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Polska Szkoła na Węgrzech

Not only human needs love and is worth it

1. **Recipient, level:** elementary school, class: 6–8
2. **Subject:** polish language
3. **Lesson unit** (45 minutes) – lesson can be online

Topic: Not only human need love and is worth it

Educational goals

- understanding the texts and the meaning of the poem,
- discovering and commenting on poems' message,
- understanding the meaning of phrasal verbs with the word **dog**,
- making students more sensitive towards pets' plight and their needs,
- making students more aware what do true love and care towards pets involve,
- making students more inspired to actively help animals in need.

The student is able to:

- understand the text and interpret literary works that were discussed during the lesson,
- describe characters from the poem (dogs and their owners)
- understand what true care and love is about,
- create coherent and grammatically correct speech
- justify his/her opinion
- know how to use correctly known idioms and noun declension: dog, animal

In terms of attitude:

- is active and interested in the topic of the lesson
- is empathetic towards animals and the environment that surrounds him/her

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— knows, how to take care of it and why is it necessary to do so.

Methods and techniques: heuristic talk, problem talk, discussion, work in small groups.

Formy pracy:

- a) individual,
- b) collective.

Materiały dydaktyczne – Workbook: A. Łuczak i A. Murdzak, *Między nami*. Klasa 4. 2017; Idioms dictionary.

Learning procedure

I. Introduction

1. The teacher introduces to the topic of the lesson, and tells them how does he/she imagine its course to be, he also asks for engagement and sincere statements.

The teacher: the protagonists of our today's lesson are dogs, that means animals. Let's recall the declension of the irregular nouns by doing revision exercises.

Exercise 1.

Complete the sentences with the nouns: *a friend, a friend and the dog*. Use appropriate form

Jurek is my

Tomorrow my.....are going to come

I like my

I often talk about my.....

On Sunday I;m going for a trip with my

Persian cat is a beautiful

I forgot to feed my

At school I often think about my

Pigs are wise

I can't take my to work.

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Mr Bogdan has got two

When he goes to bed, he dreams about his

I walk with my

Im'm going to go with my for a trip.

Exercise 2.

Using an idiom dictionary, explain the meanings of the idioms below. Write them down to your notebook.

As loyal as dog -

In the doghouse -

Dogs days -

It's a dog life -

Be like a dog with a bone -

3. The students answer the question, what do that idioms say about the dog's faith and how does the idiom *faithful as a dog* refers to those conclusion?

T: If the linguistic picture of the world tells us that the dog's fate is not cheerful and its faithfulness deserves a reward, what should we do to make it have a good life? And what does the good life mean in this case? I hope that the poems of Agnieszka Frączek and Urszula Kozłowska will inspire you to answer those questions,

II Extension

1. Model reading by a teacher or a student of Agnieszka Frączek and Urszula Kozłowska's poems *Poems "under the dog", that is the fuss about the dog's certificate.*

2. The students in two groups describe the protagonists of the poem (dogs), doing exercise 2 among the others.

Exercise 3.

Match the words given in the box to the indicated dogs.

Aristocratic do –

mutt –



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he only eats the goodies, bounce with a ball, self conscious, he chew the bones, he has got good manners, he hasn't got birth certificate, he sleeps on a soft pillows, ordinary mutt, conceited, clean and elegant, he is not so picky about food, has got pedigree, takes a foam bath, has got golden heart, he doesn't care about his look and his beauty, he is lack of a birth certificate

3. The teacher initiates a discussion by asking those questions:

Which dog is closer to your heart ?

What do we know about the origin of dogs?

What kind of life did the dog lead at Mrs. Agnieszka's and at Mrs. Ula's?

What attitude did the two ladies have toward their dogs? What feelings did the dogs have for their owners?

Did the owner of the aristocratic dog have doubts about her behaviour toward her pet?

Which dog was happier ? Did both poets love their dog ? Compare the attitudes of the two ladies. Uczniowie wyciągają wnioski (proponowane wnioski).

A dog is not meant to be a toy. It also can not be an extension of human ego. This kind of attitude is reprehensible, is harmful for a dog, is an evidence Of irresponsibility and immaturity.

III Generalization

The students answer the questions: when love for animals (and not only) is real?

How to make our pet happy? Can you do anything for animals you like even if you don't have condition to adopt it?

The students write the conclusion down in their notebooks.

True love is unselfish. A dog guardian who understands dog's needs and knows how to make them complete surely makes his/her pet happy. It takes a tender heart and a knowledge how to take care of a dog. A beautiful attitude is to adopt a dog from a dog's shelter.

Homework

Write a short composition:

How, in your opinion, may our "youngers brothers" faith be improved. What can you do for them.

or

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Tell about animals you like the most. Don't forget to explain why.

Attachment 1

Poems from the studentsbook *Between us* Agnieszki Łuczak i Anny Murdzak, Gdańskie Wydawnictwo Oświatowe, 2017

Attachment 2

Worksheet

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Complete the sentences with appropriate noun: *a friend, an animal and a dog*. Use a proper form.

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Załącznik 2

Karta pracy

Zadanie 1.

Wstaw rzeczowniki: *przyjaciel, zwierzę i pies* w poniższe zdania. Użyj odpowiedniej formy.

Jurek jest moim

Jutro przyjdą do mnie moi

Lubię moich

Często rozmawiam o moich

W niedzielę wybieram się na wycieczkę z moimi

Kot perski to piękne

Zapomniałem dać jeść mojemu

Często myślę w szkole o moim

Świnie to mądre

Nie mogę zabrać mojego *do pracy.*

Pan Bogdan ma dwa

Kiedy idzie spać, śni o swoim

Spaceruje ze swoim

Wybieram się ze swoimi *na wycieczkę.*

Zadanie 2.

Korzystając ze słownika frazeologicznego, wyjaśnij znaczenia przydzielonych im związków frazeologicznych. Zapisz je do zeszytu.

Humor pod psem –

Pieskie życie –

Pogoda pod psem –

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Użyć jak pies w studni –

Wierny jak pies –

Pogoda jest pod psem –

Mieć humor pod psem –

Zadanie 3.

Przyporządkuj podane w ramce określenia do wskazanych psów.

pies arystokrata

kundel

jada tylko frykasy, bryka z piłką, pewny siebie, obgryza kości, ma świetne maniery, nie posiada metryki, sypia na miękkich poduszkach, zwykły kundel, zarozumiały, czyścioch i elegant, nie jest wybredny w jedzeniu, ma rodowód, zażywa kąpeli z pianą, ma złote serduszko, nie dba o wygląd i urodę, brak mu rodowodu.

Praca domowa

Napisz krótkie wypracowanie na temat:

Jak, Twoim zdaniem, można polepszyć dolę naszych braci młodszych? Co Ty możesz dla nich zrobić?

lub

Opowiedz o zwierzęciu, które najbardziej lubisz. Nie zapomnij wyjaśnić, dlaczego.