

*Утверждено на заседании кафедры английской филологии  
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Пособие содержит ряд упражнений, имеющих целью формирование у обучающихся базовых навыков анализа различных явлений языка и речи с позиций гендерной лингвистики.

Рекомендуется студентам магистратуры английского отделения филологического факультета.

САНКТ-ПЕТЕРБУРГСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ  
ФИЛОЛОГИЧЕСКИЙ ФАКУЛЬТЕТ

**УЧЕБНЫЕ ЗАДАНИЯ  
ПО КУРСУ «ГЕНДЕРНАЯ ЛИНГВИСТИКА»**

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**1. GENDER STEREOTYPES**

*Read the poem below. What gender stereotypes can you identify in the way masculine and feminine characters, their personalities, behaviours and roles are characterised?*

Man is the most elevated of creatures,  
Woman the most sublime of ideals.

God made for man a throne; for woman an altar.  
The throne exalts, the altar sanctifies.

Man is the brain,  
Woman, the heart.  
The brain creates light, the heart, love.  
Light engenders, love resurrects.

Because of reason, Man is strong,  
Because of tears, Woman is invincible.  
Reason is convincing, tears, moving.

Man is capable of all heroism,  
Woman of all martyrdom.  
Heroism ennobles, martyrdom sublimates.

Man has supremacy,  
Woman, preference.  
Supremacy is strength, preference is the right.

Man is a genius,  
Woman, an angel.  
Genius is immeasurable, the angel indefinable.

The aspiration of man is supreme glory. The aspiration of woman  
is extreme virtue.  
Glory creates all that is great; virtue, all that is divine.

Man is a code,  
Woman a gospel.  
A code corrects; the gospel perfects.

Man thinks,  
Woman dreams.  
To think is to have a worm in the brain, to dream is to have a halo  
on the brow.

Man is an ocean,  
Woman a lake.  
The ocean has the adorning pearl, the lake, dazzling poetry.

Man is the flying eagle,  
Woman, the singing nightingale.  
To fly is to conquer space. To sing is to conquer the soul.

Man is a temple,  
Woman a shrine.  
Before the temple we discover ourselves, before the shrine we kneel.

In short, man is found where earth finishes,  
Woman where heaven begins.

V. Hugot

## **2. FOLKLINGUISTIC BELIEFS ABOUT GENDER DIFFERENCES IN SPEECH**

*Analyse the proverbs about women's and men's speech behaviour presented below. What popular beliefs about female and male communication styles do they reflect?*

### ***English***

Women's tongues are like lambs' tails – they are never still.  
One tongue is enough for a woman.  
Women will have the last word.

### ***Japanese***

Women's talk is limited to the village.  
Women's wisdom and a red sky at night are unreliable.  
Women's wisdom is as long as their nose (i.e. not very).  
Scared women and chilly cats are liars. (= *they are pretending*)  
A woman's mouth never blooms.

Jealous women will tell anything.  
Where there are women and geese, there's noise.

**Russian**

Женщина без разговора что двор без забора.  
Баба с печи летит – семьдесят семь дум передумает.  
Баба пьяна, а суд свой помнит.  
Не всё то правда, что бабы врут.  
Одна женщина – баба, две бабы – базар, а три – ярмарка.  
Не всяку правду муж жене сказывает, а и сказывает, так обманывает.

**Other**

The woman with active hands and feet, marry her, but the woman with overactive mouth, leave well alone (*Maori*).  
When both husband and wife wear pants it is not difficult to tell them apart – he is the one who is listening (*American*).  
Nothing is so unnatural as a talkative man or a quiet woman (*Scottish*).  
The North Sea will sooner be found wanting in water than a woman at a loss for words (*Jutlandic*).  
The tongue is the sword of a woman and she never lets it become rusty (*Chinese*).

**3. EARLY NON-EMPIRICAL WORK ABOUT GENDER DIFFERENCES IN SPEECH. OTTO JESPERSEN.**

*In 1922, Otto Jespersen published one of the first works in modern linguistics concerning “women’s language”. In his book “Language: Its Nature, Development and Origin” the researcher devotes a whole chapter called “The Woman” to describing women’s pronunciation, voice pitch, word choice and grammar in comparison to men’s. Read the extract from Otto Jespersen’s work and answer the questions that follow.*

**§ 7. Choice of words**

<...> But when from the field of phonetics we come to that of vocabulary and style, we shall find a much greater number of differences, though they have received very little attention in linguistic works. A few have been mentioned by Greenough and Kittredge: “The use of common in the sense of ‘vulgar’ is distinctly a feminine peculiarity. It would

sound effeminate in the speech of a man. So, in a less degree, with person for 'woman', in contrast to 'lady'. Nice for 'fine' must have originated in the same way" (W, p. 54).

Others have told me that men will generally say 'It's very good of you', where women will say 'It's very kind of you'. But such small details can hardly be said to be really characteristic of the two sexes. There is no doubt, however, that women in all countries are shy of mentioning certain parts of the human body and certain natural functions by the direct and often rude denominations which men, and especially young men, prefer when among themselves. Women will therefore invent innocent and euphemistic words and paraphrases, which sometimes may in the long run come to be looked upon as the plain or blunt names, and therefore in their turn have to be avoided and replaced by more decent words.

