

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource: Zipi y Zape y la Isla del Capitán (Zip & Zap And The Captain's Island)

Spanish language resource for Levels 2, 3 and 4

Created by Gordon Mackenzie

Discovery Film Festival: Sat 21 October - Sun 5 November 2017

[discoveryfilmfestival.org.uk](http://discoveryfilmfestival.org.uk)

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## Introduction

Discovery Learning Resources give you exciting classroom activities to enhance Curriculum for Excellence delivery.

They are created by classroom teachers and education professionals. Each resource aims to:

- support and extend working with film in the classroom
- help prepare teachers for a class visit to a Discovery Film Festival film and to extend the impact of that visit for delivery of CfE
- develop confidence in Moving Image Education approaches and working with 21st Century Literacy / moving image texts

Each resource is free and available to download from

[www.discoveryfilmfestival.org.uk/resources](http://www.discoveryfilmfestival.org.uk/resources)



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## Zipi y Zape y la Isla del Capitán (Zip and Zap and the Captain's Island)

Dir: Oskar Santos  
Spain 2016 / 1h45m  
Spanish with English subtitles

### Synopsis

It's Christmas and Zip and Zap are up to their old tricks. But this time they've gone too far and their punishment will be no Christmas vacation and a seemingly boring boat ride with their parents instead. To their surprise, the destination is a spectacular remote island. But a terrifying storm rolls in and they're forced to seek shelter at a mansion belonging to the eccentric Miss Pam, where children without families enjoy a paradise with no rules. Helped by their new friends, Flecky, Macky and Pippi, the brothers discover that their parents' sudden disappearance in the middle of the night is related to the mysterious secret behind the island and its strange inhabitants.

**Trailer:** [www.youtube.com/watch?v=ljr0871vzfU](http://www.youtube.com/watch?v=ljr0871vzfU)



## Before watching the film

### Activity 1



Show the original Spanish poster (below) to the class. Six main characters are numbered. Use the clues below to match the descriptions of each character to a number on the poster. Unusual words that may require a dictionary are in **bold**.

**Zip** es una protagonista, y tiene el pelo rubio y demasiado largo. Es inteligente, y tengo los ojos marrones.

**Zap** es la otra protagonista, y tiene el pelo castaño, y una **honda**. Es menos grande que Zip.

**Señorita Pam** es adulta, con los ojos azules. Lleva una chaqueta roja.

**Flecky** tiene gafas y lleva dos **coletas** lisas. Es muy habladora.

**Macky** tiene el pelo negro, y es aterrado. Es un poco agresivo.

**Pippi** es pelirroja, con el pelo rizado y largo. No tiene gafas. Le gusta mucho leer y los **cuentos**.

Once all six main characters are named, give the class five minutes to come up with three more words to describe each character in English, based on how they are portrayed in the poster. Then ask for these words to be looked up in a dictionary to find the Spanish – being careful to pick the feminine form of the word for Pippi, Flecky and Señorita Pam!

Poster





## Activity 2

Ask the class to skim through the official plot summary below in Spanish, focusing on familiar words or key words that look like English. These have been put in **bold**.

Llegan las **navidades** y Zipi y Zape la vuelven a liar parda. Esta vez la travesura es tan grande que son castigados **sin vacaciones** y obligados a **acompañar** a sus padres a lo que **parece** ser un **aburrido** viaje en **barco**. Para su **sorpresa**, el **destino** es una **espectacular** y **remota isla**. Una **terrible** tormenta les obliga a refugiarse en la **mansión** de la divertida señorita Pam, donde **niños sin familia** disfrutaban de un lugar sin reglas. Ayudados por Pippi, Macky y Flecky, Zipi y Zape **descubren** que la repentina desaparición de sus padres en medio de la **noche** guarda relación con el **secreto** que encierran la **misteriosa** isla y sus extraños **habitantes**.

Navidad =

Isla =

Sin vacaciones =

Terrible =

Acompañar =

Mansión =

Padres =

Niños sin familia =

Aburrido =

Descubren =

Barco =

Noche =

Sorpresa =

Secreto =

Destino =

Misteriosa =

Espectacular =

Habitantes =

Remota =

Activity 2 (continued)

Using the key words, ask pupils to write down a short plot summary in English as to what they think happens in the film. This can be based on a combination of the Spanish key words above and looking at the poster below.



Activity 3



Having predicted what could happen, watch the trailer (Spanish with English subtitles) - <https://www.youtube.com/watch?v=ljr0871vzfU>. Does this change your ideas about what happens in the film?

Using one of the sentence starters below, write a Spanish sentence to describe what you think about the trailer.

Me encanta el tráiler, porque...

Me gusta el tráiler, porque...

