

Suzana Ban
Dip in 5

Izdavač

Školska knjiga, d.d.
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Za izdavača

dr. sc. Ante Žužul

Direktorica školskog programa

Matilda Bulić

Glavna urednica

Jelena Lončarić

Urednica

Sanja Ivoš

Ilustracije i fotografije

Piktoteka Školske knjige

Grafička priprema

Grafičko–likovna redakcija Školske knjige

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Suzana Ban

DIP IN 5

priručnik za učitelje uz udžbenik engleskoga jezika

za peti razred osnovne škole

peta godina učenja



Školska knjiga
Zagreb, 2019.

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Uvod u udžbenički komplet **Dip in 5**

Udžbenički komplet *Dip in 5* namijenjen je učenicima petog razreda osnovne škole koji uče engleski kao prvi strani jezik. Udžbenički komplet se sastoji od udžbenika i dodatnih nastavnih materijala: radne bilježnice, priručnika za učitelje i zadataka za vrednovanje. Nastavni su materijali pisani u skladu s važećim Kurikulumom za nastavni predmet Engleski jezik za osnovne škole i gimnazije u Republici Hrvatskoj (NN 7/2019). i Kurikulumom međupredmetnih tema te potiču razvoj komunikacijske kompetencije kroz djelatnosti čitanja, slušanja, govorenja i pisanja na engleskom jeziku.

1. Komunikacijska jezična kompetencija

Aktivnosti u udžbeniku naglasak stavljaju na komunikaciju (razumijevanje čitanjem i slušanjem, pisanu produkciju, te usmenu interakciju i produkciju), funkcionalan jezik i aktivnosti primjerene dobi učenika.

U materijalima koji su pred vama pronaći ćete aktivnosti koje omogućuju poučavane engleskog jezika integriranjem postojećih znanja, životnih iskustava i interesa učenika s novim znanjima i vještinama, a sve s ciljem ostvarivanja zadanih ishoda. Recikliranjem sadržaja (vokabulara, jezičnih struktura) i njegovim cikličkim proširivanjem kroz različite zanimljive i motivirajuće aktivnosti, utvrđuju se i unaprjeđuju jezične i nejezične kompetencije i vještine učenika.

Aktivnosti u udžbeniku doprinose tome da učenici komuniciraju učinkovito, organizirajući misli i razvijajući sposobnost kritičkog mišljenja, razmjene ideja, mišljenja, vrijednosti i osjećaja te kreativnosti i inovativnosti. Aktivnosti su pažljivo odabrane kako bi bile uključive – u njima mogu sudjelovati svi učenici bez obzira na razinu postignuća, a dodatne aktivnosti dostupne su na digitalnoj platformi. Učiteljima i učenicima odabrane teme i aktivnosti služe kao okvir i polazište za razvoj dodatnih materijala za eventualno produbljivanje tema.

2. Međukulturna komunikacijska kompetencija

Poučavanje jezika podrazumijeva i razvoj društvenih kompetencija, poput empatije, prilagodljivosti i otvorenosti za suradnju, aktivnog sudjelovanja u razmjeni ideja s pripadnicima drugih kultura, te promišljanja o vrijednostima, normama i običajima pojedine zajednice. Osim upoznavanja s kulturom zemalja engleskog govornog područja, aktivnosti u udžbeniku navode učenike na promišljanje vlastite kulture i identiteta. Senzibiliziraju ih za toleranciju prema različitosti, uvažavanje drugih, razumijevanje sebe i drugih te za kontekst unutar kojeg se odvijaju ljudske interakcije. Učenike se potiče na istraživanje drugih i vlastite kulture te sudjelovanje u aktivnostima uže i šire zajednice.

3. Samostalnost u ovladavanju jezikom

Aktivnosti u udžbeniku, radnoj bilježnici i digitalnim materijalima potiču učenike na refleksiju u procesu učenja. Omogućuju im razvoj i samoregulaciju emocija, kritičkog mišljenja i kreativnog izražavanja. Udžbenik daje podršku učenicima i učiteljima u otkrivanju i razvoju kognitivnih, metakognitivnih i socio-afektivnih strategija učenja stranog jezika koje su primjerene dobi učenika. Ishodi učenja su jasno istaknuti, a učenike se potiče na preuzimanje inicijative za učenje.

4. Međupredmetne teme

Međupredmetne teme *Učiti kako učiti*, *Osobni i socijalni razvoj*, *Zdravlje*, *Građanski odgoj i obrazovanje*, *Poduzetništvo*, *Uporaba IKT i Održivi razvoj* prate sve teme u udžbeniku i prilagođene su dobi i interesima učenika.

5. Vrednovanje

Udžbenički komplet *Dip in 5* sadrži jasno izražene ishode učenja koji omogućuju učiteljima lako praćenje i vrednovanje postignuća učenika. Vrednovanje učenika provodi se na formativan i sumativan način, kroz liste za samoprocjenu (*Now I can...*), prijedloge projekata i pisanih radova i zadatke za provjeru slušanja i čitanja s razumijevanjem.

Zadatci za vrednovanje učeničkih postignuća

Udžbenik *Dip in 5* prate i zadatci za vrednovanje učeničkih postignuća koji provjeravaju usvojenost jezičnih djelatnosti u skladu s kurikulumom i očekivanim ishodima. Zadatci slijede progresiju sadržaja u udžbeniku a učitelj može odabrati u kojem svojstvu će ih koristiti (svojstvu vrednovanja za učenje ili vrednovanja naučenog).

Zadatci *Practice 1* i *Practice 2* predviđeni su za korištenje u svrhu vrednovanja za učenje, te služe kao priprema učenika za sumativno vrednovanje jezičnih djelatnosti slušanja s razumijevanjem (*Listening Comprehension*), čitanja s razumijevanjem (*Reading Comprehension*) i pisanja (*Writing Composition*). Fokusirani su na upotrebu vokabulara i jezičnih struktura koji su integrirani u tekstove zvučnih zapisa za slušanje kao i na pripadajuće zadatke za provjeru razumijevanja, tekstove za čitanje i pripadajuće zadatke za provjeru razumijevanja, te zadatke pisanja. Temelje se na zadacima kakvi se nalaze u udžbeniku u samim lekcijama, ali i na stranicama posvećenima ponavljanju i samoprocjeni znanja u udžbeniku i radnoj bilježnici.

Prilagodba sadržaja

Uz udžbenički komplet *Dip in 5* izrađeni su i radni listići za učenike koji se školuju prema redovitom programu uz prilagodbu sadržaja i individualizirane postupke (učenici koji imaju rješenje o primjerenom obliku školovanja). Listići se mogu koristiti i u radu s učenicima koja imaju blaži stupanj oštećenja vida, u radu s učenicima s motoričkim teškoćama i kao dodatni materijal za učenike s teškoćama pažnje i koncentracije.

Listići su izrađeni u obliku koji dopušta učitelju autonomiju da zadatke prilagođuje vlastitim potrebama i potrebama učenika. Dostupni su na internetskoj stranici www.e-sfera.hr uz udžbenik *Dip in 5*.

Priručnik za učitelje

Priručnik uz udžbenik *Dip in 5* namijenjen je učiteljima, a sadrži prijedloge aktivnosti i obrade nastavnih sadržaja u udžbeniku i radnoj bilježnici. Nastao je u skladu sa zahtjevima novog kurikuluma engleskog jezika i međupredmetnih tema te stoga može poslužiti učitelju kao prijedlog planiranja nastave kroz cijelu školsku godinu. Priručnik sadrži prijedlog godišnjeg izvedbenog kurikuluma (GIK), prijedlog razrade pojedinih tema (tematska planiranja) te razradu lekcija. Učitelj

ima autonomiju kombinirati ponuđene metodičke preporuke i ideje prema potrebama konteksta u kojem radi.

Godišnji izvedbeni kurikulum se sastoji od sedam predloženih tema s pripadajućim ishodima učenja iz predmetnog kurikuluma te kurikuluma međupredmetnih tema. Zastupljenost aktivnosti za ostvarivanje ishoda predmetnog kurikuluma unutar različitih tema omogućuje njihovu ostvarenost na kraju školske godine.

Razrada teme sadrži popis lekcija te okvirni broj sati koji je potreban za ostvarivanje ishoda teme. Teme se poklapaju sa cjelinama unutar udžbenika. Unutar razrade teme, nalaze se ishodi iz predmetnog kurikuluma i međupredmetnih tema.

Razrada lekcije je zamišljena kao detaljan opis aktivnosti unutar jednog ili više školskih sati koji učitelju predlaže metodički smislen redoslijed aktivnosti.

Digitalna inačica ovog priručnika dostupna je na internetskoj stranici www.e-sfera.hr uz udžbenik *Dip in 5*.

Svi učitelji koji su odabrali udžbenike Školske knjige za rad u nastavi u sljedećoj školskoj godini, članovi su 5+Kluba. Pristupnicu možete ispuniti na internetskoj stranici www.skolskiportal.hr ili ju zatražiti od promotora Školske knjige.

Prijedlog godišnjeg izvedbenog kurikuluma

TEMA	ISHODI			OKVIRNI BROJ SATI	KORELACIJA S DRUGIM NASTAVNIM PREDMETIMA	MEĐUPREDMETNE TEME
1. MOJA ŠKOLA	A.5.1., A.5.2., A.5.3., A.5.4., A.5.5., A.5.6., A.1.7.	B.5.2., B.5.3., B.5.4.	C.5.1., C.5.2., C.5.3., C.5.4., C.5.5., C.5.6.	18	Priroda Geografija Povijest Informatika Likovna kultura Hrvatski jezik Matematika Glazbena kultura	Uporaba IKT-a Učiti kako učiti Osobni i socijalni razvoj Građanski odgoj i obrazovanje
2. MOJA OBITELJ I PRIJATELJI	A.5.1., A.5.2., A.5.3., A.5.4., A.5.5., A.5.6., A.1.7.	B.5.2., B.5.3., B.5.4.	C.5.1., C.5.2., C.5.3., C.5.4., C.5.5., C.5.6.	16	Priroda Hrvatski jezik Glazbena kultura Likovna kultura	Uporaba IKT-a Osobni i socijalni razvoj Građanski odgoj i obrazovanje Učiti kako učiti
3. MOJ SVIJET I OKO NJEGA	A.5.1., A.5.2., A.5.3., A.5.4., A.5.5., A.5.6., A.1.7.	B.5.1., B.5.2., B.5.3., B.5.4.	C.5.1., C.5.2., C.5.3., C.5.4., C.5.5., C.5.6.	16	Geografija Priroda Hrvatski jezik Likovna kultura	Uporaba IKT-a Održivi razvoj Osobni i socijalni razvoj Građanski odgoj i obrazovanje Učiti kako učiti
4. ZANIMANJA I MOJE OBAVEZE	A.5.1., A.5.2., A.5.3., A.5.4., A.5.5., A.5.6., A.1.7.	B.5.1., B.5.2., B.5.3., B.5.4.	C.5.1., C.5.2., C.5.3., C.5.4., C.5.5., C.5.6.	14	Priroda Hrvatski jezik	Uporaba IKT-a Osobni i socijalni razvoj Građanski odgoj i obrazovanje Poduzetništvo Učiti kako učiti
5. MOJ DOM I ZDRAVI ŽIVOT	A.5.1., A.5.2., A.5.3., A.5.4., A.5.5., A.5.6., A.1.7.	B.5.2., B.5.3., B.5.4.	C.5.1., C.5.2., C.5.3., C.5.4., C.5.5., C.5.6.	16	Priroda Hrvatski jezik Glazbena kultura TZK	Uporaba IKT-a Osobni i socijalni razvoj Građanski odgoj i obrazovanje Zdravlje Učiti kako učiti
6. PRIRODA ILI GRAD	A.5.1., A.5.2., A.5.3., A.5.4., A.5.5., A.5.6., A.1.7.	B.5.1., B.5.2., B.5.3.,	C.5.1., C.5.2., C.5.3., C.5.4., C.5.5., C.5.6.	19	Priroda Hrvatski jezik Likovna kultura Glazbena kultura Povijest	Uporaba IKT-a Osobni i socijalni razvoj Građanski odgoj i obrazovanje Učiti kako učiti
BLAGDANI	A.5.1., A.5.3., A.5.4., A.5.5., A.5.6., A.1.7.	B.5.1., B.5.2., B.5.3., B.5.4.	C.5.1., C.5.2., C.5.3., C.5.6.	6	Likovna kultura Glazbena kultura TZK Hrvatski jezik	Uporaba IKT-a Osobni i socijalni razvoj Građanski odgoj i obrazovanje Učiti kako učiti

UNIT 1

Starting up:

RECIPE FOR A GOOD PUPIL

Tema	Tema 1: Moja škola
Lekcija	Lesson: Recipe for a good pupil
Predviđeni broj sati	2
Ishodi poučavanja	A.5.1., A.5.2., A.5.3., A.5.5., C.5.1., C.5.3., C.5.4.
Djelatnosti	slušanje, govorenje, pisanje
Medupredmetne teme	Učiti kako učiti: A.2.2., B.2. 1. Uporaba IKT-a: A.2.1. Osobni i socijalni razvoj: A.2.4., B.2.2., B.2.4., C.2.2.
Digitalni sadržaji	Slušne aktivnosti: <i>Recipe for a good pupil, Classroom language</i> Igra: <i>Classroom language</i>

Step I PUPIL'S BOOK

Introduce your pupils to the course materials they will be using this school year – the Pupil's Book and the Workbook.

To get the pupils acquainted with the Pupil's Book, prepare a number of questions they can answer by going through the Pupil's Book.

For example:

How many people can you see on page 19? (nine) What colour is the girl's T-shirt on page 21? (white) How many candles are there on the birthday cake on page 50? (11) On what pages can you see a kangaroo? (pp. 72, 82) etc.

You can turn this activity into a game by giving points to the fastest pupils/groups.

Step II THE SONG

Ask the pupils what they have brought to school today. As they name the objects, ask them to show them to you. In this way you will recycle the vocabulary related to the things pupils normally bring to school (pencils, pens, slippers...), but you will also introduce vocabulary from the song.

Introduce more vocabulary from the song by asking: Has anybody got scissors/chewing gum/a backpack/ rollerblades...?

If necessary, explain the meaning of these words.

Play the recording of the song "Recipe for a Good Pupil". While listening, pupils should raise any object they have with them that they hear mentioned in the song. Listen again and do task 1 in the Pupil's Book.

Key: pupils, pencil box, slippers, teachers, marks

Do task 2 in the Pupil's Book.

Step III OBJECTS RELATED TO SCHOOL

Pupils name all the objects they can see in task 1 in the Workbook.

Pupils individually do tasks 1 and 2 in the Workbook.

Step IV CLASSROOM LANGUAGE

It is essential that at this level you try to minimise the use of the mother tongue in class. This is why your pupils need to start actively using classroom language, too. Start off by miming some instructions you normally give in your class and ask your pupils to guess what you are trying to say. For example, make a movement with your hands as if telling the pupils to sit down.

Use simple instructions like SIT DOWN! STAND UP! BE QUIET! DON'T TALK! Introduce the concept of classroom language and set some rules about its use. For example, if somebody uses Croatian instead of English, s/he must sing a song. Read out loud the sentences in task 1 and ask the pupils what they mean.

Then pupils do task 1 individually.

Pupils can now listen to six dialogues between a teacher and his pupils and then they can do task 2.

Ask your pupils to look at the tape script (e-sfera) and listen again.

Audioscript:

Classroom language, task 2

1 T: You've got five minutes to finish this task.

P: I've finished!

T: Already! Let me see.

2 T: I would like to see your notebook, Ted.

P: Here you are.

T: This is very nice and tidy. Well done, Ted!

3 T: Yes, Ted, what is it?

P: May I go out?

T: Yes, but hurry back.

4 T: Your homework is on page 8, exercise 2.

P: Can you say that again, please?

T: Of course. Your homework is on page 8, exercise 2.

5 T: What is small, sometimes dangerous, but gives honey?

P: How do you say "pčela" in English?

T: A bee.

P: The answer is a bee.

T: That's correct.

6 T: Who is absent?

P: Steve Martin, Jessica White, Tania Wild...

Knock, knock...

P: Good morning! Sorry I'm late.

T: Come in Ted.

OPTIONAL:

Pair work activity in which pupils memorise a dialogue of their choice and act it out.

You can now do task 3 from the Workbook or it can be done for homework. Joke time, Workbook – this activity is intended for the quick pupils who finish the task first or as a follow up to your lesson.

Key: eleven

WORKBOOK ANSWER KEY

Task 1: A3, B1, D2, C3, B2, B2, D1, A1, C1, A2, D3, B2, B3, C2, A2, D1, D2, C3

Task 2: Individual answers

Task 3: 2 may I go out? 3 What do we have for homework? 4 Sorry I'm late. 5 Here you are. 6 What does "dangerous" mean? 7 How do you say "mišolovka" in English? 8 I've finished

Lesson 1:

FRIENDS

Tema	Tema 1: Moja škola
Lekcija	Lesson 1: Friends
Predviđeni broj sati	3 - 4
Ishodi poučavanja	A.5.1., A.5.2., A.5.5., C.5.1., C.5.2.
Djelatnosti	slušanje, govorenje, pisanje, čitanje
Međupredmetne teme	Osobni i socijalni razvoj: A.2.1., A.2.3. Građanski odgoj: A.2.1. Uporaba IKT-a: A.2.1.
Digitalni sadržaji	Slušne aktivnosti: <i>Cathy and Mike, Linda and Pete</i> Igre: <i>Cathy and Mike</i> , verb to be, Quiz Self check: <i>Cathy and Mike</i> , verb to be Learn more: <i>An interview</i>

Step 1 LISTENING

Cathy and Mike

Start off by asking your pupils to have a look at the girl and the boy on page 9 (the boy and the girl standing and talking) in the Pupil's Book. Explain to your pupils that these are the main characters in the book. As your pupils look at the two children, try to elicit as much information about them as possible. Help by asking questions like:

How old are they?

Where do they live?

Have they got any hobbies?

What do they like doing? Etc.

Read the sentences from task 1 in the Pupil's Book (p. 10). Explain the words or phrases your pupils may not be familiar with.

Ask your pupils to try and predict who says each of the sentences from task 1: Cathy or Mike?

First listening: Pupils listen to the recording, check their predictions and do task 1 in the Pupil's Book.

Audioscript:

Mike: Hi! My name is Michael, or Mike for short. My parents call me Mikey, but I'm not a baby. I am 11 years old and I am in the fifth form this year.

Cathy: Hello! I am Cathy. My surname is Roberts. I'm 10, but my birthday is in November, so you may say I'm almost 11.

Mike: I have got a big family. I live with my mum, my dad, a big sister and a little brother. My brother is a real pain in the neck. We have got a lot of relatives around the world. We have also got a pet – a parrot called Lilly.

Cathy: My family is not so big, but I am not an only child. I've got a big sister. Amy always sings. She isn't bad at singing at all. We haven't got a pet because our flat is not very big. I have got a lot of cuddly animals instead, and all my cuddly animals have got names.

Mike: Computer games are my hobby. Actually, I am in front of my computer about 3 hours a day. My parents are angry. I don't see why!! My best friend, Pete, is in my class. He has got a lot of computer games. We are both interested in sports, and we are not crazy about school.

Cathy: My best friend is Linda. Linda hasn't got a sister so we are like sisters. We have got the same hobby – we collect stickers. I've got 3 full albums. But that's not all. I am a member of a karate club and I am good at dancing, too. Dancing is my favourite free-time activity.

Second listening: Pupils work in pairs. Each pupil chooses a group of questions from task 2 in the Pupil's Book and while they listen to the recording they look for the answers.

Even though this is a pure listening activity intended for the development of your pupils' listening skills, if you have weaker pupils do not hesitate to help them. Let them listen once again and look at the audioscript.

After listening, pupils ask each other the questions from task 2 in order to check how much their friend has remembered. For example, the pupil who was concentrating on questions A while listening will now ask his/her partner questions B to check how much his/her partner can remember about the two characters, and vice versa.

Pupils write down in their notebooks at least 5 sentences about each character. They can use the answers to the questions in task 2 and the sentences from task 1.

Task 1 in the Workbook can be done for homework.

Step II VOCABULARY

Pupil's Book, task 3, vocabulary can be done individually since these are collocations they have heard at least twice so far.

After checking their work, do task 4 (pupils translate the collocations from task 3 into their mother tongue) to make it clear what the collocations mean.

To help your pupils memorise these collocations, ask them to shut their books. You say the first part of the collocation, and they should provide the second part. After that, you say the collocation in Croatian and they will give you the English translation.

Task 5 practises the use of some prepositions. As it relies on some background information on the main characters, the pupils can do this task individually.

To further practise the use of prepositions, do task 6. But first prepare your pupils by asking them: *What are girls usually crazy about/interested in/good at/bad at?*

What are boys usually crazy about/interested in/good at/bad at?

In this way you will elicit a lot of words and expressions. Write them down on the blackboard.

Pupils do task 6 in their notebooks. Volunteers can read their sentences aloud.

Pupils can do task 2 from the Workbook now or you can assign it for homework.

Step III LANGUAGE FOCUS

The aim of this language focus is to revise the use of the affirmative and negative form of the verbs *to be* and *have got*. Since this is the fifth year of language learning for your pupils, they are already familiar with the Present Tense form of these two verbs. But for the first time they are explicitly being taught the form and its use. Therefore, explain what "*to be*" means and what the purpose of the paradigm is (like the one in a form of a table on page 11).

Pupils can do task 1 – Language focus individually or in pairs. In this way, they will revise the form of the verbs *to be* and *have got*. At this point, explain the form and its use.

If you feel there is a need to practise the form further, you can now do tasks 6 and 7 from the Workbook.

Linda and Pete

Tasks 2 and 3 in the Pupil's Book provide revision of the use of the verbs *to be* and *have got*. Task 2 is a listening activity. Prepare your pupils by telling them that they will now meet two more characters from the book – Linda and Pete. Say that these two children are going to talk about themselves. Before listening, read what they are going to talk about so that your pupils get ready for listening. Only then let the pupils listen to the recording and tick the correct box. Check after listening.

Since they have already heard the contents of the two texts in task 3, they can do this task individually.

To check their work, ask the pupils to read aloud the correct version.

In task 4, there are two sets of questions, so pupils can work in pairs. Each pupil chooses one set of questions. They then take turns to ask and answer. This is first done orally to practice speaking. Only then do pupils write the answers to the other set of questions in their notebooks.

You can now do tasks 3 and 4 in the Workbook or you can assign them for homework.

Step IV WRITING AND SPEAKING

Start off by revising everything about the characters the pupils have learnt so far.

Therefore, do task 3, speaking in the Pupil's Book.

Personalising the topic is what we should aim for, because it is only when pupils start talking about themselves, related to a certain topic, that they actively use the target structures and vocabulary. It is then that we can say that they have actually mastered particular structures and vocabulary.

Ask volunteers to read aloud all the sentences in task 1, writing, to make sure that all the pupils understand everything. Pupils do task 1 individually.

Due to its nature, task 2 must be done individually, but your pupils will probably need your help with some vocabulary.

Volunteers can read what they have written about themselves and their family and fiends.

Do tasks 4 and 5, speaking. This task will give you a good insight into how much language your pupils are actually able to produce without guidance.

Assign task 5 from the Workbook for homework.

WORKBOOK ANSWER KEY

Task 1: Mike: name, baby, form, family, sister, uncle, parrot, games, computer, friend, sports

Cathy: surname, birthday, lazy, child, flat, cuddly, names, hobby, albums, club, activity

Task 2: about, at, at, about, in, at

Task 3: 2 Her birthday isn't in October. It's in May. 3 Her surname isn't McDonald. It's McMurphy. 4 Linda hasn't got two good friends in America. She's got two friends in England. 5 Linda's favourite free-time activity isn't dancing. It's swimming. 6 Linda hasn't got 3 sisters. She's got 3 brothers.

Task 4: This is Bob. His surname is Jackson. He is 11 years old. He is from Canada. Bob's birthday is in February. Bob's favourite free-time activity is watching TV. His hobby is collecting comics. Bob has got a small family. He has got only one sister.

Task 5: Individual answers.

Task 6A: 2 My sister is...3 We are from... 4 He is my ...5 They are not in... 6 My birthday is not in ...

Task 6B: 1 We have not got... 2 She has got a ... 3 I have got a lot.... 4 My uncle has got a black... 5 He has got a... 6 They have got an interesting...

Task 7A: 1We aren't lazy. 2 Sally isn't my sister. 3 Jack and Pat aren't my neighbours. 4 I am not friendly. 5 It isn't hot. 6 You aren't late for school.

Task 7B: 1 He hasn't got a guitar. 2 We haven't got an aunt in NY. 3 I haven't got a new bike. 4 Cathy hasn't got a big family. 5 You haven't got your homework. 6 My dog hasn't got long ears.

Lesson 2:

NEW TEACHERS, NEW SUBJECTS

Tema	Tema 1: Moja škola
Lekcija	Lesson 2: New teachers, new subjects
Predviđeni broj sati	3 - 4
Ishodi poučavanja	A.5.1., A.5.2., A.5.3., A.5.5., A.5.6., A.5.7., B.5.1., C.5.1., C.5.2., C.5.3., C.5.4., C.5.5.
Djelatnosti	slušanje, govorenje, pisanje, čitanje
Međupredmetne teme	Učiti kako učiti: A.2.2., B.2.4. Građanski odgoj: C.2.4. Uporaba IKT-a: A.2.1., D.2.2. Osobni i socijalni razvoj: A.2.4.
Digitalni sadržaji	Slušne aktivnosti: <i>School subjects, The first day of school, Ten green bottles, Numbers</i> Igre: <i>School subjects, Crossword, Mike's first day of school, Personal pronouns 1, Personal pronouns 2, Ordinal numbers, Cardinal numbers</i> Self check: <i>New teachers, new subjects</i> Learn more: <i>School facilities, Rules for teachers from the past, Cool subjects</i>

Step I READING

To start this lesson, prepare cards on which you write the school subjects your pupils can already name in English, since they were introduced to them in the fourth grade – English, Science, Maths, Religion, PE, Art, Music. But leave out some letters: SC_E_CE, M__IC, etc. Supply the missing letters when they guess.

Ask:

Can you guess what school subject this is?

What do you do/learn in your Science/Art/... class?

In this way, you will recycle the words they have already been taught, but you can also introduce some new vocabulary related to different subjects (e.g. *nature, draw,*

map...). But be careful not to overburden your pupils with too many new words at this point.

Introduce the "new" school subjects (see task 1 in the Pupil's Book) and ask your pupils to repeat the words after you.

Do task 2 in the Pupil's Book.

Your pupils are now ready to read six short texts about different school subjects and do task 3 in the Pupil's Book – guess the name of the subject described. You should set a time limit for the first reading because at this point they are only skimming the text and they are looking for overall information. They have to get accustomed to this type of reading where they do not need to understand every single word in order to be able to understand the general meaning of the text. Do not forget that you are not only teaching the language, but skills as well. In this case, reading skills.

Let your pupils listen to the recording and check their answers.

You can now proceed to task 5, the second reading or scanning. This time, give your pupils more time since they need to concentrate on details in order to be able to correct the wrong sentences in task 5.

Check their answers by asking volunteers to read aloud.

Step II VOCABULARY REINFORCEMENT

Ask volunteers to read the texts aloud. Stop after each short text and explain/translate the new vocabulary.

To practise vocabulary further, pupils can do task 6 in the Pupil's Book individually.

Do task 1 from the Workbook now or assign it for homework.

To personalise the topic, do task 7 from the Pupil's Book. Pupils are always eager to express their opinion about school, so do not limit the time for this activity. Proceed to task 2 in the Workbook. This is a group work activity. You can expect a lot of commotion in the classroom, but conducting a survey on a topic that directly concerns them is always enjoyable for pupils. Divide your pupils into groups of equal numbers (5-6). Each of them should interview all the other pupils in his/her group. In the end, a representative of each group will inform the class about the results obtained in their group survey. In this way, you will find out what the most/least popular subject for your pupils is. It will be useful for you to know this when you plan your interdisciplinary lesson or when you plan a special project.

Step III LISTENING

Ask your pupils how many times a week they have different school subjects. Ask them if they think this is too many or not enough times a week. Which subjects would they like to have more often and why?

Do task 1 in the Pupil's Book. Let your pupils look at Mike's timetable and answer the questions in the book.

You can now revise the days of the week by doing task 3 in the Workbook. Do tasks 4, 5 and 6 in the Workbook as well, or assign them for homework. These require an individual approach and a bit of imagination as well.

Prepare your pupils for the listening activity. To motivate them for the listening task, ask them to look at the illustration of Cathy and Mike in the school corridor and ask a few questions. For example:

Where are Cathy and Mike?

What are the children doing?

Are they naughty or nice?

What are Mike and Cathy doing?

What are they talking about?

Of course, you can expect a wide variety of answers.

Explain that Mike and Cathy are at school now and it is their first week of school. They are talking about their new teachers and subjects. Tell your pupils that while listening they must look at task 2 and tick the correct box. Tell your pupils to cover the text for now. Play the recording.

Check by asking: *Who is Mike's form/Maths/PE/History teacher? etc.*

Pupils do task 3 in the Pupil's Book individually. Check by asking individual pupils to read the sentences aloud.

Pupils can practise reading in roles. At this point explain all the words and phrases your pupils may still not understand. Pay more attention to phrases like: *Wicked! ... don't you think? Let me see. Me too.* These are common phrases used in spoken language and by acquiring them your pupils will sound more natural. Do task 7 in the Workbook or assign it for homework.

Step IV SPEAKING AND WRITING

Give your pupils limited time to read through the conversation between Cathy and Mike on page 16.

Turn to task 4, Speaking, in the Pupil's Book. Pupils answer the questions. This task can be turned into a game-like activity. Divide your class into two groups. A game master asks the questions and you give points only for the correct answers. Competition always brings out the best in pupils.

Pupils are now ready to talk about Mike's first week at school on their own (task 5). Task 6 is personalisation of the topic dealt with so far. First, go through all the questions with your pupils to check their understanding. After that, pupils can work in pairs and ask and answer the questions. Ask a few pupils to report what they have learnt from their friend.

Pupils are now ready to move on to writing. Writing a report is not at all easy at this age and level of language knowledge. That's why this writing activity is wholly guided. The basic skeleton and the answers to the questions from the previous task should enable your pupils to do it quite successfully. While they are writing, circulate and monitor your pupils' spelling.

Let them read aloud what they have written.

Step V LANGUAGE FOCUS

Pupils do task 1 in the Pupil's Book individually. These sentences are taken from the text on page 16, so they will have no problem doing it. Since they contain the target structure, this task is a lead in to grammar work.

Study the two tables with your pupils and explain the use of Personal Pronouns and Possessive Adjectives. Do not use meta language, but explain by giving examples and translation.

Pupils can do task 2 individually.

To check their work, ask individual pupils to read the sentences aloud.

Tasks 8 and 9 from the Workbook can be assigned for homework.

Step VI THE SONG

“Ten Green Bottles” is a traditional song which you can use as a lead in to the next topic – numbers, or as a follow up, after you have dealt with numbers.

Write the lyrics of the first verse on the blackboard and play the recording for your pupils to listen to.

Help your pupils memorise the song in the following way. Let them read aloud the whole text after you. Then wipe off some words and let them read the text again as if all the words were still written down. Proceed by erasing more words. Pupils read the text which now looks more like a skeleton. Keep on doing it until your pupils "read" the text which is no longer there.

Pupils can now join in singing. If they like the song you can introduce the longer version.

Ten Green Bottles (longer version):

Ten green bottles standing on the wall,
Ten green bottles standing on the wall
And if one green bottle accidentally falls
There are nine green bottles standing on the wall.
Nine green bottles standing on the wall,
Nine green bottles standing on the wall
And if one green bottle accidentally falls
There are eight green bottles standing on the wall.
Eight green bottles standing on the wall,
Eight green bottles standing on the wall
And if one green bottle accidentally falls
There are seven green bottles standing on the wall.
Seven green bottles standing on the wall,
Seven green bottles standing on the wall
And if one green bottle accidentally falls
There are six green bottles standing on the wall.
Six green bottles standing on the wall,
Six green bottles standing on the wall
And if one green bottle accidentally falls
There are five green bottles standing on the wall.
Five green bottles standing on the wall,
Five green bottles standing on the wall
And if one green bottle accidentally falls
There are four green bottles standing on the wall.
Four green bottles standing on the wall,
Four green bottles standing on the wall
And if one green bottle accidentally falls
There are three green bottles standing on the wall.
Three green bottles standing on the wall,
Three green bottles standing on the wall
And if one green bottle accidentally falls
There are two green bottles standing on the wall.
Two green bottles standing on the wall,
Two green bottles standing on the wall
And if one green bottle accidentally falls
There is one green bottle standing on the wall.
One green bottle standing on the wall,
One green bottle standing on the wall.
And if one green bottle accidentally falls
There are no green bottles standing on the wall.

Step VII CARDINAL NUMBERS

Play a drop-out game with your pupils. Since they were taught **CARDINAL NUMBERS** up to 100 in the fourth grade, this game will serve as revision. Procedure: Pupils take turns in counting. But they must say the word BANG instead of every fifth number. For example: one-two-three-four-**bang**-six-seven-eight-nine-**bang**. The pupil who forgets to say "bang" and says the number instead, drops out. You can make it more difficult if you ask the pupils to say "bang" instead of every third number.

To revise the spelling of the ordinal numbers up to 100, do task 1 in the Pupil's Book. Stress the difference between numbers ending in *-teen* and *-ty*, because this difference is sometimes confusing for pupils.

Introduce the concept of even and odd numbers and do task 2 in the Pupil's Book. Study the LOOK box with your pupils and explain how we say and write numbers bigger than 100.

To practise this new area of language, do tasks 3A and 3B in the Pupil's Book. Task 3 operates at recognition level. It is a listening activity where pupils need to tick the numbers they hear.

Task 4 operates at production level because pupils need to say the number they can see written.

At this point, you can introduce some games to reinforce the use of numbers, such as BINGO, THE CROSS-OUT GAME, RUNNING DICTATION, etc. But when you play any of the games, try to withdraw as much as possible – assign the teacher's role to a pupil.

Tell your pupils that they get marks in Maths, but now they can give Maths their mark. What mark would it be? Ask why many kids do not like Maths? Ask for their opinion.

Tell your pupils that you are going to check how good they are at Maths. Write on the blackboard the following calculations:

$897+692=?$ Ask: Who can quickly *add* these two numbers?

When you get the correct answer, say: Yes, 897 *plus* 692 is 1,589.

$427-869=?$ Ask: Who can quickly *subtract* these two numbers?

When you get the correct answer, say: Yes, 2,427 *minus* 869 is 1,558.

$324 \times 17=?$ Ask: Who can quickly *multiply* these two numbers?

When you get the correct answer, say: Yes, 324 *times* 17 is 5,508.

$3,384:8=?$ Ask: Who can quickly *divide* these two numbers?

When you get the correct answer, say: Yes, 3,384 *divided by* 8 is 423.

In this way you will recycle the expressions we use when we verbalise mathematical operations, which they have already been exposed to.

Pupils can now do task 5 in the Pupil's Book individually.

Do task 6 in the Pupil's Book with the whole class so that you make sure they can pronounce these expressions correctly.

OPTIONAL:

This is a pair work activity. Pupils should prepare at least five Maths exercises and write them in their notebooks. When your pupils prepare their Maths exercises for their friend, make sure they write figures, not words. This activity will then involve both listening and speaking as pupils dictate to their friend these Maths exercises, which their partner has to do.

The concept of correcting each other's dictation/work is rather motivating. From time to time pupils like taking the role of "teacher" and as "pupils" they will try even harder not to make mistakes.

Tasks 10, 11 and 12 from the Workbook can be done now or for homework.

Step VIII ORDINAL NUMBERS

After you have dealt with cardinal numbers introduce **ORDINAL NUMBERS** to your pupils.

Let your pupils look at the illustration on top of page 19 in the Pupil's Book and ask:

How is the first guy feeling?

How is the second guy feeling?

How is the third guy feeling?

Ask your pupils to translate the words: *the first*, *the second*, and *the third*.

Explain what ordinal numbers are and how they are formed.

On the blackboard, write a lot of different cardinal numbers at random and ask your pupils to come to the blackboard and turn them into ordinal numbers by writing the shorter form and saying it. Pupils can work in pairs and prepare a similar task for their friend.

Pupils can do task 7 in the Pupil's Book individually. To check their work, ask individual pupils to read the sentences aloud.

Do task 13 in the Workbook or assign it for homework.

You can use the riddle on page 19 in the Pupil's Book or the joke on page 16 in the Workbook as a follow up or to keep the early finishers busy. Quick pupils or those who want to learn more can do the last task in the Workbook individually.

Answer to the riddle: You are in 2nd place now.

WORKBOOK ANSWER KEY

Task 1: History: past, years, heroes, battles Science: nature, plants, animals, experiments
Maths: multiply, divide, subtract, add, numbers Geography: lakes, continents, globe, rivers,
IT: computers, chat, Internet, games PE: playground, gym, sneakers, games

Task 2: Individual answers.

Task 3: Wednesday, Monday, Saturday, Thursday, Friday, Sunday, Tuesday

Tasks 4, 5, 6: Individual answers.

Task 7: 1 Mike's first week at school is fine. 2 His timetable is horrible. 3 Maths is the first lesson on Monday, Tuesday, Wednesday and Friday. 4 Mr Finch, the Maths teacher, is strict. 5 Mike's form teacher is young and pretty. 6 Mrs Pitt is Mike's History teacher. 7 Mrs Pitt is unusual because her hair is pink.

Task 8: My, our, his, your, they, our, he, its, her, She

Task 9: 1 I am here. My mum is at work. 2 You have got a brother. Your brother is lazy. 3 He is a teacher. His pupils are naughty. 4 She has got a pet. Her dog is called Mink. 5 It is a lovely car. Its tyres are very big. 6 We have got a big house. Our neighbours are nice. 7 They have got a lot of homework. Their homework is easy.

Task 10: 827, 1,000, 472, 90, 872, 742, 19

Task 11: $267-14=253$, $1,000:25=40$, $389+18=407$, $7\times 9=63$, $79+144=223$, $38\times 2=76$, $85-16=69$, $185:5=37$, $1,000-290=910$

Task 12: Individual answers

Task 13: 11th, 53rd, 1st, 24th, 62nd, 100th

Joke time: 1, 9, 2, 3, 10, 4, 5, 8, 7, 6

For those who want more: Maths is not a difficult subject at all.

Lesson 3:

MS JONES, IS THE LIBRARY OPEN ALL DAY?

Tema	Tema 1: Moja škola
Lekcija	Lesson 3: Ms Jones, is the library open all day?
Predviđeni broj sati	2 - 3
Ishodi poučavanja	A.5.1., A.5.2., A.5.3., A.5.4., A.5.5., A.5.7., B.5.1., C.5.1., C.5.2., C.5.3., C.5.4.
Djelatnosti	slušanje, čitanje, pisanje, govorenje
Međupredmetne teme	Osobni i socijalni razvoj: B.2.2. Uporaba IKT-a: A.2.1., D.2.3. Učiti kako učiti: A.2.1. Građanski odgoj: C.2.3., C.2.4.
Digitalni sadržaji	Slušna aktivnost: <i>Ms Jones</i> Igra: Short answers Learn more: <i>School with no subjects</i>

Step I LISTENING

Pupils always want to know more about their teachers. And if you let them peek into your private life a bit, they will be more motivated to talk about themselves and you will be able to establish an atmosphere of mutual respect and understanding. Therefore, I suggest you start this lesson by writing on the blackboard a few words and numbers that somehow relate to you (e.g., your age, your favourite colour, the colour of your car, the number of children you have, your favourite food/drink, your hobby, your favourite sport, the name of your best friend, the name of your English teacher when you were their age, etc.)

Tell your pupils that these words will tell them more about you, but they must guess what their connection to you is by asking questions to which the answer is only YES or NO.

For example (blue, three, tennis, Mia, one, red):

Pupils: Is blue your favourite colour? You: No, it isn't.

Have you got 3 children? Yes, I have.

This will inspire your pupils to ask questions. They will probably make a lot of mistakes, but do not bother about the mistakes at this stage since this is just an introduction to the topic.

Let your pupils look at the illustration on page 20 of the Pupil's Book and explain that this is Mike's new form teacher.

Give your pupils time to read the questions in task 1 and try to predict which of these questions the pupils from Mike's class will ask their new form teacher. Your pupils can do this individually unless you have a very weak class.

Pupils are now ready for the first listening. While listening, they have to tick the questions they hear. Check the answers by asking individuals which questions they have ticked while listening.

You can either let your pupils listen for the second time or just read the text and do task 3 in the Pupil's Book.

Ask volunteers to read aloud. Stop the readers from time to time to check if everybody understands, for there may still be some new words (*recipe, coach, entrance*).

Pupils complete the sentences in task 1 in the Workbook by working individually.

After having done the previous tasks, the pupils are now ready to talk about the first lesson with Ms Jones. Retelling is a very demanding activity at this level. However, if you provide good input (in the form of a writing task, like the previous one) your pupils will be able to say a few sentences and thus retell the story.

As a follow up you can do the joke on page 22 in the Pupil's Book. Tell your pupils this is the joke Ms Jones told her class. Pupils must guess the missing word. (Answer: mother/father)

Step II LANGUAGE FOCUS

As the lead in, ask your pupils to underline all the questions in the text on page 18 in the Pupil's Book. In this way you will draw their attention to the language structure you are going to deal with.

The aim of this language focus is to recall the form and the use of the question form and short answers of the verbs *to be* and *have got*. This is nothing new for your pupils, but it is presented in a more systematic way in the form of a paradigm. Your pupils are slowly being introduced to the world of grammar. Therefore, explain to them what a paradigm is and how it can be useful to them, but do not insist too much on it.

Pupils can do task 2 in the Pupil's Book individually, but check their answers with the whole class.

Pupils do task 3 individually. Check their answers by asking pairs of pupils to read the questions and answers.

Tasks 2 and 3 in the Workbook provide further practice of the question form and short answers of the verbs *to be* and *have got*. They can either be done now or they can be assigned for homework.

Step III SPEAKING

This step is aimed at practising the question form and short answers orally. Task 1 in the Pupil's Book is a pair work activity. This task consists of two parts. First, pupils read the questions and try to predict what their friend's answers will be. After that they interview their friend and check their predictions. Monitor the class and if your pupils only answer with yes or no, remind them to use short-form answers.

Tasks 2 and 3 are OPTIONAL. At the beginning of this lesson, pupils interviewed you, but the range of questions asked was rather restricted. Now let your pupils use their imagination. They can work in groups as they write down questions for you. You can even turn it into a competition and say that you will only answer the questions of the group with the biggest number of questions prepared.

Step IV VOCABULARY

To prepare your pupils for the new vocabulary set, ask them what rooms in the school they can name.

Study the school plan on page 23 in the Pupil's Book with your pupils and explain all the new words. Simply translate these words.

