

Las aventuras de Mifú y Tina y sus amigos



Happy Language Learning



Spanish Parent Guide

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 1, 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 1, 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 1, 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" (I'm here).

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

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

Hola, hola. Buenos días.
No sé, no sé.
No sé, no sé.

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

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

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

Hola, hola. Buenos días.
Estoy aquí.
Estoy aquí.

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

CD 1, Track 5

Listening and picture-matching activity for page 38, Cat 1.

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*.

Who's in the house?
It's *Tina*.

¿Quién está en el jardín?
Es *Ana*.

Who's in the garden?
It's *Ana*.

¿Quién está en la playa?
Es *Sergio*.

Who's on the beach?
It's *Sergio*.

¿Quién está en el bosque?
Es *Roberto*.

Who's in the forest?
It's *Roberto*.

¿Quién está en el castillo?
Es *Paco*.

Who's in the castle?
It's *Paco*.

¿Quién está en el parque?
Es *Carmen*.

Who's in the park?
It's *Carmen*.

¿Quién está en la puerta?
Es *Pedro*.

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 *Mifú*.

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

CD 1, Track 6

Page 4, Cat 1: 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.

- | | |
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| <p>1. 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 <i>pasteles</i> – some cakes.
Ana looks at some special Spanish tea cakes called <i>magdalenas</i> and starts counting how many they will need:</p> <ul style="list-style-type: none"> – Ana: <i>Uno, dos, tres, cuatro, cinco, seis, eh... She can't remember how to say 'seven'!</i> ¡Uy qué nervios!
Luckily Mifú is here and helps her: – Mifú: <i>¡Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve!</i> <p>2. Tina is very happy: she adores <i>magdalenas</i>!</p> <ul style="list-style-type: none"> – Tina: <i>¡Me encantan las magdalenas!</i>
She is first to ask for them: – Tina: <i>¡Hola señora, nueve magdalenas, por favor! Gracias.</i>
So they all count the <i>magdalenas</i> with the baker. – Roberto, Ana, Paco: <i>Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve.</i>
Look, <i>Paco</i> is carrying something. Do you remember what it is in Spanish? <i>¡Una cesta!</i> of course. Now check if there are <i>nueve magdalenas en la cesta.</i> <p>3. Pedro asks for the Spanish bread:</p> <ul style="list-style-type: none"> – Pedro: <i>¡Dos barras de pan, por favor!</i>
Do you understand? Yes! Two loaves of bread!
While he pays for the <i>magdalenas</i> and the bread, <i>Pablo, Ana</i> and <i>Tina</i> start looking at the beautiful cakes. <i>¡Escuchad!</i> Do you understand what they are saying? – Pablo: <i>¡Oh, mira los pasteles! ¡Me gustan los pasteles!</i> – Ana: <i>Mmm a mí también me gustan los pasteles.</i> – Tina: <i>Mmm, y a mí me encantan los pasteles... ¡los pasteles pequeños, los pasteles grandes, los pasteles de chocolate!</i>
They are so busy looking at all the cakes that they don't notice the others going out of the shop! | <p>1. Carmen, Pedro: Let's go to the bakery! Yes!</p> <ul style="list-style-type: none"> – Ana: One, two, three, four, five, six, huh...
Oh, what a panic! – Mifú: One, two, three, four, five, six, seven, eight, nine! <p>2.</p> <ul style="list-style-type: none"> 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. <p>A basket</p> <p>Nine Spanish cupcakes in the basket.</p> <p>3.</p> <ul style="list-style-type: none"> – Pedro: Two loaves of bread, please. <p>Spanish cupcakes.</p> <p>Listen!</p> <ul style="list-style-type: none"> – 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! |
|--|---|

(continued)

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!
 - 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 basket.
- Carmen: ¡Nueve magdalenas y dos barras de pan! ¡Es bastante!
- Nine *magdalenas* and two loaves of bread is plenty!
- 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 1, 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 1, 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.

Tina likes the pink cakes.

A Pablo le gustan los pasteles pequeños y marrones.

Pablo likes the little brown cakes.

A Ana le gustan los pasteles pequeños y amarillos.

Ana likes the little yellow cakes.

A Pablo le gustan los pasteles grandes y verdes.

Pablo likes the big green cakes.

A Tina le gustan los pasteles pequeños y rojos.

Tina likes the small red cakes.

A Ana le gustan los pasteles grandes y naranjas.

Ana likes the big orange cakes.

CD 1, Track 11
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.

Eleven loaves of Spanish bread.

Trece magdalenas.

Thirteen Spanish cupcakes.

Tres barras de pan.

Three loaves of Spanish bread.

Doce magdalenas.

Twelve Spanish cupcakes.

Dos barras de pan.

Two loaves of Spanish bread.

Diez magdalenas.

Ten Spanish cupcakes.

Page 39, Extra activity, Cat 1: listen to the song again (CD 1, 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 1 activity above. Cat 3: look at the words underneath the pictures and copy the missing letters into the gaps.

3 Las sorpresas (The surprises) Pages 6-7

CD 1, Track 12

Pages 6 & 7, Cat 1: Mini story: *Las sorpresas* (The surprises)

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 1 might be able to point to the items the toys say they need in picture 1. 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!

