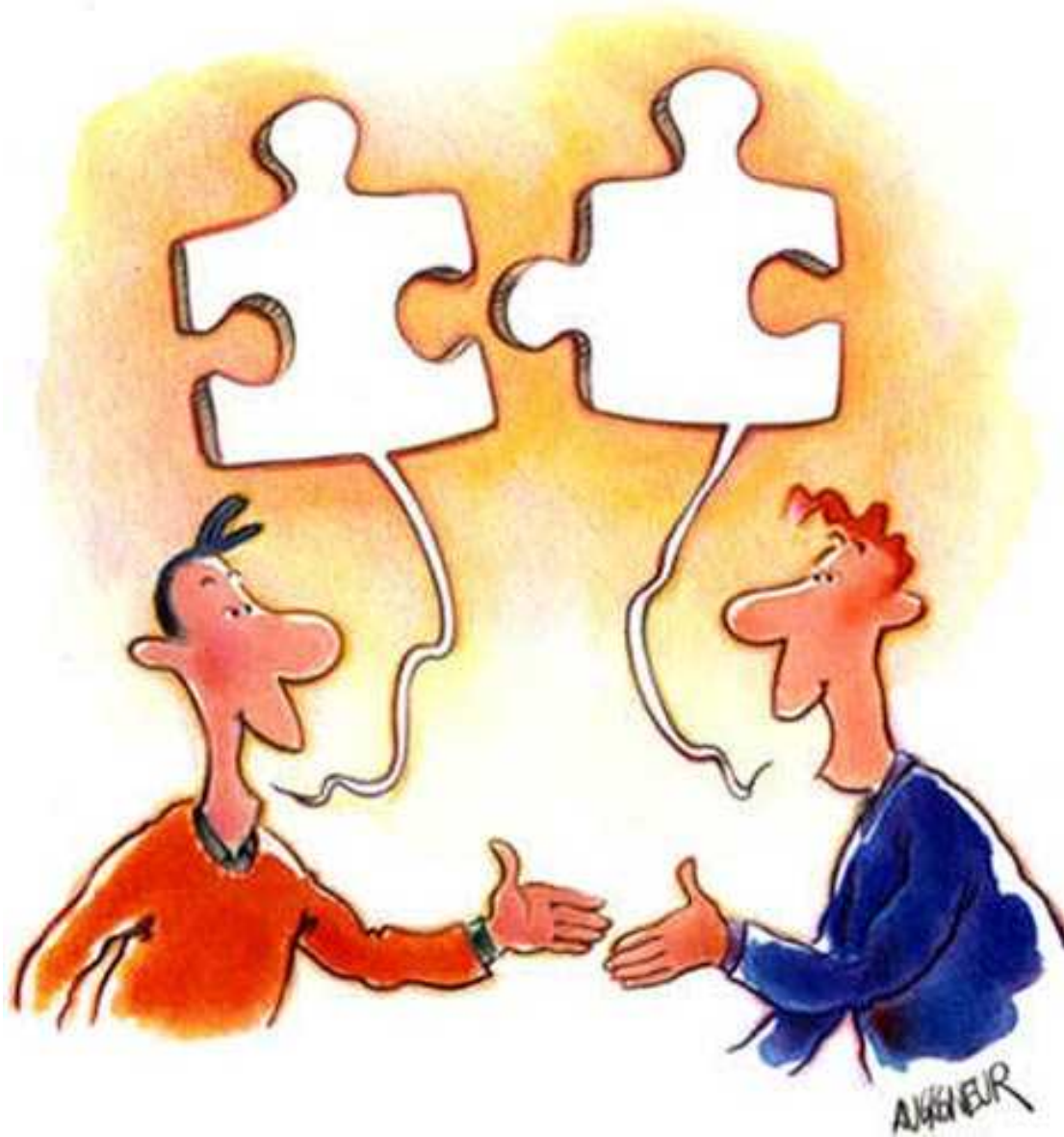
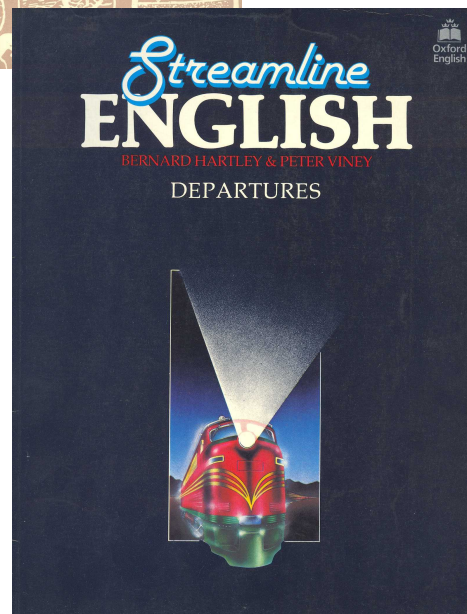
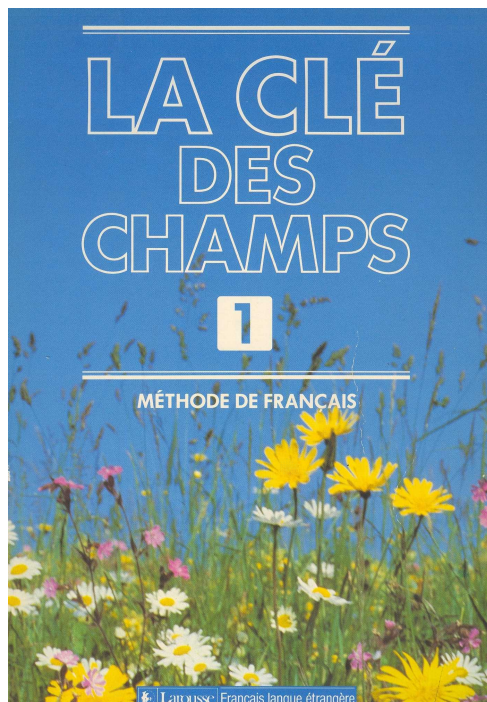
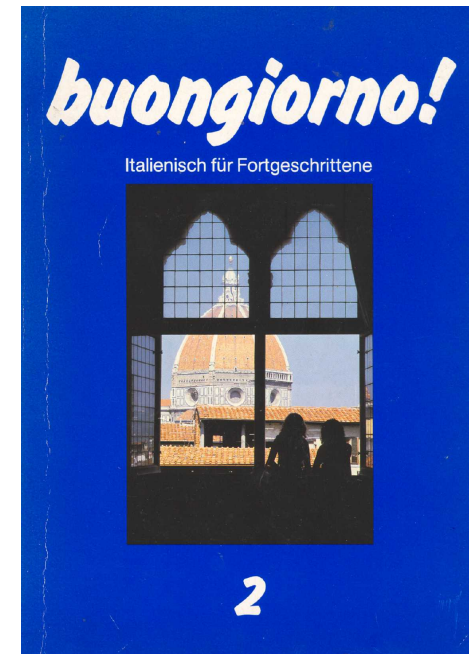
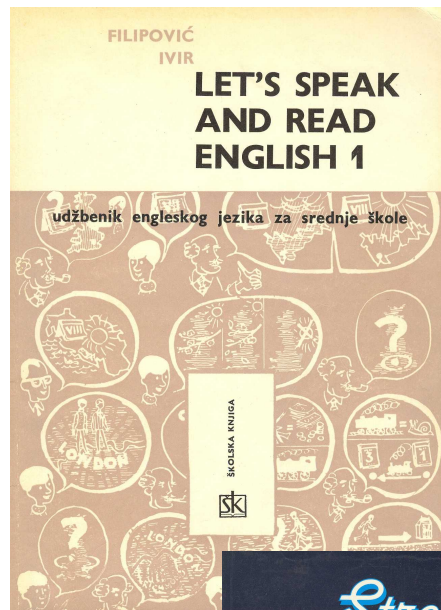
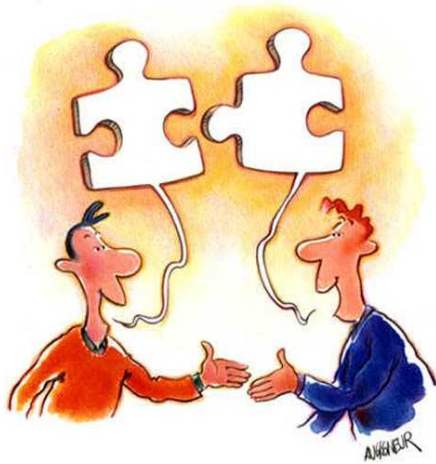


DIALOGI



DIALOGI v učbenikih



DIALOGI IN USTNI DISKURZ



**USTNI
DISKUR
Z**

DIALOGI

USTNI DISKURZ

Interviewer:

Do ... has this ever ... does this cause you any any problems? I mean do you get, do you get a lot of attention that you don't want from the media?

Sue:

Um yeah, you know, sort of knocking on my door, eight o'clock in the morning saying er ... tell you a funny story ... I mean I haven't had a lot of hassle from the press.

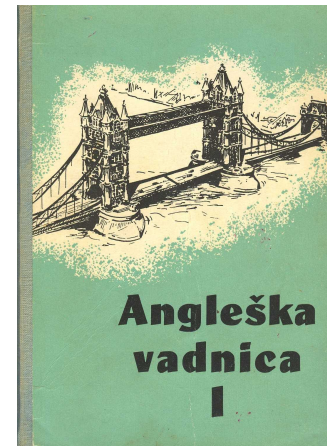
USTNI IN PISNI DISKURZ



USTNI DISKURZ IN UČBENIŠKI DIALOGI

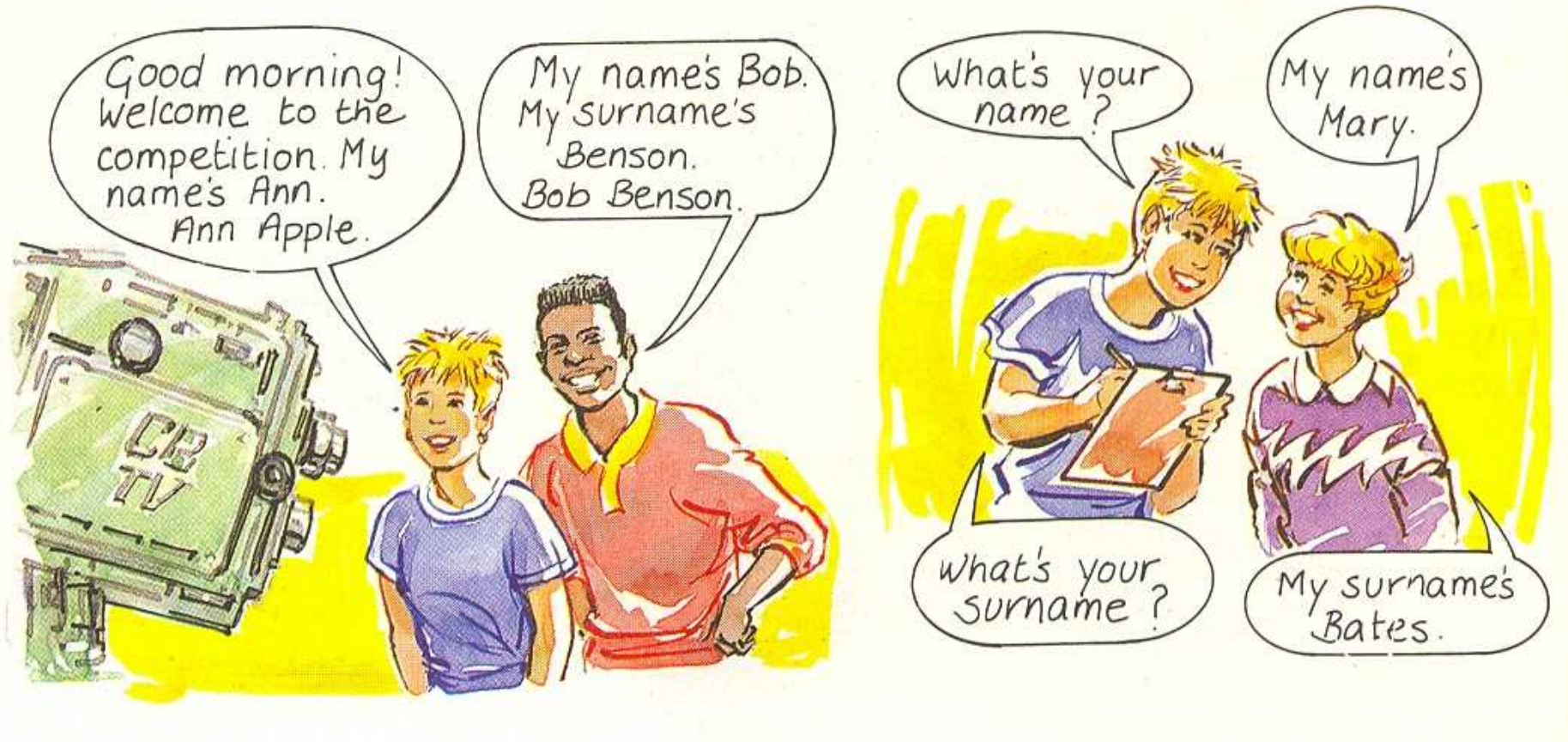


Do ... has this ever ...
does this cause you
any any problems? I
mean do you get, do
you get a lot of
attention that you
don't want from the
media?



John	Hello, how are you?
Tom	I'm fine, thank you. How are you?
John	I'm also fine, thank you.
Tom	How's your wife?
John	She's very well, thank you. How is your wife?
Tom	She's also very well, thank you.

RAZVIJANJE GOVORNE ZMOŽNOSTI

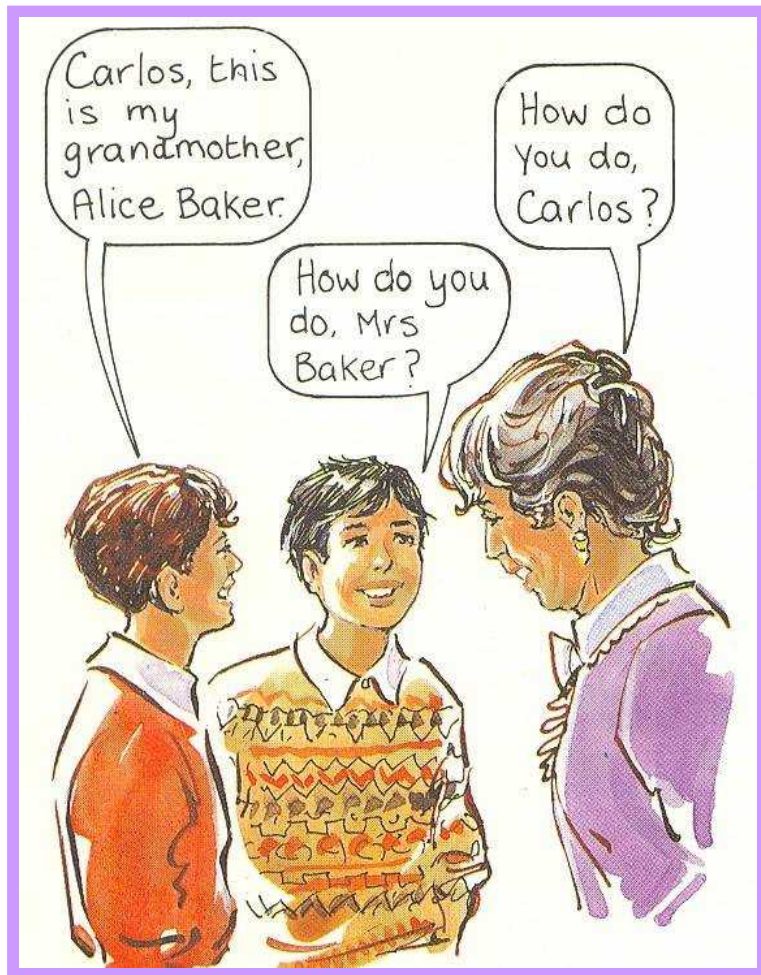


RAZVIJANJE GOVORNE ZMOŽNOSTI

What's your opinion?

- People should not be able to obtain a better education or better medical care for their families by paying for them.
- Blood sports, like fox-hunting, should be made illegal.
- Homosexuality should never be treated as crime.
- It is normal that the police should tap telephones when investigating a crime.
- There is nothing wrong with fare-dodging on a bus or train if you can get away with it.
- Men are not created equal. Therefore social inequality is inevitable.

GOVERNO SPORAZUMEVANJE IN GOVERNO SPOROČANJE Govoriti "z"



Talking With

Govoriti nekому

10

First name: Carlos
Surname: Morales
Country: Argentina
City: Buenos Aires
Age: 12

8

Talking To

Govorno sporazumevanje

B1 –Threshold / Raven sporazumevalnega praga

Znajdem se v večini situacij, ki se pogosto pojavljajo na potovanju po deželi, kjer se ta jezik govori. Sposoben sem se tudi nepripravljen-a vključiti v pogovor, povezan s splošnimi temami, temami, ki me osebno zanimajo, ali takimi, ki se tičejo vsakdanjega življenja (npr. družine, hobijev, dela, potovanj in aktualnih dogodkov).

B2 – Vantage / Višja raven

Sposoben sem se precej tekoče in spontano izražati, tako da se brez večjih težav sporazumevam z rojenimi govorci. Lahko se vključim v razprave o splošnih temah in z utemeljitvami zagovarjam svoje stališče.

Govorno sporočanje

B1 –Threshold / Raven sporazumevalnega praga

Tvoriti znam preproste povedi iz besednih zvez, s katerimi lahko opišem svoje izkušnje in dogodke, sanje, želje in ambicije. Na kratko znam razložiti svoje poglede in načrte. Sposoben sem pripovedovati zgodbo ali obnoviti vsebino knjige oziroma filma in opisati svoje odzive.

B2 – Vantage / Višja raven

Jasno in natančno znam opisati mnogo stvari s področij, ki me zanimajo. Razložiti znam svoj pogled na določen problem in podati prednosti in pomanjkljivosti različnih možnosti.

