

Annexe 1

Jobs	
Feelings	
Inventors	
Activities	
Discrimination? Cliché?	
Guidelines or titles	word
Pupils' reactions during teaching practice	word
Good elements	word
Lack of construction – no opinion asking	word

1) Work table used for the analysis of EIM2

SECTION	PAGE	EXERCISE	EXPLANATION	DIMENSION(S)
Welcome section A	4	1) Read and listen	Jack's diary: parents saying « be a doctor » or « be a pilot » - not a nurse or a steward ...	2
//	//	3) Present continuous	Same page as Jack's diary: he is wondering about his future while she is simply on vacation	<u>2</u> + 4
//	5	4) PS vs. PC	Sophie: " My mum is cooking dinner now "	3
//	5	7) jobs	Pictures of jobs = care is for women, teacher is a woman, fireman is a man, pilot is a man, etc.	2
Welcome section B	6	1) Read and listen	Mum is picking up the sandwich , the waiter says "aren't you angry » and dad got really angry and told him off. But he only laughed	3 + <u>4</u>
//	7	3) food (C&UC nouns) GOOD	Guideline: " one of you is the waiter " = good example !!!! not imposing	OPPOSITE of 2
Welcome section C	/	/	/	
Welcome section D	10	1) read and listen	W: (...) Well, that's what Emily Jones said yesterday S: Well, EJ is really unkind person. Attractive, but unkind. Just a minute – are you going to do this because of her? W: Er, I'm not sure. Sort of. Maybe. Well, yes. S: You're mad! You shouldn't do things to impress other people. Especially EJ!	4
//	//	2) First conditional	B: If I won't finish it today, I won't give it to the teacher tomorrow.	2

			A: I see – and if you don't give it to her, she will be angry with you.	
1 GREAT IDEA	12	1) read and listen	What did they invent? Starting with a female inventor + Josephine Cochran inventor of the dishwasher (description = interesting)	OPPOSITE of 1
//	15	7) Read	Be an inventor! Interesting text but with only male inventors this time!	1
2 HE RAN FASTER	18	Title of the chapter	// "New girl" section p.36	5
//	//	1) Listen GOOD	Mix of pictures, no cliché	OPPOSITE of 2
//	21	8) Speak	Guideline: Think of 5 famous people or people in your class, and compare how they do things. Start each sentence with "He" or "She" . Use the verbs and adjectives in the box. EXAMPLES: <i>He plays tennis better than Rafael Nadal.</i> <i>She works harder than anyone else in the class.</i> → <i>What about non-binary genders?</i>	6 (binary) + 2 (occupational)
//	25	Check your progress (2)	I'm a good player, but Steve is better than me and Jane is the best player in the school! GOOD	OPPOSITE of 2
3 OUR WORLD	/	/	/ chapter about ecology and environment	
4 HOLIDAY OR VACATION?	35	9) Grammar	Use the words to make a sentence about each picture. Use the present perfect simple with <i>just</i> and <i>yet</i> . (woman at home during the day, woman doing dishwashing, man who can't cook without ruining the table, boys playing soccer)	2 + 3
//	36	10) Read and listen	Joel: Look at that! (<i>image of girl asleep in class</i>) Pete: Is she asleep – right in the middle of the lesson? Joel: Shh! Don't wake her up. Maybe she's dreaming about her boyfriend! What do you reckon?	<u>No room for 7</u>
	37	Discussion box	<i>What do you think about Joel and Pete's initial reaction about Natsumi falling asleep during a lesson? = GOOD! Asking for pupils' opinion</i>	<u>ROOM FOR 7 + 4</u>
//	//	13) Team spirit	b) What do you think Debbie, Joel, Pete and Jess think of Goths? = cliché because they said something about Natsumi?	

