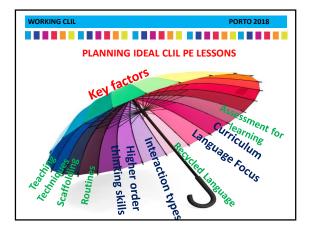
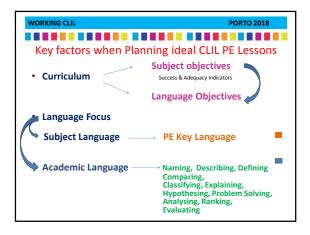


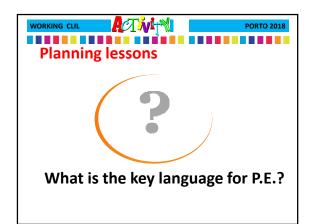
| WORKING ON CLIL | | PORTO 2018 |
|------------------|---|-----------------|
| What is yo | our ideal CLIL PE lesso | on? - Part A |
| | u think are the <u>key fact</u> deal CLIL PE lesson? | ors required to |
| B. Prioritise th | e key factors you noted | down |
| | | |









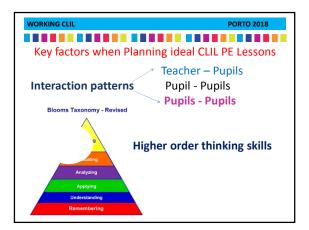


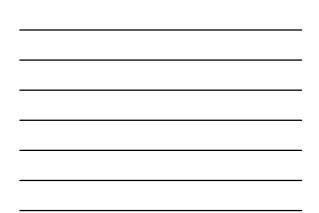


| PE Key Language | Subject - Specific Vocabulary |
|------------------------------------|---|
| Motor Skills | e.g. walk, run, skip, hop, gallop, side gallop, leap |
| Ways of movement | bend, stretch, rotate, turn, stop, land, balance, roll, |
| Stabilization skills | wheel, |
| Manipulation skills | throw, toss, catch, kick, |
| Movement Concepts | body parts (head, knee, foot), body movements, body |
| Body awareness | shapes |
| Space awareness | personal space, paths, directions, levels (low, high) |
| Effort awareness | power (fast, slow, hard, soft), flow |
| Relationships | over, under, through, together, |
| Sports & Games | volleyball: overhead pass, underhand pass, serve, |
| Gymnastics | basketball: lay up, pass, free throw, man to man, defense |
| Dance | soccer: goalie, center, defense, offensive player, striker, |
| Athletics | long pass, short pass, dribble, corner kick |
| Fitness Health related exercise | Flexibility, muscular strength & endurance, Skill-related Fitness: agility, power, reaction time Exercise terms: anaerobic exercise, aerobic exercise, reps Bones: scapula, clavical, sternum, radius, ulna, Muscles: biceps, brachialis, brachilradialis, deltoid, Tendon: Achilles tendon, Joints: elbow joint, wrist joint, hip joints, knee joints, |

| PE Key Language Cor | mmon functions and activities + related language |
|----------------------------------|---|
| Common functions Instructions | Stop, Sit in a circle, sit in the L line, Look at, Listen to, Start, Go to your place, Go to your magic spot, Practice, Freeze, Let's, Find a, Touch, Count, Measure, Make/build your team, Follow the leader, |
| Related language | Colours, equipment, numbers, clothes, fruits, animals, different objects, weather phenomena, health concepts, nutrition concepts, Countries, traditional games/dances, etc. |
| | |
| | - |







WORKING CLIL PORTO 2018 What is your ideal CLIL PE lesson? - Part B • How do you plan a CLIL lesson? What Steps you follow?

Effective lesson planning in CLIL Step 1

- Specifying the learning goals for your lesson
- Subject Goal
- Linguistic Goal:
 - -for this lesson (language should depend on the subject)
 - for the CLIL syllabus (this implies regular recycling/review of language taught already)

WORKING CLIL PORTO 2018 The Language Triptych

(Coyle, Hood and Marsh, 2010)

- Language of Learning
- Language needed for learners to access basic concepts and skills of the subject
- Language for Learning
- Language needed to operate in a foreign language educational environment
- Language through Learning
- Language used and gained through interaction and participation in the CLIL lesson

WORKING ON CLIL PORTO 2018 Effective lesson planning in CLIL

Step 2

- Plan activities which will help you achieve your goals, bearing in mind:
- Active engagement of pupils
- Frequent comprehension checks
- Variety in activities
- Individual differences / learning styles
- Careful presentation and consolidation of new concepts
- Sequencing, pacing and timing of lesson
- Proportion of L1 and L2

Effective lesson planning in CLIL Step 3

Evaluate the situation. Analyze the language demands of the lesson:

- Where will pupils have difficulties?
- Where will I have difficulties?

WORKING CLIL PORTO 2018 Effective lesson planning in CLIL Step 4 Save the situation! Provide support! What support can you offer if your pupils face

What support can you offer if your pupils face problems in:

- Speaking tasks
- Listening tasks
- Reading tasks
- Writing tasks



Speaking tasks

Songs, Repeat after me, Speak in chorus, Speak in L1

