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Енглески језик за 6. разред основне школе, шеста година учења

УЏБЕНИК



6 Build your competences

National Parks in the USA

Warm up

1 Look at the pictures of the American national parks. Which park do sentences 1, 2, 3 refer to?
 1 It's the oldest national park in the world.
 2 It's home to crocodiles and alligators.
 3 It's the result of 17 million years of erosion.

Reading

2 Read the text and check your answers.

Are you going to visit the USA with your family? Don't you visit one of its national parks? Do you know the Everglades? The largest subtropical wilderness in the USA and the only ecosystem in the world where dolphins and crocodiles coexist? It's also unique because the water table in Florida rises and falls with the Gulf of Mexico. You can take a canoe or kayak and explore the Everglades. You can also rent a bicycle, canoe or kayak and explore the Everglades. You can also rent a bicycle, canoe or kayak and explore the Everglades. You can also rent a bicycle, canoe or kayak and explore the Everglades.

Listening

4 Listen to Jonathan talking to his friend Sally about his summer holiday plans and complete the file.

Speaking

5 Pairwork Talk to your partner about your plans for your next holiday. Ask and answer questions using the going to and the expressions in the box.

Writing

6 Write an email to a foreign friend telling your plans for the summer. Use the guidelines in exercise 5.

Tasks specially designed to help you prepare for the official tests **K** - A2 Key (Cambridge English) and **T** - Trinity English exams.

Build your competences
 Practising all four language skills through culture topics and CLIL.

Test your competences and Extra practice

Every two units, recapitulative exercises with self-evaluation. In the **Extra practice** section you will be able to practise with activities aimed at the preparation for certifications.

7-8 Test your competences

Vocabulary

1 Complete the words related to restaurant menus with the missing letter:
 1 s... ..
 2 m... ..
 3 d... ..
 4 s... ..
 5 b... ..

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

Functions

3 Answer the questions with your own information.
 1 What are you doing this weekend?
 2 What homework do you usually need help with?
 3 How are you ready to study?
 4 What are your school rules?
 5 What are you going to do this summer?

Grammar

4 Complete the sentences with the correct indefinite pronoun.
 1 I opened the door, but ... was at home.
 2 ... was ready for the party-food and drink, music, etc.
 3 I must ask ... for help.
 4 Is there ... to tell and drink?
 5 I looked ... for my keys.

Self-evaluation

1 Excellent
 2 Good
 3 Satisfactory
 4 Needs improvement
 5 Just pass

Extra practice 7-8

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

THE TRAIN RESTAURANT	
STARTERS	
Tomato soup	£1.50
French onion soup	£2.00
Mushroom soup	£2.50
Chicken noodle soup	£3.00
MAIN COURSES	
Grilled fish and potatoes	£5.50
Roast chicken and rice	£6.00
Vegetable pasta	£3.50
Chicken and tomato pizza	£5.00
DESSERTS	
Fruit salad without cream	£1.50
Fruit salad with cream	£2.00
Lemon cake	£2.50
Chocolate cake	£3.00
DRAWINGS	
Mint tea	£1.00
Fresh orange juice	£1.50
Lemonade	£1.25
Green tea	£1.00

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

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

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

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

2 In the UK, you have to be 18 to ...
 A buy
 B drive
 C go in a car
 D sit at a table
 3 You mustn't drop ... in public.
 A animals
 C litter
 B balls
 D water

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

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

6 Which is correct?
 A The food is delicious!
 B The food is lovely!
 C The food is noisy!
 D The food is comfortable.

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

8 How about a piece of cake?
 A I don't have to.
 B I have to.
 C I must.
 D I don't have to.

9 Who is ... today?
 A an actor
 B an artist
 C a comedian
 D a singer

A Poem to Remember...

Learn a meaningful classic poem with **Sprint!**

A Poem to Remember...

Pure Imagination

Come with me and you'll be
 In a world of pure imagination
 Take a look and you'll see
 Into your imagination
 Let's begin with a spin
 Twirling in that world of my creation
 Let's let's see what we'll find
 Exploration

(Refrain)
 If you want to stay prettier
 Simply look around and view it
 Anything you want to do it
 Let's let's change that world, let's make it
 Exploration

There is one life I know
 To cooperate with pure imagination
 Using those words be free
 If you truly want to be

(Refrain)
 There is one life I know
 To cooperate with pure imagination
 Using those words be free
 If you truly want to be

By: Lisa Lisa

Culture and Festivals

At the end of your book, a section dedicated to the culture, history and main festivals of the English-speaking world will enable you to examine and compare different cultures.