5 GROWING UP	40	1) Read and listen	<p>Where boys become crocodile men = text personally done with pupils in class during teaching practice and lot of astonishment came up. + They asked “what about girls?” + no place for boys who don’t want to do it? “What if they fail?”</p> <p>Lack of a speaking / opinion? NO, there is room but could be more detailed</p>	<p><u>1</u> + 2</p> <p>+ 7</p>
	42	3) Listen and speak	Boys becoming men represented in images: question of the virility and alternatives?	1 + <u>4</u>
	//	4) Vocabulary	Describing a person’s age – pictures are varied GOOD (pink for the baby...? Not sure it’s a girl but...)	OPPOSITE of 1 But 6
	43	5) Grammar → e) Speaking	What are you (not) allowed to do at your school? At home? Make a list. Then talk to <u>other people</u> in your class. GOOD → nice way to avoid he/she	OPPOSITE of 6 (nice way to avoid binary gendered guidelines)
	44	7) Read and listen	<p>6. In Japan, girls are free to get married when they’re 18, and boys when they’re 16.</p> <p>Lack of a speaking part: what do you think?</p> <p>→ Spontaneous reaction of pupils during teaching practice: “this is sexist!” “not cool!” “not equal!”</p>	<p>4 + 3</p> <p>+ <u>7</u></p> <p>(well a speaking exercise on p. 45 but really sticking to the facts, e.g. what is the limit in your country? And not asking pupils’ opinion)</p> <p>BUT good because came spontaneously when asked (stronger reaction male pupils)</p>
	45	9) Write	<p>Seijin no Hi - Coming of age in Japan</p> <p>→ Text is more inclusive since it shows what both boys and girls have to do during the ceremony (see section A)</p> <p>→ BUT section B is less equal: only one sentence about men and the rest about women dressing up for hours</p> <p>→ Section C is back to more equality since both boys and girls are doing the same</p> <p>Lack of a speaking part: what do you think?</p>	7
6 HAVE FUN	48	Are you fun to be with?	Illustration above the quiz (all pink for a girl’s room – doing nothing on her bed) + it has nothing to do with the quiz, it	6 (girl as passive on the illustration, doing nothing)

			could have been a boy or another design	
7 DISASTER	57	6) Grammar	c) 3) My father drives an old car. He loves it! It was made in 1960, and it looks really beautiful. Every week he gets phone calls from people who want to buy it. Last week he had a phone call from a woman in London. My father didn't know the woman but she offered £10,000 for the car!	1+ <u>2</u>
8 WAYS OF LIVING	61	2) Grammar	b) Pictures = a lot of pink for girls and women both on the beach but also the one standing at her desk + lots of girls on the beach but not many boys	2 + 6
	62	6) Speak	c) When you finish, ask your partner if she/he can tell you which thing is not true. Then change roles. → partner = ok, not gendered → BUT he/she = binary model – what about non-binary?	6
	65	10) Improvisation	GOOD GUIDELINE → example of a non-binary gendered guideline → <i>Work with a partner. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 9a. Do not write the text, just agree on your ideas for a short scene. Then act it out.</i>	OPPOSITE of 6 non-binary-gendered – avoiding it
	66	12) Write + 13) Last but not least: more speaking	BINARY-GENDERED GUIDELINE c) <i>Imagine you are going on holiday B. Write a message to an English-speaking friend and tell him/her what you're doing to do. Use the information above and Nadia's message to help you.</i> → to an English-speaking friend = good , not gendered → BUT tell him/her = binary part of the guideline b) <i>Work with a partner. One of you says what he/she is going to / will do. The other one asks questions. GENDERED GUIDELINE TOO</i> → work with a partner = good BUT he/she = again binary	6
9 YOUR MIND	70	5) Listen	Exercise (c) is GOOD because no gender in the sentences to give example about different types of intelligence	OPPOSITE of 6
	//	6) Speak	GOOD GUIDELINE	OPPOSITE of 6

