

# ¡Buenos días, España!



Happy Language Learning



Spanish Parent Guide

# ¡Buenos días, España!

## 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, and therefore it would 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 can be a starting point for learning Spanish, but very often it is a continuation from *¡Hola, Pedro y Carmen!*

**Map:** The map on page 2 is for reference and clearly shows each child the position of Spain in Europe between France and Portugal. Madrid and other major cities are marked on the map, together with rivers and mountains. Pages 3 and 4 are useful reference pages for your child and page 5 will be filled in as and when the teacher introduces the vocabulary.

**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 copy the correct spelling for the number of each lesson at the top of the page on the single line after the word *Lección*.

**Counting:** Children count up to a higher number each lesson and write this number in figures inside the box and the number in letters on the dashes provided.

**Weather box:** Children follow instructions and either write the correct weather phrase under each picture, write the weather phrase relevant to the day on which they do their homework or listen to an Audio track and write the weather phrase they hear. At all times the children are encouraged to check their spellings carefully with the weather conditions listed on page 3.

**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. For complete beginners to *¡Buenos días, España!*, the Spanish alphabet is not taught until lesson 6, but the children will hear the first ten letters of the alphabet as receptive language over the first five lessons. 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 each lesson and each noun is presented with its corresponding picture. At the discretion of the teacher, children who already know these words well can be introduced to the extra words in the '*Y también!*' section. Here they can link each picture to the correct word.

**Songs:** All the Spanish words to the songs (*canciones*) are written on pages 44 and 45 and can also be found in this Parents' Guide, along with the English translation.

**Role plays:** There are many short role plays (*diálogos*) in this programme and the Spanish for these is found on page 46, as well as in this Parents' Guide, along with the English translation. Encourage your child by acting out the different roles at home together!

**Final pages:** *Mi diccionario*/*¡Todo sobre mí!*: these 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

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

### Cat A Child's Audio 1, track 1

*cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez*  
(pause)

0, 1, 2, 3, 4, 5, 6, 7, 8,  
9, 10  
(pause)

*tres, cinco, siete, nueve*  
*tres, cinco, siete, nueve*

3, 5, 7, 9 (x 2)

*Cuento hasta* (I count up to). Practise counting up to 10 with your child.

Children write 10 in the box and *diez* on the dashes provided.

*Escucho y rodeo los números* (I listen and circle the numbers). Children listen to the Audio and circle just the numbers they hear.

### Cat B Child's Audio 1, track 2

#### Song: *Hola y adiós*

*¡Vamos!*

Let's go!

*Hola y adiós. Hola y adiós.*  
*Digo todo el día.*

Hello and goodbye. Hello and goodbye.  
I say the whole day.

*Buenos días. Buenos días.*  
*Digo por la mañana.*

Good morning. Good morning.  
I say in the morning.

*Buenas tardes. Buenas tardes.*  
*Digo por la tarde.*

Good afternoon/evening. Good afternoon/evening.  
I say in the afternoon/evening.

*Buenas noches. Buenas noches.*  
*Digo por la noche.*

Good night. Good night.  
I say in the night.

*Hola y adiós.*  
*Todo el día.*

Hello and goodbye.  
The whole day.

### Cat C Child's Audio 1, track 3

#### Song: *Un carro rojo*

*Un carro rojo*  
*Está en el garaje.*

A red cart  
Is in the garage.

*Un perro marrón*  
*Corre en el salón.*

A brown dog  
Runs in the lounge.

*Dos ranas blancas*  
*Comen tres naranjas.*

Two white frogs  
Eat three oranges.

(Repeated)

**Cat D** Child's Audio 1, track 4 ¡Recuerda! Es... (Remember! It's/This is)

The children listen carefully to the five nouns on the Audio. If the teacher has introduced the extra words ¡Y también! section), they can draw a line to link each word with the correct picture.

*un coche, un barco, un avión, un tren, un autobús*  
(pause)

a car, a boat, an aeroplane, a train, a bus  
(pause)

*una bicicleta, una moto, un monopatín, un camión*

a bike, a motorbike, a scooter, a lorry

**Cat E** *Completo las palabras* (I complete the words). Children can refer to the correct spelling at Cat D

**Cat F** Child's Audio 1, track 5

**Song:** *Norte, sur, este, oeste*

North, south, east, west.

*Norte, sur, este, oeste.*  
*Norte, sur, este, oeste.*  
*¿Dónde vives? ¿Dónde vives?*

North, south, east, west.  
North, south, east, west.  
Where do you live? Where do you live?

*Yo vivo en España,*  
*En la montaña.*  
*Yo vivo en Portugal.*  
*¡Fenomenal!*  
*Yo vivo en Francia.*  
*¡Qué elegancia!*

I live in Spain  
In the mountains.  
I live in Portugal.  
Amazing!  
I live in France.  
So elegant!

*Norte, sur, este, oeste.*  
*Norte, sur, este, oeste.*  
*¿Dónde vives? ¿Dónde vives?*

North, south, east, west.  
North, south, east, west.  
Where do you live? Where do you live?

*Yo vivo en Panamá*  
*Con mi mamá.*  
*Yo vivo en Ecuador.*  
*¡Qué calor!*  
*Yo vivo en Argentina*  
*Con Cristina.*

I live in Panama  
With my mum.  
I live in Ecuador.  
So hot!  
I live in Argentina  
With Cristina.

*Norte, sur, este, oeste.*  
*Norte, sur, este, oeste.*  
*¿Dónde vives? ¿Dónde vives?*

North, south, east, west.  
North, south, east, west.  
Where do you live? Where do you live?

*Norte, sur, este, oeste.*  
*Norte, sur, este, oeste.*  
*¿Dónde vives? ¿Dónde vives?*

North, south, east, west.  
North, south, east, west.  
Where do you live? Where do you live?

### Cat G Child's Audio 1, track 6

Escucho y trabajo con un compañero o una compañera (I listen and I work with a (male) or (female) friend). Note: un compañero = a male friend, una compañera = a female friend.

- Role play:** ¿Está en el norte o en el sur de España? Is it in the north or in the south of Spain?
- |   |   |
|---|---|
| – ¡Hola! ¿Cómo te llamas?                                 | – Hello, what's your name?                                  |
| – Me llamo Carmen.  | – My name is Carmen.  |
| – ¿Dónde vives?   | – Where do you live?  |
| – Vivo en Málaga.   | – I live in Málaga.   |
| – ¿Está en el norte de España? ¿Está en el sur de España? | – Is it in the north of Spain? Is it in the south of Spain? |
| – Está en el sur de España.                               | – It's in the south of Spain.                               |

**Cat H** ¿Y tú? (And you?). The children fill in their name and where they live.

### Cat I Child's Audio 1, track 7

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

Children listen to the Audio and search amongst the words in the box for the correct answer to write down.

- |                         |                              |
|-------------------------|------------------------------|
| – ¿Dónde vives, Carlos? | – Where do you live, Carlos? |
| – Vivo en Francia.      | – I live in France.          |
| – ¿Dónde vives, Laura?  | – Where do you live, Laura?  |
| – Vivo en Portugal.     | – I live in Portugal.        |
| – ¿Dónde vives, Juan?   | – Where do you live, Juan?   |
| – Vivo en Inglaterra.   | – I live in England.         |

**Cat J** The children write the capital of Spain on the line provided.

## LESSON 2

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

### Cat A Child's Audio 1, track 8

Cuento hasta (I count up to). Practise counting to 15 with your child.

Children write 15 in the box and write *quince* on the dashes provided.

Escucho los números (I listen to the numbers).

- |                                    |                         |
|------------------------------------|-------------------------|
| once, doce, trece, catorce, quince | 11, 12, 13, 14, 15 (x2) |
| once, doce, trece, catorce, quince |                         |

**Cat B** Uno las palabras y los números (I link the words to the numbers). Help your child to practise and become familiar with numbers 1-15 out of sequence.



## LESSON 3

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

### Cat A Child's Audio 1, track 12

Cuento hasta (I count up to). Practise counting to 20 with your child.

Children write 20 in the box and write the number in words on the line provided.

dieciséis, diecisiete, dieciocho, diecinueve, veinte  
dieciséis, diecisiete, dieciocho, diecinueve, veinte

16, 17, 18, 19, 20 (x2)

### Cat B Child's Audio 1, track 13

**Song:** ¡Hola, buenos días!

Hola, buenos días.  
Buenos días.  
¿Cómo te llamas?  
¿Cómo te llamas?

Hello, good morning.  
Good morning.  
What's your name?  
What's your name?

Hola, buenos días.  
Buenos días.  
¿Dónde vives?  
¿Dónde vives?

Hello, good morning.  
Good morning.  
Where do you live?  
Where do you live?

Hola buenos días.  
Buenos días.  
¿Cuántos años tienes?  
¿Cuántos años tienes?

Hello, good morning.  
Good morning.  
How old are you?  
How old are you?

Hola, buenos días.  
Buenos días.  
Hola, buenos días.

Hello, good morning.  
Good morning.  
Hello, good morning.

### Cat C Child's Audio 1, track 14

Escucho y relleno las casillas (I listen and fill in the boxes).

¿Y tú? ¿Cuántos años tienes? (And you? How old are you?). Children fill in their own age.

¿Cuántos años tienes?  
Tengo nueve años.  
¿Cuántos años tienes?  
Tengo diez años.  
¿Y tú?, ¿cuántos años tienes?

How old are you?  
I am nine.  
How old are you?  
I am ten.  
And you? How old are you?



## Cat D Child's Audio 1, track 15

¡Recuerda! Es... (Remember! It's/This is).

The children listen carefully to the six nouns on the Audio. If the teacher has introduced the extra words (¡Y también! section), they can draw a line to link each word with the correct picture.

una casa, una ventana, una puerta, un jardín, una flor,  
un árbol  
(pause)

a house, a window, a door, a garden, a flower,  
a tree  
(pause)

una cocina, un dormitorio, un salón, una cama

A kitchen, a bedroom, a lounge, a bed.

