

คำชี้แจง

หนังสือเรียน รายวิชาพื้นฐาน ภาษาอังกฤษ **Bloggers 2** ชั้นมัธยมศึกษาปีที่ 2 กลุ่มสาระการเรียนรู้
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หนังสือเล่มนี้ประกันคุณภาพโดยผู้ผลิต และจะต้องส่งให้นักวิชาการและมาตรฐานการศึกษา
สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานตรวจสอบประเมินคุณภาพทางวิชาการ เพื่อออกใบอนุญาตให้ใช้
ในสถานศึกษาแทนใบประกันคุณภาพของสำนักพิมพ์ กรณีที่พบข้อบกพร่องข้อผิดพลาดกรุณาแจ้งให้
สำนักพิมพ์ทราบเพื่อดำเนินการตามระเบียบในประกันคุณภาพสื่อฯ (ปกหลัง) พร้อมแจ้งให้สำนักวิชาการ
และมาตรฐานการศึกษาทราบด้วย เพื่อใช้เป็นข้อมูลประกอบการพิจารณาอนุญาตให้ใช้หนังสือใน
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สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน



หนังสือเรียน รายวิชาพื้นฐาน ภาษาอังกฤษ

Series Editor
Laura Broadbent

Student's Book 2

A1 ▶ A2

Connecting you to English around the world

Bloggers

ชั้นมัธยมศึกษาปีที่ 2

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551



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Foreword

Hi there,
Welcome to your book!



I'm Laura. I don't know about you, but I think a great book is made by two teams, the writers and the learners. I'm on the author team and you are on the learner team! We've worked really hard to make this book fun and interesting. We've put things in that we find fascinating and think you will too. We've also included a lot of our own experiences, which we think you might be going through now.

This means you are learning *real* English. When you read the stories in Unit 6, these are the stories I read as a teen!

In this book, teenagers just like you present the eight units. In each unit, they talk about aspects of their lives in English speaking countries like the United Kingdom and the United States. They also write about things that interest them on a shared blog. That's why this book is called **Bloggers**! You can find their blog posts in the Culture Blog pages in each unit.



Amelia



Nelson



Daniel



Zoe



Oliver





And now, you! Here are some tips to help you through this school year:

- ✓ **Take part in class:** Talk and listen as much as you can. Try to speak in English even when it's hard. Also remember, other people will always say things you don't think of!
- ✓ **Respect other people around you:** your teacher and your classmates. We can only learn by making mistakes. Imagine how you'd feel if someone laughed at you, try not to make someone else feel like that.
- ✓ **Ask questions:** If you don't understand something, ask your teacher to explain it in a different way; if you don't agree with something someone says, ask the speaker to explain their reasons; if you don't believe a text, find out who wrote it and think why they have those opinions.
- ✓ At home, take time to revise new things you've learned. There are lots of learning pages at the back of the book to help you. Try different ways to learn and remember things. Have variety and keep your brain fresh!
- ✓ Give yourself time off. You have a lot of exams and stress at the moment but having a rest is really important.
- ✓ Take care of your things: this book, your notebook, pens and pencils. If you keep them in good condition, you can work better.
- ✓ **Final tip:** Keep trying! It takes years to learn a new language, not days. There will be things you find hard but keep trying. That moment when you can do something new will come!





Make **Bloggers** your own, unique book.
Have a great year with **Bloggers**!

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	PROJECTS	COMMUNICATION AND GRAMMAR OBJECTIVES
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Discover Bloggers

What do the icons in your Student's Book mean?

	Speaking time / Time to speak / Speaking practice		Listen and understand		Video-projectable / printable file
	Let's speak together!		Watch and understand		Go to Workbook
	Write		Audio file		
	Read and understand		How do you say this?		

How does each unit work?

The opening double page

The main character of the unit, who presents the city and the topic that you're going to deal with.

The objectives of the unit and your challenge! This is the task at the end of the unit. You will use your new knowledge to complete it.

The two lessons

All kinds of documents (texts, videos, recordings, images...), authentic and always interesting!

