

# unit6

Book One

## Towards a Gender-free Society



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# Towards a Gender-free Society *tewxt1*

→ *Lead-in Activities*

→ *Text-structure Analysis*

→ *language points*

→ *after reading*



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# lead-in activity



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## Topics for discussion:

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- 1) It is hold that boys achieve better in traditionally male subjects such as math and sciences while girls are apparently better at responding to the basics of language. Do you agree? Why or why not?





2) In many languages, one uses the masculine pronoun to refer to either a male or a female (for example, 'Every student should hand in his work in time.') Is this sexist? Can you think of other cases either in English or in Chinese? Do you think that Language Sexism is a universal phenomenon, why or why not?



# text structure analysis



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- Part One: (Paragraphs 1-2) the beginning of the argumentation
- Paragraph 1 is developed by means of the deductive method. The first sentence, which is the topic sentence, is supported by the existing gender stereotypes: boys are portrayed as boisterous and disruptive, and girls are considered to conform to the expectations when they are sweet and docile. In paragraph 2, gender concepts such as “gender appropriate” and stereotyped sex roles” are logically rejected, hence the rejection of the idea of single sex schools.



- Part Two: (Paragraphs 3-4) The body of the text. This part is developed by means of deduction.
- The first sentence of paragraph 3 summarizes the aim of the education, which is “to stimulate impulses, encourage free thinking and boldness in thought and keep alive various interests.” Then the topic sentence is supported by an account of the disadvantages or weakness of the single sex school. “Because the single sex school follows the simple uniform structure and prescribes a separate curriculum for males and females. Instead of being provided with a rich expansion of experience, students are only accessible to a segment of knowledge. Such a form of education interferes with individual freedom and entails a loss of autonomy or self determinism.”





- Part Three: (Para. 5): The concluding part.
- In this part the writer first repeats his opinion of coeducation: coeducation has survived as the best way to educate young people. Then he suggests what a gender free society should be like. In fact he suggested gender free society is a normal, healthy society that human beings should strive to realize. Therefore, it can be said that in the last paragraph the writer calls on people to strive for a gender free and wholesome society.

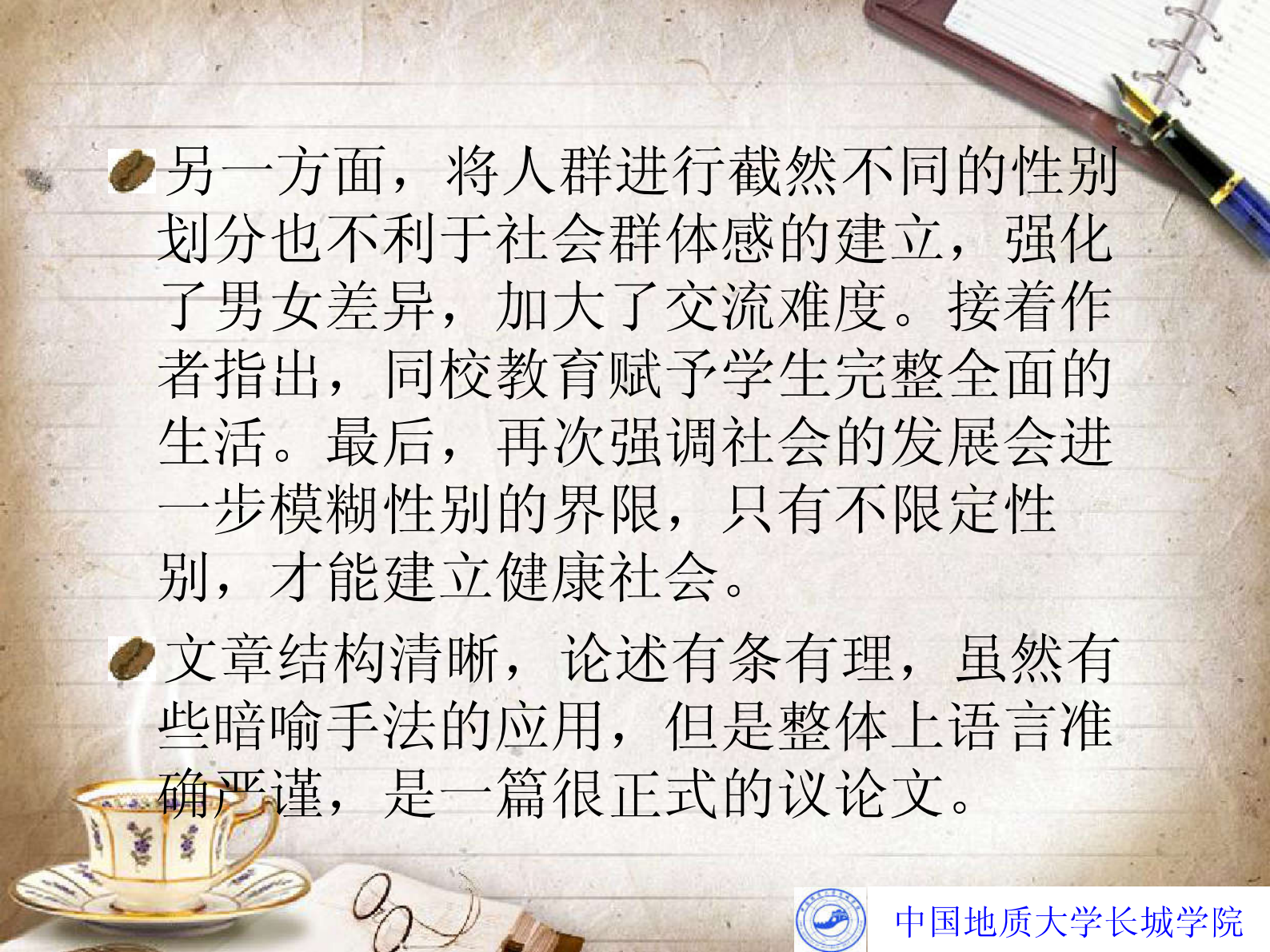


## ● 写作风格

- 这是一篇议论文，论述了男女合校的教育方式对于单一性别学校的优越性，逻辑性强，论述到位，切实推广了男女合校的观念。
- 作者采用演绎法论证了自己的观点：首先，男女之别属于生物范畴，而性别特征和社会职能是人们的定势偏见，分性别教育在根本上是建立在这样的错误理解上的。然后作者指出教育的目的在于激发学习动力，鼓励独立思考，保持兴趣常新，但是男女分校制使学校的课程结构单一，知识范围相对狭窄，扼杀了学生发展的可能性；







另一方面，将人群进行截然不同的性别划分也不利于社会群体感的建立，强化了男女差异，加大了交流难度。接着作者指出，同校教育赋予学生完整全面的生活。最后，再次强调社会的发展会进一步模糊性别的界限，只有不限定性别，才能建立健康社会。

