

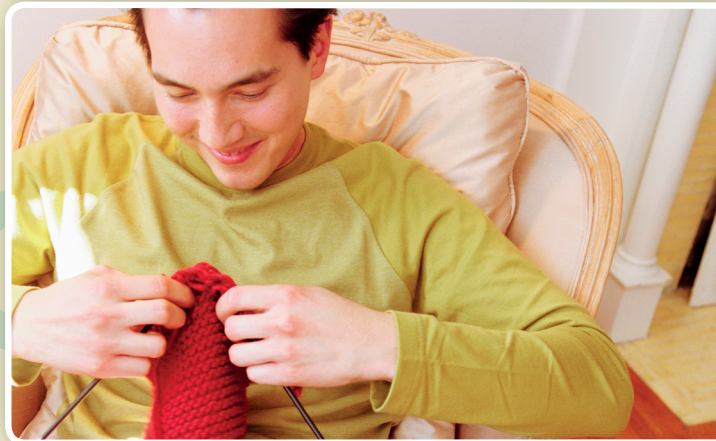
Gender matters?

8

- **Language focus** Relatives and participles
- **Vocabulary** Homonyms, homophones, and homographs
- **Reading** Jobs for the boys ... or girls?
- **Listening** Gender-neutral parenting
- **Speaking** Opinions on gender roles
- **Writing** Style and cohesion

STARTER

- 1 Look at the pictures. What is the message about gender roles?
- 2 Read the statements in the quiz. Do you agree (✓) or disagree (✗)? Compare answers with a partner. Can you identify which gender-typical traits are being referred to in each one?
- 3 **8.1** Listen to a young couple checking their answers, and check yours. How typical are they? How typical are you? Do you agree with the answers?



ARE YOU A TYPICAL MALE OR FEMALE?

- 1 I have lots of friends of my own sex.
- 2 I surround myself with things rather than people.
- 3 I usually remember people's birthdays.
- 4 I often forget people's names.
- 5 I'd rather communicate with friends via texts than call direct.
- 6 I'm good at working out how much to tip in a restaurant.
- 7 I'm good at multitasking.
- 8 I spend a lot of time talking about sport.
- 9 I find it easier to read maps by turning them in the direction I am going.
- 10 I find it easy to put myself in other people's shoes.
- 11 I'm good at working in a team and I'm happy not to be the leader.
- 12 When I have a problem, I tend to keep it to myself.

Reading and speaking

Jobs for the boys ... or girls?

- In pairs, list jobs that are typically done by men or women. Which are typically done by both? Share ideas as a class.
- Look at the titles of the two texts. What do you think they mean? Read the introductions. Which text(s) do you think these phrases come from?

flight deck	turbulent weather	air traffic controller
domestic issues	steep learning curve	career path
had to pull my weight	lost in admiration	tank-like buggy
slightly taken aback	swap the boardroom	exhibited prejudice
household chores	the breadwinner	hostile to the idea

- Work in two groups.

Group A Read about house husband **Hugo Carey**.

Group B Read about **Clíodhna** /'kli:ənə/ and **Aoife** /'i:fə/ **Duggan**, the female pilots.

Which words from exercise 2 are in your article? Were your ideas correct? What is their context?

- Read your article again. Answer the questions about Hugo or the pilots, Clíodhna and Aoife.

- In what ways is what they do not typical of their sex? What are the statistics concerning this?
- What is the background to their current jobs or situation? Was it their choice?
- Did they approach their roles confidently?
- What problems did they face when they started?
- What has been the attitude of people of the opposite sex?
- What evidence is there of changing attitudes?
- Which of these people are mentioned in your article? What do you learn about them?

a six-year-old girl Susie Yvonne Sintes Dave Thomas
a technician job centre officials their mother or father

In your own words

- Work with someone from the other group. Ask each other the questions in exercise 4 to find out about the people in the other article. Explain any new vocabulary.

What do you think?

- How would you feel if the pilot on your flight was a woman?
- Are there any jobs that you feel are best done by one of the sexes? Which? Why?
- In what ways is your lifestyle typical for your sex? In what ways not?
- How much have attitudes changed to gender roles over the years?

[Go online](#) to watch a video about the team manager of the Red Arrows.



