

## BOOKS AND READING

### 1. Uwagi ogólne

Zestaw materiałów opatrzony wspólnym tytułem *Books and Reading* został wykorzystany podczas zajęć ze studentami uzupełniających studiów magisterskich kształcącymi się na kierunkach humanistycznych, takich jak polonistyka i pedagogika, a także ścisłych – zarządzanie informacją (dawne bibliotekoznawstwo). Ze względu na uniwersalną tematykę, jaką są korzyści płynące z czytania (tekst *10 Benefits of Reading*) oraz poznawanie nowych kultur przez czytanie książek z różnych części świata (słuchanie TEDx talk pt.: *My Year Reading a Book from Every Country in the World*), materiały te mogą one posłużyć również studentom innych wydziałów.

### 2. Poziom zaawansowania: B2+/C1

### 3. Czas trwania opisywanych ćwiczeń

Opisywane ćwiczenia przeznaczone są na jedną 90 minutową jednostkę lekcyjną.

Czas trwania został ustalony na podstawie doświadczenia wynikającego z pracy z wykorzystaniem poniższych ćwiczeń w grupach na poziomie B2+.

### 4. Cele dydaktyczne

Podstawowym założeniem zaprezentowanego materiału ma być rozwijanie umiejętności rozumienia tekstu czytanego, sprawności rozumienia ze słuchu treści specjalistycznych, wypowiedzi ustnej dotyczącej relacjonowania treści zawartej w artykule oraz zaprezentowania własnego punktu widzenia na podstawie usłyszanych treści.

Aby ułatwić studentom osiągnięcie tych celów, stworzyłam ćwiczenia na rozwijanie słownictwa: odnajdywanie słów w tekście, związki frazeologiczne oraz słowotwórstwo.

## 5. Uwagi i sugestie

W zbiorze przewidziane są ćwiczenia na następujący rodzaj interakcji: student–student, student–nauczyciel oraz pracę indywidualną.

Ćwiczenia można odpowiednio modyfikować, poświęcając na nie mniej lub więcej czasu podczas zajęć, lub niektóre z nich zadać jako pracę domową w zależności od potrzeb grupy i nauczyciela.

Zajęcia rozpoczynamy krótką dyskusją w parach/małych grupach na tematy związane z doświadczeniem studentów wynikającym z czytelnictwa. Następnie przechodzimy do wprowadzenia do czytania, jakim jest „burza mózgów” dotycząca korzyści płynących z czytania książek. Studenci wykonują to ćwiczenie w parach, a potem w zasadniczej części zajęć czytają fragmenty tekstu w celu porównania swoich przewidywań z informacjami zawartymi w artykule (*10 Benefits of Reading*). Studenci czytają tekst z podziałem na części A/B, po czym relacjonują partnerom swój fragment i weryfikują fakty z przewidywanymi przez siebie odpowiedziami.

Kolejnym etapem są ćwiczenia leksykalne do tekstu: odnajdywanie słów i dopasowywanie ich do definicji, łączenie związków wyrazowych oraz słowotwórstwo. Studenci wykonują ćwiczenia indywidualnie, po czym porównują je z partnerem przed przeczytaniem poprawnych odpowiedzi na forum grupy.

Następnym elementem lekcji jest rozwijanie umiejętności słuchania ze szczególnym naciskiem na wychwytywanie z kontekstu specjalistycznych słów związanych z czytelnictwem (TEDx talk: *My Year Reading a Book from Every Country in the World*, Ann Morgan).

Zadaniem studentów jest wysłuchanie wypowiedzi oraz wykonanie ćwiczenia na ogólne rozumienie materiału, jakim są zdania typu prawda/fałsz. Następnie przechodzimy do ponownego słuchania i uzupełnienia fragmentów wypowiedzi usłyszczanymi słowami. Dobór słów nie jest przypadkowy, są to wyrazy i frazy związane z tematyką czytelnictwa. Aby nie słuchać ponownie całości, przed każdą potrzebną częścią został podany dokładny czas, od którego należy zaprezentować fragment.

