Las aventuras de Mifú y Tina y sus amigos







Spanish Parent Guide

Autumn section

iHola!

Your child's success in languages depends on the quality of the course, the teacher's skills and your involvement and support throughout this experience. At this early stage of learning, the most important thing parents can do is to encourage their children to regularly listen to the CDs. If time is short at home, the car is an excellent place for whole families to listen to the stories and sing the songs together! In addition to these notes, your child's class teacher will give further guidelines and suggestions of activities to be completed at home.

Parents, please note: the extra activity pages at the end of the book, along with all the activities, are to be used at your discretion, depending on the age and ability of your children. Children following this course will be in the age range of 5-7 years old and so the exercises are designed to cover a wide range of abilities. The most important thing, as always, is for your children to have FUN learning Spanish and to enjoy everything they do!

CD I, Track I

Listen to the story and follow the pictures in the book on page 2. Explain that the toys are trying to guess who is ringing the doorbell. Ask your child to repeat, "No sé" (I don't know). Non-Spanish-speaking parents: please listen carefully to the CD for the correct pronunciation!

- Ana: No.
- Paco: No.
- Sergio: No.

- **2.** All the toys come inside the house after

- **3.** Some of the toys have a peep through the
- Mifú: ¿Quién es?
- Tina: ¿Quién es?
- Sergio: No sé.



- **4.** Now it is *Paco's* turn. He looks and looks again and smiles. He knows who the boy is! It's his friend *Pedro! Paco* quickly opens the door and the boy says:
- Pedro: ¡Hola, Paco!
- Paco: ¡Hola, Pedro!
- 5. Paco: Aquí están mis amigos: Mifú, el gato; Tina, la ratita; Roberto, el robot; Pablo, el oso; Ana, la muñeca y Sergio, el globo. Pedro says:
- Pedro: ¡Hola!
 And all the toys reply:
- Ana, Pablo, Sergio, Roberto, Tina, Mifú: ¡Hola, Pedro!
 Pedro is still standing at the door and he beckons to someone else to come forward. Who can this be? ¿Otro niño? Another boy?
- 6. Pedro: ¡No! ¡Es una niña! ¡Se llama Carmen! It's a girl! And her name is Carmen. Ana and Tina are very pleased to have a girl to play with.

All the toys look forward to seeing more of *Pedro* and *Carmen*. How lovely to have some new friends! They are sure to have lots of adventures together!

- 4.
- Pedro: Hi, Paco!Paco: Hi, Pedro!
- 5. Paco: Here are my friends: Mifú the cat, Tina the mouse, Roberto the robot, Pablo the bear, Ana the doll and Sergio the balloon.
- Pedro: Hi!
- Ana, Pablo, Sergio, Roberto, Tina, Mifú: Hi, Pedro!

Another boy?

6. Pedro: No! It's a girl! Her name is Carmen!

CD I, Track 2 Song: ¡Hola!

(Hi!)

Your child should be very confident asking someone their name after hearing this song several times! Practise asking members of the family in Spanish what their names are.

¡Hola, hola! ¡Hola, hola! ¡Hola! ¿Cómo te llamas? ¿Cómo te llamas? ¡Hola, hola! Hi, hi! Hi, hi!

Hi! What's your name? What's your name?

Hi, hi!

(Repeated)

Encourage your child to colour the large pictures of *Pedro* and *Carmen* which they were given in class. Cut out and mount on card, so that your child can practise making the figures say "¡Hola!" (Hi!) to all the rest of their puppets. Ask your child if he/she can remember how to say "I am a girl" ("Soy una niña") and "I am a boy" ("Soy un niño") as well as introducing themselves whilst pretending to be each of the toys (e.g. "Soy un globo, me llamo Sergio" etc.). If your child did not complete Part I, the teacher will be happy to provide pictures of all the toys to make puppets with.

CD I, Track 3 Song: ¡No, soy yo!

¿Quién es? No sé. ¿Es Mifú, el gato? ¡No, soy yo, Tina! ¡Hola!

¿Quién es? No sé. ¿Es Mifú, el gato? ¡No, soy yo, Ana! ¡Hola!

¿Quién es? No sé. ¿Es Mifú, el gato? ¡No, soy yo, Paco! ¡Hola!

¿Quién es? No sé. ¿Es Mifú, el gato? ¡No, soy yo, Roberto! ¡Hola!

¿Quién es? No sé. ¿Es Mifú, el gato? ¡No, soy yo, Sergio! ¡Hola!

¿Quién es? No sé. ¿Es Mifú, el gato? ¡No, soy yo, Pablo! ¡Hola! (No, it's me)

Who's there? I don't know. Is it Mifú the cat? No it's me, Tina! Hi!

Who's there? I don't know. Is it Mifú the cat? No it's me, Ana! Hi!

Who's there? I don't know. Is it Mifú the cat? No it's me, Paco! Hi!

Who's there? I don't know. Is it Mifú the cat? No it's me, Roberto! Hi!

Who's there? I don't know. Is it Mifú the cat? No it's me, Sergio! Hi!

Who's there? I don't know. Is it Mifú the cat? No it's me, Pablo! Hi!

Ask your child to close his/her eyes. Hide one of the toys behind your back and say "¿Quién es?". Your child says "No sé" and then guesses each toy in turn until he/she guesses the right one.

CD I, Track 4

Song: ¿Dónde está Mifú?

(Where is Mifú?)

This song practises the phrase ¿Dónde está...? (where is...?), and reinforces buenos días, hola, and no sé. Encourage your child to sing this several times with lots of actions. In the final verse, make the Mifú puppet pop out from behind a door or piece of furniture saying, "Estoy aquí" (l'm here).

Hola, hola. Buenos días. ¿Dónde está Mifú? ¿Dónde está Mifú?

Hola, hola. Buenos días.

No sé, no sé. No sé, no sé.

Hola, hola. Buenos días. ¿Dónde está Mifú? ¿Dónde está Mifú?

Hola, hola. Buenos días.

Estoy aquí. Estoy aquí. Hi, hi. Good morning. Where is Mifú? Where is Mifú?

Hi, hi. Good morning. I don't know.
I don't know.

Hi, hi. Good morning. Where is Mifú? Where is Mifú?

Hi, hi. Good morning. I'm here.

I'm here.



CD I, Track 5 Listening and picture-matching activity for page 38, Cat I.

The pictures down the left-hand side of the page are in the order they appear on the CD. The first pair has been completed. *Tina* is in the house. See if your child can hear which of the toys are in all the other places and draw lines to link the two pictures.

¿Quién está en la casa?

Es Tina.

¿Quién está en el jardín?

Es Ana.

¿Quién está en la playa?

Es Sergio.

¿Quién está en el bosque?

Es Roberto.

¿Quién está en el castillo?

Es Paco.

¿Quién está en el parque?

Es Carmen.

¿Quién está en la puerta?

Es Pedro.

Who's in the house?

It's Tina.

Who's in the garden?

It's Ana.

Who's on the beach?

It's Sergio.

Who's in the forest?

It's Roberto.

Who's in the castle?

It's Paco.

Who's in the park?

It's Carmen.

Who's at the door?

It's Pedro.

Activity Book:

Page 3, cat 2: can your child name all the characters peeping through the keyhole? Can you help him/her to write down the correct number in each square? Cat 3: word recognition: Ask your child to colour each rectangle blue where they see the word Mifu.

2 En la panadería (At the bakery) Pages 4-5

CD I, Track 6

Page 4, Cat I: Mini story: En la panadería (At the bakery)

Listen and follow the pictures in the activity book on page 4. If your child likes colouring, he/she can colour *Tina*'s basket. Encourage your child to count the *magdalenas* and *barras* de pan and cakes in the pictures.

- I. Carmen, Pedro: ¡Vamos a la panadería! ¡Sí! Carmen, Pedro and all their new friends are going to the bakery to buy some bread and some pasteles some cakes.
 Ana looks at some special Spanish tea cakes called magdalenas and starts counting how many they will need:
- Ana: Uno, dos, tres, cuatro, cinco, seis, ehhh...
 She can't remember how to say 'seven'! ¡Uy qué nervios!
 - Luckily Mifú is here and helps her:
- Mifú: ¡Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve!
- 2. Tina is very happy: she adores magdalenas!
- Tina: ¡Me encantan las magdalenas!
 She is first to ask for them:
- Tina: ¡Hola señora, nueve magdalenas, por favor! Gracias.
 - So they all count the *magdalenas* with the baker.
- Roberto, Ana, Paco: Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve.
 Look, Paco is carrying something. Do you remember what it is in Spanish? ¡Una cesta! of course. Now check if there are nueve magdalenas en la cesta.
- **3.** Pedro asks for the Spanish bread:
- Pedro: ¡Dos barras de pan, por favor!
 Do you understand? Yes! Two loaves of bread!

While he pays for the *magdalenas* and the bread, *Pablo*, *Ana* and *Tina* start looking at the beautiful cakes. ¡Escuchad! Do you understand what they are saying?

- Pablo: ¡Oh, mira los pasteles! ¡Me gustan los pasteles!
- Ana: Mmm a mí también me gustan los pasteles.
- Tina: Mmm, y a mí me encantan los pasteles...
 ¡los pasteles pequeños, los pasteles grandes, los
 pasteles de chocolate!

They are so busy looking at all the cakes that they don't notice the others going out of the shop!

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- I. Carmen, Pedro: Let's go to the bakery! Yes!
- Ana: One, two, three, four, five, six, huh...Oh, what a panic!
- Mifú: One, two, three, four, five, six, seven, eight, nine!
- 2. Tina: I love/adore Spanish cupcakes!
- Tina: Hello, madam, nine Spanish cupcakes, please!
 Thank you!
- Roberto, Ana, Paco: One, two, three, four, five, six, seven, eight, nine.

A basket

Nine Spanish cupcakes in the basket.

- 3.
- Pedro: Two loaves of bread, please.

Spanish cupcakes.

Listen!

- Pablo: Oh, look at the cakes! I like cakes!
- Ana: Mmm, me too, I like cakes!
- Tina: Mmm, and me, I love/adore cakes...
 small cakes, big cakes, chocolate cakes!



- **4.** So *Pablo*, *Ana y Tina* keep on looking at the cakes and choosing which ones they would like to buy. Listen again to what they are saying:
- Pablo: ¡Mira el pastel grande y blanco!
- Ana: Mira los pastelitos rosas y amarillos.
 Guess what Tina is about to say?
- Tina: ¡Mmm, me encantan los pasteles!
- **5.** The baker looks at them and wonders if they are going to buy anything else. *Ana*, *Pablo* and *Tina* look in their pockets... Oh dear! They haven't got any euros.
- Ana: ¡Ay, caramba!

basket.

- Pablo: ¡Uy! ¡Uy! ¡Uy!
 Suddenly they realise that all the others have gone! So they say goodbye to the baker:
- Tina, Pablo, Ana: ¡Adiós, señor!
- 6. Just as they head towards the door, guess who appears? ¡Carmen! She has realised that Tina, Pablo and Ana are still in the shop because she knows very well how much these three friends love cakes! So she has come back to take them home. Carmen tells them to look in the
- Carmen: ¡Nueve magdalenas y dos barras de pan! ¡Es bastante!
 Nine magdalenas and two loaves of bread is plenty!

- Pablo: Look at the big white cake!
- Ana: Look at the little pink and yellow cakes!
- Tina: Mmm, I love/adore cakes!
- 5.

6.

4.

- Ana: Oh, bother!
- Pablo: Oh dear! Oh dear!
- Tina, Pablo, Ana: Goodbye, sir!

 Carmen: Nine Spanish cupcakes and two loaves of bread. That's enough/plenty!

Pretend to be a shopkeeper and using pictures cut out from supermarket brochures and/or plastic food, encourage your child to ask for different numbers of cupcakes or loaves of bread like *Tina* does in the story. Help your child to say that he/she likes something using the phrase "Me gustan los/las…" (non-Spanish speakers please note that in Spanish you have to say "I like THE cupcakes/loaves of bread etc."). If your child can remember any food items from Part I, he/she could practise asking for them in a shop and also saying for example "Me gustan las manzanas/las zanahorias etc." Remind your child to say "Buenos días/Adiós, Señor/Señora" to the 'shopkeeper'.

CD I, Track 7 Song: Los pasteles

¡Mira los pasteles! Marrones, rosas, amarillos, blancos. Nueve magdalenas, dos barras de pan. ¡Para Carmen es bastante!

¡Me encantan los pasteles! Marrones, rosas, amarillos, blancos. Nueve magdalenas, dos barras de pan. ¡Para mí no es bastante!

(Repeated)

(The cakes)

Look at the cakes! Brown, pink, yellow, white. Nine Spanish cupcakes, two loaves of bread. For Carmen that's enough!

I love cakes!
Brown, pink, yellow, white.
Nine Spanish cupcakes, two loaves of bread.
For me that's not enough!

Try to find pictures of nine cupcakes, two loaves of bread and some brown (chocolate), pink, yellow and white cakes, or use very simple coloured drawings. Encourage your child to point to the right pictures or to hold them up at the appropriate moments in the song. Take the CD with you on long car journeys – or any car journeys – and practise the songs as often as you can!

CD I, Track 8 Song: Nueve magdalenas

(Nine Spanish cupcakes)

A familiar tune and a very easy song to learn. Make up some simple actions for the song and again use pictures and the puppets to make singing it into a game.

Nueve magdalenas en la panadería. "Nueve magdalenas por favor. Gracias." Aquí tienes, Tina. Y Tina dice: "Nueve magdalenas en mi cesta. Gracias."

Dos barras de pan en la panadería. "Dos barras de pan por favor. Gracias." Aquí tienes, Pedro. Y Pedro dice: "Dos barras de pan en mi cesta. Gracias."

(Repeated)

Nine Spanish cupcakes in a bakery.
"Nine Spanish cupcakes, please. Thank you."
Here you are, Tina. And Tina says:
"Nine Spanish cupcakes in my basket.
Thank you."

Two loaves of bread in a bakery.

"Two loaves of bread please. Thank you."

Here you are, Pedro. And Pedro says:

"Two loaves of bread in my basket, thank you."

CD 1, Track 9 Song: Once, doce, trece

(Eleven, twelve, thirteen)

A simple counting song. Help your child learn the numbers from 11-20.

Once, doce, trece. Once, doce, trece. Catorce, quince, dieciséis. Catorce, quince, dieciséis.

Diecisiete, dieciocho. Diecisiete, dieciocho. ¡Diecinueve, veinte! ¡Diecinueve, veinte!

(Repeated x4)

Eleven, twelve, thirteen. Eleven, twelve, thirteen. Fourteen, fifteen, sixteen. Fourteen, fifteen, sixteen.

Seventeen, eighteen. Seventeen, eighteen. Nineteen, twenty! Nineteen, twenty!





CD I, Track 10 Listening activity for page 5, Cat 2.

First of all ask your child to tell you which cakes are pequeño (small) and which are grande (big). Do they know which colours are illustrated? Play CD I, track 10, pausing after each sentence, so that your child can link up each toy with the cakes they like. Ask your child to tell you in Spanish which ones he/she likes best.

A Tina le gustan los pasteles rosas.

A Pablo le gustan los pasteles pequeños y

A Ana le gustan los pasteles pequeños y amarillos.

A Pablo le gustan los pasteles grandes y verdes. A Tina le gustan los pasteles pequeños y rojos.

A Ana le gustan los pasteles grandes y naranjas.

Tina likes the pink cakes.

Pablo likes the little brown cakes.

Ana likes the little yellow cakes.

Pablo likes the big green cakes.

Tina likes the small red cakes.

Ana likes the big orange cakes.

CD I, Track II Listening activity for page 5, Cat 3.

Pause the CD after every sentence and ask your child if he/she heard the number of barras de pan or magdalenas mentioned. Can your child count and circle the right number for each row?

Once barras de pan. Trece magdalenas. Tres barras de pan. Doce magdalenas.

Dos barras de pan. Diez magdalenas.

Eleven loaves of Spanish bread. Thirteen Spanish cupcakes. Three loaves of Spanish bread. Twelve Spanish cupcakes. Two loaves of Spanish bread. Ten Spanish cupcakes.

Page 39, Extra activity, Cat I: listen to the song again (CD I, track 9) whilst pointing to the words/numbers in black. When your child is confident of the numbers, perhaps he/she will be able to point to the red numbers which are in a random order. However, this will only be possible with a lot of practice! Cat 2: count the magdalenas in each picture and copy the right numbers into the squares. Write the numbers in letters - copying the spellings carefully from the Cat I activity above. Cat 3: look at the words underneath the pictures and copy the missing letters into the gaps.

Las sorpresas (The surprises) Pages 6-7

CD I, Track I2

Pages 6 & 7, Cat I: Mini story: Las sorpresas (The surpises)

Listen to the story following the pictures on pages 6 and 7. Ask your child to repeat what the weather is like in every picture and to make up actions for each type of weather, or to show you the mimes they have learnt in class. Children who have completed Part I might be able to point to the items the toys say they need in picture I. Did your child recognise the words for boots and coats? Make sure they repeat these words every time they put them on from now on! If you ever go to a park to feed the ducks, encourage your child to ask for una bolsita de pan and to tell you in Spanish who is going to eat the bread!

