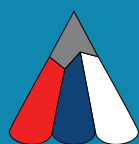


2026 | 2027.



ЕНГЛЕСКИ ЈЕЗИК

1–8. РАЗРЕДА



**ВУЛКАН
ЗНАЊЕ**
ЗА НАЈБОЉЕ ОБРАЗОВАЊЕ

Учење, знање, моћ.

ЕНГЛЕСКИ ЈЕЗИК

Уџбенички комплети *Вулкан знања* за **Енглески језик** одобрени су од стране Министарства просвете и у њима су заступљени сви садржаји прописани програмом наставе и учења.

1–4. РАЗРЕДА



Коришћење наших издања наставницима помаже у осмишљавању и реализовању динамичног, креативног и квалитетног наставног часа, а ученицима омогућава да напредују у складу са својим способностима.

5–8. РАЗРЕДА



УЏБЕНИЧКИ КОМПЛЕТ – ЕНГЛЕСКИ ЈЕЗИК ЗА 4. РАЗРЕД *THE STORY GARDEN 4*

АУТОРКЕ: Mariagrazia Bertarini, Martha Huber, Milly Flanagan

АУТОРКЕ АДАПТАЦИЈЕ: МАРИЈА ЈОВИЋ СТЕВАНОВИЋ, ТАМАРА БРАДОЊИЋ, МАРИНА КОПИЛОВИЋ



- Комбинујући комуникативни приступ, функционалну употребу језика, пажљиво одабране теме и модерне наставне ресурсе, овај комплет омогућава реализацију **ефикасне, динамичне и смислене наставе енглеског језика**.
- Задаци су усмерени на **развијање комуникативне компетенције** и воде ка успешном остваривању циљева и постизању прописаних исхода.
- Употреба различитих техника и метода рада и различитих активности омогућавају **постепено усвајање језика и усавршавање усменог и писаног изражавања**.
- **Спирално учење** – нови језички садржаји се уводе постепено, уз систематско понављање и утврђивање претходно научених садржаја.
- **Life Skills** лекције баве се психолошким изазовима и горућим темама у образовању и оснажују емоционалне и психолошке капацитете ученика.
- **Let's write!** задаци подстичу развој вештине писања.
- **Easy English** – садржаји са посебно адаптираним задацима намењеним ученицима који спорије усвајају нови вокабулар.
- **Learn More** – садржај који је намењен ученицима који брже усвајају градиво као и онима који желе додатно да напредују.
- **Lapbook** – додаток са вежбама за утврђивање обрађеног градива али и повезивање и проширивање знања.

THE STORY GARDEN 4

УЏБЕНИК

Уџбеник садржи уводну наставну област (Starter Unit) која је предвиђена за **обнављање садржаја** који су ученици научили претходних година, као и шест тематских целина (Unit) инспирисаних **популарним, деци познатим романима** (Around the World in 80 Days, Journey into the Earth, Gulliver in Lilliput, School in Neverland, A Day with Tutankhamun и Treasure Island) који буде радозналост и држе пажњу ученика.

Нови лексички термини уводе се помоћу **аудио** или **видео записа**.



Нова лексика увежбава се и кроз песме; свака песма има и караоке верзију.

Усвајање нових језичких садржаја кроз **дијалог**.

Јасне смернице у дну страна упућују на **повезане садржаје** у Радној свесци, као и на садржаје намењене деци која спорије или брже напредују.

Свака прича садржи важну **васпитну поруку**.



Увежбавање језичких садржаја кроз **приче у стрипу** (Story) подстиче машту и креативност, а у задатку Act out the Story ученици ће имати прилику да глуме и комуницирају.

Уџбеник **обилује различитим типовима задатака** – од класичних вежби попуњавања, повезивања, допуњавања реченица до креативних активности које укључују бојење, цртање, лепљење налепница и писање кратких реченица.

Задачи су пажљиво распоређени, поступни и прилагођени когнитивном и психомоторном развоју ученика.

Користе се различите технике и методе рада – у пару, у групама, групни рад, индивидуални и фронтални.

AROUND THE WORLD IN 80 DAYS

LESSON 4

1 Listen and say. 19 We say: It's the first of January.

LIVING GRAMMAR What's the date today? It's 1st January.

2 Listen to the teacher and say the numbers.

1 st first	9 th ninth	17 th seventeenth	25 th twenty-fifth
2 nd second	10 th tenth	18 th eighteenth	26 th twenty-sixth
3 rd third	11 th eleventh	19 th nineteenth	27 th twenty-seventh
4 th fourth	12 th twelfth	20 th twentieth	28 th twenty-eighth
5 th fifth	13 th thirteenth	21 st twenty-first	29 th twenty-ninth
6 th sixth	14 th fourteenth	22 nd twenty-second	30 th thirtieth
7 th seventh	15 th fifteenth	23 rd twenty-third	31 st thirty-first
8 th eighth	16 th sixteenth	24 th twenty-fourth	

3 Complete the sentences with the correct ordinal numbers.

June is the sixth month. January is the month.

April is the month. September is the month.

March is the month. October is the month.

July is the month. November is the month.

May is the month. December is the month.

February is the month. August is the month.

20 Activity Time page 16

LESSON 5

1 Listen and say. 20 We say: It's on the third of May.

LIVING GRAMMAR When's your birthday? It's on 3rd May.

2 Interview five classmates and complete the chart.

name	day	month

3 Now, write about your classmates. Complete the sentences and say.

Remember!

1 's birthday is on
 2 's birthday is on
 3 's birthday is on
 4 's birthday is on
 5 's birthday is on

in spring
in April
in the morning
on Monday
on 1st July

21 Activity Time page 17

Living Grammar – граматички садржаји уводе се без детаљних граматичких објашњења, кроз комуникативан приступ.

Language in Use – лекције за додатно увежбавање и проверу усвојених језичких знања.

У **Living English** лекцијама ученици се упознају са **знаменитостима и културолошким особеностима Велике Британије и Србије**.

GULLIVER IN LILLIPUT

LESSON 3

1 Listen and say. 64

LIVING GRAMMAR What does he look like? He is plump. He has got a beard.

2 Read and match.

1 - Can you see my little brother?
- What does he look like?

2 - Jane is beautiful.
- What does she look like?

3 - Mr Dennis is my teacher.
- What does he look like?

