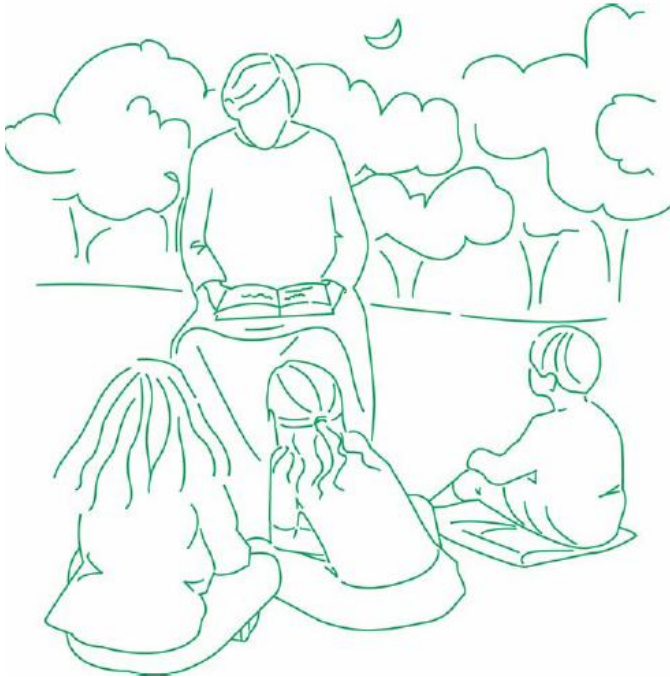


ONCE UPON A TIME



Primary Languages

Key Stages: 1/2 Years: 4/5



FOCUS

Stories have a wonderful way of engaging children's imagination and enthusiasm. 'Once Upon A Time' aims to harness that interest and provides many opportunities for children to explore their creativity, to empathise with others and to be aware of the impact of words and images upon them.

Overview

Knowledge about language

Children will:

- become aware of the centrality of language in communication;
- be able to interpret non verbal communication, for example facial expression, body language etc tone of voice;
- know that there are many different languages;
- recognise that languages describe familiar things differently;
- know that languages borrow words from other languages;
- know that languages have different ways of expressing social relationships;
- Become aware of some of the similarities and differences between the features of English and the TL.

Topic Language Areas

Little Red Riding Hood
Fairy tale characters
Adjectives for character
Clothes
Food

Intercultural awareness

Children will:

- become more aware of the country/countries of the TL, the culture and traditions of the speakers of the TL and compare these with our own;
- know some typical names;
- identify social conventions at home and in other cultures.

The activities suggested in this section of the ICL are intended to:

- develop the language learning skills of listening and speaking, reading and writing in the chosen new language;
- encourage children to consider the importance of language and to explore the structure of language and the similarities and differences between English and their new language;
- provide a meaningful context for finding out about and understanding the traditions, values and cultures of other people and the countries they live in.

The activities are suitable for children who are just beginning to learn the new language, although teachers may adapt them to suit the needs and enhance the learning of children who already have some language learning experience. Language banks for classroom language, for playing games and core ICL language as well as instructions for the games mentioned can be found in the CCEA Guidance for Primary Languages. The flexible structure of the materials also allows teachers to include and combine languages activities from different ICLs when they support a given theme.

The languages activities also complement and reinforce work done in the different Learning Areas and can provide a meaningful and enjoyable learning experience which will contribute to the development of whole curriculum skills.

As well as using the ICL as a context for language learning, teachers will recognise many opportunities which arise during the school day and in the normal class routine for using the new language in a natural and realistic way. Taking advantage of these opportunities will greatly enhance the children's language learning experience.

Tell Me A Story - Little Red Riding Hood

Suggested Learning Intentions

- Be able to identify and respond to words and phrases.
- Be able to follow short pieces of text and read aloud short familiar phrases.
- Be able to memorise and recite a short spoken text.
- Be able to copy some simple familiar words using a model.
- Become more aware of the culture and traditions of the new language country.

Suggested Activities

What are our favourite Fairy tales?

Talk about favourite fairy tales. What makes a good fairy tale? Discuss characters, setting, language, plot etc. Familiarise the class with the story of Little Red Riding Hood, highlighting the characters, setting and plot. Tell the whole story through in the new language using visuals, mime and limited vocabulary (*see version of Little Red Riding Hood and Guidance on Story Telling.*) Children are asked to join in by miming, holding up appropriate picture cards at different stages in the plot, picking out key words or phrases or finishing off phrases such as: “Oh Granny, what big ears you have!”