Culture

American history timeline

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

Pre-1800: Native Americans
 Between 30,000 and 15,000 BC, the first humans migrated to America probably from Asia and Europe. Immigrants came to Mexico via the Arctic and North Pacific coasts, gradually moving south and east. These were the ancestors of Native Americans. Their common regional origin gave them similar physical characteristics, but they spoke different languages. Many of them sadly died after the European colonisation.

1775-1800: American Civil War
 In this period the US was divided: the northern states were industrialised while the southern states still depended on agriculture and enslaved African slaves on that plantations. The abolitionists formed the Republican Party to fight slavery. Abraham Lincoln became the first president in 1860 and 11 southern states left the Union and formed the Confederate States of America. A civil war broke out. In 1865, the Republicans won the war and abolished slavery but President Lincoln was assassinated.

1900-2000: Wars and protests
 After World War I the 1920s and 30s experienced prohibition, increased regional crime and the Great Depression. When the Japanese attacked Pearl Harbour, Hawaii, in 1941, the US entered World War II, helping to defeat the Germans and forcing the Japanese to surrender. By 1945 the war was over on Hiroshima and Nagasaki. The Cold War developed between the US and the USSR. It ended in 1989 with the Fall of the Berlin Wall. The Black Civil Rights movement successfully campaigned for a new Civil Rights Act, ending discrimination.

2000-present: Modern times
 The beginning of the 21st century saw one of the most tragic events in US modern history: the terrorist attack of September 11, 2001 on the Twin Towers that caused thousands of deaths and the beginning of the War in Afghanistan. Osama Bin Laden was taken to the place where the Towers once stood and where today a new skyscraper - the Freedom Tower - commemorates the first towers and its victims. In 2008, the US and the rest of the world experienced a serious financial crisis. Democratic Barack Obama became the first Black president of the USA.

More dates...

1771 Benjamin Franklin founded the first American public library in Philadelphia.
 1773 The Boston Tea Party: activists disguised as Mohawk Indians threw 342 containers of tea into Boston Harbor in protest at the tax laws. It was the beginning of the War of Independence.
 1900 Women gained the right to vote in the USA.
 1968 Black civil rights leader Martin Luther King was assassinated.
 1969 US astronaut Neil Armstrong became the first person to walk on the Moon.
 2005 Hurricane Katrina killed hundreds of thousands of people and destroyed houses in Louisiana.
 2016 Hillary Clinton was the first woman to run for president in USA.

COMPARING CULTURES

1 Is the history of the two countries similar or different? How?
 2 Who were the original settlers in your country? When and where did they arrive from?
 3 Who colonised your country?
 4 Was there a war for independence or a civil war in your country?
 5 Who was a civil rights activist in World War I and World War II?
 6 Was there a civil rights movement in your country?
 7 What was the most important events in your country's history?

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- *love / like / prefer / hate* + gerund / noun
- *be crazy about / fond of / mad about* + gerund / noun
- Countable and uncountable nouns
- Plural of nouns
- *a / an, some, any, much, many, a lot of, few / a few, little / a little, plenty of*
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Unit

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Grammar

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• questions

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The definite article *the* with places in town

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Functions

- Introducing family members
- Talking about possessions
- Talking about likes and dislikes
- Talking about quantities
- Talking about present events

