

2024 / 2025.



ЕНГЛЕСКИ ЈЕЗИК



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За школску 2024/2025. издавачка кућа *Вулкан знање* припремила је уџбенике које ће и ученици и наставници волети.

The Story Garden 2, уџбеник за 2. разред основне школе, **јединственим приступом подстиче машту и креативност**, а обиље **разноврсних задатака** пружа могућност да **сваки ученик напредује** у складу са својим способностима.

Sprint 2, уџбеник за 6. разред основне школе, **иновативан** је и **приступачан за све ученике**, укључујући оне који имају **различите стилове учења** или **специфичне потребе**. Подршка у виду Приручника са детаљним смерницама за рад, тестовима, задацима и детаљним Припремама **помажу наставницима да прилагоде наставни процес сваком ученику**.



THE STORY GARDEN 2

Енглески језик за 2. разред основне школе

Ауторке: Mariagrazia Bertarini, Martha Huber, Milly Flanagan



SPRINT 2

Енглески језик за 6. разред основне школе

Аутори: Catrin E. Morris, Paola Tite, Grazia Cerulli, Luke Prodromou



УЏБЕНИЧКИ КОМПЛЕТИ ЗА 1. И 2. РАЗРЕД

РАДНИ УЏБЕНИК • LAPBOOK • АУДИО ЦД • ДИГИТАЛНИ УЏБЕНИК

Зашто у настави користити уџбенике *Вулкан знања*?

- **Прегледан и јасно организован.**
- **Илустрације** у комбинацији са **фотографијама из свакодневног живота.**
- **Аудио и видео записи са караоке** верзијама песама.
- **Јединствен концепт уџбеника** – бајке које су подлога за учење језичких садржаја пуне су **изненађења и обрта**, што ученицима држи пажњу и **подстиче** њихову **радозналост, машту, креативност** и потребу да комуницирају.
- **Mr Green** прати ученике кроз низ авантура и даје им савете како да лакше разумеју своју околину.
- **Heart and mind приступ** – доприноси **емоционалном и социјалном развоју** ученика.
- **Обиље разноврсних, диференцираних задатака** на најразличитије начине **ангажује ученике**, а наставницима омогућава да **час** буде **динамичан и занимљив.**
- Кроз цео уџбеник провлаче се **људске вредности** и подстиче **развијање свести** о томе шта представља **друштвено прихватљиво понашање.**
- **Learn more** – задаци намењени **ученицима са напреднијим знањем.**
- **Fun Alphabet** – ученици се **поступно уводе** у **вештину писања латиничких слова.**
- **Lapbook** – књижица са задацима који прате садржај уџбеника и **развијају креативност и когнитивну способност** ученика.

Рекли су о уџбеницима...

Уџбеник *The Story Garden 2* је по садржају **доследан, али никако једноличан**. Одликује га **обиље занимљивих вежбања** којима се не **развијају** само **језичке вештине** већ и **логичко размишљање** ученика, а у корелацији са другим предметима. Додатак **Lapbook** пружа ученицима **могућност практичне примене наученог**, као и одељак **Project Time**, где ученици **проширују знања енглеског језика** и повезују га са вештинама из других предмета. Заступљене су **све међупредметне компетенције** и оне се прожимају кроз цео уџбеник, подстичући различита интересовања ученика. Нарочито је занимљив **додатак за талентоване ученике**, што је новина на нашем тржишту. Ово је **јединствен уџбеник** где наставник има и **више него довољно материјала за рад на часу** и нема потребе да се бави претрагом и штампањем додатних материјала како би допунио активности на часу.

Марија Јовић Стевановић, ауторка адаптације
Професорка енглеског језика у ОШ „Свети Сава”, Баточина



THE STORY GARDEN 1

Енглески језик за 1. разред основне школе

Ауторке: Mariagrazia Bertarini, Martha Huber,
Milly Flanagan



НОВО!

THE STORY GARDEN 2

Енглески језик за 2. разред основне школе

Ауторке: Mariagrazia Bertarini, Martha Huber,
Milly Flanagan



Свака **наставна тема** почиње **увођењем нових лексичких термина** које ученици усвајају **рецептивно**.

Илустрације су праћене **аудио и видео записом**.

Аудио-записе певају и говоре **изворни говорници** енглеског језика.

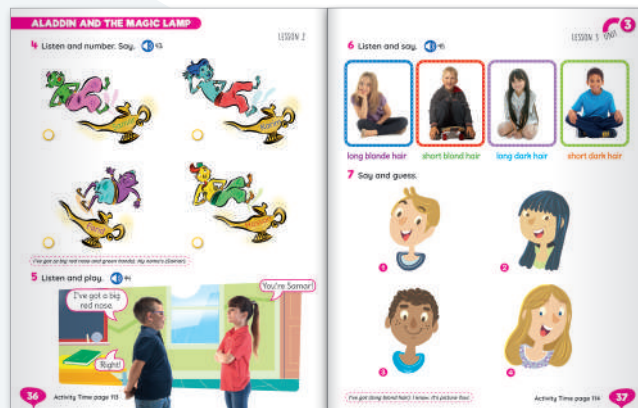
За сваку песму понуђена је и **караоке верзија**.

Уводна наставна тема (Starter Unit) садржи активности за **обнављање садржаја** који су ученици научили претходне године.



Комбинација **илустрација** и **фотографија** из свакодневног живота битна је за прелазак из света **маште** у свет **реалности**.

У дну страна дате су **смернице** које **олакшавају** наставнику **рад** и **упућују** ученике на одговарајуће **зататке у радној свесци**.



Приче у стрипу, праћене аудио и видео записом, подстичу сва чула и погодне су за **све стилове учења**.

Након што **причу одгледају или одслушају**, ученици имају могућност да је **одглуме** у задатку *Act out the story*.

У свакој причи налази се **васпитна порука Mr Green-a**.





CLIL лекције – teme koje doprinose **општој култури** ученика и **развијању међупредметних компетенција**.

► **Make and Play** лекције – садрже јасна упутства за **мануелну израду различитих предмета** који могу послужити и као дидактички материјал за рад на часу.



Living English лекције – наставни садржаји се повезују са **личним искуствима** везаним за тему.

Стимулативна аудио и визуелна презентација подстиче **ученике** да **поделе своја искуства**.

Ове лекције праћене су **предлозима пројектних активности**, при чему **ученици раде у групама**, чиме се, уз мануелни развој, **подстичу тимски рад и сарадња**.



► **Culture Corner** – одељци у којима се ученици **упознају са основним појмовима из културе** земље чији језик уче и **упоређују** је са културом и обичајима своје земље.



DAYS OF THE WEEK

EXTRA ENGLISH

1 Listen and repeat.

Monday Tuesday Wednesday Thursday
Friday Saturday Sunday

2 Fill in the missing letters to complete the words.

Mon_Lay Tue_da_ Wed_eds_d_y T__u__sday
Fr__day Sa__u__day S__unday

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WEATHER

EXTRA ENGLISH

1 Listen and repeat.

SUNNY CLOUDY RAINY SNOWY WINDY HOT COLD

2 What comes next? Draw and say.

3 Find and circle the hidden weather words.

J	a	u	r	a	i	n	y	v	x	a	d
g	c	h	w	p	o	i	w	i	l	e	k
v	g	q	t	g	z	q	w	x	s	d	c
o	t	c	l	o	u	d	y	w	n	j	o
w	i	n	d	y	s	n	i	h	o	n	i
f	s	u	n	n	y	a	d	l	w	s	d
z	o	y	x	r	i	n	m	i	y	h	z
p	a	h	o	t	j	c	s	e	z	u	

cloudy sunny rainy windy hot
snowy cold

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Extra English – задаци који допуњују sadržaj učenika.

Special Dates – strane posvećene obeležavanju rođendana i Dana planete Zemlje.

HAPPY BIRTHDAY

SPECIAL DATES

1 Listen and repeat.

balloons cake birthday card cupcake
presents candles

2 Count the birthday items and write the numbers in the boxes.

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HAPPY BIRTHDAY

SPECIAL DATES

3 Help the bear get to his birthday party.

4 Draw the candles on your birthday cake and presents next to it. Then colour the picture.

How old are you?

169

Merry Christmas!

Festivities

1 Listen and number. Then say.

a present a bell holly a candy cane a gingerbread man

2 Follow the maze. Find the symbols.

3 Write the symbols you meet to go out of the maze.

There's holly, a _____, a _____, and a _____.

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4 Make a Christmas card.

You need paper, scissors and crayons.

Draw a long stocking. Write a message. Cut it out.

Colour the stocking.

5 Listen and sing.

Ring, ring, ring the bells.
Here's a present
Ring, ring, ring the bells.
And a gingerbread man
Today it's Christmas
let's rejoice.
And sing together,
sing together, sing together
with a happy voice!

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Festivities – obrađuju dva najveća praznika, Božić i Uskrs, i na taj način kulturnološki povezuju zemlje engleskog govornog područja sa našom zemljom.