**Cat E Palabras desordenadas** (Scrambled words). Children look at the words at Cat D to help them write the letters in their correct order.

## Cat F Child's Audio 1, track 16

¿Cuál es tu color preferido? (What's your favourite colour?).

Mi color preferido es el... (My favourite colour is...)

rojo, azul, amarillo, verde, negro, blanco

red, blue, yellow, green, black, white

## Cat G

Uno las palabras y los números (I link the words and the numbers).

## Cat H Child's Audio 1, track 17

Escucho y trabajo con un compañero o una compañera (I listen and I work with a (male) or (female) friend).

**Role play:** ¡Ay, caramba!

Oh! Bother!/Oh, dear!

- ¡Miau!
- ¡Escucha!
- ¿Qué es?
- Es un gato.

- Miaow!
- Listen!
- What is it?
- It's a cat.

- ¡Miau!
- ¡Abre la puerta!
- No, ¡abre la puerta tú!
- ¿Dónde está el gato?
- ¡No lo sé!
- ¡Ay, caramba!
- Cierra la puerta. Ven.

- Miaow!
- Open the door!
- No, you, open the door!
- Where is the cat?
- I don't know.
- Oh dear/bother!
- Close the door. Come here.

## Cat I Child's Audio 1, track 18

Leo y dibujo (I read and I draw).

Después, escucho y pronuncio correctamente. (Afterwards I listen and pronounce correctly).

It is very important for children to practise copying the accents of the Spanish voices on the Audio not only to develop and perfect accurate pronunciation from the start, but also to develop aural and reading skills. Please encourage your child to **listen** as much as they can and not just to **look**.

Una casa grande con cinco ventanas, dos puertas y un garaje. Un jardín con tres árboles, catorce flores, un perro grande, un perro pequeño, una chica grande y un chico pequeño.

A big house with five windows, two doors and a garage. A garden with three trees, fourteen flowers, a big dog, a little dog, a big girl and a small boy.

**Cat J** Is Alicante in the east or west of Spain? – Children write in the correct answer and then write the correct spelling of Alicante on the line provided.

## LESSON 4

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

**Cat A** Child's Audio 1, track 19

Escucho y rodeo los números (I listen and circle the numbers).

dos, cinco, diez, doce, catorce, dieciséis, veinte                      2, 5, 10, 12, 14, 16, 20

**Cat B** Child's Audio 1, track 20

¿En qué estación del año estamos? (Which season are we in?). Children write the current season on the lines provided.

¿En qué estación del año estamos?

En otoño, en invierno, en primavera, en verano.

Which season are we in?

In autumn, in winter, in spring, in summer.

**Cat C** Child's Audio 1, track 21

The children listen carefully to the four nouns on the Audio. If the teacher has introduced the extra words (¡Y también! section), they can draw a line to link each word with the correct picture.

un parque, una granja, un bosque, una playa

(pause)

a park, a farm, a forest, a beach

(pause)

la montaña, el campo, el mar

the mountains, the countryside, the sea

**Cat D** Child's Audio 1, track 22

Subrayo las diez palabras con el sonido: ñ (I underline the ten words with the sound 'ñ').

(montaña, España, señor, cumpleaños, años, mañana, niña, piña, araña, baño)

Buenos días, estoy en una casa en la montaña, en España.

Un señor come un pastel por su cumpleaños.

Dice: "Tengo treinta años".

Por la mañana, una niña come una piña en la cocina.

Hay una araña en el cuarto de baño.

Good morning, I am in a house on the mountain in Spain.

A man is eating a cake for his birthday.

He says, "I am 30 years old".

In the morning, a girl is eating a pineapple in the kitchen.

There is a spider in the bathroom.



## Cat H

¿Es un o una? Escribo las palabras en el cuadro correcto (Is it un or una? I write the words on the correct 'whiteboard'). Children can refer to the preceding pages to ensure accurate spelling.

## Cat I

Completo las palabras (I complete the words).

As before, children can check their spelling on preceding pages.

## Cat J

Bingo (lotto/bingo).

## Cat K

Is it hotter or colder in *Málaga* than in *Santander*? As it is generally warmer in the south of Spain, children write *calor* on the line provided before writing *Málaga* next to the green map.

## LESSON 5

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

¿En qué estación del año estamos?(Which season are we in?).

### Cat A Child's Audio 1, track 26

Cuento desde: hasta (I count from: to ). Help your child to practise counting backwards!

diez, nueve, ocho, siete, seis, cinco, cuatro, tres, dos,      10, 9, 8, 7, 6, 5, 4, 3, 2,  
uno, cero      1, 0

**Cat B** Can your child recognise these numbers written in Spanish and work out the answers to the sums? Correct spelling of numbers can be found on page 4.

### Cat C Child's Audio 1, track 27

¡Recuerda! Es... (Remember! It's/This is).

The children listen carefully to the six nouns on the Audio. If the teacher has introduced the extra words *¡Y también!* section), they can draw a line to link each word with the correct picture.

un cerdo, una mariposa, un perro, un gato, un pato,      a pig, a butterfly, a dog, a cat, a duck,  
una gallina      a hen  
(pause)      (pause)

una oveja, un pollito, un granjero, un tractor      a sheep, a chick, a farmer, a tractor

## Cat D

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

If children look closely, they will see an extra letter in between *mariposa*, *gallina*, *pato*, *cerdo* and *perro*, spelling the hidden word GATO!

## Cat E

*Completo las palabras* (I complete the words). Children refer to the nouns in Cat C and to the numbers at the foot of pages 2 and 3 to ensure accurate spelling.

## Cat F Child's Audio 1, track 28

*Completo las frases* (I complete the sentences). Continue to encourage your child to check their spelling with the printed words in their book.

*Aquí hay un cerdo.*

*No, no es un cerdo, es un perro.*

Here is a pig.

No, it isn't a pig, it's a dog.

*Aquí hay un gato.*

*No, no es un gato, es una gallina.*

Here is a cat.

No, it isn't a cat, it's a hen.

*Aquí hay una mariposa.*

*No, no es una mariposa, es un pato.*

Here is a butterfly.

No, it isn't a butterfly, it's a duck.

## Cat G Child's Audio 1, track 29

**Rap:** *¿Qué día es hoy?*

What day is today?

*¿Qué día es hoy? ¿Qué día es hoy? Hoy, hoy, hoy...*

What day is today? What day is today? Today, today, today...

*Lunes, martes, miércoles,*

Monday, Tuesday, Wednesday,

*Jueves, viernes,*

Thursday, Friday,

*Sábado, domingo, domingo...*

Saturday, Sunday, Sunday...

*Lunes, martes, miércoles,*

Monday, Tuesday, Wednesday,

*Jueves, viernes,*

Thursday, Friday,

*Sábado, voy al mercado.*

Saturday, I go to the market,

*Domingo, salgo contigo.*

Sunday, I go out with you.

*¿Qué día es hoy?*

What day is today?

*¿Qué día es hoy?*

What day is today?

*Hoy, hoy, hoy...*

Today, today, today...

## Cat H Child's Audio 1, track 30

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

*El lunes ando en el jardín.*

On Monday, I walk in the garden.

*El martes estoy en el parque.*

On Tuesday, I am at the park.

*El miércoles bailo en la playa.*

On Wednesday, I dance on the beach.

*El jueves salto en la cama.*

On Thursday, I jump on the bed.

*El viernes corro en el bosque.*

On Friday, I run in the forest.

*El sábado juego al tenis.*

On Saturday, I play tennis.

*El domingo juego al fútbol.*

On Sunday, I play football.

*¿Cuál es tu día preferido?* (What is your favourite day?).

## Cat I

*Completo las frases* (I complete the sentences). Children write down in Spanish the first, third and fifth days of the week.

## Cat J

*Leo y coloreo correctamente* (I read and I colour correctly). Children colour the small butterfly red, yellow and blue, the big butterfly green, black and white, the small duck yellow, green and blue and the big duck blue, black and red.

## Cat K Child's Audio 1, track 31

**Song:** *No entiendo, repite, por favor*

I don't understand, repeat please

*¿Cómo te llamas?*

What's your name?

*No entiendo.*

I don't understand.

*Repite, por favor.*

Repeat, please.

*¿Dónde vives?*

Where do you live?

*No entiendo.*

I don't understand.

*Repite, por favor.*

Repeat, please.

*¿Cuántos años tienes?*

How old are you?

*No entiendo.*

I don't understand.

*Repite, por favor.*

Repeat, please.

*¿Qué es?*

What is it?

*No entiendo.*

I don't understand.

*Repite, por favor.*

Repeat, please.

**Cat L** What is the name of the river which flows through *Sevilla*? Children can look at the map on page 2 to find out which river is the same as the one illustrated on the small green map here. They circle *El Guadalquivir* before writing *Sevilla* onto the line provided.

## LESSON 6

### Cat A Child's Audio 1, track 32

*Cuento desde: hasta* (I count from: to). Help your child to practise counting from twenty one to thirty and to copy the correct pronunciation of each number.

Children write 30 in the box and write the number in words on the line provided.

*veintiuno, veintidós, veintitrés, veinticuatro, veinticinco,  
veintiséis, veintisiete, veintiocho, veintinueve, treinta*

21, 22, 23, 24, 25,  
26, 27, 28, 29, 30

### Cat B Child's Audio 1, track 33

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

Children listen to the Audio and then write down the weather conditions they hear onto the lines provided. There is then space for them to write down the current weather relevant to the day they complete their book work.

¿Qué tiempo hace?  
Hace buen tiempo y hace calor.

What's the weather like?  
It is nice and warm.

¿En qué estación del año estamos? (Which season are we in?).

¿Qué día es hoy? (What day is it?).