文章结构清晰，论述有条有理，虽然有些暗喻手法的应用，但是整体上语言准确严谨，是一篇很正式的议论文。

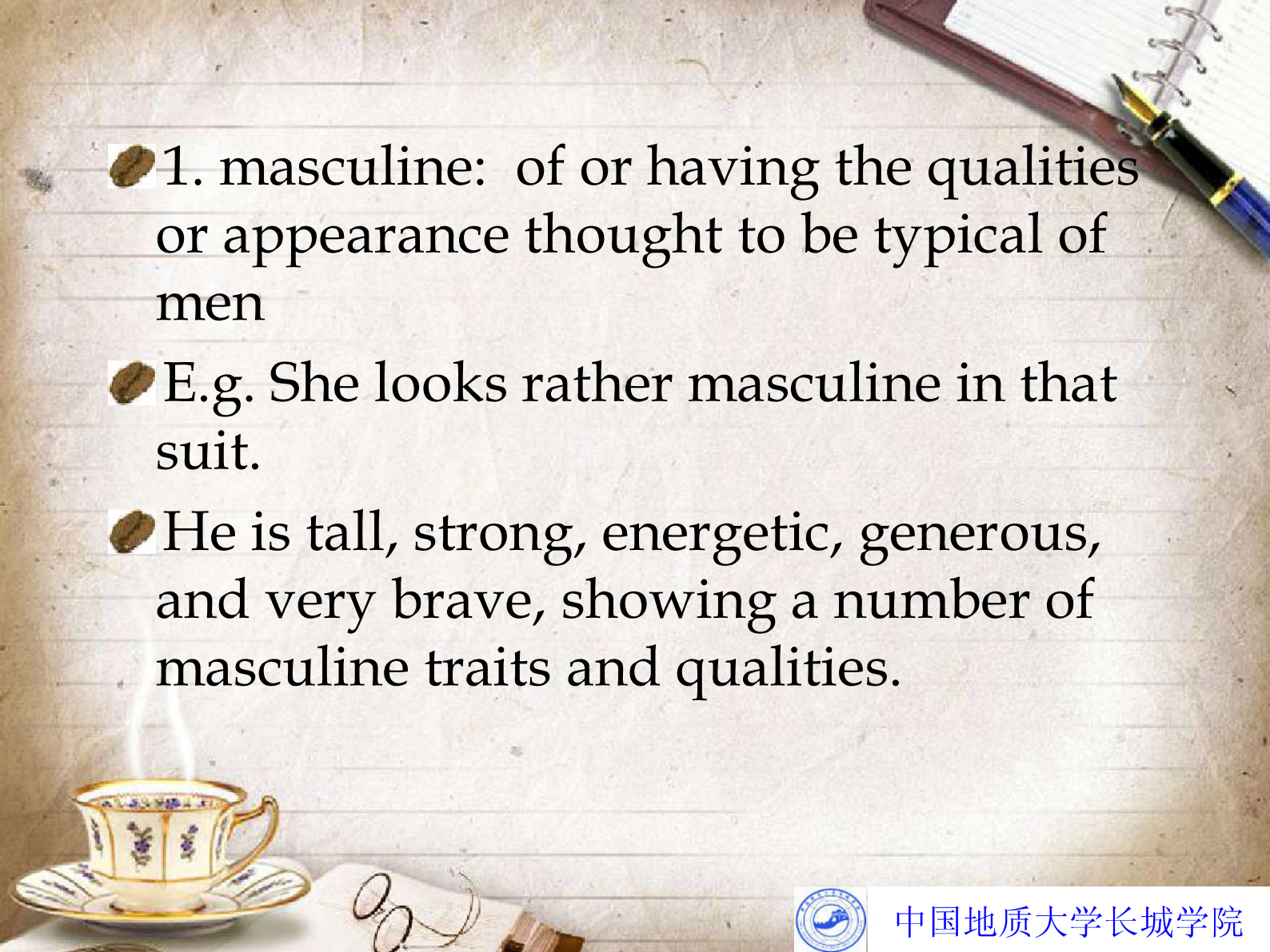


# Language points



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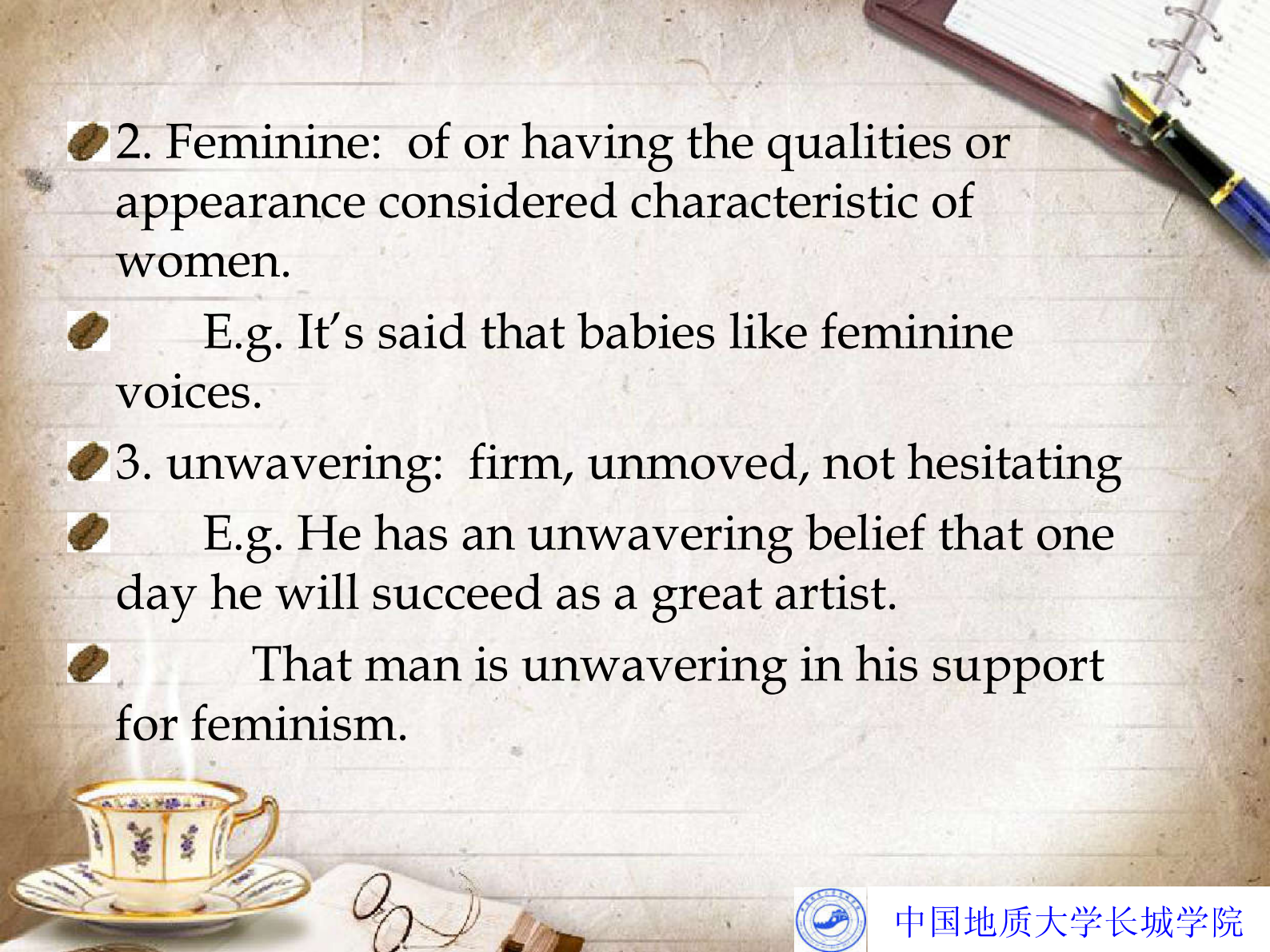


1. masculine: of or having the qualities or appearance thought to be typical of men

E.g. She looks rather masculine in that suit.

He is tall, strong, energetic, generous, and very brave, showing a number of masculine traits and qualities.





2. Feminine: of or having the qualities or appearance considered characteristic of women.

E.g. It's said that babies like feminine voices.

