

# ¡HOLA MUNDO!



Each Student Edition comes with a license for the fascinating digital course *¡Hola, amigos!* Find out more on page 6.



WITH

## ¡HOLA, AMIGOS!

FLORIDA

The most engaging way to learn Spanish and all its cultural diversity



TURN TO A NEW  
PAGE IN SPANISH  
LANGUAGE TEXTBOOKS  
FOR K-5!

Developed by  
*Edinumen USA*, and  
approved by the  
*Instituto Cervantes*



Designed to meet and exceed the Florida Next Generation Sunshine State Standards and ACTFL World-Readiness Standards for Learning Languages.





## ¡Hola, mundo!, ¡Hola, amigos! Florida

### There's a new voice in Spanish language textbook publishing!

Edinumen is an exciting new alternative for Spanish language learning materials for grades K-5!

The new six-level Spanish course specifically designed for K-5 schools in the United States by **Editorial Edinumen USA** in collaboration with the **Instituto Cervantes**.

The *¡Hola, mundo!, ¡Hola, amigos! Florida* collection presents a new pedagogical approach that gives students the opportunity to learn Spanish in a dynamic, fun, motivating and effective way, focusing on communication and interaction at the heart of the learning process.



The course can be supplemented with the engaging digital material, *¡Hola, amigos!*

The approach combines classroom-based learning using the textbook, *¡Hola, mundo!*, with access to the enriching digital material, *¡Hola, amigos!*, that complements and expands the knowledge and skills acquired in the classroom.

Successfully tested  
in prestigious  
schools and  
institutions around  
the world.



Supplemental digital materials  
for levels 2, 3, 4, 5 and 6.

## Components



Student eBook



Teacher eBook



Online  
Resources



## Features of *¡Hola, mundo!, ¡Hola, amigos!* Florida

- ✓ It applies active learning methodologies with varied activities that stimulate the children's interest and develop all their skills.
- ✓ It promotes education in values, embracing the richness of the cultural diversity of the Spanish-speaking world and enhancing intercultural awareness.
- ✓ It presents grammar and vocabulary in context using communicative activities.
- ✓ The contents are aligned with the children's age and cognitive, social, and emotional development.
- ✓ With the supplementary materials in *¡Hola, amigos!*, children develop their linguistic and digital competence as well as ability to work independently.

## A comprehensive Spanish course that motivates students and keeps classes dynamic

Because, after more than 30 years exclusively specializing in teaching Spanish, we know that the best way for children to learn a language is through play and interaction. With this in mind, we have developed a program based on the **motivation** that connects children, facilitates their learning and socialization, and gives them the opportunity to put the language into practice right from the start.



## Students become the leaders in their own learning process

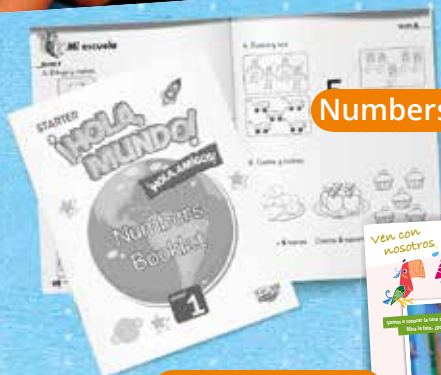


**HAVE FUN WHILE LEARNING WITH  
¡HOLA, MUNDO!, ¡HOLA, AMIGOS!  
FLORIDA**

Reading Kit



Numbers Booklet



Culture Section



Flash Cards



Classroom Materials Value Pack



An extensive selection of materials that equip  
teachers with everything they need to teach and  
students with everything they need to communicate  
fluently in different Spanish-speaking contexts.

# Components for students

Everything required for effective learning

## Student Edition

The units of the Student Edition are divided into two-page working sessions that finish with a comic that reviews the contents covered in the form of an entertaining story.



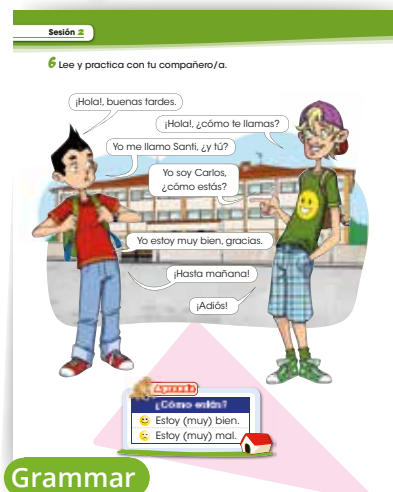
### Songs and vocabulary

Lively presentation of content through **song**. **Vocabulary** always linked to a visual stimulus to encourage meaningful learning.



