

¡Hola, Pedro y Carmen!



Happy Language Learning



Spanish Parent Guide

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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 are learning with their children! Here are some guidelines we've put together for each lesson.

Please be aware that it is very important that some activities are done in class with the teacher, therefore do not help your child to complete exercises in advance and wait for communication from the teacher.

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 Audio/CD. 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 Audio/CDs have been specially created to help your child listen, speak, read and write Spanish in a fun way.

LESSON 1

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 children to only consolidate the language they have already learnt in their lessons.

The children are asked to fill in the dotted lines inside the white rectangle, plus the weather box, as indicated under General Guidelines.

Cat A, Track 1: At home you could keep playing this track and sing along with your child until he/she is confident of asking someone's name *¿Cómo te llamas?* and saying their own: *Me llamo...* (child's firstname)

Song: *Uno, dos, tres, ¿cómo te llamas?*

Uno, dos, tres, ¿cómo te llamas?

Me llamo Pedro.

Cuatro, cinco, seis, ¿cómo te llamas?

Me llamo Carmen.

Siete, ocho, nueve, diez, ¿cómo te llamas?

(Repeated)

One, two, three, what's your name?

One, two, three, what's your name?

My name is Pedro.

Four, five, six, what's your name?

My name is Carmen.

Seven, eight, nine, ten, what's your name?

Cat B, Track 2: Play this track again and again until your child is confident of asking someone where they live *¿Dónde vives?* and saying where they live *Vivo en...* (name of village/town/city). You might like to point out the position of *Madrid*, *Sevilla* and *Málaga* on the map on page 2.

Song: *Uno, dos, tres, ¿dónde vives?*

Uno, dos, tres, ¿dónde vives?

Vivo en Madrid.

Cuatro, cinco, seis, ¿dónde vives?

Vivo en Sevilla.

Siete, ocho, nueve, ¿dónde vives?

Vivo en Málaga.

(Repeated)

One, two, three, where do you live?

One, two, three, where do you live?

I live in Madrid.

Four, five, six, where do you live?

I live in Seville.

Seven, eight, nine, where do you live?

I live in Málaga.

Cat C, Track 3: The children listen carefully to the five nouns on the Audio and point to the correct picture in the book. They are asked to draw a line to link each word with the correct picture.

Un coche, un barco, un avión, un tren, un autobús.

A car, a boat, a plane, a train, a bus.

Cat D, Track 4: *Cuento* = I count. At home you could practise counting up to ten with your child. Count everyday objects around the home in Spanish.

¡Cuenta! Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.

Count! One, two, three, four, five, six, seven, eight, nine, ten.

Cat E: The children refer to page 3 and fill in *Carmen's* and *Pedro's* names and where they live. You might like to show your child the position of *Madrid* on page 2.

Cat F, Track 5: *Escucho y rodeo* = I listen and circle. The children are asked to listen to the Audio and circle the correct number of boats, aeroplanes, buses, cars and trains. They write the numbers in figures in the box provided and then fill in the blanks to spell the words correctly, checking carefully with the spelling of the words inside the 'puddle' on page 4.

Cinco barcos, un avión, cuatro autobuses, tres coches, dos trenes.

Five boats, one plane, four buses, three cars, two trains.

Cat F, track 10: *El señor don Gato*. At this stage it is not important that children learn every word in the song, but it would be helpful for them to learn the key words – *señor* (sir) and *señora* (lady), *tejado* (roof), *sentadito* (sitting down), *gato* (cat). Maybe you could think up some actions with your child, or if they have learnt some in the lesson, they could show you!

Song: *El señor don Gato*

Mr. Cat

*Estaba el señor don Gato
Sentadito en su tejado.
Maramamiau, miau, miau,
Sentadito en su tejado.*

Mr. Cat was
Sitting on the roof.
Meow, meow, meow.
Sitting on the roof.

*Ha recibido una carta
Si quería casarse,
Maramamiau, miau, miau,
Si quería casarse.*

He received a letter
Asking if he wanted to get married.
Meow, meow, meow
Asking if he wanted to get married.

*Con la señora Gata
Sobrina de un gato blanco,
Maramamiau, miau, miau,
Sobrina de un gato blanco.*

To Mrs. Cat,
Niece of a white cat.
Meow, meow, meow.
Niece of a white cat.

*El señor don Gato por verla
Se ha caído del tejado.
Maramamiau, miau, miau.
Se ha caído del tejado.*

Mr. Cat in order to see her
Has fallen from the roof.
Meow, meow, meow.
Has fallen from the roof.

Cat G, track 11: *La familia tortuga* – Another popular song and one which the children love miming. The children can shout out or mime the words *tortuga* (tortoise), *gatos* (cats), *papá* (daddy), *mamá* (mummy) and *niños* (children).

Song: *La familia Tortuga*
*Jamás se ha visto, y jamás se verá,
La familia Tortuga tras los gatos va.
El papá Tortuga, la mamá Tortuga, los niños Tortuga
siempre al paso van.*

(Repeated with instrumental)

It has never been seen and it will never be seen,
The Tortoise family running after the cats.
Daddy Tortoise, mummy Tortoise, the Tortoise children
Will always walk in step.

Cat H, track 12: Listen to the track, stopping after each sentence. Encourage your child to repeat what he/she hears. The children are asked to draw a small and big train and a small and big boat in the appropriate squares.

*Un tren pequeño, un tren grande, un barco pequeño,
un barco grande.*

A small train, a big train, a small boat,
a big boat.

Cat I: Join the dots to complete the pictures.

Cat J, track 13: Here are two different conversations to practise recognising the questions and answers introduced in lesson 1. Each of the little pictures represents a word or phrase. Listen to the Audio/CD several times, asking your child to repeat after hearing the different voices. You could then practise the role play at home, following the pictures until your child can ask (and reply to) the questions confidently.

1. *Señora Martínez: ¡Hola! ¿Cómo te llamas?*

– *Carmen: Me llamo Carmen.*

– *Señora Martínez: ¿Dónde vives?*

– *Carmen: Vivo en Madrid.*

2. *Señor Gómez: ¡Hola!, ¿Cómo te llamas?*

– *Pedro: Me llamo Pedro.*

– *Señor Gómez: ¿Dónde vives?*

– *Pedro: Vivo en España.*

– Mrs Martínez: Hello, what's your name?

– Carmen: My name is Carmen.

– Mrs Martínez: Where do you live?

– Carmen: I live in Madrid.

– Mr Gómez: Hello, what's your name?

– Pedro: My name is Pedro.

– Mr Gómez: Where do you live?

– Pedro: I live in Spain.

Cat H, track 19: *Escucho y uno* = I listen and link up. The children are invited to listen to the four commands on the Audio/CD and see if they can do the right action at the right time. They are also asked to draw a line linking each word with the right picture. (Note the order of the words is different in the book!)

Anda, corre, salta, baila.

Walk, run, jump, dance.

LESSON 4

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 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 children to only consolidate the language they have already learnt in their lessons.

The children are asked to fill in the dotted lines inside the white rectangle, plus the weather box, as indicated under General Guidelines above.

Continue to reinforce and practise all the Spanish your child has learnt in previous lessons so far.

