



Module 2

“What’s in a name?”

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1 Read the following quotes.

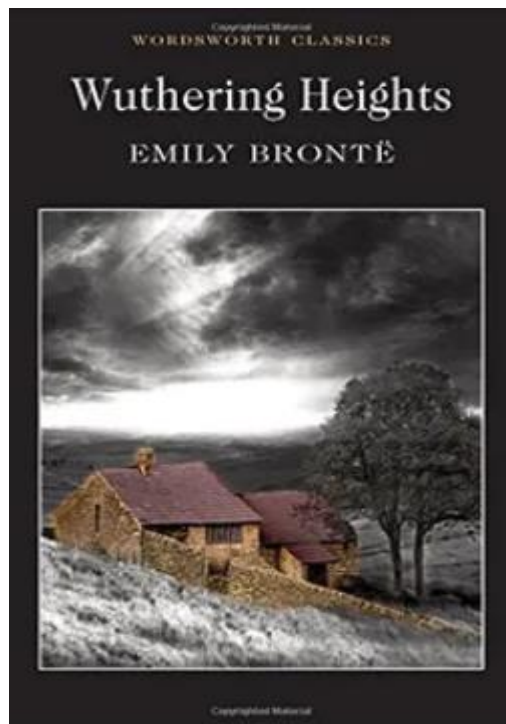
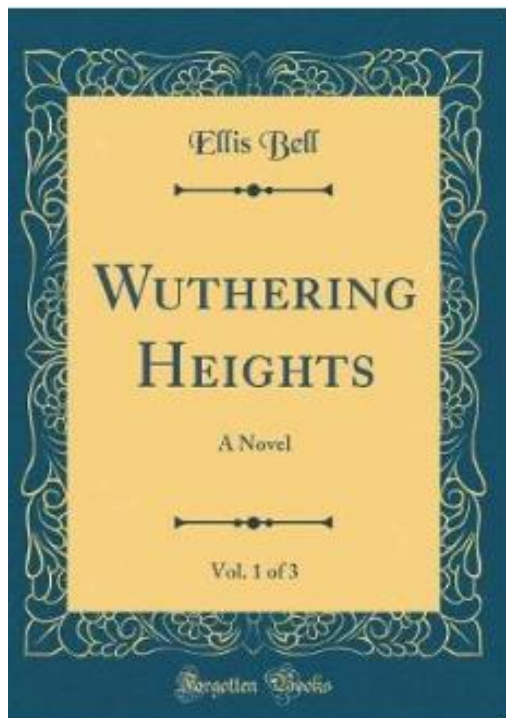
- 'Behind every successful man, there is a woman. And behind every unsuccessful man, there are two.' – Mark Twain.

'I would venture to guess that Anon, who wrote so many poems without signing them, was often a woman.' – Virginia Woolf

'What's in a name? That which we call a rose by any other name would smell just as sweet.' -William Shakespeare in Romeo and Juliet.

2 Read and complete the following text. Choose the most suitable option to complete the text below and then check your quote selection.

1.
 - a. Female writers chose male pen names because they did not like their names.
 - b. Female writers chose male pen names because they were transgender.
 - c. Female writers chose male pen names to be accepted in a patriarchal society.
2.
 - a. George Sand (1804-1876) was not a woman.
 - b. George Sand (1804-1876) was born Amantine-Lucile-Aurore Dupin in Paris.
 - c. George Sand was Beethoven's lover.
3.
 - a. George Eliot was the pen name of Mary Ann Evans, one of the important English novelists of the 19th century.
 - b. Mary Ann Evans was George Eliot's pseudonym.
 - c. George Eliot died in London.
4.
 - a. The Bell brothers were the Brontë sisters, who lived in the Victorian Era in England, a time of prejudice.
 - b. Emily Brontë's most successful novel is *Wuthering Heights*, published under the pseudonym of Ellis Bell.
 - c. Anne's *Agnes Grey* and Charlotte's *Jane Eyre* were published in 1847.



Women behind a man's name



Did you know that in the past, and maybe even today, women had to use male pseudonyms to sign their productions? Why did they conceal their identity?

.....
.....¹

Who was George Sand?

.....
.....²

George Sand wrote novels, autobiographies, literary criticism, and dramatic works. She fought for women's rights. Sand also became involved in social and political campaigns. George Sand's life was unconventional in numerous ways: she liked dressing up in men's clothing to have access to those parts of Paris where it was not decorous for ladies to go. She scandalised Parisian society by smoking in public. Sand's love affairs included a relationship with the composer Frédéric Chopin.

