

You watch the clouds. Are they always the same?
Let's talk about different shapes.

When I look at the clouds I can see: pillows, sheep, balls, geographical maps, islands travelling around, mountains, hills ... (praktičnost ove vježbe je poticaj za upotrebu vokabulara i pronalaženje odgovarajućih metafora).

5. Domaća zadaća

Slušati pjesmu snimljenu na kasetama ako ih učenici posjeduju, memorirati je za slobodnu interpretaciju na sljedećem satu.

Pismeni zadatak:

— Pripremiti vokabular za pjesme koje će pisati sami učenici, pod naslovima:

The Town Child

The Country Child

LITERATURA

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Earl W. Stevick, Teaching and Learning Languages, Cambridge University Press, Cambridge, 1983.

Mirjana Prebeg-Vilke, Uvod u glotodidaktiku, Školska knjiga, Zagreb, 1977.

»The book of a thousand poems«, Evans Brothers, Ltd., Montague House, Russell Square, London.

Milvija Marković

LITERARNI TEKST — KAKO GA ČITATI S RAZUMIJEVANJEM

(Prikaz sata)

CILJ

Cilj ovog sata *nije* da se čitanjem teksta uči jezik — vokabular i struktura — već da se učenicima:

a) ukaže na potrebu i ljepotu čitanja

b) ukaže na način kako čitati izvan učionice.

To je pokušaj da se učenici, koji inače nisu motivirani da izvan učionice čitaju na stranom jeziku ako postoji prijevod, upute na literaturu kao na nešto što izlazi iz propisanih okvira, služi za zabavu, a ujedno je i oblik samopotvrde.

Moći pročitati sebi primjerenu literaturu znači potvrditi stupanj razumijevanja odnosno ovladavanja jezikom, što je korisnije i više motivira za učenje stranog jezika nego ostali oblici rada.

ZAŠTO LITERATURA?

Za razliku od pedagoškog teksta koji je funkcionalan i često bez poruke, a na koji su učenici na žalost jedino navikli kroz postojeće materijale, iterarni tekst ima poruku koju bi trebalo doživjeti kao osvježenje, i to je upravo ono zašto ga je vrijedno iskoristiti.

ARTIKULACIJA SATA

Pri određivanju artikulacije sata, vodila sam brigu o tome:

- a) da sat bude diskretan pokušaj uvoda u analizu diskursa, i da ta analiza bude primjerena sposobnostima učenika, jer vještina čitanja zahtijeva individualan angažman;
- b) da tekst dozvoljava onoliko interpretacija koliko ima učenika u razredu;
- c) da se radi o ekstenzivnom čitanju, a ono zahtijeva posebne tehnike rada;
- d) da je cilj ovladavanje sposobnošću djelomičnog razumijevanja autentičnog teksta, u ne potpunog razumijevanja;
- e) da bi učenik trebao većinu zadataka obaviti sam, bez pomoći sa strane.

TEKST

Pri odabiru teksta imali smo na umu njegovu »čitljivost« (readability) i nju sam provjerila kroz sljedeće momente:

a) *interesni moment*

Tekst je informativan, zabavan i ima poruku, a stil pisca i atmosfera nedovršenosti fabule pružaju osnovu za pretpostavku da bi mogao predstavljati izazov za učenike.

b) *lingvistički moment*

Struktura i leksik donekle su primjereni učenicima, nema više od desetak nepoznatih riječi, mada njihov broj pri ekstenzivnom čitanju nije ni bitan. Intervencija u pogledu simplifikacije teksta ima, ali one se odnose samo na vokabular, gdje je u četrnaest slučajeva riječ zamijenjena sinonimom za koji se pretpostavljalo da će predstavljati manju poteškoću od originala.

c) *konceptualni moment*

Pojmovi »burza«, »dionice«, »broker«, koji nisu tekovine naše sredine, mogu predstavljati problem i stoga su objašnjeni na materinskom jeziku, a nisu bitni za kasniju eksploataciju.

Student's sheet

READING FOR PLEASURE

Step 1 Two friends were passing by a bookshop. In the windowshop they saw a book and decided to buy it to read at home.

BEFORE reading the part from this book, look at the illustration.
Now answer the question:

What do you think the book will be about?

- | | |
|--------------------|--------------|
| a) crime | d) horror |
| b) love | e) adventure |
| c) science fiction | f) war |

Step 2 Now read the text.

