

国际交流英语视听说

PATHWAYS

3

Listening, Speaking,
and Critical Thinking

主编

Becky Tarver Chase (美)

Robyn Brinks Lockwood (美)

季佩英

教师用书

Teacher's Book

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Pathways: Listening, Speaking, and Critical Thinking 3 Teacher's Guide
Becky Tarver Chase
Robyn Brinks Lockwood

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《国际交流英语视听说》由外研社与圣智学习集团合作出版，旨在通过国际化的资源和视野，多角度的思维方式和实用的学习方法，提升学生在国际场景与多元文化中的英语听说交流能力，培养具有人文素养、科学素养和学术能力的全面发展的人才。

编写依据

一、《国际交流英语视听说》切实贯彻《国家中长期教育改革和发展规划纲要（2010-2020年）》，旨在“培养大批具有国际视野、通晓国际规则、能够参与国际事务和国际竞争的国际化人才”，提升学生的知识储备、文化意识、学术能力和国际视野，增强学生参与国际会议和国际交流的能力，以达到培养高水平国际人才的目标。

二、《国际交流英语视听说》充分体现英语教学“工具性”与“人文性”相结合的特点，并遵循“以输入为基础，以输出为驱动”的理念，通过丰富、鲜活的输入内容，以及真实、多样的输出活动，引导学生了解不同文化、培养多元视角、提升沟通技能、掌握得体表达，从而在今后的学习工作和学术交流中用英语进行有效的交际。

三、《国际交流英语视听说》全面渗透素质教育、全人发展的教育思想，教材设计以学生学习与发展为根本，充分考虑在提高语言知识和语言技能的同时，引导学生的学习习惯、情感态度、思维方式等，使学生在获得知识和技能的同时，提升综合素质，获得全面发展。

四、《国际交流英语视听说》有效实践国际先进教学理念，强调学习的主动性、社会性和情景性，注重学生对知识的建构过程。在教学内容和教学活动的设计上，重视学生思辨能力的培养，并鼓励合作式学习，帮助学生活用现有知识，并体验获取新知识的过程和乐趣，引导学生从被动的知识接受者转化为积极的信息探索者和加工者。

教材特色

一、《国家地理》真实音视频，内涵丰富、形式多样

精心挑选《国家地理》原版音视频材料，为学生呈现一场原汁原味的视听盛宴，让学生足不出户，走遍世界，拓宽知识广度和国际视野；学术讲座、专家采访、学业交流，形式丰富多样，提升思维深度。

二、单元结构科学，输入与输出有机结合，综合提高听说技能

注重听力过程，帮助学生内化知识和技能；口语训练与听力输入材料紧密结合，在吸收和内化基础上，实现有效输出；课堂教学活动与课下自主学习资源相互配合，综合提高学生在各交际场景下的听说技能。

三、活动设计多样，听说技巧详尽，有效提升学习能力

练习活动形式灵活，目标明确，不仅注重提高学生的听说能力，更注重培养学生推断预测、

独立思考以及团队合作的能力。听说技能策略讲解详尽，注重方法引导，帮助学生有效提高学习效率。

四、各国风土人情，各科知识趣闻，提升科学文化素养

选材东西并汇、古今并蓄、文理并重，让学生全方位领略世界各地文化，零距离接触古今传奇，无障碍了解地理、生物、心理、经济等各学科前沿知识，提升学生科学文化素养，促进学生全面发展。

五、展示多元文化，探讨文化差异，培养跨文化意识

选材承载世界各国的文化传统、风俗习惯和价值观念，引导学生探讨和鉴别中西文化差异。无论是文化内涵深厚的选材，课文中的文化注释还是练习中的文化比较，都在潜移默化地培养学生的文化敏感度，提升学生对不同文化的理解和包容。

