

## Objectives for this lesson

VOCABULARY SKILLS	
Mainstream group	ACI group
<ul style="list-style-type: none"> <li>- Recognize, classify and internalize different vocabulary items related to people's description.</li> <li>- Use of specific formulae to express their opinion.</li> <li>- Use of verbs and expressions related to the world of relationships.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize, classify and internalize different vocabulary items related to people's description.</li> <li>- Use of specific formulae to express their opinion.</li> <li>- Use of verbs and expressions related to the world of relationships.</li> </ul>

READING SKILLS	
Mainstream group	ACI group
<ul style="list-style-type: none"> <li>- Read and understand texts about relationships and gender injustices.</li> <li>- Understand the structure of a text and its content to get an overall meaning.</li> <li>- Be able to answer questions related to a text.</li> </ul>	<ul style="list-style-type: none"> <li>- Read and understand texts about relationships and gender injustices.</li> <li>- Understand the structure of a text and its content to get an overall meaning.</li> <li>- Be able to answer questions related to a text.</li> </ul>

GRAMMAR SKILLS	
Mainstream group	ACI group
<ul style="list-style-type: none"> <li>- Know both the past simple and past participle of verbs (especially irregular ones).</li> <li>- Learn how to use the past simple and the present perfect individually.</li> <li>- Learn how to use the past simple and the present perfect together in the same context.</li> <li>- Identify wrong constructions and be able to correct them.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise both the past simple and past participle of verbs (especially irregular ones).</li> <li>- Recognise the past simple and the present perfect structures and use them individually.</li> <li>- Learn how to combine the past simple and the present perfect in particular contexts.</li> <li>- Identify wrong constructions and be able to correct them.</li> </ul>

WRITING SKILLS	
Mainstream group	ACI group
<ul style="list-style-type: none"> <li>- Be able to identify the structure of a biography.</li> <li>- Write a biography using specific data.</li> <li>- Apply the grammar and vocabulary knowledge learnt along the unit.</li> <li>- Reinforce the previous knowledge acquired along the course.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to identify the structure of a biography.</li> <li>- Write biography following a pre-established layout.</li> <li>- Apply the grammar and vocabulary knowledge learnt along the unit.</li> <li>- Reinforce the previous knowledge acquired along the course.</li> </ul>

SPEAKING SKILLS	
Mainstream group	ACI group
<ul style="list-style-type: none"> <li>- Be able to give the personal opinion about a gender-based topic.</li> <li>- Express themselves in a logical linguistic manner.</li> <li>- Be able to take part in a role playing.</li> <li>- Try to develop a proper and an accurate pronunciation.</li> <li>- Be able to use the past simple and present perfect whenever possible.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to give the personal opinion about a gender-based topic.</li> <li>- Try to express themselves in a logical linguistic manner.</li> <li>- Be able to take part in a role playing.</li> <li>- Try to develop a proper and an accurate pronunciation.</li> <li>- Try to use the past simple and present perfect whenever possible.</li> </ul>

LISTENING SKILLS	
Mainstream group	ACI group
<ul style="list-style-type: none"> <li>- Listen and understand different videos about gender stereotypes.</li> <li>- Recognise specific data in order to answer questions related to what has been heard.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and understand different videos about gender stereotypes.</li> <li>- Recognise specific data in order to answer questions related to what has been heard.</li> </ul>

CULTURE SKILLS	
Mainstream group	ACI group
<ul style="list-style-type: none"> <li>- Learn about different aspects related to social gender concerns and gender stereotypes in relationships.</li> <li>- Develop respect and interest for the different cultures appearing in the unit.</li> <li>- Be able to recognise stereotypes and propose solutions to defeat them.</li> </ul>	<ul style="list-style-type: none"> <li>- Learn about different aspects related to social gender concerns and gender stereotypes in relationships.</li> <li>- Develop respect and interest for the different cultures appearing in the unit.</li> <li>- Be able to recognise stereotypes and propose solutions to defeat them.</li> </ul>

PERSONAL AND SOCIAL SKILLS	
Mainstream group	ACI group
<ul style="list-style-type: none"> <li>- Develop the necessary skills to work autonomously and be responsible of what the subject requires.</li> <li>- Foster the capacity to work cooperatively.</li> <li>- Respect others' opinions and points of view.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop the necessary skills to work autonomously and be responsible of what the subject requires.</li> <li>- Foster the capacity to work cooperatively.</li> <li>- Respect others' opinions and points of view.</li> </ul>

## A guide for the lessons

In this section I explain the plan for each one of the five lessons that compound this didactic unit. I intend to present the best manner of teaching them, giving my reasons and intentions for each activity. Each lesson lasts around 45 minutes since the first 5 minutes of the class time will be devoted to talk with students about their quotidian life while they prepare their materials and get ready.

