

# Juan y Rosa están de vacaciones

Textbook / Workbook part 1a

*specially developed as an introduction*

## **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.

First edition, first print run 2020

**Cinospaans**

## 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).



*... 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

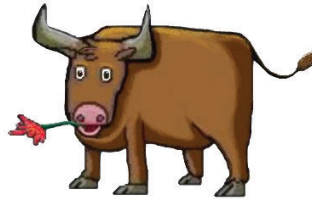
## Capítulo uno

(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?

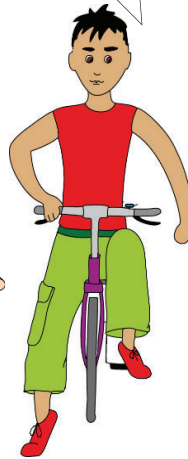
Hola, ¿qué tal?

¡Buenos días!

Regular.

Estoy bien.

¡Adiós!



Ana es una amiga.

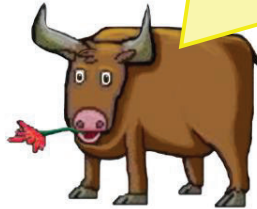
Felipe es un amigo.



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.

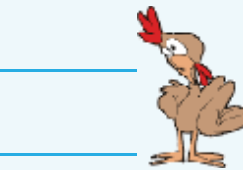


no. 1

# 1a El primer encuentro.

(The first meeting)

Chapter 1a	Translation	Pronunciation
<b>índice</b>	<b>contents</b>	<b>eendeethe*</b> (the 'e' like the 'e' in chicken)
<b>¡Hola!</b>	<b>Hello!</b>	<b>ola</b>
<b>¡Buenos días!</b>	<b>Good day, good morning!</b>	<b>bwenos deeyas</b>
<b>¡Buenas tardes!</b>	<b>Good afternoon!</b>	<b>bwenas taRdes</b>
<b>¡Buenas noches!</b>	<b>Good evening, goodnight!</b>	<b>bwenas noches</b>
<b>¡Adiós!</b>	<b>Bye!</b>	<b>adyos</b>
<b>¡Hasta pronto!</b>	<b>See you soon!</b>	<b>asta pRonto</b>
<b>¡Hasta luego!</b>	<b>See you later!</b>	<b>asta lwego</b>
<b>¿Qué tal?</b>	<b>How are you?</b>	<b>ke tal</b>
<b>¿Cómo estás?</b>	<b>How are you?</b>	<b>komo estas</b>
<b>Soy Juan.</b>	<b>I am Juan.</b>	<b>soy Xwan</b>
<b>¿Y eres?</b>	<b>And who are you?</b>	<b>ee eRes</b>
<b>Estoy bien.</b>	<b>I'm fine.</b>	<b>estoy byen.</b>
<b>¿y tú?</b>	<b>And you?</b>	<b>ee too</b>
<b>¡Formidable!</b>	<b>Great!</b>	<b>foRmeedable*</b>
<b>¡Fenomenal!</b>	<b>Great!</b>	<b>fenomenal</b>
<b>Somos amigos.</b>	<b>We are friends.</b>	<b>somos ameegos</b>
<b>¡Sí, claro!</b>	<b>Yes, of course!</b>	<b>see, klaRo</b>

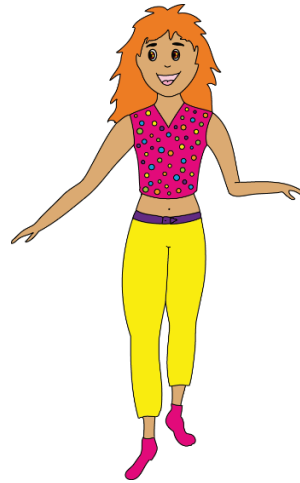
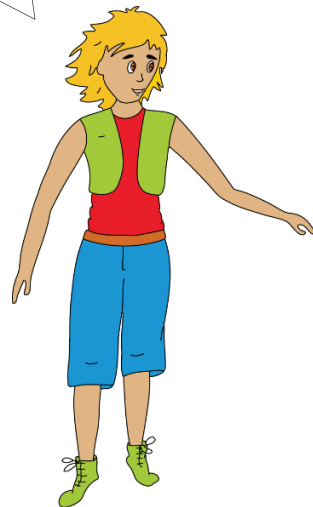


\*Say the single 'e' in this column like the letter 'e' in 'chicken'.