### Cat C Child's Audio 1, track 34

Escribo mi nombre y pronuncio la primera letra (I write my first name and I pronounce the first letter). It is very helpful for children to know the Spanish alphabet, but if they are beginners, it will only happen with lots of practice! Play the alphabet rap as often as possible!

**Rap:** *El alfabeto*

a b c  
d e f  
g h i j k l m  
n ñ o p q  
r s t u  
v w x  
y z

(Repeated)

### Cat D

*Completo* (I complete). Children fit the seven days of the week into the squares.

### Cat E Child's Audio 1, track 35

¡Recuerda! Es... Aquí hay... (Remember! It's/This is... Here is...).

The children listen carefully to the six nouns on the Audio. If the teacher has introduced the extra words *¡Y también!* section), they can draw a line to link each word with the correct picture.

un pájaro, una vaca, un caballo, una tortuga, un caracol,  
un conejo

(pause)

a bird, a cow, a horse, a tortoise, a snail,  
a rabbit

(pause)

un toro, un elefante, un león, un cocodrilo, un mono,  
un oso, un tigre

a bull, an elephant, a lion, a crocodile, a monkey,  
a bear, a tiger

### Cat F Child's Audio 1, track 36

*Escucho y escribo cada palabra en el cuadro correcto (I listen and I write each word in the correct box).* This is a listening exercise as well as a reading one. The children listen to the audio and place the words with strong 'r' sound in the left box and soft 'r' sound in the right box.

*señora, Inglaterra, amarillo, rojo, verano, rana,  
mariposa, perro*

*lady, England, yellow, red, summer, frog,  
butterfly, dog*

### Cat G

*Completo con el / la (I complete with el or la).* Note for non-Spanish speakers: *El* is the masculine word for 'the' and *la* is the feminine word for 'the'. Children can look back to Lesson 4, cat H to help them with this exercise.

### Cat H

*Completo las palabras (I complete the words).* *Los* and *Las* are the plural words for 'the'. This exercise is to remind children to add an 's' after the noun or an 'es' if the noun ends in a consonant.

### Cat I Child's Audio 1, track 37

*Escucho y trabajo con un compañero o una compañera (I listen and I work with a (male) or (female) friend).*

**Role play:** *Es el perro de Pedro*

It's Pedro's dog

- *¡Escucha! ¿Qué es?*
- *No sé. ¡Abre la puerta!*
- *No, ¡abre la puerta tú!*
- *Vale.*
- *¿Es un gato?*
- *No, no es un gato, es un perro.*
- *¿Es el perro de Isabel?*
- *No, es el perro de Pedro.*

- Listen! What is it?
- I don't know. Open the door!
- No, you open the door!
- OK.
- Is it a cat?
- No, it isn't a cat, it's a dog.
- Is it Isabel's dog?
- No, it's Pedro's dog.

### Cat J Child's Audio 1, track 38

*Completo las frases (I complete the sentences).* Children listen to the Audio and fill in the gaps appropriately. Note that in Spanish we say 'It is the tortoise of Pedro/It is the dog of Sofía' and the children will have been taught this by their teacher.

- *Es la tortuga de Pedro.*
- *Es el perro de Sofía.*
- *Es el conejo de Paco.*
- *Es el caballo de Marta.*
- *Es el pájaro de Carmen.*

- It's Pedro's tortoise.
- It's Sofía's dog.
- It's Paco's rabbit.
- It's Marta's horse.
- It's Carmen's bird.

### Cat K

*Busco y rodeo los seis animales (I look for and circle the six animals).*

### Cat L

What is the name of *Pamplona's* most famous festival? Children circle the correct answer which is *Sanfermines*.



## LESSON 7

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

¿En qué estación del año estamos? (Which season are we in?).

¿Qué día es hoy? (What day is it?).

### Cat A Child's Audio 1, track 39

Cuento desde: hasta (I count from: to ) Help your child to count from 31 to 40, as well as practising numbers from 1-30!

Children write 40 in the box and write the number in words on the line provided.

treinta y uno, treinta y dos, treinta y tres, treinta y cuatro, 31, 32, 33, 34,  
treinta y cinco, treinta y seis, treinta y siete, treinta y ocho, 35, 36, 37, 38,  
treinta y nueve, cuarenta 39, 40

### Cat B Child's Audio 1, track 40

Escucho y escribo los números (I listen and write the numbers). Children listen to the Audio and write down the numbers they hear in the squares provided.

veintiuno, veintiocho, treinta, treinta y cuatro, 21, 28, 30, 34,  
treinta y siete 37

### Cat C Child's Audio 1, track 41

¿Cuál es tu color preferido? (What is your favourite colour?).

Mi color preferido es el (my favourite colour is).

rosa, marrón, gris, naranja, morado pink, brown, grey, orange, purple

### Cat D Child's Audio 1, track 42

¡Recuerda! Es... Aquí hay... Es ella... de... (Remember! It's/This is ... Here is...

It is X's...). The children listen carefully to the five nouns on the Audio. If the teacher has introduced the extra words ¡Y también! section), they can draw a line to link each word with the correct picture.

un pez, un ratón, un conejillo de Indias, una serpiente, a fish, a mouse, a guinea pig, a snake,  
un hámster a hamster  
(pause) (pause)

una jaula, una cesta, un acuario, una conejera a cage, a basket, an aquarium, a rabbit hutch

### Cat E

Pongo las palabras en orden alfabético (Put these words into alphabetical order).

### Cat F Child's Audio 1, track 43

**Rap:** *Buenos días, ¿qué tal? ¿qué tal?*

*Buenos días, ¿qué tal?, ¿qué tal?  
¿Estás bien o no lo estás?  
Buenos días, ¿qué tal?, ¿qué tal?  
Estoy bien, gracias.  
Buenos días, ¿qué tal?, ¿qué tal?  
¿Estás bien o no lo estás?  
Buenos días, ¿qué tal?, ¿qué tal?  
¡Hoy no estoy bien!*

(Repeated)

Good morning, how are you? How are you?

*Good morning, how are you? How are you?  
Are you well or not well?  
Good morning, how are you? How are you?  
I am well, thank you.  
Good morning, how are you? How are you?  
Are you well or not well?  
Good morning, how are you? How are you?  
I am not well today!*

### Cat G Child's Audio 1, track 44

*Escucho y trabajo con un compañero o una compañera (I listen and I work with a (male) or (female) friend).*

**Role play:** *¿Cómo estás? ¿Cómo está usted?*

- *Hola, Pedro.*
- *Hola, Peter. Este es mi hermano pequeño.  
Tiene cuatro años.*
- *Buenos días, ¿cómo está usted?*
- *¡No, no! Se dice: ¿cómo estás?*
- *Vale. Hola, ¿cómo estás?*
  
- *Peter, esta es mi abuela.*
- *Hola, ¿cómo estás?*
- *¡No, no! Se dice: ¿cómo está usted, señora?*
- *¿Cómo está usted, señora?*
- *Bien, gracias.*

How are you?(fam) How are you?

- *Hi, Pedro.*
- *Hi, Peter. Here is my little brother.  
He is four years old.*
- *Hello, how are you? (formal)*
- *No, no! It's "How are you?" (informal)*
- *Ah, OK. How are you? (informal)*
  
- *Peter, here is my grandmother.*
- *Hello! How are you? (informal)*
- *No, no! It's "Madam, how are you?" (formal)*
- *Madam, how are you? (formal)*
- *I'm well, thank you.*

### Cat H Child's Audio 1, track 45

**Song:** *Es el gato de la bruja*

*Es el gato de la bruja.  
Se llama León Granuja.  
Vive en un cubo de la basura,  
En la calle de la Amargura.*

*Es el gato de la bruja.  
Se llama León Granuja.  
Tiene tres hermanos  
Que son los tres muy malos.*

*Es el gato de la bruja.  
Se llama León Granuja.  
Tiene dos hermanas  
Que saltan como dos ranas.*

*Es el gato de la bruja.  
Se llama León Granuja.  
Le gusta el pescado  
Crudo y también asado.*

*It's the witch's cat.*

*It's the witch's cat.  
His name is León Granuja.  
He lives in a dustbin,  
In la Armagura street (lit. bitterness/sadness street)*

*It's the witch's cat.  
His name is León Granuja.  
He has three brothers,  
Who are bad tempered.*

*It's the witch's cat.  
His name is León Granuja.  
He has two sisters  
Who jump like two frogs*

*It's the witch's cat.  
His name is León Granuja.  
He likes fish,  
Raw and also baked/roasted.*



## Cat E Child's Audio I, track 49

Escucho y escribo los animales (I listen and I write down the animals).

¿Cuál es tu animal preferido? (What's your favourite animal?). *Mi animal preferido es ella...* (My favourite animal is...)

- |                                   |                                       |
|-----------------------------------|---------------------------------------|
| – r-a-t-ó-n                       | – (Spelling of) mouse.                |
| – No entiendo, repite, por favor. | – I don't understand, repeat, please. |
| – r-a-t-ó-n                       | – (Spelling of) mouse.                |
| – h-á-m-s-t-e-r                   | – (Spelling of) hamster.              |
| – No entiendo.                    | – I don't understand.                 |
| – h-á-m-s-t-e-r                   | – (Spelling of) hamster.              |
| – c-o-n-e-j-o.                    | – (Spelling of) rabbit.               |
| – Repite, por favor.              | – Repeat, please.                     |
| – c-o-n-e-j-o                     | – (Spelling of) rabbit.               |

## Cat F Child's Audio I, track 50

The verb *estar* (one of the verbs meaning to be) is one of the most important verbs in the Spanish language. Please help your child to learn it by listening to the song as often as possible!

**Song:** *Yo estoy*

Yo Tú Él Ella	I you he she (repeated)
Yo Tú Él Ella	
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	I am
Tú estás	You are
Él está	He is
Ella está	She is
Yo estoy	I 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	I am
Tú estás	You are
Él está	He is
Ella está	She is

(continued)

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 G Child's Audio 1, track 51

Children listen and match the pronoun with the appropriate part of the verb.