Cover the writing in an English version of the story and replace the language with simple key phrases in the new language. Children begin to follow the story using the written language.

In groups prepare a frieze depicting the main scenes of the story for display. Add speech bubbles for the main characters and use these as a basis for dramatising the story adding character masks, costumes and props. The teacher could act as narrator while groups chorus the speaking parts and individual children perform the actions. The class could perform the story at assembly or for younger classes.

Use ICT software such as PowerPoint or **2 Create A Story** make a digital story of Red Riding Hood in the new language for younger classes.

Where Do Fairy Tales Come From?

Do we know where these stories come from? Use the internet or other traditional sources, work with partner schools or interview children of other nationalities in the class or school to discover the origin of many of our favourite tales. Find out about story tellers such as the Brothers Grimm, Charles Perrault and Hans Christian Anderson. Share local stories and legends, for example stories of Fionn Mac Cumhaill, CúChulainn or Gráinne Mhaol.

Character Descriptions

Suggested Learning Intentions

- Be able to memorise and recite a short spoken text.
- Be able to memorise and perform an action song.
- Be able to give a short, oral character description of a person.
- Be able to copy some simple familiar words using a model.
- Become aware of some of the similarities and differences between the features of English and the new language.

Suggested Activities

Read the part of the story when Red Riding Hood goes into the cottage and the wolf has taken Granny's place again. Children chorus the phrases: "What big eyes you have etc." In twos children role play the scene and perform for the class. Use this scene to revise facial features and body parts.

The children could learn and perform the song Head and Shoulders Knees and Toes in the new language.

Place large pictures of the main characters around the room. Using mime and/or visuals introduce adjectives such as angry, sick, tired, worried, shy, pretty, sad, happy, brave, kind. Call out an adjective, children point to the character it describes. Make faces for Roll the Dice, one set with expressions and the other showing story characters. Play Roll the Dice to make sentences such as: I am the wolf and I am angry. Or even: I am the wolf and I am shy. Vary voice tone to match the adjective.

TSPCs Using the large character pictures and the adjectives, children pick the odd one out and explain why. There are no "wrong" answers. Children could say for example, granny because she is old, or Red Riding Hood because she is shy, or the wolf because he is fierce. If appropriate discuss how the adjective changes in the new language when describing a female. How does this compare with English?

The teacher introduces items of clothing using the pictures of the characters. Make a collection of old clothes suitable for dressing up in character and story props such as a pair of old glasses, a basket, a toy axe. The children dress in character and introduce themselves to the class, describing what they are wearing. Alternatively, the class could guess which character is being portrayed and explain why. Children design an outfit for their favourite character and describe it to the class, combining with colours if known and labelling it in the new language.

Red Riding Hood's Basket

Suggested Learning Intentions

- Be able to identify and respond to words and phrases.
- Be able to remember and reproduce words and phrases.
- Become more aware of some aspects of the culture and traditions of the new language country.

Suggested Activities

What food do we need?

Discuss what food Little Red Riding Hood could bring to her sick granny in her basket. What would granny like? What would be good for her? Make up a basket for Little Red Riding Hood using real or toy food items. The teacher unpacks the basket introducing the items in the new language. Play Jump the Rope with food items, sorting them into healthy and unhealthy. Place the food items in the middle during Circle Time and pass a basket around the class. Children take it in turns to name and pack an item, adding it to the word chain, for example: In Granny's basket I have bread and an apple and a cake ...

Investigate foodstuffs that come from different countries, including the new language country. Visit a local supermarket to survey the variety of different countries that we get our food from, look at food labels in cupboards at home, interview the school catering supervisor or search the internet. Make and display a collection of food labels from different countries and in different languages.

Are there any words or phrases in the other languages that are similar to English? (TSPCs)

Can the children recognise any words in the other languages that we now use in English, for example tortilla, pasta, croissant?

Create a week's school dinner menus combining tastes from different countries, for example Spanish paella, Italian lasagne, German apple strudel or Greek moussaka.

If there are children of other nationalities in the class or school, they could lead on this.