¡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.

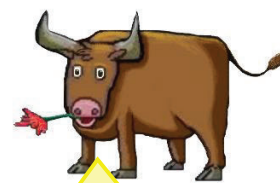
Good morning Juan, how are you?

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.

## Practice with the games from Chapter 1a.

You and your classmate(s) will now practice the new Spanish words by playing the domino game, word list game and the sobre-mí game from Chapter 1a. When you have practiced enough, you should read the green blocks carefully on the following pages.

1. Start with the PDF 'domino.1a' and play the domino game from Chapter 1a.



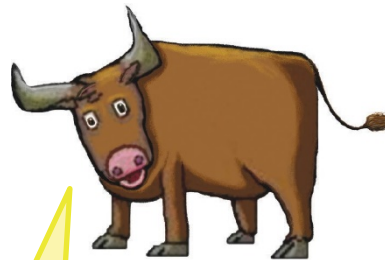
2. Then play the word list game using PDF 'words.1a'

índice	contents
¡Hola!	Hello!
¡Buenos días!	Good day, good morning!
¡Buenas tardes!	Good afternoon!

3. Lastly, play the sobre-mí game.1a using the PDF 'sobre-mí.1a'

Soy ... (your own name)	Me llamo... (your own name)
¿Y tú? ¿Quién eres tú? 1a	¿Y tú? ¿Cómo te llamas? 1a

Ready for more? If you have an account on WRTS you can practice even more at <https://leren.wrts.nl/#/lists/number.....>



We are now going to learn the green blocks, which means reading the words and then trying to repeat them without looking.



## 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.

# Capítulo uno-a Juan y Rosa

(Chapter 1a)

(Juan & Rosa)

Nombre: .....

Apellido: .....



## Las tareas – the exercises

- JyR – reading Chapter 1
  - JyR – tarea 1.1, a conversation
  - JyR – tareas 1.2, 1.3 and 1.4, about the text
  
  - QTA – tarea 1.5, rap song
  - QTA – tarea 1.6, arrange in order
- [Translate rap song – tarea 1.8]

**PRUEBA del CAPÍTULO UNO**

### “EXTRA”

- JyR – tarea 1.9
- JyR – tarea 1.10

### “MÁS”

- write an encounter yourself and act it out - tarea 1.11
- make your own rap song (change the names) – tarea 1.12

from:

Juan y Rosa,  
Eso sí  
and  
¿Qué tal?



Tick the box when you have done the exercise.

The first 6 exercises are followed by a test. Complete the test before moving on.

SCORE: \_ \_ \_ \_

JyR = Juan y Rosa  
QTA = ¿Qué tal?  
actividades

1. Complete the exercises, **Las Tareas**.
  2. Do the test, **La Prueba**, on page 13.
- Is your mark good enough?
3. **Yes:** on to **Tareas “MÁS”** or **Chapter 2**.
  4. **No :** do the **Tareas “EXTRA”**.



### Learning goals:

- pronunciation
- greetings
- the verbs: “to be”



1.1 Tarea una Pregunta y contesta (Question and answer)



Hold a conversation in pairs.

How to ask a question:



And how to reply:



**MÁS:**  
¡Buenos días!  
¡Buenas tardes!  
¡Buenas noches!

¡Hola! Soy Mónica.  
¿Cómo te llamas?



¡Buenos días! Me llamo José.

¡Adiós!  
¡Hasta luego!  
¡Hasta pronto!





1.5 Tarea cinco

Título de la canción: ¿Cómo te llamas?  
De la revista: ¿Qué tal?, número uno, 2003/2004

Listen to the song 3 times and write down all the words that you recognise.

Listen once to get used to the sound.  
Don't start writing until afterwards.



Palabras de la canción. (Words from the song.)

.....  
.....  
.....

la segunda vez

.....

(the second time)

.....

.....

.....

Más palabras de otros alumnos. (More words from other pupils.)

.....  
.....  
.....

Palabras y frases de la canción. (Words and sentences from the song.)

