



App 11

The Polyglots at the Concert

Spanish

App 11 is set in a concert venue where the Polyglots are involved in various performances. Students will learn the vocabulary for the days of the week and o'clock times with some extension to half-past times. They will also learn questions such as 'What time?', 'What day?', 'What's the time?' and 'Where?'

Learning experiences

Playspace

The playspace is set in an elegant theatre. Students engage in theatrical activities while using the target language.



Australian Curriculum links

Communicating:

- Informing – Locate specific words and expressions in simple print, spoken and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete guided spoken and written tasks (ACLSPC112)

Language

Spanish

¡La taquilla!

¡Vamos a diseñar un póster!

¡Mira! ¡Es un lobo!

¡Un detective!

¡Un escenario!

El teatro

¡Música! ¡Vamos a cantar!

lunes

martes

miércoles

jueves

viernes

sábado

domingo

English

The ticket booth!

Let's design a poster!

Look! It's a wolf!

A detective!

A stage!

The theatre (signage)

Music! Let's sing!

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

La una en punto

Las dos en punto

Las tres en punto

Las cuatro en punto

Las cinco en punto

Las seis en punto

Las siete en punto

Las ocho en punto

Las nueve en punto

Las diez en punto

Las once en punto

Las doce en punto

¡Sonríe!

¡Hala! ¡Qué interesante!

¡Sí! ¡Vamos a verlo!

¡Apagar!

¡Encender!

One o'clock

Two o'clock

Three o'clock

Four o'clock

Five o'clock

Six o'clock

Seven o'clock

Eight o'clock

Nine o'clock

Ten o'clock

Eleven o'clock

Twelve o'clock

Smile!

Wow! How interesting!

Yes! Let's see it!

Turn off!

Turn on!

Ticket booth

In this activity, students take on the role of the ticket-machine operator and fulfil characters' requests for tickets. They listen for the required show, day, time and number of tickets, then process this information on the ticket machine.

Australian Curriculum links

Communicating:

- Socialising – Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things (ACLSPC109); Participate in guided group activities such as games, performances, songs and rhymes, using modelled repetitive language (ACLSPC110)
- Informing – Locate specific words and expressions in simple print, spoken and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete guided spoken and written tasks (ACLSPC112)

Understanding

- Systems of language – Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in writing (ACLSPU120); Notice and apply grammatical rules such as those relating to gender, simple verb forms and definite articles when describing people, places, things and relationships (ACLSPU121)

Mathematics

Measurement and Geometry:

- Using units of measurement – Tell time to the half-hour (ACMMG020)

Language

Spanish

¡Hola!

¡Quisiera una entrada, por favor!

¡Quisiera unas entradas, por favor!

¿Qué día?

lunes

martes

miércoles

jueves

viernes

sábado

domingo

¡El lunes, por favor!

¡No, el lunes!

¿A qué hora?

A la una en punto

A las dos en punto

A las tres en punto

A las cuatro en punto

A las cinco en punto

English

Hello!

I would like a ticket, please!

I would like some tickets, please!

What day?

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Monday, please!

No, Monday!

At what time?

At one o'clock

At two o'clock

At three o'clock

At four o'clock

At five o'clock

A las seis en punto	At six o'clock
A las siete en punto	At seven o'clock
A las ocho en punto	At eight o'clock
A las nueve en punto	At nine o'clock
A las diez en punto	At ten o'clock
A las once en punto	At eleven o'clock
A las doce en punto	At twelve o'clock
A la una y media	At half-past one
A las dos y media	At half-past two
A las tres y media	At half-past three
A las cuatro y media	At half-past four
A las cinco y media	At half-past five
A las seis y media	At half-past six
A las siete y media	At half-past seven
A las ocho y media	At half-past eight
A las nueve y media	At half-past nine
A las diez y media	At half-past ten
A las once y media	At half-past eleven
A las doce y media	At half-past twelve
¡A las cuatro en punto!	At four o'clock!
¡A las tres y media!	At half-past three!
¡No, a las tres en punto!	No, at three o'clock!
¡No, a las cuatro y media!	No, at half-past four!
¿Cuántas entradas?	How many tickets?
¡Dos entradas, por favor!	Two tickets, please!
Tres entradas	Three tickets
¡No, cuatro entradas!	No, four tickets!
¡El pirata!	Pirate!
¡El mago!	Magician!
¡El payaso!	Clown!
¡El detective!	Detective!
¡La flamenca!	Dancer!
¡Vamos a bailar!	Let's dance!
¡Vamos a cantar!	Let's sing!
¡Vamos a actuar!	Let's act/perform!
¡Vamos a tocar la guitarra!	Let's play guitar!
¡Gracias!	Thank you!
¡Adiós!	Goodbye!
¡Hasta luego!	See you later!

Design a poster

In this open-ended activity, students create posters to promote performances. They select the performance type, write the day and the time of the show, and may decorate their poster with items that use revision language.