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

### Cat H

Escribo en orden las frases (I write the sentences in the correct order).

### Cat I

Miro y leo. Después, escucho. (I look and I read. Afterwards, I listen.)

<i>Aquí hay un gusano marrón. Está en el jardín.</i>	Here is a brown worm. It is in the garden.
<i>Aquí hay una abeja amarilla. Está sobre una flor.</i>	Here is a yellow bee. It is on a flower.
<i>Aquí hay dos hámsteres blancos. Están debajo del árbol.</i>	Here are two white hamsters. They are under the tree.
<i>Aquí hay dos moscas negras. Están sobre la ventana.</i>	Here are two black flies. They are on the window.
<i>Aquí hay un caballo gris. Está en la granja.</i>	Here is a grey horse. It is on the farm.

### Cat J

Uno el dibujo y la frase. (I link up the pictures with the correct sentences.)

### Cat K

What is the name of FC Barcelona's stadium? Children circle *Camp Nou* and write *Barcelona* next to the small green map.

## LESSON 9

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

¿En qué estación del año estamos? (Which season are we in?).

¿Qué día es hoy? (What day is it?).

### Cat A Child's Audio 1, track 53

*Cuento desde: hasta* (I count from ... to). Help your child to practise counting from 51 – 60 as well as recognising numbers from 1-50 in and out of sequence.

Children write 60 in the box and write the number in words on the line provided.

<i>cincuenta y uno, cincuenta y dos, cincuenta y tres,</i>	51, 52, 53,
<i>cincuenta y cuatro, cincuenta y cinco, cincuenta y seis,</i>	54, 55, 56,
<i>cincuenta y siete, cincuenta y ocho, cincuenta y nueve,</i>	57, 58, 59,
<i>sesenta</i>	60

### Cat B Child's Audio 1, track 54

¡Recuerda! Aquí está... Aquí están... (Remember! Here are...).

The children listen carefully to the seven nouns on the Audio. If the teacher has introduced the extra words *¡Y también!* section), children can point to the relevant picture as they hear the words on the Audio.

<i>la cabeza, los ojos, la nariz, la boca, las orejas, el pelo,</i> <i>el cuello</i>	the head, the eyes, the nose, the mouth, the ears, the hair, the neck.
(pause)	(pause)

<i>el pelo...rubio, castaño, negro</i>	the hair... blond, brown, black
(pause)	(pause)

<i>soy pelirrojo, soy pelirroja</i>	I'm a redhead (boy) I'm a redhead (girl)
(pause)	(pause)

<i>los ojos...verdes, azules, marrones, grises</i>	the eyes... green, blue, brown, grey
--	--------------------------------------

### Cat C Child's Audio 1, track 55

**Rap:** Yo soy

<i>Yo, tú, él, ella</i>	I, you, he, she
<i>Yo, tú, él, ella</i>	I, you, he, she

<i>Nosotros, vosotros, ellos, ellas</i>	We (plural/masc.), you (plural/masc.), they (plural/masc.), they (plural/fem.)
---	---

<i>Nosotras, vosotras, ellas, ellos</i>	We (plural/fem.), you (plural/fem.), they (plural/fem.), they (plural/masc.)
---	---

<i>Yo soy</i>	I am
<i>Tú eres</i>	You are
<i>Él es</i>	He is
<i>Ella es</i>	She is

(continued)



## Cat G Child's Audio 1, track 57

**Song:** *Un pájaro en el peral*

*Un pájaro en el peral.  
Oigo el pájaro que canta.  
Un pájaro en el peral.  
Oigo el pájaro cantando.  
El pájaro, el pájaro,  
El pájaro que canta.  
El pájaro, el pájaro.  
El pájaro cantando.*

(Repeated)

A bird in the pear tree.

A bird in the pear tree.  
I hear the bird that sings.  
A bird in the pear tree.  
I hear the bird singing.  
The bird, the bird.  
The bird that sings.  
The bird, the bird.  
The bird singing.

## Cat H Child's Audio 1, track 58

*Escucho y trabajo con un compañero o una compañera* (I listen and I work with a (male) or (female) friend).

**Role play:** *¡Oigo algo!*

– *¡Escucha! ¡Oigo algo!*  
– *¿Qué es?*  
– *No sé. ¿Es un ratón?*  
– *No, no es un ratón. Es un fantasma.*  
– *¿Es un fantasma? ¡Tengo miedo!*  
– *¡Abre la puerta!*  
– *No, ¡abre la puerta tú!*  
– *Vale.*  
– *¿Es un fantasma?*  
– *No, no es un fantasma.*  
– *¿Qué es?*  
– *¡Oh! ¡Mira! ¡Es un conejillo de Indias! ¡Es grande y bonito! ¡Ja! ¡Ja!*

I hear something!

– Listen! I hear something!  
– What is it?  
– I don't know, is it a mouse?  
– No, it isn't a mouse. It's a ghost.  
– A ghost? I'm frightened!  
– Open the door!  
– No, you open the door!  
– OK.  
– Is it a ghost?  
– No, it isn't a ghost.  
– What is it?  
– Look! It is a guinea pig! It is big and beautiful! Ha, ha!

## Cat I Child's Audio 1, track 59

*Completo las frases* (I complete the word sentences). Children choose the correct words from one of the boxes. They can check their answers with the Audio. *¿Y tú? (And you?)* An opportunity for your child to describe him/herself.

*Él es el señor José Pérez. Es bajo. Tiene el pelo rubio.  
Es muy simpático.  
Ella es María. Es alta. Tiene el pelo negro.  
No es muy simpática.  
Ella es la señora Carmen González. Es baja.  
Tiene el pelo castaño. Es simpática.  
Él es Javier. Es alto. Es pelirrojo. Es simpático.*

He is Mr José Pérez. He is short. He has blond hair.  
He is very nice.  
She is María. She is tall. She has black hair.  
She is not very nice.  
She is Mrs Carmen González. She is short.  
She has brown hair. She is nice.  
He is Javier. He is tall. He is a redhead. He is nice.

## Cat J

*Granada* is famous for *La Alhambra*. Children circle the correct answer and write *Granada* on the line next to the little green map.



## LESSON 10

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

¿En qué estación del año estamos? (Which season are we in?).

¿Qué día es hoy? (What day is it?).

### Cat A Child's Audio 1, track 60

Cuento desde: hasta (I count from ... to). Help your child to practise numbers from 61 to 70 both in and out of sequence.

Children write 70 in the box and write the number in words on the line provided.

sesenta y uno, sesenta y dos, sesenta y tres,	61, 62, 63,
sesenta y cuatro, sesenta y cinco, sesenta y seis,	64, 65, 66,
sesenta y siete, sesenta y ocho, sesenta y nueve, setenta	67, 68, 69, 70

### Cat B Child's Audio 1, track 61

See if your child can do the actions at the same time as singing!

**Song:** ¡Moved las manos! Shake your hands!

Moved las manos.	Shake your hands.
Moved los brazos.	Shake your arms.
La barriga también,	And your tummy too.
Las piernas, los pies.	Your legs, your feet.
Un paso a la izquierda	A step to the left
¡Y empezamos otra vez!	And start again!

Moved las manos.	Shake your hands.
Moved los brazos.	Shake your arms
La barriga también,	And your tummy too.
Las piernas, los pies.	Your legs, your feet.
Un paso a la derecha	A step to the right
¡Y ya está!	And that's all!

### Cat C Child's Audio 1, track 62

¡Recuerda! Aquí está... Aquí están... (Remember! Here are...).

The children listen carefully to the six nouns on the Audio. They could point to their various body parts as they do so!

las manos, los brazos, la barriga, los codos, las piernas, los pies	the hands, the arms, the tummy, the elbows, the legs, the feet
--	---

### Cat D Child's Audio 1, track 63

Uno las palabras y las imágenes (I join the words to the pictures). There are a lot of extra words here. The more your child can listen to this track and point to the right pictures, the quicker he/she will remember all the new vocabulary.

Hago...gimnasia, atletismo, natación, baile.	I do gymnastics, athletics, swimming, dancing.
Juego...al fútbol, al tenis, al baloncesto, con la consola.	I play football, tennis, basketball, on my game console.
Toco...la guitarra, el piano.	I play guitar, I play the piano.

**Cat E** Child's Audio 1, track 64

**Song:** *Yo soy un campeón*

I am a champion

*Yo soy un campeón.  
Yo soy un campeón,  
De rugby, fútbol,  
Tenis, baloncesto,  
Judo, esquí, natación,  
Baile, equitación.  
Yo soy un campeón .*

I am a champion.  
I am a champion,  
At rugby, football,  
Tennis, basketball,  
Judo, skiing, swimming,  
Dance, horse-riding.  
I am a champion.

*¡El deporte es lo mejor!*

Sport is the best!

(Repeated)

*¿Cuál es tu deporte preferido?* (What is your favourite sport?) Children choose one of the sports listed.

**Cat F**

*Leo y dibujo* (I read and I draw). A man with blond hair, a boy with a big mouth, a lady with small ears, a girl with big eyes.

**Cat G** Child's Audio 1, track 65

*Completo las palabras con las vocales* (I complete the words with the vowels).

Santander, Madrid, Pamplona, Málaga, Alicante, Barcelona, Granada, Sevilla, Valencia, Salamanca.

**Rap:** *Las vocales*

The vowels

*a, e, i, o, u,  
a, e, i, o, u,  
a, e, i, o, u,  
a, e, i, o, u,  
a, e,  
a, e, i,  
a, e, i, o, u,  
a, e,  
a, e, i,  
a, e, i, o, u,*

(Repeated)

**Cat H** Child's Audio 1, track 66

*Escucho y escribo el número correcto en el círculo* (I listen and I write down the correct number in the circle).