4 - She's got short black hair and green eyes.

5 - He's got a long beard and he's got glasses. He's bald.

6 - He's short and thin. He's got red hair.

3 Choose your favourite famous person. Describe them to your partner to guess who it is.

WHO'S WHO?

Choose your favourite famous person and imagine you are that person. Let your partner ask questions to guess who you are!

54

UNIT 3

LIVING GRAMMAR

He is tall. He isn't tall. Is he tall? Yes, he is. No, he isn't.

She is short. She isn't short. Is she short? Yes, she is. No, she isn't.

4 Complete the sentences with **am**, **is** or **are**.

1 I tall. 6 We young.
 2 You happy. 7 They surprised.
 3 She thin. 8 My sister short.
 4 He plump. 9 My brothers ten. They twins.
 5 It small. 10 Tom my cousin.

5 Read and tick (✓) the correct answer.

1 Is Colin tall? 2 Is Becky short? 3 Is Hannah plump? 4 Is he young?

Yes, he is. Yes, she is. Yes, she is. Yes, he is.
 No, he isn't. No, she isn't. No, she isn't. No, he isn't.

Activity Time pages 58-59

55

Real Task – уџбеник обилује предлозима за израду пројектних задатака. Сваки може да се реализује индивидуално, у пару или у групи.

LIVING ENGLISH IS FUN GIANTS in the English-speaking World

1 Listen and complete. 73

name London bell tower plump

Big Ben is a symbol of London and Great Britain. It is a part of the Palace of Westminster on the River Thames. The is 96 metres high. Its official name is 'Elizabeth Tower'. Big Ben is the name of the giant It is 2 metres high and weighs about 14 tons. The Big Ben probably comes from the Commissioner of Works, Benjamin Hall, a very tall and man.

2 Listen and choose. 74

On the tower there are four / forty clock faces. At the base of each tower / clock dial, there is an inscription. In English, it means 'O Lord, Queen Victoria the First'. The hour foot / hand is 2.7 metres long / second hand is 4.3 metres tall / long.

3 Read and circle the correct words.

The black / white Petrovaradin Tower clock, near Novi Sad, has a clock on all four sides. It's special because the small / short hand shows minutes and the big / long hand shows hours. It helps fishermen on the Danube River see the time / weather from far away. The old clock has three bells, each weighing 76 kg.

Surf the Internet! a tall bell tower: where is it? how tall is it?

IN USE LESSON 8

Weather forecast and complete. 25

MONTH

Scotland and

England and

Wales and

Northern Ireland and

Survey. Interview your classmates and complete the chart.

Is it in June? Is it in August? It's in summer.

CLIL GEOGRAPHY LESSON 9

Volcanoes

Wow! There are 10 active volcanoes in Italy!

1 Read and match. Listen and

The name volcano comes from the word in Roman mythology. A volcano is usually on a mountain. Lava, ash and smoke come out of the top. There are 3 different types of volcano.

1 active 2 dormant 3 extinct

It does It does It can

2 Look, read and match.

Mix half a glass of vinegar with half a glass of baking soda. Place a small plastic bottle on a flat surface. Pour the mixture into the bottle. You can see lava coming out of the top. Cover the plastic bottle with a sheet of paper.

1 2 3

PE LESSON 9

Basketball

Wow! There are 10 active volcanoes in Italy!

1 Listen and complete.

court teams three ball floor orange

Basketball is a very popular game all over the world. It's a fast and exciting game! In a game, two teams play on a rectangular court. The only equipment you need is a basketball and two basketball hoops. The hoops are placed at a certain height and are connected to a backboard. Traditionally, the ball is made of leather and it's covered with black lines.

2 Read and choose. Listen and check.

There are six players on a basketball team. The aim of the game is to score points by shooting the ball into the opposing team's basket / bin. Players can touch the ball only with their hands / feet. They can't walk with the ball in their hands. They must bounce the ball on the floor.

46 64

CLIL лекције повезују наставне садржаје са другим наставnim предметima.

LIVING ENGLISH LESSON 10

WELCOME TO CAMDEN LOCK

1 Read and tick (✓) true (T) or false (F).

Camden Lock in London is a very famous market. The market is open almost every day of the year. It is only closed on Christmas Day. At Camden Lock Market, you can see many small and big shops with bright, colourful signs. There are also restaurants and stalls. You can find many things here, like food, clothes, furniture, and handmade crafts from different countries.

1 Camden Lock is in Manchester. 2 It is open every day. 3 There are many shops. 4 There are things from different countries.

2 Read.

Zeleni Venac is a busy and popular market in Belgrade. Many people visit it every day to buy fresh food and other things. The market is open all week. It has many stalls and small shops. You can buy fresh fruit, vegetables, meat, cheese, and fish. There are also clothes, shoes, and handmade crafts.

Zeleni Venac Market is in the old part of the city. People like to shop there and meet friends. The market is full of life, colours, and the smells of local food.

Are there any special markets in the place where you live? How often do you visit them?

101

LIFE SKILLS * Coping with a bully LESSON 11

1 Read and discuss.

Why do people bully?

- People bully to hide their fears.
- People bully because they are unhappy.
- People bully because they don't like who they are.

How do people bully?

with words

through emotions

66

2 Listen and read. 75

What can I say when someone is bullying me?

- Please, stop doing that!
- What you are doing makes me feel sad.
- I don't like it when you...
- I'm upset because...
- I feel angry when you...

What can I do when someone is bullying me?

- I can take ten breaths.
- I can walk away.
- I can write about it.
- I can talk about it when I'm calm.

What can you always do?

