

# Topic 1 Greetings

The purpose of this topic is to ensure that children can greet each other by responding and saying *¡Buenos días!*, *¡Hola!* and *¡Adiós!* It is also to familiarise children with new sounds and to encourage them to speak and practise customs, even if they make mistakes, in order to gain confidence.

## Learning objectives

### Children learn:

- to say hello (distinguish between formal (*¡Buenos días!*) and informal (*¡Hola!*))
- to say goodbye (*¡Adiós!*)
- greeting customs (shaking hands, kissing on each cheek one, two, three or four times)

## Learning outcomes

### Children learn:

- to respond to and understand the meaning of *buenos días*, *hola*, *adiós*, *gracias* and *hasta luego*
- to say the words *buenos días*, *hola*, *adiós*, *gracias* and *hasta luego* in the correct contexts

## Resources

- Map of Spain and globe (to show position of Spain in relation to other countries)
- Pictures of Spanish places and people
- Puppets (optional)
- Name badges (optional)
- Photocopiable sheet 1
- Activity sheets 1 and 2
- CD Section 1 Topic 1

## Advance preparation

- Familiarise yourself with the topic vocabulary from the CD, practise pronunciation and ensure that you understand the meaning of all the words.
- Photocopy Activity sheet 1, one for each child.
- Photocopy Activity sheet 2, one for each pair of children.
- Enlarge, photocopy, cut up (and laminate if necessary) Photocopiable sheet 1, one set between each pair of children.
- Prepare laminated Spanish name badges for children (optional). Consider allocating Spanish names to those children whose names don't sound very Spanish. Here are some examples of Spanish names: *Alberto*, *Alejandro*, *Carlos*, *Javier*,

*Marcos*, *Pablo* and *Sergio* for boys. *Ana*, *Claudia*, *Elena*, *Lucía*, *María* and *Marta* for girls. You can find more Spanish names on the Internet by visiting [www.spanishromance.com/spanish-language/names](http://www.spanishromance.com/spanish-language/names) or [www.babynames.org.uk/spanish-baby-names.htm](http://www.babynames.org.uk/spanish-baby-names.htm)

- Prepare a picture of the Spanish flag for Activity 5.
- Make sure that you have a map of Spain large enough for children to be able to identify the main towns (for Activity 5).

## Programme of study

- 1a** how to use and respond to the foreign language
- 1b** how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness
- 1c** correct pronunciation and intonation
- 1f** how to use contexts and clues to interpret meaning
- 2b** considering their own culture and comparing it with others

## KS2 Framework for languages

- 03.2** Recognise and respond to sound patterns and words
- 03.3** Perform simple communicative tasks using single words, phrases and short sentences
- 03.4** Listen attentively and understand instructions, everyday classroom language and praise words
- L3.1** Recognise some familiar words in written form
- L3.3** Experiment with the writing of simple words
- IU3.1** Learn about the different languages spoken by children in the school
- IU3.2** Locate country/countries where the language is spoken
- IU3.3** Identify social conventions at home and in other cultures

**IU3.4** Make indirect or direct contact with the country/countries where the language is spoken

## Vocabulary

<i>¡Buenos días!</i>	Good morning (literally 'good day!' and more formal than <i>¡hola!</i> )
<i>¡Hola!</i>	Hello!
<i>¡Adiós!</i>	Goodbye!
<i>¡Hasta luego!</i>	See you later!
<i>gracias</i>	thank you
<i>¡Excelente!</i>	Excellent!
<i>¡Genial!</i>	Brilliant!
<i>muy bien</i>	very good

## Prior learning

It is assumed that the children have no previous knowledge of Spanish, but their learning will be enhanced if they already know:

- the English alphabet;
- how to put words into alphabetical order;
- where Spain is and the concept that different languages are spoken in different countries.

## Differentiation

- Pair higher ability children with lower ability children during role-play/conversation activities.
- Higher ability children will be able to complete the map in Activity 5 independently.

## Starter

- Ask if any of the children have been to Spain. Look at Spain on a map or globe and then look at the pictures of Spanish places and people. Discuss holidays/visits/Spanish friends or family.
- Leave the classroom and re-enter. Move round the class shaking children's hands and saying *¡Buenos días!* in a lively way. Encourage the children to move round the classroom and greet each other in the same way.
- Praise the children regularly, e.g. *¡Excelente, Laura!*, *¡Muy bien, Marcos!* or *¡Genial, Javier!*
- Throughout, ensure that each child has had the chance to speak. Be aware of children who are not participating and encourage them to join in.

