

Planiranje i vrednovanje uz



NEW BUILDING
BLOCKS 1

HELLO, WORLD!





Things teachers need to do before the school year begins:

- Set up classrooms
 - Lesson plan
- Get comfortable

What teachers end up doing:

- Ice breakers
- Professional Development
- Panicking about not having enough time to do the first list

- Paperwork



NEW BUILDING BLOCKS 1

planiranje



- **GIK - godišnji izvedbeni kurikulum**
- **tematsko planiranje – razrada tema**
- **dnevne priprave**

♥ Courtesy of Marija Jukić ♥

- **priručnik**



Učestalost ostvarivanja odgojno-obrazovnih ishoda kroz nastavnu godinu

	gotovo uvijek	često	povremeno							
Ishod / mjesec	IX	X	XI	XII	I	II	III	IV	V	VI
A.1.1.										
A.1.3.										
B.1.1.										
B.1.2.										
B.1.3.										
B.1.4.										
C.1.1.										
C.1.3.										
C.1.4.										
C.1.5.										
C.1.6.										
A.1.4.										
A.1.2.										
A.1.5.										
A.1.6.										
A.1.7.										



Tematsko planiranje kroz nastavnu godinu

IX.	X.	XI.	XII.	I.	II.	III.	IV.	V.	VI.
1.	2. 7	2.	3. 7	3.	4. 7 4.	5.	6. 7 6.	9.	

NAPOMENA: Tema pod rednim brojem 8. (Dječja književnost) izvodi se integrirano s temama 3. (DOBRO JUTRO) i 5. (BOJE).

GIK - godišnji izvedbeni kurikulum



Razrada teme: ENGLESKI JEZIK I JA

Predloženi broj sati: 11

Mjesec(i): rujan, listopad

- **Vokabular:** nazivi za riječi slične riječima na hrvatskome jeziku, predstavljanje, pozdravi, osjećaji, jednostavne zapovijedi
- **Strukture:** *Hello! Hi! Goodbye! Bye-bye! What's your name? My name is... / I'm... How are you today? I'm happy/sad/hungry/sleepy/busy/bored/hot/cold. Please. Thank you. Sorry. Let's play! Stand up! Sit down! Turn around! Touch the ground! Hop! Stop!*

tematsko planiranje – razrada teme

Nastavna jedinica	Djelatnosti	Ishodi	Razrada ishoda	Jezični sadržaj i prijedlog aktivnosti	Međupredmetne teme	Vrednovanje
1. English is fun! (1. sat)	slušanje, govorenje	OŠ (1) EJ A.1.1. OŠ (1) EJ A.1.3. OŠ (1) EJ A.1.4. OŠ (1) EJ A.1.5. OŠ (1) EJ B.1.2. OŠ (1) EJ C.1.1. OŠ (1) EJ C.1.3.	<ul style="list-style-type: none"> • Učenik imenuje engleske riječi koje su slične hrvatskim riječima. • Učenik pozdravlja s <i>Hi!</i>, <i>Hello!</i> i <i>Goodbye!</i>. • Učenik odgovara na pitanje <i>What's your name?</i> izrazima <i>My name is... / I'm...</i> 	<p><i>Hi! Hello! Goodbye teacher! What's your name? I'm... / My name is... chocolate, a sandwich, juice, a doctor, a cowboy, a clown, a balloon, a skateboard, a bus</i></p> <p>Učenici pri dolasku pozdravljaju s <i>Hi</i> ili <i>Hello</i>, a pri odlasku s <i>Bye</i> ili <i>Goodbye</i>. Učenik nakon učiteljice ponavlja rečenicu (<i>What's your name? My name is... / I'm...</i>).</p> <p>Učenik na ploči pokazuje one slikovne kartice čiji naziv učitelj/ica izgovara. Učenici odgovaraju na učiteljičino pitanje <i>What's this?</i>.</p>	MPT Osobni i socijalni razvoj A 1.1. Prepoznaje svoje mjesto i povezanost s drugima u zajednici. B 1.2. Učenik razvija komunikacijske kompetencije.	Vrednovanje za učenje
2. English Is Fun! (2. sat)	slušanje, govorenje	OŠ (1) EJ A.1.1. OŠ (1) EJ A.1.3. OŠ (1) EJ A.1.4. OŠ (1) EJ A.1.5. OŠ (1) EJ B.1.2.	<ul style="list-style-type: none"> • Učenik imenuje engleske riječi koje su slične hrvatskim riječima. 	<p><i>Hi! Hello! Goodbye teacher! What's your name? I'm... / My name is... This is... chocolate, a sandwich, juice, a doctor, a cowboy, a clown, a balloon, a skateboard, a bus</i></p>	MPT Osobni i socijalni razvoj A 1.1. Prepoznaje svoje mjesto i povezanost s drugima u	Vrednovanje za učenje

Učitelj/Učiteljica:	
Razredni odjel:	Redni broj sata: Nadnevak:
Nastavna cjelina	LET'S START!
Nastavna tema	ENGLISKI JEZIK I JA!
Nastavna jedinica	English Is Fun! (1. sat)
Djelatnosti	<ul style="list-style-type: none"> slušanje govorenje
Ishodi iz Predmetnog kurikulumu Engleskog jezika	<p>OŠ (1) EJ A.1.1., OŠ (1) EJ A.1.3., OŠ (1) EJ A.1.4., OŠ (1) EJ A.1.5.,</p> <p>OŠ (1) EJ B.1.2., OŠ (1) EJ C.1.1., OŠ (1) EJ C.1.3.</p>
Ishodi poučavanja	<ul style="list-style-type: none"> Učenik imenuje engleske riječi koje su slične hrvatskim riječima. Učenik pozdravlja s <i>Hi!</i>, <i>Hello!</i> i <i>Goodbye!</i>. Učenik odgovara na pitanje <i>What's your name?</i> izrazima <i>My name is... / I'm...</i>
Jezični sadržaji	Vokabular <ul style="list-style-type: none"> <i>Hi! Hello! Goodbye teacher! What's your name? I'm... / My name is..., chocolate, a sandwich, juice, a doctor, a cowboy, a clown, a balloon, a skateboard, a bus</i>
	Gramatika <ul style="list-style-type: none"> postaviti i odgovoriti na pitanje <i>What's your name?</i> predstaviti se (<i>My name is... / I'm...</i>)
Oblici rada	<ul style="list-style-type: none"> frontalni individualni
Nastavna sredstva i pomagala	<ul style="list-style-type: none"> <i>New Building Blocks 1</i>, udžbenik, stranica 6. i 7. <i>New Building Blocks 1</i>, radna bilježnica, stranica 6. i 7. slikovne kartice <i>chocolate, a sandwich, juice, a doctor, a cowboy, a clown, a balloon, a skateboard, a bus</i>
Digitalni nastavni sadržaji	<ul style="list-style-type: none"> Digitalni obrazovni sadržaji IZZI (film)
Međupredmetne teme	MPT Osobni i socijalni razvoj A 1.1. Prepoznaje svoje mjesto i povezanost s drugima u zajednici. B 1.2. Učenik razvija komunikacijske kompetencije.
Oblici vrednovanja	Vrednovanje kao učenje <ul style="list-style-type: none">
	Vrednovanje za učenje <ul style="list-style-type: none"> povratna informacija
	Vrednovanje naučenog <ul style="list-style-type: none">
Tijek nastavnog sata	
Uvod (5 min)	<ul style="list-style-type: none"> Pri ulasku u razred pozdraviti učenike pozdravom <i>Hello!</i>. Ponijeti i lutkicu Ronnieja te ga uključiti u rad. Demonstrirati pozdrave <i>Hi!</i>, <i>Hello!</i> i <i>Goodbye!</i>, koje zatim učenici izgovaraju samostalno glumeći dolazak i



dnevne priprave

LET'S GO TO SCHOOL!
LESSON 1 MY SCHOOLBAG

TEMA	Škola i ja
LEKCIJA	My Schoolbag
PREDVIĐEN BROJ SATI	2
ISHODI	
A.1.1. Učenik neverbalno i verbalno reagira na izgovorene riječi te vrlo kratke i jednostavne upute i pitanja.	
A.1.3. Učenik ponavlja riječi i vrlo kratke i jednostavne rečenice oponašajući engleski sustav glasova.	
A.1.4. Učenik upotrebljava učestale riječi oponašajući engleski sustav glasova.	
A.1.5. Učenik razgovara s drugom osobom te s njom razmjenjuje naučene vrlo kratke i jednostavne rečenice.	
C.1.1. Učenik uočava najosnovnije kognitivne strategije učenja jezika i koristi se njima.	
C.1.6. Učenik prepoznaje različite izvore informacija (udžbenik, radna bilježnica, različiti audiovizualni i digitalni materijali te didaktički materijali učitelja).	
MEĐUPREDMETNE TEME	
<ul style="list-style-type: none"> • Građanski odgoj – C.1.1. Učenik sudjeluje u zajedničkom radu u razredu. • Osobni i socijalni razvoj – B1.2. Učenik razvija komunikacijske kompetencije. • Učiti kako učiti – Odgovno-obrazovna očekivanja međupredmetna tema ostvaruju se u međusobnoj povezanosti s predmetnim ishodima. • Uporaba IKT-a – A1.2. Učenik se uz pomoć učitelja koristi odabranim urođajima i programima. 	
KORELACIJE	
<ul style="list-style-type: none"> • LIKOVNA UMJETNOST: crtanje, pozivanje crtača, bojenje • SCENSKA KULTURA: izvođenje igrokaza • GLAZBENA KULTURA: izvođenje pjesmice 	

PRVI SAT

UVOD

- Pozdravimo učenike s *Good morning, children. Nice to see you.* Demonstriramo pozdrav u paru s naprednijim učenicima tako da se pozdravimo i pljesnemo rukama u zraku.
- **MIX AND MINGLE.** Potaknemo učenike da se na isti način pozdrave s učenikom pokraj sebe, zatim s učenikom iza sebe itd. Npr. *Hello Ivan. Nice to see you!*
- Možemo u razrednu rutinu pozdravljanja na početku sata uključiti lutkicu Ronnieja ili neku drugu plišanu životinju. Postupno potaknemo učenike koji to žele da daju glas lutkici.
- Objasnimo učenicima da ćemo otpjevati pjesmicu *The Hello Song*. Uputimo učenike da stanu u krug i pripreme se za pjevanje pjesmice: *Let's make a circle and sing a song!* Zajedno zapjevamo pjesmicu *The Hello Song*.

- Sat nastavimo pitanjem: *How are you today?* Učenici odgovaraju upotrebljavajući naučene pridjeve.
- Uпитamo učenike, uz naglašenu mimiku, jesu li jutros bili u gužvi (*busy or relaxed*). Povedemo razgovor o jutarnjim rutinama.

OBRADA

MIRROR AND ECHO (Za objašnjenje igre pogledati popis aktivnosti na kraju priručnika.)

- Postupno, kroz igru, ponovimo naredbe *turn around / jump / touch the ground* i iskoristimo igru da uvedemo nove naredbe: *sleep / get up / stretch / brush your teeth / put on your jacket / go to school*.