### Phonetics

Presentation of the most common **phonetic elements** of Spanish with corresponding written forms, always in an enjoyable context.



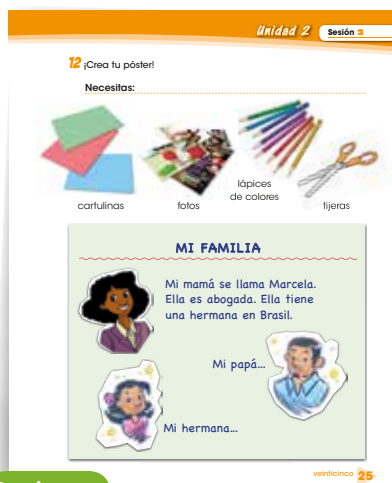
### Grammar

The **grammar** is presented simply and always in context.



### Games and fun activities

The game element is a constant feature. Learning is achieved through **fun activities and games** that motivate the students.



### Projects

In this final activity all the content learned so far is revised through different **tasks and projects**.



### Comics

A **cartoon story** (comic) consolidates all the lexical and grammatical content learned so far, through reading and listening. The language reflects basic communicative functions, includes intercultural content, and promotes values.





Each unit includes a **cultural section** that raises students' intercultural awareness, focusing on the cultural richness and diversity of the Spanish-speaking world, all through varied and stimulating activities.


The Student Edition is available in digital eBook format, including the audio files and songs from the printed version.

Access to the ELEteca online platform with extra resources for students: audio files and songs, a self-assessment test for each unit, and the interactive course, *¡Hola, amigos!*



The Activity Booklet covers all the sessions of each unit of the Student Edition.



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- ✔ The activities are **fun** and include dynamic activities such as coloring, cutting out, applying stickers, matching, etc.
  - ✔ The last activity in each session is a **task** in which the students have to **express personal and/or cultural aspects in Spanish** related to the topic of the unit.
  - ✔ The Activity Booklet includes a full-color double-page spread of stickers for the first levels, and a game of **dominoes** to practice vocabulary for the higher levels.



Short, motivating stories developed in conjunction with the contents of the units of the Student Edition, with suggestions for incorporating them into the lesson.



# Interactive Online Course *¡Hola, amigos!*

Levels  
2, 3, 4, 5  
and 6.

A rewarding digital resource that complements *¡Hola, mundo!*

*¡Hola, amigos!* is organized into teaching units structured into different sessions focusing on all skills, including pronunciation.

Successfully tested in public schools  
in Canada and Australia

- ✓ More than 500 interactive activities.
- ✓ 26 different engaging types of interactivity.
- ✓ More than 1 hour of video-blog content with "El español es súper".
- ✓ More than 2 hours of animated and subtitled videos.



## Motivating activities

A motivating and varied multimedia resource with a wide variety of interactive activities: songs, matching, comics, etc.



## Vocabulary and grammar

Presentation and practice of the vocabulary and content covered in each unit.



A fantastic interactive resource

...to complement classes using a digital whiteboard;

...with fun material for self-guided study outside the classroom



#### Videos

The units are based around animated movies with storylines and characters that really appeal to the students.

Material developed by the Instituto Cervantes in collaboration with the Alberta Ministry of Education (Canada), internationally acclaimed institutions in the field of Spanish teaching and digital learning.



#### Culture

Section focusing on different cultural topics and raising intercultural awareness.



#### El español es súper

Short videos in which a blogger reviews the content covered in each unit.



### Features

- ✓ An extensive collection of multimedia material that enables children to learn in class in a fun and motivating way, and continue learning at home.
- ✓ Online practice promotes digital competence and autonomy, with learning that more closely reflects students' reality.
- ✓ Activities cater to different learning styles and paces, with activities with graded levels of difficulty and feedback designed for students and their learning.
- ✓ Parents are able to get involved in their children's learning.



### Extend the classroom with ¡Hola, amigos!

Students will develop the capacity to use digital tools and enjoy the benefits of this fabulous digitized material, as well as all the other course resources.



