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# Way to go 5

PRIRUČNIK ZA UČITELJE UZ UDŽBENIK WAY TO GO 5  
ZA OSMI RAZRED OSNOVNE ŠKOLE,  
peta godina učenja

Zagreb, 2021.

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## **Sadržaj:**

Prva tema: *Me 101*

Druga tema: *Crazy Victorians*

Treća tema: *Challenge yourself*

Četvrta tema: *A work of art*

Peta tema: *Career choices*

Šesta tema: *Holidays and festivals*

# Uvod u udžbenički komplet *Way to go 5*

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

## 1. Komunikacijska jezična kompetencija

Aktivnosti u udžbeniku naglasak stavljaju na komunikaciju (razumijevanje govora i pisanog teksta te usmenu i pisanu produkciju), funkcionalan jezik i aktivnosti primjerene dobi učenika. Omogućuju poučavanje engleskog jezika integriranjem postojećih znanja i iskustava s novim znanjima. Teme i aktivnosti oslanjaju se na povezivanje sadržaja učenja sa životnim iskustvima i interesima učenika. Recikliranjem sadržaja (vokabulara, jezičnih struktura, i sl.) kroz različite zanimljive i motivirajuće aktivnosti postiže se zapamćivanje, ali i razvoj brojnih kompetencija, jezičnih i nejezičnih. Aktivnosti u udžbeniku doprinose tome da učenici komuniciraju učinkovito, organizirajući misli i razvijajući sposobnost kritičkog mišljenja, razmjene ideja, mišljenja, vrijednosti i osjećaja te kreativnosti i inovativnosti. Aktivnosti su pažljivo odabrane kako bi bile uključive – u njima mogu sudjelovati svi učenici bez obzira na razinu postignuća, a dodatne aktivnosti dostupne su na digitalnoj platformi. Učiteljima i učenicima odabrane teme i aktivnosti služe kao okvir i polazište za razvoj dodatnih materijala za eventualno produbljivanje tema.

## 2. Međukulturna komunikacijska kompetencija

Poučavanje jezika podrazumijeva i razvoj društvenih kompetencija, poput međuljudskog djelovanja, suradnje, aktivnog sudjelovanja u razmjeni ideja, promišljanja o vrijednostima, normama i običajima pojedine zajednice. Osim upoznavanja s kulturom zemalja engleskog govornog područja, aktivnosti u udžbenicima navode učenike na promišljanje vlastite kulture i identiteta, ali i razlikama među ljudima unutar kultura te ih senzibiliziraju za toleranciju prema različitosti, uvažavanje drugih, razumijevanje sebe i drugih te kontekst unutar kojeg se odvijaju ljudske interakcije. Učenike se potiče na istraživanje drugih i vlastite kulture i sudjelovanje u aktivnostima uže i šire zajednice.

## 3. Samostalnost u ovladavanju jezikom

Aktivnosti u udžbenicima, radnim bilježnicama i digitalnim materijalima potiču učenike na aktivnost u procesu učenja. Omogućuju im samostalnost u učenju, refleksiju i samoregulaciju te razvoj ostalih metakognitivnih strategija. Ishodi učenja su jasno istaknuti, a učenike se potiče na preuzimanje inicijative za učenje.

## 4. Međupredmetne teme

Međupredmetne teme Učiti kako učiti, Osobni i socijalni razvoj, Zdravlje, Građanski odgoj i obrazovanje, Poduzetništvo, Uporaba IKT i Održivi razvoj integrirane su u ostale teme u udžbenicima i prilagođene dobi i interesima učenika.



## 5. Vrednovanje

Udžbenički komplet *Way to go 5* sadrži jasno izražene ishode učenja koji omogućuju učiteljima lako praćenje i vrednovanje postignuća učenika. Vrednovanje učenika provodi se na formativan i sumativan način, kroz liste za samoprocjenu, prijedloge projekata i pisanih radova te testove za provjeru slušanja i čitanja s razumijevanjem.

### O udžbeniku *Way to go 5*

Udžbenik *Way to go 5* sastoji se od pet tematskih cjelina unutar kojih se nalazi 7 do 8 lekcija. Lekcije su organizirane oko tema koje su učenicima bliske, razumljive i motivirajuće te primjerene njihovoj dobi. Jezični sadržaji proizlaze iz tih tema, a djelatnosti čitanja, slušanja, govorenja i pisanja isprepletene su i međusobno tematski povezane. Aktivnosti u udžbenicima omogućuju raznolika iskustva učenja i razvoj kognitivnih i metakognitivnih strategija te emocionalnih i društvenih vještina. Konačni ishod tematskih cjelina je povezivanje i primjena naučenoga u personaliziranom kontekstu – učenici govore i pišu o sebi, svom okruženju i iskustvima. U lekcijama pod nazivom *Culture spot*, kao i rubrikama *Fun fact* i *Language spot*, osim jezične, razvijaju i svoje međukulturne kompetencije, dok u rubrici *Pronunciation academy* mogu pročitati i primijeniti različite strategije za ovladavanje izgovorom.

### O radnoj bilježnici *Way to go 5*

Radna bilježnica *Way to go 5* prati jezične i tematske sadržaje udžbenika *Way to go 5* i kao takva je neizostavan dio udžbeničkog kompleta. Omogućuje dodatno uvježbavanje jezičnih struktura i ključnog vokabulara kroz zadatke različite kompleksnosti (križaljke, osmosmjerke, zadaci s povezivanjem, dopunjavanjem, razvrstavanjem, izbacivanjem uljeza, višestrukog izbora, vođeni sastavi, problemski zadaci i slično). Rješavanjem zadataka u radnoj bilježnici, učenici postižu veći stupanj samopouzdanja i samostalnosti prilikom učenja stranog jezika te ih potiču na razvoj kritičkog i logičkog mišljenja.

### O zadacima za vrednovanje

Udžbenik *Way to go 5* prate i testovi koji provjeravaju usvojenost jezičnih djelatnosti u skladu s kurikulumom i očekivanim ishodima. Zadatci slijede progresiju sadržaja u udžbeniku *Way to go 5* i predviđeni su za korištenje nakon završetka svake tematske cjeline, a učitelj može odabrati u kojem svojstvu će ih koristiti (svojstvu vrednovanja za učenje ili vrednovanja naučenog).

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

### O priručniku za učitelje

Priručnik uz udžbenik *Way to go 5* namijenjen je učiteljima, a sadrži prijedloge aktivnosti i obrade nastavnih sadržaja u udžbeniku i radnoj bilježnici. Nastao je u skladu sa zahtjevima novog kurikuluma

engleskog jezika i međupredmetnih tema te stoga može poslužiti učitelju kao prijedlog planiranja nastave kroz cijelu školsku godinu. Priručnik sadrži prijedlog razrade lekcija i planove za svaki sat.

Razrada lekcije je zamišljena kao detaljan opis aktivnosti unutar jednog ili više školskih sati. Svaka lekcija započinje ishodom lekcije koji je razrađen i konkretiziran. Unutar razrade lekcije nalazi se plan sata koji učitelja vodi kroz metodički smislen redoslijed aktivnosti. Za svaku je aktivnosti istaknut ishod učenja, koji je istovjetan razradi ishoda unutar razrade teme. Na kraju se plana sata nalazi prijedlog vrednovanja za svaki nastavni sat, od formativnog vrednovanja s primjerima izlaznih kartica i listića za vršnjačko vrednovanje skupina, do sumativnog vrednovanja s primjerima kriterija ocjenjivanja.

Digitalna inačica ovog priručnika dostupna je na internetskoj stranici [www.e-sfera.hr](http://www.e-sfera.hr) uz udžbenik *Way to go 5*.

## Starter: The global language

**starter** I can explain why English is called the global language.

# The global language



**1 Where did you see or hear English today? Tick what is true for you.**

☐ on TV ☐ on YouTube ☐ on the radio ☐ in an advertisement  
☐ at school ☐ on the Internet ☐ on your mobile phone ☐ in a book

**2 Complete the text with the words from the box.**

billion international colonies empire modern influencers entertainment

If you can speak English, you belong to a huge family of more than 1.5 billion people. However, only 360 million people speak English as their mother tongue. Over the years English has become the language of education, business, technology. Most of the international communication is in English, too. From movies to software, social networks to mobile apps and games, it's all in English. How did that happen?

A long time ago, in the 17th century, English was spoken only by people in England. We probably wouldn't understand a lot of it because all languages change over a course of time. Around that time, Britain became a powerful empire that had colonies all around the world. Therefore, wherever Englishmen travelled, their language travelled with them. Just think of the USA, Australia, or even India. They all started off as British colonies.

Today, English has been accepted as a global language. It mostly became popular with the development of modern technology and the Internet. Many English words have become popular. Also, Hollywood and the entertainment industry have made it accessible and cool. Many movie stars, famous singers and influencers come from English speaking countries. It has become so widespread that it's impossible to escape it.



**unit 1**

**3 Read the text again. Are the sentences true or false? Write T (true) or F (false).**

- More than 1.5 billion people in the world speak English as their mother tongue. ....
- Most of the international communication is in French. ....
- The English language has changed over time. ....
- The USA, Australia and India used to be British colonies. ....
- English became a global language through wars. ....
- Hollywood and entertainment industry have made English boring. ....

**4 Read the text again and complete the sentences.**

- I find it interesting that....
- I find it surprising that....
- I have already known that....
- I didn't know that....

**5 Work in groups and answer the questions.**

- How many English speaking countries can you name?
- How many people in the world speak English as their second language?
- How many English speaking movie stars, singers and influencers can you name?

**6 A lot of Croatian words have been borrowed from English. Translate the following words into Croatian.**

|          |          |
|----------|----------|
| BLOG     | PARTY    |
| BULLYING | SHOPPING |
| DISPLAY  | SOFTWARE |
| E-MAIL   | STAGE    |
| LINK     | WEBSITE  |
| MONITOR  | WIDGET   |

 learn English 

11

**Ishod lekcije:** učenik razgovara o rasprostranjenosti engleskog jezika u svijetu i navodi primjere anglizama u hrvatskom jeziku.

**Jezični sadržaji:**

**Ključni vokabular:** billion, international, global, colony, empire, entertainment, influencer

**Gramatika:** expressing opinions

**Ishodi iz PKEJ:** A.8.1., A.8.4., B.8.1., B.8.2., B.8.5., C.8.3.

**Međupredmetne teme:** Osobni i socijalni razvoj (B 3.2., B 3.4.), Učiti kako učiti (C 3.1., D 3.2.),

Uporaba IKT (A 3.1., A 3.2.)

**Dodatni digitalni sadržaji:** Play and Learn (The global language in/on/at, The global language – English and Croatian), Learn More (The most important language?)

## Plan sata

### Uvod/ Motivacija

**Ishod aktivnosti** Učenici se upoznaju s udžbeničkim kompletom *Way to go 5*.

**Opis aktivnosti** Na početku sata, učitelj i učenici razgovaraju o udžbeničkom kompletu *Way to go 5*. Učitelj učenima daje listić s pitanjima na koja trebaju što brže pronaći odgovore u udžbeniku. Učenici ovu aktivnost mogu raditi u paru. Nakon što prvi par ponudi točna rješenja, igra je završena. Učenici provjeravaju točnost svojih rješenja čitanjem naglas.

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik razgovara o metodama učenja stranog jezika.                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Opis aktivnosti</b>  | <b>Aktivnost prije čitanja</b><br>Učenik rješava 1. zadatak u udžbeniku na 10. stranici i kvačicom označava odgovore koji su za njega točni. Zatim kroz razgovor uspoređuje svoje odgovore i odgovore drugih učenika. Učitelj pitanjima potiče razgovor: <i>Why is English a global language? What do you think? What methods do you use to improve your English?</i>                                                     |
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje teksta o engleskom jeziku kao globalnom jeziku.                                                                                                                                                                                                                                                                                                                                             |
| <b>Opis aktivnosti</b>  | <b>Aktivnosti za vrijeme čitanja</b><br>1. Učenik čita tekst <i>The global language</i> na 10. stranici i rješava 2. zadatak te ubacuje izostavljene riječi u tekst. Zatim učenik ili učitelj čita tekst naglas kako bi provjerili rješenja.<br>2. Učenik rješava 3. zadatak na 11. stranici (točno/netočno). Slijedi provjera.<br>3. Učenik rješava 4. zadatak i piše završetke rečenica u bilježnicu. Slijedi provjera. |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Ishod aktivnosti</b> | Učenik razgovara o rasprostranjenosti engleskog jezika i navodi primjere anglizama u hrvatskom jeziku.                                                                                                                                                                                                                                                                                                                    |
| <b>Opis aktivnosti</b>  | <b>Aktivnosti nakon čitanja</b><br>1. Učenici u skupinama razgovaraju o pitanjima u 5. zadatku.<br>2. Učenici prevode poznate anglizme u 11. zadatku. Kao zaključak, učenici navode područje u kojemu ima najviše anglizama u hrvatskom jeziku (moderna tehnologija).                                                                                                                                                     |

### Domaća zadaća

Učenik rješava 1., 2. i 3. zadatak na 5. stranici u radnoj bilježnici za domaću zadaću te zadatke u rubrici *Play and Learn* na e-sferi.

Primjeri pitanja za uvodnu aktivnost:

- 1 How many units are there in the student's textbook? (5)
- 2 How many people can you see on the page 15? (4)
- 3 Which three countries are culture spots about? (Australia, New Zealand and Canada)
- 4 Which famous writer can you see on the page 38? (Oscar Wilde)
- 5 Which famous queen is mentioned on the page 42? (Queen Victoria)
- 6 What is the full title of the *Unit 3*? (Challenge yourself)
- 7 Which famous athlete is *Project 3* about? (Simone Biles)
- 8 What is *Marmite*, as described on the page 67? (A sticky, dark, brown spread)
- 9 What are the names of two masterpieces on the page 74? (Café Terrace at night and Head of Franz Kafka)
- 10 How many different items can you buy on the webshop on the page 86? (10)

### Formativno vrednovanje

#### Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

# L1: Two peas in the pod

**lesson 1** I can express my opinion about boy-girl friendships. Focus on vocabulary

## Two peas in a pod

1 Have you got a lot of friends? Are they girls or boys only? Can boys and girls be friends?

2 Read the text and fill in the table with the correct words and expressions.

|                      |                              |                            |                    |
|----------------------|------------------------------|----------------------------|--------------------|
| middle name Rose     | middle name Ron              | Melbourne                  | lives with parents |
| parents are divorced | the youngest child in family | the oldest child in family |                    |
| mum's an IT expert   | mum's a teacher              | calm and understanding     | impulsive          |
|                      |                              | adorable                   |                    |

| Charlie A | Charlie B | Both |
|-----------|-----------|------|
|           |           |      |

G'day to you all!

We are Charlie A and Charlie B from Melbourne, Australia. My full name is Charlie Rose Archer and his name is Charles Ron Baker, but we call him Charlie. Charlie and I are best mates. My friends say that boys and girls can't be friends, but that's simply not true! Look at us! We're adorable.

Charlie B is my next-door neighbour. We live in the suburbs. Our families often slip a shrimp on the barbie, as we Aussies like to say. Charlie lives with his mum and his stepdad. He also has an older stepbrother. I live with my mum, dad, two younger sister and my grandparents. My grandparents live in the unit upstairs.

My mum works for a big IT company and Charlie B's mum is a teacher at an International Language School. My dad is a nurse and Charlie B's stepdad is a nutritionist.

My siblings sometimes drive me crazy. They are very loud and needy. Sometimes I wish I was an only child. That's why I like to hang out with Charlie B. He is calm and understanding. I am more on the impulsive side. We can talk for hours. I often give him advice about girls and he helps me look at things from a different perspective. I think that we both benefit from this friendship.

I can understand phrases and expressions in Australian English. unit 1

3 Read the text again. Are the sentences true or false? Write T (true) or F (false).

- Charlie A and Charlie B are cousins.
- Charlie A thinks that boys and girls can be friends.
- Charlie B's middle name is Rose.
- Charlie A and Charlie B live in downtown Melbourne.
- Their families sometimes have a barbecue together.
- Charlie B lives with his grandparents.
- Charlie A's mum is a teacher.
- Charlie B's stepdad knows a lot about food.

4 Match the words to their definitions.

|                 |                                                     |
|-----------------|-----------------------------------------------------|
| 1 adorable      | apartment                                           |
| 2 suburbs       | brothers and sisters                                |
| 3 stepdad       | an area of homes outside a large city               |
| 4 unit          | a person who acts without much planning or thinking |
| 5 siblings      | a non-biological father married to one's mother     |
| 6 nutritionist  | charming and delightful                             |
| 7 needy         | aware of other people's feelings                    |
| 8 understanding | an expert in food science                           |
| 9 impulsive     | seeking attention                                   |

5 Complete the sentences.

Benefits of boy-girl friendships are...

Downsides of boy-girl friendships are...

6 Names like Charlie, Dylan and Tyler can be used both for girls and boys. Go online and find more examples.

**Australian English**

- Aussie is a person from Australia
- barbie is barbecue
- mote means friend
- G'day means hello

**FUN FACT**

Most people in western cultures have a first, middle and last name. What about you? Have you got a middle name?

**Ishod lekcije:** učenik pokazuje razumijevanje teksta o muško-ženskom prijateljstvu.

**Jezični sadržaji:**

**Ključni vokabular:** *middle name, suburbs, adorable, siblings, unit, understanding, impulsive, needy*

**Gramatika:** *the present simple*

**Ishodi iz PKEJ:** A.8.1., A.8.4., B.8.1., B.8.3., B.8.5., C.8.5.

**Međupredmetne teme:** Osobni i socijalni razvoj (A 3.1.), Učiti kako učiti (A 3.4., D 3.2.), Uporaba IKT (A 3.1.), Građanski odgoj i obrazovanje (A.3.5.)

**Dodatni digitalni sadržaji:** *Learn More (New friends are waiting)*

## Plan sata 1/2

### Uvod/ Motivacija

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b>   | Učenik iznosi svoje mišljenje o muško-ženskom prijateljstvu.                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Opis aktivnosti</b>    | Učenici razgovaraju o pitanjima u 1. zadatku na 12. stranici u udžbeniku. Učenici izražavaju svoje razmišljanje o tome postoji li muško-žensko prijateljstvo i koje su mu prednosti i mane.                                                                                                                                                                                                                                                                                      |
| <b>Glavni dio/ Obrada</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Ishod aktivnosti</b>   | Učenik pokazuje razumijevanje teksta o muško-ženskom prijateljstvu.                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Opis aktivnosti</b>    | <p><b>Aktivnost prije čitanja</b></p> <p>Učenici uz pomoć učitelja na engleskom jeziku objašnjavaju značenje naslova – <i>Two peas in the pod</i> (<i>two people or things that are very similar to each other</i>). Učenici zatim prepisuju naslov u bilježnicu te zatim usmeno opisuju dvoje mladih na slici na 12. stranici. Učitelj pomaže pitanjima poput: <i>What do they look like? What are they like? What is their relationship? What do you think? Are they a</i></p> |



|                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                | <p><i>brother and a sister? A girlfriend and a boyfriend? Or are they just friends?</i></p> <p><b>Aktivnosti za vrijeme čitanja</b></p> <p>1. Učenik čita tekst na 12. stranici u udžbeniku i rješava 2. zadatak te razvrstava pojmove u tablicu. Slijedi provjera.</p> <p>2. Učenik ponovno čita tekst i rješava 3. zadatak (točno/netočno). Slijedi provjera.</p> <p><b>Aktivnosti nakon čitanja</b></p> <p>1. <b>Obrada vokabulara</b></p> <p>Učenik povezuje riječi i objašnjenja u 4. zadatku. Nakon toga, prepisuje i prevodi riječi u bilježnicu. Slijedi provjera.</p> <p>2. <b>Vježba vokabulara</b></p> <p>Učenik prepisuje i dovršava rečenice u 5. zadatku u bilježnicu. Slijedi provjera.</p> |
| <b>Zaključak</b>                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Ishod aktivnosti</b>                                                        | Učenik pokazuje razumijevanje riječi na australskom engleskom jeziku.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Opis aktivnosti</b>                                                         | Učenik čita riječi unutar rubrike <i>Australian English</i> na 13. stranici i uz pomoć učitelja razgovara o specifičnostima australskog engleskog jezika. Radi usporedbe, učenici navode nekoliko primjera <i>slenga</i> u hrvatskom jeziku.                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Domaća zadaća</b>                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Učenik rješava 2. zadatak na 6. stranici u radnoj bilježnici za domaću zadaću. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

**2 Complete the sentences with the words from the box.**

|                   |         |               |      |                        |              |           |
|-------------------|---------|---------------|------|------------------------|--------------|-----------|
| adorable          | suburbs | stepdad       | unit | siblings               | nutritionist | needy     |
| two peas in a pod |         | understanding |      | <del>middle name</del> |              | impulsive |

Hi! My name is Charles Baker, but my friends call me Charlie. My middle name is Ron, after my grandfather.

My best friend is Charlie A. We are like two peas in a pod. Other people think it's weird we're not a couple since we are simply not a couple. Charlie A is very understanding, and I am more on the calm side. She thinks I am too needy when it comes to girls and that I should be cooler. She probably has a point, but I don't feel like faking it. I live with my mum, stepdad and stepbrother in the suburbs of Melbourne. I wish I had more siblings like Charlie A because I enjoy a full house.



My stepbrother is much older than me, so he lives in the unit upstairs, and I hardly ever see him. I don't want to sound impulsive, but I wouldn't mind if he spent more time with me.

My stepdad is a nutritionist so we always eat healthy, except when we have a barbie with Charlie A's family. I guess everyone needs a cheat day from time to time.

6

## Plan sata 2/2

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik opisuje osobu u trećem licu jednine koristeći <i>the present simple</i> .                                                                                                                                                                                                                                                                                                                                       |
| <b>Opis aktivnosti</b>  | Na početku sata, učitelj provjerava točnost domaće zadaće (2. zadatak na 6. stranici u radnoj bilježnici). Učenici zatim rješavaju 3. zadatak na 7. stranici u radnoj bilježnici i prepisuju tekst u trećem licu jednine. Učitelj naglašava kako je u tekstu korišteno glagolsko vrijeme <i>the present simple</i> te da je važno dodati nastavak <i>s/es</i> na glagol kada govorimo u trećem licu. Slijedi provjera. |

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pretražuje Internet i pronalazi imena koja se smatraju univerzalnim.                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Opis aktivnosti</b>  | Učenik čita tekst u rubrici <i>Fun fact</i> na 13. stranici u udžbeniku. Učitelj dodatno pojašnjava kako je u anglosaksonskoj kulturi srednje ime obavezno, za razliku od hrvatskih običaja. Učenik zatim rješava 6. zadatak i pretražuje Internet u potrazi za imenima koja mogu jednako biti nadjenuta djevojčicama i dječacima. Zatim rješava 1. zadatak na 6. stranici u radnoj bilježnici i razvrstava imena na muška, ženska i univerzalna. |
| <b>Ishod aktivnosti</b> | Učenik se predstavlja u kratkom govoru.                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Opis aktivnosti</b>  | Učenik rješava 4. zadatak na 7. stranici u radnoj bilježnici i odgovara na postavljena pitanja. Prema uputama u zadatku, učenik namjerno na pola od pitanja odgovara krivo. Učenik zatim čita svoje odgovore naglas, a drugi učenici pogađaju koji su odgovori točni, a koji netočni.                                                                                                                                                             |

### Zaključak

|                        |                                                                                             |
|------------------------|---------------------------------------------------------------------------------------------|
| <b>Opis aktivnosti</b> | Učenici u skupinama rješavaju zagonetke u 6. zadatku u radnoj bilježnici. Slijedi provjera. |
|------------------------|---------------------------------------------------------------------------------------------|

### Domaća zadaća

Učenik čita dodatni tekst u rubrici *Learn More (New friends are waiting)* za domaću zadaću.

#### 3 Rewrite the text in the third person singular.

*His name is Charles Barker, but his friends call him Charlie.*

Blank lines for rewriting the text in the third person singular.

#### 1 Sort out the names in the table.

|                 |                  |                  |        |        |        |        |
|-----------------|------------------|------------------|--------|--------|--------|--------|
| <del>John</del> | <del>Jamie</del> | <del>Naomi</del> | Sam    | Joshua | Chris  | Chloe  |
| Angela          | Ryan             | Taylor           | Oliver | Emma   | Jordan | Meghan |
| Amy             | Luke             | Phillip          | Reese  | Alex   | Lucy   | Tom    |

| Male | Female | Unisex |
|------|--------|--------|
| John | Naomi  | Jamie  |
|      |        |        |
|      |        |        |
|      |        |        |
|      |        |        |
|      |        |        |
|      |        |        |

**4 Write about yourself using the questions below. Answer half of the questions correctly, and write incorrect answers for the rest.**

- |                                                    |                                                            |
|----------------------------------------------------|------------------------------------------------------------|
| 1 Where do you live?                               | 5 What do your parents do for a living?                    |
| 2 Do you live in a house or a flat?                | 6 How do you get on with your neighbours?                  |
| 3 Have you got any siblings?                       | 7 What are you like?                                       |
| 4 Do your grandparents live in the same household? | 8 Which middle name would you choose for yourself and why? |

.....

.....

.....

.....

.....

.....

**5 Read the text in class and ask your classmates to identify incorrect answers.**



### Problem task

**6 Solve these riddles.**

Mother and father have three sons and each son has one sister. How many children do they have?

They have ..... children.

Alison's parents have 5 daughters: Lala, Lele, Lili and Lolo. What is the name of the fifth daughter?

It's .....

You are my son, but I am not your father. Who am I?

I am your .....

There are 3 apples for two sons and two fathers to eat. Each of them gets one apple. How is that possible? Because there is .....

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

### 2. Samovrednovanje

Učenici palčevima/bojama semafora signaliziraju razumijevanje zadatka kao povratnu informaciju učitelju.



## L2: Charlie's Angels

**Lesson 2** I can say what people are like. Focus on vocabulary

### Charlie's Angels

1 Translate the words and expressions into Croatian.

|                    |  |
|--------------------|--|
| GOOFY              |  |
| AMBITIOUS          |  |
| CREATIVE           |  |
| A COMPUTER FREAK   |  |
| SMART ALEC         |  |
| POLITE             |  |
| STUBBORN           |  |
| SPORTY             |  |
| A PHONE ADDICT     |  |
| NERVOUS NELLIE     |  |
| HANDY              |  |
| CLUMSY             |  |
| OPEN-MINDED        |  |
| A BOOKWORM         |  |
| JACK-OF-ALL-TRADES |  |

2 Tick the words and expressions that best describe your best friend.

3 Circle the words that best describe you. What do you and your friend have in common?

**Personal names idioms**

**Smart alec** is a person who likes to show off how clever he/she is

**Nervous Nelly** is a person who is always worried and anxious

**Jack-of-all-trades** is a person who can do many different jobs

**Unit 1** I can use personal names idioms.

1 Listen to Charlie A and Charlie B talk about their friends. Their group is called Charlie's Angels after a popular film. Match the names to the pictures.

1 Lucas 2 Grace 3 Olivia 4 Harvey






2 Listen again and write G (Grace), L (Lucas), O (Olivia) or H (Harvey).

1 \_\_\_\_ is a bookworm.  
2 \_\_\_\_ is goofy.  
3 \_\_\_\_ is a computer freak.  
4 \_\_\_\_ is creative.  
5 \_\_\_\_ is a nervous Nellie.  
6 \_\_\_\_ is stubborn.  
7 \_\_\_\_ is ambitious.  
8 \_\_\_\_ is a jack-of all trades.  
9 \_\_\_\_ is a smart alec.  
10 \_\_\_\_ is open-minded.  
11 \_\_\_\_ is handy.

3 Who would you choose? \_\_\_\_\_

\_\_\_\_ to study with?  
\_\_\_\_ to go to a party with?  
\_\_\_\_ to talk about buying a new mobile phone?  
\_\_\_\_ to talk about hit songs?  
\_\_\_\_ to give you a computer game recommendation?  
\_\_\_\_ to do an art project with?  
\_\_\_\_ to talk about your future plans?  
\_\_\_\_ to fix a broken chair?

**Language spot**

**Giving an opinion**  
I think/believe that...  
As I see it...  
In my opinion...  
It seems to me that...

**Ishod lekcije:** učenik pokazuje razumijevanje teksta o profilnim slikama.

**Jezični sadržaji:**

**Ključni vokabular:** *goofy, ambitious, creative, stubborn, polite, clumsy, open-minded, handy, jack-of-all-trades, nervous Nelly, smart alec*

**Gramatika:** *the present simple*

**Ishodi iz PKEJ:** A.8.1., A.8.5., A.8.6., B.8.4., C.8.5.

**Međupredmetne teme:** Osobni i socijalni razvoj (A 3.1.), Učiti kako učiti (A 3.4., D 3.2.), Uporaba IKT (A 3.1., A 3.2.)

**Dodatni digitalni sadržaji:** *Learn More (Our favourite character traits)*

## Plan sata

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje poznato s novim sadržajima.                                                                                                                                                                                                                    |
| <b>Opis aktivnosti</b>  | Učitelj objašnjava značenje naslova lekcije na 14. stranici – <i>Charlie's Angels</i> - ili učenici sami istražuju značenje naslova ( <i>Charlie's Angels</i> bila je poznata TV serija sedamdesetih godina koja je kasnije dobila svoje filmske adaptacije.). |

### Glavni dio/ Obrada

|                         |                                      |
|-------------------------|--------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik opisuje najboljeg prijatelja. |
| <b>Opis aktivnosti</b>  | <b>Obrada vokabulara</b>             |

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <p>1. Učenici prevode riječi u 1. zadatku koristeći rječnik. Slijedi provjera.</p> <p><b>Vježba vokabulara</b></p> <p>1. Učenici kvačicom označavaju riječi iz prvog zadatka koje najbolje opisuju njegovog najboljeg prijatelja/prijateljicu (2. zadatak). Slijedi provjera.</p> <p>2. Učenik odabire riječi iz prvog zadatka koje ga najbolje opisuju. Zatim u paru razgovara o tome sličnostima koje dijeli sa svojim najboljim prijateljem/prijateljicom. (<i>We are both goofy. However, I am ambitious and my friend is not.</i>)</p> |
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje teksta o profilnim slikama.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Opis aktivnosti</b>  | <p><b>Slušanje s razumijevanjem</b></p> <p>1. Učenik sluša tekst u kojemu Charlie A i Charlie B. opisuju svoje prijatelje, te spajaju slike i imena osoba prema opisu (3. zadatak). Slijedi provjera.</p> <p>2. Učenik ponovno sluša tekst i dopunjava rečenice u 4. zadatku zadanim imenima. Slijedi provjera.</p>                                                                                                                                                                                                                         |
| <b>Ishod aktivnosti</b> | Učenik opisuje profilnu sliku po izboru i iznosi svoje mišljenje.                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnosti nakon slušanja:</b></p> <p>1. Učenik kroz razgovor odgovara na pitanja u 6. zadatku i argumentira svoj izbor.</p> <p>2. Učenik kroz razgovor navodi što dobra profilna slika treba sadržavati. Zatim izabire najbolju profilnu sliku na 15. stranici i objašnjava zašto je najbolja od svih.</p>                                                                                                                                                                                                                           |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Opis aktivnosti</b>  | 3. Učenik odabire jednu od slika u 3. zadatku na 9. stranici u radnoj bilježnici i piše opis osobe pomoću pitanja.                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Domaća zadaća

Učenik rješava 1. i 2. zadatak na 8. i 9. stranici u radnoj bilježnici za domaću zadaću.

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

### 2. Vršnjačko vrednovanje

Učenik vrednuje opis drugog učenika i iznosi svoja zapažanja.

**Lesson 2: Charlie's Angels**

● Read the text and find:

5 verbs .....  
 5 nouns .....  
 5 adjectives .....  
 5 pronouns .....  
 5 prepositions .....

Miguel has been my best friend since kindergarten. I'll never forget the day my mum forgot to put a sandwich in my lunch box. While I was crying hysterically, Miguel came over and offered me half of his tuna melt. I gladly accepted and ever since then we have been inseparable. Our teachers sometimes thought we were brothers because we always had identical school bags, pencil cases or even T-shirts. Even today, we have the same taste. Miguel is a very talkative and open-minded person. Everyone likes being around him because he is friendly and a bit goofy at the same time. Unlike Miguel, I am very shy and a bit of a bookworm. Luckily, Miguel has managed to pull me out of my shell and introduce me to some cool people. We often hang out at his place after school. His mum usually makes her famous enchiladas which we adore. We rarely argue, but when we do, it's usually about something trivial like computer games or school stuff and never about girls. We hope someday we'll marry two best friends and live next door. Wouldn't that be awesome?

● What are they like? Complete the sentences with the words from the box.

goofy creative a nervous Nelly stubborn ambitious polite  
 a jack-of-all-trades a smart Alec open-minded handy a phone addict

1. I'll use the parts of the old watch to make a gorgeous necklace. Upcycling is the best!  
 Lara is .....  
 2. 'You're hilarious! Leaving your phone to charge after it reaches 100% won't damage your battery. It's just a common misconception. I can't believe you don't know that!' Nigel is .....  
 3. 'No, mum! I can't put my phone down while I'm eating! I have to be online all the time. You just don't get it!' Alan is .....

**unit 1**

4. 'Ugh! I had no sleep last night. I was up all night worrying about the science test.' Kim is .....  
 5. 'Look at me! I'm a spaghetti monster! I'm coming to get you! Ha, ha!' Andy is .....  
 6. 'I'd like to enrol at a college after high school and work for a multinational corporation. I'd like to climb the career ladder to the highest possible level!' Mia is .....  
 7. 'I love being surrounded by people of different nationalities and ethnicities. You can learn a lot about yourself when you experience something new.' Craig is .....  
 8. 'Don't worry. I'll come over and fix your printer. I'm sure it's nothing.' Elen is .....  
 9. 'Excuse me, sir. Would you like to take a seat? I don't mind standing.' James is .....  
 10. 'I don't want to brag, but there isn't anything that I can't do. Mowing the lawn? Doing the laundry? Cooking? Cleaning? You name it!' Ryan is .....  
 11. 'Don't tell me which trainers to buy! I don't care if they are a little tight. I want this pair and that's the end of discussion!' Sam is .....

● Choose one of the profile pictures and describe it.

1. What does the person in the picture look like?  
 2. What is he/she like, based on the picture?  
 3. Is it a good profile picture in your opinion? Why?  
 4. What would you change about it?

## L3: Time management

**Lesson 3** I can talk about my organizational skills. Focus on grammar

# Time management

**1 Are you a well-organized person? Do the quiz and find out.**

**1 Every morning when the alarm clock beeps, you...**  
 A are already up because you always wake up before the alarm goes off.  
 B you hit the snooze button and allow yourself extra five minutes of sleep.  
 C you sleep through the alarm because you went to bed late.

**2 How often are you late for school?**  
 A Never. I don't know the meaning of the word late.  
 B Rarely. Anyone can make a mistake once.  
 C Sometimes. More often than my parents would like me to be.

**3 What does the inside of your backpack usually look like?**  
 A Very nice and neat. I have everything I need, nothing extra.  
 B I have most of the stuff I need plus a few curled up papers.  
 C It's a mess. There is probably a banana peel somewhere in there.

**4 When your teacher assigns a project you...**  
 A immediately start planning and organizing your time so you get everything done before the due date.  
 B wait for the day before the due date and then pull an all-nighter. The main thing is to get things done.  
 C wait for the due date and then realize you left all your books at a friend's place. Oh, well. Another project bites the dust.

**5 When you take notes at school you...**  
 A write neatly and highlight the titles and keywords in different colours.  
 B make sure your handwriting is neat enough so you can read your own notes at home.  
 C scribble on a piece of paper you've borrowed from your classmate.

**6 How do you keep track of your assignments?**  
 A I use mobile apps which remind me of my assignments.  
 B I write the most important ones on a piece of paper.  
 C I keep it all in my head.

**7 Where do you keep your house key?**  
 A It's around my neck. That way I can never lose it.  
 B It's in my pocket.  
 C Hmm... I think it's in my jacket.

**Check your results on the next page.**

**Unit 1** I can use the present simple to describe people and their habits.

If most of your answers are...

**A** You are an organizational mastermind. You like to keep your things nice and neat and you're always well prepared and on time. Good for you!

**B** You are on a good path to become organized, but you still need to learn a thing or two about time management. Don't worry. There's still hope!

**C** You are completely disorganized. Your life is a chaos and you love it. However, your parents and teachers are not big fans of your mess. Try harder!

**1 Write a report about your friend. Use the quiz answers as prompts.**  
 Eg. My friend is disorganized. He sleeps through the alarm....

**2 Listen to Mrs Baker and fill in the sentences with the words from the box. Use some words more than once.**

always usually often sometimes rarely never

1 Charlie \_\_\_\_\_ oversleeps and rushes to school.  
 2 He \_\_\_\_\_ leaves his books on the desk.  
 3 He \_\_\_\_\_ goes to bed on time.  
 4 Charlie's class master \_\_\_\_\_ complains about his marks.  
 5 He \_\_\_\_\_ hands in projects on time.  
 6 He \_\_\_\_\_ makes excuses.  
 7 He \_\_\_\_\_ waits until the last day to study for a test.  
 8 School \_\_\_\_\_ comes last for Charlie.

**3 Do you and Charlie have something in common?**

**4 Practice pronunciation and sort out these verbs in the correct column.**

|            | /s/ | /z/ | /ɪz/ |
|------------|-----|-----|------|
| walks      |     |     |      |
| oversleeps |     |     |      |
| rushes     |     |     |      |
| grabs      |     |     |      |
| leaves     |     |     |      |
| goes       |     |     |      |
| stays      |     |     |      |
| complains  |     |     |      |
| hands      |     |     |      |
| makes      |     |     |      |
| lies       |     |     |      |
| waits      |     |     |      |
| knows      |     |     |      |
| organizes  |     |     |      |
| manages    |     |     |      |
| comes      |     |     |      |
| writes     |     |     |      |
| says       |     |     |      |

**Language spot**  
**Present simple**  
 We use the present simple to describe people and talk about our habits and everyday activities.  
 I never oversleep.  
 He sleeps through the alarm.  
 Check Grammar pages for more information.

**Ishod lekcije:** učenik upotrebljava glagolsko vrijeme *the present simple* u kontekstu.

**Jezični sadržaji:**

**Ključni vokabular:** *goofy, time management, oversleep, to assign a project, to keep track of assignments, to take notes*

**Gramatika:** *the present simple with adverbs of frequency*

**Ishodi iz PKEJ:** A.8.1., A.8.3., C.8.1., C.8.2.

**Međupredmetne teme:** Osobni i socijalni razvoj (A 3.1., A.3.3., C.3.2.), Učiti kako učiti (B 3.1., C 3.3., C 3.4.), Zdravlje (A 3.1.A)

**Dodatni digitalni sadržaji:** *Learn More (Teenage body clock)*

## Plan sata 1/2

### Uvod/ Motivacija

**Ishod aktivnosti** Učenik povezuje poznato s novim sadržajima.

**Opis aktivnosti** Učenici u parovima opisuju svoj uobičajeni radni dan. Učitelj zatim proziva nekoliko učenika da opišu svoj uobičajeni radni dan pred razredom. Učitelj zatim postavlja pitanje - *Do you think you are a well-organized person?* – a učenici iznose svoja razmišljanja.

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik rješava kviz osobnosti.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Opis aktivnosti</b>  | <b>Obrada i vježba vokabulara:</b><br>Učenik otvara udžbenik na 16. stranici na kojem se nalazi kviz osobnosti. Prije rješavanja kviza, učitelj objašnjava značenje riječi <i>snooze button, curled up, a banana peel, to pull an all-nighter, the due date, to bite the dust, an assignment</i> . Učenici zapisuju riječi i izraze u bilježnicu te pišu prijevod. Zatim izabiru nekoliko riječi i pišu po rečenicu sa svakom od navedenih riječi. Slijedi provjera. Učenik zatim rješava kviz osobnosti i provjerava svoje rezultate na 17. stranici. Učenici naglas komentiraju slažu li se s rezultatima i objašnjavaju zašto se slažu ili ne slažu. |
| <b>Ishod aktivnosti</b> | Učenik u kratkom govoru pomoću bilješki izvještava druge učenike o organizacijskim navikama svog prijatelja.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Opis aktivnosti</b>  | 1. Učenici se zamijene za udžbenike i analiziraju odgovore drugog učenika. Učenik zatim sastavlja kratak izvještaj o organizacijskim navikama drugog učenika koristeći odgovore u kvizu kao predložak. Primjerice, <i>Luka is well-organized. He always wakes up before the alarm clock goes off. He is never late for school.</i>                                                                                                                                                                                                                                                                                                                      |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Opis aktivnosti</b>  | 2. Učenici izlažu svoje izvještaje o organizacijskim navikama drugog učenika pred razredom.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

#### Domaća zadaća

Učenik čita dodatni tekst u rubrici *Learn More (Teenage body clock)* za domaću zadaću.

## Plan sata 2/2

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje naučeno s novim sadžajima.                                                                                                                                                                                                                                                                                                                                            |
| <b>Opis aktivnosti</b>  | Na početku sata učitelj na ploču piše početke rečenica koje učenici trebaju usmeno dovršiti: <i>I always... I sometimes... I usually... I rarely... I never...</i> Učenici govore svoje ideje. Učitelj pojašnjava kako se riječi poput <i>always, usually, rarely i never</i> nazivaju <i>adverbs of frequency</i> i da ih koristimo uz glagolsko vrijeme <i>the present simple</i> . |

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik upotrebljava glagolsko vrijeme <i>the present simple</i> u kontekstu.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Opis aktivnosti</b>  | <b>Obrada gramatike:</b><br>1. Učenici slušaju tekst na 17. stranici u kojem gospođa Baker opisuje radne navike svog sina Charlie-a. Učenici rješavaju 4. zadatak i dovršavaju rečenice ponuđenim riječima ( <i>adverbs of frequency</i> ). Slijedi provjera.<br>2. Učenici analiziraju rečenice u 4. zadatku i s posebnom pažnjom promatraju riječi koje su otisnute podebljano. Učitelj naglašava da je glagolsko vrijeme u rečenici <i>present simple</i> te pomoću rubrike <i>Language spot</i> i <i>Grammar pages</i> ponavlja pravila tvorbe i uporabe. Učitelj također objašnjava kako prilog učestalosti pišemo ispred glagola, s iznimkom glagola <i>biti</i> , a priložnu oznaku na početku ili na kraju rečenice.<br><br><b>Vježba gramatike:</b><br>1. Učenici odgovaraju na pitanje u 5. zadatku – <i>Do you and Charlie have</i> |

|                                                                                          |                                                                                                                                                         |
|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                          | <i>something in common?</i> - te prepisuju rečenice iz 4. zadatka s kojima se mogu poistovjetiti ( <i>I also often oversleep and rush to school.</i> ). |
| <b>Ishod aktivnosti</b>                                                                  | Učenik pravilno izgovara glagol s nastavkom s ili es u kontekstu.                                                                                       |
| <b>Opis aktivnosti</b>                                                                   | 2. Učenik rješava 6. zadatak i razvrstava glagole u tablicu s obzirom na izgovor glagola i nastavka s/es. Slijedi provjera.                             |
| <b>Zaključak</b>                                                                         |                                                                                                                                                         |
| <b>Opis aktivnosti</b>                                                                   | 3. Učenik rješava 1., 2., 3. i 4. zadatak na 10. i 11. stranici u radnoj bilježnici. Slijedi provjera.                                                  |
| <b>Domaća zadaća</b>                                                                     |                                                                                                                                                         |
| Učenik rješava 5., 6. i 7. zadatak na 12. stranici u radnoj bilježnici za domaću zadaću. |                                                                                                                                                         |

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Učitelj provjerava ostvarenost ishoda koristeći izlaznu karticu.

### 2. Samovrednovanje

Učenici palčevima/bojama semafora signaliziraju razumijevanje zadatka kao povratnu informaciju učitelju.

Primjer izlazne kartice:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Choose the correct answer.</b></p> <p>1 Charlie... oversleeps and then rushes to school. He does it almost every day.</p> <p>a) never                      b) often                      c) rarely</p> <p>2 He usually... half of his stuff on the desk.</p> <p>a) leave                      b) leaves                      c) leaving</p> <p>3 Charlie A and Charlie B sometimes... up all night texting.</p> <p>a) stay                      b) stayes                      c) stays</p> <p>4 Charlie's teachers sometimes complain about his performance in class because he... hands in projects on time.</p> <p>a) always                      b) usually                      c) rarely</p> <p>5 He simply... how to organize his time.</p> <p>a) don't know                      b) know                      c) doesn't know</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



### Lesson 3: Time management

1 Complete the text with the present simple form of the verbs in the box. Don't forget to add -s or -es in third person singular.

|      |       |         |          |
|------|-------|---------|----------|
| walk | brush | come    | get (2x) |
| make | wash  | be (2x) |          |



My life is so boring. It's the same thing over and over again. On weekdays,

I wake up around seven, brush my teeth and make my face. I dressed quickly and go downstairs for breakfast. My mum always cooks delicious ham and eggs which is usually the highlight of my day. After that, I go to school with some of my friends.

|       |     |      |      |       |      |      |         |      |      |
|-------|-----|------|------|-------|------|------|---------|------|------|
| shout | eat | have | rush | throw | hang | join | go (2x) | meet | grab |
|-------|-----|------|------|-------|------|------|---------|------|------|

We have classes until half past twelve, followed by a lunch break. My friend Alice usually goes down to the canteen and sits at a table by the window. She puts her bag on the chair and says 'Dibs!' loudly. My friends and I wait Alice a few minutes later. We usually eat fish and chips or spaghetti with meatballs. After lunch, I go to my art class and Alice goes to a drama class. We play afterwards and go out in the playground until half past three.

|             |      |      |      |      |       |     |
|-------------|------|------|------|------|-------|-----|
| binge-watch | stop | feel | chat | take | order | put |
| get         | stay | come | see  | hate | make  |     |

When I go back home I feel exhausted, so I usually take a nap. My mum is frustrated when she sees me sleeping during the day. 'Clean your room. Do your homework, Diane. When I was your age...' I usually have my headphones on, and listen to music at that moment. In the evening, I hang out with my friends. We usually go up late which is getting up in the morning even harder. At weekends, Alice and I watch series on TV. We sometimes go to a fast-food restaurant. My mum hates it when I eat junk food, but once a week it's fine.

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2 What about you? Circle the correct option.

My life is boring. I get up / don't get up at seven on weekdays. I usually skip / don't skip breakfast. My mum usually makes / doesn't make me a sandwich. I go / don't go to school by bus. Classes usually finish / don't finish until one o'clock. After I come back home, I take / don't take a nap. I do / don't do my homework in the afternoon. I chat / don't chat with my friends online in the evening. At weekends, I spend / don't spend time with my best friend. We go / don't go to a fast-food restaurant. My mum likes / doesn't like it when I eat junk food.

3 What about you? Complete the sentences using the adverbs of frequency.

|        |         |           |
|--------|---------|-----------|
| always | usually | sometimes |
| often  | rarely  | never     |

- I always wake up before the alarm clock.
- I am usually late for school.
- I often keep my room nice and tidy.
- I sometimes take notes in class.
- I always hand in projects on time before the due date.
- I usually lie about my marks.
- I often use mobile apps to remind me of my assignments.
- I never study or do my homework at weekends.



4 Rewrite the sentences using the time expressions in brackets.

- Michelle and Ben go skiing in the Alps. (every winter)
- They feel hungry after the chicken nuggets commercial. (always)
- Robert is bored in the evening. (sometimes)
- Jane tutors her cousin maths. (twice a week)
- My grandparents and their neighbours play chess. (often)
- I take my dog for a walk. (every morning)

12

unit 1

5 Make the sentences true by using don't or doesn't.

- On weekdays, Diane gets up at eight.  
On weekdays, Diane doesn't get up at eight.
- Diane's mum makes delicious pancakes.  
Diane's mum doesn't make delicious pancakes.
- Diane and her friends take the bus to school.  
Diane and her friends don't take the bus to school.
- They have lunch in the schoolyard.  
They don't have lunch in the schoolyard.
- They hang around in the playground until five.  
They don't hang around in the playground until five.
- Diane's mum feels calm when she sees Diane sleeping during the day.  
Diane's mum doesn't feel calm when she sees Diane sleeping during the day.
- Alice and Diane go to the cinema at weekends.  
Alice and Diane don't go to the cinema at weekends.

6 Unscramble the questions and match them to the answers.

- Diane's / life / boring / so / why / is ?  
Why is Diane's life so boring?
- does / the / start / lunch / when / break ?  
When does the lunch break start?
- they / usually / do / at / where / lunch / sit ?  
Where do they usually sit for lunch?
- usually / have / lunch / what / do / for / they ?  
What do they usually have for lunch?
- to / goes / drama / does / Diane / go ?  
Does Diane go to drama?
- a nap / does / Diane / school / take / after ?  
Does Diane take a nap after school?
- she / tired / the / why / is / in / morning ?  
Why is she tired in the morning?
- go / do / Diane and Alice / at / sometimes / where / weekends ?  
Where do Diane and Alice go at weekends?

- No, she doesn't.
- To a fast-food restaurant.
- Because it's the same thing over and over again.
- Fish and chips or spaghetti with meatballs.
- Because she stays up late chatting with friends.
- At half past 12.
- Yes, she does.
- By the window.



#### Problem task

7 What advice would you give Diane to make her daily routine more interesting?  
E.g. You should volunteer at an animal shelter.

.....  
.....  
.....

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|  |                                                                                                                                                        |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | proljetni festival odvija (listopad). Učenici zatim pobliže proučavaju informacije na 18. stranici i kroz razgovor odgovaraju na pitanja u 1. zadatku. |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------|

## Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik sudjeluje u vođenom razgovoru prema predlošku koristeći <i>the present continuous for future</i> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Opis aktivnosti</b>  | <p><b>Obrada gramatike</b></p> <p>Učenici čitaju uputu i predložak teksta u 2. zadatku na 19. stranici. Učitelj objašnjava da je u razgovoru između Olivia-e i njezine prijateljice Charlie korišten <i>the present continuous</i> za izricanje budućnosti i skreće učenicima pažnju na gramatička pravila u rubrici <i>Language spot</i>. Prema potrebi, učitelj može ponoviti pravila tvorbe i uporabe glagolskog vremena <i>the present continuous</i> i u tu svrhu upotrijebiti <i>Grammar pages</i>.</p> <p><b>Vježba gramatike</b></p> <p>1. Učenici se svrstavaju u parove i glume telefonski razgovor između Olivia-e i njenih prijatelja koristeći predložak u 2. zadatku. Učitelj napominje da je potrebno upotrebljavati ciljanu strukturu, odnosno, <i>the present continuous</i>. Nakon što su učenici u parovima odradili zadatak, učitelj proziva nekoliko učenika da odglume razgovor pred cijelim razredom.</p> <p>2. Učenici usmeno odgovaraju na pitanja u 3. i 4. zadatku te pišu odgovore na pitanja u 5. zadatku u bilježnicu. Slijedi provjera.</p> |

## Zaključak

|                        |                                                                                                 |
|------------------------|-------------------------------------------------------------------------------------------------|
| <b>Opis aktivnosti</b> | 3. Učenici rješavaju 1., 2. i 3. zadatak na 13. stranici u radnoj bilježnici. Slijedi provjera. |
|------------------------|-------------------------------------------------------------------------------------------------|

## Domaća zadaća

Učenik rješava 4., 5., 6. i 7. zadatak na 14. i 15. stranici u radnoj bilježnici za domaću zadaću. Učitelj također preporučuje čitanje dodatnog teksta u rubrici *Learn More (Weird Australian festivals)*.

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

### 2. Vršnjačko vrednovanje

Učenici vrednuju govor drugih učenika i ispravljaju greške, a posebice u ciljanoj strukturi – *the present continuous*.

**Lesson 4: Sounds like a plan**

1 Match the name of the food truck to the type of food it offers.

- V-ice ..... cupcakes, muffins, pancakes, cookies and brownies
- Mama Mia! ..... classic street food - burgers and chips
- Ron's burgers ..... Vietnamese street food
- Wrap 'n' roll ..... dairy-free ice-cream and sorbet
- Just Cakes ..... Italian style pizza and seafood

**Problem task**

2 Give a catchy name to a food truck that sells:

- Mexican food - burritos, nachos and enchiladas
- gluten-free pancakes with fruit toppings
- Fish and chips
- American pies - chocolate, apple and cherry
- different kinds of coffee and cappuccino

3 Read Nora's schedule and describe what she is doing today.

Nora is calling her grandma at half past 8.

At 9 am she ..... After that, .....

6:30 - call mum  
9 am - pick up the dry-cleaning  
9:30 - do the grocery shopping  
10 am - go to the dentist  
11 am - make a birthday cake for Sarah  
1 pm - take grandma to the airport  
3 pm - feed Ethan's cat  
4:30 pm - deliver the cake  
5 pm - wait for the dishwasher repairman  
7 pm - take out the garbage can

4 Check your schedule. What are your arrangements for the next week? Complete the sentences. Use the present continuous.

E.g. At 3 pm on Monday I am returning a book to the library.  
At 10 am on Saturday I am doing a house visit.

- At ..... on Monday
- At ..... on Tuesday
- At ..... on Wednesday
- At ..... on Thursday
- At ..... on Friday
- At ..... on Saturday
- At ..... on Sunday

5 What are they doing at the moment? Complete the sentences. Use the present continuous.

- 1 Rick doesn't usually eat a lot for lunch, but today ..... he is eating a giant sandwich.
- 2 Gina doesn't normally wear stripes, but today .....
- 3 Ivy and Hugh usually talk a lot, but today .....
- 4 Bate usually does yoga in the morning, but today .....
- 5 Ian normally practises the piano at 5, but today .....
- 6 Penny usually has dinner at home, but today .....

6 Present simple or present continuous? Circle the correct answer.

Today is / is being Kendra's birthday. Kendra loves / is loving everything about it. Every year, she throws / is throwing a big party and invites / is inviting her friends and family. Her husband Ed usually hires / is hiring a local band, so there's singing and dancing and everyone has / is having a great time. Kendra doesn't prepare / isn't preparing the party food by herself. Her sister usually buys / is buying a huge birthday cake and her parents make / are making sandwiches and mini quiches. However, this year something is different. The house is quiet and there is no music. Where are the guests?

What do / are they do / doing? They hide / are hiding behind the furniture in the living room and wait / waiting for Kendra. Here she comes / is coming. Suddenly, everyone shouts / is shouting 'Surprise!' and jump / jumping out from their hiding place. They sing / are singing 'Happy birthday' to Kendra. What a lovely surprise! Kendra cries / is crying and laughs / laughing at the same time.

7 Complete the dialogue with the correct form of the verbs in brackets.

A: Jack, where ..... you going ..... (go)?  
B: To the festival. I ..... (meet) some friends there.  
A: Why ..... you ..... (meet) a rainbow?  
B: Because it ..... (rain) outside!  
A: Really? I think it ..... (rain) up!  
A: That's great. I ..... (not go) going outside when it rains!  
B: No one does. What ..... you usually ..... (do) there?  
A: I usually ..... (listen) to some local bands and I ..... (eat) something to eat.  
B: I ..... (not go) on rides because they make me nauseous!  
B: Have fun and ..... (buy) some bread on the way home!

## L5: Dream team

**lesson 5** *I can read the dialogue expressively.* **Focus on skills**

### Dream team



**1** Do you prefer doing school projects in groups or by yourself? Why?  
**2** Read the dialogue. Which student thinks teamwork skills are important? Leo, Henry or Madison?

**Leo:** I'm feeling a bit anxious about our school project. How are we going to prepare the entire class president campaign for Claire in just a week? It's stressing me out.  
**Henry:** Chill, mate! There are six of us in the team. We're all in this together.  
**Leo:** That's what I'm worried about. Some of them are simply not pulling their weight. Take Andy for example. He is artistic and creative but also irresponsible. And no offence to you Henry, but you are not the most reliable person either.  
**Henry:** None taken. You're no picnic either.  
**Madison:** I think he's just freaking out because he wasn't chosen the team leader. Grades aren't everything, you know. A team leader must be friendly, calm and well organized.  
**Leo:** Whatever... All I care about is that I get a good grade from this project.  
**Madison:** Look, I like good grades as much as any other person but, for me, team projects are just more fun than working on my own. I like how we build on each other's ideas.  
**Leo:** Fun? Ideas? So far the only good idea has been to post Claire's vlog on social media.

**I won't even comment on the rest. We have to think of some important school issues we want to point out in the campaign. Also, I think we should go the extra mile and produce some cool gear, like buttons, T-shirts, badges and posters. That's a lot of work.**

**Henry:** Stop worrying! Claire is the most likeable person in our class. Her YouTube channel has more than ten thousand followers. She'll wipe the floor with that show-off Brian. Easy-peasy.

**Madison:** I agree with Leo. Our teacher won't like it if we rely just on social media. I think that buttons and badges are a great idea. Very retro. Let's leave the creative stuff to Andy and focus more on the issues.

**Henry:** You guys are bumming me out. It's all too serious for me. The only issue I have is working with such control freaks. I wish we could choose our own team members.

**Leo:** That's actually not bad. We could say that the focus of our campaign is to free the students from the torture of teamwork.

**Madison:** That's the most ridiculous thing I've ever heard. We need to learn how to cooperate in school so we can do it later on in real life. Think of some other issue.