No me gusta el tráiler, porque...

Useful words

muy

demasiado

un poco

interesante

aburrido

apasionante

gracioso

largo

terrible



.....

## After watching the film

### Activity 1



In the film, Senorita Pam’s children greet new people backwards. In the English subtitles, this is “Emoclew!”. What English word is this backwards? In Spanish, the word is “¡Sodinevneib!”. What word is this in Spanish?

Here are a few more lines from the film backwards in Spanish. Can you work out what the line means in English, and whereabouts it came in the film?

- 1) “.epaZ y ipiZ somoS”
- 2) “!odnum led serdap seroep sol sioSj”
- 3) “.acinú añin anu se ipiP”
- 4) “.anicidem im se ratnaC”
- 5) “.sotnot nos sonom soL”
- 6) “ !elbisivni erbmoh le se nóicceloc im nej”

Now try writing three backwards sentences of Spanish of your own – can anyone work out what they mean?



## Activity 2

Sor Enriqueta sings Zip and Zap a welcome song that rhymes, and asks them to complete each line with a rhyme of their own.

Read the verses of the song below, and hear the words in your head as you read. Pick the correct word that rhymes to finish each line!

*En una preciosa isla vivimos los niños perdidos,*

zapatos	aburridos	ensaladas	perros coches
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*En el hogar de la infancia nunca estamos \_\_\_\_\_*

*Prepárate a disfrutar, y atrévete a ser tú mismo,*

helados	me gusta	optimismo	encantado
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*Cuando no te dicen no, todo es \_\_\_\_\_.*

*Hagas lo que hagas da igual.*

*Sin reglas no hay límites, todo es \_\_\_\_\_.*

animales	cuenta	dinero	genial
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### Too easy? Try thinking of a rhyme to fit this line in English!

Jaime's like a robot, a robot with one hand.

He can dust and paint and sweep, \_\_\_\_\_.

### And what about the same line in Spanish? The same word might not work!

Jaime parece un robot. Al menos su mano lo es.

Y quita el polvo, y pinta, y barre, y \_\_\_\_\_.




### Activity 3

Below are eight screencaps from the film. Can you put them into the correct order as they happen in the film, and match each to a descriptive sentence?



Activity 3 (continued)





### **Activity 3 (continued)**

Zip, Zap y sus padres comen con Señorita Pam.

La familia llega a una mansión.

El gorila ha construido una barca.


Macky y Flecky salen de una máquina misteriosa.

Los hermanos descubren un árbol de Navidad enorme.

Ellos están en un submarino.

Los niños se encuentran con Pippi.

En el bosque, Zip y Zap son atrapados.



## Activity 4 – Negatives

Zip and Zap are often told not to do something, or faced with a character who cannot do something. Several specific negative words are used:

**no**, meaning “not”

**nunca**, meaning “never”

**nadie**, meaning “nobody”

and **nada**, meaning “nothing”.

Here is an example of each from the film:

**Zip:** “Esta relación no funciona” “This relationship isn’t working.”

**Flecky:** “No me apetece hablar nada” “I don’t feel like talking about nothing.”

**Señorita Pam:** “Nunca he querido tener un padre” “I never wanted a father.”

**Children singing:** “Nadie le ha visto reír” “We’ve never seen him smile.”

**Can you put the right word (no, nada, nunca or nadie) into the gaps in these sentences so that they make sense?**

**Mum:** “\_\_\_\_\_ resoples” “Do not sigh”

**Señorita Pam:** “La vida \_\_\_\_\_ ha sido demasiado justa con estos niños.”  
“Life has not been fair to these kids.”

**Pippi:** “No me sorprende \_\_\_\_\_” “Nothing would surprise me”

**Jaime:** “\_\_\_\_\_ supe dónde la guardó” “I never found out where she put it”

**Pippi:** “\_\_\_\_\_ nos cuenta nada” “They never tell us anything”

**What about putting a negative into both the Spanish and English sentences?**

**Pippi:** “Y decido que \_\_\_\_\_ se va” “I’ve decided that \_\_\_\_\_’s leaving”

**Zip:** “ Por favor, Pippi, no le hagas \_\_\_\_\_” “Please, Pippi, do \_\_\_\_\_ to them”

**Señorita Pam:** “\_\_\_\_\_ he impuesto normas a mis niños”  
“I \_\_\_\_\_ impose rules on my children”

**Señorita Pam:** “Lo siento pero \_\_\_\_\_ me interesa su novela.”  
“I’m sorry, your novel does \_\_\_\_\_ interest me”

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## Activity 5 – Questions for a Gorilla



In the film, Detective Holgado is transformed into a gorilla that can understand human speech. Imagine you are faced with a gorilla that can speak – but only in Spanish!

