

Unit 10 A vida desportiva (Sporting life)

About the unit

In this unit children learn the names for some sports. They learn the names of some food and drinks associated with healthy and unhealthy lifestyles. They revise the days of the week and learn to say what activities they do on particular days.

Where the unit fits in

Children have already learnt some words for sports (Unit 3). They can apply their knowledge of the days of the week (Unit 7) to work on a diary of activities. They have opportunities to add to the range of healthy foods learnt previously (Units 5 and 6).

Prior learning

It is helpful if children already know:

- some sports and activities
- some items of food
- the days of the week
- how to perform a role-play with a partner.

New language

- Making simple statements (about activities and diet)
- Questions: with *O quê?* (revision)
- *fazer*: (eu) *faço*, (tu) *fazes*
- Phonic focus: *qu*; synthesising words from individual phonemes

Resources

- Images of sports
- Word flashcards for sports (with picture symbols)
- Picture of a famous sportsperson
- Picture flashcards of food and drink
- Word cards of food and drink
- Paper plates
- Role-play grids
- Word banks
- Materials for making posters

Links with other subjects

Primary framework for literacy: use knowledge of phonics, morphology and etymology to spell new and unfamiliar words

Science: know about the need for food for activity and growth and about the importance of an adequate and varied diet for health

Art and design: use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts

Citizenship: know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices

Expectations

At the end of this unit

most children will: say some sports that contribute to a healthy lifestyle; make a weekly record of sporting activities; understand related written information; know the names of some food and drinks

some children will not have made so much progress and will: respond with an action to prompts about sporting activities; listen and respond to the names of food and drinks; copy or label single words or short phrases

some children will have progressed further and will: express spontaneous opinions about sporting activities, food and drinks; make a weekly record of sporting activities from memory; research new vocabulary using a bilingual dictionary and apply it accurately in their writing

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Language

Core language

<i>Que fazes (segunda-feira)?</i>	What are you doing (on Monday)?
<i>(Eu) jogo ténis / cricket/ basquetebol</i>	I play tennis/cricket/basketball
<i>(Eu) ando de bicicleta</i>	I ride my bike
<i>(Eu) ando de skate</i>	I skate
<i>(Eu) danço</i>	I dance
<i>(Eu) faço ginástica/natação</i>	I do gymnastics/swim
zero	zero
<i>o sumo de laranja</i>	orange juice
<i>o peixe</i>	fish
<i>o chocolate</i>	chocolate
<i>o iogurte</i>	yoghurt
<i>a coca-cola</i>	cola
<i>os caramelos (m)</i>	sweets
<i>as batatas fritas (f)</i>	chips
<i>as cenouras (f)</i>	carrots
<i>uma maçã</i>	an apple
<i>É bom/boa para a saúde</i>	It's good for your health
<i>É mau/má para a saúde</i>	It's bad for your health
<i>São bons / boas / maus / más para a saúde</i>	They're good/bad for your health

Additional language for teachers

<i>Joga</i>	Play (polite/as an instruction)
<i>Come</i>	Eat (polite/as an instruction)
<i>Bebe</i>	Drink (polite/as an instruction)
<i>Uma agenda</i>	a diary
<i>Que fazes para te manteres em forma?</i>	What do you do to keep fit?