Who was George Eliot?

.....
.....³

George Eliot was born on 22 November 1819 in rural Warwickshire, England. In 1850, Eliot began contributing to an important journal for philosophical radicals, and later

became editor. She was now at the centre of a literary circle in which she met George Henry Lewes. Lewes was married and their relationship caused a scandal.

Lewes encouraged Eliot to write. Her first novel was a great success. She used a male pen name to ensure that her works were taken seriously. The popularity of Eliot's novels brought her social acceptance.



Who were Ellis, Acton and Currer Bell, the Bell brothers?

.....
.....⁴

As girls, their parents often left them alone together in their isolated home and began to write stories at an early age.

The Brontë sisters chose to publish their poetry collection under male pseudonyms in the 1800s. The book was titled Poems by Currer, Ellis and Acton Bell (Emily aka Ellis, Anne aka Acton and Charlotte aka Currer). They thought that people did not take women's work seriously. Charlotte explained that they did not declare themselves women because they had the impression that female writers were discriminated against.

By the way, have any male writers used female pen names? You can google it.

"What's in a name?"

3 Circle the corresponding letter if the sentence is true, false or not in the text. What is the phrase?

	True	False	Not said
1. All these women lived in England.	W	M	G
2. They fought for men's rights.	A	E	G
3. Some of them were homosexuals.	F	H	N
4. Emily Brontë married George Eliot.	T	D	I
5. George Sand wrote Jane Eyre.	F	E	N
6. George Sand broke many norms.	R	K	G
7. For example, she smoked in public.	B	W	T
8. Charlotte Brontë was a single mother,	N	E	I
9. George Eliot was associated with Karl Marx.	S	P	A
10. They were not aware of sexism.	O	S	M

G



Look at the verbs in the previous task.

What tense do they show?

How do you know?

Are there any differences between the past forms?

GRAMMAR FOCUS

Simple Past

The Simple Past is used for an activity or situation that began and ended in the past. It is usually used with past time expressions such as *yesterday, last month/year, a few days ago*, at an early age, dates such as: *in 1889*, etc and clauses such as: *when she was a girl*.

There are regular and irregular verbs.

Regular verbs add **ed** to the base form. Irregular verbs form the Simple Past in a variety of different ways.

Spelling rules for adding **ed** to the verb:

1. When the verb ends in **e**, add only **d**.

Move moved live Lived

2. When the verb ends in a consonant + **y**, change the **y** to **i**, and add **ed**.

Study studied Try tried

3. When the verb ends in a vowel + **y (ay, ey, oy, uy)**, the **y** does not change.

Play played enjoy Enjoyed

4. When the verb has one syllable and ends in a consonant, double the last letter before **ed**.

Stop stopped plan Planned

5. When the verb has more than one syllable and the last syllable ends in a consonant, double the last letter if the syllable is stressed.

prefer preferred permit Permitted

Pronunciation of **-ed**

When this suffix is added to a verb to indicate past (or past participle), its pronunciation varies according to the sound of the last syllable of the base verb. The **sound** (not the letter) is what is important, although many times they may coincide.

/d/

The **-ED** form is pronounced **/d/** when the last sound of the verb base is

1. a vowel:
play – played /pleid/
2. /b/:
rob – robbed /robd/
3. /g/:
drag – dragged /dragd/
4. /m/:
slam – slammed /slamd/

/t/

The **-ED** form is pronounced **/t/** when the last sound of the verb base is

1. /p/:
stop – stopped /stopt/
2. /k/:
look – looked /lukt/
3. /s/:
dress – dressed /drest/
4. /sh/:
finish – finished /finisht/
5. /ch/

/id/

The **-ED** form is pronounced **/id/** when the last sound of the verb base is

1. /d/:
decide – decided /di'saidid/
2. /t/:
invite – invited /in'vaitid/

5. /n/:
open – opened /oupend/
6. /v/:
love – loved /lavd/
7. /dʒ/:
change – changed /cheindʒd/
8. /z/:
buzz – buzzed /bazzd/
9. /l/:
call – called /kold/

watch – watched /wotcht/
6. /ks/ (x)
fix – fixed /fikt/
7. /f/ (gh)
laugh – laughed /laft/