Cat A, track 20: *Cuento hasta* = I count up to. The children listen to the voice on the Audio/CD and write down the last number they hear in the box (answer: *nueve* – nine). Please help your child to become confident with numbers from 0-10 by playing lots of number games at home, so that they can recognise numbers out of sequence.

¡Cuenta!

Count!

Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve.

One, two, three, four, five, six, seven, eight, nine.

Cat B, track 21: As in previous lessons, children listen to the correct pronunciation of the five new key words on the Audio/CD and point to the right picture. They are also asked to link up the correct word with each picture. Parents can help their children both to practise saying these words correctly and also to identify them correctly.

Un parque, un árbol, una granja, un bosque, una playa.

A park, a tree, a farm, a forest, a beach.

Cat C, track 22: There are two words for the indefinite article (a/an) in Spanish – *un* (masculine) and *una* (feminine). Here the children are invited to listen to ten words being read on the Audio/CD and to see if they can point to each word as it is read out. The children are then asked in class to highlight each of these words in blue or red, depending on whether the word is masculine or feminine. If they wish, the children can then highlight appropriately all the words in the 'puddles' up to and including page 10. You can help your child to learn which words are 'un' words and which words are 'una' words.

Una ventana, un barco, una chica, una playa,

A window, a boat, a girl, a beach,

un árbol, una casa, un chico, un tren, una puerta, una flor.

a tree, a house, a boy, a train, a door, a flower.

Cat D: The children can follow the strings to see if the words in the white balloons are 'un' words (blue) or 'una' words (red). They can then fill in the blanks and colour the balloons appropriately.

Cat E, tracks 23 & 24: The children listen to the alphabet and point to each letter in turn. This can be repeated at home again and again! The children might find learning the alphabet easier to music. Please play the alphabet song as often as possible and encourage your child to spell their own name in Spanish. Note: 'ch', 'll' and 'rr' have been included in the alphabet. They are not separate letters, but very common sounds in Spanish.

Song: *El alfabeto*

A B C CH D E F G

H I J K L LL

M N Ñ O P Q

R RR S T U

V W X Y Z

¡Cuento!

Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince.

Count!

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen.

Cat B, track 27: The children will be asked to listen to the six new words being read on the Audio/CD and to point to each picture and/or word in turn. They will then be asked to draw a line linking up each word with the corresponding pictures. Your child can practise pronouncing the words correctly at home and also learning which picture goes with which word.

Un cerdo, una mariposa, un perro, un pato, un gato, una gallina.

A pig, a butterfly, a dog, a duck, a cat, a hen.

Cat C, track 28: Song: *Me gustan los gatos* (I like cats). This is a popular song which features all six animals introduced in Cat B above. The children really do learn very quickly through song and so the more times they listen to this song, the quicker they will remember all the key animal words! Maybe they could make up their own actions.

Song: *Me gustan los gatos*

Me gustan los gatos, me gustan los perros,

Los cerdos, los patos y las gallinas.

Me gustan los gatos, me gustan los perros,

Los cerdos, los patos y las mariposas bonitas.

(Repeated and instrumental)

I like cats

I like cats, I like dogs.

Pigs, ducks and hens.

I like cats, I like dogs.

Pigs, ducks and beautiful butterflies.

Cat D, track 29: *Rodeo la respuesta correcta* = I circle the right answer. In this exercise, children read the questions (*¿Es...?* = Is it...?), look at the pictures and decide whether to circle *Sí* (yes) or *No* (no). (Answers: *no, no, no, sí*.) The children can check their answers by listening to Audio/CD track 29.

– *¿Es un tren?... ¡No!*

– *¿Es una chica?... ¡No!*

– *¿Es un gato?... ¡No!*

– *¿Es una flor?... ¡Sí!*

– Is it a train?... No!

– Is it a girl?... No!

– Is it a cat?... No!

– Is it a flower?... Yes!

Cat E: *Dibujo una mariposa bonita* = I draw a beautiful butterfly. A space is provided here for children to draw the most beautiful and most colourful butterfly they can. Pencils or crayons are encouraged, since felt tips and gel pens tend to soak through the paper and make a mess!

Cat F, track 30: On the Audio/CD, the children listen to *Carmen* and *Pedro* introduce themselves. They should by this stage be able to say what their names are (*Me llamo...*), where they live (*vivo en...*) and how old they are (*tengo 7/8 años*) in Spanish. If they have forgotten, they are encouraged to keep playing this track whilst looking at the little pictures, until they are confident to have a go at introducing themselves. *¿Y tú?* = And you? The children can fill in their own names, home town/city/village, and age in the blank speech balloons. They can also draw in the right number of candles on the little birthday cake. Ask your child to introduce himself/herself several times a day until fluent!

– Carmen: *Hola, me llamo Carmen. Vivo en Madrid. Tengo siete años.*

– Pedro: *Hola, me llamo Pedro. Vivo en Madrid. Tengo ocho años.*

– Carmen: Hello, my name is Carmen. I live in Madrid. I am seven years old.

– Pedro: Hello, my name is Pedro. I live in Madrid. I am eight years old.

Cat G: *Rodeo las letras de mi nombre* = I circle the letters of my name.

Cat H: *Rodeo la palabra correcta* = I circle the right word. The children look at the three pictures and circle the word that describes it (answers: *un avión, una flor, un gato*).

Cat I: The children will be asked to fill in one number between 1 and 15 in each of the squares for a game of lotto in class. This game can be repeated any number of times at home with members of the family! It is an excellent way of helping your child to remember numbers in Spanish.

Cat E, track 35: Song: *Los días de la semana* = the days. This is a very easy tune and children will soon learn the days of the week if they regularly sing along to this song. To begin with, they can listen and point to the words in turn and then they can try to join in – until they are word perfect! Please notice that days are not written with capital letters in Spanish unless they are the at the start of a sentence.

Song: *Los días de la semana*

Lunes, martes, miércoles,

Jueves, viernes, sábado, domingo.

Lunes, martes, miércoles,

Jueves, viernes, sábado, domingo.

Jueves, viernes, sábado, domingo.

(Repeated)

The days

Monday, Tuesday, Wednesday,

Thursday, Friday, Saturday, Sunday.

Monday, Tuesday, Wednesday,

Thursday, Friday, Saturday, Sunday.

Thursday, Friday, Saturday, Sunday.

Cat F: *Uno la silueta a la palabra* = I link the silhouette to the word. The children are invited to read each word and link it to the correct picture.

Cat G, track 36: *Completo las palabras* = I complete the words. The children listen to *Carmen* and *Pedro* saying what their favourite animals are. They then complete the words in the speech bubbles (answers: *el gato, la tortuga* – different order on the Audio/CD). The children are then asked to listen carefully to the Audio/CD and identify the favourite animals of three more characters (answers: butterfly, dog and horse).

– *Pedro, ¿cuál es tu animal preferido?*

– *El gato.*

– *Carmen, ¿cuál es tu animal preferido?*

– *La tortuga.*

– *¿Cuál es tu animal preferido?*

– *La mariposa.*

– *¿Cuál es tu animal preferido?*

– *El perro.*

– *¿Cuál es tu animal preferido?*

– *El caballo.*

– Pedro, what's your favourite animal?

– The cat.

– Carmen, what's your favourite animal?

– The tortoise.

– What's your favourite animal?

– The butterfly.

– What's your favourite animal?

– The dog.

– What's your favourite animal?