- I. Es lunes. It's Monday. Hace calor. It's a hot day. All the toys want to go to the beach.
- Toys: ¡Vamos a la playa! ¡Vamos a la playa! But the beach is too far away.
- Pedro: ¡Tengo una sorpresa! Pedro has a surprise for them: he knows a park where they can still build sandcastles and go paddling. The toys are excited and start getting ready. What do they need?
- Roberto: ¡Un cubo!
- Ana: ¡Una pala!
- Mifú: ¡Un rastrillo!
- Tina: ¡Un bañador!
- Paco: ¡Un sombrero y una gorra!
- Pablo: ¡La crema solar!
- 2. Es martes. It's Tuesday. Hace buen tiempo. It's 2. It's Tuesday. It's a beautiful day. a beautiful day. The toys enjoyed yesterday so much that they want to go back to the
- Sergio, Paco, Ana: ¡Vamos al parque! ¡Vamos al parque!
- Pedro and Carmen remind them to say please!
- Pedro, Carmen: ¡Por favor!
- 3. Es miércoles. It's Wednesday. Llueve. It's raining. The toys are cross as they want to play in the sand again and it's too wet.
- Carmen: ¡Tengo una sorpresa! Carmen has a surprise for them. She tells them to put on their boots and coats:
- Carmen: ¡Las botas, los abrigos! And then gives each of them a little bag with some bread in it.
- Carmen: Aquí hay una bolsita de pan. Can you guess what it is for?

- I. It's Monday. It's a hot day.
- Toys: To the beach! To the beach!
- Pedro: I've got a surprise!
- Roberto: A bucket!
- Ana: A spade!
- Mifú: A rake!
- Tina: A swimming costume!
- Paco: A hat and a cap!
- Pablo: Sun cream!
- Sergio, Paco, Ana: To the park! To the park!
- Pedro, Carmen: Please!
- 3. It's Wednesday. It's raining.
- Carmen: I've got a surprise!
- Carmen: Boots, coats!
- Carmen: Here is a little bag of bread. (continued)





- **4.** A los patos les gusta el pan. Ducks like bread. A los patos les gusta la lluvia. Ducks like the rain. The toys enjoy feeding los patos so much and splashing in the puddles, that they hardly notice it's raining.
- 4. Ducks like bread. Ducks like the rain. the ducks
- 5. Es jueves. It's Thursday. Hace viento. It's a windy day.
- Pedro: ¡Tengo una sorpresa! ¡Mirad la cometa! Pedro shows them a kite.
- 5. It's Thursday. It's windy.
- Pedro: I've got a surprise! Look at the kite!
- **6.** Ana, Paco, Roberto: ¡Gracias, Pedro! ¡Gracias! The toys climb to the top of a hill and have a wonderful time taking it in turns to fly the kite. ¡Vuela, cometa, vuela! Can you say what colour the kite is in Spanish?
- 6. Ana, Paco, Roberto: Thank you, Pedro! Thank you!

Fly, kite, fly!

- 7. Es viernes. It's Friday.
- Sergio, Paco, Ana: ¡Vamos al bosque a hacer un picnic!

Hace mal tiempo. It's a horrible day. The toys are sad because they wanted to go into the forest for a picnic and the weather is not good enough.

- Tina: Estoy triste.
- Mifú: Sí, yo también estoy triste.
- Ana: ¡Uy, uy, uy, qué pena! To cheer them up, Carmen has a surprise:

- 7. It's Friday.
- Sergio, Paco, Ana: Let's go to the forest for a picnic! It's a horrible day.

8. Carmen: I've got a surprise! Here is a big

- 8. Carmen: ¡Tengo una sorpresa! Aquí hay un pastel grande de chocolate. She spreads a tablecloth on the floor and they have a picnic inside the house.
- Tina: I'm sad.
- Mifú: Yes me too, I'm sad.
- Ana: Oh dear, what a pity!

- **9.** Es sábado. It's Saturday. Hace frío. It's cold. The toys are disappointed as they don't
- want to be indoors for another day.
- Pedro: ¡Tengo una sorpresa! ¿Jugamos al escondite? Pedro suggests playing hide-and-seek. The
 - toys think that this is a great idea they love playing hide-and-seek.
- Mifú: Sí, me gusta jugar al escondite.

chocolate cake.

9. It's Saturday. It's cold.

- Pedro: I've got a surprise! Shall we play hideand-seek?
- Mifú: Yes, I like playing hide and seek.
- 10. They run off to hide. Which toy do you think will hide ¿En una caja? In a box? Which toy do you think will hide ¿debajo de la mesa? Under the table?

In a box? Under the table?

II. Es domingo. It's Sunday. Carmen opens the curtains and says:

Carmen: ¡Tengo una sorpresa!

– Ana: ¿Qué es? – Pablo: ¿Qué es? - Carmen: ¡Nieva!

It's snowing! The toys are very happy.

– Mifú: ¡Estoy contento! Roberto: ¡Bien! Sergio: ¡Yuþi! – Ana: ¡Genial!

Tina: ¡Me gusta la nieve!

12. Paco: Hacemos un muñeco de nieve.

Carmen finds an old hat and a scarf. She puts a few more things into a basket to take into the garden. Can you see what they are? ¡Una zanahoria, un plátano y dos tomates!

II. It's Sunday.

Carmen: I've got a surprise!

Ana: What is it? – Pablo: What is it? Carmen: It's snowing!

Mifú: I'm happy! Roberto: Great! Sergio: Yippee! Ana: Brilliant!

When out and about, ask your child to tell you in Spanish if he/she sees a kite. What sort of weather do we need to fly a kite? What colour are the leaves in picture 5? Ask your child to tell you in Spanish what is crossed out in picture 7 and what Carmen is putting on the tablecloth in picture 8. What is Ana climbing into and where is Pablo hiding in picture 10? Ask your child to tell you in Spanish what the snowman is wearing and what the basket contains in picture 12.

Which surprise did your child like best? ¿El parque? ¿Los patos? ¿La cometa? ¿El picnic y el pastel? Ask your child to tell you in Spanish what the weather is like every day.

CD I, Track 13

Song: El lunes hace calor

Make up mimes/actions to help your child learn this song! It isn't necessary to learn the days of the week unless you want to but listening to the song several times is an excellent way for the days of the week to be committed to memory!

El lunes hace calor. ¡Un bañador, por favor!

El martes hace bueno. ¡Necesito un sombrero!

El miércoles llueve. De casa nadie se mueve.

El jueves hace viento. ¡No estoy contento!

El viernes hace mal tiempo. ¡Un picnic en un momento!

El sábado hace frío. Me pongo el abrigo.

El domingo... ¡Oh! Nieva. ¡Me pongo mi bufanda nueva!



CD I, Track 14 Song: ¡Qué sorpresa!

(What a surprise!)

See page 40, Cat I: there are pictures here of all the words in the song for your child to point to as they listen. *Un regalo* (a present) is a new word. Children who have completed Part I might recognise the other surprises illustrated.

¡Qué sorpresa! ¡Un regalo grande! What a surprise! A big present! ¡Qué sorpresa! ¡Un pastel grande! What a surprise! A big cake!

¡Qué sorpresa! ¡Una hermanita! What a surprise! A little sister! ¡Qué sorpresa! ¡Una flor muy bonita! What a surprise! A very beautiful flower!

¡Qué sorpresa! ¡Qué sorpresa! What a surprise! What a surprise! ¡Chocolate en la mesa! Some chocolate on the table!

¡Qué sorpresa! ¡Una cometa! What a surprise! A kite! ¡Qué sorpresa! ¡No está quieta! What a surprise! It doesn't keep still.

¡Qué sorpresa! ¡Hace buen tiempo! What a surprise! It is a nice day! ¡Qué sorpresa! ¡No hace viento! What a surprise! There is no wind!

Activity Book:

Page 40, Extra activity, Cat I: Listen to track I4 again. Your child can colour the pictures and circle them as they are mentioned in the song. Cat 2: listen to the story again on track I2 and link the weather with the right surprise. Note: there are two visits to the park at the beginning of the story.

La carrera de globos (The balloon race) Pages 8-9

CD I, Track I5

Page 8, Cat 1: Mini story: La carrera de globos (The balloon race)

Listen to the story and point to the right pictures on page 8. Ana's balloon in picture 6 can be coloured in purple. Practise counting backwards from ten to zero. Practise counting forward in odd numbers to nine and then backwards in odd numbers from 9 to 1.

- I. Hace viento. It is a windy day. The toys are going to have a balloon race. Everyone chooses a different coloured balloon.
- Mifú: ¡El globo azul!
- Sergio: ¡El globo verde! - Paco: ¡El globo naranja!
- Roberto: ¡El globo amarillo!
- Pablo: ¡El globo rojo!
- Pedro: ¡El globo gris!
- Carmen: ¡El globo blanco!

I. It is windy.

- Mifú: The blue balloon! - Sergio: The green balloon!
- Paco: The orange balloon!
- Roberto: The yellow balloon!
- Pablo: The red balloon!
- Pedro: The grey balloon!
- Carmen: The white balloon!
- 2. Oh dear, both Tina and Ana want to fly the pink balloon!
- Tina: ¡El globo rosa!
- Ana: ¡No, no, el globo rosa es para mí!
- Tina: ¡No, es para mí! Whilst they are arguing, everyone lets go of
 - their balloon. Sergio wants to win and cheers his balloon on:
- Sergio: ¡Vuela, globo! ¡Vuela! Tina suddenly grabs the pink balloon when Ana is not looking and lets it go.
- Tina: ¡Vuela, globo rosa, vuela!

- 3. Ana: Estoy triste.
 - Ana is sad and starts crying. Kind Carmen hands her a purple balloon which is left.
- Carmen: ¡Mira el globo morado! ¡Qué bonito! Ana takes the balloon, but she is so tiny that the balloon flies away with Ana still holding on. El viento sopla. The wind blows and carries Ana higher and higher.
- Ana: ¡Tengo miedo! Ana is frightened.
- **4.** Carmen: Ana, Ana, ¿adónde vuelas? but Ana is too far away to hear.
- **5.** The balloons all land in different places. ¿El globo azul y el globo verde? En el parque. ¿El globo rosa y el globo naranja? En la playa. ¿El globo amarillo y el globo rojo? En el bosque. ¿El globo gris y el globo blanco? En el jardín.
 - ¿Dónde está Ana? ¿Dónde está el globo morado?

- Tina: The pink balloon!
- Ana: No, no, the pink balloon is for me!
- Tina: No. it's for me!
- Sergio: Fly, balloon, fly!
- Tina: Fly, pink balloon, fly!
- 3. Ana: I am sad.
- Carmen: Look at the purple balloon! How beautiful!
 - The wind blows.
- Ana: I'm frightened!
- 4. Carmen: Ana, Ana! Where are you flying to?
- 5. The blue balloon and the green balloon? In the park. The pink balloon and the orange balloon? On the beach.

The yellow balloon and the red balloon? In the forest. The grey balloon and the white balloon? In the garden.

Where is Ana? Where is the purple balloon?





- **6.** All is good. A kind bird has seen *Ana* and has 6. taken the balloon's string in its beak.
- Ana: ¡Vuela pajarito, vuela! ¡Gracias! The bird takes Ana all the way home. The toys are so pleased to see her and agree that as her balloon has gone the furthest, she is the winner!

Tina says she will never argue with Ana again and that she can have all the pink balloons from now on.

- Ana: Fly, little bird, fly. Thank you!

CD I, Track I6 Song: Nueve globos

(Nine balloons)

Before listening to this song, it might be helpful for your child to complete the colouring activity on page 9 (see page 14), then he/she can point to the right colours. The last line of each verse mentions a different place, illustrated at the foot of page 9. These can also be pointed to at the appropriate moments in the song.

Azul, rojo, amarillo, verde. Gris, blanco, gris, blanco. Naranja, rosa, naranja, rosa. Morado, morado.

Nueve globos, nueve globos. El viento sopla, el viento sopla. ¿Adónde vuelas? ¿Adónde vuelas? Al parque, al parque.

Siete globos, siete globos. El viento sopla, el viento sopla. ¿Adónde vuelas? ¿Adónde vuelas? A la playa, a la playa.

Cinco globos, cinco globos.
El viento sopla, el viento sopla.
¿Adónde vuelas?
¿Adónde vuelas?
Al bosque, al bosque.

Tres globos, tres globos. El viento sopla, el viento sopla. ¿Adónde vuelas? ¿Adónde vuelas? Al jardín, al jardín.

Un globo, un globo. El viento sopla, el viento sopla. ¿Adónde vuelas? ¿Adónde vuelas? A la casa, a la casa. Blue, red, yellow, green. Grey, white, grey, white. Orange, pink, orange, pink. Purple, purple.

Nine balloons, nine balloons.
The wind blows, the wind blows.
Where are you flying to?
Where are you flying to?
To the park, to the park.

Seven balloons, seven balloons.
The wind blows, the wind blows.
Where are you flying to?
Where are you flying to?
To the beach, to the beach.

Five balloons, five balloons.
The wind blows, the wind blows.
Where are you flying to?
Where are you flying to?
To the forest, to the forest.

Three balloons, three balloons. The wind blows, the wind blows. Where are you flying to? Where are you flying to? To the garden, to the garden.

One balloon, one balloon.
The wind blows, the wind blows.
Where are you flying to?
Where are you flying to?
To the house, to the house.

Ask your child to say in Spanish what colour balloon each of the characters is holding on page 9 and what colour clothes they are wearing. Practise colours throughout the week and remind your child too of *marrón* (brown) and *negro* (black).

CD I, Track I7 Song: El arco iris

(The rainbow)

Your child can draw their own rainbows at home and point to the colours whilst singing the song.

Rojo y amarillo Y rosa y verde. Morado, naranja y azul. Yo dibujo un arco iris. Un hermoso arco iris. Un arco iris para ti. Red and yellow
And pink and green.
Purple, orange and blue.
I'm drawing a rainbow.
A beautiful rainbow.
A rainbow for you.

(Repeated)

Activity Book:

Page 9, cat 2: listen to the first part of the story again, track 15, pausing the CD as each toy chooses a colour. Your child can then colour each of the nine balloons appropriately. Cat 3: listen to where the balloons all land in the story (track 15) and link them up with the right pictures. Page 41, Extra activity, Cat 1: listen to the song again (track 16) and colour each balloon one of the colours in the song. Then connect each balloon with the right words.

5

Help your child with Spanish

5 El escondite (Hide-and-seek) Pages 10-11

CD I, Track 18

Page 10, Cat 1: Mini story: El escondite (Hide-and-seek)

Listen to the story and point to the right pictures on page 10. Your child can colour the parts of the pictures which have been left blank.

- Hace mal tiempo. The weather is bad. Everyone is happy to stay indoors. Roberto suggests they play hide and seek and they all agree.
- I. It is a horrible day.
- Roberto: Sí, sí, ¡jugamos al escondite!
 Carmen and Pedro agree to look for the toys.
 They close their eyes and say:
- Roberto: Yes, yes, let's play hide-and-seek!
- Carmen, Pedro: ¡Uno, dos, tres!
 All the toys run off to hide.
- Carmen: One, two, three!
- **2.** Ana es pequeña. Ana is small. She hides in the box.
- Ana: Me escondo en la caja.
 ¡Está oscuro! ¡Tengo miedo!
 Oh dear, it's very dark and she is scared.
 Roberto goes to el dormitorio and hides under the bed. He thinks he will have a

Ana: I'm hiding in the box. It's dark!
 I'm scared!

the bedroom

2. Ana is small.

- Roberto: Me escondo debajo de la cama.
- Roberto: I'm hiding under the bed.
- 3. Pablo: ¡Tengo hambre! Pablo is hungry and goes a la cocina. He looks for some food and then hides under the table after helping himself to some cakes.
- into the kitchen.

3. Pablo: I'm hungry!

- Pablo: Me escondo debajo de la mesa.
 Tina goes al jardín and hides under a pile of leaves.
- Pablo: I'm hiding under the table.
 into the garden.
- Tina: ¡Me escondo debajo de las hojas! ¡Soy una pilla! ¡Ja! ¡Ja!
- Tina: I'm hiding under the leaves!
 I'm a rascal/mischievous. Hee hee!
- **4.** Paco sees Tina go outside and follows her to make sure she doesn't get into too much mischief!
- Paco: ¡Me escondo en el árbol!
 He pretends not to see her under the pile of leaves and climbs up into the tree.
- Paco: I'm hiding in the tree.
- 5. Sergio: ¡Me gusta la tele!

 Sergio thinks he can watch his favourite TV programme whilst he is hiding and so he goes al salón and he hides under a chair. He is not very well hidden. I think Carmen and Pedro will easily find him, don't you?
- 5. Sergio: I like telly!

into the lounge.

- Sergio: Me escondo debajo de la silla.
- Sergio: I'm hiding under the chair.

- **6.** ¿Dónde está Mifú? And Mifú? Where is Mifú? Mifú wants to find the best hiding place possible where he won't be found.
- Mifú: Me escondo debajo de la escalera.
 Under the stairs!
- Mifú: ¡Estoy contento!

Now, where would you look first? ¿En la caja? ¿Debajo de la cama? ¿Debajo de la mesa? ¿Debajo de las hojas? ¿En el árbol? ¿Debajo de la escalera?

- 6. Where is Mifú?
- Mifú: I'm hiding under the stairs.
- Mifú: I'm happy!

In the box? Under the bed? Under the table? Under the leaves? In the tree? Under the chair? Under the stairs?

Remind your child of the Spanish for box, bed, table, television, stairs, leaves and tree as you point to them. Ask your child to tell you in Spanish which room they are in (bedroom, kitchen or lounge). Hide the toys in the hiding places of the story and ask "¿Dónde está Ana/Sergio/Roberto etc.?" and ask your child to tell you where they are in Spanish.

CD I, Track 19 Song: ¿Dónde está Ana?

