

## PRIPREMA ZA IZVOĐENJE NASTAVE

Učiteljica: Dragana Sanković Matak  
Predmet: ENGLESKI JEZIK

Datum:

Sat:

Razred: 5.c

Udžbenik: *Footsteps 1* D. Božanić, O. Breka, A. Posnjak, I. Marinić

TEMA	Škola
NAZIV CJELINE	Unit 3 School
NAZIV LEKCIJE	Lesson 6: <b>Friendship</b>

JEZIČNI SADRŽAJI	KLJUČNI VOKABULAR	<i>trust, a lot in common, honest, caring, sharing...</i>
	GRAMATIKA	<i>Present Simple</i>

NASTAVNE METODE I AKTIVNOSTI: razgovor, slušanje, čitanje, pisanje, pridruživanje, role play- optional

OBLICI RADA: frontalno, individualno, u paru, u grupi

NASTAVNA SREDSTVA, POMAGALA I RADNI MATERIJALI: računalo, projektor, ploča, udžbenik, e-udžbenik, bilježnica, kartice, radni listići

### Ishodi učenja iz PK EJ:

OŠ (1) EJ A.5.1. Razumije kratak i jednostavan tekst poznate tematike pri slušanju i čitanju.

OŠ (1) EJ A.5.2. Izražajno naglas čita kratak i jednostavan tekst poznate tematike.

OŠ (1) EJ A.5.3. Primjenjuje intonacijska obilježja jednostavne rečenice.

OŠ (1) EJ A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama.

OŠ (1) EJ A.5.5. Sudjeluje u kratkome i jednostavnome razgovoru poznate tematike.

OŠ (1) EJ A.5.6. Zapisuje jednostavne učestale izgovorene riječi.

OŠ (1) EJ B.5.1. Primjenjuje osnovna znanja o zemljama ciljnoga jezika unutar vlastite kulture.

OŠ (1) EJ B.5.2. Održava kratku i jednostavnu komunikaciju koristeći se ključnim konvencijama uljudnoga ponašanja u međukulturnim susretima.

OŠ (1) EJ B.5.4. Izabire prijateljstvo, suradnju, altruizam, solidarnost i prihvaćanje različitosti i posebnosti u različitim kontekstima međukulturnih iskustava.

OŠ (1) EJ C.5.1. Uočava i koristi se osnovnim kognitivnim strategijama učenja jezika.

OŠ (1) EJ C.5.2. Uočava i koristi se osnovnim metakognitivnim strategijama učenja jezika.

OŠ (1) EJ C.5.3. Uočava i koristi se osnovnim društveno-afektivnim strategijama učenja jezika.

OŠ (1) EJ C.5.4. Izabire i koristi se osnovnim tehnikama kreativnoga izražavanja pri stvaranju različitih kratkih i jednostavnih tekstova poznatih sadržaja.

OŠ (1) EJ C.5.5. Obrazlaže svoje mišljenje, stavove i vrijednosti i uspoređuje ih s drugima u različitim komunikacijskim situacijama

### Razrada ishoda:

Učenik pokazuje razumijevanje ključnih informacija u kratkom razgovoru i priči o prijateljstvu.

Učenik sudjeluje u jednostavnom i kratkom razgovoru o prijateljstvu.

Učenik provjerava razumijevanje i traži razjašnjenja ako nešto ne razumije tijekom razgovora o prijateljstvu.

Učenik kroz kreativnu aktivnost izdvaja ono što je važno za prijateljstvo.

Učenik sudjeluje u kratkom i jednostavnom razgovoru o navikama sebe kao prijatelja.

### Povezivanje MPT:

osr A.2.1. Razvija sliku o sebi.

osr A.2.2. Upravlja emocijama i ponašanjem.

osr A.2.3. Razvija osobne potencijale.

osr B.2.1. Opisuje i uvažava potrebe i osjećaje drugih.

osr B.2.2. Razvija komunikacijske kompetencije.

osr B.2.4. Suradnički uči i radi u timu.

osr C.2.3. Pridonosi razredu i školi.

osr C.2.4. Razvija kulturni i nacionalni identitet zajedništvom i pripadnošću skupini.

uku D.2.2.

Suradnja s drugima

Učenik ostvaruje dobru komunikaciju s drugima, uspješno surađuje u različitim situacijama i spreman je zatražiti i ponuditi pomoć.

### Digitalni sadržaji:

Interaktivna igra:

- Pupil of the month

Zvučni zapis:

- Interview with Emma
- Tongue twisters

Video:

- Aesop's fable: The lion and the mouse
- Friendship Soup Recipe

## LESSON PLAN

### INTRODUCTION

(6 min)

- Greeting pupils
- Checking homework – some pupils read their homework, the others listen and comment

<b>Homework – A day of a good pupil</b>	<b>+/-</b>
Is the text about a day of a good pupil?	
Are there 6 sentences?	
Are there 2 sentences for morning?	
Are there 2 sentences for afternoon?	
Are there 2 sentences for evening?	
Is it grammatically correct? (Present Simple – s)	