NEW WORDS

LOOK, LISTEN AND REPEAT.

- Pripremo slikovne kartice: *slippers, toothbrush, sandwich, jacket* i *schoolbag*. Uzimamo jednu po jednu slikovnu karticu, izgovaramo naziv slikovne kartice, učenici ponavljaju, a zatim lijepimo kartice na ploču.
- Pokazujemo na slikovne kartice u izmiješanom redosljedu, izgovaramo naziv i pozivamo učenike da ponove za nama u skupinama (npr. *boys, girls, first row* itd.).

COME AND TOUCH (Za objašnjenje igre pogledati popis aktivnosti na kraju priručnika.)

- Učenici dolaze do ploče i dodiruju određenu slikovnu karticu. Vera, *come and touch the slippers*.

- **LET'S START!** Nove riječi možemo dodatno predstaviti uz digitalni preglednik s novim zvucima. Zajedno gledamo, postavljamo zvučni zapis, a učenici predviđaju i izgovaraju naziv slikovne kartice. Provjerimo zajedno.

ZADATAK 1. LISTEN AND POINT. (str. 16.)

- Na ploču zalijepimo slikovnu karticu na kojoj je Kim i pitamo učenike sjećaju li se kako se zove ta djevojčica. Ukratko objasnimo da Kim ima psića koji se zove Gizmo i on joj svako jutro pomaže u spremanju stvari za školu.
- Pitamo učenike imaju li oni psića ili nekog drugog kućnog ljubimca i što sve zajedno rade, slušaju li ih njihovi psići kad im daju naredbe te pitamo učenike koje im naredbe zadaju.

- **LET'S LEARN!** Podijelimo učenike u pet skupina i svakoj skupini dodijelimo jednu novu riječ. Pogledamo zajedno digitalnu slikovnicu na platformi IZZI, a skupine čuju ruke u zrak kad čuju svoju riječ.

UNIT 2 LET'S GO TO SCHOOL!

MY SCHOOLBAG

1 Listen and point. 2 Listen and repeat. 3 Act out.

NEW BUILDING BLOCKS 1

planiranje



Metodički
kutak

Kako do
planiranja?

IZZI

uredništvo





Spajamo ideje. Stvaramo znanje.



POČETNA

PORTAL

IZZI DIGITALNI SADRŽAJI

NINA I TINO

ZA UČITELJE

WEB SHOP

O NAMA

PRETRAŽI



Drugi obrazovni materijali za školsku godinu 2019-2020

[VIŠE...](#)





Spajamo ideje. Stvaramo znanje.

[Moj profil](#)
[Moja polica](#)
[Moja košarica](#)
[Odjava](#)

POČETNA

PORTAL

IZZI DIGITALNI SADRŽAJI

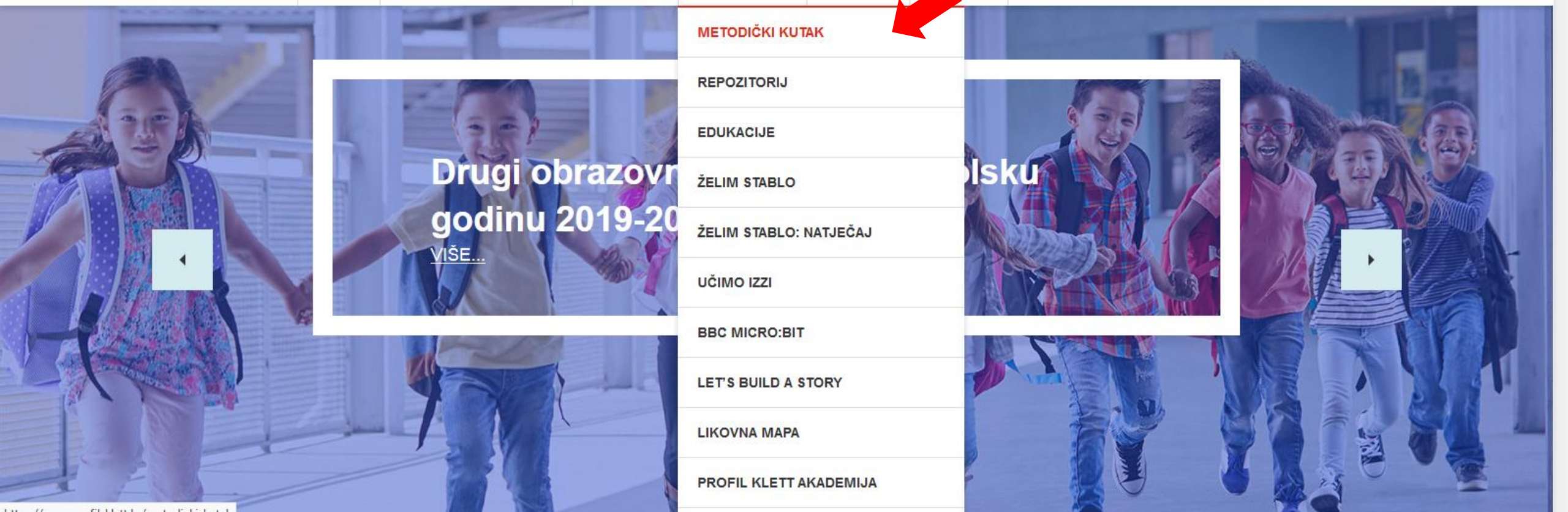
NINA I TINO

ZA UČITELJE

WEB SHOP

O NAMA

PRETRAŽI



Drugi obrazovni
godinu 2019-20
[VIŠE...](#)

Polsku

METODIČKI KUTAK

REPOZITORIJ

EDUKACIJE

ŽELIM STABLO

ŽELIM STABLO: NATJEČAJ

UČIMO IZZI

BBC MICRO:BIT

LET'S BUILD A STORY

LIKOVNA MAPA

PROFIL KLETT AKADEMIJA





Mia Šavrljuga

INBOX

PROFIL

METODIČKI KUTAK

OSNOVNA ŠKOLA

RAZREDNA NASTAVA

PREDMETNA NASTAVA

Hrvatski jezik i književnost

Engleski jezik

Metodički materijali

Prvi razred

Drugi razred

Treći razred

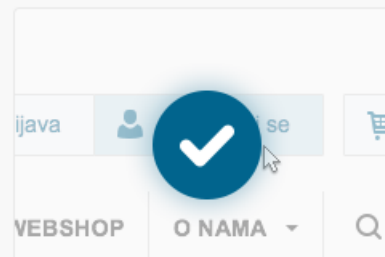
Četvrti razred

Peti razred

Metodički kutak

Upute za korištenje Metodičkog kutka

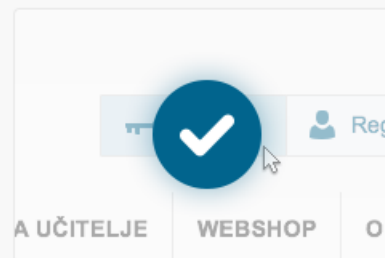
U metodičkom kutku nalaze se metodički i didaktičkih materijali koji će Vam pomoći u planiranju i izvođenju nastave. Godišnji i mjesečni planovi, pripreme nastavnih sati, rješenja radnih bilježnica, kartice, plakati i prijedlozi projekata - sve to će Vam uvijek biti nadohvat ruke za samo par jednostavnih koraka.



1. Registrirajte se!

Svi učitelji, neovisno o tome koje udžbenike koriste u nastavi, mogu postati naši korisnici i pronaći zanimljive materijale za nastavu. Ispunite svoje osnovne podatke na linku: 'Registriraj se' i postanite naši korisnici već danas!

[Registracija](#)



2. Prijavite se!

Ako ste već naš registrirani korisnik, prijavite se na stranicu sa svojim jedinstvenim korisničkim imenom i lozinkom, kako biste pristupili svim sadržajima koje smo za Vas pripremili.

[Prijava](#)



INBOX

PROFIL

METODIČKI KUTAK

OSNOVNA ŠKOLA

RAZREDNA NASTAVA

PREDMETNA NASTAVA

Hrvatski jezik i književnost

Engleski jezik

Metodički materijali

Prvi razred

Drugi razred

Treći razred

Četvrti razred

Peti razred

Šesti razred

Sedmi razred

Aktualno

NBB 1 - godišnji izvedbeni kurikulum (GIK) i tematsko planiranje za šk. god. 2019./2020.

NBB 1 - dnevne pripreme 2019./2020.

NBB1 - zvučni zapisi (tapescripts)

NBB1 - zvučni zapisi uz udžbenik

NBB1 - ANIMIRANE I KARAOKE VERZIJE PJESAMA

KARTICE

RJEŠENJA RADNE BILJEŽNICE

NBB 1 UNIT 1

NBB 1 UNIT 2

NBB 1 UNIT 3

NBB 1 UNIT 4

NBB 1 UNIT 5



Spajamo ideje. Stvaramo znanje.



POČETNA

PORTAL

IZZI DIGITALNI SADRŽAJI

NINA I TINO

ZA UČITELJE

WEB SHOP

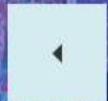
O NAMA

PRETRAŽI



Drugi obrazovni materijali za školsku godinu 2019-2020

VIŠE...





Applaus! 1 plus



New Building
Blocks 1



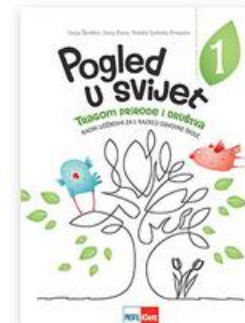
Matematika 1



Početnica



Priroda 1



Pogled u svijet 1



Moji tragovi 1



Prikaži sve

Preuzmite IZZI aplikaciju za računalo.



osnovne škole, prva godina učenja

Helena Gustović Ljubić, Martina Jeren, Nina Rezo, Kristina Čajo Anđel, Daška Domljan, Ankica Knezović, Danka Singer



tiskani udžbenik



radna bilježnica



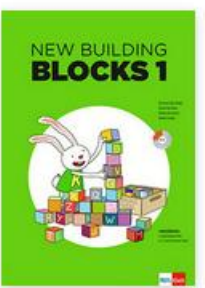
izzi digitalni obrazovni sadržaj



metodički materijali



tiskani udžbenik



radna bilježnica



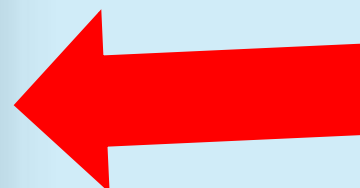
izzi digitalni obrazovni sadržaj



metodički materijali

Preuzmite materijale u zip formatu

- NBB1 - godišnji izvedbeni kurikulum
- NBB1 - tematsko planiranje
- NBB1 - dnevne priprave
- NBB1 - priručnik za učiteljice



