

Las aventuras de Mifú y Tina y los juguetes



Happy Language Learning



Spanish Parent Guide

¡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.

I ¡Hola! (Hello!) Pages 2-3

CD 1, Track 1

Song: *Toc, toc, toc*

*Toc, toc, toc.
¿Quién es?
¡Hola! ¡Soy yo!
¿Cómo te llamas?
Me llamo...*

(Repeated)

Knock, knock, knock

Knock, knock, knock.
Who’s there?
Hello! It’s me!
What’s your name?
My name is...

CD 1, Track 2

Page 2, Cat 1: Mini story: ¡Hola! Listen to the story and colour.

1. Here is *Mifú*. He is a kind Spanish cat. Let’s say “hello” to *Mifú* in Spanish... Listen!
– Children: ¡Hola!
– *Mifú*: *Hola, me llamo Mifú. ¡Soy un Gato!*
2. *Mifú* has a cheeky little Spanish friend, called *Tina*.
Let’s say “hello” to *Tina* in Spanish. Listen!
– Children: ¡Hola!
– *Tina*: *Hola, me llamo Tina. ¡Soy una ratita!*
3. One morning when they are at home, the doorbell rings.
¿Quién es?
– *Paco*: *Soy yo, Paco. ¡Soy un soldado! ¡Hola!*
– *Roberto*: *Hola, me llamo Roberto. ¡Soy un robot!*

Hello!

1. Hello! My name is *Mifú*. I am a cat.
2. Hello! My name is *Tina*. I am a little rat.
3. Who’s there? It’s me, *Paco*. I am a soldier! Hello!
Hello, my name is *Roberto*. I am a robot!

(continued)

4. Mifú y Tina are pleased to see Paco and his friend Roberto.
Later on, the doorbell rings again. *¿Quién es?*
– Pablo: *¡Soy yo, Pablo! Hola. ¡Soy un oso!*
– Sergio: *Hola. Me llamo Sergio. ¡Soy un globo!*
5. What a full house! Paco, el soldado, Roberto, el robot, Pablo, el oso, and Sergio, el globo. Let's count in Spanish how many friends Mifú and Tina have: *uno, dos, tres, cuatro*. Are you sure? Look again. There is someone very shy. Can you see? Yes, *¡La muñeca!*
– Ana: *Hola, me llamo Ana. ¡Soy una muñeca!*
Let's count again:
– Children: *¡Uno, dos, tres, cuatro, cinco!*
¡Bien!
6. Mifú and Tina give their friends some drinks. But soon it is time to leave. Listen to all the toys and guess who is saying goodbye in Spanish.
¡Adiós! ¡Adiós! ¡Adiós!...
4. Who's there? It's me, Pablo! Hello, I am a bear! Hello, my name is Sergio, I am a balloon.
5. Hello, my name is Ana. I am a doll. One, two, three, four, five! Well done!
6. Goodbye! Goodbye! Goodbye!

order: Mifú, Tina, Paco, Roberto, Sergio, Pablo, Ana.

At home encourage your child to listen to his/her CD and follow the story in his/her book! Help him/her to distinguish between the different voices of the characters.

CD 1, Track 3

Song: *Mis juguetes*

*¡Aquí están mis juguetes!
¡Aquí están mis juguetes!*

*Un oso, ¡me llamo Pablo!
Una muñeca, ¡me llamo Ana!
Un globo, ¡me llamo Sergio!
Un soldado, ¡me llamo Paco!
Un robot. ¡Soy yo, Roberto!*

*¡Aquí están mis juguetes!
¡Aquí están mis juguetes!*

(Repeated)

My Toys

Here are my toys!
Here are my toys!

A bear, I am called Pablo
A doll, I am called Ana
A balloon, I am called Sergio
A soldier, I am called Paco
A robot. It's me, Roberto!

Here are my toys!
Here are my toys!

Listen and circle the correct person. Link the dots to complete the words.

Ask your child to fill in the name of each toy on the dotted line underneath the corresponding *Me llamo* section and to tick the correct box at the bottom of the page, according to whether your child is a girl or a boy. Finally, your child’s name can be written on the dotted line provided underneath the last *Me llamo* section.

Ask your child to point to the pictures of the toys (or pick up their stick/finger puppets) in turn and practise saying:

Soy un globo.

Soy un oso.

Soy un soldado.

Soy una muñeca.

Soy un robot.

I am a balloon.

I am a bear.

I am a soldier.

I am a doll.

I am a robot.

Help your child to make finger or stick puppets with the templates he/she is given by the teacher. Encourage him/her to make the puppets ‘talk’ to each other by saying “*Hola*” and “*Adiós*” (“Hello” and “Goodbye”) and “*¿Cómo te llamas?*” and “*Me llamo*” (“What’s your name?” and “I am called”).

Encourage your child to count up to five. They could count the toys in the story or the fingers on each hand or objects around the house! Choose a number up to five (*uno, dos, tres, cuatro* or *cinco*) and ask your child to hold up the right number of fingers. (Non-Spanish-speaking parents: please listen to the correct pronunciation of these numbers within the story.)



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2 En el mercado (At the market) Pages 4-5

CD 1, Track 5

Page 4, Cat 1: Mini story: *En el mercado* At the market
Listen to the story and colour.

1. Tina is off to the market with seven euros in her pocket:
uno, dos, tres, cuatro, cinco, seis, siete. 1. 1, 2, 3, 4, 5, 6, 7.
2. She needs some fruit. How many apples and pears is she buying? Listen!
– Tina: *Buenos días, señor. Dos manzanas y cuatro peras, por favor.* 2. Good morning, sir.
Two apples and four pears, please.
3. Now Tina buys some bananas. Listen carefully.
– Tina: *Cinco plátanos, por favor. Gracias. Adiós, señor.* 3. Five bananas, please. Thank you. Goodbye, sir.
4. She puts everything in her bag and skips along the lane, saying hello to her friends.
– Tina: *¡Buenos días, Pablo! ¡Buenos días, Sergio!* But her bag has a hole in it and she starts losing her shopping. How many apples and bananas has she already lost? 4. Good morning, Pablo!
Good morning, Sergio!
5. Tina stops to buy some vegetables.
– Tina: *Buenos días, señora. Cuatro patatas y tres zanahorias, por favor. Gracias. ¡Adiós!* 5. Good morning, madam. Four potatoes and three carrots please. Thank you. Goodbye!
6. Isn't she lucky? Paco, the soldier, has noticed the torn bag and comes to her rescue.
– Paco: *¡Eh! ¡Eh! ¡Tina! ¡Aquí hay dos manzanas y tres plátanos! ¡Cuidado! ¡Mira tu bolsa!*
– Tina: *¡Oh, gracias! ¡Gracias!* 6. Here are two apples and three bananas! Be careful! Look at your bag! Oh, thank you! Thank you!

Listen to the story with your child whilst looking at the pictures in the activity book. Pause the CD after Tina has asked for the carrots and see if your child can remember what comes next. (*Gracias y adiós* – thank you and goodbye).

CD 1, Track 6

Song: *Dos manzanas, por favor*

Buenos días, señor.
Dos manzanas, por favor.
Gracias, adiós.

Buenos días, señor.
Cinco plátanos, por favor.
Gracias, adiós.

Buenos días, señora.
Tres zanahorias, por favor.
Gracias, adiós.

Two apples, please

Good morning, sir.
Two apples, please.
Thank you, goodbye.

Good morning, sir.
Five bananas, please.
Thank you, goodbye.

Good morning, madam.
Three carrots, please.
Thank you, goodbye.

(including instrumental)

When your child is confident singing this song, encourage him/her to tell you how many apples/pears/bananas/potatoes/carrots he/she would like to buy and sing the song again to the instrumental version, inserting your own words.

Encourage your child to ask for apples, pears, bananas, potatoes and carrots in Spanish. (“Una manzana/pera/patata/zanahoria/un plátano/por favor.”)

CD 1, Track 7

Page 5, Cat 2

Which route does *Tina* take to go to the market?

Una patata, una muñeca, una pera, un oso,
un soldado.

A potato, a doll, a pear, a bear,
a soldier.

Listen to the words and find the route that *Tina* needs to take to get to the market. Your child can then highlight the completed route. Encourage him/her to say the Spanish words for: a potato, a doll, a pear, a bear, a soldier and also a carrot, a banana and a robot!

Encourage your child to count up to seven by counting different things around the house. Keep holding up a different number of fingers and get your child to count how many they can see! (Non-Spanish-speaking parents: please listen to the correct pronunciation of these numbers at the beginning of the story.)

Ask your child to say “please” and “thank you” in Spanish (“por favor” and “gracias”) each time they ask for something and are given something.

Prepare/find pictures of the fruit and vegetables in this story and ask your child to point to the right one as you say the words in Spanish or as they listen to the story/song again.

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3 El picnic (The picnic) Pages 6-7

CD 1, Track 8

Action chant: *Llueve, hace viento*

It's raining. It's windy.

Llueve, llueve en mi jardín.

It's raining, it's raining in my garden.

Hace viento, hace viento en mi jardín.

It's windy, it's windy in my garden.

CD 1, Track 9

Page 6, Cat 1: Mini story: *El picnic*

The picnic

Listen to the story. Stick the correct picture on square '6'.

- | | |
|--|---|
| 1. On a fine autumn morning, <i>Mifú</i> decides to have a picnic.
– <i>Mifú: ¡Adiós, Tina!</i> | 1. Goodbye, Tina! |
| 2. Unfortunately, <i>Mifú</i> has a problem: he cannot make up his mind where to have his picnic.
– <i>Mifú: ¿En el parque? No.</i> | 2. In the park? No. |
| 3. <i>Mifú: ¿En el bosque? No.</i> | 3. In the forest? No. |
| 4. <i>Mifú: ¿En la playa? No.</i> | 4. On the beach? No. |
| 5. <i>Mifú: ¿En el jardín? Sí.</i> | 5. In the garden. Yes! |
| 6. He finally decides to have his picnic in the garden. But suddenly something happens! Guess what!
The sky becomes full of black clouds. The wind starts to blow and it starts to rain. What a shame!
– <i>Mifú: ¡Ah! ¡Hace viento y llueve! ¡Qué pena!</i> | 6. Ah! It's windy and it's raining!
What a pity! |

Encourage your child to listen to the story and point to the pictures in the book, page 6.

Encourage your child to say “*llueve*” and “*Hace viento*” every time it rains or is windy. You could also ask your child every day “*llueve?*” “*¿Hace viento?*” and your child could answer “*Sí*” or “*No*”. Ask your child to say “*en el jardín*” every time he/she goes into the garden and “*en el parque*” each time you go to the park. If the weather is too bad to go outside, ask your child to say “*¡Qué pena!*” (What a shame!).

Make a simple weather chart with your child. Encourage him/her to put a symbol or a sticker next to each day of the week that it rains or is windy. Then at the end of the week, count together in Spanish how many rainy days and windy days (if any!) there have been during that week. This will consolidate numbers up to seven at the same time! (Non-Spanish-speaking parents can find the correct pronunciation of one to seven in Spanish on track 5, at the beginning of the story *En el mercado*.)

CD I, Track 10

Listening:

Rojo, amarillo, marrón, naranja, rojo, naranja, marrón.

Red, yellow, brown, orange, yellow, red, orange, brown

Your child can listen to this track and point to items of these colours in the house or in the book, page 7.

