

H. G. Mitchell – Marileni Malkogianni

STUDENT'S BOOK


mm
publications



DATASTATUS

ЕНГЛЕСКИ ЈЕЗИК
за 8. разред основне школе,
осма година учења
Уџбеник

4

PORTAL TO ENGLISH

Portal to English 4

Енглески језик за осми разред основне школе, осма година учења
Уџбеник

Издавач

Data Status, Београд
www.datastatus.rs
тел. 0800 300 033 (бесплатан позив)

За издавача

Предраг Ђурковић

Главни уредник

Предраг Ђурковић

Аутори

Мичел, Х. К. (H. Q. Mitchell)
Марилени Малкођани (Marileni Malkogianni)

Рецензенти

др Ненад Миладиновић, професор енглеског језика у ОШ “Трећи крагујевачки батаљон” у Крагујевцу
Ивана Милошевић, професор енглеског језика у Математичкој гимназији у Београду
Ирена Миладиновић, професор енглеског језика у ОШ “Наталија-Нана Недељковић” у Крагујевцу

Штампано у Европској унији

Тираж

5.000 примерака

Београд
2021.

ISBN 978-86-7478-732-8

Copyright © 2021 MM Publications

Сва права задржана. Ниједан део ове књиге не може бити репродукован, снимљен или емитован на било који начин: електронски, механички, фотокопирањем или другим видом, без писане дозволе издавача.

Одобрено решењем Министарства просвете, науке и технолошког развоја Републике Србије бр. 650-02-00105/2020-07 од 27.08.2020.

CIP - Каталогизација у публикацији
Народна библиотека Србије, Београд

37.016:811.111(075.2)

МИЧЕЛ, Х. К.

Portal to English 4: енглески језик за 8. разред основне школе: осма година учења: уџбеник = student's book / H. Q. Mitchell, Marileni Malkogianni. - Београд: Data status, 2021 (ЕУ). - 148 стр.: илустр.; 30 cm

Тираж 5.000. - Worldlist: стр. 130-139.

ISBN 978-86-7478-732-8

1. Малкођани, Марилени [аутор]

COBISS.SR-ID 34926857

C2205002021-19495

H. G. Mitchell – Marileni Malkogianni

STUDENT'S BOOK


mm
publications



DATASTATUS




















ЕНГЛЕСКИ ЈЕЗИК
за 8. разред основне школе,
осма година учења
Уџбеник

4

PORTAL TO ENGLISH

























CONTENTS

Modules	Vocabulary	Grammar	Functions	Reading
<p>Hello p. 6</p>	<ul style="list-style-type: none"> Classroom objects Classroom language 	<ul style="list-style-type: none"> Question Words Possessive Case Possessive Adjectives - Personal/Possessive Pronouns Imperative 	<ul style="list-style-type: none"> Introducing oneself Exchanging basic personal information Expressing possession Identifying objects Understanding classroom language 	
<p>1 BE YOURSELF p. 7</p>	<ul style="list-style-type: none"> Compound adjectives Words easily confused Phrases expressing likes and dislikes Lexical set: Colours Adjectives Words/Phrases related to fashion 	<ul style="list-style-type: none"> Present Simple vs Present Progressive Stative Verbs Comparisons Past Simple 	<ul style="list-style-type: none"> Distinguishing between permanent and temporary situations Discussing future plans and arrangements Guessing the meaning of unknown words/phrases Making comparisons Expressing like and dislike Making suggestions, agreeing/disagreeing with a suggestion Discussing past habits and events Locating and understanding information on receipts and web pages, and in emails, notes, etc. Expressing opinion 	<ul style="list-style-type: none"> A magazine page: <i>Express your creativity</i> Different short texts (post on social media app, receipt, text message, search engine results, note, email) A quiz about colours
<p>2 AMAZING FEATS p. 21</p>	<ul style="list-style-type: none"> Word building: opposites with the negative prefixes <i>dis-</i> and <i>mis-</i> Words easily confused Words that can be both verbs and nouns Collocations with 'hold', 'break' and 'set' Personality adjectives Words related to accidents and injuries 	<ul style="list-style-type: none"> Countable and uncountable nouns Past Simple - Past Progressive 	<ul style="list-style-type: none"> Guessing the meaning of unknown words/phrases Expressing quantity Describing personality Interrupting politely Gaining time to think Locating important facts in newspaper clippings Narrating past events and experiences Sequencing events Expressing feelings 	<ul style="list-style-type: none"> A magazine article: <i>From the weird and wonderful to the strange and shocking</i> Two newspaper clippings describing survival stories
<p>3 NATURE ALL AROUND p. 35</p>	<ul style="list-style-type: none"> Geographical features 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> Collocations and words related to the environment 	<ul style="list-style-type: none"> can / could / be able to can / could / may / will / would must / have to / need (to) / can't may / might / could must / can't had better / should / ought to Present Perfect Simple vs Past Simple 	<ul style="list-style-type: none"> Expressing ability in the present, past and future Expressing polite requests and demands Expressing obligation, prohibition and absence of necessity Expressing possibility and making deductions Guessing the meaning of unknown words/phrases Expressing preference Expressing threat or warning Expressing opinion and giving advice Expressing agreement and disagreement Linking past and present time Analysing a character 	<ul style="list-style-type: none"> A blog: <i>In really hot water!</i> An extract from a short story

