

An introduction to La Jolie Ronde's Spanish programme materials for Licensees and Tutors



Happy Language Learning

Learn Spanish with
La Jolie Ronde





Happy Language Learning

¡Hola!

This booklet is an introduction to the *La Jolie Ronde* Spanish structured course for 3-12 year olds, plus some additional information on our baby and toddler programme for 0-3 year olds. It contains an overview of the course as a whole, its methodology and details of each programme.

Established in 1983, from humble beginnings, *La Jolie Ronde* has continually developed and improved its course for over 30 years and is proud to be the UK and Ireland's leading early language learning organisation with its award-winning and proven method of teaching languages to young children.

La Jolie Ronde has been the winner of the best national activity in the "What's on 4" awards for 4 consecutive years, the most recent being 2017. This is an international award voted for by parents, proving that parents choose *La Jolie Ronde* over any other course to effectively teach languages to their children.

Over the following pages you will see an overview of each programme, what's included in each programme and a sample lesson plan for each programme. We know from experience that the combination of our superb materials of the highest quality, coupled with your language skills and enthusiasm, make for a language learning experience that children will benefit from enormously.



La Jolie Ronde

Established in 1983, for more than 30 years *La Jolie Ronde* has been a unique centre for learning not just a second language but a platform for introducing children to the everyday realities of the country and the culture they are studying. Our award winning programme, which is available for 0-12 year olds, ensures each friendly weekly lesson combines fun with exciting games, story-telling, songs and activities.

Teaching materials

With *La Jolie Ronde* each individual programme comes with its own set of teaching materials for the tutor, including a detailed teacher's guide, comprehensive lesson plan templates, printable/photocopiable masters, coloured flash cards (with the exception of the nursery and baby and toddler programme) and teacher's audio and resource materials. All audio material for all programmes is available on CD, online and through our Media Player App.

With *La Jolie Ronde* children can start learning a language at any age, in fact the earlier the better. We will start with our programme for pre-school age children.

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Ven a jugar con Milo y Mapi

Designed for pre-school age children *Ven a jugar con Milo y Mapi* is a unique programme that has been developed for *La Jolie Ronde* Licensees in their Licensed Centres. It contains:

- a 206 page Teacher's Guide
- a Child Activity Book (54 pages)
- three CDs (a Child CD and 2 Teacher CDs) also available via our Media App.

Colourful images can be downloaded from the licensee login area of the *La Jolie Ronde* website.



The programme offers a set of approximately 55 ready-made lesson plans which easily run alongside typical topics used in the Early Years Foundation Stage.

Here is a list of the topics:

<i>Los números</i>	<i>Mi ropa</i>	<i>Estoy creciendo</i>	<i>Verano</i>
<i>Mi cabeza</i>	<i>Mis juguetes</i>	<i>El supermercado</i>	<i>Halloween</i>
<i>Mi cuerpo</i>	<i>Mi cumpleaños</i>	<i>Si yo fuese...</i>	<i>Navidad</i>
<i>Las formas</i>	<i>El transporte</i>	<i>¿Dígame?</i>	<i>Carnaval</i>
<i>Mi familia</i>	<i>El zoo</i>	<i>Mi día</i>	<i>Feliz día del padre</i>
<i>Mi casa</i>	<i>La granja</i>	<i>Otoño</i>	<i>Semana Santa</i>
<i>Mis animales</i>	<i>Beber y comer</i>	<i>Invierno</i>	<i>Feliz día de la madre</i>
<i>Los colores</i>	<i>Estoy plantando</i>	<i>Primavera</i>	

Teacher's Guide:

Each topical module is set out with target vocabulary (including passive vocabulary) and a clear list of resources (most of which are included in the programme). There is a comprehensive section for ideas of *Baño español* activities and introduction of new vocabulary, chants/rhymes, songs and stories. Suggestions for language learning activities abound.

- Occasional group craft activities help children to focus on a particular word and therefore a specific 'Creative' section has been added.
- Each topic offers references for recommended Spanish books. They also include CD transcripts and useful photocopiable activity sheets.
- A clear list of songs, rhymes/chants and stories, together with their page reference has been added at the end of the programme.
- Last but not least, there is good number of masks and board games to be used at the discretion of the teacher.

Optional Activity book and child CD:

- The colourful activity book has 54 pages. It includes 12 pages for parents with transcripts and translations of songs and rhymes. There is also a 70 minute Child CD to accompany the activity books. The rhymes and chants are performed by very young children. There are 36 action songs in total.

2 Teacher CDs:

(CD 1 – 72 minutes, CD 2 – 61 minutes) combine the tracks from the Child's CD and all the stories.

The following pages show the first 4 pages of a Lesson plan from the Teacher's Guide and 2 pages from the Activity Book.

Mi familia

Note: Talk to parents before introducing this topic to ensure that you are aware of any relevant family issues. Be sensitive to individual children's circumstances.

Target Vocabulary Lesson 1	Target Vocabulary Lesson 2	Resources
<p>papá, mamá, hermano mayor, hermana mayor, pequeño bebé</p>	<p>abuelo, abuela, te quiero, ¡Señora, un beso!</p>	<p>Milo and Mapi Puppets Bolsa mágica Prepared/bought finger puppets Templates with bear family picture cards, family finger puppets and family tree</p>

EXAMPLE LESSON PLAN 1 – 20 MINS

A	<p>¡Buenos días niños! Children guess which puppet is coming out of the bag first to say buenos días. Revise rhymes, chants and songs. Sing '¿Qué hay en la bolsa mágica?' Take out and introduce members of the family (use bear family template).</p>
B	<p>RHYME: Buenos días pequeño bebé</p> <p>SONG: Sé saltar (Children can pretend to be bebé oso greeting Mamá and Papá by jumping up and down as they sing).</p>
C	<p>STORY: Baby bear wants his mummy</p>
D	<p>ACTIVITY BOOK: Colour the family of bears from the story. Children draw their family members onto the blank leaves of the family tree.</p>





Mi familia

EXAMPLE LESSON PLAN 2 – 20 MINS

A	¡Buenos días Milo y Mapi! Ask each child in turn if they'd like to greet Milo or Mapi with two kisses like they do in Spain? Say 'dame un beso' to each child in turn. Do they remember what was in the Bolsa mágica last week? Tell them there are two other members of the family in the Bolsa mágica. They were in last week's story – can they guess who they might be?
B	RHYME: Buenos días pequeño bebé... + abuelo... + abuela (use the two middle fingers of the other hand).
C	GAME: Play bear family memory card game.
D	Make family mobiles to take home. ACTIVITY BOOK: Draw your family.



IDEAS AND EXTRAS – MI FAMILIA

CHOOSE AT LEAST ONE ITEM FROM EACH SECTION A, B, C, D:

A.

SUGGESTIONS FOR BAÑO ESPAÑOL AND NEW VOCABULARY

Children guess which puppet is coming out of the bag first to say buenos días.

Sing '¿Qué hay en la bolsa mágica?' Introduce members of the family with finger puppets.

Invite the children to greet Milo and Mapi and the family members with kisses.

B.

RHYME:

Buenos días pequeño bebé... etc. (Repeated + abuelo, abuela).

This rhyme can be repeated with other greetings/phrases e.g. Hola/Adiós/Te quiero pequeño bebé... etc

SONG:

Sé saltar

C.

STORY:

Baby Bear wants his mummy



Mi familia

GAMES:

Bear Family Cards Memory Game – Photocopy, and stick onto card, two sets of the bear family pictures and cut these up. Lay them face down and the children can take it in turns to turn over two cards each. If their cards match they keep them. They could say ‘papá’ to say which card they are looking for.

Grandma’s footsteps – You are ‘abuela’ and stand a few metres away from the group. When you start to count to ten, the children try and creep up, tap your back and say ‘¡Buenos días abuela!’ before you turn around. You turn around at intervals and try and catch one of them moving.

D. CREATIVE:

- Children draw their family members onto the blank leaves of the photocopyable family tree template.
- Children could make their own family mobile: they draw or paint each member of their family’s face onto a circle of card and punch a hole in each. Cut a paper plate in half and punch 3/4/5 holes along the straight edge (*depending on number of family members*). Thread with strings or ribbons and then tie each family member’s picture onto the strings. You could write ‘Mi familia’ on the paper plate, or the children could trace over dotted words.

ACTIVITY BOOK:

- Children colour the family of bears from the story.
- They also draw their own family.

ADDITIONAL ACTIVITIES/RECOMMENDED BOOKS

- Children could make a family by cutting around a figure drawn onto folded paper, opening them out and adding faces to each person.
- Children could make a card for abuelo & abuela for Grandparents’ Day in September.
- Todos los Papás. Bisinski – Sanders. 9788484702979. Corimbo.
- La familia – Helen Oxenbury. 9788426117366. Juventud.
- A set of family finger puppets can be purchased at www.puppetsbypost.co.uk

CD TRANSCRIPT – MI FAMILIA

Ch. 18 Comb. CD 1 Track 22	Papá, mamá, hermano mayor, hermana mayor, pequeño bebé
Ch. 19 Comb. CD 1 Track 23	<p>SONG:</p> <p>Qué hay en la bolsa mágica</p> <p>Dime ¿Qué hay en la bolsa, en la bolsa mágica? Dime ¿Qué hay en la bolsa, en la bolsa mágica?</p>
Ch. 20 Comb. CD 1 Track 24	<p>RHYME:</p> <p>Buenos días pequeño bebé – Buenos días pequeño bebé – ¡dame un beso! Buenos días papá, buenos días mamá, buenos días hermano mayor, buenos días hermana mayor.</p> <p><i>One hand will represent the family with the baby being the thumb which you kiss after saying Buenos días pequeño bebé. Pequeño bebé (thumb) then taps (kisses) all the other members of the family saying buenos días to them all.</i></p>



Mi familia



Ch. 21
Comb. CD 1
Track 25

RHYME: (continued to introduce grandparents)

Buenos días pequeño bebé – Buenos días pequeño bebé – ¡dame un beso!
Buenos días papá, buenos días mamá, buenos días hermano mayor, buenos días
hermana mayor, buenos días abuelo, buenos días abuela

*Thumb 'kisses' the middle and index fingers of your other hand for abuelo
and abuela.*

Comb. CD 1
Track 26

STORY:

Baby Bear wants his mummy

Aquí está 'la familia Oso' – 'Papá, Mamá, Bebé, Hermano mayor, Hermana mayor,
Abuelo, Abuela'.

One day 'Mamá' and 'Papá' had to go out to find some food. They asked 'Hermano
mayor' and 'Hermana mayor' to look after the 'Bebé' whilst they were gone.

As soon as his parents left the house 'Bebé Oso' started to cry for his mummy
and daddy.

¡Mamá, Papá!

'Hermano mayor' tried to cheer him up by making funny faces at his little brother,
but he didn't stop crying.

¡Mamá, Papá!

'Hermana mayor' stroked his fur and gave him a cuddle, but still 'Bebé' would not
stop crying.

¡Mamá, Papá!

A little while later 'Abuelo and Abuela' stopped by to say 'Buenos días'.

¡Buenos días Abuelo! ¡Buenos días Abuela!

'Hermano mayor' and 'Hermana mayor' explained to their grandparents that 'Bebé'
wanted his mummy and daddy, and that they could not stop him crying. 'Abuela'
tried to read 'Bebé' a story, and 'Abuelo' told him a rhyme and tried to tickle him.

But nothing worked. 'Bebé Oso' was still crying.

At last 'Papá and Mamá Oso' arrived home with a great big pot of honey.

¡Papá! ¡Mamá! ¡Yupi! 'Bebé' jumped up and down with joy to see his mummy and
daddy. 'Mamá' told him that she and 'Papá' will always come back and gave him a big
hug. 'Bebé' was happy now.

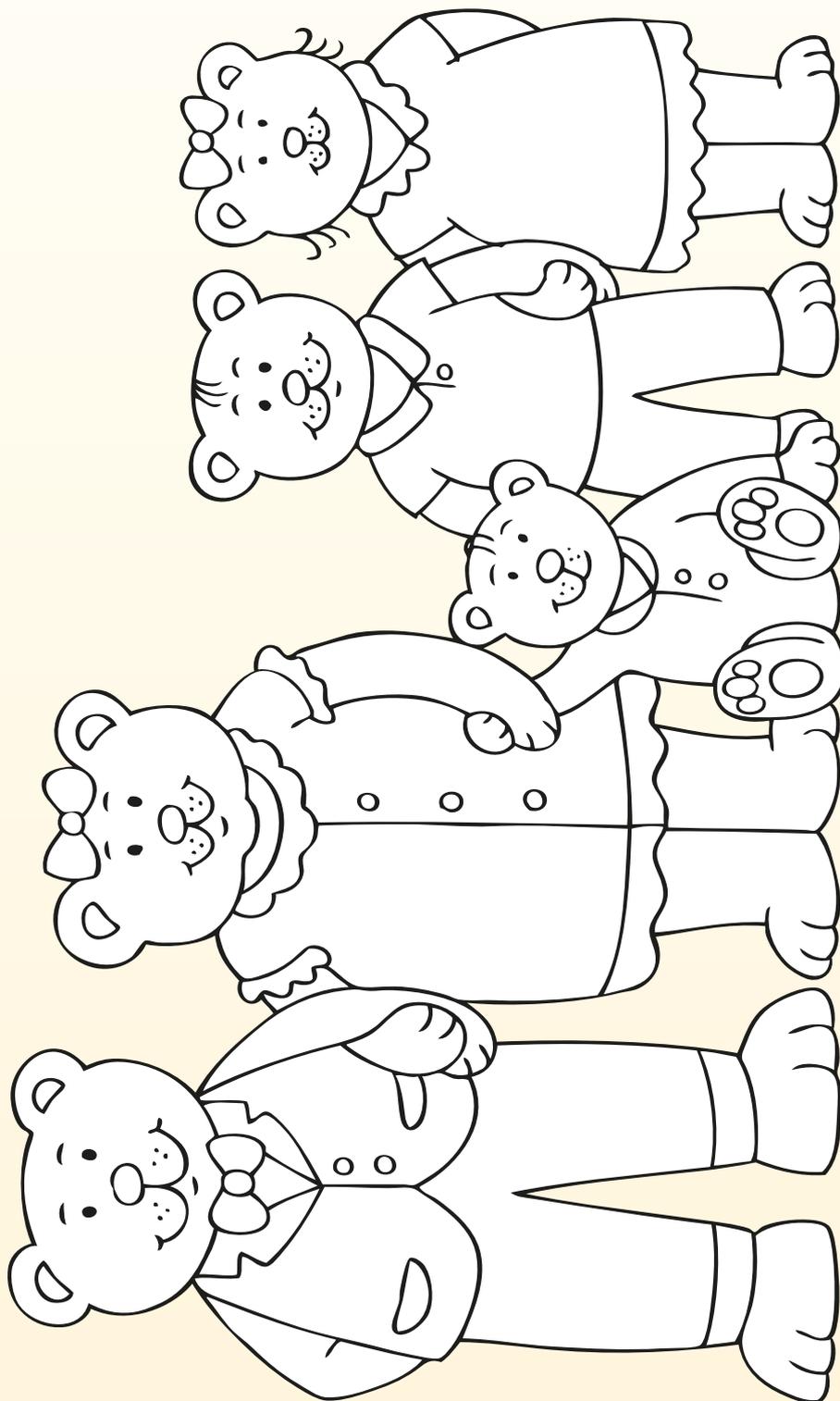
¡Te quiero Mamá, te quiero Papá!

Can you guess what that means?

ADDITIONAL SHEETS – MI FAMILIA

- Templates of family finger puppets
- A tree with a number of large blank leaves on which the children can draw their
family members.
- Photocopiable bear family picture cards for memory game.

Mi familia



hermana
mayor

hermano
mayor

bebé

mamá

papá



Note to Parent: Help your child to colour the family.



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Mi familia

Note to Parent: Help your child to draw your family. Revise family members in Spanish. Listen to track 18.



Structured course for 4-12 year olds: an overview

The course is for 4 to 12 year olds and is structured and progressive. Children learn through a diversity of oral and practical activities, with the addition of reading and writing as they progress. The emphasis is on songs, rhymes, stories, games, role plays and on making familiar classroom/home activities part of the language learning process.

