

ŠzŽ FAQs

Iskustva iz petoga
razreda
eksperimentalnog
programa

Dnevni red:

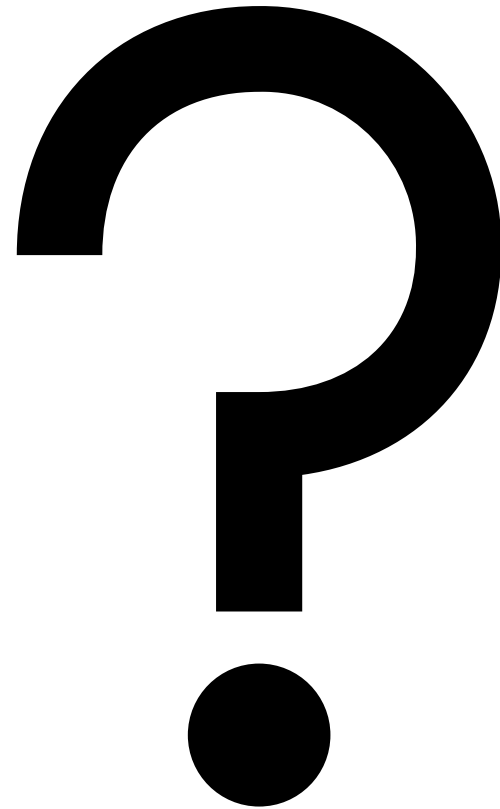
Planiranje

Tableti u nastavi

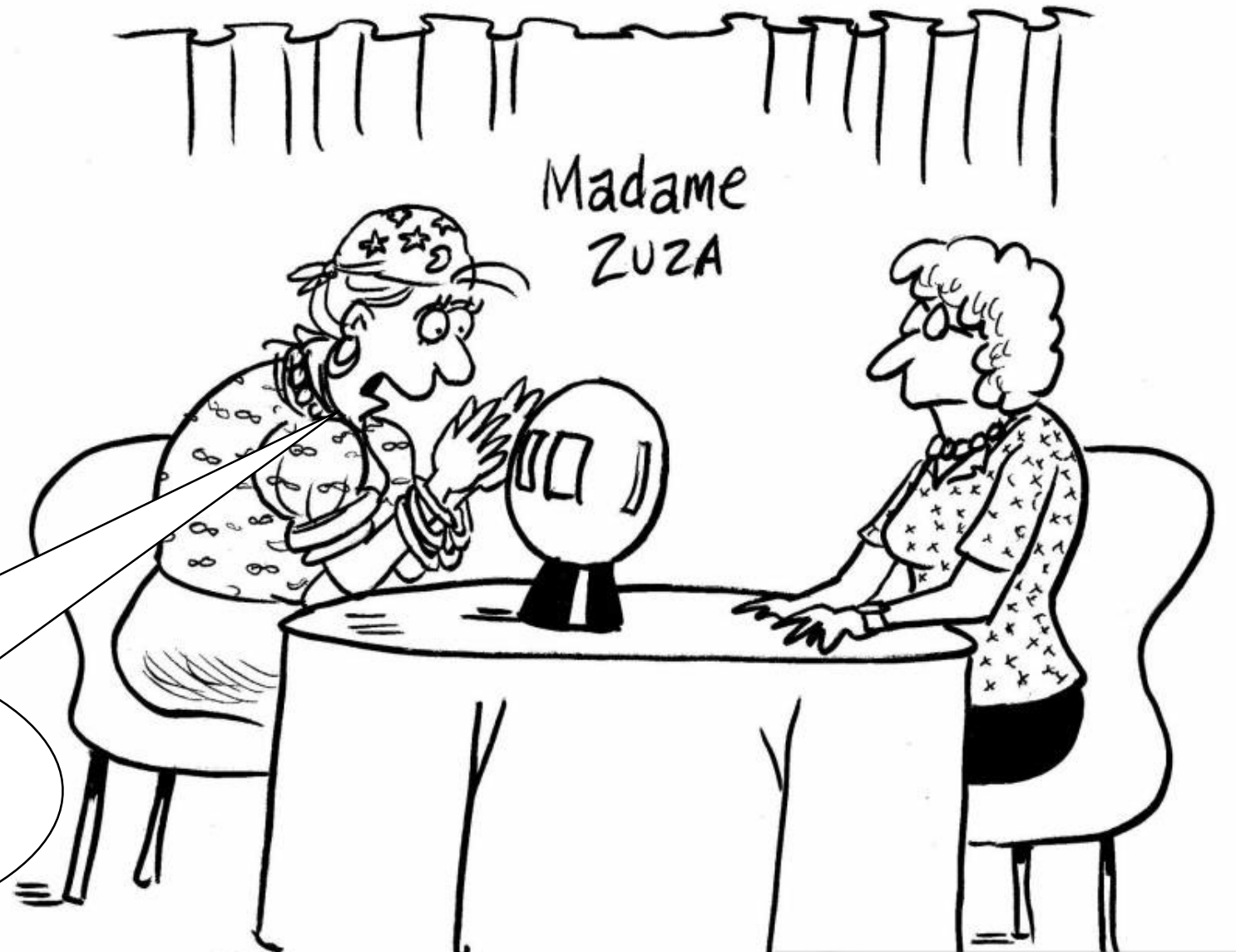
Projekti

Vrednovanje

Razno (Q&A)



Ad 1. Planiranje




















“The world around you is all abuzz and there you are – lesson planning... for years to come.”

GIK Excelica iz MP

Kurikulumsko planiranje

Tema tumači na koji se način promjene u paradigmi poučavanja odražavaju na kurikulumsko planiranje, objašnjava sastavnice godišnjeg izvedbenog kurikuluma i tematskog planiranja te nudi digitalne alate koji učiteljima mogu pomoći u planiranju.

-  Kurikulumsko planiranje
-  Digitalni alati za planiranje
-  GIK Excel EJ 2. razred OŠ
-  GIK Excel EJ 6. razred 6. godina OŠ
-  GIK Excel EJ 6. razred 3. godina OŠ
-  EJ Eng-GIK-2-GIM 105
-  EJ Eng-GIK-2-GIM 140
-  EJ Eng-GIK -2-SŠ 70
-  EJ Eng-GIK-2-SŠ 105
-  EJ Eng-GIK-2- SŠ 140
-  GIK Excel EJ 1. razred OŠ
-  GIK Excel EJ 1. razred OŠ, primjer
-  GIK Excel EJ 5. razred 5. godina OŠ
-  GIK Excel EJ 5. razred, 5. godina, primjer
-  GIK Excel EJ 5. razred 2. godina OŠ
-  GIK Excel EJ 5. razred, 2. godina, primjer
-  GIK Excel EJ 1. razred SŠ, prvi strani jezik
-  GIK Excel EJ 1. razred SŠ, drugi strani jezik

Metodički priručnici za čitanje

- 1. razred osnovne škole
- 5. razred osnovne škole - 5. godina učenja
- 5. razred osnovne škole - 2. godina učenja
- 1. razred srednje škole - nastavak učenja
- 1. razred srednje škole - početak učenja

Metodički priručnici za preuzimanje

- MP 1. raz OŠ
- MP 5. raz. OŠ. 5. godina učenja
- MP 5. raz. OŠ 2. godina učenja
- MP 1. raz. SŠ nastavak učenja
- MP 1. raz. SŠ početak učenja
- Upute za preuzimanje metodičkog priručnika na računalo i njegovo otvaranje

Sneak preview

Godišnji izvedbeni kurikulum za Engleski jezik

Školska godina: 2019./2020.

Razredi: 6.a i 6.b (šesta godina učenja)

Ukupni broj sati: 105

Napomena: preporučene teme *Književnost za djecu i mlade* i *Drugi i drugačiji* ostvaruju se integrirano kroz teme predviđene u GIK-u.

TEMA	ODGOJNO-OBRAZOVNI ISHODI PREDMETNOG KURIKULUMA	OČEKIVANJA MEĐUPREDMETNIH TEMA	VREMENSKI TIJEK OSTVARIVANJA	BROJ SATI	Napomene i komentari
Engleski i ja	<p>OŠ (1) EJ A.6.1. Razumije kratak tekst poznate tematike pri slušanju i čitanju.</p> <p>OŠ (1) EJ A.6.3. Govori kratak tekst poznate tematike koristeći se jednostavnim jezičnim strukturama.</p> <p>OŠ (1) EJ A.6.4. Sudjeluje u kratkome razgovoru poznate tematike.</p> <p>OŠ (1) EJ A.6.5. Zapisuje izgovorene jednostavne kratke rečenice s poznatim riječima.</p> <p>OŠ (1) EJ B.6.3. Prepoznaje i opisuje osnovne društveno-jezične funkcije jezika.</p> <p>OŠ (1) EJ C.6.1. Povezuje i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>OŠ (1) EJ C.6.2. Povezuje i koristi se osnovnim metakognitivnim strategijama učenja jezika.</p> <p>OŠ (1) EJ C.6.3. Povezuje i koristi se osnovnim društveno-afektivnim strategijama učenja jezika.</p>	<p>Učiti kako učiti A.3.1. UPRAVLJANJE INFORMACIJAMA A.3.2. PRIMJENA STRATEGIJA UČENJA I RJEŠAVANJE PROBLEMA A.3.3. KREATIVNO MIŠLJENJE A.3.4. KRITIČKO MIŠLJENJE B.3.1. PLANIRANJE B.3.3. PRILAGODBA UČENJA B.3.4. SAMOVREDNOVANJE/SAMOPROCJENA C.3.2. SLIKA O SEBI KAO UČENIKU C.3.3. INTERES D.3.2. SURADNJA S DRUGIMA</p> <p>Osobni i socijalni razvoj Očekivanja svih ishoda domena A i B Domena C: C.3.2., C.3.3, C.3.4.</p>	rujan	6	
Moj okoliš	<p>OŠ (1) EJ A.6.1. Razumije kratak tekst poznate tematike pri slušanju i čitanju.</p> <p>OŠ (1) EJ A.6.2. Primjenjuje intonacijska obilježja na kratak govoreni tekst.</p> <p>OŠ (1) EJ A.6.3. Govori kratak tekst poznate tematike koristeći se jednostavnim jezičnim strukturama.</p> <p>OŠ (1) EJ A.6.4. Sudjeluje u kratkome razgovoru poznate tematike.</p> <p>OŠ (1) EJ A.6.5. Zapisuje izgovorene jednostavne kratke rečenice s poznatim riječima.</p>	<p>Učiti kako učiti A.3.1., A.3.2., A.3.3., A.3.4., B.3.1., B.3.3., B.3.4., C.3.2., C.3.3., D.3.2.</p> <p>Uporaba IKT-a A.3.1. Učenik samostalno odabire odgovarajuću</p>	rujan / listopad	18	