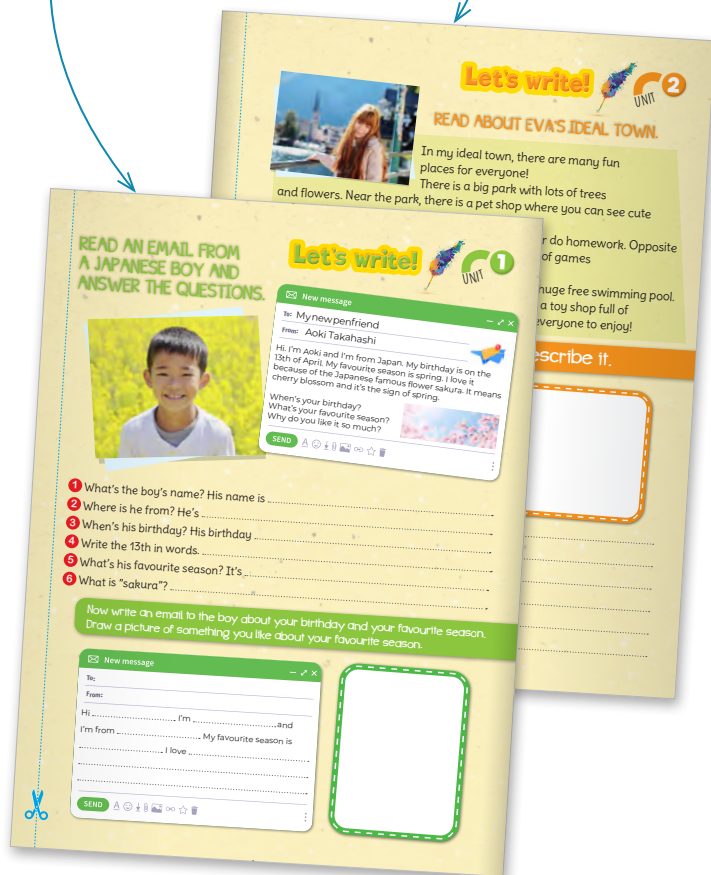
Talk to an adult!

67

Кроз разговор на теме Ефикасна комуникација, Како се изборити са злостављањем, стресом, бесом... **Life Skills** лекције баве се психолошким изазовима савременог школовања и свакодневним ситуацијама из живота ученика.



Let's write! задаци садрже **пример текста** са темом из области која се обрађује. Ученици пишу састав на задату тему.



Festivities – лекције посвећене су просlavi празnika **Boxing Day, Easter Bonnet Parade, Pancake Day** и **Saint George's Day**.

На крају уџбеника налази се **сажетак граматике са додатним задацима**.



THE STORY GARDEN 4

РАДНА СВЕСКА

Уводна тема и шест области Радне свеске у потпуности прате садржај уџбеника, пружајући богат дидактички материјал за индивидуални рад, како у школи тако и код куће.


Структура радне свеске и разноврсност задатака омогућава наставницима да индивидуализују наставу и прилагоде активности различитим способностима и стилovima учења код ученика.




Time for speaking! задаци подстичу
развој вештине govora.

Time for speaking! UNIT 6

1 Look at the pictures and describe them.



Where is the girl in the photo?
What is she doing?
Can you name five wild animals?
What is your favourite wild animal?




What animal can you see?
What colour is it?
Has it got claws?
Has it got whiskers?

MY LEARNING DIARY


Read and draw.

I can...




very well

name wild animals
name animals' body parts
talk about likes and dislikes



well



so-so


I can use...

can
like + verb + ing
plural nouns

WORKBOOK 79

Time for speaking! UNIT 5

1 Look at the picture and describe it.




Can you name some fruits?
Can you name some vegetables?
Do you like them?
Do you eat fish or meat every day?
What do you usually have for breakfast?
Do you usually have lunch at school or at home?
How many meals do you have in a day?
Do you have a snack at school?

MY LEARNING DIARY


Read and draw.

I can name...




very well

daily activities
parts of the day
meals



well



so-so

I can use...

Present Simple Tense to talk about daily activities
How much... / How many...
in, on, at to talk about time
always, often, usually, sometimes, never


WORKBOOK 67

My learnig Diary – на крају
сваке наставне теме ученици
самопроцењују знање језика.


Revision – након сваке наставне
теме налазе се задаци за **обнављање**
и **утврђивање** градива.

1 REVISION


1 Look at the pictures and complete the words.




h...




s...




s...




r...




f...



c...




w...




c...


2 Rearrange the letters to make words.




rpsign



mermsu



umnaut



trewni

3 Write the correct ordinal numbers on the lines below the months.

June December January September May March

August July November February October April

4 Read the sentences and circle the correct words.

1 It's very cold in / on winter.

2 My birthday is in / on Monday.

3 We don't go to school in / on summer.

4 They have breakfast in / on the morning.

5 Easter is in / on April.

6 We play football in / on the afternoon.

1 Who's / When's your birthday?

2 Why / When are you scared?

3 When / How are you?

4 What's / Where's the weather like?

5 What's / Who's that boy?

6 Where / When is Chicago?

6 Complete the sentences. Then complete the crossword with the names of months and seasons.

1 Christmas in England is in

2 A very cold season is

3 The month after October is


4 The month of roses is

5 The month before August is

6 School starts next month, so now it's

7 A very hot season is

8 Valentine's Day is in



20 **21**

Оно што додатно издваја ову Радну свеску јесу странице намењене ученицима који спорије напредују (**Easy English**), али и странице намењене ученицима који брже усвајају градиво (**Learn More**).

Easy English – задаци за ученике који спорије усвајају градиво.

UNIT 1 EASY ENGLISH

1 Complete and colour the words. Then draw.

2 Say and complete the words.

C or g? cloudy fo_y _ool 15°

n or m? rainy su_y war_ 20°

l or r? co_d _ainy c_oudy

UNIT 1 EASY ENGLISH

3 Colour the words and match them with the pictures.

spring summer autumn winter

4 What's the weather like in each season? Complete. Then read the sentences.

In _____ it's _____

In _____ it's _____

In _____ it's _____

In _____ it's _____

UNIT 1 LEARN MORE

1 Draw a symbol for each season. Then say and write sentences.

Spring

In _____ I can _____
because the weather is _____

Summer

In _____ I can _____
because the weather is _____

Autumn

In _____ I can _____
because the weather is _____

Winter

In _____ I can _____
because the weather is _____

2 Surf the Internet with your parents and answer the questions.

- What's the weather like today in London? _____
- What's the weather like today in Rome? _____
- What's the weather like today in Hong Kong? _____
- What's the weather like today in Shanghai? _____
- What's the weather like today in San Francisco? _____
- What's the weather like today in New York? _____
- What's the weather like today in your town? _____

UNIT 1 LEARN MORE

3 Read and complete.

elephant birthday bus friends yellow car
father sister big school house morning

I live in **India**. My village is on a river, so every _____ I wait for the boat with my _____. We cross the river by boat and we go to _____.

