

# Naša iskustva

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## ANALIZA PJESME U NASTAVI ENGLESKOG JEZIKA

Odabrali pjesmu za analizu u nastavi stranog jezika jedan je od težih zadataka nastavnika stranog jezika. Kad se jednom odlučimo za određenu pjesmu, nije ništa lakše približiti je i proraditi s učenicima, pogotovo kada znamo da je njihov fond riječi, a time i mogućnost izražavanja, ograničen. Potrebno je, dakle, odabrati pjesmu koja će sadržajno i jezično biti pristupačna učenicima. Odlučila sam se za pjesmu W. H. Audena »The Unknown Citizen«, jer se na neki način nadovezala na sadržaje koje sam ranije proradila s učenicima, a to su bili: »Modern Urban Growth«, »Living and Working in a City« i sl. Pjesmu sam radila s učenicima trećeg razreda završnog stupnja Obrazovnog centra za jezike. Za analizu i diskusiju predvidjela sam tri školska sata, a sam rad na pjesmi podijelila sam na nekoliko dijelova.

### I Presentation

Učenicima sam objasnila nepoznate riječi. Pjesma nije teška za razumijevanje, tj. nije bilo mnogo nepoznatih riječi za učenike tog uzrasta. Pošto sam utvrdila da nema problema s razumijevanjem, slijedio je drugi dio rada.

### II Reading

Nakon tihog čitanja htjela sam doznati od učenika njihov prvi dojam o pjesmi, pa sam zatražila da ukratko napišu o čemu je riječ u pjesmi. To je ujedno bio i treći dio rada.

### III General meaning

Say or write down briefly what the poem is about. Odgovore smo pročitali i ukratko prodiskutirali, a izdvojena mišljenja ostavili za kraj, tj. nakon detaljnije analize koja je zatim slijedila.

### IV Detailed meaning

Pjesmu smo podijelili na nekoliko dijelova i zatim smo analizirali dio po dio.

“He was found by the Bureau of Statistics to be  
One against whom there was no official complaint,  
And all the reports on his conduct agree  
That, in the modern sense of an old-fashioned word, he was a saint,  
For everything he did he served the greater Community.”

Slijedila su pitanja:

*How does the poem begin?*

*What institution is mentioned at the very beginning of the poem?*

*What's the activity of the Bureau of Statistics?  
What's the irony in those lines?  
etc.*

Except for the War till the day he retired  
He worked in a factory and never got fired,  
But satisfied his employers, Fudge Motors Inc."

*How does the author develop the poem?  
What are the characteristics of the worker?*

"Yet he wasn't a scab or odd in his views,  
For his Union reports that he paid his dues,  
And our Social Psychology workers found  
That he was popular with his mates and liked a drink."

*How is it possible that he never refused to join a strike and yet he satisfied his employers?*

*What's the role of the Union?  
What's the role of Social Psychology workers in a factory?  
etc.*

"The Press are convinced that he bought a paper every day  
And that his reactions to advertisements were normal in every way."

*Why particularly "his reactions to advertisements"?*  
*What are advertisements for?*  
*What's consumers' society?*

"Policies taken out in his name prove that he was fully insured,  
And his Health-card shows he was in hospital but left it cured.  
Both Producers Research and High-Grade Living declare  
He was fully sensible to the advantages of the Instalment Plan  
And had everything necessary to the Modern Man,  
A phonograph, a radio, a car and a frigidaire."

*What advantages did his society offer?  
What's his society like?  
Was he aware of the benefits his society was offering him?  
Are such advantages the only necessities for the Modern Man?  
etc.*

"Our researches into Public Opinion are content  
That he held the proper opinions for the time of year;  
When there was peace, he was for peace; when there was war, he went."

*Did he think and behave as the majority of people?  
What about his own opinions?  
Is he taken and presented as an individual or as a representative of a group?*

"He was married and added five children to the population,  
Which our Eugenist says was the right number for a parent of his generation,  
And our teachers report that he never interfered with their education."

*What's the aim of Eugenics as a science?  
Why didn't he ever interfere with the education of his children?*

*"Was he free? Was he happy? The question is absurd:  
Had anything been wrong, we should certainly have heard".*

*How does the author conclude the poem?*

*Can you describe the main character?*

*Was he really happy?*

*Did the man really exist?*

*What about the title? Does it remind you of anything?*

#### V Intention

*What are the poet's intentions?*

*What feeling is the poet trying to arouse in you?*

*Nemoguće je razumjeti pjesmu ako ne otkrijemo pjesnikovu namjeru.*

*Ovoga puta, nakon detaljnije analize, učenici su bili sigurniji u svojim odgovorima.*

#### VI Devices

*Slijedila su pitanja o sredstvima kojima se pjesnik služio, kakva je to pjesma i sl.*

*How is it done?*

*Is there any rhyme in the poem?*

*What type of the poem is it?*

*What is an epitaph?*

*What has the poet achieved by writing the poem in the form of an epitaph?*

#### VII Discussion

- Zadnji dio rada ostao je za diskusiju koju sam potakla trima rečenicama:*
- Bureaucracy cannot be concerned with the happiness of the individual, it cannot be concerned with any of the things that make him individual.*
  - A rich society doesn't necessarily make everybody happy and free. Modern life has many advantages as well as disadvantages. What are they?*
  - What has been done for the workers in our country?  
(organised excursions, theatre performances, exhibition places, clubs, recreation, holidays etc.)*

*Jasna Dvojković*

### KNJIŽEVNI TEKST KAO POTICAJ

*Pišem o satu koji je bio uvodni dio složenije teme: Vrijeme — Sat — Organizacija vremena — Dnevni ritam života i rada — Koliko spavamo? Kao uvod u te sadržaje, a ujedno i kao motivaciju za razmišljanje i razgovor o vremenu, izabrala sam pjesmu suvremenog pjesnika Roberta Roždestvenskog »Sat«.*

*Cilj mi nije bio interpretacija pjesme, već njezina poruka kao poticaj, kao motivacija učeniku da znatizeljno i s veseljem dalje otkriva tek dotaknutu problematiku.*