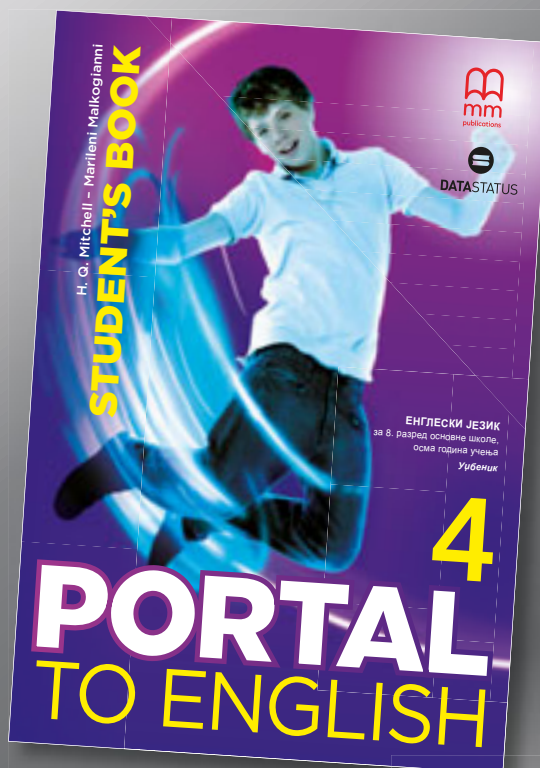
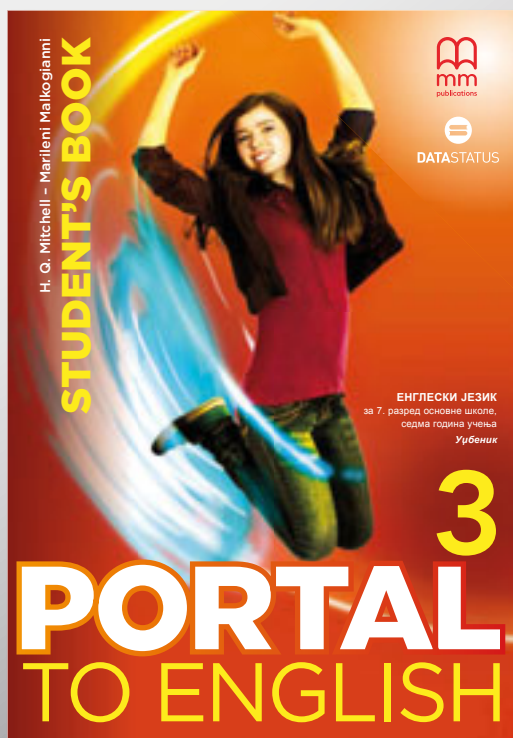
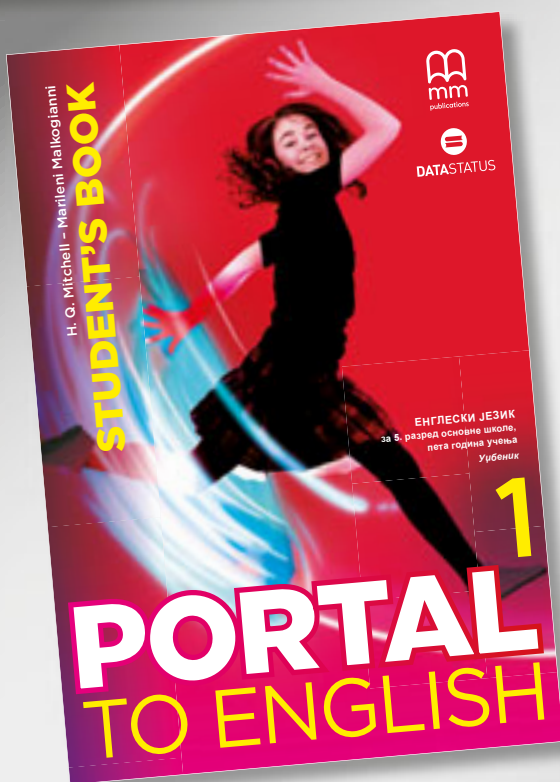


# PORTAL TO ENGLISH

SERBIAN  
EDITION



# ENTER

# PORTAL

and open your mind  
to a new world!

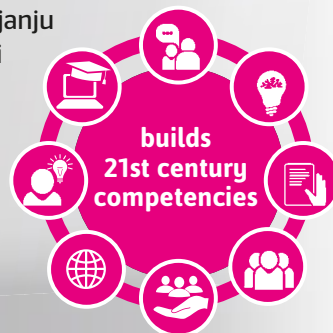
Predstavljamo vam Portal to English – naš najnoviji program za učenje engleskog jezika, koji učenicima omogućava sticanje veština za uspešnu komunikaciju u 21. veku.

## 4 NIVOA

**Portal to English** je udžbenik namenjen učenicima od 5. do 8. razreda koji engleski uče kao prvi strani jezik. Prilagođen je našem tržištu i u potpunosti prati nastavni plan i program. Sadržaj programa, predstavljen kroz tematske module, omogućava sistematsko razvijanje ključnih veština za postizanje dobrih rezultata. Poseban akcenat je stavljen na razvijanje komunikativnih veština i uspešno sporazumevanje na engleskom jeziku u različitim životnim situacijama.

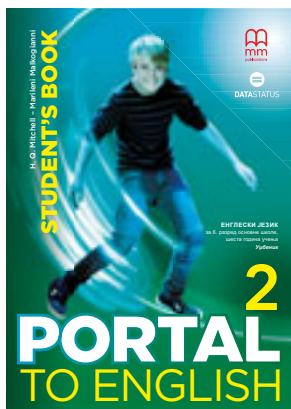
## OSNOVNE KARAKTERISTIKE

- Zanimljive, savremene teme sa mnoštvom multikulturnih i međupredmetnih sadržaja i informacija
  - Zanimljivi dijalozi koji opisuju realne događaje izlažu učenike funkcionalnom jeziku
  - Integrisani pristup razvijanju jezičkih veština
  - Sistematsko razvijanje veština razumevanja pročitano i slušanog teksta
  - Poseban akcenat stavljen je na razvijanje i proširivanje rečnika
  - Gramatika se prezentuje i uvežbava u kontekstu
  - Razvijanje veštine govora upotrebom funkcionalnih jezičkih celina i izraza
  - Postupno razvijanje veštine pisanja (Step-by-step)
  - Aktivnosti i zadaci osmišljeni su tako da podstiču razvoj veština potrebnih za uspeh i napredovanje u 21. veku.
  - Inspirativne teme i aktivnosti podstiču razvijanje kritičkog mišljenja i ličnog stava
  - Praktični saveti podstiču samostalnost u učenju
  - Svaki modul sadrži deo za obnavljanje i utvrđivanje gradiva
  - Stranice posvećene kulturi, razvijanju međupredmetnih kompetencija i projektnih i saradničkih veština
  - Autentične pesme za vežbanje jezičkih sadržaja
  - Pregled gramatičkih sadržaja sa primerima, obrazloženjima i pojašnjenjima
  - 3 autentična video materijala po modulu
- ... i još mnogo toga!

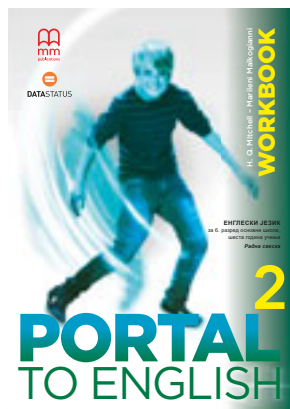


# Komponente udžbeničkog kompleta

## ZA UČENIKE



Udžbenik



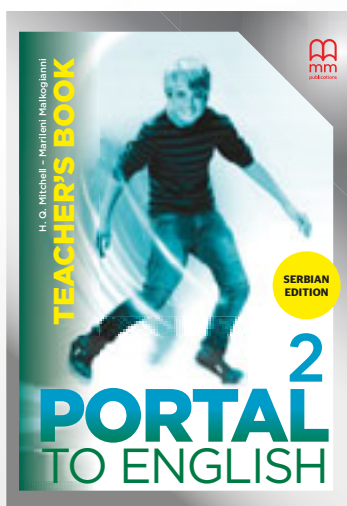
Radna sveska



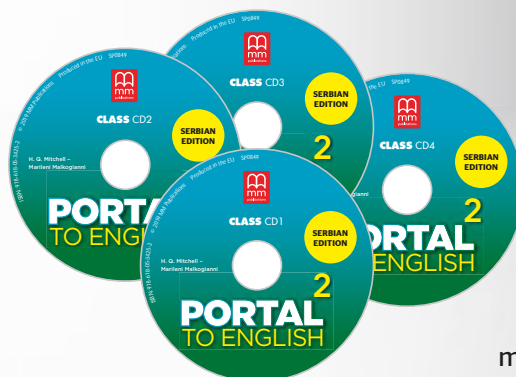
CD sa interaktivnim  
sadržajima, audio i video  
materijalom

**FLIPBOOK  
+  
ONLINE CD**

## ZA NASTAVNIKE



Priručnik za nastavnika sa  
stranama iz udžbenika



Audio CD

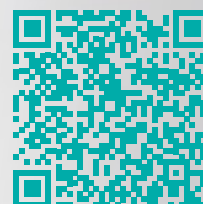


**TEACHER'S RESOURCE PACK**  
CD za nastavnika sa dodatnim  
materijalima, testovima za udžbenik,  
gramatičkim testovima, pratećim  
aktivnostima za video materijale i  
uputstvima za nastavnike



Softver za interaktivnu belu tablu  
(sa video materijalima i igricama)

**INICIJALNI TESTOVI**  
[www.datadidakta.rs](http://www.datadidakta.rs)



## DIGITALNI I ONLINE MATERIJAL

- **Digitalizovani rečnik** sadrži definicije i primere primene reči u rečenicama, u pisanoj i audio formi
- **Igrice** pomažu učenicima da na zanimljiv način obnove jezičke strukture obrađene u svakom modulu
- **Testovi** za dodatno vežbanje sa povratnom informacijom o postignutom uspehu

## Portal to English 1 (A1.1)

Vocabulary	Grammar
<b>Hello p.6</b>	
<ul style="list-style-type: none"> <li>Alphabet</li> <li>Numbers 0-100</li> <li>Time</li> <li>Classroom objects</li> <li>Colours</li> <li>Classroom language</li> </ul>	<ul style="list-style-type: none"> <li>Articles: a / an</li> <li>This / That</li> <li>Plurals (regular -s)</li> <li>Imperative</li> </ul>
<b>1. This is me p.11</b>	
<ul style="list-style-type: none"> <li>Family</li> <li>School subjects</li> <li>Music, films, sports</li> <li>Countries and nationalities</li> <li>Greetings</li> </ul>	<ul style="list-style-type: none"> <li>The verb <i>be</i></li> <li>Possessive adjectives</li> <li>Who...? vs What...?</li> <li>Where...from?</li> </ul>
<b>2. My favourites p.23</b>	
<ul style="list-style-type: none"> <li>Personal belongings</li> <li>Talents and abilities</li> <li>Parts of the body</li> <li>Pets</li> <li>Physical appearance</li> </ul>	<ul style="list-style-type: none"> <li>The verb <i>have got</i></li> <li>The verb <i>can</i></li> <li>Possessive case</li> <li>Whose...?</li> <li>These / Those</li> <li>Adjectives</li> </ul>
<b>3. Day in day out p.35</b>	
<ul style="list-style-type: none"> <li>Daily routines</li> <li>Jobs</li> <li>Free-time activities</li> <li>Means of transport</li> <li>Sports</li> </ul>	<ul style="list-style-type: none"> <li>Present Simple</li> <li>Prepositions of time</li> <li>Wh-questions</li> <li>Adverbs of frequency</li> </ul>
<b>4. My home My town p.47</b>	
<ul style="list-style-type: none"> <li>Rooms and parts of a house</li> <li>Furniture and appliances</li> <li>Places in a town/city</li> <li>Numbers over 100</li> <li>Words related to amusement parks</li> <li>Ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions of place</li> <li>Articles: a/an, the</li> <li>There is / There are</li> <li>The verb <i>must</i></li> </ul>
<b>5. Delicious! p.59</b>	
<ul style="list-style-type: none"> <li>Food and drink</li> <li>Quantity nouns</li> </ul>	<ul style="list-style-type: none"> <li>Plural forms</li> <li>Countable and uncountable nouns</li> <li>A(n), some</li> <li>Some, any, a lot of / lots of</li> <li>Object personal pronouns</li> <li>How much...? / How many...?</li> </ul>
<b>6. Let's have fun! p.71</b>	
<ul style="list-style-type: none"> <li>Means of communication</li> <li>Weather</li> <li>Seasons</li> <li>Animals</li> <li>Types of films</li> </ul>	<ul style="list-style-type: none"> <li>Present Progressive</li> <li>Present Simple vs Present Progressive</li> <li>Why...? / Because...</li> <li><i>like/enjoy/love/hate + -ing form</i></li> </ul>
<b>7. Going on a trip! p.83</b>	
<ul style="list-style-type: none"> <li>Types of holiday</li> <li>Adjectives describing feelings</li> <li>Adventure sports</li> <li>Geographical features</li> <li>Years</li> <li>Souvenirs</li> </ul>	<ul style="list-style-type: none"> <li>Past Simple of the verb <i>be</i></li> <li>There was / There were</li> <li>Past Simple (regular and irregular verbs)</li> <li>Time expressions</li> </ul>
<b>8. Special days p.95</b>	
<ul style="list-style-type: none"> <li>Months</li> <li>Dates</li> <li>Clothes</li> <li>Celebrations</li> <li>Wishes</li> </ul>	<ul style="list-style-type: none"> <li>Future <i>be going to</i></li> <li>Time expressions</li> <li>Comparative forms</li> <li>Superlative forms</li> <li>Future will</li> </ul>
<b>Speaking activities p.107, Irregular verbs p.129</b>	
<ul style="list-style-type: none"> <li>Culture and CLIL activities p.110</li> <li>Learning tips p.130</li> </ul>	<ul style="list-style-type: none"> <li>Songs p.118</li> <li>Project skills p.131</li> </ul>