THE STORY GARDEN 2 РАДНА СВЕСКА

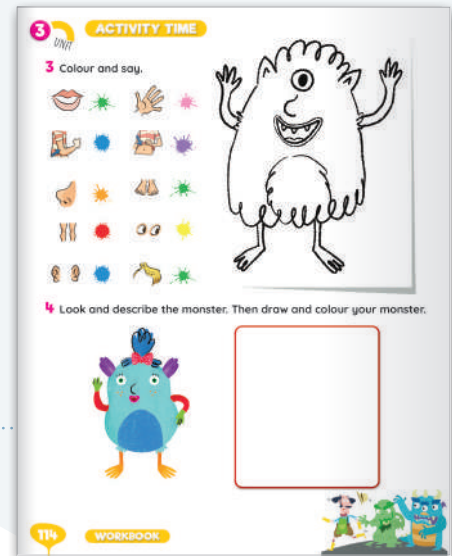
- ▶ Радна свеска је **интегрални део уџбеника**.
- ▶ **Доследно прати садржај уџбеника** и омогућава ученицима да детаљније увежбају лексику и граматичке структуре кроз **занимљива вежбања**.



Разноврсност задатака омогућава наставнику да **прилагоди** наставу **различитим типовима ученика**.



- ▶ Задаци су градирани – увек се прво раде **вежбе** препознавања, а **затим сложенији задаци** који укључују закључивање, повезивање, бојење по моделу, проналажење разлика, ређање испретураних слика.



1 UNIT ACTIVITY TIME Let's revise!

1 What do we take to school? Circle and say.

2 Look and say. Where is Mr Green?

9% WORKBOOK

2 UNIT ACTIVITY TIME

8 Put the pictures in the right order, then draw your favourite plant.

9 Let's help Mr Green! Circle the correct number.

OK

6 UNIT ACTIVITY TIME

3 Write the numbers.

11	16
12	17
13	18
14	19
15	20

4 What number comes first? What number comes after? Complete.

_____	fourteen	_____
_____	eighteen	_____
_____	eleven	_____
_____	sixteen	_____
_____	thirteen	_____
_____	nineteen	_____

5 Solve maths problems 2 - 8. Then write the numbers in the boxes in words.

1	14 - 6 = 8	fourteen
2	9 + 4 = 3	_____
3	20 - 11 = 9	_____
4	19 - 7 = 7	_____
5	13 + 6 = 8	_____
6	1 - 7 = 8	_____
7	1 + 2 = 18	_____

14% WORKBOOK

Задаци су конципирани тако да сваком ученику **пружају могућност да знања усваја у складу са својим способностима**, и омогућују му да **континуирано напредује**.



1-2 REVISION

1 Colour by numbers.

2 Look and trace.

11%

3 Look and say. How are the pumpkins feeling? Where are they?

4 Colour the words that begin with: A red, B blue, C pink, D black, E brown, F purple, G green and H orange.

5-6 REVISION

1 Complete the crossword.

2 Look and say. Then circle the picture and write the word that starts with a different letter.

1		_____
2		_____
3		_____
4		_____

15% 15%

► **Revision** – након сваке друге наставне теме налазе се задаци за **обнављање** и **утvrђивање** градива.

MY LEARNING DIARY UNIT 2

VERY WELL WELL SO-SO

I can talk about my Feelings.

I can ask and answer questions about Feelings.

I can understand a story.

I can understand simple instructions.

I can use magic words.

I am satisfied with my progress.

WORKBOOK 107

MY LEARNING DIARY UNIT 4

VERY WELL WELL SO-SO

I can name animals.

I can talk about abilities.

I can describe animals.

I can understand a story.

I can understand basic hygiene rules.

I am satisfied with my progress.

WORKBOOK 129

My Learning Diary – странице на којима ученици **самопроцењују** не само **знање језика** већ и **развој других вештина**, као што су хигијенске навике, љубазно опхођење, здрава исхрана.

Исцртавање слова и речи предвиђено је у уџбенику за **друго полугодиште**. За оне који желе да пишу и пре, **лекције посвећене увежбавању моторике** и писања понуђене су у радној свесци у делу *Fun Alphabet*.

3 FUN ALPHABET UNIT Let's have Fun with alphabet!

1 Listen and repeat.

i j k l

2 Look and circle.

i j k l

i j k l

i j k l

120 WORKBOOK

3 FUN ALPHABET UNIT

3 Look and trace.

4 Look and stick.

5 Fill in the missing letters, then colour.

The very hungry caterpillar!

121 WORKBOOK

3 LEARN MORE UNIT

1 Complete the words. m or n?

mouth ha_d ar_ tu__y __ose

2 Circle the right word.

foot leg eyes ear
feet legs eye ears

3 Read and match.

I've got long dark hair. I've got short blond hair. I've got long blonde hair. I've got short dark hair.

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5 LEARN MORE UNIT

1 Look at the pictures and complete the sentences.

I've got _____ hair and _____ eyes.

I've got _____ chicken eggs.

It's _____ chicken.

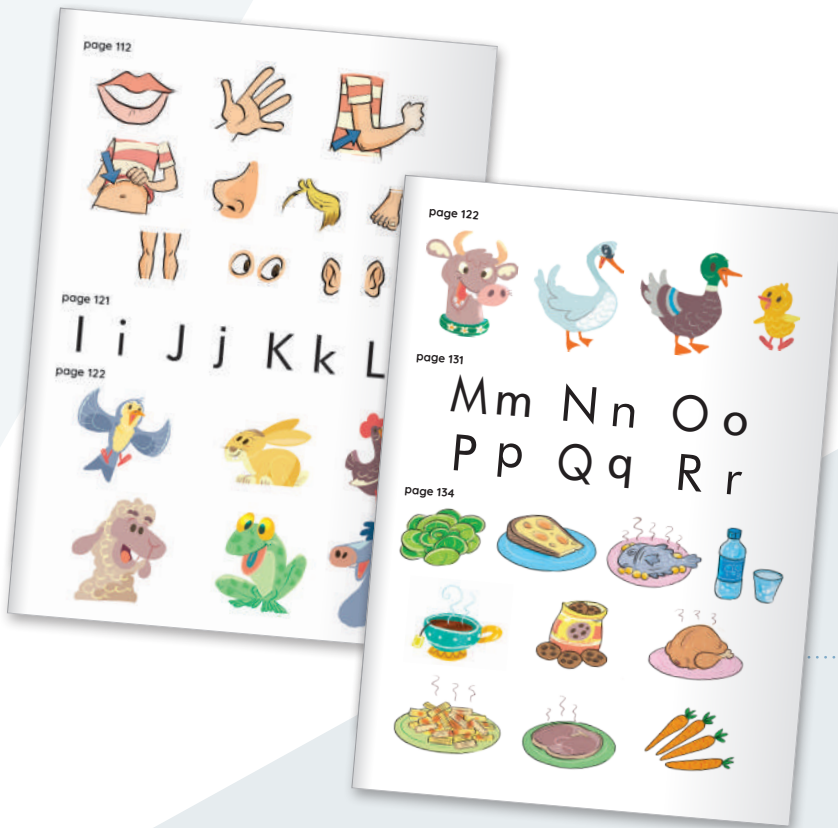
I am _____ the bin.

2 Draw the food to complete the sudoku grid.

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Learn More – садржај намењен ученицима који брже усвајају градиво.



Стикери ће учинити наставу занимљивијом.

Lapbook – књижица са задацима који су дати као тродимензионалне мапе помоћу којих ученици развијају когнитивне вештине и критичко мишљење.



УЏБЕНИЧКИ КОМПЛЕТИ ЗА 5. И 6. РАЗРЕД

УЏБЕНИК • РАДНА СВЕСКА • АУДИО ЦД • ДИГИТАЛНИ УЏБЕНИК

Зашто у настави користити уџбенике *Вулкан знања*?

- ▶ **Јасна структура** олакшава сналажење у наставним садржајима.
- ▶ **Погодни** за различите **стилове учења** и **способности ученика**.
- ▶ Пружају **подршку** ученицима којима је потребан **индивидуализован и прилагођен** начин рада.
- ▶ Разнолике врсте **вежбања свих нивоа сложености** – поступно се иде **од лакших ка тежим**.
- ▶ Занимљиви и богати **аудио и видео материјали** кључни су за **развој вештине слушања и говора**.
- ▶ **Настава граматике** заснована је на **когнитивном приступу**, где ученици **самостално откривају** форму и значење граматичких садржаја.
- ▶ Након сваке друге наставне теме – **увежбавање и примена наученог** кроз **четири језичке вештине** (слушање, говор, читање и писање) добра су **припрема** за неки од **међународно признатих испита**.
- ▶ У уџбенику су заступљени **текстови и задаци који садрже елементе српске културе и традиције**, као и **текстови који садрже информације о култури енглеског говорног подручја** (традиције, обичаје, празнике и друге аспекте који доприносе **целокупном разумевању језика**).