六、展现学术场景，尽享学术魅力，提高分析和思辨能力

教材选材关注各学科学术前沿，练习设计注重学术交流能力的提升，在激发学生探索人文进步和科技发展兴趣的同时，促进学生分析能力和思辨创新能力的发展，为学生参与国际学术会议和学术活动打好基础，帮助培养高水平国际人才。

教材构成

《国际交流英语视听说》共设1-4级，每级8个单元，每单元围绕同一主题展开，按照顺序分为：Exploring the Theme、Analytical Listening、Sharing Your Ideas、Viewing the World、Engaging 和 Further Listening 六个板块。每个级别都配有相应的教师用书，与教材配套的资源还包括学习光盘、网络自主学习平台、教学课件等。

教学建议

《国际交流英语视听说》包含四个级别，循序渐进。教材视频素材与活动设计注重培养学生的学术英语能力与思辨创新能力，既适于作为高校英语基础阶段的视听教材，有效提升学生的语言能力、学习能力与思维能力；也适于作为高校英语课程的拓展教材，帮助学生开阔视野，增加知识与文化体验，培养高层次的国际交流能力。教师可根据本校课程设置情况及学生英语水平选择合适的教学材料，实现分类指导、因材施教。

此外，基于现代信息技术的发展，教师也可采用课堂和计算机网络相结合的英语教学模式，合理安排课堂授课和学生课下自主学习的内容和时间。

《国际交流英语视听说》是一套理念新颖、视野开阔、内容丰富的新型教材，教师在使用本教材时必然会采取不同的处理方式和多样的教学方法，也会产生很多有创见的思路和方法。我们鼓励教师在教学实践中探索和创新，结合教学需要与自身优势，发挥教材特色，提升教学效果，实现在新形势下培养学生英语综合应用能力、自主学习能力和综合文化素质的目的。

编写团队

《国际交流英语视听说》系列教材的主编为语言教学及教材编写专家 Becky Tarver Chase、Kristin L. Johannsen、Paul MacIntyre、复旦大学外国语言文学学院副教授季佩英和北京大学外国语学院英语系副教授李淑静。

《国际交流英语视听说》系列教材在策划和编写的过程中还得到了国内外多位专家和教师的指导和关心，教材中凝聚了他们的经验、创意和智慧。我们期待这套国际化的教材能够为教师和学生带来全新的视角，让沟通中西、迈向国际的道路畅通无阻。

《国际交流英语视听说》编委会
2013年3月

本书是《国际交流英语视听说》的配套教师用书，由外研社与圣智学习集团合作出版，力求通过对学生用书不同板块的教学内容提供教学建议与教学技巧，帮助教师明确练习目的，合理安排教学步骤，以有效引导学生提升沟通技能、掌握得体表达、培养批判性思维能力和学术能力，“培养大批具有国际视野、通晓国际规则、能够参与国际事务和国际竞争的国际化人才”。

本教师用书与学生用书对照排版，包含学生用书全部内容，并提供详细的教学辅助材料，如练习参考答案、文化信息、视频和音频脚本等，更为教师提供全面的教学支持和参考，帮助教师有效组织课堂，提升教学效果的同时也为教师的自我发展提供帮助。

本书内容简介

《国际交流英语视听说 教师用书》共设 1-4 级，每级 8 个单元。本书提供了丰富且实用的教学建议，如详细的课堂活动组织形式及组织步骤；培养学生批判性思维能力、学业交流与合作能力、学术演讲能力等的方法；关于大课堂的教学操作建议；如何运用图片、表格等进行教学的方法等等。

除此之外，本书每单元还包括以下板块：

Unit Theme

概括各单元主题和主要内容，提供该主题的相关背景知识，有助于教师从宏观上了解各单元教学内容，为教师开展单元教学活动做准备。

Answer Keys

提供学生用书练习题中客观题的答案。除此之外为学生在理解上可能存在困难的练习如判断正误、根据上下文理解词义等提供了简要的解释和说明，以方便教师对学生给予更为充分的指导。