*Uno, Hago gimnasia. Dos, Juego al tenis. Tres, Hago baile.  
Cuatro, Hago natación. Cinco, Juego al fútbol.  
Seis, Juego con la consola. Siete, Toco la guitarra.  
Ocho, Hago atletismo.*

1. I do gymnastics. 2. I play tennis. 3. I dance.  
4. I swim. 5. I play football.  
6. I play on my game console. 7. I play the guitar.  
8. I do athletics.

## Cat I Child's Audio I, track 67

**Role play:** *¿Quieres jugar?*

- *Hola, me llamo Juan. ¿Cómo te llamas?*
- *Me llamo Carlos.*
- *¿Qué haces?*
- *Juego con la consola.*
- *¡Ah, fenomenal!*
- *¿Quieres jugar?*
- *Sí, gracias.*

Do you want to play?

- Hi, my name is Juan. What's your name?
- My name is Carlos.
- What are you doing?
- I'm playing on my game console.
- Ah, great!
- Do you want to play?
- Yes, thanks.

## Cat J

*Invento otro diálogo. Trabajo con un compañero o una compañera* (I invent another sketch. I work with a (male) or (female) friend). Children can choose which activity or sport to fill in, referring to the correct spellings at cat D.

## Cat K

*Salamanca* is well-known for its very old university and cathedral. *Escribo las dos respuestas correctas.* (I write the two correct answers.) The children write *un astronauta* and *un diablo con un helado* in the spaces provided. They also write *Salamanca* on the line next to the little green map.

## LESSON 11

*¿Qué tiempo hace?* (What's the weather like?).

*¿En qué estación del año estamos?* (Which season are we in?).

*¿Qué día es hoy?*(What day is it?).

## Cat A Child's Audio I, track 68

*Cuento desde: hasta* (I count from... to ...). Help your child to practise numbers from 71 to 80 both in and out of sequence.

Children write 80 in the box and write the number in words on the line provided.

<i>setenta y uno, setenta y dos, setenta y tres,</i>	71, 72, 73,
<i>setenta y cuatro, setenta y cinco, setenta y seis,</i>	74, 75, 76,
<i>setenta y siete, setenta y ocho, setenta y nueve, ochenta</i>	77, 78, 79, 80

## Cat B Child's Audio I, track 69

*¡Recuerda! Aquí hay...* (Remember! Here is...). The children listen carefully to the seven nouns on the Audio. If the teacher has introduced the extra words *¡Y también!* section), children can point to the relevant picture as they hear the words on the Audio.

<i>una manzana, una pera, un queso, un tomate, un huevo,</i>	an apple, a pear, cheese, a tomato, an egg,
<i>un plátano, una barra de pan</i>	a banana, a loaf of Spanish bread
(pause)	(pause)

<i>fruta, una cesta, una naranja, una fresa,</i>	fruit (in general), a basket, an orange, a strawberry,
<i>una mandarina, un jamón</i>	a mandarin, ham

## Cat C Child's Audio 1, track 70

Escucho y completo (I listen and I complete).

- m-a-n-z-a-n-a (Spelling of) apple.
- ¡No entiendo!, repite, por favor. I don't understand, repeat, please!
- m-a-n-z-a-n-a (Spelling of) apple.
  
- p-l-á-t-a-n-o (Spelling of) banana.
- ¡No entiendo! I don't understand!
- p-l-á-t-a-n-o (Spelling of) banana.
  
- p-e-r-a (Spelling of) pear.
- ¡No entiendo!, repite, por favor. I don't understand, repeat, please!
- p-e-r-a (Spelling of) pear.

## Cat D

¿Cuál es tu fruta preferida? Mi fruta preferida es ella (What is your favourite fruit? My favourite fruit is ...)

## Cat E Child's Audio 1, track 71

**Song:** *Dos barras de pan en la panadería*

Two loaves of bread in a baker's shop

*Dos barras de pan en la panadería.  
Dos barras de pan, por favor. Gracias.*

Two loaves of bread in a baker's shop  
Two loaves of bread, please. Thank you.

*Un jamón en la carnicería.  
Un jamón, por favor. Gracias.*

One ham in the butcher's shop  
One ham, please. Thank you.

*Cinco tomates en el mercado.  
Cinco tomates, por favor. Gracias.*

Five tomatoes in the market.  
Five tomatoes, please. Thank you.

## Cat F

Miro el mapa y completo las frases (I look at the plan and I complete the sentences). Children have been taught that colours which end in 'o' change to end in 'a' in the feminine form, and so they will need to consult the tables at the foot of the page to ensure correct spelling here.

## Cat G Child's Audio 1, track 72

Escucho y trabajo con un compañero o una compañera (I listen and I work with a (male) or (female) friend).

**Role play:** *¿Dónde está la panadería?*

Where is the baker's shop?

- *Perdone, señora, ¿dónde está la panadería?* – Excuse me, madam, where is the baker's shop?
- *No sé.* – I don't know.
- *Perdone, señor, ¿dónde está la panadería?* – Excuse me, sir, where is the baker's shop?
- *Soy inglés, no entiendo. Repita, por favor.* – I'm English, I don't understand. Please repeat.
- *¿Dónde está la panadería?* – Where is the baker's shop?
- *¡Oh!, ¡no entiendo!* – Oh! I don't understand!
- *¡Ay, caramba! Perdone, señorita. ¿Dónde está la panadería? ¿Está a la derecha? ¿Está a la izquierda?* – Bother! Excuse me, miss, where is the baker's shop? Is it on the right? Is it on the left?
- *¿La panadería? ¡Está a la izquierda!* – The baker's shop? It's on the left!
- *¡Muchas gracias! Adiós.* – Thank you very much! Goodbye.

**Cat H** Child's Audio 1, track 73

Veo, huelo, oigo

I see, I smell, I hear

**Cat I**

Busco (I look for). Six numbers are hidden in the wordsearch.

**Cat J**

Bingo (Lotto/Bingo).

**Cat K**

Rodeo la respuesta correcta (I circle the correct answer). Children complete the word *La Seine Tajo* on the line provided.

The *Tajo* (in English: the Tagus) is the longest river in the Iberian Peninsula. It flows through both Spain and Portugal. The Strawberry Train (*Tren de la fresa*) is located near the river.

**LESSON 12**

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

¿En qué estación del año estamos? (Which season are we in?)

**Cat A** Child's Audio 2, track 1

Escucho y rodeo los números (I listen and circle the numbers).

Setenta y tres, sesenta y cuatro, sesenta y nueve, setenta y seis	73, 64, 69, 76
---	-------------------

**Cat B** Child's Audio 2, track 2

**Song:** ¿Cuánto es? How much is it?

¿Cuánto es? Tres euros.	How much is it? Three euros.
¿Cuánto es? Trece euros.	How much is it? Thirteen euros.
¿Cuánto es? Veintitrés euros.	How much is it? Twenty-three euros.
¿Cuánto es? Treinta y tres euros.	How much is it? Thirty-three euros.

¿Cuánto es? Seis euros.	How much is it? Six euros.
¿Cuánto es? Dieciséis euros.	How much is it? Sixteen euros.
¿Cuánto es? Veintiséis euros.	How much is it? Twenty-six euros.
¿Cuánto es? Treinta y seis euros.	How much is it? Thirty-six euros.

### Cat C Child's Audio 2, track 3

¿Qué día es hoy? (What day is it?). Make sure your child refers to cat D, lesson 6 to ensure the correct spelling of viernes.

- ¿Qué día es hoy? What day is it today?
- ¡Viernes! Friday!

### Cat D Child's Audio 2, track 4

Leo los números (I read the numbers).

uno, once, veintiuno, treinta y uno	1, 11, 21, 31
cinco, quince, veinticinco, treinta y cinco	5, 15, 25, 35
dos, doce, veintidós, treinta y dos	2, 12, 22, 32
cuatro, catorce, veinticuatro, treinta y cuatro	4, 14, 24, 34

### Cat E Child's Audio 2, track 5

¡Recuerda! Es... Aquí hay... Veo... Huelo... (Remember! It's... Here is... I see... I smell). The children listen carefully to the eight nouns on the Audio. If the teacher has introduced the extra words ¡Y también! section), children can point to the relevant picture as they hear the words on the Audio.

una salchicha, unas patatas fritas, un pollo, una patata, una cebolla, una zanahoria, una col, una tortilla (pause)	a sausage, some chips, a chicken, a potato, an onion, a carrot, a cabbage, an omelette (pause)
verdura, unos guisantes, un pescado, una coliflor	vegetable (in general), some peas, a fish, a cauliflower

### Cat F Child's Audio 2, track 6

Escucho y completo (I listen and I complete).

- c-o-l – (Spelling of) cabbage
- No entiendo, repite, por favor. – I don't understand, repeat, please.
- c-o-l – (Spelling of) cabbage
- z-a-n-a-h-o-r-i-a – (Spelling of) carrot
- ¡No entiendo! – I don't understand!
- z-a-n-a-h-o-r-i-a – (Spelling of) carrot
- c-e-b-o-l-l-a – (Spelling of) onion
- Repite, por favor. – Repeat, please.
- c-e-b-o-l-l-a – (Spelling of) onion

### Cat G

¿Cuál es tu verdura preferida? (What is your favourite vegetable?). Please see notes in cat D, lesson 11.

### Cat H

Busco la palabra escondida (I look for the hidden word). If children look closely they will see the hidden letters of p – o – l – l – o (chicken) between the words cebolla, patata frita, tomate, huevo, salchicha and patata.

## Cat I

Coloreo los animals y las casas (I colour the animals and the houses).

## Cat J Child's Audio 2, track 7

Escucho y trabajo con un compañero o una compañera (I listen and I work with a (male) or (female) friend).