**Leo:** Look at you, Miss Bossy-All-Of-A-Sudden!

**Henry:** No more, Little Miss Sunshine. Respect!

**T together everyone achieves more**

**unit 1** *I can say why teamwork skills are important.*

**1** Read the dialogue again. Write T for true, F for false or NG if the answer is not given.

- Leo is feeling nervous about the school project.
- He thinks that some students don't work hard enough.
- Andy is the most responsible student in the team.
- Henry is the team leader.
- Madison doesn't care about the grades.
- She thinks it's more fun to work in a team than individually.
- Claire is running for class president.
- She posts beauty tutorials on YouTube.
- Henry thinks Claire can't win against her opponent Brian.
- Their teacher wants the students to create some non-digital materials.
- Henry wishes he could be in some other team.
- Madison is usually a cheerful person, but today she is bossy.

**2** Read the dialogue in groups of three. Try to be as expressive as possible.

**3** Match the expressions and definitions.

- pull one's weight** \_\_\_\_\_ to easily defeat an opponent
- no offence** \_\_\_\_\_ to contribute to a group activity in proportion to one's ability
- be no picnic** \_\_\_\_\_ a girl who is optimistic and always smiling
- go the extra mile** \_\_\_\_\_ not get angry by something that one said
- wipe the floor with** \_\_\_\_\_ to do more than expected or necessary in order to please someone
- bum somebody out** \_\_\_\_\_ someone who wants to make things happen in exactly the way they want
- control freak** \_\_\_\_\_ be difficult
- Little Miss Sunshine** \_\_\_\_\_ to make someone feel sad or disappointed

**4** Answer the questions in groups. Use the ideas from the text as prompts.

- What are the advantages of working in a team?
- What are the disadvantages?
- Who do you have most in common with? Leo, Madison or Henry?
- What are the qualities of a good team leader?
- What are the qualities of a good class president?
- Which school issues would you point out in the campaign?
- Which jobs require good teamwork skills?



**Ishod lekcije:** učenik naglas čita tekst primjenjujući intonacijska obilježja i dramatizaciju.

**Jezični sadržaji:**

**Ključni vokabular:** *teamwork, to pull one's weight, to go the extra mile, be no picnic, to wipe the floor with*

**Gramatika:** *expressing opinions*

**Ishodi iz PKEJ:** A.8.1., A.8.2., A.8.5., B.8.4., C.8.5., C.8.6.

**Međupredmetne teme:** Osobni i socijalni razvoj (A 3.1., A 3.3., B 3.1., B.3.4.), Učiti kako učiti (A 3.4., C 3.1., C 3.2., C 3.3.), Uporaba IKT (A 3.2.)

**Dodatni digitalni sadržaji:** *Learn More (Teamwork)*

## Plan sata

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                                                                         |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje naučeno s novima sadržajima.                                                                                                                                                                                                                                                                            |
| <b>Opis aktivnosti</b>  | Na početku sata učitelj provjerava domaću zadaću (4., 5., 6. i 7. zadatak na 14. i 15. stranici) s posebnim naglaskom na 6. i 7. zadatak u kojem se pojavljuju dva glagolska vremena, <i>the present simple</i> i <i>the present continuous</i> te prema potrebi pojašnjava razliku u uporabi na konkretnim primjerima. |

## Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje teksta o timskom radu.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnost prije čitanja</b></p> <p>Učenik odgovara na pitanje u 1. zadatku na 20. stranici u udžbeniku i razgovara o tome uživa li više u individualnom ili grupnom radu u školi.</p> <p><b>Aktivnost za vrijeme čitanja</b></p> <p>1. Učenik brzo čita tekst na 20. stranici (<i>scanning</i>) i odgovara na pitanje u 2. zadatku – <i>Which student thinks teamwork skills are important?</i> Slijedi provjera.</p> <p>2. Učenik ponovno čita tekst i rješava 3. zadatak na 21. stranici u udžbeniku (točno/netočno/nije navedeno). Slijedi provjera.</p> <p>3. Učenik rješava 5. zadatak na 21. stranici i povezuje riječi i definicije. Slijedi provjera. Učitelj po potrebi dodatno pojašnjava ili prevodi nepoznate riječi iz teksta.</p> |
| <b>Ishod aktivnosti</b> | Učenik naglas čita tekst primjenjujući intonacijska obilježja i dramatizaciju.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnosti nakon čitanja</b></p> <p>1. Učitelj dijeli učenike u skupine od tri učenika. Učenici u skupinama vježbaju čitanje teksta naglas po ulogama. Učitelj naglašava važnost izražajnog čitanja te potiče na dramatizaciju teksta. Učitelj također naglašava razliku u intonaciji upitne i izjavne rečenice.</p> <p>2. Učenici čitaju naglas tekst pred razredom.</p>                                                                                                                                                                                                                                                                                                                                                                       |

## Zaključak

|                         |                                                                                                           |
|-------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik u razgovoru iznosi svoje mišljenje o radu u skupini.                                               |
| <b>Opis aktivnosti</b>  | 3. Učenici su podijeljeni u nove skupine u kojima razgovaraju o pitanjima u 6. zadatku. Slijedi provjera. |

## Domaća zadaća

Učenik rješava 1., 2., 3., 4. i 5. zadatak na 16. i 17. stranici u radnoj bilježnici za domaću zadaću. Učitelj također preporučuje čitanje dodatnog teksta u rubrici *Learn More (Teamwork)*.

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

### 2. Vršnjačko vrednovanje

Učenici vrednuju izgovor, intonaciju i dramatizaciju teksta drugih učenika te daju savjete kako poboljšati iste.

**Lesson 5: Dream team**

1. Complete the sentences with the prepositions from the box.

about (2x) of on (2x) out (2x) with (2x)

1. Ted keeps saying he doesn't care ..... about ..... his past anymore, and yet he keeps talking about it.

2. You should ease up a bit at work. You're getting stressed .....

3. I'm not sure I agree ..... you one hundred percent.

4. Emily is trustworthy. You can rely ..... her.

5. Can you think ..... a better way to spend your Saturday afternoon?

5. The noise made it hard for me to focus ..... work.

6. She quickly pointed ..... the mistakes we made.

7. I'm worried ..... Jill. She hasn't returned any of my phone calls.

8. It seems that the President has wiped the floor ..... the opposition.

2. Complete the sentences with the words/expressions from the box. Make the necessary changes.

pull one's weight no offense control freak be no picnic Little Miss Sunshine busy hum somebody out

1. He seems ..... but he's actually quite open to other people's ideas.

2. You've been flying ..... but you really need to take a bath. You smell like fish.

3. Switch to another channel, please. Documentaries about endangered animals are really ..... me.

4. She may be laughing right now, but she's no .....

5. Don't be such a ..... He never does anything spontaneous.

6. You think that driving a taxi is hard? Let me tell you, being a police officer is ..... effort.

7. If you don't ..... the presentation won't be ready tomorrow.

8. My mum has really ..... to make my birthday special.

**Individual work or teamwork? Sort out the following expressions.**

brainstorming ideas faster problem solving making your own decisions  
increasing creativity and innovation taking responsibility  
improving communication skills managing your time  
taking full credit for the work well done

| Individual work | Teamwork            |
|-----------------|---------------------|
|                 | brainstorming ideas |
|                 |                     |
|                 |                     |
|                 |                     |

3. Do you prefer individual work or teamwork? Why?

I prefer ..... because .....

**Problem task**

4. Which two students would you choose to be your teammates on a science project about endangered animals? Why?

| Student | Interests                                                               | Skills                                         |
|---------|-------------------------------------------------------------------------|------------------------------------------------|
| Seth    | ambitious, hard-working, competitive, interested in space and astronomy | responsible, determined, recycling and ecology |
| Kate    | friendly, cooperative, interested in music and TV series                | responsible, chemistry and science             |
| Kenny   | friendly, cooperative, interested in music and TV series                | responsible, music and drama                   |
| Amber   | intelligent, reliable, easy-going, volunteering at an animal shelter    | documentaries and video games                  |
| Will    | relaxed, open-minded, curious, IT and history                           |                                                |

I would like ..... to be my team members because .....



## L6: A better school experience

**Lesson 6** I can write an argumentative essay about school issues. **Focus on skills**

### A better school experience

**1 What would improve your school experience? Would you rather...**

- attend an all-boy/all-girl school or an integrated school?
- have more elective or more compulsory subjects?
- attend classes with more than 15 or less than 15 students?
- have longer or shorter breaks?
- work in a team or individually?
- have just one or more than one foreign languages?
- have the same teachers every year or a different set of teachers each year?
- study from print textbooks or digital textbooks?
- have 6 one-hour classes or 3 two-hour classes each day?
- wear school uniforms at school or your regular clothes?
- do your homework at school or at home?

**2 Claire is writing about school issues she wants to include in her class president campaign. Read her essays. Which school issues is she talking about?**

**Paper or screen?**  
Digital technologies are making our school life easier. All the information we need is only a click away. Some people even say that students should switch from print textbooks to digital ones. However, I don't think that's a good idea.

Firstly, it's easier to study from paper textbooks than digital ones. I like to underline the keywords while studying. It helps me understand and remember things better. Secondly, print textbooks can't crash, freeze or suffer a virus attack. They're simply more reliable. Finally, tablets have a lot of functions and apps which distract me from learning. I sometimes spend hours watching videos or playing on my tablet while I should be doing my homework.

In conclusion, schools should keep the print textbooks because they make studying easier, with less distractions.

**Language spot**  
I would rather... than...  
We use *would rather than* to talk about preferring one thing to another.  
I would rather wear school uniforms at school than my regular clothes.

**unit 1**

**Different teacher every year?**  
In most schools students have the same set of teachers every year. Teachers usually change due to sick leave or when some of them find another job, which is not very often.

In my opinion, students should be assigned new teachers from time to time because that way they can experience different teaching styles. Also, some teachers have pet students which isn't fair to the rest of the class. Moreover, it takes a while to get to know the new teacher which keeps you on your toes so you don't get too relaxed and lazy with your studying.

To put it in a nutshell, I believe that students can only benefit from changing their teachers from time to time.

**3 Which essay would you use for the class president campaign and why?**  
**4 Underline the arguments Claire uses to support her thesis.**  
**5 Follow the steps and write an argumentative essay in your notebook. Use up to 100 words.**

**Step 1**  
Choose a school issue you want to write about. You can use prompts in Task 1.

**Step 3**  
Explain your thesis in the introduction by stating the issue you are writing about.

**Step 5**  
Write your opinion in the last paragraph. Use phrases like *In conclusion*, *To put it in a nutshell*...

**Step 2**  
Think of the structure. Your essay should have three paragraphs: introduction, body and conclusion.

**Step 4**  
Support your thesis with at least three arguments. Write your arguments in the second paragraph.

**Step 6**  
Use linking words throughout your essay such as *firstly*, *secondly*, *thirdly*, *also*, *moreover*...

**FUN FACT**  
School education in Australia lasts for 13 years, from preschool to senior secondary school. How long does it last in Croatia?

**A+**

**Ishod lekcije:** učenik piše argumentacijski esej.

**Jezični sadržaji:**

**Ključni vokabular:** *school uniforms, integrated schools, boarding schools, digital textbooks, thesis, arguments*

**Gramatika:** *I would rather... than...*

**Ishodi iz PKEJ:** A.8.1., A.8.5., C.8.4.

**Međupredmetne teme:** Osobni i socijalni razvoj (B 3.1.), Učiti kako učiti (A 3.1., A 3.4., B 3.1.),

Uporaba IKT (A 3.2.), Građanski odgoj i obrazovanje (A.3.3., A.3.4.)

**Dodatni digitalni sadržaji:** *Learn More (School uniforms)*

## Plan sata 1/2

### Uvod/ Motivacija

**Ishod aktivnosti** Učenik povezuje naučeno s novim sadržajima.

**Opis aktivnosti** Na početku sata učitelj provjerava domaću zadaću (1., 2., 3., 4. i 5. zadatak na 16. i 17. stranici u radnoj bilježnici) s posebnim naglaskom na 5. zadatak – *Problem task*. Učenici razgovaraju o tome s kojom bi osobom iz 5. zadatka najradije odradili projektni zadatak i zašto.

### Glavni dio/ Obrada

**Ishod aktivnosti** Učenik u kratkom razgovoru iznosi mišljenje kako poboljšati kvalitetu obrazovanja.

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Opis aktivnosti</b>  | <p><b>Obrada gramatike</b></p> <p>Učenik rješava 1. zadatak na 22. stranici te koristeći strukturu <i>I would rather... than...</i> izražava svoje mišljenje. Učitelj upućuje učenike na rubriku <i>Language spot</i> u kojoj se nalaze dodatna pojašnjenja. Učenik zatim odabire pet rečenica iz 1. zadatka i prepisuje ih u bilježnicu. Slijedi provjera. Prilikom čitanja, drugi učenici mogu reagirati ako imaju drugačije mišljenje.</p> <p><b>Vježba gramatike</b></p> <p>1. Učenik rješava 1. zadatak u radnoj bilježnici na 18. stranici. Slijedi provjera.</p> <p>2. Učenik rješava 2. zadatak u radnoj bilježnici na 18. stranici. Slijedi provjera.</p>                                                                                                                                                                                      |
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje argumentacijskog eseja.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnost prije čitanja</b></p> <p>Učitelj ispituje učenike o tome što je to <i>president campaign</i> i što mislo što je potrebno kako bi se organizirala jedna uspješna predsjednička kampanja (<i>money, sponsors, support, a good programme, important issues...</i>). Učitelj može iskoristiti priliku kako bi učenike poučio o važnosti učeničkog vijeća i njihovih predstavnika u školama u SAD-u i Velikoj Britaniji. Učenici mogu navest čime se bavi učeničko vijeće u Hrvatskoj i koje su mu uloge.</p> <p><b>Aktivnosti za vrijeme čitanja</b></p> <p>1. Učenici čitaju dva eseja koje je napisala djevojčica Claire u svrhu svoje predsjedničke kampanje i odgovaraju na pitanje u 2. zadatku – <i>Which school issues is Claire talking about?</i></p> <p>2. Učenici ponovno čitaju tekst i odgovaraju na pitanje u 2. zadatku.</p> |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Ishod aktivnosti</b> | Učenik analizira strukturu eseja i pronalazi argumente.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnost nakon čitanja</b></p> <p>1. Učitelj pojašnjava da se esej kao što je napisala Claire naziva argumentacijski esej. Učitelj pojašnjava značenje riječi <i>argument</i> i <i>thesis</i>. Učenici zatim rješavaju 4. zadatak i pronalaze argumente u oba eseja i podvlače ih. Slijedi provjera.</p> <p>2. Učenik rješava 3., 4. i 5. zadatak u radnoj bilježnici te uočava pravilnost u strukturi argumentacijskog eseja.</p>                                                                                                                                                                                                                                                                                                                                                                                                               |

## Domaća zadaća

Učitelj preporučuje čitanje dodatnog teksta u rubrici *Learn More (School uniforms)*

**Lesson 6: A better school experience**

● Answer the questions using the structure *I would rather... than*.  
E.g. Would you rather live in Croatia or somewhere abroad?  
..... I would rather live in Croatia than somewhere abroad.

- Would you rather win the lottery or live twice as long?
- Would you rather be without the Internet for a week or without your phone?
- Would you rather be Batman or Spider-Man?
- Would you rather be the most popular or the smartest student at school?
- Would you rather go bungee jumping or deep-sea diving?
- Would you rather be the youngest or the oldest sibling?
- Would you rather be overworked or bored?
- Would you rather be alone on a desert island or with someone who talks all the time?

● Write 5 questions that begin with *Would you rather... or...* and ask your friend to answer them.

- Would you rather .....
- Would you rather .....
- Would you rather .....
- Would you rather .....
- Would you rather .....

**unit 1**

● Put the paragraphs in the correct order (1-5).

**The more the merrier**

..... Firstly, learning two or more foreign languages at once challenges your brain and makes it operate more actively. You have to memorize a lot of information, rules, words and patterns, which is a great drilling exercise for human memory.

..... Secondly, knowledge of more than one second language can set you apart from other candidates at a job interview and lead to a better position inside the company. Modern business world is dominated by bilingual candidates who are highly appreciated for most positions.

..... Lastly, commonly spoken languages like Spanish, German, French could come in handy when travelling to these countries for business or leisure. Travelers who know several foreign languages are usually more open to experiencing new things and adventures.

..... In a nutshell, there are no downsides to learning two or more foreign languages. Therefore, schools should offer a variety of languages for students to choose from because learning a language is much more than a subject – it's a life skill.

..... Learning a foreign language is an integral part of every school curriculum worldwide. Most students choose English because it's a global language of communication. However, should we learn more than one foreign language, and what are the benefits?

● Match the sentence parts.

- Paragraph one is ..... contain arguments that support the thesis.
- Paragraphs two, three and four ..... the conclusion.
- Paragraph five is ..... the introduction.

● Read the text again. Circle the correct answer.

- In most schools around the world students learn... as a second language.  
a) English b) German c) French
- Learning a foreign language makes you... more active.  
a) tongue b) mouth c) brain
- Bilingual candidates have... chances of being hired.  
a) better b) worse c) the same
- People who like to travel are usually... to new experiences.  
a) closed b) shut c) open
- Schools should offer... to students.  
a) one language b) two languages c) as many languages as possible

## Plan sata 2/2

| Uvod/ Motivacija   |                                                                                                                                                                                                                                                                                                                                                                |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ishod aktivnosti   | Učenik povezuje poznato s novim sadržajima.                                                                                                                                                                                                                                                                                                                    |
| Opis aktivnosti    | Na početku sata, učitelj potiče učenike da opišu svoju idealnu školu. Također, učitelj potiče učenike na razmišljanje o tome što bi htjeli promijeniti u svojoj školi. Učenici mogu najprije zapisati svoje ideje u skupinama, a zatim ih predstaviti pred razredom.                                                                                           |
| Glavni dio/ Obrada |                                                                                                                                                                                                                                                                                                                                                                |
| Ishod aktivnosti   | Učenik planira strukturu argumentacijskog esejja prema predlošku.                                                                                                                                                                                                                                                                                              |
| Opis aktivnosti    | Učenik čita upute kako napisati argumentacijski esej u 5. zadatku na 23. stranici u udžbeniku. Učitelj napominje da je potrebno pažljivo slijediti svih 6 koraka. Učenicima je zadatak izabrati temu o kojoj žele pisati u eseju koji mora imati jasno izraženu tezu u uvodu, najmanje tri argumenta u glavnom dijelu te jasno izraženo mišljenje u zaključku. |
| Ishod aktivnosti   | Učenik piše argumentacijski esej.                                                                                                                                                                                                                                                                                                                              |
| Opis aktivnosti    | 1. Učenik piše argumentacijski esej u bilježnicu koristeći upute u 5. zadatku. Učenik također koristi eseje u udžbeniku i radnoj bilježnici kao predloške. Učitelj određuje vrijeme potrebno za pisanje nakon kojega slijedi formativno vrednovanje.                                                                                                           |
| Zaključak          |                                                                                                                                                                                                                                                                                                                                                                |
| Opis aktivnosti    | 2. Učenici jedni drugima formativno vrednuju sastav na temelju <i>check-liste</i> ili analitičke rubrike koja se može koristiti i za sumativno vrednovanje.                                                                                                                                                                                                    |

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

### 2. Vršnjačko vrednovanje

Učenici vrednuju esej drugog učenika pomoću *check-liste* ili analitičke rubrike.

Primjer *check-liste* za formativno vrednovanje.

#### Use ✓ or X:

- 1 The topic of the essay is interesting and relevant.
- 2 The essay has three parts: an introduction, body and conclusion.
- 3 There are three arguments which support the thesis.
- 4 The student uses linking words correctly.
- 5 The student expresses his/her opinion in the conclusion.
- 6 The handwriting is neat and legible.
- 7 The sentences are well-structured and logical.



Primjer analitičke rubrike za vrednovanje pisanja:

| Razine ostvarenosti kriterija                                                                                                                                                                             |                                                                                                    |                                                                                                          |                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Sastavnice                                                                                                                                                                                                | potpuno                                                                                            | djelomično                                                                                               | potrebno doraditi                                                                                       |
|                                                                                                                                                                                                           | 3                                                                                                  | 2                                                                                                        | 1                                                                                                       |
| <b>struktura eseja</b>                                                                                                                                                                                    | Esej sadrži sve zadane sastavnice kao u predlošku.                                                 | Esej sadrži uglavnom sve zadane sastavnice kao u predlošku.                                              | Esej nije u skladu sa zadanim sastavnicama u predlošku.                                                 |
| <b>gramatika i pravopis</b>                                                                                                                                                                               | Učenik se gotovo uvijek gramatički točno izražava. Pravopis riječi gotovo je uvijek točan.         | Učenik katkad pogriješi u gramatici ili pravopisu, ali pogreške rijetko ometaju razumijevanje.           | Učenik često griješi u gramatici i pravopisu tako da pogreške često ometaju razumijevanje.              |
| <b>vokabular</b>                                                                                                                                                                                          | Uz ciljani koristi se širokim rasponom vokabulara uz manje pogreške koje ne ometaju razumijevanje. | Koristi se samo ciljanim vokabularom uz povremene pogreške u upotrebi koje katkad ometaju razumijevanje. | Koristi se samo jednostavnim vokabularom uz česte pogreške u upotrebi koje često ometaju razumijevanje. |
| <b>Napomena:</b> Ako sastavnica nije ostvarena ni na najnižoj očekivanoj razini ili ne postoji, tada se za nju dodjeljuje 0 bodova. Ova se rubrika može rabiti i za sumativno vrednovanje sličnog zadatka |                                                                                                    |                                                                                                          |                                                                                                         |

## L7: Project 1: Vote for me!

**Lesson 7** I can introduce myself and express my opinion in a speech. **Focus on skills**

### Project 1: Vote for me!

**1 Look at Claire's campaign poster and answer the questions.**

- 1 Do you like Claire's poster?
- 2 What do you like about it?
- 3 What would you change?
- 4 What is Claire like?
- 5 What does she like?
- 6 Which issues is she talking about?

**Language spot**  
Giving an opinion  
I think that...  
I believe that...  
In my opinion...

**A Vote for Claire**

School: North Melbourne Elementary  
Class: 8 b

ATEAM PLAYER

Would you like... 5-minute longer lunch breaks and two different desserts in the canteen?

...is a vote for ACTION!

SMART

AMBITIOUS

FRIENDLY

Interests: vlogging, YouTube and TikTok, computer games

School clubs: member of the cheerleading club, debate team and book club

WELL-ORGANIZED

DETERMINED

OPEN-MINDED

**unit 1**

**1 Design a poster for your class president campaign. Follow a simple checklist:**

- stick your photo somewhere on the poster
- think of a slogan for your campaign. If you can't think of one, search the Net for ideas
- write the name of your school and class
- write about your interests and free-time activities
- write about your qualities
- include at least two school issues you will try to improve
- use bright colours
- write neatly

**VOTE**

**2 Listen to Claire's speech and put the parts of her speech in the correct order (1-8).**

..... school clubs she's a member of  
..... thanking her class and her team  
..... her campaign programme and promises  
..... her free-time activities  
..... her qualities  
..... name and surname  
..... greeting the students  
..... her campaign slogan

**Language spot**  
Making promises  
Use will for making promises.  
I will do my best to make you happy.

**3 Listen to the speech again and choose the correct answer.**

- 1 Claire is speaking...  
a) loudly. b) quietly.
- 2 She is very...  
a) nervous b) self-confident.
- 3 Her speech is...  
a) short and informative. b) long and boring.
- 4 She speaks not only about herself but also about school...  
a) issues. b) holidays.
- 5 Most of her promises are... to achieve.  
a) impossible b) possible

**4 Give a speech that will accompany your class president campaign poster. Use Claire's speech as a model.**

**5 Use digital apps to take a class vote and choose the most successful speech and poster.**

**VOTE**

**Ishod lekcije:** učenik se predstavlja u govoru služeći se posterom kao pomagalom.

**Jezični sadržaji:**

**Ključni vokabular:** to vote, a campaign, programme, promises, qualities, activities, issues

**Gramatika:** will future for making promises

**Ishodi iz PKEJ:** A.8.2., A.8.3., B.8.4., C.8.4., C.8.6.

**Međupredmetne teme:** Osobni i socijalni razvoj (A 3.1., A 3.3., B 3.1., B 3.2.), Učiti kako učiti (A 3.3.), Uporaba IKT (C 3.3.), Građanski odgoj i obrazovanje (A.3.3., A.3.4., A.3.5., C.3.3.), Poduzetništvo (A.3.1.)

**Dodatni digitalni sadržaji:** Learn More (Voting history)

## Plan sata 1/2

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                                                                                         |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik analizira poster djevojčice Claire koja se natječe za predsjednicu razreda.                                                                                                                                                                                                                                                      |
| <b>Opis aktivnosti</b>  | Učenici u skupinama razgovaraju o plakatu na 24. stranici u udžbeniku i odgovaraju na pitanja u 1. zadatku. Učitelj im skreće pažnju na rubriku <i>Language spot</i> gdje se nalaze korisne fraze i izrazi kojima je moguće izraziti svoje mišljenje. Nakon što su učenici samostalno u skupinama analizirali poster, slijedi provjera. |

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik planira strukturu svog postera za razrednu predsjedničku kampanju.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Opis aktivnosti</b>  | <ol style="list-style-type: none"> <li>1. Učenik razgovara s drugim učenikom kako bi izgledao njegov poster kada bi se kandidirao za predsjednika razreda. Učenici međusobno razmjenjuju ideje koristeći poster na 24. stranici kao predložak.</li> <li>2. Učenik rješava 2. zadatak na 20. stranici u radnoj bilježnici pomoću kojeg izabire konkretne riječi, izraze i slogane koje će upotrijebiti na svom posteru.</li> <li>3. Učenik izrađuje poster na papiru većeg formata. Učitelj potiče učenike da pažljivo iskoriste prostor i koriste boje kako bi plakat bio vizualno dojmljiv. Također, učitelj naglašava da tekst koji se nalazi na plakatu mora biti čitljiv i uredno napisan.</li> </ol> |

## Zaključak

|                        |                                                                                                                                                  |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Opis aktivnosti</b> | 4. Učenik koristi <i>check-listu</i> u 2. zadatku na 25. stranici u udžbeniku kako bi provjerio sadrži li njegov plakat sve potrebne sastavnice. |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|

## Domaća zadaća

Za one koji žele znati više, učitelj predlaže čitanje teksta u rubrici *Learn More (Voting history)*. Prema potrebi, učenik može završiti izradu plakata kod kuće.

# Plan sata 2/2

## Uvod/ Motivacija

|                         |                                                                                                                              |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik razgovara s drugim učenikom o posteru koji je izradio.                                                                |
| <b>Opis aktivnosti</b>  | Na početku sata, učenici u parovima komentiraju postere koje su izradili i daju jedan drugome savjete kako i što poboljšati. |

## Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje teksta u kojem djevojčica Claire predstavlja svoju kampanju za predsjednicu razreda.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnost prije slušanja</b></p> <p>Učenici čitaju ulomke iz poznatih govora u 4. zadatku na 21. stranici u radnoj bilježnici i povezuju govor sa osobom. Učitelj ili netko od učenika može pročitati govor naglas za vrijeme provjere.</p> <p><b>Aktivnost za vrijeme slušanja</b></p> <ol style="list-style-type: none"> <li>1. Učenik sluša govor koji je djevojčica Claire pripremila za svoju predsjedničku kampanju i rješava 3. zadatak u udžbeniku na 25. stranici. Slijedi provjera.</li> <li>2. Učenik ponovno sluša tekst i rješava 4. zadatak na 25. stranici. Slijedi provjera.</li> </ol> |
| <b>Ishod aktivnosti</b> | Učenik planira strukturu svog govora za predsjedničku kampanju.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Opis aktivnosti</b>  | <ol style="list-style-type: none"> <li>1. Učenik rješava 5. zadatak na 25. stranici u udžbeniku i priprema govor koji će pratiti njegov poster. Učitelj učenicima skreće pažnju na rubriku <i>Language spot</i> u kojoj je objašnjena uporabu glagola <i>will</i> za davanje obećanja.</li> <li>2. Učenik upotrebljava 3. zadatak u radnoj bilježnici kao predložak prema kojemu će najprije napisati, a kasnije i uvježbati svoj govor.</li> <li>3. Učenik vježba svoj govor i uči ga napamet, služeći se pritom posterom kao podsjetnikom.</li> </ol>                                                       |

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Ishod aktivnosti</b> | Učenik se predstavlja u govoru služeći se posterom kao pomagalom.                                                                                                                                                                                                                                                                                                                                                           |
| <b>Opis aktivnosti</b>  | Učenik najprije, za vježbu, izlaže svoj govor u paru, a zatim svaki učenik pojedinačno izlaže svoj govor pred razredom. Ostali učenici formativno vrednuju učenikov govor i poster na temelju <i>check-liste</i> ili analitičke rubrike za vrednovanje govorenja. Nakon što svi izlože svoje govore, učenici mogu glasati za najbolju kampanju koristeći neki od digitalnih alata (6. zadatak na 25. stranici u udžbeniku). |

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

### 2. Vršnjačko vrednovanje

Učenici vrednuju govor drugog učenika pomoću *check-liste* ili analitičke rubrike.

**Project 1: Vote for me!**

**1 Respond to the statements by making offers or promises. Use will or won't.**

E.g. Someone left the door open. (close) I'll close it.

- These clothes are dirty. (wash)
- We haven't got any coffee. (buy)
- Remember to meet me tomorrow. (not forget)
- I left my wallet at home. (lend)
- I can't hear the radio. (turn up)
- Be brave and finish the match. (not let down)
- I'm hungry. (make a sandwich)

**2 Complete the task in order to prepare your presidential campaign poster.**

**Fill in the basic info:**

Name: \_\_\_\_\_

School: \_\_\_\_\_

Class: \_\_\_\_\_

**VOTE NOW**

**Choose a slogan:**

a) Vote for me - I'm the best choice!

b) Your voice is my voice. Vote for \_\_\_\_\_!

c) Vote smart. Vote for \_\_\_\_\_!

d) Don't waste your vote. Vote for \_\_\_\_\_!

e) Don't be a loser, be a chooser. Vote for \_\_\_\_\_!

**Name your interests and the clubs you have joined:**

\_\_\_\_\_

**Tick the school issues you'd like to talk about:**

|                                |                       |
|--------------------------------|-----------------------|
| bullying                       | school breaks         |
| modern technology in classroom | school uniforms       |
| elective subjects              | teamwork              |
| homework                       | school meals          |
| school excursions/field trips  | end of the year party |

**Circle five adjectives that best describe you:**

- well-organized
- funny
- ambitious
- honest
- responsible
- hard-working
- determined
- friendly
- curious
- confident
- reliable
- brave
- passionate
- humble

unit 1

**3 Complete the sentences in order to prepare for your speech.**

Dear classmates!

My name is \_\_\_\_\_ and I am running for class president.

You all know me well. I am \_\_\_\_\_ and \_\_\_\_\_.

I think of myself as \_\_\_\_\_ and \_\_\_\_\_.

I'm a member of \_\_\_\_\_. In my free time, I love \_\_\_\_\_.

But enough about me. I believe our school life is ok, but it could be even better. Vote for me, and I'll make sure we \_\_\_\_\_ and \_\_\_\_\_.

Also, I will launch the initiative for \_\_\_\_\_.

In conclusion, don't forget that \_\_\_\_\_! (your slogan)

Thank you for your attention.

**4 Martin Luther King, Mahatma Gandhi and Winston Churchill were famous for their powerful speeches. Match them to the excerpts from their famous speeches.**



**1 Winston Churchill**  
the British Prime Minister during World War II



**2 Mahatma Gandhi**, the leader of India's national independence movement from British rule



**3 Martin Luther King**, an American human rights and anti-racism activist

... we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender...

I have a dream that one day down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification - one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream today!

In the democracy which I have envisaged, a democracy established by non-violence, there will be equal freedom for all. Everybody will be his own master. It is to join a struggle for such democracy that I invite you today. Once you realize this you will forget the differences between the Hindus and Muslims, and think of yourselves as Indians only, engaged in the common struggle for independence.

Primjer *check-liste* za formativno vrednovanje.

#### Use ✓ or X:

- The poster contains a photo/a drawing, school name, class, five adjectives that describe the student, a slogan, interests and clubs and school issues.
- The student talks loudly and clearly.
- The student is self-confident and well-prepared.
- The pronunciation and intonation is mostly correct.
- The speech follows the structure given on the page 21 in student's workbooks.

Primjer rubrike za vrednovanje govorenja.

| Razine ostvarenosti kriterija                                                                                                                                                                              |                                                                                                           |                                                                                                                 |                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Sastavnice                                                                                                                                                                                                 | potpuno                                                                                                   | djelomično                                                                                                      | potrebno doraditi                                                                                              |
|                                                                                                                                                                                                            | 3                                                                                                         | 2                                                                                                               | 1                                                                                                              |
| <b>izvršenost zadatka</b>                                                                                                                                                                                  | Učeničkov poster i govor sadrži sve zadane sastavnice.                                                    | Učeničkov poster i govor uglavnom sadrži sve zadane sastavnice.                                                 | Učeničkov poster ili govor nije u skladu sa zadanim sastavnicama.                                              |
| <b>izgovor i intonacija</b>                                                                                                                                                                                | Uglavnom ne griješi u izgovoru i intonaciji.                                                              | Često griješi u izgovoru, ali pogreške ne ometaju razumijevanje.                                                | Često griješi u izgovoru, a pogreške ometaju razumijevanje.                                                    |
| <b>vokabular</b>                                                                                                                                                                                           | Uz ciljani učenik se koristi širokim rasponom vokabulara uz manje pogreške koje ne ometaju razumijevanje. | Učenik se koristi samo ciljanim vokabularom uz povremene pogreške u upotrebi koje katkad ometaju razumijevanje. | Učenik se koristi samo jednostavnim vokabularom uz česte pogreške u upotrebi koje često ometaju razumijevanje. |
| <b>Napomena:</b> Ako sastavnica nije ostvarena ni na najnižoj očekivanoj razini ili ne postoji, tada se za nju dodjeljuje 0 bodova. Ova se rubrika može rabiti i za sumativno vrednovanje sličnog zadatka. |                                                                                                           |                                                                                                                 |                                                                                                                |



## Culture spot 1: Australia WebQuest

**Ishod lekcije:** učenik provodi jednostavno istraživanje o Australiji i pronalazi ciljane informacije na internetu.

**Jezični sadržaji:**

**Ključni vokabular:** *diverse, poisonous, multicultural, indigenous, opportunities, urban, rural, coral reef, a red kangaroo*

**Gramatika:** *the present simple for general information*

**Ishodi iz PKEJ:** A.8.1., A.8.5., B.8.1., B.8.2., B.8.3., B.8.4., B.8.5., C.8.1.

**Međupredmetne teme:** Učiti kako učiti (A 3.1.), Uporaba IKT (A 3.1., A 3.2., C 3.2., C 3.3., C 3.4.), Građanski odgoj i obrazovanje (A.3.1.)

**Dodatni digitalni sadržaji:** *Learn More (Camberra), Watch (Australia)*

## Plan sata 1/2

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                   |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje poznato s novim sadržajima.                                                                                                                                                                       |
| <b>Opis aktivnosti</b>  | Učitelj koristi video na e-sferi u rubrici <i>Watch</i> kako bi uveo temu – Australija. Za vrijeme gledanja videa učenici zapisuju deset riječi koje su vidjeli/čuli za vrijeme gledanja videa. Slijedi provjera. |

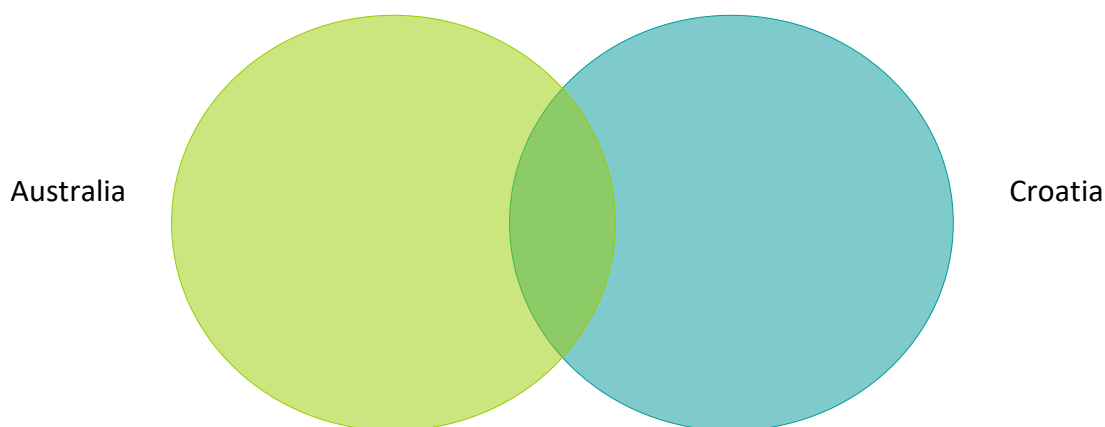
### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje teksta o Australiji.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnost prije čitanja</b></p> <p>Učenik otvara udžbenik na 26. stranici i razgovara o temama u 1. zadatku. Učitelj može zapisivati učeničke odgovore na ploču u vidu oluje ideja ili zadatak odraditi samo usmeno.</p> <p><b>Aktivnosti za vrijeme čitanja</b></p> <p>1. Učenik čita tekst na 26. i 27. stranici i rješava 2. zadatak (povezuje odlomke i podnaslove). Slijedi provjera tijekom koje, učenik ili učitelj čita tekst naglas. Učitelj po potrebi pojašnjava nepoznate riječi (<i>diverse, poisonous, venomous multicultural, indigenous, opportunities...</i>).</p> <p>2. Učenik ponovno čita tekst i rješava 3. zadatak (dovršava započete rečenice u bilježnicu). Slijedi provjera.</p> |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Ishod aktivnosti</b> | Učenik uspoređuje Hrvatsku i Australiju te navodi njihove sličnosti i razlike.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Opis aktivnosti</b>  | Učenici u skupinama razgovaraju o sličnostima i različitostima Hrvatske i Australije. Učenici mogu zapisati svoje ideje u vidu Vennovog dijagrama ili koristeći neki od prikladnih digitalnih alata.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

#### Domaća zadaća

Za one koji žele znati više, učitelj predlaže čitanje teksta u rubrici Learn More (*Canberra*).

Primjer Vennovog dijagrama:



## Plan sata 2/2

I can find specific information about Australia on the Internet.

**1** Do a webquest on Australia and find the information on the Net.



**Urban vs. rural**  
Choose the correct answer.

- 1 Around... of people in Australia live in the cities on the coast.  
a) 55%    b) 75%    c) 85%
- 2 The capital city of Australia is...  
a) Perth.    b) Canberra.    c) Adelaide.
- 3 The biggest city is...  
a) Sydney.    b) Melbourne.    c) Brisbane.
- 4 Australian farms are called...  
a) stops.    b) harbours.    c) stations.
- 5 The most common farm animals are...  
a) emus.    b) cattle.    c) kangaroos.
- 6 The natural underdeveloped area is called...  
a) the branch.    b) the tree.    c) the bush.

**The Great Barrier Reef**  
Are the sentences true or false?  
Write T (true) or F (false).

- 1 The Great Barrier Reef can be seen from space. ....
- 2 It is hundreds of years old. ....
- 3 It is made of corals. ....
- 4 Corals are alive. ....
- 5 Only corals live on the reef. ....
- 6 Climate change has no effect on the reef. ....

unit 1

**Deadly or not?**  
Sort out these Australian animals.

bilby    redback spider    stonefish    dingo  
wombat    tiger snake    blue-ringed octopus  
kookaburra    taipan snake    platypus  
box jellyfish    echidna    crocodile  
emu    Tasmanian devil

| Dangerous | Not dangerous |
|-----------|---------------|
|           |               |

**The Sydney Opera House**  
Complete the sentences with numbers.

The Sydney Opera House is probably the most famous landmark in Australia. The construction took \_\_\_\_\_ years and the total cost was \$ \_\_\_\_\_ million. It was opened by Queen Elizabeth \_\_\_\_\_ in \_\_\_\_\_. The temperature inside the Concert Hall is always \_\_\_\_\_ degrees to ensure that the instruments stay in tune. It was added to UNESCO's World Heritage List in \_\_\_\_\_.



**Australian Slang Dictionary**  
Aussies love to shorten their words. Find out the meaning of the following words in Australian English.

|          |       |
|----------|-------|
| Avro =   | _____ |
| Barbie = | _____ |
| Eskey =  | _____ |
| Mozzie = | _____ |
| Roo =    | _____ |
| Servo =  | _____ |
| Sickle = | _____ |
| Ta =     | _____ |
| Togs =   | _____ |

**Most popular sports in Australia**  
What are five most popular sports in Australia?  
Tick the correct answers.

- ☐ Netball
- ☐ National Rugby League (NRL)
- ☐ Cricket
- ☐ Tennis
- ☐ Australian Football League (AFL)
- ☐ Basketball
- ☐ Dancing
- ☐ Soccer
- ☐ Cycling
- ☐ Swimming



### Uvod/ Motivacija

**Ishod aktivnosti** Učenik povezuje naučeno s novim sadržajima.

**Opis aktivnosti** Učitelj koristi neki od digitalnih alata kako bi izradio kviz o Australiji pomoću kojega će učenici ponoviti nastavne sadržaje od prethodnog sata. Umjesto toga, učenici mogu i sami izraditi kviz u skupinama, te proslijediti poveznicu drugim učenicima da odigraju kviz.

### Glavni dio/ Obrada

**Ishod aktivnosti** Učenik provodi jednostavno istraživanje o Australiji i pronalazi ciljane informacije na Internetu.

**Opis aktivnosti** Učenik rješava 5. zadatak na 28. i 29. stranici u udžbeniku te koristeći Internet, pronalazi tražene informacije o Australiji. Učenik samostalno pretražuje Internet uz povremenu pomoć nastavnika. Slijedi provjera.

### Zaključak

**Opis aktivnosti** Učenik rješava 1. zadatak na 22. stranici u radnoj bilježnici – *Big Fat Culture Spot Quiz*. Slijedi provjera.

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

### 2. Samovrednovanje

Učenici palčevima/bojama semafora signaliziraju razumijevanje zadatka kao povratnu informaciju učitelju.

### Big Fat Culture Spot 1 Quiz



❶ Circle the correct answer.

- The nickname of Australia is...  
a) Down Under.    b) The Land of the Free.    c) The Emerald Isle.
- ... is the most popular landmark in Australia.  
a) Sydney Opera House.    b) The Sydney Opera House.    c) The Sydney opera house.
- Australia's national animal is...  
a) the red kangaroo.    b) the koala bear.    c) the redback spider.
- The box jellyfish is extremely  
a) cuddly.    b) poisonous.    c) tasty.
- Which of these animals is echidna?  
a)     b)     c) 
- The indigenous people of Australia are called...  
a) Aboriginal Australians.    b) Native Americans.    c) the Maori.
- Australia is a multicultural country with more than... nationalities.  
a) 50    b) 100    c) 200
- The natural underdeveloped area of Australia is called...  
a) the branch.    b) the tree.    c) the bush.
- Australia is known for its beautiful...  
a) beaches.    b) mountains.    c) lakes.
- In Australia, spring begins in...  
a) March.    b) July.    c) September.
- 'Esky' in Australian slang means...  
a) a dishwasher.    b) a portable cooler.    c) a blender.
- Didgeridoo is...  
a) a musical instrument.    b) a tool.    c) a type of food.



22



## Sum up 1

**Sum up 1**

**1 Complete the sentences with the words/expressions from the box.**

|        |               |         |               |         |         |
|--------|---------------|---------|---------------|---------|---------|
| assign | entertainment | handy   | stubborn      | -badge- | torture |
|        | indigenous    | anxious | international |         |         |

- The police officer turned around and showed his ..... *badge* .....
- I have been invited to an ..... conference in Helsinki about the influences of social media on adolescents.
- My chemistry teacher likes to ..... projects about radioactive materials.
- Mary will never admit she's made a mistake. She is the most ..... person I have ever met.
- Sitting through my sister's dance recital was a real ....., but I stuck through it.
- Simon felt ..... about his test results, so he couldn't sleep all night.
- TV programmes simply don't provide the same level of ..... as they used to.
- It's good to be ..... with tools, so you can do simple home improvement projects by yourself.
- Giant pandas are ..... to China. ...../8

**2 Match the words/expressions to their definitions.**

- nervous Nelly** ..... a person who can do many different jobs
- jack-of-all-trades** ..... someone who wants to make things happen in exactly the way they want
- control freak** ..... to contribute to a group activity in proportion to one's ability
- pull one's weight** ..... including or involving people from a range of different social and ethnic backgrounds
- no offence** ..... a person who is always worried and anxious
- diverse** ..... capable of causing death or illness if taken into the body
- poisonous** ..... a person who likes to show off how clever he/she is
- smart alec** ..... not get angry by something that one said ...../7

**3 Complete the sentences with the expressions from the box.**

|    |         |       |      |    |     |
|----|---------|-------|------|----|-----|
| to | on (2X) | about | with | of | out |
|----|---------|-------|------|----|-----|

- Whatever happens, I can always rely ..... *on* ..... my parents for help. They are a huge support.
- I don't care ..... my grades. I only wish my parents felt the same way.
- It's hard to agree ..... somebody who finds boiled eggs tastier than fried.
- Most of the local people depend ..... fishing for their survival.

23

- I'm thinking about switching ..... almond milk.
- When he called to invite us for brunch, I couldn't think ..... an excuse, so I had to say yes.
- You can't control what's going to happen in the future, so there's no use in stressing ..... everything. ...../6

**4 Rewrite the sentences using the time expressions in brackets.**

- My mum has coffee in the morning. (*always*)
- Our teacher walks to school. (*never*)
- My neighbour attends language school. (*twice a week*)
- My dogs are naughty and chew on my shoes. (*sometimes*)
- My brother binge-watches TV shows. (*every weekend*) ...../5

**5 Present simple or present continuous? Put the verbs in brackets into the correct form.**

**A:** Hi, Luke. What ..... you ..... (*do*) with those chairs?

**B:** I ..... (*take*) them to the basement. I ..... (*have*) a party this afternoon, so I ..... (*need*) the space. You ..... (*come*)?

**A:** Sorry, I can't. I ..... (*visit*) my grandparents.

**B:** Grandpa ..... (*not feel*) very well at the moment.

**A:** Oh, it ..... (*be*) just a flu. I usually ..... (*visit*) them at weekends. We ..... (*not do*) much. We just ..... (*have*) lunch and ..... (*go*) for a walk by the lake. They ..... (*live*) in the cutest little village you can imagine.

**B:** Good for them! ..... (*not forget*) to stop by if you ..... (*come*) back early.

**A:** Sure thing! ...../16

**What's your mark?**

|                             |
|-----------------------------|
| 38 - 42 points = excellent  |
| 33 - 37 points = very good  |
| 26 - 32 points = good       |
| 21 - 25 points = sufficient |

Total: ...../42

My mark is .....

24

**Ishod lekcije:** učenik procjenjuje svoj napredak unutar druge cjeline.

**Jezični sadržaji:**

**Ključni vokabular:** *friends and family, adjectives and expressions describing people, time management, teamwork skills, class president campaign, Australia – landmarks, customs and people*

**Gramatika:** *present simple and present continuous, giving opinions, expressing preferences, making promises*

**Ishodi iz PKEJ:** A.8.2., C.8.1., C.8.2., C.8.3.

**Međupredmetne teme:** Učiti kako učiti (B 3.1., B 3.2., B 3.3., B 3.4.)

## Plan sata

| Uvod/ Motivacija        |                                                                                                                                                                                                          |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje vokabulara i gramatike obrađenih unutar <i>Unit 1 – Me 101</i> .                                                                                                           |
| <b>Opis aktivnosti</b>  | 1. Učenici razgovaraju o tome što im se najviše sviđelo u <i>Unit 1 – Me 101</i> .                                                                                                                       |
| Glavni dio/ Obrada      |                                                                                                                                                                                                          |
| <b>Opis aktivnosti</b>  | 2. Učenik rješava zadatke za ponavljanje vokabulara i gramatike na str. 23., 24. i 25. u radnoj bilježnici. Učitelj određuje vrijeme unutar kojega moraju riješiti zadatke (primjerice, 15 – 20 minuta). |
| <b>Ishod aktivnosti</b> | Učenik vrednuje svoj rad ili rad drugog učenika na temelju bodovne liste.                                                                                                                                |
| <b>Opis aktivnosti</b>  | Nakon isteka vremena učenici se međusobno zamjene za radne bilježnice i jedan                                                                                                                            |

|                         |                                                                                                                                                                                                                                    |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | drugomu vrednuju rad. Učenici mogu ocijeniti zadatke na str. 23. i 24. s pomoću bodovne liste, dok stranicu <i>My dictionary 1</i> vrednuju uz pomoć učitelja.                                                                     |
| <b>Ishod aktivnosti</b> | Učenik procjenjuje svoj napredak na temelju liste za samoprocjenu – <i>Self Check 1</i> .                                                                                                                                          |
| <b>Opis aktivnosti</b>  | Učenik ispunjava listu za samoprocjenu na str. 30. u udžbeniku. Nakon toga komentira koja je područja sigurno svladao, a koja područja mora doraditi.                                                                              |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                    |
| <b>Ishod aktivnosti</b> | Učenik primjenjuje savjete vezane uz izgovor u rubrici <i>Pronunciation academy</i> na primjeru.                                                                                                                                   |
| <b>Opis aktivnosti</b>  | Učenik čita tekst u rubrici <i>Pronunciation academy</i> na str. 30. u udžbeniku o strategijama koje pomažu tijekom učenja izgovora višesložnih riječi. Učenik čita primjere pazeći na izgovor i daje primjere iz vlastite prakse. |

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom i izgovorom. Učitelj vodi zabilježke o napretku učenika.

### 2. Vršnjačko vrednovanje

Učenici formativno vrednuju zadatke u radnoj bilježnici drugom učeniku.

### 3. Samovrednovanje

Učenici vrednuju svoj napredak s pomoću liste za samoprocjenu – *Self Check 1*.

## Sumativno vrednovanje

Učitelj sumativno vrednuje učenike na kraju teme. Prijedlozi za sumativno vrednovanje nalaze se na kraju razrade teme.

### Self Check 1

Rate your knowledge and language skills development in Unit 1.

Now I can ...

|                                                                   |       |
|-------------------------------------------------------------------|-------|
| ... explain why English is called a global language.              | ☆☆☆☆☆ |
| ... express my opinion about boy-girl friendships.                | ☆☆☆☆☆ |
| ... describe people's character.                                  | ☆☆☆☆☆ |
| ... talk about my habits and organizational skills.               | ☆☆☆☆☆ |
| ... talk about my plans and arrangements in the near future.      | ☆☆☆☆☆ |
| ... read a dialogue expressively.                                 | ☆☆☆☆☆ |
| ... write an argumentative essay about school issues.             | ☆☆☆☆☆ |
| ... introduce myself in a speech.                                 | ☆☆☆☆☆ |
| ... compare Australian and Croatian culture.                      | ☆☆☆☆☆ |
| ... search the Internet for specific information about Australia. | ☆☆☆☆☆ |

★ I'm completely lost.

★★ I have some understanding of the topic, but I still need help.

★★★ I have some knowledge, but I'm not sure of myself.

★★★★ I am happy with my progress, but it could be even better.

★★★★★ I am the master of Unit 1 language skills.

### PRONUNCIATION ACADEMY

**Word stress**  
All words that have more than one syllable have word stress. That means that at least one of their syllables is longer and louder than the other syllable.

|                       |                       |                          |                 |
|-----------------------|-----------------------|--------------------------|-----------------|
| e.g. <b>BOOK</b> worm | nu <b>TRITION</b> ist | cam <b>PAIGN</b>         | hang <b>OUT</b> |
| <b>SEA</b> food       | re <b>SPON</b> sible  | <b>KAN</b> ga <b>ROO</b> | let <b>DOWN</b> |
| <b>SUB</b> urb        | ri <b>DIC</b> ulous   | volun <b>TEER</b>        | take <b>UP</b>  |

30



# L1: You rang, M'Lord

**Lesson 1** I can talk about the Victorian society.  
Focus on vocabulary

## You rang, M'Lord?

1 Circle the years that belong to the 19th century.  
1688 1789 1800 1801 1900 1901 1999

2 Read the text about 19th century Britain and underline...

... the length of the Victorian era.  
... the percentage of working-class people.  
... the name of the head servant.

In British history, the Victorian era was the period of Queen Victoria's reign, from 1837 until 1901. It was characterised by class society, the Industrial Revolution and Britain's status of the most powerful empire in the world. The Victorian society was organized hierarchically. The class was determined by occupation, religion, gender and birth. Around 80% of people belonged to the working class. They worked long hours in factories and rich people's homes. Unlike the working class, the wealthy upper class had it made. They were living in the lap of luxury, constantly waited on hand and foot by their servants. The gentlemen belonged to the public life, while the ladies ran the household and raised families. Like the rest of the Victorian society, the servants were part of a strict hierarchy, too. The principal servant was called a butler.

... a product that people used to cover their smell.  
... the nickname of the year 1858.  
... what Mummy Brown was.

The butler supervised other servants. Aristocrats normally employed a housekeeper, a valet, a lady's maid, a footman, a cook and housemaids. Despite all the washing and scrubbing, the Victorian hygiene left a lot to be desired. Most Victorians houses didn't have indoor plumbing, so people rarely took baths and used a lot of perfume to cover the odour. There was no sewage system, so people disposed waste into rivers. The year 1858 was known in London as 'The Great Stink' when the smell of the River Thames became intolerable.

The wealthy upper classes entertained themselves with elaborate dinner parties, theatre shows and grand ballroom dances. Hunting and horse racing were popular hobbies. People of all classes enjoyed circus arts, hypnotism, magic tricks and pantomime. They were obsessed with Egyptian culture, especially mummies. They even used them as one of the ingredients for a brown paint called Mummy Brown. Crazy, right?

**unit 2**

3 Read the text again. Write the words/expressions written in bold in the text next to their definitions.

- rich
- to be in a good position or a situation
- first in order of importance
- male or female
- a system of pipes that allows running water in the house
- to provide everything for someone
- full of details, complex
- to be in a situation of great ease and wealth
- a job or a profession
- preoccupied or haunted by an idea
- not very good, lacking
- to get rid of something
- a system in which members of an organization or a society are ranked
- a component or a part of something

4 Work in pairs. Ask and answer.

| Student A                                                          | Student B                                                             |
|--------------------------------------------------------------------|-----------------------------------------------------------------------|
| 1 Who was the Victorian era named after?                           | 1 When did the Victorian era start?                                   |
| 2 How was the Victorian society organized?                         | 2 What determined the social classes?                                 |
| 3 Who worked long hours?                                           | 3 Who lived in the lap of luxury?                                     |
| 4 What was the difference between the working and the upper class? | 4 What was the difference between the social status of men and women? |
| 5 Were the Victorians tidy?                                        | 5 What caused 'The Great Stink' in 1858?                              |
| 6 What hobbies did wealthy people have?                            | 6 Which culture were the Victorians obsessed with?                    |

5 There were different types of servants in Victorian households. Go online and find what their chores were.

|                  |              |
|------------------|--------------|
| A butler...      | A cook...    |
| A housekeeper... | A valet...   |
| A lady's maid... | A footman... |
| Housemaids...    |              |

**FUN FACT**  
One of the worst food products in the Victorian era was bread. Bakers often added chalk, sawdust or plaster into the dough and mixed it all with their dirty feet.

**Ishod lekcije:** učenik upotrebljava ciljani vokabular vezan uz Viktorijanski period.

**Jezični sadržaji:**

**Ključni vokabular:** *wealthy, to have sth made, occupation, gender, to live in the lap of luxury, to be waited on hand and foot, hierarchy, to leave a lot to be desired, to dispose, elaborate, obsessed*

**Gramatika:** *the past simple*

**Ishodi iz PKEJ:** A.8.1., A.8.4., A.8.5., B.8.1., B.8.3., C.8.1.

**Međupredmetne teme:** Osobni i socijalni razvoj (B 3.2., B 3.4., C 3.2.), Učiti kako učiti (D 3.2.),

Uporaba IKT (A 3.1., A 3.2.), Građanski odgoj i obrazovanje (A.3.1.)

**Dodatni digitalni sadržaji:** *Learn More (The Sun never sets...)*

## Plan sata

### Uvod/ Motivacija

**Ishod aktivnosti** Učenik povezuje poznato s novim sadržajima.

**Opis aktivnosti** Učitelj započinje sat najavom nove teme – *Crazy Victorians*. Učitelj objašnjava da se pojam *Victorians* odnosi na ljude koji su živjeli u Velikoj Britaniji u 19. stoljeću te da će učenici tijekom sata saznati zašto ih se može nazvati luckastima. Učenik zatim otvara udžbenik na 32. stranici i rješava prvi zadatak te označava godine koje pripadaju 19. stoljeću. Slijedi provjera. Učitelj može iskoristiti ovaj zadatak kako bi ponovio pravila vezana uz način na koji čitamo godine u engleskom jeziku.

