



# INTERSUBJET UNITS FOR THE ENGLISH CLASS



*e. secundaria obligatoria*

# 29

**Lengua Extranjera**

EUSKO JAURLARITZA

HEZKUNTZA, UNIBERTSITATE  
ETA IKERKETA SAILA  
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Dirección de Renovación Pedagógica

# **INTERSUBJECT UNITS FOR THE ENGLISH CLASS**

## **BILDUMA "CURRICULUM-MATERIALAK"** **COLECCIÓN MATERIALES CURRICULARES**

### **29. INTERSUBJET UNITS FOR THE ENGLISH CLASS**

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## Introducción

*Las integrantes de este seminario de trabajo somos profesoras de inglés de enseñanza secundaria y Escuela Oficial de Idiomas en activo. Este es nuestro tercer trabajo en el elaboración de material didáctico para la enseñanza del inglés en la E.S.O.*

*Las unidades que aquí presentamos están dirigidas al alumnado del segundo ciclo de la E.S.O. Son cuatro unidades que trabajan temas transversales del currículum.*

*Para su elaboración hemos atendido al nuevo enfoque del aprendizaje de la lengua extranjera para dicho ciclo escolar: la lengua es un vehículo para una comunicación efectiva, un medio para acceder a ambientes, culturas, ideas y opiniones diferentes a las nuestras.*

*El papel de la mujer en diferentes culturas y temas relacionados con nuestra salud como el SIDA, y su tratamiento por la sociedad, la sexualidad, los anticonceptivos y cómo funciona un centro de salud... nos parecieron que podrían ser de interés para nuestras alumnas y alumnos, quienes utilizarían los recursos lingüísticos a su alcance para obtener información sentida como útil y, así, profundizarían sus conocimientos sobre dichos temas.*

*Todos ellos aportan conocimientos no contemplados hasta ahora en el currículum de manera específica. Son los llamados temas transversales, no sujetos a ningún área concreta pero afectándolas a todas ellas como pilares básicos de la educación para la vida. Salud, coeducación, educación para la paz y consumo son algunos de los temas transversales que hemos elegido.*

*Las enseñanzas transversales suponen fundamentalmente la adquisición de valores. La asunción de un valor como norma habitual de conducta -actitudes ante diferentes situaciones- requiere un proceso apropiado:*

- a.- acercamiento a un valor para conocerlo, descubrirlo como tal y apreciarlo.*
- b.- elección libre de las creencias y conductas entre varias alternativas.*
- c.- interiorización del valor. Lo que implica que la persona lo comprende, lo acepta y lo asume conscientemente.*

*Apliquemos este proceso a una de las unidades propuestas. Tomemos, como ejemplo la unidad "Let's Talk About Sex". Aquí, el alumnado discute la necesidad o no de utilizar un método anticonceptivo. Una vez consideradas todas las posibilidades, decide la conveniencia de utilizarlo o no y, en el primer caso, cuál se considera más adecuado en cada situación. El último paso sería la incorporación a su propia conducta de la opción elegida.*

*Otro aspecto destacable en la forma de trabajo que proponemos es la actuación de la profesora/profesor quien deja de ser el centro de la clase y se convierte en una especie de "guía", persona mediadora de conflictos y facilitadora de aprendizajes significativos. Así, en la unidad que trata del funcionamiento de un centro de salud, "Who Cares?", el alumnado amplía su previo conocimiento de un centro de salud británico. Este proceso exige una actividad mental que lleva al alumnado a modificar y reelaborar sus esquemas de conocimiento y a construir su propio aprendizaje. Todo esto aumenta indiscutiblemente la motivación del alumnado ya que, al considerarse protagonista de su propio aprendizaje, se implica y compromete activa y responsablemente en el trabajo diario del aula.*

También consideramos digno de destacar el papel que la ESO confiere a la lengua extranjera como medio facilitador de contacto con otras culturas. Una concienciación de cómo la gente vive en otras partes del mundo amplía los horizontes intelectuales y favorece la cooperación y la comprensión entre culturas. Esto promueve la tolerancia y el respeto por otras civilizaciones no necesariamente cercanas a la nuestra. En la unidad "The Same But Different" trabajamos cuatro civilizaciones contemporáneas muy diferentes entre sí -esquimales, indias/os americanas/os, iraníes y japonesas/es. Al profundizar en ellas, el alumnado descubre algunos aspectos culturales muy diferentes a los suyos pero que, sin embargo, vistos dentro de su contexto, son más comprensibles a una persona de otra civilización.

Para finalizar, al diseñar las actividades de las distintas unidades, hemos intentado tener en cuenta los diferentes intereses, conocimientos y capacidades que pueden coincidir dentro de un mismo aula, su diversidad. Por ello, estas unidades abarcan distintos niveles de complejidad de manera que queden al alcance de alumnado con diferentes destrezas lingüísticas

Por otra parte, la finalidad de las unidades no está en la realización de todas las actividades propuestas. Hemos pretendido que el profesorado se sienta libre de elegir y asignar las más adecuadas atendiendo a su grupo de trabajo y en el momento del currículum que sienta más oportuno.

Consideramos necesario aclarar que el orden propuesto para las actividades dentro de cada unidad está abierto a las variaciones que la profesora crea oportunas atendiendo a las características particulares de su grupo. Sin embargo hay algunas actividades -como las que utilizan el vídeo, la película o van encaminadas a la realización de "projects" que están interrelacionadas y secuenciadas de manera significativa.

Todas las unidades presentan la siguiente distribución:

En primer lugar hay un cuadro con el nivel hacia el que van dirigidas -en todos los casos "Intermediate- y los objetivos generales de dicha unidad. Además, en el caso de la primera unidad, la llamada "The Same But Different", se menciona la tarea final hacia la que esta unidad va orientada. Esta unidad, de hecho, es la única que puede ser considerada "task based", es decir, tiene un project como trabajo final al que van dirigidas y secuenciadas todas las actividades de la unidad.

En segundo lugar se encuentra otra tabla donde se hallan los contenidos de la unidad, agrupados en "conceptuales", "procedimentales" y "actitudinales".

En un tercer cuadro se especifican las otras áreas curriculares implicadas en la unidad (biología, historia, diseño,...) y, a continuación, los temas transversales en ella tratados con sus objetivos correspondientes.

En la última tabla de cada unidad están resumidos los contenidos conceptuales propios de la asignatura "inglés" -subdivididos en dos apartados "vocabulary + notions" y "functional language + grammar"- y procedimentales y las skills -destrezas lingüísticas- que se practican en cada actividad de la unidad. Los contenidos actitudinales no son mencionados para cada actividad por ser los mismos que los especificados en los contenidos actitudinales generales para toda la unidad.

Tras estos esquemas generales procedemos a la explicación de cada una de las diferentes actividades que componen la unidad, dando en ella todas las aclaraciones que hemos considerado necesarias para el profesorado. Tras éstas, se halla el materi



*Por último, las llamadas "self-assessment sheets", hojas de autoevaluación, que el alumnado rellenará de manera personal. Estas hojas han sido diseñadas para que sean las propias alumnas y alumnos conscientes de su evolución -de las destrezas/conocimientos que han adquirido/mejorado y de sus lagunas o dudas para su posible corrección- dándoles pautas para que sean ellas/ellos mismas/os protagonistas de su propio aprendizaje y, lo que es más importante, "aprendan a aprender" de manera autónoma. En estas hojas no sólo son evaluados los contenidos, sino el interés que han mostrado, su método de trabajo, su actitud hacia el tema/dinámicas de clase y la labor de la profesora/profesor. De esta forma, también nuestra labor estará sujeta a su evaluación y podremos, teniendo en cuenta su opinión, inquietudes, interés y dificultades, modificar/ratificar aquello que nos parezca necesario o conveniente para nuestro alumnado.*

*Por último estos son los títulos de las unidades que proponemos:*

- 1.- "The Same But Different" - The woman's role in some contemporary civilizations-.*
- 2.- "Let's Talk About Sex" - Puberty, sex and contraception-.*
- 3.- "AIDS First Aid" - A medical and social approach to the illness-.*
- 4.- "Who Cares?" - British and our own local health centres' way of working and staff-.*

## Introduction

*We are English teachers working in Secondary Education and E.O.I. This is our third piece of work in the elaboration of didactic material for the teaching of English in Secondary Education.*

*The didactic units we have been working on are geared to the last two years of the new compulsory Secondary school studies (E.S.O.). In order to elaborate these units we have taken into account the new approach to the learning of a foreign language, that's to say, a language is considered as a means to communicate effectively, as a means to gain access to other cultures, ideas, opinions and so on. We considered the topics like the way of life and the role of women in civilizations different from ours, AIDS in our society or contraception, could be of interest for our students so that they would use their linguistic skills to obtain useful information that in a way would broaden their knowledge on these topics. These provide a great deal of knowledge not contemplated in the curriculum up to the present moment, they are the so-called "cross-curricular themes", which do not need necessarily to be linked with any area of the curriculum in particular but which may be related to any sphere in our everyday life.*

*Cross- curricular themes basically entail the learning of value contents.*

*The assumption of a certain value as a habitual behaviour requires an appropriate process:*

- a.- Approach to the value in order to know, discover and appreciate it.*
- b.- Free choice of the beliefs and behaviour once different options are offered.*
- c.- Incorporation of the value into our behaviour, which means that we understand and accept it responsibly.*

*Should we apply this process to one of our didactic units, it would be as follows. Let's consider, for example, the unit "Let's Talk About Sex" that deals with "contraception".*

- a.- students discuss about the need whether to use a method of contraception or not.*
- b.- once taken into account all the possibilities, they freely choose whether to use a method of contraception or not and if they do decide to do it, they should make their minds up about which one would be the most appropriate or suitable for their own personal situation.*
- c.- A last step would be the incorporation of their choice into their behaviour.*

*Another remarkable aspect in the tasks we suggest is the teacher's role as a guide, mediator and provider of meaningful learning which enables the relationship between previous knowledge and experiences and the new contents. Thus, in the didactic unit that deals with the way a health centre works the students broaden their previous knowledge about the way their local health centre works and they relate all this to the new information on how a British one does. All this process requires a mental activity that makes students change and reconsider their knowledge and build up their own learning.*

*There is no doubt that this encourages students and since they become protagonists of their own learning process they take part active and responsibly in the everyday classroom tasks.*

*We also should stand out the role that E.S.O. gives to foreign languages as a means to other cultures. The awareness of the way people live in other parts of the world widens the intellectual horizons and helps a cooperation and understanding among cultures, this encourages values such as being tolerant and showing interest towards other civilizations not necessarily similar to ours.*

*In the unit "The Same But Different" we have worked on four contemporary civilizations rather different from each other -Eskimos, Japanese, American Indians and Iranians-. As we deepen*



*into them the students come across some cultural aspects that when considered out of context might make them feel rather bewildered and not until we study them within their cultural context can a person from a different civilization understand it to a certain extent.*

*Last but not least when designing our activities we have borne in mind the different students' abilities, interests and knowledge that may coincide in a group, we have borne in mind the diversity in our classrooms. Therefore, these activities deal with a variety of levels of difficulty depending on every student's linguistic skills. On the other hand, the aim of these activities is not the performance of all of them. It's the teacher who is free to decide which ones are the most suitable according to the diversity in every group and the appropriate occasion within the curriculum.*

*We would also like to stand out that the sequence in the performance of the activities is opened to any change the teacher might feel necessary according to each group's peculiarities. However, there are some activities such as the ones where the video or the film are used or in the unit called "The Same But Different" that is task-based, where the activities have a specific sequence.*

*The lay out of the didactic units we propose is as follows:*

*First, a chart with the general aims and another with the contents -conceptual, procedural and attitudinal ones- are shown. The areas of the curriculum the topics are related to are also shown and we also outline the cross-curricular themes with their aims. To finish with a chart with the skills and contents -the procedural and conceptual contents as the attitudinal ones are the same throughout the unit- practised in each activity.*

*After this general lay-out we proceed to explain the different activities with their correspondent teaching notes and we provide with the reference sheets for students and the key for feedback.*

*We have also designed the so-called "self-evaluation sheets" where students are able not only to become aware of what they have learnt in the unit but also of their attitude towards the topic, their behaviour in class, their interest in it and even the teacher's role. This way we teachers are able to change/maintain anything we consider necessary/appropriate for our students' learning process.*

*These are the units we suggest:*

- 1.- "The Same But Different" - The woman's role in some contemporary civilizations-.*
- 2.- "Let's Talk About Sex" - Puberty, sex and contraception-.*
- 3.- "AIDS First Aid" - A medical and social approach to the illness-.*
- 4.- "Who Cares?" - British and our own local health centres' way of working and staff-.*

## **UNIT 1: “The Same But Different”**

<b>Unit title: "The Same but Different"</b>
<b>Level:</b> Intermediate
<b>Final task:</b> <i>Elaboration of a chapter for an encyclopaedia based on their own culture.</i>
<b>Aims</b>
<ul style="list-style-type: none"> <li>* To encourage students to produce an encyclopaedic text. The complexity of the different texts will be in accordance with the students' linguistic skills.</li> <li>* To elaborate an encyclopaedic text making use of both linguistic sources (written and oral ones) and non-linguistic ones (statistics, graphs, images ...).</li> <li>* To show interest, reflect and adopt a critical attitude towards the role women have not only in other cultures but also in theirs.</li> <li>* To adopt a receptive and a critical attitude as far as information about other cultures is concerned so that students will reflect upon theirs.</li> <li>* To make use of reading as a means to be able to approach different cultures.</li> <li>* To form a sound base of the skills, language &amp; attitudes required for further study, work and leisure on this topic.</li> <li>* To offer insights into the culture and civilization of different countries.</li> <li>* To develop an awareness of the nature of language and different ways of language learning.</li> </ul>

