

# Juan y Rosa

## están de vacaciones

TEXTBOOK 1

### **Libro de texto, tomo 1**

Author: Antoinette Gerichhausen

Linguistic check of Spanish: Drs. Iris Kock Coronel  
English translation by: Lynn Radford, Englishproof.nl  
Illustrated by: Marieke Lambermont

Audio clips recorded by: Edgetip Studio, Arnhem. Engineer: Raoul Soentken.  
Native speakers: Helen Armstrong, Anabel Lumbreras, María García Álvarez and Pilar Ramos.

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The logo for Cinospaans features the word 'Cinospaans' in a playful, rounded font. Each letter is a different color: 'C' is red, 'i' is orange, 'n' is yellow, 'o' is green, 's' is light blue, 'p' is dark blue, 'a' is purple, 'a' is dark blue, 'n' is purple, and 's' is dark blue.

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*I would like to thank everyone who has helped and encouraged me to produce this book, first and foremost Theo, Lucie, Judith and Rob. Furthermore, Sylvia Drent gave the extra push needed to publish this learning method. I would also like to thank the team members at the 't Holthuis primary school in Huissen and everyone I've got to know through my website. Above all, I'd like to thank Iris Kock Coronel, who has carefully checked all the material from a linguistic perspective, paying special attention to the written explanation of Spanish pronunciation. When selecting vocabulary, we have occasionally chosen to allow the children's knowledge to take precedence over grammatical correctness.*

*Antoinette Gerichhausen*

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## Preface

The Juan y Rosa method has been developed with a special goal in mind. It is designed in such a way that pupils can learn Spanish limitlessly; they have the chance to continue learning at an ever-higher level. At the end of this part, the minimum level of proficiency attainable for all children is the basic level, comparable with A1 in the Common European Framework of Reference for Languages.

Level A1 means:

- *Listening*: I can understand familiar words and basic sentences relating to myself, my family and my direct, concrete surroundings providing people speak slowly and clearly.
- *Reading*: I can understand familiar names, words and very simple sentences, such as in announcements, on posters and in brochures.
- *Speaking*: I can hold a simple conversation providing the other person is prepared to repeat things more slowly or to reformulate them and also helps me to formulate what I am trying to say. I can ask and answer simple questions which relate to a direct need or very familiar topics. I can use simple expressions and sentences to describe my life and the people I know.
- *Writing*: I can write a short, simple postcard, such as to send to someone when I am on holiday. I can fill in my personal details on forms, such as listing my name, address and nationality on a registration form.

But this method also enables pupils to continue learning autonomously in line with their own needs, encouraged by the exercises in the workbook. They can learn songs by heart, complete exercises on the internet and read text they are directed to on other websites.

Each chapter allows extra questions and answers to be formulated, and the relevant “sobre-mí” game can also be played. This can be downloaded at [www.juanyrosa.nl/en-uk](http://www.juanyrosa.nl/en-uk). Pupils can also read the recommended books (see ISBN numbers) and can subscribe to the ¿Qué tal? magazine from the following publishing company: Mary Glasgow Magazines, <http://es.maryglasgowplus.com/students> (initial registration required).

In addition, there are the tareas “Más” which are specially designed for children who want to learn Spanish freely and without limits. Pupils can sign up to Rosa’s Facebook page ([www.facebook.com/rosadeespanja](http://www.facebook.com/rosadeespanja)) where they will find an extra stimulus to learn more about the Spanish language and culture together with other pupils. All of these challenges that are integrated into this learning method ensure that each pupil can progress without limits at his or her own pace and in line with his or her own needs.

The tests, *‘las pruebas’*, in each chapter test whether the pupil has attained the minimum level. That level is comparable with A1 of the Common European Framework of Reference for Languages.

**You can find all the additional exercises on Edmodo.com. Please sign up, create an account, and ask Don Toro ([don\\_toro.espanja@gmail.com](mailto:don_toro.espanja@gmail.com)) for the group code.**

**Allow pupils to explore their own boundaries and push back those boundaries together!**

## Introduction

This textbook, “*Juan y Rosa están de vacaciones*” (tomo 1), is suitable for all pupils who wish to learn Spanish autonomously. Before getting started, please read the manual on the Juan y Rosa website. Primary-school children at the start of Key Stage 2 and upwards can work with this method independently. Children in Key Stage 1 will require more support to work independently and, if this method is to be used in a classroom setting, it is important that the pupils can work in pairs so that they can each discover their own level.

