

¡Mi  
Madrid!

# Primary Spanish: ¡Mi Madrid!



**Age 8 - 10**

**Resources to support Spanish language learning at Key Stage 2**

**BBC**

# KS2 Spanish - ¡Mi Madrid!

Teacher's Notes by Clare Seccombe

Page



**Age 8 - 10**

The titles in [blue](#) used in this pdf have been hyperlinked so that you can navigate with ease to the online page for each programme and to the audio downloads for each programme

**Credits:**

Charlie - Ela Sandín Prior  
 Quique - Jorge Álvarez  
 Sofía - Raquel Gribler  
 Tío Manu - Emmanuel Lehmann  
 Teresa - Yuriria del Valle  
 Jimena - Aurora Wright-López  
 Other voices : Paco Manzanedo and Cristino Romero

Music and Lyrics: Emmanuel Lehmann with André Espiñeira  
 Performed by: Emmanuel Lehmann, André Espiñeira, William Gerard Murphy, Angélica Leyva and Elisa Arbesú

Written by: Lisa Stevens  
 Produced by: Nicolas Jackson  
 An Afonica production for BBC Learning

**For the BBC:**

Consultant: Clare Seccombe  
 Producer: Kathryn Blennerhassett

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# Using these Notes

## Introduction

The content in this series has been designed to complement a school's existing programme of work for teaching Spanish. It has been written for 8 to 10 year olds who have been learning Spanish for one or two years. However, teachers may also find that aspects of the programmes are suitable for younger language learners.

It is important that the children can all hear comfortably. Make sure that the loudspeakers are at the right height facing the children and that the volume is comfortable for all. Arrange the seating so that none of the children is too far away from the speakers / whiteboard and that any child with special hearing needs is in a good position.

## Steaming or downloading the content..?

The content for *¡Mi Madrid!* is arranged as 40 audio clips each three to four minutes long, including ten songs. The content can also be downloaded as 10 x 15 minute programmes, each containing four clips. Refer to the content grids in these notes for more information on each of the 40 clips.

## ¡Mi Madrid!

The content focuses on two friends: Quique (who is Spanish) and his friend Charlie (who is English and has just come to live in Madrid). Together they explore Madrid and with Quique's help Charlie begins to learn Spanish, supported by Quique's mum Sofía, his Uncle Manu, and their neighbour Maria. Each episode features a visit to a local landmark, a story, conversation and a song.

## The headings used in these Notes

### 'Before listening'

Listed here is a range of activities which can be used to introduce or revise the key vocabulary featured in the episode. It is recommended teachers present all or some of these activities to help children follow the content.

### 'Content grid'

Each episode is divided into four sections and you will find a description of what is happening in each in the content grid. Throughout the episode content there are suggestions to support children's understanding and to help involve them as much as possible. These ideas might include pausing the audio playback to check children's understanding or asking them to listen and respond to a specific word or phrase.

### 'After listening'

Here teachers will find activities designed to expand and practise the language covered in the episode content. They provide opportunities to explore some of the areas of grammar and pronunciation which have been focused on in the episode. Some of the activities are for the whole class while others have been created for pair or group work. The follow-up activities offer ways in which teachers can develop various aspects of the content further. They include ideas for classroom displays, carrying out class surveys and displaying data, exchanging information with a partner school, performing a song or role-play in assembly, revisiting the programme song and integrating Spanish into the class's daily routine.

### 'Additional information for teachers'

Here there are bite-sized explanations of grammar and pronunciation to support non-specialist teachers.

### 'Links'

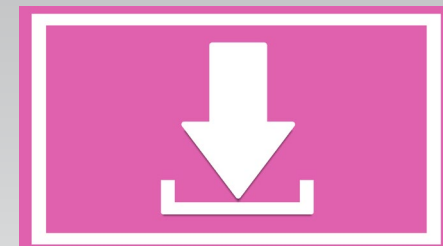
Where possible there are links to other resources to provide additional practice and reinforcement of language covered in the programme.



## How to use the ¡Mi Madrid! audio clips

The 40 clips that make up ¡Mi Madrid! are available from the individual website pages.

You can also download the content by going to the download page. The content is arranged as 10 x 15 minute programmes, each comprising four of the clips. Look out for the download icon in these notes and on the website:



## Series content grid

Theme and key vocabulary	Grammar, pronunciation and culture
<b>1: ¡Hola! ¿Qué hay? (Hello, how are you doing?)</b> <ul style="list-style-type: none"> <li>greetings</li> <li>saying your name</li> <li>saying where you are from</li> <li>countries and cities</li> <li>animals</li> <li>food and drink from Spanish-speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>vowel sounds</li> <li>comparing English and Spanish place names</li> <li>Spanish first names and their English equivalents</li> <li>Spanish double surnames</li> <li>Spanish-speaking countries</li> </ul>
<b>2: ¡Fiesta! (Party!)</b> <ul style="list-style-type: none"> <li>numbers</li> <li>months of the year</li> <li>dates</li> <li>birthdays</li> </ul>	<ul style="list-style-type: none"> <li>question words : <i>¿cuándo?</i> <i>¿cuánto?</i> <i>¿por qué?</i></li> <li>focus on pronunciation of <i>ce / ci / z</i> sound</li> <li>saints' days</li> <li>festivals - <i>la Tomatina</i></li> </ul>
<b>3: Al zoo (At the zoo)</b> <ul style="list-style-type: none"> <li>animals</li> <li>colours</li> <li>describing size</li> </ul>	<ul style="list-style-type: none"> <li><i>es</i></li> <li>gender</li> <li>adjectival agreement with singular nouns</li> <li>focus on pronunciation of <i>ge / gi / j</i> (<i>rojo, jirafa</i>)</li> <li>animal sounds</li> </ul>
<b>4: La sierra (The mountains)</b> <ul style="list-style-type: none"> <li>seasons</li> <li>weather</li> <li>points of the compass</li> </ul>	<ul style="list-style-type: none"> <li>frequency phrases</li> <li>negatives</li> <li>focus on pronunciation of <i>ll</i> (<i>llueve / llamas</i>)</li> <li>Spanish climate</li> </ul>
<b>5: Soy un genio (I am a genius)</b> <ul style="list-style-type: none"> <li>opinions</li> <li>directions</li> <li>colours</li> </ul>	<ul style="list-style-type: none"> <li>adjectival agreement and word order</li> <li>imperfect tense in set phrases (<i>era, había and tenía</i>) to say what things used to be like</li> <li>famous Spanish artists</li> </ul>

Theme and key vocabulary	Grammar, pronunciation and culture
<b>6: ¡Masterchef! (Masterchef!)</b> <ul style="list-style-type: none"> <li>opinions</li> <li>prices</li> <li>sequencing</li> <li>conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>opinions, including <i>me gustaría</i></li> <li>onomatopoeia <i>¡puaj!</i></li> <li>Spanish words with Arabic origins</li> </ul>
<b>7: ¡Ay! ¿Qué me pongo? (Oh dear! What shall I wear?)</b> <ul style="list-style-type: none"> <li>clothes</li> <li>toiletries</li> <li><i>llevo</i> (I wear)</li> <li><i>¿me queda bien?</i> (Does it suit me?)</li> </ul>	<ul style="list-style-type: none"> <li>masculine and feminine nouns</li> <li>singular and plural nouns</li> <li>definite and indefinite articles</li> <li>adjectival agreement with plural nouns</li> <li>clothing and shoe sizes</li> <li><i>El Rastro</i> (Madrid's flea market)</li> </ul>
<b>8: ¡Hala Madrid! (Come on Madrid!)</b> <ul style="list-style-type: none"> <li>sports</li> <li><i>¡qué va!</i></li> <li><i>¡no me digas!</i></li> </ul>	<ul style="list-style-type: none"> <li>comparative and superlative</li> <li>opinions</li> <li><i>porque</i></li> <li>interjections</li> <li>Spanish football - rivalry between <i>Real Madrid</i> and <i>Atlético Madrid</i></li> </ul>
<b>9: Mi gente (My people)</b> <ul style="list-style-type: none"> <li><i>se llama</i></li> <li><i>le gusta(n)</i></li> <li><i>va a</i> + infinitive</li> </ul>	<ul style="list-style-type: none"> <li>infinitives</li> <li>simple future tense</li> <li><i>me gusta</i> vs <i>le gusta</i></li> <li>school life in Spain</li> </ul>
<b>10: Somos una piña (We are a tribe)</b> <ul style="list-style-type: none"> <li><i>hay ... personas</i></li> <li><i>vivo en</i> vs <i>vive en</i></li> </ul>	<ul style="list-style-type: none"> <li>expressions with <i>tener</i></li> <li>focus on pronunciation - <i>s/z</i> sound</li> <li>Latin American and Spanish accents</li> <li><i>El Retiro</i></li> </ul>

# 1

## ¡Hola! ¿Qué hay? (Hello! How are you doing?)



### Links

[Greetings](#)  
BBC Teach

[Introducing yourself](#)  
BBC Teach

[Christopher Columbus](#)  
BBC Bitesize



Print/download the  
Transcript/translation file



Download all four audio  
clips as a single mp3 file

## Content grid

Section	Programme content
CLIP 1	<b>Presentación</b> Quique, his friend Charlie, his mother Sofía and his uncle Manu greet us and introduce themselves. Charlie is English and has come to live in Madrid. Quique and Sofía are helping her to learn Spanish.
	<b>En el piso de Quique y Sofía</b> (In Quique and Sofía's flat) Charlie comes to visit and meets Sofía for the first time. She also meets Quique's uncle, Manu.
CLIP 2	<b>Cuento : El nuevo vecino</b> (The new neighbour) Teresa the hamster meets lots of new friends as they share food and drink from their home countries.
CLIP 3	<b>En el piso de Quique y Sofía</b> (In Quique and Sofía's flat) Quique and Sofía help Charlie to say where she is from using <i>soy de</i> , and they also help her to understand the names of some countries and cities in Spanish. They give her help with her Spanish vowel sounds.
CLIP 4	<b>Canción : Mi barrio</b> (My neighbourhood) A song about the district of Lavapiés in Madrid, what you can find there and what it's like.

## Before listening

- Introduce or revise basic greetings in Spanish, such as *hola*, *buenos días*, *adiós*, *me llamo* and *¿cómo te llamas?* (hello, good morning, goodbye, my name is, what is your name?) Children can perform simple dialogues in pairs to practise this language. Using puppets and/or a toy microphone will encourage reluctant speakers.
- Research and locate Spain and other Spanish-speaking countries on a map.
- Ask the class to find Madrid on a map of Spain, and from there to locate the neighbourhood of Lavapiés, which is where Quique and Charlie live.

## After listening

- Revisit the greetings and add *¿qué hay?*, *por favor*, *gracias*, *de nada* (how are you doing?, please, thank you, you're welcome) to the dialogues performed earlier.
- Research and find out more information about Spanish-speaking countries, such as their flags, capital cities, size of their population and any important geographical features.
- Children use *soy de* to practise saying where they come from. They could also use the capital cities of the Spanish-speaking countries to practise this with their classmates, working out which country they are 'from'. The teacher can use the question *¿de dónde eres?* (where are you from?), as heard in the song, as a prompt. Children could guess the country with *eres de...* (you are from...).
- The *Anclas Patanclas* rhyme, as sung by Quique and Charlie, can be used to practise all the different vowel sounds in turn. For *a*, use the first verse:

*Anclas clas,*  
*patanclas clas,*  
*Azules les*  
*blancas cas.*  
*Anclas, patanclas, azules y blancas.*

Then change each *a* to *e*:

*Encles cles*  
*petencles cles*  
*Ezules les*  
*blenques ques.*  
*Encles, petencles, ezules y blenques.*

Then change each vowel to an *i*, and so on. All the other sounds remain the same, with only the vowels changing.

