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| **Sprint 2 - шести разред, шеста 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. | We’re a happy family - Describing a family tree and talking about possessions using *possessive ’s*; talking about interests, likes and dislikes) | / | 1 | / | 2 | 4 | / |
| 2 | Let’s talk about nouns and quantities *(noun plurals, a/an, some, any, much, many, a lot of)* | 0,5 | 0,5 | / |
| 3. | Describing a school (Talking about quantities – part 2: *few / a few, little / a little, plenty of*) | 0,5 | 0,5 | / |
| 4. | Morning and other routines - Talking about something that happens regularly or something that is always true *(Present Simple – affirmative, negative and question forms)* | 0,5 | 0,5 | / |
| 5. | A ‘running commentary’ from Gruža Lake - Talking about something happening now  | 0,5 | 0,5 | / |
| 6. | Talking about something that is happening now or around now *(Present Continuous – affirmative, negative and question forms)* | / | 1 | / |
| **2.****UNIT 1****WHO’S IN CHARGE?** | 7. | Who’s in charge? – Presentation 1 | 0,5 | 0,5 | / | 2,5 | 2,5 | / |
| 8. | Who’s in charge? – Presentation 2 | 0,5 | 0,5 | / |
| 9. | Who’s in charge? – Talking about present events and possessions *(Present Simple vs Present Continuous, Stative verbs, Possessive pronouns*) | 0,5 | 0,5 | / |
| 10. | Who’s in charge? – Talking about how you do things *(Adverbs of manner)*, plus sounds /l/, /r/ | 0,5 | 0,5 | / |
| 11. | Who’s in charge? – Functions 1 *-* Talking about how you do things | 0,5 | 0,5 | / |
| **3.** **TEСT 1** | 12. | Starter Unit – Unit 1 - Revision | / | / | 1 | / | / | 2 |
| 13. | Test 1 (Starter Unit – Unit 1) | / | / | 1 |
| **4.****UNIT 2****PAST TIMES** | 14. | Past times – Presentation 1 | 0,5 | 0,5 | / | 2 | 3 | / |
| 15. | Past times – Presentation 2 | 0,5 | 0,5 | / |
| 16. | Past times – Talking about past events *(to be – Past simple – affirmative, negative, questions and short answers, Wh-questions)* | / | 1 | / |
| 17. | Past times – Talking about emotions *(adjectives ending in -ed and -ing)*, plus sound /w/ | 0,5 | 0,5 | / |
| 18. | Past times – Functions 2 *-* Talking about past events | 0,5 | 0,5 | / |
| **5.****UNIT 3****NEWS EVENTS** | 19. | News events – Presentation 1 | 0,5 | 0,5 | / | 2 | 4 | / |
| 20. | News events – Presentation 2 | 0,5 | 0,5 | / |
| 21. | News events – Talking about past events *(Past Simple)* |  | 1 | / |

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|  | 22. | News events – Talking about past events *(Past continuous)* | 0,5 | 0,5 | / |  |  |  |
| 23. | News events – Talking about past events *(Past simple vs Past continuous)*, plus sounds /aɪ/, /eɪ/, /ɔɪ/ | 0,5 | 0,5 | / |  |  |  |
| 24. | News events – Functions 3 *–* Telling a story | / | 1 | / |
| **6.****EXTRA FUNTIONS 1 AND 2** | 25. | EF 1: Can you change bad habits? – Talking about past habits (*used to)* (SB, p. 106 and 107) | 0,5 | 0,5 | / | 2 | 2 | / |
| 26. | EF 2: Have you ever…? (SB, p. 108) | 0,5 | 0,5 | / |
| 27. | EF 2: Talking about past experiences *(Present Perfect affirmative, negative and question forms)* (SB, p. 110 and 111) | 0,5 | 0,5 | / |
| 28. | EF 2: Experiences in Serbia and Cuba – Talking about past experiences *(Present Perfect vs Past Simple)* (SB, p. 109 and 111) | 0,5 | 0,5 | / |
| **7.****ПРВИ ПИСМЕНИ ЗАДАТАК** | 29. | Припрема за први писмени задатак | / | / | 1 | / | / | 3 |
| 30. | Први писмени задатак | / | / | 1 |
| 31. | Исправка првог писменог задатка | / | / | 1 |
| **8.****UNIT 4****ART TOURS** | 32. | Art tours – Presentation 1 | 0,5 | 0,5 | / | 2,5 | 3,5 | / |
| 33. | Art tours – Presentation 2 | 0,5 | 0,5 | / |
| 34. | Art tours – Talking about the future, numbers, and distances *(Present Simple, large numbers, How long does it take…? How far…)* | 0,5 | 0,5 | / |
| 35. | Art tours – Art tours – Talking about measurements, dimensions and directions | 0,5 | 0,5 | / |