After the final test in part 1 the pupil has attained proficiency in Spanish comparable with level A1 of the Common European Framework. The type of Spanish learnt is Castilian Spanish.

- This textbook, **Libro de Texto**, comprises 10 chapters, each of which is four pages long. The word lists and the dialogue in each chapter have been recorded on your **audio medium**. (The first time the children listen to the dialogue, they should read the text at the same time. They then listen to the dialogue for a second time but without reading the text.)
- At the end of chapter 1 of the textbook, move on to chapter 1 of the workbook, **Las Tareas**, etc. The workbook contains various exercises to help you achieve the learning goals per chapter. The listening exercises from this workbook are on your **audio medium**. **The workbook is the most important part of this learning method which is why it is published in full colour.** You will need to take your time, concentrate and work hard to do the exercises well. Visit the websites that are mentioned. When acting scenes out, do so with Spanish passion and temperament, and dress up in Spanish costumes. You could also watch a Spanish TV channel such as TVE to practise the accent and pronunciation. Learning a new language takes time, but you will improve your chances of learning it well by immersing yourself in the language. Under the heading ‘Information/links’, the Juan y Rosa website ([www.juanyrosa.nl/en-uk](http://www.juanyrosa.nl/en-uk)) contains extra ideas to help you practise.
- It will take approx. 10 hours to complete each chapter, so each chapter will take a month if you spend at least 2 hours studying Spanish every week. Set aside enough time to study and pay special attention to learning all the **green** boxes. That also means going back over the **green** boxes in the previous chapters!
- Check your answers to the exercises in the workbook using the book of solutions, **la Solución**.
- This textbook includes a **word list** at the back. This list is not intended to provide all the possible translations of each Spanish word. Instead, it is aimed at helping you to learn which words belong together and hence providing you with **insight** into **sentence, structure** and the **interrelationships** between the various words. Therefore, the list also includes synonyms or a number of related words which are often used together in a sentence.
- The exercises are based on the chapters in the *Juan y Rosa Libro de Texto*. Some of these exercises have been taken from *¿Qué tal?*, *Los Trotamundos* and *Eso sí* with the publishers’ permission. *¿Qué tal?* is a monthly music magazine which could be worth subscribing to. It is advisable to buy Spanish-English and English-Spanish **dictionaries**.
- An **e-newsletter** is sent to the teacher and the pupils once a month containing news about Spanish and Spanish activities. It also facilitates contact between Juan y Rosa users.
- Apart from the illustrations designed by Marieke Lambermont, most of the other illustrations have been sourced from the internet, from Microsoft Word ClipArt, from the Wereldschool file or from my own photo collection.
- The audio clips have been narrated by three Spanish women: Anabel I. Lumbreras, María F. García Álvarez and Pilar H. Ramos.

## Getting started



My name is Don Toro. I will guide you through this book. Are you already following me on Twitter? Pay close attention to what I say. Read this page carefully before starting on chapter 1!

**Important!** A red text box shows what we will be learning in the chapter.

A blue text box relates to pronunciation. Read the list of words first and then listen once or twice to the number on your audio medium.

A green text box is a:  
**Learn Carefully text box.**

Each yellow text box or speech bubble provides an explanation.

1. Download the pupil manual from the [www.juanyrosa.nl/en-uk](http://www.juanyrosa.nl/en-uk) website and read it carefully. Learn the meanings of the different colours in this book!
2. Sign up to Edmodo.com, create an account, and ask Don Toro ([dontoro.espanja@gmail.com](mailto:dontoro.espanja@gmail.com)) for the group code.
3. To get started, begin with the chapter 1 in '*el libro de texto*' and learn all the words listed in the green boxes.
4. At the end of chapter 1 move on to chapter 1 of '*las Tareas*' (the workbook) and complete all the exercises in the white boxes, in any order you like. Tick the relevant box every time you finish an exercise. Follow the instructions in the manual as you work and keep a close eye on what the bull, Don Toro, tells you. If you have any questions, you can always ask Don Toro ([dontoro.espanja@gmail.com](mailto:dontoro.espanja@gmail.com)), but remember that if you think logically you probably know more than you realise.
5. Sign up on the "Rosa de Espanja" Facebook page to make contact with other children who are learning Spanish with Juan y Rosa and to keep in touch with them by email or on Facebook ([www.facebook.com/rosadeespanja](http://www.facebook.com/rosadeespanja)) – preferably in Spanish!
6. Keep a look-out for Spanish all around you – there's more than you think...! Listen to Spanish interviews and music, watch the channel TVE on television or the internet, use the internet to help you with exercises when shown, read a recommended book and, last but not least, regularly read the new on the Juan y Rosa websites:

[www.juanyrosa.nl/en-uk](http://www.juanyrosa.nl/en-uk) and [www.facebook.com/juanyrosadeespanja](http://www.facebook.com/juanyrosadeespanja).

## The sounds of Spanish letters

In Spanish, some letters sound the same as in English and others are pronounced differently as also explained in part 0 of this learning method *Soy Don Toro*. For example, the Spanish ‘e’ sound can be a little confusing because it is not a hard ‘e’ sound like in ‘bed’. It is actually pronounced softly, a bit like the ‘i’ sound of the letter ‘e’ in ‘chicken’. That’s why it’s important that you listen closely to the audio clips and videos. If you can, visit Spain or Spanish-speaking countries often – you’ll hear the correct pronunciation there – or listen to Spanish music or watch programmes on TV or online. If you need help, read the words in the blue column (“Pronunciation”) out loud based on the rules below. Then you will hear how the words should sound.

The sounds of Spanish letters.	
If you see this letter in a Spanish word:	It is pronounced like this:
- <b>r</b>	<b>R</b> , roll the tip of your tongue
- <b>j</b> or <b>g</b> in front of an e, i	<b>X</b> , sounds like you’re clearing your throat
- <b>g</b> in front of an a, o, u	<b>g</b> , pronounced like the ‘g’ in ‘good’
- <b>c</b> in front of an e, i	<b>th</b> , pronounced like the ‘th’ in ‘thank you’
- <b>c</b> in front of an a, o, u	<b>k</b> , as a hard k sound
- <b>z</b>	<b>s</b> , at the front of your mouth
- <b>b</b> and <b>v</b>	<b>b</b> , pronounced with loose, relaxed lips
- <b>h</b>	is silent (hola = <b>ola</b> )
- <b>d</b>	<b>d</b> , is pronounced softly at the front of your mouth (not a ‘t’ sound)
- <b>ñ</b>	<b>ny</b> (España), pronounced like the ‘ny’ in ‘canyon’
- <b>a, o, i</b>	<b>a</b> like in ‘bat’, <b>o</b> like in ‘bottle’, <b>i</b> is like the ‘ee’ in ‘see’
- <b>u</b>	<b>oo</b> , pronounced like in ‘book’
- <b>e</b>	<b>e</b> , the single ‘e’ is pronounced like the ‘e’ in ‘chicken’



If you see an ‘e’ in the blue column, it’s pronounced like the ‘e’ in ‘chicken’. A double ‘ee’ is always pronounced like in ‘see’.



The ‘X’ sounds like you’re clearing your throat. And you have to roll the tip of your tongue to make the ‘r’ and ‘rr’ (R) sounds. So get practising!

The stress is on the **bold** letters in a word.

**RRRRRRRRRRRRRRRR**

# Índice

	<i>pagina</i>
1 Juan y Rosa	9
2 ¿De dónde eres?	15
3 ¿Adónde vas?	19
4 La familia de Juan.	23
5 Los deportes y juegos y más..	27
6 La casa de Juan.	31
7 Preguntar el camino.	35
8 En la tienda.	39
9 A la playa.	43
10 Fiesta en el camping.	47
<b>Making verbs</b>	<b>51</b>
<b>Word lists</b>	<b>68</b>

**eendeethe\***

**Xwan ee Rosa**

**de\* donde e-Res**

**adonde bas**

**la fameelya de Xwan**

**los de-poRtes ee Xwe-gos ee mas..**

**la kasa de Xwan**

**pRe-goontaR el kameeno**

**en la tyenda**

**a la playa**

**fyesta en el kampeeng**

\*Say the last 'e' in this column like the letter 'e' in 'chicken'...



