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RAD S UDŽBENIKOM *SPEAK ENGLISH IN GRADE 6* U ŠESTOM RAZREDU OSNOVNE ŠKOLE

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(*nastava engleskog jezika, osnovna škola, planiranje sata*)

U članku se govori o pristupu nastavi engleskog jezika u šestom razredu osnovne škole koji predlaže udžbenik *Speak English in Grade 6*. Posebna se pozornost posvećuje aspektima jezika: usvajanju vokabulara i gramatičkih struktura, te planiranju rada na satu. Razrađen je okvirni plan rada jedne lekcije raspoređen u tri nastavna sata. Cilj je članka pomoći nastavnicima u radu s novim materijalima i olakšati planiranje i pripremanje rada.

Osnovna pretpostavka rada

Vježbanje govora engleskog jezika na nastavnom satu ostaje okosnica rada s udžbenikom *Speak English in Grade 6* i u šestom razredu osnovne škole i nastavak je rada s udžbenicima *Speak English in Grade 4* i *Speak English in Grade 5*. Dok se u prethodnim udžbenicima govor uglavnom temeljio na situaciji bliskoj učenicima i provodio s osloncem na realnu situaciju u razredu ili ilustracije u udžbeniku, govor se u šestom razredu uglavnom temelji na tekstu lekcije i vježbama vezanima za dani tekst.

Pristup učenju temelji se, kao i u prethodnim udžbenicima, na istim osnovnim pretpostavkama od kojih su u šestom razredu naglašene sljedeće:

- Izloženost jeziku (govoru i pismu) omogućuje nesvjesno učenje.
- Riječ najbrže, najlakše i najuspješnije učenik usvaja ako osjeti da mu je potrebna u komunikaciji.
- Poticaj za komunikaciju daje situacija.
- Komunikacija je moguća ako se riječi slože u odgovarajuću jezičnu strukturu.
- Preinake jezične strukture usvajaju se brzo, lako i uspješno ako ih učenik razumije i često upotrebljava u govoru.
- Mišljenje i zaključivanje pojavljuju se u tijeku rješavanja problema. Pisana riječ potkrepljuje i olakšava proces učenja govora.

Osvještavanje značenja riječi

Kao i u prethodnim udžbenicima, osvještavanje situacije i značenja riječi postiže se uglavnom ilustracijama. Međutim, dok u prethodnim udžbenicima ilustracija potkrepljuje značenja pojedinih riječi i rečenica ili prikazuje situaciju u kojoj ili o kojoj se govori, u šestom je razredu učenik pozvan da poveže pisanu riječ s ilustracijom, dakle da sam pokuša odrediti značenje riječi ili smisao situacije. Sve predložene riječi ili rečenice nisu

poznate svim učenicima. Učenik riječ njemu nepoznatu može naučiti od učiteljice koja će u uvodnom dijelu sata objasniti one riječi za koje smatra da ih većina razreda nije usvojila, od učenika u razredu koji riječ razumije i koji je u komunikaciji s učiteljicom objasni ostalim učenicima u razredu, ili samostalno, tražeći nepoznatu riječ u rječniku na kraju udžbenika. Riječi naznačene u prvom zadatku lekcije uvijek su one koje uvode u temu lekcije i olakšavaju daljnje razumijevanje teksta.

Riječi važne za razumijevanje ili rješavanje zadataka u tekstu su grafički istaknute crvenim slovima kako bi ih učenici bolje uočili i na njih usmjerili pozornost.

Primjeri

L14

1. Read the list of things you can and can not do.
Then find out where you are.

- Speak softly.
- Walk around.
- Don't run.
- Don't shout.
- Look at the things.
- Don't touch anything.
- Eat and drink only in special areas.
- Stand in front of an exhibit as long as you want.

