



1. Watch the episode (Introductions)

Time required: 5 - 10 minutes

Videos

The following videos (available online at www.speekee.com/teachers) are required for this activity:

- Complete episode

Activity

This level is all about saying hello and goodbye, introducing yourself and finding out other people's names. The 4 minute video clip shows the Spanish children using all the relevant vocabulary.

Before playing the video you can talk with the children about what phrases they think would be useful if they arrived in Spain and wanted to make some new friends. Maybe they already know some of the words and phrases?



2. Hola

Time required: 10 - 15 minutes

Learning Outcomes - I can:

- say hello

Target Language

- Hola - Hello

Videos

The following videos (available online at www.speekee.com/teachers) are required for this activity:

- Saying Hello

Activity

In the video clip all the Spanish children wave and say "Hola" (Hello).

This activity is suitable to start any class on any day of the school week! The children form a column facing you. The first child says "Hola", waving to you at the same time, then goes to the back of the column. Then it's the next child's turn. And so on. Each child has two turns.

You can use praise words for each child's performance (the more extrovert the better!): "Perfecto", "Sensacional", "Fenomenal". These three examples work well because they are cognates (words which sound similar in different languages).

Extension

Encourage the children to praise each other's efforts in this activity - and as many others as possible as you go along! - using these words.



"HOLA"



3. Adiós

Time required: 10 - 15 minutes

Learning Outcomes - I can:

- say goodbye

Target Language

- Adiós - Goodbye

Videos

The following videos (available online at www.speekee.com/teachers) are required for this activity:

- Saying Goodbye

Activity

The video clip shows Joe saying goodbye to each of his Spanish friends.

Gather the children together in small groups. One child in a group says "Adiós" to each of the others in the group and they disappear out of shot (you can video this activity and play it back to the children for language reinforcement). They can add the name of the person they are saying goodbye to after the word Adiós. For example, "Adiós Sam".

You can use praise words again for each child's performance. This time, emphasise the syllables when you say them: "Per-fec-to", "Sen-sa-cio-nal", "Fe-no-me-nal."



4. Introductions

Time required: 10 - 15 minutes

Learning Outcomes - I can:

- tell someone my name
- use the present tense

Target Language

- Me llamo - My name is

Videos

The following videos (available online at www.speekee.com/teachers) are required for this activity:

- My name is _____

Activity

In the video clip some of the Spanish children introduce themselves.

In Spanish 'My name is' is literally 'I call myself': "Me llamo". Arrange the children into a line with the most confident children first to perform. Each child steps away from the group and introduces themselves to you. For example, "Me llamo Stacey" (My name is Stacey). As they do so, they point to themselves for emphasis.

By now all the children should be familiar with at least some of the praise words you have used, so they can praise their fellow students as they perform. Finally, the children complete the worksheet (see download with this activity) by copying the words and drawing an image of themselves or of a friend.

Downloadable Resources

[Introductions](#)



5. The Drill

Time required: 10 - 15 minutes

Learning Outcomes - I can:

- introduce myself in basic terms

Target Language

- Hola, me llamo ____ - Hello, my name is ____

Videos

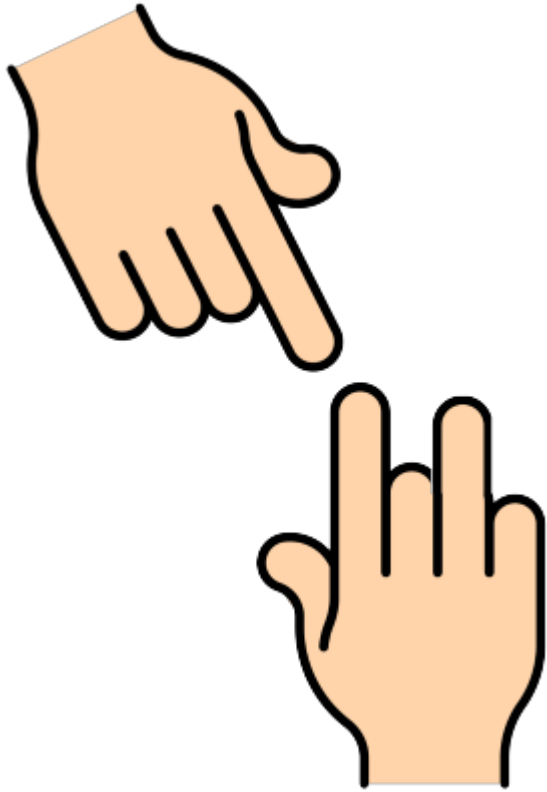
The following videos (available online at www.speekee.com/teachers) are required for this activity:

- Hello, my name is ____

Activity

In the video clip we meet some more of the Spanish children.