Resources

Electronic Resources

ICT Software	Suggested websites
<p>Sonica Spanish RM</p> <p>Muzzy at the seaside. Vektor.</p> <p>2 Create A Story. 2 Simple Software</p>	<p>www.cilt.org.uk www.nacell.org.uk www.bbc.co.uk/languages www.teachingideas.co.uk www.enchantedlearning.com www.mamalisa.com/world/europe.html www.momes.net www.pouletfrites.com www.eduweb.vic.gov.au/languagesonline/ www.georgetown.edu/faculty/ballc/animals www.primaryresources.co.uk/mfl/ www.ngfl.northumberland.gov.uk www.leclubfrançais.co.uk/babelzone/babelzoneland.htm</p> <p>German www.the-voyage.com/kids_new/</p> <p>Irish Spanish www.sgci.mec.es/uk/</p> <p>Intercultural awareness: www.oxfam.org.uk/coolplanet/ontheline/ www.pioneer.cwc.net/compage/ www.yahooligans.yahoo.com/School_Bell/Social_Studies/Cultures/ www.germany.info/relaunch/culture/life/G_Kids/index.htm</p>

Traditional Resources

Books/Teaching Materials	Audio/Visual (Media Texts)
<p>CILT Young Path Finders Series: (YPF6) <i>Let's join in!</i> ISBN 1902031 09 1 (YPF11) <i>A Flying Start</i> ISBN 1904243304 (YPF2) <i>Games and Fun Activities</i> ISBN 1874016410 CCEA: Guidance on Using Games CCEA: Topic Language for: Once Upon a Time CCEA: Classroom Language.</p>	<p>CCEA: Languages Are Child's Play DVD CILT Early Language Learning Videos</p> <ol style="list-style-type: none"> 1 Making it happen ISBN 190203189X 2 Making it work ISBN 1902031970 3 Making it better ISBN 1904243126 <p>Audio cassettes: Le Français en Chantant, <i>European Schoolbooks</i> ISBN 227804186X Chantez plus fort! <i>Brilliant Publications</i> ISBN 1903853370</p> <p>CD: A Stór 's a Stóirín - <i>Pádraigín Ní Uallacháin CEFCE 166 Gael-Linn.</i> CD: Abraimis Amhráin 'is Rainn - Bunscoil Phobal Feirste, Naíscoil Bhreandáin. Available from the nursery school, Naíscoil Bhreandáin in Belfast.</p> <p>1, 2,3 Salsa! <i>European Schoolbooks</i> El Club Español: Mi libro de canciones</p> <p><i>Le Club Français</i> Le Club Français en l'école</p> <p>Der Kinder Club <i>Le Club Français</i> Das Singemause Liederbuch: 100 weitere tolle Spiellieder <i>Munster: Menschenkinder</i></p>

Topic Language: French

Le Petit Chaperon Rouge	Little Red Riding Hood
un conte de fées	a fairy tale
les personnages	the characters
la mère	the mother
la grand-mère	the grandmother
le loup	the wolf
le bûcheron	the woodcutter
j'ai faim	I am hungry
je suis	I am
il est	he is
elle est	she is
ansieux (ansieuse)	worried
fatigué (é)	tired
content (e)	happy
triste	sad
féroce	fierce
timide	shy/timid
jeune	young
vieux (vieille)	old
joli (e)	pretty
laid (e)	ugly
furieux (furieuse)	angry
gentil (gentille)	kind/good
méchant (e)	evil
courageux (courageuse)	brave
lâche	cowardly

Les vêtements	Clothes
je porte il porte elle porte un pull un gilet un jean un short un sweat un pantalon un veste une jupe un chemisier une robe un tablier un châle une chemise de nuit un bonnet de nuit une chemise un tee shirt des chaussettes des chaussures des bottes un panier des lunettes une hache	I wear he wears she wears a jumper a cardigan jeans short sweat shirt a pair of trousers a jacket a skirt a blouse a dress an apron a shawl a nightgown a nightcap a shirt a tee shirt socks shoes boots a basket glasses axe

Le panier	The basket
une galette du beurre de la confiture du pain de la soupe des pommes des bananes du fromage du jambon des bonbons du chocolat des chips de la limonade du vin	a cake butter jam bread soup apples bananas cheese ham sweets chocolate crisps lemonade wine

Le Petit Chaperon Rouge: Little Red Riding Hood

Il était une fois une jolie petite fille qui s'appelait le Petit Chaperon Rouge.
Once upon a time there was a little girl called Little Red Riding Hood.

Voici le Petit Chaperon Rouge.
This is Little Red Riding Hood.

Un jour, sa mère lui dit:
One day her mother said to her:

- Ta grand- mère est malade. Porte-lui une galette et ce petit pot de beurre.
- Your granny is sick. Take her this cake and some butter.

La petite fille partit. Elle se promenait par le bois.
The little girl set off. She was walking through the woods.

Elle rencontra un énorme loup méchant.
She met a big, bad wolf.

