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|  | ***Language - gender - culture*** | |
|  | **CLASS 3 (Scenario 3)** | |
| **TOPIC** | **Grammar and gender** | |
| **LEARNING CONTENT - DETAILED CHARACTERISTICS** | Grammar as a very important field of gender manifestation.  The genre hierarchy in language.  Grammatical genre as a system and as an inflection category. | |
| **KEY WORDS** | grammar, grammatical genre system, inflection system, language androcentrism | |
| **SUGGESTED TOOLS** | discussion, interactive lecture, work in groups | |
| **TIPS / METHODOLOGICAL REMARKS**  (if applicable) | Grammatical genre is a subtle aspect of language.  There are a few blanks in grammatical genre in different languages.  It is necessary to indicate the grammatical gender specifics of Slavonic languages as a group of Indo-European languages. | |
| **IMPLEMENTATION OF THE CLASSES** | **STEP 1** | Discussion on the natural and grammatical genres in Polish on the examples of chosen nouns, e.g.: *mężczyzna, dziewczę, gapa, idiota, ciemięga, bliźni, pielgrzym, cieśla.* |
|  | **STEP 2** | A short interactive lecture supported by the presentation prepared in PowerPoint program: words of different natural and grammatical genres. The term of „lexical gap” in language system. |
|  | **STEP 3** | Discussion on the problem of genericness in Polish on the examples of chosen forms. |
|  | **STEP 4** | A short interactive lecture supported by the presentation prepared in PowerPoint program: genericness as one of the main problems of gender aspects in Polish. |
|  | **STEP 5** | A short interactive lecture supported by the presentation prepared in PowerPoint program: chosen cultural aspects of language gap; androcentrism in Polish. |
|  | **STEP 6** | Group work: students in small groups give their own examples of language androcentrism in Polish and propose comments and remarks of the problem. |
| **ADDITIONAL MATERIALS** | **1 WORK CARD** | Grammar and gender\_Table 1 |
| **2 WORK CARD** | Grammar and gender\_Table 2 |
|  | **3 WORK CARD** | Grammar and gender\_Table 3 |

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| **WORK CARD 1** | **GRAMMAR AND GENDER\_TABLE 1** |
| |  |  |  |  | | --- | --- | --- | --- | | **EXAMPLES (FORM)** | **NATURAL GENRE** | **GRAMMATICAL GENRE** | **COMMENTS/REMARKS** | | mężczyzna |  |  |  | | dziewczę |  |  |  | | bachor |  |  |  | | gapa |  |  |  | | ciemięga |  |  |  | | bliźni |  |  |  | | pielgrzym |  |  |  | | cieśla |  |  |  | | |

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| **WORK CARD 2** | **GRAMMAR AND GENDER\_TABLE 2** |
| |  |  |  |  | | --- | --- | --- | --- | | **EXAMPLE** | **NATURAL GENRE** | **GRAMMATICAL GENRE** | **COMMENTS/REMARKS** | | **Polak** potrafi.  Mądry **Polak** po szkodzie.  **Polak**, **Węgier** dwa **bratanki**. |  |  |  | | Wszyscy ludzie są **braćmi**.  Człowiek człowiekowi **bratem**.  Kochajmy się jak **bracia**. |  |  |  | | Wybitni **aktorzy** uczestniczyli w ceremonii wręczenia nagród.  Po 2004 roku wielu **lekarzy** wyemigrowało do Skandynawii. |  |  |  | | Prawa i obowiązki **pacjenta**.  Biuro **petenta**.  Klub **aktora**.  **adresat** nieznany  Dzień **Nauczyciela** |  |  |  | | |

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| **WORK CARD 3** | **GRAMMAR AND GENDER\_TABLE 3** |
| **TASK** | Students give their own examples and comments in the chart below. |
| |  |  |  | | --- | --- | --- | | **EXAMPLES OF LANGUAGE ANDROCENTRISM** | **LANGUAGE REASONS** | **CULTURAL CONTEXT** | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | |