

# Juan y Rosa están de vacaciones

WORKBOOK 1

## Las tareas, tomo 1

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The logo for Cinospaans features the word in a playful, rounded font. The letters are colored: 'C' is red, 'i' is orange, 'n' is yellow, 'o' is green, 's' is blue, 'p' is purple, 'a' is dark blue, 'a' is dark blue, and 'n' is purple.

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## Preface

This **workbook**, *Las Tareas*, of *Juan y Rosa están de vacaciones (tomo 1)*, accompanies the textbook, *Libro de Texto*, of *Juan y Rosa están de vacaciones (tomo 1)*. At the end of each chapter from the textbook you complete the exercises in the same chapter in the workbook. Doing this will help you to achieve the learning goals described for each chapter in the textbook.

- First of all, you complete the **exercises** which appear before the test. You can do them in any order you wish. Check your answers using the solutions contained in the book of solutions. Work with other pupils to do the conversational exercises together. Once you've ticked off all - or at least some of - the exercises in the white section and you think you are ready, you can do the test.
- Put all your knowledge, effort and concentration into doing the **test** so that you can see what you've learnt and what you still need to learn. Ask another pupil or your helper and/or teacher to *check the test*. **Correct** your mistakes and think how you should answer a similar question next time.
- If your score is satisfactory or **good** in the test, you can decide for **yourself** whether you want to do a few more **practice exercises** (tarefas "Extra") or if you are ready to challenge yourself with the "MÁS" exercises. If your score is **poor** in the test, you **don't have that choice**. In that case, you try to do better in the "EXTRA" exercises.
- The "MÁS" exercises are not essential to achieve the learning goals. You **may** do these if you wish; see them as the 'icing on the cake'. You can also skip them and move straight on to the next chapter in the textbook.
- When working in this book, please pay attention to the following:



Watch out for me first  
(and for my instructions)!

### Learning goals:

Repetition of the chapter's learning goals.



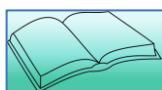
An exercise focused on **writing** Spanish correctly.



In this exercise you learn to **listen** to Spanish audio clips and/or songs. Search for the relevant number on your audio medium.



This image of two heads indicates that you will be practising **speaking** Spanish.



This image of a book shows that you will be practising **reading** Spanish text.



This image of a computer indicates that you will using the **internet** to help you.

## Explanation

### Tarea una: **Pregunta y contesta. (Question and answer.)**

For each chapter, the workbook includes an exercise which challenges you to discuss the associated text in the textbook. There are a number of examples of questions and answers. You are of course free to make up your own questions or to think up a different answer. You can use part of the sentences in the example to make new sentences of your own.

### Tarea dos: ...

This exercise always relates to the text in the relevant chapter in the textbook. To remind yourself of the text, you can listen to it again on your audio medium.

### Tarea ...: **Escucha la canción. (Listen to the song.)**

The exercises that involve you listening to a song normally ask you to do the following:

1. Palabras de la canción (la segunda vez):  
Write down the words you recognise the second time you listen to the song.
2. Más palabras (de otros alumnos):  
Compare your list of words with other pupils' lists and write down the words that they recognised.
3. Palabras y frases de la canción (escucha otra vez la canción):  
Write down the new words and sentences that you recognise when you listen to the song for a third time.

The songs by Elise Carr Sumner are sung in Latin American Spanish. The pronunciation is sometimes different from the Castilian Spanish we are learning. There is less lisp on the 's' and they pronounce the double 'll' differently. Furthermore, Latin American Spanish sometimes has different words for things than Castilian Spanish.

For example:

car = carro (Latin American) and coche (Castilian)

computer = computadora (Lat.Am.) and ordenador (Cast.)

A number of exercises have been designed based on text and songs in the magazine *¿Qué tal?*. *¿Qué tal?* is a monthly music magazine which could be worth subscribing to. *¿Qué tal?* is the magazine at level A1 Spanish; the two other Spanish subscriptions go up to level B2 of the Common European Framework of Reference for Languages. You can subscribe via Mary Glasgow Magazines: [es.maryglasgowplus.com/students](http://es.maryglasgowplus.com/students) (initial registration required).

The exercises on pages 6, 44 and 99 are wholly/partly based on exercises from *Eso sí 1* with the publisher's permission.

The exercises on pages 72, 74, 110 and 124 are wholly/partly based on exercises from *Los Trotamundos*, likewise with the publisher's permission.

