



# LIFE IN 15

**Sřední průmyslová škola Hranice**

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**06\_Life in 15**

**CZ.1.07/1.5.00/34.0608**

# Výukový materiál

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EVROPSKÁ UNIE



MINISTERSTVO ŠKOLSTVÍ,  
MLÁDEŽE A TĚLOVÝCHOVY



OP Vzdělávání  
pro konkurenceschopnost

INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

# LIFE IN 15

**Předmět:** Anglický jazyk

**Ročník:** 4. ročník

**Jméno autora:** Mgr. Radka Vorlová

**Škola:** SPŠ Hranice



**Anotace:** Short article about hard life in 15.

**Klíčová slova:** life, 15, comparison, reading

*Autorem materiálu a všech jeho částí, není-li uvedeno jinak, je Mgr. Radka Vorlová*

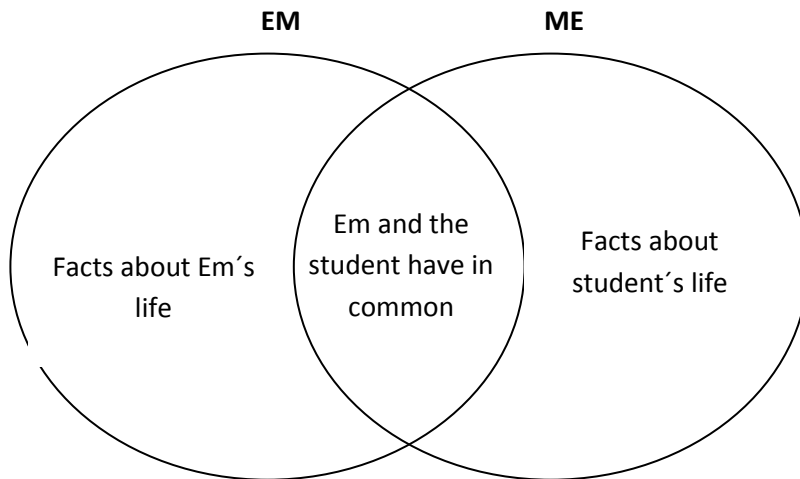
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## INSTRUCTIONS FOR TEACHERS:

### 1. DISCUSSION:

- Think of your life when you were fifteen.
  - What was your life like?
  - What did you do?
  - What were your hobbies?
  - Did you get pocket money?
  - Did you have to work hard?

### 2. Let the students draw two circles. One circle stands for Em (the boy in the article) and the other circle stands for the student himself.



### 3. The students write the facts about their lives when they were 15 into one of the circle.

### 4. Pre-teach the vocabulary:

deep-sea fisherboy  
monsoon  
own  
belong to  
basic  
shore

refrigerated  
store (v.)  
catch  
on average  
so that

### 5. Reading: SKIMMING

Students skim the article and try to find **what the article is about**.

### 6. Reading: SCANNING

Students scan the text (read carefully) and write out the facts about Em's life into the second circle. (How old is he? When did he start working? What is his education? What time did Em start working every day? Etc.)

### 7. The last task for students: Compare your and Em's life and try to find what you and Em have in common. Write these into the space where the two circles meet. Then discuss it with the whole class.

**Em is 15 and he is a deep-sea fisherboy in Thailand.**

Em's working day begins at four o'clock in the morning when he gets up to prepare the boat and make some food to take with him for the day. By eight o'clock in the morning he is already out at sea, in good or bad weather, every month of the year – even during the monsoon. He doesn't own his boat – it belongs to the *taukeh* (boss). The boat is very small and basic, so when it's hot, Em has to do the work under strong sun. When it rains, he gets wet.



Em usually gets back to shore at about five o'clock in the evening. He takes the fish to a refrigerated room where he cleans them. The fish are then stored here ready to be sold. He finishes doing this work late in the evening. Then he goes home. Em would like to go out or see his friends, like other teenagers, but he usually goes straight to bed. He needs to get some rest as he has to start work again a few hours later.

Em is paid only for the fish that he catches. He makes, on average, 150 Bhat (3.80 Euros) a day. Sometimes he earns more, but sometimes he earns nothing. He also has to pay his boss for the boat from his money.

Em has been fishing since he was thirteen years old. He went to school before that, but he had to stop because his parents didn't have enough money to pay for his education. He says he needs to work because with the money he makes, his three younger brothers and sisters can live better. Em liked school, and would like to continue his education one day. However, this is impossible at the moment. He dreams of buying a fishing boat so that he can work for himself.

# Použité zdroje:

## Article:

RADLEY, Paul; SIMONS, Daniela; CAMPBELL, Colin. *Horizons 3*. Oxford: Oxford University Press, 2005, ISBN 978-0-19-438878-8.

## Picture:

SOOMRO, Akhtar. <http://photoblog.nbcnews.com> [online]. [cit. 8.12.2012]. Dostupný na WWW: [http://photoblog.nbcnews.com/\\_news/2012/02/07/10341120-millions-pushed-into-child-labor-in-pakistan?lite](http://photoblog.nbcnews.com/_news/2012/02/07/10341120-millions-pushed-into-child-labor-in-pakistan?lite)

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