CD I, Track 11

Song: *Los colores de otoño*

The colours of autumn

*Los colores de otoño.
Rojo, amarillo, marrón, naranja.
Los colores de otoño.
Rojo, amarillo, marrón, naranja.*

The colours of autumn, the colours of autumn.
Red, yellow, brown and orange.

*Llueve sobre el rojo.
Llueve sobre el amarillo.
Llueve sobre el marrón.
Llueve sobre el naranja.*

It's raining on the red.
It's raining on the yellow.
It's raining on the brown.
It's raining on the orange.

*Los colores de otoño.
Rojo, amarillo, marrón, naranja.
Los colores de otoño.
Rojo, amarillo, marrón, naranja.*

CD I, Track 12

Action chant: *Llueve muy fuerte*

It's raining very hard.

*Llueve un poco.
Llueve muy fuerte.
¡Llueve muy, muy fuerte!*

It's raining a little.
It's raining very hard.
It's raining very, very hard!

CD 1, Track 13

Song: *Clip, clap*

Clip, clap, clip, clap.
Clip, clap, clip, clap.
¿Te gusta la lluvia?
A mí, sí.
Cojo mi paraguas pequeño.
Me pongo mis botas y mi sombrero.
Bailo, salto en los charcos.

(Repeated)

Splish, splash

Splish splash splish splash.
Splish splash splish splash.
Do you like the rain?
Me, yes.
I take my little umbrella.
I put on my boots and my hat.
I dance; I jump in the puddles.

Encourage your child to act out the song when singing the above words in Spanish, i.e. he/she could pretend to be holding an umbrella, putting on boots and a hat and jumping in the puddles! Perhaps children will have learnt similar actions in class; if not there are always opportunities to make up actions at home!

CD 1, Track 14

Song: *Cinco pájaros pequeños*

Cinco pájaros pequeños
Sobre un cable.
Uno dice:
“Yo me voy.”
“¿Adónde vas?”
“¡Yo me voy hacia el Sur!”

Cuatro pájaros pequeños

...

Tres pájaros pequeños

...

Dos pájaros pequeños

...

Un pájaro pequeño

Sobre un cable.

El pájaro dice:

“Yo, me voy.”

“¿Adónde vas?”

“¡Yo me voy hacia el Sur!”

Five little birds

Five little birds
On a wire.
One says:
“I am going.”
“Where are you going?”
“I am going to the south!”

Four little birds

....

Three little birds

...

Two little birds

....

One little bird

On a wire.

The bird says:

“I am going.”

“Where are you going?”

“I am going to the south!”

Page 7, Cat 2

As your child listens to the song, he/she can tick or point to each bird in turn.

Children can also use their fingers to count down from five birds to one bird. If your child likes doing actions to songs, how about asking them to hold finger and thumb together to indicate ‘pequeño’, pretend to fly and be a bird every time they hear the word ‘pájaro’, point to themselves for ‘yo’ and pretend to fly for ‘vuelo’. The more times children listen to and sing the songs, the quicker they will pick up the key words and phrases! Parents too!

At home, encourage your child to talk about what he/she is learning. For example, ask what the song on Track 14 is all about.

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4 ¡Bien, hoja pequeña! (Bravo, little leaf!) Pages 8-9

CD 1, Track 17

Action chant: *Dos soldados pequeños*

Two little soldiers

Dos soldados pequeños en el jardín.

Two little soldiers in the garden.

¡Buenos días!

Good morning!

¡Buenos días! ¿Qué tal?

How are you?

Muy bien, gracias, ¿y tú?

Very well, thank you, and you?

No estoy bien. Lluve.

Not good. It's raining.

¡Me voy a casa!

I'm going home!

Practise asking your child regularly how they are feeling. He/she could stick two thumbs in the air each time they say "Estoy bien, gracias" and two thumbs downwards for "No estoy bien".

CD 1, Track 18

Page 8, Cat 1: Mini story: *¡Bien, hoja pequeña!* (completely in Spanish.)

Well done, little leaf!

Listen to the story and colour the leaf.

1. *Aquí hay una hoja pequeña.*

1. Here is a little leaf.

2. *Aquí hay dos hojas grandes. Las hojas grandes no son buenas.*

2. Here are two large leaves. The large leaves are unkind.

– *Hoja grande 1: ¡Ja! ¡Ja! ¡Eres pequeña!*

"Ah! Ah! You are small!"

– *Hoja grande 2: ¡Eres débil!*

"You're a weakling!"

3. *La hoja pequeña está triste. El sol es bueno y dice:*

3. The little leaf is sad. The sun is kind. He says: "You are strong!"

– *El sol: ¡Tú eres fuerte!*

4. *El viento sopla. ¡Cuidado!*

4. The wind blows. "Look out!"

5. *Y el viento sopla, sopla muy fuerte. Las hojas grandes vuelan.*

5. The wind blows, blows very strongly. The large leaves are blown away.

– *Hoja pequeña: ¡Adiós!*

"Goodbye!"

6. *Pero la hoja pequeña es fuerte y se queda en la rama. La hoja pequeña está contenta. ¡Bien, hoja pequeña!*

6. But the little leaf is strong and stays on the branch. The little leaf is happy! "Bravo, little leaf!"

Encourage your child to listen to the story and point to the pictures in the book, page 8.

There are several adjectives in this story. Ask your child to think of actions to illustrate 'pequeño' (small) 'grande' (big), 'fuerte' (strong), 'bueno' (kind), 'no es bueno' (unkind), 'triste' (sad), 'contento' (happy). They could then use these actions when listening to the story and also when listening to the song 'soy pequeña' on track 20 of the CD .

CD 1, Track 19

Song: Las hojas

Es otoño. Hace viento.

El viento sopla sobre las hojas rojas.

The leaves

It is autumn. It is windy.

The wind blows on the red leaves.

Las hojas bailan en el aire, bailan en el aire.

Las hojas caen al suelo, caen al suelo.

The leaves dance in the air, dance in the air

The leaves fall to the ground, fall to the ground.

Es otoño. Hace viento.

El viento sopla sobre las hojas naranja.

It is autumn. It is windy.

The wind blows on the orange leaves.

Las hojas bailan en el aire, bailan en el aire.

Las hojas caen al suelo, caen al suelo.

The leaves dance in the air, dance in the air

The leaves fall to the ground, fall to the ground.

Es otoño. Hace viento.

El viento sopla sobre las hojas amarillas.

...on the yellow leaves

Las hojas bailan en el aire, bailan en el aire.

Las hojas caen al suelo, caen al suelo.

Es otoño. Hace viento.

El viento sopla sobre las hojas marrones.

... on the brown leaves.

Las hojas bailan en el aire, bailan en el aire.

Las hojas caen al suelo, caen al suelo.

Children can pretend to be the wind blowing and the leaves dancing and falling to the ground. A great song for revising the four colours they have learnt so far.



CD 1, Track 20
Song: Soy pequeña

Soy pequeña. Soy buena.
Soy una hoja pequeña.
Las hojas grandes se ríen de mí.
No son buenas.

Soy pequeña y estoy triste.
Soy una hoja pequeña.
El sol dice:
"Tú eres pequeña.
Pero tú eres muy fuerte."

Soy pequeña y soy fuerte.
Soy una hoja pequeña.
El viento sopla fuerte.
Las hojas vuelan.
¡Y yo estoy contenta!

Soy pequeña. ¡Estoy contenta!
Soy una hoja pequeña.
El sol dice:
"¡Bien! ¡Bien!"
¡Y yo me quedo en la rama!

I am small

I am small. I am kind.
I am a small leaf.
The large leaves laugh at me.
They are not kind.

I am small and I am sad.
I am a small leaf.
The sun says:
"You are small
But you are very strong."

I am small and I am strong.
I am a small leaf.
The strong wind blows.
The leaves fly away.
And I am happy!

I am small. I am happy!
I am a small leaf.
The sun says:
"Well done! Well done!"
I am staying on the branch!

CD 1, Track 21
Page 9, Cat 2
How are you? Listen!

Who is well and who is unwell? Listen and complete the different faces (make it a happy face if the person is well or a sad face if the person is unwell).

- | | |
|--------------------------------|-------------------------------------|
| 1. ¿Qué tal?
Bien, gracias. | How are you?
I'm well thank you. |
| 2. ¿Qué tal?
No estoy bien. | How are you?
I'm not well. |
| 3. ¿Qué tal?
Bien, gracias. | How are you?
I'm well thank you. |
| 4. ¿Qué tal?
No estoy bien. | How are you?
I'm not well. |

Page 9, Cat 3
Count the leaves, then copy the correct number in the box.

Try saying the numbers in Spanish!

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5 *¿Dónde está Tina?* (Where is Tina?) Pages 10-11

CD 1, Track 22

Song: *Puedo saltar así*

*Puedo saltar, puedo saltar así.
Puedo saltar, puedo saltar, ¡Mírame!
¡Uno, dos, tres, cuatro, cinco!
Puedo andar, puedo andar así.
Puedo andar, puedo andar, ¡Mírame!
¡Uno, dos, tres, cuatro!
Puedo girar, puedo girar así.
Puedo girar, puedo girar, ¡Mírame!
¡Uno, dos, tres!
¡Corre! ¡Anda! ¡Salta! ¡Gira!
Salta aquí, salta allí.
Anda a pasos grandes.
Anda a pasos pequeños.
Lleva el paso.*

I can jump like this.

I can jump, I can jump like this.
I can jump, I can jump, look at me!
One, two, three, four, five!
I can walk, I can walk like this.
I can walk, I can walk, look at me!
One, two, three, four!
I can turn around, I can turn around like this.
I can turn around, I can turn around, look at me!
One, two, three!
Run! Walk! Jump! Turn around!
Jump over here, jump over there.
Walk with big steps.
Walk with little steps.
March in step.

This is another great La Jolie Ronde song which the children love doing the actions to! Encourage your child by joining in with the actions, pointing to yourselves for 'yo', counting down from five to three and singing at the same time!

CD 1, Track 23

Action chant: *¿Dónde está Mifú?*

*¿Dónde está Mifú?
Aquí.
¿Dónde está Tina?
¿Tina?
¡Ah, eres una pilla!*

Where is Mifú?
Where is Mifú?
Here.
Where is Tina?
Tina?
Ah, the rascal!

CD 1, Track 24

Page 10, Cat 1: Mini story:

¿Dónde está Tina?

Listen to the story and colour.

1. Mifú cannot find Tina. He has looked everywhere in the house. She must be in the garden, *en el jardín*. So he shouts for her.

– Mifú: ¡Tina! ¡Tina! ¿Dónde está Tina?
Where is Tina?

2. In the garden, *en el jardín*, Mifú sees some of his friends playing but Tina is not there. Where is Tina?

– Mifú: ¡Sergio! ¡Roberto! ¡Paco! ¿Dónde está Tina? ¿Dónde está Tina?

3. Mifú sees Sergio jumping.

– Sergio: ¡Salto! ¡Uno, dos, tres!
Paco comes to help Mifú look for Tina. He walks with big steps.

– Paco: *Ando a pasos grandes.* ¡Uno, dos, tres!
Where is Tina?

– Mifú: ¿Dónde está Tina?