			c) Tell <u>your partner</u> how you learn best	
	71	7) Grammar	<p>Email by Lisa: clichés in her parents' behavior</p> <p><i>"I get bad grades at school, especially in Maths. My dad says I must try harder, because he wants me to go to university. He thinks I'm lazy, but it's not true, I work really hard!"</i></p> <p>→ DAD = bad guy – deciding for her</p> <p><i>"I've tried to talk to my mother – but she says I have to work as hard as my brother does. But my brother doesn't have to study hard and he always gets excellent grades. It's not fair!"</i></p> <p>→ MOM = not helping, comparing to her brother</p> <p><i>"The only thing I like is Art. (...) When I told my dad, all he said was: 'You mustn't waste your time on Art and you must work harder!' Please help me – I don't know what to do."</i></p> <p>→ Asking for help</p> <p>GOOD to ask pupils opinion about this = a) Read Lisa's letter to a problem page and the replies. What's her problem? Which reply do you like the most? Why?</p>	<p>About the parents: dimension 2 (has to work) + dimension 4 (temper of the father vs. temper of her mother) + dimension 5 (father thinks she is worthless, intellectually inferior, art is not enough)</p> <p>ROOM for 7</p>
	72	9) Read and listen	<p>Culture in mind → gendered guidelines</p> <p>b) Work with a partner. Compare your words. If you are surprised by any of your partner's words, ask why he/she chose them.</p> <p>→ Was not binary-gendered up until last line</p>	6
	//	TITLE	<p>Girl genius, university student at 15!</p> <p>→ Why do they have to precise "girl"? Not normal to be "girl" and "intelligent"?</p> <p>+ In the text: "the youngest black female"</p> <p>→ Intersectionality?</p>	Dimension 5 – as if it was astonishing that she could do it = good to show it is possible but title is a bit too much, why insisting as if it was not something normal?
10 MUSIC MAKERS	75	2) Grammar	GOOD pictures: mixed gender, no cliché (woman running, man in the kitchen cooking, female doctor, mixed genders football team, ...)	OPPOSITE of 2

	76	4) Grammar	b) 5. My mother's making sandwiches – she's been cutting bread all morning → Cliché about the mother cooking	2 + 3 (women in relation to someone, here the speaker, as the mother of the speaker + in domestic settings)
	77	8) Speak	<i>Work with a partner. Ask and answer questions.</i> - <i>Does anyone in your family play a musical instrument? How long has he/she been playing?</i> = <i>excluding other genders in guidelines</i>	6
	79	10b Everyday English	Dialogue between Mary and Adrian showing extremes in tempers	4
11 A VISIT TO THE DOCTOR'S	85	8) Listen	Powerful woman that is a doctor in the song GOOD	OPPOSITE of 2 + OPPOSITE of 1
	87	10) Write	Text about Marie Sklodowska-Curie - full name = possibility of a discovery for pupils + discussion - Mentioning women were not allowed in the Académie Française at the time BUT that she shared her Nobel prize with her husband = possibility of discussion again! → Too bad no speaking or opinion asking activity based on this Instead, the activity that is suggested is a writing activity based on some information about another male scientist. Pupils have to write the same kind of text. But lack of political / gender matter !!! idea was good but missed an opportunity here	7
12 IF I HAD...	90	5) Read	Article title: "it's girl time" + little stars L2 = creating "glitters" as a hobby §3 = better, showing future opportunities BUT why specifying "girls" all along? What's the point? Good to do a kind of "did you know that...?" but then what's the point?	5 (degradation – women are worthless)
	91	7) Listen	Only looking-male people on pictures related to computers	2

	92	10) Everyday English	Discussion box GOOD BUT good because even if it's ambiguous what they really mean with this dialogue they are proposing a speaking activity afterwards asking pupils their opinion	7
13 LOST WORLDS	98	4) Speak	b) Pictures: lots of clichés and stereotypes <ul style="list-style-type: none"> • Girl with pink clothes + pink bicycle • Girl falling and crying • Two young boys playing rugby or football • Mean to the girl • Medical team / fireman are men • Man calling the ambulance with a suit that looks like he is going to or coming from work is a man 	4 (tempers) + 2 (occupational)
14 A STROKE OF LUCK	103	3) Speak	Another example of gendered guideline with him/her , otherwise, up until that it was a good guideline	6
	104	5) Listen	Girl and pink again	6
	105	6) Grammar	d. 5. Sarah would have gone to the cinema with Paul on Friday if he had asked her → gender stereotype of man asking woman out	4 (women as passive)
	//	8) Listen	Illustration of the song is a bit gender-stereotyped: Girl in a short pink dress	6
	107	10) Everyday English	b. Dialogue = not that good, cliché of a girl talking to another one about a boy liking her... -	3 (women depicted in rel. to men)
	108	13) Write	Email of Jack to Sarah: gender stereotype? Boy apologizing to the girl trying to have another date? + guideline afterwards = encouraging pupils to do the same (d) and write the same to a friend but with other excuses + gendered guideline in (d)	3 (women depicted in rel. to men) + 6