Example Answers

提供学生用书中开放式问题的参考答案，针对同一个问题从不同的角度进行多维探讨，便于教师在课堂上引导学生对问题进行多角度的思考，培养学生的批判性思维能力。

Cultural Notes

对学生用书视听说材料及图片中涉及到的重要文化信息做进一步的补充，有利于教师帮助学生更为全面地掌握所学内容，拓宽学生的文化视野。

Tips for New Teachers

针对不同的教学内容为教师，尤其是教学经验还不够丰富的新教师提供实用的教学建议和策略，帮助新教师有效地组织课堂活动。

Ideas for Expansion

结合教材内容和教学目标，针对学生的不同水平和不同学习需求，为教师提供拓展性教学活动设计方案，供教师根据实际教学情况选择使用。这些方案可为教师拓宽教学思路提供更多的选择，从而有效提高教师的自我发展能力。

Ideas for Checking Comprehension

为教师有效检验教学效果提供丰富实用的建议，提醒并指导教师掌握学生对所学内容的理解程度，并适时地根据学生的理解程度调整课堂教学的方式与节奏。

Ideas for Multi-Level Classes

为教师在面临不同语言水平的学生时如何设计出惠及各个层次学生的教学活动提供实用的方法和建议。帮助教师因材施教，使具备不同语言水平的学生在学习结束后都能有所收获。

学生用书各板块教学建议

除了教师用书中为教师所提供的各种资源之外，在此，我们还为教师提供以下针对学生用书各板块的教学建议，希望对教师的教学有所帮助：

- 目录页中提炼出了各单元所涉及的学科范围，汇总了各单元会运用到的听说技能及批判性思维方法，帮助教师准确、清晰、快速地捕捉各单元的教学思路，有针对性地指导学生关注相关学科的内容，提升科学文化素养。

- 课首页及 Exploring the Theme 板块以生动的图片和话题讨论为切入点，引导学生探索单元主题。教师可通过运用图片来激发学生的兴趣，引导学生了解相关的背景知识。

- Analytical Listening 部分每单元包含两篇听力文章，其中大部分听力材料展现了学术讲座、学业交流、专家采访等学术场景，教师可引导学生关注不同场景中的学科知识和学术用语，帮助学生有针对性地培养学术场景中所需要的做推理、记笔记等听力技能。

- Sharing Your Ideas 部分是在听力部分信息输入的基础上设置的口语输出活动，采取了分步引导的策略，教师可通过不同的活动形式引导学生分享观点，培养思辨能力。

- Viewing the World 部分全部为选自《国家地理》的原创视频材料，真实展现了世界多元文化。教师在使用时可引导学生在了解国外文化的基础上，与中国文化进行对比，从而提高学生的跨文化意识和跨文化交际能力。

- Engaging 部分是一个综合性的任务型口语活动，旨在帮助学生将所学的知识技能加以综合运用。教师在引导学生进行辩论或演示等活动的同时可融入相关的表达技巧和策略，帮助学生做到有效的沟通，并指导学生综合运用该单元所学内容，以达到检测及巩固单元学习成果的目的。

- Further Listening 板块从不同角度选取了三个与主题相关的听力材料与练习，教师可根据实际课时情况选择课上使用或让学生课后自主学习，进一步强化学生的听力技能。

《国际交流英语视听说 教师用书》注重教学过程和教学效果，提供多样的教学方案，引导教师开拓思路，帮助教师进一步探索教学方法，并藉此鼓励各种教学方法的交流与共享，探索如何发挥教材特色，优化教学效果，实现在新形势下培养学生的人文素养、科学素养和学术能力的目的。