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<p>Section 1. Talking about sports</p> <ul style="list-style-type: none"> to listen for specific words and phrases (O4.2) to read and understand a range of familiar written phrases (L4.1) to use mental associations to help remember words (LLS) 	<ul style="list-style-type: none"> Use images from magazines, newspapers or from the internet to revise (Eu) <i>jogo futebol</i> and to introduce (Eu) <i>jogo ténis/cricket/basquetebol</i>. Introduce other sports in the same way: (Eu) <i>ando de bicicleta</i>, (Eu) <i>ando de skate</i>, (Eu) <i>faço ginástica</i>, (Eu) <i>faço natação</i>. Model actions for the sports and say the phrases. Children repeat and copy the actions. Say the word or phrase for the sports and invite children to complete the action. Give the action and children say the word or phrase. Play <i>O Rei manda</i> (Simon Says). Show word flashcards for the sports as you say them. Children repeat. Discuss what the children notice about the written forms. Are there any similarities with English or other languages that could help them remember? Draw attention to the word <i>cricket</i> and explain that <i>ck</i> doesn't normally exist in Portuguese. Can the children explain why it appears here (ie: it is a 'borrowed' word)? (Note that <i>cricket</i> also exists.) Compare this with the word <i>futebol</i>. Ask children to come to the board and place the appropriate written expression next to the image from the first activity. This can be done as a team game. Divide the class into groups. Give each group a sport for which they must make a tableau. Each child has to be involved. Give the class a countdown in Portuguese of the numbers 10 to zero. On zero, each group 'freezes' their tableau. Think out loud to work out the sport that each group is representing, e.g. (Eu) <i>jogo futebol – não</i>. (Eu) <i>ando de bicicleta – sim</i>. Extension: Children look up other sports in a bilingual dictionary and make a word bank. 	<ul style="list-style-type: none"> understand the phrases for different sports in Portuguese recognise some of these phrases in written form understand that languages sometimes 'borrow' words from another language 	<ul style="list-style-type: none"> Grammar point: In Portuguese, the personal pronoun (<i>Eu, tu, etc</i>) is used only for emphasis. It is not normally used in everyday speech. It is important that children notice that it is the verb ending that indicates the subject of the verb. (Where included here, the personal pronoun is shown for your reference.) Pronunciation point: In <i>faço natação</i> the <i>c</i> is spelled like <i>c</i>. When introducing sports, it is a good idea to teach the phrases that use <i>fazer (faço)</i>, <i>andar (ando)</i> and <i>jogar (jogo)</i> separately, to avoid confusion. Use props to introduce the sports, such as a cycle helmet, football, etc. Add picture symbols of sports to the word flashcards, to support less confident readers. The interactive whiteboard may be used to present the language and play team games. Follow-up: In literacy, ask children to think of foreign language borrowings that we have in English. Follow-up: Throughout the week, practise the new language by playing miming games and <i>O Rei manda</i> (Simon Says). Follow-up: Do the actions as a warm-up or warm-down activity in PE. They can also be done as a short 'brainbreak' between other curriculum activities.

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<p>Section 2. Healthy eating</p> <ul style="list-style-type: none"> to use physical response to show recognition and understanding of specific words and phrases (O4.2) to memorise and present a short spoken text (O4.1) to read and understand a range of familiar written phrases (L4.1) to use mental associations to help remember words (LLS) 	<ul style="list-style-type: none"> Revise the sports and actions from the last session. Display a picture of a famous sportsperson on the board. Discuss how this person stays healthy. Introduce a range of healthy and unhealthy food and drink with picture flashcards: <i>a maçã, a maçã, a coca-cola, o peixe, o chocolate, o sumo de laranja, o iogurte, as batatas fritas, as cenouras, os caramelos.</i> With these nine items, make <i>Jogo do galo</i> (Noughts and Crosses) grid. Divide the class into two teams and play the game or, alternatively, you can play against the class. Provide prompts to help children remember the words. These could be stick pictures, sketches or word associations. Use the prompts to check how well children can remember. Discuss how these prompts helped them. They can suggest other prompts that are useful for them. Explain that they are going to decide whether food and drinks are healthy or unhealthy. Children discuss in English with their talk partners whether the sportsperson mentioned earlier would regularly eat this food or drink these drinks. Read the list of food and drinks and ask <i>É bom/boa?</i> or <i>É mau/má?</i> <i>São bons/boas?</i> or <i>São maus/más?</i> Children respond with thumbs up / thumbs down and/or echo the phrases. Extension: Children could repeat this activity in pairs or small groups, pointing to pictures on a sheet. Extension: Children read authentic Portuguese menus and see how many foods and drinks they recognise. What strategies did they use to do this? 	<ul style="list-style-type: none"> remember the names of some sports name some food and drinks talk about how they remember words and phrases 	<ul style="list-style-type: none"> Follow-up: Many children will be familiar with Portuguese football clubs. <i>Porto</i> and <i>Benfica</i> are two of the most popular teams and both have websites that children might wish to explore. UK and other teams also have players from Portuguese-speaking countries. Children could research Portuguese-speaking players who play for their favorite teams.
<ul style="list-style-type: none"> to use physical response to show recognition and understanding of specific words and phrases (O4.2) to memorise and present a short spoken text (O4.1) to read and understand a range of familiar written phrases (L4.1) to use mental associations to help remember words (LLS) 	<ul style="list-style-type: none"> Revise the sports and actions from the last session. Display a picture of a famous sportsperson on the board. Discuss how this person stays healthy. Introduce a range of healthy and unhealthy food and drink with picture flashcards: <i>a maçã, a maçã, a coca-cola, o peixe, o chocolate, o sumo de laranja, o iogurte, as batatas fritas, as cenouras, os caramelos.</i> With these nine items, make <i>Jogo do galo</i> (Noughts and Crosses) grid. Divide the class into two teams and play the game or, alternatively, you can play against the class. Provide prompts to help children remember the words. These could be stick pictures, sketches or word associations. Use the prompts to check how well children can remember. Discuss how these prompts helped them. They can suggest other prompts that are useful for them. Explain that they are going to decide whether food and drinks are healthy or unhealthy. Children discuss in English with their talk partners whether the sportsperson mentioned earlier would regularly eat this food or drink these drinks. Read the list of food and drinks and ask <i>É bom/boa?</i> or <i>É mau/má?</i> <i>São bons/boas?</i> or <i>São maus/más?</i> Children respond with thumbs up / thumbs down and/or echo the phrases. Extension: Children could repeat this activity in pairs or small groups, pointing to pictures on a sheet. Extension: Children read authentic Portuguese menus and see how many foods and drinks they recognise. What strategies did they use to do this? 	<ul style="list-style-type: none"> remember the names of some sports name some food and drinks talk about how they remember words and phrases 	<ul style="list-style-type: none"> Use games and flashcard activities suggested in earlier units to consolidate this new language. Grammar point: When using <i>É bom / É mau</i> to describe healthy and unhealthy food and drinks, note that <i>bom</i> and <i>mau</i> change according to the gender of the noun and whether it is singular or plural, e.g. <i>É bom/boa/mau/má; São bons/boas/maus/más.</i> For example, <i>a maçã é boa, as batatas fritas são más (para a saúde).</i> Follow-up: Throughout the week, revise the words using only the visual prompt to see how much children are able to remember. Link with literacy work: The sixth activity links to literacy work in year 3, where children are taught to develop ideas through talk and explain or give reasons for their views or choices. Follow-up: Investigate different aspects of healthy lifestyles and