2) Work table used for the analysis of EIM3

SECTION	PAGE	EXERCISE	EXPLANATION	DIMENSION(S)
Welcome in section A	/	/	/	
Welcome in section B	6-7	1 + 2 a & b	Pink for female characters and blue and green for male characters	4 + 6
Welcome in section C	/	/	/	
Welcome in section D	10	2) used to	Sentence 2 vs. sentence 6: father vs. mother → he works in a bank vs. she reads a magazine	2
	11	3) mustn't vs. don't have to	Pictures > First line = 3 women in charge of child care / education > Second line = 1 st picture = boys playing soccer	2
1 COMMUNICATION	13	4) speak	GOOD guideline	OPPOSITE of 6
	14	6) speak	GOOD guideline	OPPOSITE of 6
	17	12) write	"My friend Rebecca" text	6
2 A TRUE FRIEND	/	/	/	/
3 A WORKING LIFE	26	1) Vocabulary	Pictures about jobs = some are cliché	2
	28	6) Listen	Pictures about jobs = Idem	2
4 LIVE FOREVER!	33	2) Grammar	e) Pictures - boys playing football - babies in pink and blue	2 + 6
5 REALITY TV	113	VOCAB	Extreme adjectives: illustrations - girls in pink - boys in blue	6
6 SURVIVAL	48	4) Vocabulary	c) Example of good guideline BUT example given is gendered and cliché: <i>My dad always makes a mess when he cooks</i>	2
	51	12) Making Waves	Picture of only male workers	2
7 GOOD AND EVIL	/	/	/	
8 BE HONEST	62	5) Listening and vocabulary	Pictures: only male character are authors of crimes + table with only boys' names in (c)	2 (occupational) + 4 (men are strong, aggressive, ...)
	115	VOCAB	Pictures of crime = criminals are often male	Idem above 2 + 4

9 THE TRUTH IS OUT THERE!	68	1) Read and speak	c) Binary gendered guideline	6
	69	2) Grammar	c) Illustration: girl - pink, boys - blue	6
10 MYSTERIOUS PLACES	/	/	/	
11 LOVE	82	1) Read and listen	Illustration: boy in blue – girl in pink	6
12 REGRET	89	3) Vocabulary	Illustration: family in pink (sister and mum) and blue (dad)	6
13 HOPES AND FEARS	117	VOCAB	<p>Pictures: even robots are gendered</p> <ul style="list-style-type: none"> - boys playing tennis - robots = nurse is a women-like robot and doctor a man-like robot - 	2 6
14 HAPPINESS	109	Check your progress	1) Grammar → a) → 4 GOOD <i>Helen is an engineer and her brother is a teacher</i>	OPPOSITE of 2

3) Work table used for the analysis of NCEC2

SECTION	PAGE	EXERCISE	EXPLANATION	DIMENSION(S)
1) May I introduce myself?	9	Ex. 3 (speaking) + Ex. 4 (speaking)	Guideline “Interview the teacher. Find out as much as possible about him/her. ” BINARY-model + “Work in pairs. Interview your partner and find out as much as possible about him/her. ” BUT 5 = good example “Work in groups of four. Tell the other students about your partner from Exercise 4.	6
2) Who’s who?	11	<i>Be – Can – Have (got)</i>	3 rd person singular = only <i>she</i> – <i>he</i> – <i>it</i> = NO THEY pronouns	5
3) My mornings usually start fairly late	12	Illustration	The female character is in the kitchen cooking and the male character is working at a desk in something that looks like an office or a library.	2 + 3 (in domestic settings)
	13	Ex. 6 (speaking)	Guidelines are good but binary gender-model in the examples + tenses (verb: 3PS only he/she/it)	6 + 5
4) How people live	14-15	/	/	
5) There’s a strange light in the sky	16-17	/	/	
6) Things are changing	18-19	Illustration	Female characters are mostly represented wearing skirts or dresses and in pinkish colors while male characters are wearing suits / are represented as soldiers.	2 (women not especially showed as workers but men ↔ soldiers)
SUMMARY A	20	Tenses	tenses (verb: 3PS only he/she/it)	5
REVISION A	23	Ex. 1 (speaking)	Guidelines = binary gender-model	6
TEST A	25	Ex. 6 (writing/grammar)	<u>Jane</u> (daughter) = depicted as very pretty and going out every night with a different boy <u>WHILE</u> <u>Billy</u> (son) = hard working (exams) + wanting to go to university <u>AND</u> <u>Grandma</u> = doesn’t like her + talks about others behind their back (Hypocritical: doing the same here in the letter!) + Lack of speaking – asking opinions to pupils	4 (tempers, sex-traits stereotypes) + 3 (women depicted in relation to men: daughter) + LACK OF dimension 7 = no room for speaking (no room for asking opinions in the book)

