

# Si Si Si

Mi entorno  
My environment



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**Director de la publicación**  
José Antonio del Tejo González, Consejero de Educación en el Reino Unido e Irlanda.

**Coordinadora de la publicación**  
Inmaculada Naranjo Mateos.

**Guía didáctica**  
Inmaculada Naranjo Mateos y Emilia Sánchez Fernández.

**Ilustraciones**  
Emilia Sánchez Fernández.

**Música**  
Rafael Muñoz Sotelo (instrumentista); Coro del Instituto Español Cañada Blanch (voces).

**Voces audio**  
Ana Muiña Quesada, Inmaculada Naranjo Mateos, Javier Pablos Pachón y Laura Romero Chust.

**Diseño Gráfico y Maquetación**  
GONZÁLEZ TEJO

**Producción Audiovisual:**  
Jesús Pastor e Iván Núñez

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The image features the text "Si, Si, Si" in a stylized, hand-drawn font. The first "Si" is yellow with a white outline, the second is green with a white outline, and the third is red with a white outline. The text is set within a hand-drawn frame consisting of two parallel gold lines with a black shadow effect. The background is a solid blue color. On the left side of the page, there are four circular punch holes.

Si, Si, Si

I. Introduction



# 1. Theme

Children's environment

# 2. Objectives

- >learning to greet people
- >learning to talk about family and friends
- >learning to talk about age
- >learning to talk about toys and pets
- >learning to talk about school
- >learning to react to classroom instructions

# 3. Language

- >Greetings and introductions:  
Hola, adiós, ¿cómo te llamas?, me llamo...
- >Age:  
Tengo... años
- >Numbers from one to ten:  
Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez
- >Family and friendship words:  
Mamá, papá, hermano, hermana, amigo, amiga
- >Vocabulary related to birthdays:  
Cumpleaños, regalo, velas, tarta, colores, globos
- >Vocabulary about nature, pets and toys:  
Árbol, ardilla, caracol, perro, gato, bicicleta, pelota
- >Descriptions:  
Grande, pequeño
- >School vocabulary:  
Mesa, silla, pizarra, goma, sacapuntas, escribir, leer, colorear, recortar, pegar...
- >Polite expressions:  
Gracias, por favor, lo siento

# 4. Intercultural understanding

Children begin to recognise common rhyming patterns in Spanish through songs, rhymes and short stories.



The image features the text "Si Si Si" in a stylized, hand-drawn font. The first "Si" is yellow with a white outline, the second is green with a white outline, and the third is red with a white outline. The text is enclosed within a hand-drawn frame made of two parallel lines, one gold and one black. A small green rectangular box is attached to the bottom right corner of the frame. The background is a solid blue color.

Si Si Si

## II. Teaching Resources



- > Flashcards
- > Worksheets
- > Multimedia activities
- > Songs
- > Audio materials and scripts
- > Video materials and scripts
- > Stories



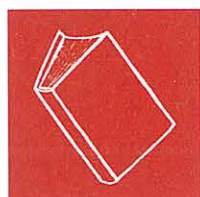


Sisi

III. Key



Canciones / Songs



Diccionario / Dictionary



Escuchar / Listen



Juegos / Games



Mirar / Look



Preguntar y responder / Ask and answer

The image features a large, hand-drawn frame in shades of gold and black on a blue background. Inside the frame, the word 'Si' is repeated three times in a stylized, bubbly font. The first 'Si' is yellow with an orange gradient, the second is green with a yellow gradient, and the third is red with an orange gradient. Each letter has a white outline and a small yellow triangle at its base. The frame has a thick, textured border.

Si Si Si

## IV. Unit Outlines





1.

## Fíjate en Juanito. Escucha.

*Learn about Juanito. Listen.*



¡Hola! Me llamo Juanito.  
Tengo cinco años.



2.

## Escucha y aprende los números. ¿Puedes decirlos con voces distintas?

*Listen and learn the numbers. Can you repeat them in different voices?*

1 Uno 2 Dos 3 Tres 4 Cuatro 5 Cinco



3.

## Fíjate en la familia de Juanito. Escucha.

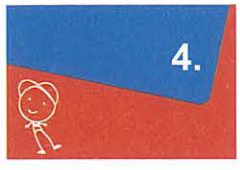
*Learn about Juanito's family. Listen.*



Mi papá se llama Luis.  
Mi mamá se llama María.  
Mi hermana se llama Mari Luz.

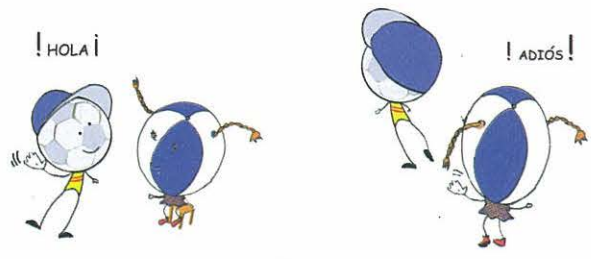


Mamá Juanito Mari Luz Papá



4.

**El juego del hola y adiós.**  
*The hello and goodbye game.*



¿Quién está en la foto: papá, mamá, el hermano, la hermana...?  
Who is in the picture: daddy, mummy, a brother, a sister...?  
Di hola o adiós.  
Say hello or goodbye. Like this:

¡Hola mamá!  
¡Adiós papá!

¡Hola...!  
¡Adiós...!



5.

**Lanza la pelota: pregunta y responde.**  
*Throw the ball: ask and answer.*



6.

Aprende esta rima.

Learn this rhyme.

Cinco lobitos  
tiene la loba,  
blancos y negros  
detrás de la escoba.  
Cinco tenía,  
cinco crio,  
y a todos los cinco  
comida les dio.



7.

Fíjate en la tarta de cumpleaños y cuenta las velas. ¿Cuántos años tiene Mari Luz?

Look at the birthday cake and count the candles. How old is Mari Luz?



Mari Luz tiene \_\_\_\_\_ años



8.

Pregunta y responde como en el dibujo.

Ask and answer as in the picture.



9.

Juego: lanza la pelota a un amigo y pregunta cuántos años tiene.

Game: throw the ball to a friend and ask his/her age.



10.

Fíjate en el dibujo. Repite.

Look at the picture. Repeat.



¡Feliz cumpleaños!



11.



Aprendemos y cantamos la canción "Cumpleaños feliz".

We learn and sing the song "Happy Birthday".

¡Cumpleaños feliz!  
 ¡Cumpleaños feliz!  
 Te deseamos todos,  
 ¡cumpleaños feliz!

12.



Fíjate en las fotos. ¿Qué diferencias hay?

Look at the pictures. What is different?



Pablo



Laura

Pablo tiene \_\_\_\_\_ años.


Laura tiene \_\_\_\_\_ años.

13.

## Mi diccionario. ¿Cuántas palabras sabes ya?


*My picture dictionary. How many words have you learnt?*

Yo




I

My familia




My family

Papá y mamá



Daddy and mummy

Mi hermano




My brother

Mi hermana



My sister

La tarta



The cake

Las velas



The candles

¡Feliz cumpleaños!



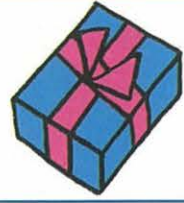
Happy birthday!

El globo



The balloon

El regalo



The present

Tengo 6 años




I am 6 years old

Los números




The numbers

Los colores



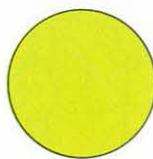
The colours

Rojo



Red

Amarillo




Yellow

Azul




Blue

Verde




Green

Naranja




Orange

El niño



The boy

La niña



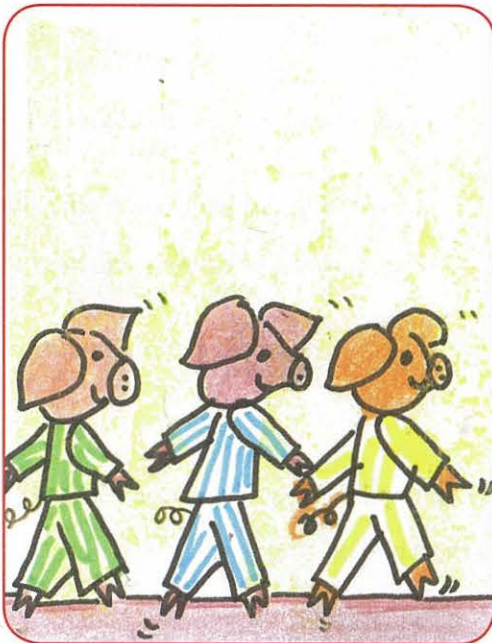
The girl

14.

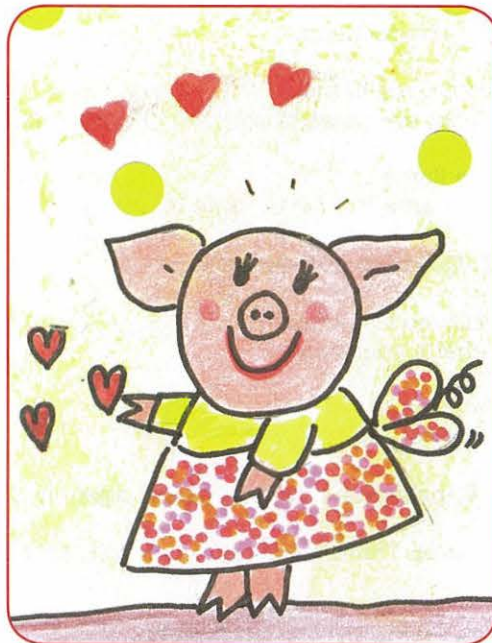
Escucha el cuento.

Listen to the story.

LOS COCHINITOS



Los cochinitos ya van a la cama,



muchos besitos les da su mamá,



y calentitos, todos en pijama,



dentro de un rato los tres dormirán.

**OBJECTIVES**

Learning to talk about oneself and your family.

**LANGUAGE****• Expressions to introduce oneself and others**

## 1. Introductions:

-Hola, me llamo...  
Hello, my name is...

-Se llama...  
His name is... / her name is...

## 2. Question and answer:

-¿Cómo te llamas?  
What's your name?

-Me llamo...  
My name is...

**• Expressions to talk about age**

## 1. Verb "Tener" (Have) in the first, second and third person singular:

-Yo tengo... años  
-Tu tienes... años  
- El/ ella tiene... años

(\*Literally: I have; you have; she or she has)

Grammar note: In Spanish, the verb Tener (=have) is used to express age, that is, yo tengo seis años; tu tienes seis años or el/ella tiene seis años. These sentences mean I am six years old; you are six years old or he/she is six years old.

## 2. Question and answer:

-¿Cuántos años tienes?  
How old are you?

-Tengo... años  
I am... years old

**• Family words**

-Papá, mamá, hermano, hermana  
Daddy, mummy, brother, sister

**• Numbers from one to five**

-Uno, dos, tres, cuatro, cinco  
One, two, three, four, five

**• Vocabulary related to birthdays**

-Velas, tartas, colores...  
Candles, cakes, colours...

## SUGGESTIONS FOR UNIT EXPLOITATION

### Activity 1

#### I.

The teacher uses a puppet to introduce the topic:

-Hola, me llamo Juanito  
Hello, my name is Juanito

It is repeated as many times as necessary but when enough practice is done, the teacher adds ¿y tú? (and you?)

-Hola, me llamo Juanito, ¿y tú?

The teacher models the answer:  
Hola, me llamo + name

The children follow the pattern:  
Hola, me llamo + their name

#### II.

The teacher uses the puppet again and while showing five fingers, he/she says:

-Tengo cinco años  
I am five years old

It is a good idea to allow the children to hold the puppet and say "tengo 5 años" (I am 5 years old). Then, she/he asks the question in English and in Spanish:

-¿Cuántos años tienes?  
How old are you?

The children are encouraged to respond.

### Activity 2

#### I.

Numbers: listen and then count the numbers from 1 to 5. The counting is modelled by using the fingers. Then, they can practise saying the numbers in different voices to have fun.

**Suggested Further Practice. Activity Sheets: 1 to 3**

#### II.

Once the children recognise the numbers, they play "The number game". What number is it? The teacher puts numbers in an envelope. She shows them one by one slowly. The children call out the number as soon as they recognise it.

**Suggested Further Practice. Activity Sheet: number 4**

### Activity 3

The teacher uses a puppet representing Juanito and the flashcard to introduce Juanito's family. The teacher reads or says:

-Mi papá se llama Juan (pointing at his daddy).  
My daddy's name is Juan

-Mi mamá se llama María  
My mummy's name is María

-Mi hermana se llama Mari Luz  
My sister's name is Mari Luz

### Activity 4

Game. "The hello and goodbye game". The teacher uses flashcards representing members of a family. The flashcards are facing down. The children make guesses about them. Every time they are right, they say for instance:

-Hola papá/ mamá/ hermana/ Juanito...  
Hello daddy/ mummy/ sister/ Juanito...

Or

-Adiós Mari Luz/ hermana/ mamá...  
Goodbye Mari Luz/ brother/ mummy...

Every time their guess is wrong, the teacher says: "otra vez" (try again)

### Activity 5

#### I.

Practice: asking and answering names of family members. The teacher models the question either with puppets or children. It may be easier to ask the question first in Spanish and then in English.

#### II.

Game. Throwing a ball or soft toy to one another to practise the previous question.

**Suggested Further Practice. Activity Sheets 5 and 6**

### Activity 6

Listening and learning the rhyme. It can be acted out as well.

### Activity 7

The children look at the picture of Mari Luz's birthday cake and count the candles. The teacher asks: "¿Cuántos años tiene Mari Luz?" (How old is Mari Luz?)

**Suggested Further Practice: Activity Sheet 7**



## Activity 8

The teacher could bring a different puppet to ask the children the question in this activity. The children hold the puppet and ask the same question in turns.

## Activity 9

Ball game in a circle to practise the question: ¿Cuántos años tienes? (How old are you?) The children throw a ball to each other and ask the question. At this stage it should be enough to give a short answer, that is, the number.

**Suggested Further Practice: Activity Sheet 8**

## Activity 10

Children look at the picture and describe what they see in English. Then, the teacher asks them if they want to know how Spanish people say "happy birthday". If there are children from different backgrounds, they could share the way of saying it in different languages.

## Activity 11

Song: Cumpleaños feliz (The Happy Birthday Song). Once they have learnt the song, they could sing it for Mari Luz or for anyone in the classroom.

**Suggested Further Practice: Activity Sheet 8**

After that, the children could describe the last necklace.

## Activity 12

### I.

Picture differences. This activity gives the children the opportunity to revise most of the vocabulary learnt so far.

### II.

Art project: a birthday card. The children make and colour a birthday card for somebody.

**Suggested Further Practice. Activity Sheets 9 and 10**

## Activity 13

### I.

Revising vocabulary: picture dictionary. The children might enjoy guessing the words in the picture dictionary before seeing them.

### II.

Memory game. The children look at the words for a moment and try to remember them.

### III.

Drawing words. A child says a word and the others draw it in the air.

**IV**

Activity sheet 6. The children could even write a sentence.

**Activity 14**

A story about three pigs who are brothers: listening, repeating and performing.

Los cochinitos ya van a la cama,  
muchos besitos les da su mamá,  
y calentitos, todos en pijama,  
dentro de un rato los tres dormirán.

The little pigs are going to bed,  
their mum kisses them goodnight,  
and warm and comfortable in their pyjamas,  
they will soon fall asleep.

**EXTRA ACTIVITIES****Art activities:**

1. Modelling a birthday cake with plasticine. Adding candles. Showing and describing them:  
"Mi tarta es verde. Hay...velas rojas", etc. ("My cake is green. There are...red candles", etc.)
2. Bringing a family picture. Pasting it on a coloured piece of paper and adding simple words:  
"papá + name "; "mi hermana + name" ("my daddy"; "my sister..")



1.



**Fíjate en Juanito y Mari Luz. Escucha.**

*Learn about Juanito and Mari Luz. Listen.*



¡Hola!  
Mi perro se llama Titi.  
Es marrón.  
Mi bicicleta es azul.  
Mi pelota es roja.



¡Hola!  
Mis amigas son Isabel,  
Carmen y Conchi.  
Mi gata se llama Lola.  
Es blanca.

2.



**El juego "veo, veo".**

*The "I spy, I spy" game.*

- **Veo, veo**  
- ¿Qué ves?
- **Una cosita**  
- ¿De qué color es?
- **De color... (rojo/azul/blanco/marrón...)**  
- ¿Es...?



3.

## Pregunta y responde.

Ask and answer.

1. ¿Cómo se llama tu gata?  
 2. ¿De qué color es?  
 Se llama \_\_\_\_\_.  
 Es \_\_\_\_\_.



Lola.

Es Blanca.

3. ¿Cómo se llama tu perro?

4. ¿De qué color es?



4.

## Fíjate en los dibujos. ¿Qué ves?

Look at the pictures. What can you see?

¿Qué es?



Una \_\_\_\_\_

¿Qué es?



Una \_\_\_\_\_

¿Qué es?



Un \_\_\_\_\_

¿Qué es?



Una \_\_\_\_\_

¿Qué es?



Un \_\_\_\_\_

¿Qué es?



Una \_\_\_\_\_



5.

**Juego de los artículos. Escucha las palabras y adivina.**

*The articles game. Listen to the words and make guesses.*



6.

**Practica: el/un la/una. Repite las palabras.**

*Practise: el/un la/una. Repeat the words.*

| El/Un   | La/Una    |
|---------|-----------|
| gato    | gata      |
| caracol | ardilla   |
| parque  | bicicleta |
| niño    | niña      |
| amigo   | amiga     |
| papá    | mamá      |



7.

**Escucha y aprende los números hasta el diez. ¿Puedes decirlos con voces distintas?**

*Listen and learn the numbers up to ten. Can you repeat them in different voices?*

|        |         |        |          |         |
|--------|---------|--------|----------|---------|
| 6 seis | 7 siete | 8 ocho | 9 nueve  | 10 diez |
| 1 uno  | 2 dos   | 3 tres | 4 cuatro | 5 cinco |
| 6 seis | 7 siete | 8 ocho | 9 nueve  | 10 diez |



8.

**La canción de los números. Canta con Mari Luz los números.**

*The numbers song. Sing the numbers with Mari Luz.*



Uno, dos,  
uno, dos.  
Tres y cuatro,  
tres y cuatro.  
Cinco, seis y siete,  
cinco, seis y siete.  
Ocho y nueve,  
nueve y diez.



9.

## El juego del ritmo. ¿Cómo se llama usted?

*The rhythm game. What is your name?.*



**Una, dos y tres,  
¿cómo se llama usted?**

**I · sa · bel**



10.

## Game: adivina qué es fijándote en los gestos.

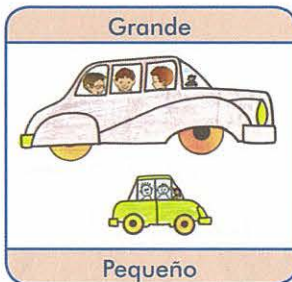
*Playing charades: guess what it may be.*



11.

## Vamos a aprender palabras nuevas: grande, pequeño.

*Let's learn new words: big, small.*



12.

## Fíjate en las fotos. ¿Qué diferencias hay?

*Look at the pictures. What is different?*



13.

**Mi diccionario. ¿Cuántas palabras sabes ya?**  
*My picture dictionary. How many words have you learnt?*

|   |  |   |  |
|---|--|---|--|
| <p>El perro</p>  <p>The dog</p>    | <p>La bicicleta</p>  <p>The bicycle</p> | <p>El caracol</p>  <p>The snail</p>  | <p>La ardilla</p>  <p>The squirrel</p>  |
| <p>El gato</p>  <p>The cat</p>    | <p>La gata</p>  <p>The cat</p>         | <p>La pelota</p>  <p>The ball</p>   | <p>El parque</p>  <p>The park</p>  |
| <p>El árbol</p>  <p>The tree</p> | <p>El coche</p>  <p>The car</p>       | <p>Marrón</p>  <p>Brown</p>        | <p>Negro</p>  <p>Black</p>  |
| <p>Blanco</p>  <p>White</p>      | <p>El amigo</p>  <p>The friend</p>    | <p>La amiga</p>  <p>The friend</p> | <p>Grande Big</p>  <p>Pequeño Small</p>  |



14.

Escucha el cuento.

Listen to the story.

EL CARACOL Y EL SOL



¡Caracol, caracol!



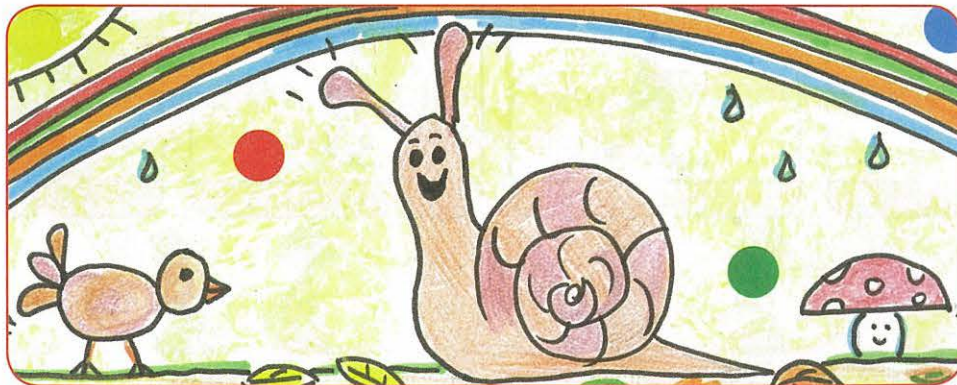
¡Saca tus cuernos al sol,



que tu padre



y tu madre



ya los sacó!

## OBJECTIVES

Learning to talk about children's interests.

## LANGUAGE

### • Expressions to identify people and objects

1. Verb "ser" in third person singular and plural:

-Es  
It is  
-Son  
They are

2. Possessives:

-Mi, tu  
My, your

3. Questions and answers:

-¿De qué color es?  
What colour is it?

-Es...  
It is...

### • Expressions to draw one's attention

-Mira...  
Look...

-Es...  
It's...

### • Numbers from six to ten

-Seis, siete, ocho, nueve, diez  
Six, seven, eight, nine, ten

### • Vocabulary about nature and pets

-Árbol, ardilla, caracol, perro, gato  
Tree, squirrel, snail, dog, cat

### • Vocabulary related to toys

-Bicicleta, pelota  
Bicycle, ball

### • Vocabulary to describe objects

-Grande, pequeño  
Big, small

• **Expressions to introduce and identify people**

-Me llamo ...  
My name is...

-Se llama ...  
His/her name is ...

-Es ...  
He/she is ...

-Son ...  
They are

• **More colours**

-Marrón, blanco, negro  
Brown, white, black

• **Articles**

1. Masculine:

-El, un  
The, a(n)

2. Feminine:

-La, una  
The, a(n)

**SUGGESTIONS FOR UNIT EXPLOITATION**

40

**Activity 1**

**I.**

The teacher uses the unit flashcard to introduce the new topic:

-Es un perro  
This is a dog  
-Se llama...  
Its name is...  
-Es de color... (negro, blanco, marrón...)  
It's... (black, white, brown...)

Alternatively, teachers may prefer to use pictures or toys to introduce each keyword separately.

Words are repeated as many times as necessary. After that, children take turns to do the same.

**II.**

The teacher uses Juanito's puppet to greet children and say:



|  |   |
|--|---|
| <p>¡Hola!<br/>         Mi perro se llama Titi. Es marrón.<br/>         Mi bicicleta es azul.<br/>         Mi pelota es roja.</p> | <p>Hello!<br/>         My dog's name is Titi.<br/>         My bicycle is blue.<br/>         My ball is red.</p> |
|--|---|

The teacher asks questions while pointing at the pictures. Questions such as:

-¿Cómo se llama el perro?

What is the dog's name?

-¿De qué color es?

What colour is it?

At this stage of the presentation, it should be enough to answer just the name or colour.

**III.**

The same procedure can be used to introduce Mari Luz's friends and her cat.

**Suggested Further Practice. Activity Sheet 1:**

The children then describe their pictures to the whole group and stick them on the classroom walls.

**Activity 2**

Game: Veo, veo (I spy, I spy) to identify objects and colours in the classroom.

|   |   |
|---|---|
| <p>A: Veo, veo.<br/>         B: ¿Qué ves?<br/>         A: Una cosita.<br/>         B: ¿De qué color es?<br/>         A: Es (roja, azul, marrón,...)</p> | <p>*Literally:<br/>         A: I see, I see.<br/>         B: What do you see?<br/>         A: A little thing.<br/>         B: What colour is it?<br/>         A: It's (red, blue, brown...)</p> |
|---|---|

**Activity 3**

The dialogue may be modelled with a puppet or as a dialogue between two puppets. A good way of engaging children is asking them to stand up and make two circles, one circle inside the other. Children face one another. The circles move round in opposite directions while some music is played. When it is stopped, the children facing one another engage in the conversation.

**Activity 4**

Vocabulary revision. If the teacher uses flashcards to introduce the activity, it is a good idea to hide some of them for the children to say what is missing.

**Suggested Further Practice. Activity Sheets 2 and 3: vowels.**



### Activity 5

The Spanish article game. The children are asked to make their own guesses. The teacher chooses two opposite corners of the room as the "El/un" corner for the masculine words and the "La/una" corner for the feminine. If the children think the word is preceded by el/un, they move to the el/un corner of the room. The same applies for la/una. The children whose guesses were right, win the word.

Grammar note: the general rule is that words ending in -o are masculine and are preceded by the articles el/un (the/a), and words ending in -a are feminine and are preceded by la/una (the/a). However, there are some exceptions.

### Activity 6

The children listen carefully to the teacher or puppets reading the words. Then the pictures representing the objects can be stuck in colour coded tables: azul (blue) feminine and rojo (red) masculine.

**Suggested Further Practice. Activity Sheets 4: revising vocabulary and colours.**

### Activity 7

Numbers from six to ten:

-Seis, siete, ocho, nueve, diez  
Six, seven, eight, nine, ten

### Activity 8

#### I.

The numbers song. Children may be assigned a number and stand up every time that number is heard.

#### II.

Counting from number one to ten with their fingers.

### Activity 9

#### I.

The rhythm game to practise asking names and saying them.

#### II.

This activity can be expanded to revise other vocabulary items as follows: some objects or pictures can be placed in a bag. A child picks one and says: "una, dos y tres. ¿Qué es?" (one, two, three. What's this?) and the other children answer: "Ahora te lo diré. Un/una..." (It's a(n)...). They should try to follow the rhythm pattern.

**Suggested Further Practice. Activity Sheets 5: listen and circle the words:**

The children listen carefully to circle the objects the teacher says. A possible alternative is to number the words in the order the teacher says them.

**Suggested Further Practice. Activity Sheet 6:**

This activity sheet involves memorising the words and how to write the missing vowels.

### Activity 10

Playing charades. A child stands up and mimes an object or animal the teacher has shown him or her. The others have to guess what that is. The child that guesses it correctly is the next to lead the game.

### Activity 11

Flashcards representing the following words: grande, pequeño (big, small). The children practise the words and make gestures meaning big and small.

**Suggested Further Practice. Activity Sheet 7: colouring.**

The teacher gives instructions such as: "colorea el árbol grande de verde ..." (colour the big tree in green...) "Dibuja un caracol pequeño..." (draw a small snail...).

### Activity 12

**I.**

What is different? Spotting the differences and talking about them.

**Suggested Further Practice. Activity Sheet 8:**

Completing the picture and describing it.

**II.**

A guessing game. The teacher shows bits of flashcards representing the words learnt. The children try to guess what the words can be.

### Activity 13

**I.**

Revising vocabulary: picture dictionary. The children would enjoy guessing the words in the picture dictionary before seeing them.

**II.**

Memory game. The children look at the words for a few seconds and try to say them afterwards.

**Suggested Further Practice. Activity Sheet 9**

The children listen to the teacher and choose the pictures accordingly. The main objective is to practise "grande"/ "pequeño" (big/ small).

## Activity 14

Story. A story about some snails: listening, repeating and performing.

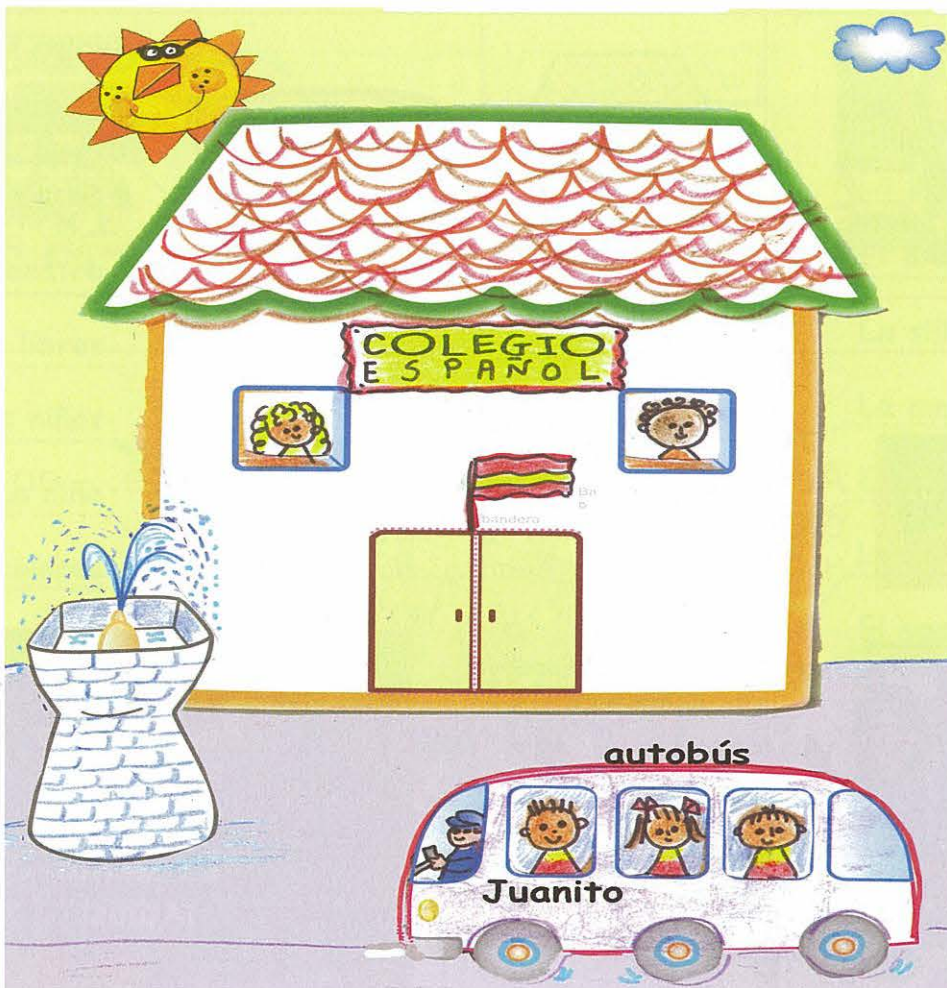
|  |   |
|--|---|
| <p>¡Caracol, caracol!<br/>¡Saca tus cuernos al sol,<br/>que tu padre y tu madre<br/>ya los sacó!</p> | <p>Snail, snail!<br/>Take your antenna out!<br/>That your father and mother<br/>already did so!</p> |
|--|---|

**Suggested Further Practice. Activity Sheets 10, 11, 12: practice with numbers.**

1.

Fíjate en el colegio de Juanito y Mari Luz.

Learn about Juanito and Mari Luz's school.



El colegio



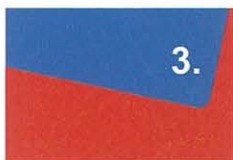
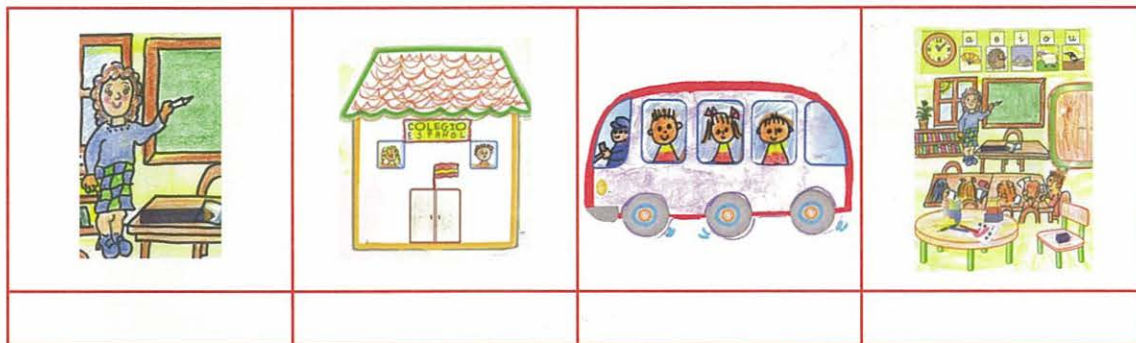
1. Voy al colegio con Mari Luz.
2. Voy en autobús.
3. La maestra se llama Elena.
4. La clase es bonita.