I live in a _____ city in **Japan**. Every morning, my _____ goes to work by _____, and he takes me to school.

I live in **Thailand**. I usually go to school by bus, but today is my _____ and I'm going to school by _____. My _____ is in front of me!

I live in **Texas**. Every day I go to school by _____. I wait for the big _____ school bus in front of my _____. On the bus I meet all my school friends.

4 Listen and check.

Learn More – задаци за ученике који брже усвајају градиво. Пружају додатно знање, подстичу на истраживање и повезивање са научним градивом.

THE STORY GARDEN 4

LAPBOOK – Learning by doing

- Аутентичан додатак који пружа могућност **практичне примене наученог**.
- Наставници који користе наша издања кажу да ученици обожавају рад на *Lapbook* задацима јер **подстичу интересовање** за учење енглеског језика али и **ојачавају самопоуздање**.
- Поред развоја **језичких вештина** и **компетенција**, задаци подстичу **мануелне, когнитивне и креативне способности ученика**.
- Приликом израде задатака ученици морају да **анализирају** и **закључују** и тако **развијају критичко мишљење**.



ЗА НАСТАВНИКЕ

The Story Garden 1-4

УЏБЕНИК • РАДНА СВЕСКА • LAPBOOK • TEACHER'S BOOK • ФЛЕШ КАРТИЦЕ • MR GREEN PUPPET • THE PICTURE BINGO GAME • ФАСЦИКЛА И УСБ СА ДОДАТНИМ МАТЕРИЈАЛИМА • ПЕДАГОШКИ ДНЕВНИК • ПОСТЕРИ ЗА УЧИОНИЦУ



УСБ са додатним материјалима садржи:

- предлоге годишњег плана, месечних планова рада наставника и микроплан;
- предлоге дневних припрема за час;
- аудио-записе из уџбеника и радне свеске;
- предлоге тестова.



УЏБЕНИЧКИ КОМПЛЕТ – ЕНГЛЕСКИ ЈЕЗИК ЗА 8. РАЗРЕД *SPRINT 4*

АУТОРИ: Claire Moore, Sarah Jane Lewis

АУТОРКЕ АДАПТАЦИЈЕ: Марина Копиловић, Ивона Радојевић Алексић



- Уџбеник је **прегледан** и јасно **организован**. Све области (*Units*) имају **доследну структуру**.
- Посебна вредност уџбеника огледа се у томе што се кроз текстове и задатке прожимају **елементи културе, природних лепота и значајних личности Србије**, чиме се код ученика подстиче развој језичких вештина у контексту неговања националног идентитета и културолошке свести.
- **Граматички садржаји** се обрађују и увежбавају **кроз комуникативне функције**.
- **Спирална организација садржаја** – граматичке структуре се обнављају и продубљују у каснијим лекцијама.
- Сви задаци су **прецизно формулисани, примерени узрасту** ученика и **нивоу знања** језика.
- Комбинујући функционалну употребу језика, комуникативни приступ и дигиталне компоненте, комплет омогућава **остваривање свих образовних циљева и исхода наставе** енглеског језика у осмом разреду.

Уводна наставна тема (Starter Unit) нуди активности за обнављање садржаја који су ученици савладали претходних година.

Tesla vs. Edison: A Comparison of two legendary inventors

1 Pairwork Look at the two photos. Who are they? What do you know about them? Based on the photos, how would you describe their personality or working styles?

2 Read and listen to the text and check your ideas.

Nikola Tesla and Thomas Edison are two of the most famous inventors in history. Both made important contributions to science and technology, but their personalities and ideas were very different.

Tesla was a Serbian scientist, born in 1856. He was a brilliant inventor who loved electricity and dreamed of changing the world. Edison, on the other hand, was an American inventor who was born in 1847. Neither Tesla nor Edison was interested in easy tasks. Both worked very hard to invent new devices. Tesla is famous for inventing the alternating current (AC) system, which allows electricity to travel long distances easily. Edison invented the direct current (DC) system and the light bulb, which helped bring electric light to homes. Each inventor had his strengths and weaknesses. Tesla's ideas were often very advanced, sometimes too complicated for people to understand at that time. That's why his experiments were not appreciated enough by the public and investors. He also did not have enough money to support all of his projects. Edison was more practical and focused on creating devices that people could use immediately. Edison was a good businessman and had enough resources to promote his inventions. Both Tesla and Edison, changed the world forever. Neither of them managed to do it alone. They showed that science needs creativity, hard work, and sometimes a bit of rivalry to make progress.

3 Read the text and tick (✓) the true (T) or false (F) box for statements 1–6.

Tesla invented the alternating current (AC) system.
Edison was born after Tesla.
Both inventors avoided difficult tasks.
Tesla's ideas were often too complicated for his time.
Edison had enough money to support all his projects.
Neither inventor could change the world alone.
Edison was as visionary as Tesla.

4 Read the text about Nikola Tesla and Thomas Edison again. Then complete the chart below with similarities and differences between these two inventors.

Similarities	Differences
Both made important contributions to science and technology.	Their personalities and ideas were very different.

5 Create a short presentation about Tesla and Edison using the similarities and differences you listed in exercise 4. Present your comparison to the class.

Tip:

- Use at least 3 similarities and 3 differences.
- Include structures like both, either, neither, nor, too + adjective, and not enough.
- Speak clearly and confidently for 1–2 minutes.

Useful grammar for comparison and description

Structure	Used...	Example
both... and (usually followed by plural verbs)	to show something is true for two people/things	Both Tesla and Edison were hard working.
neither... nor (followed by singular affirmative verbs)	to say that two things are not true or do not happen	Neither Tesla nor Edison was interested in easy tasks.
either... or (followed by singular affirmative verbs)	to refer to one or the other of two people or things	Either of the inventors is capable of doing the possible. There are two theories. We can mention either of them.
neither... nor (followed by singular affirmative verbs)	to say not one or the other of two people or things	Neither of the inventors was interested. Neither inventor was motivated.
too + adjective (in affirmative sentences)	to show an excessive quality that causes a particular result or problem	Edison was so determined to be successful that he was sometimes too complicated for people to understand.
enough + enough (in affirmative and negative sentences)	to show sufficiency or a lack of sufficiency of something	Edison was good enough to be appreciated. His ideas were not good enough to be appreciated.
each followed by singular verbs	to talk about every one of two or more people or things individually	Each inventor was determined to succeed.