<b>C O N T E N T S</b>	<b>CONCEPTUAL CONTENTS</b>
	<ul style="list-style-type: none"> <li>* Basic cultural aspects about other civilizations different from the students' ones.</li> <li>* Lexical and formal elements that characterized an encyclopaedic text.</li> <li>* Glossary of words that deal with the way of life of different cultures (vocabulary about food, clothing, housing, social life and language)</li> <li>* Women's situation in contrast to the students' one.</li> </ul>
	<b>PROCEDURAL CONTENTS</b>
	<ul style="list-style-type: none"> <li>* Guided and autonomous use of reference books and dictionaries.</li> <li>* Interpretation and production of an encyclopaedic text.</li> <li>* Awareness of the main and typical structures of an encyclopaedic text and its application.</li> <li>* Contrast of the way of life in other cultures to the students' one.</li> <li>* Comparison of statistics texts and transferring their information to a written one.</li> <li>* Use strategies of communication so as to exchange information.</li> <li>* Analysis of the role women have in different cultures.</li> </ul>
<b>N T E S</b>	<b>ATTITUDINAL CONTENTS</b>
	<ul style="list-style-type: none"> <li>* Interest about the use of reference books and dictionaries.</li> <li>* Reflection and criticism about common attitudes people adopt as far as "home" is concerned.</li> <li>* Attitude of respect towards ways of life different from ours.</li> <li>* Reflection and criticism about sources of information.</li> </ul>
	<ul style="list-style-type: none"> <li>* Attitude of cooperation when students are elaborating a project together.</li> <li>* Awareness of the discrimination that women suffer in other cultures as well as in ours.</li> </ul>

AREAS OF CURRICULUM INVOLVED
<p>English, Geography, History (Human factors such as population, culture...) and Mathematics (statistics).</p>
CROSS-CURRICULAR THEMES
<p>Education for peace</p> <ul style="list-style-type: none"> <li>* Curiosity, respect and criticism about the way of life of other cultures.</li> <li>* Constructive criticism on both social and individual behaviour</li> <li>* Respect towards other people's opinions</li> <li>* Interest in knowing the past as well as the present of other cultures.</li> <li>* Solidarity as a social value.</li> </ul> <p>Education for equal opportunities</p> <ul style="list-style-type: none"> <li>* Encourage students' cooperation as far as the domestic sphere is concerned.</li> <li>* Awareness of women's contribution in both social and domestic life.</li> <li>* Critical awareness of the stereotyped models for women and men in the division of work.</li> </ul>

## English Curriculum Contents

Activity No.	Conceptual contents		Skills involved	Procedural contents
	semantic sets + notions	functional language + grammar		
1	.personal information (nationality/family/occupation/household chores/interests/likes/dislikes,...) .people's appearance /.clothes /.houses /.routine	.simple present tense/ .frequency adverbs/ .describing people & habits/ .introducing others/ .asking about English	.speaking .listening .writing	.listening and note-taking / .identifying from a group/ .organizing information/ .elaboration of a small piece of writing
2	.house chores /.parents and us /.make vs do/frequency adverbs /.proportion & quantifiers (some/all/a few of/3 of 4,...)	.getting-giving information	.speaking .listening .writing	.note-taking/ .transfer information into a chart/ .contrasting facts
3	.countries' differences in population, fertility rate, schooling & life expectancy	.quantifiers (hardly any/ few,...)/ .neither...nor /.both...	.reading	.transfer information (from statistics into statements)/ .understanding graphs
4	.food/drink .housing .clothes .group life .encyclopaedic features	.impersonal sentences/ .asking about English/ .giving one's opinion	.reading	.use of authentic written materials/ .identifying core words/ .guessing unknown words/ .using monolingual dictionaries/ .matching paragraphs and headlines/ .understanding headlines/.understanding a written text/ .note-taking
5	.punctuation		.reading	.punctuation of a text/ .dividing a text into paragraphs
6	.everything in the activities before		.reading .speaking .listening .writing	.asking for-getting information about their own country/ .organising it into paragraphs/ .choosing suitable headlines
act. on the film	.main information about Iran (population, languages, currency, location, major products, government, flag,...) and Islamism .modal verbs (should, can,...) /.let/allow/make/ force	.giving one's opinion .asking about English	"watching" .reading .listening .speaking .writing	.looking up information/ .transfer information/ .organising information to elaborate a "mini-project"/ .note-taking



Activity 1  
(photos)

Group size: small group

Materials: Attached photos + ref. sheet 1.1

Procedure: STEP 1

Show the students the photos in the unit. They show four women from different cultures (Eskimo, Arabian, Japanese and Western women).

Divide the students into groups of four. Tell them to look at the pictures closely and to choose one of them. They have to write about what they think the woman's personal situation is, what her habits are (see reference sheet 1.1). Remind them to use at least ten of the words given in the box of the same sheet.

STEP 2

After that one person from the group reads it to the rest of the class. They should know which woman they have written about.











Ref. Sheet 1.1

- STEP 1 -

- Choose one of the photos your teacher will show you and write in your group about that person's probable
  - age
  - family (if any)
  - studies (if any)
  - job (if any)
  - interests / hobbies
  - clothes
  - routine
  - (...)
- For that, you should use at least ten of the words or expressions from the box below in your writing.

carry / university / well-paid / busy / support / seals / hungry / hard / lonely / open-air / veil / make / dangerously / bring up / look forward to / then / exciting / in order to / so / finally / crowded / then

- STEP 2-

- Now read it to the rest of the class so that they can guess which woman you are talking about.



## Activity 2

(Who does what at home) individual + small group + whole class

Group size: Ref. sheet 2.1 & Ref. sheet 2.2

Materials: Give the students the chart (Reference sheet 2.1 and 2.2).

Procedure:   
 STEP 1 (individual work)  
 Your students should decide whether "make" or "do" is the correct verb to collocate next to some of the expressions in the chart.

STEP 2 (individual work)  
 Each student should fill the "you" chart either in class or at home ticking the frequency they do the activities that appear in it. After that, every girl has to fill in the "your parent" chart according to what her mother does and every boy should do the same with his father's activities.

STEP 3 (group work)  
 Students gather in small groups. Tell them to join classmates of the same sex so that there will be groups with only boys and groups with only girls. They reflect the group's results in the other two charts (one about the students' attitude at home, the other one about their fathers' or mothers').

STEP 4 (group work)  
 Tell them to finish these sentences according to the group's results. Write them on the blackboard or use the OHP:  
 1- *Most fathers/mothers*.....  
 2- *Only a few of our mothers/fathers*.....  
 3- *None of us* .....  
 4- *Most of us*.....  
 5- *None of our mothers/fathers* .....  
 6- *All of us* .....  
 7- *Some of us* .....  
 8- *Some of our fathers/mothers* .....

STEP 5 (whole class)  
 All the groups interchange the results.

STEP 6 (whole class)  
 Encourage them to talk about the differences and similarities they found out about their own behaviour or their parents'.

**A.- Individual questionnaire**

Ref. Sheet 2.1

<b>YOU</b>	<b>always</b>	<b>often</b>	<b>sometimes</b>	<b>never</b>
Make/do the shopping				
make/do the washing up				
make/do your bed				
make/do the ironing				
make/do the cleaning				
make/do money				
make/do a mess				
make/do decisions				
make/do the cooking				
look after ill people, children,...				
drive a car				
take the dog for a walk				

<b>YOUR PARENT</b>	<b>always</b>	<b>often</b>	<b>sometimes</b>	<b>never</b>
Make/do the shopping				
make/do the washing up				
make/do her/his bed				
make/do the ironing				
make/do the cleaning				
make/do money				
make/do a mess				
make/do decisions				
make/do the cooking				
look after ill people, children,...				
drive a car				
take the dog for a walk				

**B.- Group questionnaire**

Ref. Sheet 2.2

<b>YOU</b>	<b>always</b>	<b>often</b>	<b>sometimes</b>	<b>never</b>
Make/do the shopping				
make/do the washing up				
make/do your bed				
make/do the ironing				
make/do the cleaning				
make/do money				
make/do a mess				
make/do decisions				
make/do the cooking				
look after ill people, children,...				
drive a car				
take the dog for a walk				

<b>YOUR PARENTS</b>	<b>always</b>	<b>often</b>	<b>sometimes</b>	<b>never</b>
Make/do the shopping				
make/do the washing up				
make/do their bed				
make/do the ironing				
make/do the cleaning				
make/do money				
make/do a mess				
make/do decisions				
make/do the cooking				
look after ill people, children,...				
drive a car				
take the dog for a walk				

### Activity 3

(The world in figures)

Group size: Individual work

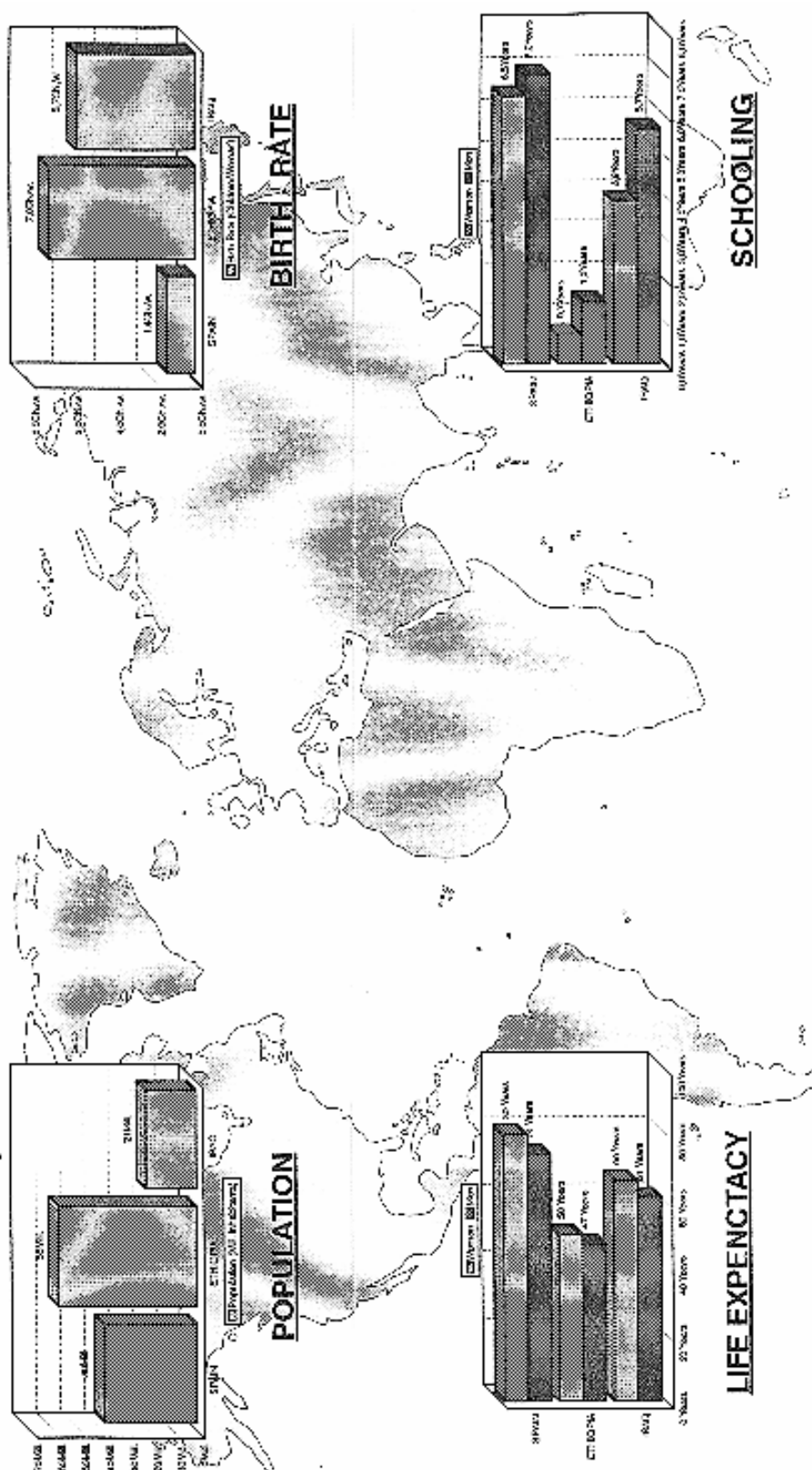
Materials: Ref. Sheet 3.1 & Ref. Sheet 3.2

Procedure: Give the students the information in reference sheet 3.1 and tell them to say whether the sentences on reference sheet 3.2 are true or false according to the given information.

### **Answer Key:**

1-F (Iraq has only 21.2 million)/ 2-T/ 3-F/ 4-T/ 5-T/ 6-T (that means that most women have children)/ 7-F (that only happens in Spain)/ 8-F

# THE WORLD IN FIGURES



Ref. sheet 3.2

Say whether the sentences below are true or false according to the statistics shown:

- 1.- All the countries have over 30 million inhabitants.
- 2.- Men live longer than women in none of the countries.
- 3.- Both Ethiopian and Iraqi women have fewer than three children.
- 4.- Women leave school earlier than men in all these countries.
- 5.- In Ethiopia very few people go to school.
- 6.- Hardly any woman in Ethiopia has no children.
- 7.- People reach their seventies in some countries.
- 8.- Neither Ethiopia nor Iraq has a high fertility rate.



Activity 4  
(chart)

Group size: Pair work or small group

Materials: Ref. sheets 4.1 + Ref. sheet 4.2

Procedure: Give students reference sheets 4.1 and 4.2. The aim of this activity is to identify the information in the different paragraphs in reference sheet 4.1 with the headlines and civilizations in the chart in reference sheet 4.2. Let them know that "X" in the paragraphs stands for the name of the country these people might live in (notice that Eskimos haven't a country of their own and that "American Indians" is a quite broad term to define any people living in a certain state) and that "Z" stands for both the adjective and the noun -either in its singular or plural form- that defines what their civilization is.

Students can either cut the paragraphs off and stick them all in their suitable places or just write the paragraph number in its correct grid in the chart. If you/they choose the "sticking up" option enlarge the chart so that the paragraphs will fit the grids.

