

Mi viaje por España



Happy Language Learning



Spanish Parent Guide

Mi viaje por 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. It would therefore be advisable to wait for communication from the teacher, rather than helping your child to complete exercises in advance.

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

GENERAL GUIDELINES

This programme is a continuation from *Buenos días España*.

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

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

Card about myself (top of page 1): after Lesson 9 they should be able to write a fictitious Spanish address, if they so wish. They can either draw a self-portrait or stick a photo of themselves in the box provided. They need to write their own name and if they wish add a Spanish name of their choice. They can write their full birthday date and will be able to tell you the full year in Spanish! They can fill in the rest after completing Lesson 7 (for the hair styles) and Lesson 10 (for likes and dislikes).

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

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

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

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

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

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

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

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

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

LESSON 1

Cat A Child's Audio 1, Track 1

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

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

Cat B Child's Audio 1, Track 2

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

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

Cat C Child's Audio 1, Track 3

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

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

<i>¿Qué hora es? Son las dos y media.</i>	What time is it? It's half past two.
<i>¿Qué hora es? Es la una y cuarto.</i>	What time is it? It's quarter past one.
<i>¿Qué hora es? Son las tres menos cuarto.</i>	What time is it? It's quarter to three.
<i>¿Qué hora es? Es mediodía.</i>	What time is it? It's midday.
<i>¿Qué hora es? Es medianoche.</i>	What time is it? It's midnight.

Cat D Child's Audio 1, Track 4

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

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

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

– <i>¡Hola! Me llamo Laura. Vivo en el sur de España, en Málaga, en un piso. Tengo once años. Tengo dos hermanas. Tengo también un perro grande.</i>	– Hi! My name is <i>Laura</i> . I live in the south of Spain, in <i>Málaga</i> , in a flat. I'm 11. I have two sisters. I also have a large dog.
– <i>¡Hola! Me llamo Pablo. Vivo en el este de España, en una ciudad grande que se llama Barcelona. Tengo trece años. Tengo dos hermanos. Tenemos un piso grande de tres habitaciones. También tengo un conejo negro.</i>	– Hi! My name is <i>Pablo</i> . I live in the east of Spain, in a large city called <i>Barcelona</i> . I'm 13. I have two brothers. We have a big flat with three rooms. I also have a black rabbit.
– <i>¡Hola! Me llamo Juan. Vivo en el norte de España, en el campo, en un pueblo. Tengo doce años. Tengo un hermano y una hermana. Tenemos una casa pequeña. Tengo un hámster que se llama Carlos.</i>	– Hi! My name is <i>Juan</i> . I live in the north of Spain, in the countryside, in a village. I'm 12. I have a brother and a sister. We have a small house. I have a hamster called <i>Carlos</i> .
– <i>¡Hola! Me llamo Carmen. Vivo en el oeste de España, en Salamanca. Tengo diez años. Tengo tres hermanos y una hermana. Tenemos una casa grande y tengo un ratón pequeño.</i>	– Hi! My name is <i>Carmen</i> . I live in the west of Spain, in <i>Salamanca</i> . I'm 10. I have three brothers and one sister. We have a big house and I have a little mouse.

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

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

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

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

¿Y tú? (Over to you!)

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

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

Cat G Child's Audio 1, Track 5

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

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

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

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

¡Mi viaje por España!

- Me llamo Pedro. Estoy aquí en el centro de España, en Madrid, en el aeropuerto. Estoy de vacaciones con mi hermano Fernando. ¡Son las cinco de la tarde! Aquí está mi amiga española. ¡Hola, María! ¿Qué tal?
- ¡Bien, y bienvenido a España! ¿Y tú?
- Bien, pero mi hermano ha perdido su maleta. Es grande y roja.
- ¡Qué lástima! ¿Vamos a visitar el centro de Madrid? Hay metro o taxi, pero vamos en autobús.

- ¡Mira! Aquí están unos niños que juegan y cantan en la Puerta del Sol.

My tour of Spain!

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

- Look! Here are some children playing and singing in the Puerta del Sol.

– *En la cesta de María...*

- *¿Hay un jersey?*
- *No.*
- *¿Unos guantes?*
- *Sí, unos guantes blancos y una cazadora negra.*
- *¿Hay una bufanda?*
- *Sí. Hay dos. Una roja y una blanca.*
- *¿Hay un chaleco?*
- *No. Hay una camisa.*
- *¿De qué color es la camisa?*
- *Es amarilla.*

– *En la cesta de Javier...*

- *Hay un pollo y unas fresas.*
- *¿Hay unas galletas?*
- *No.*
- *¿Un queso?*
- *No.*
- *¿Hay una barra de pan?*
- *Sí, una barra de pan.*
- *¿Hay peras?*
- *No.*
- *¿Hay un cartón de leche?*
- *Sí, hay un cartón de leche.*

In Maria's basket...

- Is there a jumper?
- No.
- Some gloves?
- Yes, some white gloves and a black bomber jacket.
- Is there a scarf?
- Yes. There are two. A red one and a white one.
- Is there a waistcoat?
- No. There is a shirt.
- What colour is the shirt?
- It is yellow.

– In Javier's basket...

- There is a chicken and some strawberries.
- Are there any biscuits?
- No.
- Some cheese?
- No.
- Is there a loaf of bread?
- Yes, a loaf of bread.
- Are there any pears?
- No.
- Is there a carton of milk?
- Yes, there is a carton of milk.