Ask your pupils to shut their books and tell you all the rooms they remember from the plan of the school. As they name the rooms, write them down on the blackboard. Help if necessary.

Play a cross-out game. You say the word in Croatian. Two pupils compete to cross out the English word first.

Say the word in Croatian and all your pupils must copy the English equivalent in their notebooks.

Pupils can now individually do task 4 in their Workbook.

Revise the prepositions BETWEEN, OPPOSITE, NEXT TO. To make sure that pupils understand the meaning of these prepositions, do the following activity. Call one pupil to the blackboard. Tell another pupil to stand *next to* pupil A. Tell pupil C to stand *between* pupils A and B. Tell pupil D to stand *next to* pupil A. Tell pupil E to stand *opposite* pupil B. Go on like this with a few more pupils. Help if they do not know where to stand. In this way, everybody will see what the meaning of these prepositions is. Write the three prepositions on the blackboard.

Tell the rest of the class to look at the group of pupils in front of the blackboard and ask: *Where is Marko?*

You can even turn this activity into a game. Ask two pupils to turn their backs on the pupils in front of the blackboard and ask: *Where is X?*

Task 1 in the Pupil's Book reinforces the new vocabulary, but it also revises the use of prepositions (between, next to, opposite). Pupils do the exercise, working individually. Check by asking individuals to read aloud their sentences. Tasks 5, 6 and 7 in the Workbook can be done for homework.

At this point you can encourage your pupils to do a PROJECT. In this way, you motivate your pupils to put into practice everything they have learned by letting them use their imagination and by using other skills (e.g., drawing). They can do the project individually, in pairs or in groups. The final product should be the plan of your school. Do not merely display their work. Ask volunteers to present their work to the class as well.

WORKBOOK ANSWER KEY

Task 1: form, questions, plan, groups, coach, cooking, recipes, beautiful

Task 2A: 2 Is Jessica at home? 3 Are the children at the cinema? 4 Is Tom good at football? 5 Is it hot and sunny? 6 Am I late?

Task 2B: 2 Have they got a big parrot? 3 Have I got a new computer? 4 Have you got a plan of our school? 5 Has Pete got a lot of friends? 6 Have we got a cute pet?

Task 3: 1 Are you a good pupil? 2 Is your mother afraid of snakes? 3 Are your parents sometimes angry at you? 4 Are you good at English? 5 Have you got a lot of secrets? 6 Is your father a teacher? 7 Has your best friend got problems with Maths? 8 Is PE your favourite subject? 9 Are you in love? 10 Have you got your own computer?

Task 4: 1 canteen, 2 changing room, 3 staff room, 4 locker, 5 lab, 6 art classroom, 7 headmaster's office, 8 library

Task 5: 1 gym 2 canteen 3 computer room 4 lockers 5 changing room 6 staff room

Task 6

canteen	headmaster's office	staff room	changing room	gym	janitor's room
lockers	music classroom	computer room	library	science lab	toilets

It is between the lockers and the computer room and opposite the headmaster's office.

Task 7: 1 between 2 next to 3 opposite 4 next to 5 between 6 opposite

READING IS FUN I:

INSPECTOR J

Tema	Tema 1: Moja škola
Lekcija	Lesson: Inspector J
Predviđeni broj sati	2
Ishodi poučavanja	A.5.1., A.5.3., A.5.5., B.5.2., C.5.3., C.5.4.
Djelatnosti	čitanje, govorenje, slušanje
Međupredmetne teme	Osobni i socijalni razvoj: B.2.2., C.2.1. Uporaba IKT-a: A.2.1.
Digitalni sadržaji	Slušne aktivnosti: Conversation, Say the number, Write the number Igra: <i>Reading is fun 1</i> Self check: <i>Inspector J</i>

Step I READING

As a lead in, play a game with your pupils: Write down on the blackboard: *free-time activities*. Ask a volunteer to come to the blackboard and then whisper to him/her one free-time activity. Look for ideas in the Pupil's Book, p. 24, task 1. This pupil will mime the activity for the other pupils to guess. When they do, ask someone to write it on the blackboard.

Comment on how you feel about each of these activities and put them in order (from the most interesting to the most boring).

For example: *For me reading is number 1. I can spend hours with a book. Number 2 for me is sport. I think it is really healthy.*

Pupils do task 1 in the Pupil's Book individually. Check by asking:
What is number one on your list? What number is reading on your list?
This will lead you to the main topic of this lesson: reading habits.

Do task 2 in the Pupil's Book with the whole class. Read through the words with the class and explain the meaning if necessary. Invite your pupils to talk about their reading habits and their reading preferences.

Step II INSPECTOR J

Ask your pupils to name some comics.

Tell the pupils to have a look at the comic strip in the Pupil's Book and tell you who the main character is.

Pupils read and try to figure out who is guilty.

Answer: The short plump guy stole the bike. He says he was in the school library, but his shoes are dirty. The garden from where the bike was stolen is also muddy.

You will notice that in this comic strip there are sentences in the Past Tense. Ignore this for the time being because the aim of this reading activity is to get the overall meaning and simply to enjoy reading.

Tell your pupils to circle all the words in task 4 in the Pupil's Book they are familiar with.

Pupils get in groups of four. They find out the meaning of the words they do not understand from their friends.

Check their understanding by saying the words from task 4 in Croatian. Your pupils will supply the English words.

Pupils write in their notebooks what they think Inspector J is like, using the adjectives in task 4.

Step III EVERYDAY ENGLISH

Play the recording and ask your pupils who is talking.

Pupils do task 1 (Telephone conversation) on page 25 of the Pupil's Book individually. If necessary, play the recording once again. Check by asking pupils to read aloud.

Draw your pupils' attention to how you answer the phone ("Hello, 2709886") and how you ask to speak to someone.

To practise the way telephone numbers are read, do tasks 2 and 3 (Telephone numbers).

OPTIONAL:

As a follow up, tell your pupils to get into groups of three. They make up a short telephone conversation and act it out.

LOOK BACK I (WOORKBOOK)

Tema	Tema 1: Moja škola
Lekcija	Lesson: Look back 1
Predviđeni broj sati	1-2
Ishodi poučavanja	A.5.1., A.5.3., A.5.4., A.5.5., A.5.6., A.5.7., C.5.1., C.5.2., C.5.3.
Djelatnosti	čitanje, pisanje, govorenje, slušanje
Međupredmetne teme	Učiti kako učiti: B.2.1., B.2.2., B.2.3. Uporaba IKT-a: A.2.1. Osobni i socijalni razvoj: A.2.4., B.2.2., B.2.4.
Digitalni sadržaji	<i>Look back 1</i> pdf. datoteka za preuzimanje Slušne aktivnosti: <i>Grammar rap</i> , <i>Five children</i>

You must do the grammar rap, the listening task and the speaking task in class but you can do all the other tasks either in class or you can assign them for homework. If you do so, be sure you check your pupils' work. If you do the tasks in class, the pupils can do them individually, in pairs or in small groups.

VOCABULARY

Task 1

Ask a volunteer to read aloud all the words before your pupils start doing this task.

Key:

Days of the week: Monday, Thursday, Saturday, Friday

Numbers: zero, hundred, twenty-six, thousand

School subjects: Maths, English, History, PE

We read a magazine, comic, poem, novel...

Rooms at school: canteen, library, gym, lab

Task 2

The aim of this task is to practise spelling.

Key:

forty, hobby, Science, Geography, Tuesday, fifteen, library, stickers Task 3
changing room, form teacher, cuddly animals, detective stories, free-time
activity, mathematical calculations

Task 3

Before working on this task individually, you can turn it into a memory game.

Key: changing room, form teacher, cuddly animals, detective stories, free-time
activities, mathematical calculations

LANGUAGE AT WORK

Task 1 Grammar rap

Tell the pupils to predict what the missing words are. Then play the recording. The intention here is to take a short break and enjoy language work through music.

Key: am, are, is, is, are, are, are, is

Task 2

Comment on the illustration with your pupils before they do this task.

Key: is, am, am, am not, are, are, am, have got, am, am not, is, is, are, have
got, are, aren't, is, is, isn't, is, has got, isn't, are

Task 3

This task is related to the text about Mr Finch from the previous task and cannot be done unless you have gone through the previous task with your pupils.

Key:

- 1 Are you strict? No, I'm not.
 - 2 Are some pupils afraid of you? Yes, they are.
 - 3 Is Inspector J your favourite comic book? Yes, it is.
 - 4 Have you got a lot of friends? Yes, I have.
 - 5 Is your friend Peter a teacher? No, he isn't.

 - 6 Has Mark got a little zoo at home? No, he hasn't.
 - 7 Is your favourite hobby rollerblading? Yes, it is. 8
- Are teachers ordinary people? Yes, they are.

Task 4

Pupils rewrite the sentences by using Possessive Adjectives and without changing the meaning.

Key: 2 Our house is big. 3 Their two dogs are little. 4 Her best friend is Erica. 5 My bike is new. 6 Your History teacher is strict. 7 Its name is Poppy. 8 His form teacher is new.

READING

Let your pupils take as much time as they need because they will need to do intensive reading.

Key:

Calculation: $524 + 14 - 18 + (10 \div 2) = 525$

Answer: Cathy has now got 525 stickers in her album.

LISTENING

Before listening, explain the task to your pupils and give them a few minutes to read the contents of the task. Play the recording twice. The first time your pupils do the matching. The second time they listen and check.

Audioscript:

My name is Earl. I like singing. I play the violin and I would like to play in a big orchestra. I'm Carla. I'm interested in plants and animals. I'd like to be a scientist and I would like to work in a lab.

I'm Anna. I'm very good at drawing and painting. I also like making things out of paper. I'm proud because the teacher always puts my drawings on the pinboard.

My name is Jerry. I would like to go to all the countries in the world. But first I must learn something about them. That's why I've got a big map and a globe in my room. I'm Eddy. I like reading, especially about things from the past. It's really interesting to learn how people lived a long time ago without cars, computers and everything we have today.

SPEAKING

Pupils should be able to make sentences on their own using this fact file.

You can turn this into a writing activity as well.

NOW I CAN

This is a self-evaluation corner. Go through the sentences with the whole class and make sure they understand everything. Only then ask your pupils to work individually and analyse their work and their achievements.

UNIT 2

Lesson 4:

AN ORDINARY FAMILY

Tema	Tema 2: Moja obitelj i prijatelji
Lekcija	Lesson 4: An ordinary family
Predvideni broj sati	3-4
Ishodi poučavanja	A.5.1., A.5.2., A.5.3., A.5.4., A.5.5., A.5.6., A.5.7., B.5.2., C.5.1., C.5.2., C.5.3., C.5.4., C.5.5.
Djelatnosti	čitanje, pisanje, govorenje, slušanje
Međupredmetne teme	Učiti kako učiti: A.2.2., B.2.1. Uporaba IKT-a: A.2.1. Osobni i socijalni razvoj: A.2.1., A.2.4., B.2.2., B.2.4. Građanski odgoj: C.2.3.
Digitalni sadržaji	<i>Slušna aktivnost: Curious song</i> Igre: Family members, Read and match, Wh- questions, <i>Whose is it?</i> Self check: Quiz Learn more: <i>The Wilbours, The British Royal family, A family photo</i>

Step 1 FAMILY WORDS

Read aloud the words in task 1 in the Pupil's Book. Tell your pupils to cross out all the words they hear and see that are not connected with the family. Check by asking volunteers to read the words they have crossed out.

Write all the family words from tasks 1 and 2 on cards and put them on the blackboard. Join the words *mother* and *father* with a line. Ask volunteers to come to the blackboard and connect the other pairs of words. Translate the meaning if necessary. Draw pupils' attention to the translation of the words *uncle*, *aunt* and *cousin*. Also check that your pupils pronounce the words *niece* and *nephew* well. Pupils do task 2 in the Pupil's Book individually.

Play a memory game with the family word cards: find the matching pairs.

Introduce the shorter forms of some family words, like *mum*, *dad*, *granny*, *grandpa*, etc.

Pupils can do task 1 in the Workbook now or for homework.

Explain that *family name* is a synonym for *surname*.

Step II READING

Ask your pupils to look at the picture of Mike's family. Ask some questions to prepare the pupils for reading:

How many members are there in Mike's family?

Where are they in this picture?

What are they doing?

Are they having a good time? Etc.

First reading: Task 3, Pupil's Book – pupils read the text about Mike's family and figure out who is who in Mike's family. Limit the time for this activity. To make it easier for our pupils, stop after every paragraph to check. By breaking up a longer text you will make it easier for all the pupils to be equally involved.

Second reading: Pupils do task 4 in the Pupil's Book individually. Check by asking volunteers to read the names of the characters in the picture...

Ask individual pupils to read the text aloud. The other pupils listen and underline the words or phrases they do not understand. Explain the meaning of such words.

Pupils do task 5 in the Pupil's Book individually. Check by asking individual pupils to read the correct version of the sentences. This correction of the incorrect sentences can be done orally or as a writing activity.

You can do task 2 in the Workbook now or assign it for homework.

To revise everything about Mike's family and to motivate your pupils to speak, divide them into 2 to 3 groups. They compete to see who can remember more facts about Mike's family. Members of each group take turns to say one sentence about Mike's family. For each correct sentence, give one point.

Step III THE SONG

Ask your pupils if they remember why Mike thinks his brother is annoying. When they come up with the answer (He always asks questions), tell your pupils they are going to listen to a song about Ted.

Ask your pupils to try to predict the correct order of the lines in this song.

Play the recording of the song. Pupils check their work or order the lines.

Key: NOSY TED

I've got a little brother,
His name is Ted.
His hobby's asking questions,
He makes me really mad.
Why are the stars in the sky?
Why is the Sun so hot?
Why are lions so fast and snails are not?
What is the name of this street?
Why are the clouds white?
How old is that tree?
Where is the Sun at night?
I've got a little brother,
His name is Ted.
His hobby's asking questions,
He makes me really mad.

Let the pupils join in and sing the song.

OPTIONAL:

In smaller groups, pupils can do task 3. Help them with the vocabulary and structures because this is an open task and when pupils do such tasks they often have limited language resources for what they would like to say.

Step IV WH- QUESTIONS

Pupils tell you all the questions from the song *Nosy Ted*.

Study the table (Wh- questions) with the whole class and explain the use of question words.

Do task 4 in the Pupil's Book orally with the whole class.

Pupils do task 3 in the Workbook individually. Check by asking individual pupils to read aloud their questions.

Pupils can do task 4 in the Workbook now or for homework. But make sure you go through the questions with your pupils once they have done it.

Step V POSSESSIVE CASE

1 Write on the blackboard the following:

The boy's name is Tom.

The boys' names are Bob and Bill.

Ask your pupils if they can explain in their mother tongue what the difference between BOY'S and BOYS' is. If they can't figure it out, help by asking: *How many boys are there in the first/second sentence?*

Study with your pupils the table (Possessive) in the Pupil's Book. Explain to your pupils when we use 's and when we use only ' for the possessive case.

Pupils do task 3 Pupil's Book individually. Pupils exchange their books and check if their friend has done this task correctly. Circulate and monitor the correcting.

Step VI WHAT PEOPLE LOOK LIKE

Ask your pupils about their family. Use the questions in task 1 in the Pupil's Book. Pupils have already been exposed to most of the vocabulary that appears in these questions. However, you may still need to explain the meaning of some words (*braids, moustache...*). In this way, you will recycle the vocabulary we use to describe people's appearance with the whole class.

E.g. Who's bald in your family?

Whose hair is long in your family?

Tell your pupils to have a look at the five characters in the Pupil's Book. Do task 1 as a pair work activity. Pupils take turns to ask each other questions about the five characters. For example: *Who is bald?*

Draw your pupils' attention to the LOOK box and the three ways you use to start your questions: WHO'S, WHO'S GOT and WHOSE. Since these may be confusing for pupils, explain the difference and ask your pupils to translate them into Croatian.

Pupils do task 5 in the Workbook individually. Circulate and monitor their work. Help individual pupils if necessary.

Pupils individually prepare and write in their notebooks at least four more questions about the five characters. Expand the vocabulary range by writing on the blackboard the following words:

*tall short skinny weak straight wavy tidy brown blue glasses
fit pretty*

Task 6 in the Workbook can be done for homework.

Step VII WHAT PEOPLE ARE LIKE

To introduce adjectives used to say what people are like, do the following activity: Play a drop-out game. Tell your pupils to stand up. Explain that you will call out words in English that we use to say what people are like. If they understand the meaning of the word called out, they remain standing. If they do not understand the word, they sit down. Call out, one at a time, the words from task 4 in the Pupil's Book, but also the words your pupils are supposed to have already mastered (see page 25 in the Pupil's Book, task 4).

Say one adjective and ask one of the pupils who remain standing to translate the word in order to check that they really understand it. Each time you may expect a few pupils to drop out. By playing this drop-out game, you will introduce all the target vocabulary.

Pupils are now ready to do task 4 from the Pupil's Book. Let your pupils do this task in pairs because this is still an early stage in your work on vocabulary and pupils will feel more confident. This sorting out should be done in their notebooks. Check their answers by asking pupils to read aloud. There will probably be some disagreement about the sorting, so discuss it with your pupils. For instance, some pupils will claim the word *shy* is a positive word while others will disagree.

Ask your pupils to shut their book. Write on the blackboard only the first letter of all the adjectives from the previous task. Ask volunteers to come to the blackboard one at a time and write the entire adjective. You can turn this into a competition. The game is over when the last word is written out.

OPTIONAL:

Do tasks 5 and 6 in the Pupil's Book with the whole class. Your pupils can even add some other popular characters to the list in task 5 and they can discuss what these characters are like.

Tasks 8 and 9 in the Workbook can be done for homework.

Pupils do task 7 in the Workbook individually. Invite them to justify their choice of the odd one out.

Step IX SPEAKING AND WRITING

Having acquired a lot of expressions used to describe appearance and character, pupils can talk about their own family.

Speaking task in the Pupil's Book should be done as a pair work activity. Do not forget to ask your pupils to bring their family photos in advance. Explain the procedure well in both languages. Monitor, but do not interrupt the pupils' flow.

Writing task in the Pupil's Book should be the crowning achievement of this lesson. It is a guided composition on the family. A skeleton is offered in the book. Pupils write

this composition in their notebooks. Collect their work and check it for mistakes. Display their work.

OPTIONAL:

If you want to have some fun with your class, ask them to write down on a piece of paper a description of themselves, but without writing down their name. Collect the papers, shuffle them and redistribute. Pupils now have a description, which they read and then draw an illustration of the "owner". Put all their work on the blackboard and let them find their own description. The illustrations will probably cause a lot of laughter.

WORKBOOK ANSWER KEY

Task 1: nephew, sister, mum, cousin, niece, dad, husband, aunt, granny, uncle, grandpa, brother, son, daughter, wife

Question: What is your family name?

Task 2: mother, father, sister, brother, grandfather, uncle, aunt, cousin, brother, grandma, cousin

Task 3: Where is your best friend? Where are your parents? Where is my bag? Who is your best friend? Who is at home? When is your birthday? What is the time? What are you interested in? What is your surname? How is your best friend? How are you today? How are your parents? Why is Mike tired? Why is the sea blue? How old is your best friend? How old is my bag? How old are your parents?

Task 4: 1 Where is your dad? 2 Who is that girl? 3 Why are you happy? 4 How old is your brother? 5 When is your piano lesson? 6 What have you got in your bag? 7 What is this? 8 Where is Jessica?

Task 5: 1 Who's 2 Whose 3 Who's 4 Whose 5 Who's 6 Who's

Task 6: 2 Linda's 3 My cousins' 4 Our parents'

Task 7: shy (personality adjective), brave (personality adjective), weak (personality adjective), selfish (negative), curious (personality adjective), bald (no hair), fat (nothing to do with hair), polite (positive)

Task 8: Kyle: tall, thin, beard, long, a ponytail; Sam: fat, glasses, curly, brown; Mia: slim, pretty, blond, plaits, freckles; Jessica: short, plump, wavy, ponytail; Robert: thin, moustache, small

Task 9: boring, brave, calm, clever, clumsy, curious, friendly, hard-working, helpful, kind, lazy, naive, naughty, patient, polite, romantic, rude, selfish, serious, shy, stupid, worried

Lesson 5:

A DAY OF ADVENTURE IN ONE DAY

Tema	Tema 2: Moja obitelj i prijatelji
Lekcija	Lesson 5: A day of adventure in one day
Predviđeni broj sati	4-5
Ishodi poučavanja	A.5.1., A.5.2., A.5.3., A.5.4., A.5.5., A.5.6., A.5.7., C.5.1., C.5.2., C.5.3., C.5.4.
Djelatnosti	čitanje, pisanje, govorenje, slušanje
Međupredmetne teme	Učiti kako učiti: A.2.2., B.2.1. Uporaba IKT-a: A.2.1. Osobni i socijalni razvoj: A.2.4., B.2.2., B.2.4.
Digitalni sadržaji	Slušne aktivnosti: <i>Wonderland</i> Self check: <i>A day of adventure</i>

Step I LEAD IN

Start off by analysing the illustration on page 33 in the Pupil's Book. Do task 1 with the whole class. Explain what a theme park is.

Also ask your pupils what they can see in this plan of a theme park. Explain the meaning of the symbols in the box.

Pupils do task 2 individually. Check their answers by asking individuals to read the sentences aloud.

Step II LISTENING

To prepare your pupils for the listening task, first comment with the whole class on the illustration on page 31 in the Pupil's Book. Help by asking questions:

Who is in the picture?

Where are they?

What are they doing?

Are they reading something interesting? Etc.

Before the first listening, read the questions in task 3 of the Pupil's Book aloud. Pupils can now listen to the recording and find the answers.

Audioscript:

Mike: Wow...

Cathy: This is awesome!

Mike: Amazing!

Dad: You two, what have you got there?

Cathy: It's a Wonderland brochure.

Dad: Wonderland? What's Wonderland?

Mike: It's a theme park. There are a lot of great rides and attractions. It looks so exciting. There is something for the whole family. Even grandpa.

Dad: Is there anything for little kids?

Cathy: Of course there is. There are two roundabouts.

Mike: There is also a fascinating dolphin show.

Cathy: I'd really like to go there. Can we, dad?

Dad: Hmm... I don't know.

Mike: You can also learn a lot because you can travel into the past.

Dad: Is there also something that can help you two with your Maths homework?

Cathy: Oh dad, stop it! I've got an idea. This can be my birthday present this year. We can all spend a whole day there.

Dad: It sounds like real fun for the whole family. Let me see the brochure.

Check by asking individual pupils to answer the questions.

Note: Wonderland theme park does not exist. It is an imaginary theme park.

Before the second listening, give your pupils a few minutes to read through the sentences in task 4 of the Pupil's Book. Only then play the recording. Check by asking individual pupils to read aloud their answers.

Step III READING

Ask your pupils what they remember about the Wonderland theme park (refer back to the conversation between Mike and Cathy).

Answers: There are a lot of great rides and attractions. There is something for the whole family. There is a fascinating dolphin show. You can travel to the past. Pets are welcome.

Do task 1 in the Pupil's Book. Explain to your pupils that they are going to read the Wonderland theme park brochure. Pupils do this matching activity individually.

Since the language of this brochure is authentic brochure language, your pupils may find a few new phrases and expressions. However, at this point let them do the task without any help to see how well they can cope with this type of text. The illustrations will help pupils to understand.

Check their work and ask for their impressions.

Would you like to go to such a theme park?

Which attraction do you like best?

Which attraction would you not go to?

At this point you can go through the brochure step by step in order to explain new words and expressions. Write the new vocabulary on the blackboard. Do task 2 in the Pupil's Book orally with the whole class.

Pupils do task 1 in the Workbook individually. Explain the task well to your pupils. They can do this task with their Pupil's Book open. To challenge more confident pupils, tell them to do this task without the help of their Pupil's Book. Check by asking individual pupils to read the corrected version.

To practise some vocabulary from the brochure, do tasks 2 and 3 in the Workbook.

Or, better yet, assign them for homework.

OPTIONAL:

This step aims at vocabulary expansion. You will revise and expand means of transport and other ways of travelling.

Prepare some pictures of different means of transport and ask your pupils if they can name any of the things in the pictures. Introduce the ones they can't name.

Draw your pupils' attention to the use of the prepositions BY and ON (*by car* but *on foot*).

They can do task 4 from the Workbook now or for homework.

Step IV SPEAKING AND WRITING

To round off the whole topic of theme parks and to move on to the production stage, do task 3 – Speaking. This should be done as a pair work activity. First, each pupil reads all the questions individually and thinks of the answers or looks for them in the brochure. Next, one pupil asks any five questions at random and the other pupil answers them without looking at the book. Task 4 offers material for discussion.

Introduce some real theme parks and invite your pupils to guess the answer to the question. Ask if anyone has been to any of these theme parks. They can perhaps talk about their experience.

Note: Gardaland is in Italy. Thomas Land is in the UK. There are Legoland theme parks in the UK, the USA, Germany and Denmark. But the biggest and the most famous of them all are the Disneyland theme parks (in the USA in Florida and California, and in France, Japan and Hong Kong).

The writing task 6 in the Pupil's Book practises the skill of writing postcards. Your pupils should pick a theme park they would like to visit and imagine they are there now.

As this writing task is guided, pupils can do it individually. The adjectives in the box are there just as a reminder of what words they can use to complete the postcard. Of course, your pupils can use any other words they like.

Step V THE IMPERATIVE

Do task 1 – language focus in the Pupil's Book with the whole class. Ask individual pupils to read the sentences aloud. Explain the meaning if necessary. Pupils comment on the rules and say which ones they can see in a theme park. Study the LOOK box with your pupils and give necessary explanations.

Pupils do task 5 in the Workbook now or for homework.

OPTIONAL:

To challenge your pupils to do more creative work, do a PROJECT with them. Invite your pupils to write some rules for their language classroom and illustrate them. Prepare some big pieces of paper and felt pens, divide your class into groups and let them come up with their own ideas for classroom rules (serious and silly).

Monitor their work and help if necessary. Stick these illustrated rules on the classroom walls and tell your pupils not to forget to obey these rules.

As this activity is optional, it needn't be done in class if you are short of time. You can simply ask volunteers to do it as extra work.

Step VI THERE IS... / THERE ARE...

This language structure is not new to your pupils. They have already learnt it in the third and fourth grade. However, since this structure doesn't have an equivalent in our language, it needs to be practised over and over again.

Start off by playing a memory game with your pupils. Tell your pupils to have a good look around the classroom. Ask two volunteers to come to the blackboard and shut their eyes. Talk about some details in the classroom and ask the pupils if these sentences are true or not. For example:

There are 15 girls in the classroom.

There is a pink pencil case on Marta's desk.

There isn't a flower pot on the cupboard. Etc.

Give a point for every correct guess.

Ask your pupils to complete the Language Focus table on page 37 in the Pupil's Book.

They can do it individually because they have already been exposed to this structure.

Challenge them to translate these sentences into Croatian.

Do task 2 in the Pupil's Book. First, describe the illustration orally with the whole class. Insist on the use of the *There is/are* structure. Next, tell your pupils to write

down in their notebooks as many true sentences as they can remember without looking at the illustration.

To practise the question form and short answers, pupils do task 3 in the Pupil's Book individually in writing. Check by asking pupils to ask and answer as a chain activity.

Task 6 from the Workbook can be done for homework.

WORKBOOK ANSWER KEY

Task 1: food-adventure, future-past, queens-knights, millimetres-metres, grass-jungle, fishing-pirate, ice-sea, shoes-glasses, bed-chair, waterfalls-rapids, castle-maze, nights-days, helicopter-train, monsters-pets, sandwich-souvenir

Task 2:

A theme park, food and drink, ticket office, bus stop, picnic tables, dolphin show

B pirate ship, dense jungle, dragons and knights, 4D glasses, water rapids, opening times

Task 3: 1 dragons and knights 2 jungle 3 maze 4 rapids 5 souvenir 6 ticket 7 trip 8 adult

Task 4: 2 on foot, by bus, by tram, by bus, by bike 3 by bus, by bike, by car, on foot 4 by train, by bus, by underground, on foot, by bike 5 by ship, by helicopter, by ferry 6 by rocket 7 by plane, by ship

Task 5: Don't eat. Open your books. Don't drop litter. Don't run so fast. Listen carefully. Don't stand on the chair. Don't feed the animals. Come here. Go out. Don't cry.

Task 6:

A There is... There isn't... There aren't... There are... There is... There isn't... There is... There are...

B 1 Yes, there is. 2 Yes, there are. 3 No, there aren't. 4 No, there isn't. 5 No, there isn't. 6 Yes, there are. 7 No, there isn't. 8 No, there aren't.

Lesson 6:

SHE CAN'T RUN BUT ...

Tema	Tema 2: Moja obitelj i prijatelji
Lekcija	Lesson 6: She can't run but...
Predviđeni broj sati	2-3
Ishodi poučavanja	A.5.1., A.5.2., A.5.3., A.5.5. A.5.6., B.5.1., C.5.1., C.5.2., C.5.5.
Djelatnosti	čitanje, pisanje, govorenje, slušanje
Međupredmetne teme	Učiti kako učiti: A.2.2., B.2.1. Građanski odgoj: A.2.1., A.2.2. C.2.4. Uporaba IKT-a: A.2.1., A.2.2. Osobni i socijalni razvoj: A.2.4., B.2.2., B.2.4.
Digitalni sadržaji	Slušne aktivnosti: <i>Monica</i> , Instruments, Instrument sounds Igra: Crossword Self check : <i>Monica</i> , Musical instruments Learn more: Musical instruments

Step I LEAD IN

Find a picture of the latest model of a mobile phone. Do not show it to your pupils, but ask them to guess what is in the picture. Tell them that you will only answer with YES and NO. Pupils' questions should aim at guessing what is in the picture:

Is it something big?

Is it an animal?

Is it a thing? Etc.

When they guess, display several magazine cut-outs of mobile phones and ask them to pick the one they like best. They must explain why.

Go through the questions in task 1 in the Pupil's Book and do the task orally. Ask several pupils the same questions.

Pupils do task 2 in the Pupil's Book individually. Check by asking individual pupils to read the text messages in the logical order.

Comment on the way people write text messages (short, simple.).

Do task 1 in the Workbook. First, elicit all the possible answers and then ask the pupils to write answers to the messages. Circulate and monitor to see if they are spelling the words correctly.

Step II LISTENING AND READING

To set the atmosphere for the next step, ask the pupils why Cathy, Monica, Jenny and Hannah are going to get together today at five. (Answer: *They are doing a music project for school together.*)

Explain to your pupils that they are going to find out what happens next.

First, pupils read the questions in task 1 (listening / reading) in the Pupil's Book and thus, get ready for listening.

Play the recording. Pupils just listen for the answers and don't look at the text.

Check by asking individual pupils to answer the questions from task 1.

Pupils read the text in the Pupil's Book and do task 2.

Pupils read the text aloud in roles. Explain all the new words and expressions (*wheelchair, choir, dodge ball, get down to work...*).

Do task 3 in the Pupil's Book with the whole class. After you have gone through the whole task, ask your pupils to shut their books. You repeat the paraphrases from the book and pupils will give you the words without looking at their books. Reverse the procedure. You say the word and see if they can repeat the paraphrase.

Do task 2 in the Workbook now or assign it for homework.

Step III LANGUAGE FOCUS

To prepare your pupils for the new structure, do task 4 in the Pupil's Book (p. 39). This task is at the same time revision of the previous material and an introduction to the study of the new target structure – the modal verb CAN to express ability.

To introduce an element of fun and to foster the TPR approach, do the following: Play some music. While the music is playing, an object circulates from pupil to pupil. When the music stops, the pupil who is holding the object must make a true sentence about Monica, looking at the table in task 4.

OPTIONAL:

Repeat the procedure, only this time pupils talk about themselves using the ideas from the table in the previous task.

Pupils complete the table in task 1 in the Pupil's Book (p. 40) individually. Check by asking the pupils to read aloud. Analyse the table with your pupils and explain the form (affirmative, negative, questions and short answers) and the use of the modal verb CAN.

Pupils do task 2 in the Pupil's Book individually. Check by asking individuals to read aloud.

Task 3 in the Pupil's Book is to be done as a pair work activity. First, each pupil answers the questions for him/herself. Then, they take turns to ask each other the same questions. Circulate and make sure your pupils are using the short answer form, not just yes/no.

Ask a few pupils to give a report about their friend.

Task 4 introduces another function of the modal verb CAN – asking for permission. Pupils do the matching individually. Ask pairs of pupils to take turns and read aloud these four dialogues.

Explain the meaning of CAN in these dialogues.

Pupils do task 5 in the Workbook in small groups. In this way, they will probably brainstorm more ideas.

Do task 5 in the Pupil's Book with the whole class. Make sure they understand the difference between can as *mogu* and can as *smijem li*.

Assign tasks 3 and 4 in the Workbook for homework. Go through these two tasks with your pupils, particularly task 4 because your pupils can only guess the answers and they will surely want to know what the right answers are.

Step IV VOCABULARY

Stick the pictures of musical instruments on the blackboard and ask your pupils if they can name any. Introduce those they can't name.

Play the recording (task 1 in the Pupil's Book) and ask you pupils to point to the instruments they hear mentioned.

Play the game “What's missing?” with these words. Pupils shut their eyes and you remove one or two pictures. They say what is missing.

Remove all the pictures from the blackboard and ask your pupils to name all the instruments they can remember. Write down these words, but leave out the vowels. For example: TR__ NGL__

Ask your pupils to copy the words into their notebooks, but with all the letters. When they finish, they can do the self-check.

Do tasks 2 and 3 in the Pupil's Book as suggested in the book.

Task 3 answers: 1 the piano 2 the accordion 3 the guitar 4 the violin 5 the banjo 6 the flute
7 the trumpet 8 the drums

WORKBOOK ANSWER KEY

Task 1: Possible answers: Nothing. / Task 3 in the workbook. I'm happy for you. / Lucky you.

Of course. / Sorry, I have volleyball training. Thanks.

Task 2: friend, different, wheelchair, basketball, team, alone, school, choir, stories, magazine

Task 3: Individual answers.

Task 4: 1 Yes, they can. 2 No, it can't. 3 No, it can't. 4 Yes, it can. 5 Yes, we can. 6 Yes, they can. 7 Yes, it can. 8 No, they can't. 9 Yes, they can. 10 Yes, they can.

Task 5: 1 Can I go out? 2 Can I go to the cinema? 3 Can I play the guitar?

Task 6: 1 drum 2 triangle 3 synthesizer 4 accordion 5 piano 6 violin 7 guitar 8 flute 9 trumpet

READING IS FUN 2:

THE EMPEROR'S NEW CLOTHES

Tema	Tema 2: Moja obitelj i prijatelji
Lekcija	Lesson: The emperor's new clothes
Predviđeni broj sati	2-3
Ishodi poučavanja	A.5.1., A.5.2., A.5.3., A.5.4., A.5.5., A.5.6., A.5.7., B.5.1., C.5.1., C.5.2., C.5.3.
Djelatnosti	čitanje, pisanje, slušanje, govorenje
Međupredmetne teme	Učiti kako učiti: A.2.2., B.2.1. Uporaba IKT-a: A.2.1. Osobni i socijalni razvoj: A.2.1., A.2.4., B.2.2., B.2.4., C.2.2. Građanski odgoj: C.2.3.
Digitalni sadržaji	Slušne aktivnosti: <i>The emperor's new clothes</i> , Reading is fun 2, <i>In a shop</i> Igra: <i>The emperor's new clothes</i> Self check: <i>The emperor's new clothes</i> Learn more: Clothes

Step I READING

Start off by asking some questions which will lead you into the story you are going to do:

What is the last book you have read?

Do you like that book? Why?

Do you have a favourite story?

What is your favourite story?

What is it about?

Have you ever heard or read the story "The Emperor's New Clothes"?

Who told you this story?

What is the story about?

Most children have probably heard this story at least once since it is a traditional story often told to children by parents or grandparents. It has also been turned into cartoons. Therefore, they will probably have an idea of the outline of the story.

Before reading the story, introduce some vocabulary by doing task 1 in the Pupil's Book.

Turn this task into a competition – who will be the first to figure out the meaning? You read the words in English (to be sure everyone pronounces these words correctly) and they will supply the Croatian equivalent.

Pupils read the story and put the paragraphs in the correct order. Since this is a pretty demanding task, do not forget to remind your pupils to get help from the illustrations next to each paragraph.

Key: 5, 7, 2, 4, 1, 3, 6

Play the recording. If the pupils have managed to put the paragraphs in the correct order, they just check. If they haven't, they can order the paragraphs while listening. Ask your pupils the "prize question" from Task 3. (**Answer:** b) H. C. Andersen)

Comment on the story by asking:

What do you think about the story?

What do you think about the emperor?

If your pupils want to express their opinion but lack sufficient language, do not hesitate to let them switch to Croatian. When they express their opinion in Croatian, restate it in English.

Individual pupils read the story aloud. Stop after every paragraph and explain the word or phrases you think your pupils do not understand.

To check understanding, pick a sentence from the story, translate it into Croatian and tell your pupils to find this sentence in the story. This can be turned into a real competition between pupils. Continue with a few more sentences that you think are vital for the story.

Pupils do task 4 from the Pupil's Book in their notebook in writing. In this way, they will get a summary of the story which they will be able to use as a model for retelling the story.

Check by asking individual pupils to read aloud.

Step II SPEAKING

Pupils work in pairs (task 1 in the Pupil's Book, p. 43) and take turns to tell each other the story.

Do task 2 from the Pupil's Book with the whole class. Since this is a discussion, do not worry about any mistakes they make.

Pupils can do task 1 in the Workbook for homework.

Step III VOCABULARY

Bring pictures or magazine cut-outs of different items of clothing and display them on the blackboard. Use pictures of the words from the word snake in task 1 in the Pupil's Book. Ask your pupils if they can name any of them. Together they will probably be able to name a lot. Introduce the words no one could name.

Play a game with the pictures on the blackboard. Ask two pupils to stand in front of the blackboard so that they do not face it. Call out a word (an item of clothing displayed on the blackboard). The two pupils compete to see who will first touch the picture featuring this word.

Pupils do task 1, vocabulary, in the Pupil's Book. To check, ask volunteers to write the words from the word snake next to the corresponding pictures on the blackboard.

To introduce more vocabulary, do task 2 in the Pupil's Book. This is a listening activity.

First, tell your pupils to have a good look at the people in the book. Explain clearly their task: to listen and figure out the names of these four people. One listening will be sufficient because they have a lot of elements provided in the book (names, items of clothing).

After listening, check by asking: *Who is person number 1 / 2 / 3 / 4?*

Key: 1 Kyle 2 Nick 3 Veronica 4 James
--

Next, to reinforce new vocabulary, ask: *Who is wearing a top/a bathrobe/.....?*

They can see these words matched with the pictures, but by asking the questions you repeat the way the words are pronounced.

Finally, ask your pupils to shut their books and ask: *What is Kyle/Veronica/...wearing?*

Audioscript:

1 Football is my favourite sport. That's why I always wear a Manchester United jersey, shorts and trainers. My mum often says: "Kyle, you can't go to school like this!" But I pretend I can't hear her.

2 Oops! I've just got up. That is why I'm wearing only my underwear. Do you like my slippers? Look, I've got my name on the bathrobe: Nick. Nice, isn't it?

3 I'm Veronica. I think colours are very important. Look, today I'm wearing green leggings and a pink top. Of course, my flip-flops are also pink. Cool!

4 I'm a spy, so I must be elegant. I always wear a suit and a shirt with a tie. Don't you recognise me? I'm Bond..... James Bond.

Pupils can do task 2 in the Workbook now or for homework.

Do task 3 in the Workbook in class. The concept of collocations is introduced here, so you need to clearly explain the task before pupils get down to it.

Step IV EVERYDAY ENGLISH

Let the pupils look at the illustration on page 44, Everyday English, in the Pupil's Book. Ask a few questions about the illustration to prepare your pupils for listening.

Ask: *Where is the boy?*

What is he doing?

What is he buying?

What is he giving the shop assistant?

Do task 1 in the Pupil's Book – In a clothes shop.

Ask your pupils to try and predict the correct words, and only afterwards play the recording for them to check or choose the correct words. Do task 2 in the Pupil's Book as a pair work activity.

Task 4 from the Workbook can be done for homework.

WORKBOOK ANSWER KEY

Task 1: beautiful, hour, tailors, cloth, invisible, incompetent, swindlers, money, emperor, people, new, child, naked, clothes

Task 2: BOYS WEAR: suit, shirt, tie; GIRLS WEAR: dress, skirt, hat, top, leggings; BOTH BOYS AND GIRLS WEAR: trousers, jeans, jacket, t-shirt, socks, sweater, swimsuit, gloves, scarf, coat, boots, shoes, sandals, tracksuit, belt, cap, flip-flops, jersey, shorts, trainers, underwear, bathrobe, slippers

Task 3: You can put on / buy / iron / wear / make / wash / take off clothes; Clothes can be small, big, elegant, cheap, comfortable

Task 4: 6, 4, 1, 7, 10, 3, 8, 9, 2

LOOK BACK 2 (WORKBOOK)

Tema	Tema 2: Moja obitelj i prijatelji
Lekcija	Lesson: Look back 2
Predviđeni broj sati	1-2
Ishodi poučavanja	A.5.1., A.5.3., A.5.4., A.5.5., A.5.6., A.5.7., C.5.1., C.5.2., C.5.3.
Djelatnosti	čitanje, pisanje, slušanje, govorenje
Međupredmetne teme	Učiti kako učiti: B.2.1., B.2.2., B.2.3. Uporaba IKT-a: A.2.1. Osobni i socijalni razvoj: A.2.4., B.2.2., B.2.4.
Digitalni sadržaji	<i>Look back 2</i> pdf. datoteka za preuzimanje Slušne aktivnosti: <i>Grammar rap</i> , <i>Five children</i>

VOCABULARY

Task 1

Ask a volunteer to read aloud all the words before your pupils start doing this task.

WE TRAVEL BY: tram, taxi, train, underground, ship;
 MUSICAL INSTRUMENTS: drum, accordion, flute, trumpet, synthesizer;
 FAMILY: cousin, grandson, nephew, daughter, aunt;
 CLOTHES: underwear, shorts, leggings, flip-flops, suit

Task 2

Before working on this task individually, you can turn it into a memory game.

Key: niece, wife, straight, rude, moustache,

Task 3

The aim of this task is to practise spelling.

Key: guitar, wheelchair, choir, adventure, ticket, souvenir, jersey, leggings, emperor

LANGUAGE AT WORK

Task 1

Key: 1 can't, can 2 can, can't 3 can, can't 4 can't, can 5 can't, can 6 can, can't

Task 2 Individual answers.

Task 3 Grammar rap

Tell the pupils to predict what the missing words are. Then play the recording. The intention of this task is to take a short break and enjoy language work through music.

Key: is, is, is, are, are, is, are, is

SPEAKING

The target structure in this task is *there is/are*. This is to be done as a pair work activity. Pupils take turns to describe one of the rooms, starting their clues as shown in the book. The other pupil guesses which one it is. Monitor and correct mistakes if you hear any.