RAZVIJANJE GOVORNE ZMOŽNOSTI

A1

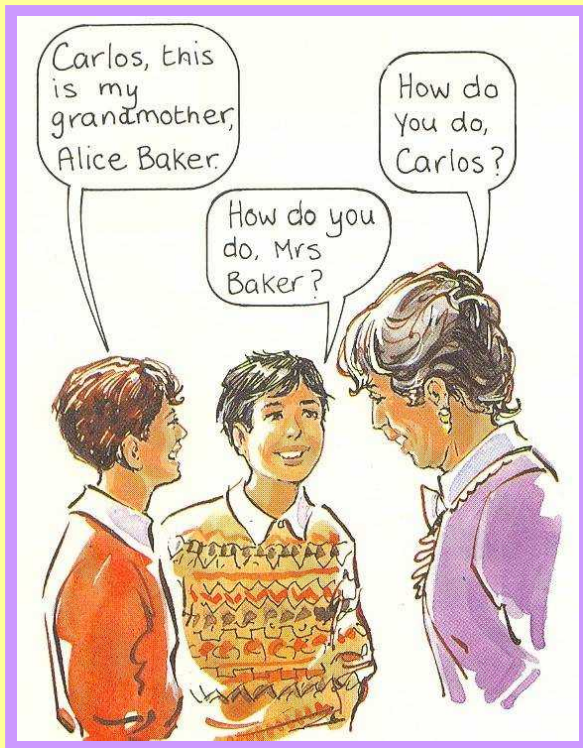
A2

B1

B2

C1

C2

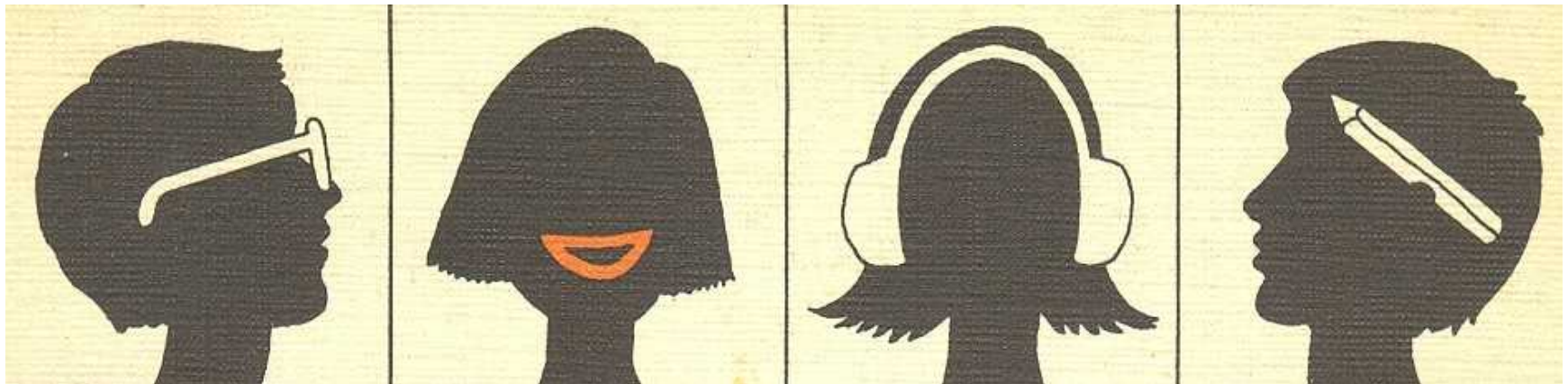


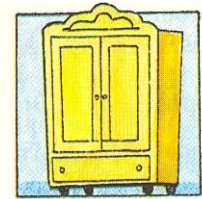
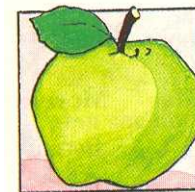
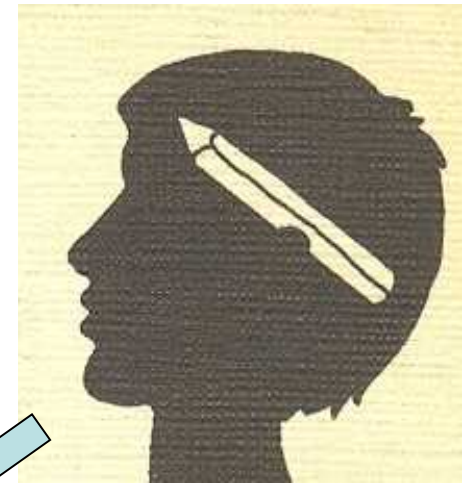
What's your opinion?

There is nothing wrong with fare-dodging on a bus or train if you can get away with it.

Govor v povezavi z ostalimi jezikovnimi zmožnostmi

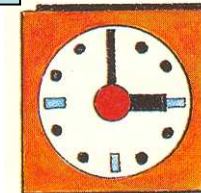
Vse štiri jezikovne zmožnosti so izraz istega jezikovnega sistema in so kot take v tesni medsebojni povezavi. To pomeni, da bo vadba v eni zmožnosti vodila k boljši zmožnosti komunikacije v ostalih treh.





b.

c.



← **simple control**

difficult creativity →

POUDAREK IN STOPNJA TEŽAVNOSTI



poudarek na posameznih podspretnostih; nadzorovano, nič izvirne tvorbe

poudarek na več podspretnostih; vodeno, omejena tvorba

poudarek na globalni spretnosti; prosto, izvirna tvorba

2. Littlewood's continuum of classroom activities

Control



Creativity

Performing memorized dialogues

Contextualised drills

Cued dialogues

Discourse chains

Role plays

Improvisations

Kontekstualizirani drili



1 SPEAK

What would you do in these situations? Look at the pictures and tell your partner.

Example

If I saw a ghost, I'd run away!

Kontekstualizirani drili

SPEAK

Who do you look like? Give details, then ask your partner about resemblances in his/her family. Report to the class.

same hair

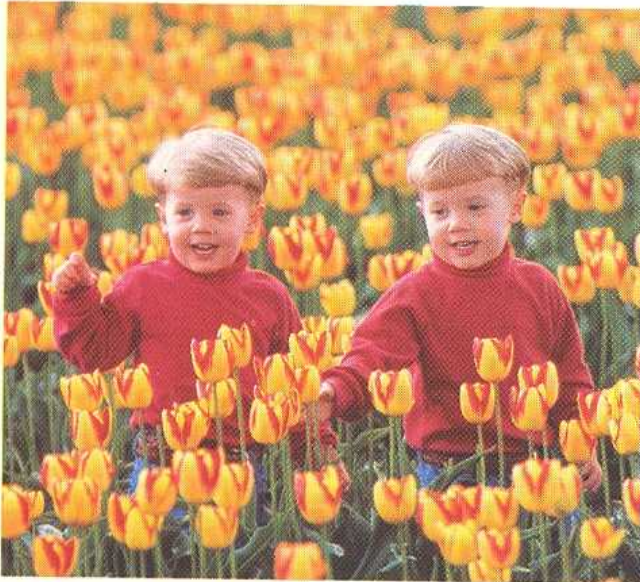
same ears

same eyes

same nose

same mouth

same smile



They look alike.

Who do you look like?

I look like ...
I've got the
same ...

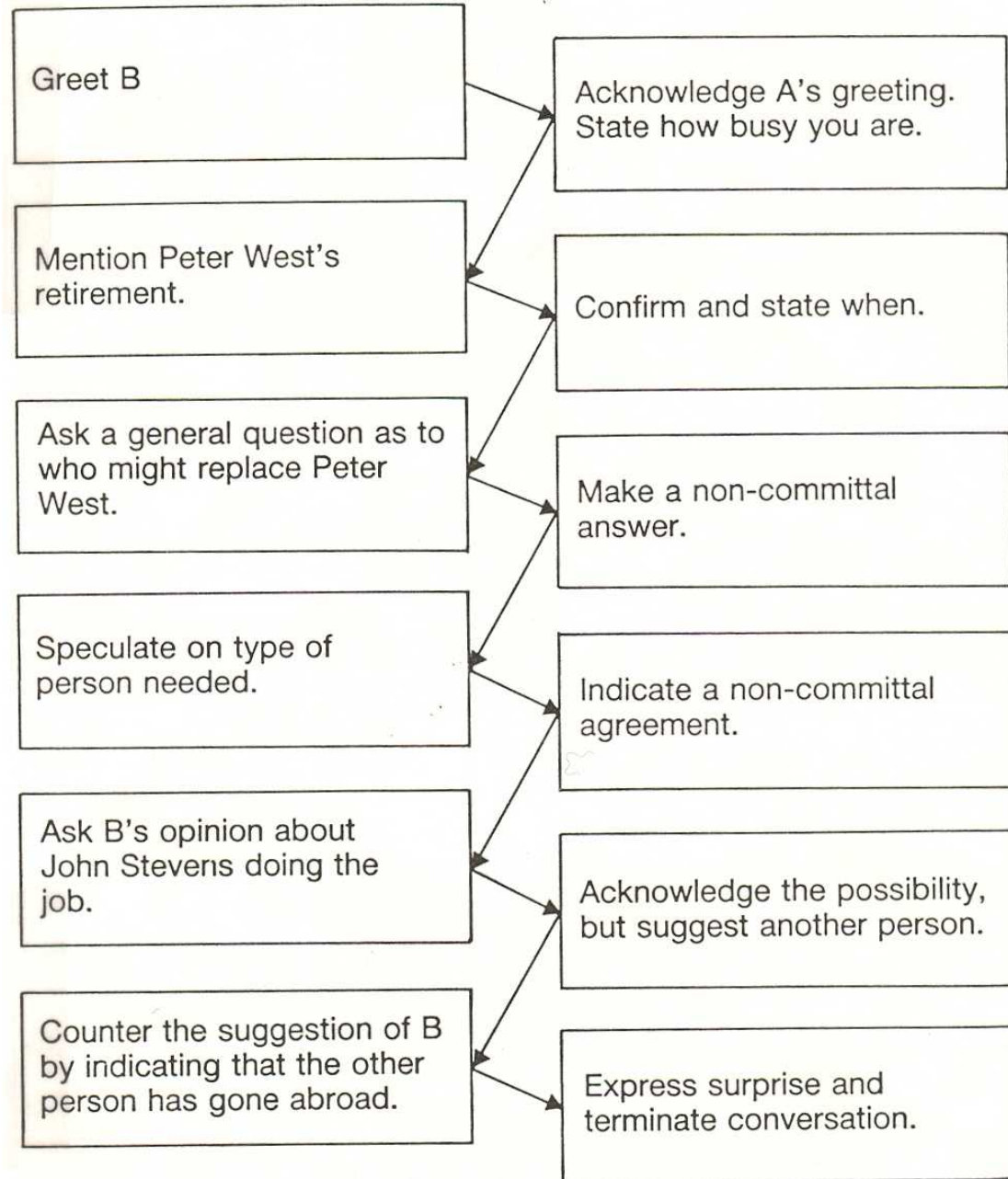


Who does your sister look like?



WRITE

Dialogi z iztočnicami / Cued dialogues



**DIALOGUE
BUILDING:**

FLOW CHART

Meeting someone

Dialogi z iztočnicami / Cued dialogues

João



Greet



Introduce yourself



Ask about job



Reply



Reply and ask the same



Reply

Christa



Greet



Reply and introduce yourself



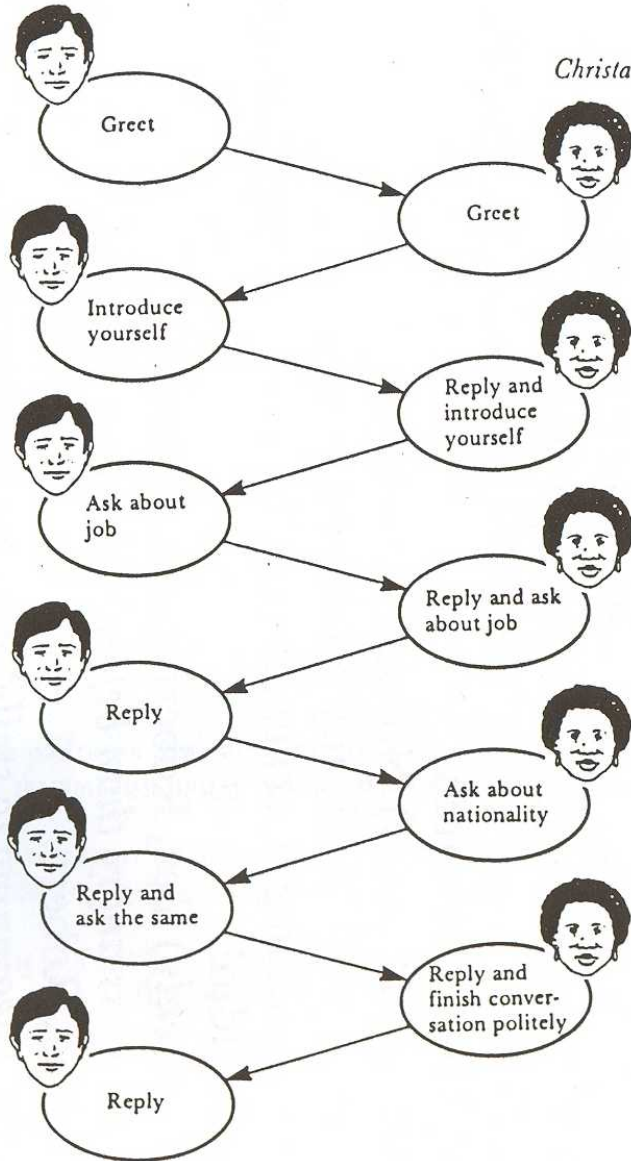
Reply and ask about job



Ask about nationality



Reply and finish conversation politely



Napiši dialog.

Vprašaj sošolca/sošolko,
če ima domačo žival.

A	
---	--



Sošolec/sošolka odgovori,
da ima psa.

B	
---	--



Vprašaj, kako je psu ime.

A	
---	--



Pove, da mu je ime Var.

B	
---	--



Vprašaj ga, kakšne barve je.

A	
---	--



Sošolec/sošolka odgovori,
da je bel in zelo majhen.

B	
---	--



Vprašaj, če ima pes rad meso.

A	
---	--



Sošolec/sošolka odgovori,
da ima rad meso in kosti.

B	
---	--



Vprašaj sošolca/sošolko,
če zna njegov pes plavati.

A	
---	--

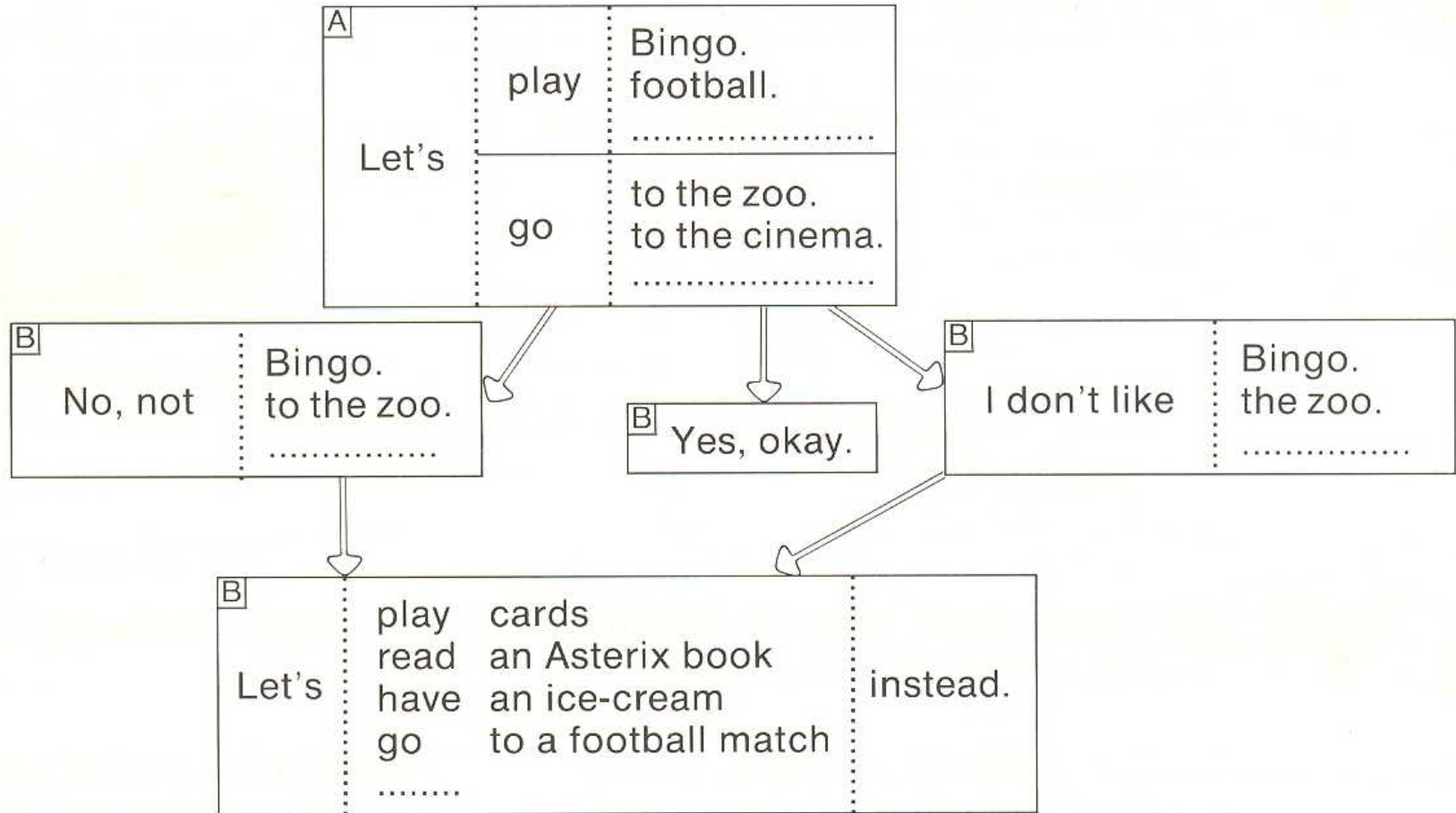


Sošolec/sošolka odgovori, da zna
njegov pes plavati in zelo hitro teči.

B	
---	--

DISCOURSE CHAIN

16 Work in pairs: Use the dialogue chart.



**YOU'LL NEVER
BE SHORT OF THINGS
TO TALK ABOUT WITH THE
D.I.Y CONVERSATION
PLANNER**

Student A

Choose a topic from box 1 and ask a question.

Ask a question from box 2.

Ask a question from box 4.

Ask 'What did you think of it/them?'

Ask a question from box 6.

Student B

No, I don't./
No, not very much.
Yes, I do./
Yes, I love it.

Choose an answer from box 3.

No, I haven't.
Yes, I have.

Choose an answer from box 5.

Answer and say why.

1. Do you like ...?
 - going to the cinema
 - going to the theatre
 - listening to music
 - reading
 - travelling
2. What kind of
 - films do you like?
 - plays
 - music
 - books

Which countries have you been to?
3.

thrillers	jazz
comedies	classical music
musicals	rock music
westerns	pop music
horror films	romantic novels
adventure films	short stories
films about ...	books about ...
plays about ...	names of countries
4. Have you
 - seen (name of play/film)?
 - heard (name of music/band)?
 - read (name of book)?
 - been to (name of place)?
5. I thought it was/they were ...

+ interesting	- boring
funny	silly
exciting	dull
wonderful	terrible
beautiful etc.	ugly etc.
6. What's the best

book	you've ever	read?
music		heard?
film/play		seen?
country		been to?

IGRE VLOG

STUDENT A

AT THE STATION

You want to get to London by 3 o'clock.

It is now 12.15.

You are hungry and would like to have lunch, either at the station or on the train.

Ask the ticket clerk about the trains to London.

STUDENT B

AT THE STATION

You are a ticket clerk.

To get to London, passengers must change at Cambridge.

