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**THE ANALYSIS OF GENDER MARKERS
IN ANIMALS BASED ON THE
NON-FICTION AND CHILDREN'S
LITERATURE**

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1. ročník

Učitelství anglického a německého jazyka pro 2. stupeň ZŠ

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Anna Luňáčková

Touto cestou bych chtěla poděkovat Mgr. Ludmile Zemkové, Ph.D, která byla vedoucí diplomové práce, za její cenné rady, připomínky a ochotu vždy konzultovat problémy týkající se této práce.

Anotace

Tato diplomová práce pojednává o problematice rodu v anglickém jazyce. Je zaměřená na rod zvířat především v dětské literatuře. Cílem mé diplomové práce je prozkoumat tuto problematiku s ohledem na praxi, tedy se zaměřením na české a anglické učebnice anglického jazyka. Svoji práci jsem rozdělila na 6 částí. Ve své teoretické části se zabývám zastoupením problematiky rodu v gramatikách českých i anglických autorů. Pokusila jsem se zachytit, jak kvalitně a jakým způsobem je tato problematika v gramatikách zastoupena. K vytvoření praktické části jsem použila výzkumnou metodu dotazníku. Dotazník měl dvě části a byl určen žákům 2. stupně základních škol.

Abstract

My final thesis is an analysis of gender markers in animals which is based on non-fiction and children's literature. The aim of the thesis is to analyze the issues connected with gender and animal nouns. I have divided it into 6 parts. I have focused on textbooks because I wanted to know how the category of gender was explained in them and whether gender was mentioned at all. I have also concentrated on English and Czech grammar books and focused on the category of gender. I have made a brief survey on how this issue is stated in them. I dealt with the category of gender by the help of a questionnaire. The questionnaire consisted of two parts. I handed the questionnaires out to the pupils.

Content

| | |
|--|-----------|
| 1. Introduction | 7 |
| 2. Grammar Survey | 9 |
| 2.1. Czech Grammar Books | 9 |
| 2.2. English Grammar Books | 16 |
| 3. Research Analysis – The Analysis of Gender of Animals Are Based on Several English and Czech Textbooks | 32 |
| 3.1. Textbooks | 32 |
| 3.1.1. English Textbooks | 32 |
| 3.1.1.1. Project 1 (Student’s Book) | 34 |
| 3.1.1.2. Project 3 (Workbook) | 34 |
| 3.1.1.3. Project 2 (Student’s Book) | 34 |
| 3.1.1.4. Project 2 (Workbook) | 37 |
| 3.1.1.5. Project 4 (Student’s Book) | 37 |
| 3.1.2. Czech Textbooks | 39 |
| 3.1.2.1. Way To Win 6 (učebnice) | 39 |
| 3.1.2.2. Angličtina pro 3. ročník základní školy (pracovní sešit) | 39 |
| 3.1.2.3. Angličtina pro 4. ročník základní školy (učebnice) | 39 |
| 3.1.2.4. Angličtina pro 4. ročník základní školy (pracovní sešit) | 39 |
| 3.1.2.5. Angličtina pro 4. ročník základní školy (metodická kniha pro učitele) | 40 |
| 3.1.2.6. Angličtina pro 5. ročník základní školy (učebnice) | 40 |
| 3.1.2.7. Angličtina pro 5. ročník základní školy (metodická kniha pro učitele) | 41 |
| 3.1.3. The Most Common Diving in the Textbooks Is | 42 |

| | |
|--|-----------|
| 4. Material Analysis – the Analysis of Gender of Animals Based on the Non-fiction Literature and Children’s Literature in English | 43 |
| 4.1. Various Species of the Animals | 44 |
| 4.2. Males and Females | 44 |
| 4.3. General Truths | 44 |
| 4.4. Names | 44 |
| 4.5. Family Hierarchy | 46 |
| 4.6. Different Gender for One Animal | 46 |
| 4.7. Cubs or Little Animals | 47 |
| 4.8. Bigness and Fear | 47 |
| 4.9. Smallness and Tenderness | 47 |
| 4.10. Animals as Pets | 48 |
| | |
| 5. The Questionnaire | 49 |
| 5.1. The First Part | 50 |
| 5.2. The Second Part | 56 |
| 5.3. Other Observations | 62 |
| 5.4. Questionnaire Summary | 68 |
| | |
| 6. Summary | 69 |
| | |
| Supplements | 71 |
| I. Tables for questionnaires | 71 |
| I.A | 71 |
| I.B | 72 |
| I.C | 73 |
| I.D | 74 |
| I.E | 75 |
| II. List of short stories | 77 |
| III. Bibliography | 86 |
| IV. Web Links | 88 |

1. Introduction

My final thesis is an analysis of gender markers in animals which is based on non-fiction and children's literature. The aim of the thesis is to analyze the issues connected with gender and animal nouns.

I have divided my work into the following parts:

1. Introduction
2. General Rules on Assigning Gender to Animal Nouns in the Book English (2. Grammar Survey). I have also read through the English grammar books (2.2. English Grammar Books) and the Czech grammar books (2.1. Czech Grammar Books). I have studied these books and focused on the category of gender. I have done a small survey on how gender appears in these books.
3. Research Analysis – the analysis of gender of animals based on English and Czech textbooks. I have focused on the textbooks (3.1. Textbooks) because I wanted to find out how is the category of gender explained in the book or whether it is mentioned there at all (3.1.3. The Most Common Way of Dividing Gender in the Textbooks). I have read several English textbooks (3.1.1. English textbooks) and a few Czech textbooks (3.1.2. Czech Textbooks).
4. Research Analysis – the analysis of gender of animals based on non-fiction literature and children's literature in English. I have read more than 250 short stories and have created 10 sub-chapters (4.1. Various Species of the Animals, 4.2. Male and Female, 4.3. General Truths, 4.4. Names, 4.5. Family Hierarchy, 4.6. Different Gender for a Specific Animal, 4.7. Cubs or Little Animals, 4.9. Smallness and Tenderness, 4.10. Animals as Pets). The content of the sub-chapters can be found in this chapter.

5. Questionnaire – In this chapter I have dealt with the category of gender on the basis of a questionnaire. I have handed out more than 70 questionnaires to the pupils I had been teaching. The questionnaire has 2 parts (5.1. The First Part, 5.2. The Second Part). The results can be found in the boxes and diagrams below.

6. Summary

2. Grammar Survey

2.1. Czech Grammar Books

I have written down the list of the English grammar books I have read. The category of gender is seldom mentioned in grammar books written by Czech authors. The book Grammar, written by Libuše Dušková, is certainly the most well-arranged and comprehensive. Gender is mentioned in the other books very marginally.

Anglická gramatika, Kuzmová Alena, 2007

Anglická gramatika, Bakalářová Natálie, 2007

Anglická gramatika, Grabbe Gary at el., 2009

Anglická gramatika, Chejnová Pavla, 2008 (commercial stationery)

Anglická mluvnice, Hais Karel, 1981

Fraus Přehledná anglická gramatika - 2. vydání, Hovorková Martina, 2009

Mluvnice současné angličtiny na pozadí češtiny, Dušková Libuše, 2003

<http://genderstudies.cz/> (25.4.2010)

<http://www.anglictinacz.com/anglicka-gramatika/> (10.4.2010)

<http://www.e-gramatica.com/> (5.3.2010)

<http://www.genderteorie.cz/prvni.htm> (20.3.2010)

In addition, most of the Czech grammar books do not pay much attention to this category. In general terms, gender is a category of nouns which are natural in English and are divided into these gender classes:

1. **masculine:** human males, some animals males, abstract notions denote something strong, rough and unyielding - e.g. *father, Winter, Murder, Anger, Time* (Crabbe at el., 2009: 9)

2. **feminine:** human females, some animal females, abstract notions denote something mild, gentle, lovely, nice and weak - e.g. *mother, Nature, Fortune* (Crabbe at el., 2009: 9)

3. **neuter:** generally thing and animals - e.g. *book, dog* (Crabbe at el., 2009: 9)

Hais states that the category of gender is not so important. Instead of the grammatical gender there is a natural gender that is manifested through the reference. Human beings (sometimes animals as well) are denoted according to their sex. Animals and things (in general) are neuter.

Masculine: *man, father, boy;*

Feminine: *woman, mother, girl;*

Neuter: *house, water, chicken.* (Hais, 1981: 60)

Quite a few of nouns can also denote masculine or feminine beings.

Especially:

Author, cat, cook, cousin, doctor, dog, friend, frog, mouse, musician, neighbour, pupil, reader, servant, stranger, student, teacher, e.g.:

My cousin John. My cousin Joan.

Mary is my friend.

My neighbour at table was an old lady.

The teacher and her husband.

Iris Mudroch is the author of "The Bell". (Hais, 1981: 60)

The formal differentiation of masculine and feminine gender by persons and animals (so-called gender pairs) according to Hais:

1. different nouns: *man - woman, father - mother, husband - wife, boy - girl, brother - sister, son - daughter, nephew - niece, uncle - aunt, monk - nun, sir - madam, gentleman - lady; bull - cow, stallion - mare, dog - bitch, cock - hen.*

(Hais, 1981: 60)

2a) ending *-ess* (from masculine to feminine): *actor - actress, count - countess, duke - dutchess, god - goddess, emperor - empress, heir - heiress, host - hostess, Jew - Jewess, lion - lioness, master - mistress, Negro - Negress, prince - princess, tiger - tigress, waiter - waitress.*

But: *czar, tsar, tzar - czarina, tsarina, tzarina; hero - heroine; usher - usherette.*

(Hais, 1981: 60)

Other way round (from feminine to masculine): *Widow - widower, bride - bridegroom.* (Hais, 1981: 60)

2b) compounds; masculine is denoted by *man, boy, male, he*; feminine is

denoted by *woman, lady, girl, maid, female, she*; but there are a few other ways: *men/boy students and women/girl students, my girl friend, her boyfriend, there are five male teachers and fifteen female teachers at the school, man-servant - maid-servant, woman/lady doctor, horseman - horsewoman, a male reader - a female reader, dog - dog-bitch, tom-cat - pussy-cat, turkey-cock - turkey-hen, he-goat or billy-goat - she-goat or nanny-goat, she-wolf*. (Hais, 1981: 60)

Personification expresses by personal pronouns and possessive pronouns *he-she, his-her*. Masculine nouns represent power, unyieldingness, opposition and inevitableness: *Summer, Autumn, Winter, the Sun*, the names of winds, rivers, mountains etc. Then *Anger, Fear, Love* and others, *Murder, War, Death, the Grave, Sleep, Time* and others. (Hais, 1981: 60)

Feminine nouns represent gentleness, frailty, sweetness, loveliness, weakness and speaker's close relation: *the Moon, Nature, the Earth, the mother-country, the Church*, the names of countries, ships, cities, towns, universities, campuses, schools, then *Mercy, Humility, Charity, Faith, Hope, Modesty, Justice, Fame, Fortune, Night, Morning, Liberty, Victory, Religion, Music, Wisdom, Science* and others. (Hais, 1981: 60 - 61)

Feminine nouns are also *ship, aircraft, car*. The names of pets or quarry (*dog, cat, fish*), are either masculine (*dog, horse, canary*) or feminine (*cat, parrot, fish*). (Hais, 1981: 61)

According to Dušková gender is more important category in Czech than in English. In Czech it is primarily a grammatical category and less a semantic category.

Gender of English nouns reflexes differences between the sexes and differences between the persons and non-persons. Masculine corresponds to the male sex, feminine corresponds to the female sex and neuter denotes young ones and inanimate entities. Abnormalities can happen owing to

stylistical and expressive (emotive) factors.

Seeing that the English language does not differentiate various declinational types, gender occurs only in references. Consequently gender can be comprehended as a semantic-grammatical category.

Gender and animation differences are applied by using personal, possessive, reflexive, intensive and relative pronouns.

e.g.

| | <i>Sg.</i> | | <i>Pl.</i> |
|-----------------------------|-----------------------------------|-------------------------------|---|
| <i>son</i> | <i>he/his/himself who</i> | <i>sons</i> | <i>they/their(s)/themselves who</i> |
| <i>daughter</i> | <i>she/her(s)/herself who</i> | <i>Daughters</i> | <i>they/their(s)/themselves who</i> |
| <i>beetle</i> <i>pen</i> | <i>it/its/itself which</i> | <i>beetles</i> <i>pens</i> | <i>they/their(s)/themselves which</i> |

Our HOST, WHO witnessed the scene, controlled HIMSELF admirably.

MISS Adams always gives an excellent performance, but today SHE has surpassed HERSELF.

Although IT has been used by many eminent authors, the WORD has never established ITSELF in general use.

A HYPOTHESIS remains tentative until further observation either confirms or denies ITS validity.

THE ALARM-CLOCK winds up ITSELF, IT's an automatic one. (Dušková a kol., 2003: 83)

Based on Dušková there are several groups of nouns:

1. nouns denote persons who differ in sex, some animals; often 2 lexical units:

e.g.: *man - woman; boy - girl; lad - lass; bachelor - spinster, old maid; father - mother; brother - sister; uncle - aunt; nephew - niece; husband - wife; king - queen; gentleman - lady; sir - madam; monk - nun; stallion - mare; cilt - filly, foal; cock, rooster - hen; bull - cow; dog - bitch; gander - goose; drake - duck; fox - vixen; hart, stag - hind (Dušková a kol., 2003: 84)*

2. nouns with the same stem which differ in suffix or in unit denoting sex

(most common suffix is -ess):

e.g.: *actor - actress, adventurer - adventuress, benefactor - benefactress, count - countess, duke - duchess, emperor - empress, god - goddess, her - heiress, host - hostess, master - mistress, prophet - prophetess, proprietor - proprietress, shepherd - shepherdess, steward - stewardess, tiger - tigress, traitor - traitress, waiter - waitress, hero - heroine, usher - usherette, widow - widower, bride - bridegroom* (Dušková a kol., 2003: 84)

and compound words (man/woman, gentleman/lady, boy/girl, male/female etc.):

e.g.: *men teachers - women teachers, boy students - girl students, sportsman - sportswoman, laundryman - laundrywoman, male readers - female readers, man-servant - maid-servant, tom-cat - pussy-cat, turkey-cock - turkey-hen, he-goat - she-goat* (Dušková a kol., 2003: 84-85)

3. dual gender - same term for male and female

e.g.: *guest, assistant, author, artist, cook, cousin, crony, doctor, editor, foreigner, friend, guest, inhabitant, librarian, member, musician, neighbour, nurse, parent, person, pupil, reader, servant, speaker, stranger, teacher, writer; my neighbour Mr. Bond, my neighbour Miss Bond, our guest took his leave, our guest took her leave, Professor Baker and his wife, Professor Baker and her assistant* (Dušková a kol., 2003: 85)

some nouns can be masculine, feminine or neuter:

e.g.: *child, baby*

That child will be sick if he eats any more.

That child will be sick if she eats any more.

Every child reacts in its own way. (Dušková a kol., 2003: 85)

4. animals, mostly neuter

e.g.:

The cat flung itself across the yard.

The fish produced very trick to detach itself from its tormentor.

A bird which has been wounded is only too likely to find itself deserted.

(Dušková a kol., 2003: 86)

pets and quarry - masculine or feminine (it does not necessarily reflect sex)

5. indefinite pronouns (generally neuter):

e.g. *everyone, every body, each, anyone, anybody, somebody, someone, nobody, no one, person;*

Everyone has their faults.

If anyone ask for their number so that I can ring them back.

Nobody was hurt, were they? (Dušková a kol., 2003: 86)

or

Everyone wants to realize his ambition.

Does the person's perception of the importace of the examination affect his performance? (Dušková a kol., 2003: 86)

or

Anyone naturally hesitates to say what he or she thinks on such occasions.

Science is becoming so vast that every scientists is inevitably a specialist, and his or her judgment is not to be trusted outsider a narrow field. (Dušková a kol., 2003: 86)

6. personification:

feminine - ships, cars, machines, countries, cities, towns

e.g.:

A fishing vesel was unloading her cargo.

There she is! The most luxurious car ever made!

Off she goes! From now on for the next hour the machine will be multiplying a hundred thousand ten-figure numbers every minute.

Though she had not suffered wartime destruction, the United States shared with Europe an acute housing shortage.

Southampton has a double tide, which makes her unique among British ports.

(Dušková a kol., 2003: 87)

in literature:

e.g.: *sun - masculine; moon, earth - feminine*

The sun was finishing his day. (Dušková a kol., 2003: 87)

abstract notions denotate something mild, gentle, lovely, nice and weak -

feminine:

e.g.: *spring, nature, virtues, arts, liberty, charity, victory, mercy*

It was like the lull before an earthquake when all nature holds her breath in terrified anticipation of the violence to come. (Dušková a kol., 2003: 87)

abstract notions denotate something strong, rough and unyielding -

masculine:

e.g.: *vices, death, anger, despair, war, murder, law, but also love*

Life has dealt him his cruellest blow.

All the world and his wife were there. (Dušková a kol., 2003: 87)

masculine - mountains, rivers, time

2.2. English Grammar Books

The English grammar books are much more extensive than the Czech ones. The best-arranged one is A Comprehensive Grammar of the English Language written by Quirk et al. from 1985. Here is the list of grammar books and links I studied from:

A Comprehensive Grammar of the English Language, Quirk et al., 1985

English Grammar in Use 3rd Edition With Answers, Murphy R., 2004

Longman Grammar of Spoken and Written English, Biber et al., 1999

http://en.wikipedia.org/wiki/Gender_role (30.4.2010)

<http://www.anglicinacz.com/anglicka-gramatika/> (15.3.2010)

<http://www.answers.com/topic/gender> (4.5.2010)

There are lexical pairs with male v. female denotation, chiefly among words for family relationships (*father-mother, uncle-aunt*, etc.), social roles (*king-queen, lord-lady*, etc.), and animals (*bull-cow, cock-hen*, etc.). The masculine-feminine distinction may also be made explicit by formal markers. (Biber et al., 1999: 312)

- gender-specific premodification:

*I'm not in the market for a **male** nurse.*

*Whenever possible a **female** officer will attend.* (Biber et al., 1999: 312)

In addition, many of the terms in feminine/masculine word pairs are not in fact equivalent. Instead, the feminine term often denotes a lesser social role or something with a negative overtone compared with the masculine term. (Biber et al., 1999: 315)

Compare:

| Feminine term | Masculine terms |
|---------------|-----------------|
| spinster | Bachelor |
| governess | governor |
| mayoress | Mayor |
| mistress | Master |
| tigress | Tiger |
| witch | Wizard |

- use of gender-specific derivational ending:

***Actor** John Thaw was in a defiant mood yesterday.*

***Actress** Vanessa Redgrave has arrived in Macedonia. (Biber at el., 1999: 312)*

Note that while *-ess* is ambiguously a feminine marker, *-or/-er* is not always clearly a masculine-only marker, especially when there is no corresponding *-ess* form in common use (e.g. *sailor, teacher*). Many such words are widely perceived as having strong masculine overtones, however. (Biber at el., 1999: 312)

- compounding with a gender-specific element:

*It was ironic that during an Irish debate an **Englishman** had demonstrated such affection for a **Scotsman**.*

*Three teenage youths who attacked a lone **policewoman** were being hunted yesterday. (Biber at el., 1999: 312)*

Biber completes this with compounds ending in *-person(s)* and *-people* are sometimes used to express dual reference.

Though mostly recent formations, these overcome issues of bias associated with the use of masculine forms in a dual gender function:
*The rally will also be addressed by Amanda Hallaway, **chairperson** of the Youth Committee of the Northern Ireland Congress of Trade Unions.*

*Mrs Ruddock who said she had been nominated as **spokesperson** for the wives, told reporters: (...)*

***Salespersons** by the thousands have been laid off in the recession.*

In addition, the term *chair* is used as a neutral alternative to both *chairman* and *chairperson*:

"Law firms have not come to grips with the issues," says Geraldine Cotton, *chair* of the 5,500-strong English Association of Women Solicitors.

- The frequency of words ending in *-person/-persons/-people* is low compared with corresponding words with *-man* and *-men*.
- The only moderately common terms are: words occurring over 20 times per million words – *chairperson(s)*, *spokesperson(s)*; words occurring over ten times per million words – *salespeople*, *townspeople*.

The low frequency of these dual terms might be due to the fact that the LSWE Corpus does not contain text where legal requirements might have encouraged such forms, such as advertisements for jobs. Moreover it seems that equal opportunity legislation may not have much effect on the language generally. (Biber et al., 1999: 315-316)

- English speakers and writers use far more words endings in *man-* than in *-woman*.
- The LSWE Corpus contains only 38 different words endings in *-woman*.
 - Most of these words have parallel terms ending in *-man*; the masculine forms are consistently many times more common.
 - Only six words ending in *-woman* are all common.

| Frequency of compound nouns ending in -man v. -woman; occurrences per million words | |
|--|-----|
| nouns ending in –man | 620 |
| nouns ending in –woman | 40 |

- Only seven words ending in *-woman* have no parallel term ending in *-man*: *beggarwoman, catwoman, chairwoman, ghostwoman, needlwoman, slavewoman, sweeperwoman*.

- In contrast there are dozen of words in the LSWE Corpus ending in *-man* no parallel term ending in *-woman*: *airman, alderman, ambulanceman, anchorman, barman, boatman, cabman, cameraman, churchman, clergyman, coalman, conman, countryman, craftsman*.

- A similar distribution is found for words with gender-specific derivational endings, with most masculine forms being much more common than the parallel feminine terms.

In the LSWE Corpus, there is only one *-ess* word without a corresponding masculine form: *seamstress*. (Biber et al., 1999: 312-314)

Longman sees the great difference in the distribution of masculine and feminine terms reflects a continuing sex-bias in English language use and society more generally. There are two major factors that are associated with these patterns.

First, and most importantly, this skewed distribution reflects societal differences in the typical roles of men and women, where men still hold more positions of power and authority than women. Thus, for example, there are more *spokesmen, chairmen, businessmen, congressmen*, etc., than there are *spokeswomen, chairwoman, businesswomen, congresswomen*, etc. Because such social roles are of popular interest to speakers and (especially) writers, masculine terms are used more commonly than feminine terms.

Related to this difference, there is some evidence that speakers and writers simply make reference to men more often than women. For example, there are considerably more references to *actors, hosts, stewards, and waiters* than there are to *actresses, hostesses, stewardesses, and waitresses*, even though women fill these roles in society at least as often as men.

Second, the differences in language use reflect a linguistic bias, because masculine terms can be used as duals, to refer to both men and women, but not vice versa. (Biber et al., 1999: 312-314)

| Most common nouns ending in -ess or -er/-or, compared to parallel terms; occurrences per million words | | |
|---|-----------------|------------------|
| Most common nouns ending in -ess: | | |
| | feminine | Masculine |
| princess/prince | 60 | 65 |
| actress/actor | 25 | 40 |
| mistress/master | 15 | 65 |
| duchess/duke | 10 | 25 |
| waitress/waiter | 10 | 15 |
| countess/count | 10 | 5 |
| goddess/god | 5 | 55 |
| hostess/host | 5 | 40 |
| stewardess/steward | 5 | 10 |

| Most common masculine nouns with feminine counterparts ending in -ess (excluding nouns listed in the previous table); occurrences per million words: | | |
|---|-----------------|------------------|
| | feminine | masculine |
| clerkess/clerk | less than 3 | 70 |
| doctress/doctor | less than 3 | 140 |
| authoress/author | less than 3 | 40 |
| priestess/priest | less than 3 | 45 |
| huntess/hunter | less than 3 | 35 |
| lioness/lion | less than 3 | 35 |
| songstress/singer | less than 3 | 30 |

Quirk states that in recent decades, the use of *he*, *him*, etc as an 'unmarked' pronoun when the sex of the referent is undetermined has been opposed, particularly in the United States, by those campaigning against sexual bias in language. Some of the methods proposed for avoiding the unmarked masculine are illustrated in the following examples and suggested revisions (quoted from the *TESOL Quarterly* Style Sheet, Vol 13):

(a) The speaker must constantly monitor *his* listener to check that assumptions *he* is making are shared assumptions.

SUGGESTED REVISION (change to *the* and rephrase):

The speaker must constantly monitor *the* listener and check that the assumptions *the speaker is making are shared*.

(b) Very often the writer does not monitor *his* arguments very well or get *his* narrative in the right order.

SUGGESTED REVISION (change to plural):

Very often writers do not monitor *their* arguments very well or get *their* narratives in the right order.

(c) The students do almost all the interacting, the teacher taking a back seat.

That is to say, *he* is not under the pressure of acting as *chairman or host*.

SUGGESTED REVISION (change to *s/he* and rephrase):

... That is to say, *s/he* is not under pressure of acting as classroom director.

The last example illustrates the use of an invented sex-neutral pronoun *s/he*. It is uncertain how far such experimental forms as this will come into general use, especially when *s/he* only a written form with no corresponding spoken form; and, still more seriously, there is no objective or possessive form. Generally, it is not certain how far the advocacy of nonsexists language will succeed in discouraging such usages as the unmarked masculine pronoun. What is clear is that the feminist movement in language has made many language users aware of problems of sexual bias which were overlooked by earlier generations. (Quirk et al., 1985: 343)

In some cases, a masculine term is used when the specific referent is not identified:

A Ford spokesman admitted the existence of an internal document.

In other cases, masculine terms are used to refer to women:

*That's the view of Sheila Davidson, **chairman** of the Institute of Public Relations.*

Eyeline spokesman Rosie Johnson said: "We don't need a vast sum but without it, we'll be forced to close."

*Area **manager** Beth Robinson says: "Our business in Finaghy has steadily increased year by year."*

*Other guests at yesterday's opening, which was broadcast live by the radio station, included North-east Essex Euro-MP Anne McIntosh and **Mayor** of Colchester Mary Frank.*

It is worth noting that the uniquely feminine terms tend to refer to social roles of lesser status than most masculine terms. Thus, five of the seven feminine words with no masculine equivalent have meanings that are derogatory or denote menial social roles: *beggarwoman, chairwoman, ghostwoman, slavewoman, sweeperwoman.*

When referring to nouns of dual gender (*friend, individual, journalist, spokesperson, etc.*) and pronouns such as *anybody* there is a choice where the required pronouns have different masculine and feminine forms depending upon the sex of the referent (especially *he, his* v. *she, her*). Special problems arise, however, where the sex of the referent is unknown or irrelevant, as English has no dual third person singular pronoun. Traditionally, masculine pronouns have been used:

Each [novelist] aims to make a single novel of the material he has been given.

*Each [individual] is thus the recipient of the accumulated culture of the generations which have preceded **him**.*

Even though such masculine pronouns may be intended to have dual reference, readers often perceive the referent to be male. As a result, such use of masculine pronouns has come in for a great deal of criticism in recent years, and it has become increasingly common to use various strategies to avoid gender-specific reference.

Two major grammatical devices are used as alternatives to gender-specific reference:

A. Use of coordinated pronoun forms

*A [geologist] studying fossiliferous rocks in the field needs only an average knowledge of paleontology in order to make a fairly accurate estimate of the epoch in which the rocks **he or she** is studying belong.*

*[Anyone] with English as **his or her** native language does not need other languages.*

*Thus, the [user] acts **his/her** own responsibility when executing **his/her** functions within **his/her** task domain.*

B. Use of plural rather than singular forms

Plural co-referent pronouns and determiners are commonly used in both speech and writing:

*A: Not [everybody] uses **their** indicant – indicator.*

*B: **They** don't use **their** indicators any more.*

*A: No **they** don't.*

*[Everybody] remembers where **they** were when JFK was shot.*

*[Nobody] likes to admit that **they** entertain very little, or that they rarely enjoy it when they do.*

A way of avoiding a difference in number between co-referent forms is to opt consistently for the plural:

*Now they expect responsible [customers] to pay for **their** folly.*

- Examples of coordinated he/she pronoun forms are relatively rare and restricted primary to academic prose.

| Distribution of coordinated <i>he/she</i> pronoun forms; occurrences per million words | | | | |
|---|-------------|-------------|-------------|------|
| | CONV | FICT | NEWS | ACAD |
| <i>he or she</i> | less than 5 | less than 5 | less than 5 | |
| <i>him or her</i> | less than 5 | less than 5 | less than 5 | |
| <i>his or her</i> | less than 5 | less than 5 | | |
| <i>he/she</i> | less than 5 | less than 5 | less than 5 | |

The implication is that writers (and editors) of academic prose are particularly aware of a need to avoid gender bias. Indeed many academic journals explicitly mention this issue in their style sheets. Furthermore, the coordination solution has the exactness commonly associated with academic writing and coordination generally common in this register anyway. However, coordination involves a length that might make it dispreferred in news and a clumsy feel that might make it less preferred in the other registers. By contrast any use of plural pronouns to refer to entities introduced with singular forms violates prescriptive rules of grammar, even where the singular forms refer to all members of a group, rather than a single entity, as do generic *a geologist* in A. and *everybody* in the example in B.. Consequently this solution is least likely to be adopted by academic writing, being a register much concerned with correctness. (Biber et al., 1999: 314-318)

In a number of cases, the speaker can choose between personal (*he, she*) or non-personal reference (*it*). Personal reference expresses greater familiarity or involvement. Non-personal reference is more detached. There are four specific semantic domains where this choice is relevant. (Biber et al., 1999: 314-318)

In the following examples there is a three-way choice, and the non-personal option additionally overcomes any problems of ignorance or irrelevance of the sex of the living being that is referred to:

- baby, child, infant

*One three-month-old [baby] managed to talk **its** parents into sending Santa a letter asking for some clothes.*

*We then need to reach in to that inner [child] and supply what **it** did not have, and heal **it**.*

*Shortly before birth the developed [infant] reverses **its** position.*

v. *The [baby] was lying on **his** back in **his** crib, perfectly content.*

*Poor [infant]! Why on earth did **her** people park such a kid as that at boarding school?*

- animals, especially pets

*You know that [cat] **it** scratched me.*

*The [dog] he bought in London from Ross and Mangles, the dealers in Fulham Road. **It** was the strongest and most savage in their possession.*

v. *The ship's [cat] was in every way appropriate to the Reach. **She** habitually moved in a kind of nautical crawl, with **her** stomach close to the deck.*

*Only the [dog]'s determination to be reunited with **her** master kept **her** going. (Biber at el., 1999: 314-318)*

Quirk states that the choice between masculine and feminine pronouns is primarily based on the sex of the person (or animal) referred to:

Fred looked at *himself* in the mirror.

Freda looked at *herself* in the mirror.

Difficulties of usage arise, however, because English has no sex-neutral 3rd person singular pronoun. Consequently, the plural pronoun *they* is often used informally in defiance of strict number concord, in coreference with the indefinite pronouns *everyone, everybody; someone, somebody; anyone, anybody; no one, nobody*:

Everyone thinks *they* have a right to be here.

Has *anybody* brought *their* racket?

No one should pride *themselves* on this result.

The plural is a convenient means of avoiding the traditional use of *he* as the unmarked form when the sex is not determined, as in the formal:

Everyone thinks *he* has a right to be here.

The use of the plural is also a means of avoiding the cumbersome device of coordinating masculine and feminine:

Has *anybody* brought *his or her* racket?