Need help to express yourself? Use the prompts or the examples in blue.

Games, because you always learn better when you're having fun!

A mini challenge to put into practice what you've learned and train you up for the final challenge.

A simple question about an aspect of the English-speaking world. The unit will equip you with the tools to be able to respond.

Activities to familiarise you with the subject and revise what you've learned.

A video that shows you the city and the topic.

A bit of reflection to help prepare you to become a citizen of the world... in English, naturally!

The essential grammar and vocabulary you need to remember.

My grammar My vocabulary

Simple explanations and exercises for each grammar point in the unit.

A mind map to visualise all the key vocabulary in the unit. Words are easier to memorise when they're grouped in a logical, visual way!

Make the Workbook your friend; it'll train you to speak English fluently and with confidence!

The Culture Blog

The blog by the main character of the unit. Read their articles to get into the topic of each unit... before jumping into the creative phase!

Your challenge

Your mission! All the stages are here in detail, and the examples are here to help you. You have all the cards in your hand to succeed!

What else is there in your Student's Book?

There are pages of exercises.

Discover Bloggers

What's so special about the Workbook?

To complement the lessons

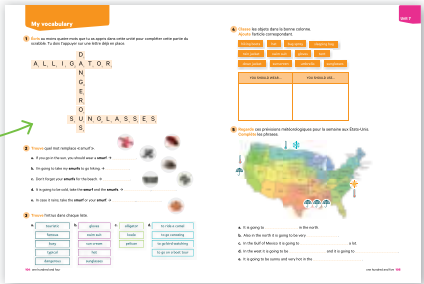
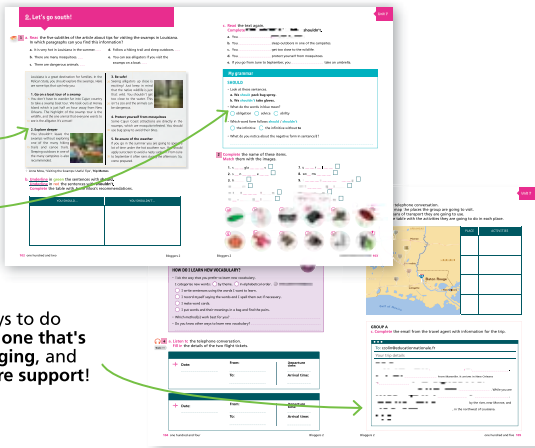
The documents in your Student's Book can be circled, highlighted or underlined as much as you want!

Steps to reflect on the language to work out the grammar rules for yourself.

Different ways to do each activity, one that's more challenging, and one with more support!