WRITING

In this task you need to rely on your pupils' imagination. However, stimulate the activity by advising them to use the structure typically used when we describe a place (There is/are.).

Collect their work and check for mistakes. Pupils will be eager to read aloud their work and share their crazy ideas with their classmates, so give them a chance to do so.

LISTENING

Before listening, explain the task to your pupils and give them a few minutes to read the contents of the task. Play the recording twice. The first time, your pupils do the matching. The second time, they listen and check.

Audioscript:

Ethan: I can't find my way out of here! Hello! Can anybody hear me?

Jennifer: Yuck! Is this a real snake? It looks scary. And these big trees!

Lucy: It's so hot, but the water all around us is so refreshing. Oops. We are going doooooown. Be careful not to fall out!

John: Put on your glasses and hold onto your seats. Here we go! Oh, I have a feeling I am going to bump into that tree!

Mike: Wow! This is amazing! The king is getting ready to save his queen from a horrible dragon. This looks so real, as if it's 1124.

NOW I CAN

This is a self-evaluation corner. Go through the sentences with the whole class and make sure they understand everything. Only then ask your pupils to work individually and analyse their work and their achievements.

UNIT 3

Lesson 7:

HAPPY BIRTHDAY, PLANET EARTH!

Tema	Tema 3: Moj svijet i oko njega
Lekcija	Lesson 7: Happy birthday, planet Earth!
Predviđeni broj sati	4-5
Ishodi poučavanja	A.5.1., A.5.2., A.5.3., A.5.4., A.5.5., A.5.6., C.5.1., C.5.2., C.5.3., C.5.4., C.5.5.
Djelatnosti	čitanje, pisanje, slušanje, govorenje
Međupredmetne teme	Učiti kako učiti: A.2.2., B.2.1. Uporaba IKT-a: A.2.1., B.2.4., B.2.2. Održivi razvoj: A.2.1., B.2.1. Osobni i socijalni razvoj: A.2.4., B.2.4., B.2.2.
Digitalni sadržaji	Slušne aktivnosti: <i>Interview with Earth</i> , Months, A rhyme Igra: Months of the week Self check: <i>Hello, planet Earth!</i> Learn more: Solar system, Months of the year

Step I LEAD IN

To introduce the topic, bring to class a picture of the solar system and ask your pupils if they know what is in the picture. Introduce the concept of SOLAR SYSTEM and write it on the blackboard. Next, ask the pupils if they can name any of the planets. Point to the planets they mention in the picture, or ask a volunteer to point to them for you. They will probably have some problems pronouncing correctly some of the planets. Therefore, read them aloud and ask your pupils to repeat after you. Ask the questions in task 1 in the Pupil's Book. In this way you will not only revise the pronunciation of the planets, but also ordinal numbers.

Do tasks 1 and 2 in the Workbook. Ask your pupils to try to do these tasks without looking at the Pupil's Book. After having done the exercises, pupils can check their answers in the Pupil's Book.

Step II LISTENING / READING

Comment on the illustration with your pupils. Ask them what they can see in this illustration and what they think about it.

Read aloud the questions from task 2 in the Pupil's Book. Play the recording and ask the pupils to listen for the answers to the questions. At this point, pupils should not look at the audioscript.

Check the answers by asking individual pupils to read.

Task 3 in the Pupil's Book is actually a short summary of the whole interview.

Pupils read the text on the same page and supply the missing words individually.

Check the answers by asking individuals to read aloud the sentences.

Work on the text and explain the vocabulary you think your pupils do not understand (*celebrate, orbit, ...*).

Pupils read aloud the interview in roles.

Divide your class into two groups. A volunteer from group A picks a sentence from the interview and translates it into Croatian. A volunteer from group B finds the English sentence in the text and reads it aloud. The two groups take turns translating and finding the sentences. Turn this activity into a competition.

Do task 4 in the Pupil's Book as a pair work activity. Each pupil chooses three questions at random and they ask each other these questions. But before they get down to work, go through the questions with the whole class to check if they understand all the questions.

Do task 3 in the Workbook. Pupils do it individually. Make sure you check the answers with the whole class.

To reinforce the target vocabulary, do the following: books are closed, you read one of the paraphrases from this task and your pupils give you the word that has that meaning.

OPTIONAL:

Ask your pupils to think of all the things they would ask planet Earth if they could interview it. Do it as a brainstorming activity. Accept all their questions, even the funny ones. Write all their questions on the blackboard.

Pupils can now work in pairs and make up their own interview with the Earth. One pupil asks the questions (using the ideas from the blackboard) and the other pupil answers.

Volunteers can act it out in front of the class.

For homework, pupils can choose 4 questions from task 4 in the Pupil's Book, copy them in their notebooks and write the answers.

Step III WRITING A SHORT MESSAGE

The intention of this step is to raise awareness of the urgent need to protect our planet from further pollution, but also to teach pupils how to write short messages.

Write on the blackboard: MESSAGE IN A BOTTLE. Explain the meaning if necessary and ask who usually writes such a message.

Summarise by saying: *people in trouble* and explain that the Earth is in trouble and have the pupils look at the message in the Workbook, Task 4. Ask your pupils to try and unscramble this message and to translate it into Croatian.

Do the following as a group work activity: Pupils should imagine they are the planet Earth, and they have to write another message. Let each group write the message on a separate piece of paper so they can display their work on the blackboard. Let the pupils read what the other groups have written.

Step IV COMPARATIVES

Comparatives are a completely new language structure for your pupils. Therefore, deal with them slowly. Try to elicit as much as you can from your pupils. Let the learning process be their deduction rather than your teaching.

Write on the blackboard the word adjectives and ask the pupils what this word means.

Then ask them to tell you all the adjectives they can think of. Write them down on the blackboard, but in such a way that you separate short adjectives, long adjectives and adjectives ending in -y. At this stage, leave out *good* and *bad*.

Explain to your pupils why you have separated the adjectives in these groups. Only explain how we know an adjective is short or long. Do not introduce the comparative form.

Pupils do task 5 in the Workbook individually.

Make sure they understand the meaning of these adjectives. Say the adjective in Croatian and the pupils will tell you the English equivalent from the list.

Do task 1 in the Pupil's Book. Although it deals with the comparative form of adjectives, pupils can do it individually because they can rely on the facts they have read in the interview with planet Earth. At this point, you are only exposing your pupils to the new structure.

Study the table COMPARATIVES in the Pupil's Book with your pupils. Explain what comparatives are so they can understand the concept. Ask volunteers to translate the sentences and point to the difference in meaning between the pairs of sentences (e.g. *Saturn is fast but I am faster.*). Ask if they can figure out what happens with short/long adjectives – if there is a pattern. Point out how we form the comparative.

Do tasks 2, 3 and 4 in the Pupil's Book as suggested in the book. Always check by asking individual pupils to read aloud the answers.

Do the riddle on page 49 in the Pupil's Book with the whole class. Elicit all the possible answers. (**Key:** a towel)

Tasks 6 and 7 from the Workbook can be done for homework.

Step V VOCABULARY

Do listening task 1 in the Pupil's Book to refresh knowledge of the months of the year. Play a drop-out game. At random, say a month of the year in Croatian. The pupil who doesn't give you the correct English word drops out. Do the riddle on page 50 in the Pupil's Book, too. (**Key** to the riddle: Johnny)

Pupils individually do task 2 in the Pupil's Book. Check by asking individuals to read the sentences aloud. Draw your pupils' attention to the LOOK box and the use of the preposition IN with months.

Ask several pupils: *When is your birthday?*

Write on the blackboard today's date and elicit from them the pattern for writing the date (ordinal number + month + year).

Write down a few dates and ask volunteers to come to the blackboard and write them down.

For example: 3/11/2008 = 3rd November 2008. Use the dates on the blackboard to teach your pupils how to read dates correctly.

Pupils do task 3 in the Pupil's Book individually. Circulate and check their work. Ask individuals to read aloud these dates.

Task 4 in the Pupil's Book is a brainteaser. Therefore, pupils should do it individually and compare their answers.

Key:

Mike's birthday is on 25th March.

Cathy's birthday is on 22nd December.

Pete's birthday is on 15th January.

Linda's birthday is on 6th November.

Draw your pupils' attention to the LOOK box and the use of the preposition ON with a date.

Ask a few pupils: *When is your mother's/father's/sister's/brother's birthday?*

Tasks 8 and 9 in the Workbook can be assigned for homework

PROJECT IDEA: On a large piece of paper, pupils draw a grid with months and dates and in each empty square they write the name of the person whose birthday falls on that particular date. You can display the class birthday calendar so you can keep track of your pupils' birthdays. You can also exploit this calendar to practice reading dates. (E.g. *When is Ivana's birthday?*)

Step VI BIRTHDAY INVITATION

Ask your pupils how they usually invite their friends to their birthday party.

Ask: Do you give your friend a birthday invitation?

Do you call your friend on the phone?

Do you send a text message?

Do you send an e-mail?

Task 10 in the Workbook provides a model for writing a birthday invitation.

Pupils can do the task individually.

Do task 11 in the Workbook. Tell your pupils to imagine they are having a big birthday party this weekend. Tell them to write their own party invitation.

Step VII A RHYME

Start off by asking:

What is your favourite month? Why?

What months do you really like? Why?

What months don't you like? Why not?

Let your pupils listen to the rhyme on page 44 in the Pupil's Book without looking at the text and tell you which months are mentioned.

Pupils listen to the recording for the second time and look at the written version.

Pupils read the poem aloud.

WORKBOOK ANSWER KEY

Task 1: Crossword puzzle

Task 2: 4th 5th 8th 6th 3rd 9th 2nd 1st 7th

Task 3: planetarium, garbage, astronauts, observatory, orbit, planet

Task 4: I am planet earth. I am dirty and I am in danger. People make a lot of garbage. My rivers are not green. My oceans are full of plastic. Please, help me!

Task 5: SHORT: naughty, pretty, tidy, bossy, kind, funny, lazy, clever, aggressive, shy, rude, boring, sporty, selfish, quiet, brave, weak, strong

LONG: intelligent, curious, polite, helpful, patient, dangerous

Task 6: 2 longer 3 colder 5 heavier 6 tastier 8 bigger 9 slimmer 11 more expensive 12 more boring

Task 7: individual answers

Task 8: January, February, March, April, May, June, July, August, September, October, November, December

Riddle: All 12 months have 28 days.

Task 9: 25th December, 31st October, 1st April, 21st March, 23rd September

Task 10: name, birthday party, 22nd April, 6 p.m., 3 Solar System Road, some music, 2270 4330

Task 11: Individual answers.

Lesson 8

WHAT A WONDERFUL WORLD

Tema	Tema 3: Moj svijet i oko njega
Lekcija	Lesson 8: What a wonderful world
Predviđeni broj sati	3-4
Ishodi poučavanja	A.5.1., A.5.2., A.5.5., A.5.6., A.5.7., C.5.1., C.5.2., C.5.3., C.5.4., C.5.6.
Djelatnosti	čitanje, pisanje, slušanje, govorenje
Međupredmetne teme	Učiti kako učiti: A.2.2., B.2.1. Uporaba IKT-a: A.2.1., C.2.2. Osobni i socijalni razvoj: A.2.4., A.2.3., B.2.4., B.2.2. Održivi razvoj: A.2.1., B.2.1.
Digitalni sadržaji	Slušna aktivnost: <i>Quiz</i> Learn more: Geographical terms, <i>More wonderful places</i> Self check: <i>What a wonderful world</i>

Step I LEAD IN

Write on the blackboard the names of some quiz shows that your pupils can currently watch on TV. Translate if necessary. Ask them what these are and introduce the word QUIZ SHOW.

Do task 1 (Lead in) in the Pupil's Book to exchange opinions about quiz shows. First, pupils do the task individually and then they share their answers with the rest of the class.

Draw your pupils' attention to the illustration on page 51 in the Pupil's Book and ask them what they can see.

Introduce the words: CONTESTANT, QUIZ SHOW HOST, CAMERAS, AUDIENCE, STUDIO, WINNER.

For example: *Where are the people in the picture now? (in the studio)*

What is the man with the glasses doing? (asking questions)

What is the quiz show host wearing? (a suit)

How do the contestants feel when they give the wrong answer? (sad)

What can a winner get for the prize?

Is there always an audience in a quiz show?

Step II LISTENING

Prepare your pupils for the listening task by reading the introduction to the listening. Also, go through the sentences in task 2 in the Pupil's Book to check that all the pupils understand them.

Play the recording once or twice. Meanwhile, your pupils will do task 2 individually. Check their answers by asking individual pupils to read.

Audioscript:

WHAT A WONDERFUL WORLD

In every class there is one. A pupil who seems to know all the answers. A boy from Mike's class is the one. He knows more facts about our planet than you can imagine. So today he is taking part in a quiz show. Can he win?

QSH: Welcome back to our quiz show "What a wonderful world"! In the final round we have only two contestants left, Sarah and Nigel. Sarah, how are you feeling?

Sarah: A bit nervous.

QSH: Nigel, What are your chances of winning?

Nigel: We'll see.

QSH: If you are ready, let's start. Our first question. What is the largest ocean?

Sarah: The Pacific.

QSH: Well done! Now the second question. What is the longest river on Earth?

Sarah: Hmm... the Amazon.

QSH: Sorry, that answer is wrong. It's the Nile. And now the third question. Which is the biggest country in the world?

Nigel: I think it's Russia.

QSH: And your answer is correct. Next question. Which is the smallest country in the world?

Nigel: Monaco.

QSH: No, no, no. The smallest country in the world is actually the Vatican City.

Nigel: Oh, I knew it!!!

QSH: Sorry, Nigel. Question number five. On which continent is the hottest place on Earth?

Nigel: That's easy. The Sahara desert in Africa. And the highest recorded temperature is 57°C.

QSH: That's brilliant. But, let's go on to our next question. Where is the coldest place on Earth?

Sarah: It's in Alaska in North America.

QSH: Sorry, wrong answer. The coldest place on Earth is in Antarctica.

Nigel: Oh...

QSH: And now the 7th question. What is the fastest land animal?

Sarah: The cheetah.

QSH: Well done, Sarah. Question number eight. What is the most intelligent animal?

Nigel: Hmmm. The gorilla.

QSH: I'm sorry, but it isn't. It's the chimpanzee.

Nigel: Oh, no.

QSH: Now let's see the score. Well, both our contestants have given us two correct and two wrong answers. So, the last question will decide the winner. What is the biggest living animal on Earth?

Nigel: The answer is the blue whale.

QSH: Yes!! And we have the winner of today's show. It is Nigel Perkins – the youngest contestant ever on our show. Congratulations!!!

Key: 1 F 2 T 3 F 4 T 5 F 6 F

Play the recording again. Pupils do task 3 in the Pupil's Book individually. Before playing the recording, give them time to go through the sentences. Explain any words that may need explaining.

Key: 1 a 2 b 3 b 4 a 5 a 6 b 7 a 8 b 9 b

Step III VOCABULARY EXPANSION

To reinforce the vocabulary related to geographical features, do task 4 in the Pupil's Book.

Read the words aloud and ask your pupils to do the task individually.

Next, play a memory game with these words.

Go through the JOKE and introduce the word *valley*.

OPTIONAL:

Do the following group work activity. For each geographical feature, each group needs to come up with as many actual places on Earth as they can. Limit the time. Naturally, they will know how to say these only in their mother tongue. Therefore, when you check the work of all the groups, as they name the places in their mother tongue, you say them in English. Of course, you cannot expect them to memorise these names in English, but this exposure to the names of geographical locations in English will most certainly be useful.

Pupils can do task 1 in the Workbook in smaller groups in class or for homework.

Step IV READING

The reading text on page 52 in the Pupil's Book has a number of words that your pupils may not understand (*almost, sink, bottom, hasn't rained.*) Do not burden your pupils with these words as long as they understand the overall meaning. This is just an informative text whose purpose is to expose pupils to the new structure.

Tell your pupils to read the text and do task 1. Limit the time for the first reading. Advise your pupils to ignore for now that there is a choice of two words in each paragraph. Check by asking individual pupils to read aloud the answers.

Before the second reading, call out the adjectives in bold (in their neuter form) and ask pupils to give their meaning. Write these words on the blackboard (in neuter form in their mother tongue) and check if they can name them in English.

For the second reading, allow more time. Pupils must circle the correct words to get a meaningful paragraph (task 2).

Check by asking pupils to read aloud paragraph by paragraph. Explain some vocabulary if necessary. (**Key:** the highest, the deepest, the driest, the most popular, the laziest)

Ask your pupils not to look at the book and ask a few questions about the text they have just read:

What is the highest mountain in the world?
Where is the deepest water in the world?
How long does it take for ships to sink there? etc.

Do tasks 2 and 3 in the Workbook.

Step V SUPERLATIVES

Superlatives are a completely new language structure for your pupils. Once again, try to elicit as much as you can from your pupils. Let the learning process be their deduction rather than your teaching.

Write on cards all the superlatives from the text on page 52 in the Pupil's Book (the highest, the lowest...).

Put them on the blackboard and group them:

the highest, the lowest, the deepest, the wettest
the driest, the laziest, the funniest
the most popular, the most interesting

Ask your pupils what each group of adjectives has in common (the ...-est/ the...-iest/ the most ...) and explain why.

Study the table SUPERLATIVES in the Pupil's Book with your pupils. Explain what superlatives are, so they can understand the concept. Ask volunteers to translate the sentences. Once again, point out how we form the superlative.

Do tasks 1, 2 and 3 in the Pupil's Book as suggested in the book. Always check by asking individual pupils to read aloud the answers.

Assign tasks 4, 5 and 6 in the Workbook for homework.

Step VI SPEAKING AND WRITING

To do task 1 in the Pupil's Book you will have to steer your pupils by giving them very precise instructions. Otherwise, there will be a lot of commotion and not much work done. First, give your pupils some time to individually go through the questions in the Pupil's Book, expressing their own opinion. Next, divide the class into groups of 4-6 pupils.

One pupil starts the discussion by expressing his/her opinion. The others express their agreement or disagreement (using the model suggested in the book). They should explain why they agree or disagree.

Circulate and monitor, but do not interrupt the pupils' flow.

Pupils write a report about their family members following the model in the Pupil's Book.

Step VII PROJECT

Project 1: Class quiz

The project is related to the quiz. Each pupil should prepare a few quiz questions and write them on separate pieces of paper together with the answer. Collect all the questions. Make all the necessary corrections so that later your pupils are not exposed to incorrect language.

Assign the role of quiz host to a volunteer. Divide your class into 2-3 teams or ask volunteers to be contestants.

The quiz host pulls out a question at random and asks the contestants.

Project 2: The best of Croatia

Cut out a shape of Croatia on a very big cardboard. Ask your pupils to find out some facts about the country and to write them on small cards (e.g. Sava-the longest river; Zagreb-the biggest town....). They stick the cards in the appropriate place in the map.

WORKBOOK ANSWER KEY

Task 1: continents: Europe, Antarctica, Africa; countries: Croatia, Russia, China; cities: London, the Vatican City, New York; oceans: the Atlantic, the Pacific, the Indian Ocean; rivers: the Mississippi, the Amazon, the Nile; deserts: the Sahara, the Atacama; animals: chimpanzee, cheetah, frog, snake

Task 2: 2 Antarctica 3 the Sahara Desert 4 Big Ben 5 Mount Everest 6 the Pacific Ocean 7 Russia 8 the Nile 9 Africa

Task 3: high mountain, tall tree, deep ocean, long river, low temperature, popular sight, intelligent animal

Task 4: the nicest, the shortest, the warmest, the deepest, the tastiest, the dirtiest, the laziest, the thinnest, the biggest, the most difficult, the most expensive, the most helpful

Task 5: 1 the most boring 2 the most interesting 3 the fastest, the clumsiest 4 the most popular 5 the wettest 6 the happiest 7 the shortest 8 the longest

Task 6: Pete is the fastest. Josh is the slowest. Nigel is the most hard-working. Mike is the laziest.

Task 7: Individual answers.

Lesson 9:

CONGRATULATIONS, NIGEL!

Tema	Tema 3: Moj svijet i oko njega
Lekcija	Lesson 9: Congratulations, Nigel!
Predviđeni broj sati	3-4
Ishodi poučavanja	A.5.1., A.5.2., A.5.3., A.5.4., A.5.5., A.5.7., C.5.1., C.5.2., C.5.6.
Djelatnosti	čitanje, pisanje, slušanje, govorenje
Međupredmetne teme	Učiti kako učiti: A.2.2., B.2.1. Uporaba IKT-a: A.2.1., C.2.2., C.2.3., C.2.4. Osobni i socijalni razvoj: A.2.4., A.2.3., B.2.4., B.2.2. Građanski odgoj: C.2.3. Održivi razvoj: A.2.1., B.2.1. C.2.1.
Digitalni sadržaji	Slušne aktivnosti: <i>Nigel's party</i> , <i>Animals</i> , <i>A song</i> Igre: <i>Animals</i> , <i>Comparative or superlative</i> , <i>The amazing world of animals</i> Learn more: <i>Animals</i> , <i>Let's party</i> , <i>A garden birthday party</i> , <i>Endangered species</i> Self check: <i>Congratulations, Nigel – Part 1</i> , <i>Congratulations, Nigel – Part 2</i>

Step 1 PARTIES

Do task 1 from the Pupil's Book to introduce the topic. All the expressions point to one word PARTY. Ask your pupils if they are familiar with all these kinds of parties. Then ask your pupils what their favourite kind of party is and why.

Pupils do task 1 in the Workbook individually. Check by asking individual pupils to read.

OPTIONAL:

In pairs, pupils make up a similar task for their classmates – they write down a sentence that can somehow relate to a particular kind of party. They read the sentence aloud and the others guess what kind of party it is. Circulate and help.

Write on the blackboard the word PARTY. Ask your pupils to tell you all the things you need for a party (*balloons, music...*). Write these words on the blackboard, too. Introduce the word *banner*.

Step II LISTENING AND READING

Refer back to the quiz in Lesson 8.

Ask: *Who is the winner of the quiz "What a wonderful world!?" (Nigel)*

How old is he? (11)

Whose classmate is he? (Mike's)

To prepare your pupils for listening, draw your pupils' attention to the illustration on page 55 of the Pupil's Book. They describe the picture and translate the banners. Read the questions in task 2 of the Pupil's Book and check if everyone understands them. Then play the recording. Pupils listen and find the answers to these questions. At this point, ask them to cover the text. Check by asking individual pupils to answer the questions.

Do task 3 in the Pupil's Book as a reading task. If you have a stronger class, do this as a listening task.

Check the answers by asking individual pupils to read the correct version of the sentences.

Let the pupils listen to the recording once again with their books open. Tell them to raise their hand if there is something they do not understand. In that case, stop the recording and explain.

Pupils read aloud in roles.

Explain when the song "*For he's a jolly good fellow*" is usually sung and practise singing it with the whole class.

A note to the teacher:

"For He's A Jolly Good Fellow" is a song which is sung to congratulate a person on a significant event, such as a retirement, a promotion, a birthday, the birth of a child, or the winning of a championship or a sporting event.

OPTIONAL:

Divide your pupils into groups of 4-5. Tell them to prepare a short play which they will act out. Topic: *a surprise birthday party*.

Write down on the blackboard some useful sentences they can use in their short plays:
Hush! X is coming! Happy birthday! Congratulations! We are happy for you! This is the best party/surprise/present I've ever had! We've got a present for you. Thanks a lot. It's beautiful/lovely. Surprise! What's it like to be 11 years old?

When pupils act this out, they shouldn't forget to sing the song.

Task 2 in the Workbook can be done for homework.

Step III LANGUAGE FOCUS

Study the table with the whole class. Say that GOOD and BAD are different from other adjectives and explain why.

Ask your pupils to underline all the examples of the words from the table (comparative and superlative forms of *good* and *bad*) in the text on page 55. Check if they understand the meaning.

Pupils do tasks 1 and 2 in the Pupil's Book individually. Check their answers by asking individual pupils to read.

Task 3 from the Workbook can be done for homework.

Step IV VOCABULARY

Divide your class into several groups. Give each group a big piece of paper. The groups compete over which of them can write down more animals correctly. Limit the time to 5 minutes.

After 5 minutes, take the pieces of paper and redistribute them so that the other groups may check with your help. They give 1 point for every word and another point for every correctly spelt word.

Pupils look at the list of animals in task 1 (vocabulary) in the Pupil's Book and underline the animals they recognise. Explain the words they do not know.

Play the recording. Pupils listen to the recording and tick the animals they hear mentioned.

Key: a cheetah, a zebra, a hamster, a mosquito, a hedgehog, a hippopotamus, an owl, a squirrel, a stork, a snail, an ant

Play bingo to reinforce the new vocabulary.

Pupils choose 8 animals and write them down in their notebooks. You call out the animals in Croatian and they must cross out the English equivalent if they have it.

Do tasks 2 and 3 in the Pupil's Book) as suggested in the book.

To practise further the use of the comparative and superlative forms of all adjectives in context, do task 5 in the Workbook. There are many possible answers. Therefore, your pupils should do this task individually.

When you check your pupils' work, elicit all the possible answers.

Task 4 in the Workbook can be done for homework.

Step V THE SONG

Play a guessing game. Talk about the hippopotamus. Stop after every sentence for your pupils to try and guess what animal you are talking about.

It is a big animal. / It can weigh 2-4 tons. / It lives in Africa / It loves water and mud. / It blows bubbles in the water because it can stay underwater for as long as 5 minutes. / It spends up to 16 hours a day in the water to keep cool. / The Greeks named it the "water horse".

If they manage to guess too early, don't worry. Tell your pupils everything you know about hippos and in this way you will introduce some of the vocabulary from the song.

Play the recording of the song "Happy hippos". Your pupils can look at the lyrics and join in singing.

Step VI PLURALS

Study the LOOK box on page 57 of the Pupil's Book. Explain the plural form and explain the irregularities.

Do task 4 in the Pupil's Book with the whole class.

In task 5 of the Pupil's Book, pupils are expected to give their opinion. So, ask several pupils to read the same sentence. In this way, pupils will compare their opinions.

WORKBOOK ANSWER KEY

Task 1: a fancy dress party, a New Year's Eve party, a surprise party, a birthday party, a tea party

Task 2: surprise, banners, proud, quiz, fellow, cameras, blackboard, answer, present, amazing, country

Task 3: 1 the best 2 the worst 3 better 4 worse 5 the worst 6 best

Task 4: 1 koala 2 pig 3 cow 4 elephant 5 dog 6 rabbit 7 bee 8 zebra 9 mosquito 10 whale 11 giraffe 12 gorilla 13 cheetah 14 butterfly

Task 5: Possible answers: 1 the biggest 2 more hard-working 3 more poisonous 4 faster 5 uglier 6 the nicest 7 slower 8 the wisest 9 the best 10 the strongest

READING IS FUN 3:

BE GREEN!

Tema	Tema 3: Moj svijet i oko njega
Lekcija	Lesson: Be green!
Predviđeni broj sati	1-2
Ishodi poučavanja	A.5.1., A.5.2., A.5.3., A.5.5., C.5.2., C.5.4., C.5.5.
Djelatnosti	čitanje, pisanje, slušanje, govorenje
Međupredmetne teme	Učiti kako učiti: A.2.2., B.2.1. Uporaba IKT-a: A 2.1. Osobni i socijalni razvoj: A.2.4., B 2.4., B.2.2., C 2.2. Održivi razvoj: A.2.1., B.2.1., B.2.3. C.2.3.
Digitalni sadržaji	Slušne aktivnosti: Exclamations Igre: <i>Are you green?</i> , Exclamations Self check: <i>Be green</i> , <i>The three R's of the environment</i>

Step I LEAD IN

Write on the blackboard the word GREEN and ask your pupils to name all the things they can think of that are green. You can turn this into a competition.

When you have finished this activity, write BE in front of the word GREEN and ask your pupils to do task 1 in the Pupil's book.

To check, ask your pupils to read the short text in task 2.

Check by asking individual pupils to read the short text. Explain some words if necessary (*take steps, protect environment*).

Step II READING

To introduce some of the vocabulary needed to understand the text they are about to read, ask your pupils to look at the pictures in task 3 in the Pupil's book. Ask if they can name any of them. Read aloud the words and ask your pupils to match them with the pictures. To make sure they all understand these words, ask your pupils to shut their books. First say each word in English and your pupils will supply the Croatian equivalent. Repeat, but this time, say the word in Croatian, and your pupils will give you the English equivalent. Now do task 4, which also introduces some new words (verbs). Do this activity with the whole class to make sure everybody can check. To reinforce these words, use the same procedure as in the previous task.

Your pupils are now ready to read and answer the questions in task 5.

Check by asking individual pupils to answer the questions.

Individual pupils read the article aloud. Stop after every paragraph and explain the word or phrase you think your pupils do not understand.

To check understanding, pick a sentence from the story, translate it into Croatian and tell your pupils to find this sentence in the article. This can be turned into a real competition between pupils. Continue with a few more sentences that you think are vital for the article.

Ask your pupils to shut their books and ask them again the questions from task 5. Now they have to answer them without looking at the article.

Task 1 in the Workbook can be done for homework.

Step III QUIZ

On the blackboard, write the question: *Are you a friend of the Earth?* Ask your pupils this question. Invite them to explain what it means to be a friend of the Earth. They may lack the language to answer your question in English, but as this whole lesson has an aim to raise awareness of environmental issues, let them express their opinions in Croatian. You can rephrase it in English and expose them to the target language they will have mastered by the end of this lesson.

Tell your pupils they will do a quiz (Workbook, task 3) which will tell them how much of a friend of the Earth they are. As this is an individual reading activity which requires specific understanding, you need to go through the questions with the whole class and explain the unknown phrases or words. Only now can your pupils do the quiz.

Pupils compare their results and you can ask a few pupils to read what their result is.

Step IV VOCABULARY

Ask your pupils to go back to the quiz questions and underline the answers that offer earth-friendly advice (e.g. *Leave animals in nature, turn off the water....*) Volunteers read out loud the advice they can find and you can write what they say on the bb. Ask your pupils to think of some other earth-friendly advice. Write their ideas on the bb. If they say something in Croatian, translate it and write it down as well.

Your pupils can do task 7 from the Pupil's book where they have to match the advice with the pictures. Even if they do not understand all the words, pictures will help.

To check, first read the advice and ask your pupils to tell you which is the matching picture. Then, name the picture and your pupils will read the corresponding sentence.

Make sure all your pupils understand.

To introduce the element of a game, you can play memory game with your pupils. Divide your class in 2-3 teams. Ask them to shut their books. You say the letter of a picture at random and your pupils say the corresponding advice. Show the picture after each answer on the big screen.

Pupils can now do task 8 in the Pupil's book individually.

Assign task 2 from the Workbook for homework.

Step V PROJECT

Task 9 in the Pupil's book can be an incentive for a class, or even, school project. Bring into the class some garbage you have collected (old batteries, plastic food container, banana peel, newspapers.....). Keep it all in one big plastic bag. Empty it in front of your pupils. This may cause a bit of a shock, but that's exactly what you should aim for: make your pupils aware that dealing with garbage is a serious matter. Stick on the bb pictures of garbage bins in different colours and ask your pupils why they are in different colours? Write next to each picture what each container is for (plastic, *organic*, *glass*....) and ask your pupils to sort out the garbage you have brought into your class. No, you pupils can do task 9 in the Pupil's book.

Step VI EXCLAMATIONS

Pupils first read the sentences in the Everyday English section in the Pupil's Book and choose what they think is the correct option. Next, play the recording for them to check and only then circle the correct words.

Invite your pupils to write an example in which they use one of the exclamations. Pupils can read their sentences aloud, but they leave out the exclamation. The others say what exclamation is missing.

Do task 5 in the Workbook.

WORKBOOK ANSWER KEY

Task 1: home, plants, medicines, furniture, forests, extinct, dump, water, planet, recycle

Task 2: 1 Save 2 Turn off 3 Take 4 recycle 5 protect 6 Take 7 cut 8 Reuse 9 go 10 throw
11 Put 12 Plant

Task 3: individual answers

Task 4: Paper: newspaper, book, notebook, cup, shoe box

Glass: vase, plate, cup,

Plastic: shampoo container, plate, yoghurt cup, shopping bag

Metal: scissors, knife, Other: sandwich, T-shirt, banana peel

Task 5: 1 Ouch! 2 Wow! 3 Psst! 4 Hush! 5 Yuck

LOOK BACK 3 (WORKBOOK)

Tema	Tema 3: Moj svijet i oko njega
Lekcija	Lesson: Look back 3
Predviđeni broj sati	1-2
Ishodi poučavanja	A.5.1., A.5.3., A.5.4., A.5.5., A.5.6., A.5.7., C.5.1., C.5.2., C.5.3.
Djelatnosti	čitanje, pisanje, slušanje, govorenje
Medupredmetne teme	Učiti kako učiti: B.2.1., B.2.2., B.2.3. Uporaba IKT-a: A.2.1. Osobni i socijalni razvoj: A.2.4., B.2.2., B.2.4.
Digitalni sadržaji	<i>Look back 3</i> pdf. datoteka za preuzimanje Slušne aktivnosti: <i>Grammar rap</i> , <i>Guess the names</i>

You must do the grammar rap, the listening task and the speaking task in class but you can do all the other tasks either in class or you can assign them for homework. If you do so, be sure you check your pupils' work. If you do the tasks in class, the pupils can do them individually, in pairs or in small groups.

VOCABULARY

Task 1

In this task, pupils cross out the words in the table following the instructions below the table. In the end, 5 words will not be crossed out, so pupils need to decide what category of words they belong to. Ask a volunteer to read aloud all the words before your pupils start doing this task.

Key: ordinal numbers: fourth, second, fifth, third, first languages: English, Spanish, Chinese, Croatian

months: November, March, June, April, February

animals: snake, hedgehog, fly, hippopotamus, mosquito

The remaining words are: Japan, Russia, France, Australia and Italy. They are all countries.

Task 2

The aim of this task is to practise spelling.

Key: surprise, January, mountain, aggressive, dirtier, bigger, garbage, February, butterflies

Task 3

Before working on this task individually, you can turn it into a memory game.

Key: Solar system, surprise party, correct answer, clock tower, on 22nd April, in April

LANGUAGE AT WORK

Task 1 Grammar rap

Tell the pupils to predict what the missing words are. Then play the recording. The intention of this task is to take a short break and enjoy language work through music.

Key: better, worst, easy, hotter, most, highest

Task 2

Key:

	COMPARATIVE	SUPERLATIVE
old	older	the oldest
slow	slower	the slowest
hot	hotter	the hottest
happy	happier	the happiest
funny	funnier	the funniest
important	more important	the most important
friendly	friendlier	the friendliest
good	better	the best
bad	worse	the worst

Task 3

A 1 shorter 2 funnier 3 clumsier 4 warmer 5 more difficult 6 more polite 7 better 8 worse

B 1 the youngest 2 the tallest 3 the happiest 4 the easiest 5 the most comfortable 6 the most serious 7 the best 8 the worst

Task 4

Key: 1 the strongest 2 better 3 hungrier 4 more comfortable 5 the biggest 6 the worst 8 shorter

Task 5

Key: 1 the strongest 2 bigger 3 more interesting 4 the most beautiful 5 the laziest 6 the longest

Task 6

Key: cows, flies, owl, sheep, foxes, mouse, wolf, monkeys

SPEAKING

Practise speaking skills by playing the game as suggested in the Workbook.

LISTENING

Before listening, explain the task to your pupils and give them a few minutes to read the content of the task. Play the recording twice. The first time, your pupils try to figure out the girls' names. The second time, they listen and check.

Audioscript:

Look at these four girls. They are all 11 years old. Carol is the oldest. Her birthday is in January. She is also taller than Betty and Jessica but she is not the tallest. Stephanie is. All the girls are good at dancing but the best dancer is the thinnest girl. Her name is Jessica. Carol is tidier than Betty but Betty has got longer hair than Carol.

READING

Before reading, ask your pupils if they know anything about cheetahs. Then pupils read the text and do the task: true or false?

Key: 1 true 2 false 3 true 5 false

WRITING

This task practises writing a short message. Before your pupils get down to it, brainstorm some ideas and vocabulary that may be helpful.

NOW I CAN

This is a self-evaluation corner. Go through the sentences with the whole class and make sure they understand everything. Only then ask your pupils to work individually and analyse their work and their achievements.

UNIT 4

Lesson 10:

EVERY DAY'S THE SAME

Tema	Tema 4: Zanimanja i moje obveze
Lekcija	Lesson 10: Every day's the same
Predviđeni broj sati	3-4
Ishodi poučavanja	A.5.1., A.5.2., A.5.3., A.5.5., A.5.6., A.5.7., B.5.1., C.5.1., C.5.2., C.5.3., C.5.4., C.5.5.
Djelatnosti	čitanje, pisanje, slušanje, govorenje
Međupredmetne teme	Učiti kako učiti: A.2.2., B.2.1. Osobni i socijalni razvoj: A.2.1., A.2.3., A.2.4., B.2.4., B.2.2., C.2.2. Osobni i socijalni razvoj: A.2.1., A.2.2. Uporaba IKT-a: A.2.1. Građanski odgoj: A.2.1. Poduzetništvo: A.2.3.
Digitalni sadržaji	Igre: <i>What's the time, please? What's the time?</i> Self check: <i>Everyday's the same</i> Learn more: Free time activities, <i>What would you like to do?</i> , <i>Too many interesting things to do</i> , <i>Hobbies of celebrities</i>

Step I TELLING THE TIME

Write the following on the board: _ _ _ _ _ ' _ _ _ _ _ ?

Tell your pupils that this is an invisible question that they can make visible if they supply the correct letters. So, as they call out different letters, complete the question. Turn it into a competition. (Key: WHAT'S THE TIME?)

Do task 1 in the Pupil's Book as a listening task so that your pupils bring back to mind ways to tell the time.

Do task 2 in the Pupil's Book orally.

Draw your pupils' attention to the LOOK box and explain the use of **am** and **pm**.

Stress the differences in their mother tongue and English.

Pupils do task 2 A in the Workbook individually. In groups they can compare their answers to check their work.

To expand the use of the preposition AT for expressing the exact point in time, do task 3 in the Pupil's Book. Pupils can do this individually. Check their answers by asking individual pupils to read aloud.

Tasks 2B and 3 in the Workbook can be done for homework.

Step II A RHYME

Pupils listen to the recording of the rhyme on page 64 of the Pupil's Book and try to memorise all the words they hear mentioned.

Afterwards, as they say these words, write them on the board.

Pupils listen to the rhyme for the second time and in their books underline the words that rhyme.

Ask several pupils to read the rhyme aloud.

To help them memorise it, say the rhyme but leave out some words. Most of them are on the board anyway.

Step III READING

To prepare your pupils for the reading, do task 1 in the Pupil's Book (p. 63).

Pupils read the extract from Cathy's diary and answer the questions in task 2 in the Pupil's Book.

Check by asking individual pupils to answer the questions.

After the second reading, pupils can do task 3 in the Pupil's Book.

To check their work, pupils read aloud the completed sentences.

For further practice, you say a word from the text (in English) and your pupils compete to see who can first find the sentence with this word in it by reading it aloud and then translating it. Target those sentences which contain words that your pupils may not be familiar with. That will open an opportunity to explain the meaning.

Pupils practise reading aloud.

Do task 4 in the Pupil's Book in the form of a discussion with the whole class. To reinforce some of the frequent vocabulary, collocations in particular, pupils do task 5 in the Pupil's Book. Do it first as a matching game. Simply write on the board the numbers and letters in two columns. Pupils open two boxes at a time (one from each of the columns) and you just read the words. If the words go together well, your pupils say "Match" and they win a point. If the two opened boxes do not contain matching words, the other group takes over. Turn it into a competition.

For example:

1(watch) 2 3 4 5 6 7

a b (TV) c d e f g

After the game, pupils individually match all the words.

Pupils do task 4 in the Workbook individually.

Task 1 in the Workbook can be done for homework.

Step IV LANGUAGE FOCUS

In this language focus you will work on the Present Simple affirmative. Since this is the fifth year of language learning for your pupils, they have already been in contact with this grammatical tense, but for the first time they are explicitly being taught the form and its use.

Start off by asking your pupils to use the elements from the table in the Pupil's Book and make meaningful sentences. Make it a whole-class activity. In this way, they will see the pattern to form the Present Simple.

Explain the use of the Present Simple as well. Refer to the time expressions from the table.

Pupils do tasks 2 and 3 in the Pupil's Book individually.

Check by asking individual pupils to read the sentences.

Do task 4 in the Pupil's Book as suggested in the book or turn it into an amusing activity: Say that you are selling some English sentences and that they, your pupils, can buy them. Each pupil has only 50 Euros and they must be careful how they spend this money because some sentences are no good. For each sentence they can pay at most 10. Warn them to think carefully if the sentence is correct or not before buying it. Read clearly each sentence and give your pupils time to think if they want to buy the sentence or not and how much they want to spend. They write the amount in the box. In the end, tell your pupils which sentences are correct and which are not so they can

see how much they have "invested" wisely. Invite your pupils to correct the wrong sentences.

Pre-teach or check the meaning of the time expressions: *once a month, twice a week, three times a week, every day of the week.*

Ask your pupils to translate into English the following: *jednom godišnje, dvaput dnevno, tri puta mjesečno,*

Tell your pupils to look at the table in task 5 in the Pupil's Book and answer the question using the offered expressions of time. Do it as a whole-class activity. Finally, pupils talk about their own habits, answering the personal questions in the same task.

Tasks 5, 6 and 7 in the Workbook offer different types of exercises to reinforce the use of the Present Simple. You can do them in class or assign them for homework. JOKE TIME offers another incomplete joke. Pupils must complete it to get the full picture. You can use it as a follow up or to keep the early finishers busy.

Step V WRITING

The writing activity on page 65 in the Pupil's Book requires a bit of imagination from your pupils. Therefore, it would be wise to start with something more familiar – their typical day. So, prepare a simple table and display it for your pupils to see and use as prompts when they talk about their typical day.

I	get up	at...	
	take a shower		
	have breakfast		
	go to school		
	have dinner		
	watch TV		
	play computer games		
	do my homework		
	have training		
	make my bed		
	go out to play		
	talk with my parents		
	go to music school		
	go to bed		

in the morning.

in the afternoon.

in the evening.

Next, pupils decide which writing assignment they want to do among the two options offered in the Pupil's Book. Advise them to use the phrases from the table in the previous task and to follow the model in the book.

WORKBOOK ANSWER KEY

Task 1: the same, highest scores, a lot of noise, I daydream, my homework, the mirror, her marks, On weekdays, your teeth, different, travel around, I would like to, dreams

Task 2A: 7:15, 21:52, 16:30, 6:00, 2:45, 20:00

Task 2B: It's half past eleven in the evening. / It's half past eleven in the morning. / It's a quarter to two in the morning. / It's a quarter to two in the afternoon. /

It's twenty-two minutes to six in the afternoon. / It's twenty past five in the morning. / It's six pm. / It's a quarter to eight in the morning.