4 Complete the following table with verbs from the text.

Irregular verbs				Regular verbs			
Infinitive	Past	Infinitive	Past	Infinitive	Past	Infinitive	Past
do	<i>did</i>	begin		conceal		die	
know		meet		like		cause	
choose		bring		marry		encourage	
be		think		discriminate		use	
write		have		scandalise		live	
become		take		include		explain	
fight		leave		smoke		accept	

5 Complete the following sentences with the verbs from the box.

wasn't - ~~was~~ - was - were - weren't - chose - did - didn't take - conceal - met

- George Sand *was* a woman.
- The Bell brothers the Brontë sisters.
- Some female writers male pseudonyms but they necessarily transgender.
- George Eliot married when she George Henry Lewes.
- Some people women's literature seriously.
- What Emily Brontë's pen name?
- Why female writers their identities?



Look at the verbs in the previous task.

Compare the sentences.

What similarities and/or differences can you spot?

GRAMMAR FOCUS

Simple past: Sentence structure

Affirmative sentences

Be			Other lexical verbs		
I	was		I	wrote	poems in 1993.
You	were	a writer	You		
He			He	had	a pen name.
She	was		She		
It		a hotel	It	included	their poems.
We			We		
You	were	novelists	You	used	a pseudonym.
They			They		
Subject + verb in the past + the rest of sentence					

Negative sentences

Be			Other lexical verbs			
I	was not		I		write	poems in 1993.
You	were not	a writer	You			
He			He	did not	have	a pen name.
She	wasn't		She			
It		a hotel	It	didn't	include	their poems.
We			We			
You	weren't	novelists	You		use	a pseudonym.
They			They			
S + wasn't/weren't + the rest			S + didn't + infinitive verb+ the rest			

Interrogative sentences: yes-no questions

Be			Other lexical verbs			
Was	I	a writer?		I	write	poems in 1993?
Were	you		Did	you	have	a pen name?
	he			he		
Was	she	a hotel?	Didn't	she	include	their poems?
Wasn't	it			it		
	we	novelists?		we	use	a pseudonym?
Were	you			you		
Weren't	they			they		
Was/weren't + S + the rest?			Did/n't + S + infinitive verb + the rest?			

Interrogative sentences: Wh- questions

Be				Other lexical verbs			
	was	I	a writer?		I	write	poems in 1993?
	were	you			you	have	a pen name?
Where	was	he	a hotel?	What	did	include	their poems?
When	were	she	novelists?	Why	it	use	a pseudonym?
		it			we		
		we			you		
		you			they		
		they					
Wh + was/were + S + the rest?				Wh + did + S + infinitive verb + the rest?			

6 Unjumble the following sentences and then match questions and answers.



1. born – George Eliot – where – was?

F

Where was George Eliot born?

2. George Eliot – marry – did – who?

3. Brontë sisters - with - a - the – why – publish- male – did - name – pen?

4. Brontë sisters – begin - write - did - when – the - to?

5. George Sand – die – when - did?

6. George Sand's - why – unconventional – was - life?

- a. 1876 – in – died – she.
.....
- b. society – to – a – in – patriarchal – accepted – be.
.....
- c. Chopin – example – love – had – she – a – affair – for – with.
.....
- d. George Henry Lewes – married – she.
.....
- e. write - they - age - began - to - at – early - an.
.....
- f. England – she- born – was – in.
She was born in England.



Focus on the answer to question 3.

What type of question is it?

What do you notice in the answer?

GRAMMAR FOCUS

Answers to WHY questions

We can answer a WHY question either with **because** OR sometimes it is possible to answer with **to infinitive**. Examples:

***Why** did female writers conceal their identities?*

***Because** they wanted to avoid gender prejudice.*

***To** avoid gender prejudice.*

7 Choose the correct answer/s and reflect on them.

1. Why did women writers adopt pen names?
 - a. Because they did not like their names.
 - b. To conceal their identity.
 - c. To be accepted in a men's world.
2. Why did George Sand dress up in men's clothing?
 - a. Because she liked trousers.
 - b. Because she was a rebel.
 - c. To gain access to places where women couldn't go.

3. Why did George Eliot use a male pseudonym?
 - a. Because she loved men's names.
 - b. To avoid prejudice against female writers.
 - c. To ensure her works were taken seriously.

8 Complete the following biography with the verbs from the box in the past.



Emily Brontë¹ in England in 1818.
 She² a novelist and she
³ a pseudonym. She
⁴ a single novel, *Wuthering Heights* (1847), an imaginative work of passion and hate set on the Yorkshire moors. It
⁵ terrible reviews when it was first published but then it⁶ one of the finest novels in the English language. Emily
⁷ perhaps the greatest of the three Brontë sisters. She⁸ in 1848.

die – be – be born – have –
 become – write – receive –
 be –

9 Choose the right option and complete the dialogue based on the article.



Instructor: Before reading this article, did you know that women used male pen names?

Student:¹

- a. Yes, they did.
- b. No, I didn't.
- c. No, I wasn't.

I: In your opinion,²

- a. What was that?
- b. Where did they do that?
- c. Why did they conceal their identities?

St: Obviously, to avoid prejudices.

I: What information called your attention?

St:³

- a. That George Sand was associated with Karl Marx.
- b. That there was gender bias in those days.
- c. That there were female writers.

I: I agree it's surprising.

St:⁴

- a. Why were they all born?
- b. Where they were born?
- c. Where were they all born?

I: They were all born in Europe.

St: Did they all live in the same era?

I:⁵

- a. I think not.
- b. I think so. They were all born during the Victorian Era.
- c. Yes, they lived in England.



By the way ...

The genitive (The possessive case)

Noun's noun (Modifier's head)

A man's name

Women's rights

10 Extract from the text examples of the genitive and underline the head.

- 1.
- 2.
- 3.
- 4.
- 5.



MleL

Log in for more practice.

Section 2-Argentine Women who Changed our History

1 Look at the map. Women's Trail: Have you been to Puerto Madero?



2 Did you ever hear about all these women? Can you connect them to the map?

*Julietta
Lanterí*

Paula Manso

Macacha
Güemes

Eva Perón

**Alicia
Moreau**

Lola Mora

3 Google them and complete the names in the corresponding picture.

a.....

b.....

c.



d.....

e.....

f.....



4 Answer before reading.

Who ...

was born in Italy?
got a degree in Pharmacology and Medicine?
was the first woman who voted in Argentina in 1911?

was born in London?
was one of the first women to get a medical degree?
fought for women to have a legal right to vote?

was an artist?
suffered discrimination for being a woman in a world of men?
was considered immoral for the nudity in her most famous work?

learnt to read at home when she was 5?
was influenced by her brother?
fought in the Independence Wars?

had an active role in politics?
fought for the social rights of the workers?
brought the fight for women's vote to an end?

was a teacher, journalist, and translator?
changed the perspective of education in our country?
used the newspaper to discuss gender discrimination?

5 Read and check your predictions.

Argentine Women who Changed our History

Pioneers of Argentine Women's Rights

Macacha Güemes was born in Salta in 1787. She learnt to read when she was only 5 in a time when formal education was a privilege only for men. During Argentina's Independence Wars, influenced by her brother, she took active part and contributed to Argentina's victory. She is considered a heroine of the Argentine War of Independence for her participation in the Gaucho War.

Juana Paula Manso was born in Buenos Aires in 1819. She was a writer, a journalist, a teacher and a precursor of feminism in Argentina, Uruguay and Brazil. She set the basis for a radical change in education. She considered that students had to use information to create their own ideas. As a journalist, she used her articles to discuss gender prejudices.

Lola Mora was born in Tucuman in 1867. This artist suffered discrimination for being a woman in a world for men. She was a sculptress, a friend of artists, an independent woman constantly surrounded by men. Therefore, she was considered a prostitute by the conservatives of Buenos Aires. Her most famous work, the Fountain of Las Nereidas, was considered immoral because of the nudity that it presents.

Julieta Lanteri was born in Italy in 1873. She was an activist for women's rights in Argentina. She got a degree in Pharmacology and Medicine. She was the first woman who voted in our country in 1911. To vote you needed: to enrol yourself (gender was not asked), to be educated, and to be an Argentine citizen. She had all the requirements to vote. But the Electoral Law was amended, and military service was required.

Alicia Moreau de Justo was born in London in 1885. She was a leading figure in the history of feminism in Argentina. She fought for gender equality and became one of the first women to get a medical degree. It was very difficult for women to have access to education. She also fought for women to have the legal right to vote.