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| <p>1. <i>Es lunes</i>. It's Monday. <i>Hace calor</i>. It's a hot day. All the toys want to go to the beach.</p> <ul style="list-style-type: none"> - 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! <p>2. <i>Es martes</i>. It's Tuesday. <i>Hace buen tiempo</i>. It's a beautiful day. The toys enjoyed yesterday so much that they want to go back to the park.</p> <ul style="list-style-type: none"> - Sergio, Paco, Ana: ¡Vamos al parque! ¡Vamos al parque! - Pedro and Carmen remind them to say please! - Pedro, Carmen: ¡Por favor! <p>3. <i>Es miércoles</i>. It's Wednesday. <i>Llueve</i>. It's raining. The toys are cross as they want to play in the sand again and it's too wet.</p> <ul style="list-style-type: none"> - 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? | <p>1. It's Monday. It's a hot day.</p> <ul style="list-style-type: none"> - 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! <p>2. It's Tuesday. It's a beautiful day.</p> <ul style="list-style-type: none"> - Sergio, Paco, Ana: To the park! To the park! - Pedro, Carmen: Please! <p>3. It's Wednesday. It's raining.</p> <ul style="list-style-type: none"> - Carmen: I've got a surprise! - Carmen: Boots, coats! - Carmen: Here is a little bag of bread. |
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(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.
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.
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?
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:
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.
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.*
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?
4. Ducks like bread.
Ducks like the rain.
the ducks
5. It's Thursday. It's windy.
– Pedro: I've got a surprise! Look at the kite!
6. Ana, Paco, Roberto: Thank you, Pedro! Thank you!

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

– Tina: I'm sad.
– Mifú: Yes me too, I'm sad.
– Ana: Oh dear, what a pity!
8. Carmen: I've got a surprise! Here is a big chocolate cake.
9. It's Saturday. It's cold.

– Pedro: I've got a surprise! Shall we play hide-and-seek?

– Mifú: Yes, I like playing hide and seek.
10.
In a box?
Under the table?

(continued)

11. 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: ¡Yup!*
- *Ana: ¡Genial!*
- *Tina: ¡Me gusta la nieve!*

12. Paco: *Hacemos un muñeco de nieve.*

- *Carmen: Aquí hay un sombrero y una bufanda.*
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!

11. 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!*
- *Tina: I like snow!*

12. Paco: Let's build a snowman.

- *Carmen: Here are a hat and a scarf.*

A carrot, a banana and two tomatoes.

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 1, Track 13

Song: *El lunes hace calor*

(On Monday, it's hot)

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!*

On Monday, it's hot.
A swimming costume, please!

*El martes hace bueno.
¡Necesito un sombrero!*

On Tuesday, it's a nice day.
I need a hat!

*El miércoles llueve.
De casa nadie se mueve.*

On Wednesday, it's raining.
Nobody goes out.

*El jueves hace viento.
¡No estoy contento!*

On Thursday, it's windy.
I am not happy!

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

On Friday, it's a horrible day.
A picnic soon!

*El sábado hace frío.
Me pongo el abrigo.*

On Saturday, it's cold.
I'm putting on a coat.

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

On Sunday... Oh! It's snowing.
I'm putting on my new scarf!

CD 1, Track 14

Song: ¡Qué sorpresa!

(What a surprise!)

See page 40, Cat 1: 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 1 might recognise the other surprises illustrated.

¡Qué sorpresa! ¡Un regalo grande!
¡Qué sorpresa! ¡Un pastel grande!

What a surprise! A big present!
What a surprise! A big cake!

¡Qué sorpresa! ¡Una hermanita!
¡Qué sorpresa! ¡Una flor muy bonita!

What a surprise! A little sister!
What a surprise! A very beautiful flower!

¡Qué sorpresa! ¡Qué sorpresa!
¡Chocolate en la mesa!

What a surprise! What a surprise!
Some chocolate on the table!

¡Qué sorpresa! ¡Una cometa!
¡Qué sorpresa! ¡No está quieta!

What a surprise! A kite!
What a surprise! It doesn't keep still.

¡Qué sorpresa! ¡Hace buen tiempo!
¡Qué sorpresa! ¡No hace viento!

What a surprise! It is a nice day!
What a surprise! There is no wind!

Activity Book:

Page 40, Extra activity, Cat 1: Listen to track 14 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 12 and link the weather with the right surprise. Note: there are two visits to the park at the beginning of the story.

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

CD 1, Track 15

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.

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| <p>1. <i>Hace viento</i>. It is a windy day. The toys are going to have a balloon race. Everyone chooses a different coloured balloon.</p> <ul style="list-style-type: none"> – 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! <p>2. Oh dear, both <i>Tina</i> and <i>Ana</i> want to fly the pink balloon!</p> <ul style="list-style-type: none"> – Tina: ¡El globo rosa! – Ana: ¡No, no, el globo rosa es para mí! – Tina: ¡No, es para mí! <p>Whilst they are arguing, everyone lets go of their balloon. <i>Sergio</i> wants to win and cheers his balloon on:</p> <ul style="list-style-type: none"> – Sergio: ¡Vuela, globo! ¡Vuela! <p><i>Tina</i> suddenly grabs the pink balloon when <i>Ana</i> is not looking and lets it go.</p> <ul style="list-style-type: none"> – Tina: ¡Vuela, globo rosa, vuela! <p>3. Ana: <i>Estoy triste</i>.
<i>Ana</i> is sad and starts crying. Kind <i>Carmen</i> hands her a purple balloon which is left.</p> <ul style="list-style-type: none"> – Carmen: ¡Mira el globo morado! ¡Qué bonito! <p><i>Ana</i> takes the balloon, but she is so tiny that the balloon flies away with <i>Ana</i> still holding on. <i>El viento sopla</i>. The wind blows and carries <i>Ana</i> higher and higher.</p> <ul style="list-style-type: none"> – Ana: ¡Tengo miedo! <p><i>Ana</i> is frightened.</p> <p>4. Carmen: Ana, Ana, ¿adónde vuelas? but <i>Ana</i> is too far away to hear.</p> <p>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.
 But
 ¿Dónde está Ana? ¿Dónde está el globo morado?</p> | <p>1. It is windy.</p> <ul style="list-style-type: none"> – 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! <p>2.</p> <ul style="list-style-type: none"> – Tina: The pink balloon! – Ana: No, no, the pink balloon is for me! – Tina: No, it's for me! <p>– Sergio: Fly, balloon, fly!</p> <p>– Tina: Fly, pink balloon, fly!</p> <p>3. Ana: I am sad.</p> <ul style="list-style-type: none"> – Carmen: Look at the purple balloon! How beautiful! <p>The wind blows.</p> <ul style="list-style-type: none"> – Ana: I'm frightened! <p>4. Carmen: Ana, Ana! Where are you flying to?</p> <p>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?</p> |
|---|---|