Task 3: on: Wednesday, 4th February / in: the morning, winter, the evening, the afternoon / at: 11.30, night

Task 4: have: lunch, breakfast, dinner, fun / do: your homework, the shopping / get: ready, up, dressed / go: to the cinema, to school, to music school, out

Task 5: 1 My parents go to work early every morning. 2 I have dinner at five o'clock every day. 3 We go to the mountains every summer. 4 Mary plays computer games in the afternoon. 5 Pupils paint and draw at school once a week. 6 My dad watches the TV news every evening.

Task 6: 1 sing 2 sings 3 reads 4 read 5 eats 6 eat 7 open 8 opens 9 has 10 have

Task 7: come, live, works, study, help, likes, helps, go, like

Joke time: says, do, works, spends, says, sounds, answers, try

Lesson 11:

WOULD YOU LIKE TO BE A DETECTIVE?

Tema	Tema 4: Zanimanja i moje obveze
Lekcija	Lesson 11: Would you like to be a detective?
Predviđeni broj sati	4-5
Ishodi poučavanja	A.5.1., A.5.2., A.5.3., A.5.5., C.5.1., C.5.2., C.5.5.
Djelatnosti	čitanje, pisanje, slušanje, govorenje
Međupredmetne teme	Učiti kako učiti: A.2.2. Građanski odgoj: C.2.3. Osobni i socijalni razvoj: A.1.4., C.2.1. Uporaba IKT-a: A.2.1. Poduzetništvo: A.2.3.
Digitalni sadržaji	Slušna aktivnost: <i>Mike and Pete</i> Ige: <i>What's my job?</i> , Jobs Self check: <i>Would you like to be a detective?</i> Learn more: Professions, Types of jobs, <i>Many skills for one job</i>

Step 1 JOBS

Pupils look at the pictures in the Pupil's Book (task 1) and answer your questions. For every picture, ask the question in the same style: *Is this a musician or a hairdresser?*

The pairs of words are such that your pupils will have no problem giving the correct answer.

Ask them to tell you in Croatian the meaning of both words.

Show the pictures that illustrate the jobs from the previous task and use them to reinforce the new vocabulary:

Display the pictures and play WHAT'S MISSING?.

Play a memory game with the pictures and word cards. Put face down the pictures and the matching word cards on the blackboard. Pupils come to the blackboard one at a time and turn face up two cards in order to find a matching pair. Or better yet do the same activity using IT tools.

To practice spelling, write on the blackboard the first letter of all the jobs in task 1. Ask volunteers to come to the blackboard and write down the rest of the letters. If somebody makes a mistake while writing, correct it immediately.

Task 1 from the Workbook can be done for homework.

Step II LISTENING

Pupils listen for specific information. While listening, they complete the table in task 2 in the Pupil's Book.

Play the recording twice.

After listening, ask:

What wouldn't Mike/Pete like to be?

Why wouldn't Mike/Pete like to be a..?

What would Mike/Pete like to be?

Why would Mike/Pete like to be a..?

Audioscript:

Pete: Mike, What would you like to be when you grow up?

Mike: I don't know, maybe a pilot. No, no. That's dangerous. I know! I'd like to be a computer programmer.

Pete: Why?

Mike: Isn't it clear? Then I could play computer games all day long

Pete: That sounds great!

Mike: What about you? A journalist maybe?

Pete: Definitely not. You know I'm bad at writing. I would like to be a detective.

Mike: You mean like Inspector J?

Pete: Look, it says here that I have all the right qualities. I'm patient, I'm brave, I'm hard-working and I'm clever.

Mike: OK, Mr Perfect. Let's solve one mystery! How come you got an F in the History test if you are so clever and hard-working?

Pete: Yes, that's a real mystery that even the best detective in the world couldn't solve.

Key:

Mike wouldn't like to be a pilot because it's dangerous. He would like to be a computer programmer because he could play computer games.

Pete wouldn't like to be a doctor because you work at night or a journalist because he's bad at writing. He would like to be a detective because he is patient, brave, hard-working and clever...

Go through the questions in task 3 in the Pupil's Book orally. Allow your pupils to express themselves and do not correct at this stage.

Step III INDEFINITE ARTICLE

Study the LOOK box on page 66 of the Pupil's Book with your pupils. Explain what *a/an* is and what its function is. Do not use metalanguage but try to simplify the concept as much as you can. Point to the differences between Croatian and English.

Pupils do task 4 in the Pupil's Book individually.

Check by asking individual pupils to read the sentences.

Do task 2 from the Workbook either in class or assign it for homework.

Step IV READING

Ask your pupils if they remember Inspector J. Remind your pupils of the comic in their Pupil's Book. Ask:

What does he look like?

What does he wear?

What is he like?

Elicit some of the possible vocabulary by asking your pupils to think of all the words they associate with a detective's job. Accept words in their mother tongue and then translate them.

Write on the blackboard these words. Particularly stress the words that appear in the article (*suspects, evidence, criminals, undercover*).

Pupils read the text about the daily routine of Inspector J and do task 1 (True or false?) in the Pupil's Book. Check by asking individual pupils to read their answers. Pupils read again and do task 2 in the Pupil's Book.

Check by asking individual pupils to read their answers.

Pupils read the text aloud. Check understanding and explain new vocabulary.

Do task 3 in the Pupil's Book as suggested in the book.

To express their opinion, pupils answer the questions in task 4 in the Pupil's Book. Task 3 in the Workbook can be done for homework.

Step V LANGUAGE FOCUS

ALWAYS, OFTEN...

Study the LOOK box on page 68 in the Pupil's Book and get your pupils to translate these words.

Pupils do task 1 in the Pupil's Book individually. Check by asking pupils to read aloud. Draw your pupils' attention to the position of adverbs of frequency in the sentence.

PRESENT SIMPLE

Write on the blackboard the following sentences and ask what is wrong with them:

He work in the shoe shop.

She help her mum every day.

It make me angry.

Pupils will immediately spot that the ending -s is missing.

Study the two tables on page 61 in the Pupil's Book and explain when the verbs in the third person singular end in -s/-es. Also point your pupils' attention to the BE

CAREFUL box, which deals with spelling.

Do task 3 in the Pupil's Book.

Check by asking individual pupils to read.

Tasks 4, 5, 6 and 7 in the Workbook further practise and reinforce the use of adverbs of frequency and the Present Simple in the third person singular. Do the tasks either in class or assign them for homework.

Step VI VOCABULARY

This step expands vocabulary related to jobs. Therefore, start by revising the jobs you taught at the beginning of this lesson. Invite two volunteers to play a duel game. They take turns to name different jobs. When they run out of ideas, the game ends. The winner is the last pupil to have given a correct word.

Pupils can do task 1 in the Pupil's Book in small groups of 3 to 4 pupils. First explain the meaning of all the job categories. Limit the time. Turn this into a competition.

Task 2 in the Pupil's Book is to be done as a pair work activity. Pupils take turns to ask each other the listed questions. They compete to see who can give more correct answers. Make sure you go through all the questions before the pupils get down to work.

Circulate and monitor their work but do not interrupt their flow.

You can do tasks 8 and 9 from the Workbook now or you can assign them for homework.

WORKBOOK ANSWER KEY

Task 1: hairdresser, doctor, actor, clerk, cook, farmer, journalist, waiter, driver, teacher, postman

Task 2: a flower, an ant, a train, an ocean, an umbrella, a fly, a ship, a river

Task 3: rings, tries, gets up, runs, skips, catches, works, teaches, flies, wears, works, sits, watches

Task 4: often, sometimes, never

Task 5: Individual answers

Task 6: 1 Monica sometimes goes to school by bus. 2 Jack never plays computer games late at night. 3 I usually have a sandwich for breakfast. 4 Tom always talks during Maths classes.

Task 7: Linda is very tired because she is very busy. Every day she has piano lessons. She does her homework for school, but she also plays the piano at least two hours every day. She goes out only at the weekend. On other days she only talks with her friends on the phone. She tries to go to bed early because she gets up at 6 o'clock, but sometimes she stays up late because she comes home from music school after 9 pm. It is hard, but she thinks it's OK.

Task 8: A doctor, A cook, A driver, A clerk, An actor, A hairdresser, A journalist, A teacher, A postman, A farmer, A waiter.

Task 9: A dentist keeps your teeth healthy. / A mechanic repairs your car. / A nurse works with a doctor in his surgery. / A policeman catches criminals. / A shop assistant sells things in a shop. / An astronaut flies into space. / A vet helps sick animals. / A musician plays an instrument in an orchestra. / A writer writes stories. / A computer programmer makes new programme

Lesson 12:

MY KID BROTHER

Tema	Tema 4: Zanimanja i moje obveze
Lekcija	Lesson 12: My kid brother
Predviđeni broj sati	2-3
Ishodi poučavanja	A.5.1., A.5.2., A.5.3., A.5.5., A.5.6., A.5.7., C.5.1., C.5.2., C.5.3.
Djelatnosti	čitanje, pisanje, slušanje, govorenje
Medupredmetne teme	Učiti kako učiti: A.2.2., A.2.3. Osobni i socijalni razvoj: A.1.4. Uporaba IKT-a: A.2.1., D.2.2. Građanski odgoj: C.2.3.
Digitalni sadržaji	Slušna aktivnost: <i>My kid brother</i> Self check: Present Simple

Step 1 LISTENING AND READING

Start off by conducting a discussion based on the questions from task 1 in the Pupil's Book. Explain the expressions and words you think need explaining to expand your pupils' vocabulary needed for this topic.

To introduce the new vocabulary they will encounter in the text, ask more questions:

Does your brother/sister take your things?

What do you do then?

Does he/she do any chores? What chores?

Do you share a room with your brother/sister?

Does he/she make a mess in your room?

Is your brother/sister a nuisance?

Thoroughly explain to your pupils what they need to do in task 2. They will listen to Mike's teacher reading Mike's homework about his brother and at the same time they will look at his homework in the Pupil's Book. Mike's teacher will make several

mistakes while reading. So, your pupils must spot the mistakes and tell you how many mistakes they can hear.

Ask your pupils to name Mike's mistakes. If they can't, play the recording once again.

Key: There are 8 mistakes: noise (instead of mess), chairs (instead of garbage), tennis racket (instead of skateboard), dinner (instead of homework), "Get out!" (instead of "Shut up!"), ice cream (instead of sweets), umbrella (instead of car key), dinosaur (instead of brother)

Pupils do task 3 in the Pupil's Book individually.

Check by asking individual pupils to read the correct sentences.

Pupils practise reading aloud. Check if there is still some vocabulary your pupils do not understand and explain it.

Do task 4 in the Pupil's Book. Don't forget to expand the questions with WHY.

Task 1 in the Workbook can be done for homework.

Step II LANGUAGE FOCUS

Play a game – CHINESE WHISPERS. Divide your class into 2-3 teams. Each team should stand in a line. Choose a sentence from the text "My kid brother" and whisper it to the first pupils in each line. Each pupil passes on the same sentence by whispering it to the pupil standing next to him/her and so on until the sentence gets to the last pupil in the line who says the sentence aloud. What is important here is both speed and accuracy. If the sentence is correct, his/her group wins a point. They may even translate it to get another point.

When you play this game, choose sentences that contain the language structure you are about to teach (the Present Simple negative).

Now, your pupils are ready to complete the table in task 1 in the Pupil's Book.

Analyse the table with the class and explain the use and form of the Present Simple negative. Rather than using metalanguage, simplify your explanations.

Draw their attention to the LOOK box and the BE CAREFUL box in particular which stresses a frequent mistake.

Pupils do tasks 2 and 3 in the Pupil's Book. Check by asking individual pupils to read the sentences aloud.

Do task 4 in the Workbook.

First, they read all the sentences about Peter. Ask your pupils to imagine what Peter is like. Motivate them to use as many adjectives as they can to describe him.

Then ask them to imagine a girl who is the complete opposite. Invite your pupils to think of adjectives to describe such a girl.

Now pupils write sentences about Helen following the model in the Workbook.

Finally, in groups, your pupils should write at least two more sentences about each of these characters.

Tasks 2 and 3 in the Workbook can be done for homework.

Step III VOCABULARY

Write on the blackboard the word CHORES.

Mime some activities that are related to some chores and ask your pupils to guess.

Say: *Every day/Saturday/Once a month.... I... (miming).*

Your pupils most probably do not know all the words, so accept answers in their mother tongue but translate immediately and write the new word on the board. Use the ideas from task 4 in the Pupil's Book.

Pupils do task 4 in the Pupil's Book individually and then volunteers report back to the class.

OPTIONAL:

To allow your pupils to express their opinion about performing chores, write on the board: *It's OK when I... I hate it when I must...* and invite your pupils to talk about chores they like or don't like doing. This can lead to a discussion.

To reinforce the collocations, do task 5 in the Workbook.

WORKBOOK ANSWER KEY

Task 1: 1 Ted follows Mike all the time. 2 He plays in Mike's room. 3 He doesn't do any chores because he is just a kid. 4 Mike takes out the garbage and washes dad's car. 5 Ted takes Mike's things without asking. 6 When Mike is on the phone, Ted repeats everything Mike says. 7 Ted eats sweets before dinner. 8 Ted hides dad's car key. 9 Mike would like to be "too small" when Ms Jones tells his dad he doesn't do his homework regularly. 10 Mike loves his brother.

Task 2: 1 doesn't 2 don't 3 doesn't 4 don't 5 don't 6 doesn't.

Task 3: 1 I don't go to school on Saturday. 2 My mum doesn't work from 9 to 5. 3 My cousins don't live in a skyscraper. 4 You don't learn three hours a day. 5 Nick doesn't brush his teeth after every meal. 6 We don't need longer holidays.

Task 4: She doesn't help her friends. / She doesn't write her homework regularly. / She doesn't return the books to the library on time. / She doesn't get good marks. / She doesn't say "Thank you". / She doesn't visit her granny every week.

Task 5: You wash the dishes. / You feed your pet. / You set the table. / You take out the garbage. / You mow the grass. / You do the shopping. / You cook meals. / You iron the clothes. / You vacuum the carpets. / You make the beds.

Lesson 13:

ARE YOU A SPORTSMAN?

Tema	Tema 4: Zanimanja i moje obveze
Lekcija	Lesson 13: Are you a sportsman?
Predviđeni broj sati	3-4
Ishodi poučavanja	A.5.1., A.5.3., A.5.5., A.5.6., A.5.7., C.5.1., C.5.2., C.5.3. C.5.6.
Djelatnosti	slušanje, govorenje, čitanje, pisanje
Međupredmetne teme	Osobni i socijalni razvoj: B.2.2. Učiti kako učiti: A.2.2., A.2.3., B.2.1. Uporaba IKT-a: A.2.1., D.2.3., C.2.2., C.2.3., C.2.4. Građanski odgoj: C.2.3.
Digitalni sadržaji	Slušne aktivnosti: <i>Radio show, Song</i> Igra: <i>Sports</i> Self check: <i>Are you a sportsman?</i> , Wh- questions

Step I READING

Do the ACROSTIC to introduce the new topic and to warm up your pupils for the lesson.

Paraphrase some words and your pupils should write only the first letter of each word in their notebooks. The word they will have in their notebooks is SPORT. Paraphrase:

- a sea animal people are really afraid of (SHARK)
- the money in the United Kingdom (POUNDS)
- the opposite of sometimes (OFTEN)
- a waiter works there (RESTAURANT)
- the day between Wednesday and Friday (THURSDAY)

Do the test in task 1 in the Pupil's Book. Follow this procedure:

First, ask your pupils what sports they play. Then, to introduce some new words from the test, ask: *Do you sometimes play DODGE BALL / HOPSCOTCH / TAG with your friends?* Finally, tell your pupils they will do a test which will show them how important sport is in their lives.

Pupils do the test individually. But if you have a weaker class, I suggest you read aloud one question and the corresponding answers at a time and check that your pupils understand the questions and the offered answers.

Pupils check their points and you can comment on their scores.

Step II LISTENING

Pupils name all the sports they can think of. Write them on the board. Do not introduce any new sports now.

Ask a few questions to introduce some new vocabulary:

Which of these sports is a TEAM sport?

Which of these sports is an INDIVIDUAL sport?

Which of these sports is an INDOOR sport?

Which of these sports is an OUTDOOR sport?

Which of these sports is a FAST sport?

Which of these sports is sometimes a DANGEROUS sport?

Do task 1 (listening) in the Pupil's Book. Your pupils listen to the radio show. Like the listeners, they too have to guess what sport the guest of the show plays. Therefore, they must tick the correct boxes (what kind of sport it is) and supply the name of the sport.

Check by asking: *What sport does the guest play? What kind of sport is it?*

Audioscript:

Host: This is FKY Radio - your favourite radio station. Today in the studio I have a special guest. He is a famous sportsman, the Olympic bronze winner. Before I tell you who it is, let's guess what sport he does. And if you are lucky you can win a nice T-shirt.

Listener 1: Does your guest play an indoor sport?

Host: No, he doesn't. A question from our next listener.

Listener 2: Does your guest play an individual sport?

Host: Yes, he does.

Listener 2: Is it a dangerous sport?

Host: Not really, only when the ball hits him. But it's definitely a very fast sport.

Listener 2: Does he need any other equipment?

Host: Yes, he does.

Listener 2: Does he need a racket?

Host: Yes, he does.

Listener 2: I know. Your guest today is a tennis player.

Host: Yes, that's correct. And the T-shirt is yours. We'll be back after the commercials.....

Key: tennis

Before the second listening, read aloud the questions in task 2 of the Pupil's Book. Your pupils' task is to listen and put these questions in the order they hear them on the radio show.

Step III LANGUAGE FOCUS

Since your pupils have been considerably exposed to the question form of the Present Simple in the first two steps, and given that this language structure has been taught in previous classes, you can immediately ask them to do task 1 (language focus) in the Pupil's Book individually.

Study and analyse the table and explain the formation of yes/no questions and short answers. In particular, draw your pupils' attention to the third person singular.

OPTIONAL:

Prepare cards with questions and answers similar to those in the table. Each pupil gets a card. A pupil with a question card reads the question, and the pupils who have the matching answers (Yes/No) read their matching answers.

Do task 2 in the Pupil's Book with the whole class.

Use a few questions from the WH- questions table on page 67 of the Pupils' Book to prepare bigger word cards. On each card write a different word (e.g. WHEN DOES SHE GO TO SCHOOL?

Ask as many pupils as there are word cards to come to the blackboard and hold up their card so that the rest of the class can see it. The other pupils in the class must "put" them in the correct order. Therefore, instruct your pupils to use commands like: *Ivo, stand between Marija and Stjepan. Tea, stand next to Josip.*

Study and analyse the WH- questions table on page 75 in the Pupil's Book and give all the necessary explanations.

Do task 3 in the Pupil's Book with the whole class.

To practise further and reinforce the Present Simple interrogative, do tasks 6 and 7 in the Workbook in class.

As a follow up, do SPEAKING task 4 from the Pupil's Book. Your pupils will work in pairs. The first step is trying to predict their partner's answer, and the second step is asking questions to see how far their guesses are true. Circulate around the classroom and check that your pupils give full short form answers. Invite your pupils to think of at least two more questions to ask their partner.

Suggestion for homework: task 8 in the Workbook.

Step IV VOCABULARY EXPANSION

Start with a riddle:

It is an indoor sport. It isn't a winter sport. It isn't a water sport. It is a team sport. It is a very fast sport and it usually isn't dangerous. There are 5 players in each team. You need a ball. When you score you get two or three points. There is no goal. There is a basket which is high up.

Ask a volunteer to write on the blackboard the answer to the riddle.

Ask more volunteers to come and write on the blackboard any other sports they know. Prepare the pictures of these sports and ask individual pupils to stick them next to the matching words.

Introduce more sports by putting pictures on the blackboard and naming the sports.

Look at task 1 in the Pupil's Book for the words that need introducing.

Pupils repeat after you.

Remove picture by picture and ask: What's missing?

Pupils do task 1 in the Pupil's Book. Circulate and monitor their work.

Do task 1 in the Workbook to practise spelling.

Pupils do task 3 in the Workbook in small groups. They can compete to see who comes up with most sports in each category.

To introduce more words related to sport (equipment, places, etc.), ask:

What do you need to play football?

Write their ideas on the blackboard.

Ask the same question for different sports in order to elicit as many words as possible which will help you introduce the target vocabulary (see task 2, Pupil's Book, p. 76). Once all these words are on the blackboard, play BINGO. Each pupil chooses six words and writes them down in their notebook. You call out the word in Croatian and they cross out the English equivalent.

Do task 2 in the Pupil's Book with the whole class.

Pupils do task 2 in the Workbook individually.

Check by asking individual pupils to explain their choice of the odd one out.

OPTIONAL:

Play a guessing game: BEAT THE TEACHER. Tell your pupils to think of one sport. Leave the classroom for a minute to give them time to agree upon the sport. When you return to the classroom, start guessing.

Ask: Is it an individual/team/indoor/outdoor/winter... sport?

Do you need a ball/a puck/table... ?

Are there five players in a team?

For every NO, draw a sad face.

After you have guessed, you think of one sport and your pupils guess. Again, draw a sad face for every NO.

See if they can beat you – i.e. if they have fewer sad faces!

Pupils in pairs play the same guessing game.

Circulate and monitor, but do not interrupt their flow.

Step V WRITING

To get prepared for writing a description of a sport, pupils do task 4 in the Workbook. To check their work, ask individual pupils to read aloud.

Explain how we write a description, starting from the general and moving to the specific.

In pairs or small groups, pupils write a description of two sports as suggested in the Workbook, task 5. Working in pairs or small groups gives them more confidence.

Homework suggestion: Pupils write a description of their favourite sport or some other sport of their choice.

Step VI A SONG

Play the recording. Your pupils will probably immediately recognise the music. The song is based on repeating each line after a lead singer. Let them listen and join in singing.

You can do this activity as a warm-up or a follow-up to make the atmosphere more delightful and enjoyable.

You can even challenge them to invent a verse of their own.

WORKBOOK ANSWER KEY

Task 1: 1 handball 2 gymnastics 3 rowing 4 skating 5 cycling 6 volleyball 7 karate 8 swimming 9 athletics 10 skiing

Task 2: 1 skis 2 volleyball 3 helmet 4 gymnastics 5 golf 6 athletics

Task 3: indoor: basketball, volleyball / outdoor: athletics, rowing / dangerous: karate, skiing / fast: cycling, ice hockey / team: football, handball / individual: golf, tennis / winter: skating, snowboarding / water: waterpolo, swimming

Task 4: outdoor, eleven, goal, goalkeeper, boots, individual, racket, net, white

Task 5: Waterpolo is a team sport. There are six players in a team. Five of them try to score a goal. The goalkeeper tries to protect the goal. Waterpolo players wear a swimsuit and a cap. Skiing is an individual winter sport. You need a pair of skis and a slope. You go down the slope as fast as you can. Skiing can be dangerous.

Task 6: 1 Do/Yes, they do. 2 Does/Yes, he does. 3 Do/Yes, I do. 4 Do/Yes, I do/No, I don't 5 Does/No, it doesn't. 6 Does/Yes, she does/No, she doesn't. 7 Does/No, it doesn't. 8 Do/ Yes, they do.

Task 7: 1 Does your dad play the guitar? 2 Do Martians live on Mars? 3 Do you go to school in the afternoon? 4 Does your best friend speak German? 6 How do you go to school?

Task 8A: 1 Does Tom go to the village every weekend? 2 Do we often play in the park? 3 Does it sometimes rain in summer? 4 Does Cathy's sister dance every day? Do my neighbours always stay up late? 6 Do you do your homework every day?

Task 8B: 1 Where do the Smiths live? 2 When do you brush your teeth? 3 Why does his mother often get angry? 4 What does Nigel drink every morning?

READING IS FUN 4:

THE OLYMPICS FROM A TO Z

Tema	Tema 4: Zanimanja i moje obveze
Lekcija	Lesson: The Olympics for a to z
Predviđeni broj sati	2-3
Ishodi poučavanja	A.5.1., A.5.2., A.5.3., A.5.5., C.5.1., C.5.2., C.5.5., B.5.2.
Djelatnosti	slušanje, govorenje, čitanje, pisanje
Međupredmetne teme	Osobni i socijalni razvoj: A.4.2., B.2.2. Uporaba IKT-a: A.2.1., C.2.2., C.2.3., C.2.4.
Digitalni sadržaji	Slušne aktivnosti: Alphabet, Spelling Learn more: Sports Self check: <i>The Olympic from a to z</i>

Step I READING

Do the following association activity: On the board, write down the following expressions and ask your pupils what they associate them with: *medal, mascot, winter, summer, flag, flame*. Explain the new words, or simply stick the pictures next to the words.

The answer: the Olympic Games

Elicit as many facts as possible about the Olympic Games from your pupils by going through the questions in task 1 of the Pupil's Book. Pupils check their guesses by reading the introductory paragraph, task 2.

Pupils read the whole article and do task 3. Go through the headings with your pupils before they get down to reading and make sure they understand them.

Check their work by asking pupils to read the headings in the order they should appear in the article.

The second reading is reading for specific information. Pupils do task 4 in the Pupil's Book.

Check by asking individual pupils to read the corrected sentences.

Pupils read the article aloud. Explain the vocabulary as needed.

Say a word from the article in Croatian and tell the pupils to find the English word in the text and read the whole sentence aloud. This way you will check understanding of some words and pupils will be exposed to the context in which the word appears. Turn this activity into a competition.

Suggested words: *sportsmen, swifter, take place, spirit, silver, ceremony, disability...*

Do task 1 in the Workbook.

In class, pupils unscramble the questions in task 2 in the Workbook and answer the questions for homework.

Step II SPEAKING

Pupils read their homework and in this way they revise the text.

Pupils work in pairs (you can also divide your class into two teams) and they take turns to say everything they can about the Olympic Games. They compete to see who can give more pieces of information about the Olympic Games.

Step III THE ENGLISH ALPHABET

Revise the English alphabet. Say the alphabet in chorus.

Give each pupil a card with one letter of the English alphabet and tell them to stick the letter on the board in its correct position. For this purpose, draw 26 lines on the board:
A..... Z

Practise spelling the letters by pointing to the letters at random. Turn this into a drop-out game.

Step IV TRANSCRIPTION AND SPELLING

Explain to your pupils that words in English are written in one way and are pronounced in another way. That's why there is a special system of symbols that tell us how we must read words. Do not go into detail explaining transcription. At their age, it is enough that they become aware of its existence.

Tell your pupils that they can find transcription as a part of the wordlist.

Do task 1 in the Pupil's Book, Everyday English. After listening, pupils compare their work in small groups.

OPTIONAL:

Organise a spelling competition in your class. Invite 8-10 volunteers to participate. Say an English word. Pupils have limited time to spell the word. They are not allowed to write the word down. The pupil who makes a mistake drops out. Start with simple words (cat, dog.) and slowly make it more difficult.

Do task 3 in the Workbook. Instead of a letter there is a transcription of it. So pupils must figure out what word is hiding behind these transcription symbols. Pupils should work in small groups since this is a very demanding task. In this way, they help each other and have more confidence.

Check by asking individual pupils to read the words.

Do task 2 in the Pupil's Book. Play the recording at least twice. Check by asking individual pupils to say the words.

Key: 1 puck 2 helmet 3 racket 4 rowing 5 gymnastics 6 actor 7 hairdresser 8 clerk

WORKBOOK ANSWER KEY

Task 1: Olympic flame, Paralympic Games, Summer Olympics, national flag, Olympic spirit, sports event, ancient Greece, closing ceremony, track and field.

Task 2: What is the motto of the Olympic Games? / Swifter, higher, stronger. 2 Why are there six colours on the Olympic flag? / because they appear on all national flags of the world. 3 How long do the Summer Olympics last? / Two to three weeks. 4 What do

the best athletes get? / Medals. 5 When is the Olympic flame put out? / During the closing ceremony. 6 What are the Paralympic Games? / Games for athletes with a disability.

Task 3: 1 apple 2 mechanic 3 engineer 4 boomerang 5 lunch 6 holidays 7 chores 8 cycling

Task 4: speed skating, athletics, swimming, skiing

LOOK BACK 4 (WORKBOOK)

Tema	Tema 4: Zanimanja i moje obveze
Lekcija	Lesson: Look back 4
Predviđeni broj sati	1-2
Ishodi poučavanja	A.5.1., A.5.3., A.5.4., A.5.5., A.5.6., A.5.7., C.5.1., C.5.2., C.5.3.
Djelatnosti	slušanje, govorenje, čitanje, pisanje
Međupredmetne teme	Učiti kako učiti: B.2.1., B.2.2., B.2.3. Uporaba IKT-a: A.2.1. Osobni i socijalni razvoj: A.2.4., B.2.2., B.2.4.
Digitalni sadržaji	<i>Look back 4</i> pdf. datoteka za preuzimanje Slušna aktivnost: <i>What's the sport</i>

VOCABULARY

Task 1

In this task pupils cross out the words in the table following the instructions below the table. In the end, 4 words will not be crossed out, so pupils need to complete the sentences with the missing words to get a complete text about Darryl.

Key: children's games: hopscotch, monopoly, tag;
 Chores: ironing, cooking, vacuuming;
 Sports: waterpolo, skiing, athletics, rowing, cycling;
 A person who...: hairdresser, cook, waiter, nurse, shop assistant;
 What's the time?: half past ten, three am, twenty past eight, three pm.
 Darryl is a postman. He plays golf every Wednesday. He likes watching TV in the evening. He goes to bed at half past ten.

Task 2

The aim of this task is to practise spelling.

Key: asleep, quarter, mechanic, engineer, trouble, nuisance, gymnastics, dodge ball, dangerous

Task 3

Before working on this task individually, you can turn it into a memory game.

Key: take out the garbage, mow the grass, set the table, have training, make a mess, do homework

LANGUAGE AT WORK

Task 1

Key: 1 Ted always tidies his room. 2 We play dodge ball in the gym twice a week. 3 Do you go to school on Saturday? 4 They don't eat sweets before dinner. 5 Linda doesn't play the guitar. 6 Why does your brother repeat everything you say?

Task 2

Key: The sun rises in the east every morning. / Every morning the sun rises in the east. 2 I sometimes go to bed at midnight. 3 The Clarks never take their dog for a walk. 4 We vacuum the carpets in our house twice a week. 5 Inspector J works undercover in the afternoon. 6 My English teacher always gives us good marks.

Task 3

Key: 1 watches 2 makes 3 Do 4 doesn't 5 visit 6 Does 7 don't 8 help 9 Does 10 doesn't

Task 4

Key: 1 She often cries, too. 2 Mike and Ted wash dad's car twice a month, too. 3 My mum takes me to school every morning, too. 4 I always get up early, too.

Task 5

Key: 1 in 2 at 3 on 4 in 5 on

READING

Instruct your pupils to read four texts and write in the empty boxes a word (an adverb of frequency or an adverbial phrase).

Key:

	Mike	Pete	Cathy	Linda
help at home	every day	never	always	never
forget homework	often	sometimes	always	once a month

Instruct your pupils that they will hear 4 sports commentaries. Their task is to figure out which sport the commentary is about. Let your pupils listen to the recording twice.

Audioscript:

Andy Muller is going down the slope at great speed. He is so fast! He has the best time, but... Oh, no! He has fallen! He has lost one ski, but he is fine. What a pity!

Liz O'Malley is moving on the ice like a ballerina. She is always so elegant. And now she has made a very difficult jump. Great! Bravo Liz. And now this beautiful pirouette. I think we have the gold winner.

All the runners in this race are among the 10 fastest people on Earth. In lane four is Usain Bolt, the fastest man on Earth. But who will the winner be today? We'll see. On your marks, get set, go!

We have wonderful weather today here on Lake Jarun. Perfect conditions! The contestants are ready to start the race. In lane number one is the boat of the Australian team. They are the Olympic gold winners.

Key: 1 skiing 2 skating 3 athletics 4 rowing

SPEAKING

Practise the speaking skills as suggested in the Workbook. This speaking activity should be done as a pair work activity in the form of an interview.

WRITING

This writing task practice should take the form of a report. Before your pupils get down to writing, brainstorm some ideas and vocabulary that may be helpful.

NOW I CAN

This is a self-evaluation corner. Go through the sentences with the whole class and make sure they understand everything. Only then ask your pupils to work individually and to analyse their work and their achievements.

UNIT 5

Lesson 14: HOLIDAY PHOTOS

Tema	Tema 5: Moj dom i zdravi život
Lekcija	Lesson 14: Holiday photos
Predviđeni broj sati	3-4
Ishodi poučavanja	A.5.1., A.5.2., A.5.4., A.5.5., A.5.6., A.5.7., B.5.1., B.5.2., C.5.1., C.5.2., C.5.3., C.5.6.
Djelatnosti	slušanje, govorenje, čitanje, pisanje
Međupredmetne teme	Učiti kako učiti: A.2.2., B.2.1. Upotreba IKT: C.2.2., C.2.3. Osobni i socijalni razvoj: A.2.4., B.2.2., B.2.4., C.2.1., C.2.2.
Digitalni sadržaji	Igra: Present continuous Self check: <i>Holiday photos</i> Video: <i>Australia</i> Learn more: Australian animals, Australian cities

Step 1 LEAD INTO READING

Bring a holiday photo to class. Don't show the photo to your pupils. Just tell them what it is and ask them to guess what is in the photo. Motivate them to guess all the details in the photo. Help by asking:

Where am I in this photo?

Who am I with?

What am I wearing? Etc.

Finally, show the photo to your pupils.

Draw your pupils' attention to the illustrations on page 81 in the Pupil's Book. They represent Mike's photographs from his trip to Australia. Invite your pupils to spot the photograph that doesn't belong there, having been accidentally put there with the others. They should explain why this photograph doesn't belong there. (**Answer:** It is photograph number 3. In this photograph, Mike is standing in front of the Statue of Liberty, which is in New York and not in Australia. All the other photos are of his trip to Australia.)

Pupils describe what they can see in the other "photographs". This is a good moment to pre-teach some of the vocabulary that will appear in the reading text.

A common mistake pupils make is: ON this picture I can see. To avoid the mistake, write on the board: *IN this picture I can see....*

Step III READING

After having described what they can see in the "photos", the pupils are now ready to read Mike's description of his holiday photos. They read the text in the Pupil's Book and then do task 1.

Pupils do task 2 in the Pupil's Book. Give them time to find the answers in the text. Then check by asking individual pupils to give the answers.

Pupils read aloud paragraph by paragraph. Check if there is still something they do not understand. Explain.

Do task 3 in the Pupil's Book. First, pupils match the questions with Mike's photos and then they answer the questions as if they were Mike. Assign the role of Mike to one pupil. Next, pupils make up two more questions for Mike, as if they were his curious friends. Pupils write down their questions. In the end, assign the role of Mike to another pupil who should answer all the questions the pupils have prepared for "Mike".

So far, your pupils have learnt something about Australia. Do tasks 2 and 3 in the Workbook and expand this topic by bringing some pictures of Australia.

Task 1 in the Workbook can be assigned for homework

Step IV LANGUAGE FOCUS

Your pupils have been using the Present Continuous tense since their first year of learning English. However, the approach is now a little different because you teach it in a systematic way by explicitly explaining both the form and the use. In other words, they become aware of certain regularities and rules in its formation and in its use. Pupils individually complete the table in task 1 in the Pupil's Book.

Study and analyse the table with your pupils.

Explain what the Present Continuous is and explain its use. Be simple and brief. Do not go into details. Your pupils just need to understand the use. They do not need to know any rules.

Do task 2 in the Pupil's Book as suggested in the book.

Do task 3 in the Pupil's Book in the following way:

First, your pupils describe the picture using the elements from the three word boxes. Next, they write down as many sentences as possible. Limit the time. Finally, without looking at the picture, pupils talk about what's going on in the picture. This memory game can also be turned into a competition.

Draw your pupils' attention to the BE CAREFUL box in the Pupil's Book. Explain that they will notice certain changes when you add *-ing* to a verb. Do not give any rules, just point to the change.

Do task 4 in the Workbook. Ask volunteers to write the answers on the board so that everybody can check.

Pupils can do tasks 5 and 6 in the Workbook now or for homework.

Step V HOLIDAY PHOTOS Part 2

Ask your pupils to look at the photos on page 84 of the Pupil's Book and tell you everything they can see. Before listening to the conversation explain to your pupils that Mike's friends Anna and Mia are looking at Mike's holiday photos. Also, before listening, tell your pupils to read the sentences in task 1. Now, play the recording of the conversation.

This short dialogue will be a good starting point to go through question form of the Present Continuous. To introduce the question form and short answers in the Present Continuous, do task 2 in the Pupil's Book. Pupils read aloud all the questions they have found.

Step VI LANGUAGE FOCUS

Pupils can individually supply the missing words in the table in task 1 in the Pupil's Book. While checking their work, analyse the second table with your pupils. Give all the necessary explanation about how to form a question.

Do tasks 2 and 3 in the Pupil's Book as suggested in the book to practise the structure.

Check by asking individual pupils to read the answers.

If you feel there is need for further practice, do task 7 in the Workbook. The translation in task 9 in the Workbook shows the difference between English and the pupils' mother tongue. The usual mistake is that pupils forget the auxiliary verb. Pupils translate the sentences individually.

Check by asking individual pupils to read. Stress the difference between the two languages.

Pupils can do task 8 in the Workbook for homework.

Step VII SPEAKING

In task 1 in the Pupil's Book, pupils work in pairs. Explain the procedure well. One pupil imagines he/she is in one of the places listed. The other pupil tries to guess where his/her friend is by asking questions as shown in the example.

The list of verbs there is just to help if they have no ideas about what to ask. Pupils repeat the activity but reverse their roles. Circulate and monitor the pupils' work but do not interrupt their flow unless someone really makes too many mistakes.

If you have a weaker class, you can do this activity with the whole class. One pupil imagines the situation and everybody in the class takes turn to ask questions.

Ask your pupils to bring their own holiday photos to class. Do task 2 in the Pupil's Book. Pupils work in groups of 4 to 6 pupils and they show their holiday photographs to their friends. They also explain what is happening in each photo. Encourage the other pupils to ask questions. Circulate and monitor the pupils' work, but do not interrupt their flow.

OPTIONAL:

I Having done the speaking task, you have prepared your pupils for the writing task. They have the basic idea of how to describe a photo. However, providing a model for writing is important at this level if you want to be sure their writing is well structured. Therefore, provide it by writing a skeleton on the board.

II You can revise writing a postcard. Go back to page 36 in the Pupil's Book where our pupils can find a model. Following this model they can write a postcard from an imaginary holiday in one of the places suggested in the Pupil's Book (p.85).

WORKBOOK ANSWER KEY

Task 1: boomerang-neighbour, goals-players, sheep-vet, House-photo, smiling-riding, baby-mother

Task 2:

	B														
K	A	N	G	A	R	O	O								
	B						O	U	T	B	A	C	K		
K	O	A	L	A			M					A			
	R				S	H	E	E	P			N			
	I						R			S		B			
	G	D	A	Y			A			Y		E			M
	I			D	O	W	N	U	N	D	E	R			A
	N						G			N		R			T
	E									E		A	U	S	I
	S	T	A	T	I	O	N			Y					

Task 3: 1 boomerang 2 Aborigines 3 Sydney 4 Canberra 5 kangaroo 6 koala 7 G'day 8 Down Under 9 station 10 Aussie

Task 4: watching, swimming, sitting, eating, washing, working, writing, playing, driving, running

Task 5: 1 are making 2 is making 3 is reading 4 is shining 5 are repairing 6 am watching 7 is playing 8 are washing

Task 6: 2 I am not wearing a blue dress. 3 My schoolmates aren't studying for a History test. 4 It isn't snowing in Washington. 5 We aren't making a cake.

Task 7A: 1 Is Ted playing in Mike's room again? 2 Are my cousins in Australia sleeping now? 3 Is that clock working properly? 4 Are you tidying up the house?

Task 7B: 1 What is Stella writing? 2 Why are you crying? 3 Where are they hiding? 4 Who is screaming?

Task 8: are you doing? / am watching / are you watching? / Is he winning? / he is / is giving / am going / Is your brother going? / is having / are dancing.

Task 9: 1 I am learning in my room. 2 My brother isn't playing in his room. 3 Are you playing the piano? 4 What are Mike and Pete doing?

Lesson 15:

WHAT ARE YOU UP TO?

Tema	Tema 5: Moj dom i zdravi život
Lekcija	Lesson 15: What are you up to?
Predviđeni broj sati	3-4
Ishodi poučavanja	A.5.1., A.5.2., A.5.4., A.5.5., A.5.6., A.5.7., C.5.1., C.5.2., C.5.3., C.5.4.
Djelatnosti	slušanje, govorenje, čitanje, pisanje
Međupredmetne teme	Učiti kako učiti: A.2.2., B.2.1. Upotreba IKT: A.2.1., C.2.2. Osobni i socijalni razvoj: A.2.4., A.2.3., B.2.4., B.2.2.
Digitalni sadržaji	Slušne aktivnosti: <i>Cathy and Mike, End of story, Ben - song</i> Igre: Rooms in the house, Furniture Self check: <i>What are you up to?</i> , Present simple or continuous? Learn more: <i>Furniture, The secret life of pets, People in my home,</i>

Step I LISTENING AND READING

Ask your pupils to look out of the window and try to memorise everything they can see. Tell them to put themselves in the shoes of a detective or a spy who is on a surveillance mission. Let them approach the window and give them a minute or two. When they are back in their chairs, ask them to give you a report.

Tell your pupils that Mike and Cathy did a similar thing, but they were at home, not at school. Introduce the word *neighbourhood*.

Read aloud the questions from task 1 in the Pupil's Book, or, even better, write them on the board so that you make sure the pupils do not look at the text while listening.

Play the recording once.

Check general understanding by asking your pupils to give you the answers to the questions from task 1.

Pupils read the text and do task 2 in the Pupil's Book.

Check by asking individual pupils to read their answers. Ask the pupils to explain why some statements are not true.

Pupils read aloud in roles. Stop them from time to time to check if everybody understands. Stress some words and expressions worth remembering: *something is going on..., there is no sign of..., take the dog for a walk, overalls, What are you up to? move out*

Do task 3 in the Pupil's Book. There are paraphrases of some words from the text. Pupils do the task individually.

Check by asking pupils to read their answers.

Ask your pupils to close their books. Say the same paraphrases in a different order and ask your pupils to supply the matching word. Reverse the procedure. See if they are now able to paraphrase these words.

Explain to your pupils that the story doesn't end there, but they have to guess how the story really ends. In task 4 in the Pupil's Book, there are four different endings. Ask your pupils to choose one and explain why they think it is the right ending. Pupils then listen to the recording and check if they were right or wrong.

Audioscript:

Police: Hello! We have received a phone call from this house.

Cathy's mum: Yes, well.... I must apologise. You know, it's all been a bit of a misunderstanding. Our neighbours are moving out today and the children were very confused.

Police: OK, madam. But try not to make such mistakes again. You shouldn't waste police time.

Cathy's mum: Of course. Thank you, officer.

Key: C

Suggestion for homework: task 1 in the Workbook.