				= must come from the teacher)
	25	Ex. 1 (speaking) bottom right corner	Guidelines = binary gender-model	6
7) A true story	26-27	Illustration	Women in a pink dress who seems in distress	6 (pink) + 4 (weak and dependant)
8) I was getting ready to come home	29	Tenses	tenses (verb: 3PS only he/she/it)	5
9) People are different	31	Ex. 4 (speaking) + Ex. 6	Guidelines = binary gender-model	6
10) Things are different	32-33	/	/	
11) Stuff for cleaning windows	34-35	/	/	
12) I haven't got anything to wear	36	Ex. 1 (reading)	Dialogue between two female characters speaking about going out with a boy, nothing to wear and clothes (a dress). A bit cliché... Showing the girl is a bit shy, not sure what she should wear	3 : depicted in relation to a boy + 4 : personal characteristic stereotyping (woman is a bit passive, weak, dependent)
SUMMARY B	38-39	Tenses + possessive determiners and pronouns	tenses (verb: 3PS only he/she/it)	5
REVISION B	40-41	/	/	
TEST B	42	Ex. 6 (complete the table / grammar)	3PS only he/she/it + similar for poss. pr. and det.	5
	43	Illustration Ex. 1 (speaking)	Woman in domestic settings while man in streets + pinkish	3
		+ Ex. 2 (speaking)	Guidelines = binary gender-model (he/she)	6
13) Have you ever ...?	44-45	Illustration	The teacher is a woman while taxi driver and person in the taxi are men	2
14) Things have changed	46-47	/	/	
15) What do you say when you...?	48-49	illustrations	Some are clichés	2
16) Here is the news	51	illustrations	Some are clichés	2
17) USA holiday	53	Ex. 2 (speaking)	Guidelines = binary gender-model (he/she)	6
18) Knife-thrower's assistant wanted	54-55	Ex. 1 (reading) + Ex. 2 (writing)	binary gender-model : Sir / Madam binary gender-model : Mr. / Ms.	6 + 6
SUMMARY C	56-57	/	/	
REVISION C	58-59	/	/	
TEST C	61	Ex. 4 (vocabulary) + Ex. 2 (speaking)	binary gender-model : Dear Sir / Madam	6

			Guidelines = binary gender-model (he/she)	+ 6
19) Their children will have blue eyes	62-63	/	/	
20) A matter of life and death	64-65	/	/	
21) If you see a black cat, ...	66-67	/	/	
22) We don't get on well	68-69	/	/	
23) If I were you, ...	70-71	/	/	
24) How about Thursday?	72-73	/	/	
SUMMARY D	74	Tenses	tenses (verb: 3PS only he/she/it)	5
REVISION D	77	Ex. 1 (speaking) bottom right corner	Guidelines = binary gender-model (him/her)	6
TEST D	79	Ex. 1 and 2 (speaking)	Guidelines = binary gender-model	6
25) From tree to paper	80-81	/	/	
26) Who? What? Where? ...	82-83	/	/	
27) Probability	84-85	/	/	
28) Somebody with blue eyes	86-87	/	/	
29) Things	89	Ex. 7 (speaking)	Guidelines = binary gender-model	6
30) Self and others	91	Illustration Ex. 5	Good example of mixed housework tasks (not only women in domestic settings)	OPPOSITE of 3 (mixed)
SUMMARY E	92-93	/	/	
REVISION E	95	Ex. 4 (speaking)	Guidelines = binary gender-model (he/she)	6
TEST E	97	Ex. 1 (speaking)	Guidelines = binary gender-model policeman/policewoman him/her	6
31) Before and after	98-99	/	/	
32) I hadn't seen her for a long time	100-101	/	/	
33) All right, I suppose so	102-103	/	/	
34) If we had been bad at maths, ...	104-105	/	/	
35) Travel	106-107	/	/	
36) Shall I open it for you?	108	Illustrations	Women often in domestic settings	3
	109	+ GUIDELINES	binary depiction in ex. 6	6