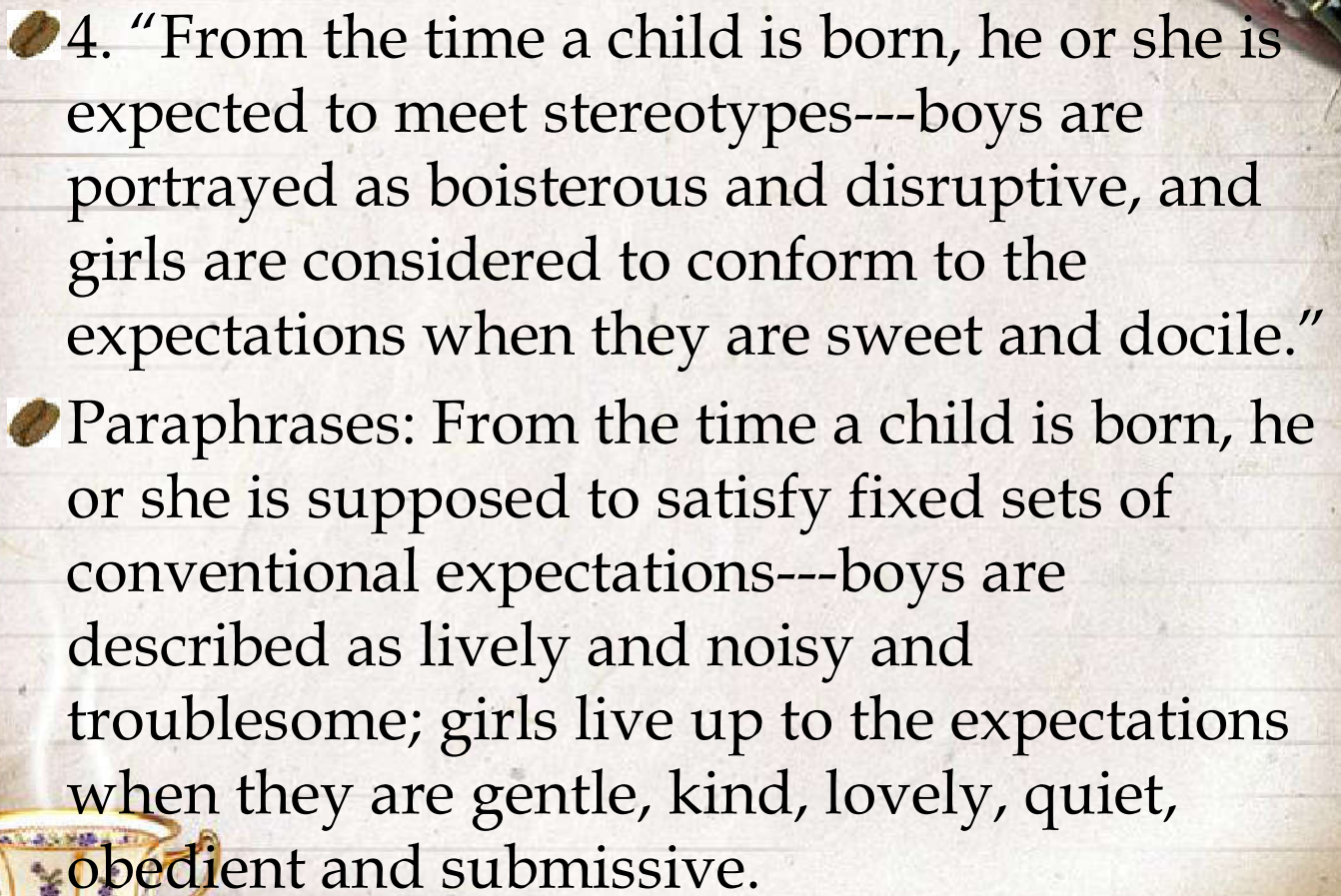
3. unwavering: firm, unmoved, not hesitating

E.g. He has an unwavering belief that one day he will succeed as a great artist.

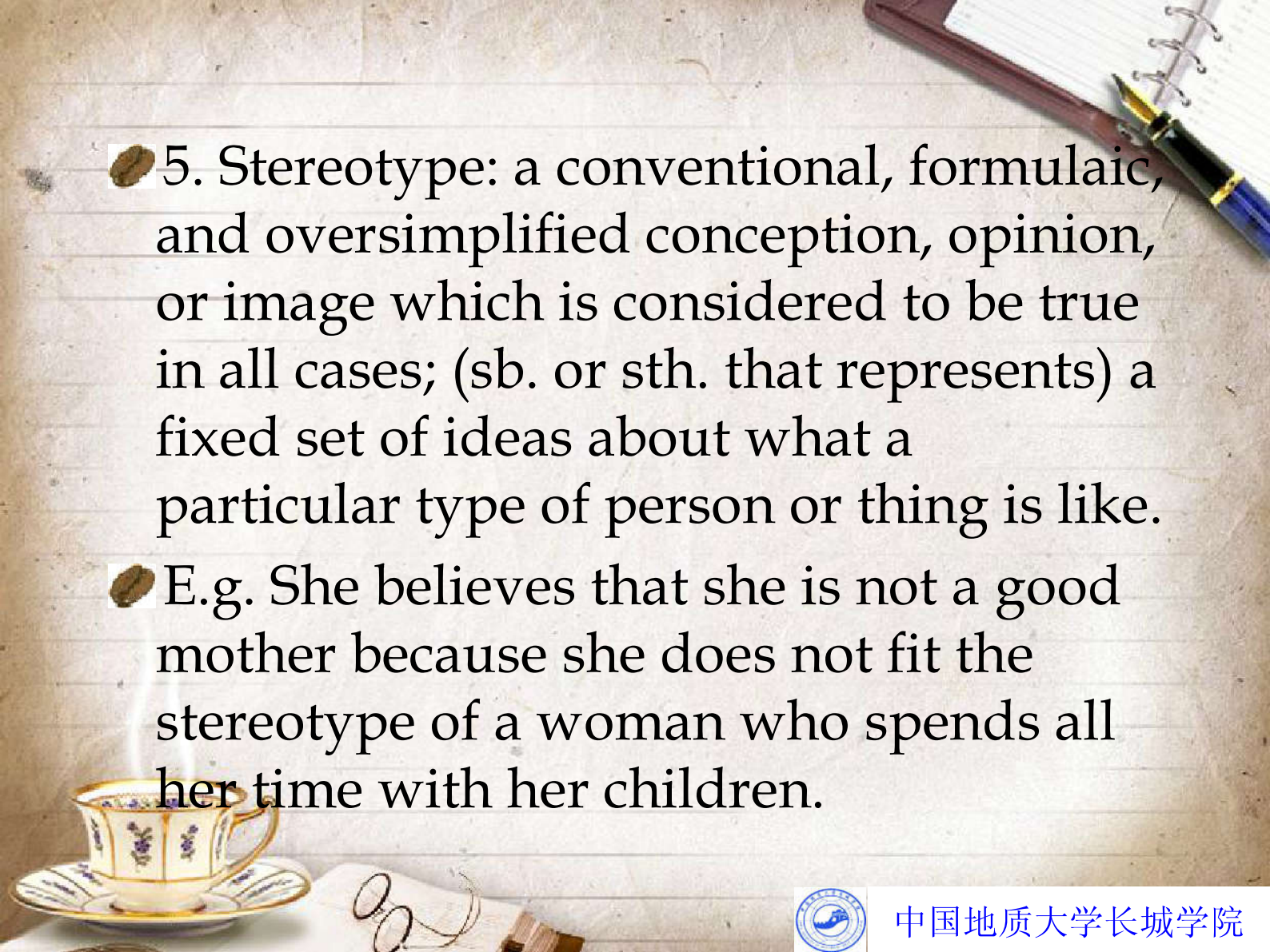
That man is unwavering in his support for feminism.