Step II LANGUAGE FOCUS

Write the following sentence on the board:

Mr Wilson always wears a suit and a tie, but today he is wearing overalls.

Prepare two cards with the following: *Present Simple* and *Present Continuous*.

Ask a pupil to stick the cards under the appropriate underlined words.

Prepare more cards. On each card, write the adverb of frequency/adverbial phrase you can see in the table on page 87 of the Pupil's Book. Distribute these cards and invite your pupils to stick the cards under the correct tense.

Explain to your pupils as simply as possible why in English there are two present tenses as opposed to one in their mother tongue. Give some examples from the text. Or better yet, ask them to find more examples in the text themselves. Pupils do task 1 in the Pupil's Book.

It is advisable to do task 2 in the Pupil's Book orally first and only then should the pupils do it in writing.

Do tasks 2 and 3 in the Workbook in class or assign them for homework for further practice.

Step III THE SONG

Ask your pupils to tell you what they usually do when they get home from school.

Explain that they will listen to a song about a boy. Ask:

What does he do when he gets home from school?

Play the recording. After listening to the song, pupils answer your question.

Pupils listen to the song once again and complete the lyrics with the missing words in the Pupil's Book (p. 89).

Pupils join in and sing the song.

Lyrics: BEN

When Ben comes home from school,
He does the same thing every day.
He sits at his computer
And he starts to play.
He plays games, he surfs the Net.
He isn't bored, you can bet.
But today there's something wrong
And he doesn't know what to do.
His computer isn't working
And he is thinking what to do.
He's trying to read, sing and run,
But sure he isn't having much fun.
Every day's the same for Ben,
But today there's something new.
His computer isn't working.
And he doesn't know what to do.

Step IV VOCABULARY

In this step you will expand your pupils' knowledge of words related to houses and households.

Make a simple drawing of a house on the board. Ask your pupils to name all the rooms in the house. As they name the rooms (which they have learned previously), invite a volunteer to write the word somewhere in the drawing. Your pupils will probably be able to name almost all the rooms. Introduce those rooms and parts of the house they do not mention by pointing to your drawing (for instance, *attic, cellar, garage...*) and write the new word in the drawing.

Ask the pupils to have a look at the illustration of the house on page 88 in the Pupil's Book. Name pieces of furniture and tell your pupils to give you the matching number in the picture. If they are not sure, help by saying, for example: *Look for it in the kitchen.*

Pupils can now write the matching numbers from the pictures next to the appropriate words in task 1 in the Pupil's Book. Check by asking pupils to read. Play a game to help your pupils memorise the new vocabulary items.

Tell your pupils to close their books. Pupils name all the words they can remember and volunteers write these words on the board. This can be turned into a competition. Next, divide the class into two teams and play a cross out game. Call out a word in Croatian. Pupils cross out the English word on the board. Make sure that every time you have a new pair of pupils representing the two teams.

Pupils do task 4 in the Workbook now or for homework. The crossword puzzle includes a lot of paraphrases, so help out.

Step V PREPOSITIONS

Pre-teach or revise the prepositions IN, ON, UNDER, BEHIND, IN FRONT OF, IN THE MIDDLE OF. Demonstrate by placing an object in different positions. Write the prepositions on the board.

Ask a volunteer to come to the board and face the board (so he/she can see the written prepositions). Put the object from the previous step in one of the positions (e.g. under the desk) and ask "*Where is the now?*" The pupil in front of the board, who can't

see the object, tries to guess where it is and his/her classmates say YES or NO. Do not intervene unless they make a mistake. Repeat the procedure with several pupils. Pupils do task 2 in the Pupil's Book individually. Check by asking individual pupils to read the sentences aloud.

Task 5 in the Workbook can be done for homework.

WORKBOOK ANSWER KEY

Task 1: Mike and Cathy think there is something strange going on in their neighbourhood. / Mrs Wilson usually takes her dog for a walk in the morning, but today there is no sign of her. / Mr Wilson goes to work by car every morning but today the car is in front of the garage. / A man is carrying out their microwave, so Cathy and Mike are sure that somebody is robbing the Wilsons. / But it is all a mistake because the Wilsons are moving out today.

Task 2: 1 every day / now 2 this morning / every morning 3 sometimes / today 4 every Saturday / this Saturday

Task 3: Rob is a postman. He usually brings letters on Wednesday, but today he is swimming in the lake. / Eric is a doctor. He usually helps sick people on Wednesday, but today he is sleeping. / Brad is a waiter. He usually serves drinks on Wednesday, but today he is drinking coffee. / Teddy is a pilot. He usually flies a plane on Wednesday, but today he is watching a film.

Task 4

Down: 2 attic 3 closet 4 fridge 6 dishwasher 7 cellar 8 cot 9 lamp 11 study

Across: 1 curtain 5 bath 10 chest of drawers 12 pantry 13 sofa 14 bunk bed

Task 5: on the teacher's desk, in the bin, under the cupboard, behind the flower pot, in front of the headmaster, in the middle of the cake

Lesson 16:

YUMMY!

Tema	Tema 5: Moj dom i zdravi život
Lekcija	Lesson 16: Yummy!
Predviđeni broj sati	3-4
Ishodi poučavanja	A.5.1., A.5.3., A.5.4., A.5.5., A.5.6., A.5.7., C.5.1., C.5.2., C.5.6.
Djelatnosti	slušanje, govorenje, čitanje, pisanje
Međupredmetne teme	Učiti kako učiti: A.2.2., A.2.3., A.2.4., B.2.1. Upotreba IKT: A.2.1. Osobni i socijalni razvoj: A.2.1., A.2.2., A.2.3., A.2.4., B.2.2., B.2.4., C.2.2. Zdravlje: A.2.2.A, B.2.3.A Građanski odgoj: C.2.3.
Digitalni sadržaji	Slušne aktivnosti: <i>Recipe, Mike and Ted</i> Igre: <i>Food game, Table manners</i> Self check: <i>Yummy</i> Learn more: <i>Food, The American way</i>

Step 1 LEAD IN

Vocabulary

Bring to class some pictures of food and drinks and stick them on the board. Put a letter next to each picture.

Ask your pupils if they are hungry/thirsty and which of the things on the board they would like to eat/drink. They can say the letter which is next to the picture if they lack sufficient vocabulary. Comment on the pictures. Say: *Let's see what we've got here...*

A pizza with cheese, salami... In that way, you will expose your pupils to a lot of vocabulary related to food.

Invite volunteers to the blackboard, call out the food/drink words related to the pictures and ask them to point to the right picture. Do task 1 in the Pupil's Book.

Read aloud all the words and the pupils will do the matching.

To check, call out the numbers and pupils will say what it is.

Listening

To prepare your pupils for the listening task, do the joke (Joke time, p. 91) with your pupils and explain the idiom *a piece of cake*. Ask them if they like eating cakes. Stress that the word CAKE can mean both "kolač" and "torta". Then ask: *What ingredients does your mother usually need to make a cake?*

To answer your question, the pupils do task 2 in the Pupil's Book and read aloud their answers. Continue introducing the vocabulary they will need for the listening task by asking more questions.

Elicit vocabulary like: *a cup of, mix, bake, add, degrees C.*

Pupils listen to the recording. It is an extract from a TV show in which chef Le Pierre is giving instructions to kids on how to make BROWNIES. Explain that *a brownie* is a typical American chocolate cake.

Your pupils' task is to listen and complete the recipe in task 3 in the Pupil's Book with the missing words. They can find most words in task 1.

Audioscript:

In the TV show for children "Do It Yourself", chef Le Pierre is giving instructions to kids on how to make a cake on their own.

Welcome to Chef Le Pierre's cooking corner. Today I have got a traditional American recipe for you. It's a popular cake called Brownies. You need a few ingredients and it's very easy to make. So, let's start. You need 1 cup of butter, ½ cup of flour, 6 squares of chocolate, 4 eggs and 2 cups of sugar. First you must mix all the ingredients well. Then put the mixture into the pan and bake for 30-40 minutes at 200 degrees centigrade. Be careful, you mustn't bake it longer because it's not good to eat then. Finally, cut into squares and serve cold. It's easy to make, but it's even easier to eat. Yummy!

Key: butter, flour, chocolate, eggs, sugar, 30-40 minutes.

Check by asking individual pupils to read the entire recipe.

By answering the questions below the recipe, pupils will share their "culinary" experiences. Help by asking more questions and introducing some adverbs of sequence:

Do you have a special recipe?

What ingredients do you need?

What do you do FIRST / THEN / AFTER THAT / FINALLY?

Do task 1 in the Workbook.

Check by asking individual pupils to read the sentences in the correct order.

OPTIONAL:**WRITING AND PROJECT WORK**

This writing activity can be turned into a project. Pupils follow the model provided in task 3 in the Pupil's Book (p. 90) + Workbook and write a recipe for a cake of their choice. Circulate and monitor their work.

At home, pupils illustrate their recipes. You can collect the recipes with illustrations and make a class cook book.

Step II LISTENING AND READING

Write the questions from task 1 in the Pupil's Book on the board and read them aloud. Tell your pupils to listen to the recording and answer the questions on the board.

Pupils read the dialogue and do task 2 in the Pupil's Book.

Pupils read the dialogue aloud in roles. Make sure all the vocabulary is clear to your pupils.

To summarise, do tasks 3 and 4 in the Pupil's Book. The sentences from the previous task are guidance for a successful oral report.

Task 2 in the Workbook can be assigned for homework.

Step III LANGUAGE FOCUS

To introduce the modal verbs **MUST** / **MUSTN'T**, pick the sentences which contain them from the dialogue. Write these sentences on the board, but leave out the modal.

We _____ *do something to surprise her.*

We _____ *put in any salt.*

Ask your pupils to supply the missing words.

Pupils translate the two sentences.

Study the **MUST/MUSTN'T** table in the Pupil's Book on page 92 with your pupils. Pupils do task 2 in the Pupil's Book. Explain to your pupils that they need to complete some common rules for table manners with *must* or *mustn't*. Check by reading aloud. This task is much more than mere practice of modal verbs. It opens the door for a discussion on table manners, and also on good manners in general. Pupils comment on each sentence and add any other rules they can think of.

OPTIONAL:

To broaden this topic, you may invite your pupils to write some rules for the following: *theatre manners*, *school manners*, etc. Do this as group work. On a bigger piece of paper, pupils write their ideas and then present them to the rest of the class.

Step V VOCABULARY

Start off by asking your pupils to do task 3 in the Workbook. This is a quiz on how healthy their diet is. Go through the questions with your pupils to make sure they understand them. Pupils then do the quiz individually.

Pupils check their score on the next page and together you can comment on their scores.

Pupils do task 4 in the Workbook. Check their answers by asking individual pupils to read. Motivate your pupils to think of more advice for a person with bad eating habits. In this way, you will elicit a lot of food/drink vocabulary and revise must/mustn't.

Pupils do task 1 in the Pupil's Book. This is an incomplete mind map which they should complete with the missing words.

Check your pupils' work and go through all the vocabulary. Explain the new words.

OPTIONAL:

PROJECT WORK

Ask pupils to bring to class magazine cut-outs or pictures of different food and drinks. Prepare large pieces of paper. Divide your class into groups and tell them to draw their own mind map of food or drinks and illustrate it by sticking the pictures and cut-outs next to the words. Circulate and help since they will ask for some new words to put in their mind maps. You can display their work.

To reinforce the vocabulary, do task 5 in the Workbook and play some vocabulary games.

Ask your pupils what the main meals of the day are. Ask volunteers to write these words on the blackboard.

Analyse the lists in task 3 in the Pupil's Book and ask your pupils what is wrong with the lists. Explain all the necessary vocabulary and tell the pupils to rewrite the lists to correct them.

Pupils write one more list for supper using their own ideas.

Check by asking your pupils to read all the lists aloud.

Pupils do task 4 in the Pupil's Book individually.

Suggested homework: task 6 in the Workbook.

WORKBOOK ANSWER KEY

Task 1: 4, 6, 2, 1, 5, 3

Task 2: birthday, cake, Brownies, butter, sugar, chocolate, flour, minutes, shoe, surprise, kitchen, guests

Task 3: Individual answers.

Task 4: 1 must 2 mustn't 3 must 4 mustn't 5 mustn't 6 must 7 must 8 must

Riddle 1: bones; **Riddle 2:** eggs

Task 5: salt, sugar, bread, flour, eggs, cheese, meat, vegetables, fruit, butter, chocolate, jam, honey, yoghurt, ham, sandwich, rice, salad, dessert, chicken, spaghetti, cake, steak, fish

Task 6: Fruit: plum, tangerine, peach, grapes, pineapple; Vegetables: beans, spinach, lettuce, potato, peas;

Dessert: doughnut, pancake, pudding, ice cream; Drinks: tea, juice, coffee, mineral water;

Food for dinner: steak, rice, spaghetti, soup; Breakfast: honey, butter, salami, cereal

Joke time: cheese, holes

READING IS FUN 5:

THE ELEPHANT'S CHILD

Tema	Tema 5: Moj dom i zdravi život
Lekcija	Lesson: The elephant's child
Predviđeni broj sati	2-3
Ishodi poučavanja	A.5.1., A.5.2., A.5.3., A.5.4., B.5.3.
Djelatnosti	slušanje, govorenje, čitanje, pisanje
Međupredmetne teme	Učiti kako učiti: A.2.2., B.2.1. Upotreba IKT: A.2.1. Osobni i socijalni razvoj: A.2.4., B.2.4.
Digitalni sadržaji	Slušne aktivnosti: <i>Elephant's child, Being polite</i> Igre: <i>The elephant's child, Body parts</i> Self check: <i>The elephant's child</i>

Step I LEAD IN

To introduce the topic, play HANGMAN with your pupils. Draw eight blank lines on the board. Pupils supply letters until they guess the hidden word: ELEPHANT.

Ask your pupils to tell you everything they know about elephants. In this way, you will elicit a lot of new vocabulary, which you should write on the board.

Finally, go through the new words on the board to make sure your pupils will be able to understand them later.

Do the lead-in task in the Pupil's Book. There are a few new words in these six statements. Some of them have been introduced in the previous step, but others will have to be introduced now. Therefore, read the statements aloud one by one, check understanding and ask your pupils to tick the statement if it is true.

Key: All statements are true.

Pupils read the statements aloud one by one and say if the statement is true or not. Ask your pupils to shut their books and to name these six facts about elephants as far as they can remember.

To make it simpler, just ask questions:

What kind of animals are elephants?

What do they eat? etc.

Step II READING

The story "The Elephant's Child" recounts events from the past and hence the Past Simple is used throughout the story. However, your pupils haven't been taught the Past Simple tense yet. So, you can choose to do this story here, before Unit 6, and deal with the past at the lexical level without giving any explanations. Your pupils will certainly have no problem understanding the story and will simply be exposed to a new language structure which they will go through later in Unit 6. Alternatively, you may decide to do the story after Unit 6, after you have introduced the Past Simple tense. In that case, pupils will have a chance to practise and expand on the new language structure. Both ways are equally fruitful.

Prepare your pupils for reading by asking them if they know how the elephant got its trunk. Say that in the story they are about to read they will find the answer to this question.

Pupils read the story to find basic information from it. They follow the guidelines in task 1 in the Pupil's Book. Warn your pupils to ignore the gaps in the story. They can fully understand and follow the story even though some sentences are missing since these are not vital for the story.

After reading, analyse their answers. They can even tell you the story outline in Croatian. Say a few words about the author. Give more time to them so that they can express their opinion.

Note to the teacher about the author:

Name: Joseph Rudyard Kipling

Born: 30 December 1865, Bombay, British India

Died: 18 January 1936 (aged 70), London, England

Occupation: Short story writer, novelist, poet, journalist

Nationality: British

Genres: Short story, novel, children's literature, poetry, travel literature, science fiction

Subjects: India

Notable works: *The Jungle Book*, *Just So Stories*, *Kim*

Notable award: Nobel Prize in Literature, 1907

Pupils read the story again and do task 2 in the Pupil's Book. Before they start completing the story with the missing parts of sentences, go through them to check they understand them.

Pupils listen to the recording and check their work.

Individual pupils read the story aloud. Explain the vocabulary if necessary. But your pupils do not need to acquire all the words. The basic idea of reading the story is to enjoy it, to understand it as a whole, not to tear it to pieces, because in that case it would lose all its charm.

To comment on the story and the characters in the story, ask:

What is the story about?

What is the Elephant's Child like?

What do you think about his family?

Is it OK to be curious? Why?

Task 1 in the Workbook can be done for homework.

Step III BODY PARTS AND ORGANS

Ask your pupils to go through the story again and circle all the words for body parts.

Write them on the blackboard.

Ask your pupils to add more body parts they can remember. Introduce more human body parts and write them on the blackboard.

Invite two volunteers to come to the blackboard. Other pupils call out different body parts and the two pupils in front of the class demonstrate where they are. Repeat the procedure but wipe off the words from the blackboard.

Reverse the procedure. Two pupils point while the others name the indicated body part.

Bring pictures of different animals and introduce words for animal body parts (see task 1 in the Pupil's Book, p. 95). Write the words on the blackboard. Ask your pupils to repeat after you as you say and point to the picture.

You point to the picture and they say the words. Wipe off the words from the blackboard and point to the picture. Pupils say the words. Pupils do task 1 in the Pupil's Book individually.

Check by asking individual pupils to read.

Explain the difference between an ORGAN and a BODY PART.

Pupils do task 2 in the Pupil's Book.

Call out an organ and ask your pupils to show you where approximately in their body this organ is. Pupils can do tasks 2, 3 and 4 in the Workbook now or for homework.

Step IV BEING POLITE

Explain to your pupils how important it is to be polite and that we can express politeness by using the correct language.

Pupils read through the dialogues in the Pupil's Book and guess what the correct options are.

Play the recording for your pupils to check their answers.

Pupils read the dialogues aloud.

Do task 5 in the Workbook.

Check by asking individual pupils to read aloud.

Pupils work in pairs and make up their own dialogue using one of the polite phrases.

WORKBOOK ANSWER KEY

Task 1: Africa, aunts and uncles, morning, dinner, River, stepped, crocodile, nose, elephants, fruit, family, useful, trunks, curious

Task 2: brain, toe, paw, tongue, feather, back, heart, stomach, arm, beak, wing, shoulder, tail, finger, neck, nail, trunk, lungs

Task 3: toe, paw, tongue, feather, back, arm, beak, wing, shoulder, tail, finger, neck, nail, trunk

Task 4: lungs, heart, stomach, brain

Task 5: 1 You're welcome. 2 Pardon? 3 Here you are. 4 Excuse me

LOOK BACK 5 (WORKBOOK)

Tema	Tema 5: Moj dom i zdravi život
Lekcija	Lesson: Look back 5
Predviđeni broj sati	1-2
Ishodi poučavanja	A.5.1., A.5.3., A.5.4., A.5.5., A.5.6., A.5.7., C.5.1., C.5.2., C.5.3.
Djelatnosti	slušanje, govorenje, čitanje, pisanje
Medupredmetne teme	Učiti kako učiti: B.2.1., B.2.2., B.2.3. Upotreba IKT: A.2.1. Osobni i socijalni razvoj: A.2.4., B.2.2., B.2.4.
Digitalni sadržaji	<i>Look back 4</i> pdf. datoteka za preuzimanje Slušna aktivnost: <i>Cathy's birthday</i>

VOCABULARY

Task 1

Ask a volunteer to read aloud all the words before your pupils start doing this task.

Key: Australia: aborigine, boomerang, cricket, sheep station, outback; House: study, living room, attic, cellar, pantry; Furniture: curtain, closet, armchair, bath, cot; Food: peach, doughnut, lettuce, cereals, steak

Task 2

The aim of this task is to practise spelling.

Key: burglar, shelves, neighbourhood, beautiful, delicious, photograph, recipe, roller coaster, apologise

Task 3

Before working on this task individually, you can turn it into a memory game.

Key: fried eggs, deep-sea diving, mashed potatoes, home cinema, table manners, opera house

LANGUAGE AT WORK

Task 1

Key: 1 I am hiding behind a big tree. 2 What are you doing under the wardrobe? 3 They are not having roast chicken for lunch. 4 Is Monica showing you the photos of her family from Scotland? 5 My clumsy neighbour is fixing the roof of his house alone. 6 The old ladies are playing hopscotch in the middle of the street.

Task 2

Key:

She is writing a love letter, too. 2 We are making Christmas pudding, too. 3 Ted is cleaning the cellar, too. 4 Are you listening to music, too? 5 I am not celebrating my birthday at home, either. 6 Bob and Nick are studying History for the test, too.

Task 3

Key: 1 go 2 are having 3 Do you go? 4 spend 5 are you crying? 6 are visiting 7 doesn't play 8 aren't playing

READING

Before reading, ask your pupils what they remember about Inspector J. Then, pupils read the text and do the true or false task.

Key: 1 false 2 false 3 true 4 false 5 true 6 false

SPEAKING

This task should be organised as a class or group discussion. First, ask your pupils to have a look at the two pyramids. Ask them if they know what they represent. If not, explain. In groups, they can discuss the topic by answering the questions, or they can individually prepare a short oral report.

LISTENING

Before listening, explain the task to your pupils and give them a few minutes to read the words in the box. Play the recording twice. The first time, your pupils tick the words in the box they hear mentioned. The second time they listen and check.

Audioscript:

Cathy's birthday party is over. All her friends have gone home. Only Linda is still here. The party was great, but the house is in a terrible mess. The chairs in the dining room are upside down. There is a piece of cake on the sofa and there is popcorn all over the carpet. Some glasses are under the coffee table and there is even a piece of pizza on the armchair. The kitchen is no better. There is a shoe in the microwave and there are some CDs in the fridge. Who knows what's in the closet in the parents' bedroom!

Wait! Somebody is calling for help. It's Pete. Somebody has locked him in the pantry and he can't get out.

What a mess! Cathy and Linda have a lot of work to do before Cathy's parents come back home.

Key: carpet, closet, armchair, pantry, chairs, kitchen, sofa, fridge, coffee table, microwave

WRITING

Translation from their mother tongue into English is not at all an easy task for pupils. However, since this is a very simple text based on short sentences and easy vocabulary, your pupils should be able to do it with flying colours. It would be a good idea to do the translation orally with the whole class. Point out the differences between the two languages (for instance: "peći u tavi" is translated with only one English word – fry).

NOW I CAN

This is a self-evaluation corner. Go through the sentences with the whole class and make sure they understand everything. Only then ask your pupils to work individually and to analyse their work and their achievements.

UNIT 6

Lesson 17:

OUTDOOR SCHOOL

Tema	Tema 6: Priroda ili grad
Lekcija	Lesson 17: Outdoor school
Predviđeni broj sati	3-4
Ishodi poučavanja	A.5.1., A.5.2., A.5.3, A.5.5., A.5.6., A.5.7, C.5.1., C.5.2., C.5.3., C.5.4.
Djelatnosti	slušanje, govorenje, čitanje, pisanje
Međupredmetne teme	Učiti kako učiti: A.2.2., B.2.1. Osobni i socijalni razvoj: A.2.4., B.2.4., B.2.2., B.2.4. C.2.2. Građanski odgoj: C.2.2., C.2.3. Uporaba IKT-a: A.2.1., A.2.3., C.2.4.
Digitalni sadržaji	Slušne aktivnosti: <i>Outdoor school activities, Prepositions</i> Self check: <i>Outdoor school</i> Learn more: <i>Camping, Famous people from the past</i>

Step 1 LEAD IN

Write on the blackboard the following: OUTDOOR SCHOOL and offer several explanations. Your pupils choose the correct one.

- a) *It is part of school where you have PE when the weather is fine.*
- b) *It is school for bad kids, after regular school hours.*
- c) *It is school where pupils learn about nature and about different useful things we need to know when we are in the countryside.*

When they guess, tell your pupils that the closest translation would be "škola u prirodi".

Help your pupils predict what children do at outdoor school. They may have some experiences of their own to share.

Study the activities in task 1 in the Pupil's Book. You give the explanations in English and they tell you which of the activities you are referring to.

Say:

- *you are in a boat on a river or lake and you row the boat*
- *you collect branches and pieces of wood and you light a big fire*
- *you make a little hut in the wood to protect yourselves from the rain*
- *you hear the music and you can see the text and you sing along*
- *you learn how to help people who are hurt or in pain*
- *you look for different flowers, trees and you learn about them*
- *you learn how to find your way through the forest and how not to get lost*
- *you play different sports and compete with others*
- *you put on a pair of comfortable boots and you climb*

Pupils say which of the activities they would like to do at outdoor school.

Do task 2 in the Pupil's Book.

Explain that these are the things that are very useful when you are in the open air.

Read aloud the words, and the pupils repeat after you.

Pupils do not look at the words and pictures. You say the word in their mother tongue and they say the word in English.

To practise the vocabulary further, do tasks 2 and 3 in the Workbook individually. Check by asking individual pupils to read their answers.

Step II READING

To prepare your pupils for the reading, explain that Cathy is on a five-day school trip as part of outdoor school. This is her e-mail to her parents. Pupils read the text on page 99 of the Pupil's Book and do task 1.

Key: first-aid course, shelter building, learning about forest plant

Check by asking your pupils to name all the activities Cathy mentions in her letter. Pupils read the e-mail once again and complete the time line in task 2.

Key: bus station 7 am, cabin 9 am, first aid 9.30 am, break 11 am, shelter building 11.15 am, lunch 1 pm, forest plants 2 pm, supper 6.30 pm, bed 8 pm, lights out 8.45 pm

Check by asking individual pupils to read the timetable with the times.

Ask: *When were they at the bus station / in their cabins....?*

Pupils read aloud the e-mail. There still might be some new vocabulary, so explain it. Do tasks 3 and 4 in the Pupil's Book. First write all the words from task 3 on separate cards and put them face down on the blackboard. Divide the cards into two groups. Play a matching game. When your pupils find the matching cards, they say MATCH and translate the collocation.

After the game, they do task 4 individually in the Pupil's Book.

OPTIONAL:

Pupils have to imagine what a perfect day at outdoor school would be like. They make a plan by following the model you provide: they set the times, the activities and write all the things they need. Blackboard:

<u>Time</u>	<u>Activity</u>	<u>What I need</u>
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Pupils get into groups and compare their plans for one day at outdoor school.

Suggested homework: Task 1 in the Workbook.

Step III LANGUAGE FOCUS — WAS/WERE

Unlike some other structures dealt with so far, the PAST TENSE is the structure your pupils are facing for the first time. Therefore, you should introduce it slowly, step by step to make sure they really understand and acquire the form correctly. Write on the blackboard the following:

<i>now</i>	<i>this time yesterday</i>
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Say and write: *I am at school now. But at this time yesterday, I was at home. I wasn't at school.*

Ask them what *was/wasn't* means.

Ask a few pupils: *What about you?* Using your model on the board, pupils will talk about themselves and at the same time they will use the new structure. Rephrase their answers in the third person: *Ivo was in the park. He wasn't at home.*

In a similar way, expose them to *were* and *weren't*. Always check understanding.

Ask your pupils to read Cathy's e-mail again and to circle all the examples of *was/wasn't/were/weren't*. In this way, they will become more aware of the new structure.

Pupils individually complete the table in task 1 in the Pupil's Book.

Check by asking your pupils to read aloud. Analyse the table with your pupils and explain that *wasn't* and *weren't* are the short forms of *was not* and *were not*.

Do task 2 as well to help them understand better the difference between the two languages.

Pupils do task 3 in the Pupil's Book individually. Check by asking individual pupils to read aloud. This task familiarises the pupils with the Past Simple Tense of *to be* at recognition level.

For further practice, do tasks 4 and 5 in the Workbook. These two tasks practise the use of the Simple Past tense of *to be* at production level.

Suggested homework: Tasks 6 and 7 in the Workbook..

Step IV TIME FOR HISTORY

Start off with the JOKE on page 101 of the Pupil's Book.

Task 4A in the Pupil's Book requires some general knowledge which your pupils should have at this age.

First, go through each column and introduce the new vocabulary. Then your pupils make correct sentences orally by using the elements from the table. Do it with the whole class.

Next, pupils work in groups and write down as many sentences as they can within the time limit. Turn it into a competition between groups.

Finally, you can play a game as suggested in task 4B in the Pupil's Book.

OPTIONAL:

PROJECT WORK

To prepare your pupils, explain very well what they need to do. Pupils should prepare their own class quiz. To do this, pupils should first find information about other important people from the past and they must write down one correct and one incorrect sentence about these people on separate pieces of paper.

For example: Nikola Tesla was from Smiljan. / Nikola Tesla was from Karlovac.

These will be their quiz questions.

When they bring their pieces of paper with sentences to class, collect them and shuffle them well. You can now start a class quiz. Pupils pick a quiz host and volunteers will be the contestants. The quiz host draws a piece of paper with a sentence on it, reads it aloud and the contestants say whether it is true or false.

Step V LANGUAGE FOCUS (continued)

Introduce the time adverbials we commonly use when we refer to the past: *yesterday, last..., ...ago*

Explain the difference between **last** and **ago**. Prepare cards with the following words:

week, two weeks, month, four months, five minutes, six days, year, two years.

Write on the blackboard *last* and *ago* and ask your pupils to stick the cards under the word they go with to make a meaningful phrase. Do task 4 in the Pupil's Book (p. 100).

Key: 1 last month 2 two days ago 3 yesterday morning 4 last night 5 three hours ago 6 20 minutes ago

Draw your pupils' attention to the **LOOK** box in the Pupil's Book (p. 101). Explain that IN and AT sometimes appear in front of another word alone, but sometimes are accompanied by THE. Read aloud these situations. Do not give any rules. The use of the definite article should be dealt with at the lexical level. Pupils do task 5 in the Pupil's Book (p. 101).

To check, ask individual pupils to read the sentences aloud.

To reinforce the use of prepositions, organise a pair work activity. Pupils ask each other the questions from the Speaking task on p. 101.

Pupils do tasks 8 and 9 in the Workbook for homework.

WORKBOOK ANSWER KEY

Task 1: outdoor, activities, bus, cabins, cosy, course, shelter, delicious, instructor, lights

Task 2: 1 hammer 2 bandage 3 helmet 4 compass 5 matches 6 shelter

Task 3: 1 rope 2 karaoke 3 microphone 4 hammer 5 compass 6 group games

Task 4: was, were, was, was, were, was, was, was, was, were, were, was, was

Task 5: 1 Sarah wasn't angry yesterday. 2 My brother and I weren't grounded last weekend. 3 You weren't at Nick's birthday party last Saturday. 4 My parents weren't at school yesterday. 5 My uncle wasn't on a business trip in Sydney. 6 We weren't tired after the match two days ago.

Task 6: 1 Linda was at music school last Saturday. She wasn't in the park. 2 Cathy was happy after the test.

She wasn't unhappy. 3 Mike and Pete were good at school yesterday. They weren't naughty. 4 The school trip was interesting last month. It wasn't boring. 5 We were in the mountains two weeks ago. We weren't at the seaside.

Task 7: Individual answers.

Task 8: in: New York, bed, Australia / in the: garden, restaurant, mountains, kitchen / at: home, work, school / at the: cinema, seaside

Task 9: Individual answers.

Lesson 18:

HOME AGAIN

Tema	Tema 6: Priroda ili grad
Lekcija	Lesson 18: Home again
Predviđeni broj sati	3-4
Ishodi poučavanja	A.5.1., A.5.3., A.5.4., A.5.5., A.5.6., A.5.7., B.5.1., C.5.1., C.5.2.
Djelatnosti	slušanje, govorenje, čitanje, pisanje
Međupredmetne teme	Učiti kako učiti: A.2.2. Osobni i socijalni razvoj: A.2.1., A.2.3., A.2.4., B.2.4., C.2.2. Građanski odgoj: A.2.1. Uporaba IKT-a: A.2.1.
Digitalni sadržaji	Slušne aktivnosti: <i>Home again</i> , <i>Weather report</i> Igre: <i>Home again</i> , Wordsearch Self check: <i>Home again</i> Learn more: <i>The weather report</i>

Step I LISTENING AND READING

This lesson follows on from the previous one. Therefore, start by revising briefly Lesson 17. Ask questions like:

What is outdoor school?

What activities can you do there?

What do you need for these activities?

Where do you sleep?

When do you go to bed?

Introduce the second part of this story by explaining the situation: Cathy is back home and her parents have got a lot of questions about her outdoor school experience. Before listening, go through the questions with your pupils.

Pupils listen and put the questions in the order they occur in the recording.

Key: 8, 5, 7, 9, 3, 4, 1, 6, 10, 2

Check by asking pupils to read the questions in the order they heard them.

Pupils read the written version of the conversation and do task 2 in the Pupil's Book.

Pupils practise reading aloud in roles. Explain all the new words.

Do task 1 in the Workbook now or assign it for homework.

To reinforce the new vocabulary, do the following activity: start spelling the word and ask your pupils to start writing it in their notebooks. The moment they have an idea what the word is (even before you've finished spelling it completely) they can volunteer to say it. Whoever guesses the word first comes to the blackboard and writes it down for everybody to check their spelling. Target the words from task 3 in the Pupil's Book.

Pupils can now report orally on Cathy's outdoor school experience. While doing so, they must use the adjectives listed in task 3 in the Pupil's Book.

Step II LANGUAGE FOCUS

Since your pupils are already acquainted with the meaning of *was* and *were*, and since they have been exposed to the question form of these verbs in the previous steps, ask them to complete the table in task 1 in the Pupil's Book.

Analyse the table and explain the question form and the short answers of the verb *to be* in the Past Simple tense.

Do tasks 2 and 3 in the Pupil's Book with the whole class.

To reinforce the new language structure, do Speaking task 1 in the Pupil's Book. First, your pupils work in pairs and ask and answer questions. Monitor your pupils' work and pay particular attention to their answers. Next, pupils write a report in their notebooks based on their friend's answers.

Assign tasks 2 and 3 in the Workbook for homework.

Step III VOCABULARY

Start off by miming different weather conditions. For instance, pretend you are holding your umbrella but the wind is strong and you are trying to keep the umbrella

in your hands. Comment: *It's raining and it's windy*. In this way, exploit the words from task 1 in the Pupil's Book.

Now invite your pupils to do some miming: you say what the weather is like and your pupils should act accordingly, i.e. they should do the miming.

Pupils are now ready to do task 1 in the Pupil's Book individually. They just write the missing “weather” words for the corresponding pictures.

Task 2 in the Pupil's Book is a listening activity in which your pupils must now complete the missing information next to the pictures from task 1 by listening to the weather report. Pupils must match the town with the correct pictogram, and they must also note down the temperature.

It's important that before listening you introduce the concept of a WEATHER REPORT and explain how the temperature is written and read.

Audioscript:

This is the weather report for our continent – dear old Europe.
London was foggy with the temperature of 12 degrees centigrade.
It was windy and cloudy in Berlin. And the temperature there was 9 degrees centigrade.
In Madrid it was rainy again. Unusually wet for this time of the year. And the temperature was 15 degrees centigrade.
Let's see what the weather was like farther south. So, in Rome the weather was really beautiful. It was sunny and warm and the temperature was a wonderful 22 degrees centigrade.
The north of our continent was the coldest. Actually, it was even colder than usual. In Oslo the temperature was only 0 degrees and there was even a snow storm.
And now let's see what the weather will be like tomorrow.....

Do task 3 in the Pupil's Book orally with the whole class.

Either do task 4 in the Workbook now or assign it for homework.

OPTIONAL:

Your pupils can keep track of the weather conditions for a week or for an even longer period of time. You need to prepare a bigger piece of paper (which you will display on a pinboard in your classroom) with a table to fill in with the following data: date, temperature, weather conditions

Step IV WRITING

To personalise the topic dealt with in this lesson, pupils can do the writing task in the Pupil's Book.

First, go through the questions with your pupils. Pupils work in pairs and, by answering the questions, they describe orally their last holiday to their friend. Circulate and monitor, but do not interrupt your pupils' flow of speech.

Only after you have prepared your pupils should you move on to the writing. The questions will serve as guidance.

WORKBOOK ANSWER KEY

Task 1: Last week Cathy was at outdoor school with her class. Cathy's favourite activity was rock climbing. Rock climbing is a piece of cake for Cathy. The food was OK – the mushrooms were delicious but the beans were yucky. The instructors were strict and cautious. The girls were scared at night because there were some strange sounds outside the cabin. The mornings were cold but Cathy's bag was full of warm clothes. The weather was glorious the whole week.

Task 2A: 1 Were you at a wedding last Saturday? 2 Was my mother at school yesterday? 3 Were his neighbours at home last night? 4 Was last summer cold?

Task 2B: 1 Where were you born? 2 Why were Mike and Pete late for school yesterday? 3 What was there on our breakfast table at Easter? 4 Who was Cathy's climbing instructor?

Task 3: 1 Were 2 Was 3 Were 4 Was 5 Was 6 Were 7 Was 8 Were

Task 4: 1 rainy and wet 2 sunny and hot 3 windy 4 cloudy 5 foggy 6 snowing

Lesson 19:

AN EVENING AT HOME

Tema	Tema 6: Priroda ili grad
Lekcija	Lesson 19: An evening at home
Predviđeni broj sati	3-4
Ishodi poučavanja	A.5.1., A.5.2., A.5.3., A.5.4., A.5.5., B.5.1., C.5.1., C.5.2., C.5.3.
Djelatnosti	slušanje, govorenje, čitanje, pisanje
Međupredmetne teme	Učiti kako učiti: A.2.2., B.2.1. Uporaba IKT-a: A.2.1., D.2.2., D.2.3. Osobni i socijalni razvoj: A.2.2., B.2.2.
Digitalni sadržaji	Slušna aktivnost: <i>An evening at home</i> Igre: <i>An evening at home, TV programmes</i> Self check: <i>An evening at home</i> Learn more: Antonio's week

Step I VOCABULARY

Start off by playing a guessing game. Prepare a picture of a person watching TV but do not show it to your pupils. Ask them to guess what the person in the picture is doing.

Introduce programmes one can see on TV. Bring several TV guides to school (one for every 4 pupils). Croatian TV guides will do because this will make it easier to introduce the English expressions. Introduce types of programmes one by one. Ask questions like:

Can you name some quiz shows / cartoons / talk shows / sitcoms / from the TV guide you have?

What day is it on?

At what time can we watch the news on the channel HTV 1?

To personalise the topic, do tasks 1, 2 and 3 in the Pupil's Book.

First, pupils talk about their TV habits by answering the questions in task 1.

Before your pupils do task 2 individually, read aloud all the words.

Ask as many pupils as possible to explain why they like/dislike some TV programmes. Conduct a class survey by doing task 1 in the Workbook. Pupils first work in groups and ask each other questions. Each group reports on the most / least popular TV programmes for them. Groups then compare their results.

You can do task 2 in the Workbook now or assign it for homework.

OPTIONAL:

PROJECT WORK

Task 3 in the Workbook can be done as suggested in the book or can be turned into a project.

Knowing how much pupils like watching TV, this may be the topic that will inspire them to do some extra work. Pupils can make up different kinds of TV guides: TV FOR GIRLS ONLY, TV FOR BOYS ONLY. Motivate them to use their imagination.

Step II LISTENING AND READING

To prepare your pupils for the listening activity, explain that the people in Mike's family have different tastes when it comes to watching TV.

Pupils listen to the recording and while listening they complete the sentences in task 4 (listening and reading) in the Pupil's Book. To avoid making spelling mistakes, they should look at the words in task 2 on the same page because these are the words they will need.

To make it a true listening activity, don't allow your pupils to look at the text.

Check by asking individual pupils to read the sentences after listening.

Pupils listen to or read the story of yesterday evening's events and answer the questions in task 5.

Pupils practise reading aloud. Get them to pause briefly between the paragraphs so that you can check understanding.

Explain the new vocabulary. Draw your pupils' attention to the names of children's games.

Introduce more board and card games (*dominoes, checkers, battleships, snakes and ladders...*).

Invite your pupils to talk about the way they spend their evenings at home by answering the questions in task 6 in the Pupil's Book.

Suggested homework: Workbook, task 4.

Step III LANGUAGE FOCUS

Play CHINESE WHISPERS using the sentences from the story "An Evening at Home" which contain regular verbs in their Past Simple form.

Do task 1 in the Pupil's Book orally. Pupils make as many meaningful sentences as they can by combining the elements from the table.

Ask your pupils what all the words in the first column have in common. The answer is the ending *-ed*. Explain what that ending means. Then ask your pupils to try and translate these sentences.

Explain the Past Simple tense. Start with its use and draw your pupils' attention to the adverbial phrases (in the third column of task 1) commonly used when we talk about past events. Explain further the form. Work on regular verbs more thoroughly. Leave irregular verbs aside for now because they will be dealt with separately in the next lesson. Try to be as simple as possible when giving explanations.

Do the following matching activity: prepare a set of cards with regular verbs in their base form, each on a separate card (white). Also prepare another set of cards (in another colour) with the same regular verbs in their Past Simple form. Give each pupil a card and ask them to find a partner with the matching card. As soon as they do it, they sit down. The pair who sits down last loses. Each pair reads both forms aloud.

Do tasks 3, in the Pupil's Book to further practise the Past Simple tense of regular verbs. Here, pupils only have to answer the questions with the appropriate names. They are just exposed to the new structure.

Do the Speaking/Writing task both orally and in writing. Write on the board regular verbs in their Past Tense form: e.g. played computer games, surfed the Internet, watched TV, arrived at school, returned home from school, talked on the phone, studied History, tidied my room.... Invite one pupil to talk about their and their family's day yesterday using the prompts from the board. Help by asking: When...? How long? Now that you have given the example of what to do, pupils work in pairs and talk to each other. Circulate and monitor their work. Do not interrupt their flow unless you notice someone doesn't use the verbs in their correct form.

Individual pupils may orally report their friend's day yesterday.

In their notebooks, pupils write a report about their own day yesterday or last Sunday or some other past day.

To reinforce and further practise the Past Simple tense of regular verbs, do tasks 6, 7, 8 in the Workbook in class or assign them for homework.

WORKBOOK ANSWER KEY

Task 1: Individual answers

Task 2: 1 quiz show 2 news 3 reality show 4 cartoon 5 sports programme 6 documentary 7 film 8 sitcom

Task 3: Project work

Task 4: rainy, television, news, match, important, guide, documentary, kitchen, sandwiches, opera, garage, lights, sweets, plate, matches, candles, electricity, bedtime, minute

Task 5: boxes, stories, microphones, policemen, babies, windows

Task 6: 1 Linda watched an interesting film last night. 2 Four days ago my little brother painted my sneakers red. 3 It snowed a lot last year. 4 Mike and Pete smashed the neighbour's window with a ball yesterday. 5 You visited your aunt and uncle last Saturday. 6 We tidied up the house a week ago. 7 I studied for the test the whole weekend. 8 He stopped watching the film because there was no electricity.