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<p>Section 3. More healthy eating</p> <ul style="list-style-type: none"> to read and understand a range of familiar written phrases (L4.1) to listen for sounds, rhyme and rhythm (L4.3) 	<ul style="list-style-type: none"> Explain that you are going to give some instructions to a sports person. Ask children to act out the verbs, e.g. <i>Jogar futebol!</i> (Play football!), <i>Comer uma maçã!</i> (Eat an apple!), <i>Beber sumo de laranja!</i> (Drink the orange juice!) Repeat, but add in some unhealthy food and drinks. In response, children wag their fingers, look sternly at you and say <i>Não, é mau.</i> Display the picture flashcards of food and drink. Read out a word card for each one. Ask children to come and stick these next to the correct picture. Play <i>O jogo do galo</i> (Noughts and Crosses). Divide the class into two teams. Show a grid with nine pictures of food and drink. To win a square, children must match the correct word card to the picture. If using the interactive whiteboard, ask children to suggest which words should go in the grid. Have pictures from Unit 6 available on a different screen. If children can remember the words, drag them into the <i>O jogo do galo</i> (Noughts and Crosses) grid. This is a simple way for you to encourage children to retrieve words from different contexts and also a way of assessing which words they know less well. Play Bingo. Children draw a grid with six pictures of food and drink. Show the word cards one by one, without saying the words. Children read and cross off matching pictures on their grid. Create a table on the board with headings such as <i>Bom para a Saúde</i> and <i>Mau para a Saúde</i> (see 'Points to note' in the previous section). Individual children come out and place picture flashcards in the right column. Repeat with the word cards. Give children paper plates and ask them to create a healthy meal by drawing in at least four healthy foods. They label these in Portuguese. The plates can form part of a healthy eating display. 	<ul style="list-style-type: none"> read and recognise the names of some food and drink spell some words for food and drink say whether they think something is healthy or unhealthy 	<p>discuss during circle time or PSHCE.</p> <ul style="list-style-type: none"> The Portuguese words for vegetables learnt in Unit 6 can be integrated into this unit. <ul style="list-style-type: none"> Children can practise writing words in the air, on mini-whiteboards or in sand. Follow-up: Help children consolidate their knowledge of phoneme-grapheme correspondence by playing the Phoneme Sequence Jumping Game. This is best played in an open space. Place nine cards on the floor in a 3x3 grid. Each card should have a letter or letter string relating to a phoneme (e.g. <i>nh, l, j, e, i, z, r, u</i> and <i>d</i>). Say a sound and the first child jumps onto that card and then off the grid. Repeat that phoneme and add another. The next child must jump onto both cards in order. This continues until a whole sequence of nine phonemes has been completed. Children can play this in groups, with one child taking on the role of caller. Follow-up: Throughout the week, play <i>O enforcado</i> (Hangman) to practise spelling vocabulary for food and drink. Children can say the letters in English and you repeat them in Portuguese. Follow-up: Look at a food pyramid and discuss which foods we need for growth and activity.