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

Cat D Child's Audio I, Track 9

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

En la cesta de María hay una cazadora, dos bufandas, unos guantes, una camisa.

In Maria's basket, there is a bomber jacket, two scarves, some gloves, a shirt.

En la cesta de Javier hay un pollo, unas fresas, una barra de pan, un cartón de leche.

In Javier's basket, there is a chicken, some strawberries, a loaf of bread, a carton of milk.

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

Cat E Bingo This will normally be played in class.

Cat F Child's Audio I, Track 10

Subrayo las seis palabras con la letra ñ y las diez palabras con las letras ll. (I underline the six words with the letter ñ and the ten words with the letters ll.)

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

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

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

Cat G Child's Audio 1, Track 11

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

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

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

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

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

All the adjectives needed for this exercise are in the boxes below. Children need to understand all about masculine and feminine adjective endings of colours in order to complete cat H. These can be revised in *Buenos días España*, Lesson 11.

Cat I Child's Audio 1, Track 12

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

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

¡Mi viaje por España!

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

My tour of Spain!

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

LESSON 3

Cat A Child's Audio 1, Track 13

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

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

¡Hola! Me llamo Carlos. Es miércoles. Es el veintisiete de noviembre. Estoy en Santander. Está nublado y llueve. Estamos en otoño. Son las diez y hago natación.

Hi! My name is *Carlos*. It's Wednesday. It's the 27th of November. I'm in *Santander*. It's cloudy and raining. It's autumn. It's 10 o'clock and I am swimming.

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

Cat B Child's Audio 1, Track 14

Rap: *El rap de los meses*

*Enero, febrero, marzo, abril,
mayo, junio,
julio, agosto, septiembre,
octubre, noviembre, diciembre.*
x2

The months' rap

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

(Repeated with just instrumental)

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

Cat C Child's Audio 1, Track 15

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

*unas zapatillas, una bolsa de deporte, un chándal,
una sudadera, un balón, un reloj*

trainers, a sports bag, a tracksuit,
a sweatshirt, a ball, a watch

Cat D Child's Audio 1, Track 16

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

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

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

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

- | | |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <p>1 – <i>g u a n t e s</i>.
– <i>No entiendo. Repite, por favor.</i>
– <i>g u a n t e s</i>.</p> | <p>– (spelling of) gloves.
– I don't understand. Repeat please.
– (spelling of) gloves.</p> |
| <p>2 – <i>b a n c o</i>.
– <i>¡No entiendo!</i>
– <i>b a n c o</i>.</p> | <p>– (spelling of) bench.
– I don't understand!
– (spelling of) bench.</p> |
| <p>3 – <i>m e d i a s</i>.
– <i>No entiendo. Repite, por favor.</i>
– <i>m e d i a s</i>.</p> | <p>– (spelling of) tights.
– I don't understand. Repeat, please.
– (spelling of) tights.</p> |

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

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

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

Cat J Child's Audio 1, Track 20

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

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

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

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

¡Mi viaje por España!

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

My tour of Spain!

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

LESSON 4

Cat A Child's Audio 1, Track 21

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

Rap: Yo soy

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

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

Yo soy.
Tú eres.
Él es.
Ella es.

I am
You are
He is
She is

Yo soy.
Tú eres.
Él es.
Ella es.

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

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

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

Yo soy.
Tú eres.
Él es.
Ella es.

Yo soy.
Tú eres.
Él es.
Ella es.

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

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

Cat E Child's Audio 1, Track 25

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

Cat H Bingo

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

Cat I Child's Audio I, Track 28

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

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

¡Mi viaje por España!

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

My tour of Spain!

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

LESSON 5

Cat A Child's Audio I, Track 29

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

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

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

¡Hola! Me llamo Raúl. Hoy es lunes. Es veinte de mayo. Estoy en el norte de España. Estamos en primavera. Hay niebla pero no hace frío. Son las nueve y juego con la consola.

Hi! My name is Raúl. It's Monday. It's the 20th of May. I am in the north of Spain. We are in spring. It's foggy but it's not cold. It's nine o'clock and I'm playing on my games console.

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

Cat B Child's Audio I, Track 30

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

Role play: *Los pies debajo de la mesa*

– *¿Dónde está mi monedero? ¡He perdido mi monedero!*
– *Mira en las cestas.*
– *No, en las cestas hay unos guantes blancos, una cazadora negra, dos bufandas, una camisa, un pollo, unas fresas, una barra de pan y un cartón de leche... pero no hay un monedero.*

– *¿Dónde está mi monedero? ¡He perdido mi monedero!*
– *Mira sobre el banco.*
– *No, sobre el banco hay dos chicos, una bolsa de deporte, una bufanda, unas zapatillas, un balón, una sudadera y... ¡un pájaro pequeño!... pero no hay un monedero.*

– *¿Dónde está mi monedero? ¡He perdido mi monedero!*
– *Mira debajo de la mesa.*
– *No, debajo de la mesa hay unas gafas, un lápiz, una gorra, unos calcetines, un gato, unos guantes, unos zapatos, una cuchara... ¡Ah! ¡Y dos pies!*
– *Hola, me llamo Paco. ¡He visto tu monedero!*

The feet under the table.

