

The implementation of a Gender-Based Approach in the TEFL class:

Applying theory to practice

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1. Introduction

If we think about the concept of education, it is obvious that it is a very complex set of areas, ideas and methods that are not easy to deal with on many occasions. The educational system has to be prepared not only to provide students with concepts and data but also with values that help them to grow up and develop themselves both at individual level and at social level. These values should be internalized and used by students in their lives, inside and outside the school, so they will be able to become adults capable of taking care of themselves inside a community, no matter where it is placed.

Having this in mind, it sounds logical that one of the areas that should be treated at the school is the one related to the gender studies. The social patterns of the world in which we live are changing, and the educational system needs to be aware of those changes. The school has to evolve and adapt itself to the reality of our days guaranteeing to students quality and equity in their education. However, it is impossible for the educational system to cover separately all the areas that are crucial in the education of an individual. For this reason, it is important to involve all the subjects in the treatment of this kind of values promoting the cohesion and the cooperation among them.

Thus, the aim of this paper is to offer a possible plan to introduce the treatment of gender concerns in the curriculum of Secondary Education through the subject of English Language. Along the following pages, a combination of some theory notions and a practical programme that can become a possible way of achieving the named purpose is exposed. Using a specifically designed didactic unit in a particular context, students will be able to acquire the established objectives, learning this way how to be respectful and critical with the gender reality in which they live.

As a starting point, a theoretical background is provided in order to contextualise the practical programme explained afterwards. This theoretical background is divided in three parts which are closely related.

The first one deals with the search of the most appropriate methodology that could be used in the classroom. As the perfect method does not exist, I propose a mixture of methods selecting the best parts of some of them and creating an ideal methodology to be used in this case. Furthermore, the influence of the Content and Language Integrated Learning (CLIL) approach is going to be taken into account since a foreign language is going to be used as a tool to treat and discuss issues that are not necessarily related to the subject itself.

The second point of this theoretical background is focused on the gender content that should be included in the curriculum. Bearing in mind different authors and theories, a clarification of the reasons for including these studies in the curriculum is exposed.

Finally, along the third theoretical point I talk about the use of ICTs in the classroom, and how they can contribute to the treatment of the gender issues and the development of the lessons.

Following in this paper, and based on those previous theoretical notions, a practical part is presented through the explanation of a specifically designed didactic unit. Firstly, the context in which this didactic unit will be implemented is established and explained. Then, a more detailed explanation of each part of the didactic unit as well as how the different lesson plans have to be put into practice is given. As the last point of this practical part, the personal expectations and the possible results based on the experience of using some of the activities are described.

Gender studies are very important because they are closely related to the development of individuals. Every day we deal with situations in which gender concerns are involved since gender constructions are an essential part

of the culture of our society. As the education has the responsibility of forming students in all the aspects of their lives, it sounds reasonable that the school takes care of the treatment of individual and social gender concerns. We as teachers should provide our students with a good learning environment, and this implies not only the teaching of concepts but also the teaching of values, in this case gender values, which help to solve and prevent different kinds of problems. Students need to know how gender constructions affect their lives and they have to be able to analyse the information they receive. They should learn how to be critical and recognise gender differences on the media and also in real life because only this way they will be able to change those unfair situations that appear constantly day by day.

However, this will be an impossible task if school does not act as a guide for students. The education learners receive from their families is very important, but it needs to be complemented by the one received at school. When this combination works, students can succeed not only at the academic level but also at the personal level. Thus, including the treatment of gender in the curriculum contributes significantly to the education and personal development of children and teenagers. Understanding how to deal with gender constructions and stereotypes will help them to be part of the community without taking into account the students' origin.

For this reason, this paper intends to be a possible example of how to integrate gender aspects in the curriculum of Secondary Education, offering the opportunity for English Language to become a subject concerned not only about the linguistic and structural aspects but also about the contents that can be useful for those studying them.

2. Theoretical background

2.1. Looking for a Methodology

When we create a plan about what to teach to our students, we have to take into account different aspects that are going to be present in our classroom. First of all, we should be aware of the contents and the linguistic elements that are involved in them, we should take into account any kind of materials that we may need and also which are the conditions in which the teaching and learning process is going to take place. However, what seems to be more important is to be conscious of our students and their needs. This information is crucial when we make one of the most important decisions in our planning: how to teach the contents.

Selecting a concrete methodology is not easy. There is a great amount of methods and techniques that are excellent, or not, always depending on the situation in which they are used. Along the history, many linguists have developed different approaches and methods that try to become the best manner of teaching a foreign language. But I would dare to affirm that this goal is impossible. There is not a perfect method because there is not a perfect situation in the classrooms: students, contexts and teachers change constantly. Those exercises or methods that work for a group of students have no benefits for other groups and vice versa and we should be aware of that fact. For this reason, it seems logical that the best option may be the combination of different methods or approaches in order to try to cover all the needs our students may present.

In our case, the purpose is the treatment of gender issues in the curriculum of Secondary Education. This area, the one of gender studies, is a wide area that is easily represented in our society. Students can recognise many gender issues involved in the syllabus watching television, surfing on

the Internet or, simply, looking around them. Taking this into account, one of the first approaches that comes to mind is the communicative approach. This approach is characterised by considering the language as a tool of communication. Within this approach, many aspects of a language are learnt by the exposure of the learners to the target language in meaningful contexts. In our case, these contexts will include discussions about gender issues, which are part of their quotidian lives. In this way, language can be seen by students as something useful that goes further than a repetitive way of working on isolated expressions presented along the textbook. Thus, the message, what it is transmitted with the language, has more importance than it has had before.

If we analyse Krashen's (1982) studies on the Second Language Acquisition (SLA) area, we can discover that the author establishes a division between learning and acquiring a language. For him, learning is a conscious process in which the student has the notion of learning different sets of theoretical rules that are useful in the classroom context in which the language is being practiced. Contrary to it, acquisition is an unconscious process in which the learner naturally develops a second language competence through the language that he or she receives. However, if this language is not understood by the student, it is, if it is not *comprehensible input*, the process of acquisition won't take place.

Having this in mind, it is obvious that the content has a very important role in the process of teaching and learning for many reasons. Firstly, as it has been pointed out, it constitutes a meaningful purpose for the use of a language; secondly, it helps students with the acquisition of the foreign language since they can internalise structures and expressions naturally from the messages that they receive; and thirdly, the content can be a motivating resort for students to learn and use the foreign language. When Krashen (1982) talks about the affective filter hypothesis, another of his five hypotheses within his SLA theory, he focuses his attention on the behaviour of students. For him, the way in which students acquire a language is closely

influenced by their feelings and attitudes towards the process of learning. Thus, if a student is highly motivated by the content, he or she will work better and consequently he or she will acquire better the language. What is more, the learner probably will feel more comfortable and will be less worried about making mistakes or being corrected. This is another important point to highlight since as the Communicative Approach claims, errors are a natural part of the process and we, as teachers, should be consequent with it. When students try to communicate or express themselves, a feedback should be reported to them but it does not have to be very rigid since overcorrection can be contra-producing increasing students anxiety.

Nevertheless, although the Communicative Approach is a very good starting point in the construction of this ideal methodology, we have to take into account that not everything it presents is useful. Michael Swan (1985a) in his revision to this approach points out that we have to take into account that sometimes we forget that our learners have some *pragmatic* knowledge derived from the use of their mother language. The problem is that they don't know how to transfer this knowledge to the second language use. Furthermore, he agrees with the Communicative Approach in the use of the language exposure and motivating activities to help them learn, but he considers that the *real* materials are not always beneficial since if students cannot understand them it is worthless using them (Swan 1985b). This idea reminds to the Krashen's (1982) Input Hypothesis which claims that the input learners receive can be one step *higher* from the level of the students but it has to be still comprehensible input for them. If not, acquisition of the language cannot take place. For this reason, Swan (1985b) considers that a syllabus cannot be only "semantic" as the Communicative Approach defends, but a combination of a "semantic syllabus" and a "structural syllabus":

Language is not *only* a set of formal systems, but it *is* a set of systems, and it is perverse not to focus on questions of form when this is desirable.

Some points of grammar are difficult to learn, and need to be studied in isolation before students can do interesting things with them. It is no use making meaning tidy if grammar then becomes so untidy that it cannot be learnt properly. (Swan 1985b p.78)

Thus, although highlighting the content is very important and beneficial for the students, we cannot forget that they need to be aware of some grammatical rules that help them organise their minds in the use of the language. Besides, the same happens with the lexicon. Encourage our students to communicate, orally or written, with attractive contents well contextualised is very useful and positive but we have to be sure that our students have a basis, a starting point from where they can begin to construct every new knowledge in the language usage. Therefore, we have to provide our students with appropriate and useful lexicon and help them learn and internalise different grammatical structures that may present difficulties for them.

In order to achieve this, we can use different methods that are focused on the repetition and practice of grammatical structures or functions. For example, the Structural Approach can be useful for the treatment of the difficult grammar points since it considers grammar as the main axis of language learning. For this approach, the more students repeat a structure, the more they learn. Another approach that can be used for the same purpose is the Functional/Situational Approach which can be very useful to work on the functions of certain structures and expressions. Both approaches are very focused on the form instead of the message, and expressions will be isolated and out of context, but it is not a bad thing for students to practice before trying to communicate. As Swan (1985b) affirms “it should be clear that effective learning can involve various kinds of ‘distancing’ from the real-life behaviour that is its goal”. Moreover, this *isolated* practice can be beneficial for students since it allows them to become more confident in the use of new or difficult structures encouraging them to communicate using them.