2.

Señala los dibujos cuando oigas a Juanito.

Point at the pictures while listening to Juanito.



3.

Adivina, adivinanza ¿Cómo se dice... en español?

How do you say... in Spanish? Have a go.



How do you say "Hello" in Spanish?  
 How do you say "Thank you" in Spanish?  
 How do you say "... " in Spanish?  
 How do you say "... " in Spanish?



## 4. Fíjate en la clase. ¿Cómo es? Hay...

Look at the classroom. What's it like? There is/are...



Hay una  Hay un  Hay muchos  Hay dos 

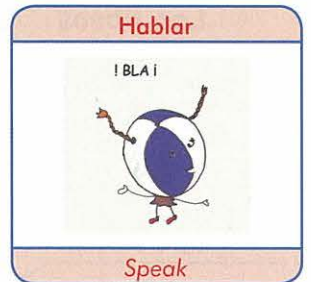
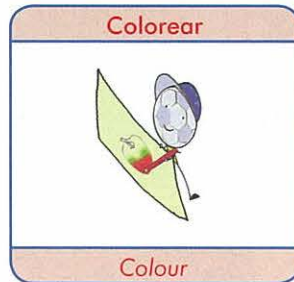
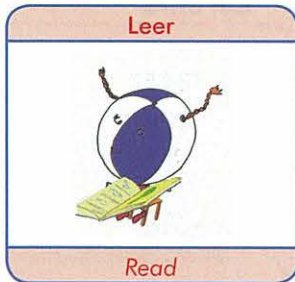
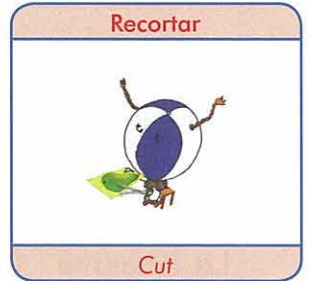
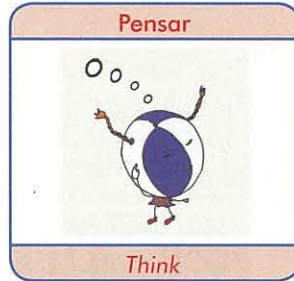
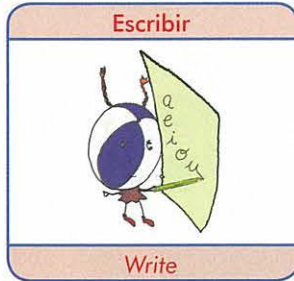
Hay...



5.



Fíjate en los dibujos. Imita las acciones.  
Look at the pictures. Mime the actions.



6.



Practica: ¿Te gusta? Sí, sí me gusta... / No, no me gusta.

Practise: Do you like...? Yes, I like... / No, I don't like...



¿Te gusta escuchar?  
¿Te gusta colorear?

Sí, sí me gusta.  
No, no me gusta.



7.



Juego. Practica el vocabulario con el juego "Simón dice..."

Game. Practise the vocabulary playing "Simon says..."





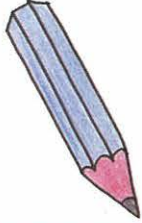
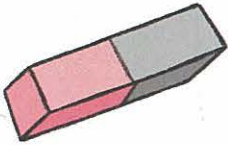


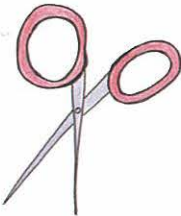





Simón dice: "escucha", "colorea"  
Simon dice: "..."

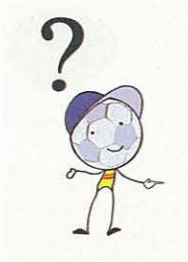


8.

## Un juego de dado: ¿Cómo se dice... en español?

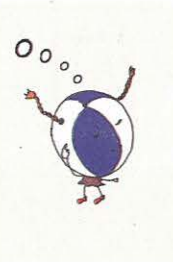
A dice game: how do you say... in Spanish?

|   |   |   |
|---|---|---|
| 1<br>    | 2<br>    | 3<br>    |
| 4<br>   | 5<br>   | 6<br>   |
| 7<br>  | 8<br>  | 9<br>  |
| 10<br> | 11<br> | 12<br> |



How do you say pencil in Spanish?

Lápiz



9.



## Practicamos singular y plural. ¿Qué ves?

Let's practise singular and plural. What can you see?



10.



## Juego: miro y veo...

Game: I look and I see...

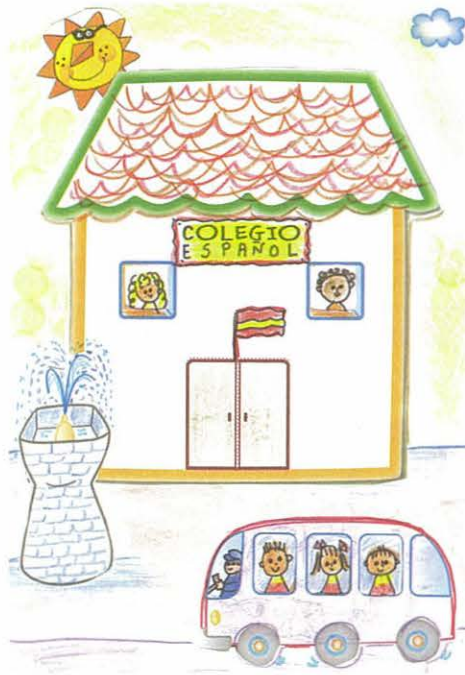
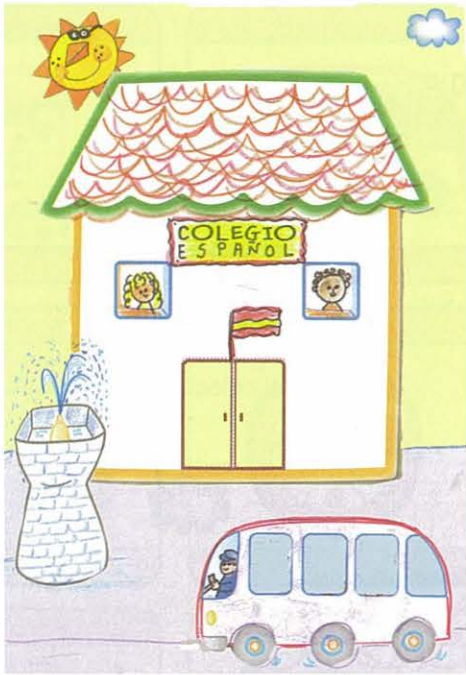


En la clase hay dos niñas.  
Hay un globo.  
Hay...

11.

Fíjate en las diferencias.

Spot the differences.



12.

Una adivinanza.

A riddle.

¿Qué es?

Por las mañanas voy.  
Por las tardes vuelvo.  
En él paso muchas horas,  
y con mis amigos me divierto.

What is it?

I go in the morning.  
I come back in the afternoon.  
I spend many hours in there,  
and I have fun with my friends.

Respuesta Answer



13.



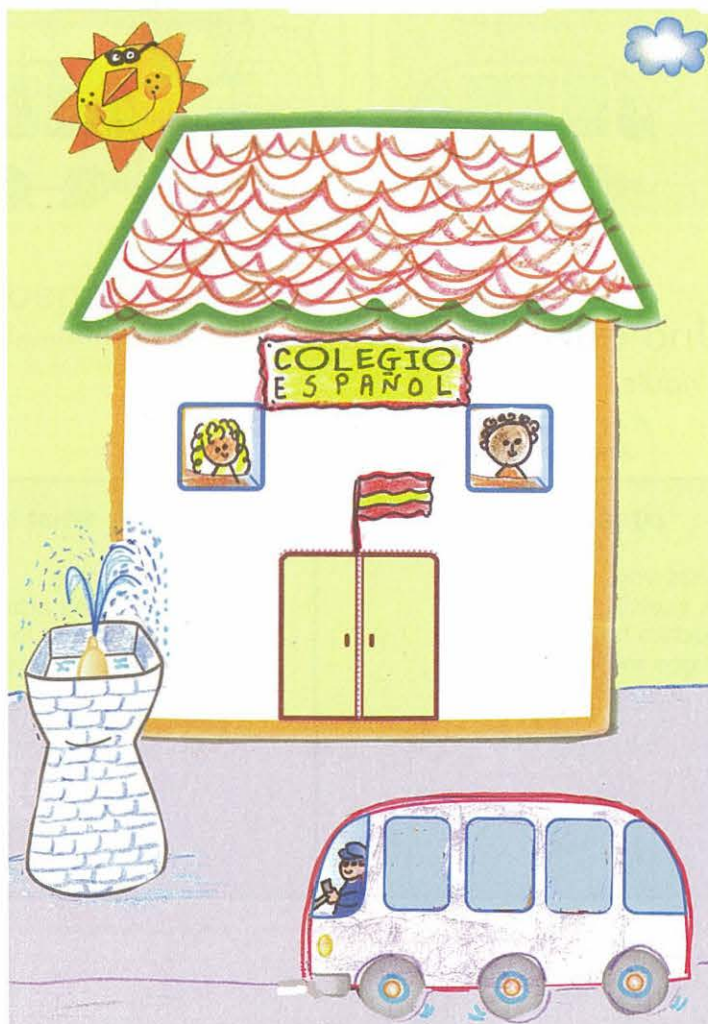
## Aprendemos y cantamos la canción del colegio.

*We learn and sing the school song.*

### El colegio

Es por la mañana.  
 Voy al colegio,  
 abro la cartera,  
 cojo el cuaderno,  
 cojo el lápiz,  
 cojo los colores  
 y me pongo a pintar. (X2)


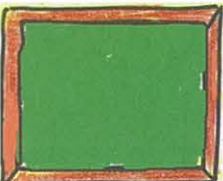


Me gusta escribir.  
 Me gusta dibujar.  
 Me gusta jugar.  
 Me gusta estudiar.  
 Me gusta cantar.  
 Me gusta contar,  
 y hablar en español (X2)  
 en el colegio.



14.

## Mi diccionario. ¿Cuántas palabras sabes ya?

*My picture dictionary. How many words have you learnt?*

|  |  |   |   |
|--|--|---|---|
| <p>El colegio</p>  <p>The school</p>                | <p>El autobús</p>  <p>The bus</p>                   | <p>La clase</p>  <p>The classroom</p>  | <p>La maestra</p>  <p>The teacher</p>      |
| <p>Los niños</p>  <p>The children</p>              | <p>El reloj</p>  <p>The clock</p>                  | <p>El libro</p>  <p>The book</p>      | <p>La mesa</p>  <p>The table</p>          |
| <p>La silla</p>  <p>The chair</p>                 | <p>La papelera</p>  <p>The bin</p>                | <p>La pizarra</p>  <p>The board</p>  | <p>El ordenador</p>  <p>The computer</p> |
| <p>El sacapuntas</p>  <p>The pencil sharpener</p> | <p>Las pinturas</p>  <p>The colouring pencils</p> | <p>El pegamento</p>  <p>The glue</p> | <p>La mochila</p>  <p>The schoolbag</p>  |
| <p>Las tijeras</p>  <p>The scissors</p>           | <p>El lápiz</p>  <p>The pencil</p>                | <p>La goma</p>  <p>The rubber</p>    | <p>El papel</p>  <p>A piece of paper</p> |



15.

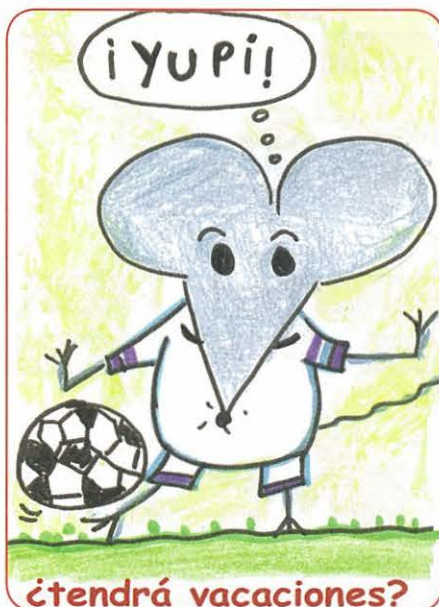
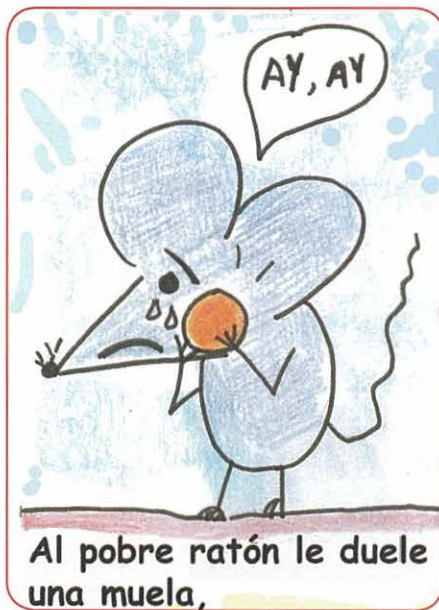
El juego del avión. Juego de vocabulario.  
The airplane competition game. A vocabulary game.



16.

Escucha el cuento.  
Listen to the story.

EL DOLOR DE MUELAS



## OBJECTIVES

Learning school vocabulary in Spanish.

## LANGUAGE

### • Expressions to show habits

1. Recognising the verb "ir" in first and third person singular:

- (Yo) voy  
I go

- (El/ ella) va  
He/ she goes

Grammar note: Personal pronouns (Yo, Tu, El, Ella ...) are often dropped in Spanish. The different verb endings mark whether the verbs are used in the first, second or third person, singular or plural.

2. Possessives:

-Mis + plural  
My

-Sus + plural  
His/her/their

3. Questions and answers:

-¿Cómo se dice... en inglés?  
How do you say... in English?

-¿Cuántos/cuántas... hay?  
How many... are there?

-¿Te gusta...?  
Do you like...?

-Me gusta...  
I like...

-No me gusta...  
I don't like...

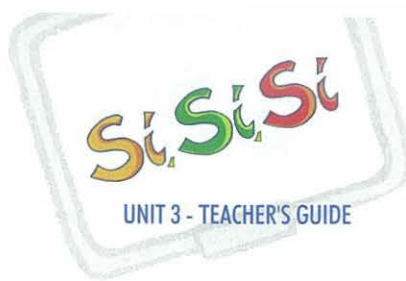
### • Expressions for description

-Hay..  
There is/are...

-No hay..  
There isn't/ aren't...

### • Revising numbers

-Uno, dos, tres, cuatro, cinco  
One, two, three, four, five



-Seis, siete, ocho, nueve, diez  
Six, seven, eight, nine, ten

• **School and classroom vocabulary**

-Colegio, clase, maestra, niño, niña, niños, niñas, autobús, pizarra, libro, mesa, silla, lápiz, lápices, reloj, goma, puerta, ventana, papelera, mochila, ordenador, tijeras, pegamento, papel, sacapuntas.

School, classroom, teacher, boy, girl, boys, girls, bus, board, book, table, chair, pencil, pencils, clock, rubber, door, window, bin, school bag, computer, scissors, glue, sheets of paper, pencil sharpener.

• **School actions**

-Escribir, leer, recortar, pegar, dibujar, colorear, hablar, escuchar, pensar.

Write, read, cut, paste, draw, colour, speak, listen, think.

• **Plurals**

1. Vowels + s:

Singular:

-Niño            Boy  
-Niña            Girl  
-Parque        Park

Plural:

-Niños            Boys/children  
-Niñas            Girls  
-Parques        Parks

2. Consonants + es:

Singular:

-Caracol        snail

Plural:

-Caracoles      Snails

**SUGGESTIONS FOR UNIT EXPLOITATION**

\*\*\*NOTE: Most of the vocabulary in this unit was the core vocabulary of Sí, Sí, Sí Classroom routines.

**Activity 1**

**I.**

The teacher shows the picture and says:

-Es un colegio  
This is a school

-Es un colegio español  
This is a Spanish school

-Mira. ¿De qué color es?  
Look. What colour is it?

-¿Es rojo/amarillo/azul...?  
Is it red/yellow/blue...?

-¿Es grande o pequeño?  
Is it big or small?



**II.**

Then, the teacher points at the bus picture to teach this new word:

-Autobús  
Bus

And may try the following question first in Spanish and then in English:

-¿Quién va en autobús al colegio?  
Who goes to school by bus?

**III.**

The teacher uses Juanito's puppet to read or say Juanito's words. At the same time, Juanito's puppet points at the pictures representing the sentences.

Voy al colegio con Mari Luz.  
Voy en autobús.  
La maestra se llama Elena.  
Mi clase es bonita.

I go to school with Mari Luz.  
I go by bus.  
The teacher's name is Elena.  
My classroom is beautiful.

**Activity 2****I.**

The teacher shows the pictures in activity 2. They practise the words together:

|          |           |
|----------|-----------|
| -Colegio | School    |
| -Autobús | Bus       |
| -Maestra | Teacher   |
| -Clase   | Classroom |

**II.**

The teacher shows the children the pictures in different order. He/she says he/she is going to hide one of the pictures and ask which one has been hidden.

**III.**

The children point at the pictures when they hear Juanito's words. They can either number the pictures or alternatively mark the pictures in the order they hear them.  
If this activity is hard for the children, the teacher does it in front of the classroom allowing the children to help her.

**Suggested Further Practice. Activity Sheet 1: the school.**

After doing it, the children describe their pictures to the whole group and stick them on the classroom walls.

### Activity 3

#### I.

The Spanish polite words game. Some of the expressions, such as "Hola", "Adiós" and "Buenos días" may be already familiar.

The teacher says they are going to learn how to say some polite words or expressions in Spanish:

|              |                      |
|--------------|----------------------|
| Hello        | -Hola                |
| Good morning | -Buenos días         |
| Please       | -Por favor           |
| Thank you    | -Gracias             |
| I'm sorry    | -Perdón o -Lo siento |
| Goodbye      | -Adiós               |

The teacher plays the game with a puppet. The puppet asks the question and gives two possible answers.

How do you say "Please" in Spanish? Is it "Por favor or Adiós"

The teacher asks for help:

If they are right, they win the words.

#### Suggested Classroom Project

A polite-words-poster. The children help by tracing and colouring polite words in Spanish and English. It can be extended to other languages if possible.

The colours chosen for each Spanish expression should match the colours for the corresponding English words.

#### II.

Extra practice. Once children have learnt those expressions and incorporate them into their classroom routine, the question below should be practised from time to time:

-¿Cómo se dice... en inglés?

How do you say... in English?

### Activity 4

#### I.

Classroom vocabulary.

Most of these words are in fact vocabulary revision for children who are familiar with the previous resource *Sí, Sí, Sí: Classroom Routines*.

If the teacher uses flashcards to introduce the activity, it is a good idea to hide some of the flashcards for the children to say what is missing.

Alternatively, the teacher may use some real classroom objects or toys and put them in a bag. The children pass round the bag and touch the objects without looking at them and then, they try to name the objects.

**Suggested Further Practice. Activity Sheets 2, 3: vowels o, u.**

**II.**

Describing what they can see around. The puppet asks the children what they see. The teacher repeats what they say and adds the word "Hay" (there is/are) as follows:

A child says for instance: "Pizarra" (board).

And the teacher repeats: "¡Muy bien!, hay una pizarra" (Very good!, there's a board).

Grammar note: "Hay" (there is/ there are), the impersonal form of the verb "Haber", is used for singular and plural in Spanish. The negative form is "No hay" (there is not/ there are not)

**III.**

The teacher moves around, touches objects and says for instance:

- "Hay dos libros".  
There are two books.

Then the teacher or the puppet asks in Spanish and English:

- ¿Cuántos/cuántas... hay?  
How many... are there?

**Suggested Further Practice. Activity Sheet 4****Activity 5**

School actions. The teacher shows the pictures. Then she or he says the words and mimes the actions:

"Voy al colegio" (I go to school) drawing a school in the air.

En el colegio escribo, pienso, recorto, leo, escucho, coloreo, hablo.

In the school, I write, think, cut out, read, listen, colour, speak.

After repetition and mining, the teacher mimes some of the actions silently for the children to say the words.

**Suggested Further Practice. Board Bingo.**

Materials: Several action pictures.

Two teams.

Each team chooses four pictures representing actions.

The pictures chosen by the teams are stuck on the board and well separated by a line.

The teacher shuffles the complete set of cards and places them facing down.

She/he starts picking them up and calling the action words.

**Activity 6**

Grammar note: the verb "gustar" (like) behaves differently from most Spanish verbs. What indicates the person is the reflexive pronoun (me, te). The verb form (gusta) does not change.

-Me gusta ( I like)  
-Te gusta (You like)

-¿Te gusta...?  
Do you like...?

-Si, me gusta...  
Yes, I like...

-No, no me gusta...  
No, I don't like...

### I.

The puppet whispers the teacher as in the example:

-¿Te gusta escribir?  
Do you like writing?

The teacher tells the children in English and then in Spanish.

Then the teacher asks the puppet another question in both languages.

The children are encouraged to ask the puppet. At this stage they may say only the action and leave the question for later stages.

**Suggested Further Practice: Activity Sheet 5: Children's likes and dislikes.**

It may be easier to give the children the pictures already cut out.

The children report what they like and do not like and show their activity sheets.

## Activity 7

Simón dice (Simon says).

A variation of the traditional game is that the children perform the actions only if they like doing those activities.

## Activity 8

The "How do you say that in Spanish" game.  
The purpose of this activity is to revise vocabulary and numbers.

Materials: flashcards and a big dice. This game can be played either as a floor game, lying the flashcards on the floor or sticking them on the board. Each flashcard is numbered from one (uno) to six (seis).

Children, in turns, throw the dice. The teacher or other children ask: How do you say... in Spanish?, or ¿Cómo se dice... en español?

## Activity 9

Singular and plural.

Grammar note: The general rule is to add -s to the singular form if the word ends in a vowel: niña- niñas (girl-girls). If the word ends in a consonant, -es is added: caracol-caracoles (snail-snails).

### I.

The teacher shows flashcards or real objects to teach the words in activity 9.

**II.**

This activity can be practised further by reminding the children of the game "Una, dos y tres. ¿Qué es?" (one, two, three. What's this?) (teacher's guide: unit 2, activity 9). Some objects or pictures are placed in a bag. A child picks one and says: "una, dos y tres. ¿Qué es?" (one, two, three. What's this?) and the other children answer: "Ahora te lo diré. Un/una... dos..." (One.../two...).

**Activity 10**

Game: I look and see...

A puppet or the teacher starts the game. Then, the children take turns saying what they see in the classroom.

**Suggested Further Practice: Activity Sheets 6, 7**

**Activity 11**

Spotting the differences between the two pictures. There is only one big difference: el autobús (the school bus). In the first picture hay niños en el autobús (there are children on the bus) and in the second picture no hay niños (there aren't any children). However, the children may like to describe the pictures as well.

**Activity 12**

A riddle. The purpose of this activity is to enjoy the language patterns and rhythm. The children will need the English translation to guess the answer: el colegio (the school).

**Suggested Further Practice. Activity Sheet 8: joining the numbers.**

Completing the picture and describing it.

**Activity 13**

A song: singing and learning it.

(See appendix)

**Activity 14****I.**

Revising vocabulary: picture dictionary. The children would enjoy guessing the words in the picture dictionary before seeing them.

**II.**

Memory game. Looking at the words for a few seconds and trying to say most of them afterwards.

III.

A guessing game. The teacher shows bits of flashcards representing the words learnt. The children try to guess what the words may be.

### Activity 15

The airplane competition game. A vocabulary game played by two teams. This game is a variation of darts and the aim of it is to score as many points as possible. Materials: a couple of paper airplanes. The teacher selects some keywords to revise. They can either be real objects in the classroom or pictures representing the words. The objects or pictures are assigned some points depending on how difficult it may be to hit them. The children choose a word, say it and fly the airplane trying to hit the objects or pictures representing the word. If they succeed, they win those points. The teacher decides whether the same words can be hit several times or just once.

### Activity 16

Story. A story about a mouse that has a toothache: listening, repeating and performing it.

Al pobre ratón le duele una muela,  
por eso no puede ir hoy a la escuela.  
¿Tendrá vacaciones?  
¡Oh, no! Tiene los mofletes como dos balones.

The poor mouse has a toothache,  
that's why he can't go to school today.  
Will he be on holiday?  
Oh, no! He's got his cheeks like two footballs.

**Suggested Further Practice. Extra Activity Sheets 9, 10 11: practising numbers.**

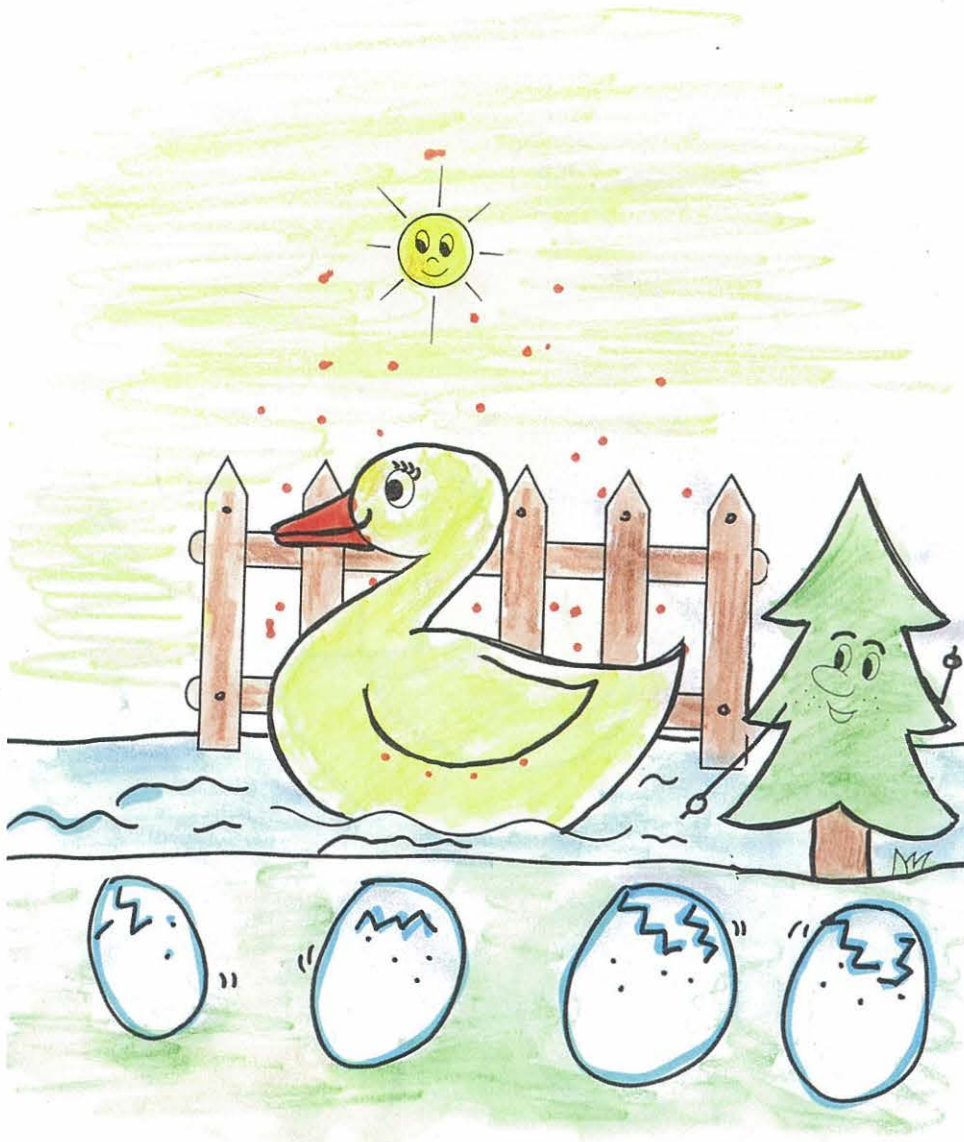
SisiSi

V. Story: The Ugly Duckling

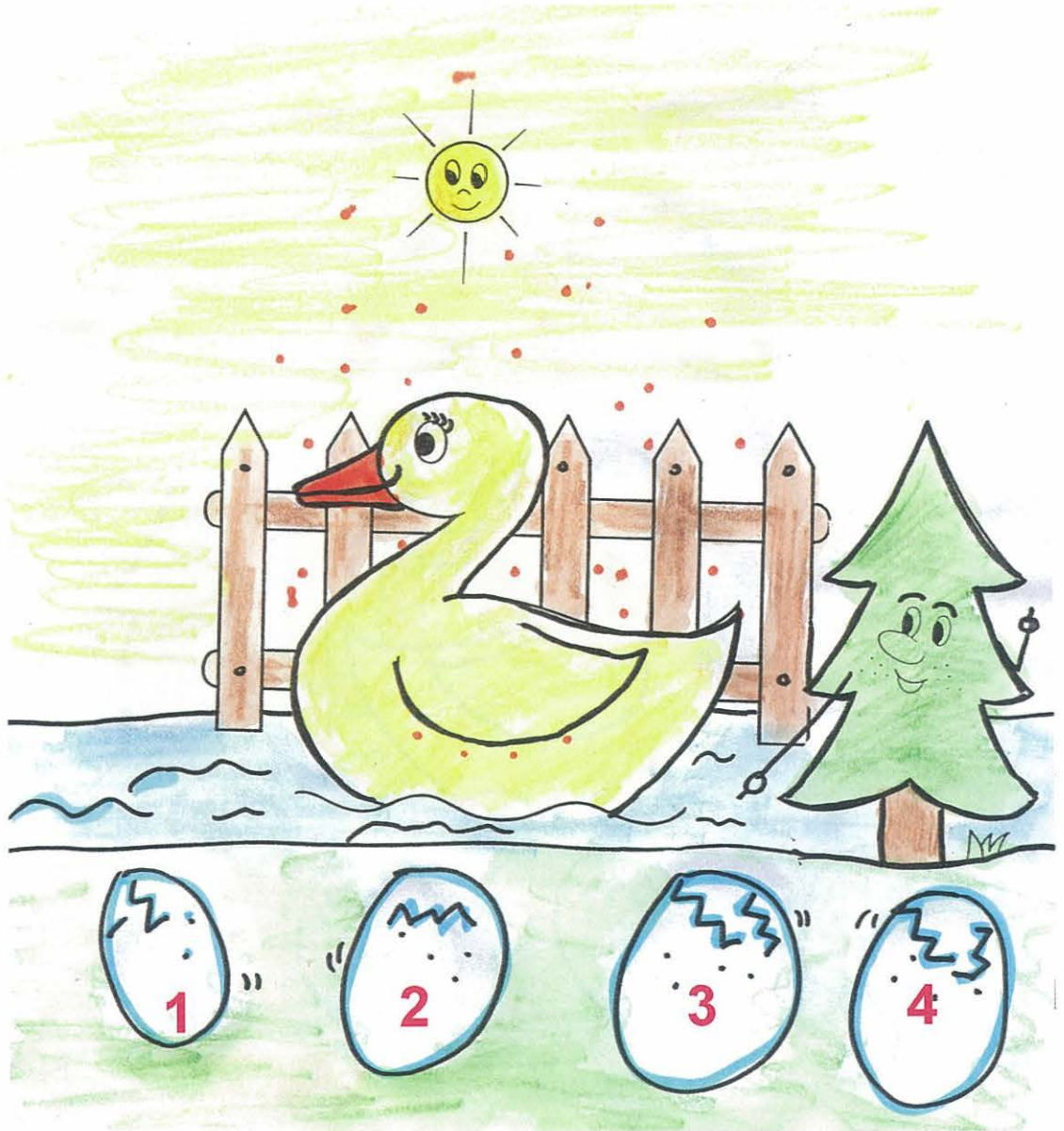




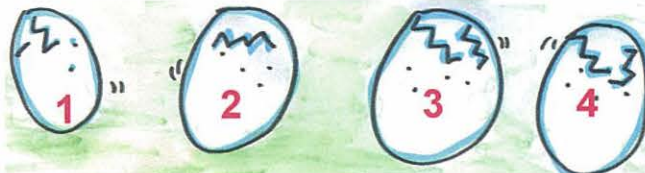
# EL PATITO FEO



La Mamá Pata puso cuatro huevos:  
uno, dos, tres y cuatro.