In Pinero's *The Gay Lord Quex* a lady discovers some French novels on the table of another lady and says: "This is a little – h'm – isn't it?" – she does not even dare to say the word "indecent" and has to express the idea in inarticulate language. The word "naked" is paraphrased in the following description by a woman of the work of girls in ammunition works: "They have to take off every stitch from their bodies in one room, and run *in their innocence and nothing else* to another room where the special clothing is" (Bennett, *The Pretty Lady*).

On the other hand, the old-fashioned prudery which prevented ladies from using such words as *legs* and *trousers* ("those manly garments which are rarely mentioned by name," says Dickens, *Dombey and Son*) is now rightly looked upon as exaggerated and more or less comical.

There can be no doubt that women exercise a great and universal influence on linguistic development through their instinctive shrinking from coarse and gross expressions and their preference for refined and (in certain spheres) veiled and indirect expressions. <...> There is reason to congratulate those nations, the English among them, in which the social position of women has been high enough to secure greater purity and freedom from coarseness in language than would have been the case if men had been the sole arbiters of speech.

Among the things women object to in language must be specially mentioned anything that smacks of swearing; where a man will say "He told an infernal lie," a woman will rather say "He told a most dreadful fib." Such euphemistic substitutes for the simple word "hell" as "the

other place,” “a very hot” or “a very uncomfortable place” probably originated with women. They will also use *ever* to add emphasis to an interrogative pronoun, as in “Whoever told you that?” or “Whatever do you mean?” and avoid the stronger “who the devil” or “what the dickens.” For surprise we have the feminine exclamations “Good gracious,” “Gracious me,” “Goodness gracious,” “Dear me” by the side of the more masculine “Good heavens,” “Great Scott.” “To be sure” is said to be more frequent with women than with men. Such instances might be multiplied, but these may suffice here. It will easily be seen that we have here civilized counterparts of what was above mentioned as sexual tabu; but it is worth noting that the interdiction in these cases is ordained by women themselves, or perhaps rather by the older among them, while the young do not always willingly comply.

Men will certainly with great justice object that there is a danger of the language becoming languid and insipid if we are always to content ourselves with women’s expressions, and that vigour and vividness count for something. Most boys and many men have a dislike to some words merely because they feel that they are used by everybody and on every occasion: they want to avoid what is commonplace and banal and to replace it by new and fresh expression, whose very newness imparts to them a flavour of their own. Men thus become the chief renovators of the language, and to them are due those changes by which we sometimes see one term replaced an older one, to give way in turn to a still newer one, and so on. Thus we see in English that the old verb *weorpan*, corresponding to G. *werfen*, was felt as too weak and therefore supplanted by *cast*, which was yaken from Scandinavian; after some centuries *cast* was replaced by the stronger *throw*, and this now, in the parlance of boys especially, is giving way to stronger expressions like *chuck* and *fling*. <...>

#### ***QUESTIONS ON THE TEXT***

1. What, according to Otto Jespersen, are the key features of women’s speech?
2. What language sources does Otto Jespersen rely on to support his ideas? Do you think the linguist would have arrived at different conclusions if he had chosen different materials?
3. Examine Otto Jespersen’s statement “<...> women exercise a great and universal influence on linguistic development through their in-

instinctive shrinking from coarse and gross expressions and their preference for refined and (in certain spheres) veiled and indirect expressions.” Do you agree with the term “instinctive”? Provide your arguments.

4. What attitude to women’s speech does the work express?

#### 4. EARLY FEMINIST WORK. R. LAKOFF

In 1975 Robin Lakoff published “*Language and Woman’s Place*”, an influential work on women’s language that inaugurated feminist research on the relationship between language and gender and generated a lot of interest among language scholars, feminists, and general readers. The author offered a set of basic assumptions about what marks out the language of women including the claims that women:

- hedge: using phrases like *sort of, kind of, it seems like, etc.*
- use (super)polite forms (*Would you mind..., I’d appreciate it if..., ...if you don’t mind*); polite *why*-imperatives (*Why don’t you open the door?*); indirect commands and requests (e.g. *My, isn’t it cold in here?* – really a request to turn the heat on or close a window);
- use tag questions (*You’re going to dinner, aren’t you?*);
- speak in italics: intonational emphasis equal to underlining words *so, very, quite*;
- use “empty” (evaluative) adjectives: *divine, lovely, adorable, etc.*;
- have a special lexicon: women use more words for colours (men for sports);
- use question intonation in declarative statements: declarative statements are turned into questions by raising the voice pitch at the end of a statement, expressing uncertainty (“What school do you attend?” “*Eton College?*”);
- avoid coarse language or expletives.

**Read the book “*Language and Woman’s Place*” by Robin Lakoff and answer the questions below.**

1. According to Robin Lakoff, how does women’s speech style prevent women from exercising authority? What are the two “equally painful” choices the woman is faced with?
2. What explanations does Robin Lakoff give for the absence of precise colour terms like *mauve, beige, ecru, aquamarine, lavender* from male active vocabulary?