## Portal to English 2 (A1.2)

Vocabulary	Grammar
<b>Hello p.6</b>	
<ul style="list-style-type: none"> <li>Countries and nationalities</li> <li>Family</li> <li>Months</li> <li>Days</li> <li>Seasons</li> <li>Time</li> <li>Furniture and household objects</li> <li>Classroom objects</li> <li>Abilities</li> <li>Classroom language</li> </ul>	<ul style="list-style-type: none"> <li>The verb <i>be</i></li> <li>The verb <i>have got</i></li> <li>Possessive adjectives</li> <li>Possessive case</li> <li>Prepositions of place: <i>on/in/under</i></li> <li>There is / There are</li> <li>Plural forms</li> <li>This/That/These/Those</li> <li>A/an, The</li> <li>The verb <i>can</i></li> <li>Imperative</li> <li>Question words</li> </ul>
<b>1. About me p.11</b>	
<ul style="list-style-type: none"> <li>School subjects</li> <li>School facilities</li> <li>Household chores</li> <li>Free-time activities</li> <li>TV programmes</li> <li>Physical appearance</li> <li>Personality adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Present Simple</li> <li>Prepositions of time</li> <li>Adverbs of frequency</li> <li>Present Progressive</li> <li>Present Simple vs Present Progressive</li> <li>Stative verbs</li> </ul>
<b>2. Looking back p.23</b>	
<ul style="list-style-type: none"> <li>Life events</li> <li>Words related to exploring</li> <li>Points of the compass</li> <li>Nouns ending in <i>-er</i></li> <li>Collocations: <i>verb+noun</i> related to technology</li> <li>Words related to space</li> <li>Numbers over 100</li> </ul>	<ul style="list-style-type: none"> <li>Past Simple</li> <li>Time expressions</li> <li>The verb <i>could</i></li> <li>Adverbs</li> <li>Used to</li> <li>Object pronouns</li> </ul>
<b>3. From place to place p.35</b>	
<ul style="list-style-type: none"> <li>Means of transport</li> <li>Adjectives describing places and things</li> <li>Geographical features</li> <li>Places in a town/city</li> </ul>	<ul style="list-style-type: none"> <li>must - have to</li> <li>Comparative form</li> <li>as + adjective + as</li> <li>less + adjective + than</li> <li>Superlative form</li> <li>the least + adjective + in/of</li> <li>Prepositions of place and movement</li> </ul>
<b>4. What happened? p.47</b>	
<ul style="list-style-type: none"> <li>Accidents</li> <li>Body parts</li> <li>Adjectives describing emotions</li> <li>Adjectives ending in <i>-y</i></li> <li>Phrases related to mishaps</li> <li>Words easily confuse: <i>lose</i> and <i>miss</i></li> </ul>	<ul style="list-style-type: none"> <li>Past Progressive</li> <li>Past Simple - Past Progressive</li> <li>Time clauses (when, while)</li> <li>some - any - no</li> <li>Compounds of some, any, no, every</li> </ul>
<b>5. A modern world! p.59</b>	
<ul style="list-style-type: none"> <li>Materials</li> <li>Words/phrases related to technology</li> <li>Words/phrases related to the environment</li> </ul>	<ul style="list-style-type: none"> <li>Future <i>be going to</i></li> <li>Time expressions</li> <li>Present Progressive (future meaning)</li> <li>Future <i>will</i></li> <li>may - might - could</li> <li>Zero Conditional</li> <li>Conditional Sentences Type 1</li> </ul>
<b>6. Summer p.71</b>	
<ul style="list-style-type: none"> <li>Animals</li> <li>Jobs</li> <li>Holiday activities</li> <li>Water sports</li> </ul>	<ul style="list-style-type: none"> <li>Present Perfect Simple</li> <li>Time expressions</li> <li>Present Perfect Simple vs Past Simple</li> <li>have been - have gone</li> <li>How long?, for, since</li> <li>Question tags</li> </ul>
<b>7. It's your choice p.83</b>	
<ul style="list-style-type: none"> <li>Ailments and illnesses</li> <li>Adjectives ending in <i>-ful</i> and <i>-less</i></li> <li>Food and eating habits</li> <li>Clothes and accessories</li> <li>Sizes</li> <li>Prices - Money</li> <li>Words/phrases related to shopping</li> </ul>	<ul style="list-style-type: none"> <li>The verb <i>should</i></li> <li>Relative pronouns: <i>who/which/that/whose</i></li> <li>Relative adverb: <i>where</i></li> <li>How much...?/How many...?/Much/Many/A lot of/Lots of/A few/A little</li> <li>one/ones</li> <li>Possessive pronouns</li> </ul>
<b>Speaking activities p.95, Irregular verbs p.123</b>	
<ul style="list-style-type: none"> <li>CLIL and culture pages p.100</li> <li>Learning tips p.124</li> </ul>	<ul style="list-style-type: none"> <li>Songs p.109</li> <li>Project skills p.126</li> </ul>

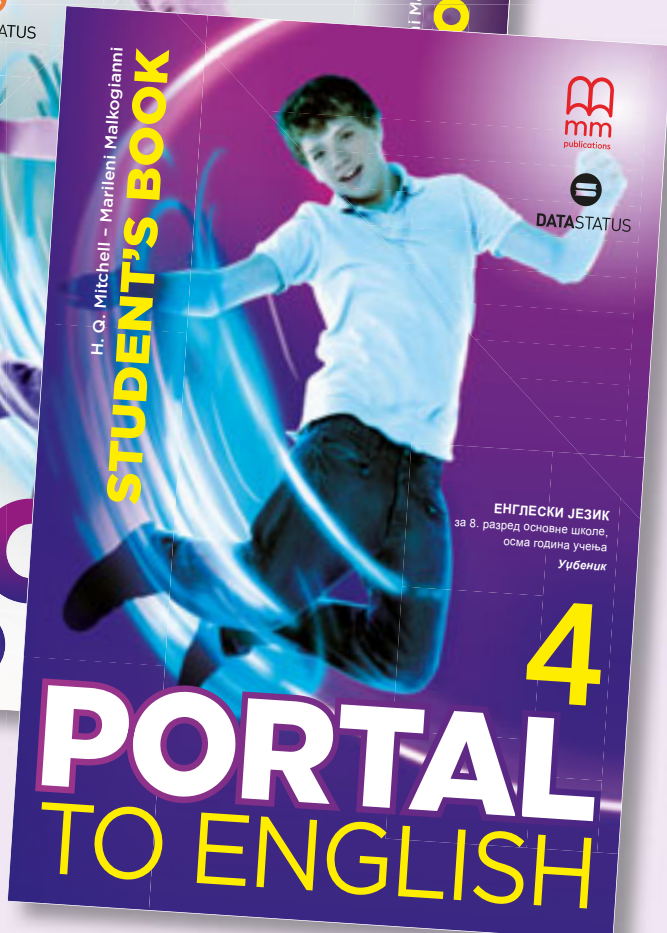
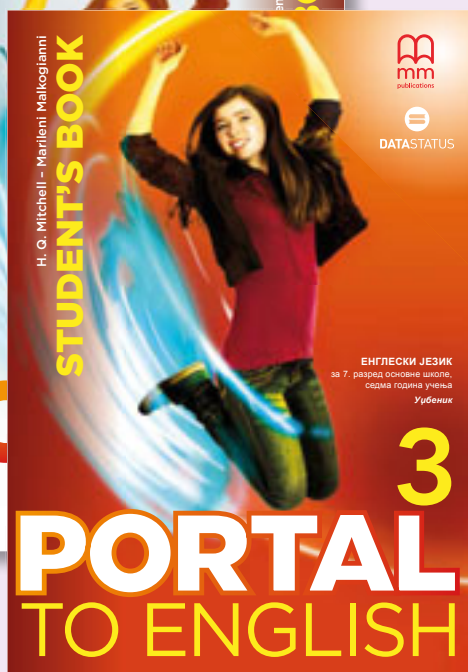
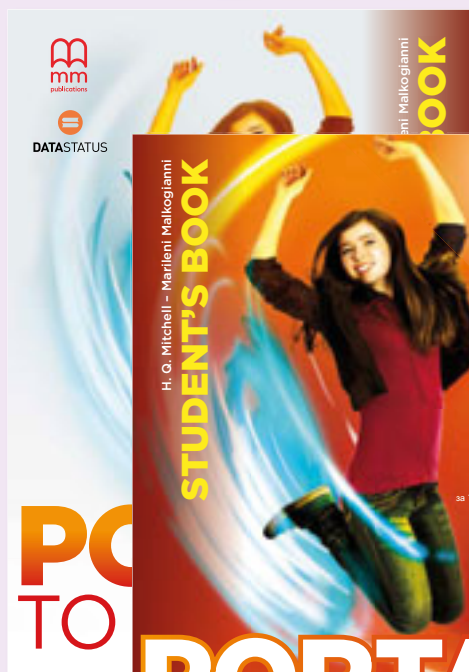
## Portal to English 3 (A2.1)