- Ou vas- tu, ma petite? dit l'énorme loup méchant.
- Where are you going little one? said the big, bad wolf.
- Je vais chez ma grand-mère, dit le Petit Chaperon Rouge.
- I am going to my granny's, said Little Red riding Hood.
- Où habite ta grand-mère, Petit Chaperon Rouge? demanda l'énorme loup méchant.
- Where does your granny live? asked the big, bad wolf.
- Plus loin dans la forêt, sous les trois grands chênes, dit le Petit Chaperon Rouge.
- Further into the forest, under the three big oak trees, said Little Red Riding Hood.

L'énorme loup méchant courut tout droit à la maison de la grand-mère.
The big, bad wolf ran straight to granny's house.

Le Petit Chaperon Rouge cherchait des fleurs.
Little Red Riding Hood was gathering flowers.

L'énorme loup méchant frappa à la porte : toc, toc!
The big, bad wolf knocked at the door: knock, knock!

- Qui est là? cria la grand-mère.
- Who is it? cried granny.
- C'est moi, le Petit Chaperon rouge, dit l'énorme loup méchant.
- It's me, Little Red riding Hood, said the big, bad wolf.

- Entre, ma petite, dit la grand-mère.
- Come in, little one, said granny.

L'énorme loup méchant loup entra et il mangea la grand-mère d'un seul coup.
The big, bad wolf went in and ate granny all in one go.

Il se déguisa comme la grand-mère.
He disguised himself as granny.

Quelques moments plus tard, le Petit Chaperon Rouge arriva.
A few minutes later Little Red Riding Hood arrived.

Elle frappa à la porte: toc, toc!
She knocked on the door: knock, knock!

- Qui est là? cria l'énorme loup méchant.
- Who is it? cried the big, bad wolf.
- C'est moi, le Petit Chaperon Rouge, dit le Petit Chaperon Rouge.
- It's me, Little Red Riding Hood, said Little Red Riding Hood.
- Entre, ma petite, dit l'énorme loup méchant.
- Come in my little one, said the big, bad wolf.
- Comme tu as de grandes oreilles, grand-mère!
- What big ears you have granny!
- C'est pour mieux t'entendre, ma petite!
- All the better to hear you with, my little one!
- Comme tu as de grands yeux, grand-mère!
- What big eyes you have, granny!
- C'est pour mieux te voir, ma petite!
- All the better to see you with, my little one!
- Comme tu as de grands bras grand-mère!
- What big arms you have granny!
- C'est pour mieux t'embrasser, ma petite!
- All the better to hug you with, my little one!
- Comme tu as de grandes dents grand-mère!
- What big teeth you have, Granny!
- C'est pour mieux te manger! dit l'énorme loup méchant.
- All the better to eat you with! said the big, bad wolf.

Il fit un bond hors du lit et mangea le pauvre Petit Chaperon Rouge d'un seul coup.

He jumped out of the bed and ate poor Little Red Riding Hood all in one go.

L'énorme loup méchant s'endormit. Il ronfla bruyamment.
The big, bad wolf fell asleep. He snored loudly.

Un bûcheron passait devant la maison.
A woodcutter was passing in front of the house.

Il entendit ronfler le loup et pensa: Pourquoi ronfle-t-elle si bruyamment la grand-mère?
He heard the wolf snoring and thought: Why is Granny snoring so loudly?

Il entra dans la maison et vit l'énorme loup méchant qui dormait là.
He went into the house and saw the big, bad wolf sleeping there.

Il prit sa hache et tua l'énorme loup méchant.
He took his axe and killed the big, bad wolf.

Après il prit des ciseaux et ouvrit le ventre de l'énorme loup méchant.
Then he got his scissors and opened the big, bad wolf's stomach.

Le Petit Chaperon Rouge et sa grand-mère sortirent!
Out came Little Red Riding Hood and Granny.

Elles s'embrassèrent!
They gave each other a hug!

- Merci, monsieur le bûcheron dirent elles.
- Thank you, Mr Woodcutter, they said.