DESPERATE HUSBANDS

'It's a dirty job,' warns **Hugo Carey**. 'When people talk about having an *annus horribilis*, they are not normally referring to the year in which they had their first children and got married. But for me that year was also the year in which I lost my job and became just one of the growing league of stay-at-home husbands.'



A slow take-off for Female Pilots

When two children, a six-year-old girl and an older boy, visited her flight deck last week, **British Airways pilot Aoife Duggan** asked if they would like to fly planes, too. The boy said yes but the girl demurred, saying: 'I think I'd like to be an air hostess – boys are pilots.' A surprised Duggan says: 'I was like, "No! Come and sit in my seat, wear my hat!"'



Clíodhna and Aoife Duggan

According to figures from the Office of National Statistics, Hugo is one of over 220,000 house husbands – a figure that has leapt from fewer than 120,000 16 years ago. Although one of many, it still came as a shock for him to swap the boardroom for the baby-changing mat. But he was used to bombshells – he'd faced one just two years earlier when he and his wife Susie went for their first baby scan.

'Is this your first scan?', asked the ultrasound technician. Hugo and Susie answered eagerly, 'Yes, it is.' 'Well, it's two, twins.' Stony silence was followed by convulsive laughter. They all started to giggle. Poppy and Thomas – now 18 months old – probably did, too. It was the start of a journey of discovery for Hugo. He was made redundant when the twins were ten months old, and with Susie, a fashion consultant, now the breadwinner, there wasn't much choice. 'I was just going to have to pull my weight and become a hands-on, full-time dad.' He was unfazed, convinced he had a way with children. He now says, 'Perhaps I wouldn't have been so confident if I had known just how steep the learning curve was going to be.'

For a start, their two-bedroom flat, which has no garden, felt terribly poky. His daily routine was exhausting at first. The twins woke each other up, so he had to be up and out of bed at 6 a.m. to let Susie sleep. And of course, the housework fell to Hugo. He had always been the chef in the family, so cooking wasn't a problem, but other household chores – cleaning, ironing, and shopping – and looking after two small children, proved something of a challenge. He's now convinced that men don't have the same patience as women, but he's managed to raise his own level of patience. At first, when out with the twins in their large, tank-like buggy, he would march them everywhere at an angry pace, but now

he has learned to stop and give way to other pavement users.

The humiliation of going down to the job centre has also been somewhat diminished by the hilarity of signing on accompanied by a couple of loud, hysterical children. Officials now hurry him through what is normally a long and tedious procedure.

After the twins' first birthday, he decided it was time to locate the nearest playgroup. 'I think the mums were quite excited to see a man and I was asked if I wanted to attend their pub session on the first Thursday of the month – they were probably just as bored as I was. I politely declined.'

As the twins now approach their second birthday, Hugo can look back and admit that his role as a house husband took quite a bit of adjustment. At first, he yearned for office life, but now the rewards for his efforts have become much clearer. He says, 'In fact, I am just grateful to have spent these crucial months with my children. I've seen them grow up, take their first steps, discover, and learn. I see lots of dads who obviously don't get to spend much time with their kids and they don't seem to have a strong bond. I feel sorry for them.'

One problem that's emerged is that because Hugo is now used to doing things for the kids, his methods don't always coincide with Susie's. However, his relationship with his mother has improved immeasurably – she had five children, and Hugo is lost in admiration for her.



Yvonne Pope Sintes

Four decades after the first female pilot started work for a commercial airline, there are still relatively few women sitting in Duggan's seat. Of 3,500 pilots employed by British Airways, just 200 are women, yet the airline still employs the highest proportion of female pilots of any UK airline. Globally, around 4,000 of the 130,000 airline pilots are women.

How much has changed since Yvonne Pope Sintes became Britain's first commercial airline captain in 1972?

She says, 'Women are just as good as men, but they seem to have more domestic issues. I actually met someone, just a few months ago, who said he didn't know that there were any women pilots. I couldn't believe it.'

When Sintes, now 83, started her career, airlines actively barred women. Inspired by watching the planes while growing up near Croydon airport, she tried to join the RAF after school but they wouldn't take women. So she became a flight attendant and gained her private pilot licence with the Airways Aero Club. Then she became an air traffic controller and eventually, in 1965, a pilot. She says her male colleagues 'didn't like me at all'. Around half of them were hostile to the idea of a female pilot, 'Someone actually said they'd resign if a woman joined. Unfortunately, he didn't.' Later, it was the passengers who exhibited prejudice. 'The men always looked slightly taken aback.'