**Role play:** En el mercado

At the market

- |   |  |
|---|--|
| – Buenos días, señora, quiero unos plátanos, por favor. | – Hello, madam, I would like some bananas, please. |
| – ¿Unos plátanos pequeños o unos plátanos grandes?      | – Some small bananas or some large bananas?        |
| – Unos plátanos grandes, por favor.                     | – Some large bananas, please.                      |
| – ¿Unos plátanos verdes o unos plátanos amarillos?      | – Some green bananas or some yellow bananas?       |
| – Quiero tres plátanos amarillos, por favor.            | – I would like three yellow bananas, please.       |
| – Aquí tienes. Tres plátanos amarillos grandes.         | – Here are three large yellow bananas.             |
| – ¿Cuánto es?   | – How much is it?                                  |
| – Dos euros.  | – Two euros.                                       |
| – Gracias.  | – Thank you.                                       |

## Cat K Child's Audio 2, track 8

Completo (I complete). Can your child spell *jardín* without looking it up?

¿Dónde están los plátanos? Están en el mercado.  
Son grandes.

Where are the bananas? They are at the market.  
They are big.

¿Dónde están las cebollas? Están en el jardín.  
Son blancas.

Where are the onions? They are in the garden.  
They are white.

¿Dónde están las salchichas? Están en la carnicería.  
Son marrones.

Where are the sausages? They are at the butcher's.  
They are brown.

¿Dónde están los pollos? Están en el restaurante.  
Son pequeños.

Where are the chickens? They are in the restaurant.  
They are small.

## Cat L Child's Audio 2, track 9

Leo y entiendo el correo (I read and I understand the email).

¡Hola! ¿Cómo estás? Yo estoy en Málaga en la granja de mi abuela. ¡Fenomenal! Hace muy buen tiempo y hace calor. Yo voy a estar aquí cinco días. El lunes juego al fútbol en el estadio y el martes juego al tenis en el parque. El miércoles hago un picnic con mi primo en el bosque. El jueves juego con la consola. Hasta pronto, Pablo.

Hi! How are you? I am in Málaga at my grandma's farm. It's great! The weather is very nice and it is hot. I am here for five days. On Monday, I play football at the stadium and on Tuesday, I play tennis in the park. On Wednesday, I'm having a picnic with my cousin in the forest. On Thursday, I play on the games console. See you soon, Pablo.

## Cat M Child's Audio 2, track 10

Respondo como Pablo (I answer as Pablo).

- |   |   |
|---|---|
| – ¿Dónde estás?                               | – Where are you?                          |
| – Estoy en Málaga, en la granja de mi abuela. | – I am in Málaga, at my grandma's farm.   |
| – ¿Qué tiempo hace?                           | – What's the weather like?                |
| – Hace muy buen tiempo y hace calor.          | – It's very nice and hot.                 |
| – ¿Qué haces el lunes?                        | – What are you doing on Monday?           |
| – El lunes juego al fútbol.                   | – On Monday, I play football.             |
| – ¿Qué haces el martes?                       | – What are you doing on Tuesday?          |
| – El martes juego al tenis.                   | – On Tuesday, I play tennis.              |
| – ¿Dónde juegas al tenis?                     | – Where do you play tennis?               |
| – Juego al tenis en el parque.                | – I play tennis in the park.              |
| – ¿Dónde haces el picnic?                     | – Where do you have the picnic?           |
| – Hago el picnic en el bosque.                | – I have the picnic in the forest.        |
| – ¿Qué haces el jueves?                       | – What are you doing on Thursday?         |
| – El jueves juego con la consola.             | – On Thursday I play on my games console. |

## Cat N

The Guadalquivir river flows through Sevilla. The Torre del Oro (Tower of Gold) can be seen from the river.

Rodeo la respuesta correcta (I circle the correct answer). Children also write *El Guadalquivir* on the line next to the small green map.

## LESSON 13

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

¿En qué estación del año estamos? (Which season are we in?).

¿Qué día es hoy? (What day is it?).

## Cat A Child's Audio 2, track 11

Cuento desde: hasta (I count from ... to...). Help your child to practise counting to from 81 – 90 and to revise all the numbers he/she has learnt to date.

Children write 90 in the box and write the number in words on the line provided.

ochenta y uno, ochenta y dos, ochenta y tres,	81, 82, 83,
ochenta y cuatro, ochenta y cinco, ochenta y seis,	84, 85, 86,
ochenta y siete, ochenta y ocho, ochenta y nueve, noventa.	87, 88, 89, 90

## Cat B Child's Audio 2, track 12

Rodeo los números que oigo (I circle the numbers that I hear).

sesenta y cuatro, catorce, dieciocho, setenta y cuatro      64, 14, 18, 74





### Cat G Child's Audio 2, track 6

Escucho y trabajo con un compañero o una compañera (I listen and I work with a (male) or (female) friend).

Encourage your child to act out this and other role plays with you at home.

#### Role play: Quiero

I'd like

- |  |   |
|--|---|
| – Quiero ir al cine. ¿Y tú?                                    | – I'd like to go to the cinema, and what about you?         |
| – Yo quiero ir al restaurante.                                 | – I'd like to go to the restaurant.                         |
| – Vale. Yo quiero comer una tortilla.                          | – OK. I'd like to eat an omelette.                          |
| – No, yo quiero comer pollo.                                   | – No, I'd like to eat some chicken.                         |
| – Vale. ¡Una tortilla y un pollo!                              | – OK an omelette and some chicken.                          |
| – Y un helado grande de chocolate.                             | – And a large chocolate ice cream.                          |
| – No, ¡una crema catalana!                                     | – No, a crema catalana!                                     |
| – Mmm...quiero probar la crema catalana.                       | – Mmm... I'd like to taste a crema catalana.                |
| – Vale. ¡Un helado grande de chocolate y dos cremas catalanas! | – OK, a large chocolate ice cream and two cremas catalanas! |

### Cat H Child's Audio 2, track 17

Escucho y completo (I listen and I complete). Children select the appropriate words from the box to fill in the blanks.

#### Listening:

- |  |  |
|--|--|
| – Hola, quiero un pastel, dos churros y tres barras de pan, por favor. ¿Cuánto es? | – Hello, I would like a cake, two churros and three loaves of bread, please. How much is it? |
| – Once con cincuenta.  | – Eleven euros fifty   |
| – Gracias, hasta luego.  | – Thank you, see you later.  |

### Cat I

Here is an opportunity for children to learn the location of another river – the *Ebro*, which flows through Zaragoza (before ending its journey in the Mediterranean). Children can consult their maps on page 2 (*Miro el mapa, página 2*) to find out the name of the city marked with a dot on the green map, which is the answer to the question! *Rodeo la respuesta correcta* (I circle the right answer). Your child can write *El Ebro* on the line next to the small green map.

## LESSON 14

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

¿En qué estación del año estamos? (Which season are we in?).

¿Qué día es hoy? (What day is it?).

### Cat A Child's Audio 2, track 18

Cuento desde: hasta (I count from... to...)

- |  |                 |
|--|-----------------|
| noventa y uno, noventa y dos, noventa y tres,          | 91, 92, 93,     |
| noventa y cuatro, noventa y cinco, noventa y seis,     | 94, 95, 96,     |
| noventa y siete, noventa y ocho, noventa y nueve, cien | 97, 98, 99, 100 |

### Cat B

Corrijo las seis faltas (I correct the six mistakes).

### Cat C Child's Audio 2, track 19

¡Recuerda! Es... Aquí hay... Veo... Quiero... (Remember! It's... Here is... I see... I would like...).

The children listen carefully to the eight nouns on the Audio. If the teacher has introduced the extra words ¡Y también! section), children can point to the relevant picture as they hear the words on the Audio.

<i>una mesa, una silla, un plato, un tenedor, un cuchillo,</i>	a table, a chair, a plate, a fork, a knife,
<i>una cuchara, un vaso, una taza</i>	a spoon, a glass, a cup
(pause)	(pause)
<i>una servilleta, un cuenco, una bandeja, la sal, la pimienta</i>	a serviette, a bowl, a tray, the salt, the pepper

### Cat D

Busco las palabras que empiezan por las siguientes letras: m e s a (I look for the words which start with the following letters). How many words can your child find in the book which start with the letters m – e – s – a ?

### Cat E Child's Audio 2, track 20

Escucho y uno las palabras y los numeros (I listen and I join the numbers to the words). Answers below!

– Cuarenta y seis cuchillos.	46 knives.
– No entiendo... Repite, por favor.	I don't understand... Repeat, please.
– Cuarenta y seis cuchillos.	46 knives.
– Sesenta y seis tenedores.	66 forks.
– Sesenta y seis tenedores.	66 forks.
– Treinta y tres vasos.	33 glasses.
– ¿Qué? Repite, por favor.	What? Repeat please.
– Treinta y tres vasos.	33 glasses.
– Setenta y cuatro platos.	74 plates.
– Setenta y cuatro platos.	74 plates.
– Sesenta tazas.	60 cups.
– Sesenta tazas.	60 cups.

### Cat F Child's Audio 2, track 21

Escucho y trabajo con un compañero o una compañera (I listen and I work with with a (male) or (female) friend).

**Role play:** ¡Huele bien!

It smells nice!

– ¡Oh! ¡Huele bien! ¿Qué es?	– Ah it smells nice! What is it?
– Es un pastel.	– It's a cake.
– ¿Es un pastel de vainilla?	– Is it a vanilla cake?
– No, es un pastel de chocolate.	– No, it's a chocolate cake.
– ¿Es para mí?	– Is it for me?
– Sí, es para ti.	– Yes, it's for you.
– Gracias.	– Thank you.
– ¡Está buenísimo!	– It's delicious!

CHILD OPENS THE FRIDGE

(continued)

- ¡Oh! ¡Huele mal! ¿Qué es?
- ¡Es el queso de papá!
- ¡Oh! ¡Huele muy mal! ¡Es asqueroso!

- Ah! It smells bad! What is it?
- It's Dad's cheese!
- Ah! It smells very bad! It's disgusting!