Pronunciation	Functions	Build your competences	Resources
/l/ and /r/	Talking about how you do things	<p>Culture: Housework in the USA</p> <p>Reading: Understanding a text about the household chores of American teenagers</p> <p>Listening: Understanding an interview on the habits of American teenagers</p> <p>Speaking: Making a conversation about the habits of one's family</p> <p>Writing: Writing an email on the family life in one's country</p>	<p>WORKBOOK</p> <p>Grammar reference</p> <p>Sections 1-3</p>
/w/	Talking about past events	<p>CLIL – History: Child labour</p> <p>Reading: Understanding a text about child labour during the Victorian age</p> <p>Listening: Understanding a dialogue on child labour during the Victorian age</p> <p>Speaking: Making a conversation about child labour today</p> <p>Writing: Writing a letter reporting what has been discussed regarding child labour today</p>	<p>WORKBOOK</p> <p>Grammar reference</p> <p>Sections 4-5</p>
/aɪ/, /eɪ/, /ɔɪ/	Telling a story	<p>Culture: Urban youth styles</p> <p>Reading: Understanding a text about youth trends in the past</p> <p>Listening: Understanding a tale on New York's urban style</p> <p>Speaking: Answering questions about your city</p> <p>Writing: Writing a letter describing a city of your choice with guidelines</p>	<p>WORKBOOK</p> <p>Grammar reference</p> <p>Sections 6-8</p>
/əʊ/ and /aʊ/	Asking for information	<p>CLIL – Art: American and British landmarks</p> <p>Reading: Understanding a text about famous locations in the USA</p> <p>Listening: Understanding a tour guide describing Trafalgar Square</p> <p>Speaking: Making a conversation about the given information</p> <p>Writing: Writing a short text with guidelines, describing a monument in your city</p>	<p>WORKBOOK</p> <p>Grammar reference</p> <p>Sections 9-10</p>

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5 The natural world p. 62	Natural places Wild animals	Comparative adjectives (all forms) <i>(not) as...as</i> Superlative adjectives (all forms) <i>less / the least</i> The definite article <i>the</i> with geographical names
6 Holidays p. 72	Holiday accommodation Holiday activities	<i>be going to</i> • affirmative and negative forms • questions <i>How about...? Why...? Let's...</i>
Test your competences 5-6 p. 82		Extra practice 5-6 p. 83
7 Eating out p. 84	Places to eat Menus	<i>Present continuous</i> for future arrangements <i>Present continuous</i> for the future and <i>be going to</i> <i>can</i> for present ability, permission and possibility Indefinite pronouns
8 Rules and regulations p. 94	Rules and regulations Holiday equipment	<i>have to / don't have to</i> for obligation and necessity <i>must</i> for rules and obligations <i>mustn't</i> for rules – to talk about what is not permitted
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Extra functions 5 - 6 p.117	Grammar <i>could</i> for past ability and present / future possibility • <i>will be able to</i> for future ability • <i>can, could, will</i> for requests and offers • Pronouns <i>one / ones</i>	
Extra functions 7 - 8 p.120	Grammar <i>had to, will have to</i> • Relative pronouns <i>who, which, that, where</i> • <i>should, have to</i> and <i>must</i> for advice • <i>may, might</i> and <i>could</i> for suggestions	
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Pronunciation	Functions	Build your competences	Resources
Word stress	Making comparisons	Culture: Popular trends Reading: Understanding a text about fashionable items among teenagers in the past and today Listening: Understanding people talking about their favourite objects Speaking: Describing an object and inviting your friend to guess what it is Writing: Writing a letter describing fashionable objects in your country	WORKBOOK Grammar reference Sections 11-14
/u:/ and /ʊ/	Talking about future intentions	Culture: National parks in the USA Reading: Understanding a text about American national parks Listening: Understanding a dialogue talking about a future holiday Speaking: Making a conversation about organizing future events Writing: Writing an email about your summer plans	WORKBOOK Grammar reference Section 15