1 Complete the sentences with **both**, **neither**, **nor**, **either**, **too**, **enough**, **each**. You must use all of them.

1 The hiking trail was too difficult for beginners to try without a guide.
2 Both basketball players in Serbia like to give up easily.
3 His basketball skills weren't good enough to make the school team.
4 Neither athlete has their own favourite way to practice.
5 There are two popular music festivals. Each of them are really exciting.
6 Enough of the movies was interesting enough to watch twice.
7 Football and basketball are popular sports in Serbia.

2 There is a mistake in each sentence, but not the spelling one. Underline the incorrect word/words and write the correct one/ones on the line next to each sentence.

Both Nikola Tesla and Mihajlo Pupin was famous Serbian scientists. Were
1 Neither of them didn't want to give up on their research.
2 Either of the discoveries are important for science.
3 Neither of the experiments were successful last year.
4 The theory was enough complicated to understand quickly.
5 His work was not too detailed to prove the hypothesis.
6 Each of the researchers have their own specialisation.

So / Neither

We use So + auxiliary verb + I to agree with a positive statement.

1 A I love physics. B So do I.
2 A They have finished their homework. B So have I.

We use Neither + auxiliary verb + I to agree with a negative statement.

1 A She doesn't like maths. B Neither do I.
2 A He can't swim. B Neither can I.

3 Agree with each statement using **So** or **Neither**.

1 I've been to the EXIT music festival. Neither do I.
2 I'm not interested in contemporary art.
3 I love listening to traditional Serbian folk songs.
4 I can't play any musical instruments.
5 I'll visit Nikola Tesla Museum soon.

Let's play with articles

4 Complete the sentences with **a**, **an**, **the**, or **no article** (/).

1 The Danube River flows through / Belgrade.
2 We visited / Kalemegdan Fortress last summer.
3 She lives in / Knež Mihaljeva Street.
4 Serbia is known for its rich history.
5 He studies at / University of Belgrade.
6 There is / statue of Nikola Tesla in the park.
7 I walked past / National Theatre yesterday.
8 We took / boat trip on / Sava River.
9 / Avala Tower offers / great view of / city.
10 They moved to / new apartment near / Republic Square.

6 Food and health

1 Pairwork Look at the pictures and talk to your partner. What can you see? What kind of food is it? Is it healthy or unhealthy? Why? Then write down the words to describe them.

2 Complete the Mediterranean diet pyramid with the words in the box.

yogurt, poultry, beans, oil, fish

meat, sweets, poultry, and eggs, cheese and, fruit, vegetables, olive, bread, pasta, rice

3 Read the descriptions of different ways of cooking and choose the correct word in the box.

boil, roast, bake, grill, fry, microwave

1 To cook meat or vegetables in the oven – roast
2 To cook food in hot oil or fat
3 To make bread, cakes, or biscuits in the oven
4 To heat food quickly in a small electric oven – microwave
5 To cook food over a flame on metal bars – grill
6 To cook food in very hot water – boil

THE MEDITERRANEAN DIET

Healthy living has long been a subject of debate but it is becoming more and more important in the prevention of disease and premature death. After all, how many of us really eat well or take regular exercise, and what exactly does it mean to eat well? Well, help is at hand with 'The Mediterranean diet'. Once just the general name for the dietary habits of people in Mediterranean countries like Greece, southern Italy, France and Spain, since 2013 it has been on the UNESCO Representative List of the Intangible Cultural Heritage of Humanity.

Largely based on fruit, vegetables, nuts, beans, fish and olive oil, there is substantial evidence that the Mediterranean diet lowers the risk of heart disease. A recent study found that people who followed a Mediterranean diet had a 30% lower risk of heart disease and strokes.

So, what should we do to make our diet more Mediterranean-style?

The answer is to follow the Mediterranean diet pyramid, eating more from the bottom and less from the top! This means that we ought to eat plenty of starchy foods like pasta, rice and bread, lots of fruit and vegetables, cereals, fish, nuts and pulses. In fact, official guidelines say we ought to have at least five portions of fruit and vegetables a day. Think about it – how many portions do you have every day?

4 Read the text again and complete the pieces of advice (a–g) with the correct words. Then put them in the correct order.

a. Eat red meat only a few times a month.
b. Cook food by roasting or baking rather than frying.
c. Drink lots of water and limit sugary drinks like cola.
d. Use olive oil instead of butter or other fats.
e. Limit your intake of sugar to help reduce the risk of heart disease.
f. Use more herbs, spices, and garlic instead of salt to reduce health risks.
g. Eat plenty of starchy foods like pasta, rice, bread, fruit, and vegetables.

5 **Pairwork** Talk to your partner. How often should we eat the foods in the box? Use the Mediterranean diet pyramid in exercise 2 to help you decide.

bread chips strawberries lettuce cheese chicken chocolate cake tomatoes steak salmon grapes eggs lentils broccoli

6 **Critical thinking** Think about your diet. How closely do you follow the Mediterranean diet? Do you think you eat healthily? Share your ideas with the class.

I usually eat fruit and vegetables, but I don't eat much fish. I sometimes eat too many sweets.

Граматичка и лексичка обрада праћена је функционалном употребом језика и комуникативним задацима у пару или групи.

Свака од осам области (Units) почиње мотивационим питањем и визуелним подстицајем, након чега следи читање или сушање са разумевањем.

Честе су активности критичког мишљења (Critical thinking) и аутентичне ситуације комуникације.

2 A long haul flight

Presentation 2

1 Read the title. What are Lara and Nina talking about? Where do you think Nina has travelled, and how? Discuss your ideas with a partner.

2 Nina has just come back from her holiday in Canada. Read and listen to the conversation between Lara and Nina. Then check your ideas in exercise 1.

Vocabulary

take off
land
catch
drop off
miss
get on
get off
pick up
take off
get out of

Learn to learn

The journey to Edinburgh took five hours. We had a two-day trip to Oxford. A journey refers to travelling from one place to another, usually over a long distance. A trip means going to another place for a short time and then returning.

Pairwork Ask and answer questions using the prompts. Use the Past simple or the Past continuous.

1 What were you doing this time yesterday?
2 I was having dinner and chatting to my Mum.
3 What time / you / go to bed last night?
4 What / your parents / do when you / get / home / yesterday?
5 Who / look after / your pet / while / you / be / away?
6 Over to you. Share your own, or your partner's answers with the class.