### Cat G Child's Audio 2, track 22

*Escribo en orden. Después, escucho y corrijo.* (I write in the correct order. Afterwards I listen to correct myself).

*Huelo una salchicha.*

I smell a sausage.

*Veó una araña verde sobre la mesa.*

I see a green spider on the table.

*Veó una araña sobre la mesa verde.*

I see a spider on the green table.

*Oigo una vaca en la granja.*

I hear a cow on the farm.

### Cat H

*Bingo* (lotto/bingo).

### Cat I

*Leo las frases. Miro las imágenes y decido si es verdadero o falso* (I read the sentences and decide if it's true or false).

20 sausages – true, 4 tables – false, there are 3 tables, 2 large chocolate cakes – false, there are 3 large chocolate cakes, 5 chairs in the restaurant – false, there are 6 chairs in the restaurant, 7 chickens in the butcher's shop – true.

### Cat J

The river *Duero* ends its journey in the Atlantic Ocean. Children can look at their maps on page 2 to find the answer to the question. *Rodeo la respuesta correcta* (I circle the right answer). They then write *El Duero* on the line provided.

## LESSON 15

*¿Qué tiempo hace?* (What's the weather like?).

*¿En qué estación del año estamos?* (Which season are we in?).

*¿Qué día es hoy?* (What day is it?).

### Cat A Child's Audio 2, track 23

*Escucho y rodeo los números.* (I listen and circle the numbers.)

*cuarenta, veinte, setenta, sesenta*

40, 20, 70, 60

(pause)

(pause)

*treinta, diez, cien, ochenta*

30, 10, 100, 80



## Cat G

Uno o escribo las palabras en el lugar correcto (I link up or I write the words in the correct place). Children read and identify the items listed in orange. They then decide if the item is hot or cold, placing the word inside the saucepan if hot and inside the ice-cream if cold.

## Cat H

Miro las imágenes y rodeo los adjetivos correctos (I look at the pictures and circle the correct adjectives). Most children will understand the principle of adjective endings by now but it's always a good idea to have more practice at recognising the extra 'a' for feminine words. Answers: *blanco* (mouse is masculine), *amarillo* (car is masculine), *bonita* (butterfly is feminine), *negro* (coffee is masculine), *guapa* (chica is feminine) and *blanca* (milk is feminine).

## Cat I Child's Audio 2, track 28

**Song:** *La ola*

The ola (Mexican Wave)

*¡Preparados!*  
*¿Quién tiene las manzanas?*  
*¿Quién tiene el queso?*  
*¿Los pasteles? ¿Los helados?*  
*¡Vámonos!*  
*¡Me gustan las manzanas,*  
*Me gusta el queso,*  
*Me gustan los pasteles,*  
*Y los helados!*  
*¡Me gustan las manzanas,*  
*Me gusta el queso,*  
*Los pasteles y los helados!*

Get ready!  
Who has the apples?  
Who has the cheese?  
The cakes? The ice creams?  
Let's go!  
I like apples.  
I like cheese.  
I like cakes  
and ice creams!  
I like apples,  
I like cheese,  
cakes and ice creams!

*Muy bien. ¡Comenzamos otra vez!*

Very good, let's start again!

*¿Quién tiene las cebollas? ¿Las zanahorias?*  
*¿Los tomates y los plátanos?*  
*No me gustan las cebollas,*  
*Ni las zanahorias.*  
*No me gustan los tomates,*  
*Ni los plátanos.*  
*No me gustan las cebollas,*  
*Ni las zanahorias,*  
*Ni los tomates, ni los plátanos.*

Who has the onions? The carrots?  
The tomatoes and the bananas?  
I don't like onions  
or carrots.  
I don't like tomatoes  
or bananas.  
I don't like onions  
or carrots or tomatoes,  
or bananas.

## Cat J Child's Audio 2, track 29

*Me gusta/Me gustan No me gusta/No me gustan ¿Y a ti? (I like, I don't like. What about you?).*

This is an excellent exercise to strengthen aural skills. Children listen carefully to the Audio. In their books, they leave the hearts as they are if *Carmen*, *Javier*, *Laura* and *Carlos* like the food illustrated at the top of each column, but put a cross through the hearts if the children say they don't like something. Answers below:



## Cat M

Which countries are separated by the Pyrenees from Spain? Answer: *Francia y Andorra. Rodeo la respuesta correcta* (I circle the right answer). Children look at the position of the Pyrenees on the little green map and write *Los Pirineos* on the line provided.

## LESSON 16

*¿En qué estación del año estamos?* (Which season are we in?).

*¿Qué día es hoy?* (What day is it?).

### Cat A Child's Audio 2, track 22

*Cuento hasta:* (I count up to:). Here the children write 150 in the box and *ciento cincuenta* on the line provided. Help your child to practise counting in tens.

*ciento diez, ciento veinte, ciento treinta, ciento cuarenta,* 110, 120, 130, 140,  
*ciento cincuenta* 150

### Cat B Child's Audio 2, track 23

*¿Qué tiempo hace?* (What's the weather like?). Children listen to the Audio and write the two answers on the lines provided, checking their spelling carefully with the reference pages at the beginning of the book.

- *En Santander llueve.* – In Santander it's raining.
- *En Alicante hace sol.* – In Alicante it's sunny.

### Cat C Child's Audio 2, track 34

As children will only hear the names of the shops in this song, they could point to the various 'counters' or 'aisles' in their books as they listen. The order is different in the book making this activity more of a challenge!

**Song:** *El supermercado*

The supermarket

*Read: Estoy con Ricardo en el supermercado*

I am with Ricardo at the supermarket.

*Veo a María  
En la carnicería.*

I see María  
At the butcher's.

*Veo a Lucía  
En la pescadería.*

I see Lucía  
At the fishmonger's.

*Veo a Matías  
En la frutería.*

I see Matías  
In the fruit/veg aisle.

*Veo a Patricia  
En la pastelería.*

I see Patricia  
In the cake aisle.

*Veo a Sofía  
En la panadería.*

I see Sofía  
At the bakery

*Veo a Alicia  
En la farmacia.*

I see Alicia  
At the pharmacy.

*¡Yupi!*

Yippee!



## Cat D Child's Audio 2, track 35

*Trabajo con un compañero o una compañera* (I work with a (male) or (female) friend).

Ask your child to tell you in Spanish where each of the food items listed at Cat D, and read out on the Audio track above, would be found in a supermarket. Non-Spanish speakers can check their child's pronunciation with the song on the previous track. Children can colour code each of the items from A to P according to the signs above each of the six aisles.

<i>unas salchichas, doce sardinas, dos filetes, cinco gambas, chorizo, atún, dos barras de pan, tres churros, crema solar, jamón, champú, siete magdalenas, fresas, una hamburguesa</i>	some sausages, twelve sardines, two steaks, five shrimps, chorizo, tuna, two loaves of bread, three churros, sun cream, ham, shampoo, seven Spanish cupcakes, strawberries, one hamburger
---	---

## Cat E Child's Audio 2, track 36

This song is a fun way to introduce the verb 'tener' (to have). One of the most important verbs in Spanish. The more your child can listen to this and sing along the better!

**Rap:** *Yo tengo*

I have

*Yo tengo*

I have

*Tú tienes*

You have (familiar/singular)

*Él tiene*

He has

*Ella tiene*

She has

*Nosotros tenemos*

We have (masc. and fem.)

*Vosotros tenéis*

You have (masc. and fem. plural)

*Ellos tienen*

They have (masc. and fem.)

*Ellas tienen*

They have (fem.)

(Repeated)

## Cat F Child's Audio 2, track 37

Children refer to the table in Cat E and join up the pronouns with the correct part of the verb.

<i>Yo tengo, tú tienes, él tiene, ella tiene, nosotros tenemos, nosotras tenemos, vosotros tenéis, vosotras tenéis, ellos tienen, ellas tienen.</i>	I have, you have, 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

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

## Cat H Child's Audio 2, track 38

Escucho y trabajo con un compañero o una compañera (I listen and I work with a (male) or (female) friend).

**Role play:** ¡Tengo hambre! ¡Tengo sed!

I'm hungry! I'm thirsty!

En la cocina:

In the kitchen:

- ¡Mamá!, ¡mamá! tengo hambre, ¡quiero un pastel!
- No, aquí tienes una manzana.
- ¡Oh, no! No me gustan las manzanas.  
¡Quiero un pastel, por favor!
- No, cariño, aquí tienes un plátano.
- ¡Oh, no! No me gustan los plátanos.  
¡Quiero un pastel, por favor!
- No, no, no. Nada de pastel. ¡Aquí tienes una pera!
- ¡Ay! ¡Caramba!

- Mum, Mum, I am hungry! I would like a cake!
- No, here's an apple.
- Oh, no! I don't like apples.  
I would like a cake! Please.
- No, darling, here's a banana.
- Oh no! I don't like bananas.  
I would like a cake, please!
- No, no, no. No cake. Here's a pear!
- Ah, dear/bother!

En la cafetería, papá mira el menú:

- In a café, dad looks at the menu:

- Papá, ¡tengo sed! ¡Quiero una limonada!
- No, no hay limonada. Hay leche.
- No. No me gusta la leche.  
¡Quiero una limonada! Por favor.
- No, no hay limonada... ¡Oh! ¡un zumo de naranja! ¿Te gusta el zumo de naranja?
- ¡Oh! ¡Sí! ¡Fenomenal! ¡Me gusta mucho el zumo de naranja!

- Dad, I am thirsty! I would like a lemonade.
- No, there is no lemonade. There's milk.
- No. I don't like milk.  
I would like a lemonade! Please.
- No, there is no lemonade. Ah, an orange juice! Do you like orange juice?
- Oh, yes! Super! I really like orange juice!

## Cat I

Bingo (lotto/bingo).

## Cat J

Coloreo las palabras de verde, amarillo o azul (I colour the words in green, yellow or blue). Verduras (vegetables), frutas (fruit), bebidas (drinks).

