Ponto de controlo 2

This is an appropriate point to review and/or assess progress, and the activities on pages 67 to 70 are designed for this purpose.

The following activities could be used for extension work:

• Learners could work in twos or threes to produce some directions, as in Activity 11, for others to follow.

• To practise food vocabulary, with learners sitting in a circle, one person starts by saying Dê-me and an item of his/her choice, e.g. um quilo de tomates. Working clockwise, the next person repeats this and adds an item Dê-me um quilo de tomates e três bananas. This continues round the group with everyone adding an item for as long as possible. A very large class can be divided into smaller groups. (This activity is also useful for revising vocabulary relating to ordering drinks in a café and food in a restaurant.)

• To practise numbers, learners in groups of four use dice to build random four-figure numbers according to the throw of the die. e.g:

  A throws a 3 and says três
  B throws a 6 and says trinta e seis
  C throws a 5 and says trezentos e sessenta e cinco
  D throws a 2 and says três mil seiscentos e cinquenta e dois.

The following are examples of situations used either as tutor-learner role plays, learner-learner role plays or as information-gap activities with information supplied to one partner:

• You have just arrived in an Portuguese resort and need some local information:
  o whether there’s a supermarket nearby
  o if it’s open on Sunday
  o if there’s a swimming pool
  o where the tourist office is

• You go to the local shop to buy:
  o suitable quantities of milk, bread rolls, fruit, wine for a family
  o postcards and stamps
  o a phone card