



GENDER ROLES IN FAMILIES

How do gender roles affect families?



CONTENT AND LANGUAGE INTEGRATED LEARNING

LANGUAGE	CONTENT	TEACHING METHOD
GRAMMAR: present simple/continuous	Gender stereotypes	Articles, videos/film
VOCABULARY: housework vocabulary; frequency adverbs	Family patterns of gender role attitudes	Interactive learning games
COMMUNICATIVE FUNCTION: how to describe a picture	Gender-based <i>violence</i> against women	Boards/art and crafts

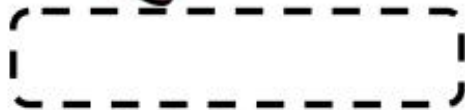


Housework vocabulary

- wash the dishes □ dust the furniture □ vacuum the floor □ mop the floor □ do the ironing □ sweep the floor □ do the laundry □ do the cooking □ clean the windows □ set the table □ take out the trash □ water the plants □ feed the pets □ do the shopping □ mow the lawn □ fold the laundry □ clean the toilet □ do the gardening □ wash the car □ walk the dog

Choose the correct words from the list and write them under the correct pictures





GRAMMAR

PRESENT SIMPLE

We use PRESENT SIMPLE to talk about:

- fixed habits or routines – things that don't change;
- Something that is a fact or always true

With the present simple we use frequency adverbs:

- *Always, Often, Frequently, Sometimes, Occasionally, Seldom, Rarely, Hardly ever, Never*

Positive form: It's just the verb with an extra '**s**' if the subject is 'he', 'she', or 'it'.

Negative form: you need to use 'do not' (don't) or 'does not' (doesn't).

Question form: We use 'do' or 'does' before the subject to make the '**yes / no**'

PRESENT CONTINUOUS

We use PRESENT CONTINUOUS to talk about:

- actions which are happening at the present moment;
- A temporary situation

With the present continuous we use these time expressions:

- *At the moment, These days, Now, Nowadays.*

Form: the present tense of the verb **to be** + **-ing form** of the main verb.

We can make the **negative** by adding 'not'.

Questions: we put 'am', 'is', or 'are' before the subject to make a '**yes / no question**:'



Examples

Present Continuous.

- ***You are studying*** English grammar.
- ***Are you still working*** for the same company? Yes I am / No, I'm not.
- ***She isn't going*** to Mexico

Present Simple

- He **drinks** tea at breakfast.
- They **don't speak** English.
- **Do you play** chess? Yes I do / No I don't

Frequency adverbs

- An adverb of frequency describes how often an action happens.



Position of frequency adverbs

- Before the main verb: *I **often visit** my parents.*
- After the verb be: *He **is always** late for college.*
- Between the auxiliary verb and the main verb: *I **have always thought** of standing for election.*
- Before used to and have to: *The fire brigade **always has to** be ready for emergencies.*
- Adverbs of **definite frequency** (e.g. **hourly, daily, weekly or once, twice, three times**) usually go at the end of the sentence: *I visit my parents **weekly**.*
- To give emphasis, adverbs of definite frequency can sometimes go at the beginning of a sentence: ***Every day**, more than five thousand people die in road accidents.*