Activities have been carefully selected for each age group, taking into account children's stages of development. The *La Jolie Ronde* course has what we believe to be a unique approach by having three alternative starting points as follows:

- *Las aventuras de Mifú y Tina y las estaciones Part 1* for 4-6 year olds
- *iHola, Pedro y Carmen!* for 7-8 year olds
- *Buenos días España* for 8-11 year olds

Pupils who have completed *Las aventuras de Mifú y Tina Part 1* can move on to *Las aventuras de Mifú y Tina Part 2* and then on to *iHola, Pedro y Carmen!* Pupils then progress on to *Buenos días España* and then *Mi viaje por España*, which is aimed at those 9-11 year olds who have prior knowledge of Spanish and is a direct progression from *Buenos días España*.

Finally, we have *iVamos! Aventuras en España* for 11+ year olds who wish to continue learning and excelling at languages with a fun and structured programme alongside their regular MFL classes at Secondary school.

The methodology

The methodology is at the heart of *La Jolie Ronde's* success and is based on real communication situations suited to the interests, experience and social and intellectual development of each age group. It is also aimed at encouraging children to use language for their own purposes.

The methodology includes strategies for reintroducing words and phrases through new and different activities as the child develops. Phrases introduced in a rhyme, song or story at an early age will be used again in a role play situation, a game or a song at a later stage. As confidence grows, a child may be asked to search in their memory for words and phrases to use in a future situation.

The method is used with small groups of children sitting on the floor or around a table with a combination of high and low activities, with plenty of opportunities for the children to be active during the lesson. The children learn orally first. The emphasis is on songs, role plays and learning to communicate. Having completed the course, children will have a sound knowledge of basic vocabulary and phrases which gives them a good grounding for future language learning.

Reading and writing are postponed until confident oral activities have been performed and are established. Both activities are seen as a reinforcement of listening and speaking skills. Faithful to the spirit of the method, reading and writing activities remain within a child's capability and are seen by the children as a game.

Children are kept busy and actively involved throughout each lesson. Young children are physically involved, pointing, holding, organising flash cards, pretending, playing the teacher, as well as participating in interactive games. The aim is for each child to enjoy producing their own work. Children are encouraged to think for themselves, to search for clues, to imagine and make up their own plays and to get involved with the stories or the activities introduced throughout the course.

Las aventuras de Mifú y Tina y las estaciones Part 1

This programme includes:

- a pupil activity book
- two child CDs
- teacher's audio and Resource CDs offering further printable resources, listening activities, songs and instrumentals of the songs
- a teacher's guide with photocopiable masters
- a set of 136 coloured flash cards
- a guide for parents



Available separately for Part 1:

- Photocopiable masters: A4 pictures of the stories in black and white
- Mini replicated pictures of the flash cards in black and white
- Set of words to accompany the flash cards
- Song pictures in black and white
- Teacher's Resources: A4 pictures of the stories in colour
 - A5 replicated pictures of the flash cards in colour and black & white
 - Mini replicated pictures of the flash cards in colour
 - Set of words to accompany the flash cards
 - Coloured song pictures
 - Further pictures

This programme has been written for all those working with young beginners (4/5, 5/6, 6/7 year-olds). It provides activities and promotes learning skills in preparation for and in support of the national curriculum in England and Wales, the Curriculum for Excellence in Scotland and the Primary School Curriculum in Ireland.

Although the activities are aimed at average 5-6 year olds, the programme includes support for younger or less able children and extension work for older or more able children.

Programme aims

- To familiarise children with the sound of the Spanish language and develop their ability to listen attentively
- To help young children to:
 - become confident in using phrases and words other than their mother tongue
 - become familiar with classroom language
 - develop listening and concentration skills
 - develop social skills associated with interpersonal behaviour and communication
 - enjoy a variety of language learning activities
- To enable children to use the Spanish language creatively and/or for their own purposes,
- promoting independence
- To integrate Spanish into school or home life
- To allow children of all abilities to experience success and develop personal confidence
- To promote gross and fine motor skills and visual literacy

Las aventuras de Mifú y Tina y las estaciones will support teachers in providing activities which are:

- worthwhile and interesting
- a contributory factor to achieving specific learning objectives
- geared to the level of development of children:
- making the most of their listening skills, their love of singing, dancing and performing
- a sound foundation for more advanced MFL work

With *Las aventuras de Mifú y Tina y las estaciones*, oral and aural skills are given priority. Children chant, sing and take an active part in role plays and drama. The programme is carefully structured and enables children to use their knowledge of simple Spanish language creatively. Consideration has been given to the general level of their development and many opportunities are offered to enable children to use their new language imaginatively and confidently through a main conductor: mini stories. A short story in every session helps children internalise the patterns of the language, new words and phrases. The children become immersed in the different activities which are offered to them. They play, chant, sing, act and display their own work creatively. The activities undertaken are mainly stories, songs, games and action chants.

The emphasis is on listening, responding and speaking. The children are obviously not expected to read at this stage and the Spanish titles or instructions given to the activities of the Activity Book, for example, will usually serve as a reference for the teacher. There are, however, optional activities for more able children at the end of the Activity Book and some photocopiable masters provided in many modules for practising reading, responding and copy-writing skills (at the discretion of the teacher).

Pupil achievement

As you approach the end of *Las aventuras de Mifú y Tina y las estaciones*, your pupils will have:

- used with confidence some words and phrases other than their mother tongue
- developed listening and concentration skills
- developed confidence and enjoyed a variety of language learning activities
- developed their social skills

The Teacher's Guide

This comprehensive 273 page guide includes everything you could possibly need to support your teaching. It is made up of 16 modules and contains clear objectives, lesson notes, templates, story illustrations, photocopiable activity sheets, word and song cards.

The Activity Book

The full colour Activity Book for Part I has 56 pages. The pages on the left-hand side contain illustrations of the mini stories. The pages on the right-hand side provide reinforcement, consolidation and more practice. Activities vary from simple games, listening, observing, drawing and colouring to sequencing and highlighting, matching, joining dots to complete words, counting, copying numbers and key words.

The following pages show the first 4 pages of a 21 page Lesson plan from the Teacher's Guide and 2 pages from the Activity Book.

1

Otoño – Part 1

I – ¡HOLA!

LEARNING OBJECTIVES

- learn simple greetings in Spanish
- introduce main characters and their friends
- understand and use words for toys
- count to five
- respond to simple instructions
- language for two songs

Key language		Receptive language/ further vocabulary
<i>hola</i> <i>adiós</i> <i>soy yo</i> <i>me llamo</i> <i>¿Cómo te llamas?</i> <i>1, 2, 3, 4, 5</i> <i>uno, dos, tres, cuatro, cinco</i> <i>¿Quién es?</i> <i>un oso</i> <i>una muñeca</i> <i>un globo</i> <i>un soldado</i> <i>un robot</i> <i>un niño</i> <i>una niña</i>	<i>Pablo</i> <i>Ana</i> <i>Sergio</i> <i>Paco</i> <i>Roberto</i> <i>Mifú</i> <i>Tina</i>	<i>los/mis juguetes</i> <i>una caja</i> <i>un bolsillo</i> <i>una bolsa</i> <i>una ratita</i> <i>un gato</i> <i>aquí está(n)</i>

RESOURCES AND MATERIALS

- Photocopiable masters set: A4 pictures of the mini story (pages 1-12); mini pictures of flash cards (page 205); set of words (page 197); song pictures (page 218).
- Resources CD: A4 pictures of the mini story in colour; A5 pictures of flash cards in colour and black and white; mini pictures of flash cards in colour; set of words; song pictures in colour.
- Photocopiable pages in Teacher’s Guide: optional six small story pictures (page 47). Always remember to keep a master copy prior to cutting up the six small pictures. Note that the sheet can be cut up or children can number in the correct order for individual sequencing activity. Large pictures of *Mifú* and *Tina* for puppet making (enlarge them if you wish). Back them with card and laminate (pages 48-49).
 A picture for making a jointed *Mifú* puppet (page 50).
 Picture for finger puppets representing all the toys (page 51).
 Pictures, available in this section, of all the toys. Enlarge (if you wish). Cut out all the different shapes around the dotted lines. Make photocopies of a set, colour in and mount on card. Stick the names on the back if you wish. They will be useful for future guessing games, for example ‘feely’ bags (pages 52-53).
 Optional lotto game sheet, in this section, for domino/lotto-type games where children have to match the shape to the silhouette (page 54).
 Optional photocopiable toy observation game sheet to distribute to each child. ‘Circle the drawing that is different from the others in each row’ in this section of the Teacher’s Guide (page 55).
 Optional activities on page 56 ‘¿A quién pertenece la silueta?’ and ‘¡Soy yo!’
 Optional activity sheet on page 57: *Completa los personajes y sus nombres*.
 Optional master sheet for badges (page 58).

Otoño – Part 1

1

- A special box, bag or pocket, large enough for all the toys and puppets you will be introducing (use it for all the modules).
- Optional large envelope for each child to store pictures or finger puppets in.
- Your box, bag or pocket with toys and puppets. Use it for all modules.

Theme: Meeting new people and introducing yourself – toys.

Hola is a stand-alone module that can be used for the beginning of any term as an introductory session for the whole year.

Cross-curricular links:

PSHE & Citizenship:	How to start conversations (to greet each other). Listen to each other and work together.
Numeracy:	Count reliably to five (one number name to each object).
History:	Toys could be related to old-fashioned play things.
Literacy:	The telling of a story (in sequence).
Design:	Making a simple puppet.

Suggested activities/ideas for 1st lesson – Home link

MAIN ACTIVITIES

	GREETINGS, SONG <i>Toc, toc, toc</i> (Audio CD 1, track 1). Game: <i>Juego del encuentro</i> .
	MINI STORY <i>¡Hola!</i> (Audio CD 1, track 2)
	GAMES <i>¿Quién es?</i> Circle. <i>Busca los juguetes</i> . Counting games.
	SONG <i>Mis juguetes</i> (Audio CD 1, track 3).
	WHAT HAVE WE LEARNT?

TO START WITH

Note: These notes provide lots of ideas! Not all the following activities will be possible in a 30 minutes session.

- Say 'Hello' and your name in Spanish (*Hola, me llamo ...*) Encourage the children to reply and say 'Hello' back. Use your *Mifú* (the cat) and *Tina* (the mouse) puppets or pictures. Make *Mifú* say *Hola, me llamo* to everyone. (*Mifú* and *Tina* will always speak Spanish!) Talk to the puppets to introduce new questions and answers and ask the children to repeat after them. Let some pupils hold the puppets and greet the others. Shake hands with neighbours.

1

Otoño – Part 1

- As recommended earlier, tell the children what they will be learning. (This will be a focus for your recap at the end – “What have we learnt today?”) Make it simple and short with only two objectives for the children, even if you intend to cover more than two.
- Introduce the song: *Toc, toc, toc* (Audio CD 1, track 1). Mime with the puppets or in pairs.
- Play the *Juego del encuentro*. Distribute badges if you wish (page 58). Form two circles (the inner and the outer). The children face each other.
- Play any music. The circles walk in opposite directions. Stop the music. The children must greet each other, say: “¿Cómo te llamas?” and say their names in Spanish. If you have a small group, just let the children walk around (a bit like musical chairs).
- A third game can be played when children say if they are a boy or a girl: “Soy un niño”, “Soy una niña.”
- Introduce your box, bag or pocket and place *Mifú* and *Tina* in it, for a rest. Time for the story. Make *Mifú* and *Tina* say “Adiós” to everyone.

TEACH AND REINFORCE



MINI STORY

- ¡Hola! (Audio CD 1, track 2). Please refer to introductory notes on pages 7 and 10 regarding how to introduce stories. Prepare the children for the story. Ask them to look (*Mirad**) at the story pictures. The coloured pictures for the story are on your Resources CD. Ask the children to describe what they see and discuss. Either play the CD or read the story from the back of each A4 illustration in the photocopiable masters set. If you choose to read yourself, you can play track 6 from your Audio CD 1 for the Spanish section.
- Ask the children to join in when someone knocks on the door saying, “Toc, toc, toc. ¿Quién es?” Repeat the numbers after the voice on the CD. Ask the children to listen (*Escuchad**). Repeat the story and pause for them to say the Spanish words.

* Remember to recycle *Mirad* and *Escuchad* regularly during your storytelling sessions.

Mifú and *Tina* can now come out of hiding. First the children can choose the toys and say their names after the teacher.



GAMES

- A good game which helps the children to learn counting is to arrange them in a circle and start counting to five. The child who is fifth has to sit down. Eventually there will be one child left standing as the winner!
- Play a guessing game: *¿Quién es?* The first child closes his/her eyes and the second child taps on his/her back, saying: “Toc, toc, toc”. The first child asks “¿Quién es?” The second child disguises his/her voice and says “¡Soy yo!” The first child has to guess who it is. Guess the toys by their shape. Hide them first and then hold them up slowly with their backs to the children. Ask “¿Quién es?” Demonstrate with your puppets first!
- The children sit in a circle. Play some music. The children pass round the toys while the music plays. When the music stops, whoever has a toy must greet it, in Spanish.
- Play a searching game: *Busca los juguetes*. Hide your enlarged illustrations of the toys in different places in the room. Call out the names of two toys in Spanish, e.g. *un robot, una muñeca*. Ask two children to find one each.



Otoño – Part 1

1



SONG

– Introduce *Mis juguetes* song (Audio CD 1, track 3). Simply play the song and ask some children to point to the right toy. Reintroduce next time and make it part of your *baño español* at the onset of the lesson. (For *baño español*, see explanatory notes page 3).

FINALLY

What have we learnt today?

Pass around a favourite toy, or *Mifú*. Everyone says “*Me llamo*” to the toy/puppet. Return all the toys to the box, bag or pocket.

HOME LINK

Colour and cut round the dotted lines of the puppets *Mifú* and *Tina*, that the children can personalise, or the children can choose and colour one of the finger puppet characters and take it home. Practise saying “*Hola, me llamo*” and “*¡Adiós!*”.

Optional: adapt and distribute the message from *Mifú* or one from yourself (see example of *Mensajes de Mifú*, page 17, or use the downloadable template from the Resources CD).

Suggested activities/ideas for 2nd lesson

MAIN ACTIVITIES

BE	BAÑO ESPAÑOL Song: <i>Toc, toc, toc</i> (Audio CD 1, track 1). Count. Song: <i>Mis juguetes</i> (Audio CD 1, track 3).
	GAMES <i>Escucha y señala el objeto. Juego del encuentro. Action games.</i>
	MINI STORY <i>¡Hola!</i> (Audio CD 1, track 2).
	ACTIVITY BOOK Pages 2 and 3: tell the story – listen and recognise (Audio CD 1, track 4). Join the dots.
?	WHAT HAVE WE LEARNT?



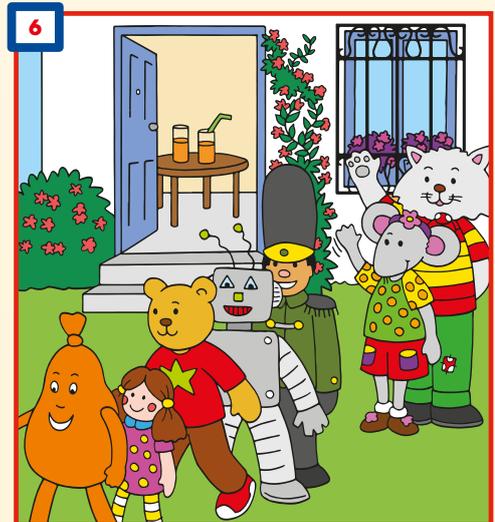
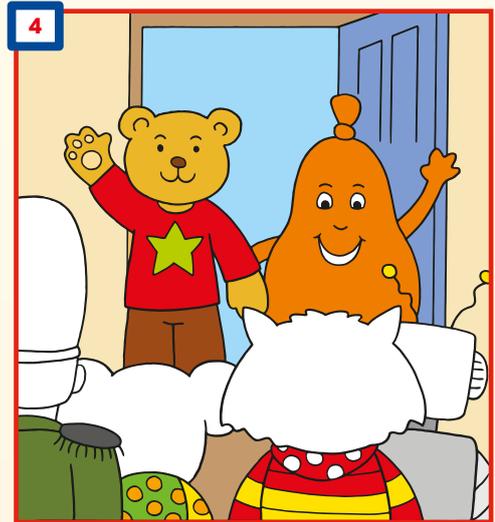
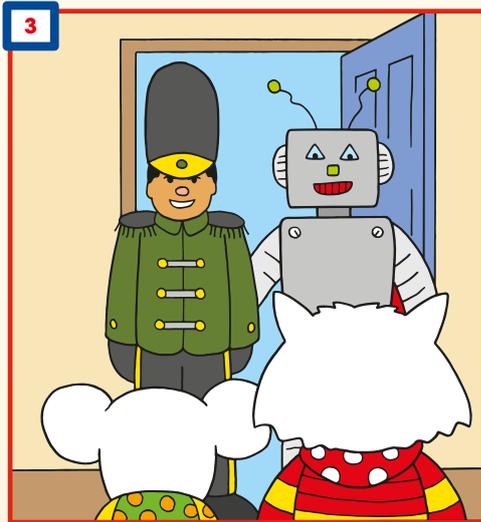
TO START WITH

– Start your *baño español*. Children can say “*Hola*” to each other, using their own made-up finger puppets of *Mifú* and *Tina* that they have coloured and cut out (have extra finger puppets ready, just in case some children have not got them). Sing: *Toc, toc, toc* and count to five. Count the five toys. Note that counting is generally at the discretion of the teacher as children who have completed previous programmes will know how to count to ten.



