

A Gender Analysis Of An English Language Textbook Used In A Senior High School In Japan.

Michael Ruddick*

Abstract

The textbook is one of the most prevalent educational tool used in the classroom. Because of the high exposure to textbooks that students experience, care should be taken with regards to any kind of bias or possible destructive elements that might be found. One such element is sexism. This paper is a gender study of a text book, used in a senior high school in Japan, which uncovers many aspects of sexism. The paper shows that women in the English Language textbook Reward Starter (Greenall, 1997) are less visible than men as characters, and are portrayed in stereotypical roles with regards to occupations and the family. A suggestion is made for a student/class evaluation of the textbook using the methodology provided in this investigation.

“It should not be assumed that people are aware of the ideological dimensions of their own practice. Ideologies built into conventions may be more or less naturalized and automatized, and people may find it difficult to comprehend that their normal practices could have specific ideological investments” (Fairclough : 2006, 90).

1) Introduction

In the above quote Fairclough reminds us that certain elements of our social and cultural lives have become so “naturalized” that often we are not aware of their destructive effect. Sexism is one such system of beliefs that pervades all aspects of our lives from our social relations and institutions to our home lives, career choices, wages and even the language we use (Sunderland : 1994, 27). Academics have claimed that the English Language is sexist (Sakita : 1995, Sunderland : 1994, 27, Renner : 1997, 6) and contains male-as-norm elements. In an EFL setting this may be a problematic area for a teacher of English. It is possible that by teaching English language EFL professionals are propagating gender-bias without knowledge of doing so. If Fairclough (2006, 90) is correct then EFL teachers may need to consider their own conventions and the ideological implications inherent within them.

One such EFL convention is the textbook. For many years EFL teaching materials have been analyzed for their representations of the sexes (Sunderland : 1994, 55). Jassey (1998, 88) tells us that in Japan an unquestioning acceptance of school teaching leaves students susceptible to textbooks as a tool for imprinting social and cultural values. She goes on to mention that gender-bias in textbooks combined with continuous testing may result in sexism becoming a fixed part of the student’s world view (Jassey : 1998, 93).

This paper is an attempt to ascertain whether Reward Starter, a textbook used at a Japanese

*Michael Ruddick [情報文化学科]

senior high school, is gender-biased. The paper begins with a review of the related literature before moving on to explain the context and introduce the textbook itself. A description of the method of analysis and data collection is then given followed by the results produced. The paper concludes with a summary and recommendations for future practice.

2) Review of Literature

Attempts to de-sex language in educational publications from their male-as-norm content have been made since the 1970s (Sakita : 1995). Yanowitz and Weathers (2004, 101) refer to the Education Amendment Act of 1972, which made gender discrimination illegal in American schools. This led to gender analyses of educational texts designed for pre-school, elementary and college students. Sakita (1995) refers to the 1971 policy statement of the National Council of Teachers of English, which claims that non-sexist language should be encouraged through the publications of the NCTE. More recent is the Japanese National Plan of Action for the Promotion of a Gender-Equal Society by the Year 2000 (1996). This government plan encompassed all aspects of gender equality and with regards to education stated that, in order to enhance education in Japan instructors need to “prepare textbooks and other educational materials...with due consideration to respect for human rights, gender equality, and mutual co-operation” (Article 10). Given these attempts by governments, agencies, and organizations to combat gender inequality in textbooks, a review of the various gender analyses of EFL textbooks so far undertaken should give an indication of how far these attempts have succeeded.

The seminal gender analysis of ESL textbooks was undertaken by Hartman and Judd in 1978. This involved an investigation of several textbooks published over a period of twelve years. The authors proposed that “many ESL texts in current use present needlessly stereotyped portrayals of men and women, whether through one-sided role allocation, overt put downs, or simple omissions” (Hartman & Judd : 1978, 384). Expanding on this analysis the authors showed that, overall, women in these textbooks suffered from low visibility. With regards to stereotyping, women were represented in roles such as the overemotional female, the nagging wife or as homemakers and child carers. With concern to occupations men were given diverse roles and prestigious jobs, while women were limited to traditional roles such as housewife, nurse and stewardess (Hartman & Judd : 1978, 387). The Hartman and Judd study also focused on the generic use of “he”, the word man as a bound suffix, the boy/girl differential and male/female titles. All of the above features, according to the authors, were “found to bias the portrayal of women” (Hartman & Judd : 1978, 383).

Five years later Porreca (1984) completed a study adopting similar criteria in an attempt to determine if change had occurred since the Hartman and Judd analysis. In this investigation 15 textbooks were evaluated. Porreca’s quantitative analysis focused on female visibility, firstness —“the number of times that males and females were presented first in exercises, examples and sentences” (Porreca, 1984, 712), occupations, masculine generic constructions and adjectives used

to describe both sexes. Porreca's findings provided evidence that five years after the Hartman and Judd study, sexism in EFL textbooks was still a problem. Women were mentioned half as often as men, firstness for men was three times as prevalent as female firstness and women were less visible in occupational roles (Porreca, 1984, 719).