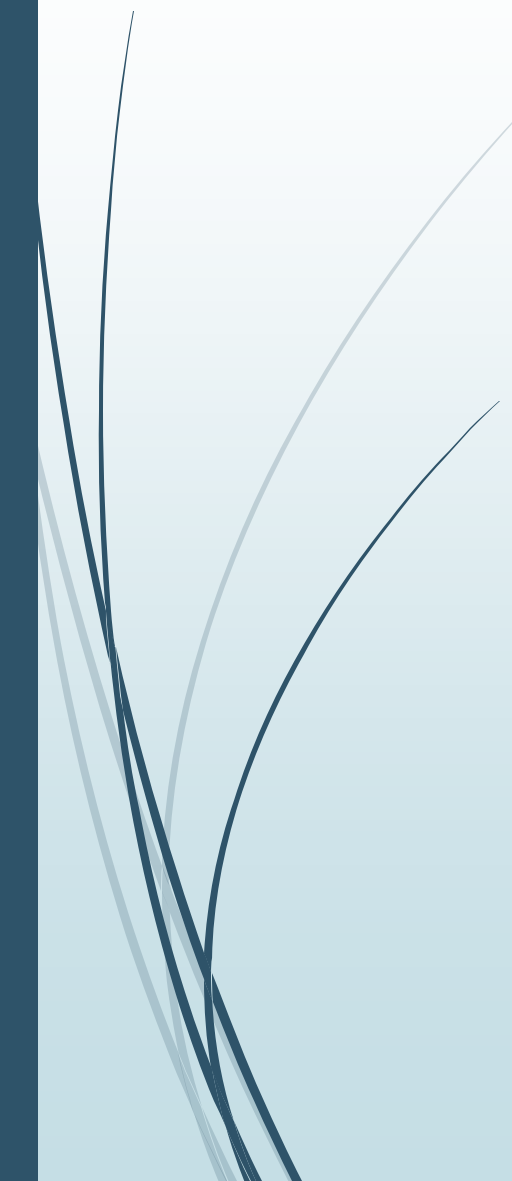


Exercises



Make the present simple or present continuous:

- 1. You (not / like) _____ chocolate.
- 2. She (not / study) _____ at the moment.
- 3. We often (go) _____ to the cinema.
- 4. He usually (not / do) _____ his homework.
- 5. They (not / eat) _____ rice every day.
- 6. We (not / study) _____ every night.
- 7. (You / like) _____ spicy food?

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- 8. (She / go) _____ to Scotland often?
 - 9. (He / eat) _____ now?
 - 10. We (go) _____ to the cinema this weekend.
 - 11. They (study) _____ now.
 - 12. I (clean) _____ the kitchen every day.
 - 13. She (work) _____ every Sunday.
 - 14. We (not / sleep) _____ now.
 - 15. He (not / go) _____ to the park very often.

Complete the sentences with the correct word

clean up v.

cook dinner v.

cut the grass v.

do the laundry v.

feed the cat v.

iron clothes v.

make the bed v.

rake the leaves v.

sweep the floor v.

take out the trash v.

vacuum v.

wash the dishes v.

wash the dog v.

wash the windows v.

water the plants v.

- I always _____. We eat at about 5 p.m.
- Don't forget to _____. The cat food is in the kitchen.
- I like to _____ in the garden. I like to watch the flowers grow.
- My clothes are dirty. I have to _____.
- The garbage smells bad. Let's _____.
- Our dog is dirty. It's time to _____.
- After I do laundry, and my clothes are dry, I always _____. Then they look better.

clean up v.

cook dinner v.

cut the grass v.

do the laundry v.

feed the cat v.

iron clothes v.

make the bed v.

rake the leaves v.

sweep the floor v.

take out the trash v.

vacuum v.

wash the dishes v.

wash the dog v.

wash the windows v.

water the plants v.

- I want my bedroom to look nice, so after I get up I _____.
- The leaves always fall off the trees in autumn. That's when I _____.
- We have a large yard, so it takes me a long time to _____ with my lawn mower.
- Where's the broom? I want to _____. It looks dirty.
- Our cat doesn't like it when I _____. It makes a lot of noise in our apartment.
- After we _____, we can look outside and enjoy the view.
- I always _____ after we eat dinner. I don't like dirty cups and plates in the kitchen.
- My husband and I _____ our home every weekend.

Put the words in the correct order to make sentences

➤ 1. late / is / she / sometimes

➤ 2. early / up / sister / never / Sundays / on / gets / my

➤ 3. usually / he / goes / to / on / Fridays / the / cinema

➤ 4. go / you / restaurant / often / a / do / how / to / ?