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4. “From the time a child is born, he or she is expected to meet stereotypes---boys are portrayed as boisterous and disruptive, and girls are considered to conform to the expectations when they are sweet and docile.”
- Paraphrases: From the time a child is born, he or she is supposed to satisfy fixed sets of conventional expectations---boys are described as lively and noisy and troublesome; girls live up to the expectations when they are gentle, kind, lovely, quiet, obedient and submissive.





5. Stereotype: a conventional, formulaic, and oversimplified conception, opinion, or image which is considered to be true in all cases; (sb. or sth. that represents) a fixed set of ideas about what a particular type of person or thing is like.

E.g. She believes that she is not a good mother because she does not fit the stereotype of a woman who spends all her time with her children.







## 6. Portray

1) depict or represent pictorially; to make a picture of

E.g. The young artist tried to portray the old countess.

2) depict or describe in words

E.g. Mark Twain portrayed little Tom as a naughty but lovely boy.

3) represent dramatically, as on the stage

E.g. The young actor portrayed the antagonist vividly.






## 7. Permanent




1) lasting or expected to last for a long time or for ever.



E.g. The injury left him with a permanent limp.



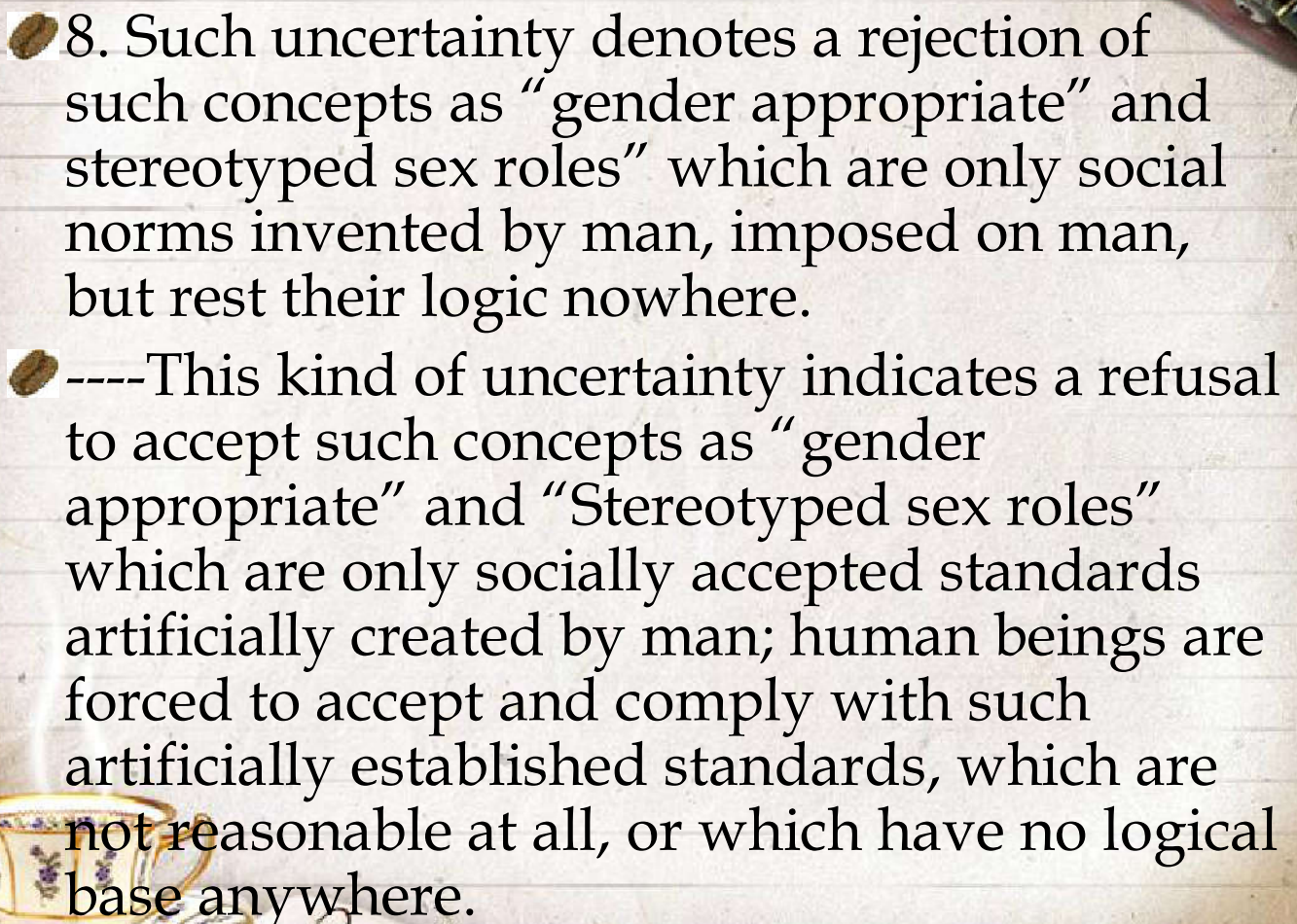
2) being not likely to change



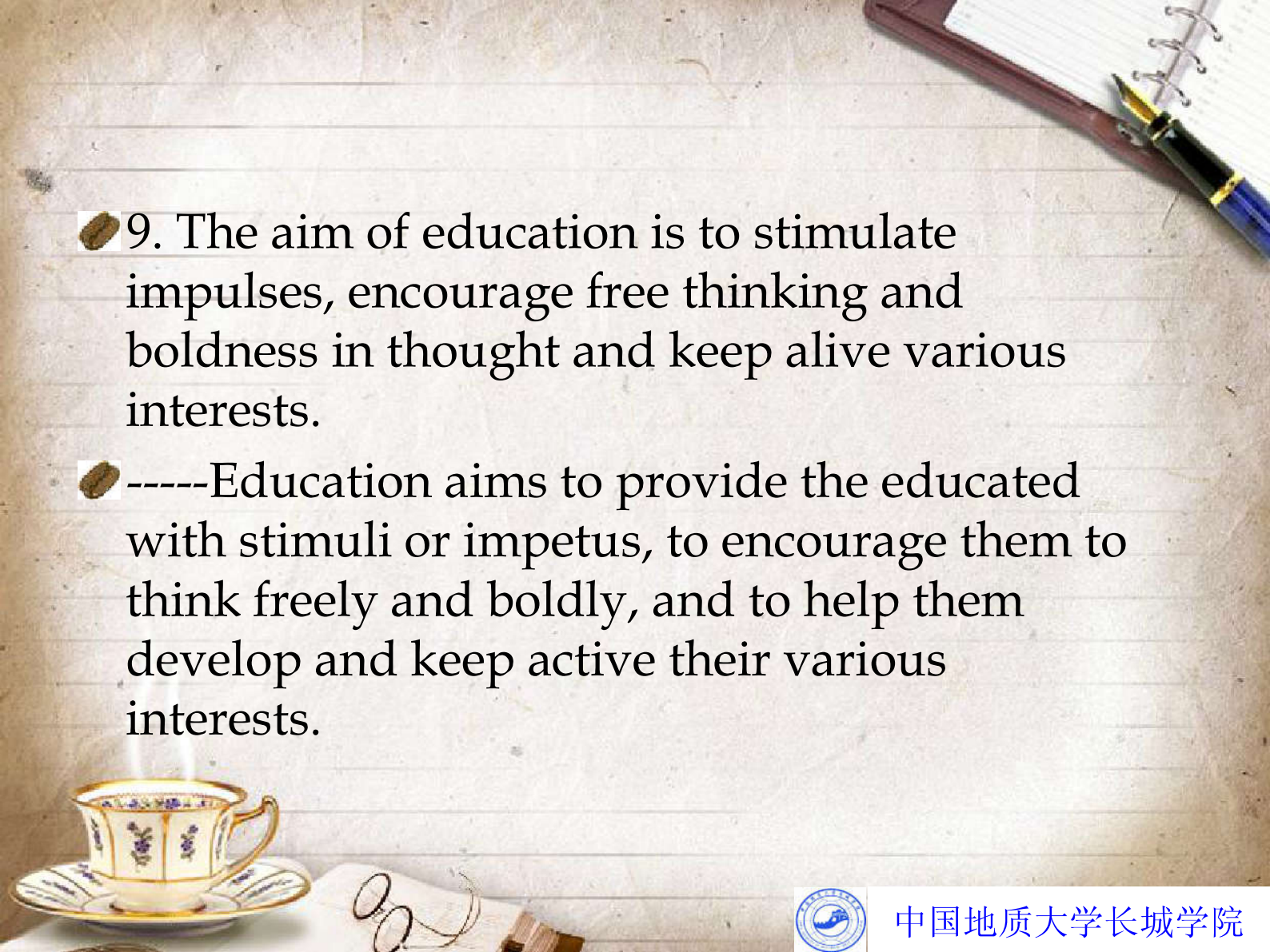
E.g. I will give you my permanent address.