3. How is the preference for “stronger” or “weaker” expletives (*Oh dear* vs *Hell*) related to power division among genders?
4. What are the key tendencies in the use of “neutral” and “female” evaluative adjectives (*great, terrific, cool* vs *charming, adorable, sweet*)?
5. What parallels does Robin Lakoff draw between women and hip-pies?
6. What are the key functions of tag questions, according to Robin Lakoff?
7. What is the connection between tag questions and other forms of request?

**5. WOMEN’S LANGUAGE – OR POWERLESS LANGUAGE?  
W.O’BARR, B.ATKINS**

*In their work “Women’s language or powerless language?”, William O’Barr and Bowman Atkins challenged Lakoff’s view of women’s language. The researchers studied court cases for 30 months and examined the witnesses for the basic speech differences between men and women that Robin Lakoff proposed. They discovered that these speech patterns were “neither characteristic of all women nor limited only to women”. The women who used the lowest frequency of women’s language traits had an unusually high status. A corresponding pattern was noted among the men who spoke with a low frequency of women’s language traits. W.O’Barr and B.Atkins tried to emphasize that a powerful position “may derive from either social standing in the larger society and/or status accorded by the court”.*

**1) The dialogues quoted below occurred between lawyers and witnesses during the court sessions. Identify the witnesses by gender. What features of “men’s” and “women’s” language can you point out in their speech?**

*Dialogue 1*

**Lawyer:** And had the heart not been functioning, in other words, had the heart been stopped, there would have been no blood to have come from that region?

**Witness:** It may leak down depending on the position of the body after death. But the presence of blood in the alveoli indicates that some active respiratory action had to take place.



*Dialogue 2*

**Lawyer:** And you saw, you observed what?

**Witness:** Well, after I heard... I can't really... I can't definitely state whether the brakes or the lights came first, but I rotated my head slightly to the right, and looked directly behind Mr.Z., and I saw reflections of lights, and uh, very, very, very instantaneously after that, I heard a very, very loud explosion... from my standpoint it would have been an implosion because everything was forced outward, like this, like a grenade thrown into a room. And, uh, it was, it was terrifically loud.

2) Read article "Women's language or powerless language" by W. O'Barr and B. Atkins. You will find out that in reality the witness in Dialogue 1 is female and the witness in Dialogue 2 is male. What does it tell you about the distribution of "men's" and "women's" language features?

## 6. DOMINANCE AND DIFFERENCE

Gender linguistics is often seen as developing along two major lines:

- **(Male) Dominance framework.** It focuses on examining the culture of male dominance and its effects on speech patterns. This trend is most often associated with the names of Pamela Fishman, Don Zimmerman and Candace West.
- **(Cultural) Difference framework.** It focuses on the differing social experiences of women and men/boys and girls, and consequent acquisition of different speech norms. Associated with the work of Deborah Tannen, Jennifer Coates and Janet Holmes.

### 6a. INTERRUPTIONS AND OVERLAPS

Don Zimmerman and Candace West suggested a theory that in mixed-sex conversations men are more likely to interrupt than women. It is based on the study of conversations recorded at the university campus in 1975. The subjects of the recording were white, middle class and under 35. Zimmerman and West conclude that, since men interrupt more often, then they are dominating or attempting to do so.

1) Read the article "Women's place in everyday talk: Reflections on parent-child interaction" by C. West and D. Zimmerman. Then analyse the

*dialogue below paying particular attention to cases of simultaneous speech. Would you classify them as interruptions or overlaps? Provide your grounds.*

Female: How's your paper coming? =

Male: Alright I guess (#) I haven't done much in the past two weeks

Female: Yeah::: know how [that can

Male: [Hey ya' got an extra cigarette?

Female: Oh uh sure ((hands him the pack))

like my [pa

Male: [How 'bout a match?

Female: Ere ya go uh like [my pa

Male: [Thanks

Female: Sure (#) I was gonna tell [you my

Male: [Hey I'd really like ta' talk but I gotta run (#) see ya

Female: Yeah

(West, Zimmerman 1998)

**2) Do interruptions necessarily reflect dominance? What other sources can interruptions arise from? Can you think of cases where interruptions might be justified?**

### **6b. INTERACTION WORK**

*Pamela Fishman argues in "Interaction: the Work Women Do" that conversation between women and men sometimes fails, not because of anything inherent in the way women talk, but because of how men respond, or don't respond. She also holds that interaction chores are unevenly distributed between men and women.*

*Analyse the dialogue below. How do the speakers try to attract attention to the topics they introduce? How successful are these attempts?*

F: I didn't know that. (=) Um, you know that  
M: Hmhhh? (=)

F: ((*garbage disposal on*)) that organizational stuff about Frederick Tay-  
M:

F: lor and Bishopgate and all that stuff (=) In the early  
M: Umhm ((yes))

F: 1890s people were trying to fight favoritism in the schools. (4)  
M:

F:  
M: That's what we needed. (18) I never did get my smoked oysters, I'm

F:  
M: going to look for (*inaudible*). (14) Should we try the Riviera French

F: Ok. That's a change. (72) Hmm. That's very  
M: dressing? (=)

F: interesting. Did you know that teachers used to be men until about the  
M:

F: 1840s when it became a female occupation? (2) Because they  
M: Nhmm ((no)) (-)

F: needed more teachers because of increased enrollment (5)  
M: And then the

F:  
M: salaries started going down probably (=) Um it's weird. We're out of

F: There's two bottles I think  
M: oil again. Now we have to buy that. ((*whistling*))(8) Dressing

F: It does, yeah. (76) That's  
M: looks good. See? (1) See, babe? (2)

F: really interesting. They didn't start using the test to measure and find  
M:

F: the you know categorize and track people in American schools until  
M:

F: like the early 1990s after the army y'know introduced their array  
M:

F: alpha things for the draftees (?) And then it caught on with schools  
M:

F: there was a lot of opposition right at the beginning to that which was  
M:

F: as sophisticated as today's arguments. The same arguments y'know  
M:

F: (=) But it didn't work and they came (4)  
M: Yeah (=) Leslie White is

F: heh  
M: probably right

*Note: The numbers in parentheses indicate the number of seconds of a pause. (=) means the pause that was less than one second.*

#### **6c. DIFFERENCE THEORY**

*Deborah Tannen argues that women's and men's conversational styles are based on different goals: men tend to use a "report style" (aimed at communicating factual information), women prefer a "rapport style" (concerned with building and maintaining relationships).*

*1) Analyse this dialogue between the sister (>30 y.o.) and brother (several years younger, unmarried). Can it be regarded as a successful interchange? What are the differences between the speakers in their expectations regarding the use of talk to create closeness?*

Sister: So, how's things with Kerry?

Brother: Cool.

Sister: Cool. Does that mean very good?

Brother: Yeah.

Sister: True love?

Brother: Pretty much.

Sister: PRETTY much? When you say PRETTY much, what do you mean?

Brother: I mean it's all good.

*2) The participants are a married couple, Molly and Ben, and their 2-year-old daughter Katie. Ben enters the house tired, hungry and out of sorts. As he sits at the table trying to eat something, Kate tries to climb on him, and he has a momentary eruption of irritation. Analyse the speakers' behaviour in terms of balancing power and interaction goals.*

Ben: No! I'm eating! *[very irritated]* Daddy eats. *[conciliatory]*

Katie: *[cries]*

Molly: O::h *[sympathetic tone]*

Ben: Da da eats. *[more conciliatory]*

Katie: *[cries louder]*

Ben: Wanna come up?

Molly: She's got her feelings hurt. <...> I think she just wanted some Daddy's attention. You were missing Daddy today, weren't you? You were missing Daddy, weren't you? Can you say, "I was just missing you, Daddy, that was all?"

Katie: *[cries]* Nnno.

Molly: And I don't really feel too good.

Katie: *[cries]* No.

Molly: No, she doesn't feel too good either.

<...>

Molly: Why are you so edgy?

Ben: Cause I haven't eaten yet.

Molly: Why didn't you get a *snack* on the way home or something? Save your family a little stress.

Katie: Mm mm.  
Molly: Yeah, give us a break, Daddy. We just miss you. We try to get your attention and then you come home and you go ROW ROW ROW ROW.  
Katie: Row Row!

### 8. POLITENESS

*The dialogue below occurred in the group of women friends. K has returned from a trip abroad and is giving a present to M. What politeness strategies are being used by the participants?*

K: here's a little colourful Maori shell oh and I'm sorry we're down to the ones that haven't got nice bright colours in them (.) when you come to New Zealand you can come and pick your own off the rocks  
D: (*laughs*) just look at that  
M: beautiful  
D: isn't that gorgeous  
M: that's a real shell  
K: have you seen these? that's for you to take home if you've got room in your bag (*gives shell to M*)  
M: oh that's lovely  
K: if not leave it behind  
D: how nice of you  
M: oh that's lovely  
D: oh  
D: thanks really lovely  
K: have you seen the pauwa shell before?  
D: no  
K: do you know them?  
M: lovely, isn't it?  
D: never  
M: what (.) untreated are they, K.?  
K: no (.) well these have been polished (.) normally they've got a roughish back which looks like that there  
D: marvelous  
M: oh, that's lovely thank you very much I love the colours

D: aren't they beautiful?  
 K: yes  
 well this is I'm sorry but I'm sort of after a couple of years our  
 bundle is well picked over and we are down to the (.) that's  
 D: (laughs)  
 K: go a nice inside though (.) the thing that makes them different  
 <...>

(From: Mills 2003)

### 8. GENDER AND LANGUAGE SYSTEM. MALE AS NORM

*Read the story below. What is puzzling about it? How is this effect achieved?*

A man and his young son were apprehended in a robbery. The father was shot during the struggle and the son, in handcuffs, was rushed to the police station. As the police pulled the struggling boy into the station, the major, who had been called to the scene, looked up and said, "My God, it's my son!" What relation was the major to the boy?