Vocabulary	Grammar
<b>1. Teen Life p.7</b>	
<ul style="list-style-type: none"> <li>• Personality adjectives</li> <li>• Conversational English</li> <li>• Words/Phrases related to technology</li> <li>• Activities and sports</li> <li>• Collocations related to sports</li> <li>• Types of music</li> <li>• Musical instruments</li> <li>• Phrases expressing like and dislike</li> </ul>	<ul style="list-style-type: none"> <li>• Present Simple vs Present Progressive</li> <li>• Stative verbs</li> <li>• Past Simple</li> <li>• Used to</li> <li>• Comparison of adjectives and adverbs</li> </ul>
<b>2. World-famous p.19</b>	
<ul style="list-style-type: none"> <li>• Units of measurement</li> <li>• Conversational English</li> <li>• Collocations with <i>make</i> and <i>do</i></li> <li>• Phrases used when describing a picture</li> <li>• Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Relative pronouns: <i>who, which, that, whose</i></li> <li>• Relative adverb: <i>where</i></li> <li>• Conditional Sentences Type 1</li> <li>• Time Clauses (Present-Future)</li> </ul>
<b>3. Have you ever...? p.31</b>	
<ul style="list-style-type: none"> <li>• Conversational English</li> <li>• Collocations and words related to education</li> <li>• Phrasal verbs</li> <li>• Words easily confused</li> </ul>	<ul style="list-style-type: none"> <li>• Present Perfect Simple</li> <li>• Present Perfect Simple vs Past Simple</li> <li>• Present Perfect Progressive</li> <li>• Present Perfect Simple - Present Perfect Progressive</li> <li>• for - since</li> <li>• Reflexive pronouns</li> </ul>
<b>4. A taste of adventure p.43</b>	
<ul style="list-style-type: none"> <li>• Words related to adventure and danger</li> <li>• Adverbial phrases</li> <li>• Conversational English</li> <li>• -ed/-ing adjectives</li> <li>• Camping gear</li> </ul>	<ul style="list-style-type: none"> <li>• Past Simple - Past Progressive</li> <li>• Time clauses (when, while, as, as soon as)</li> <li>• Question tags</li> <li>• Past Perfect Simple</li> <li>• Clauses of result</li> </ul>
<b>5. Get the message across p.55</b>	
<ul style="list-style-type: none"> <li>• Verbs related to gestures</li> <li>• Conversational English</li> <li>• Nouns ending in <i>-ion, -ation, and -ment</i></li> <li>• Abbreviations</li> <li>• Words/Phrases related to telephone calls</li> </ul>	<ul style="list-style-type: none"> <li>• so / neither / too / either</li> <li>• The article "the"</li> <li>• can / could / be able to</li> <li>• must / have to / need (to) / can't</li> <li>• can / could / may / will / would</li> <li>• could / may / might</li> <li>• must / can't</li> </ul>
<b>6. Making a difference p.67</b>	
<ul style="list-style-type: none"> <li>• Expressions with "time"</li> <li>• Words related to environmental problems</li> <li>• Conversational English</li> <li>• Food and drink</li> <li>• Words/Phrases related to menus</li> <li>• Words related to recipes</li> <li>• Words related to fundraising events</li> </ul>	<ul style="list-style-type: none"> <li>• Passive Voice (Present Simple - Past Simple - Present Perfect Simple - Future <i>will</i> - Future <i>be going to</i> - modal verbs)</li> <li>• Conditional Sentences Type 2</li> </ul>
<b>7. A material world p.79</b>	
<ul style="list-style-type: none"> <li>• Conversational English</li> <li>• Materials</li> <li>• Designs and patterns</li> <li>• Words related to money</li> <li>• Adjectives describing objects</li> </ul>	<ul style="list-style-type: none"> <li>• All / Both / Neither / None / Either</li> <li>• Full and Bare Infinitive</li> <li>• <i>-ing</i> form</li> <li>• Negative questions</li> </ul>
<b>8. The elements p.91</b>	
<ul style="list-style-type: none"> <li>• Conversational English</li> <li>• Expressions with "way"</li> <li>• Opposites (un-, dis-, im-)</li> <li>• Words related to weather</li> </ul>	<ul style="list-style-type: none"> <li>• Reported Speech (Statements, Commands, Requests, Questions)</li> <li>• Subject - Object questions</li> </ul>
<b>Speaking activities p.103, Irregular verbs p.136</b>	
<ul style="list-style-type: none"> <li>• Culture and CLIL p.111</li> <li>• Project skills p.137</li> </ul>	<ul style="list-style-type: none"> <li>Songs p.123</li> <li>Learning tips p.138</li> </ul>

## Portal to English 4 (A2.2)

Vocabulary	Grammar
<b>Hello p.6</b>	
<ul style="list-style-type: none"> <li>Classroom objects</li> <li>Classroom language</li> </ul>	<ul style="list-style-type: none"> <li>Question Words</li> <li>Possessive Case</li> <li>Possessive Adjectives - Personal/Possessive Pronouns</li> <li>Imperative</li> </ul>
<b>1. Be yourself p.7</b>	
<ul style="list-style-type: none"> <li>Compound adjectives</li> <li>Words easily confused</li> <li>Phrases expressing likes and dislikes</li> <li>Lexical set: Colours</li> <li>Adjectives</li> <li>Words/Phrases related to fashion</li> </ul>	<ul style="list-style-type: none"> <li>Present Simple vs Present Progressive</li> <li>Stative verbs</li> <li>Comparisons</li> <li>Past Simple</li> </ul>
<b>2. Amazing feats p.21</b>	
<ul style="list-style-type: none"> <li>Word building: opposites with the negative prefixes <i>dis-</i> and <i>mis-</i></li> <li>Words easily confused</li> <li>Words that can be both verbs and nouns</li> <li>Collocations with <i>hold</i>, <i>break</i> and <i>set</i></li> <li>Personality adjectives</li> <li>Words related to accidents and injuries</li> </ul>	<ul style="list-style-type: none"> <li>Countable and uncountable nouns</li> <li>Past Simple - Past Progressive</li> </ul>
<b>3. Nature all around p.35</b>	
<ul style="list-style-type: none"> <li>Geographical features</li> <li>Word building: adjectives ending in <i>-ive</i>, <i>-ful</i>, <i>-able</i>, <i>-ous</i>, <i>-ing</i>, <i>-y</i>, <i>-al</i></li> <li>Collocations and words related to the environment</li> </ul>	<ul style="list-style-type: none"> <li>can / could / be able to</li> <li>can / could / may / will / would</li> <li>must / have to / need (to) / can't</li> <li>may / might / could</li> <li>must / can't</li> <li>had better / should / ought to</li> <li>Present Perfect Simple vs Past Simple</li> </ul>
<b>4. Time for a holiday! p.49</b>	
<ul style="list-style-type: none"> <li>Compound nouns</li> <li>Words easily confused</li> <li>Word building: nouns referring to people (<i>-er</i>, <i>-or</i>, <i>-ist</i>)</li> <li>Word building: verbs, nouns and adjectives with the prefix <i>re-</i></li> <li>Word building: nouns ending in <i>-ion</i>, <i>-ation</i>, <i>-ment</i></li> <li>Language related to travelling by plane and train</li> </ul>	<ul style="list-style-type: none"> <li>Future <i>will</i></li> <li>Future <i>be going to</i></li> <li>Conditional Sentences Types 0. 1 and 2</li> <li>Prepositions of Place - Prepositions of Movement</li> </ul>
<b>5. Killing time p.63</b>	
<ul style="list-style-type: none"> <li>Word building: opposites with negative prefixes (<i>-un</i>, <i>-in</i>, <i>-il</i>, <i>-ir</i>, <i>-im</i>)</li> <li>Phrases with <i>take</i></li> <li>Idioms</li> <li>Adjectives + prepositions</li> <li>Words easily confused</li> </ul>	<ul style="list-style-type: none"> <li>Definite article "the"</li> <li>Exclamatory sentences</li> <li>Full / Bare Infinitive</li> <li>-ing form</li> </ul>
<b>6. Shop till you drop? p.77</b>	
<ul style="list-style-type: none"> <li>Words easily confused</li> <li>Words/Phrases related to shopping</li> <li>Word building: adjectives, nouns and verbs with the prefixes <i>under-</i> and <i>over-</i></li> <li>Words describing defective items</li> </ul>	<ul style="list-style-type: none"> <li>Passive Voice</li> <li>All / Both / Neither / None / Either</li> </ul>
<b>7. Tech it easy p.91</b>	
<ul style="list-style-type: none"> <li>Words related to computers</li> <li>Phrases and expressions with <i>get</i></li> <li>Verbs + prepositions</li> <li>Word building: nouns ending in <i>-ness</i>, <i>-ity</i></li> </ul>	<ul style="list-style-type: none"> <li>Reported Speech (Statements, Commands, Requests, Questions)</li> <li>so / neither / too / either</li> </ul>
<b>Writing Reference p.105, Tasks and Culture Pages p.119</b>	
<ul style="list-style-type: none"> <li>Grammar Reference p.108</li> <li>Project skills p.129</li> </ul>	<ul style="list-style-type: none"> <li>Irregular Verbs p.118</li> </ul>

SERBIAN  
EDITION



# 2 LOOKING BACK

Uvod u temu modula kroz vizuelni prikaz i kratku diskusiju

**a 1989**

A British computer scientist. He invented the World Wide Web in 1989.



**b 1961**

A Russian astronaut. He was the first man to travel to space in 1961.



**c 1928**

An American pilot. She was the first woman to fly across the Atlantic Ocean in 1928.



**d 1911**

A Norwegian explorer. He was the first man to go to the South Pole in 1911.

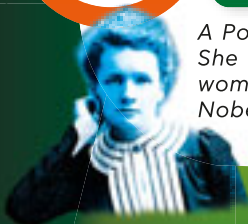


**Ra**

**Po**

**e 1903**

A Polish scientist. She was the first woman to win a Nobel Prize in 1903.



## Discuss:

Below are names of people who achieved something great in the 20<sup>th</sup> century. Have you heard of any of them? Match the names to the information and pictures a-e. Then listen and check your answers.

Yuri Gagarin

Marie Curie

Tim Berners-Lee

Roald Amundsen

Amelia Earhart

Do you know any people who have achieved something great in the 21<sup>st</sup> century?

## In this module you will learn...

- to talk about past events/experiences
- to talk and write about famous people in history and their achievements
- to express ability in the past
- to talk about technology you use
- to talk about things you used to do in the past
- to write and present facts about a planet
- to give and respond to good news
- to link your ideas with *and*, *but*, *so* and *because*
- to write an email to a friend

Jasno predstavljeni ciljevi modula

Kratak video kao uvod u temu modula

▶ Portal to Module 2

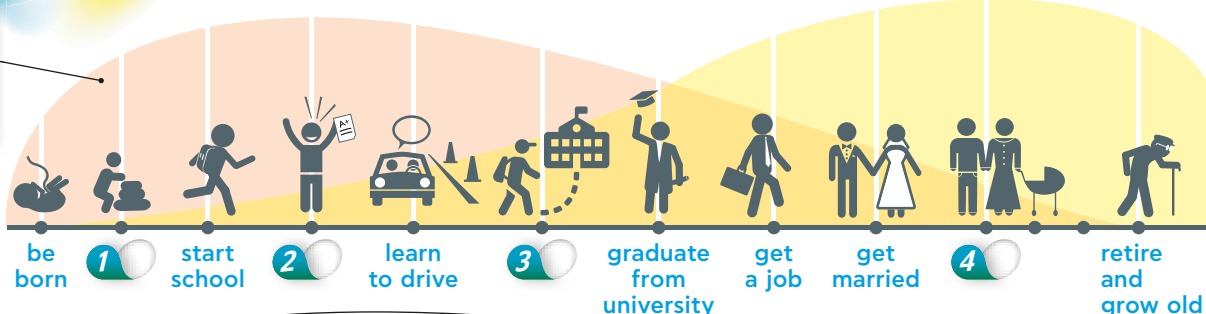
## 2a

## Vocabulary

Look at the timeline with the different life events. Complete gaps 1-4 with the phrases a-d below. Then listen and check your answers.

a. go to university    b. learn to walk    c. start a family    d. finish school

Uvođenje novih reči putem slika i ilustracija



Jasno istaknuti ključni jezički elementi i izrazi

Aktivnosti koje podstiču personalizaciju sadržaja



## Over to you...

## Discuss.

- At what age do people in your country usually do the following things?

get married    learn to drive  
get their first job    retire

## NOTE

We can say:

- at 18
- at the age of 25
- when they are 15

## Read

A Listen, read and choose the best title (a, b or c) for the blog.

a. FUN WITH FRIENDS    b. FOR THE FIRST TIME    c. AN EXPERIENCE I WANT TO FORGET

Aktivnosti za brzo čitanje u cilju skeniranja sadržaja i prikupljanja najbitnijih informacija

**HENRY'S BLOG**

I got my first skateboard last year, at the age of thirteen. The skateboard was a present from my aunt and uncle. I was so happy when I saw it! You see, all my friends had skateboards, and I wanted one, too. The first time I tried it wasn't at the skatepark, of course, it was in our driveway. I fell a few times, so I decided to practise a lot before I went to the skatepark with my friends. I didn't want to fall in front of them. I'm very good at skateboarding now, and I can do lots of stunts.

I was six years old when I lost my first tooth. It happened during lunchtime at school. I bit my chicken sandwich, but something was difficult to chew. 'What did Mum put in my sandwich? Nuts?' I thought. When I saw the tooth, I was excited because I was the last person in my class to lose a baby tooth. When I told my classmates, they thought it was funny and started laughing!

**B Read again and write T for True or F for False.**

- Henry lost his first tooth at home.
- Henry bit on a nut and lost his tooth.
- When Henry lost his tooth, he told the other students.
- Henry got his first skateboard a year ago.
- Henry's parents gave him the skateboard.
- When Henry got the skateboard, he went to the skatepark with his friends.
- Henry knows how to do a lot of skateboarding stunts.