- Display the following country and city names: *Lima*, *Perú*, *Chile*, *Colombia*, *Honduras*, *Montevideo*. Ask the class to identify the vowels in each word and to recall the sound that each must make. Allow the children some time to practise the pronunciation with a partner, and then ask for volunteers to read the names out loud to the class.
- Read about the voyages of Christopher Columbus to explain why there are many more millions of Spanish speakers in the Americas than there are in Europe.

- Find out the second surnames of these famous Spaniards: Penélope Cruz (Sánchez), Rafael Nadal (Parera), Fernando Alonso (Díaz) and Garbiñe Muguruza (Blanco).
- Recall the foods that were taken to Teresa's party in the story. Children can research typical foods and drink of other Spanish-speaking countries.

## Additional information for teachers

- Some of the foods mentioned in the story are unknown to Europeans (see images):
  - *aborrajados con queso*: deep-fried plantains stuffed with cheese
  - *aguas frescas*: drink made of a combination of fruits, grains, flowers or seeds, blended with sugar and water
  - *dátiles*: dates
  - *magdalenas*: Spanish sweet cakes
  - *milanesas*: breaded meat fillets, often topped with a fried egg in Argentina
  - *tamales*: steamed dough filled with meats, cheese, fruit or vegetables
- In Spanish country names have capital letters but the corresponding adjectives of nationality and language do not. Hence *España* (Spain) but *español* (Spanish), *Argentina* (Argentina) but *argentino* (Argentinian) and *Inglaterra* (England) but *inglés* (English).
- The greeting *Buenos días* (good morning or hello) is used from first thing in the morning until lunchtime. Spanish lunchtime is a lot later than in the UK, usually 3pm or 4pm. After lunch the greeting changes to *Buenas tardes*. In English we switch from 'good morning' to 'good afternoon' as soon as the clock passes 12 noon, but times in Spain are a lot more flexible.
- During the story we meet Miguel the dog who is Argentinian, and Isabel the dove who is Colombian. You may notice that they say some words differently to the main characters. The storyteller, Teresa, gives them strong Argentinian and Colombian accents.

## Vocabulary

adiós	goodbye
barrio (m)	neighbourhood/district
bienvenido/a	welcome
buenas tardes	good afternoon
buenos días	good morning, hello
comida (f.)	food, lunch
¿cómo te llamas?	what is your name?
¿de dónde eres?	where are you from?
de nada	you're welcome,
gracias	thank you
hola	hello
me llamo	my name is
muchas gracias	thank you very much
no	no
por favor	please
preferido	favourite
¿qué hay?	what's up?
¿qué tal?	how are you?
sí	yes
soy, soy de	I am, I am from
te presento a	let me introduce you to
vecino (m)	neighbour
vivo en	I live in

## Canción : Mi barrio

*Mi barrio, este es mi barrio  
Mi barrio, este es mi barrio*

*Mi barrio tiene vida  
Tiene color  
Un parque, un cine y una estación de metro*

*Mi barrio tiene música  
Y mucho sol  
Y un mercado con pescado fresco*

*¡Hola! ¡¿Qué hay?!  
¿Cómo te llamas?  
Date un paseo por la Castellana  
¡Hola! ¿Qué tal?  
¿De dónde eres?  
Seré tu amigo para siempre*

*¡Sí! Bienvenido a mi Madrid  
Aquí te vas a divertir  
Ven conmigo a disfrutar de los secretos de la ciudad*

*¡Ven! Bienvenido a Lavapiés  
Yo mismo te acompañaré  
A conocer mi barrio y mis rincones favoritos*

*(repeat)*



Los dátiles



Las aguas frescas

A drink made of a combination of fruits, grains, flowers or seeds, blended with sugar and water.



Los aborrajados con queso

Deep-fried plantains stuffed with cheese.



Las magdalenas

Small fairycakes, light but rich in flavour, often with a hint of lemon.



Las milanesas

Breaded meat fillets, often topped with fried egg in Argentina.

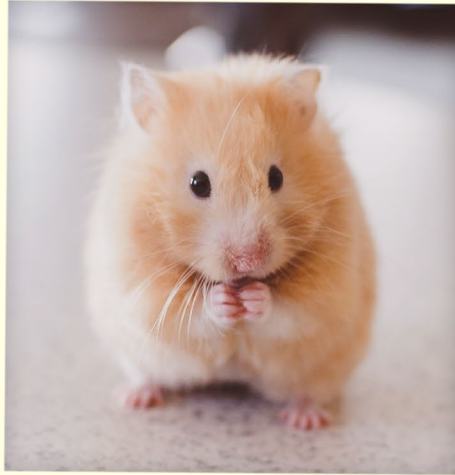


Los tamales

Steamed dough filled with meats, cheese, fruit or vegetables.



un gato



un hámster



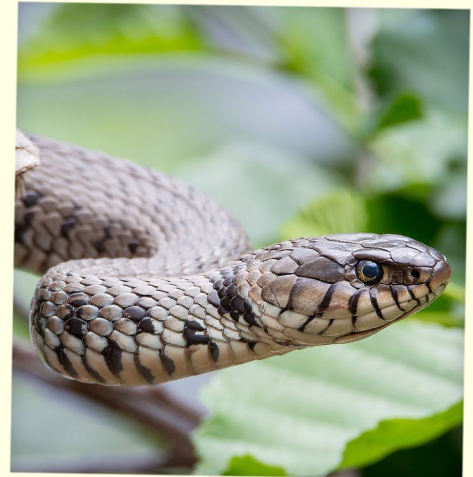
un lagarto



una paloma



un perro



una serpiente



# 2

## ¡Fiesta! (Fiesta!)



### Links


[Playground counting game \(video\)](#)  
BBC Bitesize

[Spanish festivals](#)  
BBC Bitesize

[Celebrating a birthday in Spain](#)  
BBC Bitesize

[La Tomatina festival](#)  
CBBC Newsround

 [Print/download the Transcript/translation file](#)

 [Download all four audio clips as a single mp3 file](#)

## Content grid

Section	Programme content
CLIP 5	<b>Presentación</b> Quique, his friend Charlie, his mother Sofía and his uncle Manu greet us and introduce themselves. Charlie is English and has come to live in Madrid. Quique and Sofía are helping her to learn Spanish.
	<b>En el piso de Quique y Sofía</b> (In Quique and Sofía's flat) Quique and Charlie are helping with the preparations for a birthday party. Charlie finds out about fiestas and saints' days in Spain.
CLIP 6	<b>Cuento : La Tomatina</b> Francisco visits Buñol and finds out how the famous fiesta began.
CLIP 7	<b>En el piso de Quique y Sofía</b> (In Quique and Sofía's flat) Quique and Charlie are finishing blowing up the balloons. Quique and Sofía help Charlie with her Spanish pronunciation and numbers and tell her about some more Spanish fiestas.
CLIP 8	<b>Canción : ¡Fiesta, fiesta!</b> The song describes the sights and sounds of a fiesta in Spain.

## Before listening

- Introduce or revise numbers. Begin with 1-10, then 11-20 and 21-30. The 40s, 50s, 60s, 70s, 80s and 90s work in exactly the same way as the 30s, so there is a lot less learning than the class might think. For the purposes of this episode, it is useful for children to know the hundreds words (*doscientos, trescientos etc.*) and *mil* (1000).

- Introduce or revise the months of the year. Encourage children to say all 12 in order. You could give them the words on cards for them to sort into the right order. To consolidate knowledge further, ask the class to find the summer months, the months whose names have 5 letters in Spanish, or the months which have 31 days.

## After listening

- Display the sentence *Mi cumpleaños es el doce de noviembre* (my birthday is the 12th November). Remind the class that Quique said this while he was talking to Charlie. Ask them what it means. What do the children notice about the way the number is given compared to English? (Spanish uses the cardinal number - 12 - for dates and not the ordinal number - 12th - like English.) They should also notice that *noviembre* has a small letter not a capital.
- Ask the class which parts of the sentence they would have to change if they were to say when their own birthday is. Underline the number and the month.
- Practise singing Happy Birthday in Spanish:  
*Cumpleaños feliz,  
Cumpleaños feliz,  
Te deseamos todos,  
Cumpleaños feliz.*  
The class will now be able to sing this when someone has a birthday!
- During the episode we hear *¡Felicidades!* and *¡Feliz cumpleaños!* being used to mean 'happy birthday'.
- Display these words and phrases from the episode: *diez, ¡feliz cumpleaños!, ¡mola mazo!, doce, quince, once, Valencia, ciento, cinco, ¡Felicidades!* and tell the class that they all contain the *th* sound (represented by *ce, ci* and *z* in Spanish). Ask the children to show you where the sound is in each of the words and circle it. Practise the words.
- Display these new words, which each contain a *th* sound: *cero, cebra, cifra, cisne, zarza, zumo*. Give the children some time to discuss the pronunciation of these new words with their partners, and then ask some volunteers to say the words for the class.

- In this episode we find out about the famous *La Tomatina*. There are many other fiestas in Spain during the year. Research some of the others and find out what happens. Some fiestas you may wish to find out about are *Las Fallas de Valencia* (15th March), *San Fermín* (7th July), and *la Fiesta Nacional de España* (12th October). This would also be a good opportunity to find out what happens in Spain at Easter and at Christmas.
- The song is sung and played in a flamenco style. Research the flamenco style of music and dance.

## Additional information for teachers

- The days of the week and the months of the year do not have capital letters in Spanish, unless they are at the beginning of a sentence.

## Vocabulary

años (m.pl)	years
¿cuándo?	when?
¿cuánto?	how many / how much?
cumpleaños (m.)	birthday
de	of
día (m.)	day
día de santo (m.)	saint's day
el	the
¡felicidades!	best wishes, happy birthday
¡feliz cumpleaños!	happy birthday
fiesta (f.)	party, festival, celebration
hay	there is, there are
mi	my
¡mola mazo!	super cool
porque no	just because
vale	okay

## Canción : ¡La Fiesta!

*Volantes y lunares  
Suenan las castañuelas  
Bombillas de colores  
Empieza ya la fiesta*

*Fiesta, fiesta, Olé, fiesta, fiesta,  
Olé, fiesta, fiesta, Olé  
Fiesta, fiesta, Olé, fiesta, fiesta,  
Olé, fiesta, fiesta, Olé la fiesta*

*Hay chuches, palomitas  
Y baila hasta la abuela  
Jaleo y alegría  
Que no pare la fiesta*

(Quejillo)

*Fiesta, fiesta, Olé, fiesta, fiesta,  
Olé, fiesta, fiesta, Olé  
Fiesta, fiesta, Olé, fiesta, fiesta,  
Olé, fiesta, fiesta, Olé la fiesta*

*Volantes y lunares  
Suenan las castañuelas  
Bombillas de colores  
Empieza ya la fiesta*

*Fiesta, fiesta, Olé, fiesta, fiesta,  
Olé, fiesta, fiesta, Olé  
Fiesta, fiesta, Olé, fiesta, fiesta,  
Olé, fiesta, fiesta, Olé la fiesta*

*Fiesta, fiesta, Olé, fiesta, fiesta,  
Olé, fiesta, fiesta, Olé  
Fiesta, fiesta, Olé, fiesta, fiesta,  
Olé, fiesta, fiesta, Olé la fiesta*

# El calendario

el invierno

enero

febrero

marzo

la primavera

abril

mayo

junio

el verano

julio

agosto

septiembre

el otoño

octubre

noviembre

diciembre

# 3

## Al zoo (At the zoo)



### Links

[Colours](#)  
BBC Teach

[Animals](#)  
BBC Bitesize

[Song: Old MacDonald had a farm in Spanish!](#)  
BBC Bitesize



Print/download the  
Transcript/translation file



Download all four audio  
clips as a single mp3 file

## Content grid

Section	Programme content
CLIP 9	<b>Presentación</b> Quique, his friend Charlie, his mother Sofía and his uncle Manu greet us and introduce themselves. Charlie is English and has come to live in Madrid. Quique and Sofía are helping her to learn Spanish.
	<b>Al zoo (At the zoo)</b> Charlie, Quique and Tío Manu go to the zoo and learn about the animals from one of the keepers.
CLIP 10	<b>Cuento : ¿Dónde está mi amiga?</b> (Where is my friend) <i>Ramón el Ratón</i> looks for his friend with the help of <i>Gael el Gorila</i> .
CLIP 11	<b>En casa (At home)</b> Sofía helps Charlie with her <i>g</i> and <i>j</i> sounds. She also helps her to understand where to put adjectives in descriptions and why we sometimes have to change the spelling of the adjectives. Quique quizzes Charlie on Spanish animal sounds.
CLIP 12	<b>Canción : Animales en el zoo</b> (Animals in the zoo) Reprises the story of <i>Ramón el Ratón</i> from the story.