7 Build your competences

International Gestures

Warm up

1 Match the pictures (A – E) to their definitions.

2 Which hand gestures do you use most often? What do they mean? Do you use hand gestures a lot when you speak?

Reading

3 Read the text and check your answers in exercise 1.

GLOBAL HAND GESTURES!

Do you speak with your hands? In a recent report, researchers say that hand gestures increase the value of our messages by 60%, so they must be quite important. They also say that the best, most charismatic speakers and influencers know the importance of using hand gestures.

They also find that 18-month-olds who use more hand gestures have greater language abilities later on, that hand gestures make people listen to you... and interestingly, that some of us just can't speak without our hands.

We all use hand gestures at some point when we are talking, don't we? Some of us use them much more than others. However, these simple gestures mean different things in different places, and getting them wrong can cause offence, embarrassment or something worse. So, if you are going to travel the world, knowing something about hand gestures before you go could be very useful.

It must be rather surprising, for example, when a visitor to Brazil, using something as simple as the 'okay' sign, internationally noted to mean that something is good, receives a horrified stare. Why? Well, because in Brazil the 'okay' sign is considered a very rude gesture.

Similarly, it can't be very nice to see the shock on the faces of a group of Iranian women when a traveller used the 'sign'. Once again, it's a universal sign of approval, is it not actually, because in West Africa, Iran and Iraq, it's offensive!

Then there's the so-called 'fingers all together' gesture in Italy means 'What do you want?' but in Turkey it's something is beautiful, and in Egypt that you'll only be sorry. Surely, the V-sign can't be a problem. It's used by Japanese people these days... it means 'peace'. Not in Australia and Ireland, though, where many see it as a sign of contempt or defiance towards all what about the 'come here' sign? It must be universal, right? Well, in The Philippines it is a gesture usually reserved for dogs. So, as you can guess, there can be an array of meanings – both good and bad.

Take care next time you're travelling and are tempted to use your hands to say something!

Eloary

charismatic
offence
embarrassment
contempt
array

Активности као што су симулација разговора, дебате, писања и излагања осигуравају висок ниво ангажовања ученика и активног коришћења језика.

У лекцијама **Build your competences** кроз корелацију ученици повезују научно са другим школским предметима.

У **Functions** лекцијама, које су праћене аудио и видео записима, ученици имају прилику да кроз персонализацију уче моделе комуникације у свакодневном животу.

4 Grammar

will and be going to

Focus

Read the examples (1 – 6) and circle the correct words in the rules (a – b).

1 I think you **will** / **are going to** enjoy the new series on Netflix.
2 It **will** / **is going to** rain.
3 I'm tired. I think I **will** / **am going to** take a nap in the afternoon.
4 We **will** / **are going to** meet outside.
5 I'm going to make my bed for a week.
6 What are your plans for Saturday?
7 We **will** / **are going to** hang out at Emma's house.
8 We **will** / **are going to** be getting so to talk about predictions based on personal opinion, belief or experience.
9 We **will** / **are going to** be getting so to talk about predictions based on personal present evidence, decisions made before the moment of speaking.
10 We **will** / **are going to** be getting so to talk about predictions based on personal present evidence, decisions made before the moment of speaking.
11 We **will** / **are going to** be getting so to talk about predictions based on personal present evidence, decisions made before the moment of speaking.
12 We **will** / **are going to** be getting so to talk about predictions based on personal present evidence, decisions made before the moment of speaking.

5 Grammar

First conditional

Focus

Study the examples (1 – 4) and circle the correct answers (A or B) in the rules (1 – 4).

1 If I come tomorrow, we **will** / **are going to** stay indoors and watch movies.
2 He **will** / **is going to** join the first class if he studies hard.
3 If they **will** / **are going to** invite me to the party, I **will** / **am going to** definitely go.
4 What **will** / **are you going to** do if you get a summer job?
5 We **will** / **are going to** be getting so to talk about predictions based on personal present evidence, decisions made before the moment of speaking.
6 We **will** / **are going to** be getting so to talk about predictions based on personal present evidence, decisions made before the moment of speaking.
7 We **will** / **are going to** be getting so to talk about predictions based on personal present evidence, decisions made before the moment of speaking.
8 We **will** / **are going to** be getting so to talk about predictions based on personal present evidence, decisions made before the moment of speaking.

1 Complete the sentences with the correct form of the verb in brackets.

1 I'll text (text) you if we get (get) to the station early.
2 If Alex (forget) his phone at home, he (have) to hurry without it all day!
3 I (not join) the dance club if my friends (not sign) up too.
4 They (win) the school art contest.
5 What (you / do) if your favourite YouTube (reply) to your comment?
6 If the music class comes first, do we need a comma?
7 Yes / No

2 Use the prompts to write First conditional sentences.

1 If you / see this film / you / love it
2 I / lend you my speakers / if you / need them
3 Ellie / study in London / if / she / pass her exams
4 If / Ava / invite me to her party / I / go
5 What / you / do / if / you / not get the part-time job

Functions 4

Expressing purpose, cause and result

1 **Listen** Rebecca and Chloe are talking about learning languages. Watch the video. Which languages are they talking about?

2 Listen Watch the video again or listen to the audio and complete the chart with the information about the languages Rebecca, Chloe and Craig are studying and would like to study in the future.

languages they are studying	languages they would like to study
Rebecca	
Chloe	
Craig	

3 **Complete the dialogue with the missing words.** Then listen and check.

Chloe's been studying Spanish so that she can speak to her Spanish cousin when she meets them.

1 Rebecca would love to learn Italian because it's a beautiful language for her.
2 German is a hard language to learn when you're starting studying it.
3 Chloe agrees that German is such a hard language to learn.
4 Craig is going to study Japanese at university.
5 Rebecca thinks she should speak Welsh.
6 Rebecca thinks Wales is such an amazing country.

4 **Pairwork** Make dialogues about why people do the things in the box. Use *so that* and *in order to*.

Learn-English learn to dance travel abroad go to university go to the gym
learn a new sport go to the cinema go for a walk

A Why do people learn English?
B So that they can communicate with other people / in order to get a better job.

Граматика се усваја кроз велики број занимљивих примера тако да ученици сами долазе до закључака.