– The horse.

Palabras desordenadas = scrambled words. The children are asked to look at the words inside the puddles in lesson 5 and lesson 6 and see if they can identify these mixed up words. If this activity has not been performed in class, some children will find this activity tricky, so assistance from parents here will be very welcome! (Answers: *mariposa, perro, caballo.*)

¿Y tú? ¿Cuál es tu animal preferido? = And you? What is your favourite animal? Encourage your child to choose an animal from the twelve animals they have just learnt in Spanish and to write it here, copying their spelling carefully from the words inside the red 'puddles'.

Cat H: *Rodeo lo que hay en mi jardín* = I circle what there is in my garden. The children are invited to look at words and identify which things they could find in their garden and circle them (answers: *un árbol* – a tree, *una mariposa* – a butterfly, *un caracol* – a snail, *una flor* – a flower, *un pájaro* – a bird). Encourage your child to tell you what all the words mean if they can. Are they able to pronounce them correctly?

Cat E, track 41: *Dibujo* = I draw. If this activity has not been performed in class, children are first invited to listen to the Audio/CD and repeat after the voice. They can follow the words spoken in their books (*Un pájaro pequeño y azul* = a little blue bird, *Una casa grande y roja* = a big red house, *Un barco pequeño y amarillo* = a little yellow boat). They then draw the items mentioned in the blank squares provided. Try to encourage your child to make sure the bird and the boat are drawn very small compared with the house to emphasise *pequeño* and *grande*. The children are taught that in Spanish, colours come AFTER the noun. Parents can help their child remember this by giving them an animal word and colour in English and asking them to put it into Spanish – the funnier, the better!

Un pájaro pequeño y azul. Una casa grande y roja.
Un barco pequeño y amarillo.

A little blue bird. A large red house.
 A little yellow boat.

Cat F, track 42: This exercise teaches the children that there are two different ways of asking someone “How are you?” in Spanish – an informal way for friends and family, *¿Cómo estás?*, and a formal way for those we know less well, *¿Cómo está usted?* The response “I am very well, thank you” is *Bien, gracias*. *Pedro* is saying that he doesn’t feel well: *No estoy bien*. The children listen to the Audio/CD and follow the words and pictures/symbols in their books. It is helpful for future reference if they can remember the Spanish that is represented by these little pictures!

1. *Pedro: Hola, Carmen, ¿cómo estás?*
 – *Carmen: Bien, gracias.*

2. *Carmen: Hola, Pedro, ¿cómo estás?*
 – *Pedro: No estoy bien.*

3. *Carmen: Buenos días, señora, ¿cómo está usted?*
 – *Señora: Bien, gracias.*

1 Hello, Carmen, how are you? (Informal)

– I am well/fine, thank you.

2 Hello, Pedro, how are you? (Informal)

– I am not well.

3 Good morning, madam, how are you? (Formal)

– I am well/fine, thank you. (Formal)

Cat G, track 43: Song: *¿Cómo está usted, señora?* = How are you, madam? This song reinforces the dialogues found on the previous track and is a great way for children to practise the questions they have just learnt. Please encourage your child to listen to and sing the song as often as possible!

Song: *¿Cómo está usted, señora?*

¿Cómo está usted, señora?

¿Cómo está usted?

¿Cómo está usted, señora?

¡Buenos días!

¿Cómo estás, Julián?

¿Cómo estás?

¿Cómo estás, Julián?

¿Cómo estás?

¿Cómo está usted, señora?

¿Cómo está usted?

¿Cómo está usted, señora?

¡Buenos días!

How are you, madam?

How are you, madam? (formal)

How are you?

How are you, madam?

Good morning.

How are you, Julian? (informal)

How are you?

How are you, Julian?

How are you?

How are you, madam?

How are you?

How are you, madam?

Good morning.

Cat H: *Rodeo al intruso* = I circle the odd one out. This is a reading/comprehension exercise. The children look at the two rows of words and see if they can pick the odd one out or the one that is different. Answers: top row – *casa* (house). All other words are people! Bottom row – *bebé* (baby). All other words are modes of transport!

Cat I: This is another opportunity for children to play lotto in class or at home.

Cat J: Another reading and comprehension activity. The children follow the strings of the balloons on the left-hand side and write *un* or *una* appropriately on the lines provided. They then look at the words on the right-hand side and draw the strings to link up with either the blue or red balloon in the middle. To ensure that they connect each balloon correctly, they will need to refer back to the ‘puddles’ on pages 8, 12, 14, 6, and 14 respectively. The children can then colour all the balloons in blue and red according to whether the words are masculine or feminine.

Song: ¿Qué es?
 ¿Qué es?
 ¡Es un perro!
 La chica: “¡Sí, sí, sí!”
 El chico: “¡No, no, no!”
 ¿Qué es?
 ¡Es una mosca!
 La chica: “¡Sí, sí, sí!”
 El chico: “¡No, no, no!”
 ¿Qué es?
 ¡Es un gato!
 La chica: “¡Sí, sí, sí!”
 El chico: “¡No, no, no!”
 ¿Qué es?
 ¡Es una vaca!
 La chica: “¡Sí, sí, sí!”
 El chico: “¡No, no, no!”

What is it?
 What is it?
 It's a dog!
 The girl: Yes, yes, yes!
 The boy: No, no, no!
 What is it?
 It's a fly!
 The girl: Yes, yes, yes!
 The boy: No, no, no!
 What is it?
 It's a cat!
 The girl: Yes, yes, yes!
 The boy: No, no, no!
 What is it?
 It's a cow!
 The girl: Yes, yes, yes!
 The boy: No, no, no!

Cat H: The children are asked to write in one number between 10 and 20 (or 0 and 20 for a longer game) in each square. Whether or not lotto has been played in lesson time, it is a very easy way for parents to practise numbers with their children.

Cat I, track 47: *Escucho la historia: Mosca, Rana y Serpiente* = I listen to the story: Frog, Fly and Snake. It is not important that your child understands every single word of the story but enjoys the fact that he/she understands what the story, entirely in Spanish, is about. The children will listen to the story in class and some will have even acted it out. The story revises four nouns (frog, river, fly, snake), four phrases/expressions (how are you?, I'm not feeling well, open your mouth, goodbye) and one colour (red), as well as some 'passive vocabulary' (*la garganta* = my throat). Note: Spanish people say “the mouth/throat”, as in Spanish when we refer to parts of the body we always use the article “the”. Parents can encourage their children to listen many times to the story, repeating the Spanish after the voice, and helping them to take the part of the frog, fly or snake at home.

Mosca, Rana y Serpiente
 Un día, Rana está sentada cerca del río.
 Mosca llega.
 Mosca: Buenos días, Rana. ¿Cómo estás?
 Rana: Ah. No estoy bien. Mirame la garganta.
 Está roja.
 Mosca: ¿Ah, sí? Abre la boca.
 Rana: (snaps mouth closed) Mmm. Adiós, Mosca.
 Otro día, Serpiente está sentada cerca del río.
 Rana llega.
 Rana: Buenos días, Serpiente. ¿Cómo está usted?
 Serpiente: Sss. No me siento bien. Mirame la garganta.
 Está roja.
 Rana: ¿Ah sí? Abra la boca.
 Serpiente: (snaps mouth closed) Mmm. Adiós, Rana.