Induktivan pristup uvođenju gramatičkih sadržaja

Jasno predstavljeni gramatički sadržaji sa primerima i vežbama

# Grammar

Portal to Grammar

## Past Simple

AFFIRMATIVE
I
You
He
She visited/went
It
We
You
They

NEGATIVE
I
You
He
She didn't (did not) visit/go
It
We
You
They

QUESTIONS
I
you
he
Did she visit/go?
it
we
you
they

TIME EXPRESSIONS
yesterday
last night/week/year, etc.
in 2013, etc.
two days/months ago

### NOTE

The Past Simple of the verb **be** is **was/were**.  
My friends **were** at the cinema yesterday,  
but I **was** at home.

**A** Find **irregular** verbs in the blog to complete the table below.

IRREGULAR VERBS	
lose →	tell →
bite →	get →
think →	have →
see →	fall →

**B** Complete with the **Past Simple** of the verbs in brackets.

- Mark ..... (not buy) a skateboard. He ..... (buy) rollerblades.
- A:** Where ..... (be) you yesterday?  
**B:** At the stadium. I ..... (watch) the basketball game. It ..... (be) fantastic!
- When my sister ..... (be) eight, she ..... (decide) to get a pet. She ..... (choose) a parrot and ..... (call) it Trixie.
- A:** ..... the kids (enjoy) the camping trip last weekend?  
**B:** Yes, they ..... (have) lots of fun and ..... (take) lots of pictures.

Gramatička objašnjenja i primeri nalaze se na kraju udžbenika (Grammar Reference)

# Pronunciation

**A** Listen and repeat. What's the difference between **a**, **b** and **c**?

**a.** walk**ed** **b.** stay**ed** **c.** start**ed**

**B** Listen and tick (✓) the sound you hear.

	walk <b>ed</b> /t/	stay <b>ed</b> /d/	start <b>ed</b> /ɪd/
finish <b>ed</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
decid <b>ed</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tri <b>ed</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
happ <b>ed</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work <b>ed</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
practis <b>ed</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
call <b>ed</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wait <b>ed</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Aktivnosti za vežbanje izgovora

# Write & Present

**A** Make a timeline for yourself with different life events. Write them in the order they happened and include the year. Present your timeline to the class.




**B** Make a similar timeline for one of your parents. If you don't know enough information, ask your parents. Present the timeline to the class.

Raznoversne aktivnosti za vežbanje veštine pisanja

Aktivnosti koje podstiču razvijanje prezentacijskih veština

Veliki izbor  
tekstova  
koji učenike  
upoznaju sa  
raznovrsnim  
informacijama

**2b****Read**

**A**  Listen and read. What is Sir Edmund Hillary famous for? 

# Sir Edmund Hillary

Sir Edmund Hillary was a famous explorer and mountain climber. He was born in New Zealand in 1919. He tried mountain climbing for the first time on a school trip to Mount Ruapehu and discovered he could easily do it. When he was 20 years old, he climbed to the top of Mount Ollivier.

However, Hillary's dream was to climb Mount Everest. In 1953, he joined a British expedition, and they carefully began the difficult and dangerous journey to the top of this 8,848-metre mountain in the Himalayas. After about seven weeks, on 29 May, Edmund Hillary and Tenzing Norgay, a mountain climber from Nepal, reached the top. They couldn't stay there for very long because the air was thin, but they became the first people to climb the highest mountain in the world.

Hillary continued to climb mountains and explore the world. He went to both the North and the South Pole in his lifetime. Many people call Mount Everest the third pole of the world, so we can say that he was the first person to travel to all three poles. Hillary was a brave explorer and a true hero.




Aktivnosti koje ohrabruju učenike da proširuju rečnik



**B** Read again and answer the questions.

1. When was Hillary born?
2. Which was the first mountain Hillary climbed?
3. How tall is Mount Everest?
4. When did the mountain climbers reach the top of Mount Everest?
5. Why did they stay at the top only a short time?
6. What other places did Hillary explore?

**C** Find words in the text to match the definitions below. 

- a person who travels to places to **explore** them:  
.....
- a person who **climbs**:  
.....

Now read the **NOTE** and form nouns that refer to people. Make any necessary changes.

**NOTE**

We form many nouns that refer to people by adding the suffix **-er** to **nouns** (farm – farmer) or **verbs** (teach – teacher).

1. paint .....
2. write .....
3. dance .....
4. swim .....
5. win .....
6. train .....
7. photograph .....
8. travel .....
9. drive .....
10. build .....

Aktivnosti za dodatno razvijanje rečnika

## Grammar Portal to Grammar

### A The verb *could*

- My sister **could** ride a bike when she was three years old.
- When I was young, I **couldn't** climb the tree in our garden, but now I can.

Circle the correct options. 

- A:** **Can / Could** your dad rollerblade when he was young?  
**B:** Yes, he **can / could**, but he **can't / couldn't** rollerblade now.
- The climbers didn't reach the top of the mountain yesterday because they **can't / couldn't** continue. They were tired.
- A:** I need help with my Spanish. **Can / Could** you speak Spanish?  
**B:** No, I **can't / couldn't**, but my brother **can / could**.  
**A:** Really?  
**B:** Yeah, he **can't / couldn't** speak Spanish two years ago, but he studied in Spain for a year.

### B Adverbs

#### ADVERBS OF MANNER

ADJECTIVES	ADVERBS
quick	quickly
nice	nicely
careful	carefully
happy	happily
terrible	terribly

- Look at those **beautiful** pictures! Diane draws **beautifully**.

- Bill is a very **good** driver. He drives **well**.

#### IRREGULAR ADVERBS

ADJECTIVES	ADVERBS
good	well
fast	fast
early	early
late	late
hard	hard

Complete the sentences. Use the adjectives in brackets to form **adverbs**. 

- Kelly always speaks to her parents ..... (polite).
- This activity isn't difficult. I can do it ..... (easy).
- Kevin takes nice pictures. He can use a camera ..... (good).
- We walked ..... (slow) through the forest.

## Listen

### A How much do you know about Jacques-Yves Cousteau? Answer the questions below.

- Where was Cousteau from?  
a. France                      b. Poland
- When was Cousteau born?  
a. 1921                        b. 1910
- How old was he when he died?  
a. 85                            b. 87
- What did he explore?  
a. the North Pole        b. the ocean
- How many documentaries did he make?  
a. about 80                b. over 120
- What was the name of his ship?  
a. Calypso                    b. Pandora

### B Listen to a man talking about Jacques-Yves Cousteau and check your answers.




Vežbe koje učenicima pružaju priliku da provere koliko su njihova očekivanja (formirana pre slušanja) bila tačna



Jacques-Yves Cousteau



## Write

Use the answers to the questions in the previous activity to write a short paragraph about Jacques-Yves Cousteau.   

Jacques-Yves Cousteau was an explorer from...

Kratka aktivnost za vežbanje pisanja koja se nadovezuje na vežbu slušanja

Šaljiva animirana priča u stripu uvodi nove reči i fraze na zabavan način i motivise učenike za dalje učenje

2c

Sistematično  
razvijanje rečnika

## Vocabulary

Match. Then listen and check your answers.

1. turn on/off
2. chat
3. send/receive
4. download

- a. online
- b. a computer, a laptop, a mobile phone
- c. emails, text messages
- d. apps, songs, videos

5. make
6. post
7. use
8. save/delete/print

- e. a video call
- f. the Internet, an app
- g. something on a website
- h. a document, a picture



28

## Read

A Look at the comic strip and listen. Then read it out in pairs.

# I'VE GOT AN APP FOR THAT

1



**Jenny** What have you got in your backpack, Granny? It looks really heavy!

**Granny** Well, I used to go hiking with my father when I was a girl. We need lots of things, dear. We need a map, a compass...

**Jenny** No, we don't! I've only got my phone. It's got an app for everything!

**Granny** Well, we didn't use to have mobile phones in the past...

2



**Granny** Let's check the map. This trail goes north, I think. Here, take the compass...

**Jenny** Um... I don't even know how to use this! Forget it. I can check the GPS on my phone, Granny.

3



Let's check my book.

**Granny** I used to know a lot about flowers. I wonder what kind of flower this is.

5

**Jenny** It's OK, I can check it... It's a chicory flower.

**Granny** Is that information in your phone?

**Jenny** No, but I've got Internet.

6



**Granny** Our car is near.

**Jenny** Good, because it's getting dark. I can turn on the torch on my phone. Uh-oh! The battery's dead.

**Granny** Don't worry. It's a good thing I have a torch with me.

**B** Read again and answer the questions.

1. Why is Granny's backpack heavy?
2. What did Jenny take with her?
3. Does Jenny know how to use a compass?
4. What kind of book has Granny got?
5. How do they find the name of the flower?
6. Why can't Jenny turn on the torch on her phone?

## Over to you...

### Discuss.

- What other gadgets have mobile phones replaced?
- What do people your age usually use their mobile phones for?

Veština razumevanja pročitanog teksta se razvija na sistematičan način uz pomoć raznovrsnih aktivnosti i vežbanja

# Grammar

Portal to Grammar

## Used to

I **used to** like strawberry ice cream when I was a child. (= I don't like it anymore.)

Kelly **didn't use to** have long hair. (= Now Kelly's got long hair.)

**Did** your dad **use to** go hiking?

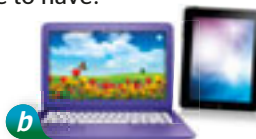
Complete the sentences below. Use the correct form of **used to** and the words in brackets.

1. Tim ..... (walk) to school, but now he rides his bike.
2. Sally ..... (not play) tennis, but now she plays every weekend.
3. We ..... (go) to the youth club after school, but now we only go at the weekend.
4. **A:** ..... (Peter / live) in London when he was young?  
**B:** Yes, he did.
5. **A:** ..... (you / have) a pet cat?  
**B:** No, I ..... (have) a parrot.

## Listen

Listen to two short dialogues and answer the questions. Choose picture **a** or **b**.

1. What did the boy use to have?



2. What did the girl help the boy do?



Raznovrsne vežbe slušanja izlažu učenike govornom jeziku

Aktivnosti za rad u paru pomažu učenicima da razvijaju komunikativne veštine i podstiču ih da sarađuju

## Speak

Talk in pairs about your life 2-5 years ago using **used to** and **didn't use to**. You can use the ideas in the box.

have a laptop/tablet, etc.  
know how to... speak English like...  
drink... eat... live... go...

*I didn't use to know how to use a computer, but now I do. What about you?*  
*Well, I didn't use to know how to download videos, but now I do.*

Aktivnosti koje podstiču razvoj kritičkog mišljenja i ličnog stava

**2d****Vocabulary****A** Match. Then listen and check your answers.

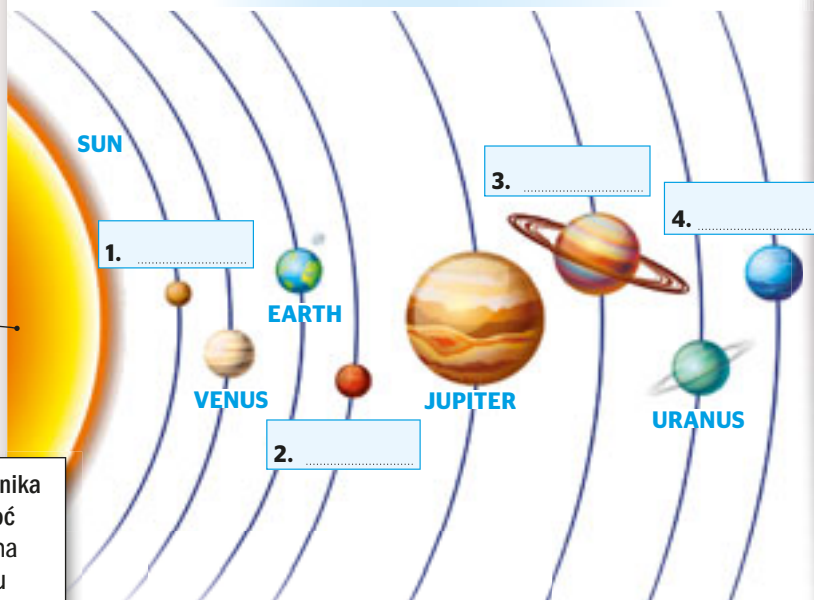
star  
galaxy  
planet  
moon  
solar system



Vizuelna podrška  
olakšava  
razumevanje

**B** Do you know the names and the order of the planets in our solar system? Look and complete with the names in the box. Then listen and check your answers.

