



## Key Stage 2 Unit 4 Lesson 2: Nouns and Gender

### Crib Sheet

**Slides 1 and 2:** Introduce the lesson objective. We will be looking at what gender in language is, what function it has and what difference it makes to the noun and how the noun is perceived. This is quite a hard lesson aimed at Upper Key Stage 2.

- We can see that some languages give nouns (words for things) a gender.
- We can explore how important this is and how it changes the way we think about things.
- We can spot masculine and feminine nouns by looking for patterns.

**Slide 3** is a starter slide that asks questions about the previous lesson on verbs and conjugation.

**Slide 4:** Ask pupil to think about how we categorise nouns. If they struggle to think of any ideas, show them **slides 5 and 6** which provide the examples of countable v uncountable (bottle v water) and animate v inanimate (dog v collar). Can pupils think of other categories? Can pupils think of more examples for the categories provided?

**Slides 7 and 8:** Introduce the idea of gender as a category. In, for example, French, Spanish, Hindi and Urdu, we have two genders - masculine and feminine. In, for example, German, Yiddish, Sanskrit and Icelandic, we have three genders, masculine, feminine and neuter. Some languages have no gender, such as Bengali and Japanese. Make the point clear that gender is not to do with an object being male or female – a pen, school or book cannot have a physical gender, but the word holds the gender. This is grammatical gender.

**Slide 9:** Introduces natural gender in language. Can they think of any problems with the use of natural gender in English? They may think of the feminine form of the word being seen as lesser (master/mistress) or they may question what happens if the person does not fall within one of these two categories.

**Slide 10:** Ask pupils to draw a picture of people doing the jobs on the board.

**Slide 11:** Did most of your class draw men in these jobs?

**Slide 12:** Shows how Spanish shows the gender of the person doing the job by changing the letter at the end of the noun: “o” for masculine and “a” for feminine. Is this an advantage of Spanish? In these examples, the gender of the noun is clearly linked to the gender of the person.

**Slides 13 and 14** show Picasso’s “La mujer que llora”. Ask pupils to look at the two texts and find the six differences.



**El cuadro** famoso se llama “La mujer que llora”. Picasso **lo** compuso en 1937. Me gusta mucho porque es curioso y distinto. ¿Qué piensas de **él**?

**La pintura** famosa se llama “La mujer que llora”. Picasso **la** compuso en 1937. Me gusta mucho porque es curiosa y distinta. ¿Qué piensas de **ella**?

The first text talks about El cuadro (the picture) which is a masculine noun in Spanish. The following nouns all take o at the end to show the agreement to the gender. The lo is the masculine direct object pronoun “it” referring back to “el cuadro”. The él means “he” meaning the picture.

The second text talks about la pintura (the painting) which is a feminine noun in Spanish. The following nouns all take “a” to show they are feminine. The “la” is the feminine is the feminine direct object pronoun referring back to “it”, the painting. The ella means “she” meaning the painting.

**Slide 15:** Look at the table showing 4 nouns in 4 Romance languages. All these languages are in the same language family and the gender of the nouns is often the same. Green depicts masculine nouns and yellow depicts feminine nouns.

**Slide 16:** Use the wordreference.com link on the slide to search for the missing 6 words. Show pupils how to look up a word and how to see what the gender of the noun is (f = feminine m = masculine nt = neuter).

**Slide 17** provides the answers. Green = masculine. Yellow = feminine.

	French	Spanish	Portuguese	Italian	Catalan	Romanian
knife	couteau	cuchillo	faca	coltello	ganivet	cutit
fork	fourchette	tenedor	garfo	forchetta	forquilla	furculiță
spoon	cuillère	cuchara	colher	cucchiaio	cullera	lingură

**Slide 18:** Concludes with a discussion question. Pupils give their own thoughts as to whether gendered, genderless or partially gendered languages are the best by choosing a colour and the teacher revealing the question.