And the same choice may be made in referring back to a singular noun phrase with a personal noun of indeterminate gender as head:

Every student has to make up *his* own mind.

The applicant is required to sign *his* name clearly on page four of this form.

The dilemma of concord also arises with coordinate subjects and with subjects of common gender, but here resort to the evasive tactic of the plural pronoun, though common in everyday speech, is less acceptable:

Either *he or his wife* is going to have to change *their* attitude.

Not *every drug addict* can solve *their* problem so easily.

They is particularly difficult to avoid in these cases:

Everybody came to the party, but *they*'ve left now.

And in tag questions:

Someone died here yesterday, didn't *they*? (Quirk et al., 1985: 342)

In the following examples the choice is between feminine and non-personal only:

- countries

*[Italy] announced **it** had recalled **its** ambassador to Romania for consultations.*

v. *The only work a citizen can for the good of the country is that cooperating with the material revolution: therefore conspiracies, plots, assassinations, etc., are that series of deeds by which [Italy] proceeds towards **her** goal.*

- ships

*The bow of the[ship] was punctured, and **its** forward speed was so great that a gash eighty-two feet long was made down the port side.*

v. *A derelict [ship] turns over on **her** keel and lies gracefully at rest, but there is only one way up for a Thames [barge] if **she** is to maintain her dignity.* (Biber et al., 1999: 314-318)

Biber supposes gender is a less important category in English than in many other languages. It is closely tied to the sex of the referent and is chiefly reflected in co-occurrence patterns with respect to singular personal pronouns (and corresponding possessive and reflexive forms). The main gender classes are:

| | example nouns | pronouns |
|-----------------------------|--------------------------|-----------------|
| personal/human: | | |
| masculine | Tom, a boy, the man | he |
| feminine | Sue, a girl, the woman | she |
| dual | a journalist, the doctor | he, she |
| non-personal/neuter: | a house, the bird | it |

The personal v. neuter distinction extends to other pronoun groups as well:

| | personal | neuter |
|---------------|-------------------|--|
| indefinite | <i>-body/-who</i> | <i>-thing (e.g. nobody, no one, nothing)</i> |
| interrogative | Who | what |
| relative | Who | which |

Although there is nothing in the grammatical form of a noun which reveals its gender, there are lexical means of making gender explicit, and reference with a third person singular pronoun may make it apparent. However, gender is not a simple reflection of reality; rather it is to some extent a matter of convention and speaker choice and special strategies may be used to avoid gender-specific reference at all. (Biber et al., 1999: 311-312)

With reference to Quirk gender distinctions are largely restricted to the 3rd person singular pronouns of the categories of personal, possessive, and reflexive pronouns, as shown in this table:

| | | | | | |
|--------------------|-----------|------------|------------|------------------|----------------|
| PERSONAL GENDER | masculine | <i>he</i> | <i>him</i> | <i>his</i> | <i>himself</i> |
| | feminine | <i>she</i> | <i>her</i> | <i>her, hers</i> | <i>herself</i> |
| NONPERSONAL GENDER | | <i>it</i> | | <i>its</i> | <i>itself</i> |

These gender distinctions are neutralized in the plural: *they, them* etc. No pronouns other than those in previous table manifest a masculine/feminine contrast, but the personal/nonpersonal contrast is also found in relative pronouns (*who/whom* contrasted with *which*) and in indefinite pronouns (*somebody* contrasted with *something* etc.). The 1st and the 2nd person pronouns are inevitably of personal rather than nonpersonal gender.

The choice between personal and nonpersonal gender is determined primarily by whether the reference is to a 'person', *ie* to a being felt to possess characteristics associated with a member of the human race. So defined, 'persons' are not only human beings, but may also include supernatural beings (the Deity, gods, angels, fairies, etc), and higher animals. The occurrence of *he* and *she* in cases of outright personification is common in informal use: *he* may refer to a computer; *she* (or, for some women, *he*) to a car. In poetry and fiction (especially children's fiction) there are virtually no limits to the kinds of object which can be personified in this way.

In the use of the 3rd person singular pronouns, the absence of a pronoun of personal gender which is neutral between *he* and *she* influences the boundary between *he/she*, on the one hand, and *it* on the other. Just as a baby may be designated *it*, so a member of a nonhuman species may be designated *he* or *she*.

The robin builds *its* nest in a well-chosen position ... and, after the eggs have hatched, the mother bird feeds *her* young there for several weeks.

As this example shows, the pronoun usage can vacillate within a single paragraph or even a single sentence. (Quirk et al., 1985: 341-342)

Generally speaking, Quirk states that the genitive is favoured for classes which are highest on the gender scale, *ie* 'personal' nouns (particularly those referring to human beings and higher animals and collective nouns with personal gender characteristics).

Further factors influencing the choice of genitive are the principles of end-focus and end-weight, which encourage the placing of more complex and communicatively more important units towards the end of the noun phrase. According to the principle of end-focus, the genitive tends to give information focus to the head noun, whereas the *of*-construction tends to give focus to the prepositional complement:

The explosion damaged *the ship's funnel*. [*funnel* in focus]

Having looked at all the funnels, she considered that the most handsome was *the funnel of the Orion*. [*the Orion* in focus]

This principle is congruent again with the preference for the *of*-construction with partitive and appositive meaning, where the genitive would result in undersirable or absurd final prominence:

*the problem's part, *his resignation's shock

The preference for placing complex constructions after the head accounts for the oddity of [1] in comparison with [1a]:

?She is *a man I met in the army's* daughter. [1]

She is the daughter *of a man I met in the army*. [1a]

And conversely, it accounts for the oddity of the *of*-construction with simple form, eg [2a], as compared to [2], which shows the normal preference for a possessive pronoun:

She is his daughter. [2]

?She is the daughter of him. [2a] (Quirk et al., 1985: 322-323)

[a] The relevance of personal gender is shown also in the fact that indefinite pronouns with personal reference, such as *someone* and *anybody*, admit the genitive inflection, while equivalent pronouns with nonpersonal reference do not: *someone's shadow*, but not **something's shadow*.

[b] Some idioms, in spite of end-focus, require a construction in which the personal pronoun is complement in a postmodifying *of*-phrase:

It will be the death *of me*.

the impudence *of him*

the cheek *of her* ['her rude behaviour'; BUT: 'I kissed her cheek.']

I don't like the taste/look/feel, etc *of it*.

For the life *of me*, I cannot remember her name, and yet my memory *of her* is still vivid.

The last example also illustrates the tendency to use such a construction where the *of*-phrase has an objective meaning (compare: *my memory of her*; 'I remember her.'). (Quirk et al., 1985: 322-323)

3. Research Analysis – The Analysis of Gender of Animals Are Based on Several English and Czech Textbooks.

As I am an English teacher, I have concentrated on how the category of gender is explained in English textbooks and whether it is mentioned there.

3.1. Textbooks

The fact that most English textbooks don't pay attention to the gender category is very interesting. The gender in itself is not interpreted there. It is though illustrated through pronouns. A lot of gender activities are based on various pronoun exercises. The curriculum for basic schools does not include the gender category. From my own experience I know that gender as such is spoken about only at university. In the list below are the textbooks which I have used.

3.1.1. English Textbooks

Criss Cross Beginner; Melanie Ellis, Caroline Laidlaw, Péter Medgyes, Donn Byrne, 1998

Criss Cross Intermediate; Melanie Ellis, Caroline Laidlaw, Péter Medgyes, Donn Byrne, 1999

Criss Cross Pre-Intermediate; Melanie Ellis, Caroline Laidlaw, Péter Medgyes, Donn Byrne, 1999

English Zone 1; Rob Nolasco, 2007

English Zone 2; Rob Nolasco, 2007

English Zone 3; Rob Nolasco, 2008

English Zone 4; Rob Nolasco, 2008

First Certificate Masterclass; Simon Haines, Barbara Steward, 2004

Hotline; Tom Hutchinson, 1998

Matrix; Kathy Gude, 2001

Messages 1; Diana Goodey, Noel Goodey, 2005

Messages 2; Diana Goodey, Noel Goodey, 2005
Messages 3; Diana Goodey, Noel Goodey, 2006
Messages 4; Diana Goodey, Noel Goodey, 2006
Oxford Heroes 1; Jenny Quintana, Rebecca Robb Benne, 2007
Oxford Heroes 2; Jenny Quintana, Rebecca Robb Benne, 2007
Oxford Heroes 3; Jenny Quintana, Rebecca Robb Benne, 2007
Proficiency Masterclass; Kathy Gude, Michael Duckworth, 2002
Project 1; Tom Hutchinson, 2001
Project 2; Tom Hutchinson, 2001
Project 3; Tom Hutchinson, 2001
Project 4; Tom Hutchinson, 2001

Here are some examples from the textbooks mentioned above.

The most common animals in textbooks are pets. The gender of pets depends on the sex of those pets.

3.1.1.1. Project 1 (Student's Book):

'... I've got a cat. **Her** name is Fluffy. **She's** in the photo. ... He's got a hamster. **Its** name is Coco. ...' (Hutchinson, 1999: 30)

The author of this letter probably does not know the sex of the hamster. That is why the hamster is neuter.

'... My dog, Walter, often sleeps in my room. **His** bed is in the hall downstairs, but **he** likes to sleep under my desk.' (Hutchinson, 1999: 52)

3.1.1.2. Project 3 (Workbook):

There are a few cases where the gender of one animal is varied.

'... The dog ... (dig) in Paula's garden. **It** ... (throw) earth and plants everywhere. ...

Then she ... (notice) that Shep ... (hold) something in **his** mouth. ...'
(Hutchinson, 2000: 32)

3.1.1.3. Project 2 (Student's Book):

I've got two pets – a rabbit and a hamster. The rabbit is a female and **her** name is Floppy. **She's** about three years old now. I keep **her** in a hutch in the garden, but I play with **her** every day when I come home from school. I put **her** on the lawn. **She** likes that, because **she** can run around and she eats the grass, too.

My hamster's name is Hammy and **he's** a male. ... I keep **him** in a cage in the house. **His** cage is on a small table in the hall. I can't keep **him** in my bedroom, because hamsters are nocturnal and they are very noisy at night. Hammy's got a wheel in **his** cage and **he** runs around it. I play with **him** in the evening before I go to bed. ...' (Hutchinson, 2004: 20)

3b Look at the text again. Complete the sentences.

1 I put in the lawn.

2 keep in a cage in the house.

... ' (Hutchinson, 2004: 20)

'4 Choose the correct words.

1 I've got a pet **rabbit**. I/Me put **she/her** on the lawn. **She/Her** likes it, but my friend's **dog** watches **she/her**. **He/Him** wants to eat **she/her**, so I don't leave **she/her** in the garden.

2 Hammy's **a hamster**. I can't keep **he/him** in my bedroom, because **he/him** makes a lot of noise at night and **he/him** wakes I/me up. ...' (Hutchinson, 2004: 21)

'5c Complete the text about Peter's pet.

Peter's pet

Peter has got a **He/She** is a and **his/her** name's **He/She** is years old. Peter keeps in a in eats Peter feeds **him/her** every' (Hutchinson, 2004: 21)

'The **gorilla**'s swinging on **his** rope. Have we got any food for **him**? ' (Hutchinson, 2004: 22)

When the animal symbolizes bigness and fear, it is mostly masculine.

'1a Read and listen to the text.

1 Every night this **bat** wakes up in **its** dark cave. ... **It** leaves the cave and looks for food. ... **It** drinks, and **it** drinks only one thing – blood. ... **It** lives in Central America and South America. ... **It** looks for a large animal, like a cow. When **it** finds an animal, the bat lands on **its** back. ... **It** cuts a small hole in the cow's leg. Then **it** drinks the blood. The cow doesn't feel anything, so **it** doesn't wake up. 5 Before morning the bat flies back to **its** cave. ...' (Hutchinson, 2004: 24)

'1b Now complete the zoo notice.

The vampire **bat**

... **It** in a by day and **it** for food at **It** blood. **It** got very teeth. With these **it** a small in an animal's leg. Then **it** drinks the animal's

*Before morning the bat back to **its** home in the cave. ' (Hutchinson, 2004: 24)*

'3 Make the questions and give the answers.

Example

*1 A Where does the vampire **bat** live?*

*B **It** lives in Central and South America.' (Hutchinson, 2004: 24)*

'4 A new zoo keeper is talking about the vampire bat, but some things are wrong. Listen and say what is wrong.

Example

*The vampire **bat** doesn't live in North America. **It** lives in Central and South America.' (Hutchinson, 2004: 24)*

*'1 Find out about **an animal** that you are interested in.*

*Where does **it** live?*

*What does **it** look like?*

*What does **it** eat?*

*How does **it** find its food?*

*How long does **it** live?*

...

*Draw a map to show where **it** lives.' (Hutchinson, 2004: 26)*

The bat is neuter because there is no author's relation with it.

'3 Here are some more useful words and expressions to help you.

***It** lives ...*

***It's** got a long tail.*

***It** can't run fast.*

***It** eats ...*

*I like **it** because ...*

*In this picture **it's** eating some grass.*

*In this picture **it's** hunting.' (Hutchinson, 2004: 26)*

'... It's **a penguin**. I think **he**'s lost. What shall we do with **him**? ... What shall we do with **him**? Why don't you take **him** to the zoo? ... But why didn't you take **him** to the zoo? ... We took **him** to the zoo yesterday afternoon. Today we're taking **him** to the cinema.' (Hutchinson, 2004: 26)

In this exercise the penguin is considered to be the children's friend. Consequently it is masculine. There is a relationship between them.

3.1.1.4. Project 2 (Workbook):

The basset hound has got a long body, but very short legs. **It** has got a long tail and long ears, too. **It** isn't a very fast dog.

The greyhound is very fast. **It** has got a long body and very long, thin, legs. **Its** head is small and **it** has got a long nose and small ears.

The bulldog is very different. **It** has got a short body, short legs, and a very large head. **It** has got a large mouth with strong teeth. But like the greyhound, **it** has got short hair.

The Pekinese is the only dog here with long hair. **It** has got a long body, short legs, a long tail and a large head. **It** has got a lot of hair on **its** body, tail and ears. The Pekinese comes from China.' (Hutchinson, 1999: 16)

'Describe another kind of **dog** that you like and one that you don't like.

I like the **It** has got

I don't like the **It** has got ' (Hutchinson, 1999: 17)

'I ... My **dog**'s name is Rover. I with **him** every day. (play)

... 2 Lots of **birds** in our garden. (live) ... The bird in this photo **its** chicks. (feed) ... ' (Hutchinson, 1999: 22)

'... This is **a kiwi**. **It** fly. ... ' (Hutchinson, 1999: 54)

3.1.1.1.5. Project 4 (Student's Book):

'... 'If that **lion** catches us, **he**'ll eat us.'

'Perhaps **he**'s already had **his** dinner,' said **the antelope**. 'If **he** isn't hungry, **he**'ll leave us alone.'

'Yes, but we don't know if **he**'s hungry or not,' said **the monkey**. ...
 'That's no good,' said **his** friend. ...
 'I know,' **he** said. '**He** won't get us if we climb this tree.' ...
 'I can,' said the monkey, and **he** jumped up into the tree. ...
 So he (the antelope) lay down on the ground and pretended to be dead. ...
He (the lion) looked up and saw the monkey sitting on a branch. Then **he**
 walked up to the antelope. **He** went down and sniffed the antelope's ear for a
 few moments. **He** didn't eat the antelope, however. ...
 '... I saw **him** (the lion) sniffing your ear.'
 '**He** was talking to me,' said the antelope.
 'Really?' said the monkey. 'What did **he** say? '
 '**He** said, ...' (Hutchinson, 2001: 66)

In this fairytale there are two animals – the lion and the monkey. Both of them symbolize a typical character. That is the reason of masculine gender.