Eva Perón was born in Buenos Aires in 1919. Her life changed when she met Juan Domingo Perón, who she married. When he became President, she had an active role in politics. Labour rights were important for her, but social rights were her priority. She created a foundation to help poor families and, especially women. She brought the fight initiated by Alicia Moreau to an end and in 1947 women's vote was legal.



Go back to **4** and study the questions.

What type of questions are they?

What information is missing?

GRAMMAR FOCUS

Questions in the simple past: who

Macacha Güemes helped her brother in the Gaucho War



Subject



Object

In an English sentence, there can be two participants: the subject (before the verb) and the object/s (after the verb).

Who: Object

Who + did + subject + infinitive verb + rest of the question?

-Who did Macacha Güemes help in the Gaucho War?

Martín Güemes.

She helped her brother in the Gaucho War.

She helped her brother, her inspiration.

Who: Subject

Who + verb in the past + rest of the question?

-Who helped her brother in the Gaucho War?

Macacha Güemes.

Macacha Güemes did. She took an active part.

Macacha Güemes helped her brother in the Gaucho War.

6 Circle the right past form of these irregular verbs.

Infinitive form	Column 1	Column 2	Column 3
Learn	Leaned	learnt	leant
Set	Set	sat	seten
Be	was/where	was/were	whas/where
Have	Haven	has	had
Fight	Fought	frought	fighten
Meet	Meet	mete	met
Bring	bought	brought	brought

7 Questions with WHO: subject or object. Choose the correct option/s. Then, answer the questions.

1. Who her articles to discuss gender inequalities?

did – was – used – use

Paula Manso did.

2. Who one of the first women to have a medical degree?

was – became – did - become

.....

3. Who Juana Manso free thinkers?

did – was – consider – considered

.....

4. Who Eva Perón?

did – was – help– helped

.....

5. Who Macacha Güemes with?

did – was – fight - fought

.....

6. Who discrimination in a world for men?

did – was – suffer – suffered

.....

8 Focus on the answer and ask the missing questions.



1. Who did Martín Güemes Influence?

He influenced Macacha Güemes, he inspired her.

2.?

Julieta Lanteri did and she also got a degree in Medicine.

3.?

The Conservatives in BA did. They did not accept her independence.

4.?

Alicia Moreau, but her family came to Argentina when she was a girl.

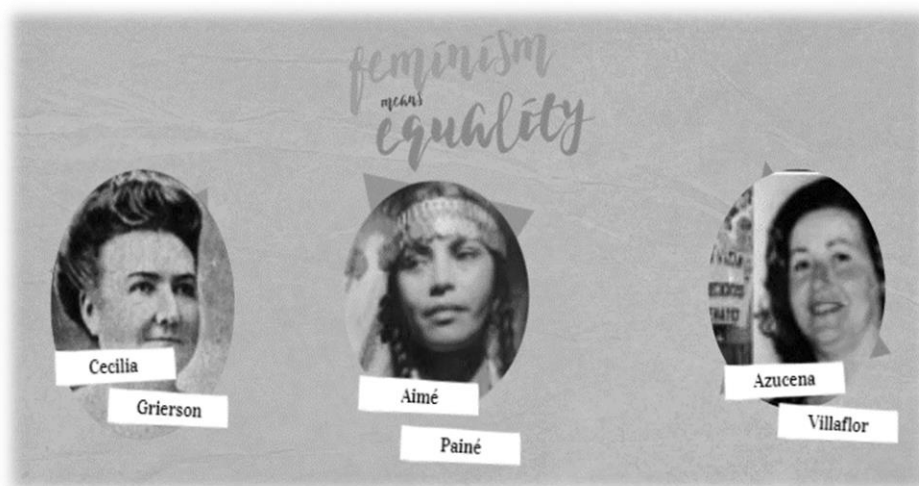
5.?

She married Juan Perón.

6.?

According to these profiles, Julieta Lanteri, Alicia Moreau and Eva Perón did.

9 Read the information about the women below, choose one of them and write her profile.



Cecilia Grierson

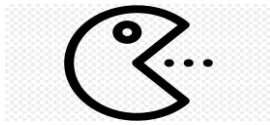
- Argentina, 1859
- first woman to get a medical degree in Argentina
- suffer discrimination as a medical student
- feminist activist
- vice-president of Suffragist meeting in London.
- establish a nursing school in 1891.