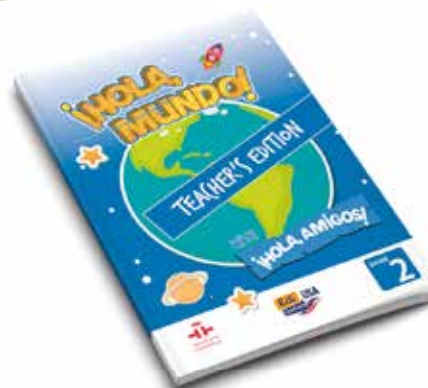
# Components for teachers

An excellent guide for the teacher

## Teacher's Edition

The Teacher's Edition provides guidelines for using the instructional materials, which go hand in hand with the sequence of lessons and activities in the Student Edition.

The Teacher's Edition includes a reduced version of the double-page spreads of the Student Book as a guide, making it easy to consult.



### Each unit contains:

- ✓ Methodological introduction and listing of content covered in each unit.
- ✓ Suggestions for implementing and adapting the activities.
- ✓ Consolidation and expansion activities for each session of each unit.
- ✓ Cross-references to the projectable and/or printable material in ELEteca.
- ✓ Cross-references to the supplementary material in the Teacher's Classroom Materials Value Pack.
- ✓ Suggestions for presenting the comic in each unit.
- ✓ Answer key for the Activity Booklet.
- ✓ Transcriptions of the audio files and answers for the activities.
- ✓ Assessment Test for each unit.
- ✓ Bank of Games.



### Program Goals

The teaching material presented in the *¡Hola, mundo!, ¡Hola, amigos! Florida* program is based on our beliefs about how teaching should be oriented in elementary education for children to achieve their potential and reach the highest level of success.

Firstly, we believe children should take an active role in their own learning and development. Children are unique individuals, each with his or her own personal characteristics, interests, talents, limitations and learning styles, and are all influenced by their geographic and sociocultural context.

Taking this into consideration, our program is set up so that these unique learners become part of a group which develops its own characteristics, regardless of the differences of its members. This process of forming a group will occur naturally as the program guides children in working together and communicating with one another. Within the organizational framework provided by the school, our goal is for the classroom to become a vehicle for the transmission of culture and language.

Of course, any instructional course must be set in a curriculum, which we view as a collection of content objectives, methodological orientation, and assessment criteria which inform the practice of teaching at a particular level. We believe you will find the *¡Hola, mundo!, ¡Hola, amigos! Florida* curriculum to be dynamic, open and flexible, scientifically based, coherent and realistic, contextualized, comprehensive and in harmony with the diversity of learners.





# Teachers have access to all the material required to get the very most out of the course

In each session, the objectives, vocabulary, grammar and competencies worked on are specified.

Teachers have all the guidelines and instructions needed to present the activities in class.

**Lesson 1**

**4. LISTEN AND REPEAT**

Ask the children to look at the picture and say what they think is happening, using L1. Invite them to look at the items in bold and to say the words with the *r/r* sound, for example: *huevo, barra, rita, rita, Rolo, Rolo, Rolo*.

Play the recording and ask the children to read and listen attentively, and then point to the *r/r* in the words in the text.

Play the recording again, pausing at the end of each line for the children to repeat.

Ask the children to work in pairs saying the words containing the *r/r* sound.

Un burro al barro capó. / A burro y a Rebecca a rita se dio. / Ramón Rodríguez a la rita rito.

**REINFORCEMENT**

Write *Me gusta/no me gusta* on the board. Ask the children to copy the expressions. Show them one of the food flashcards and have them write the sentence: *Me gusta/no me gusta*. Repeat with the rest of the flashcards.

Say a food word e.g. *manzana*. The children mime eating it and apply. Repeat the activity with other food items.

Encourage the children to draw different food items in their notebooks and write the words underneath. Have them write the *r/r* in the words in different colors, where applicable.

**EXTENSION**

Write food words with the *r/r* in the wrong order on the board. Ask the children to order the letters and make the word then write it in their notebooks.

Divide the class into groups. Give each group cards, envelopes, glue, markers and some magazines or brochures containing food pictures. Explain that they are going to make a poster entitled *Me gusta/No me gusta*.

**COMPETENCES**

*Social and civic competence:* Use the fruit illustration as a springboard for a discussion about healthy eating. Encourage a positive approach to food. Explain that buying in fruit as a snack is an excellent option.

*Autonomy and personal initiative:* As the children transfer knowledge from one language to another and make deductions, they enhance their autonomous skill and their self-esteem.

