

PORTAFOLIS EUROPEU DE LES LLENGÜES CURS 2024-25

L'aplicació del PEL té com a finalitat principal promoure l'aprenentatge d'idiomes i el respecte a la diversitat lingüística i cultural.

Mitjantçant determinades activitats innovadores, els estudiants reflexionen sobre els seus avanços i es marquen nous objectius, tenint en compte els seus progressos.

Aquest mètode d'estudi afavoreix l'autonomia de l'alumnat, en millora l'autoestima i l'ajuda a desplegar múltiples estratègies d'aprenentatge.



ACTIVITATS LLENGÜES I NIVELLS

EN FRANCÉS I VALENCIÀ

- *Le propre art*

TOTA L'ESO

- *Nos origines artistiques*

1ESO I 2ESO

EN ANGLÉS I CASTELLÀ

- Pens-pals revisited

3ESO

EN ANGLÉS, CASTELLÀ I VALENCIÀ

- Letters to Ireland

3ESO

- Ceramics is ecofriendly

2CFMR

- Roll-play en la negociació internacional

2CFSM

LE PROPRE ART

L'art est la langue des Français et Français. À partir de l'art, les habitants expriment leurs désirs et leurs inquiétudes. Nous avons transmis l'importance de l'art en France aux élèves de l'ESO.

Inspirés de l'article "Paris mise sur le street art pour rendre le canal Saint-Martin plus propre" et de la vidéo "Le Propre Art arrive sur le Canal Saint Martin" on a débattu si Paris est une ville **propre** et si le street art est une bonne idée pour revendiquer la réussite des **ODD**.

Pour cette raison, le département de français a préparé le "**I Concours photographie ODD Castelló de la Plana - IES El Caminàs**", avec l'objectif d'exposer des photos de notre quartier concernant la propreté de la ville de Castelló et la réussite des ODD.

L'activité s'inscrit dans le cadre de l'éducation au développement durable et de la sensibilisation à la propreté urbaine à travers l'expression artistique.

L'objectif principal est donc de faire réfléchir les élèves sur l'importance de maintenir une ville propre et de découvrir comment l'art peut être un outil de transformation sociale.

Activités:

- Lecture de l'article
- Visionnage et analyse de la vidéo
- Débat en classe
- Réflexion écrite sur l'impact de l'art dans la société.
- Participation au "1er Concours de photographie ODD Castelló de la Plana – IES El Caminàs".
- Exposition des photographies réalisées dans l'enceinte de l'établissement.
- Publication des photographies gagnantes sur les réseaux sociaux du lycée.



Matériel

- Article et vidéo en ligne en français.
- Téléphones portables ou appareils photo pour réaliser les photos.
- Ordinateur, projecteur et écran pour les supports visuels.
- Supports pour l'exposition (panneaux, imprimante, affiches).
- Réseaux sociaux du centre pour la diffusion.
- Bons d'achat offerts comme prix aux gagnants.

Évaluation

- Grille d'évaluation portant sur:
 - La participation au débat en français.
 - La créativité et la pertinence des photographies.
 - Le respect des consignes liées aux ODD.
 - L'expression écrite ou orale liée à la photographie.
- Observation en classe.
- Vote ou délibération du jury du concours.

Vocabulaire ou mots clé

La propreté, les déchets, les ODD (Objectifs de Développement Durable), la photographie, le quartier, la ville propre, l'art urbain, le concours, l'expression artistique, le développement durable, l'exposition, le prix, l'engagement citoyen.

Les élèves ont présenté leurs photos et l'exposition a été un succès parmi les élèves et les professeurs.

Les trois élèves qui ont gagné le concours ont été publiées sur les réseaux sociaux du lycée, ainsi qu'elles ont obtenu un "bon d'achat" dans un établissement de matériel scolaire près du lycée.



Candela, Emma et Alba avec leurs bons d'achat

Nos origines artistiques

Ce projet a pour but de rapprocher les élèves de l'art classique à travers une activité créative: la reproduction photographique d'œuvres du **Musée du Louvre**.

Grâce à l'invitation de l'Université d'Alicante à leur *I Concurso Francófono* on a rapproché l'art classique des jeunes de manière ludique et créative.

