quickly! Hurry up!
- Child Ah! My rucksack... Where is my rucksack? Oh! Here! Oh, under the table! I've seen my rucksack!
- Mum Well done! But where are your glasses? Look for them, quickly! Hurry up!
- Child My glasses... Where are my glasses? Oh bother! I've lost my glasses! Oh! Here, under the bed! I've seen my glasses!
- Mum Hurry up! Quick, quick! Get in the car!

Cat E Child's Audio 2, Track 58

En la casa de los Rodríguez. Completo las frases. (At the Rodríguez house. I complete the sentences.)

A listening and writing comprehension. The children listen carefully to the audio and fill in the correct words on the lines provided, choosing from the words in the grey box. Parents will need to pause the audio at frequent intervals. After completing the exercise, children can practise reading the passage and try to imitate the Spanish accent of the speakers on the audio.

Mi viaje por España

En la casa de los Rodríguez.

- Pedro ¿dónde estás? ¡Son las siete de la mañana!
- Estoy en mi dormitorio. Estoy durmiendo, estoy cansado. I'm in my bedroom! I'm sleeping. I am tired!
- Ven a la cocina a desayunar.
- No tengo hambre, me quedo en la cama.
- ¡Pedro!

Más tarde...

- ¿Tienes hambre?
- Sí, tengo hambre ¿Qué hora es?
- Es la una y media. Es la hora de comer.
- ¿Qué quieres comer?
- Pollo.
- ¿Pollo solo o con patatas fritas?
- Con patatas fritas, por favor. Me gustan mucho las patatas, sobre todo las patatas fritas.

At the Rodríguez house

- Pedro, where are you? It's seven o'clock in the morning!
- Come into the kitchen for breakfast.
- I'm not hungry. I'm staying in bed.
- Pedro!

Later...

- Are you hungry?
- Yes, I'm hungry. What time is it?
- It is half past one. It's lunchtime.
- What do you want to eat?
- Chicken.
- Chicken on its own or with chips?
- With chips, please. I really like potatoes, especially chips.

Cat F Bingo

The children play a game of number Lotto in class. The range of numbers is at the teacher's discretion.

Cat G Una postal de Lucía. Miro las imágenes y completo las frases. (A postcard from Lucía. I look at the pictures and complete the sentences.)

Most children will easily recognise the pictures from various points in the La Jolie Ronde course. First, encourage your child to 'read' the passage and then to write in the words on the lines provided. They can refer to their dictionaries in the back of Mi Viaje or Buenos días España if they cannot remember how to spell each word accurately.

Answers:

¡Hola! Hoy es domingo. Son las tres y media. Estoy en la playa. Hace buen tiempo y hace calor. Llevo una camiseta blanca y unos pantalones cortos rojos. La cazadora y el jersey están siempre en mi maleta. Estoy contenta. Mario ha perdido el reloj el viernes y está triste. ¿Y tú? ¿Cómo estás? Hasta luego. Lucía

Hi! Today is Sunday. It is half past three. I am on the beach. The weather is fine and it's hot. I'm wearing a white T-shirt and red shorts. My bomber jacket and jumper are always in my suitcase. I'm happy. Mario lost his watch on Friday and is sad. And you? How are you? See you soon. Lucía.

Cat H ¿Qué habitaciones hay detrás de las puertas? (Which rooms are behind the doors?)

The children can refer to the vocabulary list on page 38 to spell the words accurately.

Cat I Pronuncio las palabras de aquí abajo correctamente. (I pronounce the words below correctly.)

During the programme, the children have been reminded of the correct way to pronounce certain phonics. Here the different sounds have been mixed up and there will have been an opportunity in class for children to double check their pronunciation.

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Mi viaje por España

Cat J Leo y escribo el número correcto al lado de cada imagen. (I read and I write the correct number next to each picture.)

A reading comprehension. Hopefully at the end of the programme, the children will find this activity fairly easy. Encourage your child to translate all the sentences in the bubbles.

Cat K Child's Audio 2, Track 59

Miro el mapa y la capital de España: Madrid. ¿Cómo se llama el palacio? (I look at the map and the capital of Spain: Madrid. What's the name of the palace?)

The children are invited to read the question and write down *Madrid's palace* (*El Palacio Real*) in the spaces provided.

Congratulate your child on completing the programme and use words such as the ones on the page: ¡Perfecto! ¡Muy bien! ¡Genial!

¡Mi viaje por España!

My tour of Spain!

- Ahora es la vuelta a Madrid. Esta tarde vamos a visitar los lugares de interés y después, tomaremos una cena especial con mi amiga María. Es el final de nuestro viaje por España.
- Now we come back to *Madrid*. This afternoon we are going to visit some places of interest and then, we will have a special dinner with my friend *María*. It's the end of our journey around Spain.

(music follows at the end: instrumental of Mi maleta)

Draw your child's attention to the final words written in red. They have a different meaning from the other pages – Goodbye, until next year!



Happy Language Learning

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