Neptune   Mercury   Saturn   Mars

**C** Look at the box and read the numbers a-e aloud. Then listen and check.

> **5,037** five thousand and thirty-seven  
> **78,225** seventy-eight thousand, two hundred and twenty-five  
> **44,000,000** forty-four million  
> **1,960,836,300** one billion, nine hundred and sixty million, eight hundred and thirty-six thousand, three hundred

a. 6,534  
b. 5,700,000,000  
c. 287  
d. 28,119  
e. 9,500,000

Širenje rečnika  
uz pomoć  
dijagrama  
za bolju  
preglednost  
i lakše  
razumevanje

30

Gramatičke strukture se uvode kroz vežbe slušanja

Pitanja koja aktiviraju prethodna znanja

Zadaci koji motivišu učenike i pobuđuju njihovo interesovanje

**Listen 1****A** How much do you know about our solar system? Do the quiz below. **QUIZ**  
How much do you know about our solar system?

**1** Which planet is called the red planet?  
a. Jupiter  
b. Venus  
c. Mars

**2** What is the average temperature on Neptune?  
a. -21 °C  
b. -214 °C  
c. -2,140 °C

**3** How long is a year on Mars?  
a. 365 days  
b. 600 days  
c. 687 days

**4** How many times does the Earth fit in the sun?  
a. about 1,000  
b. about 1,000,000  
c. about 1,000,000,000

**NOTE**

**-10 °C**  
minus ten degrees Celsius

**B** Listen to two friends talking and check your answers to the quiz.

Aktivnosti koje ohrabruju učenika da na osnovu datog konteksta pogađa tačne odgovore

## Grammar

### Personal Pronouns

SUBJECT PRONOUNS	OBJECT PRONOUNS
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

**A:** Galileo Galilei was a famous scientist.

**B:** I know a lot about **him**.  
**He** was from Italy.

**A** Read the sentences below. Then listen again to the parts of the dialogue in **Listen 1** including these sentences, and say what the underlined words refer to.

1. Pluto is not one of them anymore.
2. Just imagine that the Earth can fit in it about one million times.

**B** Complete using **personal pronouns**.

1. **A:** Give ..... my sunglasses, Lucy. I know you wore ..... yesterday.  
**B:** I put ..... on your desk.
2. **A:** Where's the chef?  
**B:** ..... is in the kitchen.  
Do ..... want to talk to her?
3. We want to know all about the football match. Tell ..... about .....
4. My brother works at the planetarium. .... likes his job and thinks ..... is very interesting.

## Listen 2

**A** Listen to a guide talking to some students at a planetarium. What is he talking about? Choose **a**, **b** or **c**.

- a. different kinds of spaceships
- b. the first moon landing
- c. the life of a famous astronaut

**B** Look at the sentences below. What kind of information is missing?

**TIP!**

Before you listen, try to predict what kind of information is missing (e.g. numbers, dates, names, places).

1. Astronauts walked on the moon for the first time on 20 ..... 1969.
2. Only ..... astronauts walked on the moon.
3. The astronauts stayed on the moon for almost .....
4. The spaceship landed in the .....
5. The astronauts could see their families and friends after ..... days.

**C** Now listen again and complete the sentences with the correct information.

## Research, Write & Present

**A** Choose a planet and find information about some of the following:

- How far is it from the sun?
- What's the weather like there?  
What's the average temperature?
- How long does a day/year last?
- What else is special about it?

**B** Make a poster. Write a few sentences about the planet you chose. Find pictures of the planet, too.

**C** Present your poster to the class.

Sistematično razvijanje veštine slušanja

Praktični saveti pomažu učenicima da razvijaju veštine i samostalno uče

Aktivnosti koje podstiču učenike da istražuju

**2e****Read & Listen****A** Complete the dialogue below between two friends with the phrases **a-c**. Then listen and check your answers. 

Primeri dijaloga koji ilustruju učenje po modelu

- a.** Tell me about it.  
**b.** Guess what!  
**c.** Lucky you!



**A:** Hey, Steve. **1** .....

**B:** What?

**A:** I got a new video game!

**B:** Really? That's great! **2** .....

**A:** Well, it's called *Motors* and it's a car racing game. It's full of action and I love it!

**B:** **3** ..... I want a new video game, too.

**B** Look at the sentences below from the dialogue and match them with the functions **a** and **b**. 

- 1.** I got a new video game!
- 2.** Well, it's called *Motors* and it's a car racing game. It's full of action and I love it!

- a.** giving news  
**b.** giving details

**C** Listen to the phrases in the tables and repeat them.

Giving good news	Responding to good news	
Guess what! Listen to this! Did I tell you about my new video game?	Really? Congratulations! That's great/amazing! That's fantastic news! I'm really happy for you. Good for you! Lucky you! How wonderful/exciting! What wonderful news! I can't believe it!	<b>Asking for details</b> Tell me about it. So, when/where/who/what did you...? How was it? What kind of game is it? Were you excited/scared?

**D** Imagine a friend gave you the following news. What details would you like to know? Think of **two** questions. 

- I went to the new amusement park!  
.....  
.....
- Listen to this! I met a famous person!  
.....  
.....
- Guess what! I won a competition!  
.....  
.....
- Did I tell you about my new mobile phone?  
.....  
.....

Aktivnosti za uvežbavanje upotrebe jezičkih fraza koje su prethodno predstavljene u kontekstu

**Speak**

Talk in pairs.

**Student A**

Imagine you have some good news to tell Student B. Choose one of the situations from activity D or think of your own. Answer Student B's questions giving details.

**Student B**

Listen to Student A's good news and respond to it. Show interest and keep the conversation going by asking for details.

*I went to the new planetarium!*  
*Really? Fantastic! When did you go?*  
*I went yesterday with my cousin.*  
*It was very interesting.*  
*What did you do there?*  
*Well, we watched a 3D film about...*  
*How exciting!*

**TIP!**

While speaking, use vocabulary and language you've learnt in the lesson.

Govorne vežbe za savladavanje korisnih jezičkih funkcija

# Speak & Write

**A** Read the email and answer the questions below.

Dear Alison,

How are things? I hope you're well. Guess what! Last week, my family and I went to Dublin. I was very excited because it was my first time on a plane! It went really fast during take-off, but I wasn't scared at all. I loved it! I had a window seat so I could see the amazing view. I took pictures of the clouds, the snowy mountains and even of a train. It looked like a toy! The flight lasted three hours and ten minutes, but I wasn't bored. The flight attendant brought us tasty snacks, and there were even little screens so we could watch films. I can't wait to fly again!

Write back soon,  
Julia

1. Who is writing the email and who is she writing to?
2. What first-time experience did Julia have?
3. When did it happen?
4. Who was with her?
5. How did she feel?
6. How long did the experience last?
7. What did she do on the plane?
8. Does she want to fly again?

**B** Think about an experience you had for the first time. Look at the questions in the speech bubble and make some notes. Then talk in pairs.



*What first-time experience did you have?*

...

*When did it happen?*

...

*Where did it happen?*

...

*Who was with you?*

...

*How did you feel?*

...

*What did you do?*

...

*How long did it last?*

...

*Do you want to do it again?*

...

Govorne aktivnosti koje pomažu učenicima da se pripreme za vežbu pisanja

**C** Read and complete with **and**, **but**, **so** or **because**.

## LINKING WORDS

- and**  
Harry took his bike and went to the park.
- so**  
It started raining so we decided to stay at home.
- but**  
We went to the cinema, but we didn't enjoy the film.
- because**  
I drank a milkshake and a glass of water because I was thirsty.

1. Sheila was bored at home ..... she went outside for a walk.
2. We visited the museum, ..... we didn't go to the museum shop.
3. The children went on the roller coaster ..... then had fun in the bumper cars.
4. They went to the zoo ..... they wanted to see the baby tigers.
5. Felix didn't have a book to read ..... he went to the library.
6. I rode my bike carefully ..... I didn't want to fall off.

**D** Write an email to a friend telling him/her about an experience you had for the first time. Use your notes in activity B.



## TIP!

- When writing a letter or an email to a friend, don't forget:
  - to start with **Dear/Hello/Hi** + your friend's first name
  - to open with a set phrase  
**How are you? I hope you're well./ How are things? / I'm writing to tell you about...**
  - to close with a set word/phrase and your first name under this.  
**Yours, / Bye for now, / Love, / Speak to you soon, / Best wishes,**
- Do not write very short sentences. Join your sentences with **and**, **but**, **so** or **because**.

Korisna uputstva za unapređivanje veštine pisanja

Korisni saveti za razvijanje veština i strategija učenja

## 2 Round-up Vocabulary

**A Match.**

- start ☐
- go ☐
- get ☐
- use ☐
- send ☐

**a. to university  
b. the Internet  
c. emails  
d. married  
e. school**

(Score:  / 5)

**B Circle the correct options.**

- Can you **decide / bring** me a glass of water?  
**A:** It's getting dark outside.  
**B:** Don't worry. I've got a **torch / compass**.
- A:** Do you need this document?  
**B:** No. You can **download / delete** it.
- Turn **on / off** your mobile phones, please. You can't use them in the cinema.
- The average **temperature / degrees** on Mars is -60 °C.
- I need some **information / expedition** about the first person to travel to space.

(Score:  / 6)

### Grammar

**C Complete with the Past Simple of the verbs in brackets.**

- A:** Last summer, my family and I \_\_\_\_\_ (travel) around Italy.  
**B:** \_\_\_\_\_ you \_\_\_\_\_ (have) fun?  
**A:** Yes, it \_\_\_\_\_ (be) wonderful.
- Mandy \_\_\_\_\_ (not study), so she \_\_\_\_\_ (not do) well in the history test.
- A:** How long \_\_\_\_\_ the flight \_\_\_\_\_ (last)?  
**B:** Two hours. I \_\_\_\_\_ (sleep) the whole time.
- Last night, I \_\_\_\_\_ (try) to make a video call to my cousins in Australia, but I \_\_\_\_\_ (not can).

(Score:  / 9)

**D Complete the sentences with adverbs. Use the adjectives in brackets to form adverbs.**

- Luke can speak French very \_\_\_\_\_ (good) because his mother is from France.
- Colin sits \_\_\_\_\_ (lazy) watching TV all day.
- Listen \_\_\_\_\_ (careful) to the teacher.
- I don't like my brother's paintings. I think he paints \_\_\_\_\_ (bad).

(Score:  / 4)

**Culture Page: Cutty Sark**  
**Song: Crazy about space** **Portal to Videos**

### Communication

**E Complete the sentences below. Use used to and the verbs in the box.**

not have   be   watch   do

- When Tina was young, she \_\_\_\_\_ cartoons every afternoon.
- In my old school, I \_\_\_\_\_ a lot of friends, but now I have lots.
- My brothers \_\_\_\_\_ karate, but now they play football in their free time.
- Geography \_\_\_\_\_ my favourite subject.

(Score:  / 4)

**F Complete with personal pronouns.**

- Johnny Bristol lives in my neighbourhood. Do you know \_\_\_\_\_'s in the school basketball team.
- Mars and Mercury are planets, but \_\_\_\_\_ aren't very big.
- Where's Jill? I want to tell \_\_\_\_\_ my news.

(Score:  / 4)

**G Complete the dialogue with the phrases a-d.**

**A:** Hey, Valerie! 1 \_\_\_\_\_  
Yesterday I went to the planetarium for the first time.  
**B:** Really? 2 \_\_\_\_\_  
**A:** Well, the 3D film about space was fantastic! We had a great time!  
**B:** 3 \_\_\_\_\_ I'm really happy for you.  
**A:** There's a new film about dinosaurs next week. Let's go together.  
**B:** No, sorry. 4 \_\_\_\_\_ I hate dinosaurs.  
**A:** Oh, I didn't know.

(Score:  / 8)  
Total score:  / 40

### Now I can...

- talk about past events/experiences ☐
- talk and write about famous people in history and their achievements ☐
- express ability in the past ☐
- talk about technology I use ☐
- talk about things I used to do in the past ☐
- write and present facts about a planet ☐
- give and respond to good news ☐
- link my ideas with *and, but, so and because* ☐
- write an email to a friend ☐

Aktivnosti za utvrđivanje rečnika, gramatike i komunikativnih veština

Odeljak za samoprocenu naučenog i razvijanje samostalnosti u učenju

Video materijal za utvrđivanje rečnika, gramatike i funkcionalnog jezika obrađenih u okviru modula

Autentične pesme za vežbanje jezičkih sadržaja u različitom kontekstu

# SONGS

## Crazy about space

(Modules 1-2)

**Read the song and choose the correct words. Listen and check your answers. Then sing.**

What do I do on Saturday afternoons?  
I don't stay at home to watch 1 **cartoons / the news**  
I don't go to the park or to the aquarium  
I like looking at the 2 **space / sky** at the planetarium.