➤ 5. she / the / beach / to / always / goes / in / the /
summer

➤ 6. sometimes / her / does / she / Fridays / on / shopping



GENDER STEREOTYPES

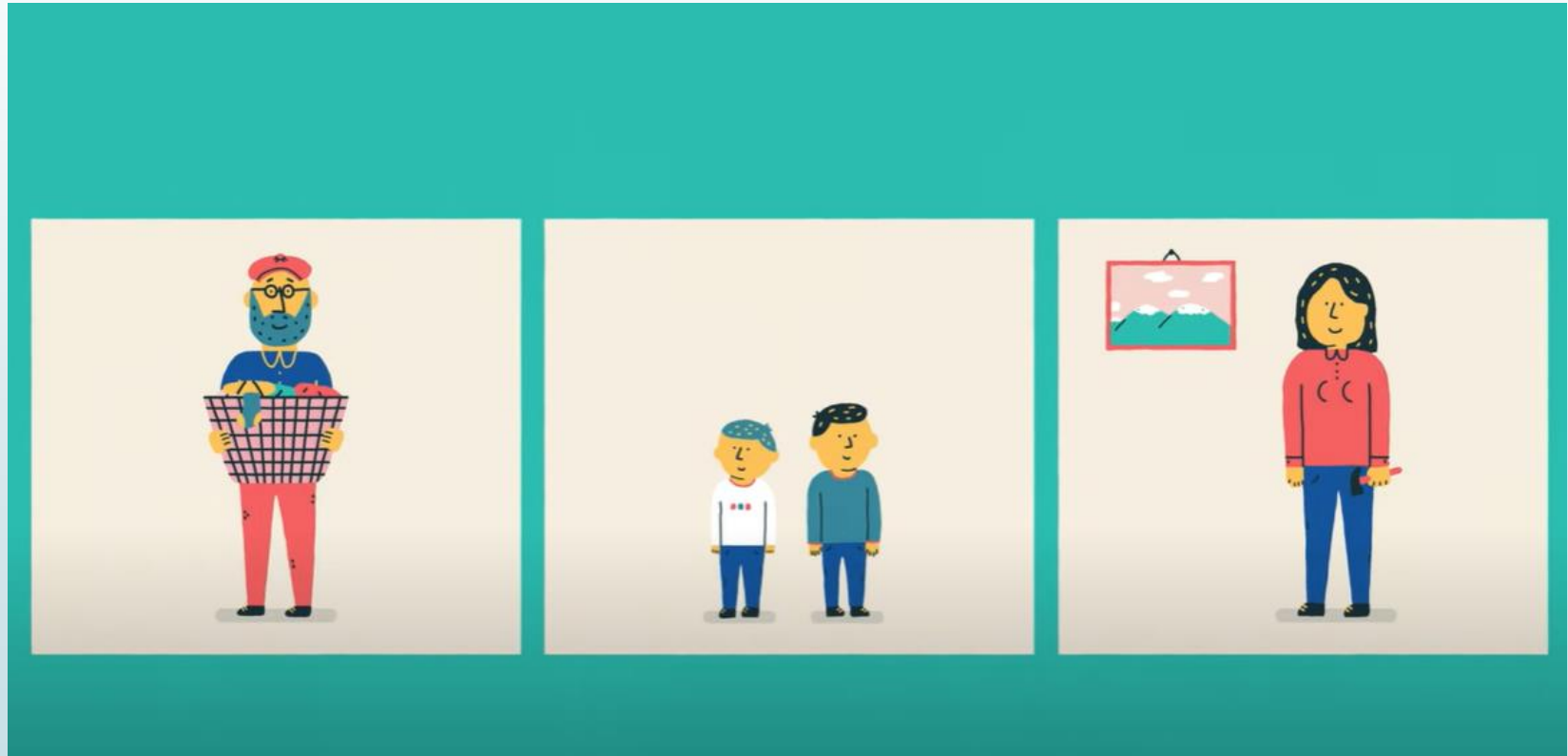
- Preconceived ideas whereby females and males are arbitrarily assigned characteristics and roles determined and limited by their gender.



GENDER ROLES IN FAMILIES

Gender roles shape nearly all of our social interactions, so what does this mean for families?

How parents influence kids' gender roles



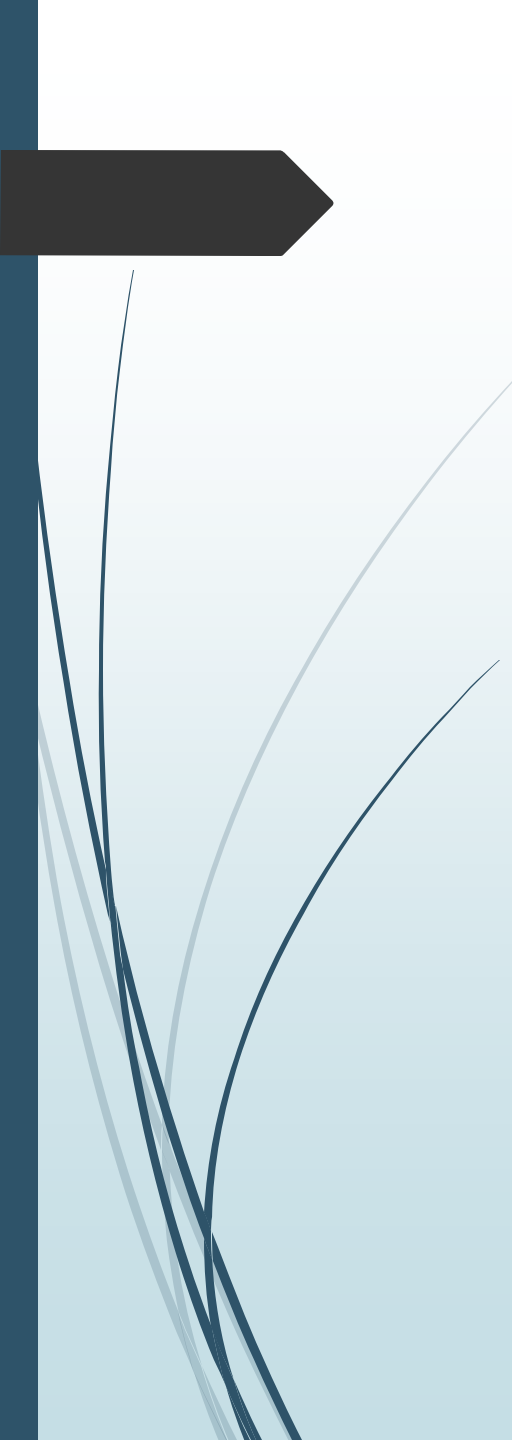
<https://www.youtube.com/watch?v=swSy6pdAS-0>




