

SPANISH SHORTS TEACHER'S NOTES

INTRODUCTION

Spanish Shorts is a 60 minute programme containing twelve short films aimed at students at Key Stage 3.

The first six films follow a group of English and Spanish children who live in and around Madrid and are designed to provide some basic language learning and exposure to the life of young people in Spain.

The second section features British people using Spanish in their jobs in the UK. Each of the contributors has a different level of Spanish, from GCSE to University degree, but each has found that even the smallest amount of language has opened up new possibilities. The aim of this section of the programme is purely motivational.

PART 1 – SPAIN

All the films are presented in a mixture of Spanish and English and can be used with a variety of abilities. The use of English helps the weaker student get the overall sense of what is happening but stronger students can be encouraged to pick out greater detail and reuse the language themselves.

Language is presented through English pieces to camera, Spanish pieces to camera, English and Spanish dialogues, Spanish Interviews and Spanish Voxpops. Most of the sections in Spanish are relatively short with the exception of the Sports interviews in El real Real. Here the questions are prepared in English and Spanish and the students can be encouraged to pick out key points from the answers.

The notes for each film include:

Outline: This gives a brief overview of the film.

Cultural Notes: Where relevant this adds in some extra information, which may be helpful for background or comprehension.

Suggested Pre/Post Viewing Work: Ideas for exploiting the language and content of the programmes. The level of the students will determine which of these are best tackled before or after viewing.

Key Language: A list of the key language contained in the programme.

The presenters and students taking part in the voxpops are at two schools in Madrid: one Spanish and one English. Students from the English school wear uniform and many of them are from different countries but all speak excellent Spanish.

1. Aquí estamos
2. El “tuto”
3. ¡A comer!
4. El real Real
5. El tiempo libre
6. Un domingo en Madrid

Aquí estamos

- **Outline:** Here we meet our five presenters in Tres Cantos just outside Madrid. The children introduce themselves, take us around their town and Kira takes us on a tour of her house.
- **Suggested Pre/Post Viewing Work**
 - Depending on level present/ revise different ways of saying who you are and introducing your friends..
 - Prepare basic sentences in response to voxpop questions “¿Dónde vives? and ¿Con quién vives?”
 - Introduce/Revise vocabulary about houses, rooms, items of furniture etc.
 - Discuss what you have in your room or what you do there.
 - Introduce/Revise names of shops and places around town.
 - Extend above to discuss what you can buy or do in each place.
- **Key Language**
 - **Introductions**
 Hola soy...
 Me llamo...
 Este es.../ella es...
 ...soy inglés/inglesa/español/española
 - **Talking about your home**
 ¿Dónde vives?
 Vivo en...
 una casa
 un piso
 un chalet
 Mi casa es pequeña/grande/normal de tamaño....
 tiene...
 dos/tres habitaciones
 una guardia
 una cocina
 una terraza
 un cuarto de baño
 una nevera
 una lavadora
 un lavaplatos

el salón
una cama
un ordenador

¿Con quién vives?
Vivo con...
mi madre
mi padre
mis padres
mis hermanos
mi madrastra
mis hermanastras
tengo un perro
dos gatos
peces
un hámster

- **Around town**
Hay...
la farmacia
el parque
el supermercado
la panadería
la carnicería
el mercado
una frutería
la cafetería
el centro comercial
una librería
muchas tiendas de ropa
una tienda de deportes

El “tuto”

- **Outline:** Off to school with Kira, Jesús and Judit. We follow them through a typical school day, find out what classes they have and what their favourite subjects are. Kira tells us how she felt when she first arrived at the school speaking little Spanish and introduces us to the school’s bi-lingual programme. There are some short pieces of actuality in the different classes – it is not necessary for students to understand these but they should be able to identify which class it is.

- **Cultural Notes**

- The school operates a similar system to most schools in Spain. Classes start at 8.30 and each lasts 40 minutes. There are 6 lessons and 2 breaks before school ends at 2.15.
- An increasing number of schools in the Madrid area are now running bi-lingual programmes which some lessons being taught in English and some in Spanish. Kira is in the bi-lingual section of the school but she and her sister are the only two English students at the school.