Topic Language: German

Rotkäppchen	Little Red Riding Hood
ein Märchen die Rollen die Mutter die Großmutter der Wolf der Jäger ich habe Hunger ich bin er ist sie ist besorgt müde glücklich/ fröhlich traurig wild schüchtern jung alt wunderschön hässlich wütend freundlich/gut böse mutig feige	a fairy tale the characters the mother the grandmother the wolf the woodcutter I am hungry I am he is she is worried tired happy sad fierce shy/timid young old pretty ugly angry kind/good evil brave cowardly

Kleidung	Clothes
<p> Ich trage/habe an Er trägt/hat an Sie trägt/sie hat an ein Pullover eine Strickjacke eine Jeans Shorts ein Sweatshirt eine Hose eine Jacke ein Rock eine Bluse ein Kleid eine Schürze ein Kopftuch ein Nachthemd einen Schlummertrunk ein Pulli ein T-shirt Strümpfe Schuhe Stiefel ein Korb Brille Beil </p>	<p> I wear he wears she wears a jumper a cardigan jeans short sweat shirt a pair of trousers a jacket a skirt a blouse a dress an apron a shawl a nightgown a nightcap a shirt a tee shirt socks shoes boots a basket glasses axe </p>

Der Korb	The basket
Kuchen Butter Marmelade Brot Suppe Äpfel Bananen Käse Schinken Süßigkeiten Schokolade Chips Limonade Wein	a cake butter jam bread soup apple bananas cheese ham sweets chocolate crisps lemonade wine

Rotkäppchen: Little Red Riding Hood

Es war einmal ein kleines Mädchen mit dem Namen Rotkäppchen.
Once upon a time there was a little girl called Little Red Riding Hood.

Hier ist Rotkäppchen
This is Little Red Riding Hood.

Eines Tages sagte die Mutter zu Rotkäppchen:
One day her mother said to her:

- Großmutter ist krank. Bringe ihr Kuchen und Wein.
- Your granny is sick. Take her this cake and some butter.

Das Mädchen geht und muss durch den Wald laufen.
The little girl set off. She was walking through the woods.

Im Wald trifft sie den großen bösen Wolf.
She met a big, bad wolf.

- „Wohin gehst du, kleines Mädchen?“, fragte der große böse Wolf.
- Where are you going little one? said the big, bad wolf.

- „Ich gehe zur Großmutter.“, sagte Rotkäppchen.
- I am going to my granny's, said Little Red riding Hood.

- „Wo wohnt deine Großmutter?“, fragte der große böse Wolf.
- Where does your granny live? asked the big, bad wolf.

- „Im Wald bei den drei großen Eichen.“, sagte Rotkäppchen.
- Further into the forest, under the three big oak trees, said Little Red Riding Hood.

Der Wolf rannte sofort zu Großmutter's Haus
The big, bad wolf ran straight to granny's house.

Rotkäppchen pflückte erst noch Blumen
Little Red Riding Hood was gathering flowers.

Der große böse Wolf klopfte an die Tür: Klopf -Klopf Klopf.
The big, bad wolf knocked at the door: knock, knock!

- „Wer ist da?“, fragte die Großmutter
- Who is it? cried granny.

- „Ich bin's, Rotkäppchen“, sagte der große böse Wolf
- It's me, Little Red riding Hood, said the big, bad wolf.

- „Komm rein.“, sagte die Großmutter.
- Come in, little one, said granny.

Der große böse Wolf ging rein und verschlang die Großmutter auf einmal.
The big, bad wolf went in and ate granny all in one go.

Dann verkleidete er sich als Großmutter und legte sich in ihr Bett.
He disguised himself as granny.

Ein paar Minuten später kam Rotkäppchen.
A few minutes later Little Red Riding Hood arrived.

Sie an die Tür: Klopf -Klopf -Klopf.
She knocked on the door: knock, knock!

- „Wer ist da“, fragte der Wolf.
- Who is it? cried the big, bad wolf.

- „Ich bin's Rotkäppchen“, sagte Rotkäppchen.
- It's me, Little Red Riding Hood, said Little Red Riding Hood.

- „Komm rein“, sagte der große böse Wolf
- Come in my little one, said the big, bad wolf.

- „Warum hast du so große Ohren, Großmutter?“
- What big ears you have granny!

- „Damit ich besser hören kann.“
- All the better to hear you with, my little one!

- „Warum hast du so große Augen, Großmutter?“
- What big eyes you have, granny!

- „Damit ich besser sehen kann.“
- All the better to see you with, my little one!

- „Warum hast du so große Arme, Großmutter?“
- What big arms you have granny!

- „Damit ich dich besser packen kann.“
- All the better to hug you with, my little one!

- Warum hast du so große Zähne, Großmutter?
- What big teeth you have, Granny!
- „Damit ich dich besser fressen kann!“, rief der Wolf
- All the better to eat you with! said the big, bad wolf.

Er hüpfte aus dem Bett und verschlang auch Rotkäppchen auf einmal.
He jumped out of the bed and ate poor Little Red Riding Hood all in one go.