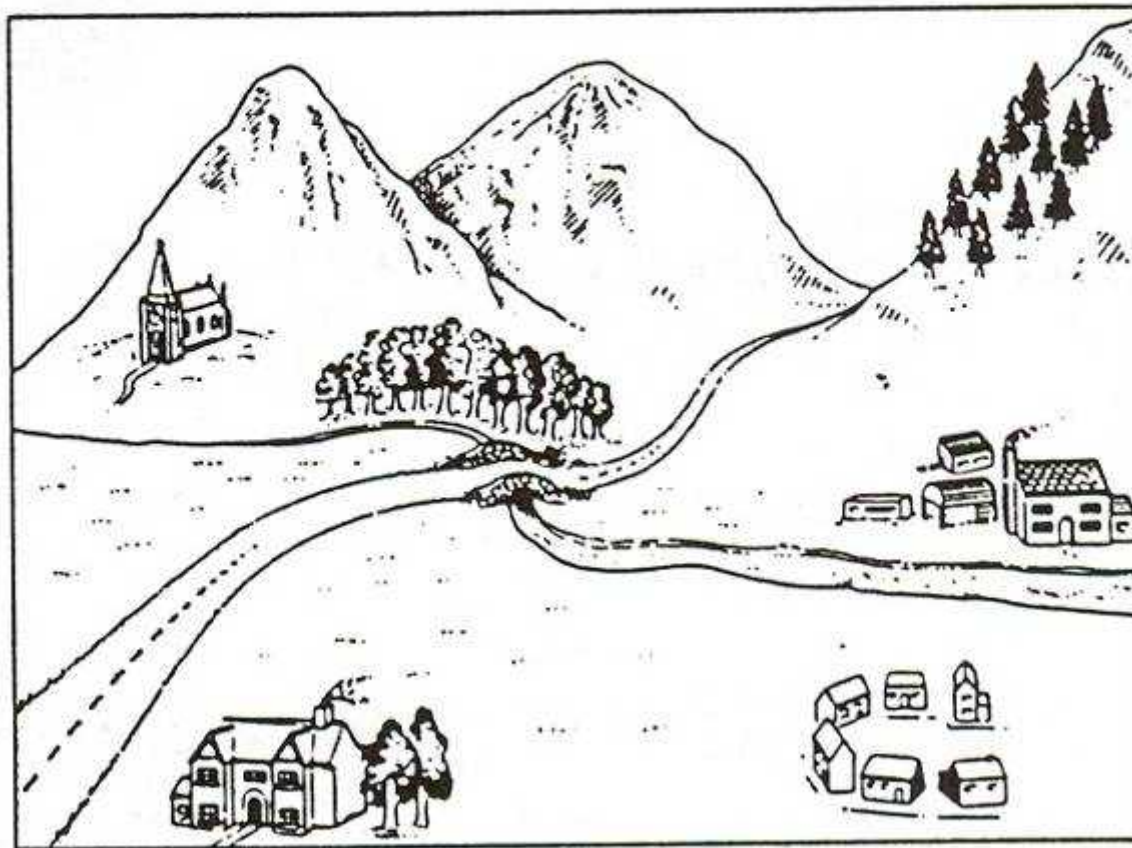
There is a train at 12.30 which arrives at 2.30 and one at 1.15 which arrives at 3.15.

Passengers can buy sandwiches and drinks on the train.

Priprava na
govorno
aktivnost

Speaking activity A

B Give instructions to your partner on how to draw this picture. Start like this: Draw a rectangle. Make the top and bottom 12 cm long and the sides 9 cm...

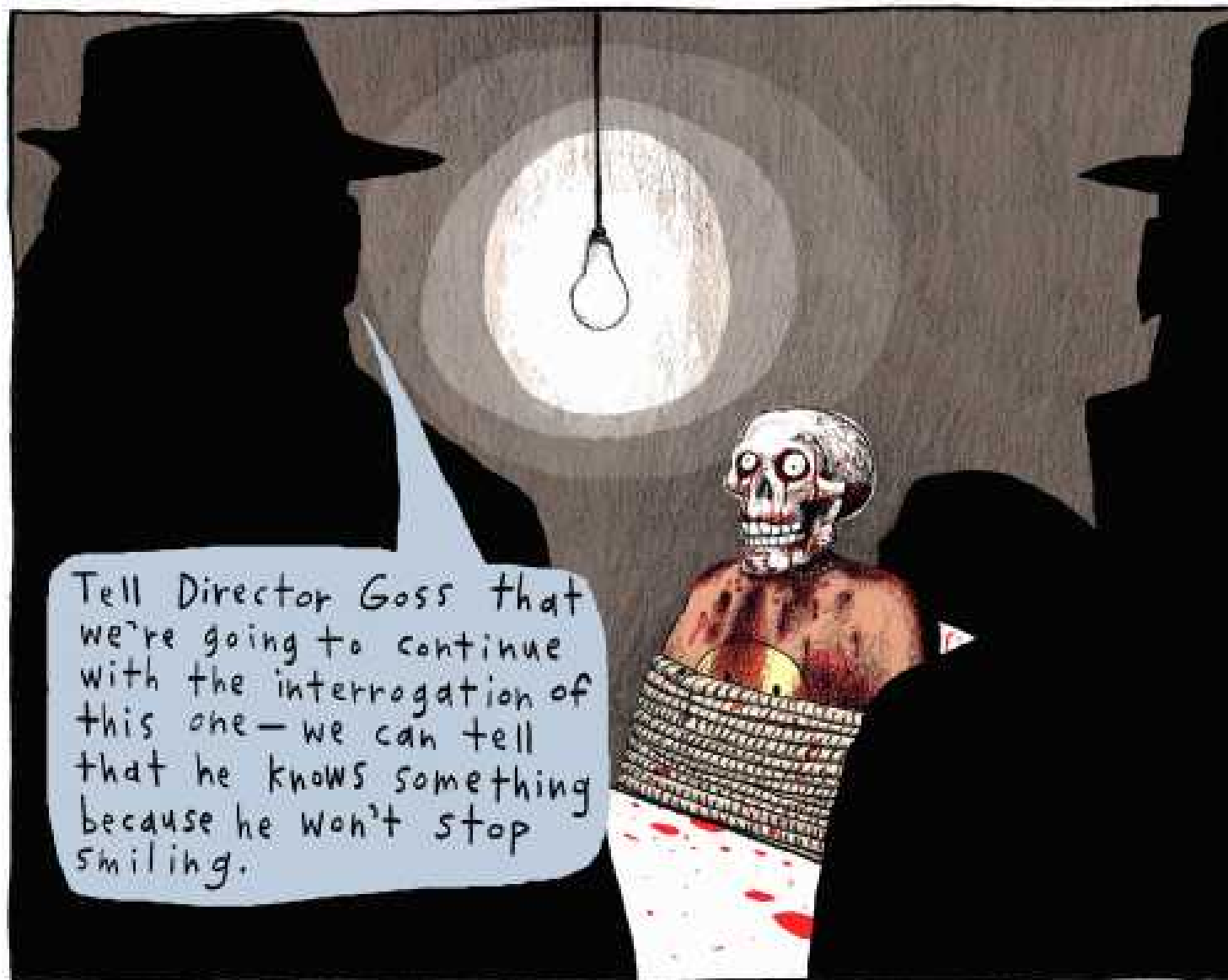


Taken from *Say the Word*

Priprava na govorno aktivnost: nekaj vprašanj za učitelja

1. Kakšen jezik (npr. slovnico, besedišče, funkcije) bodo učenci potrebovali za izvedbo aktivnosti?
2. Kako učinkovita bo aktivnost pri tvorjenju jezika, ki ga želi utrjevati?
3. Kakšna priprava na aktivnost bo potrebna?
4. Koliko bo vsak sodeloval v aktivnosti?
5. Ali aktivnost vsebuje sporazumevalno vrzel?
6. Koliko (angleščine) bodo učenci morali govoriti?
7. Kako zanimiva bo aktivnost za učence?
8. Ali bodo učenci uporabljali dolge ali kratke izmenjave?
9. Kakšne težave lahko predvidite pri aktivnosti?

Učne ure kot zaslišanja



classes as interrogation sessions

Ovire / omejitve učencev

Ker odgovarjanje predstavlja tretjino tipične tridelne izmenjave, in ker si morajo vsi učenci to tretjino deliti med sabo, bo povprečen učenec v razredu s **30 učenci** v **45 minutah** govoril **pol minute**. S 4 x 45-minutnimi urami tedensko v obsegu 36 tednov letno, bo vsak učenec deležen **ene ure in četrť govorenja letno**. V resnici gre za optimistično oceno, saj nismo upoštevali časa, ko učitelj “predava”, ali pa ko učenci berejo, pišejo ali poslušajo.

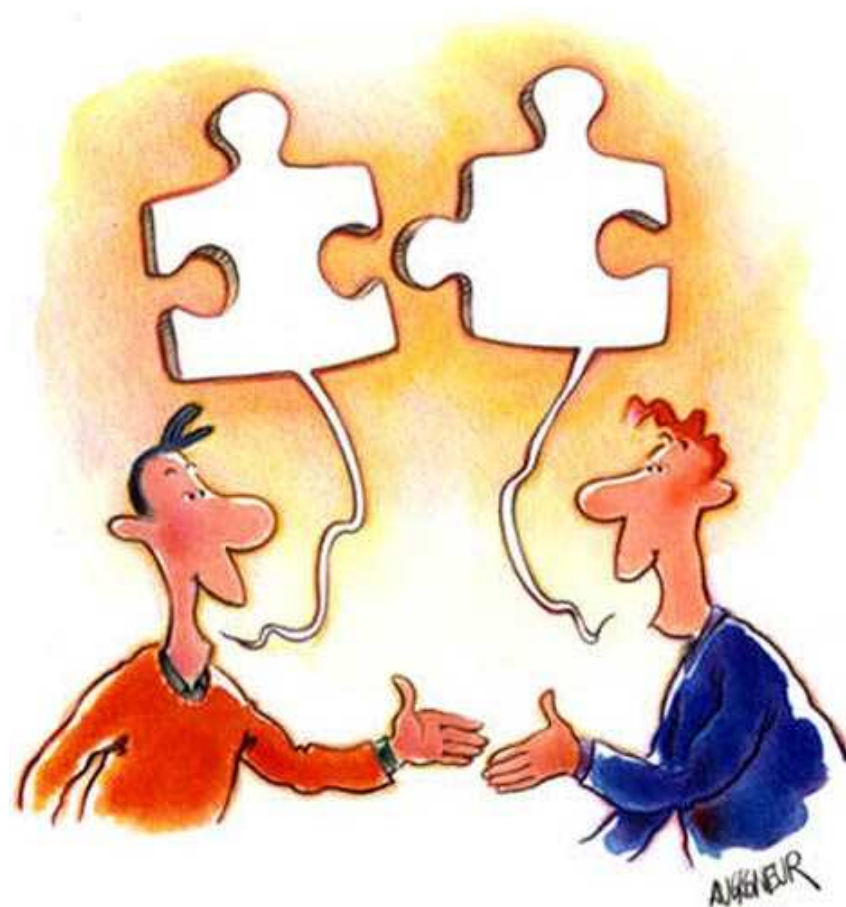


DIALOGI

Dialog je navadno govorna interakcija med dvema osebama in/ali **posnetek** takšne interakcije.

Dialog je lahko **predhodno zapisan** (kot v primeru učbeniških dialogov), ali pa **nezapisan** (kot v primeru improviziranih dialogov):

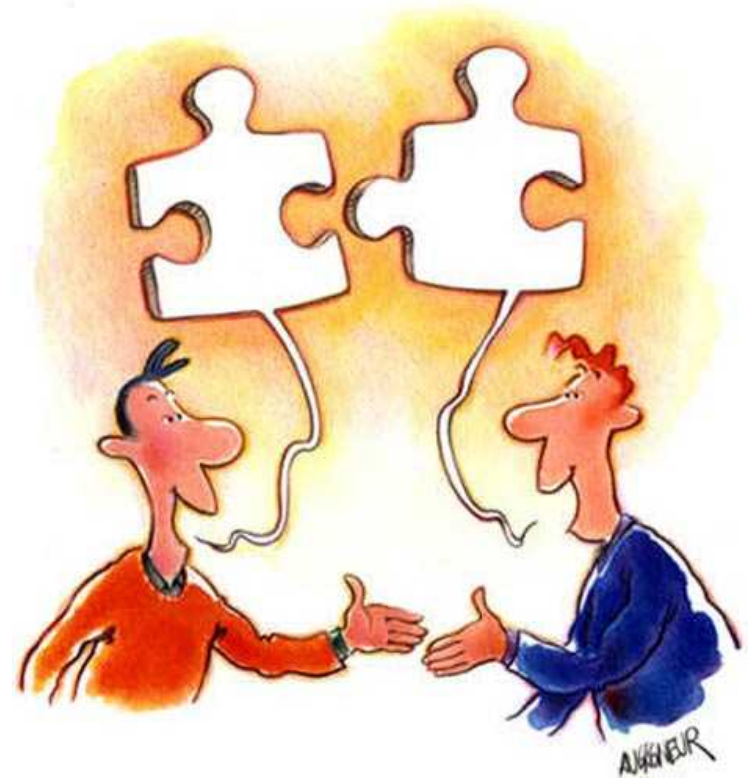
Dialog je lahko **resničen** ali **simuliran**.



DIALOGI

Dialog je lahko:

- **osredotočen na obliko** (ang. *form-focused*) → osvetljuje določeno slovnico ali besedišče
- **osredotočen na pomen** (ang. *meaning-focused*) → kot sredstvo za izmenjavo informacij
- **oboje**



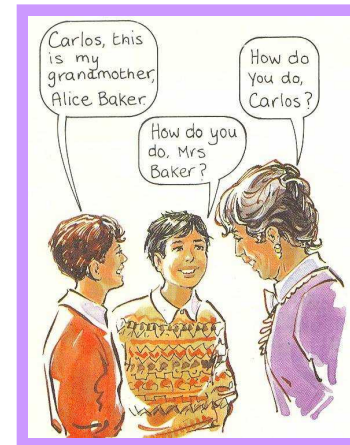
DIALOGI

Dialog je lahko **transakcijski** (npr. ko nekdo sprašuje po informacijah ali kupuje hrano), **ali interakcijski** (npr. ko se dva prijatelja srečata in kramljata o vremenu)

Lahko je v obliki

- **učenec-učenec**,
- **učenec-učitelj ali**
- **učenec-druga oseba** (npr. gost v razredu)

Govoriti "z"

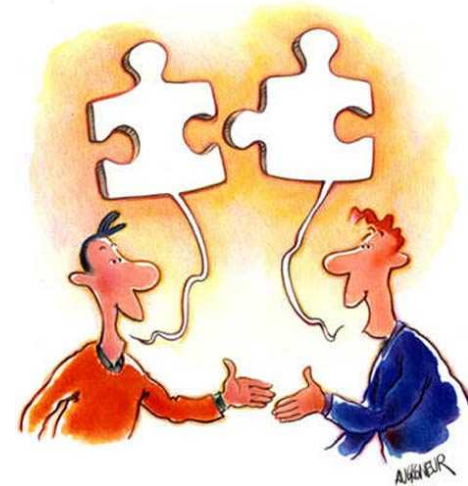


Talking With

Govoriti nekomu



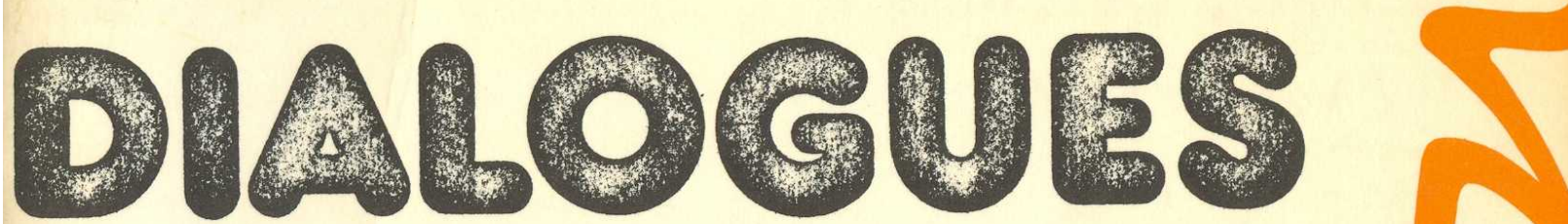
Talking To



Zgodovina dialogov

- dialogi imajo dolgo zgodovino
- po obdobju zanemarjanja v času **slovnično-prevajalne metode**, je **direktna metoda** dialoge ponovno obudila kot sredstvo za vadbo “govornega jezika”
- **avdiolingvalna** oz. **slušno-jezikovna metoda**: slovnično stopnjevan dialog je navadno tvoril izhodišče vsake učne ure (*v učbenikih lekcije*) in so ga učenci izdatno urili
- kratki dialogi kot modeli za resnično interakcijo so tvorili osnovo **situacijskega pristopa**

SITUATIONAL DIALOGUES



Published: 1972

MICHAEL OCKENDEN



LONGMAN

CHRISTMAS, NEW YEAR AND EASTER GREETINGS

(i)

A Happy Christmas!

B Thanks very much. Same to you!

A Are you doing anything special?

B We're having some friends round. What're you doing?

A I daresay I'll just take things easy.

(ii)

Happy Easter!

Thanks. And you, too!

Are you doing anything?

I've been invited over to Pat's. And you?

My room-mate's¹ giving a party.

(iii)

Happy New Year!

Thank you very much.
You, too!

Are you going anywhere?

I thought about going to
my sister's. How about you?

I'll probably just stay at
home.

(iv)

Have a good weekend.

Thanks. The same to you!

Have you got anything
planned?

I can't afford to do much.
What about you?

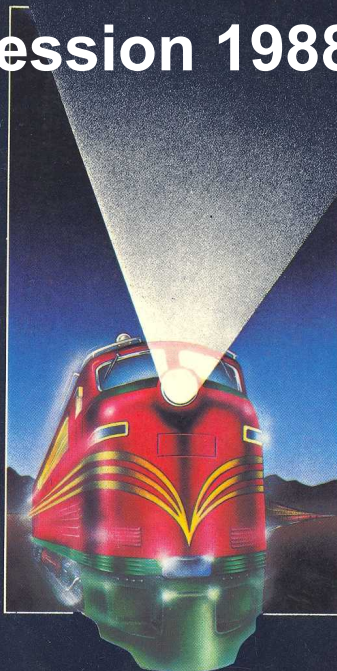
I expect I'll stay with my
family.

Streamline
ENGLISH

BERNARD HARTLEY & PETER VINEY

DEPARTURES

Published: 1978
25th impression 1988




Oxford
English

UNIT 35: Never on a Sunday



Vicar Ah, good evening, Mr Benson. I never see you in church nowadays.

Benson Oh! No, Vicar . . . but my wife always goes to church . . . she goes every Sunday.

Vicar I know . . . but you never come.

Benson Well, I sometimes come, Vicar. I come on Christmas Day and at Easter.

Vicar Hmm . . . But what about Sundays, Mr Benson?

Benson I usually wash my car on Sunday morning.

Vicar I see. Why don't you wash your car on Saturday next week, Mr Benson?

Benson Oh . . . I can't do that, Vicar.

Vicar Why not?

Benson It's my son's wedding next Saturday . . . I'm going to church!

L.G.ALEXANDER
J.TADMAN

An Audio-Visual English Course for Secondary Schools

Pupils' Book



Published 1972

Lesson 33 Look at the birdie!

Narrator: Terry, Roy and Carol are at the zoo.

Terry: Take a photo with my polaroid camera, Roy.

Roy: Can I really?
Thanks, Terry!



Roy: Carol, stand next to Terry please. Stand in front of that giraffe.



Terry: What's the matter Roy?
Roy: I can't see you.
Terry: You must look in the view-finder.



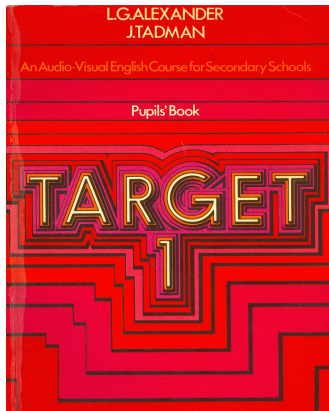
Roy: Ah! I can see you now!
Look at the birdie!
Smile please!
Thank you!



Roy: Can we see the photo, Terry?
Terry: Wait a minute please.



Roy: Is it all right?
Terry: It's beautiful, Roy. Show it to the giraffe!



Lesson 33 Look at the birdie!