- **Suggested Pre/Post Viewing Work**

- Introduce/Revise school subjects
- Introduce/Revise times.
- Introduce/Revise responses to voxpop questions “Cuál es tu asignatura preferida?” “¿Cuál es la asignatura que no te gusta?”
- Talk in simple terms about your school day/school system
- Currently students refer to “el tuto” many textbooks also use “el insti”

- **At school**

el instituto/ el “tuto”

Las clases empiezan a las...

a las...cambiamos de clase

ahora tenemos...

el recreo

- **Subjects**

¿Cuál es tu asignatura preferida?

Es mi asignatura favorita.

Mi asignatura preferida es...

Me gusta.../me gustan

No me gusta.../no me gustan

las matemáticas

el inglés

el francés

lengua

geografía

historia

religión

estudio

educación física

sociales

música

artística/arte

física

biología

química

teatro

ciencias sociales

- **The school system**
Entramos en el instituto cuando tenemos...
Tenemos seis cursos
Selectividad

¡A comer!

- **Outline:** We join Jason at home in his bi-lingual household to find out about meal times in Spain and what the family have for dinner. Lara takes us to a market to talk about some of her favourite Spanish food – particularly the fish! Back at school they join the school chef to learn how to make a Spanish omelette.
(N.B. Jason and Lara attend an English school in Madrid hence the uniform and the fact there is a school canteen.)
- **Cultural Notes:**
In Spain meals are generally eaten later than in England. Lunch will be eaten from 2-4pm and dinner between 9 and 11pm (often later in summer).
- **Suggested Pre/Post Viewing Work**
 - Introduce/Revise names of foods and meals
 - Times de...a...
 - Prepare basic sentences in response to voxpop question “¿Cuál es tu plato preferido?”
 - Write up the recipe and instructions for making a tortilla or your favourite dish.
- **Key Language**
 - **En casa**
La hora de la cena
la cena
la comida
el desayuno
se come de...a...
albóndigas
verduras
empanadilla gallega
tortilla
ensaladilla rusa
chorizo
aceitunas
¡Qué aproveche!

- **El Mercado**
 - El pescado
 - rape
 - bonito
 - merluza
 - langostas

- ¿Cuál es tu plato preferido?
 - Mi plato preferido es...
 - No me gusta/no me gustan
 - ni...ni...
 - judías con patatas
 - los espaguetis
 - la paella
 - la comida mexicana
 - la comida italiana
 - el pollo con patatas
 - los huevos duros
 - el puré
 - el filete
 - el tomate
 - la pizza
 - la lasaña
 - la pasta
 - los macarrones
 - el marisco
 - la verdura
 - la lechuga
 - la ensalada
 - el coliflor
 - los espárragos
 - las espinacas
 - las zanahorias.

- **La Receta**
 - primero...
 - luego...
 - ahora...
 - pelamos las patatas
 - se cortan las patatas
 - echamos sal a las patatas
 - se frían las patatas
 - cascamos los huevos
 - batimos el huevo
 - vamos a escurrir las patatas
 - mezclamos la patata con el huevo
 - hacemos las tortillas
 - dar la vuelta a la tortilla

El real Real

- **Outline:** We visit the home of Real Madrid the Bernabeu stadium before meeting footballer Guti and basketball captain Felipe Reyes. Students are not expected to understand every word of the interviews but should be able to follow some of the detail.
- **Cultural Notes:**
 - Real Madrid is the most well known of Madrid's two football clubs.(The other Madrid football team is Atlético de Madrid.)
 - The players are known as "los galácticos" because they are famous stars from around the world..
 - Kira and Ella are "socios" of Real Madrid. It is a kind of Club Membership, which means they can always get tickets for matches but unlike the UK the subscription is cheap, and you then pay for your tickets separately for each match.
 - Spain is the current holder of the Basketball World Cup and Felipe Reyes was on the winning team.
- **Suggested Pre/Post Viewing Work**
 - Introduce/Revise basic sports vocabulary.
 - With weaker groups spend time looking at the interview preparation and the questions to be asked. Ask students to spot what order the questions are asked in the interviews.
 - With stronger students after preparation of the questions encourage them to pick out detail from the interviews.
 - There is an overlap in the questions between the two interviews: students can be asked to match up the questions and compare how they are asked.
 - What other questions would you ask Guti or Felipe? Can you find the answers to the questions using the Internet?
 - Prepare an interview with your favourite sports star.
- **Key Language**
 - **At the stadium**
Donde juega el equipo más famoso del mundo
Somos socios del Club
Son algunas de las más grandes estrellas del fútbol mundial
 - **The interviews**
una entrevista
posición
altura
nacido el
el entrenamiento
¿Qué te gusta hacer en tu tiempo libre?