Summing up, in this ideal methodology we can use aspects from the Communicative Approach because it actually encourages students to communicate expressing their opinion about gender contextualised content using what they have learnt, and aspects of Structural and Functional Approaches because these help students to ensure theoretical grammar knowledge that they may use when communicate. However, it is interesting to create a plan in which the central role shifts from the teacher to the students in the classroom. If we want students to communicate, to use the language, we need them working together, in pairs or groups, in order to foster their relationship and their abilities in team working. For this purpose, the Task-based Approach can be very useful since it promotes the collaborative working and learning and allows students to take some decisions within the task they have to develop.

Finally, it is important to take into account the influence of the Content and Language Integrated Learning (CLIL) Approach. This approach deals not only with the learning of a foreign language but also with the learning of the contents that are dealt with. Thus this approach, as Lasagabaster and Sierra (2009) explain, “caters for all types of learners/different learning styles and provides much richer communicative situations and “can do” opportunities which engage students and foster the development of language awareness”. In our case, we will try to teach our students some gender issues as the main objective, but this implicates also some notions of history, culture, and ethics. Moreover, we cannot forget that the Compulsory Secondary Education curriculum also involves this teaching of attitudes and values which are as important as the contents and competences students should acquire along the course, and consequently they should be assessed as well as it is the linguistic competence.

What has been exposed here, a combination of different methods and approaches, is merely a proposal to build an ideal methodology that fits on the teaching of English language and the gender content. It does not mean that it is a perfect methodology or a fixed one. As everything in the education area, it is flexible and can be changed every time needed since it has to be adapted to the situation, the experience and the students' needs.

2.2. Gender Content

The treatment of gender in Secondary Education can be a delicate issue if we do not take into account certain aspects. We should remember that our students' personalities are not totally developed and this situation has a lot of influence in their opinions and thoughts.

As it has been commented in the previous point, the school has the responsibility of educating not only in concepts and data but also in values and attitudes that contribute to the great development of the individuals as human beings prepared to be part of a community. For this reason, the study of gender can be very beneficial for those teenagers in Secondary Education. If they are aware of the reality that surrounds them, maybe they will have an opportunity to change those social aspects that they consider unfair.

With the study of gender, students can develop a critical thinking that helps them recognise all these differences that separate men and women inside a community and maybe they will contribute to eradicate these differences.

2.2.1. Clarifying concepts: sex vs. gender

The first thing that we have to bear in mind is that sex and gender do not refer to the same concept. Although traditionally they have been

considered the same, each one refers to different aspects of a human being. As Oakley (1972) defines, “‘sex’ is a biological term; ‘gender’ a psychological and cultural one”. In other words, sex is only related to the physical condition that identifies the male human and female human whereas gender goes further. The question of being a man or a woman involves a lot of aspects that are closely related to the culture of the society where the individual lives (Oakley 1972). Thus, gender can be considered as a social construction that deals with the expectations that men and women have to fulfil in order to become part of a particular society. It is not the same to be a woman in Spain, in the United States or in Israel. Each culture expects women to behave in a particular way following the social aspects and beliefs of each community. And the same happens with men: their roles in their communities are also defined by pre-established expectations.

The problem comes when these concepts (sex and gender) are so closely related that are considered the same. Then, that man that shows some femininity or that woman that shows some masculinity is treated pejoratively. The same happens when a man or a woman do not follow the pre-established expectations a society has for them. The gender identity that each human being develops is crucial within a society but when it is totally identified with the biological aspect of an individual it can be dangerous for him or her. When a woman is a woman just for her sex, she is totally condemned to be, in many cultures, inferior respect to men. For this reason, the culture is a very influential aspect in the development of each individual. Fortunately in our country, things are changing and men and women are walking towards equity little by little.

However, there is still a lot of work to do. Our biological characteristics should not interfere in our gender identity but we have to work all together to create a society where the gender identity of each one does not influence in what an individual can or cannot do. We cannot forget that our identity is not a fixed thing. We evolve as we grow up and our ideas and our

perception of reality change as we get older. So, if we are able to change the injustices about gender differences in our society, we will be able to shape our identity in a respectful and tolerant one. We as teachers should teach our students to respect each gender identity since gender values are very important to create harmony in the connivance not only inside the classroom but also in the world outside.

2.2.2. Fighting against stereotypes

A gender role is the behaviour a man or woman displays in a society in order to fit in it as it has been pointed out before. Both men and women are supposed to be in a particular manner just because culturally it has been established this way (Oakley 1972). Nonetheless, these cultural expectations are merely stereotypes that have remained in the cultural memory of a society for ages. If we look backwards in our history, we will find that traditionally men were the *breadwinners* whereas women were confined to household activities and the raising of children. In fact, very few women have a place in the history data since they were not important. Our society was a very clear defined patriarchal society in which men had power over women just because of their sexual conditions and consequently, their gender identities or roles¹. Thus, men were considered strong, powerful, aggressive, insensitive and superior; contrary to this, women were supposed to be emotional, weak devote to their husbands and family and without any kind of ambitions or needs. Women seemed to be in the world just to please men and men usually saw women as objects that they could control and shape the way they wanted. This kind of stereotypes was globally accepted and neither men nor women were able to do anything to change this by themselves.

¹It is not until the 50s when Alex Comfort established the term *gender role* in the contemporary meaning in his book *Sexual Behaviour in Society*.

However, education and cultural movements opened people's minds and gender roles in societies started to change. Many authors like Mary Astell, Mary Wollstonecraft, and Simone de Beauvoire among many others started to give a voice to women breaking down all those stereotypes that classified women as weak and less intelligent than men. These authors defended gender equity in a time where this concept, gender equity, was nearly inexistent. Furthermore, other female figures started to rise, and some women got a place in the books of history.

Nevertheless, despite of the fight of many women and men for getting the equity between men and women, not all the stereotypes have been obliterated. Nowadays, many of these old stereotypes are still alive and promoted by different aspects of our modern life like toys, colours, adverts, magazines and famous people that consciously or unconsciously are seen as social models.

- *Toys, colours and gender*: Caldas-Coulthard and Van Leeuwen (2002) in their analysis of the role toys have in our lives claim that “toys, like *Barbie* and *Ken*, or *Action Man*, represent social actors through their design, movement, colour schemes, among other things, and are always conditioned by the social contexts and ideologies of the time of production.” From the very beginning in our lives, we are forced to create our gender identity by being classified into masculine or feminine depending on what we use to play and all the aspects that surround this fact. These authors consider toys as a vehicle for children to learn how to behave in the society in which they live.

However, it is not only what the toys are but also what children do with them (Caldas-Coulthard and Van Leeuwen 2002) and it is very influenced by their families the adverts children see on television and magazines, the colours (pink for girls and blue for boys) and even the social models like singers and artists. After all, as Butler (1990) points out “the

substantive effect of gender is performatively produced and compelled by the regulatory practices of gender coherence”, it is that gender identities are created by the repetition of gender based attitudes. Nevertheless, it is important to highlight that some toys are clearly stereotyped by themselves: a *Barbie* for example is very limited in their movement whereas an *Action Man* is greatly articulated and this can be understood as women limitations against men possibilities to do what they want. Furthermore, the colours associated to these toys are also very relevant since as Caldas-Coulthard and Van Leeuwen (2002) show, girls’ toys are always presented in brighter colours which remain “the sense of romance”, whereas boys’ toys are full of dark and intense colours that “evoke mystery or danger”.

- *Social models*: The same way toys influence the construction of a gender identity in an individual when he or she is a child, famous figures in our current panorama are also seen as influences for teenagers and young adults. In her article, Barbara Read (2010) explains how the “celebrities in the film, television and music world reflect and reinforce dominant cultural discourses of masculinity and femininity”. The image that these people transmit through the media constitutes a little change in the stereotypes but, in essence, they are the same: women are not confined at home, but they are still slaves of their appearance because only this way they will be totally accepted in society.

Having all this in mind, we should make our students conscious of the reality in which they are living. We as teachers have to be aware of the fact that our students are constantly surrounded by many different kinds of stereotypes. For this reason, they need to learn how to fight against them and to do it, they firstly need to recognise them. It is because of that, that the gender content in English lessons can be very beneficial for them. It will facilitate them to develop their critical thinking in order to distinguish the stereotypes in which they have been raised and those others that they can find

in their environment. For sure, education on gender values will help them understand that gender identities are just social constructions and stereotypes are not unchangeable realities. Men and women are all human beings and students should understand that despite they are biologically different that does not mean they are socially or culturally different. Men and women should be equal and this ideal situation of equity can only be achieved if men and women work for it together. However, if we do not provide our students with the necessary educational tools to change injustices, they won't be able to fight against what they cannot see.

2.3. The use of ICTs

As it is part of our social structure, the educational system needs to adapt itself to the new world in which we are living. Many changes have occurred recently and this leads to a new perspective in the teaching styles. One of the most important differences from the past is the appearance and implication of new technologies in the education area. Our students, who in general terms seem to be born as experts in new technologies, are very familiar to the different gadgets that appear each day. The vast majority of them are able to use new technologies easily as they use them daily in their private life. For this reason, we, as teachers, should adapt our teaching styles to this new reality introducing the use of new technologies in the classroom. Fortunately, nowadays many of the schools have improved their facilities providing many of the classrooms with computers and, in many cases with interactive whiteboards. These improvements constitute a great opportunity for teachers to incorporate the use of new technologies in the development of the lessons, making them more *real* and attractive to the students.

Many studies and authors have lately highlighted that the use of ICTs in the educational system has a lot of benefits for students. Firstly, new technologies break with the traditional routine of following the book step by step, and attract students' attention fostering this way their motivation and interest on the content that is being treated. This normally has a tendency towards the achievement of better results, since when we do things which we are interested in, we do them better. As Clavel and Maruenda (2012) point out taking into account different authors such as Krashen or Mayer, the use of ICTs improve the acquisition of meaningful meaning. As it has been explained before, Krashen's theories establish a difference between learning and acquisition. The last one, occurs when we are able to understand the input that we receive. This *comprehensible input* or intake (Saville-Troike 2006) is what makes us acquire a language and thus, a meaningful learning takes place. For this reason, if these new technologies foster the meaningful learning through what Clavel and Maruenda (2012) name as multimedia learning, they become a useful tool to be used at class. After all, it sounds logical that students find easier to understand meanings and concepts with the support of visuals and other tools since this way it is simpler to create mental associations that remain better in their minds.