Listening	Speaking	Writing	21 st century competencies
			
<ul style="list-style-type: none"> • People talking in different situations • A radio programme with a colour expert • People talking in different situations 	<ul style="list-style-type: none"> • Pair work: Discussing different activities, expressing opinion and reaching a decision • Group work: Discussing fashion 	<ul style="list-style-type: none"> • An informal email (I) (based on prompts) Developing skills: • Focusing on features of an informal email (sender-receiver, content, language) • An informal email (II) Developing skills: • Focusing on features of an informal email (purpose, content, language, layout) • Using set expressions/phrases to give news, to make a request, to agree to a request and to refuse a request 	    
<ul style="list-style-type: none"> • A radio interview about world records concerning animals • People talking in different situations • A conversation between two friends about an experience 	<ul style="list-style-type: none"> • Presentation: Presenting information about world records • Group work: Discussing pictures: Two amazing feats • Group work: Speculating about a picture and making up a story 	<ul style="list-style-type: none"> • Doing research and writing short paragraphs about two world records • A description of a person Developing skills: • Supporting an opinion • A story Developing skills: • Using linking words/phrases (time, contrast, cause - reason) • Brainstorming using a diagram 	      
<ul style="list-style-type: none"> • A radio interview with a landscape photographer • Four short conversations between a teacher and students • A woman talking to the team leaders of a beach clean-up 	<ul style="list-style-type: none"> • Pair work: Talking about pets and animals • Pair work: Discussing ways to learn about animals • Group work: Talking about activities that benefit the environment 	<ul style="list-style-type: none"> • An online comment/post Developing skills: • Using linking words/phrases (to express opinion, to disagree politely, to emphasise) • A formal email asking for and giving information Developing skills: • Distinguishing between formal and informal language • Using indirect questions • Using linking words/phrases (to list ideas) 	     

CONTENTS

Modules	Vocabulary	Grammar	Functions	Reading
<p>4</p> <p>TIME FOR A HOLIDAY!</p> <p>p. 49</p>	<ul style="list-style-type: none"> Compound nouns Word building: nouns referring to people (-er, -or, -ist) Word building: verbs, nouns and adjectives with the prefix re- Word building: nouns ending in -ion, -ation, -ment Language related to travelling by plane and train 	<ul style="list-style-type: none"> Future <i>will</i> Future <i>be going to</i> Conditional Sentences Types 0, 1 and 2 Prepositions of Place - Prepositions of Movement 	<ul style="list-style-type: none"> Referring to the future Guessing the meaning of unknown words/phrases Expressing hypotheses about what is likely or unlikely to happen in the future Using descriptive language Understanding announcements Discussing the positive and negative aspects of an issue, and expressing opinion Referring to the location of objects 	<ul style="list-style-type: none"> A Q&A column of a magazine: <i>All about space tourism</i> Descriptions of Tokyo tours
<p>5</p> <p>KILLING TIME</p> <p>p. 63</p>	<ul style="list-style-type: none"> Word building: opposites with negative prefixes (-un, -in, -il, -ir, -im) Phrases with 'take' Idioms Adjectives + prepositions Words easily confused 	<ul style="list-style-type: none"> Definite article 'the' Exclamatory sentences Full/Bare Infinitive -ing form 	<ul style="list-style-type: none"> Emphasising Expressing surprise, alarm and joy Asking for clarification and repetition Expressing opinion 	<ul style="list-style-type: none"> A magazine article: <i>Flying on a VR ride</i> Short descriptions of teenage clubs
<p>6</p> <p>SHOP TILL YOU DROP?</p> <p>p. 77</p>	<ul style="list-style-type: none"> Words easily confused Words/Phrases related to shopping Word building: adjectives, nouns and verbs with the prefixes <i>under-</i> and <i>over-</i> Words describing defective items 	<ul style="list-style-type: none"> Passive Voice All / Both / Neither / None / Either 	<ul style="list-style-type: none"> Guessing the meaning of unknown words/phrases Emphasising an action rather than the doer of the action Carrying out transactions in shops Describing an object Expressing opinion Understanding advertisements and online reviews 	<ul style="list-style-type: none"> A magazine article: <i>My Black Friday</i> 3 short texts (advertisement, email, magazine article)
<p>7</p> <p>TECH IT EASY</p> <p>p. 91</p>	<ul style="list-style-type: none"> Words related to computers Phrases and expression with <i>get</i> Verbs + prepositions Word building: nouns ending in -ness, -ity 	<ul style="list-style-type: none"> Reported Speech (Statements, Commands, Requests, Questions) so / neither / too / either 	<ul style="list-style-type: none"> Reporting Guessing the meaning of unknown words/phrases Expressing opinion Expressing result/consequence Expressing agreement/disagreement 	<ul style="list-style-type: none"> A magazine article: <i>Three teens, three great ideas</i> A journal interview about Artificial Intelligence

