

ACTIVIDADES PARA EL GRUPO DE TRABAJO “LA MUJER EN LOS LIBROS DE TEXTO”

ACTIVIDAD 1

- **Profesora:** Amparo Almodóvar Prieto

- **Curso:** primero de bachillerato

- **Objetivo:** debido al papel secundario y/o ausencia de la mujer en los libros de texto de inglés y, en este caso, en el de bachillerato, con esta actividad se pretende que los alumnos y alumnas de este curso realicen una labor de búsqueda sobre distintas figuras femeninas del siglo XIX. En este caso concreto, el alumnado de bachillerato buscará información sobre la vida de las hermanas Brontë (Emily Brontë, Charlotte Brontë y Anne Brontë). Esta actividad se expondrá oralmente y en grupo en clase mediante un PowerPoint. Con esta actividad, los alumnos y las alumnas ampliarán sus conocimientos sobre estas escritoras y conocerán algunas figuras femeninas relevantes del siglo XIX. Además, servirá como contenido transversal de la Unidad 2 *Stories* del libro de texto de bachillerato *Initiative*, lo que les permitirá ampliar las competencias lingüística y cultural.

- **Procedimiento:** el alumnado de bachillerato realizará seis grupos de 5 componentes y abordarán los siguientes puntos:

1. Vida de la autora
2. Obras
3. Contexto histórico
4. Selección de una de sus obras y resumen de la misma
5. Anécdota

ACTIVIDAD 2

- **Profesora:** Amparo Almodóvar Prieto

- **Curso:** primero de bachillerato

- **Objetivo:** debido al papel secundario y/o ausencia de la mujer en los libros de texto de inglés y, en este caso, en el de bachillerato, con esta actividad se pretende que los alumnos y alumnas de este curso realicen una labor de búsqueda sobre distintas figuras femeninas relacionadas con el deporte. En este caso concreto, el alumnado de bachillerato buscará información sobre distintas deportistas andaluzas (Alhambra Nievas, Ana Alonso, Carolina Marín, Esther González, Belén Arrojo y Rocío Gómez). Esta actividad se expondrá oralmente y en grupo en clase mediante un PowerPoint. Con esta actividad, los alumnos y las alumnas ampliarán sus conocimientos sobre estas deportistas y reflexionarán sobre el papel de la mujer en el mundo del deporte, así como sobre las dificultades que tuvieron para poder practicarlo. Además, servirá como contenido transversal de la Unidad 3 *Sport for all* del libro de texto de bachillerato *Initiative*, lo que les permitirá ampliar las competencias lingüística y cultural.

- **Procedimiento:** el alumnado de bachillerato realizará seis grupos de 5 componentes y abordarán los siguientes puntos:

1. Vida de la deportista
2. Orígenes del deporte
3. Descripción del deporte (cómo se juega y qué se necesita para jugarlo)
4. Cuándo empezaron las mujeres a jugar a ese deporte y si tuvieron o no dificultades
5. Sus propias conclusiones

ACTIVIDAD 3

- **Profesora:** Amparo Almodóvar Prieto

- **Curso:** 2.º de la E.S.O. A y C

- **Objetivo:** debido al papel secundario y/o ausencia de la mujer en los libros de texto de inglés y, en este caso, en el de 2.º de la E.S.O, con esta actividad se pretende que los alumnos y alumnas de este curso realicen una labor de búsqueda sobre distintas figuras femeninas. En este caso concreto, el alumnado de 2.º de la E.S.O. buscará información sobre la figura femenina que deseen para elaborar una biografía. Esta actividad se expondrá oralmente y se colocará en clase en el rincón destinado a esta actividad y bautizado como *Women's Corner*. Con esta actividad, los alumnos y las alumnas ampliarán sus conocimientos sobre estas figuras femeninas. Además, servirá como contenido transversal de la Unidad 2 *In the News* del libro de texto *Way to English 2*, lo que les permitirá ampliar las competencias lingüística y cultural.