- | | | |
|-------------------------------|-----------------------------------|---------------------------------|
| <input type="checkbox"/> park | <input type="checkbox"/> theater | <input type="checkbox"/> school |
| <input type="checkbox"/> bus | <input type="checkbox"/> stadium | <input type="checkbox"/> woods |
| <input type="checkbox"/> ZOO | <input type="checkbox"/> hospital | <input type="checkbox"/> circus |
| <input type="checkbox"/> farm | <input type="checkbox"/> church | <input type="checkbox"/> beach |
| <input type="checkbox"/> camp | <input type="checkbox"/> museum | |

L15

1. Look at the picture. Listen to Mr. Clef and John talking. Match the words with the pictures.

Mr. Clef: All right. Let me see what you have learned. Place your fingers on the **keys**. Look at the **music sheet**. Now play the **scale** slowly and carefully. Tell me the **notes** you are playing.

L22

1. Look at the pictures. Match the picture with the word.

- | | |
|-------------------------------------|-------------------------------|
| <input type="radio"/> deckchair | <input type="radio"/> sun |
| <input type="radio"/> wall painting | <input type="radio"/> dive |
| <input type="radio"/> Aborigines | <input type="radio"/> raft |
| <input type="radio"/> state | <input type="radio"/> coral |
| <input type="radio"/> sea lions | <input type="radio"/> seals |
| <input type="radio"/> people | <input type="radio"/> cattle |
| <input type="radio"/> kangaroos | <input type="radio"/> Ice Age |
| <input type="radio"/> island | <input type="radio"/> |

L10

1. Read the text. Look at the pictures. Match the pictures with the words.

Bob: Well, I have **two tickets** for a **basketball game**. I thought you might want to come.

Mike: What time does it start?

Bob: At **six o'clock**.

Mike: Great! I can come. Where do we meet?

Bob: In front of the **sports center**, at the main entrance.

Mike: OK. See you at 5:30.

U radnoj bilježnici, kao i u prethodnim udžbenicima, izdvojene su riječi nužne za izradu zadataka koji slijede. To su uglavnom ključne riječi za razumijevanje teksta cijele lekcije, ali je izbor uvjetovan prije svega nužnošću razumijevanja izdvojenih riječi radi rješavanja zadataka. Tako izdvojena značenja određenih riječi pripremaju učenike za samostalno i uspješno rješavanje zadataka.

Šesti razred donosi novost – fonetsku transkripciju riječi. Učeniku će ona pomoći da se lakše prisjeti tražene engleske riječi, ali i sada se polako uvodi u rad s rječnikom i čitanje fonetskih znakova. Učenik se potiče da znakove prepozna i pokuša izgovoriti, ali ne i da ih sam piše. Od učenika se još ne očekuje da nepoznatu riječ pročita prema fonetskoj transkripciji. Osnovni slijed usvajanja riječi još ostaje:

čuti – imitirati/izgovoriti – napisati slovima – prepoznati napisanu riječ – pročitati/izgovoriti.

Primjer

L8

1. Look at the signs of the phonetic alphabet.
Read the signs. Which words can you hear?
Find them in the textbook. Copy the words.

English

/'dri:mə/

/z:rθ/

/ɪk'saɪtɪŋ/

/ɪk'spɛrɪmənt/

/ɪk'splɔ:rə/

/lɜ:rən/

/mɪ'stɪrɪəs/

/rɪ'membə/

/'trævəl/

Croatian

sanjar

Zemlja (planet)

uzbudljiv

pokus

istraživač

učiti (nešto)

tajanstven

sjetiti se

putovati

L8

2. Bob, Mike, and Ann are talking about how they learn. Write the missing words.

Mike: "I..... most when I go on a field trip. I observe things around me. When I read about them in my textbooks I what I saw."

Ann: "I like field trips. They are They are fun. But I don't that way. I discover things alone. I am anI go to a museum, walk around and look for things I never saw before. It's morethan studying from textbooks.

Bob: "I don't study at all. I hate school and tests. You never write tests in real life. I likes. This is real work.