### Before listening

- Introduce or revise the eleven colours using flashcards or other coloured objects. You can practise by playing Kim's game. Display your flashcards or objects. Ask the children to close their eyes. While they are not looking, remove one of the colours. The children open their eyes and have to tell you the Spanish word for the colour that is missing.

- You could also try putting the colours into sequences. Select four of your colours to start with and give them to four children, who come to stand at the front of the classroom. Say the four colour words in a sequence, and the rest of the class have to help the children at the front to stand in the right order. If this is successful, increase the number of colours for the next round.
- Introduce or revise the adjectives *grande*, *pequeño*, *enorme*, *alto*, *bajo*, *largo*, *corto*, *gordo* (big, small, enormous, tall, short (stature), long, short (length), fat). It will help to have pictures to help you to show the meanings of the words without having to resort to English. You could also use actions to illustrate the meanings.
- To help the children to practise using the adjectives, show them photos of some of the animals mentioned in the episode, such as *un elefante*, *un tigre*, *un pingüino*, *un ratón* (an elephant, a tiger, a penguin, a mouse) and ask them which adjectives they would use to describe the animals. They may also want to use some of the colours.

### After listening

- Try Quique's tonguetwister *Jaime baja la jaula* and find some other words with the *ge / gi / j* sound among those they have already learned.
- Use a bilingual dictionary to find the Spanish names of some more zoo animals.
- Sort some animal words into masculine and feminine words.
- Practise describing animals using colours, always looking carefully at the gender (masculine or feminine) of the animal word to see if the spelling of the colour needs to be changed, and remembering that the adjective needs to come after the noun. The children will probably enjoy describing strangely-coloured animals, such as *un elefante azul* or *una jirafa rosa*.
- Children can write a short description of their favourite animal, under the heading *Mi animal preferido* (my favourite animal). For example: *Mi animal preferido es enorme y gris. Es un elefante.* (My favourite animal is enormous and grey. It's an elephant.)

- The zoo keeper and Charlie talk about *mamíferos* (mammals), *anfibios* (amphibians), *reptiles* (reptiles) and *aves* (birds). This links to the national curriculum for science, where children learn to classify living things. Give these groups to the children and ask them to find as many animals, in Spanish, as they can for each group. This is a good opportunity for the children to use bilingual dictionaries and other reference materials, as well as to recall what they have learned in science.

## Additional information for teachers

- The gender of a Spanish noun, in other words whether it is masculine or feminine, is usually easy to spot. Nouns which end in *-o* are usually masculine, and nouns which end in *-a* are usually feminine. There are some exceptions, such as *gorila* and *panda* in this episode, which end in *-a* but are masculine. Sometimes the word ends in a different vowel or in a consonant, and its gender is not immediately apparent. In these cases we have to look at the article or determiner that is used with the noun. *Un* ('a' or 'an') and *el* (the) signify that the noun is masculine, while *una* ('a' or 'an') and *la* (the) tell us that the noun is feminine. Sometimes there are no clues at all and we have to consult a bilingual dictionary, which will tell us the answer.
- You will have heard in the episode that adjectives usually come after the noun that they describe in Spanish. The adjectives that in their masculine or 'dictionary' form end in *-o* have to change to *-a* when describing a feminine noun. For example: *un mono travieso* but *una jirafa traviesa*. Some adjectives end in *-e* in their masculine form, and these do not have to change when they describe something feminine. *Un mono alegre / una jirafa alegre*. Some colours and other adjectives end in consonants, such as *-z* and *-l*. These do not change when feminine. The colours which end in *-a* also do not change to describe something feminine.

## Vocabulary

anfibio (m)	amphibian
-------------	-----------

animal (m)	animal
herbívoro (m.)	herbivore
mamífero (m.)	mammal
reptil (m)	reptile
<b>Los adjetivos</b>	
activo	active
alto	tall
bajo	short (in height)
feliz	happy
feroz	fierce
gordo	fat
grande	big
largo	long
peligroso	dangerous
pequeño	small
preferido	favourite
quieto	still
ruidoso	noisy
simpático	nice
tranquilo	calm
travieso	naughty
bailar	to dance
cola (f)	tail
comer	to eat
cuello (m)	neck
guardián (m)	zookeeper
mar (m)	sea
rugir	to roar
saltar	to jump
vive en	(s)he lives in
zoo (m)	zoo

## Canción : Animales en el zoo

Vamos a buscar  
Animales en el zoo.  
Vamos a encontrar  
Animales en el zoo.

Un ratón muy astuto  
Decidido a encontrar  
A su amiga Josefina  
En todo el reino animal.

Preguntó a los gorilas,  
A las ranas y a un caimán.  
No encontraba a Josefina,  
¡Una jirafita genial!

Vamos a buscar  
Animales en el zoo.  
Vamos a encontrar  
Animales en el zoo.  
(repeat)

Tropezó, sin querer  
Con el gorila Gael.  
Preguntó si habían visto  
A su gran amiga fiel.

Preocupado y sin aliento  
Nunca se rindió.  
Rebuscó y preguntó  
A todos sus amigos del zoo

Vamos a buscar  
Animales en el zoo  
Vamos a encontrar  
Animales en el zoo  
(repeat)