## ► First lesson

### Warming up for the lesson (⌚ 15')

The teacher introduces the new unit and explains what is going to be treated along the lessons. The objective of this lesson is to define the starting point as well as introduce new lexicon to the learners. It is important to say that not all the terms are new, so I think this is a good opportunity for students to put in common their previous knowledge with the new one. Besides, the teacher can help them to understand each concept by using visuals or simple relating those adjectives to famous people or famous characters that may be familiar to the learners. Thus, an example for a geek person can be the main characters in *The Big Bang Theory* and Captain Sparrow from *The Pirates of the Caribbean* can be a good example for an eccentric person.

After making clear all the terms in exercise one (this can be done by the whole group together, even as a little competition among them), students will have a few minutes for doing exercise two. It will be corrected when everybody has finished.

### Expansion: reading (⌚ 15')

Exercise three is a good opportunity for students to improve their pronunciation as well as their abilities looking for specific data. The teacher should ask some students to read the different texts aloud. Pronunciation should be corrected as far as possible but the teacher must be careful with this: excessive correction can increase students' anxiety making them feel bad while reading. In order to avoid this situation, accuracy on pronunciation should also be praised in order to improve students' confidence.

After the reading time, students will spend some minutes looking for describing words in the texts. This exercise can help them expanding their lexicon and recognising descriptive structures.

### Consolidation: speaking (⌚ 15')

The last part of this lesson tries to encourage students' communication skills, in this case through a speaking. Learners' should be grouped in pairs (or groups of three if there is an odd number of students) and talk about their ideal partner. This activity is a good occasion for students to use all the new

lexicon that they have been working on the previous exercises in combination with all the knowledge that they may have. The teacher should walk around the classroom, listening to the different conversations and assisting students when they need help.

Additionally, this activity can also lead to a mini-debate about generalisations related to boys and girls. This would be a perfect warming up for the following lessons.

## ► **Second lesson<sup>1</sup>**

### Warming up for the lesson (⌚ 15')

As the first stage of this lesson, students will do an irregular verbs exam. Although this kind of exam is merely for memorising, it seems necessary for students since if they do not revise the irregular forms, they are very likely to forget them. The exam will be corrected just after doing it. It can be a collaborative work, making students correct each other's exam.

### Revision of the past simple tense (⌚ 15')

The teacher has to remind the learners how to create past simple structures and how to use them in past contexts, pointing out the importance of time expressions and other words that might be time indicators. Students are expected to already know this information but, as this unit will deal with the combination of two verbal tenses, it is important to ensure previous knowledge and put it into practice. After the explanations, students will take some minutes in order to do exercise three individually. When they finish it, the whole class will correct it. This is a very structural exercise but it is combined with semantic content since students have to match each sentence with the picture that describes the content. This will enrich their lexical knowledge at the same time they are ensuring grammatical structures and functions.

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<sup>1</sup> This lesson is planned for 90 minutes (two classes) since the grammar point requires a little more attention by the teacher in order to ensure students' acquisition of structures and functions.

### Revision of the present perfect tense (⌚ 15')

The mechanic of the previous stage will be repeated in this part but now dealing with the present perfect tense. It is important to remember that this is only a review. Students are expected to know this grammatical information but, as it has been said before, the first objective is ensuring the previous knowledge about these tenses.

Again, after the teacher explanation, students will spend some minutes doing exercise 4. In this activity, they also have to choose the most appropriate time expression. This practice will help them with the function of these words in the context.

I would like to note that the grammar explanation can be done with the help of students. They could be asked to explain examples on the blackboard or to write examples themselves. Thus, collaborative learning will be fostered and the participation of students will be encouraged.

### Combining tenses and consolidation (⌚ 30')

Now, it is time for the teacher to explain how both past simple and present perfect are used together in a text. This has to be carefully explained in order to make it as clear as possible for students. Exercises five, six and seven are proposed in order to practice the combination of both tenses through different contents and using different techniques. Initially, they have been thought to be done individually, but if students show a good attitude they can be allowed to do them in pairs, fostering this way a cooperative work and giving them a more autonomous role in the lesson's development. These three exercises will be corrected after finishing them, making clarifications when required.

### Fostering communication (⌚ 15')

The last activity of this lesson has more to do with the *semantic* content present in exercise seven. The purpose of this group task is make students talk about a gender problem in the Indian culture: the subordination of women to the men's figure. With this activity, students are expected to give their opinion about this fact and provide solutions to Priya's problem. The

teacher should assist those students that may need help and assess the performance of the different groups. Although accurate pronunciation and adequate grammar are required, in this case, the teacher's attention should be focused more on the message than on the form.

