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|  | ***Language - gender - culture*** | |
|  | **CLASS 2 (Scenario 2)** | |
| **TOPIC** | **Sex and gender in language — general issues** | |
| **LEARNING CONTENT - DETAILED CHARACTERISTICS** | Differences between sex and gender in language and in extralinguistic reality.  The problems of grammatical and natural genres.  Grammatical gender and generic names as two main fields of gender manifestation. | |
| **KEY WORDS** | sex, gender, grammatical gender, natural genre, generic names | |
| **SUGGESTED TOOLS** | lecture, presentation, discussion | |
| **TIPS / METHODOLOGICAL REMARKS**  (if applicable) | The lecture part includes interactive elements.  There are some, sometimes slight differences between natural and grammatical genres.  It is important to point the main grammatical terms connected with genre.  It is helpful when students speak different languages, we can use their knowledge during the discussion about gender. | |
| **IMPLEMENTATION OF THE CLASSES** | **STEP 1** | Introducing the topic by indicating the most important issues connected with subject of sex and gender in language. |
|  | **STEP 2** | A lecture supported by the presentation prepared in PowerPoint program: a few examples in different Indo-European languages presenting the differences between natural and grammatical genres. |
|  | **STEP 3** | A lecture supported by the presentation prepared in PowerPoint program: different Indo-European languages and their grammatical genres system, e.g. English (without clear grammatical manifestation of genre), French, Spanish, Italian (two grammatical genres: masculine, feminine), German, Polish (three grammatical genres: masculine, feminine, neuter). |
|  | **STEP 4** | A lecture supported by the presentation prepared in PowerPoint program: chosen historical aspects of grammatical genre differences in Indo-European languages. |
|  | **STEP 5** | A lecture supported by the presentation prepared in PowerPoint program: the basic aspects of Indo-European languages on the examples of classical languages (Ancient Greek and Latin languages). |
|  | **STEP 6** | A lecture supported by the presentation prepared in PowerPoint program: a few lexical forms similar and different in the majority of Indo-European languages and their grammatical genre (e.g. *matka, kot, pies, dom, stół, dziecko*). |
|  | **STEP 7** | A lecture supported by the presentation prepared in PowerPoint program: chosen tendencies in contemporary world which has great influence on the language in its gender area. |
|  | **STEP 8** | Discussion — opinions and impressions of natural and grammatical genres and contemporary cultural tendencies on that score. (WORK CARD 1&2) |
| **ADDITIONAL MATERIALS** | **1 WORK CARD** | Poster: What are specific gender aspects of my language? |
| **2 WORK CARD** | Poster: What gender aspects of my language are similar to other languages? |

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| **WORK CARD 1** | **POSTER: WHAT ARE SPECIFIC GENDER ASPECTS OF MY LANGUAGE?** |

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| **WORK CARD 2** | **POSTER: WHAT GENDER ASPECTS OF MY LANGUAGE ARE SIMILAR TO OTHER LANGUAGES?** |