Narrator: Terry, Roy and Carol are at the zoo.

Terry: Take a photo with my polaroid camera, Roy.

Roy: Can I really?
Thanks, Terry!

Roy: Carol,
stand next to Terry please.
Stand in front of that giraffe.



Terry: What's the matter Roy?
Roy: I can't see you.
Terry: You must look in the view-finder.



Roy: Ah! I can see you now!
Look at the birdie!
Smile please!
Thank you!



Roy: Can we see the photo, Terry?

Terry: Wait a minute please.

5



Roy: Is it all right?

Terry: It's beautiful, Roy.
Show it to the giraffe!

6



I

Paul, an English schoolboy from London, is staying with Željko in Zagreb for a week. Željko takes him sightseeing every day to show him as much of Zagreb as possible.

Today they are going to the centre of the town to visit the old part of Zagreb. They get on the tram near Željko's house and go to the centre of the town.

Željko: This street goes up to my school.

Paul: Do you walk to school every day?

Željko: No, I don't. I go by bus.

Paul: This is a nice park. Are there many parks in Zagreb?

Željko: Yes, quite a lot. But not so many as in London.

Paul: What's this building on our right?

Željko: That's the General Post Office.

Paul: Does your father work in that building?

Željko: No, he doesn't work in the GPO; his office is near the railway station. And this building on the left is the Radio and TV Centre. Here we are at the Republic Square.

Paul: Do we get off here?

Željko: Yes, we do. We can go to the Cathedral first and then we can walk to the Upper Town.

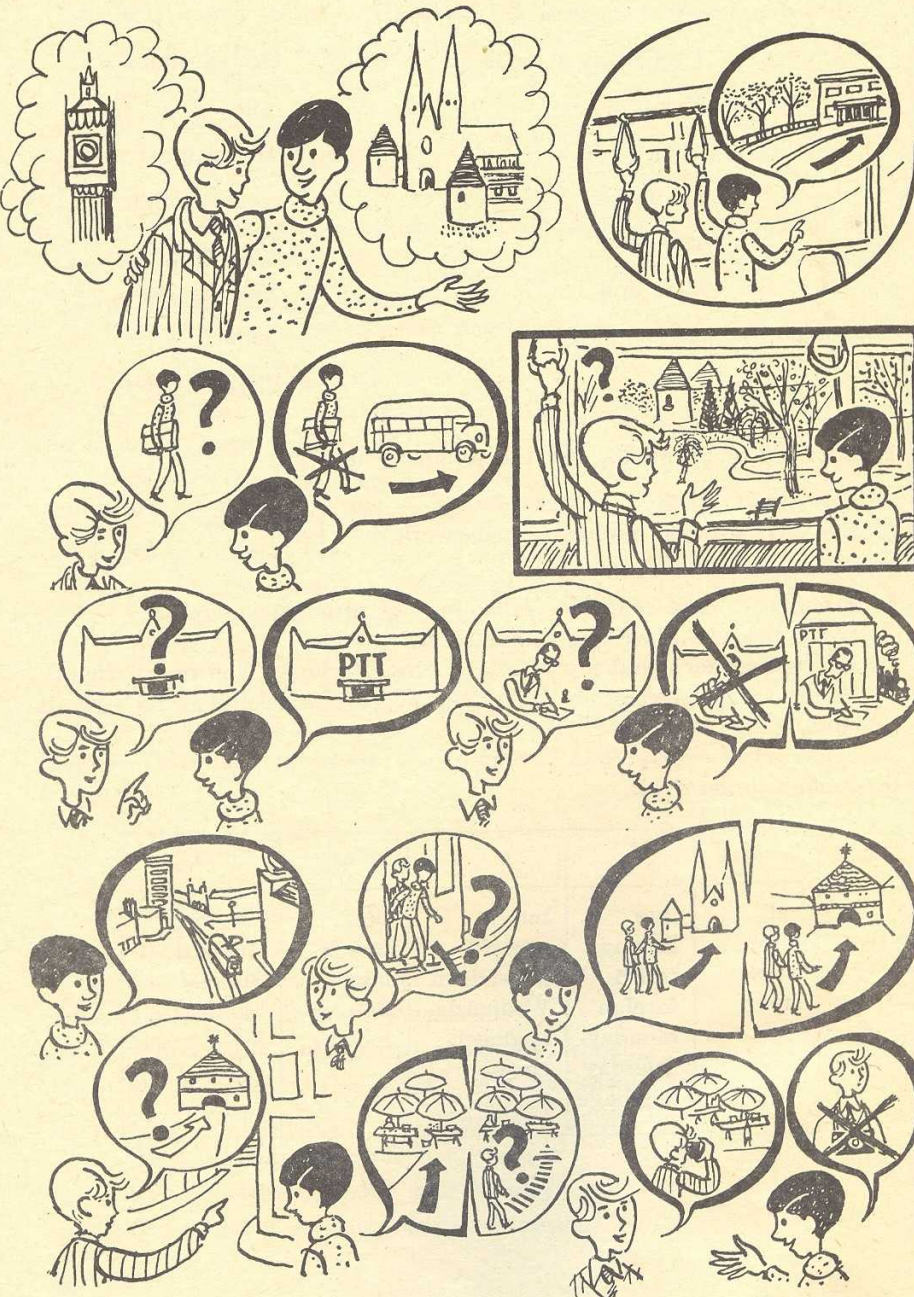
Paul: Does this street lead to the Upper Town?

Željko: No, it doesn't. It leads to the market. Do you want to see the market too?

Paul: Yes, I do. It's usually so colourful. I can take a picture of it.

Željko: But you haven't got your camera with you.

Paul: Oh, how stupid of me — to go sightseeing without a camera.



O sole mio! (1)

- 1** Che bella cosa
Una giornata al sole!
L'aria è serena
Dopo la tempesta...
Che bella cosa...
- 2** — Bravo! È molto allegro stamattina!
- 3** — Sì, sono di buon umore; e lei?
- 4** — Io no; ho dormito male. — Perché?
- 5** — Ho pensato tutta la notte che devo partire oggi.
- 6** — Quando parte? — Stasera, dopo cena.
- 7** — Allora! Abbiamo ancora tutta la giornata!
- 8** — È vero, ma...
- 9** — Niente ma! Andiamo a fare una passeggiata (2).

O, SONCE MOJE!

1 Kakšna lepa stvar (je) dan na soncu! Zrak je čist po nevihti... Kakšna lepa stvar... — **2** Bravo! Danes ste pa zelo veseli! — **3** Ja, dobre volje sem; pa vi? — **4** Jaz ne; slabo sem spal(a). — Zakaj? — **5** Vso noč sem premišljeval(a), da moram danes odpotovati. — **6** Kdaj odidete? — Drevi, po večerji. — **7** No, potlej imava še ves dan! — **8** Res je, vendar... — **9** Nič vendar! Pojdiva na sprehod.

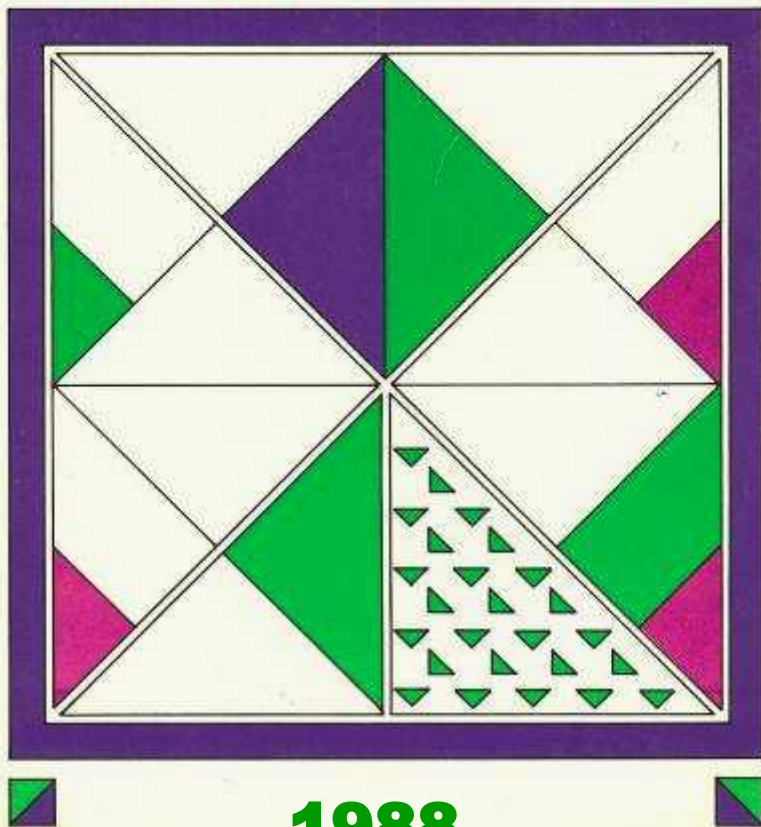


ITALIJANSKO
BREZ TEŽAV

1975



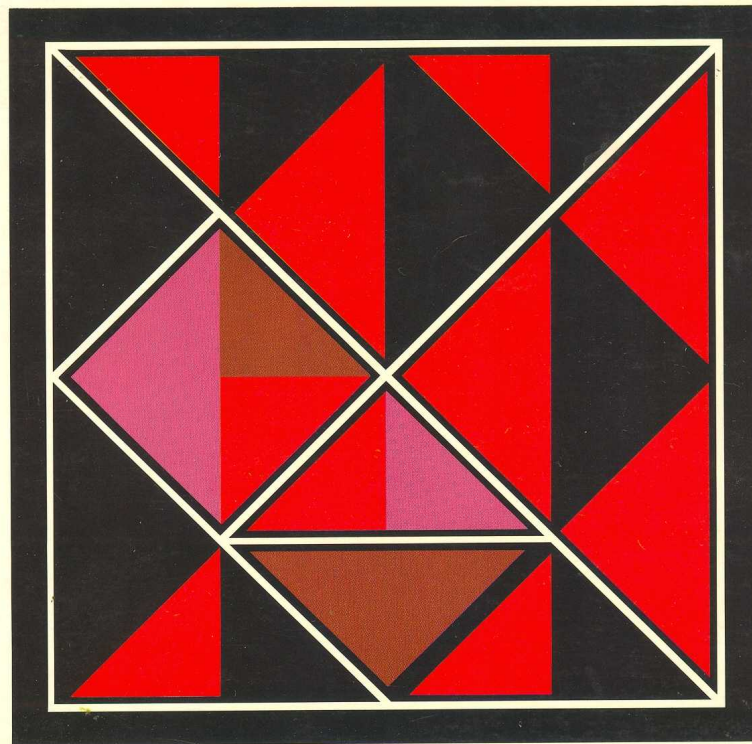
MARINA EINSPIELER
ALLTAGSSITUATIONEN
Zbirka nemških dialogov z vajami



1988

SONJA BERCE
**A COLLECTION
OF FUNCTIONAL
DIALOGUES**

Zbirka angleških dialogov z vajami



1986

MEETING AND GREETING



I.

- A. Excuse me, are you Mr Kovač?
B. Yes, that's right.
A. Nice to meet you. My name is Sally Morrison. I hope you had a pleasant crossing.
B. Well, a bit rough, I'm afraid.

II.

- A. May I introduce my secretary Mrs Smith?
B. How do you do.
C. How do you do.
A. Did you have a good trip?
C. Yes, very good indeed, thank you.

III.

- A. Morning, Sally. Nice to see you again.
B. Oh, hello, Peter. How are things?
A. Very well, thanks. This is my friend Carlos from Spain.
B. Pleased to meet you.

IV.

- A. Hi, Sally.
B. Oh, hello, Peter, how are you?
A. I'm fine, and you?
B. Not so bad, thanks. And how's your brother?
A. Not too good. He's just broken his leg.
B. Oh, I'm so sorry to hear that.

V.

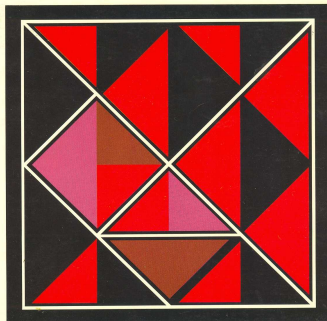
- A. Hello, Tom. A bit cold today, isn't it?
B. Yes, afwul.

VI.

- A. Good afternoon, Mrs Brown. Nice and warm today, isn't it?
B. Yes, nice. And they say it's going to be warm for the next couple of days.

SONJA BERCE
**A COLLECTION
OF FUNCTIONAL
DIALOGUES**

Zbirka angleških dialogov z vajami



NEKAJ KRITERIJEV ZA VREDNOTENJE DIALOGOV

- A. Jezik bi naj bil relevanten.**
- A. Jezik bi naj bil primeren / ustrezen.**
- A. Situacije bi naj bile realistične in relevantne.**
- A. Število slovničnih posameznosti in jezikovnih funkcij bi naj bilo omejeno.**
- A. Obseg novega besedišče bi naj ne bil prevelik.**
- A. Dialog naj ne bo predolg.**
- A. Dialog bi naj bil zanimiv.**

Dialogi danes

- večina današnjih učbeniških dialogov **ni** tako **strogo nadzorovana / stopnjevana**
- vključujejo **bolj naravne primere** jezikovne rabe
- pomnjenje ali mehanska vadba dialogov sta danes redkost, nadomestili so ju:
 1. poslušanje posnetih dialogov (ali gledanje videa)
 2. ugotavljanje pomena določenih jezikovnih posameznosti s pomočjo konteksta (→ induktivno učenje)
 3. glasno branje dialogov v dvojicah
 4. pisanje, vadba in izvedba dialogov v razredu
 5. tvorjenje dialogov (tj. oblikovanje dialogov na podlagi iztočnic)

DIALOGI

- Dialogi kot **model za resnično interakcijo**
- Dialogi kot **vir jezikovnega vnosa** (tj. kot konteksti, v katerih je predstavljena slovnica, funkcije, besedišče)
- Dialogi kot **jezikovna vadba** (npr. nadzorovane vaje, vaje sporočilne vrzeli, simulacije in igre vlog)
- Dialog kot **medij/sredstvo poučevanja** (npr. direktna metoda, dialoška pedagogika)

CHRISTMAS, NEW YEAR AND EASTER GREETINGS

(i)

A Happy Christmas!

B Thanks very much. Same to you!

A Are you doing anything special?

B We're having some friends round. What're you doing?

A I daresay I'll just take things easy.

(ii)

Happy Easter!

Thanks. And you, too!

Are you doing anything?

I've been invited over to Pat's. And you?

My room-mate's¹ giving a party.

UNIT 35: Never on a Sunday



Vicar Ah, good evening, Mr Benson. I never see you in church nowadays.

Benson Oh! No, Vicar . . . but my wife always goes to church . . . she goes every Sunday.

Vicar I know . . . but you never come.

Benson Well, I sometimes come, Vicar. I come on Christmas Day and at Easter.

Vicar Hmm . . . But what about Sundays, Mr Benson?

Benson I usually wash my car on Sunday morning.

Vicar I see. Why don't you wash your car on Saturday next week, Mr Benson?

Benson Oh . . . I can't do that, Vicar.

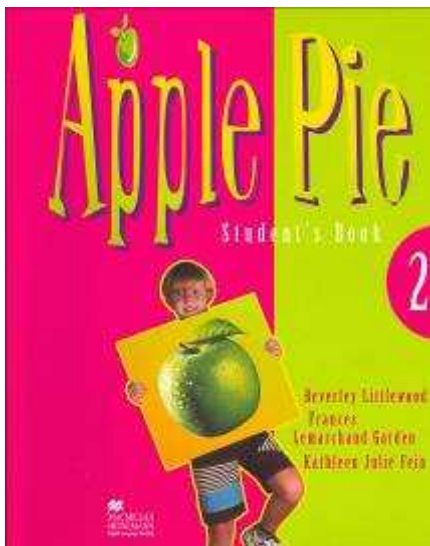
Vicar Why not?

Benson It's my son's wedding next Saturday . . . I'm going to church!


I WASN'T ALLOWED



Dialogi kot **vir**
jezikovnega vnosa



1997

-  **Clare** Hello, Lucy.
- Lucy** Hello, Clare. Come in and have a look at my baby sister.
- Clare** Oh, she's really sweet. How old is she now?
- Lucy** She's eleven months old.
- Clare** Can she walk?
- Lucy** No, she can't, but I could when I was her age.
- Clare** Really? And could you speak?
- Lucy** No, I couldn't. I could just say 'mama' but I couldn't speak properly.
- Clare** Would you like to be little again?
- Lucy** No, I wouldn't. It wasn't much fun you know. Obviously I didn't have to do the housework but I had to go to bed early. Then I was allowed to play in the garden, but I wasn't allowed to go out in the street alone.
- Clare** Yes, you're right. It's much better now.

REMEMBER

**In the past
Obligation**

- I **had to** go to bed early.

**Absence of
obligation/necessity**

- I **didn't have to** do the housework.

Ability

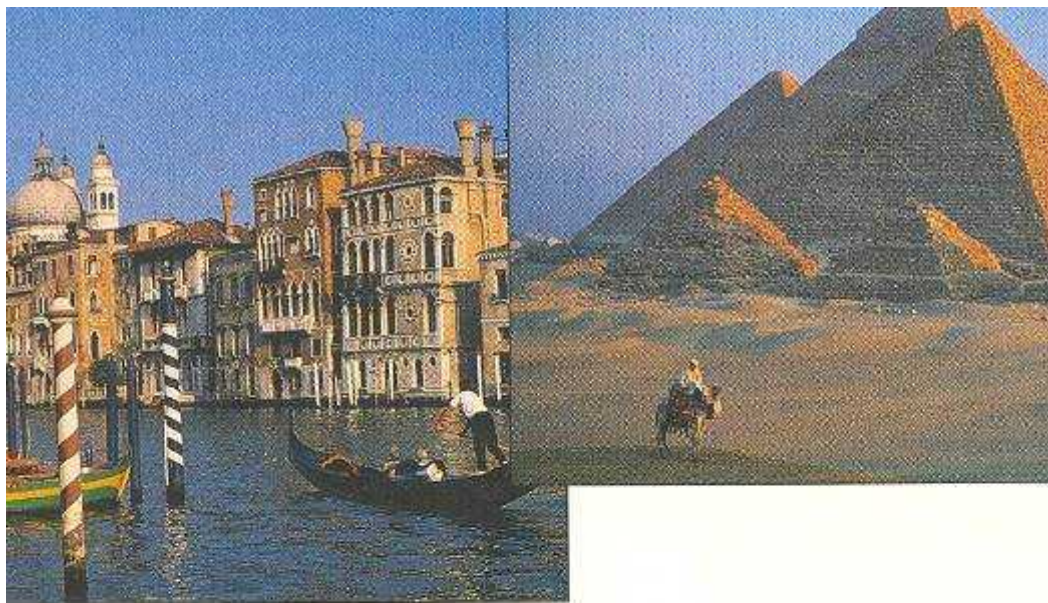
- **Could** you speak when you were eleven months old?
- I **could** just say 'mama'.
- I **couldn't** speak properly.

Permission

- I **was allowed to** invite my friends home.

Prohibition

- I **wasn't allowed to** go out alone.



The campers are discussing their travels abroad.

Jess I bet you've been all over the world, Walter.

Walter Not quite, but I've been to Mexico and Egypt, and I've been to almost everywhere in Europe.

Sarah When did you go to Egypt?

Walter About five years ago. It was the hottest place I've ever been to.

Sarah I've been to France, to Germany and to Italy. We go abroad every summer. What about you, Jess? Have you ever been abroad?