(Where is Ana?)

Encourage your child to sing along with the CD and point to the pictures in the book (page 10).

¿Dónde está Ana? ¡No sé! ¡He encontrado a Ana! ¡Está allí! ¿Dónde? ¡Allí! ¡En la caja!

¿Dónde está Roberto? ¡No sé! ¡He encontrado a Roberto! ¡Está allí! ¿Dónde? ¡Allí! ¡Debajo de la cama!

¿Dónde está Pablo? ¡No sé! ¡He encontrado a Pablo! ¡Está allí! ¿Dónde? ¡Allí! ¡Debajo de la mesa!

¿Dónde está Tina? ¡No sé! ¡He encontrado a Tina! ¡Está allí! ¿Dónde? ¡Allí! ¡Debajo de las hojas!

¿Dónde está Paco? ¡No sé! ¡He encontrado a Paco! ¡Está allí! ¿Dónde? ¡Allí! ¡En el árbol!

¿Dónde está Sergio? ¡No sé! ¡He encontrado a Sergio! ¡Está allí! ¿Dónde? ¡Allí! ¡Debajo de la silla!

¿Dónde está Mifú? ¡No sé! ¡He encontrado a Mifú! ¡Está allí! ¿Dónde? ¡Allí! ¡Debajo de la escalera! Where is Ana? I don't know! I've found Ana! She is there. Where? There, in the box!

Where is Roberto? I don't know! I've found Roberto! He is there. Where? There, under the bed!

Where is Pablo? I don't know! I've found Pablo! He is there. Where? There, under the table!

Where is Tina? I don't know! I've found Tina! She is there. Where? There, under the leaves!

Where is Paco? I don't know! I've found Paco! He is there. Where? There, in the tree!

Where is Sergio? I don't know! I've found Sergio! He is there. Where? There, under the chair!

Where is Mifú? I don't know! I've found Mifú! He is there. Where? There, under the stairs!



CD I, Track 20 Listening activity for page II, Cat 2.

Your child can join up the dots for the pictures in the left column. Then you need to link the toys with their hiding places on the left-hand side of the page. Then look very closely at the pictures on the right-hand side of the page. The toys are all hiding in different places! Link each toy with their new hiding place!

- Ana: Me escondo en la caja.

Roberto: Me escondo debajo de la cama.

- Pablo: Me escondo debajo de la mesa.

Tina: Me escondo debajo de las hojas.

- Paco: Me escondo en el árbol.

Sergio: Me escondo debajo de la silla.

- Mifú: Me escondo debajo de la escalera.

I'm hiding in the box.

I'm hiding under the bed.

I'm hiding under the table.

I'm hiding under the leaves.

I'm hiding in the tree.

I'm hiding under the chair.

I'm hiding under the stairs.

Activity Book:

Page 42, Extra activity, Cat I: each of the pictures represents debajo de (under) or en (in and on). Write the correct word under each picture.

6 La gimnasia de Mifú (Mifú's exercises) Pages 12-13

CD I, Track 21

Page 12, Cat 1: Mini story: La gimnasia de Mifú (Mifú's exercises)

Listen to the story and follow the pictures on page 12. Ana's box can be coloured in picture 5.

- **I.** Hace frío. It is a cold day. Mifú starts moving about to keep warm.
- Mifú: ¡Hago gimnasia!
 He is doing some exercises. Everyone agrees it is a good idea.
- Pablo: ¡Bien!Roberto: ¡Yupi!Paco: ¡Genial!
- Tina: ¡Qué buena idea!
 Everyone agrees except someone. Can you guess who that might be? Pablo loves doing exercises and is very pleased.
- Pablo: ¡Me gusta hacer gimnasia!
- 2. Mifú turns on the music. ¡Uno, dos, tres, cuatro! ¡Hago gimnasia Al ritmo de la música! ¡Es fantástica Y muy animada!

Toco las palmas. ¡Uno, dos, tres! Levanto los brazos. Bajo los brazos. Levanto el pie. Bajo el pie. Toco las palmas. ¡Uno, dos, tres!

¡Hago gimnasia Al ritmo de la música!

- **3.** Suddenly *Mifú* stops. He realises that someone is missing. Let's count with him:
- Mifú: Uno, dos, tres, cuatro, cinco, seis, siete, ocho. ¡Ah! ¡Ah!
 Who is missing? There should be nueve of us altogether. All the toys, Carmen and Pedro. Everyone looks around and counts each other.
- **4.** Paco, el soldado, then says:
- Paco: ¡Ah! ¡Ana! ¿Dónde está Ana?
 All the toys start looking for Ana.
- Tina: Ana, ¿Dónde estás?
- Sergio: ¿Dónde estás?
- Pablo: ¿Dónde estás?
 So they all look for Ana.

- It's a cold day.
 - Mifú: I'm doing exercises!
- Pablo: Great!
- Roberto: Yippee!
- Paco: Brilliant!
- Tina: What a good idea!
- Pablo: I like exercising!
 - One, two, three, four!
 I'm doing exercises
 To music!
 It's fantastic
 And very energetic!

I'm clapping my hands. One, two, three! I'm raising my arms. I'm lowering my arms. I'm raising my foot. I'm lowering my foot. I'm clapping my hands. One, two, three!

I'm doing exercises
To music!

3.

2.

- Mifú: One, two, three, four, five, six, seven, eight. Ah! Ah! nine
- 4. Paco, the soldier
- Paco: Ah! Ana! Where is Ana?
- Tina: Ana, where are you?
- Sergio: Where are you?
- Pablo: Where are you?





- **5.** Finally *Pedro* finds *Ana* hiding in her favourite 5. hiding place – ¡En la caja!
- Ana: Estoy triste. No me gusta hacer gimnasia. Ana is sad because she doesn't like doing exercises.
- In the box!
- Ana: I'm sad. I don't like doing exercises.
- 6. Pobre Ana. Mifú tells her that it is ok not to like the same thing as others do. We are all different. Carmen remembers that Ana loves dancing and asks Ana if she would like to keep fit by dancing whilst the others are doing exercises. Ana is happy again - she
- loves to dance.
- Ana: Estoy contenta. ¡Bien! Me gusta bailar. ¡Gracias, gracias!
- 6. Poor Ana!
- Ana: I'm happy! Great! I like dancing. Thank you! Thank you!

CD I, Track 22 Song: Hago gimnasia

(I'm exercising)

Encourage your child to do the actions and to move around/dance as much as possible. Definitely not a song to be sung sitting still!

¡Uh! ¡Uh! ¡Ey! ¿Estáis listos? ¡Vamos a hacer gimnasia! ¡Uno, dos, tres, cuatro!

Uh! Uh! Eh! Are you ready? We are going to do exercises! One, two, three, four!

¡Hago gimnasia Al ritmo de la música! ¡Es fantástica Y muy animada! (repeated)

I'm exercising With music! It's fantastic And very energetic!

Toco las palmas. ¡Uno, dos, tres! Levanto los brazos. Bajo los brazos. Levanto el pie. Bajo el pie. Toco las palmas. ¡Uno, dos, tres!

I'm clapping my hands. One, two, three! I'm raising my arms. I'm lowering my arms. I'm raising my foot. I'm lowering my foot. I'm clapping my hands. One, two, three!

Toco las palmas. ¡Uno, dos, tres! Levanto los brazos. Bajo los brazos. Levanto el pie. Bajo el pie. (for the other foot) Toco las palmas. ¡Uno, dos, tres!

I'm clapping my hands. One, two, three! I'm raising my arms. I'm lowering my arms. I'm raising my foot. I'm lowering my foot. I'm clapping my hands. One, two, three!

¡Hago gimnasia Al ritmo de la música! ¡Es fantástica Y muy animada! (repeated) I'm exercising With music! It's fantastic And very energetic!

Toco las palmas. ¡Uno, dos, tres! Levanto los brazos. Bajo los brazos. Levanto el pie. Bajo el pie. Toco las palmas. ¡Uno, dos, tres!

I'm clapping my hands. One, two, three! I'm raising my arms. I'm lowering my arms. I'm raising my foot. I'm lowering my foot. I'm clapping my hands. One, two, three!

Toco las palmas. ¡Uno, dos, tres! Levanto los brazos. Bajo los brazos. Levanto el pie. Bajo el pie. (for the other foot) Toco las palmas. ¡Uno, dos, tres!

I'm clapping my hands. One, two, three! I'm raising my arms. I'm lowering my arms. I'm raising my foot. I'm lowering my foot. I'm clapping my hands. One, two, three!

CD I, Track 23

Song: ¡Andad! ¡Andad!

(Walk, walk)

Another action song to reinforce lots of vocabulary. Encourage your child to do the actions and to point to all the different parts of their face and body as instructed in the song. Note: this is the first time the children will have heard the words la barriga (tummy) and las piernas (legs).

¡Andad, andad! Walk, walk. ¡Girad, girad! Turn, turn. ¡Saltad, saltad! Jump, jump. ¡Corred, corred! Run, run. ¡Sentaos! Sit down! ¡Y escondeos! And hide!

Up! :Arriba!

Eyes, nose, mouth, ears, Los ojos, la nariz, la boca, las orejas, hair, neck.

el pelo, el cuello.

Repeat: Walk, walk... ¡Repetímos!: Andad, andad...

Up! ¡Arriba!

La cabeza, los hombros, las rodillas, los pies, Head, shoulders, knees, feet, los brazos, las manos, la barriga, las piernas. arms, hands, tummy, legs.

CD I, Track 24

Song: Tócate la cabeza (Touch your head)

Another version of 'Head, shoulders, knees and toes' (or rather feet in this case)! Actions to this song are self-explanatory!

Tócate la cabeza. Touch your head. Tócate la cabeza. Touch your head. Salta en el aire. Jump in the air. And fall to the ground! ¡Y cáete al suelo!

Tócate los hombros. Touch your shoulders. Tócate la cabeza. Touch your head. Salta en el aire. Jump in the air.

¡Y cáete al suelo! And fall to the ground!

Tócate las rodillas. Touch your knees. Tócate los hombros. Touch your shoulders. Tócate la cabeza. Touch your head. Salta en el aire. lump in the air. ¡Y cáete al suelo! And fall to the ground!

Tócate los pies. Touch your feet. Tócate las rodillas. Touch your knees. Tócate los hombros. Touch your shoulders.

Tócate la cabeza. Touch your head. Jump in the air. Salta en el aire.

And fall to the ground! ¡Y cáete al suelo!





Song: La lluvia hace 'plic, plac'

(The rain goes 'pitter-patter')

One more chance to practise the parts of the body. New expression: estoy empapadola – I am soaked.

La lluvia hace 'plic, plac'.

La lluvia hace 'plic, plac'.

La lluvia hace 'plic, plac'.

The rain goes 'pitter-patter'.

Repeat with en mis manos, en mis brazos, en mis on my hands, on my arms, on my legs, on my feet. piernas, en mis pies.

¡Y ahora estoy empapada! And now I'm soaked!

CD I, Track 26 Listening activity for page 13, Cat 2.

Ask your child to look at the six little pictures of $Mif\tilde{u}$ and to point to the one that illustrates each action as described on the CD. You can then put the sentences you hear in the correct order by writing numbers I-6 in the circles. (e.g. number I will appear in the circle by the fourth picture etc.)

Clap your hands! (4) ¡Toca las palmas! (4th picture) ¡Levanta los brazos! Raise your arms! (2) (2nd picture) ¡Levanta el þie! Raise your foot! (5) (5th picture) Lower your arms! (3) ¡Baja los brazos! (3rd picture) ¡Baja el pie! Lower your foot! (I) (Ist picture) ¡Salta! Jump! (6) (6th picture)

CD I, Track 27 Listening activity for page 13, Cat 3.

Listen to the CD and complete Roberto.

Los pies, las rodillas, el cuello, la cabeza, Feet, knees, neck, head, los brazos, las manos. arms, hands.

CD 1, Track 28 Extra optional listening activity.

Encourage your child to draw the various parts of the face as heard on the CD and/or to complete the pictures of *Pedro* and *Carmen* on the sheet given out in class.

Los ojos, la nariz, la boca, las orejas, el pelo, el cuello. Eyes, nose, mouth, ears, hair, neck.

CD 1, Track 29 Listening activity for page 34.

Listen to all the individual words being read on the CD and point to the right pictures/illustrations, repeating each word after the voice on the CD. These activities/exercises can be done time and time again and your child's confidence will really grow as he/she realises how many words he/she can understand in Spanish!

Autumn revision: En la calle

La panadería, una limonada, un pájaro, Paco, un restaurante, una casa, un gato blanco, Sergio, una puerta, una niña, un niño, unas magdalenas, una mesa, Mifú, un pastel pequeño y blanco, la escalera, la tele, Carmen, un cielo gris, un pastel grande y blanco, un pastel pequeño y rosa, un salón, unas barras de pan, Pedro, un pastel de chocolate grande, una cesta, un pastel pequeño y amarillo, una caja, unas flores, una silla.

(In the street)

The bakery, a lemonade, a bird, Paco, a restaurant, a house, a white cat, Sergio, a door, a girl, a boy, Spanish cupcakes, a table, Mifú, a little white cake, the stairs, the TV, Carmen, a grey sky, a big white cake, a little pink cake, a living room, some loaves of bread, Pedro, a big chocolate cake, a basket, a little yellow cake, a box, flowers, a chair.

CD I, Track 30 Listening activity for page 34.

Autumn revision: En el parque

Una bolsita de pan, un niño, un pato blanco, una hoja marrón, el pelo, un globo verde, una niña, el viento, unas botas negras, un pato verde, las manos, una hoja naranja, un abrigo rojo, una cometa morada, la cabeza, una bufanda rosa, un cielo azul, Pablo, un globo morado, los hombros, un pato marrón, Tina, unas botas rojas, una bufanda amarilla, Roberto, una cometa naranja, una hoja roja, los pies, un abrigo azul, Ana, los brazos, un sombrero, las rodillas, unos jardines, un árbol.

(At the park)

A little bag of bread, a boy, a white duck, a brown leaf, hair, a green balloon, a girl, the wind, black boots, a green duck, hands, an orange leaf, a red coat, a purple kite, the head, a pink scarf, a blue sky, Pablo, a purple balloon, shoulders, a brown duck, Tina, red boots, a yellow scarf, Roberto, an orange kite, a red leaf, feet, a blue coat, Ana, arms, a hat, knees, gardens, a tree.

Activity Book:

Page 43, Extra activity: your child has to look carefully at the pictures of the toys' body parts in the middle of the page and point to which toy they belong to. He/she can then write down the correct names of the toys on the right-hand side of the page. Your child can join up the dots on the left-hand side of the page which spell out all the body parts.

Winter section

iHola!

Your child's success in languages depends on the quality of the course, the teacher's skills and your involvement and support throughout this experience. At this early stage of learning, the most important thing parents can do is to encourage their children to regularly listen to the CDs. If time is short at home, the car is an excellent place for whole families to listen to the stories and sing the songs together! In addition to these notes, your child's class teacher will give further guidelines and suggestions of activities to be completed at home.

Parents, please note: the extra activity pages at the end of the book, along with all the activities, are to be used at your discretion, depending on the age and ability of your children. Children following this course will be in the age range of 5-7 years old and so the exercises are designed to cover a wide range of abilities. The most important thing, as always, is for your children to have FUN learning Spanish and to enjoy everything they do!

El cumpleaños de Carmen (Carmen's birthday) Pages 14-15

CD I, Track 31

Page 14, Cat 1: Mini story: El cumpleaños de Carmen (Carmen's birthday)

Listen to the story and follow the pictures in the book on page 14. Carmen's T-shirt has been left blank so that your child can colour it pink. Ask your child if he/she is wearing any of the clothes mentioned in the story. Can you remember the Spanish words for T-shirt, shorts, trainers, trousers and hat? If not already done in class, stick the picture of Carmen onto the blank square.

- Toys: ¡Cumpleaños feliz... Carmen!
 It is Carmen's birthday! Los juguetes the toys
 ask her how old she is.
- Toys: ¿Cuántos años tienes? ¿Cuántos años tienes?
- Carmen: ¡Es un secreto!
 Carmen is keeping it a secret!
- 2. Los juguetes are trying to think of the best present to buy for her. It is difficult to think of a perfect present for someone! However los juguetes know how much Carmen likes
 - clothes and they each suggest something different.
- Paco: Unos pantalones de flores.
 Paco wants to buy Carmen some floral trousers.
 - Pablo says:
- Pablo: ¡No, no, no! ¡Unos pantalones cortos rojos!
 - Pablo thinks some red shorts would be best.
 - What do you think?
- Once again, all the toys ask Carmen:
- Toys: ¿Carmen, cuántos años tienes?
- Carmen: ¡Es un secreto!

- Toys: Happy birthday...Carmen!
 The toys
- Toys: How old are you? How old are you?
- Carmen: It's a secret!
- 2. The toys
- Paco: Floral trousers.
- Pablo: No, no, no! Red shorts!
- Toys: Carmen, how old are you?
- Carmen: It's a secret!