## Al zoo



una abeja



una ave



una cebra



una cobaya



un elefante



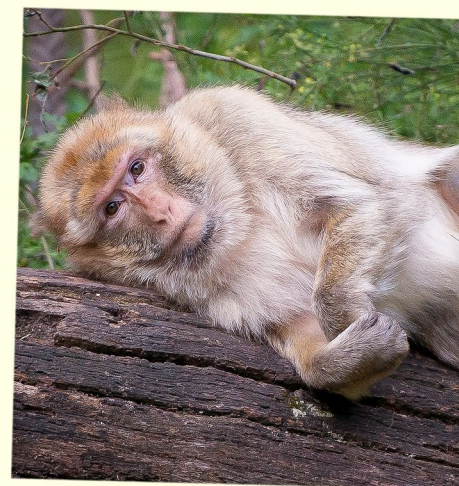
un gallo



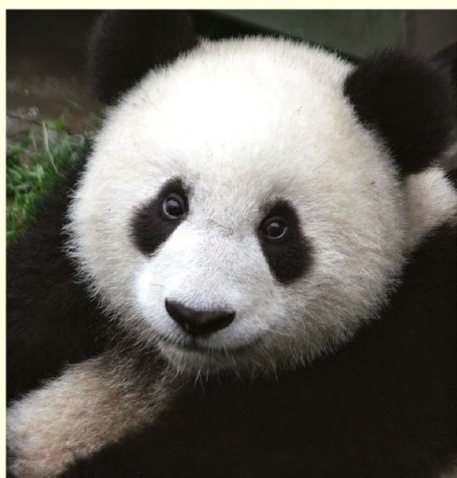
un gorila



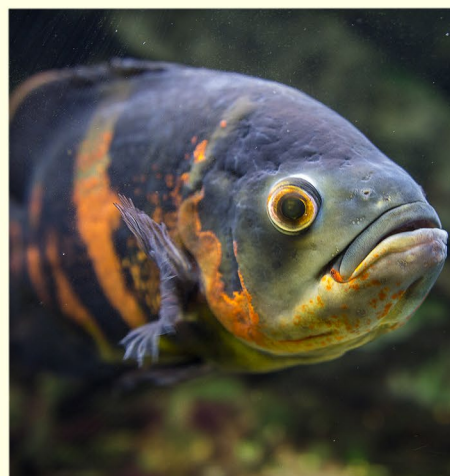
una jirafa



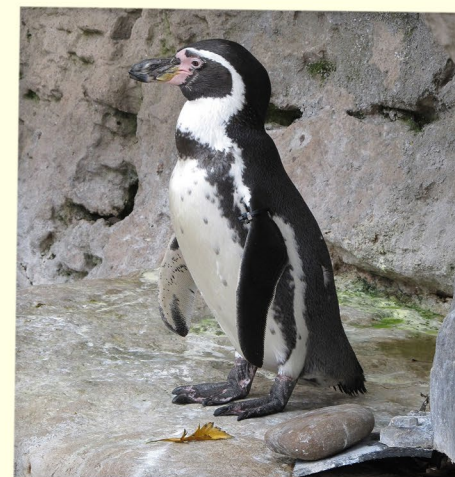
un mono



un panda gigante



un pez



un pingüino



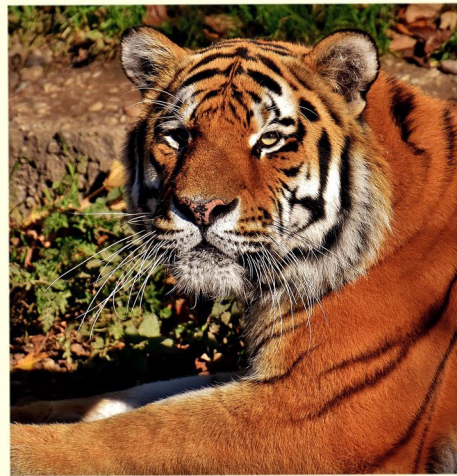
un ratón



un rinoceronte



un tiburón



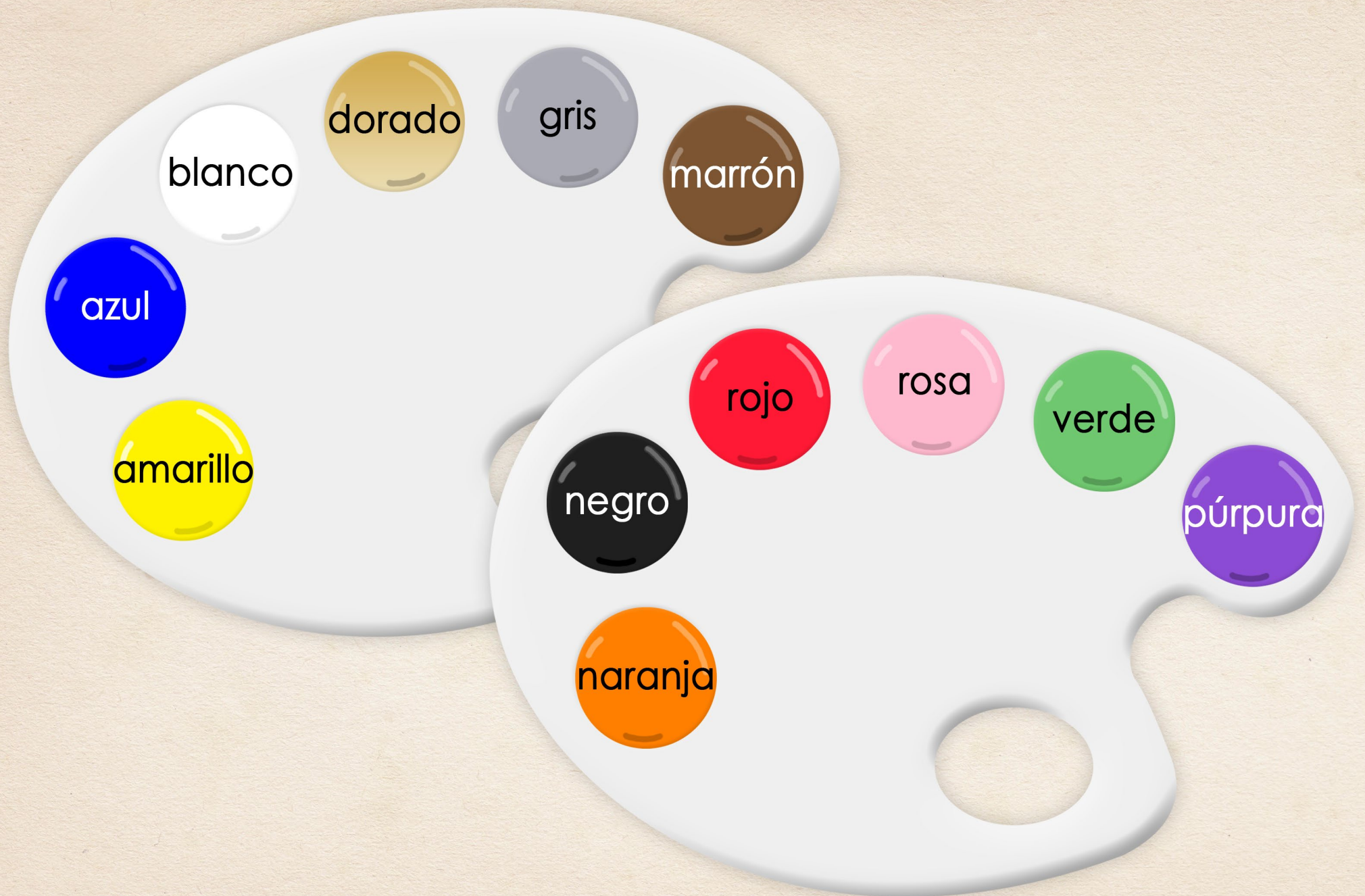
un tigre



una tortuga



# Los colores



# 4

## La sierra (The mountains)



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### Content grid

Section	Programme content
CLIP 13	<b>Presentación</b> Quique, his friend Charlie, his mother Sofía and his uncle Manu greet us and introduce themselves. Charlie is English and has come to live in Madrid. Quique and Sofía are helping her to learn Spanish.
	<b>Cercedilla</b> Quique, Charlie and Sofía arrive in <i>Cercedilla</i> in the <i>Sierra Guadarrama</i> . They meet Sofía's old friend, Guillermo, who tells them about the mountains.
CLIP 14	<b>Cuento : Cartas de las montañas</b> (Letters from the mountains) Verónica receives letters from two mountains who tell her about themselves.
CLIP 15	<b>En la cafetería</b> (In the café) Quique, Charlie and Sofía are sheltering from the rain in a Cercedilla café. Quique and Sofía help Charlie to understand some Spanish weather phrases and they compare the weather in Spain and the UK in the different seasons.
CLIP 16	<b>Canción : ¡Qué bonita es la Tierra!</b> (How pretty Earth is!) A song about how the Earth appears from Mars.

### Before listening

- Introduce or revise weather phrases using flashcards or photographs of different weather conditions. Ask the children to think of an action for each weather phrase to help it to 'stick' better. To practise the phrases, say them and ask the children to do the correct actions to show that they have understood. Next, you can do the actions and the children have to say the correct phrases.

- To prepare for the story in particular, refresh the children's knowledge of the geography the Canary Islands and Mexico, where the two mountains in the story are situated. Ask them to say what they think the weather will be like in the different areas. Use BBC Weather to find out today's weather in the locations and compare it to the weather where you are today.
- Ask the children to research the locations of *El Teide* and *Popocatepetl* and find out some facts about them.

### After the programme

- Display the frequency phrases *siempre, normalmente, a veces, nunca* (always, normally, sometimes, never). Can the children remember from the episode what these frequency words mean? Show the class one of the weather pictures that you used before. Ask them to create a sentence saying how often the weather is like that. For example *A veces hace sol / Siempre llueve*. They could also add a place name using *en*, for example *nunca nieva en México*.
- Quique and Charlie discussed the points of the compass. Using the illustration included in these notes, or drawing a cross on the board to represent a compass, ask the children if they can help you to write in the words for 'north', 'south', 'east' and 'west'. Then draw a diagonal cross and ask them to help you to work out 'northeast', 'southeast', 'northwest' and 'southwest' (*noreste, noroeste, sureste, suroeste*). Tell the class that *norte* and *sur* must always come first, and that *norte* loses its *te* before it is joined to *este* and *oeste*. Practise with the children giving the compass points preceded by *en el* (in the).
- Get the children to look at a map of a Spanish-speaking country of their choice. Ask them to write some sentences about the town and city names that they can see and where in the country they are. For example: *Montevideo está en el sur*.
- Charlie and Quique talk about the four seasons. Ask the children to help you to remember them, and then decide together which weather phrases go with which season. The children could say sentences like *En invierno hace frío*. (In Winter it's cold).

- Find out about seasonal changes in the weather in Spain and in other Spanish-speaking countries, many of which are in the southern hemisphere and so have seasons the reverse of those in Europe. Chile is a particularly interesting country to look at as it has inhospitable desert in the north and the beginnings of the Antarctic in the south.

## Additional information for teachers

- There are two words in Spanish for 'is'. We use *es* when we are describing the inherent characteristics of something, such as its colour or size, and we use *está* when we are describing its geographical location.
- Making verbs negative in Spanish is much easier than in English. In Spanish we don't have to worry about words like don't, isn't and weren't. All we have to do is put *no* before the verb. For example: *Llueve* (it is raining) and *No llueve* (it isn't raining); *Se puede esquiar* (you can ski) and *No se puede esquiar* (you can't ski).

## Vocabulary

<b>Las estaciones</b>	The seasons
primavera (f)	Spring
verano (m)	Summer
otoño (m)	Autumn
invierno (m)	Winter
siempre	always
normalmente	normally
a veces	sometimes
nunca	never
alpinista (m/f)	mountain climber
bosque (m)	wood, forest
en	in, on
esquí (m) / esquiar	skiing / to ski

está	it is (located)
excursión (f)	excursion, trip
fuerte	strong
hacer alpinismo	to go mountain climbing
húmedo	damp
montaña (f) / montañero (m)	mountain / mountaineer
montar en bicicleta	to ride a bike
pico (m)	peak
relámpago (m)	lightning
subir las montañas	to go up the mountains
tomar paseos	to go for walks
trueno (m)	thunder
volcán (m)	volcano

## Canción : *Qué bonita es la Tierra*

*Qué bonita es la Tierra desde Marte  
Desde aquí se ve como un puntito azul  
Yo me aburro de ser un extraterrestre  
Yo quiero vivir como vives tú*

*Desde aquí veo pasar las estaciones  
La nieve en diciembre y flores en abril  
Y de España me gustan sus canciones  
De su gente las ganas de reír*

*Ohú ¡Qué calor! Hace en agosto en Madrid  
Qué suerte tenéis, aquí en Marte es al revés  
Manda una señal por tu satélite  
Qué suerte tenéis, aquí en Marte es al revés  
Aquí se me congelan los pies*

*Qué bonita es la Tierra desde Marte  
Desde aquí se ve como un puntito azul  
Yo me aburro de ser un extraterrestre  
Yo quiero vivir como vives tú*

*Desde aquí veo pasar las estaciones  
La nieve en diciembre y flores en abril  
Y de España me gustan sus canciones  
De su gente las ganas de reír*

*Ohú ¡Qué calor! Hace en agosto en Madrid  
Qué suerte tenéis, aquí en Marte es al revés  
Manda una señal por tu satélite  
Qué suerte tenéis, aquí en Marte es al revés  
Aquí se me congelan los pies*

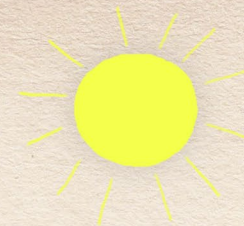
(Repeat)



hace frío



hace calor



hace sol



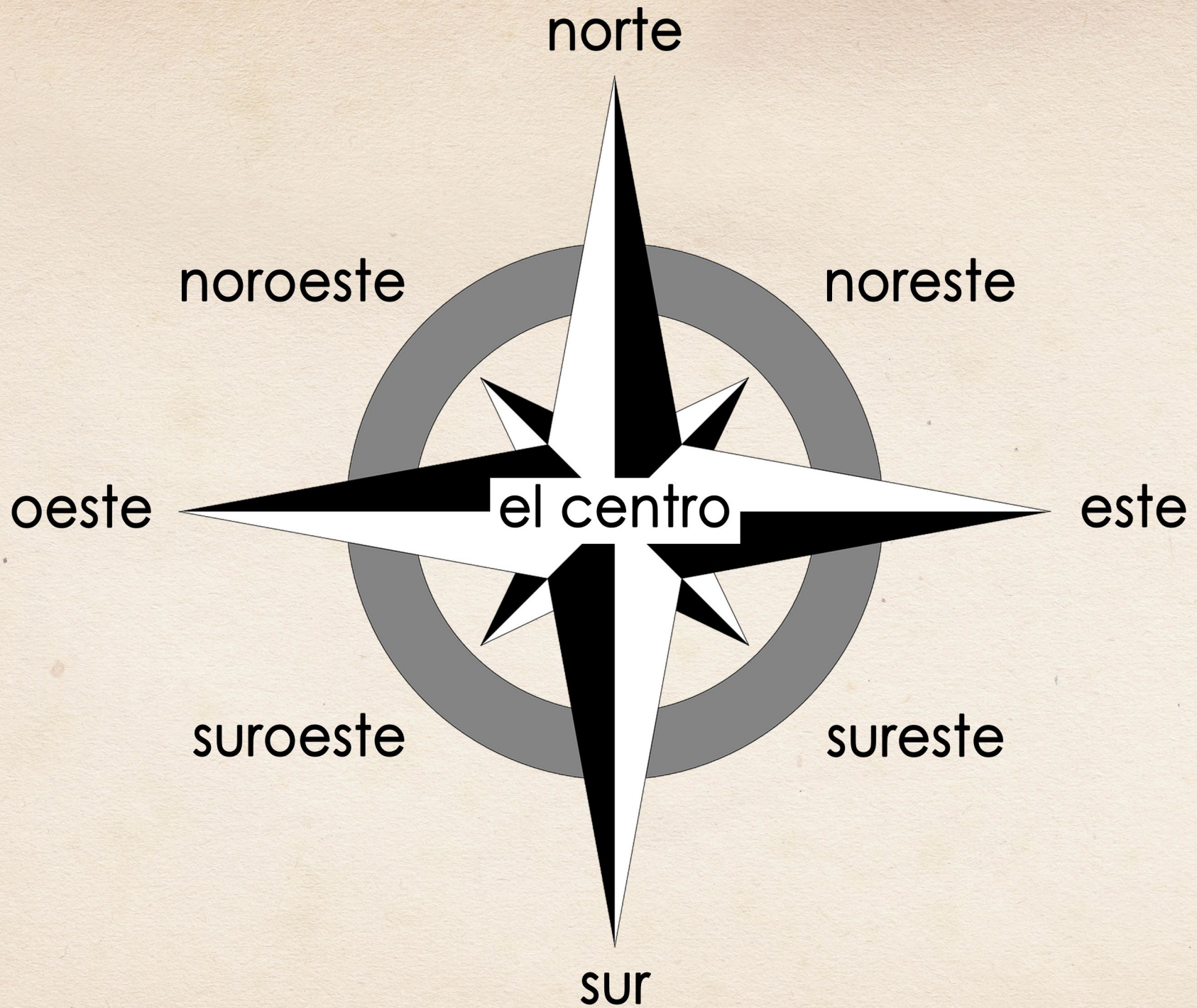
hay tormenta



llueve



nieva



# 5

## Soy un genio (I am a genius)



### Links

[Video: Virtually There - Art, painting, painters and colours in Spanish](#)  
BBC Learning Zone