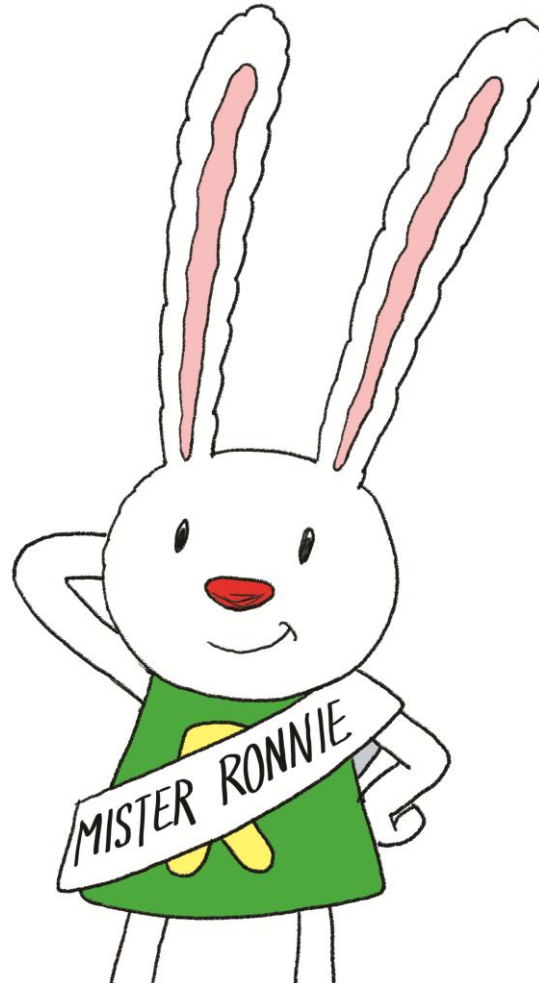
NEW BUILDING BLOCKS 1

vrednovanje



FORMATIVNO

- ♥ slušanje s razumijevanjem
- ♥ govorenje
- ♥ pisanje*
- ♥ čitanje s razumijevanjem*



SUMATIVNO

- ♥ slušanje s razumijevanjem
- ♥ govorenje



IN THE STREET

1 Listen and point.



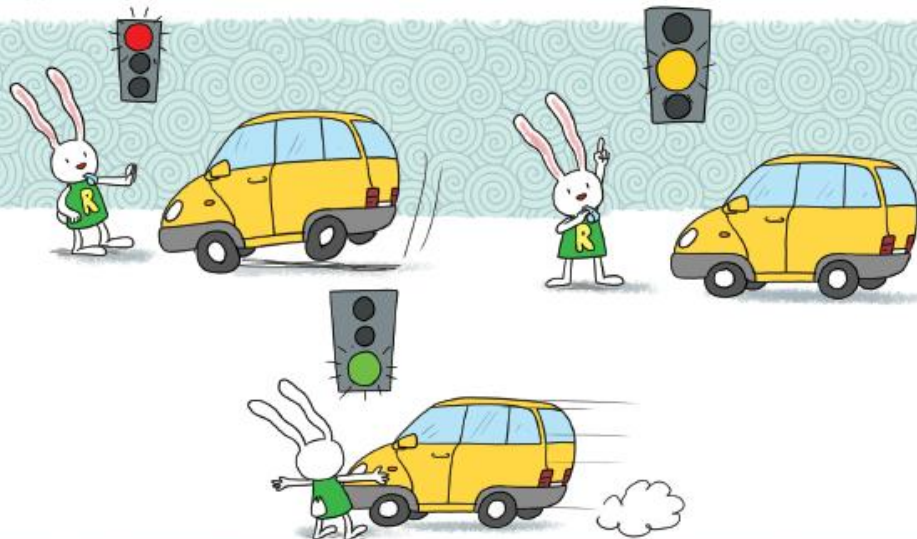
2 Listen and repeat.



3 Act out.

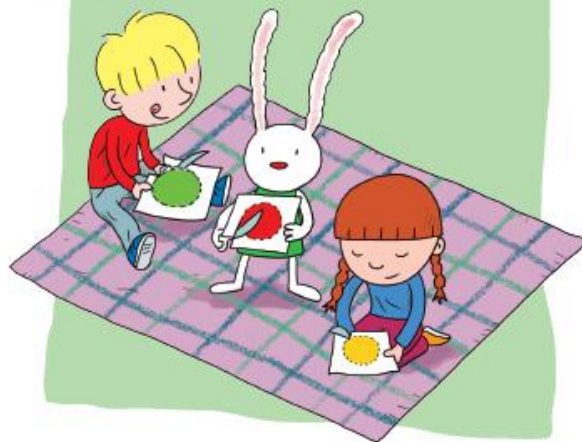


4 Red Light, Red Light Listen and sing.



R RONNIE'S WORKSHOP

1



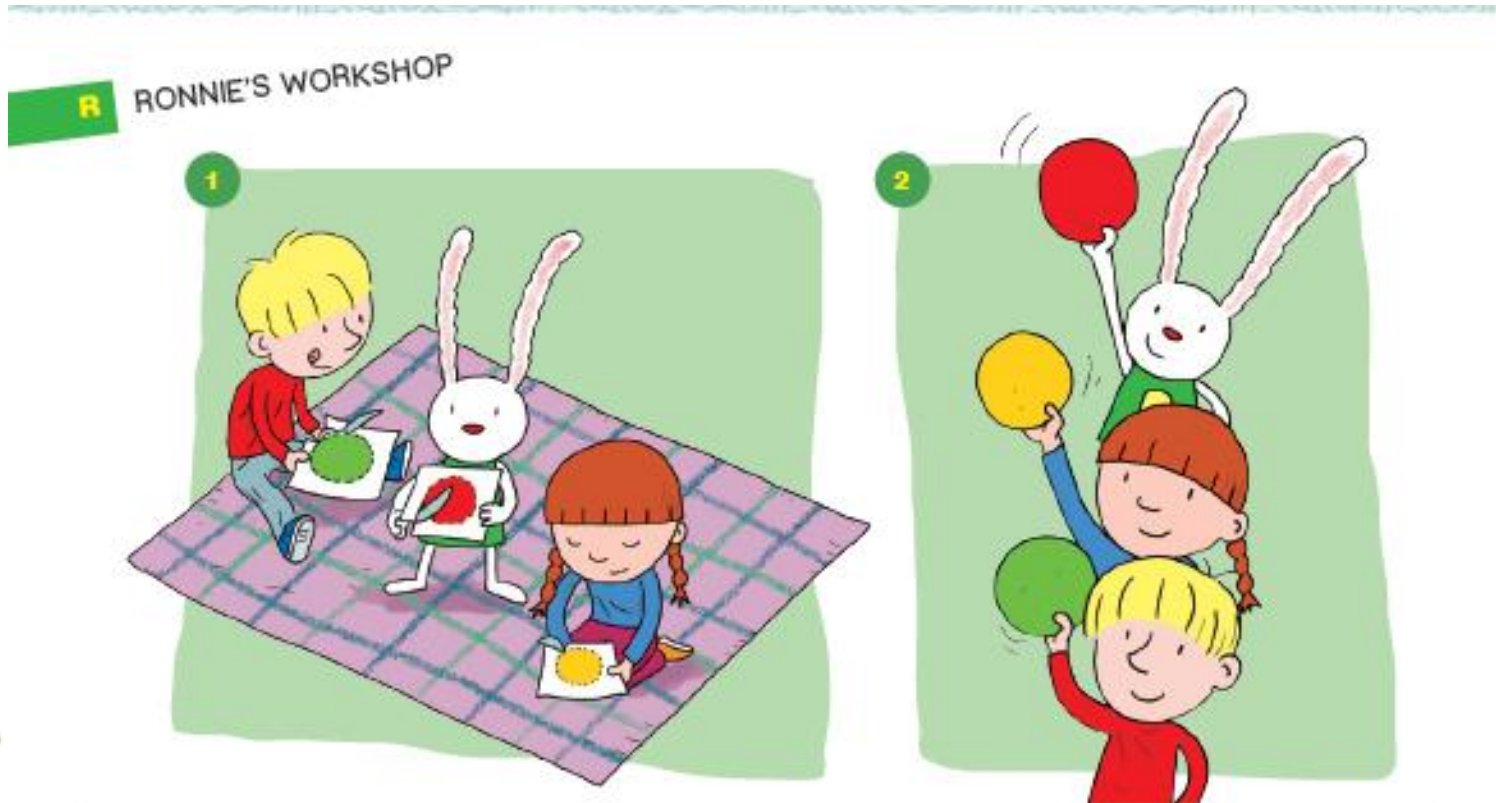
2



a bike a bus a car a lorry a street a traffic light

red yellow green Stop! Wait! Go!

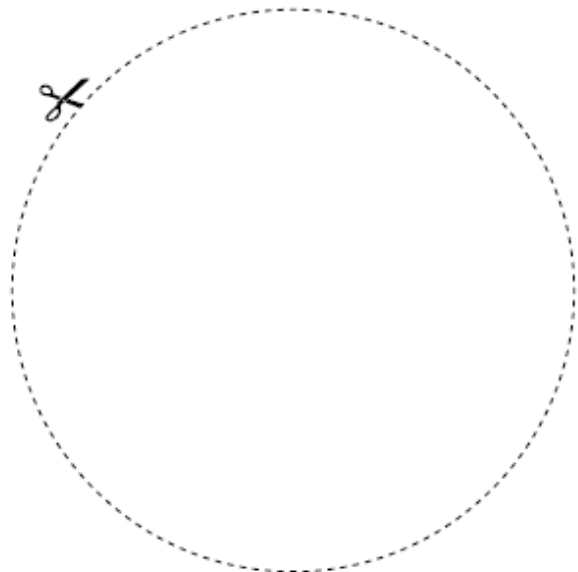
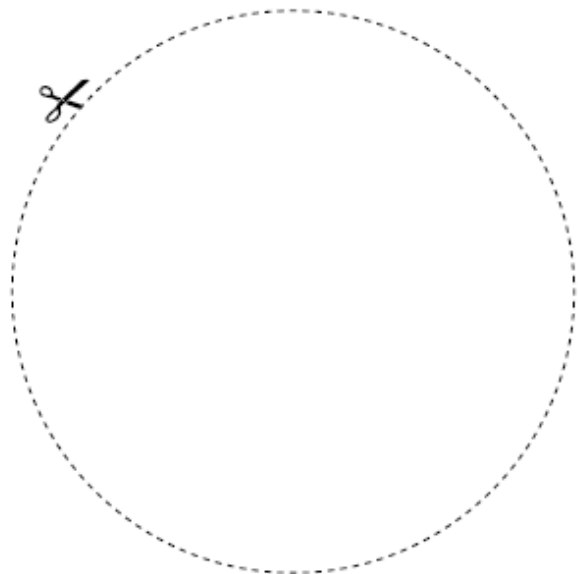
Ronnie's workshop