Trzeba zachęcić studentów, aby samodzielnie pracowali nad rozwijaniem umiejętności rozumienia szczegółów przez przesłuchanie materiału w domu tyle razy, ile to konieczne.

Po wykonaniu ćwiczeń na rozumienie przechodzimy do podsumowania, którym jest ustna rozmowa w parach lub małych grupach i wymiana własnych refleksji dotyczących zaprezentowanego przez Ann Morgan eksperymentu czytania jednej książki z każdego kraju świata w celu zdobycia wiedzy na temat jego kultury.

Całość zajęć wieńczy kolejna rozmowa, tym razem w innych parach, małych grupkach, polegająca na wymianie poglądów/preferencji czytelniczych.

Jako podsumowanie zadajemy studentom zadanie domowe – streszczenie danej książki. Studenci mają do wyboru jeden z trzech tematów (zob. Homework). Zadanie to może służyć doskonaleniu prezentowania danych treści; skupiamy się wtedy na cechach prezentacji, a studenci streszczenie książki mają potraktować jako krótką wypowiedź ustną w formie prezentacji. Drugą opcją jest doskonalenie wypowiedzi pisemnej; należy w tym wypadku zlecić napisanie streszczenia. Wybór rodzaju zdania zależy od tego, jaką umiejętność chcemy w studentach doskonalить, a więc od potrzeb kursu.

# BOOKS AND READING

## I. WARM-UP SPEAKING ACTIVITY: BOOKS

Discuss in pairs.

### STUDENT A

1. What kind of books do you like?
2. Do you like keeping the books you have read?
3. What is the most number of times you have read the same book? What's its title?
4. Which is better: the book or the film? Give examples.
5. How many books have you read in English?

### STUDENT B

1. Who is your favourite author?
2. Would you like to be a writer? If you ever wrote a book what would it be about?
3. Do you spend a lot of time browsing in bookshops?
4. What book would you recommend for children?
5. Which book would you like to (be able to) read in English.

## II. READING AND VOCABULARY EXPANSION

### 10 Benefits of Reading: Why You Should Read Every Day

Source: <http://www.lifehack.org/articles/lifestyle/10-benefits-reading-why-you-should-read-everyday.html>.

Read the headline of the text and try to answer the question: why is reading to the mind what exercise is to the body? Brainstorm the benefits of reading.

Then, read the introduction and the next part in pairs (student A – from 1–5, student B 6–10) and tell each other about your part of the text in your own words. Compare with your predictions.

When was the last time you read a book, or a **substantial** magazine article? Do your daily reading habits center around tweets, Facebook updates, or the directions on your instant oatmeal packet? If you're one of countless people who don't make a habit of reading regularly, you might be missing out: reading has a significant number of benefits, and just a few benefits of reading are listed below.

Read the part of the text which you haven't read previously and do the exercises for vocabulary practice.

**1. Definitions. Find the words in the text to match with the definitions below.**

1. .... (noun) – a different world
2. .... (verb) – to add short notes to a book or piece of writing
3. .... ( phrase) – to become completely involved in an activity
4. .... (phrase) – not enough knowledge or understanding of a particular subject or situation
5. .... (noun) – help
6. .... (noun) – fluency
7. .... (adjective) – large in amount, value or importance
8. .... (noun) – difficulties
9. .... (adjectives) – necessary or essential in order for something to succeed or exist
10. .... (adjective) – extremely large or great

**2. Collocations. Match the collocations**

- |                        |                     |
|------------------------|---------------------|
| 1. internet-crazed     | a) recall           |
| 2. to boost            | b) topics           |
| 3. to interact with    | c) your co-workers  |
| 4. to forge            | d) your self-esteem |
| 5. to come in          | e) vocabulary       |
| 6. a variety of        | f) challenge        |
| 7. to tackle           | g) prose            |
| 8. a short-term memory | h) calm             |
| 9. to craft            | i) peace            |
| 10. an expansion of    | j) mood disorders   |
| 11. inner              | k) handy            |
| 12. sense of           | l) world            |
| 13. to suffer from     | m) new synapses     |

**3. Produce sentences of your own to illustrate the meaning of the collocations above. You may need to use a dictionary.**

