

Gender Difference



Part 1

Listening, Understanding And Speaking

Listening I

Exercise 1

1) F 2) F 3) F 4) T 5)T

Exercise 2

1) set free in return 2) recite, extremely insightful analysis
3) pouring out ,puzzled, in all fields 4) normally, change
people's minds, reconsider 5) usual power

Listening II

Exercise 1

CBAB

Exercise 2

- 1) language, culture, society, cultural expectations**
- 2) develop closeness, intimacy, earn status**
- 3) collaborative, supportive, aggressive, competitive**

Listening III

Exercise 1

1. TTFFT

2. 1) D 2) A 3) B 4) A 5) B

Listening IV

Exercise 1: FFTTF

Exercise 2

1) reflects, descriptions 2) parents' attitudes

3) suggest, act

**4) rising their family, supporting their
husbands**

5) used to be, share these responsibilities

Part2 Viewing, Understanding and Speaking

Exercise 1

- 1) react, perform 2) pick up, facial expressions, perceptive 3) brains 4) society, way

Exercise 2

- 1) when it comes to 2) get lost 3) seem true, more than 4) host, active games 5) college education, well paid 6) second-class citizens 7) leave, raise 8) feel guilty 9) are involved in ,available 10) getting ready to

Part3 Video Appreciation and Singing for Fun

Exercise 1

TFFTT

Exercise 2

- **1. About 10 years ago.**
- **2. Because he wants to prove that he can hear what women think.**
- **3. Because almost every woman he knows thinks he's an asshole.**
- **4. He can understand women better than other men.**
- **5. What do women want?**

Part4 Further Speaking and Listening

Listening I

- 1) hit 2) try to catch 3) in wonder 4) turn into
- 5) dress, play house 6) tear, off 7) care less
- 8) lock, in public 9) painting their face
- 10) painting the walls 11) lazy cut
- 12) dig, into 13) boys 14) dirt
- 15) talk 16) make machine-gun noises

Listening II

BDACD

Listening III

- 1) aggressive 2) taking risks 3) crimes 4) biology
- 5) function 6) roles 7) unsatisfactory
- 8) weaker 9) heart attacks
- 10) rate of survival 11) vary
- 12) be infected with 13) average lifespan 14) do exist
- 15) deny 16) behave

Part4 Further Speaking and Listening

Listening IV

1. TFFFTT

- 2. 1) physically, in reality, aggressive
- 2) avoid, differences, attractive
- 3) extremes, potential abilities

Part One

PREPARATION

- 1. MWMMWW

In-Class Reading

Gender Roles from a Cultural Perspecti ve

(1.2) constitute: (v.)

a) form

Seven days constitute a week.

c.f. comprise consist make up

b) establish

Laws are constituted to protect our rights and properties.

c) (n.) constitution 宪法, 章程, 法规

(1.5) incorporate...into/in: make something part of a whole

We shall try to incorporate some of your ideas into our future plans.

Many new safety features have been incorporated in the new version of this popular car.

(l.13) bias: (n.) : prejudice

bias against sth. 对 ---有偏见

bias in favor of sth. 偏袒---

Most western history books are written with a strong _____ non-European bias against them.

This judge was accused of _____ his own country's sportsman.

^{bias in favor of}
biased: adj.

(L.28) alike adv. In the same way

treat everybody exactly alike

*The climate here is always hot, summer
and winter alike.*

adj.[作表语] like one another, similar

These two photographs are almost alike.

The twins don't look at all alike.

All music is alike to me.

(1.29) take over: do something instead of or let someone else do it

Who will take over now that Ewing has resigned?

Will you take over the driving when we reach Madison?

A new point of view is taking over.

When she fell ill her daughter took over the business from her.

*(l.30) subordination: lower in rank or position;
less important*

*The **subordination** of materialism **to** other
ideals is not so popular.*

*All the other issues are **subordinate** (adj.) **to**
this one.*

*It's wrong to **subordinate** (v.) work to pleasure.
(passions to reasons; one's personal interest to
the public interest)*

(l.35) in accordance with

I sold the boat in accordance with his orders.

Write it in accordance with the form provided.

accord with

His violent actions do not accord with his peaceful word.

(l.39) be deprived of:

She was deprived of schooling at ten.

→ deprived child

*Sickness deprived me of the pleasure
of meeting you.*

(1.42) assumption: something supposed but not proved

My assumption was that you would remember the appointment, so I didn't remind you.

We are working on the assumption that the rate of inflation will not increase next year.

assume (v.) ~ presume

(l.45) up to:

a) as far as; to and including

I can take up to 4 people in my car.

b) good or clever enough for

***My German is not up to
translating that letter.***

c.f. be up to sb. to do sth.

(l.57) approve:

a) (vi.) consider right

I quite approve of you.

I don't approve of wasting time.

b) (vt.) confirm, consent to officially;

Congress approved the budget.

My request was approved.

c) approval (n.) disapproval

- **superior ... to(1.45)**
~ inferior .. to
- **develop positive attitudes**
develop reading problems
develop curiosity

(L.63) turn out: produce sb. or sth.