Ref. Sheet 4.1a

-1-

It has always been very important in X. Before 1945, many Z lived in large family units that included grandparents, children and sometimes aunts/uncles and their families. Z families were bound together by a strict set of customs. Husbands had a complete authority over their wives, and children were expected to show unquestioning obedience to their parents. When a child was old enough to marry, the parents selected a suitable marriage partner.

Today, most Z live in smaller family units that consist of only parents and children. The Z still have strong family ties and a deep respect for authority.

Nowadays more and more Z women are taking jobs outside the home. Many women work until marriage and return to work when their children have started school.

-2-

The Z lived on whale, seal and caribou meat. They also ate fish and the meat from birds, musk oxen and polar bears.

Much of the time, the Z ate raw meat because they had little or no wood or other fuel for fires. They sometimes cooked meat over lamps that burned oil made from the blubber of seals or other sea mammals. They occasionally ate berries and the roots, stems, and other plants of certain plants found during the warmest months and only in small amounts.

-3-

The Z lived in groups. These groups varied in size from one family to several hundred people depending on the type of hunting carried on different seasons. In northern Canada, for example, the largest groups gathered in winter to hunt seals.

In most regions, the Z family consisted of a husband and a wife, their unmarried children, and their married sons and their wives and children. They all lived in one house.

Parents often chose their children's future marriage partners in early childhood, and most Z married in their teens. There was no marriage ceremony. The woman and the man just began living together.

-4-

City housing includes modern apartment buildings and traditional Z houses.

Most traditional houses are simple one -or two- story wooden buildings with graceful tile roofs. Many of these houses are set within walled gardens. The floor level is that of the entrance. Rooms are separated by sliding paper screens, which can be rearranged to change the size and shape of the rooms. Some people remove these screens in the summer to allow breezes to blow through the house.

-5-

About 55% of Z live in urban areas. Many cities in X have an older, traditional section and a modern one. Traditional houses are small mud or brick buildings surrounded by high walls. Most apartments and houses have Western-style furniture. Rugs made in X cover the floors of almost all homes.

Most rural families live in one -or two- room traditional houses. Houses in most villages lack electricity or running water. Some of Z's people are nomads. They travel across the countryside with their sheep, goats, and other livestock to seasonal grazing areas. When nomads travel, they pack all their possessions on the backs of donkeys or camels.

-6-

Today most Z people wear Western-style clothing outside the home but some of them, especially older people still wear traditional clothing at home.

The traditional Z garment of both men and women is the *kimono*. It is tied around the waist with a sash called an *obi*. Almost all Z wear *kimonos* on special occasions.

Traditional Z footwear includes wooden clogs called *geta* and flat sandals known as *zori*. Leather shoes are worn with Western-style clothing. The Z remove all outdoor footwear when entering a house. Only slippers are worn indoors.

-7-

The laws of inheritance prescribed by the Quran tend to confirm the idea of a central family - husband, wife and children, along with the husband's parents.

Although the normal practice in Islamic society has always been that of monogamy, there has been an easy access to polygamy and divorce on the part of the husband.

-8-

The traditional dwelling of the Z is called *tepee*, from the Dakota language meaning "*the place where one lives*"

The *tepee* covering was made of fifteen to eighteen dressed buffalo hides, cut and fitted together and sewed so that they formed a large sheet nearly semicircular in shape.

The skin covering of a *tepee* was decorated with symbols of the owner's choosing.

When camp was to be moved women both took down and erected the *tepees*.

-9-

The main foods of the Z people are rice and bread. They often mix rice with meat and vegetables or cover it with a thick, spicy sauce. Most Z eats bread at every meal. Traditional Z dishes include *abgusht* (a thick meat and bean soup); *dolmeh* (vegetable stuffed with meat and rice); and *kebab* (lamb roasted on a skewer).

Popular beverages include fruit syrups mixed with water, sweetened tea and a yogurt drink called *dough*.

-10-

The main food of the Z people is rice. It is often simply boiled and eaten with pickled vegetables. It is served at almost every meal.

Together with soybeans, fish provides the chief source of protein in the Z diet. A favourite method of preparing fish is to salt it and then broil it over an open flame. The people also enjoy *sashimi* - thin slices of raw fish.

The Z people also eat many types of fruits and several varieties of seaweed.

Tea has long been the favourite beverage. Popular alcoholic drinks include *sake*, a wine like beverage made from rice and beer.

-11-

Most city dwellers in X wear Western-style clothing. Many women in the cities also wear long, usually black, body veils called *chadors* over their other clothes and head, and sometimes across the lower part of her face. The wearing of the *chador* is based on Islamic moral teachings and its wearing is strongly encouraged by the government.

Most men in rural villages dress in rough cotton shirts, baggy black trousers, and sometimes long blue or black cotton coats. Most rural women wear loose blouses and black cotton trousers. They cover their heads with scarves instead of using *chadors*.

-12-

The clothing of the Z consisted mainly of skins, feathers, and woven materials. They procured everything they needed from nature.

For clothing, the Z used the skins and hides of the deer, buffalo, bear, caribou and other animals.

The Z loved bright colours. In many cases the colours and design of their clothes, or those they used on their face and body, had a meaning. They had colours for female and male, for the four points of the compass, and for war and peace.

Z gave particular attention to their hair, greased it with bear oil, and decorated it with fur, feathers, beads and other things.

The *moccasin* covered and protected the Z's feet.

-13-

The nuclear family -a man, his wife or wives and their children- was the basic production unit.

A group of Z comprising a series of families or clans, usually bound together by blood ties and coming from a common origin were called tribe.

The highest in rank, was administrator of the group's properties.

-14-

Most Z families had a summer home and a winter home. During the summer, almost all Z lived in tents made of sealskin or caribou skin. During the winter months the Z of most regions lived in sod houses. Some Z also built dome-shaped snow houses as temporary shelters when they travelled. Only the Z of central Canada and the northern Canadian islands used snow houses as permanent homes.

The Z heated and lighted snow houses with the soapstone lamps they used for cooking.

-15-

Z ate many varieties of vegetables and meat or fish. Food was very scarce at times, but because of their religious teachings and habits, Z would not eat certain foods.

The most important cultivated vegetable food was maize. Next in importance were beans, peas, squashes, pumpkins and melons. Wild foods such as seeds, nuts, roots, wild rice, flowers of grasses, and leaves and parts of plants used for flavourings were gathered and eaten.

Buffalo, bear, antelope, elk, deer and fish were most used for food. Rabbits and birds also were eaten.

-16-

The Z made clothes from animal skins. Styles varied from region to region but in all regions women, men and children wore the same type of clothing. It consisted of a hooded jacket -which fit loosely over the head, neck and shoulders-, trousers or leggings, socks, boots and mittens.

They preferred to use caribou skin for most clothing because it was both warm and lightweight. They used sealskin for the soles of boots. The Z decorated their clothing with beads and such furs as fox and wolverine.

**Ref. Sheet 4.2**

	ESKIMOS	AMERICAN INDIANS	JAPANESE	IRANIANS
<b>COSTUME</b>				
<b>FOOD</b>				
<b>SHELTER</b>				
<b>GROUP LIFE</b>				

**Answer Key:**

	<b>ESKIMOS</b>	<b>AMERICAN INDIANS</b>	<b>JAPANESE</b>	<b>IRANIANS</b>
<b>COSTUME</b>	16	12	6	11
<b>FOOD</b>	2	15	10	9
<b>SHELTER</b>	14	8	4	5
<b>GROUP LIFE</b>	3	13	1	7

Activity 5  
(punctuation)

Group size: individual

Materials: Reference sheet 5.1

Procedure: Students should organize into paragraphs and punctuate the text in reference sheet 5.1.



most rural Ethiopians live in villages or isolated homesteads their lives differ little from those led by their ancestors the majority are farmers who work the land with wooden ploughs pulled by oxen the rural population also includes nomads who make their living chiefly by raising livestock most Ethiopians live in round houses with walls made of wooden frames plastered with mud the houses have cone-shaped roofs of thatched straw or occasionally metal sheeting many people in areas where stone is plentiful live in rectangular stone houses in addition to traditional housing Ethiopian towns and cities have many modern buildings Addis Ababa has many modern apartment buildings and several skyscrapers

**Answer Key:**

Most rural Ethiopians live in villages or isolated homesteads. Their lives differ little from those led by their ancestors. The majority are farmers who work the land with wooden ploughs pulled by oxen. The rural population also includes nomads, who make their living chiefly by raising livestock.

Most Ethiopians live in round houses with walls made of wooden frames plastered with mud. The houses have cone-shaped roofs of thatched straw or, occasionally, metal sheeting. Many people in areas where stone is plentiful live in rectangular stone houses. In addition to traditional housing, Ethiopian towns and cities have many modern buildings. Addis Ababa has many modern apartment buildings and several skyscrapers.

Activity 6  
(project)

Group size: Small group

Materials:

Procedure: Students should now be able to write a chapter for an encyclopaedia about their own country. Encourage them both to look up any useful information in the school, local library or at home and to use maps, figures, charts, photographs,... As a model, they can use the headings they have worked on in activity 4.

### Activities on the film *"Not Without My Daughter"*

The activities below are suggested to exploit this film. They have been grouped into three main categories: pre-watching, after-watching and transfer.

The pre-watching activities help students to understand the situation and cultural aspects of the country where the story of the film will take place.

The after-watching activities try both students to get a general view on what they have previously watched and the teacher to check if the film has been understood.

Finally, the transfer activities are not directly related to the video, but a means to some follow up activities or project work.

#### Pre-watching Activities

##### Activity 1 (warmer)

Group size: Individual / Pair-work

Materials: Reference sheets Film 1.1, Film 1.2 & Film 1.3

Procedure: Students have to show what they know about the country the film was filmed in (Iran) first by locating it on the provided map (reference sheet film 1.1) next by filling in the chart about Iran (ref. sheet film 1.2) and finally completing the sentences about Islamism (on reference sheet film 1.3).

Pre-watching activities

What do you know about Iran?

Can you locate Iran on the map below?



Ref. sheet: Film 1.2

Fill in the following chart with information about Iran

Iran	
Capital City	
Area (square. km)	
Population	
Major languages	
Religion	
Currency	
Important products	
Government	
Flag	

**Answer Key:**

Iran	
Capital City	Tehran
Area (sq.km)	1,648,000
Population	64,900,000 <sup>1</sup>
Major languages	Farsi (official), Arabic, Kurdish, Azerbaijani
Religion	Islamism
Currency	Rial
Important products	wheat, petroleum, rice, sugar, tobacco
Government	<u>Islamic Republic</u> . It's the religious leader who controls laws, institutions and even the President of the Republic.
Flag	

---

<sup>1</sup> Source: El Estado De La Nación 1995

Ref. sheet: Film 1.3

What do you know about Muslims?

They believe that \_\_\_\_\_

\_\_\_\_\_

They can't \_\_\_\_\_

\_\_\_\_\_

They should \_\_\_\_\_

\_\_\_\_\_

They must \_\_\_\_\_

\_\_\_\_\_

Muslim women \_\_\_\_\_

\_\_\_\_\_

Muslim men \_\_\_\_\_

\_\_\_\_\_

Muslim children \_\_\_\_\_

\_\_\_\_\_

Their most important religious book is called \_\_\_\_\_

\_\_\_\_\_

Their most important religious spot is \_\_\_\_\_

\_\_\_\_\_



### **After-watching Activities**

#### Activity 2:

Group size: individual

Materials: Ref. sheet: film 2.1

Procedure: After having seen the film, students have to make true and correct sentences using the items from the chart on reference sheet: film 2.1

Ref. sheet: film 2.1

Write true sentences based on the film

They	(don't)	let allow make force	Betty	(to)	pray cover her hair learn Arabic leave Iran on her own make telephone calls own money make friends keep secrets be with her daughter (...)
------	---------	-------------------------------	-------	------	---

Activity 3:

Group size: individual

Materials: Ref. sheet: film 3.1

Procedure: Students should decide whether the sentences on Ref. sheet: film 3.1 are true or false.

Ref. sheet: Film 3.1

**Are the following sentences true?**

- Women can't drive in Iran.
- Betty's daughter doesn't like school.
- Betty doesn't speak any Arabic.
- Only women help her.
- Mahtob (Betty's daughter) loves her father.
- According to Iranian law, Betty was Iranian.
- There isn't any Iranian woman who speaks English.
- Only men carry guns.
- These are some of the ways Betty is punished
  - . Nobody gives her food for some time.
  - . Her husband hits her.
  - . Nobody in the family talks to her.
  - . They take her passport.
  - . She is locked up.

**Are the following sentences true?**

Answer Key:

- Women can't drive in Iran. **F**
- Betty's daughter doesn't like school. **T**
- Betty doesn't speak any Arabic. **F**
- Only women help her. **F**
- Mahtob (Betty's daughter) loves her father. **T**
- According to Iranian law, Betty was Iranian. **T**
- There isn't any Iranian woman who speaks English. **F**
- Only men carry guns. **T**
- These are some of the ways Betty is punished
  - Nobody gives her food for some time. **F**
  - Her husband hits her. **T**
  - Nobody in the family talks to her. **T**
  - They take her passport. **T**
  - She is locked up. **T**

### Transfer Activities

Activity 4:

Group size: small group

Materials: Ref. sheet: film 4.1

Procedure: This a transfer activity rather than an "after watching" one. This means that it has nothing to do with the film's contents but it is related to its main topic(s). Students have to find out information about the topic they have chosen to write about. They have some topics to choose from on ref. sheet: film 4.1

**Possible projects on...**

**A.- "Women from other countries in our own country"**

- Try to find out...
  - why they come here
  - what they expected to find here
  - What kind of jobs they do.
  - How much they earn
  - what difficulties they have found
    - with people
    - with laws
    - in their jobs
    - with language
    - with culture
  - how you could help them
  - different associations that try to help immigrants  
(what they do / their address / phone number,...)