To memorise your vocabulary

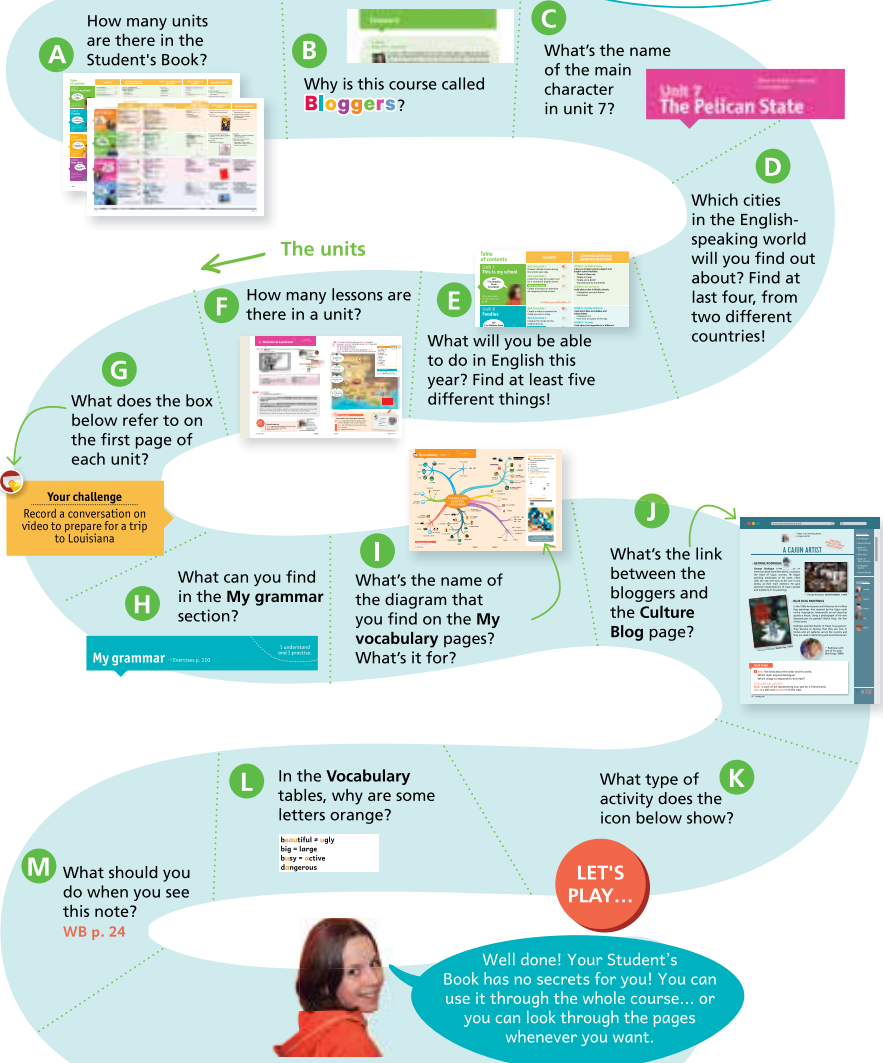
A variety of exercises and games to memorise and test your vocabulary!



Bookquest

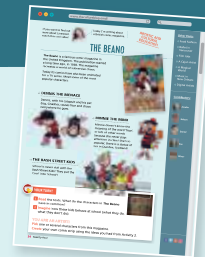
The first pages of the Student's Book

Let's play! Here are some questions about your Student's Book. Answer them as fast as you can with a classmate. The first one to finish is the winner!



Meet the Bloggers

Here are the five bloggers from your Student's Book. They are from different English-speaking countries, but they all contribute to the **Culture Blog**, a collaborative blog where they write about what they're interested in. Let's meet them!



AMELIA

Amelia is from Liverpool, England.
She's 12 years old.
This year she starts Year 8 at a new school.
She loves sports, especially hockey.



Every week she plays with her school team.
She is also a huge fan of comics.



NELSON

Nelson is from Los Angeles, California (USA).
He's 12 years old. His family has Mexican origins, and he loves Mexican food, especially spicy tacos.



He can sing and dance very well, and he loves acting. Every year he wins the talent contest at his school.
He wants to be a famous actor one day.



DANIEL

Daniel is from Vancouver, Canada.
He's 13 years old. His grandparents moved to Canada from China.



He loves computers and digital arts.

He's a member of a film club. Once a month they take pictures and make videos about Vancouver. They are making a video about the city's daily life.

ZOE

Zoe is from New Orleans, Louisiana (USA).
She is 13 years old. She comes from a Creole family.



She started playing drums when she was small. She plays in a jazz band, but is too afraid to play in public.

Her favourite time of year is Mardi Gras. Zoe studies French at school, and even has a friend in France called Claire who she makes video calls to. They are planning a trip together around Louisiana this year.



OLIVER

Oliver is from Cardiff, Wales.
He's 12 years old. He's a bit shy, and he likes to write and draw comics.
His favourite author is Roald Dahl.
He is a big fan of fantasy film.



He is also a big fan of rugby, and supports both the Welsh national team and the local club, the Cardiff Blues. When he can, he likes to go to see them play.



CLASSROOM ENGLISH

Teacher to student

Open your books.
Put your things away.
Put your hands up to answer.
Sit down.
Stand up.
Close your books.
Turn on the computer.