<p>Zdravlje i zdrav život</p>	<p>OŠ (1) EJ A.6.1. Razumije kratak tekst poznate tematike pri slušanju i čitanju.</p> <p>OŠ (1) EJ A.6.2. Primjenjuje intonacijska obilježja na kratak govoreni tekst.</p> <p>OŠ (1) EJ A.6.3. Govori kratak tekst poznate tematike koristeći se jednostavnim jezičnim strukturama.</p> <p>OŠ (1) EJ A.6.4. Sudjeluje u kratkome razgovoru poznate tematike.</p> <p>OŠ (1) EJ A.6.5. Zapisuje izgovorene jednostavne kratke rečenice s poznatim riječima.</p> <p>OŠ (1) EJ A.6.6. Piše kratak strukturiran tekst poznate tematike koristeći se jednostavnim jezičnim strukturama i primjenjujući osnovna pravopisna pravila.</p> <p>OŠ (1) EJ B.6.1. Istražuje dodatne informacije o zemljama ciljnoga jezika radi razumijevanja kulturno uvjetovanih sadržaja o vlastitoj kulturi i stranim kulturama.</p> <p>OŠ (1) EJ B.6.2. Opisuje različite primjere međukulturnih iskustava i objašnjava što je naučio iz međukulturnoga iskustva.</p> <p>OŠ (1) EJ B.6.3. Prepoznaje i opisuje osnovne društveno-jezične funkcije jezika.</p> <p>OŠ (1) EJ B.6.4. Izdvaja pozitivne svjetonazore od različitih oblika diskriminacije u različitim kontekstima te prepoznaje postojanje eksplicitnih stereotipa i predrasuda i potrebu da ih se razgradi.</p> <p>OŠ (1) EJ C.6.1. Povezuje i koristi se osnovnim kognitivnim strategijama učenja jezika.</p> <p>OŠ (1) EJ C.6.2. Povezuje i koristi se osnovnim <u>metakognitivnim</u> strategijama učenja jezika.</p> <p>OŠ (1) EJ C.6.3. Povezuje i koristi se osnovnim društveno-afektivnim strategijama učenja jezika.</p> <p>OŠ (1) EJ C.6.4. Povezuje osnovne tehnike kreativnoga izražavanja i koristi se njima pri stvaranju različitih kratkih tekstova poznatih sadržaja.</p> <p>OŠ (1) EJ C.6.5. Izabire i koristi se osnovnim vještinama kritičkoga mišljenja: razumije i uspoređuje informacije, analizira svoje i tuđa mišljenja, stavove i vrijednosti te rješava jednostavne problemske situacije.</p> <p>OŠ (1) EJ C.6.6. Pronalazi i organizira informacije iz različitih izvora te izvodi kratke prezentacije jednostavnih sadržaja.</p>	<p>Učiti kako učiti A.3.1., A.3.2., A.3.3., A.3.4., B.3.1., B.3.3., B.3.4., C.3.2., C.3.3., D.3.2.</p> <p>Zdravlje A.3.1.A Pravilno organizira vrijeme za rad i odmor tijekom dana. A.3.2.A Opisuje pravilnu prehranu i prepoznaje neprimjerenost redukcijske dijeta za dob i razvoj. A.3.2.D Opisuje važnost redovitoga tjelesnoga vježbanja kao važnog čimbenika tjelesnoga vježbanja kao važnog čimbenika regulacije tjelesne mase. A.3.3. Održava pojačanu pravilnu osobnu higijenu kože lica i tijela. B.3.2.B Prepoznaje stres kao važan čimbenik u narušavanju mentalnoga zdravlja. B.3.2.C Prepoznaje i objašnjava svoje osobne i socijalne potencijale.</p> <p>Uporaba IKT-a A.3.1., A.3.2., A.3.4. C.3.2., D.3.1.</p> <p>Osobni i socijalni razvoj Očekivanja svih ishoda</p>	<p>studeni / prosinac</p>	<p>18</p>	
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Choose a subject...



MPT

- Učiti kako učiti
- Osobni i socijalni razvoj
- IKT

This is an introductory lesson for each unit. It is designed for one or two in-class lessons, depending on how much time you wish to allocate to it.

These questions introduce the topic of the lesson and give students a voice in creating a plan for the unit by actively involving them in the decision-making process rather than simply informing them about what they are expected to learn.

This part aims at introducing the main topic of the unit in a fun and stimulating way. It challenges students to think critically and express their opinions in a creative way.

UNIT 4

MEDIA AND ME

- Look at the unit title. What are you going to learn about in this unit?
- Leaf through the unit. Which media are you going to talk about?
- Is there anything else you would like to learn about in this unit?

WOULD YOU RATHER...?

- 1 Discuss in groups. What would you rather do? Why?
Start like this: I'd rather... because...

Would you rather...

read **comics** or **magazines**?

join a drama club or a **book** club?

be a **radio** host or a YouTuber?

live without the **TV** or the **Internet**?

play **computer games** or play outside?

- 2 Look at the words **in colour** in Exercise 1. Sort them under two categories: **print media** and **electronic media**.

UNIT 3 AT HOME

READY, SET, GO!

NASTAVNA TEMA	Moj dom i zavičaj
NASTAVNA JEDINICA	Ready, set, go!
PREDVIĐENI BROJ SATI	1
ISHODI POUČAVANJA	A.5.1., A.5.5., B.5.1., C.5.1., C.5.2., C.5.3.
DJELATNOST(I) U FOKUSU	Slušanje, govorenje
VOKABULAR	<i>state, president, White House, Windy City; at home</i>
MEĐUPREDMETNE TEME	
Osobni i socijalni razvoj	A.2.3. , B.2.4.
Učiti kako učiti	A.2.1., B.2.1., D.2.2.
Uporaba IKT-a	A.2.1.
	Geografija označavanje geografskih pojmova (strane



TRICKS OF THE TRADE

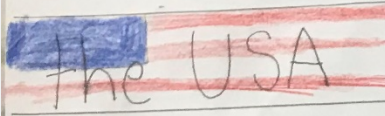
An **entry mind map** as described above can be used throughout the unit and serve as a means of formative assessment. Student can keep it on their own, as an ongoing homework assignment, or you can choose to allow them to work on it for a few minutes at the end of each lesson. Use the example entry map (Resource Bank, Resource 24, p. 284), prepare your own or allow your students to design their own.

It does not have to be in the form of a mind map. It could also be a Know-Want to Know-Learned or KWL (K- what I **k**now, W - what I **w**ant to know/learn, L - what I **l**earned) table or any other format. Have your students decide how they would like to keep track of their progress.

I WOOF
DU

Paula
Kurtović
5.6

UNIT 3

 the USA

places in town

home, place, furnitur

000

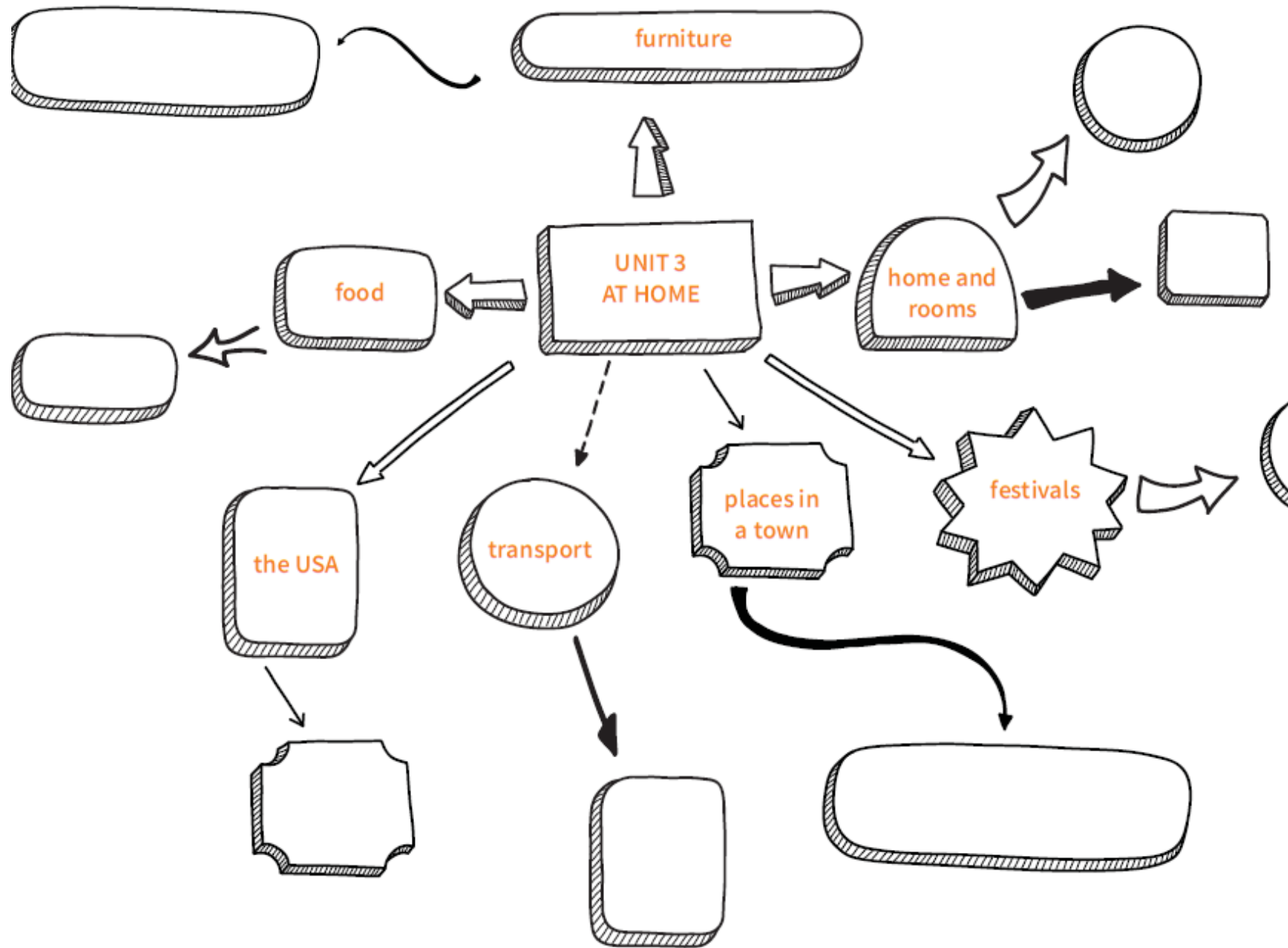
Know
New York, 50 states, Donald Trump, Apple, flag, 50 states, FBI
cinema, teacher, market, bakery, park, lake, houses, trees, museums

soup, tea, chicken wings, pizza, pommes frites, fish and chips, lemonade, coca cola, cocco, christmas, halloween, Dinwalli, thanksgiving day, easter,