Speaking

- 6 **Pairwork** Describe what you can see in the photograph. Is their body language positive or negative?



Writing

- 7 **Choose the correct answer (A, B or C).**

Shaking hands and kissing cheeks must be the most common ways of greeting someone, but there are also some rather unusual ways of saying 'hello'. In New Zealand, for example, there is the traditional Maori welcoming custom 'hongi' where the two people meet. While it might be bad manners in most parts of the world, in Tibet poking your tongue out is the customary way to 'say hello'. In the Philippines, where a younger person greets an older person with a 'bow', then grabs the older person's hand and says 'Mano Po', meaning 'hand respect'.

So, as you can see, even something as simple as saying 'hello' can be quite a complicated business.

- 8 **Imagine you have been to one of the countries in the box. Write a letter to a friend and tell him/her how people in this country greet each other. Use the Internet to help you. Write about 100 words.**

Pakistan China Argentina Russia Greece Mexico

ninety-one 91

5-6 Test your competences

Vocabulary

- 1 Complete the sentences with the words in the box.

quit selfish privileged temporary fly
broke unemployed tested mind patient

1 Owen has got a _____ job just for the summer holidays.
2 I really _____ my food because I prefer healthy food.
3 My doctor gave me a _____ for some tablets for my back pain.
4 Melanie works with small children in a nursery. She's very _____.
5 The little boy fell and _____ his leg.
6 My aunt has been in hospital but she's on the _____ now.
7 Ewan has been _____ since he left university last year.
8 My grandad is 75 and has been _____ for nearly 15 years now.
9 Grace is allergic to _____.
10 Annabel _____ her job because she hated the long hours.

Grammar

- 2 Choose the correct answer (A, B or C).

1 I wish I had a better toothpaste.
A You mustn't go to the dentist.
B You really ought to see a dentist.
C You couldn't go to the dentist.
2 What would you like to do tonight?
A I'd rather stay in because I'm tired.
B I wish I was at home.
C I'd prefer that one.
3 I've got my job interview tomorrow morning.
A Well, don't forget to wear your suit.
B Why didn't you go to bed late?
C You really ought not to go.
4 Would you like to go out for dinner tonight?
A I'm certain.
B I'm not sure.
C I'm not sure.
5 You definitely need to _____.
A You definitely need to _____.
B As far as I'm concerned, you should do that.
C I don't think you should. You wouldn't like it.

Grammar

- 3 Complete the sentences with the First or Second conditional.

1 If Alice and Andrew come to the party, we _____ (invite) our special lamb curry.
2 If I _____ (find) you, I wouldn't go there tonight.
3 She _____ (live) in Miami if she won the lottery.
4 Melanie _____ (buy) a new car if she gets a pay rise this year.
5 If I _____ (can) do anything, I'd work with disabled children.

- 4 Complete the sentences with the words in the box.

should must ought to needn't have to
1 Do I really _____ go to school tomorrow?
2 You _____ put a bandage on your ankle.
3 Aliyah's bit overweight. She _____ eat more fresh fruit and vegetables.
4 Nobody _____ eat too much fatty food.
5 You _____ go to the supermarket this afternoon. I went there this morning.

- 5 Read the email and circle the correct words.

Hi Monica,
I can't wait to see you at the weekend. There are lots of things to do in my town. It's raining / rain / rains, so we'll go to the indoor skating rink. But if it's dry / it'll be / it won't be sunny, we'll go to the park. I'll be at Burton Adventure Park. It's raining / rain / rains, so we'll go to the climbing, bungee jumping, rafting and sailing. You just your arse! I'll be at Burton Adventure Park. It's raining / rain / rains, so we'll go to the climbing, bungee jumping, rafting and sailing. You just your arse! I'll be at Burton Adventure Park. It's raining / rain / rains, so we'll go to the climbing, bungee jumping, rafting and sailing. You just your arse!

Self-evaluation

My final score is 30

Logical competences

Communicative competences

Grammatical competences

I must revise:

Extra practice 5-6

- 4 Choose the correct answer (A, B, C or D).

1 If Angela _____ Sandra this weekend, they'll have lunch together.
A seeing C saw
B sees D no see
2 As far as I'm concerned, you _____ see a doctor about your rash.
A ought C ought to
B shouldn't D should to
3 If I were you, I _____ for a fun every morning.
A would go C go
B will go D am going
4 Rachel and David will lose their jobs if they _____ hard.
A doesn't work C don't work
B work D are working
5 Kelly _____ rest after her operation.
A mustn't C need to
B must D needs
6 You know, you really _____ eat red meat more than a few times a month.
A should to C have to
D shouldn't
7 Do we really _____ that this food?
A have to C has to
B haven't to D hasn't to
8 If I get a permanent job, I _____ so happy!
A would be C will be
B will be D won't
9 You _____ cook anything tonight. We'll go out for dinner instead.
A need C must
B have to D needn't
10 Melissa _____ a dress designer if she could do any job in the world.
A will be C would be
B is D would

Write about 100 words.

ninety-one 91

Након сваке друге nastavne teme ученици могу да самопроцене знање, као и да додатно увежбају nastavne sadržaje.

8 Moving forward with dreams and confidence



"Go confidently in the direction of your dreams. Live the life you have imagined." — Henry David Thoreau

- 1 Answer the questions using 1-7.

1 What is your happiest memory?
2 What was the biggest achievement?
3 Who inspired or helped you?
4 What are three achievements?
5 What is one thing you want?
6 How has your attitude toward life changed?
7 What skills or lessons from your life?
8 If you could give advice to a friend, what would it be?
9 What role do you imagine your friends play in your life?
10 How do you imagine your future?

- 2 Complete the sentences below.

1 I am good at _____.
2 I can improve by _____.
3 I believe I will _____.
4 I am proud of _____.
5 I want to try _____.
6 I am excited about _____.

- 3 Pairwork. Work with a partner. Answer in exercise 2. To give advice, use the words in the box.

1 Don't worry about _____.
2 It's okay to feel _____.
3 Remember to _____.
4 You can always _____.
5 Believe in yourself because _____.

- 4 Write down two pieces of advice.

8 Unlock your English

Barking at the Stars

Directed by Zdravko Sotra, 1998, and based on the book by Miroslav Vitezović

- 1 Pairwork. Work with a partner. Match the scene descriptions (1-4) to the pictures (A-D).