'... Boris is a young brown **bear**. **He** was born in winter, and like all bear cubs **he** was blind and had no teeth. **His mother** was hibernating in **her** den deep inside the Russian forest. ... Inside the den with **his** mother, however, Boris felt safe and warm.

... Boris's mother was woken up by the dogs. **She** tried to protect **her** cub, but when **she** climbed out of the den, **she** was shot by the hunters.

...

Boris, however, was lucky. **He** was found by one of the hunters and taken to a bear orphanage 350 kilometers north-west of Moscow. ... **He** and other orphan bears will feed and taught how to survive. When they are old enough, they will be taken to a nature reserve in Bryansk, where they will be protected.

... Boris and **his** friends need your help. ...' (Hutchinson, 2001: 78)

The family hierarchy is also seen in this letter. The sex is differentiated with the gender.

3.1.2. Czech Textbooks

Way To Win; Lucie Betáková, Kateřina Dvořáková; 2005

Učebnice pro 3. třídu ZŠ; Marie Zahálková; 2006

Učebnice pro 4. třídu ZŠ; Marie Zahálková; 2007

Učebnice pro 5. třídu ZŠ; Marie Zahálková; 2008

3.1.2.1. Way To Win 6 (učebnice):

'... You can't take the **animal** home. But you can come and see **it** – often. ...
... What's your favourite animal? Draw or find a picture of **it**. ... Stick the
picture onto a big piece of paper and write the name of the animal under **it**. ...'
(Betáková, Dvořáková; 2005: 59)

3.1.2.2. Angličtina pro 3. ročník základní školy (pracovní sešit):

'The **cat** is black and white. **It** can _____. **It** likes _____. ...'
(Zahálková, 2006: 51)

3.1.2.3. Angličtina pro 4. ročník základní školy (učebnice):

'I have got **a dog, a golden retriever**. It is **a she-dog**. **Her** name is Bella. **She** is
six years old. ... There **she** can run and jump, swim, and play with a ball.
... I throw a stick and **she** can bring it back. **She** can catch it in the air or swim
in the water. Then **she** is wet and dirty.' (Zahálková, 2007: 41)

'...

The hungry **wolf** comes into the Grandmother's house. **He** eats Grandmother
for lunch. ...' (Zahálková, 2007: 61)

3.1.2.4. Angličtina pro 4. ročník základní školy (pracovní sešit):

'5. Doplň zájmena **his / her / its**.

Pavel (obr.) ___ cap

pes (obr.) ___ ball

Jana (obr.) ___ cap

kočka (obr.) ___ ball' (Zahálková, 2007: 41)

'4. Nakresli vlka a věty doplň.

white – four – tail – black – big – forest – brown

He is ____, ____, and ____.

He has got ____ teeth.

He has got ____ legs and a long ____.

He lives in the ____.' (Zahálková, 2007: 60)

3.1.2.5. Angličtina pro 4. ročník základní školy (metodická kniha pro učitele):

'...

Na tabuli si připravte otázky k textu.

*What is the **dog**'s name?*

*Is it **he** or **she** – **dog**?*

*How old is **she**?*

...

*What can **she** do there?*

*Can **she** play with a ball?*

...

*Can **she** catch a stick?*

*Can **she** swim?'* (Zahálková, 2007: 91)

3.1.2.6. Angličtina pro 5. ročník základní školy (učebnice):

'... **A goose** is bigger than **a duck** and **its** neck is longer. A duck is smaller than a goose, but **it** is bigger than a chicken. ...' (Zahálková, 2008: 40)

'Once upon a time there was a Little Red **Hen** on a farm. Every day **she** worked very hard. **She** looked for seeds and worms to eat. ...

... **She** was very happy and cried: Look what I found! And all **her** friends asked: ...

... Then **she** wanted to cut it, so **she** asked **her** friends: ...

The Little Red Hen cut the wheat and then **she** wanted to take it to the mill. **She** asked **her** friends: ...

The Little Red Hen took the wheat to the mill and then **she** came back with the flour. **She** wanted to make bread and asked her friends again: ...

... *The dog, the cat and the duck wanted to help her eat the warm bread. ...*'
(Zahálková, 2008: 62)

'...*First she sat down on the huge Daddy Bear's chair and tried **his** porridge.*

...

*Then she sat down on the small Mummy Bear's chair and tried **her** porridge.*

...

*Finally she sat on the tiny Baby Bear's chair and tried **his** porridge. ...*

... *Baby Bear was very sad because in the kitchen **he** found **his** bowl empty and **his** chair broken. But what did **he** find in the bedroom? There was a girl sleeping in **his** bed. **He** shouted for Mummy and Daddy. ...*' (Zahálková, 2008: 63)

2.1.2.7. Angličtina pro 5. ročník základní školy (metodická kniha pro učitele):

'... *Na tabuli si také můžete připravit věty na doplnění sloves v minulém či budoucím čase prostém. Žáci je vyhledají v textu pohádky a věty napíší do sešitů:*

*Every day **she** (the hen) ___ very hard. worked*

***She** ___ seeds. looked for*

...

***She** ___ bread. wanted to make.*

... ' (Zahálková, 2008: 137)

3.1.3. The Most Common Diving in the Textbooks Is:

Masculine: male sex

Feminine: female sex

Neuter: animals

It is difficult to exactly say whether this way of dividing is the best. The most common animals are pets. The gender depends on the relationship between the pet and the owner. If there is no relationship or the owner does not know the sex, it is generally neuter. In the cases where animals symbolize bigness and fear, they are mostly masculine. A lion and a monkey symbolize a character, as well as a bear. Accordingly, these animals are masculine.

4. Material Analysis – the Analysis of Gender of Animals Based on the Non-fiction Literature and Children’s Literature in English.

Here are some of the groups that I have created to divide the short stories according to the how obvious the gender is. I have read more than 250 short stories. The list of them is added in the supplements (II. List of the Short Stories).

- 1. Various Species of the Animals**
- 2. Male and Female**
- 3. General Truths**
- 4. Names**
- 5. Family Hierarchy**
- 6. Different Gender for a Specific Animal**
- 7. Cubs or Little Animals**
- 8. Bigness and Fear**
- 9. Smallness and Tenderness**
- 10. Animals as Pets**

4.1. Various Species of the Animals

Sometimes there are various species of the animals in the short stories. For example in 'The Loaded Dog' there a dog means the retriever.

*'... A little **robin** was flying around looking for food to eat when **he** saw a caterpillar on a branch.*

... '(McAllister at el., 1988: 111)

4.2. Males and Females

The sex of the animals is often distinguished by the words 'male' and 'female'. For example in 'The World in a Wall' there is a female scorpion.

4.3. General Truths

In 'The Little Bird' there is a female bird described by a general true that the female bird sits on eggs and builds a nest.

*'... Now the little **bird** is sitting on five eggs in **her** cozy nest – but she still sings with Bob's budgie every day.'* (McAllister at el., 1988: 21)

4.4. Names

A male and a female are often differentiated by names.

'Fenela and Fred were field mice who lived in a nest of grass and leaves under the roots of a great big cypress tree.

... '(McAllister at el., 1988: 24)

'Tim Rabbit loved Lucy Rabbit, and Lucy Rabbit loved Tim.

... '(McAllister at el., 1988: 39)

'... Three rabbits, Rodney, Rudolph and Rosie, lived in the windmill.

... '(McAllister at el., 1988: 40)

'Raymond, Roger and Ruth Rabbit were the best of friends. ...' (McAllister at el., 1988: 90)

*'... When **Bill Bear** saw Rory Rabbit and Marty Mouse, **he** stopped his bicycle and waited for them to catch up.*
...' (McAllister at el., 1988: 110)

*'**Cindy Cat** was sitting up in bed and reading book...*
*Cindy spent a lovely day with **her** friend Colin Cat. ...'* (McAllister at el., 1988: 114)

*'... When they turn left, **Mabel** put out **her** hand to signal 'left'. And when they turned right, **Fred** put out **his** right hand to signal 'right'.'* (McAllister at el., 1988: 115)

'... There was one bird called Susie who always flew down from the trees when Bill played.' (McAllister at el., 1988: 117)

*'**Roger Rabbit** had a special gift. **He** could talk to the birds. ...'* (McAllister at el., 1988: 118)

*'**Marcus the Mouse** was sniffing the grass and whistling **himself**. ...'*
(McAllister at el., 1988: 122)

*'It was autumn and **Sam Squirrel** was collecting acorns. Every time **he** found an acorn, ...'* (McAllister at el., 1988: 123)

*'During the day, **Toby the Tortoise** liked to nibble the grass in the garden. Sometimes **he** would sit in the sun near **his** favourite tree and fall asleep.*
...' (McAllister at el., 1988: 125)

*'**Ralph the Rabbit** was supposed to see tramp rabbit sitting beneath the big warren oak tree. **He** was dressed'* (McAllister at el., 1988: 125)

*When **Bruno Bear** woke up **he** realized ...* (McAllister at el., 1988: 126)

***Bob the Squirrel** had made **his** home ...* (McAllister at el., 1988: 127)

*Every Saturday, **Ruth Rabbit** would visit **her** Uncle Jeff...*

...

*When Ruth Rabbit came to see **Uncle Jeff** she had a lovely surprise when **he** showed her the swing.*

... (McAllister at el., 1988: 128)

***Wayne Rabbit** was a smart guy – always very sure that **he** was smarter than the next guy! ...* (McAllister at el., 1988: 129)

*It was Christmas time and **Skip the Mouse** could hear everyone enjoying themselves from **his** mouse hole...* (McAllister at el., 1988: 131)

4.5. Family Hierarchy

The family hierarchy is seen in these short stories. The sex is differentiated with the gender.

***Mother Bear** was baking. **She** had made some little honey cakes for tea, and now she was making bread. ... When **Father Bear** came home, Laura gave the teddy bear to **him**. ...* (McAllister at el., 1988: 33)

***Mopsy Bunny and her brother** Michael wanted to earn some money so that they could buy **their mother** a proper birthday present. ...* (McAllister at el., 1988: 61)

4.6. Different Gender for One Animal

There are a few short stories where the gender of one animal is varied.

*The very next second **a rabbit** popped up out the hole with a grapefruit balanced on **its** head. 'Hey!' **he** said.* (McAllister at el., 1988: 102)

4.7. Cubs or Little Animals

Cubs or little animals are expressed by feminine.

*'Merry was a little fallow deer who liked to play in the woods. ...
... When they found **her** they'd both fly boce **her**,' (McAllister at el., 1988:
117)*

*'... There was one bird called Susie who always flew down from the trees when
Bill played.' (McAllister at el., 1988: 117)*

*'And when Kitty the Kitten wanted to go to the fishmonger's to buy **herself**
some fish. ...' (McAllister at el., 1988: 136)*

4.8. Bigness and Fear

When the animal symbolizes bigness and fear, it is mostly masculine.

*'Big Grey Wolf was striding down the road with a big stick in **his** hand. ... '
(McAllister at el., 1988: 121)*

*'... On that day the tiger has to pretend **he**'s a donkey!
... ' (McAllister at el., 1988: 140)*

*'Toby Bear was a postman. Every morning, while **he** was out delivering letters
... ' (McAllister at el., 1988: 145)*

4.9. Smallness and Tenderness

When the animal symbolizes smallness or tenderness etc., it is mostly feminine.

*'All the animals who knew Betty Bird loved **her**. ... ' (McAllister at el., 1988:
133)*

*'When Mandy the Mouse wanted to go shopping to buy **herself** some cheese
and biscuits, ...*

And when **Kitty the Kitten** wanted to go to the fishmonger's to buy **herself** some fish. ... ´ (McAllister at el., 1988: 136)

´When Felicity **Field mouse** awoke one bright July morning, **she** just knew it was going to be ... ´ (McAllister at el., 1988: 142)

´...

When Susie (**a moth**) awoke the next day **she** found **herself** on a friendly green leaf.

... ´ (McAllister at el., 1988: 145)

4.10. Animals as Pets

In some short stories animals perform as pets. It depends on sex whether it will be masculine or feminine.

´... It didn't matter where Jane hid, **Patch** always found her, and when **he** did, **he** barked and wagged **his** tail excitedly.

... ´ (McAllister at el., 1988: 131)

5. The Questionnaire

In this chapter I have dealt with the category of gender by the help of using a questionnaire. I have been teaching English for three years already in a basic school where I live - I have prepared the questionnaire for my pupils. I teach pupils from the fourth to the ninth class. We use textbooks called Project 1, Project 2 and Project 3. The animals in my questionnaire are the animals from these textbooks, so the pupils should know all of them. However, not all of the pupils could remember the meaning of each vocabulary.

I am studying teaching for secondary school - that is why I gave the questionnaires to the pupils from the sixth, the seventh, the eighth and the ninth class. 77 questionnaires have been filled in - 18 from the sixth class, 26 from the seventh class, 17 from the eighth class and 16 from the ninth class.

The questionnaire is compiled from two parts. The First Part contains the list of 38 animals which the pupils should know from the lessons. There is a table where the pupils had to decide whether the animal is a masculine, a feminine or a neuter. They ticked the answer they thought was correct. The results can be found in the tables in the supplement (I. Tables for Questionnaires). For the sixth class, table I.A, for the seventh class, table I.B, for the eighth class, table I.C and for the ninth class, table I.D. I have also put the results together. This is referred to in the table I.E. The Second Part consists of six extracts from six short animal stories. In these extracts, the pupils had to choose the pronoun they thought was most suitable. They have never seen the short stories I have chosen before and had to decide only from their context.

5.1. The First Part

The First Part can be seen in several tables below. I divided the questionnaires in the classes also according to the sex of the pupils. Then I made a group of questionnaires of each class, and finally put all the groups together.