Want
about famous cities in America
history of town Osijek

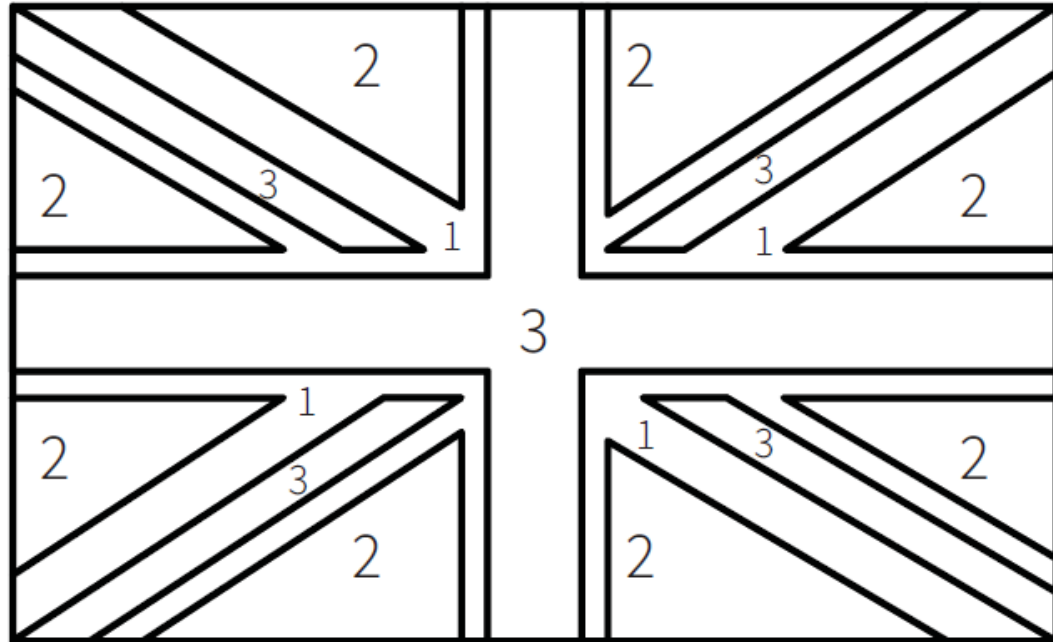
What Am... celebrate?

Learn
Chicago - the
centre, center, cher



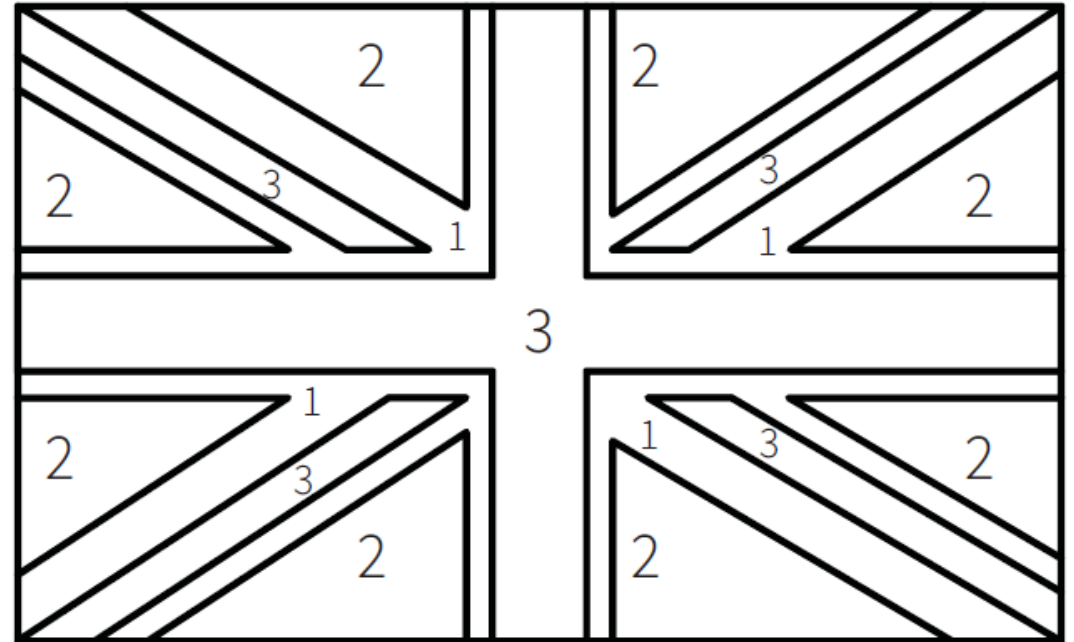
The Union Jack is the national flag of the United Kingdom. Use the legend to colour the flag.

1 white 2 blue 3 red



The Union Jack is the national flag of the United Kingdom. Use the legend to colour the flag.

1 white 2 blue 3 red

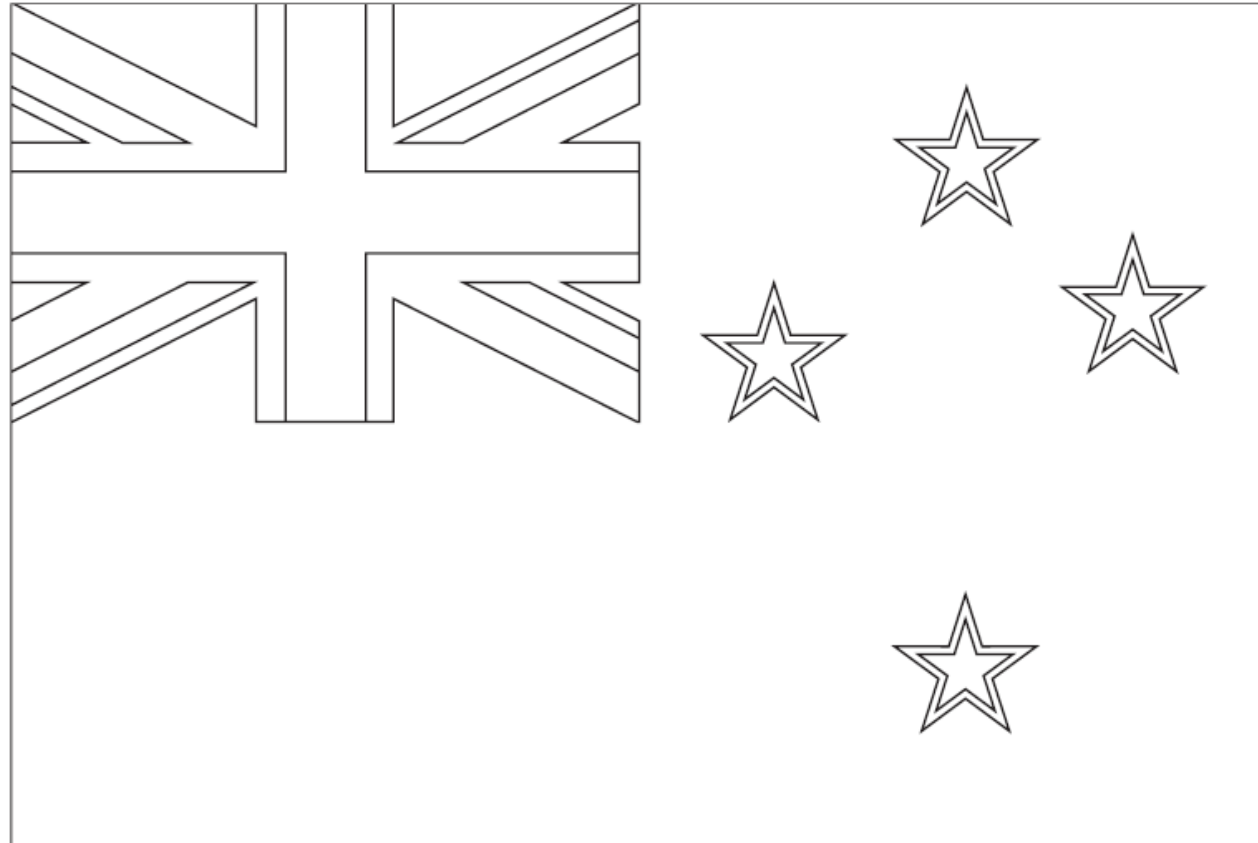




Read a short description of New Zealand's flag, and colour the flag.

The field is blue. And the four stars, representing the Southern Cross constellation, are red with white outer parts.

The Union Jack flag is in the top left corner. Do you remember its colours?