Escucha la historia y colorea.

CD1
2



Note to parents

A parent guide to support this programme is available at www.lajolieronde.co.uk/parent-guides/las-aventuras

¡Hola!

1



Escucha y rodea el personaje correcto. Une los puntos para terminar las palabras.



Pablo



Ana



Sergio



Paco



Roberto

Soy
un oso



¡Hola!
Me llamo

Soy
una muñeca



¡Hola!
Me llamo

Soy
un globo



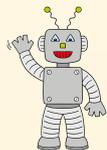
¡Hola!
Me llamo

Soy
un soldado



¡Hola!
Me llamo

Soy
un robot



¡Hola!
Me llamo

Soy
una niña



¡Hola!
Me llamo

un niño



Las aventuras de Mifú y Tina y las estaciones Part 2

This programme includes:

- A Pupil Book
- Two Child's CDs
- Teacher's Audio and Resource CDs offering further printable resources, listening activities, songs and instrumentals of the songs
- A Teacher's Guide with Photocopiable Masters
- A set of 78 coloured flash cards
- A guide for parents



Available separately for Part 2:

- Photocopiable Masters: A4 pictures of the stories in black and white
- Mini replicated pictures of the flash cards in black and white
- Set of words to accompany the flash cards
- Song pictures in black and white
- Teacher's Resource CD: A4 pictures of the stories in colour
 - A5 replicated pictures of the flash cards in colour and black and white
 - Mini replicated pictures of the flash cards in colour
 - Set of words to accompany the flash cards
 - Coloured song pictures
 - Further templates

This programme has been written for all those working with young beginners. It is a follow-on from Part 1. The programme's aims and approach are exactly the same as with Part 1, with oral and aural skills given priority.

The Teacher's Guide

This comprehensive 283 page Teacher's Guide is made up of 16 modules and again includes everything a teacher could possibly need to effectively plan and deliver their lessons.

The Activity Book

The full colour Activity Book for Part 2 has 54 pages. As with Part 1, the pages on the left-hand side contain illustrations of the mini stories, while the pages on the right-hand side provide reinforcement, consolidation and more practice.

The following pages show the first 5 pages of a 16 page Lesson plan from the Teacher's Guide and 2 pages from the Activity Book.

1

Primavera/Verano – Part 2

I – EL PERRO BUSCA UN AMIGO

LEARNING OBJECTIVES

- understand and use nine action verbs in the first person singular
- understand and use a variety of animal words and expressions
- learn how to ask someone to play
- revision of numbers up to 20
- language for three songs

Key language <small>Words in bold are completely new.</small>	Receptive language/further vocabulary
estoy haciendo gimnasia	la tela de una araña
el perro triste	que duermas bien Anda asá/así
número contento	está jugando ¡Que aproveche!
llama a la puerta estoy durmiendo	gordo ¡Buena idea!
(yo) vuelo estoy comiendo	una gran nariz ¡No importa!
(yo) busco estoy nadando	dos piernas ¡Qué pena!
(yo) salto la mariposa	delante/detrás salta/n en el aire
(yo) juego el cocodrilo	¿Quién juega se caen al suelo
un amigo el tigre	conmigo? así
ahora salgo el elefante	soy tu amigo está bueno
he encontrado la vaca	tocan las palmitas ¡Yupi!
ven a jugar por favor la oveja	giran molinitos me quedo aquí
	nadan pececitos gris
	las manos pequeñas giran

RESOURCES AND MATERIALS

- Photocopiable Masters set: A4 pictures of the mini story in black and white, (pages 145-156); mini pictures of flash cards in black and white (page 216); set of words (page 208); song pictures in black and white (page 225).
- Resources CD: A4 pictures of the mini story in colour; A5 pictures of flash cards in colour and black and white; mini pictures of flash cards in colour; set of words; song pictures in colour. Extra pictures to illustrate the song on Audio CD 4, track 12.
- Photocopiable pages in Teacher's Guide: optional six small story pictures (page 219). Always remember to keep a master copy prior to photocopying. The sheet can be given out for children to number each picture in the correct order for an individual sequencing activity. Alternatively the six small pictures can be cut out for individuals or pairs to place in the correct order. Sheet for counting and naming of animals (page 220), as referred to in the Activity Book section of these notes, Cat 2, and in Ideas for Differentiation: *Escucha y une el animal con el número correcto*.
Optional sheet with doors (page 221).
- Toy animals including a toy spider (may be available from joke shops.)
- Optional animal masks.
- Flash cards of a door and animals (if toys not available).
- Optional cardboard 'door'.
- Pictures showing actions in story.
- Sad face and happy face flash cards from Part 1.



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Primavera/Verano – Part 2

1

RECYCLING

Note: the following list will be new for children joining a group for Part 2. Some of the words/phrases listed below appear in the previous key language/receptive language lists and others within the CD transcript of the module number in brackets.

Part 1 Otoño: *uno, dos, tres, cuatro, cinco, yo, soy* (1); *por favor* (2); *no, sí, dice, vuela, salto, ¡qué pena!, seis* (3); *triste, contento(a), grande* (4); *he encontrado, cáete al suelo* (5); *toca(n) las palmas, manos pequeñas, giran, nariz* (6).

Part 1 Invierno: *come, está bueno, así* (1); *gris* (2); *estoy durmiendo* (4); *búscame* (5).

Part 1 Primavera/verano: *ven a jugar, por favor, una mariposa, ahora salgo* (1); *un elefante, un tigre, un cocodrilo, una puerta* (2); *me quedo* (3); *nado, pecesito(s)* (5).

Part 2 Otoño: *soy, (mis) amigo(s), sí, no, yo, ¡Hola!* (1); *por favor, uno, dos, tres, cuatro, cinco, seis, grande* (2); *¡Yupi!, ¡Qué pena!, triste, contento, vuela* (3); *gris* (4); *he encontrado* (5); *giran/d, toco las palmas, salto en el aire, me caigo al suelo, buena idea, la nariz* (6).

Part 2 Invierno: *dice* (1); *¡Buen provecho!* (2); *¡No importa!* (3); *una araña* (4); *una oveja, una vaca* (5).

Theme: Friendships. Tolerance of others and the choices they make. Being polite and friendly even when disappointed.

Cross-curricular links:

PSHE and citizenship: Making friends and developing social skills.

PE: Balancing/coordination (song: *Un elefante...*)

English/drama: Developing listening, storytelling and acting skills.

Suggested activities/ideas for two sessions

MAIN ACTIVITIES

BE	BAÑO ESPAÑOL Greetings etc. At this stage the content of the <i>baño español</i> is at the discretion of the teacher. See below for suggestions.
	MINI STORY <i>El perro busca un amigo</i> (Audio CD 4, track 10).
	GAMES Various games of picture lotto. <i>Muéstrame</i> . Musical statues. Various flash card games. Kim's game (<i>El ladrón/la última tarjeta/pelmanism</i>). What is it? (feeling game). <i>Pececitos</i> .
	SONGS <i>¿Quién juega conmigo?</i> (Audio CD 4, track 11); <i>Un elefante está jugando</i> (Audio CD 4, track 12); <i>El elefante es gordo y gris</i> (Audio CD 4, track 13).
	ACTIVITY BOOK Pages 24 and 25: Listen to the mini story (Audio CD 4, track 10). Circle the silhouettes.
?	WHAT HAVE WE LEARNT?

1

Primavera/Verano – Part 2

Note: These notes provide lots of ideas. Not all the following activities will be possible in a 30-minute session. New children have now been introduced to a vast amount of vocabulary. There should never be any pressure for children to catch up or learn everything. It is far better that they concentrate on enjoying each lesson and absorb key words and expressions at their own pace.

IDEAS FOR BAÑO ESPAÑOL AND WARM-UP ACTIVITIES

Choose a few from the list of suggested activities below.

- Greet the children. Remember to always start with a *baño español*.
- Perform some of the songs and action chants from the lists under the headings below:
 - Action chant: *¿Señor Pulgar, estás aquí?* (Part 1, Audio CD 3, track 10): reinforces *Estoy durmiendo*.
 - Action chant: *Toc, toc, toc, oruga* (Part 1, CD 3, track 36): reinforces *Estoy durmiendo/ahora salgo*.
 - Song: *¡Ven a jugar!* (Part 1, CD 3, track 37): reinforces *ven a jugar/estoy durmiendo*.
 - Song: *¿Quién está en mi casa?* (Part 1, CD 4, track 4): reinforces *un elefante/un tigre/un cocodrilo*.
 - Song: *Vuela pájaro pequeño* (Part 1, CD 4, track 15): reinforces *salta, vuela, soy, me quedo*.
 - Song: *¿Qué es?* (Part 1, CD 4, track 25): reinforces *come, una mariposa, vuela*.
 - Song: *Cinco pájaros pequeños* (Part 1, CD 1, track 21): reinforces *vuelo*.
 - Song: *Las manos pequeñas* (Part 1, CD 2, track 20): reinforces *baila/n, gira/n and toca/n las palmas*.
- *Toc toc, toc, ¿quién está allí?* Bring out *una vaca* and *una oveja* that the children learnt in the last module and say: “¿Qué es?” For children who have already completed Part 1, see if they can remember other animals such as *un tigre, un elefante, un cocodrilo, and una mariposa*. Play games (see page 13).
- Count up to 20 with the children. Show pictures of animals (either from books or made from the mini flash cards) and ask: “¿Cuántas vacas/ovejas/mariposas hay?/¿Cuántos tigres/cocodrilos/elefantes hay?”
- Count all the animals together in Spanish.
- As an extension to the above and as a warm-up game, stand the children in a circle and count together, for example, from eleven to sixteen, pointing to a different child in turn as each number is called. The child who is ‘number 16’ has to sit down. Continue until there is one child left standing who is the winner.
- Prepare and distribute numbered doors (use photocopyable pictures provided on page 221, reinforce with card and laminate if possible). Write a number on each door between 1 and 20. More able children could have the higher numbers. Say the numbers in a random order and the child holding the door with that number on it shows it to the rest of the class. Alternatively, distribute blank doors to the group and ask each child to write a number on their door between 1 and 20. Note: The children must be confident that they know the Spanish for the number they have written! (If the doors have been laminated, the children will need a white board marker each but then the doors can be used over and over again.) Ask the children to hold up their numbered door when you say the number, or to say what their door number is as you count. This could be played as a game with the child holding the last number to be called out winning the game!
- Ask the children to put up their hands if their house number is *once*. Repeat with *doce, trece, catorce, quince* etc.
- Use ‘happy’ and ‘sad’ flash cards from Part 1. Say: “*Estoy contento/a*” and smile and show ‘happy’ flash card. Say: “*Estoy triste*” and show ‘sad’ flash card. Ask the children to copy. Ask: “¿Estás contento/a?” The children have to reply “sí” or “no”. Ask: “¿Estás triste?” The children have to reply “sí” or “no”. Hopefully yes to the first question and no to the second one!

TEACH AND REINFORCE

- If all the children are familiar with the six animals which have been previously taught in earlier modules, introduce *un perro*. The children who have not done Part 1 will need to be taught *una mariposa, un elefante, un tigre* and *un cocodrilo*. Ask if anyone has a pet *perro* at home. Ask the children to say what their dog’s name is by pretending to be their dog (i.e. *Me llamo Fido*).

Primavera/Verano – Part 2

1

- Show a picture of a door and pretend to knock on it. Say: “*Llamo a la puerta.*” Pretend the toy dog is knocking at the door and say: “*El perro llama a la puerta.*” Play a guessing game with a cardboard ‘door’ or one of your pre-prepared laminated doors (enlarged) – see *baño español* section. The children guess which animal is ‘knocking’ on the door (“*¿Quién llama a la puerta?*”).
- Teach mimes for all the verbs in the story and show the toy animals to the children. They have to guess why each of the animals says they can’t play. They can listen to the story and see if they are right! Pictures showing the actions in the story can be found on the Resources CD. The children can point to the correct picture when they hear *estoy durmiendo, estoy nadando, estoy comiendo* etc.
- Reinforce by getting the children to do the mimes as the teacher says each one; you could make it a game of musical statues, with the last one to do a mime/action being out.
- Numbers: write numbers on the board or have cards, and ask: “*¿Dónde está el número tres?*” etc. This should be easy for most children up to 10 – not so easy for numbers 10-16! Make numbers 10-20 a priority for your *baño español* for this term.
- Teach action rhyme *Tocan, Tocan las palmitas* (Audio CD 4, track 15) and/or one of the action rhymes in the *baño español* section in preparation for the story and to settle the children down. The above rhyme consolidates *toca, vuela* and *nada*.



MINI STORY

For a first session:

Please refer to Part 2 introductory notes on pages 7 and 10 for a reminder of how to introduce stories.

- *El perro busca un amigo* (Audio CD 4, track 10). Prepare the children for the story. The coloured pictures for the story are on your Resources CD. Ask the children to describe what they see and discuss.
- Either play the CD or read the story from the back of each A4 illustration in the Photocopiable Masters set.
- Introduce the story in the usual way. Set the scene for the story. Listen once, then again, pausing after each picture:

Picture one: what does *llama* mean? Which door number is it? What does *el perro* ask? Ask the children to repeat *Ven a jugar por favor*. Who answers? What does the cow say it’s doing? (Prompt answers with actions/mime!) What does *el perro* tell her to do? *¡Es bueno!*

Picture two: which door number is it? Who is it? What does the sheep say it’s doing? (Prompt with actions/mime.) The dog says: “*¡Que aproveche!*” – what does this mean?

Picture three: which door number is it? What does the crocodile say it’s doing? (Do actions.) What does *el perro* say?

Picture four: what is the number? Who lives there and what does the butterfly say it’s doing? (Do actions.) What is *el perro*’s reaction?

Picture five: which door number is it? Who is it and what do they say it’s doing? (Do actions.) How can you tell the dog is sad? What does he say?

Picture six: which door number is it? The children should by now be joining in with *¡ven a jugar!* Who is it? What does he say? *El perro* is happy – how do you know? Ask the children to repeat *He encontrado un amigo.*

For a second session:

- Re-enact the story with the children.
- The children point to each small picture of the story in their books and say the Spanish words.
- Another time, play track 20 from Audio CD 4 which is in a different sequence.



1

Primavera/Verano – Part 2

- Consolidate all the names of the animals, verbs and expressions taught in the first session and play a good number of games, sing songs and do action rhymes to reinforce the key vocabulary of this module – see Games section below and also previous modules for ideas to adapt to the key vocabulary in this module.