THE 1.000.000 POUND BANK-NOTE

- 1 When I was twenty seven years old, I was a broker's clerk¹ in San Francisco, and an expert in all the details of stock traffic.² I was alone in the world and had nothing to depend upon *but* my intelligence and a clean reputation;
- 5 but these were enough, I thought, to put me in the road of making a fortune,³ and I was glad with the prospect. My time was my own after the usual Saturday meeting of the board,⁴ and I used to put in a little sail-boat on the bay. One day I sailed too far and was carried out
- 10 to sea. Just at nightfall, when hope was about gone. I was picked up by a small brig⁵ which was bound for London. It was a long and stormy voyage, and they made me work my passage without pay, as an ordinary sailor. When I arrived in London, my clothes were ragged and
- 15 shabby, and I had only a dollar in my pocket. This money fed and sheltered⁶ me twenty four hours. During the next twenty four, I went without food and shelter. About ten o'clock on the following morning, bad looking
- 20 and hungry, I was making my way very slowly along Portland Place, when a child passing by threw a big pear — minus one bite — into the gutter.⁷ I stopped of course and fixed my desiring eye on that muddy fruit. My mouth watered for | it, | my stomach wanted | it | badly, my whole being
- 25 begged for | it. | But every time I made a move to get | it, | some passing eye⁸ detected my purpose, and of course I stopped, **then**, looked indifferent, and pretended that I hadn't been thinking about the pear at all. | The same thing | kept happening and happening, and I
- 30 couldn't get the pear. I was just getting desperate enough to forget all the shame and to take it, when a window behind me was opened, and a gentleman spoke out of it, saying:
"Step in here, please."
- 35 I was shown by a gorgeous steward into a rich and costly room where a couple⁹ of elderly gentlemen were sitting. They sent away the servant, and made me sit down. They had just finished their breakfast, and the sight of it almost became irresistible. I could hardly keep

¹ burzovni posrednik

² trgovine dionicama

³ becoming rich

⁴ sastanci uprave burze

⁵ kind of a sailing ship

⁶ Look at lines 17/18!

⁷ channel at side of street carrying off rain water

⁸ Give synonym!

⁹ How many?

40 myself together in the presence of that food, but they did not ask me to taste it, I had to bear my trouble as best as I could.

Now, something had been happening | there | a little before, which I did not know anything about until a good many

45 days afterward, but I will tell you about it now.

Step 3 Now answer these questions:

WHO?

WHERE?

WHEN?

WHAT ABOUT?

Step 4 In your text you can see some circled and underlined words. Let's try to find out what they mean.

for example: line 8 »it« refers to »my time«

1) lines 24,25 »it« refers to ?

2) line 29 The same thing ?

3) line 43 there where?

4) line 27 then Why did the writer use it?

5) line 43 Now Why did the writer use it?

6) line 4 but What does it show?

Step 5 Look at the text again and try to find the answers to the following questions:

1) The young man believed he would make money because

- a) of his family
- b) of his intelligence and good reputation
- c) of his profession.

2) He came to London because

- a) of an accident
- b) he had wanted to go there
- c) he had wanted to make a fortune there.

3) When he saw the pear in the street

- a) he took it
- b) he ate it
- c) he didn't get it.

4) During his visit to the rich house

- a) he had breakfast
- b) he didn't have any breakfast.
- c) he didn't want to have any breakfast.

Step 6 There are four endings of this story. Do you think they are

IMPOSSIBLE/POSSIBLE/PROBABLE/CERTAIN?

1. The young man became a millionaire afterwards.
2. He was put in prison.
3. He married a rich beautiful young lady.
4. He made money at last.

Give reasons why.

PLAN SATA

Teacher' Sheet

Škola: GOC »Zvonko Brkić«, Aleja Većeslava Holjevca 17, Zagreb,
Razred: IIa (zajedničke osnove).
Školska godina: 1984/85.

Tema: Literarni tekst — Kako ga čitati s razumijevanjem
Mark Twain: The 1.000.000 Pound Bank-Note.

Cilj: Ekstenzivno čitanje — razvijanje strategija.

Nastavna sredstva i pomagala: Nastavni materijal koji je pripremio nastavnik, ploča, grafoskop, grafofolije, grafička ilustracija priče.

Nastavnik: Marković Milvija.

Korak 1. *Uvod* — frontalni rad

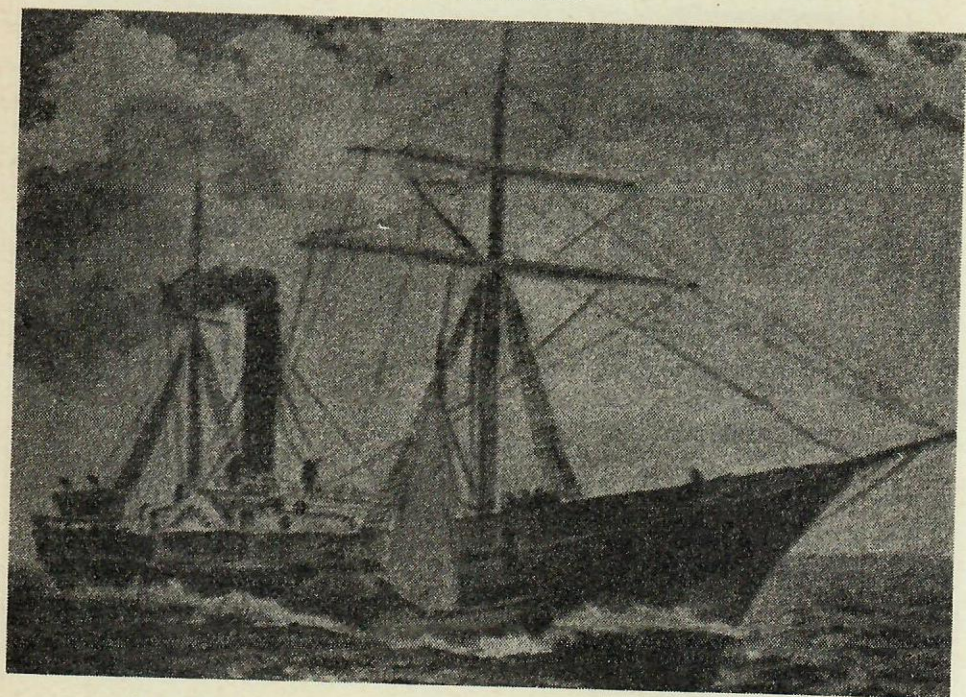
N. Is it a text like the ones in your textbook?