| 36. | Art tours – Talking about movement directions *(Prepositions of movement)*, plus sounds /əʊ/, /aʊ/ | 0,5 | 0,5 | / |
| 37. | Art tours – Functions 4 *-* Asking for information | / | 1 | / |
| **9.****UNIT 5****THE NATURAL WORLD** | 38. | The natural world – Presentation 1 | 0,5 | 0,5 | / | 1,5 | 3,5 | / |
| 39. | The natural world – Presentation 2 | 0,5 | 0,5 | / |
| 40. | The natural world – Comparing and describing things *(Comparative adjectives, (not) as…as, Superlative adjectives)* | / | 1 | / |
| 41. | The natural world – Comparing and describing things *(The definite article ‘the’)*, plus word stress  | 0,5 | 0,5 | / |
| 42. | The natural world – Functions 5 *–* Making comparisons | / | 1 | / |
| **10.****UNIT 6****HOLIDAYS** | 43. | Holidays – Presentation 1 | 0,5 | 0,5 | / | 1 | 4 | / |
| 44. | Holidays – Presentation 2 | 0,5 | 0,5 | / |
| 45. | Holidays – Talking about future plans and intentions *(Be going to)* | / | 1 | / |
| 46. | Holidays – Making and responding to suggestions *(How about…? Why don’t we…? Let’s…)*, plus sounds /uː/ and /ʊ/ | / | 1 | / |
| 47. | Holidays – Functions 6 *-* Talking about future intentions | / | 1 | / |

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| **11.****TEСT 2** | 48. | Unit 4 – Unit 6 - Revision | / | / | 1 | / | / | 2 |
| 49. | Test 2 (Unit 4 – Unit 6) | / | / | 1 |
| **12.****EXTRA FUNTIONS 3 AND 4** | 50. | EF 3: What will the world be like in the 2030s? – Talking about predictions (*will for the future)* | 0,5 | 0,5 | / | 2 | 2 | / |
| 51. | EF 3: Talking about predictions (*will for the future*, *will vs be going to)* | 0,5 | 0,5 | / |
| 52. | EF 4: What happens if…? *(Zero conditional)* (**SB, p. 114 and 116**) | 0,5 | 0,5 | / |
| 53. | EF 4: What will happen if…? *(First conditional)* (**SB, p. 115 and 116**) | 0,5 | 0,5 | / |
| **13.** **UNIT 7****EATING OUT****11.** | 54. | Eating out – Presentation 1 | 0,5 | 0,5 | / | 2,5 | 3,5 | / |
| 55. | Eating out – Presentation 2 | 0,5 | 0,5 | / |
| 56. | Eating out – Talking about future arrangements *(Present Continuous for future arrangements)* | 0,5 | 0,5 | / |
| 57. | Eating out – Talking about future plans arrangements *(Present Continuous vs be going to)* and present ability, possibility and permission *(Can)* | 0,5 | 0,5 | / |
| 58. | Eating out – Talking about someone or something in a general way *(Indefinite pronouns)*, plus sounds /ɡ/ and /k/ | 0,5 | 0,5 | / |
| 59. | Eating out – Functions 7 *-* Ordering food over the phone | / | 1 | / |
| **14.****EXTRA FUNTIONS 5 AND 6** | 60. | EF 5: What can or could you do? What will you be able to do? (**SB, p. 117**) | 0,5 | 0,5 | / | 1 | 2 |  |
| 61. | EF 6: In the store – Presentation (**SB, p. 118**) | 0,5 | 0,5 | / |
| 62. | EF 5&6: Talking about past and future ability, requests and offers (**SB, p. 119**) | / | 1 | / |
| **15.****ДРУГИ ПИСМЕНИ ЗАДАТАК** | 63. | Припрема за други писмени задатак | / | / | 1 | 0 | 0 | 3 |
| 64. | Други писмени задатак | / | / | 1 |
| 65. | Исправка другог писменог задатка | / | / | 1 |
| **16.****UNIT 8****RULES AND REGULATIONS** | 66. | Rules and regulations – Presentation 1 | 0,5 | 0,5 | / | 2 | 3 | 0 |
| 67. | Rules and regulations – Presentation 2 | 0,5 | 0,5 | / |
| 68. | Rules and regulations – Talking about rules, present obligation and necessity *(have to / don’t have to, must / mustn’t)* | 0,5 | 0,5 | / |
| 69. | Rules and regulations – Talking about necessity *(need to / don’t need to)*, plus word stress | 0,5 | 0,5 | / |
| 70. | Rules and regulations – Functions 8 *-* Talking about school rules | / | 1 | / |
| **17.****EXTRA FUNTIONS 7 AND 8** | 71. | EF 7: What did you have to do? What will you have to do? (**SB, p. 120 and 121**) | 0,5 | 0,5 | / | 1 | 1 | 0 |
| 72. | EF 8: A trip to Serbia - Giving and responding to advice and suggestions (**SB, p. 122 and 123**) | 0,5 | 0,5 | / |
| **Укупан број часова (збирно)** | **24** | **38** | **10** |