I'm crazy about space  
What an amazing place!  
The Earth, the planets and the Sun  
Which planet is your favourite one?

One day, I want to go on a trip  
Fly far away in a 3 **plane / spaceship**  
Fly to the planets and the stars  
I want to be the first man on 4 **Mars / Venus**!

It's called the 5 **red / blue** planet. I'm sure you knew.  
Look at pictures of it and you'll see it's true.  
Mars is the fourth planet from the 6 **Earth / Sun**  
Learning facts about space is a lot of fun!

I'm crazy about space  
What an amazing place!  
The Earth, the planets and the Sun  
Which planet is your favourite one?

109

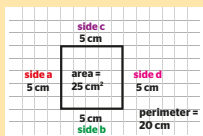
ilustracije koje olakšavaju razumevanje procedure izrade zadatka

Fokus na obradi sadržaja ostalih školskih predmeta

CLIL aktivnosti razvijaju međupredmetne kompetencije i povezuju engleski jezik sa sadržajima drugih predmeta

## 1 CLIL: Maths Area and perimeter

**A** Look at the square on the graph paper on the right. What do you think **area** and **perimeter** refer to? Do you know how to find them?



**B** Look at the square again. Which of the following ways can you use to find the **area** and **perimeter**? Tick.

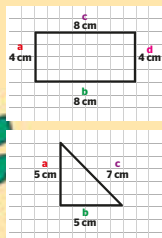
To find the **perimeter** of a square:

- ☐ count the number of small squares around the outside of the square.
- ☐ add (+) the lengths of **side a**, **side b**, **side c** and **side d** together.
- ☐ take the length of one side and multiply (x) it by 4.

To find the **area** of a square:

- ☐ count the number of small squares inside the square.
- ☐ multiply (x) the lengths of **side a** and **side b** together.
- ☐ count the number of squares around the outside of the square and divide (÷) it by 2.

**C** Now look at the rectangle and the triangle below. Using what you've just learnt, can you find the **area** and **perimeter** of each one? Fill in the correct numbers in the spaces below.



perimeter =  cm +  cm +  cm +  cm =  cm

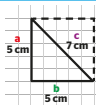
area =  cm x  cm =  cm²

perimeter =  cm +  cm +  cm +  cm =  cm

area =  cm x  cm =  cm²

### TIP!

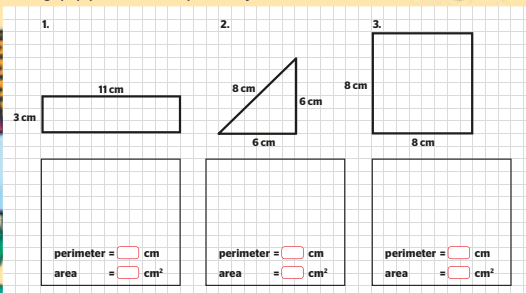
This triangle is exactly **half** a square. Find the area of the square first and then divide (÷) it in half.



### REMEMBER

If you can't work out the area, just count the squares on the inside of the shape.

**D** Now look at the shapes below and find the **area** and **perimeter** of each one. Use the graph paper below each shape to show your maths.

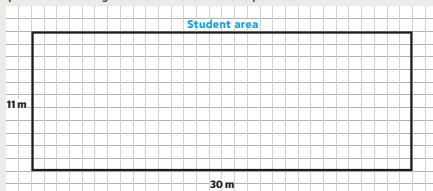


## PROJECT

**Design your school's student area!**

**Step 1:**

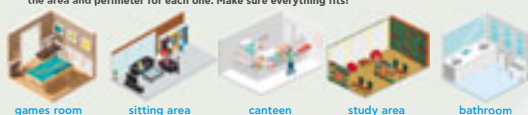
Imagine your school wants to turn an old building into a student area. Look at the floor plan of the building below and find its area and perimeter.



1 cm on the graph paper = 1 m in the building

**Step 2:**

What do you want to put in your student area? Choose some of the ideas below, or use your own. Think of how popular each room would be with students, and how big it would need to be (e.g. canteen 20 m², bathroom 4 m², games room 30 m², etc.). Also, remember, you can use different shapes – squares or rectangles. Draw each area on the graph paper and then write in the area and perimeter for each one. Make sure everything fits!



Projekti

Tekst osmišljen tako da pruža informacije o kulturi zemalja engleskog govornog područja i omogućava poređenje sa kulturom naše zemlje

## 2 Culture Page Cutty Sark

- A** Look at the picture. Do you know anything about the ship *Cutty Sark*? Can you guess where this ship sailed or what people used it for? Listen, read and check your answers.
- B** Look at the highlighted words in the text and find their definitions in a dictionary.

*Cutty Sark*

*Cutty Sark* is a type of ship called a 'clipper'. Clippers were very fast ships, and *Cutty Sark* was the fastest of all of them. From 1870 to 1877, *Cutty Sark* sailed between China and London. It **carried** tea. Back then, there was a race, the 'Race of the Tea Clippers', and all the **captains** wanted their ship to be the fastest. Tea was very expensive, and the first ship to arrive in London with tea got a lot of money for it. *Cutty Sark* was faster than all the other ships, but it never arrived first because it always ran into bad weather. A few years later, **steamships** became more popular for the tea **trade** than clippers. From 1883 to 1895, *Cutty Sark*'s job was to carry **wool** between England and Australia. It was a dangerous journey that usually took over seventy days each way. *Cutty Sark* became famous as the fastest ship to make this journey. *Cutty Sark* is the only tea clipper around today. It can't sail anymore, but you can see it in Greenwich, London, near the River Thames.

**C** Read again and write **T** for True or **F** for False.

1. The first ship to bring tea from China always got a good price for it. ☐
2. *Cutty Sark* never won the 'Race of the Tea Clippers'. ☐
3. In 1883, *Cutty Sark* started carrying wool to China. ☐
4. It took seventy days to go from England to Australia and back. ☐
5. You can sail on *Cutty Sark* on the River Thames. ☐

## PROJECT

**Make a poster!**

Think of a means of transport (e.g. car, plane, ship, bus). Do some research into what it was like in the past in your country and what it is like now. Then make a 'Then and Now' poster with pictures and interesting facts.

**Then (1930s)**

Planes were small and slow in the past.

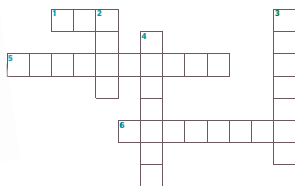
**Now**

Now planes are big and fast.

Projekti koji podržavaju učenike da istražuju

**2a****A** Complete the sentences and the crossword.

- Joe got a(n) \_\_\_\_\_ as an English teacher when he finished university.
- I was \_\_\_\_\_ in Seattle in 2004.
- My parents got \_\_\_\_\_ in 1998.
- My grandfather \_\_\_\_\_ at the age of sixty-five, and then he travelled around the world.
- My first camping trip was an amazing \_\_\_\_\_.
- When did you \_\_\_\_\_ from university, Mum?

**B** Complete the sentences with the words in the box.

century last excited  
present ocean practise pilot

- How often does the basketball team \_\_\_\_\_ ?
- Henry finished the race first and I finished \_\_\_\_\_.
- Her father is a(n) \_\_\_\_\_. I think that's an amazing job.
- I'm so \_\_\_\_\_! Clark Robins gave me his autograph!
- I want to buy a nice \_\_\_\_\_ for my mum for Mother's Day.
- Astronauts first travelled into space in the 20th \_\_\_\_\_.
- Christopher Columbus, a famous Italian explorer, crossed the Atlantic \_\_\_\_\_ in 1492.

**C** Complete the sentences with the **Past Simple** of the verbs in brackets.

- I \_\_\_\_\_ (not laugh) at all during the sitcom. It \_\_\_\_\_ (not be) funny.
- A:** We \_\_\_\_\_ (play) table tennis at Mike's house last week. Where \_\_\_\_\_ (be) you?  
**B:** I \_\_\_\_\_ (not come) because I \_\_\_\_\_ (be) busy.
- My dad \_\_\_\_\_ (meet) my mum in 2001 and they \_\_\_\_\_ (get) married two years later.
- Marvin \_\_\_\_\_ (decide) to study art at university.
- Johnny, you \_\_\_\_\_ (not give) me my book back yesterday, and I need it.
- A:** When \_\_\_\_\_ Mr Jones \_\_\_\_\_ (retire)?  
**B:** His last day at work \_\_\_\_\_ (be) a week ago.
- The children \_\_\_\_\_ (forget) to take their sandwiches and they \_\_\_\_\_ (not have) lunch.

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**D** Correct the sentences, as in the example.

- Neil Armstrong was the first astronaut to travel into space. (Yuri Gagarin)  
*Neil Armstrong wasn't the first astronaut to travel into space.*  
*Yuri Gagarin was the first astronaut to travel into space.*

- Jessie ate a chicken sandwich during her lunch break. (cheese and tomato sandwich)

- The 21st century began on 1 January 1901. (2001)

- Amelia Earhart was an explorer. (pilot)

**E** Use the **Past Simple** and the **time expressions** in the box to write five true sentences about yourself.

last year at the age of six two months ago in 2010 yesterday

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Aktivnosti za  
naprednije  
učenike (Fast  
finishers)

21

**2d****A** Find 8 words related to space in the word grid. Then write them in the spaces below the pictures.

M	N	P	L	A	N	E	T	A
O	O	G	S	O	L	A	R	X
S	P	A	C	E	S	H	I	P
U	A	L	A	X	T	A	Y	S
N	C	A	P	L	A	N	E	D
C	E	X	E	A	R	T	H	U
P	O	Y	X	R	M	O	O	N



SYSTEM

**B** Write the numbers below in words.

- 546 *five hundred and forty-six*
- 6,209
- 67,470,000,000
- 2,868,000

**C** Use **object pronouns** to replace the words in bold.

- My friends travelled to Spain. I wanted to go with **my friends**.
- Carl is polite and funny. I like **Carl** a lot.
- These are Janet's sunglasses. Please give them to **Janet**.
- Where is my jacket? I can't find **my jacket**.
- Alexander and I were at the park. Did you see **Alexander and me**?



26

**D** Complete the email using personal pronouns.

Hi, Tom!

How are things? I hope 1 \_\_\_\_\_ are well. Yesterday, I visited a planetarium with my physics class and 2 \_\_\_\_\_ am writing to tell you all about 3 \_\_\_\_\_. First, my classmates and I built a small spaceship with our teacher. After that, the man at the planetarium showed 4 \_\_\_\_\_ a documentary about space. It was really amazing.

Then, guess what! A real astronaut came. His name is Eric Lanes. He was really cool. He talked to 5 \_\_\_\_\_ about his last journey into space. It was so interesting. Later 6 \_\_\_\_\_ all asked for an autograph. When it was my turn, I asked 7 \_\_\_\_\_ for a picture, too! We took about five together. I can't wait to print 8 \_\_\_\_\_! I can show 9 \_\_\_\_\_ to 10 \_\_\_\_\_ during your visit next month.

Write back soon,  
Jim

**E** Match.

**Neptune:**  
It's a blue planet like Earth, but very different!

- How long does a day last?
- How far is it from the sun?
- What is special about it?
- How long does it take to go around the sun?
- What's the average temperature?

- It takes 165 years.
- Almost 16 hours.
- 214°C.
- It has over 10 moons.
- Almost 4.5 billion kilometres.

**F** Read the text and answer the questions.

### John Glenn (1921-2016)

John Glenn was a pilot. In 1959, he started training as an astronaut for NASA. NASA trained him because they needed a man to go into space and go around the Earth. Three years later, John Glenn got on the Mercury spaceship called *Friendship 7* and became the first American to go around the Earth. He spent five hours in space and went around the Earth three times. This journey helped NASA learn a lot of new things about space. In 1998, Glenn travelled into space a second time. This time the spaceship was called *Discovery* and it stayed in space for nine days and went around the Earth 134 times. At the age of 77, he was the oldest man to travel into space. He is a hero for all Americans.

- Why did NASA train John Glenn?
- What was the Mercury spaceship called?
- How long was John Glenn in space the first time?
- How did John Glenn's first time in space help NASA?
- What did John Glenn do in 1998?
- How many times did *Discovery* go around the Earth?