- **Procedimiento:** el alumnado de 2.º de la E.S.O. abordará esta actividad de la siguiente manera.

1. Lectura de una biografía que le servirá al alumnado como modelo
2. Preguntas sobre la lectura y creación de una tabla con distintos datos personales que le servirá posteriormente al alumnado para saber qué incluir en su biografía
3. Búsqueda de información sobre la mujer sobre la que desean escribir
4. Creación de una tabla similar a la que realizaron para la lectura modelo
5. Redacción de la biografía a modo de boceto
6. Lectura de lo escrito y corrección de errores
7. Elaboración del texto final

ACTIVIDAD 4

- **Profesora:** Amparo Almodóvar Prieto

- **Curso:** primero de bachillerato

- **Objetivo:** debido al papel secundario y/o ausencia de la mujer en los libros de texto de inglés y, en este caso, en el de primero de bachillerato, con esta actividad se pretende que los alumnos y alumnas de este curso reflexionen sobre el lugar que ocupan las mujeres en los libros de texto en inglés y cómo se las trata en los mismos. Para esta actividad se ha realizado un diagnóstico del libro de texto de inglés *Oxford Spotlight For Andalucía 3* del año 2011. Se ha analizado el contenido dividiéndolo en tres bloques: lenguaje, contenido e imágenes. Para realizar este análisis en clase, se procederá mediante una encuesta dividida según los bloques anteriores y que ayudarán al alumnado en su reflexión. El alumnado contestará a la misma en función de su nivel de inglés. Con esta actividad, el alumnado desarrollará sus competencias lingüística y cultural, y nos servirá para abordar la igualdad de géneros en clase.

- **Procedimiento:** el alumnado de bachillerato abordará esta actividad de la siguiente manera.

1. Análisis de una serie de textos e imágenes previamente seleccionados por la profesora
2. Respuesta a una serie de preguntas según el análisis anterior
3. Conclusiones de lo analizado

La encuesta es como sigue (ver página siguiente):

SURVEY

Images to be analysed:



people in the photos
What's he/she wearing/doing?

1  2 

3  4  5 

Try this!
Write four sentences about what people in your class are doing now.
Juan is talking to Pilar.

s and interests
the photos.

1  2 

3 

4  5 

computer games,
music.

I'm really interested in ...

I'm quite interested in ...

I'm not interested in ...

3 Work in pairs. Compare your answers to exercise 2.

I'm really interested in computer games. What about you?

I'm not interested in computer games, but I collect pictures of Brad Pitt.

4 Listen and match the people with the hobbies and interests.

- 1 Lucy a) is playing chess.
- 2 Sam b) is dancing.

1 Kelly has strong opinions about life. She either loves something or she hates it. I'm different – I like to try new things. For example, one day, Harry invites us to go bowling. Now, bowling isn't one of my hobbies, but I say yes. Kelly, on the other hand, refuses. Her hobbies are music and magazines. She doesn't like bowling. But she's a good friend ...

Kelly

Harry

I can't go on my own. I don't know Harry very well. Please come with me.

OK, OK! I give in. Let's go bowling with Harry.

2 Another thing about Kelly: when she isn't happy, she wants everybody to know about it. First, she complains about the music at the bowling alley. Then, she complains about the bowling shoes ...

I'm sorry, I'm not wearing these shoes. They're gross!

But it's the rule.

Look! Everybody's wearing them.

3 Harry's good at bowling, and he's a good teacher too. He shows me how to do it. Kelly doesn't need any help. In fact, she's winning – and of course, she isn't complaining now.

Yes! I'm so good at this. Bowling's great!

It's your turn, Sarah.

Thanks, Harry.