The results can be seen in the 6 tables below. They are divided according to the type of animal.

| REPTILES | Masculine | feminine | Neuter | česky |
|---------------------|------------------|-----------------|---------------|--------------|
| an alligator | 1 | | | aligátor |
| a chameleon | 1 | | | chameleón |
| a crocodile | 2 | | | krokodýl |
| a frog | 6 | | 1 | žába |
| a lizard | 2 | | 1 | ještěrka |
| a scorpion | 1 | 1 | 1 | škorpión |
| a snail | | 1 | | hlemýžď |
| a snake | 1 | | | had |
| a toad | 2 | | 1 | ropucha |
| a tortoise | 9 | 1 | | želva |

| INSECTS | Masculine | feminine | neuter | česky |
|----------------------|------------------|-----------------|---------------|--------------|
| an ant | 3 | | | mravenec |
| a beetle | 1 | | | brouk |
| a butterfly | 2 | 1 | 1 | motýl |
| a caterpillar | | | 1 | housenka |
| a dragonfly | 1 | | | vážka |
| a fly | 1 | | | moucha |
| a grasshopper | 1 | | | kobylka |
| a moth | | 1 | | mol |
| a spider | 1 | | | pavouk |
| a worm | | | 1 | červ |

| MAMMALS | masculine | feminine | neuter | česky |
|------------------------|------------------|-----------------|---------------|------------------|
| an ass | 1 | | | osel |
| a badger | 3 | | | jezevec |
| a bat | 1 | | | netopýr |
| a bear | 37 | 2 | | medvěd |
| a beaver | 1 | | | bobr |
| a bunny | 8 | 9 | | králíček |
| a camel | 1 | | | velbloud |
| a cat | 4 | 6 | | kočka |
| a chimp | 3 | 1 | | šimpanz |
| a chipmunk | 1 | | | deňka (hlodavec) |
| a dog | 17 | | | pes |
| a donkey | 4 | | 2 | osel |
| an elephant | 4 | | | slon |
| a fallow deer | | 2 | | daněk |
| a field mouse | 1 | 1 | 1 | hraboš polní |
| a fox | 9 | 2 | | liška |
| a goat | 1 | | | koza |
| a hamster | 1 | | | křeček |
| a hare | 3 | 1 | | zajíc |
| a hippo | 6 | 1 | | hroch |
| a horse | 1 | | | kůň |
| a kangaroo | 1 | | | klokan |
| a kitten | | 2 | | kotě |
| a koala bear | 1 | | | koala |
| a lamb | 1 | | 1 | jehně |
| a leopard | 1 | | | leopard |
| a lion | 7 | | | lev |
| a mole | 6 | | | krtek |
| a monkey | 5 | | | opice |
| a mouse | 14 | 9 | | myš |
| a mule | 1 | | | mezek |
| a panda | 1 | 1 | | panda |
| a patchwork pig | 1 | | | morče |
| a pig | 10 | 2 | 1 | prase |
| a seal | 3 | | 1 | tuleň, lachtan |
| a sheep | | | | ovce |
| a sow | | 1 | | prasnice |
| a spaniel | 1 | | | kokršpaněl |
| a squirrel | 12 | 3 | 1 | veverka |
| a water rat | 1 | | | vodní krysa |
| a water-vole | 1 | | | vodní krysa |
| a weasel | 1 | | | kuna |
| a wolf | 5 | | | vlk |

| FISH | Masculine | feminine | neuter | česky |
|------------------|------------------|-----------------|---------------|--------------|
| a catfish | 1 | | 1 | sumec |
| a dolphin | 1 | | | delfín |
| an eel | 1 | | 1 | úhoř |
| a fish | 2 | | 1 | ryba |
| a herring | 1 | | 1 | sleď |
| a polyp | | | 1 | polyp |
| a whale | 1 | | 1 | velryba |

| BIRDS | Masculine | feminine | neuter | česky |
|----------------------|------------------|-----------------|---------------|--------------|
| a bird | 4 | 2 | 3 | pták |
| a cock | 1 | | | kohout |
| a crow | 2 | | | vrána |
| a dove | | 1 | | holubice |
| a duck | | 4 | | kachna |
| a duckling | 1 | | | kachnička |
| a goose | | 1 | | husa |
| a hawk | 1 | | | jestřáb |
| a hen | | 2 | | slepice |
| a nightingale | | 2 | | slavík |
| an owl | 2 | | | sova |
| a parrot | 1 | | | papoušek |
| a pelican | 2 | | | pelikán |
| a pigeon | 1 | | | holub |
| a puppy-dog | 1 | | | štěně |
| a rabbit | 35 | 15 | | králík |
| a rhino | 1 | | | nosorožec |
| a robin | 1 | | | čermák |
| a stork | 1 | | | čáp |
| a swan | | 1 | | labuť |

| OTHERS | Masculine | feminine | neuter | česky |
|-----------------|------------------|-----------------|---------------|--------------|
| a dragon | 1 | | | drak |

The results are very interesting. The main problem is the fact that the pupils translated the words into Czech and they decided on the gender according to their mother language, Czech. Some of them decided that all the animals in English are neuters. I told them that if there would be a word that they did not know, they should simply leave it. I hope every pupil did so.

Now I would like to comment on each animal separately. 43 pupils marked a bat as a masculine. That is due to the Czech language - in Czech a bat is a masculine. However, 10 of them marked it as a feminine. I think they did so because a bat is somehow similar to a mouse, and a mouse was mostly marked as a feminine. 9 pupils marked it as a neuter. It is probably because a bat is a very small animal.

The vast majority of pupils, 61 of them, wrote down that a bird was a masculine. The reason is the Czech language again. 7 of them considered it was a neuter in general.

A budgerigar is a feminine in Czech, but most pupils marked it as a masculine. I think because it is a kind of a bird which is a masculine. And some of them translated it as "papoušek", which is also a masculine in Czech. 14 marked it as a neuter because it is a small animal. A falcon is also a kind of bird. Maybe that is why 9 pupils marked it as a neuter. Some pupils told me that it reminded them of the flying dog Falco from the film *Never-ending Story*, so they marked it as a masculine. In a similar case, 55 pupils thought that a dolphin is a masculine. 7 thought it was a feminine because it is a kind of fish. 59 pupils thought that the camel was a masculine. Very interesting is the fact that 7 of them considered it as a feminine.

It is not very surprising that 77 pupils thought that a cat was a feminine. Nobody marked it as a masculine or a neuter. Most of the students marked a cow as a feminine as well. The reason why a few marked it as a masculine is probably that it is a large animal. A dinosaur, a hippo and an elephant are also huge animals. Sometimes they marked it as a neuter because they could not

decide which gender it was. They conceived it generally, as well as a rabbit, a fish, a pigeon, a snake and a bird.

A dog in Czech is a masculine, so 75 pupils marked it as a masculine. Those pupils who have got a female-dog at home marked it as a feminine, as well as a rabbit, a guinea pig and a horse.

The vast majority thinks that a fish is a feminine and for 6 of them it is a neuter. That a giraffe is a feminine was chosen by 72 out of 77 pupils.

Not everyone remembered what a goat was, so half of the students marked it as a masculine and the other half as a feminine. Several pupils marked it as a masculine because they translated it as "kozel". They certainly knew a goose, so they marked it as a feminine.

A gorilla seemed to be a feminine, but some of them marked it as a masculine. In my opinion, they imagined the huge animal which symbolizes fear and bigness. Maybe it is because in the textbook there is a gorilla as a masculine. There is a sentence which says that a gorilla was swinging on *his* rope. The word gorilla can also be used as a masculine.

A guinea pig in Czech is a neuter, so 47 pupils marked it as a neuter. But some have a guinea pig at home, so they marked it as a masculine or a feminine, according to the sex of their pets. A hamster is a similar case as a guinea pig, but most of them marked it as a masculine.

A cheetah is a masculine in Czech, but there were 16 pupils who marked it as a feminine. They said that it sounds like a feminine. Some animals, for example, a dinosaur, a cow, an elephant, a giraffe, a gorilla, a lion, a shark, a tiger and a whale represent a feeling of fear or bigness – as I have already mentioned. I think this is the reason why they marked them as masculine.

There were a few words which were obvious to mark. The pupils know them very well, so they could easily decide what gender it would be - for example, animals such as a cat, a cow, a dog, a fish, a giraffe, a gorilla, a hamster, a horse as well as a monkey. The monkey was marked by 64 pupils as a feminine and a mouse was marked by 74 of them as a feminine too. Not very surprisingly, almost all of them decided that a tiger was a masculine.

Not many of the students could remember what an ostrich and a peacock is, so the results are almost equable. They know a penguin well, so they marked it as a masculine. But a few of them know a penguin from a TV advertisement where the penguin is female, so there are 6 pupils who marked it as a feminine.

A sheep is also a well-known animal, so the vast majority of the pupils, 57, of course marked it as a feminine. 67 pupils marked a snake as a masculine and 66 pupils marked a spider as masculine because they are also very well-known. A very different case is a tarantula. As the word tarantula prompts, the most marked it as a feminine. However, there were a few pupils who imagined a spider and marked it as a masculine. Some thought it could be a masculine, a feminine or a neuter, but they chose a neuter. Not all of the pupils remembered what a tortoise and a whale was, though over 30 marked both as feminine.

Generally speaking, the vast majority of the pupils follow the Czech rules of gender. They simply translate it and decide in according to the Czech language. Sometimes they decide according to their imagination. For example, they have a pet and when they hear the word "a dog", they imagine their pet. And if it is a female, they decide that a dog would be a feminine. However, in many cases they thought in general. If they hear or read words like "a bird, a dinosaur, a dog, a fish, a monkey or a mouse", they think that it is a neuter.

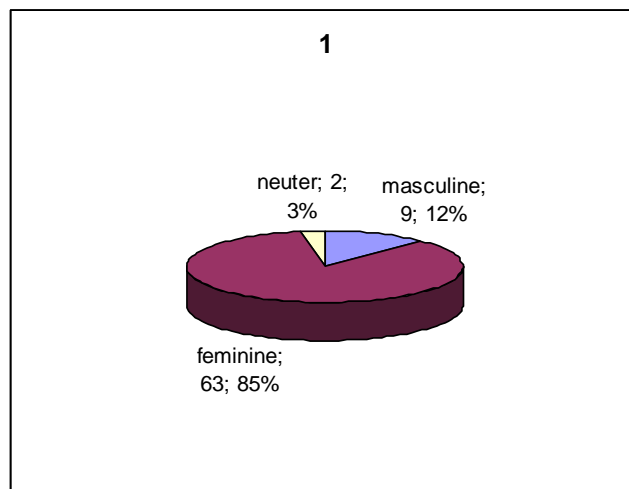
5.2. The Second Part

The Second Part consists of extracts of six short animal stories. The pupils had to choose one pronoun they thought was the most suitable in the extract. I have written all of the extracts in this part of my thesis. The diagram below each extract shows the results.

5.2.1. As soon as the **cow** had eaten the hay, **he – she – it** gave the old woman the milk; and away **he – she – it** went with it in a saucer to the cat.

| | |
|------------|----------|
| Masculine: | 9 = 12% |
| Feminine: | 63 = 85% |
| Neuter: | 2 = 3% |

| | |
|-------|-----------|
| Total | 74 = 100% |
|-------|-----------|

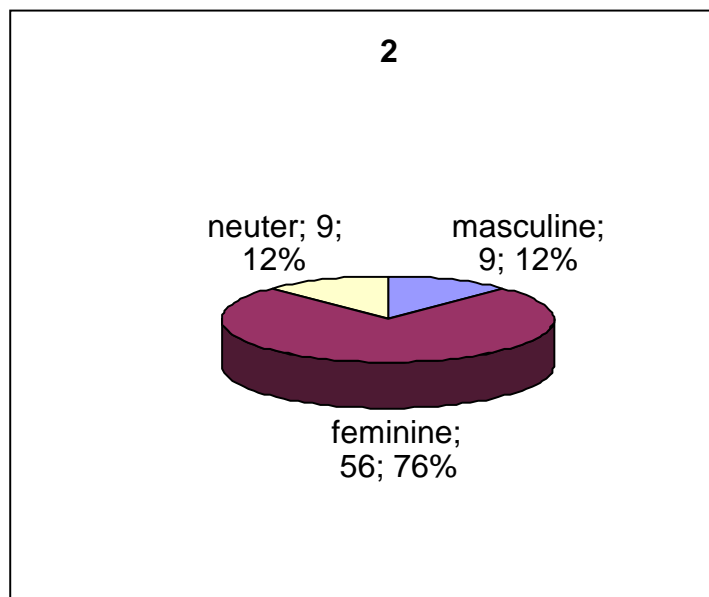


Because the extract is about a cow, and the meaning of a cow is known by every pupil, the vast majority of them marked 'she' in the text. 3 of them did not mark anything, they probably did not understand well. The reason why 9 pupils marked 'he' is maybe the fact that a cow is a very large animal.

5.2.2. The Mouse went to visit the **Cat**, and found him – her - it sitting behind the hall door, spinning.

| | |
|------------|----------|
| Masculine: | 9 = 12% |
| Feminine: | 56 = 76% |
| Neuter: | 9 = 12% |

| | |
|-------|-----------|
| Total | 74 = 100% |
|-------|-----------|

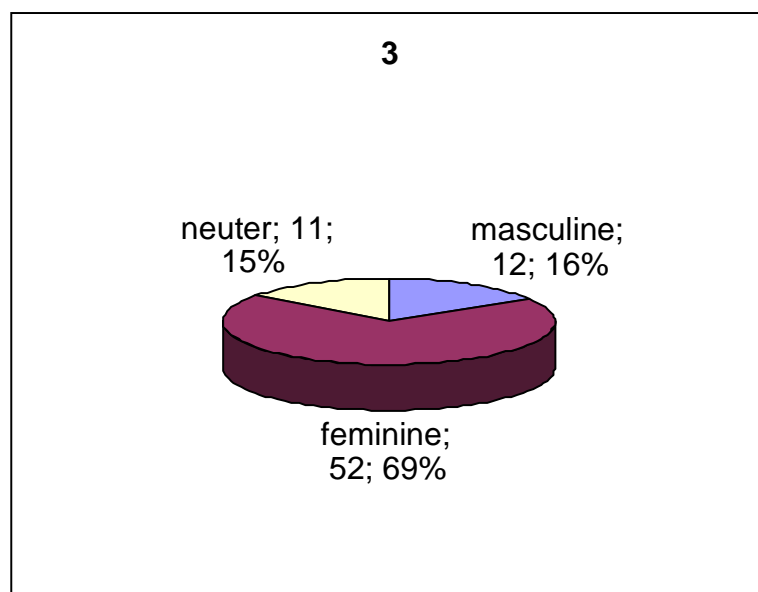


Because the extract is about a cat and many pupils know the meaning of that word, it is not very surprising that most of them marked 'she' in the text. 3 of them did not mark anything. They probably did not understand well.

5.2.3. And Tatty **Mouse** put his – her - its pudding into the pot to boil, but when Titty went to put hers in, the pot tumbled over, and scalded her to death.

| | |
|------------|----------|
| Masculine: | 9 = 12% |
| Feminine: | 56 = 76% |
| Neuter: | 9 = 12% |

| | |
|-------|-----------|
| Total | 74 = 100% |
|-------|-----------|

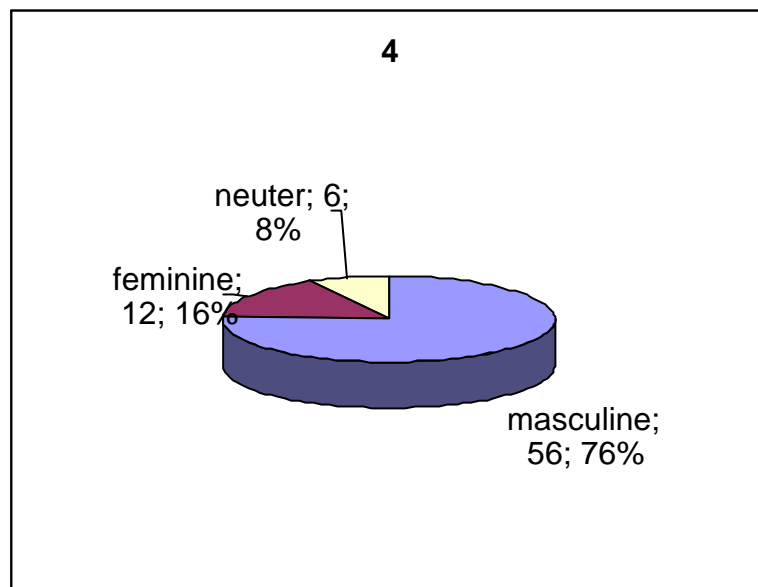


Because the extract is about a mouse and the meaning of the word is once again known by all the students, it is not very surprising that the vast majority of them marked 'she' in the text. 3 of them did not mark anything. They probably did not understand well. The reason why 11 pupils marked 'it', is maybe the fact that a mouse is a tiny animal. Some of them probably imagined Jerry from the famous cartoon 'Tom and Jerry' while reading about a cat and a mouse, and marked that mouse as a masculine.