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje teksta o Viktorijanskom društvu.                                                                                                                                                                                                                                                                                                                                                        |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnost prije čitanja</b></p> <p>Učenik opisuje slike na 32. stranici i iznosi svoje mišljenje o modi i stilu odijevanja u 19. stoljeću. Učenici komentiraju što im se od odjeće i modnih dodataka sviđa, a što ne.</p> <p><b>Aktivnosti za vrijeme čitanja</b></p> <p>1. Učenik rješava 2. zadatak na 32. stranici u udžbeniku i podvlači ciljane informacije u tekstu. Slijedi provjera.</p>                |
| <b>Ishod aktivnosti</b> | Učenik upotrebljava ciljani vokabular u kontekstu.                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Opis aktivnosti</b>  | <p><b>2. Obrada i vježba vokabulara</b></p> <p>Učenik ponovno čita tekst i pronalazi ciljane riječi i izraze koje piše na liniju pored objašnjenja u 3. zadatku. Slijedi provjera tijekom koje učitelj dodatno pojašnjava značenje i po potrebi prevodi riječ ili izraz na hrvatski jezik.</p> <p>3. Učenici u parovima rješavaju 4. zadatak na 33. stranici udžbeniku i odgovaraju na pitanja. Slijedi provjera.</p> |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Ishod aktivnosti</b> | Učenik razgovara i istražuje o Viktorijanskom društvu i njegovim specifičnostima.                                                                                                                                                                                                                                                                                                                                     |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnost nakon čitanja</b></p> <p>Učenici rješavaju 5. zadatak i u skupinama istražuju kako su živjele sluge u Viktorijansko doba i koji su im bili zadaci. Učenici također istražuju o drugim specifičnostima Viktorijanskog perioda i zapisuju najzanimljivije informacije u bilježnicu.</p>                                                                                                                 |

## Domaća zadaća

Učenik rješava 1., 2., 3., 4., 5., i 6. zadatak na 26., 27. i 28. stranici u radnoj bilježnici za domaću zadaću. Također, učitelj preporučuje čitanje dodatnog teksta u rubrici *Learn More (The Sun never sets...)*.

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

### 2. Samovrednovanje

Učenici palčevima/bojama semafora signaliziraju razumijevanje zadatka kao povratnu informaciju učitelju.

**Lesson 1: You rang, M'Lord?**

Correct the mistakes written in bold.

The Victorian era was the period of Queen **Elizabeth** who reigned from 1837 until 1901. Victorian society was organized **nonhierarchically**. Around 80% of people belonged to the **upper** class. They worked long hours in **thrives** and rich people's homes. The wealthy upper class was living in the lap of luxury constantly waited on hand and foot by their **parents**. Ladies participated in public life, while **gentlemen** ran the household and visited families. Aristocrats normally **played cards with** a housekeeper, a valet, a lady's maid, a footman, a cook, housemaids and a butler, the principal servant. Most Victorian houses **had** indoor plumbing, so people rarely took baths. There was no **railroad** system, so people disposed waste into rivers. The year 1855 was known in London as **The Bad Year**. The wealthy upper classes entertained themselves with elaborate dinner parties, **chess** shows and grand ballroom dances. Hunting and car racing were popular hobbies. They were obsessed with Greek culture, especially murals. They even used them as one of the ingredients for a cake called Mumby Brown. Crazy, right?

Find pairs and translate them.

|              |       |           |           |   |       |
|--------------|-------|-----------|-----------|---|-------|
| 1. Victorian | _____ | sklambing | 1. _____  | = | _____ |
| 2. working   | _____ | gance     | 2. _____  | = | _____ |
| 3. public    | _____ | waite     | 3. _____  | = | _____ |
| 4. lady's    | _____ | show      | 4. _____  | = | _____ |
| 5. butler    | _____ | party     | 5. _____  | = | _____ |
| 6. servant   | _____ | Thutness  | 6. _____  | = | _____ |
| 7. dispose   | _____ | act       | 7. _____  | = | _____ |
| 8. The River | _____ | rich      | 8. _____  | = | _____ |
| 9. dinner    | _____ | ets       | 9. _____  | = | _____ |
| 10. theatre  | _____ | life      | 10. _____ | = | _____ |
| 11. bathroom | _____ | class     | 11. _____ | = | _____ |
| 12. circus   | _____ | maid      | 12. _____ | = | _____ |
| 13. magic    | _____ | system    | 13. _____ | = | _____ |

**unit 2**

Complete the sentences with the words/expressions from the box.

|            |         |           |            |          |
|------------|---------|-----------|------------|----------|
| occupation | gender  | hierarchy | principal  | odour    |
| scrubbing  | wealthy | elaborate | distressed | regiment |

- He comes from a **wealthy** family that owns properties and real estate around the world.
- To my surprise, I've learnt that a lot of animals have a very complex social **hierarchy**.
- Queen Victoria took off our shoes, the **principal** of the school filled the room.
- Susan wanted to bake a chocolate cake, but she realised she was missing the main **ingredient**.
- Jim was 30 minutes late, so he made up an **excuse** which included an escaped tiger and three little puppies.
- It's important to take awareness of the growing **distress** in modern corporate world because it's still mostly men dominated.
- Usher's **regiment** reason for making this journey was to visit his relatives.
- You need to state your name, gender and **occupation** on the form, please.
- I was **scrubbing** with physical fitness for a long time. I would exercise three times a day.
- Your face could use a good **regiment**. You've got chocolate all over it.

Choose the correct answer.

- Andrew's parents, even though he's 19 and should be doing his own washing and cleaning, **scrubbed** his single **regiment** at his it made.
- How well do you know Gary? A nice car, a beautiful wife, travels to exotic locations? He's single, **scrubbed** long hours, **scrubbed** a lot to be desired.

**Match the sentence parts.**

|                  |                                                                                     |
|------------------|-------------------------------------------------------------------------------------|
| 1. A butler      | was the most senior female servant who was in charge of all of the female servants. |
| 2. A footman     | was the chief attendant of the house.                                               |
| 3. A housekeeper | were female servants who were doing the cleaning and dusting around the house.      |
| 4. A valet       | was a male servant whose duties included scrubbing guests and waiting at table.     |
| 5. A lady's maid | was a male servant who was in charge of gentlemen's clothes and appearance.         |
| 6. Housemaids    | was a female maid who was in charge of ladies' clothes and appearance.              |

**Problem task**

How do we call these important historical periods in English?

Use the Internet if necessary.

|                   |         |         |
|-------------------|---------|---------|
| Kamuro doll       | S _____ | A _____ |
| Star of Orla      | A _____ | O _____ |
| Remak Carib       | R _____ | E _____ |
| Swampy viki       | _____   | _____   |
| Pro socialist rat | W _____ | W _____ |
| Maiden hat        | _____   | _____   |

## L2: Above and below the stairs

**Lesson 2** I can describe life in the Victorian period using the past tense.  
Focus on grammar

# Above and below the stairs

There are many old Victorian houses open for public in the UK. Sarah Feldman is a tour guide at one of them. She is an expert for the Victorian period. Listen to Sarah and number the pictures (1-7) in order as they appear in the text.

**unit 2**

Listen to the text again. Are the sentences true or false? Write T (true) or F (false).

- The Victorians **didn't care** about the outside of their house. ....
- The family **redecorated** the house in the 18th century. ....
- They **received** their guests in the drawing room. ....
- The children **played** in the drawing room, too. ....
- Victorians **borrowed** pineapples for their dinner parties. ....
- The pineapple **symbolized** good fortune and health. ....
- Beauty products **were** toxic. ....
- Ladies always **did** their hair by themselves. ....
- The servants **ate** their meals in a separate dining room downstairs. ....
- They **were** free for the holidays. ....

**Make the false sentences true.**  
e.g. The Victorians cared about the outside of their house.

**Put the words in the correct order. Listen to the text again and answer the questions in your notebook.**

- the Victorians / Did / grand / a / entrance / love ?
- did / What / they / the / do / room / in / drawing ?
- crazy / What / they / about / were ?
- ladies / did / the / wear / What ?
- kind / What / of / did / the / cookware / use / cooks ?

**Write a paragraph about one day in the life of a Victorian person.**  
Your imaginary character can be a servant, an upper-class gentleman or an upper-class lady. Describe their daily routine, when they got up in the morning, what they did during the day, what their chores were and what they did for entertainment. Use the past simple.  
e.g. Victorian ladies didn't need to get up early. Their maids helped them to get dressed. First they had breakfast and then played with their kids for an hour.

**Language spot**  
Past simple  
We use the past simple to talk about past events.  
Victorians **enjoyed** circus tricks.  
Victorian homes **didn't have** indoor plumbing.  
Did the working class **work** long hours?  
Check Grammar Pages and the list of the Irregular Verbs for more information.

**Ishod lekcije:** učenik piše sastav o životu običnih ljudi u Viktorijansko doba koristeći prošlo glagolsko vrijeme *the past simple*.

**Jezični sadržaji:**

**Ključni vokabular:** *to redecorate, to receive, a drawing room, toxic, lead, entrance, a dressing table, copper cookware*

**Gramatika:** *the past simple*

**Ishodi iz PKEJ:** A.8.1., A.8.5., A.8.6., B.8.5., C.8.1., C.8.3., C.8.4.

**Međupredmetne teme:** Učiti kako učiti (A 3.1., A 3.2., C 3.3.), Uporaba IKT (C 3.2.)

**Dodatni digitalni sadržaji:** *Learn More (Victorian architecture)*

## Plan sata 1/2

### Uvod/ Motivacija

|                           |                                                                                                                                                                                                  |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b>   | Učenik povezuje naučeno s novim sadržajima.                                                                                                                                                      |
| <b>Opis aktivnosti</b>    | Na početku sata, učitelj provjerava domaću zadaću (1., 2., 3., 4., 5., i 6. zadatak na 26., 27. i 28. stranici u radnoj bilježnici). Prema potrebi, učitelj dodatno pojašnjava neke od zadataka. |
| <b>Glavni dio/ Obrada</b> |                                                                                                                                                                                                  |
| <b>Ishod aktivnosti</b>   | Učenik pokazuje razumijevanje teksta o Viktorijanskom imanju.                                                                                                                                    |
| <b>Opis aktivnosti</b>    | <b>Aktivnost prije slušanja</b><br>Učenik otvara udžbenik na 34. stranici i imenuje objekte na slikama. Učitelj pritom pomaže s vokabularom, ako je potrebno.                                    |

|                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                      | <b>Aktivnosti za vrijeme slušanja</b><br>1. Učenik sluša tekst o turističkom obilasku Viktorijanskog imanja i rješava 1. zadatak. Slijedi provjera.<br>2. Učenik ponovno sluša tekst i rješava 2. zadatak (točno/netočno). Slijedi provjera.                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Ishod aktivnosti</b>                                                              | Učenik upotrebljava prošlo glagolsko vrijeme <i>the past simple</i> u kontekstu prošlih događaja.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Opis aktivnosti</b>                                                               | <b>Aktivnosti nakon slušanja</b><br><b>1. Obrada gramatike</b><br>Učitelj učenicima skreće pažnju na podebljane riječi u 2. zadatku i navodi učenike na zaključak o kojem se glagolskom vremenu radi. Učenici zatim čitaju pravila u rubrici <i>Language spot</i> , a po potrebi koriste i <i>Grammar pages</i> kako bi se prisjetili tvorbe i uporabe. Učitelj podsjeća učenike da se popis nepravilnih glagola nalazi na 107. i 108. stranici u udžbeniku. Učenik zatim rješava 3. i 4. zadatak u udžbeniku u kojima ponavljaju niječni i upitni oblik glagolskog vremena <i>the present simple</i> . Slijedi provjera. |
| <b>Zaključak</b>                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Opis aktivnosti</b>                                                               | <b>2. Vježba gramatike</b><br>Učenik rješava 3., 4., 5. i 6. zadatak na 30., 31. i 32. stranici u radnoj bilježnici. Slijedi provjera. Ukoliko učenici ne stignu riješiti sve zadatke na satu, učitelj može zadati neki od zadataka za domaću zadaću. Na kraju sata, učitelj provjerava ostvarenost ishoda putem izlazne kartice.                                                                                                                                                                                                                                                                                         |
| <b>Domaća zadaća</b>                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Učenik rješava 1. i 2. zadatak na 29. stranici u radnoj bilježnici za domaću zadaću. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## Plan sata 2/2

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Uvod/ Motivacija</b>   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Ishod aktivnosti</b>   | Učenik povezuje naučeno s novim sadržajima.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Opis aktivnosti</b>    | Na početku sata, učitelj provjerava domaću zadaću (1. i 2. zadatak na 29. stranici u radnoj bilježnici). Učenici zatim razgovaraju o tome koje su im informacije o ljudima iz Viktorijanskog doba bile najzanimljivije i zašto.                                                                                                                                                                                                                                                                                                             |
| <b>Glavni dio/ Obrada</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Ishod aktivnosti</b>   | Učenik piše vođeni sastav o životu ljudi u Viktorijansko doba koristeći prošlo glagolsko vrijeme <i>the past simple</i> .                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Opis aktivnosti</b>    | 1.) Učenik čita uputu u 5. zadatku na 35. stranici u udžbeniku. Zadatak je napisati kratak sastav o ljudima iz Viktorijanskog doba koristeći prošlo glagolsko vrijeme <i>the past simple</i> . Učenici mogu sami odlučiti žele li pisati o nekome od pripadnika višeg ili nižeg staleža. Učenici trebaju u jednom odlomku opisati njihov tipičan dan. Učitelj napominje da učenici pritom trebaju koristiti podatke koje imaju u udžbeniku te da se mogu služiti Internetom. Učitelj zadaje okvirno vrijeme pisanja, primjerice, 25 minuta. |
| <b>Zaključak</b>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Opis aktivnosti</b>    | 2.) Nakon isteka vremena, učenik najprije u paru čita sastav drugog učenika i formativno ga vrednuje pomoću <i>check</i> -liste, a zatim oni učenici koji to žele čitaju svoj sastav naglas pred razredom.                                                                                                                                                                                                                                                                                                                                  |

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## Domaća zadaća

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Učitelj preporučuje čitanje dodatnog teksta u rubrici *Learn More (Victorian architecture)*.

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Učitelj provjerava ostvarenost ishoda putem izlazne kartice.

### 2. Samovrednovanje

Učenici palčevima/bojama semafora signaliziraju razumijevanje zadatka kao povratnu informaciju učitelju.

### 3. Vršnjačko vrednovanje

Učenik vrednuju sastav drugog učenika na temelju *check-liste*.

Primjer izlazne kartice:

#### Complete the text. Use *the past simple*.

##### Life in Roman times

For wealthy Romans, life \_\_\_\_\_ (be) good. They \_\_\_\_\_ (live) in beautiful houses, often on the hills outside Rome, and \_\_\_\_\_ (enjoy) an extravagant lifestyle. Poorer Romans, however, \_\_\_\_\_ (neg. share) their fate. They \_\_\_\_\_ (work) hard during most days of the week and only sometimes \_\_\_\_\_ (relax) themselves with popular entertainment of the time – chariot races and gladiator fights. However, regardless of the social class, all Romans \_\_\_\_\_ (share) a same ritual. Roman baths \_\_\_\_\_ (be) places where all social classes \_\_\_\_\_ (mix) together, which \_\_\_\_\_ (make) them seem almost equal.

Primjer *check-liste*:

#### Use ✓ or X:

- 1 The student describes a Victorian person and his/her daily routine.
- 2 The student uses the target vocabulary correctly.
- 3 The student uses *the past simple* correctly and consistently.
- 4 The students uses negative form of *the past simple* correctly.
- 5 The student uses and spells irregular verbs correctly.



## Lesson 2: Above and below the stairs



## Problem task

- 1 What was Victorian fashion like? Write the correct number of the clothing item or the accessory in the picture. Use the Internet if you need help.

- ☐ 3 gloves    ☐ a walking cane    ☐ a top hat    ☐ a dress  
☐ a bonnet    ☐ trousers    ☐ a petticoat    ☐ a corset  
☐ a necktie    ☐ a waistcoat    ☐ a frock coat



- 2 Complete the sentences with the words from the box.

maintain    entrance    redecorate    cookware  
formal    ~~tutor~~    lace    antique

- 1 Stella and Brian are moving to Mexico next year, so they hired a tutor to teach them some basic Spanish.  
 2 He's 10 and he still doesn't know how to ..... his shoes.  
 3 I'll park the car and then meet you at the ..... Don't go inside without me.

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- 4 How long would it take to ..... the bathroom?  
 The rest of the flat seems nice.  
 5 It's inappropriate to wear a track-suit to a ..... wedding.  
 6 Our primary concern is to ..... the customer's confidence in our product.  
 7 We've just moved in, so we didn't have the time to buy some basic .....  
 8 You can buy a lot of cheap ..... furniture at yard sales or at the flea market.

- 3 Complete the text with the past simple form of the verbs in brackets.

A: Last night I watched (watch) a documentary about the life of children in the Victorian period. .... you ..... (know) that wealthy children ..... (have) nannies and tutors while poor children ..... (neg. go) to school and ..... (have) jobs instead?

B: No, I didn't. What kind of jobs ..... Victorian children ..... (have)?

A: They ..... (work) in factories and workshops or as chimney sweeps and messengers. Some of them ..... (help) rich people cross the street and ..... (sweep) the dirt from the road in front of them for a few pennies. Unfortunately, many of them ..... (die) young from cholera, measles or tuberculosis. Their parents sometimes ..... (neg. can) look after them, so they ..... (leave) them in orphanages.

B: How sad! ..... their parents ever ..... (come) back for them?

A: Usually not. In the documentary they ..... (show) a book of fabric swatches that mothers ..... (cut) from their clothes and ..... (put) inside a basket together with their babies. That fabric swatch ..... (provide) the only identification possible at that time. However, most children never ..... (find) their families.

B: What toys ..... Victorian children ..... (play) with?

A: Poor children ..... (make) their own toys, such as rag balls or ..... (buy) cheap tinplate toys, if they ..... (be) lucky. Wealthier children ..... (play) with dolls, toy soldiers and train sets.

B: What clothes ..... they ..... (wear)?



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A: Wealthy children ..... (wear) expensive clothes that ..... (resemble) the grown-ups clothes. Their parents ..... (expect) them to be polite and sit still. On the other hand, poor children ..... (get) their clothes, which were already mended and patched, from their older siblings. Poor families sometimes ..... (bring) their Sunday best clothes to pawn shops on Monday mornings. On Saturdays they would collect the clothes from the pawn shop if they ..... (earn) enough money.

B: I ..... (neg. know) life was that hard back then. Poor kids.

- 4 Make the sentences negative using didn't.

- 1 Victorian children lived the same way today's children live.  
 .....  
 2 Most of them went to school.  
 .....  
 3 Many orphans found their families when they grew up.  
 .....  
 4 Poor children played with expensive toys.  
 .....  
 5 Wealthy children jumped and ran freely in their expensive clothes.  
 .....



- 5 Make questions so that they match the answers.

- 1 A: Where did you go for your last holiday?  
 B: I went to Hawaii for my last holiday.  
 2 A: .....  
 B: No, I didn't have fun at school yesterday.  
 3 A: .....  
 B: When I was little, I played hide and seek with my neighbours.



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- 4 A: .....  
 B: Yes, I watched TV yesterday.  
 5 A: .....  
 B: I had teriyaki chicken for dinner last night.  
 6 A: .....  
 B: For my last birthday I got a blender.  
 7 A: .....  
 B: I started learning English when I was 6.  
 8 A: .....  
 B: I saw my best friend two days ago.



- 6 Present simple or past simple?

Complete the text with the correct forms of the verbs in brackets.

Last summer, Peter ..... (travel) to Portugal with his family. They ..... (neg. stay) with his father's friends who ..... (live) there because they ..... (have) a small apartment. They ..... (stay) in a hotel. They ..... (spend) a lot of time on the beach, ..... (go) sightseeing and ..... (swim) in the beautiful sea. Peter ..... (neg. be) usually this active on holiday. He normally ..... (sleep) more and ..... (neg. get) up until 11. Two days before their flight back home, they ..... (decide) to go to Lisbon. Peter's father ..... (warn) him to stay close. Peter ..... (be) a good boy who always ..... (listen) to his dad, however, this time he ..... (neg. listen). The city ..... (be) so beautiful that he ..... (neg. can) wait to see it. He ..... (run) across the street and when he ..... (look) back he ..... (neg. see) anybody. Luckily, they ..... (be) just around the corner and he ..... (find) them quickly. His dad still ..... (get) angry every time he thinks of it.



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## L3: Victorians gone viral

**Lesson 3** I can use the past continuous to talk about past events. Focus on grammar

### Victorians gone viral

**1 What do you watch on YouTube most often? Rank the videos from 1 to 10, one being the type of videos you watch most often.**

Product review videos  
How-to videos  
Comedy videos  
Unboxing videos  
Gaming videos

Q&A videos  
Vlogs  
Educational videos  
Favourites/best off videos  
Tag or challenge videos

**2 Compare your results with a friend.**

**3 Explain the difference between the types of videos on YouTube.**

**4 Find an example of your favourite video type and show it to a friend.**

**5 Read the article and find out how a cook from the 19th century went viral.**

Last month English Heritage Channel proudly presented a series of how-to videos called The Victorian Way. Kathy Hipperson plays the role of Mrs Crocombe, a Victorian cook, who demonstrates famous 19th century recipes in an authentic kitchen at Audley End. The videos have already reached 1 million views.

A lot of the viewers don't know that Avis Crocombe was an actual person of humble origin who came to work at Audley End, a grand country house in Essex, in 1880. It was unusual for an aristocratic family to employ a female cook but they were probably paying Avis half of what they were paying the French chef who came before her. Even so, Avis was happy with her employment. As the head chef she had many duties. While she was preparing more complicated dishes, her kitchen staff was chopping, grinding and measuring the ingredients to be included in the dish. She met her husband Benjamin while she was visiting London with the family. They got married and opened a boarding house in London. Avis Crocombe would surely be forgotten in history if it wasn't for the recent discovery of the cookbook she wrote while working at Audley End. She wrote down recipes for gingerbread cake, brown bread pudding, pigeon pie, curry and many other popular dishes. Thanks to Kathy Hipperson and English Heritage you can go on YouTube and see for yourself.

**Types of videos**

**Unboxing videos** show YouTubers opening packages and their first reactions.

**Q&A videos** show YouTubers answering questions their viewers have.

**Tag videos** show different YouTubers do the same challenge in their own unique way.

**Unit 2**

**1 Read the text again and circle the correct answer.**

1 The Victorian Way is a series of... videos.  
a) how-to b) product review c) Q&A

2 Audley End is a...  
a) town. b) country house. c) street.

3 Avis Crocombe was...  
a) a real person. b) a film character. c) a book character.

4 She was paid... the male chefs.  
a) the same as b) more than c) less than

5 She worked at Audley End until...  
a) she was fired. b) she got married. c) she died.

6 Her cookbook was discovered...  
a) recently. b) a long time ago. c) a month ago.

**2 Read the text again and finish the sentences.**

1 The aristocratic family at Audley End **was paying** Avis \_\_\_\_\_

2 While she **was preparing** more complicated dishes, \_\_\_\_\_

3 Avis **was visiting** London with the family when \_\_\_\_\_

**3 Go online and watch at least one video in The Victorian Way series. How do you like Victorian cooking?**

**4 Make an educational or Q&A video in which you explain the form and the use of the past tenses. Your video should include:**

- the past simple and past continuous form.
- the difference in use.
- example sentences for both tenses.

**Language spot**

**Past simple vs. past continuous**

We use the past simple as a shorter action that interrupted a longer action in the past.

While I **was reading**, the phone rang.

**Past continuous**

We use the past continuous to talk about an action that was going for a certain time in the past.

At 7 o'clock last night I **was playing** the cello.

While I **was playing** the cello, my sister came in.

While I **was playing** the cello, my sister **was surfing** the Net.

Check Grammar Pages for more information.

**Ishod lekcije:** učenik izrađuje edukativno video o prošlim glagolskim vremenima.

**Jezični sadržaji:**

**Ključni vokabular:** *how-to videos, educational videos, recipe, a pigeon pie, gingerbread, country house, authentic, a boarding house*

**Gramatika:** *the past simple and past continuous*

**Ishodi iz PKEJ:** A.8.1., A.8.3., A.8.5., B.8.4., C.8.6.

**Međupredmetne teme:** Osobni i socijalni razvoj (A 3.1.), Učiti kako učiti (A 3.4., C 3.4.), Uporaba IKT (A 3.1., A 3.2.)

**Dodatni digitalni sadržaji:** *Learn More (Victorian eating habits)*

## Plan sata 1/2

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik razgovara o vrstama videa na <i>YouTube</i> platformi.                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Opis aktivnosti</b>  | 1. Učenik otvara udžbenik na 36. stranici i rješava prvi zadatak. Prije rješavanja prvog zadatka učitelj i učenici opisuju razlike između različitih vrsta videa na <i>YouTube</i> -u (3. zadatak). Tijekom provjere, učenik čita prvih pet vrsta videa koje najčešće gleda na <i>YouTube</i> -u i uspoređuje svoje rezultate s ostalim učenicima (2. zadatak). Učenici zatim rade u paru te pronalaze i pokazuju svoj omiljeni video ili video kojeg najčešće gledaju na <i>YouTube</i> -u (4. zadatak). |

## Glavni dio/ Obrada

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ishod aktivnosti | Učenik pokazuje razumijevanje teksta o Viktorijanskoj kuharici Avis Crocombe.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Opis aktivnosti  | <p><b>Aktivnost prije čitanja</b></p> <p>Prije čitanja teksta, učitelj pojašnjava vokabular za koji smatra da će učenicima biti potreban za razumijevanje teksta (<i>a recipe, a pigeon pie, gingerbread, country house, authentic, a boarding house</i>).</p> <p><b>Aktivnosti za vrijeme čitanja</b></p> <ol style="list-style-type: none"> <li>1. Učenik čita tekst o kuharici Avis Crocombe na 36. stranici u udžbeniku i rješava 5. zadatak. Slijedi provjera tijekom koje učenik usmeno objašnjava kako je došlo do toga da Viktorijanska kuharica iz 19. stoljeća ima svoj kanal na YouTube-u.</li> <li>2. Učenik ponovno čita tekst i rješava 6. zadatak te odabire točan odgovor. Slijedi provjera.</li> <li>3. Učenik ponovno čita test i rješava 7. zadatak. Slijedi provjera.</li> </ol> |

## Zaključak

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Opis aktivnosti | <p><b>Aktivnosti nakon slušanja</b></p> <ol style="list-style-type: none"> <li>1. Učenici rješavaju 8. zadatak i biraju jedan od videa iz serije videa pod nazivom <i>The Victorian Way</i> te komentiraju sviđa li im se Viktorijanska kuhinja.</li> <li>2. Učenik rješava 8. zadatak na 36. stranici u radnoj bilježnici te pronalazi ciljane riječi u receptu za pitu od goluba. Slijedi provjera.</li> </ol> |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Domaća zadaća

Učenik rješava 1. i 2. zadatak na 33. stranici u radnoj bilježnici za domaću zadaću.

**Read the recipe for the Victorian pigeon pie and copy the main ingredients next to the translations.**

|                |   |        |                    |   |  |
|----------------|---|--------|--------------------|---|--|
| papar          | = | pepper | tartufi            | = |  |
| začinsko bilje | = |        | gljive             | = |  |
| krušne mrvice  | = |        | kuhana šunka       | = |  |
| klinčić        | = |        | porto (vrsta vina) | = |  |
| temeljac       | = |        | prepelica jaja     | = |  |
| sol            | = |        | viski              | = |  |
| majčina dušica | = |        | kadulja            | = |  |
| golubija prsa  | = |        | mljevena teletina  | = |  |
| tijesto        | = |        | persin             | = |  |

**Procedure:**

1. Grease the mould and line it gently with the pastry. Cut off any excess **pastry** and save it for later (for the top).
2. Mix the **veal mince, cooked ham** and **breadcrumbs**, and line the pastry with the mixture.
3. Start layering with **mushrooms, pigeon breasts** and some **herbs** like **thyme, parsley** and **sage**. Add **salt** and **pepper** and some spices like **cloves**. Continue layering your pie with some **truffles** and **quail's eggs**.
4. Pour some **stock** over the layers and then some **whiskey** and some **port**.
5. Make a lid from the remainder of the pastry and place it over your pie. Don't forget to cut an air hole for the steam.
6. Bake the pie in the oven for an hour and a half.



## Plan sata 2/2

| Uvod/ Motivacija                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ishod aktivnosti                                                                                   | Učenik povezuje naučeno s novim sadržajima.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Opis aktivnosti                                                                                    | Na početku sata, učitelj provjerava domaću zadaću (1. i 2. zadatak na 33. stranici u radnoj bilježnici).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Glavni dio/ Obrada                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Ishod aktivnosti                                                                                   | Učenik upotrebljava prošlo glagolsko vrijeme <i>the past continuous</i> u kontekstu.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Opis aktivnosti                                                                                    | <p><b>Obrada gramatike</b></p> <p>1. Učitelj učenicima skreće pažnju na podebljane strukture u tekstu na 36. stranici i navodi učenike na zaključak o kojem se glagolskom vremenu radi. Učitelj zatim čita tekst u rubrici <i>Language spot</i> vezan uz glagolsko vrijeme <i>the past continuous</i>, a učenici zapisuju formu, značenje i nekoliko promjera u bilježnicu. Prilikom tumačenja pravila, učitelj upućuje učenike na <i>Grammar pages</i> na kraju knjige gdje se nalaze detaljnija objašnjenja.</p> <p>2. Učitelj pojašnjava razliku između dva prošla glagolska vremena – <i>the past simple</i> i <i>the past continuous</i> koristeći primjere u rubrici <i>Language spot</i> i <i>Grammar pages</i>.</p> <p><b>Vježba gramatike</b></p> <p>Učenik rješava 3., 4., 5. 6. i 7. zadatak u radnoj bilježnici u kojima vježba uporabu glagolskih vremena <i>the past continuous</i> i <i>the past simple</i>. Slijedi provjera.</p> |
| Zaključak                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Ishod aktivnosti                                                                                   | Učenik izrađuje edukativni video o prošlim glagolskim vremenima.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Opis aktivnosti                                                                                    | Nastavno na prethodni sat tijekom kojeg su učenici razgovarali o vrstama videa na YouTube-u, učenici u paru snimaju edukativni video u kojem objašnjavaju razliku između glagolskih vremena <i>the present simple</i> i <i>the present continuous</i> . Učenici izrađuju video prema uputama u 9. zadatak na 37. stranici u udžbeniku. Slijedi provjera.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Domaća zadaća                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Učitelj preporučuje čitanje dodatnog teksta u rubrici <i>Learn More (Victorian architecture)</i> . |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

### 2. Samovrednovanje

Učenici koriste *check*-listu prilikom pripreme i izrade videa kako bi provjerili ostvarenost zadaća.



## Primjer *check-liste*:

### Use ✓ or X:

The video includes:

explanation of how both past simple and past continuous are formed

the difference in use

an example sentence for both tenses

Also make sure that:

the audio is of good quality

your speech is clear

you use interesting visual prompts

**Suspect 2:**

'Last night, I ..... (visit) my aunt who lives a few blocks from my apartment. At 9 o'clock we ..... (come) back to her house from the restaurant. We ..... (not cook) dinner at her house because her cooker was broken. She ..... (tell) jokes all evening and I ..... (laugh) hard even though some of them weren't very funny. I ..... (not expect) her to give me some pocket money or anything, even though it would have been nice since she's loaded.'

**Suspect 3:**

'Last night? Let's see. I ..... (walk) my dog and ..... (talk) to my girlfriend on the phone. I remember how she ..... (mention) the wedding but I ..... (steer) the conversation in a different direction. I ..... (not freak) out about the marriage. I ..... (look) for a good moment to tell her that I lost my job.'

**Problem task**

Which suspect seems the most suspicious to you? Which one of them has the weakest alibi and the biggest motive to rob a jewellery store?

I think that Suspect ..... robbed the jewellery store because .....

Past simple or past continuous? Circle the correct answer.

It was / was being early in the morning and we had / were having a history lesson. Our teacher talked / was talking about the Roman Empire and the greatest Roman emperors. She wrote / was writing on the board and we took / were taking notes. While we listened / were listening about Caesar's greatest victories, we heard / were hearing a strange noise coming from the back. We turned / were

**unit 2**

turning around quickly, and what did we see / were we seeing? My best friend Robert, who sat / was sitting in the last row, fell / was falling asleep sometime during the lesson and snored / was snoring loudly. We all started / were starting laughing and our teacher walked / was walking down to his desk and gently shook / was shaking his hand. At first, Robert mumbled / was mumbling quietly: 'No, mum, I don't want to get up.' We laughed / were laughing even harder. Then he jumped / was jumping from his chair in shock. For a few moments, he didn't know / wasn't knowing where he was. I felt / was feeling sorry for him. I knew / was knowing he would get teased about it for a long time.

**Past simple or past continuous? Complete the sentences with the correct form of the verbs in brackets.**

- While Mike was walking (walk) home from work, he suddenly ..... (hear) a loud explosion.
- Meg ..... (look) through the window when she ..... (see) a man in black.
- When the earthquake ..... (hit) the city, I ..... (watch) a movie in my living room.
- My neighbour's cats ..... (climb) up the tree when they suddenly ..... (stop) and ..... (turn) around.
- Jenny's parents ..... (drive) when the storm ..... (start).

**Choose the grammatically correct sentence.**

- a) What are you doing now?  
b) What were you doing now?  
c) What did you do now?
- a) Do you visit your uncle last summer?  
b) Did you visit your uncle last summer?  
c) Are you visiting your uncle last summer?
- a) Last night at 8 o'clock I am playing chess.  
b) Last night at 8 o'clock I played chess.  
c) Last night at 8 o'clock I was playing chess.
- a) Listen! The baby was crying.  
b) Listen! The baby is crying.  
c) Listen! The baby cries.
- a) Bobby broke the window yesterday.  
b) Bobby was breaking the window yesterday.  
c) Bobby brakes the window yesterday.
- a) Emily don't drink tea in the afternoon.  
b) Emily doesn't drinks tea in the afternoon.  
c) Emily doesn't drink tea in the afternoon.
- a) I didn't know you were coming.  
b) I didn't know you were coming.  
c) I didn't known you were coming.



## L4: A true dandy

**lesson 4** I can retell Oscar Wilde's biography. **Focus on skills**

# A true dandy



**1** Oscar Wilde was one of the most famous writers of the Victorian period. Match the parts of his famous quotations together.

|                                  |                                                                        |
|----------------------------------|------------------------------------------------------------------------|
| 1 'Always forgive your enemies;  | ..... or overeducated.'                                                |
| 2 'I don't want to go to heaven. | ..... nothing annoys them more.'                                       |
| 3 'Never love anyone             | ..... to know everything.'                                             |
| 4 'You can never be overdressed  | ..... who treats you like you're ordinary.'                            |
| 5 'I am so clever that           | ..... None of my friends are there.'                                   |
| 6 'I am not young enough         | ..... sometimes I don't understand a single word of what I am saying.' |

**2** What can we learn about Oscar Wilde from his quotations? Match the quotations from Task 1 to possible explanations.

|                                                                              |
|------------------------------------------------------------------------------|
| ..... Oscar Wilde was a confident and smart person.                          |
| ..... He cared for school and the way he was dressed.                        |
| ..... He believed that young people thought they had everything figured out. |
| ..... He didn't bear a grudge.                                               |
| ..... He wanted to feel special in a relationship.                           |
| ..... He believed his friends were a bit mischievous.                        |

**3** Which quotation can you most relate to? Why?

**4** Create a meme using Oscar Wilde's photo and his famous quotations. Try to keep the meaning of a quotation and say it in another, catchier way. Your meme should be funny, too.

**5** Show your meme to a friend. Did he/she think it was funny?

**FUN FACT**  
Dandy was the name for stylish, well-groomed men of the 18th and 19th century. What is the name for fashionable men today?

**Be yourself**  
everyone else is already taken.

**unit 2**

**1** Listen to Oscar Wilde's biography and find out which events in his life happened in which city. Sort them out.

|                           |                     |        |                        |              |            |
|---------------------------|---------------------|--------|------------------------|--------------|------------|
| climbed into high society | worked as an editor | died   | got married            | born         | imprisoned |
| attended college          | lived in exile      | buried | wrote novels and plays | had two sons |            |



Dublin



London



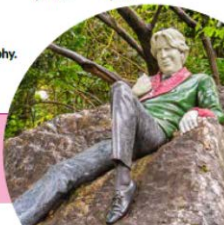
Paris

**2** Listen again and choose the correct answer.

|                                                                                                                             |                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 1 Oscar Wilde was born in...<br>a) summer. b) autumn. c) winter.                                                            | 4 In 1882 he travelled to... on a 9-month lecture tour.<br>a) New York b) Paris c) Ireland |
| 2 He first attended Trinity College in Dublin and then continued his studies...<br>a) at Oxford. b) in London. c) in Paris. | 5 The Picture of Dorian Gray is a<br>a) poem. b) play. c) novel.                           |
| 3 He belonged to...<br>a) the working class. b) a high society. c) aristocrats.                                             | 6 Oscar Wilde spent... years in prison.<br>a) two b) three c) four                         |

**3** Use the verbs in Task 4 and retell Oscar Wilde's biography. Use transitional words while retelling.

**Language spot**  
**Transitional words**  
When retelling a story, use words like *and, also, besides, moreover, too, first, second, last, finally, next, in fact, for example, etc.* to make smoother transition from one thought to another.



**Ishod lekcije:** učenik sažeto prepričava biografiju Oscara Wilde-a pomoću natuknica.

**Jezični sadržaji:**

**Ključni vokabular:** *quotations, memes, high society, an editor, to imprison, exile, a novel, to attend college*

**Gramatika:** *transitional words*

**Ishodi iz PKEJ:** A.8.1., A.8.3., B.8.1., C.8.3., C.8.5.

**Međupredmetne teme:** Osobni i socijalni razvoj (A 3.1.), Učiti kako učiti (A 3.4., C 3.4.), Uporaba IKT (A 3.1., A 3.2.)

**Dodatni digitalni sadržaji:** *Learn More (Charles Dickens)*

## Plan sata

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik razgovara o značenju poznatih citata Oscara Wilde-a.                                                                                                                                                                                                                                                                                                                                                    |
| <b>Opis aktivnosti</b>  | Na početku sata, učitelj najavljuje kako će tema sata biti poznati pisac engleskog govornog područja – Oscar Wilde – te potiče učenike da kažu jesu li otprije čuli za ovog pisca ili njegova djela. Učenici zatim otvaraju 39. stranicu u udžbeniku i povezuju citate u prvom zadatku. Slijedi provjera za vrijeme koje učitelj može pojasniti vokabular, prema potrebi. Učenik zatim spaja citate s njihovim |

|                           |                                                                                                                                                                                                                                                                                             |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | značenjima (2. zadatak). Nakon toga, učenik izdvaja citat koji ga se najviše dojmio i objašnjava zašto (3. zadatak).                                                                                                                                                                        |
| <b>Glavni dio/ Obrada</b> |                                                                                                                                                                                                                                                                                             |
| <b>Ishod aktivnosti</b>   | Učenik izrađuje <i>mime</i> koristeći citate Oscara Wilde-a.                                                                                                                                                                                                                                |
| <b>Opis aktivnosti</b>    | <b>Aktivnost prije slušanja</b><br>Učenik odabire jedan citat i izrađuje <i>mime</i> prema uputama u 4. zadatku. Učenik pritom može koristiti primjerene digitalne alate. Nakon toga učenik dijeli svoj <i>mime</i> s ostatkom razreda i komentira ostale <i>mime</i> (5. zadatak).         |
| <b>Ishod aktivnosti</b>   | Učenik pokazuje razumijevanje biografije Oscara Wilde-a.                                                                                                                                                                                                                                    |
| <b>Opis aktivnosti</b>    | <b>Aktivnosti za vrijeme slušanja</b><br>1. Učenik sluša biografiju Oscara Wilde-a i za vrijeme slušanja rješava 6. zadatak te razvrstava riječi i izraze u kategorije. Slijedi provjera.<br>2. Učenik ponovno sluša tekst i rješava 7. zadatak te izabire točan odgovor. Slijedi provjera. |
| <b>Zaključak</b>          |                                                                                                                                                                                                                                                                                             |
| <b>Ishod aktivnosti</b>   | Učenik sažeto prepričava biografiju Oscara Wilde-a pomoću natuknica.                                                                                                                                                                                                                        |
| <b>Opis aktivnosti</b>    | <b>Aktivnost nakon slušanja</b><br>Učenik prepričava biografiju Oscara Wilde-a drugom učeniku koristeći natuknice u 6. zadatku. Prilikom prepričavanja, učenik koristi <i>transitional words</i> prema uputama u rubrici <i>Language spot</i> .                                             |

### Domaća zadaća

Učenik rješava 1., 2., 3. i 4. zadatak na 37. i 38. stranici u radnoj bilježnici za domaću zadaću. Također, učitelj preporučuje čitanje dodatnog teksta u rubrici *Learn More (Charles Dickens)*.

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

### 2. Vršnjačko vrednovanje

Učenik vrednuju govor drugog učenika i ispravlja greške u govoru, a posebice u ciljanim strukturama – *the past simple* i *transitional words*.

**Lesson 4: A true dandy**

Complete Oscar Wilde's biography with the past simple tense of the verbs in brackets.

Oscar Wilde was born on October 16, 1854, in Dublin, Ireland. His father, William Wilde, was a doctor and his mother Jane a poet. Oscar lived in a small house in Dublin where he grew up.

After great promise in classical studies, his exceptional results gave him a chance to continue his studies at Oxford. He graduated from Oxford in 1878 and moved to London the same year.

In London, Oscar Wilde started his writing career and slowly began climbing into the high society. In 1882 he went off from London to New York on a 9-month lecture tour. He met a wealthy Englishwoman named Constance Lloyd with whom he had two sons, Cyril and Vyvian. He worked as an editor of a magazine called *Lady's World* and wrote poems and stories in his free time.

He published *The Picture of Dorian Gray* in 1891. Oscar Wilde's career was suddenly stopped by a scandal. The Marquis of Queensberry sued Oscar for an affair with his son Lord Alfred Douglas. Oscar denied accusations, however this incident led to a trial. The judge sentenced him to 2 years in prison. After that he became a social outcast. He lived alone and forgotten in Paris on November 30, 1900.

Put the words in Oscar Wilde's quotations in the correct order.

- 'Is rarely / The truth / never simple / pure and'
- 'To be / are made / Hearts / broken'
- 'In the front / stab you / True friends'
- 'When the gods / they answer / punish us, / our prayers / wish to'

**Problem task**

There were many famous writers and poets around the world who lived in the 19th century. Match the writers to the books they wrote. Use the Internet if you need help.

|                                                   |                                     |
|---------------------------------------------------|-------------------------------------|
| 1. Wuthering Heights                              | 10. Christmas Carol                 |
| 2. The Raven                                      | 11. Alice in Wonderland             |
| 3. The Picture of Dorian Gray                     | 12. The Emperor's New Clothes       |
| 4. A Study in Scarlet (featuring Sherlock Holmes) | 13. In Desert and Wilderness        |
| 5. The Adventures of Tom Sawyer                   | 14. The Importance of Being Earnest |
| 6. Oliver Twist                                   | 15. The Ugly Duckling               |
| 7. 20,000 Leagues Under the Sea                   | 16. Crime and Punishment            |
| 8. The Little Mermaid                             | 17. Ulysses                         |
| 9. Jane Eyre                                      | 18. Great Expectations              |

|                    |                         |                    |
|--------------------|-------------------------|--------------------|
| Oscar Wilde        | Charles Dickens         | Sisters Brontë     |
| 3                  |                         |                    |
| Fyodor Dostoyevsky | Edgar Allan Poe         | James Joyce        |
|                    |                         |                    |
| Mark Twain         | Hans Christian Andersen | Arthur Conan Doyle |
|                    |                         |                    |
| Lewis Carroll      | Jules Verne             | Henryk Sienkiewicz |
|                    |                         |                    |

Tick the books in Task 3 you have read.

## L5: The Picture of Dorian Gray

**Lesson 5** I can act out a scene from *The Picture of Dorian Gray*. Focus on skills

### The Picture of Dorian Gray

**Scene 1**  
Dorian Gray was a handsome and wealthy young man. His friend Basil, who was an artist, offered to paint a portrait that would capture his beauty forever. Basil painted the portrait and gave it to Dorian as a present. Dorian was happy until his friend Lord Henry spoiled the fun.

**Scene 2**  
After Basil's murder, Dorian's portrait turned into a monster. Dorian felt fed up with all the lies and secrets and stabbed his portrait in a fury. When the servants opened the door, the first thing they saw was the portrait showing Dorian as a beautiful young man and then, on the floor, an old, disfigured old man lying in blood with a knife in his chest.

**Scene 3**  
Dorian fell in love with a young actress Sibyl. However, when Sibyl decided to quit acting in order to marry him, he suddenly lost interest and broke up with her. After that he noticed that his portrait started to change. The following afternoon, Lord Henry informed him that Sibyl took her own life. Dorian felt a bit sad at first but quickly forgot all about it. However, his portrait became even uglier than before.

**Scene 4**  
Lord Henry told Dorian that it was a pity his portrait would remain beautiful forever, while Dorian himself would grow old and die. Dorian got really upset and cursed the portrait. He wished for the portrait to grow old and not him. Lord Henry and Dorian started to hang out more often. Lord Henry taught Dorian that life was too short to always play by the rules and that he should do whatever he wanted to.

**Scene 5**  
After Sibyl's death, Dorian continued his downfall into the world of sin and drugs. He got a very bad reputation and people started avoiding him. Also, everyone found it strange how he never grew old. His friend Basil knew there was something wrong, so he went to his house and confronted him. While they were fighting, Dorian showed him his disfigured portrait. Basil was shocked. He now knew the secret, so he had to die. Dorian used a knife to kill Basil.

**1 Listen and check.**  
**2 Read the story expressively. Try to capture its dark atmosphere.**

**unit 2**

**1 Read the story again and complete the sentences with the names of the characters. Write Dorian, Basil, Lord Henry or Sibyl on the line.**

1. \_\_\_\_\_ painted a portrait of Dorian Gray.
2. \_\_\_\_\_ told Dorian that, unlike his portrait, he would grow old.
3. \_\_\_\_\_ cursed the portrait.
4. \_\_\_\_\_ killed herself.
5. \_\_\_\_\_ knew there was something wrong with his friend.
6. \_\_\_\_\_ killed Basil.
7. \_\_\_\_\_ stabbed the painting and killed himself in the process.

**2 What was Dorian Gray like? Circle the right adjectives.**

young handsome clever witty vain  
evil cruel honest poor loyal  
wealthy naive mischievous old  
cold-blooded friendly

**3 Work in groups and answer the questions.**

- 1 Why did Dorian Gray curse his portrait?
- 2 Why did he break up with Sibyl?
- 3 Why did he kill Basil?
- 4 Why did he stab his portrait?
- 5 What does Dorian's portrait symbolize?

**4 Are there people like Dorian Gray in the 21st century? What do they do to stay young?**

**5 How do you feel about the beauty treatments in the pictures? Would you do any of them?**

I like... I don't like... I would like to try... I would never try...

1 TATTOOS 2 TANNING 3 EAR PLUGS 4 PIERCING 5 PLASTIC SURGERY 6 BRACES

**6 Which of the beauty treatments in Task 5 are more popular with men and which are more popular with women?**

**7 Work in groups. Create short dialogues for each scene of the story about Dorian Gray and act them out. Use prompts to make the scenes more dramatic.**

**Ishod lekcije:** učenik glumi jednu od uloga tijekom dramatizacije radnje romana *The Picture of Dorian Gray*.

**Jezični sadržaji:**

**Ključni vokabular:** *witty, vain, evil, cruel, mischievous, cold-blooded, to capture, to stab, to play by the rules, downfall, to confront, disfigured*

**Gramatika:** *expressing opinions*

**Ishodi iz PKEJ:** A.8.1., A.8.2., A.8.3., B.8.3., B.8.4., C.8.4., C.8.5.

**Međupredmetne teme:** Osobni i socijalni razvoj (A 3.1., B 3.2., B.3.4., C.3.2.), Učiti kako učiti (A 3.3., A 3.4., C 3.4., D 3.2.), Uporaba IKT (A 3.1., A 3.2.)

**Dodatni digitalni sadržaji:** *Learn More (A Christmas Carol)*

## Plan sata 1/2

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                 |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje naučeno s novim sadržajima.                                                                                                                                                                                                                     |
| <b>Opis aktivnosti</b>  | Na početku sata, učitelj provjerava domaću zadaću (1., 2., 3. i 4. zadatak na 37. i 38. stranici u radnoj bilježnici) s posebnim naglaskom na 3. i 4. zadatak. Učenici navode koje su od ponuđenih knjiga čitali i kakve knjige vole čitati u slobodno vrijeme. |

### Glavni dio/ Obrada

|                         |                                                                                 |
|-------------------------|---------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje radnje romana <i>The Picture of Dorian Gray</i> . |
|-------------------------|---------------------------------------------------------------------------------|

|                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Opis aktivnosti                                                                      | <p><b>Aktivnost prije čitanja</b></p> <p>Prije čitanja teksta <i>The Picture of Dorian Gray</i> učitelj objašnjava značenje riječi koje su važne za razumijevanje teksta i popratnih zadataka (<i>witty, vain, evil, cruel, mischievous, cold-blooded, to capture, to stab, to play by the rules, downfall, to confront, disfigured</i>).</p> <p><b>Aktivnosti za vrijeme čitanja</b></p> <ol style="list-style-type: none"> <li>1. Učenik čita tekst <i>The Picture of Dorian Gray</i> i rješava 1. zadatak na 40. stranici u udžbeniku. Učenik zatim sluša tekst i provjerava točnost rješenja (2. zadatak).</li> <li>2. Učenik izražajno čita tekst u paru, a zatim i pred razredom (3. zadatak). Učitelj može pustiti još jednom zvučni zapis prije čitanja naglas radi korekcije izgovora.</li> <li>3. Učenik ponovno čita tekst i rješava 3. i 4. zadatak. Slijedi provjera.</li> </ol> <p><b>Aktivnosti nakon čitanja</b></p> <ol style="list-style-type: none"> <li>1. Učenici rade u skupinama i u razgovoru odgovaraju na pitanja u 6. zadatku. Nakon što su odgovorili na sva pitanja, glasnogovornik skupine iznosi mišljenje skupine pred razredom. Učitelj posebnu pažnju posvećuje posljednjem pitanju – <i>What does Dorian's portrait symbolize?</i> – jer je ono uvod u sljedeću aktivnost.</li> </ol> |
| <b>Zaključak</b>                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Ishod aktivnosti                                                                     | Učenik izražava svoje mišljenje o estetskim zahvatima i kultu mladosti.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Opis aktivnosti                                                                      | <ol style="list-style-type: none"> <li>2. Učenici nastavljaju s radom u skupini i odgovaraju na pitanja u 7., 8. i 9. zadatku u udžbeniku. Svaki član skupine iznosi svoje mišljenje o ljudskoj potrebi da zaustavi prirodni proces starenja te s tim povezuju priču o Dorianu Gray-u. Učenici izražavaju svoje mišljenje o raznim estetskim zahvatima i općenito o tome što je nekome lijepo ili prihvatljivo. Slijedi provjera tijekom koje učitelj moderira raspravu i potiče učenike da iznesu svoje mišljenje.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Domaća zadaća</b>                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Učenik rješava 1. i 2. zadatak na 39. stranici u radnoj bilježnici za domaću zadaću. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

unit 2

## Lesson 5: The Picture of Dorian Gray

1 Complete the sentences with the words from the box.

|      |              |          |         |       |
|------|--------------|----------|---------|-------|
| vain | mischievous  | handsome | -loyal- | cruel |
|      | cold-blooded | honest   | naive   |       |

- 1 Rusty once waited for me in the rain for hours because I was late from work. He is such a loyal dog.
- 2 Michael has a very high opinion of himself and his looks. He is extremely .....
- 3 Anne is so young and ..... - she'll believe anything you say to her.
- 4 The news of the ..... murder quickly spread around the town.
- 5 My little cousins sometimes cause trouble, but they mean no harm. They're simply a bit .....
- 6 They all look great, but what do you think? Who is the most ..... Hollywood actor?
- 7 The joke wasn't funny at all. It was simply ..... Couldn't you see she was crying?
- 8 I'll be ..... with you. I broke the vase. I'm sorry.

2 Complete the book report about *The Picture of Dorian Gray*.

- 1 The Picture of Dorian Gray is...  
a) a poem.    b) a novel.    c) a play.
- 2 It was written by...  
a) Charles Dickens.    b) Oscar Wilde.
- 3 The story takes place in the... century.  
a) 17th    b) 18th    c) 19th
- 4 The place of action is...  
a) London.    b) Paris.    c) Dublin.
- 5 The main character is...  
a) Dorian Gray.    b) Basil.    c) Sibyl.
- 6 Dorian Gray is...  
a) cruel and vain.  
b) nice and friendly.  
c) honest and naive.
- 7 Did you like the story? Why?  
I liked / didn't like the story because .....
- 8 What would happen if Dorian didn't kill Basil and stab his portrait?  
Can you imagine a different ending?  
Write an alternative ending to the story.  
.....  
.....  
.....  
.....  
.....



29



## Plan sata 2/2

### Uvod/ Motivacija

|                         |                                                                                                                                                            |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje naučeno s novim sadržajima.                                                                                                                |
| <b>Opis aktivnosti</b>  | Na početku sata učitelj provjerava domaću zadaću (1. i 2. zadatak na 39. stranici u radnoj bilježnici). Učenici zatim čitaju naglas tekst na 40. stranici. |

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik piše kratki dijalog između likova romana.                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Opis aktivnosti</b>  | Učitelj dijeli učenike u skupine od četiri učenika. Učenicima je zadatak napisati kratke dijaloge između likova za svaku scenu na 40. stranici. Učitelj napominje da dijalozi ne moraju biti dugi, ali da moraju pratiti radnju romana. Ukoliko učitelj procijeni da će učenicima pisanje dijaloga oduzeti previše vremena, može svakoj skupini dodijeliti po jednu scenu. Pritom, učitelj mora voditi računa o tome koliko se uloga nalazi u kojoj sceni, kako bi svi učenici sudjelovali u dramatizaciji. |
| <b>Ishod aktivnosti</b> | Učenik glumi jednu od uloga tijekom dramatizacije radnje romana <i>The Picture of Dorian Gray</i> .                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Opis aktivnosti</b>  | 1. Učenici uvježbavaju svoje dijaloge napamet. Svaki učenik glumi jedan od likova koji se spominje na 40. stranici (Dorian, Basil, Lord Henry i Sibyl). Učitelj potiče učenike na dramatizaciju i korištenje rekvizita kako bi scene bile što uvjerljivije.                                                                                                                                                                                                                                                 |

### Zaključak

|                        |                                                                                                                                                                |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Opis aktivnosti</b> | 2. Učenici izvedu <i>The Picture of Dorian Gray</i> pred razredom. Ostali učenici prate i formativno vrednuju izvedbu pomoću listića za procjenu rada skupine. |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Domaća zadaća

Učenik rješava 3. zadatak na 40. stranici u radnoj bilježnici za domaću zadaću. Također, učitelj preporučuje čitanje dodatnog teksta u rubrici *Learn More (A Christmas Carol)*.

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

### 2. Vršnjačko vrednovanje

Učenici vrednuju izgovor, intonaciju i dramatizaciju teksta pomoću *check*-liste te daju savjete kako poboljšati iste.

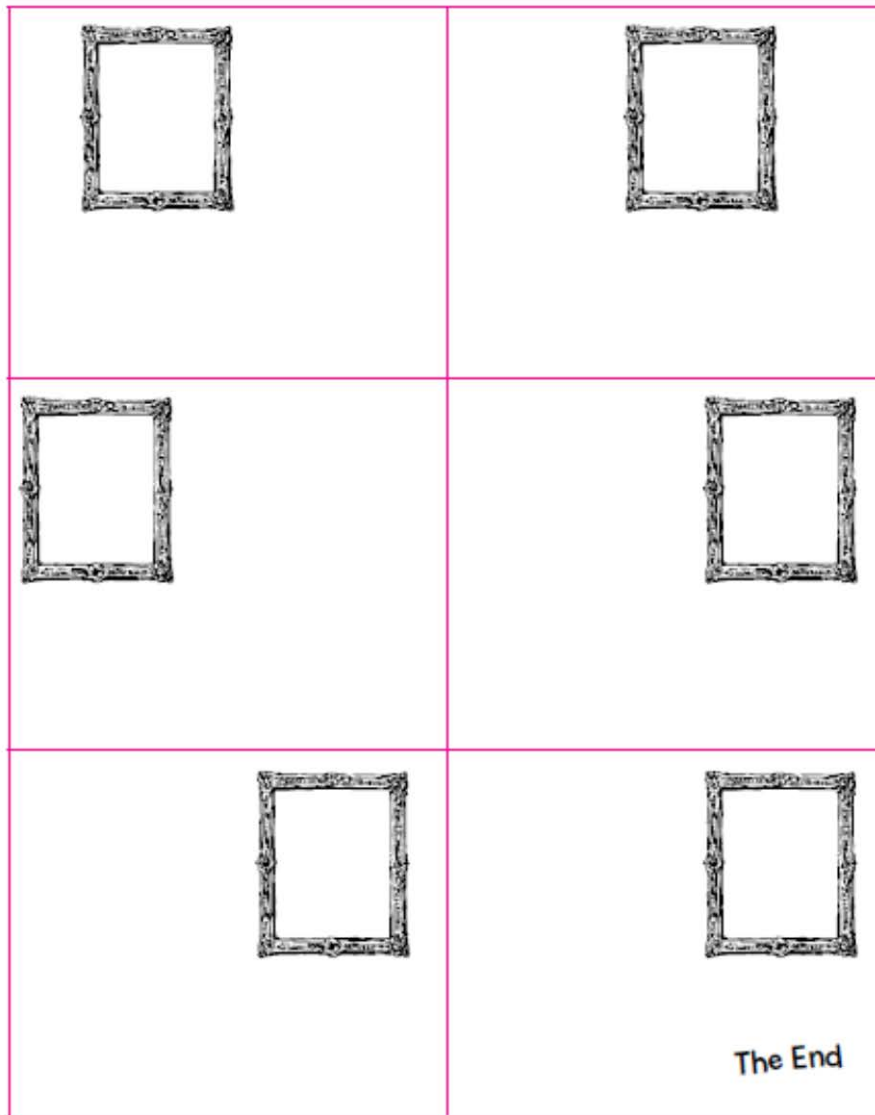
Primjer *check*-liste:

Use ✓ or X:

- 1 The dialogues are interesting and well-written.
- 2 The students tried to make the scenes as convincing as possible.
- 3 The pronunciation and intonation are on point.
- 4 The students worked well as a group and participated equally.
- 5 The students used interesting and creative prompts.