27

Gradirane aktivnosti i zadaci –  
od lakših ka težim

Komunikativne aktivnosti za vežbanje  
glavnih jezičkih funkcija unutar lekcije

## 2 Round-up

A Choose a or b.

- The weather was so cold yesterday! It was \_\_\_\_\_ ten degrees!  
a. billion b. minus
- The children enjoyed the film because it had a lot of \_\_\_\_\_.  
a. flight b. action
- Ted is a \_\_\_\_\_. He works with famous football players.  
a. trainer b. farmer
- Please don't \_\_\_\_\_ to turn off your computer screen.  
a. fit b. forget
- The first spaceship \_\_\_\_\_ on the moon in 1969.  
a. landed b. flew
- The \_\_\_\_\_ today is 26°C. It's a perfect day for the beach.  
a. temperature b. century
- It was Leonardo da Vinci's \_\_\_\_\_ to make the first plane.  
a. journey b. dream
- I'm so \_\_\_\_\_. I can't wait for my trip to New York.  
a. excited b. interesting

Complete the sentences with the words in the box.

be called bored hero ship screen

- In the past, explorers went on long expeditions by \_\_\_\_\_.
- The shopping centre used to \_\_\_\_\_ Golden Arcade in 1995.
- My brother likes reading comic books. Star Man is his favourite \_\_\_\_\_.
- Bob's TV has got a special \_\_\_\_\_ for watching 3D films.
- My friends and I were \_\_\_\_\_, so we watched some videos on the Internet.

C Complete the sentences with the Past Simple of the verbs in the box.

graduate not finish try get know not like be last

- \_\_\_\_\_ you \_\_\_\_\_ how to send emails when you \_\_\_\_\_ eight?
- Brian \_\_\_\_\_ from university last year.
- A: How long \_\_\_\_\_ the talk show yesterday?  
B: Almost two hours. It \_\_\_\_\_ till ten o'clock.
- I \_\_\_\_\_ bowling last week, but I \_\_\_\_\_ it.
- Mrs Hendricks \_\_\_\_\_ her first job at the age of twenty-three.

D Complete the sentences with the adverb form of the adjectives in brackets.

- Claire is sleepy because she went to bed late and got up \_\_\_\_\_. (early)
- Max is driving very \_\_\_\_\_ because it's snowing. (careful)
- She paints \_\_\_\_\_. I don't like her paintings. (bad)
- Olivia doesn't feel \_\_\_\_\_ today. She is staying in bed. (good)

29

## 2 Round-up

E Complete the email using personal pronouns.

Dear Tina,

My family and I \_\_\_\_\_ went on a trip to Capri last week. It's a beautiful island in Italy. I loved 2 \_\_\_\_\_. I My grandparents live there, so we stayed with 3 \_\_\_\_\_. It was sunny and the temperature was about 35°C. My brother, Victor, didn't like the hot weather, but my sister, Daphne, and I enjoyed going to the beach; 4 \_\_\_\_\_ just love swimming. Daphne bought a new pair of sunglasses and she looked beautiful. 5 \_\_\_\_\_ are blue and have got yellow stars. On our last night, 6 \_\_\_\_\_ all went to a nice restaurant, and I saw my favourite swimmer, Kathy Gordon. 7 \_\_\_\_\_ was at the restaurant with her mother. I talked to 8 \_\_\_\_\_ and we took a photo together. Then she gave 9 \_\_\_\_\_ her autograph, too. I was really happy about that!

Well, that's all for now! See 10 \_\_\_\_\_ soon,

Helen

F Complete the sentences using can, could, can't or couldn't.

- Mona \_\_\_\_\_ paint well two years ago, but she had some lessons and now she \_\_\_\_\_.
- A: \_\_\_\_\_ you cook?  
B: No, I \_\_\_\_\_, but my brother is a great chef.
- A: \_\_\_\_\_ you swim when you were four years old?  
B: No, and I still \_\_\_\_\_ swim now.
- The pilot \_\_\_\_\_ land the plane in Glasgow yesterday because the weather was bad.

G Complete the sentences with the correct form of used to and the verbs in brackets.

- A: \_\_\_\_\_ you \_\_\_\_\_ (bring) your own lunch to school?  
B: No, but I do now.
- Michelle \_\_\_\_\_ (not write) well when she was young, but she writes amazing stories for children now.
- I \_\_\_\_\_ (be) scared during flights, but now I love flying!
- My son \_\_\_\_\_ (laugh) when he watched cartoons on TV, but he doesn't laugh at them now.

H Complete the dialogues with the phrases a-e.

- How long did you stay there?
- Congratulations!
- How was it?
- What did you do there?
- Really?

- A: Hey, Jake! Guess what! I went to the space centre yesterday.  
B: Lucky you! I \_\_\_\_\_  
A: Oh, it was amazing!  
B: 2 \_\_\_\_\_  
A: For almost three hours.  
B: Wow! 3 \_\_\_\_\_  
A: Well, we learnt about astronauts and life in space.  
B: How exciting!  
A: And that isn't the best part! We even went inside a real spaceship!  
B: 4 \_\_\_\_\_  
A: Yep! And after that, I took part in a spaceship drawing competition and I won!  
B: 5 \_\_\_\_\_

30

## Raznovrsni tekstovi za razvijanje veštine čitanja

I Read the text and write T for True or F for False.



### The 'father' of the World Wide Web

Tim Berners-Lee was born in 1955, in London, England. His parents were computer scientists, and he learnt a lot about computers from them. From a young age, he liked learning about how things worked and, later, he decided to study physics at Oxford University. When he graduated, he got a job at CERN, a research centre in Switzerland. At that time, it wasn't easy for scientists in different places to send each other important information.

In 1989, with the help of Robert Cailliau, Tim invented a system to help people send and see documents - the World Wide Web. With this system, it was easy for people to use the Internet from different places in the world to send, receive and find information using their computers.

- Tim taught his parents a lot about computers.
- Tim graduated from CERN.
- Scientists couldn't send each other important information easily before the World Wide Web.
- Tim Berners-Lee invented a new kind of computer.

Answer the questions.

- Tim's parents do? \_\_\_\_\_
- Tim Berners-Lee study? \_\_\_\_\_
- When did he get educated from university? \_\_\_\_\_

4. Who helped him invent the World Wide Web?



K Listen to a teacher talking to her students about the Wright brothers. Write T for True or F for False.

- The boy knew who the Wright brothers were.
- Orville was born four years after his brother Wilber.
- Wilber Wright was the first pilot to fly a plane.

L Listen again and complete the sentences.

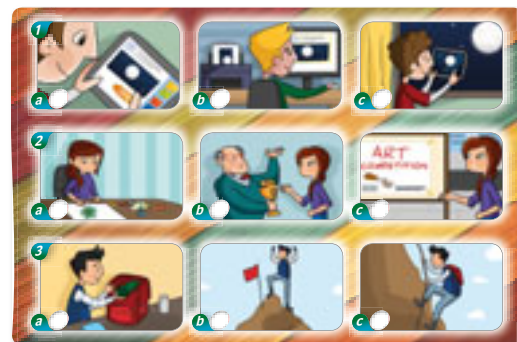
- The Wright brothers were from \_\_\_\_\_.
- The Wright brothers had a(n) \_\_\_\_\_ shop.
- The Wright brothers made \_\_\_\_\_ flights on 17 December.

31

## Aktivnosti za razvijanje misaonih veština

### Think it through 2

A Put the pictures in the correct order. Write 1-3. Then, in pairs, take turns to say what happened in each picture.



B Read what Carl is saying about his life so far. Write the letters (a-h) on the timeline below to put the events in the correct order.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

- My brother Harry was born when I was two years old.
- When I finished secondary school, I started photography lessons.
- I went to university to study biology.
- When I was in secondary school, I bought my first camera.
- I graduated from university and got a job at a zoo.
- On the first day of school, I met my best friend, Tom.
- I was born.
- In my second year at university, I travelled to the US for the first time.



C Work in groups of three. Look at the pictures on the right showing more life events. Can you continue Carl's timeline? Put the events in order. What do you think happened after that? Discuss.



93

Dodatna gramatička vežbanja i aktivnosti za uvećavanje vokabulara

Diferencirani zadaci za razvijanje veštine slušanja koji pogoduju svakom tipu učenika

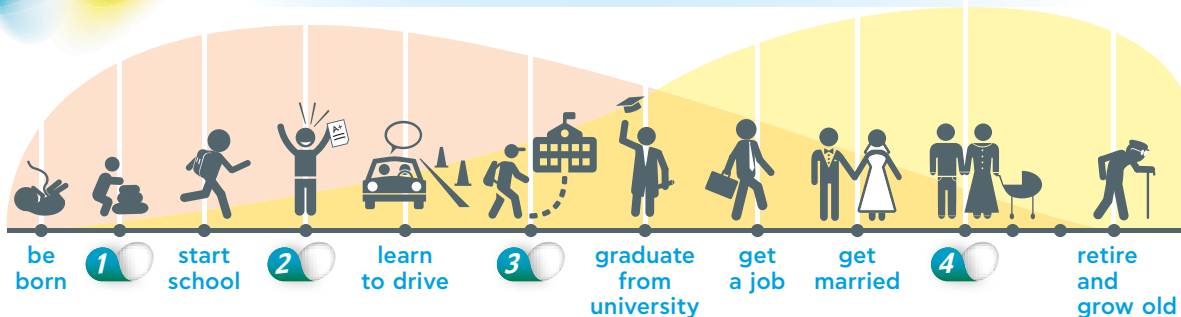
Vežbe slušanja za obradu i utvrđivanje jezika obrađenog u okviru modula, kao i izgradnju samopouzdanja

## 2a

## Vocabulary

Look at the timeline with the different life events. Complete gaps 1-4 with the phrases a-d below. Then listen and check your answers.

- a. go to university    b. learn to walk    c. start a family    d. finish school



## Over to you...

## Discuss.

- At what age do people in your country usually do the following things?

get married    learn to drive  
get their first job    retire

## NOTE

We can say:

- at 18
- at the age of 25
- when they are 15

## Read

Listen, read and choose the best title (a, b or c) for the blog.

- a. FUN WITH FRIENDS    b. FOR THE FIRST TIME    c. AN EXPERIENCE I WANT TO FORGET

http://www.henrys-blog.com

## HENRY'S BLOG

I got my first skateboard last year, at the age of thirteen. The skateboard was a present from my aunt and uncle. I was so happy when I saw it! You see, all my friends had skateboards, and I wanted one, too. The first time I tried it wasn't at the skatepark, of course, it was in our driveway. I fell a few times, so I decided to practise a lot before I went to the skatepark with my friends. I didn't want to fall in front of them. I'm very good at skateboarding now, and I can do lots of stunts.

I was six years old when I lost my first tooth. It happened during lunchtime at school. I bit my chicken sandwich, but something was difficult to chew. 'What did Mum put in my sandwich? Nuts?' I thought. When I saw the tooth, I was excited because I was the last person in my class to lose a baby tooth. When I told my classmates, they thought it was funny and started laughing!

**B Read again and write T for True or F for False.**

- Henry lost his first tooth at home. ☐
- Henry bit on a nut and lost his tooth. ☐
- When Henry lost his tooth, he told the other students. ☐
- Henry got his first skateboard a year ago. ☐
- Henry's parents gave him the skateboard. ☐
- When Henry got the skateboard, he went to the skatepark with his friends. ☐
- Henry knows how to do a lot of skateboarding stunts. ☐

Funkcije i strukture date uz spisak reči koje se svakodnevno koriste

## FUNCTIONS

Talking about past events  
Reading and creating a timeline of life events

## STRUCTURES

Past Simple

## VOCABULARY

a few at the age of be born because decide during excited experience (n.) fall forget get a job get married give graduate grow (old) happen last (= first) laugh lose (= stop having) practise present (n.) put retire start a family try (= test) university

## Vocabulary CD1 26

**AIMS:** • to present vocabulary related to important events in life

- to familiarise Ss with the use of a timeline as a tool to organise information chronologically

- Draw Ss' attention to the timeline and ask them if they've ever heard of the word *timeline*. Explain to them that a *timeline* is a series of events in chronological order.
- Ask Ss if they think a timeline is useful and how. Elicit answers and initiate a short discussion.
- Ask Ss to look at the timeline carefully and tell you what kind of events are presented (*important life events*).
- Explain to Ss that 'be born' is in a passive form and is most commonly used in the past tense.
- Have Ss practise it by telling you the year they were born in. Help them by writing the following on the board: *I was born in...*
- Help Ss deduce the meaning of unknown words/phrases by relating them to the corresponding pictures in the timeline.
- Have Ss read the phrases in the box. Ask them to look at the pictures and the phrases used for the events before and after the gaps. This will help **lower-performing Ss** do the activity.
- Play the recording and have Ss do the activity.
- Check the answers with the class.