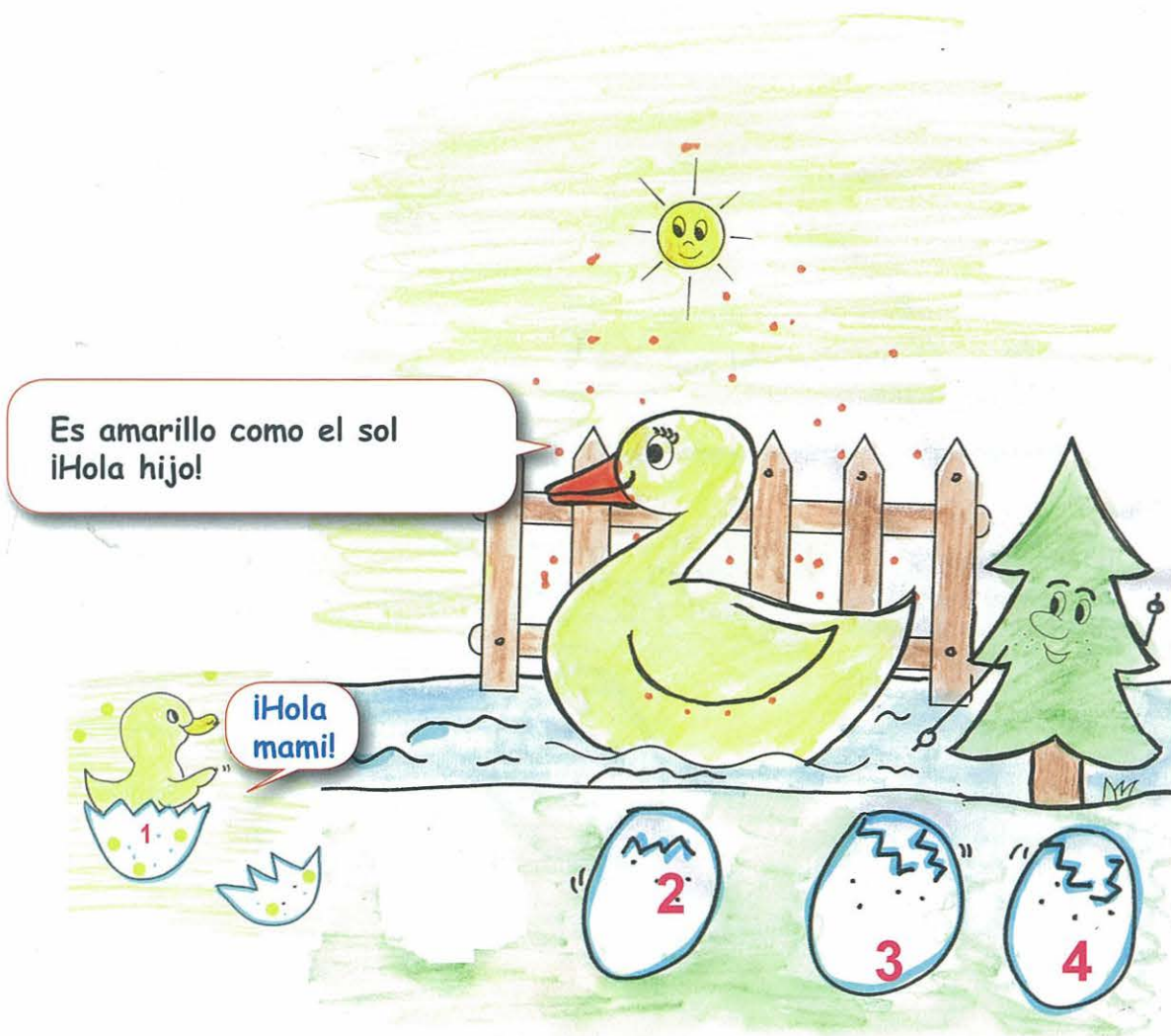


Uno, dos, tres y cuatro.

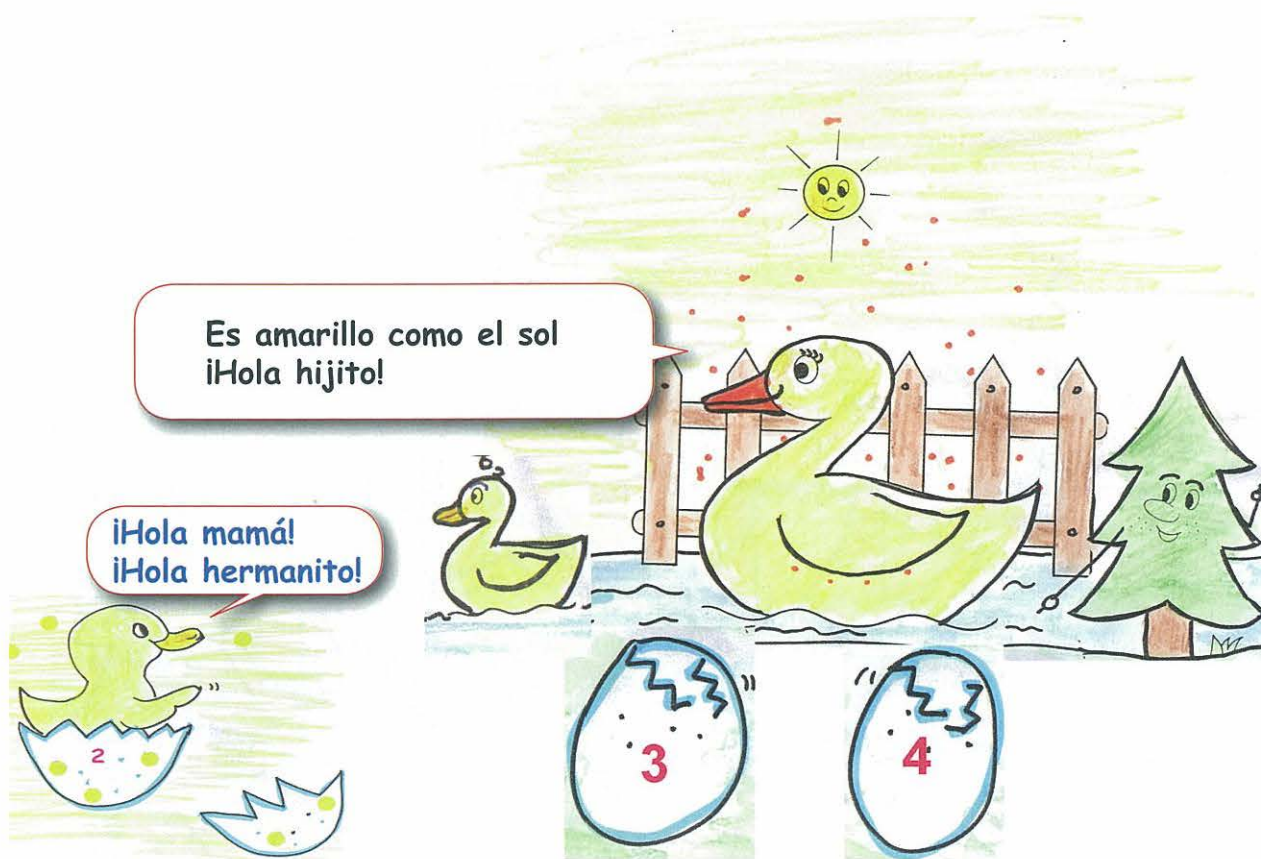


Poco a poco los huevos se abren.

Se abre el huevo número uno  
y la Mamá Pata está muy contenta.



Se abre el huevo número dos  
y la Mamá Pata está muy contenta.

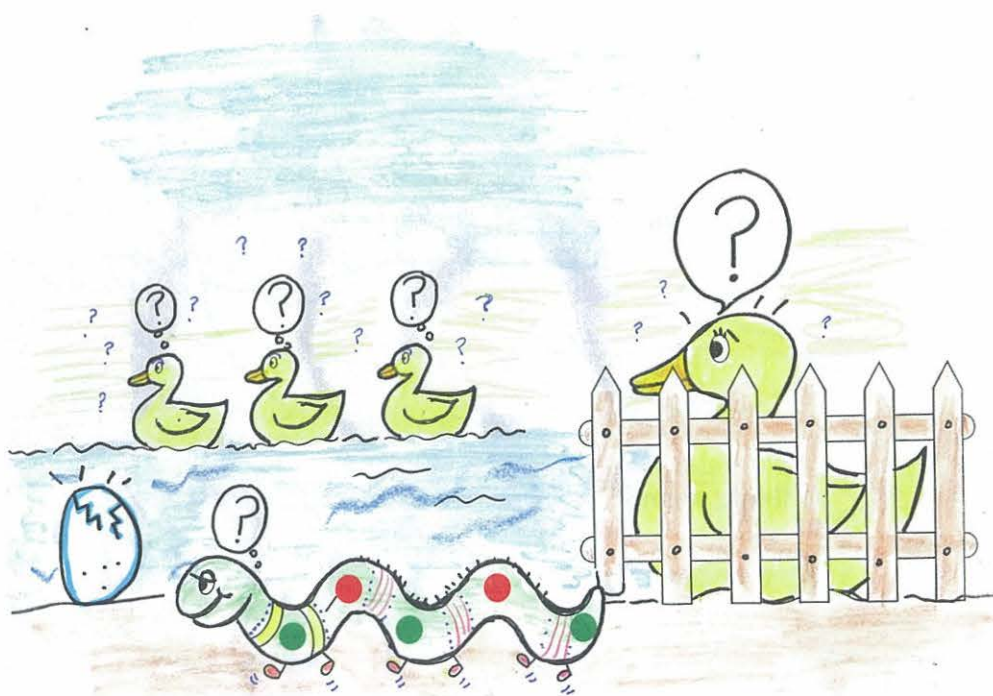


Se abre el huevo número tres  
y la Mamá Pata está muy contenta.



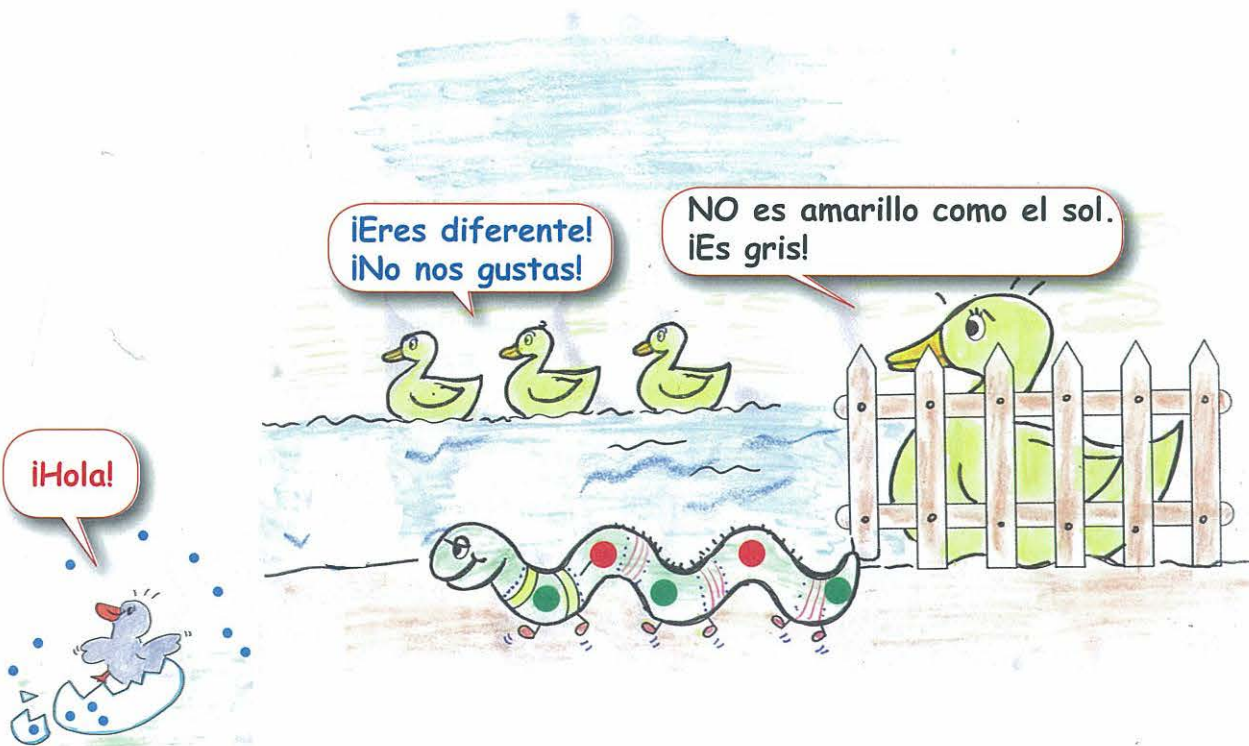
Pero el huevo número cuatro no se abre.

La Mamá Pata y los patitos esperan  
y esperan.



Por fin, se abre el último huevo.

La Mamá Pata y los patitos  
NO ESTÁN CONTENTOS.



El cuarto patito tampoco está contento.





El pobre patito feo está muy triste.

Llora porque sus hermanitos no le quieren  
y se van a nadar sin él.



Todos los días, la Mamá Pata  
y los tres patitos van juntos a nadar.

El pobre patito feo está triste y solo.



Poco a poco aprende a nadar, a cantar...  
la, la, la.

A jugar con la pelota.



El patito feo tiene muchos amigos.  
La rana, el pez, la mariposa,  
el pájaro y la ardilla.



Un día se vio en el agua.  
Había crecido y ya no era gris.

Ahora es un bonito cisne.  
Ha superado todas las dificultades  
y está muy, muy contento.



¡Y, colorín,  
colorado,  
este cuento,  
se ha acabado!\*

Note:

\*This rhyme is the usual way of ending children's stories in Spanish.

EL PATITO FEO

\*\*THE UGLY DUCKLING

La Mamá Pata puso cuatro huevos: uno, dos, tres y cuatro.  
Uno, dos, tres y cuatro.

Mother Duck laid four eggs: one, two, three and four.  
One, two, three and four.

Poco a poco los huevos se abren.

Little by little the eggs begin to hatch.

Se abre el huevo número uno y la Mamá Pata está muy contenta.

The egg number one hatches and Mother Duck is very happy.

Es amarillo como el sol.

It's yellow like the sun.

¡Hola hijo!

Hello, son!

¡Hola mami!

Hello, mummy!

Se abre el huevo número dos y la Mamá Pata esta muy contenta.

The egg number two hatches and Mother Duck is very happy.

Es amarillo como el sol.

It's yellow like the sun.

¡Hola hijito!

Hello, son!

¡Hola, mamá!

Hello, mummy!

¡Hola, hermanito!

Hello, brother!

Se abre el huevo número tres y la Mamá Pata esta muy contenta.

The egg number three hatches and Mother Duck is very happy.

Es amarillo como el sol.

It's yellow like the sun.

¡Hola hijo!

Hello, son!

¡Hola mami!

Hello, mummy!

Pero el huevo número cuatro no se abre.

But the egg number four doesn't hatch.

La Mamá Pata y los patitos esperan y esperan.

Mother Duck and the ducklings wait and wait.

Por fin, se abre el último huevo. La Mamá Pata y los patitos NO ESTÁN CONTENTOS.

Finally, the last egg hatches. Mother Duck and the ducklings ARE NOT HAPPY.

No es amarillo como el sol. ¡Es gris!

It's Not yellow like the sun. It's grey!

¡Eres diferente! ¡No nos gustas!

You are different! We don't like you!

¡Hola!

Hello!

El cuarto patito tampoco está contento.

The fourth duckling isn't happy either.

Eres feo y no te queremos.

You are ugly and we don't like you.

Eres feo.

You are ugly.

Sí, eres feo.

Yes, you are ugly.

Eres feo.

You are ugly.

Yo no soy feo, soy diferente.

I'm not ugly. I'm different.

El pobre patito feo está muy triste. Llora porque sus hermanitos no le quieren y van a nadar sin él.

The poor ugly duckling feels miserable. He is weeping because his brothers don't like him and go swimming without him.

Todos los días, la Mamá Pata y los tres patitos van juntos a nadar.

Every day, Mother Duck and the three ducklings go swimming together.

El pobre patito feo está triste y solo.

The poor ugly duckling is sad and lonely.

Poco a poco aprende a nadar, a cantar... la, la, la. A jugar con la pelota.

Little by little, he learns to swim, to sing...la, la, la. He learns to play with a ball.

El patito feo tiene muchos amigos. La rana, el pez, la mariposa, el pájaro y la ardilla.

The ugly duckling has made many friends. The frog, the fish, the butterfly, the bird and the squirrel.

Un día se vio en el agua. Había crecido y ya no era gris.

One day, he saw himself in the water. He had grown up and he wasn't grey any more.

Ahora es un bonito cisne. Ha superado todas las dificultades y está muy, muy contento.

Now he's become a beautiful swan. He's overcome all difficulties and is really, really happy.

¡Y, colorín, colorado, este cuento, se ha acabado!\*

Notes:

\* This rhyme is the usual way of ending children's stories in Spanish.

\*\* The English version is basically a word by word translation from the Spanish version in order to help the teachers with the word correspondence between the two languages.

The image features a large, stylized graphic of the word 'Si Si Si' in a playful, rounded font. The first 'Si' is yellow with a white outline, the second is green with a white outline, and the third is red with a white outline. The text is set against a dark blue background and is enclosed within a thick, gold-colored border that has a slightly irregular, hand-drawn appearance. A small, bright green rectangular box is positioned at the bottom right of the border. On the left side of the page, there are four circular punch holes.

Si Si Si

VI. Appendix





# 1. Multimedia Activities

## UNIDAD 1 / UNIT 1

### Activity 1: A Matching Game

#### Busca la pareja.

Match the words and pictures.

There is a set of picture cards and audio cards facing down. The children click on an audio card and a picture card. If the sound and picture match, the picture faces up and stays like that.

*Dibujos de /Picture cards of:*      *Grabaciones de/ Audio files of:*

|                     |                 |
|---------------------|-----------------|
| -Papá               | Daddy           |
| -Mamá               | Mummy           |
| -Velas              | Candles         |
| -Tarta              | Cake            |
| -Globo              | Balloon         |
| -Rojo               | Red             |
| -Amarillo           | Yellow          |
| -Azul               | Blue            |
| -¡Feliz cumpleaños! | Happy Birthday! |

### Activity 2: Who is talking?

#### Elige los dibujos adecuados.

Choose the right pictures.

The aim of the game is to find out who is talking by choosing the right picture in each sequence.

The children see three different pictures each time. They listen to what is said and click on the right picture.

#### Grabaciones de/ Audio files corresponding to:

|                             |                          |
|-----------------------------|--------------------------|
| -Tengo cinco años           | I am five years old      |
| -Mi tarta tiene cinco velas | My cake has five candles |
| -Mi regalo es azul          | My present is blue       |
| -Las velas son amarillas    | The candles are yellow   |
| -¿Quién soy?                | Who am I?                |
| -Tengo seis años            | I am six years old       |
| -Mi tarta tiene seis velas  | My cake has six candles  |
| -Mi regalo es verde         | My present is green      |
| -Las velas son rojas        | The candles are red      |
| -¿Quién soy?                | Who am I?                |



### Dibujos de/ Picture cards of:

-Cinco globos/ tres globos/ cuatro globos  
Five balloons/ three balloons/ four balloons

-Una tarta de cumpleaños con cinco velas, otra con tres y otra con seis  
A birthday cake with five candles, another one with three and another one with six

-Un regalo de color azul, otro amarillo y otro verde  
A blue present, a yellow present and a green present

-5 Velas rojas, 5 amarillas y 5 marrones  
5 Red candles, 5 yellow candles and 5 brown candles

-6 Velas rojas, 6 amarillas y 6 marrones  
6 Red candles, 6 yellow candles and 6 brown candles

-Mari Luz y Juanito

## UNIDAD 2 / UNIT 2

### Activity 1: Colour the Scene

**Colorea la escena siguiendo las instrucciones.**

*Follow the instructions to colour the scene.*

The children listen to the instructions and drag the right colours to the objects.

**Dibujos de/ Pictures of:**

-Árbol  
-Ardilla  
-Caracol  
-Perro  
-Gato  
-Bicicleta  
-Marrón  
-Blanco  
-Negro  
-Verde

**Grabaciones de/ Audio files of:**

Tree  
Squirrel  
Snail  
Dog  
Cat  
Bicycle  
Brown  
White  
Black  
Green

### Activity 2: Complete the Scene

**Completa la escena siguiendo las instrucciones y arrastrando el dibujo adecuado.**

*Complete the scene following the instructions and dragging the correct picture.*

The children listen to the instructions and drag the right objects to complete the scene.



**Dibujos de/Pictures of:**

- Árbol
- Ardilla
- Caracol
- Perro
- Gato
- Bicicleta
- Grande
- Pequeño
- Marrón
- Blanco
- Negro
- Verde

**Grabaciones de/Audio files of:**

- Tree
- Squirrel
- Snail
- Dog
- Cat
- Bicycle
- Big
- Small
- Brown
- White
- Black
- Green

**UNIDAD 3 / UNIT 3**

**Activity 1: Pack your School Bag**

**Llena la mochila arrastrando los objetos que oigas.**

*Drag the objects you hear into your school bag.*

**Dibujos de/ Pictures of:**

- Una mochila
- Gomas de borrar
- Lápices
- Libros
- Papel
- Lápices de colores
- Sacapuntas
- Tijeras
- Pegamento
- Uno
- Dos
- Tres
- Cuatro
- Cinco
- Seis
- Siete
- Ocho
- Nueve
- Diez
- Grande
- Pequeño

**Grabaciones de/ Audio files of:**

- A school bag
- Rubbers
- Pencils
- Books
- A piece of paper
- Colouring pencils
- Pencil sharpener
- Scissors
- Glue
- One
- Two
- Three
- Four
- Five
- Six
- Seven
- Eight
- Nine
- Ten
- Big
- Small



## Activity 2: The Classroom

**Pincha en los objetos que oigas y observa lo que ocurre.**

*Click on the objects you hear and see what happens.*

### **Dibujos de/ Pictures of:**

- Una clase
- Silla
- Sillas
- Mesa
- Mesas
- Una pizarra
- Un ordenador
- Un reloj en la pared
- Un reloj en la puerta
- Una papelera
- Una puerta
- Una ventana
- Una mochila

### **Grabaciones de/ Audio files of:**

- A classroom
- Chair
- Chairs
- Table
- Tables
- A board
- A computer
- A clock on the wall
- A clock on the door
- A bin
- A door
- A window
- A school bag

## 2. Guiones de audio / Audio recordings

### 2.1. Unidades / Units

|  |  |  |
|--|--|--|
| <b>Unidad 1</b><br><b>Mi familia y yo</b><br><br><b>Unit 1</b><br><b>My Family and I</b> | <b>Actividad 1</b><br>Fíjate en Juanito y Mari Luz.<br><br>¡Hola! Me llamo Juanito.<br>Tengo cinco años.   | <b>Activity 1</b><br>Learn about Juanito and Mari Luz.<br><br>Hello! My name is Juanito.<br>I am five years old.   |
|  | <b>Actividad 2</b><br>Escucha y aprende los números.<br>¿Puedes decirlos con voces distintas?<br><br>Uno, dos, tres, cuatro, cinco, seis.  | <b>Activity 2</b><br>Listen and learn the numbers. Can you repeat them in different voices?<br><br>One, two, three, four, five, six.   |
|  | <b>Actividad 3</b><br>Fíjate en la familia de Juanito. Escucha.<br><br>Mamá, Juanito, Mari Luz, papá.<br><br>Mi papá se llama Luis.<br>Mi mamá se llama María.<br>Mi hermana se llama Mari Luz.      | <b>Activity 3</b><br>Learn about Juanito's family. Listen.<br><br>Mummy, Juanito, Mari Luz, daddy.<br><br>My daddy's name is Luis.<br>My mummy's name is María.<br>My sister's name is Mari Luz. |
|  | <b>Actividad 4</b><br>El juego del hola y adiós.<br><br>¡Hola mamá!<br>¡Adiós papá!<br>¡Hola...!<br>¡Adiós...!   | <b>Activity 4</b><br>The hello and goodbye game.<br><br>Hello mummy!<br>Goodbye daddy!<br>Hello...!<br>Goodbye...!   |
|  | <b>Actividad 5</b><br>Lanza la pelota: pregunta y responde.<br><br>¿Cómo te llamas?<br>Me llamo...   | <b>Activity 5</b><br>Throw the ball: ask and answer.<br><br>What's your name?<br>My name is...   |
|  | <b>Actividad 6</b><br>Aprende esta rima.<br><br>Cinco lobitos<br>tiene la loba,<br>blancos y negros<br>detrás de la escoba.<br>Cinco tenía,<br>cinco crió,<br>y a todos los cinco<br>comida les dio. | <b>Activity 6</b><br>Learn this rhyme.<br><br>Five little wolves<br>the wolf has,<br>white and black<br>behind a broom.<br>Five she had,<br>five she bred,<br>and the five of them<br>were fed.  |

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| <p><b>Unidad 1</b><br/><b>Mi familia y yo</b></p> <p><b>Unit 1</b><br/><b>My Family and I</b></p> | <p><b>Actividad 7</b></p> <p>Fíjate en la tarta de cumpleaños y cuenta las velas.</p> <p>Mari Luz tiene <u>seis</u> años.</p>  | <p><b>Activity 7</b></p> <p>Look at the birthday cake and count the candles.</p> <p>Mari Luz is <u>six</u> years old.</p>  |
|   | <p><b>Actividad 8</b></p> <p>Pregunta y responde como en el dibujo.</p> <p>¿Cuántos años tienes?<br/>Tengo cinco años.</p>   | <p><b>Activity 8</b></p> <p>Ask and answer as in the picture.</p> <p>How old are you?<br/>I am five years old.</p>   |
|   | <p><b>Actividad 9</b></p> <p>Juego: lanza la pelota a un amigo y pregunta cuántos años tiene.</p>  | <p><b>Activity 9</b></p> <p>Game: throw the ball to a friend and ask his or her age.</p>   |
|   | <p><b>Actividad 10</b></p> <p>Fíjate en el dibujo. Repite.</p> <p>¡Feliz cumpleaños!</p>   | <p><b>Activity 10</b></p> <p>Look at the picture. Repeat.</p> <p>Happy birthday!</p>   |
|   | <p><b>Actividad 11</b></p> <p>Aprendemos y cantamos la canción "Cumpleaños feliz"</p> <p>¡Cumpleaños feliz!<br/>¡Cumpleaños feliz!<br/>Te deseamos todos,<br/>¡Cumpleaños feliz!</p> | <p><b>Activity 11</b></p> <p>We learn and sing the song "Happy Birthday"</p> <p>Happy birthday to you!<br/>Happy birthday to you!<br/>Happy birthday dear..<br/>Happy birthday to you!</p> |
|   | <p><b>Actividad 12</b></p> <p>Fíjate en las fotos. ¿Qué diferencias hay?</p> <p>Pablo tiene <u>cuatro</u> años.<br/>Laura tiene <u>cinco</u> años.</p>                               | <p><b>Activity 12</b></p> <p>Look at the pictures. What is different?</p> <p>Pablo is <u>four</u> years old.<br/>Laura is <u>five</u> years old.</p>                                       |

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| <p><b>Unidad 1</b><br/><b>Mi familia y yo</b></p> <p><b>Unit 1</b><br/><b>My Family and I</b></p> | <p><b>Actividad 13</b></p> <p>Mi diccionario. ¿Cuántas palabras sabes ya?</p> <p>Yo<br/>Mi familia<br/>Papá y mamá<br/>Mi hermano<br/>Mi hermana<br/>La tarta<br/>Las velas<br/>¡Feliz cumpleaños!<br/>El globo<br/>El regalo<br/>Los números<br/>La suma<br/>Los colores<br/>Rojo<br/>Amarillo<br/>Azul<br/>Verde<br/>Naranja<br/>El niño<br/>La niña</p>   | <p><b>Activity 13</b></p> <p>My dictionary. How many words have you learnt yet?</p> <p>I<br/>My family<br/>Daddy and mummy<br/>My brother<br/>My sister<br/>The cake<br/>The candles<br/>Happy birthday!<br/>The balloon<br/>The present<br/>The numbers<br/>The addition<br/>The colours<br/>Red<br/>Yellow<br/>Blue<br/>Green<br/>Orange<br/>The child/boy<br/>The child/girl</p>   |
| <p><b>Unidad 1</b><br/><b>Fichas</b></p> <p><b>Unit 1</b><br/><b>Activity sheets</b></p>          | <p><b>Actividad 14</b></p> <p>Escucha el cuento:<br/>Los cochinitos</p> <p>Los cochinitos ya van a la cama, muchos besitos les da su mamá, y calentitos, todos en pijama, dentro de un rato los tres dormirán.</p> <p><b>Ficha 1</b><br/>1. Escucha y colorea los números.<br/>2. Traza el número 2.</p> <p><b>Ficha 2</b><br/>Traza los números.</p> <p><b>Ficha 3</b><br/>Traza los números y suma.</p> <p><b>Ficha 4</b><br/>1. Colorea las palabras del mismo color que los números.<br/>2. Ahora une los números.</p> <p><b>Ficha 5</b><br/>Haz un dibujo de tu familia.</p> <p><b>Ficha 6</b><br/>1. Traza las vocales y coloréalas.<br/>2. Completa con la vocal a.</p> | <p><b>Activity 14</b></p> <p>Listen to the story:<br/>The Little Pigs</p> <p>The little pig are going to bed, their mummy is kissing them goodnight, and warm and comfortable in their pyjamas, they will soon fall asleep.</p> <p><b>Activity sheet 1</b><br/>1. Listen to the teacher and trace the numbers.<br/>2. Trace number 2.</p> <p><b>Activity sheet 2</b><br/>Trace the numbers.</p> <p><b>Activity sheet 3</b><br/>Trace the numbers and add.</p> <p><b>Activity sheet 4</b><br/>1. Colour the words in the same colour as the numbers.<br/>2. Now join the numbers.</p> <p><b>Activity sheet 5</b><br/>Draw your family.</p> <p><b>Activity sheet 6</b><br/>1. Trace the vowels and colour them.<br/>2. Complete with the vowel a.</p> |

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| <b>Unidad 1</b><br><b>Fichas</b><br><br><b>Unit 1</b><br><b>Activity sheets</b>                                   | <b>Ficha 7</b><br>1. Dibuja las velas en la tarta de tu cumpleaños.<br>2. Dibújate con un globo y añade el número de tus años. Tengo ____ años.  | <b>Activity sheet 7</b><br>1. Draw the candles in your birthday cake.<br>2. Draw yourself carrying a balloon and add your age number. I am ____ years old.  |
|   | <b>Ficha 8</b><br>Completa las tartas de cumpleaños.<br>Paco tiene cinco años.<br>Elena tiene cuatro años.<br>Luis tiene tres años.  | <b>Activity sheet 8</b><br>Complete the birthday cakes.<br>Paco is five years old.<br>Elena is four years old.<br>Luis is three years old.  |
|   | <b>Ficha 9</b><br>Usa la clave para colorear los robots y ponles un nombre.<br>Se llama...   | <b>Activity sheet 9</b><br>Colour by numbers and give the robots a name.<br>Its name is...  |
|   | <b>Ficha 10</b><br>Colorea las cuentas para hacer collares diferentes. Sigue las instrucciones.<br>Una roja, una amarilla, una roja.<br>Dos rojas, dos amarillas, dos azules.<br>Tres naranjas, tres verdes, cuatro amarillas.<br>Cinco rojas, cinco azules.<br>Elige.   | <b>Activity sheet 10</b><br>Colour the beads to make different necklaces. Follow the instructions.<br>One red, one yellow, one red.<br>Two in red, two in yellow, two in blue.<br>Three in orange, three in green, four in yellow.<br>Five in red, five in red.<br>Choose.    |
|   | <b>Ficha 11</b><br>Une los números para formar un dibujo. Coloréalo.   | <b>Activity sheet 11</b><br>Join the numbers to make a picture.<br>Colour it.   |
| <b>Unidad 2</b><br><b>Con mis amigos en el parque</b><br><br><b>Unit 2</b><br><b>My Friends and I in the Park</b> | <b>Actividad 1</b><br><br>Fíjate en Juanito y Mari Luz. Escucha.<br><br>¡Hola amigos!<br>Mi perro se llama Titi. Es marrón.<br>Mi bicicleta es azul.<br>Mi pelota es roja.<br><br>¡Hola!<br>Mis amigas son Isabel, Carmen y Conchi.<br>Mi gata se llama Lola. Es blanca. | <b>Activity 1</b><br><br>Learn about Juanito and Mari Luz. Listen.<br><br>Hello friends!<br>My dog's name is Titi. It's brown.<br>My bicycle is blue.<br>My football is red.<br><br>Hello!<br>My friends are Isabel, Carmen and Conchi.<br>My cat's name is Lola. It's white. |
|   | <b>Actividad 2</b><br><br>El juego "veo, veo".<br><br>Veo, veo<br>¿Qué ves?<br>Una cosita.<br>¿De qué color es?<br>De color.. (rojo/azul/blanco/marrón...)<br>¿Es... un/una...<br>(caracol/bicicleta...)?  | <b>Activity 2</b><br><br>The "I spy, I spy" game.<br><br>I see, I see<br>What do you see?<br>A little thing.<br>What colour is it?<br>It's...<br>(red/blue/white/brown...)<br>Is it a... (snail/bicycle...)?  |



|  |   |   |
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| <p><b>Unidad 2</b><br/><b>Con mis amigos en el parque</b></p> <p><b>Unit 2</b><br/><b>My Friends and I in the Park</b></p> | <p><b>Actividad 3</b></p> <p>Pregunta y responde.</p> <p>¿Cómo se llama tu gata?<br/>Se llama Lola.<br/>¿De qué color es?<br/>Es blanca.<br/>¿Cómo se llama tu perro?<br/>Se llama _____ (Titi)<br/>¿De qué color es?<br/>Es _____ (marrón)</p> | <p><b>Activity 3</b></p> <p>Ask and answer.</p> <p>What's your cat's name?<br/>It's Lola.<br/>What colour is it?<br/>It's white.<br/>What's your dog's name?<br/>Its name is _____ (Titi)<br/>What colour is it?<br/>It's _____ (brown)</p> |
|  | <p><b>Actividad 4</b></p> <p>Fíjate en los dibujos. ¿Qué ves?</p> <p>¿Qué es?<br/>Es (una gata, una ardilla, un caracol, una bicicleta, un perro, una pelota)</p>   | <p><b>Activity 4</b></p> <p>Look at the pictures. What can you see?</p> <p>What is this?<br/>It's (a cat, a squirrel, a snail, a bicycle, a dog, a ball)</p>  |
|  | <p><b>Actividad 5</b></p> <p>Juego de los artículos. Escucha las palabras y adivina.</p>  | <p><b>Activity 5</b></p> <p>The articles game. Listen to the words and make guesses.</p>  |
|  | <p><b>Actividad 6</b></p> <p>Practica. Repite las palabras.</p> <p>El gato/ Un gato<br/>El caracol/ Un caracol<br/>El parque/ Un parque<br/>El niño/ Un niño<br/>El amigo/ Un amigo<br/>El papá/ Un papá</p>                                    | <p><b>Activity 6</b></p> <p>Practise. Repeat the words.</p> <p>The cat/ A cat<br/>The snail/ A snail<br/>The park/ A park<br/>The child/ A child/boy<br/>The friend/ A friend<br/>The daddy/ A daddy</p>                                    |
|  | <p><b>Actividad 7</b></p> <p>Escucha y aprende los números hasta el diez. ¿Puedes decirlos con voces diferentes?</p> <p>Seis, siete, ocho, nueve, diez.<br/>Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.</p>                  | <p><b>Activity 7</b></p> <p>Listen and learn the numbers up to ten. Can you repeat them in different voices?</p> <p>Six, seven, eight, nine, ten.<br/>One, two, three, four, five, six, seven, eight, nine, ten.</p>                        |
|  | <p><b>Actividad 8</b></p> <p>La canción de los números. Canta con Mari Luz los números.</p>   | <p><b>Activity 8</b></p> <p>The numbers song. Sing the numbers with Mari Luz.<br/>Note: The song lyrics are in the song section.</p>  |

