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| PREDMET: **Engleski jezik** | | | Razred: **8.** | |
| UDŽBENIK: **Portal to English 4** | | | IZDAVAČ: **Data Status** | |
| NASTAVNIK**:** | | | ŠKOLA: | |
| ČAS BROJ**: 13.** | | ODELJENJE**:** | | DATUM**:** |
| Nastavna tema: | **Amazing feats** | | | |
| Nastavna jedinica: | **Describing a person** | | | |
| Tip časa: | obrada | | | |
| Cilj časa: | Učenici će umeti da opišu osobu i njene karakterne osobine služeći se naučenim vokabularom. | | | |
| Očekivani ishodi: | Po završetku časa učenici će biti u stanju da u usmenoj i pismenoj komunikaciji:  - opišu osobu koristeći naučene prideve  - pronađu informaciju čitanjem  - diskutuju na temu karakternih osobina služeći se jednostavnim jezičkim sredstvima. | | | |
| Međupredmetne  kompetencije: | odgovorno učešće u demokratskom društvu, učenje, komunikacija | | | |
| Oblik rada: | frontalni, individualni, rad u paru i u grupi | | | |
| Nastavne metode: | diskudija, rad na tekstu, dijaloška, metoda pisanja | | | |
| Nastavna sredstva: | tabla, CD, udžbenik | | | |
| Korelacija sa drugim predmetima: | srpski jezik i književnost, ČOS | | | |
| **VREMENSKA STRUKTURA ČASA (TOK ČASA)** | | | | |
| **Uvodni deo:**  (10 minuta) | **Udžbenik 26. strana**  **Vocabulary**  **A What do the adjectives in bold mean? Match them with the definitions a-j.**  Nastavnik ističe cilj časa i zamoli učenike da pročitaju rečenice 1-10 i obrate pažnju na istaknute reči i pokušaju da odgonetnu njihovo značenje. Nastavnik deli učenike u parove i daje im dovoljno vremena da poveže date reči sa njihovim definicijama. Sledi usmena provera odgovora. | | | |
| **Glavni deo:**  (25 minuta) | Nastavnik podstiče učenike da opišu neku osobu koristeći neke od datih prideva u prvom vežbanju.  **B Talk in groups. Look at the pictures and discuss the questions. You can use some of the words/phrases in the boxes and some of the personality adjectives in the vocabulary activity above.**  Nastavnik deli učenike u male grupe i upućuje ih da pogledaju slike u vežbanju. Učenici diskutuju o slikama koristeći fraze date pored slika. Nastavnik prati tok aktivnosti i pomaže po potrebi, a zatim poziva nekoliko učenika da pred razredom opišu slike i pohvaljuje ih.  Primer mogućih odgovora:  *SA: The athlete in the picture has won a medal in a competition. That means*  *that he did better than all the other athletes who were competing, or that his performance was among the best.*  *SB: Winning a medal is not easy. You need to be ambitious, to have goals*  *and be dedicated so that you can achieve the goals you set.*  *SA: Exactly. Now what about the man in the second picture? He…*  *SC: Sorry, to interrupt, but I wanted to add something about the athlete in the ­irst picture. Another characteristic that you need in order to win a medal is that you have to be able to perform well under pressure too, since competitions are stressful.*  *SA: Nice point. Now, as for the hiker… let me think… He has reached the top*  *of a mountain, so he must be really proud of himself.*  *SC: He should be! It’s not an easy thing to do, as you risk your life and it*  *requires both physical and mental strength.*  *SB: He de­initely has the feeling of achievement for doing something so*  *demanding.*  *SA: I agree.*  **Udžbenik 27. strana**  **Write A DESCRIPTION OF A PERSON**  **A Discuss.**  Nastavnik piše na tabli rečenice i pita učenike da objasne razlike u njihovom značenju:  *What is he/she like? What does he/she look like?*  Učenici diskutuju o pitanju iz vežbanja.  Primer odgovora:  *The person I admire the most is my cousin, who is 15 years older than me. He is very friendly, reliable and hard-working. He also has a good sense of*  *humour.*  *I admire him because he has made a success of himself. I also like the fact that he is so dedicated to his job. Furthermore, he is very easy to talk to.*  *For this reason, he is the one I turn to when I need some good advice.*  **B Read the writing task below and answer the questions.**  Učenici čitaju zadatak i odgovaraju na pitanja iz vežbanja.  **C Read the description below and answer the questions.**  Učenici čitaju pitanja iz vežbanja i odgovaraju na njih, najpre u paru, a zatim pred razredom.  Nastavnik dodatnim pitanjima proverava razumevanje pročitanog teksta:  *Who does the writer admire the most? his/her swimming instructor*  *What did his/her swimming instructor achieve last*  *year? She won an Olympic gold medal.*  *What are the most important qualities she has according to the writer? She is caring, hardworking and has a great sense of humour.*  *How has she in­luenced the writer? By teaching him/her not to give up and showing him/her how rewarding it is to help other people succeed.*  *What has the writer decided to do this summer? to volunteer at a children’s sports camp*  *Does everyone in the team admire their instructor? yes*  **D What examples can you think of to support the following.**  Učenici čitaju rečenice u vežbanju i argumentuju ih. Sledi usmeno izveštavanje.  **E Write a description of a person you admire. Write why you admire this person and how he/she has influenced you. Read the PLAN and the TIP.**  Učenici čitaju savete za opisivanje osobe, a zatim opisuju osobu po izboru. Ukoliko nema dovoljno vremena, nastavnik ovaj zadatak zadaje za domaći. | | | |
| **Završni deo:**  (10 minuta) | Učenici čitaju svoje opise osoba. Nastavnik daje povratne informacije i pohvaljuje učenike.  **Domaći zadatak:** Radna sveska 17. i 18. strana. | | | |
| **Digitalna opcija časa** | **IWB:** Nastavnik prikazuje pitanja pomoću interaktivne table.Nakon pojedinačnih odgovora učenika, nastavnik klikom na interaktivnoj tabli u sklopu vežbanja prikazuje tačne odgovore. Nastavnik koristi IWB softver i za reprodukovanje audio i video zapisa. | | | |
| **ZAPAŽANJA O ČASU I SAMOEVALUACIJA** | | | | |
| Problemi koji su nastali i kako su rešeni: | | | | |
| Sledeći put ću promeniti/drugačije uraditi: | | | | |
| Opšta zapažanja: | | | | |