### KEY

1. b 2. d 3. a 4. c

## Over to you

**AIMS:** • to give Ss the opportunity to elaborate on the topic of the lesson and focus on the vocabulary presented

- Ask Ss the question in the box and draw their attention to the NOTE.
- Explain the NOTE and ask Ss to use any of these ways to answer the question in the box.

### KEY

**At what age do people in your country usually do the following things?**

*suggested answer*

In my country, people usually get married at the age of 30 and they get their first job at the age of 20. Also, they learn to drive when they are 18 and they retire at 65.

Predlog odgovora na pitanja kojima se uvežbava govor

## Read

A CD1 27

**AIMS:** • to encourage Ss to make predictions

- to give Ss practice in reading for gist

- Draw Ss' attention to the layout and the title of the text and ask them what kind of text it is (*a blog*).
- Ask Ss to tell you what a blog is and elicit answers (*it's a frequently updated website or webpage in which a person or a group of people write their opinions, experiences, etc.*).
- Have Ss look at the pictures in the blog and ask them to guess what Henry is writing about (*about his first tooth / about his first skateboard*).
- Ask Ss if they write or post on a blog and if so, what they usually write about. Elicit answers and initiate a short discussion.
- Play the recording and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.
- Draw Ss' attention to the phrases a-c and ask Ss to choose the best title for the text.
- Explain to them that there will be information about the three options in the text but they have to think of the main aim and idea of the text.
- Have Ss do the activity.
- Check the answers with the class.

### KEY

b

- Ask Ss some comprehension questions:

*How old was Henry when he lost his first tooth? six*  
*How did he feel when he saw his tooth? He was excited.*

*What did his classmates do when he told them about his tooth? They started laughing because they thought it was funny.*

*How old was Henry when he got his first skateboard? thirteen*

*How did he feel when he saw it? He was happy.*

*Did his friends have skateboards? Yes, they did.*

*Why didn't Henry want to try his skateboard in front of his friends? Because he wanted to practise more before he met his friends. / Because he didn't want to fall in front of them.*

*Is Henry good at skateboarding now? Yes, he is.*

**B AIM:** to give Ss practice in identifying specific information in a text

- Ask Ss to read through the text again and do the activity.
- Check the answers with the class.

### KEY

1. F 2. F 3. T 4. T 5. F 6. F 7. T

- Explain any unknown words and choose Ss to read the text aloud.

### OPTIONAL ACTIVITY

- Have Ss correct the false sentences. This will challenge **higher-performing Ss**.

TB 24

Opcione aktivnosti za dalji razvoj veština i podsticanje naprednijih učenika

## 2a

## Grammar

**AIMS:** • to present the Past Simple of regular and irregular verbs and the past tense of the verb *be*

- to familiarise Ss with common time expressions used with the Past Simple

Jasno istaknuti simboli koji ilustruju kompetencije za 21. vek

- Ask Ss to read through the table (*affirmative, negative, question forms*).
- Explain to Ss that this is the Past Simple of the regular verb *visit* and the irregular verb *go*.
- Draw Ss' attention to the affirmative form. Ask Ss what they notice about the formation of the Past Simple of regular and irregular verbs (*the Past Simple of regular verbs is formed by adding -ed to the base form, while each irregular verb forms the affirmative form in a different way*).
- Remind Ss of the spelling irregularities in the formation of the regular verbs in the Past Simple.
- Point out to Ss that the affirmative form of the Past Simple of both regular and irregular verbs is the same for all the persons in the singular and in the plural.
- Refer Ss to the list of Irregular Verbs.
- Write the following verbs on the board: *walk, take, live, visit, carry, eat, come, put*.
- Make two columns on the board with the headings *regular verbs* and *irregular verbs*. Have Ss work in pairs and write the verbs in the correct column in the Past Simple (**Regular verbs:** *walked, lived, visited, carried* / **Irregular verbs:** *took, ate, came, put*).
- Refer them to the list of the irregular verbs if they don't remember any of the verbs. This will help **lower-performing Ss**.
- Draw Ss' attention to the negative form and ask them what they notice about the formation of the Past Simple (*we add **didn't/did not** before the base form of the main verb*). Point out that we usually use the short form (*didn't*) when we talk.
- Draw Ss' attention to the question form and ask them what they notice about the formation of questions in the Past Simple (*we add **Did** before the subject and the base form of the main verb*).
- Refer Ss to the text and ask them to underline any sentences in the question or negative forms of the Simple Past (*What did Mum put in my sandwich?, I didn't want to fall in front of...*).
- Remind Ss that questions beginning with *Did* require *Yes/No* answers while questions beginning with a question word request information.
- Draw Ss' attention to the *Time Expressions*. Point out that we use these time expressions with the Past Simple.
- Read out and explain the NOTE.
- Refer Ss to the Grammar Reference.

OPTIONAL ACTIVITY  

- Ask Ss to choose 10 irregular verbs and make some cards with the infinitive on one side and the Past Simple on the other.
- Have them work in pairs, exchange their cards and test each other.
- Allow Ss to refer to the list of irregular verbs. This will help **lower-performing Ss**.

**A AIMS:** • to give Ss practice in forming the Past Simple of irregular verbs

- Draw Ss' attention to the table.
- Explain to Ss that they should read the text and find the Past Simple of the irregular verbs.
- Check the answers with the class.

## KEY

lost, bit, thought, saw, told, got, had, fell


**B AIM:** to give Ss practice in using the Past Simple

- Ask Ss to read through the sentences and check their comprehension.
- Have Ss do the activity and check the answers with the class. Allow Ss to refer to the list of Irregular Verbs.

## KEY

- |                       |                                |
|-----------------------|--------------------------------|
| 1. didn't buy, bought | 3. was, decided, chose, called |
| 2. were, watched, was | 4. Did...enjoy, had, took      |

## Pronunciation

**A CD1**  **28**

**AIM:** to have Ss differentiate between the /t/, /d/ and /ɪd/ sounds of the -ed ending of regular verbs in the Past Simple

- Play the recording and tell Ss to listen for the difference in pronunciation between the -ed endings *walked*, *stayed* and *started*, and repeat.
- Elicit that *walked* ends in a /t/ sound, *stayed* ends in a /d/ sound and *started* ends in an /ɪd/ sound.

**B CD1**  **29**

**AIM:** to give Ss practice in differentiating between the /t/, /d/ and /ɪd/ sounds of the -ed ending of regular verbs in the Past Simple

- Play the recording and pause after each verb.
- Ask Ss to tick the sound they hear.
- Play the recording again so that Ss can repeat what they hear.
- Check the answers with the class.

## KEY

/t/: finished, worked, practised  
/d/: tried, happened, called  
/ɪd/: decided, waited

## Write &amp; Present

**A AIMS:** • to give Ss practice in making and presenting a timeline



- Draw Ss' attention to the rubric and the picture and explain to them that they have to make a timeline.
- Draw a mind map and write the phrase *life events* in the centre.
- Have Ss come up with as many important life events as possible taking into consideration their experiences (*first day at school, birthdays, holidays, etc.*).
- Remind them that they have to use Past Simple to write the events.
- Allow Ss some time to do the activity in class, or assign it as homework.
- Ask Ss to justify why they have chosen these moments. This will challenge **higher-performing Ss**.
- Have Ss present their timelines.

**B AIMS:** • to give Ss practice in making and presenting a timeline about someone else's life



- Have Ss make a timeline for one of their parents.
- Allow Ss some time to do the activity in class, or assign the activity as homework so that Ss can ask their parents for more information.
- Have Ss present their parent's timeline in class.

Strategije i saveti za pružanje podrške učenicima sa slabijim postignućima

# Grammar

## Portal to Grammar

### Past Simple

AFFIRMATIVE	NEGATIVE
I	I
You	You
He	He
She visited/went	She didn't (did not) visit/go
It	It
We	We
You	You
They	They

QUESTIONS	TIME EXPRESSIONS
I	yesterday
you	last night/week/year, etc.
he	in 2013, etc.
Did she visit/go?	two days/months ago
it	
we	
you	
they	

#### NOTE

The Past Simple of the verb **be** is **was/were**.  
My friends **were** at the cinema yesterday,  
but I **was** at home.

**A** Find **irregular** verbs in the blog to complete the table below.

IRREGULAR VERBS			
lose →	.....	tell →	.....
bite →	.....	get →	.....
think →	.....	have →	.....
see →	.....	fall →	.....

**B** Complete with the **Past Simple** of the verbs in brackets.

- Mark ..... (not buy) a skateboard. He ..... (buy) rollerblades.
- A:** Where ..... (be) you yesterday?  
**B:** At the stadium. I ..... (watch) the basketball game. It ..... (be) fantastic!
- When my sister ..... (be) eight, she ..... (decide) to get a pet. She ..... (choose) a parrot and ..... (call) it Trixie.
- A:** ..... the kids ..... (enjoy) the camping trip last weekend?  
**B:** Yes, they ..... (have) lots of fun and ..... (take) lots of pictures.

## Pronunciation

**A** Listen and repeat. What's the difference between **a**, **b** and **c**?

**a.** walk**ed**   **b.** stay**ed**   **c.** start**ed**

**B** Listen and tick (✓) the sound you hear.

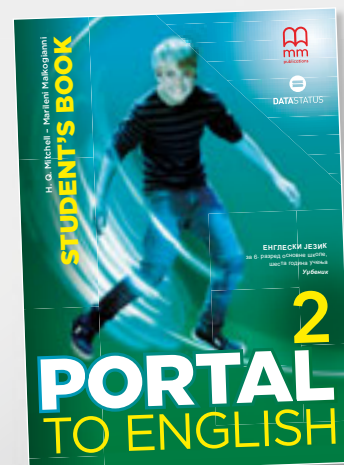
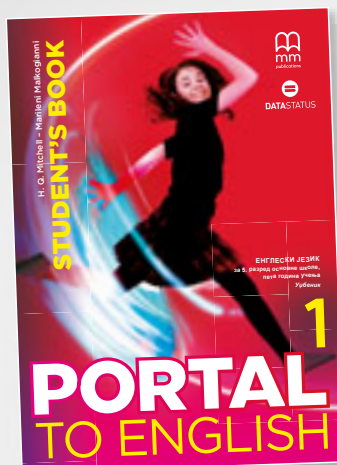
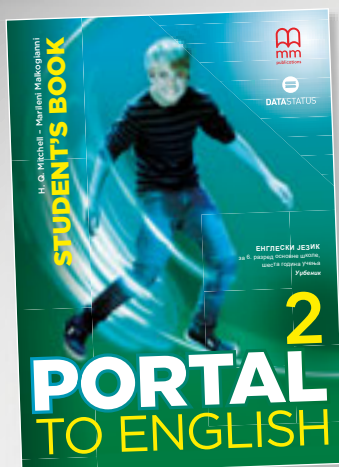
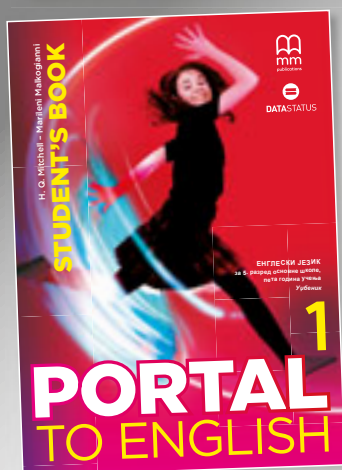
	walk <b>ed</b> /t/	stay <b>ed</b> /d/	start <b>ed</b> /hd/
finish <b>ed</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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happ <b>en</b> ed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
work <b>ed</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pract <b>is</b> ed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
call <b>ed</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
wait <b>ed</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Write & Present

**A** Make a timeline for yourself with different life events. Write them in the order they happened and include the year. Present your timeline to the class.



**B** Make a similar timeline for one of your parents. If you don't know enough information, ask your parents. Present the timeline to the class.



Softver za interaktivnu tablu pretvoriće vašu učionicu u interaktivan prostor koji će motivisati učenike!

**Vaš partner u nastavi stranih jezika**

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**25** GODINA  
**DATASTATUS**

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