According to Aoife Duggan and her older sister Cliodhna, who is also a pilot, reactions to their gender are more likely to come

from passengers than colleagues. Only a couple of years ago, at her previous job for an airline in Asia, says Aoife, one man took one look at her and her female co-pilot and got off the plane. Cliodhna says she still sees some passengers' surprise.

'We've had pretty awful weather recently. My last landing was in Gatwick and it was particularly turbulent ... one of the passengers said, "Oh my goodness, you look so small, I can't believe you just landed this giant plane."'

For both women, flying was a part of their childhood – their mother was a flight attendant, and their father an airline pilot. They grew up around a flying club. 'There were some women at the club,' says Cliodhna. 'I was aware that there were women flying and I didn't see my gender as a bar.' Aoife, seven years younger, grew up seeing her older sister's career path and decided to follow.


Why do they think so few women go into flying? 'A lot of the time it's a matter of younger girls not being made aware that it's a career option open to them,' says Aoife. 'It's not the kind of thing people talk about in schools. You get young boys who say they want to be a pilot or an astronaut, whereas girls are not encouraged that way.'

For the past couple of years, British Airways has been trying to increase its recruitment of women. 'What we're after is the best person for the job,' says Captain Dave Thomas, BA's chief pilot and head of training. They are having some success – the number of female candidates for jobs has gone from 5% to 15%. Thomas thinks the lack of women is mainly a cultural problem which needs to be tackled at an early age. 'We did a little bit of research, surveying children between the ages of six and 12, and I think it came out as number two on the boys' list of top jobs, but I don't think girls think of it as an option.'

Language focus Relatives and participles

- 1 Underline the relative clauses in these sentences from the texts.
- It was the passengers who exhibited prejudice.
 - According to Aoife and her sister, who is also a pilot, reactions are more likely to come from passengers.
 - It's a cultural problem which needs to be tackled at an early age.
 - Their two-bedroom flat, which has no garden, felt terribly poky.
 - The mum who he was talking to invited him to the pub.
 - Officials hurried him through what is normally a long and tedious procedure.

Defining and non-defining relative clauses


- 1 Answer the questions about the sentences in exercise 1.
- Which sentences still make complete sense if the relative clauses are removed? Which are defining relative clauses? Which are non-defining?
 - In which sentences can *who* and *which* be replaced by *that*? Why?
 - In which sentence can the relative pronoun be omitted? Why?
 - In which sentence can *whom* replace *who*? Transform this sentence. What effect does this have?
- 2  **8.2** Read the sentences in exercise 1 aloud. What is the role of the commas? Listen and check. What are the short responses? Practise the sentences with the response.

 Grammar Reference 8.1–8.2  p157–158

Discussing grammar

- 2 Discuss with a partner any differences in meaning and/or form between these sentences.
- My sister, who's a flight attendant, is actually scared of flying.
My sister who's a flight attendant is actually scared of flying.
 - The sailors whose cabins were below deck all drowned.
The sailors, whose cabins were below deck, all drowned.
 - The girl who I shared a room with at college came from India.
The girl with whom I shared a room at college came from India.
 - A few of the mothers who I met greeted me suspiciously.
A few of the mothers that I met greeted me suspiciously.
A few of the mothers I met greeted me suspiciously.
 - That's my cousin with the son who works in the White House.
That's my cousin whose son works in the White House.
That's my cousin who has a son who works in the White House.
 - People who are made redundant often become depressed.
People made redundant often become depressed.
 - A** There are still a lot of countries where women don't have the vote.
B That's where you are wrong. There are only two.



- 3 Read these incomplete sentences and discuss whether they should be completed with a defining or non-defining relative clause, or whether both are possible.
- I don't like children ...
 - The journey from work to home ... took over three hours yesterday.
 - Politicians ... aren't worth listening to.
 - The Taj Mahal ... is built from exquisitely carved white marble.
 - These are the photographs ...
 - We docked at the small port on the coast of East Africa ...
 - My cousin ... went paragliding at the weekend.
 - We went on a cycling holiday in Wales ...
-  **8.3** Complete them with your ideas, then listen and compare.