- **3.** Mifú doesn't like the idea of pantalones de flores or pantalones cortos rojos and suggests a green T-shirt.
- Mifú: No, no. Una camiseta verde.
- Tina: ¡No, no, no!
 Tina disagrees.
- Tina: Unas zapatillas amarillas.
 Tina thinks that Carmen would look nice with yellow trainers.
 - Los juguetes ask Carmen again how old she is:
- Toys: ¿Cuántos años tienes? ¿Cuántos años tienes?
- Carmen: ¡Es un secreto!
- **4.** Roberto has been listening carefully to all the 4. ideas for Carmen's present and says:
- Roberto: ¡No, no, no!
 You cannot choose things you would like for her! You need to think of what Carmen likes!
 Los juguetes know that Roberto is right and so they all have another really good think.
 Carmen sees them whispering and asks what they are saying. But they all reply:
- Toys: ¡Es un secreto!
- **5.** At last los juguetes have decided what to buy Carmen and they wrap it up in a big box, una caja grande. Can you guess what the present is?
- **6.** *Carmen* is delighted with her present, it will be perfect when she goes on holiday.
- Carmen: ¡Gracias! ¡Gracias! ¡Estoy muy contenta! ¡Me encanta mi sombrero rosa! Have you guessed what it is?

- 3. floral trousers red shorts
- Mifú: No, no. A green T-shirt.
- Tina: No, no, no!
- Tina: Some yellow trainers

The toys

- Toys: How old are you? How old are you?
- Carmen: It's a secret!
- Roberto: No! No! No!

The toys

- Toys: It's a secret!
- 5. The toys
 - a big box.
- 6.
- Carmen: Thank you! Thank you! I'm so happy! I love my pink hat!

CD I, Track 32

Song: Un regalo para Carmen

(A present for Carmen)

As your child listens to the song for the first time, ask him/her to look at the pictures in the book on page 15 and point to the pictures of the clothes as they are mentioned in the song. Count with your child how many of the characters are wearing unos pantalones (5 - icinco!), how many are wearing una camiseta (5 - icinco!), how many are wearing un sombrero (3 - icinco!) etc. As your child becomes more familiar with the song, he/she will be able to join in with the words.

Un regalo para Carmen. Un regalo de cumpleaños. Mifú dice: "¡Tengo una idea! ¡Una camiseta verde!"

Tina dice: "¡No, no, no!
¡Una camiseta verde, no!
¡Zapatillas amarillas, sí!"
¡Zapatillas amarillas, quiere Tina!

A present for Carmen. A birthday present. Mifú says: "I have an idea! A green T-shirt!"

Tina says: "No, no, no!
A green T-shirt, no!
Yellow trainers, yes!"
Tina wants yellow trainers!





Paco dice: "¡No, no, no! ¡Zapatillas amarillas, no! ¡Unos pantalones de flores, sí! ¡Me gustan los colores!"

Pablo dice: "¡No, no, no! ¡Unos pantalones de flores, no! ¡Unos pantalones cortos rojos, sí!" ¡A Pablo le gusta el color!

Roberto dice: "¡No, no, no! ¡Unos pantalones cortos rojos, no! ¡Un sombrero rosa como regalo! ¡Me parece lo mejor!"

¡Ah sí, un sombrero rosa! ¡Es una buena idea! ¡Un sombrero rosa como regalo! ¡Para las vacaciones de verano! Paco says: "No, no, no! Yellow trainers, no! Floral trousers, yes! I love colours!"

Pablo says: "No, no, no! Floral trousers, no! Some red shorts, yes!" Pablo likes the colour!

Roberto says: "No, no, no! Red shorts, no! A pink hat for a present! Seems the best to me!"

Ah yes, a pink hat! It's a good idea! A pink hat for a present! For the summer holidays!

CD I, Track 33

Song: ¡Cumpleaños feliz!

(Happy birthday!)

Try singing 'Happy Birthday' in Spanish every time a member of the family has a birthday from now on!

¡Cumpleaños feliz!Happy birthday!¡Cumpleaños feliz!Happy birthday!¡Te deseamos todos!We all wish you¡Cumpleaños feliz!Happy birthday!

CD I, Track 34

Song: Tengo seis años

(I'm six)

Help your child to keep practising saying how old he/she is when asked the question "¿Cuántos años tienes?" Use fingers to help with counting.

Uno, dos, tres, cuatro, cinco, seis. ¿Cuántos años tienes? Tengo cinco años. Tengo seis años. ¡Yo soy grande!

Uno, dos, tres, cuatro, cinco, seis. ¿Cuántos años tienes? Tengo cinco años. Tengo seis años. ¡Yo soy grande! ¡Yo tengo siete años!

One, two, three, four, five, six. How old are you? I am five. I am six. I am big!

One, two, three, four, five, six. How old are you? I am five. I am six. I am big! I am seven!

CD I, Track 35

Listening and colouring activity for page 15, Cat 2.

All the toys would like new clothes for their birthdays! What colours would they like? Pause the CD after every sentence and help your child to identify which article of clothing is required for whom and to colour the clothes appropriately. Note: your child will need to be reminded of *un abrigo* (a coat) for this exercise.

Unos pantalones amarillos para Paco. Una camiseta verde para Mifú. Unos pantalones cortos rosas para Tina. Unas botas marrones para Sergio. Un sombrero negro para Carmen. Un abrigo morado para Ana. Una gorra azul para Pedro. Yellow trousers for Paco.
A green T-shirt for Mifú.
Pink shorts for Tina.
Brown boots for Sergio.
A black hat for Carmen.
A purple coat for Ana.
A blue cap for Pedro.

Activity Book:

Page 44, Extra activity: help your child to count the candles on each cake and put the appropriate age in the squares. The numbers can then be written in underneath by joining the dots.



El patito (The little duck) Pages 16-17

CD I, Track 36

Page 16, Cat 1: Mini story: El patito

(The little duck)

Listen to the story and look at the pictures on page 16. Give your child lots of praise for understanding a story completely in Spanish! Ask your child to tell you in Spanish when he/she is hungry and to practise saying quisiera... (I would like...)

- 1. Aquí hay un patito. Un patito blanco. El patito tiene hambre.
- Patito: ¡Tengo hambre! ¡Tengo hambre! ¡Quisiera pan!
- **2.** Aquí hay un caballo gris. El patito dice:
- Patito: ¡Tengo hambre! ¡Tengo hambre! ¡Quisiera pan!

Pero el caballo dice:

- Caballo: No me gusta el pan. Me gustan las zanahorias.
 - Aquí hay un gato. El patito dice:
- Patito: ¡Tengo hambre! ¡Tengo hambre! ¡Quisiera pan! Pero el gato dice:
- Gato: No me gusta el pan. Me gusta la leche.
- **3.** Aquí hay un muñeco de nieve. El patito dice:
- Patito: ¡Tengo hambre! ¡Tengo hambre! ¡Quisiera pan!

Pero el muñeco de nieve dice:

- Muñeco de nieve: No me gusta el pan. Me gustan los helados.
- **4.** Aquí hay un cerdo. El patito dice:
- Patito: ¡Tengo hambre! ¡Tengo hambre! ¡Quisiera pan!

Pero el cerdo dice:

- Cerdo: No me gusta el pan. Me gustan
- **5.** Aquí está Tina. El patito dice:
- Patito: ¡Tengo hambre! ¡Tengo hambre! ¡Quisiera pan!

Pero Tina dice:

- Tina: No me gusta el pan. Me gusta el chocolate.
- **6.** Aquí está la familia Pájaro. El patito dice:
- Patito: ¡Tengo hambre! ¡Tengo hambre! Quisiera pan, por favor.
- La familia Pájaro dice: - Familia Pájaro: Sí, patito, sí. ¡Aquí tienes pan!
- Y el patito dice:
- Patito: ¡Gracias! ¡Gracias!

- I. Here is a little duck. A little white duck. The little duck is hungry.
- Duck: I'm hungry! I'm hungry! I would like some bread!
- 2. Here is a grey horse. The little duck says:
- Duck: I'm hungry! I'm hungry! I would like some bread! But the horse says:
- Horse: I don't like bread. I like carrots.

Here is a cat. The little duck says:

- Duck: I'm hungry! I'm hungry! I would like some bread! But the cat says:
- Cat: I don't like bread. I like milk.
- 3. Here is a snowman. The little duck says:
- Duck: I'm hungry! I'm hungry! I would like some bread! But the snowman says:
- Snowman: I don't like bread. I like ice creams.
- 4. Here is a pig. The little duck says:
- Duck: I'm hungry! I'm hungry! I would like some bread! But the pig says:
- Pig: I don't like bread. I like walnuts.
- 5. Here is Tina. The little duck says:
- Duck: I'm hungry! I'm hungry! I would like some bread! But Tina says:
- Tina: I don't like bread. I like chocolate.
- 6. Here is the Bird family. The little duck says:
- Duck: I'm hungry! I'm hungry! I would like some bread, please. And the Bird family says:
- Bird family: Yes, little duck, yes! Here is some

And the little duck says:

Duck: Thank you! Thank you!

Children who have completed Part I will have quite a repertoire of 'food' words. This is a good time to revisit them! Ask your child to repeat what food/drink the duck/horse/cat/snowman/pig and Tina liked in the story. How did they say that in Spanish? Use pictures of food and drink or plastic/toy food or the real thing and encourage your child to practise saying me gusta (I like) or no me gusta (I don't like) as you look at them. Help your child to learn the new animal words - un cerdo and un caballo. The horse, pig and bird family have been left blank for your child to colour gris, rosa and marrón. Ask your child if he/she can remember what these colours are.

CD I, Track 37

Song: ¡Me gustan los helados!

(I like ice creams!)

Help your child to learn this song with the help of the stick puppets and pictures of the food items mentioned in the song. You will definitely remember how to say "I like ice creams" after singing this song a few times!

Me llamo Mifú el gato. No me gusta el pescado.

¡Pero me gustan los helados!

Me llamo Roberto. No me gusta el queso. ¡Pero me gustan los helados!

Me llamo Ana.

No me gustan las manzanas. ¡Pero me gustan los helados!

Me llamo Sergio. No me gusta el té frío. ¡Pero me gustan los helados!

Me llamo Paco. No me gustan los plátanos.

¡Pero me gustan los helados!

My name is Mifú, the cat.

I don't like fish. But I like ice cream!

My name is Roberto. I don't like cheese. But I like ice cream!

My name is Ana. I don't like apples. But I like ice cream!

My name is Sergio. I don't like cold tea. But I like ice cream!

My name is Paco. I don't like bananas. But I like ice cream!

CD I, Track 38

Song: ¡Que aproveche!

(Enjoy your meal!)

A great song to reinforce tengo hambre. Try saying, "Que aproveche" before starting each meal from now on! Una vaca (a cow) is a new word.

Tengo hambre, dijo el cerdo. Tengo hambre; tengo hambre.

¡Que aproveche! ¡Que aproveche!

Tengo hambre, dijo la vaca.

¡Que aproveche! ¡Que aproveche!

Tengo hambre; tengo hambre.

(Instrumental)

I'm hungry, said the pig. I'm hungry; I'm hungry. Enjoy your meal! Enjoy your meal!

I'm hungry, said the cow. I'm hungry; I'm hungry. Enjoy your meal! Enjoy your meal!





CD I, Track 39 Listening activity for page 17, Cat 2.

Listen to the CD and link each of the toys in the middle of the page with the pictures of what you like (left-hand column) and what you don't like (right-hand column).

A Sergio le gustan las peras. A Mifú no le gusta la col. A Paco le gustan las tortillas.

A Roberto no le gustan los pasteles.

A Mifú le gustan los plátanos.

A Ana no le gusta la leche.

A Sergio no le gusta el pescado.

A Ana le gustan los tomates.

A Paco no le gustan las nueces.

A Roberto le gustan las patatas.

Sergio likes pears.

Mifú doesn't like cabbage.
Paco likes Spanish omelettes.

Roberto doesn't like cakes.

Mifú likes bananas.

Ana doesn't like milk.

Sergio doesn't like fish.

Ana likes tomatoes.

Paco doesn't like walnuts.

Roberto likes potatoes.

Activity Book:

Page 45, Extra activity: ask your child to look closely at the two pictures and to say in Spanish what is missing in the second picture.

(un caballo/una zanahoria/un gato/un cerdo/una col/el helado/el chocolate/un pato/un pájaro/pan — one of the crumbs Roberto is feeding to the ducks!)

CD I, Track 40

Action Chant: Hambre, hambre

Hambre, hambre.

Tengo hambre.

Mesa, mesa.

Aquí voy.

Yo quisiera un bocadillo,

Un pastel y un helado.

Hambre, hambre.

Tengo hambre.

Mesa, mesa.

Aquí voy.

Yo quisiera una tortilla

Limonada, por favor.

(Hungry, hungry)

Hungry, hungry.

I am hungry.

Table, table.

Here I come.

I would like a sandwich.

A cake and an ice cream.

Hungry, hungry.

I am hungry.

Table, table.

Here I come.

I would like a Spanish omelette.

Lemonade please.

Pedro y los osos (Pedro and the bears) Pages 18-19

CD I, Track 41

Page 18, Cat 1: Pedro y los osos

(Pedro and the bears)

Listen to the story, following the pictures on page 18. Remind your child of all the weather conditions he/she has been taught so far. (Part 2 Autumn, Module 3). Sing CD I, track I3 to recap. Ask your child to look out of the window and tell you in Spanish what the weather is like and to say in Spanish what clothes we wear in cold weather. (If your child can't remember the words in Spanish, he/she could say "Si" or "No" when shown various pictures!)

1. One day, Pedro decides to go for a walk en el 1. in the forest bosque.

Hace bueno. It's a lovely day. As the sun is shining, Pedro has decided to wear unos pantalones cortos, una camiseta y unas sandalias. What a silly boy! Pedro has forgotten that it is still winter!

It's a lovely day.

shorts, a T-shirt and sandals.

- 2. Very soon the weather changes. Hace viento y hace frío. It's windy and cold. Pedro shivers and says:
- Pedro: Hace frío. Me voy a casa. He is very cold and decides to go home. But Pedro can't remember the way.
- Pedro: ¡Tengo miedo! He is scared!

- 2. It's windy and cold.
- Pedro: It's cold. I'm going home.

- Pedro: I'm scared!
- 3. Suddenly, he sees a little house.

- Pedro: ¡Oh! Una casita. He knocks on the door.

- Pedro: ¿Quién vive aquí? Who lives here? No one answers. Pedro is so cold, he goes inside.
- Pedro: ¡Qué suerte! ¡Un abrigo grande! What luck, Pedro sees a big coat. He puts it
- Pedro: ¡Oh! ¡Demasiado grande! It is much too big. ¡No importa! Never mind!
- **4.** Pedro is already feeling warmer but his legs are cold. He sees unos pantalones. They are much too big too.
- Pedro: ¡Oh! Demasiado grandes. ¡No importa!

- Pedro: Oh! A little house.
- Pedro: Who lives here?
- Pedro: What luck! A big coat!
- Pedro: Oh! Too big! Never mind!
- trousers.
- Pedro: Ah! Too big. Never mind!





- 5. Pedro now needs something to keep his feet warm.
- Pedro: ¡Oh! ¡Unas botas!
 On go the boots!
- Pedro: ¡Demasiado grandes! ¡No importa!
 Pedro is still cold and sees un gorro.
- Pedro: ¡Demasiado grande! ¡No importa!
 Pedro has a shock when he sees himself in the mirror!
- Pedro: Ah! Boots!
- Pedro: Too big! Never mind!
 a woolly hat.
- Pedro: Too big! Never mind!

- 6. Just then Pedro hears voices.
- Pedro: ¿Quién es? The family of bears that lives in the house has arrived home. They take one look at Pedro standing there con su abrigo grande, sus pantalones grandes, sus botas grandes y su gorro grande and scream!
- Bear I: ¡Oh! ¡Tengo miedo!
- Bear 2: ¡Tengo mucho miedo!
- Bear 3: ¡Es un monstruo!
 And they run back into the forest. ¡Uy, uy, uy...! They think Pedro is a monster!

- 6.
- Pedro: Who's there?

in his big coat, his big trousers, his big boots and his big woolly hat

- Bear I: Oh! I'm scared!
- Bear 2: I'm very scared!
- Bear 3: It's a monster!Oh dear!

CD I, Track 42

Song: Pedro en el bosque

(Pedro in the forest)

Make up actions for the song to help your child learn it! Point to the appropriate pictures on page 18 as you listen to the song.

Pedro en el bosque. Hace frío, hace frío. Pedro en el bosque. "Me voy a casa."

¡Oh! Una casita. Qué suerte. ¿Quién vive aquí? ¡Oh! Una casita. "¡Qué cómoda!"

Pantalones y abrigo. Demasiado grandes. ¡No importa! Pantalones y abrigo. "¡Mírame, te digo!"

Botas y un gorro. Demasiado grandes. ¡No importa! Botas y un gorro. "¡Ya no tengo frío!"

¡Oh! ¿Quién está aquí? ¡Un monstruo, qué horror! ¡Oh! ¿Quién está aquí? "¡Es un monstruo, tengo miedo!" Pedro in the forest. It's cold, it's cold. Pedro in the forest. "I'm going home."

Oh! A little house! What luck! Who lives here? Oh! A little house. "It's comfy!"

Trousers and coat.
Too big. Never mind!
Trousers and coat.
"Look at me, I tell you!"

Boots and a woolly hat. Too big. Never mind! Boots and a woolly hat. "I'm not cold anymore!"

Oh! Who's here? It's a monster, how horrible! Oh! Who's here? "It's a monster, I'm scared!"

CD I, Track 43 Song: Los tres osos

(The three bears)

If your child has completed Part I, he/she should be familiar with the Spanish verbs in this song and will enjoy walking, running, jumping, falling down, dancing and turning round to the music!

Tres osos en el bosque Andan, andan. Corren, corren. Tres osos en el bosque Saltan en el aire y se caen al suelo.

Dos osos en el bosque Bailan, bailan. Giran, giran. Dos osos en el bosque Saltan en el aire y se caen al suelo.