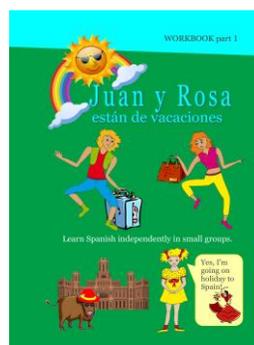
...and let's roll the letter 'R'!



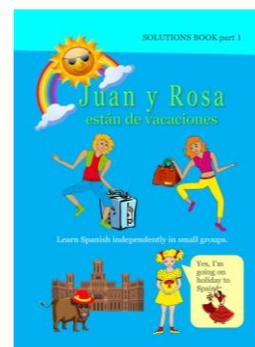
**Don Toro:** I'll help you throughout the books.



Textbook



Workbook



Solutions book

... and don't forget the stress and intonation

**Stress and intonation rules:**

In Spanish, the stress is on the last but one syllable.

**Rosa**

If a word ends with a consonant, the stress is on the last syllable.

**salir**

Except if the word ends with an s or n, in which case the stress is then on the last but one syllable.

**eres**

If the stress in the word differs from these rules, the stressed syllable is marked by an accent.

**índice**

Questioning words always have an accent and extra stress.

**¿Dónde?**

# 1

Capítulo uno  
(Chapter 1)

## Juan y Rosa

(Juan en Rosa)

What will we learn in this chapter?



**Learning goals:**

- pronunciation
- greetings
- the verb “to be”



Juan está aquí.



Rosa está allí

¿Cómo estás?

Hola, ¿qué tal?

¡Buenos días!

Regular.

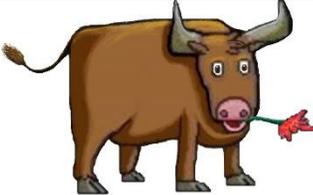
Estoy bien.

¡Adiós!



Ana es una amiga.

Felipe es un amigo.



The first chapter is the only one to have two parts.

Learn the list of words first, then read the text in chapter 1a.

*Tip:* First try to read the Spanish in the first column. If necessary, sneak a look at the pronunciation in the third column. The strange Spanish sounds are explained below. Now listen to the number on your audio medium.



Watch out: in the third column, the stress is on the **bold** letters.

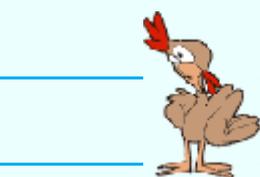


no. 1

# 1a El primer encuentro.

(The first meeting)

Chapter 1a	Translation	Pronunciation
índice	contents	<b>e</b> endeethe* (the 'e' like the 'e' in chicken)
¡Hola!	Hello!	<b>o</b> la
¡Buenos días!	Good day, good morning!	<b>b</b> wenos <b>d</b> eeyas
¡Buenas tardes!	Good afternoon!	<b>b</b> wenas <b>ta</b> Rdes
¡Buenas noches!	Good evening, goodnight!	<b>b</b> wenas <b>n</b> oches
¡Adiós!	Bye!	adyos
¡Hasta pronto!	See you soon!	asta <b>p</b> Ronto
¡Hasta luego!	See you later!	asta <b>l</b> wego
¿Qué tal?	How are you?	<b>k</b> e tal
¿Cómo estás?	How are you?	<b>k</b> omo estas
Soy Juan.	I am Juan.	<b>s</b> oy <b>X</b> wan
¿Y eres?	And who are you?	<b>e</b> e eRes
Estoy bien.	I'm fine.	<b>e</b> stoy <b>by</b> en.
¿y tú?	And you?	<b>e</b> e <b>t</b> oo
¡Formidable!	Great!	fo <b>R</b> meed <b>a</b> ble*
¡Fenomenal!	Great!	fenomenal
Somos amigos.	We are friends.	somos ameegos
¡Sí, claro!	Yes, of course!	see, <b>k</b> laRo