5.2.4. By this time the Three Bears thought their porridge would be cool enough; so they came home to breakfast. Now the little old Woman had left the spoon of the Great, Huge **Bear**, standing in his – her - its porridge.

| | |
|------------|----------|
| Masculine: | 56 = 76% |
| Feminine: | 12 = 16% |
| Neuter: | 6 = 8% |

| | |
|-------|-----------|
| Total | 74 = 100% |
|-------|-----------|

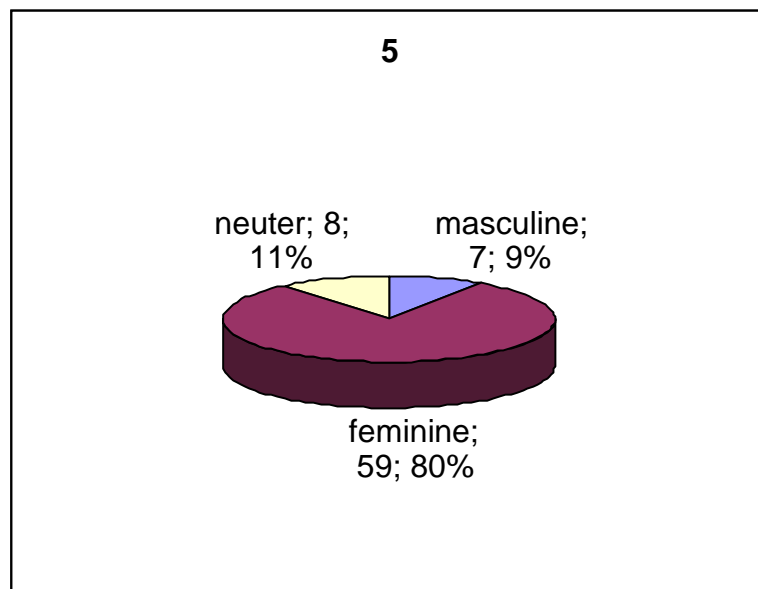


Because the extract is about a bear and every pupil knew the word, it is not very surprising that the most of them marked 'he' in the text. 3 of them did not mark anything. They probably did not understand well. I cannot understand why 12 pupils marked 'she'. I think that it is because of the word 'woman' above in the text.

5.2.5. The next day he saw a girl with a **cat**, and asked her, “Will you let me have that cat for a penny?” The girl said: “Yes, that I will, master, though he -she - it is an excellent mouser.”

| | |
|------------|----------|
| Masculine: | 7 = 9% |
| Feminine: | 59 = 80% |
| Neuter: | 8 = 11% |

| | |
|-------|-----------|
| Total | 74 = 100% |
|-------|-----------|



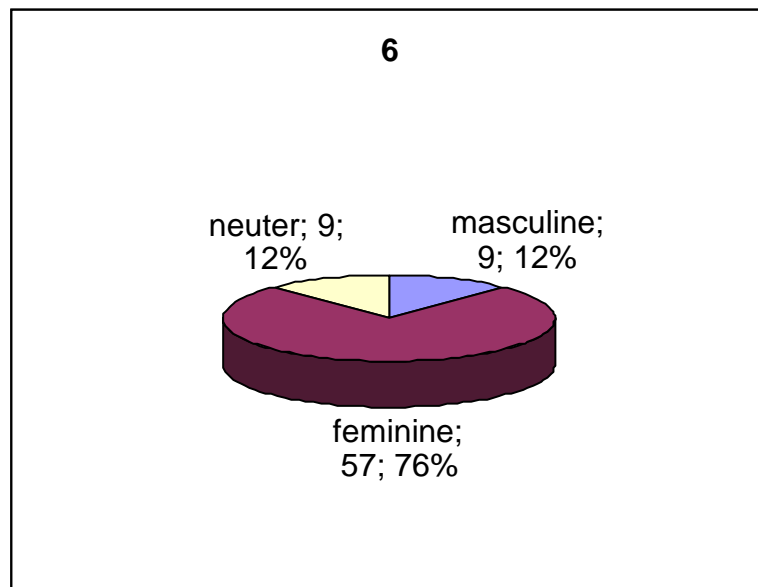
Because the extract is again about a cat which every pupil knows, it is not very surprising that 80% of them marked 'she' in the text. 3 of them did not mark anything. They probably did not understand well. 9% of them marked 'he' and I think that it is because of the word 'mouser' in the story. In Czech a mouser is a masculine form.

The two extracts about cats have got a very similar diagram. The pupils clearly understood it correctly.

5.2.6. So she (a little girl) went back to her work with a sigh, and set to cleaning a huge big **fish** that was to be boiled for their dinner. And, as she was cleaning him – her - it, she saw something shine inside him – her - it, and what do you think she found?

Masculine: 9 = 12%
 Feminine: 57 = 76%
 Neuter: 9 = 12%

Total 75 = 100%



Because the extract is about a fish, which every student knows, it is not very surprising that 76% of them marked 'she' in the text. 2 of them did not mark anything. They probably did not understand well. 12% of them marked 'he' and 12% marked 'it'. In my opinion, 'it' is the most suitable possibility to mark in this extract. The fish was spoken about generally and it was to be for dinner, as food.

5.3. Other Observations

My three dear colleagues filled in the same questionnaire as the pupils for me as well. It is very interesting that all of them were really afraid of filling it in. They took it very seriously.

My first colleague teaches English in the primary school in the third class. She thought that every animal in English is a neuter. She said that it is a rule in English. That is why she marked all the animals as neuter in the first part, as well as in the second part.

My second colleague does not teach English anymore, but she studied English a few years ago. She was clearly influenced by the Czech language just like the pupils. She marked each animal according to its translation into Czech. For example - there are no neuter animals, except a guinea pig. It is an obvious signal of the statement I have already mentioned.

The third colleague teaches English in the second class. She filled in the questionnaire similarly to the second colleague.

Here are two very different opinions how to classify animals according to their gender in English.

In the eighth class there is a boy who is handicapped. He is sightless and he is on a wheelchair. His answers are very interesting. He does not know what the animals look like, he can only imagine them. He is handicapped congenitally.

As I spoke to him I found it very interesting that he divides gender according to what he hears from his schoolmates. If they speak about a dog as a masculine, he decides that a dog should be a masculine. He said that he does not know what the animals look like and that his only guidance are the discussions of his schoolmates.

He was also influenced by the size of those animals. For example, he knows that a mouse is a small animal. So he marked a mouse as a feminine. He said that smallness represents a feminine for him.

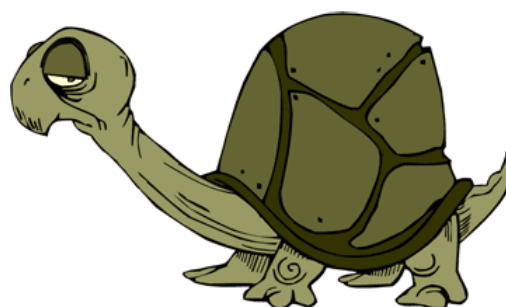
The animals which he could not imagine he marked as a neuter. It was very difficult for him to decide the right gender because he had never seen the animals.

It was really difficult for him to fill in my questionnaire – in spite of that he did it for me.

I added the questionnaire below to show what it looks like. I also added a filled one. It is by a girl from the seventh class.

1. Roztříd' zvířata podle rodu

| | He | she | It |
|------------|----|-----|----|
| Bat | | | |
| Bird | | | |
| budgerigar | | | |
| Camel | | | |
| Cat | | | |
| Cow | | | |
| dinosaur | | | |
| Dog | | | |
| dolphin | | | |
| elephant | | | |
| Falcon | | | |
| Fish | | | |
| giraffe | | | |
| Goat | | | |
| Goose | | | |
| gorilla | | | |
| guinea pig | | | |
| hamster | | | |
| Hippo | | | |
| Horse | | | |
| cheetah | | | |
| kangaroo | | | |
| Lion | | | |
| monkey | | | |
| mouse | | | |
| ostrich | | | |
| peacock | | | |
| penguin | | | |
| pigeon | | | |
| Rabbit | | | |
| Shark | | | |
| Sheep | | | |
| Snake | | | |
| Spider | | | |
| tarantula | | | |
| Tiger | | | |
| tortoise | | | |



2. Vyber jednu variantu.

As soon as the **cow** had eaten the hay, he – she - it gave the old woman the milk; and away he – she - it went with it in a saucer to the cat.



The Mouse went to visit the **Cat**, and found him – her - it sitting behind the hall door, spinning.

And Tatty **Mouse** put his – her - its pudding into the pot to boil, but when Titty went to put hers in, the pot tumbled over, and scalded her to death.

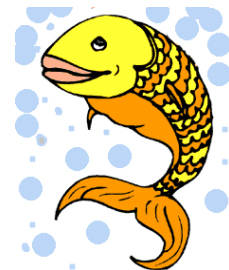


By this time the Three Bears thought their porridge would be cool enough; so they came home to breakfast. Now the little old Woman had left the spoon of the Great, Huge **Bear**, standing in his – her - its porridge.

The next day he saw a girl with a **cat**, and asked her, "Will you let me have that cat for a penny?" The girl said: "Yes, that I will,

master, though he –she - it is an excellent mouser."

So she (a little girl) went back to her work with a sigh, and set to cleaning a huge big **fish** that was to be boiled for their dinner. And, as she was cleaning him – her - it, she saw something shine inside him – her - it, and what do you think she found?

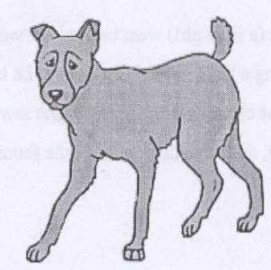
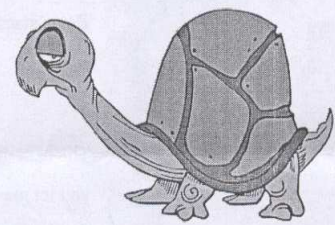
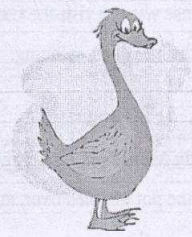


Lucka^{^^}
7. třída!

Dotazník – gender

1. Roztříd' zvířata podle rodu.

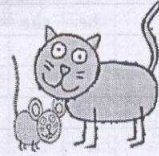
| | he | she | it |
|------------|----|-----|----|
| bat | x | | |
| bird | x | | |
| budgerigar | x | | |
| camel | x | | |
| cat | | x | |
| cow | | x | |
| dinosaur | x | | |
| dog | x | | |
| dolphin | x | | |
| elephant | x | | |
| falcon | x | | |
| fish | | x | |
| giraffe | | x | |
| goat | | x | |
| goose | | x | |
| gorilla | | x | |
| guinea pig | | | x |
| hamster | x | | |
| hippo | x | | |
| horse | x | | |
| cheetah | x | | |
| kangaroo | x | | |
| lion | x | | |
| monkey | | x | |
| mouse | | x | |
| ostrich | x | | |
| peacock | x | | |
| penguin | x | | |
| pigeon | x | | |
| rabbit | x | | |
| shark | x | | |
| sheep | | x | |
| snake | x | | |
| spider | x | | |
| tarantula | | x | |
| tiger | x | | |
| tortoise | | | |
| whale | | x | |



2. Vyber jednu variantu.

As soon as the cow had eaten the hay, he - she - it gave the old woman the milk; and away he - she - it went with it in a saucer to the cat.

The Mouse went to visit the Cat, and found him - her - it sitting behind the hall door, spinning.



And Tatty Mouse put his - her - its pudding into the pot to boil, but when Titty went to put hers in, the pot tumbled over, and scalded her to death.



By this time the Three Bears thought their porridge would be cool enough; so they came home to breakfast. Now the little old Woman had left the spoon of the Great, Huge Bear, standing in his - her - its porridge.

The next day he saw a girl with a cat, and asked her, "Will you let me have that cat for a penny?" The girl said: "Yes, that I will, master, though he - she - it is an excellent mouser."

So she (a little girl) went back to her work with a sigh, and set to cleaning a huge big fish that was to be boiled for their dinner. And, as she was cleaning him - her - it, she saw something shine inside him - her - it, and what do you think she found?



5.4. Questionnaire Summary

The category of gender is a very complicated matter in English and the results above prove it. In my opinion, there is no right answer. Every pupil or person can imagine the animal in different ways. And that is why each of us can mark a different gender. It still though remains a question whether we should teach that all animals in English are neuters. Pupils can sometimes read about animals in different gender, for example, in the short stories.

All the diagrams above show that the Czech pupils are strongly influenced by their mother language, Czech. They translated the words into Czech and then they decided what gender the animal is.

6. Summary

In this thesis I have worked with the analysis of gender markers in animals based on non-fiction and children's literature. I have divided it into 6 parts.

I have introduced the problem, explained how the chapters have been divided and what they consist of.

In the second chapter (2. Grammar Survey) I have concentrated on English and Czech grammar books and focused on the category of gender. I have made a brief survey on how this issue is stated in them. In the grammar books from the Czech authors, the category of gender (2.1. Czech Grammars) is mentioned very seldom. The English grammar books were much more extensive than the Czech ones (2.2. English Grammars) in relevance to gender.

The third chapter (3. Research Analysis – the Analysis of Gender of Animals Based on a Few English and Czech Textbooks) contains the analysis of gender of animals based on a few English and Czech textbooks. I have focused on textbooks because I wanted to know how the category of gender was explained in them and whether gender was mentioned at all. Very interesting was the fact that in most English textbooks, less attention was paid to the gender category. It was explained by the help of pronouns. I have also mentioned some examples from the textbooks I had read. The most common animals in textbooks were pets. The most common division in the textbooks was: masculine for male sex, feminine for female sex and neuter for animals. It also depended on the relationship between the pets and their owners (3.1.3. The Most Common Way to Divide Gender in the Textbooks Is:).

I have read over 250 short stories (II. List of Short Stories) and I have divided them into 10 sub-chapters (4.1. Various Species of the Animals, 4.2. Male and Female, 4.3. General Truths, 4.4. Names, 4.5. Family Hierarchy, 4.6. Different Gender for a Certain Animal, 4.7. Cubs or Little Animals, 4.9. Smallness and Tenderness, 4.10. Animals as Pets) which were analyzed in the

fourth chapter (4. The Analysis of Gender of Animals Based on Non-Fiction Literature and Children's Literature in English). I have made 10 groups to divide the short stories according to the way of choosing gender.

In the fifth chapter (5. Questionnaire) I dealt with the category of gender by the help of a questionnaire. I handed the questionnaires out to the pupils. I chose the animals according to the textbooks I had taught from. I gave the questionnaires to the pupils from the sixth, the seventh, the eighth and the ninth class. I have compiled 77 of them. The questionnaire consisted of two parts. The First Part contained the list of 38 animals. There was a table where the pupils had to decide whether the animal is a masculine, a feminine or a neuter. They ticked the answer which they thought was correct (5.1. The First Part). The Second Part was consisted of six extracts from six short animal stories. In the extracts the pupils had to choose one pronoun which they thought was most suitable (5.2. The Second Part). The First Part contains several tables. The results were sometimes very interesting. Most pupils translated the words into Czech and they decided on the gender according to their mother language, Czech. Some of them decided that all the animals in English are neuters (I. Tables for Questionnaire). Generally speaking the vast majority of the pupils have followed the Czech rules of gender. They simply translated the words and decided on the gender according to the Czech language. My three colleagues have filled in the questionnaire for me as well. The first colleague, Renata, has marked all the animals as neuters in both parts. The second, Jarmila, was influenced by Czech just like the pupils. The third, Eva, has filled it in very similarly to Jarmila. Very interesting was also the questionnaire filled in by one pupil from the eighth class who is handicapped. I have added one of the filled in questionnaires to my thesis (5.3. Other Observations).

The category of gender is a very complicated matter in English. My results above prove this statement. All the tables and diagrams above show that the Czech pupils are strongly influenced by their mother language, Czech.

I think that the aim of this work has been fulfilled.