Jess No, I've never been abroad. What about you, Paul?

REMEMBER



Past perfect +
ever/never/already
Have you ever been abroad?

- I've never been abroad.
- I've never been to Germany.
- It's the hottest place I've ever been to.
- I've already been to Italy.

Been / Gone

He's **been** to the States (and he's come back).

He's **gone** to the States (and he's still there).

Past memories

Past perfect/Past simple

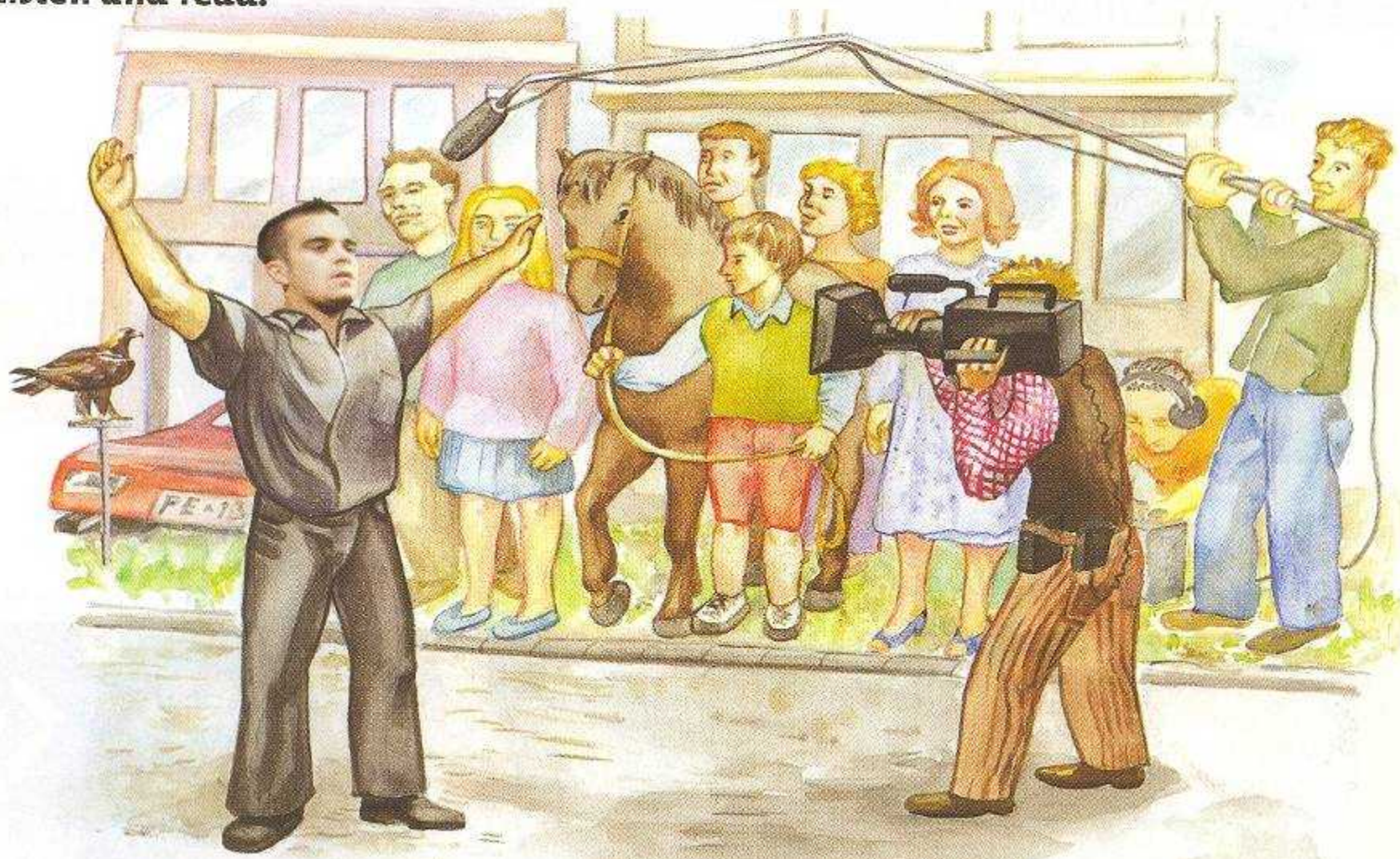
I've **been** to Europe.

When **did you go**? I **went** in 19 ..

What **did you see**? I **saw** ...

A1 WHAT ON EARTH WERE YOU DOING THERE?

- ▶ 1 Darren and Laura are on holiday in Penzance, in Cornwall. They have just come back from an afternoon in Penzance and are very excited. Listen and read.



Darren Guess who we saw this afternoon?
 Mrs Mounter Who?
 Laura Somebody famous!
 Mrs Mounter The Prime Minister?
 Darren No! Somebody much more famous than that!
 Mrs Mounter Prince William?
 Darren Not exactly! In fact, we saw ...
 Laura ... Robbie Williams!
 Mrs Mounter Really! Where? What was he doing?
 Laura He was making a pop video in Parade Street. There were a lot of people there working on the film – some people from BBC television, actors and even a horse and an eagle!
 Mrs Mounter What on earth were you doing there?
 Darren Nothing. We were cycling along when suddenly he came out of an empty warehouse.
 Laura Yes, lots of people were cheering ...
 Darren So we stopped and went over to have a look ...
 Laura And then he came up to me and said “Are you on holiday here?”
 Darren And do you know what? She couldn’t even say a word.
 Laura Yes, sure. And now the most exciting bit ...
 Darren ... They needed two children for the next scene ...
 Laura ... and they made a scene with us!!!
 Mrs Mounter No! You’re joking!



remember box

The Past Continuous Tense – “*opisni*” *preteklik*

- Some people from BBC television were working on a pop video.
- He was making a pop video in an empty warehouse.
- We were cycling along when suddenly he came out of a warehouse.
- Lots of people were cheering.
- What was he doing?
- What on earth were you doing there?

Learn and use – *Nauči se in uporabi*

- Guess who we saw this *afternoon*?
- Somebody famous!
- Somebody much more famous than that!
- Not exactly.
- In fact, we saw *Robbie Williams*.
- What on earth were you doing there?
- Lots of people were cheering.
- We went over to have a look.
- *He* came up to me and said ...
- And do you know what? *She* couldn’t even say a word.
- And now the most exciting bit.

LESSON 3

Are you going to write?

Future: *going to*

1 READ



It's the last day of the World Youth Games.

Tom Anna, what's wrong?

Anna I hate saying goodbye to people. This was the best time of my life.

Tom Hey, don't be sad! Look, I've got a present for you.

Anna A present! Oh, thank you!

Tom Well, are you going to open it?!

Anna Yes, of course. Oh, Tom!

Tom Do you like it?

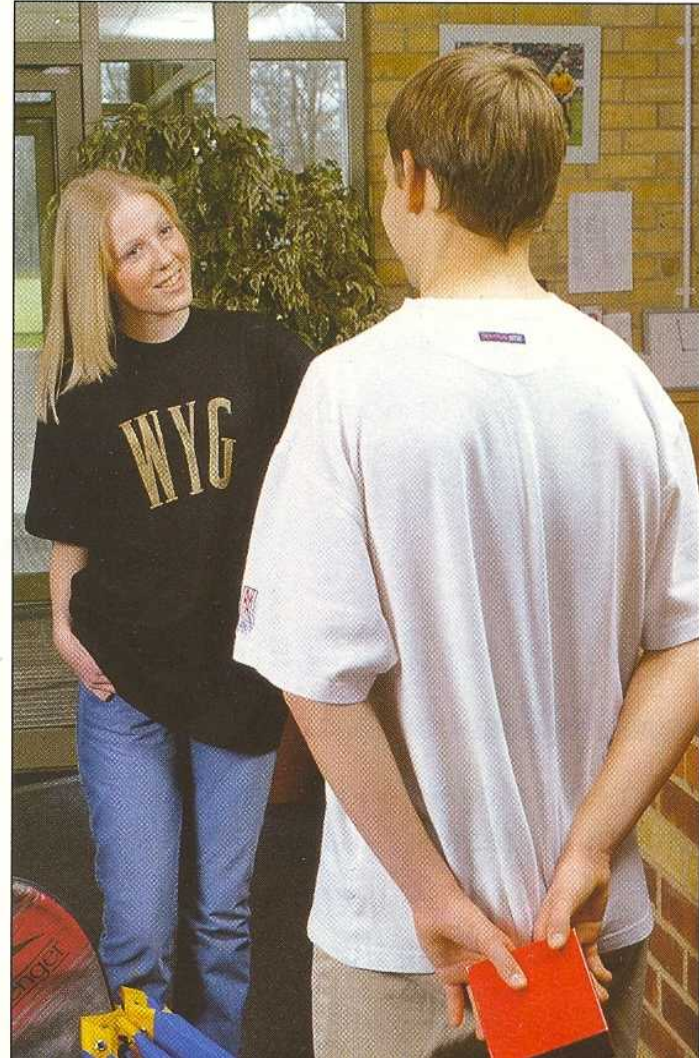
Anna It's brilliant. I'm going to wear it all the time!

Tom Can you give me your address?

Anna Are you going to write to me?

Tom Of course I am. I'm going to miss you.

Anna I'm going to miss you too!



Box 18

Kusret: Hiya Satveer. How are you doing?

Satveer: Oh, not too bad.

Kusret: Your hair looks nice.

Satveer: Thanks very much. I've just had it cut.

Kusret: Listen. Do you want to come for a drink?

Satveer: I'm afraid I can't. I've got too much work to do.

Kusret: You always say that!

Satveer: No I don't.

Kusret: Oh, go on. I'll help you when we get back.

Satveer: Oh alright then, just a quick one.

making an offer

giving a compliment

making an excuse

responding to a compliment

denying

accepting

making a suggestion

complaining

insisting

greeting

refusing and apologising

responding to a greeting

Dialogi kot **vir**
jezikovnega vnosa
– **JEZIKOVNE**
FUNKCIJE

WHAT'S THIS?

Cori, Tim's little sister, comes into Tim's room.

Listen and read.

Cori, Timova sestrice, pride v Timovo sobo.

Poslušaj in beri.

Tim Go away, Cori.

Cori What's this?

Tim What?

Cori This. Is this a piggy bank?

Tim No, it isn't. It's a snow globe, silly!

Cori What's that?

Tim It's a cube, Rubik's cube.

Now go away. I'm trying to study.

Cori What?

Tim Italian.

Cori Oh, how do you say "chair"
in Italian?

Tim I said go away.



Excuse me.

Tako na vljuden način pričneš pogovor, v katerem prosiš za pojasnilo.

What's this called in English?

Tako vprašaš, kako se nekaj, kar je v tvoji bližini, imenuje po angleško.

What's that called in English?

Tako vprašaš, kako se nekaj, kar je oddaljeno od tebe, imenuje po angleško.

What's the word for this/that in English?

Tudi tako lahko vprašaš, kako se nekaj imenuje po angleško.

Can you say it again, please?

Tako nekoga prosiš, da nekaj ponovno pove, ker ga nisi dobro slišal/a ali razumel/a.

1

5 Talking about new things:

Jane is visiting Debbie. Debbie has got a new coat and is showing it to Jane.

Debbie: Look, I've got a new coat.
Jane: Mm, it's nice.
Debbie: Do you like it?
Jane: Yes, it's fantastic.
Debbie: I think so, too.
Jane: Can I try it on?
Debbie: Okay.



Susan and Mary are talking about Pam and her dress.

Mary: Look, Pam's got a new dress.
Susan: Oh, yes.
Mary: Do you like it?
Susan: No, it's not very nice.



It's	very nice	++
	fantastic	
	beautiful	
	nice	+
	pretty	
	not very nice	-
horrible	--	

So sagst du, wenn dir etwas

. . . *besonders gut gefällt*

. . . *gut gefällt*

. . . *nicht gefällt*

. . . *gar nicht gefällt*

I think so, too.

So sagst du, wenn du mit jemandem
der gleichen Meinung bist.

Ich bin so durstig!

L



16 Ich bin so durstig!



Dialogi kot jezikovna vadba

a.



1. **Mary:** What's for breakfast?
Bob: Cornflakes, chocolate cake and milk.
Mary: Oh, that's a good breakfast!

b.



2. **Tom:** What's for lunch?
Kimi: Hamburgers and orange juice.
Tom: Oh, good! I'm hungry.

c.



3. **Panos:** What's for dinner?
Fannie: Spaghetti and fish.
Panos: Oh, no, I don't like fish!
Fannie: And I don't like spaghetti!

Dialogi kot jezikovna vadba

C Mrs Connor, could you pass the salt please?

D Certainly.

C Thank you very much.

D And the pepper?

C No, thank you.

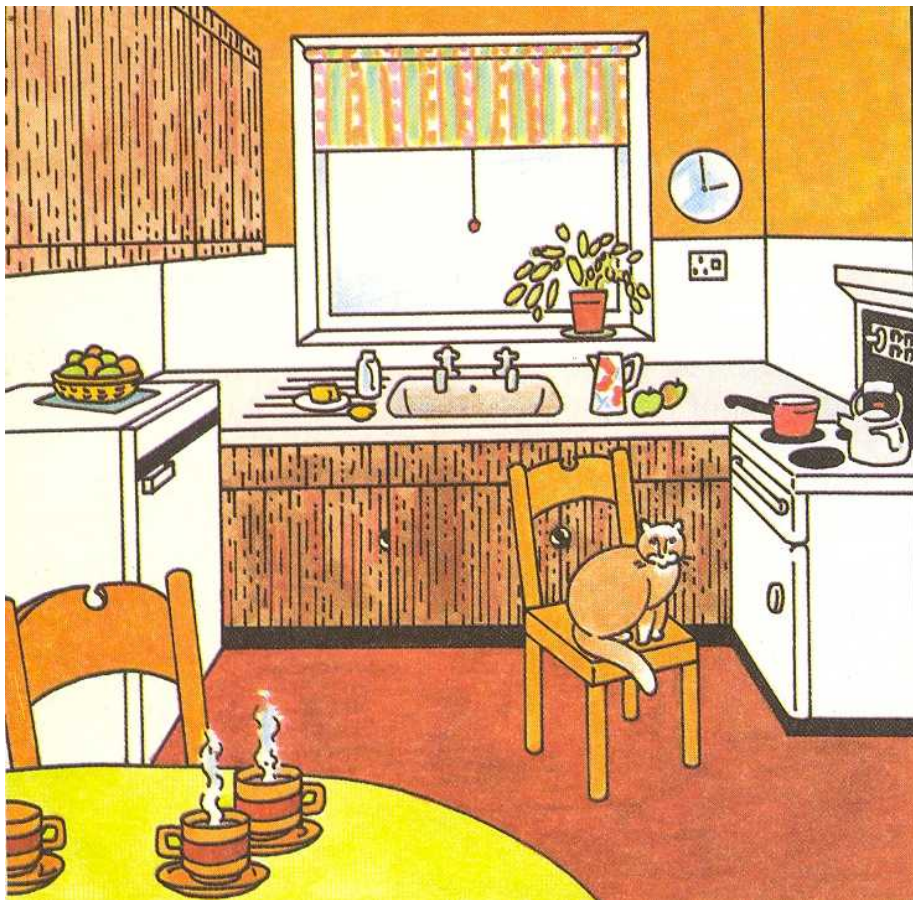
salt
sugar
bread
vinegar

pepper?
milk?
butter?
oil?

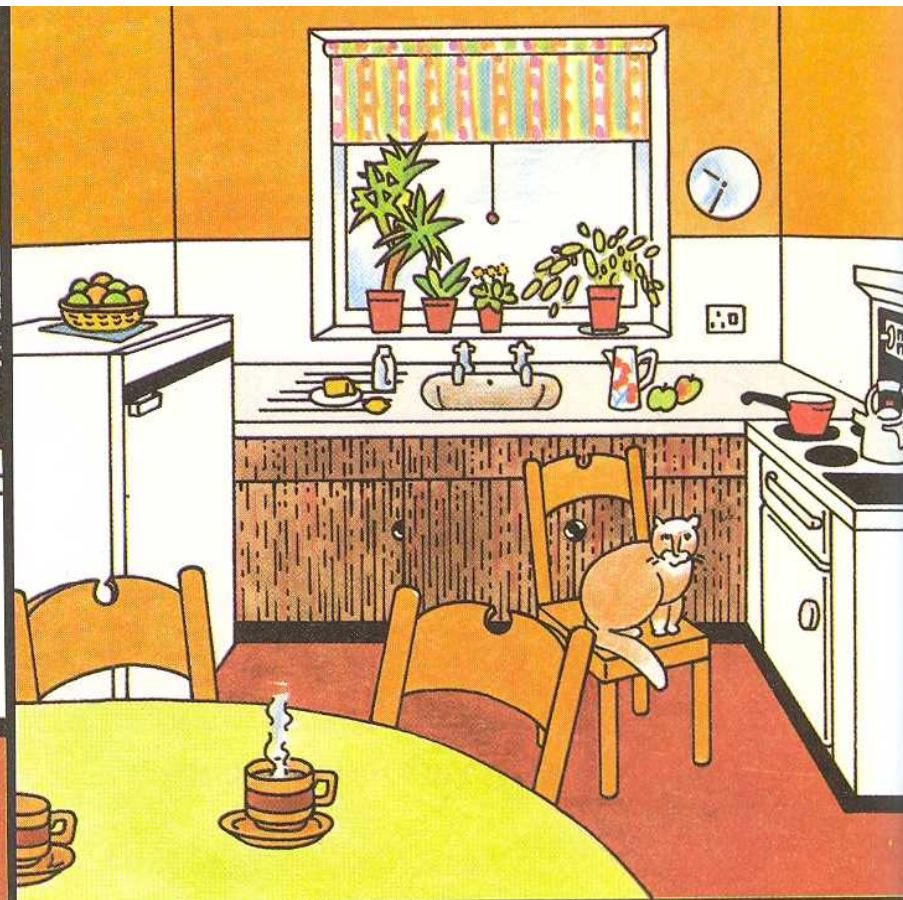


Dialogi kot jezikovna vadba

A



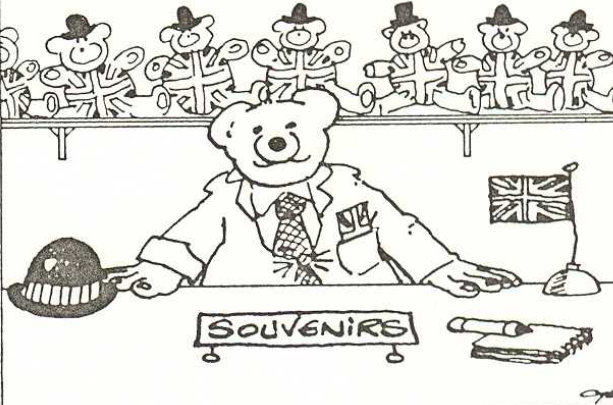
B



INFORMATION-GAP ACTIVITIES

- Gudrun is in a London department store. She wants to buy some souvenirs. Find the correct expression for each function. Write the number in the box.