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- 8. Such uncertainty denotes a rejection of such concepts as “gender appropriate” and stereotyped sex roles” which are only social norms invented by man, imposed on man, but rest their logic nowhere.
  - This kind of uncertainty indicates a refusal to accept such concepts as “gender appropriate” and “Stereotyped sex roles” which are only socially accepted standards artificially created by man; human beings are forced to accept and comply with such artificially established standards, which are not reasonable at all, or which have no logical base anywhere.





9. The aim of education is to stimulate impulses, encourage free thinking and boldness in thought and keep alive various interests.


-----Education aims to provide the educated with stimuli or impetus, to encourage them to think freely and boldly, and to help them develop and keep active their various interests.









10. Interfere with.



-----obstruct sth. wholly or partially; to prevent sth. from being done or carried out properly; to get in the way of

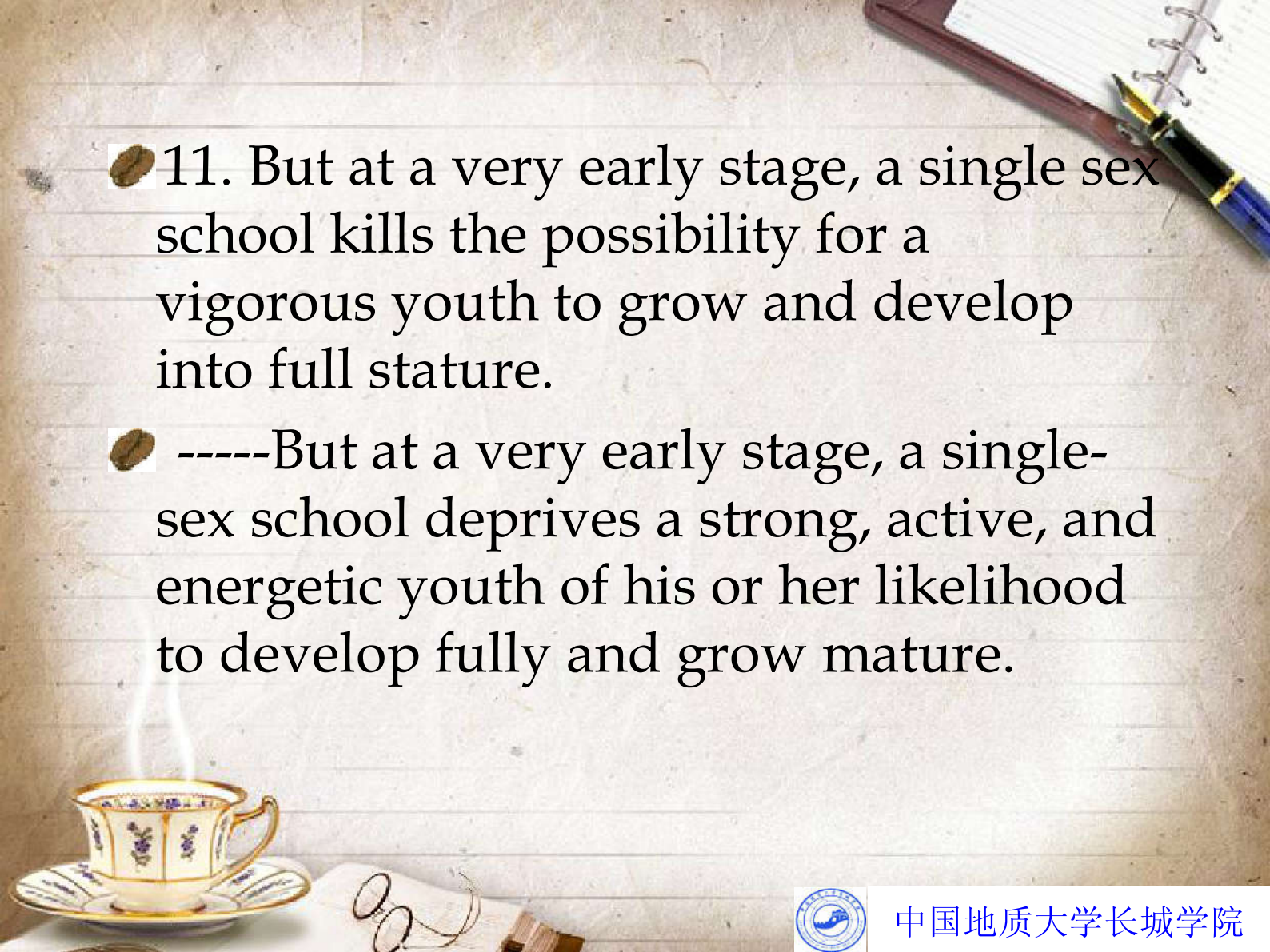


E.g. He never allows pleasure to interfere with duty and work.



The children who are making much noise outside are interfering with my reading.





11. But at a very early stage, a single sex school kills the possibility for a vigorous youth to grow and develop into full stature.