Der Wolf fiel in einen tiefen Schlaf und schnarchte laut: rrrrchhhhhh-rrrchhhhhh-rrrchhhhhh.

The big, bad wolf fell asleep. He snored loudly.

Da kam ein Jäger vorbei.

A woodcutter was passing in front of the house.

Er hörte das Schnarchen rrrrchhhhhh-rrrchhhhhh-rrrchhhhhh und dachte: Wieso schnarcht die Großmutter so laut?’

He heard the wolf snoring and thought: Why is Granny snoring so loudly?

Er ging ins Haus und sah den großen bösen Wolf dort liegen

He went into the house and saw the big, bad wolf sleeping there.

Er nahm seine Axt und tötete den großen bösen Wolf.

He took his axe and killed the big, bad wolf.

Da nahm er eine Schere und schnitt den Bauch des Wolfes auf.

Then he got his scissors and opened the big, bad wolf's stomach.

Heraus kamen Rotkäppchen und die Großmutter.

Out came Little Red Riding Hood and Granny.

Sie umarmten sich alle.

They gave each other a hug!

- “Vielen Dank, lieber Jäger!”
- Thank you, Mr Woodcutter, they said.

Topic Language: Irish

Cochailín Dearg	Little Red Riding Hood
finscéal na carachtair an mháthair an mhamó an mac tíre an gearrthóir adhmaid tá ocras orm tá mé tá sé tá sí buartha tuirseach sáimhín (tá mé ar mo sháimhín) brón (tá brón orm, uirthi, air, etc) fíochmhar faiteach/scáfar óg aosta gleoite míofar fearg cineálta/maith olc cróga cladharta	a fairy tale the characters the mother the grandmother the wolf the woodcutter I am hungry I am he is she is worried tired happy sad fierce shy/timid young old pretty ugly angry kind/good evil brave cowardly

Éadaí	Clothes
caithim caitheann sé caitheann sí geansaí cairdeagan bríste géine bríste gairid léine allais péire bríste seaicéad sciorta blús gúna naprún seál gúna oíche caidhp oíche léine t-léine stocaí bróga buataisí cliabh spéaclaí tua	I wear he wears she wears a jumper a cardigan jeans short sweat shirt a pair of trousers a jacket a skirt a blouse a dress an apron a shawl a nightgown a nightcap a shirt a tee shirt socks shoes boots a basket glasses axe

An Cliabh	The basket
císte im subh arán anraith úlla banana cáis liamhás milseáin seacláid brioscáin phrátaí líomanáid fíon	a cake butter jam bread soup apples bananas cheese ham sweets chocolate crisps lemonade wine

Cochailín Dearg: Little Red Riding Hood

Uair amháin bhí cailín beag darbh ainm Cochailín Dearg.
Once upon a time there was a little girl called Little Red Riding Hood.

Seo Cochailín Dearg.
This is Little Red Riding Hood.

Lá amháin dúirt a máthair léi:
One day her mother said to her:

- Tá do mhamó tinn. Tabhair na cístí seo chuici.
- Your granny is sick. Take her these cakes. (other foodstuffs?)

D'imigh an cailín óg léi.
The little girl set off.

Bhí sí ag siúl tríd an choill.
She was walking through the woods.

Go tobann, chonaic sí mac tíre mór olc roimpi.
Suddenly she saw a big, bad wolf in front of her!

- Cá bhfuil tú ag dul mo thaisce bheag? arsa an mac tíre mór olc.
- Where are you going little one? said the big, bad wolf.
- Tá mé ag dul chuig mamó s'agamsa, arsa Cochailín Dearg.
- I am going to my granny's, said Little Red riding Hood.
- Where does your granny live? asked the big, bad wolf.
- Cá bhfuil do mhamó ina cónaí? arsa an mac tíre mór olc.
- Níos faide isteach sa choill, faoi na trí chrann mhóra dharacha, arsa Cochailín Dearg.
- Further into the forest, under the three big oak trees, said Little Red Riding Hood.

Rith an mac tíre mór olc díreach a fhad le teach mhamó.
The big, bad wolf ran straight to granny's house.

Bhí Cochaillín Dearg ag bailiú bláthanna.
Little Red Riding Hood was gathering flowers.

Bhuail an mac tíre mór olc cnag ar an doras. Cnag, Cnag!
The big, bad wolf knocked at the door. Knock, knock!

- Cé atá ann? - arsa mamó.
- Who is it? asked granny.
- Mise atá ann, Cochaillín dearg, arsa an mac tíre mór olc.
- It's me, Little Red riding Hood, said the big, bad wolf.
- Tar isteach, mo thaisce bheag, arsa mamó.
- Come in, little one, said granny.

