Unit 1 – Bom dia!

Activities

C 1.1 Getting to know people pages 8–11
G 1.2 Exchanging names pages 10–11
G 1.3 Greetings and goodbyes pages 8–11

1.1 Objectives
Using Portuguese to enable learners to get to know each other and the tutor.
Setting the standard for the course by getting learners comfortable with interaction and communicating in Portuguese.

Materials
Complete list of class members for each learner (not provided).

1. With a confident learner or using visual aids, demonstrate a formal conversation like the one below, or a more informal version.

   Tutor  Bom dia./Boa tarde.
   Learner  Bom dia./Boa tarde.
   Tutor  Eu sou o/a* … or Como se chama? *(as appropriate)
   Learner  (Chamo-me) …
   Tutor  Muito prazer.
   Learner  Muito prazer.

2. Encourage learners to circulate and, using the conversation as a model, to greet the other members of the group individually and introduce themselves, shaking hands as they say Muito prazer. Ask them to tick on their list the names of the people they meet. Make sure they initiate some conversations and respond to others, and encourage the use of Desculpe? if repetition is needed.

   (In a very large class where talking to everyone would take too long, the activity can be limited to finding, for example, ten people on the list.)

1.2 Objectives
Practising Como se chama? and Chamo-me, and familiarising learners with the sounds and spellings of Portuguese.

Materials
List of Portuguese names (not provided), divided into groups of four or five, headed A, B, etc.
Individual slips of paper with one of the names on each.
1. Give each learner a slip of paper with a name on it and a complete list of names. Set the scene by telling them that the individual name is their own name, that they are at a reception in Portugal, and that on the list are the names of the other guests, grouped according to a table plan. Their objective is to find their name on the list and then, speaking Portuguese, to find the others on their table.

2. Display the names and practise pronouncing them with the whole group, then allow a few minutes for learners to practise in pairs or groups of three.

3. Learners circulate and ask **Como se chama?** to find their group. Encourage them to say **Muito prazer** when they find the others and **Desculpe?** if they need repetition of a name.

4. If a small group activity is planned next, learners could stay in these groups, thus ensuring the opportunity of working with a variety of people.

### 1.3 Objectives
Giving open-ended practice of the key phrases and adding an element of unpredictability.

### Materials
Pack of cards (provided) per group of four or five learners. Each card is marked with a time of day and a symbol for greeting or saying goodbye; a few cards in the pack have a symbol for both greeting and saying goodbye.

### Preparations
Photocopy the sheets onto card (two A4 sheets), cut along the lines and shuffle.

1. Divide learners into groups of four or five and give each group a pack of cards.

2. The cards are put face down on the table in a pack and each learner in turn takes a card, using it as a cue to address their left-hand neighbour who responds appropriately, e.g.

   **Como está? – Bem obrigado/a.**
   **Boa tarde, Senhor John. – Boa tarde, Senhora Lynne.**
A card with two symbols is a signal to engage in as full a conversation as possible. Below are two examples of how a conversation might develop.

<table>
<thead>
<tr>
<th>Portuguese</th>
<th>Portuguese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olá! Bom dia Chris.</td>
<td>Boa tarde. Senhor é?</td>
</tr>
<tr>
<td>Olá, David! Como está?</td>
<td>Chamo-me ...</td>
</tr>
<tr>
<td>Bem obrigado.</td>
<td>Muito prazer. Eu sou o/a ...</td>
</tr>
<tr>
<td>Adeus.</td>
<td>Muito prazer.</td>
</tr>
<tr>
<td></td>
<td>Boa tarde.</td>
</tr>
</tbody>
</table>

3. Encourage them to build up speed as they gain confidence.