

5.- APÉNDICE: ACTIVIDADES DIDÁCTICAS ELABORADAS

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ACTIVIDAD 5: Tips for Learning Grammar (Carmen Santos, Inglés)

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ACTIVIDADES DIDÁCTICAS PARA LA UTILIZACIÓN DEL PORTFOLIO DE ADULTOS

ACTIVIDAD 1: Self- assessment and reflection on language learning
AUTOR: Kevin Salvage
IDIOMA: Inglés
NIVEL:-A2
TIEMPO: 30 minutos
OBJETIVOS: -ofrecer a los alumnos después del examen de febrero evaluarse a si mismos - ayudarles a reflexionar sobre su contacto con la lengua inglesa
DESTREZAS: - Interacción oral durante la actividad
METODOLOGÍA: - El reparto de las hojas - 20 minutos para ir rellenando la hoja al tiempo con otro alumnado a lado para comentar y estimular ideas, comparativas - Una charla a nivel de grupo para comentar los aspectos mas destacados - Un momento para apuntar un pequeño plan de acción de cómo mejorar el aprendizaje d inglés en el segundo parte del curso con la vista puesta en el examen final en Mayo/junio
RELACIÓN CON EL PORTFOLIO: - Trabajar los aspectos de auto-evaluación , las formas de aprender y las posibilidades de aprendizaje fuera del aula.
VALORACIÓN: Positiva- a parte de que todos veía su progreso durante la primera parte del curso, todos salían con alguna idea nueva sobre como hacer un cambio para mejorar.

SELF- ASSESSMENT OUTLINE

1. What did you study in the last unit?

2. What did you enjoy most? Why?

3. What did you enjoy least? Why?

4. Complete these sentences:-

I can ... (use a variety of adjectives to describe a person)

I know how to...

I have difficulties with...(understanding the speakers on the taped dialogue)

I need to ...

5. In which activities do you think you learned most?

6. Which part of the work do you think is most practical or useful?

7. Did you manage to complete all the work programmed for the unit both in the class or at home?

8. Apart from the class and homework what other contact have you had with English?

Reading materials	
D.V.D. s/ cinema	
Music	
Computer and Internet	
School, university, work	
Socially	
Other	

9. How could you improve your work in the next unit we study?

10. How could the teacher help improve your learning or work?

ACTIVIDADES DIDÁCTICAS PARA LA UTILIZACIÓN DEL
PORTFOLIO DE SECUNDARIA (AICLE-CLIL)

ACTIVIDAD 2: proyecto para secundaria “Canal de Panama” , auto-evaluación del trabajo
AUTOR: Kevin Salvage
IDIOMA: Inglés, materia de ciencias sociales
NIVEL:- B1
TIEMPO: 9 horas
OBJETIVOS: Un proyecto que ofreció una síntesis de varios disciplinas para estudiar una obra única en el mundo. - buscar una forma de trabajo autónoma por parte del alumno.
DESTREZAS: Investigación de diversos fuentes Recopilación y organización de la materia. Trabajo escrito en inglés. Trabajo de comprensión de lectura y oral.
METODOLOGÍA: A partir de explicar el enunciado los alumnos tenían libertad de utilizar los recursos de la biblioteca, depto de geografía y los ordenadores para buscar información en Internet o Encarta para después presentar la información o escrito a mano o en formato informático. El profesor realizó unas explicaciones a través de diapositivas o video. Al terminar su trabajo los alumnos hicieron un examen escrito y una auto-evaluación de su trabajo. -
RELACIÓN CON EL PORTFOLIO: - El desarrollo de autonomía por parte del alumno. - Capacidad para auto-evaluar su trabajo - Un trabajo valido para el dossier
VALORACIÓN: Positiva. Los alumnos reconocieron su motivación e interés al trabajar de esta forma. A algún alumno le cuesta esa capacidad de trabajar de forma autónoma y marcar su propio ritmo y metas.

Panama Canal

Introduction.