Scope and Sequence

| Unit | Exploring the Theme | Analytical Listening | Sharing Your Ideas | Viewing the World | Engaging |
|--|---|--|--|---------------------------------------|--|
| 1 <hr/> Gender and Society T1-16 Academic Track: Interdisciplinary | Discussing Gender Roles T2-3 | Listening 1: A Lecture T4-5 Listening 2: A Conversation Between Classmates T6-7 | Talking About Rules and Expectations for Different Genders T8-9 | Wodaabe T10-11 | Participating in a Mini-Debate T12-13 |
| 2 <hr/> Human Migration T17-32 Academic Track: Sociology | Discussing Reasons for Human Migration T18-19 | Listening 1: A PowerPoint Lecture T20-21 Listening 2: A Small Group Discussion T22-23 | Discussing Case Studies T24-25 | Turkish Germany T26-27 | Giving a Group Presentation T28-29 |
| 3 <hr/> Fascinating Planet T33-48 Academic Track: Earth Science | Discussing Fascinating Scenes in National Parks T34-35 | Listening 1: A Documentary T36-37 Listening 2: An Informal Conversation T38-39 | Talking About Advantages and Disadvantages T40-41 | The Lava Link T42-43 | Doing and Discussing Internet Research T44-45 |
| 4 <hr/> Making a Living, Making a Difference T49-64 Academic Track: Economics / Business | Discussing Ways of Making a Living T50-51 | Listening 1: A Guest Speaker T52-53 Listening 2: A Class Question and Answer Session T54-55 | Asking Questions About Charity Organizations T56-57 | The Business of Cranberries T58-59 | Giving a Presentation Based on Internet Research T60-61 |

| Further Listening | Skills | | |
|--|--|---|--|
| | Listening | Speaking | Critical Thinking |
| <p>Listening 1 T14</p> <p>Listening 2 T15</p> <p>Listening 3 T16</p> | <p>Activating prior knowledge</p> <p>Note-taking while listening</p> <p>Listening for main ideas</p> <p>Listening for details</p> | <p>Expressing and explaining opinions on gender roles</p> <p>Talking about rules and expectations</p> <p>Student to Student: Greeting a friend after a long time</p> <p>Presentation Skills: Preparing notes for speaking</p> | <p>Relating information to personal experience</p> <p>Using a graphic organizer to compare things</p> <p>Arguing for and against opinions using reasons</p> |
| <p>Listening 1 T30</p> <p>Listening 2 T31</p> <p>Listening 3 T32</p> | <p>Predicting content</p> <p>Listening for main ideas</p> <p>Listening for details</p> <p>Activating prior knowledge</p> <p>Using a graphic organizer to take notes</p> | <p>Asking for reasons</p> <p>Presenting information</p> <p>Presentation Skills: Using visuals</p> | <p>Understanding visuals (a line graph)</p> <p>Assessing information</p> <p>Proposing solutions to a problem</p> <p>Critical Thinking Focus: Analyzing information</p> |
| <p>Listening 1 T46</p> <p>Listening 2 T47</p> <p>Listening 3 T48</p> | <p>Tuning out distractions</p> <p>Note-taking while listening</p> <p>Listening for main ideas</p> <p>Listening for details</p> <p>Activating prior knowledge</p> | <p>Talking about causes and effects</p> <p>Responding to suggestions</p> <p>Creating a legend about scenic spots</p> <p>Student to Student: Responding to suggestions</p> <p>Doing Internet research</p> | <p>Understanding visuals</p> <p>Practicing using words and phrases to indicate causes and effects</p> <p>Categorizing information using a T-chart</p> <p>Deducing meaning from context</p> <p>Critical Thinking Focus: Using graphic organizers</p> |
| <p>Listening 1 T62</p> <p>Listening 2 T63</p> <p>Listening 3 T64</p> | <p>Understanding a speaker's purpose</p> <p>Listening for contractions</p> <p>Listening for main ideas</p> <p>Listening for details</p> <p>Note-taking while listening</p> | <p>Giving opinions</p> <p>Using indirect questions</p> <p>Student to Student: Showing interest in what a speaker is saying</p> <p>Presentation Skills: Practicing and timing our presentation</p> | <p>Discussing advantages and disadvantages of owning one's own business</p> <p>Planning a presentation</p> <p>Evaluating different charity organizations</p> <p>Critical Thinking Focus: Identifying the speaker's purpose</p> |