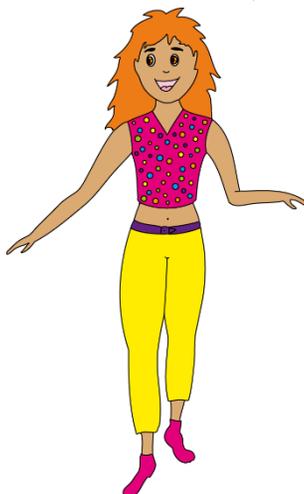
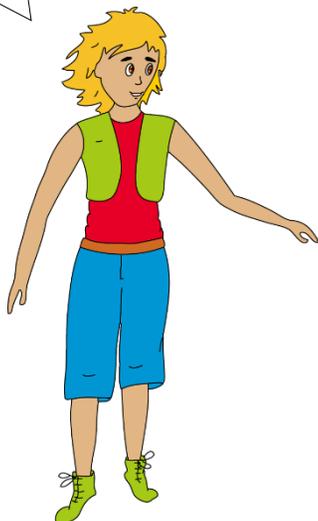


\*Say the single 'e' in this column like the letter 'e' in 'chicken'.



¡Hola! Soy Juan. ¿Y tú, cómo te llamas?

¡Buenos días! Soy Rosa.



no. 2

Hello, I am Juan. And you, what's your name?

Good day, I am Rosa.

**Juan:** ¡Hola! Rosa. ¡Buenos días!

**Rosa:** ¡Buenos días! Juan. ¿Cómo estás?

**Juan:** Estoy bien. ¿Y tú?

**Rosa:** ¡Formidable!

**Juan:** ¿Somos amigos?

**Rosa:** ¡Sí, claro!

Hello Rosa, good morning.

Good morning Juan, how are you?

I'm fine, and you?

Great!

Are we friends?

Yes, of course.



Now learn the list of words in chapter 1b!

**Watch out:**

soy = I am

for example: I am Anne

= Soy Ana.

estoy = I am

for example: I am at home

= Estoy en casa.

and also: I'm fine

= Estoy bien.

# 1b En el camping en España.



no. 3

(On the campsite in Spain)

Chapter 1b	Translation	Pronunciation
<b>Los niños son amigos.</b>	<b>The children are friends.</b>	<b>los neenyos son ameegos</b>
<b>Están en el camping.</b>	<b>They are on the campsite.</b>	<b>estan en el kampeeng</b>
<b>en España</b>	<b>in Spain</b>	<b>in espanya</b>
<b>¡Mira allí!</b>	<b>Look over there!</b>	<b>meeRa ayee</b>
<b>¿Dónde está.....?*</b>	<b>Where is.....?</b>	<b>donde esta</b>
<b>¡Estoy aquí!</b>	<b>I'm here!</b>	<b>estoy akee</b>
<b>¡Qué bicicleta!*</b>	<b>What a bike!/Wow!</b>	<b>ke beetheekleta</b>
<b>¿Cómo te llamas?</b>	<b>What's your name?</b>	<b>komo te yamas</b>
<b>me llamo</b>	<b>my name is</b>	<b>me yamo</b>
<b>mi amigo / el amigo</b>	<b>my friend / the friend (boy)</b>	<b>mee ameego / el ameego</b>
<b>de</b>	<b>of</b>	<b>de</b>
<b>se llama</b>	<b>his name is</b>	<b>se yama</b>
<b>mi amiga / la amiga</b>	<b>my friend / the friend (girl)</b>	<b>mee ameeega / la ameeega</b>
<b>pues, regular</b>	<b>not bad</b>	<b>pwes, RegoolaR</b>
<b>no</b>	<b>not, no</b>	<b>no</b>
<b>¿Son ésos tus amigos?</b>	<b>Are they your friends?</b>	<b>son esos toos ameegos</b>
<b>más</b>	<b>more</b>	<b>mas</b>

Don't forget the pronunciation of the single 'e' like the 'e' in chicken.

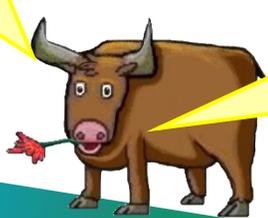


**Me llamo Rosa.** = My name is Rosa.  
**¿Cómo te llamas?** = What's your name?  
**Se llama Felipe.** = His name is Felipe.

In Spanish you use the word **¡qué!** to show that you think something is good, pretty or great, or the opposite:

¡Qué bicicleta! = what a (nice) bike!  
 ¡Qué bueno! = that's good!  
 ¡Qué bien! = that's nice!  
 ¡Qué toro! = what a great bull!  
 ¡Qué va! = oh no! / surely not!  
 ¡Qué vida! = what a life!

Watch out: there are two green boxes here to learn!