Now let's combine a word and a phrase. Use a 'finger drill' technique whereby you hold up a finger on one hand for each word you say. In this case, four fingers for: "Hola, me llamo (child's name)." Use your other hand to make clear which finger represents which word. Repeat several times before you get the children to copy (inserting their own names of course). Point to any of the four fingers and the children should be able to say which word that finger represents. Use this effective drilling technique at any time during the course of your Spanish lessons with the children.





6. Names Q & A

Time required: 10 - 15 minutes

Learning Outcomes - I can:

- ask someone their name
- recognise question formation
- tell someone my name

Target Language

- ¿Cómo te llamas? - What's your name?
- Me llamo ____ - My name is ____

Videos

The following videos (available online at www.speekee.com/teachers) are required for this activity:

- What's your name?

Activity

The video clip from the previous activity is repeated for this one.

In Spanish 'What's your name?' is literally 'How do you call yourself?': "¿Cómo te llamas?" Two question marks are used, the first of which is upside down, to signify the start and end of a question. This is quite clever if you think about it - questions in English can only be identified by the question mark at the end of the sentence, whereas in Spanish you can tell when the question starts!

Pair up the children for this activity so they can ask and respond to the question.

Extension

A more complex variation would be to have one child asking the question to other members of the class who respond in turn.



7. Name shuffle

Time required: 10 - 15 minutes

Learning Outcomes - I can:

- say who someone is

Target Language

- Él es - He is
- Ella es - She is

Videos

The following videos (available online at www.speekee.com/teachers) are required for this activity:

- He is / She is

Activity

Each of the children writes their name on separate pieces of card. You shuffle the cards and then reveal the first name. At this point the corresponding child introduces themselves eg "Hola, me llamo Michael." Then you confirm the child's name using the appropriate pronoun He or She. Using the same example, this would be "Él es Michael" (He is Michael). For a girl, it would be "Ella es Carla". As the children get used to differentiating between 'He is' and 'She is' they can practice it themselves, following your lead, as their fellow students do their introductions.

Extension

Show a selection of famous faces for the children to identify using the same language from this activity.



8. Birthday cards

Time required: 15 - 20 minutes

Learning Outcomes - I can:

- ask someone their age

Target Language

- ¿Cuántos años tienes? - How old are you?

Videos

The following videos (available online at www.speekee.com/teachers) are required for this activity:

- How old are you?

Activity

In the video clip we learn the ages of some of the Spanish children.

PART ONE. "¿Cuántos años tienes?" (How old are you?). There's that inverted question mark again! Also note the different accents placed over two of the letters in this sentence. The first accent means that letter is stressed when the word is spoken. Meanwhile, the squiggle over the letter n means it is pronounced as if it were followed by the letter y (so 'años' sounds like 'anyos').

The children write out the question inside blank birthday cards and add an image of a birthday cake with the number of candles matching their age. In the next activity the children complete their birthday cards.





9. Number decorating

Time required: 10 - 15 minutes

Learning Outcomes - I can:

- say my age

Target Language

- Tengo ___ años - I am ___ years old

Videos

The following videos (available online at www.speekee.com/teachers) are required for this activity:

- I am ___ years old

Activity

The video clip highlights ages again.

PART TWO. These are the numbers 1-12 in Spanish: Uno, Dos, Tres, Cuatro, Cinco, Seis, Siete, Ocho, Nueve, Diez, Once, Doce. You may have noticed that Spanish is very straightforward to read; there are no complications with pronunciation because every word is said as it is spelled.

In this activity, first the children draw and decorate the number which is also their age. Next, practice repeating out loud with the children the numbers which reflect their ages. Then the children can hold up their birthday cards (from the previous activity) and point to the number as they say it. Now you demonstrate with one of the cards how the children say their ages. For example, if Rebecca is eleven years old, you hold up her card and say: "Tengo once años". Add the question the children wrote in the previous activity: "Cuántos años tienes?" (How old are you?).

Extension

Why not revise how to say names too, for example "Me llamo Rebecca. Tengo once años." (My name is Rebecca. I am eleven years old). The children follow your lead.



10. Level 1 revision

Time required: 15 - 20 minutes

Activity

Now you can put all the information together from Level 1 to form simple but informative personal introductions. Once you have given a couple of examples, all you need to do is name the child who will copy the model. For example, if the child is 10-year-old Sebastian, he will say: "Hola, me llamo Sebastian. Tengo diez años. ¡Adiós!" (Hello, my name is Sebastian. I am ten years old. Goodbye!).

A possible extension to the activity is to name the child in question and for all the children to write the correct personal information. For example, Beth: "Hola, me llamo Beth. Tengo nueve años."



11. Watch the episode (Introductions)

Time required: 5 - 10 minutes

Videos

The following videos (available online at www.speeker.com/teachers) are required for this activity:

- Complete episode

Activity

After watching the video together, review the language that the Spanish children used. The children will have picked up much of the language just by watching and listening. What can they remember?