4. Mifú sees Roberto dancing.

– Roberto: ¡Bailo! ¡Uno, dos, tres!
Ana comes to help Mifú look for Tina. She walks with little steps.

– Ana: *Ando a pasos pequeños.* ¡Uno, dos, tres!
Where is Tina?

– Mifú: ¿Dónde está Tina?

5. Pablo can run quickly. He runs to the end of the garden.

– Pablo: ¡Corro! and... guess what?

– Pablo: ¡He encontrado a Tina!
He has found Tina hiding under a huge pile of leaves.

– Tina: ¡Me escondo! ¡Ja, ja!
What a rascal she is!

– Mifú: ¡Tina, eres una pilla!

6. Mifú is pleased that Tina has been found.

– Mifú: ¡Estoy contento! and so is Tina because it is so cold outside.

– Tina: ¡Hace frío! What does she want to drink to warm herself up?

– Tina: ¡Un chocolate caliente con churros, por favor!

Where is Tina?

1. Tina! Tina! Where is Tina?

2. Sergio, Roberto, Paco! Where is Tina? Where is Tina?

3. I am jumping! One, two, three! I am walking with big steps. One, two, three! Where is Tina?

4. I am dancing! One, two, three!, I am walking with small steps. One, two, three! Where is Tina?

5. I am running! I've found Tina!
I am hiding! Tina, you are a rascal!

6. Ah, I am happy! It is cold! A hot chocolate with 'churros' please.

Encourage your child to listen to the story and point to the pictures in the book, page 10.

If you have made stick/finger puppets in lesson 1, hide them and ask your child to say "¿Dónde está Mifú/Roberto/Ana?", etc.

¿Dónde está Tina?
¿Dónde está Tina?
¡Allí, debajo de las hojas!
¡Allí, debajo de las hojas!

Where is Tina?
There, under the leaves!

¡He encontrado a Tina!

I have found Tina!

¡He encontrado a Tina!
¡He encontrado a Tina!
¡Estoy contento!
¡Estoy contento!

I have found Tina!
I am happy!

¡He encontrado a Tina!

I have found Tina!

Children can pretend to hide to the words 'se esconde', run on the spot to the word 'corre', point when singing the word 'allí' and look happy when singing 'contento' or alternatively they can make up their own actions!

CD 1, Track 28 Page 11, Cat 2

Salta (4); Cáete al suelo (2); Anda a pasos grandes (5); Baila (3); Corre (1); Anda a pasos pequeños (6).

Jump! Fall down! Walk with big steps.
Dance. Run. Walk with small steps.

Listen with your child to track 28 and respond by miming the actions and ticking/circling the appropriate pictures.

CD 1, Track 29 Page 11, Cat 3 Where is...?

Before listening to the CD, help your child to follow the maze to find out where the four toys are hiding. Then check with the CD to see if he/she was right! Encourage your child to practise saying the words for park, leaves, forest and garden.

Mifú:	Me escondo en el parque.	I'm hiding in the park.
Tina:	Me escondo debajo de las hojas.	I'm hiding under the leaves.
Pablo:	Me escondo en el bosque.	I'm hiding in the forest.
Ana:	Me escondo en el jardín.	I'm hiding in the garden.

¡Hola!

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6 El muñeco de nieve (The snowman) Pages 12-13

CD 1, Track 30

Page 12, Cat 1: Mini story:

El muñeco de nieve

Listen to the story and colour.

The snowman

- | | |
|--|--|
| <p>1. It is cold. <i>Hace frío</i>. Tina is in the garden. <i>Tina está en el jardín</i>. She has built a snowman!</p> <p>– Tina: <i>¡Mira el muñeco de nieve!</i> She looks at her snowman and she is sad.</p> <p>– Tina: <i>Estoy triste</i>. It doesn't look right. Can you see what's wrong?
Her snowman has no eyes, nose, mouth, ears or hair. And nothing to keep his neck warm. <i>¡Los ojos, la nariz, la boca, las orejas, el pelo y el cuello!</i></p> <p>2. Mifú comes to help Tina. He has brought along everything to finish the snowman. What a kind cat he is! <i>Es bueno</i>. Let's see what he has in his bag:</p> <p>– Mifú: <i>¡Dos tomates para los ojos!</i>
Two tomatoes for the eyes! What a good idea!</p> <p>– Mifú: <i>¡Aquí, los ojos!</i></p> <p>3. Mifú: <i>Una zanahoria para la nariz</i>.
Ah! Mifú puts the carrot for the nose onto the snowman's face! And for the mouth, what does Mifú have in his bag I wonder?</p> <p>– Mifú: <i>Un plátano para la boca</i>.</p> <p>– Mifú: <i>Aquí los ojos, la nariz y la boca</i>.</p> | <p>1. Look at the snowman! I am sad. The eyes, the nose, the mouth, the ears, the hair and the neck.</p> <p>2. He is kind. Two tomatoes for the eyes. Here are the eyes!</p> <p>3. A carrot for the nose. A banana for the mouth. Here, the eyes, the nose and the mouth.</p> <p>(continued)</p> |
|--|--|

4. What has *Mifú* found for the snowman's ears?
- *Mifú*: ¡*Dos patatas para las orejas!* Tina is happy and her snowman is now looking really good!
 - Tina: ¡*Ah, ah! ¡Estoy contenta! ¡La, la, la, la, la!*
 - *Mifú*: ¡*Aquí los ojos, la nariz, la boca, las orejas!*
5. Now for the hair. What has *Mifú* decided to do?
- *Mifú*: ¡*Hojas para el pelo!* Tina laughs. She thinks it's funny! She's never seen a snowman with hair before!
 - Tina: ¡*Ah! ¡ja, ja, ja!* The snowman is almost finished!
 - *Mifú*: ¡*Aquí los ojos, la nariz, la boca, las orejas y el pelo!*
6. But now *Mifú* is stuck. He has nothing left in his bag for the snowman's neck.
- *Mifú*: ¡*Oh! ¡Qué pena!* What a shame. He feels sad.
 - *Mifú*: ¡*Oh, estoy triste!* He wanted so much to help Tina and finish the snowman. But Tina knows what to do. She takes off her scarf and puts it around the snowman's neck.
 - Tina: ¡*Una bufanda para el cuello!* All their friends arrive to admire the snowman.
 - Ana: ¡*Mirad el muñeco de nieve!* They like the snowman and clap.
 - Sergio, Roberto, Paco: ¡*Bien, Tina! ¡Bien, Mifú!*
4. Two potatoes for the ears. I am happy! Here, the eyes, the nose, the mouth and the ears.
5. Some leaves for the hair. Here, the eyes, the nose, the mouth, the ears and the hair.
6. Oh dear! What a pity! I am sad. A scarf for the neck. Look at the snowman! Well done Tina! Well done Mifú!

Encourage your child to listen to the story and point to the pictures in the book, page 12.

CD 1, Track 31

Action chant: *Aquí está mi mano*

*Aquí está mi mano.
Aquí están mis dedos,
¡Hola! Uno, dos, tres, cuatro.
¡Y yo! ¡Y yo! ¡Cinco!
¡Escóndete!
Aquí está mi mano.
Aquí están mis dedos.
¡Hola! Seis, siete, ocho, nueve.
¡Y yo! ¡Y yo! ¡Diez! ¡Escóndete!*

Here is my hand

Here is my hand,
here are my fingers.
Hello! 1, 2, 3, 4.
And me! And me! 5!
Hide!
Here is my hand.
Here are my fingers.
Hello! 6, 7, 8, 9... and me! And me! And me! 10!
Hide!

Suggested actions: '*Aquí está mi mano*' – hold out one hand. '*Aquí están mis dedos*' – wiggle the fingers of same hand. Count four fingers. '*Y yo*' – wiggle thumb. Count five. '*Escondete*' – hide thumb inside fingers. Repeat with second hand.

CD 1, Track 35
Song: Las manos pequeñas

*Las manos pequeñas bailan, bailan.
Las manos pequeñas bailan así.
Las manos pequeñas giran, giran.
Las manos pequeñas giran así.
Las manos pequeñas tocan las palmas.
Las manos pequeñas tocan así.*

Little hands

Little hands dance, dance.
Little hands dance like this.
Little hands turn, turn.
Little hands turn like that.
Little hands clap.
Little hands clap like that.

(Repeated)

Another easy action song! Your child should now be familiar with 'baila' and 'gira'. This song also teaches them 'toca las palmas' (clap).

Page 13, Cat 2
Complete the snowman.

First colour the different items on the extra page inserted between page 12 and 13, with familiar colours (brown, red, yellow, orange) and say the Spanish words for them; then help your child to cut out and stick them onto the correct places to complete the picture.

CD 1, Track 36
Listening activity for autumn scenes, page 34.

El jardín, el parque, el bosque, la playa, Ana, Sergio, Pablo, Roberto, Paco, un oso, una muñeca, un globo, un soldado, un robot, un niño, una niña, una caja, un bolsillo, una bolsa, una ratita, un gato, una pera, una patata, una manzana amarilla, una manzana roja, una zanahoria, un plátano, un pájaro, una rama, una bufanda marrón, una bufanda naranja, una hoja roja, una hoja amarilla, una hoja marrón, una hoja naranja, el pelo, los ojos, la nariz, la boca, el cuello, Mifú, Tina, la cabeza, los hombros, las rodillas, los pies, un chocolate caliente con churros.

the garden, the park, the forest, the beach, Ana, Sergio, Pablo, Roberto, Paco, a bear, a doll, a balloon, a soldier, a robot, a boy, a girl, a box, a pocket, a bag, a mouse, a cat, a pear, a potato, a yellow apple, a red apple, a carrot, a banana, a bird, a branch, a brown scarf, an orange scarf, a red leaf, a yellow leaf, a brown leaf, an orange leaf, hair, eyes, the nose, the mouth, the neck, Mifú, Tina, the head, the shoulders, the knees, the feet, a hot chocolate with churros.

This is an excellent activity to revise all the core vocabulary from the autumn section of the programme and this track can be played again and again, so developing your child's confidence in how much he/she has learnt. To begin with, pause the CD after each word and ask your child if he/she understands what the word means. Then ask him/her to look carefully at both autumnal pictures and find the relevant illustration. There are forty-six in total to find and so it might be too much to do at one sitting the first time! NB: The first two words are the settings for the two pictures! The beach is the hardest word to find: just in front of Tina's left hand!

At the end of this autumn module, children should be able to:

- Say hello and goodbye.
- Say what their name is and whether they are a boy or a girl.
- Count up to 10.
- Go shopping for certain fruit and vegetable items.
- Say please and thank you.
- Describe rainy, windy and cold weather.
- Know the names of four places where they could have a picnic.
- Understand and say four autumnal colours.
- Say whether they are feeling fine or not well.
- Understand the Spanish for sad, happy, kind, unkind, little, big.
- Follow instructions for a variety of different action verbs (turn around, dance, run, walk, walk with little/big steps, clap, fall to the ground).
- Ask where someone is.
- Say the words for the parts of the face, and some parts of the body.
- Express disappointment and whether they are feeling happy or sad.
- Understand most of the key words listed on CD I Track 36.

Not a bad start for a 4-6 year old!



¡Hola!

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I La fiesta (The party) Pages 14-15

CD 1, Track 37

Page 14, Cat 1: Mini story: *La fiesta*.

The party

Listen to the story and colour.