Рекли су о уџбеницима...

Уџбеник *Sprint 2* **покрива све битне аспекте језичких вештина и компетенција**, укључујући **граматику, вокабулар, слушање, говор, читање и писање**, чиме **осигурава балансиран и свеобухватан приступ учењу енглеског језика**. Овај уџбеник укључује **иновативне методе наставе** (интерактивне вежбе, игре улога, групне активности и друге динамичне приступе учењу) које **ангажују ученике** и **подстичу њихову активну партиципацију**. Приступачан је за све ученике, укључујући оне који имају **различите стилове учења** или **специфичне потребе**. **Додатни ресурси, аудио и видео материјали и дигитални уџбеник** којима ученици могу приступити су јако корисни. *Sprint 2* **одражава савремени приступ учењу енглеског језика** и прати **комуникативне функције, исходе и наставне садржаје предвиђене Планом и програмом наставе и учења енглеског језика у шестом разреду основне школе (шеста година учења)**.

Ауторке адаптације: **Марина Копиловић**, професорка енглеског језика у ОШ „Стеван Сремац“ у Београду, и **др Ивона Радојевић Алексић**, Факултет техничких наука у Чачку



SPRINT 1

Енглески језик за **5.** разред основне школе

Аутори: Catrin E. Morris, Paola Tite, Grazia Cerulli, Luke Prodromou



НОВО!

SPRINT 2

Енглески језик за **6.** разред основне школе

Аутори: Catrin E. Morris, Paola Tite, Grazia Cerulli, Luke Prodromou

SPRINT 2 УЏБЕНИК

Starter Unit

We're a happy family

JAGODA'S FAMILY TREE

1 Talk to your partner about Jagoda's family tree and answer the questions.

- How many people are there in Jagoda's family tree?
- What are her parents' names?
- What are her grandparents' names?
- What's her brother's name?
- What's her sister's name?
- How many cousins has Jagoda got?
- What are her cousins' names?
- Whose children are Mia and Filipa?
- Whose parents are Filip and Mia?

Remember! Possessive 's Jagoda's family tree. Her brother's name is... Her cousin's name are... The children's names are... Nikica and Sara's children are...

2 Complete the words with the correct letters to learn more family words.

(grand - mother - grandchild - sister - parent)

- The child of someone's daughter or son is their g... grandchild
- The daughter of someone's son or daughter is their g... granddaughter
- The son of someone's son or daughter is their g... grandson
- The son of your mum or dad's sister or brother is their i... brother-in-law
- The daughter of your mum or dad's sister or brother is their i... sister-in-law

3 Look back at Jagoda's family tree and make sentences using the clues and the words in exercise 2.

- Mia / Filipa and Peter **Stand in Mia's and Peter's grandsons.**
- Durja / Peter and Milica **Stand in Filip's and Peter's grandmothers.**
- Mia / Filip **Stand in Filip's and Peter's grandmothers.**
- Vuk / Filip **Stand in Filip's and Peter's grandmothers.**

Уводна наставна тема (Starter Unit) садржи активности за обнављање садржаја који су савладани претходних година.

Presentation 1

- Све области имају доследну структуру.
- Први део посвећен је презентовању и усвајању нових речи (Vocabulary) и разумевању текстова на енглеском језику (Presentation 1).
- Испод сваког текста, понуђен је глосар (Glossary), који се односи на дати текст и истиче специфичне речи.

6 Holidays

Vocabulary: Accommodation

1 Pairwork Talk to your partner about the types of holiday accommodation in the pictures. Which of them do you like best? Why?

2 Match the type of accommodation to the definitions. Then listen and check.

3 Write the words in the correct columns.

4 Pairwork Match 1-8 with a-h. Then ask and answer the questions with your partner. Where possible, use the verbs and expressions in the LEARN TO LEARN box in your answers.

5 Read and listen to Rosie's recommendations for an alternative and cheap holiday.

6 Comprehension Read the text again and complete the summary.

7 Pairwork Talk to your partner about an ideal holiday. Make and respond to each other's suggestions about where, when and how to go.

8 Good idea How about going by plane? A Great. Let's stay in a tent...

1 The School Magazine

1 Read and listen to the dialogues. What are Sasha and Ewa going to do?

2 Listen to the dialogue again and shadow it.

3 Comprehension Read the dialogue again and tick true (T), false (F) or doesn't say (DS) for each statement.

4 Write text messages.

5 Over to you. Now share your friend's answers with the class. Follow the example.

6 Pairwork Talk to your partner. Ask and answer questions about how well / quickly / fast you do the suggested actions.

7 Write text messages.

8 Write text messages.

9 Write text messages.

10 Write text messages.

Presentation 2

- У другом делу области (Presentation 2) проширује се вокабулар обрађен у првом делу.
- Граматичка објашњења су кратка и јасна.
- Поступно се иде од лакших ка тежим задацима – од контролисаних вежбања различитих нивоа сложености, преко вежбања у пару (Pairwork), до продуктивних вежбања (Over to you или Kids at work).

LEARN TO LEARN

Job and work (as a noun) have different meanings. Someone's **job** is their occupation: I'm a teacher. **That's my job.** **Work** is what someone does in or outside their job: I've got a lot of **work** to do today. The noun **work** can also mean the place of employment: My parents go to **work** by bus. **NOT:** My parents go to job by bus.

Посебно су истакнути садржаји који ученике често збуњују (Learn to learn).

5 Grammar

Comparative adjectives

Short adjectives	
slow	slower
deep	deeper
large	larger
wide	wider
hot	hotter
big	bigger
heavy	heavier
dry	drier

Long adjectives	
beautiful	more beautiful
interesting	more interesting
important	more important
difficult	more difficult

Irregular comparatives	
good	better
bad	worse
much / many	more
little	less
far	further / farther

→ FOCUS
We use comparative adjectives + than to compare one thing to another.
China is larger than the United States.
The prairies are more fertile than the Grand Canyon.
The climate in California is better than in Alaska.
Remember!
Colorado is farther / further from New York than Iowa.
Ask your teacher for further information.

- 1 Write comparative forms for adjectives 1 – 5.
- fast – faster
 - 1 cold – _____
 - 2 nice – _____
 - 3 wet – _____
 - 4 chilly – _____
 - 5 exhausted – _____

2 Write sentences following the example. Use comparative adjectives followed by than.

- driving / dangerous / travelling by train
Driving is more dangerous than travelling by train.
- dolphins / intelligent / dogs
 - gibbons / sociable / orangutans
 - cycling / good for you / driving
 - black mambas / poisonous / cobras
 - detective stories / exciting / documentaries
 - the weather in England / bad / in Spain

3 Listen and check.

(not) as ... as

→ FOCUS

Read the examples and circle the correct words in the rules.

The USA is almost as large as Canada.
Mont Blanc is not as high as Mount Everest.

Rules:
a We use as + adjective + as to compare things which are / are not equal in some way.

b We use not as + adjective + as to compare things which are / are not equal.

4 Rewrite the sentences using as...as or not as...as and the adjectives in brackets.

In summer, Seville and Cordoba are 40° (hot).
In summer, Seville is as hot as Cordoba.
The Asian elephant is smaller than the African elephant. (big)

The Asian elephant is not as big as the African elephant.

- Polar bears and Bactrian camels weigh 475 kg each when adults. (heavy) _____
- Leopards are slower than cheetahs. (fast) _____
- The Sahara Desert is wetter than the Atacama Desert. (arid) _____
- Some people think lions aren't friendlier than tigers. (dangerous) _____

Grammar 5

Superlative adjectives

Short adjectives	
slow	the slowest
deep	the deepest
large	the largest
wide	the widest
hot	the hottest
big	the biggest
heavy	the heaviest
dry	the driest

Long adjectives	
beautiful	the most beautiful
interesting	the most interesting
important	the most important
difficult	the most difficult

Irregular superlatives	
good	the best
bad	the worst
much / many	the most
little	the least
far	the furthest / farthest

→ FOCUS
We use superlative adjectives to say that something is at the top level of quality among three or more things of the same category.
Russia is the largest country in the world.
Mount Everest is the highest mountain of all.

5 Complete the sentences with the superlative forms of the adjectives in brackets.

- The black widow is one of the most aggressive (aggressive) spiders.
- Cheetahs are _____ (fast) creatures on land but peregrine falcons are _____ (fast) creatures of all.
 - Mars has got _____ (large) volcanoes in the solar system.
 - One of _____ (strong) earthquakes in Japan happened on 11th March 2011.

7 Complete the sentences with the comparative or superlative forms of the adjectives in brackets.

Buses or trains are the fastest means of transport for short trips. Flying is _____ (fast) than these only if you're taking a _____ (long) trip. Driving is not the _____ (good) option because you can't do anything useful while driving, but when you take a plane, train or bus, you can read, study, work, or sleep. Overnight trains are often _____ (convenient) than flying. They are _____ (comfortable) and _____ (relaxing).

less / the least

→ FOCUS

Read the examples and circle the correct words in the rules.