fokus na
formativnom
vrednovanju



RONNIE'S TRAFFIC LIGHTS



1 Cut out the traffic light circles.

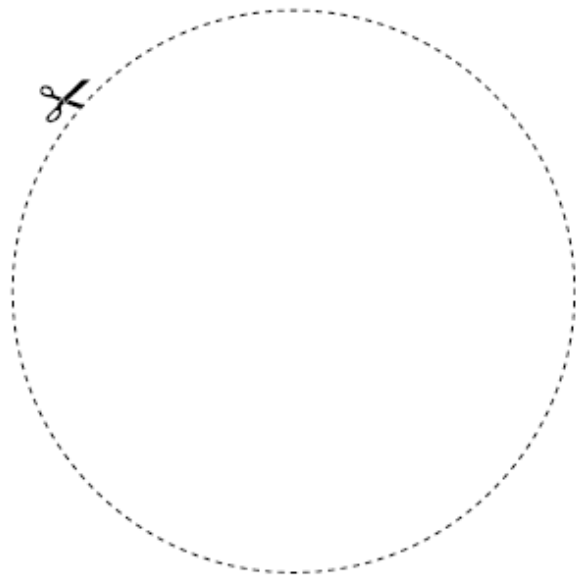


2 Colour them.



3 Play and sing.

RONNIE'S TRAFFIC LIGHTS



priručnik



Metodički kutak



IZZI



1 Cut out the traffic light circles.



2 Colour them.



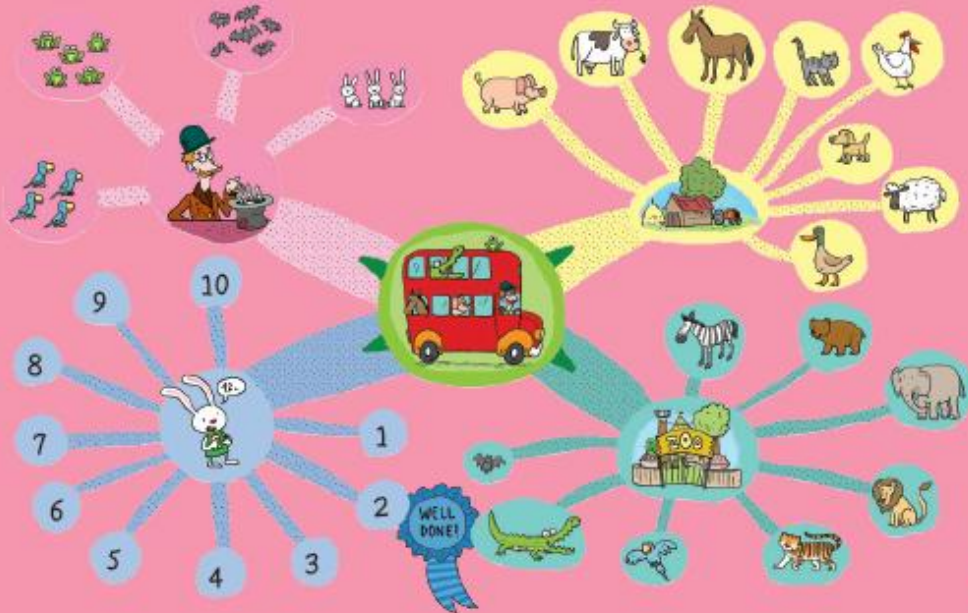
3 Play and sing.

RONNIE'S PROJECT



LESSON 5

BUILDING BLOCKS MEMO



49

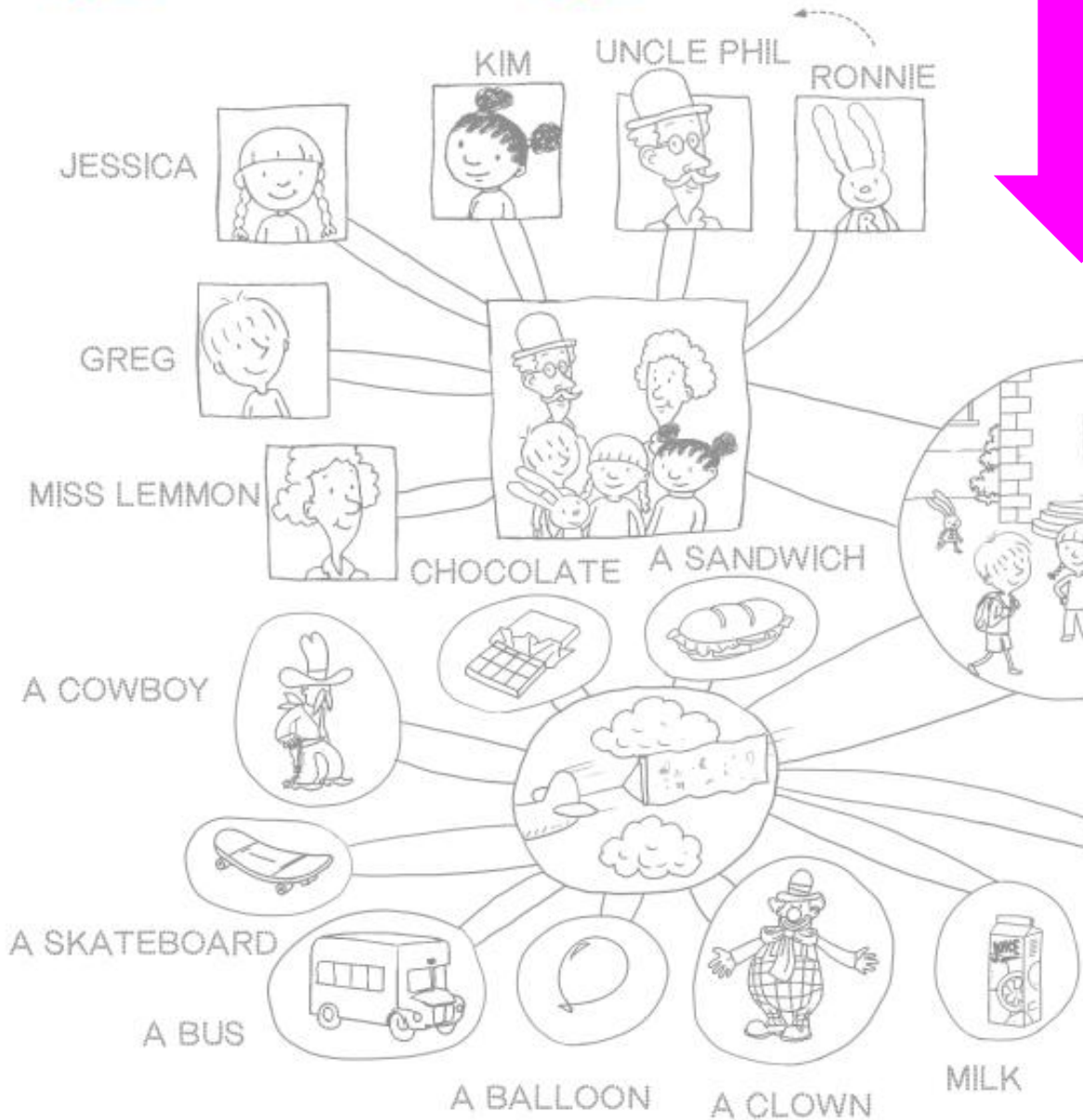


- formativno vrednovanje:
- projekti
 - umne mape

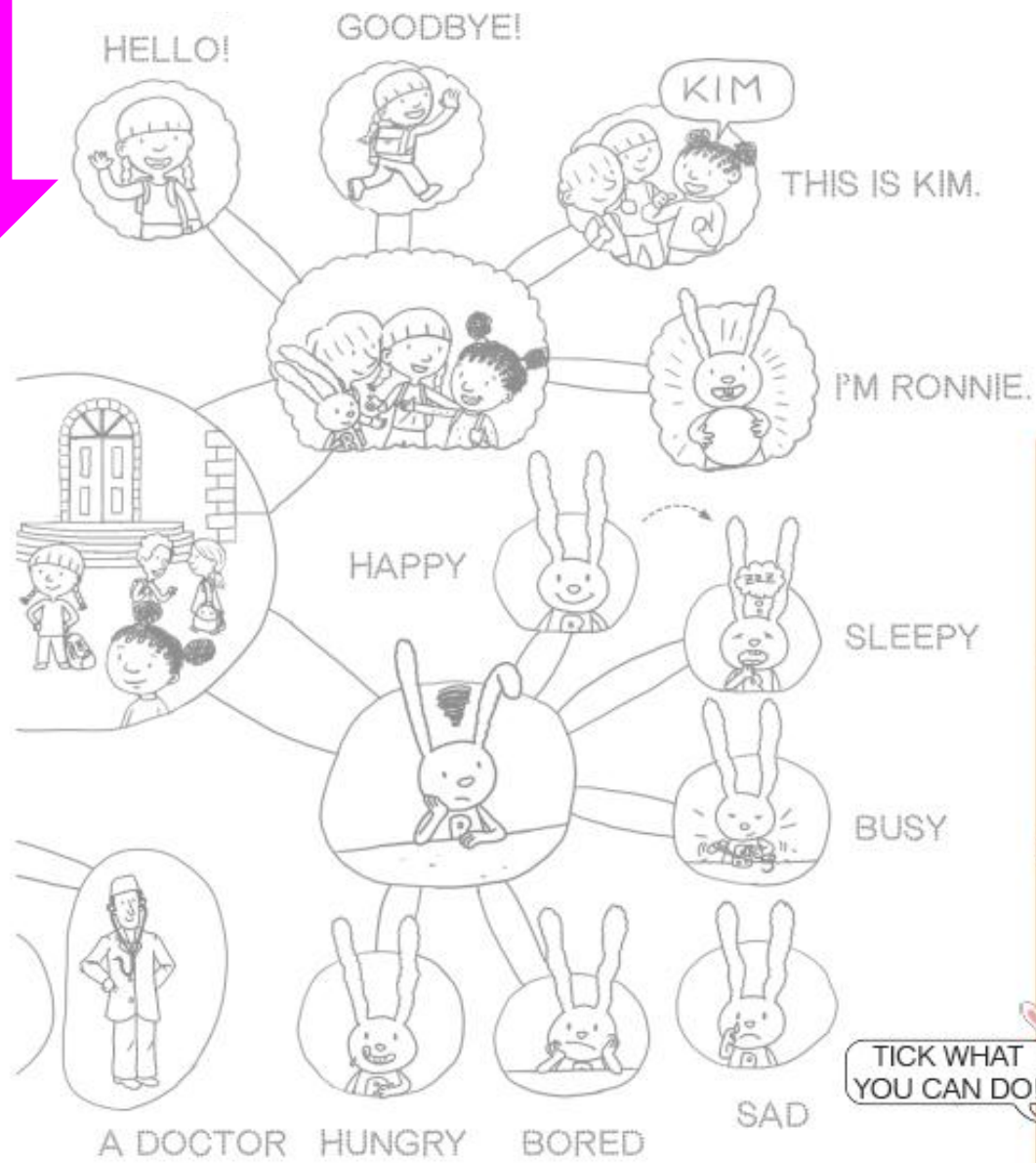


5 Trace and colour.

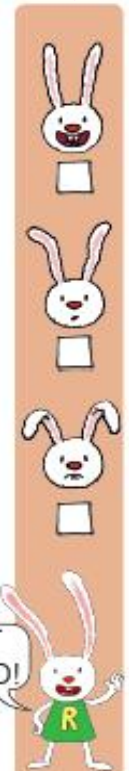
6 Say and point.



formativno vrednovanje u radnoj bilježnici



NOW I CAN!