L'activité a eu comme objectif favoriser un apprentissage interdisciplinaire, développer la créativité et comprendre l'art comme un outil pour apprendre comment les personnes d'auparavant comprenaient le monde.

Chaque élève, de façon individuelle ou par groupes, a choisi une œuvre et l'a recréée avec des objets du quotidien.

Activités

- Présentation du projet et de l'appel à participation au I Concurso Francófono organisé par l'Université d'Alicante.
- Recherche d'œuvres d'art classiques présentes au musée du Louvre.
- Sélection libre d'une œuvre par chaque élève ou groupe.
- Reproduction photographique de l'œuvre choisie à l'aide d'objets du quotidien.
- Présentation en classe et commentaire de chaque projet.
- Envoi des travaux au concours.
- Annonce et célébration des gagnants.



Évaluation

- Grille d'évaluation prenant en compte :
 - La fidélité à l'œuvre originale.
 - La créativité et l'originalité de la reproduction.
 - La capacité à exprimer une idée ou une émotion.
- La présentation orale ou écrite en français de l'œuvre choisie.
- Observation directe de l'implication des élèves.
- Résultats obtenus au concours externe.

Cette activité a permis une réflexion sur l'histoire de l'art, ainsi qu'ils ont exploré leur identité et leurs origines à travers l'expression visuelle.

Les élèves Abel Nicolas, 1 ESO A, et Helen Ruth, 1 ESO C, ont gagné le deuxième prix de toute la Communauté Valencienne avec la photo "Le regard sur l'or" en imitant l'oeuvre "Le prêteur et sa femme" de Metsys, Quentin.



Matériel

- Banque d'images en ligne des œuvres du musée du Louvre.
- Objets du quotidien pour la mise en scène.
- Appareils photo ou téléphones portables.
- Ordinateur et projecteur pour les présentations.
- Formulaire d'inscription au concours de l'Université d'Alicante.

PEN-PALS REVISITED

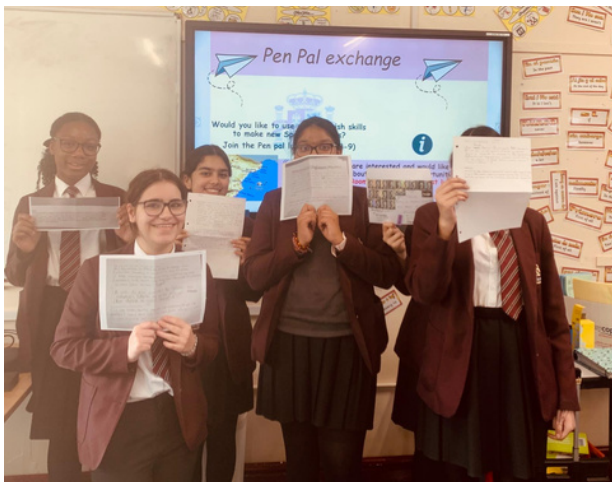
This activity started 3 years ago with the students of 1ESO and has been going on for three years in a row.

Activities

The aim was approaching the handwritten letters to the students to show them there are ways of communication other than through the Internet.

The students are quite happy to receive the letters from the Mancunian students. Some couples have been writing to each other for so long that their relationship has grown, even exchanging items like bracelets or earrings.

The only condition for them to respect is avoiding writing email addresses or any social networks information.



Materials

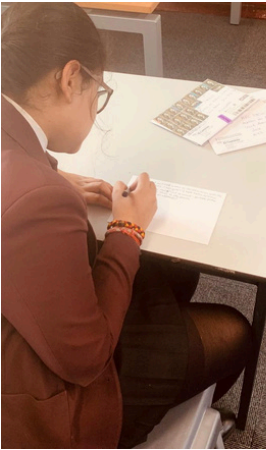
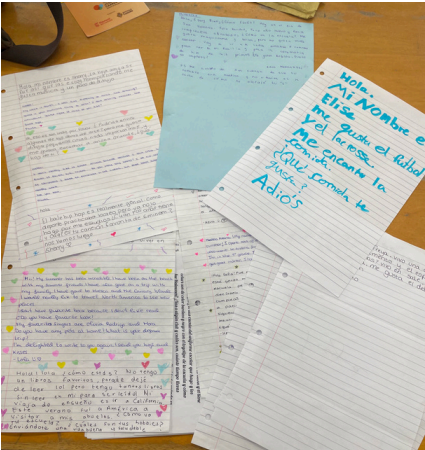
A piece of paper and a pen.