The south of Italy is less rainy than the north. Death Valley is the least rainy place in the world.

Rules:
a We use less + adjective + than to express lower / higher level of quality between the two things we compare.

b We use the least + adjective to express the highest / lowest level of quality among three or more things of the same category.

7 Complete the sentences with less or the least.

- The Egyptian Museum in Turin is less important than the one in Cairo.
- Gardaland is _____ popular than Disneyland.
 - I think that trains are _____ expensive means of transport in Serbia.
 - Namibia is _____ populated country in Africa. Only 2 million people live in the area of 820,000 km².
 - Forests are _____ visited than beaches.
 - Bangkok, London, Paris and Singapore were _____ visited cities in the world in 2013.
 - Antarctica is _____ explored continent in the world.

Систематичан преглед граматике са основним правилима писања и изузецима праћен задацима.

Кључне граматичке партије издвојене су у одељцима Focus – облици и значења су јасно истакнути.

Обрада и увежбавање граматичких садржаја подржавају когнитивни приступ настави граматике. Ученици самостално откривају и формулишу правила на основу примера или података из табле.

Adverbs of manner

→ FOCUS

Adverbs of manner describe how something happens.

Read sentences 1 – 8 and match them with rules a – f.

- She's a calm person. She speaks calmly.
- He's happy. He is speaking happily.
- The chair is comfortable. I'm sitting comfortably.
- Her voice is really beautiful. She sings beautifully.
- The tennis tournament is fantastic. The tennis players are playing fantastically.
- They are good students. They do their homework well.
- This exercise is hard. I'm working hard to do it.
- I'm late for school because my bus always arrives late.

- Rules:**
How are adverbs of manner formed?
a For most adverbs of manner, we simply add -ly to the adjective. 1, 4
b If the adjective ends with -le, we replace the -e at the end with -ly.
c If the adjective ends with -y after a consonant, we replace the -y with -i and add -ly.
d If the adjective ends with -ic, we add -ally.
e Some adjectives do not change form at all.
f Some adverbs of manner are irregular.

be: Past simple Questions and short answers

Questions	
Was I / he / she / it happy?	
Were we / you / they happy?	
Short answers	
Yes, I / he / she / it was. No, I / he / she / it wasn't.	
Yes, we / you / they were. No, we / you / they weren't.	

→ FOCUS

Study the table and complete dialogues 1 and 2 with the correct past simple forms of the verb be. Then circle the correct word in the rule.

- A _____ your grandmother an opera singer?
B Yes, she _____ / No, she _____.
- A _____ your grandparents from Jamaica?
B Yes, they _____ / No, they _____.

Rule:
In Yes/No questions, was / were and the subject change / do not change places.

Time for articles!

Read the examples and circle the correct words in the rules.

- The Volga is longer than the Danube.
- The Atacama is the coldest desert in the world.
- The Adriatic Sea is in Europe.
- The Pacific is bigger than the Atlantic.
- The Andes Mountains are the highest mountain range outside Asia.
- Mount Everest is a peak in the Himalayas.
- Mercury is the smallest planet in the Solar System.

- a We use / do not use the definite article the with the names of rivers, seas and oceans.
b We use / do not use the definite article the with the names of mountain ranges.
c We use / do not use articles with the names of individual mountains or mountain peaks and the names of continents and planets.
d We use / do not use the definite article the with the superlative adjectives.

Комуникативне функције ујежбавају се помоћу видео-записа.

Понуђен је пример дијалога, а потом се од ученика тражи да исте ситуације опонашају кроз рад у пару или групни рад.

Useful Language – одељак са речима и изразима који се користе у свакодневnoj комуникацији.

Functions 3

Telling a story

1 **VIDEOBOOK** Watch the video. What happened in Amy's class?



USEFUL LANGUAGE

Did you...?
Yes, I did. / No, I didn't.
What happened?
How / Where / When did it happen?
It happened when / at / in...
What did you see? / I saw...
Where did you go? / I went...
How did you feel? / I felt...
What were you doing / thinking?
I was / We were...
When / While...

2 **VIDEOBOOK** Watch the video again. Reorder the dialogue between Elis and Amy.

- Elis And what happened to her?
- Amy Well, the boys shut her in the cupboard!
- Elis Oh no! What did she say?
- Elis What happened at school yesterday, Amy?
- Amy We had a substitute teacher, Miss Hill.
- Amy As they were locking her in, the door opened and the Head Teacher came in.
- Elis Oh no! What did she say?
- Amy I felt really worried, but luckily she told us she was walking past the window when the boys pushed the sub into the cupboard, so she saw who did it!
- Elis Wow! That was lucky!
- Amy She opened the cupboard door and told us all to go to her office.
- Elis What happened then? How did you feel?

3 **Pairwork** Make up a story. Think of three key words of the plot and write them in your notebook. Show them to your partner, who has to ask questions to guess what happened. Then switch roles.

- Key words: *police cat window*
- A *When and where did it happen?*
B *It happened last Sunday. I was at home with my little brother.*
- A *What happened to the cat?*
B *The cat escaped through the window.*
- A *So why did you call the police?*
B *I didn't, but...*

4 **Kids at work!** Prepare to tell the news story that you found in a newspaper or on the Internet. Follow the guidelines in exercise 3.



1 Extra Functions

Talking about past habits

Can you change bad habits?



- 1 Match the pictures to the correct habits. Which of these habits did you or do you have?
- 1 eat fast food **B**
 - 2 gossip about people _____
 - 3 be late for school _____
 - 4 eat home cooked food _____

2 Ivana is 16 years old, and she is talking about her habits in her childhood. Read the text and underline all her past habits.

"I remember my childhood as a happy one. I used to do a lot of things that I can't imagine doing now, but I have fond memories of my childhood. I was often late for school, and my parents were always mad about it. I liked reality shows! Can you imagine it? None of my family members or friends liked them, but I did. What else? Oh, yes, I often ate fast food. I didn't use to eat healthy, home cooked food, but now, I do. I never went fishing with my dad because I thought it was boring. Now I can't live without fishing. I sometimes gossiped about my friends. I'm so ashamed of it now."

Glossary	
fond	=
memory	=
ashamed	=

3 **Comprehension** Read the text again and circle Yes or No.

- Ivana...
- 1 ...used to be late for school. Yes No
 - 2 ...used to watch reality shows. Yes No
 - 3 ...used to go fishing. Yes No
 - 4 ...used to eat cooked food. Yes No
 - 5 ...used to gossip about her friends. Yes No

used to
I used to be late for school.
I didn't use to eat cooked food.
Did you use to go fishing?

4 **Pairwork** Complete the table with the activities you did in the past, but now you don't. Then talk to your partner. Ask and answer questions about your past habits.

Two years ago	Now

"What did you use to do two years ago?"
"I used to..."

Extra Functions 1

Grammar used to

FOCUS

Read the sentences and circle the correct word in the rules.

- I used to have short hair. (I have long hair now.)*
They used to live in Italy. (They live in Serbia now.)
She didn't use to be strict. (She's strict now.)
Did you use to play video games more than now? (Did you play video games more than now?)

Rules:

- a We use **used to** to talk about habits in the past which are no longer / still habits in the present.
- b Affirmative, negative and question forms of **used to** follow the same rules as for the past / present simple tense.

1 Read the sentences and circle the correct words.

- 1 She **used / use** to cry a lot when she was a baby.
- 2 He **didn't use / use** to listen to music when he was a child.
- 3 "Did you **used / use** to go to bed early when you were younger?"
Yes, I **did / used**.
- 4 What films **did you use / used you** to watch as a child?

2 Complete the sentences with the verbs in the box. Use affirmative (✓), negative (X) or question forms of **used to**.

wear ~~walk~~ grow be X2 spend ride

- Jovana **used to walk** her dog in the park. ✓
- 1 My dad _____ hats. ✓
- 2 He _____ his motorbike fast. X
- 3 _____ your granny _____ a waitress when she was young?
- 4 My grandparents _____ vegetables. ✓
- 5 We _____ our holidays at the seaside. X
- 6 My grandpa _____ a good boxer. ✓

3 What were these people's habits in the past? Write sentences using **used to** or **didn't use to**.

She doesn't eat lots of chocolate now.
She used to eat lots of chocolate.
He wears smart clothes now.
He didn't use to wear smart clothes.

- 1 He doesn't gossip about his friends any longer. _____
- 2 She doesn't speak on the phone late at night any longer. _____
- 3 Milica goes to the gym every day. _____
- 4 We eat healthy food now. _____
- 5 My brother no longer eats junk food. _____
- 6 Marina doesn't ride her bike fast any longer. _____
- 7 Mihajlo sleeps a lot. _____

4 Write three sentences saying what you used to and three sentences you didn't use to do.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____



Уџбеник садржи *Extra functions* целину у којој се обрађују садржаји који се логично надовезују на наставне садржаје у наставној теми са којом су повезани.