(continued)

6. All is good. A kind bird has seen *Ana* and has 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.
 - 6. – *Ana*: Fly, little bird, fly. Thank you!

CD 1, Track 16
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.

Blue, red, yellow, green.
Grey, white, grey, white.
Orange, pink, orange, pink.
Purple, purple.

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

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.

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

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.

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

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.

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

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.

Un globo, un globo.
El viento sopla, el viento sopla.
¿Adónde vuelas?
¿Adónde vuelas?
A la casa, a la casa.

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 1, Track 17
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 El escondite (Hide-and-seek) Pages 10-11

CD 1, 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.

1. *Hace mal tiempo.* The weather is bad. Everyone is happy to stay indoors. *Roberto* suggests they play hide and seek and they all agree.
 - Roberto: *Sí, sí, ¡jugamos al escondite!*
 - Carmen and *Pedro* agree to look for the toys. They close their eyes and say:
 - Carmen, *Pedro*: *¡Uno, dos, tres!*
 - All the toys run off to hide.
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 little sleep.
 - Roberto: *Me escondo debajo de la cama.*
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.
 - *Pablo*: *Me escondo debajo de la mesa.*
 - *Tina* goes *al jardín* and hides under a pile of leaves.
 - *Tina*: *¡Me escondo debajo de las hojas! ¡Soy una pilla! ¡Ja! ¡Ja!*
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.
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?
 - *Sergio*: *Me escondo debajo de la silla.*

1. It is a horrible day.

– Roberto: Yes, yes, let's play hide-and-seek!

– Carmen: One, two, three!

2. *Ana* is small.

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

the bedroom

– Roberto: I'm hiding under the bed.

3. *Pablo*: I'm hungry!
into the kitchen.

– *Pablo*: I'm hiding under the table.
into the garden.

– *Tina*: I'm hiding under the leaves!
I'm a rascal/mischievous. Hee hee!

4.

– *Paco*: I'm hiding in the tree.

5. *Sergio*: I like telly!

into the lounge.

– *Sergio*: I'm hiding under the chair.

(continued)

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

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 silla? ¿Debajo de la escalera?

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 1, 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!

Where is Ana? I don't know!

I've found Ana! She is there.

Where? There, in the box!

¿Dónde está Roberto? ¡No sé!

¡He encontrado a Roberto! ¡Está allí!

¿Dónde? ¡Allí! ¡Debajo de la cama!

Where is Roberto? I don't know!

I've found Roberto! He is there.

Where? There, under the bed!

¿Dónde está Pablo? ¡No sé!

¡He encontrado a Pablo! ¡Está allí!

¿Dónde? ¡Allí! ¡Debajo de la mesa!

Where is Pablo? I don't know!

I've found Pablo! He is there.

Where? There, under the table!

¿Dónde está Tina? ¡No sé!

¡He encontrado a Tina! ¡Está allí!

¿Dónde? ¡Allí! ¡Debajo de las hojas!

Where is Tina? I don't know!

I've found Tina! She is there.

Where? There, under the leaves!

¿Dónde está Paco? ¡No sé!

¡He encontrado a Paco! ¡Está allí!

¿Dónde? ¡Allí! ¡En el árbol!

Where is Paco? I don't know!

I've found Paco! He is there.

Where? There, in the tree!

¿Dónde está Sergio? ¡No sé!

¡He encontrado a Sergio! ¡Está allí!

¿Dónde? ¡Allí! ¡Debajo de la silla!

Where is Sergio? I don't know!

I've found Sergio! He is there.

Where? There, under the chair!

¿Dónde está Mifú? ¡No sé!

¡He encontrado a Mifú! ¡Está allí!

¿Dónde? ¡Allí! ¡Debajo de la escalera!

Where is Mifú? I don't know!

I've found Mifú! He is there.

Where? There, under the stairs!



CD 1, Track 20

Listening activity for page 11, 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: <i>Me escondo en la caja.</i> | I'm hiding in the box. |
| - Roberto: <i>Me escondo debajo de la cama.</i> | I'm hiding under the bed. |
| - Pablo: <i>Me escondo debajo de la mesa.</i> | I'm hiding under the table. |
| - Tina: <i>Me escondo debajo de las hojas.</i> | I'm hiding under the leaves. |
| - Paco: <i>Me escondo en el árbol.</i> | I'm hiding in the tree. |
| - Sergio: <i>Me escondo debajo de la silla.</i> | I'm hiding under the chair. |
| - Mifú: <i>Me escondo debajo de la escalera.</i> | I'm hiding under the stairs. |

Activity Book:

Page 42, Extra activity, Cat 1: 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 1, 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.