(Eakins B., Eakins R. 1978)

### 9. "SEMANTIC EXPLOSIONS"

*There is an assumption that the words **man** and **he** as well as the morpheme **man** that forms part of many compound lexemes can be used in their generic sense to denote any human being (the generic "he"/"man").*

*Read the sentences below. What makes them sound unusual, unnatural or funny?*

1. Man, being a mammal, breastfeeds his young. 2. One in two men is a woman (*a feminist slogan*). 3. Menstrual pain accounts for an enormous loss of manpower hours. 4. If an Englishman's home is his castle, let him clean it! (*a feminist slogan*) 5. As has been the accepted procedure for decades, a female presiding officer may be addressed "Madam Chairman". [But] ardent nonsexist communicators have asked, humorously, how a male presiding officer would feel if he were addressed as "Sir Chairwoman." 6. One of the men in the farm is a beautiful French woman. 7. The gynecologist was given an award for service to his fellow men.

## 10. GENDER ASYMMETRIES

### Words denoting men and women: Historical development

*Read about the historical evolution of the terms bachelor and spinster. What semantic change have they undergone? What popular beliefs about genders and marriage do they reflect? Why is the masculine term applicable to women and its feminine counterpart is NOT applicable to men?*

#### **Bachelor**

The origins and sensed development of *bachelor* are uncertain, but the Old French *bachelor* may be connected with the Late Latin *baccalaris*, meaning a division of land, a term which was applied to both female and male tenants in the 8<sup>th</sup> century. From an early sense of an inexperienced person or novice, the term *Knight-bachelor* was applied to a knight of the lowest rank, one who would probably have been unmarried. This may explain how, by the 14<sup>th</sup> century, *bachelor* denoted an unmarried man.

*Spinster* is no simple female equivalent, since it denotes not only an unmarried woman but also one regarded as being beyond the age of marriage or unmarriageable for whatever reason. In the 17<sup>th</sup> century *spinster* pejorated, becoming a euphemism for a mistress or prostitute, which probably explains why *bachelor* was briefly applied to a single woman at around the same time. In the 20<sup>th</sup> century, *bachelor*, which carries positive connotations of independence, was resurrected to be used of women, especially in the USA. *Bachelor-girl* (despite the unflattering, infantilizing connotations of *girl*) is often used in preference to *spinster*, which acquired the negative connotations of sexless, frustrated, unemployed, unpropertied, unendowed, uneducated and economically dependent on others. Although when applied to men *bachelor* can imply a positive image of sexual licence, the term seems to have avoided this connotation when used of a woman, for whom sexual licence is seldom acceptable.

(From: Mills J. 1989)

## 11. SEMANTIC NON-EQUIVALENCES

*Compare the pairs of terms given below that historically differentiated by sex alone. Over time, these terms have gained different connotations*



and in some cases different denotations. What differences between the words in each pair can you identify?

male	female
king	queen
governor	governess
lord	lady
gentleman	lady
master	mistress
patron	matron
Mr	Miss, Mrs, Ms
dog	bitch
courtier	courtesan
host	hostess
hubby	hussy
wizard	witch

## 12. SEMANTIC NON-EQUIVALENCES

### Mother – father

*Study the words and expressions given below. What beliefs and attitudes about the qualities, roles and statuses of mothers and fathers do they convey?*

she mothered the children – he fathered the children; motherly – fatherly; Mother Nature – Father Time; mother country/tongue; mother hen; hovering mother; the town fathers; the founding fathers; necessity is the mother of invention; mother board; mother's ruin (= *strong alcoholic drink*); tied to one's mother's apron strings; the Father of Lies (= *devil*)

## 13. SEMANTIC NON-EQUIVALENCES

*Look at the words presented below. How would their meaning change if applied to male or female referents?*

Beautiful, professional, tramp, honest, aggressive

## 14. DERIVATIVES AND COMPOUNDS

*Many feminine nouns in English are built from male nouns by adding a feminine suffix such as -ess, -ine, -er, -ette (e.g. hero – heroine). This*

*reflects a subordinate relationship. The reverse situation is less common. Look at the pairs of words below. Are they semantically equivalent? How can you account for the word-building mechanisms involved?*

male	female
usher	usherette
lad	ladette
poet	poetess
manager	manageress
god	goddess
mayor	mayoress
aviator	aviatrix
dominator	dominatrix
devil	she-devil
man	woman

female	male
bride	bridegroom
widow	widower

### 15. INAPPROPRIATE BEHAVIOURS

*Look at some terms used to label people displaying behaviours which are believed to be inappropriate for men or women. What personal characteristics and behavioural patterns are “punishable” by these terms?*

Applied to males	Applied to females
sissy	tomboy
effeminate	butch
pansy	dyke
womanish	mannish
ungentlemanlike	unladylike
girl	virago

### 16. MALE AND FEMALE DESCRIPTORS

*Many nouns, especially those denoting workers in a given occupation, may seem gender-neutral (e.g. teacher, social worker). Others may have gender-neutral denotation but be perceived as having gendered connotations (e.g. nurse, car mechanic). What do the following marked ex-*