Dialogi kot jezikovna vadba

<p>That's very cheap. Let me see (choosing some stickers). Hm... the Houses of Parliament... and... er... St. Paul's I think... yes St. Paul's Cathedral... And Madame Tussaud's. No, I'll take Tower Bridge instead.</p>	<ol style="list-style-type: none"> 1. Hilfe anbieten 2. Einkaufswunsch äußern 3. Etwas vorschlagen 4. Preis erfragen 5. Preisangabe 6. Bedenken äußern 7. Etwas anderes vorschlagen 8. Preis erfragen 9. Preisangabe 10. Ein paar Sachen aussuchen 11. Etwas vorschlagen 12. Sagen, wofür man sich entschlossen hat.
<p>Yes, it's fantastic. How much is it?</p>	
<p>95 p.</p>	
<p>Well, what about these here? They're a little bit smaller, though. But they're also very nice.</p>	<p>What about Buckingham Palace?</p>
<p>I'd like some stickers of London... er... I mean stickers with the sights of London on them. Have you got any?</p>	<p>25 p.</p>
<p>↑ Can I help you?</p>	<p>Yes... er... how much is one of these?</p>
<p>Yes, we've got lots of them. How about this one? It's the Tower.</p>	
<p>That's too expensive. I'd like more than just one. And I've only got £ 5.00 for souvenirs.</p>	
<p>Oh yes, ... and Westminster Abbey of course. Well, I think that's it. Yes, I'll take these five here.</p>	

17 Dialogue chart: New clothes and things

*Jemanden fragen, ob ihm
etwas Bestimmtes gefällt*

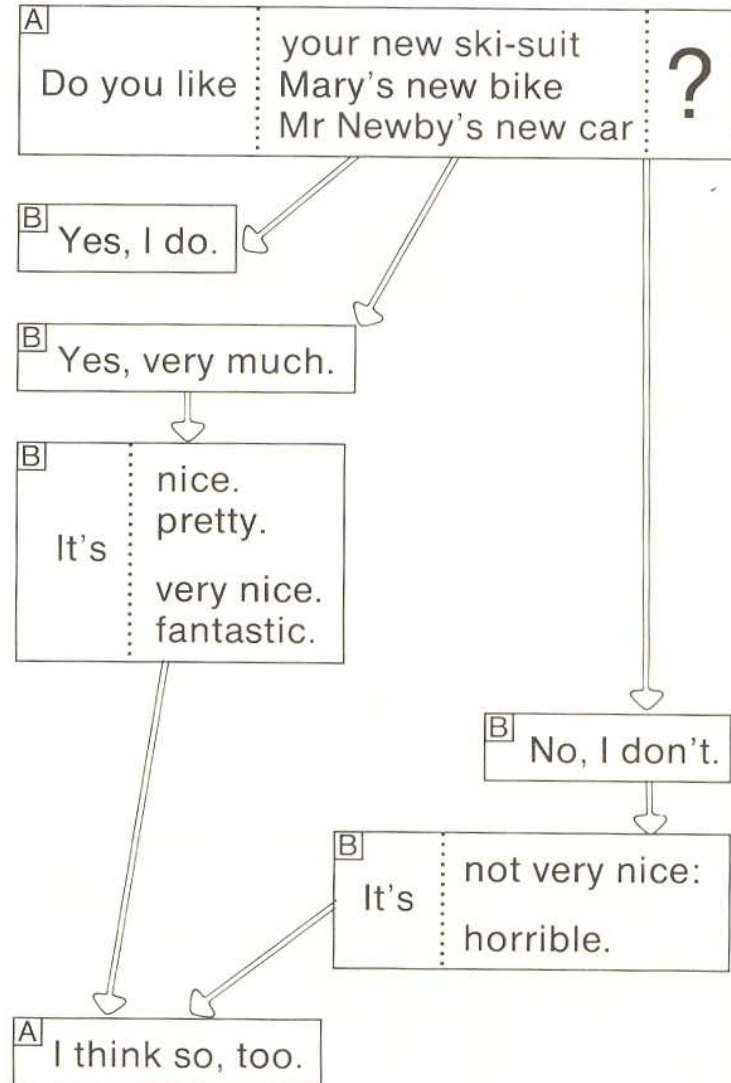
*Sagen, daß
einem etwas . . . gut gefällt*

*. . . besonders
gut gefällt*

. . . nicht gefällt

*. . . gar nicht
gefällt*

*Sagen, daß man der gleichen
Meinung ist*



Pre-formatted dialogue page with student turns omitted

Handwritten text in speech bubbles:

- 1. Hello Mr. Platini, how nice to see you again
- 2. .. Oh fine thanks. Let me introduce my wife.
- 3. Pleased to meet you. Do come inside and let's sit down
- 4. Can I offer you some coffee . or a drink perhaps?
- 5. It is, isn't it. You must've brought the sun with you.

Five empty speech bubbles are provided on the right side of the page for student responses.

Dialogue

A Please can I stay up a bit later tonight, Mum?

B I suppose so.

A Let's play cards.

B Go on then.

A Right, my deal.

B I just need to get a glass of water.

A Mum! Hurry up!

B Stop hassling me. I won't be a sec.

Writing a dialogue through the restriction of an **acrostic**

A **P**lease can I stay up a bit later tonight, Mum?

B **I** suppose so.

A **L**et's play cards.

B **G**o on then.

A **R**ight, my deal.

B **I** just need to get a glass of water.

A **M**um! Hurry up!

B **S**top hassling me. I won't be a sec.

Dialogi kot jezikovna vadba

STUDENT A

AT THE STATION

You want to get to London by 3 o'clock.

It is now 12.15.

You are hungry and would like to have lunch, either at the station or on the train.

Ask the ticket clerk about the trains to London.

STUDENT B

AT THE STATION

You are a ticket clerk.

To get to London, passengers must change at Cambridge.

There is a train at 12.30 which arrives at 2.30 and one at 1.15 which arrives at 3.15.

Passengers can buy sandwiches and drinks on the train.

Dialogi kot jezikovna vadba

STUDENT A

AT THE GREENGROCER'S

You are the greengrocer.

Your prices: apples 90p per kilo
oranges 20p each
bananas £1.10 per kilo
grapefruit 50p each
pears 95p per kilo
melons £1.60 each

You have no grapes.

You have no small change.

STUDENT B

AT THE GREENGROCER'S

You are the customer.

You want: 2 kilos apples
6 oranges
1 kilo grapes
a melon if they're not
more than £1.50 each
something else

You have a £10 note.

You don't want to spend more than £4.

Dialogi kot **jezikovna vadba**

Characters:

Customer He is a chain smoker and needs a cigarette desperately. He smokes Gauloises. He is aggressive.

Shop-Assistant She is slightly deaf and it isn't her shop. She doesn't care how much she sells. She is sloppy and apathetic.

Situation: The shop doesn't stock Gauloises. They have other cigarettes.

Mannerisms: The chain smoker coughs a lot. He is nervous. The shop assistant is knitting.

Developments: The customer asks for Gauloises but can't get them. The shop assistant offers him other cigarettes.

Props: The more of these you have the better: packets of different cigarettes, knitting needles, a 'counter'.

C: (*Coughs*) Good morning.

S.A.: (*Knitting*) What?

C: Good morning.

S.A.: Oh – Good morning.

C: (*Reaches out a trembling hand*) Twenty Gauloises please!

S.A.: Twenty what?

C: (*Impatiently*) Twenty Gauloises.

S.A.: What are they?

C: French cigarettes of course!

S.A.: French cigarettes. We haven't got any. (*Continues knitting*)

C: (*More impatiently. Coughs*) You haven't got any! Why not!

S.A.: We've only got English cigarettes!

C: I don't like English cigarettes!

And so on –

Dialogi kot vir jezikovnega vnosa

SLOVNICA



LESSON 3

Are you going to write?

Future: *going to*

1 READ



It's the last day of the World Youth Games.

Tom Anna, what's wrong?

Anna I hate saying goodbye to people. This was the best time of my life.

Tom Hey, don't be sad! Look, I've got a present for you.

Anna A present! Oh, thank you!

Tom Well, are you going to open it?!

Anna Yes, of course. Oh, Tom!

Tom Do you like it?

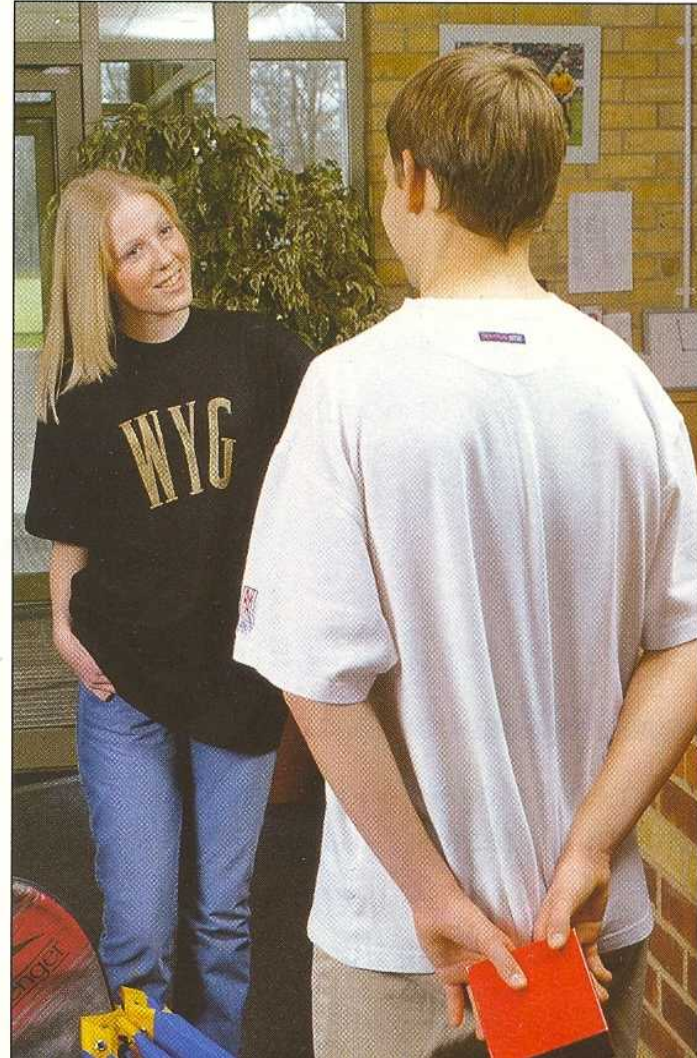
Anna It's brilliant. I'm going to wear it all the time!

Tom Can you give me your address?

Anna Are you going to write to me?

Tom Of course I am. I'm going to miss you.

Anna I'm going to miss you too!



TRIDIMENZIONALNI SLOVNIČNI OKVIR

- **OBLIKA:**

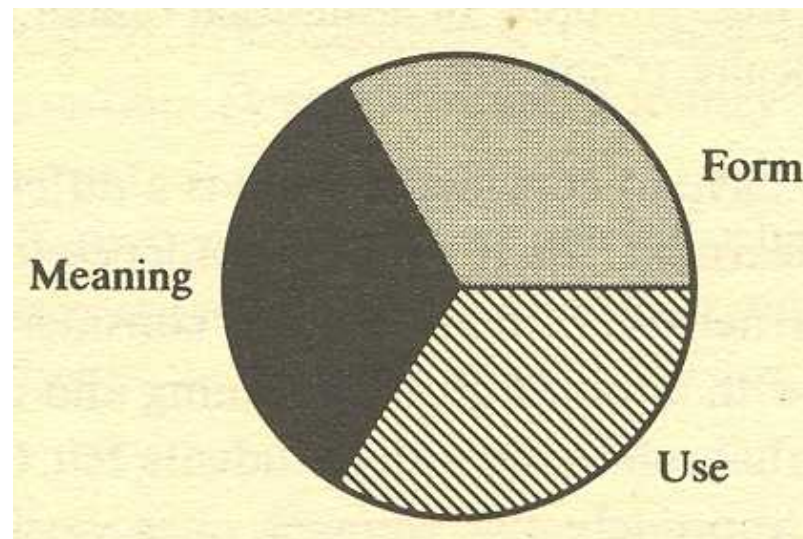
Kako se tvori?

- **POMEN**

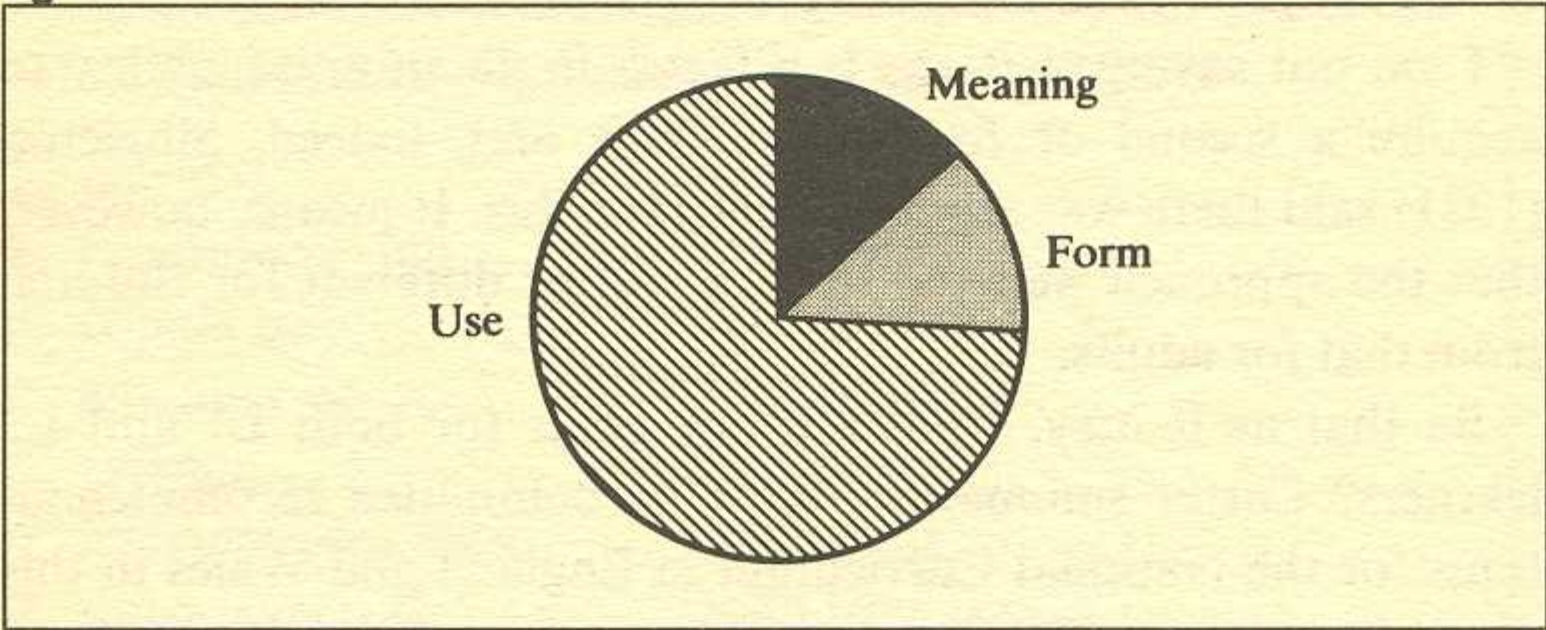
Kaj pomeni?

- **RABA/PRAGMATIKA**

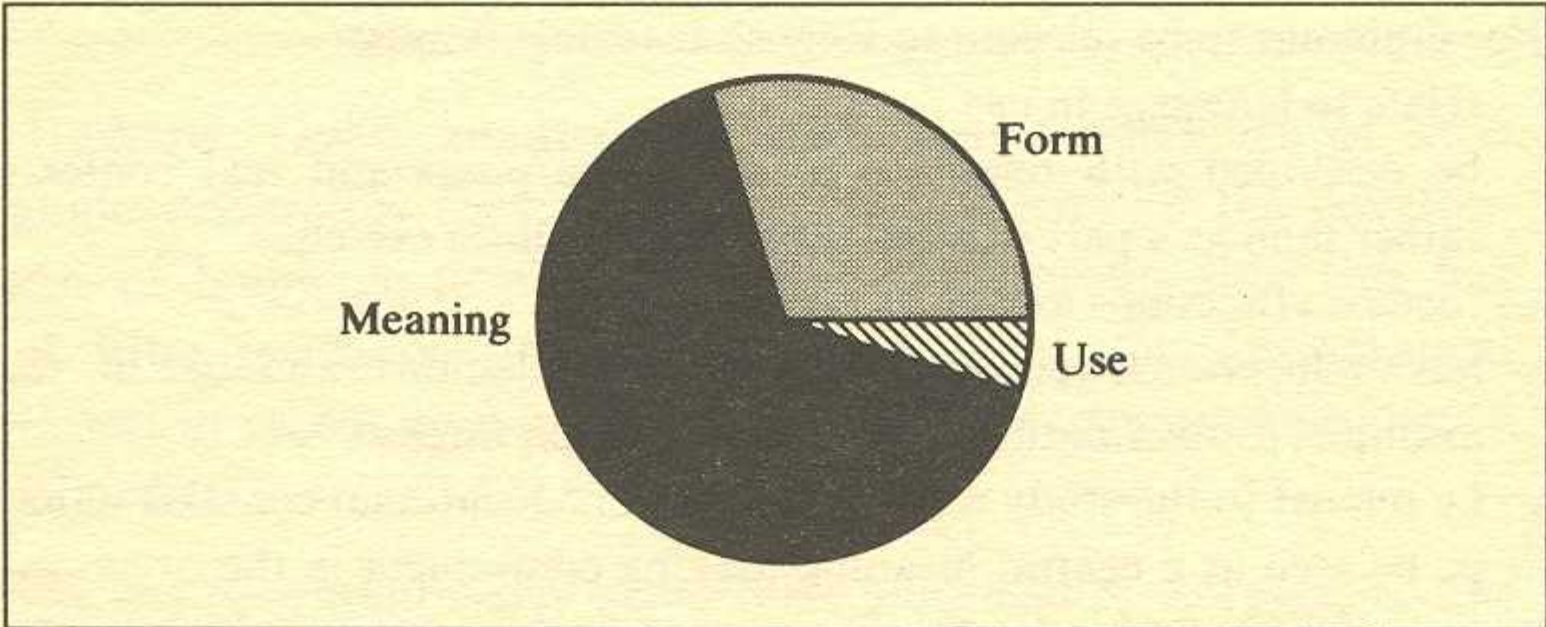
Kdaj / Kako se uporablja?