*Learning to learn:* Through more open activities, the children become aware of what they know and what they don't know. The acquisition of awareness of their own capabilities will gradually increase their confidence when facing new learning goals.

*Competence in linguistic communication:* The use of the target language (both in oral and written skills) encourages the development of the competence of linguistic communication right from the beginning of learning.

*Mathematical competence:* Use the picture of the supermarket to explain the importance of math. We need math skills to interpret the information that surrounds us (prices, quantities...) and solving day-to-day problems.

**UNIT 4**

**Lesson 1**

**1. Escucha y canta**

**OBJECTIVES**

- To present and practice vocabulary relating to food.
- To express likes and dislikes.
- To learn and practice the letters *r/r* and learn words which contain them.

**LANGUAGE**

Vocabulary: *pollo, queso, pescado, papas, huevos, arroz, manzanas, jugo, naranjas, plátanos, helado, pan.*  
Grammar: *Me gusta/no me gusta; No me gusta/no me gusta.*

**COMPETENCES**

- Autonomy and personal initiative, social and civic competence, learning to learn, competence in linguistic communication, mathematical competence.

**PRESENTATION**

Cover the class *¡Hola, buenos días!* Elicit responses: *¡Hola, buenos días!*

Display the flashcards so all the children can see them.

Explain that this is a new unit using L1. Show a flashcard e.g. *helado*. Ask the children to guess the topic of the unit. Elicit the correct answer (food) and ask them which words they think they will learn. Write the word on the board. Ask if they know any food words in Spanish.

Tell the children they are going to listen to a song and ask them to identify any food words.

**1. LISTEN AND SING**

Use frame 10 and play the recording. The children have their books closed. The aim is for them to become familiar with the rhythm of the song.

Encourage the children to hold out their hands to their friends while they sing to promote harmony in the class. Point to the different food items in the song.

Play the recording again. This time the children read and sing simultaneously. Sing along with the children in order to give them confidence.

Sing the song, two lines at a time pointing to the different food items and ask the children to repeat the words after you, while you point.

Finally, play the song again and encourage the children to sing the entire song.

**5. Escucha y aprende**

**OBJECTIVES**

- To learn to ask permission and respond correctly.
- To learn to use the plural of nouns and verbs.
- To practice food vocabulary in short texts.
- To review the impersonal form *hay* with food vocabulary.
- To review the structure *me gusta/no me gusta* from Lesson 1.
- To review the numbers 1 to 10.

**LANGUAGE**

Vocabulary: *comer, tomar; Pasa, podemos, ¿puedo?, ¿puedes?, ¿pueden?; ¿Puedo comer...?; ¿Pueden...?; Sí, claro, vale.*  
Grammar: *singular/plural; ¿Puedo comer...?; ¿Pueden...?; Sí, claro, vale.*

**COMPETENCES**

- Autonomy and personal initiative, learning to learn.

**PRESENTATION**

Use frame 11.

With books closed, ask the children to remember the names of different food items that are found in a shop. Ask the children what they think is happening in the picture and what they think the conversation between Julia and her mother is about.

Play the recording and invite the children to listen carefully to the dialog. Divide the class in groups of three and tell them to read the dialog with each taking a different part.

Play the recording again and repeat in class.

During the activity focus attention on the *¿Puedo...? ¿Pueden...?* when necessary.

► *Hay naranjas.*  
► *Mamá, ¿puedo comer una naranja?*  
► *Vale.*  
► *¡Puedes tomar una manzana en el frigorífico!*  
► *Sí, claro. Hay manzanas en el frigorífico.*  
► *¡Gracias, mamá!*  
► *¡Puedes tomar una manzana en el frigorífico!*  
► *Gracias.*

**6. LISTEN AND POINT**

Play the recording and slowly take out the flashcards as the children listen to the words. Display the flashcards on the board.

Play the recording again and invite the children to repeat the words with you and point to the corresponding food picture in their books.

Distribute the vocabulary cards around the room. Play the recording again and have the children point to the flashcard with the corresponding picture and word.

KEY: Singular: *pan, queso, pollo, pescado, arroz, huevos, fresas, naranjas, manzanas, papas, jugo, pan, papas, pan.*

**COMPETENCES**

- Autonomy and personal initiative. While they try preferences, the children learn to express emotions.
- Learning to learn. As they listen, the children concentrate and pay attention.