Listening	Speaking	Writing	21 st century competencies
<ul style="list-style-type: none"> • Four monologues (people talking about tourists in their hometown) • People talking in different situations • A conversation between a travel agent and a customer 	<ul style="list-style-type: none"> • Group work: Comparing different types of holiday • Pair work: Role play situations 	<ul style="list-style-type: none"> • A leaflet about a place of interest <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on the features of a leaflet (headings, descriptive language) <ul style="list-style-type: none"> • An essay (discussing advantages and disadvantages) <p>Developing skills:</p> <ul style="list-style-type: none"> • Using linking words/phrases (to express contrast, to give examples, to sum up) • Brainstorming ideas 	      
<ul style="list-style-type: none"> • People talking in different situations • A conversation about fan fiction • A commercial advertising an upcoming TV programme 	<ul style="list-style-type: none"> • Pair work: Talking about ways of experiencing music • Class discussion: Talking about music • Pair work: Comparing and contrasting photographs: two different forms of entertainment 	<ul style="list-style-type: none"> • An article describing an event <p>Developing skills:</p> <ul style="list-style-type: none"> • Using different ways to attract the reader's attention • Brainstorming and organising ideas with the help of an outline <ul style="list-style-type: none"> • A film review <p>Developing skills:</p> <ul style="list-style-type: none"> • Using positive and negative adjectives 	    
<ul style="list-style-type: none"> • An announcement at a supermarket • A conversation between a couple at a supermarket • People talking in different situations • A woman talking about her shopping habits 	<ul style="list-style-type: none"> • Class discussion: Speculating about a picture • Pair work (Role play): Making a complaint at a shop • Class discussion about gifts • Pair work: Making a decision: Choosing the best gift for a friend 	<ul style="list-style-type: none"> • An online review <p>Developing skills:</p> <ul style="list-style-type: none"> • Using paragraph headings • Focusing on the language and content <ul style="list-style-type: none"> • An article <p>Developing skills:</p> <ul style="list-style-type: none"> • Using a variety of vocabulary and structures • Brainstorming and organising ideas 	      
<ul style="list-style-type: none"> • Five monologues (people talking about science fiction) • A conversation between two friends about drones • People talking in different situations 	<ul style="list-style-type: none"> • Speculating about pictures • Pair work: Making decisions (matching a person with smart devices) 	<ul style="list-style-type: none"> • A blog entry <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on conversational language • Using 'strong' adjectives <ul style="list-style-type: none"> • An essay (expressing an opinion) <p>Developing skills:</p> <ul style="list-style-type: none"> • Using linking words/phrases (to express result/ consequence) • Using topic sentences 	    

Hello

About me



Match.

1. What's your name?
2. What does your sister look like?
3. Who do you look like in your family?
4. How do you spell your first name?
5. Who's that?
6. Where do you live?
7. When do you play basketball?
8. Which pair of trainers do you like?
9. Why are you wearing your backpack?