Supplements

I. Tables for questionnaires

I.A

| 6 th class | Boys | | | Girls | | | Altogether | | |
|-----------------------|------|-----|----|-------|-----|----|------------|-----|----|
| | he | she | It | he | she | It | he | she | it |
| bat | 6 | 2 | 1 | 2 | 2 | 0 | 8 | 4 | 1 |
| bird | 7 | 4 | 0 | 5 | 2 | 0 | 12 | 6 | 0 |
| budgerigar | 2 | 3 | 4 | 3 | 2 | 1 | 5 | 5 | 5 |
| camel | 6 | 3 | 0 | 7 | 0 | 0 | 13 | 3 | 0 |
| cat | 0 | 11 | 0 | 0 | 7 | 0 | 0 | 18 | 0 |
| cow | 3 | 6 | 0 | 0 | 7 | 0 | 3 | 13 | 0 |
| dinosaur | 10 | 0 | 0 | 7 | 0 | 0 | 17 | 0 | 0 |
| dog | 10 | 0 | 0 | 7 | 0 | 0 | 17 | 0 | 0 |
| dolphin | 4 | 4 | 0 | 7 | 0 | 0 | 11 | 4 | 0 |
| elephant | 11 | 0 | 0 | 7 | 0 | 0 | 18 | 0 | 0 |
| falcon | 4 | 2 | 1 | 3 | 2 | 0 | 7 | 4 | 1 |
| fish | 3 | 7 | 1 | 0 | 7 | 0 | 3 | 14 | 1 |
| giraffe | 0 | 9 | 1 | 1 | 6 | 0 | 1 | 15 | 1 |
| goat | 5 | 4 | 0 | 0 | 6 | 0 | 5 | 10 | 0 |
| goose | 2 | 8 | 0 | 0 | 7 | 0 | 2 | 15 | 0 |
| gorilla | 3 | 6 | 1 | 0 | 7 | 0 | 3 | 13 | 1 |
| guinea pig | 2 | 2 | 7 | 3 | 0 | 2 | 5 | 2 | 9 |
| hamster | 7 | 2 | 0 | 5 | 0 | 0 | 12 | 2 | 0 |
| hippo | 5 | 3 | 2 | 6 | 0 | 0 | 11 | 3 | 2 |
| horse | 10 | 1 | 0 | 7 | 0 | 0 | 17 | 1 | 0 |
| cheetah | 9 | 0 | 2 | 5 | 1 | 1 | 14 | 1 | 3 |
| kangaroo | 8 | 3 | 0 | 4 | 1 | 0 | 12 | 4 | 0 |
| lion | 10 | 1 | 0 | 7 | 0 | 0 | 17 | 1 | 0 |
| monkey | 4 | 5 | 1 | 1 | 6 | 0 | 5 | 11 | 1 |
| mouse | 1 | 10 | 0 | 0 | 7 | 0 | 1 | 17 | 0 |
| ostrich | 5 | 0 | 1 | 4 | 1 | 0 | 9 | 1 | 1 |
| peacock | 4 | 1 | 2 | 4 | 1 | 0 | 8 | 2 | 2 |
| penguin | 6 | 2 | 2 | 7 | 0 | 0 | 13 | 2 | 2 |
| pigeon | 3 | 1 | 2 | 4 | 0 | 0 | 7 | 1 | 2 |
| rabbit | 8 | 2 | 1 | 5 | 1 | 0 | 13 | 3 | 1 |
| shark | 7 | 2 | 0 | 6 | 1 | 0 | 13 | 3 | 0 |
| sheep | 3 | 7 | 0 | 0 | 7 | 0 | 3 | 14 | 0 |

| | | | | | | | | | |
|-----------|----|----|---|---|---|---|----|----|---|
| snake | 9 | 1 | 0 | 7 | 0 | 0 | 16 | 1 | 0 |
| spider | 9 | 0 | 0 | 7 | 0 | 0 | 16 | 0 | 0 |
| tarantula | 1 | 10 | 0 | 1 | 6 | 0 | 2 | 16 | 0 |
| tiger | 11 | 0 | 0 | 7 | 0 | 0 | 18 | 0 | 0 |
| tortoise | 1 | 4 | 2 | 4 | 1 | 0 | 5 | 5 | 2 |
| whale | 4 | 1 | 2 | 3 | 2 | 0 | 7 | 3 | 2 |

I.B

| 7 th class | Boys | | | Girls | | | Altogether | | |
|-----------------------|------|-----|----|-------|-----|----|------------|-----|----|
| | he | she | it | he | she | It | he | she | it |
| bat | 5 | 2 | 2 | 9 | 3 | 4 | 14 | 5 | 6 |
| bird | 8 | 1 | 0 | 14 | 1 | 2 | 22 | 2 | 2 |
| budgerigar | 6 | 1 | 2 | 10 | 4 | 0 | 16 | 5 | 2 |
| camel | 8 | 1 | 0 | 14 | 1 | 2 | 22 | 2 | 2 |
| cat | 0 | 9 | 0 | 0 | 17 | 0 | 0 | 26 | 0 |
| cow | 1 | 8 | 0 | 0 | 17 | 0 | 1 | 25 | 0 |
| dinosaur | 7 | 1 | 1 | 14 | 0 | 3 | 21 | 1 | 4 |
| dog | 9 | 0 | 0 | 16 | 1 | 0 | 25 | 1 | 0 |
| dolphin | 8 | 0 | 1 | 11 | 2 | 3 | 19 | 2 | 4 |
| elephant | 9 | 0 | 0 | 15 | 0 | 2 | 24 | 0 | 2 |
| falcon | 6 | 2 | 1 | 7 | 4 | 3 | 13 | 6 | 4 |
| fish | 0 | 8 | 1 | 2 | 12 | 3 | 2 | 20 | 4 |
| giraffe | 1 | 8 | 0 | 0 | 17 | 0 | 1 | 25 | 0 |
| goat | 2 | 6 | 1 | 5 | 8 | 2 | 7 | 14 | 3 |
| goose | 0 | 8 | 1 | 2 | 10 | 3 | 2 | 18 | 4 |
| gorilla | 2 | 7 | 0 | 1 | 15 | 1 | 3 | 22 | 1 |
| guinea pig | 3 | 1 | 5 | 1 | 2 | 12 | 4 | 3 | 17 |
| hamster | 8 | 0 | 1 | 15 | 0 | 2 | 23 | 0 | 3 |
| hippo | 8 | 1 | 0 | 12 | 1 | 3 | 20 | 2 | 3 |
| horse | 9 | 0 | 0 | 15 | 1 | 1 | 24 | 1 | 1 |
| cheetah | 5 | 2 | 1 | 6 | 5 | 3 | 11 | 7 | 4 |
| kangaroo | 8 | 1 | 0 | 10 | 2 | 3 | 18 | 3 | 3 |
| lion | 8 | 1 | 0 | 14 | 3 | 0 | 22 | 4 | 0 |
| monkey | 1 | 8 | 0 | 1 | 16 | 0 | 2 | 24 | 0 |
| mouse | 0 | 9 | 0 | 1 | 16 | 0 | 1 | 25 | 0 |
| ostrich | 4 | 3 | 1 | 10 | 1 | 4 | 14 | 4 | 5 |
| peacock | 4 | 4 | 0 | 5 | 5 | 4 | 9 | 9 | 4 |
| penguin | 5 | 3 | 1 | 14 | 1 | 1 | 19 | 4 | 2 |
| pigeon | 6 | 1 | 1 | 8 | 2 | 3 | 14 | 3 | 4 |

| | | | | | | | | | |
|-----------|---|---|---|----|----|---|----|----|---|
| rabbit | 9 | 0 | 0 | 14 | 2 | 2 | 23 | 2 | 2 |
| shark | 9 | 0 | 0 | 12 | 2 | 3 | 21 | 2 | 3 |
| sheep | 2 | 6 | 1 | 2 | 14 | 0 | 4 | 20 | 1 |
| snake | 5 | 2 | 2 | 16 | 0 | 1 | 21 | 2 | 3 |
| spider | 6 | 2 | 1 | 15 | 0 | 2 | 21 | 2 | 3 |
| tarantula | 0 | 8 | 0 | 5 | 11 | 1 | 5 | 19 | 1 |
| tiger | 9 | 0 | 0 | 16 | 1 | 0 | 25 | 1 | 0 |
| tortoise | 3 | 4 | 1 | 3 | 9 | 3 | 6 | 13 | 4 |
| whale | 3 | 5 | 1 | 1 | 10 | 4 | 4 | 15 | 5 |

I.C

| 8 th class | Boys | | | Girls | | | Altogether | | |
|-----------------------|------|-----|----|-------|-----|----|------------|-----|----|
| | he | she | it | he | she | It | he | she | it |
| bat | 8 | 1 | 0 | 2 | 0 | 1 | 10 | 1 | 1 |
| bird | 8 | 0 | 2 | 6 | 0 | 1 | 14 | 0 | 3 |
| budgerigar | 2 | 1 | 4 | 1 | 0 | 1 | 3 | 1 | 5 |
| camel | 7 | 1 | 1 | 4 | 0 | 1 | 11 | 1 | 2 |
| cat | 0 | 10 | 0 | 0 | 7 | 0 | 0 | 17 | 0 |
| cow | 1 | 7 | 1 | 0 | 6 | 1 | 1 | 13 | 2 |
| dinosaur | 7 | 1 | 2 | 6 | 0 | 1 | 13 | 1 | 3 |
| dog | 10 | 0 | 0 | 7 | 0 | 0 | 17 | 0 | 0 |
| dolphin | 7 | 1 | 0 | 5 | 0 | 2 | 12 | 1 | 2 |
| elephant | 9 | 0 | 1 | 5 | 0 | 2 | 14 | 0 | 3 |
| falcon | 3 | 0 | 2 | 2 | 1 | 1 | 5 | 1 | 3 |
| fish | 0 | 9 | 1 | 1 | 6 | 0 | 1 | 15 | 1 |
| giraffe | 0 | 10 | 0 | 0 | 6 | 1 | 0 | 16 | 1 |
| goat | 2 | 2 | 2 | 0 | 3 | 1 | 2 | 5 | 3 |
| goose | 1 | 4 | 1 | 1 | 3 | 1 | 2 | 7 | 2 |
| gorilla | 0 | 10 | 0 | 0 | 7 | 0 | 0 | 17 | 0 |
| guinea pig | 2 | 2 | 5 | 1 | 0 | 6 | 3 | 2 | 11 |
| hamster | 9 | 0 | 0 | 6 | 0 | 1 | 15 | 0 | 1 |
| hippo | 6 | 2 | 1 | 6 | 0 | 1 | 12 | 2 | 2 |
| horse | 10 | 0 | 0 | 7 | 0 | 0 | 17 | 0 | 0 |
| cheetah | 3 | 2 | 1 | 4 | 3 | 0 | 7 | 5 | 1 |
| kangaroo | 6 | 0 | 2 | 5 | 1 | 1 | 11 | 1 | 3 |
| lion | 8 | 2 | 0 | 6 | 0 | 1 | 14 | 2 | 1 |
| monkey | 1 | 8 | 0 | 0 | 7 | 0 | 1 | 15 | 0 |
| mouse | 0 | 10 | 0 | 0 | 7 | 0 | 0 | 17 | 0 |
| ostrich | 1 | 2 | 2 | 1 | 0 | 2 | 2 | 2 | 4 |

| | | | | | | | | | |
|-----------|----|---|---|---|---|---|----|----|---|
| peacock | 1 | 1 | 3 | 1 | 2 | 1 | 2 | 3 | 4 |
| penguin | 7 | 0 | 2 | 6 | 0 | 1 | 13 | 0 | 3 |
| pigeon | 1 | 1 | 1 | 1 | 0 | 1 | 2 | 1 | 2 |
| rabbit | 9 | 0 | 0 | 6 | 1 | 0 | 15 | 1 | 0 |
| shark | 7 | 2 | 0 | 4 | 1 | 1 | 11 | 3 | 1 |
| sheep | 1 | 6 | 0 | 0 | 7 | 0 | 1 | 13 | 0 |
| snake | 9 | 0 | 0 | 7 | 0 | 0 | 16 | 0 | 0 |
| spider | 9 | 1 | 0 | 6 | 0 | 1 | 15 | 1 | 1 |
| tarantula | 0 | 8 | 1 | 1 | 6 | 0 | 1 | 14 | 1 |
| tiger | 10 | 0 | 0 | 7 | 0 | 0 | 17 | 0 | 0 |
| tortoise | 1 | 5 | 1 | 0 | 3 | 2 | 1 | 8 | 3 |
| whale | 1 | 5 | 1 | 1 | 4 | 0 | 2 | 9 | 1 |

I.D

| 9 th class | Boys | | | Girls | | | Altogether | | |
|-----------------------|------|-----|----|-------|-----|----|------------|-----|----|
| | he | she | it | he | she | It | he | she | it |
| bat | 6 | 0 | 0 | 6 | 0 | 1 | 12 | 0 | 1 |
| bird | 6 | 0 | 0 | 7 | 1 | 2 | 13 | 1 | 2 |
| budgerigar | 2 | 1 | 2 | 7 | 0 | 0 | 9 | 1 | 2 |
| camel | 6 | 0 | 0 | 7 | 1 | 0 | 13 | 1 | 0 |
| cat | 0 | 6 | 0 | 0 | 10 | 0 | 0 | 16 | 0 |
| cow | 0 | 6 | 0 | 0 | 7 | 2 | 0 | 13 | 2 |
| dinosaur | 5 | 0 | 1 | 10 | 0 | 0 | 15 | 0 | 1 |
| dog | 6 | 0 | 0 | 10 | 0 | 0 | 16 | 0 | 0 |
| dolphin | 4 | 0 | 1 | 9 | 0 | 1 | 13 | 0 | 2 |
| elephant | 6 | 0 | 0 | 9 | 1 | 0 | 15 | 1 | 0 |
| falcon | 3 | 2 | 0 | 7 | 0 | 1 | 10 | 2 | 1 |
| fish | 0 | 6 | 0 | 1 | 9 | 0 | 1 | 15 | 0 |
| giraffe | 0 | 6 | 0 | 0 | 10 | 0 | 0 | 16 | 0 |
| goat | 2 | 0 | 3 | 3 | 3 | 1 | 5 | 3 | 4 |
| goose | 1 | 4 | 0 | 2 | 4 | 3 | 3 | 6 | 3 |
| gorilla | 1 | 5 | 0 | 0 | 10 | 0 | 1 | 15 | 0 |
| guinea pig | 1 | 1 | 4 | 1 | 1 | 7 | 2 | 2 | 11 |
| hamster | 6 | 0 | 0 | 10 | 0 | 0 | 16 | 0 | 0 |
| hippo | 3 | 1 | 1 | 5 | 1 | 2 | 8 | 2 | 3 |
| horse | 6 | 0 | 0 | 10 | 0 | 0 | 16 | 0 | 0 |
| cheetah | 4 | 2 | 0 | 8 | 1 | 0 | 12 | 3 | 0 |
| kangaroo | 5 | 1 | 0 | 7 | 0 | 2 | 12 | 1 | 2 |
| lion | 6 | 0 | 0 | 10 | 0 | 0 | 16 | 0 | 0 |

| | | | | | | | | | |
|-----------|---|---|---|----|----|---|----|----|---|
| monkey | 0 | 4 | 2 | 0 | 10 | 0 | 0 | 14 | 2 |
| mouse | 0 | 5 | 1 | 0 | 10 | 0 | 0 | 15 | 1 |
| ostrich | 1 | 2 | 2 | 7 | 2 | 1 | 8 | 4 | 3 |
| peacock | 3 | 3 | 0 | 6 | 0 | 2 | 9 | 3 | 2 |
| penguin | 6 | 0 | 0 | 10 | 0 | 0 | 16 | 0 | 0 |
| pigeon | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 3 | 3 |
| rabbit | 5 | 1 | 0 | 10 | 0 | 0 | 15 | 1 | 0 |
| shark | 6 | 0 | 0 | 6 | 1 | 1 | 12 | 1 | 1 |
| sheep | 0 | 4 | 1 | 3 | 6 | 0 | 3 | 10 | 1 |
| snake | 6 | 0 | 0 | 8 | 1 | 0 | 14 | 1 | 0 |
| spider | 5 | 0 | 1 | 9 | 0 | 1 | 14 | 0 | 2 |
| tarantula | 0 | 6 | 0 | 1 | 9 | 0 | 1 | 15 | 0 |
| tiger | 6 | 0 | 0 | 10 | 0 | 0 | 16 | 0 | 0 |
| tortoise | 3 | 2 | 0 | 3 | 2 | 3 | 5 | 4 | 3 |
| whale | 0 | 5 | 1 | 3 | 3 | 1 | 3 | 8 | 2 |

