Unit 9 – A que horas parte?

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9.1 Objectives
Practice in asking simple questions relating to travel and listening out for times and platform numbers.

Materials
Timetables – copies A and B.
Master copy (provided).

Preparation
Make two copies of the timetable. Keeping the original as the master copy, blank out some of the information from the other two, making sure that you don’t blank out the same information in both.

1. Ask learners to imagine they have spilt coffee over their timetables and there is now information missing from both of them. They ask each other questions to obtain the missing information, e.g:

   A que horas parte o comboio para Braga?
   A que horas chega a Braga?
   De que linha parte?
   Tenho de mudar?

2. When all the gaps are filled, A and B compare timetables, which should be identical, or you conduct a whole-class question and answer session.

The completed timetable can be retained as portfolio evidence.

This activity can also be carried out as a whole-group information-gap activity by giving each learner a timetable with only a small amount of selected information on it – so that everyone has different information to give out.

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Objectives
Practice in using transactional language relating to travel.

Materials
Board game (provided), die and four counters for each group.
Sets of 12 cue cards, each with a different phrase in both Portuguese and English (see examples). These should be a mixture of questions and statements, of varying length and complexity.

1. Give each group of four a board, a die, four counters and a pack of cards, face down in the middle of the board.

2. Explain that each player in a group starts from a different corner of the board and the objective is to be the first to complete one circuit of the board and arrive in Lisbon in the middle.

3. Each player in turn throws the die and advances that number of places on the board in a clockwise direction.

4. The person on the player’s right then picks up a card from the top of the pile and reads out in English what is written on it.

5. The player translates it into Portuguese and it is checked by the person holding the card. The translation must be absolutely accurate otherwise the player forfeits his/her next turn.

<table>
<thead>
<tr>
<th>Which platform does it leave from?</th>
<th>What time does the next train leave for Coimbra?</th>
</tr>
</thead>
<tbody>
<tr>
<td>De que linha parte?</td>
<td>A que horas parte o próximo comboio para Coimbra?</td>
</tr>
</tbody>
</table>

You can devise your own variations of this game to suit your learners’ needs, e.g. the statements can be read out in Portuguese for translation into English – particularly the phrases learners are more likely to need to understand rather than use themselves.

And, of course, the cards can be used independently of the board either for revision or assessment purposes.
9.3

**Objectives**
Role play to practise transactional language.

**Materials**
Sets of three role play cards (provided).

1. Give your learners, working in groups of three, each a role card. Explain that A knows how to get around Lisbon and the suburbs very well by public transport and that B and C are visitors.

2. Allow time for them to prepare and to become familiar with their roles before they start talking.

3. When they are ready, B starts the conversation. Encourage B and C to make a note of the information they are given by A.

The information noted by B and C can be used as portfolio evidence.