- a. My mother. We both have blue eyes and dark hair.
- b. The red ones.
- c. She has long, fair hair and blue eyes.
- d. It's my best friend, Jake.
- e. Because I have an English lesson in fifteen minutes.
- f. Tom.
- g. On Abbey Road.
- h. On Saturdays.
- i. S-A-L-L-Y.

At school

A Circle the correct option.

1. **John / John's** desk is brown.
2. The **children / children's** books are on the table.
3. My **friends' / friends** are in a different class.
4. Our school is a ten **minutes / minutes'** walk from home.
5. Kevin is a classmate of **Susan / Susan's**.
6. The **windows / windows'** of the school are big.
7. **Stan's and Kevin's / Stan and Kevin's** teacher is Mrs Harrison.
8. **Lisa's and Jane's / Lisa and Jane's** bags are over there.

POSSESSIVE CASE

The girl's tablet is new.
The boy's bedroom is small.
The men's pencils are yellow.
Kelly's and Patty's bikes are over there.
Julie and Brian's father is 42 years old.
The door of our house is green.

Taylor is a friend of Peter's.
The park is a couple of minutes' / half an hour's, etc. walk from our house.

B Choose a, b or c.

1. **A:** Where is 1 _____ ruler?
B: Is this 2 _____ ruler?
A: No, it isn't. 3 _____ have a blue ruler.
 2. **A:** Is this Tina's notebook?
B: No, it isn't. 4 _____ is red.
 3. **A:** Is room four 5 _____ classroom?
B: No, room six is 6 _____.
 4. This isn't 7 _____ pencil.
8 _____ is yellow.
- | | |
|----------------------------------|-------------------------------|
| 1. a. my b. mine c. I | 5. a. we b. our c. ours |
| 2. a. you b. your c. yours | 6. a. we b. our c. ours |
| 3. a. I b. My c. Mine | 7. a. I b. my c. mine |
| 4. a. She b. Her c. Hers | 8. a. I b. My c. Mine |

POSSESSIVE ADJECTIVES - PERSONAL/POSSESSIVE PRONOUNS

• She is Lisa. This is her book. The book is hers.

Classroom language

IMPERATIVE

Affirmative → Write in your notebook!
Negative → Don't write in your notebook!

Read the sentences. Who usually says them? Write **T** for Teachers, **S** for Students or **B** for Both.

- | | | | |
|----------------------------------|-----------------------|------------------------------|-----------------------|
| 1. Open your books. | <input type="radio"/> | 6. What does this word mean? | <input type="radio"/> |
| 2. Don't speak in... | <input type="radio"/> | 7. Be quiet, please. | <input type="radio"/> |
| 3. Can I go out? | <input type="radio"/> | 8. I don't know. | <input type="radio"/> |
| 4. How do you say... in English? | <input type="radio"/> | 9. Can you repeat that? | <input type="radio"/> |
| 5. Listen to the recording. | <input type="radio"/> | 10. Any questions? | <input type="radio"/> |

1 BE YOURSELF

Discuss:



Read the quotations and answer the following questions.

- How would you describe yourself? Would you like to be different? How?
- How do you like to express your creativity?
- Do you like to stand out or be part of the crowd?

THE BIGGEST CHALLENGE OF LIFE IS TO BE YOURSELF IN A WORLD THAT IS TRYING TO MAKE YOU LIKE EVERYONE ELSE

— ANONYMOUS —

BE YOURSELF, BUT ALWAYS YOUR BETTER SELF.

— Karl Maeser —

CREATIVITY ----- IS ----- INTELLIGENCE HAVING FUN.

— Albert Einstein —

BE YOURSELF BECAUSE AN ORIGINAL IS WORTH MORE THAN A COPY

— Suzy Kassem —



In this module you will...

- talk about ways people express their individuality and creativity, and about hobbies and fashion
- learn to distinguish between permanent and temporary situations
- learn to make comparisons
- learn to express likes and dislikes
- learn to make suggestions, and to agree or disagree with suggestions
- learn to refer to past habits and events
- locate and understand information on receipts and web pages, and in emails, notes, etc.
- learn to write an informal email
- learn to express enthusiasm, give news, make a request and agree to or refuse a request

1a

Read

A Discuss.

- Do you have a hobby?
- Do you think your hobby helps you express your creativity?  

TIP!