Student to student

- What did you get for number 6?
◦ I put D for that one. What about you?
- Shall I start?
◦ Sure, go ahead!
- Whose turn is it?
◦ It's your go, I've just had a turn.
- Do you think that's the right answer?
◦ I'm not so sure. We should ask the teacher.
- Can I borrow a pencil?
◦ Of course! Here you go!

Student to teacher

I don't understand. Could you help me?
Could you repeat that, please?
What page is it?
May I have a pair of scissors, please?

Unit 1 This is my school

What are English schools really like?



→ In this unit, we are going to...

- discover school subjects and facilities in a deaf school.
- talk about rules in schools.
- learn about a weekly comic.
- talk about schools that are adapted to different educational needs.



Your challenge

Create a brochure to advertise an imaginary school.



Hi, I'm AMELIA from Liverpool (England). In this unit you'll learn about schools in England.



↓ Canning Dock in Liverpool



↑ Amelia's school

LET'S GO!

Track: 01

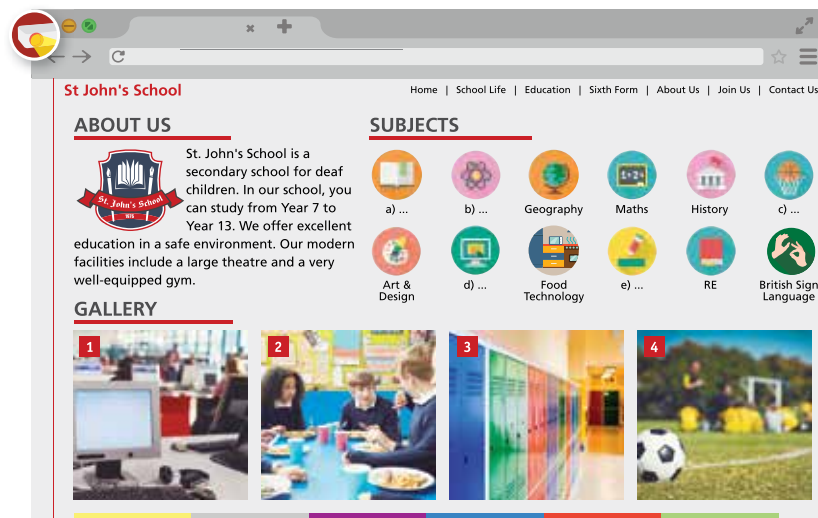
- 1 **Listen** to the conversation. **Say** what Amelia's problem is.
- 2 **Look** at the video still. Amelia is deaf - she can't hear sounds well. She goes to a school for deaf children. How do you think the teachers and students communicate?

1. My English school

I discover English school subjects and school facilities.

1 **Watch** Amelia's video. What languages does Amelia know? What languages do you know? **Tell** a partner. **Find out** how to say your name in BSL. **Show** your partner.

2 **Look** at the school website and **write** the missing subjects. What do PE, ICT and RE mean? **Tell** a partner.



↑ St. John's School

3 **Match** the pictures in the gallery with their descriptions. **Note** - there are two extra descriptions. **WB p.4**

- Some students eat lunch in the canteen.
- There is a football pitch in our school.
- And we've got a huge playground.
- There are three computer rooms.
- There are a lot of lockers in the corridors.
- There is a music room with a piano.

Vocabulary

a **canteen** = a cafeteria
a **classroom**
a **computer** / music room
a **corridor**
facilities
a **football pitch**
a **gym** = a gymnasium
a **lab** = a laboratory
a **library**
a **locker**
a **playground**
a **swimming pool**
a **theatre**

There is/There are

There **is** one canteen.
There **are** three bathrooms.
There **isn't** a canteen.
There **aren't** (any) lockers.

4 **Write about** the facilities and the subjects in your school. **Compare** it to St. John's School.

In my school there's also a... but there isn't a...
there aren't any...



Track: 02

5 Amelia and her school mentor are speaking. Two translators are translating their conversation from British sign language to spoken English. **Listen** to the beginning of the conversation. **Complete** her card. **WB p.5**



Track: 03

6 **Listen to** the whole conversation. **Take notes on** what Amelia likes and what she doesn't like. **WB p.5**



7 **Interview** five classmates. **Find out** what they like or don't like at school (facilities, subjects, activities, people...). **WB p.6**

- What do you like at school?
- Do you like...?