Build your competences

7 Build your competences

WILD LONDON

Warm up

1 Look at the pictures and match the animals to their names. Which of these animals do you think can be found in London?

fox scorpion
 pigeon seal
 rat squirrel

Reading

2 Read the text and check your answers.

Everyone knows London as an international city of the arts, fashion and finance, but do you know it also has a wild side? Well, get ready for surprise! If you still grow lunch in a cafe in Hyde Park, you can meet some unexpected farm guests at the table.

People don't only feed London's squirrels, but these little animals are so tame that anybody can play with them as well! Urban foxes are also a common sight in London today. In the countryside, they eat insects, small mammals and berries, but in the city they also eat the food humans give them. One lady in London, Ulran Alabaster, even trains foxes to sit before showing them images from her film windows!

Another London resident is the pigeon. For years, people fed pigeons as they sat on their heads and shoulders in Trafalgar Square, but it became a crime to do so because of the damage to the historical site. The pigeons' solution was quite literally to go underground! They see the London underground to get around the city, hopping on and off at different stops.

Other well-known wild visitors to London include Norwegian brown rats, which can grow twice as big as they do in the rest of Europe. There are also European yellow-bellied sapsuckers! If you look closely at the river Thames you can see more welcome visitors to the city. Records show that over two seals live along the river, attracted by the good water quality and the abundance of fish.

You can also see a number of wild birds around London, such as gulls, peregrine falcons in Marble Arch Road and more than 6,000 parrots in South London.

Summary

Many _____ at _____
 some _____ in _____
 some _____ in _____
 many _____ in _____
 and more than 6,000 _____ in South London.

3 Read the text again and complete the summary.

A lot of wild birds and animals live in London. If you eat in _____ you can feed and play with _____ because they're very _____. People can feed urban _____ but it is illegal to feed _____ in Trafalgar Square. Pigeons now travel between stops on the London _____ You can also see big brown _____ yellow-tailed _____ and more than 700 _____ in the River Thames.

Listening

4 Did you know that six imperial ravens watch over the Tower of London? Complete the sentences with the words in the box to find out facts about ravens.

hunters animals intelligent arboreal

Ravens are remarkable _____. These black birds are excellent _____. Ravens are _____ birds. They are also good _____.

5 Listen to the tour guide talking about the ravens at the Tower of London and complete the file.

Ravens at the Tower of London

Legend: the ravens protect the tower

Characteristics: _____ feathers, so they can't fly away

Food: raw _____ and _____ soaked in blood

and sometimes a whole _____

Oldest raven ever: Jim Crow aged _____

Speaking

6 Imagine you are talking to a friend from abroad. Tell him / her about the wild animals that live in the same place as you, or in your country. Tell him / her:

- what animals people can see
- where they can see them
- which of them are welcome and which are not
- what they do and what they eat
- which of them is your favorite / least favourite

Writing

7 Write a short description of the wild animals in the place where you live, or in your country. Use the information in exercise 6.

You can't see many wild animals in my city, but in the countryside / at the zoo, you can see _____.

- Увježbavaње лексичке и граматичке грађе, као и комуникативних функција.
- Лекције са интердисциплинарним садржајима (CLIL approach).
- Велики број задатака у уџбенику прати стил и формат *Кембриџ* и *Тринити* испитних задатака. Обележени су иконицама К (Key (KET)) и Т (Trinity).
- Интерактивни задаци, који подразумевају употребу разних апликација и платформи, саставни су део уџбеника и додатно обogaћују учење и омогућавају ученицима да на забаван начин усвајају енглески језик.

7-8 Test your competences

Vocabulary

1 Complete the words related to restaurant menu with the missing letter.

1 s _____ t _____
 2 m _____ c _____ s _____
 3 d _____ f _____
 4 s _____ d _____ h _____
 5 b _____ k _____ m _____

2 Circle the words related to useful items for a holiday.

COGGLES T WALKING BOOTS SPORTSWEAR GLASSES
 SUNGLASSES TURTLE NECK TOWEL THERMOS POT
 RAINCOAT RAINBOOTS STAIRS KITTEN MASKS AND NOISE CANCELER

Functions

3 Answer the questions with your own information.

1 What are you doing this weekend?
 2 What homework do you usually need help with?
 3 Hello, are you ready to order?
 4 What are your school rules?
 5 What are you going to do this summer?

Grammar

4 Complete the sentences with the correct indefinite pronouns.

1 I opened the door, but _____ was at home.
 2 _____ was ready for the party - food and drinks, music, etc.
 3 I must ask _____ for help.
 4 Is there _____ to eat and drink?
 No, there isn't.
 5 I looked _____ for my keys.

Self-evaluation

Lexical competences
 Communicative competences
 Grammatical competences
 I must revise!

Extra practice 7-8

1 Lana is at the Train Restaurant and she wants to order a meal. She's vegetarian. She doesn't like tomatoes and onions, pizza and tea. She's got 8 £. What is she going to order? Read the menu and complete the list.

THE TRAIN RESTAURANT	
STARTERS	
Tomato soup	£1.50
French onion soup	£2.00
Mushroom soup	£2.50
Chicken noodle soup	£3.00
MAIN COURSES	
Grilled fish and potatoes	£5.50
Thai Chicken and rice	£6.00
Vegetable pasta	£4.50
Cheese and ham and pizza	£3.00
DESSERTS	
Fruit salad without cream	£1.50
Fruit salad with cream	£2.00
Lemon cake	£2.50
Chocolate cake	£3.00
DRINKS	
Mineral water	£1.00
Fresh orange juice	£1.50
Lemonade	£1.25
Green tea	£1.00

Food and drink Lana is going to order:
 Starter _____
 Main course _____
 Dessert _____
 Drink _____

2 You have just received an SMS from Lana. Reply to her message. Ask her how long she is going to stay at the restaurant and if you can join her.

3 Circle the correct answer (A, B, C or D).

1 Can I order a takeaway, please?
 A. That's £12.50.
 B. Can I have two pizzas?
 C. Of course, what would you like?
 D. Why?

2 In the UK, you have to be 18 to _____ a car.
 A. buying B. ride
 C. going in D. drive

3 You mustn't drop _____ in public.
 A. animals B. litter
 C. paper D. spit

4 Which is correct?
 A. I'm going to the beach next weekend.
 B. I go to the beach next weekend.
 C. I went to the beach next weekend.
 D. I'm beaching next weekend.

5 Can we see the menu please?
 A. I'm sorry.
 B. No way!
 C. Of course!
 D. Are you ready to order?

6 Which is correct?
 A. The food is delicious!
 B. The food is friendly!
 C. The food is enjoy!
 D. The food is comfortable.

7 Are you free this afternoon?
 A. No, I can't.
 B. No, I'm going shopping with my mum.
 C. No, I'm going shopping with my mum.
 D. No, I don't.

8 How about a piece of cake?
 _____, I'm on a diet!
 A. I don't have to B. I must
 C. I have to D. I mustn't

9 No one _____ today.
 A. are coming B. aren't coming
 C. is coming D. isn't coming.

10 Is there _____ going to be there?
 A. anybody B. somebody
 C. nobody D. someone

- *Test your competences* и *Self-evaluation* – након сваке друге области ученици имају прилику да сами провере разумевање обрађеног градива.
- Наставници и ученици могу да прате напредовање и уче области које захтевају додатну пажњу.
- *Extra practice* – активности за додатно увježbavaње наставних садржаја.

Culture

American history timeline

1 Look at the pictures and match them to the correct texts. Then read and check your answers.

Pre-1600: Native Americans
Between 30,000 and 15,000 BC the first humans migrated to America probably from Asia and Europe. Immigrants came to Alaska via the Arctic and North Pacific coasts, gradually moving south and east. These were the ancestors of Native Americans. Their common regional origin gave them similar physical characteristics, but they spoke different languages. Many of them sadly died after the European colonisation.

1700-1800: Wars and protests
After World War I, the 1920s and 30s experienced prohibition, increased immigration and the Great Depression. When the American Civil War broke out in 1861, the US entered World War I, hoping to defend the Americas and to help the Allies. The US entered World War II, hoping to defend the Americas and to help the Allies. The US entered World War II, hoping to defend the Americas and to help the Allies.

1800-1900: European colonisation
European explorers colonised America and established the southern part of the continent among others. From 1492, Columbus Day celebrates the discovery of America by Christopher Columbus in 1492, but he actually discovered the Bahamas 8 years earlier. Italian, American, Spanish, Portuguese and British explorers discovered America's name.

2 Read the texts again and tick true (T) or false (F) box for each statement.

Between 30,000 and 15,000 BC European and Asian tribes migrated to North America.