[Video: Virtually There - Giving directions in Spanish](#)  
BBC Teach

[At a Spanish museum](#)  
BBC Bitesize

[Museo Reina Sofía](#)

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## Content grid

Section	Programme content
CLIP 17	<b>Presentación</b> Quique, his friend Charlie, his mother Sofía and his uncle Manu greet us and introduce themselves. Charlie is English and has come to live in Madrid. Quique and Sofía are helping her to learn Spanish.
	<b>En camino al museo</b> (On the way to the museum) Quique, Charlie and Sofía plan a journey from the flat to the Reina Sofía Museum. When they arrive at the museum they look at different pictures and sculptures by famous Spanish artists. Sofía's friend Blanca, helps them to understand what they see.
CLIP 18	<b>Cuento : Perdido en el museo</b> (Lost in the museum) Miriam and Félix go to a museum with their grandfather. Miriam loses Pablo, her teddy bear, so they have to retrace their footsteps to find him.
CLIP 19	<b>Volviendo a casa</b> (Returning home) On their way home, Quique and Sofía help Charlie to understand directions and to say where things are. They also help her to get her adjectives correct and in the right place when she is describing.
CLIP 20	<b>Canción : Píntame un retrato</b> (Paint me a picture) All about painting a picture.

## Before listening

- Introduce or revise colours (see Episode 3).
- Find the *Museo Reina Sofía* on a map.
- Look at the works of art that Quique and Charlie see at the museum. Discuss the colours, how we say those colours in Spanish, and what they think the pictures represent:
  - [Miró: Portrait II](#)
  - [Picasso: Guernica](#)
  - [Dalí: Invisible Man](#)

Prior knowledge of the works will help the children when they listen to Quique and Charlie's descriptions in the museum.

## After listening

- Ask the children if they can remember from the episode how to say 'left', 'right' and 'straight on' (*a la izquierda / a la derecha / todo recto*). Ask one of the children to leave the room, and while they are outside, hide a small object somewhere in the room. When the child comes back in, give them directions to help them to find the object. On the next turn, encourage the children to give the directions. A note of caution: some children (and adults) find giving and following directions very tricky!
- Use a bilingual dictionary to find out the names of some more places in town in Spanish. Children can complete a sentence about their own town: *En mi pueblo hay...* (In my town there is...) You may want to alert them to some conjunctions such as *y* (and) to help them to build longer sentences.
- Show the class some more paintings or sculptures by the same or other artists. Ask *¿Te gusta?* (Do you like it?) and encourage them to give their opinions using *me gusta* (I like it) and *no me gusta* (I don't like it).
- Research the lives and work of *Miró*, *Picasso* and *Dalí*.
- Give the children a copy of the lyrics of the song. Ask them to find the four Spanish artists who are mentioned (*Picasso*, *Goya*, *Velázquez* and *Dalí*) and also the art vocabulary - *retrato*, *paisaje*, *grafiti*, *cuadro*, *tela*, *pincel*, *lápiz*, *acuarela*, *colores primarios* (portrait, landscape, graffiti, painting, canvas, paint brush, pencil, watercolour, primary colours).

## Additional information for teachers

- Opinions in Spanish are more complex than in English. *Me gusta* does not mean 'I like', but 'it pleases me'. Therefore, if we are expressing our opinion of something plural, we have to change the opinion to *me gustan*, which means 'they please me'. For example *Me gusta el cuadro* = The picture pleases me, in other words 'I like the picture'; *No me gustan los cuadros* = The pictures don't please me, in other words 'I don't like the pictures'.

## Vocabulary

la segunda planta	second floor
la tercera planta	third floor
la cuarta planta	fourth floor
las escaleras	stairs
el ascensor	lift, elevator
los aseos	toilets
el jardín	garden
<b>Direcciones</b>	<b>Directions</b>
a la izquierda	on the left, to the left
a la derecha	on the right, to the right
todo recto	straight on
cruza	cross
sigue	continue
la calle	street, road
el cruce	crossroads
<b>En la ciudad</b>	<b>In town</b>
la casa	house
la estación	station
la fuente	fountain
el hospital	hospital
el museo (de arte)	(art) museum
el piso	flat
la plaza	square
<b>Diverso</b>	<b>Miscellaneous</b>
a pie	on foot
artista (m/f)	artist
el cuadro	picture
¿dónde está?	where is it?

en metro	by metro
era	it was
es	it is
el escritor	writer
el escultor / la escultura	sculptor / sculpture
famoso	famous
el/la guía	guide
había / hay	there was, were / there is, are
impresionante	impressive
lo siento	I'm sorry
me gusta(n) / no me gusta(n)	I like / I don't like
obra (f)	work (of art)
parece	it looks like
peluche (m)	soft toy
pintor (m)	painter
pintura (f)	painting
plano (m)	plan, map
recuerdo (m)	souvenir
regalo (m)	gift
también	also
¿te gusta?	do you like?
vive / vivía	he/she lives / he/she lived

## Canción : *Píntame un retrato*

*Píntame un retrato  
Como Pablo Picasso  
Píntame un paisaje  
Con todo tu arte  
Mira como mola  
Pinto como Goya  
Píntame un grafiti  
A pincel o a lápiz*

*Usa tu imaginación  
Llena el mundo de color  
Eres un genio genial  
Tienes un don especial  
Tú tururututú  
Eres un genio genial  
Tienes un don especial*

*Píntame un cuadro  
Con colores primarios  
Cuida los detalles  
Como Diego Velázquez  
Píntame una tela  
Con acuarela  
Pinta un arcoiris  
Como Salvador Dalí*

*Usa tu imaginación  
Llena el mundo de color  
Eres un genio genial  
Tienes un don especial  
Tú tururututú  
Eres un genio genial  
Tienes un don especial*

# ¡Masterchef!



## Links

[Spanish Food and Drink](#)  
BBC Bitesize

[Islamic Spain](#)  
BBC Religion

[Paella recipes](#)  
BBC Food



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Transcript/translation file



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## Content grid

Section	Programme content
CLIP 21	<b>Presentación</b> Quique, his friend Charlie, his mother Sofía and his uncle Manu greet us and introduce themselves. Charlie is English and has come to live in Madrid. Quique and Sofía are helping her to learn Spanish.
	<b>El mercado</b> (The market) Quique, Charlie and Sofía go to the market to buy ingredients for lunch.
CLIP 22	<b>Cuento : ¡Ay no, Sergio!</b> (Oh no, Sergio!) Sergio's father asks him to go to buy some food from the shop, but unfortunately Sergio is a bit forgetful!
CLIP 23	<b>En la cocina</b> (In the kitchen) Sofía begins to prepare the lunch with the help of Charlie and Quique. Quique and Charlie talk about the foods they like and dislike, and Sofía helps Charlie to get her opinion phrases right and tells her about some Spanish words which come from Arabic.
CLIP 24	<b>Canción : ¡Ñam ñam!</b> (Yum, yum!) A song about food.

## Before listening

- Introduce or revise the names of some fruits and other foods. You could play "I went to market and I bought..." to practise these. Children say *Compré* (I bought) followed by the name of a food. The next child then has to say *Compré* and the first food, and then add one of their own. The challenge is to see how long a list they can remember. You may wish the children to play this in small groups so that all of them get more of a chance to practise the words.

- Display the names of the market stalls that Quique and Charlie will be visiting *carnicería, frutería, panadería, pescadería* (butcher's, fruit shop, bakery, fish shop). Ask the children if they can work out the names of the stalls in English. They may notice links to English such as 'carnivore' and 'fruit'.
- Select some foods from the vocabulary list and ask the class which stall they would buy each food from. They could use a bilingual dictionary if unsure. They will then be able to listen out for these foods while listening to Quique and Charlie shopping at the market.

## After listening

- Display the sequencing words which Sofía helps Charlie with while they are preparing the paella : *primero, luego, finalmente* (first, then, finally). Ask the class to recall the meanings (given by Charlie while they were listening).
- Explain that they can use these words to help them to ask for three things at the market. Ask the class to help you to write a food next to each sequencing word. For example: *Primero, una manzana. Luego, un chorizo. Finalmente, pan.* (First, an apple, Then, a chorizo sausage. Finally, bread)
- Ask the children if there are any greetings or other words and phrases that they could add to make their requests more polite. They may suggest *Buenos días, por favor and gracias.*
- The children work in pairs to practise asking for food in this way. Ask for some volunteers to perform theirs for the class.
- Show the class the first verse of the song:  
*Me gusta la ternera*  
*Me chifla el jamón*  
*Me encantan los garbanzos*  
*Me alucina el gambón*  
Ask the class to tell you what the song says about each food. Point out that *me encantan* has an *-n* on the end because it is giving an opinion of a food word that is plural, like when Charlie said *Me gustan los plátanos.*



- Ask the children to help you to create a new verse for the song, changing all the foods to something different. You may need to make some of the opinions plural by adding *-n*, or to make *me encantan* singular again by removing the *-n*. Each food will also need the correct definite article in front of it. There are the four different words for 'the' in Spanish: *el* (masculine, singular), *la* (feminine, singular), *los* (masculine, plural) and *las* (feminine, plural). The challenge will then be to make your new verse fit into the song!
- Find out about the Moorish (Arabic) Invasion of Spain, which took place in 711AD, and the art and architecture that was left behind after their final expulsion in 1492. You may like to focus on the [Alhambra](#) in Granada.
- There is a useful synopsis of Arabic words in Spanish [here](#). Children might like to do some detective work to see if they can find any other words that come from Arabic rather than Spanish's usual source, Latin. The most common are food words, clothes, some colours, jobs and place names. They could check their ideas using the [dictionary of the Spanish Royal Academy](#) which will say *ár. hisp.* or *ár. clás.* under the word to denote a provenance from Arabic.