Un oso en el bosque Anda, corre, baila, gira. Un oso en el bosque Salta en el aire y se cae al suelo. Three bears in the forest Walk, walk. Run, run.
Three bears in the forest Jump up in the air and fall down.

Two bears in the forest Dance, dance. Turn, turn. Two bears in the forest lump up in the air and fall down.

One bear in the forest
Walks, runs, dances, turns.
One bear in the forest
Jumps up in the air and falls down.

Activity Book:

Page 19 and inset (to cut up). Help your child to cut out one of the coats, woolly hats, pairs of trousers and two of the boots on the inset page. He/she can then paste them onto the bear on page 19 and make a funny picture. Circle the correct phrase on each item of clothing depending on whether the garment is too big or too small. When the picture is finished, describe in Spanish what the bear is wearing (giving the colour too if possible) and whether it is demasiado grande or demasiado pequeño.

Page 46, Extra activity: look at the word string and see if you can recognise any of the Spanish words. If you can, these words can be copied underneath the appropriate pictures. (Note: monstruo grande is to be copied underneath the large picture of Pedro and monstruo pequeño underneath the small picture of Pedro.)





CD 2, Track I

Page 20, Cat I: Mini story: ¡Cuidado, Roberto! (Watch out, Roberto!)

Listen to the story and follow the pictures on page 20. Roberto has been left blank for children to colour in grey. Try to use the Spanish ¡Cuidado! instead of telling your child to 'be careful' or 'watch out'! Encourage him/her to say it to you! Sorry (perdón in Spanish) is a very important word! Encourage your child to say this and also please and thank you in Spanish whenever appropriate! Encourage your child to tell you the story in their own words, using the Spanish words or phrases as often as he/she can!

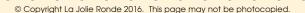
2.

- Los juguetes, have all been playing outside. Now the weather is changing and they all decide to go home.
- Ana, Pablo, Paco: ¡Me voy a casa! ¡Me voy a casa! ¡Me voy a casa!
- 2. Roberto however doesn't want to go home. He is in the distance walking along listening to his music. Anda a pasos grandes como Mifú. Anda a pasos pequeños como Ana. Everyone calls:
- Toys, Pedro, Carmen: ¡Roberto! ¡Roberto! ¡Adónde vas? ¡Vete a casa!
 Where are you going? Go home! But Roberto can't hear them properly because he has his headphones on.
- Toys: ¡Cuidado, Roberto!
 Los juguetes call him to be careful. Can you join in and say it with them again?
- Toys, Pedro, Carmen: ¡Cuidado, Roberto!
- 3. It starts raining heavily and Roberto walks further and further away. Los juguetes know that it is not good for a robot to be out in the rain for long and they are worried that he will get lost. They keep calling to him.
- Toys: ¡Roberto! ¡Roberto! ¡Llueve mucho! ¡Cuidado!
- But Roberto cannot hear his friends.

 Toys, Pedro, Carmen: ¡Cuidado, Roberto!

- I. The toys
- Ana, Pablo, Paco: I am going home! I am going home! I am going home!
- He is taking large strides like Mifú. He is taking little steps like Ana.
- Toys, Pedro, Carmen: Roberto! Roberto! Where are you going? Go home!
- Toys: Watch out, Roberto!The toys
- Toys, Pedro, Carmen: Watch out, Roberto!
- 3. The toys
- Toys: Roberto! Roberto! It is raining very hard!
 Watch out!
- Toys, Pedro, Carmen: Watch out, Roberto!





- **4.** The rain is pouring down and Roberto suddenly realises he is lost.
- Roberto: ¡Me he perdido! ¡Tengo miedo! He is scared.

Then he trips and falls over. ¡Se cae al suelo! Roberto tries to get up and can't. He needs oil to get going! ¡Uy, uy, uy! Pobre Roberto. Está triste.

Roberto is even more scared now.

- Roberto: ¡Tengo miedo! He is lost and he knows that in a few hours he will be completely rusty and stuck. He wants to go home.
- Roberto: ¡Me quiero ir a mi casa!
- **5.** Meanwhile *los juguetes* are back at home and are all looking out of the window hoping to see Roberto coming back.
- Ana: Roberto, ¿dónde estás? Luckily for Roberto, a kind lady on her way home sees him on the ground and helps him up before asking:
- Lady: ¿Dónde vives? Roberto is just able to tell her where he lives before his mouth gets stuck, and the kind lady takes him home. ¡Es buena!
- 6. Back home Pedro and Carmen make sure Roberto has all the oil he needs to get him walking properly again. They tell him he should be more careful and not go wandering off on his own — especially when it's raining!
- Pedro, Carmen: ¡Cuidado! Roberto says, "Sorry".
- Roberto: ¡Perdón! Carmen makes a cake to celebrate Roberto's safe return.
- Carmen: ¡Un pastel de chocolate grande! Do you understand what kind of cake it is? Of course, they invite the kind lady to stay for tea. Roberto says:
- Roberto: ¡Gracias, señora!

- Roberto: I am lost. I am scared!

He falls over!

Oh dear! Poor Roberto! He is sad.

- Roberto: I am scared!
- Roberto: I want to go home!
- 5. The toys
- Ana: Roberto, where are you?
- Lady: Where do you live?

That's kind!

6.

- Pedro, Carmen: Be careful!
- Roberto: Sorry!
- Carmen: A big chocolate cake!
- Roberto: Thank you, madam!





CD 2, Track 2 Song: ¡Roberto! ¡Roberto!

(Roberto! Roberto!)

Make up mimes to this song with your child. Children who have completed Part I will be able to recognise a lot of the phrases here.

¡Roberto! ¡Roberto! Vete a casa. Llueve mucho. Hace mucho frío.

¡No importa! ¡Escucho la música! Ando y bailo. ¡Es muy animada!

¡Roberto! ¡Roberto! ¿Adónde vas? Llueve mucho. ¡Cuidado!

¡Ay! ¡Qué nervios! Me he perdido. ¡Tengo miedo! ¡Me caigo al suelo!

¡Hola, hola! ¿Qué tal? ¿Dónde vives? Vamos a tu casa.

¡Gracias! ¡Gracias! Eres muy buena. Estoy contento. Esta es mi casa. Roberto! Roberto! Go home. It is raining very hard. It is very cold.

It doesn't matter!
I am listening to music!
I am walking and I am dancing.
It is lively!

Roberto! Roberto! Where are you going? It is raining very hard. Watch out!

Ah! What a panic! I am lost. I am scared! I am falling down.

Hello, hello! How are you? Where do you live? We'll go to your house.

Thank you! Thank you! You are kind. I am happy. This is my house!

CD 2, Track 3 Song: ¿Dónde vives?

(Where do you live?)

Your child can point to the pictures illustrated on page 21, Cat 2, as he/she listens to the song. Join in with the words you know at the end of each line, until you are more familiar with the song. Help your child to answer the question ¿Dónde vives? by saying either "Vivo aquí" (I live here) or "Vivo en..." (giving their full address or just the name of their town).

¿Dónde vives, Roberto? En una casa. ¿Quién vive en un nido?

Un pajarito.

¿Dónde vives, caracol? En una concha. ¿Quién vive en la playa? El pez que nada.

¿Dónde vives, bebé oso? En un bosque. ¿Quién vive en la cama? La araña de Ana.

¿Dónde vives, mariquita? Sobre una flor. ¿Quién vive en la mesa? El gato de la princesa.

(Repeated)

Where do you live, Roberto? In a house.
Who lives in a nest?
A little bird.

Where do you live, snail? In a shell.
Who lives on the beach?
The fish that swims.

Where do you live, baby bear? In a forest. Who lives on the bed? Ana's spider.

Where do you live, ladybird?
On a flower.
Who lives on the table?
The princess's cat.

Activity Book:

Page 21, Cat 2: listen to the song on CD 2, track 3 and link up the pictures in the left-hand column with the pictures in the right-hand column. Cat 3: help *Roberto* to find his house. Can your child tell you in Spanish what *Roberto* is saying in the little pictures within the maze?

Page 47, Extra activity: your child is invited to circle every picture that starts with a 'p' sound. (parque – park, patata – potato, pera – pear, puerta – door, playa – beach, pala – spade, pastel – cake, plátano – banana, panadería – bakery, pájaro – bird). Can they name any of the things that don't start with a 'p'? (oruga – caterpillar, caracol – snail, castillo – castle, zanahoria – carrot, flor – flower, cubo – bucket, ventana – window, mariposa – butterfly, casa – house, rastrillo – rake, bosque – forest, caja – box, cesta – basket, jardín – garden)



Help your child with Spanish

5 ¿Dónde estás, pollito? (Where are you, chick?) Pages 22-23

CD 2, Track 4

Page 22, Cat I: Mini story: ¿Dónde estás, pollito?

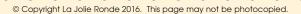
(Where are you, chick?)

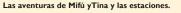
Listen to the story on CD 2, track 4 and point to the correct pictures on page 22. The little chick has been left blank for children to colour in yellow. Test your child to see if he/she can remember the Spanish for 'farmer' as well as for 'chick', 'rabbit', 'duck', 'sheep', 'horse' and 'cow'. Ask if these animals are always the same colour as described in the story. What other colours (in Spanish!) could they be? See how many of these animals you can spot together when out and about!

- I. El granjero has lost one of his chicks.
- Granjero: Pollito, pollito, ¿dónde estás?
- Granjero: ¡Es un pollito amarillo!
 He tells the toys that it's a yellow chick.
- Granjero: Mi pollito está en el bosque.
 The farmer thinks it has wandered into the forest. Paco and Sergio are going to help him look for it.
- Paco: ¿Pollito, dónde estás?
- Sergio: Pollito, pollito ¿dónde estás?
- **2.** En el bosque, Paco sees something moving out of the corner of his eye:
- Paco: ¡Mirad! ¡Allí está el pollito!
- Granjero: ¡No, Paco, es un conejo! ¡Es un conejo gris!
 - It is a grey rabbit. And they continue their search.
- Paco: ¿Dónde estás?
- Sergio: ¿Pollito? ¿Pollito?
- **3.** Sergio can jump very high and he can see a long way. Suddenly he shouts:
- Sergio: ¡Mirad! ¡Allí está el pollito!
- Granjero: No, no, Sergio, es un pato. Es un pato verde.
- It's a green duck. And they continue walking.
- Paco: ¿Dónde estás, pollito?
- **4.** Suddenly *Paco* thinks he has seen something in the distance. He says:
- Paco: ¡Mirad! ¡Allí está el pollito!
- Granjero: No, no, Paco, es una oveja. ¡Es una oveja blanca!
 - It's a white sheep. And they continue their search.
- Paco: ¿Dónde estás?
- Sergio: ¿Pollito? ¿Pollito?

- I. The farmer
- Farmer: Chick, chick, where are you?
- Farmer: It is a yellow chick!
- Farmer: My chick is in the forest.
- Paco: Chick, where are you?
- Sergio: Chick, chick, where are you?
- 2. In the forest
- Paco: Look! The chick is there!
- Farmer: No, Paco, it is a rabbit! It is a grey rabbit!
- Paco: Where are you?
- Sergio: Chick? Chick?
- Sergio: Look! The chick is there!
- Farmer: No, no, Sergio, it is a duck. It is a green duck.
- Paco: Where are you, chick?
- Paco: Look! The chick is there!
- Farmer: No, no, Paco. It is a sheep. It is a white sheep!
- Paco: Where are you?
- Sergio: Chick? Chick?







- **5.** A few minutes later, *Sergio* sees something move a long way away and he shouts:
- Sergio: ¡Mirad! ¡Allí está el pollito!
- Granjero: No, no, Sergio, es un caballo. Es un caballo negro.

It is a black horse. And they continue on their way.

- Paco: ¿Dónde estás?
- Sergio: ¿Pollito? ¿Pollito?
- **6.** Then both *Paco* and *Sergio* hear a noise.
- Paco: ¡Escuchad, es el pollito!
- Sergio: ¡El pollito!
- Granjero: No, no, es una vaca. ¡Es una vaca marrón!

It is a brown cow.

When they get back to the farm they have ¡Una gran sorpresa!

Granjero: ¡Mirad! ¡Carmen está con el pollito!
 Carmen is with the chick! In fact, el pollito amarillo had stayed at the farm all the time and had fallen asleep.

¡Bien está lo que bien acaba! All's well that ends well!

5.

- Sergio: Look! The chick is there!
- Farmer: No, no, Sergio. It is a horse. It is a black horse.
- Paco: Where are you?
- Sergio: Chick? Chick?

6

- Paco: Listen! It is the chick!
- Sergio: The chick!
- Farmer: No, no! It is a cow. It is a brown cow!

A big surprise!

- Farmer: Look! Carmen is with the chick!

The yellow chick

All's well that ends well!

CD 2, Track 5
Song: Los animales

(The animals)

Another song with a familiar tune which lends itself very well to lots of actions!

El granjero en su prado. El granjero en su prado.

¡Oh eh oh eh!

Le gustan los animales.

Le gusta el conejo gris. Le gusta el pato verde.

¡Oh eh oh eh!

Le gustan los animales.

Le gusta la oveja blanca. Le gusta el caballo negro.

¡Oh eh oh eh!

Le gustan los animales.

Le gusta la vaca marrón. Le gusta el pollito amarillo.

¡Oh eh oh eh!

Le gustan los animales.

El granjero en su prado. El granjero en su prado.

¡Oh eh oh eh!

Le gustan los animales.

The farmer in his den. The farmer in his den.

Oh ay, oh ay,

He likes the animals.

He likes the grey rabbit. He likes the green duck.

Oh ay, oh ay,

He likes the animals.

He likes the white sheep. He likes the black horse.

Oh ay, oh ay,

He likes the animals.

He likes the brown cow.

He likes the yellow chick.

Oh ay, oh ay,

He likes the animals.

The farmer in his den.

The farmer in his den.

Oh ay, oh ay,

He likes the animals.





Extra listening activity: En la granja

(On the farm)

Listen to this track and ask your child to count all the animals he/she can hear. There are two new words introduced here – un perro (a dog) and una gallina (a hen/chicken).

Aquí hay una granja y una vaca. '¡Muuu!' dice la vaca.

Aquí hay un gato. '¡Miau!' dice el gato. Aquí hay un perro. '¡Guau, guau!' dice el perro. Aquí hay un pato. '¡Cuac, cuac!' dice el pato. Aquí hay una gallina. '¡Clo-clo!' dice la gallina. Here is a farm and here is a cow. "Moo!" says the cow.

Here is a cat. "Meow!" says the cat.
Here is a dog. "Woof! Woof!" says the dog.
Here is a duck. "Quack! Quack!" says the duck.
Here is a hen. "Cluck, cluck!" says the hen.

CD 2, Track 7

Extra listening activity: *El pollito pequeño busca a su mamá* (The little chick is looking for his mummy)

Encourage your child to join in with Mamá, mamá, ¿Estás aquí? and no estoy aquí. Count the animals in the story.

- I. En una granja un pollito pequeño busca a su mamá: "Mamá, mamá, ¿estás aquí?" dice el pollito pequeño. "¡Guau! ¡Guau! ¡No está aquí!" dice el perro.
- On the farm a little chick is looking for his mummy. "Mummy, Mummy, are you there?" says the little chick. "Woof! Woof! Not here!" says the dog.
- 2. "Mamá, mamá, ¿estás aquí?" dice el pollito pequeño. "¡Miau! ¡Miau! ¡No está aquí!" dice el gato.
- 2. "Mummy, Mummy, are you there?" says the little chick. "Meow, meow. Not here!" says the cat.
- **3.** "Mamá, mamá, ¿estás aquí?" dice el pollito pequeño. "¡Oinc! ¡Oinc! ¡No está aquí!" dice el cerdo.
- 3. "Mummy, Mummy, are you there?" says the little chick. "Oink, oink. Not here!" says the pig.
- **4.** "Mamá, mamá, ¿estás aquí?" dice el pollito pequeño. "¡Muu! ¡Muu! ¡No está aquí!" dice la vaca
- 4. "Mummy, Mummy, are you there?" says the little chick. "Moo! Not here!" says the cow.
- **5.** "Mamá, mamá, ¿estás aquí?" dice el pollito pequeño. "¡Jiii! ¡Jiii! ¡No está aquí!" dice el caballo.
- 5. "Mummy, Mummy, are you there?" says the little chick. "Neigh. Not here!" says the horse.
- **6.** "Mamá, mamá, ¿estás aquí?" dice el pollito pequeño. "¡Bee! ¡Bee! ¡No está aquí!" dice la oveja.
- 6. "Mummy, Mummy, are you there?" says the little chick. "Baa. Not here!" says the sheep.
- 7. "Mamá, mamá, ¿estás aquí?" dice el pollito pequeño. "Sí, sí. Ven aquí" dice la gallina.
- 7. "Mummy, Mummy, are you there?" says the little chick. "Yes, yes, come here!" says the hen.
- **8.** En la granja hay una gallina y uno, dos, tres, cuatro, cinco pollitos pequeños. ¡Adiós!
- 8. On the farm there is a hen and one, two, three, four, five little chicks. Goodbye!

Listening activity for page 35. Winter revision: En el salón (In the living room)

Listen to all the individual words being read on the CD and see if your child can find the appropriate illustrations inside the big pictures. Repeat each word after the voice on the CD. These exercises can be done time and time again to improve word retention! Same for track 9!