Scope and Sequence

| Unit | Exploring the Theme | Analytical Listening | Sharing Your Ideas | Viewing the World | Engaging |
|---|--|--|---|-----------------------------------|---|
| 5 A World of Words T65-80 Academic Track: Literature / Humanities | Discussing Writers and Their Works T66-67 | Listening 1: A Lecture T68-69 Listening 2: A Class Discussion Session T70-71 | Talking About Pros and Cons of Traveling to UNESCO Cities of Literature T72-73 | History Written in Clay T74-75 | Giving a Summary T76-77 |
| 6 After Oil T81-96 Academic Track: Interdisciplinary | Discussing Information About Oil T82-83 | Listening 1: A Current Affairs Club Meeting T84-85 Listening 2: A Conversation Between Students T86-87 | Talking About Changes in Oil Use T88-89 | Canadian Oil Sands T90-91 | Developing Materials for a Promotional Campaign T92-93 |
| 7 Traditional and Modern Medicine T97-112 Academic Track: Health and Medicine | Discussing Traditional Cures and High-Tech Solutions T98-99 | Listening 1: A Conversation in a Professor's Office T100-101 Listening 2: A Conversation Between Friends T102-103 | Evaluating Claims About Public Health T104-105 | Wild Health T106-107 | Preparing and Presenting a Group Summary T108-109 |
| 8 Emotions and Personality T113-128 Academic Track: Psychology | Discussing Happiness T114-115 | Listening 1: A Radio Interview T116-117 Listening 2: An Informal Conversation T118-119 | Conducting a Psychological Survey About Personality T120-121 | Sigmund Freud T122-123 | Assessing the Credibility of a News Article T124-125 |
| Independent Student Handbook T129-145 Scripts T146-171 | | | | | |

| Further Listening | Skills | | |
|--|---|---|---|
| | Listening | Speaking | Critical Thinking |
| Listening 1 T78 Listening 2 T79 Listening 3 T80 | <i>Understanding sidetracks</i> <i>Note-taking while listening</i> <i>Listening for main ideas</i> <i>Listening for details</i> | <i>Asking negative questions</i> <i>Expressing personal preferences</i> Student to Student: <i>Staying neutral</i> Presentation Skills: <i>Giving a summary</i> | <i>Interpreting information on a timeline</i> <i>Appreciating literature</i> <i>Using a graphic organizer to recall knowledge</i> <i>Applying information from notes</i> Critical Thinking Focus: <i>Selecting relevant information</i> |
| Listening 1 T94 Listening 2 T95 Listening 3 T96 | <i>Predicting content</i> <i>Checking predictions</i> <i>Making inferences</i> <i>Listening for main ideas</i> <i>Listening for details</i> | <i>Using a T-chart to express ideas</i> <i>Making judgments about the future</i> Student to Student: <i>Softening assertions</i> Presentation Skills: <i>Using an appropriate volume</i> | <i>Understanding meaning from context</i> <i>Organizing information based on diagrams</i> <i>Analyzing information from a pie chart</i> <i>Arguing for a point of view</i> <i>Developing materials for a campaign to promote natural ecosystems</i> Critical Thinking Focus: <i>Considering viewpoint and bias</i> |
| Listening 1 T110 Listening 2 T111 Listening 3 T112 | <i>Asking questions while listening</i> <i>Making inferences</i> <i>Predicting content</i> <i>Listening for main ideas</i> <i>Listening for details</i> | <i>Discussing health issues</i> <i>Making claims</i> <i>Making suggestions for home remedies</i> <i>Role-playing a conversation</i> Student to Student: <i>Ending a conversation</i> Presentation Skills: <i>Looking up while speaking</i> | <i>Relating content to personal experience</i> <i>Contrasting two people using a T-chart</i> <i>Inferring meaning from a conversation</i> <i>Summarizing information from notes</i> <i>Using evaluation form to evaluate a presentation</i> Critical Thinking Focus: <i>Evaluating claims</i> |
| Listening 1 T126 Listening 2 T127 Listening 3 T128 | <i>Predicting content</i> <i>Listening for main ideas</i> <i>Listening for details</i> | <i>Discussing personality</i> <i>Generalizing information from a survey</i> <i>Presenting ideas and assessment</i> Student to Student: <i>Expressing emotions</i> Presentation Skills: <i>Role-playing</i> | <i>Ranking things that might cause fear</i> <i>Relating content to personal experiences</i> <i>Planning a role-play presentation</i> <i>Surveying classmates about their thoughts and feelings</i> Critical Thinking Focus: <i>Assessing the credibility of sources</i> |

