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| **Sprint 1 - пети разред, пета година учења** | | | | | | | | |
| **Редни број и назив настaвне теме** | **Ред. број**  **часа** | **Назив наставне јединице** | **Тип часа** | | | **Укупан број часова по теми за** | | |
| обрада | Утврђи-вање | остали типови | обраду | Утврђи-вање | остале типове |
| **1.**  **STARTER UNIT** | 1. | Letters of the alphabet and numbers 1 - 100 | / | 1 | / | 1,5 | 3,5 | 1 |
| 2 | Plural of nouns, colours and classroom objects | 0,5 | 0,5 | / |
| 3. | Telling the time, days, months and seasons | / | 1 | / |
| 4. | Ordinal numbers and dates | 0,5 | 0,5 | / |
| 5. | School subjects and classroom language | 0,5 | 0,5 | / |
| 6. | Starter unit: revision | / | / | 1 |
| **2.**  **UNIT 1**  **WELCOME TO OUR SCHOOL** | 7. | Welcome to our school: Vocabulary, presentation 1 | 0,5 | 0,5 | / | 2,5 | 4,5 | / |
| 8. | Welcome to our school: Reading and listening to a dialogue, presentation 2 | 0,5 | 0,5 | / |
| 9. | Welcome to our school: Talking about people, things and possessions *(Present simple tense – to be, Possessive adjectives)* | 0,5 | 0,5 | / |
| 10. | Welcome to our school: Talking about possessions *(Possessive pronouns)* | 0,5 | 0,5 | / |
| 11. | Welcome to our school: Talking about people, places, things, animals… *(The indefinite and definite articles)* plus sounds /ɵ/, /ð/ | 0,5 | 0,5 | / |
| 12. | Welcome to our school: Functions *(Greetings and introductions)* | / | 1 | / |
| 13. | Welcome to our school: Build your competences | / | 1 | / |
| **3.**  **TEСT 1** | 14. | Starter Unit – Unit 1 - Revision | / | / | 1 | / | / | 2 |
| 15. | Test 1 (Starter Unit – Unit 1) | / | / | 1 |
| **4.**  **UNIT 2**  **MY FAMILY** | 16. | My family: Vocabulary, presentation 1 | 0,5 | 0,5 | / | 3 | 6 | / |
| 17. | My family: Reading and listening to a dialogue, presentation 2 | 0,5 | 0,5 | / |
| 18. | My family: Talking about what people do every day (*Present simple – affirmative*) | 0,5 | 0,5 | / |
| 19. | My family: Talking about what people do every day (*Present simple – negative, questions and short answers*) | 0,5 | 0,5 | / |
| 20. | My family: Talking about actions happening now (*Present continuous – affirmative, negative, questions and short answers*) | / | 1 | / |
| 21. | My family: Exchanging personal information and information about others (*Question words, Demonstrative pronouns*) | 0,5 | 0,5 | / |
| 22. | My family: Comparing people, things, ani mals etc. *(Comparison of adjectives)* plus sounds /ɪ/, /i:/ | 0,5 | 0,5 | / |
| 23. | My family: Functions *(Talking about yourself and others)* | / | 1 | / |
| 24. | My family: Build your competences | / | 1 | / |
| **5.**  **UNIT 3**  **MY FAVOURITE THINGS** | 25. | My favourite things: Vocabulary, presentation 1 | 0,5 | 0,5 | / | 2,5 | 4,5 | / |
| 26. | My favourite things: Reading and listening to a dialogue, presentation 2 | 0,5 | 0,5 | / |
| 27. | My favourite things: Describing people and talking about possessions (*have got - affirmative, negative, questions and short answers*) | 0,5 | 0,5 | / |
| 28. | My favourite things: Talking about what people normally do and what they are doing now or today (*Present simple vs Present continuous)* | 0,5 | 0,5 | / |
| 29. | My favourite things: Talking about possessions (*Saxon genitive*) plus sound /h/ | 0,5 | 0,5 | / |
| 30. | My favourite things: Functions *(Describing people’s appearance)* | / | 1 | / |
| 31. | My favourite things: Build your competences | / | 1 | / |
| **6.**  **ПРВИ ПИСМЕНИ ЗАДАТАК** | 32. | Припрема за први писмени задатак | / | / | 1 | / | / | 3 |
| 33. | Први писмени задатак | / | / | 1 |
| 34. | Исправка првог писменог задатка | / | / | 1 |
| **7.**  **UNIT 4**  **AT HOME** | 35. | At home: Vocabulary, presentation 1 | 0,5 | 0,5 | / | 3 | 4 | / |
| 36. | At home: Reading and listening to a dialogue, presentation 2 | 0,5 | 0,5 | / |