A decade after Porecca's evaluation Sakita (1995) completed a content analysis of 10 textbooks specific to English education in Japan. Following the guidelines described by the Harman and Judd's study and Porecca's analysis Sakita concluded that "The evidence reveals sexism in Japanese English Textbooks" (Sakita : 1995). In the textbooks specified, women were invisible in number, content, pronoun usage and occupational roles. Stereotyping was revealed in adjective usage, activities and topics related to women. Other sexist features were the use of girl for adult woman and the "use of women as a class as the butt of jokes" (Sakita : 1995).

A recent study by Ansary and Babii (2003) employed the above criteria to evaluate two English Language Teaching textbooks designed for Iranian students in secondary schools. Both textbooks were analyzed with regards to "dialogues, reading passages, exercises and illustrations" (Ansary & Babii : 2003). Data was collected with reference to visibility, male female topic presentations, sex linked occupations and activity types, stereotyping, firstness and masculine as generic conceptions. As with earlier studies the authors found low visibility of women, male orientated topics, male firstness and women placed in stereotypical traditional roles. They concluded that : "In light of these findings, one may strongly claim that since the first study of sexism in ESL/EFL materials in the 70's, little has changed..." (Ansary & Babii : 2003)

From the above brief review we see that, firstly, in an attempt to reveal sexism in EFL textbooks a set of useful analytical criteria have been developed. Secondly, we find that, as Ansary and Babii state, in the thirty years since the Harman and Judd study gender bias remains, despite the efforts of analysts to eliminate sexism. If this is so it can be claimed that the various policy statements, action plans and educational amendment acts mentioned above have not succeeded in their attempts at gender equality in textbooks. Given this failure to stem sexism at a higher organizational level and amongst textbook writers and publishers, it seems that the last line of defense against gender bias may be the teachers themselves.

3) Context : Gender in Japanese Society

In Japanese culture raising the children, doing domestic chores and serving the husband were the roles traditionally assumed by women (Jassey : 1998, 87). Women were regarded as "inferior to men in ability and competence" (Jassey : 1998, 87). As mentioned earlier, movements have been made toward reversing this traditional image of women. The implementation of the Equal Employment Opportunity Law (EEOL) in 1986 and its amendment in 1997 is a case in point, as is the signing of the International Convention for the Elimination of Discrimination Against Women by the Japanese government in the 1980s (Gelb : 2003, 49). Today Japanese women are postponing

marriage, entering higher education and rejecting the stereotypical roles of housewife and mother (Jassey : 1998, 87). However, barriers still remain. A labour ministry white paper referring to the EEOL states that “discrimination in hiring, placement and treatment of female workers has disappeared from systems, but remains in practice” (Gelb : 2003, 49). Jassey (1998, 87) also cites a Gallop Poll that shows 46 percent of Japanese people support the traditional gender roles of breadwinner father and a homemaker mother.

Despite the barriers it is clear that Japan is moving toward a more gender-equal society. Taking this into consideration Jassey asks “whether gender equality and inequality in Japan have been presented in school textbooks in ways that reflect the changes in Japanese society” (Jassey : 1998, 87). This is especially pertinent to EFL teaching and textbooks. English Language is taught in elementary, junior and senior high school and in universities in Japan. Exposure to EFL textbooks that do not correctly portray this movement toward equality in Japan, and which contain language that re-enforces sexism would be greatly unfair to language students. As Sakita explains :

“The unconscious influence of sexist textbooks on students at the age when value systems are developed is immeasurable. The language textbooks are models for students and require students to practice the sexist use of the language. At the same time sex-role stereotyping affects and distorts students’ view of the world” (Sakita : 1995).

4) The Textbook

The textbook chosen for examination is Reward Starter written by Simon Greenall (1997). Greenall’s book is an introductory textbook used at Shumei Eiko, a mixed senior-high school in Ageo City, Saitama, Japan. Eiko has an enrolment of approximately 2,000 students in three grades. Half of the student population is female and aged between 15–19 years old. Most students take two English oral communication classes per week, with a small minority taking four OC classes. Reward Starter is used in first and second year classes only. This means that 1200 students make use of the book at least twice a week for a period of two years. The justification for a content analysis of this book stems from the fact that 600 of the students using the book are female. Given the evidence related to gender changes in Japan, any biased portrayal of women would be regressive in the sense mentioned above by Sakita.

5) Method of Analysis and Data Collection

Two types of analysis were undertaken. First a quantitative analysis was performed to ascertain a) visibility of both sexes in the text and illustrations and b) occupational roles. To collect this data tallies were made of the following: characters that appear in the text and illustrations, the amount of times these male and female characters are referred to directly by name or indirectly through the use of personal pronouns, and firstness. A further analysis was taken to ascertain the amount of occupational roles, the kinds of occupations filled by both sexes

and the ratio of men to women employed. For this paper a character is defined as a participant in the text with a male or female name. These names were counted and separated by gender.

A qualitative analysis was then made to ascertain if Reward Starter portrayed women and men in stereotypical roles, or if a move toward gender equality was attempted. Unit headings were analyzed in conjunction with the content of specific units themselves. The evaluation focused on representations of males as active while women are passive and defined by marital status. In addition illustrations were highlighted to determine if gender bias was prevalent in images of the sexes. Because of space limitations only units 1 to 13 (32%) of Reward Starter are discussed.

6) Quantitative analysis

From the quantitative analysis we find that the data in table 1 below corresponds to that of Hartman and Judd and the analysts that have followed them since 1978.