**B.- Threatened writers**

Either...

- Write about a writer you know has been (or was) threatened (possible ones: Taslima Nasrin / Salman Rushdie,...).
  - . reason why she/he has been threatened. Your opinion.
  - . her/his biography.
  - . kind of books she/he writes/wrote

Or...

- Choose one of the threatened writers you know. Imagine you are a journalist. Write a full questionnaire to interview her/him.

**- Self-assessment sheets -**

I have learnt the following things about other cultures different from mine

A large, empty rectangular box with a thin black border, intended for students to write their responses to the prompt above it.

What shocked me most was \_\_\_\_\_



These are the new words/expressions I have learnt in this unit:

--

Are these statements true in your opinion?

- I think it was a very interesting unit.
- I would like to learn more about other cultures.
- Some activities were too difficult.
- I don't think learning these things is useful.
- We all worked the same in my group.
- The teacher hasn't helped me enough.
- I have changed my opinion about the life of women in other cultures.
- We have been working in this unit for too long.

## **UNIT 2: “Let’s Talk About Sex”**

<b>Unit title:</b> <i>"Let's Talk About Sex"</i>
<b>Level:</b> Intermediate
<b>Aims</b>
<ul style="list-style-type: none"> <li>* to form a sound base of the skills, language and attitudes required for further study, work, and leisure on this topic.</li> <li>* to provide information and intellectual stimulation about this topic.</li> <li>* to develop the students' understanding of their own bodies.</li> </ul>

C  O  N   T  E  N   T   S	<b>CONCEPTUAL CONTENTS</b>
	<ul style="list-style-type: none"> <li>lexical elements that are related to sex and contraception.</li> <li>different kinds of contraceptive methods, their correct use and possible side-effects.</li> <li>changes that take place in our bodies when growing up and making love.</li> <li>myths related to both conception and contraception.</li> </ul>
	<b>PROCEDURAL CONTENTS</b>
	<ul style="list-style-type: none"> <li>contrast of different contraceptive methods.</li> <li>discussing.</li> <li>transferring information (from a written text to a chart).</li> <li>use of general information to make a decision in a particular situation.</li> <li>ordering statements according to their importance.</li> <li>use strategies of communication so as to exchange information.</li> <li>skimming.</li> <li>scanning.</li> </ul>
	<b>ATTITUDINAL CONTENTS</b>
	<ul style="list-style-type: none"> <li>encourage students to express their opinions and doubts about sex openly.</li> <li>interest to know the ideas expressed in written texts about the topic.</li> <li>reflection about their achievements in their learning process.</li> <li>attitude of respect towards others' opinions, feelings and lifestyles.</li> </ul>

AREAS OF CURRICULUM INVOLVED
<p style="text-align: center;"><b>English, Biology</b></p> <p style="text-align: center;">(Parts of the human body, their changes, side-effects of some contraceptive methods...).</p>
CROSS CURRICULAR THEMES
<p style="text-align: center;"><b>Education for peace</b></p> <ul style="list-style-type: none"> <li>* attitude of respect towards others' feelings, opinions and lifestyles.</li> <li>* attitude of respect of other sexual orientation different from theirs.</li> </ul> <p style="text-align: center;"><b>Education for equal opportunities</b></p> <ul style="list-style-type: none"> <li>* encourage both boys and girls to be responsible for the choice and correct use of a contraceptive method.</li> </ul> <p style="text-align: center;"><b>Education for health</b></p> <ul style="list-style-type: none"> <li>* raising awareness of good habits and hygiene as ways of promote a lifestyle in their sexual relationships.</li> <li>* awareness of the importance of sex in our lives.</li> <li>* feeling the changes of our bodies -when growing up and making love- as something natural.</li> <li>* encourage students to openly ask their parents, teachers or a professional for information/advice on this topic.</li> </ul> <p style="text-align: center;"><b>Consumer education</b></p> <ul style="list-style-type: none"> <li>* awareness of the "pros &amp; cons" of different contraceptive methods.</li> <li>* understanding how to use correctly different contraceptive methods.</li> <li>* freedom of access to the information about different methods of contraception to be able to choose conveniently.</li> </ul>

### English Curriculum Contents

Activity No.	Conceptual contents		Skills involved	Procedural contents
	semantic sets + notions	functional language + grammar		
1	sex/ conception myths	giving one's opinion	reading speaking	discussing
2	sexual intercourse/ boys' worries about sex/ processes		reading writing	understanding a written text/ getting information from it -scanning/ reading for pleasure -skimming/ transfer information into a chart/ checking
3	sex/ periods / myths about periods	giving one's opinion	reading writing speaking listening	recognizing core words/ discussing
4	pregnancy in teenagers/	frequency adverbs/ giving advice/ expressing one's feelings/ giving one's opinion	speaking listening	discussing
5	reasons for getting pregnant	verbs as sentence subjects/ modals of probability/ giving one's opinion	speaking listening	ordering statements
6	methods of contraception/ abortion /non-methods -myths-of contraception	question making giving reasons for one's choice/ opinion	writing reading listening speaking	discussing/ asking for - giving information/ transferring information/ getting information from a written text/ using their own sources of information

### Activity 1

Group size: on their own + pair work + small group

Materials: ref. sheet 1.1 and ref. sheet 1.2

Procedure:

#### **STEP 1**

Students are given a comic strip about the way a boy finds out how babies are made (ref. sheet 1.1). They have to comment on it in pairs. In fact, this is a way to introduce step 2 when students will have to deal with their own experiences about this.

#### **STEP 2**

Once students have talked about the cartoon, hand out the questionnaire on ref. sheet 1.2 where they have to answer individually some questions dealing with the way they found out how babies were made and how they feel about children being taught it at school.

After this, the answers to the questionnaire are to be discussed in pairs. Then, each pair of students will join another one to form a group of four in order to share and comment on other people's answers. Finally, everybody will have the opportunity to put forward their points of view in front of the rest of the class.





- How old were you when you found out how babies were made?
  
- How did you find it out?
  - in a book.
  - one of my parents told me.
  - on the TV, in a magazine,....
  - a teacher explained it to us.
  - my friends told me.
  - others...
  
- Do you remember how you felt about it?
  
- So far at school I have learnt nothing about sex / just what sexual organs are like / some facts about conception / the different methods of contraception.
  
- I think this is .....
  - too little
  - not enough
  - enough
  - fine
  - too much

### Activity 2

Group size: individual work

Materials: ref. sheet: 2.1

Procedure: A text dealing with common sex topics is distributed to the students. They read it on their own and answer the questions on it. After this, the teacher will check the students' different answers.

Sex is not just about physical sensations; it usually involves very strong emotions as well. How people feel about it usually depends a great deal on how emotionally involved they are with their partner and on how much they trust them.



The feelings and thoughts you may have about a person you like and his/her body can make you feel very excited. Often it is hard to stop thinking about that person and you may think you are in love with him or her. That's called *"having a crush"* on someone.

Most boys are embarrassed by having erections at inconvenient moments. Most erections are caused by a sexual thought, for example when you see a girl you like. Some happen when your genitals are accidentally stimulated, for example by the vibrations of a moving train. The best way to make the erection subside is to concentrate very hard on something else.



Wet dreams are very common in boys during puberty. While you are asleep you have an erection and ejaculate semen. This happens because your body has not quite got used to its new way of working. It happens during dreaming though not necessarily about sex.

Penis size is something some boys worry about. The size of unerect penises varies from male to male and has no relation to body size. In fact, small penises generally increase their size a lot more than large ones when they become erect, so that apparent differences become much less. Apart from that, a smaller erect penis does not make any difference to either the female's or male's sexual pleasure.

Ref.sheet: 2.1b



Sexual intercourse, or as it is often called "*making love*", usually begins with two people touching, caressing, kissing and hugging each other. This moment is called "*foreplay*". The areas of the body that are the most sexually sensitive tend to be touched most. They are called *erogenous zones*. These include the genitals, lips breasts and buttocks, but ear-lobes, feet, and many other areas are sensitive in different people.

After a while, the female's vagina becomes moist and slippery, her clitoris becomes hard, and the male's penis becomes erect, stiff and larger. The female and male begin to feel excited about each other and this brings about a lot of changes in their bodies.

Women's glands in the vagina produce a lubricating fluid, so that the penis can go in more easily. The breasts may get larger and the nipples become erect.

Men's penises become harder and larger and it points upwards at an angle away from the body (an erection), enabling it to fit into the vagina.

In both sexes muscles all over the body become tense, the heart beats faster, blood pressure rises and breathing becomes faster and shallower. The chest and the face may become flushed.

During sexual intercourse, as both partners move back and forth in rhythm, the movement of the penis inside the vagina soon feels very good and they feel more and more excited.

It is now possible for the male's erect penis to go inside the female's vagina, which stretches in a way that fits around the penis.



When these feelings come to a climax, a very small quantity of semen (about a teaspoonful) is ejaculated from the penis and spurts into the vagina, and the muscles in the vagina and uterus tighten and finally relax. This is called "*coming*" or "*having an orgasm*".

A female and male may have orgasms at different times. And sometimes a person has an orgasm and the other doesn't. After an orgasm, most people feel relaxed, content and sometimes even sleepy.

**Read the text and answer these questions**

- 1.- What are *wet dreams*?
- 2.- What might the causes for having embarrassing erections be?
- 3.- Is penis size important for sexual pleasure?
- 4.- Is sex only about physical sensations?
- 5.- What's an *erogenous zone*? Can you give any example?
- 6.- What does *foreplay* mean? and *coming*?
- 7.- How much semen comes normally out per ejaculation?
- 8.- What changes take place in our bodies when we are sexually excited?

Women	
Men	
Both	

### Activity 3

Group size:

Materials: Ref. sheet 3.1

Procedure: The teacher writes the questions that follow on the blackboard:

- . What's a period?
- . When do women have it for the first time?
- . What do women wear when they have it?

Students talk over them in pairs. The purpose of this warmer is to elicit both what they really know about this topic and the vocabulary related to it.

#### **STEP 1**

In order to practise the key vocabulary the teacher gives out a gap-filling exercise (ref. sheet 3.1) to the students.

#### **STEP 2**

In the second part of this activity it would be interesting to find out the myths known about this topic. Therefore, an open exercise based on the superstitions students may know or believe in (see ref. sheet 3.1) will allow them to express themselves.

**- Step 1 -**

Fill in the gaps in the text with the words/expressions from the box

**tampon / eight / every few hours / period**  
**sanitary towel / two / blood / four**

*Cells from the lining of the uterus which are simply stained by blood and mixed with a sticky fluid from the cervix are called \_\_\_\_\_.*

*On average you lose about two tablespoons of \_\_\_\_\_ per period. A period can last from \_\_\_\_\_ to about \_\_\_\_\_ days but the average is \_\_\_\_\_ days.*

*When you have a menstruation you can wear either a \_\_\_\_\_ or a \_\_\_\_\_. It is best to change them \_\_\_\_\_.*

**- Step 2 -**

Complete this paragraph using your own words

*Some superstitions say that you can't*

\_\_\_\_\_ or that you shouldn't \_\_\_\_\_

\_\_\_\_\_ when you have a period.

*In fact those days a woman can do everything she normally does.*

**Answer Key:**

**- Step 1 -**

Fill in the gaps in the text with the words/expressions from the box

**tampon / eight / every few hours / period**  
**sanitary towel / two / blood / four**

*Cells from the lining of the uterus which are simply stained by blood and mixed with a sticky fluid from the cervix are called period.*

On average you lose about two tablespoons of blood per period. A period can last from two to about eight days but the average is four days.

When you have a menstruation you can wear either a tampon or a sanitary towel. It is best to change them every few hours.



#### Activity 4

Group size:

Materials: ref. sheet 4.1

Procedure: This warmer (ref. sheet 4.1) allows students a first approach to the main subjects that later on will be deeply discussed throughout the unit: pregnancy and methods of contraception.  
It consists of some questions that are to be answered individually. Then in pairs they compare and comment on theirs.

Ref. sheet: 4.1

### Warmer

- I think teenagers very often / often / seldom / hardly ever get pregnant.
- Do you think this is a serious problem? Why / Why not?
- Do you feel this could happen to you?
- What would you advice to a friend of yours who you know is sexually active?
- Which methods of contraception do you know? Is any of them suitable to prevent passing/getting STDs (sexually transmitted diseases)?

Activity 5  
(pyramid  
statements)

Group size:

Materials: ref. sheet 5.1

Procedure: For this activity the teacher splits up the class into small groups (three or four people) and gives them out some statements -the ones on ref. sheet 5.1- about the reasons why teenagers may get pregnant.

Students are expected not only to discuss about the statements they have been given but also to order them from the one they consider the most frequent reason to the least frequent one.

### Why do teenagers get pregnant?

Order the reasons below (you can add more of your own)


- A.- Due to a rape
- B.- They didn't expect to have a sexual intercourse
- C.- They don't feel that might happen to them
- D.- They think contraception is their partner's problem
- E.- Neither of them think of its possible consequences
- F.- They love each other very much
- G.- The methods of contraception are not easy to get
- H.- They think contraception is amoral
- I.- Buying condoms is embarrassing
- J.- They lack information
- K.- They don't like the idea of other people's knowing they are using a method of contraception
- L.- Waiting until you get a method of contraception is hard
- M.- Other reasons

Activity 6  
(information gap)

Group size:

Materials: Ref sheets 6.1 A1/A2/A3/AQ & 6.1 B1/B2/BQ

Procedure: This reading comprehension that deals on methods of contraception seeks, on the one hand to make students check what they already know about this topic and on the other hand to widen their knowledge of it.

**STEP 1**

The text that is handed out to the students is divided into two main parts. The first is about different kinds of methods of contraception (ref. sheets 6.1A1, 6.1A2 & 6.1A3) and the second one deals with abortion and some so-called non-methods (ref. sheet 6.1B1 & 6.1B2). Once the class has been organised in pairs give each member of the pair a different part of the text, and ask them to answer some questions (ref. sheets 6.1AQ & 6.1BQ). In order to do this, students have to ask their partner since the information they are searching for is not in their text but in their partner's. This activity makes students develop both their scanning and speaking skills.