Osvještavanje oblika i funkcije gramatičkih struktura

Dok su u prve dvije godine učenja učenici bili usmjeravani na usvajanje smisla i značenja riječi i rečenica koje će im pomoći izraziti osobne misli i razumjeti sugovornika u situaciji koja je u udžbeniku prikazana ilustracijom, s tek katkad naznačenim upozorenjem na morfološke oznake u nekim vježbama u radnim bilježnicama, dotle u trećoj godini počinje sustavno naglašavanje smisla i značenja gramatičkih oznaka. U jednoj lekciji dominira jedna gramatička struktura u jednoj od svojih funkcija. Funkcija gramatičke strukture određena je sadržajem lekcije ili zadatkom. Nova morfološka oznaka ili struktura grafički je vidljiva u cijelom tekstu: istaknuta je modrim slovima riječi koje nose određeno gramatičko značenje. Bojom je označena zato da bi je učenici primijetili i uočili njezinu važnost u oblikovanju svog iskaza.

Primjeri

L6

Niccolo's son, Marco **was** in Venice. He **was** clever and brave, but a little shy. When he **was** 17 he **went** to China with his father and his uncle. They **went** by ship, on horses and camels, and on foot. It **was** dangerous. It **was** exciting.

He **saw** deserts. He **saw** oriental towns. He **saw** eastern markets. He **saw** different people. He **saw** fields of rice. He **saw** Kub-lai Khan. He **was** with Kub-lai Khan for 17 years.

L15

3. Have you practiced playing? If you have, answer these questions:

- What is **more difficult**: playing with your left hand or with your right hand?
- What is **more difficult**: playing with one hand or playing with both hands at the same time?
- Which of these is **the most difficult**: playing with one hand, playing with both hands, or playing with both hands and singing the scale at the same time?

Učenicima je pružena mogućnost osvještavanja značenja strukture u lekcijama u kojima se struktura uvodi ili ponavlja u zadacima uspoređivanja s nekom drugom gramatičkom strukturom.

Primjeri

L6

5. Look at the words. What do they mean?

PRESENT

He is
They are
He sees
They go
They do

PAST

He **was**
They **were**
He **saw**
They **went**
They **did**

L15

8. Look at the words. What do they mean?

long
longer than
the longest
difficult
more difficult than
the most difficult

U radnoj bilježnici gramatički se oblici osvještavaju kao i dosada upozoravanjem na ispravnost odabira, grafičkim isticanjem i raščlanjivanjem riječi na dijelove, ali se uvodi i usporedba s materinskim jezikom.

Primjer

L20

4. Read these sentences. What do they mean?

English

I am going to study.

I will study.

He is not going to watch TV.

He won't watch TV.

Are you going to collect litter?

Will you collect litter?

Croatian

Učit ću.

Neće gledati TV.

Hoćeš li skupiti
otpatke?

Now you do it!		
We	↔	Posadit ćemo biljku.
.....	↔	
They	↔	Pomoć će jedan drugom.
.....	↔	
..... she	↔	Hoće li spremiti sobu?
..... she	↔	

Uvježbavanje i zapamćivanje gramatičkih struktura osmišljeno je i u pjesmicama **Grammar chants** koje krekeću žabice. Pjesmice su strukturalistički drilovi određene gramatičke strukture "zamotane" u neki sadržaj. Varirajući dijelove učenik vježba transformaciju i naviku upotrebe dane gramatičke strukture. Naučena je pjesmica rečenica-model prema kojemu može slagati analogne strukture. Tijek rada je sljedeći:

Učenik pjesmicu uči napamet. Učiteljica/drugi učenik zadaje osobnu zamjenicu. Učenik recitira stihove pjesmice upotrebljavajući zadanu osobnu zamjenicu. Učiteljica/drugi učenik/odabrano 'povjerenstvo'/svi učenici u razredu provjeravaju ispravnost transformacije.

Učenici u skupinama, parovima ili individualno sastavljaju slične varijacije mijenjajući sadržaj.

Primjer

L9

I called my granny;
I wanted to talk.
I was in the woods;
I went for a walk.

They called their granny;
They wanted to talk.
They were in the woods;
They went for a walk.

Gramatičke varijacije

SHE
She called her granny;
She wanted to talk.
She was in the woods;
She went for a walk.