- Introducing the topic:
    - Interactive game: Pupil of the month  
<https://wordwall.net/embed/9287c56473674f23ab92a5585ed3ec48?themelId=48&templateId=35%27%20frameborder=%270>
    - Short conversation: (possible questions)
      - Is the fifth form hard for you?
      - Is it hard for you to wake up in the morning?
      - What subjects are difficult?
      - What subjects are easy?
      - What comes to your mind when somebody mentions school?
      - What is the main reason you like going to school?
- FRIENDS

### MAIN PART

(29 min)

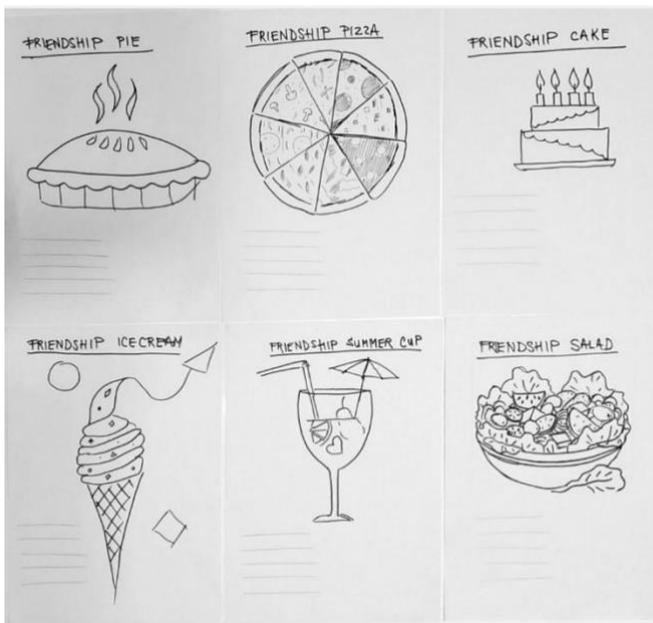
- Video: Aesop's Fable *The lion and the mouse*  
(fable – a short tale with animals as characters; it has a moral at the end; we learn something from it)
  - Watching the video
  - Short conversation about the story
    - How comes that a lion and a mouse are friends in this story?
  - Retelling the story together
    - At the beginning of the story mice are playing around a lion. One mouse is very slow, wakes the lion up, the lion catches the mouse. The lion feels sorry for the mouse and lets the mouse free. Later on the lion is caught in a trap, cries for **help**. The little mouse comes, cuts the ropes with its teeth and sets the lion free. The lion is **grateful** and they stay friends.
  - The moral: It is nice to help somebody in trouble. A friend in need is a friend indeed. Good deeds are rewarded.

- Word cards (or projector)
  - The teacher puts word cards on the board, explains (together with pupils) the meaning of less familiar words, so the pupils can use them later  
*TRUST, FUN, A LOT IN COMMON, LOVE, SUPPORT, SHARING, CARING, HONESTY, UNDERSTANDING, KINDNESS, FORGIVENESS, RESPECT, HELPFUL, COMMUNICATION, THERE FOR EACH OTHER*
- Listening
 

Interview with Emma

<https://www.e-sfera.hr/dodatni-digitalni-sadrzaji/cb0051a0-abd1-48c1-b569-5707a624ee8b/>

  - Pupils listen and write down in their notebooks important things about friendship that are mentioned in the interview. They can use word cards on the board to check spelling.
  - Pupils read what they have (trust, have a lot in common, honest, caring, helpful, there for each other)
- Video: How to prepare a friendship soup
  - Pupils watch the video
  - Group work: Make a recipe for your Friendship dish (5 ingredients) (or pair work – depending on the number of pupils at school)
  - Pupils should talk to each other in English and agree on 5 ingredients they would put in their Friendship dish.
  - Pupils present their recipes



## CLOSURE

(5 min)

- Quiz – What kind of a friend are you?
  - pupils book page 49 (optional)
  - pupils do the quiz or talk about themselves as friends
- Homework – a quote about friendship

- Pupils should search the Internet, find a saying about friendship, copy it and name the author, if known.

- Tongue twisters:

<https://learnenglishkids.britishcouncil.org/tongue-twisters>

*Faithful friends freely forgive.*

*My friend's fat fish is friendlier than my fish's friend.*

*Friendly fleas and fireflies.*

*If you want to buy, buy, if you don't want to buy, bye bye!*

---

#### TEACHING METHODS AND TECHNIQUES:

- interactive and participative methods, collaborative learning
- frontal lecturing (giving instructions, directions, presenting basic material, asking questions)
- individual work, pair work, group work
- alternative and contemporary digital learning

#### Internet links:

<https://wordwall.net/embed/9287c56473674f23ab92a5585ed3ec48?themeld=48&templateId=35%27%20frameborder=%270>

<https://www.e-sfera.hr/dodatni-digitalni-sadržaji/4209c607-1097-4aa5-a68e-7f77788a09fc/>

<https://learnenglishkids.britishcouncil.org/tongue-twisters>

<https://www.youtube.com/watch?v=iPybpc-xuG0>

<https://www.youtube.com/watch?v=H7w7yXkJTu0>

Basic aim for the teacher is to create a friendly, non-threatening learning atmosphere for pupils to enjoy and take part in numerous activities, to develop critical thinking and promote creativity in the classroom.

#### Optional activities :

- word search – pair work – let's see who will finish first
- game – Introduce your family
  - 1) a friendship word (name)
  - 2) a day (surname)
  - 3) 1 – 100 (age)