TICK WHAT YOU CAN DO!

WHAT CAN YOU DO?

- 1 Read.
- 2 Tick.
- 3 Cut out and stick.



formativno
vrednovanje uz
izlazne kartice

	SAMOPROCJENA UČENIKA	PROCJENA UČITELJA	ISHOD
LESSON 1 HELLO AND GOODBYE	<p>I CAN SAY: "MY NAME IS..." MOGU REĆI: „ZOVEM SE..."</p> <p>MY NAME IS JESSICA</p>	<p>UČENIK SE PREDSTAVLJA IZRAZOM „MY NAME IS..."</p>	A1.1
LESSON 2 HOW ARE YOU TODAY?	<p>I CAN SAY: "I'M HAPPY/ SAD/HUNGRY/SLEEPY." MOGU REĆI: „SRETAN/ NA SAM, TUŽAN/NA SAM, GLADAN/NA SAM, POSPAN/A SAM."</p>	<p>UČENIK ODGOVARA NA PITANJE „HOW ARE YOU?"</p>	A1.1
LESSON 3 WE ARE FRIENDS	<p>I CAN SAY: "PLEASE!, THANK YOU!, SORRY!" MOGU REĆI: „MOLIM!, HVALA!, OPROSTI!"</p>	<p>UČENIK UPOTREBLJAVA OBRASCE ULJUDNOGA OPHOĐENJA (PLEASE!, THANK YOU!, SORRY!).</p>	A1.1
LESSON 4 UP AND DOWN	<p>I CAN SING UP AND DOWN. MOGU OTPJEVATI PJESMICU UP AND DOWN.</p>	<p>UČENIK RJEVA PJESMICU UP AND DOWN.</p>	A1.3, A1.4



priručnik
Metodički kutak
ispiti



NEW BUILDING BLOCKS 1

formativno i sumativno vrednovanje uz ispite i provjere znanja



2 sumativna ispita slušanja s razumijevanjem

6 formativnih provjera slušanja s razumijevanjem

6 formativnih provjera govorenja

6 formativnih izlaznih kartica

UNITS 4 – 5 NEW BUILDING BLOCKS 1

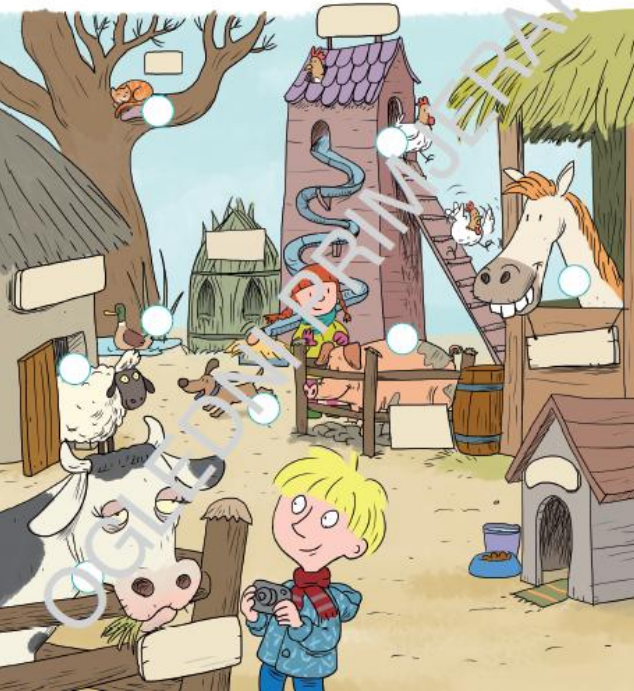
PRIMJER SUMATIVNOG ISPITA SLUŠANJA S RAZUMIJEVANJEM

ISPIT SLUŠANJA S RAZUMIJEVANJEM ZA PRVI RAZRED OSNOVNE ŠKOLE

IME I PREZIME: _____ RAZRED: _____
 NADNEVAK: _____ UKUPAN BROJ BODOVA: / 30 OCJENA: _____

POSLUŠAJ. OZNAČI BROJEVIMA ŽIVOTINJE.

___ / 8



UNIT 1 NEW BUILDING BLOCKS 1

PRIMJER FORMATIVNE KRATKE PROVJERE S RAZUMIJEVANJEM

KRATKA PROVJERA SLUŠANJA S RAZUMIJEVANJEM ZA PRVI RAZRED OSNOVNE ŠKOLE

IME I PREZIME: _____ RAZRED: _____
 NADNEVAK: _____ UKUPAN BROJ BODOVA: / 14

POSLUŠAJ I ZAOKRUŽI.

___ / 4

1.

2.

3.

4.

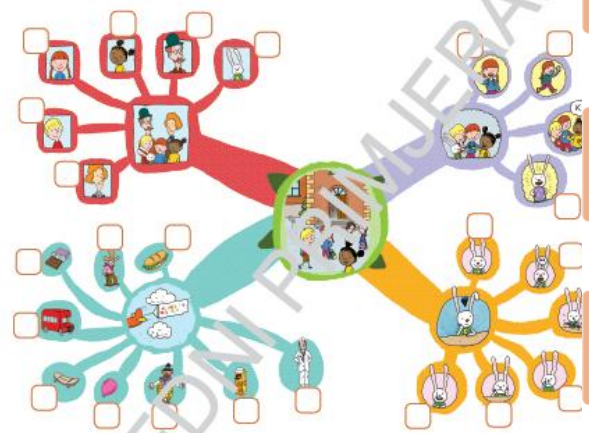
UNIT 1 NEW BUILDING BLOCKS 1

PRIMJER FORME KRATKE PROVJERE GOVORENJA

KRATKA PROVJERA GOVORENJA ZA PRVI RAZRED OSNOVNE ŠKOLE

IME I PREZIME: _____ RAZRED: _____
 NADNEVAK: _____ UKUPAN BROJ BODOVA: / 25

OZNAČI KVAČICOM RIJEČI ILI REČENICE KOJE ZNAŠ IZGOVORITI.



TICK WHAT YOU CAN DO!

UNIT 1 DO YOU SPEAK ENGLISH?

PRIMJER IZLAZNE KARTICE ZA FORMATIVNO VREDNOVANJE

WHAT CAN YOU DO?



1 Read. 2 Tick. 3 Cut out and stick.

	SAMOPROCJENA UČENIKA	PROCJENA UČITELJA	ISHOD
LESSON 1 HELLO AND GOODBYE	I CAN SAY: "MY NAME IS..." MOGU REČI: „ZOVEM SE...“ 	UČENIK SE PREDSTAVLJA IZRAZOM „MY NAME IS...“ 	A1.1
LESSON 2 HOW ARE YOU TODAY?	I CAN SAY: "I'M HAPPY/SAD/HUNGRY/SLEEPY." MOGU REČI: „SRETAN/NA SAM, TUŽAN/NA SAM, GLADAN/NA SAM, POSPANIJA SAM.“ 	UČENIK ODGOVARA NA PITANJE „HOW ARE YOU?“ 	A1.1
LESSON 3 WE ARE FRIENDS	I CAN SAY: "PLEASE!, THANK YOU!, SORRY!". MOGU REČI: „MOLIMI, HVALA!, OPROSTITI!“ 	UČENIK UPOTREBLJIVA OBRASCHE ULJUDNOGA OPHODENJA (PLEASE!, THANK YOU!, SORRY!). 	A1.1
LESSON 4 UP AND DOWN	I CAN SAY: "UP AND DOWN." MOGU UPOTREBLJIVATI PJEVICICU UP AND DOWN. 	UČENIK PJEVA PJEVICICU UP AND DOWN. 	A1.3, A1.4

HELLO, WORLD! 5

planiranje

Ivana Kirin i Marinko Uremović



- GIK - godišnji izvedbeni kurikulum
- tematsko planiranje – razrada tema
- dnevne priprave

♥ Courtesy of Anita Frančesević ♥

- priručnik



PRIJEDLOG GODIŠNJEG IZVEDBENOG KURIKULA ZA 5. RAZRED OSNOVNE ŠKOLE

Učestalost ostvarivanja odgojno-obrazovnih ishoda kroz nastavnu godinu

gotovo uvijek	često	povremeno
---------------	-------	-----------

Ishod	Starting up	U1	U2	U3	U4	U5	Goodbye for now	Appendix
A.5.1.								
A.5.2.								
A.5.3.								
A.5.4.								
A.5.5.								
A.5.6.								
A.5.7.								
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.								

Tematsko planiranje kroz nastavnu godinu

X.	XI.	XII.	I.	II.	III.	IV.	V.	VI.
2.	3.	7	4.	5.	7	6.		

Ukupan broj isplaniranih sati po temama je 100 + 1 završni sat.
 Dodati još 4 sata za projekte u sklopu tema po želji.



GIK
 - godišnji izvedbeni
 kurikulum



Razrada teme: Ja, moja obitelj i prijatelji

Predloženi broj sati: 15+3

Mjesec(i): rujan

- **Vokabular:** države Velike Britanije, strane svijeta, *a dreamer, a factory, delicious, busy, photographer, different, a talker, curious*; pridjevi za opis osobnosti; pridjevi za opis izgleda; članovi obitelji; abeceda; *a branch, peace, to mean, ark, a field, a saint, a god, a wing, a sandal, a traveller, an olive, a pocket, a key, a remote control, leave me alone, to turn off/on, to study, a sweater, to stay late, to cheer u*; geografski pojmovi, kolokacije: *ride a horse, drive a car, speak English, read a map, fly a plane, find water, fish and hunt, ride a bicycle, put up a tent, climb trees, make a canoe*, transport: *on foot, by bike, by car, by bus, by train, by plane, by ship, ride a bicycle, ride a horse, ride a camel, ride an elephant, queen, rose, Saint George, King Arthur, the patron saint, the national flower, the national animal*
- **Strukture:** Osobne zamjenice, glagolsko vrijeme *Present Simple* (glagol *to be*) – potvrdni, niječni, upitni oblik i kratki odgovori, glagolsko vrijeme *Present Simple* (glagol *to have got*) – potvrdni, niječni, upitni oblik i kratki odgovori, posvojni pridjevi, posvojni genitiv, glagol *can*, veliko početno slovo u imenima i određenim imenicama

tematsko planiranje – razrada teme

avna jedinica	Djelatnosti	Ishodi	Razrada ishoda	Jezični sadržaj i prijedlog aktivnosti	Međupredmetne teme	Vrednovanje
<p>I. Unit 1 Ready, set, go!</p> <p>+ integrirano s temom <i>Zemlje i nacionalnosti</i></p>	Govorenje, slušanje, pisanje	<ul style="list-style-type: none"> • A.5.1., A.5.5., A.5.6. • B.5.3. • C.5.1., C.5.2., C.5.3., C.5.4 	<ul style="list-style-type: none"> • Učenik imenuje dijelove Velike Britanije. • Učenik razgovara o temi <i>obitelj i prijatelji</i>. • Učenik prati film o Velikoj Britaniji i rješava pripadajuće zadatke za razumijevanje. • Učenik objašnjava gdje bi u Velikoj Britaniji želio 	<ul style="list-style-type: none"> • Smještanje Velike Britanije na karti svijeta i imenovanje njezinih dijelova. • Odgovaranje na pitanja o temi <i>obitelj i prijatelji</i>. • Gledanje filma o Velikoj Britaniji i rješavanje pripadajućih zadataka razumijevanja. • Odgovaranje na pitanja koja traže 	<p>Osobni i socijalni razvoj:</p> <p>A.2.1. učenik razvija sliku o sebi</p> <p>A.2.4. učenik razvija radne navike</p> <p>B.2.2. učenik razvija komunikacijske kompetencije</p> <p>B.2.4. učenik suradnički uči i radi u timu</p> <p>Učiti kako učiti:</p> <p>A.2.2. učenik uz podršku učitelja primjenjuje strategije učenja</p> <p>A.2.3. učenik kreativno oblikuje svoje ideje</p> <p>B.2.1. učenik uz podršku učitelja</p>	<p><u>Vrednovanje za učenje:</u></p> <p>Aktivnost „Imam pitanje“ (učenik na kraju sata piše jedno pitanje o temi koja mu je ostalo nejasno)</p>