.....

escucha otra vez

.....

la canción

(Listen to the song  
one more time.)

.....

.....

1.6 Tarea seis



no. 3

Título de la canción: ¿Cómo te llamas?  
De la revista: ¿Qué tal?, número uno, 2003/2004

Escucha la canción y escribe el orden (1-11) de las frases que oyes.  
(Listen to the song and then write down the sentences you hear, in order from 1 to 11.)

- |                     |   |
|---------------------|---|
| a. ¡Buenos días!    | . |
| b. ¡Hasta pronto!   | . |
| c. Muy bien.        | . |
| d. ¡Buenas tardes!  | . |
| e. Me llamo Inés.   | 1 |
| f. ¿Qué tal?        | . |
| g. Soy Elías.       | . |
| h. ¡Hasta luego!    | . |
| i. ¿Dónde vives?    | . |
| j. Vivo en Londres. | . |
| k. ¿Y tú?           | . |

Listen to the song as often as you need so that all the sentences are in the right order. How often did you have to listen to the song?: ... times.



Prueba del capítulo uno



Nombre del alumno: .....

Fecha: .....

A. Completa.

1. Me llamo .....
2. Mi amigo/amiga (is called) ... ..
3. (I am) ..... en el camping.
4. Rosa no es mi (girlfriend) .....
5. (I am fine) ..... ..

B. Subraya la sílaba de acento.

(Underline the syllable with stress.)

bi ci cle ta – bue nos – re gu lar – ho la – so mos – a quí – a mi go – es tá

C. Contesta.

1. ¿Cómo te llamas?.....
2. ¿Qué tal?.....
3. ¿Cómo está Rosa?.....
4. Estoy bien, ¿y tú?.....
5. ¿Dónde está el camping de los niños? .....

D. Haz 5 frases con las palabras siguientes.

(Use the following words to make 5 sentences.)

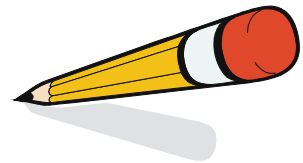


amigo – bicicleta – Felipe – qué – es – aquí – el – un – la  
amiga – una – Juan – está – allí – de

1. ....
2. ....
3. ....
4. ....
5. ....

Use each word as often as you like.

TAREAS "EXTRA"



1.9 Tarea nueve

A. Subraya la sílaba de acento (Underline the syllable with stress.)

chi co – a mi gas – fe no me nal – es toy – e res - for mi da ble – es tás – dí as

B. Contesta

(Answer the following questions.)

- 1. ¿Cómo se llama tu amigo/amiga? .....
- 2. Hola, ¿Qué tal? .....
- 3. ¿Es Felipe un chico? .....
- 4. ¿Cómo se llama la amiga de Rosa? .....
- 5. Hola, soy Rosa, ¿y tú, cómo te llamas? .....

1.10 Tarea diez

For 1.9 B you have to think up an answer for yourself.



A. Completa (Complete the sentence)

- 1. Mi amigo (is called) . . . . . Felipe.
- 2. ¿Cómo (are you) . . . . . ?
- 3. (I am) . . . Juan.
- 4. (I feel) . . . . . bien.
- 5. Los chicos (are) . . . amigos.
- 6. ¿Dónde (is) . . . . mi amiga?

For 1.10 A translate the word in brackets.  
Each dot is a letter!  
For 1.10 B you can use the words as often as you like.

B. Haz preguntas (Form questions)

amiga – estás – tu – es – bicicleta – dónde – cómo – mi – eres – estás – te llamas - aquí

- 1. ....
- 2. ....
- 3. ....
- 4. ....
- 5. ....



TAREAS “MÁS”



1.11 Tarea once

Work in pairs to write an encounter between the two of you. It must be at least six sentences long. You are meeting for the first time; you don't know each other's names and you want to be friends.

A large rectangular box with a blue border, containing ten horizontal dotted lines for writing.

Act it out!



1.12 Tarea doce

Change the rap song from tarea 1.8.

Fill in different names of people and places but make sure everything still rhymes. You can also use made-up names!

A large rectangular area with a blue border, containing 20 horizontal dotted lines for writing.

Perform your rap!