Aimé Painé

- Argentina, 1943
- Argentine singer of Tehuelche and Mapuche origin.
- grand-daughter of Tehuelche cacique
- present Mapuche culture to the world
- denounce marginalization of indigenous peoples in Argentina.

Azucena Villaflor

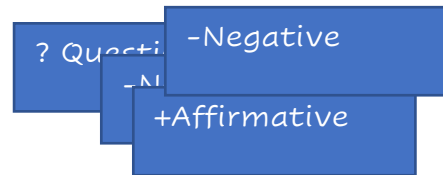
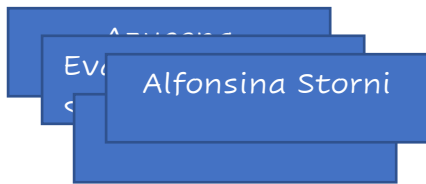
- Argentina, 1924
- social activist, and one of the founders of the human rights association: Mothers of the Plaza de Mayo.
- one of her sons: disappear in 1976, during the military dictatorship.
- decide to start a series of demonstrations to make her case public.
- with thirteen other mothers: go to Plaza de Mayo in 1977.



The Biography Game

Instructions

The class is divided into 2, 3 or 4 teams. There are two piles of cards on the instructor's desk. One pile with the name of famous people, another with the type of sentence (+, -, ?), students should make. One member from one team takes 1 card from each pile and makes the example. In this case, the student has to make a negative example about Alfonsina Storni.



Alfonsina Storni wasn't a teacher.

This student scores 2 points because the information is correct both in content and form. If there are some form problems but the content is correct, the rest of the team should give the correct answer and they will score 1 point.

10 Surf the net for a representative professional in your area and write her biography. Include nationality date of birth and two main contributions if possible.

.....

.....

.....

.....

.....



MleL

Log in for more practice.

Section 3- Fiction Time: Harrison Bergeron

1 Revise Part 1 and put the verbs in brackets in the correct tense: simple present or past. Remember the simple present is generally used for the introduction to the story. And the simple past is preferred when talking about the plot.

The story *takes place* ¹(take place) in the United States in 2081. The main characters² (be) George, Hazel and Harrison, their son. In this society, everybody³ (be) equal. Nobody⁴ (be) superior to anybody else. The Handicapper General and some government agents⁵ (control) the equality laws. Hazel⁶ (be not) very intelligent so she⁷ (have not) a handicap. People with average intelligence⁸ (concentrate not). On the contrary, George.....⁹ (be) very intelligent so he¹⁰ (have) a radio. This device¹¹ (transmit) noises that¹² (interrupt) George's thoughts. Their son, Harrison,¹³ (be) 14 years old but he¹⁴ (live not) with them. He¹⁵ (be) in prison.



Why was Harrison in prison?

Part 2

Hazel and George were watching ballerinas dance on TV. Hazel had been crying, but she couldn't remember why. She enjoyed the dancers' performance very much. For a few moments, George reflected on the dancers, who carried weights to reduce their grace and who wore masks to conceal their beauty. They had handicaps to prevent TV viewers from feeling bad about their appearances. So, due to their handicaps, the dancers weren't very good. A noise interrupted George's thought. Two of the dancers heard the noise, too; apparently, they were smart and had to wear radios too.

Hazel said that she would like to hear the noises that the handicappers created. George didn't agree. She also said that if she were Handicapper General, she would create chimes to use on Sundays. She thought it would produce a religious effect. Hazel said she would be a good Handicapper General. Before another noise interrupted him, George thought of his son, Harrison.

Hazel thought that George looked exhausted and told him to lie down and rest his "handicap bag," which was forty-seven pounds of weight in a bag and locked around George's neck. He said he hardly noticed the weight anymore. Hazel suggested taking a few of the weights out of the bag. He said that if everyone broke the law, society would return to its old competitive ways. Hazel said she would hate that. A noise interrupted the conversation, and George couldn't remember what they were talking about.

2 Complete the following definitions with the words in the box.

carry (v.r) - weight (n) - wear (v. irr) - handicap (n) - prevent (v.r) - chime (n) - hardly (adv)-

1.: keep from happening.
2.: take with you.
3.: have something on your body as a piece of clothing, etc.
4.: almost not
5.: heavy object.

6.: a bell sound.
7.: a disadvantage that makes success more difficult.