Carmen, unos globos verdes, un regalo grande, una camiseta verde, el jardín, una barra de pan, una muñeca pequeña, unas sandalias, un castillo, Tina, una concha, unas zapatillas amarillas, un pastel grande, la nieve, un regalo pequeño, un helado, unos globos morados, una mesa, unos pasteles pequeños, un pez, un osito, Mifú, un cielo gris, una princesa grande, una camiseta blanca, un soldado pequeño, unos globos naranjas, un muñeco de nieve, unos pantalones cortos rojos, unos pantalones de flores, un robot pequeño, Pablo, chocolate, unas zapatillas rojas, una princesa pequeña, la leche, una camiseta amarilla, unos bocadillos.

Carmen, green balloons, a big present, a green T-shirt, the garden, a loaf of bread, a little doll, sandals, a castle,
Tina, a shell, yellow trainers,
a big cake, the snow, a little present,
an ice cream, purple balloons, a table,
little cakes, a fish, a little bear, Mifú, a grey sky,
a big princess, a white T-shirt,
a little soldier, orange balloons,
a snowman, red shorts,
floral trousers, a little robot,
Pablo, chocolate, red trainers, a little princess,
milk, a yellow T-shirt, sandwiches.

CD 2, Track 9 Listening activity for page 35. Winter revision: En la granja (On the farm)

Un gato negro grande, las ovejas, un caballo negro, Roberto, unos pájaros, un granjero, un pollito, un pato blanco, unas coles, Paco, un bosque, unas vacas, un cielo azul, un sombrero marrón, un nido, Pedro, unas botas negras, una pala, un perro, un abrigo negro, Sergio, unos gatitos negros, un conejo, una bolsita de pan, unas botas rosas, una zanahoria, un gorro gris, Ana, unas botas marrones, unas nueces, un abrigo gris, un cubo, la familia Cerdo.

A big black cat, the sheep, a black horse, Roberto, birds, a farmer, a chick, a white duck, cabbages, Paco, a forest, cows, a blue sky, a brown hat, a nest, Pedro, black boots, a spade, a dog, a black coat, Sergio, little black cats, a rabbit, a little bag of bread, pink boots, a carrot, a grey woolly hat, Ana, brown boots, walnuts, a grey coat, a bucket, the Pig family.

Activity Book:

Page 23, Cat 2: your child can listen to track 5 and join up the dots to make pictures of the animals in the song.

Page 48, Extra activity: Cat I: once again, the animals in the story and song are illustrated here. Your child can copy the Spanish for each of the appropriate colours underneath each animal, whilst listening to the song on track 5. Cat 2: count the animals in Spanish and put the correct number in the boxes.

Help your child with Spanish

Spring/Summer section

iHola!

Your child's success in languages depends on the quality of the course, the teacher's skills and your involvement and support throughout this experience. At this early stage of learning, the most important thing parents can do is to encourage their children to regularly listen to the CDs. If time is short at home, the car is an excellent place for whole families to listen to the stories and sing the songs together! In addition to these notes, your child's class teacher will give further guidelines and suggestions of activities to be completed at home.

Parents, please note: the extra activity pages at the end of the book, along with all the activities, are to be used at your discretion, depending on the age and ability of your children. Children following this course will be in the age range of 5-7 years old and so the exercises are designed to cover a wide range of abilities. The most important thing, as always, is for your children to have FUN learning Spanish and to enjoy everything they do!

I El perro busca un amigo (The dog is looking for a friend) Pages 24-25

CD 2, Track 10

Page 24, Cat I: Mini story: El perro busca un amigo (The

(The dog is looking for a friend)

Listen to the story and point to the right pictures in the book. The dog has been left blank to colour in brown. Ask your child to tell you in Spanish the colour of each door. Point to each picture in turn and see if your child can remember what each of the animals says as an excuse for not playing with the little dog. Can your child remember how to say elephant, crocodile, tiger and butterfly in Spanish? Encourage your child to ask you or another member of the family in Spanish to come and play.

- **I.** El perro busca un amigo. The dog is looking for a friend. Listen to what he is doing: *llama* a la puerta número uno.
- Perro: ¡Ven a jugar, por favor!
- Vaca: No, estoy durmiendo.
 Dice la vaca.
- Perro: Que duermas bien. ¡Qué pena!
- 2. El perro llama a la puerta número dos.
- Perro: ¡Ven a jugar, por favor!
- Oveja: No, estoy comiendo.
 Dice la oveja.
- Perro: Que aproveche. ¡Qué pena!
- **3.** El perro llama a la puerta número tres.
- Perro: ¡Ven a jugar, por favor!
- Cocodrilo: No, estoy nadando.
 Dice el cocodrilo.
- Perro: ¡No importa! ¡Qué pena!
- **4.** El perro llama a la puerta número cuatro.
- Perro: ¡Ven a jugar, por favor!
- Mariposa: No, estoy volando por mi casa.
 Dice la mariposa.
- Perro: ¡Vale! ¡Qué pena!

- The dog is looking for a friend.
 He knocks at door number one.
- Dog: Come and play, please!
- Cow: No, I'm sleeping.
 Says the cow.
- Dog: Sleep well. What a pity!
- 2. The dog knocks at door number two.
- Dog: Come and play, please!
- Sheep: No, I'm eating.
 Says the sheep.
- Dog: Enjoy your meal. What a pity!
- 3. The dog knocks at door number three.
- Dog: Come and play, please!
- Crocodile: No, I'm swimming.
 Says the crocodile.
- Dog: Never mind! What a pity!
- 4. The dog knocks at door number four.
- Dog: Come and play, please!
- Butterfly: No, I'm flying in my house.
 Says the butterfly.
- Dog: OK! What a pity!

- **5.** El perro llama a la puerta número cinco.
- Perro: ¡Ven a jugar, por favor!
- Tigre: No, estoy haciendo gimnasia.
 Dice el tigre.
- Perro: ¡Qué pena!
- Perro: Estoy triste.
 - Do you understand what that means?
- Perro: ¿Quién juega conmigo?
- **6.** El perro llama a la puerta número seis.
- Perro: ¡Ven a jugar, por favor!
- Elefante: ¡Sí, ahora salgo y juego!
 Dice el elefante grande.
- Elefante: ¡Soy tu amigo!
- Perro: ¡Estoy contento!
 - Do you understand? How is the dog feeling now?
- Perro: He encontrado un amigo. ¡Yupi!

- 5. The dog knocks at door number five.
- Dog: Come and play, please!
- Tiger: No, I'm doing some exercises.
 Says the tiger.
- Dog: What a pity!
- Dog: I'm sad.
- Dog: Who's going to play with me?
- 6. The dog knocks at door number six.
- Dog: Come and play, please!
- Elephant: Yes! I'll come out now and I'll play!
 Says the big elephant.
- Elephant: I'm your friend!
- Dog: I'm happy!
- Dog: I've found a friend. Yippee!

CD 2, Track II Song: ¿Quién juega conmigo?

(Who's going to play with me?)

Make up actions to help your child learn the verbs contained within the song (and story). Encourage your child to use these verbs whenever possible, particularly estoy comiendo (every mealtime!), estoy jugando (when playing), salgo (when leaving the house), me quedo aquí (when staying put) and to tell all their friends jsoy tu amigo!

¡Hola! ¡Hola! ¿Quién juega conmigo? Busco un amigo. No, estoy durmiendo. No, estoy comiendo. Yo, me quedo aquí.

¡Hola! ¡Hola! ¿Quién juega conmigo? Busco un amigo. No, estoy nadando. No, estoy volando. Yo, me quedo aquí.

¡Hola! ¡Hola! ¿Quién juega conmigo? Busco un amigo. No, estoy haciendo gimnasia. Yo, me quedo aquí.

¡Hola! ¡Hola! ¿Quién juega conmigo? Busco un amigo. Sí, ahora salgo Y juego. ¡Soy tu amigo! Hi! Hi!

Who's going to play with me? I'm looking for a friend.
No, I'm sleeping.
No, I'm eating.
Me, I'm staying here.

Hi! Hi!

Who's going to play with me? I'm looking for a friend. No, I'm swimming. No, I'm flying. Me, I'm staying here.

Hi! Hi!

Who's going to play with me? I'm looking for a friend. No, I'm doing some exercises. Me, I'm staying here.

Hi! Hi!

Who's going to play with me? I'm looking for a friend.
Yes, I'll come out.
And I'll play.
I'm your friend!



Song: Un elefante está jugando

(An elephant is playing)

Practise counting down from five to one. Encourage your child to pretend to be an elephant jumping and then in the last verse to fall down. The new word *araña* (spider) will be revisited in Module 4.

Un elefante está jugando Sobre la tela de una araña. Salta, salta, salta Salta así. ¡Qué divertido es! ¡Yupi!

Dos elefantes están jugando, Sobre la tela de una araña. Saltan, saltan, saltan Saltan así. ¡Qué divertido es! ¡Yupi!

Tres elefantes están jugando, Sobre la tela de una araña. Saltan, saltan, saltan Saltan así. ¡Qué divertido es! ¡Yuþi!

Cuatro elefantes están jugando, Sobre la tela de una araña. Saltan, saltan, saltan Saltan así. ¡Qué divertido es! ¡Yupi!

Cinco elefantes están jugando, Sobre la tela de una araña. Saltan, saltan, saltan Saltan en el aire. Cinco elefantes se caen al suelo. An elephant is playing On a spider's web. He jumps, jumps, jumps. He jumps like this. What fun it is! Yippee!

Two elephants are playing On a spider's web.
They jump, jump, jump.
They jump like this.
What fun it is! Yippee!

Three elephants are playing On a spider's web.
They jump, jump, jump.
They jump like this.
What fun it is! Yippee!

Four elephants are playing On a spider's web. They jump, jump, jump. They jump like this. What fun it is! Yippee!

Five elephants are playing
On a spider's web.
They jump, jump, jump.
They jump in the air.
Five elephants fall to the ground.

CD 2, Track 13

Song: El elefante es gordo y gris

(The elephant is fat and grey)

Another chance for your child to pretend to be an elephant! Encourage your child to point to fingers and toes at the appropriate point in the song and also to mimic the elephant's long 'nose'.

El elefante es gordo y gris. Anda asá. Anda así. Dos piernas delante, dos piernas detrás. Y tiene una gran nariz. Anda asá. Anda así.

(Repeated)

The elephant is fat and grey.
He walks like that. He walks like this.
Two front legs, two back legs.
And he has a big nose.
He walks like that.
He walks like this.

Chant/rhyme: Ven a jugar (Come and play)

Ask your child to point to the right pictures on page 24 in turn as they listen to this rhyme, or alternatively to do the actions/mimes they made up for the song ¿Quién juega conmigo?

Ven a jugar por favor. No, estoy durmiendo. Ven a jugar por favor. No, estoy comiendo. Ven a jugar por favor. No, estoy nadando. Ven a jugar por favor. No, estoy volando.

Ven a jugar por favor. No, estoy haciendo gimnasia.

¿Quién juega conmigo? ¿Quién juega conmigo? ¡Sí, ahora salgo y juego! Come and play, please. No, I'm sleeping. Come and play, please. No, I'm eating. Come and play, please. No, I'm swimming. Come and play, please. No, I'm flying. Come and play, please. No, I'm doing

some exercises.

Who's going to play with me? Who's going to play with me? Yes, I'll come out now! And I'll play!

CD 2, Track 15

Chant/rhyme: Tocan, tocan las palmitas. (Clap, clap little hands)

Actions to this chant are self-explanatory!

Tocan, tocan las palmitas. (clap hands)

Vuelan, vuelan, mariposas.

(circular motion with hands flat towards the front)

Giran, giran, molinitos.
(link thumbs and wave fingers)
Nadan, nadan, pececitos.

(hands together, mime fish)

Clap, clap, little hands.

Fly, fly, butterflies.

Turn, turn, little windmills.

Swim, swim, little fish.

(Repeated)

Activity Book:

Page 25, Cat 2: ask your child to circle all the animals that appear in the story. How many are there? Count in Spanish. Can your child name all the other animals? How many animals are there all together on this page? Practise counting from I-20.

Page 49, Extra activity: listen again to the story, track 10 and link each door with the right picture. Then read each of the phrases at the bottom of the page and see if your child can link each phrase with the correct picture. If children are familiar with the vocabulary, they may even be able to read the phrases themselves!

2

Help your child with Spanish

2 Los tres cerditos (The three little pigs) Pages 26-27

CD 2, Track 16

Page 26, Cat I: Mini story: Los tres cerditos (The three little pigs)

Listen to the story, following the pictures on page 26. Give your child lots of praise for understanding another story entirely in Spanish! The chair has been left blank for children to colour in green and the bed blank for children to colour in purple. Ask your child questions about the story and get them to answer you in Spanish, e.g. where is the first little pig hiding? (debajo de la silla), which room is he in? (el salón) etc. Can your child remember the word for wolf in Spanish? Your child could practise saying "Tengo hambre" before every mealtime and then saying what they would like to eat: "Quisiera..."

- I. Hay tres cerditos en la casa.
- 2. El lobo grande llega a la casa. Mira en el salón. Mira por aquí. Mira por allá.
- El lobo: ¡Un cerdito! Hmm. ¡Tengo hambre!
 Quisiera un cerdito.
- **3.** El lobo mira en la cocina. Mira por aquí. Mira por allá.
- El lobo: ¡Dos cerditos! Hmm. ¡Tengo hambre!
 Quisiera dos cerditos.
- **4.** El lobo mira en el dormitorio. Mira por aquí. Mira por allá.
- El lobo: ¡Tres cerditos! Hmm. ¡Tengo hambre! Quisiera tres cerditos.
- **5.** ¡El lobo entra por la ventana! ¡Los cerditos se esconden!
- **6.** Un viento fuerte sopla. Sopla aquí. Sopla allá. Y se lleva al lobo grande. ¡Yupi!

- I. There are three little pigs in the house.
- The big wolf arrives at the house. He looks in the living room. He looks over here. He looks over there.
- The wolf: A little pig! Mmm. I'm hungry! I would like a little pig.
- 3. The wolf looks in the kitchen. He looks over here. He looks over there.
- The wolf: Two little pigs! Mmm. I'm hungry! I would like two little pigs.
- 4. The wolf looks in the bedroom. He looks over here. He looks over there.
- The wolf: Three little pigs! Mmm. I'm hungry! I would like three little pigs.
- 5. The wolf comes in through the window! The little pigs hide!
- 6. A strong wind blows. It blows over here. It blows over there. And carries the big wolf away. Yippee!

CD 2, Track 17 Song: Tres cerditos

(Three little pigs)

Invent actions and mime what is happening in the song! From now on, every time you want your child to hurry up, you could say "¡Rápido!"

Hay tres cerditos en la casa. El lobo grande llega. Mira por aquí. Mira por allá.

Hay tres cerditos en el salón. ¡Tengo miedo! ¡Tengo miedo! ¡Tengo miedo! ¡Rápido, debajo de la silla! Three little pigs are in the house.
The big wolf arrives.
He looks over here.
He looks over there.

Three little pigs are in the living room. I'm scared! I'm scared! I'm scared! Quick, under the chair!

Hay tres cerditos en la casa. El lobo grande llega. Mira bor aquí. Mira por allá.

Hay tres cerditos en la cocina. ¡Tengo miedo! ¡Tengo miedo! ¡Tengo miedo! ¡Rápido, debajo de la mesa!

Hay tres cerditos en la casa. El lobo grande llega. Mira por aquí. Mira por allá.

Hay tres cerditos en el dormitorio. ¡Tengo miedo! ¡Tengo miedo! ¡Tengo miedo! ¡Debajo de la cama!

Hay tres cerditos en la casa. Y un viento fuerte sopla. Sopla aquí. Sopla allá.

Y se lleva al lobo grande. ¡Yuþi!

Three little pigs are in the house. The big wolf arrives. He looks over here. He looks over there.

Three little pigs are in the kitchen. I'm scared! I'm scared! I'm scared! Quick, under the table!

Three little pigs are in the house. The big wolf arrives. He looks over here. He looks over there.

Three little pigs are in the bedroom. I'm scared! I'm scared! I'm scared! Under the bed!

Three little pigs are in the house. And a strong wind blows. It blows over here. It blows over there.

And carries the big wolf away. Yippee!

CD 2, Track 18

Extra listening activity: Ricitos de Oro y los tres osos (Goldilocks and the three bears)

Most children will be very familiar with the story of 'Goldilocks and the three bears' but it would be helpful for them to have pictures to look at whilst listening to this story which is all in Spanish. Spanish speakers could read the story themselves afterwards from the script, leaving blanks for their child to fill in (e.g. papá/mamá/bebé/bosque/puerta/grande/no/pequeño/sí/silla/cama.) New words: un tazón and mediano.

- I. Aquí están los tres osos. Papá, Mamá y Bebé. Los tres osos dan un paseo por el bosque.
- 2. Aquí está Ricitos de Oro. Llama a la puerta.
- **3.** Ricitos de Oro ve un tazón grande. ¡Ay, no, no, no! Ricitos de Oro ve un tazón mediano. ¡Ay, no, no, no! Ricitos de Oro ve un tazón pequeño. ¡Mmm, sí, sí, sí!
- **4.** Ricitos de Oro ve una silla grande. ¡Oh, no, no, no! Ricitos de Oro ve una silla mediana. ¡Oh, no, no, no! Ricitos de Oro ve una silla pequeña. ¡Ahh, sí, sí, sí!

- I. Here are the three bears. Daddy, Mummy and baby. The three bears are taking a walk in the forest
- 2. Here is Goldilocks. She knocks at the door.
- 3. Goldilocks sees a big bowl. Oh, no, no, no! Goldilocks sees a medium-sized bowl. Oh! No, no, no! Goldilocks sees a small bowl. Mmm, yes, yes, yes!
- 4. Goldilocks sees a big chair. Oh! No, no, no! Goldilocks sees a medium-sized chair. Oh! No, no, no! Goldilocks sees a small chair. Ahh! Yes, yes, yes!