When we look at something, a problem, an idea, in Geography it normally involves studying many different aspects to understand it. The Panama Canal has been described as the Eighth Wonder of the World but to understand its importance needs an understanding of geography, history, engineering, science and politics. As you will see this complete view is crucial to be able to make decisions for the future.

Resources

You should use reference books in the library, Encarta programme, Internet, the information sheets, DVD and the Powerpoint presentation to help you.

Websites: www.pancanal.com

www.smplanet.com/imperial

Project work

You don't need to do the activities in order. Please take care with presentation. You can use computer generated work.

1. Explain these terms:-

1. Trade
2. Containership
3. Panamax boat
4. Tug boat
5. Toll rate
6. A canal lock
7. Isthmus

2. On the map of North and South America, use a ruler and arrows to label the countries and capital cities.

Label the Pacific Ocean, Atlantic Ocean and Caribbean Sea.

Label the Tropic of Cancer

Label the Magellan Straits (Estrecho de Magallanes)

Mark the route a boat would take from Quito to New York if there were no canal.

3. On the map of Central America mark Panama City, Colon and the Panama Canal.

Write the longitude and latitude of the canal.

Colour the map to distinguish the different countries.

4. Panama has a tropical climate. There are two seasons, wet and dry.

Make a **climograph** for the city of Colon with this meteorological information.

month	J	F	M	A	M	J	J	A	S	O	N	D
Temp.°C	25	25	26	26	28	29	28	27	27	26	26	25
Rain.mm	161	122	131	112	209	238	243	265	277	253	256	211

Which months constitute the dry season?

Climate continued.

Convection rainfall is typical in tropical areas, Draw a diagram to explain convection rainfall.
Rain is vital to maintain the level of Gatun Lake. How can the government help ensure regular rainfall?

5. Use the information on the Key Facts About the Panama Canal to produce the following diagrams.

A pie chart to show the % for the Principal Trade Routes

A pie chart to show the Principal Commodities.

A line graph to show the increase in total transit traffic from 2001-2005.

6. Make a **cross-section** to show the canal from Panama City to Colon to show how it connects the two oceans and the system of canal locks.

Label the oceans, cities, lakes, locks and use colour to show the rainforest.

7. History

Put these dates in the correct order with the historical event.

1502, 1523, 1903, 1914, 1928, 1977

Torrijos-Carter treaty, Balboa discovers that Central America is an isthmus, Richard Halliburton swims through the canal, the canal opens, Columbus discovers the area of Panama, Panama gains independence.

The French attempted to build a canal in the 1880's under the leadership of Ferdinand de Lesseps but they failed for three reasons.

1. Design
2. Illness
3. Finance

Explain these three problems.

How did the Americans change the design?

Why was William Crawford Gorgas important to the success of the construction?

Present and future

Canal traffic is increasing and containerships are getting bigger.

What do you think is the solution to this problem for the canal?

The Panama government has proposed an ambitious idea

Go to the website www.pancanal.com and **describe this idea with the help of diagrams.**

There is a referendum to allow the Panamanian people decide. How would you vote?

What are the disadvantages of this enormous project?

panama canal project

Evaluation

Teacher says...

The idea of this Project was to show that in geography we need to look at many aspects of a topic (geography, history, climate, politics etc) to fully understand its importance.

The project gave an opportunity to complete the different sections when and how you wanted.

Student opinion....

Evaluation of your project.

How do you evaluate these aspects of the project.

	you	teacher
Understanding of the Panama canal.		
Completion of the different sections.		
Clarity of your work.		
Presentation		
Organisation of your work and time.		
Materials used.		

Independence:- Did you do the project independently or did you work with another person? _____

Which do you prefer? _____

English:- Did you write text in YOUR English or did you copy parts of text?

Do you find it difficult to express the ideas in your English?