1 Mihailo's brother stands confidently in the schoolyard, trying to impress Danica, who smiles shyly while holding her notebook. Other students watch from a distance.
2 The students sit and look at the teacher with somewhat uninterested but happy expressions on their faces.
3 Mihailo wants to say something to Danica, who has won his heart, but she acts a bit too proud.
4 The PE teacher makes Tupa, whom he wants to train into a great boxer, drink raw eggs to build strength and keep up his energy.

- 2 Read and listen to the text. Then choose the summary (A, B or C) that best shows the main idea of the text.

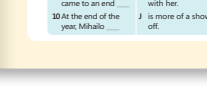
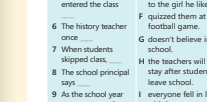
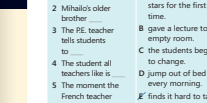
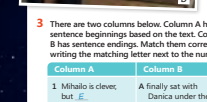
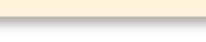
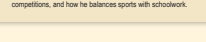
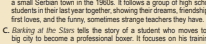
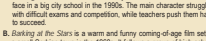
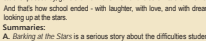
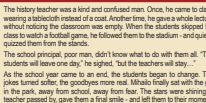
A Barking at the Stars is a heartwarming and nostalgic Serbian film that has become a classic since its release in 1998. The setting is a small town in the 1980s. The film captures the everyday lives, dreams, and challenges of a group of high school students—actually school-leavers—living in a small town. The main character is Mihailo (nicknamed the Philosopher)—clever, curious, and always a bit lost in thought. He isn't afraid of difficult subjects or strict teachers. What really confused him was how to talk to the girl he liked. She was quiet, kind, and beautiful, and sat just a few desks away.

Mihailo's older brother, who already made money and didn't believe in school, often teased him. "Why waste time studying?" he'd say. But Mihailo believed knowledge and dreams were more important than money.

Around him, his classmates each had their own dreams and troubles. One wanted to become a boxer, pushed by his energetic PE teacher who believed all students were too sleepy. "Jump out of bed every morning!" he shouted, until one day, he hit his own head on a wall while shouting from his bed.

There was also the student who loved to read, but students didn't have much money. They gave perfect answers, but everyone knew he was more of a show-off than a scholar.

The teachers were just as unforgettable. The French teacher, only 24, walked nervously into the noisy classroom. The boys immediately fell in love with her.



- 4 Choose the best explanation (A, B, or C) for the underlined word(s) in sentences 1-7 based on the context. Read the whole sentence carefully. Other words can help you understand the meaning.

1 Barking at the Stars is a heartwarming and nostalgic Serbian film that has become a classic since its release in 1998.
A It makes you feel emotional and happy inside.
B It's about hot summer days.
C It's sad and dramatic.
2 The setting of the story is set in a small Serbian town in the 1980s.
A It's a story about war and politics.
B It's a story about growing up and becoming mature.
C It's a story about parents and their careers.
3 The film captures the everyday lives, dreams, and challenges of a group of high school students.
A It takes someone to prison.
B It describes or shows something clearly.
C It takes photos of real students.
4 Mihailo—clever, curious, and always a bit lost in thought—tends out the most.
A He often forgets where he is going.
B He is sleepy in class.
C He is thinking deeply and not paying attention to what's around him.
5 Mihailo's older brother often teased him for studying so much.
A He helped him with homework.
B He made fun of him in a playful or mocking way.
C He gave him useful advice.
6 He always gave perfect answers, but everyone knew he was more of a show-off than a genius.
A It's someone who talks proudly about themselves to get attention.
B It's someone who is very shy.
C He ignored the students completely.
7 He followed students to the stadium, and quietly watched them from the stands.
A He ignored the students completely.
B He watched the students but still asked them questions quietly.
C He told the students to leave the stadium immediately.

- 5 Complete the sentences (1-5) with the most appropriate words in exercise 4.

1 The photo captures the happiness of the day.
2 The movie's ending was so _____ that many people left the theatre with smiles on their faces.
3 During the lesson, she sat _____, not noticing the teacher's question.
4 That is a famous _____ novel about a girl growing up in the American South.
5 He was a real _____ . He was always bragging about his grades.

ninety-three 93

Разноврсност задатака (допуњавање, повезивање, проналажење грешака, писање реченица, личне реакције, мишљења, креативни одговори...) **омогућава индивидуализацију и диференцијацију наставе.**

So, use it, don't lose it! – kreativni zadaci koji vode učenike kroz zanimljive situacije koje **podstiču aktivno korišćenje jezika** i povezuju ga sa stvarnim životom. Motiviraju učenike, utvrđuju i **osnažuju stечena знања** i doprinose razvijanju kritičkog mišljenja i sposobnosti rešavanja problema.

Time to write – примери kratkih eseja ili opisa za **razvoj produktivne vешtine pisaња**.

ЗА НАСТАВНИКЕ

Sprint 1–4

УЏБЕНИК • РАДНА СВЕСКА • TEACHER'S BOOK • ФАСЦИКЛА И УСБ СА ДОДАТНИМ МАТЕРИЈАЛИМА • ПЕДАГОШКИ ДНЕВНИК • ПОСТЕР ЗА УЧИОНИЦУ • THE GREAT VERB GAME



УСБ са додатним материјалима садржи:

- предлоге годишњег плана, месечних планова рада наставника и микроплан;
- предлоге дневних припрема за час;
- аудио-записе из уџбеника и радне свеске;
- предлоге тестова.



Посвећени смо иновативном, персонализованом, инклузивном образовању и друштвено одговорни за стварање боље будућности.

- **Савремени уџбеници** – занимљиви примери заинтересоваће ученике за активно учествовање на часу
- **Корисни наставни материјали** – унапредите и олакшајте свој посао
- **Препоруке наших корисника** – сазнајте зашто су задовољни
- **Поуздани партнер** – испорука свих уџбеника и додатних материјала на време
- **Вулкан знање** – највећи домаћи издавач уџбеника за основну школу

Увек вам стојимо на располагању, за све додатне информације.



Вулкан знање

Господара Вучића 245 б
11000 Београд



011/74-56-025



office@vulkanznanje.rs



www.vulkanznanje.rs



vulkanznanje



@vulkan_znanje