- | | |
|--|--|
| <p>1. <i>Hace frío.</i> It is a cold day. <i>Mifú</i> starts moving about to keep warm.</p> <p>– Mifú: <i>¡Hago gimnasia!</i>
He is doing some exercises. Everyone agrees it is a good idea.</p> <p>– Pablo: <i>¡Bien!</i></p> <p>– Roberto: <i>¡Yupi!</i></p> <p>– Paco: <i>¡Genial!</i></p> <p>– Tina: <i>¡Qué buena idea!</i>
Everyone agrees except someone. Can you guess who that might be? <i>Pablo</i> loves doing exercises and is very pleased.</p> <p>– Pablo: <i>¡Me gusta hacer gimnasia!</i></p> | <p>1. It's a cold day.</p> <p>– Mifú: I'm doing exercises!</p> <p>– Pablo: Great!</p> <p>– Roberto: Yippee!</p> <p>– Paco: Brilliant!</p> <p>– Tina: What a good idea!</p> |
| <p>2. <i>Mifú</i> turns on the music.
<i>¡Uno, dos, tres, cuatro!</i>
<i>¡Hago gimnasia</i>
<i>Al ritmo de la música!</i>
<i>¡Es fantástica</i>
<i>Y muy animada!</i></p> <p><i>Toco las palmas. ¡Uno, dos, tres!</i>
<i>Levanto los brazos. Bajo los brazos.</i>
<i>Levanto el pie. Bajo el pie.</i>
<i>Toco las palmas. ¡Uno, dos, tres!</i></p> <p><i>¡Hago gimnasia</i>
<i>Al ritmo de la música!</i></p> | <p>2.</p> <p>One, two, three, four!
I'm doing exercises
To music!
It's fantastic
And very energetic!</p> <p>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!</p> <p>I'm doing exercises
To music!</p> |
| <p>3. Suddenly <i>Mifú</i> stops. He realises that someone is missing. Let's count with him:</p> <p>– Mifú: <i>Uno, dos, tres, cuatro, cinco, seis, siete, ocho. ¡Ah! ¡Ah!</i>
Who is missing? There should be <i>nueve</i> of us altogether. All the toys, <i>Carmen</i> and <i>Pedro</i>. Everyone looks around and counts each other.</p> | <p>3.</p> <p>– Mifú: One, two, three, four, five, six, seven, eight. Ah! Ah!
nine</p> |
| <p>4. <i>Paco, el soldado</i>, then says:</p> <p>– Paco: <i>¡Ah! ¡Ana! ¿Dónde está Ana?</i>
All the toys start looking for <i>Ana</i>.</p> <p>– Tina: <i>Ana, ¿Dónde estás?</i></p> <p>– Sergio: <i>¿Dónde estás?</i></p> <p>– Pablo: <i>¿Dónde estás?</i>
So they all look for <i>Ana</i>.</p> | <p>4. <i>Paco, the soldier</i></p> <p>– Paco: Ah! Ana! Where is Ana?</p> <p>– Tina: Ana, where are you?</p> <p>– Sergio: Where are you?</p> <p>– Pablo: Where are you?</p> |

(continued)

5. Finally *Pedro* finds *Ana* hiding in her favourite hiding place – ¡*En la caja!*
 – *Ana: Estoy triste. No me gusta hacer gimnasia.* *Ana* is sad because she doesn't like doing exercises.

5. 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 1, 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!
¡Girad, girad!
¡Saltad, saltad!
¡Corred, corred!
¡Sentaos!
¡Y escondéos!

Walk, walk.
Turn, turn.
Jump, jump.
Run, run.
Sit down!
And hide!

¡Arriba!
Los ojos, la nariz, la boca, las orejas,
el pelo, el cuello.

Up!
Eyes, nose, mouth, ears,
hair, neck.

¡Repetímos!: Andad, andad...

Repeat: Walk, walk...

¡Arriba!
La cabeza, los hombros, las rodillas, los pies,
los brazos, las manos, la barriga, las piernas.

Up!
Head, shoulders, knees, feet,
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.
Tócate la cabeza.
Salta en el aire.
¡Y cáete al suelo!

Touch your head.
Touch your head.
Jump in the air.
And fall to the ground!

Tócate los hombros.
Tócate la cabeza.
Salta en el aire.
¡Y cáete al suelo!

Touch your shoulders.
Touch your head.
Jump in the air.
And fall to the ground!

Tócate las rodillas.
Tócate los hombros.
Tócate la cabeza.
Salta en el aire.
¡Y cáete al suelo!

Touch your knees.
Touch your shoulders.
Touch your head.
Jump in the air.
And fall to the ground!

Tócate los pies.
Tócate las rodillas.
Tócate los hombros.
Tócate la cabeza.
Salta en el aire.
¡Y cáete al suelo!

Touch your feet.
Touch your knees.
Touch your shoulders.
Touch your head.
Jump in the air.
And fall to the ground!



CD I, Track 25

Song: La lluvia hace 'plic, plac'

(The rain goes 'pitter-patter')

One more chance to practise the parts of the body. New expression: *estoy empapado/a* – I am soaked.

La lluvia hace 'plic, plac'.

The rain goes 'pitter-patter'.

La lluvia hace 'plic, plac'.

The rain goes 'pitter-patter'.

La lluvia hace 'plic, plac'.

The rain goes 'pitter-patter'.

'Plic plac' en mi cabeza.

'Pitter-patter' on my head.

Repeat with *en mis manos, en mis brazos, en mis piernas, en mis pies.*

on my hands, on my arms, on my legs, on my feet.

¡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 *Mifú* 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 1-6 in the circles. (e.g. number 1 will appear in the circle by the fourth picture etc.)