GAMES

See previous modules for additional ideas for games. Here are some more suggestions:

- Re-enact the story wearing animal masks.
- Re-enact with the children playing themselves or the toys.
- In groups/pairs, give each an animal, then give instructions for them to carry out. Use verbs in story or classroom instructions.
- Play lotto with pictures of animals or the actions as found in the Photocopiable Masters and Resources CD.
- Play *Muéstrame* using pictures or flash cards.
- Play musical statues using verbs: call out: “*Estoy nadando*” etc. and the children freeze as statues in this position. Last one to do the correct action is out.
- Repeat above game with mimes for all the animals. Make sure each child knows the actions before starting the game!
- Play Kim’s game (*El ladrón*) with the animals in the story and also animals from elsewhere in the programme.
- A child is picked to choose an animal flash card and hide the picture behind their back. He/she then asks the rest of the class: “*¿Quién juega conmigo?*” The others in the group try and guess which animal it is. The one who guesses correctly takes over.
- Alternatively, pass a box around to music containing the six animal flash cards from the story. When the music stops the child holding the box takes out an animal card, shows it to the rest of the group and says: “*¡Ven a jugar, por favor!*”. The other children give the appropriate answer and do a suitable mime, e.g. *estoy durmiendo, estoy comiendo* etc. This game can be played several times until everyone has had a turn.
- Play *la última tarjeta* with animals and/or numbers to 20. See explanation for this game on page 13.
- Play pelmanism with two sets of animal cards and/or two sets of number cards.
- *¿Qué es?* Place a selection of toy animals in a bag and divide the children into two teams. Ask each child in turn to put his/her hand in the bag and feel the animals. If they guess correctly they earn *un punto* for their team. The team with the most number of points, after all the animals have been guessed, wins.
- *Pececitos* (adaptable to other animals!); three/four children are picked out to be little fish/ crocodiles/butterflies or whatever animal the teacher decides to choose. These children close their eyes and stand facing the wall so they can’t see. The rest of the group decides on a number together (between one and ten, otherwise the game takes too long). They then stand in a circle holding hands with arms raised above their heads. The three/four ‘fish/butterfly’ children then ‘swim’ or ‘fly’ through the gaps in the circle whilst the rest of the group sings/chants: *Pececitos/ maripositas, pececitos/maripositas pasan, pasan, pasan* or *vuelan, vuelan, vuelan*, and then repeats the phrase with *no pasan* or *no vuelan*. The children count up to the chosen number and the circle of children bring down their arms and try to ‘catch’ as many fish or butterflies as they can in their ‘net’. The ‘caught’ children are ‘out’ and others take their place. A very popular game!



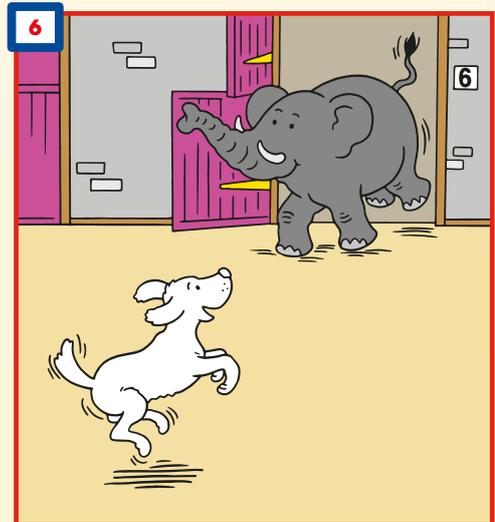
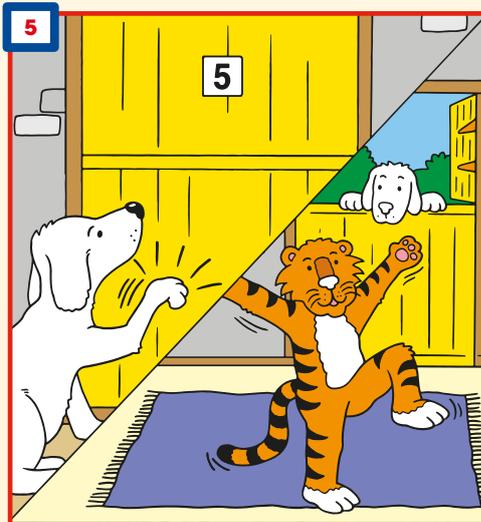
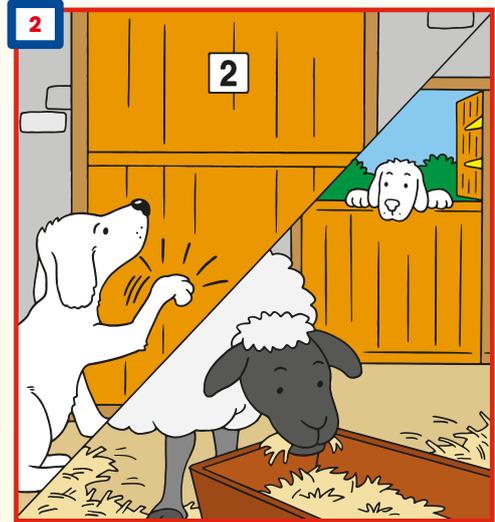
1

El perro busca un amigo



Escucha la historia. Colorea el perro de marrón.

CD2
10



El perro busca un amigo

1



Rodea los animales de la historia.



¡Hola, Pedro y Carmen!

This programme includes:

- A pupil book
- Audio tracks for children to listen to at home, either on our Media App or CD
- Audio material for teachers on either our Media App or CD
- A Teacher's Guide with Photocopiable Masters
- A set of 129 coloured flash cards
- A Resources DVD offering further printable resources



¡Hola, Pedro y Carmen! is a starting point for 7/8-year-olds. It introduces songs, flash-card games, short role plays, and reading, listening and writing activities, which are suited to this age group. If used as a follow-up from *Las aventuras de Mifú y Tina y las estaciones*, the vocabulary from **Las aventuras** can be reinforced and extended in the added section provided: *Hola, 'Las aventuras'!*

- New games are used to practise the vocabulary and phrases.
- There is sufficient material for one year with a pupil's Activity Book.
- *Hola* has its own set of coloured flash cards.
- Short conversations are introduced for listening and speaking.
- The written word is encountered.
- Assessment sheets and record of attainment sheets are available.
- The Teacher's Guide contains clear objectives, lesson notes with explanations of listening/speaking and reading/writing activities, photocopiable activity sheets, transcripts of all audio tracks and a set of Photocopiable Masters.
- A Resources DVD offers further printable resources.

About the programme

There are 19 units. *¡Hola, Pedro y Carmen!* can be completed in one academic year with one 30-minute session per week.

The Activity Book has short and simple instructions in the target language. Parents will find helpful translations in the Parent's Guide.

The Teacher's Guide

This comprehensive 246 Teacher's Guide includes a wealth of teaching materials and supporting resources.

A typical *La Jolie Ronde* class:

- *El Baño español*
- Introduction of new vocabulary (flash cards/role play)
- Revision of words with games
- Role play/song/games
- Time for the Activity Book
- What have you learnt today?

The Activity Book

The full colour activity book for *iHola, Pedro y Carmen!* contains 46 pages and is completely in Spanish apart from two pages of introduction. The layout of each unit allows the teacher to choose the order of activities. Each activity is introduced by a smiling cat which has been pre-coloured. Each cat also has a letter which serves as a point of reference. Each group of new words is surrounded by a border ('the red puddle'). This makes it easier for a child to locate the new words.

As a rule, in each unit there is generally counting, weather, new vocabulary, a revision exercise, a cue card for a role play or a listening, speaking, reading and copying activity. Added to this there could be a bingo game, word games or questions.

Each page is numbered in Spanish. For every new lesson, the children write the equivalent numeral in the box provided.

Each unit in the Activity Book has some activities laid out either for use in the classroom or for homework. Very simple symbols will give meaning to instructions. The symbols are a guide to parents who wish to supervise their children's home activities, e.g. one of the characters drawing/writing, earphones on the cat with the track number clearly highlighted for listening passages.

The following pages show the first 4 pages of a 10 page Lesson plan from the Teacher's Guide and 2 pages from the Activity Book.

LECCIÓN NUEVE

LEARNING OBJECTIVES:

- Understand and use words for the different parts of the face
- Understand further classroom language: *dibuja(d)*, *cierra/cerrad los ojos*
- Use and recognise rising intonation to make a statement into a question
- Numbers 1-20
- Language for one song and one rap

Key language	Receptive language/further vocabulary
<i>la cabeza</i> <i>los ojos</i> <i>la nariz</i> <i>la boca</i> <i>las orejas</i> <i>el pelo</i> <i>el cuello</i>	<i>¿Sí? ¿No?</i> <i>un(a) + noun + grande</i> <i>un(a) + noun + pequeño/a</i> <i>dibuja(d)</i> <i>escucha(d)</i> <i>cierra/cerrad los ojos</i> <i>mira el monstruo/el extraterrestre</i> <i>otra vez</i> <i>tócate</i> <i>con</i>

WHAT HAVE I LEARNT AND HOW DID I LEARN?

At the end of your lesson, help the children to focus on the language you have taught them and how they have learned it. Example:

I can now easily find Spanish words I need to copy within my *La Jolie Ronde* Spanish book (red puddles!). I can read Spanish words much more easily too, now I know how to say all the vowels. I love singing the song *Tócate los ojos*. It really helps me to remember how to say all the parts of the face in Spanish.

RESOURCES AND MATERIALS

- Photocopiable Masters set: mini pictures of flash cards in black and white (page 12-13); mini pictures of the set of extra flash cards/symbols in black and white (pages 19-22); set of words (page 29); song pictures in black and white (page 39).
- Resources DVD: pictures of flash cards in colour and black and white; mini pictures of flash cards in colour; set of words (larger scale); song pictures in colour; song words.
- Optional photocopiable worksheets in Teacher's Guide: link figures to words to revise numbers and missing words song (page 139); missing letters rap and fill in the missing vowels (page 140).
- Flash cards depicting head, eyes, nose, mouth, ears, hair, neck.
- Pictures/photographs of recognisable faces (optional). Song box.

➔ **¡Hola, 'Las aventuras'!** See additional section, specifically created by Anthea Collard, to help children retain and use the vocabulary which they have learnt with *Las aventuras de Mifú y Tina y las estaciones*.

MAIN ACTIVITIES

BE	<p>BAÑO ESPAÑOL</p> <p>Greetings, take the register, questions and answers, revision of key vocabulary, counting, singing etc. at teacher's discretion and ideas from previous lessons.</p>
	<p>SONGS/RAP</p> <ul style="list-style-type: none"> – <i>Tócate los ojos</i> (Teacher's Audio 2, track 31) – <i>Las vocales</i> (Teacher's Audio 2, track 32)
	<p>GAMES</p> <ul style="list-style-type: none"> – Blindfold drawing – <i>Simón dice</i> (Simon says) – Listen and draw (an alien) – Face 'consequences' – Face beetle – Repeat if it's true
	<p>BOOK (PAGES 20 & 21)</p> <ul style="list-style-type: none"> – Write in the appropriate weather condition(s) – Count – Link words to pictures – Draw and label – Wordsearch – Find the missing letter – Read and answer questions – Listen/read and draw according to instructions

SUGGESTIONS FOR LISTENING AND SPEAKING ACTIVITIES

• Counting

Recite numbers in the *baño español* and do a short game later on. See list of games in introductory notes. Try counting backwards, as well as in odd numbers and in even numbers. Higher-attaining children might be able to count in threes or fives.

- **Rap the vowels** (Teacher's Audio 2, track 32). Play the rap and look at page 11, Cat E. The children can circle the vowels they hear. They should look in the alphabet and/or in the letters being juggled by *Pedro* and *Carmen*. These are the letters of their names in a mixed order. You can also invite the children to spell *Pedro* and *Julián*, for example, as together they have a lot of vowels in their names.

• The face

- Introduce the vocabulary with 'touch and repeat', changing the volume, pitch and pace of the words for a bit of fun.
- Ask for volunteers to be blindfolded in turn and instruct them to draw a face while everyone else in the group says the different parts of the face (in Spanish). See what kind of monster you end up with! "*¡Mira el monstruo!*"
- Alternatively ask all the children to draw. Say: "*¡Cerrad los ojos! Escuchad y dibujad.*"
- Play Teacher's Audio 2, track 30. The children listen and draw.



- Revise *abre* and *cierra* with *abre/cierra los ojos*; *abre/cierra la boca*.
- Play *Simón dice* (Simon says)
- Design an alien with the teacher or pupils giving instructions to draw *tres cabezas*, *dos bocas grandes* etc. Interesting colours could also be used.
- Sing the song *Tócate los ojos* (Teacher's Audio 2, track 31) several times. Use the version with missing words and finally the instrumental version, tracks 36 and 37 respectively, by which time the children should be able to remember the new vocabulary.



- **Teach and recite** the action chant *En el jardín hay un animal que está* and add *sobre* or *en el pelo*, *sobre* or *en la nariz* etc. as the bug crawls over each pupil's face. They love this activity – and the multi-sensory nature of it makes it a very effective reinforcement of the vocabulary.

• Describing people

- Use Teacher's Audio 2, track 35 as an oral comprehension. Later as a class, make up your own descriptions.
- Using easy phrases with adjectives already learnt, a pupil or the teacher describes a character and the rest guess whom it is. (This activity is easier if the children have pictures to look at. The teacher could pre-prepare some very large pictures of recognisable people – cut out of supplements or newspapers for example – and then stick them on the walls of the classroom or lay them on the table/floor where everyone can see them.)

- Face 'beetle' can be played (see games page 19). Decide which parts of the face are to be represented by which number, roll the dice and build a face. Depending on the ability of the group and the time available, this could be played in pairs, teams or as individuals.



- Face 'consequences'. Each child is given an A5 piece of plain white paper and a pencil. The teacher explains that the object of the game is to draw the funniest face, but each child is only allowed to draw one part of it. Throughout the game the teacher gives the instructions in Spanish, first asking the children to draw a head. The first drawing of the head almost fills the page, but children should be asked to leave a little bit of room for someone else to draw in the neck later. At the same time the children also draw the hair onto the head. It can either be short and spiky or long and flowing. The top part of the piece of paper is then folded over and the hair will be hidden. For faces with long hair, the hair will still show but that doesn't matter at this point in the game, as the other facial features will be hidden. The pieces of paper are passed to the right. The second child to hold each piece of paper draws the eyes, folds the paper and passes it to the right again. The third drawing is of the nose and then ears, or the eyes and the ears together and then the nose. It doesn't really matter, as the object is to end up with a lot of strange pictures. The game continues in the same way, with the mouth and finally the neck being added to all the pictures. All the pieces of paper are passed back to the teacher who shows the drawings to the class. The teacher could use the pictures to revise some vocabulary, e.g. *¿Es un chico o una chica?* *¿Una señora o un señor?* etc. This is a very popular game but it does take quite a long time to complete, so don't start this near the end of a lesson!

As a quicker version of the game for a small class, at the end of a lesson or during a lesson, one piece of paper could be passed around the class with each child drawing, then passing it folded to the next child. The same result would occur but producing only one piece of paper for the teacher to revise with.

• Revising *¿Es un(a)..? ¿Sí o no?*

- Use Teacher's Audio 2, track 34 and hold up the flash cards, e.g. *¿Es una señora?* *¿Sí?* *¿No?*
- Prepare Cat H. Use flash cards. Select words the children have learnt already and sometimes say the wrong word. Pupils respond *sí*, *no*. You could choose some words which pupils in the group most struggle to remember – a great exercise for consolidating vocabulary!

Play guessing games such as 'telepathy': pupils guess which card has been chosen (i.e. out of a selection of four). Use the question *¿Es un(a)?*



As an alternative: four cards are laid out on the floor or table face down or fanned out in the teacher's hand. One pupil chooses a card, but isn't shown what it is. Listen to the audio, e.g. *es una señora*. The rest of the class puts up their hands to show whether or not they are 'voting' *sí* or *no*. The card is then shown to the class. Those who were right get a point. The first to collect five points wins the game.

- Point out how rising intonation can change *Es...* (statement) into *¿Es...?* (question). Practise accentuating the intonation.

SUGGESTIONS FOR READING AND WRITING ACTIVITIES

- The children write *nueve* in **the box at the top of the page**, using the page number nine as a model for accurate spelling.

- **The weather box**

By now the children should be able to read all seven weather conditions and understand what they mean. In this lesson and from now on, children are invited to write the appropriate weather condition(s) themselves in the box. They should be encouraged to refer to the weather boxes in lessons 5 to 8 or to page 44 for accurate spelling.

- **Cat A**

The children listen to Teacher's Audio 2, track 28 and see if they can recognise the last number they hear. In this case it is sixteen. They write number 16 in the box provided and then write *dieciséis* on the dotted lines following the model of the relevant page number as before.

- **Cat B**

Children link up each picture with the correct word.

Always check that the children know the words well before introducing the written form. The definite article is used here (*el, la, los, las*), and can be explained, although it is not specifically incorporated into the course until later.

- **Cat C**

The children are invited to draw a head and label their drawings. They can draw a monster's head. Play Teacher's Audio 2, track 30.

- **Cat E**

Once the children have completed the wordsearch, invite them to highlight all the words with the 'll' or 'y' sound. Note that there is a slight difference between the Spanish *ll* and English *y* pronunciation but in fact only a small proportion of Spanish speakers make the difference; those from a part of Castile region. Most of the native Spanish speakers pronounce *ll* and *y* the same way.