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| <b>Unidad 2</b><br><b>Con mis</b><br><b>amigos en el</b><br><b>parque</b><br><br><b>Unit 2</b><br><b>My Friends and</b><br><b>I in the Park</b> | <b>Actividad 9</b><br><br>Juego de ritmo. ¿Cómo se llama usted?<br><br>Uno, dos y tres. ¿Cómo se llama usted?<br>I sa bel  | <b>Activity 9</b><br><br>The rhythm game. What is your name?<br><br>One, two, three. What is your name?<br>I sa bel  |
|   | <b>Actividad 10</b><br><br>Juego: adivina qué es fijándote en los gestos.  | <b>Activity 10</b><br><br>Playing charades: guess what it may be.  |
|   | <b>Actividad 11</b><br><br>Vamos a aprender palabras nuevas:<br>grande, pequeño.<br><br>Grande<br>Pequeño<br><br>El árbol grande; el árbol pequeño.<br>El coche grande; el coche pequeño.<br>El círculo grande; el círculo pequeño.<br>El gato grande; el gato pequeño.                                  | <b>Activity 11</b><br><br>Let's learn new words: big, small.<br><br>Big<br>Small<br><br>The big tree; the small tree.<br>The big car; the small car.<br>The big circle; the small circle.<br>The big cat; the small cat.   |
|   | <b>Actividad 12</b><br><br>Fíjate en las fotos. ¿Qué diferencias hay?<br><br>Hay un perro en la primera foto. Hay una gata en la segunda foto.   | <b>Activity 12</b><br><br>Look at the pictures. What is different?<br><br>There is a dog in the first picture. There is a (female) cat in the second picture.  |
|   | <b>Actividad 13</b><br><br>Mi diccionario. ¿Cuántas palabras sabes?<br><br>El perro<br>La bicicleta<br>El caracol<br>La ardilla<br>El gato (masculino)<br>La gata (femenino)<br>La pelota<br>El parque<br>El árbol<br>El coche<br>Marrón<br>Negro<br>Blanco<br>El amigo<br>La amiga<br>Grande<br>Pequeño | <b>Activity 13</b><br><br>My dictionary. How many words have you learnt?<br><br>The dog<br>The bicycle<br>The snail<br>The squirrel<br>The cat<br>The cat<br>The ball<br>The park<br>The tree<br>The car<br>Brown<br>Black<br>White<br>The (boy)friend<br>The (girl)friend<br>Big<br>Small |

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| <p><b>Unidad 2</b><br/><b>Con mis amigos en el parque</b></p> <p><b>Unit 2</b><br/><b>My Friends and I in the Park</b></p>   | <p><b>Actividad 14</b></p> <p>Escucha el cuento:<br/>El caracol y el sol</p> <p>iCaracol, caracol!<br/>iSaca tus cuernos al sol,<br/>que tu padre<br/>y tu madre<br/>ya los sacó!</p>  | <p><b>Activity 14</b></p> <p>Listen to the story:<br/>The Snail and The Sun</p> <p>Snail, snail!<br/>Get your antenna out,<br/>because your father<br/>and your mother<br/>already did so!</p> |
| <p><b>Unidad 2</b><br/><b>Fichas</b></p> <p><b>Unit 2</b><br/><b>Activity sheets</b></p>   | <p><b>Ficha 1</b></p> <p>¿Tienes una mascota? Dibújala contigo en el parque.<br/>Se llama...<br/>Es de color...<br/>Marrón, blanco, negro.</p>   | <p><b>Activity sheet 1</b></p> <p>Have you got a pet? Draw it with you in the park.<br/>It's called...<br/>It's...<br/>Brown, white, black.</p>  |
| <p><b>Ficha 2</b></p> <p>1. Traza las vocales y coloréalas.<br/>2. Completa con la vocal e.</p>  | <p><b>Activity sheet 2</b></p> <p>1. Trace the vowels and colour them.<br/>2. Complete with the vowel e.</p>   |  |
| <p><b>Ficha 3</b></p> <p>1. Traza las vocales y coloréalas.<br/>2. Completa con la vocal i.</p>  | <p><b>Activity sheet 3</b></p> <p>1. Trace the vowels and colour them.<br/>2. Complete with the vowel i.</p>   |  |
| <p><b>Ficha 4</b></p> <p>Mira. Di qué ves y de qué color.<br/>Es un árbol. Es verde.<br/>Es una bicicleta. Es azul.<br/>Es un caracol. Es marrón.<br/>Es un perro. Es marrón.<br/>Es una pelota. Es...<br/>Es una ardilla. Es marrón.</p>    | <p><b>Activity sheet 4</b></p> <p>Look. What's that and what colour?<br/>It's a tree. It's green.<br/>It's a bicycle. It's blue.<br/>It's a snail. It's brown.<br/>It's a dog. It's brown.<br/>It's a ball. It's...<br/>It's a squirrel. It's brown.</p> |  |
| <p><b>Ficha 5</b></p> <p>Escucha y rodea con un círculo.<br/>Una tarta de cumpleaños.<br/>Un caracol.<br/>Una pelota.<br/>Una bicicleta.<br/>Un regalo.<br/>Un gato/una gata.<br/>El cumpleaños de Mari Luz.<br/>Un globo.<br/>Un árbol.</p> | <p><b>Activity sheet 5</b></p> <p>Listen and circle.<br/>A birthday present.<br/>A snail.<br/>A ball.<br/>A bicycle.<br/>A present.<br/>A cat.<br/>Mari Luz's birthday.<br/>A balloon.<br/>A tree.</p>   |  |
| <p><b>Ficha 6</b></p> <p>Fíjate en los dibujos. ¿Puedes completar las palabras con las vocales a, e, i?</p>  | <p><b>Activity sheet 6</b></p> <p>Look at the pictures. Can you complete the words with the vowels a, e, i?</p>  |  |
| <p><b>Ficha 7</b></p> <p>Escucha y colorea.</p>  | <p><b>Activity sheet 7</b></p> <p>Listen and colour.</p>   |  |
| <p><b>Ficha 8</b></p> <p>Une los números para formar un dibujo. Coloréalo y descríbelo: "es grande, pequeño..., es de color..."</p>  | <p><b>Activity sheet 8</b></p> <p>Join the numbers to make a picture. Colour and describe it: "it's big, small..., it's..."</p>  |  |
| <p><b>Ficha 9</b></p> <p>Escucha a la maestra y elige.</p>   | <p><b>Activity sheet 9</b></p> <p>Listen to the teacher and choose.</p>  |  |

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| <b>Unidad 2</b><br><b>Fichas</b><br><br><b>Unit 2</b><br><b>Activity sheets</b> | <b>Ficha extra 10</b><br>Practica con el número cinco.  | <b>Extra activity sheet 10</b><br>Practise with number five.   |
|   | <b>Ficha extra 11</b><br>Practica con el número seis.   | <b>Extra activity sheet 11</b><br>Practise with number six.  |
|   | <b>Ficha extra 12</b><br>Practica con el número siete.  | <b>Extra activity sheet 12</b><br>Practise with number seven.  |
| <b>Unidad 3</b><br><b>El colegio</b><br><br><b>Unit 3</b><br><b>The School</b>  | <b>Actividad 1</b><br><br>Fíjate en el colegio de Juanito y Mari Luz.<br><br>Colegio<br>Colegio español<br>Autobús<br>Juanito<br>Mari Luz<br>Voy al colegio con Mari Luz.<br>Voy en autobús.<br>La maestra se llama Elena.<br>La clase es bonita. | <b>Activity 1</b><br><br>Learn about Juanito and Mari Luz's school.<br><br>School<br>Spanish school<br>Bus<br>Juanito<br>Mari Luz<br>I go to school with Mari Luz.<br>I go by bus.<br>The teacher's name is Elena.<br>The classroom is beautiful.      |
|   | <b>Actividad 2</b><br><br>Señala los dibujos cuando oigas a Juanito.<br><br>Voy al colegio con Mari Luz.<br>Voy en autobús.<br>La maestra se llama Elena.<br>La clase es bonita.  | <b>Activity 2</b><br><br>Point at the pictures while listening to Juanito.<br><br>I go to school with Mari Luz.<br>I go by bus.<br>The teacher's name is Elena.<br>The classroom is beautiful.   |
|   | <b>Actividad 3</b><br><br>Adivina, adivinanza. ¿Cómo se dice... en español?<br><br>¿Cómo se dice "Adiós" en inglés?<br>Hola<br>Gracias<br>Buenos días<br>Por favor<br>Lo siento<br>Español<br>Inglés  | <b>Activity 3</b><br><br>How do you say... in Spanish? Have a go.<br>(Note: Do as in the example with all the words below).<br>How do you say "Goodbye" in English?<br>Hello<br>Thank you<br>Good morning<br>Please<br>I'm sorry<br>Spanish<br>English |

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| <p><b>Unidad 3</b><br/><b>El colegio</b></p> <p><b>Unit 3</b><br/><b>The School</b></p> | <p><b>Actividad 4</b></p> <p>Fíjate en la clase. ¿Cómo es?<br/>Hay...</p> <p>El reloj<br/>La ventana<br/>La pizarra<br/>El armario<br/>La planta<br/>Los niños<br/>La niña<br/>El niño<br/>Los colores/ Los lápices de colores<br/>La silla<br/>Los lápices<br/>El papel<br/>El sacapuntas<br/>La mesa<br/>El suelo<br/>Hay una (pizarra)<br/>Hay un (sacapuntas)<br/>Hay muchos (lápices)<br/>Hay dos (mesas)<br/>Hay dos sillas<br/>Hay niños</p> | <p><b>Activity 4</b></p> <p>Look at the classroom. What is it like?<br/>There is/ are...</p> <p>The clock/ watch<br/>The window<br/>The board<br/>The wardrobe/ closet<br/>The plant<br/>The children/ the boys<br/>The girl<br/>The boy<br/>The colours/ the colouring pencils<br/>The chair<br/>The pencils<br/>The piece of paper<br/>The pencil sharpener<br/>The table/ desk<br/>The floor<br/>There's a (board)<br/>There's a (pencil sharpener)<br/>There are many (pencils)<br/>There are two (tables/desks)<br/>There are two chairs<br/>There are children</p> |
|   | <p><b>Actividad 5</b></p> <p>Fíjate en los dibujos. Imita las acciones.</p> <p>El colegio<br/>Escribir<br/>Pensar<br/>Recortar<br/>Leer<br/>Escuchar<br/>Colorear<br/>Hablar</p>  | <p><b>Activity 5</b></p> <p>Look at the pictures. Mime the actions.</p> <p>The school<br/>Write<br/>Think<br/>Cut out<br/>Read<br/>Listen<br/>Colour<br/>Speak</p>   |
|   | <p><b>Actividad 6</b></p> <p>Practica. ¿Te gusta...?<br/>Sí, sí me gusta.../ No, no me gusta...</p> <p>¿Te gusta escuchar?<br/>¿Te gusta colorear?<br/>Sí, sí me gusta.<br/>No, no me gusta.</p>  | <p><b>Activity 6</b></p> <p>Practise. Do you like...?<br/>Yes, I like.../ No, I don't like...</p> <p>Do you like listening?<br/>Do you like colouring?<br/>Yes, I like it.<br/>No, I don't like it.</p>  |

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| <b>Unidad 3</b><br><b>El colegio</b><br><br><b>Unit 3</b><br><b>The School</b> | <b>Actividad 7</b><br><br>Juego. Practica el vocabulario con el juego "Simón dice..."<br><br>Simón dice "escucha"<br>"Colorea"<br>Simón dice "..."<br><br><b>Actividad 8</b><br><br>Un juego de dados. ¿Cómo se dice... en español?<br><br>¿Cómo se dice... en español? (book)<br>¿Cómo se dice... en español? (table/desk)<br>¿Cómo se dice ... en español? (pencil)<br>¿Cómo se dice ... en español? (rubber)<br>¿Cómo se dice... en español? (school bag)<br>¿Cómo se dice... en español? (clock/watch)<br>¿Cómo se dice... en español? (scissors)<br>¿Cómo se dice... en español? (computer)<br>¿Cómo se dice... en español? (door)<br>¿Cómo se dice... en español? (chair)<br>¿Cómo se dice... en español? (glue)<br>¿Cómo se dice... en español? (bin) | <b>Activity 7</b><br><br>Game. Practise the vocabulary playing "Simon says..."<br><br>Simon says "listen"<br>"Colour"<br>Simon says "..."<br><br><b>Activity 8</b><br><br>A dice game. How do you say... in Spanish?<br><br>How do you say... in Spanish? (libro)<br>How do you say... in Spanish? (mesa)<br>How do you say... in Spanish? (lápiz)<br>How do you say... in Spanish? (goma)<br>How do you say... in Spanish? (mochila)<br>How do you say... in Spanish? (reloj)<br>How do you say... in Spanish? (tijeras)<br>How do you say... in Spanish? (ordenador)<br>How do you say... in Spanish? (puerta)<br>How do you say... in Spanish? (silla)<br>How do you say... in Spanish? (pegamento)<br>How do you say... in Spanish? (papelera) |
|  | <b>Actividad 9</b><br><br>Practicamos singular y plural. ¿Qué ves?<br><br>Una maestra<br>Dos maestras<br>Un niño<br>Dos niños<br>Una niña<br>Dos niñas<br>Un globo<br>Dos globos   | <b>Activity 9</b><br><br>Let's practise singular and plural. What can you see?<br><br>One teacher<br>Two teachers<br>One boy<br>Two boys<br>One girl<br>Two girls<br>One balloon<br>Two balloons   |
|  | <b>Actividad 10</b><br><br>Juego. Miro y veo.<br><br>En la clase hay dos niñas.<br>Hay un globo.<br>Hay...   | <b>Activity 10</b><br><br>Game: I look and see.<br><br>There are two girls in the classroom.<br>There is a balloon.<br>There is...   |
|  | <b>Actividad 11</b><br><br>Fíjate en la diferencia.<br><br>No hay niños en el autobús.   | <b>Activity 11</b><br><br>Find the difference.<br><br>There are no children on the school bus.   |

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| <b>Unidad 3</b><br><b>El colegio</b><br><br><b>Unit 3</b><br><b>The School</b> | <b>Actividad 12</b><br><br>Una adivinanza.<br>¿Qué es?<br><br>Por las mañanas voy.<br>Por las tardes vuelvo.<br>En él paso muchas horas,<br>y con mis amigos me divierto.<br><br>Respuesta: el colegio.  | <b>Activity 12</b><br><br>A riddle.<br>What is it?<br><br>I go in the morning.<br>I come back in the afternoon.<br>I spend many hours in there,<br>and I have fun with my friends.<br><br>Answer: the school.  |
|  | <b>Actividad 13</b><br><br>Aprendemos y cantamos la canción del colegio.   | <b>Activity 13</b><br><br>We learn and sing the school song.<br>(Note: the song lyrics are in the song section).   |
|  | <b>Actividad 14</b><br><br>Mi diccionario. ¿Cuántas palabras sabes ya?<br><br>El colegio<br>El autobús<br>La clase<br>La maestra<br>Los niños<br>El reloj<br>El libro<br>La mesa<br>La silla<br>La papelera<br>La pizarra<br>El ordenador<br>El sacapuntas<br>Las pinturas/los colores<br>El pegamento<br>La mochila<br>Las tijeras<br>El lápiz<br>La goma<br>El papel | <b>Activity 14</b><br><br>My picture dictionary. How many words have you learnt yet?<br><br>The school<br>The bus<br>The classroom<br>The teacher<br>The children<br>The clock/watch<br>The book<br>The table/desk<br>The chair<br>The bin<br>The board<br>The computer<br>The pencil sharpener<br>The colouring pencils<br>The glue<br>The school bag<br>The scissors<br>The pencil<br>The rubber<br>The piece of paper |
|  | <b>Actividad 15</b><br><br>El juego del avión. Juego de vocabulario.   | <b>Activity 15</b><br><br>The airplane game. A vocabulary game.  |
|  | <b>Actividad 16</b><br><br>Escucha el cuento.<br>El dolor de muelas<br><br>Al pobre ratón le duele una muela,<br>Por eso no puede ir hoy a la escuela,<br>¿tendrá vacaciones?<br>¡Oh, no! tiene los mofletes como dos balones.   | <b>Activity 16</b><br><br>Listen to the story.<br>The toothache<br><br>The poor mouse has a toothache,<br>That's why he can't go to school today,<br>Is he on holiday?<br>Oh, no! he's got his cheeks like two footballs.  |

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| <b>Unidad 3</b><br><b>Fichas</b><br><br><b>Unit 3</b><br><b>Activity sheets</b> | <b>Ficha 1</b><br>Completa el colegio. ¿Cómo vas al colegio? Dibújalo.   | <b>Activity sheet 1</b><br>Complete the school. How do you go to school? Draw it.   |
|   | <b>Ficha 2</b><br>1. Traza las vocales y coloréalas.<br>2. Completa con la vocal o.  | <b>Activity sheet 2</b><br>1. Trace the vowels and colour them.<br>2. Complete with the vowel o.  |
|   | <b>Ficha 3</b><br>1. Traza las vocales y coloréalas.<br>2. Completa con la vocal u.  | <b>Activity sheet 3</b><br>1. Trace the vowels and colour them.<br>2. Complete with the vowel u.  |
|   | <b>Ficha 4</b><br>Dibuja tu clase. Recorta los dibujos y pégalos.  | <b>Activity sheet 4</b><br>Draw your classroom. Cut the pictures out and paste them.  |
|   | <b>Ficha 5</b><br>Fíjate en los dibujos. Recórtalos y pégalos en la columna adecuada.<br>Me gusta...<br>No me gusta...           | <b>Activity sheet 5</b><br>Look at the pictures. Cut them out and paste them on the right table.<br>I like...<br>I don't like...  |
|   | <b>Ficha 6</b><br>Escucha a la maestra y señala los objetos según los oigas.   | <b>Activity sheet 6</b><br>Listen to the teacher and point at the objects in the order you hear them.   |
|   | <b>Ficha 7</b><br>1. ¿Qué hay en esta mochila?<br>Hay lápices.<br>Hay...<br>2. ¿Qué hay en tu mochila?<br>Hay lápices.<br>Hay... | <b>Activity sheet 7</b><br>1. What's in this school bag?<br>There are pencils.<br>There is/are...<br>2. What's in your school bag?<br>There are pencils.<br>There is/are... |
|   | <b>Ficha 8</b><br>Une los números para formar un dibujo. Coloréalo.  | <b>Activity sheet 8</b><br>Join the numbers to make a picture. Colour it.   |
|   | <b>Ficha extra 9</b><br>1. Completa.<br>2. Escucha y rodea. Traza el número ocho.  | <b>Extra activity sheet 9</b><br>1. Complete.<br>2. Listen and circle. Trace number eight.  |
|   | <b>Ficha extra 10</b><br>Completa.   | <b>Extra activity sheet 10</b><br>Complete.   |
|   | <b>Ficha extra 11</b><br>Colorea y traza los números.  | <b>Extra activity sheet 11</b><br>Colour and trace the numbers.   |



## 2.2. Canciones / Songs

### Unidad 1 Cumpleaños Feliz

Cumpleaños feliz,  
cumpleaños feliz,  
te deseamos todos,  
cumpleaños feliz.

Feliz,  
feliz en tu día,  
amiguito que Dios te bendiga,  
que reine la paz en tu día,  
y que cumplas  
muchos más.

### Unit 1 Happy Birthday

Happy birthday to you,  
happy birthday to you.  
We all wish you  
a happy birthday.

Have a happy day,  
God bless you.  
My dear friend.  
Have a peaceful day,  
and  
many happy returns of the day!

### Unidad 1 El huevo

Mi padre, mi madre,  
mi hermanito y yo,  
comimos un huevo,  
la mitad sobró.  
La yema amarilla  
nadie la tocó,  
mi padre, mi madre,  
mi hermanito y yo.

### Unit 1 The Egg

My father, my mother,  
my little brother and I  
ate an egg,  
and half of it was left.  
No one touched the yellow yolk,  
my father, my mother,  
my little brother and I.

### Unidad 2 Los números

Uno, dos,  
uno, dos.  
Tres y cuatro,  
tres y cuatro.  
Cinco, seis y siete,  
cinco, seis y siete.  
Ocho y nueve,  
nueve y diez.

### Unit 2 The numbers

One, two,  
one, two.  
Three and four,  
three and four.  
Five, six and seven,  
five, six and seven.  
Eight and nine,  
nine and ten.

**Unidad 3  
El Colegio**

Es por la mañana.  
Voy al colegio,  
abro la cartera,  
cojo el cuaderno,  
cojo el lápiz,  
cojo los colores  
y me pongo a pintar. (X2)

Me gusta escribir.  
Me gusta dibujar.  
Me gusta jugar.  
Me gusta estudiar.  
Me gusta cantar.  
Me gusta contar,  
y hablar en español (X2)  
en el colegio.

**Unit 3  
The School**

It's in the morning.  
I am going to school,  
I open my bag,  
I take out my notebook,  
I take out my pencil,  
I take out my colouring pencils.  
And I start colouring. (X2)

I like writing.  
I like drawing.  
I like playing.  
I like studying.  
I like singing.  
I like counting,  
and speaking in Spanish (X2)  
in the school.

**Unidad 3  
El abecedario**

A B C D E F G  
H I J K  
L M Ñ O  
P  
Q  
R S T  
U V W X  
Y  
Z

**Unit 3  
The ABC song**



## 2.3. DVD

### Título 1: Mi familia y yo

#### Title 1: My Family and I

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| <p><b>Escena 1</b><br/><b>Presentaciones</b></p> <p><b>Scene 1</b><br/><b>Introductions</b></p> | <p>Hola,<br/>Hola,<br/>Me llamo Juanito.<br/>Me llamo Mari Luz.<br/>Tengo 5 años.<br/>(niña) Tengo 6 años.</p> <p>Hola,<br/>Hola,<br/>Me llamo Daniel.<br/>Me llamo Ana.<br/>Tengo cuatro (4) años.<br/>(niña) Tengo cinco (5) años.<br/>Hola,<br/>Hola,<br/>Me llamo Pepe.<br/>Me llamo Paco.<br/>Tengo dos (2) años.<br/>Tengo tres (3) años.</p> | <p>Hello,<br/>Hello,<br/>My name is Juanito.<br/>My name is Mari Luz.<br/>I am 5 years old.<br/>(girl) I am 6 years old.</p> <p>Hello,<br/>Hello,<br/>My name is Daniel.<br/>My name is Ana.<br/>I am 4 years old.<br/>(girl) I am 5 years old.<br/>Hello,<br/>Hello,<br/>My name is Pepe.<br/>My name is Paco.<br/>I am 2 years old.<br/>I am 3 years old.</p> |
| <p><b>Escena 2</b><br/><b>Números 1-6</b></p> <p><b>Scene 2</b><br/><b>Numbers 1-6</b></p>      | <p>Uno, dos, tres, cuatro, cinco, seis.</p>   | <p>One, two, three, four, five, six.</p>  |
| <p><b>Escena 3</b><br/><b>La familia</b></p> <p><b>Scene 3</b><br/><b>The family</b></p>        | <p>Mi papá se llama Luis.<br/>Mi mamá se llama María.<br/>Mi hermano se llama Juanito.<br/>Mi hermana se llama Mari Luz.</p>  | <p>My daddy's name is Luis.<br/>My mummy's name is Maria.<br/>My brother's name is Juanito.<br/>My sister's name is Mari Luz.</p>   |
| <p><b>Escena 4</b><br/><b>Saludos</b></p> <p><b>Scene 4</b><br/><b>Greetings</b></p>            | <p>¡Hola papá!<br/>¡Hola mamá!<br/>¡Adiós papá!<br/>¡Adiós mamá!</p>  | <p>Hello, daddy!<br/>Hello, mummy!<br/>Goodbye daddy,<br/>Goodbye mummy!</p>  |

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| <p><b>Escena 5</b><br/><b>Rima:</b><br/><b>Cinco lobitos</b></p> <p><b>Scene 5</b><br/><b>Rhyme:</b><br/><b>Five Little Wolves</b></p> | <p>Cinco lobitos tiene la loba, blancos y negros detrás de la escoba.<br/>Cinco tenía, cinco crió, y a todos los cinco comida les dió.</p>   | <p>(Literally)<br/>Five little wolves has the mother wolf, white and black behind a broom.<br/>She had five, she bred five, and she gave food to the five of them.</p>   |
| <p><b>Escena 6</b><br/><b>Un cumpleaños</b></p> <p><b>Scene 6</b><br/><b>A birthday</b></p>  | <p>¿Cuántos años tienes?<br/>Tengo 5 años<br/>¡Feliz cumpleaños!<br/>Canción:<br/>¡Cumpleaños feliz! (X2)<br/>¡Te deseamos todos, Cumpleaños feliz!</p>  | <p>How old are you? (boy): I'm 5 years old.<br/>Happy Birthday!<br/>Song:<br/>Happy birthday!</p>  |
| <p><b>Escena 7</b><br/><b>La edad</b></p> <p><b>Scene 7</b><br/><b>Talking about the age</b></p>                                       | <p>Silvia tiene 6 años.<br/>¡Noooo! Tengo 5 años<br/>Pablo tiene 5 años.<br/>¡Nooo! Tengo 6 años.</p>  | <p>Silvia is 6 years old.<br/>Nooo! I am 5 years old.<br/>Pablo is 5 years old.<br/>Nooo! I am 6 years old.</p>  |
| <p><b>Escena 8</b><br/><b>Vocabulario</b></p> <p><b>Scene 8</b><br/><b>Vocabulary</b></p>  | <p>Yo<br/>Mi familia<br/>Papá y mamá<br/>Mi hermano<br/>Mi hermana<br/>La tarta<br/>Las velas<br/>Feliz cumpleaños<br/>El globo<br/>El regalo<br/>Tengo seis (6) años<br/>Los números<br/>Los colores<br/>Rojo<br/>Amarillo<br/>Azul<br/>Verde<br/>Naranja<br/>El niño<br/>La niña</p> | <p>I<br/>My family<br/>Daddy and mummy<br/>My brother<br/>My sister<br/>The cake<br/>The candles<br/>Happy birthday<br/>The balloon<br/>The present<br/>I am 6 years old<br/>The numbers<br/>The colours<br/>Red<br/>Yellow<br/>Blue<br/>Green<br/>Orange<br/>The boy<br/>The girl</p> |



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| <p><b>Escena 9</b><br/><b>Cuento:</b><br/><b>Los cochinitos</b></p> <p><b>Scene 9</b><br/><b>Story:</b><br/><b>The Little Pigs</b></p> | <p>Los cochinitos ya van a la cama,<br/>muchos besitos les da su mamá.<br/>Y calentitos todos en pijama,<br/>dentro de un rato los tres dormirán.</p> <p>¡Buenas noches!<br/>Gr, gr, gr (ronquidos)</p> | <p>(Literally)<br/>The little pigs are going to bed,<br/>their mum kisses them goodnight,<br/>and warm and comfortable in their<br/>pyjamas, in a moment all three will<br/>fall asleep.<br/>Good night!<br/>Gr (snoring)</p> |
| <p><b>Escena 10</b><br/><b>Fin</b></p> <p><b>Scene 10</b><br/><b>End</b></p>   | <p>¡Adiós!<br/>¡Adiós!</p>  | <p>Goodbye!<br/>Bye!</p>  |

## Título 2: Con mis amigos en el parque

### Title 2: My Friends and I in the Park

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| <p><b>Escena 1</b><br/><b>Presentaciones</b></p> <p><b>Scene 1</b><br/><b>Introductions</b></p>                             | <p>¡Hola amigos!<br/>Mi perro se llama Titi. Es marrón.<br/>Mi bicicleta es azul.<br/>Mi pelota es roja.</p> <p>Mis amigas son Isabel, Carmen y<br/>Conchi.<br/>Mi gata se llama Lola. Es blanca.</p> | <p>Hello friends!<br/>My dog's name is Titi. It's brown.<br/>My bicycle is blue.<br/>My football is red.</p> <p>My friends are Isabel, Carmen and<br/>Conchi.<br/>My cat's name is Lola. It's white.</p> |
| <p><b>Escena 2</b><br/><b>Juego:</b><br/><b>Veo, veo</b></p> <p><b>Scene 2</b><br/><b>Game:</b><br/><b>I spy, I spy</b></p> | <p>Veo, veo<br/>¿Qué ves?<br/>Una cosita.<br/>¿De qué color es?</p> <p>Es.... Es marrón.<br/>Es.... Es azul.<br/>Es.... Es roja.</p>  | <p>(Literally):<br/>I spy, I spy.<br/>What do you spy?<br/>A little thing.<br/>What colour is it?</p> <p>It's.... It's brown.<br/>It's.... It's blue.<br/>It's.... It's red.</p>                         |

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| <p><b>Escena 3</b><br/><b>Preguntas</b></p> <p><b>Scene 3</b><br/><b>Questions</b></p>            | <p>¿Cómo se llama tu gata?<br/>Se llama Lola.<br/>¿De qué color es?<br/>Es blanca.</p> <p>¿Cómo se llama tu perro?<br/>Se llama Titi<br/>¿De qué color es?<br/>Es marrón</p>  | <p>What's your cat's name?<br/>It's Lola.<br/>What colour is she?<br/>It's white.</p> <p>What's your dog's name?<br/>It's Titi.<br/>What colour is it?<br/>It's brown.</p>  |
| <p><b>Escena 4</b><br/><b>Números 1-10</b></p> <p><b>Scene 4</b><br/><b>Numbers 1-10</b></p>      | <p>Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.</p>   | <p>One, two, three, four, five, six, seven, eight, nine, ten.</p>   |
| <p><b>Escena 5</b><br/><b>Grande y Pequeño</b></p> <p><b>Scene 5</b><br/><b>Big and Small</b></p> | <p>Grande<br/>Pequeño.</p> <p>¿Es... grande o pequeño?<br/>Es pequeño.<br/>¡Nooo!<br/>Es grande.<br/>¡Sííí!</p> <p>¿Es... grande o pequeño?<br/>Es grande.<br/>¡Nooo!<br/>Es pequeño.<br/>¡Sííí!</p>  | <p>Big<br/>Small</p> <p>Is it... big or small?<br/>It is small.<br/>Nooo!<br/>It is big.<br/>Yesss!</p> <p>Is it... big or small?<br/>It is big.<br/>Nooo!<br/>It is small.<br/>Yesss!</p>  |
| <p><b>Escena 6</b><br/><b>Vocabulario</b></p> <p><b>Scene 6</b><br/><b>Vocabulary</b></p>         | <p>El perro<br/>La bicicleta<br/>El caracol<br/>La ardilla<br/>El gato/a (male/female)<br/>La pelota<br/>El parque<br/>El árbol<br/>El coche<br/>Marrón<br/>Negro<br/>Blanco<br/>El amigo<br/>La amiga<br/>El coche grande<br/>El coche pequeño</p> | <p>The dog<br/>The bicycle<br/>The snail<br/>The squirrel<br/>The cat<br/>The ball<br/>The park<br/>The tree<br/>The car<br/>Brown<br/>Black<br/>White<br/>The (boy) friend<br/>The (girl) friend<br/>The big car<br/>The small car</p> |