*pressions on the right tell us about the meaning of the unmarked terms on the left?*

nurse	male nurse
prostitute	male prostitute
doctor	woman doctor
priest	woman priest
secretary	male secretary
model	male model
boy	toy boy
girl	career girl

### 17. INSULT TERMS

*Analyse these insult terms related to men and women. What male/female characteristics are they targeted at? What sources of invectives can you identify?*

male	female
prick, dickhead, queer, nancy boy, wanker, cunt, tosser, bastard	bimbo, dumb blonde, cow, hag, nag, shrew, cunt, battleaxe, babe, bitch

### 18. DOUBLE STANDARDS

*These are some words describing males and females in relation to sexual activity. How are they related to societal attitudes about male and female sexual behaviours?*

**Male:** lad, Casanova, gigolo, stud, stallion

**Female:** tart, slut, whore, nymphomaniac, goer, easy lay

### 19. LEXICAL ASYMMETRIES

*Look at the words given below. What differences between female and male “equivalents” can you find? How can you account for the lexical gaps?*

female	male
hen party	stag party
single mum	single dad

housewife	househusband
working mother	---
career woman	---
unmarried mother	---
---	family man
---	devoted husband and father
---	cuckold

## 20. TERMS OF ENDEARMENT

*Look at the endearment terms below. Who are they mostly used by, men or women? Who to? What attitudes can they convey?*

my bird, my chick, doll, babe, duck, pet, flower, sweetie, sweetheart, sugar, cheesecake

## 21. LEXICAL GAPS

*The words presented in the table below appear in S.H.Elgin's novel "Native tongue". They form part of the fictional language called Laadan and were supposedly invented by women to lexicalise certain aspects of experience. What do they tell you about vocabulary gaps in modern English?*

radiidin	non-holiday, a time allegedly a holiday but actually so much a burden because of work and preparations that it is a dreaded occasion; especially when there are too many guests and none of them help
wonewith	to be socially dyslexic, uncomprehending of social signals of others
búsholan	alone "in the bosom of one's family"
rathom	non-pillow; a "lean on me so I can step aside and let you fall" person

## 22. SLANG WORDS DENOTING PREGNANCY

*Look at the words at expressions below. Whose perspective on pregnancy do they reflect? What differences can you find between the expressions depending on this perspective?*

**A.** to get someone pregnant; to get someone in the family way; to put a bun in the oven; to put someone in the pudding club

**B.** to get knocked up; to be preggers/preggo; I'm expecting; I've got a bun in the oven; I'm in the family way.

## 23. DICTIONARY ENTRIES

### Man – woman

*Read the vocabulary entries from Roget's Thesaurus of Synonyms and Antonyms (1980). How do the entries differ in terms of size, composition and structure?*

**373. Man.** – **N.** man, male, he; manhood etc. (*adolescence*); 131. Gentleman, sir, master; yeoman, wight, swain, fellow, guy blade, *beau*, chap, gaffer, good man; husband etc. (*married man*) 903. Mr., mister, *monsieur*, *sahib*, *Herr*, *señor*, *signor*; boy etc. (*youth*) 129. Adonis  
[Male animal] cock, drake, gander, dog, boar, stag, hart, buck, horse, entire horse, stallion; gib-, tom-cat; he-, Billy-goat; ram, tup; bull, -ock; capon, ox, gelding; steer, stot  
**Adj.** male, he, masculine; manly, virile; unwomanly, -feminine

**374. – Woman.** – **N.** woman, she, female, petticoat, skirt, moll, broad feminality, femininity, muliebrity; womanhood etc. (*adolescence*) 131. Feminism; gynaecology, gyniatrics, gynics  
womankind; the -sex, fair - ; softer - ; weaker vessel; the distaff side dame, madam, *madame*, mistress, Mrs., lady, *mem-sahib*, *Frau*, *señora*, *signora*, *donna*, *belle*; matron, dowager, goody, gammer; good – woman – wife; squaw; wife etc. (*marriage*) 903; matronage, -hood  
Venus, nymph, wench, *grisette*; little bit of fluff; girl etc. (*youth*) 129  
*innamorata* (love) etc. 897; courtesan etc. 962  
spinster, old maid, virgin, bachelor girl, new woman, amazon

#### 24. SWITCHING PRONOUNS

*In the extract below, all the pronouns have been switched, so that previously male characters are now referred to as “she” and previously female characters are now “he”. How have these changes altered the way the characters are presented? What do the changes tell you about the way the texts were previously gendered?*

“You know what I’m talking about.” She was oddly elated, her eyes flashing down at him, her mouth curling at the edges with satisfaction.

Nervously he shook his head, the swing of his blonde hair against his cheek catching her eye. She shifted her hand to it, thrusting her fingers among the strands, winnowing them slowly and watching the way they drifted against her flesh.

“Don’t lie to me, even if you’ve been lying to yourself.” Urgency deepened her voice and he felt a surge of panic begin inside him. “Ever since I saw you at that window...”