Chuaigh an mac tíre mór olc isteach agus d'ith a raibh ann de mhamó.
The big, bad wolf went in and ate granny all up.

Chuir sé air a caipín oíche. (Chuir sé cruth mhamó air féin.)
He put on her night cap. (He disguised himself as granny.)

Cúpla bomaite ina dhiaidh sin tháinig Cochaillín Dearg.
A few minutes later Little Red Riding Hood arrived.

Bhuail sí cnag ar an doras. Cnag, Cnag!
She knocked on the door. Knock. Knock!

- Cé atá ann? arsa an mac tíre mór olc.
- Who is it? asked the big, bad wolf.
- Mise atá ann, Cochaillín Dearg, arsa Cochaillín Dearg.
- It's me, Little Red Riding Hood, said Little Red Riding Hood.
- Tar isteach, mo thaisce bheag, arsa an mac tíre mór olc.
- Come in my little one, said the big, bad wolf.
- Mamó, mamó, a leithéid de shúile móra atá agat!
- Granny, granny, what big eyes you have!
- Is amhlaidh is fearr iad le hamharc ort, mo thaisce bheag!
- All the better to see you with, my little one!
- Mamó, mamó, a leithéid de chluasa móra atá agat!
- Granny, granny, what big ears you have!
- Is amhlaidh is fearr iad le tú a chluinstin, mo thaisce bheag.
- All the better to hear you with, my little one!
- Mamó, mamó, a leithéid de ghéaga móra atá agat!
- Granny, granny, what big arms you have.

- Is amhlaidh is fearr iad le barróg a thabhairt duit, mo thaisce bheag.
- All the better to hug you with, my little one!
- Mamó, mamó, a leithéid d'fhiacra móra atá agat!
- Granny, granny, what big teeth you have!
- Is amhlaidh is fearr iad le tú a ithe! arsa an mac tíre mór olc.
- All the better to eat you with! said the big, bad wolf.

Léim sé ar bharr Cochailín Dearg agus chraos sé í.
He jumped on top of poor Little Red Riding Hood and devoured her.

Thit an mac tíre mór olc ina chodladh.
The big, bad wolf fell asleep.

Shrann sé go callánach.
He snored loudly.

Bhí sealgaire ag dul thart aghaidh an tí.
A woodcutter (hunter) was passing in front of the house.

Chuala sé an mac tíre ag srannadh agus mheabhraigh sé: cén fáth a bhfuil mamó ag srannadh chomh callánach sin?
He heard the wolf snoring and thought: Why is Granny snoring so loudly?

Chuaigh sé isteach sa teach agus chonaic sé an mac tíre mór olc ina chodladh ann.
He went into the house and saw the big, bad wolf sleeping there.

Rug sé ar a thua agus mharaigh an mac tíre mór olc.
He took his axe and killed the big, bad wolf.

Ansin, fuair sé a scian agus d'oscail an bolg.
Then he got his knife and opened the stomach.

Amach le Cochaillín Dearg agus mamó beo beathach.
Out came Little Red Riding Hood and Granny, alive and well.

Rug siad barróg mhór ar a chéile!
They gave each other a big hug!

- Go raibh maith agat, a shealgair, a dúirt siad.
- Thank you, Mr Woodcutter, (hunter) they said.

Topic Language: Spanish

La Caperucita Roja	Little Red Riding Hood
El cuento de hadas los personajes la madre la abuela el lobo el leñador tengo hambre soy es ansioso/a cansado/a contento/a triste feroz tímido/a joven viejo/a bonito/a feo/a enfadado/a simpático/a, bueno/a malvado/a valiente cobardemente???	a fairy tale the characters the mother the grandmother the wolf the woodcutter I am hungry I am he is /she is worried tired happy sad fierce shy/timid young old pretty ugly angry kind/good evil brave cowardly

La ropa	Clothes
llevo lleva un jersey una rebeca vaqueros shorts una sudadera pantalones una chaqueta una falda una blusa un vestido un delantal ¿? un camión un gorro de cama una camisa una camiseta calcetines zapatos botas un cesto gafas una hacha	I wear he/she wears a jumper a cardigan jeans short sweat shirt a pair of trousers a jacket a skirt a blouse a dress an apron a shawl a nightgown a nightcap a shirt a tee shirt socks shoes boots a basket glasses axe

La cesta	The basket
un pastel mantequilla mermelada pan sopa manzanas plátanos queso jamón caramelos chocolate patatas fritas limonada vino	a cake butter jam bread soup apples bananas cheese ham sweets chocolate crisps lemonade wine

La Caperucita Roja: Little Red Riding Hood

Érase una vez una niña muy bonita que se llamaba Caperucita Roja.
Once upon a time there was a little girl called Little Red Riding Hood.