Table 1
Results of quantitative content analysis of Reward Starter from unit 1 through to 13

| Category | Female | Male |
|---|--------|------|
| Characters in text. | 52 | 74 |
| Characters in illustrations. | 32 | 44 |
| Characters referred to by name. | 141 | 176 |
| Characters referred to by personal pronoun. | 54 | 52 |
| Firstness | 67 | 99 |

6.1) Visibility/Omission

Table 1 above shows that women in Reward Starter suffer from low visibility. Female characters are omitted from the textbook by a ratio of 1:1.4 in favor of men. As mentioned earlier Reward Starter is an introductory textbook. Sakita (1995) tells us that, because of their limited vocabulary and grammatical structures the topics usually dealt with in introductory textbooks are simple, as are the characters portrayed. This can contribute to an equalization of gender not found in more advanced books. However, Reward Starter corresponds more to Sakita's contrary observation that "even in these textbooks, there is a still-prevalent male dominance" (Sakita : 1995).

6.2) Illustrations

In illustrations the ratio stands at 1:1.3. Illustrations are discussed further below.

6.3) Characters Referred to Directly by Name/ Firstness.

The number of characters referred to directly by name is 1:1.2 to the detriment of female

characters, while instances of firstness stand at 1 : 1.4. These two categories are directly related to each other as they give an indication of how much talking time or utterances are given to women in the book. This low level of referral to women combined with mostly male initiated dialogues will undoubtedly have a negative effect on students. Not only will male students speak first in dialogue demonstrations and pair work activities, but the idea of male firstness as a social norm will be propagated in the classroom (Sunderland : 992, 86).

6.3.1) Word Pairs

Teo (2000, 11) tells us that “discourse does not merely reflect social processes and structures, but affirms, consolidates and...reproduces existing social structures”. Here, Teo refers to the naturalization of certain ideologies and the language that promotes them. In this case the ideology promoted is that of male firstness and the discourse element used to propagate this idea is gender biased word pairs. Sexist word pairing can be described as the ordering of noun pairs with the masculine noun to the front, such as man/woman, he/she, brother/sister and husband/wife. Hartman and Judd (1978, 390) found that, with the exception of the noun pair ladies/gentlemen, all noun pairs in their study were ordered this way. Of the 67 aspects of firstness found in units 1 to 13 of Reward Starter 29 are instances of sexist word pairing. For example in the listening and writing task in unit 7 students are asked to make a poster of a gender unspecified famous person. They are told the poster should explain the following :

- job
- where he or she is from
- nationality
- if he or she is married
- how old is he or she

The majority of male first word pairs are observable in unit 13 : *We've got three children* (see appendix 1a and b). The theme of this unit is families and the language used to describe family members is prevalent. However, given the amount of male first noun pairings in this unit (19 instances) it could be said that it is Jassey's traditional idea of the family that is portrayed. In the reading and vocabulary exercise on page 30 we find the word pairings husband/wife, son(s)/daughter(s), brother(s)/sister(s). This continues again in all of the exercises in this unit, the most prevalent word pair being brother/sister.

6.4) Characters Referred to by Personal Pronoun

Only in this category is there any move toward equality with a slightly higher ratio of females referred to than male. On the surface this seems to be a positive move but problems arise when this is read in conjunction with the data from 6.3 above. Characters in introductory textbooks may be simple and two dimensional but a higher referral of men by name while women are referred to as *she* or *her* erodes female characteristics even further. Rather than portray women

as well rounded individuals a higher use of she/her removes female characters from the forefront and slots them into a second place position, thus promoting a male as norm ideology. An example of this can be seen in the headings of the book. Each unit of Reward Starter presents a unit heading in the top left hand corner of the page. The following is a list of the headings that refer to gender from unit 1 to 13.

Unit 1—Hello, I'm Frank.

Unit 4—Are you James Bond?

Unit 5—She's Russian.

Unit 6—Is she married?

Unit 7—How old is he?

Unit 8—His favorite car is a Porsche.

Unit 12—Where are Jane's keys?

In the light of the above discussion of firstness, the introduction of Frank on the first page of the first unit of the textbook is almost ironic. Two men are introduced to us by name (Frank and James Bond) within the first four unit headings. It is not until unit 12 that a woman (Jane) is introduced by name. Until unit 12 women are referred to as *she*. Frank speaks directly to the reader in the first person, while James Bond is questioned in the second person. The effect produced is that of proximity; that both characters are near to the reader. The change to the third person in units 5 and 6 implies that the women are not there, that they are being talked about rather than being talked to or talking to the reader. A further discussion of unit headings is undertaken in 7.1 below.

6.5) Occupations

In table 2 below we find that, of the 57 employed characters portrayed in text and image, 21 women are employed while 36 men are in work. This gives a ratio of 1.7 men for every woman employed. Again these findings are consistent with those in the literature review above. We see from the data that male characters enjoy a large range of occupations while there is a lack of occupational diversity for women. Women are represented in the traditional roles of teacher, secretary and student with a limited number of token professional roles added (Porecca : 1984, 711) in this case politician, engineer and journalist. All six references to the occupation of secretary are female, implying that “secretary is a position only women are allowed to apply for” (Sakita : 1995). Contrarily all seven references to doctor are male, implying the same for men. There are no female TV presenters, waitresses, bar tenders or football players. The results of this qualitative analysis show that, if Japan is a country moving toward gender equality, as Jassey (1998, 87) believes, then Reward Starter does not portray that society.