Answers for word search:

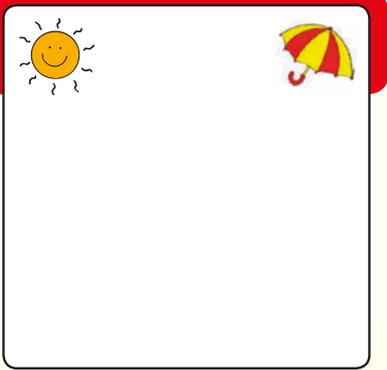
m	x	t	t	f	w	g	r	n	j
o	p	b	g	f	g	c	a	f	c
s	l	o	a	k	p	h	t	h	u
c	a	c	l	z	j	i	ó	f	e
a	y	a	l	n	p	c	n	m	l
z	a	l	i	p	u	a	c	y	l
k	f	f	n	v	e	f	o	f	o
k	f	h	a	w	r	l	c	q	g
d	e	h	i	x	t	o	h	a	q
w	b	e	t	b	a	r	e	h	g

- **Cat F**

This is a point of reference for the vowels rap.



Lección 9



Cuento hasta:

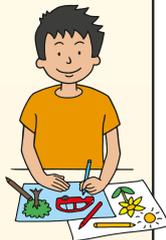
□



la cabeza
 los ojos la nariz
 la boca el pelo
 las orejas el cuello



Dibuja una cabeza:



[Large empty box for drawing a head]



Tócate los ojos.



m	x	t	t	f	w	g	r	n	j
o	p	b	g	f	g	c	a	f	c
s	l	o	a	k	p	h	t	h	u
c	a	c	l	z	j	i	ó	f	e
a	y	a	l	n	p	c	n	m	l
z	a	l	i	p	u	a	c	y	l
k	f	f	n	v	e	f	o	f	o
k	f	h	a	w	r	l	c	q	g
d	e	h	i	x	t	o	h	a	q
w	b	e	t	b	a	r	e	h	g

- cuello ratón
- coche chica
- gallina flor
- playa mosca
- boca puerta



F

Las vocales.

52

a e i o u



G

Completo las palabras con la letra correcta:



un a _ tob _ s, un _ rbol, una v _ ca, un g _ to,
una señ _ ra, una v _ ntana, un p _ z, un av _ ón.



H

Rodeo la respuesta correcta:

54

¿Es una señora?



sí / no



¿Es un coche?



sí / no

¿Es una mariposa?



sí / no

¿Es un árbol?



sí / no

¿Es un pez?



sí / no



I

Dibujo:

55

1. Un chico con una boca grande.
2. Un bebé con un cuello pequeño.
3. Una señora con una nariz pequeña.
4. Una chica con los ojos grandes.



1.	3.
2.	4.



The Activity Book

The full colour activity book for *Buenos días* contains 52 pages and each page is numbered in Spanish. For every new lesson, the children write the equivalent numeral in the box provided. At the end of the programme, there is space for copying words of songs, poems or for sticking postcards or pictures. Further pages include the words of the songs and the role plays. An appendix is included in *Buenos días*.

The layout of each unit allows the teacher to choose the order of activities. Each activity is highlighted by the silhouette of a cat. Note that each group of new words is surrounded by a border 'the blue star'. This makes it easier for a child to locate the new words. Optional words can be added to the previous vocabulary inside the blue border. For each unit, the older children fill in towns, rivers and mountains on their map of Spain.

As a rule, in each unit there is counting, new vocabulary, a revision exercise, a cue card for a role play, listening, speaking, reading and copying activities plus geography and cultural points. Added to this there could be a bingo game, word games or questions.

Each unit in the Activity Book has some activities laid out either for use in the classroom or for homework. Very simple symbols will give meaning to instructions. The symbols are a guide to parents who wish to supervise their children's home activities, e.g. a pen drawing or a pen writing, earphones on the cat with track number clearly highlighted for listening passages on the CD.

The material used in the classes is clear, attractive and easy for the child to use. Many of the activities allow for variation of pace and the Teacher's Guide contains aids for class organisation. Spelling and comprehension exercises feature throughout the course. Games and language exercises are kept short to maximise attention.

The following pages show the first 4 pages of a Lesson plan from the Teacher's Guide and 2 pages from the Activity Book.

TERCERA LECCIÓN

Learning objectives:

- Understand and use words for house and garden
- Say how old I am
- Ask how old someone is
- Say please
- Start to talk about the weather: *hace calor/frío*
- Perform and adapt a role play
- Understand and use: *por favor, abre/cierra, cuántos/cuántas, no lo comprendo/sé*
- Language for a song

Key language	Receptive language/ further vocabulary	Suggested activities
<p><i>una casa</i> <i>una puerta</i> <i>una ventana</i> <i>una flor</i> <i>un jardín</i></p> <p><i>abre</i> <i>cierra</i></p> <p><i>¿cuántos años tienes?</i> <i>tengo ... años</i></p> <p><i>hace calor</i> <i>hace frío</i></p> <p><i>ven aquí</i> <i>escucha</i> <i>abre la puerta</i> <i>cierra la puerta</i> <i>no lo comprendo/sé</i> <i>ven</i> <i>¡Ay, caramba!</i> <i>por favor</i></p>	<p><i>¿cuántos/cuántas</i> <i>+ noun?</i></p>	<p>Weather recording</p> <p>Role play - <i>¡Ay! ¡Caramba!</i> (Track 18)</p> <p>Song - <i>Hola, buenos días</i> (Track 17)</p> <p>Games - Números - El Bingo</p> <p>Art and craft - Weather chart</p> <p>Book (Pages 8 & 9) - Recognise Spanish words - fill in your age - put Santander on the map - listening comprehension - bingo - draw and label - recognise numbers - adapt a role play</p>

Resources and materials

5 flash/text cards depicting: a house, a door, a window, a flower and a garden.

The key to all the symbols throughout

Recycling:



Song:



Art & Craft:



Book:



Action Chant:



Story:



Role Play:



Game:



SUGGESTIONS FOR LISTENING AND SPEAKING ACTIVITIES

- Start with the **baño español** for all your sessions. (Refer to 'Course and Methodology', 'The Four Skills' section).

- **Show the weather chart** or prepare it with the children (see introductory notes, page 26). Introduce *Hace calor; Hace frío*. Then build up weather vocabulary slowly.

- Ask the pupils to make flashcards or playing cards (with text, or an additional set of text cards) and use them for games etc. 
- Keep a record of the weather each week. You could add a temperature reading to revise numbers, if circumstances permit. Use the box provided on the top right-hand side of the page.
- There are a lot of sites if you google "Spanish weather forecast" or "Pronóstico Meteorológico": e.g <http://weather.yahoo.com/regional/SPXX.html> (in English)

- **Numbers** between 10 and 20 are rather difficult. Start teaching them or revise them with your group. Listen to the CD (Track 14) and play the bingo game (Track 19) Cat 6.

- **Introduce the word ¿cuántos/cuántas?** Ask *¿Cuántos chicos /Cuántas chicas hay en la clase?, ¿Cuántas ventanas, puertas, etc.?* Let the children suggest words they already know and let them ask the question themselves.

- **Introduce the five new words** with the flashcards. Revise all the other words they know with a short game. 

• Making sentences

Another suggestion for a useful extension activity would be to use the new words in sentences, such as: *hay una flor en el jardín or la casa tiene tres puertas y seis ventanas*. Ask the children to illustrate what they understand.

• Age

Play the song **Hola, buenos días**  on Track 17 to recap some of the questions the children have learnt. Give an example and let the children repeat it. Ask the pupils to introduce themselves fully in Spanish. Link it to the introduction they know i.e. name and where they live.

- Use the listening exercise on the CD, Cat 3 (Track 16). (See transcript).

• Abre and Cierra

With a small group, simply get the children to open and close the classroom door. Let them do it in turn and ask each other to open and close the door in Spanish... politely. Teach *por favor*. Use body parts (*las manos, la boca, los ojos* etc). Follow up with the role play: *¡Ay! ¡Caramba!* This role play is very important for the progress of the course and the children need to be very familiar with its content to move successfully on to other role plays in the Programme.

There are three parts, including the cat. It is important to ensure that much choral repetition is done with the whole group, imitating the CD exactly (including the cat!) before the group is divided into two, each half taking one of the characters, but still using choral repetition. During the next lesson, you can start where you left off – with two halves repeating the dialogue. Add actions. When pupils are confident, ask them to do it in pairs, still in choral repetition, but actually talking to each other, using body language, eye contact and gestures. (They are getting used to the idea of playing the role of someone else). Eventually, set them off to work in individual pairs. Once established,

the role play can be modified in any number of ways: one part could be played with a child pretending to be a car or a baby instead of a cat – let them choose. Anything that makes a recognisable sound.

It is important that all future role plays are approached and prepared in this confidence boosting way, to ensure positive outcomes.

- Use Cat 9 to develop adaptations to this role play and to record one of them.
- **No lo sé** and **¡Ay! ¡Caramba!** Can be introduced into the everyday classroom language (to great effect!) Devise a gesture for both.

• **Song: ¡Toc, toc, buenos días!**

If you have the CD for *¡Hola Pedro y Carmen!*, play the song on Track 16. This helps the children to practise *abre* and *cierra*.



SUGGESTIONS FOR READING AND WRITING ACTIVITIES

• **Cat 2 –**

You could pick out the words that are similar to English words: *flor, jardín*. Other examples: *fruta, museo, guitarra, foto* are recognisable without any need for explanation.

• **Cat 3 –**

The children write their age in Spanish. Use their Activity book as a reference tool for copy writing the number.

• **Cat 4 –**

Santander – largest city of Cantabria in Northern Spain. Famous attraction is the Magdalena Palace, used as a summer getaway for Spanish Royalty. Mention location on the ocean, reached by ferry from Plymouth, England. Remind the children about Alicante always with the same story. See more suggestions below.

Visit: <http://www.planetware.com/spain/santander-e-cant-sant.htm>

http://en.wikipedia.org/wiki/Santander,_Cantabria

<http://www.cntraveller.com/Guides/Spain/Santander/>

• **Cat 7 –**

Once the drawing is completed, ask the children to copy write the words for house, door, etc. next to the relevant part of the picture. They could draw their own house first or an imaginary one (on a different planet?). More advanced pupils can be given written or oral instructions of what to draw.

• **Cat 9 –**

The children complete the cue card following the same pattern as *¡Ay! ¡Caramba!* on Cat 5. Ask them to choose:

- 1) What or who is behind the door? (¿Una señora? ¿Un bebé? ¿Un coche? – they must use words from the course).
- 2) What or who has disappeared? The children choose for themselves.



Translation of instructions in Spanish:

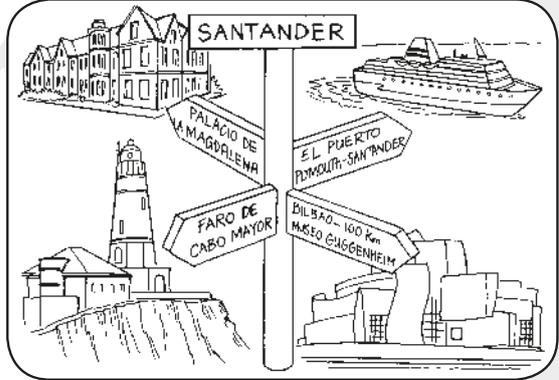
Cat 7 I draw a house and a garden.

Cat 8 I link the numbers to the words.

Cat 9 What is the capital of Spain?

How did I learn?

Today we talked about the different ways we can try to remember number words and we compared some of them with English number words. It makes it easier to remember!



CD TRANSCRIPT

TERCERA LECCIÓN

Track 14

Gato uno

¡Cuenta!

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

Track 15

Gato dos

Una casa, un jardín, una ventana,
una puerta, una flor.

A house, a garden,
a window, a door, a flower.

Track 16

Gato tres

¿Cuántos años tienes?

Tengo 8 años.

Tengo 9 años.

Tengo 10 años.

Tengo 11 años.

Track 17

Song:

Hola, buenos días

Hola, buenos días.

Buenos días.

¿Cómo te llamas?

¿Cómo te llamas?

Hello, Good Morning.

What's your name?

...

Hola, buenos días.

Buenos días.

¿Dónde vives?

¿Dónde vives?

Where do you live?

...

Hola, buenos días.

Buenos días.

¿Cuántos años tienes?

¿Cuántos años tienes?

How old are you?

...

Track 18

Gato cinco

Role play:

¡Ay! ¡Caramba!

¡Miau!

- ¡Ven aquí! ¡Escucha!

- ¿Qué es?

- Es un gato.

¡Miau!

- ¡Abre la puerta!

- No, tú, ¡abre la puerta!

- ¿Dónde está el gato?

- ¡No lo sé!

- ¡Ay! ¡Caramba!

- Cierra la puerta. Ven.

Come here, listen!
What is it?
It's a cat.

Open the door.
No, you, open the door!

Where is the cat?
I don't know.
Oh! Bother!
Close the door. Come on.

Track 19

Gato seis

Juega al bingo entre 10 y 20

¿Estás listo? 11, 16, 14, 18, 13, 20.



Tercera lección



1

Cuento hasta _____

14



2

¡Recuerda!

Es...

una casa

un jardín

una ventana

una puerta

una flor



3

¿Cuántos años tienes? Yo tengo _____ años.

16-17



4

¿Dónde está **SANTANDER** ?

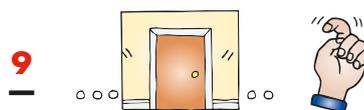
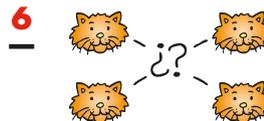
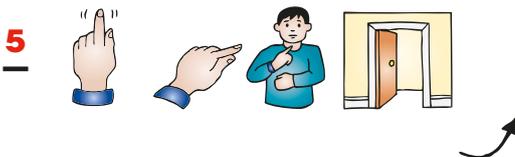


¡Ay! ¡Caramba!



5

18



página ocho

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¡Buenos días España!



El Bingo



Dibujo una casa y un jardín.



Uno los números y las palabras.



diez
 uno 4 1
 nueve 7 10 9 siete
 cuatro



-	-
-	-
-	-



¿Cuál es la capital de España?



Mi viaje por España

This programme includes:

- A pupil book
- Audio tracks for children to listen to at home, either on our Media App or CD
- Audio material for teachers on either our Media App or CD
- A Teacher's Guide with Photocopiable Masters
- A set of 95 coloured flash cards



Mi viaje por España is a new challenge for pupils aged 10. It has been written as a follow-up to *Buenos días España* and contains references to and uses vocabulary from previous parts of the course. It is, however, perfectly possible to use the programme with pupils who have not used *La Jolie Ronde* before, although we do not recommend that it be used with pupils who have no prior knowledge of the language.

- More complex linguistic structures are introduced
- New vocabulary is met and topic areas extended
- There are extended role plays
- Increasing emphasis is put on the creative use of language. (New contexts are introduced and the pupils are encouraged to combine known elements to suit)
- Assessment sheets are available
- Record of Achievement sheets are available
- There is an extensive Teacher's Guide
- There are two CDs and transcripts
- *Mi viaje por España* has its own set of 95 coloured flash cards

About the programme

There are 19 lessons with 3 extra double pages for revision and consolidation. Each lesson should last approximately 2 to 3 weeks allowing the children time to practise and remember the role plays and the songs involved, although they will be completing written work on one topic or lesson, whilst orally preparing the next. *Mi viaje por España* can be completed in one to two academic years with one 45-minute session per week.

Mi viaje por España introduces over 120 new vocabulary items. The nouns are presented through flash cards. Verbs which are used in this book include:

estar, ser, tener, ir, llevar (singular forms), *mirar, colorear, dar, llamarse, gustar, odiar, preparar, poder* (*puedo/puedes + inf*), *querer* (*quieres + inf*), *comer, beber, preferir, completar, olvidar, perder, buscar, dibujar, arreglar, subir, rellenar, girar*, plus others used in the role plays. There are 15 dialogues and role plays and 22 songs/raps.

The Teacher's Guide

The 142 page comprehensive Teacher's Guide is organised in units corresponding to the *lecciones* in the Activity Books. Each unit has clear objectives with specific ideas and suggestions for reinforcing and extending vocabulary. Suggestions for listening and speaking activities are followed by reading and writing activities.



Useful symbols are placed throughout. For example, this recycling symbol to the left highlights areas of revision. Information about each region of Spain is included in each unit. Children are encouraged to learn about Spain, its geography and culture as they follow the *Viaje por España*.

The Teacher's Guide is accompanied by supporting materials which are printable/photocopiable.