/g/ and /k/	Ordering food over the phone	Culture: Wild London Reading: Understanding a text about wild animals in London Listening: Understanding a tour guide talking about imperial ravens at the Tower of London Speaking: Making a conversation about wild animals in one's city Writing: Writing a short description of wild animals in one's city	WORKBOOK Grammar reference Sections 16-19
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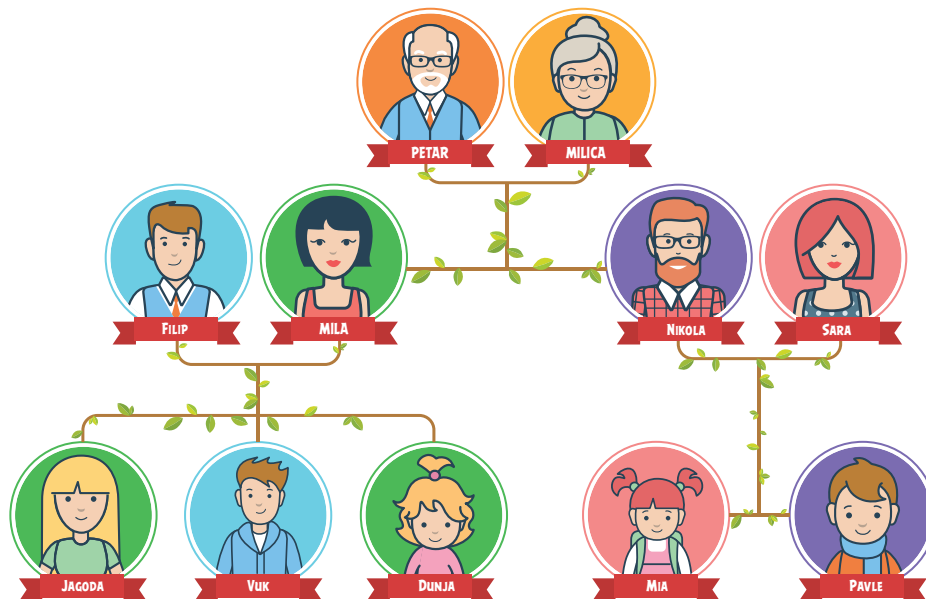
Silent letter sounds	Talking about school rules	Culture: Legal age limits Reading: Understanding a text about some age restrictions enforced by the law in the United Kingdom Listening: Understanding a dialogue about some age restrictions enforced by the law Speaking: Making a conversation on age restrictions in the United Kingdom Writing: Writing a brief text with guidelines on the age restrictions in your country	WORKBOOK Grammar reference Sections 20-21
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Functions Talking about past habits • Talking about experiences	WORKBOOK Grammar reference Sections 22-24
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Functions Talking about past and future ability and present/future possibility • Requests and offers	WORKBOOK Grammar reference Sections 29-31
Functions Talking about past and future obligation or necessity • Advice and suggestions	WORKBOOK Grammar reference Sections 32-36

Starter Unit

We're a happy family

JAGODA'S FAMILY TREE



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

- 1 How many people are there in Jagoda's family tree?
- 2 What are her parents' names?
- 3 What are her grandparents' names?
- 4 What's her brother's name?
- 5 What's her sister's name?
- 6 How many cousins has Jagoda got?
- 7 What are her cousins' names?
- 8 Whose children are Mia and Pavle?
- 9 Whose parents are Filip and Mila?

Remember!

Possessive 's

Jagoda's family tree...
Her brother's name is...
Her cousins' names are...
The children's names are...
Nikola and Sara's children are...

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

grandson nephew granddaughter niece ~~grandchild~~

- 1 The child of someone's daughter or son is their g r a n d c h i l d.
- 2 The daughter of someone's son or daughter is their g _____.
- 3 The son of someone's son or daughter is their g _____.
- 4 The son of your mum's or dad's sister or brother is their n _____.
- 5 The daughter of your mum's or dad's sister or brother is their n _____.

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

- 1 Pavle / Milica and Petar Pavle is Milica and Petar's grandson.
- 2 Dunja / Petar and Milica _____.
- 3 Mia / Filip _____.
- 4 Vuk / Sara _____.



Kragujevac



Gruža Lake

4 Read the text about Jagoda's family and put a tick (✓) if the sentence is true.

My name's Jagoda. I'm 12, and I'm from Kragujevac, Serbia. I want to introduce my family to you. There are five people in my family – my parents, my brother, my sister and I. My mum's name is Mila, she's 36. My dad's name is Filip, he's 38. My brother's name is Vuk, he's 13 and my sister's name is Dunja. She's 5. We're all very different, but there are some things we like doing together.

We've got lots of pets and my sister enjoys playing with them in the garden. My brother likes sports, he's mad about basketball, but I prefer walking in nature. My dad is crazy about fishing, and my mum is very fond of swimming.

We all like spending time together as much as possible. We have our meals together at the weekend. My parents hate using the mobile during meals, so one of our home rules is 'Mobiles are on silent mode during meals'.

Since we're all nature-lovers, our favourite activity is going to Gruža Lake which is 21 km far from Kragujevac. We enjoy being together and having fun there.

- 1 Jagoda lives in Kragujevac.
- 2 Jagoda's brother is into sports.
- 3 Jagoda's parents like fishing.
- 4 All Jagoda's family love animals.
- 5 All Jagoda's family enjoy spending time together.