Učitelj/Učiteljica:			
Razredni odjel:		Redni broj sata:	Nadnevak:
Nastavna cjelina	Unit 3		
Nastavna tema	At home		
Nastavna jedinica	Ready, set, go!		
Djelatnosti	<ul style="list-style-type: none"> • Slušanje i govorenje 		
Ishodi iz Predmetnog kurikulumu Engleskog jezika	<ul style="list-style-type: none"> • A.5.1., A.5.3., A.5.5. • B.5.1. • C.5.1., C.5.3. 		
Ishodi poučavanja	<ul style="list-style-type: none"> • Učenik razumije kratak i jednostavan tekst o SAD-u pri slušanju i gledanju. • Učenik može nabrojati neke činjenice o SAD-u. 		
Jezični sadržaji	Vokabular <ul style="list-style-type: none"> • <i>skyline, United States of America/USA, state, coast, president, White House, Windy City; at home</i> 		
Oblici rada	<ul style="list-style-type: none"> • frontalni rad, individualni rad, rad u paru ili grupi 		
Nastavna sredstva i pomagala	<ul style="list-style-type: none"> • Udžbenik, radna bilježnica, računalo, projektor, karta SAD-a 		
Digitalni nastavni sadržaji	<ul style="list-style-type: none"> • Digitalni obrazovni sadržaji „IZZI“ (kultura – film) 		
Međupredmetne teme	<ul style="list-style-type: none"> • Osobni i socijalni razvoj, Učiti kako učiti, Uporaba IKT-a u nastavi 		
Oblici vrednovanja	Vrednovanje za učenje <ul style="list-style-type: none"> • aktivnost „Tri stvari“ 		
Tijek nastavnog sata			
Uvod (8 min)	<ul style="list-style-type: none"> • Učitelj/ica razgovara s učenicima o naslovu cjeline i pita ih što misle koje moguće riječi i izrazi će se pojavljivati kroz cjelinu i o čemu će se u njoj govoriti. • Učitelj/ica govori učenicima kako trebaju prolistati cjelinu i upoznati se s njezinim sadržajem. • Učitelj/ica dijeli učenike u manje skupine. Učenici trebaju razmijeniti mišljenja i na kraju izložiti svoje ideje i interese o čemu bi htjeli naučiti više vezano za temu cjeline. 		
Razrada (30 min)	<ul style="list-style-type: none"> • Prije gledanja videa učitelj/ica učenicima postavlja pitanja o fotografiji i objašnjava im značenje riječi <i>skyline</i>. • Učitelj/ica je unaprijed pripremila kartu Sjedinjenih Američkih Država (SAD-a). Učenici gledaju video u trajanju od 2:16 min po prvi puta te nakon gledanja trebaju doći i pokazati na karti odakle Ryan dolazi. 		



dnevne pripreve

UNIT 3 AT HOME
READY, SET, GO!

LEARNING OUTCOMES	
COMMUNICATIVE LANGUAGE COMPETENCE	<ul style="list-style-type: none"> describe photographs say a few facts about the USA talk about the meaning of home
LEXICAL AND GRAMMAR COMPETENCE	<ul style="list-style-type: none"> the USA: state, skyline, coast homes: wall, beam
STUDENT'S BOOK	WORKBOOK
pp. 44-45	p. 45
GO DIGITAL	
Exercises 1, 2, 3	
GoAnimate	

STARTING THE LESSON

- Discuss the title of the lesson with your students. Have them brainstorm possible vocabulary and language structures that they think they will talk about.
- Allow some time for students to leaf through the unit. Have them familiarise themselves with the unit and its outcomes.
- In groups, have students add any topic connected to the unit that they might be interested in. Ask them what they already know or what they would like to learn more about.

ANSWER KEY

Students' own answers.

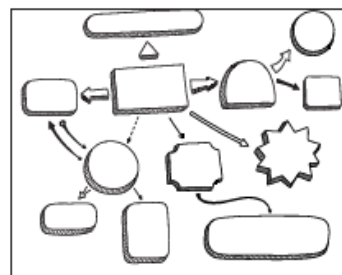
- If you prefer, have your students draw a unit entry mind map around the topics of the unit. Individually, they complete the mind map with what they know about the topics. Instruct students to keep the mind map in their notebooks and revisit them after each lesson. This way they can track their progress.

To make their progress more visible, instruct students to add new vocabulary or facts to the mind map in a different colour.

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 19, p. 00), 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 know, W- what I want to know/learn, L- what I learned) table or any other format. Have your students decide how they would like to keep track of their progress.



MAIN PART

MEET RYAN

VIDEO 3

Exercise 1, p. 44

- Ask your students to take a look at the photograph of Ryan and describe what he looks like.
- Explain the meaning of the word *skyline* (i.e. the shapes made by buildings or mountains when you look at them against the sky). Ask them to describe the skyline in the photo, but do not reveal the name of the city.
- If available, have students research which city Ryan is from. Discuss which words they could use to find out what Ryan's hometown is, e.g. *name of a city + skyline*. Students research American cities and compare photos on the Internet to the one in their books.
- Prepare a map of the USA. Instruct your students to watch the video and answer the question.
- Play **Video 3**. Have students show Chicago on the map. Ask them to find the name of the state on the map.

ANSWER KEY

Ryan is from Chicago. Chicago is in Illinois.

UNIT 3 AT HOME

READY, SET, GO!

MEET RYAN

1 This is Ryan. Where is he from? Watch the video, and show it on the world map.

1 Match. Then watch the video again and check.

1 north	<input type="checkbox"/>	Washington D.C.
2 south	<input type="checkbox"/>	Canada
3 capital	<input type="checkbox"/>	the "Windy City"
4 continent	<input type="checkbox"/>	Mexico
5 nickname	<input type="checkbox"/>	North America

2 What place would you like to visit most? Tick. Explain. Start like this: *I would like to visit... most because...*

a) the Atlantic coast b) the Pacific coast c) Canada d) Mexico

44

Lesson 1



HELLO, WORLD! 5 planiranje



Metodički
kutak

Kako do
planiranja?

IZZI

uredništvo



HELLO, WORLD! 5 vrednovanje



FORMATIVNO

- ♥ čitanje s razumijevanjem
- ♥ slušanje s razumijevanjem
- ♥ govorenje
- ♥ pisanje

SUMATIVNO

- ♥ čitanje s razumijevanjem
- ♥ slušanje s razumijevanjem
- ♥ govorenje
- ♥ pisanje



FAMILY AND FRIENDS

- Look at the title of this unit. What are the unit's topics?
- Flip through the unit. Which topics do you find interesting?
- What else would you like to learn about in this unit?

READY, SET, GO!

MEET GEORGE

- This is George. He is from the United Kingdom. Do you know where it is? Show it on the world map. Show its capital city, too.



- Look at the photo. Does George live in the country or in town? Is it an old town or a new one? How do you know? What do you think – what is the big building in the picture?

- Watch the video. Answer the questions.

- 1 Which four countries make up the United Kingdom?
- 2 What is the name of George's town?
- 3 Which part of England is it in?

- 4 Watch the video again. Which part of England would you like to visit more? Tick (✓).

Explain. Start like this: *I would like to visit... more because...*

- a) the south b) the north

KICK-OFF!

WHO ARE YOU?

In this unit, you will learn how to talk about your family and friends. But what about you? Let's try and be creative! Write about you using the letters in your first name and your last name.

Follow these steps:

- Write your first name and last name in capital letters on a piece of paper, as in the example.
- Think about things that say something about you. These prompts can help you:
 - age
 - personality
 - looks
 - hobbies and interests
 - favourites
 - important things
- Illustrate your poem. When you have finished, make a class display.

ENGLAND
HERMES
FOOTBALL
CURIOUS
GRAPES
TRAVEL



LEARNING BY DOING!

PROJECT 1: ALL ABOUT ME!

As with all beginnings, it's time to get to know each other even better. If you learn to introduce yourself in English, you open the door to the whole world!

Talk to your teacher and your friends. How would you like to introduce yourselves? Here are three interesting ideas. Or have you got a better one?

Become a fashion designer!

- Design a T-shirt that is all about you.
- Wear it in class, and talk to your teacher and classmate.
- What do you need for this?

FAVOURITE FILM	NAME		FAVOURITE SPORT	FAVOURITE BOOK
	AGE	YEAR		
FAVOURITE SONG	SELF-PORTRAIT			FAVOURITE PLACE
FAVOURITE SUBJECT	FAVOURITE ANIMAL	FAVOURITE FRUIT	FAVOURITE VEGETABLE	FAVOURITE DISH
	FAVOURITE COLOUR	FAVOURITE DISH	FAVOURITE COLOUR	

Make a time capsule!

- Collect things that tell a story about the present-day you.
- Why not keep them safe until year 8 and then open it again?
- You can also write a letter to your future self.



Find friends online!

- Are you ready for new adventures in English? Talk to your teacher and join a network of schools in different countries.
- Think about introducing yourself, your class and your school. Good luck!



HELLO, WORLD! 5

formativno vrednovanje

♥ uvodna metakognitivna pitanja

♥ KICK-OFF! entry tickets

♥ PBL

formativno vrednovanje

LOUD AND CLEAR

1 a) First, read the poem "Too Many Questions". Then complete it with the sentences below.

- 1 They ask too much.
- 2 Is that mud on your knees?
- 3 OK. You can rest...
- 4 When they ask me questions,

b) 1.5 Listen and check.

