

INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

Název školy:	ZŠ Brno, Měšťanská 21, Brno -Tuřany		
Název práce:	Poem 2		
Pořadové číslo:	II_2-01-63	Předmět:	Anglický jazyk
Třída:	9. A	Téma hodiny:	Trávení času
Vyučující:	Mgr. Milena Polášková	Cíl hodiny:	Vypracovat úkoly k poslechu.
Pomůcky:	Pracovní list, psací potřeby, CD s nahrávkou		
Zdroje:	HUTCHUNSON, Tom. Project 5. 3. Vyd. Oxford: Oxford University Press, 2008. ISBN 9780194764186. s. 27. Rozšíření cvičení v učebnici.		
Počet příloh:	2	Název příloh:	II_2-01-63_Peom_2.doc II_2-01-63_Poem_2-řešení.doc

Pro žáky:

- žáci pracují samostatně podle pokynů vyučujícího a podle zadání v pracovním listě

Pro učitele:

- práce na celou vyučovací hodinu
- rozdat pracovní list každému žákovi
- úkol č. 1 - v úvodu si žáci nejprve celý text přečtou, aby měli představu, o čem je, a zamyslí se nad chybějícími slovy
- úkol č. 2 – podle poslechu doplní chybějící slova (1. poslech → kontrola ve dvojicích → 2. poslech → kontrola s celou třídou a vyučujícím)
- úkol č. 3 – projít nová slovíčka společně s celou třídou
- úkol č. 4 a 5 – samostatně odpovědět na otázky k textu
- úkol č. 6 – v textu vyhledat synonyma k vypsáním slovům
- úkol č. 7 – do tabulky doplnit slova podle toho, zda je učitel zeměpisu skutečně zažil, nebo si to jenom přál

Řešení:

- v příloze II_2-01-63_Poem_2- řešení.doc

Zhodnocení hodiny:

- V hodině se střídali aktivity – poslech, samostatná i skupinová práce. Všichni žáci pracovali podle pokynů. Pracovní listy byly v závěru hodiny zkontrolovány.

Závěr:

Hodina byla odučena 1. 3. 2012

Pracovní list II_2-01-63

1. Read the poem and think about the missing words.
 2. Listen and complete the missing words.
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GEOGRAPHY LESSON

Our teacher _____ us one day he would _____ the school
And sail across a warm blue _____
To places he had only known from maps,
And all his _____ had longed to be.

5 The house he lived in was narrow and grey
But in his mind's eye he could _____
Sweed-scented jasmine clambering up the _____,
And green leaves burning on an _____.

He _____ of the lands he longed to visit,
10 Where it was never drab or cold.
And I couldn't _____ why he never left,
And shock off our school's stranglehold.
Then half-way through his final term
He _____ and he never returned.

15 And he never got to that place on the map
Where the green leaves of the orange trees burned.
The maps were pulled down from the _____ wall;
His name was forgotten, it faded _____.
But a lesson he never _____ he taught

20 Is with me to this day.
I travel to where the green _____ burn,
To where the ocean's glass-clear and blue,
To all those _____ my teacher taught me to love –
But which he never _____.

Brian Patten

Study vocabulary and complete the tasks below:

3. VOCABULARY

sail – plavit se	narrow - úzký	sweet-scented – voňavý	drab - pochmurný
across – přes	in sb. mind's eye – v duchu	clambering – šplhající	shake off - setřást
long - toužit	leaf – list (pl. leaves)	land – země	through - skrz
stranglehold – sevření	return – vrátit se	pull down – stáhnout	glass-clear – čiré sklo
fad away – doznívat, vytrácet se			

4. Answer the questions.

1. What did the teacher want to do?

2. Did he ever do it?

3. What happened to him?

4. What happened after he was gone?

5. Why does the writer remember the teacher?

5. What was the lesson that the writer learned? Choose one.

1. Schools don't teach you anything about the real world.
2. You should learn how to read a map.
3. You should follow your dream.
4. People will forget you when you die.

6. Find words or expressions that mean the same as the following.

line 4:	really wanted	_____
line 6:	in his imagination	_____
line 7:	nice-smelling	_____
line 7:	climbing	_____
line 10:	dull, uninteresting	_____
line 14:	came back	_____
line 15:	reached	_____
line 18:	slowly disappeared	_____

7. Complete the chart. Write the words and expressions in the correct column.

warm narrow grey sweet-scented drab an orange tree cold glass-clear stranglehold blue

<i>The teacher's real life</i>	<i>The place he dreamed about</i>

Řešení II_2-01-63

GEOGRAPHY LESSON

Our teacher **told** us one day he would **leave** the school
And sail across a warm blue **sea**.
To places he had only known from maps,
And all his **life** had longed to be.
5 The house he lived in was narrow and grey
But in his mind's eye he could **see**.
Sweet-scented jasmine clambering up the **walls**,
And green leaves burning on an **orange tree**.
He **spoke** of the lands he longed to visit,
10 Where it was never drab or cold.
And I couldn't **understand** why he never left,
And shock off our school's stranglehold.
Then half-way through his final term
He **took ill** and he never returned.
15 And he never got to that place on the map
Where the green leaves of the orange trees burned.
The maps were pulled down from the **classroom** wall;
His name was forgotten, it faded **away**.
But a lesson he never **knew** he taught
20 Is with me to this day.
I travel to where the green **leaves** burn,
To where the ocean's glass-clear and blue,
To all those **places** my teacher taught me to love –
But which he never **knew**.

Brian Patten

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What did the teacher want to do?

He wanted to travel to the foreign countries / places.

Did he ever do it?

No, he didn't.

What happened to him?

He took ill and he died.

What happened after he was gone?

They took his maps from the wall and people forgot him.

Why does the writer remember the teacher?

Because the teacher taught him to love foreign places.

5

You should follow your dream.

6

line 4:	really wanted	<u>longed</u>
line 6:	in his imagination	<u>in his mind's eye</u>
line 7:	nice-smelling	<u>sweet - scented</u>
line 7:	climbing	<u>clambering up</u>
line 10:	dull, uninteresting	<u>drab</u>
line 14:	came back	<u>returned</u>
line 15:	reached	<u>got to</u>
line 18:	slowly disappeared	<u>faded away</u>

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<i>The teacher's real life</i>	<i>The place he dreamed about</i>	
narrow	warm	sweet-scented
grey	an orange tree	blue
drab	glass-clear	
cold		
stranglehold		