10 Unit 1

1  Read and listen to Sarah's story. Why does Kelly change her opinion about bowling?

2 Read the summary of the episode and underline the three mistakes.

Harry invites Sarah and Kelly to go bowling. Sarah accepts the invitation. At first Kelly refuses because she isn't very good at bowling, but she finally agrees. At the bowling alley Sarah complains about the music and the bowling shoes. Harry is good at bowling and shows Sarah how to do it. Kelly is happy now because she doesn't need any help.

3 Correct the three mistakes in the summary.

4 Answer the questions.

- 1 Kelly either loves something or she hates it. How is Sarah different?
- 2 What are Kelly's hobbies?
- 3 Why doesn't Sarah want to go on her own with Harry?
- 4 Why doesn't Kelly want to wear the bowling shoes?

READING

1 Look at the photo of the footballer. Who is he? What national team does he play for?



2 Read the text. Why is football so important to boys in the shanty towns?

Football dreams

Football isn't a hobby in Brazil - it's an obsession. Brazilians love watching, playing and talking about it. But for millions of Brazilian boys, there's another reason why football is so important.

There are huge shanty towns in Rio de Janeiro and São Paulo. Life is very hard for the inhabitants. There aren't any proper houses, so families live in small shelters, often without water or electricity. Many children don't go to school, and without education, it's very difficult to escape these terrible conditions. Football is their best chance of a new life, so they play for hours every day in the streets. They become very skilful players. And they all have the same dream - to play for Brazil and become famous.

Of course, most of the boys don't succeed, but a few are lucky. One example is Ronaldo. He's from a shanty town in Rio. Does he ever think about the shanty towns now? The answer is yes. Ronaldo is helping with a new project in one of the shanty towns of Rio, Ciudad de Dios. The project is the idea of MV Bill, a Brazilian rap artist. They're building a new community centre, with a cinema, a theatre and a museum. Life is getting better for the 100,000 inhabitants of Ciudad de Dios, but for most of the boys there, football is still their dream.

3 Answer the questions.

- 1 What do Brazilians think of football?
- 2 What are conditions like in the shanty towns?
- 3 How long do boys in the shanty towns spend playing football?
- 4 What do these boys hope to do in the future?
- 5 Which two famous people are helping?

4 **WORD CHECK** Find the words (1-5) in the text. Then match them with the meanings (a-e).

- 1 shanty towns (line 5)
- 2 shelters (line 6)
- 3 skilful (line 13)
- 4 community centre (line 23)
- 5 inhabitants (line 25)

Yes, I did. / No, I didn't.

Complete the conversation. Use the past simple affirmative, negative or interrogative. Then listen and check.

Lisa (1 you / have) a good weekend?
 David Yes, I (2) I (3 go) to London on Saturday.
 Lisa (4 you / buy) any clothes?
 David No, I (5) I (6 not go) shopping.
 Lisa What (7 you / do)?
 David I (8 visit) Madame Tussauds. I (9 see) Beyoncé there.
 Lisa Wow! (10 she / speak) to you?
 David Of course not. It was only a model ... I think.



Negative

I (6) you w
 we (8) you

Watch out!

We never use *did* or simple of *be*.
 Were you at the fo yesterday?
 Yes, I was, but it w

11 Make these sente sentence is true fo negative?

- 1 My teachers wer
- 2 My best friend w
- 3 I was very good
- 4 Real Madrid wer league last year.
- 5 I was at school c

12 Complete the ques was or were. Ther

..... it a good day

Was it a good day

Try this!

CRIME SCENE

- Adverbs
- Giving directions
- Linking words: *and, because, but, or, so*

VOCABULARY

Shops

1 Label the shops (a-h) in the shopping centre. Use the words in the box. Which shops aren't in the picture?

bank card shop chemist's clothes shop
 computer shop electrical store jeweller's music shop
 newsagent's post office shoe shop supermarket



2 Listen and repeat the names of the shops in the box in exercise 1. Then translate them.

3 Look at the shopping list. Match each item (1-8) with a shop in the picture.

1 a newspaper
 2 some aspirin
 3 some earrings
 4 some money
 5 some stamps
 6 a pair of trainers
 7 a T-shirt

4 Listen to the conversation. Which four shops must Lisa go to?

5 Make a list of the shops in a street in your town.

There's a ...