If you come across Spanish words that you don't know, look them up in a dictionary or on [www.interglot.com](http://www.interglot.com).

In the case of open exercises, your creativity is more important than grammatical correctness.

# Índice

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**PAY ATTENTION TO:  
the learning goals in each chapter!**

**A green text box is a:  
LEARN CAREFULLY text box!**

**DON TORO:  
“I explain things for you”.**

Remember the **stress and intonation rules**.



Try to pay attention to any bits of Spanish language you come across every day, such as Spanish on food packaging, on the radio, TV, in films and soap operas, (sport) interviews, etc.



Watch your pronunciation!

## Stress and intonation rules:

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

*Rosa*

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

*salir*

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

*eres*

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

*índice*

Questioning words always have an accent and extra stress.

*¿Dónde?*

# Capítulo uno Juan y Rosa

(Chapter 1)

(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
- Eso sí – tarea 1.5, pronunciation
- QTA – tarea 1.6, rap song
- QTA – tarea 1.7, 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.

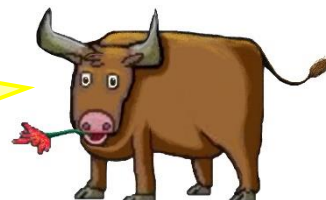
The first 8 exercises are followed by a test. Complete the test before moving on.



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)

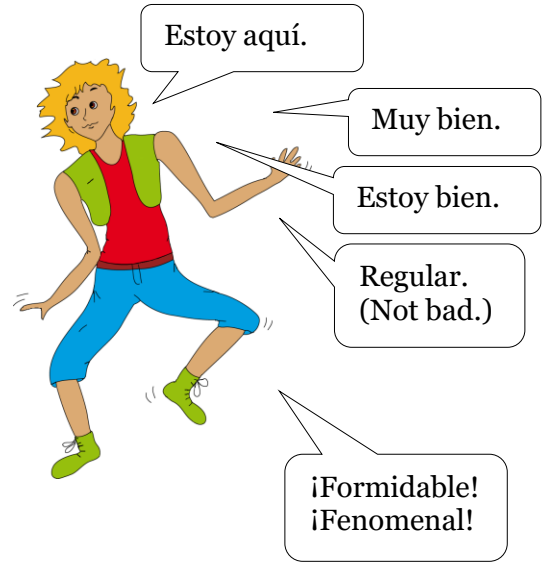


Hold a conversation in pairs.

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!

**me llamo = my name is**  
**te llamas = your name is**  
**se llama = his/her name**

**soy = I am**  
**eres = you are**  
**es = he/she is**  
**somos = we are**  
**sois = you are**  
**son = they are**

**estoy aquí = I am here**  
**estás allí = you are there**  
**está en casa = he/she is at home**  
**(also: está bien = he/she feels good)**  
**estamos aquí = we are here**  
**estáis allí = you (plural) are there**  
**están en el camping = they are on the campsite**



1.2 Tarea dos

Relaciona  
(Connect)



Look for a sentence in the 2<sup>nd</sup> column that goes with a sentence from the 1<sup>st</sup> column as shown.

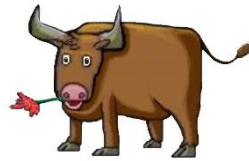
1. Estoy bien, ¿y tú?
2. ¿Cómo te llamas?
3. Hola, ¿qué tal?
4. ¿Dónde estás?
5. ¿Somos amigos?

- a. Estoy aquí.
- b. ¡Sí, claro!
- c. Hola, estoy bien, ¿y tú?
- d. Pues, regular.
- e. Me llamo Juan.



1.3 Tarea tres

Rellena  
(Fill in)



Only one of the 2 words is right. Fill it in as shown.

1. Hola, ..... Rosa.
2. Buenos días Rosa, ¿cómo .....?
3. .... bien, ¿y tú?
4. ¿Dónde .....?
5. .... aquí.
6. ¿Dónde ..... Juan?
7. Juan ..... allí.
8. Felipe .... mi amigo.
9. Los chicos ..... amigos.

- soy - estoy  
estoy - estás  
estoy - soy  
somos - estás  
soy - estoy  
estás - está  
es - está  
soy - es  
están - son

1. soy
2.
3.
4.
5.
6.
7.
8.
9.



1.4 Tarea cuatro Traduce  
(Translate)



Translate the sentences into Spanish as shown. Each dot is a letter.