- Don't panic if you see unknown vocabulary. You don't have to know the meaning of every single word to understand the text.
- Decide which words are important for understanding the text, and try to guess what they mean.

B Read the texts A-D and match them with the pictures 1-4.

Express your creativity

A 

I've combined my two favourite hobbies: jewellery making and video making. I make five-minute video tutorials that show people how to make earrings, bracelets and other pieces of jewellery – all of them one of a kind – and I post them online. I'm currently trying to find ways to improve my videos and make them more interesting. There's a lot to consider when you make your own videos. You are responsible for sound and lighting as well as writing your script and 'directing' your video. I can't **complain**, though, because it makes me more creative, and I learn something new every day! The best part is getting **comments** and messages from my viewers who say how helpful and entertaining the videos are.



IRIS, 16

C 

I grew up in a **household** with lots of musical instruments, since both of my parents are musicians, so I came into contact with different kinds of music. I think music is one of the greatest forms of expression. When you hear a song, it can change your **mood** immediately! That's how I started mixing my own music. Audio mixing is something you can easily do with a computer program. It helps you **blend** different songs and musical instruments together and create something completely new! I'm thinking of sharing my music on social media, but what if people don't like it?



ARCHIE, 16

B 

Art has always been a way for me to express my feelings. I always remember myself drawing, especially whenever I got sad or angry. A few years ago, my parents gave me a drawing tablet as a gift. In the beginning, drawing on it wasn't very easy, because it's different from drawing on a piece of paper. To begin with, you have to look at your computer screen while you draw, instead of the tablet. Now I've learnt how to use it, and I also use special **software** to edit my art. I sometimes post my work online, and I love it when I see other people sharing it. I wish I could become a famous artist someday!



TREVOR, 15

D 

I spend a lot of my free time writing short stories. I have always been kind of shy, not hanging out with lots of other people very often, so writing has been an outlet for me. A few years ago, I started a blog because I wanted to keep track of my stories and share them with some **relatives** and close friends. I didn't think anybody else would actually read them, but it **turns out** I was wrong. Now I have about 100 followers! Whenever I upload a new story, they comment on it and tell me what they think of it. It's really made me more confident about myself and my writing.



LIBBY, 15



1




2



3



4

C Look at the highlighted words/phrases in the text and try to guess what they mean. Then match them with the meanings a-h. 

- | | |
|------------------------------------|------------------------------------|
| 1. complain <input type="radio"/> | 5. mood <input type="radio"/> |
| 2. comment <input type="radio"/> | 6. blend <input type="radio"/> |
| 3. software <input type="radio"/> | 7. relatives <input type="radio"/> |
| 4. household <input type="radio"/> | 8. turn out <input type="radio"/> |

- a. a computer program
- b. to happen in a particular way, usually unexpected
- c. to mix different things to make sth new
- d. all the people who live in the same house
- e. to say that you are unhappy or annoyed with sth
- f. sth you say or write to express your opinion
- g. members of the family
- h. the way you feel at a certain time

D Read the texts A-D again and answer the questions below. Write A, B, C or D. 

Who mentions...

1. one of his/her personality traits?
2. that he/she hopes that his/her hobby will end up being a job?
3. that he/she didn't expect others to notice his/her creative work at first?
4. different roles he/she has?
5. that he/she hasn't posted his/her work online?
6. that he/she had difficulty with a new tool at first?
7. that other people found his/her work useful?
8. that he/she was influenced by family members?

E Discuss.  

- Which of the activities mentioned in the texts do you find interesting?
- Have you ever thought of posting your creative work online?

Grammar Portal to Grammar

Present Simple vs Present Progressive

- Libby **enjoys** writing and often **spends** her free time thinking of ideas for short stories. She's **writing** a story for her blog at the moment.
- I **upload** a new story twice a week.
- I **don't understand** what she **is saying**.
- I'm **meeting** Archie at the shopping centre tomorrow.

NOTE

STATIC VERBS (see, like, want, seem, understand, need, believe, imagine, know, cost, guess, suppose, promise, remind, etc.) are **not** usually used in the Present Progressive.

Some static verbs can be used in the Present Progressive but with a **different** meaning.

- I **think** music is one of the greatest forms of expression.
- I'm **thinking** of sharing my music on social media, but what if people don't like it?

Complete with the **Present Simple** or the **Present Progressive** of the verbs in brackets. 