## Cross-curricular activities

- 03.2** Recognise and respond to sound patterns and words  
NC English KS2 Listening: To identify and respond to sound patterns in language (Activities 1–6)
- IU3.2** Locate country/countries where the language is spoken  
NC Geography 3b: The location of places and environments they study (Activities 1 and 6)
- IU3.3** Identify social conventions at home and in other cultures  
NC PSHE 4f: To think about the lives of people living in other places and times and people with different values and customs (Activities 1–5)
- L3.1** Recognise some familiar words in written form  
NC English KS2 Reading 1b: Use word recognition and graphic knowledge (Activities 1–4)

## Assessment

**The children's understanding can be assessed by their ability:**

- to understand, say and respond to greetings
- Listen carefully to their accent and intonation, and correct appropriately through repetition.

## Activity 1

- Say *¡Hola!* and ask the children to repeat. You could use puppets for role-play and get the children to work in pairs to consolidate.
- If a Teaching Assistant (TA) is present, demonstrate kissing on both cheeks as a greeting and ask the children to greet each other. Be prepared for hilarity and reluctance! Explain that the greeting is usually between people who know each other and that there can be regional variations (up to four kisses!).
- Use puppets to say *¡Hola!* Repeat role-play as before and ensure correct pronunciation.
- Ask the children why they think this greeting is different and what it means. Elicit 'hi!' or similar, and explain that this familiar form of address is used by children, friends, teenagers and family. Ensure that they have understood the concept of formal/informal greetings by using plenty of practice.

## Activity 2

- Wave, turn away and as you are going out of the door say *¡Adiós!* Encourage the children to wave and join in.
- Explain the meaning of *hasta luego* (see you later) and ensure that the children can pronounce it correctly.
- At this point you might like to introduce the children to *¡Diga!* or *¡Dígame!*, which is the greeting used to answer the telephone.

## Activity 3

- Give a copy of Activity sheet 1 to each child. The children complete the speech bubbles with either *¡Buenos días!*, *¡Hola!* or *¡Adiós!* To help them, the words are provided at the bottom of the sheet.

## Activity 4

- Give a set of laminated cards (Photocopiable sheet 1) to pairs of children. Children place the pictures face down and take turns to turn two over according to whether the character should say *¡Buenos días!*, *¡Hola!* or *¡Adiós!* For example, two teenagers would say *hola*, two adults might say *buenos días* and a teenager and child would say *hola*. Children should also act out whether characters are likely to shake hands or kiss each other on the cheek.
- Explain the meaning of *gracias* and teach the children to say it when they receive their cards. Ensure that they can pronounce it correctly.

## Activity 5

- Look again at the location of Spain on the map or globe and show children a picture of the Spanish flag.
- Show children the names of the following places in Spain: Madrid, Barcelona, Granada, Sevilla, Santiago, Bilbao. Activity sheet 2 (to be completed in pairs) asks the children to add the names on to their copy of the map.

## Plenary

Ask pairs of children to role-play greetings to the rest of the class.

## Extension activities

- Use the greetings at any time during the school day for reinforcement.

## Out-of-school learning


- Encourage the children to use greetings at home and with friends.
- Ask the children to look out for Spanish-made products in shops and at home.
- Ask them also to look out for Spanish books in shops and television programmes.

# Photocopiable sheet 1

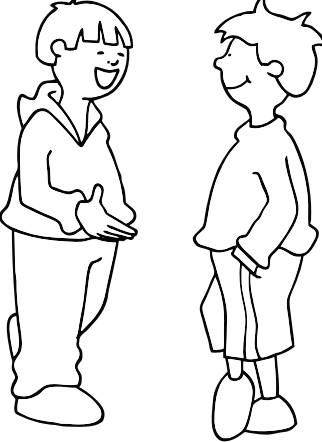


# Activity sheet 1

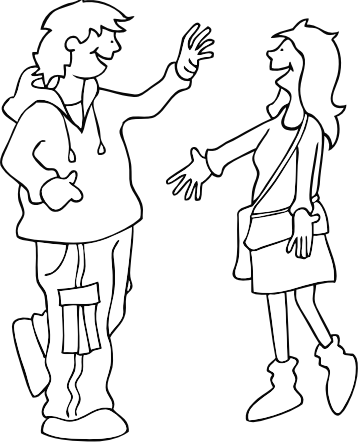
Fill in the correct greeting for each pair of characters.  
 Choose the words from the box at the bottom of the page.  
 The first one has been done for you.