1. His name is Juan.      S E L L A M A J U A N  
   . . . . . 2 . .
2. The children are on the  
campsite.      . . . . . 7 . . . . .
3. I am fine.      . . . . . 3 4 . . . . .
4. How are you?      ¿ . . . 1 . . . . . ?
5. Anne is my friend.      . . . 6 . . . . . 5 . . . . .

. U . . . . .  
1 2 3 4 5 6 7





1.5 Tarea cinco

Tema: Practising stress in pronunciation  
 Del libro: Eso sí, part 1  
 Editorial: Wolters-Noordhoff

A. Escucha el audio clip, número 1, y repite.

(Listen to the audio clip, number 1, and repeat.)

- |                 |                            |
|-----------------|----------------------------|
| Chile           | Canarias, Colombia, Cuba   |
| España          | Océano Pacífico            |
| Mallorca        | Galicia, Gomera, Guatemala |
| Perú            | Argentina, Gibraltar       |
| Andorra         | Barcelona, Valencia        |
| Honduras        | La Habana, Montevideo      |
| San José        | República Dominicana       |
| Quito           | Granada, Madrid            |
| La Paz,         | examen                     |
| Venezuela       | Extremadura                |
| Uruguay         | México                     |
| Castilla y León | kilo                       |
| Cuba            | whisky                     |



B. Escucha el audio clip, número 2.

(Listen to the audio clip, number 2.)

Underline the syllable/vowel which has the stress.

Ho lan da – Bru se las – Am be res – A ra gón

Por tu gal – Cá diz – Ma li nas – Bél gi ca

Gi bral tar – Car men – Bru jas – Ni me ga

Flan des – Me de llín – Ca ra cas

Each part of a word is called a 'syllable'. The word 'Holanda' has three parts (three syllables):

Ho - lan - da.

The stress is on the second part or syllable (**lan**).



1.6 Tarea seis

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.)

.....

.....

1.7 Tarea siete



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.



1.8 Tarea ocho



Traduce este texto.  
(Translate this text.)



Translate the Spanish sentences into English.

Un(o), dos, tres, .....  
 Me llamo Inés .....  
 ¿Y tú? ¿Y tú? .....  
 ¿Qué tal? .....  
 Tres, cuatro, cinco, .....  
 Me llamo José Pinto .....  
 ¿Qué tal? .....  
 Muy bien .....  
 ¿Y tú? .....



*Estribillo:* .....  
 ¡Buenos días! .....  
 Soy Elías. ....  
 ¡Hasta luego! .....  
 Juan Miguel. ....  
 ¡Buenas tardes! .....  
 Yo soy Lourdes. ....  
 ¡Hasta Pronto! .....  
 Luis Manuel. ....



Un(o) dos tres. ....  
 ¿Dónde vives? .....  
 ¿Madrid? .....  
 ¿Cádiz? .....  
 Vivo en Londres. ....  
 Tres cuatro cinco. ....  
 ¿Vives en San Francisco? .....  
 ¿En Bogotá? .....  
 ¿O Córdoba? .....  
 Vivo en Jalisco. ....



*Estribillo* .....

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.)

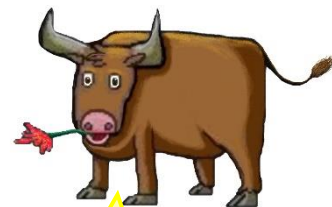
bi ci cle ta – bue nos – re gu lar – ho la – so mos – a quí – a mi go – es tá

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.)

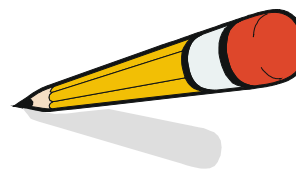


amigo – bicicleta – Felipe – qué – es – aquí – el – un – la  
amiga – una – Juan – está – allí – de

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.)

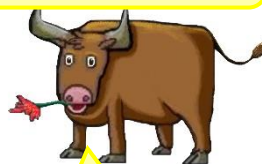
1. ¿Cómo se llama tu amigo/amiga? .....
2. Hola, ¿Qué tal? .....
3. ¿Es Felipe un chico? .....
4. ¿Cómo se llama la amiga de Rosa? .....
5. Hola, soy Rosa, ¿y tú, cómo te llamas? .....

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 box with a blue border, containing 18 horizontal dotted lines for writing.

Perform your rap!