**4. Word formation. Fill in the gaps with words made out of the ones provided in capitals.**

1. She's very ..... about all kinds of music. KNOW
2. The wind ..... overnight. STRONG
3. I've warned her ..... times but she doesn't listen to me. COUNT
4. I enjoyed the play, ..... the second half. PARTICULAR
5. My ..... is at its peak in the morning till noon. PRODUCT
6. These technological developments were hardly ..... 30 years ago. IMAGINE
7. The story is very ....., it really reads well. WRITE

**III. LISTENING AND SPEAKING**

Listening based on TEDx talk: *My Year Reading a Book from Every Country in the World* by Ann Morgan (duration: 12 min)

Source: [https://www.ted.com/talks/ann\\_morgan\\_my\\_year\\_reading\\_a\\_book\\_from\\_every\\_country\\_in\\_the\\_world?language=zh](https://www.ted.com/talks/ann_morgan_my_year_reading_a_book_from_every_country_in_the_world?language=zh).

**1. Listen and write if the following sentences are True or False.**

1. Before the start of the project, Ann Morgan read only books by Irish authors.
2. She ended up with 199 countries.
3. About 4.5% of the literary works published in the United Kingdom are translations.
4. She informed the world about the project using only Twitter.
5. She received the first book for the project from Germany.
6. Juan David Morgan sent Ann the yet unpublished translation of his book.
7. Ann Morgan received an English version of *The Deluge* by Henryk Sienkiewicz from Poland.
8. Both Ann Morgan's friends and strangers took part in the project.
9. Ann Morgan thinks that books have the power to connect us despite political, geographic, cultural, social and religious differences.

**2. Listen again to the fragments and fill in the blanks with appropriate phrases that you hear.**

It's often said that you can tell a lot about a person by looking at what's on their ..... What do my ..... say about me? Well, when I asked myself this question a few years ago, I made an alarming discovery. I'd always thought of myself as a fairly ..... sort of person. But my bookshelves told

a rather different story. Pretty much all the titles on them were by British or North American ..... and there was almost nothing in ..... Discovering this massive, cultural blind spot in my reading came as quite a shock.

0:51 And when I thought about it, it seemed like a real shame. I knew there had to be lots of amazing stories out there by writers working in languages other than English. And it seemed really sad to think that my ..... meant I would probably never encounter them. So, I decided to prescribe myself an ..... of global reading. 2012 was set to be a very international year for the UK; it was the year of the London Olympics. And so I decided to use it as my time frame to try to read a ..... or ..... from every country in the world. And so I did. And it was very exciting and I learned some remarkable things and made some wonderful connections that I want to share with you today. (...)

2:08 I then had to face up to the fact that I might even not be able to get books in English from every country. Only around 4.5 percent of the ..... published each year in the UK are translations, and the figures are similar for much of the English-speaking world. (...)

3:05 The upshot is that there are actually quite a lot of nations that may have little or even no ..... literature in English. Their books remain invisible to readers of the world's most published language. But when it came to reading the world, the biggest challenge of all for me was that fact that I didn't know where to start. Having spent my life reading almost ..... and ..... books, I had no idea how to go about sourcing and finding ..... and choosing them from much of the rest of the world. I couldn't tell you how to source a story from Swaziland. I wouldn't know a good novel from Namibia. There was no hiding it – I was a clueless literary xenophobe. So how on earth was I going to read the world? (...)

9:24 The books I read that year opened my eyes to many things. As those who enjoy reading will know, books have an ..... to take you out of yourself and into someone else's ..... so that, for a while at least, you look at the world through different eyes. That can be an ..... experience, particularly if you're reading a book from a culture that may have quite different ..... to your own. But it can also be really ..... Wrestling with unfamiliar ideas can help ..... your own thinking. And it can also show up blind spots in the way you might have been looking at the world.

10:02 When I looked back at much of the English-language literature I'd grown up with, for example, I began to see how ..... a lot of it was, compared to the ..... that the world has to offer. And as the ..... turned, something else started to happen, too. Little by little, that long list of countries that I'd started the year with, changed from a rather dry, academic register of place names into living, breathing entities. (...)