Tema: Moj okoliš



Br. sata	Nastavna jedinica	Datum	Djelatnosti u fokusu	Glavne aktivnosti i razrada ishoda	Vrednovanje	Napomene
1.	Ready, set, go! About Sophie	18.9.	slušanje	Slušanje s razumijevanjem Pitanja i odgovori Učenik prati film o Škotskoj i rješava pripadajuće zadatke. Učenik zna reći neke činjenice o Škotskoj. Učenik smješta Škotsku na kartu svijeta.	Vrednovanje za učenje (VZU): Imam pitanje Vrednovanje kao učenje (VKU): popunjavanje umne mape o Škotskoj	
2.	Kick-off! & Project 1: Welcome to our school!	23.9.	čitanje govorenje	Opisivanje fotografija Pitanja i odgovori Učenik može razgovarati o temi moj okoliš.		
3.	1A Family is everything	25.9.	čitanje	Kritičko razmišljanje Odgovaranje na pitanja Čitanje s razumijevanjem Učenik imenuje članove uže i šire obitelji. Učenik pokazuje razumijevanje čitanog teksta o nuklearnoj obitelji i rješava pripadajuće zadatke. Učenik odgovara na pitanja o svojoj obitelji.	VZU: izlazna kartica	
4.	1A be and have got	25.9.	slušanje govorenje	Slušanje s razumijevanjem Odgovaranje na pitanja Zadatci višestrukog izbora, nadopunjavanja Vođeno pisanje Učenik pokazuje razumijevanje slušnog teksta na temu opisivanja osoba. Učenik imenuje neke pridjeve za opisivanje osobnosti i fizičkog izgleda. Učenik poznaje oblike glagola <i>have got i be</i> u svim licima u izjavnom, negativnom i upitnom obliku. Učenik razlikuje uporabu glagola <i>have got i be</i> . Učenik koristi glagole <i>have got i be</i> u kontekstu.	VKU: nacrtaj kvadrat	

Tema: Moj okoliš

Ishodi teme:



<u>Br. sata</u>	<u>Nastavna jedinica</u>	<u>Datum</u>	<u>Djelatnosti u fokusu</u>	<u>Glavne aktivnosti i ishodi</u>	<u>Vrednovanje</u>	<u>Napomene</u>
1.	Ready, set, go! About Sophie	18.9.	<u>slušanje</u>	<u>Učenici</u>	<u>Vrednovanje za učenje (VZU):</u> <u>Vrednovanje kao učenje (VKU): popunjavanje umne mape o Škotskoj</u>	
2.	Kick-off! & Project 1: Welcome to our school!	23.9.	<u>čitanje</u> <u>govorenje</u>			
3.	1A Family is everything	25.9.	<u>čitanje</u>			
4.	1A be and have got	25.9.	<u>slušanje</u> <u>govorenje</u>			
5.	1B Going eco	30.9.				
6.	1C Man's best friend	2.10.	<u>govorenje</u> <u>pisanje</u>			
7.	2A Every day2 is Earth Day!	2.10.	<u>čitanje</u> <u>govorenje</u>			
8.	2A Present simple: positive and negative sentences	9.10.	<u>slušanje</u> <u>pisanje</u>			
9.	2B Green alternatives	9.10.	<u>slušanje</u> <u>pisanje</u>			
10.	2C Friends for life	14.10.	<u>čitanje</u>			
11.	3A Building bridges	16.10.	<u>čitanje</u>			
12.	3A Present simple: questions	16.10.	<u>govorenje</u>			
13.	3B All things Scottish	21.10.	<u>slušanje</u>			

Dnevna priprema

Što je to točno
aktivnost?

Lesson objective and outcomes:



Lesson stages/ Timing	Learning outcomes (individual tasks)	Procedure (short description of steps)	Methods and techniques	Social forms (Classroom organization)	Teaching aids/Materials	Note
	○	○				

Učenik razumije kratak i jednostavan tekst...

pre-reading

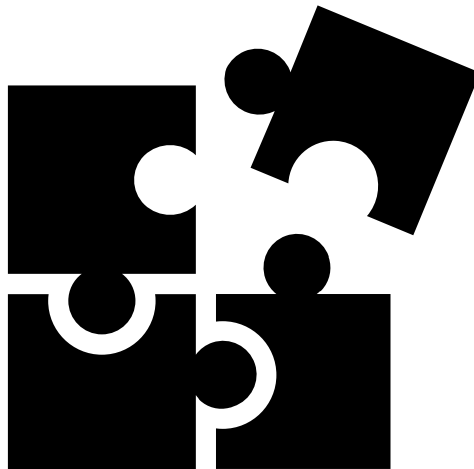
- activity 1
- activity 2

while-reading

- activity 1
- activity 2

post-reading

- activity 1
- activity 2



2A HOME SWEET HOME

I can talk about my home.

VOCABULARY Describing homes

- 1 a) Work in groups. Do you remember the story of the three little pigs? Which three **materials** did they use to build their houses? Circle.

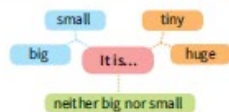
1 snow 2 animal skin 3 bricks 4 stone 5 wood 6 straw

- b) What is your house or block of flats made of?

- 2 a) **SPEAKING** Look at the pictures. What are these homes made of? Start like this: *Home number one is made of...*



- b) Which words would you use to describe each home? Which home do you like best? Why?



- 3 **READING** Match the texts to the pictures on the previous page.

Snow houses

People in cold climates use snow to make their homes. A lot of people call this type of house an "igloo". There is usually only one room for the whole family. There is a tiny entrance corridor, and there aren't any windows. It is amazing that the temperature inside is comfortable, around 15°C.

Above the ground

Some homes are not at ground level. They stand on stilts. These are long pieces of wood or metal that support the house. Stilts protect houses from floods. They also keep people safe from wild animals. In a traditional Asian stilt home the kitchen is the heart of the house.

Below the earth

Cooper Pedy is a very special town in Australia. Summers are so hot that people have built their homes underground. You may think that they are dark and stuffy, but they are not! There are all the rooms of a typical home: a kitchen, a living room, one or more bedrooms... Sleeping underground is really quiet.

Homes on the go

Nomads in Asia often live in huge, round tents called yurts. They are made from wood and animal skin. Yurts are easy to build, break down and carry from one place to another. They can be small and light or huge and heavy. There aren't any rooms inside a yurt. There are beautiful decorations on the walls.

- 4 a) Read the texts again. Are these statements true (T) or false (F)? If they are false, say the true sentence.

- There is a kitchen and a bedroom in each igloo.
- It is freezing cold inside an igloo.
- Underground homes are airy.
- Stilt homes keep people safe from animals and floods.
- The kitchen is the most important room in a traditional Asian stilt home.
- Yurts are never moved.

my... GRAMMAR! There is / There are

Look, think and discuss. Complete the rules with **there is** or **there are**.

- 1 **There is** a tiny corridor in each igloo. **There are** all the rooms of a typical home.
- 2 We use _____ with singular nouns. We use _____ with plural nouns.

3 Make a negative sentence and a question for each example sentence above.

Let's practise more! + WB, p. 64

Grammar summary + p. 115

- 5 Complete the sentences with the information from the texts.

Use: **there is, there isn't, there are and there aren't**.

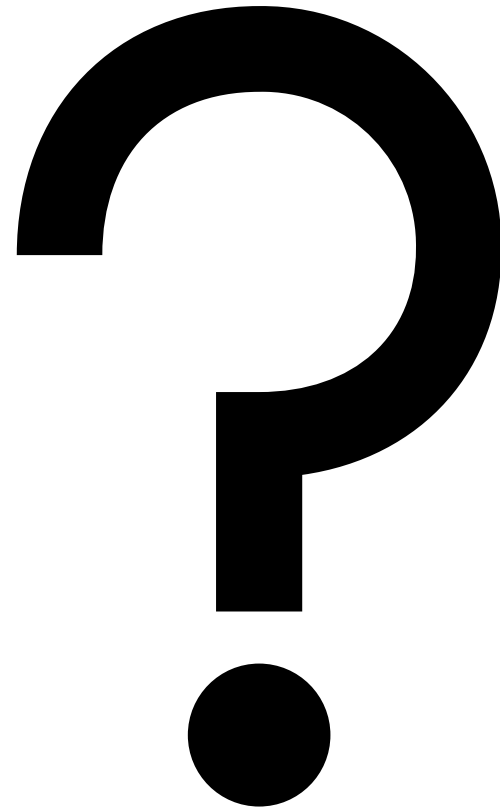
- In igloos, _____ any windows.
- _____ much noise in the underground homes of Cooper Pedy.
- _____ a big kitchen in the centre of a traditional Asian stilt home.
- _____ often beautiful decorations on the yurt walls.

PROJECT TIP!

There is / There are is used to describe places. You will need this structure for talking about your neighbourhood.

- 6 **SPEAKING AND WRITING** Work in pairs. First, talk about your home. Then answer the questions in writing.

- Do you live in a house or a flat? What is it like? *I live in... It is big/small... It is made of...*
- What rooms are there in your home? *There is.../There are...*
- Which room is your favourite? Why? *My favourite room is... because...*
- Why do you like your home? Is there anything you would like to change? Why? *I like my home... because... I would like to change... because...*





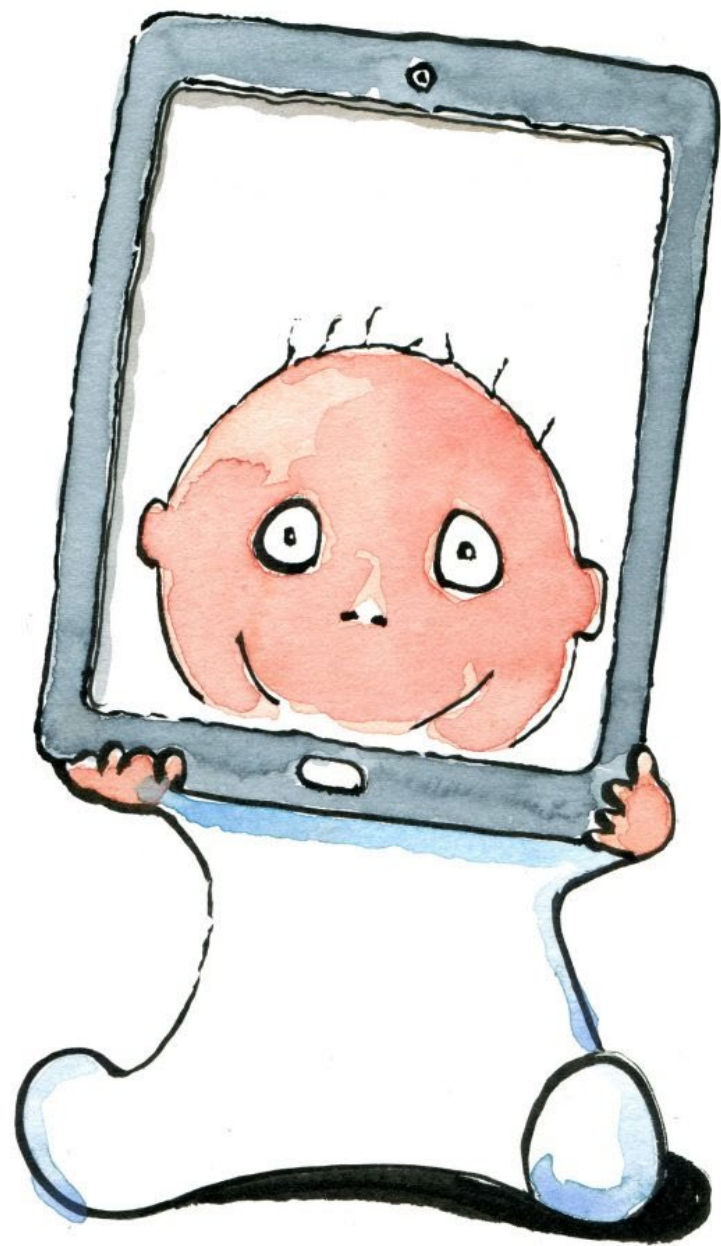
Ad. 2 Tableti u nastavi





#LowBattery





The myth of the digital native?