3 Read Part 2 and tick the true sentences.

1. George and Hazel were watching ballet on TV.
2. She did not like it.
3. George knew why the ballerinas had handicaps.
4. Two ballerinas were as smart as George.
5. Hazel was the Handicapper General.
6. Their society was not competitive in those days.
7. Hazel wanted to break the law, but she was not aware of it.
8. George did not have an average intelligence.

4 Match the handicaps with their function. There is an extra function.

Handicap	Function
1. Masks	a. To interrupt thoughts
2. Heavy bags	b. To avoid a competitive society
3. Radios	c. To make physical activity difficult
4. Handicaps in general	d. To guarantee equality
	e. To conceal beauty

5 Watch the video and write true or false in the following comparison:



	Text	Film
1. George and Hazel were watching ballet.		
2. The ballerinas wore handicaps.		
3. Hazel didn't have any handicaps.		
4. George had two handicaps: weights and radio.		
5. George thought about Harrison.		
6. Hazel wanted to be the Handicapper General.		
7. George remembered when the policemen took Harrison away.		
8. Hazel was worried about George.		
9. They thought it was a bad idea to remove the handicaps.		

6 Unjumble the questions and complete the conversation.



1. agents – there – how many – government – are?
.....?
2. don't – them – you – why – remove?
.....?
3. a – we – change – for – fight – can?
.....?
4. home – people – at – handicaps – wear – do – the?
.....?
5. crying – you – why – are?
.....?

George:

Hazel: I don't remember why.

George: Yes, I know it's difficult for you to remember. Oh, God! I'm so exhausted.

Hazel: It's the handicaps.

George: We can't break the law.

Hazel:

George: I don't think so. There are agents who enforce the equality laws.

Hazel: Well, but,?

George: I don't know. But they can see everything!

Hazel:?

George: Yes, it's the law. I hope Harrison will make a difference in this world.



MleL

Log in for more practice.

Section 4 Introduction to Academic Literacy: The Abstract



Go back to M1 S4 **3** and reflect on the answers to questions 3, 4 and 5.

What do the answers show?

Do you think these are typical parts in an abstract?

The abstract internal structure

In a study of research abstracts within the field of applied linguistics, Swales (1993)¹ identified a pattern consisting of five moves. These moves constitute the transitions between the different stages of the abstract, each fulfilling a communicative purpose.

The **background**:

it situates the research.

The **aim**:

it presents the objective of the research.

The **method**:

it describes the methodology.

The **results**:

it summarises the results.

The **conclusion**:

it discusses and interprets the results.

This pattern highlights the transitions of the text. Not all stages will be found in every abstract, and the order of the moves may vary. Still, this list of moves can be used as a kind of template for abstract writing.

1 Focus on the title. Anticipate the content of the abstract.

¹ Swales, J. (1993). *Genre Analysis. English in Academic and Research Settings*. Cambridge: Cambridge University Press.

2 In pairs, read and check in which version the moves are well identified.

Abstract 3

Version 1

Gendering Urban Namescapes: The Gender Politics of Street Names in an Eastern European City

Abstract

The gender relations of power embedded within the urban landscape and materialized in street nomenclature remain an underexplored topic in place-name studies **(BACKGROUND)**. This paper situates the gendered spaces of street names within the broader investigation of identity politics played out in the public space. Drawing on scholarship from "critical toponymies", this article diachronically examines the gender patterning of urban nomenclature in a city from Eastern Europe (Sibiu, formerly Hermannstadt, Romania) **(AIM)**. For this purpose, a dataset was compiled from the entire street nomenclature of the city across seven successive historical periods, from 1875 to 2020 (n = 2,766) **(METHOD)**. The statistical analyses performed on this dataset revealed a "masculine default" as a structuring principle underpinning Sibiu's urban namescape for the two centuries investigated **(RESULTS)**. As this analysis demonstrates, contrary to the overall democratization of the Romanian post-socialist society, Sibiu's streetscape continues to tell a patriarchal story informed by hegemonic masculinity **(CONCLUSION)**.