- 3** Draw a comic about the story of Dorian Gray. You can change some elements of the story or stick to the original. Make sure the portrait changes in every scene. Don't forget to include speech bubbles.



## L6: The importance of being Victoria

**Lesson 6** I can write the biography of Queen Victoria.

**Focus on skills**

### The importance of being Victoria

1 Queen Victoria was one of the most famous British queens. She ruled the British Empire for 64 years. The name Victoria is a part of many place names around the world. Match the places to the pictures.

\_\_\_\_\_ Victoria Falls, Zimbabwe    \_\_\_\_\_ Victoria Station, London    \_\_\_\_\_ Victoria Lake, Kenya  
\_\_\_\_\_ Victoria Park, Hong Kong    \_\_\_\_\_ Victoria Beach, California    \_\_\_\_\_ Victoria, Australia

2 Go online and find more places named after Queen Victoria.

**unit 2**

1 Write Queen Victoria's biography using the given information. Organise your writing in four paragraphs: childhood, personal life, reign and death. Use the past simple.

**The title:**  
**The biography of Queen Victoria**

**Childhood**

- born on 24 May 1819 in Kensington Palace in London
- a bright and lively child
- well-educated
- enjoyed drawing and writing journals
- spoke English, German, French, Italian and Latin

**Personal life**

- married her cousin Albert in February 1840
- had nine children: Victoria, Edward, Alice, Alfred, Helena, Louise, Arthur, Leopold and Beatrice
- very strict to her children
- Albert died in 1861
- dressed in black since Albert's death as a sign of mourning

**Reign**

- became queen in June 1837
- ruled the British Empire for 64 years
- Australia, New Zealand, Canada, South Africa and India were colonies of the British Empire
- industrial development and new inventions

**Death**

- died in January 1901
- buried next to Albert at Frogmore Mausoleum near Windsor

2 Go online and find at least three interesting facts about Queen Victoria's life. Include at least one of them in the biography, too.

**Language spot**

**Writing a biography**

Use the **past simple** when writing a biography.

Go for the **chronological structure** and order the events from the person's birth to his/her death.

Use **paragraphs**. For example, childhood, personal life, the biggest accomplishments and death.

Focus on the **major events** and key moments in the person's life.

Include an anecdote or a fun fact.

**FUN FACT**

Queen Victoria used a bathing machine when she wanted to go for a swim. Bathing machines were changing rooms on wheels used by women in the 19th century. They were pushed into water so women could jump into water without being seen in their swimsuits.

**Ishod lekcije:** učenik piše biografiju kraljice Viktorije koristeći natuknice.

**Jezični sadržaji:**

**Ključni vokabular:** *reign, a journal, to mourn, chronological, a bathing machine*

**Gramatika:** *writing a biography, the past simple*

**Ishodi iz PKEJ:** A.8.6., B.8.1., C.8.4.

**Međupredmetne teme:** Učiti kako učiti (A 3.1., A 3.3.), Uporaba IKT (A 3.1., A 3.2.)

**Dodatni digitalni sadržaji:** *Learn More (A biography: Florence Nightingale)*

## Plan sata

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje poznato sa novim sadržajima.                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Opis aktivnosti</b>  | Učenik otvara udžbenik na 42. stranici. Učitelj pojašnjava kako je naslov lekcije igra riječi na poznatu dramu Oscara Wilde-a <i>The importance of being Ernest</i> . Nakon kratkog razgovora u kojem učenici iznose činjenice koje znaju o kraljici Viktoriji, učenici rješavaju 1. zadatak. Slijedi provjera tijekom koje učenici opisuju slike na 42. stranici. Učenici zatim pretražuju Internet i pronalaze još lokaliteta koji u svom imenu sadrže ime kraljice Viktorije (2. zadatak). |

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                            |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik piše biografiju kraljice Viktorije koristeći natuknice.                                                                                                                                                                                             |
| <b>Opis aktivnosti</b>  | 1. Učenik rješava 3. zadatak i piše biografiju kraljice Viktorije u bilježnicu. Kao pripremu za pisanje, učenik čita tekst u rubrici <i>Language spot</i> i proučava upute za pisanje biografije. Učitelj naglašava da prilikom pisanja biografije učenici |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>trebaju koristiti podatke iz tablice u 3. zadatku. Podaci o životu kraljice Viktorije razvrstani su u nekoliko tematskih cjelina kronološkim redoslijedom – djetinjstvo, privatni život, vladavina i smrt. Prilikom pisanja, učenici trebaju tekst razdijeliti u odlomke i upotrebljavati prošlo glagolsko vrijeme <i>the past simple</i>.</p> <p>2. Osim važnih događaja, učitelj naglašava da učenici trebaju uključiti i nekoliko zanimljivih činjenica o kraljici Viktoriji, koje će pronaći na Internetu prema uputama u 4. zadatku. S tim u skladu, učenici čitaju tekst u rubrici <i>Fun fact</i> o kraljičinoj napravi za kupanje. Učitelj određuje vrijeme pisanja biografije, primjerice, 25 minuta, nakon čega slijedi provjera.</p> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Zaključak

|                        |                                                                                                                                                                               |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Opis aktivnosti</b> | 3. Nakon što je isteklo vrijeme pisanja, učenici razmijene bilježnice i formativno vrednuju sastav drugog učenika. Pritom označavaju greške i daju savjete kako ih popraviti. |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Domaća zadaća

Učenik rješava 1. i 2. zadatak na 41. i 42. stranici u radnoj bilježnici za domaću zadaću.

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj formativno vrednuje biografiju pomoću analitičke rubrike.

### 2. Vršnjačko vrednovanje

Učenici vrednuju biografiju drugog učenika pomoću analitičke rubrike.

Primjer analitičke rubrike za vrednovanje pisanja:

| Razine ostvarenosti kriterija                                                                                                                                                                             |                                                                                                                                   |                                                                                                                                |                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Sastavnice                                                                                                                                                                                                | potpuno                                                                                                                           | djelomično                                                                                                                     | potrebno doraditi                                                                                                                         |
|                                                                                                                                                                                                           | 3                                                                                                                                 | 2                                                                                                                              | 1                                                                                                                                         |
| <b>struktura biografije</b>                                                                                                                                                                               | Biografija sadrži sve zadane sastavnice - djetinjstvo, privatni život, vladavina, smrt te tri zanimljiva događaja iz života.      | Biografija uglavnom sadrži sve zadane sastavnice, ali jedna nedostaje.                                                         | Biografija ne sadrži sve zadane sastavnice, te dvije ili više nedostaju.                                                                  |
| <b>gramatika i pravopis</b>                                                                                                                                                                               | Učenik se gotovo uvijek gramatički točno izražava i upotrebljava <i>the past simple</i> . Pravopis riječi gotovo je uvijek točan. | Učenik katkad pogriješi u glagolskom vremenu <i>the past simple</i> ili pravopisu, ali pogreške rijetko ometaju razumijevanje. | Učenik često griješi ili ne upotrebljava glagolsko vrijeme <i>the past simple</i> , dok u pravopisu pogreške često ometaju razumijevanje. |
| <b>vokabular</b>                                                                                                                                                                                          | Uz ciljani, učenik se koristi širokim rasponom vokabulara uz manje pogreške koje ne ometaju razumijevanje.                        | Koristi se samo ciljanim vokabularom uz povremene pogreške u upotrebi koje katkad ometaju razumijevanje.                       | Koristi se samo jednostavnim vokabularom uz česte pogreške u upotrebi koje često ometaju razumijevanje.                                   |
| <b>Napomena:</b> Ako sastavnica nije ostvarena ni na najnižoj očekivanoj razini ili ne postoji, tada se za nju dodjeljuje 0 bodova. Ova se rubrika može rabiti i za sumativno vrednovanje sličnog zadatka |                                                                                                                                   |                                                                                                                                |                                                                                                                                           |

## L7: Project 2: Edit profile

**Lesson 7** I can give a speech about a famous person from the past.

**Project 2: Edit profile**

**Focus on skills**

- Which social networks do you use most often?
- Do you follow famous people on social media? Give an example.
- If Oscar Wilde or Queen Victoria lived in the 21st century, they would probably use social media. Study their internet profiles and answer the questions.
  - Which information about Oscar Wilde or Queen Victoria would you add to their profiles?
  - Which pieces of information on their profile pages are true and which are made up?
  - In which profile can you find a post about an online shop?
  - In which profile can you find information about summer holidays?
  - Which profile seems more interesting or creative? Why?

**Unit 2**

**44**

**45**

**44**

**45**

**Ishod lekcije:** učenik u kratkom govoru opisuje svoj (digitalni) plakat.

**Jezični sadržaji:**

**Ključni vokabular:** *social media, an Internet profile, a template, editing, designing*

**Gramatika:** *the past simple and past continuous*

**Ishodi iz PKEJ:** A.8.3., A.8.4., B.8.1., B.8.2., C.8.6.

**Međupredmetne teme:** Učiti kako učiti (A 3.1., A 3.2., A 3.3.), Uporaba IKT (C 3.2., C 3.3., C 3.4.)

## Plan sata 1/2

| Uvod/ Motivacija        |                                                                                                                                                                                                                                                  |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik razgovara o društvenim mrežama.                                                                                                                                                                                                           |
| <b>Opis aktivnosti</b>  | Učenici otvaraju udžbenik na 44. stranici i kroz razgovor odgovaraju na pitanja u 1. i 2. zadatku. Učenici iznose svoje mišljenje o društvenim mrežama, koliko ih često koriste, te prate li neke slavne osobe na društvenim mrežama.            |
| Glavni dio/ Obrada      |                                                                                                                                                                                                                                                  |
| <b>Ishod aktivnosti</b> | Učenik u razgovoru uspoređuje zamišljene profile kraljice Viktorije i pisca Oscara Wilde-a na društvenim mrežama.                                                                                                                                |
| <b>Opis aktivnosti</b>  | Učenici promatraju zamišljeni profil Oscara Wilde-a i kraljice Viktorije i odgovaraju na pitanja u 3. zadatku. Učenici zatim rješavaju 1. i 2. zadatak u radnoj bilježnici te dodatno proučavaju profile u udžbeniku.                            |
| <b>Ishod aktivnosti</b> | Učenik izrađuje internetski profil slavne osobe iz prošlosti.                                                                                                                                                                                    |
| <b>Opis aktivnosti</b>  | Učenik čita upute u 4. zadatku te izrađuje profil slavne osobe iz prošlosti. U udžbeniku se na 45. stranici nalazi nekoliko prijedloga, ali učenik može izabrati bilo koju drugu slavu osobu. Učenik može izraditi klasični poster od papira ili |

|                        |                                                                                                                                                                                                            |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | digitalni, koristeći neki od primjerenih digitalnih alata. Učitelj potiče učenike da pronađu što zanimljivije podatke o dotičnoj slavnoj osobi na internetu te da ih prikažu na duhovit i kreativan način. |
| <b>Zaključak</b>       |                                                                                                                                                                                                            |
| <b>Opis aktivnosti</b> | Učenici u paru razmjenjuju ideje i savjete kako poboljšati plakat i učiniti ga zanimljivijim i vizualno dojmljivijim te ukazuju na eventualne greške.                                                      |

## Plan sata 2/2

|                           |                                                                                                                                                                                                              |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Uvod/ Motivacija</b>   |                                                                                                                                                                                                              |
| <b>Ishod aktivnosti</b>   | Učenik planira strukturu svog govora.                                                                                                                                                                        |
| <b>Opis aktivnosti</b>    | Nastavno na prošli sat, učenik priprema govor koji će pratiti njegov plakat. U svom govoru učenik daje osnovne informacije o toj osobi, ali i neke zanimljivosti koje su prikazane kroz „objave“ na plakatu. |
| <b>Glavni dio/ Obrada</b> |                                                                                                                                                                                                              |
| <b>Ishod aktivnosti</b>   | Učenik u kratkom govoru opisuje svoj (digitalni) plakat.                                                                                                                                                     |
| <b>Opis aktivnosti</b>    | Učenik izlaže plakat. Ostali učenici formativno vrednuju izlaganje pomoću analitičke rubrike.                                                                                                                |
| <b>Zaključak</b>          |                                                                                                                                                                                                              |
| <b>Opis aktivnosti</b>    | Na kraju sata, učenici izabiru najuspješniji poster.                                                                                                                                                         |

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Učitelj formativno vrednuje govor učenika pomoću analitičke rubrike.

### 2. Vršnjačko vrednovanje

Učenici vrednuju izlaganje drugog učenika pomoću analitičke rubrike.

Primjer rubrike za vrednovanje govorenja.

| Razine ostvarenosti kriterija                                                                                                                                                                              |                                                                                                           |                                                                                                                 |                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Sastavnice                                                                                                                                                                                                 | potpuno                                                                                                   | djelomično                                                                                                      | potrebno doraditi                                                                                              |
|                                                                                                                                                                                                            | 3                                                                                                         | 2                                                                                                               | 1                                                                                                              |
| <b>izvršenost zadatka</b>                                                                                                                                                                                  | Učenikov poster i govor sadrži sve zadane sastavnice.                                                     | Učenikov poster i govor uglavnom sadrži sve zadane sastavnice.                                                  | Učenikov poster ili govor nije u skladu sa zadanim sastavnicama.                                               |
| <b>izgovor i intonacija</b>                                                                                                                                                                                | Uglavnom ne griješi u izgovoru i intonaciji.                                                              | Često griješi u izgovoru, ali pogreške ne ometaju razumijevanje.                                                | Često griješi u izgovoru, a pogreške ometaju razumijevanje.                                                    |
| <b>vokabular</b>                                                                                                                                                                                           | Uz ciljani učenik se koristi širokim rasponom vokabulara uz manje pogreške koje ne ometaju razumijevanje. | Učenik se koristi samo ciljanim vokabularom uz povremene pogreške u upotrebi koje katkad ometaju razumijevanje. | Učenik se koristi samo jednostavnim vokabularom uz česte pogreške u upotrebi koje često ometaju razumijevanje. |
| <b>Napomena:</b> Ako sastavnica nije ostvarena ni na najnižoj očekivanoj razini ili ne postoji, tada se za nju dodjeljuje 0 bodova. Ova se rubrika može rabiti i za sumativno vrednovanje sličnog zadatka. |                                                                                                           |                                                                                                                 |                                                                                                                |



## Culture spot 2: Happy Australia Day!

**culture spot 2** I can talk about social issues in Australia. Beyond language

### Happy Australia Day!

1 Which public holidays are there in Croatia? When are they celebrated? Can you translate some of them into English?

2 Read the text and match the headings to the paragraphs.

Crime and Punishment
The Stolen Generations
Australia Day Today

The Clash of Civilizations
All Aboard the Convict Ship

In the 18<sup>th</sup> and 19<sup>th</sup> century prisons in Britain became overcrowded since it was relatively easy to get convicted. There was a list of 19 crimes that were punished by transportation to Australia. The list included everything from petty thefts like stealing fish from the pond to armed robberies. Serious crimes, such as murder or rape, were punished by death and were not included in the list of crimes for transportation.

Australia Day is celebrated on January 26. On that day in 1788, 11 convict ships from Great Britain landed at Botany Bay, Australia. Governor Arthur Phillips raised the British flag to signal the beginning of the British colony. They founded Sydney, the first European settlement on the continent. The convicts built first roads, buildings, hospitals and other public buildings in Australia. They lived in poor conditions and worked long hours.

European settlers weren't the first people who lived in Australia. Aboriginal Australians had been living there for centuries. The clash of civilizations was huge and unfortunate for the indigenous people. For them, it was the beginning of a harsh period of violence, disease, epidemics, abuse, destruction of their culture and separation of families. That is the reason why most Aboriginal Australians call January 26 Survival Day or the Day of Mourning.

**unit 2**

### HOW MANY STOLEN GENERATIONS

The Assimilation policy was one of the worst examples of mistreatment. The government's plan was to take Aboriginal children from their families and place them into state-run institutions where they would be taught how to fit into 'society'. They were brought up to resent their Aboriginal origin which led to the loss of their identity.

Today Australia is a multicultural country where many nationalities live together. For most people, Australia Day is about celebrating values of their country, not its wrong doings. It's a day for a barbecue with friends and flying the Australian flag proudly. However, for all its people, it's a day to raise awareness of the social injustice and issues that still need to be dealt with.

3 Match the words/expressions and definitions.

|               |                                                             |
|---------------|-------------------------------------------------------------|
| 1 overcrowded | _____ to treat with cruelty or violence                     |
| 2 petty theft | _____ controlled by the government                          |
| 3 a convict   | _____ to start building a new community or a town           |
| 4 to found    | _____ the crime of stealing something that has little value |
| 5 indigenous  | _____ native                                                |
| 6 abuse       | _____ grieving, showing sad emotions                        |
| 7 mourning    | _____ a person serving a prison sentence                    |
| 8 state-run   | _____ with too many people or things in it                  |

4 Answer the questions.

- Who were the first European settlers in Australia?
- Who had been living in Australia before 1788?
- Were the first settlers sent to Australia for committing serious crimes?
- Why do indigenous people call 26 January the Day of Mourning?
- What did the government do to Aboriginal children?
- How is Australian Day celebrated?

5 Which statements do you agree with? Write A (I agree) or D (I disagree).

- History is full of tragic events which should be forgotten and never spoken of.
- National holidays should be more about social issues and less about food and parades.
- People should be allowed to live the way they want within the law.

6 Go online and find out more about the following topics.

VICTORIAN PRISONS  
THE 19TH CENTURY CRIMES LIST  
SHALLOP OUTBREAK IN AUSTRALIA  
APOLOGY TO INDIGENOUS AUSTRALIANS

**Ishod lekcije:** učenik u razgovoru iznosi i argumentira svoje mišljenje o ljudskim pravima i slobodama.

**Jezični sadržaji:**

**Ključni vokabular:** *overcrowded, petty theft, a convict, to found, indigenous, abuse, mourning, state-run*

**Gramatika:** *the past simple*

**Ishodi iz PKEJ:** A.8.1., A.8.4., B.8.4., B.8.5., C.8.6.

**Međupredmetne teme:** Osobni i socijalni razvoj (C 3.2.), Učiti kako učiti (A 3.1., A 3.4.), Uporaba IKT (B 3.3., C 3.2.), Građanski odgoj i obrazovanje (A.3.1., A 3.3.)

**Dodatni digitalni sadržaji:** *Learn More (The Great Barrier Reef)*

## Plan sata 1/2

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                              |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje naučeno s novim sadržajima.                                                                                                                                                                                                  |
| <b>Opis aktivnosti</b>  | Na početku sata, učitelj piše na ploču pojam <i>Australia</i> i učenici navode sve ono čega se mogu sjetiti iz prethodnih lekcija ( <i>big cities, Down Under, poisonous animals, seasons, Australian slang, Aboriginal Australians...</i> ) |

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje teksta o povijest Australije.                                                                                                                                                                                                                                                                                                                         |
| <b>Opis aktivnosti</b>  | <b>Aktivnost prije čitanja</b><br>Učenik otvara udžbenik na 46. stranici i odgovara na pitanja vezana uz državne praznike u Hrvatskoj u 1. zadatku – <i>What public holidays are there in Croatia? When are they celebrated? Can you translate some of them in English?</i> Učitelj pritom daje nekoliko primjera: Božić – <i>Christmas</i> , Uskrs – <i>Easter</i> , Nova godina – |

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <p><i>New Year's</i>, Praznik rada – <i>May Day</i> itd.</p> <p><b>Aktivnosti za vrijeme čitanja</b></p> <p>1. Učenik čita tekst o Danu Australije i povezuje odlomke i podnaslove u 2. zadatku. Slijedi provjera tijekom koje učenici čitaju tekst naglas.</p> <p>2. Učenik rješava 3. zadatak i pomoću tekstualnog konteksta povezuje riječi i definicije. Slijedi provjera tijekom koje učenici prevode riječi na hrvatski jezik.</p> <p>3. Učenik ponovno čita tekst i odgovara na pitanja u 4. zadatku. Učenik piše odgovore na pitanja u bilježnicu punim rečenicama. Slijedi provjera.</p> |
| <b>Ishod aktivnosti</b> | Učenik u razgovoru iznosi i argumentira svoje mišljenje o ljudskim pravima i slobodama.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnost nakon slušanja</b></p> <p>1. Učenici rješavaju 5. zadatak i pišu slažu li se sa tvrdnjama ili ne. Slijedi provjera.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Opis aktivnosti</b>  | 2. Nakon što su učenici izrazili svoje mišljenje, učitelj organizira kratku debatu na temu posljednje teze u 5. zadatku – <i>People should be allowed to live the way they want within the law</i> . Učitelj potiče učenike na razmišljanje o tome treba li postojati ograničenje ljudske slobode i gdje postaviti granicu. Učenici zatim u skupinama uređuju vlastitu imaginarnu državu i donose zakone vezane uz ljudske slobode. Slijedi provjera rada u skupinama.                                                                                                                            |

## Plan sata 2/2

|                           |                                                                                                                                                                                                                                                                      |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Uvod/ Motivacija</b>   |                                                                                                                                                                                                                                                                      |
| <b>Ishod aktivnosti</b>   | Učenik povezuje naučeno s novim sadržajima.                                                                                                                                                                                                                          |
| <b>Opis aktivnosti</b>    | Učenik rješava <i>Big Fat Culture Spot 2 Quiz</i> u radnoj bilježnici. Slijedi provjera.                                                                                                                                                                             |
| <b>Glavni dio/ Obrada</b> |                                                                                                                                                                                                                                                                      |
| <b>Ishod aktivnosti</b>   | Učenik provodi internetsko pretraživanje povijesti Australije.                                                                                                                                                                                                       |
| <b>Opis aktivnosti</b>    | Učenik proučava teme u 6. zadatku na 47. stranici u udžbeniku te odabire temu o kojoj će više istražiti. Učenik pretražuje Internet i izrađuje prezentaciju služeći se nekim od digitalnih alata. Učenici mogu surađivati i raditi u paru ako su izabrali istu temu. |
| <b>Zaključak</b>          |                                                                                                                                                                                                                                                                      |
| <b>Ishod aktivnosti</b>   | Učenik prikazuje rezultate internetskog istraživanja koristeći primjerene digitalni alate.                                                                                                                                                                           |
| <b>Opis aktivnosti</b>    | Učenici u kratkom govoru izlažu rezultate svoje pretrage pred razredom.                                                                                                                                                                                              |

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

### 2. Vršnjačko vrednovanje

Učenici slušaju rezultate istraživanja i prezentaciju drugih učenika te reagiraju na pogreške dizanjem ruke.

## Sum up 2

### Sum up 2

1 Complete the sentences with the words/expressions from the box.

|             |       |          |       |             |             |       |               |              |
|-------------|-------|----------|-------|-------------|-------------|-------|---------------|--------------|
| overcrowded | value | convicts | abuse | mischievous | overdressed | found | working class | drawing room |
|-------------|-------|----------|-------|-------------|-------------|-------|---------------|--------------|

- His son promised to use the money to ..... a sanctuary for endangered owls.
- Two ..... escaped from prison last night.
- Ladies and gentlemen usually had their afternoon tea in the .....
- We felt rather ..... for the party since everyone around us was wearing jeans.
- Black Lives Matter is a social movement which tries to put an end to racial .....
- My grandfather was a rich and successful businessman, but he was always proud of his ..... background.
- The resort gets ..... during the season. There are too many people for my taste.
- The ..... of the house doubled after we renovated it.
- Susan's children are joyful and sweet but a bit ..... You never know when they'll pull a prank on you.

2 Match the words/expressions to the definitions.

|                                |                                                             |
|--------------------------------|-------------------------------------------------------------|
| 1 ingredient                   | ..... preoccupied or haunted by an idea                     |
| 2 elaborate                    | ..... grieving, showing sad emotions                        |
| 3 to live in the lap of luxury | ..... full of details, complex                              |
| 4 obsessed                     | ..... to be in a situation of great ease and wealth         |
| 5 petty theft                  | ..... the crime of stealing something that has little value |
| 6 mourning                     | ..... a component or a part of something                    |
| 7 state-run                    | ..... to get rid of something                               |
| 8 to dispose                   | ..... controlled by the government                          |

3 Complete the text with the past simple tense of the verbs in brackets.

Charles Dickens ..... (was) ..... (be) an English writer and a social critic who ..... (live) in the 19th century. Even though he is considered one of the greatest writers of the Victorian period, he ..... (neg. receive) any formal education. He ..... (leave) school to work in a factory when his father ..... (end) up in debtors' prison. Despite all that, he ..... (manage) to have a successful writing career. He ..... (edit) a weekly journal for 20 years, ..... (write) 15 novels, five novellas, hundreds of short stories and non-fiction articles. He ..... (fight) for children's rights and ..... (bring) 19th century social issues to light through his works.

Dickens's literary success ..... (begin) in 1836 with the serial publication of *The Pickwick Papers*. Within a few years, he ..... (become) an international literary celebrity. He ..... (publish) most of his novels in newspapers in monthly or weekly instalments. His readership audience ..... (grow) and ..... (make) novels like *David Copperfield*, *Oliver Twist*, *Great Expectations* and *A Christmas Carol* very popular. Charles Dickens ..... (die) of a stroke in 1870.

4 Write the questions to match the answers.

- A: .....  
B: No, I didn't like the movie we saw last night.
- A: .....  
B: I had Caesar salad for lunch.
- A: .....  
B: I wore my favourite sweater on our first date.
- A: .....  
B: I came home at 5 pm.
- A: .....  
B: I felt sick because I ate an old candy bar.

5 Past simple or past continuous? Circle the correct form.

It happened / was happening while I slept / was sleeping. A loud noise woke / was waking me up. It sounded / was sounding like a police siren. I got / was getting up quickly and run / was running outside in my pyjamas. When I opened / was opening the front door, I saw / was seeing a terrible sight. My neighbour's house was / was being on fire. The firefighters put / were putting the fire out while other neighbours helped / were helping. My neighbour stood / was standing in front of his house. His wife and children shook / were shaking with fear. Luckily, the firefighters managed / were managing to put out the fire quickly.

What's your mark?

|                             |
|-----------------------------|
| 44 - 48 points = excellent  |
| 38 - 43 points = very good  |
| 30 - 37 points = good       |
| 24 - 29 points = sufficient |

My mark is .....

**Ishod lekcije:** učenik procjenjuje svoj napredak unutar druge cjeline.

**Jezični sadržaji:**

**Ključni vokabular:** *history and historical periods, idioms with money and wealth, Victorian society and social classes, YouTube videos and social media, books and reading, famous quotations, Australia Day and civil rights issues*

**Gramatika:** *past simple and past continuous, transitional words, writing a biography*

**Ishodi iz PKEJ:** A.8.2., C.8.1., C.8.2., C.8.3.

**Međupredmetne teme:** Učiti kako učiti (B 3.1., B 3.2., B 3.3., B 3.4.)

## Plan sata

### Uvod/ Motivacija

|                  |                                                                                                          |
|------------------|----------------------------------------------------------------------------------------------------------|
| Ishod aktivnosti | Učenik pokazuje razumijevanje vokabulara i gramatike obrađenih unutar <i>Unit 2 – Crazy Victorians</i> . |
| Opis aktivnosti  | 1. Učenici razgovaraju o tome što im se najviše svidjelo u <i>Unit 2 – Crazy Victorians</i> .            |

### Glavni dio/ Obrada

|                  |                                                                                                                                                                                                          |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Opis aktivnosti  | 2. Učenik rješava zadatke za ponavljanje vokabulara i gramatike na str. 45., 46. i 47. u radnoj bilježnici. Učitelj određuje vrijeme unutar kojega moraju riješiti zadatke (primjerice, 15 – 20 minuta). |
| Ishod aktivnosti | Učenik vrednuje svoj rad ili rad drugog učenika na temelju bodovne liste.                                                                                                                                |
| Opis aktivnosti  | Nakon isteka vremena učenici se međusobno zamjene za radne bilježnice i jedan                                                                                                                            |

|                         |                                                                                                                                                                                                                                               |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | drugomu vrednuju rad. Učenici mogu ocijeniti zadatke na str. 45. i 46. s pomoću bodovne liste, dok stranicu <i>My dictionary 2</i> vrednuju uz pomoć učitelja.                                                                                |
| <b>Ishod aktivnosti</b> | Učenik procjenjuje svoj napredak na temelju liste za samoprocjenu – <i>Self Check 2</i> .                                                                                                                                                     |
| <b>Opis aktivnosti</b>  | Učenik ispunjava listu za samoprocjenu na str. 48. u udžbeniku. Nakon toga komentira koja je područja sigurno svladao, a koja područja mora doraditi.                                                                                         |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                               |
| <b>Ishod aktivnosti</b> | Učenik primjenjuje savjete vezane uz izgovor u rubrici <i>Pronunciation academy</i> na primjeru.                                                                                                                                              |
| <b>Opis aktivnosti</b>  | Učenik čita tekst u rubrici <i>Pronunciation academy</i> na str. 48. u udžbeniku o strategijama koje pomažu tijekom učenja izgovora riječi koje završavaju na -ng. Učenik čita primjere pazeći na izgovor i daje primjere iz vlastite prakse. |

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom i izgovorom. Učitelj vodi zabilješke o napretku učenika.

### 2. Vršnjačko vrednovanje

Učenici formativno vrednuju zadatke u radnoj bilježnici drugom učeniku.

### 3. Samovrednovanje

Učenici vrednuju svoj napredak s pomoću liste za samoprocjenu – *Self Check 2*.

## Sumativno vrednovanje

Učitelj sumativno vrednuje učenike na kraju teme. Prijedlozi za sumativno vrednovanje nalaze se na kraju razrade teme.

### Self Check 2

Rate your knowledge and language skills development in Unit 2.  
Now I can ...

|                                                                      |      |
|----------------------------------------------------------------------|------|
| ... talk about the Victorian society.                                | ☆☆☆☆ |
| ... describe life in the Victorian era using the past simple tense.  | ☆☆☆☆ |
| ... use the past continuous to talk about past events.               | ☆☆☆☆ |
| ... make an educational video.                                       | ☆☆☆☆ |
| ... retell Oscar Wilde's biography.                                  | ☆☆☆☆ |
| ... act out a scene from <i>The Picture of Dorian Gray</i> .         | ☆☆☆☆ |
| ... write a biography.                                               | ☆☆☆☆ |
| ... make a social media profile about a famous person from the past. | ☆☆☆☆ |
| ... give a speech about famous people from the past.                 | ☆☆☆☆ |
| ... talk about social issues in Australia.                           | ☆☆☆☆ |

★ I'm completely lost.  
 ★★ I have some understanding of the topic, but I still need help.  
 ★★★ I have some knowledge, but I'm not sure of myself.  
 ★★★★ I am happy with my progress, but it could be even better.  
 ★★★★★ I am the master of Unit 2 language skills.

### PRONUNCIATION ACADEMY

**Words ending in ng - /ŋ/**  
 There are many words ending in ng. All verbs in continuous forms also end in ng.  
 Even though it's written with two letters, the ng sound is just one sound - /ŋ/. To make the sound /ŋ/ you need to place your tongue as if you were going to say /k/ or /g/.

Practise saying /ŋ/ sound in these examples:  
 bring sing wedding living writing everything bathing celebrating

48



# L1: The power of balance

**Lesson 1** I can talk about the benefits of exercising.  
Focus on vocabulary

## The power of balance

1 Have you ever been to the gym?  
2 Match the words and the pictures. Use the Internet if you need help.

- 1 lunges
- 2 jumping jacks
- 3 plank
- 4 push ups
- 5 squats
- 6 bridge
- 7 dumbbell rows

3 Have you ever done any of these exercises? Can you demonstrate any of them?  
E.g. Plank is good for the whole body, especially the core muscles.

4 Which part of the body do these exercises affect the most?  
E.g. Plank is good for the whole body, especially the core muscles.

5 Talk to a friend. Ask and answer.

- 1 Which exercise seems the hardest and which one is the easiest?
- 2 Which exercise would you like to try?
- 3 How many jumping jacks, squats and lunges can you do in a minute?
- 4 Can you do more than ten push ups?
- 5 How long can you hold a plank position?
- 6 How heavy are the dumbbells you can lift?
- 7 What is more important for performing a bridge exercise? Strength or flexibility?

**Unit 1**

1 Listen to the text and put the topics that Gary is talking about in the correct order (1-7).

- daily exercise routine
- excuses people make
- gaining independence and self-confidence through sports
- benefits of exercising
- 'Sitting Disease'
- unbalanced nutrition
- the key to healthy life

2 Listen to the text again. Are the sentences true or false? Write T (true) or F (false).

- 1 It is important to build healthy habits early on.
- 2 The number of overweight children is decreasing.
- 3 Sweets are a good example of nutritious food.
- 4 If you want to lose weight, exercising is not enough.
- 5 Exercise feeds your body with energy and improves your mental health.
- 6 'Sitting Disease' can cause diabetes and spine damage.
- 7 While exercising, start with some stretching and finish with warm-up activities.

3 Match the words/expressions to the definitions.

- 1 self-reliant ..... having more weight than what is considered healthy
- 2 overweight ..... a person's emotional and psychological well-being
- 3 unbalanced nutrition ..... from the beginning
- 4 nutritional value ..... the opposite of activity
- 5 from scratch ..... having confidence in one's own power and judgement
- 6 an excuse ..... information that tells you about the quality of food
- 7 mental health ..... a diet that consists of too much or too little protein, fats or vitamins
- 8 inactivity ..... a reason that you give to explain why you did something wrong

4 Do you suffer from 'Sitting Disease'? Do you know anyone who does? What advice would you give him/her?  
E.g. You should do five push-ups every day. You should stand up and stretch every half an hour.

**Ishod lekcije:** učenik upotrebljava ciljani vokabular vezan uz vježbanje.

**Jezični sadržaji:**

**Ključni vokabular:** *body parts, types of exercises (lunges, jumping jacks, plank, push ups, squats, bridge, dumbbell rows), self-reliant, overweight, unbalanced nutrition, from scratch, an excuse, mental health, inactivity*

**Gramatika:** *giving advice*

**Ishodi iz PKEJ:** A.8.1., A.8.4., A.8.5., A.8.6., C.8.1., C.8.2., C.8.3.

**Međupredmetne teme:** Osobni i socijalni razvoj (A 3.1., A 3.3., B 3.2., B 3.4.), Uporaba IKT (A 3.1., A 3.2.), Zdravlje (A.3.2.A, A.3.2.D)

**Dodatni digitalni sadržaji:** *Learn More (The mental health benefits of exercising)*

## Plan sata 1/2

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik imenuje nazive dijelova tijela.                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Opis aktivnosti</b>  | Učitelj započinje sat najavom nove teme – <i>Challenge yourself</i> – te pojašnjava da se tema odnosi na tjelovježbu, bavljenje sportom, uravnoteženu prehranu i zdravi život. Učenici zatim rješavaju 1. zadatak u radnoj bilježnici na 48. stranici kako bi ponovili nazive dijelova tijela. Učitelj pomaže s novim riječima poput <i>core muscles, glutes, forearm, calf</i> ... Slijedi provjera. Učitelj zatim izgovara dijelove tijela, a učenik ih pokazuje na sebi. |

### Glavni dio/ Obrada

|                         |                                                                       |
|-------------------------|-----------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik upotrebljava ciljani vokabular vezan uz vježbanje u kontekstu. |
|-------------------------|-----------------------------------------------------------------------|



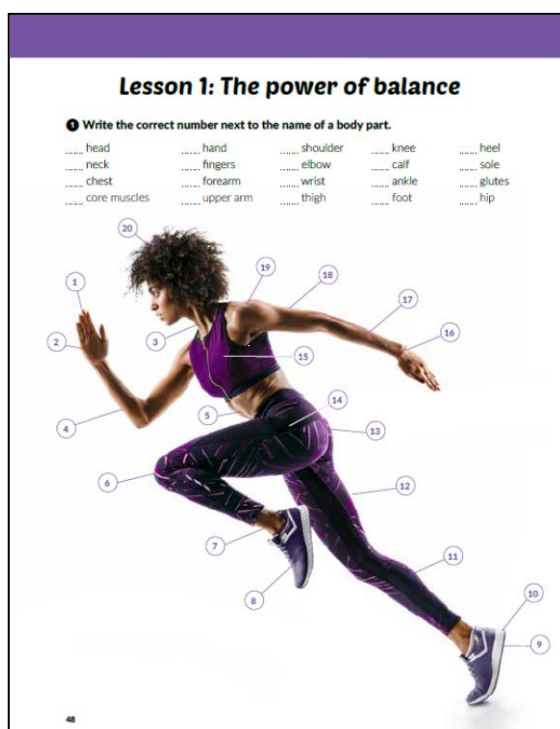
|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Opis aktivnosti</b> | <p><b>Obrada vokabulara</b></p> <p>Učenici otvaraju udžbenik na 50. stranici i usmeno odgovaraju na pitanje u 1. u zadatku - <i>Have you ever been to the gym?</i> Učenici zatim povezuju riječi i slike u 2. zadatku. Slijedi provjera tijekom koje učenici prevode nazive vježbi na hrvatski jezik.</p> <p><b>Vježba vokabulara</b></p> <p>1. Učenici u skupinama rješavaju 3. zadatak i demonstriraju vježbe u učionici.</p> <p>2. Učenici u skupinama pišu opise vježbi u bilježnicu prema uputama u 4. zadatku i pritom koriste nazive za dijelove tijela koje su ponovili na početku sata. Slijedi provjera.</p> <p>3. Učenici u skupinama odgovaraju na pitanja u 5. zadatku. Slijedi provjera.</p> |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Zaključak

|                         |                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik snima vide na temu kako napraviti mikro-pauzu za vježbanje u učionici.                                                                                                                                                                                                                                                                                               |
| <b>Opis aktivnosti</b>  | 4. Učenici u skupinama razgovaraju o tome zašto je važno praviti mikro-pauze za vrijeme sata i ustati se s mjesta i protegnuti ruke i noge. Učenici zatim izrađuju kratki video uradak u kojem demonstriraju drugim učenicima kako se kvalitetno i kratko istegnuti za vrijeme odmora i potaknuti cirkulaciju. Video uradak može biti duhovit i maštovit. Slijedi provjera. |

## Domaća zadaća

Učenik rješava 2. zadatak na 49. stranici u radnoj bilježnici za domaću zadaću.



**unit 1**

1 Match the type of exercise to the instruction.

|                                                                                                                                                                                                                                                   |                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1 'Put your forearms on the ground. Your elbows should line up directly underneath your shoulders. Keep your toes on the ground. Squeeze your glutes and tighten your core. Hold that position.'                                                  | .... jumping jacks |
| 2 'Stand upright with your legs together and arms at your sides. Bend your knees slightly and jump into the air. As you jump, spread your legs. Stretch your arms out and over your head.'                                                        | .... push ups      |
| 3 'Stand with your head facing forward. Sit down like you're sitting into an imaginary chair. Lower down so your thighs are as parallel to the floor as possible, with your knees over your ankles. Push yourself back to the starting position.' | .... lunges        |
| 4 'Lay on your back and bend your arms and legs so that your knees and elbows are pointed up. Lift your hips off the ground and push your arms and legs straight. When extended fully, your body should be in the shape of a C.'                  | ! plank            |
| 5 'Get down on all fours, placing your hands slightly wider than your shoulders. Straighten your arms and legs. Lower your body until your chest nearly touches the floor. Pause, then push yourself back up.'                                    | .... bridge        |
| 6 'Start by standing up tall. Step forward with one foot until your leg reaches a 90-degree angle. Lift your front lunging leg to return to the starting position.'                                                                               | .... dumbbell rows |
| 7 'Squeeze your shoulder and back muscles and bring the dumbbell up to your chest. Keep your chest still as you lift. Lower the dumbbell slowly until your arm is fully extended again.'                                                          | .... squats        |

2 Find pairs and translate them.

|               |                |                   |   |                         |
|---------------|----------------|-------------------|---|-------------------------|
| 1 fitness     | .... health    | 1 fitness trainer | = | instruktor/ica fitnessa |
| 2 mental      | .... attitude  | 2 .....           | = | .....                   |
| 3 healthy     | .... value     | 3 .....           | = | .....                   |
| 4 positive    | .... a trainer | 4 .....           | = | .....                   |
| 5 unbalanced  | .... nutrition | 5 .....           | = | .....                   |
| 6 physical    | .... calories  | 6 .....           | = | .....                   |
| 7 empty       | .... weight    | 7 .....           | = | .....                   |
| 8 nutritional | .... activity  | 8 .....           | = | .....                   |
| 9 lose        | .... habits    | 9 .....           | = | .....                   |

## Plan sata 2/2

| Uvod/ Motivacija                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ishod aktivnosti                                                                                                                                                                                          | Učenik povezuje naučeno s novim sadržajima.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Opis aktivnosti                                                                                                                                                                                           | Na početku sata, učitelj provjerava domaću zadaću i ponavlja vokabular koji su obrađivali na prethodnom satu (2. zadatak na 49. stranici u radnoj bilježnici).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Glavni dio/ Obrada                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Ishod aktivnosti                                                                                                                                                                                          | Učenik pokazuje razumijevanje teksta o važnosti vježbanja i zdrave prehrane.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Opis aktivnosti                                                                                                                                                                                           | <p><b>Aktivnost prije slušanja</b></p> <p>Učitelj uvodi novi vokabular za koji smatra da će učenicima biti potreban prilikom slušanja tekata (<i>exercise routine, benefits, independence, unbalanced nutrition, overweight, to decrease, to stretch, warm-up activities...</i>). Učitelj pritom upotrebljava neku od metoda prezentacije vokabulara, primjerice, digitalne kartice s riječima i slično.</p> <p><b>Aktivnosti za vrijeme slušanja:</b></p> <ol style="list-style-type: none"> <li>1. Učenik sluša tekst i rješava 6. zadatak te stavlja natuknice u pravilan redoslijed. Slijedi provjera.</li> <li>2. Učenik ponovno sluša tekst i rješava 7. zadatak (točno/netočno). Slijedi provjera.</li> </ol> <p><b>Aktivnosti nakon slušanja</b></p> <ol style="list-style-type: none"> <li>1. Učenik rješava 8. zadatak te povezuje riječi i značenja. Slijedi provjera tijekom koje učitelj provjerava razumijevanje riječi i izraza tako da ih učenici prevode na hrvatski jezik.</li> </ol> |
| Zaključak                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Ishod aktivnosti                                                                                                                                                                                          | Učenik daje savjete vezane uz „bolest sjedenja“.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Opis aktivnosti                                                                                                                                                                                           | 2. Učenik rješava 9. zadatak i daje savjete nekome tko boluje od „bolest sjedenja“. Učenici pritom upotrebljavaju izraze poput <i>should, shouldn't, If I were you I would</i> i slično. Slijedi provjera.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Domaća zadaća                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Učenik rješava 3., 4. i 5. zadatak na 49. i 50. stranici u radnoj bilježnici. Također, učitelj preporučuje čitanje dodatnog teksta u rubrici <i>Learn More (The mental health benefits of exercising)</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

### 2. Samovrednovanje

Učenici palčevima/bojama semafora signaliziraju razumijevanje zadatka kao povratnu informaciju učitelju.

**4 Complete the sentences with the words/expressions from the box.**

|              |              |                        |                   |
|--------------|--------------|------------------------|-------------------|
| self-reliant | overweight   | -unbalanced-nutrition- | nutritional value |
| stretch      | from scratch | excuse                 | inactivity        |
|              |              |                        | mental health     |

- Emily only eats sweets and pasta. She might get away with it now, but unbalanced nutrition like that could cause some serious health issues in the future.
- You cannot separate physical from ..... Both are equally important for your well-being.
- After years of complete ....., Jim took up cycling again and he's never felt better.
- Every parent hopes his child will grow up into a confident and ..... person.
- She made the cake ....., which was very impressive since people usually buy one at the bakery.
- Matt used to be very skinny, but now he is .....
- Apart from being healthy, almonds also have a very high .....
- I need to ..... my legs a bit. I think I'll go for a walk.
- Here she comes! I'm sure she'll make up some silly ..... to explain why she's late.

**5 Give advice to a person who wants to lose weight. Use should or shouldn't.**

- You shouldn't spend a lot of time in complete inactivity.
- You ..... find workout routines that agree with you and repeat them every day.
- You ..... skip meals.
- You ..... drink more water.
- You ..... eat food that contains empty calories, like sweets and fast food.
- You ..... eat food with high nutritional value.
- You ..... always think about your health first.
- You ..... concentrate just on your physical but also on your mental health.
- You ..... sleep more and stress out less.



## L2: You are what you eat

**Lesson 2**

I can talk about superfoods using the present perfect.

**Focus on grammar**

### You are what you eat

**1 What is the correct definition of superfood?**

- Healthy food with high nutritional value.
- Fast food you can buy at the supermarket.
- Food items that begin with the letter 's'.

**2 Match the names of superfoods with the pictures.**

SEAWEED

AVOCADO

KALE

SALMON

LEGUMES

BLUEBERRIES

KEFIR

NUTS

GINGER

**3 Have you ever tried any of these superfoods?**  
E.g. I have tried avocado and blueberries. I have never tried seaweed.

**FUN FACT**  
Avocado is a unique fruit because it has a high protein content and is mostly used in savoury dishes.

**unit 2**

**1 Lorna Appleby is a nutritionist. She works at the Healthy Balance Clinic and organizes workshops on healthy eating. Complete the text with the words from the box.**

**never already just yet since ever for**

Have you \_\_\_\_\_ felt like you don't have enough energy to get through the day? Have you \_\_\_\_\_ gained some weight \_\_\_\_\_ the last time you were brave enough to step on the scales?

Join us at the Healthy Balance Clinic where we \_\_\_\_\_ have \_\_\_\_\_ opened a registration list for a new set of workshops on healthy eating. If you \_\_\_\_\_ have \_\_\_\_\_ heard of superfoods, this is the place to be. Our lead expert, Lorna Appleby \_\_\_\_\_ has been \_\_\_\_\_ a front runner in health industry \_\_\_\_\_ many years.

She \_\_\_\_\_ has \_\_\_\_\_ talked about superfoods in her podcasts. This week, she \_\_\_\_\_ has prepared \_\_\_\_\_ some interesting information about healthy food options, too.

\*Superfoods like avocado, nuts, legumes, salmon, ginger and dark leafy greens like kale and spinach are full of vitamins, proteins, fibres and antioxidants. If you \_\_\_\_\_ haven't \_\_\_\_\_ tried them \_\_\_\_\_ you don't know what you're missing. In addition to a 30-minute presentation, we'll be doing some cooking, too. So, fill out a registration form and meet me on Tuesday at 8!

**2 Would you like to take part in Lorna Appleby's workshop? What would you ask her?**

**3 Doug, Charlotte and Jack have taken part in Lorna's workshop. Listen to their feedback and finish the sentences.**

- Doug \_\_\_\_\_ has never realised \_\_\_\_\_
- He \_\_\_\_\_ has decided \_\_\_\_\_ to include more \_\_\_\_\_
- Charlotte \_\_\_\_\_ has been worried about \_\_\_\_\_
- She \_\_\_\_\_ has learnt \_\_\_\_\_ how to \_\_\_\_\_
- Jack \_\_\_\_\_ has already read \_\_\_\_\_ a lot about \_\_\_\_\_
- He \_\_\_\_\_ has never combined \_\_\_\_\_

**4 Who benefitted more from Lorna's workshop?**

**5 What have you learnt about superfoods and healthy eating habits?**  
Have you decided to make some changes in your diet?

**Language spot**

**Present perfect**

We use the present perfect to talk about things we have done up to now.

I have never tried seaweed. (so far)

Have you ever been to a workshop before?

She hasn't seen him since the accident.

We use the present perfect with adverbs like ever, never, already, just, yet, since and for.

Check Grammar Pages for additional information.

**Ishod lekcije:** učenik upotrebljava glagolsko vrijeme *the present perfect* u kontekstu.

**Jezični sadržaji:**

**Ključni vokabular:** *superfoods (seaweed, avocado, kale, salmon, legumes, blueberries, kefir, nuts, ginger), scales, antioxidants, nutritional value*

**Gramatika:** *the present perfect*

**Ishodi iz PKEJ:** A.8.1., A.8.4., A.8.5., C.8.1., C.8.3., C.8.5.

**Međupredmetne teme:** Osobni i socijalni razvoj (A 3.1.), Učiti kako učiti (A 3.2., A 3.4.), Uporaba IKT (A 3.1., A 3.2.), Zdravlje (A 3.2.A, A 3.2.D)

**Dodatni digitalni sadržaji:** *Learn More (Food pyramid)*

## Plan sata 1/2

### Uvod/ Motivacija

|                         |                                                                                                                                                                                           |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje naučeno s novim sadržajima.                                                                                                                                               |
| <b>Opis aktivnosti</b>  | Na početku sata, učitelj i učenici razgovaraju o zdravoj i nezdravoj hrani. Učenici u parovima zapisuju što više naziva za zdravu i nezdravu hranu unutar dvije minute. Slijedi provjera. |

### Glavni dio/ Obrada

|                         |                                                                          |
|-------------------------|--------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik upotrebljava ciljani vokabular ( <i>superfoods</i> ) u kontekstu. |
| <b>Opis aktivnosti</b>  | Obrada i vježba vokabulara                                               |

|                         |                                                                                                                                                                                                                                                                                                         |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | 1. Učenik odabire točnu definiciju u 1. zadatku na 52. stranici u udžbeniku. Slijedi provjera.<br>2. Učenik povezuje nazive i slike namirnica u 2. zadatku. Slijedi provjera.<br>3. Učenik u paru rješava 3. zadatak i koristi ciljani vokabular u razgovoru prema zadanom predlošku. Slijedi provjera. |
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje teksta o zdravim prehrambenim navikama.                                                                                                                                                                                                                                   |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnost prije čitanja</b></p> 1. Učenik opisuje sliku na 53. stranici u udžbeniku. Učitelj pomaže u opisivanju pitanjima poput: <i>Who can you see in the picture? What is she doing? What is her job? What do you think?</i>                                                                   |
|                         | <p><b>Aktivnosti za vrijeme čitanja:</b></p> 1. Učenik čita tekst u 4. zadatku i popunjava praznine ponuđenim riječima (prilozima). Slijedi provjera za vrijeme koje učenici čitaju tekst naglas.<br>2. Učenik ponovno čita tekst i odgovara na pitanja u 5. zadatku. Slijedi provjera.                 |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                                                                         |
| <b>Ishod aktivnosti</b> | Učenik izrađuje zdravi tjedni jelovnik.                                                                                                                                                                                                                                                                 |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnost nakon čitanja</b></p> Učenik izrađuje zdravi jelovnik za sve dane u tjednu prema uputama u 2. zadatku na 51. stranici. Učitelj potiče učenike da koriste ciljani vokabular koji su ponovili na satu te nazive za <i>superfoods</i> .                                                    |

### Domaća zadaća

Učenik rješava 1. zadatak na 51. stranici u radnoj bilježnici za domaću zadaću. Također, učitelj potiče učenike na čitanje dodatnog teksta na e-sferi u rubrici *Learn More (Food pyramid)*.

unit 6

## Lesson 2: You are what you eat

**1 Match the superfoods to their definitions.**

|             |                                                                            |
|-------------|----------------------------------------------------------------------------|
| 1 seaweed   | ..... a type of cabbage                                                    |
| 2 kale      | ..... a pear-shaped fruit with a rough green skin and smooth, edible flesh |
| 3 kefir     | ..... a hot, fragrant spice often used in biscuits                         |
| 4 avocado   | ..... a small blue-black edible berry                                      |
| 5 blueberry | ..... a type of fish that has pink flesh                                   |
| 6 salmon    | ..... a type of fermented milk drink                                       |
| 7 ginger    | ..... a group name for beans, peas, chickpeas, lentils, etc.               |
| 8 nuts      | ..... large algae growing in the sea                                       |
| 9 legumes   | ..... a group name for almonds, cashews, pistachio, walnuts, etc.          |



**Problem task**

**2 Write a healthy meal plan for seven days of the week.**

|       | Breakfast            | Snack    | Lunch                              | Dinner                             |
|-------|----------------------|----------|------------------------------------|------------------------------------|
| Mon   | oatmeal with yoghurt | a banana | fried fish with steamed vegetables | a mixed salad and hard-boiled eggs |
| Tues  |                      |          |                                    |                                    |
| Wed   |                      |          |                                    |                                    |
| Thurs |                      |          |                                    |                                    |
| Fri   |                      |          |                                    |                                    |
| Sat   |                      |          |                                    |                                    |
| Sun   |                      |          |                                    |                                    |

**3 Complete the sentences with the words from the box.**

ever
never
already
yet
just
since
for

1 I can't believe you have already packed your bags. It seems like you are really happy to leave.

55



## Plan sata 2/2

| Uvod/ Motivacija                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ishod aktivnosti                                                                               | Učenik povezuje naučeno s novim sadržajima.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Opis aktivnosti                                                                                | Na početku sata, učitelj provjerava domaću zadaću (1. zadatak na 51. stranici u radnoj bilježnici). Učenik zatim opisuje <i>superfoods</i> na engleskom jeziku, a ostali učenici pogađaju o kojoj se namirnici radi ( <i>It is a tropical fruit with thick, dark green skin, a large, round seed, and soft, pale green flesh that can be eaten</i> ).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Glavni dio/ Obrada                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Ishod aktivnosti                                                                               | Učenik pokazuje razumijevanje teksta o radionici na temu zdrave prehrane.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Opis aktivnosti                                                                                | <p><b>Aktivnost prije slušanja</b></p> <p>Učenici čitaju naglas tekst na 53. stranci u udžbeniku kako bi se podsjetili što je tema radionice o kojoj su čitali na prethodnom satu.</p> <p><b>Aktivnosti za vrijeme slušanja</b></p> <ol style="list-style-type: none"> <li>1. Učenici slušaju tekst u kojemu tri polaznika radionice o zdravoj prehrani ostavljaju povratne informacije o tome što su naučili i koliko im je predavanje bilo korisno. Za vrijeme slušanja učenici rješavaju 6. zadatak na 53. stranci. Slijedi provjera.</li> <li>2. Učenici ponovno slušaju tekst i odgovaraju na pitanje u 7. zadatku – <i>Who benefited more from Lorna's workshop?</i> Učenici pritom u bilježnicu zapisuju ime polaznika i argumente. Slijedi provjera.</li> </ol> <p><b>Aktivnost nakon slušanja</b></p> <p>Učenici odgovaraju na pitanja u 8. zadatku i iznose svoje mišljenje o <i>superfoods</i> i tome što bi mogli promijeniti u svojoj prehrani.</p> |
| Ishod aktivnosti                                                                               | Učenik upotrebljava glagolsko vrijeme <i>the present perfect</i> u kontekstu.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Opis aktivnosti                                                                                | <p><b>Obrada gramatike</b></p> <p>Učitelj upućuje učenike na podebljane strukture u 4. i 6. zadatku na 53. stranici u udžbeniku. Učitelj podsjeća učenike na to da su ciljanu strukturu već obrađivali u sedmom razredu te da se radi o glagolskom vremenu <i>the present perfect</i>. Prilikom ponavljanja tvorbe i značenja ovog glagolskog vremena učitelj može koristiti pravila u rubrici <i>Language spot</i> ili u <i>Grammar pages</i> na 102. stranici u udžbeniku. Učitelj također napominje da se popis nepravilnih glagola nalazi na 107. stranici u udžbeniku.</p> <p><b>Vježba gramatike</b></p> <ol style="list-style-type: none"> <li>1. Učenik rješava 4. zadatak na 52. stranici u radnoj bilježnici za ponavljanje nepravilnih glagola. Slijedi provjera.</li> <li>2. Učenik rješava 5. zadatak na 53. stranici u radnoj bilježnici i upotrebljava ciljanu strukturu u kontekstu. Slijedi provjera.</li> </ol>                                |
| Zaključak                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Opis aktivnosti                                                                                | 3. Učenik rješava 8. zadatak na 54. stranici te upotrebljava jedno od zadanih glagolskih vremena u kontekstu. Prilikom provjere učitelj dodatno pojašnjava razlike u uporabi zadanih glagolskih vremena i njihovih značenja.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Domaća zadaća                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Učenik rješava 3., 6. i 7. zadatak na 53. i 54. stranici u radnoj bilježnici za domaću zadaću. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

# Formativno vrednovanje

## 1. Vrednovanje za učenje

Učitelj provjerava ostvarenost ishoda putem izlazne kartice.

## 2. Samovrednovanje

Učenici palčevima/bojama semafora signaliziraju razumijevanje zadatka kao povratnu informaciju učitelju.

Primjer izlazne kartice:

### Choose the correct answer.

- You ..... bought the tickets yet? What are you waiting for?  
a) haven't bought      b) hasn't bought      c) have bought
- I ..... a horse before.  
a) has never ridden      b) have ever ridden      c) have never ridden
- ..... a letter to the customer service?  
a) Has your dad wrote      b) Has your dad written      c) Have your dad written
- Thank you for the invitation, but we ..... the movie.  
a) already have seen      b) have already seen      c) has already seen
- They ..... San Francisco since their father died.  
a) haven't visited      b) hasn't visited      c) haven't visit

2 I have ..... seen such a beautiful dress? It is simply gorgeous.  
3 A: What's wrong, Tom?  
B: I have ..... realized that I forgot to turn off the cooker. I must get back to my apartment.  
4 I have been overweight ..... I stopped doing sport.  
5 I haven't met Clara ..... What is she like?  
6 Lucy has been a member of the chess club ..... 10 years.  
7 We have ..... stayed at a nicer hotel. The rooms are very spacious and modern.