Sign Up

Sign In

- Same Verbs
- Similar Prepositions
- Same Syllables
- Same Style

Confuses Users

× Bad

Sign Up

Log In

- Different Verbs
- Similar Prepositions
- Same Syllables
- Same Style

More Distinct

– Okay

Register

Sign In

- Different Verbs
- Different Phrases
- Different Syllables
- Different Style

Very Distinct

✓ Good

4 Work in pairs. First write questions. Then look at the pictures of Galway and answer them.

Are the people sitting in a cafe? Yes, they are.

- 1 the man and woman / window-shop
- 2 the boy / swim
- 3 the people / stroll through town
- 4 what / the man / play
- 5 what / the fishermen / eat
- 6 where / the people / ride their bikes

PROJECT TIP!
Your place has its beauties, and why not show it to the world? Include your leaflet from Exercise 5 into your bulletin.

5 LISTENING a) Listen. Which destination does Ian's class choose?
b) Which destination would your class choose? Have a vote on it.

6 WRITING AND SPEAKING Design a leaflet about your hometown.

Step 1 Brainstorm what you can see and do in your hometown or around it.


Step 2 Choose one attraction per group. Find 3 to 4 pictures of it and add its name.

Step 3 Add the opening hours, ticket price (if any) and contact information.

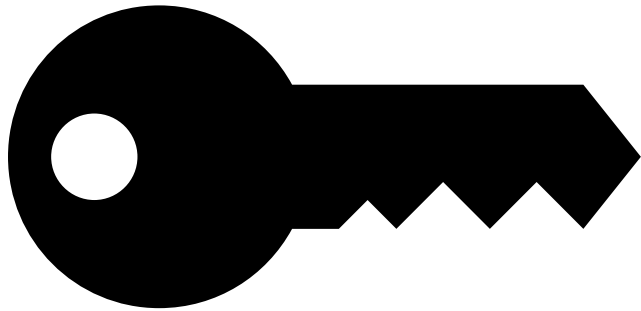
Step 4 Collect all the attractions and create a leaflet. Ask and answer questions about it.

Curious me!
Ireland is full of interesting places, such as **Blarney Castle** and **Wicklow Mountains**. Find photos of these two places. Which one would you like to visit? Why?

Curious me!



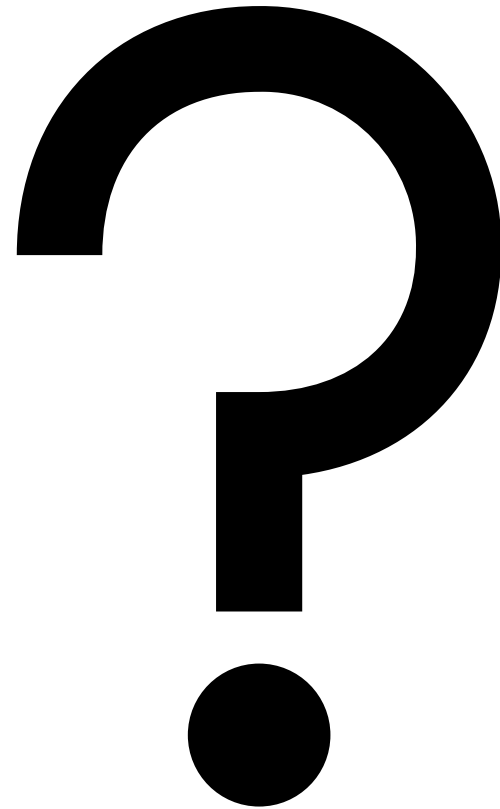
Ireland is full of interesting places, such as **Blarney Castle** and **Wicklow Mountains**. Find photos of these two places. Which one would you like to visit? Why?





Jedna aplikacija / mjesec





Ad. 3 Projekti

THEY GROW MORE EMPATHETIC

THEY BECOME HACKERS AND REBELS

THEY BECOME SYSTEMS THINKERS

THEY BECOME EXPLORERS

THEY LEARN PROJECT MANAGEMENT

THEY BECOME WILDLY AND UNABASHDELY DIFFERENT

THEY ARE MORE ENGAGED IN THE LEARNING

THEY BECOME PROBLEM-SOLVERS

WHEN STUDENTS ENGAGE IN P.B.L.

THEY ENGAGE IN ITERATIVE THINKING

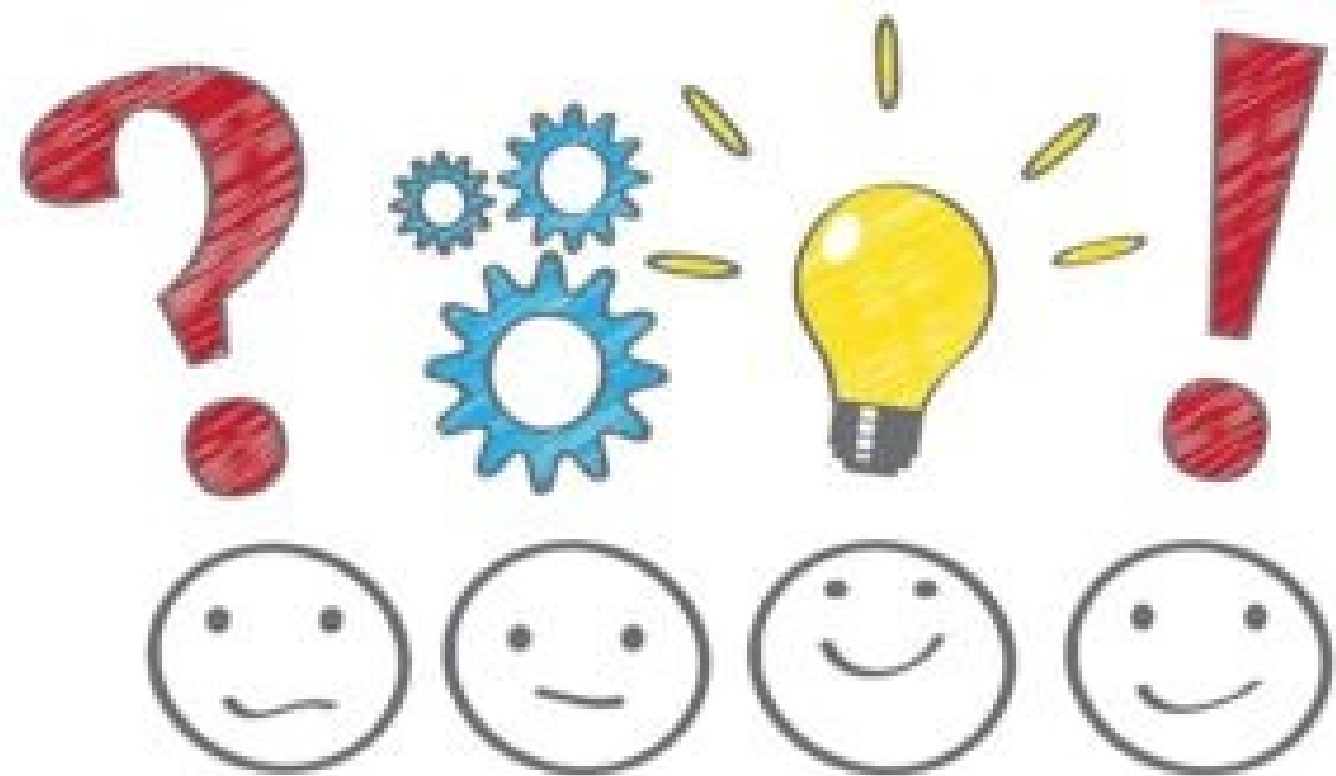
THEY ARE READY FOR THE CREATIVE ECONOMY

THEY THINK DIVERGENTLY
(THINKING OUTSIDE THE BOX BY THINKING DIFFERENTLY ABOUT THE BOX)

THEY MAKE DEEP CONNECTIONS BETWEEN IDEAS

THEY LEARN TO TAKE CREATIVE RISKS

JOHN SPENCER



FAQs

- Kako se PBL uključi u planiranje?
- Koliko PBLova godišnje?
- Tko određuje skupine?
- Kako se vrednuje?
- Kako učenici pronalaze potrebne informacije?
- Kolika je uključenost učitelja u realizaciju projekta?

Planiranje

- unutar teme
- dva sata za prezentaciju
(najljepša dva sata uvijek!)

Tema oko projekta

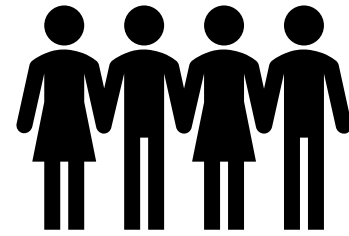
<p>Putovanja (Projektna nastava)</p>	<p>5A Money (2) 5B An unusual place to stay (2) 5C Buying a ticket (2) 5D The sale of the century (2) U5 Culture (2) U4 Culture Australia (2) Bill Bryson (2) Planning a trip (4) Rabbit-Proof Fence (4) Progress test (2) Writing assignement (1)</p>	<p>Ostvaruju se svi ishodi iz domene A. Ostvaruju se svi ishodi iz domene B. Ostvaruju se svi ishodi iz domene C.</p>	<p>Učiti kako učiti A.3.1., A.3.2., A.3.3., A.3.4., B.3.1., B.3.3., B.3.4., C.3.2., C.3.3., D.3.2.</p> <p>Osobni i socijalni razvoj Očekivanja svih ishoda domena A i B Domena C: C.3.2., C.3.3, C.3.4.</p> <p>Uporaba IKT-a A.3.1., A.3.2., A.3.4. C.3.2., D.3.1. , D.3.3.</p>	<p>ožujak / travanj / svibanj</p>	<p>25</p>
---	--	---	--	---	------------------

Količina



- jedan tijekom prvog polugodišta
- dva u drugom

- lakši / zahtjevniji?
- dogovor s učenicima?