WE
We called our granny;
We wanted to talk.
We were in the woods;
We went for a walk.

Leksičke i gramatičke varijacije

We discovered her granny;
She wanted to talk.
She was **in the park**;
She went for a walk.

I went to the woods;
I saw a bear.
I called my dad;
He was there.

Zadana struktura dodatno se uvježbava uz uporabu kartica (flash cards) koje pokazuje učiteljica/drugi učenik. Učenik mijenja sadržaj stiha s obzirom na pokazanu ilustraciju. Nakon uvježbavanja transformacija svih rečeničnih modela u zadanim stihovima, učenici u skupinama, parovima ili individualno osmišljavaju minisitaciju u kojoj će ih upotrijebiti.

Primjeri

L9

Zamjena leksičke jedinice:
(Ilustracije na karticama: osobe, zanimanja)
I called my **granny**. / I called my **mom**. / I called my **sister**. / I called my **doctor**.

(Ilustracije na karticama: mjesto radnje)
She was **in the woods**. / She was **in the park**. / She was **in the kitchen**. / She was **in the car**.

(Ilustracije na karticama: radnje)
We wanted **to talk**. / We wanted **to run**. / We wanted **to land**. / We wanted **to see**.

Zamjena subjekta (osobne zamjenice) koja uvjetuje promjenu morfološkog oblika glagola:
(Izgovorena ili napisana osobna zamjenica)

I was in the woods. / **You were** in the woods. / **They were** in the woods. / **He was** in the woods. / **It was** in the woods. / **We were** in the woods. / **She was** in the woods.

Jezično osmišljavanje minisitacije na osnovi prethodno uvježbanih leksičkih i gramatičkih zamjena:

(Učenici sami osmišljavaju sadržaj) Primjeri

I was in the garden. I called my mom. I wanted to talk. / **She was in the hall. She called her dog. They went for a walk.**

(Učenici dobivaju ilustraciju koju jezično osmišljavaju upotrebljavajući uvježbavane izraze)
Primjeri

Ilustracija: Dječak kroz prozor svoje sobe vidi mačku kako trči za pticom po stablu.

He saw his cat. She was in the tree. She wanted to catch a bird.

Ilustracija: Neil Armstrong hoda po Mjesecu.

He landed on the moon. He wanted to walk. He jumped.

Okvirni plan rada

Svaka lekcija proširuje vokabular učenika sa otprilike pet novih (do tada nepoznatih) riječi i izraza, vježba jednu gramatičku strukturu u jednoj od njezinih funkcija, te usavršava vještinu govorenja. Usavršavanje ostalih triju vještina (slušanja, čitanja i pisanja) raspoređeno je u lekcijama udžbenika, tako da je u nekima dodatni naglasak na usavršavanju vještine slušanja, a u drugima se predlaže usavršavanje čitanja, odnosno pisanja.

Za svaku lekciju, osim prigodnih za koje se predlažu po dva nastavna sata, predviđeno je vrijeme od tri nastavna sata (45 min) raspoređena tijekom radnog tjedna.

Prijedlog okvirnog plana rada lekcije 16 *Are you a bookworm?*

1. sat

Uvođenje i vježbanje novih riječi i izraza: fiction, nonfiction, reference book, biography, fable, fairy tale, novel.

*Students read exercise 1, page 38, textbook:

Read about fiction and nonfiction. What books do you like reading? Why?

(Silent reading): Fiction: Fiction books are stories that writers imagine. Some stories tell about things that could happen. Some are fantasies.

Nonfiction: nonfiction books give information about real life: science, history, and people.

*Students – Teacher conversation

(Possible answers: I like fiction because **fiction** books tell about things that could happen. / I like **nonfiction** books. They give information about real life. / I like stories that writers imagine. I like fantasies./ I like **nonfiction** books. I can learn a lot.)

*Teacher reads exercise 2, page 38, textbook. Writes the five words (**reference book, biography, fable, fairy tale, novel**) on the board. Gives examples quoting titles.