Aquí está Caperucita Roja.
Here is Little Red Riding Hood.

Un día su madre le dijo a Caperucita Roja:
One day her mother said to her:

- Lleva unos pasteles a tu abuelita que está enferma.
- Your granny is sick. Take her these cakes.

La niña se puso en camino.
The little girl set off.

Caminaba en el bosque.
She was walking through the woods.

De repente, vio a un lobo enorme y malo delante de ella!
Suddenly she saw a big, bad wolf in front of her!

- ¿Adónde vas, pequeña?- preguntó el lobo feroz.
- Where are you going little one? said the big, bad wolf.
- A casa de mi abuelita, dijo Caperucita Roja.
- I am going to my granny's, said Little Red riding Hood.
- ¿Dónde vive tu abuelita, Caperucita Roja?- preguntó el lobo enorme y malo.
- Where does your granny live? asked the big, bad wolf.
- Lejos en el bosque, debajo de los tres robles grandes, dijo Caperucita Roja.
- Far away in the forest, under the three big oak trees, said Little Red Riding Hood.

El lobo feroz fue directo a la casa de la abuelita.
The big, bad wolf ran straight to granny's house.

Caperucita Roja estaba recogiendo flores.
Little Red Riding Hood was gathering flowers.

El lobo feroz llamó a la puerta.
The big, bad wolf knocked at the door.

- ¿Quién es?- preguntó la abuelita.
- Who is it? - asked granny.

- Soy yo, Caperucita Roja, dijo el lobo feroz.
- It's me, Little Red riding Hood, said the big, bad wolf.

- Entra pequeña, dijo la abuelita.
- Come in, little one, said granny.

El lobo entró y devoró a la abuelita.
The wolf went in and devoured granny.

Se disfrazó de la abuelita.
He disguised himself as granny.

Un poco después Caperucita Roja llegó a la casa de su abuelita.
A few minutes later Little Red Riding Hood arrived at her granny's house.

Llamó a la puerta.
She knocked on the door.

- ¿Quién es?- preguntó el lobo
- Who is it? asked the wolf.

- Soy yo, Caperucita Roja, dijo la niña.
- It's me, little Red Riding Hood, said the little girl.

- Entra pequeña, dijo el lobo.
- Come in, little one, said the wolf.

- Abuelita, abuelita, ¡qué ojos más grandes tienes! dijo la niña.
- Granny, granny, what big eyes you have! said the little girl.

- Son para verte mejor- dijo el lobo
- All the better to see you with, said the wolf.

- Abuelita, abuelita, ¡qué orejas más grandes tienes! dijo la niña.
- Granny, granny, what big ears you have! said the little girl.

- Son para oírte mejor- dijo el lobo.
- All the better to hear you with, said the wolf.

- Abuelita, abuelita, ¡qué dientes más grandes tienes! dijo la niña.
- Granny, granny, what big teeth you have! said the little girl.

- Son para...¡comerte mejor!- dijo el lobo.
- All the better to... eat you with! said the wolf.

Y el lobo feroz se abalanzó sobre la niña y la devoró.
And the big bad wolf leaped on top of the little girl and ate her all up.

El lobo se tumbó en la cama de la abuelita y se quedó dormido.
The wolf lay down on granny's bed and fell asleep.

Empezó a roncar ruidosamente.
He started to snore loudly.

Un leñador pasaba delante de la casa.
A woodcutter was passing in front of the house.

Oyó al lobo que roncaba y pensó: ¿Por qué está roncando tan ruidosamente la abuelita?

He heard the wolf snoring and thought: Why is Granny snoring so loudly?

Entró en la casa y vio al lobo que estaba durmiendo.
He went into the house and saw wolf sleeping there.

Tomó su hacha y mató al lobo feroz.
He took his axe and killed the big, bad wolf.

Luego tomó su cuchillo y abrió el estómago del lobo.
Then he got his knife and opened the wolf's stomach.

Caperucita Roja y la abuelita salieron sanas y salvas.
Out came Little Red Riding Hood and Granny.

Se abrazaron fuertemente.
They gave each other a big hug.

- Muchas gracias, señor leñador, dijeron.
- Thank you, Mr Woodcutter, they said.