Australian Curriculum links

Communicating:

- Informing – Locate specific words and expressions in simple print, spoken and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete guided spoken and written tasks (ACLSPC112)

Understanding:

- Systems of language – Notice and apply grammatical rules such as those relating to gender, simple verb forms and definite articles when describing people, places, things and relationships (ACLSPU121); Understand that language is organised as ‘text’ and recognise features of familiar texts such as charts, labels, rhymes and stories (ACLSPU122)

Language

Spanish

Amarillo

Azul

Verde

Rosa

Naranja

Negro

Rojo

Morado

Una estrella amarilla

Un corazón rosa

Un círculo verde

Un cuadrado azul

Un rectángulo naranja

¿Qué día?

lunes

martes

miércoles

jueves

viernes

English

Yellow

Blue

Green

Pink

Orange

Black

Red

Purple

A yellow star

A pink heart

A green circle

A blue square

An orange rectangle

What day?

Monday

Tuesday

Wednesday

Thursday

Friday

sábado	Saturday
domingo	Sunday
Lápiz	Pencil
Rotulador	Texta
Goma	Eraser
¿A qué hora?	At what time?
Una en punto	One o'clock
Dos en punto	Two o'clock
Tres en punto	Three o'clock
Cuatro en punto	Four o'clock
Cinco en punto	Five o'clock
Seis en punto	Six o'clock
Siete en punto	Seven o'clock
Ocho en punto	Eight o'clock
Nueve en punto	Nine o'clock
Diez en punto	Ten o'clock
Once en punto	Eleven o'clock
Doce en punto	Twelve o'clock
¡El mago!	Magician!
¡El payaso!	Clown!
¡El pirata!	Pirate!
¡El detective!	Detective!
¡La flamenca!	Dancer!
¡Vamos a cantar!	Let's sing!
¡Vamos a bailar!	Let's dance!
¡Vamos a actuar!	Let's act/perform!
¡Vamos a tocar la guitarra!	Let's play guitar!
¡Hasta luego!	See you later!

Polyglot detective

Students participate in a pantomime, joining the audience in calling out to help a detective find missing Polyglots.

Australian Curriculum links

Communicating

- Socialising – Participate in guided group activities such as games, performances, songs and rhymes, using modelled repetitive language (ACLSPC110)
- Informing – Locate specific words and expressions in simple print, spoken and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete guided spoken and written tasks (ACLSPC112)

Understanding:

- Systems of language – Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in writing (ACLSPU120); Notice and apply grammatical rules such as those relating to gender, simple verb forms and definite articles when describing people, places, things and relationships (ACLSPU121); Understand that language is organised as ‘text’ and recognise features of familiar texts such as charts, labels, rhymes and stories (ACLSPU122)

Language

Spanish

¿Dónde está Bim?

¿Dónde está Kit?

¿Dónde?

¡Allí!

¡Kit está allí!

¡Bim está allí!

¡Oh no! ¡Ayuda!

La playa

El parque

La fiesta

El circo

¡No! ¡Está en la playa!

¡Sí! ¡Está en el parque!

¡Bim está en la fiesta!

¡Kit está en el circo!

¡Me encontraste!

¡Hasta luego!

English

Where is Bim?

Where is Kit?

Where?

There!

Kit's there!

Bim's there!

Oh no! Help!

Beach

Park

Party

Circus

No! At the beach!

Yes! At the park!

Bim's at the party!

Kit's at the circus!

You found me!

See you later!

What's the time, Mr Wolf?

Students take the role of a character, aiming to be the first to sneak up on the wolf without being caught.

Australian Curriculum links

Communicating:

- Socialising – Participate in guided group activities such as games, performances, songs and rhymes, using modelled repetitive language (ACLSPC110)
- Informing – Locate specific words and expressions in simple print, spoken and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete guided spoken and written tasks (ACLSPC112)
- Reflecting – Recognise what aspects of songs, stories, rhymes and pictures from Spanish-speaking cultures may look or feel similar or different to own language(s) and culture(s) (ACLSPC118)

Understanding:

- Systems of language – Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in writing (ACLSPU120); Notice and apply grammatical rules such as those relating to gender, simple verb forms and definite articles when describing people, places, things and relationships (ACLSPU121)

Language

Spanish

¡Listos! ¡Vamos a jugar!

¿Qué hora es, Señor Lobo?

La una en punto

Las dos en punto

Las tres en punto

Las cuatro en punto

Las cinco en punto

Las seis en punto

Las siete en punto

Las ocho en punto

Las nueve en punto

Las diez en punto

Las once en punto

English

Ready! Let's play!

What's the time, Mr Wolf?

One o'clock

Two o'clock

Three o'clock

Four o'clock

Five o'clock

Six o'clock

Seven o'clock

Eight o'clock

Nine o'clock

Ten o'clock

Eleven o'clock

Las doce en punto	Twelve o'clock
¡La hora de la cena!	Dinner time!
¡Te pillé!	Got you!
¡Rápido!	Quick!
¡Corre!	Run!
¡Oh no!	Oh no!
Uno	One
Dos	Two
Tres	Three
Cuatro	Four
Cinco	Five
Seis	Six
Siete	Seven
Ocho	Eight
Nueve	Nine
Diez	Ten
Once	Eleven
Doce	Twelve
¡Enhorabuena!	Congratulations!
¡Oh no! ¡Qué mala suerte!	Oh no! Bad luck!
¡Hasta luego!	See you later!