– Where is my purse? I've lost my purse!
– Look in the baskets.
– No, in the baskets, there are white gloves, a black bomber jacket, two scarves, a shirt, a chicken, some strawberries, a loaf of bread and a carton of milk... but no purse.

– Where is my purse? Oh! I've lost my purse!
– Look on the bench.
– No, on the bench, there are two boys, a sports bag, a scarf, some trainers, a ball, a sweatshirt and... a little bird! But no purse.

– Where is my purse? I've lost my purse!
– Look under the table.
– No, under the table, there are some glasses, a pencil, a cap, some socks, a cat, some gloves, some shoes, a spoon... Ah! And two feet!
– Hi, my name is Paco. I've seen your purse!

Cat F Busco. (I search.)

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

Cat G Child's Audio 1, Track 33

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

Song: Yo estoy

Yo, tú, él, ella.

Yo, tú, él, ella.

Nosotros, vosotros, ellos, ellas.

Nosotras, vosotras, ellas, ellos.

Yo estoy.

Tú estás.

Él está.

Ella está.

I, you, he, she.

I, you, he, she.

We (masc.), you (plural/masc), they (masc.), they (fem.).

We (fem.), you (plural/fem.), they (fem.), they (masc.).

I am.

You are.

He is.

She is.

Yo estoy.

Tú estás.

Él está.

Ella está.

Nosotros estamos.

Vosotros estáis.

Ellos están.

Ellas están.

Nosotras estamos.

Vosotras estáis.

Ellos están.

Ellos están.

I am.

You are.

He is.

She is.

We are. (masc.)

You are. (plural/masc.)

They are. (masc.)

They are. (fem.)

We are. (fem.)

You are. (plural/fem.)

They are. (fem.)

They are. (masc.)

¡Mi viaje por España!

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

My tour of Spain!

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

LESSON 6

Cat A Child's Audio 1, Track 36

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

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

¡Hola! Me llamo Marta. Es viernes. Es dieciséis de agosto. Estoy en Madrid. Estamos en verano. Está nublado y hay tormenta. Son las once menos cuarto y ¡hago gimnasia!

Hi! My name is *Marta*. It's Friday. It's the 16th of August. I'm in *Madrid*. We're in summer. It's cloudy and there is a storm. It's a quarter to eleven and I'm doing exercises!

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

Cat B Child's Audio 1, Track 37

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

unas sandalias
un bañador
una crema solar
una toalla
una maleta

sandals
swimming costume/shorts
sun cream
a towel
a suitcase

Cat C Child's Audio 1, Track 38

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

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

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

Cat H Child's Audio 1, Track 40

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

Children listen to the audio. Number 1 needs to appear in the correct box in the second and third columns and so on with numbers 2 to 6. For example, in the first sentence the time is eight o'clock and so the number 1 needs to be placed in the fourth box next to *a las ocho*. The audio tells us that the child is playing with the games console and so the number 1 needs to be placed in the third box in the last column next to *juego con la consola*. Finally, another number 1 needs to be placed in the box under the relevant picture.

El lunes a las ocho juego con la consola.

El martes a las siete desayuno.

El miércoles a las cuatro termino el colegio.

El jueves a las nueve llego al colegio.

El viernes a las seis veo la tele.

On Monday at eight o'clock, I play on my games console.

On Tuesday at seven o'clock, I have my breakfast.

On Wednesday at four o'clock, I finish school.

On Thursday at nine o'clock, I arrive at school.

On Friday at six o'clock, I watch television.

Cat I Child's Audio 1, Track 41

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

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

¿Quién es la primera persona de la fila?

¿Quién es el último?

¿Quién es la tercera persona de la fila?

¿Quién está cansado?

¿Quién lleva un jersey rosa?

¿Quién es la persona más alta de la fila?

¿Quién es el más bajo?

¿A quién le gusta comer en un restaurante italiano?

¿Quién quiere vivir en el sur de España?

¿A quién le gustan las películas?

¿A quién le gusta el deporte?

¿Lleva Laura un bolso azul?

Elicit: *No, lleva un bolso verde.*

¿Lleva Antonio unos zapatos verdes? Elicit: *No, lleva unos zapatos azules.*

Who is the first person in the queue?

Who is the last one?

Who is the third person in the queue?

Who is tired?

Who is wearing a pink jumper?

Who is the tallest person in the queue?

Who is the shortest?

Who likes eating in Italian restaurants?

Who wants to live in the south of Spain?

Who likes films?

Who likes sport?

Is *Laura* carrying a blue handbag?

Elicit: *No, she is carrying a green handbag.*

Is *Antonio* wearing green shoes? Elicit: *No, he is wearing blue shoes.*

Cat J Child's Audio 1, Track 42

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

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

¡Ring!
 Juan – ¿Quién es?
 Marta – ¡No sé! Abre la puerta, por favor.
 Juan – ¡Oh! ¡Es tu hermano, Pedro! ¡Hola! Marta,
 ¿es Pedro!
 Marta – Hola, Pedro. ¿Cómo estás?
 Pedro – Bien, gracias, ¿y tú?

¡Ring!

Juan – ¡Oh! ¿Quién es?
 Marta – ¡No sé! Abre la puerta, por favor.
 ¡Ring!
 Juan – Sí ¡Voy!... ¡Oh! Hola. Marta, ¿son tus primas,
 Isabel y María!
 Marta – Hola, María, hola, Isabel, ¿cómo estáis?
 Isabel y María – Muy bien, gracias.