¡Toca las palmas!

(4th picture)

Clap your hands! (4)

¡Levanta los brazos!

(2nd picture)

Raise your arms! (2)

¡Levanta el pie!

(5th picture)

Raise your foot! (5)

¡Baja los brazos!

(3rd picture)

Lower your arms! (3)

¡Baja el pie!

(1st picture)

Lower your foot! (1)

¡Salta!

(6th picture)

Jump! (6)

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, los brazos, las manos.

Feet, knees, neck, head, arms, hands.

CD I, 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.

Winter section

¡Hola!

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

CD 1, 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.

- | | |
|--|---|
| 1. Toys: <i>¡Cumpleaños feliz... Carmen!</i>
It is <i>Carmen's</i> birthday! <i>Los juguetes</i> - the toys
- ask her how old she is. | 1. Toys: Happy birthday...Carmen!
The toys |
| - Toys: <i>¿Cuántos años tienes? ¿Cuántos años tienes?</i> | - Toys: How old are you? How old are you? |
| - Carmen: <i>¡Es un secreto!</i>
<i>Carmen</i> is keeping it a secret! | - Carmen: It's a secret! |
| 2. <i>Los juguetes</i> are trying to think of the best present to buy for her. It is difficult to think of a perfect present for someone! However <i>los juguetes</i> know how much <i>Carmen</i> likes clothes and they each suggest something different. | 2. The toys |
| - Paco: <i>¡Unos pantalones de flores.</i>
<i>Paco</i> wants to buy <i>Carmen</i> some floral trousers.
<i>Pablo</i> says: | - Paco: Floral trousers. |
| - Pablo: <i>¡No, no, no! ¡Unos pantalones cortos rojos!</i>
<i>Pablo</i> thinks some red shorts would be best.
What do you think? | - Pablo: No, no, no! Red shorts! |
| Once again, all the toys ask <i>Carmen</i> : | |
| - Toys: <i>¿Carmen, cuántos años tienes?</i> | - Toys: Carmen, how old are you? |
| - Carmen: <i>¡Es un secreto!</i> | - Carmen: It's a secret! |

(continued)

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

Paco says: "No, no, no!
Yellow trainers, no!
Floral trousers, yes!
I love colours!"

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

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

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

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

¡Ah sí, un sombrero rosa!
¡Es una buena idea!
¡Un sombrero rosa como regalo!
¡Para las vacaciones de verano!"

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

CD 1, 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!
¡Cumpleaños feliz!
¡Te deseamos todos!
¡Cumpleaños feliz!

Happy birthday!
Happy birthday!
We all wish you
Happy birthday!

CD 1, 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!

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

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!
I am seven!

2 *El patito* (The little duck) Pages 16-17

CD 1, 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!
 1. 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. *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.
 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. *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.
 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. *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 las nueces.
 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. *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.
 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. *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!
 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 bread!
 And the little duck says:
 – Duck: Thank you! Thank you!

CD 1, 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.

Sergio likes pears.

A Mifú no le gusta la col.

Mifú doesn't like cabbage.

A Paco le gustan las tortillas.

Paco likes Spanish omelettes.

A Roberto no le gustan los pasteles.

Roberto doesn't like cakes.

A Mifú le gustan los plátanos.

Mifú likes bananas.

A Ana no le gusta la leche.

Ana doesn't like milk.

A Sergio no le gusta el pescado.

Sergio doesn't like fish.

A Ana le gustan los tomates.

Ana likes tomatoes.

A Paco no le gustan las nueces.

Paco doesn't like walnuts.

A Roberto le gustan las patatas.

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/luna zanahoria/un gato/un cerdo/luna col/el helado/el chocolate/un pato/un pájaro/pan* – one of the crumbs Roberto is feeding to the ducks!)

CD 1, Track 40

Action Chant: *Hambre, hambre*

(Hungry, hungry)

Hambre, hambre.

Hungry, hungry.

Tengo hambre.

I am hungry.

Mesa, mesa.

Table, table.

Aquí voy.

Here I come.

Yo quisiera un bocadillo,

I would like a sandwich.

Un pastel y un helado.

A cake and an ice cream.

Hambre, hambre.

Hungry, hungry.

Tengo hambre.

I am hungry.

Mesa, mesa.

Table, table.

Aquí voy.

Here I come.

Yo quisiera una tortilla

I would like a Spanish omelette.

Limonada, por favor.

Lemonade please.

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!

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 1: ¡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!

- 5.
- Pedro: Ah! Boots!
 - Pedro: Too big! Never mind!
a woolly hat.
 - Pedro: Too big! Never mind!

- 6.
- Pedro: Who's there?

in his big coat, his big trousers, his big boots and his big woolly hat
 - Bear 1: Oh! I'm scared!
 - Bear 2: I'm very scared!
 - Bear 3: It's a monster!
Oh dear!

CD 1, 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."

Pedro in the forest.
It's cold, it's cold.
Pedro in the forest.
"I'm going home."

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

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

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

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

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

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

¡Oh! ¿Quién está aquí?
¡Un monstruo, qué horror!
¡Oh! ¿Quién está aquí?
"¡Es un monstruo, tengo miedo!"

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

4 ¡Cuidado, Roberto! (Watch out, Roberto!) Pages 20-21

CD 2, Track 1

Page 20, Cat 1: 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!