Version 2

Gendering Urban Namescapes: The Gender Politics of Street Names in an Eastern European City

Abstract

The gender relations of power embedded within the urban landscape and materialized in street nomenclature remain an underexplored topic in place-name studies. This paper situates the gendered spaces of street names within the broader investigation of identity politics played out in the public space **(BACKGROUND)**. Drawing on scholarship from "critical toponymies", this article diachronically examines the gender patterning of urban nomenclature in a city from Eastern Europe (Sibiu, formerly Hermannstadt, Romania). **(AIM)** For this purpose, a dataset was compiled from the entire street nomenclature of the city across seven successive historical periods, from 1875 to 2020 (n = 2,766) **(METHOD)**. The statistical analyses performed on this dataset revealed a "masculine default" as a structuring principle underpinning Sibiu's urban namescape for the two centuries investigated. As this analysis demonstrates, contrary to the overall democratization of the Romanian post-socialist society, Sibiu's streetscape continues to tell a patriarchal story informed by hegemonic masculinity **(RESULTS)**.

3 Could you conduct a similar study in our context? Why? Why not? Does the last sentence describe our streetscape?

Abstract 4

4 Focus on the title and predict the content of the abstract.

Street naming practices: A systematic review of urban toponymic scholarship

Abstract

Street names (odonyms) and their academic study constitute an important part of onomastic research. This paper takes stock of the growing literature on street naming processes and provides a meta-analytical systematic review of odonymic scholarship. To this purpose, a collection of 121 peer-reviewed articles on street names published in English language academic journals in the social sciences and the humanities were identified in the Scopus database. The statistical analyses conducted on these materials indicate (1) the temporal dynamics of knowledge production and the geographical hotspots in toponomastic scholarship, (2) the geopolitical settings and historical contexts framing these studies, (3) the theoretical perspectives employed to conceptualise street naming practices, and (4) the methodological outlines characterising the research done on street names in the literature. The conclusions point out four main clusters of toponomastic research and indicate directions for future inquiry in street name scholarship.

Keywords: Street names, street renaming, toponomastics, odonyms, place names.

5 Compare the structure of the titles of abstracts 3 and 4. Can you spot the similarities?

A-3

Gendering Urban Namescapes: The Gender Politics of Street Names in an Eastern European City

A-4

Street naming practices: A systematic review of urban toponymic scholarship

.....

6 Read abstract 4, highlight the moves, and complete the following table.

	Move 1	Move 2	Move 3	Move 4	Move 5
Name of move					
Number of sentences					

7 What conclusions can you make? What is the connection between move and number of sentences?

.....

8 Explain this study to the class in Spanish.



MieL

Log in for more practice.



SPEAK YOUR MIND

Expressing agreement and disagreement with your fellow student's opinions.

Useful words to express your agreement:

I agree (with you/him/her/them).
I share your view.

I think so.
I really think so.

Useful words to express your disagreement:

I don't agree.
I disagree.

I don't think so.
I don't think that's quite right.

TIP TO IMPROVE YOUR SPEAKING

Reading is an important skill to improve speaking. when learning a language. Reading a few minutes every day will help you acquire new vocabulary.

1 Which argument do you agree with?

1. History books promote sexism.

I agree with this idea. Books can perpetuate sexism when they omit women's contribution.

I really think so. They have biased narratives because they do not talk about important women.

I don't think that's quite right. Women didn't fight in wars.

2. Women in the past were not aware of sexism in society.

I think so. Sexism was so deeply rooted that they did not notice it.

I don't agree. One example is the fight for women's vote. They had unequal treatment and they knew it.

Women knew there was gender bias in society. For example, some women writers concealed their identities and used male pennames.

3. Visibility of women's names in street names is not important.

The fact that women's names aren't visible on street signs is part of a larger issue of misogyny in our society.

I completely agree that the visibility of women's names on the street signs is not important. I mean, it's all about going from point A to point B.

I believe in gender equality, and everyone deserves equal representation.

4. The women in this module challenged the *status quo*.

Of course, they did. They fought for equal rights. It was not easy for them.

Lola Mora is an excellent example. She challenged the society of her time and did what she wanted to do.

I totally disagree. The roles of men and women in society have been clear for centuries, these women just caused trouble.

2 Choose one of the following ideas and give your opinion. Be ready to agree or disagree with a fellow student. Re-read the texts in this module to have ideas to support your arguments.

1. At present, female authors don't need to use a male pseudonym. But there is gender bias in certain areas. For example, ...
2. A clear example of inequality is the fight for women's vote all around the world.
3. In Harrison Bergeron, there is gender equality.

4. "What's in a name? That which we call a rose by any other name would smell just as sweet."

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