

Countdown

- Aims** To give a business visitor material for students in a classroom
- Objectives** *(At the end of the activity, students will be able to:*
- *apply their existing knowledge of French (or Spanish or Italian) to familiarise themselves with a European language*
 - *read / count to thirty in Portuguese*
 - *identify similarities and differences with French/Spanish/Italian equivalents*
 - *suggest numbers in Portuguese from 30 to 39*
- Timings**
- 2 minutes introductions
 - 10 minutes activity
 - 5 minutes summary and debriefing
- Method** Introduce yourself by saying your name and briefly what your job is or was. If you have any knowledge of a modern language, tell students what level of understanding you have and how it has been useful to you.

Then read aloud, slowly:

"I'm going to ask you to guess which language I'm talking about? *(pause after each clue, to let them think)*

"260 million people speak this language.

"It's the 5th most widely spoken language in the world

"It has official status in the European Union

"It's the third most spoken European language (after English and Spanish)

"Argentinian schools have to offer it as a second or third language

"Famous speakers of this language include Sam Mendes and JK Rowling

"There are 2 recognised versions – one spoken in Europe and one in South America

"Yes, Portuguese!

"It's a minority language – right or wrong? *(wrong)*

"Can you think of any countries where people speak Portuguese? *(Portugal, Brazil, Angola, Mozambique, Macau, Madeira ...)*

"Can anyone speak Portuguese? *(hopefully not, but it shouldn't matter if you have)*

"This workshop is focused on applied language work. You're going to use what you already know from other languages to learn from 1 to 30 in Portuguese.

"You're going to work in pairs" *(pause to let them organise themselves in 2s or 3s if you have an odd number)*

"Each one of you will need a pen or pencil. *(pause to let them get one!)*

"I'm going to give you a page which has Portuguese numbers on, from 1 to 30. To make it more difficult, the numbers are written in letters, rather than numbers.

"Take it in turns to find number 1, then 2 and so on so one of you is finding odd numbers, and the other one even numbers. Put your hand up when you've finished. There's a small prize for the first pair to finish."

Then hand a copy of the handout to each pair

Ask for a volunteer to read out number 1. Then point to other students to get them to read numbers 2, 3 and so on until you or they have had enough.

Extension activities (make sure you have lots of spare handouts)

(1) Ask at random – eg 14, 8, 27 ... to get answers.

(2) Ask the students to trace the numbers again and time them. Get them to do it again, against the clock.

Conclusions

- What skills were you reading in that activity? (reading, attention to detail, counting, applying knowledge, concentrating, spatial ability ...)
- Could counting be useful? (yes when travelling, prices, bus numbers, phone numbers ...)
- What other bits of language are useful when travelling if you only have limited time to learn? (hello, thankyou, please ...)

Countdown

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CINCO

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OITO

dois

DOZE

DEZ

NOVE

QUATRO

ONZE

*VINTE
CINCO*

TREZE

tres

VINTE E TRES

*VINTE
E
QUATRO*

CATORZE

*VINTE
E
DOIS*

QUINZE

*VINTE E
UM*

DEZASSETTE

DEZANOVE

DEZOITO

VINTE

DEZASSEIS