“No!” he broke out, turning stumblingly away.

She pulled him back towards her, slamming him against her so abruptly that he fell, his face in her throat, his nostrils filling with the scent of her brown skin. Her hand gripped his back in a convulsive movement, the muscular tension of her body pressing against him.

“You looked fantastic. You’re not ashamed of it, are you? God, you left me breathless!”

“Don’t talk about it!” he begged.

“Why not, in God’s name? For a second I thought you were a marble statue. It was the effect of the moonlight; you looked cool and remote and unreal. Then you moved and I felt as though someone had punched me in the stomach. You really knocked me out.”

He tried to pull away, trembling. “Can’t you see how embarrassing it is? I don’t want to talk about it.”

“You’re scared,” she whispered, her voice unsteady. “Don’t be. It’s what you were born for, this feeling...”

“I just feel embarrassed,” he said angrily, struggling.

The elated excitement went out of her face and it darkened into impatience, her brows jerking together, her eyes staring at him with a glittering demand in them.

“That’s not true. You just won’t admit how you feel. Are you afraid of love?”

He threw caution to the wind, his temper hardening in his voice. “You’re not talking about love, you’re talking about sex.”

“They’re the same thing.”

*(Seduction, Charlotte Lamb, p.64–64.  
Quoted in: Goddard, Patterson 2000).*

### **25. GENDER-EXCLUSIVE, or SEXIST LANGUAGE**

***Gender-exclusive (sexist) language consists of words or phrases that focus on one gender unnecessarily, thereby excluding the other gender. The following sentences can be classified as sexist. Can you explain why? For each of the sentences, suggest ways of improving the language.***

1. The woman’s husband lets her work part-time.
2. John and Mary both have full-time jobs; he helps her with the housework.
3. Research scientists often neglect their wives and children.
4. The student’s behavior was typically female.
5. Mothers should note that a nutritious breakfast is more important for a child than it is for an adult.
6. The average worker with a wife and two children pays 30% of its income to taxes.
7. Sometimes a nurse must use her common sense.
8. The family grocery shopper wants to get all her shopping done in one stop.
9. The attractive well-dressed interior minister fielded questions from reporters.
10. Congressional representatives urged the President to find the right man for the job.
11. Divorcee Judy Petty lost her bid to unseat Representative Wilbur Mills.
12. Mrs. Marion Chong, wife of Dr. Allan Chong, gave a report on recent zoning variances.
13. He is brutish and insensitive like all men.
14. People won’t give up power. They’ll give up anything else first – money, home, wife, children, – but not power.

15. Rising radio personality, DJ Megatron, was gunned down in Staten Island, New York early Sunday morning (March 27) by an unknown gunman right down the street from his home. <...> The shooter remains at large, and according to the paper, police said there were no witnesses.

#### **SOME RECOMMENDATIONS**

##### **ON USING GENDER-FREE LANGUAGE**

**1. To avoid saying he or she (or his or her), use the plural form for both nouns and pronouns.**

Avoid: *An effective teacher uses various strategies in his classroom.*

Use: *Effective teachers use various strategies in their classrooms.*

**2. Omit the pronoun.**

Avoid: *Each teacher will send one of his students to the assembly.*

Use: *Each teacher will send a student to the assembly.*

**3. Use his or her, he or she, or s/he when it is necessary to stress the action of an individual. This will be awkward if used too often. (Vary pronoun choice when possible.)**

Avoid: *If the student is unhappy with his grade, he will discuss it with the instructor.*

Use: *If the student is unhappy with the grade, he or she will discuss it with the instructor.*

**4. Change the third-person (she) to the second-person (you) or (you understood) when appropriate.**

Avoid: *Each teacher should send in his grades by June 15.*

Use: *All grades must be sent in by June 15.*

**5. Use alternatives to language that trivializes or reinforces stereotypes.**

Avoid: *My girl will take the message.*

Use: *I will ask my assistant to take that message.*

**6. Treat men and women the same way when addressing them or alluding to them.**

Avoid: *Senator Chuck Schumer and Mrs. Bill Clinton attended the hearing.*

Use: *Senators Chuck Schumer and Hillary Clinton attended the hearing.*

*(Writer's Relief)*



## 26. GENDER-EXCLUSIVE AND GENDER-NEUTRAL LANGUAGE

*Paragraph A contains many examples of gender-exclusive language. The paragraph has been rewritten in more gender-neutral language (see paragraph B). Explain the changes made.*

### A. Gender-exclusive language:

If an insurance man contacts a family after the unexpected death of the husband, one of the first questions he may hear is, "Where is his insurance policy?" The insurance man knows that when a father dies, the meaning of life insurance suddenly becomes crystal clear. No one, at that time, asks what a man's return is on his investment. The bottom line is that life insurance provides cash when a man and his family really need it. I tell the husband that the amount his loved ones receive depends on him. I also tell him that if he gives proper attention to this matter now, few financial problems will ensue after his death.