**STEP 2**

Both students A and B have to fill in a chart on the different methods of contraception (ref. sheet 6.2). Since all the information required comes up in the text student A has, she/he will have to share that information with her/his partner in order to do this activity.

**STEP 3**

This final step is a revision of the previous ones. A series of different cases showing a variety of situations will be given to the whole class (ref. sheet 6.3). Students on their own and according to the texts that have previously worked on, decide which method of contraception would be the most suitable for each particular case. When students have finished their task, they discuss their points of view in pairs or small groups.

## STUDENT A

When people choose to have sexual intercourse, they may not want to have a baby. That's why knowing how to prevent pregnancy is important.

*Family planning, birth control and contraception* are names given to the many ways of preventing a pregnancy.

There are many ways of contraception and some work better than others. A person must know how to use them and must use them in order for them to work.

Most contraceptive methods can be obtained from a person's family doctor or at a family planning clinic. You can talk to a doctor or a health professional about any method and your talk will be confidential.

A Condom is a soft, very thin cover that fits over an erect penis. When a man ejaculates, semen is kept inside the condom and sperm are not able to meet and unite an egg. Soon after ejaculating he has to remove his penis carefully from the vagina or it may slip off as his penis shrinks back to its normal size.

If a condom has not been used properly, sometimes semen can leak out. A condom works better to prevent pregnancy when used with a special foam, cream or jelly -called a spermicide<sup>2</sup>- that contains a chemical that can kill sperm. Using a condom during a sexual intercourse, *correctly and every time*, can also help prevent the spread of infections, including the one which causes AIDS.

Some people call condoms "johnnies" or "rubbers" because they are usually made out of a rubbery material called *latex*.

Both condoms and spermicides are sold at chemists' and drugstores. Condoms are also often sold from slot machines in toilets.



Condom

<sup>2</sup> Spermicides are not effective used on their own.

Contraceptive pills, the diaphragm, the IUD and the emergency contraceptive pill are contraceptives that you can obtain only after visiting your family doctor or family planning clinic and obtaining a prescription. The contraceptive can then be obtained at a chemist's.



Contraceptive pills

The Pill is the most effective method of contraception. It contains artificial hormones that stop ovaries releasing eggs. A female must remember to follow the instructions for taking a pill each day for this method of birth control to work.

The pill has to be prescribed from a doctor and the woman has regular check-ups to make sure she is not suffering from any side effects. These include weight gain, headaches, nausea, sore breasts and high blood pressure.

One good side effect of the pill is that periods become lighter, more regular and more pain-free.

An IUD, or intra-uterine device, is a small plastic and copper device that is placed inside the uterus by a doctor and can be kept in place for a few years, without her being aware of it. It prevents a sperm from joining with an egg. IUDs sometimes cause heavy or painful periods. They also increase the risk of infections.



Intra-uterine device



Diaphragm

The Diaphragm is a small latex cup that fits inside the vagina and is placed over the cervix before each sexual intercourse and left there for several hours afterwards. The woman has to be measured for a diaphragm by a doctor. It prevents sperm from entering the cervix and must be used with a spermicide<sup>3</sup>. Neither the woman nor the man can feel the diaphragm during intercourse.

<sup>3</sup> Spermicides are not effective when used on their own

Ref. sheet: 6.1A3

When a couple uses The Safe Period they try to work out when the female's ovary has released an egg and then abstain from having sexual intercourse during that time.

The problem is that it is extremely difficult to predict ovulation. Couples try to work it out from the dates of the woman's periods, by noting fluctuations in her temperature during her cycles; and by examining a fluid produced by the cervix for changes in its appearance. Even using all three methods the failure rate is high.

Sterilization is a surgical operation to make someone incapable of having children.

Male sterilization is called vasectomy. This is easier to do than female sterilization because the male sex organs are outside the body. Under local anaesthetic, the operation takes about five minutes. As a result the ejaculated semen no longer carries any sperm.

Female Sterilization is done under general anaesthetic and it takes longer. After it, the woman still has periods. Both women and men can still have a normal sexual life.

Failure rate	
<b>The Pill</b>	almost 0%
<b>IUD</b>	2-4%
<b>Diaphragm + Spermicide</b>	3%
<b>Condom + Spermicide</b>	3%
<b>Safe Period</b>	7-15%
<b>Sterilization</b>	almost 0%

14

If you have had unprotected sex for any reason, there is a pill -called the **emergency contraceptive pill**- that a woman can take to prevent the start of a pregnancy. It contains hormones that are thought to prevent fertilization. This method must take place within seventy-two hours after sexual intercourse, under the supervision of a doctor. It shouldn't be relied on as a regular form of contraception.



**STUDENT A**

Answer the following questions on the text

- 1.- What are *non-methods*? Give two examples.
  
- 2.- Is abortion a method of contraception? Why/Why not?
  
- 3.- Under which conditions is it legal in Great Britain? What about in Spain?

## STUDENT B

Abortion is not a method of contraception but an operation to end a pregnancy once it has begun. An abortion is usually performed in a clinic or a hospital by a doctor and is a safe procedure when done early. It takes about five minutes and is usually carried out during the first three months of pregnancy.

In many countries abortion is illegal. In others it is legal under certain circumstances. In Britain, for example, it is legal to up the 28th week of pregnancy. Two doctors have to agree that the pregnancy would harm the mother's physical or mental health or that there is a risk of the baby being born handicapped. Anyone under 16 has to have her parents' consent to an abortion.

Because laws can and do change and because they may vary in different places you might want to ask your parents or teacher What the abortion laws are now where you live.

### Non-methods of contraception

Here are a few of the most common myths about contraception. *"The woman cannot become pregnant if...*

*...the man removes his penis from the vagina before he ejaculates".*

This is untrue because sperm leak out of the penis before ejaculation. Besides, if the man ejaculates near the vagina after the withdrawal, sperm may still get into it.

*...she lies on top of the man during the intercourse or if the couple both stand up".*

Gravity may mean that fewer sperm swim up to the uterus but very many still will.

*...she is having a period".*

Sperm can swim through menstrual blood and there may be an ovum or egg in one of the ducts even though it is early in the cycle.

*...she goes to the toilet immediately after intercourse".*

The sperm will not be flushed out of the body because the vagina and the urethra are completely separated.

*...it is the first time she has had intercourse" or "she has only just started having periods"*

Any woman who has started her periods, or is about to have her first period, may become pregnant.

*...she does not have an orgasm".*

Contractions of the uterus during orgasm may help to suck the sperm in but they also enter quite easily without them.

Ref. sheet: 6.1BQ

**STUDENT B**

Answer the following questions on the text

- 1.- What does *contraception* mean?
  
  
  
  
  
  
  
  
  
  
- 2.- Do you know any slang words for condom?
  
  
  
  
  
  
  
  
  
  
- 3.- How can you find out when the safe period occurs?

Method	man's/woman's responsibility	prevents STDs?	needs prescription?	needs check-ups?	for ever?	side-effects	length	efficiency (%)
the pill								
IUD								
diaphragm								
condom								
male sterilization (vasectomy)								
female sterilization								
safe period								
the emergency pill								

**Answer Key:**

<b>Method</b>	<b>man's/woman's responsibility</b>	<b>prevents STDs?</b>	<b>needs prescription?</b>	<b>needs check-ups?</b>	<b>for ever?</b>	<b>side- effects</b>	<b>length</b>	<b>efficiency (%)</b>
<b>the pill</b>	w	no	Yes	yes	no	(-):weight gain, headaches, nausea, sore breasts, high blood pressure (+):lighter, regular and pain-free periods	some years	almost 100%
<b>IUD</b>	w	no	Yes	yes	no	(-): heavy, more painful periods, risk of infections	a few years	about 96%
<b>diaphragm</b>	w	no	Yes	no	no	-	-	about 97%
<b>condom</b>	w/m	yes	No	no	no	-	-	about 97%
<b>male sterilization (vasectomy)</b>	m	no	Yes	no	no	-	-	almost 100%
<b>female sterilization</b>	w	no	Yes	no	no	-	-	almost 100%
<b>safe period</b>	m/w	no	?	no	yes	-	-	about 85%
<b>the emergency pill</b>	w	no	Yes	no	no	-	only in emergencies!	almost 100%

Which method of contraception do you think is best for...  
(give reasons for your choice)

**a.-** ... a girl and a boy meet in a party. They like each other and decide to have sex.

**b.-** ... a couple who are already living together.

**c.-** ... a couple who have a child. Neither of them want to have any more children.

**d.-** ... a girl and a boy who have been going out together for a long time.

### Self-assessment Sheets

- The most important thing I have learnt these days is that \_\_\_\_\_  
\_\_\_\_\_
- I found talking about \_\_\_\_\_  
\_\_\_\_\_ interesting but I didn't like  
\_\_\_\_\_
- I think the best method of contraception for people of my age is \_\_\_\_\_  
\_\_\_\_\_ because  
\_\_\_\_\_
- I think I should have \_\_\_\_\_  
\_\_\_\_\_ in class.
- The teacher shouldn't have \_\_\_\_\_
- I would ask the teacher why/how/what/who/where/when (choose one) \_\_\_\_\_  
\_\_\_\_\_

*What do you think?*

*Yes / No*

- *Talking about some of these things has been embarrassing.....*
- *I think this unit has been very useful.....*
- *I see no point in learning these things in the English class .....*
- *We have always respected each other's opinions.....*
- *It was too much information.....*



### English Curriculum Contents

Activity No.	Conceptual contents		Skills involved	Procedural contents
	semantic sets + notions	functional language + grammar		
WARMER	AIDS/ relative pronouns/ linkers	relative clauses/ giving one's opinion	speaking listening writing	brainstorming/ defining/ discussing
1	AIDS/ relative pronouns/ modals (should, must,...)/ verbs as sentence subjects	conditional sentences/ final sentences/ giving one's opinion/ expressing one's feelings	writing speaking	discussing/ contrasting opinions
2	AIDS	giving one's opinion	reading writing speaking listening	understanding a written text/ getting information from a written text/ scanning/ use of oral and written authentic materials/ showing one's reaction to visual aids.
3	advertising / colloquial language/ ambiguity (puns, "witty" language,...)	structures with "want"/ like + -ing/ conditionals/ giving one's opinion/ showing one's feelings	listening reading ads	understanding advertising either on the press or the radio/ understanding non- linguistic language (visuals, sounds, gestures,...)/ use of creative linguistic and non-linguistic language to put a message across people of their age
4	sex/ songs/ sounds	present perfect tense/ reported speech/ "prefer" + to/ "look like"/ expressing one's opinions about some lines	listening speaking	getting the meaning of unknown words from context/ identifying similar sounds/ predicting/ discussing

Warmer

Group size: small group

Materials: blackboard

Procedure The teacher writes the word "*AIDS*" on the blackboard and splits up the class into groups of three people. The aim of this activity is to make students write down as many words as they can think of related to the given one (AIDS) in the shortest period of time (time limit: 2 minutes)

When the time is over the teacher will ask them to read aloud the words they have already written down. She/he will start copying all the words suggested by the first group on the blackboard and will select the ones that have been repeated by the different groups. After having done this, each group is free to choose four words out of the selected ones to use in their own definition of AIDS.

This activity has not a unique correct definition. Every single definition given by the different groups can be acceptable. The teacher's main role here will only be to draw the students' attention to their grammar mistakes.

### Activity 1

Group size: individual + small groups

Materials: Ref. sheets: 1.1 & 1.2

Procedure:

#### **STEP 1**

This step introduces an open questionnaire (ref. sheet: 1.1) consisting of the beginnings of several statements students will have to complete individually. Their answers will reflect not only to what extent are they informed about AIDS but also their feelings and attitudes towards it.

#### **STEP 2**

This is the second part of the activity: Here students, in groups of four people, will share their answers to the questionnaire. As they comment on their answers they will write down (ref. sheet 1.2) what they think of their partners' opinions, that is whether they agree or disagree or are not sure about them.

**- Step 1 -**

Questionnaire on AIDS

People with AIDS are \_\_\_\_\_  
\_\_\_\_\_

People who have AIDS need \_\_\_\_\_  
\_\_\_\_\_

Using condoms to prevent oneself from catching AIDS is \_\_\_\_\_  
\_\_\_\_\_

Being afraid of AIDS is \_\_\_\_\_  
\_\_\_\_\_

People with AIDS should \_\_\_\_\_  
\_\_\_\_\_

To stop the AIDS spread I could \_\_\_\_\_  
\_\_\_\_\_

If one of my friends had AIDS I \_\_\_\_\_  
\_\_\_\_\_

If there were somebody with AIDS in class I \_\_\_\_\_  
\_\_\_\_\_

Ref. sheet: 1.2

**- STEP 2 -**

I agree with the following

I disagree with...

I am not sure about...

## Activity 2

Group size: individual + whole class

Materials: ref. sheets 2.1a/2.1b + attached photos

Procedure: In the previous activity the class have reflected on and shared what they know and feel about AIDS. Now they will approach some written information

### **STEP 1**

This is a reading comprehension (ref. sheets 2.1a & 21b) in which students have access to a scientific point of view of the topic. The following questions checking comprehension on the reading will be answered individually:

- *What does "STD" stand for?*
- *How is AIDS passed on?*
- *How can you prevent yourself from catching AIDS while having a sexual intercourse?*

### **STEP 2**

The teacher shows some photos (the ones after the ref. sheet for "step 1") to the class who decides whether it would be possible to get/pass on AIDS in the situations shown. This is also a way to check the understanding of the previous text since all these situations come up in it.

## STDs

*Sexually Transmitted Diseases* -called STDs for short- are diseases, infections or illnesses that can spread from one person to another through sexual contact, from sexual touching to sexual intercourse. Another term for STDs is VD short for *venereal disease*.