¿A ti te gusta hacer otros deportes?
¿Sabes algún otro idioma?
¿Siempre te ha gustado el fútbol?
¿Te pones nervioso antes del partido?
¿A qué edad empezaste a jugar al fútbol? Or Por qué...
¿Cuál es o ha sido tu ídolo en el mundo del fútbol?
Estoy muy enganchado al....
me da vergüenza

¿Por qué elegiste el baloncesto como modo de vida?
¿Te gusta practicar algún otro deporte?
¿Cuántas horas entrenas al día?
¿Tienes algún ídolo o lo has tenido en el mundo del baloncesto?
¿Dónde piensas que ha estado la clave para que España ganase el mundial?

El tiempo libre

- **Outline:** We find out what the presenters like to do in their free time from basketball to learning Japanese and visiting science parks. This programme is a spring board to getting students to talking about their own pastimes.
- **Cultural Notes:**
 - The presenters are learning Sevillanas the typical dance from Seville in southern Spain.
- **Suggested Pre/Post Viewing Work**
 - Revise me gusta/me gustan, me encanta/me encantan
 - Introduce frequency: los sábados, una vez a la semana, a veces etc.
 - Extension exercise as to why people like doing their hobbies
 - Extension exercise about what people want to do in the future “De mayor quiero ser...”
- **Key Language**
 - **Basketball**
Me gusta jugar al baloncesto
jugamos después de las clases
solemos jugar una o dos veces por semana
 - **Performing Arts**
Me gusta mucho bailar
Estamos aprendiendo Sevillanas, un baile típico del sur de España
Sábados a las diez de la mañana
canto
actúo
bailo
Yo de mayor quiero ser...

- **Studying Japanese**
En mi tiempo libre estudio japonés
lo hago porque ...
tengo una clase a la semana

- **Voxpops**
me gusta...
jugar al fútbol
salir con mis amigos
ver la televisión
escuchar música
ir al cine
jugar al tenis
bailar, leer
ir de compras
me encanta comprarme ropa
jugar al ordenador
jugar a la play (playstation)
me encanta cantar
jugar con mis hermanos
montar a caballo
leer el Quijote
pintar
chatear con mis amigos
hacer deportes
jugar al fútbol
a veces
jugar a los videojuegos
hacer monopatín

- **Science Park**
zona de física
zonas sobre los dinosaurios
zona de geología
zoología

Un domingo en Madrid

Outline: Our gang of presenters head for central Madrid to show us around. They start with chocolate con churros before heading off to the Puerta del Sol, the Rastro market and the Plaza Mayor.

- **Cultural Notes:**
 - Chocolate con churros: the typical Spanish breakfast. In many parts of Spain street vendors still sell churros on a spiral cutting off lengths.
 - La Puerta del Sol is the “punto zero” of Spain. The point from which all distances around Spain are measured. El oso y madroño is the symbol of the city of Madrid. The largest statue is in the Puerta del Sol but the image appears on taxi number plates and around various public buildings in the city.
 - Building work in Madrid. The mayor of Madrid has grand plans for the city and as a result a great deal of building work is taking place with the creation of new metro lines and the refurbishment of public spaces
 - El Museo de la Ciudad charts the history of Madrid and has a number of models of the city and different points throughout its history.
 - El Rastro: Madrid’s famous Sunday market, which sells everything from live animals to antiques and craftwork.
 - Los cromos: Akin to cigarette cards or top trumps now the cards have been popular for years. Sunday mornings see grandparents with their young grandchildren, fathers and sons and teenagers, swapping, selling and playing. The cards cover a range of topics from Football to Magic.
 - The Plaza Major: one of Madrid’s main tourist spots but also popular with Madrileños particularly on Sundays when families go for a stroll, to eat tapas and visit the shops in the area.
 - www.munimadrid.com and www.esmadrid.com both have useful tourist information on Madrid and details of museums and places to visit.

- **Suggested Pre/Post Viewing Work**
 - Introduce/Revise está, están, hay...
 - Introduce/revise directions al norte/al sur etc.
 - The cromos section has some of the fastest language in the programme but there is a lot repetition of key verbs: jugar, vender, coleccionar. Students can pick out the main activities that are mentioned and/or the prices that the calls sell for.
 - Find the different locations on a map of Madrid
 - Internet research. What further information can you find about each of the key locations?