## Additional information for teachers

- The children may need the words 'a', 'an' or 'some' when practising asking for the foods. If the food is masculine (m.) then they will need *un* for 'a' or 'an'. If it is feminine (f.) they will need *una*. To say 'some' we need *unos* (m.) or *unas* (f.).
- When asking for certain weights of food, you will need *un kilo de* or *un medio kilo de* before the food. *De* means 'of'. It is possible to add other measures such as *una caja de* (a box of), *una bolsa de* (a bag of) and *un paquete de* (a packet of).
- The children may want to use some of these foods in their plural form, for example to ask for *dos manzanas* (two apples) or *tres melones* (three melons). Making nouns plural in Spanish is much more straightforward than in English. To make nouns plural in Spanish, we have to look at their final letter. If the noun ends in a vowel, we simply add *-s*, hence *manzana* > *manzanas*. If the noun ends in a consonant, we add *-es*, therefore *melón* > *melones*. The only ones which don't follow this rule are those ending in *-z*, where we have to change the *-z* to a *-c* before adding *-es*. Therefore *pez* > *peces* when plural.

## Vocabulary

azúcar (m)	sugar
barra de pan (f)	loaf of bread
café (m)	coffee
caldo (m)	stock
garbanzos (m.pl)	chick peas
huevo (m)	egg
pan (m)	bread
pimentón (m)	paprika
pollo (m)	chicken
sal (m)	salt
ternera (f)	veal
tocino (m)	bacon
<b>Los puestos</b>	<b>Market stalls</b>
cafetería (f)	café
carnicería (f)	butcher's
frutería (f)	greengrocer's
panadería (f)	baker's
pescadería (f)	fish stall, fish shop
<b>Diversos</b>	<b>Miscellaneous</b>
afortunadamente	fortunately
caja (f)	box
cenar	to have your evening meal
cocinar	to cook
comer	to eat
comida (f)	meal, lunch
comprar	to buy
delicioso	delicious
desafortunadamente	unfortunately
finalmente	finally
luego	then

me encanta(n)	I love
medio kilo de	half a kilo of
¡ñam ñam!	yum yum
no me gusta(n) nada	I don't like it at all
prefiero	I prefer
primero	first (of all)
¡puaj!	yuck!
¡qué asco!	how horrible
rico	tasty

### Canción : ¡ÑAM ÑAM!

*Me gusta la ternera  
Me chifla el jamón  
Me encantan los garbanzos  
Me alucina el gambón*

*Ya es la hora de guisar  
Prepara tus cuchillos  
y a saborear*

¡ÑAM ÑAM!

*Me gusta el huevo frito  
Me chifla el calamar  
Me encanta el tocino  
Me alucina mucho el pan*

¡ÑAM!

*Ya es la hora de guisar  
Prepara tus cuchillos  
y a saborear*

(repeat)

¡ÑAM!  
¡ÑAM!  
¡ÑAM!

## En la carnicería



chorizo (m)



jamón (m)



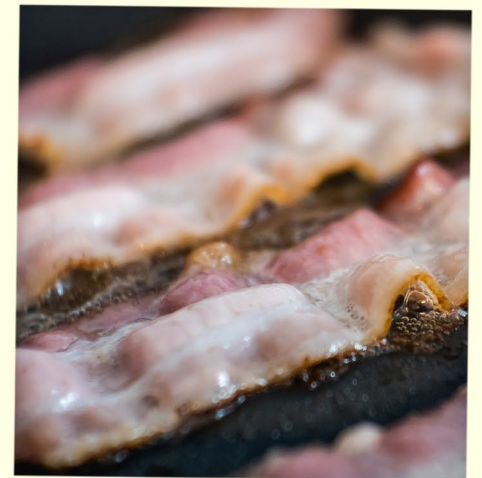
pollo (m)



salchichón (m)



carne (f)



tocino (m)

## En la frutería



albaricoque (m)



Limón (m)



manzana (f)



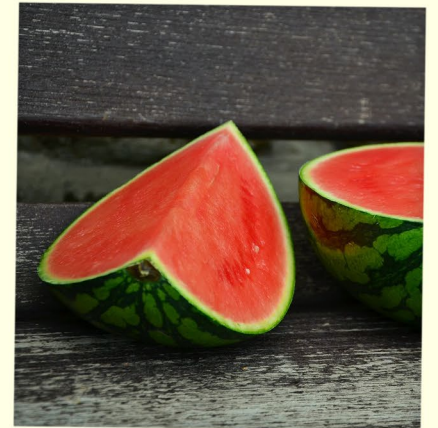
naranja (f)



pera (f)



plátano (m)



sandía (f)

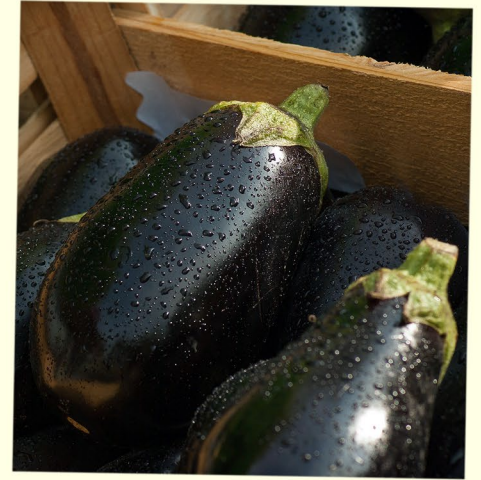
## En la verdulería



aceitunas (f. pl)



alcachofa (f)



berenjena (f)



Lechuga (f)



zanahorias (f. pl)

## *En la pescadería*



Los mariscos



el pescado

# Receta de paella



arroz (m)



cebolla (f)



ajo (m)



aceite de oliva (m)



tomate (m)



pimiento (m)



calamares (m. pl)



mejillones (m. pl)



gambas (f. pl)



azafrán (m)

# 7

## ¡Ay! ¿Qué me pongo? (Oh what shall I wear?)



### Links

[Video: Shopping for clothes](#)  
BBC: *Virtually There*



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Transcript/translation file



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## Content grid

Section	Programme content
CLIP 25	<b>Presentación</b> Quique, his friend Charlie, his mother Sofía and his uncle Manu greet us and introduce themselves. Charlie is English and has come to live in Madrid. Quique and Sofía are helping her to learn Spanish.
	<b>La Gran Vía</b> Quique needs some new clothes so he goes with Sofía and Charlie to a department store in the centre of Madrid to buy trousers, tee shirts and trainers.
CLIP 26	<b>Cuento : ¡Hecemos las maletas!</b> (Let's get packing) Naiara is packing for a school trip, and unfortunately her little brother is very keen to help.
CLIP 27	<b>El Rastro</b> Quique, Charlie and Sofía make their way to the famous <i>El Rastro</i> flea market. Charlie asks how to spot if a noun is masculine or feminine. Quique and Sofía tell her about the different words for 'the' and 'some', and help her to describe plural things using colours.
CLIP 28	<b>Canción : ¡Ay! ¿Qué me pongo?</b> (Oh what shall I wear?) Somebody is looking through their wardrobe and trying to find something to wear.

## Before listening

- Revisit the colours (see notes to Episode 3).
- Introduce the names of some items of clothing (see page 34). Play a memory game. Hide the pictures and ask children to recall as many as they can.

## After the programme

- Show the class Naiara's packing list from the story: *un chandal, tres camisetas, un jersey, una sudadera, calcetines, ropa interior, una gorra, pantalones cortos, pijamas*. Ask them to recall what Charlie said about masculine and feminine words, and then to tell you if each item is masculine or feminine. (*Un*, ends in *-o* or *-os* = masculine, *una*, ends in *-a* or *-as* = feminine.) Are there any they can't be sure about? *Calcetines* has no clues, and so we would have to check in a dictionary. *Pijama* ends in *-a* but is masculine. Children could check their guesses in a bilingual dictionary.
- Now ask the children to look at the same list and to tell you if each item is singular or plural (you may have to explain the terminology). Ask them what clues there are to look for if a word is plural. They should spot that plural words all have *-s* on the end and often a number in front.
- Now that the children know the gender (masculine or feminine) and number (singular or plural) of each word in the list, they can try some simple description with colours. Ask them to recall what Quique and Sofía told Charlie about what happens with adjectives when we are describing in Spanish. (They must change according to the noun they are describing, and they go after the noun.)
- For extra practice with the definite and indefinite articles, show the class a selection of clothes from the vocabulary list and ask them which indefinite article would be required for each for 'a' or 'some' - *un, una, unos or unas*. Remind them to look at the final letters for clues and to use their prior knowledge. Then ask them to work out the corresponding direct articles - the words for 'the' - *el, la, los or las*.
- Give the children a group of nouns (you could make a selection from the vocabulary lists in the different episodes) and ask them to group the words into the four groups masculine singular, feminine singular, masculine plural and feminine plural, always looking for clues to help them to recognise which is which.
- When the children are confident with using the articles and describing with colour, they could work in pairs or groups to create a fashion show, either acted out or illustrated, where they narrate the clothes that the person is wearing and describe them.

## Additional information for teachers

- See Episode 6 for guidance on making nouns plural.
- When changing adjectives of colour to suit masculine and feminine, singular and plural nouns, there are three different groups of changes that we need to bear in mind:

masculine singular 'dictionary form'	feminine singular	masculine plural	femine plural
rojo, amarillo, blanco, negro	change -o to -a	add -s	change -o to -as
azul, verde, marrón*, gris	no change	add -es	add -es
rosa, violeta, naranja	no change	add -s	add -s

\* *marrón* will lose its accent when it is plural.

## Vocabulary

botas (f.pl)	boots
champú (m)	shampoo
chandal (m)	tracksuit
gel de ducha (m)	shower gel
gorra (f)	cap
maleta (f)	suitcase
pantalones cortos (m.pl)	shorts
pijama (m)	pyjamas
ropa interior (f)	underwear
toalla (f)	towel
algodón (m)	cotton
azul marino	navy blue
caja (f)	till, cash desk
combina bien con ...	it goes well with ...

cómodo	comfortable
dinero (m)	money
gran almacén	department store
kaki	khaki
me quedan cortos	they are too short for me
mercado (m)	market
probador (m)	fitting room
rayas (f.pl)	stripes
supermercado (m)	supermarket
talla (f)	size
tarjeta (f)	credit card
tienda (f)	shop

## CanCIÓN : ¿Qué me pongo?

Uhu, yeah.  
Sube el volumen a la música.

*Ay, ay, ay ¿Qué me pongo?  
Mi armario no tiene fondo  
Una chaqueta, una camiseta  
Una gorra, zapato de tacón*

*¿Qué me pongo?  
Mi armario no tiene fondo  
Una corbata, una pajarita  
Un jersey y unas gafas de sol*

*Ay qué guapa que voy  
Ay qué tipo que tengo  
Mis amigas y yo  
Nos peinamos el pelo  
Y bailamos este reggaetón*

*Ay, ay, ay ¿Qué me pongo?  
Mi armario no tiene fondo  
Una chaqueta, una camiseta  
Una gorra, zapato de tacón*

*¿Qué me pongo?  
Mi armario no tiene fondo  
Una corbata, una pajarita  
Un jersey y unas gafas de sol*

*Ay qué guapa que voy  
Ay qué tipo que tengo  
Mis amigas y yo  
Nos peinamos el pelo  
Y bailamos este reggaetón*

(repeat)





## ¡Hala Madrid! (Come on Madrid!)



### Links

[Video: Sports and music in Spanish](#)  
BBC: *Virtually There*

[Activities and hobbies](#)  
BBC *Bitesize*

[Gary Lineker](#)  
Gary introduces MOTD in Spanish  
BBC *Speaking Sport*

[Spain's La Liga](#)  
BBC *Sport*



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## Content grid

Section	Programme content
CLIP 29	<b>Presentación</b> Quique, his friend Charlie, his mother Sofía and his uncle Manu greet us and introduce themselves. Charlie is English and has come to live in Madrid. Quique and Sofía are helping her to learn Spanish.
	<b>El fútbol</b> (Football) Quique and Charlie go with Uncle Manu to Atlético Madrid's Metropolitano Stadium to see the Real Madrid-Atlético Madrid derby. Quique and Tío Manu argue about which team is better.
CLIP 30	<b>Cuento : El derbi madrileño</b> (The Madrid derby) The stadia of the two teams argue about which of them is better.
CLIP 31	<b>Después del partido</b> (After the match) Sofía asks Quique and Charlie about the match. Sofía explains to Charlie how to compare things in Spanish and how to say that something is the best.
CLIP 32	<b>Canción : A mí me gusta el fútbol</b> (I like football) About loving football.

### Before listening

- Introduce or revise the sport words given in the vocabulary list. When you are saying them you will need to add *el* (the) before the masculine ones and *la* (the) before the feminine ones (see additional information). Ask the children to suggest actions or mimes that you can all do while saying the words to help them to remember meaning and to help the words to 'stick'. The children may need an explanation of some of the sports!
- Ask the children to tell you their opinions of some of these sports using *me gusta*, *no me gusta* and also *me encanta* and *no me gusta nada* if they are confident with these. You could begin with *¿Te gusta el voleibol?* for example. (See additional information)

- Introduce the two adjectives *divertido* (fun) and *aburrido* (boring). Ask the class what they would have to do to these adjectives if they were describing a feminine sport (change the *-o* to *-a*). Show them the sentence *El fútbol es divertido* and ask them to tell you in English what you have said. Introduce *Estoy de acuerdo* (I agree) and *No estoy de acuerdo* (I don't agree). Which of these would the children use to respond to your opinion of football? Say another sentence using *aburrido* or *divertido*, for example *La gimnasia es aburrida* and ask for a response. Hand over to the children to give the opinions and to respond to each other. They could work on this with a partner. This will prepare them for the differences of opinion that they will hear in this episode.
- Show the class the list of Spanish football vocabulary. Give them the English meanings jumbled up. Can they use their knowledge of football and their knowledge of English to match them up correctly?

### After listening

- Ask the class to recall what Quique and Charlie used the words *más* and *menos* for. (They used it to help them to compare things and to say which is the best.) Display the phrases *más divertido que* and *menos divertido que*. Remind the children that *más* means 'more' and *menos* means 'less'. *Que* means 'than'. Can they remember the meaning of *divertido*? Ask the children to suggest sports that could go before and after these phrases. For example *El rugby es más divertido que el bádminton. El voleibol es menos divertido que el ciclismo*. NB: If the first sport is feminine, you will need to agree the adjective to *divertida*.
- Give the children the list of adjectives from the vocabulary list and some nouns. They could be sports, animals, school subjects or some other nouns that you have learned previously. Ask them to write some comparative sentences about them. You may wish to give them the frame "\_\_\_\_\_ es *más/menos* \_\_\_\_\_ *que* \_\_\_\_\_." They will always need an article before the Spanish nouns. With sports and school subjects it will be *el* or *la*, while with nouns like animals it will be *un* or *una*.

- The children might like to look at the websites of [Atlético Madrid](#) and [Real Madrid](#) and locate the [Estadio Metropolitano](#) and [Estadio Santiago Bernabéu](#) on a map of Madrid. They might also like to look at the websites for other Spanish football teams, for example [Barça](#).
- Children research famous Spanish and Latin American sportspersons or other sports teams. Examples include Rafael Nadal, Garbiñe Muguruza, Cesc Fàbregas, Luis Suárez, Sergio García.

## Additional information for teachers

- In English we rarely put articles before the names of sports. However in Spanish we always need the definite article *el* or *la* before the sport name when we are talking about it. For example: *El fútbol es divertido* – Football is fun. *La gimnasia es aburrida* – Gymnastics is boring. *Me gusta el rugby* – I like rugby. *No me gusta la natación* – I don't like swimming. Thus it is advisable to learn the articles alongside the sports.
- In English we form the comparative and superlative in two different ways, and the one which we use depends on the adjective in question. In English we either add *-er* onto our adjective or we put the word 'more' before the adjective. The latter is for longer adjectives. So we say 'bigger than', not 'more big than', and 'more beautiful than' but not 'beautifuler than'. The Spanish structure is equivalent to the 'more big than' method, and it is the only way to do it in Spanish.
- Handball is very popular in Spain. Children learn it in PE lessons at school. The Spanish basketball team is also very popular and performs well in major tournaments.

## Vocabulary

El fútbol	football
camiseta (f)	shirt
campo (m)	pitch
copa (f)	cup
empate (m)	tie, draw
entrenador (m)	trainer, manager
entrada (f)	ticket
equipo (m)	team

estadio (m)	stadium
futbolista (m/f)	footballer
ganar	to win
gol (m)	goal
jugador (m)	player
partido (m)	match
portero (m)	goalkeeper
resultado (m)	result
Comparative and Superlative	
aburrido	boring
antiguo	old (previous)
bonito	pretty
el más ... / el menos	the most ... / the least
feo	ugly
gracioso	funny
grande	big
jóven	young
más, mas ... que	more, more than
mejor	better
menos, menos que	less, less than
nuevo	new
peor	worse
pequeño	small
tan ... como	as ... as
tonto	silly
travieso	naughty
viejo	old (age)
Diversos	Miscellaneous
(no) estoy de acuerdo	I (don't) agree
genial	brilliant
quiero ser	I want to be
vale	is worth

## Canción : A mí me gusta el fútbol

¡Hola fondo Norte! ¡Hola fondo Sur!  
 A mí me gusta el fútbol , a mí me gusta mi Club  
 ¡Hola fondo Norte! ¡Hola fondo Sur!  
 A mí me gusta el fútbol y el Santiago Bernabéu

A mí me gusta el fútbol, a mí me gusta el gol  
 Cada domingo al campo o en la televisión,  
 Y marque de cabeza o marque de chilena  
 A mí me gusta el fútbol, me gusta el balón

¡Hola fondo Norte! ¡Hola fondo Sur!  
 A mí me gusta el fútbol , a mí me gusta mi Club  
 ¡Hola fondo Norte! ¡Hola fondo Sur!  
 A mí me gusta el fútbol y el Santiago Bernabéu

A mí me gusta el fútbol, a mí me gusta el gol  
 En cada partido anima la afición  
 Hace una bicicleta y para el guardameta  
 A mí me gusta el fútbol, me gusta el campeón

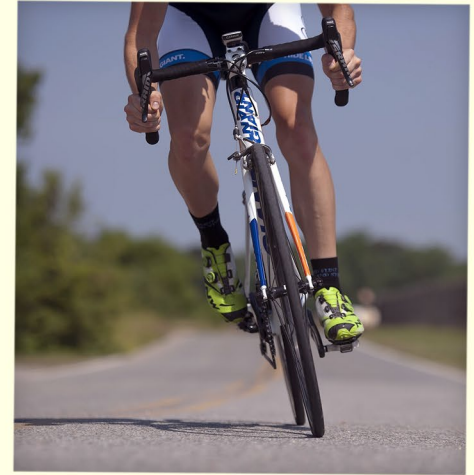
¡Hola fondo Norte! ¡Hola fondo Sur!  
 A mí me gusta el fútbol , a mí me gusta mi Club  
 ¡Hola fondo Norte! ¡Hola fondo Sur!  
 A mí me gusta el fútbol y el Santiago Bernabéu



el bádminton



el baloncesto



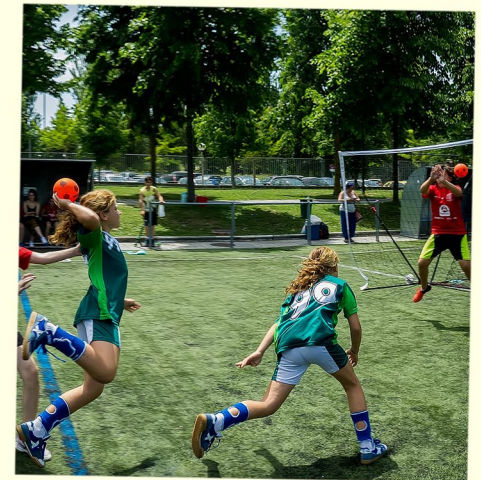
el ciclismo



el golf



La gimnasia



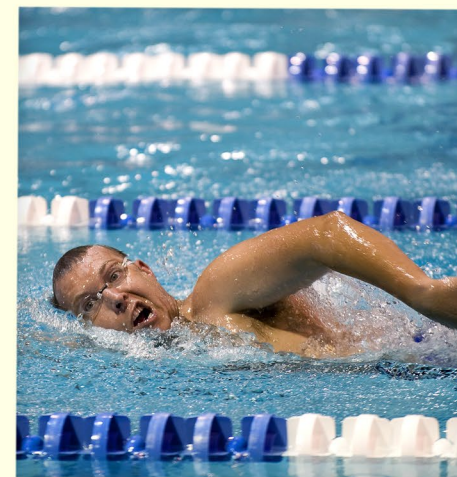
el balonmano



el rugby



el squash



La natación



el tenis



el vóleibol

# 9

## Mi gente (My people)



### Links

[At school](#)  
BBC Bitesize



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Transcript/translation file



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## Content grid

Section	Programme content
CLIP 33	<b>Presentación</b> Quique, his friend Charlie, his mother Sofía and his uncle Manu greet us and introduce themselves. Charlie is English and has come to live in Madrid. Quique and Sofía are helping her to learn Spanish.
	<b>El cole</b> (School) Quique and Charlie are at school. As part of the lesson, they and their classmates talk about their best friends.
CLIP 34	<b>Cuento : Somos diferentes</b> (We're different) Amad and Neus are different but they are best friends.
CLIP 35	<b>En casa</b> (At home) Back at home, Quique and Charlie discuss the differences between schools in Spain and those in England. Sofía helps Charlie to say what other people like and dislike.
CLIP 36	<b>Canción : Amistad, amigos para siempre</b> (Friendship, friends for ever) A song about friendship.

## Before listening

- Introduce the five infinitives *cantar*, *leer*, *escuchar música*, *dibujar* and *escribir* (to sing, to read, to listen to music, to draw, to write). Ask the class to think of an action that you can all do while you say the word. To practise the infinitives, say the words and ask the children to do the correct action. Then swap roles, with you doing the action and the children saying the correct word.

