<table>
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<th>EVALUATION</th>
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**Objectives:**
- Recognize uses of specific language and register to facilitate positive cross-gender communication.

**Length of Session:** 2 or 2.5 hours

**Materials:**
Cartoon with dialogues & questions

** TTCNTHH 10 minutes**
- Students discuss meanings of the two cartoons and answer the questions related to them.

**WARM-UP/REVIEW: 10 minutes**
- The short dialogue with partner can work to help students get together.

**PRESENTATION: 20 minutes**
- **Introduction:** 5 minutes
  - Students are told they will read about generalizations John Gray makes about men and women.
  - Students are told they will read about gender issues.
  - John Gray makes about men and women.
  - Students are told they will read about gender issues.

**ASSESSMENT:**
- 10 minutes
  - Class discussion questions related to cartoon.
  - Questions ask students to refer to their beginning Group Discussion.

**THROUGH**

**ASSESSMENT:**
- 10 minutes
  - Students discuss meanings of the two cartoons and answer the questions related to them.

**INTO**

**INTERPRETATION:**
- When we want something else or lend itself to a response we want
- Emphasize English spelling and meaning issues and wonder about sentences that use English.
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- 10 minutes
  - Class discussion questions related to cartoon.
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**ASSESSMENT:**
- 10 minutes
  - Class discussion questions related to cartoon.
  - Questions ask students to refer to their beginning Group Discussion.
The students themselves. They initially approach the task of interpreting the dialogue in a particular way to a particular person, but they may change their approach as they gain more understanding of the context. They then write a response to each pair of responses in the chart, responding to the question: "What does the speaker mean by this statement?" This exercise helps students to develop their ability to infer the intended meaning of a statement and to understand how the context of a conversation can influence meaning.

Work with the big picture. Read between the lines, analyze and make inferences since they have to conclude why a man or woman might respond in a particular way to a particular cue and why this may be not what the other is wanting.

Students will first read the piece on their own about 5-7 minutes. This will give them the surface meaning by超越表面意义。Beyond the surface meaning. Students will then be presented with a group of the opposite sex. They discuss and compare their responses, analyzing the dialogue and making inferences about why each gender says during a stressed situation. This will be an assessment tool.

The groups will be of the same sex. The men and women will have different papers. Each group is to fill out two versions of a chart. The version is based on written male or female responses shown in Chart A. The groups will have different papers. Each group is to fill out two versions of a chart. The version is based on written male or female responses shown in Chart A. The groups will have different papers. Each group is to fill out two versions of a chart.

The theme of the piece is the same: What does the speaker mean by this statement? What does the speaker mean by this statement? The theme of the piece is the same: What does the speaker mean by this statement?

Students will then be presented with a group of the opposite sex. They discuss and compare the two versions of the dialogues, analyzing the dialogue and making inferences about why each gender says during a stressed situation. This will be an assessment tool.

The outcome of the two versions of the dialogue will also act as an assessment tool.

GUIDED PRACTICE

60 minutes

• Vocabulary: Go over Vocabulary (Adjectives/Feelings)

• Communication Exercise: Reading and Speaking

1. Communication Exercise: Reading and Speaking

   a. Vocabulary: Go over Vocabulary (Adjectives/Feelings)

   b. Reading: The chart: A man reads the man's part, a woman reads the woman's response and a man reads what the woman really is saying.

   c. When the man really is saying... What the man really is saying...

   d. Immediate response is possible such as, "Do you usually like to talk about your problems?

Another student reads the next paragraph and again asking questions for reading comprehension.

Reading the chart: A man reads the man's part, a woman reads the woman's response and a man reads what the woman really is saying.

The immediate response is possible such as, "Do you usually like to talk about your problems?" When the man reads the next paragraph, the student reads the woman's response and a man reads what the woman really is saying.
**BEYOND**

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<tr>
<th>Teacher:</th>
<th>Students read sentences to partner and discuss. Students hand sentences to partner and discuss.</th>
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<tr>
<td><strong>APPLICATION</strong></td>
<td>Students write sentences using vocabulary, focusing on sentences that tell how they can respond appropriately to a stressed situation.</td>
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<td><strong>CLOSE UP:</strong> 15 minutes</td>
<td>Discussion with class using questions as prompts.</td>
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**GROUP:** While encouraging dialogue creation.