Glossary

be fond of	=	_____
be mad about	=	_____
prefer	=	_____



LEARN TO LEARN

We usually use **gerund (verb + -ing)** after **like, love, hate** and **prefer** when the meaning is general:

*I hate / like / love / prefer **dancing**.*

We use **gerund** with expressions such as **be crazy about / fond of / mad about**:

*I'm fond of / mad about / crazy about **watching** movies.*

We also use **nouns** after **like, love, hate** and **prefer** as well as with **be crazy about / fond of / mad about**:

*I like / love / hate / prefer **maths**.*

*I'm mad about / crazy about / fond of **tennis**.*

5 Complete the sentences with the words from Jagoda's text.

- 1 Vuk likes _____, he is mad about _____.
- 2 Dunja enjoys _____ with pets in the garden.
- 3 Jagoda prefers _____ in nature.
- 4 Jagoda's mum is fond of _____, and her dad is _____ about fishing.
- 5 Jagoda's parents hate _____ the mobile during meals.

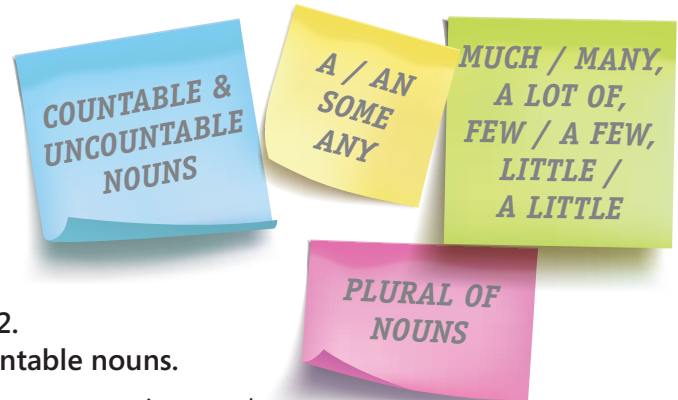
6 Pairwork Match 1 – 8 with a – h. Then ask and answer the questions with your partner. Where possible, use the verbs and expressions in the LEARN TO LEARN box in your answers.

- | | |
|------------------------------|--|
| 1 How many people <u>c</u> . | a are your parents? |
| 2 What are your _____ | b pets? |
| 3 How old _____ | c are there in your family? |
| 4 Have you got _____ | d parents' names? |
| 5 What are _____ | e do you like doing together? |
| 6 Have you got any _____ | f of your family members like doing? |
| 7 What does each _____ | g brothers and sisters? |
| 8 Which things _____ | h their names? |

Let's talk about nouns and quantities!

Warm-up!

Imagine that you are preparing for your English test. Look at the notes. Which things are you already familiar with? Which things are new for you?



- 1 Circle the correct words in sentences 1 and 2. Then write C for countable and U for uncountable nouns.

- Countable nouns are for things we *can* / *cannot* count using numbers.
- Uncountable nouns are for things we *can* / *cannot* count using numbers.

1 desk <u>C, desks</u>	10 piano ___
2 computer ___	11 city ___
3 time ___	12 bush ___
4 money ___	13 hero ___
5 playground ___	14 leaf ___
6 homework ___	15 roof ___
7 weather ___	16 photo ___
8 knowledge ___	17 deer ___
9 man ___	18 air ___

- 2 Write plural forms next to the countable nouns.

- 3 Study the *Tricky uncountable nouns!* box and the table. Then complete the sentences with *a / an, some* or *any*.

- There's a big gym in our school.
- Is there _____ IT room in your school?
- Have you got _____ homework today?
- There are _____ exercises I can't do.
- You look really exhausted after our P.E. class. Would you like _____ orange juice?
- You look really exhausted after our P.E. class. Shall I buy you _____ can of orange juice?
- I've got _____ information for you.
- Could you give me _____ advice?

Tricky uncountable nouns!

Some nouns such as *advice, information, news, etc.* are countable in other languages, but they are not in English, so they follow the rules for uncountable nouns:

1 I've got *some advice* for you.

NOT: *an advice*

2 I need *some information*.

NOT: *an information*

3 There *is some* good *news* for you.

NOT: *There is a good news...*

When we want to make these things countable, we use the word *piece*:

1 I've got a *piece of advice* / *information* / *news* for you.

2 I've got two *pieces of advice* / *information* / *news* for you.

NOT: *two advices / informations / news*

Sentences	Countable singular nouns	Countable plural nouns and uncountable nouns	
	a/an	some	any
Affirmative	✓	✓	
Negative	✓		✓
Questions	✓		✓
Offers and requests	✓	✓	