- | | |
|--|--|
| <p>1. <i>Los juguetes</i>, have all been playing outside. Now the weather is changing and they all decide to go home.</p> <p>– Ana, Pablo, Paco: ¡Me voy a casa! ¡Me voy a casa! ¡Me voy a casa!</p> | <p>1. The toys</p> <p>– Ana, Pablo, Paco: I am going home! I am going home! I am going home!</p> |
| <p>2. <i>Roberto</i> however doesn't want to go home. He is in the distance walking along listening to his music. <i>Anda a pasos grandes como Mifú. Anda a pasos pequeños como Ana.</i> Everyone calls:</p> <p>– Toys, Pedro, Carmen: ¡Roberto! ¡Roberto! ¡Adónde vas? ¡Vete a casa! Where are you going? Go home! But <i>Roberto</i> can't hear them properly because he has his headphones on.</p> <p>– Toys: ¡Cuidado, Roberto! <i>Los juguetes</i> call him to be careful. Can you join in and say it with them again?</p> <p>– Toys, Pedro, Carmen: ¡Cuidado, Roberto!</p> | <p>2.</p> <p>He is taking large strides like Mifú. He is taking little steps like Ana.</p> <p>– Toys, Pedro, Carmen: Roberto! Roberto! Where are you going? Go home!</p> <p>– Toys: Watch out, Roberto! The toys</p> <p>– Toys, Pedro, Carmen: Watch out, Roberto!</p> |
| <p>3. It starts raining heavily and <i>Roberto</i> walks further and further away. <i>Los juguetes</i> 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.</p> <p>– Toys: ¡Roberto! ¡Roberto! ¡Llueve mucho! ¡Cuidado! But <i>Roberto</i> cannot hear his friends.</p> <p>– Toys, Pedro, Carmen: ¡Cuidado, Roberto!</p> | <p>3.</p> <p>The toys</p> <p>– Toys: Roberto! Roberto! It is raining very hard! Watch out!</p> <p>– Toys, Pedro, Carmen: Watch out, Roberto!</p> |

(continued)

CD 2, Track 2

Song: ¡Roberto! ¡Roberto!

(Roberto! Roberto!)

Make up mimes to this song with your child. Children who have completed Part 1 will be able to recognise a lot of the phrases here.

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

Roberto! Roberto!
Go home.
It is raining very hard.
It is very cold.

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

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

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

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

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

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

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

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

*¡Gracias! ¡Gracias!
Eres muy buena.
Estoy contento.
Esta es mi casa.*

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

5 ¿Dónde estás, pollito? (Where are you, chick?)

Pages 22-23

CD 2, Track 4

Page 22, Cat 1: 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!

1. *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?*

1. 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?
3.
 - Sergio: Look! The chick is there!
 - Farmer: No, no, Sergio, it is a duck. It is a green duck.
 - Paco: Where are you, chick?
4.
 - 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?

(continued)

CD 2, Track 6

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.

1. *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.

2. *"Mamá, mamá, ¿estás aquí?" dice el pollito pequeño. ¡Miau! ¡Miau! ¡No está aquí!* dice el gato.

3. *"Mamá, mamá, ¿estás aquí?" dice el pollito pequeño. ¡Oinc! ¡Oinc! ¡No está aquí!* dice el cerdo.

4. *"Mamá, mamá, ¿estás aquí?" dice el pollito pequeño. ¡Muu! ¡Muu! ¡No está aquí!* dice la vaca.

5. *"Mamá, mamá, ¿estás aquí?" dice el pollito pequeño. ¡Jiii! ¡Jiii! ¡No está aquí!* dice el caballo.

6. *"Mamá, mamá, ¿estás aquí?" dice el pollito pequeño. ¡Bee! ¡Bee! ¡No está aquí!* dice la oveja.

7. *"Mamá, mamá, ¿estás aquí?" dice el pollito pequeño. "Sí, sí. Ven aquí"* dice la gallina.

8. *En la granja hay una gallina y uno, dos, tres, cuatro, cinco pollitos pequeños. ¡Adiós!*

1. 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. "Mummy, Mummy, are you there?" says the little chick. "Meow, meow. Not here!" says the cat.

3. "Mummy, Mummy, are you there?" says the little chick. "Oink, oink. Not here!" says the pig.

4. "Mummy, Mummy, are you there?" says the little chick. "Moo! Not here!" says the cow.

5. "Mummy, Mummy, are you there?" says the little chick. "Neigh. Not here!" says the horse.

6. "Mummy, Mummy, are you there?" says the little chick. "Baa. Not here!" says the sheep.

7. "Mummy, Mummy, are you there?" says the little chick. "Yes, yes, come here!" says the hen.

8. On the farm there is a hen and one, two, three, four, five little chicks. Goodbye!

Spring/Summer section

¡Hola!

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!

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

CD 2, Track 10

Page 24, Cat 1: Mini story: *El perro busca un amigo* (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.