❶ Complete the table with correct forms of irregular verbs.

| Infinitive | Past tense | Past participle |
|------------|------------|-----------------|
| begin      | begin      | begun           |
| buy        |            |                 |
|            | draw       |                 |
| freeze     |            | fought          |
|            |            | forgotten       |
|            | knew       |                 |
| light      |            | rung            |
|            | saw        |                 |
| shake      |            |                 |
|            | sank       |                 |
|            |            | spoken          |
|            | stood      |                 |
| think      |            |                 |
|            | understood |                 |
|            |            | written         |

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unit 6

❶ Complete the dialogue using the present perfect simple of the verbs in brackets.

A: I ..... (have had) enough with my neighbours upstairs. I ..... (ing. complain) to the superintendent yet, but I think there's no other option. They ..... (produce) every possible type of noise since they moved in, but the last couple of days ..... (be) the worst. I don't have to tell you that I ..... (ing. sleep) for days.

B: ..... (Do) you ..... (Do) talking to them?

A: Yes, of course I have. I ..... (talk) to them on several occasions. However, they obviously ..... (ing. talk) me seriously. Maybe this is a sign for me to move out.

B: ..... (Do) you ..... (think) about moving out?

A: Yes, I have. I ..... (want) to buy my own apartment for some time now. I ..... already ..... (see) a few beautiful places but I still ..... (ing. decide) yet.

B: It's a big step ..... (ask) for a loan?

A: I ..... just ..... (come) back from the bank. They ..... (ing. give) me a definite answer yet. Fingers crossed!

❷ Interview your mum, dad, sibling or a friend and tick (✓) his/her answers.

|                                                   | Yes, I have. | No, I haven't. |
|---------------------------------------------------|--------------|----------------|
| 1 Have you ever visited Prague?                   |              |                |
| 2 Have you ever ridden a horse?                   |              |                |
| 3 Have you ever been on TV?                       |              |                |
| 4 Have you ever met someone famous?               |              |                |
| 5 Have you ever eaten anything strange or exotic? |              |                |
| 6 Have you ever fallen off a bike?                |              |                |
| 7 Have you ever built a snowman?                  |              |                |
| 8 Have you ever seen a horror movie?              |              |                |
| 9 Have you ever slept in a tent?                  |              |                |
| 10 Have you ever flown in a plane?                |              |                |
| 11 Have you ever cheated in an exam?              |              |                |
| 12 Have you ever told a lie?                      |              |                |

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❸ Write a report.  
e.g. My mum has never visited Prague. She has ridden a horse.

.....  
.....  
.....  
.....

❹ Complete the text using the present simple, the present continuous, the past simple, the past continuous or the present perfect simple of the verbs in brackets.

Reese Allen ..... (live) in New Zealand with his family. He ..... (be) interested in astronomy and space since he was a little boy. He ..... (read) all astronomy-related books in the city library and ..... (watch) many films about space travel but introverted ..... (be) still his all-time favourite. His parents ..... (be) very supportive of his hobby. Last Christmas they even ..... (buy) him a telescope. Reese ..... (jump) with joy when he ..... (realize) what the gift was. Since then, Reese ..... (become) even more obsessed with stars and planets. He ..... (win) several international competitions in astronomy and ..... (meet) some interesting people. Last year, he even ..... (get) a chance to speak to a real astronaut. While they ..... (talk), Reese ..... (keep) imagining himself floating in a spaceship. What a feeling! Then and there, he ..... (decide) to study space science at the Auckland University of Technology after he ..... (finish) high school. But that's all in the future. Right now, he ..... (try) to finish his history project on time. He ..... (be) in a hurry. There is a meteor shower in an hour, and he really ..... (want) to see it. The last meteor shower like that ..... (happen) five years ago. However, the project ..... (give) him a hard time and the fact that he ..... (ing. feel) history ..... (ing. be) helpful at all. What ..... (do) you ..... (think)? What ..... (do) now? He ..... (stand) on the roof of his house and ..... (look) at the sky. What a beautiful sight!

14

## L3: How self-reliant are you?

**Lesson 3** I can use the present perfect continuous to describe how independent I am. Focus on grammar

### How self-reliant are you?

**1 Read the saying and explain its meaning.**  
Expect more from yourself and less from the others.

**2 Answer the questions and find out how self-reliant you are.**

| Have you ever...                                                | Yes, I have. | No, I haven't. |
|-----------------------------------------------------------------|--------------|----------------|
| ... cooked a well-balanced meal?                                |              |                |
| ... made a shopping list?                                       |              |                |
| ... bought groceries?                                           |              |                |
| ... compared prices at the supermarket to see what's cheaper?   |              |                |
| ... kept track of important papers or documents?                |              |                |
| ... sewn on a button?                                           |              |                |
| ... packed a suitcase?                                          |              |                |
| ... changed a light bulb?                                       |              |                |
| ... cleaned the house?                                          |              |                |
| ... performed some basic first aid, like putting on a Band-Aid? |              |                |
| ... used public transportation by yourself?                     |              |                |
| ... travelled somewhere without your family?                    |              |                |
| ... joined a free-time activity without knowing anyone there?   |              |                |

**3 Check your results. Do you agree?**

If you have 7 or more YES answers, you are self-reliant and independent. You never wait for others to deal with your problems, but you take the initiative and work out a solution by yourself.

If you have 7 or more NO answers, you are dependent on other people's help, especially on your parents. You usually wait for other people to take care of your problems and you don't like to take on responsibility.

**4 Talk to a friend. Ask him/her how long he/she has been doing the activities he/she answered with YES in task 2.**

E.g. A: How long have you been using public transportation by yourself?  
B: I have been using public transportation by myself since I was 10.

**unit 3**

**1 Read the text. Is Lucas self-reliant?**

Hi everyone! My name is Lucas and I'm 14. I have been doing wall climbing since I was 6. My mum says I was climbing kitchen cupboards when I was a baby so she decided to sign me up for some classes. That's typical mum. She has always been very creative with finding solutions to my problems. My mum works a lot so I had to take on more responsibility at home than some of my friends. I don't mind helping out. I have been making shopping lists, buying groceries and cooking since I was 11. Some of my friends probably don't know where a supermarket is. Too bad for them. I have been cleaning our flat and doing laundry for as long as I can remember. Also, I have been going to the gym by myself since I was 10. I had to switch buses twice, so my mum was reluctant to let me go at first, but she gave in eventually. She knows that wall climbing is my life. My coach says that kids gain independence through sport but what it gave me was confidence. There's nothing like that feeling when you reach the top and conquer your own fears and doubts. That's the greatest thing about sports. It gives you the sense of accomplishment. Also, if you fail, you know you have no one else to blame but yourself. I'm glad I got into sports early on because it has shaped my body and my mind equally. For the last couple of months, I have been preparing for the regional competition and if all goes well I have a chance to qualify for the national championship. As my coach always says, there's nowhere else to go but up!

**2 What has Lucas been doing...**

... since he was 6?  
... since he was 11?  
... for as long as he can remember?  
... since he was 10?  
... for the last couple of months?

**3 Find at least five benefits of doing sports in the text and underline them. Can you add some more?**

**4 Answer the questions in groups.**

- Have you ever tried wall climbing?
- How many different sports have you tried so far?
- What sport do you do and how long have you been doing it?
- Why is it important to be self-reliant?
- Do your parents think it is important for kids to be independent?
- Should kids learn more about home economics at school?

**Language spot**

**Present perfect continuous**

We use the present perfect continuous to talk about an action that started in the past and continues up to the present moment.

I/You/We/They have been living here since 2014.  
He/She/It has been waiting for hours.

Check Grammar Pages for additional information.

**FUN FACT**

Wall climbing can burn between 500 to 900 calories per hour making it a great sport for keeping in shape. Therefore, many schools have decided to install a climbing wall to maximize student's activity.

**Ishod lekcije:** učenik upotrebljava *the present perfect continuous* u kontekstu.

**Jezični sadržaji:**

**Ključni vokabular:** *self-reliant, independant, well-balanced, a light bulb, a button, groceries, a Band-Aid, a shopping list*

**Gramatika:** *the present perfect continuous*

**Ishodi iz PKEJ:** A.8.1., A.8.4., A.8.5., C.8.1., C.8.2., C 8.3.

**Međupredmetne teme:** Osobni i socijalni razvoj (A 3.1., A 3.3., B 3.2., B 3.4.), Učiti kako učiti (A 3.2. ), Uporaba IKT (A 3.1., A 3.2.), Zdravlje (A 3.1.A, A 3.2.D)

**Dodatni digitalni sadržaji:** *Learn More (Living with your parents)*

## Plan sata 1/2

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                          |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik izražava svoje mišljenje o tome koliko je samostalan.                                                                                                                                                                                                             |
| <b>Opis aktivnosti</b>  | Učenici komentiraju citat u 1. zadatku na 54. stranici i izražavaju svoje mišljenje o značenju citata. Učitelj potiče razgovor pitanjima poput <i>Do you expect more from yourself than from the others? Are you self-reliant? What does it mean to be self-reliant?</i> |

### Glavni dio/ Obrada

|                         |                                                |
|-------------------------|------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik razgovara o rješenjima kviza osobnosti. |
|-------------------------|------------------------------------------------|

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Opis aktivnosti</b>  | Učenik rješava upitnik u 2. zadatku na 54. stranici u udžbeniku. Učenik zatim provjerava svoje rezultate u 3. zadatku i objašnjava zašto se slaže ili ne slaže s dobivenim rezultatom. Učenik zatim rješava 4. zadatak i razgovara s drugim učenikom o rezultatima kviza prema zadanim uputama u predlošku.                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje teksta o <i>wall climbing</i> -u.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnost prije čitanja</b></p> <p>Učenik opisuje sliku na 55. stranici u udžbeniku. Učitelj potiče razgovor pitanjima poput <i>What is the boy doing? Have you ever tried wall climbing? Does it seem dangerous? What kind of equipment do you need for this sport?</i></p> <p><b>Aktivnosti za vrijeme čitanja</b></p> <p>1. Učenik brzo čita tekst (<i>scanning</i>) i odgovara na pitanje u 5. zadatku – <i>Is Lucas self-reliant?</i> Slijedi provjera.</p> <p>2. Učenik ponovno čita tekst i odgovara na pitanja u 6. zadatku. Slijedi provjera.</p> <p>3. Učenik rješava 7. zadatak i pronalazi pet dobrih strana bavljenja sportom u tekstu. Slijedi provjera nakon koje učenici čitaju tekst u rubrici <i>Fun fact</i>.</p> |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnost nakon čitanja</b></p> <p>Učenici u skupinama odgovaraju na pitanja u 8. zadatku i iznose svoja mišljenja o bavljenju sportom te zašto je važno biti samostalan.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

### Domaća zadaća

Učenik rješava 1., 2. i 3. zadatak na 55. i 56. stranici u radnoj bilježnici za domaću zadaću. Također, učitelj potiče učenike na čitanje dodatnog teksta na e-sferi u rubrici *Learn More (Living with your parents)*.

unit 3

## Lesson 3: How self-reliant are you?

**1 Guess the word.**

- A rounded glass container from which light shines. a l \_ \_ \_ \_ \_
- A small, flat, round object often sewn on a piece of clothing. a b \_ \_ \_ \_ \_
- A large container used for carrying clothes when travelling. a s \_ \_ \_ \_ \_
- A piece of sticky cloth or plastic used to cover a wound. a B \_ \_ \_ \_ \_
- The food and other items that you buy at the supermarket. g \_ \_ \_ \_ \_
- A list of things you want to buy when you go to the shop. a s \_ \_ \_ \_ \_
- Not controlled by other people, self-reliant. \_ \_ \_ \_ \_

**2 Match the sports to their definitions.**

|                                                                                                                                   |                             |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 1 It is a sport and an art form which involves the manipulation of a metal rod with hands and body during a dance routine.        | ..... archery               |
| 2 It involves moving a boat on water using oars.                                                                                  | ..... open water swimming   |
| 3 It requires the skill of using a bow to shoot arrows.                                                                           | ..... squash                |
| 4 It is a type of athletic competition in which an athlete uses a long and flexible pole to jump over a bar.                      | 1 ..... baton twirling      |
| 5 It is a sport in which two teams take turns sliding heavy, polished granite stones across the ice.                              | ..... pole vaulting         |
| 6 It is a martial art that focuses on the skill of controlling one's opponent through techniques that force him or her to submit. | ..... rowing                |
| 7 It is a swimming discipline which takes place in outdoor bodies of water such as open oceans, lakes, and rivers.                | ..... cross country running |
| 8 It is a racket and ball sport played by two players in a four-walled court with a small, hollow rubber ball.                    | ..... Jiu-Jitsu             |
| 9 It is a sport in which teams and individuals run a race on open-air courses over natural terrain such as dirt or grass.         | ..... curling               |



## Plan sata 2/2

| Uvod/ Motivacija   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ishod aktivnosti   | Učenik povezuje naučeno s novim sadržajima.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Opis aktivnosti    | Na početku sata, učitelj provjerava domaću zadaću (1., 2. i 3. zadatak na 55. i 56. stranici u radnoj bilježnici). Pritom više učenika čita svoje odgovore u problemskom zadatku na 56. stranici.                                                                                                                                                                                                                                                                                                                                                    |
| Glavni dio/ Obrada |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Ishod aktivnosti   | Učenik upotrebljava <i>the present perfect continuous</i> u kontekstu.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Opis aktivnosti    | <p><b>Obrada gramatike</b><br/>Učenici promatraju podebljane strukture u tekstu na 55. stranici u udžbeniku. Učitelj pojašnjava kako je riječ o glagolskom vremenu <i>the present perfect continuous</i> te koristeći rubriku <i>Language spot</i> i <i>Grammar pages</i> tumači tvorbu ovog glagolskog vremena i njegovo značenje.</p> <p><b>Vježba gramatike</b><br/>Učenik rješava 4. i 5. zadatak na 56. stranici u radnoj bilježnici za vježbu forme i značenja glagolskog vremena <i>the present perfect continuous</i>. Slijedi provjera.</p> |
| Zaključak          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Ishod aktivnosti   | Učenik pokazuje razumijevanje razlike u uporabi glagolskog vremena <i>the present perfect simple</i> i <i>the present perfect continuous</i> .                                                                                                                                                                                                                                                                                                                                                                                                       |
| Opis aktivnosti    | Učenik rješava 6. zadatak na 57. stranici u radnoj bilježnici. Prethodno tome, učitelj pojašnjava razliku u uporabi glagolskog vremena <i>the present perfect simple</i> i <i>the present perfect continuous</i> koristeći <i>Grammar pages</i> na 104. stranici ( <i>the present perfect simple</i> – naglasak je na rezultatu radnje; <i>the present perfect continuous</i> – naglasak je na trajanju radnje).                                                                                                                                     |

### Formativno vrednovanje

#### 1. Vrednovanje za učenje

Učitelj provjerava ostvarenost ishoda putem izlazne kartice.

#### 2. Samovrednovanje

Učenici palčevima/bojama semafora signaliziraju razumijevanje zadatka kao povratnu informaciju učitelju.



Primjer izlazne kartice:

**Choose the correct answer.**

- 1 She must be tired. She ..... all afternoon.  
a) has worked                      b) has been working
- 2 How many fantasy books ..... so far?  
a) have you read                  b) have you been reading
- 3 How long ..... Jack?  
a) have you known                b) have you been knowing
- 4 I ..... the living room. It looks much better now.  
a) have painted                    b) have been painting
- 5 Jim ..... Joan for hours but she hasn't answered yet.  
a) has called                        b) has been calling

**Problem task**

1 Which sport would you recommend to...

... someone who loves spending time in nature? .....

... someone who enjoys swimming? .....

... someone who is adventurous? .....

... someone who loves being a part of a team? .....

... someone who is interested in Japanese culture? .....

... someone who is artistic? .....

2 Complete the sentences with **since** or **for**.

- 1 Neil has been waiting in the rain for 20 minutes.
- 2 They have been playing volleyball ..... two hours.
- 3 Ivy has been crying ..... breakfast. She has lost her favourite toy.
- 4 Jim has been saving his money ..... months.
- 5 My dad has been working in the garden ..... half past 4.
- 6 They have been learning French ..... 2018.
- 7 It has been snowing ..... yesterday.
- 8 We have been living here ..... two decades.

3 Complete the text with the present perfect continuous tense of the verbs in brackets.

A: How long have you been riding (ride) a bike to work?  
B: Since my car broke down. It's great! I ..... (mean) to exercise more anyhow. I ..... (suffer) from 'Sitting Disease'.  
A: I ..... (neg. exercise) regularly either. I ..... (prepare) for the big presentation. I ..... (neg. eat) or ..... (sleep) properly.  
B: You ..... (overwork) yourself. I know the feeling. I ..... (stress) over the presentation too.  
A: How long ..... you ..... (work) for this company?  
B: For 10 years. I ..... (run) big projects since my first day. However, I ..... (try) to find something less stressful since I became a father.




**unit**

4 Present perfect simple or continuous? Circle the correct answer.

- 1 ..... my birthday cake?  
There are only two slices left and I have guests coming.  
a) Has anyone eaten  
b) Has anyone been eating
- 2 Look at you! You look great. .... a haircut?  
a) Have you had  
b) Have you been having
- 3 Greg ..... the house by himself. Two more days and he is done.  
a) has cleaned  
b) has been cleaning
- 4 The match won't be a nail-biter after all.  
They ..... scored three goals and it's only half-time.  
a) have already scored  
b) have already been scoring
- 5 Ellie ..... Japanese for two months, but she still can't even say Hello.  
a) has learnt  
b) has been learning
- 6 Sean and Penny are moving. They ..... their house.  
a) have just sold  
b) have just been selling
- 7 I ..... the book cover to cover in just one day.  
a) have read  
b) have been reading
- 8 Rose ..... in Berlin since July, and she loves it.  
a) has lived  
b) has been living
- 9 I ..... more water recently, and I feel better.  
a) have drunk  
b) have been drinking
- 10 I ..... Love Actually a lot of times, but I always watch it again when I catch it on TV.  
a) have seen  
b) have been seeing



## L4: We run for fun

**Lesson 4**

I can talk about trail running in Croatia.

**Focus on skills**

# WE run for FUN

1 Which places in Croatia have you always wanted to see, but you haven't visited them yet?

2 Have you ever been to...

Sijeme? Velebit? Paklenica? Žumberak?

3 Trail running is very popular in Croatia. Listen to a reporter talking to Jonas Bergen and choose the correct answer.

1 Trail running is a sporting activity which combines running and...

a) hiking. b) swimming. c) wall climbing.

2 Jonas Bergen comes from...

a) Switzerland. b) Sweden. c) Spain.

3 Jonas has a lot of friends in Croatia who live in...

a) Žumberak. b) Zagreb. c) Istria.

4 For Jonas, winning the race is not...

a) a disaster. b) a priority. c) an itinerary.

5 His sister is getting married in...

a) July. b) August. c) October.

6 For trail running you need a pair of... trainers.

a) sturdy b) soft c) expensive

4 Listen to the text again and tick (✓) the trail races Jonas has done so far.

100 Miles of Istria  
Sijeme Marathon  
Žumberak Trail  
Paklenica Trail  
Velebit Ultra Trail  
Dalmatia Ultra Trail

**unit 3**

1 What are the benefits of running in Jonas' opinion? Listen to the text again and complete the sentences.

Firstly, running can help you live \_\_\_\_\_ and \_\_\_\_\_ better. It can boost your \_\_\_\_\_ system, \_\_\_\_\_ your mood, and it's even good for your \_\_\_\_\_ and lower back.

Secondly, it helps in the prevention of \_\_\_\_\_ and cardiovascular diseases.

Lastly, it's a lot of \_\_\_\_\_ and you don't need a lot of \_\_\_\_\_.

2 Answer the questions.

1 Why wasn't 100 Miles of Istria called off?

2 When did Jonas take up trail running?

3 Do the contestants get along?

4 Which race has Jonas been looking forward to?

5 Why can't he participate in Dalmatia Ultra Trail?

3 Match the phrasal verbs from the definitions.

1 to call off \_\_\_\_\_ to begin doing something

2 to take up \_\_\_\_\_ to start talking about a particular subject

3 to talk into \_\_\_\_\_ to decide that a planned event won't happen

4 to give in \_\_\_\_\_ to be friendly

5 to bring up \_\_\_\_\_ to persuade somebody to do something

6 to get along \_\_\_\_\_ to feel excited about something that is going to happen

7 to look forward to \_\_\_\_\_ to finally agree to do what someone wants

4 Have you ever tried trail running? Would you like to try it? Why?

5 Search the Internet to find out more about the following popular sporting events in Croatia.

Wings for Life Croatian Long Distance Trail  
Faros Marathon Šilo - Crikvenica Marathon  
Pannonian Challenge Tour of Croatia

**Language spot**

**Phrasal verbs**

Phrasal verbs consist of a verb and a preposition or an adverb. Most phrasal verbs have a figurative or idiomatic meaning.

Can you **put me up** tonight? (Can I stay at your place?)

**Ishod lekcije:** učenik upotrebljava frazalne glagole u kontekstu.

**Jezični sadržaji:**

**Ključni vokabular:** *phrasal verbs (to call off, to take up, to talk into, to give in, to bring up, to get along, to look forward to), trail running, cardiovascular diseases, diabetes, immune system*

**Gramatika:** *the present perfect*

**Ishodi iz PKEJ:** A.8.1., A.8.3., A.8.4., C.8.1., C.8.6.

**Međupredmetne teme:** Osobni i socijalni razvoj (C 3.4.), Učiti kako učiti (A 3.1.), Uporaba IKT (C 3.2., C 3.3., C.3.4.), Uporaba IKT (C.3.2., C.3.3., C.3.4.), Zdravlje (A.3.2.D)

**Dodatni digitalni sadržaji:** *Learn More (Milky Way Run)*

## Plan sata

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje naučeno s novim sadržajima.                                                                                                                                                                                                                                                                                                                                        |
| <b>Opis aktivnosti</b>  | Učitelj projicira kartu Hrvatske koristeći <i>Google maps</i> te razgovara s učenicima o tome koja su mjesta u Hrvatskoj posjetili do sada, a koja još nisu (1. zadatak na 56. stranici u udžbeniku). Učitelj pritom upozorava učenike na pravilno korištenje ciljane strukture <i>the present perfect</i> u govoru— <i>I have been to Zagreb, but I haven't visited Pula yet.</i> |

### Glavni dio/ Obrada

|                         |                                                                 |
|-------------------------|-----------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje teksta o <i>trail running</i> -u. |
|-------------------------|-----------------------------------------------------------------|

|                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Opis aktivnosti</b>                                                                                                                                                                                             | <p><b>Aktivnost prije slušanja</b><br/>Učenik odgovara na pitanja u 2. zadatku – <i>Have you ever been to Sljeme/Velebit/Paklenica/Žumberak</i> i pronalazi ponuđene toponime na karti Hrvatske.</p> <p><b>Aktivnosti za vrijeme slušanja</b><br/>1. Učenik sluša intervju sa sudionikom utrke <i>100 Miles of istria</i> i rješava 3. zadatak te odabire točan odgovor. Slijedi provjera.<br/>2. Učenik ponovno sluša intervju i označava točne informacije u 4. zadatku. Slijedi provjera. Učitelj ne mora pustiti cijeli zvučni zapis, nego samo do onog dijela koliko je potrebno učeniku da riješi zadatak. Slijedi provjera.<br/>3. Učenik sluša intervju do kraja i dopunjava rečenice u 5. zadatku. Učenik može poslušati taj dio intervjuja više puta ukoliko nije nakon prvog slušanja uspješno zapisao sve riječi. Slijedi provjera.</p> <p><b>Aktivnosti nakon slušanja</b><br/>1. Učenik odgovara na pitanja u 6. zadatku u bilježnicu po potrebi koristeći tekst u <i>Audio script</i>-u.<br/>2. Učenik odgovara na pitanja u 8. zadatku – <i>Have you ever tried trail running? Would you like to try it? Why?</i></p> |
| <b>Ishod aktivnosti</b>                                                                                                                                                                                            | Učenik upotrebljava frazalne glagole u kontekstu.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Opis aktivnosti</b>                                                                                                                                                                                             | 3. Učenik povezuje frazalne glagole iz teksta koji se nalaze u 7. zadatku s njihovim značenjima. Prethodno tome, učitelj objašnjava što su to frazalni glagoli koristeći rubriku <i>Language spot</i> na 57. stranici. Slijedi provjera nakon koje učenici upotrebljavaju frazalne glagole u kontekstu u 3. zadatku na 59. stranici u radnoj bilježnici.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Zaključak</b>                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Ishod aktivnosti</b>                                                                                                                                                                                            | Učenik u kratkom govoru izlaže rezultate istraživanja o poznatim sportskim događajima u Hrvatskoj.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Opis aktivnosti</b>                                                                                                                                                                                             | Učenik upotrebljava Internet kako bi pronašao više informacija o nekim od poznatih sportskih manifestacija u Hrvatskoj (9. zadatak u udžbeniku). Učenik može rezultate istraživanja prikazati pomoću primjerenih digitalnih alata i kratko obrazložiti gdje i kada se taj događaj odvija, tko su sudionici i koliko je posjećeno.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Domaća zadaća</b>                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Učenik rješava 1., 2. i 4. zadatak na 58. i 59. stranici u radnoj bilježnici za domaću zadaću. Također, učitelj potiče učenike na čitanje dodatnog teksta na e-sferi u rubrici <i>Learn More (Milky Way Run)</i> . |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

### 2. Samovrednovanje

Učenici palčevima/bojama semafora signaliziraju razumijevanje zadatka kao povratnu informaciju učitelju.

## L5: Transformation challenge

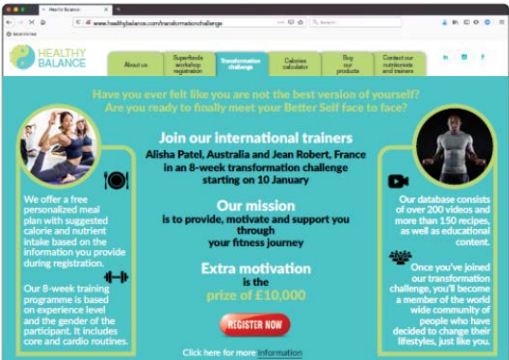
**Lesson 5** I can fill out a registration form.

**Transformation challenge**

Have you ever followed any fitness training programmes on YouTube?

Healthy Balance Clinic has posted an invitation for a transformation challenge on their webpage. Scan the page and answer the questions.

- How long does the transformation challenge last?
- Who are the trainers and where are they from?
- What is the meal plan based on?
- Do all participants have the same training programme?
- What can you find in the database?
- Can the participants of the challenge communicate with each other?



**Unit 5**

Andy has decided to join the transformation challenge. Listen to the text and fill in the registration form with Andy's information.

Fill in the registration form with your information.

**BASIC INFO**

Name: \_\_\_\_\_

Gender: ☐ male ☐ female

Phone number: \_\_\_\_\_

Email: \_\_\_\_\_

**BODY AND HEALTH**

Height: \_\_\_\_\_

Weight: \_\_\_\_\_

Age: \_\_\_\_\_

Do you have any special dietary needs?

\_\_\_\_\_

Have you experienced any health problems recently?

\_\_\_\_\_

**MOTIVATION**

Have you ever participated in a fitness challenge before?

☐ Yes, I have. ☐ No, I haven't.

Have you ever done any intense core and cardio routines?

\_\_\_\_\_

Have you ever tried exercising at home and was it successful?

\_\_\_\_\_

What do you expect to gain from this challenge?

\_\_\_\_\_

**SEND**

**BASIC INFO**

Name: \_\_\_\_\_

Gender: ☐ male ☐ female

Phone number: \_\_\_\_\_

Email: \_\_\_\_\_

**BODY AND HEALTH**

Height: \_\_\_\_\_

Weight: \_\_\_\_\_

Age: \_\_\_\_\_

Do you have any special dietary needs?

\_\_\_\_\_

Have you experienced any health problems recently?

\_\_\_\_\_

**MOTIVATION**

Have you ever participated in a fitness challenge before?

☐ Yes, I have. ☐ No, I haven't.

Have you ever done any intense core and cardio routines?

\_\_\_\_\_

Have you ever tried exercising at home and was it successful?

\_\_\_\_\_

What do you expect to gain from this challenge?

\_\_\_\_\_

**SEND**

**Ishod lekcije:** učenik popunjava digitalnu registraciju traženim informacijama.

**Jezični sadržaji:**

**Ključni vokabular:** *transformation challenge. training programme, database, cardio routines, calorie and nutrient intake*

**Gramatika:** *the present perfect*

**Ishodi iz PKEJ:** A.8.1., A.8.6., C.8.1., C.8.4.

**Međupredmetne teme:** Osobni i socijalni razvoj (A 3.1., A 3.3.), Učiti kako učiti (A 3.3.), Zdravlje (A 3.2.A, A 3.2.D)

**Dodatni digitalni sadržaji:** *Learn More (Movie body transformations)*

## Plan sata

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje naučeno s novim sadržajima.                                                                                                                                                                                                                                                                                                                                                            |
| <b>Opis aktivnosti</b>  | Na početku sata, učenici u skupinama osmišljavaju kratki program razgibavanja. Učenici zatim prezentiraju svoj plan drugim skupinama. Jedan učenik izdaje naredbe, dok ostatak razreda izvodi pokret ( <i>roll your shoulders, do a jumping jack, squat, knees up...</i> ). Učitelj napominje da se radi isključivo o vježbama koje se mogu izvoditi u učionici i koje ne zahtijevaju sportsku opremu. |

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                     |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje teksta o <i>fitness</i> izazovu.                                                                                                                                                                                                      |
| <b>Opis aktivnosti</b>  | <b>Aktivnosti prije slušanja</b><br>Učenici najprije odgovaraju na pitanje u 1. zadatku na 58. stranici – <i>Have you ever followed any fitness training programmes on YouTube?</i> – a zatim proučavaju internetsku stranicu u 2. zadatku i odgovaraju na pitanja. |

|                         |                                                                                                                                                                                                                                                                              |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <b>Aktivnost za vrijeme slušanja</b><br>Učenik sluša tekst u kojem Andy popunjava online registraciju za spomenuti <i>fitness</i> izazov i popunjavaju praznine Andy-evim podacima u 3. zadatku. Budući da ima puno traženih podataka, učenici mogu slušati tekst više puta. |
| <b>Ishod aktivnosti</b> | Učenik popunjava digitalnu registraciju traženim informacijama.                                                                                                                                                                                                              |
| <b>Opis aktivnosti</b>  | <b>Aktivnost nakon slušanja</b><br>1. Učenik rješava 4. zadatak i popunjava obrazac za registraciju svojim podacima. Učenik pritom pažljivo odgovara na pitanja koristeći ciljani vokabular i strukture. Učitelj zadaje okvirno vrijeme pisanja (primjerice, 15 minuta).     |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                                              |
| <b>Opis aktivnosti</b>  | 2. Učenici formativno vrednuju pisani uradak drugog učenika i označavaju greške ili daju primjedbe. Učitelj nadzire proces formativnog vrednovanja i također daje povratnu informaciju učeniku.                                                                              |

### Domaća zadaća

Učenik rješava 1. i 2. zadatak na 60. stranici u radnoj bilježnici za domaću zadaću. Također, učitelj potiče učenike na čitanje dodatnog teksta na e-sferi u rubrici *Learn More (Milky Way Run)*.

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj formativno vrednuje pisani uradak pomoću analitičke rubrike.

### 2. Vršnjačko vrednovanje

Učenici vrednuju pisani uradak drugog učenika pomoću analitičke rubrike.

Primjer analitičke rubrike za vrednovanje pisanja:

| Razine ostvarenosti kriterija                                                                                                                                                                             |                                                                                                                                                              |                                                                                                          |                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Sastavnice                                                                                                                                                                                                | potpuno                                                                                                                                                      | djelomično                                                                                               | potrebno doraditi                                                                                                |
|                                                                                                                                                                                                           | 3                                                                                                                                                            | 2                                                                                                        | 1                                                                                                                |
| <b>izvršenost zadatka</b>                                                                                                                                                                                 | Učenik je u potpunosti izvršio zadatak i ponudio točne podatke i odgovore na sva pitanja.                                                                    | Učenik je uglavnom izvršio zadatak, ali jedan ili više podataka nedostaje.                               | Učenik je samo djelomično izvršio zadatak budući da pola sastavnica nedostaje.                                   |
| <b>gramatika i pravopis</b>                                                                                                                                                                               | Učenik se gotovo uvijek gramatički točno izražava i upotrebljava pravilno glagolsko vrijeme u odgovorima na pitanja. Pravopis riječi gotovo je uvijek točan. | Učenik katkad pogriješi u glagolskom vremenu ili pravopisu, ali pogreške ne ometaju razumijevanje.       | Učenik ne upotrebljava točno glagolsko vrijeme u odgovorima dok pravopisne pogreške često ometaju razumijevanje. |
| <b>vokabular</b>                                                                                                                                                                                          | Uz ciljani, učenik se koristi širokim rasponom vokabulara uz manje pogreške koje ne ometaju razumijevanje.                                                   | Koristi se samo ciljanim vokabularom uz povremene pogreške u upotrebi koje katkad ometaju razumijevanje. | Koristi se samo jednostavnim vokabularom uz česte pogreške u upotrebi koje često ometaju razumijevanje.          |
| <b>Napomena:</b> Ako sastavnica nije ostvarena ni na najnižoj očekivanoj razini ili ne postoji, tada se za nju dodjeljuje 0 bodova. Ova se rubrika može rabiti i za sumativno vrednovanje sličnog zadatka |                                                                                                                                                              |                                                                                                          |                                                                                                                  |



## L6: Project 3: An interview with a sports star

**Lesson 6**

I can act out an interview with a famous sportsperson.

**Project 3: An interview with a sports star**

**Who is your favourite sportsperson?**

**Have you heard of Simone Biles?**

**What do you already know about her?**

**Billie is talking to her grandpa about her favourite athlete, Simone Biles. Complete grandpa's questions with the appropriate question tags.**

- Simone Biles is an artistic gymnast. .... wasn't she?
- She didn't have a perfect childhood. .... 1. isn't she?
- She was home-schooled. .... hasn't it?
- She has been doing gymnastics since she was 6. .... didn't she?
- She won four individual Olympic medals. .... isn't it?
- Her book has become a best-seller. .... hasn't she?
- She hasn't signed a contract with Adidas yet. .... 2. did she?
- Her story is inspirational to young athletes. .... has she?

**Match grandpa's questions to Billie's answers.**

Right again. Her kindergarten group visited a gymnastics club during a field trip when she was 6. She began imitating the moves of other gymnasts, and the instructors spotted her right away.

Correct. She was the leader of the U.S. women's gymnastics team at the 2016 Summer Olympic Games in Rio de Janeiro. The team won a gold medal, and Simone won three individual gold medals and one bronze.

Yes, after finishing primary school she was home-schooled so she could have more time for her trainings.

That's right. Simone Biles is an artistic gymnast.

Simone was born in Columbus, Ohio on 14th March 1997. Unfortunately, her parents had problems with drugs and alcohol, so Simone had to go into foster care. Luckily, her grandparents Ronald and Nellie Biles adopted her, and she moved to Houston.

**Language spot**

**Question tags**

Question tags turn statements into questions. We use them mostly in conversations to check if the information we think is true is actually true. Usually, if the main clause is positive, the question tag is negative, and if the main clause is negative, the question tag is positive.

It's a bit early, *isn't it?*  
Jack doesn't get up early, *does he?*

**unit 6**

Yes, grandpa. Her story has been an inspiration to young athletes like me. I would like to be just like her when I grow up.

No, not yet. But she has signed sponsorship contracts with Nike, United Airlines and the Hershey Company.

Yes, her autobiography *Courage to Soar: A Body in Motion, a Life in Balance* has become a bestseller. You gave it to me as a birthday present, remember?

**Match the words and definitions.**

- home-schooled ..... a book that sells in large numbers
- foster care ..... to accept terms and conditions by putting your signature on a document
- to adopt ..... giving or receiving financial support
- to sign a contract ..... temporary custody for children whose parents are not able to look after them
- sponsorship ..... legally take someone else's child and raise as your own
- a bestseller ..... to be educated at home instead of at school

**Read the conversation in pairs.**

**Do you think that Simone's story is inspirational? Why?**

**Work in pairs. Choose a famous athlete and act out an interview with him/her in front of your class.**

**Here is your checklist:**

- choose an athlete both you and your friend like
- come up with at least 10 questions you'd like to ask him/her
- find the answers on the Internet
- rehearse the interview and act it out in front of your class
- the interviewer can read the questions from the paper, but the sportsperson should know the answers by heart

**Here are some questions you can use for the interview:**

- Where are you from?
- What was your childhood like?
- How long have you been doing this sport?
- Were you a good student?
- Do you have any special dietary plans?
- What have been your greatest accomplishments so far?
- How many countries have you visited?
- Have you ever thought about writing an autobiography?
- Who is your biggest support?
- How important is physical activity for children?

**Rio 2016**

**Ishod lekcije:** učenik sudjeluje u zamišljenom intervjuu s poznatim sportašem.

**Jezični sadržaji:**

**Ključni vokabular:** *home-schooled, foster care, to adopt, to sign a contract, sponsorship*

**Gramatika:** *question tags*

**Ishodi iz PKEJ:** A.8.1., A.8.2., A.8.3., B.8.2., B.8.3., B.8.4., C.8.4.

**Međupredmetne teme:** Osobni i socijalni razvoj (B 3.1., B 3.2., B 3.3.), Učiti kako učiti (A 3.1., A 3.3., C 3.1., C 3.3., D 3.2.), Uporaba IKT (A.3.1., C 3.3.)

## Plan sata 1/2

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                                    |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje poznato s novim sadržajima.                                                                                                                                                                                                                                        |
| <b>Opis aktivnosti</b>  | Učenici otvaraju udžbenik na 60. stranici i kroz razgovor odgovaraju na pitanje u 1. zadatku – <i>Who is your favourite sportsperson?</i> Učitelj potiče daljnji razgovor pitanjima poput <i>Which sport does he/she play? Has he/she won any medals? Why do you like him/her?</i> |

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                      |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik upotrebljava <i>question tags</i> u kontekstu.                                                                                                                                                                                                                                                |
| <b>Opis aktivnosti</b>  | <b>Obrada i vježba gramatike</b><br>Prije čitanja teksta, učitelj objašnjava što su <i>question tags</i> koristeći rubriku <i>Language spot</i> te <i>Grammar pages</i> na 106. stranici u udžbeniku. Učenici zatim rješavaju 3. i 4. zadatak na 62. stranici u radnoj bilježnici. Slijedi provjera. |
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje teksta o američkoj gimnastičarki Simone Biles.                                                                                                                                                                                                                         |
| <b>Opis aktivnosti</b>  | <b>Aktivnost prije čitanja</b><br>Učenik odgovara na pitanja u 2. zadatku na 60. stranici u udžbeniku, a zatim rješava 3. zadatak i povezuje <i>question tags</i> s pripadajućim rečenicama. Slijedi provjera.                                                                                       |

|                        |                                                                                                                                                                                                                                                                                                                                                    |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <b>Aktivnost za vrijeme čitanja</b><br>Učenik povezuje pitanja i odgovore u 4. zadatku. Slijedi provjera tijekom koje učenici čitaju tekst po ulogama.<br><b>Aktivnosti nakon čitanja</b><br>1. Učenik rješava 5. zadatak i povezuje ciljani vokabular i definicije. Slijedi provjera tijekom koje učenik usmeno prevodi riječi na hrvatski jezik. |
| <b>Zaključak</b>       |                                                                                                                                                                                                                                                                                                                                                    |
| <b>Opis aktivnosti</b> | 2. Učenici u paru čitaju intervju (6. zadatak).<br>3. Učenici razgovaraju o tome zašto životna priča Simone Biles može biti inspiracija mladim sportašima (7. zadatak).                                                                                                                                                                            |

## Plan sata 2/2

|                           |                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Uvod/ Motivacija</b>   |                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Ishod aktivnosti</b>   | Učenik piše intervju sa poznatim sportašem po izboru.                                                                                                                                                                                                                                                                                                                          |
| <b>Opis aktivnosti</b>    | Učenici u parovima slijede upute u 8. zadatku na 61. stranici u udžbeniku i pišu intervju sa poznatim sportašem/sportašicom po vlastitom izboru. Za potrebe intervjua, učenici provode internetsko istraživanje kako bi pronašli ciljane informacije. Učenicima su već ponuđena pitanja za intervju u 8. zadatku, ali učitelj ih potiče na to da sami smisle nekoliko pitanja. |
| <b>Glavni dio/ Obrada</b> |                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Ishod aktivnosti</b>   | Učenik sudjeluje u zamišljenom intervjuu s poznatim sportašem.                                                                                                                                                                                                                                                                                                                 |
| <b>Opis aktivnosti</b>    | 1. Učenici uvježbavaju intervju. Oba učenika moraju znati informacije o odabranom sportašu napamet.                                                                                                                                                                                                                                                                            |
| <b>Zaključak</b>          |                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Opis aktivnosti</b>    | 2. Učenici glume intervju pred razredom. Učitelj potiče učenike na dramatizaciju i uživanje u ulogu.                                                                                                                                                                                                                                                                           |

## Formativno vrednovanje

### Vrednovanje za učenje i vršnjačko vrednovanje

Učitelj i učenici formativno vrednuju govor učenika pomoću analitičke rubrike.

Primjer rubrike za vrednovanje govorenja.

| Razine ostvarenosti kriterija                                                                                                                                                                              |                                                           |                                                                    |                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|
| Sastavnice                                                                                                                                                                                                 | potpuno                                                   | djelomično                                                         | potrebno doraditi                                                  |
|                                                                                                                                                                                                            | 3                                                         | 2                                                                  | 1                                                                  |
| <b>izvršenost zadatka</b>                                                                                                                                                                                  | Intervju sadrži sve zadane sastavnice.                    | Intervju uglavnom sadrži sve zadane sastavnice.                    | Intervju nije u skladu sa zadanim sastavnicama.                    |
| <b>izgovor i intonacija</b>                                                                                                                                                                                | Uglavnom ne griješi u izgovoru i intonaciji.              | Često griješi u izgovoru, ali pogreške ne ometaju razumijevanje.   | Često griješi u izgovoru, a pogreške ometaju razumijevanje.        |
| <b>vokabular</b>                                                                                                                                                                                           | Uz ciljani učenik se koristi širokim rasponom vokabulara. | Učenik se koristi samo ciljanim vokabularom uz povremene pogreške. | Učenik se koristi samo jednostavnim vokabularom uz česte pogreške. |
| <b>Napomena:</b> Ako sastavnica nije ostvarena ni na najnižoj očekivanoj razini ili ne postoji, tada se za nju dodjeljuje 0 bodova. Ova se rubrika može rabiti i za sumativno vrednovanje sličnog zadatka. |                                                           |                                                                    |                                                                    |

## Culture spot 3: New Zealand must

**culture spot** I can talk about an active holiday. Beyond language

### New Zealand musts

**1 Read the Active Couch Potatoes travel blog and make a top five list of New Zealand's attractions you would like to experience or visit. Be prepared to explain your choice.**

**1 How can you travel to New Zealand from Croatia? Is it far away?**

Greetings from New Zealand! We are the Active Couch Potatoes and this is our blog! Last month we were cruising around Indonesia. You remember how Jack lost his bone to an orangutan, don't you? Now we are having a blast in the land of the Kiwi! New Zealand is a perfect destination for an active holiday. Jack wants to know if New Zealand is pet friendly. 'So far, so good,' he says. I have been more interested in New Zealand's must-do experiences.

**1 Go wild in Queenstown**

Queenstown is a perfect place to have an adventure. Jack and I have gone wild river rafting and explored the famous filming locations from The Lord of the Rings. We also took a scenic tour down the Queenstown Cycling Trail. I just wish Jack helped me more with cycling. We still haven't gone bungee jumping from the famous Kawarau Bridge. Did you know that the first bungee jump ever was done from that bridge? I'll tell you all about it if we decide to give it a try. Maybe Jack agrees to go first.

**2 Explore the natural wonders of Fiordland**

One of the greatest experiences so far has been kayaking around Milford Sound. Milford Sound is one of the most famous fiords in the world and a major tourist attraction in New Zealand. If you don't feel like paddling, you can go flightseeing or take a boat ride there. Me and Jack were so tired after the trip that we slept for 24 hours straight, didn't we? 'Woof!', says Jack.

**3 Try some traditional 'kai'**

New Zealand is an island country, so the sea plays an important role in the life of its people. The indigenous people of New Zealand are called Maori. Visit the Maori village and try some traditional food they call 'kai'. Jack and I loved 'hangi', which is meat and vegetables slowly cooked in an underground oven. It's delicious. However, we didn't try whitebait fritters or kina which is a type of a sea urchin. Maybe it tastes good, but I don't like seafood and neither does Jack. He is very picky for a dog who sometimes eats from garbage bins.

**4 Explore volcanic activity in Rotorua**

Rotorua is a part of New Zealand best known for its volcanic activity. Everywhere you look there is a bubbling mud pool, a natural hot spring or a shooting geyser. While we were hiking, Jack came too close to the Pohutu Geyser and burnt his paws. I had to carry him all the way home. In hindsight, I think he pulled a fast one on me.

**5 Go whale watching in Kaikoura**

Whatever you do, don't miss out on whale watching. It is a sight you'll never forget. Once you've seen these amazing creatures emerging from ocean depths, nothing will ever come close. Jack has just reminded me that he is the most amazing animal creature in my life, so I have to stop typing and start playing with him.

**Read the text again. What have the Active Couch Potatoes already done and what is left for them to do in New Zealand?**

- go wild river rafting
- explore filming locations
- go cycling
- go bungee jumping
- go flightseeing
- go kayaking
- try 'hangi'
- try whitebait fritters
- try kina
- go hiking in Rotorua
- go whale watching

E.g. They have already gone wild river rafting. They haven't gone flightseeing yet.

**Make a presentation about New Zealand. Use the information from the blog. If you want to include more information, you can use the Internet.**

**FUN FACT**  
People from New Zealand are called Kiwis. The nickname comes from a curious flightless little bird that is unique to New Zealand.

**Ishod lekcije:** učenik izlaže prezentaciju o Novom Zelandu..

**Jezični sadržaji:**

**Ključni vokabular:** *to have a blast, wild river rafting, paddling, flightseeing, whitebait fritters, a shooting geyser, in hindsight, to emerge*

**Gramatika:** *the present perfect*

**Ishodi iz PKEJ:** A.8.1., A.8.3., B.8.1., B.8.5., C.8.6.

**Međupredmetne teme:** Osobni i socijalni razvoj (C 3.4.), Učiti kako učiti (A 3.1.), Uporaba IKT (A 3.1., A 3.2., C 3.2., C 3.3., C 3.4.)

**Dodatni digitalni sadržaji:** *Learn More (Hobbiton)*

## Plan sata 1/2

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                              |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje naučeno s novim sadržajima.                                                                                                                                                                                  |
| <b>Opis aktivnosti</b>  | Na početku sata, učitelj uvodi temu – <i>New Zealand</i> – pomoću primjerenog videa ili ulomka iz filma kao što je Gospodar prstenova. Učenici zatim otvaraju udžbenik na 62. stranici i odgovaraju na pitanja u 1. zadatku. |

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                                                          |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje teksta o znamenitostima Novog Zelanda.                                                                                                                                                                                                                                                                     |
| <b>Opis aktivnosti</b>  | <b>Aktivnost prije čitanja</b><br>Učenici opisuju slike na 62. i 63. stranici u udžbeniku. Učitelj pritom pojašnjava vokabular za koji smatra da će učenicima biti potreban za razumijevanje teksta ( <i>have a blast, wild river rafting, paddling, flightseeing, whitebait fritters, a shooting geyser, in hindsight, to emerge</i> ). |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <b>Aktivnosti za vrijeme čitanja</b><br>1. Učenik čita blog o znamenitostima Novoga Zelanda i označava destinacije koje bi rado posjetio. Zatim u bilježnicu piše popis top pet destinacija ili aktivnosti na Novom Zelandu. Slijedi provjera tijekom koje učenici pojašnjavaju svoj izbor.<br>2. Učenik ponovno čita tekst i rješava 3. zadatak koristeći ciljanu strukturu prema predlošku. Slijedi provjera. |
| <b>Zaključak</b>       |                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Opis aktivnosti</b> | <b>Aktivnost nakon slušanja</b><br>Učenici rješavaju <i>Big Fat Culture 3 Quiz</i> u na 63. stranici u radnoj bilježnici. Slijedi provjera.                                                                                                                                                                                                                                                                     |

## Plan sata 2/2

|                           |                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Uvod/ Motivacija</b>   |                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Ishod aktivnosti</b>   | Učenik izrađuje prezentaciju o znamenitostima Novog Zelanda.                                                                                                                                                                                                                                                                                                                              |
| <b>Opis aktivnosti</b>    | Učenici u skupinama izrađuju prezentaciju o Novom Zelandu koristeći neki od primjerenih digitalnih alata. Za potrebe prezentacije učenici upotrebljavaju tekst na 62. i 63. stranici te Internet. Učenici također odabiru slike i videa koji će pratiti prezentaciju. Učitelj napominje da u jednom od slajdova usporede Novi Zeland i Hrvatsku te istaknu sličnosti i razlike u tablici. |
| <b>Glavni dio/ Obrada</b> |                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Ishod aktivnosti</b>   | Učenik izlaže prezentaciju o Novom Zelandu.                                                                                                                                                                                                                                                                                                                                               |
| <b>Opis aktivnosti</b>    | 1. Učenici u skupinama uvježbavaju govor koji će pratiti prezentaciju. Svi učenici moraju sudjelovati u izlaganju. Učitelj pomaže učenicima s izgovorom toponima i imena, ali i potiče učenike da samostalno pronađu točan izgovor na internetu.                                                                                                                                          |
| <b>Zaključak</b>          |                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Opis aktivnosti</b>    | 2. Učenici izlažu prezentaciju pred razredom. Za vrijeme izlaganja, ostali učenici formativno vrednuju govor i izvršenost zadatka te daju savjete za napredak.                                                                                                                                                                                                                            |

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

### 2. Vršnjačko vrednovanje

Učenici slušaju prezentaciju drugih učenika te daju povratnu informaciju pomoću *check-liste*.

Primjer *check-liste* za formativno vrednovanje.

Use ✓ or X:

- 1 The presentation includes relevant notes and interesting facts about New Zealand.
- 2 The pictures and videos compliment the presentation.
- 3 The students talk loudly and clearly.
- 4 The students are fluent and well-prepared.
- 5 The pronunciation of place names and sentence intonation are mostly correct.

## Sum up 3

**Sum up 3**

**1 Complete the sentences with the words/expressions from the box.**

sign   lunges   nutrients   calories   legumes   intake  
geyser   database   world-wide

1. Sign your name on the dotted line, please.
2. This food provides all the ..... your dog needs.
3. Our ..... is updated hourly and contains over 500,000 files.
4. Hiking can burn off a lot of ..... You should try it.
5. My advice to you is to increase the ..... of vitamins A, B, C and D.
6. Do another series of ..... to strengthen your legs.
7. Our company has offices ..... in order to provide the best service to our customers.
8. Planting ..... can help to maintain the fertility of the soil because they put nitrogen back into the ground.
9. People started clapping when the ..... spouted hot water 10 meters into the air.

...../8

**2 Paraphrase the sentences using the phrasal verbs from the box. Make the necessary changes in the verb forms.**

call off   look forward to   talk into   give in   bring up   get along

1. My mum persuaded me to wear this dress to the wedding, but I would rather wear pants.  
.....My mum talked me into wearing this dress to the wedding, but I would rather wear pants......
2. Why would you start talking about that now?  
.....
3. They decided that the meeting won't happen.  
.....
4. I am really excited to see you tomorrow.  
.....
5. All right. I agree to do what you want.  
.....
6. Kim is friendly with everyone in her class.  
.....

...../5

**unit 3**

**3 Present perfect simple or continuous? Circle the correct answer.**

1. I ..... the same car for 7 years. I think it's time for a change.  
a) have had  
b) have been having
2. Anne ..... for the government since she graduated from the University of Otago in New Zealand.  
a) has worked  
b) has been working
3. We ..... each other for 11 years.  
a) have known  
b) have been knowing
4. How long ..... for the bus?  
a) have you waited  
b) have you been waiting
5. .... the new Quentin Tarantino's movie?  
a) Have you seen  
b) Have you been seeing



...../5

**4 Complete the questions with the question tags.**

1. Heather wasn't in the class, was she?
2. He won't mind if we use his phone, .....?
3. We saw you yesterday, .....?
4. Thomas hasn't been doing well at school, .....?
5. She is texting Robert again, .....?
6. Your parents don't want to see you unhappy, .....?
7. They couldn't be more wrong about it, .....?
8. Your brother likes chocolate, .....?
9. You weren't listening, .....?
10. There aren't enough chairs for everybody, .....?
11. The library is open until 8 pm, .....?

...../10

**What's your mark?**

24 - 28 points = excellent  
22 - 25 points = very good  
17 - 21 points = good  
14 - 16 points = sufficient

**Total: ...../28**

**My mark is .....**

**Ishod lekcije:** učenik procjenjuje svoj napredak unutar treće cjeline.

**Jezični sadržaji:**

**Ključni vokabular:** *sports and exercising (lunges, jumping jacks, plank, push ups, squats...), body parts, healthy nutrition, being self-reliant, mental health, superfoods (legumes, salmon, seaweed, ginger...), trail running, phrasal verbs (to call off, to take up, to talk into, to give in...), to be home-schooled, foster care, wild river rafting, flightseeing, a shooting geyser, whitebait fritters...*

**Gramatika:** *the present perfect and present perfect continuous, question tags*

**Ishodi iz PKEJ:** A.8.2., C.8.1., C.8.2., C.8.3.

**Međupredmetne teme:** Učiti kako učiti (B 3.1., B 3.2., B 3.3., B 3.4.)

## Plan sata

### Uvod/ Motivacija

|                         |                                                                                                            |
|-------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje vokabulara i gramatike obrađenih unutar <i>Unit 3 – Challenge yourself</i> . |
| <b>Opis aktivnosti</b>  | 1. Učenici razgovaraju o tome što im se najviše svidjelo u <i>Unit 3 – Challenge yourself</i> .            |

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                          |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Opis aktivnosti</b>  | 2. Učenik rješava zadatke za ponavljanje vokabulara i gramatike na str. 64., 65. i 66. u radnoj bilježnici. Učitelj određuje vrijeme unutar kojega moraju riješiti zadatke (primjerice, 15 – 20 minuta). |
| <b>Ishod aktivnosti</b> | Učenik vrednuje svoj rad ili rad drugog učenika na temelju bodovne liste.                                                                                                                                |
| <b>Opis aktivnosti</b>  | Nakon isteka vremena učenici se međusobno zamjene za radne bilježnice i jedan                                                                                                                            |



|                         |                                                                                                                                                                                                                           |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | drugomu vrednuju rad. Učenici mogu ocijeniti zadatke na str. 64. i 65. s pomoću bodovne liste, dok stranicu <i>My dictionary 2</i> vrednuju uz pomoć učitelja.                                                            |
| <b>Ishod aktivnosti</b> | Učenik procjenjuje svoj napredak na temelju liste za samoprocjenu – <i>Self Check 3</i> .                                                                                                                                 |
| <b>Opis aktivnosti</b>  | Učenik ispunjava listu za samoprocjenu na str. 64. u udžbeniku. Nakon toga komentira koja je područja sigurno svladao, a koja područja mora doraditi.                                                                     |
| <b>Zaključak</b>        |                                                                                                                                                                                                                           |
| <b>Ishod aktivnosti</b> | Učenik primjenjuje savjete vezane uz izgovor u rubrici <i>Pronunciation academy</i> na primjeru.                                                                                                                          |
| <b>Opis aktivnosti</b>  | Učenik čita tekst u rubrici <i>Pronunciation academy</i> na str. 64. u udžbeniku o razlikama u izgovoru kada je riječ o <i>question tags</i> . Učenik čita primjere pazeći na izgovor i daje primjere iz vlastite prakse. |

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom i izgovorom. Učitelj vodi zabilješke o napretku učenika.

### 2. Vršnjačko vrednovanje

Učenici formativno vrednuju zadatke u radnoj bilježnici drugom učeniku.

### 3. Samovrednovanje

Učenici vrednuju svoj napredak s pomoću liste za samoprocjenu – *Self Check 3*.

## Sumativno vrednovanje

Učitelj sumativno vrednuje učenike na kraju teme. Prijedlozi za sumativno vrednovanje nalaze se na kraju razrade teme.

### Self Check 3

Rate your knowledge and language skills development in Unit 3.

Now I can ...

|                                                                          |      |
|--------------------------------------------------------------------------|------|
| ... talk about the benefits of exercising.                               | ☆☆☆☆ |
| ... name some superfoods.                                                | ☆☆☆☆ |
| ... use the present perfect simple to talk about healthy lifestyle.      | ☆☆☆☆ |
| ... use the present perfect continuous to describe how independent I am. | ☆☆☆☆ |
| ... talk about trail running in Croatia.                                 | ☆☆☆☆ |
| ... use phrasal verbs.                                                   | ☆☆☆☆ |
| ... fill out a registration form.                                        | ☆☆☆☆ |
| ... use question tags in a conversation.                                 | ☆☆☆☆ |
| ... act out an interview with a famous sportsperson.                     | ☆☆☆☆ |
| ... make a presentation about New Zealand.                               | ☆☆☆☆ |

★ I'm completely lost.