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| <b>Escena 7</b><br><b>Cuento:</b><br><b>El caracol</b><br><br><b>Scene 7</b><br><b>Story:</b><br><b>The Snail</b> | ¡Caracol, col col!<br>Saca tus cuernos al sol.<br>¡Que tu padre y tu madre<br>ya los sacó! | Snail, snail!<br>Take your antenna out.<br>That your father and mother<br>already did so! |
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### Título 3: El colegio

#### Title 3: The School

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| <b>Escena 1</b><br><b>El colegio</b><br><br><b>Scene 1</b><br><b>The School</b>   | Colegio<br>Colegio español<br>Autobús<br>Juanito<br>Mari Luz  | School<br>Spanish school<br>(School) Bus<br>Juanito<br>Mari Luz  |
| <b>Escena 2</b><br><b>Rutina</b><br><br><b>Scene 2</b><br><b>Routine</b>  | Voy al colegio con Mari Luz.<br>Voy en autobús.<br>La maestra se llama Elena.<br>La clase es bonita.  | I go to school with Mari Luz.<br>I go by bus.<br>The teacher's name is Elena.<br>The classroom is nice.  |
| <b>Escena 3</b><br><b>Preguntas:</b><br><b>Expresiones</b><br><b>útiles</b><br><br><b>Scene 3</b><br><b>Questions:</b><br><b>Useful</b><br><b>expressions</b> | ¿Cómo se dice (Hello) en español?<br>(repetir varias veces)<br>Hola.<br>¿Cómo se dice (Good morning) en<br>español?<br>Buenos días.<br>¿Cómo se dice (Thank you) en español?<br>Gracias.<br>¿Cómo se dice (Please) en español?<br>Por favor.<br>¿Cómo se dice (I'm sorry) en español?<br>Lo siento.<br>¿Cómo se dice (English) en español?<br>Inglés. | How do you say...in Spanish?<br>(several times)<br>Hello – Hola<br><br>Good morning- Buenos días<br><br>Gracias- Thank you<br><br>Please- Por favor<br><br>I'm sorry- Lo siento<br><br>English- Inglés |

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| <p><b>Escena 4</b><br/><b>La clase</b></p> <p><b>Scene 4</b><br/><b>The Classroom</b></p>   | <p>¿Qué hay en la clase?</p> <p>El reloj<br/>La ventana<br/>La pizarra<br/>El armario<br/>La planta<br/>Los niños<br/>La niña<br/>El niño<br/>Los colores/ Los lápices de colores<br/>La silla<br/>Los lápices<br/>El papel<br/>El sacapuntas<br/>La mesa<br/>El suelo<br/>Hay una pizarra<br/>Hay un sacapuntas<br/>Hay muchos lápices<br/>Hay dos mesas<br/>Hay dos sillas<br/>Hay niños</p> | <p>What's in the classroom?</p> <p>The clock<br/>The window<br/>The board<br/>The closet/The cabinet<br/>The plant<br/>The children<br/>The girl<br/>The boy<br/>The colouring pencils<br/>The chair<br/>The pencils<br/>The sheet of paper<br/>The pencil sharpener<br/>The table<br/>The floor<br/>There's a board<br/>There's a pencil sharpener<br/>There are many pencils<br/>There are two tables<br/>There are two chairs<br/>There are children</p> |
| <p><b>Escena 5</b><br/><b>Actividades en la clase</b></p> <p><b>Scene 5</b><br/><b>Classroom activities</b></p>                           | <p>El colegio<br/>Escribir<br/>Pensar<br/>Recortar<br/>Leer<br/>Escuchar<br/>Colorear<br/>Hablar</p>   | <p>The school<br/>Write<br/>Think<br/>Cut out<br/>Read<br/>Listen<br/>Colour<br/>Speak</p>  |
| <p><b>Escena 6</b><br/><b>Preguntas:</b><br/><b>¿Te gusta...?</b></p> <p><b>Scene 6</b><br/><b>Questions:</b><br/><b>Do you like?</b></p> | <p>¿Te gusta escuchar?<br/>Sí, sí me gusta.<br/>¿Te gusta colorear?<br/>Sí, sí me gusta.<br/>¿Te gusta recortar?<br/>No, no me gusta<br/>¿Te gusta dibujar?<br/>Sí, sí me gusta.<br/>¿Te gusta escribir?<br/>Sí, sí me gusta.<br/>¿Te gusta leer?<br/>Sí, sí me gusta.</p>   | <p>Do you like listening?<br/>Yes, I like it.<br/>Do you like colouring?<br/>Yes, I like it.<br/>Do you like cutting?<br/>No, I don't like it.<br/>Do you like drawing?<br/>Yes, I like it.<br/>Do you like writing?<br/>Yes, I like it.<br/>Do you like reading?<br/>Yes, I like it.</p>   |



**Escena 7**  
**Preguntas:**  
**¿Cómo se dice... en español?**

**Scene 7**  
**Questions:**  
**How do you say... in Spanish?**

¿Cómo se dice (book) en español?

Libro.

¡Muy bien!

¿Cómo se dice (table/desk) en español?

Mesa.

¡Muy bien!

¿Cómo se dice (pencil) en español?

Lápiz.

¡Muy bien!

¿Cómo se dice (rubber) en español?

Goma.

¡Muy bien!

¿Cómo se dice (schoolbag) en español?

Mochila.

¡Muy bien!

¿Cómo se dice (clock/watch) en español?

Reloj.

¡Muy bien!

¿Cómo se dice (scissors) en español?

Tijeras.

¡Muy bien!

¿Cómo se dice (computer) en español?

Ordenador.

¡Muy bien!

¿Cómo se dice (door) en español?

Puerta.

¡Muy bien!

¿Cómo se dice (chair) en español?

Silla.

¡Muy bien!

¿Cómo se dice (glue) en español?

Pegamento.

¿Cómo se dice (bin) en español?

Papelera.

¡Muy bien!

¡Genial, niños!

How do you say... in Spanish?

Libro- book

Very Good!

Mesa- table/ desk

Lápiz- pencil

Goma- rubber

Mochila- schoolbag

Reloj- clock/ watch

Tijeras- scissors

Ordenador- computer

Puerta- door

Silla- chair

Pegamento- glue

Papelera- bin

Great, children!

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| <p><b>Escena 8</b><br/><b>Vocabulario</b></p> <p><b>Scene 8</b><br/><b>Vocabulary</b></p>  | <p>El colegio<br/>El autobús<br/>La clase<br/>La maestra<br/>Los niños<br/>El reloj<br/>El libro<br/>La mesa<br/>La silla<br/>La papelera<br/>La pizarra<br/>El ordenador<br/>El sacapuntas<br/>Las pinturas/los colores<br/>El pegamento<br/>La mochila<br/>Las tijeras<br/>El lápiz<br/>La goma<br/>El papel</p> | <p>The school<br/>The (school) bus<br/>The classroom<br/>The teacher<br/>The children<br/>The watch/clock<br/>The book<br/>The table/desk<br/>The chair<br/>The bin<br/>The board<br/>The computer<br/>The pencil sharpener<br/>The colouring pencils<br/>The glue<br/>The school bag<br/>The scissors<br/>The pencil<br/>The rubber<br/>The sheet of paper</p> |
| <p><b>Escena 9</b><br/><b>Cuento:</b><br/><b>El dolor de muelas</b></p> <p><b>Scene 9</b><br/><b>Story:</b><br/><b>The Toothache</b></p> | <p>Al pobre ratón le duele una muela,<br/>Por eso no puede ir hoy a la escuela,</p> <p>¿Tendrá vacaciones?<br/>¡Oh, no!<br/>Tiene los mofletes<br/>como dos balones</p>  | <p>(Literally)<br/>The poor mouse has a toothache.<br/>That's why he can't go to school<br/>today.<br/>Will he be on holiday?<br/>Oh, no!<br/>He's got his cheeks<br/>like two footballs.</p>   |

## Título 4. Cuento: El patito feo

### Title 4. Story: The Ugly Duckling

**\*Note:**

The English version is basically a word by word translation from the Spanish version in order to help the teachers with the word correspondence between the two languages.

La Mamá Pata puso cuatro huevos: uno, dos, tres y cuatro.  
Uno, dos, tres y cuatro.  
Poco a poco los huevos se abren.

*Mother Duck laid four eggs: one, two, three and four.  
One, two, three and four.  
Little by little the eggs begin to hatch.*



Se abre el huevo número uno y la Mamá Pata está muy contenta.  
¡Es amarillo como el sol!  
¡Hola hijo!  
¡Hola mami!

*The egg number one hatches and Mother Duck is very happy.  
It's yellow like the sun.  
Hello, son!  
Hello, mummy!*

Se abre el huevo número dos y la Mamá Pata está muy contenta.  
Es amarillo como el sol.  
Hola hijito.  
Hola mami.  
Hola hermanito.

*The egg number two hatches and Mother Duck is very happy.  
It's yellow like the sun.  
Hello, son!  
Hello, mummy!  
Hello, brother!*

Se abre el huevo número tres y la Mamá Pata está muy contenta.  
Es amarillo como el sol.  
Hola hijo.  
Hola mami.

*The egg number three hatches and Mother Duck is very happy.  
It's yellow like the sun.  
Hello, son!  
Hello, mummy!*

Pero el huevo número cuatro no se abre.  
La Mamá Pata y los patitos esperan y esperan.

*But the egg number four doesn't hatch.  
Mother Duck and the ducklings wait and wait.*

Por fin, se abre el último huevo.  
La Mamá Pata y los patitos **NO ESTÁN CONTENTOS**.  
No es amarillo como el sol.  
Es gris.  
Eres diferente.  
No nos gustas.  
¡Hola!

*Finally, the last egg hatches. Mother Duck and the ducklings ARE NOT HAPPY.  
It's Not yellow like the sun.  
It's grey!  
You are different!  
We don't like you!  
Hello!*



El cuarto patito tampoco está contentó.  
Eres feo y no te queremos.  
Eres feo.  
Sí, eres feo.  
Eres feo.  
No soy feo, soy diferente.

*The fourth duckling isn't happy either.  
You are ugly and we don't like you.  
You are ugly.  
Yes, you are ugly.  
You are ugly.  
I'm not ugly. I'm different.*

El pobre patito feo está muy triste. Lloro porque sus hermanitos no le quieren y van a nadar sin él.

*The poor ugly duckling feels miserable. He is weeping because his brothers don't like him and go swimming without him.*

Todos los días, la Mamá Pata y los tres patitos van juntos a nadar.  
El pobre patito feo está triste y solo.

*Every day, Mother Duck and the three ducklings go swimming together.  
The poor ugly duckling is sad and lonely.*

Poco a poco aprende a nadar, a cantar...la, la, la. A jugar con la pelota.

*Little by little, he learns to swim, to sing...la, la, la. He learns to play with a ball.*

El patito feo tiene muchos amigos. La rana, el pez, la mariposa, el pájaro y la ardilla.

*The ugly duckling has made many friends. The frog, the fish, the butterfly, the bird and the squirrel.*

Un día se vio en el agua. Había crecido y ya no era gris.

*One day, he saw himself in the water. He had grown up and he wasn't grey any more.*

Ahora es un bonito cisne.  
Ha superado todas las dificultades y está muy, muy contento.

*Now he's become a beautiful swan. He's overcome all difficulties and he is really, really happy.*

¡Y, colorín,  
colorado,  
este cuento,  
se ha acabado! \*

*Note:*

*\*This rhyme is the usual way of ending children's stories in Spanish.*



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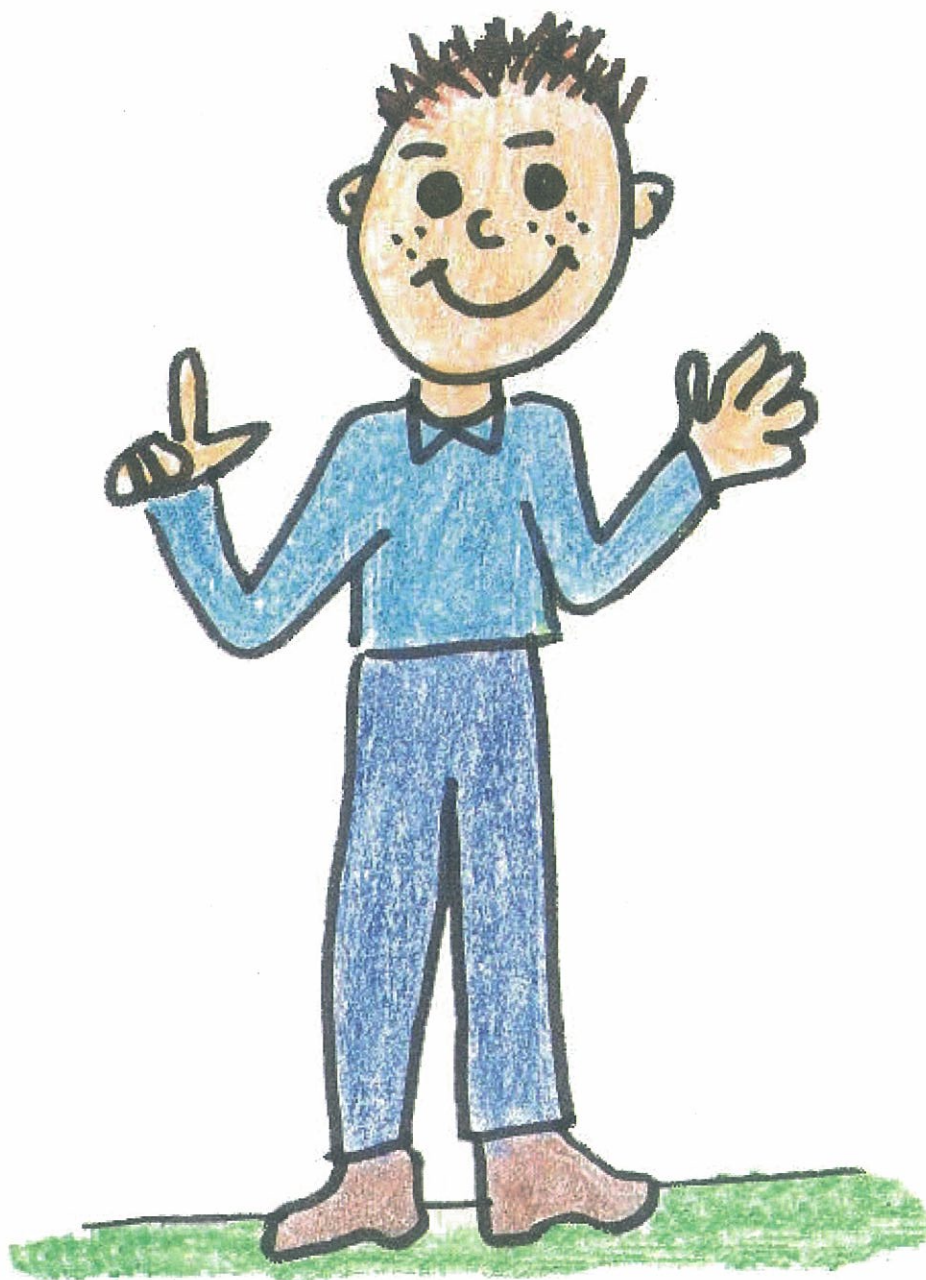
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 Tel. 020 7243 8535 / 020 7727 2462  
[consejeria.uk@mec.es](mailto:consejeria.uk@mec.es)  
[www.mec.es/exterior/uk](http://www.mec.es/exterior/uk)

#### ASESORÍAS TÉCNICAS

**Asesoría Técnica de Irlanda**  
**Embajada de España**  
 17a Merlyn Park - Dublin, 4  
 Tel.: 1 260 8100 / Fax: 1 269 1854  
[asesoriadublin.ie@mec.es](mailto:asesoriadublin.ie@mec.es)

**Asesoría Técnica de Edimburgo**  
**Consulado General de España**  
 63 North Castle St.-Edinburgh EH2 3LJ  
 Tel.: 0131 2200624 / Fax: 0131 2264 4568  
[asesoriaedimburgo.uk@mec.es](mailto:asesoriaedimburgo.uk@mec.es)

**Asesoría Técnica de Manchester**  
**The University of Manchester**  
**School of Languages Linguistics and Culture**  
 Lime Grove Humanities Building N305  
 Oxford Road  
 Manchester M13 9PL  
 Tel.: 01613061619  
[asesoriamanchester.uk@mec.es](mailto:asesoriamanchester.uk@mec.es)



Juanito

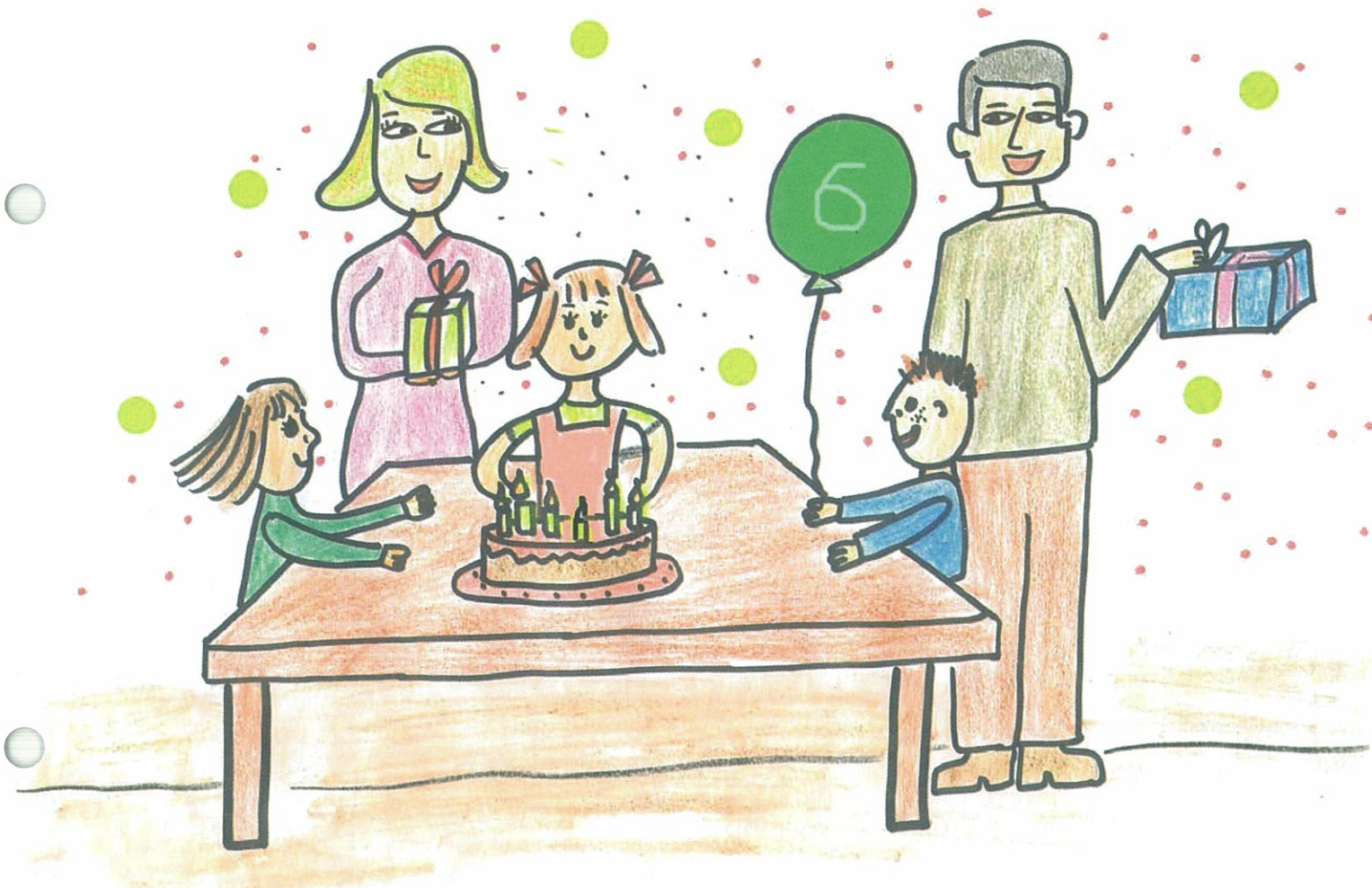




Mamá,  
Juanito, Mari Luz,  
Papá



Mari Luz tiene  
seis años.



¡Feliz  
cumpleaños!

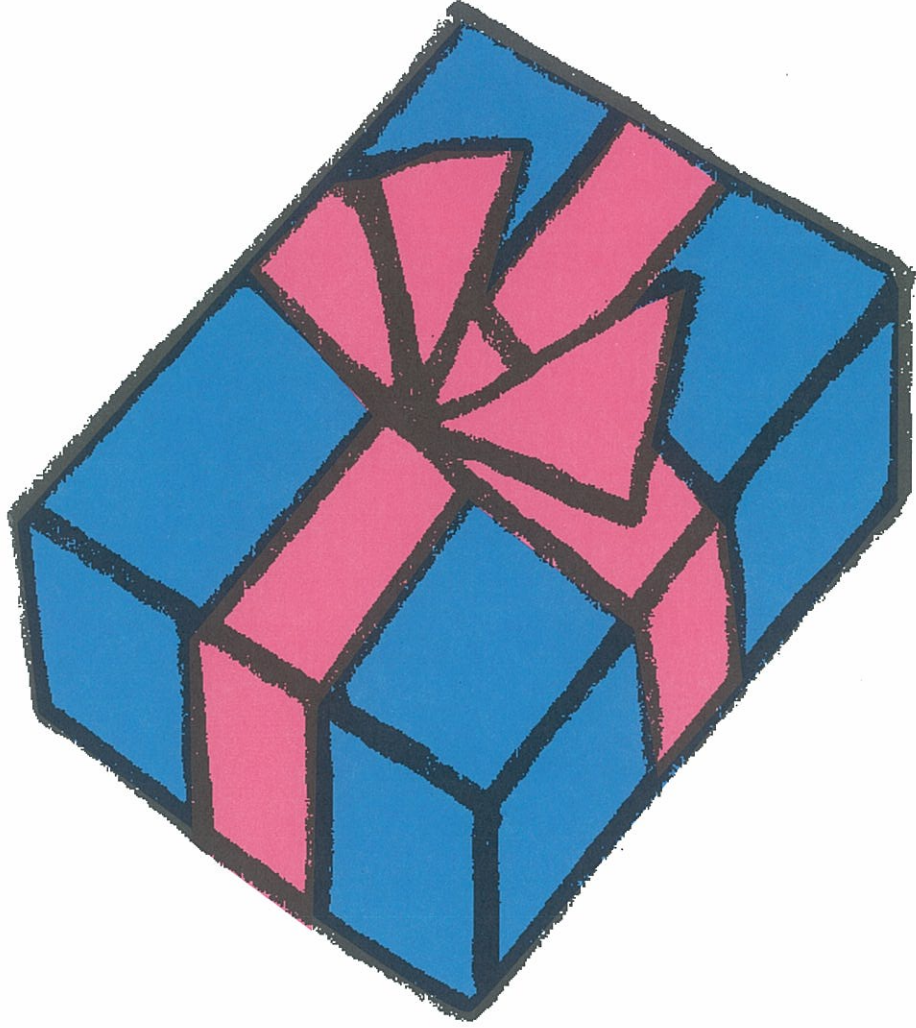


Papá  
y  
Mamá



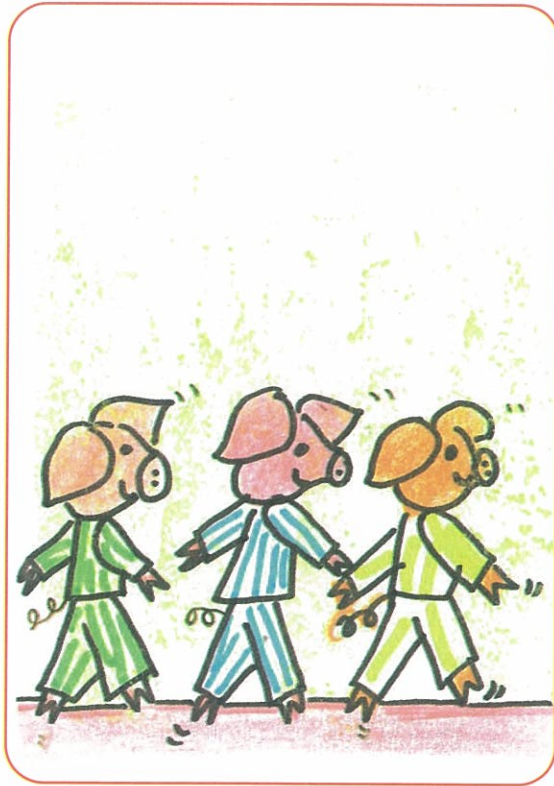


El globo



El regalo

# Los cochinitos



¡BUENAS NOCHES!



Los cochinitos ya van a la  
cama,  
muchos besitos les da su  
mamá,  
y calentitos, todos en  
pijama,  
dentro de un rato los tres  
dormirán.

*The little pigs are going to bed,  
their mum kisses them goodnight,  
and warm and comfortable in their pyjamas,  
all three will soon fall asleep.*



Con mis amigos  
en el parque.





Mari Luz  
y  
sus amigas.



Mari Luz

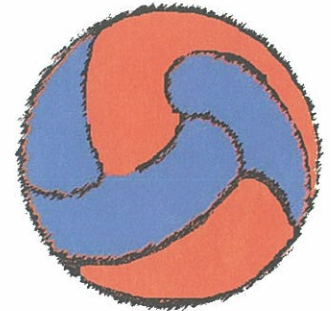
¿Qué es?



una \_\_\_\_\_

un \_\_\_\_\_

un \_\_\_\_\_



una \_\_\_\_\_

una \_\_\_\_\_

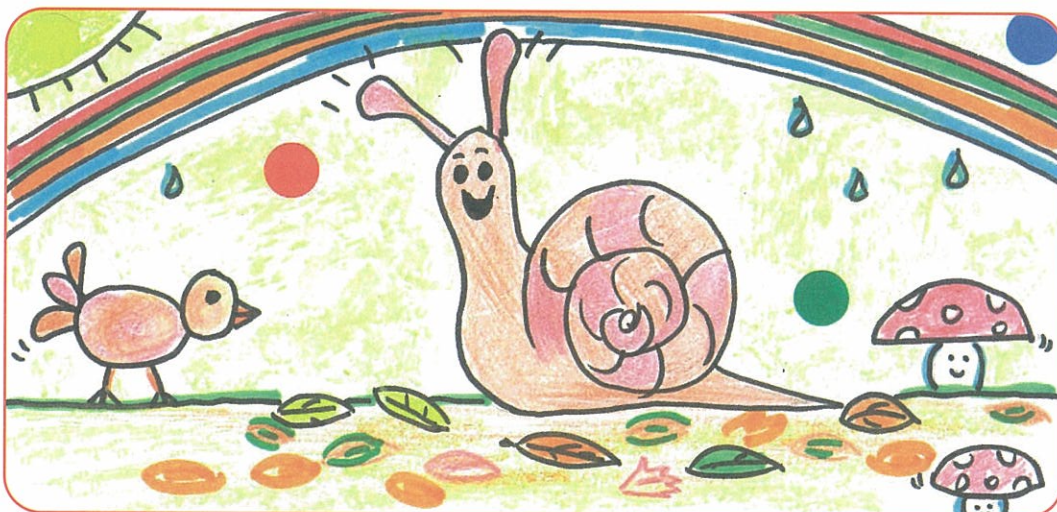
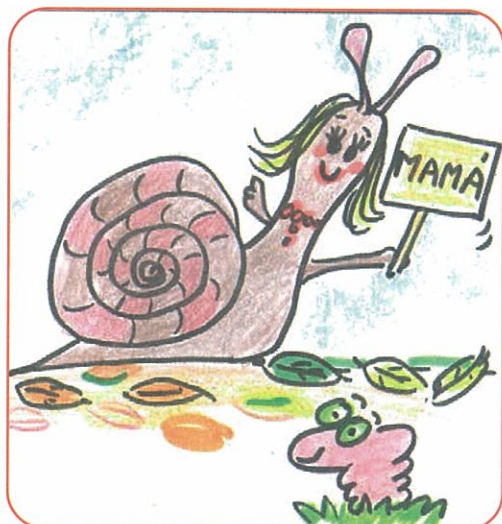
una \_\_\_\_\_




# ¿Qué es?

Una gata, un perro, un caracol  
una bicicleta, una ardilla, una pelota.

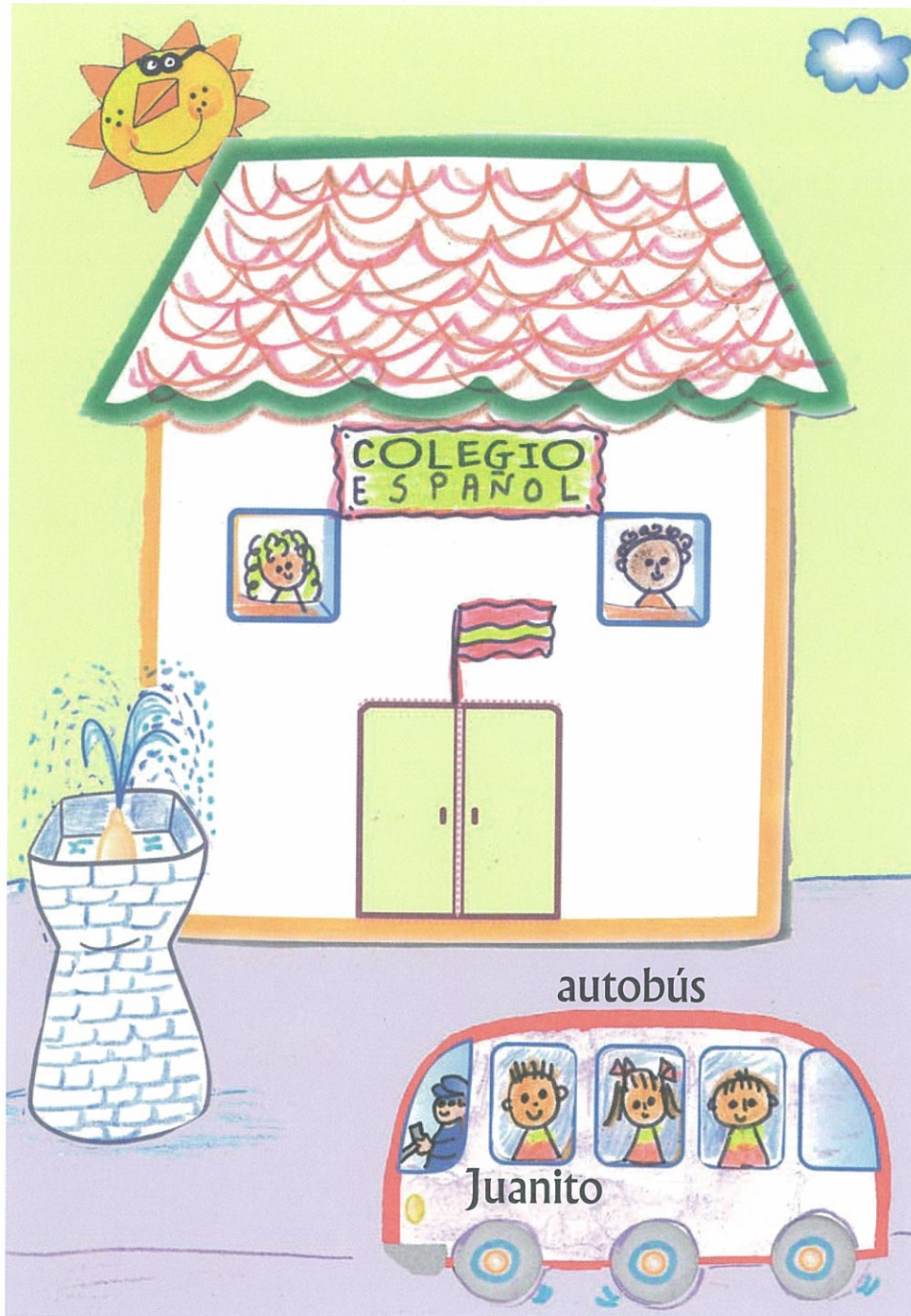
# El caracol y el sol





¡Caracol, caracol!  
¡Saca tus cuernos al sol,  
que tu padre y tu madre  
ya los sacó!