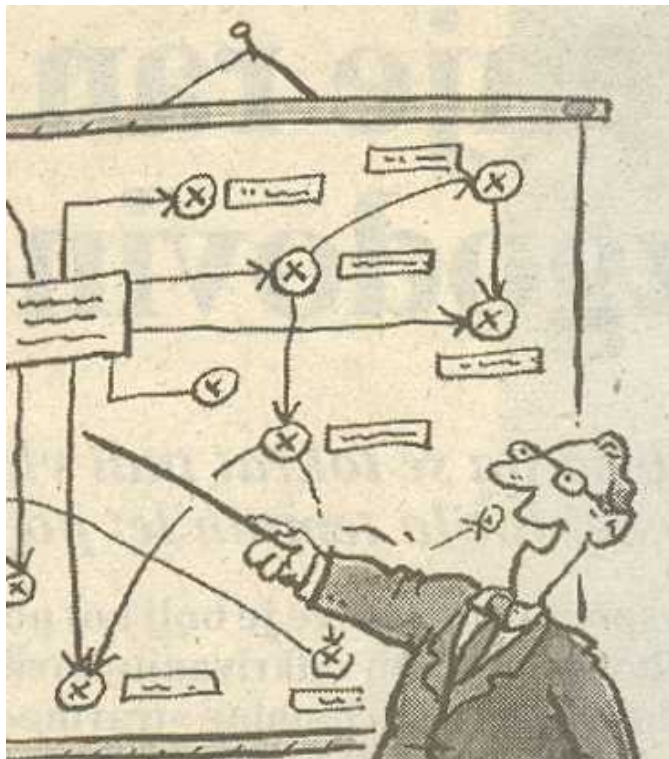
3g



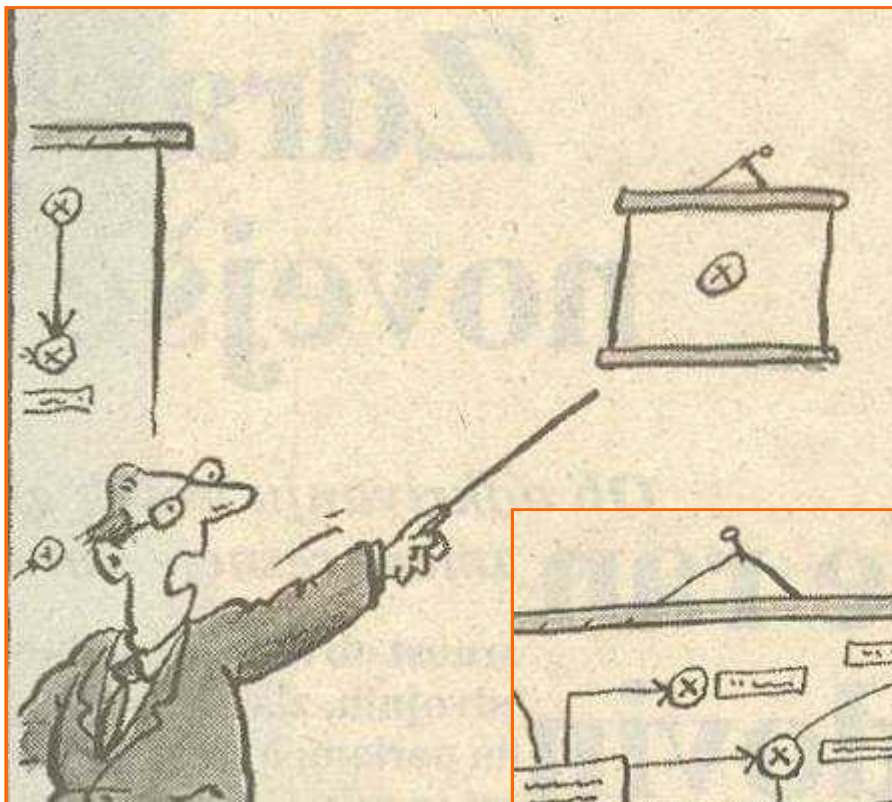
3h



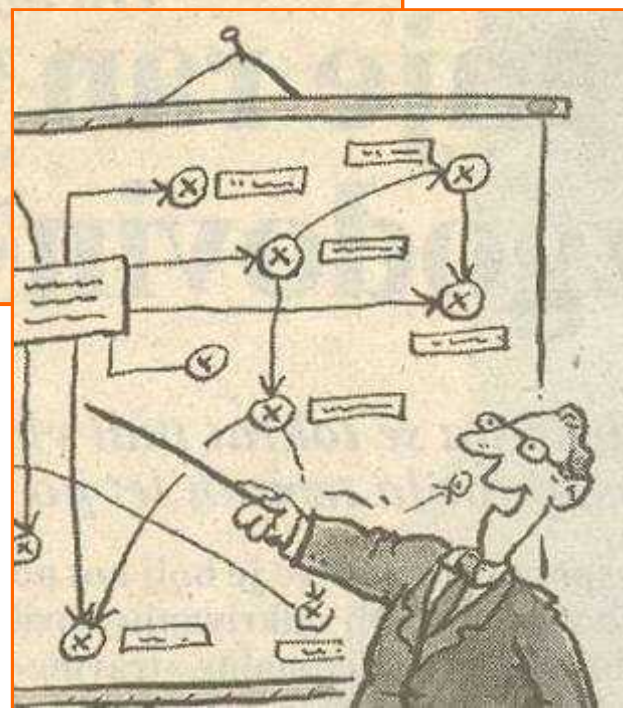
1. KONTEKSTUALIZACIJA



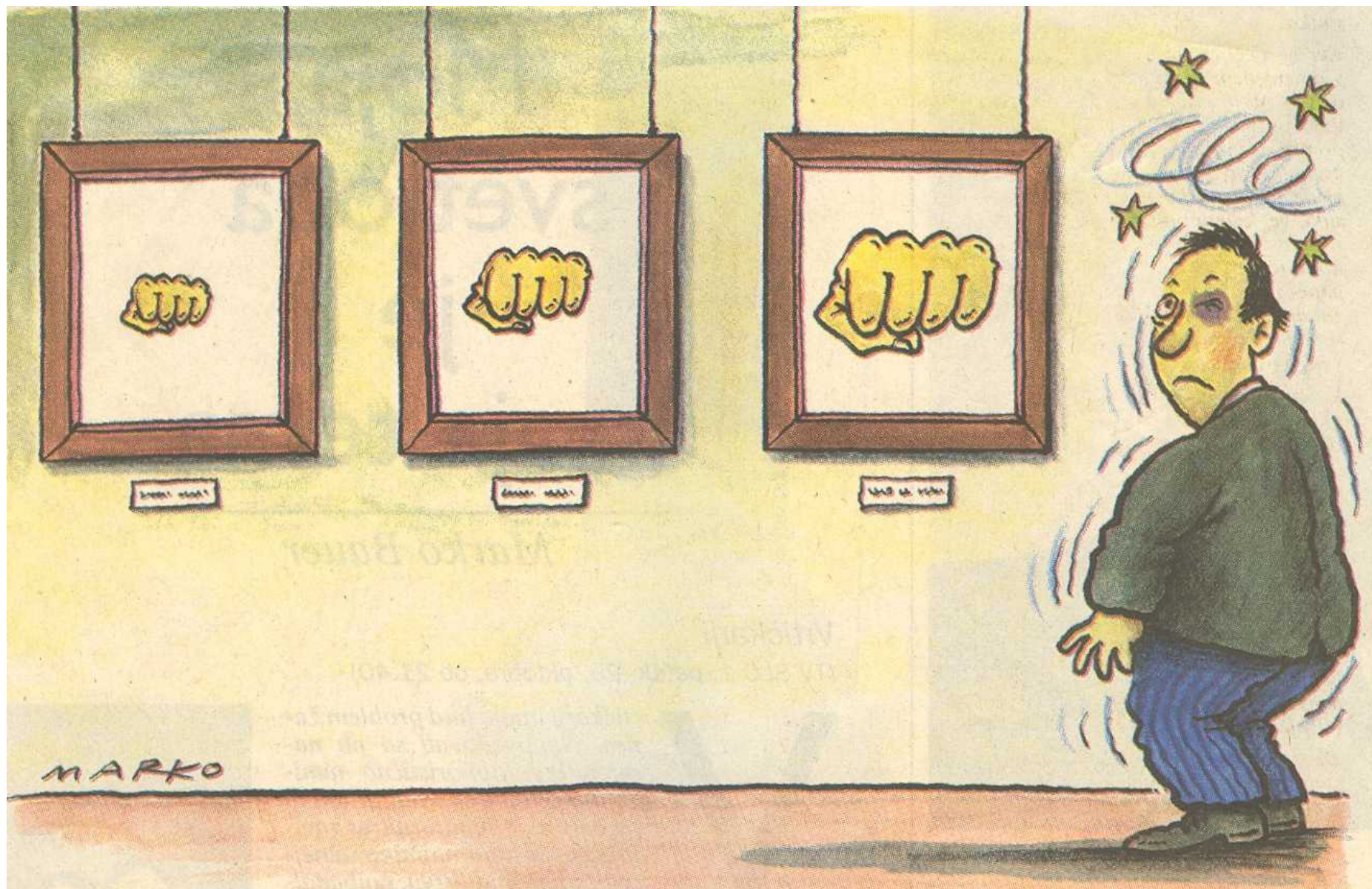
2. DEKONTEKSTUALIZACIJA



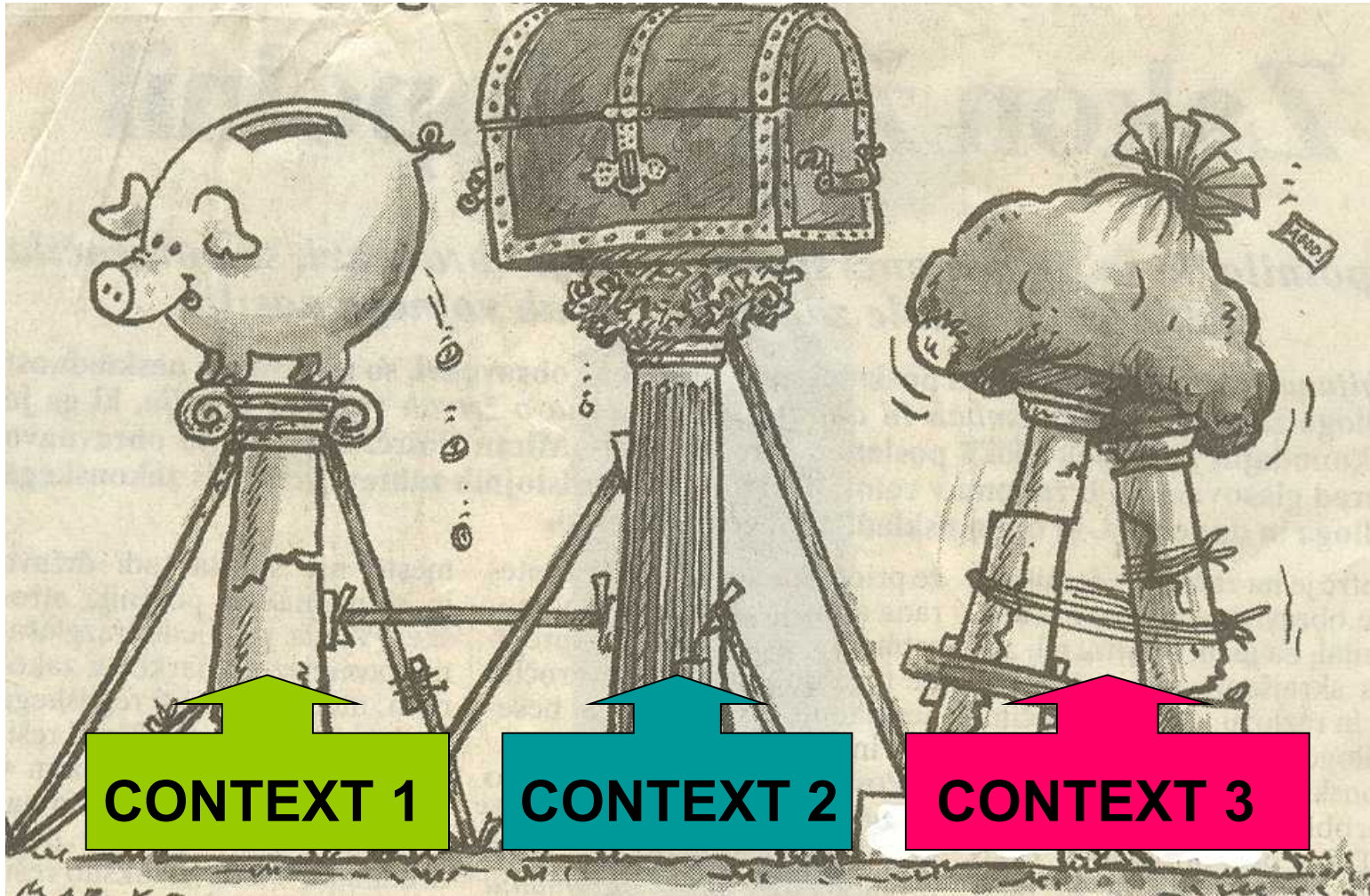
3. REKONTEKSTUALIZACIJA



POVEZAVA KONTEKST-STRUKTURA



KONTEKST IN *UUU-MODEL* (UVAJANJE – UTRJEVANJE – UPORABA)



UVAJANJE

UTRJEVANJE

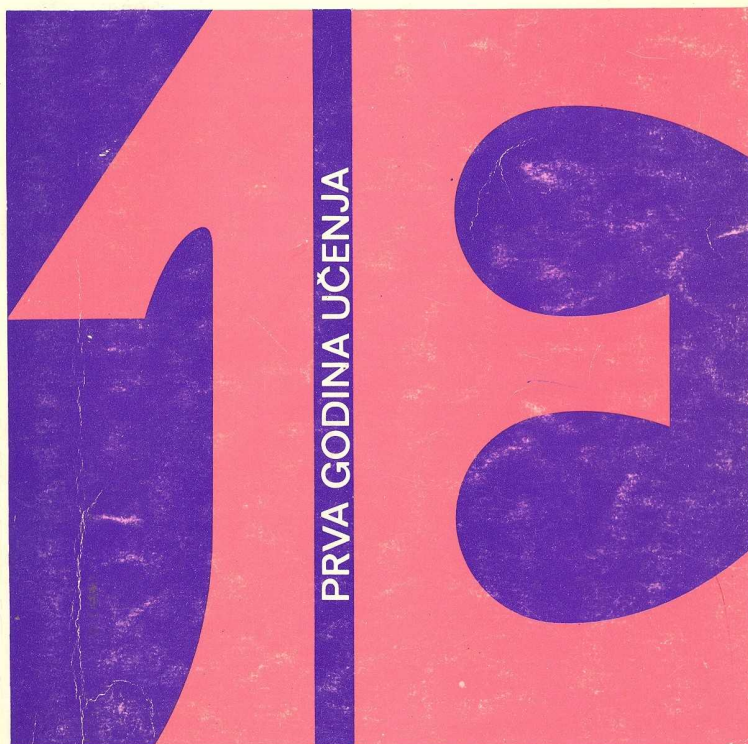
UPORABA

MARKOVIĆ
NAKIĆ
DOOLAN

Usmjereno obrazovanje

Think and Speak

Udžbenik engleskog jezika



Školska knjiga · Zagreb

1986

DOOLAN
JEMERŠIĆ
NAKIĆ

Usmjereno obrazovanje

Think and Speak

Udžbenik engleskog jezika



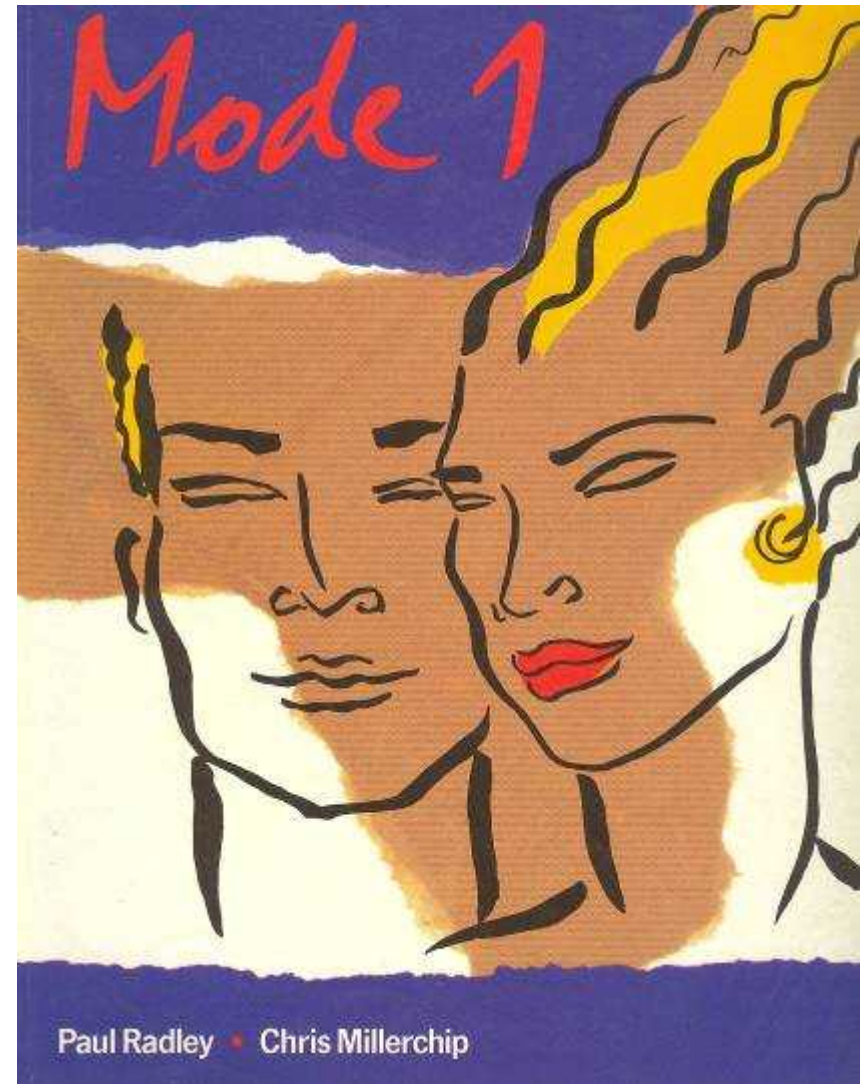
Školska knjiga · Zagreb

1987

Dialog 9: Fed up!

Radley, P. in C. Millerchip. 1989. *Mode 2*. London: Collins ELT. [str. 60]

For students in secondary schools; large mixed ability classes; for complete beginners as well as those who have studied English previously





INNOVATIONS

an intermediate / upper intermediate course by Hugh Dellar and Darryl Hocking

It's really really interesting. Well, it's different, I'll give you that! I really like this sort of thing. It's brand new. What do you do for a living? As little as possible. I know what you mean. I'm not that keen on tattoos. You won't catch me bungee jumping. It's just one of those things. What are you up to tonight? It'll be all right on the night. I would if I could. He's really laid-back. How come? I couldn't believe my eyes. He's a really nice bloke. I won't be a minute. I keep forgetting. I just couldn't resist it. Whereabouts is it? It's not really my cup of tea. Good for you! I'm just going to the loo. Do you come here often? I could really do with a holiday. You must be joking! I laughed my head off! I'm dying for a coffee. Who's pinched my pen? We get on really well. Long time no see! That reminds me. It's a must! Nice here, isn't it? So what's it like? Don't ask me! How should I know? I smell a rat! I'm pretty sure. It's a piece of cake! There's nothing you can do about it. That's just the tip of the iceberg. Now you're talking! She's a bit too old for my taste. How are things? Don't ask! I've been rushed off my feet. He's football mad. You're kidding! He eats like a horse. I was standing there minding my own business. How old are you then? Tell me about it! I've got to do a bit of shopping. Get it off your chest! It must've cost a fortune. I've just put my foot in it, I'm afraid. Where on earth have you been? Now, let me think. What kind of music are you into? I'm only joking! Do you take sugar? Wow, that was amazing! So, you'd recommend it, then? Absolutely! Hang on a minute. There's no time like the present! All the best, then. Take care! Keep in touch. OK, see

2000

LTP

Dialog 1: Pendolari

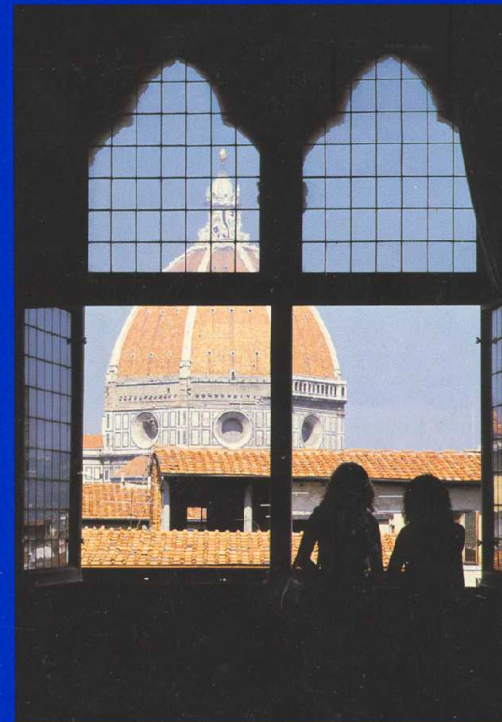
- **Katerinov, K. in M. C. Boriosi Katerinov.** 1981. *Lingua e vita d'Italia 1*. Milano, Berlin: Bruno Mondadori, Langenscheidt KG. [str. 99]
- Učbenik za odrasle



Brambilla, R. et al.
1986. *Buongiorno! 2.*
Stuttgart: Ernst Klett
Verlag. [str. 62]

buongiorno!