★★ I have some understanding of the topic, but I still need help.

★★★ I have some knowledge, but I'm not sure of myself.

★★★★ I am happy with my progress, but it could be even better.

★★★★★ I am the master of Unit 3 language skills.

### PRONUNCIATION ACADEMY

**Question tags**

The intonation of a question tag can be falling or rising. A **falling question tag** indicates that the speaker is not really asking, but telling the listener that his/her statement is correct. A **rising question tag** is an actual question, so the speaker expects an answer from the listener.

E.g. You're from Tokyo, aren't you? (falling intonation - you're fairly sure)

You're from Tokyo, aren't you? (rising intonation - you're not sure and you're waiting for the other person to confirm the information)

# L1: The Marmite effect

**Lesson 1** I can express my opinion about a work of art.  
focus on vocabulary

## The Marmite effect

1 Look at the sculpture and describe how it makes you feel.

2 Which words have a positive and which have a negative meaning? Which can have both?

|             |             |               |
|-------------|-------------|---------------|
| majestic    | shocking    | controversial |
| imaginative | scary       | amazing       |
| disgusting  | interesting | ugly          |
| hideous     | confusing   | inspiring     |
| simple      | bold        | dramatic      |
| cool        | futuristic  | subtle        |
| minimal     | extravagant | weird         |

3 Which words from task 2 would you use to describe the statue?

4 Complete the tables with the adjectives from task 2.

| Noun   | Adjective |
|--------|-----------|
| future |           |
| drama  |           |
| shock  |           |

| Verb    | Adjective |
|---------|-----------|
| imagine |           |
| inspire |           |
| amaze   |           |

Verity is a colossal steel and bronze sculpture created by a famous British artist Damien Hirst. It is 25 meters tall and stands at the entrance to the Ilfracombe harbour. The name Verity means the truth. The statue depicts a pregnant woman holding a sword in one hand and scales of justice in the other while standing on a pile of law books. Half of the statue shows her internal anatomy along with the baby inside. It was loaned to the town for a period of 20 years.

**Language spot**  
Word formation  
We can convert words from one word class to another by adding suffixes.

**unit 4**

5 The residents of Ilfracombe have divided opinions about Verity. Listen to the radio show and match the sentences.

1 Ralph \_\_\_\_\_ loves the statue.  
2 Judith \_\_\_\_\_ can't decide.  
3 Benjamin \_\_\_\_\_ hates it.

6 Who said it? Listen again and write R for Ralph, J for Judith or B for Benjamin.

1 It is disgusting and weird.  
2 It has a Marmite effect on people.  
3 It's confusing and haunting.  
4 It is amazing and shocking at the same time.  
5 It is an eyesore and disgrace to the town.  
6 It implies that the truth is two-faced.  
7 Art is not meant to be timid.  
8 Art should capture the beauty of the world, not its ugliness.  
9 Artists need to push the envelope and provoke reactions.

7 Who do you agree with? Ralph, Judith or Benjamin?

8 Match the words and definitions.

1 an eyesore \_\_\_\_\_ impossible to ignore, provocative  
2 to bug \_\_\_\_\_ a thing that is ugly  
3 two-faced \_\_\_\_\_ loss of respect or reputation  
4 in-your-face \_\_\_\_\_ to annoy or bother  
5 to push the envelope \_\_\_\_\_ having no interest in something  
6 indifferent \_\_\_\_\_ to extend the limits of what is possible  
7 disgrace \_\_\_\_\_ insincere and deceitful

**FUN FACT**  
Marmite is a sticky, dark brown spread with a distinct and powerful flavour. The marketing slogan 'Love it or hate it' best describes its polarising quality. Therefore, Marmite effect in British culture refers to a polarizing issue.

9 Give your opinion about this sculpture. It is called Mother and it was created by Louise Bourgeois.

**Ishod lekcije:** učenik opisuje umjetničko djelo koristeći ciljani vokabular.

**Jezični sadržaji:**

**Ključni vokabular:** *adjectives describing artworks (majestic, hideous, minimal, shocking, extravagant, controversial, inspiring, dramatic, weird), an eyesore, in-your-face, indifferent, two-faced*

**Gramatika:** *word formation*

**Ishodi iz PKEJ:** A.8.1., A.8.3., B.8.1., B.8.3., B.8.5., C.8.2., C.8.3.

**Međupredmetne teme:** Osobni i socijalni razvoj (B 3.2.), Učiti kako učiti (A.3.1., A.3.2., A.3.4.)

**Uporaba IKT** (A 3.1., A.3.2.)

**Dodatni digitalni sadržaji:** *Learn More (Statue rubbing for luck)*

## Plan sata 1/2

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik kroz razgovor opisuje dojmove vezane uz statuu pod nazivom <i>Verity</i> .                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Opis aktivnosti</b>  | Učitelj započinje sat najavom nove teme – <i>A work of art</i> – te pojašnjava da se tema odnosi na umjetnost. Učenici mogu izraditi <i>wordcloud</i> na temu umjetnosti koristeći neki od digitalnih alata ili samo usmeno navesti asocijacije ( <i>books, theatre, films, architecture, drawings, music, dance, paintings, sculptures...</i> ). Učenici zatim razvrstavaju riječi u 1. zadatku na 67. stranici u radnoj bilježnici. Slijedi provjera. |

### Glavni dio/ Obrada

|                         |                                                              |
|-------------------------|--------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik opisuje umjetničko djelo koristeći ciljani vokabular. |
|-------------------------|--------------------------------------------------------------|

|                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Opis aktivnosti</b>                                                                         | <b>Obrada vokabulara</b><br>1. Učenici otvaraju udžbenike na 66. stranici i opisuju statuu pod nazivom <i>Verity</i> (1. zadatak). Učenici opisuju svoj prvi dojam i kakve emocije u njima budi ovo umjetničko djelo. Učitelj može projicirati sliku na projektor kako bi učenici bolje vidjeli detalje. Učenici zatim čitaju opis ispod slike, a učitelj postavlja pitanja kako bi provjerio razumijevanje – <i>Who is the author of the statue? Where can you see it? How tall is it? What does the name Verity mean? What does the statue depict? What makes it unique/strange?</i><br>2. Učenici rješavaju 2. zadatak u udžbeniku te u bilježnici razvrstavaju riječi na one koje imaju negativnu i one koje imaju pozitivnu konotaciju, te na one koje mogu imati jednu i drugu. Prethodno tome, učitelj pojašnjava značenje novog vokabulara ( <i>hideous, majestic, extravagant, bold, controversial, subtle, inspiring</i> ). Slijedi provjera.<br><br><b>Vježba vokabulara</b><br>Učenik upotrebljava ciljani vokabular iz 2. zadatka i piše kratak dojam o <i>Verity</i> (3. zadatak). Slijedi provjera. |
| <b>Ishod aktivnosti</b>                                                                        | Učenik pokazuje razumijevanje tvorbe riječi.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Opis aktivnosti</b>                                                                         | 1. Učenik popunjava tablicu u 4. zadatku riječima iz 2. zadatka. Učitelj pojašnjava kako se dodavanje sufiksa na osnovu riječi naziva tvorbom riječi – <i>word formation</i> - te daje primjer tvorbe riječi u hrvatskom jeziku ( <i>učiti – učitelj</i> ). Slijedi provjera.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Zaključak</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Opis aktivnosti</b>                                                                         | 2. Učenici rješavaju 2. i 3. zadatak na 67. i 68. stranici u udžbeniku za vježbu tvorbe riječi. Slijedi provjera.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Domaća zadaća</b>                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Učenik rješava 4., 5. i 6. zadatak na 68. i 69. stranici u radnoj bilježnici za domaću zadaću. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

unit 4

### Lesson 1: The Marmite Effect

Sort out the words from the box.

|           |              |       |             |
|-----------|--------------|-------|-------------|
| fiction   | architecture | music | drawing     |
| theatre   | painting     | drama | photography |
| sculpting | filmmaking   | dance | poetry      |
|           |              | prose |             |

| Visual arts  | Literary arts | Performing arts |
|--------------|---------------|-----------------|
| architecture |               |                 |

Complete the table with the correct words.

| Noun        | Verb     | Adjective  |
|-------------|----------|------------|
| creation    | create   | creative   |
| imagination | shock    | shocking   |
|             | inspire  | inspiring  |
| amazement   | amaze    |            |
| confusion   |          | confusing  |
| disgrace    | beautify | beautiful  |
|             | spread   | spreadable |
| disgust     | disgust  |            |

Use the words in brackets to form new words.

- Stop being so *diplomatic*! You are most certainly not going to die if you don't go out tonight. (DRAMA)
- Her writing is satisfactory but lacks *imagination*. (IMAGINE)
- I was in the state of a complete *disgrace* when I heard that the bank had been robbed. (SHOCKING)

- These curtains are *extravagant*! Where did you buy them? (AMAZE)
- Mr Pryce's classes have been an *inspiration* to all of us. (INSPIRE)
- Your design is very bold and *controversial*. However, the client wants something a bit more subtle. (FUTURE)
- We forgot to take out the rubbish on our way out. When we got back, we were greeted by a *hideous* smell. (DISGUST)
- My dad *spread* out his arms and gave me a big hug. (SPREADABLE)
- We agreed upon everything yesterday. I don't know what caused the whole *confusion*. (CONFUSE)
- She is a very *creative* person who finds endless possibilities in everything around her. (CREATE)

Choose the correct answer.

- The singer wore a dress made from hundreds of crystals and feathers. It was very flashy and...  
a) modest. b) scary. c) **extravagant**.
- The instructions on the box are very... I've read them twice and still don't know how to assemble my coffee maker.  
a) interesting. b) confusing. c) shocking.
- It's no time to be timid. We need to make a... decision now.  
a) bold b) weird c) disgusting
- Many famous artists weren't understood by their contemporaries who thought their work was too...  
a) majestic. b) controversial. c) cool.
- There's nothing... about her paintings. They are in-your-face colourful, bright and full of life.  
a) ugly b) inspiring c) subtle
- The sculpture of the queen seemed... even from a distance, but it wasn't until we came closer that we realized how magnificent it truly was.  
a) hideous b) majestic c) simple
- You're always making things unnecessarily complicated. Just keep it... for once.  
a) simple b) imaginative c) minimal

## Plan sata 2/2

### Uvod/ Motivacija

|                         |                                                                                                                                                                                               |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje naučeno s novim sadržajima.                                                                                                                                                   |
| <b>Opis aktivnosti</b>  | Na početku sata, učitelj provjerava domaću zadaću. Učenici pritom ponavljaju vokabular koji su obrađivali na prethodnom satu (4., 5. i 6. zadatak na 68. i 69. stranici u radnoj bilježnici). |

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje radio emisije na temu <i>Verity</i> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnost prije slušanja</b></p> <p>Učenik čita tekst o značenju izraza <i>the Marmite effect</i> u rubrici <i>Fun fact</i>. Učitelj pojašnjava da je <i>Marmite</i> vrsta namaza u Velikoj Britaniji koji ima polarizirajuću vrijednost – ili ga voliš ili ne. Na taj je način nastao izraz <i>the Marmite effect</i> koji se odnosi na stvar, pojavu ili osobu koja polarizira javnost u mišljenju.</p> <p><b>Aktivnosti za vrijeme slušanja:</b></p> <ol style="list-style-type: none"> <li>1. Učenik sluša radio emisiju u kojoj Ralph, Judith i Benjamin iznose svoje mišljenje o <i>Verity</i> i rješava 5. zadatak. Slijedi provjera.</li> <li>2. Učenik ponovno sluša tekst i rješava 6. zadatak (točno/netočno). Slijedi provjera.</li> </ol> <p><b>Aktivnosti nakon slušanja</b></p> <ol style="list-style-type: none"> <li>1. Učenik odgovara na pitanje u 7. zadatku i iznosi svoje mišljenje – <i>Who do you agree with? Ralph, Judith or Benjamin?</i></li> <li>2. Učenik rješava 8. zadatak te povezuje riječi i značenja. Slijedi provjera tijekom koje učitelj provjerava razumijevanje riječi i izraza tako da ih učenici prevode na hrvatski jezik.</li> </ol> |

### Zaključak

|                         |                                                                                                                                                                                                    |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik opisuje i iznosi mišljenje o umjetničkom djelu.                                                                                                                                             |
| <b>Opis aktivnosti</b>  | Učenik rješava 9. zadatak i opisuje skulpturu na slici. Učitelj potiče učenike da prilikom pisanja upotrebljavaju ciljani vokabular iz 2. zadatka i slijede <i>check</i> -listu. Slijedi provjera. |

### Domaća zadaća

Učenik rješava 7. zadatak na 69. stranici u radnoj bilježnici. Također, učitelj preporučuje čitanje dodatnog teksta u rubrici *Learn More (Statue rubbing for luck)*.

### Formativno vrednovanje

#### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj formativno vrednuje opis skulpture *Mother*.

#### 2. Samovrednovanje

Učenici samovrednuju opis skulpture *Mother* pomoću *check*-liste.

Primjer *check*-liste za samovrednovanje.

**Use ✓ or X:**

- 1 I have written the name and the author of the sculpture.
- 2 I have described what the statue looks like using the adjectives from task 2 (majestic, shocking, confusing, bold, extravagant, amazing...).
- 3 I have checked online where the statue stands and what it is made of.
- 4 I have found one interesting information about the sculpture online.
- 5 I have given my opinion about the sculpture.

**Problem task**

**1 What or who do you find to be... Explain why.**

... amazing? .....

... disgusting? .....

... inspiring? .....

... controversial? .....

... confusing? .....

**2 Read the description of the sculpture called *Verity* in your textbook and correct the mistakes.**

Verity is a colossal **iron** and bronze sculpture created by a famous **Danish** artist Damien Hirst. It is **5** meters tall and stands at the entrance to the Ilfracombe **castle**. The name Verity means **justice**. The statue depicts a pregnant woman holding a **bow** in one hand and the Scales of Justice in the other, while standing on a pile of **history** books. Half of the statue shows her internal **beauty** along with the baby inside. It was loaned to the town for a period of **12** years.

**3 Complete the sentences with the words/expressions from the box.**

|                      |             |           |              |        |
|----------------------|-------------|-----------|--------------|--------|
| <del>-eyesore-</del> | bug         | two-faced | in-your-face |        |
| push the envelope    | indifferent | disgrace  | monstrous    | spread |

- 1 Some people say the new library is an eyesore, but I quite enjoy its modern design.
- 2 There is no ..... in finishing the race last. At least you tried.
- 3 Excuse me, sir! I don't mean to ..... you, but could you answer a few questions for the local radio?
- 4 Have you noticed how advertisements have been more aggressive and ..... than they used to be?
- 5 Your work is good, but in order to be even better you need to ..... and think outside the box.
- 6 I don't trust her. I think she is ..... She's friendly at first, but then she spreads rumours behind your back.
- 7 Is there any chocolate ..... left? I'd like to put some on my toast.
- 8 It's hard to be ..... to human suffering.
- 9 A detailed description of the ..... act shocked everyone in the courtroom.

69



## L2: You've just got Banksy-ed

**LESSON 2** I can describe an artist called Banksy.  
Focus on vocabulary

# You've just got Banksy-ed

**WHAT ARE YOU LOOKING AT?**

- 1 Read the statements and say if you agree with them.
- 1 Art is one of the most important school subjects.
- 2 Any type of drawing or painting is art.
- 3 Art can only be seen in museums and galleries.
- 4 Art can be controversial and provocative.
- 5 Artists are usually misunderstood in their lifetime.
- 6 Some works of art are overrated and too expensive.

**2 Have you ever heard of an artist called Banksy? Read the article and find out who Banksy is.**  
October 6, 2018

Last night, a copy of Banksy's iconic 'Girl with Balloon' painting was auctioned at Sotheby's Auction House in New York. The painting was sold for incredible 1.1 million dollars. However, immediately after the record-setting bid, an alarm was triggered inside the frame and the painting was shredded to pieces. Everyone at the auction was shocked at first but soon realized they had just been Banksy-ed.

But who is the man behind the prank? The truth is, nobody knows. Banksy is one of the best-known names in the world, but the artist himself remains a mystery. He probably comes from Bristol, the UK, where some of his earlier art can still be seen on the streets. His work has always been a combination of dark humour and political activism. A good example is a large-scale mural 'The Mild Mild West' on No. 80 Stokes Croft which shows a teddy bear throwing a Molotov cocktail at the police.

The most commonly used technique in Banksy's work is stencilling. He uses it to ensure easier and faster reproduction of his famous motifs such as children, older people, police officers, soldiers and rats. One of his most recognizable motifs is a girl with a red balloon, which, some say, represents the loss of innocence. Like most street artists, he believes that art shouldn't be so commercialized or overpriced. To prove his point, in 2013 he sent an elderly man to sell his artwork on the streets of New York for only \$40. Some of the passers-by got lucky and bought a Banksy without even knowing it. The anonymous artist keeps provoking and people seem to like it. Even the buyer of the shredded painting feels honoured to have become a part of art history. Sotheby's simply decided to change the title from 'Girl with Balloon' to 'Love is in the Bin', making the controversial artwork even more valuable. A bit ironic, isn't it?

**FUN FACT**  
'Girl with Balloon' is not the most expensive painting by Banksy. A painting named 'Devolved Parliament' in which British politicians are depicted as monkeys has been sold for an incredible price of 12.2 million dollars.

**unit 4**

**3 Which words would you use to describe Banksy?**

|               |                |               |
|---------------|----------------|---------------|
| witty         | unconventional | conservative  |
| open-minded   | ambitious      | misunderstood |
| old-fashioned | materialistic  | controversial |
| creative      | talented       | rebellious    |
| boring        | poor           | original      |

**4 Match the words to definitions.**

- 1 iconic ..... a technique in which cardboard or metal cut-outs are painted over to produce patterns
- 2 an auction ..... artwork that is created in a public place usually without official permission
- 3 a prank ..... a practical joke that is intended to be funny and not to harm anyone
- 4 street art ..... likely to cause public disagreement
- 5 stencilling ..... very famous or popular
- 6 a motif ..... a dominant idea or an element in a work of art
- 7 overpriced ..... deliberately making someone angry or annoyed
- 8 to provoke ..... a public sale where people make higher and higher bids
- 9 controversial ..... of unknown name
- 10 anonymous ..... too expensive

**5 Finish the sentences.**

- 1 'Girl with Balloon' is a famous painting that...
- 2 Banksy is a famous street artist who...
- 3 The Mild Mild West is a mural in Bristol which...
- 4 Stencilling is a technique that...
- 5 Banksy believes that...

**6 Talk to a friend and answer the questions.**

- 1 What does it mean to get Banksy-ed?
- 2 How would you react if you got Banksy-ed?
- 3 What are the benefits of being anonymous?
- 4 How do we know Banksy comes from Bristol?
- 5 Why do street artists often use stencilling technique?

**7 What would you ask Banksy if given the opportunity? Write at least five questions.**

**Language spot**  
Relative pronouns and relative clauses  
We use relative pronouns to introduce relative clauses. Relative clauses tell us more about people and things.  
We use **who** for people, **which** for things and **that** for people or things.

**Ishod lekcije:** učenik upotrebljava ciljani vokabular u kontekstu razgovora o umjetniku Banksy-u.

**Jezični sadržaji:**

**Ključni vokabular:** *unconventional, controversial, misunderstood, rebellious, original, iconic, stencilling, overpriced, to provoke, street art, public art*

**Gramatika:** *relative clauses*

**Ishodi iz PKEJ:** A.8.1., A.8.5., B.8.2., B.8.4., C.8.1., C.8.1., C.8.3.

**Međupredmetne teme:** Osobni i socijalni razvoj (A 3.1., B.3.2.), Učiti kako učiti (A 3.1., A 3.4., C.3.3.), Uporaba IKT (A 3.2.)

**Dodatni digitalni sadržaji:** *Learn More (The most expensive painting in the world)*

## Plan sata

### Uvod/ Motivacija

|                         |                                                                                                                                                                                        |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje poznato s novim sadržajima.                                                                                                                                            |
| <b>Opis aktivnosti</b>  | Učenik čita tvrdnje u 1. zadatku na 68. stranici u udžbeniku i označava slaže li se s njima ili ne. Učenici zatim u skupinama razgovaraju o navedenim tvrdnjama i uspoređuju odgovore. |

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                          |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje teksta o umjetniku Banksy-u.                                                                                                                                               |
| <b>Opis aktivnosti</b>  | <b>Aktivnost prije čitanja</b><br>Učenici odgovaraju na pitanje u 2. zadatku – <i>Have you ever heard of an artist called Banksy?</i> Učitelj pomaže učenicima upućujući ih na ilustraciju poznate slike |

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <p>na 68. stranici i ispituje što se događa sa slikom i jesu li možda učenici čuli nešto više o tome u medijima.</p> <p><b>Aktivnosti za vrijeme čitanja</b></p> <p>1. Učenik čita tekst na 68. stranici i rješava 2. zadatak. Tijekom provjere učenik navodi najvažnije informacije iz teksta o Banksy-u. Učitelj provjerava razumijevanje pitanjima poput: <i>Where does Banksy live? Is that his/her real name? What happened during the auction at Sotheby's in New York? What kind of artist is Banksy? What are his motifs and techniques? Did he get into trouble for shredding the painting?</i></p> <p>2. Učenik ponovno čita tekst i rješava 3. zadatak te zaokružuje riječi koje najbolje opisuju Banksy-a kao umjetnika. Slijedi provjera.</p> |
| <b>Ishod aktivnosti</b> | Učenik upotrebljava ciljani vokabular u kontekstu.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnosti nakon čitanja</b></p> <p><b>1. Obrada i vježba vokabulara</b></p> <p>Učenik povezuje riječi i definicije u 4. zadatku. Tijekom provjere učitelj dodatno pojašnjava značenje riječi i izraza prijevodom ili kontekstom. Učenici zatim rješavaju 4. zadatak na 71. stranici u radoj bilježnici za vježbu ciljanog vokabulara. Slijedi provjera.</p>                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Ishod aktivnosti</b> | Učenik upotrebljava <i>relative clauses</i> prilikom opisivanja ljudi i događaja.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Opis aktivnosti</b>  | <p><b>2. Obrada i vježba gramatike</b></p> <p>Učenici dovršavaju rečenice u 5. zadatku u udžbeniku u bilježnicu. Slijedi provjera tijekom koje učitelj pojašnjava što su to <i>relative clauses</i> i <i>relative pronouns</i> i kada i kako ih upotrebljavamo. Učitelj pritom koristi tekst u rubrici <i>Language spot</i>. Učenici zatim rješavaju 5. zadatak u radnoj bilježnici na 72. stranici. Slijedi provjera.</p>                                                                                                                                                                                                                                                                                                                                 |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Opis aktivnosti</b>  | 3. Učenici u skupinama odgovaraju na pitanja u 6. zadatku. Slijedi provjera.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Domaća zadaća

Učenik rješava 7. zadatak na 69. stranici u udžbeniku te 1., 2., 3. i 6. zadatak u radnoj bilježnici za domaću zadaću. Također, učitelj potiče učenike na čitanje dodatnog teksta na e-sferi u rubrici *Learn More (The most expensive painting in the world)*.

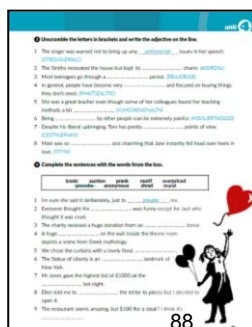
## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

### 2. Samovrednovanje

Učenici palčevima/bojama semafora signaliziraju razumijevanje zadatka kao povratnu informaciju učitelju.



## L3: Bristol's Upfest

**Lesson 3** I can use the present simple passive to express my opinion about street art.

**Focus on grammar**

# Bristol's Upfest

1 Is there a lot of graffiti in your town? What are the most common motifs?  
2 Use a dictionary to translate the words into Croatian.

vibrant \_\_\_\_\_ a brand \_\_\_\_\_  
to participate \_\_\_\_\_ canvas \_\_\_\_\_  
inequality \_\_\_\_\_ male-dominated \_\_\_\_\_  
vandalism \_\_\_\_\_ penalty \_\_\_\_\_  
scribbling \_\_\_\_\_ back alley \_\_\_\_\_

3 Upfest is one of the largest street festivals in Bristol. Listen to the interview with Sandra Dee and circle the correct answer.

1 Sandra Dee is...  
a) an artist.  
b) a festival volunteer.  
c) a festival visitor.

2 Upfest is short for...  
a) Urban Paint Festival.  
b) Underground Festival.  
c) Ultimate Paint Festival.

3 The festival was founded in...  
a) 2006.  
b) 2008.  
c) 2009.

4 The festival lasts for...  
a) two days.  
b) a week.  
c) two weeks.

5 Activists from Bristol Women's Voice have been complaining about...  
a) gender inequality.  
b) the food.  
c) the venues.

6 The difference between street and public art is in...  
a) colours.  
b) permission.  
c) popularity.

7 Sandra Dee loves graffiti because it is...  
a) full of life.  
b) rebellious.  
c) black and white.

**FUN FACT**  
Graffiti started in Philadelphia in the late 1960s. Originally, graffiti were mainly used to make mark gang territory, with little artistic value.

**unit 4**

1 Complete the sentences with the correct verb forms. Then listen to the interview again and check.

is held are reserved are painted is needed  
are approved is considered are placed  
are expected is known

1 Bristol's graffiti scene \_\_\_\_\_ around the world.  
2 The festival \_\_\_\_\_ on several locations.  
3 Over 400 artists from 70 countries \_\_\_\_\_ to participate.  
4 Boards and canvases \_\_\_\_\_ in more than 50 venues.  
5 Walls \_\_\_\_\_ for more prominent artists.  
6 Murals \_\_\_\_\_ usually \_\_\_\_\_ by men.  
7 Positive discrimination \_\_\_\_\_ sometimes \_\_\_\_\_.  
8 Graffiti \_\_\_\_\_ a form of vandalism.  
9 All venues \_\_\_\_\_ by the city authorities.

2 What are the possible subjects of the sentences in task 4? Put the sentences into active form.  
E.g. Volunteers place boards and canvases in more than 50 venues.

3 What do you think? Is graffiti art or an act of vandalism? Write a few arguments for and against graffiti. Use the ideas from the interview, too.

| Pros                          | Cons                             |
|-------------------------------|----------------------------------|
| It is beautiful works of art. | Some of them are just scribbles. |

4 Have a class debate on the topic: Is graffiti art or vandalism. Use the arguments in task 6.

**Language spot**

**Passive voice**  
Form: to be + past participle  
We use the passive voice when the subject is unknown or irrelevant. The object of the active sentence becomes the subject of the passive sentence.  
Active: They make best sandwiches here.  
Passive: Best sandwiches are made here.

**Present simple passive**  
Form: am/is/are + past participle  
E.g. The dishes are washed.  
Groceries are bought in supermarkets.

**Ishod lekcije:** učenik upotrebljava *present simple passive* u kontekstu.

**Jezični sadržaji:**

**Ključni vokabular:** vibrant, to participate, inequality, vandalism, scribbling, a brand, canvas, male-dominated, penalty, back alley

**Gramatika:** present simple passive

**Ishodi iz PKEJ:** A.8.1., A.8.3., A.8.5., B.8.4., C.8.1., C.8.5.

**Međupredmetne teme:** Osobni i socijalni razvoj (A 3.1., B 3.2., B 3.4.), Učiti kako učiti (A 3.1., A3.4., D.3.2.), Građanski odgoj i obrazovanje (A.3.5., C.3.3.)

**Dodatni digitalni sadržaji:** Learn More (Graffiti in Dubai)

## Plan sata 1/2

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje naučeno s novim sadržajima.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Opis aktivnosti</b>  | Na početku sata, učitelj provjerava domaću zadaću (7. zadatak na 69. stranici u udžbeniku). Zadatak je bio napisati najmanje pet pitanja koje bi učenici postavili Banksy-u kada bi imali priliku upoznati ga. Učitelj odabire jednog učenika da glumi Banksy-a, dok ostali učenici glume novinare i postavljaju mu pitanja. Učitelj može nakon nekoliko postavljenih pitanja izabrati drugog učenika da glumi Banksy-a i nastaviti s izmjenama sve dok učenici ne postave sva pitanja koja su napisali. Učitelj potiče učenike koji glume Banksy-a na improvizaciju prilikom odgovaranja na pitanja. |

## Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje teksta o festivalu ulične umjetnosti u Bristolu.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnosti prije slušanja</b></p> <ol style="list-style-type: none"> <li>1. Učenik odgovara na pitanja u 1. zadatku na 70. stranici u udžbeniku – <i>Are there a lot of graffiti in your town? What are the most common motifs?</i></li> <li>2. Učenik rješava 2. zadatak i prevodi riječi pomoću rječnika. Slijedi provjera.</li> </ol> <p><b>Aktivnosti za vrijeme slušanja</b></p> <ol style="list-style-type: none"> <li>1. Učenik sluša tekst o festivalu ulične umjetnosti u Bristolu i rješava 3. zadatak. Slijedi provjera.</li> <li>2. Učenik ponovno sluša tekst i dopunjava rečenice u 4. zadatku. Slijedi provjera.</li> </ol> <p><b>Aktivnosti nakon slušanja</b></p> <ol style="list-style-type: none"> <li>1. Učenik čita tekst u rubrici <i>Fun fact</i> o porijeklu i značenju grafita. Učitelj potiče daljnji razgovor pitanjima poput – <i>Would you like to visit Bristol's Upfest? What is your opinion about street art and graffiti? Are they art or an act of vandalism?</i></li> <li>2. Učenici rješavaju 6. zadatak u skupinama i pišu afirmacijske i negacijske argumente o grafitima. Učitelj potiče učenike da pritom upotrebljavaju tekst koji su slušali i Internet. Slijedi provjera.</li> </ol> |
| <b>Ishod aktivnosti</b> | Učenik sudjeluje u debati na temu grafita.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Opis aktivnosti</b>  | 3. Učitelj dijeli učenike u dvije skupine – afirmacijsku i negacijsku – i izabire troje učenika koji će imati ulogu sudaca u debati. Zadatak je skupine osmisлити uvodnu riječ, predstaviti tri argumenta te na kraju dati zaključak. Suprotna skupina može na argument odvratiti replikom. Učitelj izabire troje učenika koji će imati ulogu sudaca u debati te na kraju proglasiti pobjednika. Za vrijeme dok učenici u skupinama pripremaju argumente, učitelj objašnjava učenicima-sucima kriterije na temelju kojih će provesti vršnjačko vrednovanje debate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Zaključak

|                        |                                                                                                                                                      |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Opis aktivnosti</b> | 4. Učenici sudjeluju u debati. Na kraju izlaganja, učenici-suci proglašavaju pobjednika na temelju ranije utvrđenih kriterija i <i>check-liste</i> . |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|

## Domaća zadaća

Učenik rješava 1. zadatak na 73. stranici u radnoj bilježnici za domaću zadaću. Također, učitelj potiče učenike na čitanje dodatnog teksta na e-sferi u rubrici *Learn More (Graffiti in Dubai)*.

Primjer *check-liste* za vršnjačko vrednovanje debate.

| Use ✓ or X                                                    | Group 1 | Group 2 |
|---------------------------------------------------------------|---------|---------|
| 1. The opening statements are well-presented.                 |         |         |
| 2. The arguments are strong and well-written.                 |         |         |
| 3. The students speak loudly and with confidence.             |         |         |
| 4. The students reply to the arguments of the opposing group. |         |         |
| 5. The closing statements are convincing.                     |         |         |



## Plan sata 2/2

### Uvod/ Motivacija

|                  |                                                                                                     |
|------------------|-----------------------------------------------------------------------------------------------------|
| Ishod aktivnosti | Učenik povezuje naučeno s novim sadržajima.                                                         |
| Opis aktivnosti  | Na početku sata, učitelj provjerava domaću zadaću (1. zadatak na 73. stranici u radnoj bilježnici). |

### Glavni dio/ Obrada

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ishod aktivnosti | Učenik upotrebljava <i>present simple passive</i> u kontekstu.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Opis aktivnosti  | <p><b>Obrada gramatike</b></p> <p>Učenici promatraju istaknute strukture u 4. zadatku na 71. stranici u udžbeniku (<i>is held, are reserved, are painted, is needed...</i>). Učitelj pojašnjava kako je riječ o pasivnom načinu glagolskog vremena <i>the present simple</i>. Budući da se učenici nisu ranije susretali s pasivnim načinom, potrebno je objasniti razliku između aktiva i pasiva. Učitelj pritom koristi objašnjenja i primjere u rubrici <i>Language spot</i>. Učitelj zatim piše pravilo tvorbe pasivnog načina glagolskog vremena <i>the present simple</i> na ploču, a učenici u bilježnicu.</p> <p><b>Vježba gramatike</b></p> <p>1. Učenik rješava 5. zadatak na 71. stranici u udžbeniku i pretvara rečenice u 4. zadatku iz pasivnog u aktivno način. Učitelj pritom pomaže učenicima i piše odgovore na ploču, a učenici prepisuju u bilježnice.</p> |

### Zaključak

|                 |                                                                                                                              |
|-----------------|------------------------------------------------------------------------------------------------------------------------------|
| Opis aktivnosti | 2. Učenik rješava 2., 3. i 4. zadatak na 73. i 74. stranici u radnoj bilježnici za vježbu pasivnog načina. Slijedi provjera. |
|-----------------|------------------------------------------------------------------------------------------------------------------------------|

**Lesson 3: Bristol's Upfest**

1 Complete the text with the words from the box.

|             |                |          |        |                |       |
|-------------|----------------|----------|--------|----------------|-------|
| vibrant     | penalty        | street-  | venues | discrimination | brand |
| participate | male-dominated | canvases |        |                |       |

Bristol's Upfest is the largest street- festival in Europe. The city has really embraced its venues art scene and made it into a brand. The festival is held on several locations in Bristol, as well as at the popular Tobacco Factory where it all started in 2008. Every year, over 400 artists from more than 70 countries participate in a two-week painting event which culminates during the festival weekend. There are plenty of boards and canvases around the city, while walls are reserved for more prominent artists. Although there are more female graffiti artists now, it's still a male-dominated scene. Therefore, positive discrimination is sometimes needed to let the female voice be heard. Graffiti painted without permission are considered a form of discrimination and if caught, the artist could be charged with £5000 penalty. Therefore, all the festival venues had to be approved by the city authorities to avoid problems.

2 Complete the text with the present simple passive form of the verbs in brackets.

Bristol is the largest city in the south west of England. It is located 120 miles west of London. The city is situated on the River Frome and the River Avon. It is a lively multicultural city where at least 90 languages are spoken. According to some studies, it is considered the kindest and environmentally friendliest city in the UK. Therefore, bikes are ridden all around the city. Bristol is known for Bristol's Upfest, but also for the Bristol International Balloon Fiesta, Europe's largest annual meeting of hot air balloons. The festival is visited by thousands of people every year. During the festival, camping is allowed on the premises of Ashton Court Mansion and highly is encouraged. Balloons are flown from dusk till dawn, but the major event, called The Night Glows, happens at night when balloons are lit at the same time to accompany the music.



3 Present simple active or passive? Circle the correct form.

How are hot air balloons made?

A modern hot air balloon doesn't come / isn't come from an assembly line like a car, but it constructs / is constructed carefully by skilled craftspeople. Every hot air balloon consists / is consisted of an envelope, a burner and a basket. The envelope makes / is made from the material that is both lightweight and strong, such as nylon. The nylon cuts / is cut into panels and it sews / is sewn together. The top of the envelope has / is had a vent that lets / is let the air escape to make the balloon descend. The basket needs / is needed to be strong to hold both the passengers and the pilot. Their size depends / is depended on the number of passengers it will carry. They make / are made from willow cane or some modern synthetic materials. The burner powers / is powered by propane gas. It heats / is heated the air inside the balloon so that it could rise. Most balloons use / are used one burner, but sometimes, two or more burners use / are used to vary the intensity of heat.

4 Rewrite the sentences in the passive voice.

- People buy vegetables at farmers' market.  
Vegetables are bought at farmers' market.
- Scientists test new theories in laboratories.  
.....
- Companies use robots to speed up production.  
.....
- We use fridges to keep our food fresh.  
.....
- People in South America grow cocoa beans.  
.....
- We use the internet to find useful information.  
.....
- People wear warm clothes in winter.  
.....

74



## Formativno vrednovanje

### 1. Vrednovanje za učenje

Učitelj provjerava ostvarenost ishoda putem izlazne kartice.

### 2. Vršnjačko vrednovanje

Učenici vrednuju uspješnost izlaganja drugih učenika uz pomoć *check-liste*.

Primjer izlazne kartice:

**Rewrite the sentences in the passive voice.**

1 Me and my sisters always set the table.

2 People wear sandals in summer.

3 Teachers don't test students every day.

4 People buy sausages and meat at butcher's.

## L4: The colourful history of paint

**Lesson 4** I can use the past simple passive to talk about the history of paint. Focus on grammar

### The colourful history of paint

**1 What is your favourite colour? Which shade?**  
E.g. My favourite colour is mint green.

**2 What do you get by mixing...**  
...yellow and blue? ...red and blue? ...yellow and red?

**3 Before synthetic colours were produced, painters had to be creative and use pigments they could find in nature. What natural pigments did they use to produce paint? Read the text and circle the correct words.**

horse manure banana lead arsenic salt vinegar nails cow's urine  
mango blood flowers copper hair gold wine gemstones iron-rich soil  
snakes bugs bones meat

**Red pigment** is probably the oldest one. It was found in prehistoric cave paintings. The ancient pigment was made from iron-rich soil which gave ochre shade. In the 16th century, a new source of red pigment was discovered in the New World where a small insect called cochineal was used to produce a much more vibrant red pigment. European painters like Rembrandt and Rubens started using 'Cochineal Red' to increase the intensity of ochre paint.

For centuries, **blue pigment** was the most expensive of all. It was produced from a gemstone called lapis lazuli that could only be found in the mountains of Afghanistan. This shade of blue was called 'Ultramarine Blue' and it can be seen in Egyptian artworks, Iranian Qur'ans and European religious paintings. The price of lapis lazuli was equal to the price of gold so only the richest people could afford it.

Two shades of **yellow pigment** were used in the past. 'Indian Yellow', which was produced from the urine of cows that only ate mango leaves and 'Chrome Yellow', a lead-based colour known to cause delirium. 'Chrome Yellow' was used by the famous Dutch painter Vincent van Gogh. 'Indian Yellow' and 'Chrome Yellow' were both banned, the first for animal cruelty and the second one for its poisonous effects.

**Green pigments** were the most poisonous in history. 'Scheele's Green' was produced by a Swedish chemist, Carl Wilhelm Scheele. It was an arsenic based colour, so it was dangerous to both painters and owners. Some historians believe that Napoleon Bonaparte's death was caused by wallpaper in 'Scheele's Green'. In the 19th century 'Scheele's Green' was replaced by 'Paris Green', a similar mixture of arsenic and copper, which was also toxic and even used as an insecticide. Both shades were banned in the 20th century for obvious reasons.

**unit 4**

**Black pigment** was produced by burning animal bones in air-free chambers. Therefore, the pigment was called 'Bone Black'. Black colour wasn't really interesting to painters until the 20th century when American artists like Frank Stella started to create monochromatic black paintings.

'Lead White' was the name of the colour used to depict light in old paintings. The pigment was produced by layering cow and horse manure over a layer of lead and vinegar. After three months in a sealed room these materials would combine to produce flakes of pure white. Even though lead was identified as poisonous in the late 19th century, 'Lead White' wasn't completely banned until the late 20th century.

**4 Read the text again and make 10 true sentences.**

|                                     |         |          |
|-------------------------------------|---------|----------|
| Red pigment                         | was     | made     |
| Blue pigment                        | were    | used     |
| 'Indian Yellow' and 'Chrome Yellow' | wasn't  | produced |
| Green pigments                      | were    | named    |
| 'Scheele's Green'                   | weren't | found    |
| Black pigment                       |         | called   |
| 'Lead White'                        |         | banned   |
|                                     |         | replaced |

Scheele's Green and Paris Green, by burning animal bones, in prehistoric cave paintings, in religious paintings, from horse manure, vinegar and lead. Ultramarine Blue, from the urine of cows and lead, respectively, for animal cruelty and poisonous effects, from iron-rich soil and cochineal insects, in the 20th century, from a gemstone called lapis lazuli, by Paris Green in the 19th century, to depict light in paintings, from a mixture of arsenic and heavy metals, after a Swedish chemist.

**5 Answer the questions.**  
1 How do we know that red was the oldest pigment?  
2 Why was lapis lazuli so expensive?  
3 Where was Vincent van Gogh from?  
4 Is it possible that Napoleon's death was caused by paint?  
5 What are monochromatic paintings?  
6 Which pigment production was the most disgusting? Why?

**6 Write 5 questions and make sure that answers can be found in the text. Use the questions to play a class quiz. You can use the questions from task 5, too.**  
E.g. What was red pigment made of?  
Who was 'Scheele's Green' produced by?

**7 Which famous painters are mentioned in the text? Go online and find examples of their masterpieces. Write one sentence about each.**

**Language spot**  
Past simple passive  
Form: was/were + past participle  
E.g. My house was robbed last night.  
The robbers were caught by the police.

**Ishod lekcije:** učenik upotrebljava *past simple passive* u kontekstu..

**Jezični sadržaji:**

**Ključni vokabular:** horse manure, lead, arsenic, salt, vinegar, copper, a gemstone, pigment, vibrant, intensity, monochromatic

**Gramatika:** past simple passive

**Ishodi iz PKEJ:** A.8.1., A.8.4., A.8.5., B.8.2., C.8.1., C.8.2.

**Međupredmetne teme:** Osobni i socijalni razvoj (B 3.4.), Učiti kako učiti (A 3.1., A 3.2.), Uporaba IKT (A 3.1., A 3.2.)

**Dodatni digitalni sadržaji:** Learn More (Amazing colours)

## Plan sata 1/2

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje naučeno s novim sadržajima.                                                                                                                                                                                                                                                                                                         |
| <b>Opis aktivnosti</b>  | Na početku sata, učenici razgovaraju o bojama i odgovaraju na pitanja u 1. zadatku na 72. stranici u udžbeniku – <i>What is your favourite colour? Which shade?</i> Učenici istražuju nijanse boja na Internetu kako bi saznali naziv omiljene nijanse ( <i>mint, magenta, azure...</i> ). Učenici zatim usmeno odgovaraju na pitanja u 2. zadatku. |

### Glavni dio/ Obrada

|                         |                                                                                                                         |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje teksta o povijesti pigmenta.                                                              |
| <b>Opis aktivnosti</b>  | <b>Aktivnost prije čitanja</b><br>Učenici čitaju uputu u 3. zadatku i zapisuju u bilježnicu one riječi i izraze za koje |

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <p>nisu sigurni što znače. Učenici prevode nepoznate riječi na hrvatski jezik uz pomoć rječnika. Slijedi provjera.</p> <p><b>Aktivnosti za vrijeme čitanja</b></p> <p>1. Učenik čita tekst o povijesti različitih pigmenata te označava riječi u 3. zadatku. Cilj zadatka je označiti prirodne pigmente korištene u proizvodnji boja kroz povijest. Slijedi provjera tijekom koje učenici komentiraju jesu li se iznenadili nakon što su saznali određene informacije.</p> <p>2. Učenik ponovno čita tekst i zapisuje 10 točnih rečenica u bilježnicu prema uputi u 4. zadatku. Slijedi provjera.</p> <p>3. Učenik ponovno čita tekst i odgovara na pitanja u 5. zadatku. Slijedi provjera.</p> |
| <b>Ishod aktivnosti</b> | Učenik sudjeluje u kvizu znanja.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnosti nakon čitanja</b></p> <p>1. Učenik rješava 5. zadatak i sastavlja 5 pitanja kojima se odgovor može naći u tekstu. Učenik piše pitanja na papir i predaje učitelju.</p> <p>2. Učenici se u skupinama pripremaju za kviz znanja tako da je svaki učenik skoncentriran samo na dio teksta. Za to vrijeme, učitelj odabire pitanja za kviz.</p>                                                                                                                                                                                                                                                                                                                                    |

## Zaključak

|                        |                                                                                                                                                                                                                                                                                                           |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Opis aktivnosti</b> | 3. Učenici u skupinama igraju kviz znanja o povijesti boje i pigmenata. Za vrijeme trajanja kviza, učenici ne mogu gledati u tekst. Učitelj postavlja svakoj skupini pojedinačno pitanje, ali ako ne znaju odgovor, sljedeća skupina može preoteti bod. Pobjednik je ona skupina koja ima najviše bodova. |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Domaća zadaća

Učenik rješava 1. i 2. zadatak na 75. stranici u radnoj bilježnici za domaću zadaću. Također, učitelj potiče učenike na čitanje dodatnog teksta na e-sferi u rubrici *Learn More (Amazing colours)*.

unit 4

### Lesson 4: The colourful history of paint

● Sort out the shades into the table.

|          |         |          |          |        |
|----------|---------|----------|----------|--------|
| emerald  | crimson | midnight | eggshell | corn   |
| derim    | ivory   | ruby     | gold     | navy   |
| lavender | onyx    | plum     | shamrock | cotton |
|          | magenta | brick    | raven    | honey  |
|          |         |          |          | azure  |

| Yellow | Green   | Red | Blue | Purple | White | Black |
|--------|---------|-----|------|--------|-------|-------|
|        | emerald |     |      |        |       |       |
|        |         |     |      |        |       |       |
|        |         |     |      |        |       |       |

● Circle the correct answer.

- What is the oldest pigment?  
a) Red.                      b) Blue.                      c) Yellow.
- What was 'Cochineal Red' made from?  
a) A snake.                      b) A lizard.                      c) A small insect.
- What is lapis lazuli?  
a) A tree.                      b) A gemstone.                      c) A type of glass.
- What was 'Chrome Yellow' made from?  
a) Cow's urine.                      b) Lead.                      c) Copper.
- Which pigment was the most poisonous in history?  
a) Yellow.                      c) White.                      d) Green.
- Who was 'Scheele's Green' named after?  
a) A Dutch painter.                      b) A Swedish chemist.                      c) A Swiss artist.
- When was 'Scheele's Green' replaced by?  
a) 'Paris Green'.                      b) 'London Green'.                      c) 'Berlin Green'.
- Which single colour did the American artist Frank Stella use in his paintings?  
a) Yellow.                      b) Green.                      c) Black.
- What did white colour depict in old paintings?  
a) Light.                      b) Snow.                      c) Water.

## Plan sata 2/2

| Uvod/ Motivacija   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ishod aktivnosti   | Učenik povezuje naučeno s novim sadržajima.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Opis aktivnosti    | Na početku sata, učitelj provjerava domaću zadaću (1. i 2. zadatak na 75. stranici u radnoj bilježnici). Učenici zatim rješavaju 7. zadatak na 73. stranici u udžbeniku i na Internetu pronalaze poznata djela slikara koji se spominju u tekstu (Rembrandt, Rubens, Vincent van Gogh i Frank Stella). Učenici zatim odabiru sliku koja im se najviše sviđa i objašnjavaju zašto.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Glavni dio/ Obrada |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Ishod aktivnosti   | Učenik upotrebljava <i>past simple passive</i> u kontekstu.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Opis aktivnosti    | <p><b>Obrada gramatike</b></p> <p>Učitelj upućuje učenike na podebljanu strukturu u 4. zadatku na 73. stranici u udžbeniku <i>was made, was used, were produced...</i>). Učitelj pojašnjava da je riječ o pasivnom načinu glagolskog vremena <i>the past simple</i>. Učitelj pritom koristi objašnjenja i primjere u rubrici <i>Language spot</i>. Učitelj zatim piše pravilo tvorbe pasivnog načina glagolskog vremena <i>the past simple</i> na ploču, a učenici u bilježnicu.</p> <p><b>Vježba gramatike</b></p> <p>1. Učenik povezuje rečenice u 3. zadatku na 76. stranici u radnoj bilježnici. Učenik pritom može koristiti Internet kako bi provjerio točnost informacija. Slijedi provjera.</p> <p>2. Učenik rješava 4., 5. i 6. zadatak na 76. stranici u radnoj bilježnici za vježbu pasivnog načina glagolskog vremena <i>the past simple</i>. Slijedi provjera.</p> |
| Zaključak          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Opis aktivnosti    | 3. Učenik rješava 7. zadatak u radnoj bilježnici koristeći Internet. Tijekom provjere učenik upotrebljava pasivni način ( <i>Yellow Submarine was sung by the Beatles.</i> ).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj provjerava ostvarenost ishoda pomoću izlazne kartice.

### 2. Samovrednovanje

Učenici palčevima/bojama semafora signaliziraju razumijevanje zadatka kao povratnu informaciju učitelju.

Primjer izlazne kartice:

### Rewrite the sentences in the passive voice.

- 1 We didn't make our beds.
- 2 A thief stole my camera while I was on holiday.
- 3 William Shakespeare wrote *Romeo and Juliet*.
- 4 They built the house in the 19th century.

**4 Make true sentences.**

|                                                         |         |            |                            |
|---------------------------------------------------------|---------|------------|----------------------------|
| Harry Potter books                                      | was     | composed   | by J. Watson and F. Crick. |
| Famous operas, <i>Aida</i> and <i>Nabucco</i>           | were    | sung       | by Carl Benz.              |
| Songs like <i>Yesterday</i> and <i>Yellow Submarine</i> | weren't | created    | by J.K. Rowling.           |
| The Mona Lisa and <i>The Last Supper</i>                |         | discovered | by Leonardo da Vinci.      |
| The famous statue of David                              |         | directed   | by the Beatles.            |
| The molecular structure of DNA                          |         | invented   | by Jörn Utzon.             |
| The first automobile                                    |         | written    | by Bradley Cooper.         |
| The Sydney Opera House                                  |         | designed   | by Giuseppe Verdi.         |
| Hit film <i>A Star Is Born</i>                          |         |            | by Michelangelo.           |

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

**4 Complete the text with the past simple passive form of the verbs in brackets.**

*A Star Is Born* is a remake of a musical romantic drama from 1937. It **was directed** (direct) by Bradley Cooper, with Bradley Cooper and Lady Gaga in the main roles. The script **was written** (write) by Bradley Cooper, Eric Roth and Will Fetters. The writers claimed the film **was based** (base) on a true story, even though there were some real-life inspirations. The movie **was first shown** (first show) at the 75th Venice International Film Festival in 2018 and it became a hit instantly. The lead single *Shallow*, which **was performed** (perform) by Cooper and Gaga, **was released** (release) on 27 September 2018. While both the film and its soundtrack **was praised** (praise) by the audience, some movie critics said they **weren't convinced** (convince) by Lady Gaga's performance. Even so, the film **was nominated** (nominate) for many awards, including the Academy Awards and Grammy Awards.



**unit 4**

**4 Past simple active or passive? Circle the correct answer.**

Carl Benz was a German engineer who **lived / was lived** in Mannheim, Germany with his wife Bertha and their five children. His lifelong dream **was / was been** to design a horseless carriage. For that purpose, he **used / was used** wire wheels and a four-stroke engine of his own design. His creation **finish / was finished** in 1885. It **named / was named** 'Benz Patent Motorwagen'. The Motorwagen **patented / was patented** on 29 January 1886 as DRP-37435 - 'automobile fuelled by gas'. The first successful tests on public roads **carried out / were carried out** in the early summer of 1886. Next year, Benz **created / was created** the Motorwagen Model 2, which had several modifications, and in 1889, the definitive Model 3. His Model 3 **used / was used** on the world's first long-distance automobile trip that **undertook / was undertaken** by his wife, Bertha Benz. The trip **happened / was happened** on the morning of 5 August 1888, supposedly without the knowledge of Carl Benz. Bertha **took / was taken** the vehicle on a 104 km trip from Mannheim to Pforzheim to visit her mother. Along the way, she **repaired / was repaired** various technical and mechanical problems and **completed / was completed** her trip successfully. After the trip she **suggested / was suggested** the addition of a third gear for climbing hills. Also, thanks to her, brake pads **invented / were invented**.

**4 Choose the correct answer.**

1 John Lennon ..... by a deranged fan in front of his New York apartment in 1980.  
a) shoots b) is shot c) shot d) was shot

2 California ..... for great fires and earthquakes.  
a) knows b) is known c) knew d) was known

3 The Moon ..... around Earth.  
a) goes b) is gone c) went d) was gone

4 Emma's grand grandfather ..... in World War II.  
a) fights b) is fought c) fought d) was fought

5 Sushi ..... with soy sauce, some wasabi, and pickled ginger.  
a) usually eats b) is usually eaten c) usually ate d) was usually eaten



6 Time ..... quickly when you're in good company.  
a) passes b) is passed c) passed d) was passed

7 The printing press ..... by Johannes Gutenberg around 1440.  
a) invents b) is invented c) invented d) was invented

8 Henry ..... his wife 9 years ago.  
a) meets b) is met c) met d) was met

**Problem task**

**4 Go online and find out which colours are mentioned in these song titles.**

|                                           |             |
|-------------------------------------------|-------------|
| • Submarine, by the Beatles               | Green (2x)  |
| • Eyed Girl, by Van Morrison              | White (2x)  |
| • Goodbye ..... Brick Road, by Elton John | Purple      |
| • ..... Ghost of Home, by Tom Jones       | Black (2x)  |
| • Rain, by Prince                         | Yellow (3x) |
| • Fields of ..... by Sting                | Orange      |
| • Flag, by Dido                           | Red         |
| • Back to ..... by Amy Winehouse          | Gold        |
| • Paint it ..... by the Rolling Stones    | Blue        |
| • ..... Crush, by R&B                     | Brown       |
| • Right Hand, by Nick Cave                |             |
| • That ..... by Madonna                   |             |
| • ..... by Coldplay                       |             |
| • Wedding, by Billy Idol                  |             |







## L5: Two masterpieces

**Lesson 5** I can describe a masterpiece. Focus on skills

### Two masterpieces

1 What is a masterpiece? Explain it in your own words or give a few examples.  
2 Complete the descriptions with the words below.  
shades painted steel created location calm modern writers colours shape

**Café Terrace at Night**  
Café Terrace at Night was \_\_\_\_\_ by a famous Dutch painter Vincent van Gogh in 1888. The painting is held in The Kröller-Müller Museum in Otterlo, the Netherlands. It captures an evening scene at a small French café in Arles. The \_\_\_\_\_ are bright and shiny and there is a strong contrast between dark blue and yellow. \_\_\_\_\_ We can see a waiter serving his customers while some people are walking by. What I find interesting is that the café from the painting actually exists, and that Vincent van Gogh used to visit it a lot. He painted the picture on the spot, even though there wasn't much light coming from streetlamps. The atmosphere of the painting is great and it makes me feel relaxed and \_\_\_\_\_ like I'm on holiday. I chose this artwork because I love Van Gogh's style and his colour palette. It still feels very \_\_\_\_\_ though it was painted a long time ago. I think it's perfect and I wouldn't change anything about it.

**Head of Franz Kafka**  
Head of Franz Kafka was \_\_\_\_\_ by a famous Czech artist David Černý. The sculpture was installed in 2014 in front of a busy shopping centre in Prague. It depicts the head of one of the greatest Czech \_\_\_\_\_ Franz Kafka. The statue consists of 42 layers of stainless \_\_\_\_\_ and weighs around 45 tons. I find it interesting because it's kinetic, which means it is constantly moving and changing its \_\_\_\_\_. The statue is majestic and very dramatic. The movements create amazing effects and I like how modern and different it is. It also makes me want to learn more about Franz Kafka. He must have been a great writer to receive such an incredible tribute. If I had to change anything, it would probably be the \_\_\_\_\_. I think it would be better if there was more open space around it.

**Unit 4**

1 Work in pairs. Choose one of the masterpieces and ask each other the following questions.  
1 What is the title of the artwork in question?  
2 Who was it created by and when?  
3 Is it public art or is it held in a museum?  
5 What does it depict? Describe it in a few sentences.  
6 What is interesting about it?  
7 How does it make you feel?  
8 Why do you like it?  
9 If you could change anything about it, what would it be?

Van Gogh Café in Arles, France

Write a short description of a masterpiece using the questions in task 3. Choose a sculpture or a painting you like or use one of the suggestions.

CONVERGENCE by JACKSON POLLOCK

THE THINKER by AUGUSTE RODIN

THE PERSISTENCE OF MEMORY by SALVADOR DALI

**Ishod lekcije:** učenik piše opis umjetničkog djela.

**Jezični sadržaji:**

**Ključni vokabular:** *shade, shape, contrast, sculpture, a watercolour painting, an oil painting, a drawing, a pastel portrait*

**Gramatika:** *present simple and past simple passive*

**Ishodi iz PKEJ:** A.8.1., A.8.6., C.8.3., C.8.4.

**Međupredmetne teme:** Osobni i socijalni razvoj (A 3.1.), Učiti kako učiti (A 3.3., C 3.3.), Uporaba IKT (A 3.1., A 3.2.)