What questions would you ask your gorilla about his life? These can be in English, but try to come up with at least five questions.

Once you have written your questions, switch your work with a partner. Each of you now imagine that you are the gorilla, and reply in Spanish. Think about what a gorilla would really be thinking!

## Activity 6 - Reviews

Look at these extracts from Spanish film reviews below. Cut them out, and sort them into three piles: reviews that are positive about the film, reviews that are negative and reviews that are in the middle.

*Zipi y Zape en la isla del capitán* es una estupenda película de aventuras, y de producción de enormes méritos, buenos efectos especiales

**El Pais, 28/07/16**

Poca gracia, poca acción y poco espectáculo y la ingenuidad parece que debe ser suficiente para satisfacer al público infantil.

**El Mundo, 28/07/16**

**Lo mejor:** los dos nuevos protagonistas.

**Lo peor:** cierta borrachera de efectos al final

**Fotogramas.es, 28/07/16**

Otra cosa es la relativa insatisfacción que produce un proyecto que invoca un elemento de nuestra memoria sentimental

**ABC, 28/07/16**

Un espacio imaginario habitado por personajes memorables, como ... esa monja psicótica que pierde los papeles cuando detecta signos de insubordinación a su alrededor.

**El Periodico, 29/07/16**

Odio esta película, no era súper. No me gusta los efectos especiales y detesto todos los niños!

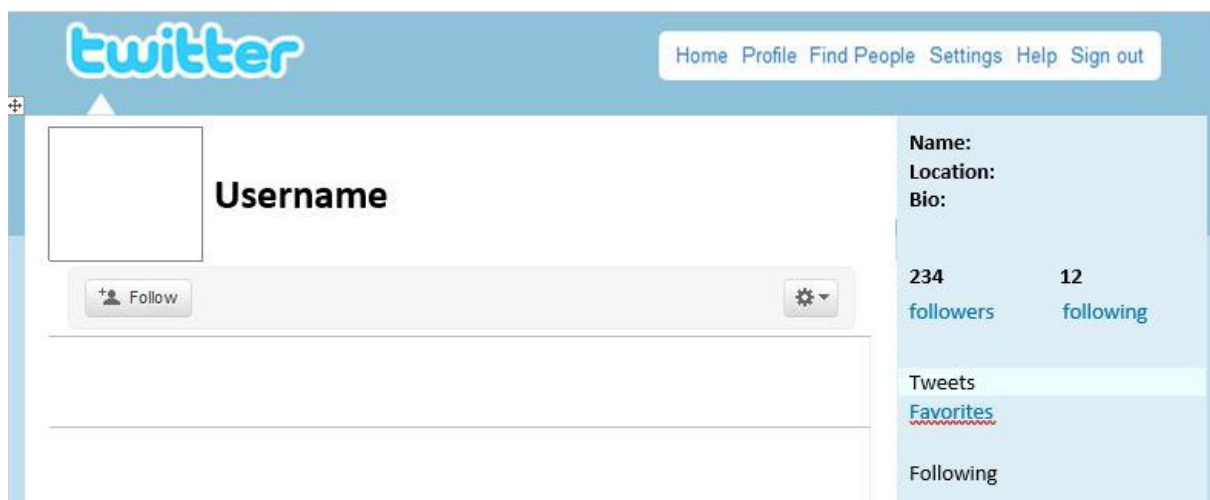
**Sensacine.com, 01/10/16**

En general *Zipi y Zape y la isla del Capitán* es una buena película de entretenimiento para todos los públicos que hará las delicias de niños y mayores. Bien hecha, bien llevada y con unas buenas actuaciones.

**Sensacine.com, 25/07/16**

Look at the reviews you have sorted above. What was the key word or words that let you know what the authors felt?

Which review is closest to your own opinion of the film? Write a tweet sharing your opinion in Spanish – remember, a tweet can only contain 140 characters including spaces!







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## Evaluating this resource

We hope that you found this resource useful and appropriate.

Please do send us film reviews, letters from your pupils, documentation of classwork and your feedback by e-mailing [mike.tait@dca.org.uk](mailto:mike.tait@dca.org.uk)

## Would you make a good Discovery Film Festival Case Study?

We are seeking a number of simple Case Studies in how teachers have used or are using Discovery films in the classroom across Curriculum for Excellence and across the Levels.

Any case studies that we develop would be intended for presentation on GLOW, the Creativity Portal and on Discovery Film Festival websites. We have a simple template to be completed and are keen to have classwork and documentation included.

If you would like to be a Discovery Case Study please e-mail [sarah.derrick@dca.org.uk](mailto:sarah.derrick@dca.org.uk)