*Snail, snail!*  
*Take your antenna out,*  
*that your father and your mother*  
*already did so!*

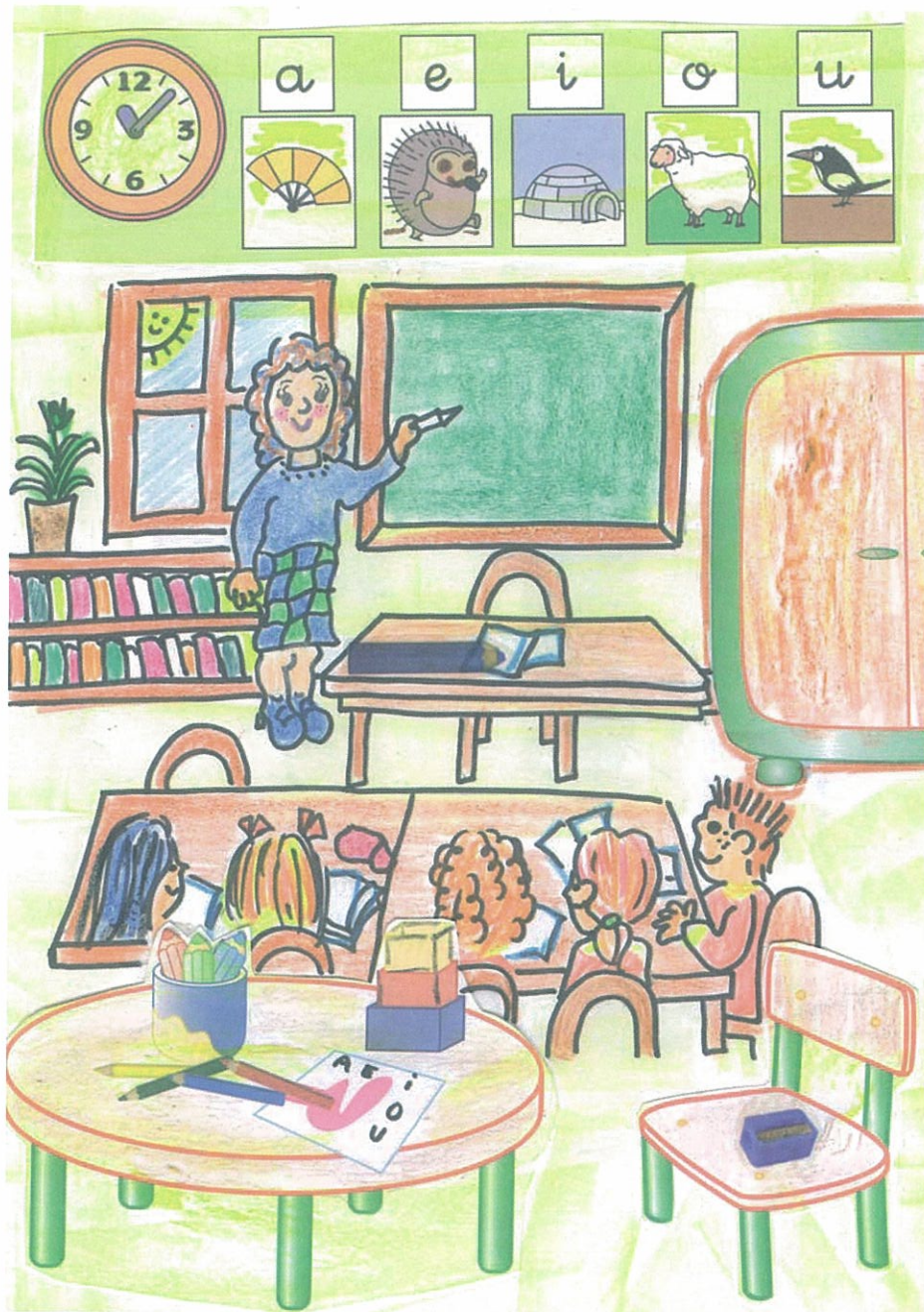




El colegio



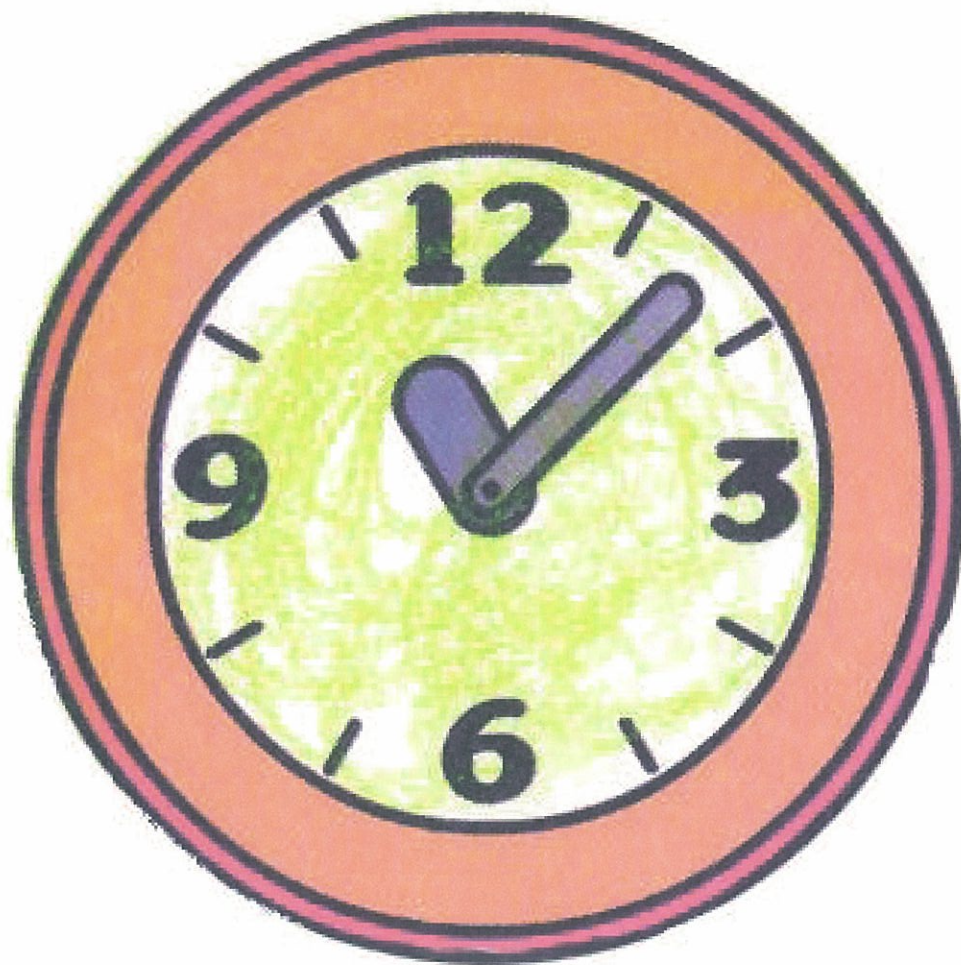
El  
autobús



La clase

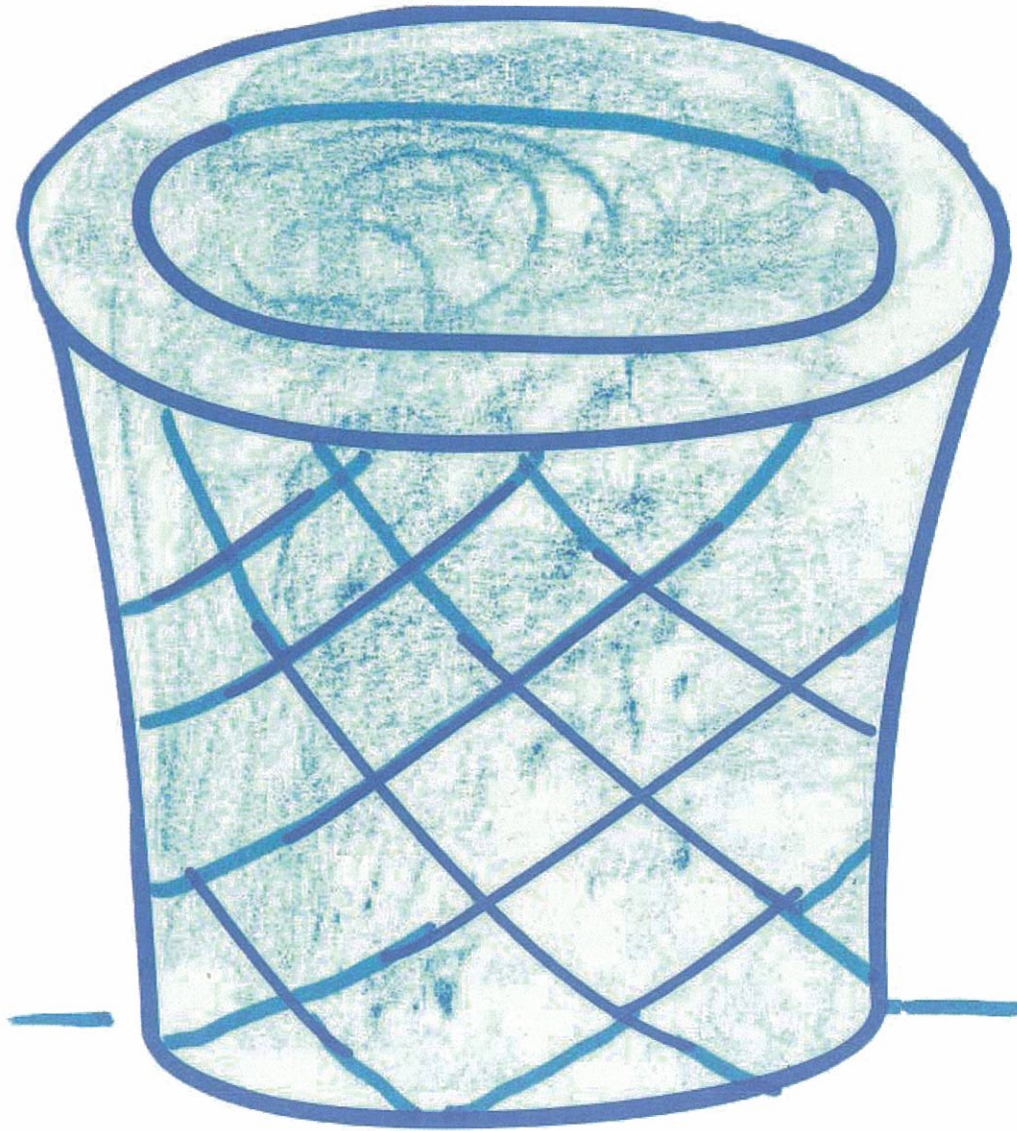


Los niños:  
el niño y la niña

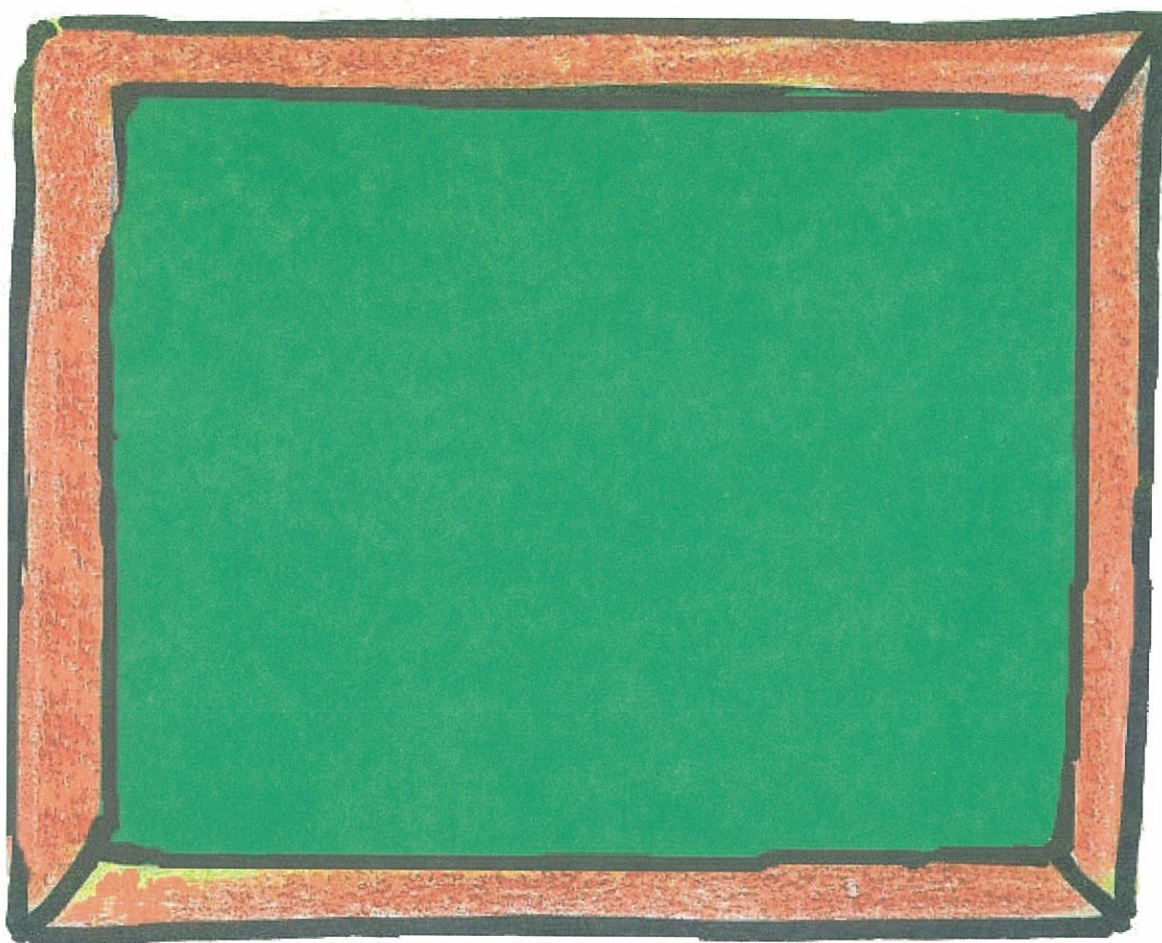




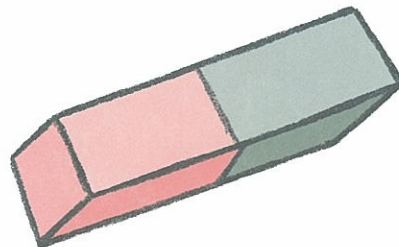
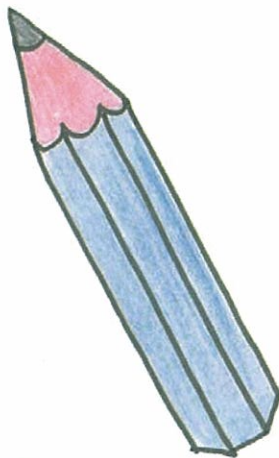
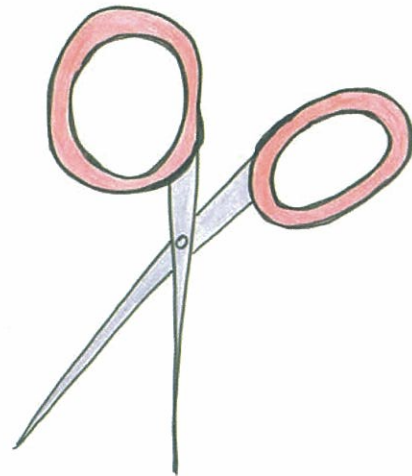
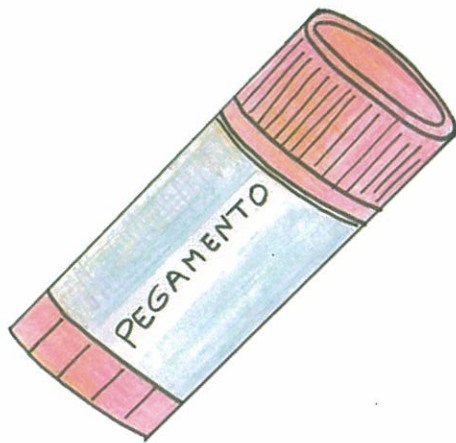
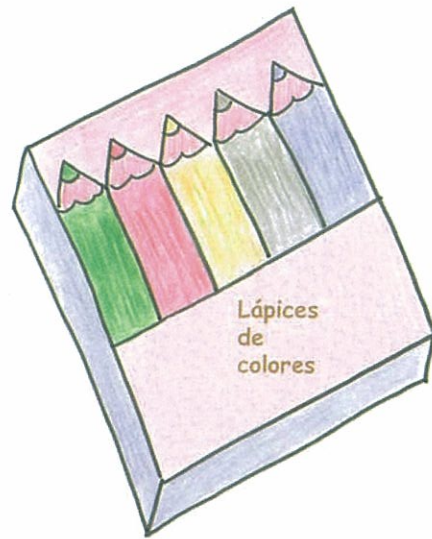
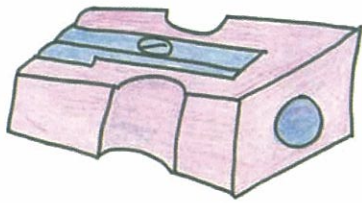
El  
reloj



La  
papelera



La  
pizarra



El sacapuntas *The pencil sharpener*

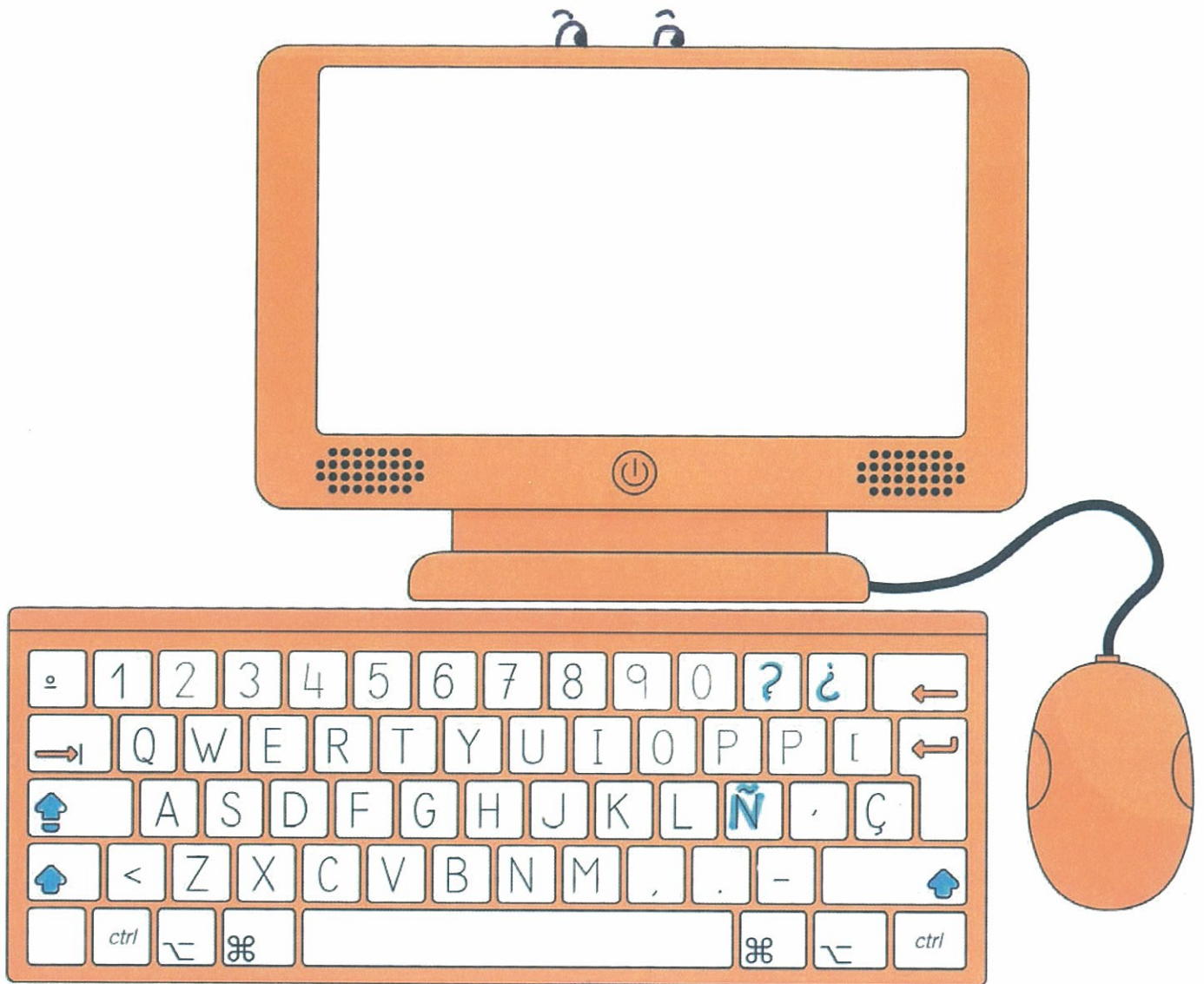
Las pinturas *The colouring pencils*

El pegamento *The glue*

Las tijeras *The scissors*

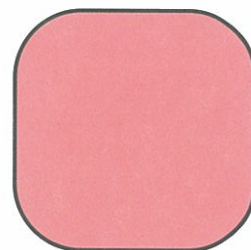
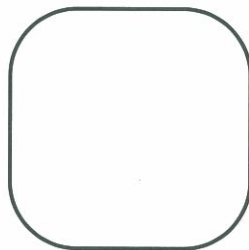
El lápiz *The pencil*

La goma *The rubber*



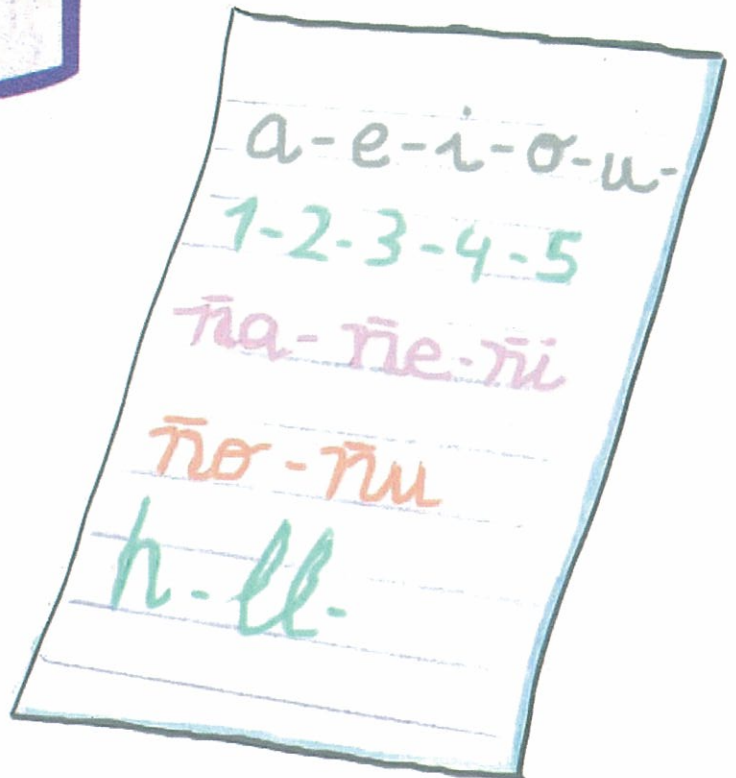


El  
ordenador





Verde  
Naranja  
Marrón  
Negro  
Blanco  
Rosa  
Azul

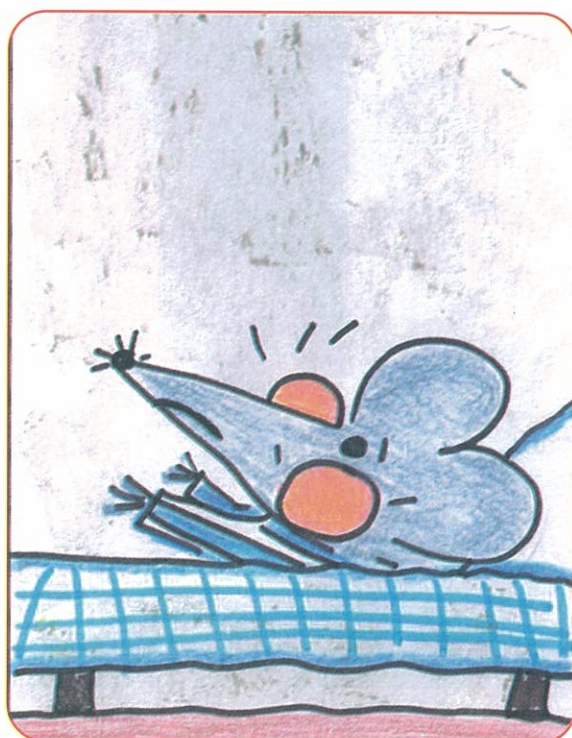
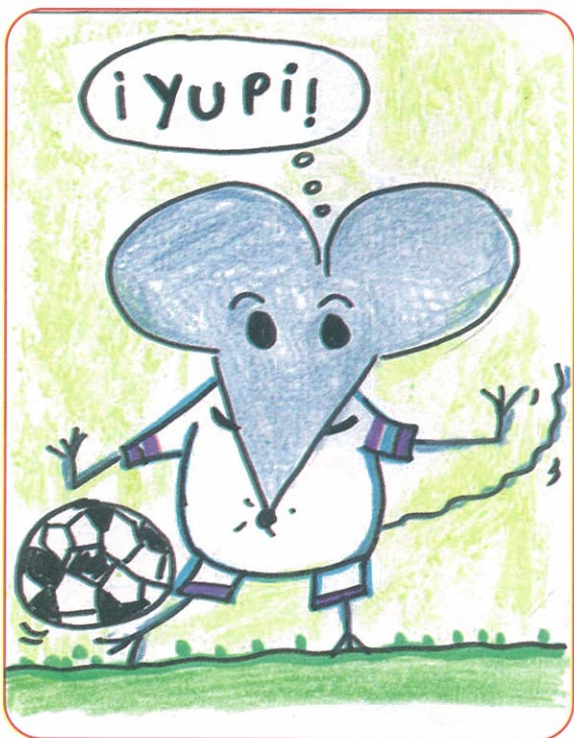
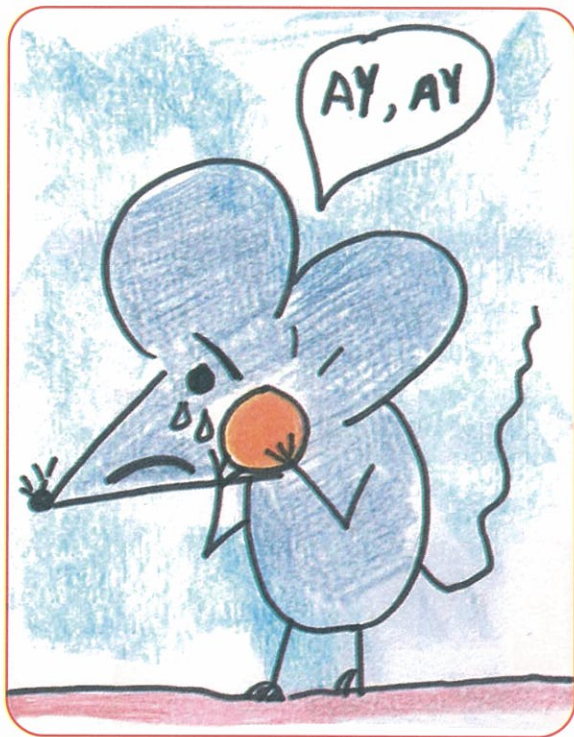


El libro  
y  
el papel



La mesa  
y  
la silla

# El dolor de muelas





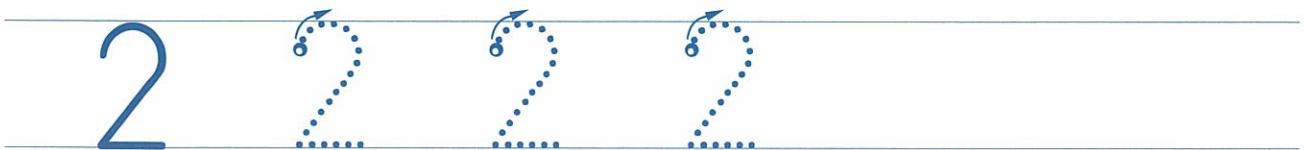
Al pobre ratón le duele una muela,  
por eso no puede ir hoy a la escuela.  
¿Tendrá vacaciones?  
¡Oh, no! Tiene los mofletes como dos  
balones.