U. No.

N. It's something different, isn't it?

U. Yes.

Korak 2. *Tiho čitanje* — individualan i frontalan rad
Do step 1. Look at the illustration.



Do step 2.

Do step 3 it you have finished step 2.

grafofolija ili ploča, ←———— upisuju se odgovori
(moguće različite varijante) učenika

WHO? a 27 year old young man

WHERE? coming from San Francisco to
London

WHEN? in the last century, not in
this century

WHAT ABOUT? his adventure

Korak 3. *Eksploatacija teksta — letimično čitanje* — individualan i frontalni rad

pitanja koja postavlja
nastavnik

grafofolija ili ploča
(upisuju se odgovori učenika)

- | | |
|---|------------------------------|
| 1) What was the man's profession? | broker's elerk |
| 2) Is there such a profession in Yugoslavia? | |
| 3) Find the sentence which says something about his family. | he was alone |
| 4) What was his hobby? | sailing |
| 5) What was he like when he arrived in London? | ragged and shabby |
| 6) What was the pear like? | big pear minus one bite |
| 7) Who can draw this pear on the blackboard? | crtež kruške |
| 8) Did anything strange happen to him? | he was asked to a rich house |
| 9) Do we know what happened to him there? | ? |

Korak 4. *Prepričavanje uz natuknice s ploče* — govorna interakcija
Who can tell me the story of the young man?

Korak 5. *Analiza diskursa* — radi boljeg razumijevanja i razvijanja tehnika čitanja. Frontalno-individualan rad.
Do step 4.

Zaključak: These little circled and underlined words are very important for understanding, even more than the new vocabulary.

Korak 6. *Čitanje radi informacije* — individualan rad
Do step 5.

Točni odgovori: 1B, 2A, 3C, 4B. Odgovori se upisuju na ploči ili foliji radi kasnije eksploatacije.

Korak 7. *Vođena priča* — govorna interakcija — ovisno o raspoloživom vremenu

Korak 8. *Predviđanje kraja priče* — govorna interakcija
Do step 6.

Izvođenje zaključaka i argumentiranje vlastitih stavova.

Korak 9. *Rekapitulacija rada na satu*

N. It's not a dialogue like the ones in your textbooks. It's piece of literature. So, you can read literature and do it without dictionary quite successfully.

Does anybody know who the author may be?

It is Mark Twain.

If you liked the story and you are interested in the real ending, we can go on next time, or you can go on on your own.

Zaključak

Tako koncipiran sat održan je 17. 12. 1984. u sklopu aktiva za engleski jezik, a na inicijativu Prosvjetno pedagoške službe grada Zagreba. Poticaj za tu akciju dala su najnovija stremljenja u učenju stranih jezika da se literatura vrati u školske programe.

Nismo shvatili taj povratak tako da se npr. na Shakespeareu uči engleski jezik, što bi bilo apsurdno. Prihvatili smo ga upravo zbog onoga što literarni tekst pruža, a to je da osmišljava razvijanje vještina čitanja, da potiče diskusiju i kreativno usmeno i pismeno izražavanje, osim što doprinosi razumijevanju kulturne tradicije i proširuje znanje o samoj literaturi. Sve to sa ciljem da pomoću literature povećamo užitak i motivaciju u procesu učenja.

Da je uključivanje takvog sata bilo ispravno, pokazala je više nego dobra reakcija učenika, inače relativno skromnih jezičnih sposobnosti.

Odluka da se literarni predložak iskoristi za razvijanje strategija čitanja zasigurno je približio literaturu toj dobi učenika. Što se same vještine čitanja tiče, važno je da se ona razvija na pravom predlošku, jer ni strip, ni crtić, a ni većina pedagoških tekstova ne pružaju nam dovoljnu povratnu informaciju da naši učenici znaju čitati.

LITERATURA

Frank Smith: *Understanding Reading*, Holt, Rinehart and Winston, INC, 1971, USA.
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