Fly, Frog and Snake
 One day frog is sitting next to the river.
 Fly arrives.
 Fly: Hello, Frog. How are you?
 Frog: I am not well; look at my throat.
 It is red.
 Fly: Oh yes? Open your mouth.
 Frog: Mmm. Goodbye, Fly.
 Another day, Snake is sitting next to the river.
 Frog arrives.
 Frog: Hello, Snake, how are you?
 Snake: I am not well. Look at my throat.
 It is red.
 Frog: Oh yes? Open your mouth.
 Snake: Mmm. Goodbye, Frog.

Cat D, track 51: Song: *Tócate los ojos* = Touch your eyes (parents, note – the Spanish say ‘touch the eyes’). This is a fun way for children to practise the words for parts of the face. A very easy song for the whole family to learn.

Song: *Tócate los ojos*

Tócate los ojos.

Tócate la nariz.

Tócate la boca.

Las orejas también.

Tócate el pelo.

Tócate el cuello

(Repeated)

Touch your eyes

Touch your eyes.

Touch your nose.

Touch your mouth.

Your ears as well.

Touch your hair.

Touch your neck.

Cat E: Some children find word searches easy, some do not! All the words are written vertically and none of the words are written upside down or backwards. This might help! Encourage your child to read the words on the right-hand side and to tell you what they mean in English. Give lots of praise!

Cat F, track 52: *Las vocales* = The vowels. All children love a good rap and this is a popular way to learn the vowels in Spanish. Encourage your child to listen to this track repeatedly and point to the right letters.

Rap: *Las vocales*

A, e, i, o, u.

A, e, i, o, u.

A, e, i, o, u.

A, e, i, o, u.

The vowels

A, e.

A, e, i.

A, e, i, o, u.

A, e.

A, e, i.

A, e, i, o, u.

Cat G, track 53: *Completo las palabras con la letra correcta* = I complete the words with the right letter. This is an activity on many different levels. The children are asked as a group to see if they can spot the missing letter and to say it in Spanish. (The missing letters are all vowels!) They complete the words accordingly. If this exercise is completed at home and children find it too difficult, they can listen to the Audio/CD to help them. They can extend this activity by saying quickly all the vowels which have been left out and make up their own rap.

*Un autobús, un árbol, una vaca, un gato, una señora,
una ventana, un pez, un avión.*

A bus, a tree, a cow, a cat, a lady,
a window, a fish, a plane.

Cat H, track 54: *Rodeo la respuesta correcta* = I circle the right reply. The children listen to the Audio/CD, look at the pictures and circle *sí* or *no* as appropriate. (Answers: *no, sí, no, sí, no*.)

– *¿Es una señora? ¿Sí? / ¿no?*

Is it a lady? Yes? No?

– *¿Es un coche? ¿Sí? / ¿no?*

Is it a car? Yes? No?

– *¿Es una mariposa? ¿Sí? / ¿no?*

Is it a butterfly? Yes? No?

– *¿Es un árbol? ¿Sí? / ¿no?*

Is it a tree? Yes? No?

– *¿Es un pez? ¿Sí? / ¿no?*

Is it a fish? Yes? No?

Cat I, track 55: *Dibujo* = I draw. The children read the Spanish sentences, understand and draw accordingly. Encourage your child to repeat the instructions after listening to them on the Audio/CD and also to read the sentences in the book.

– *Un chico con una boca grande.*

A boy with a big mouth.

– *Un bebé con un cuello pequeño.*

A baby with a little neck.

– *Una señora con una nariz pequeña.*

A lady with a little nose.

– *Una chica con los ojos grandes.*

A girl with big eyes.

LESSON 10

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 children to only consolidate the language they have already learnt in their lessons.

Cat A, track 56: *Cuento hasta* = I count up to. Once again, the children are asked to listen to the Audio/CD and write in the square the last number they hear. This time the number is *diecinueve* (nineteen.) The children will need to turn back three pages to accurately copy the right spelling from the bottom of the page.

¡Cuenta!

Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve.

Count!

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen.

Cat B, track 57: As before, the children will have drawn lines to link the pictures with the right words and they listen to the Audio/CD and point to each picture as each word is said. At home children can listen to the Audio/CD again and try to point to the correct part of their body in turn.

Las manos, los brazos, los codos, la barriga, las piernas, los pies.

Hands, arms, elbows, tummy, legs, feet.

Cat C, track 58: Song: This traditional Spanish song will help children to learn the words related to the body. You can pretend that you are having a bath and washing each part of the body as the song is sung. Note: He washes his head – in Spanish 'the head', etc.

Song: *Pin Pon*

Pin Pon

*Pin Pon es un muñeco
Muy guapo y de cartón.
Se lava la cabeza
Con agua y con jabón.*

Pin pon is a very handsome
Cardboard doll.
He washes his head
With water and soap.

*Se lava las manos.
Se lava los brazos.
Se lava la barriga.
Se lava las piernas.
Se lava los pies.
Con agua y jabón.*

He washes his hands.
Washes his arms.
Washes his tummy.
Washes his legs.
Washes his feet.
With water and soap.

*Pin Pon es un muñeco
Muy guapo y de cartón.
Se lava la cabeza
Con agua y con jabón.*

Pin pon is a very handsome
Cardboard doll.
He washes his head
With water and soap.

Cat D, track 59: The children listen to the Audio/CD and follow the pictures in their books, each of which represents a phrase they have learnt. The aim of this exercise is that after listening several times, children will be confident enough (with the help of the pictures) to ask each one of the five questions represented.

- | | |
|----------------------------------|------------------------------|
| 1. <i>Hola, ¿cómo te llamas?</i> | 1 – Hello, what's your name? |
| 2. <i>¿Dónde vives?</i> | 2 – Where do you live? |
| 3. <i>¿Cuántos años tienes?</i> | 3 – How old are you? |
| 4. <i>¿Cómo estás?</i> | 4 – How are you? (informal) |
| 5. <i>¿Cómo está usted?</i> | 5 – How are you? (formal) |

Cat E: *¿Y tú? ¿Dónde vives?* = And you? Where do you live? For this activity, children read the eleven words and identify which best describes where they live. *Un piso* (a flat) and *un castillo* (a castle) are new words for the children. See if your child can remember what all the other words mean. The children then write down *una casa* or *un piso* or *una granja* in the space provided (or *un castillo*!)

Cat F: *¡Dibuja un monstruo!* = I draw a monster! The children use the space to draw a monster according to the instructions given: *una cabeza grande y roja* (a large red head), *unos ojos pequeños y amarillos* (small yellow eyes), *una boca grande* (a large mouth), *una nariz grande* (a big nose), *dos orejas pequeñas* (small ears), *dos brazos grandes* (two large arms), *dos piernas pequeñas* (two small legs), *dos pies grandes* (two big feet).

Cat G, track 60: Song: *Izquierda, derecha* = Left, right. This is a traditional Spanish song and it is great fun for Spanish and English children alike! Follow the actions in the song by moving two steps to the left and then to the right in a line – not to get confused with your right and your child's right. Then you can step backwards and forward and count up to 3 with your fingers as you say it. To make it more lively, instead of moving in steps, you can jump.