### ► **Third lesson**

#### Warming up for the lesson (⌚ 10')

This part of the unit will treat two skills: reading and writing. The first thing the teacher has to do is to explain to the students that this point is a bit different from the previous lessons. In this case, the topic of relationships is not treated directly. In fact it is focused only in the biographies of important women through history. However, the intention of this section is to make students aware of the fact that many times the relationships that women had in the past eclipsed them and for this reason they were not taken into account in history books. Thus, with this lesson, I intend students to learn about important women that made history by themselves, not matter who they were married with.

#### Reading comprehension (⌚ 20')

With the first exercise, students are required to read the text and answer the questions. They can do it individually and then correct the questions together. Before the correction, the teacher will ask some students to read the text. As in previous readings, the pronunciations should be corrected and loaded in order to benefit students as far as possible. Additionally, the teacher can ask some questions to the students about the text to be sure that they have understood it successfully. Comments on some particular words can be made if students do not point out any lexical doubts. Furthermore, it can be interesting talking about Rosa Parks and her symbolism in the history of USA and the civil rights. This will provide students with historical knowledge about a English speaking country.

### Writing a biography (⌚ 15')

Using as example the text that they have read, the teacher has to explain to the students the main structure a biography should follow. He or she has to explain what kind of information should be included in each stage of the diagram in order to help learners to classify the paragraphs of the previous text. It is important to clarify that not every biography follows the same structure because it depends on the person's life, job, and facts, but with the kind of biography that is presented, students have to follow the established structure. As the objective of this part is to teach students how to write a biography, I have prepared a *pre-writing* exercise that will help them to look for specific information and organise it. Their homework will be exercise four, which consists of writing the biography of an important woman through history. They should hand the writing in in two days time.

## ► **Fourth lesson**

### Warming up for the lesson (⌚ 5')

The teacher has to explain to the students that they are going to deal with gender stereotypes in this point of the unit. The main objective of this lesson is to make students aware of the stereotypes that surround them everywhere. The lesson provides materials that are really familiar to the students in order to catch their attention and provoke their reaction on the topic.

### Stereotypes in *The Simpsons* (⌚ 25')

For the purpose of this lesson, students will see the episode 514 from *The Simpsons*, called *Lisa vs. Malibu Stacy*, in which Lisa tries to fight against the gender stereotypes her new doll presents. She does a lot of efforts in order to stop the spreading of these stereotypes, and with the help of the Stacy Malibu's creator, she designs a new doll which gathers the characteristics of some of the most important women of history. As the episode deals also with other issues, those ones will be avoided, taking into account only the moments related to the topic. After the visualisation of the episode, the teacher can ask students about it.

I am totally aware of the fact that the level of the English spoken by the characters of The Simpsons is too high for students in fourth of CSE. However, it is easy to guess that the vast majority of them will know the episode. For this reason, and with the help of the subtitles and some clarifications from the teacher, I think that this material can be useful for the class and the unit objectives.

#### Analysing stereotypes (⌚ 15')

With this task, students should put in practice what they have already learnt about stereotypes. This is a communicative task in which their opinion is taken into account. The teacher should pay attention both to the form and the message and help students when they need it.

### ► **Fifth lesson**

#### Warming up for the lesson (⌚ 5')

In this lesson, the teacher should introduce the topic: ending with a relationship. The objective is making students aware of the difficulties this situation can provoke and the problems that sometimes appear when one part of a couple is not respectful with the other part. Students can be asked about this topic before starting the exercises exposed in the handout.

#### Listening comprehension (⌚ 15')

This activity consists of a multiple choice quiz about a listening. Students should pay attention to what the participants say and choose the correct answer. The teacher should clarify some of the expressions that appear in the quiz before the listening starts in order to guide students with the comprehension of the data.

#### Being aware of reality (⌚ 15')

In exercise two, students will be grouped in 3 or 4 people and they should discuss about the provided terms. The intention of this exercise is making them conscious of the social problems that derive from the lack of respect within a relationship. The teacher can guide students with the concretion of the terms and can assist them linguistically when they need it.

### Getting involved (⌚ 10')

The last task of this unit consists of an oral presentation about the gender violence. Students have to create in groups of three a poster using *Glogster*. In this poster they should reflect their concerns about gender violence and their purposes to finish with it. This oral presentation will be assessed as if it was an oral exam, so the teacher can help them with the preparation of the speech but they won't be corrected during the performance, which will take place in front of the class.

With this task, I intend to foster the students' technological competences, their communicative competence and their abilities in looking and organising information both through words and visuals.