Moreover, with the use of ICTs, students are given more autonomy making decisions about how to do their tasks. This also allows teachers to tutor learners more effectively and observe their evolution in the acquisition not only of knowledge but also of different kind of competences (Zaragoza and Clavel 2010). What is more, the implementation of ICTs to the tasks for students also promotes the development of group activities in which students have to work in together. This is a great opportunity for students to learn how to work in teams, developing the relationship among them, the interaction in the target language and the participation in a collaborative learning process.

Finally, new technologies are also a good bridge that keeps in constant contact students with the subject and the contents which are being treated on

them. We all know that the time in English lessons is very limited and, with the use of technologies, it can be extended offering students a good chance to receive input that comes from real contexts out of the school time.

However, as Pennock Speck (2009) points out, technologies have to be used carefully in and out of the classroom. They must not replace traditional method or techniques that work in our lessons because the change may mean the chaos. Furthermore, as Sweller (1999) explains, technologies have to be part of specifically designed tasks in order to avoid overloading our learners with too much information. We cannot forget we are working with technologies in the education area and, for this reason, technologies have to act as tools that provide advantages both for teachers and students in the teaching and learning processes. Bearing this in mind, those tools have to be cheap or free, easy to manage and not too much time consuming because, otherwise, they will become obstacles for everybody (Pennock-Speck 2009).

Taking into account the previous explanation and having in mind that the use of ICTs has a place in the secondary schools, I propose the following tools to be used in the second cycle of Compulsory Secondary Education, where the teaching of gender values can be implemented.

- *Use of blogs or educational social networks:* These platforms constitute a perfect place where students can express themselves at different levels and work cooperatively in small groups or even as a whole class. They are attractive for students and this increases their interest in the subject.

With the use of blogs, teachers can construct a point of reference for their students, adding periodical information that can be used by students as a guide in their studies or tasks. The problem with blogs is that they are more limited in the interaction area since there are no spaces where students can

communicate freely among themselves. Moreover, it can be more difficult to organise students if we want them to publish tasks as a new entry.

In the case of educational social networks, the possibilities are even better since this kind of WebPages provides a huge space both for teachers and students to communicate and express themselves. With social networks, many tasks can be developed using collaborative techniques. Besides, these platforms allow the use of other tools that can help students to assimilate the learnt concepts and acquire new ones. In many cases, apart from the use of videos, images, and interactive texts, educational social networks give students the opportunity to talk in real time among them through the use of forums or chats which allow not only the use of written English but also the use of oral English. All these possibilities compound a useful amount of resources that can be used in the classroom and out of it, letting students access to English language at any time. Furthermore, these social networks are usually private, protecting this way the identity of the younger students, and can be easily controlled by the teacher. The learners' progression can be followed daily and this provides a great opportunity for the continuous assessment of the communicative competences of our students. Additionally, although there are educational social networks which require payment, there are also a lot of them which are free and are easy to manage and organise.

- *Use of Glogster*: This tool can be very useful for oral presentations in the classroom. As the posters created are very visual and attractive, they are perfect attracting students' attention. For this reason, *Glogster* can be used not only as the visual support in students' oral presentations but also as a guideline in teachers' presentations of new concepts or contents. With this tool, students can learn how to prioritise information and organise it in a poster that will be explained orally in the classroom or written if they attach it to a blog or an educational social network.

Thus, many competences are fostered using this tool. On the one hand, communicative skills are developed since students should express the message not only through words but also with images and videos related to what they want to transmit. On the other hand, creative skills and technological competences are also developed since students should demonstrate their knowledge in the use of new technologies as well as their competence in reaching for the correct information. As they can compound the *Glogster* the way they like it, it gives them the opportunity to free their creativity combining all the items in the poster. Moreover, the tasks in which *Glogster* may be involved can be individual activities or group exercises, so both autonomous learning and collaborative learning can be fostered using this innovative tool.

- *Use of Digital Storytelling*: This tool, as Gregori (2008b) describes is the result of good combination between more traditional techniques of telling stories and the most innovative multimedia resources. Digital Storytelling (DS) may be used at different levels inside the English subject. Like *Glogster*, DS can be an ally to teachers presenting the lesson contents or a task for students working in groups. The use of DS can be very productive since it coincides with many of the principles of the Common European Framework (Gregori 2008a): the innovation of the tool for teachers and students, the fostering of motivation among the learners, the developments of students' creativity in the use of new technologies, the flexibility of the tool and the new view that it provides to the process of teaching and learning. Digital Storytelling, however, can be difficult to use in secondary education classrooms since it demands a well organised process in which students should go step by step before they reach the final objective. Nevertheless, it could be presented as a long-term task that can be developed in and out the classroom allowing students to work together fostering their collaborative learning as well as contributing to the development of different skills such as

research skills, communicative (oral and written) skills, technology skills, presentation skills and organization skills (Gregori 2008a) Moreover, with the use of DS, students have the opportunity to express themselves from their point of view enriching this way the contents that are treated along the units.

These are the three tools that I find more interesting and useful for their implementation in the Secondary School English lessons but for sure there are many other technological resources that can be appropriate for the blended-learning methodology (Clavel and Maruenda 2012). As they are easy to use and allow the use of visual materials, new technologies are perfect for the treatment of the gender issues inside the classroom. Many exercises and tasks can be developed in class using the tools proposed before or other ones.

The use of ICT is a new opportunity for students to combine the learning in and out of the classroom context but sometimes, it can mean a big challenge for teachers (Pennock-Speck 2009) since they have to learn not only how to use these new technologies but also how to implement them successfully in the classroom. However, as they can be really beneficial, technology needs to be part of the teaching and learning process in order to make it more real and familiar for everyone.

3. Practical Part

After revising some theoretical notions and taking them into account, in this part I propose an example of a didactic unit especially designed with the purpose of implementing some gender issues in the curriculum of a Secondary Education course. This didactic unit deals with the gender differences students can find in the reality in which they live. The purposes of this unit, as it will be explained later, are to make learners think about these differences, develop their critical thinking about these situations and foster a reaction on them. When teachers prepare a lesson, they have to take into account many different aspects including students' reality, that is, their background. For this reason, I have focused my attention on the world of love relationships among students in order to present to them very stereotyped situations that make them think about what they can do if they have to face a similar position. In addition, some notions of gender differences have been introduced in order to enrich their knowledge about gender evolution through history. In my opinion, all these aspects can help them open their minds and acquire useful values that contribute to their evolution as human beings.

It is important to highlight that this didactic unit has been created as an ideal plan for a hypothetical group in a hypothetical situation. It has not been implemented in any centre or classroom, although some of the activities proposed along the lesson handouts have been used as part of the practical training in private English classes that I have taught. This little experience has encouraged me to include these exercises, expanding them, and presenting them in a more ambitious manner since the number of students in a secondary classroom provides an opportunity to work on group tasks that enrich not only the individual autonomy but also the cooperative learning.

3.1. Contextualisation

The first thing that comes to my mind when I plan a didactic unit is always the kind of students I am going to teach. Students play a very important role in the classroom since it is their response to the proposed explanations and activities that guides a teacher in his or her teaching style. For this reason, when I thought about this didactic unit I considered different levels where the contents I want to teach would be beneficial. At a first sight, any course of secondary education could be a good candidate to be chosen, but after considering some aspects, I decided that this didactic unit could be a perfect element in the syllabus of fourth of Compulsory Secondary Education.

This course is the last step in the compulsory education and students taking it have to face two different possibilities: they can continue studying non-compulsory studies or they can become part of the labour market. In both cases, being aware of some gender concerns will help them develop their maturity and will facilitate their adaptation to the new situation.

Furthermore, students in this course are in an age between 15 and 16, although it might be some older students that are taking this course again. At this stage, the adolescence is almost in its last period and students' minds and emotions seem to be much more stable than in previous levels of CSE. This allows them to be more open to accept others' points of view and take them into account. Of course it is not something that they are able to do every time, but it is a starting point that can be fostered with their participation in debates and discussions about different issues, in this case, related to gender. It is important to bear in mind the fact that their age implies also some specific situations that may be new for them as, for example, the more or less stable love relationships among them. It is obvious that nowadays teenagers begin to filter with *love* relationships earlier than years before, but it seems that at this age (between 15 – 17) they start to look for something more *serious* in their relationships. For this reason, it is important to make them conscious of some

aspects of relationships which are totally related with gender because this way, they will be able to learn how to respect their partners and their lovers.

For all these reasons, I consider that the group of students of fourth of CSE are the most appropriate for the implementation of this didactic unit but this does not mean that it could be adapted to lower or higher levels in Secondary Education. In fact, each level should treat gender issues in their syllabus in order to create a long-term teaching in this kind of values.

Paying attention now to the centre in which this didactic unit can be implemented, I firstly thought that it could be applied in any kind of centre, no matter if it is a private centre or a state centre. However, after thinking about it, I considered that a state centre could be the best place for the implementation of this didactic unit. It has nothing to do with the kind of centre itself but with the kind of students that attend it. A state school is normally a centre where classrooms are more heterogeneous. Students from different countries, cultures, and ethnics are mixed up in the classroom and I think that, although it firstly can be seen as an obstacle, this situation can provide a lot of benefits for the students. In addition, the multiculturalism present in the classroom can be an encouragement for students to develop their interest for others and to learn about their cultures and values.