\*In Spanish, a mark at the start of the sentence shows if it should be read as a question or an exclamation.

Los niños son amigos.  
Están en un camping en España.



The children are friends.  
They are on a campsite in Spain.



no. 4



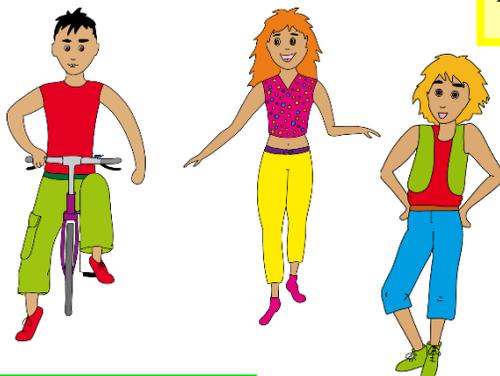
**Juan :** ¡Mira, allí está mi amigo!  
Se llama Felipe.

**Rosa :** ¡Qué bicicleta!

**Juan :** ¡Hola, Felipe!

**Felipe:** ¡Hola Juan, qué tal! ¿Cómo te llamas?

**Rosa:** Me llamo Rosa.  
Pero, ¿dónde está mi amiga?



Felipe es **el** amigo de Juan.

Look, there's my friend! His name  
is Felipe.

What a (nice) bike!

Hi, Felipe!

Hi Juan, how are you! What's your  
name?

My name's Rosa.  
But where's my friend?



Ana es **la** amiga de Rosa.

**Anne:** ¡Hola Rosa, estoy aquí!

**Rosa:** ¡Hola Ana! ¿Cómo estás?

**Anne:** Pues, regular.  
¿Son éstos tus amigos?

**Rosa:** Sí, son Juan y Felipe



Just one more page to go  
and then you can do the  
exercises in the workbook.

Hello Rosa, I'm here!

Hello Anne! How are you?

Not bad.  
Are these your friends?

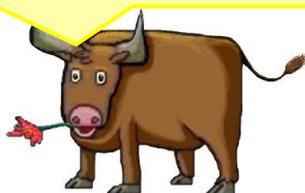
Yes, this is Juan and Felipe.

## The Spanish verbs from chapters 1a and 1b.

Every sentence contains a **verb form**. That is a form of a verb that relates to the subject.

Verb: <b>estar</b> = to be			
Subject	Verb form		
Yo	<b>estoy</b>	aquí.	I am here.
Tú	<b>estás</b>	allí.	You are there.
Él/ella/usted	<b>está</b>	en casa.	He/she/you (polite) is/are at home.
Nosotros/nosotras	<b>estamos</b>	aquí.	We are here.
Vosotros/vosotras	<b>estáis</b>	allí.	You (plural) are there.
Ellos/ellas/ustedes	<b>están</b>	en el camping.	They (male/female/polite) are on the campsite.

In Spanish the words **yo, tú, él/ella/usted, nosotros, vosotros and ellos/ellas/ustedes** are hardly ever used because the verb form makes it clear who it refers to.



In Spanish there are two verbs that mean **to be**:

estar and ser.

**1. Estoy = I am**

for a short time (also: I am located), i.e. it can change.

**2. Soy = I am**

lasting, a characteristic, it will not change (soon).

Verb: <b>ser</b> = to be			
(Subject)	Verb form		
(Yo)	<b>Soy</b>	Juan.	I am Juan.
(Tú)	<b>¿Eres</b>	Rosa?	You are Rosa.
(Él/ella/usted)	<b>Es</b>	mi amigo.	He is my friend.
(Nosotros/nosotras)	<b>Somos</b>	amigos.	We are friends.
(Vosotros/vosotras)	<b>Sois</b>	chicos.	You are boys.
(Ellos/ellas/ustedes)	<b>Son</b>	chicas.	They are girls.

Verb: <b>llamarse</b> = to be called		
(Subject)	Verb form	
(Yo)	<b>Me llamo</b> Rosa.	My name is Rosa.
(Tú)	<b>¿Cómo (tú) te llamas?</b>	What's your name?
(Él/ella/usted)	<b>Se llama</b> Felipe.	His name is Felipe.

llamar = to call  
 llamar + se = to call oneself  
 llamarse = to be called



Re-read the **learning goals** on page 9 and then go back to chapter 1 of the workbook.