¡Ring!

Juan – ¡Otra vez! ¡Ay, caramba!... ¿Quién es? Marta,
 ¿quién es?
 Marta – No sé. Abre la puerta.
 Juan – Bueno, ¡vale!... Sí, sí, ¡voy!
 The group – Hola, Juan... ¿Y Marta? ¿Dónde está Marta?
 Juan – En la cocina. Marta. ¡Es para ti! ¡Tu hermana,
 tus primas, tus padres, tus abuelos, tus tíos.
 ¡Madre mía! ¡No entiendo!

Everyone but Juan exclaims:

Todos – ¡Feliz cumpleaños, Marta!
 Juan – ¡Ah! ¡Es el cumpleaños de Marta!

Ring!
 Juan – Who is it?
 Marta – I don't know! Open the door, please.
 Juan – Oh! It's your brother, Pedro. Hi! Marta!
 It's Pedro!
 Marta – Hi, Pedro. How are you?
 Pedro – Fine, thank you, and you?

Ring!

Juan – Oh! Who is it?
 Marta – I don't know! Open the door, please.
 Ring!
 Juan – Yes, I'm coming!... Oh! Hello. Marta, it's your
 cousins Isabel and María!
 Marta – Hello, María. Hello, Isabel how are you?
 María and Isabel – Very well, thank you.

Ring!

Juan – Again! Oh dear/bother! ... Who is it? Marta,
 who is it?
 Marta – I don't know. Open the door.
 Juan – Well, OK! ... Yes, yes, I'm coming!
 The group – Hello Juan. And Marta, where is Marta?
 Juan – In the kitchen. Marta, it's for you! Your sister,
 your (girl) cousins, your parents, your
 grandparents, your uncle and your aunt! Oh dear!
 I don't understand!

Everyone but Juan exclaims:

All – Happy birthday, Marta!
 Juan – Ah! It's Marta's birthday!

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

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

Cat D Child's Audio 1, Track 45

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

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

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

¡Mi viaje por España!

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

My tour of Spain!

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

LESSON 8

Cat A Child's Audio 1, Track 48

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

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

¿Qué hora es?

¿Qué tiempo hace?

¿En qué estación del año estamos?

¿Qué día es hoy?

¿Qué fecha es hoy?

What time is it?

What's the weather like?

Which season are we in?

What day is it?

What is the date today?

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

Cat B Child's Audio 1, Track 49

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

divertido

simpático

inteligente

tímido

hablador

aburrido

bueno

alegre

contento

triste

cansado

divertida

simpática

inteligente

tímida

habladora

aburrida

buena

alegre

contenta

triste

cansada

fun

nice/friendly

intelligent

shy

talkative

boring

good

jolly/cheerful

happy

sad

tired

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

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

Cat D Child's Audio 1, Track 50

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

Rap: *Mira, hace bueno*

Look, the weather is good

*Mira, hace bueno.
Yo estoy contento.
Y cuando hace viento,
Pedro está contento.*

Look, the weather is good.
I am happy.
And when it's windy,
Pedro is happy.

*Mira, llueve.
Nadie se mueve.
Cuando hace mal tiempo
Me voy en un momento.*

Look, it is raining.
Nobody is moving.
When the weather is bad,
I leave straightaway.

*Mira, hace calor.
Me pongo el bañador.
Y cuando hace frío,
El gorro de mi tío.*

Look, it is hot.
I put on my swimming costume.
And when it is cold,
My uncle's woolly hat.

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

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

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

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

Cat G Child's Audio 1, Track 51

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

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

Mi abuelo es mayor y alto.
 Mi abuela es mayor y alta.
 Mi tía es alta y divertida.
 Mi tío es bajo y divertido.
 Mi padre es muy alto y fuerte.
 Mi madre es baja y buena.
 Mi hermana mayor es bastante deportista y fuerte.
 Mi hermana menor es joven y guapa.
 Mi hermano es bajo y bueno.
 Yo soy guapo y deportista.

My grandfather is old and tall.
 My grandmother is old and tall.
 My aunt is tall and fun.
 My uncle is short and fun.
 My father is very tall and strong.
 My mother is short and kind.
 My big sister is quite sporty and strong.
 My little sister is young and beautiful.
 My brother is short and kind.
 I am handsome and sporty.

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

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

Cat I Child's Audio 1, Track 52

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

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

¡Mi viaje por España!

- *Estamos en el País Vasco, en Bilbao, delante del Museo Guggenheim. ¡Es espectacular!*
- *Sí, así como el conocido juego de pelota vasca. ¿Vamos a ver un partido esta tarde a las cinco?*
- *¡De acuerdo!*

My tour of Spain!

- We are in the Basque Country, in *Bilbao*, in front of the Guggenheim Museum. It is spectacular!
- Yes, just like the well-known sport Basque pelota. Shall we go and watch a match this afternoon at five?
- OK!

LESSON 9

Cat A Child's Audio 1, Track 53

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

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

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

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

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

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

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

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

Cat H Child's Audio 1, Track 5

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

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

Mi viaje por España!

- *Hoy estamos en Cantabria.*
- *Buenos días, señorita. ¿Es usted de Santander?*
- *Sí, muy cerca. Vivo en las montañas. Mira, Los Picos de Europa. Se puede subir al teleférico todos los días.*

My tour of Spain!