| 37. | At home: Describing places and locations (*Prepositions of place, there is / are*) | 0,5 | 0,5 | / |
| 38. | At home: Offers and quantities (*Would you like…? Countable and uncountable nouns,*  *Determiners – some, any*) | 1 | / | / |
| 39. | At home: Asking an answering questions about quantities (*How much… How many*…), describing rooms, plus sounds /ə/, /ʌ/ | 0,5 | 0,5 | / |
| 40. | At home: Functions *(Shopping for food)* | / | 1 | / |
| 41. | At home: Build your competences | / | 1 | / |
| **8.**  **UNIT 5**  **DAILY ROUTINES** | 42. | Daily routines: Vocabulary, presentation 1 | 0,5 | 0,5 | / | 3 | 4 | / |
| 43. | Daily routines: Reading and listening to a dialogue, presentation 2 | 0,5 | 0,5 | / |
| 44. | Daily routines: Talking about how often people do something and when something happens (*Adverbs of frequency, Prepositions of time*)*,* as well as how people travel (*Prepositions of movement*) | 0,5 | 0,5 | / |
| 45. | Daily routines: Talking about the past (*Past simple – to be – affirmative and negative*) | 1 | / | / |
| 46. | Daily routines: Talking about the past (*Past simple – to be – questions and short answers;* *There was / wasn’t, There were / weren’t*) plus sounds /s/, /z/ and /ɪz/ | 0,5 | 0,5 | / |
| 47. | Daily routines: Functions *(Talking about daily routines)* | / | 1 | / |
| 48. | Daily routines: Build your competences | / | 1 | / |
| **9.**  **TEСT 2** | 49. | Unit 4 – Unit 5 + Present Simple vs Present Continuous – Revision | / | / | 1 | / | / | 2 |
| 50. | Test 2 (Unit 4 – Unit 5 + Present Simple vs Present Continuous) | / | / | 1 |

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| **10.**  **UNIT 6**  **THAT’S ENTERTAINMENT** | 51. | That’s entertainment: Vocabulary, presentation 1 | 0,5 | 0,5 | / | 3 | 4 | / |
| 52. | That’s entertainment: Reading and listening to a dialogue, presentation 2 | 0,5 | 0,5 | / |
| 53. | That’s entertainment: Talking about past events (*Past simple – regular verbs – affirmative*) | 0,5 | 0,5 | / |
| 54. | That’s entertainment: Talking about past events (*Past simple – irregular verbs – affirmative*) | 0,5 | 0,5 | / |
| 55. | That’s entertainment: Talking about past events (*Past simple – negative / questions and short answers*) plus sounds /t/, /d/, /Id/ | 1 | / | / |
| 56. | That’s entertainment: Functions *(Describing experiences)* | / | 1 | / |
| 57. | That’s entertainment: Build your competences | / | 1 | / |
| **11.**  **UNIT 7**  **I CAN DANCE** | 58. | I can dance: Vocabulary, presentation 1 | 0,5 | 0,5 | / | 3 | 4 | / |
| 59. | I can dance: Reading and listening to a dialogue, presentation 2 | 0,5 | 0,5 | / |
| 60. | I can dance: Talking about ability *(Can / Could for present and past ability)* | 0,5 | 0,5 | / |
| 61. | I can dance: Talking about the degree of someone’s ability *(very well, well, quite well,*  *(not) at all)* | 1 | / | / |
| 62. | I can dance: Talking about likes and dislakes *(like / love / hate / enjoy…)* plus sounds /æ/ and /ɑː/ | 0,5 | 0,5 | / |
| 63. | I can dance: Functions *(Talking about ability)* | / | 1 | / |
| 64. | I can dance: Build your competences | / | 1 | / |
| **12.**  **ДРУГИ ПИСМЕНИ ЗАДАТАК** | 65. | Припрема за други писмени задатак | / | / | 1 | 0 | 0 | 3 |
| 66. | Други писмени задатак | / | / | 1 |
| 67. | Исправка другог писменог задатка | / | / | 1 |
| **13.**  **UNIT 8**  **WHAT’S THE WEATHER LIKE?** | 68. | What’s the weather like: Vocabulary, presentation 1 | 0,5 | 0,5 | / | 2,5 | 2,5 | 0 |
| 69. | What’s the weather like: Reading and listening to a dialogue, presentation 2 | 0,5 | 0,5 | / |
| 70. | What’s the weather like: Talking about predictions, plans and intentions *(be going to)* | 1 | / | / |
| 71. | What’s the weather like: Talking about rules and obligations *(have to / must / mustn’t)* plus sounds /dʒ/, /tʃ/ and /ʃ/ | 0,5 | 0,5 | / |
| 72. | What’s the weather like: Build your competences | / | 1 | / |
| **Укупан број часова (збирно)** | | | | | | **24** | **37** | **11** |