The 26 page set includes:

- A map of Spain
- A list of core words (entitled 'word cards') and associated images (entitled 'illustrated cards')
- A useful set of 17 song cards
- 'I can' sheets.

The Activity Book

The full colour pupil activity book for *Mi viaje* contains 62 pages and each page is numbered in Spanish. For every lesson, the children write the equivalent number in the box provided. Each unit has some activities laid out either for use in the classroom or for homework. Each activity is highlighted by the silhouette of a cat. The headphones indicate that there is a listening activity. For each lesson, Cat 1 has four standard questions and the children are encouraged to write the answers on their own. There are picture clues to assist when the order of questions is changed.

There is an additional 'Qué' question in each unit, which relates to the current or previous lesson. Groups of new words are introduced with Cat 2. Cat 2 benefits from the addition of phrases to link with the new vocabulary which the teacher can choose to pursue if desired. For revision purposes the children are asked to remember each region's main town or river.

Pages for revision and consolidation are introduced through the book. The pupil activity book also includes an appendix, where children are encouraged to copy the new words they learn. Ideal for dictionary skills practice! The lyrics of the songs are also provided as well as all the role plays and cue cards.

Role plays are a key element of *Mi viaje por España*. Using the cue cards that are presented at the back of the pupil activity book, children recognise the symbols easily and have fun practising the role plays. The role plays are longer than in *Buenos días España*. Through role plays, the children acquire confidence and see that they can speak more Spanish. Each one has a title and can be referred to easily. The children can make up their own role plays using any of those in their book as a pattern.

The following pages show the first 4 pages of a Lesson plan from the Teacher's Guide and 2 pages from the Activity Book.

CUARTA LECCIÓN

SUMMARY OF OBJECTIVES AND CONTENT

- 5 new items of clothing.
- Use of 'debajo de'.
- Language for a role play.
- Language for a rap.

Key language	Revision	Additional/Optional language	Suggested activities
<i>debajo de</i> <i>¿qué hay</i> <i>debajo de...?</i>	colours agreement of adjectives	'¡Socorro!' <i>miramos</i>	Rap <i>Tengo dos guantes</i> (Track 27) 
Vocabulary <i>un pijama</i> <i>un camisón</i> <i>unas bragas</i> <i>una blusa</i> <i>una gorra</i>	<i>¿cuántos años tienes?</i> <i>tengo frío</i> <i>es demasiado grande</i> <i>¿te gusta(n)...?</i> <i>no me gusta(n)</i>		Role play <i>Por teléfono</i> (Track 28)  Games <i>¿Dónde está la carta elegida?</i>  <i>Al Ladrón</i> <i>El Bingo 10 – 20</i>
<i>¿qué lleva?</i> <i>yo/él/ella lleva</i>			Proverb <i>No hay mal que por bien no venga</i> El Viaje por España  <i>comunidad:</i> <i>Cataluña</i> (Track 30)

Resources and materials

Weather board/pictures and clock
Map of Spain available in photocopiable masters set
Coloured crayons (green)
Vocabulary flash cards

The key to all the symbols throughout

Recycling:  Song:  Art & Craft:  Mi viaje por España  Action Chant:  Role Play:  Game: 

CUARTA LECCIÓN

SUGGESTIONS FOR LISTENING AND SPEAKING ACTIVITIES

• Questions

The CD now contains only a rap beat and no answers. The additional question to ask about 'age' is introduced.

• Debaje de

Revise the jive (Lesson 2) or introduce it here with the 3 prepositions now covered.

a) Use the same idea as in Lessons 2 and 3. Ask questions like: *¿Cuántos pies hay debajo de la mesa?... ¿Cuántos lápices hay debajo de la caja?...*

Listening exercise: use the CD. Ask the children to look at the picture on page 10, Cat 3. Are there added items on the picture which are not mentioned on the CD? Ask them to check.

b) ¿Dónde está la carta elegida?

This time you should use *en*, *sobre* and *debajo de*. Distribute a flash card to each child. As you are doing so say in Spanish what it is, to whom it belongs and where you are putting it, e.g. *Aquí hay un jersey. Es el jersey de 'x'. Está sobre el libro... Aquí hay una corbata. Es la corbata de 'y'. Está debajo del libro de 'y'... Aquí hay un pañuelo. Es el pañuelo de 'z'. Está en el libro de 'z', etc...* If it is a large class you need to pick just 8 to 10 children at random and repeat the game with others.

One child is asked to leave the room or close his/her eyes while the class chooses a card and the person to whom it belongs. When the child returns, he/she has to guess which card was chosen by asking questions like: *Es la carta de... Está debajo del libro.*

c) Use the rap: **Tengo dos guantes** on the

CD (Track 27) which has always been very popular as it involves the children physically. This song will help to clarify the difference between *sobre* and *debajo de*. The song has been used in large classes. See transcript for ideas on the actions.

• Introduce the **5 new words** in the usual way with the flash cards.

A game to help memory: *Al Ladrón*. Mix the 5 new words with other well-known words. Present them so that everyone can see them all. The children must then look away as you remove a few cards. The children have to guess which are missing. A child can then take your place.



• Yo llevo/él lleva

Children have to **explain** in Spanish **what they are wearing**.

Ask: *¿Qué llevas?... Llevo... The children could also report: Él lleva... Ella lleva...*

Game: In pairs, one child describes someone in Spanish and the other draws what he/she understands: *Es un chico. Él lleva...* If there is time they could use colours.

• Practise the dialogue on page

11, Cat 4: listen to the CD (Track 28) and use the cue card page 60 in the Activity book. *Por teléfono*. After listening/reading or both, pupils decided which person is saying which part of the dialogue, by reference to the illustrations of clothes. Pupils could decide which parts could be changed to make their own version and underline them in the book. Enact with another pupil. Use appropriate voice intonations.



• Cat 5 –

Oral **revision of clothes** worn in different seasons/weathers.



• Extension

Oral discussion: *¿te gusta/prefieres el buen tiempo/mal tiempo/la nieve/la lluvia?*



• Extension/Revision

Cat 3 speech bubbles could be the basis for revision of:

- likes/dislikes
- an accumulative memory game: *Debajo de la mesa veo...*, each time adding a new item to the list.

Questions/answers/sentence construction :
El gato mira el ratón. Al ratón le gusta el queso.

- *Debajo de / sobre / en: ¿dónde está el ratón / dónde están las flores?*

SUGGESTIONS FOR READING AND WRITING ACTIVITIES

• Cat 4 –

Make sure the children know the dialogue well before attempting Cat 5.

Ask the children to work in pairs. They can change the names, items of clothes and colours. Once they have written their own telephone conversation, they could present it to the class, write it at the back of their book or, for fun, swap partners and enact the conversation once more.

As a reading/writing extension activity, groups could write versions of the dialogue, with illustrations of the clothes on a separate piece of paper. The text and pictures are separated, numbered and distributed around the classroom. The pupils have to match the pictures back to their original dialogue (e.g. Picture A with Text 6).

• Cat 5 –

Space is provided for copying Spanish words which describe what the girl is wearing. Pupils might like to refer back to *¡Buenos días España!*

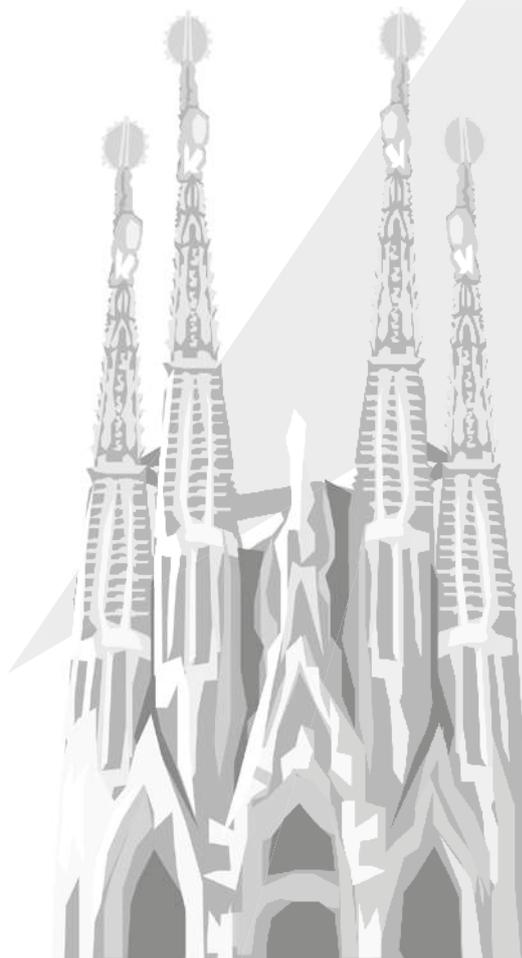
• Cat 6 –

The **El Bingo** game on the CD will revise numbers between 10 and 20.

¡EL VIAJE POR ESPAÑA!

CATALUÑA. On the Mediterranean coast, the Costa Brava offers ideal facilities for water sports. It is one of the most cosmopolitan places in Spain and distinguished by its language Catalan (although everybody speaks and understands Castilian Spanish). The capital, BARCELONA, is a centre of modern architecture with works of Antonio Gaudí who died before he could finish his beloved cathedral 'Sagrada Familia'. Stroll down Las Ramblas or try the fish specialities 'Zarzuela' or typical desserts such as 'Crema catalana'.

Visit: www.red2000.com/spain/region/r-catal.html





CD TRANSCRIPT

CUARTA LECCIÓN

Track 24

Página 10, Gato 1

- ¿Qué día es hoy?
- ¿Qué fecha es hoy?
- ¿Qué tiempo hace?
- ¿Qué hora es?

¿Cuántos años tienes?

Track 25

Página 10, Gato 2

Cinco palabras nuevas:
un pijama, un camión, unas bragas,
una blusa, una gorra.

Track 26

Página 10, Gato 3

Estamos en el restaurante.
Miramos la mesa.
¿Qué hay debajo de la mesa?
Hay unas gafas, una gorra, unas zapatillas
de deporte, un gato pequeño, iy dos pies!

Track 27

Rap: Tengo dos guantes

Tengo dos guantes
Sobre la mesa.
Debajo de la mesa.
Tengo dos zapatos
Sobre la mesa.
Debajo de la mesa.
Sobre, debajo,
Sobre, debajo.

A 'keep-fit' exercise for informal groups of children. Extend hands/ arms forward.

'Sobre la mesa' hands face down.

'Debajo de la mesa' arms are lowered, palms up.

Point and tap with R foot, then L foot.

Kick forward with R leg, R foot extended forward pointing down.

The leg is pulled back across in front of the other leg. Lift the underneath of the foot.

Repeat and swing ... see how long you can keep your balance!

Track 28

Página 11, Gato 4

Isabela telefona a Mercedes. ¡Escucha!

- ¿Hola? ¿Está Mercedes?
- Sí, soy yo.
- Hola. Soy Isabela.
- Hola. ¿Cómo estás?
- Bien, gracias. Escucha. Hoy hay una fiesta en casa de Sofía.
- ¡Ah, sí! ¡Es verdad!
- ¿Qué llevas?
- Un vestido verde con una chaqueta roja - ¿y tú?
- Yo, llevo mis pantalones negros con un jersey verde.
- ¡Qué bonito! ¡Venga! ¡Hasta esta noche!
- Hasta esta noche.

Track 29

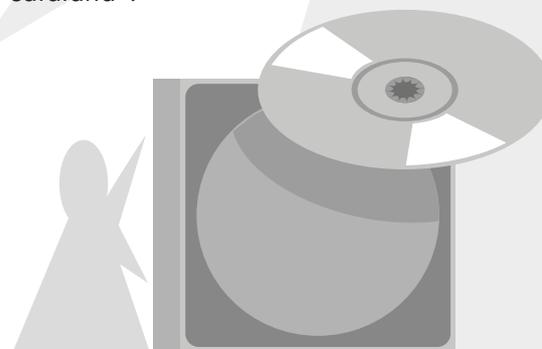
Página 11, Gato 6

¡El Bingo! Entre 10 y 20.
18, 16, 19, 11, 13, 15, 10, 12, 14, 17, 20

Track 30

• ¡Mi Viaje por España!

- Hoy es domingo en Barcelona, en Cataluña. Señor, vamos a visitar la Sagrada Familia.
- Bueno, aquí hay muchos trabajos de Antonio Gaudí. Ahora, cerca de las Ramblas, hay mucha gente que baila La Sardana en la plaza. Es una danza en grupo y en círculo.
- ¡Fantástico! Y después, en el puerto voy a comer pescado y probar la "crema catalana".



Cuarta lección



¿Qué día es hoy?

¿Qué fecha es hoy?

¿Qué tiempo hace?

¿Qué hora es?



“¿Cuántos años tienes?”

Cinco palabras nuevas:

Llevo...

un pijama unas bragas una gorra
un camión una blusa

¡Es demasiado grande!



Estamos en el restaurante. Miramos la mesa.

¿Qué hay **debajo de** la mesa?



Debajo de la mesa, hay:



veo



oigo



huelo



página diez



Por teléfono.



- ¡Hola? ¿Está Mercedes?
 - Sí, soy yo.
 - Hola. Soy Isabela.
 - Hola. ¿Cómo estás?
 - Bien, gracias. Escucha. Hoy hay una fiesta en casa de Sofía.
 - ¡Ah, sí! ¿Es verdad!
 ¿Qué llevas?



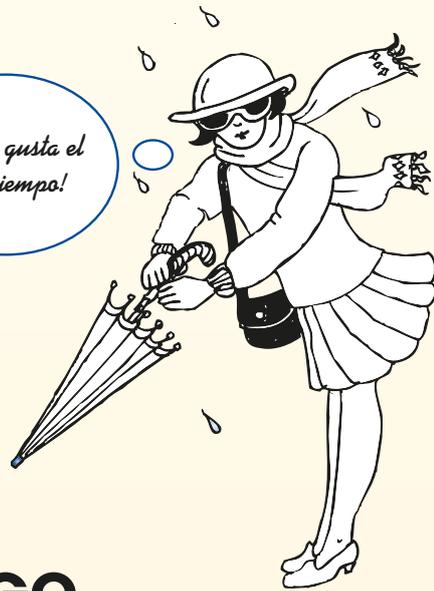
- Un vestido verde con una chaqueta roja - ¿y tú?
 - Yo, llevo mis pantalones negros con un jersey verde.
 - ¡Qué bonito! ¡Venga! ¡Hasta esta noche!
 - Hasta esta noche.



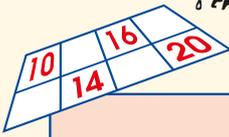
Aquí está María. ¿Qué lleva hoy?

Lleva:

¡No me gusta el mal tiempo!



¡Tengo frío!



EL BINGO



30

Mira el mapa, colorea de verde una comunidad. Hoy:

Cataluña.

Una catedral famosa: -----

Se habla: -----

¡Adiós, hasta pronto!

página once



¡Vamos! Aventuras en España

This programme includes:

- A pupil activity book
- 2 teachers' CDs of stories also available on our Media App
- A Teacher's Guide with Photocopiable Masters
- A set of black and white text cards

¡Vamos! Aventuras en España was created following demand from 11, 12, and 13 year olds who wanted to continue learning and excelling at languages with a fun and structured programme alongside their regular MFL classes at Secondary school. Licensees also wanted to continue using a quality programme which would help their pupils to progress confidently to a higher level of listening, speaking, reading and writing the Spanish language.



¡Vamos! Aventuras en España is great for children who have acquired a sufficient amount of vocabulary and are confident with basic oral skills. They will enjoy the feeling of achievement having read a text in Spanish, understood some rules of the language and improved their oral skills.

The children need to have completed *Mi viaje por España* before starting on the *¡Vamos! Aventuras en España* programme. *Buenos días España* and *Mi viaje por España* give them a good grounding. *¡Vamos!* is a follow-up and many references are made to *Mi viaje*. This is the time when older children can practise their Spanish in real situations as if they were in Spain. For example: going to the swimming pool, a bus trip, shopping trip, going to the cinema, going for a walk, visiting a town, going camping, a train journey, helping at home, family routines or a pretend school trip to Madrid.

About the programme

There are 19 modules. Teachers will generally spend two x 40/60 minute lessons per module, however some topics offer more scope and the number of lessons will be at the teacher's discretion.

Each module suggests a 'recap' section which is called the *Baño español*, then detailed suggestions on how to 'Introduce the new vocabulary'. There is a section on 'Grammar' with explanation and exercises, then clear suggestions on 'How to introduce the story' and what to do during and after the story. Each module finishes with a section on 'Exercises for class or homework'. These are to be used at the teacher's discretion. Some can be adapted depending on the level of the children in the class.

