Unit 3 – Este é o Paulo

Activities

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3.1 Objectives
Practising é?/sou and tem?/tenho, and reinforcing adjectival agreement.

Materials
Cue cards (provided), one for each learner, ensuring two of each category in circulation.

1. Introduce new vocabulary – viúv(o/a), divorciad(o/a) – and remind learners of the need for agreement.

2. Give one card to each learner and ask them to find someone with the same marital status and the same number of children by asking the following questions:

É casado/a? and Tem filhos?

Answers must be in full:

Sim, sou casado/a or Não, não sou casado/a, sou solteiro/a.
Sim, tenho uma filha or Não, não tenho filhos.

3.2 Objectives
Exchanging information about families thus reinforcing good group relationships.

Materials
Family photographs, which learners are asked at the end of the previous class to bring in.

1. Introduce some extension vocabulary relating to family.

2. In twos, threes or fours learners talk about the photographs they have brought in. They should be encouraged to ask each other questions about the people in the photographs, e.g.

Como se chama? Quantos anos tem ela?
3. While the activity is taking place, this is an excellent opportunity to extend vocabulary relating to professions/occupations as they are needed, and to encourage learners to build up their own vocabulary.

### 3.3 Objective
Number practice 0-100.

### Materials
Dice, lottery tickets, etc. (not provided).

It is not envisaged that all these activities are used one after the other. Numbers need constant revision and these activities are useful ‘fillers’.

- Ask learners to select six lottery numbers between one and 49. Call out seven random numbers which they check off against their ‘lottery tickets’ then ask learners to tell the person next to them which numbers they had chosen (given the odds, no-one is likely to win!).

- In pairs learners throw two dice and say the number formed by the two numbers thrown, e.g. *quatro* and *seis* give *quarenta e seis* and *sessenta e quatro*.

- Learners each write a list of ten numbers between 10 and 99 in figures. Working with a partner, they read their list out and their partner notes them down in figures. They then change roles. Finally the two sets of lists are compared and any discrepancies sorted out.

- In groups of five or six, learners play bingo. Each draws a grid 4 x 3 and fills with random numbers between one and 100. One student per group calls out numbers which the others cross off their grid as they hear them.