MAYA

TYPE OF LANGUAGE

• Each American English
• Conversational

GRAMMAR AND VOCABULARY

• Most of what is said is a dialogue between Maya and the other insects. The majority of this is in the present tense to describe what is happening, e.g. It’s getting dark or what has happened up until now, e.g. we’ve been working for hours. At times, they also talk about future plans, e.g. we’re going to the festival tomorrow.
• There are a considerable number of idioms, fixed and semi-fixed expressions, e.g. the coast is clear, to skip dinner, watch out.
• As these cartoons revolve around the insect world, there is some complex vocabulary related to this, e.g. harvest, pollen, larva, hive but this is repeated in most episodes.

COMMON WORDS & PHRASES

• Let’s go see what the others are doing
• Awesome/great/cool!
• Come on
• Wow!
• Hey Maya!

http://www.rtve.es/letsclan
• Come and see/look at this
• You see!
• Did you see/hear that?
• Oh, no!
• Well done!
• Hooray!
• Good night
• I've gotta go
• Look!
• Listen!
• What's happening/going on?
• Why don't we eat
• Do you wanna help me?
• Wait for me
• Over here/there

**TIPS**

If you are able to do the following ideas in English then great. If you can’t or don’t feel confident in doing so, you can still aid your child’s learning by doing them in Spanish

• Encourage your child to recognise what is happening in the cartoon. Ask questions like what insects can you see? What are they doing? Why?

• Before watching, talk about the title of the cartoon together, e.g. one episode is called Dancing with Bees. You could ask, who do you think is going to dance with the bees? Why do you think they are dancing? Then, as you watch, check to see if they were right.

• Stop halfway through. Summarise what’s happened so far. Use gesture and facial expression to reinforce meaning (e.g. Maya’s sad).

• There is a lot of natural language in this series. Try to notice some of this language, e.g. It’s chilly (as opposed to It’s cold) or I don’t get it (as opposed to I don’t understand). This kind of natural language comes up a lot and is more authentic than the language
children are usually taught at school. Noticing this kind of language will help children to be flexible and understand that there are many different ways to express the same thing.

- There are also a number of noticeable features of pronunciation and intonation characteristic of native speakers, especially American speakers. Try to identify some of these, e.g. I’m SO hungry, We’ve got to do it NOW or I’ve gotta go (as opposed to I’ve got to go). Do you wanna come? (as opposed to do you want to come?). Make a note of this and try to use them in the same way.

- Similarly, try to pick out collocations (words that typically go together) that might be useful for your child, e.g. to make a noise, to have a nap. Collocations can be challenging when learning a foreign language, as they are often different from the learner’s mother tongue, e.g. to have a nap in Spanish is echar una siesta (not tener).

- Review what was seen in the programme and ask your child, do you remember…? Research has shown that staged review helps memorisation and is most effective if reviewed after about 10 minutes, a day, a week and then a month.

- The series is based around the insect world. If this interests your child, you could research information together, using books or the internet. There are lots of downloadable resources for crafts available online and a number of simple songs in English related to insects, e.g. Incy wincy spider, there’s a tiny caterpillar.