



Say Hello Differently

Topic: Greetings in different languages



 45 minutes

 from 8 years (from grade 2)

Necessary material/Preparation

- music player
- rhythmic and instrumental music
- worksheets
- notes with the greeting »Hello« in 6 different languages
- internet access und computer for students

Learning objective/Skills

The learners

- learn how to greet someone in different languages.
- learn and recognize the difference between written and spoken greetings »Hello«.
- can recognize specific plotted greetings, can match the languages and countries and pronounce them correctly.
- learn that nonverbal communication is important.

Arrangement

Plenum, group work, partner work

Lesson plan

The learners deal with the greeting »Hello«. They hear greetings and questions in different languages, look at the written phrases, try to read them, pronounce them, range them in groups and assign them to the countries. They learn that nonverbal and verbal communication cannot be examined separately.

Detailed description of the most important activities

Activities	Comments
<p>1. The learners move around the room (instrumental and rhythmic music playing in the background) and follow the instructions:</p> <ul style="list-style-type: none"> ▪ We move around the room and do not disturb anyone. ▪ When we cross somebody, we look them friendly in the eyes (We do not laugh!). ▪ We greet each other, everything is allowed except speaking. ▪ We greet each other with the help of facial expressions and a greeting. 	<p>The teacher is actively taking part in the activity and the students imitate him/her.</p>
<p>2. The learners tell what the nonverbal and verbal greetings imparted them. The teacher leads the conversation with the help of questions e.g.:</p> <ul style="list-style-type: none"> ▪ What was nicer, the mimic greeting or the greeting with the help of words? ▪ When do we greet each other only with eye contact and facial expressions and when do we use words for that? ▪ Is a friendly greeting with impolite nonverbal support still friendly? etc. 	<p>The conversation is held in a language every student understands.</p>
<p>3. How do we greet each other in different languages? The learners activate their prior knowledge and collect greetings they know in their mother tongue and in other languages.</p>	<p>The teacher asks everyone to name greetings especially students with other mother tongues. The students help the teacher to write down the greetings on the blackboard in their original language.</p>
<p>4. The teacher suggests to research the greeting »Hello« in different languages (the starting point is the official language spoken in class):</p> <ul style="list-style-type: none"> ▪ The teacher plays greetings in different languages to the students ▪ The learners recollect what they heard and what greetings they know or recognize ▪ What do all the greeting have in common? (they are linguistically similar, most of them consist of two parts). 	<p>The recordings, worksheets and greetings are available in 6 different languages (German, French, Spanish, Hungarian, Slovenian, Serbian). The teacher can update the offer as desired.</p>
<p>5. The teacher plays all greetings to the class once again. The students get the written greetings on sheets and try to put them in order just as in the recording.</p>	<p>The teacher has two recordings available in which all greetings are played sequentially, but in two different orders.</p> <p>See worksheet 1.</p>
<p>6. In group work the students assign the greetings to different groups. They determine the criteria of the groups themselves. In plenary, they try to reconstruct the criteria for the assignments to the groups.</p>	<p>If needed, the teacher can suggest criteria e.g. known writing, unknown writing; two-part greeting, one-part greeting; sounds similar/different etc.</p>
<p>7. The teacher plays the recording to the class once again. The students get two different sheets with greetings in the different languages and the languages themselves on them. Together they create an illustration for the blackboard and decide which greeting belongs to which language.</p>	<p>Illustrations for the blackboard as in the sample</p> <p>See worksheet 1.</p>

<p>8. Then, the learners complete a similar worksheet just as the illustration on the blackboard.</p>	<p>The learners work on the worksheets and consolidate their acquired skills.</p> <p>See worksheet 2.</p>
<p>9. The learners do research on the website http://lingvo.info and on other websites and try to add at least two new greetings and languages to the repertoire for the word »Hello«.</p>	<p>The learners choose the languages by themselves or in pairs and research the salutation »Hello«</p> <p>See worksheet 2.</p>
<p>10. Differentiated work: High-achieving learners can research the greeting “Guten Tag” in English.</p>	<p>The research leads to the conclusion that in the English language there is no direct equivalent to „Guten Tag”.</p> <p>Furthermore, the students can analyse what the linguistic equivalents to <i>good morning, good afternoon, good evening</i> in the languages (German, Serbian, French...) relevant for this unit are.</p> <p>See worksheet 2.</p>
<p>11. The learners move around in the room (musical accompaniment, similar to the beginning). They greet each other nonverbally, then verbally. For that they choose different greetings that are compiled beforehand or the teacher sets different greetings and the learners repeat them.</p>	<p>For this activity it is very important that the students control the room and master the verbal and nonverbal terms.</p>

Worksheet 1

GERMAN	FRENCH	SPANISH
HUNGARIAN	SLOVENIAN	SERBIAN

Guten Tag.	Bonjour.	Buenos días.
Jó napot.	Dober dan.	Добар дан.

Exemplary illustration for the blackboard

Slovenian	Dober dan.
Hungarian	Jó napot.
Spanish	Buenos días.
German	Guten Tag.
French	Bonjour.
Serbian	Добар дан.

Worksheet 2

Language	Greeting
German	Guten Tag.
Your proposal:	