SUMMARY F	110-111	/	/	
REVISION F	112-113	/	/	
TEST F	114-115	/	/	
Additional material	124-126	/	/	

4) Work table used for the analysis of NCEC3

SECTION	PAGE	EXERCISE	EXPLANATION	DIMENSION(S)
A1 Something in common	6	Ex. 2 (speaking)	Guidelines = binary gender-model (You can stop your partner if some of the information he or she gives is not correct)	6
A2 Focus on systems: present and past tenses; hearing unstressed syllables; word-families	8-9	/	/	
A3 Would you like to have ...?	10-11	/	/	
A4 Skills focus: Who should be paid most?	12-13	/	/	
A5 Language: what matters most	14	Illustration	Two kids, a girl and a boy (girl doesn't want to play with the boy 'go away' written with the cubes) + teacher is a woman and writers are men	4: temper of the girl = cliché + 2: jobs
	15	Ex. 3 (reading)	Questionnaire showing many examples of binary gender-model consideration (he/she in many questions)	6
A6 Focus on systems: words for games and leisure; infinitive and -ing; /əv/	16	Illustrations	Some are clichés (football, rugby, boxing, cycling, motorsports, ... are represented by men + two dancers: female character is wearing pink and male character is wearing blue)	2
A7 Could you do me a favor?	18-19	/	/	
A8 Skills focus: I told you a bit of a lie	20-21	/	/	
SUMMARY A	22-23	/	/	
REVISION AND FLUENCY PRACTICE A	25	Ex. 9 (speaking)	Guidelines = binary gender-model	6
		Illustrations	3 images on the right side are representing women doing 3 activities (reading a book about cooking, being a flight attendant, preparing a bath for someone else)	2
TEST A	27	Ex. 10 (speaking)	Guidelines = binary gender-model (as much as she or he remembers)	6
B1 Emergency	28	Illustrations	Women are showed more often as weak + men always the "savior" or "thief" (criminality)	4

B2 <i>Focus on systems: /θ/ and /ð/; tenses of there is; building sentences; words for motoring, and everyday objects</i>	30-31	/	/	
B3 How honest are you?	32-33	/	/	
B4 <i>Skills focus: No trousers</i>	34-35	/	/	
B5 Small talk (1)	36-37	/	/	
B6 <i>Focus on systems: question tags; preposition in questions; /ə/ ; unstressed syllables; words for common actions</i>	38-39	/	/	
B7 Small talk (2)	40-41	Ex. 3 & 4 (writing)	Guidelines = binary gender-model	6
B8 <i>Skills focus: What's a hamburger?</i>	42-43	/	/	
SUMMARY B	44-45	/	/	
REVISION AND FLUENCY PRACTICE B	46	Ex. 3 (speaking)	Guidelines = binary gender-model	6
TEST B	48-49	/	/	
C1 I wander round the kitchen	50	Ex. 2 (reading) + Ex. 3 (speaking)	VERY INTERESTING EXAMPLE Text about a man who is a writer and works from home. He is also depicted as a "househusband" → Opposite of the cliché of the housewife. CONSTRUCTION based on the activity is suggested via a speaking exercise after the reading comprehension (Tony is a writer and "househusband". He works alone all day. Would you like his kind of life? Why (not)?)	OPPOSITE of 2 + OPPOSITE of 4 ROOM for 7 (debate + questions)
C2 <i>Focus on systems: words for electrical appliances; two-word verbs; should(n't) and must(n't); consonant groups; unstressed syllables</i>	52-53	/	/	
C3 How to do it	54-55	/	/	
C4 <i>Skills focus: Quick thinkers</i>	56	Ex. 1 (reading)	Cliché about jobs exclusively represented as for 'men' =	2