*Students read what the seven books are about.

*Teacher asks questions for each book, e.g. Is Goode's World Atlas a reference book, a biography, a fable, a fairy tale, or a novel? and encourages students to repeat the correct answer and to pronounce the word correctly (It's a **reference book**. It's a **biography**. It's a **fable**. It's a **fairy tale**. It's a **novel**.)

*Students ask and answer questions in exercise 3, page 38, textbook: How many **reference books** did you find? (2) How many **biographies** did you find? (1) How many **fables** did you find? (1) How many **fairy tales** did you find? (1) How many **novels** did you find? (2)

Key to exercises 2 and 3

- A reference book – answers your questions. (Goode's World Atlas, The Giant All-Color Dictionary)
- A biography is a person's life story. (Christopher Columbus: Voyages to the Unknown)
- A fable tells a story about animals. It has a moral in it. (The Tortoise and the Hare)
- A fairy tale is a story with unusual characters and events. (The Little Mermaid)
- A novel is a very long story. (Are You There God? It's Me, Margaret; Sixth Grade Secrets)

Utvrđivanje i vježbanje izgovora i usvajanje značenja novih riječi i izraza (za skupine učenika slabijeg znanja)

Exercise 5, page 39, textbook: Write the list of books you have read. How many books are there in your list? Sort out the books you have read. Copy the chart into your notebook.

reference	biography	fable	fairy tale	novel

*Students use their lists and sort out the books.

*Students talk about their reading habits using the information from the chart.

Tiho čitanje radi dobivanja informacija (za naprednije i zainteresirane učenike)

Exercise 4, page 38, textbook: Read the short descriptions of the seven books. Find out who the characters are and what the book is about. Copy the chart and write down the information.

* Students work individually or in pairs.

Key to exercise 4:

title	characters	topic
Goode's World Atlas	none	maps
Voyages to the Unknown	Christopher Columbus	4 voyages to America
The Little Mermaid	father and daughter	daughter does not listen to her father
The Tortoise and the Hare	a tortoise and a hare	a race
The Giant All-Color Dictionary	none	words
Are You There God? It's Me, Margaret.	a young girl	changes in life
Sixth Grade Secrets	sixth grade children	secret clubs

*Teacher checks the answers by asking questions. E. g. Who are the characters in "Sixth Grade Secrets"? What is the topic of "Sixth Grade Secrets"? Why are there no characters in Goode's World Atlas? (It's a reference book.)

2. sat

Utvrdjivanje značenja i vježbanje izgovora i pisanja novih riječi i izraza s prethodnog sata

Exercise 1, page 34, workbook: Look at the signs of the phonetic alphabet. Read the signs. Which words can you hear? Find them in the textbook. Copy the words.

*Students write down English equivalents for Croatian words: biografija, mogao, mogla bi, basna, bajka, beletristika, pouka, sva pisana djela osim beletristike (rječnici, udžbenici, znanstveni članci), roman, priručnik.

*Students read/pronounce the words they have written. Teacher corrects their pronunciation if necessary.

Exercise 2, page 34, workbook: Write about the books you have read. Write the titles. the longest novel, the shortest story, the most exciting biography, the most boring fairy tale, the most difficult reference book, the most interesting fable.

*Students write down the titles and talk about the books they have read. They can say and write titles in Croatian.

(The longest novel I have read was Huckleberry Finn. ...)

Pričanje i zapisivanje priče prema zadanom likovnom predlošku uz pomoć natuknica.

Exercise 3, pages 34 and 35, workbook: Look at the pictures. They tell the story of a mouse and a worm. Can you tell the story?

Illustrations:

(A mouse and a hare run up a hill.)	(The mouse turns around.)	(The mouse sleeps under a tree.)	(The worm passes by.)	(The worm looks back.)	(The worm is happy.)
run a race	turn around	take a nap	walk by	look back	come first

*Students work individually.

*Students read their stories.

Students choose the most exciting version.