1. Mifú and Tina are having a party to celebrate the New Year. They are all wishing each other Happy New Year in Spanish.
 - Paco: ¡Feliz Año Nuevo Mifú y Tina!
 - Tina: ¡Feliz Año Nuevo Paco!
 - Sergio: ¡Feliz Año Nuevo Roberto!
 - Mifú: ¡Feliz Año Nuevo Pablo y Ana!
 - Ana: ¡Feliz Año Nuevo Sergio!
 They are all having a good time. ¡Escuchad la música!
2. ¡Mirad la mesa! Look at the table with all the food! ¡Hay pasteles, limonada, patatas fritas, bocadillos, tortilla, helados. ¡Mmm está bueno!
3. Mifú and Pablo are offering food to all their friends. ¡Escuchad! Do you understand what they are eating? Ana come patatas fritas y un pastel pequeño.
 - Mifú: ¿Otro pastel, Ana?
 - Ana: No, gracias.
4. Sergio come patatas fritas, un pastel pequeño y un bocadillo.
 - Pablo: ¿Otro bocadillo, Sergio?
 - Sergio: No, gracias.
5. Roberto come patatas fritas, un pastel pequeño, un bocadillo y tortilla.
 - Pablo: ¡Más tortilla, Roberto?
 - Roberto: No, gracias.
 Paco come patatas fritas, un pastel pequeño, un bocadillo, tortilla y un helado.
 - Mifú: ¿Otro helado, Paco?
 - Paco: No, gracias.
1. Happy New Year, Ana! (Paco, Roberto, Pablo, Sergio). Listen to the music!
2. Look at the table! There are cakes, lemonade, crisps, sandwiches, Spanish omelette, ice cream; hmm it is good!
3. Listen! Ana eats some crisps and a little cake. Another cake, Ana? No, thank you.
4. Sergio eats some crisps, a little cake and a sandwich. Another sandwich, Sergio? No, thank you.
5. Roberto eats some crisps, a little cake, a sandwich and a Spanish omelette. Another Spanish omelette, Roberto? No, thank you. Paco eats some crisps, a little cake, a sandwich, a Spanish omelette and an ice cream. Another ice cream, Paco? No, thank you.

(continued)

CD I, Track 40

Song: *Brinca así*

*Tina la ratita, brinca así.
Mifú el gato, anda así.
Sergio el globo, salta así.
Roberto el robot, baila así.
Todo el mundo, todo el mundo,
Brinca así.
Anda así.
Salta así.
Baila así.*

(Repeated)

I trot like this

Tina the little rat trots like this.
Mifú the cat walks like this.
Sergio the balloon jumps like this.
Roberto the robot dances like this.
Everybody, everybody,
Trot like this.
Walk like this.
Jump like this.
Dance like this.

A lively action song which is very easy to mime!

CD I, Track 41

Page 15, Cat 2

Listen and draw what is missing.

Help your child to identify what (if anything!) is missing on the plates by listening to the CD. First of all your child will hear *Ana* saying she would like another omelette. Help your child to copy the picture of an omelette at the top of the page onto *Ana's* plate. *Mifú* says "no" to another cake and so this needs to be drawn in the box with the x. *Mifú* says "yes" to crisps and so crisps need to be drawn onto his plate. Complete the exercise by listening to what *Pablo* and *Tina* would and wouldn't like.

- | | |
|---|------------------------------|
| – <i>¿Más tortilla, Ana?</i> | More Spanish omelette, Ana? |
| – Ana: <i>¡Sí, por favor!</i> | Yes please! |
| – <i>¿Otro pastel, Mifú?</i> | Another cake Mifú? |
| – Mifú: <i>¡No, gracias!</i> | No thank you! |
| – <i>¿Más patatas fritas, Mifú?</i> | More crisps, Mifú? |
| – Mifú: <i>¡Sí, por favor!</i> | Yes please! |
| – <i>¿Otro bocadillo, Pablo?</i> | Another sandwich, Pablo? |
| – Pablo: <i>¡No, gracias!</i> | No thank you! |
| – <i>¿Más patatas fritas, Pablo?</i> | More crisps, Pablo? |
| – Pablo: <i>¡No, gracias!</i> | No thank you! |
| – <i>¿Otro pastel, Pablo?</i> | Another cake, Pablo? |
| – Pablo: <i>¡Sí, por favor!</i> | Yes please! |
| – <i>¿Otro helado, Tina?</i> | Another ice cream, Tina? |
| – Tina: <i>¡Sí, por favor, un helado grande!</i> | Yes please, a big ice cream! |
| – <i>¿Otro bocadillo, Tina?</i> | Another sandwich, Tina? |
| – Tina: <i>¡Sí, por favor, un bocadillo grande!</i> | Yes please, a big sandwich! |

¡Hola!

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2 Tengo hambre (I am hungry) Pages 16-17

CD 1, Track 42

Page 16, Cat 1: Mini story: *Tengo hambre* I am hungry.
Listen to the story.

- | | |
|---|--|
| <p>1. One morning, <i>Mifú</i> heard a little bird - <i>un pájaro pequeño</i> - tapping on the window and saying:</p> <ul style="list-style-type: none"> - Pájaro: ¡Tengo hambre! ¡Tengo hambre! ¡Quisiera pan! So <i>Mifú</i> threw him some bread. - Pájaro: ¡Gracias! ¡Gracias! | <p>1. I'm hungry! I'm hungry! I would like some bread!
Thank you! Thank you!</p> |
| <p>2. Then he heard <i>el muñeco de nieve</i>, the snowman. <i>El muñeco de nieve</i> was talking too!</p> <ul style="list-style-type: none"> - Muñeco de nieve: ¡Tengo hambre! ¡Tengo hambre! The snowman was hungry as well. What could <i>Mifú</i> give him to eat? | <p>2. I'm hungry! I'm hungry!</p> |
| <p>3. <i>El pájaro pequeño</i> suggested some bread too.</p> <ul style="list-style-type: none"> - Pájaro: ¡Pan, pan! - Muñeco de nieve: ¡No, no, no! <i>Dice el muñeco de nieve.</i> | <p>3. Some bread, some bread! No, no, no!
Says the snowman.</p> |
| <p>4. What can we give him to eat? It is cold and snowing. Some nice hot soup with potatoes, carrots and cabbage? That will make him feel better, thought <i>Mifú</i>.</p> <ul style="list-style-type: none"> - <i>Mifú</i>: ¡Patatas, zanahorias y col? - Muñeco de nieve: ¡No, no, no! <i>Dice el muñeco de nieve.</i> | <p>4. Potatoes, carrots and cabbage?
No, no, no! Says the snowman.</p> |
| <p>5. Well, <i>Mifú</i> thought and thought. Of course! I can't give him anything hot! It has got to be very cold or he will melt!</p> <ul style="list-style-type: none"> - Muñeco de nieve: ¡Sí, sí, muy, muy frío! <i>Dice el muñeco de nieve.</i> | <p>5. Yes, yes, very, very cold! Says the snowman.</p> |

(continued)

6. Mifú decided that ice cream would be the best so he gave some to *el muñeco de nieve*.
 – Muñeco de nieve: *Un helado. Mmm, ¡está bueno!*

6. An ice cream. Hmm, that's good!

Listen to the story on the CD with your child and help him/her to point to the right pictures in the book at the same time.

CD I, Track 43

Song: ¡Tengo hambre!

¡Tengo hambre! ¡Tengo hambre!
 Quisiera pan.
 El pan, ¡está bueno!
 Pero el helado ¡No!

¡Tengo hambre! ¡Tengo hambre!
 Quisiera un helado.
 El helado, ¡está bueno!
 Pero el pan ¡No!

¡El pan para mí!
 ¡El helado para ti!
 ¡El helado para mí!
 ¡El pan para ti!

(Repeated)

I'm hungry!

I'm hungry! I'm hungry!
 I would like some bread.
 Bread, it's good!
 But ice cream, no!

I'm hungry! I'm hungry!
 I would like an ice cream.
 Ice cream, it's good!
 But bread, no!

Bread for me!
 Ice cream for you!
 Ice cream for me!
 Bread for you!

Your child can rub his/her tummy to mime being hungry, put his/her thumbs up for 'it's good' and thumbs down for 'no'. He/she could make up his/her own actions for ice cream and bread! He/she could point to himself/herself when singing 'para mí' and point to Mum or Dad when singing 'para ti'!

'quisiera' means 'I would like'. Please encourage your child to use this phrase as often as possible. With the words he/she learnt in the last module, as well as those learnt in the autumn section, your child should now have the ability to ask politely for several different food items.

CD I, Track 44

Page 17, Cat 2

Listen, circle and colour.

Un muñeco de nieve grande.
Un pastel pequeño y amarillo.
Un pájaro grande y gris.
Un sombrero grande y rojo.
Un pan pequeño y marrón.
Un muñeco de nieve pequeño y blanco.
Un pájaro pequeño y amarillo.
Un pastel grande y naranja.
Un sombrero pequeño y gris.
Un pan grande y marrón.

A big white snowman.
 A little yellow cake.
 A big grey bird.
 A big red hat.
 Small brown bread.
 A small white snowman.
 A small yellow bird.
 A big orange cake.
 A small grey hat.
 Big brown bread.

This is a good activity to help your child remember the six colours he/she has learnt (grey and white having been introduced in class), as well as 'little', 'big', and five nouns. Listen to the first phrase and stop the CD. Ask your child if he/she can repeat what the voice said on the CD and/or whether he/she can identify the item and what size it is. When the relevant picture has been found and circled or ticked, ask your child to colour it appropriately.

¡Hola!

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3 *Hace frío* (It is cold) Pages 18-19

CD 1, Track 45

Action chant: *Me voy a casa.*

I'm going home

– ¿Qué tal?

How are you?

– *No estoy bien. Hace frío, me voy a casa.*

I'm not well. It's cold, I'm going home.

Ask your child to practise saying 'No estoy bien' as well as 'Estoy bien gracias' (Autumn module 4). Ask your child to stick thumbs down for 'No estoy bien' making a sad face and thumbs up for 'Estoy bien' making a happy face. He/she can hide his/her thumbs inside his/her fingers to represent 'Me voy a casa'. 'Hace frío' could also be mimed by pretending to shiver and/or by hugging oneself!

CD 1, Track 46

Song: *¡Ah, hace frío!*

Ah, it's cold!

¡Ah, hace frío! ¡Ah, hace frío!

Ah, it's cold! Ah, it's cold!

Ando como Mifú.

I walk like Mifú.

Brinco como Tina.

I trot like Tina.

Salto como Sergio.

I jump like Sergio.

Bailo como Roberto.

I dance like Roberto.

Anda, brinca, salta, baila.

Walk, trot, jump, dance.

¡Para por favor!

Stop, please!

(Repeated)

Your child should be very familiar with these verbs and actions now and will soon be able to sing this song fluently! The only new word is 'Stop'!

CD 1, Track 47

Listening

Hace frío. Brinco como Tina. Ando como Mifú.

It is cold. I trot like Tina. I walk like Mifú.

Salto como Sergio. Bailo como Roberto.

I jump like Sergio. I dance like Roberto.

Parad, por favor.

Stop, please!

CD 1, Track 48

Page 18, Cat 1: Mini story: *Hace frío*
Listen to the story. Colour Tina's boots
and scarf in squares '3' and '6'.