Table 2
Amount and kind of occupations portrayed in image and text.

| Kind of occupation | Male | Female |
|--------------------|------|--------|
| Farmer | 1 | 0 |
| Doctor | 7 | 0 |
| Teacher | 4 | 3 |
| Actor | 7 | 0 |
| Student | 4 | 3 |
| Waiter | 5 | 0 |
| Engineer | 2 | 1 |
| Journalist | 1 | 1 |
| Politician | 0 | 1 |
| TV Presenter | 1 | 0 |
| Bar Tender | 1 | 0 |
| Secretary | 0 | 6 |
| Singer | 2 | 3 |
| Actress | 0 | 3 |
| Football Player | 1 | 0 |
| Amount | 36 | 21 |

7) Qualitative Analysis : Stereotypes

7.1) Active, passive, married

It is possible to begin a discussion of stereotyping in Reward Starter by analyzing the headings mentioned earlier. From the headings/themes we find evidence that males are portrayed as “active” (Ansary & Babii : 2003), “vigorous” (Sugino : 1998) and “aggressive” (Porecca : 1980, 709), while females are “passive” (Jassey : 1998, 88) and defined in relationship to family or marital status (Hartman & Judd : 1978, 386). It has already been noted that in unit 1 Frank speaks directly to the reader and so is active. James Bond in unit 4 is a fictional character known for action and aggression. Other male fictional characters portrayed pictorially and in text in unit 4 (see appendix 1) are Rambo or Sylvester Stallone, Frankenstein, Dracula, Zorro and Batman ; all characters known for aggression action and vigour. The fictional female characters presented are Cleopatra and Morticia of the American television sit-com “The Adams Family”. The sit-com title “The Adams Family” immediately associates Morticia with family and marital status as well as comedy. Cleopatra, while historically a powerful queen, is traditionally portrayed in fiction as a figure that died tragically, a contrast to the male characters here that are renowned for their indestructibility.

In unit 6 *Is she married ?* (see appendix 3a and b) a higher ratio of females to males is found.

Again, while this seems an optimistic move, the heading itself associates women with marital status. In this unit the reader is asked if Ken Stanwell, Kazuo and Steve are married, and asked once *Is he married?* in relation to Ken Stanwell. With regards to women we are asked about the marital status of Shirley Smith and Sema, asked twice if Anna and Jane are married and twice asked *Is she married?* in relation to Shirley Smith. In unit 6, it seems, more women do not mean a more varied representation but more stereotyping.

Hartman and Judd (1978, 386) explain that, according to some textbooks, men and women even read the newspaper differently: “the men reading the sports pages while the women enjoy the fashions”. In unit 8 (see appendix 4) the characters Samantha Alton and Bill Henderson elucidate this finding well. The heading of the unit *His favorite car is a Porsche* immediately associates the male with movement, speed and power. Bill Henderson’s favorite car is a Mercedes, his favorite football team is the Chicago Bears and his favorite politician is Bill Clinton. The things on Bill’s mind are mechanical power, political power and sports. Samantha, though, is more interested in the arts and fashion. Her favorite singer is Paul Young, her favorite group is U2 and her favorite T.V. show is The Clothes Show. This character is concerned with the passive pastimes of listening and watching rather than actively driving or playing football.

7.2) Stereotypes in Illustrations

Earlier, the stereotypical affiliation of women with fashion was remarked upon. In unit 11: *How much are they?* (see appendix 5) the theme of shopping and fashion is again associated with women. The illustrations in this unit show two men and what appear to be four women. As with a higher count of female pronouns and the inclusion of more women in unit 6, the higher ratio of females to males in unit 11 does not work toward a balance of equality: rather it re-enforces the fashion/clothes/shopping stereotype of women. The images of women here are also made problematic by their synecdochical representation. Of the two males, one is represented completely while the other is shown from the thighs upward. The women, on the other hand, are displayed in small segments. We see a pair of red shoes, a green skirt, a red sweater and a pair of jeans rather than whole people. The effect of this is that the part suggests the whole. In other words, the item of clothing, the fashion object, becomes the point of departure from which we begin to construct the whole person. In effect the woman becomes the fashion object and so is once again diminished as a human being.

As has been mentioned above women in Japan are putting off marriage and rejecting the traditional housewife and mother role of husband serving and child raising. We have also seen that, in Reward Starter, women have fewer occupational roles and are portrayed as tragic (Cleopatra), comical (Morticia), or as fractured objects. Overall, the textbook does not represent women as they are in today’s society. In unit 13 *We’ve got three children* (see appendix 1a and b) three images are presented that support this fact. Here three families are shown. Image 1 shows a wife, husband and four children, image 2 a wife, husband and three children and image

3 a wife, husband and two children. With the addition of these three photographs the occupational choices for women have two extra categories added to them : wife and mother. Of course women in Japan continue to marry and have children but given the under representation of the diversity of female roles in society these three images add to the marginalization of women attempting to break free of the traditional roles of the past.