Task 7: 1 climbed 2 dropped 3 emptied 4 squirted 5 turned 6 shouted 7 kicked 8 pulled

Lesson 20:

A TOPSY TURVY DAY

Tema	Tema 6: Priroda ili grad
Lekcija	Lesson 20: A topsy turvy day
Predviđeni broj sati	3-4
Ishodi poučavanja	A.5.1., A.5.4., A.5.5., A.5.7., C.5.1., C.5.2.
Djelatnosti	čitanje, pisanje, slušanje, govorenje
Međupredmetne teme	Učiti kako učiti: A.2.2., B.2.1. B.2.3. Građanski odgoj: C.2.3., C.2.4. Uporaba IKT-a: A.2.1., C.2.4. Osobni i socijalni razvoj: A.2.4., A.2.3., B.2.4.
Digitalni sadržaji	Igre: Past simple, Wordsearch, Places in town – 1, Places in town - 2 Self check: <i>A topsy turvy day</i> Learn more: Places in town, Places in Zagreb, Common health problems and what to do

Step I READING

Write on the board the expression TOPSY TURVY. Offer three different explanations and ask your pupils to tell you which one is correct. Say: *Topsy turvy means*

- a) an extra sweet lollypop, delicious and tasty.
- b) upside down; in complete disorder.
- c) dangerous and scary.

OPTIONAL:

When your pupils guess the correct explanation (b), ask them to imagine a topsy turvy day at their school. Organise it as a group activity. Each group comes up with several ideas and then they share them with the rest of the class. Give an example: *Teachers play tag in the school corridors.*

Prepare your pupils for the reading by explaining that Cathy had a dream and everything in her dream was topsy turvy. Ask your pupils to use their imagination and try to guess what she dreamt about.

Pupils read the text in the Pupil's Book and check their guesses.

Pupils read for the second time and do task 3 in the Pupil's Book.

Check by asking individual pupils to read the sentences. Ask them to explain why some sentences are false.

Pupils read aloud. Make short stops between paragraphs to explain new words.

Pupils do task 4 in the Pupil's Book individually. They supply the missing words.

Check by asking individual pupils to read the sentences aloud.

Ask volunteers to retell Cathy's dream in a few sentences. Pupils tend to complicate things when they start retelling. Therefore, instruct them to make short sentences. The sentences from the previous task can help.

Suggested homework: Workbook, task 1.

Step II VOCABULARY

Ask your pupils to go quickly through the text on page 110 and to circle all the words that represent **places in a town**. Write these words on the board.

Introduce more words (*bakery, mall, hotel...*).

Prepare some pictures related to these places (for instance: a loaf of bread, four stars, a statue/painting...) and ask volunteers to come and stick these next to the words on the board. Ask:

Where can you see this?

Do task 1 (Vocabulary) in the Pupil's Book with the whole class.

Tasks 2 and 3 in the Pupil's Book reinforces the new vocabulary but also helps in revising jobs. You can do task 2 by simply asking your pupils to name all the jobs related to the places you have on the board, or you can turn it into a noughts and crosses game: Draw a big square and divide it into 16 smaller squares. In each square there is one number which represents one clue to which they must give the answer. Divide your class into 2-3 teams and start the game. A pupil from one team says a number and you give a clue (e.g. *You find a lot of different shops there*). If the pupil gives you the correct answer (*mall*), you draw a cross/nought instead of the number. The aim is to have three crosses/noughts in a row to win the game. For this game, use only clues for places in town and jobs.

Do task 2 in the Workbook now or assign it for homework.

Ask your pupils to have a look at the illustration on page 101 of the Pupil's Book and ask:

Where are all these people?

How are they feeling?

Comment on each person in the picture, one by one, and in this way introduce illnesses.

Pupils do tasks 4 and 5 in the Pupil's Book. These two tasks are connected. In task 4, pupils match the sentences with the people in the waiting room from the illustration and in task 4 they look for the reason that led to this state.

To reinforce the new vocabulary and use it to talk about their own experiences, pupils do the Speaking task (p.112) in pairs. Circulate and monitor our pupils, but try not to interfere too much.

Do task 3 in the Workbook now or assign it for homework.

Step IV LANGUAGE FOCUS

This Language focus step introduces irregular verbs in the Past Simple tense. Be aware that this concept is completely new to your pupils. Therefore, do not introduce too many verbs at a time. Play games and expose your pupils to these verbs through context rather than as a list, which is too abstract for them to grasp.

Write on the board the sentences from Cathy's dream which contain irregular verbs, but leave out the verbs (task 1). Ask your pupils to supply the missing words. They will probably be able to supply these verbs because they have already acquired them at the lexical level. If they can't, tell them to look in the book. Ask your pupils to translate these sentences.

Explain the Past Simple tense of irregular verbs.

Pupils do tasks 2 to 6 in the Pupil's Book individually. Check by asking individual pupils to read the sentences aloud.

Pupils do the crossword in task 4 in the Workbook to practise the spelling of some irregular verb forms in the Past Simple.

Tasks 5, 6 and 7 in the Workbook further practise the use and the form of the Past Simple in stories. Pupils will be exposed to both regular and irregular verbs in different kinds of stories.

Ask your pupils what was the last story/book they read. Ask: *Was it a love story or a horror story?* In this way introduce different types of stories and ask them what they like most/ least and why.

Pupils do tasks 5 and 6 in the Workbook individually.

Task 7 offers more complex language, therefore, ask our pupils to read one story at a time and answer the question.

Pupils can do task 8 (Workbook, p.108) for homework.

WORKBOOK ANSWER KEY

Task 1: neighbourhood-morning, bread-clock, temperature-cough, mail-trip, sandwiches-policemen, hospital-work, spots-teachers, house-keys, kids-school, parents-kids

Task 2: 1 bakery 2 hotel 3 library 4 garage 5 police station 6 museum 7 hospital 8 supermarket

Task 3: 1 runny nose 2 broken arm 3 headache 4 sore throat 5 measles

Task 4: 1 fell 2 broke 3 made 4 gave 5 saw 6 took 7 ate 8 read 9 came 10 lost 11 drank 12 went 13 had 14 wrote

Task 5: Individual answers

Task 6: 1 SF 2 fable 3 crime 4 historical 5 horror 6 love 7 fairy tale 8 bedtime 9 adventure

Task 7: A horror B love C fairy tale D fable

READING IS FUN 6:

ENGLISH EVERYWHERE

Tema	Tema 6: Priroda ili grad
Lekcija	Lesson: English everywhere
Predviđeni broj sati	2-3
Ishodi poučavanja	A.5.1., A.5.5., A.5.3., B.5.1.
Djelatnosti	čitanje, pisanje, slušanje, govorenje
Međupredmetne teme	Uporaba IKT-a: C.2.2., C.2.3., C.2.4. Osobni i socijalni razvoj: A.2.4., A.2.3., B.2.4.
Digitalni sadržaji	Slušna aktivnost: Reading is fun 6 Igre: <i>The UK, English everywhere</i> Self check: <i>English everywhere</i> Learn more: <i>They speak English, everywhere</i>

Step I LEAD IN

Bring the map of the world or a globe to your class. Start off by asking your pupils if they can name any countries in English. They will certainly know some. Invite volunteers to show these countries on the map/globe.

Read aloud the names of different countries from task 1 in the Pupil's Book and tell your pupils to repeat after you.

Ask individual pupils to read aloud the names of the countries to check pronunciation.

Do task 2 as suggested in the Pupil's Book.

In task 3 in the Pupil's Book, pupils guess the answer by relying on their general knowledge. Introduce the collocations: FIRST LANGUAGE, FOREIGN LANGUAGE

Ask: *What is our first language?*

How many foreign languages do you learn?

Pupils read the short text in task 4 about the English language, check their guesses from the previous task. Also, ask: *How many people in the world all together can speak English?*

Step II READING

Here you can find three imaginary websites about three countries where English is an official language. The aim is to prepare pupils to deal with texts which abound in information and to learn some basic facts about each of the countries.

Go quickly through all three websites and ask:

What country is the first/second/third website about? Do you recognise any pictures on this website?

Pupils read all three websites and do task 1 (Reading) in the Pupil's Book – tick the correct sentences in task 2. Check by asking individual pupils to read the correct sentences only.

You can go through the incorrect sentences with the whole class and invite your pupils to correct them.

Pupils do task 3 in the Pupil's Book individually while reading the three texts for the second time.

Check by asking individual pupils to read the sentences aloud.

Pupils read the three texts aloud. Explain the new vocabulary.

Tasks 1 and 2 in the Workbook can be done for homework.

Step III SPEAKING

Write some key vocabulary from the previous websites on the blackboard at random:

Europe, time zones, Washington DC, Down Under, cricket, 4 countries, soccer, \$,

50, Stars and Stripes, dingoes, Aussie, London, Canberra, tea with milk, uniforms,

Cardiff, continent, winter ...

Tell your pupils they must remove all the words from the blackboard. They must make a true sentence about the three countries the websites were about using one of the words from the blackboard at a time. Each time they use a word, you wipe it off. Proceed until there are no more words on the blackboard.

Do the Speaking task in the Pupil's Book (p. 115). Pupils get in groups of three and make a short oral presentation about one of the three countries to their friends.

Step IV LISTENING

Explain to your pupils that although people in the UK, the USA and Australia speak the same language, English, this language doesn't sound the same. Play the recording and ask your pupils to guess where the three people come from.

Audioscript:

Person 1: Hey, buddy! I'm John from Texas, but I live in LA now. Every weekend I go to a baseball game. Fantastic!

Person 2: Oy, mate! I am a zoo keeper at Sidney Zoo. This year I'll celebrate Christmas on the beach. And you?

Person 3: Hello there! I'm David from Liverpool. Oh, it's five o'clock. I must dash. It's tea time. Cheerio!

Key: 1 America 2 Australia 3 UK

Ask your pupils which English they like best.

Step V VOCABULARY

In task 1 pupils work in groups. Their task is to write as many countries as they can think of.

In task 2 pupils match the country and the language.

Step VI CROATIA

The language acquired can now be used to talk about Croatia. Remind your pupils that they are now able to say something about three English-speaking countries. Ask them if they can tell you something about Croatia. Help by giving them hints like: capital, big cities, flag, money, popular sports, animals...

Let the pupils look at the map of Croatia in the Workbook and ask them to draw on the map the position of the big cities from the list. This should be done as group work.

Introduce the cardinal points: NORTH, SOUTH, EAST, WEST.

Ask your pupils to point in the direction of the cardinal point you call out.

Pupils complete the sentences in task 3 of the Workbook. To check their work, individual pupils read the sentences aloud.

OPTIONAL:

Task 4 in the Workbook is a writing activity which consumes a lot of time. It can be done as part of a project.

WORKBOOK ANSWER KEY

Task 1: The United Kingdom: The UK includes four countries (England, Scotland, Wales and Northern Ireland). / The flag is called the Union Jack. / The capital of the UK is London. / The money they use is called the British pound.

The United States of America: There are 50 states in the USA. / The capital of the USA is Washington DC. / In the USA you pay with the American dollar. / In the USA there are six time zones.

Australia: Australia is also called Down Under. / The capital of Australia is Canberra. / A person from Australia is called an Aussie. / Animals that live only in Australia are kangaroos, koalas and dingoes.

Task 2: Varaždin is in the north. Osijek is in the east. Pula is in the west. Vukovar is in the east. Zagreb is in the north. Zadar is in the south. Rijeka is in the west. Split is in the south.

Task 4: Croatia is a republic. It is in Europe. The capital of Croatia is Zagreb. Some other big cities are: Spilt, Osijek, Rijeka; Karlovac, Zadar, Dubrovnik, etc. In Croatia you pay with kunas. In Croatia people speak Croatian. Foxes, wolves, deer, bears and many other animals live in the wild. In Croatia there are many national parks. The most famous national park is Plitvice Lakes (Plitvička jezera). Football and handball are very popular in Croatia.

LOOK BACK 6 (WOORBOOK)

Tema	Tema 6: Priroda ili grad
Lekcija	Lesson: Look back 6
Predviđeni broj sati	1-2
Ishodi poučavanja	A.5.1., A.5.3., A.5.4., A.5.5., A.5.6., A.5.7., C.5.1., C.5.2., C.5.3.
Djelatnosti	čitanje, pisanje, slušanje, govorenje
Medupredmetne teme	Učiti kako učiti: B.2.1., B.2.2., B.2.3. Uporaba IKT-a: A.2.1. Osobni i socijalni razvoj: A.2.4., B.2.2., B.2.4.
Digitalni sadržaji	<i>Look back 6</i> pdf. datoteka za preuzimanje Slušna aktivnost: Look back 6 - Stork

VOCABULARY

Task 1

Ask a volunteer to read aloud all the words before your pupils start doing this task.

Key:

people: instructor, explorer, soldier, painter, composer

TV programmes: the news, soap opera, sitcom, documentary, cartoon

places in town: bakery, mall, garage, theatre, surgery

illness: measles, sore throat, runny nose, cough, toothache

weather: foggy, snow storm, windy, cloudy, rainy

Task 2

The aim of this task is to practise spelling.

Key: cried, hilarious, bandage, headache, activities, sandwiches, hammer, village, matches

Task 3

Before working on this task individually, you can turn it into a memory game.

Key: rock climbing, first aid, ancient Rome, stomach ache, camp fire, talk show, post office, school trip

LANGUAGE AT WORK

Task 1

Key: 1 was 2 were 3 wasn't 4 was 5 Were 6 wasn't 7 was 8 wasn't

Task 2

Should you find this task too demanding, offer the words written on the board at random.

Key:

present	past
work	worked
enjoy	enjoyed
break	broke
eat	ate
make	made
try	tried
cry	cried
see	saw
present	past
watch	watched
stop	stopped
give	gave
write	wrote
take	took
fall	fell
play	played
prepare	prepared

Task 3

Key: A 1 visited 2 invited 3 laughed 4 wanted B 1 ate 2 went 3 read 4 lost

Task 4

Key: 1 My sister didn't go to school on Monday. 2 Why did Belinda come home so late last night? 3 We didn't repair our car after the accident. 4 Did you buy a present for your friend yesterday?

Task 5

Key: boxes, stories, microphones, policemen, babies, windows

READING

After having completed this task, you can challenge your pupils to invent an amazing but true story of their own.

Key: 1 Jessica's grandmother lived in America. 2 Jessica didn't pay \$785 because her grandmother had taken out the book from the library. 3 Mr Eliot received two letters. 4 In the end he got nothing. 5 Pamela talked 736 minutes non-stop. 6 Pamela's favourite food is pizza.

LISTENING

Write the title of the story on the blackboard and ask your pupils if they know this story. Somebody can quickly retell it in Croatian. Before listening, explain the task to your pupils and give them a few minutes to read all the sentences. Play the recording twice. The first time, your pupils put the sentences in the correct order by writing numbers in the boxes. The second time they listen and check.

Audioscript:

The Fox and the Stork At one time, the Fox and the Stork were very good friends. So, the Fox invited the Stork to dinner, and for a joke put nothing before her but some soup in a very shallow dish. This the Fox could easily lap up, but the Stork could only wet the end of her long bill in it, and left the meal as hungry as when she began. "I am sorry," said the Fox, "the soup is not to your liking."

"Do not apologise," said the Stork. "I hope you will return this visit, and come and dine with me soon." "Of course, I will. It will be a pleasure," said the Fox. So, after a few days the Fox visited the Stork. But when they sat at the table, their dinner was in a very long-necked jar with a narrow mouth. The Fox could not put his snout in it. All he could do was to lick the outside of the jar.

"I will not apologise for the dinner," said the Stork: "One bad turn deserves another."

Key: 6, 2, 5, 8, 1, 3, 4, 7

SPEAKING

This task should be organised as a pair work activity.

WRITING

Writing a story in a foreign language is a pretty sophisticated task at this age. However, it can be done successfully provided the pupils have guidance. In this case, such guidance is the questions. Instruct your pupils to go through the questions first and then start their own story.

NOW I CAN

This is a self-evaluation corner. Go through the sentences with the whole class and make sure they understand everything. Only then ask your pupils to work individually and to analyse their work and their achievements.

HOLIDAYS

HALLOWEEN — A HOLIDAY FOR CHILDREN

Tema	Tema 7: Blagdani
Lekcija	Lesson: Halloween
Predviđeni broj sati	1
Ishodi poučavanja	A.5.1., A.5.5., A.5.6., B.5.1., B.5.3., B.5.4., C.5.1., C.5.2.
Djelatnosti	čitanje, pisanje, slušanje, govorenje
Međupredmetne teme	Učiti kako učiti: A.2.2., B.2.1. Osobni i socijalni razvoj: A.2.1., A.2.2., A.2.4., B.2.4., B.2.2., C.2.2. Građanski odgoj: C.2.2., C.2.3. Uporaba IKT-a: A.2.1.
Digitalni sadržaji	Holidays pdf. datoteka za preuzimanje

Step I READING

Draw on the board nine blank lines. Play hangman with your pupils. The word they have to guess is HALLOWEEN.

Go through the questions in task 1. See if they can give you any answers without having to read the article.

Pupils read the article on page 116 of the Pupil's Book and supply the answers to the questions in task 1.

Pupils read the article aloud. Pause between the paragraphs to check if they understand all the vocabulary.

Pupils do task 2 individually to check the vocabulary related to Halloween.

Check by asking individual pupils to read their answers.

Invite your pupils to talk about Halloween. You say a word and they must make a relevant sentence about Halloween using that word. For example, you say *CANDY* and a volunteer says: *Adults put candy in the children's basket.*

Finish this activity with the expression BOBBING FOR APPLES so that you have a lead in to the next activity.

Step II BOBBING FOR APPLES

Pupils try to figure out how this game is played by doing task 3.

Give more details about the game and if you are brave enough you can even organise the game in class!

A note to the teacher:

Bobbing for apples is an old party game that can still be a lot of fun at parties or for groups of children.

The traditional version requires a tub or large basin of water. A number of apples are put in the water to float. One by one, the children and adults hold their hands behind their backs and try to catch an apple with their teeth. The apples all move around and make it hard to set your teeth into.

Everyone who plays ends up with a wet face and maybe some damp clothes, and a lot of giggles.

Girls with long hair can have their hair held back by a friend or a ponytail holder.

It is much more fun to have a number of apples floating in the water, but for hygiene purposes, many people now play the game with only one apple in the water to bob for.

There can be time limits or rules as to how many bites you get before you lose a turn, or you just keep trying until you pick up an apple with your mouth.

CHRISTMAS

Tema	Tema 7: Blagdani
Lekcija	Lesson: Christmas
Predvideni broj sati	1
Ishodi poučavanja	A.5.1., A.5.5., A.5.6., B.5.1., B.5.3., B.5.4., C.5.1., C.5.2.
Djelatnosti	čitanje, pisanje, slušanje, govorenje
Međupredmetne teme	Učiti kako učiti: A.2.2., B.2.1. Osobni i socijalni razvoj: A.2.1., A.2.2., A.2.4., B.2.4., B.2.2., C.2.2. Građanski odgoj: C.2.2., C.2.3. Uporaba IKT-a: A.2.1.
Digitalni sadržaji	Holidays pdf. datoteka za preuzimanje

Step I THE QUIZ

Write on the board the word CHRISTMAS and ask your pupils to tell you all the words they associate with Christmas. Write down all their suggestions.

Introduce some more Christmas words, particularly the ones your pupils will find in the next task (the quiz). To do so, prepare some pictures.

Pupils do the quiz individually. Go through all the questions once they have finished so they can check their answers.

Key: 1 T 2 T 3 F 4 F 5 T 6 T 7 F 8 T 9 F 10 T
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Step II WRITING A LETTER

Ask your pupils what they would like to get for Christmas.

Go through the letter in task 2. Elicit all the possible words to put in the letter.

Prepare pieces of paper in different colours in the shape of a Christmas stocking and give one to each of your pupils. Pupils write their letter to Santa using the model. Display their work to brighten up your classroom.

Step III THE SONG

Write the lyrics of the carol Silent Night on the board. Ask pupils to read the lyrics aloud. Ask them if they recognise the song. Only then play the recording.

Pupils listen to the song and join in singing.

VALENTINE'S DAY

Tema	Tema 7: Blagdani
Lekcija	Lesson: Valentine's day
Predviđeni broj sati	1
Ishodi poučavanja	A.5.1., A.5.5., A.5.6., B.5.1., B.5.3., B.5.4., C.5.1., C.5.2.
Djelatnosti	čitanje, pisanje, slušanje, govorenje
Međupredmetne teme	Učiti kako učiti: A.2.2., B.2.1. Osobni i socijalni razvoj: A.2.1., A.2.2., A.2.4., B.2.4., B.2.2., C.2.2. Građanski odgoj: C.2.2., C.2.3. Uporaba IKT-a: A.2.1.
Digitalni sadržaji	Holidays pdf. datoteka za preuzimanje

Write on the board the best known Valentine message, but leave out some words for your pupils to complete.

Roses are,violets are, honey is and so are.....!

If they find it hard to guess, supply some letters.

Elicit from your pupils what Valentine's Day is.

Pupils read the article about Valentine's Day and do task 1. Check by asking individual pupils to read the answers aloud.

Talk with your pupils about how they feel about this day. Ask them if they are in love!

EASTER

Tema	Tema 7: Blagdani
Lekcija	Lesson: Easter
Predviđeni broj sati	1
Ishodi poučavanja	A.5.1., A.5.5., A.5.6., B.5.1., B.5.3., B.5.4., C.5.1., C.5.2.
Djelatnosti	čitanje, pisanje, slušanje, govorenje
Medupredmetne teme	Učiti kako učiti: A.2.2., B.2.1. Osobni i socijalni razvoj: A.2.1., A.2.2., A.2.4., B.2.4., B.2.2., C.2.2. Građanski odgoj: C.2.2., C.2.3. Uporaba IKT-a: A.2.1.
Digitalni sadržaji	Holidays pdf. datoteka za preuzimanje

Start off by asking your pupils what the English word for "Uskrs" is.

To introduce some vocabulary related to Easter, read all the English expressions from task 1. As you read aloud each word, your pupils guess the Croatian equivalent from the left-hand column. After doing the task orally, pupils match the words from the two columns individually.

To check how many English expressions they have memorised, say the expressions from task 1 in their mother tongue. They give you the English equivalent.

Pupils use the words from the first column in task 1 to match the paraphrases in task 2.

Ask your pupils if they have ever taken part in an egg hunt. Since this is not a tradition in Croatia, most of them probably only have a vague idea of how it is done. Therefore, explain to your pupils how an egg hunt is conducted.

A note to the teacher:

An egg hunt is a game during which decorated eggs, real hard-boiled ones or artificial ones filled with or made of chocolate candies, of various sizes, are hidden for children to find, both indoors and outdoors. When the hunt is over, prizes may be given for the largest number of eggs collected, or for the largest or the smallest egg.

You can even organise an egg hunt in the classroom or even school. But you must prepare this in advance. Have a try!

Prijedlog tematskih planiranja

	<p>Razrada teme</p> <p>Tema 1: Moja škola</p> <p>Predloženi broj sati: 16</p> <p>Vokabular: školski pribor, školski predmeti, prostorije u školi, brojevi</p> <p>Strukture: glagoli <i>to be, have got</i></p> <p>Predloženi mjesec obrade: rujan/listopad</p> <p>Ishod teme: Učenik ukratko opisuje svoju školu i školske prijatelje, te što u školi uči.</p>					
Nastavna jedinica	Djelatnosti	Prijedlog aktivnosti i jezični sadržaji	Ishodi	Razrada ishoda	Međupredmetne teme	Vrednovanje
Sat 1: <i>Recipe for a good pupil</i>	<ul style="list-style-type: none"> - slušanje - govorenje - pisanje 	<ul style="list-style-type: none"> - slušanje pjesmice - nadopunjavanje pjesmice riječima koje nedostaju - pjevanje pjesmice - ponaavljanje dijela gradiva 4.r. (školski pribor) kroz igre <p>Vokabular: školski pribor</p>	<p>A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju.</p> <p>A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike.</p> <p>A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice.</p> <p>A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.3. Uočava i koristi se osnovnim društveno-</p>	<p>Učenik:</p> <ul style="list-style-type: none"> - imenuje školski pribor. - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. 	<p>Učiti kako učiti:</p> <p>A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja.</p> <p>B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje.</p> <p>Uporaba IKT-a:</p> <p>A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja Anegdote zabilješke i opažanja</p> <p>Vrednovanje kao učenje:</p> <p>Rubrike za samovrednovanje</p>

			afektivnim strategijama učenja jezika.		izvršavanje zadatka.	
Sat 2: Classroom language	- slušanje - govorenje - pisanje	- slušanje zvučnog zapisa - uvježbavanje razrednog jezika uz TPR - igranje razrednih igara - čitanje razgovora - uvježbavanje razrednog jezika kroz dramatizaciju - rješavanje zadataka Vokabular: izrazi i strukture vezani uz razrednu komunikaciju	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike. A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.3. Uočava i koristi se osnovnim društveno-afektivnim strategijama učenja jezika. C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja.	Učenik: - koristi „razredni jezik“ u autentičnoj razrednoj situaciji. - piše kratki dijalog - izvodi kratki dijalog u paru. - obrazlaže razloge pojedinih pravila vezanih uz ponašanje i komunikaciju na satu.	Osobni i socijalni razvoj: A.2.4. Razvija radne navike. B.2.2. Razvija komunikacijske kompetencije. B.2.4. Suradnički uči i radi u timu. C.2.2. Prihvaća i obrazlaže važnost društvenih normi i pravila. Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.	Vrednovanje za učenje: Postavljanje pitanja Anegdotske zabilješke i opažanja Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje

<p>Sat 3 i 4 Cathy and Mike</p>	<p>- slušanje - govorenje - pisanje</p>	<p>- čitanje i slušanje teksta - rješavanje zadataka - odgovaranje na pitanja - razgovor - igranje edukativnih igara Vokabular: <i>hobiji i interesi</i> Gramatika: Present Simple: to be, have got</p>	<p>A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p>	<p>Učenik: - s razumijevanjem sluša opise svojih vršnjaka. - prepoznaje i uvažava različitosti među ljudima. - govori nekoliko rečenica o svom prijatelju iz škole.</p>	<p>Osobni i socijalni razvoj: A.2.1. Razvija sliku o sebi. A.2.3. Razvija osobne potencijale. Građanski odgoj: A.2.1. Ponaša se u skladu s dječjim pravima u svakodnevnome životu. Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p>	<p>Vrednovanje za učenje: Postavljanje pitanja Anegdotske zabilješke i opažanja Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje Vrednovanje naučenog: Usmeno opisivanje prijatelja i svojih interesa i hobija</p>
<p>Sat 5: Linda and Pete</p>	<p>- slušanje - govorenje - pisanje - čitanje</p>	<p>- čitanje i slušanje teksta - rješavanje zadataka - odgovaranje na pitanja - razgovor - pisanje vođenog sastavka Vokabular: <i>hobiji i interesi</i> Gramatika: Present Simple: to be, have got (izrični oblik)</p>	<p>A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim</p>	<p>Učenik: - s razumijevanjem sluša opis svojih vršnjaka. - prepoznaje i uvažava različitosti među ljudima. - govori o svojim interesima i</p>	<p>Osobni i socijalni razvoj: A.2.1. Razvija sliku o sebi. A.2.3. Razvija osobne potencijale. Građanski odgoj: A.2.1. Ponaša se u skladu s dječjim pravima u svakodnevnome životu.</p>	<p>Vrednovanje za učenje: Postavljanje pitanja Anegdotske zabilješke i opažanja Kratka pisana provjera Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje</p>

			strukturama i razlikujući upotrebu osnovnih pravopisnih znakova. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika..	hobijima. - piše kratak tekst o sebi	Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.	Vrednovanje naučenog: Pisanje kratkog sastavka
Sat 6: New teachers, new subjects	- govorenje - pisanje - čitanje	- slušanje teksta - čitanje teksta - razgovor - rješavanje zadataka - igranje edukativnih igara - spajanje - ispravljanje pogrešaka u rečenicama Vokabular: školski predmeti	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike. A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice. A.5.5. Sudjeluje u kratkome i jednostavnom razgovoru poznate tematike. B.5.1. Primjenjuje osnovna znanja o zemljama ciljnoga jezika unutar vlastite kulture. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.	Učenik: - pokazuje razumijevanje čitanjem kroz rješavanje zadataka. - pravilno izgovara riječi i rečenice. - usmeno opisuje školske predmete. - vodi razgovor o važnost svih predmeta u školi.	Učiti kako učiti A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. Građanski odgoj: C.2.4. Promiče razvoj školske kulture i demokratizaciju škole. Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.	Vrednovanje za učenje: Postavljanje pitanja Anegdotske zabilješke i opažanja Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje

			C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika. C.5.5. Obrazlaže svoje mišljenje, stavove i vrijednosti i uspoređuje ih s drugima u različitim komunikacijskim situacijama.			
Sat 7 i 8: <i>Mike's new timetable</i>	<ul style="list-style-type: none"> - slušanje - pisanje - govorenje 	<ul style="list-style-type: none"> - slušanje razgovora - odgovaranje na pitanja - pisanje rasporeda sati - igranje edukativnih igara - rješavanje zadataka - opisivanje - čitanje teksta - razgovor <p>Vokabular: pridjevi izražavanje dojma i za opisivanje karaktera</p> <p>Gramatika: <i>osobne zamjenice, posvojni pridjevi</i></p>	<ul style="list-style-type: none"> A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike. A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova. 	<p>Učenik:</p> <ul style="list-style-type: none"> - organizira školski dan. - s razumijevanjem sluša razgovor dvoje vršnjaka o dojmovima prvog dana škole. - piše kratak tekst o vlastitom iskustvu u školi. 	<p>Osobni i socijalni razvoj: A.2.4. Razvija radne navike.</p> <p>Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p> <p>Građanski odgoj: C.2.4. Promiče razvoj školske kulture i demokratizaciju škole.</p>	<p>Vrednovanje za učenje: Postavljanje pitanja Anegdotske zabilješke i opažanja</p> <p>Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje</p> <p>Vrednovanje naučenog: Pisanje kratkog sastavka</p>

			<p>B.5.1. Primjenjuje osnovna znanja o zemljama ciljnoga jezika unutar vlastite kulture.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p> <p>C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja.</p>		
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Sat 9 i 10: Numbers	<ul style="list-style-type: none"> - slušanje - pisanje - govorenje 	<ul style="list-style-type: none"> - pjevanje pjesme - igranje edukativnih igara - pisanje prema diktatu - rješavanje zagonetke - računanje - rješavanje zadataka <p>Vokabular: <i>glavni i redni brojevi</i></p>	<p>A.5.6. Zapisuje jednostavne učestale izgovorene riječi.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim afektivnim strategijama učenja jezika.</p>	<p>Učenik:</p> <ul style="list-style-type: none"> - proširuje vokabular vezan uz brojeve kroz igre i interaktivne aktivnosti. - samostalno osmišljava matematičke zadatke koristeći prikladan digitalni alat. - kreativno se izražava pišući nove kitice. 	<p>Učiti kako učiti:</p> <p>B.2.4. Na poticaj učitelja, ali i samostalno, učenik samovrednuje proces učenja i svoje rezultate te procjenjuje ostvareni napredak.</p> <p>Uporaba IKT-a:</p> <p>A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p> <p>D.2.2. Učenik rješava jednostavne probleme s pomoću digitalne tehnologije.</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja Anegdotske zabilješke i opažanja Kratka pisana provjera</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje Samovrednovanje</p>
Sat 11 i 12: Is the library open all day?	<ul style="list-style-type: none"> - slušanje, - čitanje - pisanje - govorenje 	<ul style="list-style-type: none"> - slušanje teksta - čitanje teksta - razgovor - rješavanje zadataka - odgovaranje na pitanja - spajanje - pisanje pitanja za intervju <p>Vokabular: <i>recipe, coach, lockers</i></p> <p>Gramatika: Present Simple to be i have</p>	<p>A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju.</p> <p>A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike.</p> <p>A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice.</p> <p>A.5.5. Sudjeluje u kratkome i jednostavnome</p>	<p>Učenik:</p> <ul style="list-style-type: none"> - postavlja yes / no pitanja (Have you got...? / Are you...?). - s razumijevanjem sluša razgovor svojih vršnjaka s učiteljicom. - osmišljava 	<p>Osobni i socijalni razvoj</p> <p>B.2.2. Razvija komunikacijske kompetencije.</p> <p>Uporaba IKT-a:</p> <p>A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja Anegdotske zabilješke i opažanja</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje Samovrednovanje</p>

		got (upitni i niječni oblik)	<p>razgovoru poznate tematike.</p> <p>B.5.1. Primjenjuje osnovna znanja o zemljama ciljnoga jezika unutar vlastite kulture.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p> <p>C.5.3. Uočava i koristi se osnovnim društveno-afektivnim strategijama učenja jezika.</p>	<p>pitanja za intervju s učiteljicom.</p> <ul style="list-style-type: none"> - usmeno opisuje ilustraciju koristeći obrađeni vokabular i jezične strukture. 	D.2.3. Učenik sam ili u suradnji s drugima preoblikuje postojeća digitalna rješenja ili stvara nove sadržaje i ideje.	Vrednovanje naučenog: Usmeno - intervju
Sat 13: My school	<p>- pisanje</p> <p>- govorenje</p>	<p>- čitanje opisa</p> <p>- crtanje</p> <p>- opisivanje</p> <p>- rješavanje zadataka</p> <p>- igranje edukativnih igara</p> <p>Vokabular: prijedlozi (<i>between, opposite, next to</i>); prostorije u školi</p>	<p>A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama.</p> <p>A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.</p> <p>B.5.1. Primjenjuje</p>	<p>Učenik:</p> <ul style="list-style-type: none"> - imenuje prostorije u školi. - izražava odnose među predmetima koristeći ciljane prijedloge. - opisuju svoju školu usmeno i kroz kraći sastavak. 	<p>Učiti kako učiti:</p> <p>A.2.1. Uz podršku učitelja ili samostalno traži nove informacije iz različitih izvora i uspješno ih primjenjuje pri rješavanju problema.</p> <p>Građanski odgovor:</p> <p>C.2.3. Promiče kvalitetu života u školi i demokratizaciju škole.</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja Anegdotske zabilješke i opažanja</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje Samovrednovanje</p> <p>Vrednovanje</p>

		osnovna znanja o zemljama ciljnoga jezika unutar vlastite kulture. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika. C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja.	- kreativno se izražava koristeći prikladan digitalni alat prilikom izrade plana škole.	C.2.4. Promiče razvoj školske kulture i demokratizaciju škole. Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.	naučenog: Pisanje kratkog sastavka Usmeno – opis škole
Sat 14 i 15: Inspector J	- čitanje - govorenje - slušanje	- slušanje teksta - čitanje teksta - rješavanje zadataka - stavljanje u ispravan poredak - dramatizacija - pisanje telefonskog razgovora - zapisivanje telefonskih brojeva prema diktatu - usmeno opisivanje osoba Vokabular: pridjevi karaktera, izricanje telefonskog broja	Učenik: - s razumijevanjem čita kratak strip. - kreativno se izražava koristeći digitalne alate u izradi stripa. - vodi kratak telefonski razgovor u paru. - usmeno	Osobni i socijalni razvoj: B.2.2. Razvija komunikacijske kompetencije. C.2.1. Razlikuje sigurne od nesigurnih situacija u zajednici i opisuje kako postupiti u rizičnim situacijama.	Vrednovanje za učenje: Postavljanje pitanja Anegdotske zabilješke i opažanja Vrednovanje kao učenje: Višnjačko vrednovanje Samovrednovanje Vrednovanje naučenog: Pisanje kratkog

			ponašanja u međukulturnim susretima. C.5.3. Uočava i koristi se osnovnim društveno-afektivnim strategijama učenja jezika. C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja.	opisuje svoje navike čitanja.	A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.	razgovora Usmeno – dramatizacija telefonskog razgovora
Sat 16 i 17: Look back 1	- čitanje - pisanje - slušanje - govorenje	- igranje edukativnih igara - rješavanje zadataka - čitanje tekstova Vokabular: ciljani vokabular teme Gramatika: ciljane gramatika teme	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice. A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. A.5.6. Zapisuje jednostavne učestale	Učenik: - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - piše kratak vođeni tekst.	Učiti kako učiti: B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje. B.2.2. Na poticaj učitelja učenik prati svoje učenje i napredovanje tijekom učenja. B.2.3. Uz podršku učitelja, ali i samostalno, prema potrebi učenik mijenja plan ili pristup učenju.	Vrednovanje za učenje: Postavljanje pitanja Anegdote zabilješke i opažanja Kratka provjera Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje Vrednovanje naučenog: Usmeni ili pisani opis prema modelu (dom, hrana)

			izgovorene riječi. A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim afektivnim strategijama učenja jezika.		<p>A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p> <p>Osobni i socijalni razvoj: A.2.4. Razvija radne navike. B.2.2. Razvija komunikacijske kompetencije. B.2.4. Suradnički uči i radi u timu.</p>		
Sat 18: Provjera	<p>- pisanje</p> <p>- govorenje</p>	- rješavanje pisane provjere znanja	<p>A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama. A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.</p>	<p>Učenik:</p> <ul style="list-style-type: none"> - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - piše kratak vođeni tekst. 	<p>Učiti kako učiti: B.2.4. Na poticaj učitelja, ali i samostalno, učenik samovrednuje proces učenja i svoje rezultate te procjenjuje ostvareni napredak. C.2.1. Učenik može objasniti vrijednost učenja za svoj život.</p> <p>Osobni i socijalni</p>	<p>Vrednovanje naučenog: Slušanje s razumijevanjem/ Čitanje s razumijevanjem/ Pisanje opisa prema modelu.</p>	

			<p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja.</p>		<p>razvoj: A.2.4. Razvija radne navike. B.2.2. Razvija komunikacijske kompetencije.</p>	
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Razrada teme Tema 2: Moja obitelj i prijatelji Predloženi broj sati: 16 Vokabular: članovi obitelji, opisni pridjevi (izgled i karakterne osobine), zabavni park, glazbeni instrumenti, odjeća Strukture: Tvorba WH-pitanja (glagoli <i>to be, have got</i>); <i>possessive case; There is/are; Imperativ</i> Predloženi mjesec obrade: listopad/studen Ishod teme: Učenik kratko opisuje svoju obitelj i prijatelje te prostor u kojem se nalazi.						
Nastavna jedinica:	Djelatnosti	Prijedlog aktivnosti i jezični sadržaji	Ishodi	Razrada ishoda	Medupredmetne teme	Vrednovanje
Sat 1 i 2 : <i>An Ordinary Family</i>	- čitanje - pisanje - slušanje - govorenje	- opisivanje - odgovori na pitanja - dopunjavanje - pridruživanje - čitanje teksta Vokabular: članovi obitelji Gramatika: to be	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike. A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice. A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. A.5.6. Zapisuje jednostavne učestale izgovorene riječi. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.3. Uočava i koristi se osnovnim društveno-afektivnim	Učenik: - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - imenuje članove obitelji. - usmeno opisuje članove obitelji - piše kratak vođeni tekst o svojoj obitelji. - koristeći prikladan digitalni alat kreira interaktivne zadatke.	Učiti kako učiti: A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje. Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka. Osobni i socijalni razvoj: A.2.1. Razvija sliku o sebi. A.2.4. Razvija radne navike. B.2.2. Razvija komunikacijske kompetencije.	Vrednovanje za učenje: Postavljanje pitanja Anegdote zabilješke i opažanja Kratka provjera vokabulara Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje Vrednovanje naučenog: Usmeno opisivanje članova obitelji

	opis ljudi Gramatika: <i>to be; have got, Who is...? Who has got...?</i>	jednostavnom razgovoru poznate tematike. A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova. B.5.2. Održava kratku i jednostavnu komunikaciju koristeći se ključnim konvencijama uljudnoga ponašanja u međukulturnim susretima. C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja. C.5.5. Obrazlaže svoje mišljenje, stavove i vrijednosti i uspoređuje ih s drugima u različitim komunikacijskim situacijama.	osobe	B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje. Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka. Osobni i socijalni razvoj: A.2.1. Razvija sliku o sebi. A.2.4. Razvija radne navike. B.2.2. Razvija komunikacijske kompetencije. B.2.4. Suradnički uči i radi u timu. Građanski odgoj: C.2.3. Promiče kvalitetu života u školi i demokratizaciju škole.	opažanja Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje Vrednovanje naučenog: pisano opisivanje prijatelja ili članova obitelji
Sat 5: <i>A Day of Adventure</i>	- čitanje - pisanje - slušanje - govorenje Vokabular: vokabular vezan uz kartu javnog prostora (<i>toilet, ticket office..</i>)	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.6. Zapisuje jednostavne učestale izgovorene riječi. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.3. Uočava i koristi se osnovnim društveno-afektivnim	Učenik: - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - vodi kratak razgovor o slobodnom	Učiti kako učiti: A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje.	Vrednovanje za učenje: Postavljanje pitanja Anegdote zabilješke i opažanja Vrednovanje kao učenje:

		Gramatika: there is / there are	strategijama učenja jezika. C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja.	vremenu i važnosti slobodnog vremena - imenuje mjesta u zabavnom parku. Osobni i socijalni razvoj: A.2.4. Razvija radne navike. B.2.2. Razvija komunikacijske kompetencije. B.2.4. Suradnički uči i radi u timu.	Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka. Osobni i socijalni razvoj: A.2.4. Razvija radne navike. B.2.2. Razvija komunikacijske kompetencije. B.2.4. Suradnički uči i radi u timu.	Vršnjačko vrednovanje Samovrednovanje
Sat 6 i 7 : Wonderland: A Lifetime of Adventure in one day	- čitanje - pisanje - slušanje - govorenje	- čitanje brošure - opisivanje - odgovori na pitanja - dopunjavanje - pridruživanje - pisanje razglednice Vokabular: <i>aktivnosti u zabavnom parku; pridjevi za izražavanje (lovely, exciting...)</i> Gramatika: <i>Imperativ</i>	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike. A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.	Učenik: - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - govori nekoliko rečenica o zabavnim parkovima i svojim iskustvima. - imenuje mjesta u zabavnom parku. - piše razglednicu s izleta po modelu. - kreativno se izražava kroz izradu postera s popisom pravila	Učiti kako učiti: A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje. Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka. Osobni i socijalni razvoj: A.2.4. Razvija radne navike. B.2.2. Razvija	Vrednovanje za učenje: Postavljanje pitanja Anegdotske zabilješke i opažanja Kratka provjera vokabulara Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje Vrednovanje naučenog: Pisanje razglednice