It's cold

1. Tina's friends are playing in the garden. They are calling for Tina to join them.
– Roberto, Ana: ¡Tina, Tina!
In the garden, it is cold. *En el jardín hace frío.*
So Tina needs to put her coat on!
1. Tina! Tina! In the garden it is cold.
2. But Tina can't decide which coat to wear.
A white coat? A black coat?
– Tina: ¿Un abrigo blanco? ¿Un abrigo negro?
Hum... ¿Un abrigo blanco? ¿Un abrigo negro?
Tina needs to wear more than just a coat
outside on a very cold day.
2. A white coat? A black coat?
3. Tina needs to wear boots too but can't
decide between her blue boots and her red
boots:
– Tina: ¿Botas azules? ¿Botas rojas? Hum...
¿Botas azules? ¿Botas rojas?
She takes ages to make up her mind! At last
she decides and chooses ¡El abrigo blanco y
las botas rojas!
3. Blue boots? Red boots? The white coat and the
red boots.
4. She can hear all her friends shouting for her
to come and play:
– Pablo, Sergio: ¡Tina, Tina!
But now she can't decide between a big
woolly hat and a small woolly hat.
– Tina: ¿Un gorro grande? ¿Un gorro pequeño?
Hum... ¿Un gorro grande? ¿Un gorro pequeño?
And should she choose a blue scarf or a
black scarf?
– Tina: ¿Una bufanda azul? ¿Una bufanda negra?
Hum... ¿Una bufanda azul? ¿Una bufanda
negra?
4. A big woolly hat? A little woolly hat? A blue scarf?
A black scarf?
5. Oh, she has spent all morning deciding what
to wear. It is now lunch time and her friends
must go home.
– Paco: ¡Me voy a casa!
– Ana: ¡Adiós!
– Pablo: ¡Me voy a casa!
– Roberto: ¡Adiós!
5. I'm going home! Bye!
6. Tina is now ready! Look at what she is
wearing: *un abrigo blanco, botas rojas, un gorro
grande, una bufanda azul.* But it is too late!
Her friends have gone home and there is no
one left to play with.
– Tina: ¡Ay, qué pena!
6. A white coat, red boots, a big woolly hat, a blue
scarf. What a shame!

Listen to the story on the CD with your child and help him/her to point to the right pictures in the book at the same time.

¡Hola!

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4 Buenas noches (Goodnight) Pages 20-21

CD 2, Track 1

Action chant: Señor Pulgar, ¿Estás aquí?

Mr. Thumb, are you there?

Señor Pulgar, ¿estás aquí?

Mr. Thumb, are you there?

¡Shhh! Estoy durmiendo.

Shh! I'm asleep.

Señor Pulgar, ¿estás aquí?

Mr. Thumb, are you there?

No ¡Estoy durmiendo! ¡Buenas noches!

No, I'm asleep! Goodnight!

Your child can hide his/her right thumb inside his/her fingers (*¡Señor Pulgar!*) and then put his/her left index finger on his/her lips (*¡Shhh!*) and pretend to be asleep (*¡Estoy durmiendo!*)

Encourage your child to say "Buenas noches" ('Goodnight') to each member of the family every night from now on as he/she goes to bed.

CD 2, Track 2

Page 20, Cat 1: Mini story: Buenas noches

Listen to the story and colour.

1. It is night time and everyone is trying to go to sleep.

1. Goodnight! Goodnight! Goodnight!

– Mifú, Ana, Pablo: *¡Buenas noches!*
¡Buenas noches! ¡Buenas noches!

2. Tina can't settle. She is still hungry.

2. I am hungry! I would like some bread! Go to bed!
Goodnight!

– Tina: *Tengo hambre; tengo hambre; ¡Quisiera pan!* All the toys tell Tina to go to bed.

– Paco, Roberto: *¡Tina, vete a la cama! ¡Vete a la cama!* And everyone settles down again.

– Ana, Sergio: *Buenas noches, buenas noches.*

(continued)

CD 2, Track 3

Page 21, Cat 2

Listen and show the right picture.

Song: *Buenas noches*

*Buenas noches, buenas noches.
Papá dice "Buenas noches".
Mamá dice "Buenas noches".
Buenas noches.
Y salto, salto sobre mi cama.
Salto, salto, sobre mi cama.
¡Y me caigo!
Me voy a la cama con mis juguetes.
El soldado, el robot, el globo,
el oso y la muñeca.
Y saltamos, saltamos sobre mi cama.
Y saltamos, saltamos sobre mi cama.*

Goodnight

Goodnight, goodnight.
Daddy says "goodnight".
Mummy says "goodnight".
Goodnight.
And I jump, jump on my bed.
I jump, jump, on my bed.
And I fall down!
I go to bed with my toys.
The soldier, the robot, the balloon,
the teddy bear and the doll.
And we jump, jump on my bed.
And we jump, jump on my bed.

As you will see, the pictures illustrating the song are not in chronological order. As you play the song, keep stopping the CD and ask your child to think about which picture comes first, second, third, etc. and help him/her to put the appropriate numbers in the boxes.

In the song, the words 'papá' (daddy) and 'mamá' (mummy) are introduced. Encourage your child to address you as such as often as possible!

Children love pretending to jump on the bed with all the toys and then falling down! As each toy is mentioned in the song, ask your child to point to the picture of that toy in his/her book. Alternatively he/she could make up his/her own mimes for the different toys!

Ask your child to point to his/her bed and say 'mi cama' (my bed) every night before he/she gets in it!

CD 2, Track 4

Song: *Seis en la cama*

*Seis en la cama
Y el pequeño dice:
– "¡Moveos! ¡Moveos!"
Cinco en la cama
Y el pequeño dice:
– "¡Moveos! ¡Moveos!"
Cuatro en la cama
Y el pequeño dice:
– "¡Moveos! ¡Moveos!"
Tres en la cama
Y el pequeño dice:
– "¡Moveos! ¡Moveos!"
Dos en la cama
Y el pequeño dice:
– "¡Muévete! ¡Muévete!"
Sólo uno en la cama
Y el pequeño dice:
"¡Buenas noches!"*

Six in the bed

Six in the bed
And the little one says:
"Move over! Move over!"
Five in the bed
And the little one says:
"Move over! Move over!"
Four in the bed
And the little one says:
"Move over! Move over!"
Three in the bed
And the little one says:
"Move over! Move over!"
Two in the bed
And the little one says:
"Move over! Move over!"
No-one else in the bed
And I say:
"Good night!"

¡Hola!

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5 Me gusta el chocolate (I like chocolate) Pages 22-23

CD 2, Track 5

Song: *Un conejo*

Un conejo, un conejo.

Se esconde en el jardín, se esconde en el jardín.

Estoy aquí, estoy allí.

Búscame, búscame.

Se esconde debajo de un árbol.

Se esconde debajo de una flor.

Se esconde en una cesta.

Se esconde en un bolsillo.

Se esconde en una caja.

Un conejo, un conejo.

Se esconde en el jardín, se esconde en el jardín.

Estoy aquí, estoy allí.

Búscame, búscame.

A rabbit

A rabbit, a rabbit.

Hiding in the garden, hiding in the garden.

I'm here, I'm there.

Look for me, look for me.

He's hiding under a tree.

He's hiding under a flower.

He's hiding in a basket.

He's hiding in a pocket.

He's hiding in a box.

A rabbit, a rabbit...

It is likely your child will have learnt actions for this song in class and be keen to show you! If not, make up mimes with your child, so that you can both act it out as you sing the song together!

CD 2, Track 6

Page 22, Cat 1

Mini story: *Me gusta el chocolate*

Listen to the story and colour.

1. *¡Hay huevos de chocolate escondidos en el jardín!*

There are some chocolate eggs hidden in the garden. *Mifú*, *Tina* and all their friends are going to look for them.

I like chocolate

1. There are some chocolate eggs hidden in the garden.

(continued)

2. It's a game and they have to start after 'three'.
 - Mifú: *¡Uno, dos, tres, vámonos!*
¡Mirad! Look! Help them to find the chocolates!
 - Paco: *Dos huevos de chocolate debajo de un árbol.*
 - Pablo: *Cuatro huevos de chocolate debajo de una flor.*
 - Roberto: *Tres huevos de chocolate en una caja.*

3. Look in their baskets. *Mirad en la cesta de Paco:*
 - Paco: *¡Uno, dos, tres, cuatro, cinco huevos de chocolate! ¡Paco está contento!* Paco is pleased to have five chocolates in his basket. *Mirad en la cesta de Roberto:*
 - Roberto: *¡Uno, dos, tres, cuatro, cinco, seis huevos de chocolate!*
Roberto está contento. Roberto is pleased to have six chocolates in his basket. *Mirad en la cesta de Ana: ¡Ah! ¡Ningún huevo de chocolate!* Ana está triste. Ana has not managed to find any chocolates and she is sad.

4. *Mirad en la cesta de Mifú:*
 - Mifú: *¡Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez!*
Diez huevos de chocolate. Mifú has ten chocolates in his basket. When he sees how sad Ana is, he gives her half of his chocolates. *¡Mifú es bueno!*
 - Ana: *¡Gracias Mifú, gracias!*
Ana está contenta.

5. Tina loves chocolate:
 - Tina: *Me gusta el chocolate.* But she is not going to share. *Mirad, eso no está bien.* That's not kind. *¡Mirad en los bolsillos de Tina!* Look at Tina's pockets! They are full of chocolates.
 - Tina: *Mmm, me gusta el chocolate.*

6. Tina is not feeling very well.
 - Tina: *¡Oh, no estoy bien!*
When Paco el soldado, offers her some chocolate eggs she says:
 - Tina: *¡No, gracias!*

2. One, two, three, go! Look!
 - Two chocolate eggs under a tree.
 - Four chocolate eggs under a flower.
 - Three chocolate eggs in the box.

3. Look in Paco's basket, 1, 2, 3, 4, 5 chocolate eggs. Paco is pleased! Look in Roberto's basket. 1, 2, 3, 4, 5, 6 chocolate eggs! Roberto is pleased. Look in Ana's basket! Ah – no chocolate eggs! Ana is sad.

4. Look in Mifú's basket! 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 chocolates! Mifú is kind! Thank you, Mifú, thank you! Ana is happy.

5. I like chocolate! Look, that's not kind. Look in Tina's pocket! Hmm I like chocolate!

6. Ah, I am not well! No, thank you!

Listen to the story on the CD with your child and help him/her to point to the right pictures in the book at the same time.

Encourage your child to say “¡Mirad!” (Look!) as he/she points to things and identifies them in Spanish. This could be one of the toys in the stories, an item of food, a place, something in the garden, a part of the face or body, an item of clothing or even the weather!

Help your child to remember the two prepositions in the story 'en' (in/inside) and 'debajo' (under) by hiding little chocolate eggs inside a basket/pocket/box/boot/coat or under a basket/box/scarf/woolly hat/bed. You could then tell him/her in Spanish where to go to find them! (Reminder to non-Spanish speakers to check pronunciation with the CD in the above story and also in the stories in modules 3 and 4.) Once the chocolate eggs have been found, help your child to count them in Spanish.

Remind your child of 'Estoy triste' (I am sad) and 'Estoy contento' (I am happy). Encourage him/her to tell you how he/she is feeling each day. Hopefully it will usually be the latter!