Song: <i>Izquierda, derecha</i>	Left, right
<i>Izquierda, izquierda, derecha, derecha.</i> <i>Delante, detrás.</i> <i>Uno, dos, tres.</i>	Left, left, right, right forward, back One, two, three
<i>Izquierda, izquierda, derecha, derecha.</i> <i>Delante, detrás.</i> <i>Uno, dos, tres.</i> (repeated)	(repeat four times)
<i>Izquierda, izquierda, derecha, derecha.</i> <i>Delante, detrás.</i> <i>Uno, dos, tres.</i>	
<i>Izquierda, izquierda, derecha, derecha.</i> <i>Delante, detrás.</i> <i>Uno, dos, tres.</i> (repeated)	

Cat H: An exercise for the children to practise masculine and feminine words. In this activity they highlight all the masculine (*un*) words in blue and all the feminine (*una*) words in red. They can then choose one of each to copy into the appropriate houses.

Cat I: Another chance for children to play lotto/bingo. They are asked to write down one number between 1 and 20 in each square for a game which will be played in class. Perhaps they can tell you what the numbers they have chosen are in Spanish!

Song: ¿Cuál es tu color preferido?
¿Cuál es tu color preferido?
¿Rojo, azul o blanco?
¿Verde, negro, amarillo?
¿Cuál es tu color preferido?

Yo prefiero el rojo
Como el fuego rojo.
A mí me gusta el blanco.
Como el algodón.

¿Cuál es tu color preferido?
¿Rojo, azul o blanco?
¿Verde, negro, amarillo?
¿Cuál es tu color preferido?

Yo prefiero el amarillo
Como el sol.
A mí me gusta el verde
Como la hierba.

¿Cuál es tu color preferido?
¿Rojo, azul o blanco?
¿Verde, negro, amarillo?
¿Cuál es tu color preferido?

Prefiero el azul
Como el cielo azul.
A mí me gusta el negro
Como el carbón.

¿Cuál es tu color preferido?
¿Rojo, azul o blanco?
¿Verde, negro, amarillo?
¿Cuál es tu color preferido?

What is your favourite colour?
What is your favourite colour?
Red, blue or white?
Green, black, yellow?
What is your favourite colour?

I prefer red
Like red fire.
I like white
Like cotton.

What is your favourite colour?
Red, blue or white?
Green, black, yellow?
What is your favourite colour?

I prefer yellow
Like the sun.
I like green
Like grass.

What is your favourite colour?
Red, blue or white?
Green, black, yellow?
What is your favourite colour?

I prefer blue
Like the blue sky.
I like black
Like coal.

What is your favourite colour?
Red, blue or white?
Green, black, yellow?
What is your favourite colour?

Cat 1: *Uno las preguntas y las respuestas* = I link the questions to the replies. Answers: *el pájaro* (the bird) lives *en el árbol* (in the tree), *el cerdo* (the pig) lives *en la granja* (on the farm) and *el caracol* (the snail) lives *en el jardín* (in the garden).

LESSON 12

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 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 children to only consolidate the language they have already learnt in their lessons.

Continue to revise the food vocabulary in the previous lesson.

Cat A, track 65: *Cuento desde... hasta cero* = I count from... to zero. The children are asked to listen to the Audio/CD and write down the first number they hear in the first box and the last number they hear in the second box. (Answers: 10 – diez and 0 – cero.)

¡Cuenta!
¡Diez, nueve, ocho, siete, seis, cinco, cuatro, tres, dos, uno, cero!

Count!
Ten, nine, eight, seven, six, five, four, three, two, one, zero!

Cat G, track 69: Song: *Quiero un pastel* = I want a cake. This is a very easy song which can be played over and over at home. The only new word is *elija* (choose). Can your child work out which are the two pairs of rhyming words?

Song: *Quiero un pastel*
Por favor, quiero un pastel.
¿Uno pequeño o grande?
Elija usted, Don Miguel.
Por favor, quiero un piano.
¿Uno blanco o negro?
Elija, Señora Flor.
 (Repeated)

I want* a cake
 I want a cake please.
 A small or large one?
 Choose, Don Miguel!
 I want a piano please.
 A black or a white one?
 Choose, Mrs. Flor!

*Note that the direct translation for *quiero* is 'I want'. However 'I would like' would be more appropriate in English. Spanish people are more direct and will use '*quiero*' instead of '*quisiera*' (I would like) to order or buy something.

Chat H: *Dibujo un pez bonito*: I draw a beautiful fish. The children should be reminded that beautiful fish are colourful fish. Encourage your child to talk in Spanish about the colours he/she is using.

LESSON 13

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 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 children to only consolidate the language they have already learnt in their lessons.

Continue to encourage your child to ask for as many food items in Spanish as possible. Keep revising all the key words learnt so far.

Cat A, track 70: *Cuento desde... hasta cero* = I count from... to zero. The children are asked to listen to the Audio/CD and write down the first number they hear in the first box and the last number they hear in the second box. Answers: 15 (*quince*) and 0 (*cero*).

¡Cuenta!
¡Quince, catorce, trece, doce, once, diez, nueve, ocho,
siete, seis, cinco, cuatro, tres, dos, uno, cero!

Count!
 Fifteen, fourteen, thirteen, twelve, eleven, ten, nine, eight,
 seven, six, five, four, three, two, one, zero!

Cat B, track 71: Seven further food items. Please see the guidelines in previous lessons for how to help your child learn the key words.

un polo
un caramelo
un pastel
un helado
una magdalena
un churro

an ice lolly
 a sweet
 a cake
 an ice cream
 a cupcake
 a churro

Cat C, track 72: *Escucho y rodeo las imágenes*: I listen and circle the pictures. The children are asked in teams, pairs or as individuals to listen to the Audio/CD and to circle every item they hear mentioned. There should be five items left on the table which have not been circled (cabbage, onion, tomato, sausages, egg). See if you can get your child to name these five items left over in Spanish.

¡Ay! ¡Tengo hambre! ¡Mira! Hay pollo,
patatas, zanahorias, caramelos,
una magdalena, un churro, una barra de pan y
un pastel de chocolate de postre.

Oh! I am hungry! Look! There's chicken,
 potatoes, carrots, sweets,
 a cupcake, a churro, a loaf of bread and
 there's a chocolate cake for dessert.

LESSON 14

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 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 children to only consolidate the language they have already learnt in their lessons.

Continue to practise all the food words taught in the last three lessons with your child and practise counting and the Spanish alphabet. Encourage your child to check that the numbers of each lesson have been written in all the white rectangles at the top of each page and also that page numbers are up to date!

Remind your child of the seven weather conditions he/she has learnt. Can they point to each picture in turn on page 45 and say what they are? Encourage your child to say the day's weather every day.

Cat A: *Cuento hasta* = I count up to. The children have been taught numbers up to twenty (*veinte*); however some children may be able to count up to more than this. The children write here in Spanish the number they can confidently count up to on their own. They can copy the spelling from the numbers written on page 44. (If by any chance they can count higher than 50, they will need some help).

Cat B, track 75: *un cuchillo* (a knife), *un tenedor* (a fork), *un vaso* (a glass), *una silla* (a chair), *un plato* (a plate), *una mesa* (a table), *una taza* (a cup), *una cuchara* (a spoon). As before the children listen carefully to the pronunciation of each word on the Audio/CD and point to the right picture in turn. Parents can encourage their children to set the table in Spanish at home and then to count the numbers of knives, forks, spoons etc!