Moreover, the centre should have at least a computer and a beamer with a screen or an interactive whiteboard in each classroom in order to make easier the use of new technologies when developing different parts of the planned lessons.

Thus, I think this didactic unit, called *Relationships*, can be useful for students of fourth of CSE in a state school because of all the reasons that have been explained above.

3.2. Concretion of the didactic unit: the rationale step by step

After concreting the group of students that will work on this unit and the kind of centre that seems the most appropriate for it, now I present each part of the rationale behind this syllabus design.

3.2.1. The documents

In our country, the government is who mainly decides the contents of each course from the beginning to the end of the different stages of the compulsory education. For this reason, when a didactic unit is designed, one of the points of reference is always the law documents. In this case, I have taken into account the following:

- Organic Act 8/1985 of 3rd July Regulating the Right to Education (LOOE).
- Organic Act 2/2006 of 3rd May on Education (LOE).

More specifically, I paid attention to the Official Core Curricula – or Curriculum Minimum Content – which the Central Government establishes for the whole of Spain. The RD 1.631/2006 of 29th December currently regulates the Curriculum Minimum Content (55-65%) for Compulsory Secondary Education in Spain (coming into operation in 2007-08 for 1st and 3rd of ESO, and in 2008-09 for 2nd and 4th). This RD builds on the Organic Act 8/1985 of 3rd of July, Regulating the Right to Education and Organic Act 2/2006 of 3rd May on Education (LOE). The aim of the Curriculum Minimum Content, set in RD 1.631/2006 is to ensure a common basic education for all students within the Spanish Educational system and to guarantee the validity of the certificates issued by the Autonomous Regions.

As regulated in the above legislation and based on it, each Autonomous Region then draws up its own official curriculum. Consequently,

this syllabus design has taken into account the official curriculum or syllabus framework for the Autonomous Region of Valencia: Decree 112/2007 for ESO, regulating the organization of the different subjects for Valencia.

Furthermore, it is also important to bear in mind the School Educational Project and the Annual School Curriculum Design for ESO. They define the centre's ideals and methodologies. In this case, however, they haven't been taken into account since this is an ideal didactic unit².

3.2.2. Methodology, competences and resources

Methodology

The Organic Education Act 2/2006 (LOE) states in its Preamble that the 4th year of CSE should be guidance-driven both towards non-compulsory studies or the labour market. It is conceived as a flexible organization of common and optional subjects offering the students a greater choice based on their expectations and interests. Taking into account the general considerations expressed in the contextualisation, a combination of different approaches will be used.

Due to the age of students, which is around 16, and the course that they are attending, 4th CSE, attention has to be given to all the skills whenever possible in order to assure their previous knowledge as well as develop new knowledge that makes possible a great improvement in their linguistic competence. However, the general tendency is to focus on the written and reading skills because of the conditions in which the classes take place: the number of students, the facilities of the centre, etc. Nonetheless, oral skills should also be developed as far as possible. For this reason, as I have defended in the theoretical background of this paper, the communicative approach seems to be appropriate enough to provide a good opportunity for students to practice their oral skill applying their theoretical knowledge in

²If this didactic unit were implemented, it would be necessary to make changes and adapt it taking into account the centre characteristics found in those two documents.

order to communicate and express themselves. In this way, students' communicative competence is fostered and aspects such as intonation and other characteristics of the oral skill will be reinforced in each of students.

Other approaches which could also be taken into account are the structural approach and the functional/situational approach because with these approaches students will be able to reinforce new structures and functions in a better manner, and this will encourage them to put this knowledge into practice through the different types of tasks that they will develop in class. The task-based approach is also a good approach to bear in mind because it fosters the team work and consequently the collaborative learning of the students. Finally, some aspects of CLIL can be also useful for this didactic unit since the content is considered an important part of the unit.

Nonetheless, what has been said here does not mean that other techniques or approaches may be used in the classroom to provide students with an appropriate awareness to the diversity that they may present. Moreover, it is important to adapt this methodology to those students who may present any kind of difficulties in the process of learning.

Activities to develop basic competences

Both intensive and extensive reading will be used in and outside class, with the students having to read at least 3 books (one per term) according to their level. In this case, one of the readings can be related to gender issues in order to reinforce the contents that are treated in this unit.

For interactions, there will be three types: teacher-students, students-students, and student-student (i.e. some of the activities planned include pair and group work). For the presentation of new structures and lexis or when a specific structure or pronunciation causes problems to most of the class, there will be teacher-student interaction, then students-students and finally student-

student interaction. For other activities it will be mostly student-student interaction with the teacher monitoring the work of the students.

Controlled production will mostly involve pair-work while some group work will be used especially in the production stage of the unit, with the teacher as the monitor of the activity or task. Individual work will be a key element to promote autonomous learning but the collaborative learning is also a goal that some of the tasks intend to achieve. Moreover, in some occasion the production will be less controlled in order to give the opportunity to the students to focus on the meaningful content than on the form.

Some of the tasks will involve summarizing information on specific issues, formulating hypotheses, expressing points of view, making judgements on certain situations and taking decisions to solve problems. Most of these tasks will be oral debates based on the topics that appear in the different activities along the lessons. The performance of these tasks will be an essential element for assessment.

To sum up, the competences stated in the objectives will be developed as follows:

General competences

Students will be expected to use the knowledge of the world they already have and acquire further knowledge by reading and interpreting texts and discussing about different situations. They will be required to look for specific information outside the class with the aim of contributing to independent learning. Additionally, they are expected to use new technologies inside and outside the class in order to develop their competence in the use of ICTs. It is important for them to learn how to use new technologies in an appropriate manner in order to get the maximum benefits from them.

Language Competences

♦Vocabulary: this will be presented in context, using visuals, explanations on word-formation, video-listening activities, etc. followed up with recycling exercises, exploitation activities and memorization. They will be exposed to words and expressions in authentic written texts. To understand their meaning, the students will have to make use of the dictionary, deduce their meaning from the knowledge they previously have, etc. Translation will be used when required since in this unit, it can be a good resource to make students aware of the influence gender has in the quotidian life.

♦Grammar: this will be developed both inductively and deductively. Inductively: by reading texts and following the explanations of the teacher and the examples he or she will provide. Deductively: the teacher will remind his or her students the past simple and the present perfect structures (which are supposed to be learnt as part of the previous units). Then, the teacher will explain how to combine both tenses and how to use them together in any kind of context. The activities proposed include gap-filling, multiple choice, question and answer exercises involving specific structures and grammar-focused fluency exercises, etc.

♦Pronunciation: apart from exposure to authentic spoken utterances, new words - especially those which the student will be required to know actively - will be presented either by the teacher or a tape with the students repeating first in chorus, then individually. Besides, through the oral activities, students will be corrected as far as possible in order to improve their pronunciation.

♦Spelling: this will be developed by copying words and sentences, by learning the most common spelling rules, by memorizing word forms, and by reading the different texts provided along the lessons.

♦Socio-linguistic competence: students will be exposed to authentic language used in its appropriate social setting and their attention will be drawn to the treatment of gender. They will have to analyse the different topics related to gender that the unit provides.

♦Pragmatic competences: these will be developed by explicit teaching and practice of functions; verbal exchange patterns and discourse structure, by setting tasks that require a wider functional use of verbal exchange patterns and by exposing the students to progressively more complex discourse structures and functions.

Resources

The main resources include the textbooks *English Alive 4* as well as *Oxford Exchange 4*, their workbooks and additional materials that they provide. Some of the materials have been obtained from or inspired by various Internet resources such as:

- <http://www.google.es/imghp?hl=es&tab=ji>(Main resource for visual contents)
- <http://www.cucirca.com/2010/01/10/the-simpsons-season-5-episode-14-lisa-vs-malibu-stacy/>(The Simpson's Episode – Visited 21/06/2012)
- http://en.wikipedia.org/wiki/Rosa_Parks(Rosa Parks' biography – Visited 21/06/2012)
- <http://edu.glogster.com/>(Glogster Webpage – Visited 21/06/2012)
- <http://www.ello.org/>(Listening resources – Visited 21/06/2012)

3.2.3. Objectives

Taking into account what the Ministry and the Autonomous Region of Valencia state regarding the General objectives, together with the objectives set in the Curriculum Design for CSE, the following objectives for this 4th year have been established:

1. Understand general and specific information in oral texts in different communicative situations: Along the different activities students will find

in the different lessons, they should be able to develop their comprehension of the oral texts produced both by the teacher and the other students.

2. Express themselves and interact orally in everyday communication situations, with a minimum degree of efficiency, appropriateness and autonomy: Students will be asked to explain their point of view about different topics during the lessons.
3. Read and understand various kinds of texts autonomously, with the aim of extracting general and specific information and as a source of pleasure and personal enrichment. These texts have been adapted to the students' abilities and interests: These texts can be provided by the teacher through a blog or an educational social network.
4. Write simple texts with different aims on various topics using appropriate cohesive and coherent devices: Students will be required to write different kind of texts related to the topics that appear along the lessons. Sometimes these texts will be corrected by the teacher, and sometimes, they will be part of a group task and students should try to correct themselves.
5. Use basic phonetic, lexical, structural and functional components of the foreign language in real communication contexts: As learners will be involved in different oral tasks such as debates and discussions about the topic of the unit, they will need to put their theoretical knowledge into practice.
6. Develop learner's autonomy, reflect upon one's own learning process, and transfer the knowledge and communication strategies learnt in the acquisition of the mother tongue or in the process of learning other languages to the foreign language under study: The influence of the mother tongue is inevitable but instead of considering this as an obstacle it can be

- used to help students understand and use some aspects of the foreign language.
7. Use learning strategies and all kind of resources (such as dictionaries, books, encyclopaedias, multimedia materials, etc.) including information and communication technologies to find, select, and present oral and written information in an autonomous way: Students will be required to use everything they need in order to internalise what is being taught through the unit. Besides, as it has been commented before, they will need to learn how to use new technologies in order to transform them into useful learning tools.
 8. Appreciate the value of the foreign language as a means of accessing information and as a tool to learn about different topics: The use of English in the classroom to talk about different topics in meaningful contexts will help students recognise it as a useful communication tool.
 9. Appreciate the value of the foreign language and of languages in general as a means of communicating with and understanding people from different origins, cultures and languages, avoiding all kinds of language or cultural discrimination and stereotypes: The multiculturalism present in a classroom of a state school together with the materials provided will facilitate students' comprehension of this situation.
 10. Develop a receptive attitude and self-esteem towards the ability to learn and use the foreign language: If students realise that they are able to express themselves in English, this will encourage them to keep working.