*The poor mouse has a toothache.  
That's why he can't go to school today.  
Will he be on holiday?  
Oh, no! He's got his cheeks like two footballs.*

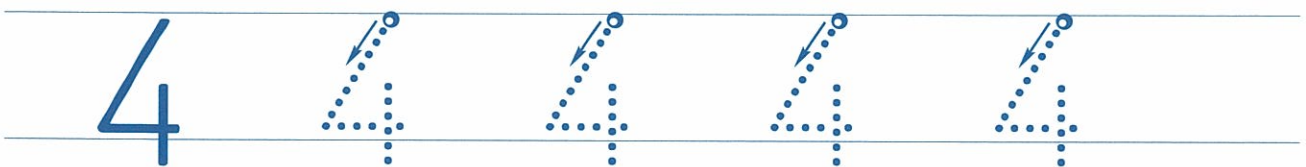
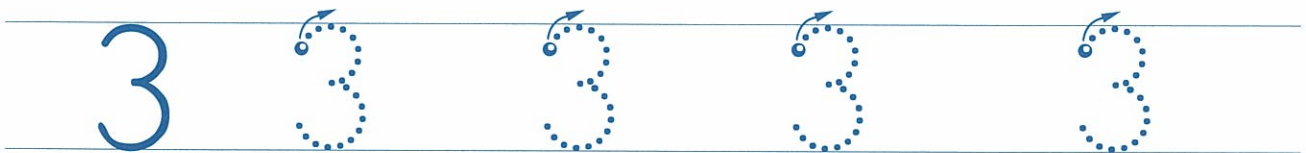
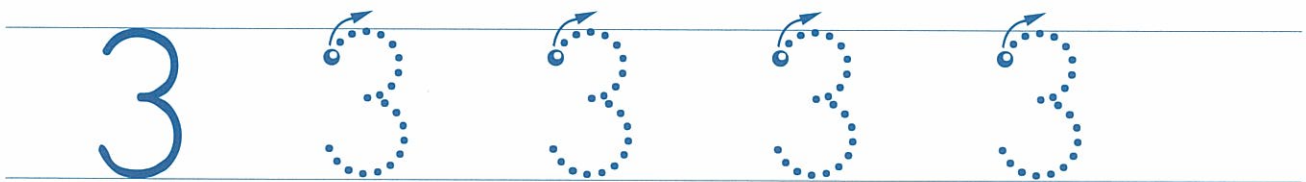
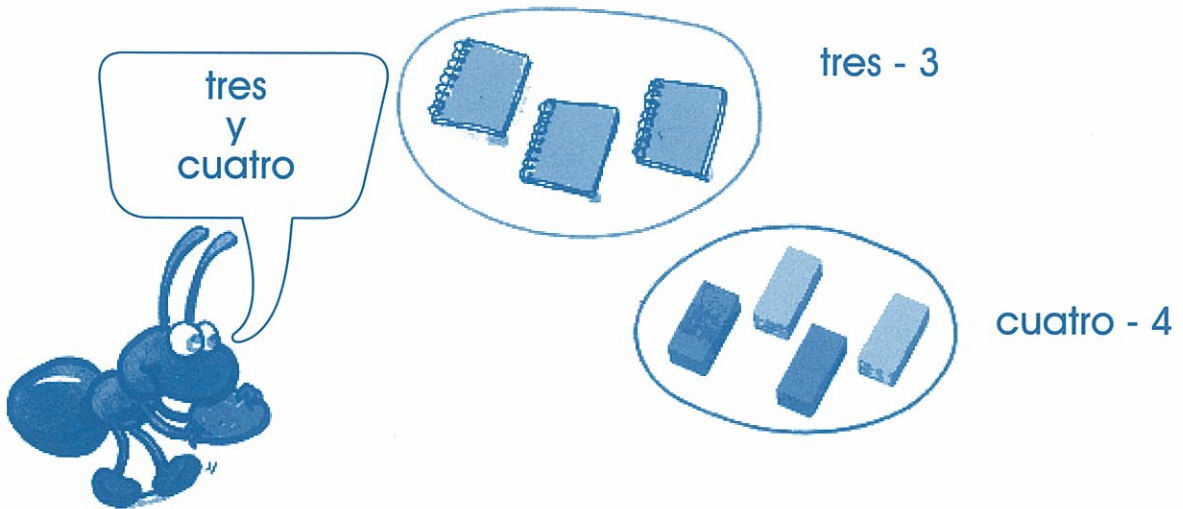
1 Escucha y colorea los números.  
*Listen and colour the numbers.*



2 Traza el número 2.  
*Trace the number 2.*



Traza los números.  
*Trace the numbers.*



Traza los números y suma.  
*Trace the numbers and add.*



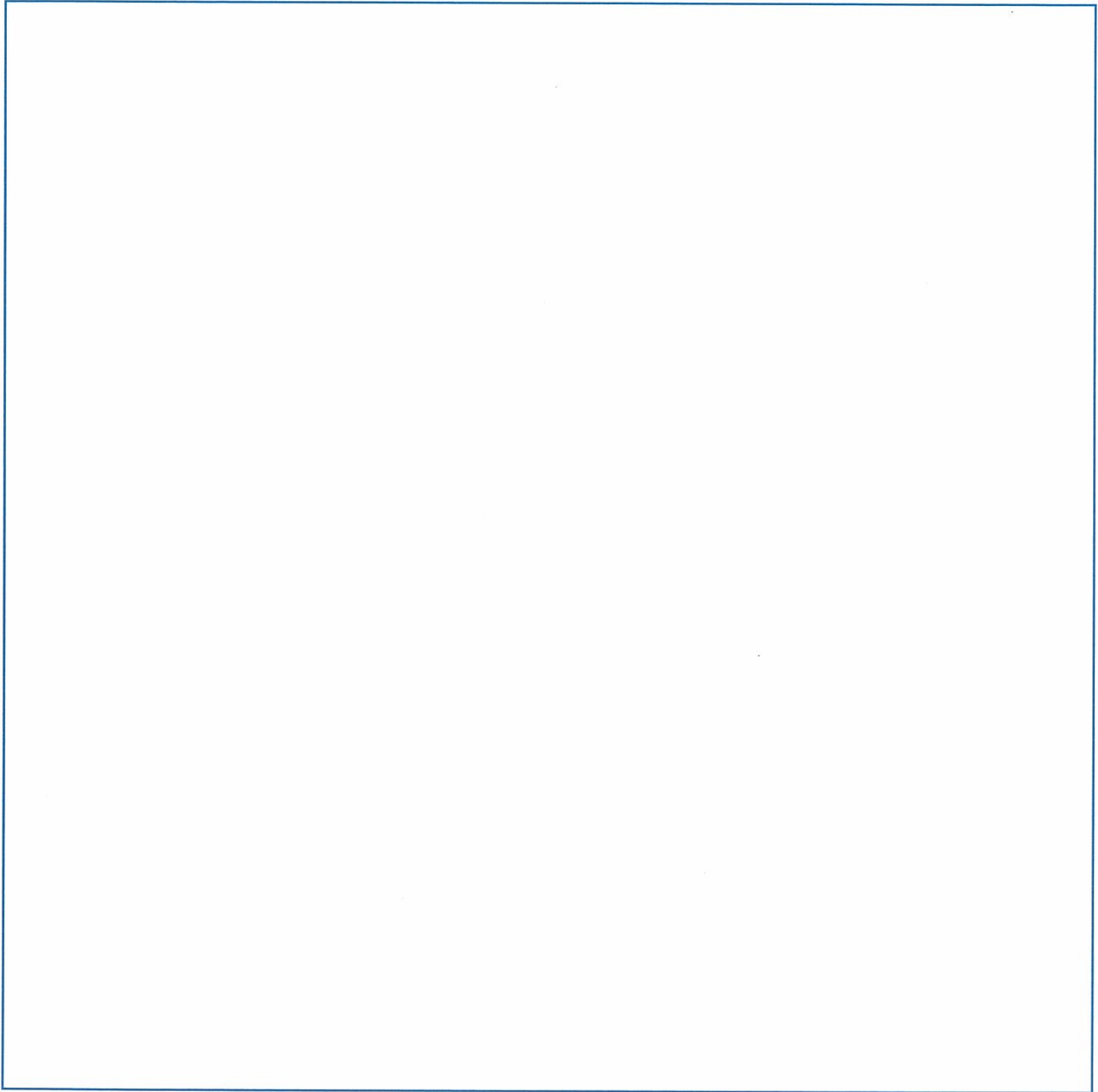
1 Colorea las palabras del mismo color que los números.  
*Colour the words. Match the numbers by colours.*

|     |     |      |        |       |
|-----|-----|------|--------|-------|
| uno | dos | tres | cuatro | cinco |
| 2   | 5   | 4    | 1      | 3     |

2 Ahora une los números.  
*Now match the numbers.*

|        |   |
|--------|---|
| cinco  | 1 |
| uno    | 5 |
| tres   | 4 |
| cuatro | 2 |
| dos    | 3 |

Haz un dibujo de tu familia.  
Draw your family.



1 Traza las vocales y coloréalas.  
*Trace the vowels and colour them.*



La araña

Aa

Aa

2 Completa con la vocal a.  
*Complete with the vowel a.*



papá daddy

p \_ \_ p \_ \_



mamá mummy

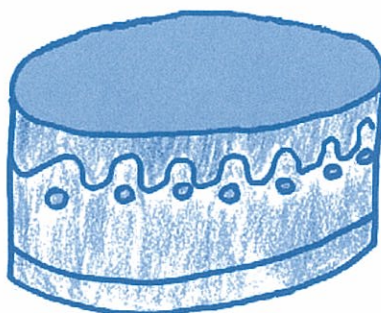
m \_ \_ m \_ \_



hermana sister

herm \_ \_ n \_ \_

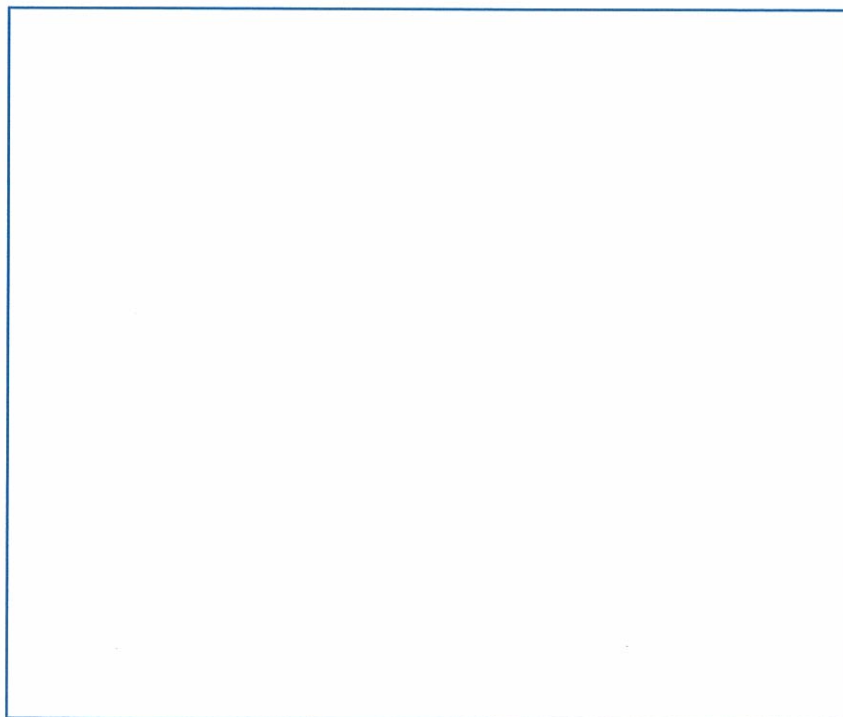
1 Dibuja las velas en la tarta de tu cumpleaños.  
*Draw the candles in your birthday cake.*



2 Dibújate con un globo en el cuadro y añade  
el número de tus años.

*Draw yourself with a balloon in the box  
and add your age number.*

Tengo \_\_\_\_\_ años.





Completa las tartas de cumpleaños.  
*Complete the birthday cakes.*



Paco tiene cinco años.

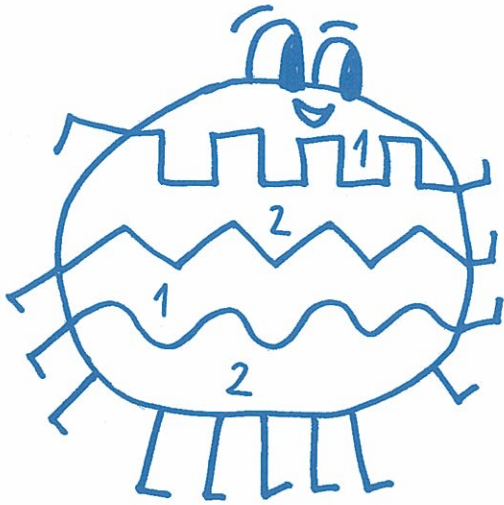


Elena tiene cuatro años.

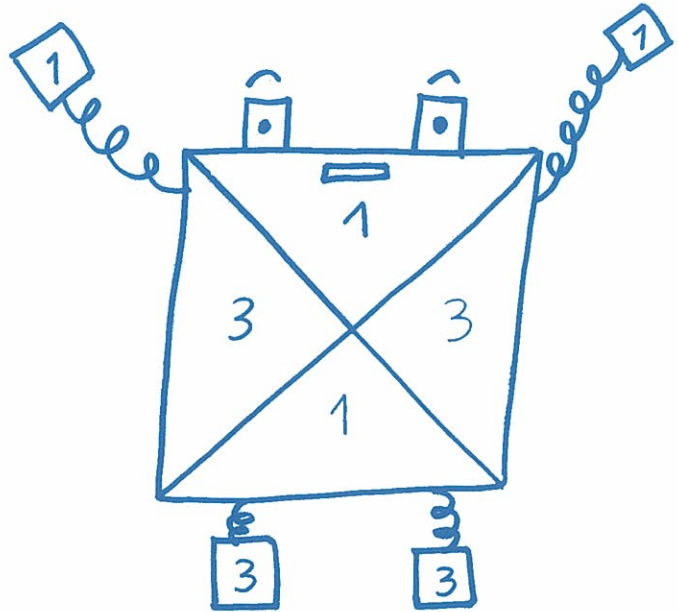


Luis tiene tres años.

Usa la clave para colorear los robots y ponles un nombre.  
Colour by numbers and give the robots a name afterwards.



Se llama \_\_\_\_\_



Se llama \_\_\_\_\_

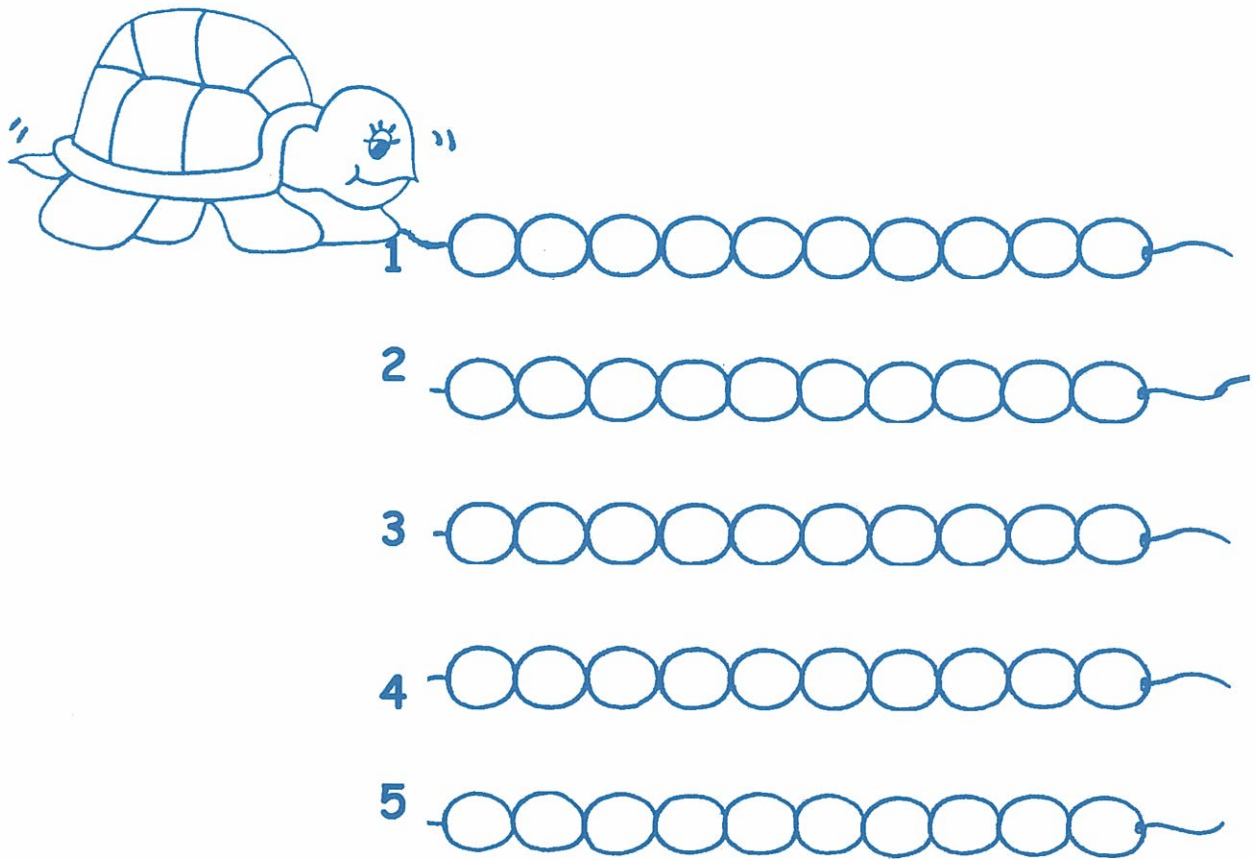


Se llama \_\_\_\_\_

- 1 rojo
- 2 amarillo
- 3 azul
- 4 verde
- 5 naranja

Colorea las cuentas para hacer collares diferentes.  
Sigue las instrucciones.

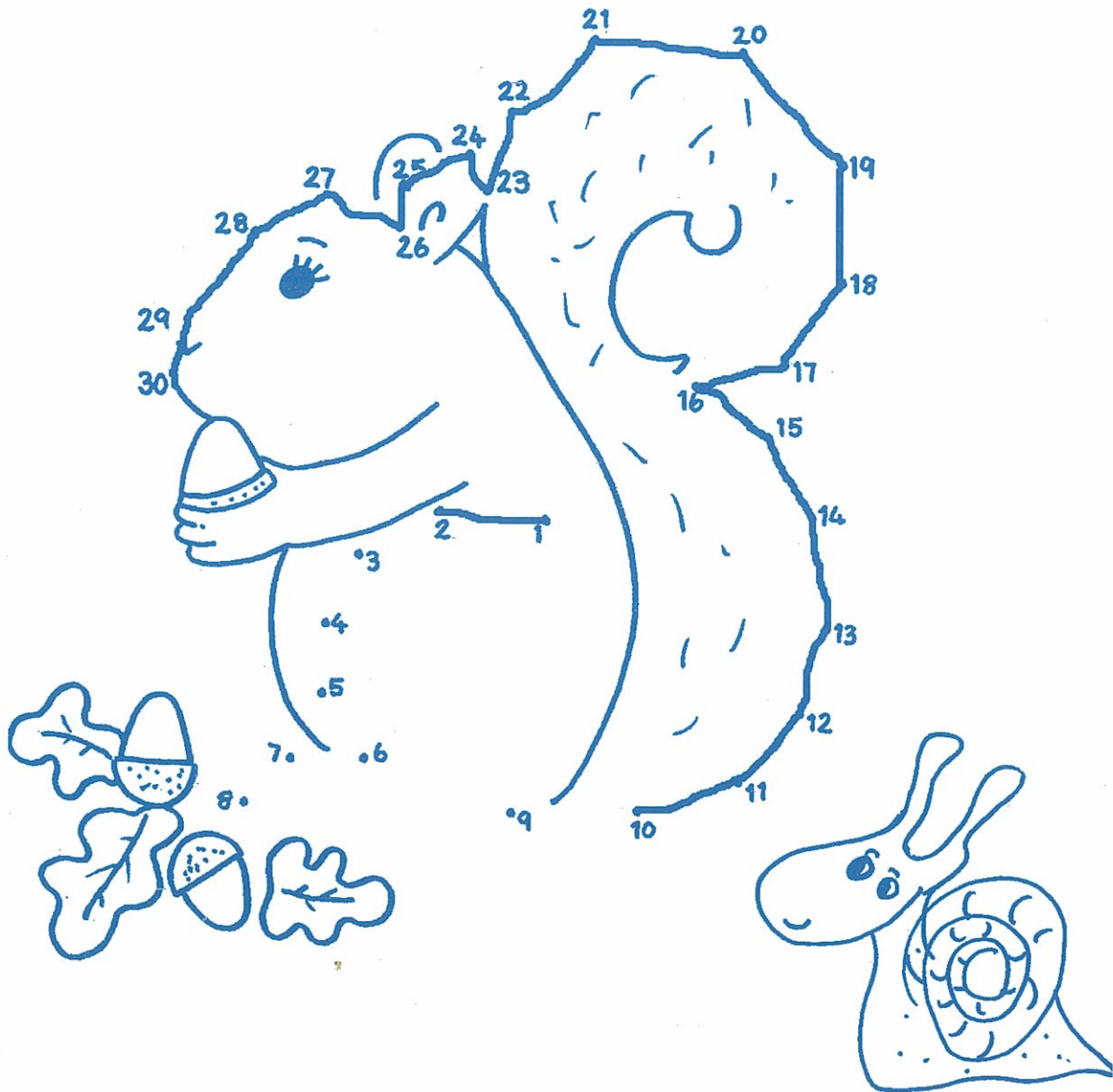
Colour the beads to make different necklaces.  
Follow the instructions.



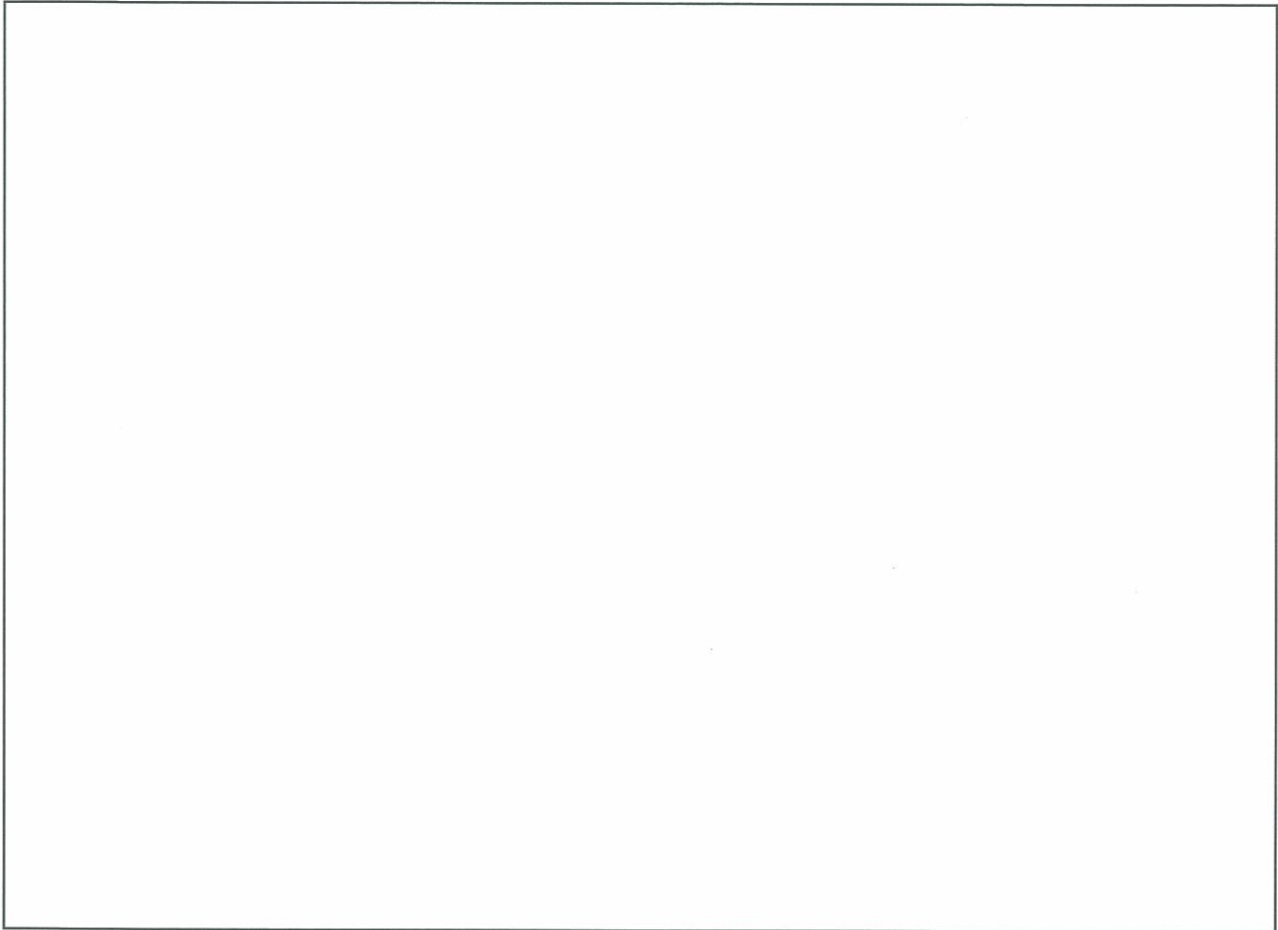
1. 1 roja + 1 amarilla + 1 roja ...
2. 2 rojas + 2 amarillas + 2 azules ...
3. 3 naranjas + 3 verdes + 4 amarillas.
4. 5 rojas + 5 azules.
5. Elige. *Your choice.*

Une los números que faltan para formar un dibujo.  
Coloréalo.

*Join all the numbers to make a picture. Colour it.*



¿Tienes una mascota? Dibújala contigo en el parque.  
*Have you got a pet? Draw it with you in the park.*



Se llama \_\_\_\_\_

Es de color:



Marrón



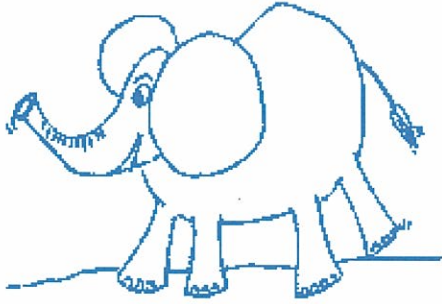
Blanco



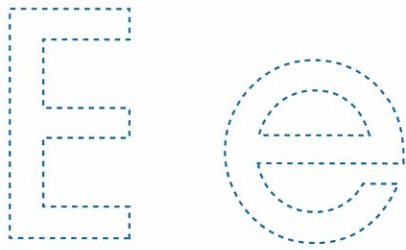
Negro



1 Traza las vocales y coloréalas.  
*Trace the vowels and colour them.*



El elefante



2 Completa con la vocal e.  
*Complete with the vowel e.*



elefante

\_\_\_ l \_\_\_ fant \_\_\_



parque park

parqu \_\_\_



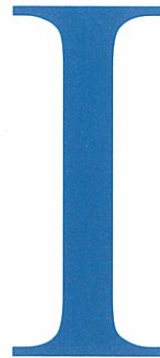
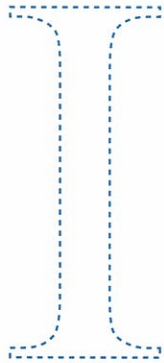
bicicleta

bicicl \_\_\_ ta

1 Traza las vocales y coloréalas.  
*Trace the vowels and colour them.*



El iglú



2 Completa con la vocal i.  
*Complete with the vowel i.*



ardilla

ard\_\_\_\_lla



bicicleta

bicicl\_\_\_\_ta

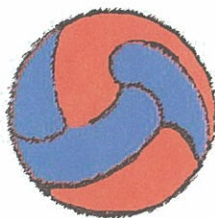


niña *girl*

n\_\_\_\_ña

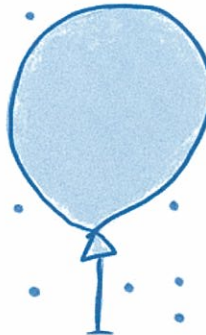


Mira. Di qué es y de qué color.  
Look. Say what's that and what colour.





Escucha y rodea con un círculo.  
*Listen and circle.*



Fíjate en los dibujos.

¿Puedes completar las palabras con las vocales a, e, i?

Look at the pictures.

Can you complete the words with the vowels a, e, i?



p\_\_lot\_\_



b\_\_c\_\_cl\_\_t\_\_



p\_\_rro



c\_\_r\_\_col



f\_\_m\_\_l\_\_



\_\_rd\_\_ll\_\_

Escucha y colorea.  
*Listen and colour.*

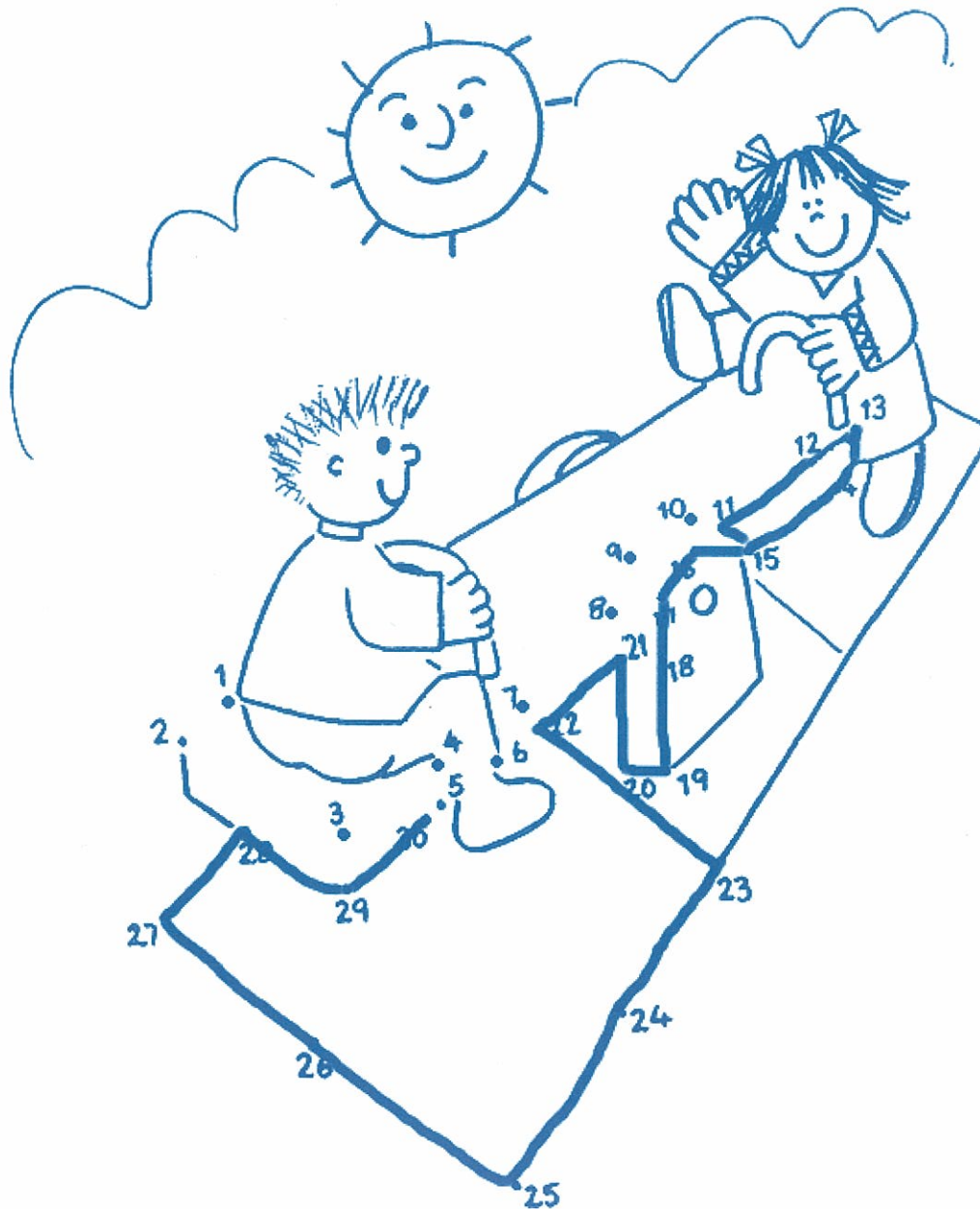


Une los números que faltan para completar el dibujo.  
Coloréalo y descríbelo:

“Es grande, pequeño..., es de color...”

*Join all the numbers to complete the picture.*

*Colour and describe it: “ It’s big, small..., it’s...”*



Escucha a la maestra y elige.  
*Listen to the teacher and choose.*

1



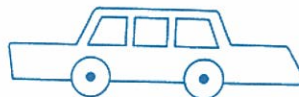
2



3



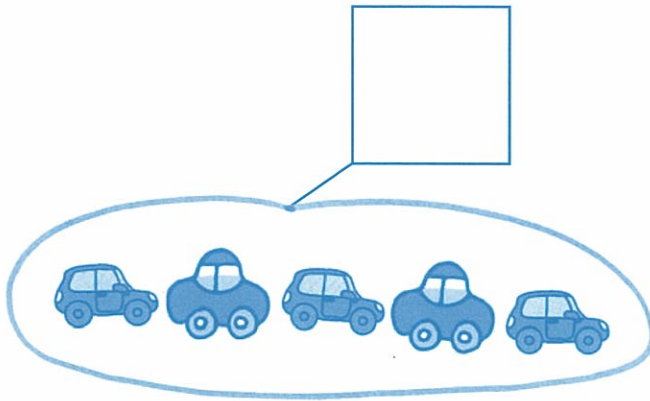
4



5



# 1 Practica con el número 5. Practise with number 5.



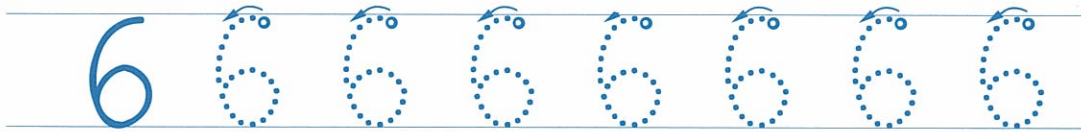
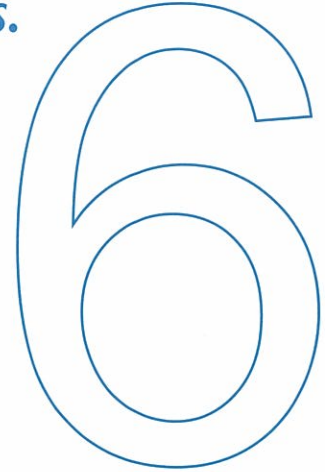
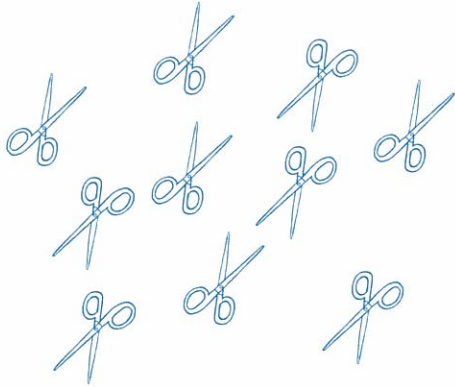
# 2 Traza los números y completa los cuadrados. Trace the numbers and complete the squares.