*Un cuchillo, un tenedor, un vaso, una silla,
un plato, una mesa, una taza, una cuchara.*

A knife, a fork, a glass, a chair,
a plate, a table, a cup, a spoon.

Cat C, track 76: Song/rap: *Uno, dos, tres, yo viajo en tren* = One, two, three, I travel by train. This is a great way of practising numbers up to twenty. Ask your child to teach you the actions which accompany this rap, if they have learnt some in class. Otherwise, perhaps they could make up actions/mimes of their own at home! Parents can ask children if they can remember which word rhymes with *tres* (*tren*), *nueve* (*mueve*), *doce* (*coche*), *dieciséis* (*deis*) and *veinte* (*gente*).

Rap: *Uno, dos, tres, yo viajo en tren*

Uno, dos, tres

Yo viajo en tren.

Cuatro, cinco, seis

Dibuja un seis.

Siete, ocho, nueve

Todo se mueve.

Diez, once, doce

Yo viajo en coche.

Trece, catorce, quince, dieciséis,

Un gran salto quiero que deis.

Diecisiete, dieciocho, diecinueve, veinte,

Saluda a la gente.

(Repeated)

One, two, three, I travel by train

One, two, three,

I travel by train.

Four, five, six,

Draw a six.

Seven, eight, nine,

Everything moves.

Ten, eleven, twelve,

I travel by car.

Thirteen, fourteen, fifteen, sixteen,

I want you to do a big jump.

Seventeen, eighteen, nineteen, twenty,

Wave to people.

Cat D, track 77: *Rodeo la respuesta correcta* = I circle the right answer. This exercise can be used as a reading or a listening comprehension or both! However if used as a reading exercise, and even if this has been filled in during the lesson, listening to the Spanish voice on the Audio/CD at a later stage is always a good idea. (Answers: *sí, no, no, sí, no, no, sí, no, sí.*)

Cat B, track 80: Seven drinks. As before, it is very important that children listen to their Audio/CDs at home, so they can practise the correct pronunciation of all the new words week by week. Ask your child to tell you in Spanish which of these drinks he/she likes best and which one he/she thinks you like best. Make sure that every time they drink one of these drinks at home, they ask for it in Spanish. Pretend that you are in a café and that your child is responsible for ordering drinks for the whole family. Write down in English what you want them to order and see if they can order correctly in Spanish without peeping at the book.

<i>una limonada</i>	a lemonade
<i>leche</i>	some milk
<i>un café</i>	a coffee
<i>un té</i>	a tea
<i>un zumo de naranja</i>	an orange juice
<i>un chocolate</i>	a hot chocolate
<i>agua</i>	water

Cat C, track 81: *Relaciono las imágenes con las palabras* = I link the pictures with the words. This exercise teaches children the difference between *está bueno* (it's good) and *está malo* (it's bad). They listen to the Audio/CD at the same time as looking at the pictures. They have to decide whether each item is good or bad and draw lines linking each picture to the correct phrase.

<i>Un plátano negro, ¿Está bueno? ¿Está malo?</i>	A black banana, is it good or bad?
<i>Un plátano amarillo, ¿Está bueno? ¿Está malo?</i>	A yellow banana, is it good or bad?
<i>Un queso, ¿Está bueno? ¿Está malo?</i>	A cheese, is it good or bad?
<i>Un queso amarillo y negro, ¿Está bueno? ¿Está malo?</i>	A yellow and black cheese, is it good or bad?
<i>Una manzana con un gusano, ¿Está buena? ¿Está mala?</i>	An apple with a worm, is it good or bad?
<i>Una manzana roja, ¿Está buena? ¿Está mala?</i>	A red apple, is it good or bad?
<i>Un pollo, ¿Está bueno? ¿Está malo?</i>	A chicken, is it good or bad?
<i>Un pollo verde, ¿Está bueno? ¿Está malo?</i>	A green chicken, is it good or bad?

Cat D, track 82: *Tengo hambre* = I'm hungry, *tengo sed* = I'm thirsty. Encourage your child to repeat these phrases at home every time they are hungry or thirsty! The children listen to the Audio/CD and draw in the box what *Carmen* says she would like to eat and what *Pedro* says he would like to drink (answers: a chicken and tomato sandwich and an orange juice). The children may like to draw in another food item they think *Carmen* would like, choosing from one of the nouns they have learnt in Spanish of course, and similarly draw in another drink for *Pedro*. If your children would like to write in the words to accompany their pictures, please encourage them to look up the correct spellings in their books.

- | | |
|--|---|
| – <i>Carmen: ¡Tengo hambre! Quiero un bocadillo de pollo y tomate.</i> | – Carmen: I'm hungry! I would like a chicken and tomato sandwich. |
| – <i>Pedro: ¡Tengo sed! Quiero un zumo de naranja.</i> | – Pedro: I'm thirsty! I would like an orange juice. |

Cat E, track 83: A listening, looking, reading and writing comprehension. On the Audio/CD the children will hear a detailed shopping list. They are asked to firstly link the correct number in the left-hand column with the item in the middle column. The first three items have been illustrated in full, although the next five all appear as single items whereas in fact they are numerous! The children can draw in six more potatoes, one more cheese, three more bananas, five more tomatoes and two more pears if they wish, to make the numbers of food items correct. In the third column, children write the correct number in the box and then complete the words on the dashes provided, copying their spellings carefully from the words in the box on the far right of the page. Please help your child to remember that plurals in Spanish have an 's', just as they do in English. Plurals of nouns ending in a consonant usually add 'es'. Nouns ending in a vowel normally just add 's'.

- | | |
|------------------------|------------------------|
| – ¿Un pastel? | – One cake? |
| – Sí, un pastel. | – Yes, one cake. |
| – ¿Ocho manzanas? | – Eight apples? |
| – Sí, ocho manzanas. | – Yes, eight apples. |
| – ¿Cinco limonadas? | – Five lemonades? |
| – Sí, cinco limonadas. | – Yes, five lemonades. |
| – ¿Siete patatas? | – Seven potatoes? |
| – Sí, siete patatas. | – Yes, seven potatoes. |
| – ¿Dos quesos? | – Two cheeses? |
| – Sí, dos quesos. | – Yes, two cheeses. |
| – ¿Cuatro plátanos? | – Four bananas? |
| – Sí, cuatro plátanos. | – Yes, four bananas. |
| – ¿Seis tomates? | – Six tomatoes? |
| – Sí, seis tomates. | – Yes, six tomatoes. |
| – Y... ¿Tres peras? | – And... three pears? |
| – Sí, tres peras. | – Yes, three pears. |

Cat F: *Rodeo el intruso* = I circle the odd one out (answers: top row – *pollo* – this is the only thing that is edible! Bottom row – *mesa* – this is the only thing that is inedible!) Encourage your child to read all of these words out loud and to say what they mean in English.

Cat G: *Palabras desordenadas* = scrambled-up words. All of these words appear in Cat F above. Answers: (reading across) *tenedor* (fork), *salchicha* (sausage), *pollo* (chicken), *queso* (cheese).

LESSON 16

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 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 children to only consolidate the language they have already learnt in their lessons.