Skupinski rad

Vrednovanje

formativno




sumativno

oboje

	5	4	3	2
T-shirt	Na majci je sive po uputama, čitljivo, uredno.	Uglavnom uredno je čitljivo i dozi se upute.	Nedostaju bitni dijelovi.	Na majci ništa nije čitko.
govorno izražavanje	Učenik govori točno i tečno.	Učenik se izražava uz manju pomoć i poticaj.	Učenik govori uz veće pogreške i manju pomoć i poticaj.	Učenik ni uz pomoć i poticaj ništa nemna.
pisanje	Učenik je napisao sve uglavnom točno.	Učenik radi majci greške ali zna se ispraviti.	Piše uz malo veće pravopisne greške.	Učeni piše uz veće greške ni uz pomoć učitelja.

UNIT 2 PROJECT: RULE THE SCHOOL!

Evaluation rubric

Category	3 😊	2 😐	1 ☹️
KNOW! Topic - title - visuals - other 	<ul style="list-style-type: none"> completely about the topic all questions are answered and explained 	<ul style="list-style-type: none"> mostly about the topic most of the questions are answered and explained 	<ul style="list-style-type: none"> off the topic few questions are answered and explained
 SHOW! Presentation - elements (title, visuals...) - eye contact - gestures	<ul style="list-style-type: none"> includes all or almost all elements does not read from a paper has good presentation skills 	<ul style="list-style-type: none"> includes some parts of what was required sometimes reads from a paper has some presentation skills 	<ul style="list-style-type: none"> includes few parts of what was required reads everything from a paper has poor presentation skills
TELL! Language - grammar - vocabulary - pronunciation 	<ul style="list-style-type: none"> few grammatical errors uses and pronounces almost all words correctly easily understood 	<ul style="list-style-type: none"> some grammatical errors some usage and pronunciation mistakes it is still easy to follow 	<ul style="list-style-type: none"> a lot of grammatical errors a lot of vocabulary and pronunciation problems it is difficult to understand


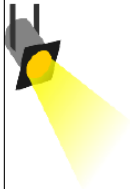

GROUP 1	group member	KNOW!	SHOW!	TELL!

GROUP 2	group member	KNOW!	SHOW!	TELL!

GROUP 3	group member	KNOW!	SHOW!	TELL!

GROUP 4	group member	KNOW!	SHOW!	TELL!

Samovrednovanje

	3 😊	2 😐	1 ☹️
KNOW! Tema 	<p>Moj je rad u potpunosti na zadanu temu. Pokrio/la sam i objasnio/la sva pitanja.</p>	<p>Moj je rad djelomično na zadanu temu. Odgovorio/la sam na i objasnio/la većinu pitanja.</p>	<p>Dosta je dijelova koji se ne odnose na zadanu temu. Odgovorio sam i objasnio/la tek poneka pitanja.</p>
 SHOW! Prezentacija - elementi (naziv, slike...) - prezentacijske vještine	<p>Moj rad sadrži sve zadane elemente. Ne čitam s papira i imam dobre prezentacijske vještine.</p>	<p>Moja rad sadrži uglavnom sve zadane elemente. Ponekad moram čitati s papira i mogao bih popraviti prezentiranje.</p>	<p>Nedostaje mi dosta zadanih elemenata. Moram puno čitati s papira i nisam zadovoljan/na prezentiranjem.</p>
TELL! Jezik - gramatika - vokabular - izgovor 	<p>Uglavnom pravilno koristim <i>there is/there are</i>. Koristim i pravilno izgovaram riječi za mjesta u gradu i pridjeve za njihovo opisivanje.</p>	<p>Ponekad pogriješim u korištenju <i>there is/there are</i>. Ne mogu se uvijek sjetiti riječi za mjesto u gradu ili pridjeva da ih opišem. Ponekad griješim u njihovu izgovoru.</p>	<p>Često griješim ili ne koristim <i>there is/are</i>. Ne poznajem puno riječi za mjesta u gradu i ne mogu se dosjetiti pridjeva. Nisam siguran/na kako se izgovaraju.</p>

Check list



KNOW

- all topics are covered
- TOPIC 1: building, classrooms, equipment, gym, playground
- TOPIC 2: terms, breaks, holidays, meals, typical school day
- TOPIC 3: school subjects, weekly timetable
- TOPIC 4: extra-curricular activities, clubs
- I can explain my opinion! Why? – Because...



SHOW



- title and subtitles (headings)
- our names
- pictures, sketches, drawings, illustrations...
- captions
- pictures are clearly visible
- text is big enough

caption (noun)

words that are printed underneath a picture, cartoon, etc. that explain or describe it



TELL

- I know my grammar: Present Simple.
- I know how to say the words properly (pronunciation).
- I know what the words mean.

KICK-OFF!

Let's go green!

1 Look at the photos and the slogans. Answer the questions.

2 What small steps do you take to help protect the environment? Think of four things that you do every day, or on a weekly basis. Talk about it in groups. Then think of your own slogan and logo.

The future is in your hands.
Whose future is it about?

Think globally, act locally.

How can the small things we do every day help the world?



LEARNING BY DOING! PROJECT 1: WELCOME TO OUR SCHOOL!

› It's time to see how you can make a difference! It doesn't take much to make a difference at your home and school, and in your local community.

› First, present your school. Design an ID card for it. Include general information about it: its name and contact information. Maybe you already have a school logo and slogan: if not, why not design them?

› Your school's ID card can be in various forms: a leaflet, a brochure, a presentation, a poster or a short video. Or do you have another idea, perhaps?

› Follow the project tips throughout the Unit to help you with the project.

› Now it's time to let others know what things you do to make sure our world is a better place. Take photos or draw pictures. Who can you show your project to?



SCHOOL
ID CARD



Sneak preview

Project 1

Welcome to our school!

ID CARD

We have included general information:

- name
- contact info (website, phone number, people to contact, email)
- logo
- slogan



ECO PROJECTS & ACTIVITIES

- We have included described what we do every year / month / regularly...
- We have included photos / drawings.
- Every team member is ready to describe one project.
-



Informacije?

- Internet?
- Učitelj?



Uključenost učitelja

- dodatni tips ovisno o razradi projekta
- check liste
- rubrike
- suradnja s drugim učiteljima, roditeljima i ostalima
- draftovi?



scenes on the covers. The words below can help you.

chocolate,
ticket,
purple coat,
a hat,
door

excited, dangerous, look
at, talk to, hide, in the
jungle, mean, jump

on the porch, on the roof,
hold a ladder, police
officers, colourful house,
in pigtails, horse, laugh

Curious me!



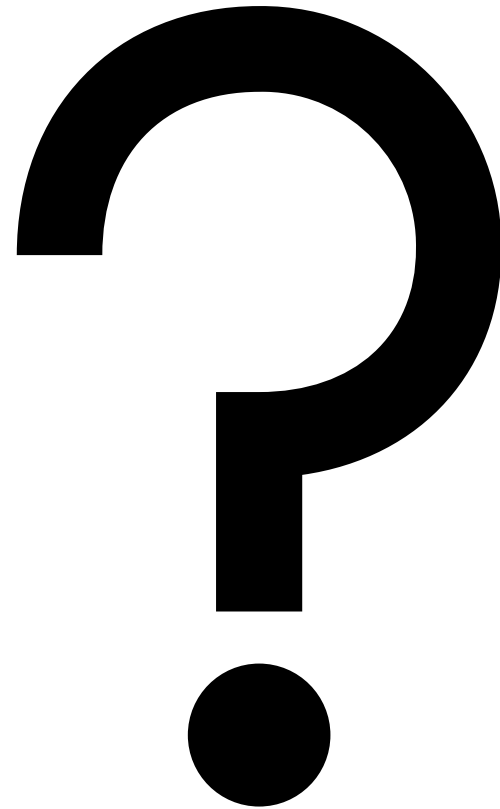
Where can you find the original name of a book if you have a translated copy? Take a book, go through the first few pages and find out.

PROJECT TIP!

Do you have what it takes to become a successful blurb writer? If yes, think of your favourite book. Draw a book cover, and write a blurb for your school bulletin.

Show your favourite book to your classmates and talk about it. These will help you.

- | | |
|---------------------|--|
| title of the book? | 5 How many pages are there in the book? |
| author of the book? | 6 How many chapters are there in the book? |
| the front cover? | 7 Who is the main character? |
| the back cover? | 8 Why do you like this book? |



Vrednovanje



Metodički priručnik

The screenshot shows a OneNote application window. The title bar indicates the document is '2019-MP-Engleski jezik-OŠ-5-r-5-god'. The left sidebar contains a table of contents with the following items:

Naslovnica	Vrednovanje i komunikacij...
Uvod	Vrednovanje za učenje
Odgovno-obrazovni is...	Vrednovanje kao učenje
Planiranje	Vrednovanje naučenoga
Projektno učenje	Međunarodni stručnjaci o ...
Međupredmetne teme	Elementi vrednovanja
Vrednovanje	Vrednovanje govorenja
Izrada testova	Vrednovanje pisanja
Književnost	Vrednovanje slušanja s raz...
Kreativnost u nastavi	Vrednovanje čitanja s razu...
Igre u nastavi	Povratna informacija
Digitalni sadržaji	Rubrike
Višejezičnost	Izlazna kartica
Bez tehnologije	Opisno praćenje
Učenici s posebnim po...	Portfolio i e-portfolio
Natjecanja	Izvori korišteni u poglavlju ...

The main content area displays the page 'Vrednovanje i komunikacijski pristup'. The page title is 'Vrednovanje i komunikacijski pristup'. The text on the page discusses the importance of communication skills in learning and the role of the teacher in facilitating this process. It mentions that communication skills are not just about language but also about understanding and interacting with others. It also notes that communication skills are essential for learning and that teachers should focus on developing these skills in their students. The text is in Croatian and includes several paragraphs of text.