More practice? Workbook page 19

I was sleeping. You were sleeping.
He/She/It (1) sleeping.
We were sleeping.
You (2) sleeping.
They were sleeping.

He/She/It (4) sleeping.
You weren't sleeping.
They weren't sleeping.

(6) they sleeping?

Short answers
Yes, I was. / No, I wasn't.
Yes, they were. / No, they weren't.

We use the past continuous for actions that were in progress at a specific time in the past.

2 Check the spelling rules for the *-ing* form in the Grammar Bank on page 110.

3 Complete the text. Use the past continuous, affirmative or negative.

Last night I went to a pop concert, but it was a disaster! When I left home it (1) not rain. I (2) not wear a jacket, so I put my ticket and my mobile in the pocket of my jeans. While I (3) wait at the bus stop, lots of buses went past. But they didn't stop because they were full. All the people on the buses (4) travel to the concert! When I finally arrived at the concert, the band (5) play. I missed the first five songs! Suddenly the lights went out. Then, while I (6) dance, somebody stole my mobile from my pocket. It was a terrible evening!

4 Look at the picture below. Complete the sentences with the verbs in the box. Use the past continuous.

chat read run ~~write~~ shout sleep wait

1 The sun was shining.
2 The two boys at the bus stop.
3 The old lady
4 The old man the newspaper.
5 The dog
6 The thief across the road.
7 The two girls in the café.

Unit 3

5 What are you like?

UNIT FOCUS

- Adjectives to describe personality
- Negative prefixes: *im-, in-, un-*
- Comparative and superlative adjectives
- Too and enough
- Talking about likes, dislikes and preferences
- Order of adjectives

VOCABULARY

Adjectives to describe personality

1 Listen and repeat the adjectives in the boxes. Then translate them.

A cheerful generous hard-working kind nice serious shy

B confident funny lazy mean moody nasty quiet

2 Match adjectives in A with adjectives in B to make six more pairs of opposites.
cheerful - moody

3 Write four sentences describing yourself, your friends and members of your family. Use three adjectives in each sentence.
I think I'm and
My brother is

4 Look at the pictures. Describe the people. Use adjectives from exercise 1.
I think he's

More practice? Workbook page 31

READING

1 Look at the photos. Do you know the names of the actors? Do you know the names of any other child film stars?

2 Read the magazine article. Match the child stars (1-3) with the descriptions (a-c).

1 River Phoenix	a) has been successful as a child and an adult actor.
2 Macaulay Culkin	b) was a brilliant actor who died very young.
3 Elijah Wood	c) became famous then stopped acting.

Hollywood kids

In Hollywood, successful child actors can become famous overnight. A few of them become superstars. It sounds great - so why have so many child stars had disastrous lives?

1 River Phoenix was born in 1970. He started acting on TV at the age of ten, and in 1985, he made his first film, *Explorers*. River was a brilliant actor and quickly became a star. But he wasn't happy, and his life went out of control with drugs and alcohol. In 1993, he died from a drugs overdose outside film actor Johnny Depp's nightclub in Los Angeles. Hollywood lost one of its brightest stars.

2 In 1990, Macaulay Culkin became a superstar at the age of ten with the film *Home Alone*. It was a huge success, but Macaulay left acting only four years later. Then there was a difficult legal battle with his parents about money. After that, he got married and then got divorced. It's true that Macaulay has recently started acting again, but it's been difficult - everybody remembers him best as a funny, little ten-year-old.

3 Have all child stars had bad experiences? The answer is no. Elijah Wood, star of *Lord of the Rings*, has been an actor since he was eight, and has appeared in more than 35 films. Now he's famous as an adult.

