

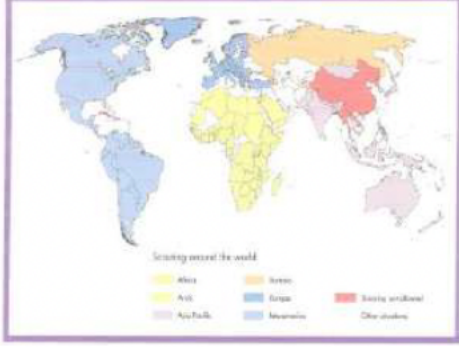




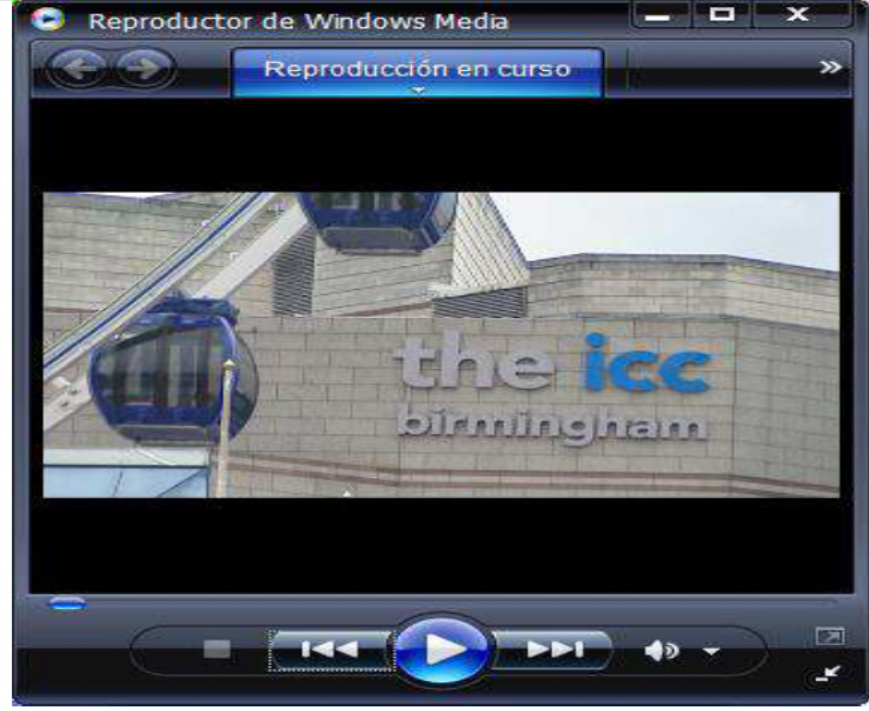






SESSION 2: Birmingham - Values Education: Education for cultural equity - Moral and civic education - ID links: Geography

Key competences: Competence in Linguistic communication - Social and civic competence - Cultural and artistic competence - Digital competence.

Contents: - Vocabulary about languages and countries - Where is Birmingham? (Locations) - Social customs. - Regions - Knowledge about the town. - Expressing agreement and disagreement. - Adverbs of degree.

<p>A1</p> <p>T: 10'</p>  	<p>Brainstorming of ideas: languages and countries - Map (warming-up)</p> <p>Given the following map, look into the dictionary at least five countries of each continent and their main cities. Then print your map for the following class because we will do a brainstorming of ideas about the variety of languages around the world and the different countries.</p>    <p>Skills: oral production - CW</p>	<p>A2</p> <p>T: 20'</p>  	<p>Birmingham (a video about the town: social customs, leisure time, monuments, food, etc).</p> <p>AESN will be provided with the transcription of the text.</p>  <p>Skills: listening – IW</p>
<p>A3</p> <p>T: 15</p> 	<p>Answering some questions about the video. For example:</p> <ul style="list-style-type: none"> - How many people visit Birmingham each year? - Which city has more canals?  <p>Skills: oral interaction – IW</p>	<p>A4</p> <p>T: 10'</p> 	<p>Expressing agreement and disagreement; compare the town with Jaén. Students give personal opinions on stereotypes and social norms in different countries.</p> <p>Skills: oral interaction – PW</p> 

1. Introduction

Nowadays, learning two or more foreign languages is not only a right, but also a duty: in a multilingual continent as Europe is, students need to be able to communicate in at least a foreign language. In fact, the ability to communicate in one or several foreign languages is a current demand of the 21st century society.

Secondary schools in Merida have undergone a series of major changes over the last decade: the increase in the number of languages and cultures present in our educational system nowadays, due to the arrival of students from all continents, the implementation of plurilingual curricular projects in a large number of schools throughout our region and, thirdly, the integration of information and communication technologies in the teaching and learning process.

From this perspective, the aim of language education is profoundly modified. It is no longer seen as simply to achieve ‘mastery’ of one or two, or even three languages, taken in isolation, with the idea of native speaker as the ultimate model. Instead, the aim is to develop a linguistic repertory, in which all linguistic abilities have a place. This implies, of course, students have the opportunity to develop a plurilingual competence. Furthermore, once it is recognized that language learning is a lifelong task, the development of a young person’s motivation, skill and confidence in facing new language experience out of school comes to be of central importance.

The Didactic Course Plan (DCP) I have designed for the **4th Course of Compulsory Secondary Education** serves to aid the instructor in planning and directing the education of the students in our specific course and subject. In this syllabus we will set the **goals** that we intend to reach (that is to say, *key competences and objectives*); the knowledge, procedures and conduct on which we will work (*contents*); the strategies, methods, activities, instruments and means that will help obtain them (*methodology*); and the way in which we are going to show that the process we have designed serves to reach what we have planned (*evaluation*).