The school has turned out some first-rate scholars.

The factory turns out 900 cars a week.

turns out to be sb./sth; turn out that

She turned out to be a friend of my sister.

The job turned out to be harder than we thought.

Reading Comprehension

- 1. Understanding the Organization of the Text
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- 1) Introduction (*Para. 1*)
- It has been proven repeatedly that the various types of behavior, emotions, and interests that
- constitute being masculine and feminine are patterned by both heredity and culture.

- 2) There is a cultural bias in education that favors boys over girls. (*Para. 2-4*)
- Supporting evidence:
- A. Teachers called on males in class far more than on female students. (*Para. 2*)
- i) Its consequence: This has a tremendous impact on the learning process.
- ii) The reason for this: Active classroom participants develop more positive attitudes and go on to higher achievement.

- iii) Two examples:
- a. In many of the former all-women's colleges, the boys were "taking over" the classroom
- discussions and active participation by women students had diminished noticeably.
- b. A similar subordination of female to male students has also been observed in law and medical school classrooms in recent years.
- B. Teachers assigned boys and girls different tasks according to stereotyped gender roles.

- (*Para. 3*)
- i) Its consequence: This prevented girls from participating as actively as boys in class.
- ii) An example: A teacher had the little boys perform the scientific “experiment” while the
- girls were given the task of putting the materials away.

- C. Gender-biased education is also reflected in the typical American teacher's assumption. (*Para.4*)
- i) The assumption: Boys will do better in the “hard”, “masculine” subjects of math and
- science while girls are expected to have better verbal and reading skills.

- ii) Three examples:
- a. American boys do develop reading problems, while girls, who are superior to boys in math up to the age of nine, fall behind from then on.
- b. In Germany, all studies are considered “masculine”, and it is girls who develop reading problems.
- c. In Japan, where early education appears to be nonsexist, both girls and boys do equally well in reading.

- 3) The educational bias begins at home. (*Para. 5*)
- A. Supporting evidence:
 - i) Boy preschoolers were permitted to go away from home in a much wider area than girl preschoolers.
 - ii) Boys were encouraged to develop intellectual curiosity and physical skills, while girls are filled with fears of the world outside the home and with the desire to be approved of for their “goodness” and obedience to rules.

- B. The consequence when these lessons carry over from the home to the classroom:
- Girls are generally observed to be more dependent on the teacher, more concerned with the
- form and neatness of their work than its content, and more anxious about being “right” in
- their answers than in being intellectually independent, analytical, or original.

- C. Conclusion: Through the educational process that occupies most of the child's waking hours,
- society reinforces its established values and turns out each sex in its traditional and expected mold.

- 2. 1) C 2) B 3) B 4) D 5) C 6) D
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Vocabulary

- | | | | |
|----|---------------|------------------|---------|
| 1. | 1) genetic | 2) assign | 3) |
| | noticeably | 4) approved | 5) Bias |
| 6) | deprived | 7) constituted | 8) |
| | participation | 9) unintentional | 10) |
| | postgraduate | | |

- 2.1) unconscious 2) discourage 3) indirectly
- 4) non-sexist 5) independent 6) negative 7) inferior 8) fair/ unbiased 9) unlimited 10) inappropriately

- 3. 1) C 2) D 3) A 4) E 5) B 6) C 7) F
8) B

- 4. 1) carry over into personal life 2) calling on the boys more often 3) getting all the laundry put away 4) has fallen behind academically 5) who's going to take over

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Further Development

- 1. Vocabulary Review
- 1) B 2) C 3) B 4) A 5) C 6) B 7) B 8)
A 9) B 10) C

Avoiding Sexist Language

- businessman----businessperson, businesspeople
- fireman----firefighter
- chairman----chairperson, chair, head
- workman----worker, laborer
- salesman----salesperson, salesclerk
- A good surgeon explains procedures to his patients.--
A good surgeon explains procedures to his or her patients. Or: Good surgeons explain procedures to their patients.

Avoiding Sexist Language

- A journalist has to respect his deadline. ----A journalist has to respect his or her deadline. Or: Journalists have to respect their deadlines.
- Anyone who knows the answer should raise his hand. ---- Anyone who knows the answer should raise his or her hand.
- Everyone should admit his mistakes. ----Everyone should admit his or her mistakes.

Avoiding Sexist Language

- None of the students had the books he needed.----None of the students had the books he or she needed.
- Everyone hopes that he will win the scholarship---- Everyone hopes that he or she will win the scholarship. Or: Everyone hopes to win the scholarship.

Part Four

Translation and Writing

- 2 . Translation Practice
- 1) 事实上，在 20 世纪 60 年代末期，美国东北部有许多所著名的女子学院向男生开放。教授们和女生们都发现男生们正在“接管”课堂讨论，而女生们积极参与的程度则明显下降。
- 2) 这类教诲从家庭一直延续到课堂。在课堂上常常可以看到女孩们更依赖教师，更注重作业的形式和整洁而不是内容，更在乎她们给出的答案是否“正确”，而不在于独立思维、分析能力或创造能力。