Keep encouraging your children by telling them how clever they are to know and remember so many Spanish words! In this lesson your child will have an opportunity to use their imagination and make up their own very simple sentences!

Cat A, track 84: *cuanto desde... hasta* = I count from... to... The children listen to their Audio/CD and write down the correct numbers in figures in the boxes (30 and 40 respectively) and the word *treinta* (thirty) on the dashes provided. Please keep encouraging your child to practise counting as often as possible – in twos, threes, fives, tens, in odd numbers and even numbers and whenever and wherever they can!

¡Cuenta!	Count!
Treinta, treinta y uno, treinta y dos, treinta y tres,	30, 31, 32, 33,
treinta y cuatro, treinta y cinco, treinta y seis,	34, 35, 36, 37,
treinta y siete, treinta y ocho, treinta y nueve, cuarenta.	38, 39, 40.

Cat B, track 85: The numbers inside the blue circles indicate the page numbers where the Spanish words required can be found, so that the children can copy the spellings correctly for this activity. They are encouraged in class to think up silly sentences and at this point, having looked at the pictures in Cat B. After writing in the missing words for the first four pictures (*taza, silla, helado, casa*), the children are invited to think of the most ridiculous thing that a pig could be on top of (*sobre*). Look back through the book with your child and help him/her to make up lots of different possibilities as you look at all the words and pictures together. You could then help your child to choose which is the most *raro* to write in the book!

Una taza sobre la cabeza. Una silla sobre un árbol. A cup on the head. A chair on a tree.
Un helado sobre la nariz. Una manzana sobre una casa. An ice cream on the nose. An apple on a house.
Un cerdo sobre... A pig on...

Cat C: *Rodeo la palabra correcta* = I circle the right word. Which of the two words under the picture is the right one? Can your child tell you what the other word means?

Cat D: *Relaciono las imágenes con las palabras* = I link the pictures with the words. By now the children should be familiar with what is bought in which shops, but if not, they can refresh their memories by looking at the pictures on page 27 and Cat E, page 35. Answers: *panadería* (bread and cake shop), *mercado* (market), *carnicería* (butcher's). Encourage your child to tell you what all of the items are in Spanish, as you point to each one.

Cat E: *¿Dónde está la panadería?* = where is the baker's? The children find their way through the maze. Can they also find their way to *el mercado* and *la carnicería*?

Cat F: *palabras desordenadas* = scrambled-up words. Here the Spanish for butcher's, baker's and market are all mixed up. The children are invited to 'unscramble' each word and put the letters in the right order.

Cat G, track 86: Song: *Me gustan el pan, el zumo* = I like bread, juice; track 87: Song: *No me gustan las peras* = I don't like pears. These two songs really help the children to remember a lot of the food items they have already learnt in Spanish, as well as new ones – *las natillas* – custard and – *la sopa* – soup. As they listen to the first song, the children are asked to draw and/or write in Spanish one or more of the food items the singer likes in the first box and then underneath to add a food item they themselves like – either something mentioned in the song or another word they have learnt. *¿Y a ti?* = And you? (*Me gusta/n* = I like). Similarly with the second song, the children are asked to choose one of the four things the singer doesn't like and draw and/or write it in the second box and underneath to write what they themselves don't like to eat, choosing from one of the words they have learnt in Spanish (*no me gusta/n* = I don't like). Help your child to think of (and say in Spanish) as many things as they can that they like eating and the same with things they don't like eating. (Hopefully this list will be a lot shorter!)

Song: *Me gustan el pan, el zumo*
Me gustan el pan, el zumo,
La leche, el pollo
Y las natillas.
Me gustan el pan, el zumo,
La leche, el pollo
Y el helado también.
 (Repeated)

I like bread, juice
 I like bread, juice,
 Milk, chicken
 And custard.
 I like bread, juice,
 Milk, chicken
 And ice cream too.

Song: *No me gustan las peras*
No me gustan las peras.
No me gusta el queso.
No me gustan las coles
Ni las cebollas.
Me gustan mucho más
Las patatas fritas,
Las manzanas,
La sopa
Y las salchichas
 (Repeated)

I don't like pears
 I don't like pears.
 I don't like cheese.
 I don't like cabbages
 Or onions.
 I like much more
 Chips,
 Apples,
 Soup
 And sausages.

Cat F: *Subrayo plato cada vez que lo veo* = I underline *plato* (plate) every time I see it.

Cat G, track 91: As before with similar exercises, the children follow the strings of the balloons to find out if each of the words on the left-hand side of the page are masculine or feminine. They then write either *un* or *una* in each balloon. The children then look up the words on the right-hand side of the page in their books to see if these words are masculine or feminine and draw in the strings accordingly and write in the indefinite article. All the balloons can then be coloured in red or blue as appropriate. Answers can be checked with the Audio/CD.

¡Escucha!

Una cebolla, una mesa, una pera, un vaso, una cuchara

Una tortilla, un helado, un huevo, un plato, un cuchillo.

Listen!

An onion, a table, a pear, a glass, a spoon.

A Spanish omelette, an ice cream, an egg, a plate, a knife.

Cat H: *una tortuga* = a tortoise, *un polo* = a lollipop, *una mariposa* = a butterfly, *una zanahoria* = a carrot, *un tomate* = a tomato, *una mosca* = a fly, *un pastel* = a cake, *un perro* = a dog. The children decide whether each of these words would be more likely to be found in a market (*un mercado*) or in a garden (*un jardín*). They link them to the right picture.

LESSON 18

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 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 children to only consolidate the language they have already learnt in their lessons.

Look at the songs, pages 42 and 43, with your child and ask which are his/her favourites. Can he/she tell you why? Play these songs again and see if your child can sing along with the CD. Play a few more, revising the vocabulary as you go along.

Cat A, track 92: *Cuento desde... hasta* = I count from... to... In class your child will learn the numbers from 40 to 50. These appear on the Audio/CD. Please listen to them with your child and help him/her to practise counting, before filling in the blank squares in the book with 40 and 50 respectively and writing *cuarenta* (forty) in full on the dashes provided.

¡Cuenta!

*Cuarenta, cuarenta y uno, cuarenta y dos,
cuarenta y tres, cuarenta y cuatro, cuarenta y cinco,
cuarenta y seis, cuarenta y siete, cuarenta y ocho,
cuarenta y nueve, cincuenta.*

Count!

40, 41, 42,
43, 44, 45,
46, 47, 48,
49, 50.

Cat B, track 93: As written in the guidelines previously, the importance of listening to the correct pronunciation of key words is paramount. Ask your child to tell you in Spanish what one or more members of family are wearing. Can they also say the right colour? Help them to learn any words they find difficult!

una falda

un calcetín

una camisa

unos pantalones

un vestido

a skirt

a sock

a shirt

trousers

a dress

Cat C: There are ten words to find in the wordsearch. (All the words apart from *abrigo* and *cuchillo* are written in a vertical position!) Can your child tell you what all the words mean in English?

Cat D: *Coloreo* = I colour. The children follow the instructions to colour the clothes (answers: *El calcetín es rojo* = the sock is red, *Los pantalones son verdes* = the trousers are green, *El zapato es azul* = the shoe is blue, *El abrigo es negro* = the coat is black).