Participles (-ed and -ing forms)

Present and past participles can be used in many different ways.

- 1 As reduced relative clauses after nouns. Compare these examples from the texts:
*There are still relatively few women **sitting** in Duggan's seat.* (women who sit)
*Of the 3,500 pilots **employed** by British Airways, just 200 are women.* (pilots who are employed)
- 2 As adjectives: *a **surprised** Duggan* *an **interesting** statistic*
- 3 To express these ideas: **at the same time** **because** **if** **after**
***Inspired** by watching the planes **while growing up** near Croydon airport, she tried to join the RAF.*

Grammar Reference 8.3–8.5 p158–159

4 What ideas do the participles in these sentences express?

- 1 Having read the minutes of the meeting, I wrote a report.
- 2 Having read the minutes of the meeting, I understood what the problem was.
- 3 I cut myself opening a tin.
- 4 That portrait, believed to be by Rembrandt, sold for \$26 m.
- 5 Cooked in a red wine sauce, ostrich meat can be delicious.
- 6 Knowing my love of chocolate, she hid it away in her drawer.
- 7 Taken from his mother as a child, he's always had difficulty establishing relationships.
- 8 Browsing in our local bookshop, I was delighted to find a book called *Statistics for Dummies*.

5 Complete the pairs of sentences with the same verb, once as a present participle and once as a past participle.

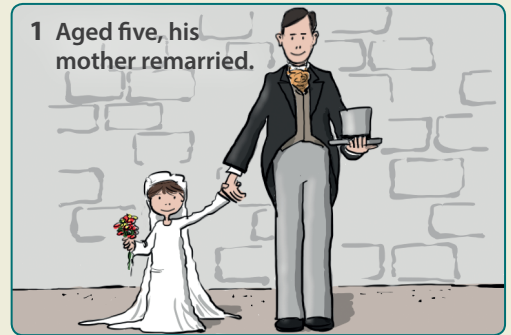
- 1 a Flights **booked** one month in advance have a 10% discount.
b **Booking** your flight in advance gives you a better deal.
- 2 a The new uniforms _____ by the pilots looked very smart.
b Visitors _____ sleeveless tops will be denied entry.
- 3 a We took a shortcut, _____ an hour on our journey time.
b With the money _____ from giving up smoking, I'm buying a bike.
- 4 a _____ all things into account, I've decided to resign.
b _____ three times a day, these tablets will help your allergy.
- 5 a I fell on the ice, _____ my wrist.
b The boy _____ in the car accident is in hospital.
- 6 a _____ promises leads to lack of trust.
b _____ promises lead to lack of trust.
- 7 a _____ away secrets won't win you any friends.
b _____ the chance, I'd love to work in New York.
- 8 a _____ up in the countryside is healthy for young kids.
b Strawberries _____ under polythene ripen more quickly.

8.4 Listen and check.

Writing p119 Adding style and cohesion – A folk tale

6 There is something odd about the meaning of these sentences. Rewrite them to make them less ambiguous.

1 Aged five, his mother remarried.



2 Coming out of the market, the bananas fell on the pavement.



3 Riding along on my bike, a dog ran into me.



4 Skiing down the mountain, my hat flew off in the wind.



5 Having eaten our main courses, the waitress showed us the dessert menu.



Listening and speaking

Gender-neutral parenting

- 1 Discuss in groups. What did you like/not like about your upbringing? Did your parents have set ideas?
- 2 Look at the heading of an article about *gender-neutral parenting*. What do you think this is?
- 3 8.5 Listen to **Ali** and **Luke** discussing the article. Who is most scathing about it? Who are **Sam** and **Emma**? Who is **Storm**?
- 4 8.5 Listen again. Are these statements true (✓) or false (✗)? Correct the false ones.

- 1 Both Max and Sam have sisters.
- 2 Luke used to worry about Sam wearing Emma's clothes.
- 3 Ali accuses Luke of criticizing Sam.
- 4 Sam is a difficult teenager.
- 5 Max's parents won't allow him to play with boys' toys.
- 6 Luke and Ali guessed that Max would be home-schooled.
- 7 Max's and Storm's parents are following exactly the same technique.
- 8 Ali believes the worst thing about Storm is the name.