CD 2, Track 7

Song: *Me gusta Mifú*

I like Mifú

Me gusta Mifú.

I like Mifú, Tina, etc.

Me gusta Tina.

Me gustan Ana, Pablo y Sergio.

Me gusta Mifú.

Me gusta Tina.

Me gustan Ana, Pablo, Sergio y Paco.

Me gusta Mifú.

Me gusta Tina.

Me gustan Ana, Pablo, Sergio, Paco y Roberto.

Encourage your child to point to his/her toys and say "Me gusta" followed by the toys' names. You could also look at family photos with your child and he/she could say 'Me gusta' followed by the family members' names.

CD 2, Track 8

Song: *Blanco, azul, amarillo*

White, blue, yellow

Blanco, azul, amarillo.

White, blue, yellow.

Salta conmigo.

Jump with me.

Blanco, azul, amarillo.

White, blue, yellow.

Salta muy alto.

Jump very high!

Blanco, azul, amarillo, gris.

White, blue, yellow, grey.

Tócate la nariz.

Touch your nose.

Blanco, azul, amarillo, gris.

White, blue, yellow, grey.

Te toca a ti.

It's your turn.

Blanco, azul, amarillo, gris, negro.

White, blue, yellow, grey, black.

¡Que te veo!

I see you!

Blanco, azul, amarillo, gris. ¡Negro!

White, blue, yellow, grey. Black!

Sé bueno.

Be good.

This is a great song to revise five colours. Once again it is very likely your child will have been taught actions to accompany this song in class, but if not, it will be very easy for him/her to make up his/her own mimes!



At the end of this fifth winter module and depending at what point in the year your child started learning Spanish, he/she should be able to:

- Remember most, if not all, of the key vocabulary and phrases from the autumn section.
- Understand the words for seven different party food items.
- Ask for some more food and say that it's good.
- Understand and say four more colours.
- Respond to different instructions to do with movement.
- Say 'I'm going home'.
- Say and understand the Spanish for some clothes worn in the wintertime.
- Say goodnight.
- Say that it is dark and express fear.
- Say what he/she likes to eat.
- Understand most of the key words listed on CD 2, Track 10.

¡Hola!

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I Ven a jugar (Come and play) Pages 24-25

CD 2, Track 11

Action chant: *Sobre una hoja*

*Sobre una hoja,
Pasa un caracol.
Pasa una tortuga.
Pasa una oruga.
Pasa una mariposa.*

*Sobre una hoja,
Pasa una tortuga.
Pasa una oruga.
Pasa una mariposa.
Pasa un caracol.*

Over a leaf

Over a leaf,
A snail crosses.
A tortoise crosses.
A caterpillar crosses.
A butterfly crosses.

Over a leaf,
A tortoise crosses.
A caterpillar crosses.
A butterfly crosses.
A snail crosses.

As your child listens to the CD, encourage him/her to mime each of the different creatures. Mimes may have been taught in class – if not, children generally like to make up their own! Help your child to draw – or make symbols – for a tortoise, snail, caterpillar and butterfly. Then ask if he/she can firstly point to each one in turn and secondly name them all in Spanish.

Ask your child what colour he/she would like the leaf to be (e.g. the leaf could be *rojo* – red, *amarillo* – yellow, *marrón* – brown, *orange* – *naranja*, or *verde* – green). Maybe he/she would like each of the creatures to be crossing over a different coloured leaf!

CD 2, Track 12

Listening text:

Soy un caracol pequeño y verde. Llevo un abrigo verde y un sombrero grande y verde. Soy todo verde. Vivo en un jardín verde. Mi amiga la mariposa es verde. Vive en una cesta verde. Me gustan las coles verdes. También me gusta el chocolate verde. A mi amigo el pájaro también le gusta el chocolate verde. Mi amigo el pájaro es verde. Vive en un árbol verde.

I am a small green snail. I am wearing a green coat and a large green hat. I am all green. I live in a green garden. My friend the butterfly is green. He lives in a green basket. I like green cabbages. I also like green chocolate. My friend the bird also likes green chocolate. My friend the bird is green. He lives in a green tree.

(continued)

Before you play this track, make sure your child understands that 'verde' means green. Then ask your child to count how many times he/she hears the word 'verde' as he/she listens to the whole track. Play the track a second time, this time pausing at the end of each sentence. Ask your child if he/she recognises any words and if he/she can tell you what is green! (NB: there are some words here that your child will not know yet, but this is a great track for both parent and child to practise perfect pronunciation!)

CD 2, Track 13

Page 24, Cat 1: Mini story: ¡Ven a jugar!

Come and play!

Listen to the story.

1. All the friends are having a little nap in the garden. It's a sunny afternoon and they are all tired. They have spread out a blanket on the grass. ¡Uaaah..., qué cómoda! All are asleep, except ¡Tina!
 1. Mmm, it is comfortable!
2. Tina wants someone to come and play with her. First she asks her best friend, Ana, la muñeca:
 - Tina: Ana ¡Ven a jugar!
 - But Ana is too tired.
 - Ana: ¡No, estoy durmiendo!
 - Then she asks Pablo, el oso:
 - Tina: Pablo ¡Ven a jugar!
 - Pablo: ¡No, no, estoy durmiendo!
 2. Ana, come and play! No, I'm asleep! Pablo, come and play! No, I'm asleep.
3. As Pablo also wants to sleep, she hopes Mifú will play with her.
 - Tina: ¡Ven a jugar!
 - Mifú: ¡No, no, estoy durmiendo!
 3. Come and play! No! I'm asleep.
4. She tries Sergio, el globo.
 - Tina: ¡Hola, Sergio!, ¡Ven a jugar!
 - Sergio: ¡No, no, estoy durmiendo!
 - She asks again politely:
 - Tina: Ven a jugar, por favor.
 - Sergio: ¡No, no, estoy durmiendo!
 4. Hello, Sergio. Come and play! No, I'm asleep. Come and play, please! No, I'm asleep.
5. ¡Uy, uy, uy! No one wants to play! Tina goes to Paco, el soldado.
 - Tina: Paco, ¡Ven a jugar!
 - Paco: ¡No, estoy durmiendo!
 - She tries Roberto, el robot.
 - Tina: Hola, Roberto, ¡Ven a jugar, por favor!
 - Roberto: ¡No, estoy durmiendo!
 5. Oh dear! Paco, come and play! No. I'm asleep. Hello, Roberto, come and play, please! No! I'm asleep.
6. All her friends want to sleep. ¡Qué pena! What a shame! Suddenly, she sees Pipo, el caracol. He has been fast asleep all winter and is just waking up and looking out of his shell.
 - Tina: ¡Ven a jugar, Pipo!
 - Pipo: ¡Sí! ¡Ahora salgo! ¡Ah! ¡Hola!
 6. What a shame! Come and play, Pipo! Yes! I'm coming out. Ah! Hello!

Encourage your child to listen to the story on the CD and point to the right pictures.

¡Ven a jugar, Roberto!
Mira el caracol lento.

Come and play, Roberto.
Look at the slow snail.

No, Tina, estoy durmiendo.

No Tina, I am asleep.

¡Ven a jugar, Pipo!
¡Ven a jugar conmigo!

Come and play, Pipo.
Come and play with me.

¡Sí, Tina, voy enseguida!

Yes Tina, I am coming out straightaway!

By the end of this song, your child should certainly have learnt the expression 'No, estoy durmiendo' (No, I'm asleep)! Can your child remember which of the toys was asked to look at the snails? Or the butterflies? Which of the toys did *Tina* think would like to go shopping with her? Which of *Tina's* friends did she want to play peep-bo with?

Encourage your child to ask his/her brother(s)/sister(s)/friends in Spanish to come and play!

Page 25, Cat 2 Who is asleep?

Ask your child to look at the six pictures. Which of the toys is saying "¿Estoy durmiendo?" Help your child to colour the faces of the toys and if he/she is able to, to copy the names of the toys under the relevant picture.

CD 2, Track 17 Page 25, Cat 3 Listen and circle the right picture

una mariposa, una tortuga, una hoja, una oruga,
un caracol.

A butterfly, a tortoise, a leaf, a caterpillar,
a snail.

Ask your child to point to/circle the right pictures in his/her book, as he/she listens to the CD. At first, it may be necessary to pause the CD after each word is said. After practice, your child will easily be able to identify each noun.

¡Hola!

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2 **Mi casa (My house) Pages 26-27**

CD 2, Track 18

Action chant: Toc, toc

Knock knock

Toc, toc.

Knock, knock.

¿Quién está aquí?

Who is here?

Abrid las ventanas.

Open the windows.

Abrid las puertas. ¡Entrad!

Open the door. Come in!

Your child could pretend to knock on a door, open windows, open a door and step inside!

CD 2, Track 19

Action chant: Aquí está mi casa

Here is my house

Aquí está mi casa.

Here is my house.

Cerrad las ventanas, cerrad las puertas.

Close the windows, close the door.

¡Shhh!

Shh!

¡Silencio! Uno, dos, tres

Silence! One, Two, three

¡Mírame!

Look at me!

Ask your child to 'draw' a house in the air (*Aquí está mi casa*), then to pretend to close the windows (*Cerrad las ventanas*) and the door (*Cerrad las puertas*). Put fingers on lips for = *¡Shhh! Silencio*. Count with three fingers (*Uno, dos, tres*). Put hands above eyes as if searching for something (*Mirad*). Finally ask your child to point to him/herself (*Yo*).

CD 2, Track 20

Page 26, Cat 1: Mini story: *Mi casa*

Listen to the story and colour.

My house

1. Today is a rainy day. ¡Llueve!
And all the toys are playing inside. Suddenly
Tina hears a noise:
– *Tina*: *¿Quién está en mi casa?*
 1. It's raining!
Who's there in my house?

2. *Tina* goes to the kitchen. Before opening the door, she shouts:
– *Tina*: *¿Quién está en mi casa?*
Tina loves pretending! She calls everyone over and tells them:
– *Tina*: *¡Hay un tigre en la cocina!*
– *Mifú, Roberto*: *¡No, no! ¡No, no!* Say the others.
– *Pablo*: *¡Mira, es un pájaro pequeño!*
A little bird has flown into the house instead of back to its nest. The little bird is startled and flies out of the kitchen.
 2. Who's there in my house?
There is a tiger in the kitchen!
No, no! Look! It is a little bird!

3. Once again *Tina* hears a noise:
– *Tina*: *¿Quién está en mi casa?*
She calls everyone over and tells them:
– *Tina*: *¡Hay un cocodrilo en el salón!*
– *Ana, Sergio*: *¡No, no! ¡No, no!* Say the others.
– *Paco*: *¡Mira, es un pájaro pequeño!*
The same little bird has now flown into the lounge.
 3. Who's there, in the house?
It is a crocodile in the lounge!
No, no!
Look! It is a little bird!

4. A few minutes later *Tina* hears another noise. This time it's in the bedroom. So she shouts:
– *Tina*: *¿Quién está en mi casa?*
This time *Tina* tells her friends she is sure there is an elephant in the bedroom! It's making so much noise! The poor little bird is trying so hard to find a way out of the house that it keeps flying into the furniture and knocking pictures off the wall!
– *Tina*: *¡Hay un elefante en el dormitorio!*
– *Pablo, Mifú*: *¡No, no!* Say the others.
– *Ana*: *¡Mira, es un pájaro pequeño!*
 4. Who is there, in the bedroom?
It is an elephant in the bedroom!
No, no! Look! It is a little bird!