Languages

The English students write in Spanish and the Spanish students write in English.

Assesment

They don't correct their mistakes, as the point of the activity is communicating.



LETTERS TO IRELAND

Task description

Our students write postcards for students in a school in Ireland (Coláiste Rioga, Dublin). Then we receive the Irish postcards and compare different aspects.

Material

Postcards, Christmas typical sweets and Irish chocolate.

Languages

English (A2), Spanish, Catalan.

Activities

Our students describe their traditions on winter holidays in three languages: English, Spanish and Catalan (some of them in others, too, like Arabic and Romanian). The Irish students describe their school and hobbies, in English and Spanish. They share some typical sweets. Finally they compare cultures: languages, bilingual situation, teenagers personalities and school curricula.



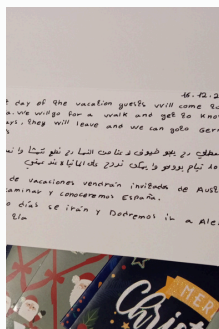


Vocabulary

Bilingual, *llengües en contacte*, traditions, carpentry, hurling, Christmas carols, presents, nougat, *Sláinte*, Festival of lights.

Assessment

Group assessment: they answer different questions in their notebook about the cultures comparison, using the language they feel more comfortable with, and then comment together their impressions and opinions, reflecting upon their bilingual condition and the situation of Catalan and Irish, advantages and disadvantages of learning different languages, differences in curricula depending on society.



CERAMICS IS ECOFRIENDLY

TASK DESCRIPTION

World Ecology Day takes place on November 1st each year. This day is dedicated to raise awareness about the importance of ecological sciences and promoting actions to protect our environment. It encourages us to understand how different elements of nature work together and to take steps to maintain the health of our planet.

In our class students will study sustainability in ceramics, and see how the tile factories try to protect the environment, then as a final activity they will make a poster and a piece of art.



MATERIALS

The students will read a text and see a video about the topic. Then they will make a poster using cardboard, feltpens, glue, images they choose and an object with broken ceramics, glass, or other materials promoting the concept of recycling and reusing..

ACTIVITIES

- 1- Study vocabulary related to the topic.
- 2- Matching game.
- 3- Watch a video
(<https://www.youtube.com/watch?v=sbkCQ0ZbxQ4>)
- 4- Complete an activity based on the video.
- 5- Read a text and answer the questions.
- 6- Work in groups and prepare a poster with what we have learnt.
- 7- If possible, present it to the class.
- 8- Make a piece of art with broken ceramic and glass pieces.

ASSESMENT

Students will make a **poster** to represent the preservation and respect for the environment in ceramics. They need to be creative. The best one will be printed out and exhibited on the walls of the school.

To make the activity a bit funnier, they will also make **pieces of art** made of clay and recycled materials and present them to the class.

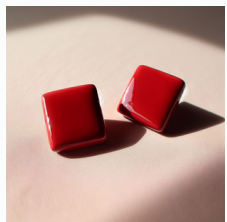
LANGUAGES

Students have an A2 level of English in general, therefore, the activity will be done in English always using scaffolding (support of peers and teachers or the use of L1 when necessary) to make everybody aware of what needs to be done.

VOCABULARY

1. Renewable Energy : solar, wind, and hydroelectric power
2. Carbon Footprint
3. greenhouse gases
4. Circular Economy
5. Waste
6. Recycling, reusing, and refurbishing.
7. Global warming.
8. Biodiversity
9. Ecosystem
10. Climate Change
11. Green Building
12. Sustainable Development

IMAGES OF STUDENTS' WORK



ROLE-PLAY EN LA NEGOCIACIÓ INTERNACIONAL

The students should learn:

- the concept of Negotiation and its types
- its process of negotiation and its steps
- clues and tips to be successful
- planning, prepare and perform a negotiation role play

Activities

The students should realise tasks and readings of the activity file in order to understand the concept. Finally, they prepare a role-play with some key steps to perform it.