Present	Past
run	ran
turn	turned
take	took
walk	walked
look	looked
come	came

Example:

A mouse and a worm ran a race. The mouse was faster. The mouse turned around. He did not see the worm. He was happy. He was tired. He took a nap under a tree. The worm walked by the tree.

He did not see the mouse. Then he looked back and saw the mouse.

He did not believe his eyes. He went on and on and on. He came first.

He was happy.

Rad u skupinama: sastavljanje i izvođenje basne bez likovnog predloška i bez natuknica

*(Exercise 7, page 39, textbook) In groups of three or four, students write a fable. They choose a narrator and roles. They perform for the rest of the class.

*Students choose the best performance

Prijedlog za domaću zadaću: (Exercise 7, page 39, textbook) Imagine you are Aesop. Design a book. Write and draw a fable.

3. sat

Gramatička analiza: osvješćivanje razlike jednine i množine imenica

Exercise 8, page 39, textbook: What do these words mean?

a book books a fox foxes a city cities

*Teacher reads the exercise. Teacher asks additional questions to clarify the meaning and the form of singular and plural.

Which letter tells you that a word is in singular/plural? ('a'/'s')

Why is there an 'e' before 's' in 'foxes'? (It is easier to pronounce the word.)

What changes do you see in the plural form of the word 'city'? ('y' changes to 'ie'.)

*Students find examples of singular and plural forms in lesson 16.

Pisanje sastava prema dobivenim informacijama (čitanje, slušanje, odgovori na pitanja, pisanje natuknica, organiziranje podataka u cjelinu)

Exercise 4, page 35, workbook: Write a short biography of your friend. Ask questions first. Complete the chart. Choose interesting things to write about.

name:

age:

birthday:

first words:

learned before school:

.....

at the age of 5:

learned to read and write:

trips:

saw on trips:

played with:

interesting events:

1. When were you born?
2. Where were you born?
3. How old were you when you said your first words?
4. What did you learn before you went to school?
5. What could you do at the age of five?
6. When did you learn to read and write?
7. Where did you travel?
8. What did you see on your trips?
9. Who did you play with?

First sentence:

.....

.....

Last sentence:

.....

*Students work in pairs. They ask each other questions and note the answers.

*Students work individually. They use their notes. Teacher helps students with their writing (spelling, vocabulary, grammar, content) in the process of writing.

Rad u razredu

Na svakom nastavnom satu učenik nešto nauči – svjesno ili nesvjesno, samostalno ili uz pomoć drugih učenika ili učiteljice. Pri svjesnom kao i pri nesvjesnom učenju pomažu mu nastavni materijali (udžbenik i vježbenica) i aktivnosti na nastavnom satu.

Nastavni materijali

Usmjeravanje učeničke pozornosti na određene sadržaje omogućuje brže i lakše učenje. U udžbeniku su stoga grafički istaknuti osnovni gramatički (plavom bojom) i leksički (crvenom bojom) pojmovi, a pri vježbanju jezičnih vještina zadaci prije slušanja,

čitanja, govorenja ili pisanja usmjeravaju pozornost učenika na sadržaje koji će im pomoći u daljnjem radu. Zadaci u udžbeniku pisani su u slijedu: prethodna vježba najavljuje i omogućuje rješavanje sljedeće. Zadaci u radnoj bilježnici također čine slijed, ali mogu biti i dopuna zadacima u udžbeniku.

Udžbenik i vježbenica nastoje zanimanje učenika za rad potaknuti raznolikošću i brojnošću tema, sadržaja i vježbi.

Rad u razredu

Broj nastavnih sati koje namjerava posvetiti nekoj lekciji, vježbe i aktivnosti za rad na nekom određenom nastavnom satu te slijed vježbi u tijeku toga sata odabire učiteljica prema dostupnim materijalima (udžbenik i vježbenica, kartice, kasete, ilustracije itd.), osobnom metodičkom obrazovanju i kreativnosti, te prema interesima, sposobnostima i znanju učenika u razredu za koji priprema sat. Želja je autorice udžbenika da ponuđeni materijali u udžbeniku i vježbenici budu poticaj za kreiranje zanimljiva i osebujna rada u razredu.