Perform a play

Students help the Polyglots perform their play. They choose the characters, location and props for the play and then direct and record characters' lines.

Australian Curriculum links

Communicating:

- Informing – Participate in guided group activities such as games, performances, songs and rhymes, using modelled repetitive language (ACLSPC110); Locate specific words and expressions in simple print, spoken and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete guided spoken and written tasks (ACLSPC112)
- Creating – Create and perform simple imaginative texts that involve repetitive language, experimenting with sound patterns, rhymes and non-verbal forms of expression (ACLSPC115)

Understanding:

- Systems of language – Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in writing (ACLSPU120); Notice and apply grammatical rules such as those relating to gender, simple verb forms and definite articles when describing people, places, things and relationships (ACLSPU121)

Language

Spanish

¿Dónde?

La playa

El circo

La fiesta

El parque

La escuela

El salvavida

El pirata

El payaso

El mago

El estudiante

Un rotulador azul

Un pulpo rojo

Una pizza de queso

Un libro gris

Un globo verde

Un regalo pequeño

Un regalo grande

Una cometa pequeña

Un perro marrón

English

Where?

Beach

Circus

Party

Park

School

Lifesaver

Pirate

Clown

Magician

Student

A blue texta

A red octopus

A cheese pizza

A grey book

A green balloon

A small present

A big present

A small kite

A brown dog

Un vaso de horchata	A glass of horchata
Una balón de fútbol	A soccer ball
Una palmera	A palm tree
Un castillo de arena	A sandcastle
Un balancín	A see-saw
Una pelota	A ball
Una tarta de cumpleaños	A birthday cake
Palomitas de maíz	Popcorn
Un monociclo	A unicycle
Una tabla de surf	A surfboard
Azul	Blue
Rojo	Red
Verde	Green
Amarillo	Yellow
¡Mira! ¡Un pulpo!	Look! An octopus!
¿Dónde?	Where?
¡Allí!	There!
¡Sí! ¡Es un pulpo rosa!	Yes! It's a pink octopus! (masculine)
¿Dónde está la cometa?	Where is the kite?
¡No sé!	I don't know!
¡Mira! ¿Está allí?	Look! Is it there?
¡Sí! ¡La cometa grande está aquí!	Yes! The big kite is here! (feminine)
¿Dónde está el globo?	Where is the balloon?
¡Sí! ¡El globo verde está aquí!	Yes! The green balloon is here! (masculine)
¡Bravo!	Bravo!

Song

The 'Days of the week' song features two Polyglots characters preparing the theatre for the showtime over the course of a week.

Australian Curriculum links

Communicating:

- Socialising – Participate in guided group activities such as games, performances, songs and rhymes, using modelled repetitive language (ACLSPC110)

Understanding:

- Systems of language – Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in writing (ACLSPU120)

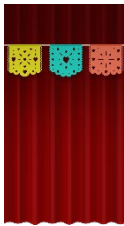
Cultural references



Sometimes known as the Spanish guitar, this is used to play classical music. This acoustic wooden guitar with nylon strings has a warm, smooth tone. Spanish guitarist and composer Francisco Tárrega is considered the father of modern classical guitar playing.



The flamenco dancer skilfully clicks the castanets that she holds in her hands, stamps her feet, as well as using posture and arm gestures to express emotion. Flamenco performances also includes singing, guitar playing, hand clapping and finger snapping.



The 'papel picado' is the remarkable Mexican folk art of perforated paper design. Often featuring birds and flowers, these designs are used to make banners for religious and other celebrations. Designs used for el Día de los Muertos (the Day of the Dead) celebrations in Mexico display skulls or skeletons.



The cork oak survived the ice age, and loves growing in south-western Spain. Most of these oaks grow from an acorn to live for about 200 years. Cork is this oak's outer layer of bark. After 25 years, cork can be carefully harvested (stripped) from a tree every nine or ten years, without harming the tree!



Soccer ('fútbol') is the most popular sport in Spain and is played professionally across South and Central America, and Mexico. Spain won the FIFA World Cup in 2010, while another Spanish-speaking country, Argentina, was runner up in 2014.



Spanish-speakers love a chilled horchata drink on a hot day! In Spain it is called horchata de chufa, as it made from the juice of soaked and pounded tiger nuts (chufas) that grow in Valencia, with sugar added. It feels a bit like soy or almond milk when you drink it, but tastes different. In Mexico, horchata is made with rice milk.

'Days of the week' song lyrics

Spanish	English
¡Es la hora del concierto!	It's concert/showtime!
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday
<i>Repeat days of week</i>	<i>Repeat days of week</i>
¡Buena suerte a todos!	Good luck everyone!

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