			<p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p> <p>C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja.</p>	ponašanja na javnom mjestu.	komunikacijske kompetencije. B.2.4. Suradnički uči i radi u timu.	prema modelu.
<p>Sat 8: <i>There is</i> / <i>There are</i></p> <p>- čitanje</p> <p>- pisanje</p> <p>- slušanje</p> <p>- govorenje</p> <p>Vokabular: <i>picnic, food, toys</i></p> <p>Gramatika: <i>There is/ There are</i> (izrični, niječni i upitni oblik)</p>	<p>- opisivanje</p> <p>- odgovori na pitanja</p> <p>- dopunjavanje</p> <p>- pridruživanje</p>	<p>A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice.</p> <p>A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama.</p> <p>A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike.</p> <p>A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p>	<p>Učenik:</p> <ul style="list-style-type: none"> - usmeno opisuje prostor koristeći There is/are - piše kratak opis prostora koristeći There is/are 	<p>Učiti kako učiti:</p> <p>A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja.</p> <p>B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje.</p> <p>Uporaba IKT-a:</p> <p>A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p> <p>Osobni i socijalni razvoj:</p> <p>A.2.4. Razvija radne navike.</p> <p>B.2.2. Razvija komunikacijske kompetencije.</p> <p>B.2.4. Suradnički uči i radi u timu.</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja</p> <p>Anegdote</p> <p>zabilješke i opažanja</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje</p> <p>Samovrednovanje</p> <p>Vrednovanje naučenog:</p> <p>Usmeni ili pismeni opis prostora prema modelu.</p>	

<p>Sat 9 i 10 <i>She Can't Run But...</i></p> <ul style="list-style-type: none"> - čitanje - pisanje - slušanje - govorenje 	<ul style="list-style-type: none"> - opisivanje - odgovori na pitanja - dopunjavanje - pridruživanje - čitanje teksta - rješavanje zadataka <p>Vokabular: vezan uz temu komunikacija mobitelom</p> <p>Gramatika: modalni glagol <i>can</i> za izricanje sposobnosti/znanja i za traženje dopuštenja</p>	<p>A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju.</p> <p>A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike.</p> <p>A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice.</p> <p>A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike.</p> <p>B.5.1. Primjenjuje osnovna znanja o zemljama ciljnoga jezika unutar vlastite kulture.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p> <p>C.5.5. Obrazlaže svoje mišljenje, stavove i vrijednosti i uspoređuje ih s drugima u različitim komunikacijskim situacijama.</p>	<p>Učenik:</p> <ul style="list-style-type: none"> - piše kratke tekstualne poruke. - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - sudjeluje u kratkom razgovoru o tome što može/zna raditi. 	<p>Učiti kako učiti</p> <p>A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja.</p> <p>Građanski odgoj:</p> <p>A.2.1. Ponaša se u skladu s ljudskim pravima u svakodnevnom životu.</p> <p>A.2.2. Aktivno zastupa ljudska prava.</p> <p>C.2.4. Promiče razvoj školske kulture i demokratizaciju škole.</p> <p>Uporaba IKT-a:</p> <p>A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja</p> <p>Anegdote zabilješke i opažanja</p> <p>Kratka provjera (can)</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje</p> <p>Samovrednovanje</p>
<p>Sat 11: <i>Instruments</i></p> <ul style="list-style-type: none"> - slušanje - pisanje - govorenje 	<ul style="list-style-type: none"> - igre pogađanja - slušanje instrumenata - opisivanje <p>Vokabular: glazbeni instrumenti</p> <p>Gramatika: can, Present</p>	<p>A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice.</p> <p>A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike.</p> <p>A.5.6. Zapisuje jednostavne učestale izgovorene riječi.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p>	<p>Učenik:</p> <ul style="list-style-type: none"> - pokazuje razumijevanje slušanjem kroz rješavanje zadataka. - kreativno se izražava koristeći prikladan digitalni alat za kreiranje 	<p>Učiti kako učiti:</p> <p>A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja.</p> <p>B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje.</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja</p> <p>Anegdote zabilješke i opažanja</p> <p>Vrednovanje kao učenje:</p>

		Continuous za izražavanje trenutne radnje	C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.	interaktivnih zadataka. - imenuje glazbene instrumente.	Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka. A.2.2. Učenik se samostalno koristi njemu poznatim uredajima i programima. Osobni i socijalni razvoj: A.2.4. Razvija radne navike. B.2.2. Razvija komunikacijske kompetencije. B.2.4. Suradnički uči i radi u timu.	Vršnjačko vrednovanje Samovrednovanje
Sat 12 i 13 : Reading is fun: The Emperor's New Clothes	- čitanje - pisanje - slušanje - govorenje	- opisivanje - odgovori na pitanja - dopunjavanje - pridruživanje - prepričavanje uz poticaj - čitanje priče - dramatizacija Vokabular: odjevni predmeti Gramatika: to be, to have got, possessive case	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike. A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice. A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. A.5.6. Zapisuje jednostavne	Učenik: - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - imenuje odjevne predmete. - vodi jednostavan razgovor u trgovini odjeće.	Učiti kako učiti: A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje. Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.	Vrednovanje za učenje: Postavljanje pitanja Anegdote zabilješke i opažanja Kratka provjera (odjeća) Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje Vrednovanje

		<p>učestale izgovorene riječi.</p> <p>A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.</p> <p>B.5.1. Primjenjuje osnovna znanja o zemljama ciljnoga jezika unutar vlastite kulture.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p> <p>C.5.3. Uočava i koristi se osnovnim društveno-afektivnim strategijama učenja jezika.</p>		<p>Osobni i socijalni razvoj:</p> <p>A.2.1. Razvija sliku o sebi.</p> <p>A.2.4. Razvija radne navike.</p> <p>B.2.2. Razvija komunikacijske kompetencije.</p> <p>B.2.4. Suradnički uči i radi u timu.</p> <p>C.2.2. Prihvaća i obrazlaže važnost društvenih normi i pravila.</p> <p>Građanski odgoj:</p> <p>C.2.3. Promiče kvalitetu života u školi i demokratizaciju škole.</p>	<p>načuenog:</p> <p>Razgovor u trgovini odjećom.</p>
<p>Sat 14 i 15:</p> <p>Look back 2</p>	<p>- slušanje</p> <p>- čitanje</p> <p>- pisanje</p> <p>- govorenje</p>	<p>- igranje edukativnih igara</p> <p>- rješavanje zadataka</p> <p>- čitanje tekstova</p> <p>Vokabular: ciljani vokabular teme</p> <p>Gramatika: ciljana gramatika teme</p>	<p>Učenik:</p> <p>- pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka.</p> <p>- piše kratak vođeni tekst.</p>	<p>Učiti kako učiti:</p> <p>B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje.</p> <p>B.2.2. Na poticaj učitelja učenik prati svoje učenje i napredovanje tijekom učenja.</p> <p>B.2.3. Uz podršku učitelja, ali i samostalno, prema potrebi učenik mijenja plan ili pristup učenju.</p> <p>Uporaba IKT-a:</p> <p>A.2.1. Učenik prema savjetu</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja</p> <p>Anegdoteke zabilješke i opažanja</p> <p>Kratka provjera</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje</p> <p>Samovrednovanje</p>

			<p>A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p> <p>C.5.3. Uočava i koristi se osnovnim društveno-afektivnim strategijama učenja jezika.</p>	<p>odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p> <p>Osobni i socijalni razvoj:</p> <p>A.2.4. Razvija radne navike.</p> <p>B.2.2. Razvija komunikacijske kompetencije.</p> <p>B.2.4. Suradnički uči i radi u timu.</p>	<p>Vrednovanje naučenog:</p> <p>Usmeni ili pisani opis prema modelu (prijatelji, obitelj, prostor)</p>	
<p>Sat 16:</p> <p>Provjera</p>	<p>- pisanje</p> <p>- govorenje</p>	<p>- rješavanje pisane provjere znanja</p>	<p>A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama.</p> <p>A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih</p>	<p>Učenik:</p> <ul style="list-style-type: none">- pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka.- piše kratak vođeni tekst.	<p>Učiti kako učiti:</p> <p>B.2.4. Na poticaj učitelja, ali i samostalno, učenik samovrednuje proces učenja i svoje rezultate te procjenjuje ostvareni napredak.</p> <p>C.2.1. Učenik može objasniti vrijednost učenja za svoj život.</p> <p>Osobni i socijalni razvoj:</p> <p>A.2.4. Razvija radne navike.</p> <p>B.2.2. Razvija komunikacijske kompetencije.</p>	<p>Vrednovanje naučenog:</p> <p>Slušanje s razumijevanjem/Čitanje s razumijevanjem/Pisanje opisa prema modelu.</p>

<div>Razrada teme</div> <div>Tema 3: Moj svijet i oko njega</div> <div>Predloženi broj sati: 16</div> <div>Vokabular: osnovni geografski pojmovi, mjeseci, datum, svijet životinja, zaštita okoliša</div> <div>Strukture: komparacija pridjeva (komparativ i superlative), nepravilna množina</div> <div>Predloženi mjesec obrade: prosinac/siječanj</div> <div>Ishod teme: Učenik ukratko govori o našem planetu i daje savjet kako zaštititi okoliš; učenik uspoređuje pojave, stvari i životinje koje ga okružuju.</div>						
Nastavna jedinica:	Djelatnosti	Prijedlog aktivnosti i jezični sadržaji	Ishodi	Razrada ishoda	Međupredmetne teme	Vrednovanje
Sat 1 i 2: <i>Hello, planet Earth!</i>	- čitanje - slušanje - pisanje - govorenje	- odgovaranje na pitanja - igranje edukativnih igara - razgovor - crtanje - nadopunjavanje - rješavanje zadataka - uspoređivanje - rješavanje zagonetke Vokabular: planeti sunčevog sistema Gramatika: komparativ kratkih i dugih pridjeva	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike. A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice. A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. A.5.6. Zapisuje jednostavne učestale izgovorene riječi. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.3. Uočava i koristi se	Učenik: - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - imenuje planete - govori osnovne informacije o našoj planeti. - piše nekoliko rečenica na temu: Planet Earth. - uspoređuje usmeno i pismeno neke pojave, stvari i osobe koje ih okružuju koristeći komparaciju pridjeva. - kreativno se izražava koristeći prikladan digitalni	Učiti kako učiti: A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje. Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka. Osobni i socijalni razvoj: A.2.4. Razvija radne navike. B.2.4. Suradnički uči i	Vrednovanje za učenje: Postavljanje pitanja Anegdotske zabilješke i opažanja Kratka provjera (planeti, komparacija) Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje

			osnovnim društveno-afektivnim strategijama učenja jezika.	alat u kreiranju interaktivnih zadataka.	radi u timu. B.2.2. Razvija komunikacijske kompetencije. Održivi razvoj: A.2.1. Razlikuje pozitivne i negativne utjecaje čovjeka na prirodu i okoliš. B.2.1. Objašnjava da djelovanje ima posljedice i rezultate.	
Sat 3: Months of the year	- čitanje - slušanje - pisanje - govorenje	- dopunjavanje - pridruživanje - recitiranje (izražajni govor) - igranje edukativnih igara Vokabular: mjeseci Gramatika: <i>in + month; on + date</i>	A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova. C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja. C.5.5. Obrazlaže svoje mišljenje, stavove i vrijednosti i uspoređuje ih s drugima u različitim komunikacijskim	Učenik: - recitira pjesmicu - obrazlaže zašto voli pojedino godišnje doba, koristeći model. - izriče datum svog rođendana. - imenuje mjesec u godini	Učiti kako učiti: A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje. Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.	Vrednovanje za učenje: Postavljanje pitanja Anegdotske zabilješke i opažanja Kratka provjera (mjeseci) Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje

			situacijama.				Osobni i socijalni razvoj: A.2.4. Razvija radne navike. B.2.4. Suradnički uči i radi u timu B.2.2. Razvija komunikacijske kompetencije.	
Sat 4 : When are their birthdays?	- čitanje - slušanje - pisanje - govorenje	- odgovori na pitanja - dopunjavanje - pridruživanje - slušanje - recitiranje - pisanje pozivnice - rad u grupama na projektu izrade razrednog kalendara rođendana Vokabular: months Gramatika: in+month; on+date	A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.	Učenik: - izriče datume - piše datume poštujući pravopisna pravila - piše rođendansku pozivnicu. - izriče vremenske odnose koristeći prijedlog <i>before i after</i> . - kreativno se izražava koristeći prikladan digitalni alat u kreiranju interaktivnih zadataka.		Učiti kako učiti: A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje. Osobni i socijalni razvoj: A.2.4. Razvija radne navike. B.2.4. Suradnički uči i radi u timu. B.2.2. Razvija komunikacijske kompetencije.	Vrednovanje za učenje: Postavljanje pitanja Anegdoteke zabilješke i opažanja Kratka provjera (datumi) Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje Vrednovanje naučenog: Pisanje rođendanske pozivnice	
Sat 5: What a wonderful world	- čitanje - slušanje - pisanje	- opisivanje - odgovori na pitanja	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i	Učenik: - pokazuje razumijevanje		Učiti kako učiti: A.2.2. Učenik primjenjuje strategije	Vrednovanje za učenje: Postavljanje	

- govorenje	<p>- dopunjavanje</p> <p>- pridruživanje</p> <p>- igranje edukativnih igara</p> <p>Vokabular: osnovni geografski pojmovi</p> <p>Gramatika: Superlativ kratkih i dugih pridjeva</p>	<p>čitanju.</p> <p>A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike.</p> <p>A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike.</p> <p>A.5.6. Zapisuje jednostavne učestale izgovorene riječi.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.3. Uočava i koristi se osnovnim društveno-afektivnim strategijama učenja jezika.</p> <p>C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja.</p> <p>C.5.6. Tumači osnovne informacije iz različitih izvora te izvodi kratke prezentacije jednostavnih sadržaja i upotrebljava ih.</p>	<p>slušanjem i čitanjem kroz rješavanje zadataka.</p> <ul style="list-style-type: none"> - imenuje osnovne geografske pojmove. - uspoređuju geografske pojave i životinje koristeći superlativ pridjeva. - kreativno se izražava koristeći prikladan digitalni alat u kreiranju interaktivnih zadataka. 	<p>učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja.</p> <p>B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje.</p> <p>Uporaba IKT-a:</p> <p>A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p> <p>Osobni i socijalni razvoj:</p> <p>A.2.4. Razvija radne navike.</p> <p>B.2.4. Suradnički uči i radi u timu</p> <p>B.2.2. Razvija komunikacijske kompetencije.</p> <p>Održivi razvoj:</p> <p>A.2.1. Razlikuje pozitivne i negativne utjecaje čovjeka na prirodu i okoliš.</p> <p>B.2.1. Objašnjava da djelovanje ima</p>	<p>pitania</p> <p>Anegdotske zabilješke i opažanja</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje</p> <p>Samovrednovanje</p>
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Sat 6 i 7: <i>More interesting facts about the Earth</i>	<ul style="list-style-type: none"> - čitanje - slušanje - pisanje - govorenje - izrada kviza 	<ul style="list-style-type: none"> - opisivanje - odgovori na pitanja - dopunjavanje - pridruživanje - razgovor <p>Vokabular: osnovni geografski pojmovi</p> <p>Gramatika: Superlativ kratkih i dugih pridjeva</p>	<p>A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju.</p> <p>A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike.</p> <p>A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike.</p> <p>A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p> <p>C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja.</p>	<p>Učenik:</p> <ul style="list-style-type: none"> - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - govori nekoliko rečenica o zanimljivostima o Zemlji koje sam zna. - kreativno se izražava koristeći prikladan digitalni alat za kreiranje kviza. - uspoređuju geografske pojave koristeći komparaciju pridjeva. 	posljedice i rezultate.	<p>Učiti kako učiti:</p> <p>A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja.</p> <p>B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje.</p> <p>Uporaba IKT-a:</p> <p>A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p> <p>C.2.2. Učenik uz pomoć učitelja ili samostalno djelotvorno provodi jednostavno pretraživanje informacija u digitalnome okružju.</p> <p>Osobni i socijalni razvoj:</p> <p>A.2.4. Razvija radne navike.</p> <p>A.2.3. Razvija osobne</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja</p> <p>Anegdote zabilješke i opažanja</p> <p>Kratka provjera (geografski pojmovi, komparacija)</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje</p> <p>Samovrednovanje</p>
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					<p>potencijale.</p> <p>B.2.4. Suradnički uči i radi u timu.</p> <p>B.2.2. Razvija komunikacijske kompetencije.</p> <p>Održivi razvoj:</p> <p>A.2.1. Razlikuje pozitivne i negativne utjecaje čovjeka na prirodu i okoliš.</p> <p>B.2.1. Objašnjava da djelovanje ima posljedice i rezultate.</p>				
<p>Sat 8 i 9:</p> <p><i>Congratulations, Nigel!</i></p>	<p>- čitanje</p> <p>- slušanje</p> <p>- pisanje</p> <p>- govorenje</p>	<p>- opisivanje</p> <p>- odgovori na pitanja</p> <p>- dopunjavanje</p> <p>- pridruživanje</p> <p>- pjevanje</p> <p>- tradicionalne pjesmice</p> <p>- igranje edukativnih igara</p> <p>Vokabular: parties</p> <p>Gramatika: nepravilna komparacija (pridjevi <i>good</i> i <i>bad</i>)</p>	<p>A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju.</p> <p>A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike.</p> <p>A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice.</p> <p>A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama.</p> <p>A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike.</p> <p>C.5.1. Uočava i koristi se</p>	<p>Učenik:</p> <ul style="list-style-type: none"> - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - pjeva prigodnu tradicionalnu pjesmicu koja se pjeva nekome u čast. - izražava stavove o tipovima zabava. - uspoređuje koristeći komparaciju pridjeva 	<p>Učiti kako učiti:</p> <p>A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja.</p> <p>B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje.</p> <p>Uporaba IKT-a:</p> <p>A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja</p> <p>Anegdote zabilješke i opažanja</p> <p>Kratka provjera (komparacija)</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje</p> <p>Samovrednovanje</p>			

			osnovnim kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.		izvršavanje zadatka. Osobni i socijalni razvoj: A.2.4. Razvija radne navike. A.2.3. Razvija osobne potencijale. B.2.4. Suradnički uči i radi u timu B.2.2. Razvija komunikacijske kompetencije.	
Sat 10 i 11: <i>The amazing world of animals</i>	- čitanje - slušanje - pisanje - govorenje	- opisivanje - odgovori na pitanja - dopunjavanje - pridruživanje - pronalaženje informacija u digitalnom okruženju - izrada kratke prezentacije o nekoj životinji - pjevanje tematske pjesme uz TPR Vokabular: animals Gramatika: množina imenica	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike. A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika. C.5.6. Tumači osnovne informacije iz različitih	Učenik: - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - imenuje životinje - kategorizira životinje - samostalno pronalazi informacije o nekoj životinji u digitalnom okruženju. - piše kratki sastavak uz pomoć pronađenih informacija, prema modelu - opisuje životinju	Učiti kako učiti A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. Građanski odgoj: C.2.3. Promiče kvalitetu života u školi i demokratizaciju škole. Uporaba IKT-a: C.2.2. Učenik uz pomoć učitelja ili samostalno djelotvorno provodi jednostavno pretraživanje informacija u digitalnome okružju.	Vrednovanje za učenje: Postavljanje pitanja Anegdote i zabilješke i opažanja Kratka provjera (životinje, komparacija) Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje Vrednovanje naučenog:

			izvora te izvodi kratke prezentacije jednostavnih sadržaja i upotrebljava ih.	po izboru. - kreativno se izražava koristeći prikladan digitalni alat za kreiranje kviza.	C.2.3. Učenik uz pomoć učitelja ili samostalno uspoređuje i odabire potrebne informacije između pronađenih informacija. C.2.4. Učenik uz pomoć učitelja odgovorno upravlja prikupljenim informacijama. Održivi razvoj: A.2.1. Razlikuje pozitivne i negativne utjecaje čovjeka na prirodu i okoliš. B.2.1. Objašnjava da djelovanje ima posljedice i rezultate. C.2.1. Solidaran je i empatičan u odnosu prema ljudima i drugim živim bićima.	Usmeno opisivanje životinje
Sat 12 i 13: Go green	- čitanje - slušanje - pisanje - govorenje	- dopunjavanje - pridruživanje - pronalaženje - razgovor - crtanje - izrada plakata - igranje edukativnih igara Vokabular: ecology,	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike. A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice. A.5.5. Sudjeluje u kratkome	Učenik: - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - opisuje načine zaštite okoliša	Učiti kako učiti: A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire	Vrednovanje za učenje: Postavljanje pitanja Anegdote zabilješke i opažanja Vrednovanje kao učenje: Vršnjačko

		exclamations Gramatika: Present Simple	<p>i jednostavnome razgovoru poznate tematike.</p> <p>C.5.1. Uočava i koristi se osnovnim ko gnitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p> <p>C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja.</p> <p>C.5.5. Obrazlaže svoje mišljenje, stavove i vrijednosti i uspoređuje ih s drugima u različitim komunikacijskim situacijama.</p>		<p>pristup učenju te planira učenje.</p> <p>Uporaba IKT-a: A 2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p> <p>Osobni i socijalni razvoj: A.2.4. Razvija radne navike. B 2.4. Suradnički uči i radi u timu. B.2.2. Razvija komunikacijske kompetencije. C 2.2. Prihvaća i obrazlaže važnost društvenih normi i pravila.</p> <p>Održivi razvoj: A.2.1. Razlikuje pozitivne i negativne utjecaje čovjeka na prirodu i okoliš. B.2.1. Objašnjava da djelovanje ima posljedice i rezultate. B.2.3. Opisuje kako pojedinac djeluje na zaštitu prirodnih resursa.</p>	vrednovanje Samovrednovanje
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					C.2.3. Prepoznaje važnost očuvanje okoliša za opću dobrobit.	
Sat 14 i 15: Look back 3	<p>- čitanje</p> <p>- pisanje</p> <p>- slušanje</p> <p>- govorenje</p>	<p>- igranje edukativnih igara</p> <p>- rješavanje zadataka</p> <p>- čitanje tekstova</p> <p>Vokabular: ciljani vokabular teme</p> <p>Gramatika: ciljane gramatika teme</p>	<p>A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju.</p> <p>A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice.</p> <p>A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama.</p> <p>A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike.</p> <p>A.5.6. Zapisuje jednostavne učestale izgovorene riječi.</p> <p>A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p>	<p>Učenik:</p> <ul style="list-style-type: none"> - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - piše kratak vođeni tekst. 	<p>Učiti kako učiti:</p> <p>B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje.</p> <p>B.2.2. Na poticaj učitelja učenik prati svoje učenje i napredovanje tijekom učenja.</p> <p>B.2.3. Uz podršku učitelja, ali i samostalno, prema potrebi učenik mijenja plan ili pristup učenju.</p> <p>Uporaba IKT-a:</p> <p>A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p> <p>Osobni i socijalni razvoj:</p> <p>A.2.4. Razvija radne navike.</p> <p>B.2.2. Razvija komunikacijske</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja</p> <p>Anegdotske zabilješke i opažanja</p> <p>Kratka provjera</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje</p> <p>Samovrednovanje</p> <p>Vrednovanje naučenog:</p> <p>Usmeni ili pisani opis prema modelu</p>

			C.5.3. Uočava i koristi se osnovnim društveno-afektivnim strategijama učenja jezika.			kompetencije. B.2.4. Suradnički uči i radi u timu.	
Sat 16: Provjera	- pisanje - slušanje	- rješavanje pisane provjere znanja	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja.	Učenik: - pokazuje razumijevanje slušanjem i/ili čitanjem kroz rješavanje zadataka. - piše kratak vođeni sastavak.		Učiti kako učiti: B.2.2. Na poticaj učitelja učenik prati svoje učenje i napredovanje tijekom učenja. Osobni i socijalni razvoj: A.2.4. Razvija radne navike. B.2.2. Razvija komunikacijske kompetencije.	Vrednovanje naučenog: Slušanje s razumijevanjem / Čitanje s razumijevanjem / Pisanje kratkog vođenog sastavka

	Razrada teme Tema 4: Zanimanja i moje obaveze Predloženi broj sati: 14 Vokabular: zanimanja; izrazi učestalosti; kućni poslovi; sportovi; Olimpijske igre Struktura: izricanje vremena; glagoli (Present Simple) – izricanje izričnih i niječnih oblika, postavljanje pitanja; neodređeni član (<i>a/an</i>) Predloženi mjesec obrade: siječanj/veljača/ožujak Ishod teme: Učenik ukratko opisuje svoju dnevnu rutinu i govori o svojim kućnim obavezama; učenik opisuje neko zanimanje i govori o razlozima zašto mu se neko zanimanje dopada; učenik ukratko opisuje neki olimpijski sport.					
Nastavna jedinica: Sat 1 The Time	Djelatnosti - slušanje - govorenje - pisanje	Prijedlog aktivnosti i jezični sadržaji - crtanje - igranje edukativnih igara - odgovaranje na pitanja - povezivanje - nadopunjavanje - recitiranje Vokabular: time Gramatika: to be	Ishodi A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. A.5.6. Zapisuje jednostavne učestale izgovorene riječi. B.5.1. Primjenjuje osnovna znanja o zemljama ciljnoga jezika unutar vlastite kulture. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim	Razrada ishoda Učenik: - sudjeluje u kratkom razgovoru u kojem pita i izriče koliko je sati. - kreativno se izražava koristeći prikladan digitalni alat za kreiranje interaktivnih zadataka. - piše koliko je sati.	Međupredmetne teme Učiti kako učiti: A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje. Osobni i socijalni razvoj: A.2.4. Razvija radne navike. B.2.4. Suradnički uči i radi u timu. B.2.2. Razvija komunikacijske	Vrednovanje Vrednovanje za učenje: Postavljanje pitanja Anegdote zabilješke i opažanja Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje

Sat 2: <i>Everything's the same</i>	<ul style="list-style-type: none"> - slušanje - govorenje - čitanje - pisanje 	<ul style="list-style-type: none"> - opisivanje - dopunjavanje - pogađanje - povezivanje - razgovor - odgovaranje na pitanja <p>Vokabular: a diary, everyday activities Gramatika: Present Simple</p>	metakognitivnim strategijama učenja jezika.	<p>Učenik:</p> <ul style="list-style-type: none"> - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - usmeno opisuje svoju i dnevnu rutinu članova svoje obitelji. - piše stranicu iz svog dnevnika s opisom svojeg tipičnog školskog dana - uočava i objašnjava važnost planiranja vremena. 	<p>metakognitivnim strategijama učenja jezika.</p> <p>A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike. A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p>	<p>kompetencije.</p> <p>C.2.2. Prihvaća i obrazlaže važnost društvenih normi i pravila.</p>	<p>Osobni i socijalni razvoj:</p> <p>A.2.1. Razvija sliku o sebi.</p> <p>A.2.2. Upravlja emocijama i ponašanjem.</p> <p>A.2.4. Razvija radne navike.</p> <p>B.2.4. Suradnički uči i radi u timu.</p> <p>B.2.2. Razvija komunikacijske kompetencije.</p> <p>C.2.2. Prihvaća i obrazlaže važnost društvenih normi i pravila.</p> <p>Uporaba IKT-a:</p> <p>A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja</p> <p>Anegdoteke zabilješke i opažanja</p> <p>Kratka provjera (sat)</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje</p> <p>Samovrednovanje</p>
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Sat 3 : Language focus	<ul style="list-style-type: none"> - slušanje - govorenje - čitanje - pisanje 	<ul style="list-style-type: none"> - dopunjavanje - pridruživanje - igranje edukativnih igara - zaokruživanje - pisanje dnevnika - izvještavanje - opisivanje <p>Vokabular: everyday activities</p> <p>Gramatika: Present Simple</p>	<p>C.5.3. Uočava i koristi se osnovnim društveno-afektivnim strategijama učenja jezika.</p> <p>A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike.</p> <p>A.5.6. Zapisuje jednostavne učestale izgovorene riječi.</p> <p>A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p> <p>C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja</p>	<p>Učenik:</p> <ul style="list-style-type: none"> - opisuje svakodnevne aktivnosti koristeći Present Simple u izričnom obliku. - piše zamišljenu stranicu dnevnika njima dragog superheroja koristeći Present Simple. 	<p>Učiti kako učiti:</p> <p>A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja.</p> <p>B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje.</p> <p>Osobni i socijalni razvoj:</p> <p>A.2.1. Razvija sliku o sebi.</p> <p>A.2.3. Razvija osobne potencijale.</p> <p>Uporaba IKT-a:</p> <p>A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja</p> <p>Anegdote zabilješke i opažanja</p> <p>Pisanje: zamišljena stranica dnevnika</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje</p> <p>Samovrednovanje</p>
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Sat 4: Jobs	<ul style="list-style-type: none"> - slušanje - govorenje - čitanje - pisanje 	<ul style="list-style-type: none"> - pridruživanje - dopunjavanje - igranje edukativnih igara - razgovor - zaokruživanje - odgovaranje na pitanja <p>Vokabular: <i>zanimanja</i> Gramatika: <i>Indefinite article (a/an)</i></p>	pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja.	<p>Učenik:</p> <ul style="list-style-type: none"> - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - govori o svojim interesima i onom što bi / ne bi želio raditi. - kreativno se izražava koristeći prikladan digitalni alat za kreiranje interaktivnih zadataka. 	<p>Osobni i socijalni razvoj:</p> <p>A.2.1. Razvija sliku o sebi.</p> <p>A.2.3. Razvija osobne potencijale.</p> <p>C.2.2. Prihvaća i obrazlaže važnost društvenih normi i pravila.</p> <p>Građanski odgoj:</p> <p>A.2.1. Ponaša se u skladu s dječjim pravima u svakodnevnome životu.</p> <p>Uporaba IKT-a:</p> <p>A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadataka.</p> <p>Poduzetništvo:</p> <p>A.2.3. Upoznaje mogućnosti razvoja karijere i profesionalnoga</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja</p> <p>Anegdote zabilješke i opažanja</p> <p>Kratka provjera (Present Simple)</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje</p> <p>Samovrednovanje</p>
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Sat 5 i 6 : <i>Would you like to be a detective?</i>	<ul style="list-style-type: none"> - slušanje - govorenje - čitanje - pisanje 	<ul style="list-style-type: none"> - opisivanje - nadopunjavanje - razgovor - igranje edukativnih igara - rješavanje zadataka - razvrstavanje - odgovaranje na pitanja <p>Vokabular: prilozi</p> <p>Gramatika: Present Simple affirmative</p>	<p>A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju.</p> <p>A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike.</p> <p>A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice.</p> <p>A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p> <p>C.5.5. Obrazlaže svoje mišljenje, stavove i vrijednosti i uspoređuje ih s drugima u različitim komunikacijskim situacijama.</p>	<p>Učenik:</p> <ul style="list-style-type: none"> - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - usmeno opisuje dnevni raspored koristeći priloge učestalosti. - razgovara o liku iz stripa. - usmeno i pismeno opisuje zanimanja. - piše kratak tekst o svom željenom zanimanju. 	<p>usmjeravanja.</p> <p>Učiti kako učiti A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja.</p> <p>Građanski odgoj: C.2.3. Promiče kvalitetu života u školi i demokratizaciju škole.</p> <p>Osobni i socijalni razvoj: A.1.4. Razvija radne navike.</p> <p>C.2.1. Razlikuje sigurne od nesigurnih situacija u zajednici i opisuje kako postupiti u rizičnim situacijama.</p> <p>Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p> <p>Poduzetništvo:</p>	<p>Vrednovanje za učenje: Postavljanje pitanja Anegdote zabilješke i opažanja Kratka provjera (zanimanja, Present Simple)</p> <p>Vrednovanje kao učenje: Višnjačko vrednovanje Samovrednovanje</p> <p>Vrednovanje naučenog: Usmeno – opis zanimanja, opis svakodnevnih radnji</p>
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Sat 7: My Kid Brother	<ul style="list-style-type: none"> - slušanje - govorenje - čitanje - pisanje 	<ul style="list-style-type: none"> - odgovaranje na pitanja - čitanje - razgovor - opisivanje - zaokruživanje - igranje edukativnih igara <p>Vokabular: chores Gramatika: <i>Present Simple (neg.)</i></p>	<p>A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike. A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p>	<p>Učenik: - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - opisuje lik iz teksta koristeći Present Simple - uspoređuje svog brata/sestru s likom iz pročitanog teksta koristeći Present Simple.</p>	<p>A.2.3. Upoznaje mogućnosti razvoja karijere i profesionalnoga usmjerenja.</p>	<p>Učiti kako učiti A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja.</p> <p>Osobni i socijalni razvoj: A.1.4. Razvija radne navike.</p> <p>Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p> <p>Građanski odgoj: C.2.3. Promiče kvalitetu života u školi i demokratizaciju škole.</p>	<p>Vrednovanje za učenje: Postavljanje pitanja Anegdotske zabilješke i opažanja</p> <p>Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje</p>
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Sat 8: Chores	- slušanje - govorenje - čitanje - pisanje	- nadopunjavanje - opisivanje - pisanje kratkog sastavka - igranje edukativnih igara - razgovor Vokabular: chores Gramatika: <i>Present Simple</i>	A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. A.5.6. Zapisuje jednostavne učestale izgovorene riječi. A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika. C.5.3. Uočava i koristi se osnovnim društveno-afektivnim strategijama učenja jezika.	Učenik: - imenuje kućanske poslove. - opisuje svoja i tuđa zaduženja u kući. - objašnjava raspodjelu kućanskih poslova u svojoj obitelji. - kreativno se izražava koristeći prikladan digitalni alat za kreiranje interaktivnih zadataka. - piše kratak tekst o kućanskim poslovima u svojoj obitelji.	Učiti kako učiti: A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. A.2.3. Učenik se koristi kreativnošću za oblikovanje svojih ideja i pristupa rješavanju problema. Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka D.2.2. Učenik rješava jednostavne probleme s pomoću digitalne tehnologije.	Vrednovanje za učenje: Postavljanje pitanja Anegdote i zabilješke i opažanja Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje
Sat 9-10: Are You a Sportsman?	- slušanje - govorenje - čitanje - pisanje	- odgovaranje na pitanja - nadopunjavanje - zaokruživanje - razgovor	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju.	Učenik: - pokazuje razumijevanje slušanjem i	Osobni i socijalni razvoj B.2.2. Razvija komunikacijske	Vrednovanje za učenje: Postavljanje pitanja

		<p>- intervjuiranje - razvrstavanje</p> <p>Vokabular: vokabular vezan uz sport</p> <p>Gramatika: Present Simple (questions)</p>	<p>A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice.</p> <p>A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike.</p> <p>A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p> <p>C.5.3. Uočava i koristi se osnovnim društveno-afektivnim strategijama učenja jezika.</p>	<p>čitanjem kroz rješavanje zadataka.</p> <p>- vodi razgovor koristeći Yes / No pitanja i Present Simple.</p> <p>- imenuje sportove</p> <p>- kreativno se izražava koristeći prikladan digitalni alat za kreiranje interaktivnih zadataka.</p>	<p>kompetencije.</p> <p>Učiti kako učiti:</p> <p>A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja.</p> <p>B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje.</p> <p>Uporaba IKT-a:</p> <p>A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p> <p>D.2.3.</p> <p>Učenik sam ili u suradnji s drugima preoblikuje postojeća digitalna rješenja ili stvara nove sadržaje i ideje.</p>	<p>Anegdote zabilježke i opažanja</p> <p>Kratka provjera (kućanski poslovi)</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje</p> <p>Samovrednovanje</p> <p>Vrednovanje naučenog:</p> <p>Usmeno – opis kućanskih poslova</p>
Sat 11: Vocabulary- sport	<p>- slušanje</p> <p>- govorenje</p> <p>- čitanje</p>	<p>- pridruživanje</p> <p>- nadopunjavanje</p> <p>- pjevanje</p>	<p>A.5.5. Sudjeluje u kratkome i jednostavnome</p>	<p>Učenik:</p> <p>- imenuje sportove i sportsku opremu</p>	<p>Učiti kako učiti:</p> <p>A.2.1. Uz podršku učitelja ili samostalno</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje</p>

- pisanje	<p>- igranje edukativnih igara</p> <p>- pogađanje</p> <p>- razgovor</p> <p>- izrada prezentacije</p> <p>Vokabular: vokabular vezan uz sport</p> <p>Gramatika: Present Simple (questions)</p>	<p>razgovoru poznate teme.</p> <p>A.5.6. Zapisuje jednostavne učestale izgovorene riječi.</p> <p>A.5.7. Piše kratak i jednostavan tekst poznate teme koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p> <p>C.5.6. Tumači osnovne informacije iz različitih izvora te izvodi kratke prezentacije jednostavnih sadržaja i upotrebljava ih.</p>	<p>- pokazuje razumijevanje slušanjem kroz rješavanje zadataka.</p> <p>- kreativno se izražava koristeći prikladan digitalni alat za kreiranje interaktivnih zadataka.</p> <p>- kreativno se izražava kroz izradu prezentacije sporta u grupnom radu.</p>	<p>traži nove informacije iz različitih izvora i uspješno ih primjenjuje pri rješavanju problema.</p> <p>A.2.3. Učenik se koristi kreativnošću za oblikovanje svojih ideja i pristupa rješavanju problema.</p> <p>Građanski odgoj:</p> <p>C.2.3. Promiče kvalitetu života u školi i demokratizaciju škole.</p> <p>Uporaba IKT-a:</p> <p>A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p> <p>C.2.2. Učenik uz pomoć učitelja ili samostalno djelotvorno provodi jednostavno pretraživanje informacija u digitalnome okruženju.</p> <p>C.2.3. Učenik uz pomoć učitelja ili samostalno uspoređuje i odabire potrebne</p>	<p> pitanja</p> <p> Anekdotske zabilješke i opažanja</p> <p>Vrednovanje kao učenje:</p> <p> Višnjačko vrednovanje</p> <p> Samovrednovanje</p>
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					informacije između pronađenih informacija. C.2.4. Učenik uz pomoć učitelja odgovorno upravlja prikupljenim informacijama.	
Sat 12-13: The Olympics from A to Z	- slušanje - govorenje - čitanje - pisanje	- odgovaranje na pitanja - nadopunjavanje - ispravljanje pogrešaka - razgovor - slovkanje - izrada plakata Vokabular: medal, rings, national flag... Gramatika: Present Simple	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike. A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika. C.5.5. Obrazlaže svoje	Učenik: - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - kreativno se izražava kroz samostalnu izradu prezentacije o Olimpijskim igrama. - kreativno se izražava koristeći prikladan digitalni alat za kreiranje interaktivnih zadataka. - vodi kratak razgovor o važnosti Olimpijskih igara. - slovka jednostavne poznate riječi.	Osobni i socijalni razvoj: A.4.2. Učenik razlikuje činjenice od mišljenja i spособan je usporediti različite ideje. B.2.2. Razvija komunikacijske kompetencije. Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka. C.2.2. Učenik uz pomoć učitelja ili samostalno djelotvorno provodi jednostavno pretraživanje informacija u digitalnome okruženju. C.2.3. Učenik uz pomoć učitelja ili samostalno uspoređuje	Vrednovanje za učenje: Postavljanje pitanja Anegdote zabilješke i opažanja Kratka provjera (sportovi, Present Simple) Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje Vrednovanje naučenog: Prezentacija sporta/Olimpijskih igara

			mišljenje, stavove i vrijednosti i uspoređuje ih s drugima u različitim komunikacijskim situacijama. B.5.2. Održava kratku i jednostavnu komunikaciju koristeći se ključnim konvencijama uljudnoga ponašanja u međukulturnim susretima.		i odabire potrebne informacije između pronađenih informacija. C.2.4. Učenik uz pomoć učitelja odgovorno upravlja prikupljenim informacijama.	
Sat 14 i 15: Look back 4	- čitanje - pisanje - slušanje - govorenje	- igranje edukativnih igara - rješavanje zadataka - čitanje tekstova Vokabular: ciljani vokabular teme Gramatika: ciljana gramatika teme	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice. A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. A.5.6. Zapisuje jednostavne učestale izgovorene riječi.	Učenik: - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - piše kratak vođeni tekst.	Učiti kako učiti: B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje. B.2.2. Na poticaj učitelja učenik prati svoje učenje i napredovanje tijekom učenja. B.2.3. Uz podršku učitelja, ali i samostalno, prema potrebi učenik mijenja plan ili pristup učenju. Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire	Vrednovanje za učenje: Postavljanje pitanja Anegdote zabilješke i opažanja Kratka provjera Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje Vrednovanje naučenog: Usmeni ili pisani opis prema modelu