### B. Revised paragraph:

If an insurance agent contacts a family after the unexpected death of a family member, one of the first questions he or she may hear is, "Where is the life insurance policy?" The agent knows that when a client dies, the meaning of life insurance becomes crystal clear. No one, at that time, asks what a person's return is on an investment. The bottom line is that life insurance provides cash when clients and their families really need it. I tell the client that the amount his or her loved ones receive depends on him or her. I also tell the client that if he or she gives proper attention to this matter now, few financial problems will ensue after death.

## 27. THE BIBLE

*Some Christians today support rewording of the Bible to add gender-inclusive or gender-neutral language. Various Bibles have been published with such changes. Compare the fragment from the Revised Standard Version of the Bible and the fragment from the Inclusive Language Lectionary (Genesis 4-23). What changes have been made and why? How do these changes impact the meaning and sound of the text?*

### Revised Standard Version

In the day that the Lord God made the earth and the heavens, <sup>5</sup>when

no plant of the field was yet in the earth and no herb of the field had yet sprung up--for the Lord God had not caused it to rain upon the earth, and there was no man to till the ground;<sup>6</sup> but a mist went up from the earth and watered the whole face of the ground--<sup>7</sup> then the Lord God formed man of dust from the ground, and breathed into his nostrils the breath of life; and man became a living being.<sup>8</sup> And the Lord God planted a garden in Eden, in the east; and there he put the man whom he had formed.<sup>9</sup> And out of the ground the Lord God made to grow every tree that is pleasant to the sight and good for food, the tree of life also in the midst of the garden, and the tree of the knowledge of good and evil. <...>

<sup>15</sup>The Lord God took the man and put him in the garden of Eden to till it and keep it. <sup>16</sup>And the Lord God commanded the man, saying, "You may freely eat of every tree of the garden; <sup>17</sup> but of the tree of the knowledge of good and evil you shall not eat, for in the day that you eat of it you shall die."

<sup>18</sup> Then the Lord God said, "It is not good that the man should be alone; I will make him a helper fit for him." <...> <sup>21</sup> So the Lord God caused a deep sleep to fall upon the man, and while he slept took one of his ribs and closed up its place with flesh; <sup>22</sup> and the rib which the Lord God had taken from the man he made into a woman and brought her to the man. <sup>23</sup> Then the man said, "This at last is bone of my bones and flesh of my flesh; she shall be called Woman, because she was taken out of Man." <sup>24</sup> Therefore a man leaves his father and his mother and cleaves to his wife, and they become one flesh.

#### **Inclusive Language Lectionary**

In the day that God the Sovereign One made the earth and the heavens,<sup>5</sup> when no plant of the field was yet in the earth and no herb of the field had yet sprung up--for God the Sovereign One had not caused it to rain upon the earth, and there was no one to till the ground;<sup>6</sup> but a mist went up from the earth and watered the whole face of the ground--<sup>7</sup> then God the Sovereign One formed a human creature of dust from the ground, and breathed into the creature's nostrils the breath of life; and the human creature became a living being.<sup>8</sup> And

God the Sovereign One planted a garden in Eden, in the east; and there he put the human creature whom God had formed. <sup>9</sup>And out of the ground God the Sovereign One made to grow every tree that is pleasant to the sight and good for food, the tree of life also in the midst of the garden, and the tree of the knowledge of good and evil.  
<...>

<sup>15</sup>The Lord God took and placed the human being in the garden of Eden to till it and keep it. <sup>16</sup>And God the Sovereign One commanded the human being, saying, "You may freely eat of every tree of the garden; <sup>17</sup> but of the tree of the knowledge of good and evil you shall not eat, for in the day that you eat of it you shall die."

<sup>18</sup> Then God the Sovereign One said, "It is not good that the human being should be alone; I will make a companion corresponding to the creature." <...> <sup>21</sup> So God the Sovereign One caused a deep sleep to fall upon the human being, and took a rib out of the sleeping human being and closed up its place with flesh; <sup>22</sup> and God the Sovereign One built the rib which God took from the human being into woman and brought her to the man. <sup>23</sup> Then the man said, "This at last is bone of my bones and flesh of my flesh; she shall be called Woman, because she was taken out of Man." <sup>24</sup> Therefore a man leaves his father and his mother and cleaves to his wife, and they become one flesh.

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- Writer's Relief Blog. <http://www.writersrelief.com/blog/2008/03/the-use-of-gender-neutral-language-in-your-writing/>

## Internet resources

- <http://www.teachit.co.uk/armoore/lang/gender.htm>
- [http://www.esc.edu/esonline/across\\_esc/writerscomplex.nsf/0/564e043922d70d98852569c3006d727e?OpenDocument](http://www.esc.edu/esonline/across_esc/writerscomplex.nsf/0/564e043922d70d98852569c3006d727e?OpenDocument)

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УНИВЕРСИТЕТ**

**УЧЕБНЫЕ ЗАДАНИЯ  
ПО КУРСУ «ГЕНДЕРНАЯ ЛИНГВИСТИКА»**

**ДЛЯ СТУДЕНТОВ  
МАГИСТРАТУРЫ**

**(на английском языке)**

Санкт-Петербург  
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