Vrednovanje ishoda u 1. razredu

Tablica 1: Ishodi koji se **ocjenjuju** (crveno), koji se **ocjenjuju kroz KJK** (narančasto)

i ishodi koji se **prate i formativno vrednuju** (zeleno) u prvom razredu, prva godina učenja

Komunikacijska jezična kompetencija	A.1.1. djelatnost slušanja	A.1.2. djelatnost čitanja	A.1.3. A.1.4. A.1.5. djelatnost govorenja	A.1.6. A.1.7. djelatnost pisanja
Međukulturna komunikacijska kompetencija	B.1.1. uočavanje međukulturnih iskustava	B.1.2. vještina međukulturnog ophođenja	B.1.3. interes za učenje o drugim kulturama	B.1.4. odnos prema drugima
Samostalnost u ovladavanju jezikom	C.1.1. C.1.2. C.1.3. strategije učenja jezika	C.1.4. kreativno izražavanje	C.1.5. kritičko mišljenje	C.1.6. medijska pismenost

Vrednovanje ishoda u 5. razredu, 5. godina učenja

Tablica 2: Ishodi koji se **ocjenjuju** (crveno), koji se **ocjenjuju kroz KJK** (narančasto) i ishodi koji se **prate i formativno vrednuju** (zeleno) u petom razredu, peta godina učenja

Komunikacijska jezična kompetencija	A.5.1. djelatnost slušanja i čitanja	A.5.2. A.5.3. A.5.4. A.5.5. djelatnost govorenja				A.5.6. A.5.7. djelatnost pisanja	
Međukulturna komunikacijska kompetencija	B.5.1. znanja o vlastitoj i drugim kulturama	B.5.2. vještine međukulturnog oplođenja	B.5.3. odnos prema predrasudama i stereotipima	B.5.4. međukulturna iskustva			
Samostalnost u ovladavanju jezikom	C.5.1. C.5.2. C.5.3. strategije učenja jezika			C.5.4. kreativno izražavanje	C.5.5. kritičko mišljenje	C.5.6. medijska pismenost	

Količina
ocjena

A B C D E
A⁺ B⁺ C⁺ D⁺ E⁺
A⁻ B⁻ C⁻ D⁻ E⁻
F PASS FAIL ✓
X

Pravilnik

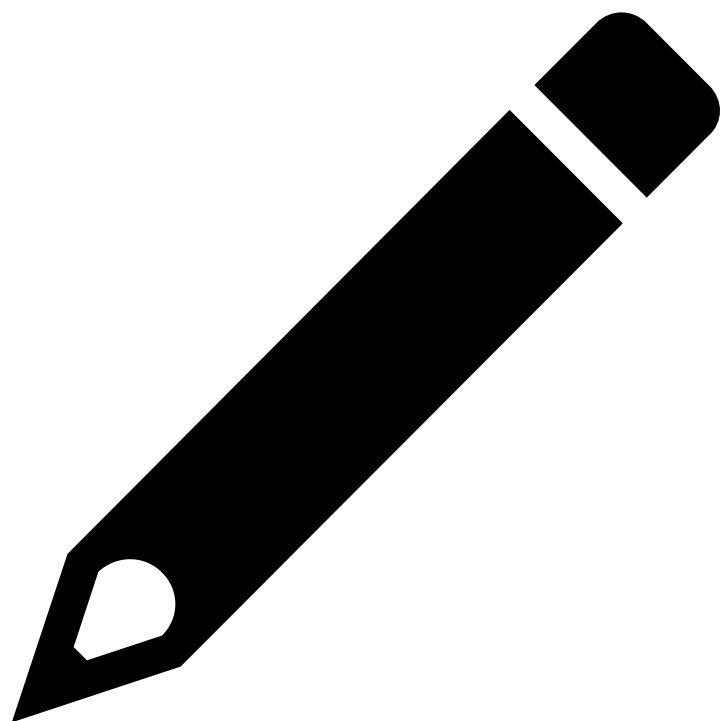
Članak 4.

Aktivnosti u procesu vrednovanja razvoja učenikovih kompetencija i ponašanja provode učitelji/nastavnici, razrednici i stručni suradnici transparentno, javno i kontinuirano, poštujući učenikovu osobnost i dajući svakome učeniku jednaku priliku.

Bilješke

- ✓ kontinuirano
- ✓ razumljivo
- ✓ pozitivno





Pisanje

NICE TO

I can

- 1 a) Read George's poster. Tick (✓) the questions that George has answered.
- 1 What's your name?
 - 2 Where are you from?
 - 3 When is your birthday?
 - 4 What are you like?
 - 5 Which continents would you like to visit?
 - 6 Who do you live with?
 - 7 What's your favourite sport?
 - 8 Where do you want to travel?
 - 9 Which city would you like to live in?
 - 10 Which street do you live in?

b) Read the poster again. Circle all the capital letters. Why are they there?

Pencil, paper, go!

Capitalisation
We use capital letters in the names of:

- 1 people: George Walker
- 2 pets: Hermes, Bella
- 3 villages and towns: York, London
- 4 countries: Croatia, England
- 5 continents: Europe, North America
- 6 days: Monday, Saturday
- 7 months: July, August

STOP!
Be careful!
Remember to use a capital letter for the personal pronoun I:
My sister and I love travelling.

2 Work in pairs. Say why we use capital letters in the names below.

- London Croatia Euro
- South America Julia Walker Ne

3 Use George's poster as a model and write four paragraphs. Answer the questions that George has answered.

SUMMER

1 Ella is one of the winners of a photography competition. The prize is a two-week photo summer camp in Croatia. She now needs to fill in a registration form. How much do you remember about Ella? Fill in the missing information.

2 Read Ella's text. Write the correct questions above each of her answers.

- 1 What are you like?
- 2 What can you teach other children at the camp?
- 3 Introduce yourself.
- 4 What do you like? What don't you like?

3 **SPEAKING** Read Ella's text again. How are you similar to Ella or different from her? Talk about it.

Example Ella's friendly, and I'm friendly too. She's hardworking, but I'm not.

Pencil, paper, go!

Linking words and and but
Think and discuss. Complete the sentences.
We use "and" and "but" to join similar information, and ...

Ella lives with her parents. Ella and I like school. She likes school but she doesn't like ...

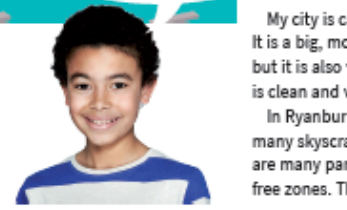
4 **WRITING** Imagine you are going to a summer camp. Write a postcard from your teacher.

WELCO

I can



My favorite computer game is Cityville. Its goal is to build a modern-day city. After six months of playing, my city is now complete.



My city is called Cityville. It is a big, modern city, but it is also very clean and very safe. In Ryanburg, there are many parks and free zones. The weather is nice.

1 a) **SPEAKING** Look at Ryan's city. Talk about it. Start like this: Ryan's city is ...

small modern safe ugly dangerous dirty noisy friendly

b) What is there in Ryan's city? Name three things.

2 Read the text and check your answers.

3 **WRITING** Design a city using the text in your workbook on page 67. Then write a postcard to your friend. Use the text to help you.

Paragraph 1 My city is called... It is... (name and description)
Paragraph 2 In my city, there is/are... (name and description)
Paragraph 3 I think my city is... The people are... (name and description)

ONE MORE LOOK!
Check and tick. ✓

- I have written three paragraphs.
- I have used punctuation correctly.

GREEN

1 You are on a school trip. How do you communicate with your friends?

a) send a selfie b) send a text

2 **4.8 LISTENING** Ian's class is on a school trip. Listen to Ian and his parents. How do they communicate?



Mary sends a ...

3 **4.8 LISTENING** Ian decides to write a postcard to his parents. Listen to Ian and his parents. How do they communicate?

a) Help Ian's parents understand the postcard. Write the missing words.

1 What's the weather like? 2 Is he ...

Dear Mum and (1) ...,
Greetings from the Cliffs of Moher. It's raining at the moment, but I'm having a (2) ... time. The view from the (3) ... is amazing. Now, we're looking at (4) cute (5) penguins. They are just as cute as in the photos! Still no sign of (6) dolphins.
See you soon,
Ian

Pencil, paper, go!

Organise your postcard into four parts:

- 1 a greeting at the beginning,
- 2 the main part (say where you are, what you are doing and if you are having fun),
- 3 a greeting at the end, and
- 4 the recipient's address.

5 Write a postcard from the place where you are or choose a place you would like to go to. Use the questions to help you.

Where are you? What's the weather like?

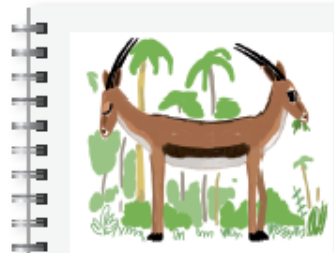
MY UNUSUAL ANIMAL

I can describe an animal.

1 Kayla is reading *The Story of Doctor Dolittle*, a book by the English author Hugh Lofting. Have you read the novel or seen one of the films? What is it about?

2 Read Kayla's description of an unusual animal from Lofting's novel. Colour the parts of the text that give information about:

- 1 the name of the animal
- 2 its description (body)
- 3 its habitat
- 4 its behaviour



This is the pushmi-pullyu. It lives in the deepest jungles of Africa, but only in Hugh Lofting's novel. It doesn't really exist. The pushmi-pullyu likes to eat grass. It also uses high grass to hide from its predators.

The pushmi-pullyu looks like a mix of a gazelle and a unicorn. It has got four long legs. It has got two heads, one at each end of its body. On each head, it has got two sharp horns. The pushmi-pullyu uses its two mouths at the same time: one for eating, one for talking. And only one half of it sleeps at a time. The other head is always awake – and watching! The pushmi-pullyu is very shy and timid, as animals often are.

I like the pushmi-pullyu because it's very unusual. I think it's beautiful, too. I love its horns, because they remind me of unicorns.

Pencil, paper, go!

Describing an animal
Look at Kayla's description. Her text has three paragraphs. What is each paragraph about? Match.

Paragraph 1 Introduction
Paragraph 2 Main part
Paragraph 3 Conclusion

- Say what you think of the animal. Explain why.
- Describe what your animal looks like and is like.
- Give basic information about your animal. Write its name and where it lives.

3 **WRITING** Think of an unusual animal. Draw and colour your animal. Then write a short description. Use the questions below to help you.