The Baño español

The *Baño español* is a 'recap' section performed at the beginning of each lesson. It is initiated by the teacher but soon the children can take turns at taking the teacher's role. It ensures the child is tuned into the language straight away. The children are hearing and speaking familiar language in every lesson so that the sounds are 'second nature' to them. The *Baño español* is a very important feature of the La Jolie Ronde method. It has many advantages. The repetition of language learnt helps children to assimilate phrases quickly and to become more confident in their ability to speak. It responds to the children's need to repeat phrases again and again. It is designed to encourage less confident, shy children to build up their understanding and confidence.

The *Baño español* can take ten to twenty minutes depending on the module. The Teacher's Guide gives suggestions for introducing variety. The *Baño español* is also an excellent revision tool. It can be used to recall items which are to be recycled in the current lesson and therefore the teacher's notes suggest songs, rhymes or role-plays to revisit vocabulary introduced in previous programmes.

Emphasis on grammar

¡Vamos! Aventuras en España involves the children in more grammar. Verbs are gradually introduced without being too daunting and new grammar points are supported by short exercises. The amount of emphasis put on the comprehension of these grammatical concepts is at the discretion of the teacher.

The Teacher's Guide

The comprehensive Teacher's Guide contains 279 pages and is organised in units entitled 'Modules'. Each module has a clear 'Objectives', 'New vocabulary' 'Passive vocabulary' and useful 'Recycling' area, specific to the language covered for each module. The main part of each module is entitled: 'Suggestions'. It allows teachers to be flexible with lesson planning and follows La Jolie Ronde methodology with clear ideas for the *Baño español*, a section for introducing and reinforcing new vocabulary and another for presenting grammar points.

As the main tool for this programme is the stories, a long section has been allocated for this, giving ideas for presenting the stories and how to get the most out of them. The final part of each module lists the type of exercises available in the activity book and in the teacher's notes: 'Exercises for class or homework'. These are to be used at the teacher's discretion. Each module will need two lessons of forty minutes or more to be completed.

The Activity Book

The left hand side pages of each module are for story illustrations. Each child is provided with a cut-up set of images (available in the teacher's notes) which they paste in the correct order of the story. The right hand side pages are dedicated to written exercises. At the end of the book, there are six 'dictionary' pages which list the main vocabulary. The children are invited to write the translation and to consult when necessary. Towards the end of the activity book, there are grammar pages: *Las herramientas de la lengua* for reference purposes.

The following pages show the first 4 pages of a 13 page Lesson plan from the Teacher's Guide and 2 pages from the Activity Book.

Módulo 6 – Una visita al cine

CD1 – Tracks 31 to 36

Objectives:

- Learn words for places around town
- Practise verb 'to go'
- Understand use of 'al / a la / a los / a las'
- Practise asking for and giving directions

New vocabulary:

la oficina de turismo, el plano de la ciudad, buscar, el cine, encontrarse con, una película, cruzar, la calle, preguntar, la dirección, mucho(s), edificios, la esquina, la biblioteca, una rotonda, decidir, un transeúnte, un cruce, el jardín público, la catedral, seguir, todo recto, al final de, la sala, demasiado tarde, lleno(a), el café, Correos, la tienda de periódicos

Passive vocabulary:

ya, poco después, pero, ¡qué suerte!, luego, llover, afortunadamente, desgraciadamente, por fin, todo(a), una aventura, su(s)

Recycle:

days, dates, weather, times, seasons, family members, -ar verbs, present tense of *ir*, prepositions, *ver*, *un guardia*, *la comisaría*, transport, adjectives (*grande, pequeño(a), lleno(a)*), *una ciudad*, *aquí*, *quiere*, simple directions (*a la derecha / a la izquierda* / *gire*), *de acuerdo*, partitive article (*un amigo de sus padres*), personal pronouns (*su, sus*), present tense, *ver*, *date prisa*, *llevar*, *un paraguas*, *tomar*

You will need:

- a set of text cards for the new vocabulary (including *ir* paradigm)
- a large die with subject pronouns
- a set of text cards in English
- a transcript of the story
- a set of 6 pictures for the story
- the accompanying town map
- a copy of the student's activity book with exercises for class or homework

SUGGESTIONS

Baño español:

- Go over the days, dates, seasons and times, for example:

¿Qué día es hoy?

¿Qué fecha es hoy?

¿En qué estación (del año) estamos?

¿Qué tiempo hace en otoño?

¿Qué hora es?



¿Qué tiempo hace hoy?
 ¿Qué llevas (puesto) en otoño?
 ¿Qué llevas (puesto) cuando llueve?
 ¿A qué hora se hace de noche en otoño? Etc

To help recap the above, recycle songs from previous programmes, for example:

Mi viaje por España, CD1 Track 2 “¿Qué hora es?”
Mi viaje por España, CD1 Track 19 “El rap de los meses”.
Mi viaje por España, CD2 Track 48 “Para ir a la estación”.
Buenos días España Track 71 “Bernardo” (to practise shops).

- Using flashcards and text cards, recycle vocabulary for places around town already introduced in *Buenos días España* and *Mi viaje por España*, for example: shops and services. Play repetition/guessing games. Recap *hay* with an accumulator game, for example: *En el centro, hay...* Children can draw a picture(s) to describe places around town and guess the name of the place. With a partner, play a game of ‘snap’ saying place names as they turn the pictures over that they have drawn. Recap *a* + definite article (*alla la/la los/la las*): remind the children of the coloured border around the flashcards as a way of remembering the gender of nouns; make two lists or columns for places that are *al* places or *a la* places – give the children a timed challenge to see how many places they can find for each column. Then explain *a los* and *a las*. Issue the children with flashcards of places; start with the phrase *para ir...* and the children can vote for *alla la/la los/la las*. The children work in teams to make correct sentences either with text cards to choose from, or on whiteboards. For example, ask the children how to say “How do you get to the railway station, please?”
- Recap the present tense of the verb *ir*. Use a large die as per Module 1. Listen to the song *Yo voy a la pesca* (*Mi viaje por España* CD2 Track 58). Team/pair game: issue the children with a verb paradigm cut up and challenge them to put the paradigm into the conventional order. Issue all letters contained in the verb paradigm and challenge the children to write down all parts of the verb. Practise using the present tense of the verb *ir* by asking questions, for example: *¿Cómo vas a la escuela/al supermercado?* etc. Reply: *Yo voy...* or *¿Cómo va al cine Juan?* Reply: *Él va...* or *¿Cómo vamos al campo?* *¿A qué hora...?*
- In the following session(s), build on the above in your *Baño español*, include some negative phrases incorporating the verb *ir*. Recycle prepositions learnt previously in *Mi viaje por España* – play a game of hiding, or simply placing an object somewhere, for example a book or a pencil, to elicit a description of where the object is located using a phrase incorporating a preposition. Using a town map such as the one in Lesson 15 of *Mi viaje por España*, practise saying where places are.

Introducing the new vocabulary:

Introduce places on the map: *la oficina de turismo, el plano de la ciudad, el cine, la calle, los apartamentos, la biblioteca, una rotonda, un cruce, el jardín público, la catedral, el café* using flashcards and text cards (download pictures from internet for flashcards), and a variety of repetition, true/false, guessing games. Build on the accumulator game done in the *Baño español* and see which group can remember most places. Practise with text cards. Make a new/your own map/town plan and practise asking for and giving directions. Introduce extended directions, for example: *gire a la derecha/la izquierda; siga todo recto; cruce la calle; en la esquina de la calle gire a la derecha/la izquierda; cruce la rotonda/el cruce; en el cruce gire a la derecha; el cine está al final de la calle.*



With your class town plan, get the children to direct each other to places. Play a guessing game – one child gives directions and their partner must guess from the directions given which place their partner has chosen – perhaps saying: “*Vas a la piscina*” – “*¡Sí!*”

Reinforce use of *a* + article throughout and incorporate new *-ar* verbs (*buscar/cruzar/preguntar/girar/mirar*), for example: *Busco el cine, para ir al cine... Voy a preguntar la dirección para ir al cine*. Use these phrases when introducing new directional phrases to familiarise the children with vocabulary prior to introducing the story. When practising language with the class, ask them “*¿De acuerdo?*” to see if they agree with the directions; if incorrect, maybe use the phrase “*desgraciadamente, no*” to familiarise them with the meaning and pronunciation of this word which is found in the story.

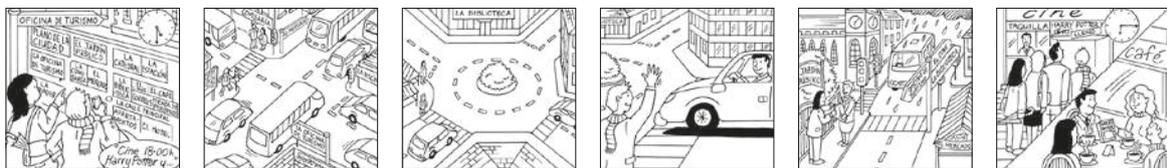
Grammar:

Introduce the simple future: present tense of *ir* + *a* + the infinitive of the verb. Ask the children what they are going to do at home this evening/at the weekend by using verbs with which they are already familiar, for example: *ver la televisión, cantar, ver, comer, nadar, tomar el sol, jugar alla la etc, estudiar, trabajar, ir* (point out *voy a ir* – I am going to go), *llevar, tomar, dormir, hacer, terminar, leer*. (NB - be careful with reflexive verbs as you need to change the pronoun with the infinitive, for example, *voy a lavarme, vas a acostarte* – unless you are confident with this and only if your class is sufficiently able, it would probably be best to avoid *ir* + infinitive’ with reflexive verbs at this stage.)

Concentrate on activities using the ‘yo’ form, for example: ‘(yo) *voy a nadar*’.

Do some sentence-building work, for example: *Voy a nadar a las siete en la piscina*. Then introduce other parts of the verb *ir* and see if the children can work out the rule for talking about their plans for the future, i.e. present tense of the verb *ir* + *a* + the infinitive of the action verb. Once they fully understand, highlight *voy a ir* (I am going to go). Do more sentence-building activities using different subjects and the present tense of *ir*. Give the children cut up versions of the *ir* verb paradigm and other parts of the sentence, for example, the infinitive verb, places, times, with whom, and challenge them to make up as many sentences as possible. Do this as a team game; give the teams a deadline and then give them the opportunity to say their phrases in turn; if no other team has exactly the same (grammatically correct!) phrase, they win a point.

As a written exercise, get the children to write down their plans for the weekend. Complete the task as a diary insert: ‘*Mi agenda*’. Write either in bullet points with times or as a paragraph using time phrases already met, for example: *primero, después, más tarde, luego, por último*, and/or including times of the day, for example: *la mañana..., la tarde..., la noche...*



Suggestions for the story:

First Session:

Show the children the first picture from the story illustrations and ask them to say what they think might happen in the story. Encourage them to express their ideas in Spanish, for example: *van a ir al cine; van a ver una película; hay un chico y una chica – se llaman...*



Read the story to the children. Issue them with the actual *plano de la ciudad* and ask them to mark the route on the plan taken by the children in the story as they hear it unfold. If the teacher plans the route first, then the children should have a copy of the town plan like the teacher's with which to compare at the end of the story!

Pause before the last picture – cover over the bottom half, or all, of the last story illustration and get the children to guess what might happen at the end of the story. Possibly leave telling the ending of the story until the next session.

Second Session:

When all of the story has been introduced, give the children small cut up versions of the story at random. Read sections of the story out and get the children to hold up the corresponding story illustration. If the children have a good understanding, maybe do this by only giving them one sentence from each paragraph that accompanies the story illustration. Ask the children to come up with a word or phrase (in Spanish!) as a title/summary of each part of the story.

The teacher should ask lots of oral questions based on the story illustrations including questions on: the weather, time, locations, directions, true/false statements etc.

Cut up sentences from the story and ask the children to put them into the correct order. Ask the children to re-tell the story using the *plano de la ciudad*, sending the children on a different route, to a different location, or re-writing the ending – where else could they go?

Act the story out in small groups actually asking for directions, with your classroom arranged and labelled like a town centre.

Using the mini-illustrations, re-tell the same story or make up a new story using the original as a model; children could make a small story book aimed at younger children.

Using the town plan *el plano de la ciudad*, the children could make up their own role-plays asking for and giving directions. Refer to role-plays in *Mi viaje por España* (CD2 Track 49) and *Buenos días España* (Track 86 Page 37) as a basis, and then incorporate extended directional language learnt throughout this module.

Exercises for class or homework:

These are to be used at the teacher's discretion. Some can be adapted depending on the level of the children in the class.

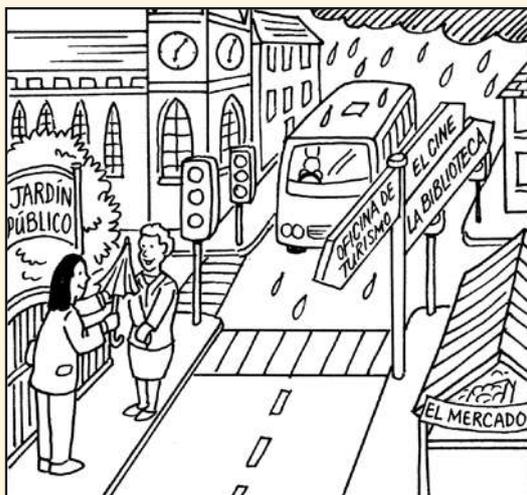
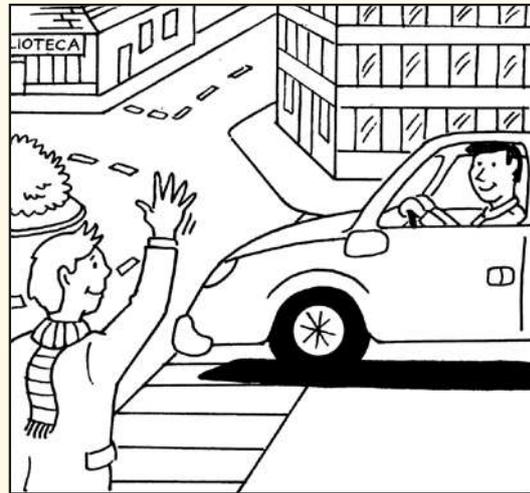
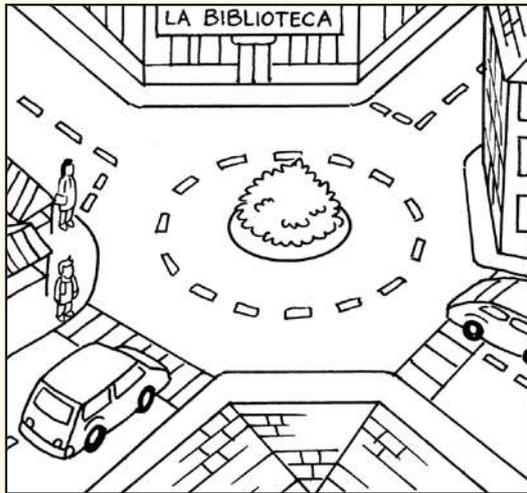
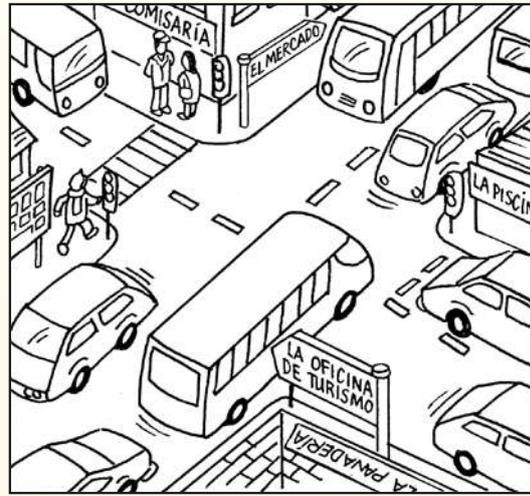
Some of these exercises could be done orally before giving out the homework sheet.

- Distribute a set of cut up images to each child and ask them to paste them in their book in the order of the story. Add a caption of their choice under each image.
- Complete sentences with *alla lala los/a las*.
- Complete sentences with *del/de la/de los/de las*.
- Place sentences in correct order.
- True/false statements.
- Fill in blanks with correct forms of verb.
- Translate into Spanish.

Note: an extra set of exercises with answers are available in the Teacher's notes.