2 1.5 Listen to the poem once more. Practise reading it. Why not read it in pairs: one student is a child and the other a parent?

TOO MANY QUESTIONS!

Please leave me alone!
That's what I say.
And I have to say it
Ten times each day.

You see, my parents
Are very nosy.

I don't feel too cosy.

They ask too often.

They don't understand
Their questions are such...
A bore!

Who's at the door?
Open it, please!
Why are you so dirty?

What have you got for
homework?
Answer me!
JEEZ!

Where are your books?
When is your test?
How is school?

A bit!

I go to my room.
I need some peace and quiet.
Too many questions
Make me very tired.

My...EVERYDAY ENGLISH!

It's ok. So-so. Julia.

Great! Not so good. Who's at home?

Dad. Grandma.

Shoes. What's in the box? Cat food. Where are my glasses?

On your head.

When is the football game? Tomorrow. Why is your room a mess? Because I'm a little lazy.

Today. Next week.

Creative me!

I write
What questions do your parents usually ask? What are your answers? Write a poem.

I sing
Think of a melody for the poem. Sing the song to your classmates.

I draw
What is a typical situation at your home when you and your parents don't get along? Draw a comic.

- ♥ Creative me!
 - ♥ Contents
 - ♥ PROJECT TIP!
 - ♥ Paper, pencil, go!
 - ♥ Stop and think!
 - ♥ Writing: Easy-peasy, No picnic, Down to work
 - ♥ My...Everyday English
- učenička autonomija i strategije učenja

CONTENTS

UNIT	Language Competence	Intercultural Competence	Learner Autonomy	Grammar
STARTING UP p. 6-11	<ul style="list-style-type: none"> Reading membership cards Introducing oneself and others Filling in a membership card <p>A.5.1., A.5.5., A.5.6., A.5.7.</p>	<ul style="list-style-type: none"> Meeting peers from foreign countries Names of countries and cities <p>B.5.1., B.5.2., B.5.4</p>	<ul style="list-style-type: none"> Activating prior knowledge Learning how to learn <p>C.5.1., C.5.2., C.5.3., C.5.4.</p>	
UNIT 1 FAMILY AND FRIENDS p. 12-29	<ul style="list-style-type: none"> Reading about family members and friends Describing people's character and appearance Spelling Talking about travelling Expressing ability Talking about another country Creating a poster <p>A.5.1., A.5.2., A.5.3., A.5.4., A.5.5., A.5.6., A.5.7.</p>	<ul style="list-style-type: none"> English culture Comparing cultures Names in the English-speaking world Symbols of England Celebrating diversity <p>B.5.1., B.5.2., B.5.3., B.5.4</p>	<ul style="list-style-type: none"> Using a word list Setting learning goals Using learning strategies Critical and creative thinking Collecting additional information Using various information sources Choosing various presentation tools Presenting projects <p>PROJECT 1: ALL ABOUT ME! C.5.1., C.5.2., C.5.3., C.5.4., C.5.5., C.5.6.</p>	<ul style="list-style-type: none"> to be, have got, can Personal pronouns Possessive adjectives Possessive 's Question words Plurals of nouns

Welcome to England!



4

WRITING Choose a task.



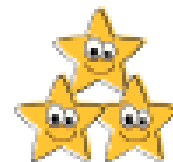
Easy-peasy

Draw and describe yourself in your notebook.



No picnic

Imagine yourself in ten years' time. What do you look like? Start like this: *This is me in ten years. I have got... / I am...*



Down to work!

Draw a person. Describe them to your classmate. He or she has to draw them. Compare the two pictures.

PROJECT TIP!

Which school subjects should you learn at school? Which extra-curricular activities would you like to have? Develop a weekly timetable.



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.

Can you find these four parts in Ian's postcard?

In Ireland, New Zealand, the UK and the USA people write the house number before the street name.
15 Park Lawn



STOP AND THINK!
Who is "he", "you" and "she" in each sentence?

My...EVERYDAY ENGLISH!

Reading email addresses

read: ian dot keane at onemail dot com

ian.keane@onemail.com


3 **1.7** **LISTENING** a) George, Emma and Sam are in front of the map of the world in George's room. They are talking about where they want to travel. Each of them puts two little flags on the map. Listen. Who wants to travel where? Colour the flags.


George's flags are . Emma's flags are . Sam's flags are .




b) Where are these places? Write numbers 1-6 on the map.

4 **1.7** **Complete the sentences. Listen and check.**

 I want to travel to (1) _____ America and see New York.
I also want to travel to the continent of (2) _____ and see the Great Wall of China.

 I want to see the (3) _____ of France, Paris. I also want to see (4) _____ gorillas. They live in the forests in the centre of (5) _____.

 I want to travel to (6) _____ America. I want to see Machu Picchu, an old town high up in the (7) _____ of Peru. I also want to travel to north-east (8) _____ and see the pyramids in Egypt.

Curious me! 

Choose one of these places: **Uluru, Stonehenge, the Walls of Ston or Mount Rushmore.**
Find a picture of it and prepare a mini poster. Write the answers to these two questions:
What is it? Where is it?

5 **SPEAKING** Where do you want to travel? Draw two flags on the map and write the names of the places. Tell the class about it. Start like this: *I want to travel to... I want to see...*

HELLO, WORLD! 5

formativno vrednovanje

♥ Curious me!

metakognitivna pitanja i problemski zadatci

Curious me! 

Choose one of these places:
Uluru, Stonehenge, the Walls of Ston or Mount Rushmore.
Find a picture of it and prepare a mini poster. Write the answers to these two questions:
What is it? Where is it?

NICE TO MEET YOU, GEORGE

I can create a poster about myself.

1 a) Read George's poster. Tick (✓) eight 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?

This is me!

My name is George Walker. I'm from England. I live in a town called York. It's in the north of England. It's an old and beautiful city.



This is my town.



This is me.

I like playing football. It's my favourite sport. My favourite days are Monday, Wednesday and Saturday. I have football practice then. I'm tall and slim. And I'm fast!

I live with my parents and my sister. We've got two cats, Hermes and Bella. My parents are nice and fair. My sister, Julia, draws all the time. I'm curious and funny.



This is my cat, Hermes.



This is my biggest wish.

I want to travel the world. I want to visit Asia and North America. I hope to live in New York one day.

George Walker

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

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

STOP AND THINK!
What are the differences in capitalisation between the English and Croatian language?

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

Example

London!

It's a city.

- London
- Croatia
- Europe
- Hermes
- Monday
- South America
- Julia Walker
- New York
- Split
- Africa
- June

3 Use George's poster as a model and create a poster about yourself. Organise it in four paragraphs. Answer the questions you have ticked in Exercise 1.

ONE MORE LOOK!

Check and tick. ✓

- I have written the title of the poster.
- I have answered all the questions.
- I have written captions under the pictures.
- I have used capital letters correctly.
- I have checked my spelling.

ONE MORE LOOK!

Check and tick. ✓

- I have written the title of the poster.
- I have answered all the questions.
- I have written captions under the pictures.
- I have used capital letters correctly.
- I have checked my spelling.

HELLO, WORLD! 5

formativno vrednovanje

♥ ONE MORE LOOK!

samoprocjena i samovrednovanje

Teacher: Please rate each other's work
yourself

Me and the boys:



WORD LIST

Ready, set, go!	building	zgrada
	England	Engleska
	north	sjever
	Northern Ireland	Sjeverna Irska
	south	jug
	Scotland	Škotska
	the United Kingdom	Ujedinjeno Kraljevstvo
	Wales	Wales
	capital city	glavni grad
	in the country	na selu

Lesson 1	1A ALL ABOUT GEORGE	
	cake shop	slastičarnica
	curious	znatiželjan
	delicious	ukusan
	dreamer	sanjar
	factory	tvornica
	member	član
	noisy	bučan
	photographer	fotograf
	travel	putovati
	usually	inače
	be different	biti različit, drugačiji
	work from home	raditi od kuće

1B THE WAY WE ARE

brave	hrabar
fair	pošten
hardworking	marljiv
honest	iskren
interesting	zanimljiv
kind	ljubazan
lazy	lijen
shy	sramežljiv
strange	neobičan, čudan
strict	strog
tidy	uredan
at work	na poslu
Not at all.	Uopće nije.

1C THE WAY WE LOOK

blond(e)	plav (kosa)
curly	kovrčav
dark	taman (kosa)
fair	svijetao (kosa)
medium-length	srednje dužine
plump	bucmast
slim	mršav, tanak
thin	mršav
straight	ravan
wavy	valovit (kosa)
of medium height	srednje visine

Lesson 2 2A FAMILY PHOTOGRAPHS

aunt	teta, strina, ujna
cousin	bratić; sestrična; rođak; rođakinja
grandchildren	unuci
grandfather	djed
grandmother	baka
grandparents	baka i djed
great-grandfather	pradjed
great-grandmother	prabaka
surname	prezime
uncle	tetak, stric, ujak
talk about	pričati o

2B WHAT'S IN A NAME?

the Bible	Biblija
branch	grana
god	bog
German	njemački
Greek	grčki
Italian	talijanski
Japan	Japan
life	život
mean	značiti
meaning	značenje
olive	maslina
peace	mir
poppy	mak
saint	svetac
traveller	putnik

2C FAMILY TALK

bore	gnjavaža, dosada
cosy	ugodno
mud	blato
nosy	previše znatiželjan
rest	odmoriti se
tired	umoran
a bit	malo
Jeez!	Ma daj!
Leave me alone.	Pusti(te) me na miru.

Lesson 3 3A THE WHOLE WIDE WORLD

the Adriatic	Jadransko more
the Amazon	rijeka Amazona
Antarctica	Antarktika
the Atlantic (Ocean)	Atlantski ocean
China	Kina
continent	kontinent
country	država, zemlja
east	istok
flag	zastava
France	Francuska
the Indian (Ocean)	Indijski ocean
island	otok

mountain	planina
north	sjever
North America	Sjeverna Amerika
north-west	sjeverozapad
the Pacific (Ocean)	Tihi ocean
pyramid	piramida
rule	vladati
scientist	znanstvenik
south	jug
South America	Južna Amerika
south-east	jugoistok
south-west	jugozapad
the Thames	rijeka Temza
the USA	SAD
west	zapad

3B WHAT CAN YOU DO?

hunt	loviti
climb a mountain	popeti se na planinu
climb a tree	popeti se na stablo
put up a tent	postaviti šator
ride a camel	jahati na devi

3C A LITTLE BOOK OF TRAVEL

adventure	pustolovina
meet	upoznati
person	osoba
train	vlak
transport	prijevoz; prijevozno sredstvo
try	probati; isprobati
the UK	Ujedinjeno Kraljevstvo
Have a good trip!	Sretan put!
make friends	sprijateljiti se

Lesson 4 4 NICE TO MEET YOU, GEORGE

capital letter	veliko početno slovo
football practice	nogometni trening

Lesson 5 5 SYMBOLS OF ENGLAND

cross	križ
dragon	zmaj
historic	povijesni
history	povijest
important	važan
national	nacionalni, državni
nickname	nadimak
powerfull	moćan
rich	bogat
sword	mač
terrible	grozan
patron saint	svetac zaštitnik
Knights of the Round Table	vitezovi Okruglog stola

VOCABULARY MATTERS

Go through the wordlist and colour:

- 1 geographic names **red**,
- 2 geographic terms **green**,
- 3 words to describe people **blue**, and
- 4 family words **yellow**.