8) Summary

The evidence shows that Reward Starter contains gender-biased elements. Women are not represented in a way that describes their present roles in society. Despite the presence of women in society and specifically the workplace, they are less visible than men in text and illustration. Women speak in text and dialogues less frequently than men and are referred to directly by name less often. The textbook places women in a second place role to men. Males speak first more often and are represented first in gendered word pairs. Females are also referred to in the third person more often, which creates distance between the reader and the textbook character. With regard to occupational roles women are employed less and are placed in a confined occupational niche promoting traditional female occupations. Men, conversely, enjoy a diverse range of occupations. Both men and women are portrayed in stereotypical roles that further diminish the presence of females. Women are portrayed as passive and are defined by marital status. Men are seen as active and vigorous by comparison.

It appears, then, that the use of Reward Starter at Shumei Eiko is regressive. Male and female students are presented with a textbook that re-affirms the traditional niche from which women in Japan are trying to escape. To present sexist bias in this way can only be damaging to female students. Sunderland (1992, 86) explains that restricted roles for women in textbooks will not contribute to empowerment for female learners. This may lead to alienation, marginalisation and demotivation, which can only hinder learning. Furthermore “Models of language can become classroom practice” (Sunderland : 1992, 86) and so the textbook contributes to the consolidation of Teo’s (2000, 11) existing social structures.

9) Recommendations

Considering the above evidence a change from Reward Starter to a less sexist textbook may be the most positive action to be taken. However, Sunderland (1994, 65) reminds us that, in the hands of a teacher with sexist attitudes even the most non-sexist book can become sexist. Given the thirty years that have past without change since the seminal Hartman and Judd study, and the failure of various agencies and organizations to stem sexism, it appears that what is needed is a higher awareness of the problem. Fairclough tells us that :

“There is a strong case to be made for a mode of language education which emphasizes critical awareness of ideological processes in discourse, so that people can become more aware of their own practice, and be more critical of the ideologically invested discourses to

which they are subjected” (Fairclough : 2006, 90).

Thus, putting Fairclough’s ideas into practice may be a better way forward than a simple change of textbook. An in class evaluation of the textbook being used, conducted by the students and the teacher, may contribute more to an understanding of the male-as-norm ideological conventions inherent within the textbook. Mannheim (1994, 89) and Sunderland (1994, 65) suggest a study of the manifestations of sexism in textbooks through group discussions and class projects. Such classroom activities can only benefit both male and female learners and, by extension, society in general.

References

Ansary, H. & Babii, E. (2003) *Subliminal Sexism in Current ESL/EFL Textbooks*, in Asian EFL Journal Online.

<http://www.asian-efl-journal.com/march03.sub1.pdf>

Recovered on February 20th 2007.

Fairclough, N. (2006) Discourse and Social Change, Polity Press.

Gelb, J. (2003) Gender Policies in Japan and the United States : Comparing Women’s Movements, Rights and Politics, Palgrave Macmillan.

Greenall, S. (1997) Reward Starter, Macmillan Heinemann.

Hartman, P.L. & Judd, E.L. (1978). *Sexism and TESOL Materials*. TESOL Quarterly. 12, 383-393.

Headquarters for the Promotion of Gender Equality Japan (1996) The National Plan of Action for the Promotion of a Gender-Equal Society by the Year 2000.

http://www.gender.go.jp/english_contents/koudou/contents.html

Recovered on April 17th 2007.

Jassey, I.A. (1998) *Gender in Elementary School Texts*, in Japan Quarterly ; Jan-Mar 1998 ; 45, 1 ; Academic Research Library, pg 87-93.

Mannheim, C. (1994) *The Boss was Called Mr Power’ : Learners’ Perspectives on Sexism in EFL Materials*, in Sunderland, J. (ed) (1994) Exploring Gender : Questions and Implications for English Language Education, Prentice Hall International Ltd.

Porreca, K.L. (1984) *Sexism in Current ESL Textbooks*, in TESOL Quarterly, Vol. 18, No 4, December 1984.

21

Renner, C.E. (1997) Women are “Busy, Tall, and Beautiful” : Looking at Sexism in EFL Materials, Paper presented at the National Seminar “Mind the Language” (21st, Rome, Italy, November 15-16, 1996).

http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/22/57/80.pdf

Recovered on February 13th 2007.

Sakita, T.I. (1995) *Sexism in Japanese English Education : A Survey of EFL Texts*, in Women and Language, September 22, 1995.

Sugino, T. (1998) *Gender Stereotypes and Children's Literature*, in The Language Teacher.

<http://www.jalt-publications.org/tlt/files/98/jun/sugino.html>

Recovered on April 23rd 2007.

Sunderland, J. (ed) (1994) Exploring Gender : Questions and Implications for English Language Education, Prentice Hall International Ltd.

Sunderland, J. (1992) *Gender in the Classroom*, in ELT Journal Vol. 46/1 January 1992, Oxford University Press.

Teo, P. (2000) *Racism in the News : a Critical Discourse Analysis of News Reporting in Two Australian Newspapers* in Discourse and Society, Vol. 11 (2000) pp 7-49.

Weathers, K.L. & Yanowitz, K.J. (2004) *Do Boys and Girls Act Differently in the Classroom ? A Content Analysis of Student Characters in Educational Psychology Textbooks*, in Sex Roles ; Jul 2004 ; 51, 1/2 ; Academic Research Library, pge 101 to 107.