Sonnet 130: 'My mistress' eyes are nothing like the sun'

My mistress' eyes are nothing like the sun;
Coral is far more red than her lips' red;
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
I have seen roses damask'd, red and white,
But no such roses see I in her cheeks;
And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound;
I grant I never saw a goddess go;
My mistress, when she walks, treads on the ground:
And yet, by heaven, I think my love as rare
As any she belied with false compare.

William Shakespeare, 1564-1616



Gli occhi della mia donna non sono per nulla come il sole;
il corallo è di gran lunga più rosso del rosso delle sue labbra:
se la neve è bianca, allora i suoi seni sono scuri;
se i capelli sono fili, fili neri le crescono in testa.
Io ho visto rose damascate, rosse e bianche,
ma non vedo rose simili sulle sue guance;
ed in alcuni profumi c'è più piacere
che nell'alito che la mia donna emana.
Amo sentirla parlare, eppure so bene
che la musica ha di gran lunga un suono più gradevole.
Di certo non ho mai visto camminare una dea:
la mia donna, quando cammina, striscia i piedi a terra.
Eppure, santo cielo, penso che la mia amata sia preziosa
quanto qualunque altra donna trasfigurata da metafore fasulle.

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- 'Sonnet 130' is an unusual poem because it turns the idea of female beauty on its head and offers the reader an alternative view of what it's like to love a woman.
 - It parodies other sonnets of the Elizabethan era, which were heavily into Petrarchan ideals, where the woman is continually praised and seen as beyond reproach. In this sense, 'Sonnet 130' is an anomaly, a unique poem that flouts the rules of convention and breaks new ground in the process.
 - In his sonnets Shakespeare portrayed the "Fair Youth" (a young man) with feminine qualities. This applies to both his looks as well as his characteristics.
 - The speaker's passion for the dark lady is set in contrast to his love for the fair young man.



The link between gender inequality and violence against women



Gender-based violence (GBV) by definition

- GBV is violence directed against a person because of that person's gender or violence that affects persons of a particular gender disproportionately.
- GBV can take various forms:
 - **Physical:** it results in injuries, distress and health problems.
 - **Sexual:** it includes sexual acts, attempts to obtain a sexual act, acts to traffic, or acts otherwise directed against a person's sexuality without the person's consent.
 - **Psychological:** includes psychologically abusive behaviours, such as controlling, coercion, economic violence and blackmail.

Examples of gender-based violence

- **Domestic violence** includes all acts of physical, sexual, psychological and economic violence that occur within the family, domestic unit, or between intimate partners.
- **Sex-based harassment** includes unwelcome verbal, physical or other non-verbal conduct of a sexual nature with the purpose or effect of violating the dignity of a person.
- **Female Genital Mutilation (FGM)** is the ritual cutting or removal of some or all of the external female genitalia. It violates women's bodies and often damages their sexuality, mental health, well-being and participation in their community. It may even lead to death.
- **Forced marriage** refers to marriage concluded under force or coercion – either physical pressure to marry or emotional and psychological pressure. It's closely linked to child or early marriage, when children are wed before reaching the minimum age for marriage.
- **Online violence** is an umbrella term used to describe all sorts of illegal or harmful behaviours against women in the online space.