Cat E, track 94: ¡Escucho! = I listen! This is a listening comprehension. At home the children can listen to the conversation between the two characters again, pausing the Audio/CD and telling their families what is being said at the end of each line. They can then play the Audio/CD a second time and this time pause to insert their own answers.

- | | |
|---|--------------------------------|
| – Buenos días, ¿cómo te llamas? | – Hello, what's your name? |
| – Me llamo Sofía. | – My name is Sofía. |
| – ¿Dónde vives? | – Where do you live? |
| – Vivo en Madrid. | – I live in Madrid. |
| – ¿Te gustan los pasteles de chocolate? | – Do you like chocolate cakes? |
| – Sí. | – Yes. |
| – ¿Te gustan las cebollas? | – Do you like onions? |
| – ¡Ah, no! | – Ah, no! |
| – ¿Te gusta el queso? | – Do you like cheese? |
| – Sí. | – Yes. |

Cat F: Rodeo la respuesta correcta = I circle the correct reply. This is a reading comprehension where children read out each question and then circle *sí* or *no* as appropriate. (*Te gusta/n...* = do you like ice lollies/cheese/chicken/onions/carrots/ice-cream/chocolate cake/beautiful butterflies.) Please help your child to learn any words they have forgotten.

Cat G, track 95: Dibujo y coloreo = I draw and I colour. *Un plato grande y verde* = a big green plate, *Una falda pequeña y azul* = a little blue skirt, *Un polo grande y rojo* = a large red ice lolly, *Una casa pequeña y amarilla* = a little yellow house. The children need to show here that they have understood the differentiation between *grande* and *pequeño* and so the small items should really be a lot smaller than the large ones. They listen to the Audio/CD to perfect their pronunciation.

<i>Un plato grande y verde. Una falda pequeña y azul.</i>	A big green plate. A small blue skirt.
<i>Un polo grande y rojo. Una casa pequeña y amarilla.</i>	A big red ice lolly. A small yellow house.

Cat H: The children will use these squares to play lotto in class between 40 and 50. Ask your child to tell you in Spanish which numbers he/she has chosen.

Cat I: Which of these things would be found in a shopping basket? The children can draw arrows as per the example or highlight or circle their answers: *agua* (water – already shown), *una pera* (a pear), *una tortilla* (a Spanish omelette), *una barra de pan* (a loaf of Spanish bread), *una salchicha* (a sausage), *un pollo* (a chicken). Can your child remember what all the other words mean? *Un tren* = a train (!), *un señor* = a gentleman, *una ventana* = a window, *una playa* = a beach, *una casa* = a house, *un avión* = an aeroplane, *un árbol* = a tree.

LESSON 19

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 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 children to only consolidate the language they have already learnt in their lessons.

Cat A, track 96: *Cuento desde cincuenta hasta...* = I count from fifty to... In this final lesson, the children are helped by the Audio/CD to count backwards from fifty to zero and here they write 50 in the first box and *cero* on the dashes provided. Continue to help your child recognise numbers up to 50 out of sequence by lots of practice counting things around the home.

<i>¡Cuenta!</i>	Count!
<i>¡Cincuenta, cuarenta, treinta, veinte, diez, cero!</i>	50, 40, 30, 20, 10, zero!

Cat B, track 97: These are the last key words in the book. Give lots of praise to your child for learning 106 nouns! Encourage your child to tell you in Spanish how many pairs of shorts and T-shirts they have. Ask them if they have *una gorra* or *un sombrero* or both for the summer months? What colour are they? Look at some pictures of people in magazines or books or comics. Can your child tell you in Spanish what everyone is wearing? Remind your child that colours come after the noun in Spanish.

<i>una gorra</i>	a cap
<i>unas gafas de sol</i>	sunglasses
<i>unos pantalones cortos</i>	shorts
<i>una camiseta</i>	a T-shirt
<i>un sombrero</i>	a hat

Cat C, track 98: *Rodeo la respuesta correcta* = I circle the correct answer. The children are asked to listen to the Audio/CD at the same time as looking at the words and pictures in their books and then circle *sí* or *no* as appropriate (answers: *no, sí, no, no, sí*). In the case of *no*, can your child tell you what the items are? (Answers: *unas gafas de sol, un zapato, una gorra*.)

<i>¿Es una falda? No.</i>	Is it a skirt? No.
<i>¿Son unos pantalones? Sí.</i>	Are these trousers? Yes.
<i>¿Es un calcetín? No.</i>	Is it a sock? No.
<i>¿Es una mochila? No.</i>	Is it a backpack? No.
<i>¿Es un abrigo? Sí.</i>	Is it a coat? Yes.

Cat D: *Subrayo camiseta cada vez que lo veo* = I underline *camiseta* (T-shirt) every time I see it. *Camiseta* appears three times. Encourage your child to read and translate the other words in the line (answers: *camisa* (shirt), *caballo* (horse), *calcetín* (sock), *casa* (house)).

Cat E: *Dibujo y coloreo* = I draw and I colour. Another opportunity for children to draw and colour according to the instructions. *Una camisa azul* = a blue shirt, *unos pantalones verdes* = green trousers, *unos zapatos rojos* = red shoes, *unas gafas de sol negras* = black sunglasses. Hopefully by now children will remember that colours come after the noun in Spanish! Ask your child if he/she can remember the six colours they have been taught in this programme.

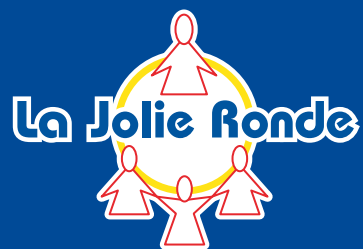
Cat F: *¿Quién lleva?* = who is wearing? The children look at the picture and decide who is wearing *unos pantalones* (trousers), *un sombrero* (a hat), *una gorra* (a cap), *una camiseta* (a T-shirt), *un vestido* (a dress), *una mochila* (a rucksack) and *unas gafas de sol* (glasses). They write *Carmen* or *Pedro* on the lines provided. *¿Y tú?* = And you? *Llevo* = I'm wearing. The children are asked to write down two or three things that they are wearing, using the words they have recently learnt in Spanish. Please encourage your child to copy the spelling of their chosen items carefully from the relevant page/s in their books.

Cat G, track 99: Song: *Yo soy un campeón* = I am a champion. The children will have learnt this song in class and should find it quite easy, since so many sports in English are the same in Spanish, except with a slightly different pronunciation! Ask your child to show you the various mimes to the song they have learnt – or make up some of your own! Ask your child to point to the right pictures as he/she follows the song on the Audio/CD. (*Natación* = swimming, *equitación* = horse riding, *baloncesto* = basketball, *baile* = dance, *esquí* = skiing.) Can your child say which sport he/she likes best?

Song: <i>Yo soy un campeón</i>	I am a champion
<i>Yo soy un campeón.</i>	I am a champion,
<i>Yo soy un campeón</i>	I am a champion
<i>De rugby, fútbol,</i>	Of rugby, football,
<i>Tenis, baloncesto,</i>	Tennis, basketball,
<i>Judo, esquí, natación,</i>	Judo, skiing, swimming,
<i>Baile, equitación.</i>	Dance, horse riding
<i>Yo soy un campeón,</i>	I am a champion.
<i>El deporte es lo mejor.</i>	Sport is the best!

(Repeated)

Cat H: A final opportunity to play lotto.



Happy Language Learning

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