Appendix 1a

13 We've got three children

Have got; possessive adjectives: our, your, their

READING AND VOCABULARY

1 Read and match the texts with the photos.

A. Hello, my name's Maria and this is my husband Carlo. We've got three children. Our daughter's name is Laura and she's four. Our sons are Pablo and Octavio. Pablo is twelve and Octavio is ten.

B. Hello, I'm Carlos. I'm twelve. This is my family. I've got two sisters and one brother. My father's name is Javier. He's forty. My mother's name is Victoria. She's thirty-five. My sisters' names are Luisa and Teresa. They're eight and ten. My brother's name is Juan. He's five.

C. Hello, I'm Mehmet and this is my wife Serra. We've got two daughters, Leyla and Serap.



2 Complete.

husband wife mother father son(s)
daughter(s) brother(s) sister(s) children

- 1 My ____ is Carlo.
- 2 Our ____ is Laura.
- 3 Our ____ are Pablo and Octavio.
- 4 Our ____ are Laura, Pablo and Octavio.
- 5 My ____ is Javier.
- 6 My ____ is Victoria.
- 7 My ____ are Luisa and Teresa.
- 8 My ____ is Juan.
- 9 My ____ is Serra.
- 10 My ____ are Leyla and Serap.

3 Complete the columns in the chart with names.

| | husband | wife | father | mother | son (s) | daughter (s) | sister (s) | brother (s) |
|--------|---------|------|--------|--------|---------|--------------|------------|-------------|
| Maria | | | | | | | | |
| Carlos | | | | | | | | |
| Mehmet | | | | | | | | |

LISTENING AND SPEAKING

1  Listen and read.

- INTERVIEWER** Are you married, Maria?
MARIA Yes, I am. My husband's name is Carlo.
INTERVIEWER Have you got any children?
MARIA Yes, we have. We've got three children. Our daughter's name is Laura, and our sons' names are Pablo and Octavio.
INTERVIEWER How old are they?
MARIA They're twelve, ten, and four.

2 Decide where these sentences go.

- a Paolo, Giovanni, and Patricia.
 b No, I haven't.
 c Yes, I have. I've got two brothers and one sister.
 d Yes I am.

Are you married, Marco?

(1) _____

Have you got any children?

(2) _____

Have you got any brothers or sisters?

(3) _____

What are their names?

(4) _____

 Now listen and check.

GRAMMAR

Possessive adjectives

Our daughter is Laura.

Your brothers are Pablo and Octavio.

Their names are Laura, Pablo and Octavio.

Have got

Have you got any brothers and sisters?

Yes, I have. I've got two brothers and one sister.

Have you got any children?

No, I haven't.

1 Answer the questions.

Is **our** the possessive adjective for **we**, **you** or **they**?

Is **their** the possessive adjective for **we**, **you** or **they**?

2 Complete.

I - my he - ____ we - ____
 you - ____ she - ____ they - ____

3 Tick (✓) the correct sentence.

- 1 a Are they're names Carla and Patricia?
 b Are their names Carla and Patricia?
 2 a Our son is seven.
 b We're son is seven.
 3 a Their son's name is Enrique.
 b They're sons name Enrique.

4 Complete.

- 1 Have you ____ any brothers or sisters?
 2 Yes, I ____, I ____ got two brothers.
 3 ____ you got any children?
 4 No, I ____.

SOUNDS AND SPEAKING

1  Listen and repeat.

/h/ husband mother father daughter
 brother sister

2 Complete the You line with names of members of your family.

| | husband | wife | mother | father |
|--------------|---------|----------|---------|--------|
| You | | | | |
| Your partner | | | | |
| | son | daughter | brother | sister |
| You | | | | |
| Your partner | | | | |

3 Work in pairs. Talk about your families. Ask and say what their names are. Complete the chart.

Have you got any brothers or sisters?

What are their names?

Are you married?

What's your wife's name?

Appendix 2

4 Are you James Bond?

Asking and saying names; spelling



VOCABULARY AND SOUNDS

1 Listen and repeat.

a b c d e f g h i j k l m n
o p q r s t u v w x y z
A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

2 Listen and repeat.

/eɪ/ /ɪ/ /eɪ/ /aɪ/
A H J K B C D E G P T V F L M N X Z I
/əʊ/ /ɔ:/ /ɛ:/
O Q U R

3 Listen and repeat.

spell how How do you spell ...?
How do you spell James? How do you spell Bond?
How do you spell your name?

4 Work in pairs. Ask and say how you spell the names.

Francesca Yūki Keiko Xavier Maria
How do you spell Francesca? F-R-A-N-C-E-S-C-A

5 Work in pairs.

Student A: Turn to Communication activity 1 on page 52.
Student B: Turn to Communication activity 15 on page 94.

LISTENING AND SPEAKING

1 Listen and read.

MAN 1 Are you Count Dracula?
MAN 2 Yes, I am.
MAN 1 Thank you. Are you Cleopatra?
WOMAN 1 Yes, I am.
MAN 1 Thank you. Are you Sylvester Stallone?
MAN 3 No, I'm not.
MAN 1 Oh! Are you Frank Sinatra?
MAN 3 No, I'm not. I'm Bond – James Bond.
MAN 1 Ah ha! Mr Bond, thank you very much. Are you Frankenstein?
WOMAN 2 No, I'm not. I'm Morticia.
MAN 1 Morticia. How do you spell Morticia, please?
WOMAN 2 M-O-R-T-I-C-I-A.
MAN 1 Ah, yes, Morticia. Thank you very much.
WOMAN 2 Thank you.