**Lesson 1**

**2. Escucha y señala. Luego, repite**

**3. Escucha y practica**

**OBJECTIVES**

- To learn to ask permission and respond correctly.
- To learn to use the plural of nouns and verbs.
- To practice food vocabulary in short texts.
- To review the impersonal form *hay* with food vocabulary.
- To review the structure *me gusta/no me gusta* from Lesson 1.
- To review the numbers 1 to 10.

**LANGUAGE**

Vocabulary: *comer, tomar; Pasa, podemos, ¿puedo?, ¿puedes?, ¿pueden?; ¿Puedo comer...?; ¿Pueden...?; Sí, claro, vale.*  
Grammar: *singular/plural; ¿Puedo comer...?; ¿Pueden...?; Sí, claro, vale.*

**COMPETENCES**

- Autonomy and personal initiative, learning to learn.

**PRESENTATION**

Use frame 10 again.

Play the recording and ask the children to look at the illustration and point to the different food in the supermarket as they listen.

Play the recording again and show the children the flashcards of the food items.

Choose a group of children to say the words while you show the picture of the food. Allow those that get stuck to read the word on the corresponding word card.

Distribute the flashcards around the room. Ask the children to point to the picture of the food item as they hear the word. Say the food words aloud, as the children point and repeat.

Finally, invite a group of children to come out to the board and say some food words aloud for them to draw.

KEY: *Me gusta/helado. Me gustan las naranjas. No me gusta el jugo. No me gustan los plátanos.*

**3. LISTEN AND PRACTICE**

Tell the children they are going to learn how to express their likes and dislikes. The children practice the structure in food items that appear in the activity.

Take a flashcard and ask the volunteers to say the sentence: *Me gusta/No me gusta*.

KEY: *Me gusta/helado. Me gustan las naranjas. No me gusta el jugo. No me gustan los plátanos.*

The answer keys and audio transcriptions are provided in the instructional sequence to facilitate the teacher's work.

Explanation and guidelines for working on the comic from the unit in class are provided.

**COMIC: EL SUEÑO DE SANTI**

**PRESENTATION**

Show the class a map of the world and invite several children to point to the following countries: *Brazil, Argentina, España, Ecuador, Reino Unido y Estados Unidos*.

Ask what information they know about each country and have them tell the class.

Place the poster showing characters in a place visible to all and ask the children how many characters they can recognize.

Ask the pupils to guess what's happening in the different frames.

Play the recording and ask the children to listen to the story as they follow in their books.

Play the recording again with pauses at each frame. Choose several children to act out the frames.

With books closed, work with the poster, asking the children to say sentences about each frame.

Play the recording a third time with the poster, as you point to the pictures without the text.

Encourage the children to remember the text of each frame.

Consolidation and expansion activities for each session of the unit are provided.

The instructional strategies take into account competencies of the core curriculum (linguistic competence, mathematics competence, social competence and civic responsibility).

# Ready-to-use and present to the class!

**TEST**  
**Unidad 2**

NOMBRE \_\_\_\_\_  
FECHA \_\_\_\_\_ CLASE \_\_\_\_\_

**1 Escucha y numera.**

**2 Completa.**

**3 Elige la opción correcta.**

tienes	tiene	tengo
--------	-------	-------

a. Ella tiene dos hermanos.  
b. Yo teno ocho años.  
c. Él tiene un abuelo en Perú.

d. Tú tenes nueve años.  
e. Manuela tiene una tía en Brasil.  
f. Yo teno dos tíos.

## Assessment Tests

Ready-made test for each unit.

**ACTIVITY BOOK**

In the **Activity Book**, there are exercises for each of the three lessons. It is useful to use the **Activity Book** at the end of each lesson. The activities can be done in class or at home. At the end of the three lessons the teacher can assess the pupils under the heading **My progress**, so it is actually the children who assess themselves. The answer key for the **Activity Book** is in the **ELÉBeca**.

**OUR GAMES**

**1. THE HOUSE**  
This is a game similar to the traditional game of Hangman, but we have adapted the name to avoid negative connotations. It is simple to play: the class is divided into two groups, and different pupils take turns to play. Team A thinks of a word which Team B has to guess. The representative of the team tells the teacher in order to avoid confusion. Then the representative of Team A writes the first and last letter of the word chosen, leaving spaces for each letter still missing. The pupils in Team B say letters at random. The representative of Team A writes them in the word if they belong, if not, he/she draws a line as part of the house for each wrong letter. If the word is completed before the house (there may be ten lines if you include roof and walls, but you can use more or fewer according to the pupils' ability), the team playing, in this case, Team B, gets a point. On the other hand, if the house is completed first, Team A gets a point. This is a very versatile game. Since it can be used for any vocabulary learned and it can also be played as a whole class, with each pupil taking a turn, or in small groups of four.