1. **A:** What time our flight (leave)?
B: At 5 p.m. We (need) to be at the airport at least two hours earlier, though. So, hurry up!
A: OK. I (look) for my purple trainers at the moment. When I find them, we can leave.
B: I (guess) it won't take you too long!
2. **A:** What you (do)?
B: I (watch) a video tutorial. It (show) you how to draw a flower.
 What you (think) of my drawing?
A: Oh, wow! It (look) great!
B: Thanks. The artist who (make) these videos (explain) everything very well. I (always / watch) the new videos he (post). He (post) them three times a week.
3. **A:** Whose car is that?
B: It's my uncle Darryl's. He (stay) with us for a few days.
A: Nice. he (come) with us to the game on Sunday?
B: No, he isn't. He (leave) this Saturday because he (work) on Monday.

1a

Vocabulary



I make five-minute video tutorials that show people how to make earrings...

NOTE

A **compound adjective** is an adjective that is made up of two or more words. Some common examples are compound adjectives with numbers. They are always hyphenated to avoid confusion.

REMEMBER: They do not take an **-s**, and the noun is never hyphenated.

a fifteen-year-old boy ✓ a fifteen-year~~s~~-old boy
a three-day trip ✓ a three-day~~s~~ trip

A Read the extract from text A on page 8, and underline the **adjective** that is used with the noun **video tutorials**. This is a **compound adjective**. What other compound adjectives with numbers can you think of? 💡

Now rewrite the sentences using compound adjectives.

1. Last year, we went on holiday for two weeks.

.....

2. Let's take a break for ten minutes.

.....

3. I attended a course that lasted for one month.

.....

4. The teacher asked us to do an assignment that would be twenty pages long.

.....

B Complete with the correct form of the verbs in the boxes. You may use some of the verbs more than once. 💡

say tell speak talk discuss

think consider mean

1. Listen to the teacher while she's

.....

2. We were amazed to find out that John

..... three languages.

3. I hate it when my older brother

..... me what to do.

4. Stop yelling! I can't understand what

you're

5. You should sit down and

..... your problem with Lee. It's the only way to solve it.

express mention comment explain

6. Let me how the game is played.

7. The mayor refused to on the problem.

8. He something about going to London, but I wasn't paying attention.

9. Words cannot my happiness at seeing you after all these years.

10. Before deciding where to go on holiday, we need to the cost.

11. Jack was angry. I don't he what he was saying.

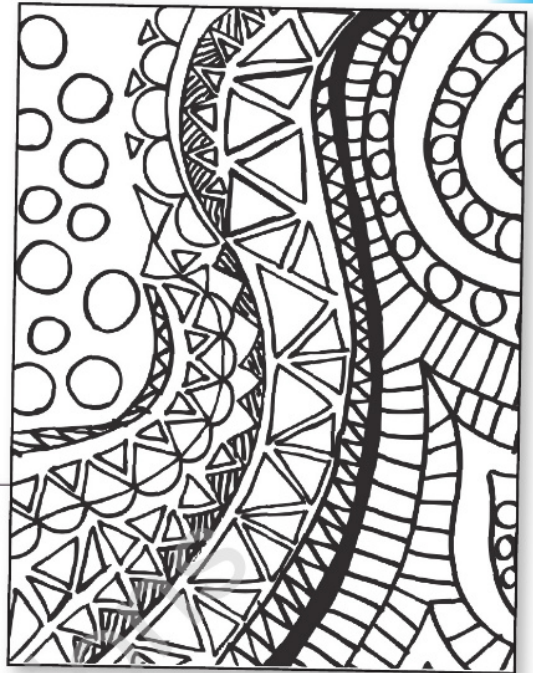
12. I'm of doing an online tutorial.

13. I'm sorry. I didn't to upset you.



Comparisons

- My new computer has a **bigger** screen **than** my old one.
- I watched **the most interesting** tutorial ever! It was about making origami art.
- I don't chat with my best friend **as often as** I'd like to, because we have lots of homework.
- My old bedroom was **half as big as** my new one.
- The shopping centre is **twice as far as** the park.
- Writing a story is **a lot easier than** writing a poem.
- **The more** time I spend in front of a screen, **the more** my eyes hurt.
- Vlogging is becoming **more and more** popular.



Complete with the correct form of the words in brackets. 