1

Gender and Society

Think and Discuss

1. What are these people doing?
2. What surprises you about this picture?
3. Would you enjoy watching this sports event? Why or why not?

UNIT



A Sunday sports event in El Alto, Bolivia

1

UNIT

Gender and Society

Unit Theme

Everyone is born with a biological sex, either male or female. We learn our gender from the people around us, and each culture has different ideas about what is appropriate for men and women, boys and girls.

Unit 1 explores the topic of gender as it relates to:

- male and female roles at work and at home
- physical attractiveness
- societal expectations
- natural abilities

Think and Discuss

In sports, the biological differences between the sexes seem obvious, and sports teams often consist of only female participants or only male participants. Some sports even exclude one sex altogether. Wrestling is one such sport. It's normally reserved for men or boys, but in El Alto, Bolivia, the "fighting *cholitas*," all of them women, combine wrestling with theater. The women's clothing identifies them as "good" or "bad" characters in this unusual sport with very few rules.

- Discuss the questions.
- Give students some background information about the photo. If they're curious about the word *cholita*, explain that many people in Bolivia have Aymara Indian ancestors. The word refers to a woman with indigenous ancestors.

Cultural Notes

El Alto: a large city in Bolivia, located 4,000 meters above sea level, which makes it one of the world's highest cities. It has a cold climate, rarely reaching more than 17°C in summer. The city is one of the fastest-growing cities in Bolivia, due to a trend in migration from Bolivia's rural areas. It has a mostly Amerindian population in this city. 埃尔阿尔托(玻利维亚西部城市)

Example Answers

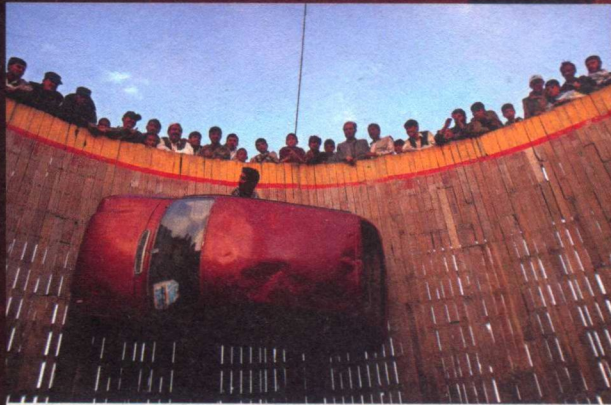
1. A man (maybe disguised by a woman) and a woman are in a wrestling ring in Bolivia. They are wearing costumes, and they appear to be fighting.
2. I'm surprised to see a woman in this situation.
3.
 - I think I would enjoy watching this sports event because I like boxing and wrestling and martial arts.
 - I don't think I would enjoy watching this sports event because I don't like to see fights.

Exploring the Theme:

Gender and Society

Look at the photos and read the captions. Then discuss the questions.