**2. THE MAGIC BACKPACK**  
This consists of a memory game: one child starts by saying: *En mi mochila hay...* and a word from the lexical group you wish to cover. The second child repeats what the first has said and adds another element and so on. The one who does not remember the list of words formed is the loser.

**3. I'M IN CHARGE!**  
The teacher chooses a child to give orders to the class (the teacher can also do this). The rest of the class has to obey the orders under the teacher's supervision.

**4. BLIND FEEL... WHAT IS IT?**  
The teacher takes a bag made of cloth or plastic (NOT a transparent bag) and puts in it objects connected with the lexical group to be practiced (classroom objects, fruit, toy animals, etc.). The children put their hand in the bag, feel an object and have to guess what it is without looking, and say its name.

**5. INVISIBLE PENCIL**  
The teacher chooses a child to write a word in the air with his/her fingers. This is to be done with the child's back to the class so they can read in the right direction. The one to guess the word first wins a point. This game can also be played in pairs. In this case, they can also write on each other's back.

**6. READ MY LIPS**  
The teacher chooses a child to mouth a word in an exaggerated way. This is to be done in front of the class so they can read his/her lips. The one to guess the word first wins a point.

**7. WHERE ARE MY ISLANDS?**  
This game is similar to Battleships, but we preferred to remove the warfare connotations, since we are dealing with children aged 8. It is played in pairs and each child draws the same diagram in their notebook. We use the top and the side to give coordinates, and place different "islands" of different sizes or number of squares. The game is versatile in that we can use elements from one lexical group in the vertical part and elements from another in the horizontal part, e.g. numbers and letters, colors and professions, animals and fruit... Below is an example:

## Bank of Games

Instructions for games with pedagogical application for Spanish classes.

cantar • estudiar • dibujar • jugar • desayunar • escuchar

Yo desayuno. Tú juegas. Él estudia. Tú cantas. Yo dibujo. Ella escucha.

Frame 9 • Unit 3

¡Hola, mundo!, ¡Hola, amigos! © Editorial Edinumen

## Projectable and Printable Material

Resources to project or print for use during class.

## Workbook with Answer Key

Included at point-of-use in Teacher's Edition.



## Teacher eBook

The Teacher's Edition is also available in eBook format and includes the audio files and songs from the activities in the Student Edition.

## LEteca Platform

Edinumen LEteca is a web platform for managing learning that offers the teacher support material to complement the Spanish classroom:

- ✓ Projectable Frames from the Student Edition
- ✓ Teacher's Edition eBook
- ✓ Printable Assessment Tests
- ✓ Activity Booklet with Answer Key
- ✓ Printable templates for the games
- ✓ Access to ¡Hola, amigos! Online Activities



## Resource Classroom Materials Value Pack

The Classroom Pack for *¡Hola, mundo!*, *¡Hola, amigos! Florida* contains the following materials:



# List of contents for Level 2

## OBJECTIVES

### Unit 1

#### ¡Hola, amigos!

- » To welcome pupils.
- » To identify the characters in the book.
- » To greet and say goodbye correctly.
- » To introduce yourself and say where you are from.
- » To learn the Spanish alphabet and spelling.
- » To learn how to say *buenos días* and *buenas tardes*.
- » To ask and answer how someone is feeling
- » To say thank you.
- » To extract information from a simple text.
- » To learn numbers 1 to 10.
- » To learn the basic colors.
- » To do simple sums using numbers in Spanish.
- » To consolidate the content learned throughout the unit.

### Unit 2

#### Te presento a mi familia

- » To learn introductions and practice vocabulary related to the family.
- » To learn to introduce different members of the family using demonstratives and possessives.
- » To learn the vowels in Spanish, linking them to the first letter of the words for some animals.
- » To review greetings and the alphabet.
- » To learn to conjugate the three persons of the singular of the verb *tener*.
- » To introduce oneself or another person, giving their age.
- » To talk about the family using the verb *tener*.
- » To extract information from simple texts.
- » To recognize the gender morphemes as applied to professions in Spanish.
- » To use the articles *el* and *la* correctly.
- » To consolidate the new content learned in the unit and review content from Unit 1.