- Today we are in *Cantabria*.
- Good morning, young lady. Are you from *Santander*?
- Yes, very close. I live in the mountains. Look, the *Picos de Europa*. You can go up there by cable car every day.

LESSON 10

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

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

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

Cat B Child's Audio 1, Track 58

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

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

Cat G Bingo

Cat H Child's Audio 1, Track 61

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

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

- | | |
|------------------------------------------------------------------|-------------------------------------------------------------|
| – Sara, ¿Te gustan las cebollas y los helados? | – Sara, do you like onions and ice cream? |
| – Odio las cebollas y los helados. | – I hate onions and ice cream. |
| – ¿Te gustan las fresas y los albaricoques? | – Do you like strawberries and apricots? |
| – Me gustan mucho las fresas y los albaricoques. | – I like strawberries and apricots very much. |
| – Pedro, ¿te gustan las cebollas y los helados? | – Pedro, do you like onions and ice cream? |
| – Me gustan las cebollas y me gustan mucho los helados. | – I like onions and I like ice cream very much. |
| – ¿Te gustan las fresas y los albaricoques? | – Do you like strawberries and apricots? |
| – Me gustan mucho las fresas pero no me gustan los albaricoques. | – I like strawberries very much, but I don't like apricots. |
| – Carmen, ¿te gustan las cebollas y los helados? | – Carmen, do you like onions and ice cream? |
| – No me gustan las cebollas pero me gustan los helados. | – I don't like onions but I like ice cream. |
| – ¿Te gustan las fresas y los albaricoques? | – Do you like strawberries and apricots? |
| – Me gustan las fresas pero odio los albaricoques. | – I like strawberries but I don't like apricots. |
| – Francisco, ¿te gustan las cebollas y los helados? | – Francisco, do you like onions and ice cream? |
| – Me gustan las cebollas y me gustan los helados. | – I like onions and I like ice cream. |
| – ¿Te gustan las fresas y los albaricoques? | – Do you like strawberries and apricots? |
| – Me gustan las fresas pero no me gustan los albaricoques. | – I like strawberries but I hate apricots. |

Cat I Child's Audio 1, Track 62

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

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

- | | |
|-------------------------------------------------------|-------------------------------------------------------|
| – Buenos días, señora. | – Hello, madam. |
| – Buenos días, señora. Quiero dos pomelos, por favor. | – Hello, madam. I would like two grapefruits, please. |
| – ¿Algo más? | – Anything else? |
| – Sí, cuatro tomates y un limón también, por favor. | – Yes, four tomatoes and a lemon as well, please. |
| – ¿Cuánto es? | – How much is it? |
| – Tres euros. | – Three euros. |
| – Uno... dos... tres... aquí tiene... tres euros. | – One... two... three... here you are... three euros. |
| – Gracias, señora. Adiós. | – Thank you, madam. Goodbye. |

Cat J Child's Audio 1, Track 63

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

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

Song: *La macedonia y la sopa de la abuela*

¡A comer!

¿Qué hay en la macedonia?

Fresas, peras, naranjas.

Está muy buena, ¡pruébala.

¡Qué buena! ¡Qué buena!

¿Qué hay en la sopa de la abuela?

Verduras, patatas, zanahorias.

Está muy buena, ¡pruébala.

¡Qué buena! ¡Qué buena!

(Repeated)

Fruit salad and Granny's soup

Lunch/dinner time/time to eat!

What is in the fruit salad?

Strawberries, pears, oranges.

It's very good! Try it!

So good! So good!

What's in Granny's soup?

Vegetables, potatoes, carrots.

It's very good! Try it!

So good! So good!

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

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

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

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

Cat E Child's Audio 2, Track 4

Role play: *En el restaurante*

– Cliente: *¿Qué hay de postre?*

– Camarera: *No lo sé. Voy a ver.*

(al cocinero): ¿Qué hay de postre?

– Cocinero: *Unas tartas, unos pasteles y unas fresas.*

– Camarera: *Unas tartas, unos pasteles y unas fresas.*

– Cliente: *Bueno, ¿unas tartas de qué?*

– Camarera: *¡Oh! No lo sé. Voy a ver.*

(al cocinero): ¿Unas tartas de qué?

– Cocinero: *Unas tartas de frutas.*

– Camarera: *Unas tartas de frutas.*

– Cliente: *¿Qué frutas?*

– Camarera: *¡Ah! No lo sé. Voy a ver.*

(al cocinero): ¿Qué frutas?

– Cocinero: *De manzana, de fresa y de cereza.*

– Camarera: *De manzana, de fresa y de cereza.*

– Cliente: *Muy bien, pues, dos tartas de manzana, por favor.*

Más tarde:

– Cliente: *La cuenta, por favor, ¿cuánto es?*

– Camarera: *¡Ah, lo sé! Veinticinco euros, por favor.*

At the restaurant

– Customer: What do you have for dessert?

– Waitress: I don't know. I will go and see.

(to the chef): What do you have for dessert?

– Chef: Some tarts, some cakes and some strawberries.

– Waitress: Some tarts, some cakes and some strawberries.

– Customer: What sort of tarts?

– Waitress: Oh! I don't know. I will go and see.

(to the chef): What sort of tarts?

– Chef: Fruit tarts.