-----But at a very early stage, a single-sex school deprives a strong, active, and energetic youth of his or her likelihood to develop fully and grow mature.







● 12. Stature: 1) natural height of the body.

● 2) importance and reputation gained by ability or achievement.

● 13. Identity, n. ---- who or what a particular person or thing is

● E.g. The identity of the murdered woman has not yet been established.


She experienced a loss of identity after giving up her career to get married.




- 14. Their social roles and identity are predetermined by their permanent identifying attribute “sex”.
- Paraphrase: Before they can prove themselves, the social roles people can play in the society and their individual identity have been decided by their sexes, which is a ever-lasting natural feature.
- 15. But the single sex school by following the simple uniform structure and prescribing a separate curriculum for males and females does anything but this.
- Paraphrase: The single sex school enrolls only students of the same gender and offers courses which are different from those of the other sex, so it can never achieve the aim of education.







16. With the full spectrum of experience offered, life is an open possibility for man as well as woman.

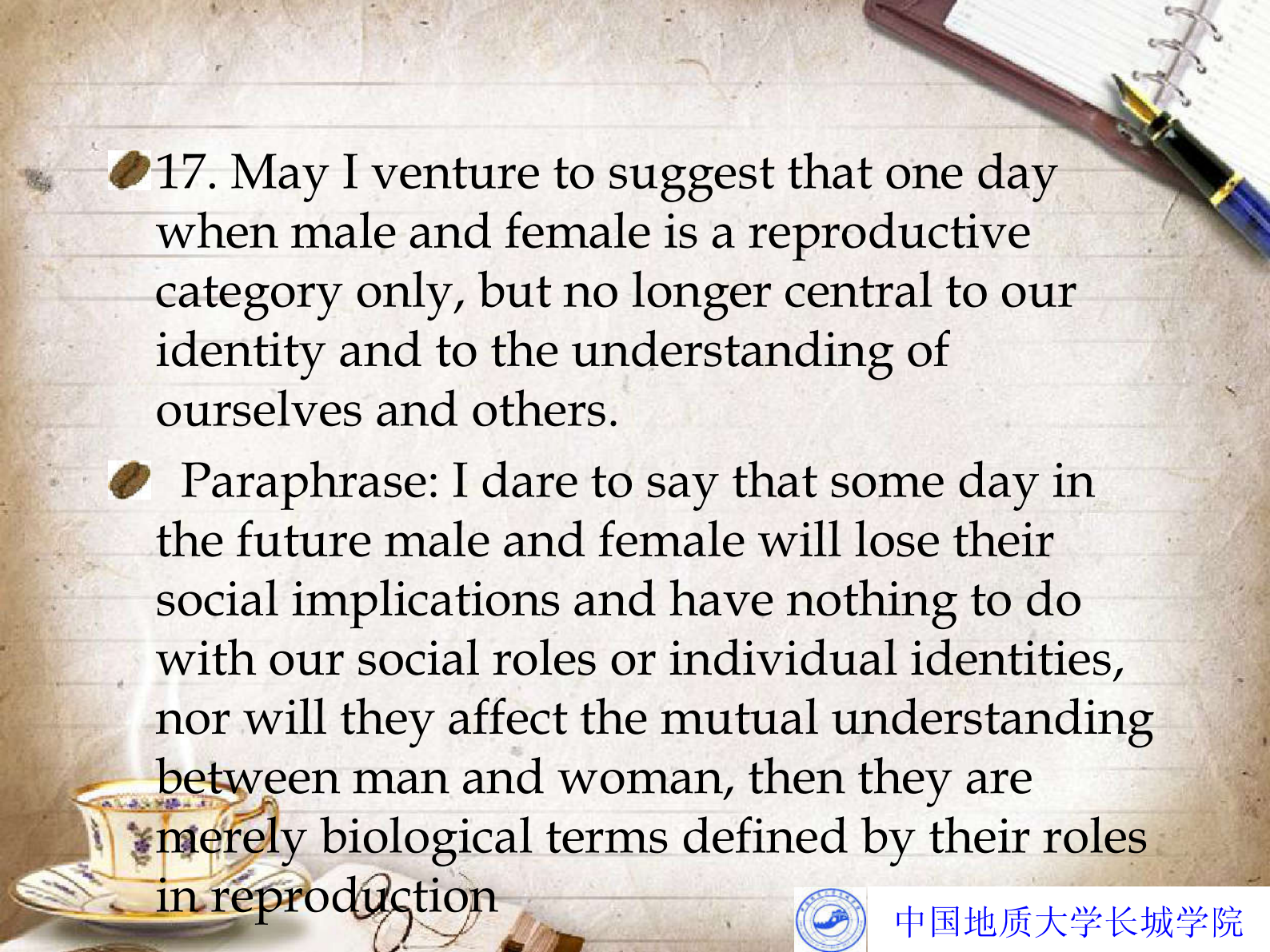


Paraphrase: The students in coeducation are offered a life full of different experiences, and girls can find as many opportunities as boys.



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17. May I venture to suggest that one day when male and female is a reproductive category only, but no longer central to our identity and to the understanding of ourselves and others.

Paraphrase: I dare to say that some day in the future male and female will lose their social implications and have nothing to do with our social roles or individual identities, nor will they affect the mutual understanding between man and woman, then they are merely biological terms defined by their roles in reproduction







The End



Thanks



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