### 3. Discuss in pairs:

- What do your bookshelves say about you?
- Would you be willing to take part in such an experiment? Why yes/no? What could be the problems?
- If you were to suggest just one Polish book for Ann Morgan, which book would you choose? Justify your choice.
- Do you think that you can learn a lot about a country by reading the books from it?

## FOLLOW-UP SPEAKING ACTIVITY

Talk to your partner about your reading tastes. Try to use a variety of phrases/ adjectives to describe a book.

Tell your partner about a book:

- that you were made to read at school and hated,
- that you feel you should read, but you haven't,
- that you have read but you can't remember anything about it,
- that you decided to read after seeing the film,
- that you think would make a very good film,
- that you couldn't put down,
- that you started but couldn't finish,
- that you have bought but have never opened.

Exercise taken from *New English File Advanced*.

## HOMEWORK

Prepare a five-minute presentation (optionally: write a book review) on one of the following topics:

- The book which had a strong influence on you.
- Your favourite book from childhood.
- The book which you recommend reading on a long, boring journey.

In your presentation include:

1. The title, the author, when and where it was set.
2. The plot including information about the main characters.
3. What you liked about it and any criticism that you may have.
4. A summary of your opinion and recommendation.



## KEY

### II. Reading and vocabulary expansion:

1.

1. Realm
2. Annotate
3. Immerse yourself in
4. Lack of awareness
5. Aid
6. Fluidity
7. Substantial
8. Tensions
9. Vital
10. Immense

2.

1. internet-crazed world
2. to boost your self-esteem
3. to interact with your co-workers
4. to forge new synapses
5. to come in handy
6. a variety of topics
7. to tackle challenge
8. a short-term memory recall
9. to craft prose
10. an expansion of vocabulary
11. inner peace
12. sense of calm
13. to suffer from mood disorders

4.

1. knowledgeable
2. strengthened
3. countless
4. particularly
5. productivity
6. imaginable
7. well-written

### III. Listening and speaking

1. 1F, 2F, 3T, 4F, 5F, 6T, 7F, 8T, 9T

2. It's often said that you can tell a lot about a person by looking at what's on their **bookshelves**. What do my **bookshelves** say about me? Well, when I asked myself this question a few years ago, I made an alarming discovery. I'd always thought of myself as a fairly **cultured, cosmopolitan** sort of person. But my bookshelves told a rather different story. Pretty much all the titles on them were by British or North American **authors**, and there was almost nothing in **translation**. Discovering this massive, cultural blind spot in my reading came as quite a shock.

0:51 And when I thought about it, it seemed like a real shame. I knew there had to be lots of amazing stories out there by writers working in languages other than English. And it seemed really sad to think that my **reading habits** meant I would probably never encounter them. So, I decided to prescribe myself an **intensive course** of global reading. 2012 was set to be a very international year for the UK; it was the year of the London Olympics. And so I decided to use it as my time frame to try to read a **novel, short story collection** or **memoir** from every country in the world. And so I did. And it was very exciting and I learned some remarkable things and made some wonderful connections that I want to share with you today. (...)

2:08 I then had to face up to the fact that I might even not be able to get books in English from every country. Only around 4.5 percent of the **literary works** published each year in the UK are translations, and the figures are similar for much of the English-speaking world. (...)

3:05 The upshot is that there are actually quite a lot of nations that may have little or even no **commercially available** literature in English. Their books remain invisible to readers of the world's most published language. But when it came to reading the world, the biggest challenge of all for me was that fact that I didn't know where to start. Having spent my life reading almost **exclusively British** and **North American** books, I had no idea how to go about sourcing and finding **stories** and choosing them from much of the rest of the world. I couldn't tell you how to source a story from Swaziland. I wouldn't know a good novel from Namibia. There was no hiding it – I was a clueless literary xenophobe. So how on earth was I going to read the world? (...)

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10:02 When I looked back at much of the English-language literature I'd grown up with, for example, I began to see how **narrow** a lot of it was, compared to the **richness** that the world has to offer. And as the **pages** turned, something else started to happen, too. Little by little, that long list of countries that I'd started the year with, changed from a rather dry, academic register of place names into living, breathing entities. (...)