– Waitress: Fruit tarts.

– Customer: Which fruits?

– Waitress: Oh! I don't know. I will go and see.

(to the chef): Which fruits?

– Chef: Apples, strawberries and cherries.

– Waitress: Apples, strawberries and cherries.

– Customer: Good, then, two apple tarts, please.

Later:

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

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

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

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

¡Mi viaje por España!

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

My tour of Spain!

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

LESSON 12

Cat A Child's Audio 2, Track 8

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

Por la mañana

- ¡Despiértate!
- ¡Pero son las seis de la mañana!

The morning

- Wake up!
- But it's six in the morning!

Por la tarde

- *Vuelvo a casa a las cinco de la tarde.*

The afternoon/evening

I go home at five o'clock in the afternoon.

Por la noche

- *Veo la tele, después me voy a la cama a las nueve de la noche.*

The night

- I watch television, then I go to bed at nine o'clock in the evening.

Cat B Child's Audio 2, Track 9

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

una galleta

un cartón de leche

un zumo

una tostada

mermelada (f.)

aceite de oliva (m.)

azúcar (m.)

un yogur

mantequilla (f.)

cereales (m.)

miel (f.)

a biscuit

a carton of milk

juice

toast

jam

olive oil

sugar

a yoghurt

butter

cereal

honey

¿Cuál es tu bebida preferida? (What is your favourite drink?)

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

Cat F Child's Audio 2, Track 13

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

Song: *Una tostada*

A slice of toast

¿Una tostada, una tostada?

A slice of toast, a slice of toast?

¿Una tostada, una tostada?

A slice of toast, a slice of toast?

Tostada con aceite.

A slice of toast with (olive) oil.

Tostada con tomate.

A slice of toast with tomato.

Tostada con mucha mantequilla.

A slice of toast with a lot of butter.

¿Una tostada, una tostada?

A slice of toast, a slice of toast?

¿Una tostada, una tostada?

A slice of toast, a slice of toast?

Cat G Child's Audio 2, Track 14

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

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

– *Paco: Como cereales con leche caliente. Bebo un zumo de naranja.*

– *Paco: I eat cereal with warm milk. I drink orange juice.*

– *Carmen: Como unas tostadas con aceite de oliva. También como un yogur con azúcar. Bebo una taza de chocolate.*

– *Carmen: I eat some slices of toast with olive oil. I also eat yoghurt with sugar. I drink a cup of chocolate.*

– *Antonio: Como cereales y una tostada con mantequilla y mermelada (¡me gusta mucho la mermelada de fresa!). Bebo leche fría.*

– *Antonio: I eat cereal and a slice of toast with butter and with jam (I really like strawberry jam!). I drink cold milk.*

– *Laura: Como un yogur de frutas y un plátano. También como una tostada con tomate. Bebo café.*

– *Laura: I eat a fruit yoghurt and a banana. I also eat a slice of toast with tomato. I drink coffee.*

Cat H Child's Audio 2, Track 15

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

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

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

Cat B Child's Audio 2, Track 18

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

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

Cat C Child's Audio 2, Track 19

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

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

Role play: *¡Que aproveche!*

Enjoy your meal!

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| – <i>¡Que aproveche!</i> | – Enjoy your meal! |
| – <i>¡Gracias! ¡Mmmm, tengo hambre! Pásame el pan, por favor.</i> | – Thank you! Mmm, I'm hungry! Pass me the bread, please. |
| – <i>Aquí tienes el pan.</i> | – Here is the bread. |
| – <i>Gracias. Pásame el chorizo, por favor.</i> | – Thank you. Pass me the <i>chorizo</i> , please. |
| – <i>Aquí tienes el chorizo.</i> | – Here is the <i>chorizo</i> . |
| – <i>Gracias. Pásame el jamón, por favor.</i> | – Thank you. Pass me the ham, please. |
| – <i>Aquí tienes el jamón.</i> | – Here is the ham. |
| – <i>Gracias. Hmmm... ¡está buenísimo! Pásame los guisantes, por favor. Gracias. Pásame la sal y la pimienta, por favor. Gracias. Pásame la botella de agua, por favor. Gracias.</i> | – Thank you. Mmm, it's delicious. Pass me the peas, please.
Thank you. Pass me the salt and pepper, please. Thank you.
Pass me the bottle of water, please. |

Cat H Child's Audio 2, Track 22

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

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

- | | |
|-----------------------------------------------------------|----------------------------------------------------------|
| – ¿Quieres un helado Alba? | – Do you want an ice cream, Alba? |
| – Sí, gracias. | – Yes, thank you. |
| – ¿De qué sabor? | – Which flavour? |
| – Un helado de chocolate, por favor. | – A chocolate ice cream, please. |
| – Y tu hermano, Antonio, ¿quiere un helado? | – And your brother, Antonio, does he want an ice cream? |
| – ¡Sí, un helado de vainilla! | – Yes, a vanilla ice cream! |
| – Y a tu amiga Julia ¿le gustan los helados? | – And your friend Julia? Does she like ice cream? |
| – ¡Julia! ¿Te gustan los helados? | – ¡Julia! Do you like ice cream? |
| – ¡Oh sí, gracias! ¡Me gustan mucho los helados de fresa! | – Oh yes, thank you! I really like strawberry ice cream! |
| – ¿Y tú, Carlos, quieres un helado? | – And you, Carlos, do you want an ice cream? |
| – ¿Yo? Quiero un helado de limón. | – Me? I would like a lemon ice cream. |
| – Y a tu amigo ¿le gustan los helados? | – And your friend? Does he like ice cream? |
| – ¡Álvaro! ¿Te gustan los helados? | – Álvaro! Do you like ice cream? |
| – ¡Sí! ¡Un helado de cereza, gracias, señor! | – Yes! A cherry ice cream, thank you, sir! |

Cat I Busco. (I search.)