Regarding the general objectives for CSE, special attention shall be paid to fostering democratic values, respect for other people's opinions, sex equality, self-esteem, respect for other cultures and learning to learn as a

means to life-long learning. Besides, we have to take into account specific objectives regarding all the skills that are involved in the process of learning a language.

It is important to highlight that there are adaptations for those students who may present difficulties in the learning process. For this reason, it is specified what is expected from the mainstream group and what is expected from the ACI group. Although on many occasions these ACI students are grouped with others from different groups to create smaller classes in which the attention is more personalised, it is possible to find some students in the mainstream group that only need to be more guided than the rest.

These are the linguistic objectives students should acquire:

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

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

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

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

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

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

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

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

3.2.4. Contents and assessment

As I have argued along the theoretical background and the previous points of this planning, the *semantic* content³ plays a very important role in this didactic unit. The different language skills will be developed through the different lessons by the participation of the students in the various activities and tasks that the materials provide. Thus, learners will develop all the skills (reading, listening, speaking and writing) that they need in order to communicate and express their opinion about the topic in the unit.

On the one hand, the linguistic contents deal with the learning of vocabulary and the reading comprehension of texts about relationships, with the domain of the past simple and present perfect structures and their use, with the correct writing of biographies, and with the understanding of oral texts about the topic of the unit. Additionally, those linguistic contents also pay attention to students' oral expression since there are a lot of speaking activities that encourage learners to express themselves in the foreign language with the most accurate pronunciation possible.

On the other hand, it is important to highlight the gender content that is provided as the main topic of this unit. As I have pointed out in the objectives section, special attention shall be paid to foster sex-equality in the classroom. But I want to go further and try to transmit to the learners strong gender values which make them conscious of the importance of gender equality everywhere. Therefore, with the description of people's personalities, I try to make students think about generalisations like "boys are all flirts" or "girls are all romantic". It is important to break with this kind of stereotypes proposing debates in which students talk about these aspects. Furthermore, the different cultures are also analysed in gender terms through the text of one of

³When I say *semantic* content, I mean the gender content that is treated along the unit.

the activities in the grammar section. Again, students should discuss about this situation in the world, comparing cultures and developing a critical thinking about everything. Thanks to the writing section, which tries to show them how to write a biography, some historical notions about important women in the past are introduced to the students. Thus, they can discuss about the position women had in the past and how their situation has evolved until our days. It is a good manner of linking the knowledge they may have from their environment and other subjects with the new concepts that they may acquire through this kind of activity.

With the culture section, the treatment of gender stereotypes is stronger, since students are presented very stereotyped situations and they should try to give solutions in order to change this social problem. With this lesson, at I will explain afterwards, I try to foster their social consciousness.

Finally, the presentation they must expose in class using *Glogster* is a clear intention of involving them in the fight against one of the worst social problems that we have in our country: the gender violence.

This kind of content allows students to acquire some competences related to the communication, the use of new technologies and the social and civic consciousness of the gender concerns. Besides, with the kind of activities provided, students will develop various abilities in order to be able to work individually, in pairs or in groups.

The assessment of both linguistic and *semantic* content consists of a constant supervision with feedback on students' performance of required tasks, the written test at the end of the unit and the oral presentation. Thus, assessment has been considered as an ongoing process. The value for each part in this unit has been divided as follows:

- Value of the test: 50%
- Homework and attitude: 20%
- Oral presentation: 15%
- Participation: 15%

All these aspects are relevant when learning English in the classroom environment. Since the exam is the overall revision for what has been dealt with in the unit, it is the 50% of the final grade. Nonetheless, the oral performance has a very important role along this particular unit and for this reason, both the *Glogster* presentation and the participation during the lessons are equally important since both linguistic structures and meaningful content are taken into account⁴.

Moreover, because of the topic of this unit, I think the most appropriate time to implement it could be November. As the 25th of this month the International Day for the Elimination of Violence against Women is celebrated, all the information on the media can be very enriching for the students.

Finally I would like to highlight the teacher's role in this unit. He or she has to play different roles depending on the situation and the task. Thus, the teacher can be a facilitator, handing in materials needed to develop the activities presented; guider, providing students with the necessary resources and structures in order to fulfill what the competences require; helper: solving students' doubts and problems; instructor: presenting new lexis, structures, functions and tasks; and monitor, controlling students' performance. However, I would like to point out that the main intention in this unit is to shift the central role in the classroom from the teacher to the students in order to make them more participative along the unit.

The materials needed are those prepared in the lesson handouts plus all the videos and listening tracks extracted from the Internet⁵.

⁴This can also be a beneficial aspect for those students with special needs since the assessment is not only focused on the linguistic aspect.

⁵ All the links are listed in point 3.2.2. *Methodology, competences, and resources*.

3.3. 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.

3.3.1. 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 simply 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 clarifying 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.

3.3.2. Second lesson⁶

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.

⁶ 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 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.

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.

3.3.3. 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, no 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 an 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 in the writing in two days time.

3.3.4. 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.

3.3.5. 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.

3. 4. Personal expectations and results

This didactic unit has been planned trying to foster speaking activities in the classroom in order to stimulate students' development of their oral skills and their communicative competence. I am aware of the fact that speaking exercises have a truly little space in the English lessons nowadays. Because of that, I have tried to create an ideal didactic unit that combines both written and oral expression in order to help students to speak in a more or less controlled environment. At this level is where the importance of the content takes relevance, since if students work on an interesting topic, they are more likely to take part in the class spontaneously. Furthermore, the fact of being in fourth of CSE is also an encouragement to work hard and finish this last stage successfully.

I have no experience teaching *general* English to a group of students of fourth of CSE but I taught some classes during my practicum to a group of Practical English of fourth of CSE. Although I didn't teach the kind of content presented in the didactic unit I have created, some gender concerns were treated in class once since they appeared in one of the drama activities that we were doing. It was really interesting to see how they discussed about the topic⁷, giving arguments and defending their opinion. That situation encouraged me to create a whole unit dealing with a topic that was interesting for the learners, which fosters their communicative intentions. Furthermore, I

⁷A girl was castigated by her parents because she has met a boy being alone at home. The boy, however, was only castigated by his parents because he had not obeyed his parents' rules. This was not the main topic of the play, but it caught students' attention.

have also taken into account my experience with private lessons. This kind of lessons is quite different from the ones given in a classroom with a big group of students, but I have learnt a lot treating individually with learners. With some of them, who are part of a fourth of a CSE group, I treated gender issues through oral and visual activities that I normally prepare when the Women's Day or the Day for the Elimination of Violence against Women are celebrated. I like to contextualise my lessons taking into account daily facts and important dates that can contribute to enrich my students' general knowledge through the use of English. One of the activities that provoked a reaction on my students was the one on the grammar section about an Indian girl whose father had arranged a marriage for her. My students didn't believe that this could be possible and were totally against it. The discussion about stereotypes in *The Simpsons* episode was also interesting when I proposed it during the lessons. As I teach them individually, they only interact with me, but they actually try to make sense to the message they are trying to transmit. And the same happened when I proposed them to analyse different advertisements where gender stereotypes were exposed: they argued why they thought those images were a wrong social example and they showed interest about why these advertisements were published.

Thus, for these and for the reasons explained through the didactic unit I expect good results if the implementation of the unit took place. It is important to foster among our students their critical thinking and their capacity of problem solving. And it is also important to make them aware of their capacity of expressing themselves in a foreign language. I know that not all the students would be interested in this topic, but I truly think that the vast majority of them would feel attracted to the gender treatment at class.

4. Conclusion

Through this project, I have tried to show a possible manner of implementing the treatment of gender concerns to the content of the English lessons in the Compulsory Secondary Education. I have explained which approaches I consider the most appropriate to bear in mind when deciding a good methodology. Thus a combination among the Communicative Approach, the Structural and Functional Approaches, and the Task-based approach with the influence of the CLIL Approach has been pointed out as the most suitable methodology for the purpose of this paper.

Then, I have talked about the gender content that I have taken into account for the creation of the ideal didactic unit. In this section, I have defined what gender is and how to separate it from the sexual characteristics of human beings. Moreover, I have also pointed out some of the gender stereotypes that influence teenagers' lives.

After that, I have proposed some technological tools that can be used inside and outside the classroom in order to catch students' attention and develop their technological competences. This section has a lot of references that should be taken into account for possible modifications in the didactic unit depending of the group of students and the facilities that the centre provides.

Finally, I have presented my proposal of a didactic unit based on the theoretical background and my little experience. Each part of this didactic unit has been explained, offering clarifications of how to implement the lessons and how to assess the students' work.

Elaborating this paper, I have discovered that this topic can be very beneficial to Secondary Education since it helps them to think about the reality that surrounds them, making them aware of the media's manipulation. Additionally, they can develop interest in other cultures at the same time they

are enriching their values. For this reason, I think that the gender-based approach should be part of the syllabus of other subjects in the CSE curriculum, since this way, the teaching and learning of this kind of values will be ensured through the daily work.

