

Chomsky's Generative Grammar and Firth and Malinowski's situational context. This concept of communicative competence is usually contrasted with linguistic competence, the person's unconscious knowledge of the formal patterning language. Later, Canale and Swain (1980) developed the notion of Communicative Competence from Hymes work. This concept was divided into five subcomponents:

- Grammatical competence.***
- Sociolinguistic competence.***
- Discourse competence.***
- Strategic competence.***
- Sociocultural competence.***

The emersion of these new theories concerning foreign language teaching led to a new approach on language learning: Communicative Language Teaching. From that moment onwards oral communication, fluency over accuracy and meaning over form are emphasised on.

In this concern, the Physical Education class gives us the opportunity to create an atmosphere in which we can create social situations similar to the ones that native speakers could have in their countries. This can be done by using popular games from English Speaking countries, simulations of shopping, travelling, etc. using realia from the target language (coins, notes, brochures, maps, pictures, flags, etc), native songs and dances, and the like. These activities are a means of lots of socio-cultural elements transmission. All the mentioned activities and games provide pupils with the opportunity to improve their oral fluency in simulated real life situations.

## **PHYSICAL EDUCATION AND ITS INTERCONNECTION TO OTHER SUBJECTS**

This Syllabus has been planned giving great importance to the interdisciplinarity amongst the bilingual subjects, that is to say, Physical Education and the rest of the subjects taught in English. In our case the two groups of the first level of Primary Education with whom this syllabus was put into practice were also being taught Science, and Art in English by the same teacher, myself. As a result, a great importance is given to the interconnection of the Science and English contents, and also topics and vocabulary to the games to be played within the Physical Education Class.

The temporalisation was thoroughly considered when planning the didactic units and contents. Consequently, the vocabulary and expressions used in the playground within the P.E. class have always been previously introduced in the classroom.

## LESSON 4

### WARM UP

#### •Mobility exercises.

(Both static and dynamic exercises to be chosen from the resources bank as convenient).

#### •“Foxes and squirrels”

##### ▫Teaching tip

Do this activity / Play this game again (it was introduced in the previous lesson) however, this time making it more difficult. If you played without foxes in the previous lesson introduce them in this one. If you played the full version of the game in the previous lesson, increase the number of squirrels and foxes and reduce the number of trees.

### MAIN PART

#### •“Jugglers”

##### ▫Setting

If you are not teaching Art to your group you need to coordinate this activity with the Art teacher to ensure that he/she has already done the rice balloon balls with the class. If it isn't possible for them to do this in the Art class then you'll have to spend a lesson preparing these.

##### ▫Instructions

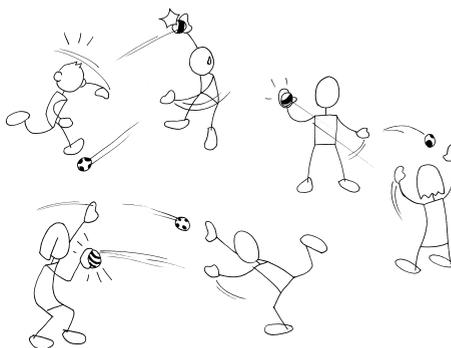
All right, do you remember the balls we made in the previous class? Well today we're going to play with them, we're going to juggle. (Show them an example of what juggle means). In order to learn how to juggle we are going to do some activities so that we learn it step by step:

First, get in pairs, I'm going to give a ball to each person and you have to practise throwing it to, and catching it from, your partner at the same time. So all of you put the balls in your right hand and pass them to each other at the same time, ready, steady, pass it, and catch it!

Next take turns in your pairs, one player put two balls in one hand and try to throw them up in the air and catch them again with the same hand, then do the same activity but using two hands, with a ball in each one. The students waiting for their turn should help their partner by correcting their mistakes and helping to pick the balls up from the ground. After a while change roles.

##### ▫Goal

To be able to juggle with two balls. Nonetheless, if some of them are able to, they could try to juggle with three balls. It is not very likely at this stage though.



## •“The six baskets”

### ▫Setting

Prepare six boxes or baskets with one of the graphemes of the first group of sounds stuck on each one. Then get six students to hold them in different areas of the playground. Then, hand out different graphemes cards to the rest of students.

### ▫Instructions

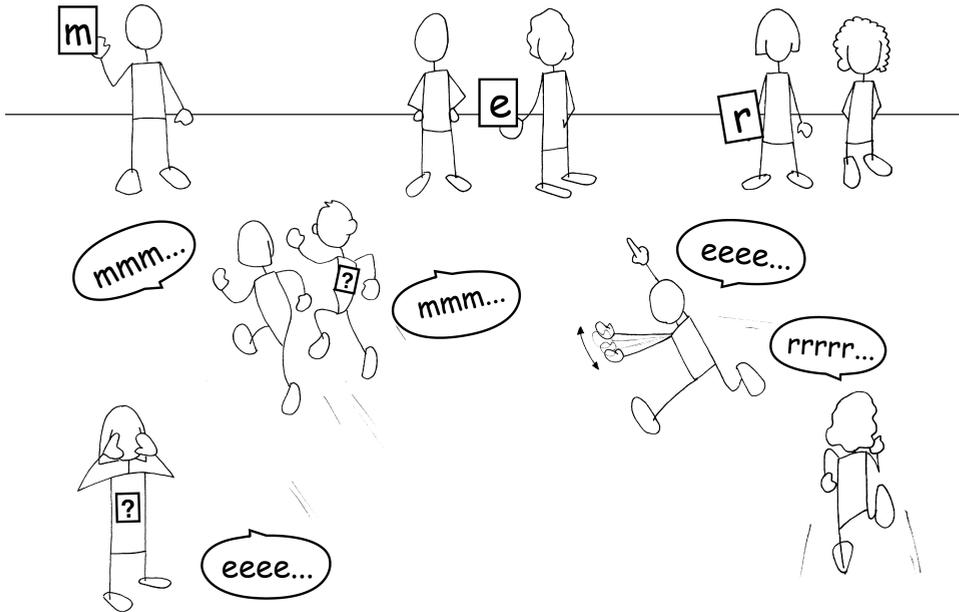
I need six volunteers, these six students are going to hold these baskets in different areas of the playground, then I’m going to hand out different cards with graphemes(letters), so when you get your card you have to look at it, hold it to your chest and start making your sound out loud. The aim is to find the students with the same sound as you, then once you have all gathered together you have to go to the correspondent basket and wait until all the teams finish. Then I am going to ask you to show us your cards so that we can check that all of you are in the right team”.

### ▫Goal

The first group to find all the students with the same sound and gather around the right basket is the winner”

### ▫Variations

The same activity could be done using just three or four sounds before doing it with the whole set of sounds.



### ▫Teaching tip

Once the students with the baskets are in their areas, choose just four or five students and show the children an example of how the game works.

You may have to choose between this activity and the following one “Find the object that begins with the sound...” otherwise the lesson might be too long for a one hour session.