- 5. Ricitos de Oro ve una cama grande. ¡Oh, no no, no! Ricitos de Oro ve una cama mediana. ¡Oh, no, no, no! Ricitos de Oro ve una cama pequeña. ¡Ahh, sí, sí, sí!
- 6. Aquí están los tres osos. Papá, Mamá y Bebé. ¡Oh, mi tazón grande! ¡Oh, mi tazón mediano! ¡Oh, mi tazón pequeño!
- 7. ¡Oh, mi silla grande! ¡Oh, mi silla mediana! ¡Oh, mi silla pequeña!
- 8. ¡Oh, mi cama grande! ¡Oh, mi cama mediana! ¡Oh, mi cama pequeña! ¿Quién es? Me llamo Ricitos de Oro. ¡Oh, uno, dos, tres osos! ¡Me voy a casa!

- Goldilocks sees a big bed.
 Oh! No, no, no!
 Goldilocks sees a medium-sized bed.
 Oh! No, no, no!
 Goldilocks sees a small bed.
 Ah! Yes, yes, yes!
- 6. Here are the three bears. Daddy, Mummy and baby.
 Oh! My big bowl! Oh! My medium-sized bowl! Oh! My small bowl!
- 7. Oh! My big chair! Oh! My medium-sized chair! Oh! My small chair!
- 8. Oh! My big bed! Oh! My medium-sized bed! Oh! My little bed! Who is it? My name is Goldilocks. Oh! One, two, three bears. I'm going home!

Activity Book:

Page 26, Cat I: help your child to stick the picture they have been given into the blank square, picture 6.

Page 27, Cat 2: there are ten little pigs hiding in the lounge. Can your child find and circle them all? What other things can be seen in the picture and how many of each? (cuatro sillas/una mesa/ dos plátanos/dos manzanas/una pera/tres flores).

Page 50, Extra activity: for older children following this programme.

Cat I: a wordsearch (all the words are in horizontal rows). Ask your child to identify the meaning of all the words in the red rectangle first.

Cat 2: read the sentences out loud (they are in a random order) and help your child to link the pictures to the phrases. (Non-Spanish-speaking parents, please listen to the CD for correct pronunciation.)

Help your child with Spanish

La alfombra mágica (The magic carpet) Pages 28-29

CD 2, Track 19

Page 28, Cat I: Mini story: La alfombra mágica (The magic carpet)

Listen to the story and point to the right pictures on page 28 in the activity book. Use the Spanish ¡Cuidado! when you want your child/children to watch out, quedaos quietos when you want them to keep still, mirad when you want them to look at something, tengo una sorpresa when you have a surprise for them, and estoy contento/a or no estoy contento/a if you are pleased or not pleased. You could also regularly say !Qué buena idea! when your child, or someone else in the family, has a good idea as well as ¡Bien! and ¡Eres un genio! Your child will soon be saying these words and phrases on a regular basis too!

- I. Aquí tenemos a la familia Cerdo. El papá, la mamá, el hermano, la hermana y el bebé. The Cerdo family is having a ride on a magic carpet. ¡La alfombra mágica! Papá Cerdo tells his children that they must keep very still for the magic to keep working.
- Papá Cerdo: ¡Cuidado! ¡Quedaos quietos!
- 2. Mamá Cerdo: ¡Tengo una sorpresa en la cesta! Do you understand? To keep her children quiet and knowing that they are always hungry, Mamá Cerdo tells them that she has a surprise for them in her basket, but first they have to guess what it is. She asks them to think of all the different items of food they can. Can you help the cerditos? Can you guess what food Mamá Cerdo has in her
- Mamá Cerdo: Nueve tomates, cinco plátanos, tres manzanas, dos peras, cuatro pasteles. Then Papá Cerdo shows them all the different places below:
- Papá Cerdo: ¡Mirad la granja, el parque, el bosque, la playa, los jardines, las casas, los árboles! But he reminds them to be careful.
- Papá Cerdo: ¡Cuidado! And to keep very still!
- Papá Cerdo: ¡Quedaos quietos!

- I. Here is the Pig family. The daddy, the mummy, the brother, the sister and the baby.
 - The magic carpet! Daddy Pig
- Daddy Pig: Watch out! Keep still!
- 2. Mummy Pig: I have a surprise in the basket!

Mummy Pig

Little Pigs. Mummy Pig

- Mummy Pig: Nine tomatoes, five bananas, three apples, two pears, four cakes. Daddy Pig
- Daddy Pig: Look at the farm, the park, the forest, the beach, the gardens, the houses, the trees!
- Daddy Pig: Watch out!
- Daddy Pig: Keep still!



- 3. All of a sudden el hermano Cerdo shouts that 3. Brother Pig he can see the toys on the beach:
- Hermano Cerdo: ¡Mirad, en la playa! Mifú, Tina, Paco, Sergio, Roberto, Pablo y Ana. Los juguetes see them and wave at them.
- Roberto, Paco, Sergio, Ana: ¡Hola! ¡Hola! Papá Cerdo looks at his children and says:
- Papá Cerdo: ¡Cuidado! ¡Quedaos quietos!
- 4. But... la hermana Cerdo and el hermano Cerdo are just so excited that they forget everything their Papá has said and they start jumping up and down on the carpet. ¡Saltan, saltan, saltan! ¡Uy, uy, uy! This makes the carpet wobble!
- Papá Cerdo: ¡No estoy contento! Papá Cerdo is not pleased.
- Papá Cerdo: ¡Cuidado! ¡Quedaos quietos! Oh, too late, the magic has stopped working.
- 5. The magic carpet starts to fall. ¡La alfombra mágica se cae, se cae, se cae al suelo! ¡Uy, uy, uy! What is going to happen? It is going to hit the ground! ¡Qué nervios! All the Cerdo family is frightened.
- La familia Cerdo: ¡Tengo miedo! La mamá, el papá, el hermano, la hermana, el bebé, la cesta, los tomates, los plátanos, las manzanas, las peras, los pasteles continue to fall.
- **6.** En la playa, on the beach below, Sergio notices that something is going wrong with the alfombra mágica and he has an idea. As the alfombra mágica nears the ground, he lies down underneath it and Papá Cerdo, Mamá Cerdo, Hermano Cerdo, Hermana Cerdo and Bebé Cerdo are able to bounce on him and not hurt themselves as they jump to the ground. Sergio is a hero!
- Roberto: ¡Qué buena idea Sergio! What a good idea that was!
- Tina: ¡Bien!
- Ana: ¡Sergio, eres un genio!

- Brother Pig: Look, on the beach! Mifú, Tina, Paco, Sergio, Roberto, Pablo and Ana. The toys
- Roberto, Paco, Sergio, Ana: Hi! Hi! Daddy Pig
- Daddy Pig: Watch out! Keep still!
- 4. Sister Pig and Brother Pig

Daddy They jump, jump! Oh dear!

- Daddy Pig: I am not happy!
- Daddy Pig: Watch out! Keep still!
- 5. The magic carpet is falling, is falling and is going to fall to the ground! Oh dear!

What a panic! Pig

- Pig family: I'm scared! The mummy, the daddy, the brother, the sister, the baby, the basket, the tomatoes, the bananas, the apples, the pears, the cakes
- 6. On the beach.

magic carpet magic carpet Daddy Pig, Mummy Pig, Brother Pig, Sister Pig, Baby Pig

- Roberto: Good idea, Sergio!
- Tina: Well done!
- Ana: Sergio, you are brilliant!

Song: La alfombra mágica

(The magic carpet)

Your child will be able to join in with the words *la alfombra mágica* in every verse to begin with and then slowly build up to learning the whole song.

Por favor, ven aquí, A la alfombra. Los cerditos saltan, saltan. No están quietos.

Mirad la granja, el parque, Y los jardines. ¡El bosque, las casas Y los árboles!

Mirad la playa, veo a Mifú, Tina y Paco. ¡Sergio, Roberto Pablo y Ana!

¡Cuidado, cerditos! La alfombra Se va a caer al suelo. ¡Yo tengo miedo!

Por favor, ven aquí, A la alfombra. Los cerditos saltan, saltan. No están quietos. Come here, please, On the carpet. The little pigs jump, jump. They aren't still.

Look at the farm, the park, And the gardens. The forest, the houses, And the trees!

Look at the beach, I see Mifú, Tina and Paco. Sergio, Roberto Pablo and Ana!

Watch out, little pigs!
The carpet
Is going to fall to the ground.
I am scared!

Come here, please, On the carpet. The little pigs jump, jump. They aren't still.

CD 2, Track 21

Extra listening activity for page 51, Cat 1.

Listen and pause after each sentence. Ask if your child can point to each place mentioned in turn. After lots of practice they might be able to point to each correct picture with no pauses! Then ask your child to circle and say in Spanish the five places in their book where they would most like to have a picnic.

En una caja, en el parque, debajo de la escalera, en la playa, debajo de la silla, en el bosque, en el dormitorio, debajo de la mesa, en la alfombra mágica, en la panadería, debajo de las hojas, en el jardín.

In a box, in the park, under the stairs, on the beach, under the chair, in the forest, in the bedroom, under the table, on the magic carpet, in the bakery, under the leaves, in the garden.

Activity Book:

Page 29, Cat 2: listen to the story again, track 19, and colour the right number of tomatoes, bananas, apples and pears.

4

Help your child with Spanish

4 Pablo y las abejas (Pablo and the bees) Pages 30-31

CD 2, Track 22

Page 30, Cat I: Mini story: Pablo y las abejas (Pablo and the bees)

Listen to the story following the pictures on page 30. How many of the seven creatures mentioned in the story can your child identify? Ask them to repeat *un gusano* (a worm) which is new to them and also ¡Socorro! (Help!)

- **I.** ¡Hace buen tiempo! It's a lovely day. The toys are playing en el jardín when Paco suddenly calls them to look at something.
- Paco: ¡Mirad! ¡Una araña! Está durmiendo.
 And they all look at the spider sleeping.
 Further away Roberto notices another insect on a flower.
- Roberto: ¡Mirad! Una mariquita, aquí, sobre la flor.

Ah! It's a ladybird on the flower.

- I. It's a lovely day! in the garden
- Paco: Look! A spider! It's asleep!
- Roberto: Look! A ladybird, here, on the flower!

- **2.** All of a sudden *Pablo* shouts:
- Pablo: ¡Mirad! ¡Una abeja!
- Mifú: ¡No la toquéis!
 Mifú tells them not to touch it.
- Ana: ¡Cuidado, Pablo!
- Pablo: ¡Bah! ¡No tengo miedo!
- **3.** Then Ana notices something under a leaf.
- Ana: ¡Mirad! Un gusano, aquí, debajo de la hoja.

Can you see what it is? A worm under the leaf.

A few minutes later, Sergio sees a round-looking little animal on the ground.

- Sergio: ¡Mirad! ¡Una tortuga!
- **4.** Pablo: ¡Mirad! ¡Una abeja!
- Ana: ¡Cuidado, Pablo!
- Pablo: ¡Bah! ¡No tengo miedo!
- **5.** Carmen and Pedro are also in the garden and notice two more little creatures.
- Carmen: ¡Mirad! ¡Una oruga, aquí, sobre la hoja! A caterpillar on the leaf!
- Pedro: ¡Aquí, mirad! Un caracol debajo del árbol. A snail under the tree!
- Pablo: ¡Mirad! ¡Una abeja!
- Ana: ¡Cuidado, Pablo!
- Pablo: ¡Bah! ¡No tengo miedo!BZZZZZ

- 2.
- Pablo: Look! A bee!
- Mifú: Don't touch!
- Ana: Watch out, Pablo!
- Pablo: Ah! I'm not scared!
- 3.
- Ana: Look! A worm, here, under the leaf.
- Sergio: Look! A tortoise!
- 4. Pablo: Look! A bee!
- Ana: Watch out, Pablo!
- Pablo: Ah! I'm not scared!
- Carmen: Look! A caterpillar, here on the leaf!
- Pedro: Here! Look! A snail under the tree!
- Pablo: Look! A bee!
- Ana: Watch out, Pablo!
- Pablo: Ah! I'm not scared!

6. Pablo: ¡Socorro! ¡Cinco abejas! ¡Tengo miedo!

Mifú: ¡Vete, Pablo! - Tina: ¡Vete, Pablo!

Ana: ¡Corre, rápido! Sergio: ¡Rápido!

- Paco: ¡Y salta al agua!

6. Pablo: Help! Help! Five bees! I'm scared!

- Mifú: Go, Pablo! - Tina: Go. Pablo! - Ana: Run fast!

Sergio: Quickly!

- Paco: And jump into the water!

CD 2, Track 23 Song: Una abeja

(A bee)

Lots of repetition in this song to make it easy! New word - miel (honey).

Una abeja busca una flor, Busca una flor, busca una flor. Una abeja busca una flor Para hacer miel.

Looking for a flower, looking for a flower. A bee is looking for a flower To make some honey.

Encuentra una flor bonita, Una flor bonita, una flor bonita. Encuentra una flor bonita Para hacer miel.

She finds a beautiful flower, A beautiful flower, a beautiful flower. She finds a beautiful flower To make some honey.

A bee is looking for a flower,

Y yo hago un pastel, Un pastel, un pastel. Y yo hago un pastel ¡Con la miel!

And I make a cake, A cake, a cake. And I make a cake With the honey!

CD 2, Track 24 Song: Olé, olé, olá

(Olé, olé, olá)

There are lots of new adjectives in this song which are not necessary to remember. The important thing is for your child to have fun singing the words they DO know! It's a great song to practise much of the key vocabulary in the story!

Una oruga, olé, olé, olá. Una oruga, olé, olé, olá.

Una oruga es amiga de la tortuga.

Una mariposa, olé, olé, olá. Una mariposa, olé, olé, olá. Una mariposa ¡Qué hermosa!

Un caracol, olé, olé, olá. Un caracol, olé, olé, olá. Un caracol se pone al sol.

Una mariquita, olé, olé, olá. Una mariguita, olé, olé, olá.

Una mariquita ¡Pequeñita y bonita!

Una araña, olé, olé, olá. Una araña, olé, olé, olá.

Una araña ¡Cuidado que te engaña!

Un gusano, olé, olé, olá. Un gusano, olé, olé, olá.

Un gusano al que le gusta el verano.

A caterpillar, olé, olé, olá. A caterpillar, olé, olé, olá.

A caterpillar is a friend of the tortoise.

A butterfly, olé, olé, olá. A butterfly, olé, olé, olá. A butterfly, how beautiful it is!

A snail, olé, olé, olá. A snail, olé, olé, olá. A snail is sunbathing.

A ladybird, olé, olé, olá. A ladybird, olé, olé, olá.

A ladybird, how very small and pretty it is!

A spider, olé, olé, olá. A spider, olé, olé, olá.

A spider, careful it will trick you!

A worm, olé, olé, olá. A worm, olé, olé, olá.

A worm who likes the summer.



Song: La rana cantaba debajo del agua

(The frog was singing under the water)

Pause the CD after penultimate line of each paragraph and see if your child can tell you the words in the last line, maybe with the help of some miming or a picture for the animal mentioned in each of them. Make sure they understand each of the three preceding lines first!

Estaba la rana sentada Cantando debajo del agua. Cuando la rana se puso a cantar, Vino la abeja y la hizo callar.

La abeja a la rana, Que estaba sentada Cantando debajo del agua. Cuando la abeja se puso a cantar, Vino la araña y la hizo callar.

La araña a la abeja. La abeja a la rana Que estaba sentada Cantando debajo del agua. Cuando la araña se puso a cantar, Vino el pájaro y la hizo callar. The frog was sitting down
Singing under the water.
When the frog started singing,
The bee came and silenced it.

The bee to the frog
That was sitting down
Singing under the water.
When the bee started singing,
The spider came and silenced it.

The spider to the bee
The bee to the frog
That was sitting down
Singing under the water.
When the spider started singing
The bird came and silenced it.

CD 2, Track 26

Action chant: El conejo tiene una mosca en la nariz

(The rabbit has a fly on its nose)

Play this several times and then see if your child can fill in the last word in each line themselves.

El conejo tiene una mosca en la nariz. El conejo tiene una mosca en la nariz. El conejo tiene una mosca en la nariz. ¡Una mano, otra mano, adiós, mosca!

Mi jardín en el verano. Mi jardín en el verano. Mi jardín en el verano.

Una mano, otra mano, adiós, mosca!

Mifú tiene una mariquita en la nariz. Mifú tiene una mariquita en la nariz. Mifú tiene una mariquita en la nariz. ¡Una mano, otra mano, no la toques!

Mi jardín en el verano. Mi jardín en el verano. Mi jardín en el verano.

¡Una mano, otra mano, no la toques!

Pablo el oso tiene una abeja en la nariz. Pablo el oso tiene una abeja en la nariz. Pablo el oso tiene una abeja en la nariz. ¡Una mano, otra mano, salta al agua!

Mi jardín en el verano. Mi jardín en el verano. Mi jardín en el verano. ¡Una mano, otra mano, salta al agua! The rabbit has a fly on its nose.
The rabbit has a fly on its nose.
The rabbit has a fly on its nose.
One hand, another hand, goodbye, fly!

My garden in summer.

My garden in summer.

My garden in summer.

One hand, another hand, goodbye, fly!