5. *Tina* tells everyone to open all the doors so that the little bird can fly around the house freely.
– *Tina*: *¡Abrid las puertas! ¡Vuela, pájaro pequeño! ¡Vuela por la casa! ¡Ja, ja!* *Tina* has a lovely time running all round the house after the bird. But *Mifú* explains that the little bird has to go back to its warm nest and to its family.
– *Tina*: *¡Oooh! ¡Qué pena!*
 5. Open the doors! Fly, little bird, fly!
Fly in the house!
Ohhhh! What a pity!

CD 2, track 23

Page 27, Cat 2

Listen and follow the flight of the little bird.

Un tigre, el salón, un elefante, la cocina, la puerta, un cocodrilo, el dormitorio, la ventana. ¡Ah, me voy a casa!

A tiger, the lounge, an elephant, the kitchen, the door, a crocodile, the bedroom, the window. Ah, I am going home!

As your child listens to the CD, ask him/her to draw a line illustrating the route of the bird's flight. What does he fly past first, second, third etc.? You will need to keep stopping the CD! When this exercise is completed, point to each picture in turn and see how many words your child can identify.

Page 27, Cat 3

Count.

Ask your child to count the tigers/elephants/crocodiles in Spanish and to write the correct number in the keyhole provided.

CD 2, Track 24

Action chant: Tina está en su casa

*Tina está en su casa.
Aquí está la cocina. ¡Mmm, está bueno!
Aquí está el salón y la televisión.
Aquí está el dormitorio.
¡Buenas noches, Tina!*

Tina is in her house.

Tina is in her house.
Here is the kitchen. Mmm, it's good!
Here is the lounge and the television.
Here is the bedroom.
Goodnight, Tina!

¡Hola!

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3 *Mi familia* (My family) Pages 28-29

CD 2, Track 25

Action chant: *Hola, Papá.*

Hello Daddy

Hola, Papá. Hola, Mamá.

Hello, Daddy. Hello, Mummy.

Hola, hermano mayor. Hola, bebé pequeño.

Hello, big brother. Hello, little baby.

Hola, Papá. Hola, Mamá.

Hello, Daddy. Hello, Mummy.

Hola, hermana mayor. Hola, bebé pequeño.

Hello big sister. Hello little baby.

Use the fingers of one hand for this finger mime. Make the thumb say "Hola" to *Papá* (index finger), *Mamá* (middle finger), *hermano mayor* (fourth finger) and *bebé pequeño* (little finger). Repeat with *hermana mayor* taking the place of *hermano mayor*.

CD 2, Track 26

Page 28, Cat 1: Mini story: *Mi familia*

(completely in Spanish.)

My family

Listen to the story.

1. *Aquí hay un pájaro pequeño sobre una rama. Papá Pájaro dice:*
– *Papá Pájaro: Uno, dos, tres, ¡Salta y vuela!*
Pero el pájaro tiene miedo.
– *Pájaro: ¡No, tengo miedo!*
1. Here is a little bird on a branch. Daddy Bird says, "One, two, three, jump and fly!" But the bird is afraid: "No, I'm afraid!"
2. *Mamá Pájaro dice:*
– *Mamá Pájaro: Uno, dos, tres, ¡Salta y vuela!*
Pero el pájaro tiene miedo.
– *Pájaro: ¡No, tengo miedo!*
2. Mummy Bird says, "One, two, three, jump and fly!" But the bird is afraid: "No, I'm afraid!"
3. *Hermano mayor Pájaro dice:*
– *Hermano mayor Pájaro: Uno, dos, tres, ¡Salta y vuela!*
Pero el pájaro tiene miedo.
– *Pájaro: ¡No, tengo miedo!*
3. Big brother Bird says, "One, two, three, jump and fly!" But the bird is afraid: "No, I'm afraid!"
4. *Hermana mayor Pájaro dice:*
– *Hermana mayor Pájaro: Uno, dos, tres, ¡Salta y vuela!*
Pero el pájaro tiene miedo.
– *Pájaro: ¡No, tengo miedo!*
4. Big sister Bird says, "One, two, three, jump and fly!" But the bird is afraid: "No, I'm afraid!"

(continued)

5. *¡Cuidado! Hay un gato grande sobre una rama.
¡Va a saltar sobre el pájaro!
El pájaro tiene mucho miedo.*
– Pájaro: *¡Tengo mucho miedo!*
5. Be careful, there is a big cat on the branch. It is going to jump on the bird. The bird is very afraid: “I’m very afraid!”
6. *Toda la familia le dice:
– Familia Pájaro: Uno, dos, tres, ¡Salta y vuela!
Y el pájaro salta y vuela en el cielo.
¡Bien, pájaro pequeño!*
6. The whole family says: “One, two, three, jump and fly!” And the bird jumps and flies away in the sky. “Well done, little bird!”

Encourage your child to listen to the story and point to the right picture in turn. Pause the CD and ask your child to repeat what the little bird keeps saying. You could act out this story with your child. Parents could take the role of the other bird family members and/or brothers and sisters could join in too!

CD 2, Track 27

Song: *¡Vuela pájaro pequeño!*

*¡Vuela pájaro pequeño!
¡Salta y vuela en el cielo!
¡Vuela pájaro pequeño!
¡Mira a tu hermano mayor!*

Fly, little bird

Fly, little bird!
Jump and fly in the air!
Fly, little bird!
Look at your big brother.

*No Papá, no Mamá.
Soy pequeño.
En la rama me quedo.*

No Daddy, no Mummy
I am small.
I am staying on the branch.

*¡Vuela pájaro pequeño!
¡Salta y vuela sin miedo!
¡Vuela pájaro pequeño!
¡Mira a tu hermana mayor!*

Fly, little bird!
Jump and don’t be afraid!
Fly, little bird!
Look at your big sister.

*No Papá, no Mamá.
Soy pequeño.
En la rama me quedo.*

No Daddy, no Mummy,
I’m only little.
I am staying on the branch.

*¡Vuela pájaro pequeño!
¡No te quedes ahí!
¡Vuela pájaro pequeño!
¡Mira el gato grande!*

Fly, little bird!
Don’t stay there!
Fly, little bird!
Look at the big cat.

*¡Oh Papá! ¡Oh Mamá!
¡Oh hermano mayor! ¡Hermana mayor!
Vuelo y me voy
¡Tengo miedo! ¡Tengo miedo! ¡Tengo miedo!*

Oh Daddy! Oh Mummy!
Oh big brother! Big sister!
I jump and I fly away.
I am afraid! I am afraid! I am afraid!

*¡Bien pájaro pequeño!
¡Eres valiente!
¡Bien pájaro pequeño!
¡Vuela siempre como nosotros!*

Well done little bird!
You are brave!
Well done little bird!
You are flying just like us!

This is a great song to consolidate not only some of the phrases introduced in the story, but also key words and phrases taught in other sections of the programme. Encourage your child to sing along, starting with the easier phrases such as ‘*Vuela pájaro pequeño*’ and ‘*No papá, no mamá*’ and ‘*soy pequeño*’ and ‘*Tengo miedo*’. As their confidence grows, children will be able to add more lines of the song to their repertoire!

CD 2, Track 28

Song: *Las cuatro familias*

*En la familia Pájaro
Hay un papá, una mamá,
Un hermano y una hermana.
Papá, mamá, hermano, hermana.
Papá, mamá, hermano, hermana.*

*En la familia Tortuga
Hay un papá, una mamá,
Un hermano y una hermana.
Papá, mamá, hermano, hermana.
Papá, (...), hermano, (...).*

*En la familia Oruga
Hay un papá, una mamá
Un hermano y una hermana.
Papá, mamá, hermano, hermana.
(...), mamá (...), hermana.*

*En la familia Gato
Hay un papá, una mamá
Un hermano y una hermana.
Papá, (...), (...), (...)
Papá, (...), (...), (...).*

The four families

In the Bird family
There is a daddy, a mummy
A brother and a sister
Daddy, mummy, brother and sister.
Daddy, mummy, brother and sister.

In the Tortoise family
There is a daddy, a mummy
A brother and a sister
Daddy, mummy, brother and sister
Daddy, (...), brother, (...).

In the Caterpillar family
There is a daddy, a mummy
A brother and a sister
Daddy, mummy, brother and sister
(...), mummy, (...), sister.

In the Cat family
There is a daddy, a mummy
A brother and a sister
Daddy, (...), (...), (...)
Daddy, (...), (...), (...).

Another great song for consolidating vocabulary! Your child can wiggle or point to each finger in turn to represent the members of each family and teach parents/siblings/friends the actions he/she has been taught in class for the different animals or invent his/her own!

CD 2, Track 29

Page 29, Cat 2

Listen and circle.

*un pájaro pequeño
un tigre grande
un cocodrilo pequeño
un elefante pequeño
un caracol grande
una tortuga grande
una oruga pequeña
una mariposa grande*

a small bird
a big tiger
a small crocodile
a small elephant
a big snail
a big tortoise
a small caterpillar
a big butterfly

Pause the CD after each phrase and ask your child to find the relevant picture and circle it in pencil. When all the pictures mentioned on the CD have been circled, play the CD again, pausing the CD as necessary, and ask your child to point to the right picture in turn. This track can be played many times. See if your child can eventually point to all the correct pictures without the CD being paused! Ask your child to identify all the animals in Spanish, including the ones not mentioned on the CD.

¡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.

4 ¿Qué es? (What is it?) Pages 30-31

CD 2, Track 30

Action chant: *Hace buen tiempo*

It's a lovely day

Hace buen tiempo.

It's a lovely day.

Una mariquita sobre mi mano.

A ladybird on my hand

Una abeja sobre una flor.

A bee on a flower

Y una mosca que vuela, ¡vuela alrededor de mi cabeza!

And a fly that flies,
flies around my head!

Encourage your child to invent some actions for this rhyme and to repeat each line after the voice on the CD.

CD 2, Track 31

Page 30, Cat 1

What is it?

Mini story: *¿Qué es?*

Listen to the story and colour. Stick the correct picture on square '6'.

1. *Hace buen tiempo.* It is a lovely day. Tina is walking in the garden. She is surrounded by beautiful flowers.

1. It's a lovely day. Oh! The beautiful flowers! 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Yellow, white, pink.

– Tina: *¡Oh, las flores bonitas!* They are everywhere. She counts them. They are yellow, white and pink.