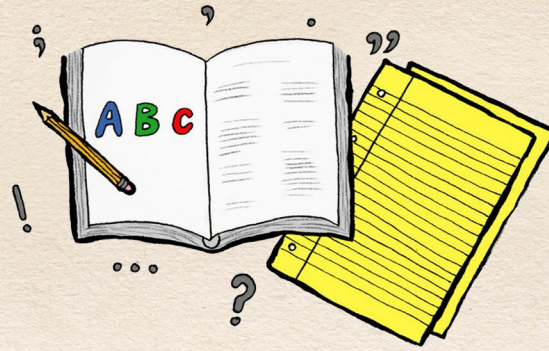
- Display the five infinitives. What do the children notice about the words? They should see that they all end in a vowel and -r. Ask the children what part of speech these words are – they are verbs. Explain to the children that these forms of the verbs are called infinitives. They don't refer to any person or tense, and in English need to have the word 'to' before the 'action' word. In both languages we need to make changes so that they refer to a person and a tense. They are the form of the verb that we find in the bilingual dictionary.
- Ask the children to recall some of the ways of giving opinions, such as *me gusta* and *no me gusta*. Tell them that we can use these infinitives with the opinions to say what we like or don't like to do. Give them some examples such as *Me gusta dibujar*. *No me gusta escribir*. What do these mean in English? (I like to draw, I don't like to write).
- Ask the children to work in pairs to help each other to give an opinion of each of these infinitives. Ask for some volunteers to tell the class their sentences.
- Display the nine school subjects mentioned in the vocabulary list. Ask the class if they can work out the English them.

## After listening

- Ask the children to recall how Sofía told Charlie to say 'he likes' (*le gusta*). Explain that this means "it pleases him / her", hence the difference from *me gusta*. Remind them how they put together opinions and infinitives before. Now can they work out how to say 'he likes to read' and 'she doesn't like to sing'? (*Le gusta leer*. *No le gusta cantar*.)
- Display Charlie's description of Quique:  
*Mi mejor amigo se llama Quique.*  
*Le gusta leer. Le gusta dibujar.*  
*No le gustan las matemáticas.*  
*No le gustan los plátanos.*  
*Prefiere las galletas.*  
*Le gusta escuchar música*  
*En el futuro va a ser un futbolista famoso.*  
Ask the class to help you to work out what she has said about him. (My best friend is called Quique. He likes to read. He likes to draw. He doesn't like maths. He doesn't like bananas. He prefers biscuits. He likes to listen to music. In the future he is going to be a famous footballer.)



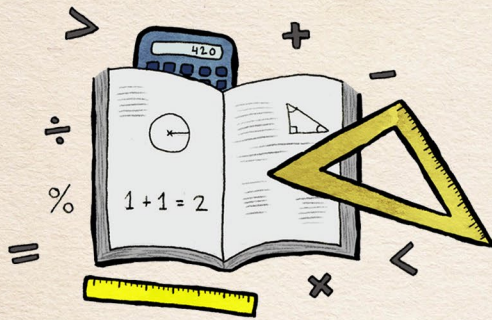
el francés



el inglés



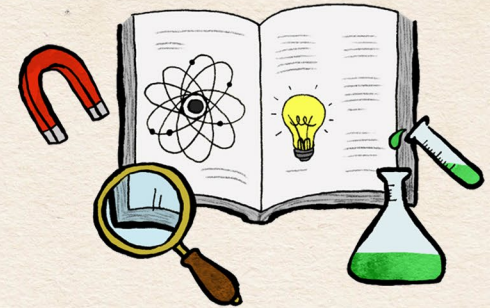
la historia



las matemáticas



la educación física



las ciencias



la música



la geografía



la tecnología

- Ask the children to write a description of their friend using the same frame, using the underlined phrases of Charlie's description. They should remember that they may have to change *amigo* to *amiga* and that they will need to think carefully about whether they need a singular or a plural opinion (for example *le gusta* or *le gustan*). They may want to add a sentence about their friend's character using *es...* (he/she is) and a suitable adjective. They may wish to have access to the vocabulary lists for this episode.

## Additional information for teachers

- Spanish children begin their compulsory education at age 6, having usually completed three years of non-compulsory nursery education before that. Compulsory education lasts until age 16. Primary school lasts six years, until age 12, and is divided into three "cycles" - ages 6-8, ages 8-10 and ages 10-12. The school year runs from mid-September to mid-June with two weeks' holiday for Christmas, one or two weeks for Easter and the rest for the very long summer break. There are no half-terms, but they more than make up for it with local, regional and national fiestas which often involve public holidays. The primary school day usually begins at 9am and finishes at 5pm, with about two hours for lunch from about 1pm till 3pm. Sometimes schools start at 9am and finish at 2pm with no break, and children go home for lunch after that. Lunch is generally eaten between 2pm and 4pm in Spain.
- If children want to write a sentence like 'Charlie likes to draw', they will need to add an extra 'a' at the beginning of the sentence, for example *A Charlie, le gusta dibujar*.

## Vocabulary

la jornada escolar	the school day
almuerzo (m)	mid-morning snack, lunch
descanso (m)	break
plástica (f)	arts and crafts

actividades	activities
cantar	to sing
charlar	to chat
dibujar	to draw
escribir	to write
escuchar música	to listen to music
hacer amigos	to make friends
ir a conciertos de música	to go to music concerts
ir al cine	to go to the cinema
ir al parque	to go to the park
ir al teatro	to go to the theatre
leer (novelas / cuentos)	to read (novels / stories)
tocar la flauta	to play the flute
viajar	to travel
adjetivos	adjectives
amable	friendly
artístico/a	artistic
creativo/a	creative
deportista	sporty
diferente	different
feliz	happy
generoso/a	generous
inteligente	intelligent
ordenado/a	tidy
reservado/a	reserved / shy
valiente	brave
parlando di otra persona	talking about someone else
se llama	he/she is called
le gusta(n) / no le gusta(n)	he/she likes / he/she doesn't like
le encanta(n)	he/she loves

prefiere	he/she prefers
su materia preferida es ...	his/her favourite subject is ...
es mi mejor amigo(a) porque ..	he/she is my best friend because ...
tiene	he/she has
los ojos negros / azules / verdes / marrones	black / blue / green / brown eyes
es	he/she is
rubio / rubia	blond
moreno / morena	brown-haired
pelirrojo / pelirroja	red-haired
va a ser	he/she is going to be
diversos	miscellaneous
amistad (f)	friendship
árabe	Arabic
chico / chica	boy / girl
coche (m)	car
dulce	sweet
médico (m)	doctor
moto (f)	motorbike
música (f)	music
musulmán	Muslim
muy	very
salado	salty
también	also, too
trabajo (m)	work, job
universidad (f)	university
y	and



## Somos una piña (We are a tribe)



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Transcript/translation file



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clips as a single mp3 file

### Content grid

Section	Programme content
<b>CLIP 37</b>	<b>Presentación</b> Quique, his friend Charlie, his mother Sofía and his uncle Manu greet us and introduce themselves. Charlie is English and has come to live in Madrid. Quique and Sofía are helping her to learn Spanish.
	<b>La familia de Teresa</b> (Teresa's family) At Quique's house, Quique and Sofía talk about Teresa's family.
<b>CLIP 38</b>	<b>Cuento : Familias de otro mundo</b> (Families from another world) The alien Cho comes to Earth and meets some families.
<b>CLIP 39</b>	<b>El español en todo el mundo</b> (Spanish all over the world) Quique and Sofía explain to Charlie about the different uses of <i>tengo</i> . Charlie asks about Teresa's Mexican accent and vocabulary.
<b>CLIP 40</b>	<b>Canción : Mi familia es una piña</b> (My family is a tribe) A song about a close-knit family.

### Before listening

- Display these family words: *madre, padre, hermano, abuela, tío, prima*. Ask the class which ones they know. Write the English words by the side (mother, father, brother, grandmother, uncle, female cousin). Explain to the class that the majority of family words have a masculine form and a feminine form that only differ by the final vowel. *Madre* and *padre* are the odd ones out. Can they work out, by changing the final vowel, how to say 'sister', 'grandfather', 'aunt' and 'male cousin'? (*hermana, abuelo, tía, primo*).

### After the programme

- Display Charlie's description of her family: *Mi familia es pequeña. Mi padre y yo. Tengo una abuela y un abuelo*. Ask the children to explain what Charlie has said about her family.
- Ask the children what they might change if they were going to describe their own families. Ask them what extra information they could add. How did Sofía explain the names of her relatives and where they live? (*Se llama(n), vive(n) en*)
- Ask the children to write some sentences about their own families. They may wish to have access to the vocabulary lists from this episode to help them. If you prefer you could introduce the children to the [Spanish royal family](#) and describe that family instead.
- This episode introduces nearly all the forms of the present tense of *tener*, the verb to have:

tengo	I have
tienes	you have (1 person)
tiene	he / she / it has
tenemos	we have
tenéis	you have (pl)
tienen	they have

The episode also introduces common expressions which are formed with *tener*:

tener ... años	to be .... years old
tener calor	to be hot
tener frío	to be cold
tener hambre	to be hungry
tener sed	to be thirsty
tener suerte	to be lucky
tener dolor de ... (cabeza, espalda, dientes, estómago)	to have a pain in the ... (head, back, teeth, stomach)
tener razón	to be right
tengo nueve años	I'm 9 years old
tengo dolor de cabeza	I have a headache
tengo dolor de espalda	I have backache
tengo dolor de dientes	I have toothache
tengo dolor de estómago	I have stomach ache

Display this information and ask the children to help you to work out how to say, for example 'we are hot' or 'they are hungry'.  
(*tenemos calor / tienen hambre*)

## Additional information for teachers

- Usually the word for 'and' is *y*. However, when that 'and' comes before a word beginning with *i*, *hi* or *y*, it changes to *e*. For example, we hear Quique jokingly refer to Charlie as *pequeña e irritante*.
- Spanish does not use apostrophes to show possession. Instead we have to turn the phrase around from, for example, 'my mother's sister' to 'the sister of my mother' - *la hermana de mi madre*.

## Vocabulary

familia (f)	family
abuelo (m), abuela (f), abuelos (m.pl)	grandfather, grandmother, grandparents
madre (f), padre (m), padres (m.pl)	mother, father, parents
hermano (m), hermana (f), hermanos (m.pl)	brother, sister, siblings, brothers and sisters
hermano mayor (m)	older / big brother
hermana pequeña (f)	younger / little sister
tío (m), tía (f), tíos (m.pl)	uncle, aunt, uncles and aunts
hijo (m), hija (f), hijos (m.pl)	son, daughter, sons and daughters
hijo único (m) / hija única (f)	only child (male) / only child (female)
primo (m), prima (f), primos (m.pl)	(boy) cousin, (girl) cousin, cousins
sobrino (m), sobrina (f), sobrinos (m.pl)	nephew, niece, nices and nephews
nieto (m), nieta (f), nietos (m.pl)	grandson, granddaughter, grandchildren
gemelos (m.pl)	twins (identical)
bebé (m)	baby
mi, mis	my (singular and plural)
nuestro, nuestra, nuestros, nuestras	our
diversos	miscellaneous
¿dónde vive?	where does he/she live?
vive en, viven en	he/she lives in, they live in
se llama, se llaman	he/she is called, they are called
esta (f), este (m)	this
no vive con nosotros	he/she doesn't live with us
una familia típica	a typical family

## Canción : *Mi familia es una piña*

*Mi Papá tiene un cohete espacial  
Mi Mamá es una estrella sin igual  
El que corre y mete gol  
Ese es mi hermano mayor  
Mi familia es una piña  
Y le doy mi corazón.*

*Mi abuelo es un gran explorador  
Y mi abuela es la reina del fogón  
Y mi primo Ezequiel  
Los domingos trae pastel  
Mi familia es una piña  
Y le doy mi corazón.*

*Mi Papá tiene un cohete espacial  
Mi Mamá es una estrella sin igual  
Mi abuelo es un gran explorador  
Y mi abuela es la reina del fogón  
Y mi primo Ezequiel  
Los domingos trae pastel  
Mi familia es una piña  
Y le doy mi corazón.*