- | | |
|---|--|
| <p>1. <i>El perro busca un amigo</i>. The dog is looking for a friend. Listen to what he is doing: <i>llama a la puerta número uno</i>.</p> <p>– Perro: ¡Ven a jugar, por favor!</p> <p>– Vaca: No, estoy durmiendo.
Dice la vaca.</p> <p>– Perro: Que duermas bien. ¡Qué pena!</p> | <p>1. The dog is looking for a friend.
He knocks at door number one.</p> <p>– Dog: Come and play, please!</p> <p>– Cow: No, I'm sleeping.
Says the cow.</p> <p>– Dog: Sleep well. What a pity!</p> |
| <p>2. <i>El perro llama a la puerta número dos</i>.</p> <p>– Perro: ¡Ven a jugar, por favor!</p> <p>– Oveja: No, estoy comiendo.
Dice la oveja.</p> <p>– Perro: Que aproveche. ¡Qué pena!</p> | <p>2. The dog knocks at door number two.</p> <p>– Dog: Come and play, please!</p> <p>– Sheep: No, I'm eating.
Says the sheep.</p> <p>– Dog: Enjoy your meal. What a pity!</p> |
| <p>3. <i>El perro llama a la puerta número tres</i>.</p> <p>– Perro: ¡Ven a jugar, por favor!</p> <p>– Cocodrilo: No, estoy nadando.
Dice el cocodrilo.</p> <p>– Perro: ¡No importa! ¡Qué pena!</p> | <p>3. The dog knocks at door number three.</p> <p>– Dog: Come and play, please!</p> <p>– Crocodile: No, I'm swimming.
Says the crocodile.</p> <p>– Dog: Never mind! What a pity!</p> |
| <p>4. <i>El perro llama a la puerta número cuatro</i>.</p> <p>– Perro: ¡Ven a jugar, por favor!</p> <p>– Mariposa: No, estoy volando por mi casa.
Dice la mariposa.</p> <p>– Perro: ¡Vale! ¡Qué pena!</p> | <p>4. The dog knocks at door number four.</p> <p>– Dog: Come and play, please!</p> <p>– Butterfly: No, I'm flying in my house.
Says the butterfly.</p> <p>– Dog: OK! What a pity!</p> |

(continued)

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 *¡soy tu amigo!*

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

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.

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

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.

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

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.

¡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.
 Yes, I'll come out.
 And I'll play.
 I'm your friend!

CD 2, Track 12

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!*

An elephant is playing
On a spider's web.
He jumps, jumps, jumps.
He jumps like this.
What fun it is! Yippee!

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

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

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

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

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

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

*Cinco elefantes están jugando,
Sobre la tela de una araña.
Saltan, saltan, saltan
Saltan en el aire.
Cinco elefantes se caen al suelo.*

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 así. Anda así.
Dos piernas delante, dos piernas detrás.
Y tiene una gran nariz.
Anda así.
Anda así.*

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.

(Repeated)

CD 2, Track 14

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 1-20.

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

CD 2, Track 16

Page 26, Cat 1: 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...*”

- | | |
|--|---|
| <p>1. <i>Hay tres cerditos en la casa.</i></p> <p>2. <i>El lobo grande llega a la casa. Mira en el salón. Mira por aquí. Mira por allá.</i>
– El lobo: ¡Un cerdito! Hmm. ¡Tengo hambre! Quisiera un cerdito.</p> <p>3. <i>El lobo mira en la cocina. Mira por aquí. Mira por allá.</i>
– El lobo: ¡Dos cerditos! Hmm. ¡Tengo hambre! Quisiera dos cerditos.</p> <p>4. <i>El lobo mira en el dormitorio. Mira por aquí. Mira por allá.</i>
– El lobo: ¡Tres cerditos! Hmm. ¡Tengo hambre! Quisiera tres cerditos.</p> <p>5. <i>¡El lobo entra por la ventana! ¡Los cerditos se esconden!</i></p> <p>6. <i>Un viento fuerte sopla. Sopla aquí. Sopla allá. Y se lleva al lobo grande. ¡Yupi!</i></p> | <p>1. There are three little pigs in the house.</p> <p>2. 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.</p> <p>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.</p> <p>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.</p> <p>5. The wolf comes in through the window! The little pigs hide!</p> <p>6. A strong wind blows. It blows over here. It blows over there. And carries the big wolf away. Yippee!</p> |
|--|---|

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.*

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

*Hay tres cerditos en el salón.
¡Tengo miedo! ¡Tengo miedo! ¡Tengo miedo!
¡Rápido, debajo de la silla!*

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

(continued)

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!
5. 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 1: 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 1: 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.)

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

CD 2, Track 19

Page 28, Cat 1: 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!

- | | |
|---|---|
| <p>1. <i>Aquí tenemos a la familia Cerdo. El papá, la mamá, el hermano, la hermana y el bebé.</i>
The Cerdo family is having a ride on a magic carpet. <i>¡La alfombra mágica! Papá Cerdo</i> tells his children that they must keep very still for the magic to keep working.</p> <p>– Papá Cerdo: <i>¡Cuidado! ¡Quedaos quietos!</i></p> <p>2. <i>Mamá Cerdo: ¡Tengo una sorpresa en la cesta!</i>
Do you understand? To keep her children quiet and knowing that they are always hungry, <i>Mamá Cerdo</i> 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 <i>cerditos</i>? Can you guess what food <i>Mamá Cerdo</i> has in her basket?</p> <p>– <i>Mamá Cerdo: Nueve tomates, cinco plátanos, tres manzanas, dos peras, cuatro pasteles.</i>
Then <i>Papá Cerdo</i> shows them all the different places below:</p> <p>– <i>Papá Cerdo: ¡Mirad la granja, el parque, el bosque, la playa, los jardines, las casas, los árboles!</i> But he reminds them to be careful.</p> <p>– <i>Papá Cerdo: ¡Cuidado!</i>
And to keep very still!</p> <p>– <i>Papá Cerdo: ¡Quedaos quietos!</i></p> | <p>1. Here is the Pig family. The daddy, the mummy, the brother, the sister and the baby.
Pig
The magic carpet! Daddy Pig</p> <p>– Daddy Pig: Watch out! Keep still!</p> <p>2. Mummy Pig: I have a surprise in the basket!</p> <p>Mummy Pig</p> <p>Little Pigs.
Mummy Pig</p> <p>– Mummy Pig: Nine tomatoes, five bananas, three apples, two pears, four cakes.
Daddy Pig</p> <p>– Daddy Pig: Look at the farm, the park, the forest, the beach, the gardens, the houses, the trees!</p> <p>– Daddy Pig: Watch out!</p> <p>– Daddy Pig: Keep still!</p> |
|---|---|

(continued)

3. All of a sudden *el hermano Cerdo* shouts that 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!
3. Brother Pig
- 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. 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!
4. Sister Pig and Brother Pig
- Daddy
 - They jump, jump, jump! Oh dear!
 - Daddy Pig: I am not happy!
 - Daddy Pig: Watch out! Keep still!
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.
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. *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!
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!
- *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.
- Roberto: ¡Qué buena idea Sergio! What a good idea that was!
- Tina: ¡Bien!
- Ana: ¡Sergio, eres un genio!