For further research, I recommend expanding the area of gender content as well as the analysis of the results after implementing the proposed didactic unit. This will provide excellent data that will help teachers and centres with the creation of syllabuses that are more in contact with the reality of students. In the case of English Language Subject, this is very important since it is a good manner of making English a useful communication tool for students. If they are aware of that fact, they will probably be more interested on the subject and consequently, they will get more involved in the tasks and the lessons' development.

I would like to say that all that has been exposed here is just my proposal, and it is totally open to changes and adaptations according to the situation. I firmly believe that in the educational area, nothing has to be fixed or inflexible. The process of teaching and learning deals with a lot of factors that make it an unpredictable process. For this reason, it needs to be constantly revised and adapted. Because of that, I think that the implementation of this didactic unit should follow my directions, but it does not mean that changes could not be made if it is needed. The priority in a teacher's job should always be the learners' success over any kind of technical method since that is what makes a teacher a real teacher: the capacity of teaching something and discover that the learners have learnt it.

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ANNEX I: LESSONS

Mainstream Group

FIRST LESSON: VOCABULARY

1 Match each of the following words with their meanings and then classify them in the table below.

Bully loner romantic eccentric hypocrite joker
Big-head liar genius geek bore flirt

- | | |
|--|--|
| <ul style="list-style-type: none"> ▶ _____: A person who doesn't like to be with other people. ▶ _____: A person who doesn't tell the truth. ▶ _____: A person who doesn't do interesting things. ▶ _____: A person who tries to have a relationship with another person. ▶ _____: A person who loves everything about love. ▶ _____: A person who says they have particular moral beliefs but behaves in way which shows these are not sincere. | <ul style="list-style-type: none"> ▶ _____: A person who annoys other people. ▶ _____: A person who is strange or unusual, sometimes in a humorous way. ▶ _____: A person who thinks that he or she is more important or cleverer he or she really is. ▶ _____: A person who is boring and not fashionable. ▶ _____: A person who natural ability or skill, especially in a particular area. ▶ _____: A person who is always joking. |
|--|--|

Positive	It depends	Negative

2 Complete the following sentences using words in the box.

- a. My brother can be a _____ sometimes. He always thinks he is better than me.
- b. My cousin is a _____! She knows everything!
- c. Lisa is a _____ because she doesn't want to do funny things.
- e. My sister is a _____. She always does romantic things for her boyfriend.
- f. I can't stand _____ people. Honesty is a really important quality.

3 Read the following texts and look for other words that can be used to describe people.

Julie says...



I'm not looking for a boyfriend now, but you never know. It would be nice to meet someone with a sense of humour. He doesn't have to be a genius, but I like having a decent conversation sometimes. My ex was such a big-head, and I don't know why because he wasn't exactly brilliant. He just thought that he was. He was also a bit of a bully – he liked being the boss and making all the decisions. I must say though, he was a very good-looking guy, and when I see him with his girlfriend, I feel a bit jealous.

Toby says...



My ex, Marilyn, is really nice and I still think about her a lot. I'd love to see her again. She was quite tall and she had dark eyes, so she looked really sophisticated when she wore make-up. She was sort of eccentric because she liked wearing weird clothes. She was a bit of a loner and she often stayed in her room, but I liked being with her. We didn't talk much, but we liked listening to music and watching films together. I can't believe it's finished now. It's so strange. Maybe she thought I was a bore. I don't know.

Appearance	Personality

Terry says...



I haven't got a girlfriend and I would hate to be in a long-term relationship now. I'm too young. I've got mates who are girls and some of them say that I'm a flirt. In fact, I'm quite shy, especially with strangers. I like hanging out with different friends and playing sport. One day I'd like to find someone who is honest and a good friend. I can't stand hypocrites – people who are two-faced really annoy me.

Speaking Time!

4 Work in pairs and discuss which characteristics will have your ideal partner.



SECOND LESSON: GRAMMAR

1 Complete the table.

Infinitive	Past Simple	Past Participle	Spanish
think			
	found		
		gone	
			herir
fight			
	spent		

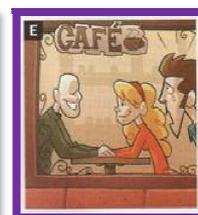
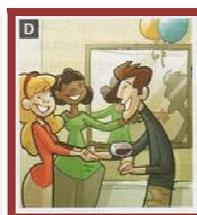
2 Match examples 1 – 4 with the rules a and b.

1. I argued with my boyfriend last week.
2. He has changed in the last month.
3. I have dated him for 7 months.
4. I met him last year.

A	The past simple describes actions that start and finish in the past
B	The present perfect describes actions that start in the past. These actions are often unfinished .

3 Complete the sentences with the verbs in brackets. Use the past simple. Then match each sentence with images a – f.

1. A friend _____ (introduce) Olivia to Tom at a party.
2. Olivia _____ (get) on very well with Tom. The next day she texted him and _____ (ask) him out.
3. They _____ (go) out together for three months, but Tom discovered that Olivia _____ (be) cheating on him.
4. Tom _____ (have) an argument with Olivia and they _____ (split up)
5. In the summer, Tom _____ (meet) Angela when she was on holiday. He _____ (fall) in love with her.
6. Angela _____ (finish) with her boy friend and went out with Tom. They lived happily ever after.



4 Complete Sue's e-mail. Use the present perfect of the verbs and circle *for* or *since*.

Dear Lucy,

How are you? I haven't heard from you **for** / **since** months. I'm writing to give you my new address. I (1) _____ (be) here **for** / **since** two weeks.



I (2) _____ (find) a great job with a computer company. It's difficult work, but I (3) _____ (learn) a lot **for** / **since** last Tuesday when I started there. And the really good news is that I (4) _____ (meet) a fantastic boy at work. We (5) _____ (see) each other every day **for** / **since** a week. I (6) _____ (not like) anyone this much **for** / **since** years. In fact, Lucy, it's definitely love!! But there's the bad news – I think there's a problem. On Friday, I told him I love him, and he (7) _____ (not kiss) me **for** / **since** then. Do you think that telling him about my feelings was the wrong thing to do?

Phone me, please! I really need your advice about Andy, and we (8) _____ (not speak) **for** / **since** your birthday party. Ring me soon, please!!

Lots of love,
Sue

5 Write Martin and Val's stories. Use the present perfect or the past simple.

Martin's story



Last Saturday
I met Paula.

- 1. I / dance / with her
.....
- 2. I / have / great time
.....

Since then

- 3. I / see / Paula every day.
.....
- 4. I / split up with / my girlfriend Val
.....
- 5. I / break / Val's heart
.....

Val's story



Last Saturday
My life changed.

- 6. I / have an argument / with Martin
.....
- 7. I / go out / with Harry
.....

Since then

- 3. I / stop / seeing Martin.
.....
- 4. I / fall / in love with Martin
.....
- 5. I / be / really happy
.....

6 Correct the mistakes in the following sentences.

a. 'How long have you dated him?' 'Since two years'. ✗

b. Who did taken that photo? ✗

c. We have seen each other five weeks ago. ✗

d. Where dids Helen met her husband? ✗

e. I has fallen in love with Marcus. ✗

f. She splited up with her boyfriend yesterday night. ✗

7 Choose the correct answer.



My family (1) **came / has come** to Britain from India in the 1970s. My father is very traditional. He believes in arranged marriages and he (2) **found / has found** a future partner for me when I **was / have been** eight years old. His name is Ravi.

Now I'm sixteen and last January I (3) **met / have met** Ravi for the first time. We (4) **met / have met** twice in the last six months, but we (5) **weren't / haven't been** alone yet.

It is a very difficult situation. I've already got a boyfriend, but my father doesn't know. We (6) **met / have met** on my last birthday and we're in love. I don't know what to do! I (7) **didn't tell / haven't told** my father yet.

Please help, what can I do?

Priya

Speaking Time!

8 In groups of three or four, talk about Priya's situation. What should she do? Do you think it is fair for her? How would you feel in this situation?



In my opinion
I think that...
She should...
I believe that...

THIRD LESSON: READING AND WRITING

1 Read the following text and answer the questions below.



ROSA PARKS

Rosa Louis McCauley Parks was born in Tuskegee, Alabama, on February 4th, in 1913. Her family was very poor and when she was a child, her parents got divorced so she went with her mother to her grandparent's farm.

She attended to rural schools until the age of eleven and then she started at the Industrial School for Girls in Montgomery, where she took academic and vocational courses. However, she had to drop her studies because she had to take care of her family.

Rosa Parks became famous when she refused to obey bus driver James F. Blake's order that she give up her seat to make room for a white passenger in December 1955. At that time, black people weren't slaves anymore, but they weren't treated equally.

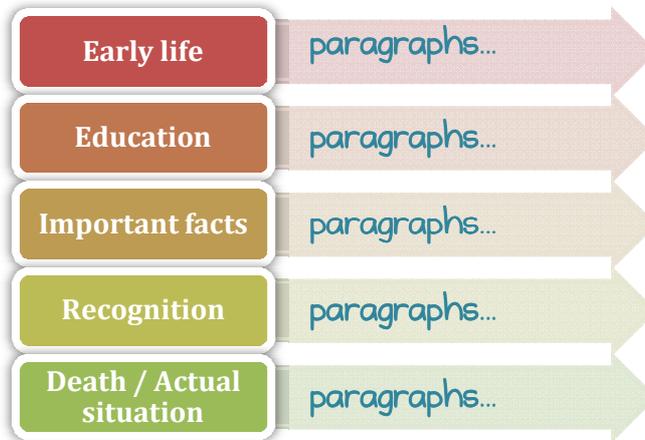
Parks' act of defiance and the Montgomery Bus Boycott became important symbols of the modern Civil Rights Movement. She became an international icon of resistance to racial segregation. She organized and collaborated with civil rights leaders, including Edgar Nixon and Martin Luther King, Jr.