STDs are different from most other infections -different from colds or flu- because they can only be spread by sexual contact. That's why some people do not like talking about them.

## What's AIDS?

HIV infection is the newest and the most dangerous of all STDs. HIV is the germ -the virus- that causes AIDS.

The letters in the word *HIV* stand for *Human Immune-deficiency Virus* -the scientific term for HIV. *Virus* means *a type of germ that can cause a person to become sick*. The letters in the word *AIDS* stand for *Acquired Immune-deficiency Syndrome* -the scientific term for AIDS. *Acquired* means *something you can get*. *Immune Deficiency* means *not able to protect against a fight infection*. *Syndrome* means *a group of symptoms or conditions that may accompany an illness or disease*, such as fever or loss of appetite.

What these words mean is that when people who are infected with HIV develop AIDS and become sick, their bodies are not longer able to protect against or fight infections.

A person who has HIV infection may not get sick for a long time, but almost everyone who develops AIDS eventually dies from one or more of its symptoms or conditions. At this time there is no cure for AIDS, although there are some medicines and treatments that can slow down the virus.

Anyone can get HIV infection -young or old, female or male, poor or rich, heterosexual or homosexual, famous or not famous, weak or strong. Any person of any race or religion can get infected with HIV and develop AIDS. HIV infection has nothing to do with who you are; it can have a lot to do with what you do.

A blood test performed by a doctor shows whether a person has been infected by HIV. Without this blood test, it is not easy to know if the virus is in a person's body. The term *HIV positive* means that a person has HIV infection in her/his body.

### How is it passed on?

The virus lives in body fluids such as semen and blood. Therefore there are two main ways in which it can be passed from one person to another. One is when semen from an infected person enters another person's body during sexual activity.

The other is when an infected person's blood gets into another person's body. For this reason drug addicts who inject using shared equipment are particularly at risk.

Women who have the virus can pass it on to their baby during pregnancy, at birth or, possibly, in breast milk.

### Preventing the spread of AIDS

The fewer sexual partners a person has, the less risk they have of coming into contact with someone who has the virus. If a person's partner is infected, having vaginal or anal intercourse or oral sex is risky. Using a condom during intercourse, especially with a spermicide, helps to reduce the risk.

Because of the risk of getting infected blood in the bloodstream, anything which punctures the skin is risky unless it has been properly sterilized. This includes ear-piercing equipment, tattooing and acupuncture needles.

Drug addicts who inject drugs should not share equipment.

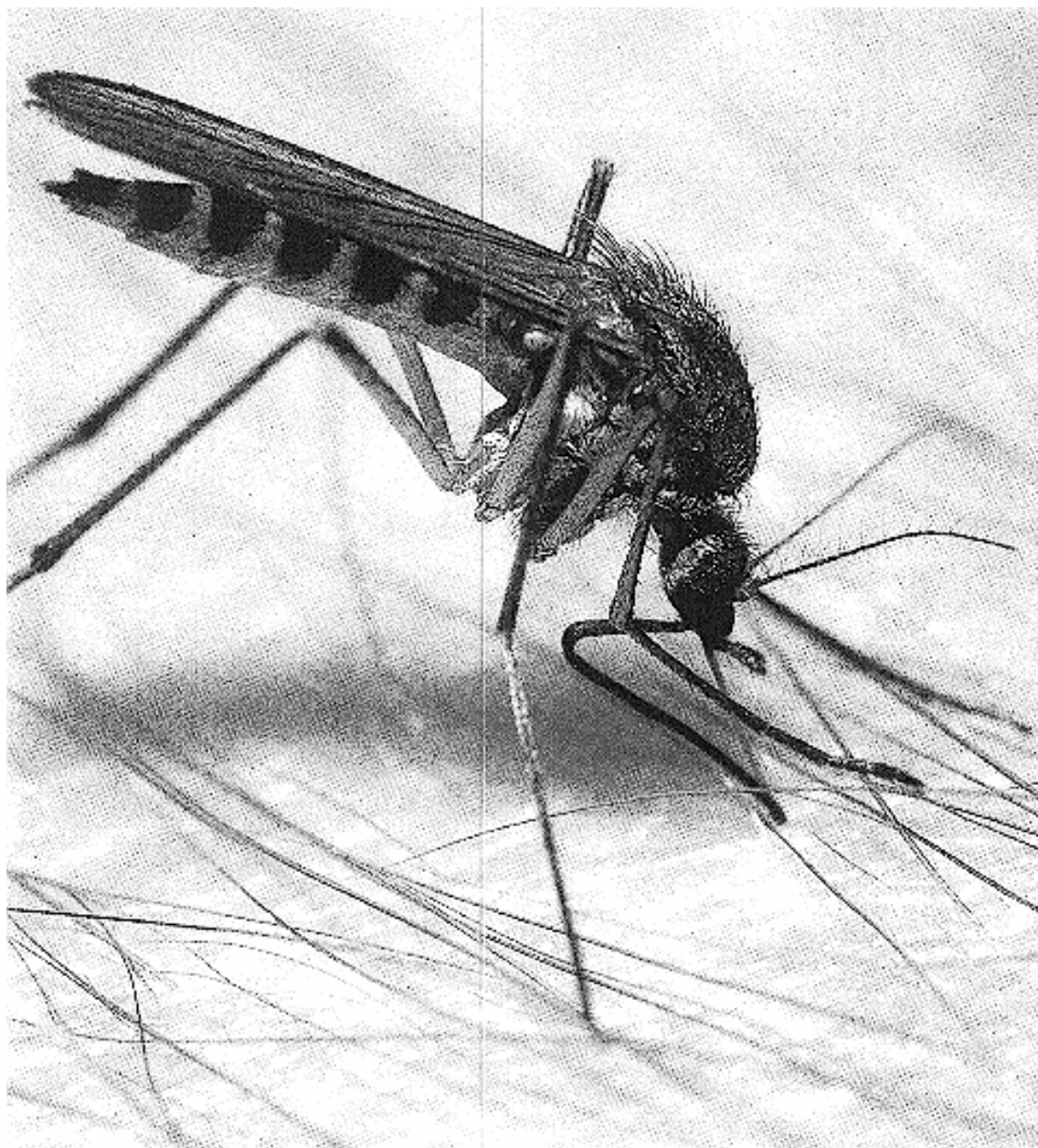
It is unwise to share razors or toothbrushes (because many people's gums bleed when they brush their teeth).

### Ways in which AIDS is not passed on

The AIDS virus only survives for a short time outside the body so it is not passed on by ordinary everyday contact. You cannot get the virus by touching an infected person or objects used by an infected person such as towels or toilet seats. There is not known case of anyone getting the virus from saliva -by kissing or sharing crockery-, or from tears. It seems that, although these are body fluids, the virus cannot be passed on through them. Swimming pools are also safe because chlorine kills the virus.

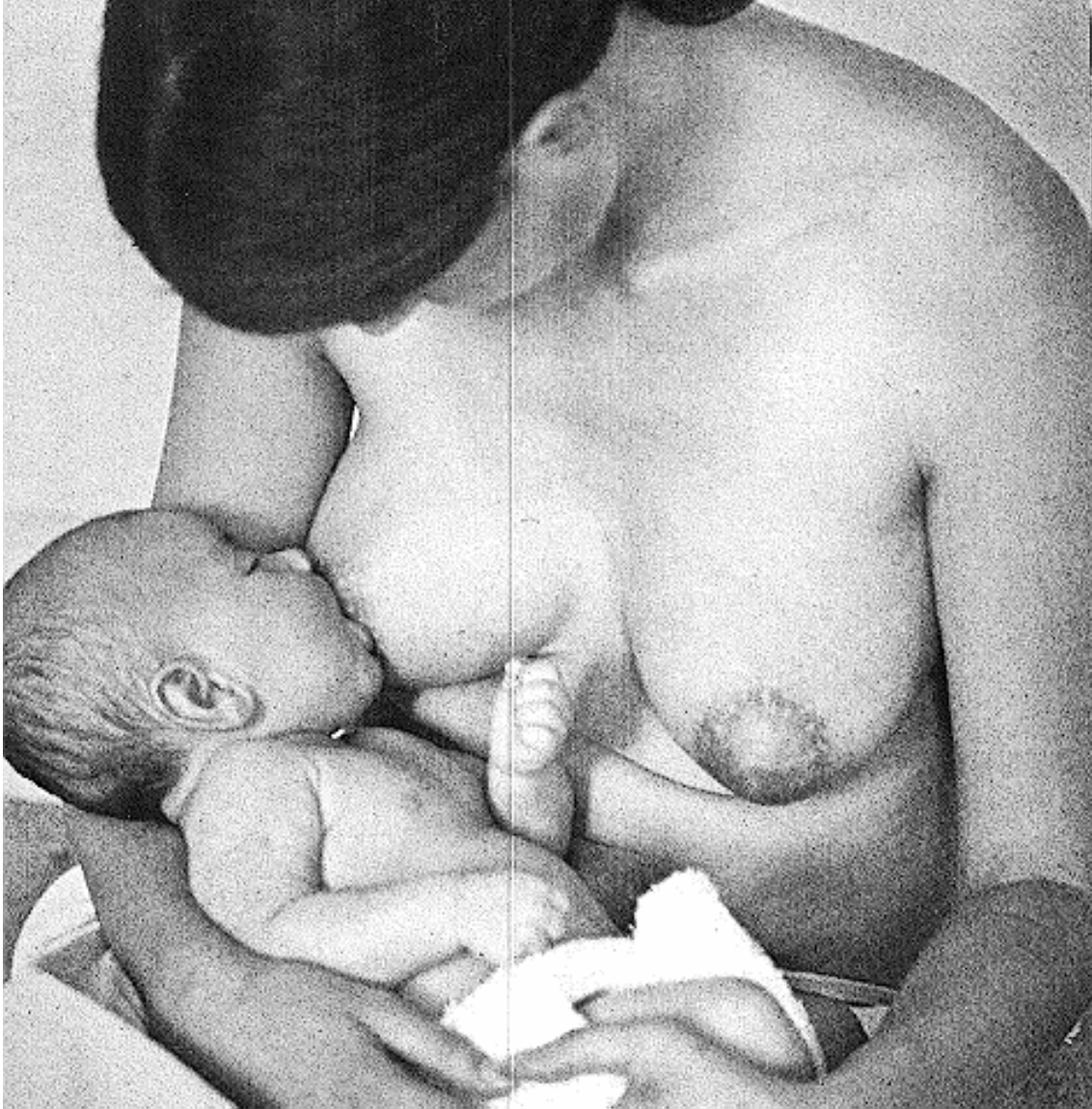
In many countries, including Spain, needles and syringes used by doctors, nurses, dentists and other medical staff are always sterilized between patients, a new needle is used for each donor of blood to the blood transfusion service and all blood is tested for AIDS before being given to anyone needing a transfusion.