			<i>policeman, firemen, ... save the day!</i>	
C5 It doesn't work	58	Ex. 4 (reading)	Temper of the woman = hysterical + about a "hair-dryer"	4
C6 Focus on systems: passives, situational languages; contrastive stress; weak forms	60-61	/	/	
C7 Love and other problems	62	Ex. 1 (reading) + speaking	Lack of construction: why not speaking of intersectionality after such an exercise? After a "problematic" text full of colored opinions, some discussion would be great. Not available in the textbook. Must come from the teacher.	7
C8 Skills focus: Government	64-65	/	/	/
SUMMARY C	66-67	/	/	/
REVISION AND FLUENCY PRACTICE C	68-69	/	/	/
TEST C	71	Ex. 15 (speaking)	Guidelines = binary gender-model	6
D1 Danger – little old ladies!	73	Ex. 6 (speaking)	Precising if policeman OR policewoman WHILE not before (first time there is an alternative – otherwise, crime matters are more often related to men earlier in the book) GOOD	OPPOSITE of 2 + 6 (binary)
D2 Focus on systems: past modals; words for buildings; pronunciation of o; word stress	74-75	/	/	
D3 Families	76-77	/	/	
D4 Skills focus: Having an amazing time	78-79	/	/	
D5 Places	81	Ex. 7 (speaking)	Guidelines = binary gender-model	6
D6 Focus on systems: Present Perfect Simple and Progressive; (don't) have to and mustn't; words for games-playing; /ɜ:/ and /eə/	82-83	/	/	
D7 Where does it hurt?	84-85	/	/	
D8 Skills focus: ... drove off without stopping	86	Ex. 5 (speaking)	Guidelines = binary gender-model	6
SUMMARY D	88-89	/	/	

REVISION AND FLUENCY PRACTICE D	91	Ex. 4 (speaking) + Ex. 8 (speaking)	Guidelines = binary gender-model Guidelines = binary gender-model	6 + 6
TEST D	93	Ex. 15	Guidelines	6
E1 Another good day	94-95	/	/	
E2 Focus on systems: reported speech with <i>would</i> and <i>had</i> ; punctuation; contradictions; words for everyday objects	96-97	/	/	
E3 A dream	98-99	/	/	
E4 Skills focus: Nice woman, 42	100-101	TITLE	“Nice woman, 42” = a bit weird in a textbook – pedagogical material for teenagers	<u>4</u> + 6
E5 This is great	102	Ex. 1 Dialogue (writing down differences)	A bit cliché, man saying she is beautiful in this dress (physically attractive) and asking woman for a dance + she seems a bit naïve, not knowing things or shy (weaker than him)	<u>4</u>
	102-103	Illustration	Woman in pink and man in darker colors	+ 6
E6 Focus on systems: adverb position, words for clothes and parts of the body; pronunciation of vowel letters	104-105	/	/	
E7 Every hour	106-7	/	/	
E8 Skills focus: ‘A shock’	108-9	/	/	
SUMMARY E	110-11	/	/	
REVISION AND FLUENCY PRACTICE E	113	Ex. 11 (discussion)	GOOD – 3 rd cartoon shows only men discussing women’s rights = asking pupils opinion – construction based on problematical content	ROOM for 7
TEST E	114-15	/	/	
GRAMMAR REVISION SECTION	117	Ex. 1 (grammar)	Guidelines = binary gender-model / in the examples	6
	119	Ex. 4 (grammar)	Guidelines = binary gender-model	6
		+ Illustrations Ex. 5	Cliché on activities and hobbies	2
	122	Illustrations Ex. 5	Cliché on activities, hobbies and relationship	2 + <u>3</u>
	124	Ex. 2 (grammar)	Sentences and thoughts of the male character are really	4

			<p>problematical, making the woman weak, hysterical, dependent – as if he knew better than her (nearly the impression he would take advantage of her after she would have had a drink...). Really ambiguous + lack of construction based on this exercise (discussion or debate with pupils to see if they know this kind of discourse is problematical)</p>	+ 7
Additional material	130-4	/	/	