Storm Witterick

What do you think?

- Do you agree with Ali's disapproving approach to gender-neutral parenting or Luke's more considered one?
 - How many pluses (+) and minuses (-) can you think of in relation to bringing up a child this way?
 - Is gender identity more about nurture or nature?
- 5 Turn to p173. Read how Storm's mother reacted to criticism of their ideas.

BRINGING UP MAX

Parents raise son according to a technique known as *gender-neutral parenting*.



- 6 8.6 Listen to and complete what **Dr Eugene Beresin**, a child psychiatrist, says about baby Storm. Which of his views do you agree with? Why?

“To raise a child not as a boy or a girl is creating, in some sense, a ¹ _____. The Canadian couple's approach is a terrible idea because identity formation is really ² _____ for every human being and part of that is gender. There are many ³ _____ and social forces at play. Since the sexual ⁴ _____ of the 1970s, child development experts have embraced a more flexible view of gender. Before that, the stereotypes of boys were that they were self-sufficient, non-empathetic, ⁵ _____, and good at war. Girls were trained to be empathetic and ⁶ _____, and more nurturing. But since then, women have become more ⁷ _____, aggressive, and independent, and by the same token, men are allowed to cry. We often see hulking football players who are ⁸ _____. ”

SPOKEN ENGLISH Expressions with *just*

- 1 What does *just* mean in these examples?
He's *just* a toddler. It's *just* as I thought.
- 2 *Just* has many different meanings. What does it mean in 1–8?

exactly	recently	right now	simply
only	equally	almost	absolutely

- 1 Don't worry. He's *just* as rude to me as you.
- 2 A pair of red socks! That's *just* what I wanted!
- 3 We're *just* about out of coffee.
- 4 I'm *just* leaving now.
- 5 *Just* listen to me for once!
- 6 I was *just* terrified!
- 7 I've *just* heard the news.
- 8 Tom couldn't come, so it's *just* me.

8.7 Think of a context for each line. Listen and compare.

Vocabulary and pronunciation

Homonyms, homophones, homographs

- 1 The word *bow* is both a **homonym** (same sound, same spelling, but different meanings) and a **homograph** (two pronunciations with different meanings).

bow /baʊ/	bow /bəʊ/
Verb 1 Toddlers are too young to bow to peer pressure. 2 The Japanese bow when they greet each other.	Noun 1 Sam wanted a bow in his hair like his sister. 2 Robin Hood used a bow and arrow to fight. 3 You play the violin with a bow .
Noun 1 The cast took their bows after the performance. 2 The front of a ship is called the bow .	

Read the sentences aloud to illustrate *bow* as a homonym and homograph.

- 2 **Bow** /baʊ/ is also a **homophone**. **Bough** /baʊ/ has the same sound, but a different spelling and meaning. What is the meaning?
- 3 How many of the examples in 1 and 2 can you find in the picture below?



Homonyms

- 1 Work with a partner. These sentences contain words which have homonyms in the text about pilots on pp68–69. Find them. What are the two meanings?
- This deck of cards has all the jokers missing.
 - You have to order your drinks at the bar.
- 2 Identify all the homonyms in these sentences. Make sentences for the other meanings.
- Our company has branches all over the world.
 - We spotted a really rare bird in the forest.
 - Don't go making any rash promises that you can't keep!
 - I think we should scrap that idea. It's rubbish.
 - Stop rambling and get to the point!

Homophones

- 3 Read these words aloud. Think of another word with the same pronunciation but a different spelling and meaning.

wail whirled fort heir site hire caught soar

- 4 Choose the correct homophone.
- Public speaking makes my voice go *horse* / *hoarse*.
 - His *coarse* / *course* remarks upset all those present.
 - They tied their boat to the *buoy* / *boy* in the harbour.
 - They say it was a *loan* / *lone* gunman that shot the president.
 - The thieves got away with a large *hall* / *haul* of old banknotes.
 - Squirrels *berry* / *bury* nuts in woods and gardens.
 - She lifted her *vale* / *veil* and smiled at her new husband.
 - This is only a *draft* / *draught* contract. You don't have to sign it.