A word search to revise food and drink.

Cat J Bingo

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

Cat K Child's Audio 2, Track 23

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

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

¡Mi viaje por España!

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

My tour of Spain!

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

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

¿Y qué quieres beber?
Un zumo de naranja,
Un chocolate
Y una horchata.

And what do you want to drink?
An orange juice,
A hot chocolate
And a *horchata*.

¡Ñam, ñam, ñam, ñam ñam, ñam, ñam!
Z,z,z,z,z, zumo.
Naranj,j,j,j,j,a.
Cho, cho, cho, chocolate.
Hor, hor, hor, horchata.

Yum, yum, yum, yum, yum, yum, yum!
J, j, j, j, juice.
Orange, nge, nge, nge.
Cho, cho, cho, chocolate.
Hor, hor, hor, *horchata*.

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

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

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

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

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

If children find it more helpful, they could highlight in pencil, rather than underline the correct answer. Note the final comment for Saturday: *¡No tengo nada!* – I have nothing!

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

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

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

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

Cat H Child's Audio 2, Track 27

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

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

¡Mi viaje por España!

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

My tour of Spain!

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

Encourage your child to practise saying “Hasta la próxima semana” – Until next week!

LESSON 15

Cat A Child's Audio 2, Track 28

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

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

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

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 – <i>¿Cuál es tu estación del año preferida, Juan?
Mi estación preferida es el invierno. Hago esquí en la montaña, en los Pirineos. ¡Soy un buen esquiador!</i> | 1 – Which season is your favourite, Juan?
My favourite season is winter. I go skiing in the mountains, in the Pyrenees. I am a good skier! |
| 2 – <i>¿Cuál es tu estación del año preferida, Ana?
Mi estación del año preferida es la primavera. ¡Vivo en Sevilla y me gusta ver las procesiones de Semana Santa! En Semana Santa hay muchas flores de todos los colores.</i> | 2 – Which is your favourite season, Ana?
My favourite season is spring. I live in Seville and I like seeing the Easter processions! At Easter there are many colourful flowers. |
| 3 – <i>¿Cuál es tu estación del año preferida, Victoria?
Mi estación preferida es el otoño. Me gusta andar en el campo y mirar las hojas de todos los colores: verdes, rojas, amarillas y marrones.</i> | 3 – Which is your favourite season, Victoria?
My favourite season is autumn. I like walking in the countryside and looking at the colourful leaves: green, red, yellow and brown. |
| 4 – <i>¿Cuál es tu estación del año preferida, Carlos?
Mi estación preferida es el verano. Voy de vacaciones a la casa de mi abuela en Santander. Voy a la playa. ¡Genial!</i> | 4 – Which is your favourite season, Carlos?
My favourite season is summer. I go on holiday to my grandmother's house in Santander. I go to the beach. It's great! |

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

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

A reference to the verb *ir*.

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

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

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

Cat D Child's Audio 2, Track 30

Song: *Yo voy a pescar*

Yo voy a pescar.
Tú vas a la playa.
Él va con mi abuela.
Ella va con mi abuelo.
Nosotros vamos a la estación.
Vosotros vais al mercado.
Ellos van al colegio.
Ellas van al jardín.

(Repeated)

I go fishing

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

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

Cat E Child's Audio 2, Track 31

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

- | | |
|-------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 1 – ¿Dónde está la piscina?
Está en la tercera calle a la izquierda. | – Where is the swimming pool?
– It's down the third road on the left. |
| 2 – ¿Dónde está la iglesia?
Está en la segunda calle a la izquierda. | – Where is the church?
– It's down the second road on the left. |
| 3 – ¿Dónde está la estación?
Está en la tercera calle a la derecha. | – Where is the station?
– It's down the third road on the right. |
| 4 – ¿Dónde está el colegio?
Está en la primera calle a la derecha. | – Where is the school?
– It's down the first road on the right. |

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

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

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

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

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

Cat K Child's Audio 2, Track 35

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

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

¡Mi viaje por España!

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

My tour of Spain!

- Today we are in Murcia, the capital city of the region of Murcia.
- Are you lost?
- Yes, madam. Where is the castle?
- Turn left and it is in the square. Be careful! We are not in England. In Spain, just like in France, we drive on the right. Before crossing the road, look to the left!

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

LESSON 16

Cat A Child's Audio 2, Track 36

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

¡Tu turno! (Your turn!)

Cat D Child's Audio 2, Track 39

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

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

- Señora, ¿para ir a la estación, por favor?
- Gire la primera calle a la izquierda. La estación está al lado del parque.
- Perdón, señor, ¿para ir al colegio, por favor?
- Gire la tercera calle a la derecha. El colegio está entre la iglesia y el polideportivo.
- ¿Para ir a la pista de hielo, por favor?
- ¿La pista de hielo? ¡Mire bien! ¡Está enfrente de usted!
- Madam, how do I get to the station, please?
- Take the first road on the left. The station is next to the park.
- Excuse me, sir, how do I get to the school, please?
- Take the third road on the right. The school is between the church and the sport/leisure centre.
- How do I get to the ice rink, please?
- The ice rink? Look! It's in front of you!