**Dodatni digitalni sadržaji:** *Learn More (Petra)*

## Plan sata

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje naučeno s novim sadržajima.                                                                                                                                                                                                                                                                                                                                     |
| <b>Opis aktivnosti</b>  | Na početku sata, učenici otvaraju radne bilježnice na 79. stranici i rješavaju 1. zadatak. Slijedi provjera tijekom koje učenici čitaju naglas kratki opis umjetničkog djela. Učenici zatim ponavljaju nazive za različita umjetnička djela ( <i>a watercolour painting, a sculpture, an oil painting, a pastel painting, a fresco, a pencil drawing, a digital painting</i> ). |

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                                             |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje opisa umjetničkog djela.                                                                                                                                                                                                                                                                      |
| <b>Opis aktivnosti</b>  | <b>Aktivnost prije čitanja</b><br>Učenici odgovaraju na pitanje u 1. zadatku na 74. stranici u udžbeniku – <i>What is a masterpiece?</i> – i daju primjere poznatih remek-djela umjetnosti. Učitelj podsjeća učenike da su u prethodnoj lekciji istraživali velike slikare i njihova djela te da mogu navesti neke od njih. |

|                         |                                                                                                                                                                                                                                                                                                                          |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <b>Aktivnosti za vrijeme čitanja</b><br>1. Učenik čita opise dvaju remek-djela na 74. stranici i popunjava praznine ponuđenim riječima u 2. zadatku. Slijedi provjera.<br>2. Učenik ponovno čita tekst i u paru odgovara na pitanja u 3. zadatku prema uputama. Svaki učenik odgovara na pitanja za jedan tekst.         |
| <b>Ishod aktivnosti</b> | Učenik piše opis umjetničkog djela.                                                                                                                                                                                                                                                                                      |
| <b>Opis aktivnosti</b>  | <b>Aktivnosti nakon čitanja</b><br>1. Učenik rješava 4. zadatak i piše opis umjetničkog djela po izboru. Učenik može izabrati jedno od remek-djela na 75. stranici ili izabrati djelo po vlastitom izboru. Učenik piše opis vođeno i pritom koristi pitanja u 3. zadatku, a potrebne informacije pronalazi na Internetu. |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                                                                                          |
| <b>Opis aktivnosti</b>  | 2. Učenici formativno vrednuju opis drugog učenika i označavaju greške ili daju primjedbe. Učitelj nadzire proces formativnog vrednovanja i također daje povratnu informaciju učeniku.                                                                                                                                   |

### Domaća zadaća

Učenik rješava 2. zadatak na 80. stranici u radnoj bilježnici za domaću zadaću. Također, učitelj potiče učenike na čitanje dodatnog teksta na e-sferi u rubrici *Learn More (Petra)*.

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj formativno vrednuje pisani uradak pomoću analitičke rubrike.

### 2. Vršnjačko vrednovanje

Učenici vrednuju pisani uradak drugog učenika pomoću analitičke rubrike.

Primjer analitičke rubrike za vrednovanje pisanja:

| Razine ostvarenosti kriterija                                                                                                                                                                             |                                                                                                                                  |                                                                                                          |                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Sastavnice                                                                                                                                                                                                | potpuno                                                                                                                          | djelomično                                                                                               | potrebno doraditi                                                                                         |
|                                                                                                                                                                                                           | 3                                                                                                                                | 2                                                                                                        | 1                                                                                                         |
| <b>izvršenost zadatka</b>                                                                                                                                                                                 | Učenik je u potpunosti izvršio zadatak i ponudio sve potrebne informacije o umjetničkom djelu.                                   | Učenik je uglavnom izvršio zadatak, ali jedan ili više podataka nedostaje.                               | Učenik je samo djelomično izvršio zadatak budući da pola informacija nedostaje.                           |
| <b>gramatika i pravopis</b>                                                                                                                                                                               | Učenik se gotovo uvijek gramatički točno izražava i pravilno upotrebljava pasivni način. Pravopis riječi gotovo je uvijek točan. | Učenik katkad pogriješi u glagolskom vremenu ili pravopisu, ali pogreške ne ometaju razumijevanje.       | Učenik ne upotrebljava pasivni način točno, a pravopisne pogreške često ometaju razumijevanje.            |
| <b>vokabular</b>                                                                                                                                                                                          | Uz ciljani, učenik se koristi širokim rasponom vokabulara uz manje pogreške koje ne ometaju razumijevanje.                       | Koristi se samo ciljanim vokabularom uz povremene pogreške u upotrebi koje katkad ometaju razumijevanje. | Koristi se samo jednostavnim vokabularom uz česte pogreške u upotrebi koje ponekad ometaju razumijevanje. |
| <b>Napomena:</b> Ako sastavnica nije ostvarena ni na najnižoj očekivanoj razini ili ne postoji, tada se za nju dodjeljuje 0 bodova. Ova se rubrika može rabiti i za sumativno vrednovanje sličnog zadatka |                                                                                                                                  |                                                                                                          |                                                                                                           |

## L6: Project 4: The most instagrammable places in my town

**Lesson 6** I can deliver a presentation about my town.

**Project 4: The most instagrammable places in my town**

1 Do you like taking photos? Do you use some tricks or filters to improve your photos? Do you publish them on social media?

2 Kylie has made a presentation about 10 most Instagrammable places in her city. Look at the photos. Where is Kylie from?

3 Listen to Kylie's presentation and put the slides in the correct order from 1 to 10.

**Unit 4**

4 Listen to the text again. Are the sentences true or false? Write T (true) or F (false).

- Nathan Phillips Square is famous for street art. ....
- The sculptures of hockey players in front of the Hockey Hall of Fame are made of bronze. ....
- The old Gooderham Building is tall and narrow. ....
- There is plenty of natural light at the subway station. ....
- The Monument to Multiculturalism was created by Francesco Perilli. ....
- Kensington Market is the artsy part of Toronto. ....
- Kylie didn't like any of the murals or graffiti in Kensington Market. ....
- Taking a photo at the King and Spadina underpass is dangerous because of the traffic. ....
- Kylie suggests taking a selfie next to the Love Locks with a friend. ....
- Yarn bombing involves dressing street objects or trees in colourful wool. ....

5 Do you like Kylie's suggestions? Which locations would you choose for your Instagram story from Toronto?

6 Make a presentation about 10 most Instagrammable places in your town. Choose five examples of public art (sculptures, buildings, fountains) and five examples of street art and take photos of these locations. Decide if you want to be in the photos or not. Describe the locations to your friends in class.

**Ishod lekcije:** učenik u govoru opisuje najljepša mjesta za fotografiranje u svom gradu.

**Jezični sadržaji:**

**Ključni vokabular:** *street art, public art, a mural, an arch, a photoshoot location, an underpass, yarn bombing*

**Gramatika:** *present simple and past simple passive*

**Ishodi iz PKEJ:** A.8.1., A.8.2., A.8.3., B.8.2., B.8.3., C.8.4.

**Međupredmetne teme:** Osobni i socijalni razvoj (A 3.1., C 3.4.), Učiti kako učiti (A 3.1., A 3.3.), Uporaba IKT (A.3.1., A 3.2., D.3.1.)

## Plan sata 1/2

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                 |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje poznato s novim sadržajima.                                                                                                                                                                                     |
| <b>Opis aktivnosti</b>  | Učenici otvaraju udžbenik na 76. stranici i kroz razgovor odgovaraju na pitanja u 1. zadatku – <i>Do you like taking photos? Do you use some tricks or filters to improve your photos? Do you publish them on social media?</i> |

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje teksta o najboljim mjestima za fotografiranje u Torontu.                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnost prije slušanja</b></p> <p>Učenik promatra fotografije i odgovara na pitanje u 2. zadatku – <i>Where is Kylie from?</i></p> <p><b>Aktivnosti za vrijeme slušanja</b></p> <ol style="list-style-type: none"> <li>Učenik sluša tekst i rješava 3. zadatak te označava slike pravilnim redoslijedom brojevima od 1 do 10. Slijedi provjera.</li> <li>Učenik ponovno sluša tekst i rješava 4. zadatak (točno/netočno). Slijedi provjera.</li> </ol> |

|                         |                                                                                                                                                                                                                                                                                                           |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <b>Aktivnosti nakon slušanja</b><br>1. Učenik odgovara na pitanja u 5. zadatku u paru. Slijedi provjera.                                                                                                                                                                                                  |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                                                                           |
| <b>Ishod aktivnosti</b> | Učenik izrađuje prezentaciju o najboljim mjestima za fotografiranje u svom gradu.                                                                                                                                                                                                                         |
| <b>Opis aktivnosti</b>  | 2. Učenik planira izradu prezentacije o najboljim mjestima za fotografiranje u svom gradu prema uputama u 6. zadatku. Učitelj napominje da prezentacija mora sadržavati pet primjera javne i pet primjera ulične umjetnosti. Učenik treba sam uslikati lokacije i opisati ih ostalim učenicima u razredu. |

## Plan sata 2/2

|                           |                                                                                                                                                                                  |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Uvod/ Motivacija</b>   |                                                                                                                                                                                  |
| <b>Ishod aktivnosti</b>   | Učenik u govoru opisuje najljepša mjesta za fotografiranje u svom gradu.                                                                                                         |
| <b>Opis aktivnosti</b>    | 1. Na početku sata, učenici u parovima izlažu svoje prezentacije. Učenici formativno vrednuju prezentaciju drugog učenika i daju savjete kako poboljšati prezentaciju ili govor. |
| <b>Glavni dio/ Obrada</b> |                                                                                                                                                                                  |
| <b>Opis aktivnosti</b>    | 2. Učenici izlažu svoje prezentacije pred razredom. Učitelj i učenici formativno vrednuju prezentaciju.                                                                          |
| <b>Zaključak</b>          |                                                                                                                                                                                  |
| <b>Opis aktivnosti</b>    | Ukoliko ostane vremena na kraju sata učenici rješavaju 1. i 2. zadatak na 81. i 82. stranici u radnoj bilježnici.                                                                |

## Formativno vrednovanje

### Vrednovanje za učenje i vršnjačko vrednovanje

Učitelj i učenici formativno vrednuju govor učenika pomoću analitičke rubrike.

Primjer rubrike za vrednovanje govorenja.

| Razine ostvarenosti kriterija                                                                                                                                                                              |                                                                                                  |                                                                    |                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|
| Sastavnice                                                                                                                                                                                                 | potpuno                                                                                          | djelomično                                                         | potrebno doraditi                                                  |
|                                                                                                                                                                                                            | 3                                                                                                | 2                                                                  | 1                                                                  |
| <b>izvršenost zadatka</b>                                                                                                                                                                                  | Prezentacija sadrži sve zadane sastavnice (pet primjera javne i pet primjera ulične umjetnosti). | Prezentacija uglavnom sadrži sve zadane sastavnice.                | Prezentacija nije u skladu sa zadanim sastavnicama.                |
| <b>izgovor i intonacija</b>                                                                                                                                                                                | Uglavnom ne griješi u izgovoru i intonaciji.                                                     | Često griješi u izgovoru, ali pogreške ne ometaju razumijevanje.   | Često griješi u izgovoru, a pogreške ometaju razumijevanje.        |
| <b>vokabular</b>                                                                                                                                                                                           | Uz ciljani učenik se koristi širokim rasponom vokabulara.                                        | Učenik se koristi samo ciljanim vokabularom uz povremene pogreške. | Učenik se koristi samo jednostavnim vokabularom uz česte pogreške. |
| <b>Napomena:</b> Ako sastavnica nije ostvarena ni na najnižoj očekivanoj razini ili ne postoji, tada se za nju dodjeljuje 0 bodova. Ova se rubrika može rabiti i za sumativno vrednovanje sličnog zadatka. |                                                                                                  |                                                                    |                                                                    |



## Culture spot 4: The colours of Canada

**culture spot 4**

I can compare seasons in Canada and Croatia.  
Beyond language

### The colours of CANADA

**Read the text. Which season would you choose to visit Canada?**

**Winter**  
Whoever gave Canada the nickname Great White North was not mistaken. It is 'Great' because it's the second largest country in the world. It is 'White' because of the frozen Arctic tundra and the amount of snow in the country. Winter weather starts in November and lasts until April during which the temperatures stay below zero and it's freezing cold. On the plus side, Christmases in Canada are always white. Snowboarding, skating, skiing, and ice hockey are very popular. Also, there are many winter festivals where you can see amazing ice sculptures. In the northern parts of Canada, cold winter nights are sometimes coloured by a special natural light show called aurora borealis.



**Spring**  
In spring, the snow melts and gives way to colourful flowers. There are many flower festivals in Canada but the biggest one is the Canadian Tulip Festival in Ottawa. During the festival, large displays of tulips are planted throughout the city. The festival attracts more than 650 thousand visitors. It feels wonderful to feast your eyes on bright yellows, reds, pinks and purples after gloomy and grey winter. The festival has an interesting history. In 1945 the Dutch royal family sent 100,000 tulip bulbs to Ottawa in gratitude for offering hospitality to princess Juliana during the Nazi occupation of the Netherlands. They continued sending 10,000 bulbs each year and in 1953 the festival was started.



**unit 4**



**FUN FACT**  
More than half of the lakes in the world are located in Canada. The country has more than 3 million lakes including two of ten biggest lakes in the world: Great Bear Lake and Great Slave Lake.

**Summer**  
Summertime in Canada is perfect for canoeing or kayaking. Blue mountain lakes and gentle rivers attract a lot of visitors who want to get away from crowded cities. Summers in Canada are not too hot. The temperatures range from 20 to 27 degrees Celsius which is perfect for hiking or camping in nature. Another way to relax and unwind from stressful city life is to visit national parks like Banff, or Jasper. Canada has 48 national parks which are famous for their beauty and unique wildlife. National parks also protect important land and marine habitats, geographical features and sites of cultural significance.

**Autumn**  
Another word for autumn in Canada is fall. Fall is a wonderful time of the year when trees begin their transformation to stunning shades of orange, red and yellow. The most famous tree in Canada is the maple, of course. Red maple leaf is the national symbol of Canada which can be seen on their flag. According to historians, indigenous people were the first ones to discover how to produce maple syrup from maple sap and they taught the first European settlers how to do it. Today Canada produces 85 percent of the world's maple syrup. The syrup is traditionally eaten with pancakes or on French toast, but it can also be used in ice cream, cocktails or coffee. Have you ever tried it?

**Compare seasons in Canada to seasons in Croatia. What is different and what is similar?**

**Make a poster Colours of Croatia and describe Croatia through its seasons.**



**Ishod lekcije:** učenik izrađuje poster/prezentaciju o Hrvatskoj kroz godišnja doba.

**Jezični sadržaji:**

**Ključni vokabular:** *Artict tundra, ice sculptures, tulip bulbs, marine habitat, cultural singnificance, stunning, maple leaf, maple syrup, maple sap*

**Gramatika:** *present simple and past simple passive*

**Ishodi iz PKEJ:** A.8.1., A.8.3., B.8.1., B.8.5., C.8.6.

**Međupredmetne teme:** Osobni i socijalni razvoj (C 3.4.), Učiti kako učiti (A 3.1.), Uporaba IKT (A 3.1., A 3.2., D 3.1.)

**Dodatni digitalni sadržaji:** *Learn More (Weird Canada), Watch (Canada)*

## Plan sata 1/2

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                         |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje poznato s novim sadržajima.                                                                                                                                                                                                             |
| <b>Opis aktivnosti</b>  | Na početku sata, učitelj uvodi temu – <i>Canada</i> – pomoću videa u rubrici <i>Watch</i> na e-sferi. Za vrijeme gledanja videa učenici zapisuju najmanje 10 riječi, pojmova ili naziva vezanih uz Kanadu koje su imali prilike čuti. Slijedi provjera. |

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                                            |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje teksta o znamenitostima Kanade.                                                                                                                                                                                                                                                              |
| <b>Opis aktivnosti</b>  | <b>Aktivnost prije čitanja</b><br>Učenici otvaraju udžbenik na 78. i 79. stranici i opisuju slike. Učitelj pomaže prilikom opisivanja pitanjima poput: <i>What kind of flowers can you see in the pictures? What types of sports? What are the dominant colours in the photos? Which picture do you like best and why?</i> |



|                        |                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <b>Aktivnosti za vrijeme čitanja</b><br>1. Učenik čita tekst o znamenitostima Kanade i odgovara na pitanje u 1. zadatku – <i>Which season would you choose to visit Canada?</i> Učenik pritom mora argumentirati svoj izbor. Slijedi provjera.<br>2. Učenik ponovno čita tekst i rješava 2. zadatak te u vođenom razgovoru uspoređuje sličnosti i različitosti Kanade i Hrvatske. |
| <b>Zaključak</b>       |                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Opis aktivnosti</b> | <b>Aktivnost nakon slušanja</b><br>Učenici rješavaju <i>Big Fat Culture 4 Quiz</i> u na 83. stranici u radnoj bilježnici. Slijedi provjera.                                                                                                                                                                                                                                       |

## Plan sata 2/2

|                           |                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Uvod/ Motivacija</b>   |                                                                                                                                                                                                                                                                                                                                                              |
| <b>Ishod aktivnosti</b>   | Učenik izrađuje poster/prezentaciju o Hrvatskoj kroz godišnja doba.                                                                                                                                                                                                                                                                                          |
| <b>Opis aktivnosti</b>    | Učenici u skupinama izrađuju poster/prezentaciju o Hrvatskoj kroz godišnja doba. Učitelj napominje da učenici trebaju razmisliti o tome što je karakteristično za Hrvatsku u proljeće, ljeti, u jesen i zimi (događaji, festivali, aktivnosti). Za potrebe postera/prezentacije učenici upotrebljavaju Internet kako bi pronašli primjerene podatke i slike. |
| <b>Glavni dio/ Obrada</b> |                                                                                                                                                                                                                                                                                                                                                              |
| <b>Ishod aktivnosti</b>   | Učenik izlaže poster/prezentaciju o Hrvatskoj kroz godišnja doba.                                                                                                                                                                                                                                                                                            |
| <b>Opis aktivnosti</b>    | 1. Učenici u skupinama uvježbavaju govor koji će pratiti prezentaciju. Svi učenici moraju sudjelovati u izlaganju. Učitelj po potrebi pomaže učenicima s izgovorom riječi i naziva.                                                                                                                                                                          |
| <b>Zaključak</b>          |                                                                                                                                                                                                                                                                                                                                                              |
| <b>Opis aktivnosti</b>    | 2. Učenici izlažu prezentaciju pred razredom. Za vrijeme izlaganja, ostali učenici formativno vrednuju govor i izvršenost zadatka te daju savjete za napredak.                                                                                                                                                                                               |

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

### 2. Vršnjačko vrednovanje

Učenici slušaju govor drugih učenika te daju povratnu informaciju pomoću *check-liste*.

Primjer *check-liste* za formativno vrednovanje.

Use ✓ or X:

- 1 The poster/presentation includes relevant and interesting facts about Croatia.
- 2 The pictures compliment the poster/presentation well.
- 3 The students talk loudly and clearly.
- 4 The students are fluent and well-prepared.
- 5 The pronunciation of place names and sentence intonation are mostly correct.

## Sum up 4

**Sum up 4**

**1 Complete the sentences with the correct adjectives.**

- A person who is brave and fearless in the face of danger is b a d.
- A person who has a lively imagination is i m a i n e.
- Something that is extremely ugly and unpleasant is h o r r i b l e.
- Something that shows impressive beauty or scale is m a j e s t i c.
- Something that involves a very modern design or state of the art technology is f u t u r e.
- Something that is causing a great surprise or even disgust is s h a k i n g.
- Something that is very delicate and unprovocative is s e n s i t i v e.
- A person who is very odd and strange is w i d d e d.

**2 Complete the sentences using the opposites of the words in the box.**

|      |             |            |          |      |             |
|------|-------------|------------|----------|------|-------------|
| rich | open-minded | understood | obedient | lazy | -talentless |
|------|-------------|------------|----------|------|-------------|

- Some of the children in my music class are extremely talented. Their work has been very promising so far.
- Most of my relatives are really stuck in their ways and refuse to accept any change. I think they are close-minded.
- Melanie's teachers think she is sometimes too obedient and headstrong and that she should communicate in a less hostile manner.
- Jerry thinks that Anne didn't understand the song he wrote for her. Therefore, he feels completely misunderstood.
- Jacob grew up in a poor family. His parents struggled with unemployment throughout his childhood.
- Linda is a very talented person. She would like to be the first female president of the USA.

**3 Match the sentence parts.**

|                                        |                                                        |
|----------------------------------------|--------------------------------------------------------|
| 1 Banksy is a street artist            | who painted Café Terrace at Night.                     |
| 2 Verity is a colossal statue          | which allows faster reproduction.                      |
| 3 Bristol Upfest is a street festival  | who probably comes from Bristol.                       |
| 4 Stencilling is a technique           | that stands at the entrance to the Ilfracombe harbour. |
| 5 Vincent van Gogh is a famous painter | that was founded in 2008.                              |

**unit 4**

**1 Complete the text with the present simple passive of the verbs in brackets.**

We are going to have such a great time on our holiday! The plane tickets are booked (book) and so is the accommodation. Our hotel is located (locate) 50 meters from the beach. It says here that breakfast is served (serve) from 7 to 10. Horseback rides and hiking trips are organized (organize) on a daily basis. The rooms are cleaned (clean) every day. The towels are replaced (replace) on a daily basis, but I think that's cool. The guests are entertained (entertain) in the evening by stand-up comedians and musicians.

**2 Circle the correct form of the verbs.**

The Brooklyn Bridge is one of New York's most famous landmarks. The construction of the bridge started / was started in 1869 and it took / was taken the following 14 years to build it. It design / was designed by Augustus Roebling, but most of the work carried / was carried out by his wife, Emily Roebling. The bridge opened / was opened by President Arthur and it called / was called the eighth wonder of the world. However, the public didn't convince / wasn't convinced the bridge was safe until 21 circus elephants marched / were marched across the bridge, finally proving its stability.

**3 Rewrite the sentences using the passive voice.**

- A thief stole my bike last night.  
My bike was stolen last night.
- People waste a lot of energy.
- Somebody asked an important question yesterday at the conference.
- The mechanic didn't repair my car.
- They don't make these mobile phones in Japan.

**What's your mark?**

|                             |
|-----------------------------|
| 32 - 35 points = excellent  |
| 27 - 31 points = very good  |
| 22 - 26 points = good       |
| 18 - 21 points = sufficient |

**Total: 4/35**

**My mark is** \_\_\_\_\_

**Ishod lekcije:** učenik procjenjuje svoj napredak unutar četvrte cjeline.

**Jezični sadržaji:**

**Ključni vokabular:** *adjectives describing artworks (majestic, hideous, minimal, shocking, extravagant, controversial, inspiring, dramatic, weird, iconic) and artists (unconventional, controversial, misunderstood, rebellious, original), an eyesore, in-your-face, indifferent, two-faced, stencilling, overpriced, to provoke, street art, public art, vandalism, inequality, penalty, a gemstone, arsenic, vinegar, intensity, monochromatic*

**Gramatika:** *relative clauses, present simple passive, past simple passive, word formation*

**Ishodi iz PKEJ:** A.8.2., C.8.1., C.8.2., C.8.3.

**Međupredmetne teme:** Učiti kako učiti (B 3.1., B 3.2., B 3.3., B 3.4.)

## Plan sata

### Uvod/ Motivacija

|                           |                                                                                                                                                                                                          |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b>   | Učenik pokazuje razumijevanje vokabulara i gramatike obrađenih unutar <i>Unit 4 – A work of art</i> .                                                                                                    |
| <b>Opis aktivnosti</b>    | 1. Učenici razgovaraju o tome što im se najviše svidjelo u <i>Unit 4 – A work of art</i> .                                                                                                               |
| <b>Glavni dio/ Obrada</b> |                                                                                                                                                                                                          |
| <b>Opis aktivnosti</b>    | 2. Učenik rješava zadatke za ponavljanje vokabulara i gramatike na str. 84., 85. i 86. u radnoj bilježnici. Učitelj određuje vrijeme unutar kojega moraju riješiti zadatke (primjerice, 15 – 20 minuta). |
| <b>Ishod aktivnosti</b>   | Učenik vrednuje svoj rad ili rad drugog učenika na temelju bodovne liste.                                                                                                                                |
| <b>Opis aktivnosti</b>    | Nakon isteka vremena učenici se međusobno zamjene za radne bilježnice i jedan drugomu vrednuju rad. Učenici mogu ocijeniti zadatke na str. 84. i 85. s pomoću                                            |

|                         |                                                                                                                                                                                                                                 |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | bodovne liste, dok stranicu <i>My dictionary 4</i> vrednuju uz pomoć učitelja.                                                                                                                                                  |
| <b>Ishod aktivnosti</b> | Učenik procjenjuje svoj napredak na temelju liste za samoprocjenu – <i>Self Check 4</i> .                                                                                                                                       |
| <b>Opis aktivnosti</b>  | Učenik ispunjava listu za samoprocjenu na str. 80. u udžbeniku. Nakon toga komentira koja je područja sigurno svladao, a koja područja mora doraditi.                                                                           |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                 |
| <b>Ishod aktivnosti</b> | Učenik primjenjuje savjete vezane uz izgovor u rubrici <i>Pronunciation academy</i> na primjeru.                                                                                                                                |
| <b>Opis aktivnosti</b>  | Učenik čita tekst u rubrici <i>Pronunciation academy</i> na str. 80. u udžbeniku o razlikama u izgovoru kada je riječ o određenom članu <i>the</i> . Učenik čita primjere pazeći na izgovor i daje primjere iz vlastite prakse. |

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom i izgovorom. Učitelj vodi zabilješke o napretku učenika.

### 2. Vršnjačko vrednovanje

Učenici formativno vrednuju zadatke u radnoj bilježnici drugom učeniku.

### 3. Samovrednovanje

Učenici vrednuju svoj napredak s pomoću liste za samoprocjenu – *Self Check 4*.

## Sumativno vrednovanje

Učitelj sumativno vrednuje učenike na kraju teme. Prijedlozi za sumativno vrednovanje nalaze se na kraju razrade teme.

### Self Check 4

Rate your knowledge and language skills development in Unit 4.  
Now I can ...

|                                                                    |       |
|--------------------------------------------------------------------|-------|
| ... express my opinion about a work of art.                        | ☆☆☆☆☆ |
| ... use relative pronouns to introduce relative clauses.           | ☆☆☆☆☆ |
| ... describe the artist called Banksy.                             | ☆☆☆☆☆ |
| ... express my opinion about street art in a debate.               | ☆☆☆☆☆ |
| ... use the present simple passive.                                | ☆☆☆☆☆ |
| ... prepare questions for a quiz.                                  | ☆☆☆☆☆ |
| ... use the past simple passive.                                   | ☆☆☆☆☆ |
| ... describe a masterpiece.                                        | ☆☆☆☆☆ |
| ... deliver a presentation about public and street art in my town. | ☆☆☆☆☆ |
| ... compare seasons in Croatia and Canada.                         | ☆☆☆☆☆ |

★ I'm completely lost.

★ ★ I have some understanding of the topic, but I still need help.

★ ★ ★ I have some knowledge, but I'm not sure of myself.

★ ★ ★ ★ I am happy with my progress, but it could be even better.

★ ★ ★ ★ ★ I am the master of Unit 4 language skills.

### PRONUNCIATION ACADEMY

**Definite article 'the'**  
Definite article 'the' is pronounced in two different ways: stressed /ði/ or unstressed /ðə/.  
In front of the words that start with a consonant sound (like table, computer, screen), 'the' is pronounced /ði/. In front of the words that start with a vowel sound (like eye, afternoon, evening), 'the' is pronounced /ðə/.  
E.g. Mary has got two sisters. The older one is at the university, so she doesn't live in the same town. The younger one is still in kindergarten. They like to hang out together at weekends.

# L1: Should I stay or should I go?

**Lesson 1** I can talk about the advantages and disadvantages of moving abroad.

**Focus on vocabulary**

## Should I stay or should I go?

1 Do you like living in Croatia? What do you like best about it?  
2 Would you like to live somewhere else? Why?  
3 Read the text and sort out the expressions. Copy the table in your notebook.

**Plans** somebody out of their comfort zone advantage  
global networking one's best an exam money  
a fortune care of an opportunity most of something  
a favour friends business a name a decision time well no harm

**Language spot**  
Collocations  
Collocations are words that usually go together.  
E.g. I'll make some tea while you do your homework.

do take make

Living abroad? Sounds amazing. However, I'd never leave Croatia forever. I'd be too homesick because I'm too attached to my family and friends. But don't get me wrong. I love travelling and making plans. My plan is to enrol in a **grammar school** and go to university in Zagreb to study architecture. If all goes well, I'll spend a semester or two in Spain or France. It would **add weight to my resume** and take me out of my comfort zone. I think I'd really take advantage of my time abroad to do some **global networking**. I love learning about new cultures, and I think that meeting people from different **walks of life** makes you more tolerant and open-minded. It would also put my limited knowledge of Spanish and French to good use. That's why I have to do my best and finish 8th grade with honours. This summer I'll take a break from studying because when autumn comes, I'll **be swamped**. Grammar school is hard and it is even harder to enrol in the Faculty of Architecture without excellent marks and high Matura scores. It's funny how taking a single exam can determine your entire future.

Mia, 14

My family is moving to Germany next year. My dad has been living in Düsseldorf for a year now and he's been making a lot more money there than he could ever make in Croatia. It's not like he's making a fortune, but it's enough to take care of his family. **Housing expenses and utilities** are extremely high in Germany, but so is the standard of living. I don't feel like moving but I can't wait to **be reunited** with my dad. Learning German will be hard since I only know how to say *Auf Wiedersehen*. However, I'll take this as an opportunity and make the most of it. Graffiti scene is very strong in Düsseldorf and I'm into 3D street art, so I think I'll fit in. In some way, my dad is actually doing me a favour. Making new friends is hard but you can't **plan your life around them**. In the future, people will **relocate** for a new job even more, so we'll have to develop better systems for **keeping in touch**. Hologram phone calls, for example.

Ivan, 13

**Unit 5**

My plan is to go to a **vocational school** and get a job right after it. I'm going to be a make-up artist and do business with fashion designers and celebrities. Why leave Croatia to be a stranger in some foreign country when you can stay here and make a name for yourself? In the last couple of years at least five of my classmates moved abroad with their parents. However, some of them came back disappointed because the lifestyle there didn't **meet their expectations**. It's hard to make such a decision. **Should I stay or should I go?** I believe that success takes time and that if you're hard-working you can do well anywhere you go. I'm not saying Croatia is perfect. **There's definitely room for improvement**. While I was visiting my relatives in England, I experienced great culture shock. Everyone there was over the top friendly and polite. Even a bus driver greeted every single person at the entrance. People in Croatia are very honest and direct. There's no **sugar-coating** here. However, we could be politer and turn off sarcastic comments once in a while. It would do us no harm.

Jana, 13

1 What are your plans after primary school?  
2 What is good about living abroad?  
3 What would you miss most?

4 Which advantages and disadvantages of moving to a foreign country do Mia, Ivan and Jana mention? Complete the table with the examples from the text.

|      | Advantages                 | Disadvantages      |
|------|----------------------------|--------------------|
| MIA  | learning foreign languages |                    |
| IVAN |                            | high housing costs |
| JANA |                            |                    |

5 Discuss in class.

1 Do you want to enrol in a grammar school or a vocational school?  
2 What is the Matura exam and how much do you know about it?  
3 How many of your classmates have moved to a foreign country? Are you still in touch with them?  
4 What would you miss most if you moved to another country?  
5 What wouldn't you miss at all?

**Ishod lekcije:** učenik upotrebljava ciljani vokabular (izrazi sa *do*, *take* i *make*) u kontekstu.

**Jezični sadržaji:**

**Ključni vokabular:** *collocations with do, take and make (make plans, take somebody out of his/her comfort zone, do one's best, make money, take an opportunity, do a favour...), a grammar school, a vocational school, global networking, housing expenses, utilities*

**Ishodi iz PKEJ:** A.8.1., A.8.3., A.8.4., A.8.5., B.8.3., C.8.3., C.8.5.

**Međupredmetne teme:** Osobni i socijalni razvoj (A 3.1., A 3.3., A.3.4., B.3.4., C.3.4.), Učiti kako učiti (A.3.3., A.3.4., D.3.2.), Građanski odgoj i obrazovanje (A.3.4.), Poduzetništvo (A.3.3.)

**Dodatni digitalni sadržaji:** *Learn More (Croatian gathering in South America)*

## Plan sata 1/2

### Uvod/ Motivacija

**Ishod aktivnosti** Učenik povezuje poznato s novim sadržajima.

**Opis aktivnosti** Učitelj najavljuje novu temu – *Career choices* – te pojašnjava da se tema odnosi na izbor zanimanja u budućnosti. Učenici otvaraju udžbenike na 82. stranici i odgovaraju na pitanja u 1. zadatku – *Do you like living in Croatia? What do you like best about it?* Učenici zatim kroz razgovor odgovaraju na pitanja u 2. zadatku – *Would you like to live somewhere else? Why?*

### Glavni dio/ Obrada

**Ishod aktivnosti** Učenik upotrebljava ciljani vokabular (izrazi sa *do*, *take* i *make*) u kontekstu.



|                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Opis aktivnosti</b></p>                                                                   | <p><b>Obrada vokabulara</b></p> <p>1. Učenici prepisuju tablicu iz 3. zadatku u bilježnicu, a zatim ju popunjavaju ponuđenim izrazima koristeći tekst na 82. i 83. stranici. Učitelj najprije pojašnjava učenicima što su to <i>collocations</i> pomoću teksta u rubrici <i>Language spot</i>, a učenici zatim pronalaze izraze u tekstu i na taj način ih razvrstavaju u tablicu. Slijedi provjera.</p> <p>2. Učenici prepisuju podebljane riječi iz teksta u bilježnicu i prevode ih na hrvatski jezik. Učitelj potiče učenike da pokušaju zaključiti značenje riječi ili izraza iz konteksta, a tek nakon toga potraže značenje riječi u rječniku.</p> <p><b>Vježba vokabulara</b></p> <p>1. Učenik upotrebljava ciljani vokabular u 1., 2. i 3. zadatku na 88. stranici u radnoj bilježnici. Slijedi provjera.</p> |
| <p><b>Zaključak</b></p>                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Opis aktivnosti</b></p>                                                                   | <p>2. Učenici naglas čitaju tekst na 82. i 83. stranici u udžbeniku, a zatim biraju jedan tekst i prevode ga na hrvatski jezik. Slijedi provjera.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Domaća zadaća</b></p>                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>Učenik rješava 4., 5. i 6. zadatak na 88. stranici u radnoj bilježnici za domaću zadaću.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

unit 3

## Lesson 1: Should I stay or should I go?



**1 Circle the correct option.**

- Don't worry about the result. Just **do / make / take** your best.
- Did you know you can **do / make / take** a fortune just by playing computer games?
- Do / Make / Take** your time! There's no need to hurry.
- You need to **do / make / take** an exam at the end of each level.
- Why didn't you say hello? It would **do / make / take** you no harm to be polite.
- Making changes in your daily routine can **do / make / take** you out of your comfort zone and allow you to learn something new.
- She is slowly beginning to **do / make / take** a name for herself as a photographer.
- I know it's not perfect, but let's try to **do / make / take** the most of it.

**2 Complete the sentences with the words from the box.**

|           |          |                   |          |      |
|-----------|----------|-------------------|----------|------|
| advantage | plans    | global networking | money    | care |
| favour    | business | opportunity       | decision |      |

- When you have the chance, make sure you do some global networking. It will come in handy once you start looking for a job.
- I have to think it over carefully before I make the final .....
- It's been a pleasure doing ..... with you.
- Every time I make ..... with my best friend, something happens and they fall through. I think we should do things more spontaneously from now on.
- It was a slow start, but our business has finally started making some serious .....
- Pam is very gullible and doesn't seem to notice when people take ..... of her.
- Thank you for the offer, but I'm more than capable of taking ..... of myself.
- I know it feels terrible to get fired, but take the ..... to consider other areas of work that you might be interested in.
- Can you please do me a ..... and turn the music down. I am trying to get some sleep.

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**3 Match the words/expressions and the definitions.**

- a grammar school ..... services that you pay for, like electricity, gas, water, cable or telephone
- a vocational school ..... a type of secondary education that trains students for college
- to be swamped ..... to move to a new place and establish one's home or business there
- utilities ..... a type of secondary education that trains students for a specific line of work
- to relocate ..... to make something seem more positive or pleasant than it really is
- to meet one's expectations ..... to be overwhelmed with an excessive amount of something
- to sugar-coat ..... to be as good as or have the qualities that someone expected

**4 Complete the sentences with the prepositions from the box.**

|    |    |      |        |      |     |
|----|----|------|--------|------|-----|
| to | of | with | around | -in- | for |
|----|----|------|--------|------|-----|

- I met my friend Steve while I was backpacking through Europe, and we have kept ..... touch ever since.
- I was happy to see volunteers from all walks ..... life helping with our cause.
- After the newspapers ran his story, Eric was reunited ..... his family.
- Your Spanish is getting much better, but there's still room ..... improvement.
- Do you think volunteering for an eco-action would add weight ..... my resume?
- I don't expect you to plan your life ..... me, but you should keep me informed.

**5 Read the statements and tick the ones that you think are true, based on your experience.**

You know that you are from Croatia if...

- ... at least one member of your family produces his/her own alcohol at home.
- ... whenever you come back home your mum insists you have something to eat.
- ... you are taught to avoid draught at all costs because it might kill you.
- ... whenever your parents say 'We'll see, it actually means No.
- ... your parents can drink the same cup of coffee for hours.
- ... family always comes first for you.



**Problem task**

**6 Complete the sentence with your own ideas.**

You know that you're from Croatia if .....

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## Plan sata 2/2

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje naučeno s novim sadržajima.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Opis aktivnosti</b>  | Na početku sata, učitelj provjerava domaću zadaću. Učenici pritom čitaju odgovore koje su dali u 6. zadatku ( <i>You know that you're from Croatia if...</i> ). Učitelj razgovara s učenicima o tome što su to stereotipi i kako oni nastaju. Učenici zatim navode nekoliko primjera stereotipa koji su uvriježeni za određene nacionalnosti (Francuzi su dobri kuhari, Britanci su uštogljeni, Nijemci su organizirani...). Učenici izvode zaključak da su stereotipi najčešće neistiniti i da je potrebno izbjegavati generaliziranje. |

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik sudjeluje u dramatizaciji teksta                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Opis aktivnosti</b>  | Učenici naglas čitaju tekst na 82. i 83. stranici kako bi se podsjetili sadržaja, a zatim rade u skupinama i rješavaju 5. zadatak. Svaki učenik u skupini preuzima ulogu jednog od likova iz teksta i odgovara na pitanja u 5. zadatku. Učitelj potiče učenike na dramatizaciju i uživanje u ulogu.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Ishod aktivnosti</b> | Učenik iznosi svoje mišljenje o životu i selidbi u inozemstvo.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Opis aktivnosti</b>  | Učenici nastavljaju s radom u skupinama i odgovaraju na pitanja u 7. zadatku. Učenici razgovaraju o svojim budućim planovima i iznose svoje mišljenje o životu i radu u inozemstvu. Slijedi provjera tijekom koje učitelj postavlja pitanja, a učenici odgovaraju.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Ishod aktivnosti</b> | Učenik sudjeluje u debati na temu <i>Living and working abroad gives you more opportunities and happiness than living in Croatia</i> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Opis aktivnosti</b>  | 1. Učenici rješavaju 6. zadatak u skupinama i pišu afirmacijske i negacijske argumente o životu i radu u inozemstvu. Učitelj potiče učenike da pritom upotrebljavaju tekst na 82. i 83. stranici i Internet. Slijedi provjera.<br>2. Učitelj dijeli učenike u dvije skupine – afirmacijsku i negacijsku – i izabire troje učenika koji će imati ulogu sudaca u debati. Zadatak je skupine osmisliti uvodnu riječ, predstaviti tri argumenta te na kraju dati zaključak. Suprotna skupina može na argument odvratiti replikom. Učitelj izabire troje učenika koji će imati ulogu sudaca u debati te na kraju proglasiti pobjednika. Za vrijeme dok učenici u skupinama pripremaju argumente, učitelj objašnjava učenicima-sucima kriterije na temelju kojih će provesti vršnjačko vrednovanje debate. |

### Zaključak

|                        |                                                                                                                                                      |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Opis aktivnosti</b> | 3. Učenici sudjeluju u debati. Na kraju izlaganja, učenici-suci proglašavaju pobjednika na temelju ranije utvrđenih kriterija i <i>check-liste</i> . |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|

### Domaća zadaća

Učitelj preporučuje čitanje dodatnog teksta u rubrici *Learn More (Croatian gathering in South America)*.

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Učitelj provjerava ostvarenost ishoda putem izlazne kartice.

### 2. Vršnjačko vrednovanje

Učenici vrednuju uspješnost izlaganja drugih učenika uz pomoć *check-liste*.

Primjer izlazne kartice.

|                                                        |                      |                         |
|--------------------------------------------------------|----------------------|-------------------------|
| <b>Complete the expressions with do, take or make.</b> |                      |                         |
| _____ a favour                                         | _____ advantage      | _____ plans             |
| _____ a decision                                       | _____ an opportunity | _____ business          |
| _____ one's best                                       | _____ money          | _____ care of           |
| _____ friends                                          | _____ a name         | _____ well              |
| _____ a fortune                                        | _____ no harm        | _____ global networking |

Primjer *check-liste* za vršnjačko vrednovanje debate.

| Use ✓ or X                                                    | Group 1 | Group 2 |
|---------------------------------------------------------------|---------|---------|
| 1. The opening statements are well-presented.                 |         |         |
| 2. The arguments are strong and well-written.                 |         |         |
| 3. The students speak loudly and with confidence.             |         |         |
| 4. The students reply to the arguments of the opposing group. |         |         |

## L2: Career Day

**Lesson 2** I can use future time expressions to talk about jobs.

**Focus on grammar**

### Career Day

1 What will be your future job?  
2 Which jobs require a university degree?

an architect a surgeon a florist a firefighter a photographer a columnist  
a wedding planner a model a kindergarten teacher a massage therapist a chef  
a journalist a nutritionist a lawyer a nail artist a driving instructor a stylist

3 Choose five jobs from task 2 and describe them.  
4 Ms Jagger is organising a Career Day. She is sending e-mails to parents to invite them as speakers. Complete Ms Jagger's e-mail with the verb forms.

will have are going to have am organising am sending begin will be

From: alice.jagger@gmail.com  
To: albert@benett@gmail.com X

Dear Mr Bennett,

I \_\_\_\_\_ a Career Day in Alan's class next Friday and I would like to invite you as a speaker. Presentations \_\_\_\_\_ at 11, so you should be there at 10:45. Hopefully, we \_\_\_\_\_ a good turnout so there \_\_\_\_\_ a time limit of 10 to 15 minutes per speaker. Bear in mind that you should leave some time for Q and A. After the presentations we \_\_\_\_\_ a parent mixer with some fun activities. I \_\_\_\_\_ you some tips for Career Day speakers in the attachment.

Thank you very much for a prompt reply. I'm looking forward to hearing from you.

Best regards,  
Alice Jagger, Science teacher at Queen Alexandra Middle School

Tips for Career Day Speakers.pdf (48K) X

1 What kind of activities is Miss Jagger planning for the Career Day?  
2 Read Mr Bennett's reply. Is he coming to the Career Day?

From: nicholas.bennett@gmail.com  
To: alice.jagger@gmail.com X

Dear Ms Jagger,

I am happy to accept your invitation. I'm sure Alan will be pleased as well. I'll see you on Friday. I'll probably bring some props, too.

Sincerely,  
Nicholas Bennett, video game developer at Ubisoft

**unit 3**

1 Is Alan going to be pleased about his dad coming to school as a speaker? What do you think? How would you feel?

2 Mr Bennett is talking to his son about the Career Day. What topics is he going to talk about? Listen and tick the correct answers.

- his hobbies
- a brief background that led him to his career
- skills and education needed
- his family
- his pets
- his responsibilities at work
- positive and negative aspects
- his colleagues
- his salary
- his house

3 Listen again and circle the correct answer.

1 Mr Bennett... at the Career Day. He'll be prepared.  
a) will improvise b) won't improvise c) is improvising

2 He... a day in the life of a video game developer.  
a) is describing b) describes c) will describe

3 He... the truth about the positive and negative aspects of his occupation.  
a) will tell b) is going to tell c) isn't going to tell

4 Alan is afraid that his dad... embarrass him.  
a) is b) is going to c) isn't going to

5 His dad... to school straight from work.  
a) is coming b) isn't coming c) is going to come

6 According to Ms Jagger's e-mail, the presentations... at 11.  
a) will start b) is starting c) start

7 Mr Bennett's meeting... at 10 so he'll be there on time.  
a) is ending b) end c) ends

4 What will Alan's classmates probably ask Mr Bennett? What would you ask him?  
E.g. What do you like most about your job? What will your job be like in 10 years?

**Language spot**  
Expressing the future  
There are several ways to express the future in the English language.

1 Will future for spontaneous decisions  
I'll see you tomorrow.

2 Going to future for future plans  
She's going to be a vet. That's the plan.

3 Present continuous for fixed arrangements  
I'm seeing the doctor tomorrow at 10.

4 Present simple for schedules and timetables  
The plane leaves at 5. We should hurry.

**Ishod lekcije:** učenik upotrebljava buduća glagolska vremena u kontekstu.

**Jezični sadržaji:**

**Ključni vokabular:** Career Day, skills, education, colleague, salary, jobs and professions (a surgeon, a stylist, a wedding planner, a nail artist...)

**Gramatika:** future time expressions

**Ishodi iz PKEJ:** A.8.1., A.8.5., B.8.1., C.8.1., C.8.2., C.8.3.

**Međupredmetne teme:** Osobni i socijalni razvoj (A 3.1., A.3.3., A.3.4., C.3.2.), Učiti kako učiti (A 3.2., C.3.1.), Građanski odgoj i obrazovanje (A.3.4.), Poduzetništvo (A.3.3.)

**Dodatni digitalni sadržaji:** Learn More (Island caretaker)

## Plan sata 1/2

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje poznato s novim sadržajima.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Opis aktivnosti</b>  | Učenik odgovara na pitanje u 1. zadatku na 84. stranici u udžbeniku – <i>What will be your future job?</i> Učitelj daje učenicima nekoliko minuta da razmisle o odgovoru, a zatim svi učenici odgovaraju na pitanje. Učenik zatim rješava 2. zadatak i zaokružuje zanimanja za koja je potrebna fakultetska diploma. Slijedi provjera nakon koje učenici odabiru pet zanimanja i opisuju ih u bilježnici. Nakon što su završili, učenici čitaju opis zanimanja, a ostali učenici pogađaju o kojem se zanimanju radi. |

## Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje teksta o Danu karijera.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnosti prije slušanja</b></p> <ol style="list-style-type: none"> <li>1. Učenici čitaju e-mail u 4. zadatku i dopunjavaju tekst ponuđenim izrazima. Slijedi provjera.</li> <li>2. Učenici odgovaraju na pitanje u 5. zadatku – <i>What kind of activities is Miss Jager planning for the Career Day?</i></li> <li>3. Učenici čitaju odgovor gospodina Bennet-a u 6. zadatku i odgovaraju na pitanje – <i>Is he coming to the Career Day?</i></li> <li>4. Učenik odgovara na pitanja u 7. zadatku – <i>Is Alan going to be pleased about his dad coming to school as a speaker? How would you feel?</i> Slijedi provjera.</li> </ol> <p><b>Aktivnosti za vrijeme slušanja</b></p> <ol style="list-style-type: none"> <li>1. Učenik sluša razgovor između gospodina Bennet-a i njegovog sina Alana i rješava 8. zadatak te označava teme koje se spominju u razgovoru. Slijedi provjera.</li> <li>2. Učenik ponovno sluša tekst i rješava 9. zadatak te zaokružuje točan odgovor. Slijedi provjera.</li> </ol> |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnost nakon slušanja</b></p> <p>Učenik rješava 10. zadatak i piše pitanja koja bi postavio gospodinu Bennet-u kada bi se nalazio na Danu karijera.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Domaća zadaća

Učenik rješava 1. zadatak na 89. stranici u radnoj bilježnici za domaću zadaću. Također, učitelj potiče učenike na čitanje dodatnog teksta na e-sferi u rubrici *Learn More (Island caretaker)*.

unit 5

Lesson 2: Career Day

Read the description and guess the word.

- 1 A person who organizes weddings for other people is a w e d d i n g p l a n n e r.
- 2 A person who provides manicures and synthetic nail treatments is a n a i l a r t i s t.
- 3 A person who provides legal aid is a l a w y e r.
- 4 A person who performs operations on his/her patients is a s u r g e o n.
- 5 A person who works with you is your c o w o r k e r.
- 6 Money you get for doing your job is called a s a l a r y.
- 7 A different word for a job or a profession is an o c c u p a t i o n.
- 8 A job in which you continue to get better and earn more money is called a c a r e e r.



## Plan sata 2/2

| Uvod/ Motivacija   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ishod aktivnosti   | Učenik povezuje naučeno s novim sadržajima.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Opis aktivnosti    | Na početku sata, učenici čitaju pitanja koja su pripremili za Dan karijera. Jedan od učenika glumi gospodina Bennet-a, a ostali učenici postavljaju pitanja. Učitelj potiče učenika koji glumi gospodina Bennet-a na improvizaciju prilikom odgovaranja na pitanja.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Glavni dio/ Obrada |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Ishod aktivnosti   | Učenik upotrebljava buduća glagolska vremena u kontekstu.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Opis aktivnosti    | <p><b>Obrada gramatike</b></p> <p>Učitelj skreće pažnju učenicima na <i>Language spot</i> na 85. stranici u udžbeniku u kojem su opisani tvorba i pravila uporabe budućih glagolskih vremena. Učitelj objašnjava kako su unutar lekcije <i>Career Day</i> korištena četiri načina za izražavanje budućnosti – <i>Will future</i>, <i>Going to future</i>, <i>Present continuous</i> i <i>Present simple</i>. Učenici su se već susretali s ovim glagolskim vremenima tako da im je struktura vjerojatno poznata, ali potrebno je pojasniti razliku u uporabi. Učenici prepisuju osnovna pravila u bilježnicu koristeći rubriku <i>Language spot</i> i <i>Grammar pages</i> na 104. i 105. stranici u udžbeniku, a zatim pronalaze primjer za svako od navedenih glagolskih vremena u tekstu.</p> <p><b>Vježba gramatike</b></p> <ol style="list-style-type: none"> <li>1. Učenik rješava 2. zadatak na 89. stranici u radnoj bilježnici za vježbu glagolskog vremena <i>Will future</i>. Slijedi provjera.</li> <li>2. Učenik rješava 3. zadatak na 89. stranici u radnoj bilježnici za vježbu glagolskog vremena <i>Going to future</i>. Slijedi provjera.</li> <li>3. Učenik rješava 4. zadatak na 90. stranici u radnoj bilježnici za vježbu glagolskih vremena <i>Present simple</i> i <i>Present continuous</i>. Slijedi provjera.</li> </ol> |
| Zaključak          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Opis aktivnosti    | 4. Učenik rješava 5. zadatak na 90. stranici u radnoj bilježnici za vježbu svih budućih glagolskih vremena. Slijedi provjera.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

### 2. Samovrednovanje

Učenici palčevima/bojama semafora signaliziraju razumijevanje zadatka kao povratnu informaciju učitelju.



**2 Match the situations and the responses.**

- |                                         |                                                        |
|-----------------------------------------|--------------------------------------------------------|
| 1 'Your hands are greasy.'              | ..... 'I'll visit her tomorrow.'                       |
| 2 'Mary is in hospital.'                | ..... 'I'll get you some water.'                       |
| 3 'I don't know how to do my homework.' | ..... 'I'll come with you.'                            |
| 4 'Can you keep a secret?'              | ..... 'Yes, of course. I won't tell anybody, I swear.' |
| 5 'My bus is late.'                     | ..... <u>I</u> 'I'll wash them with soap and water.'   |
| 6 'I'm thirsty.'                        | ..... 'I'll drive you to school.'                      |
| 7 'I am going to the supermarket.'      | ..... 'I'll help you.'                                 |

**3 What is going to happen? Write sentences using the going to future form of the verbs in brackets.**

- 1 Robin has been living in Toronto for 10 years. She got a job in New York. (move / New York)

..... Robin is going to move to New York.

- 2 Will woke up in the middle of the night because he heard some strange noise coming from the basement. (call / the police)

.....

- 3 The weather is changing. It is clouding over. (rain)

.....



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- 4 Sue found a perfect dress for the wedding, but it's too expensive. (not buy / the dress)

.....

- 5 Ted is feeling a bit under the weather. (stay / at home)

.....

- 6 Michael bought some cherries. (bake / a pie)

.....

**4 Complete the dialogue with the present simple or the present continuous tense of the verbs in brackets.**

Julie: Hi! Could you help me? I am having (have) problems with the TMV.

Reese: Sure! What ..... you ..... (look) for?

Julie: I ..... (travel) to Victoria Station in London this afternoon and I'd like to buy the tickets now.

Reese: Ok. The bus to London ..... (leave) at 3 and ..... (arrive) at Victoria Coach Station at 8. There's a faster one, too. It ..... (leave) at 4 and ..... (arrive) at the same time. It probably ..... (make) fewer stops.

Julie: Is there one at 5? I ..... (take) my daughter with me and her school ..... (neg. finish) until 3.

Reese: There is one at 5.30. But it ..... (neg. go) to Victoria Coach Station. It ..... (stop) at White City Bus Station only.

Julie: That's fine. I ..... (take) a taxi from the station anyway. Thank you for your assistance.



**5 Complete the text message with the correct future time forms of the verbs in the box.**

|      |      |      |       |       |          |
|------|------|------|-------|-------|----------|
| call | miss | have | leave | text  | take off |
|      | land | open | visit | check |          |

Hey sis,  
how are you? Just a reminder, Max ..... for Paris tomorrow. His plane  
..... at ten. I ..... you the details. He .....  
you as soon as he ..... Gosh, I ..... him a lot. I'm sure you  
..... a wonderful time together. He told me  
that you ..... all the museums.  
He ..... the opening hours on the plane.  
I think that the Louvre ..... at 8, so be ready  
to get up early.  
Talk to you soon! Hugs and kisses!



## L3: Working from home

**Lesson 3** I can use the first conditional to talk about telecommuting. Focus on grammar

# Working from home

1 Name at least five jobs you can do from home.  
2 Will there be more or fewer people working from home in the future?  
3 Which items would you buy online for somebody who works from home? Your budget is £30.

**BEST WORK-FROM-HOME ESSENTIALS WEB SHOP**

Shopping cart

- A mug warmer £9.99
- A tiny humidifier £12.85
- A keyboard cleaning gel £3.99
- Colourful paper organizers £5.69
- An adjustable standing desk £20.99
- Blue-light blocking glasses £10.50
- Wireless noise-cancelling headphones £17.99
- Adhesive cable clips £2.99
- A memory foam cushion £7.50
- A bendy desk lamp £9.99

If you order three or more than three items, you will receive a decorative succulent!

**Unit 3**

1 Zoey is talking to the office manager at her new company. Listen to the conversation and circle the correct answer.

- Zoey is...  
a) a copywriter. b) a manager. c) a blogger.
- At her new company all staff meetings are held...  
a) in a conference room. b) online. c) long into the night.
- Working from home is also called...  
a) television. b) commuting. c) telecommuting.
- Most people perform more efficiently if they have a designated...  
a) project. b) workspace. c) colleague.

2 Listen to the conversation and complete the sentences using **WILL** or **WON'T**.

If Zoey **decides** to work from home, she...

- \_\_\_\_\_ have more independence.
- \_\_\_\_\_ have to commute.
- \_\_\_\_\_ balance work and personal life easier.
- \_\_\_\_\_ meet her colleagues in person.
- \_\_\_\_\_ spend more time with her family.
- \_\_\_\_\_ eat healthier food.
- \_\_\_\_\_ have problems focusing due to distractions.

3 What are the pros and cons of working from home? Fill in the table using prompts from task 5. Add your own ideas too.

| Pros              | Cons                   |
|-------------------|------------------------|
| more independence | not meeting colleagues |
|                   |                        |
|                   |                        |
|                   |                        |

4 Talk to a friend. Would he/she like to work from home? Why?

**Language spot**

**First conditional**  
The first conditional is used to talk about possible future events and their likely results.  
**Form:** If + present simple, will + infinitive  
If I'm late tonight, my mum will be angry.  
If you don't study, you won't get good grades.  
You can change the order of the clauses.  
My mum will be angry if I'm late tonight.

**FUN FACT**  
Working from home is eco-friendly since there are fewer commuters on their way to work every morning and every evening.

**Ishod lekcije:** učenik upotrebljava *the first conditional* u kontekstu.

**Jezični sadržaji:**

**Ključni vokabular:** *a mug warmer, paper organizers, adhesive cable clips, noise-canceling headphones, a memory foam cushion, a decorative succulent*

**Gramatika:** *the first conditional*

**Ishodi iz PKEJ:** A.8.1., A.8.4., A.8.5., B.8.5., C.8.1., C.8.5.

**Međupredmetne teme:** Osobni i socijalni razvoj (A 3.1., A 3.3., B 3.2., B 3.4.), Učiti kako učiti (A 3.1., A.3.4.), Uporaba IKT (A.3.1., A.3.2.)

**Dodatni digitalni sadržaji:** *Learn More (Influencers)*

## Plan sata 1/2

### Uvod/ Motivacija

**Ishod aktivnosti** Učenik povezuje naučeno s novim sadržajima.

**Opis aktivnosti** Na početku sata, učenici rješavaju 1. zadatak na 86. stranici u udžbeniku i imenuju najmanje 5 poslova koje je moguće obavljati od kuće. Učenici zatim odgovaraju na pitanje u 2. zadatku – *Will there be more or fewer people working from home in the future?* – i iznose svoje mišljenje.