Italienisch für Fortgeschrittene

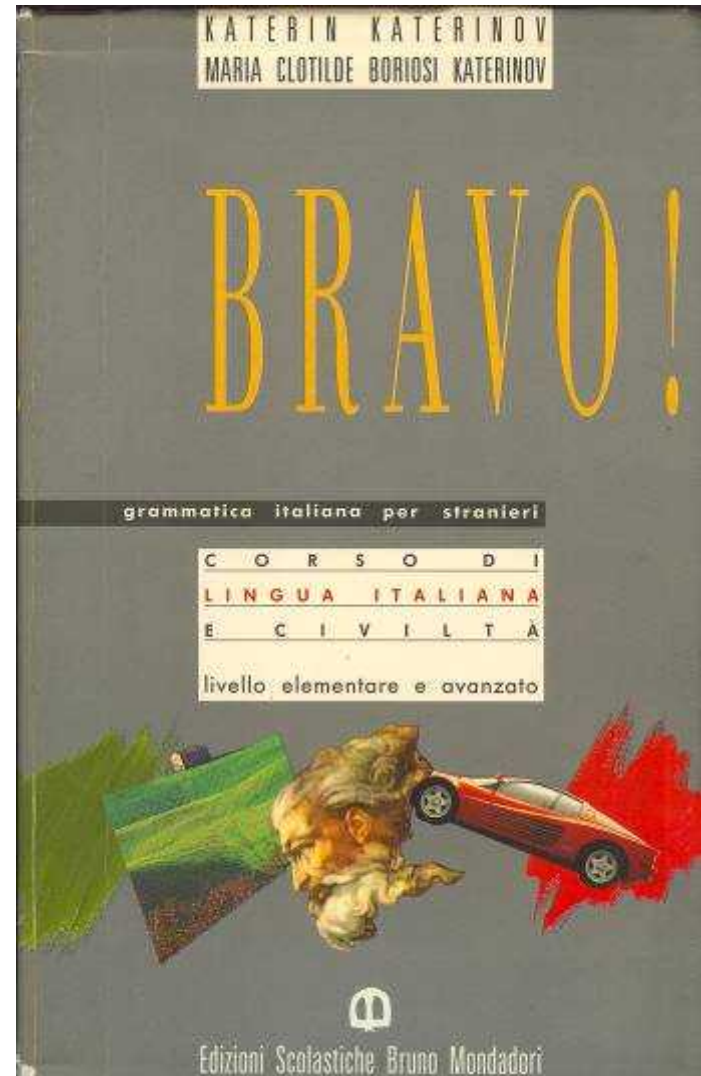


2

Dialog 3: Al bar di un albergo

Katerinov, K. in M. C. Boriosi Katerinov.
1994. *Bravo!*
Grammatica italiana per stranieri. Milano:
Bruno Mondadori.
[str. 80-81]

- Livello elementare e avanzato



Dialog 4: La donna che lavora: in casa o fuori

Carli, A. 1976. **Italienisch für Sie 2.** Ismaning: Max Hueber. [str. 97-99]

- Ein moderner Sprachkurs für Erwachsene





**FORZA
RAGAZZI !**

2

BRANKA P. BIFFEL • RITA SCOTTI



- **Biffel, P. B. in R. Scotti.** 1989. *Forza ragazzi! 2.* Zagreb: Škola za strane jezike.

Corso di lingua a livello medio per bambini delle scuole elementari

FORZA RAGAZZI, LEGGIAMO !

IN CARTOLERIA

La cartoleria di Piazza Italia è stata chiusa per un mese. Ora è tutta rinnovata.

Claudia: Guarda quanto è bella! Qui possiamo trovare tutto quello che ci serve.

Valentina: È vero. Ci sono già stata ieri, solo che non avevo tempo di fare gli acquisti.

Claudia: Mi serve soltanto della carta da lettere.

Mentre Claudia fa la fila alla cassa, Valentina sceglie quaderni, pennarelli ed altre cosette.

Commessa: Che cosa desideri?

Valentina: Mi dia sette quaderni a righe e quattro a quadretti.

Commessa: Grandi o piccoli, i quadretti?

Valentina: Piccoli.

Commessa: Ti serve qualcos'altro?

Valentina: Mi dia anche due pennarelli neri, per piacere. Scusi, non vedo dove sono le squadre, i compassi...

Commessa: Ci sei stata nell'altro reparto? È in fondo a destra.

Valentina: Ci vado adesso, grazie.

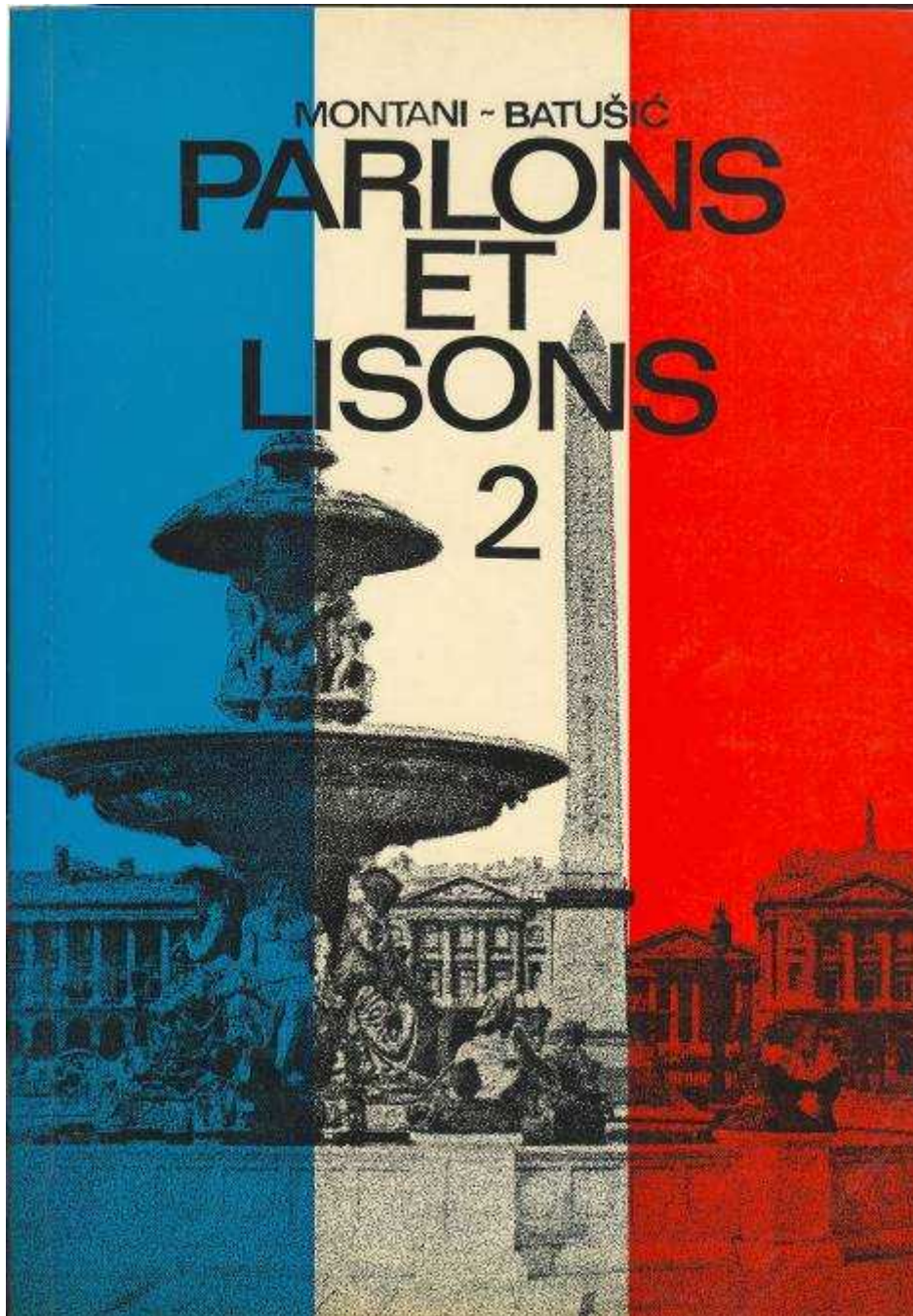
All'uscita le ragazze vedono il manifesto di una vecchia Fiat e lo comprano per l'officina di Francesco.

Dialog 5: All'albergo

**Mermolja Šestan, M. in
D. Benčič. 1986.**
L'italiano facile I.
Ljubljana: DZS. [str.
48-49]

Tečaj za odrasle
začetnike.





**Montani, K. in I.
Batusić. 1974.
Parlons et lisons 2.
Zagreb: Školska
knjiga.**

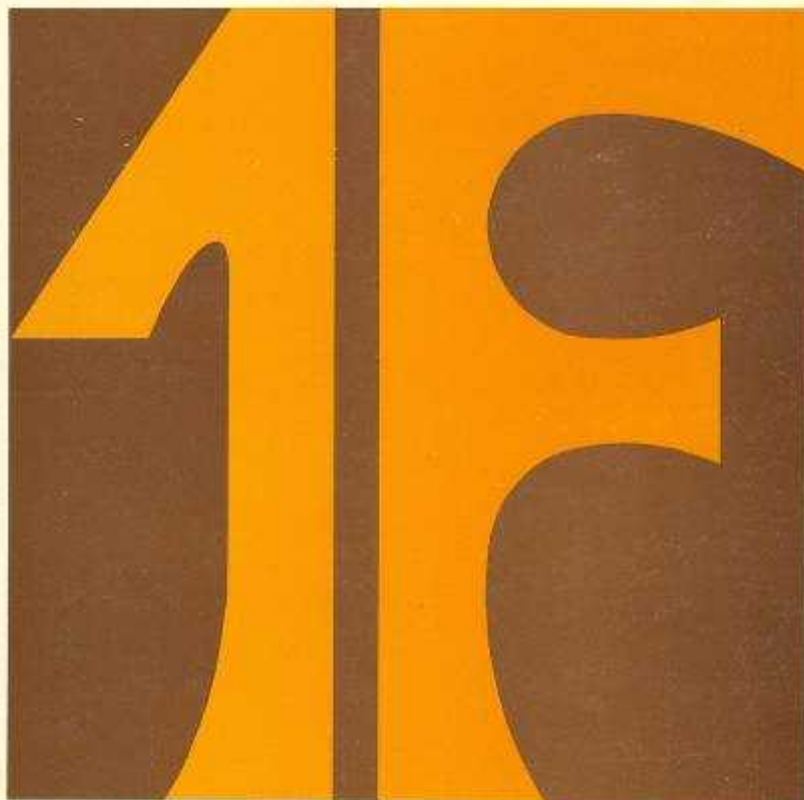
BATUŠIĆ
VRHOVAC

Srednje izobraževanje

Réfléchis et dis-le en français

Učbenik francoskega jezika

1985



ZALOŽBA OBZORJA MARIBOR

Devant un magasin



Marc:

Salut, les filles !

Qu'est-ce que vous regardez ?

Marie:

Denise regarde les disques.

Moi, je regarde les cassettes.

Marc:

Entrons dans le magasin.

Denise:

Vous avez le disque *Salut* de Joe Dassin ?

Marie:

Et la cassette *Paris* ?

La vendeuse:

Mais, oui. Voici le disque. Voilà la cassette.



Les trois amis écoutent la chanson, puis la cassette.
Denise achète le disque.

Marc:

Et maintenant allons prendre quelque chose au café.

Marc à Denise:

Pour toi, mon ange, un schweppes orange.

Denise à Marc:

Pour toi, mon garçon, un schweppes citron.

Marie:

Et pour moi ?

Marc.:

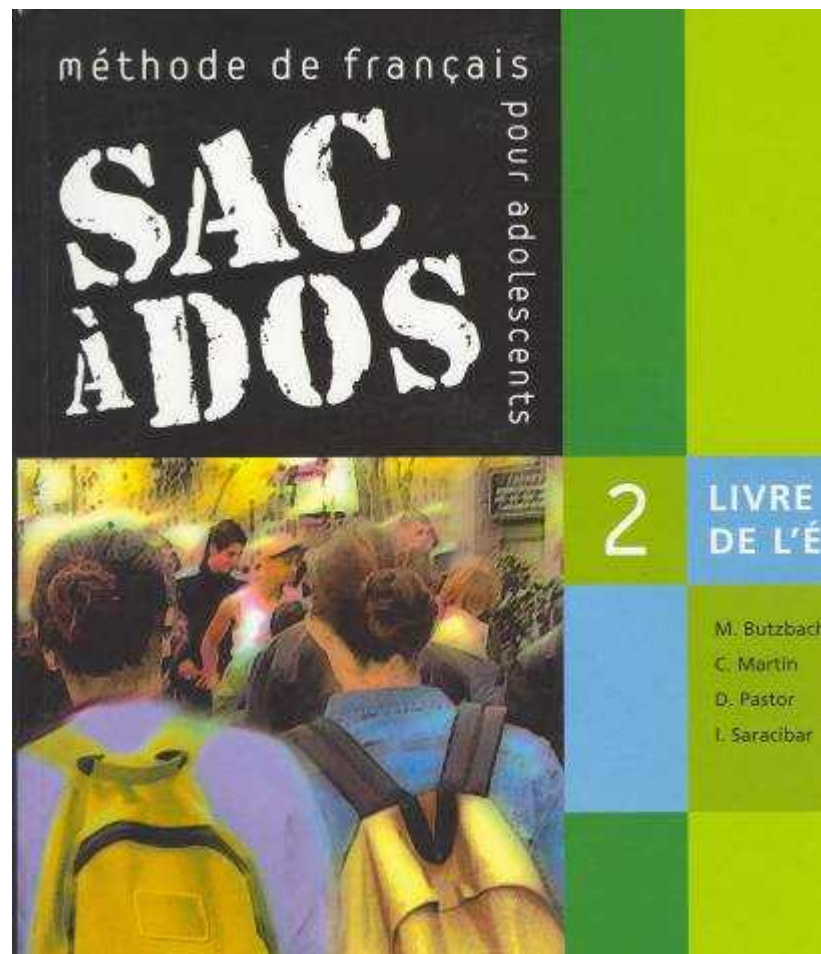
Un coca.



Dialog 10: L'uniforme au collège: pour ou contre?

Butzbach, M., C.
Martin, D. Pastor in I.
Saracibar. 2004. *Sac*
à dos 2. Barcelone:
Difusion. [str. 40]

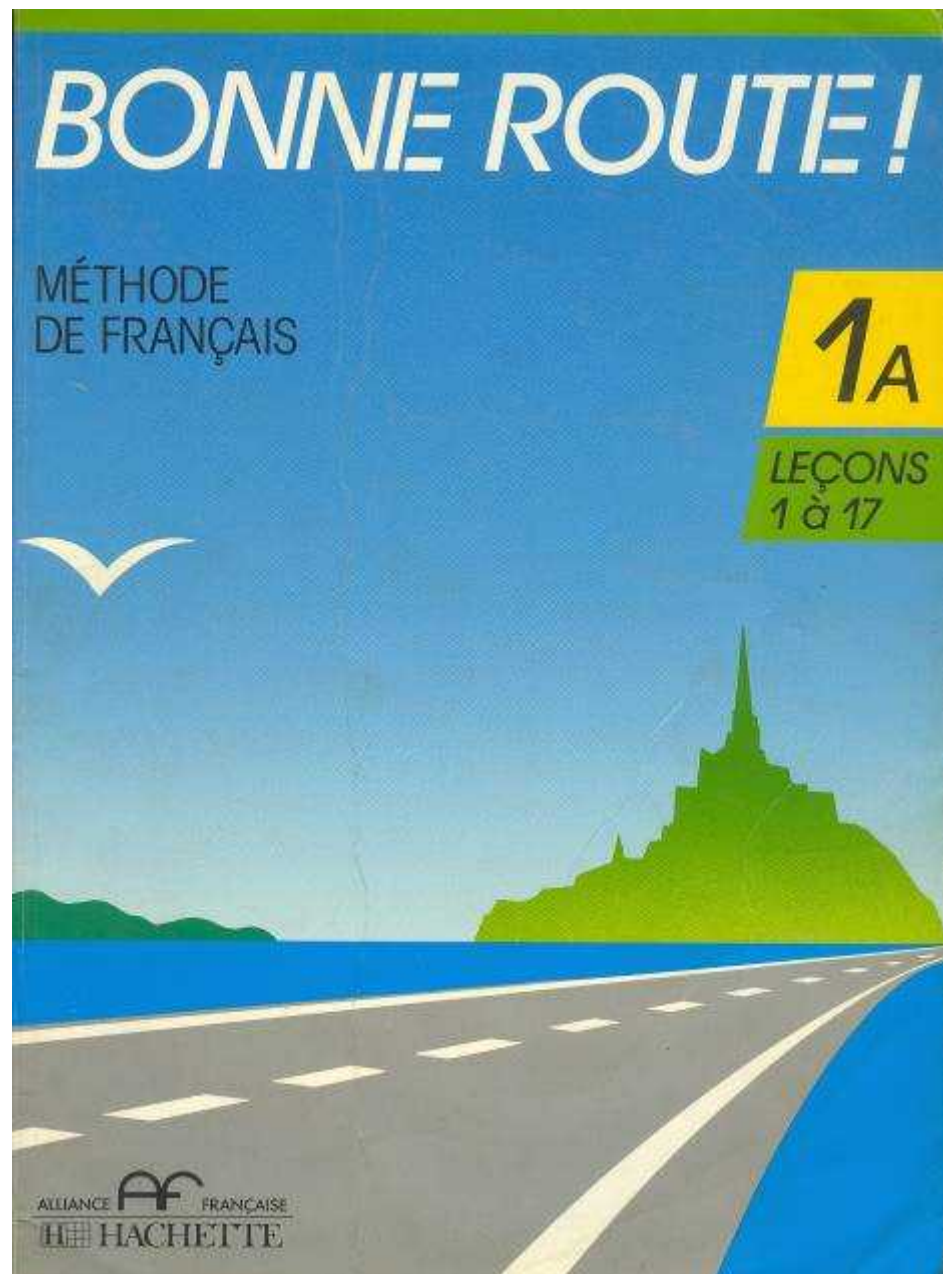
Za mladostnike v
starosti od 12 do 15
let



Geffroy, R., D. Lo Cascio in M. Rivas. 1991. *La clé des champs 1*. Pariz: Larousse, Français langue étrangère. [str. 87]



Gibert, P. 1988. *Bonne route! 1A*. Pariz: Hachette.



**Courtilon, J. in M.
Argaud. 1987.
Archipel 3. Pariz:
Les Éditions Didier.**