Cat E Child's Audio 2, Track 40

Song: ¿Para ir a la estación?

¿Para ir a la estación,
A la estación de Atocha?
Gire a la izquierda,
Gire a la derecha,
Para ir a la estación.

¿Para ir al hotel,
Al hotel Central?
Gire a la izquierda,
Gire a la derecha,
Para ir al hotel.

¿Para ir al mercado,
Al mercado del barrio?
Gire a la izquierda,
Gire a la derecha,
Para ir al mercado.

How do I get to the station?

How do I get to the station,
To Atocha station?
Turn left,
Turn right,
To get to the station.

How do I get to the hotel,
To the Central hotel?
Turn left,
Turn right
To get to the hotel.

How do I get to the market,
To the local market?
Turn left,
Turn right,
To get to the market.

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

Cat F Child's Audio 2, Track 41

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

Cat K Child's Audio 2, Track 43

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

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

¡Mi viaje por España!

- Hoy vamos en barco a las islas Baleares. Comenzamos por la capital, Palma de Mallorca en bicicleta, visitando la catedral y las bellas playas. ¡Hace mucho calor!
- Sí, vamos a un restaurante.
- Bienvenidos a nuestro restaurante, ¿Quieren comer atún con mayonesa, es decir, atún con salsa mahonesa de Mahón?
- ¡De acuerdo!

My tour of Spain!

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

LESSON 17

Cat A Child's Audio 2, Track 44

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

¡Tu turno! (Your turn!)

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

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

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

Cat E Rodeo 'Verdadero' o 'Falso'. (I circle 'True' or 'False'.)

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

Cat F Child's Audio 2, Track 48

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

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

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

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

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

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

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

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

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

Cat J Child's Audio 2, Track 49

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

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

Es un castillo viejo, ¡oh, oh, oh, oh, oh!
 Con veinte habitaciones... arriba,
 Con veinte habitaciones... abajo,
 Con un foso grande... delante,
 Y un bosque pequeño... ¡detrás!

It's an old castle, oh, oh, oh, oh, oh!
 With 20 rooms... upstairs,
 With 20 rooms... downstairs,
 With a large moat... in front,
 And a little forest... behind!

Es un castillo viejo, ¡oh, oh, oh, oh, oh!
 Con pájaros grandes... arriba,
 Con muchas ratas... abajo,
 Con un vampiro... delante,
 Y un fantasma... ¡detrás!

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

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

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

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

Cat E Child's Audio 2, Track 52

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

Role play: *El fantasma*

The ghost

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

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

Cat F Child's Audio 2, Track 53

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

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

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

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

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

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

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

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

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

Cat I Child's Audio 2, Track 54

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

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

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

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

¡Mi viaje por España!

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

My tour of Spain!

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

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

LESSON 19

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

Cat B Child's Audio 2, Track 55

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

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

Es una casa. Tiene el tejado gris. Abajo hay dos ventanas con unas persianas azules. Hay una puerta de entrada roja. Arriba hay tres ventanas con unas persianas azules también. Delante hay un jardín pequeño con dos árboles y unas flores. Al lado de la casa hay una piscina. Entre la casa y la piscina hay un gato, un balón y un banco. Hace buen tiempo. Hay unos pájaros y unas nubes en el cielo.

It's a house. It has a grey roof. Downstairs there are two windows with blue blinds. There is a red front door. Upstairs there are three windows with blue blinds as well. In front there is a small garden with two trees and some flowers. Next to the house there is a swimming pool. Between the house and the swimming pool, there is a cat, a ball and a bench. It's a fine day. There are birds and clouds in the sky.

Cat C Child's Audio 2, Track 56

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

Song: *Son las ocho*

It's 8 o'clock

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

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

*He perdido la sudadera,
Las gafas y la mochila.*

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

En la casa de los Rodríguez.

- Pedro ¿dónde estás? ¡Son las siete de la mañana!
- Estoy en mi dormitorio. Estoy durmiendo, estoy cansado.
- Ven a la cocina a desayunar.
- No tengo hambre, me quedo en la cama.
- ¡Pedro!

Más tarde...

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

At the Rodríguez house

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

Later...

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

Cat F Bingo

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

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

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

Answers:

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

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

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

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

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

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

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

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

Cat K Child's Audio 2, Track 59

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

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

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

¡Mi viaje por España!

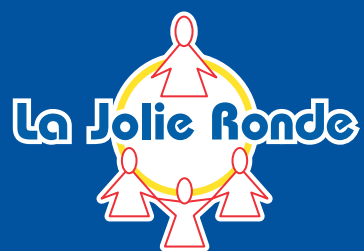
– Ahora es la vuelta a Madrid. Esta tarde vamos a visitar los lugares de interés y después, tomaremos una cena especial con mi amiga María. Es el final de nuestro viaje por España.

My tour of Spain!

– Now we come back to Madrid. This afternoon we are going to visit some places of interest and then, we will have a special dinner with my friend María. It's the end of our journey around Spain.

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

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



Happy Language Learning

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