- **Key Language**

- **Chocolate con churros**
Estamos desayunando...
un desayuno típico
están hechos de...
luego se fríen
están muy ricos
- **La Puerta del Sol**
el oso y madroño
el símbolo de Madrid
estamos en...
hay muchas obras
- **El museo de la ciudad**
la Castellana
al norte están...
las torres Quío
al este está...
al sur está...
la estatua Cristóbal Colón
- **El Rastro**
una de las cosas que más me gusta hacer
un barcillo
la Puerta de Toledo
los cromos
¿porque os gusta coleccionar....?
jugamos
ganamos dinero
colecciono
cambio
compro
se va a torneos
¿Veneis aquí mucho?
todo los domingos
¿cuestan mucho esta cartas?
Desde 20 centimos hasta dos mil euros
vale...
yo tengo hambre
- **La Plaza Mayor**
Esta es la Plaza Mayor
antiguamente fue un mercado
a comer tapas
a pasear
para comprar

Part 2 Jobs with Spanish

There are again six short films in this section of the programme. The stories are designed to show the variety of jobs that include Spanish. The contributors have all learnt Spanish in very different ways and to very different levels, from GCSE to backpacking around South America and studying at University in the UK.

The films are presented in English with a narrative voiceover. Although not intended for language teaching there are short sections in Spanish with the contributors presenting themselves in both Spanish and English and using their language skills within their jobs.

1. Leisure
Tiempo Libre
2. Tourism
Turismo
3. Books
Libros
4. Food
Comida
5. Sport
Deportes

- **Further Information and Activities**

- CILT have a useful website about using languages for work. The Spanish section is particularly detailed and provides additional information and extension activities for teachers.
www.languageswork.org.uk
- Students can be asked about how Spanish or other languages could be used for any job that they want to do in the future or find out what jobs are using Spanish in the local area.

Leisure

Tiempo Libre

- **Outline:** Meet Alex Wolfson who works with Cactus Worldwide a company specializing in language learning holidays. Alex learnt his Spanish whilst backpacking around South America. He now helps coordinate language learning holidays in Spain and Latin America organizes courses for companies in the UK and handles enquiries from Spanish speakers wishing to learn English in the UK.
We follow Alex to a meeting with Komedia a live entertainment venue in Brighton to assess the language needs of the staff that constantly have to deal with foreign acts.

Tourism

Turismo

- **Outline:** Charlotte Fraser works for VisitBritain an organization, which aims to attract foreign visitors to Britain. She deals with the public on a daily basis, helping them to book hotels, transport, theatre tickets or to deal with problems related to their visit. Charlotte learnt Spanish at university with six months spent in Argentina. Lindsey Porter works behind the scenes at VisitBritain as their senior International Press Visits Officer. Her job involves helping organize visits for foreign journalists and give them story angles. Lindsey studied Spanish at university.
- **Web Links:**
www.visitbritain.com
Spanish can be selected as the language of preference on this site.

Books

Libros

- **Outline:** The Harry Potter books have been translated into 61 languages so obviously having a foreign language can be a useful tool in the publishing world. Maeve Banham is a rights manager for Random House children's books and uses Spanish when negotiating rights and deals with foreign publishers. Jane Lawson works on the adult side of the business evaluating Spanish books and manuscripts and choosing which ones Random House will publish.

Food

Comida

- **Outline:** Spanish food is increasingly popular in the UK. Claire Roff is PA and Marketing Controller of Brindisa the main importer of Spanish foods in the UK. Her job involves meetings, preparation of documents marketing and training in both Spanish and English. Claire studied Spanish at University and also worked in Barcelona for a year.
The film also includes short interviews with a variety of other people working for Brindisa from warehouse assistants to the waiters in the tapas bar to see how Spanish helps them do their job.

Sports

Deportes

- **Outline:** As far as Jenny is concerned she has the best job in the world. She works for Liverpool Football Club at Anfield – and all because she has GCSE Spanish! Jenny is a curriculum development officer for Reduc@te, which is a study support centre at the club.

Jenny not only helps develop resources for children coming to the centre but also deals with any Spanish speakers visiting the stadium.

The film also includes an interview with Momo Sissoko who learnt Spanish whilst playing for Valencia but who is now learning English at Liverpool.

- **Web Links:**

www.liverpoolfc.tv/reducate