Parks received national recognition, including 1979 Spingarn Medal, the Presidential Medal of Freedom, the Congressional Gold Medal, and a posthumous statue in the United States Capitol's National Statuary Hall.

Upon her death in 2005, she was the first woman and second non-U.S. government official granted the posthumous honour of lying in honour at the Capitol Rotunda.

- a. When was Rosa Parks born?
.....
- b. Did she go to the school?
.....
- c. Why did she become famous?
.....
- d. What did she do after the bus rebellion?
.....
- e. Why is Rosa Parks in the Capitol Rotunda?
.....

2 Look at the diagram below and match the paragraphs of the Rosa Park's biography with the correct stage.



3 Choose a woman with an important role in history. Find information about her life and make notes.

Name:

Born: in.....

Education:

Important facts:

.....

.....

Recognition:

.....

Actual situation / death:

.....



✍ Writing Time!

4 Write the biography of the woman you chose in exercise 2. Don't forget to organise the information in correct paragraphs.

👉 **Hint: editing checklist!**

1. Will the reader want to know more?
2. Is the information in the correct order?
3. Is the information necessary?
4. Is the information repeated?
5. Is the grammar, spelling and punctuation correct?

FOURTH LESSON: CULTURE, GENDER AND STEREOTYPES

1 After watching the episode, answer the following questions.

- a. What is wrong with Malibu Stacy doll?
.....
- b. What is Lisa fighting for?
.....
- c. What does Lisa do to change her doll?
.....
- d. Is she successful? Can she change anything?
.....



Discussing Time!

2 In groups of 3 or 4, choose one of the adverts below. List the stereotypes you can find on in and try to guess why they appear. Then, propose the same advert free of stereotypes.



FIFTH LESSON: LISTENING AND SPEAKING

1 Listen to the conversation between Crystal and George. Then, choose the correct answer for each question.

1) She says that Joes is...

- a. open-minded
- b. close-minded
- c. narrow-minded

2) George thinks sending an e-mail is...

- a. convenient
- b. cold
- c. acceptable

3) George thinks they should meet...

- a. in public
- b. in private
- c. at school

4) George says something that was...

- a. uncalled for
- b. inappropriate for a cafe
- c. sweet and touching

5) Crystal will tell Joe that ...

- a. there are many fish in the sea
- b. they are not meant to be
- c. hit the road and never come back



💡 Discussing Time!

2 Sometimes relationships are very difficult and involve serious problems. In groups of 3 or 4 discuss the following terms.

GENDER VIOLENCE - MISTREATMENT - PSYCHOLOGICAL ABUSE

💻 Creative Time!

TASK: ORAL PRESENTATION

In groups of three, prepare an oral presentation against gender violence. Try to explain why it happens and give some proposals for solving it. As a visual support, you have to create an interactive poster using *Goglster*. Each presentation should last no more than 5 - 8 minutes.



Adapted Group

FIRST LESSON: VOCABULARY

1 Match each of the following words with their meanings and then classify them in the table below.

Bully loner romantic eccentric hypocrite joker
Big-head liar genius geek bore flirt

- ▶ L R: A person who doesn't like to be with other people.
- ▶ AR: A person who doesn't tell the truth.
- ▶ B E: A person who doesn't do interesting things.
- ▶ FL : A person who tries to have a relationship with another person.
- ▶ NT : A person who loves everything about love.
- ▶ Y O E: A person who says they have particular moral beliefs but behaves in way which shows these are not sincere.
- ▶ B Y: A person who annoys other people.
- ▶ C T C: A person who is strange or unusual, sometimes in a humorous way.
- ▶ -H : A person who thinks that he or she is more important or cleverer he or she really is.
- ▶ K: A person who is boring and not fashionable.
- ▶ G US: A person who natural ability or skill, especially in a particular area.
- ▶ K R: A person who is always joking.

Positive	It depends	Negative

2 Complete the following sentences using words in the box.

romantic hypocrite joker big-head genius bore

- a. My brother can be a _____ sometimes. He always thinks he is better than me.
- b. My cousin is a _____! She knows everything!
- c. Lisa is a _____ because she doesn't want to do funny things.
- e. My sister is a _____. She always does romantic things for her boyfriend.
- f. I can't stand _____ people. Honesty is a really important quality.

3 Read the following texts and look for other words that can be used to describe people.



Julie says...

I'm not looking for a boyfriend now, but you never know. It would be nice to meet someone with a sense of humour. He doesn't have to be a genius, but I like having a decent conversation sometimes. My ex was such a big-head, and I don't know why because he wasn't exactly brilliant. He just thought that he was. He was also a bit of a bully – he liked being the boss and making all the decisions. I must say though, he was a very good-looking guy, and when I see him with his girlfriend, I feel a bit jealous.



Toby says...

My ex, Marilyn, is really nice and I still think about her a lot. I'd love to see her again. She was quite tall and she had dark eyes, so she looked really sophisticated when she wore make-up. She was sort of eccentric because she liked wearing weird clothes. She was a bit of a loner and she often stayed in her room, but I liked being with her. We didn't talk much, but we liked listening to music and watching films together. I can't believe it's finished now. It's so strange. Maybe she thought I was a bore. I don't know.



Terry says...

I haven't got a girlfriend and I would hate to be in a long-term relationship now. I'm too young. I've got mates who are girls and some of them say that I'm a flirt. In fact, I'm quite shy, especially with strangers. I like hanging out with different friends and playing sport. One day I'd like to find someone who is honest and a good friend. I can't stand hypocrites – people who are two-faced really annoy me.

Appearance	Personality

Speaking Time!

4 Work in pairs and discuss which characteristics will have your ideal partner.



SECOND LESSON: GRAMMAR

1 Complete the table.

Infinitive	Past Simple	Past Participle	Spanish
think			pensar
find		found	
	went		ir
			herir
fight		fought	
	spent		gastar

2 Match examples 1 – 4 with the rules a and b.

- I **argued** with my boyfriend last week.
- He **has become** a bully in the last month.
- I **have dated** him for 7 months.
- I **met** him last year.

A The past simple describes actions that start **and finish** in the past.

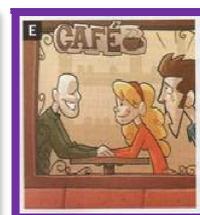
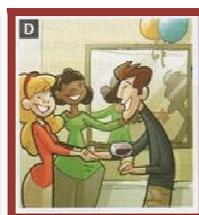
Inf + -ed / 2nd column

B The present perfect describes actions that start in the past. These actions are often **unfinished**.

Have / has + part. (inf + -ed/ 3rd column)

3 Complete the sentences with the verbs in brackets. Use the past simple. Then match each sentence with images a – f.

- A friend _____ (introduce) Olivia to Tom at a party.
- Olivia _____ (get) on very well with Tom. The next day she texted him and _____ (ask) him out.
- They _____ (go) out together for three months, but Tom discovered that Olivia _____ (be) cheating on him.
- Tom _____ (have) an argument with Olivia and they _____ (split up)
- In the summer, Tom _____ (meet) Angela when she was on holiday. He _____ (fall) in love with her.
- Angela _____ (finish) with her boy friend and went out with Tom. They lived happily ever after.



4 Complete Sue's e-mail. Use the present perfect of the verbs and circle *for* or *since*.

Dear Lucy,

How are you? I haven't heard from you **for** / **since** months. I'm writing to give you my new address. I (1) _____ (be) here **for** / **since** two weeks.



I (2) _____ (find) a great job with a computer company. It's difficult work, but I (3) _____ (learn) a lot **for** / **since** last Tuesday when I started there. And the really good news is that I (4) _____ (meet) a fantastic boy at work. We (5) _____ (see) each other every day **for** / **since** a week. I (6) _____ (not like) anyone this much **for** / **since** years. In fact, Lucy, it's definitely love!! But there's the bad news – I think there's a problem. On Friday, I told him I love him, and he (7) _____ (not kiss) me **for** / **since** then. Do you think that telling him about my feelings was the wrong thing to do?

Phone me, please! I really need your advice about Andy, and we (8) _____ (not speak) **for** / **since** your birthday party. Ring me soon, please!!

Lots of love,
Sue

5 Write Martin and Val's stories. Use the present perfect or the past simple.

Martin's story



Last Saturday
I met Paula.

- 1. I / dance / with her
.....
- 2. I / have / great time
.....

Since then

- 3. I / see / Paula every day.
.....
- 4. I / split up with / my girlfriend Val
.....
- 5. I / break / Val's heart
.....

Val's story



Last Saturday
My life changed.

- 6. I / have an argument / with Martin
.....
- 7. I / go out / with Harry
.....

Since then

- 3. I / stop / seeing Martin.
.....
- 4. I / fall / in love with Martin
.....
- 5. I / be / really happy
.....

6 Correct the mistakes in the following sentences.

a. 'How long have you dated him?' 'Since two years'. ✗

b. Who did taken that photo? ✗

c. We have seen each other five weeks ago. ✗

d. Where dids Helen met her husband? ✗

e. I has fallen in love with Marcus. ✗

f. She splited up with her boyfriend yesterday night. ✗

7 Choose the correct answer.



My family (1) **came** / **has come** to Britain from India **in the 1970s**. My father is very traditional. He believes in arranged marriages and he (2) **found** / **has found** a future partner for me when I **was** / **have been** **eight years old**. His name is Ravi.

Now I'm sixteen and **last January** I (3) **met** / **have met** Ravi for the first time. We (4) **met** / **have met** twice in the last six months, but we (5) **weren't** / **haven't been** alone **yet**.

It is a very difficult situation. I've already got a boyfriend, but my father doesn't know. We (6) **met** / **have met** on my **last birthday** and we're in love. I don't know what to do! I (7) **didn't tell** / **haven't told** my father **yet**.