2 Work in pairs. Act out the conversation in 1.

6 Is she married?

Yes/no questions and short answers

VOCABULARY AND SOUNDS

1 Listen and repeat.

| | |
|-------------|--------------|
| 11 eleven | 16 sixteen |
| 12 twelve | 17 seventeen |
| 13 thirteen | 18 eighteen |
| 14 fourteen | 19 nineteen |
| 15 fifteen | 20 twenty |

2 Say.

11 14 18 13 20 19 15
16 11 17 12 18 20

 Now listen and check.

3 Listen and tick.

| | | | |
|----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 1 <input type="checkbox"/> | 6 <input type="checkbox"/> | 11 <input type="checkbox"/> | 16 <input type="checkbox"/> |
| 2 <input type="checkbox"/> | 7 <input type="checkbox"/> | 12 <input type="checkbox"/> | 17 <input type="checkbox"/> |
| 3 <input type="checkbox"/> | 8 <input type="checkbox"/> | 15 <input type="checkbox"/> | 18 <input type="checkbox"/> |
| 4 <input type="checkbox"/> | 9 <input type="checkbox"/> | 14 <input type="checkbox"/> | 19 <input type="checkbox"/> |
| 5 <input type="checkbox"/> | 10 <input type="checkbox"/> | 15 <input type="checkbox"/> | 20 <input type="checkbox"/> |

4 Now play Numbers Bingo.

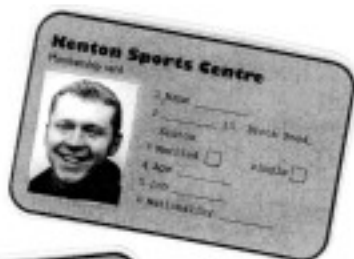
Numbers Bingo

- Complete the chart with numbers from 1 – 20
- Work in groups of four or five. One of you says numbers from 1 – 20.
- Tick (✓) the numbers in your chart if they are there.
- Are there five ticks (✓) in a line? Yes? Say *Bingo!*

| | | | | |
|---|---|----|----|---|
| 5 | | 13 | | 8 |
| | 7 | | | |
| | | | 12 | |

5 Complete Shirley Smith's card with these words.

name married nationality job address age



LISTENING AND WRITING

1 Listen and read.

Is Shirley Smith from Kenton?

Yes, she is.

Is she married?

No, she isn't. She's sixteen.

Is she a student?

Yes, she is.

And she's British?

Yes.

2 Number the sentences in the right order.

- And is he British?
- No, he isn't. He's American.
- Is Ken Starwell from Kenton?
- Yes, he is.
- Is he married?
- Yes, he is.
- No, he isn't. He's seventeen.
- Is he a student?

 Now listen and check.

3 Copy and complete the Membership card for Ken Starwell.

Appendix 3b

lesson 6

GRAMMAR

| Yes/no questions and short answers | | |
|------------------------------------|--------------|----------------|
| Are you Italian? | Yes, I am. | No, I'm not. |
| Is he from Rome? | Yes, he is. | No, he isn't. |
| Is she married? | Yes, she is. | No, she isn't. |
| Is your name Dave? | Yes, it is. | No, it isn't. |

1 Match the questions and answers.

- | | |
|---------------------------------|------------------|
| 1 Are you English? | a Yes, he is. |
| 2 Is Ken Starwell from Kenton? | b Yes, she is. |
| 3 Is Ken Starwell married? | c No, she isn't. |
| 4 Is Shirley Smith from Kenton? | d Yes, it is. |
| 5 Is Shirley Smith married? | e No, I'm not. |
| 6 Is a Fiat Panda Italian? | f No, he isn't. |
| 7 Is a Mercedes Brazilian? | g No, it isn't. |

2 Work in pairs and act out the conversations in Listening and writing activities 1 and 2.

3 Listen and put a tick (✓) or a cross (✗).

| | Jane | Anna | Sema | Kazuo | Steve |
|---------|------|------|------|-------|-------|
| Married | ✓ | ✗ | | | |

4 Match the questions and answers.

- | | |
|---------------------|------------------|
| 1 Is Jane married? | a Yes, she is. |
| 2 Is Kazuo married? | b No, she isn't. |
| 3 Is Anna married? | c Yes, he is. |
| 4 Is Steve married? | d No, she isn't. |
| 5 Is Sema married? | |

5 Work in pairs. Check 4.

- Is Jane married? Yes, she is.
Is Anna married? No, she isn't.

6 Tick (✓) the correct sentence.

- | | | |
|-----------------------|----------------|---------------|
| 1 Are you married? | a Yes, I'm. | b Yes, I am. |
| 2 Is she a secretary? | a Yes, she is. | b Yes, she's. |
| 3 Is he from Rio? | a Yes, he is. | b Yes, it is. |
| 4 a Is she Japanese? | No, she isn't. | |
| b Are she Japanese? | No, she isn't. | |

SPEAKING AND LISTENING

1 Work in pairs. Write six questions about another student and ask and answer.

Is Kazuo Japanese? Yes, he is./No, he isn't.