– Tina: *Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez. Amarillo, blanco, rosa.*

2. Suddenly she sees a little creature with tiny wings:

2. What is it? Look! What is it?

– Tina: *¡Oh! ¿Qué es?*

She calls out to all her friends:

– Tina: *¡Mirad! ¿Qué es?*

(continued)

3. Pablo and Paco rush over to see what it is.
- Pablo: ¡Un caracol!
 - Paco: ¡Una tortuga!
- Then Ana and Roberto come over:
- Ana: ¡Una oruga!
 - Roberto: ¡Una mariposa!
 - Sergio: No, says Sergio, ¡Es una mosca! Sergio thinks it is a fly. They start arguing about what it could be:
 - Pablo: ¡Un caracol!
 - Paco: ¡Una tortuga!
 - Ana: ¡Una oruga!
 - Roberto: ¡Una mariposa!
 - Sergio: ¡Una mosca!
4. Tina: No, no, no, es una abeja. Tina thinks it is a bee.
- Roberto, Ana, Pablo, Paco: ¡Oh! No, no, no. They make so much noise around the little creature! None of them can decide what it is and they call Mifú to come over.
5. Paco: ¡Mifú! ¡Mifú! ¡Ven!
- Pablo: ¡Ven aquí!
 - Ana: ¡Al jardín!
- Come here in the garden!
- Tina: Mira este insecto pequeño. ¿Qué es?
6. Mifú arrives and recognises straight away what it is.
- Mifú: ¡Cuidado! ¡No la toques! Está durmiendo. Mifú slowly bends down to get a closer look.
 - Mifú: Es una mariquita. Me gustan las mariquitas. The ladybird slowly climbs on his hand, spreads its wings and flies away.
 - Mifú: ¡Vuela mariquita!
3. A snail! A tortoise! A caterpillar! A butterfly! A fly!
4. No, no, no, it's a bee. No, no, no.
5. Mifú, come here! In the garden! Look at this little insect; what is it?
6. Be careful! Don't touch it! It's asleep. It's a ladybird. I like ladybirds. Fly away, ladybird!

Listen to the story with your child and ask him/her to point to the right pictures as the story unfolds.

Ask your child to count (in Spanish) the number of pink, yellow and white flowers in pictures 1, 2 and 5. How many large and small flowers are there? How many toys can be seen in pictures 3 and 4?

Ask your child to tell you in Spanish what colour a fly, a bee and a ladybird are. (Answer: negro, negro y amarillo, negro y rojo.) Practise saying “me gustan las mariquitas” – I like ladybirds. What other animals/creatures does your child like? Encourage him/her to say “me gustan” followed by the Spanish for one or more of the animals he/she has learnt.

If your child has not already done so in class, help him/her to stick the final picture he/she has been given into the space on page 30.

Page 31, Cat 2
Look and count what's missing.

Ask your child to count in Spanish the number of animals/insects they can see inside the first and second flowers. How many are missing each time? Write the number down inside the little squares at the bottom of the page.

CD 2, Track 32
Song: Vuela, Mariquita

*Mariquita,
Eres bonita.
Ven aquí.
Sobre mi mano.*

Fly ladybird

Ladybird,
You are pretty.
Come here.
On my hand.

*Vuela, mariquita, vuela.
Vuela por el jardín.*

Fly, ladybird, fly.
Fly around the garden

*Mariquita,
Eres bonita.
Ven aquí.
Sobre mi pelo.*

Ladybird,
You are pretty.
Come here.
On my hair.

*Vuela, mariquita, vuela.
Vuela por el jardín.*

Fly, ladybird, fly.
Fly around the garden.

*Mariquita,
Eres bonita.
Ven aquí.
Sobre mi nariz.*

Ladybird,
You are pretty.
Come here.
On my nose.

*Vuela, mariquita, vuela.
Vuela por el jardín.*

Fly, ladybird, fly.
Fly around the garden.

Your child might like to do some actions to accompany this song. He/she could crook his/her index finger for 'Ven aquí', flap his/her hands to indicate flying and point to his/her hand, head and nose at the appropriate points in the song!

CD 2, Track 33

Song: ¿Qué es?

– Dime, mamá. Dime ¿Qué es?
– Es un caracol que se come una col.

– Dime, mamá. Dime ¿Qué es?
– ¡Es una mariquita que salta y grita!

– Dime, mamá. Dime ¿Qué es?
– ¡Es una mariposa toda de color rosa!

– Dime, mamá. Dime ¿Qué es?
– ¡Es el gato Mifú que se marcha a Perú!

What is it?

– Tell me mummy, tell me, what is it?
– It's a snail eating a cabbage.

– Tell me mummy, tell me, what is it?
– It's a ladybird jumping and shouting!

– Tell me mummy, tell me, what is it?
– It's a pink butterfly!

– Tell me mummy, tell me, what is it?
– It's the cat Mifú, who is off to Peru!

(Repeated)

Encourage your child to point to pictures or items around the house and say “¿Qué es?” (what is it?) to test your knowledge of Spanish! Children will love it if they know more Spanish words than their parents do!

Play the song, pausing after the second line of each verse and asking your child if he/she knows what each line means.

Children are very proud of themselves if they can tell their parents something new! Your child might like to make up his/her own actions and teach them to the whole family!



¡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.

5 *En la playa* (On the beach) Pages 32-33

CD 2, Track 34

Action chant: *Hace calor*

*Hace calor. Hace buen tiempo.
Me pongo el bañador.
Y un sombrero.
¡Y salto al agua!
¡Salto al agua!*

*Hace calor. Hace buen tiempo.
Me pongo una gorra
Y las gafas de sol.
¡Y salto al agua!
¡Salto al agua!*

It's hot.

It's hot. It's a lovely day.
I'm putting on a swimming costume.
And a hat.
And I jumping in the water!
Jumping in the water!

It's hot. It's a lovely day.
I'm putting on a cap
And some sunglasses
And I jumping in the water!
Jumping in the water!

There are a lot of new words and phrases in this module. Encourage your child to say "*Hace buen tiempo*" every time it's a lovely day and "*Hace calor*" every time it's a hot day. Make a simple weather chart or add these two weather conditions to one you already have. Alternatively draw a tick and/or a sun onto a calendar and then count up how many lovely days and how many hot days there have been at the end of the week. Make sure your child counts in Spanish!

Encourage your child to say "*Agua por favor*" each time he/she would like some water to drink and to tell you in Spanish what he/she is wearing. In the summer months, children will be wearing the above items frequently and so should become quite used to saying "*Me pongo...*" (I'm wearing...).

CD 2, Track 35

Page 32, Cat 1: Mini story: *En la playa* Listen to the story and colour the ice cream on square '6'.

1. *Un niño está en la playa en España. Está construyendo un castillo grande.* The boy on the beach is building a big castle.
2. He is wearing *pantalones cortos, camiseta, sombrero, gafas y crema solar.*

On the beach.

1. Here is a boy on a beach, in Spain. He is building a big castle.
2. Shorts, T-shirt, hat, sunglasses and suncream.

(continued)

3. He is using *un cubo, una pala y un rastrillo*. Everyone walking by thinks it is a beautiful castle.
 - Children: ¡El castillo bonito! ¡Oh! ¡El castillo bonito! ¡Bien!
 4. *Hace calor*. It's a hot day and the boy goes to sleep under a parasol. *Tina* and *Mifú* keep an eye on the castle. Suddenly they see some big waves coming near the shore. They quickly wake the boy up.
 - Mifú, Tina: ¡Despierta! ¡Despierta!
 5. *Mifú, Tina y el niño* work hard to save the castle from the sea, but one big wave follows another, and then after the biggest wave of all, the castle collapses and disappears.
 - Boy: ¡Oh! ¡Qué pena! What a shame!
 6. *El niño* is very upset, but *Mifú* and *Tina* promise to help him build another one, further away from the sea and they all go to buy an ice cream. Which flavour is the little boy asking for? ¡Escuchad!
 - Boy: ¡Un helado de chocolate, por favor!
3. A bucket, a spade and a rake. The beautiful castle! Well done!
 4. It's hot. Wake up!
 5. Mifú, Tina and the little boy. Oh! What a pity!
 6. The boy. Listen! A chocolate ice cream, please!

Encourage your child to listen to the story and point to the right pictures.

CD 2, Track 36

Song: *Las conchas*

*Ven a ver las conchas, conchas, conchas.
Ven a ver las conchas,
Las conchas en la playa.*

*Ven a ver las conchas, rosas y blancas, grandes
y pequeñas.
Ven a ver las conchas,
Las conchas en la playa.*

*Ven a ver las conchas, negras y grises, grandes
y pequeñas.
Ven a ver las conchas,
Las conchas en la playa.*

The shells

Come and look at the shells, shells, shells.
Come and look at the shells,
the shells on the beach.

Come and look at the shells, pink and white, large
and small.
Come and look at the shells,
the shells on the beach.

Come and look at the shells, black and grey, large
and small.
Come and look at the shells,
the shells on the beach.

Listen to the song together. Can your child tell you what colour the shells are on the beach?

Encourage your child to use the phrase *Ven a ver* (Come and look at) followed by another noun they have learnt in Spanish, e.g. *Ven a ver los gatos*, or *Ven a ver las mariposas*. After practice your child could add *en la casa* or *en el jardín* to make a longer sentence.

CD 2, Track 37
Game: Pecesitos pasan

*Pecesitos,
Pecesitos,
Pasan, pasan, pasan.
Pecesitos,
Pecesitos,
No pasan.
Uno, dos, tres, cuatro, cinco.*

Little fish are passing by

Little fish
Little fish
Pass
Little fish
Little fish
Do not pass.
One, two, three, four, five.

Encourage your child to mime being a fish swimming and to stop when he/she hears 'no pasan' being said on the CD.

CD 2, Track 38
Song: Cinco barcos

*Un barco en el mar.
El mar en calma y hace bueno.
Un barco en el mar.*

Five boats

One boat in the sea.
The sea is calm and it is a lovely day.
One boat in the sea.

*Dos barcos en el mar.
El mar en calma y hace bueno.
Dos barcos en el mar.*

Two boats in the sea.
The sea is calm and it is a lovely day.
Two boats in the sea.

*Tres barcos en el mar.
El mar en calma y hace bueno.
Tres barcos en el mar.*

Three boats...

*Cuatro barcos en el mar.
El mar en calma y hace bueno.
Cuatro barcos en el mar.*

Four boats...

*Cinco barcos en el mar.
El mar en calma y hace bueno.
Cinco barcos en el mar.*

Five boats in the sea.
The sea is calm and it is a lovely day.
Five boats in the sea.

The new words here are *el mar* (the sea), *en calma* (calm) and *flota* (float). Encourage your child to join in singing the song as much as possible.


CD 2, Track 39
Game: Nada, pecesito

*Pecesito, Pecesito
Nada, nada, nada.
Pecesito, pecesito.
¿Cómo te llamas?*

Little fish swim

Little fish, little fish
Swim, swim, swim.
Little fish, little fish
What's your name?

This rhyme is for a game which your child will have played in class. Ask your child to practise asking everyone in the family what their name is (in Spanish of course!)



This is an excellent activity to revise all the core vocabulary from the spring/summer section of the programme and this track can be played again and again, so developing your child's confidence in how many words he/she has learnt. To begin with, pause the CD after each word and ask your child if he/she understands. Then ask your child to look carefully at both pictures on page 36 and find the relevant illustration. There are 58 to find all together but they don't all have to be found at once or at one sitting!

At the end of the spring/summer section of the programme and depending at what point in the year your child started learning Spanish, he/she should be able to:

- Count up to 10.
- Ask someone to come and play.
- Ask who's there.
- Say which room of the house they are in.
- Understand a story told completely in Spanish.
- Identify five different members of the family.
- Describe two more weather conditions.
- Understand and say the Spanish for two more colours.
- Ask what something is.
- Describe what they are wearing.
- Tell someone to wake up.
- Ask someone to come and look at something.
- Understand some, if not most, of the key words listed on CD 2, track 42.

Quite an achievement for a 5 or 6 year old!



Happy Language Learning

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