Last month, I found myself drawing strange designs in my notebook while talking on the phone. Until then, I hadn't really noticed, but it seems I do it constantly! It's just doodling – drawing while doing something else. It may not sound half as 1 (interesting) as other activities, and for many people it might be the 2 (boring) thing in the world, but it suits me. It is one of the 3 (relaxing) activities, and I just can't stop doing it! I started watching online videos about how to doodle, and the 4 (much) I drew, the 5 (confident) I became. It's an outlet for my creativity without spending any money! Studies have shown that doodlers have a 6 (good) memory and are 7 (focused) on what they are doing than people who don't doodle. Nowadays, people are also getting 8 and (interested) in what a person's doodling says about their personality. So, next time someone tells you that it is a waste of time, just say: Calm down and get doodling!

Listen

 You will hear people talking in four different situations. For questions 1-4, choose the best answer a, b or c.

1. You hear a brother and sister talking. What doesn't the girl like about the drawing?
 - a. The hair is too long.
 - b. The ears are too big.
 - c. The arms are too short.
2. You hear two friends talking. What do they agree on?
 - a. Woodworking is difficult.
 - b. Woodworking helps you deal with stress.
 - c. Woodworking is a safe pastime.
3. You hear two friends talking. Why is the boy going to the skatepark?
 - a. to take videos of his friends skateboarding
 - b. to take videos of the empty skatepark
 - c. to improve his skateboarding skills
4. You hear two friends talking. What does the boy write in his notebook?
 - a. extracts from books he likes
 - b. reviews of novels he's read
 - c. his own stories

- Read the questions and options carefully before you hear each extract.
- Listen to the extracts carefully. Don't try to understand every single word or phrase; focus on the whole message.
- Choose the option which best answers the question. Don't choose an option just because words or phrases included in the extract appear in it.

TIP!

Vocabulary

Read the dialogues. Which of the phrases in bold have a **positive** meaning and which have a **negative** meaning?

- Kevin** Hi, Billy. Do you feel like calling up Matt and Gary for a game of basketball?
- Billy** Oh, I don't know. I **can't stand** it when it's this hot outside.
- Kevin** Yeah, I'm **not keen on** the sun beating down on my head either. Well then, what do you **fancy** doing? I'm **tired of** sitting around, doing nothing.
- Billy** Me too. You know what? I've been **dying to** check out the new comic book shop. What do you say?
- Kevin** Sure, why not? I'm **not a fan of** comics, but I'm **interested in** checking out the amusement arcade next door to it.

- Julie** I'm **sick of** reading the same stuff over and over again. Have you got anything new?
- Ella** Well, lately I'm **really into** Catherine Howard's books. I didn't think I'd like sci-fi, but I find her stories really interesting.
- Julie** Hmm, I'm not sure sci-fi **is my thing**. I used to be **crazy about** romantic stories, but now I'm **fed up with** them. I feel like they all just copy the same stories from one another.
- Ella** I know what you mean. I was really **fond of** detective stories; I **adored** some of the popular writers. But in the end, I got **bored with** the whole 'who murdered who' business.

Speak

A Discuss.

- Do you think it is important to have hobbies and interests? Why?
- What do you think your hobbies tell others about your personality?

B Talk in pairs. Imagine that the summer holidays are near, and that you will have a lot of free time. Talk about the different activities you could do together, and decide which would be best. Use the pictures and the phrases to help you.



learn how to write code



play strategy board games



learn how to skateboard



learn how to fly a drone



learn a dance routine



start your own blog/
vlog on something you're
enthusiastic about

Making suggestions	Agreeing with a suggestion	Disagreeing with a suggestion
<ul style="list-style-type: none"> • Why don't we...? • Why don't/haven't you...? • Perhaps we should... • I think it would be better if we... • Let's choose... • Why not...? • What/How about...? • What if we...? • We could... • Would you like...? • Do you want...? • Shall we...? 	<ul style="list-style-type: none"> • I agree. It'll be fun. • Yes, let's. • Sure. Why not? • (That's a) good idea! • Sounds great! 	<ul style="list-style-type: none"> • Sounds boring. • I'm not (so) sure about that. • I don't think so. • Don't you think... would be more interesting? • I think we'd enjoy... more.

TIP!

- Try to make sure that both of you speak for an equal length of time. If your partner speaks a lot, make sure you contribute too. If your partner is quiet, try to give him/her time to speak too.
- What's most important is your ability to communicate.