Now check your answers.

Are you Japanese, Kazuo? Yes, I am.

2 Work in pairs. Ask and answer.

PLAY 20 QUESTIONS!

- Is Bill Clinton an engineer?
- Is Tom Cruise an actor?
- Is pizza from Italy?
- Is 'doctor' a job?
- Is San Francisco in the United States?
- Are you from Japan?
- Is 'Graham' a French name?
- Is Istanbul a country?
- Is seventeen 17?
- Is Whitney Houston American?
- Are you President of the USA?
- Is 'Argentinean' a nationality?
- Is Edinburgh in England?
- Is Spain a country?
- Is Roberto Baggio an actor?
- Are you André Agassi?
- Is Sony Korean?
- Is champagne from France?
- Is your name Queen Elizabeth?
- Are you married?

Now listen and check.



REGISTRATION OF MARRIAGES IN NORTHERN IRELAND

Certified Copy of an Entry of Marriage

7 & 8 Vict., Cap. 81; 26 Vict., Cap. 27

both Diverse

| solemnized at: Registrar's Office | | in the District | | of North | |
|-----------------------------------|-------------------------|-----------------|--------------------|--------------|-----------|
| Name and surname | Age | Condition | Rank or profession | Residence | |
| Timothy Eoin Finlay | 16 May 1962 33 years | Bachelor | Company Director | 33, Victoria | 25, North |
| | 16 May 1962 33 years | Bachelor | Company Director | 33, Victoria | 25, North |



READING AND LISTENING

1 Read and answer *Favourite people ... Favourite things.*

IDS

DS.



listen, repeat

e singer

ar

actor

e group

| | |
|--|----------------|
| Favourite people ... Favourite things | |
| Who's your favourite | singer? |
| | actor? |
| | politician? |
| | actress? |
| What's your favourite | car? |
| | group? |
| | football team? |
| | TV programme? |

2  Read and listen.

Samantha Alton is a secretary. She's twenty and she's from Birmingham. Her favourite singer is Paul Young and her favourite actor is Sylvester Stallone. Her favourite group is U2 and her favourite TV programme is The Clothes Show.

Bill Henderson is a student. He's American and he's from Los Angeles. His favourite politician is Bill Clinton and his favourite actress is Sharon Stone. His favourite car is a Mercedes and his favourite American football team is the Chicago Bears.

3 Write the questions to Samantha and Bill's answers.

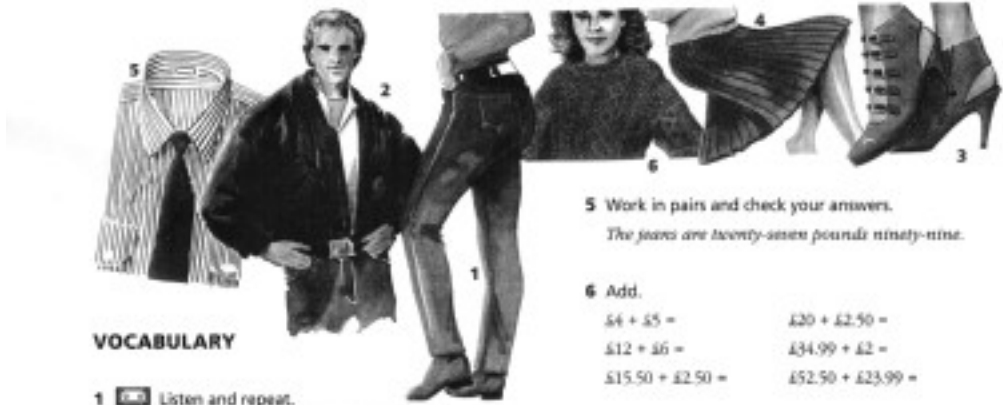
Samantha: Who's your favourite singer/actor?

What's your favourite ...?

Appendix 5

11 How much are they?

Talking about prices; position of adjectives; the definite article the



VOCABULARY

1 Listen and repeat.

jeans jacket shoes skirt shirt sweater

2 Work in pairs. Look at the picture. Point and say.

3 Match the words in the box with the colours below.

black blue white red green



4 Listen and match the clothes and the prices.

pound pence

Twelve pounds fifty pence = £12.50



5 Work in pairs and check your answers.

The jeans are twenty-seven pounds ninety-nine.

6 Add.

$$£4 + £5 = \quad \quad \quad £20 + £2.50 =$$

$$£12 + £6 = \quad \quad \quad £34.99 + £2 =$$

$$£15.50 + £2.50 = \quad \quad \quad £52.50 + £23.99 =$$

7 Work in pairs and check your answers.

LISTENING AND SOUNDS

1 Listen and underline anything which is different.

CUSTOMER How much are these red shoes?

ASSISTANT They're £27.50.

CUSTOMER And how much is that white sweater?

ASSISTANT It's £15.

CUSTOMER How much is this black jacket?

ASSISTANT It's £50.

CUSTOMER How much are these blue jeans?

ASSISTANT They're £55.99.

2 Work in pairs and correct the conversation.

Now listen again and check.

3 Listen and repeat.

How much is this black jacket?

It's fifty pounds.

How much are these blue jeans?

They're thirty-five, ninety-nine.