I.E

| All classes | Boys | | | Girls | | | Altogether | | |
|-------------|------|-----|----|-------|-----|----|------------|-----|----|
| | he | she | it | he | she | It | he | she | it |
| bat | 24 | 5 | 3 | 19 | 5 | 6 | 43 | 10 | 9 |
| bird | 29 | 5 | 2 | 32 | 4 | 5 | 61 | 9 | 7 |
| budgerigar | 12 | 6 | 12 | 21 | 6 | 2 | 33 | 12 | 14 |
| camel | 27 | 5 | 1 | 32 | 2 | 3 | 59 | 7 | 4 |
| cat | 0 | 36 | 0 | 0 | 41 | 0 | 0 | 77 | 0 |
| cow | 5 | 27 | 1 | 0 | 37 | 3 | 5 | 64 | 4 |
| dinosaur | 29 | 2 | 4 | 37 | 0 | 0 | 66 | 2 | 4 |
| dog | 35 | 0 | 0 | 40 | 1 | 0 | 75 | 1 | 0 |
| dolphin | 23 | 5 | 2 | 32 | 2 | 6 | 55 | 7 | 8 |
| elephant | 35 | 0 | 1 | 36 | 1 | 4 | 71 | 1 | 5 |
| falcon | 16 | 6 | 4 | 19 | 7 | 5 | 35 | 13 | 9 |
| fish | 3 | 30 | 3 | 4 | 34 | 3 | 7 | 64 | 6 |
| giraffe | 1 | 33 | 1 | 1 | 39 | 1 | 2 | 72 | 2 |
| goat | 11 | 12 | 6 | 8 | 20 | 4 | 19 | 32 | 10 |
| goose | 4 | 24 | 2 | 5 | 24 | 7 | 9 | 48 | 9 |
| gorilla | 6 | 28 | 1 | 1 | 39 | 1 | 7 | 67 | 2 |
| guinea pig | 8 | 6 | 20 | 6 | 3 | 27 | 14 | 9 | 47 |
| hamster | 30 | 2 | 1 | 36 | 0 | 3 | 66 | 2 | 4 |
| hippo | 22 | 7 | 4 | 29 | 2 | 6 | 51 | 9 | 10 |
| horse | 35 | 1 | 0 | 39 | 1 | 1 | 74 | 2 | 1 |

| | | | | | | | | | |
|-----------|----|----|---|----|----|---|----|----|----|
| cheetah | 21 | 6 | 4 | 23 | 10 | 4 | 44 | 16 | 8 |
| kangaroo | 27 | 5 | 2 | 26 | 4 | 6 | 53 | 9 | 8 |
| lion | 32 | 4 | 0 | 37 | 3 | 1 | 69 | 7 | 1 |
| monkey | 6 | 25 | 3 | 2 | 39 | 0 | 8 | 64 | 1 |
| mouse | 1 | 34 | 1 | 1 | 40 | 0 | 2 | 74 | 1 |
| ostrich | 11 | 7 | 6 | 22 | 4 | 7 | 33 | 11 | 13 |
| peacock | 12 | 9 | 5 | 16 | 8 | 7 | 28 | 17 | 12 |
| penguin | 24 | 5 | 5 | 37 | 1 | 2 | 61 | 6 | 7 |
| pigeon | 11 | 5 | 5 | 15 | 3 | 6 | 26 | 8 | 11 |
| rabbit | 31 | 3 | 1 | 35 | 4 | 2 | 66 | 7 | 3 |
| shark | 29 | 4 | 0 | 28 | 5 | 5 | 57 | 9 | 5 |
| sheep | 6 | 23 | 2 | 5 | 34 | 0 | 11 | 57 | 2 |
| snake | 29 | 3 | 2 | 38 | 1 | 1 | 67 | 4 | 3 |
| spider | 29 | 3 | 2 | 37 | 0 | 4 | 66 | 3 | 6 |
| tarantula | 1 | 32 | 1 | 8 | 32 | 1 | 9 | 64 | 2 |
| tiger | 36 | 0 | 0 | 40 | 1 | 0 | 76 | 1 | 0 |
| tortoise | 8 | 15 | 4 | 10 | 15 | 8 | 18 | 30 | 12 |
| whale | 8 | 16 | 5 | 8 | 19 | 5 | 16 | 35 | 10 |

II. List of short stories

A Day off (McAllister at el., 1988: 62)
A Fair Deal (McAllister at el., 1988: 68)
A Fish of the World (Rosen, 1991: 75-77)
A Welcome Visit (McAllister at el., 1988: 193)
Acorn Soup (McAllister at el., 1988: 38)
Acorn Sums (McAllister at el., 1988: 127)
Acorns (McAllister at el., 1988: 123)
Along the River-Bank (McAllister at el., 1988: 189)
Arthur's Boat (McAllister at el., 1988: 60)
Ashputtel (<http://www.ashputtel.com/>, 7.1.2009)
Baby Bear (McAllister at el., 1988: 234)
Baker Bunny (McAllister at el., 1988: 219)
Baking Day (McAllister at el., 1988: 33)
Barney Barter Moves House (McAllister at el., 1988: 137)
Bearland Park (McAllister at el., 1988: 190)
Being Together (McAllister at el., 1988: 136)
Benny the Dancing Bear (McAllister at el., 1988: 27)
Benny's Pigeon (McAllister at el., 1988: 19)
Bertrand the Potter (McAllister at el., 1988: 138)
Big Grey Wolf (McAllister at el., 1988: 121)
Bill and Susie (McAllister at el., 1988: 117)
Billabong the Kangaroo (McAllister at el., 1988: 24)
Billy Bear (McAllister at el., 1988: 99)
Billy the Baker (McAllister at el., 1988: 82)
Bimbo the Dog (McAllister at el., 1988: 220)
Bingo's Dreams (McAllister at el., 1988: 73)
Blackberries (McAllister at el., 1988: 24)
Bob's Flowers (McAllister at el., 1988: 38)
Bongo and Pablo (McAllister at el., 1988: 136)
Bongo Bear (McAllister at el., 1988: 11)
Bonzo's Ball (McAllister at el., 1988: 64)
Boris and Brian (McAllister at el., 1988: 23)

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Bubbles (McAllister at el., 1988: 15)
Buddy Bunny's packány (McAllister at el., 1988: 233)
Bunny Indians (McAllister at el., 1988: 188)
Captain Bill (McAllister at el., 1988: 134)
Captain Bodger's Friends (McAllister at el., 1988: 44)
Circus Elephant (McAllister at el., 1988: 75)
Clever Rex (McAllister at el., 1988: 209)
Come and Get It! (McAllister at el., 1988: 228)
Crocodile Bridge (McAllister at el., 1988: 204)
Crossing the River (McAllister at el., 1988: 151)
Crossing the Road (McAllister at el., 1988: 175)
Cuddly Bear Crescent (McAllister at el., 1988: 198)
Cyril the Squirrel (McAllister at el., 1988: 158)
Daffy Dog (McAllister at el., 1988: 186)
Darren Dog (McAllister at el., 1988: 180)
Delia the Dove (McAllister at el., 1988: 36)
Delivering Letters (McAllister at el., 1988: 145)
Donkeyskin (<http://www.surlalunefairytales.com/donkeyskin/index.html>, 7.1.2009)
Eli and Barney (McAllister at el., 1988: 218)
Express Tortoise (McAllister at el., 1988: 182)
Farewell Party (McAllister at el., 1988: 221)
Feeding the Ducks (McAllister at el., 1988: 67)
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Flipper Frog (McAllister at el., 1988: 178)
Fluff's Adventure (McAllister at el., 1988: 100)
Flying Laundry (McAllister at el., 1988: 94)
Flying Mice (McAllister at el., 1988: 65)
Fox in a Fix (McAllister at el., 1988: 72)

Fred Tuttle (McAllister at el., 1988: 183)
Friendly Tortoise (McAllister at el., 1988: 176)
Frobisher Frog (McAllister at el., 1988: 98)
Gathering Acorns (McAllister at el., 1988: 193)
Golden Goose (<http://www.surlalunefairytales.com/goldengoose/index.html>,
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(<http://www.surlalunefairytales.com/goldilocks/index.html>, 7.1.2009)
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Good Tininy (McAllister at el., 1988: 138)
Granda Bunny's Present (McAllister at el., 1988: 201)
Granda Bunny's Shopping (McAllister at el., 1988: 235)
Greengrocer Bob (McAllister at el., 1988: 77)
Happy Jogger (McAllister at el., 1988: 201)
Heatwave (McAllister at el., 1988: 146)
Hide and Seek (McAllister at el., 1988: 52)
Hippos in the Snow (McAllister at el., 1988: 81)
Horace the Hamster (McAllister at el., 1988: 70)
Hronci Bear (McAllister at el., 1988: 49)
Hubert's Treat (McAllister at el., 1988: 224)
Charlie and Nipper (McAllister at el., 1988: 15)
Charlie's House (McAllister at el., 1988: 74)
In a Balloon (McAllister at el., 1988: 134)
I-Spy (McAllister at el., 1988: 101)
Jake the Snake (McAllister at el., 1988: 220)
Jane's Missing Buton (McAllister at el., 1988: 131)
Jimbo and Pedro (McAllister at el., 1988: 106)
Joe and Bluebell (McAllister at el., 1988: 222)
Jogger Bob (McAllister at el., 1988: 54)
Jumping for Joy (McAllister at el., 1988: 49)
Kim the Koala Bear (McAllister at el., 1988: 109)
King of the Jungle (McAllister at el., 1988: 116)
Kitty the Kitten (McAllister at el., 1988: 26)
Knights of the Round Table (McAllister at el., 1988: 87)

Leap-Frog (McAllister at el., 1988: 156)
Lily Lake (McAllister at el., 1988: 73)
Little Lamb (McAllister at el., 1988: 127)
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Magic Carpet (McAllister at el., 1988: 139)
Magic Crumbs (McAllister at el., 1988: 164)
Major Mole's Big Band (McAllister at el., 1988: 170)
Marcus the Mouse (McAllister at el., 1988: 122)
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Moonlight Serenade (McAllister at el., 1988: 114)
Moonlight Millie (McAllister at el., 1988: 154)
Mr and Mrs Chimp (McAllister at el., 1988: 82)
Mrs McMouse's Tea Party (McAllister at el., 1988: 155)
Musical Icicles (McAllister at el., 1988: 60)
Musical Mouse (McAllister at el., 1988: 22)
New Homes (McAllister at el., 1988: 229)
Nice and Dry (McAllister at el., 1988: 232)
Nightingale (<http://www.surlalunefairytales.com/nightingale/index.html>, 7.1.2009)
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Old Bob Rabbit (McAllister at el., 1988: 21)
On the River (McAllister at el., 1988: 13)
Oswald Owl – Signalman (McAllister at el., 1988: 205)
Paddle Boat (McAllister at el., 1988: 91)
Pen Pals (McAllister at el., 1988: 108)
Picnic in the Sun (McAllister at el., 1988: 92)

Piggles the Pig (McAllister at el., 1988: 232)
Pilot Bear (McAllister at el., 1988: 34)
Pip's Magic Moment (McAllister at el., 1988: 217)
Porky's Boot (McAllister at el., 1988: 132)
Rabbits Can't Fly! (McAllister at el., 1988: 152)
Rainbow Butterfly (McAllister at el., 1988: 147)
Rainbow Treasure (McAllister at el., 1988: 92)
Ralph Rabbit (McAllister at el., 1988: 163)
Raymond the Flying Rabbit (McAllister at el., 1988: 50)
Reading Lamp (McAllister at el., 1988: 51)
Ready for the Storm (McAllister at el., 1988: 194)
Rock-a-Bye Baby (McAllister at el., 1988: 207)
Sad Suzy (McAllister at el., 1988: 160)
Sailing in the Sun (McAllister at el., 1988: 158)
Sam Bear (McAllister at el., 1988: 165)
Samantha's New Umbrella (McAllister at el., 1988: 200)
Sammy the Seal (McAllister at el., 1988: 45)
Sarah (McAllister at el., 1988: 98)
Sausage Dog (McAllister at el., 1988: 84)
Scamp's Bone (McAllister at el., 1988: 106)
Scamp's Circus Trick (McAllister at el., 1988: 213)
Scarecrow in the Woods (McAllister at el., 1988: 202)
Screecher the Monkey (McAllister at el., 1988: 172)
Shep's Birthday Present (McAllister at el., 1988: 18)
Shipwrecked Fox (McAllister at el., 1988: 31)
Short-Sighted Rabbit (McAllister at el., 1988: 135)
Sid and the Banana (McAllister at el., 1988: 67)
Silas Snake (McAllister at el., 1988: 211)
Silly Sports (McAllister at el., 1988: 144)
Sleepy Snail (McAllister at el., 1988: 32)
Sleepy Time (McAllister at el., 1988: 150)
Snow Games (McAllister at el., 1988: 76)
Sonny Bunny (McAllister at el., 1988: 211)
Star Attraction (McAllister at el., 1988: 143)

Star-Struck Mouse (McAllister at el., 1988: 29)

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Summer Dreams (McAllister at el., 1988: 142)

Sun Bird (McAllister at el., 1988: 133)

Surprise Ending (McAllister at el., 1988: 215)

Susie teh Moth (McAllister at el., 1988: 145)

Sweetflower Meadow (McAllister at el., 1988: 93)

Sybil's Favorite Song (McAllister at el., 1988: 79)

Sydney Squirrel (McAllister at el., 1988: 54)

Tailor Bears (McAllister at el., 1988: 203)

Tailor Mouse (McAllister at el., 1988: 148)

Talking Flowers (McAllister at el., 1988: 228)

Terry Tiger (McAllister at el., 1988: 185)

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The Clockwork Carrot (McAllister at el., 1988: 95)

The Dragon (McAllister at el., 1988: 16)

The Echo (McAllister at el., 1988: 217)

The Enchanted Toad (Rosen, 1991: 200-214)

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The Garden Swing (McAllister at el., 1988: 128)

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The Happy Clown (McAllister at el., 1988: 105)

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The Home Helps (McAllister at el., 1988: 61)

The Inventor (McAllister at el., 1988: 210)

The Jungle Book (McAllister at el., 1988: 14)

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The Tramp (McAllister at el., 1988: 125)

The Treasure Map (McAllister at el., 1988: 69)

The Tree Seat (McAllister at el., 1988: 181)

The Twins (McAllister at el., 1988: 79)

The Two Bears (McAllister at el., 1988: 107)

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Toby's Portrait (McAllister at el., 1988: 104)
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Water-Skiing (McAllister at el., 1988: 47)
Wheelbarrow Express (McAllister at el., 1988: 130)
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Windmill Bread (McAllister at el., 1988: 40)
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