1 All Native Americans spoke the same language.

2 The first president of the United States was George Washington.

3 Lincoln was against slavery.

4 The Civil Rights Movement campaigned for the end of the Vietnam War.

5 Ground Zero was Frederick Taylor's name in Freedom Tower.

3 Listen to Miller and Toby discussing one of the most important events in the American history and complete the file with the information in the box below.

...assassination of President John F. Kennedy
American Secret Service led
a great man and president November 22, 1963
Lee Harvey Oswald

Historical Event: assassination of President John F. Kennedy
When: ... with his wife
Who was responsible: a man called ...
The conspiracy theory: the ...
The consequences: ... was behind it
... was lost

COMPARING CULTURES

4 Pairwork Compare the history of your country with that of the United States. Answer the following questions.

1 Is the history of the two countries similar or different? How?
Who were the original settlers in your country?
When and where did they arrive from?
Who colonised your country?
Were they good? bad?
Was there a year for independence or a civil war in your country?
What was your country's allies in World War I and World War II?
Was there a civil rights movement in your country?
What are the most important events in your country's history?

More dates...

1776 Benjamin Franklin founded the first American public library in Philadelphia.
1773 The Boston Tea Party activists disguised as Mohawk Indians threw 342 crates of tea into Boston Harbour in protest at the tax laws. It was the beginning of the War of Independence.
1920 Women gained the right to vote in the USA.
1963 Black civil rights leader Martin Luther King was assassinated.
1968 US astronaut Neil Armstrong became the first person to walk on the Moon.
2005 Hurricane Katrina killed hundreds of people and destroyed houses in Louisiana.
2016 Hillary Clinton was the first woman to run for president of USA.

Culture

Comparing cultures – задача којим se ученици podstiču da uče sličnosti i razlike između svoje i kulture engleskog govornog područja.

Festivals

Обрађују празнике који су типични за kulturu engleskog govornog područja i na koji način se proslavljaju – upoređuju ih sa praznicima koji se slave kod nas i tako razvijaju interkulturalnu kompetenciju.

FESTIVALS

Bonfire Night

1 Write the correct word on the lines below the pictures.

...jacket potato
...apple
...fireworks
...bonfire

2 Read the text and check your answers.

Every year in the UK on November 5th people celebrate Bonfire Night, or Guy Fawkes Night. In 1605, Guy Fawkes was part of a failed Gunpowder Plot to blow up the House of Parliament in London and kill King James I. He was caught and arrested with other conspirators while guarding a barrel of gunpowder in the cellar under the House of Parliament. They were taken to the Tower of London where they made a confession before being hanged.

People in bonfire to celebrate the failure of the plot, and an Act of Parliament was passed to make the day a day of thanksgiving for saving the king. The tradition of bonfires continued as part of the celebration and gradually included the burning of an effigy of Guy Fawkes. Before Bonfire Night, children collect money for fireworks, asking for 'a penny for the guy', a doll they make out of old clothes stuffed with straw or paper to burn on the bonfire. People also put jack-o'-lanterns, oranges and roasted marshmallows on the bonfire and eat apple pies. However, the main attraction of the evening is the fireworks display, which you can see in the sky all around you. There are particularly good displays in London, Cambridge and Levens.

More facts:

...polluted, poisonous atmosphere
...Guy Fawkes
...to protect their identity
...they are like the man in the film 'The Verdict' based on the story of Guy Fawkes.

100 years hundred and thirty-eight

FESTIVALS

Independence Day

FOURTH OF JULY

1 Read the text about the celebrations of the 4th of July in the United States.

On July 4th 1776, the Continental Congress adopted the Declaration of Independence in Philadelphia and the United States of America was born. Independence Day, also known as Fourth of July, is celebrated every year, but only became a national holiday in 1951.

It's the most popular holiday for outdoor barbecues with family and friends, and for holiday Americans consume around 100 million hotdogs on Independence Day, and lots of French fries! Other favourites include any apple pie and ice cream and there are even inter-colonial eating competitions! Bonfire food: Fourth of July is essentially a celebration of American patriotism. There are American flag-themed everywhere, people dressed up in red, white and blue, or with the Star-Spangled Banner printed on their faces. There are also large parades held for the day with marching bands, people give patriotic speeches and there are spectacular fireworks displays.

...independence
...celebrations and readings from the Declaration of Independence
...and fireworks, there is a smaller festival. Other parts of the US observe Independence Day with important league games played and watched across the country.

More facts:

John Adams and Thomas Jefferson both signed the Declaration of Independence. Both became US presidents and both died on the 25th anniversary of Independence Day.

2 Read the text again and tick true (T), false (F) or don't know (DK) box for each statement.

The USA became independent on July 4th 1776.

1 Independence Day became a national holiday due to the American Civil War.

2 People usually eat indoors with friends and family.

3 There are often hotdog eating competitions.

4 Independence Day is the celebration of American patriotism.

5 People dress up in red, white and green.

6 Celebrations include historic re-enactments, a candle festival and ice cream.

COMPARING CULTURES

3 Prepare a presentation on a similar festival in your own country and answer the following questions.

When do you celebrate it and when did your country first celebrate it?
Is it a national holiday?
Do people decorate their homes with flags and particular colours?
Do people wear special clothes or paint their faces? Do they eat any particular kinds of food?
What do you usually do on that day?

SPRINT₂

DRAMA READER

The Canterville Ghost

by Oscar Wilde

Contents

About the novel page 142

- the author
- the plot
- the film

The play page 143

- the characters
- the cast and the costumes
- the prompts

The script page 145

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- Act II The Otis Family Arrive at Canterville Chase
- Act III The Otises Meet the Ghost
- Act IV The Twins Play a Trick
- Act V The Ghost and Virginia

Activities page 154

The Canterville Ghost

Act I – In the Castle Library

Narrator Lord Canterville and Mr Otis are at Canterville Chase. Mr Otis is from America. Before selling him Canterville Chase, Lord Canterville warns Mr Otis that the castle is haunted by a ghost.

Lord Canterville I have to tell you that there is a ghost in this castle.

Mr Otis I really don't care, Lord Canterville... I'll buy the castle anyway... including the ghost.

Lord Canterville But I must insist, there's a ghost in the castle, that's why we can't live here anymore. It has been here for more than three centuries! My wife can't sleep at night because of the strange noises.

Mr Otis My dear Lord Canterville, there is no such thing as ghosts.

Lord Canterville Well, if you want to live with a ghost, it's up to you, but don't say that I didn't warn you.

Mr Otis Don't worry, just give me the documents and I'll sign them right away.

Lord Canterville (handing Mr Otis the documents to sign) The castle is all yours!

Mr Otis (shaking Lord Canterville's hand) Thank you... we'll move here tomorrow afternoon.

Lord Canterville Very well Mr Otis, have a nice day.




Drama reader

Адаптирани текст (The Canterville Ghost, Oscar Wilde) погодан za драмску секцију, додатну наставу и проширивање вокабулара.

SPRINT 2 РАДНА СВЕСКА

Vocabulary & Functions 1

5 Write five sentences about yourself using the expressions and adverbs in exercise 4. You must use a different adverb in each sentence.



I take notes quickly.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Dialogue work

6 Complete the dialogue with the words in the box. Then listen and check.

politely	going on	talk	fine	listen
walk	whispering?	silly		

Logan Hey, girls! What's up? Why are you **whispering**?

Sasha Sh! Logan! You don't need to **listen** so loudly!

Evie Be quiet and come with us! We're late so you need to **go** quickly!

Logan Come where? What is **going on**? Aren't you feeling well?

Sasha We're perfectly **fine**!

Logan Why are you following us? Me? I'm only asking **politely** what you're doing and...

Evie Don't be **silly**, Logan!

Sasha **Walk**, we're on our way to a meeting with the new editor of the School Magazine.

Logan In that case you can talk to me... because I'm the new editor!

1 Grammar

Present simple or Present continuous?

1 Circle the correct verb forms.

We want to go cycling but **it's raining** / it rains.

- 1 We **take** / 're taking the bus to school every morning.
- 2 I can't come out right now. I **babysit** / 'm babysitting.
- 3 They **tidy** / 're tidying their room at the weekend.
- 4 I can hear somebody in the kitchen. Who **does** / 's doing the washing-up?
- 5 Keep quiet! I **watch** / 'm watching a film.
- 6 The phone **ring** / is ringing. Can you answer?

2 Write the expressions of time in the correct columns.

usually	never	at the moment	twice a week
today	this week	once a year	right now
Present simple	Present continuous		
usually	now		

3 Write sentences using the present simple or the present continuous.

Ryan / wash / the car / once a week
Ryan washes the car once a week.

Ryan / not wash / the car / right now
Ryan isn't washing the car right now.

- 1 Fiona / write / a text message / now
- 2 Amanda / never / reply / to Fiona's text messages
- 3 Karen / not take the bins out / every evening
- 4 Who / take the bins out / right now?

Functions: Talking about how you do things

8 Reorder the dialogue on how to play jenga.

No, it isn't! You must take out the blocks very delicately.