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

CD 2, Track 22

Page 30, Cat 1: 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!)

1. *¡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.
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

(continued)

CD 2, Track 25

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.

The frog was sitting down

Singing under the water.

When the frog started singing,

The bee came and silenced it.

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.

The bee to the frog

That was sitting down

Singing under the water.

When the bee started singing,

The spider came and silenced it.

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 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!

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!

Mi jardín en el verano.

Mi jardín en el verano.

Mi jardín en el verano.

Una mano, otra mano, adiós, mosca!

My garden in summer.

My garden in summer.

My garden in summer.

One hand, another hand, goodbye, fly!

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!

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!

Mi jardín en el verano.

Mi jardín en el verano.

Mi jardín en el verano.

¡Una mano, otra mano, no la toques!

My garden in summer.

My garden in summer.

My garden in summer.

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

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!

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!

Mi jardín en el verano.

Mi jardín en el verano.

Mi jardín en el verano.

¡Una mano, otra mano, salta al agua!

My garden in summer.

My garden in summer.

My garden in summer.

One hand, another hand, jump into the water!

CD 2, Track 27

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!

(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!

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)

(Snail)

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 1.

See if your child can point to all the numbers as he/she counts from 1-20. Then play the CD and see if he/she can point to each number correctly as the voice on the CD counts from 1-20. 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.

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

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

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 **Las vacaciones (The holidays) Pages 32-33**

CD 2, Track 30

Page 32, Cat 1: 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?

1. 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?

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 to *el zoo*.

- Paco: Mirad los tigres, los elefantes y los cocodrilos.
- Ana: ¡Tengo miedo!

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?

1. The toys

- 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. The park. They play football.
Run, Pablo, run!

The zoo

- Paco: Look at the tigers, the elephants and the crocodiles.
- Ana: I'm scared!

3. The forest. Roberto walks and listens to music.
A picnic
– 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)



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?

4. 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!

5. The toys

- Mifú: Look at the Royal Palace! Madrid, it's beautiful!

6. 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.

Come to the park, football is fun.
Come to the forest, I see a nest in a tree.

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

Holidays are great!
Holidays are great!

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

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

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

Holidays are great!
Holidays are great!

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

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

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

Holidays are great!
Holidays are great!

CD 2, Track 32

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?

Come with me to the zoo.

Come with me.

Look at the cages.

What can you see?

Veo un león, grande y fuerte.

¡Chisst!, mira como se duerme.

I see a lion, big and strong.

Shh, look, how it is asleep.

Vente conmigo al zoo.

Vente conmigo.

Mira las jaulas.

¿Qué ves?

Come with me to the zoo.

Come with me.

Look at the cages.

What can you see?

Veo un cocodrilo nadando en el agua.

Flota como un barco grande.

I see a crocodile swimming in the water.

It's floating like a big boat.

Vente conmigo al zoo.

Vente conmigo.

Mira las jaulas.

¿Qué ves?

Come with me to the zoo.

Come with me.

Look at the cages.

What can you see?

Veo un elefante grande y gris.

Levanta su trompa y nos sonr e.

I see an elephant, large and grey.

He raises his trunk and smiles at us.

Vente conmigo al zoo.

Vente conmigo.

Mira las jaulas.

¿Qué ves?

Come with me to the zoo.

Come with me.

Look at the cages.

What can you see?

Veo un mono que come un pl tano

Y se sube a un  rbol grande.

I see a monkey eating a banana

And climbing up a big tree.

Vente conmigo al zoo.

Vente conmigo.

Mira las jaulas.

¿Qué ves?

Come with me to the zoo.

Come with me.

Look at the cages.

What can you see?

CD 2, Track 33

Song: En la playa

(At the beach)

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.

At the beach, at the beach,

It's sunny.

At the beach, at the beach,

I jump in the water.

Salta conmigo,

Uno, dos, tres.

Salta conmigo,

Uno, dos, tres.

Jump with me.

One, two, three.

Jump with me.

One, two, three.

(Repeated)

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:

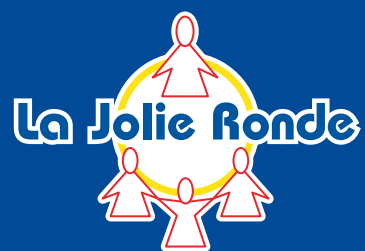
- White space: ¡Cuenta! – Count these numbers in Spanish
Spanish flag: A ladybird = *una mariquita*
Yellow space: ¡Pierdes un turno! – ¡Haces un picnic! = Miss a turn – You're having a picnic!
White space: Three dice: throw one of these numbers to continue. Say the number you shake in Spanish.
- Pink 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: ¡Pierdes un turno! – ¡Ves la tele! = Miss a turn – You're watching the telly!
Orange space: 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)
Pink space: ¡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: ¡Pierdes 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 1, 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 1: 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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