Prijedlog rada na prvom nastavnom satu lekcije 16 *Are you a bookworm?*

Ponavljanje lekcije 15, komparacija pridjeva

*Students write the list of books they have read this year.

*Teacher asks questions. How many books do you have on your list?

Who has the longest/the shortest list? (Explain: N.N. is a **bookworm**. He/She has the longest list. He/She likes reading. People who read a lot are called bookworms.)

*Read the list of the student sitting next to you. Which is the most interesting/boring/ book that he/she has read? Which is the longest/shortest book that he/she has read?

Which book from his/her list would you like to read? Why? Which books have you both read?

Objašnjenje značenja i vježbanje izgovora novih riječi i izraza: fiction, nonfiction, reference book, biography, fable, fairy tale, novel.

*Teacher asks students to look at the illustrations of the seven books in the textbook, pages 38 and 39. Teacher reads the titles and explains what the books are about. Teacher does a quick survey on favorite genre.

*Who would like to read "The Little Mermaid"?

Those who would like to read "The Little Mermaid" like **fairy tales**. A fairy tale is a story with unusual characters and events. Teacher writes 'Fairy tale' on the board, writes down the number of students who would like to read "The Little mermaid", and goes on with explanations and questions. The board may look like this:

Fairy tale	Fable	Novel	Biography	Reference Book
5	2	10	7	8

*Students interpret the chart on the board

(5 students would like to read a **fairy tale**. 2 students would like to read a fable. 10 students would like to read a biography. 8 students would like to read a reference book.)

Uvježbavanje izgovora i usvajanje značenja novih riječi i izraza

*Teacher brings 10 to 20 different books in the class. Teacher shows the books, talks about the titles and what the books are about and asks students to sort out the books under the five labels. Teacher takes one book, reads its title and puts it under the correct label. Students sort out other books with the help of their teacher.

*Students ask and answer questions, as in exercise 3, page 38, textbook, but talk about the class library: How many **reference books** did you find? How many **biographies** did you find? How many **fables** did you find? How many **fairy tales** did you find? How many **novels** did you find?

*Role-play: In the library

A: I'd like to read a **novel**.

B: **Novels** are over there, on those shelves.

A: (goes to the 'shelf' and chooses one) I'd like this one.

B: David Copperfield? It's a good **novel**.

Ponavljanje any, some, no

*Teacher/Student chooses the title of a book in today's class library. Others ask him/her questions about the book. Students have to guess the title.

Example: Peter Pan

Are there any pigs in the story?

(No, there aren't.)

Is there an apple in the story?

(No, there isn't.)

Are there any pirates in the story?

(Yes, there are some.)

Is there a teddy in the story?

(Yes, there is.)

Is it 'Peter Pan'?

(Yes, it is.)

Rezultati rada u razredu

Ono što učiteljica želi da svi učenici svjesno nauče okosnica je ili centralni dio nastavnog sata i cilj je kojemu teži svaka aktivnost na satu. Dobro odabrati cilj nastavnog sata i osmisliti vježbe koje najlakše dovode do njegova ostvarenja u određenom razredu može samo učiteljica. Učenici će u razredu brže i lakše usvajati sadržaje ako je rad osmišljen upravo za njihovu grupu, ako je cilj rada na satu jednoznačan i jasan i ako odabrane vježbe i aktivnosti brzo i lako dovode do dobrih rezultata.

HOW TO USE *SPEAK ENGLISH IN GRADE 6 PUPIL'S BOOK* IN THE 6TH GRADE OF PRIMARY SCHOOL

(English language teaching, primary school, lesson planing)

Summary

The paper discusses the approach to ELT in the 6th grade of primary school suggested by the *Speak English in Grade 6 Pupil's Book*. Special attention is given to the following areas: the acquisition of vocabulary and grammatical structures, and lesson planning. A general outline of a lesson covering three 45-minute school periods is presented. The aim is to help teachers in working with new materials and to make their lesson planning and preparation easier.