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			<ul style="list-style-type: none"> An example of some work in which children learn about healthy and unhealthy food and drinks (in other languages than Portuguese) can be seen in the CiLT Early Language Learning DVD (Excerpts, Film 1, H7). To increase the level of challenge with a game of <i>O jogo do galo</i> (Noughts and Crosses), ask the children to identify the coordinate of the square and to make a comment on the nature of the food or drink, e.g. <i>C2 - A maçã é boa</i>. For a further challenge, make a grid containing a mixture of activities and foods. To get a point, children will need to say a full sentence, e.g. <i>Jogar futebol, é bom / comer a maçã é bom (para a saúde)</i>.

Section 4. Diary of activities

- to listen for specific words and phrases (O4.2)
- to ask and answer questions on several topics (O4.4)
- to read some familiar words and phrases aloud and pronounce them accurately (L4.3)
- to recognise that texts in different languages will often have the same conventions of style and layout (KAL)

- Display on the interactive whiteboard or flip chart a page from a week's diary:

Segunda-feira	
Terça-feira	
Quarta-feira	
Quinta-feira	
Sexta-feira	
Sábado	
Domingo	

- Revise the days of the week by playing *Lé os meus lábios* (Read My Lips). Mouth the words for children to guess. Children take the lead in the next round. Chant the days as a class using different voices.
- Add pictures from the first session to the diary, saying *Na segunda-feira, (eu) jogo futebol. Na terça-feira, (eu) jogo ténis*, etc.
- Say the days of the week in order. Children do the action and say the appropriate sentence. Repeat, with the days in random order.
- Ask children to make a similar diary page or give them a template. Read aloud another 'diary' and children sketch the activity against the appropriate day. They compare their diary pages in pairs and feedback.
- Extension: Children make their own diary and practise creating sentences to describe each day.
- Extension: Ask the question *Que fazes segunda-feira?* (What are you doing on Monday?) to elicit responses about their diary.

- say the days of the week
- understand the layout of a diary in Portuguese
- listen to and understand the content of a diary when read aloud

- Follow-up: The class draws up their own diary for the week, showing who does which activities after school. If the school has a Portuguese-speaking partner school, this can be sent to them.
- Follow-up: Throughout the week, sing the days of the week to the theme tune of 'The Flintstones'.
- Follow-up: Children set up a rota of playground games for each day, with the days written in Portuguese.