Módulo 6 - Una visita al cine



1 Completa las frases con 'al' o 'a la':

1. Voy _____ piscina.	6. Vais _____ tienda de comestibles.
2. Vas _____ cine.	7. Ellos van _____ biblioteca.
3. Él va _____ hospital.	8. Ellas van _____ tienda de periódicos.
4. Ella va _____ tienda de ropa.	9. ¿Para ir _____ oficina de turismo, por favor?
5. Vamos _____ jardín público.	10. ¡Gira _____ derecha en la rotonda!

2 Escribe las frases en el orden correcto:

- A Sofía le pregunta a un transeúnte la dirección.
- B Pablo va a cruzar la calle.
- C Sofía va a preguntar la dirección a un guardia.
- D Sofía, Pablo y sus padres van a tomar chocolate caliente en el café.
- E Pablo y Sofía se van a encontrar con sus padres.
- F Pablo gira a la derecha en la rotonda.
- G La familia va a ver una película en el cine.
- H Sofía va a girar a la izquierda.
- I Un amigo de sus padres va también al cine.
- J Sofía va a cruzar la calle y a seguir todo recto.

1 ____	2 ____	3 ____	4 ____	5 ____	6 ____	7 ____	8 ____	9 ____	10 ____
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3 Completa la historia: Lee la historia y llena los espacios con la forma correcta del verbo 'ir' que ves en el recuadro de abajo. ¡Presta atención! ¡Hay muchos verbos!

Es sábado. Sofía tiene hambre. Les pide a sus padres ir al café. Sus padres dicen: "No, Sofía - hoy _____ a visitar al abuelo." Sofía está triste, así que, su mamá dice: "_____ a llamar al abuelo." La madre de Sofía le pregunta al abuelo: "¿_____ a comer con nosotros en el café?" El abuelo responde: "¿Vosotros _____ a comer al mediodía o por la tarde?" Ellos _____ al café al mediodía. Sofía y su madre _____ a comer una pizza. Su abuelo _____ a comer una tortilla y su papá _____ a comer pollo con arroz. Pablo, el hermano de Sofía, _____ a encontrarse con la familia en el café. Esta mañana, Pablo ha quedado con sus amigos en la piscina. Ellos _____ a nadar. ¡Pablo _____ a tener hambre! ¿Qué _____ a comer?

va	voy	vamos	vas	vais	va
van	va	vamos	van	va	
vas	va	van	vais	va	

Teaching 0-3 year olds with ¡Hola Caramelo!

This programme includes:

- A comprehensive Teacher's Guide
- A resources CD – includes coloured and black & white storyboard images
- A sound CD for the teacher also available on our Media App
- 2 audio CDs of songs and rhymes also available on our Media App
- *Caramelo* bear



¡Hola Caramelo! is a unique programme for the *La Jolie Ronde* licensee network and is available to all licensees under their existing licensee agreement. It is not available for sale or use elsewhere. The programme has been specifically designed for use with adults and a mix of babies and toddlers aged up to three years old.

The programme offers concepts the toddler is already familiar with in everyday life covering 14 topics. Toddlers will be introduced to teddy bear *Caramelo*, who will play an integral part in the programme.

Here is a list of the topics:

- Let's wake up!
- Let's wash!
- Let's cook!
- Let's go out: the park
- Let's go out: the farm!
- Let's go out: the zoo
- Let's go out: the beach!
- Let's look at the weather!
- Let's help!
- Let's play!
- Let's celebrate Christmas!
- Let's go out: transport!
- Let's pretend!
- Let's celebrate!

Research has shown that babies are born with the ability to distinguish all the possible sounds of the world languages and the first months and years of your child's life are crucial for sound recognition. Spanish words, sounds and intonation will be naturally absorbed during a critical period of your child's linguistic development.

Multiple intelligences should be catered for (Gardner) – this is easiest to achieve for very young learners, where stimulation can be provided through music, movement, visual props and sensory experiences, games involving numeracy and reasoning skills, rhymes and poetry, artistic and imaginary play. Learning in a group also allows for interaction with others and develops social skills and tolerance. Research has shown that the best way for children to learn a second language is through social interactions and daily exposure to the language.

Different areas of the brain are involved in learning... it is linked to emotion, so it must be fun and exciting and it is especially beneficial if a parent or other carer with a close relationship to the toddler can be involved to support and encourage their learning. A shared activity like this can enhance the bond between adults and toddler/baby.

Exposing your baby/toddler to another language as early as possible will enable them to be better equipped with the necessary perceptual skills for learning and for speaking it with a new perfect accent!

Coming to a *La Jolie Ronde* Baby and Toddler Session provides all of the above. It is more beneficial than just using multimedia language learning resources with a small child because 'human interaction has been found to be crucial for language development in small children'. **(Leading language expert Patricia Kuhl).**

Activities used within the sessions engage all the senses and promote skills needed for other areas of learning. Studies have shown that children learning another language perform better at literacy and numeracy for example than those who haven't been exposed to another language.

La Jolie Ronde classes offer all the benefits of other early learning classes such as music groups, sing and sign activities

and other sensory classes, but with the additional benefit of providing a child with a skill for life thus equipping them for an increasingly global and competitive world.

La Jolie Ronde offers authentic sounds of the Spanish language. The sessions are a mix of fun, interactive language based activities, designed for babies and toddlers aged 0-3 years.

The sessions are about exposing the toddlers to the language through exploration & play. Babies and Toddlers will learn via a combination of sounds and activities delivered through action songs, rhymes, stories, role play and fun craft activities. Most importantly, the toddlers will learn at their own pace.

The Teacher's Guide

The comprehensive Teacher's Guide that accompanies this programme contains 458 pages and is jam-packed with a wealth of ideas for planning and delivering fun and interactive sessions.

- Each topic can be run independently and it is entirely at your discretion which to start with.
- Each topic offers the following sections: Language, a general introduction, links to other topics, let's imagine, let's play, let's say, let's make, let's explore, let's sing, let's tell a story, home links, further resources. The language section is a general guide to the vocabulary you will be using.
- There is a comprehensive section for ideas of *Baño español* activities, examples of lesson plans and end of lesson ideas.
- A clear list of songs, rhymes/chants and stories, together with their page reference has been added at the end of the programme, along with a transcript of the sound CD.
- Each topic offers references for recommended Spanish books.
- A transcript of the CDs is available online.

The following pages show the first 4 pages of a 28 page Lesson plan from the Teacher's Guide.

LET'S WAKE UP!

- Talk with the group about other ways we could wake our bodies up. Discuss the different actions that we could do and introduce the Spanish words for each one. You do the actions for each word as you say the Spanish word. Get the toddlers to practise the action words *saltad*, *andad*, *dad vueltas*, *corred*. Encourage the adults to say the words as well as doing the action but don't worry about the toddlers repeating the spoken word; encourage them to concentrate on the actions associated with each word.
- Stand up and wake up properly by practising different actions and moving around the room. Use *saltad*, *andad*, *dad vueltas*, *corred* and any other action words you have introduced to your group.
- Use music to turn this into a game of 'Musical Statues': play music (try to use music the toddlers are familiar with and to which they can do actions). Whilst the music is playing, the toddlers can move around the room, but when the music stops they must stop. You can then call out either a part of the body or an action which they should all do. Toddlers who are not yet walking can be carried by their adult.
- Play 'Follow my leader' by moving around the room with the group following you. Call out different action words and do the action, encouraging the group to copy you. Toddlers who are not yet walking can be carried by their parent. Adults might like to take their turn as leader, and the more confident toddlers would love to take their turn as leader and be 'in charge' of the group!



Let's Say!

- Once you have discussed Caramelo waking up, you could talk about what kind of day it is. Is it sunny? Rainy? Is it windy? Snowing? If there is time you could sing a song about the weather or use rhymes from the weather topic to support this, if you wish. See CDI track 14 for song: *¿Qué tiempo hace?* page 77.
- Recite or chant the following with actions:

Tic tac – CDI, track 11

Tic tac tic tac me he despertado.
Tic tac tic tac me quiero levantar.

Tic tac I have woken up.
Tic tac I want to get up.

Tic tac tic tac como, bebo, pienso.
Tic tac tic tac salto, corro, bailo.

Tic tac I eat, I drink, I think.
Tic tac I jump, I run, I dance.

Tic tac tic tac estoy cansadalo.
Tic tac tic tac me quiero ir a dormir.

Tic tac tic tac I am tired.
Tic tac tic tac I want to go to bed.

- You may like to discuss the clothes Caramelo should wear. He normally wears just a t-shirt, but the toddlers will love to show him what they are wearing.



LET'S WAKE UP!



Let's Make!

EYFS

A Unique Child: Experiments with blocks, colours and marks. (*Expressive arts and design: Exploring and using media and materials 2012*)

- Give the toddlers a picture of Caramelo, and ask them to draw the weather as it was when Caramelo woke up if you discussed this earlier in the session. If you didn't discuss the weather they could simply colour in Caramelo.
You will need: an image of Caramelo available on the Resources CD.
- Consider making a weather chart to take along to the sessions. You would simply need a sheet of blue card, and some cut out shapes depicting different weather conditions. The toddlers could then pick out the relevant picture and stick it onto the blue card as you introduce the corresponding Spanish.
- Make a collage picture using breakfast cereal. This could be a picture of the sun, or maybe a picture of Caramelo, using the cereal to make his fur!



Let's Explore!

EYFS

A Unique Child: Frequently imitates words and sounds and experiments with using sounds and words to communicate for a range of purposes. (*Communication and Language: Speaking 2012*)

- Remind the group of the way in which you were speaking at the start of the session. Caramelo was asleep so you were speaking very quietly. Ask them how we talked once Caramelo was awake and as you do so raise your voice in contrast. Play some counting games where you alter the volume of your voice as you count. Get the toddlers to listen and copy, using the correct volume as well as the correct word. Quieter toddlers especially love this game as it positively encourages them to speak quietly. Conversely, other toddlers love having the opportunity to use their 'big voices'!

EYFS

A Unique Child: Pays attention to dominant stimulus and has a strong exploratory impulse. (*Communication and Language: Listening and attention 2012*)

- Bring an alarm clock to the session and let the toddlers listen to the 'tic toc' and the noise of the alarm itself. It would be fun to hide the clock and let the toddlers see if they can find it by listening!

LET'S WAKE UP!

GOING TO SLEEP



Let's Imagine!

EYFS

A Unique Child: Can express their own feelings and responds to the feelings and wishes of others. (*Personal, Social and Emotional Development: Managing feelings and behaviour 2012*)

This 'story' can be used at the start of a session or in combination with the Waking up section above. Caramelo has been so busy! (You can go into detail here depending on what has preceded this section. Perhaps he is tired after all the activities and games he has just joined in with? Perhaps before coming into the session he has been to the park/shopping with *Mamá*. You can make up your own reasons to suit your group and your session).

He is very tired and needs a nap but he needs help to fall asleep. Ask the toddlers for ideas of what they like to do before they go to sleep. Read a book? Have a bath? Have a cuddle? Listen to a lullaby?

As you are talking to the group, start to lower your voice (this is a very effective tool to quieten a group. The quieter you speak, the quieter they have to be to hear you!).

Introduce the key vocabulary *Da un abrazo* and take it in turns to give Caramelo a cuddle. If Caramelo is still not sleeping, introduce *a dormir*, *a dormir* in a quiet singsong voice and rock Caramelo in your arms. Again pass him around and encourage each toddler and adult to rock Caramelo and sing *A dormir*, CDI, track 73.

Tell the group that they are wonderful and that Caramelo has fallen asleep now. Place him carefully in a toy cot or pram or simply wrap him in a blanket and put him in a quiet corner to sleep.

You will need: *Caramelo, a toy pram/cot or a blanket to wrap him in.*



Let's Say!

- Prepare the group for the role-play by telling them they are going to be like Caramelo and practise saying "no, no, no" all together. All the adults can say "a dormir" and "dad un abrazo" as they cuddle the toddlers.

LET'S WAKE UP!

- *Estás cansado Caramelo. Vete a la cama.*
- *No, no, no.*
- *Estás cansado Caramelo. Vete a la cama.*
- *No, no, no.*
- *Ven que te doy un abrazo.*
- *A dormir, Caramelo, a dormir.*

- Talk to the group about how we feel when we are tired. Do we yawn? Do we rub our eyes? Do we cry sometimes? Show the images of Caramelo and ask the toddlers to mimic his actions (yawning/rubbing eyes/crying – encourage them to cry “Wahh! Wahh!”) Incorporate these actions into the role-play above as an extension if you wish. Finish off this role-play on a positive note by saying “*da un abrazo*” or “*a dormir*” and all the toddlers cuddling their bears or all adults cuddling their toddlers.

You will need: the 3 illustrations of Caramelo – yawning, rubbing eyes, and crying available on the Resources CD.

- Say the following rhymes with the toddlers:

1. *Has jugado mucho
Todo el día.
Has jugado mucho
y estás cansado.*

2. *Cierra los ojos, cierra los ojos.
Estás cansado/a, estás cansado/a.
Duerme bien, bebé, dueme bien, bebé.
Buenas noches, buenas noches.*

- Play the following rhymes:

Cierras ya tus ojitos – CDI, track 70

*Cierras ya tus ojitos.
Duérmete sin temor.
Sueña con angelitos
Parecidos a ti.
Y te agarraré tu mano.
Duérmete sin temor.
Cuando tú despiertes,
Yo estaré aquí.*

Close your eyes now.
Go to sleep without fear.
Dream with the angels
Who are just like you.
And I'll hold your hand.
Go to sleep without fear.
When you wake up,
I'll be here.

Pajarillo – CDI, track 71

*Pajarillo que cantas
En un almendro,
No despiertes al niño
Que se está durmiendo.*

Little bird that sings
In an almond tree,
Do not wake the child
Who is sleeping.



EXAMPLES OF LESSON PLANS

Session 2

Baño español

Like last week, Caramelo is asleep. Pass him around so each toddler can cuddle him and/or say *Hola*.

Sing the ***Bienvenido*** song together CDI track 2.

Caramelo is still asleep! Link on from using hands to do actions, to using them for other actions. Do the chant ***Palmas, palmitas*** CDI track 4.

Invite adults to count the fingers on the toddler's hands. Count to five then tickle the toddler "*icosquillas, cosquillas, cosquillas!*"

Main section

Lets Sing: Can we remember the song from last week? What actions did we do? Can the toddlers show me? Sing ***Uno, dos, tres, ¡Despierta!*** CDI track 12.

Lets Play: Caramelo has woken up. Talk about waking up each part of our bodies. Introduce '*Mueve*' and shake *la cabeza, las manos, los pies, el cuerpo*.

Lets Sing: Sing ***¡Mueve!*** CDI track 13.

Lets Explore: Bring an alarm clock and listen to the 'Tic toc' together. Listen to the alarm sound. Hide the clock and make it into a game of hide and seek.

Go to sleep, Lets Play: Caramelo is now tired again! Introduce '*A dormir*' and '*estas cansadola*' and get toddlers to cuddle their bears or be cuddled by their adults.

Go to sleep, Lets Sing: Sing ***A dormir*** Track CDI track 73.

Conclusion

Sit quietly with all the toddlers and bears cuddled up. Congratulate them and say that it is now time to go back into nursery. Say a quiet '*Adiós*' to Caramelo and sing the ***Adiós*** song CDI track 76.

Session 3

Baño español

Caramelo is awake this week! He has had a very busy day. Now he is very tired. Pass him round gently so all can greet him.

Sing the ***Bienvenido*** song together, CDI track 2.

What's the weather like today? *¿Qué tiempo hace?* Use actions to reinforce different weather conditions.

Caramelo wants to know how many friends are here today. Count the toddlers in the group in Spanish.

Caramelo is stretching as he feels so tired. Say "*arriba*" and get everyone to stretch up high. Say "*abajo*" and get everyone to touch the floor. Smaller toddlers could be lifted '*arriba*' and lowered '*abajo*'.

Main section

Lets Sing: Caramelo needs help to get to sleep. What can we do to help him sleep? Cuddle? *¿Dar un abrazo?* Say "*A dormir*" as Caramelo is cuddled and rocked by the toddlers. Sing ***A dormir***, CDI track 73.

Tell the group he is now asleep, and place him carefully to one side of the room.

Lets Say: Talk about how we feel when we're tired. Rubbing eyes, crying sometimes. Pretend to be tired, rub eyes, pretend to cry. Finish off with *un abrazo*, saying "*A dormir*". Use the pictures of Caramelo to show how tired he is.





Happy Language Learning

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