### Glavni dio/ Obrada

**Ishod aktivnosti** Učenik pokazuje razumijevanje teksta o radu od kuće.

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Opis aktivnosti</b>  | <p><b>Aktivnosti prije slušanja</b></p> <p>1. Učenik promatra ilustraciju internetske stranice u 3. zadatku i imenuje stvari na slikama te prevodi navedene izraze na hrvatski jezik. Učenik zatim rješava 3. zadatak i odabire stvari koje će kupiti nekome tko radi od kuće unutar budžeta od 30 funti. Slijedi provjera tijekom koje učenik objašnjava svoj izbor.</p> <p><b>Aktivnosti za vrijeme slušanja</b></p> <p>1. Učenik sluša razgovor za posao u kojem poslodavac nudi mogućnost rada od kuće te rješava 4. zadatak i zaokružuje točne odgovore. Slijedi provjera.</p> <p>2. Učenik ponovno sluša zvučni zapis i dopunjava rečenice u 5. zadatku koristeći <i>will</i> ili <i>won't</i>. Slijedi provjera.</p> |
| <b>Ishod aktivnosti</b> | Učenik iznosi mišljenje o radu od kuće.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnosti nakon slušanja</b></p> <p>1. Učenici u paru rješavaju 6. zadatak i popunjavaju tablicu argumentima za i protiv rada od kuće. Učitelj potiče učenike da koriste tekst kako bi pronašli argumente, ali i da osmisle vlastite. Slijedi provjera.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Opis aktivnosti</b>  | 2. Učenici u paru rješavaju 7. zadatak i razgovaraju o tome bi li voljeli raditi od kuće. Učenik svoje mišljenje potkrepljuje argumentima iz 6. zadatka. Slijedi provjera tijekom koje učitelj postavlja pitanja nekolicini učenika.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

### Domaća zadaća

Učenik rješava 1. i 2. zadatak na 91. stranici u radnoj bilježnici za domaću zadaću. Također, učitelj potiče učenike na čitanje dodatnog teksta na e-sferi u rubrici *Learn More (Influencers)*.

unit 5

### Lesson 3: Working from home

**1 Find pairs and translate them.**

|                       |                    |                               |
|-----------------------|--------------------|-------------------------------|
| 1 a mug               | ..... desk         | 1 ..... <i>artist, police</i> |
| 2 a tiny              | ..... cushion      | 2 .....                       |
| 3 a keyboard          | ..... organizers   | 3 .....                       |
| 4 a memory foam       | ..... warmer       | 4 .....                       |
| 5 paper               | ..... headphones   | 5 .....                       |
| 6 adjustable          | ..... cable clips  | 6 .....                       |
| 7 noise-cancelling    | ..... desk lamp    | 7 .....                       |
| 8 adhesive            | ..... glasses      | 8 .....                       |
| 9 blue-light blocking | ..... cleaning gel | 9 .....                       |
| 10 a bendy            | ..... humidifier   | 10 .....                      |

**2 Complete the sentences with the words from the box.**

~~employee~~   telecommute   trivial   distraction   overwork   staff meeting   efficient

- Lilly was named the ..... of the month due to her impeccable work performance.
- Our company is developing a new product, so we were asked to come up with some fresh ideas for our next .....
- You look exhausted. If I were you, I wouldn't ..... myself that much. It's not worth it.
- Some employees find it easier to ....., especially those who use public transportation. It is very time-consuming.
- I don't know why he got so upset about something so .....  
What will happen when real problems appear?
- I'm glad we bought a new photocopier. It is much more ..... than the last one.
- Meg likes to keep the TV on while she is studying, but her mum thinks it is an unnecessary .....



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## Plan sata 2/2

| Uvod/ Motivacija   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ishod aktivnosti   | Učenik povezuje naučeno s novim sadržajima.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Opis aktivnosti    | Na početku sata, učitelj provjerava domaću zadaću (1. i 2. zadatak na 91. stranici u radnoj bilježnici).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Glavni dio/ Obrada |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Ishod aktivnosti   | Učenik upotrebljava <i>the first conditional</i> u kontekstu.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Opis aktivnosti    | <p><b>Obrada gramatike</b><br/>Učenici promatraju istaknute strukture u 5. zadatku na 87. stranici u udžbeniku (<i>If Zoey <b>decides</b> to work from home, she <b>will have</b> more independence.</i>). Učitelj pojašnjava kako je riječ o prvom kondicionalu – <i>the first conditional</i> - i pritom koristi objašnjenja i primjere u rubrici <i>Language spot</i>. Učitelj zatim piše pravilo tvorbe za <i>the first conditional</i> na ploču, a učenici u bilježnicu.</p> <p><b>Vježba gramatike</b><br/>1. Učenik rješava 3., 4. i 5. zadatak na 92. stranici u radnoj bilježnici za vježbu prvog kondicionala. Slijedi provjera.</p> |
| Ishod aktivnosti   | Učenik dizajnira <i>online</i> trgovinu za prodaju stvari za školu namijenjenih tinejdžerima.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Opis aktivnosti    | 1. Učenik rješava 6. zadatak na 93. stranici u radnoj bilježnici i dizajnira <i>online</i> trgovinu u kojoj učenici mogu kupiti zanimljive stvari za školu. Učitelj napominje da učenici mogu koristiti Internet za inspiraciju i da svaku stvar treba imenovati na engleskom jeziku i napisati joj cijenu.                                                                                                                                                                                                                                                                                                                                    |
| Zaključak          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Opis aktivnosti    | 2. Učenici u kratkom izlaganju predstavljaju svoju <i>online</i> trgovinu i stvari koje se u njoj mogu naručiti.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Učitelj provjerava ostvarenost ishoda putem izlazne kartice.

### 2. Samovrednovanje

Učenici palčevima/bojama semafora signaliziraju razumijevanje zadatka kao povratnu informaciju učitelju.

Primjer izlazne kartice:

|                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Complete the sentences.</b></p> <p>1 If you get up on time, you .....</p> <p>2 You will be sad if you .....</p> <p>3 If you study for the test, you .....</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**3 Match the sentence parts.**

|                             |                                                         |
|-----------------------------|---------------------------------------------------------|
| 1 If it rains,              | ..... if you take this medicine.                        |
| 2 If I study today,         | ..... I'll buy some new shoes.                          |
| 3 If I have enough money,   | ..... I won't go to the park.                           |
| 4 If I see her,             | ..... if you can speak English.                         |
| 5 If I win the competition, | ..... I'll go to the party tonight.                     |
| 6 You will get a better job | ..... I'll tell her the news.                           |
| 7 You will feel better      | ..... if you don't hurry.                               |
| 8 You will miss the bus     | ..... I will donate half of the prize money to charity. |



**4 Complete the conditional sentences using the correct form of the verbs in brackets.**

- If I ..... go ..... (go) to Paris next month, I ..... will visit ..... (visit) the Eiffel Tower.
- If you ..... (take) me to the mall, I ..... (get) you an ice cream.
- If Alan ..... (neg. go) to university, his parents ..... (neg. be) happy.
- If I ..... (neg. like) the trousers, I ..... (return) them.
- Your boss ..... (be) angry if you ..... (neg. finish) the job.
- Penny ..... (go) swimming if she ..... (have) time in the afternoon.
- Ethan ..... (be) upset if you ..... (neg. call) him.

**5 Read the sentences below. Which one conveys...**

... a plan? ☒ 2

... a promise? ☐

... a warning? ☐

... a threat? ☐

... a persuasion? ☐



- If I have time, I will help you.
- If I go to the USA next month, I'll visit Yellowstone.
- If you touch that wire, you will get an electric shock.
- If you eat my brownies, you'll sleep outside.
- If you drive us to the concert, I'll pay for the tickets.

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unit 5

**Problem task**

**1 Design an online shop that sells cool school supplies. Be imaginative. Think of different products and their prices. Draw the images and colour them.**

**TOO COOL FOR SCHOOL WEB SHOP**



|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

If you order three or more than three items, you will receive a .....

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## L4: Hello, Mr Robot

**Lesson 4** I can talk about the future of jobs. **Focus on skills**

# Hello, Mr Robot

**1** Circle the synonyms of the word 'obsolete' and underline its antonyms.  
 modern   outdated   new   old-fashioned   outworn   up-to-date  
 dated   contemporary   bygone   extinct   current   antique

**2** Which jobs will become obsolete in the future?  
 Read the text and match the pictures to the paragraphs.








..... In the future, fast food will probably become faster than ever. Why? Because robots will be flipping burgers and frying French fries. Some of the fast-food restaurants are already semi-automated. The same fate awaits everyone working in the manufacturing industry. Line workers will be replaced by machines who can work 24/7 and never ask for a raise or complain.

..... Ecologically speaking, most companies are concerned about the quantity of paper they use and they are setting policies to reduce it. Digital technology has transformed the publishing industry and there's been a significant decline in newspaper readership. However, books won't disappear entirely. They will probably become vintage and trendy and have a huge collection value.

..... Feel like going on holiday? No problem. You are just a few clicks away from finding a flight, a hotel or a car. In the future, travel agents won't exist, and they will be replaced entirely by websites and apps. We won't have to wait too long before we book the first commercial trip to space on our phone. Jupiter, here we come!

**unit 5**

..... Are you blind? Have you lost your mind? These are just some of the mild remarks aimed at referees during sporting events. However, in the future you won't be able to vent your anger that way since the object of dissatisfaction will be made of metal and plastic. If people make so many mistakes, why not put a robot in charge. At least he won't take offence.

..... Thanks to the development of self-driving cars and autonomous vehicles, all types of drivers will become obsolete. Taxi drivers, bus drivers, even truck drivers will be out of work. The change will affect the delivery service, too. Imagine opening your door and seeing a robot standing there with your pizza. Bon appetite!

..... It's clear to everyone that the days of cashiers are numbered. They have been replaced by self-checkouts in many stores. Furthermore, online shops are replacing physical shops. The same will happen to check-in agents at the airports and receptionists at hotels. 'Hello, Mr Robot' will probably become a common phrase.

**3** Read the text again. Write T for true, F for false or NG if the answer is not given.

- The text is about jobs that require complex reasoning, creativity and empathy. ....
- Artificial intelligence is already replacing people in some professions. ....
- Referees **will be replaced** by robots in the future. ....
- There will be no fast-food restaurants or books in the future. ....
- Ten million drivers will be out of work in 20 years. ....
- Human contact **will be limited**, and machines will take over all manual jobs. ....
- Artificial intelligence **will be used** to help with household chores. ....
- Digital world is taking over and there will be more online shops than physical shops. ....

**4** Discuss in class.

- Which events described in the text are likely to happen and which are not? What do you think? .....
- What are the advantages and disadvantages of artificial intelligence? .....
- Have you ever used a self-check-out machine? Where did you use it? .....
- Will robots make better referees than humans? Why? .....
- If space travel becomes commercial, which planet will you visit first? .....
- Will self-driving vehicles be safer? Will there be fewer accidents? .....
- What else will become digital, besides shops and newspapers? .....

**5** Search the Internet and find:

- five jobs that used to exist, but don't any more
- five jobs that will never be replaced by artificial intelligence
- five jobs that don't exist now but will be important in the future

**Language spot**  
 Future simple passive  
 We use the future simple passive to emphasize what will happen in the future rather than who will be the doer.  
 Form: will be + past participle  
 Many cities **will be destroyed**.

**Ishod lekcije:** učenik izlaže rezultate istraživanja o zanimanjima budućnosti.

**Jezični sadržaji:**

**Ključni vokabular:** *outdated, outworn, old-fashioned, current, antique, bygone, contemporary, the manufacturing industry, self-checkouts*

**Gramatika:** *future simple passive*

**Ishodi iz PKEJ:** A.8.1., A.8.4., B.8.4., C.8.6.

**Međupredmetne teme:** Osobni i socijalni razvoj (C 3.2.), Učiti kako učiti (A 3.4.), Uporaba IKT (A 3.1., A 3.2., B.3.3.), Građanski odgoj i obrazovanje (A.3.4.), Poduzetništvo (A.3.3.)

**Dodatni digitalni sadržaji:** *Learn More (Looking into future)*

## Plan sata

### Uvod/ Motivacija

**Ishod aktivnosti** Učenik povezuje naučeno s novim sadržajima.

**Opis aktivnosti** Na početku sata, učenici rješavaju 1. zadatak na 88. stranici u udžbeniku i zaokružuju sinonime riječi *obsolete*, a podvlače antonime. Slijedi provjera.

### Glavni dio/ Obrada

**Ishod aktivnosti** Učenik pokazuje razumijevanje teksta o zanimanjima budućnosti.

**Opis aktivnosti** **Aktivnost prije čitanja**  
 Učenici opisuju slike u 2. zadatku na 8. stranci. Učitelj pomaže prilikom opisivanja pitanjima poput *What can you see in the pictures? Describe what is going on. What does the picture represent?*

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <b>Aktivnosti za vrijeme čitanja</b><br>1. Učenik čita tekst o zanimanjima budućnosti i rješava 2. zadatak te povezuje slike i tekst. Slijedi provjera.<br>2. Učenik ponovno čita tekst i rješava 3. zadatak (točno/netočno). Slijedi provjera.<br><br><b>Aktivnosti nakon čitanja</b><br>1. Učenici u skupinama razgovaraju o pitanjima u 4. zadatku. Slijedi provjera tijekom koje učitelj postavlja pitanja pojedinim učenicima. |
| <b>Ishod aktivnosti</b> | Učenik upotrebljava <i>future simple passive</i> u kontekstu.                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Opis aktivnosti</b>  | <b>2. Obrada i vježba gramatike</b><br>Učitelj skreće pozornost učenicima na podebljane strukture u 3. zadatku. Učitelj objašnjava učenicima da je riječ o pasivnom načinu budućeg glagolskog vremena <i>will future</i> i upućuje učenike na tekst u rubrici <i>Language spot</i> . Učenik rješava 4. i 5. zadatak na 95. stranici u radnoj bilježnici za vježbu pasivnog načina. Slijedi provjera.                                |
| <b>Ishod aktivnosti</b> | Učenik izlaže rezultate istraživanja o zanimanjima budućnosti.                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Opis aktivnosti</b>  | 3. Učenik provodi jednostavno internetsko istraživanje o poslovima budućnosti prema uputama u 5. zadatku na 89. stranici. Učenici istražuju koja su zanimanja nekada postojala, a više ne postoje, koja će sadašnja zanimanja nestati, a koja će tek postojati u budućnosti.                                                                                                                                                        |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Opis aktivnosti</b>  | 4. Učenik u kratkom govoru izlaže rezultate svog istraživanja pred razredom.                                                                                                                                                                                                                                                                                                                                                        |

### Domaća zadaća

Učenik rješava 1., 2. i 3. zadatak na 94. stranici u radnoj bilježnici za domaću zadaću. Također, učitelj potiče učenike na čitanje dodatnog teksta na e-sferi u rubrici *Learn More (Looking into future)*.

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj provjerava ostvarenost ishoda pomoću izlazne kartice.

### 2. Samovrednovanje

Učenici palčevima/bojama semafora signaliziraju razumijevanje zadatka kao povratnu informaciju učitelju.

**Lesson 4: Hello, Mr Robot**

**Find the odd-one-out.**

|                     |              |              |            |
|---------------------|--------------|--------------|------------|
| 1. websites         | apps         | online shops | publishing |
| 2. new              | modern       | outworn      | up-to-date |
| 3. extinct          | current      | dated        | antique    |
| 4. a taxi           | a truck      | a bike       | a bus      |
| 5. a sporting event | a coach      | a referee    | a cashier  |
| 6. French fries     | newspapers   | books        | magazines  |
| 7. automated        | self-driving | manually     | autonomous |

**Unscramble the words in brackets and complete the sentences.**

- You'd better fix those pancakes before they burn. (PUT)
- With all the work we have put in this month, I think we deserve a big break. (SEPA)
- Jason's key is huge and takes up two rooms of his house. (ECTOLNED)
- The movie was praised by movie critics, but it didn't achieve success. (COCAHMER)
- Mark got very upset at work, so he phoned his best friend to vent his frustration. (NTEV)
- Electronic banking has made over-the-counter transactions obsolete. (COBEOLTE)
- Most restaurants offer free delivery. (DERLUAD)
- I always use self-checkout in supermarkets because there is a shorter line. (ELFCXOUTCHE)

**Problem task**

Domestic robots are used for household chores, education and entertainment. If you had a chance to build your own robot, what would it do? Write at least five ideas on the lines.

E.g. My robot would have a karaoke function.

.....

.....

.....

.....

.....

**What are your predictions for the future? Write will or won't on the lines.**

- People will find a cure for cancer.
- People will spend a lot of time in the virtual world.
- People will reverse climate change.
- People will close the wealth gap.
- People will use renewable energy sources.
- People will burn fossil fuels.
- People will eat less meat.
- People will bring extinct animals back to life.
- People will discover new planets and life forms.
- People will develop new means of communication.
- People will make a contact with aliens.
- Artificial intelligence will replace many jobs.

**Rewrite the sentences from Task 4 using the passive voice.**

- A cure for cancer will be found. or A cure for cancer won't be found.
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

## L5: An email of complaint

**Lesson 5** I can write an email of complaint.

**Focus on skills**

### An email of complaint

1 Have you ever had to return something you bought online? What was the reason of your dissatisfaction?

2 Grace has bought a prom dress on sale in a web shop, but the dress isn't what she expected. Therefore, she is writing a complaint email to the customer service.

What is Grace complaining about?

a) The size and quality of the dress.  
b) The size and quality of the dress and the delivery service.  
c) The size, quality and colour of the dress as well as the delivery service.

To: customer.support@promdress.com X  
From: grace.wilson09@gmail.com  
Subject: Refund request for a prom dress

Dear Sir/Madam,

I wish to complain about the dress I purchased on your website on Black Friday, listed as LUX-LD3526 Little Black V-Neck Prom Dress.

I am complaining for two reasons. Firstly, the dress I got doesn't match the description on your website and it's two sizes too small. I meticulously measured my waist, bust and hips and ordered size L only to receive a dress which is obviously size S. Also, the fabric, advertised as high-quality chiffon, is very rough and feels like it's made of plastic.

Secondly, your delivery service leaves a lot to be desired. You take pride in swift delivery, however it took me two weeks to receive my dress. When I complained to the delivery guy, he was standoffish and told me it wasn't his problem. He also told me off when I tried to explain I couldn't be home between 9 and 10 am to wait for the delivery since I was at school and there was nobody else at home.

My disappointment, as you can imagine, is great and I would like you to give me a refund. You may reply to this email or call me at 905 8256 8536. I am attaching a copy of my receipt. I hope this matter will receive your immediate attention.

I look forward to hearing from you as soon as possible to resolve this issue.

Sincerely,  
Grace Wilson

Receipt 1269967.pdf (48K)

**unit 5**

1 Read Grace's email again. Are the sentences true or false? Write T (true) or F (false).

1 Grace is buying a dress for a wedding. ....  
2 Grace is size S but the dress she received is size L. ....  
3 The fabric is of poor quality. ....  
4 The delivery guy was friendly and considerate. ....  
5 She would like them to send her another dress of the right size. ....

2 Here is a reply from the customer service. Was Grace's problem resolved professionally?

To: grace.wilson09@gmail.com X  
From: customer.support@promdress.com  
Subject: Re: Refund request for a prom dress

Dear Miss Jones,

We understand your frustration and apologize sincerely. We will make an effort to see that this never happens again. We will gladly give you a full refund plus 20% off your next purchase.

I extend my apologies for the inconvenience you had with our delivery service. We do advertise swift delivery, however, Black Friday is the busiest time of the year which sometimes causes shipping delays. That being said, I will forward your complaint to the delivery company manager on account of the unprofessional employee.

Thank you for bringing this issue to our attention. I hope it has been addressed to your satisfaction.

Sincerely yours,  
Mark Bryan, customer service representative at PromDress.com

**USEFUL PHRASES**

- I am complaining about...
- Unfortunately...
- I wish to complain...
- To my disappointment...
- I hope this matter will receive your immediate attention.

**Write an email of complaint. Your email should include:**

- recipient's email address
- greeting at the beginning
- introduction in which you state reasons why you are writing the email
- main body in which you give details about the problems you encountered
- conclusion in which you offer a solution
- closing salutation
- signature

**Here are some topics you could complain about:**

- 1 You ordered a laptop online and it came with a scratch on its surface.
- 2 You've been promised a vegetarian meal on a school trip. However, a vegetarian meal only includes side dishes to the main course, like rice and French fries.
- 3 You politely told the shop assistant that the shirt you were trying on has a tear on its sleeve. The shop assistant says you can't have a discount and someone else is going to buy it as it is.

**Ishod lekcije:** učenik piše pismo žalbe na proizvod/uređaj/uslugu.

**Jezični sadržaji:**

**Ključni vokabular:** *dissatisfaction, quality, a sale, delivery service, meticulously, to advertise, to leave a lot to be desired, standoffish, frustration*

**Gramatika:** *future time expressions*

**Ishodi iz PKEJ:** A.8.1., A.8.6., C.8.3., C.8.4.

**Međupredmetne teme:** Osobni i socijalni razvoj (A 3.1., A.3.3., B.3.2.), Učiti kako učiti (A 3.2., A 3.3.),

**Dodatni digitalni sadržaji:** *Learn More (Petra)*

## Plan sata

### Uvod/ Motivacija

**Ishod aktivnosti** Učenik povezuje naučeno s novim sadržajima.

**Opis aktivnosti** Na početku sata, učenici razgovaraju o kupovini *online*. Učenici odgovaraju na pitanja u 1. zadatku na 90. stranici – *Have you ever had to return something you bought online? What was the reason of your dissatisfaction?*

### Glavni dio/ Obrada

**Ishod aktivnosti** Učenik pokazuje razumijevanje pisma žalbe.

**Opis aktivnosti** **Aktivnost prije čitanja**

Učenici razgovaraju o tome jesu li ikada napisali žalbu na kupljeni proizvod i što bi sve napisali u žalbi. Učitelj pritom napominje da pismo žalbe pripada formalnom načinu izražavanja i da postoje uvriježeni izrazi i fraze koji se pritom koriste.

**Aktivnosti za vrijeme čitanja**

1. Učenik čita pismo žalbe na 90. stranici i rješava 2. zadatak te zaokružuje točan

|                         |                                                                                                                                                                                                                                                                                                                 |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | odgovor. Slijedi provjera.<br>2. Učenik ponovno čita tekst i rješava 3. zadatak (točno/netočno). Slijedi provjera.<br>3. Učenik čita odgovor na Grace-inu žalbu i odgovara na pitanje u 4. zadatku – <i>Was Grace's problem resolved professionally?</i>                                                        |
| <b>Ishod aktivnosti</b> | Učenik piše pismo žalbe na proizvod/uređaj/uslugu.                                                                                                                                                                                                                                                              |
| <b>Opis aktivnosti</b>  | <b>Aktivnosti nakon čitanja</b><br>1. Učenik piše pismo žalbe prema uputama u 5. zadatku. Učenik može sam izmisliti na što se žali ili upotrijebiti jedan od prijedloga u zadatku. Učenik piše opis vođeno i pritom koristi <i>check</i> -listu u 5. zadatku te korisne fraze u rubrici <i>Useful phrases</i> . |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                                                                                 |
| <b>Opis aktivnosti</b>  | 2. Učenici formativno vrednuju pismo drugog učenika i označavaju greške ili daju primjedbe. Učitelj nadzire proces formativnog vrednovanja i također daje povratnu informaciju učeniku.                                                                                                                         |

### Domaća zadaća

Učenik rješava 1. i 2. zadatak na 96. stranici u radnoj bilježnici za domaću zadaću. Također, učitelj potiče učenike na čitanje dodatnog teksta na e-sferi u rubrici *Learn More (Cyber Monday)*.

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj formativno vrednuje pisani uradak pomoću analitičke rubrike.

### 2. Vršnjačko vrednovanje

Učenici vrednuju pisani uradak drugog učenika pomoću analitičke rubrike.

Primjer analitičke rubrike za vrednovanje pisanja:

| Razine ostvarenosti kriterija                                                                                                                                                                             |                                                                                                            |                                                                                                          |                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Sastavnice                                                                                                                                                                                                | potpuno                                                                                                    | djelomično                                                                                               | potrebno doraditi                                                                                         |
|                                                                                                                                                                                                           | 3                                                                                                          | 2                                                                                                        | 1                                                                                                         |
| <b>izvršenost zadatka</b>                                                                                                                                                                                 | Učenik je u potpunosti izvršio zadatak i ponudio sve potrebne informacije prema <i>check</i> -listi.       | Učenik je uglavnom izvršio zadatak, ali jedan ili više podataka nedostaje.                               | Učenik je samo djelomično izvršio zadatak budući da pola informacija nedostaje.                           |
| <b>gramatika i pravopis</b>                                                                                                                                                                               | Učenik se gotovo uvijek gramatički točno izražava. Pravopis riječi gotovo je uvijek točan.                 | Učenik katkad pogriješi u gramatici ili pravopisu, ali pogreške ne ometaju razumijevanje.                | Učenik često griješi u gramatici, a pravopisne pogreške ometaju razumijevanje.                            |
| <b>vokabular</b>                                                                                                                                                                                          | Uz ciljani, učenik se koristi širokim rasponom vokabulara uz manje pogreške koje ne ometaju razumijevanje. | Koristi se samo ciljanim vokabularom uz povremene pogreške u upotrebi koje katkad ometaju razumijevanje. | Koristi se samo jednostavnim vokabularom uz česte pogreške u upotrebi koje ponekad ometaju razumijevanje. |
| <b>Napomena:</b> Ako sastavnica nije ostvarena ni na najnižoj očekivanoj razini ili ne postoji, tada se za nju dodjeljuje 0 bodova. Ova se rubrika može rabiti i za sumativno vrednovanje sličnog zadatka |                                                                                                            |                                                                                                          |                                                                                                           |



## L6: Project 5: A job interview

**Lesson 6** I can act out a job interview. **Focus on skills**

### Project 5: A job interview

**1 How to prepare for a job interview?**  
Check the following steps and explain why they are important.

- 1** Pick out your outfit.
- 2** Practise greeting your interviewer.
- 3** Study your CV and know everything about it.
- 4** Practise your answers to most common interview questions.
- 5** Research the company and the job position you are applying for.
- 6** Print out directions and be there on time.

**Unit 5**

**1 Ravi Jones is at a job interview. He is being interviewed by Mr Adams, a human resource manager. Listen to the interview and circle the correct answer.**

- Ravi is applying for the position of a...  
a) radio presenter, b) DJ, c) journalist.
- He was approached by some...  
a) headmasters, b) headwaiters, c) headhunters.
- Ravi is a carefree person who doesn't worry about...  
a) what-abouts, b) what-ifs, c) what-ifs.
- Ravi is... impaired.  
a) physically, b) visually, c) hearing.
- Ravi and his guide dog are...  
a) inseparable, b) a nuisance, c) under pressure.

**2 Listen again and tick the questions you can hear in the interview.**

- What can you tell me about yourself?
- How did you hear about this position?
- Why do you want to work at this company?
- Why should we hire you?
- What are your greatest strengths?
- What do you consider to be your weaknesses?
- Are you a team-player or do you prefer to work alone?
- How do you deal with pressure or stressful situations?
- What's your dream job?
- Where do you see yourself in five years?
- What was the biggest challenge you had to overcome?
- What are your salary requirements?
- Are you willing to relocate?
- Is there anything we should know about you that's not on your CV?

**FUN FACT**  
Visually impaired people use the Braille alphabet for reading and writing. The characters are represented by tiny bumps which are read by moving fingers from left to right across the lines of dots.

**3 Choose one of the positions and act out a job interview.**

a kindergarten teacher, a nurse, a shop assistant, a football coach, a customer service representative, a wedding photographer, a chef

**Step 1:** Choose a job you would like to be interviewed for.  
**Step 2:** Prepare answers to the questions in task 3. Use your imagination.  
**Step 3:** Rehearse the answers and deliver them with confidence.  
**Step 4:** Act out a job interview in front of the class.

**Ishod lekcije:** učenik sudjeluje u zamišljenom intervjuu za posao.

**Jezični sadržaji:**

**Ključni vokabular:** a headhunter, visually impaired, inseparable, strenghts and weaknesses, salary requirements

**Gramatika:** future time expressions

**Ishodi iz PKEJ:** A.8.1., A.8.2., A.8.3., B.8.2., B.8.3., C.8.4.

**Međupredmetne teme:** Osobni i socijalni razvoj (A 3.1., A 3.3., A.3.4., B.3.1., B.3.2., B.3.4., C.3.2.),

Učiti kako učiti (A 3.3.), Građanski odgoj i obrazovanje (A 3.3.)

## Plan sata

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje poznato s novim sadržajima.                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Opis aktivnosti</b>  | Učenici otvaraju udžbenik na 92. stranici i kroz razgovor komentiraju opisanu proceduru pripreme za razgovor za posao. Učitelj potiče razgovor pitanjima poput - <i>What kind of outfit do you consider appropriate for a job interview? Why is it important to know your CV by heart? Why should you practise your answers and do a research on the company you're applying to? Why is it important to be on time?</i> |

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje dijaloga između kandidata za posao i poslodavca.                                                                                                                                                                                                                                                                   |
| <b>Opis aktivnosti</b>  | <b>Aktivnost prije slušanja</b><br>Prije slušanja, učitelj pojašnjava značenje izraza <i>visually impaired</i> . Učitelj pritom objašnjava što su politički korektni nazivi i na koje se skupine ljudi odnose. Učitelj može dati više primjera poput <i>hearing impaired</i> , <i>phisically challenged</i> , <i>intelectually disabled</i> itd. |



|                         |                                                                                                                                                                                                                                                                                                                                |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <b>Aktivnosti za vrijeme slušanja</b><br>1. Učenik sluša razgovor između poslodavca i kandidata za posao radijskog voditelja i rješava 2. zadatak te odabire točan odgovor. Slijedi provjera.<br>2. Učenik ponovno sluša zvučni zapis i rješava 3. zadatak te označava pitanja koja se spominju u razgovoru. Slijedi provjera. |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                                                                                                |
| <b>Ishod aktivnosti</b> | Učenik piše zamišljeni intervju za posao.                                                                                                                                                                                                                                                                                      |
| <b>Opis aktivnosti</b>  | <b>Aktivnosti nakon slušanja</b><br>Učenik piše zamišljeni razgovor za posao prema uputama u 4. zadatku. Učenik slijedi <i>check</i> -listu u 4. zadatku i najprije odabire posao za koji se prijavljuje, a zatim priprema odgovore na pitanja u 3. zadatku.                                                                   |

## Plan sata 2/2

|                           |                                                                                                                                                             |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Uvod/ Motivacija</b>   |                                                                                                                                                             |
| <b>Ishod aktivnosti</b>   | Učenik sudjeluje u zamišljenom razgovoru za posao.                                                                                                          |
| <b>Opis aktivnosti</b>    | 1. Na početku sata, učenici se u parovima ispituju pitanja u 3. zadatku. Učenik bi trebao na pitanja znati odgovoriti samostalno i bez gledanja u odgovore. |
| <b>Glavni dio/ Obrada</b> |                                                                                                                                                             |
| <b>Opis aktivnosti</b>    | 2. Učenici glume razgovor za posao pred razredom, a ostali učenici i učitelj ih formativno vrednuju.                                                        |
| <b>Zaključak</b>          |                                                                                                                                                             |
| <b>Opis aktivnosti</b>    | Na kraju sata učenici rješavaju 1., 2., 3. i 4. zadatak na 97. i 98. stranici u radnoj bilježnici.                                                          |

## Formativno vrednovanje

### Vrednovanje za učenje i vršnjačko vrednovanje

Učitelj i učenici formativno vrednuju govor učenika pomoću analitičke rubrike.

Primjer rubrike za vrednovanje govorenja.

| Razine ostvarenosti kriterija                                                                                                                                                                              |                                                           |                                                                           |                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------|
| Sastavnice                                                                                                                                                                                                 | potpuno                                                   | djelomično                                                                | potrebno doraditi                                                  |
|                                                                                                                                                                                                            | 3                                                         | 2                                                                         | 1                                                                  |
| <b>izvršenost zadatka</b>                                                                                                                                                                                  | Učenik uspješno odgovara na sva postavljena pitanja.      | Učenik uglavnom uspješno odgovara na postavljena pitanja uz manje greške. | Učenik ne zna odgovoriti na nekoliko pitanja.                      |
| <b>izgovor i intonacija</b>                                                                                                                                                                                | Uglavnom ne griješi u izgovoru i intonaciji.              | Često griješi u izgovoru, ali pogreške ne ometaju razumijevanje.          | Često griješi u izgovoru, a pogreške ometaju razumijevanje.        |
| <b>vokabular</b>                                                                                                                                                                                           | Uz ciljani učenik se koristi širokim rasponom vokabulara. | Učenik se koristi samo ciljanim vokabularom uz povremene pogreške.        | Učenik se koristi samo jednostavnim vokabularom uz česte pogreške. |
| <b>Napomena:</b> Ako sastavnica nije ostvarena ni na najnižoj očekivanoj razini ili ne postoji, tada se za nju dodjeljuje 0 bodova. Ova se rubrika može rabiti i za sumativno vrednovanje sličnog zadatka. |                                                           |                                                                           |                                                                    |

## Culture spot 5: Iceless Canada?

**culture spot 5** I can talk about climate change issues in Canada. Beyond language

### Iceless Canada?

**Climate change is no longer a distant prospect. It is a reality.**  
Astrid Nøklebye Heideberg

**1** Read the quotation and explain its meaning.  
**2** Read the text and match the paragraphs to the headings.

**Endangered Species** **Inuit Way of Life**  
**Melting Homeland**  
**Land of Ice and Snow**

**Ice cracks in Nunavut**

**The Inuit people**

Welcome to Nunavut, the northernmost territory of Canada. Nunavut includes most of the Canadian Arctic Archipelago and it's inhabited by the Inuit people. It is a remote place where snow and ice are embedded deeply in people's DNA and are not considered to be bad weather. The Inuit use ice to build houses, or igloos, and travel on icy roads that become lakes and rivers during summer. However, these roads are not as safe as they used to be since ice cover is not thick enough to hold snowmobiles or sleighs.

For generations the Inuit lived a traditional life in the Arctic. They lived in close communities in which everyone was assigned a set of duties. Some of them were hunters, others made waterproof footwear or tools. All these skills were needed for a camp to survive. The Inuit were moving from one place to another with seasons to hunt caribou and seal. The weather dictated when and where they would move. Unfortunately, the animals essential for the Inuit survival are becoming extinct due to global warming.

The Inuit have been observing the changes in their environment with great sadness. They tell stories of polar bears getting skinnier, people falling through the ice while hunting, or getting their feet stuck in mud where frozen ground used to be. There's no other conclusion - their homeland is melting. The fact is that average temperatures in Canada have increased by more than 1.5 degrees Celsius. While the Arctic is melting and sea level is rising, the Inuit way of life and their survival is becoming more and more fragile.

**Caribou**

**unit 5**

**Walrus**

**Baby arctic seal**

**Polar bears**

Arctic ecosystem is incredibly important, but also very fragile. Arctic sea ice extent is shrinking dramatically, especially in summer. Sea ice is bright and reflective so that most of the sunlight that hits it is reflected back into space. However, when it melts, the dark ocean surface is exposed and absorbs most of the sunlight. And when oceans become warmer, even more ice melts. The rise in ocean temperature causes the loss of marine habitats and fish species. Polar bears, walrus and arctic sea lions are losing their habitats and their food. Their numbers are getting smaller. It makes you think, doesn't it?

**1** How is global warming affecting Canada? What will disappear?  
**2** What can be done to stop climate change?  
**3** How is climate change affecting Croatia?  
Go online and do some research on the impacts of global warming.

**Ishod lekcije:** učenik istražuje utjecaje klimatskih promjena u Hrvatskoj i izlaže rezultate istraživanja.  
**Jezični sadržaji:**

**Ključni vokabular:** *to inhabit, to observe, walrus, caribou, fragile, waterproof footwear, sea ice extent, to reflect, to absorb*

**Gramatika:** *future time expressions*

**Ishodi iz PKEJ:** A.8.1., A.8.3., A.8.4., B.8.1., B.8.5., C.8.6.

**Međupredmetne teme:** Osobni i socijalni razvoj (C 3.2., C 3.4.), Učiti kako učiti (A 3.1.), Uporaba IKT (B 3.3.), Građanski odgoj i obrazovanje (A 3.3.), Održivi razvoj (A.3.2., A.3.3., C.3.1.)

**Dodatni digitalni sadržaji:** *Learn More (World's largest garbage dump)*

## Plan sata 1/2

### Uvod/ Motivacija

|                         |                                                                                                                                                      |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje poznato s novim sadržajima.                                                                                                          |
| <b>Opis aktivnosti</b>  | Na početku sata učenici se ponavljaju što su već naučili o Kanadi. Učitelj piše na ploču osnovni pojam – <i>Canada</i> – a učenici nižu asocijacije. |

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                                                                                              |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje teksta o utjecaju globalnog zatopljenja na ekosustav Kanade.                                                                                                                                                                                   |
| <b>Opis aktivnosti</b>  | <p><b>Aktivnost prije čitanja</b></p> <p>Učenici otvaraju udžbenik na 94. stranici objašnjavaju značenje citata u 1. zadatku. Učenici zatim opisuju slike na 94. i 95. stranici i predviđaju o čemu će biti riječi u tekstu.</p> <p><b>Aktivnosti za vrijeme čitanja</b></p> |

|                        |                                                                                                                                                                                                                                                                                                            |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | 1. Učenik čita tekst i povezuje naslove i odlomke (2. zadatak). Slijedi provjera.<br>2. Učenik ponovno čita tekst i odgovara na pitanja u 3. zadatku – <i>How is climate change affecting Canada? What will disappear?</i>                                                                                 |
| <b>Zaključak</b>       |                                                                                                                                                                                                                                                                                                            |
| <b>Opis aktivnosti</b> | <b>Aktivnost nakon slušanja</b><br>1. Učenici u skupinama odgovaraju na pitanje u 4. zadatku i zapisuju svoje ideje i razmišljanja – <i>What can be done to stop the climate change?</i> Slijedi provjera.<br>2. Učenici rješavaju <i>Big Fat Culture Spot 5 Quiz</i> na 99. stranici u radnoj bilježnici. |

## Plan sata 2/2

|                           |                                                                                                                                                                                                                                               |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Uvod/ Motivacija</b>   |                                                                                                                                                                                                                                               |
| <b>Ishod aktivnosti</b>   | Učenik istražuje utjecaje klimatskih promjena u Hrvatskoj.                                                                                                                                                                                    |
| <b>Opis aktivnosti</b>    | Učenici rješavaju 5. zadatak na 95. stranici u udžbeniku i u skupinama istražuju na koji način klimatske procjene utječu na život u Hrvatskoj. Učenici koriste digitalne alate kako bi zapisali rezultate svog istraživanja u vidu umne mape. |
| <b>Glavni dio/ Obrada</b> |                                                                                                                                                                                                                                               |
| <b>Ishod aktivnosti</b>   | Učenik izlaže rezultate istraživanja.                                                                                                                                                                                                         |
| <b>Opis aktivnosti</b>    | 1. Učenici u skupinama uvježbavaju govor koji će pratiti njihovu umnu mapu. Svi učenici sudjeluju u izlaganju.                                                                                                                                |
| <b>Zaključak</b>          |                                                                                                                                                                                                                                               |
| <b>Opis aktivnosti</b>    | 2. Učenici izlažu rezultate istraživanja pred razredom. Za vrijeme izlaganja, ostali učenici formativno vrednuju govor i izvršenost zadatka te daju savjete za napredak.                                                                      |

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

### 2. Vršnjačko vrednovanje

Učenici slušaju govor drugih učenika te daju povratnu informaciju pomoću *check-liste*.

Primjer *check-liste* za formativno vrednovanje.

Use ✓ or X:

- 1 The mind map includes relevant and interesting facts about climate change in Croatia.
- 2 The mind map includes both pictures and facts.
- 3 The students talk loudly and clearly.
- 4 The students are fluent and well-prepared.
- 5 All students participate equally in the presentation.

## Sum up 5

**Sum up 5**

**1 Circle the correct option.**

- The weather is terrible, but we'll **do / make / take** the most of it.
- I never thought I'll be **doing / making / taking** business with a celebrity.
- Let's **do / make / take** advantage of this beautiful day and spend it outside.
- Scuba diving has really **done / made / taken** me out of my comfort zone.
- I'd like to move to a big city and **do / make / take** a name for myself.
- I'm not sure I'll be able to come over today, but I'll **do / make / take** my best.
- Where are we going on holiday this summer? Let's **do / make / take** a plan.
- Could you **do / make / take** me a favour and tidy up the apartment? The guests are coming in 10 minutes.

**2 Complete the sentences with the words in the box.**

|         |           |               |         |            |
|---------|-----------|---------------|---------|------------|
| swamped | utilities | sugar-coating | salary  | humidifier |
| extinct | impaired  | inseparable   | habitat |            |

- I'm sorry but I can't help you right now. I'm really **swamped** at work.
- Molly and her brother Brian are ..... They never leave each other's sight.
- You should buy a ..... for your office. The air is so dry there, and it's no wonder you get nosebleeds.
- Rachel is outspoken and she hates ..... She'll tell you things as they really are.
- My ..... hasn't changed since I started working here. I think I deserve a raise.
- Rainforests provide a ..... for thousands of animal and fish species.
- Many animals are becoming ..... due to global warming and pollution.
- Unfortunately, people who are hearing ..... have fewer educational and job opportunities.
- I like the apartment a lot. Are ..... included in the rent?

**3 Circle the correct answer.**

- We ..... to New York in the morning. I'm worried about traffic. Is it really that bad?  
a) are driving    b) will drive    c) drive
- Ben has recently been offered a job at the airport. I think he ..... it.  
a) takes    b) is taking    c) is going to take

**unit 5**

- Brianna promised she ..... back in time for dinner.  
a) is going to be    b) will be    c) is
- The train ..... at 5.30, which gives me enough time to have some coffee.  
a) leaves    b) is going to leave    c) will leave
- On Sunday at 8 o'clock, I ..... my friend from college.  
a) will meet    b) am meeting    c) meets
- Ely ..... some photos at the weekend. That's the plan.  
a) is taking    b) will take    c) is going to take

**4 Complete the conditional clauses using the correct form of the verbs in brackets.**

- If I ..... (find) your ring, I ..... (let) you know.
- If you ..... (neg. study) harder, you ..... (neg. pass) the exam.
- If you ..... (bring) her flowers, she ..... (be) very happy.
- Tom ..... (buy) a new car if he ..... (get) a promotion.
- I ..... (lend) you my bike if you ..... (promise) to take care of it.

**5 Rewrite the sentences using the passive voice.**

- The company will employ a new worker.
- Thousands of people will visit the exhibition.
- Both parties will sign the contract.

**What's your mark?**

|                |              |
|----------------|--------------|
| 20 - 28 points | = excellent  |
| 22 - 25 points | = very good  |
| 17 - 24 points | = good       |
| 14 - 16 points | = sufficient |

**Total: /28**

**My mark is .....**

**Ishod lekcije:** učenik procjenjuje svoj napredak unutar pete cjeline.

**Jezični sadržaji:**

**Ključni vokabular:** *collocations with do, take and make (make plans, take somebody out of his/her comfort zone, do one's best, make money, take an opportunity, do a favour...), a grammar school, a vocational school, global networking, housing expenses, utilities, skills and education, colleagues, jobs and professions, a mug warmer, paper organizers, adhesive cable clips, noise-canceling headphones, a memory foam cushion, a decorative succulent, outdated, outworn, old-fashioned, current, antique, bygone, contemporary, telecommuting, digital technology, an email of complaint, CV, visually impaired, a job interview*

**Gramatika:** *future time expressions, the first conditional, future simple passive*

**Ishodi iz PKEJ:** A.8.2., C.8.1., C.8.2., C.8.3.

**Međupredmetne teme:** Učiti kako učiti (B 3.1., B 3.2., B 3.3., B 3.4.)

## Plan sata

### Uvod/ Motivacija

|                           |                                                                                                                                                                                                             |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b>   | Učenik pokazuje razumijevanje vokabulara i gramatike obrađenih unutar <i>Unit 5 – Career choices</i> .                                                                                                      |
| <b>Opis aktivnosti</b>    | 1. Učenici razgovaraju o tome što im se najviše sviđalo u <i>Unit 5 – Career choices</i> .                                                                                                                  |
| <b>Glavni dio/ Obrada</b> |                                                                                                                                                                                                             |
| <b>Opis aktivnosti</b>    | 2. Učenik rješava zadatke za ponavljanje vokabulara i gramatike na str. 100., 101. i 102. u radnoj bilježnici. Učitelj određuje vrijeme unutar kojega moraju riješiti zadatke (primjerice, 15 – 20 minuta). |
| <b>Ishod aktivnosti</b>   | Učenik vrednuje svoj rad ili rad drugog učenika na temelju bodovne liste.                                                                                                                                   |

|                         |                                                                                                                                                                                                                                                |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Opis aktivnosti</b>  | Nakon isteka vremena učenici se međusobno zamjene za radne bilježnice i jedan drugomu vrednuju rad. Učenici mogu ocijeniti zadatke na str. 100. i 101. s pomoću bodovne liste, dok stranicu <i>My dictionary 5</i> vrednuju uz pomoć učitelja. |
| <b>Ishod aktivnosti</b> | Učenik procjenjuje svoj napredak na temelju liste za samoprocjenu – <i>Self Check 5</i> .                                                                                                                                                      |
| <b>Opis aktivnosti</b>  | Učenik ispunjava listu za samoprocjenu na str. 96. u udžbeniku. Nakon toga komentira koja je područja sigurno svladao, a koja područja mora doraditi.                                                                                          |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                |
| <b>Ishod aktivnosti</b> | Učenik primjenjuje savjete vezane uz izgovor u rubrici <i>Pronunciation academy</i> na primjeru.                                                                                                                                               |
| <b>Opis aktivnosti</b>  | Učenik čita tekst u rubrici <i>Pronunciation academy</i> na str. 96. u udžbeniku o riječima koje se često pogrešno izgovaraju. Učenik čita primjere pazeći na izgovor i daje primjere iz vlastite prakse.                                      |

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom i izgovorom. Učitelj vodi zabilješke o napretku učenika.

### 2. Vršnjačko vrednovanje

Učenici formativno vrednuju zadatke u radnoj bilježnici drugom učeniku.

### 3. Samovrednovanje

Učenici vrednuju svoj napredak s pomoću liste za samoprocjenu – *Self Check 5*.

## Sumativno vrednovanje

Učitelj sumativno vrednuje učenike na kraju teme. Prijedlozi za sumativno vrednovanje nalaze se na kraju razrade teme.

**Self Check 5**

Rate your knowledge and language skills development in Unit 5.  
Now I can ...

|                                                                 |      |
|-----------------------------------------------------------------|------|
| ... use collocations with make, do and take.                    | ☆☆☆☆ |
| ... talk about advantages and disadvantages of moving abroad.   | ☆☆☆☆ |
| ... use future time expressions to talk about the future.       | ☆☆☆☆ |
| ... use the first conditional to talk about telecommuting.      | ☆☆☆☆ |
| ... use the future simple passive.                              | ☆☆☆☆ |
| ... talk about the future of jobs.                              | ☆☆☆☆ |
| ... write an email of complaint.                                | ☆☆☆☆ |
| ... act out a job interview.                                    | ☆☆☆☆ |
| ... talk about climate change issues in Canada.                 | ☆☆☆☆ |
| ... do research about the impacts of global warming in Croatia. | ☆☆☆☆ |

★ I'm completely lost.  
 ★★ I have some understanding of the topic, but I still need help.  
 ★★★ I have some knowledge, but I'm not sure of myself.  
 ★★★★ I am happy with my progress, but it could be even better.  
 ★★★★★ I am the master of Unit 5 language skills.

**PRONUNCIATION ACADEMY**  
 Commonly mispronounced words in English  
 One of the toughest things about learning English is that words don't always sound as you would expect them to. It's because English is a combination of many languages. Here are some commonly mispronounced words.  
 Say them out loud and check your pronunciation.

February /'februəri/   athlete /'æθli:t/   especially /ɪ'speʃəli/   Wednesday /'wenzdeɪ/  
 pronunciation /prəˈnuːnsi'eɪʃən/   Antarctic /æn'tɑːktɪk/   clothes /'kloʊðz/   colleague /'kɒliɡ/



# Aussie Christmas



**Ishod lekcije:** učenik u razgovoru uspoređuje božićne običaje u Hrvatskoj i Australiji.

**Jezični sadržaji:**

**Ključni vokabular:** *bush fires, Christmas Bush, lobster, wreath, light display, a float, Carols by Candlelight*

**Ishodi iz PKEJ:** A.8.1., A.8.4., A.8.4., B.8.1., B.8.2., B.8.3., B.8.4., B.8.5., C.8.5.

**Međupredmetne teme:** Osobni i socijalni razvoj (B 3.1., B.3.2., C.3.2., C.3.4.), Učiti kako učiti (A.3.4., C.3.3.), Uporaba IKT (A.3.1.)

## Plan sata

### Uvod/ Motivacija

**Ishod aktivnosti** Učenik povezuje poznato s novim sadržajima.

**Opis aktivnosti** Učitelj najavljuje temu sata – *Aussie Christmas* – te pojašnjava da se tema odnosi na božićno vrijeme u Australiji. Učenici razgovaraju o božićnim običajima u Hrvatskoj i u svijetu i ponavljaju vokabular vezan uz božićne praznike (*Santa Claus, a Christmas tree, decorations, presents, carols, mistletoe, crackers, Christmas dinner, Christmas Eve, Boxing Day...*).

### Glavni dio/ Obrada

**Ishod aktivnosti** Učenik pokazuje razumijevanje teksta o božićnom vremenu u Australiji.

**Opis aktivnosti** **Aktivnost prije čitanja**

1. Učenici odgovaraju na pitanje u 1. zadatku na 97. stranici u udžbeniku – *What's the weather like in Croatia at Christmas time?*

|                         |                                                                                                                                                                                                                                                                |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <b>Aktivnosti za vrijeme čitanja:</b><br>1. Učenik čita tekst o božićnom vremenu u Australiji i rješava 2. zadatak te povezuje slike i odlomke. Slijedi provjera.                                                                                              |
| <b>Ishod aktivnosti</b> | Učenik u razgovoru uspoređuje božićne običaje u Hrvatskoj i Australiji.                                                                                                                                                                                        |
| <b>Opis aktivnosti</b>  | <b>Aktivnost nakon čitanja</b><br>1. Učenici u skupinama uspoređuju božićne običaje u Hrvatskoj i Australiji (3. zadatak). Učenici koriste tablicu ili <i>Vennovog</i> dijagram kako bi prikazali koji se običaji razlikuju, a koji su isti. Slijedi provjera. |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                                |
| <b>Opis aktivnosti</b>  | 2. Učenici odgovaraju na pitanja u 4. zadatku – <i>How would you like to spend Christmas in Australia? What would you miss the most about your home country?</i>                                                                                               |

## Formativno vrednovanje

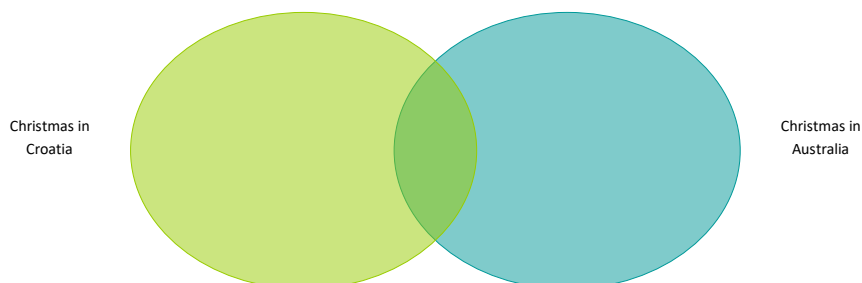
### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

### 2. Samovrednovanje

Učenici palčevima/bojama semafora signaliziraju razumijevanje zadatka kao povratnu informaciju učitelju.

Primjer *Vennovog* dijagrama:



# World Oceans Day

**Holidays**

## World Oceans Day

**1 How many oceans are there? Can you name them?**  
**2 Read the text and match the questions to the answers.**

How much is known about ocean life?  
 Why should we care about the oceans?  
 When and why is World Oceans Day celebrated?  
 What are the biggest problems of the oceans?  
 What has been done so far?



World Oceans Day has been celebrated on 8 June since 1992. The purpose of World Oceans Day is to remind everyone of the major role the oceans have in everyday life and of the harmful effects of human activity. The idea is to unite the world's population on a project for the sustainable management of the world's oceans.



First of all, the oceans help us breathe thanks to tiny plant-like organisms called phytoplankton. They are responsible for at least 50% of the oxygen on Earth. Secondly, they absorb huge amounts of heat coming from the sun and help regulate the climate. Thirdly, they are an important source of food and account for 16% of all animal protein consumed globally. Lastly, ocean-based industries employ more than 40 million people.

The oceans are still a big mystery. It's no wonder since they cover 70% of the planet's surface and are up to 11,000 meters deep. Some scientists say that the number of yet-to-be-discovered species could be as high as a million. Unfortunately, many ocean species are becoming endangered due to pollution and global warming.

**2**

The biggest problem is waste. The Great Pacific Garbage Patch is growing, and it has already covered over 1.6 million square kilometres. The oceans are becoming a plastic soup that is killing millions of animals on a daily basis. Therefore, microplastic particles are ending up on our plates, too. Another problem is overfishing which leads to the extinction of commercially exploited species like cod and tuna. Lastly, coral reefs are dying due to an increase in ocean temperature of just 0.5°C.

Many companies and organizations have realised the seriousness of ocean pollution and are trying to raise awareness. For example, since 2015 Adidas has developed several series of trainers made from plastic collected in the oceans. There are smartphone apps which help you check if a product contains microbeads by scanning the barcode. Also, many beach clean-ups have been successfully organized around the world and have really made a difference.

**3 Read the text again. What do the numbers in the text stand for?**

|             | 1992 | 50%    | 16%       |
|-------------|------|--------|-----------|
| 8           |      |        |           |
| 40 million  | 70%  | 11,000 | 1 million |
| 1.6 million | 0.5  | 2015   |           |

**4 Finish the sentences.**

I have already known that...  
 I didn't know that...  
 I find it interesting that...  
 I would like to learn more about...

**5 Make a poster about World Oceans Day. Include some of the information from the text and give advice about what we can do in our everyday lives to keep the oceans clean.**



**Ishod lekcije:** učenik izrađuje informativni poster ili letak o Svjetskom danu oceana.

**Jezični sadržaji:**

**Ključni vokabular:** *phytoplankton, ocean-based, microplastic particles, commercially exploited species, to raise awareness, microbeads*

**Ishodi iz PKEJ:** A.8.1., A.8.4., B.8.1., C.8.5.

**Međupredmetne teme:** Osobni i socijalni razvoj (B 3.2., C.3.2.), Učiti kako učiti (A 3.4., C.3.3., D.3.2.), Uporaba IKT (A.3.1., A.3.2.), Građanski odgoj i obrazovanje (A 3.3.), Održivi razvoj (C.3.1.)

## Plan sata

### Uvod/ Motivacija

|                         |                                                                                                                                                                                                                                                                                                                      |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik povezuje poznato s novim sadržajima.                                                                                                                                                                                                                                                                          |
| <b>Opis aktivnosti</b>  | Učitelj najavljuje temu sata – <i>World Oceans Day</i> . Učenici otvaraju udžbenike na 98. stranici i odgovaraju na pitanja u 1. zadatku – <i>How many oceans are there? Can you name them?</i> Učitelj pritom podsjeća učenike da se nazivi oceana uvijek pišu sa određenim članom <i>the (The Pacific Ocean)</i> . |

### Glavni dio/ Obrada

|                         |                                                                                                                                                                                                     |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ishod aktivnosti</b> | Učenik pokazuje razumijevanje teksta o važnosti oceana.                                                                                                                                             |
| <b>Opis aktivnosti</b>  | <b>Aktivnost prije čitanja</b><br>Učenici opisuju slike na 98. i 99. stranici i razgovaraju o ekološkim problemima oceana ( <i>pollution, plastic waste, garbage, oil spills, overfishing...</i> ). |

|                         |                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <p><b>Aktivnosti za vrijeme čitanja</b></p> <p>1. Učenik čita tekst o važnosti oceana i povezuje pitanja i odgovore u 2. zadatku. Slijedi provjera.</p> <p>2. Učenik ponovno čita tekst i objašnjava na što se odnose brojevi u 3. zadatku.</p> <p><b>Aktivnosti nakon čitanja</b></p> <p>1. Učenik iznosi svoja razmišljanja o zaštiti oceana i dopunjava rečenice u 4. zadatku . Slijedi provjera.</p> |
| <b>Zaključak</b>        |                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Ishod aktivnosti</b> | Učenik izrađuje informativni poster ili letak o Svjetskom danu oceana.                                                                                                                                                                                                                                                                                                                                   |
| <b>Opis aktivnosti</b>  | 2. Učenici rade u skupinama i slijede upute u 5. zadatku kako bi izradili poster ili informativni letak o važnosti oceana i Svjetskom danu oceana. Učenici pritom upotrebljavaju podatke iz teksta, ali mogu dopuniti svoj poster/letak informacijama s Interneta. Učenici na posteru/letku također daju savjete o tome kako očuvati oceane od zagađenja.                                                |

## Formativno vrednovanje

### 1. Vrednovanje za učenje

Tijekom sata učitelj promatra, sluša i pomaže s vokabularom, gramatikom i izgovorom. Učitelj promatra napredovanje i uočava kome treba pomoć.

### 2. Samovrednovanje

Učenici palčevima/bojama semafora signaliziraju razumijevanje zadatka kao povratnu informaciju učitelju.