### Unit 3

#### ¡El martes tenemos Español!

- » To learn school subjects.
- » To learn the days of the week.
- » To become familiar with the letter ñ and some words in which it is used.
- » To learn to use the verb *tener* with the vocabulary of the days of the week and school subjects.
- » To understand and produce short texts about different aspects of daily life.
- » To extract information from a text.
- » To know various actions connected with daily life.
- » To recognize the infinitive of first conjugation verbs.
- » To learn to conjugate the singular forms of verbs in the present.
- » To consolidate the new content learned in the unit and review content from previous units.



# Designed to meet and exceed the Florida Next Generation Sunshine State Standards and ACTFL World-Readiness Standards for Learning Languages

LANGUAGE		COMPETENCIES
VOCABULARY	GRAMMAR	
<ul style="list-style-type: none"> <li>» ¡Hola!; ¿Qué tal?; ¡Buenas tardes!; España, Brasil, México.</li> <li>» The Spanish alphabet.</li> <li>» ¡Buenos días / tardes!; (Muy) bien; (Muy) mal; Gracias; ¡Hasta mañana!; ¡Adiós!; perro.</li> <li>» Numbers from 1 to 10, basic colors: rojo, amarillo, azul, verde, blanco, negro.</li> </ul>	<ul style="list-style-type: none"> <li>» Yo soy...; Me llamo...; Soy de...; ¿Qué tal?; ¿Cómo estás?</li> <li>» ¿Cómo te llamas?; ¿Cómo estás?; Yo estoy (muy) bien/mal.</li> </ul>	<ul style="list-style-type: none"> <li>» Linguistic communication.</li> <li>» Social and civic.</li> <li>» Learning to learn.</li> <li>» Mathematical.</li> </ul>
<ul style="list-style-type: none"> <li>» Mamá, papá, hermano, hermana, tío, tía, abuelo, abuela, amigo.</li> <li>» El/la bibliotecario/-a, profesor/-a, alumno/-a, director/-a, cocinero/-a, doctor/-a, abogado/-a, conductor/-a.</li> </ul>	<ul style="list-style-type: none"> <li>» Esta/-e es mi...; Te presento a mi/ mis...; Yo tengo... años; Yo tengo + family members; Él/ella se llama...; Él/ella tiene... años; Él/ella tiene + family members; Tú tienes... años; Tú tienes + family members.</li> <li>» El/la + noun.</li> </ul>	<ul style="list-style-type: none"> <li>» Linguistic communication.</li> <li>» Social and civic.</li> <li>» Learning to learn.</li> <li>» Autonomy and personal initiative.</li> <li>» Knowledge and interaction with the physical world.</li> <li>» Mathematical.</li> </ul>
<ul style="list-style-type: none"> <li>» The days of the week; Español, Matemáticas, Ciencias, Dibujo, Lengua, Educación Física, Música.</li> <li>» Review of vocabulary connected with days of the week and school subjects; review of introductions.</li> <li>» Escuchar, cantar, estudiar, desayunar, dibujar, jugar.</li> </ul>	<ul style="list-style-type: none"> <li>» Impersonal form of the the verb haber: hay.</li> <li>» Verb tener: tengo, tienes, tiene, tenemos, tienen.</li> <li>» Verb endings for singular persons in present indicative: cant-o, cant-as, cant-a.</li> </ul>	<ul style="list-style-type: none"> <li>» Linguistic communication.</li> <li>» Social and civic.</li> <li>» Cultural and artistic.</li> <li>» Autonomy and personal initiative.</li> <li>» Learning to learn.</li> </ul>

## OBJECTIVES

### Unit 4 ¡Mmm... Me gusta el helado!

- » To present and practice the basic vocabulary connected with food.
- » To learn to express one's tastes.
- » To learn and practice the letter *r/rr* and know some words in which it appears.
- » To learn to ask for permission and to respond correctly.
- » To learn to use the plural of nouns and verbs.
- » To extract information from simple texts.
- » To practice food vocabulary in short texts.
- » To learn the value and the importance of healthy eating.
- » To learn to use different expressions relating to food in daily situations: *tengo hambre, desayuno, ¿puedo tomar...?, cena...*
- » To learn to conjugate the verbs *comer, desayunar* and *cenar*.
- » To consolidate the new content learned in the unit and review content from previous units.