**ACTIVIDADES DIDÁCTICAS PARA LA UTILIZACIÓN DEL
PORTFOLIO DE SECUNDARIA (AICLE-CLIL)**

ACTIVIDAD 3: PROYECTO DE 2º E.S.O. HISTORIA–LA EDAD MEDIA Y AUTO-EVALUACIÓN
AUTOR: Kevin
IDIOMA: Inglés
NIVEL:- B1
TIEMPO: 10 HORAS
OBJETIVOS: <ul style="list-style-type: none">- Trabajar parte del contenido de historia dejando el protagonismo al alumno para trabajar de forma autónoma y escogiendo temas que mas le interesa.
DESTREZAS: <ul style="list-style-type: none">- Autonomía en el trabajo- Buscar información de diversos fuentes- Recopilar y organizar la información.- Lectura en inglés- Escritura en inglés.- Auto-evaluarse.
METODOLOGÍA: <ul style="list-style-type: none">- Después de explicar el enunciado el alumno tenía libertad completa para decidir algunos temas de trabajo y marcar el ritmo de trabajo.- Las horas lectivas se repartieron entre el aula normal, biblioteca y sala informática y en casa.- Al finalizar el trabajo los alumnos completaron una hoja de auto-evaluación.
RELACIÓN CON EL PORTFOLIO: <ul style="list-style-type: none">- Fomentar el trabajo autónomo- Auto-evaluarse- Trabajo para el dossier
VALORACIÓN: Positiva-la mayoría de los alumnos son capaces de organizarse para realizar ese tipo de trabajo y les gusta la libertad que ofrece.

The middle ages

This project is an opportunity for you to investigate different aspects of the past connected to Medieval times in Europe.

You need to consult different sources of information and decide what is important to complete a description of this period of time in Europe.

Use books and computer sources in Spanish and English to help you but do not copy texts.

Use the different topics below to organise your work and you can choose some areas to investigate in more detail.

Use diagrams and tables to help present information clearly.

Your history book can give you information but also use

- 1, Digging deeper book (DD)
2. Heinemann History Scheme (HHS)

1. Christendom:- what was Christendom? Make a map of the different Medieval kingdoms—put a key and title.

2. Life in Medieval times

What were the typical agricultural methods?

What was a typical peasant (poor farmer) house?(HHS page 61)

How was "justice" different compared to today? (HHS page47)

What was "The Black Death"? Why was it important? (DD page17)

You choose ONE to investigate:-

1. **Women in Medieval times(DDpage 15)**
2. **Medicine in Medieval times (DDpage 10)**

3. War

What were the "crusades"? Describe the objective and the results.(HHSpage178)

You choose ONE to investigate:-

1. **Medieval castles(HHS page 34-36)**
2. **Knights**

4. Social structure.

Describe how Medieval society was structured. Include the ideas of "feudalism", "fief" "vassalage" and "oath".

5. The Church

Investigate the influence of Rome and the Pope.

How did the church affect people from day to day?(DDpage 42)(HHSpage 86)

You choose ONE to investigate:-

1. **Monasteries(DD page 11)**
2. **Pilgrimages and miracles (DDpage 22)**

The Middle Ages - Self Assessment

The Project has involved 10 hours of class time and 1 month to complete the work.

The objective was to learn about some aspects of this period of history and for you to organise your own learning experience with an opportunity to work independently.

1. Did you like this period of history? _____
2. Have you learnt a lot about this period? _____

Your investigation

3. Where did you get your information?

Information source	A lot	some	A little
The class textbook			
The extra books(Hist. scheme, Dig.Deep)			
Computer prog. Encarta			
Internet			
Library books			
Other sources			

4. Was it difficult to get information for the project? _____
Which parts? _____

Your learning

1. Did you like working on your own, independently, without the normal class situation? _____
2. Did you find it difficult to work without the normal class situation? _____
3. How well did you organise your time?
Very well O.K. With difficulty Badly
4. Do you think you have learnt a lot about the Middle Ages? _____
5. Do you think you would have learned more or less doing normal classes? _____
6. Do you think you have worked well ? _____

Your project

1. Are you pleased with your project? _____
2. Which part do you like best? _____
3. What could be better? _____

What is your opinion of this project? Do you think you have met the objectives?