Mifú has a ladybird on his nose.
Mifú has a ladybird on his nose.
Mifú has a ladybird on his nose.

One hand, another hand, don't touch it!

My garden in summer. My garden in summer. My garden in summer.

One hand, another hand, don't touch it!

Pablo the bear has a bee on his nose.
Pablo the bear has a bee on his nose.
Pablo the bear has a bee on his nose.
One hand, another hand, jump into the water!

My garden in summer. My garden in summer.

My garden in summer.

One hand, another hand, jump into the water!

Action chant: ¿Dónde están las abejas?

Una colmena en el peral. ¿Y las abejas? ¿Dónde están? Aquí, escondidas, ven escucha. ¡Mira! ¡Aquí están! Bzzzzz. ¡Salta al agua!

CD 2, Track 28 Action chant: Caracol

Caracol, col, col Saca los cuernos al sol. Que tu padre y tu madre también los sacó.

(Repeated)

(Where are the bees?)

A beehive in the pear tree. And the bees? Where are they? Here, hidden, come and listen. Look! Here they are! Bzzz. Jump into the water!

(Snail)

Snail, snail Show your tentacles to the sun. Just like your father and your mother did.

CD 2, Track 29 Listening activity for page 52, Cat I.

See if your child can point to all the numbers as he/she counts from I-20. Then play the CD and see if he/she can point to each number correctly as the voice on the CD counts from I-20. You may need to keep pausing the CD. Stop the CD after the first set of numbers and repeat the exercise until your child is confident of the numbers in the right order. Then continue to play the CD. The numbers are now said in a random order. Keep pausing the CD. This exercise can be repeated again and again. Your child will be able to see how much progress he/she is making in quick number recognition.

Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte.

Diez, siete, uno, diecisiete, diecinueve, dos, trece, seis, tres, doce, ocho, cinco, nueve, once, cuatro, catorce, veinte, dieciséis, dieciocho, quince.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

10, 7, 1, 17, 19, 2, 13, 6, 3, 12, 8, 5, 9, 11, 4, 14, 20, 16, 18, 15

Activity Book:

Page 31, Cat 2: what things have changed in the second picture? There are ten to find!

Page 52, Extra activity, Cat 2: see if your child can find and circle eight pictures that have the sound 'z' in Spanish and say what they are (diez (ten) – zanahoria (carrot) – azul (blue) – cinco (five) – nariz (nose) – cerdo (pig) – manzana (apple) – zapatillas (trainers) – cocina (kitchen) – brazos (arms)). Can your child say what all the other pictures are? (regalo (present) – sombrero (hat) – perro (dog) – caballo (horse) – castillo (castle) – gorra (cap) – silla (chair) – cocodrilo (crocodile)).

5

Help your child with Spanish

5 Las vacaciones (The holidays) Pages 32-33

CD 2, Track 30

Page 32, Cat I: Mini story: Las vacaciones (The holidays)

Listen to the story and follow the pictures on page 32. Ask your child to tell you in Spanish where they would most like to go during Las vacaciones. Non-Spanish speakers – note the pronunciation of el zoo. Ask your child lots of questions about each of the pictures, getting him/her to speak as much Spanish as possible. Where did each of the toys want to go to? Why did they want to go there? (i.e. what did they love doing or seeing?) What did the toys shout at Pablo in the park? What did Tina and Ana each say in the forest? What did the farmer say? What was the weather like in the fourth picture and what things were the toys looking for? What did all the toys say to Pedro and Carmen at the end of the summer holidays?

I. The toys

- It's time for the summer holidays! Los juguetes have lots of trips planned. They talk to Carmen and Pedro about where they would like to go.
- Pablo: ¡Vamos al parque, por favor! Me gusta jugar al fútbol.
- Paco: ¡Vamos al zoo, por favor! Me gustan los tigres, los elefantes y los cocodrilos.
- Roberto: ¡Vamos al bosque, por favor! Me gusta andar y escuchar música.
- Tina: ¡Vamos a la granja, por favor! Me gustan las ovejas, los cerdos y las vacas.
- Sergio: ¡Vamos a la playa, por favor! Me gusta hacer castillos.
- Mifú: ¡Vamos a Madrid! ¡Me gusta el Palacio Real!

But Ana just wants to stay at home:

- Ana: Me quedo en casa. Me gusta jugar en el jardín.
 - I think she will change her mind and enjoy going out with the others, don't you?

- Pablo: Let's go to the park, please. I like playing football.
- Paco: Let's go to the zoo, please. I like tigers, elephants and crocodiles.
- Roberto: Let's go to the forest, please. I like walking and listening to music.
- Tina: Let's go to the farm, please. I like sheep, pigs and cows.
- Sergio: Let's go to the beach, please. I like making/ building (sand)castles.
- Mifú: Let's go to Madrid! I like the Royal Palace!
- Ana: I'm staying at home. I like playing in the garden.
- 2. In the first week of the holidays, they go to el parque and play football. Juegan al fútbol. ¡Corre, Pablo, corre!

 In the second week of the holidays, they go
- Paco: Mirad los tigres, los elefantes y los cocodrilos.
- Ana: ¡Tengo miedo!

crocodiles.

- Ana: I'm scared!

Run, Pablo, run!

The zoo

The park. They play football.

- **3.** In the third week of the holidays, they go to el bosque. Roberto anda y escucha música. The others sit in the shade and have un picnic.
- Tina: ¡Tengo hambre!
- Ana: No me gustan las moscas.
 In the fourth week of the holidays, they go to la granja.
- Granjero: Mirad las ovejas, los cerdos y las vacas. ¿Dónde está mi pollito?
- The forest. Roberto walks and listens to music. A picnic

Paco: Look at the tigers, the elephants and the

- Tina: I'm hungry!
- Ana: I don't like flies.

The farm

Farmer: Look at the sheep, the pigs and the cows.
 Where is my chick?

(continued)

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- **4.** In the fifth week of the holidays, they go to *la playa*. Hace mucho calor. It's a very hot day and so before leaving, *los juguetes* put on some sun cream, *la crema solar*.
- Carmen: ¿Dónde está mi sombrero rosa?
- Pedro: ¿Dónde está mi gorra?
- Sergio: ¿Dónde está mi cubo? ¿Dónde está mi pala?

Can you guess what Sergio is looking for? That's right! His bucket and spade! Sergio ha hecho un castillo and everyone helps.

- Mifú, Tina, Paco: ¡Oh, qué castillo más bonito!
- **5.** In the sixth week of the holidays, they go to Madrid. *Los juguetes* are very excited.
- Mifú: ¡Mirad el Palacio Real!
 Everyone agrees with Mifú: ¡Madrid, es bonito! Madrid is beautiful.
- **6.** After all their trips, los juguetes are glad to stay at home for a rest. Ana está contenta.
- Ana: ¡Voy a jugar al jardín!
 Los juguetes thank Carmen and Pedro for giving them a lovely summer.
- Roberto, Paco, Tina, Mifú, Sergio: ¡Gracias Carmen! ¡Gracias Pedro!
 I wonder what Carmen and Pedro will get up to next?

The beach. It's very hot. the toys sun cream

- Carmen: Where's my pink hat?
- Pedro: Where's my cap?
- Sergio: Where's my bucket? Where's my spade?

Sergio has built a (sand)castle.

- Mifú, Tina, Paco: Oh what a beautiful (sand)castle!
- The toys
- Mifú: Look at the Royal Palace!
 Madrid, it's beautiful!
- Ana is happy.
- Ana: I'm going to play in the garden!
- Roberto, Paco, Tina, Mifú, Sergio: Thank you, Carmen! Thank you, Pedro!

CD 2, Track 31

Song: Las vacaciones

(The holidays)

At first you can just join in with the chorus, then with the last word of each line and then gradually you can join in with all the words and phrases you know.

Ven al parque, el fútbol es divertido.

Ven al bosque, en un árbol veo un nido.

¡Las vacaciones son geniales! ¡Las vacaciones son geniales!

Ven al zoo, a ver los elefantes. Ven a la granja, las ovejas son grandes.

¡Las vacaciones son geniales! ¡Las vacaciones son geniales!

Ven a la playa, haremos un castillo. Ven a Madrid. ¡Qué bonito!

¡Las vacaciones son geniales! ¡Las vacaciones son geniales!

Come to the park, football is fun.

Come to the forest, I see a nest in a tree.

Holidays are great! Holidays are great!

Come to the zoo, to see the elephants. Come to the farm, the sheep are big.

Holidays are great!

Holidays are great!

Come to the beach, we will build a (sand)castle. Come to Madrid. It's beautiful!

Holidays are great! Holidays are great!



Song: Vente conmigo al zoo

(Come with me to the zoo)

New words in this song: las jaulas (the cages), un león (a lion), la trompa (the trunk), un mono (a monkey). Your child could start off by just singing the words for the animals.

Vente conmigo al zoo.

Vente conmigo. Mira las jaulas. ¿Qué ves?

Veo un león, grande y fuerte. ¡Chisst!, mira como se duerme.

Vente conmigo al zoo. Vente conmigo. Mira las jaulas. ¿Qué ves?

Veo un cocodrilo nadando en el agua. Flota como un barco grande.

Vente conmigo al zoo. Vente conmigo. Mira las jaulas. ¿Qué ves?

Veo un elefante grande y gris. Levanta su trompa y nos sonríe.

Vente conmigo al zoo. Vente conmigo. Mira las jaulas. ¿Qué ves?

Veo un mono que come un plátano Y se sube a un árbol grande.

Vente conmigo al zoo. Vente conmigo. Mira las jaulas. ¿Qué ves?

CD 2, Track 33 Song: En la playa

An easy song with lots of jumping involved!

En la playa, en la playa, Hace sol. En la playa, en la playa, Salto en el agua.

Salta conmigo, Uno, dos, tres. Salta conmigo, Uno, dos, tres. Come with me to the zoo.

Come with me. Look at the cages. What can you see?

I see a lion, big and strong. Shh, look, how it is asleep.

Come with me to the zoo.
Come with me.
Look at the cages.
What can you see?

I see a crocodile swimming in the water. It's floating like a big boat.

Come with me to the zoo.
Come with me.
Look at the cages.
What can you see?

I see an elephant, large and grey. He raises his trunk and smiles at us.

Come with me to the zoo.
Come with me.
Look at the cages.
What can you see?

I see a monkey eating a banana And climbing up a big tree.

Come with me to the zoo. Come with me. Look at the cages. What can you see?

(At the beach)

At the beach, at the beach, lt's sunny.
At the beach, at the beach, I jump in the water.

Jump with me.
One, two, three.
Jump with me.
One, two, three.

(Repeated)



CD 2, Track 34 Song: Me pongo mi camiseta

(I put my T-shirt on)

Children could mime walking to the beach and then mime putting on a T-shirt, shorts, a hat, sunglasses and sun cream.

Me pongo mi camiseta cuando hace sol, $(x \ 3)$ Y me voy a la playa.

I put my T-shirt on when it's sunny, (x 3) And I go to the beach.

Repeat with the following:

Me pongo mi bañador... Me pongo mi sombrero... Me pongo mis gafas... Me pongo mi crema (solar)... I put my swimming costume on...
I put my hat on...
I put my sunglasses on...
I put my sun cream on...

CD 2, Track 35

Listening activity for page 36. Spring/Summer revision: En el jardín (In the garden)

Listen to all the individual words being read on the CD and see if your child can point to the correct illustrations inside the big pictures. Repeat all the words after the voice on the CD. Same for track 34.

Un sombrero rosa, una pera amarilla, tres orugas pequeñas, la cocina, una puerta roja, una playa pequeña, unas abejas, Pedro, cuatro mariposas blancas, una silla grande, una silla pequeña, una manzana roja, una cama, una televisión, agua, un cielo azul, una ventana, una pera verde, dos caracoles pequeños, un árbol, Carmen, una casa, una gorra azul, una alfombra mágica y pequeña, muchas flores, una tortuga pequeña, el salón, una manzana verde, una araña, un pájaro marrón, un gusano, una mesa, el dormitorio, la crema solar, el sol, una hoja verde.

A pink hat, a yellow pear, three little caterpillars, the kitchen, a red door, a small beach, bees, Pedro, four white butterflies, a big chair, a small chair, a red apple, a bed, a television, water, a blue sky, a window, a green pear, two little snails, a tree, Carmen, a house, a blue cap, a little magic carpet, a lot of flowers, a little tortoise, the living room, a green apple, a spider, a brown bird, a worm, a table, the bedroom, sun cream, the sun, a green leaf.

CD 2, Track 36

Listening activity for page 36. Spring/Summer revision: En el zoo (At the zoo)

Un picnic, Mifú, agua, unos tigres, Pablo, miel, una cesta, una abeja, unos lobos, Roberto, unos tomates, unos elefantes, la mano de Roberto, la nariz de Sergio, Tina, una manzana roja, una pera amarilla, unos cocodrilos, una mosca, una mariquita, una barra de pan, una pera verde, Paco, tres plátanos, una manzana verde, unos pastelitos, una mesa, Ana.

A picnic, Mifú, water, tigers, Pablo, honey, a basket, a bee, wolves, Roberto, tomatoes, elephants, Roberto's hand, Sergio's nose, Tina, a red apple, a yellow pear, crocodiles, a fly, a ladybird, a loaf of bread, a green pear, Paco, three bananas, a green apple, small cakes, a table, Ana.



Activity Book:

Page 33: a board game for the whole family to enjoy. A great way to revise key vocabulary and phrases contained within the programme! Use small counters or tokens from another game. Each space is colour-coded for a reason! The pink spaces work like 'ladders' and take you forward. The blue spaces work like 'snakes' and take you backwards! The blue magic carpet will always fly you forward to the next magic carpet. The yellow spaces are 'miss a turn'. The orange spaces take you forward to the next 'day trip destination' (which are also coloured orange). Inside each Spanish flag is the picture of an animal or insect to identify. Some Spanish words are already translated on page 33 but here are some more phrases translated for any non-Spanish speakers:

In the order of the game:

White space: ¡Cuenta! – Count these numbers in Spanish

Spanish flag: A ladybird = una mariquita

Yellow space: ¡Pierdes un turno! – ¡Haces un picnic! = Miss a turn – You're having a picnic!

White space: Three dice: throw one of these numbers to continue. Say the number you shake

in Spanish.

Pink space: ¡Vuela como Ana! – Bien = Fly like Ana – Well done!

(i.e. move forward 8 spaces.)

Orange space: ¡Avanza hasta el parque! = Move forward to the park (i.e. move forward 3 spaces)

Spanish flag: A spider = una araña

White space: ¡Cuenta! – Count these numbers in Spanish

Yellow space: $i^{Pierdes}$ un turno! $-i^{Ves}$ la tele! = Miss a turn $-i^{Ves}$ You're watching the telly! Avanza hasta el zoo = Move forward to the zoo (i.e. move forward 4 spaces)

Pink space: ¡Corre como Pablo! — Bien = Run like Pablo — Well done!

(i.e. move forward 6 spaces)

Blue space: ¿Dónde está la cesta? = Where is the basket? (i.e. go back 16 spaces)

Spanish flag: A worm = un gusano

Blue space: ¿Dónde está mi pollito? = Where is my chick (i.e. go back 10 spaces)

Spanish flag: A tortoise = una tortuga

Orange space: ¡Avanza hasta la granja! = Move forward to the farm (i.e. move forward 3 spaces)

Yellow space: ¡Pierdes un turno – Duermes! = Miss a turn – You're asleep!

Spanish flag: A caterpillar = una oruga

White space: ¡Cuenta! – Count these numbers in Spanish

Yellow space: Pierdes un turno – Buscas un amigo = Miss a turn – You're looking for a friend
Orange space: ¡Avanza hasta la playa! = Move forward to the beach (i.e. move forward 5 spaces)
| Yellow space: ¡Avanza hasta la playa! = Move forward to the beach (i.e. move forward 5 spaces)
| Salta como Sergio! – Bien = Jump like Sergio – Well done! (i.e. move forward

8 spaces)

Blue space: ¿Dónde está mi cubo? ¿Dónde está mi pala? = Where is my bucket? Where is my

spade? (i.e. go back 16 spaces)

Spanish flag: A butterfly = una mariposa

White space: Three dice: throw one of these numbers to continue. Say the number you

shake in Spanish

Spanish flag: A snail = un caracol

Orange space: Avanza hasta Madrid = Move forward to Madrid (i.e. move forward 3 spaces)

Blue space: ;Dónde está mi cometa? = Where's my kite? (i.e. go back 16 spaces)

White space: ¡Cuenta! Count these numbers in Spanish

Spanish flag: A bee = una abeja

Yellow space: iPierdes un turno! – ¡Juegas al escondite! = Miss a turn – you're playing hide

and seek!

Blue space: ¿Dónde está mi sombrero? = Where's my hat? (i.e. go back 8 spaces)

White space: ¡Cuenta! Count these numbers in Spanish

Spanish flag: A dog = un perro

Blue space: ¿Dónde está mi bolsa? = Where's my bag? (i.e. go back 16 spaces)
Yellow space: ¡Pierdes un turno! – Te caes al suelo = Miss a turn – you're falling down!

Orange space: Me voy a casa = I'm going home!

Activity Book:

Page 53, Cat I, Extra activity: Listen to the song *Las vacaciones*, track 31, once again and link up the places with the activity or sight that is enjoyed there. See if your child can also link up the words in the song with the right pictures.

Page 54, Cat I: the following twelve pictures are hidden in the pages of the activity book. Can you find them all? (Answers: p6, p10, p12, p32, p8, p16, p20, p7, p2, p4, p14, p30.)





Happy Language Learning

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