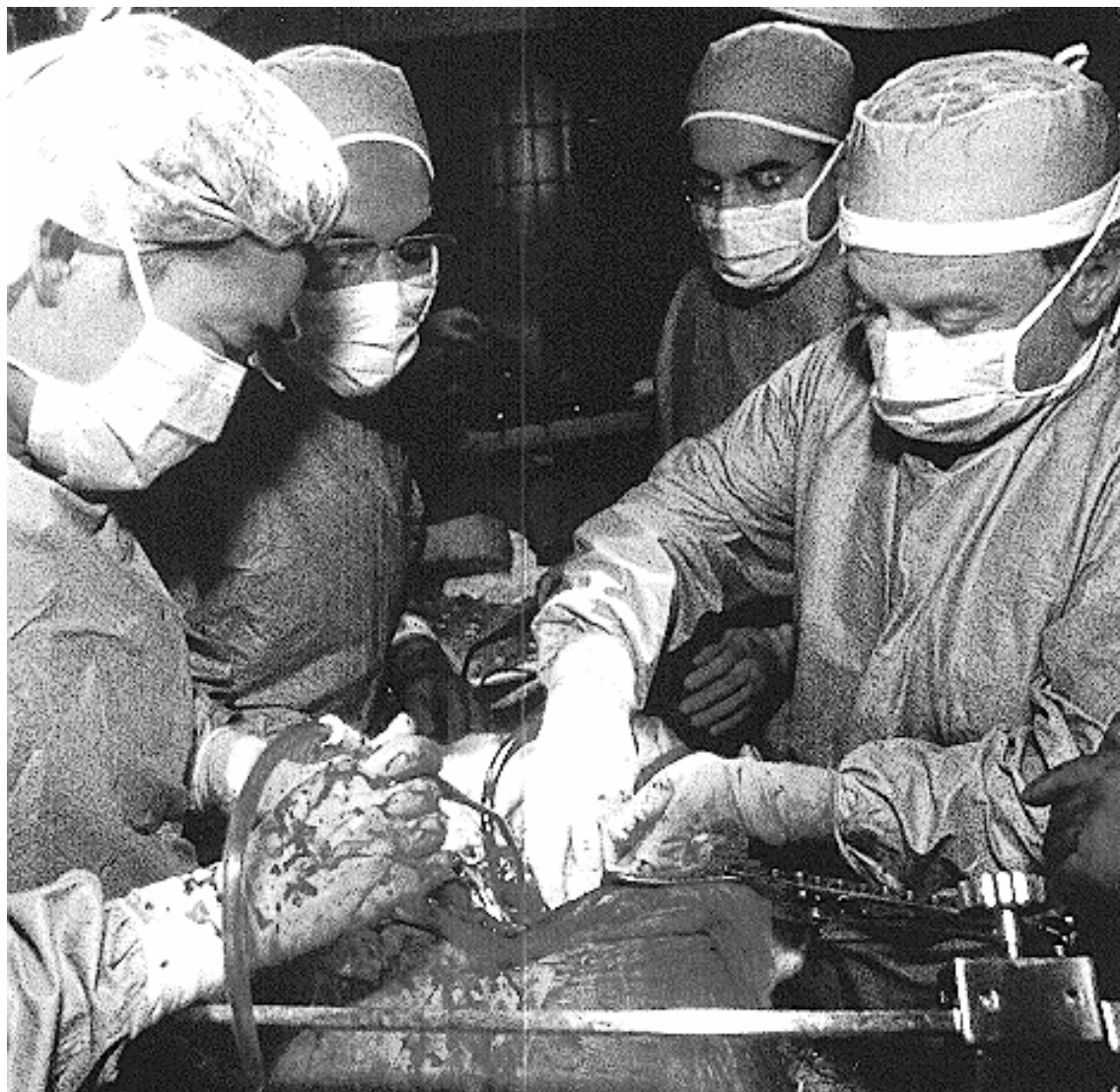






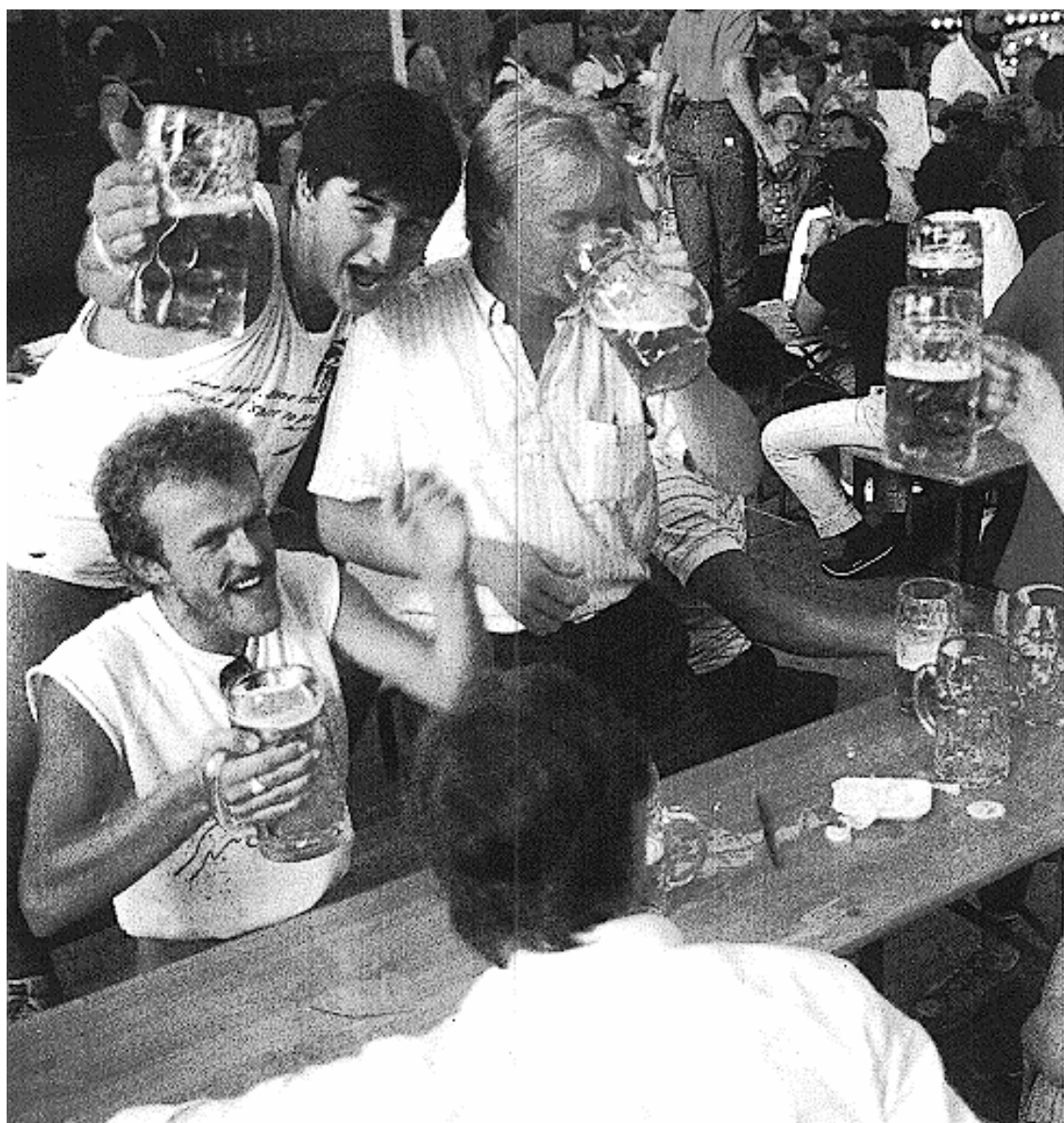
















Activity 3

Group size:

Materials:

Procedure:

small group

tape with radio ad + ref. sheets 3.1 , 3.2 , 3.3 & 3.4

The mass media play an important role in putting information across people and shaping their opinions. We are considering now how the press and the radio have their own ways to do it.

The material to be used through this activity comes from the "*Speak Up*" English magazine number 29.

### STEP 1

Students, in groups of three, analyse the ads on the press attached (ref. sheet 3.1) and answer the questions on ref. sheet 3.2. When groups have discussed all the ads, get each group briefly to report their opinions to the rest of the class.

We suggest a follow-up activity to round off this step.

Students in groups of four think of one way they would advertise "safe sex" for young people on the press. For that, they will have to find a suitable slogan and a picture to display in a poster.

A final exhibition of all the posters could be done so that all the class could decide which one they like most and why.

### STEP 2

In this step students are asked to carry out the same type of task they previously did in the first part of the activity. The difference lies in the fact that this time the chosen media is the radio and not the press (see ref. sheet 3.3 for the script). That's why some of the questions for this step (see ref. sheet 3.4) are set with a view to drawing students' attention to the specific techniques this media has.

**- Press Ads -**

Some people think  
you can catch  
AIDS from a glass.



You can't.

There are many ways to catch AIDS, but not from a glass. AIDS is caused by a virus that is spread through blood, semen, and breast milk. It is not spread through saliva, sweat, or tears. So you can't catch AIDS from a glass.

The other night  
Charlie brought  
home a quart of  
milk, a loaf of  
bread and a case  
of AIDS.



Charlie always felt his bisexual  
lifestyle was harmless enough.  
But Charlie did catch the AIDS  
virus. That's why his family's at risk.  
His wife risks losing her husband,  
and when she has sex with him,  
his own life. If she becomes  
pregnant, she can pass the AIDS  
virus to her baby.

Charlie could have protected  
himself. Saying "No" could have  
done it, or using a condom.

Right now there's no vaccine for  
AIDS, and no cure in sight. With  
what we know today, and with the  
precautions that can be taken, no  
one has to come  
home with a story  
like Charlie's.

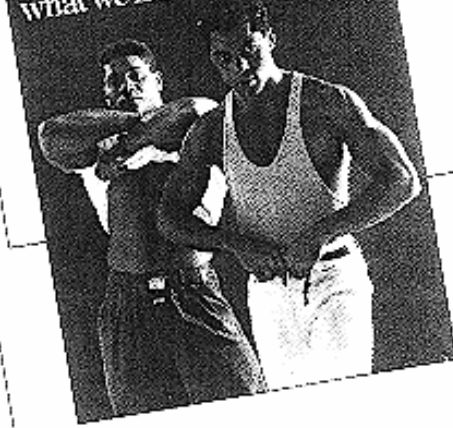
**AIDS**  
If you think you can't get it,  
you're dead wrong.

AIDS is a deadly disease. It is caused by a virus that attacks the immune system. It is spread through blood, semen, and breast milk. It is not spread through saliva, sweat, or tears. So you can't catch AIDS from a glass.



YOU CAN'T LIVE ON HOPE.

"You won't believe  
what we like to wear in bed."



Ref. sheet: 3.2

*"AIDS" in the ads*

**The Press**

- What kind of people are these ads addressed to? How do you know?
  
- What message is each of them trying to get across?
  
- Which one is the least/ most effective in your opinion?
  
- Do they use interesting or *"clever"* language? If so, can you write down any of the words, phrases or sentences?
  
- Which one(s) do you like most/least? Why?



What follows is an AIDS prevention public service announcement prepared by the New York City Department of Health for radio and television broadcast.

Girl: Tonight was really nice.

Boy: Yeh. (Kiss)

Girl: I really like being with you.

Boy: I like being with you too.

Annrc: He'll tell you just what you want to hear.

Boy: You look great, you know that?

Annrc: But one thing he can't tell you is if he's got the AIDS virus. Because he probably doesn't know, and if he doesn't know how would you? So protect yourself. Use a condom.

Boy: What's this? You don't want me to wear this. C'mon, I don't need a condom.

Girl: I want you to.

Boy: No, really, we don't need one.

Annrc: And if he says "no" so can you.

Girl: Then forget it.

Boy: Hey, come on. Where are you going?

DOOR CLOSE (SIGH)

Annrc: AIDS. If you think you can't get it, you're dead wrong.

For more information call 1-718-485-8111.  
That's 1-718-485-8111.  
This message was brought to you by the New  
York City Department of Health.

Ref. sheet: 3.4

*"AIDS" in the ads*

On The Radio

Listen to this radio ad and try to answer the questions below

- What kind of people is it addressed to? How do you know?
- What message is it getting across?
- Do you think it reflects a common situation?
- As this ad is heard on the radio, are there any sound effects useful? If so, what?

#### Activity 4

Group size:

Materials: Tape with the song "*Sexuality*" by Billy Bragg (from his LP/CD "*Don't Try This At Home*" + Ref sheet 4.1)

Procedure:

##### **STEP 1**

Before playing the song to the students the teacher writes the following words on the blackboard:

WILD / UNCLE / PLAYED / THREATEN / BODY / IMAGINATION

The aim of this is to make students guess or predict what in their opinion the song is about

##### **STEP 2**

Before students listen to the song not only do they have to match the halves of some of the lyrics but also to fill in some blanks with the words they are given (see ref. sheet: 4.1). The teacher could make students aware that the lyrics rhyme and this could be helpful for the to do the matching. Then play the song to check their answers.

We suggest playing the song again just for the pleasure of it.

##### **STEP 3**

Why not round off this activity with a discussion about some of the lyrics of the song such as

*"Safe sex doesn't mean no sex. It means use your imagination"*

or/and

*"I'm sure everybody knows how much my body hates me.  
It lets me down every time and makes me rash and hasty"*

**"Sexuality" (by Billy Bragg)**

I have had relations with  
I have made passes at  
And just because you're gay  
If you stick around

I won't turn you away  
girls from many nations  
I'm sure we can find a common ground  
women of all classes

**free / strong / me**

Sexuality -- \_\_\_\_\_ and warm and wild and \_\_\_\_\_  
Sexuality -- your laws do not apply to \_\_\_\_\_.

A nuclear submarine sinks off  
Headlines give me headaches  
I had an uncle who once played for  
He said that some things are really best  
But I prefer it all

Red Star Belgrade  
the coast of Sweden  
when I read them  
to be out in the open  
left unspoken

**misery / free / me / equality / young**

Sexuality -- \_\_\_\_\_ and warm and wild and \_\_\_\_\_  
Sexuality -- Your laws do not apply to \_\_\_\_\_  
Sexuality -- Don't threaten me with \_\_\_\_\_  
Sexuality -- I demand \_\_\_\_\_

I'm sure everybody knows  
It lets me down most every time and  
I feel a total jerk before  
I'm weighted down with  
Safe sex doesn't mean  
It just means  
Stop playing with yourselves in  
I look like  
I drive

a Mitsubishi Zero  
no sex  
all this information  
how much my body hates me  
makes me rash and hasty  
hard currency hotels  
use your imagination  
your naked body of work  
Robert De Niro

**me / sleep / free / want / strong / eat /**

Sexuality -- \_\_\_\_\_ and warm and wild and \_\_\_\_\_  
Sexuality -- Your laws don't apply to \_\_\_\_\_  
Sexuality -- Come \_\_\_\_\_ and drink and \_\_\_\_\_ with me  
Sexuality -- We can be what we \_\_\_\_\_ to be

**"Sexuality" (by Billy Bragg)**

(Answer Key)

I have had relations with girls from many nations  
I have made passes at women of all ages  
And just because you're gay I won't turn you away  
If you stick around I'm sure we can find a common ground

Sexuality -- strong and warm and wild and free  
Sexuality -- your laws do not apply to me.

A nuclear submarine sinks off the coast of Sweden  
Headlines give me headaches when I read them  
I had an uncle who once played for Red Star Belgrade  
He said that some things are really best left unspoken  
But I prefer it all to be out in the open

Sexuality -- young and warm and wild and free  
Sexuality -- Your laws do not apply to me  
Sexuality -- Don't threaten me with misery  
Sexuality -- I demand equality

I'm sure everybody knows how much my body aches me  
It lets me down most every time and makes me rash and hasty  
I feel a total jerk before your naked body of work  
I'm weighted down with all this information  
Safe sex doesn't mean no sex  
It just means use your imagination  
Stop playing with yourselves in hard currency hotels  
I look like Robert De Niro  
I drive a Mitsubishi Zero

Sexuality -- strong and warm and wild and free  
Sexuality -- Your laws don't apply to me  
Sexuality -- Come eat and drink and sleep with me  
Sexuality -- We can be what we want to be

### Self-assessment Sheets

I have changed my mind about \_\_\_\_\_

Advertising can help us to \_\_\_\_\_

but sometimes \_\_\_\_\_

The activity I have enjoyed most is \_\_\_\_\_

because \_\_\_\_\_

Whenever we work in groups we \_\_\_\_\_

that's why I like/ don't like it.

I didn't know that \_\_\_\_\_

I learnt a lot of things such as \_\_\_\_\_

when we were doing the activity about \_\_\_\_\_

This is what I would say if somebody asked me what AIDS is:  
" \_\_\_\_\_ "

**New words/expressions I have learnt and their meaning**

(by means of their explanation in English or in my own language, drawings, giving their opposites or synonyms, translating them into my language, writing an example sentence for them,...)