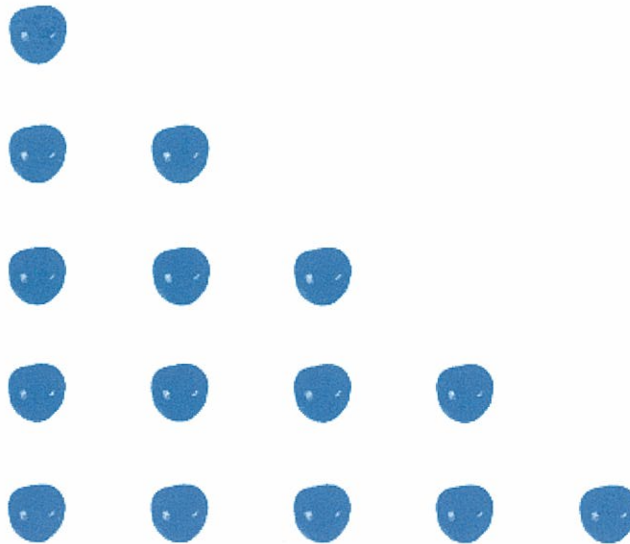
cinco



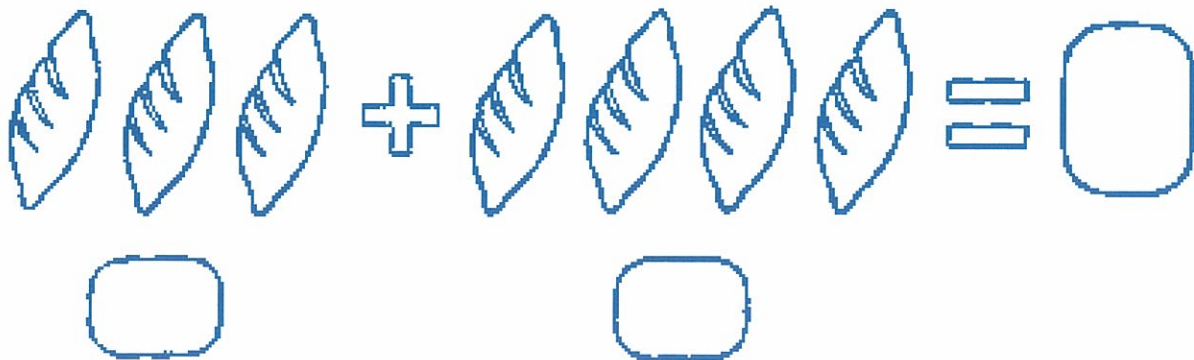
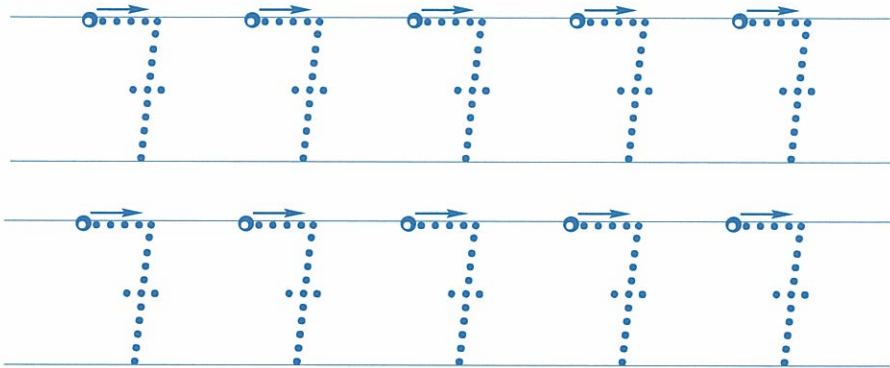
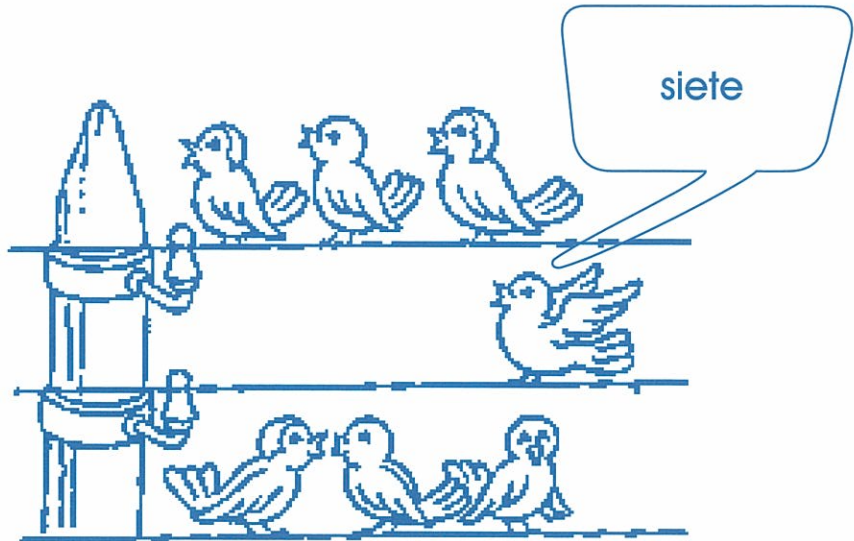
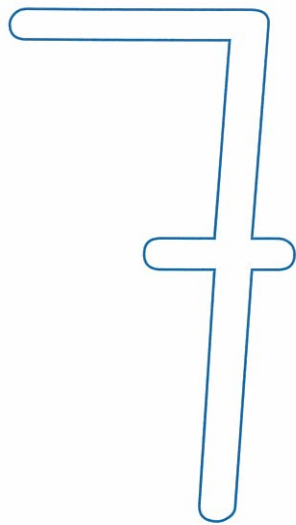
1 Practica con el número 6. Rodea 6 tijeras.  
Practise with number 6. Circle 6 scissors.



2 Escribe los números correspondientes en los cuadrados.  
Write the right numbers in the boxes below.



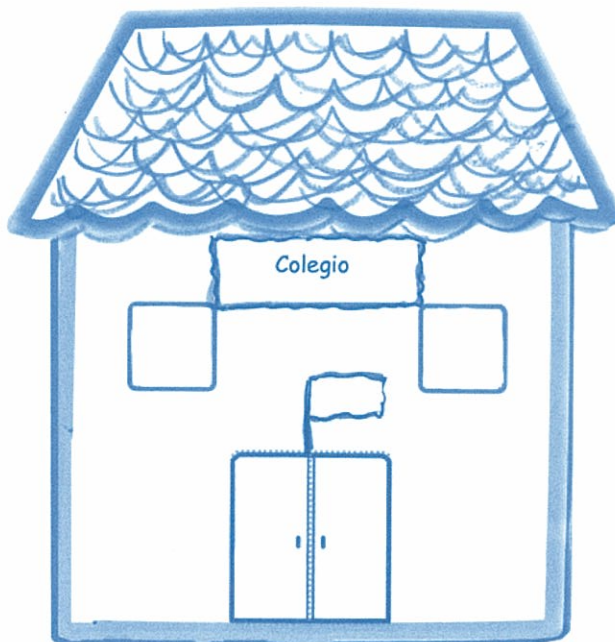
Practica con el número 7.  
*Practise with number 7.*





1 Completa el colegio. ¿Cómo vas al colegio? Dibújalo abajo.

*Complete the school. How do you go to school? Draw it below.*



2 Voy en...

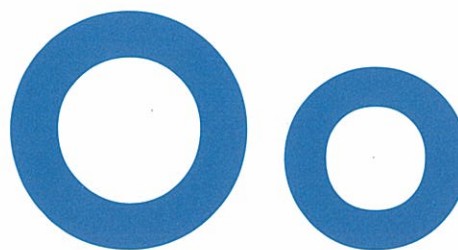
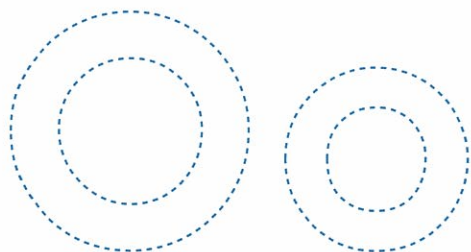
*I go by...*



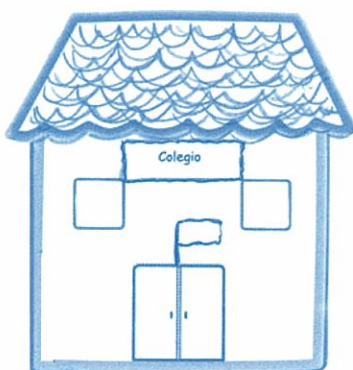
1 Traza las vocales y coloréalas.  
*Trace the vowels and colour them.*



El oso



2 Completa con la vocal o.  
*Complete with the vowel o.*



El colegio

El c \_\_\_\_ legi \_\_\_\_



El reloj

El rel \_\_\_\_ j



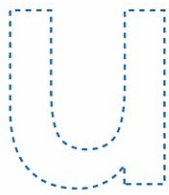
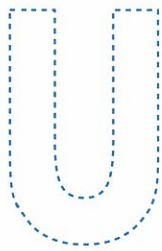
El libro

El libr \_\_\_\_

1 Traza las vocales y coloréalas.  
*Trace the vowels and colour them.*



Las uvas



2 Completa con la vocal u.  
*Complete with the vowel u.*



El sacapuntas

El sacap\_\_ntas



El autobús

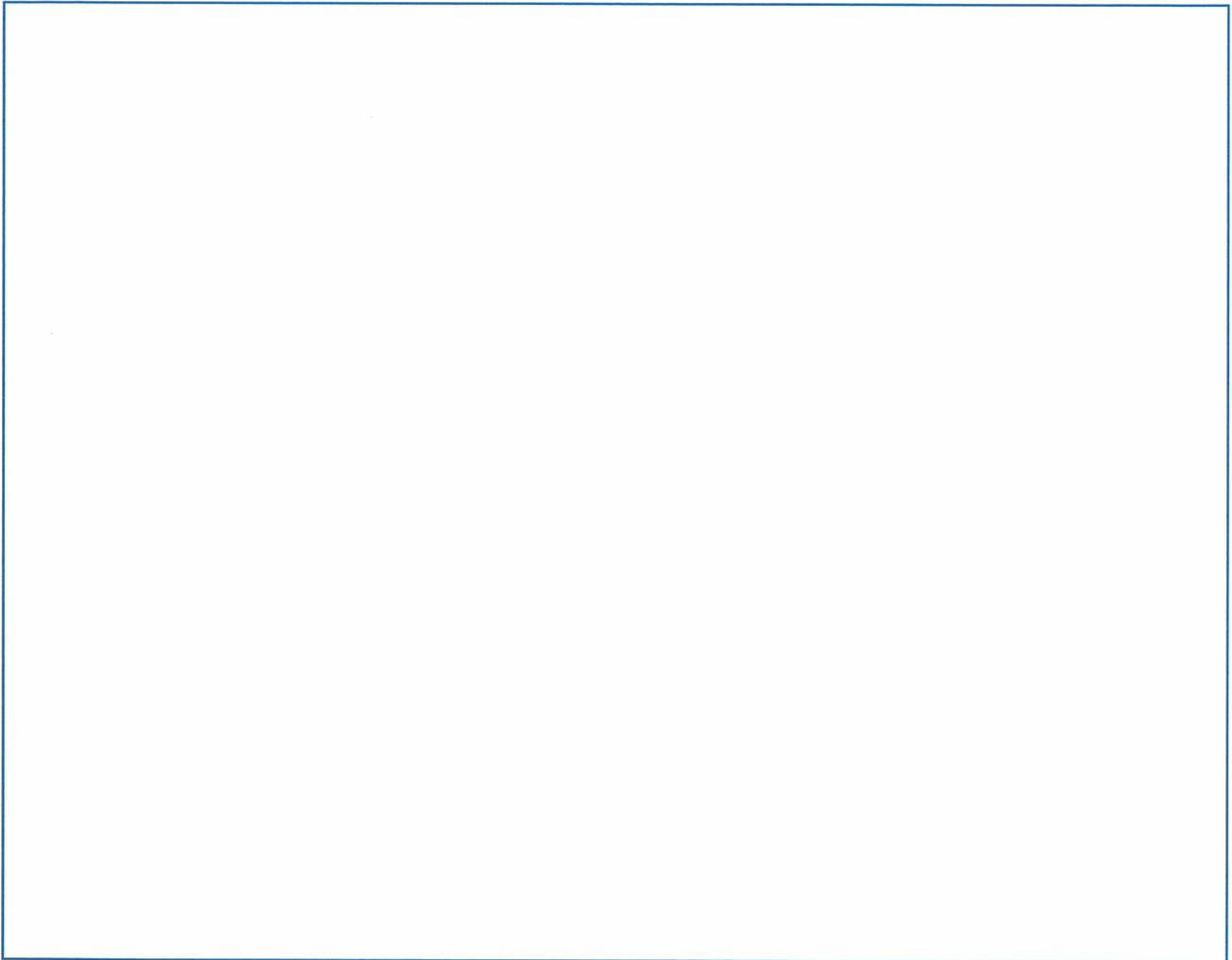
El a\_\_tob\_\_s



Mari Luz

Mari L\_\_z

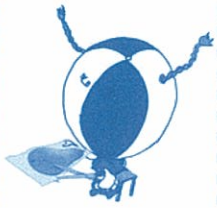
Dibuja tu clase. Recorta los dibujos y pégalos.  
*Draw your classroom. Cut the pictures out and paste them.*



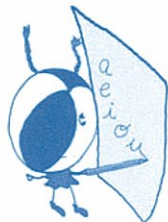
Fíjate en los dibujos. Recórtalos y pégalos en las columnas.  
*Look at the pictures. Cut them out and paste them on the tables.*

Me gusta...  
*I like...*

No me gusta...  
*I don't like...*



Recortar



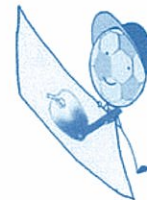
Escribir



Leer



Escuchar



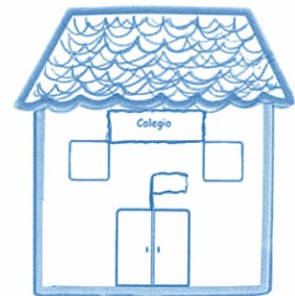
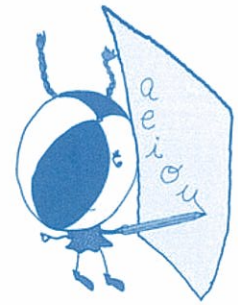
Colorear



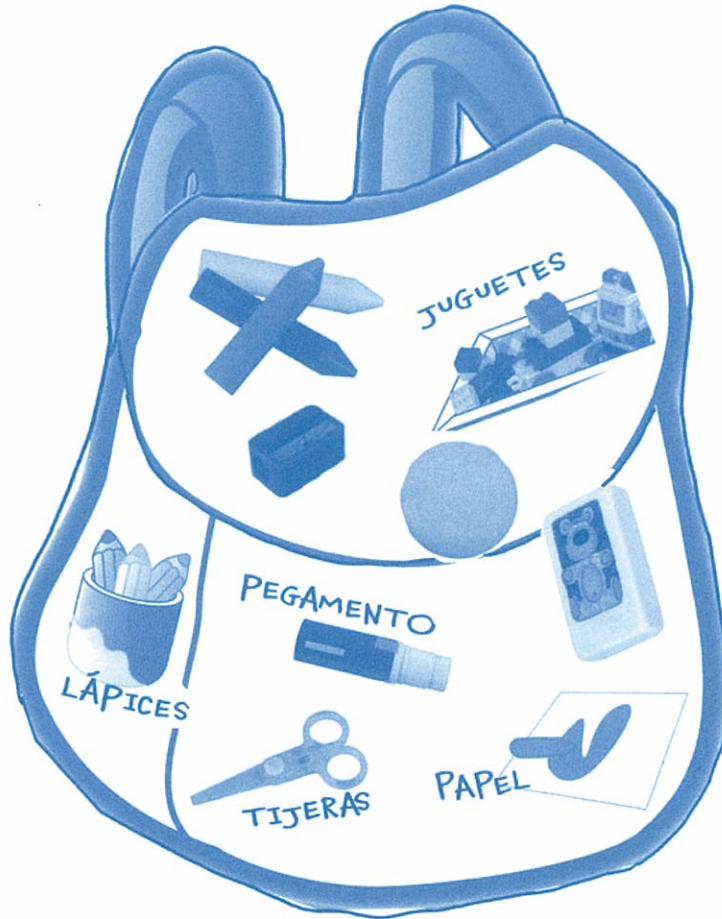
Pegar



Escucha a la maestra y señala los objetos según los oigas.  
*Listen to the teacher and point at the objects in the order you hear them.*



# 1 ¿Qué hay en esta mochila? What's in this schoolbag?



Hay lápices

Hay \_\_\_\_\_

Hay \_\_\_\_\_

Hay \_\_\_\_\_

Hay \_\_\_\_\_

Hay \_\_\_\_\_

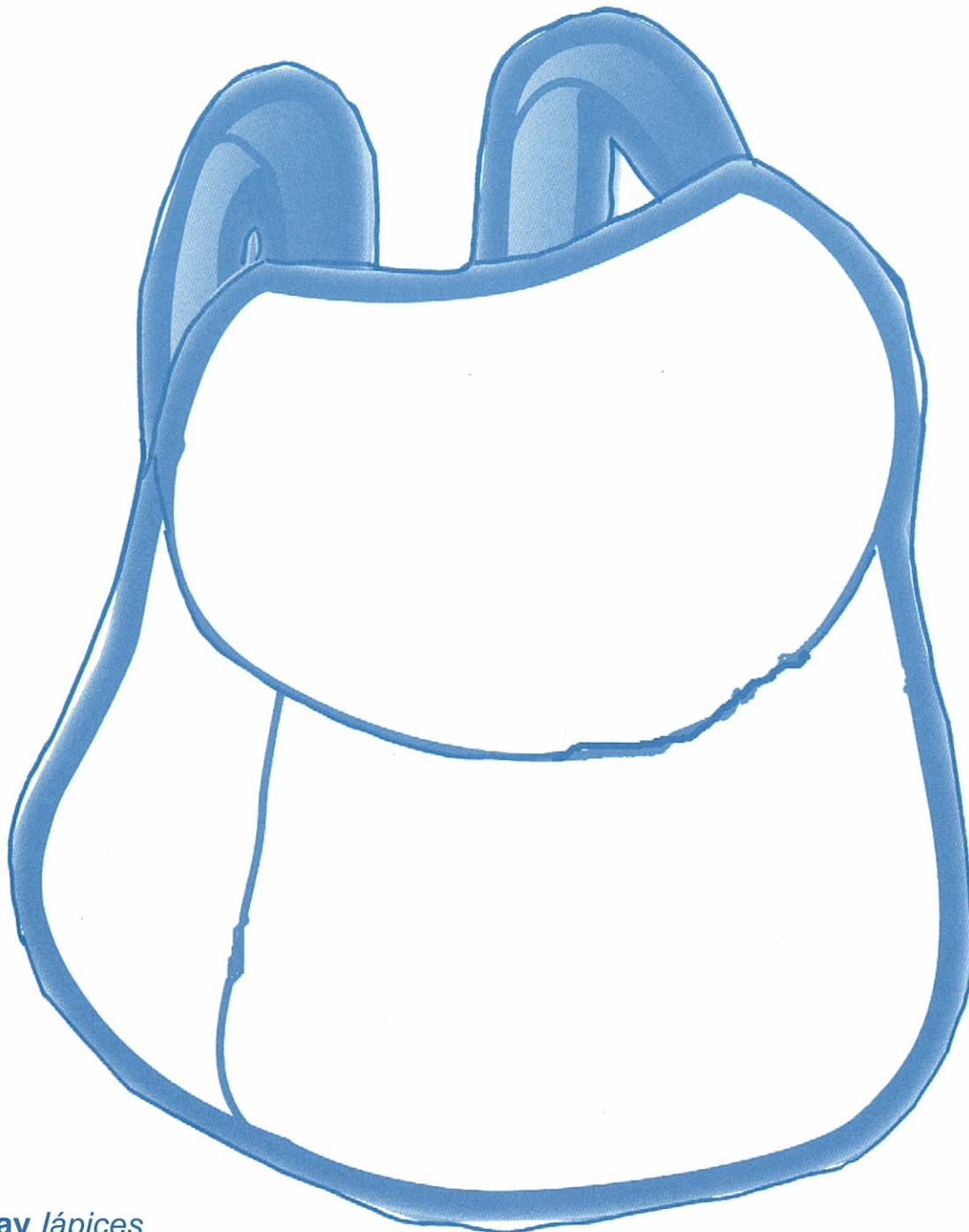
Hay \_\_\_\_\_

Hay \_\_\_\_\_

Hay \_\_\_\_\_



¿Qué hay en tu mochila?  
*What's in your schoolbag?*



Hay *lápices*

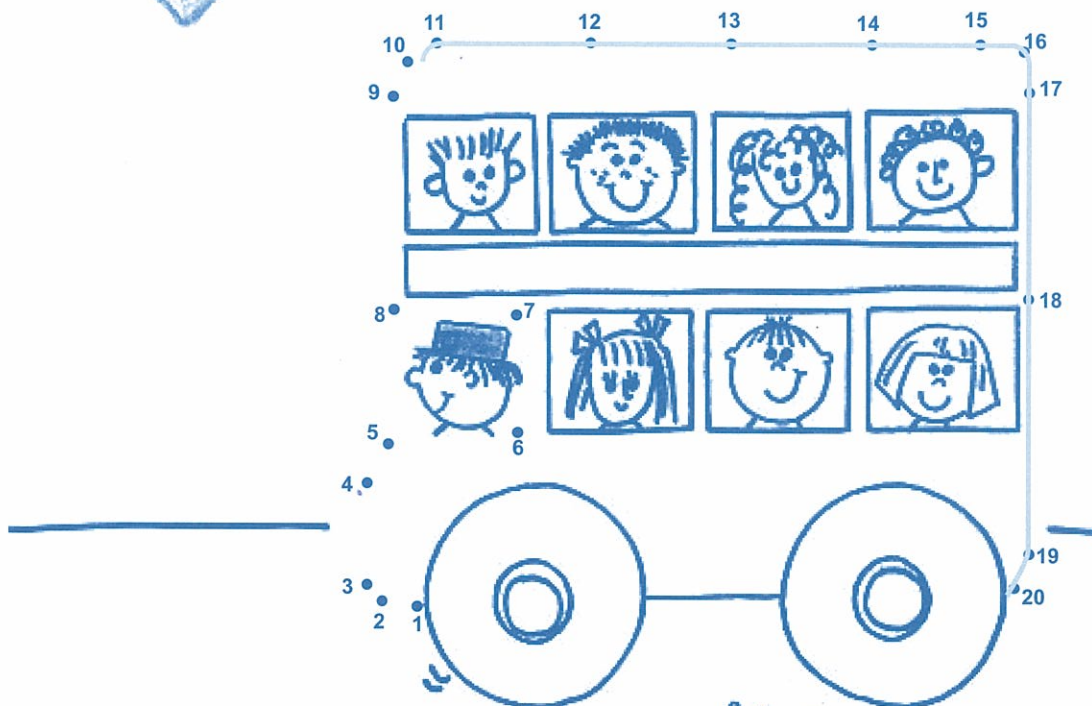
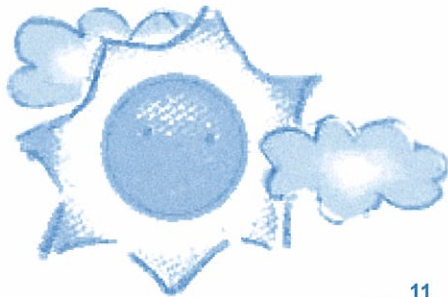
Hay ...



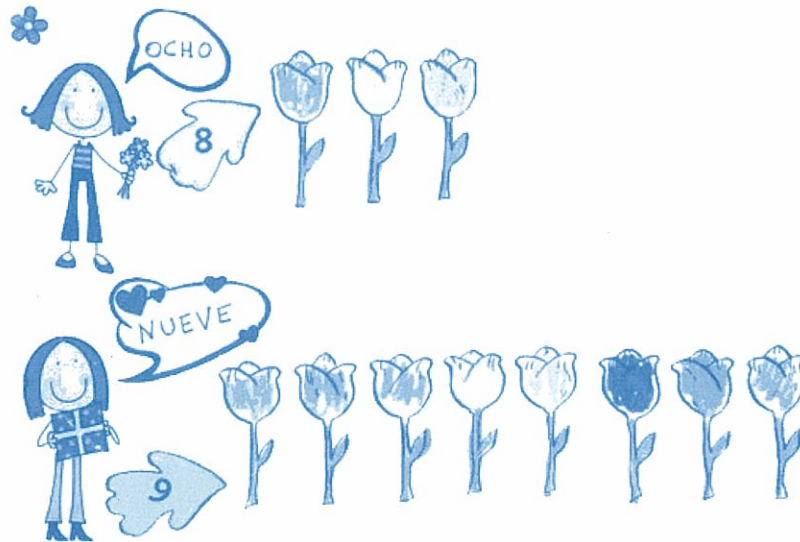


Une los números que faltan para completar el dibujo.  
Coloréalo.

Join all the numbers to complete the picture. Colour it.



1 Completa.  
Complete.



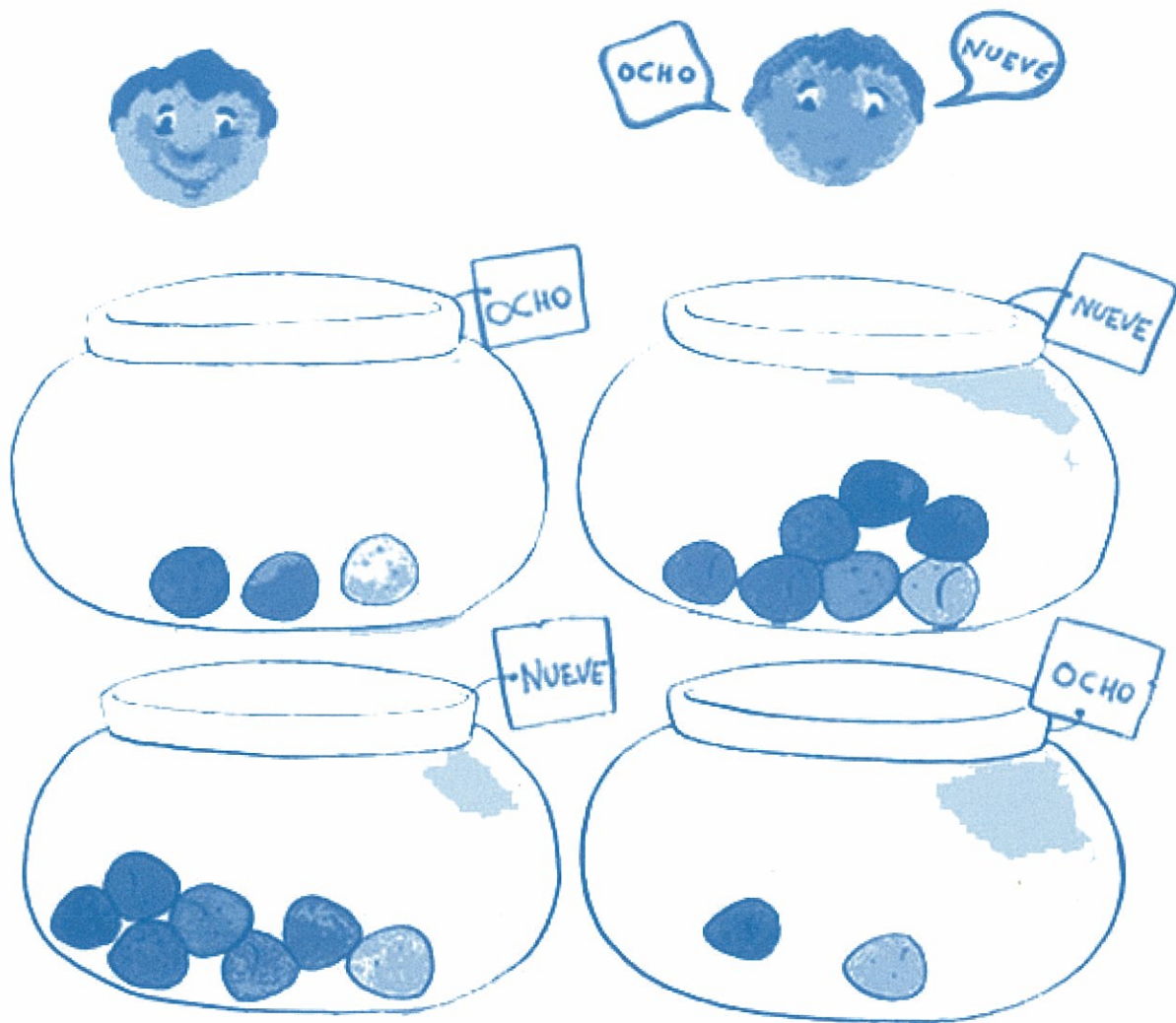
2 Escucha y rodea. Traza el número 8.  
Listen and circle. Trace number 8.



|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 3 |  |



Completa.  
Complete.

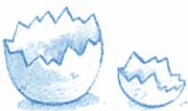
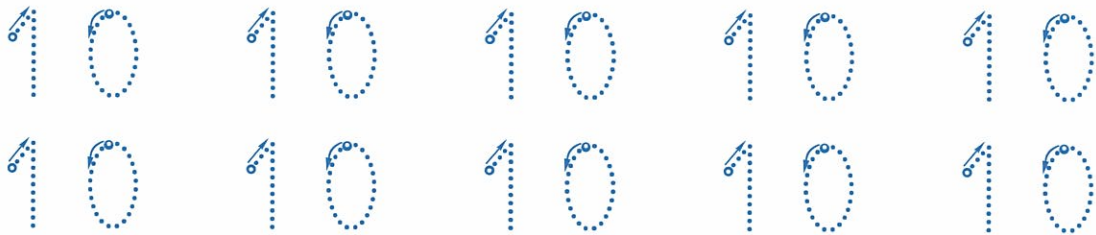
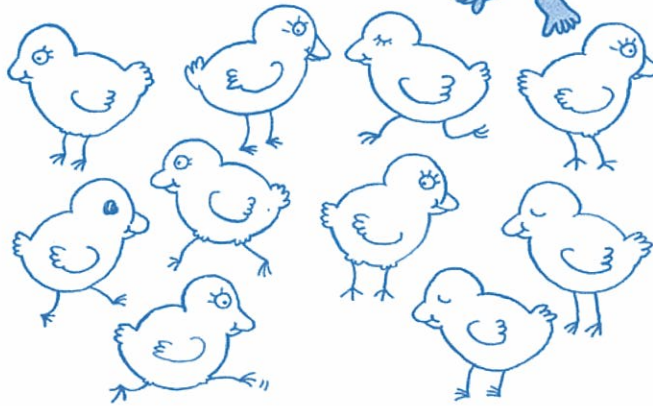


1 Colorea y traza los números.  
Colour and trace the numbers.

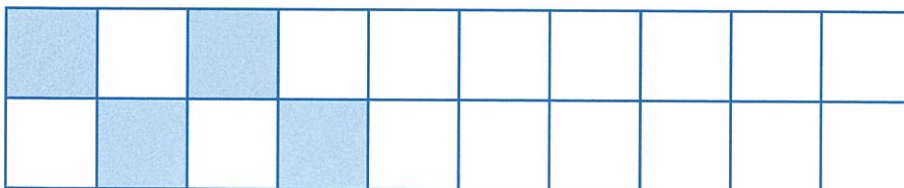
diez



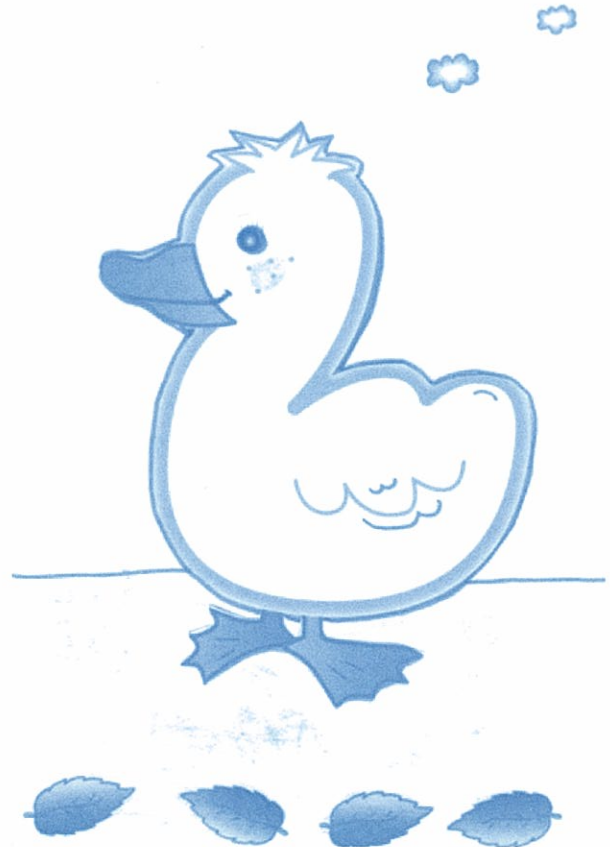
10



2 Sigue el modelo para colorear diez cuadrados.  
Follow the pattern to colour ten squares.

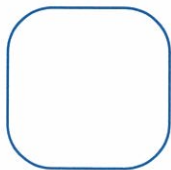


Colorea el patito y añade el estanque, agua...  
*Colour the duck and add the pond, water...*



Se llama \_\_\_\_\_

Es de color:



\_\_\_\_\_

Blanco

Negro



1 Colorea el número dos y los dos patitos.  
*Colour the number two and the two ducks.*



2. Completa las palabras con las vocales o, a, i.  
*Complete the words with the vowels o, a, i.*

D\_\_s      p\_\_t\_\_t\_\_s.  
Two      ducks.



Une los números que faltan y colorea. Añade sus amigos abajo.

*Join all the numbers and colour. Add his friends below.*