2.4 Time to practice: International negotiation Role play

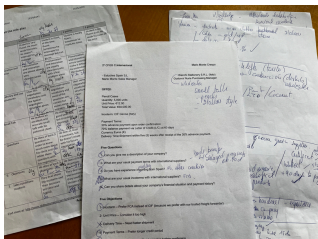
In this activity you'll be able to perform a role play of a negotiation between a seller and a buyer. You'll prepare different documents before playing your role.

What do you have to do?

- Prepare your questions to your client
- Prepare your offer
- Prepare your arguments and answers to objection
- Prepare a summary of business etiquette
- Play your role

The aim of the role play is that the seller shows the products of the company to the buyer and he gets an order of purchase from the seller.

Before getting to the agreement, seller and buyer will discuss about different issues related to the product.



Assessment tool

The rubric about the role-play

Student:

Concept	3 points	2 points	1 points	0 points
1. Fluency	Student is very fluent. He never reads his notes. He doesn't interrupt his message	Student is most of the time fluent. Sometimes he interrupts his message but can go on.	Student is hardly fluent. Sometimes he reads his notes.	Student is not fluent at all. He reads his notes all the time.
2. Pronunciation and intonation	Pronunciation and intonation are almost always very clear/accurate	Pronunciation and intonation are usually clear/accurate with a few <u>problem</u> areas	Pronunciation and intonation errors sometimes make it difficult to understand the student	Frequent problems with pronunciation and intonation that make it very hard to understand the student.
3. Vocabulary and use of structures	Uses rich negotiation vocabulary and the typical negotiation structures given.	Uses appropriate negotiation vocabulary and most of the structures are correct but makes some mistakes.	Uses some of the negotiation vocabulary but structures are not clear.	Uses very poor vocabulary and the structures given are not used.
4. Small Talk	He realises an excellent and accurate small talk with his potential client.	He realises a good small talk, but it could be improved.	He realises a small talk, but this doesn't adjust so well with the features of his client.	He doesn't realise any small talk with his client.

Padlet reflections


The role-play has been carry out in English, although there are some readings or vocabulary has been performed in Spanish and Valencian.

Reflections about International Negotiation

Share your opinion about this last activity: International Negotiation. Give a short review about that. How did you feel using a second language in your classes? What didn't you know before this subject and what have you just learnt? Which language resources did you need to accomplish it? You can write down an opinion, record yourself with audio or video. Up to you if you feel confident, you could do in Spanish, Valencian, or English.

Gustavo Varela Beltrán
hace 3 meses

Teacher's review




Video - 00:44
1x2 viewed

During the classes, students have seen how negotiation is not only about closing deals, it is about listening, communicating clearly, understanding other perspectives, cultures and sometimes crossing the language barrier without fear.

Each role-play and case study was an opportunity to strengthen their soft skills, transversal skills that

Maria
hace 3 meses



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MADJOU YVES JACQUELINE
hace 3 meses

Madjou's review

To begin with, I found the course to be one of the most dynamic, the fact that it was taught in English helped me to learn more business vocabulary.

On the other hand, the practical activities were another way to make us learn not only the theory but also to have a preview of what we could face in the work environment. To sellbuy is not only to accept all the conditions offered but also to have personal qualities and professional knowledge that help us to reach an agreement without giving everything in return.

The interrelation of the module topics makes it more and more interesting.

SANDRA PALLARES
hace 3 meses

Sandra Pallarés

With this course we have been able to learn much more than just the theory needed to put on an exam. The participation or the student-teacher interactions are some of the activities that have taught us what the day to day is. The implementation in English has added the reason that we are going to have to face once the course is over and that is what counts. Thanks to this method of learning we know different cultures and methods of communication. From making contracts to negotiating their terms.

Therefore, I am more than satisfied with the completion of this course and I thank the teachers who have taught us

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