Go on then, Logan! How do you play jenga? Oh, yes. Then one player at a time pulls out one block carefully and stacks it on top of the tower.

Well, first of all you need 54 hardwood blocks. Make a tower by placing three blocks on top of another three blocks and so on...

Well, the tower suddenly falls!

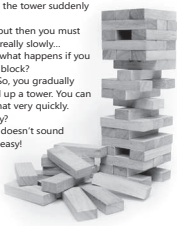
Yes, but then you must play really slowly...

And what happens if you hit a block?

OK. So, you gradually build up a tower. You can do that very quickly.

Really?

That doesn't sound very easy!



three 3

Extra challenge!

Complete the sentences with the verbs in brackets. Use the present simple or the present continuous.

- 1 I _____ (need) your help now.
- 2 Look! He _____ (taste) the food. He often _____ (taste) the food while I _____ (cook).
- 3 She _____ (have) a bath at the moment. She always _____ (have) a bath in the morning.
- 4 They _____ (not have) a car.
- 5 She _____ (think) too much about her boyfriend these days. She _____ (think) he _____ (not love) her any more.
- 6 You _____ (smell) nice today.
- 7 I can't believe you _____ (smell) your shoes. Why are you doing that?

- Доследно прати структуру уџбеника.
- Обилује вежбама које негују тимски рад и рад у пару, чиме се подстиче социјални и емотивни развој ученика.
- Задаци свих нивоа сложености.

be: Past simple Affirmative and negative forms

1 Circle was or were.

- A large part of today's Serbia **was** / were part of the Roman Empire.
- 1 Some historians think that seventeen Roman emperors **were** / was born on the territory of modern Serbia. Constantine the Great **was** / were one of them.
 - 2 **Justiniana Prima** **was** / were an Eastern Roman city near today's Serbian town, Lebane. Within the city, there **was** / were fine marketplaces, fountains, streets, baths and shops.
 - 3 **Felix Romuliana**, near the city of Zaječar, **was** / were an imperial Roman palace. It **was** / were the home of the last Roman god. The structures **was** / were decorated with frescoes and floor mosaics.
 - 4 The **Vinča Culture** **was** / were one of the first Neolithic urban civilizations in Europe. Peace, knowledge, creativity and tolerance **was** / were the most important values of the Vinča culture.

2 Complete the sentences with was, were, wasn't, weren't.

- 1 Uroš Predić and Paja Jovanović _____ famous Serbian painters. Both of them _____ from Banat, Vojvodina, but they _____ born in the same place. Uroš _____ born in Orlovat, and Paja Jovanović _____ in Vršac.
- 2 Stevan Mokranjac _____ a well-known Serbian composer and music teacher. He _____ born in Negotin, on 9 January 1856. His last name "Mokranjac" _____ his birth name. Actually, it _____ his nickname. His birth name _____ Stojanović.
- 3 Mileva Marić-Einstein (1875 – 1948) _____ a Serbian physicist and mathematician, and the first wife of Albert Einstein. Mileva and Albert _____ good collaborators devoted to science. Unfortunately, Mileva _____ as her husband, but some scientists think she _____ a great scientist and a co-author of some of Einstein's early work.

Past simple Affirmative and negative forms

1 Complete the sentences with the verbs in the box. Use the past simple affirmative form.

play win create paint **discover** begin

- Alexander Fleming **discovered** penicillin.
- 1 Picasso _____ Guernica in 1937.
 - 2 Wolfgang Amadeus Mozart _____ the piano.
 - 3 Milutin Milanković _____ the most accurate calendar to date.
 - 4 Đorđe Balašević _____ his music career in the late 1970s.
 - 5 Novak Đoković _____ his first Wimbledon trophy in 2011.

4 Vesna was on a school trip yesterday. What did her class do? Look at the trip programme and write questions and answers.

Meeting	in front of the school
Time	8.00 a.m.
Destination	Tršić
Morning	Tekeriš
Afternoon	Tronoša Monastery
Returning	7.00 p.m.

where / the students meet
*Where did the students meet?
They met in front of the school.*

- 1 what time / they leave _____?
- 2 where / they go _____?
- 3 what / they visit / in the morning _____?
- 4 what / they see / in the afternoon _____?
- 5 what time / they get back / to the school _____?

➤ Задаци који садрже елементе српске културе и традиције.

Grammar reference

25 will for the future (Future simple)

Affirmative form		Negative form	
I / He / She / It / We / You / They will (ll) go...		I / He / She / It / We / You / They will not (won't) go...	
Interrogative form		Affirmative short answers	Negative short answers
Will I / he / she / it / we / you / they go...?		Yes, I / he / she / it / we / you / they will.	No, I / he / she / it / we / you / they won't.

We use **will** for the future to talk about predictions based on someone's opinion and to talk about decisions made at the moment of speaking.

I'm sure you'll pass your exam.

*'I've got a terrible headache.'
'Have you? I'll get you an aspirin.'*

We also use **will** to talk about future facts.

Next year, my father will be 42.

We use **will** (ll) and the base form of the main verb to make affirmative form. For negative form, we use **will not** (won't) and the base form of the main verb.

When asking Yes/No questions with **will**, we use the following sentence structure:

Will + subject + the base form of the main verb + ...?

*Will they come?
Yes, they will.
No, they won't.*

26 will vs be going to

We use both **will** and **be going to** to talk about predictions and decisions, but there are some differences.

We use **will** to talk about predictions based on personal opinion or experience, and we use **be going to** to express predictions based on present evidence.

*I think he will watch TV.
It's 70-52. They're going to win.*

We often use **will** with *I'm sure / certain, I (don't) think / believe / hope / know*, etc.

We use **will** for decisions made at the moment of speaking, and we use **be going to** for decisions made before the moment of speaking.

*'John needs some help with his homework.'
'OK, I'll help him.'*

*'John needs some help with his homework.'
'Yes, I know that and I'm going to help him.'*

66 sixty-six

Grammar reference

27 Zero conditional

We use the **zero conditional** to talk about (scientific) facts and present habits.

*If you heat ice, it melts.
If a baby is hungry, it usually cries.
I don't go to school if I am sick.*

We use the **present simple** tense in both clauses in the **zero conditional** sentences:



It is possible to switch the order of the **if-clause** and the **main clause**:

*If I am sick, I always stay away from others.
I always stay away from others if I am sick.*

You can usually replace **if** with **when**:

*When / If the temperature is below 0 degrees Celsius, water freezes.
When / If I am sick, I always stay away from others.*

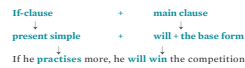
We always use a **comma** after the **if-clause** when it precedes the **main clause**.

28 First conditional

We use the **first conditional** to talk about things which are possible to happen if a condition exists. We can use the **first conditional** to give advice.

*If the weather is sunny, we'll go to the beach.
If he doesn't practise more, he won't win the competition.
If you stay up late, you'll be tired tomorrow.*

In the **first conditional** sentences, we use the **present simple** tense in the **if-clause** and **will** + the base form of the verb in the **main clause**:



It is possible to switch the order of the **if-clause** and the **main clause**:

*We'll go to the beach if the weather is sunny.
He won't win the competition if he doesn't practise more.
You'll be tired tomorrow if you stay up late.*

We always use a **comma** after the **if-clause** when it precedes the **main clause**.

sixty-seven 67

Grammar Reference – одељак где ученици могу самостално да понављају граматичке садржаје. Правила и примери napisani su kratko, jasno i pregledno.

Extra challenge!

Complete the text with the words you think fit best.

There was a lovely 'p _____ for my birthday.
The 'w _____ was nice. It 'w _____ warm and
we 'w _____ all in the garden. My best 'f _____
Susana 'w _____ there because she was in Spain. At
five o'clock, we 'w _____ all 'h _____ There
'w _____ sandwiches, 'a _____ and fruit juices.

Extra challenge!

Find out the meaning of the following expressions and translate them into your native language.

- as cool as a cucumber
- as poor as a church mouse
- as white as a ghost
- as quick as a flash
- as free as a bird
- as slow as a snail
- as dry as a bone

Extra challenge!

Jana is not good at spelling and using articles. There are five mistakes in her text. Correct the mistakes and copy the text in your notebook.

The Valjevo is a town of rich history, tradition and culture. Tešjar is a must-see place for tourists. It is located on the right bank of Kolubara River. National Museum Valjevo is another must-see place, and it is not far from Tešjar. Its only 1.3 km via the Milovana Glisica street.

Extra Challenge – zadaci namenjени ученицима са напреднијим знањем.

Dictation

5 Listen to the text *Tate Modern* and write it down.

Blank lines for dictation notes.

Dictation – zadaci prañeni audio-zapisom, где се од ученика захтева да слушају и записују реченице.