### Unit 5 ¿Me prestas tu goma, por favor?

- » To learn vocabulary connected with school material.
- » To use the definite articles correctly.
- » To use the indefinite articles correctly.
- » To present and practice the use of the letters *h* and *ch* and know some words in which they appear.
- » To ask permission and make requests using different forms.
- » To know how to respond affirmatively and negatively to such requests.
- » To learn words connected with classroom furniture.
- » To extract information from a text.
- » To give orders using the imperative.
- » To consolidate the new content learned in the unit and review content from previous units.

### Unit 6 ¿Dónde está el caballo?

- » To learn names of different farm animals and to identify them.
- » To be able to differentiate sentences according to their intonation: statements, exclamations, questions.
- » To produce statements, exclamations and questions orally.
- » To learn to ask questions to know where different items are.
- » To use prepositions correctly.
- » To make brief descriptions of places.
- » To extract information from a text in the form of a postcard.
- » To learn the numbers from 11 to 20.
- » To describe different scenes connected with the countryside, using prepositions of place.
- » To consolidate the new content learned in the unit and review content from previous units.



## LANGUAGE

## COMPETENCIES

### VOCABULARY

### GRAMMAR

- » Pollo, queso, pescado, papas, huevos, arroz, manzanas, jugo, naranjas, jitomates, helado, pan.
- » Comer, tomar; puedo, podemos; frigorífico.
- » Leche, tostada, hambre, sed, desayuno, comida, cena; first person singular of verbs *comer*, *desayunar* and *cenar*.

- » *Me gusta/me gustan; No me gusta/no me gustan.*
- » Singular/plural; *¿Puedo comer...?; ¿Podemos...?; Sí, claro; Vale.*
- » *Tengo hambre; Tengo sed; ¿Qué tenemos para comer?*

- » Linguistic communication.
- » Autonomy and personal initiative.
- » Social and civic.
- » Learning to learn.
- » Mathematical.
- » Cultural and artistic.

- » Lápiz, goma, sacapuntas, cuaderno, libro, lápices de colores, mochila, regla, tijeras, bolígrafo, pegamento, computadora.
- » Clase, pupitres, estanterías, computadoras, pizarrón digital, libro.
- » Ventana, casa, pie, ojos, pelota, papelera.
- » Verbs: *trabajar, abrir, cerrar, salir, usar, comer, ir(se), escribir, ordenar, cantar, bailar, contar, pasar, saltar.*

- » Article + noun: *el lápiz/la goma, los lápices/las tijeras.*
- » Review of the impersonal form of the verb *haber*: *hay.*
- » *¿Me prestas..., por favor?; ¿Tienes..., por favor?; ¿Me dejas..., por favor?; Sí, aquí tienes; Lo siento, no tengo; Sí, aquí está.*
- » Affirmative and negative forms of the imperative: *sal a la pizarra, no comas en clase, abre la ventana, usa la papelera, vete a casa, salta sobre un pie, canta y baila, cierra los ojos, cuenta hasta diez, pasa la pelota.*

- » Social and civic.
- » Knowledge and interaction with the physical world.
- » Linguistic communication.

- » Perro, caballo, oveja, vaca, pato, burro, gallina, cerdo; árbol, establo, estanque, granero.
- » Numbers from 11 to 20.

- » *Vamos a...; ¿Vamos a...?; ¡Vamos a...!*
- » *¿Dónde está ...?; Está delante de/detrás de/dentro de/fuera de/debajo de/encima de.*
- » *¿Dónde hay...?*

- » Linguistic communication.
- » Mathematical.
- » Learning to learn.
- » Knowledge and interaction with the physical world.
- » Artistic and cultural.
- » Autonomy and personal initiative.

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#### South Florida

Amy Guerra, Florida Manager  
[aguerra@edinumenusa.com](mailto:aguerra@edinumenusa.com)  
Tel. (305) 266-9496

#### East Florida

Valerie Silverman  
[vsilverman@edinumenusa.com](mailto:vsilverman@edinumenusa.com)  
Tel. (561) 309-5977

#### West and Central Florida

Iliana Gonzalez  
[igonzalez@edinumenusa.com](mailto:igonzalez@edinumenusa.com)  
Tel. (305) 710-1067

#### North Florida

Steve Marban, Director, Edinumen USA  
[smarban@edinumenusa.com](mailto:smarban@edinumenusa.com)  
Tel. (321) 339-9830

#### Florida office

1001 Brickell Bay Dr.  
Suite 2700  
Miami, FL 33131  
Tel. (786) 363-0261

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