Homographs

- 5 3.8 Listen and write down the homograph you hear in each pair of sentences. What are the different pronunciations?
- 1 We're sitting at the back, in *row* 102. /rəʊ/
We've had another *row* about our finances. /raʊ/
- 6 Divide into two groups. Use your dictionaries to find the two pronunciations and meanings of the words in your box. Make sentences to illustrate the meanings to the other group.

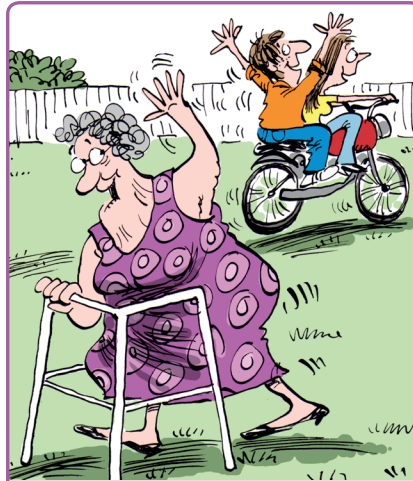
GROUP A	GROUP B
wind refuse defect	wound live minute

The last word Talking in clichés

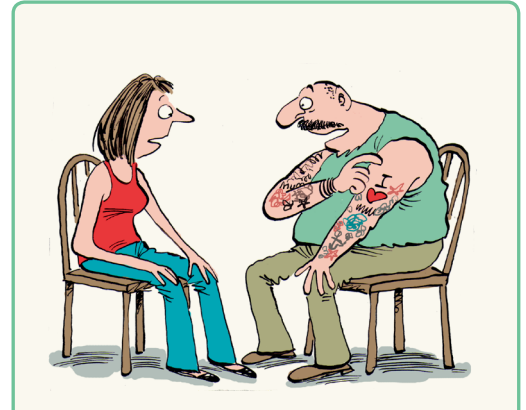
- 1 **8.9** A cliché is a phrase which has been used so often that it has lost much of its force. Read and listen to the conversations. Identify the clichés. What do they mean?



- A** Mum! Tommy's fighting with Ryan again!
- B** Oh dear! But I suppose boys will be boys.



- A** Bye, Gran! Jamie and I are off out for the evening.
- B** Have a great time! Don't do anything I wouldn't do.



- A** I'm thinking of having another tattoo. A scorpion maybe, just above where it says 'I ♥ Mum'? What do you think?
- B** Er, it's not for me to say. At the end of the day, it's your decision. You'll have to live with it.

- 2 Read the lines in **A**. Match them with a response in **B**. Underline the clichés in **B**. What do they mean?

A	B
<p>1 I just came across my very first girlfriend on <i>Facebook</i>.</p> <p>2 Larry's failed his exams, Amy's got the chicken pox. Whatever next?</p> <p>3 Dad, I've been picked for the school football team, first eleven!</p> <p>4 If I offer to pay, she'll say I'm old-fashioned. If I don't, she'll say I'm mean.</p> <p>5 I got a card from Jerry one week after my birthday.</p> <p>6 We're having a complete break. A fortnight in the Caribbean, St Lucia.</p> <p>7 It took me ten years to build up my business. It nearly killed me.</p> <p>8 I just need to go back in the house and make sure I've turned off the oven.</p> <p>9 They've got ten kids! Goodness knows what their house is like.</p> <p>10 Bob's a weird bloke. He's going to live alone on a remote Scottish island for a year.</p>	<p>a Poor you! You'll be damned if you do, and damned if you don't.</p> <p>b I bet that was a blast from the past.</p> <p>c Well, you know what they say, 'No pain, no gain'.</p> <p>d Good idea. Better safe than sorry.</p> <p>e Oh dear! Watch out! They say these things come in threes.</p> <p>f That's my boy! Like father, like son.</p> <p>g It takes all sorts.</p> <p>h The mind boggles. It doesn't bear thinking about.</p> <p>i Oh, well. Better late than never.</p> <p>j Sounds like just what the doctor ordered.</p>

- 8.10** Listen and check. What is the next line in the conversation?

- 3 What do you think the following clichés mean? Try to put them into short conversations.

accidents will happen	a man (or woman) after my own heart
actions speak louder than words	it's all in a day's work
a fate worse than death	you can't have your cake and eat it
behind every great man there's a great woman	it's as clear as mud

- 4 Do you have any similar clichés in your language? Give examples.

[Go online](#) for more language practice.