Unit 1

advise (v) /əd'vaɪz/ саветовати
angrily (adv) /æŋ'grɪ.li/ љутито
babysit (v) /'beɪ.bi.sɪt/ чувати бебу/ млађег брата/сестру
badly (adv) /'bæd.li/ лоше
be in charge (phr) /bi: ɪn tʃɑ:dʒ/ бити задужен/-а (за)
bin (n) /bɪn/ канта за смеће
build up (phrasal verb) /bɪld ʌp/ побољшати, унапредити
carefully (adv) /'keə.fəl.i/ пажљиво
clear (v) /kleə(r)/ распремити, очистити
compare (v) /kəm'peɪ(r)/ поредити
dishwasher (n) /'dɪʃ,wɒʃ.ə(r)/ машина за прање судова
do the washing-up (du: ðə 'wɒʃ.ɪŋ ʌp/ прати судове
entertainment (n) /en.taɪ'nmen.t/ забава
fold (v) /fəʊld/ сложити, савити

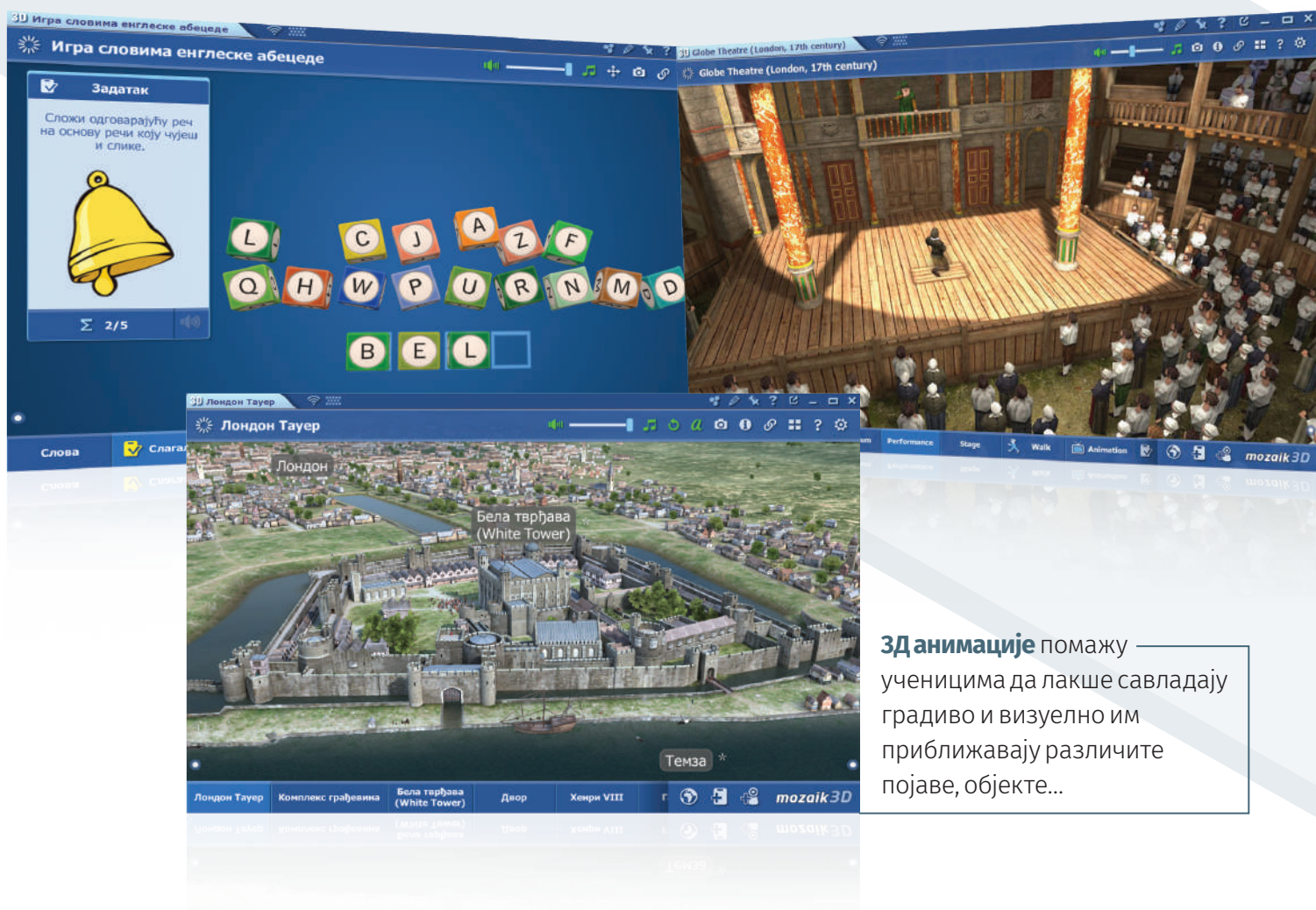
Word List – превод листе речи са транскрипцијом.

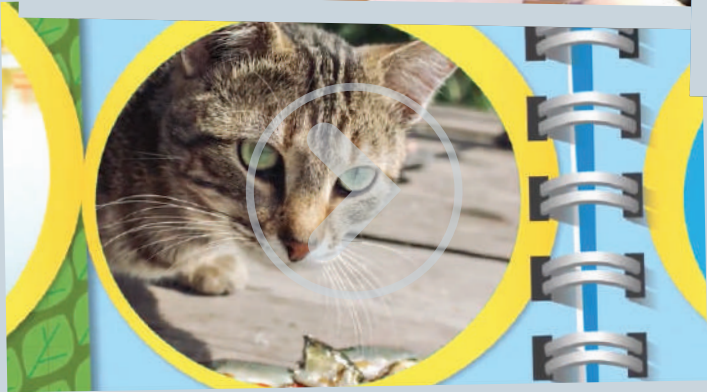
ДИГИТАЛНИ УЏБЕНИЦИ

Савремени токови у образовању захтевају савремене уџбенике и наставна средства. Пратећи најновија достигнућа у области информационих технологија, издавачка кућа *Вулкан знање* припремила је савремене, модерне и креативне дигиталне уџбенике. Бројне су предности дигиталне наставе и жеља нам је да наставницима омогућимо креирање занимљиве, савремене, интерактивне наставе.

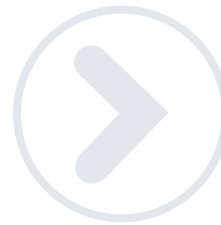
Дигитални уџбеници *Вулкан Е-ЗНАЊА* припремљени су на најсавременијој образовној платформи у Европи. Могу се користити и у онлајн и у офлајн режиму, као и на више уређаја: на интерактивној табли, рачунару, таблету, паметном телефону.

- Више од 1200 **ЗД анимација**, **900 видео** и **аудио записа**, **фотографија** и других различитих врста материјала.
- **Интерактивни тестови** за проверу знања за сваку лекцију.
- Могућност **самосталног креирања дигиталних садржаја**.






Аутентични **видео-**
-записи прате садржај
наставних јединица.



Exercise 4, p. 79

Listen to the deposition of a journalist on the release of Nelson Mandela after 27 years of prison. Complete the file.



Date: 11th February 1990
Time:
Accompanied by: his wife Winnie
Gestures: he and punched the air
Crowds: they went and in the streets
He didn't know: what a

Exercise 5, p.42

Match the questions with the short answers.

Have I got a long nose?	Yes, they have.
Have you got blue eyes?	No, he hasn't.
Has Louise got long hair?	No, we haven't.
Have they got red hair?	Yes, she has.
Has grandad got a beard?	No, you haven't.

Решавајући **интерактивне задатке и тестове**, ученици добијају повратну информацију да ли су тачно урадили задатак, као и резултат теста.

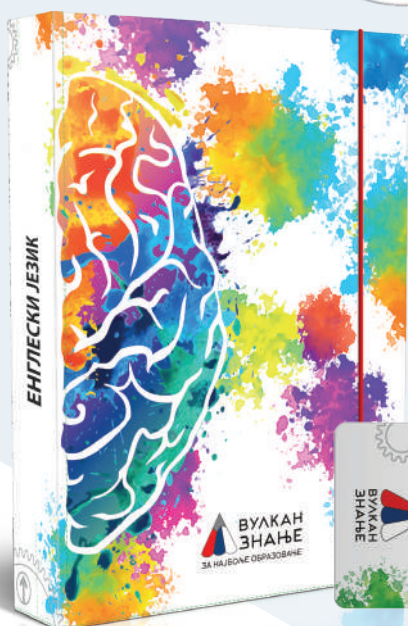
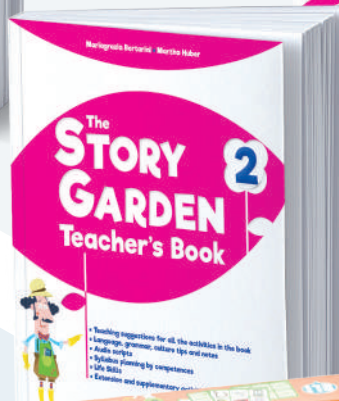
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 011 74 56 025

 office@vulkanznanje.rs

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