			<p>A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p> <p>C.5.3. Uočava i koristi se osnovnim društvenim afektivnim strategijama učenja jezika.</p>		<p>odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p> <p>Osobni i socijalni razvoj:</p> <p>A.2.4. Razvija radne navike.</p> <p>B.2.2. Razvija komunikacijske kompetencije.</p> <p>B.2.4. Suradnički uči i radi u timu.</p>		<p>Vrednovanje naučenog:</p> <p>Slušanje s razumijevanjem / Čitanje s razumijevanjem / Pisanje kratkog vođenog sastavka</p>
Sat 16: Provjera	- pisanje - slušanje		<p>A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike.</p> <p>A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu</p>	<p>Učenik:</p> <ul style="list-style-type: none"> - pokazuje razumijevanje slušanjem i/ili čitanjem kroz rješavanje zadataka. - piše kratak vođeni sastavak. 	<p>Učiti kako učiti:</p> <p>B.2.2. Na poticaj učitelja učenik prati svoje učenje i napredovanje tijekom učenja.</p> <p>Osobni i socijalni razvoj:</p> <p>A.2.4. Razvija radne navike.</p>		

			osnovnih pravopisnih znakova. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja.			B.2.2. Razvija komunikacijske kompetencije.	
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Razrada teme Tema 5: Moj dom i zdravi život Predloženi broj sati: 16 Vokabular: Australia, house and furniture, food, manners, body parts and organs Struktura: Present Continuous, Present Simple; prijedlozi; modalni glagoli <i>must i mustn't</i> Predloženi mjesec obrade: ožujak/ travanj Ishod teme: učenik ukratko govori o o svom domu (kući ili stanu); učenik govori o svojim prehranbenim navikama; učenik piše pravila lijepog ophođenja; učenik može reći nekoliko zanimljivosti o zemlji engleskog govornog područja; učenik ukratko prepričava pročitano priču.						
Nastavna jedinica:	Djelatnosti	Prijedlog aktivnosti i jezični sadržaji	Ishodi	Razrada ishoda	Medupredmetne teme	Vrednovanje
Sat 1 i 2: <i>Holiday photos</i>	- čitanje - pisanje - slušanje - govorenje	- opisivanje - odgovaranje na pitanja - dopunjavanje - prepoznavanje - igranje edukativnih igara Vokabular: Australia (<i>boomerang, sheep farm, pouch....</i>) Gramatika: Present Continuous (affermative)	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike. A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama. A.5.6. Zapisuje jednostavne učestale izgovorene riječi. B.5.1. Primjenjuje osnovna znanja o zemljama ciljnoga jezika unutar vlastite kulture. B.5.2. Održava kratku i	Učenik: - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - opisuje fotografije i radnje koje se upravo događaju. - kreativno se izražava koristeći prikladan digitalni alat za kreiranje interaktivnih zadataka. - piše kraći vođeni sastavak o Australiji.	Učiti kako učiti: A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje. Upotreba IKT: C.2.2. Učenik uz pomoć učitelja ili samostalno djelotvorno provodi jednostavno pretraživanje informacija u digitalnome okružju. C.2.3. Učenik uz pomoć	Vrednovanje za učenje: Postavljanje pitanja Anegdote zabilješke i opažanja Vođeni sastavak Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje

			jednostavnu komunikaciju koristeći se ključnim konvencijama uljudnoga ponašanja u međukulturnim susretima. C.5.6. Tumači osnovne informacije iz različitih izvora te izvodi kratke prezentacije jednostavnih sadržaja i upotrebljava ih.		učitelja ili samostalno uspoređuje i odabire potrebne informacije između pronađenih informacija. Osobni i socijalni razvoj: A.2.4. Razvija radne navike. B.2.4. Suradnički uči i radi u timu.	
Sat 3: <i>What are you looking at?</i>	- čitanje - pisanje - slušanje - govorenje	- dopunjavanje - pridruživanje - odgovaranje na pitanja - igranje edukativnih igara - razgovor	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. A.5.6. Zapisuje jednostavne učestale izgovorene riječi. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.3. Učenik uočava i koristi se osnovnim društveno-afektivnim strategijama učenja	Učenik: - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - opisuje sliku - postavlja i odgovara na pitanja vezana uz radnje koje promatra na slici.	Učiti kako učiti: A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje. Upotreba IKT: C.2.2. Učenik uz pomoć učitelja ili samostalno djelotvorno provodi jednostavno pretraživanje informacija u	Vrednovanje za učenje: Postavljanje pitanja Anegdotske zabilješke i opažanja Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje

			jezika.		<p>digitalnome okružju.</p> <p>C.2.3. Učenik uz pomoć učitelja ili samostalno uspoređuje i odabire potrebne informacije između pronađenih informacija.</p> <p>Osobni i socijalni razvoj:</p> <p>A.2.4. Razvija radne navike.</p> <p>B.2.4. Suradnički uči i radi u timu.</p> <p>C.2.1. Razlikuje sigurne od nesigurnih situacija u zajednici i opisuje kako postupiti u rizičnim situacijama.</p> <p>C.2.2. Prihvaća i obrazlaže važnost društvenih normi i pravila.</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja</p> <p>Anegdotske zabilješke i opažanja</p> <p>Opisivanje fotografije</p> <p>Vrednovanje kao učenje:</p>
Sat 4 : Imagine you are...	<p>- čitanje</p> <p>- pisanje</p> <p>- slušanje</p> <p>- govorenje</p>	<p>- odgovaranje na pitanja</p> <p>- igranje edukativnih igara</p> <p>- razgovor</p> <p>- opisivanje</p> <p>Gramatika: Present Continuous za opisivanje radnji na slikama</p>	<p>A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike.</p> <p>A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu</p>	<p>Učenik:</p> <ul style="list-style-type: none"> - usmeno i pismeno, uz pomoć modela/samostalno, opisuje fotografije s vlastitih putovanja. 	<p>Učiti kako učiti:</p> <p>A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja.</p> <p>B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira</p>	

			osnovnih pravopisnih znakova. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.			učenje. Osobni i socijalni razvoj: A.2.4. Razvija radne navike. B.2.4. Suradnički uči i radi u timu. B.2.2. Razvija komunikacijske kompetencije. Vrednovanje naučenog: Usmeno opisivanje fotografije	Vršnjačko vrednovanje Samovrednovanje Vrednovanje naučenog: Usmeno opisivanje fotografije
Sat 5 i 6: <i>What are you up to?</i>	- čitanje - pisanje - slušanje - govorenje	- opisivanje - odgovaranje na pitanja - dopunjavanje - igranje edukativnih igara - razgovor Gramatika: Present Simple versus Present Continuous	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. A.5.6. Zapisuje jednostavne učestale izgovorene riječi. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.3. Uočava i koristi se osnovnim društveno-afektivnim strategijama učenja jezika.	Učenik: - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - kreativno se izražava usmeno opisujući vlastiti kraj odslušane situacije. - parafrazira nove pojmove - opisuje sadašnje situacije razlikujući Present Simple i Present Continuous.	Učiti kako učiti: A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje. Upotreba IKT: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka. Osobni i socijalni razvoj:	Vrednovanje za učenje: Postavljanje pitanja Anegdote zabilješke i opažanja Kratka provjera (Present Continuous) Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje	

					<p>A.2.4. Razvija radne navike.</p> <p>B.2.4. Suradnički uči i radi u timu.</p> <p>B.2.2. Razvija komunikacijske kompetencije.</p>	
Sat 7: Ben	<p>- čitanje</p> <p>- pisanje</p> <p>- slušanje</p> <p>- govorenje</p>	<p>- pjevanje</p> <p>- opisivanje</p> <p>- dopunjavanje</p> <p>- pridruživanje</p> <p>- odgovaranje na pitanja</p> <p>- igranje edukativnih igara</p> <p>- razgovor</p> <p>Gramatika: prilozi učestalosti (<i>always, never, no....</i>)</p> <p><i>Present Simple i Present continuous</i></p>	<p>A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju.</p> <p>A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike.</p> <p>A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike.</p> <p>A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p>	<p>Učenik:</p> <ul style="list-style-type: none"> - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - vodi kratak razgovor koristeći strukture i prijedloge učestalosti u opisivanju što se uobičajeno događa i što se događa upravo sada. - kreativno se izražava koristeći prikladan digitalni alat za kreiranje interaktivnih zadataka. 	<p>Učiti kako učiti:</p> <p>A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja.</p> <p>B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje.</p> <p>Upotreba IKT:</p> <p>A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p> <p>C.2.2. Učenik uz pomoć učitelja ili samostalno djelotvorno provodi jednostavno pretraživanje informacija u digitalnome okružju.</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja</p> <p>Anegdoteke zabilješke i opažanja</p> <p>Kratka provjera</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje</p> <p>Samovrednovanje</p>

Sat 8: The Wilsons' house	<ul style="list-style-type: none"> - čitanje - pisanje - slušanje - govorenje 	<ul style="list-style-type: none"> - dopunjavanje - pridruživanje - odgovaranje na pitanja - igranje edukativnih igara - razgovor - TPR <p>Vokabular: prostorije u kući, namještaj</p> <p>Gramatika: prijedlozi mjesta</p>	<p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p> <p>C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja.</p>	<p>Učenik:</p> <ul style="list-style-type: none"> - imenuje prostorije i namještaj u kući. - usmeno i pismeno opisuje prostorije u kući - koristeći prijedloge mjesta. - kreativno se izražava koristeći prikladan digitalni alat za kreiranje interaktivnih zadataka. 	<p>Osobni i socijalni razvoj:</p> <p>A.2.4. Razvija radne navike.</p> <p>A.2.3. Razvija osobne potencijale.</p> <p>B.2.4. Suradnički uči i radi u timu.</p> <p>B.2.2. Razvija komunikacijske kompetencije.</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja</p> <p>Anegdote zabilješke i opažanja</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje</p> <p>Samovrednovanje</p> <p>Vrednovanje naučenog:</p> <p>Opis prostorija</p>
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			kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.		A.2.4. Razvija radne navike. A.2.3. Razvija osobne potencijale. B.2.4. Suradnički uči i radi u timu. B.2.2. Razvija komunikacijske kompetencije.	
Sat 9: Yummy	<ul style="list-style-type: none"> - čitanje - pisanje - slušanje - govorenje 	<ul style="list-style-type: none"> - opisivanje - dopunjavanje - pridruživanje - slušanje - razgovor - odgovaranje na pitanja - igranje edukativnih igara <ul style="list-style-type: none"> - razgovor - pisanje recepta <p>Vokabular: namirnice i hrana</p>	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.6. Zapisuje jednostavne učestale izgovorene riječi. A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim metakognitivnim	Učenik: - imenuje hranu i pića. - imenuje obroke. - pokazuje razumijevanje slušanjem kroz rješavanje zadataka. - piše jednostavan recept prema zadanom modelu. - koristi digitalno okruženje za pronalazak jednostavnog recepta. - prezentira recept.	Učiti kako učiti: A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje. Upotreba IKT: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.	Vrednovanje za učenje: Postavljanje pitanja Anegdote zabilješke i opažanja Kratka provjera (Present, prostorije, namještaj) Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje
Osobni i socijalni razvoj:						

			strategijama učenja jezika. C.5.6. Tumači osnovne informacije iz različitih izvora te izvodi kratke prezentacije jednostavnih sadržaja i upotrebljava ih.			<p>A.2.4. Razvija radne navike.</p> <p>A.2.3. Razvija osobne potencijale.</p> <p>B.2.4. Suradnički uči i radi u timu.</p> <p>B.2.2. Razvija komunikacijske kompetencije.</p> <p>B.2.4. Suradnički uči i radi u timu.</p> <p>Zdravlje:</p> <p>A.2.2.A Razlikuje pravilnu od nepravilne prehrane i razumije važnost pravilne prehrane za zdravlje.</p> <p>B.2.3.A Opisuje zdrave životne navike.</p>			
<p>Sat 10:</p> <p><i>Let's make a cake</i></p>	<p>- čitanje</p> <p>- pisanje</p> <p>- slušanje</p> <p>- govorenje</p>	<p>- dopunjavanje</p> <p>- pridruživanje</p> <p>- pronalaženje</p> <p>- razgovor</p> <p>Vokabular:</p> <p>namirnice i hrana</p>	<p>A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju.</p> <p>A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice.</p> <p>A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike.</p> <p>C.5.1. Uočava i koristi se osnovnim</p>	<p>Učenik:</p> <ul style="list-style-type: none"> - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - vodi kratak razgovor o svojim kulinarским iskustvima. 	<p>Učiti kako učiti:</p> <p>A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja.</p> <p>B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje.</p> <p>Upotreba IKT:</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja</p> <p>Anegdote</p> <p>zabilješke i opažanja</p> <p>Kratka provjera (hrana)</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje</p>			

			kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.		A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka. Osobni i socijalni razvoj: A.2.4. Razvija radne navike. B.2.4. Suradnički uči i radi u timu. Građanski odgoj: C.2.3. Promiče kvalitetu života u školi i demokratizaciju škole.	Samovrednovanje
Sat 11: <i>Table manners</i>	- čitanje - pisanje - slušanje - govorenje	- odgovori na pitanja - dopunjavanje razgovor - razvrstavanje igranje edukativnih igara - odgovaranje na pitanja Vokabular: namirnice i hrana Gramatika: must, mustn't	A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. A.5.6. Zapisuje jednostavne učestale izgovorene riječi. A.5.7. Piše kratak i jednostavan tekst poznate tematike	Učenik: - piše pravila lijepog ponašanja za stolom i drugim prigodama koristeći <i>must/mustn't</i> . - vodi kratak razgovor o lijepom ponašanju za stolom. - imenuje hranu i pića. - piše jelovnik za ručak/večeru. - vodi kratak razgovor o zdravoj prehrani.	Učiti kako učiti: A.2.3. Učenik se koristi kreativnošću za oblikovanje svojih ideja i pristupa rješavanju problema. A.2.4. Učenik razlikuje činjenice od mišljenja i sposoban je usporediti različite ideje. Osobni i socijalni razvoj: A.2.1. Razvija sliku o sebi. A.2.2. Upravlja emocijama i	Vrednovanje za učenje: Postavljanje pitanja Anegdote zabilješke i opažanja Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje Vrednovanje naučenog: Jelovnik i pravila

			koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.		ponašanjem. C.2.2. Prihvata i obrazlaže važnost društvenih normi i pravila. Građanski odgoj: C.2.3. Promiče kvalitetu života u školi i demokratizaciju škole. Zdravlje: A.2.2.A Razlikuje pravilnu od nepravilne prehrane i razumije važnost pravilne prehrane za zdravlje. B.2.3.A Opisuje zdrave životne navike.	ponašanja
Sat 12 i 13: <i>Elephant's child</i>	- čitanje - pisanje - slušanje - govorenje	- opisivanje - odgovaranje na pitanja - dopunjavanje - opisivanje - pripovijedanje Vokabular: dijelovi tijela, organi	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike. A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice. A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim	Učenik: - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - usmeno opisuje slona. - prepričava priču uz pomoć natuknica. - imenuje dijelove tijela i neke organe. - kreativno se izražava koristeći prikladan digitalni alat za kreiranje interaktivnih zadataka.	Učiti kako učiti: A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje. Upotreba IKT: A.2.1. Učenik prema	Vrednovanje za učenje: Postavljanje pitanja Anegdote zabilješke i opažanja Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje

			strukturama. B.5.3. Prepoznaje i opisuje osnovne strategije za izbjegavanje i/ili prevladavanje kulturno uvjetovanih nesporazuma i raspravlja o utjecaju prihvaćanja i/ili isključivanja drugih i drugačijih u poznatim situacijama.		savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka. Osobni i socijalni razvoj: A.2.4. Razvija radne navike. B.2.4. Suradnički uči i radi u timu.	
Sat 14 i 15: Look back 5	- čitanje - pisanje - slušanje - govorenje	- igranje edukativnih igara - rješavanje zadataka - čitanje tekstova Vokabular: ciljani vokabular teme Gramatika: ciljana gramatika teme	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice. A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. A.5.6. Zapisuje jednostavne učestale izgovorene riječi.	Učenik: - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - piše kratak vođeni tekst.	Učiti kako učiti: B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje. B.2.2. Na poticaj učitelja učenik prati svoje učenje i napredovanje tijekom učenja. B.2.3. Uz podršku učitelja, ali i samostalno, prema potrebi učenik mijenja plan ili pristup učenju. Upotreba IKT: A.2.1. Učenik prema	Vrednovanje za učenje: Postavljanje pitanja Anegdote i zabilješke i opažanja Kratka provjera Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje Vrednovanje naučenog: Usmeni ili pisani opis prema modelu (dom, hrana)

			<p>A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p> <p>C.5.3. Uočava i koristi se osnovnim društveno-afektivnim strategijama učenja jezika.</p>	<p>A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p> <p>C.5.3. Uočava i koristi se osnovnim društveno-afektivnim strategijama učenja jezika.</p>	<p>savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p> <p>Osobni i socijalni razvoj:</p> <p>A.2.4. Razvija radne navike.</p> <p>B.2.2. Razvija komunikacijske kompetencije.</p> <p>B.2.4. Suradnički uči i radi u timu.</p>	
<p>Sat 16:</p> <p>Provjera</p>	<p>- čitanje</p> <p>- pisanje</p> <p>- slušanje</p>	<p>- rješavanje pisane provjere znanja</p>	<p>A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama.</p> <p>A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.</p>	<p>Učenik:</p> <ul style="list-style-type: none"> - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - piše kratak vođeni tekst. 	<p>Učiti kako učiti:</p> <p>B.2.4. Na poticaj učitelja, ali i samostalno, učenik samovrednuje proces učenja i svoje rezultate te procjenjuje ostvareni napredak.</p> <p>C.2.1. Učenik može objasniti vrijednost učenja za svoj život.</p>	<p>Vrednovanje naučenog:</p> <p>Slušanje s razumijevanjem/Čitanje s razumijevanjem/Pisanje opisa prema modelu.</p>

			<p>razlikujući upotrebu osnovnih pravopisnih znakova.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja.</p>		<p>Osobni i socijalni razvoj:</p> <p>A.2.4. Razvija radne navike.</p> <p>B.2.2. Razvija komunikacijske kompetencije.</p>	
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<div>Razrada teme</div> <div>Tema 6: <i>Priroda ili grad</i></div> <div>Predloženi broj sati: 19</div> <div>Vokabular: aktivnosti u prirodi; oprema; vremenske prilike; televizijske emisije; mjesta u gradu; bolesti</div> <div>Struktura: Past Tense - prošlo vrijeme glagola „to be“ (izrični, niječni i upitni oblik); prijedlozi s i bez određenog člana (at, in, at the, in the); prošlo vrijeme (Past Tense) pravilnih i nekoliko nepravilnih glagola</div> <div>Predloženi mjesec obrade: svibanj/lipanj</div> <div>Ishod teme: Učenik ukratko opisuje neki prošli događaj. Učenik opisuje grad/selo u kojem živi. Učenik uspoređuje aktivnosti u gradu i prirodi iznoseći svoje mišljenje.</div>						
Nastavna jedinica: Sat 1: <i>Outdoor Activities</i>	Djelatnosti - čitanje - pisanje - slušanje - govorenje	Prijedlog aktivnosti i jezični sadržaji - odgovaranje na pitanja - dopunjavanje - pridruživanje - razgovor - igranje edukativnih igara Vokabular: outdoor activities and equipment	Ishodi A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. A.5.6. Zapisuje jednostavne učestale izgovorene riječi. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.	Razrada ishoda Učenik: - imenuje aktivnosti na otvorenom i opremu vezanu uz te aktivnosti - kreativno se izražava koristeći prikladan digitalni alat za kreiranje interaktivnih zadataka.	Međupredmetne teme	Vrednovanje Vrednovanje za učenje: Postavljanje pitanja Anegdote zabilješke i opažanja Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje

Sat 2 i 3: Outdoor School	- čitanje - pisanje - slušanje - govorenje	- odgovaranje na pitanja - dopunjavanje - pridruživanje - razgovor - zaokruživanje - opisivanje Vokabular: škola u prirodi (<i>cabins, instructor...</i>) Gramatika: Past Tense „to be“	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike. A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.3. Uočava i koristi se osnovnim društveno-afektivnim strategijama učenja jezika. C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja.	Učenik: - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - piše prema modelu nekoliko rečenica o svojem iskustvu iz škole u prirodi. - vodi kratak razgovor o školi u prirodi i ponašanju učenika te svojim iskustvima.	C.2.2. Prihvaća i obrazlaže važnost društvenih normi i pravila. Osobni i socijalni razvoj: A.2.4. Razvija radne navike. B.2.2. Razvija komunikacijske kompetencije. B.2.4. Suradnički uči i radi u timu. C.2.2. Prihvaća i obrazlaže važnost društvenih normi i pravila. Građanski odgoj: C.2.2. Promiče solidarnost u školi. C.2.3. Promiče kvalitetu života u školi i demokratizaciju škole. Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.	Vrednovanje za učenje: Postavljanje pitanja Anegdoteke zabilješke i opažanja Kratka provjera (aktivnosti vani) Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje
Sat 4 : Time	- čitanje	- odgovaranje na	A.5.5. Sudjeluje u	Učenik:	Učiti kako učiti:	Vrednovanje za

for History	<p>- pisanje</p> <p>- slušanje</p> <p>- govorenje</p>	<p>pitajna</p> <p>- dopunjavanje</p> <p>- pridruživanje</p> <p>- razgovor</p> <p>- osmišljavanje kviza</p> <p>Vokabular: history, historic people and places</p> <p>Gramatika: „to be“ Past Tense; prijedlozi (<i>in, in the, at, at the</i>)</p>	<p>kratkome i jednostavnome razgovoru poznate tematike.</p> <p>A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p> <p>C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja.</p>	<p>- vodi razgovor o poznatim osobama iz prošlosti koristeći glagol biti u Past Simple glagolskom vremenu.</p> <p>- opisuje gdje je bio (jučer).</p> <p>- kreativno se izražava koristeći prikladan digitalni alat za kreiranje interaktivnih zadataka.</p>	<p>A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja.</p> <p>B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje.</p> <p>Osobni i socijalni razvoj:</p> <p>B.2.4. Suradnički uči i radi u timu.</p> <p>Uporaba IKT-a:</p> <p>A.2.3. Učenik se odgovorno i sigurno koristi programima i uređajima.</p> <p>C.2.4. Učenik uz pomoć učitelja odgovorno upravlja prikupljenim informacijama.</p>	<p>učenje:</p> <p>Postavljanje pitanja</p> <p>Anegdoteke zabilješke i opažanja</p> <p>Kratka provjera (Past Simple – to be)</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje</p> <p>Samovrednovanje</p> <p>Vrednovanje naučenog:</p> <p>Usmeni opis gdje je bio</p>
Sat 5 i 6: Home Again	<p>- čitanje</p> <p>- pisanje</p> <p>- slušanje</p> <p>- govorenje</p>	<p>- odgovaranje na pitanja</p> <p>- dopunjavanje</p> <p>- razgovor</p> <p>- slušanje i čitanje dijaloga</p> <p>- igranje edukativnih</p>	<p>A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju.</p> <p>A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike.</p>	<p>Učenik:</p> <p>- pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka.</p> <p>- postavlja i odgovara na pitanja o prošlom</p>	<p>Učiti kako učiti:</p> <p>A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja</p> <p>Anegdoteke zabilješke i opažanja</p>

		igara - zaokruživanje - intervjuiranje Vokabular: <i>hilarious, yuck, a piece of cake....</i> Gramatika: <i>Past Tense (to be)- question form</i>	A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.	dogadaju koristeći glagol <i>biti</i> .	učiteljja. Osobni i socijalni razvoj: A.2.1. Razvija sliku o sebi. A.2.3. Razvija osobne potencijale. C.2.2. Prihvaća i obrazlaže važnost društvenih normi i pravila. Građanski odgoj: A.2.1. Ponaša se u skladu s ljudskim pravima u svakodnevnom životu. Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.	Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje
Sat 7: The Weather	- čitanje - pisanje - slušanje - govorenje	- odgovaranje na pitanja - dopunjavanje - razgovor - igranje edukativnih igara - izvještavanje Vokabular: <i>foggy, rainy,...</i> Gramatika: Past Simple	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama. A.5.5. Sudjeluje u	Učenik: - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - opisuje vremenske prilike. - piše kratak izvještaj o vremenu (jučer). - kreativno se izražava koristeći prikladan	Učiti kako učiti A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. Osobni i socijalni razvoj:	Vrednovanje za učenje: Postavljanje pitanja Anegdoteke zabilješke i opažanja Vrednovanje kao učenje: Vršnjačko

		(to be)	<p>kratkome i jednostavnome razgovoru poznate tematike.</p> <p>A.5.6. Zapisuje jednostavne učestale izgovorene riječi.</p> <p>B.5.1. Primjenjuje osnovna znanja o zemljama ciljnoga jezika unutar vlastite kulture.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p>	<p>digitalni alat za kreiranje interaktivnih zadataka.</p>	<p>A.2.4. Razvija radne navike.</p> <p>B.2.4. Suradnički uči i radi u timu.</p> <p>Uporaba IKT-a:</p> <p>A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p>	<p>vrednovanje</p> <p>Samovrednovanje</p> <p>Vrednovanje naučenog:</p> <p>Izvjeste o vremenskim prilikama</p>
<p>Sat 8:</p> <p><i>My Last Holiday</i></p>	<p>- čitanje</p> <p>- pisanje</p> <p>- slušanje</p> <p>- govorenje</p>	<p>- pisanje vođenog sastavka</p> <p>- razgovor</p> <p>Vokabular: holidays</p> <p>Gramatika: Past Simple (to be)</p>	<p>A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama.</p> <p>A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike.</p> <p>A.5.7. Piše kratak i jednostavan tekst poznate tematike</p>	<p>Učenik:</p> <ul style="list-style-type: none"> - opisuje svoje posljednje praznike uz pomoć pitanja. - piše kratak vođeni sastavak o svojim posljednjim praznicima. 	<p>Učiti kako učiti</p> <p>A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja.</p> <p>A.2.3. Učenik se koristi kreativnošću za oblikovanje svojih ideja i pristupa rješavanju problema.</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja</p> <p>Anegdote zabilješke i opažanja</p> <p>Vođeni sastavak</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje</p> <p>Samovrednovanje</p>

			koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.		Osobni i socijalni razvoj: A.2.1. Razvija sliku o sebi. A.2.4. Razvija radne navike.	Vrednovanje naučenog: Usmeni opis
Sat 9 i 10: <i>An Evening at Home</i>	- čitanje - pisanje - slušanje - govorenje	- nadopunjavanje razgovor - odgovaranje na pitanja - igranje edukativnih igara Vokabular: <i>TV programmes</i> Gramatika: Past Simple (regular verbs)	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike. A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. B.5.1. Primjenjuje osnovna znanja o zemljama ciljnoga jezika unutar vlastite kulture. C.5.1. Uočava i koristi se	Učenik: - imenuje televizijske emisije - opisuje sadržaj najdražih televizijskih emisija - provodi i izvještava o rezultatima razredne ankete. - piše TV program za jedan dan. - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - kreativno se izražava koristeći prikladan digitalni alat za kreiranje interaktivnih zadataka.	Učiti kako učiti: A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka. D.2.2. Učenik rješava jednostavne probleme s pomoću digitalne tehnologije.	Vrednovanje za učenje: Postavljanje pitanja Anegdoteke i zabilješke i opažanja Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje

			osnovnim kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.			Osobni i socijalni razvoj A.2.2. Upravlja emocijama i ponašanjem. B.2.2. Razvija komunikacijske kompetencije.	
Sat 11: <i>Where were they yesterday?</i>	- čitanje - pisanje - slušanje - govorenje	- odgovaranje na pitanja - nadopunjavanje - izvještavanje - razgovor - igranje edukativnih igara Gramatika: Past Simple (regular verbs)	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice. A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim metakognitivnim	Učenik: - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - opisuje prošle radnje koristeći pravilne glagole i glagol biti u Past Simple glagolskom vremenu. - kreativno se izražava koristeći prikladan digitalni alat za kreiranje interaktivnih zadataka.	Učiti kako učiti: A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje. Osobni i socijalni razvoj B.2.2. Razvija komunikacijske kompetencije. Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za	Vrednovanje za učenje: Postavljanje pitanja Anegdote zabilješke i opažanja Opis prošlih radnji Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje	

			strategijama učenja jezika. C.5.3. Uočava i koristi se osnovnim društveno-afektivnim strategijama učenja jezika.		izvršavanje zadatka. D.2.3. Učenik sam ili u suradnji s drugima preoblikuje postojeća digitalna rješenja ili stvara nove sadržaje i ideje.	
Sat 12 i 13: A Topsy Turvy Day	- čitanje - pisanje - slušanje - govorenje	- opisivanje - odgovaranje na pitanja - dopunjavanje - pridruživanje - razgovor - igranje edukativnih igara Gramatika: Past Tense (irregular verbs)	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.	Učenik: - pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka. - prepričava slijed događaja priče uz podršku. - usmeno opisuje neki svoj neobičan dan. - piše nekoliko rečenica o svom neobičnom danu.	Učiti kako učiti: B.2.3. Uz podršku učitelja, ali i samostalno, prema potrebi učenik mijenja plan ili pristup učenju. Građanski odgoj: C.2.3. Promiče kvalitetu života u školi i demokratizaciju škole. C.2.4. Promiče razvoj školske kulture i demokratizaciju škole. Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka. C.2.4. Učenik uz pomoć učitelja odgovorno upravlja prikupljenim informacijama.	Vrednovanje za učenje: Postavljanje pitanja Anegdote zabilješke i opažanja Kratka provjera (Past Simple) Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje
Sat 14:	- čitanje	- dopunjavanje	A.5.4. Govori kratak i	Učenik:	Učiti kako učiti:	Vrednovanje za

Places in Town and Illnesses	<p>- pisanje</p> <p>- slušanje</p> <p>- govorenje</p>	<p>- pridruživanje</p> <p>- igranje edukativnih igara</p> <p>- odgovaranje na pitanja</p> <p>- TPR</p> <p>- zaokruživanje</p> <p>Vokabular: <i>places in town; illnesses</i></p> <p>Grammar: <i>Past Tense</i></p>	<p>jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama.</p> <p>A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike.</p> <p>A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p>	<p>- imenuje mjesta u gradu.</p> <p>- opisuje susjedstvo/grad/selo u kojem živi.</p> <p>- imenuje bolesti.</p> <p>- vodi kratak razgovor o zdravstvenim tegobama u Past Simple glagolskom vremenu.</p> <p>- kreativno se izražava koristeći prikladan digitalni alat za kreiranje interaktivnih zadataka.</p>	<p>A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja.</p> <p>B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje.</p> <p>Uporaba IKT-a:</p> <p>A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p> <p>Osobni i socijalni razvoj:</p> <p>A.2.4. Razvija radne navike.</p> <p>A.2.3. Razvija osobne potencijale.</p> <p>B.2.4. Suradnički uči i radi u timu.</p>	<p>učenje:</p> <p>Postavljanje pitanja</p> <p>Anegdotske zabilješke i opažanja</p> <p>Opis mjesta</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje</p> <p>Samovrednovanje</p>
Sat 15: English Everywhere	<p>- čitanje</p> <p>- pisanje</p> <p>- slušanje</p> <p>- govorenje</p>	<p>- dopunjavanje</p> <p>- pridruživanje</p> <p>- izrada prezentacije</p> <p>Vokabular: <i>Countries and languages</i></p>	<p>A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju.</p> <p>A.5.5. Sudjeluje u kratkome i</p>	<p>Učenik:</p> <p>- pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka.</p> <p>- istražuje i prezentira</p>	<p>Uporaba IKT-a:</p> <p>C.2.2. Učenik uz pomoć učitelja ili samostalno djelotvorno provodi jednostavno pretraživanje</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja</p> <p>Anegdotske zabilješke i</p>

			<p>jednostavnome razgovoru poznate tematike.</p> <p>A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice.</p> <p>B.5.1. Primjenjuje osnovna znanja o zemljama ciljnoga jezika unutar vlastite kulture.</p>	<p>saznanja o zemljama engleskog govornog područja.</p> <p>- uočava razlike između različitih varijanta izgovora engleskog jezika.</p>	<p>informacija u digitalnome okružju.</p> <p>C.2.3. Učenik uz pomoć učitelja ili samostalno uspoređuje i odabire potrebne informacije između pronađenih informacija.</p> <p>C.2.4. Učenik uz pomoć učitelja odgovorno upravlja prikupljenim informacijama.</p> <p>Osobni i socijalni razvoj:</p> <p>A.2.4. Razvija radne navike.</p> <p>A.2.3. Razvija osobne potencijale.</p> <p>B.2.4. Suradnički uči i radi u timu.</p>	<p>opažanja</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje</p> <p>Samovrednovanje</p>
<p>Sat 16 i 17:</p> <p>Look back 6</p>	<p>- čitanje</p> <p>- pisanje</p> <p>- slušanje</p> <p>- govorenje</p>	<p>- igranje edukativnih igara</p> <p>- rješavanje zadataka</p> <p>- čitanje tekstova</p> <p>Vokabular: ciljani vokabular teme</p> <p>Gramatika: ciljane gramatika teme</p>	<p>A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju.</p> <p>A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice.</p> <p>A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama.</p> <p>A.5.5. Sudjeluje u</p>	<p>Učenik:</p> <p>- pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka.</p> <p>- piše kratak vođeni tekst.</p>	<p>Učiti kako učiti:</p> <p>B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje.</p> <p>B.2.2. Na poticaj učitelja učenik prati svoje učenje i napredovanje tijekom učenja.</p> <p>B.2.3. Uz podršku učitelja, ali i samostalno, prema</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja</p> <p>Anegdote zabilješke i opažanja</p> <p>Kratka provjera</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje</p> <p>Samovrednovanje</p>

			<p>kratkome i jednostavnome razgovoru poznate tematike.</p> <p>A.5.6. Zapisuje jednostavne učestale izgovorene riječi.</p> <p>A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p> <p>C.5.3. Uočava i koristi se osnovnim društveno-afektivnim strategijama učenja jezika.</p> <p>A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama.</p> <p>A.5.7. Piše kratak i</p>		<p>potrebi učenik mijenja plan ili pristup učenju.</p> <p>Uporaba IKT-a:</p> <p>A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p> <p>Osobni i socijalni razvoj:</p> <p>A.2.4. Razvija radne navike.</p> <p>B.2.2. Razvija komunikacijske kompetencije.</p> <p>B.2.4. Suradnički uči i radi u timu.</p>	<p>Vrednovanje naučenog:</p> <p>Usmeni ili pisani opis prema modelu</p>
<p>Sat 18 i 19:</p> <p>Provjera</p> <p>Summer</p> <p>Holidays</p>	<p>- čitanje</p> <p>- pisanje</p> <p>- slušanje</p>	<p>- razgovor</p> <p>- igranje edukativnih igara</p> <p>- pisanje razglednice</p>	<p>Učenik:</p> <p>- pokazuje razumijevanje slušanjem i čitanjem kroz rješavanje zadataka.</p> <p>- piše kratak vođeni tekst.</p>	<p>Učiti kako učiti:</p> <p>B.2.4. Na poticaj učitelja, ali i samostalno, učenik samovrednuje proces učenja i svoje rezultate te procjenjuje ostvareni</p>	<p>Vrednovanje naučenog:</p> <p>Pisanje vođenog sastavka</p> <p>Razgovor na zadanu poznatu temu</p>	

			<p>jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja.</p>	<p>napredak.</p> <p>C.2.1. Učenik može objasniti vrijednost učenja za svoj život.</p> <p>Osobni i socijalni razvoj:</p> <p>A.2.4. Razvija radne navike.</p> <p>B.2.2. Razvija komunikacijske kompetencije.</p>	Slušanje / Čitanje s razumijevanjem
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<div>Razrada teme</div> <div>Tema 7: <i>Blagdani</i></div> <div>Predloženi broj sati: 6</div> <div>Vokabular: holidays (Halloween, Christmas, Valentine's Day, Easter)</div> <div>Struktura: Present Simple, Present Continuous</div> <div>Predloženi mjesec obrade: listopad/prosinac/veljača/travanj</div> <div>Ishod teme: Učenik piše kratku čestitku na temu blagdana. Učenik pjeva prigodne pjesme.</div>						
Nastavna jedinica:	Djelatnosti	Prijedlog aktivnosti i jezični sadržaji	Ishodi	Razrada ishoda	Međupredmetne teme	Vrednovanje
Sat 1: <i>Halloween</i>	<div>- čitanje</div> <div>- pisanje</div> <div>- slušanje</div> <div>- govorenje</div>	<div>- odgovaranje na pitanja</div> <div>- dopunjavanje</div> <div>- pridruživanje</div> <div>- razgovor</div> <div>- igranje edukativnih igara</div> <div>- crtanje</div> <div>- TPR</div> <div>- DIY</div> <div>Vokabular: Halloween</div>	<div>A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju.</div> <div>A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike.</div> <div>A.5.6. Zapisuje jednostavne učestale izgovorene riječi.</div> <div>B.5.1. Primjenjuje osnovna znanja o zemljama ciljnoga jezika unutar vlastite kulture.</div> <div>B.5.3. Prepoznaje i opisuje osnovne strategije za izbjegavanje i/ili prevladavanje kulturno uvjetovanih nesporazuma i raspravlja o utjecaju prihvaćanja i/ili isključivanja drugih i drugačijih u poznatim situacijama.</div> <div>B.5.4. Izabire prijateljstvo, suradnju, altruizam, solidarnost i prihvaćanje različitosti i</div>	<div>Učenik:</div> <div>- imenuje vokabular vezan uz Halloween</div> <div>- kreativno se izražava koristeći prikladan digitalni alat za kreiranje interaktivnih zadataka.</div> <div>- kreativno se izražava kroz DIY aktivnosti</div> <div>- pjeva prigodne pjesme</div>	<div>Učiti kako učiti:</div> <div>A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja.</div> <div>B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje.</div> <div>Osobni i socijalni razvoj:</div> <div>A.2.1. Razvija sliku o sebi.</div> <div>A.2.2. Upravlja emocijama i ponašanjem.</div> <div>A.2.4. Razvija radne navike.</div> <div>B.2.4. Suradnički uči i radi u timu.</div> <div>B.2.2. Razvija komunikacijske</div>	<div>Vrednovanje za učenje:</div> <div>Postavljanje</div> <div>Anekdotske</div> <div>zabilješke i opažanja</div> <div>Vrednovanje kao učenje:</div> <div>Vršnjačko vrednovanje</div> <div>Samovrednovanje</div>

			posebnosti u različitim kontekstima međukulturnih iskustava. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.		kompetencije. C.2.2. Prihvaća i obrazlaže važnost društvenih normi i pravila. Građanski odgoj: C.2.2. Promiče solidarnost u školi. C.2.3. Promiče kvalitetu života u školi i demokratizaciju škole. Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.	
Sat 2, 3 i 4: Christmas	- čitanje - pisanje - slušanje - govorenje	- odgovaranje na pitanja - dopunjavanje - pridruživanje - razgovor - igranje edukativnih igara - crtanje - TPR - DIY - gledanje prigodnog filma	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. A.5.6. Zapisuje jednostavne učestale izgovorene riječi. B.5.1. Primjenjuje osnovna znanja o zemljama ciljnoga jezika unutar vlastite kulture. B.5.3. Prepoznaje i opisuje osnovne strategije za izbjegavanje i/ili prevladavanje kulturno uvjetovanih	Učenik: - imenuje vokabular vezan uz Božić i Novu godinu - kreativno se izražava koristeći prikladan digitalni alat za kreiranje interaktivnih zadatka. - kreativno se izražava kroz DIY aktivnosti - pjeva prigodne	Učiti kako učiti: A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje. Osobni i socijalni razvoj: A.2.1. Razvija sliku o sebi.	Vrednovanje za učenje: Postavljanje pitanja Anegdote i zabilješke i opažanja Vrednovanje kao učenje: Vršnjačko vrednovanje Samovrednovanje

		Vokabular: Christmas	nesporazuma i raspravlja o utjecaju prihvatanja i/ili isključivanja drugih i drugačijih u poznatim situacijama. B.5.4. Izabire prijateljstvo, suradnju, altruizam, solidarnost i prihvatanje različitosti i posebnosti u različitim kontekstima međukulturnih iskustava. C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika. C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.	pjesme - piše prigodnu čestitku - piše svoju listu želja	A.2.2. Upravlja emocijama i ponašanjem. A.2.4. Razvija radne navike. B.2.4. Suradnički uči i radi u timu. B.2.2. Razvija komunikacijske kompetencije. C.2.2. Prihvaća i obrazlaže važnost društvenih normi i pravila. Građanski odgoj: C.2.2. Promiče solidarnost u školi. C.2.3. Promiče kvalitetu života u školi i demokratizaciju škole. Uporaba IKT-a: A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.	
Sat 5: <i>Valentine's Day</i>	- čitanje - pisanje - slušanje - govorenje	- odgovaranje na pitanja - dopunjavanje - pridruživanje - razgovor - igranje edukativnih igara	A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju. A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike. A.5.6. Zapisuje jednostavne učestale izgovorene riječi. B.5.1. Primjenjuje osnovna	Učenik: - imenuje vokabular vezan uz Valentinovo - kreativno se izražava koristeći prikladan digitalni	Učiti kako učiti: A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja. B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup	Vrednovanje za učenje: Postavljanje pitanja Anegdote zabilješke i opažanja Vrednovanje kao

		<p>- crtanje</p> <p>- TPR</p> <p>- DIY</p> <p>- pisanje pisma/pjesme</p> <p>Vokabular: Valentine's Day</p>	<p>znanja o zemljama ciljnoga jezika unutar vlastite kulture.</p> <p>B.5.3. Prepoznaje i opisuje osnovne strategije za izbjegavanje i/ili prevladavanje kulturno uvjetovanih nesporazuma i raspravlja o utjecaju prihvatanja i/ili isključivanja drugih i drugačijih u poznatim situacijama.</p> <p>B.5.4. Izabire prijateljstvo, suradnju, altruizam, solidarnost i prihvatanje različitosti i posebnosti u različitim kontekstima međukulturnih iskustava.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p>	<p>alat za kreiranje interaktivnih zadataka.</p> <p>- kreativno se izražava kroz DIY aktivnosti</p> <p>- piše kratko pismo ili pjesmu prigodne tematike</p>	<p>učenju te planira učenje.</p> <p>Osobni i socijalni razvoj:</p> <p>A.2.1. Razvija sliku o sebi.</p> <p>A.2.2. Upravlja emocijama i ponašanjem.</p> <p>A.2.4. Razvija radne navike.</p> <p>B.2.4. Suradnički uči i radi u timu.</p> <p>B.2.2. Razvija komunikacijske kompetencije.</p> <p>C.2.2. Prihvaća i obrazlaže važnost društvenih normi i pravila.</p> <p>Građanski odgoj:</p> <p>C.2.2. Promiče solidarnost u školi.</p> <p>C.2.3. Promiče kvalitetu života u školi i demokratizaciju škole.</p> <p>Uporaba IKT-a:</p> <p>A.2.1. Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p>	<p>učenje:</p> <p>Vršnjačko vrednovanje</p> <p>Samovrednovanje</p>
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<p>Sat 6: <i>Easter</i></p>	<ul style="list-style-type: none"> - čitanje - pisanje - slušanje - govorenje 	<ul style="list-style-type: none"> - odgovaranje na pitanja - dopunjavanje - pridruživanje - razgovor - igranje edukativnih igara - crtanje - TPR - DIY <p>Vokabular: Easter</p>	<p>A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju.</p> <p>A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike.</p> <p>A.5.6. Zapisuje jednostavne učestale izgovorene riječi.</p> <p>B.5.1. Primjenjuje osnovna znanja o zemljama ciljnoga jezika unutar vlastite kulture.</p> <p>B.5.3. Prepoznaje i opisuje osnovne strategije za izbjegavanje i/ili prevladavanje kulturno uvjetovanih nesporazuma i raspravlja o utjecaju prihvatanja i/ili isključivanja drugih i drugačijih u poznatim situacijama.</p> <p>B.5.4. Izabire prijateljstvo, suradnju, altruizam, solidarnost i prihvatanje različitosti i posebnosti u različitim kontekstima međukulturnih iskustava.</p> <p>C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p>	<p>Učenik:</p> <ul style="list-style-type: none"> - imenuje vokabular vezan uz Uskrs - kreativno se izražava koristeći prikladan digitalni alat za kreiranje interaktivnih zadataka. - kreativno se izražava kroz DIY aktivnosti - piše prigodnu čestitku 	<p>Učiti kako učiti:</p> <p>A.2.2. Učenik primjenjuje strategije učenja i rješava probleme u svim područjima učenja uz praćenje i podršku učitelja.</p> <p>B.2.1. Uz podršku učitelja učenik određuje ciljeve učenja, odabire pristup učenju te planira učenje.</p> <p>Osobni i socijalni razvoj:</p> <p>A.2.1. Razvija sliku o sebi.</p> <p>A.2.2. Upravlja emocijama i ponašanjem.</p> <p>A.2.4. Razvija radne navike.</p> <p>B.2.4. Suradnički uči i radi u timu.</p> <p>B.2.2. Razvija komunikacijske kompetencije.</p> <p>C.2.2. Prihvaća i obrazlaže važnost društvenih normi i pravila.</p> <p>Građanski odgoj:</p> <p>C.2.2. Promiče solidarnost u školi.</p> <p>C.2.3. Promiče kvalitetu života u školi i demokratizaciju škole.</p>	<p>Vrednovanje za učenje:</p> <p>Postavljanje pitanja</p> <p>Anegdoteke zabilješke i opažanja</p> <p>Vrednovanje kao učenje:</p> <p>Vršnjačko vrednovanje</p> <p>Samovrednovanje</p>
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