.....  
**¡Adiós!**




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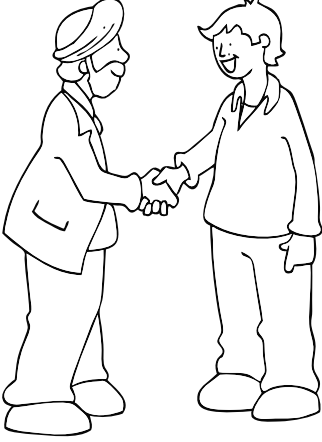
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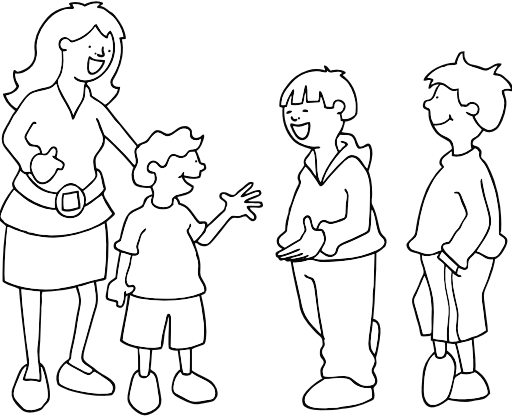
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**¡Buenos días!**

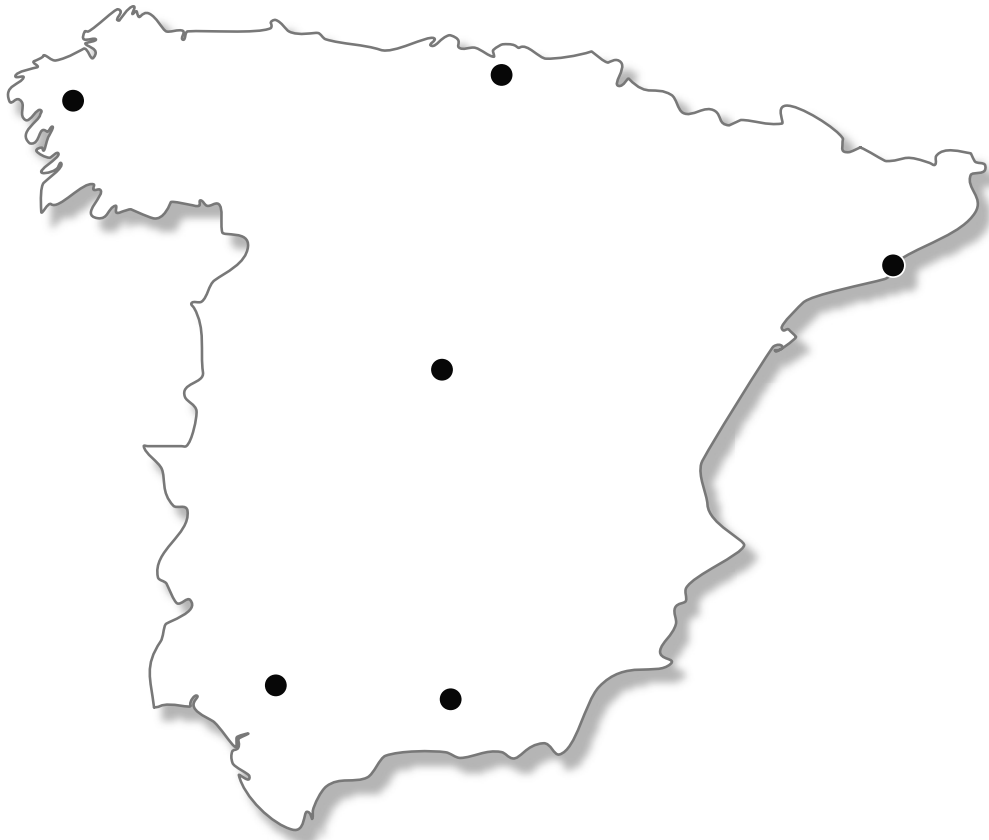
**¡Hola!**

**¡Adiós!**

**¡Hasta luego!**

# Activity sheet 2

Fill in the names of the Spanish towns on the map.  
Then colour in the Spanish flag.



Madrid

Bilbao

Barcelona

Sevilla

Santiago

Granada