- Paragraph 1 What is its name? Where does it live?
- Paragraph 2 What does it look like? What is it like?
- Paragraph 3 What do you think about it? Why?

ONE MORE LOOK!
Check and tick. ✓

- I have written three paragraphs.
- I have answered all the questions.
- I have used capital letters and punctuation correctly.
- I have checked my spelling.

UNIT 1 Lesson 4 Nice to meet you, George

ANALITIČKA RUBRIKA: Pisanje

	5	4	3	2
Organizacija i prezentacija	Plakat je smisljeno i uredno prezentiran. Rukopis je uredan i čitljiv.	Plakat je uglavnom smisljeno i uredno prezentiran. Rukopis je uglavnom uredan i čitljiv.	Plakat je djelomično smisljeno i uredno prezentiran te ga je teže pratiti. Rukopis je povremeno neuredan i teško čitljiv.	Plakat nije smisljeno i uredno prezentiran te ga je teško pratiti. Rukopis je neuredan i teško čitljiv.
Gramatika i pravopis	Na plakatu nema značajnih gramatičkih i pravopisnih pogrešaka. Učenik točno primjenjuje pravilo pisanja velikoga početnog slova. Učenik točno upotrebljava rečenične znakove.	Na plakatu je prisutan određen broj gramatičkih i pravopisnih pogrešaka. Učenik uglavnom točno primjenjuje pravilo pisanja velikoga početnog slova. Učenik uglavnom točno upotrebljava rečenične znakove.	Na plakatu je prisutan veći broj gramatičkih i pravopisnih pogrešaka. Učenik teže primjenjuje pravilo pisanja velikoga početnog slova. Učenik povremeno izostavlja rečenične znakove.	Na plakatu je prisutan velik broj gramatičkih i pravopisnih pogrešaka. Učenik teže primjenjuje pravilo pisanja velikoga početnog slova. Učenik često izostavlja rečenične znakove.
Kreativnost	Plakat je kreativno izrađen te sadržava primjeren vizualni materijal. U izradu plakata uloženi su znatni napor i trud.	Plakat je kreativno izrađen te sadržava potrebni vizualni materijal. U izradu plakata uloženo je dosta truda.	Plakat je uglavnom kreativno izrađen te sadržava dio potrebnoga vizualnog materijala. U izradu plakata uloženi su određeni napor i trud.	Plakat nije kreativno izrađen te sadržava samo dio potrebnoga vizualnog materijala. U izradu plakata uloženo je malo truda.
Potrebni elementi (naslov, ime učenika, vizualni materijal, opis vizualnoga materijala, odgovori na sva pitanja)	Plakat uključuje sve potrebne elemente. Sva su pitanja odgovorena.	Plakat uključuje veći dio potrebnih elemenata. Sva su pitanja odgovorena.	Plakat uključuje dio potrebnih elemenata. Većina je pitanja odgovorena.	Plakat uključuje manji dio potrebnih elemenata. Samo je dio pitanja odgovoren.

Dvije ocjene po testu?

<https://skolazazivot.hr/sve-sto-ste-zeljeli-znati-o-skoli-za-zivot-23-8-2019/>

Novosti

O projektu

Korisnici

Obrazovni sadržaji

Evaluacija

Kontakti

Često postavljena
pitanja

dobar preporučuje se koristiti prilikom kriterijskog vrednovanja kao jednu od srednjih razina.

Može li se pri jednom vrednovanju dati više ocjena za različite elemente vrednovanja?

Prilikom vrednovanja kompleksnih zadatka nužno je koristiti rubrike za vrednovanje s razrađenim kriterijima vrednovanja te se tada u načelu može dati više od jedne ocjene ako se vrednuje više od jednog elementa vrednovanja.



"Well, you have a subject and a predicate,
so, content aside, nice job."

Grammar Test

Choose the best answer

1. She is a famous singer.
- a. Verb to Be
 - b. Verb to Do
 - c. Verb to Have

ung when





Djelatnosti vs komponente

Govorenje


- izgovor
- intonacija
- tečnost
- gramatika
- vokabular
- sadržaj

Pisanje

Tablica 2: Primjer analitičke rubrike za sumativno vrednovanje djelatnosti pisanja

	 Odlično!	 Vrlo dobro!	 Dobro, ali potruđi se još!	 Potrebna pomoć! više truda!
<i>There is /there are</i>	Učenik većinom točno upotrebljava strukturu <i>there is / there are</i> .	Učenik ponekad pogriješi u upotrebi strukture <i>there is / there are</i> .	Učenik često griješi u upotrebi strukture <i>there is / there are</i> .	Puno pogrešaka u upotrebi <i>there is / there are</i> .
Veliko slovo	Učenik piše velika početna slova uz skoro sve školske predmete ili uz skoro sve dane u tjednu.	Nisu svi školski predmeti i/ili dani u tjednu napisani velikim početnim slovom. Pokoja pogreška.	Učenik čini česte pogreške u pisanju velikog početnog slova uz školske predmete i/ili dane u tjednu.	Veliko početno slova pojavljuje se rijetko. Učenik piše veliko početno slovo samo uz školske predmete i/ili samo uz dane u tjednu.
Pravopis	Učenik piše točno sve riječi ili skoro sve riječi.	Učenik ponekad pogriješi u pisanju dana u tjednu i/ili školskih predmeta.	Česte pogreške u pisanju riječi, pogotovo dana u tjednu i/ili školskih predmeta.	Puno pogrešaka u pisanju dana u tjednu i/ili školskih predmeta.
Vokabular	Učenik navodi i točno upotrebljava skoro sve školske predmete i/ili skoro sve dane u tjednu.	Učenik navodi i točno upotrebljava većinu školskih predmeta i dana u tjednu.	Učenik navodi dio školskih predmeta i/ili dana u tjednu. Često nisu dobro upotrebljeni.	Puno pogrešaka u nabranjanju i povezivanju dana u tjednu i školskih predmeta.

Elementi u rubrici nemaju isti ponder...

A	B	C	D	E	F	H	I
		 Ministarstvo znanosti i obrazovanja					

Ime i prezime	Element 1 - 20%	Element 2 - 20%	Element 3 - 20%	Element 4 - 40%	
	50%	50%	50%	84.00%	63.60%
	84%	50%	50%	50.00%	56.80%
					0.00%
					0.00%
					0.00%
					0.00%
					0.00%



Ime i prezime	Element 1 - 30%	Element 2 - 30%	Element 3 - 20%	Element 4 - 20%	Ocjena
	84%	50%	50%	50%	60.20%
	50%	50%	50%	84%	56.80%



Final thoughts...

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SAT PRACTICE ANSWER SHEET

COMPLETE MARK INCOMPLETE MARKS It is recommended that you use a No. 2 pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase as completely as possible. Incomplete marks or erasures may affect your score.

TEST NUMBER SECTION 1

ENTER TEST NUMBER
For instance, for Practice Test #1, fill in the circle for 0 in the first column and for 1 in the second column.

0	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1	A	B	C	D	14	A	B	C	D	27	A	B	C	D	40	A	B	C	D
2	A	B	C	D	15	A	B	C	D	28	A	B	C	D	41	A	B	C	D
3	A	B	C	D	16	A	B	C	D	29	A	B	C	D	42	A	B	C	D
4	A	B	C	D	17	A	B	C	D	30	A	B	C	D	43	A	B	C	D
5	A	B	C	D	18	A	B	C	D	31	A	B	C	D	44	A	B	C	D
6	A	B	C	D	19	A	B	C	D	32	A	B	C	D	45	A	B	C	D
7	A	B	C	D	20	A	B	C	D	33	A	B	C	D	46	A	B	C	D
8	A	B	C	D	21	A	B	C	D	34	A	B	C	D	47	A	B	C	D
9	A	B	C	D	22	A	B	C	D	35	A	B	C	D	48	A	B	C	D
10	A	B	C	D	23	A	B	C	D	36	A	B	C	D	49	A	B	C	D
11	A	B	C	D	24	A	B	C	D	37	A	B	C	D	50	A	B	C	D
12	A	B	C	D	25	A	B	C	D	38	A	B	C	D	51	A	B	C	D
13	A	B	C	D	26	A	B	C	D	39	A	B	C	D	52	A	B	C	D

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Learn more at sat.org/scoring.

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READING



TRICKS OF THE TRADE

Before you allow your students enough time to do the reading part of the Revision, you may choose to go through the exercises with them. Have them read the tasks and:

- either explain in more detail what they should do in each,
- or have them ask you questions if they do not understand something.

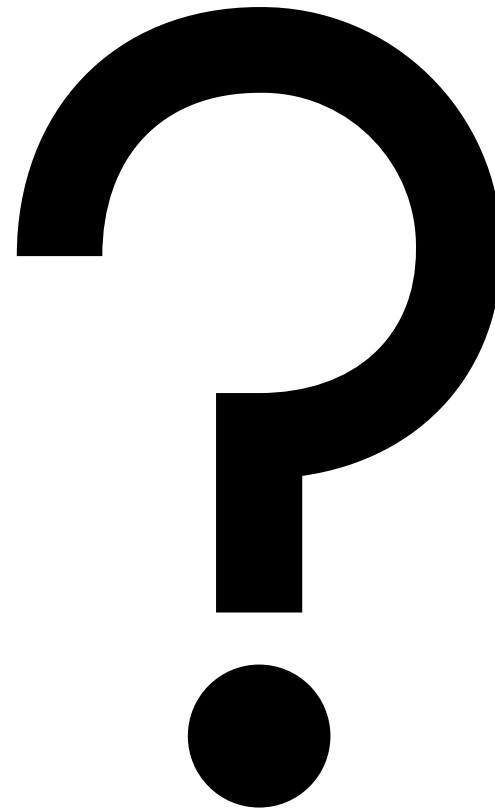
It is important that students understand what is expected from them in each exercise. Instruct them to look at the first example of each task, which has already been done for them.

Finally, if you feel confident your students will understand the exercises, you may have them read the instructions and example sentences on their own. This way you prepare them for exam situations where tasks will not be explained to them. Tell your students they are allowed to ask for more information about the task itself, but bear in mind that some students may not do this for various reasons (they might feel embarrassed to do so, for example).

Exercise 1 , p. 31

Revision: READING

Q&A



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Hvala na pažnji i suradnji!

Puno uspjeha u korištenju
našega udžbenika. 😊



PROFIL Klett

Thank
You



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