Think about the vocabulary in this unit.

- 1 Which words are difficult to remember?
- 2 Which words do you feel sure about, so you don't have to revise them anymore?
- 3 Which words can you say and write correctly?
- 4 Which words do/don't you like? Why (not)?
- 5 What can you do to learn the difficult words more easily?

Study tip!
World map

"Hello, World!" is the title of your book. You will learn a lot of geographic names this year, and they are not always easy to remember. Why not keep a world map in your notebook or on the wall in your room? Add each new name that you learn. It's easier to remember things when you know what and where they are.

HELLO, WORLD! 5

formativno vrednovanje

♥ WORD LIST

♥ VOCABULARY MATTERS

- Izlazne kartice
- Metakognitivna pitanja
- Strategije učenja

Revision: LISTENING

1 Listen and circle the letters you hear. The first letter is done as an example.

A B C D **E** F G H I J K L M N O P Q R S T U V W X

2 Listen. Complete the information about the children.



First name: Heloise

Last name: _____

Country: _____



First name: _____

Last name: _____

Country: _____

2 Listen to some information about George's friend, Harry. Are these statements true (T) or false (F)?

- George is Harry's best friend.
- His family is big.
- His mum and dad are American.
- He has got a dog and a cat.
- He is crazy about football.



3 Listen to some information about another George's friend, Helen. Complete the sentences.

- Helen is 13 years old.
- Her family lives in _____.
- Her sister speaks _____ languages.
- Her mum's name is _____.
- Emma likes playing with Harry's _____, Maya.

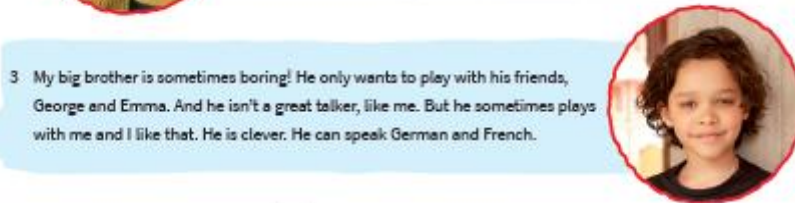
Revision: READING

1 Read the texts about George's friend Sam. Are these statements true (T) or false (F)?

1 I'm Sam's father. I call him Sammy. I've got one more child. His name is Brian. Sam is twelve and his baby brother is six years younger. They're very different. Sam is shy, but nice. Other children like him. And Brian? Let's just say he keeps us busy all the time.



2 My name is Kate and I'm Sam's mum. I'm very proud of him. He's a good student and very clever. He's a bit lazy, though. We have got two dogs. Max is Sam's dog. His brother's dog is called Gina. They're both friendly and funny.



3 My big brother is sometimes boring! He only wants to play with his friends, George and Emma. And he isn't a great talker, like me. But he sometimes plays with me and I like that. He is clever. He can speak German and French.

- Sam hasn't got a nickname.
- Sam has got a sister.
- Brian is six years old.
- Sam is unfriendly.
- Sam is hardworking.
- Sam's dog is called Max.
- Brian likes to play with Sam.
- Brian is quiet and shy.

HELLO, WORLD! 5 vrednovanje

♥ LISTENING and READING REVISION

ponavljanje i priprema za formativno i sumativno vrednovanje u radnoj bilježnici



- 5 formativnih ispita jezičnih zakonitosti
- 2 formativna ispita čitanja
- 2 formativna ispita slušanja

- 5 sumativnih ispita čitanja
- 5 sumativnih ispita slušanja

HELLO, WORLD! 5 vrednovanje

UNIT 1

IME I PREZIME: _____

RAZRED: _____ NADNEVAK: _____ UKUPAN BROJ BODOVA: _____ / 78

OCIJENA: _____

Group A

UNITS 1 and 2

IME I PREZIME: _____

RAZRED: _____ NADNEVAK: _____ UKUPAN BROJ BODOVA: _____ / 30

OCIJENA: _____

Group A

Reading comprehension 1

1 Read the text about Peter. Complete the text with the sentences below. There is one sentence you do not need.

- a) They are twins.
- b) She travels a lot.
- c) My neighbour's dog is cute.
- d) Sometimes, they travel together.
- e) I like reading.

My name is Peter. My nickname is Pete. I am 11. I live in Bristol with my family. It is a big city in the South West of England. (1) _____ My mum says I am a dreamer. My family is big. I have got two sisters and a brother. My sisters are 14. (2) _____ They make me laugh all the time. My brother is older than us. He is a great talker. My mum works in a travel agency. She is hardworking. (3) _____ She likes travelling. My dad is a photographer. He is very brave. (4) _____ My dad is crazy about cooking but he is not good at making cakes. My mum's cakes are delicious.

_____/4

2 Find and copy the sentences in Exercise 1 that mean:

- a) Somebody is funny. _____
- b) Somebody speaks a lot. _____
- c) It is short for Peter. _____
- d) Somebody is busy. _____
- e) They are the same age. They have their birthday on the same day. _____
- f) He likes it very much. _____

_____/6

3 Answer the questions about Peter's family. Use: **Yes, he/she/it is., No, he/she/it isn't., Yes, they are., No, they aren't.**

- a) Is Peter eleven years old? _____
- b) Is Bristol in the south of England? _____
- c) Are Peter's sisters and brother older than Peter? _____
- d) Is Peter's mum busy? _____
- e) Are Dad's cakes delicious? _____

_____/5

1 Read Eve's letter. Match the headings and the paragraphs.

- 1 Family
- 2 The end
- 3 Housework
- 4 School
- 5 Introduction

Hi Barbara,

- I've seen your profile on your school website. I find it very interesting, so I've decided to write to you. My name is Eve. I live in Wellington, New Zealand. (1) _____ There are some old and large historical and cultural institutions.
 - I am twelve. I attend Amesbury School. (2) _____ We can join many extra-curricular activities there. I am into sports. (3) _____ My favourite subjects are PE and IT. I prefer PE. I am a member of our school handball team.
 - My family is big. I have a twin sister. Her name is Jessica, but we call her Jess. We are almost the same. She is funny and likes playing tricks on her friends. My mum, Jennifer, is a nurse. (4) _____ My dad is an engineer. His name is Anthony. He is often away on business, but we spend weekends together. My grandparents are always with us, because they live in the neighbourhood. Their names are James and Catherine. They are my mum's parents. I also have many cousins and Jess and I enjoy playing with them.
 - We all help Mum with the housework. I don't like doing chores. (5) _____ She doesn't like hoovering and I don't like doing the dishes. But we are happy when we do something useful and see Mum happy.
 - I'd like to get to know more about you. Please, write soon! Maybe we can be penfriends.
- Yours sincerely,
Eve

_____/5

2 Read the letter again and put the sentences into the right places.

- a) She works in a hospital.
- b) It is in the south-west of the country.
- c) I am always on the move.
- d) Jess and I often argue about it.
- e) It is large and modern.

_____/5

3 Who is it? Read the sentences and write the names.

- a) _____ He's often away on business.
- b) _____ They don't live far from their family.
- c) _____ She makes people laugh.

- ♥ **formativni ispiti**
(jezične zakonitosti, čitanje, slušanje)
- ♥ **sumativni ispiti**
(čitanje, slušanje)
- grupe A, B, C
- samouredivi
- dostupni na mrežnim stranicama















Lesson 1 **1A RYAN'S NEIGHBOURHOOD**

My ... VOCAB!
neighbourhood = susjedstvo

- 1 a) Look at the words and pictures. Repeat after your teacher.
Pogledaj riječi i slike. Ponovi riječi za učiteljem/učiteljicom.
- ★ b) Listen to your teacher. Then point to the correct picture.
Poslušaj učitelja/učiteljicu i pokaži točnu sliku.
- ★ c) Copy the words on the empty lines.
Prepiši riječi na prazne crte.

1 library		_____	knjižnica
2 market		_____	tržnica
3 health center		_____	dom zdravlja
4 nursery (kindergarten)		_____	vrtić
5 school		_____	škola
6 playground		_____	igralište
7 park		_____	park
8 café		_____	kafić
9 shop (store)		_____	trgovina

 **SEN**
samourediv

 **CAN YOU DO THIS?**
formativna
inicijalna
provjera

CAN YOU DO THIS?

- Let's check how much you already know. Are you ready? Follow these steps:
- Step 1** Get into small groups. Think of a name for your group.
 - Step 2** Your teacher will give you an empty answer sheet. Write your group's name on it.
 - Step 3** Do all the tasks on this page and the next. Write your answers on the answer sheet. Good luck!
 - Step 4** Check your answers. Which group is the winner?
 - Step 5** Analyse your results. What are you good at? What should you revise more? Check your workbook for more exercises!

LET'S THINK AND WRITE!

- 1** Complete the sentences with the names of **colours**.
 - 1 We usually draw the sun ...
 - 2 We often say that the sea is ... (but it's not!).
 - 3 A ... traffic light says "Go!"
 - 4 A ... traffic light says "Stop!"
 - 5 Most chocolate is ... , but it can be ... , too.
 - 6 Everyone knows that Snow White has got ... hair.
- 2** Write the missing **days of the week**.
 - 1 The working week starts on ...
 - 2 The day after is ...
 - 3 The last day of the working week is ...
 - 4 The weekend are ... and ...
- 3** Unscramble the names of **months**. What four months are missing? Write.

1 NUJJAARY	5 YUUL
2 RMACH	6 AUSGUT
3 AILPR	7 COTOBER
4 JNUE	8 NOEMVBRE
- 4** Complete with the names of **seasons**.
 - 1 Christmas is in...
 - 2 Nature wakes up in...
 - 3 It's usually very hot in...
 - 4 School starts in...
- 5** Solve the puzzles to get the names of **school things**.
 - 1 You write with it in school every day.
 - 2 You can write with this, too, but if you make a mistake, it is not easy to correct it.
 - 3 You use this to rub out your mistakes.
 - 4 You use this to make things sharp again.
 - 5 You put all the objects from the previous four sentences into this.
 - 6 You use this to draw a straight line.
 - 7 You write in this when you're doing your schoolwork.
 - 8 You put all your school things inside this and carry it on your back.

New Building Blocks 2, 3, 4 New Building Bridges 5, 7, 8

♥Courtesy of
Marina Sertić &
Ivana Kuna Raguž ♥



KAD RAZMIŠLJAŠ O

MEĐUPREDMETNIM TEMAMA



Thank
You



marta.uzarevic@profil-klett.hr

franka.palada@profil-klett.hr

mihaela.blagaic@profil-klett.hr

mia.savrljuga@profil-klett.hr

engleski.jezik@profil-klett.hr