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<p>Section 5. Comparing activities with a friend</p> <ul style="list-style-type: none"> to listen for specific words and phrases (O4.2) to ask and answer questions on several topics (O4.4) to write simple words and phrases using a model and some words from memory (L4.4) to recognise that texts in different languages will often have the same conventions of style and layout (KAL) 	<ul style="list-style-type: none"> Revise the days of the week by playing <i>Lé os meus lábios</i> (Read My Lips). Play Ping-Pong with the days of the week, e.g. you say <i>segunda-feira</i> and children say <i>terça-feira</i>, etc. Revise sports phrases with actions as a prompt. Play Charades, where one child does the action and the class guesses the phrase. Display the diary from the previous session. If you did not do so in the previous session, introduce the question <i>Que fazes segunda-feira?</i> Ask children to guess what this means. Model the answer, with actions, e.g.: <i>Segunda-feira (eu) jogo futebol</i>. Use the interactive whiteboard or presentation software to model sentences, using hyperlinks from each question to show a list of possible answers. Children could copy onto a mini-whiteboard the answers they prefer in order to build their own role-play. Practise as a whole class, chanting the question and answers together. Invite individual children to ask and answer the question. The class comment constructively on children's use of language and give feedback. Children work in pairs using role-play grids. Partner A asks, for example <i>Que fazes terça-feira?</i> Partner B answers, for example, <i>Terça-feira, (eu) jogo cricket</i>. Children may use actions to accompany their answer. Extension: Children make up their own role-play grids to practise with a partner. Some children will use single words to ask the question, e.g. <i>Segunda-feira?</i> and give single-word answers, e.g. <i>basquetebol</i>. Show the question in written form and draw attention to <i>que</i>, pointing out that <i>qu</i> is always pronounced <i>k</i> in Portuguese. Add this to the class word bank and add other words such as <i>quinze</i> and <i>quero</i>. Play <i>Passa a palavra</i> (Chinese Whispers). Organise children into teams of six. The teams stand in lines. Whisper a different sports phrase to player one in each team. On the signal <i>um, dois, três</i>, player one whispers the phrase to player two. This is then passed from player to player along the line. When the last player receives the phrase, the team sits down. When all the teams are sitting down, ask player six from each team to say their phrase aloud. Children write a sentence for every day of the week using their speaking grids and a word bank for support, e.g. Na <i>Segunda-feira, faço ginástica</i>. Watch DVD clips of Portuguese – speaking enjoying participating in and 	<ul style="list-style-type: none"> answer when asked which sports they take part in say on which day of the week they do a sport write a simple sentence using a model for support 	<ul style="list-style-type: none"> Role-play grids are a useful way of stimulating conversation between children in pairs. Each child has a different set of information and keeps their sheet secret from their partner. This offers the opportunity for genuine dialogue and this type of activity is sometimes called an 'information gap'. In this session, the two partners will each have a copy of the diary template but with different pictures or symbols to denote their activities. Follow-up: Throughout the week, display large word cards, e.g. <i>jogo/futebol/cricket/ando/de/bicicleta</i> + days of the week to give children an opportunity to build sentences, e.g. <i>Jogo futebol à segunda-feira</i>. Follow-up: Develop children's understanding of why exercise is good for the health. Investigations into the effect exercise has on the pulse rate can include counting in Portuguese.

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	<p>watching sports.</p> <ul style="list-style-type: none"> Extension: Compare popular sports in Britain and Portugal. Are there any sports that are particular to Portugal or other Portuguese-speaking countries? (See 'Points to note'.) 		<ul style="list-style-type: none"> A <i>volta a Portugal de bicicleta</i> is the round-Portugal cycling competition. Children could trace the route followed by competitors. Rules for <i>A malha</i>: Equipment: – three steel bowls (<i>tigelas</i>) per player – one wooden jack per game Game: You can play singles, doubles or with three players on each team. The aim of the game is to throw your bowls so that they land as close as possible to the wooden jack, which is thrown at the beginning of every new game. The team with the closest bowl wins. Use a Portuguese internet search engine to find images of <i>A malha</i> and other sports popular in Portugal to show the class. If you have a partner school, swap information on the types of sport the children enjoy.

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Section 6. Making a poster			
<ul style="list-style-type: none"> to write simple words and phrases using a model and some words from memory (L4.4) to recognise that texts in different languages will often have the same conventions of style and layout (KAL) 	<ul style="list-style-type: none"> Explain to the class that they will be sharing what they have learnt about healthy lifestyles in Portuguese. This will be in the form of posters to be displayed around the school. Children work in groups to design a poster on healthy eating, sports or both, using the language that they have learnt so far. Some children can contribute by labeling pictures of food and drink with single words, whereas others will be able to write longer phrases. Some children will need a word bank to help them. Extension: Some children can express opinions about food, drink and sporting activities. They can justify these. 	<ul style="list-style-type: none"> write simple words and phrases using a model and some words from memory design an effective poster to communicate how to lead a healthy lifestyle 	<ul style="list-style-type: none"> Follow-up: Throughout the week, revisit language from the unit with flashcards, games and songs. Link with literacy work: The extension activity links to offering reasons and evidence for their views, which they experience in literacy from year 4 onwards.
End-of-unit activities			
<ul style="list-style-type: none"> to apply the knowledge, skills and understanding in this unit 	<ul style="list-style-type: none"> When the posters are finished, allow children to present them to the class before displaying them around the school. If the school has a Portuguese-speaking partner school, photographs of the posters can be emailed or sent through the post. 	<ul style="list-style-type: none"> design an effective poster to communicate how to lead a healthy lifestyle 	<ul style="list-style-type: none"> This may be an electronic presentation so that children can practise presentation skills and use picture stimuli to produce full sentences. Follow-up: The class creates an assembly on healthy lifestyles and includes some of the Portuguese that they have learnt. The website Global Gateway provides opportunities for finding partner schools abroad: www.globalgateway.org.