Please help, what can I do?

Priya

Speaking Time!

8 In groups of three or four, talk about Priya's situation. What should she do? Do you think it is fair for her? How would you feel in this situation?



In my opinion
I think that...
She should...
I believe that...

THIRD LESSON: READING AND WRITING

1 Read the following text and answer the questions below.



ROSA PARKS

Rosa Louis McCauley Parks was born in Tuskegee, Alabama, on February 4th, in 1913. Her family was very poor and when she was a child, her parents got divorced so she went with her mother to her grandparent's farm.

She attended to rural schools until the age of eleven and then she started at the Industrial School for Girls in Montgomery, where she took academic and vocational courses. However, she had to drop her studies because she had to take care of her family.

Rosa Parks became famous when she refused to obey bus driver James F. Blake's order that she give up her seat to make room for a white passenger in December 1955. At that time, black people weren't slaves anymore, but they weren't treated equally.

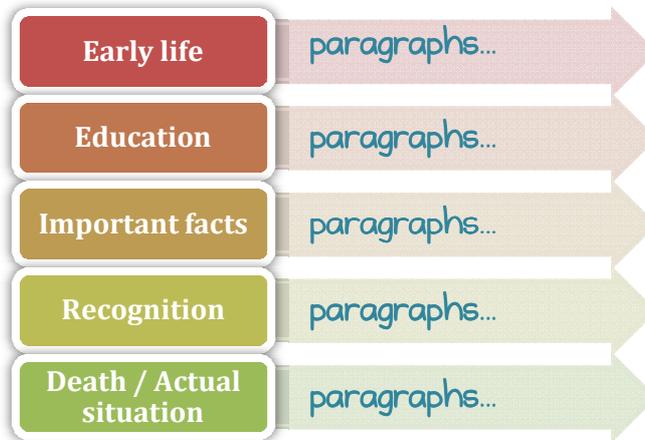
Parks' act of defiance and the Montgomery Bus Boycott became important symbols of the modern Civil Rights Movement. She became an international icon of resistance to racial segregation. She organized and collaborated with civil rights leaders, including Edgar Nixon and Martin Luther King, Jr.

Parks received national recognition, including 1979 Spingarn Medal, the Presidential Medal of Freedom, the Congressional Gold Medal, and a posthumous statue in the United States Capitol's National Statuary Hall.

Upon her death in 2005, she was the first woman and second non-U.S. government official granted the posthumous honour of lying in honour at the Capitol Rotunda.

- a. When was Rosa Parks born? [Paragraph 1]
.....
- b. Did she go to the school? [Paragraph 2]
.....
- c. Why did she become famous? [Paragraph 3]
.....
- d. What did she do after the bus rebellion? [Paragraph 4]
.....
- e. Why is Rosa Parks in the Capitol Rotunda? [Paragraph 4]
.....

2 Look at the diagram below and match the paragraphs of the Rosa Park's biography with the correct stage.



3 Choose a woman with an important role in history. Find information about her life and make notes.

Name:

Born: in.....

Education:

Important facts:

.....

.....

Recognition:

.....

Actual situation / death:

.....



✍ Writing Time!

4 Write the biography of the woman you chose in exercise 2. Don't forget to organise the information in correct paragraphs.

👉 **Hint: editing checklist!**

1. Will the reader want to know more?
2. Is the information in the correct order?
3. Is the information necessary?
4. Is the information repeated?
5. Is the grammar, spelling and punctuation correct?

FOURTH LESSON: CULTURE, GENDER AND STEREOTYPES

1 After watching the episode, answer the following questions.

- a. What is wrong with Malibu Stacy doll?
.....
- b. What is Lisa fighting for?
.....
- c. What does Lisa do to change her doll?
.....
- d. Is she successful? Can she change anything?
.....



Discussing Time!

2 In groups of 3 or 4, choose one of the adverts below. List the stereotypes you can find on in and try to guess why they appear. Then, propose the same advert free of stereotypes.



FIFTH LESSON: LISTENING AND SPEAKING

1 Listen to the conversation between Crystal and George. Then, choose the correct answer for each question.

1) She says that Joes is...

- a. open-minded
- b. narrow-minded

2) George thinks sending an e-mail is...

- a. convenient
- b. cold

3) George thinks they should meet...

- a. in public
- b. in private

4) George says something that was...

- a. uncalled for
- b. inappropriate for a cafe

5) Crystal will tell Joe that ...

- a. there are many fish in the sea
- b. they are not meant to be



💡 Discussing Time!

2 Sometimes relationships are very difficult and involve serious problems. In groups of 3 or 4 discuss the following terms.

GENDER VIOLENCE - MISTREATMENT - PSYCHOLOGICAL ABUSE

💻 Creative Time!

TASK: ORAL PRESENTATION

In groups of three, prepare an oral presentation against gender violence. Try to explain why it happens and give some proposals for solving it. As a visual support, you have to create an interactive poster using *Goglster*. Each presentation should last no more than 5 - 8 minutes.



**ANNEX II:
OTHER
MATERIALS**

ORAL PRESENTATION ASSESSMENT

Criteria for the assessment of the Oral presentation against gender violence using <i>Glogster</i>.				
Indicators	Fully Competent (9 - 10)	Competent (7 - 8.9)	Acceptable (5 - 6.9)	Not yet Competent (< 5)
Performance	<ul style="list-style-type: none"> - Fluency and accuracy in pronunciation. - Use of connectors and discursive strategies. - Good structure of the presentation. - Good organisation. 	<ul style="list-style-type: none"> - Not much fluency or accuracy in the pronunciation. - Use of some connectors and discursive strategies. - Organised presentation and distribution of the content. 	<ul style="list-style-type: none"> - Not much fluency or accuracy in the pronunciation. - Poor use of connectors and discursive strategies. - Poor organisation of the presentation and distribution of the content. 	<ul style="list-style-type: none"> - Poor fluency or accuracy in the pronunciation. - No use of connectors and discursive strategies - No clear structure in the presentation and the organisation of the content.
Grammar and lexicon	<ul style="list-style-type: none"> - Use of appropriate vocabulary. - Use of correct grammatical structures. - Coherence in the message. 	<ul style="list-style-type: none"> - Use of adequate vocabulary without variety. - Use of grammatical structures with particular errors. - Coherence in the message. 	<ul style="list-style-type: none"> - Restricted use of vocabulary, without variety. - Use of grammatical structures with general errors. - Poor coherence in the message. 	<ul style="list-style-type: none"> - Very restricted use of vocabulary. - A lot of serious grammatical errors. - Incoherence in the message.
Content	<ul style="list-style-type: none"> - Adequate selection of the information. - Very good critical analysis of the topic. - Adequate connection among all the ideas. 	<ul style="list-style-type: none"> - Adequate selection of the information. - Correct analysis of the topic. - Correct connection among all the ideas. 	<ul style="list-style-type: none"> - Some selected information is not adequate. - Poor analysis of the topic. - Little connection among all the ideas. 	<ul style="list-style-type: none"> - The selected information is not adequate or insufficient. - No real analysis of the topic. - Lack of connection among all the ideas.
Poster	<ul style="list-style-type: none"> - Harmony in the organisation of the items in the poster. - Excellent visual presentation. - Adequate selection of the colours and the written and visual messages. 	<ul style="list-style-type: none"> - Adequate organisation of the items in the poster. - Good visual presentation. - Good selection of the colours and the written and visual messages. 	<ul style="list-style-type: none"> - Poor organisation of the items in the poster. - Correct visual presentation. - Not Adequate selection of the colours and the written and visual messages. 	<ul style="list-style-type: none"> - Lack of organisation of the items in the poster. - Chaotic visual presentation. - Not Adequate selection of the colours and the written and visual messages.

LISTENING SCRIPT FOR FIFTH LESSON**The Break Up**

- Crystal:** Hey, George, actually it's funny that you mentioned relationships cause I'm actually having a problem with Joe.
- George:** Is that the guy with the curly hair?
- Crystal:** Yeah, that guy. He's really nice and everything, but like I really don't think it's working out.
- George:** Why what's wrong?
- Crystal:** Well, he's really narrow-minded and I'm really different. We just ... he's nice and everything. He's kind and sweet, and it's just not for me, like we're totally different people.
- George:** I see. So what are you going to do?
- Crystal:** I think I have to rip the band-aid and I think I'm just gonna send him an e-mail or something.
- George:** E-mail! But you've been dating for awhile now and you like him right?
- Crystal:** Yeah, we're like so sweet together, but it's just ... I don't see a future.
- George:** But isn't an e-mail just a little too cold and he might tell other people about it, and rumors spreading and what not.
- Crystal:** OK, then, what do you think I should do? How should I do it?
- George:** You should probably just meet him face-to-face?
- Crystal:** Ugh! Face-to-face. OK. Where should I meet him? Like do you think I should just invite him over to my place?
- George:** You should probably do it in public, where, you know...
- Crystal:** Ooh, good, good, good, good. That's better.
- George:** Maybe that cafe.
- Crystal:** Ah, that cafe. Yeah.
- George:** While I'm having my date, you can be breaking up with your boyfriend. It'll be great!
- Crystal:** You're so mean.
- George:** I'm sorry. That was uncalled for.
- Crystal:** I don't know what to say. What do you think would hurt him less?
- George:** I gotta say honesty would be the best policy.
- Crystal:** Honesty. OK, so this is what I'm going to say. Joe, you're great, but we're not meant to be. How's that?
- George:** Yeah, it's great. It's great.
- Crystal:** OK, so, OK, OK, I'm done. I think I'll meet him at the cafe, and OK, things will work from then. I'll improvise.

Listening link

<http://www.elllo.org/english/0951/T988-George-BreakUp.htm>