1. Do you think any of the activities shown should be for men or women only? Why or why not?
2. Who do you think should do the activities shown in China, men or women? Why?
3. Do you think gender (being male or female) is something we are born with or learn? Why?



A man drives a car on a wall made of wooden planks at a show in Kabul, Afghanistan.



Fishermen from Kamchatka, Russia pull in their net.

A woman works at a steel factory in Pennsylvania, U.S.A.

Exploring the Theme:

Gender and Society

The photos and captions in this opening spread present different activities as well as useful vocabularies.

- Have students read about the activities individually or in pairs.
- Discuss the questions in the Exploring the Theme box.

Example Answers

1.

- I think both men and women could do any of the activities in the pictures.
- I think some of the activities are better for men because they require physical strength; for example, fishing and icy rock climbing.
- I think some of the activities are better for women because they require patience and beauty; for example, teaching and wearing makeup.

2. Traditionally, fishermen and factory workers in China were men, and women usually taught young children in schools. In the 20th century, however, people began doing jobs outside of their traditional gender roles—especially women, who began to work more outside of the home. Now it's generally true that anyone who is qualified for a job can do the job. On the other hand, men in China don't usually wear makeup, and I'm not sure anyone should drive a car on a wall or climb up icy rocks. Those activities just look dangerous to me.

3.

- We are born with a certain sex—male or female—but that is based on physical characteristics. I think we learn our gender—how a boy or a girl should behave in a society—while we're growing up. Girls learn things that will help them as women, and boys learn things that will help them as men. You could say that one's sex is physical and one's gender is mental.

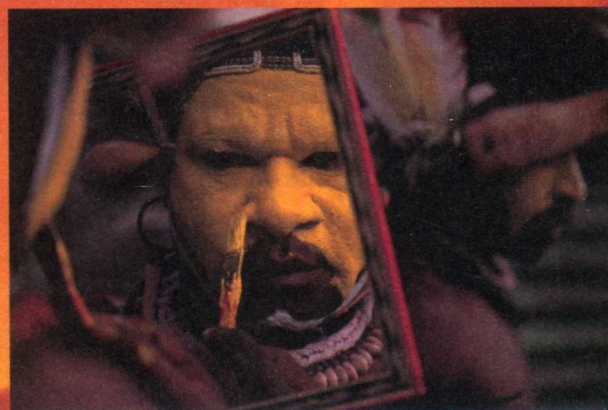
- One argument against this point of view has to do with an unusual psychological condition. Occasionally, people are born with a certain sex, but they feel like they are the opposite gender. A person might be born female, for example, but might feel like she's actually a boy or a man. Or someone who was born male might feel like he's really a girl or a woman. Based on this, we could say that we're born with our gender as much as our biological sex.



A woman climbs up rock and ice in British Columbia, Canada.



A woman at a public school in Damascus, Syria teaches a class of young children.



A Huli wigman from Papua New Guinea paints his face for a dance festival. In the Huli culture, men are objects of beauty.

New Words

plank /plæŋk/ *n.* (厚) 木板

Kabul /'kɑ:bəl/ 喀布尔 (阿富汗首都和最大城市)

Afghanistan /æf'gæənəstæn/ 阿富汗 (西南亚国家)

Kamchatka /kæm'tʃætəkə/ 堪察加半岛 (位于俄罗斯东部)

British Columbia /'brɪtɪʃ kə,lʌmbiə/ 不列颠哥伦比亚省
(位于加拿大西部)

Damascus /də'mæskəs/ 大马士革 (叙利亚首都)

Syria /'sɪriə/ 叙利亚 (西亚国家)

Huli /'hu:li/ 胡利 (巴布亚新几内亚最大部落之一)

wigman /'wɪgmən/ *n.* 戴假发的人

Papua New Guinea /,pæpuə nju: 'gɪni/ 巴布亚新几内亚 (太平洋西南部岛国)