--

**Things I am not sure about**

(I have to check them or ask the teacher)

about AIDS	about words/expressions in the unit

## **UNIT 4: “Who cares?”**



<b>Unit title:</b> <i>"Who Cares?"</i>
<b>Level:</b> Intermediate
<b>Aims</b>
<ul style="list-style-type: none"> <li>• to raise curiosity about how a health centre works and its staff.</li> <li>• to develop the ability to use the language effectively for practical communication.</li> <li>• to offer insights into some cultural aspects of other country (Great Britain)</li> </ul>

CONCEPTUAL CONTENTS	
	<ul style="list-style-type: none"><li>• understanding of how a health centre works.</li><li>• contrast of a British health centre and the students' local one.</li><li>• glossary of the terms related to health care.</li><li>• language needed when asking/giving information about one's health.</li></ul>
	PROCEDURAL CONTENTS
	<ul style="list-style-type: none"><li>• use of both guided (video) and autonomous (personal visit) information about a health centre.</li><li>• comparison of the Health Care system in both countries (Great Britain and the students').</li><li>• transferring information.</li></ul>
ATTITUDINAL CONTENTS	
<ul style="list-style-type: none"><li>• interest in how a health centre works.</li><li>• interest in the different jobs/professions related to health care.</li><li>• cooperation in obtaining information.</li></ul>	

AREAS OF CURRICULUM INVOLVED
<p>English, Drawing (designing the lay out of a health centre)</p>
CROSS- CURRICULAR THEMES
<p><b>Education for peace</b></p> <ul style="list-style-type: none"> <li>• interest of aspects of other cultures.</li> <li>• attitude of respect towards each other in their relationships.</li> <li>• attitude of cooperation in their work in groups.</li> </ul> <p><b>Education for equal opportunities</b></p> <ul style="list-style-type: none"> <li>• critical awareness of the stereotyped models for women and men in the division of work.</li> </ul> <p><b>Consumer education</b></p> <ul style="list-style-type: none"> <li>• ability to be autonomous when requiring the services of a health centre.</li> </ul>

### English Curriculum Contents

Activity No.	Conceptual contents		Skills involved	Procedural contents
	semantic sets + notions	functional language + grammar		
1	vocabulary related to health		reading	matching/ identifying key words
2	relative pronouns/ jobs & professions that have to do with health care	defining relative clauses	reading/ writing	building up sentences/ defining
3	-ing/-ed adjectives	giving one's opinion about different jobs/professions	reading/writing/ speaking	categorizing
4	punctuation/ linkers expressing contrast	giving one's opinion about the way patients are considered in health care.	reading/ writing	building up sentences
5	generalization/ vocabulary related to a health centre	simple present tense	watching/ listening/ speaking	predicting
6	jobs	relative clauses	watching/ listening/ speaking/ writing/ reading	matching elements
7	some actions		watching/ speaking/ listening/	ticking
8	comparisons/ jobs	getting/ asking for information/ simple present/ relative clauses	writing/ speaking/	comparing two health centres/ transfer information into a lay out/ use of different sources to get information
9	vocabulary related to health care/should/ ought to/ 'd better,...	giving advice/ simple present tense	writing	summing up information/ giving definitions/ use of creative non-linguistic language
10	parts of the body/ semantic field of jobs	asking for/giving information about health/ answering & making questions	writing/ speaking	building up a dialogue

This video has been recorded from a British TV programme called "*The Rough Guide to Careers*". It shows the way a British Health Centre works. We have devised some activities to exploit it. These activities have been grouped into four main categories: pre-watching, while-watching, after-watching and transfer.

The "pre-watching activities" prepare the students to face the vocabulary, structures and situations they will be shown next so that they will understand them better.

The "while-watching activities" focus on either some lexical elements or some specific situations we want to draw the students' attention to.

The "after-watching activities" try students to get a general view on what they have previously watched.

Finally, the "transfer activities" are not directly related to the video, but a means to some follow up activities or project work.

### **Pre-watching Activities**

#### Activity 1

Group size	Individual
Materials:	<u>Ref. sheet: 1.1</u>
Procedure:	This activity prepares the vocabulary needed for the viewing. On <u>ref. sheet: 1.1</u> there are two different columns: on the left they have the professions that are usually found in a Health Centre and they will see on the video and on the right several aspects related to them. Students have to match the suitable words in each column.

Ref. sheet: 1.1

				ANSWER
1	dentist	A	picking up patients	1 -
2	chiropodist	B	mental health	2 -
3	receptionist	C	check up	3 -
4	G.P.	D	teeth	4 -
5	midwife	E	new-born babies	5 -
6	secretary	F	appointment	6 -
7	dietician	G	file	7 -
8	psychiatric nurse	H	feet	8 -
9	ambulance driver	I	food	9 -
10	patient	J	illness	10 -

**Answer Key:**

				<b>ANSWER</b>
1	dentist	A	picking up patients	<b>1 - D</b>
2	chiropodist	B	mental health	<b>2 - H</b>
3	receptionist	C	check up	<b>3 - F</b>
4	G.P.	D	teeth	<b>4 - C</b>
5	midwife	E	new-born babies	<b>5 - E</b>
6	secretary	F	appointment	<b>6 - G</b>
7	dietician	G	file	<b>7 - I</b>
8	psychiatric nurse	H	feet	<b>8 - B</b>
9	ambulance driver	I	food	<b>9 - A</b>
10	patient	J	illness	<b>10 - J</b>

### Activity 2

Group size: Individual

Materials:

Procedure: This activity practises defining relative clauses and also revises the vocabulary introduced in activity 1.

Students have to explain using defining relative sentences what each of the following jobs involve: dentist, receptionist, chiropodist, secretary, nurse, midwife, doctor (G.P.), ambulance driver.

This could be a sample sentence:

*"A dentist is a person who looks after people's teeth"*

Our main aim here is to practise the subject relative pronoun (who/that), but it could also be possible to make the exercise more complicated by using the possessive relative pronoun (whose):

*"A dentist is a person whose job involves looking after people's teeth"*

### Activity 3

Group size: Individual

Materials: Ref. sheet 3.1

Procedure: We supply the students with a list of adjectives (ref. sheet 3.1). Some of them are present participles -amusing, rewarding,...-, some others are past participles -satisfied, stressed,...- and there are also adjectives.

The objective here is double, on the one hand we want students to distinguish the positive, negative or neutral meaning of the adjective, on the other hand we want to practise the difference between "-ing" and "-ed" adjectives applied to a person and/or to her/his job.



Ref. sheet: 3.1

Adjective	+	-	?	YOU	YOUR JOB
amusing					
friendly					
satisfied					
fun					
stressing					
tiring					
amused					
tired					
rewarding					
satisfying					
interesting					
committed					
communicative					
be able to deal with people					
rewarded					
stressed					
interested					

**Answer Key:**

<b>Adjective</b>	<b>+</b>	<b>-</b>	<b>?</b>	<b>YOU</b>	<b>YOUR JOB</b>
amusing	V			V	V
friendly	V			V	
satisfied	V			V	
fun	V				V
stressing		V			V
tiring		V			V
amused	V			V	
tired		V		V	
rewarding	V				V
satisfying	V				V
interesting	V			V	V
committed	V			V	
communicative	V			V	
be able to deal with people	V			V	
rewarded	V			V	
stressed		V		V	
interested	V			V	

#### Activity 4

Group size: Individual or Pair work

Materials: Ref. sheet: 4.1

Procedure: The teacher asks students to compare and contrast the fact of working in a hospital or in a health centre. In order to do this they have to build up sentences using the phrases given on ref. sheet 4.1 -all of them can be listened to on the video- and some contrasting linkers such as "*whereas*", "*however*", "*but*",...

It would be also advisable to work on punctuation rules related to some of the linkers.

Ref. sheet: 4.1

Working in a hospital	Working in a Health Centre
<p>Committed</p> <p>Different patients</p> <p>A certain field of medicine</p>	<p>More flexible</p> <p>The same patients</p> <p>More fun</p> <p>Treat the person as a whole</p> <p>A lot of patients</p> <p>Little time for surgery</p>

### **while-watching activities**

#### Activity 5

Group size: Individual

Materials: ref. sheet: 5.1

Procedure:

#### **STEP 1**

This is a prediction exercise on some statements -you can find them on ref. sheet 5.1 and students have to decide whether they are true or false according to their expectations.

#### **STEP 2**

They check their predictions while watching the video.

Ref. sheet 5.1

	T/F?
All nurses are women	
Doctors are the ones who take the blood pressure	
Nurses call patients	
Patients have to make an appointment before going to the surgery	
Many doctors work in health centres	
Some patients are followed up at home	
There are never many patients in the waiting room	
Biomechanics studies how we walk	

**Answer Key:**

	<b>T/F?</b>
All nurses are women	<b>F</b>
Doctors are the ones who take the blood pressure	<b>T</b>
Nurses call patients	<b>F</b>
Patients have to make an appointment before going to the surgery	<b>T</b>
Many doctors work in health centres	<b>T</b>
Some patients are followed up at home	<b>T</b>
There are never many patients in the waiting room	<b>F</b>
Biomechanics studies how we walk	<b>T</b>

### Activity 6

Group size: Individual

Materials: Ref. sheet 6.1

Procedure:

#### **STEP 1**

The different jobs that appear on the video have to be noted down in a chronological order.

#### **STEP 2**

Students have to write down the name of the character who says each one of the sentences proposed by the teacher (see ref. sheet 6.1)



**Who says these sentences?**

1.- *"What's your name?"*

2.- *"I have always wanted to work with people who are not necessarily ill"*

3.- *"Many centres offer a wide range of services from dentists to dietists"*

4.- *"How long have you had it for?"*

5.- *"You need to know a lot of general medicine to know what is wrong with a person"*

6.- *"I have got an appointment"*

Answer Key:

**Who says these?**

- 1.- *"What's your name?"*  
(Receptionist)
- 2.- *"I have always wanted to work with people who are not necessarily ill"*  
(Midwife)
- 3.- *" Many centres offer a wide range of services from dentists to dietists"*  
(Journalist)
- 4.- *"How long have you had it for?"*  
(G.P.)
- 5.- *"You need to know a lot of general medicine to know what is wrong with a person"*  
(chiropodist)
- 6.- *"I have got an appointment"*  
(patient)

Activity 7

Group size: Individual

Materials: Ref. sheet: 7.1

Procedure: A list of actions showing the different aspects that working in a health centre involves (ref. sheet 7.1) is handed out and students should tick the ones that actually appear on the video.

Ref. sheet: 7.1

taking the blood pressure	
taking the temperature	
testing the eyes	
testing the ears	
giving prescriptions	
listening to the chest	
cutting toes' nails	
weighing babies	
chatting	
taking off clothes	
driving a car	
filling in a medical file	
sticking out the tongue	
reading magazines	
calling patients	

**Answer Key:**

taking the blood pressure	<b>Yes</b>
taking the temperature	<b>No</b>
testing the eyes	<b>Yes</b>
testing the ears	<b>Yes</b>
giving prescriptions	<b>No</b>
listening to the chest	<b>No</b>
cutting toes' nails	<b>Yes</b>
weighing babies	<b>Yes</b>
chatting	<b>Yes</b>
taking off clothes	<b>No</b>
driving a car	<b>Yes</b>
filling in a medical file	<b>No</b>
sticking out the tongue	<b>Yes</b>
reading magazines	<b>Yes</b>
calling patients	<b>Yes</b>

### **After-watching Activities**

#### Activity 8

Group size: small group

Materials:

Procedure: To perform this activity students have to visit their local health centre to find out how it works: services offered, professions of the people working there,...

#### **STEP 1**

For the first part of the activity we suggest teachers reviewing the use of the comparative since the aim of it is a comparison between the way the British health centre shown on the video works and their local one.

#### **STEP 2**

A good way of summing up step 1 is to design the layout of both centres.

## Transfer Activities

### Activity 9

Group size:

Materials:

Procedure: Students are free to pick up one of the professions they have seen on the video. With the profession chosen they should design a poster. Although it is up to the students the design of the poster we propose two ways of doing it:

- a.- a general display (drawings, pictures, captions,...) of the different aspect the job/profession they've picked up involves.
- b.- a display of the different pieces of advice the worker/professional chosen would give to patients.

### Activity 10

Group size: pair work

Materials: ref. sheet 10.1

Procedure: This is a role-play. We hand out students the cards on ref. sheet 10.1 with the role they have to perform. One member of the pair will play the role of the patient and the other the one of somebody working in a health centre (receptionist, chiropodist, midwife,...)

First, they build up a dialogue showing a typical situation the pair could be in - patient making an appointment with a receptionist; G.P. examining a patient; ...- . Then, they act out the dialogues in front of the class as a whole.



Ref. sheet: 10.1

<b>Patient</b>

<b>Doctor</b>

<b>Receptionist</b>

<b>Patient</b>

<b>Mother</b>

<b>Midwife</b>

<b>Chiropodist</b>

<b>Patient</b>

### Self-Assessment Sheets

I found \_\_\_\_\_ useful

I found \_\_\_\_\_ useless

The job I liked most was \_\_\_\_\_

The job I liked least was \_\_\_\_\_

I was interested in \_\_\_\_\_

I was shocked by \_\_\_\_\_

I found \_\_\_\_\_ motivating

I found \_\_\_\_\_ disgusting

I don't think \_\_\_\_\_ is true.

*Yes / No*

*I found this unit boring.* \_\_\_\_\_

*I've learnt a lot with it.* \_\_\_\_\_

*We have worked too much on vocabulary.* \_\_\_\_\_

*I'd like to know more about other cultural aspects of other countries.* \_\_\_\_\_

*I found this unit useless.* \_\_\_\_\_

**I have learnt about a British Health Centre...**

**I have learnt the following words/expressions related to health and its jobs**