

Physical education (PE)

bone shape bodies also well joints/cells
 protect/divided Functions marrow
 support influences sections
 skeletons movement important sport
 producing skeleton column
 density flex move strength parts
bones Skeletons rotate
 blood spine body vertebral
 red five

1. The language of PE

PE develops learners' ability to participate in and understand the effects of physical activities. Work in a PE class is mainly physical and practical, and done in large spaces, so communication is both verbal and non-verbal. Demonstrations and the presence of objects make it easier for learners to follow spoken instructions and explanations. This makes PE a good subject for learners who are new to CLIL. PE offers good language learning opportunities because new vocabulary and grammar structures are introduced in context, with visual support and physical reinforcement. Misunderstandings can be seen and immediately corrected. Learners practise their listening skills, since they hear how words are pronounced and used in concrete situations. It can, however, be tempting for PE teachers to do much of the talking themselves, which limits the range of language skills learners practise. Work on reading, speaking and writing, therefore, needs to be consciously planned if PE teachers in CLIL classrooms want to support language development in skills other than listening.

Examples of input (spoken, written and visual information) in PE include the following:

- teacher and learner explanations, instructions and demonstrations about gymnastics, ball techniques, a basketball pass
- written texts: texts to demonstrate techniques or rules, magazine or newspaper articles on sport or sports personalities
- video or audio input: videos to demonstrate techniques or rules, video clips of famous sports personalities or examples of a good performance
- objects and models: equipment in the gym, different kinds of balls, hockey stick
- performances: gym demonstrations, sports matches (between schools or of national teams)
- visuals: photographs showing good techniques, drawings, diagrams.

The language of PE uses a variety of language functions, genres and text-types. For example:

- It instructs – for example, how to do sports or exercises: it uses imperatives for commands (*freeze*), time words (*then*), prepositions (*behind, above*), adverbial phrases (*Make sure the head is kept still over the feet, with a slight lean forward*), question forms in all tenses to check understanding of instructions (*Where do you throw the ball?*), questions by learners to clarify understanding (*Do I have to jump now?*), long adverbial phrases (*in a long, smooth upward direction*) and long noun phrases (*heel-to-toe relationship*), action verbs (*skip*) and phrasal verbs (*roll off*), adjectives (*quick, slow*) and adverbs (*fast, strongly*), qualifiers to describe adjectives (*slightly bent*), comparatives (*as high as you can*) and superlatives (*the lowest score*), linking words to number steps (*first*).
- It explains – for example, how or why sports techniques work: it uses linking words for cause and effect (*so the ball goes faster, because you may fall over*), time phrases (*As you lean forward, put your weight on your right leg*), gerunds as nouns (*Shooting is easier if you stand still*), present tenses to describe actions (*He's doing a brilliant somersault*), the passive voice to describe techniques (*when the leg is bent and then extended, this gives the player more power*).
- It predicts and hypothesises: it uses future tenses and conditionals to predict or warn (*You will fall over if you lean forward too much*), conditionals to give advice (*If you lift your arm, you will be able to push further*), modals to advise (*Bending your knees as you land might help you keep your balance*).
- It uses specialist terms for techniques (*jump shot, one-hand shot*) and equipment (*racket, harness, carabiner*), and everyday words in specialist ways (*stick, fit, field, pitch, defend, cue, foul*).

2. Sample text and comments for PE

The main purpose of this text is to instruct how to shoot in basketball. The text also explains how shooting techniques work and gives advice.

TEACH PE

Home > Basketball > Improve your Shooting

Basketball - Shooting

Aim: To improve the shooting technique

Gerunds as nouns: shooting

Adverbs to describe position: shoulder width, slightly

Prepositions to describe position and place: on, apart, ahead, behind

Specialist vocabulary: look, shot, lay-up

Everyday words used in specialist way: shooting, sight, foul

Multimodal input: photos, video clips

One-hand set shot (free throw): When performing the one-hand set shot it is vital to keep your eyes on the target, with feet pointing straight ahead and knees slightly bent.

Two-hand set shot: To start this shot it is essential that players position themselves behind the three-point line.

Jump shot: Players start with their back to the basket, again in a sturdy stance, with feet shoulder width apart and knees slightly bent.

Jumping as high as possible when executing this shot would be beneficial.

There are certain aspects of jumping that apply to all shots, such as: **sign** balance, holding the ball, elbow alignment, motion, hand follow through

Sight: When ready to shoot, look at the basket as soon as possible and keep eyes on the target. Once you start to jump, the focus on scoring and assess the effects of deflections, such as crowd noise and movement, and opponents attempt to block a shot, or concede allow

Balance: To gain power, rhythm, and control when shooting, balance is important. Balance comes from having a sturdy base (foot position), so spread feet to shoulder width and point toes slightly ahead. This should align the players whole body with the target. Right handed players should put their right foot forward, with a direct-to-toe relationship with the left foot. This means the heel of the right foot should be in line with the toe of the left foot. To increase the power of shots bend the knees slightly and make sure the right leg is slightly behind the left leg. Right lean forward.

Modals to advise: should

Long noun phrases to explain precisely: heel-to-toe relationship

Imperatives for instructions: look at, spread

Conditional to give advice: would be beneficial

Long sentence: Long noun phrases to explain precisely: Balance ... Target

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3. Sample language and content aims for PE

Speaking

Learners' CEFR level

A1 Sample aim
Learners can name the equipment and main verbs used in a sport in a class quiz.

A2 Learners can give tips on how to improve a sports technique in a feedback session.

B1 Learners can give a short presentation explaining warm-up techniques for a sport.

B2 Learners can explain the advantages and disadvantages of particular sports for different groups of people in a sports school.

Writing

Learners' CEFR level

A1 Sample aim
Learners can label illustrations of sports on a poster.

A2 Learners can write instructions for a short sports exercise.

B1 Learners can write a brochure encouraging fellow students to join a sports club.

B2 Learners can write a report for their school giving reasons why the budget for sports equipment should be doubled.

Grammar

Learners understand how modals are used to give advice (could, should, need to).
Learners know how to form the present continuous using to be + -ing (he's jumping over the mat).
Learners can explain how to improve a somersault using modal verbs.

Vocabulary

Learners can recognise words relating to the objects used in a PE lesson.
Learners can use specialised words when they give instructions (shot, net, bounce, defend).
Learners can distinguish words with similar but distinct meanings (bat, racket, club, stick), or terms that they regularly interchange (skip, jump, hop).
Learners know all the word forms and most common collocations for a word such as throw (noun: throw, throwing; verb: throw, threw, thrown; common collocations: throw a ball, a good throw, a short throw, a two-handed throw, throw over arm, throw under arm; prepositions following throw: throw up, down, away, forward, back, into, in, out).