We often think that fame and money automatically bring happiness. Sometimes they do. But they also bring pressures and problems that can end in disaster.

WORD CHECK

Find the noun form of these adjectives in the text.

1 successfully





Dialogue

1 Read and listen. Find Paddington and Road on the map.

At an Ur...

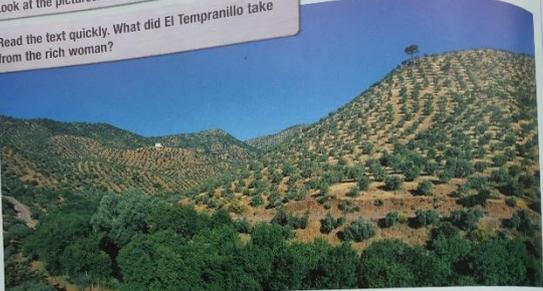


Clerk	Can I...
Ali	Yes, C...
Clerk	Court...
Clerk	Singl...
Ali	Retur...
Clerk	That's...
Ali	Whic...
Clerk	The E...
Ali	Char...
Clerk	Cent...
Ali	Cou...
Clerk	Oxfo...
Ali	Tha...



1 Look at the pictures. What can you see?

2 Read the text quickly. What did El Tempranillo take from the rich woman?



El Tempranillo

In the 19th century, there were many dangerous bandits or *bandoleros*. The most famous was José María Hinojosa, El Tempranillo. Many people were frightened of El Tempranillo, but some people admired him because he was young, handsome, brave and very intelligent.

José María was born in Juaja, Córdoba. He and his parents were poor farmers. When José María was fifteen years old, he killed a man in a duel. He ran away to the mountains and joined a gang of bandits. He was only a young boy, so the other men called him El Tempranillo.

Three years later, José María started a new gang. He and his men stopped coaches and demanded money from rich travellers. After a few years, he controlled all of the roads in the area. They called him the King of the Sierra Morena.

El Tempranillo was an unusual bandit because he often gave money to poor people who needed help. He was also very polite. In one famous story, El Tempranillo was robbing a coach. Inside the coach, there was a rich woman with an expensive ring. When Tempranillo kissed her hand and said, "My lady, such a beautiful hand does not need jewellery."

Do you want to learn more about El Tempranillo? Take a trip to the famous Museo del Bandolero in Ronda.





Your say!

3 Read the text again and answer the questions.

- Why did some people admire El Tempranillo?
- Where was José María born?
- Why did he run away to the mountains?
- Why did they call him El Tempranillo?
- Did he take money from poor people?
- Where can you learn more about El Tempranillo?

Do you think El Tempranillo was a good man?
Do you believe the story about the rich woman?
Do you know...

Answer the following questions according to the previous images:

• Language

1. Who is named and how? Give examples.
2. Are men and women named in the same way?
3. What adjectives are employed for women? And for men?
4. Is there any discriminatory expression or sexist stereotype?

• Content

1. Are there texts dedicated to women?
2. What are the jobs attributed to women? Do they reflect the diversity that exists today?
3. What are the jobs attributed to men? Are they doing housework or taking care of a person?
4. Are activities traditionally considered feminine or masculine mentioned in the book?
5. Is there any indication suggesting that men and women should be equal?
6. Does the book mention specific contributions made by famous women?
7. When a male figure appears, does a female figure appear in contrast?

• Images

1. Who is represented in the pictures?
2. Who are shown as more important in the pictures? Men or women?
3. What kind of images are employed in the book to represent women and men? Are they drawings or pictures? Are they realistic?
4. How do men and women appear in the pictures? Describe their physical appearance, qualities, their clothes and so on.
5. Who appears in the pictures? Teenagers or adults? Do you think they represent the diversity that exists in our current society?
6. Mention the frequency with which men and women appear in the texts.
7. Describe the activities that men and women are doing in the pictures.

• Conclusions