## Cat K

It is believed that ... was made in the Balearics for the first time. Rodeo la respuesta correcta (I circle the correct answer). The children circle *la mayonesa*. They can see where the Balearics are on the little green map and write *Las islas baleares* on the line provided.

## LESSON 17

¿En qué estación del año estamos? (What season are we in?).

¿Qué día es hoy? (What day is it?).



## Cat G Child's Audio 2, track 44

Escucho y trabajo con un compañero o una compañera (I listen and I work with a (male) or (female) friend). Practise the role play with your child. He/she could change the date for their own birthday and also invent another idea for a present.

### Role play: ¡Feliz cumpleaños!

- El profesor: ¿Qué día es hoy?
- Carmen: ¡Es miércoles!
- El profesor: ¿Qué fecha es hoy?
- Carmen: Es tres de abril.
- Pablo: ¡Es el cumpleaños de Manuel!
- El profesor: Ven aquí, Manuel. Mira el regalo que hay sobre la mesa.
- Manuel: ¿Es para mí?
- El profesor: Sí, es para ti.
- Manuel: ¿Qué es?
- El profesor: No sé. Rápido, ¡ábrelo!
- Manuel: ¡Fenomenal! Unos caramelos, gracias.
- Todos: ¡Feliz cumpleaños!

### Happy birthday!

- What day is it?
- It's Wednesday!
- What's the date today?
- The 3rd of April.
- It's Manuel's birthday!
- Come here, Manuel. Look at the present on the table.
- Is it for me?
- Yes, it's for you.
- What is it?
- I don't know. Quick, open it!
- Fantastic! Some sweets, thank you.
- Happy birthday!

## Cat H Child's Audio 2, track 45

Leo y traduzco al inglés (I read and and translate into English).

Ella es una chica. Es una amiga. Se llama Sofía. Vive en Madrid. Tiene diez años. Lleva un abrigo verde, unas botas negras y un gorro rojo. Le gusta el chocolate con churros. No le gustan las cebollas. No le gustan las peras.

She is a girl. She's a friend. Her name is Sofía. She lives in Madrid. She is ten years old. She is wearing a green coat, some black boots and a red woolly hat. She likes hot chocolate and churros. She doesn't like onions. She doesn't like pears.

## Cat I Child's Audio 2, track 46

Completo las frases y escucho (I complete the sentences and I listen). Help your child to complete the passage by looking at the pictures. All the spellings can be found within the pages of the book. Children can check their answers by listening to the Audio.

Él es un chico. Es un amigo. Se llama Joaquín. Vive en Salamanca. Tiene nueve años. Lleva un abrigo azul, unos zapatos negros, un gorro amarillo y una mochila verde. Le gustan las zanahorias y las magdalenas. No le gusta el chorizo. No le gusta el café.

He is a boy. He's a friend. His name is Joaquín. He lives in Salamanca. He is nine years old. He is wearing a blue coat, some black shoes, a yellow woolly hat and a green rucksack. He likes carrots and cup cakes. He doesn't like chorizo. He doesn't like coffee.

## Cat J

Which country is the closest to the *Canarias*? Rodeo la respuesta correcta (I circle the right answer)

The children will need to use an atlas or the internet to see that the country closest to this group of islands is Morocco – *Marruecos*. They write *Las islas Canarias* on the line provided.



### Cat E Child's Audio 2, track 50

Reconozco las imágenes y leo las frases (I recognise the pictures and I read the sentences). This is a very useful revision exercise to see how many of the phrases and words illustrated your child can remember! Some children might be able to swap the pictures around and invent some very bizarre sentences!

- |  |   |
|--|---|
| A. Veo doce patatas fritas y un pollo sobre la mesa. | A. I see twelve chips and a chicken on the table.     |
| B. Oigo un ratón debajo de la silla.                 | B. I hear a mouse under the chair.                    |
| C. Huelo unos calcetines en la mochila.              | C. I smell some socks in the rucksack/backpack.       |
| D. Veo seis moscas negras sobre el queso.            | D. I see six black flies on the cheese.               |
| E. Huelo unas magdalenas en la panadería.            | E. I smell some Spanish cupcakes in the baker's shop. |
| F. Veo dos cucharas grises sobre un plato.           | F. I see two grey spoons on a plate.                  |

### Cat F Child's Audio 2, track 51

Escucho y trabajo con un compañero o una compañera (I listen and I work with a (male) or (female) friend).

**Role play:** ¿Dónde está mi conejo?

Where is my rabbit?

- |                              |                             |
|------------------------------|-----------------------------|
| – ¿Dónde está mi conejo?     | – Where is my rabbit?       |
| – No sé.                     | – I don't know.             |
| – ¡He perdido mi conejo!     | – I've lost my rabbit!      |
| – ¡Mira! ¡Está en el jardín! | – Look, it's in the garden! |

### Cat G Child's Audio 2, track 52

Escucho y subrayo la respuesta correcta (I listen and I underline the correct answer).

- |   |   |
|---|---|
| ¿Tienes un gatito? No, tengo un perro grande.                 | Do you have a little cat? No, I have a big dog.               |
| ¿Tienes un caballo bonito? Sí, tengo un caballo bonito.       | Do you have a beautiful horse? Yes, I have a beautiful horse. |
| ¿Tienes un hermano mayor? No, tengo una hermana menor.        | Do you have a big brother? No, I have a little sister.        |
| ¿Tienes una camisa bonita? No, tengo unos pantalones bonitos. | Do you have a beautiful shirt? No, I have beautiful trousers. |

### Cat H

Bingo (lotto/bingo). If not played in class, this is a good opportunity to play bingo in Spanish as a family to practise the higher numbers or to revise numbers lower than one hundred.

### Cat I Child's Audio 2, track 53

¿Qué fecha es hoy? Escucho y escribo la fecha. (What's the date today? I listen and I write the dates).

¿Qué fecha es hoy?

What's today's date?

- |                              |                                |
|------------------------------|--------------------------------|
| Hoy es dieciocho de julio.   | Today is the 18th of July.     |
| Hoy es doce de febrero.      | Today is the 12th of February. |
| Hoy es veintiséis de agosto. | Today is the 26th of August.   |
| Hoy es tres de noviembre.    | Today is the 3rd of November.  |

### Cat J

In the *Picos de Europa*, I can see: Rodeo las respuestas correctas (I circle the correct answers).

Answers: mountains, cows and lakes. Children write *Los Picos de Europa* on the line next to the small map.



## Cat E Child's Audio 2, track 58

*Subrayo las veinticuatro palabras con el sonido: z, ce, ci.* (I underline the twenty four words with the sound: z, ce, ci). Make sure that your child understands that Spanish words and sounds are not pronounced the same way as in English and emphasise the importance of listening carefully to the correct pronunciation on the Audio. It would be a good idea to keep pausing the Audio, so that your child can copy the pronunciation of the voice/s.

Answers: *Marzo, Hace, granizando, zapatos, calcetines, zumo, zanahoria, chorizo, cocina, Lucía, Barcelona, izquierda, cinco, cerdos, azules, haces, zorro, natación, piscina, manzana, taza, plaza, bicicleta, diez.*

*Hoy es ocho de marzo. Hace mal tiempo y también está granizando. Llevo unos zapatos y unos calcetines.*

*Bebo un zumo de zanahoria y como un bocadillo de chorizo en la cocina.*

*Lucía está en Barcelona.*

*A la izquierda, veo cinco cerdos azules.*

*¿Qué haces, zorro? Hago natación en la piscina.*

*Como una manzana y bebo una taza de café en la plaza Mayor de Madrid.*

*Voy a Santiago en bicicleta con diez amigos.*

Today is the 8th of March. It's bad weather and it is also hailing. I am wearing some shoes and socks.

I am drinking carrot juice and I am eating a chorizo sandwich in the kitchen.

Lucía is in Barcelona.

To the left I see five blue pigs.

¿What are you doing, fox? I am swimming in the pool.

I am eating an apple and I am drinking a cup of coffee in Madrid's Plaza Mayor.

I am cycling to Santiago with ten friends.

## Cat F

*¿Qué llevas hoy? Llevo...* (What are you wearing today? I'm wearing...). Your child can choose whether to underline, circle or colour all the clothes he/she is wearing.

## Cat G Child's Audio 2, track 59

Help your child to learn the following song by reciting it and leaving certain words for him/her to fill in.

**Song:** *La ropa*

The clothes song

*Una mochila*

A rucksack

*Y unas botas lilas.*

And some lilac boots.

*Un gorro de lana*

A woolly hat

*Y un abrigo de pana*

And a corduroy coat

*Y unos zapatos.*

And some shoes.

*Unos calcetines*

Some socks

*Y unos pantalones grises.*

And some grey trousers.

*Una falda lisa*

A plain skirt

*Y una camisa*

And a shirt

*Y un vestido.*

And a dress.

*Un sombrero marrón*

A brown hat

*Y unas gafas de sol.*

And some sun glasses.

*Una camiseta*

A T-shirt

*Y una gorra violeta*

And a violet cap

*Y unos pantalones cortos.*

And some shorts.

## Cat H

*Escribo las palabras en el lugar correcto* (I write the words in the correct place). Animal words should be written over Noah's Ark, clothes words over the picture of a child and food items in the shopping trolley. All the nouns are written in either blue or red so that children can add *un/una/unos* before each noun as appropriate.







Happy Language Learning

La Jolie Ronde Ltd.,  
43 Long Acre, Bingham, Nottingham, NG13 8AG, UK.

Tel: +44 (0)1949 839715 Fax: +44 (0)1949 836389  
E-mail: [info@lajolieronde.co.uk](mailto:info@lajolieronde.co.uk)

 [www.lajolieronde.co.uk](http://www.lajolieronde.co.uk)  [www.lajolieronde.ie](http://www.lajolieronde.ie)