8 **Write** a report with the information from your classmates.



Schools for everyone

- Find out** how to say "hello" in British Sign Language.
- Is your school adapted to students with special needs? How?

Vocabulary track: 02

Vocabulary

break
a **classmate**
a **pupil** = a student
to act = to do **drama**
to do **experiments**
to do **homework**
to have lunch
to play **badminton** / **football** / **hockey**
to play **music**
to play games
to **study**

Expressing likes and dislikes

I **like** my classmates.
I **like** working with computers.
I **don't like** working with computers.

Some, many, a lot of

Some students eat in the canteen.
Many / A lot of students play music.



MINI CHALLENGE: A SCHOOL PRESENTATION

It is Open Day at St. John's School, in Liverpool. Introduce the school to the parents of future students.

- Write about** the school: students, subjects, facilities.
- Practise** with a classmate. Pay attention to your pronunciation.
- Introduce** the school to the visitors.

Welcome to St. John's School! In our school, there are 300 pupils from Year 7 to...



2. Dos and don'ts

I can talk about school rules.


- 1 Watch Amelia's video again. Look at the pictures. Match them with the rules. WB p. 7

St. John's School

SCHOOL RULES

- 1 Pupils must be at school at least five minutes before registration.
- 2 Pupils must not sign when a teacher is signing.
- 3 Pupils must not chew gum anywhere in or around the school.
- 4 Pupils must wear their school uniform correctly at all times.
- 5 Pupils must not eat or drink in classrooms.
- 6 Pupils in years 7, 8 and 9 must not wear make-up.





- 2 Write other rules that apply to your school. WB p. 9
In our school, we mustn't...

- 3 Amelia has got a friend called Abby. Listen to Abby talk about the rules in her boarding school. Identify two rules at her school. Do you prefer Abby's school or yours? Why? WB p. 9

Obligation and prohibition
Pupils **must** be on time.
Pupils **must not** (mustn't) chew gum.

Did you know?
In a boarding school, pupils have classes and live there.

LET'S PLAY...

The miming game

1. One student **mimes** a school rule.
2. Classmates **guess** what it is.

You mustn't sing in the classroom?

No!

You mustn't scream!

Yes!

Vocabulary

to **amuse yourself** = to have fun
to **attend classes** = to be on time
to **chew gum**
to **daydream**
to **wear make-up**
to **wear a uniform**

- 4 Read the leaflet about an alternative kind of school. List the activities pupils can do there. Write two rules that are different from other schools. WB p. 9



A.S. Neill's
SUMMERHILL
Founded in 1921 still ahead of its time.



www.summerhillschool.co.uk

Summerhill is a boarding school where students must decide each day how to use their time. They can play, they can be by themselves to read or daydream, or they can choose to attend formal lessons. Classes are not obligatory.

In Summerhill, there are also open areas where pupils can hang out, amuse themselves, socialise, play games or be creative. Pupils can learn how to do gardening, to play chess, to make a video, and much more.



Adults are not there to create things for the children; they need to create things for themselves.

- 5 Do you like this school? Why?
I like it, because the pupils can...

Permission and prohibition

In this school, pupils **can** play chess. We **can't** choose our timetable.

MINI CHALLENGE: SCHOOL RULES

Take part in a contest to invent the rules of a very cool or a very strict school.

- 1 Make a poster with five very cool / very strict rules. You can **draw** pictures or **paste** them on it.
- 2 The class **votes** for the coolest / strictest school.

COOL SCHOOL RULES

- 1 Pupils **must wear** roller skates

My grammar → Exercises p. 110

I understand
and I practise.

1. THERE IS / THERE ARE WB p. 5

We use **there is / there are** to say that something exists.

- If the noun that follows is in the singular, we use **there is**:

In my school, **there is** one big gym.

In my school,
there is a music
room with a
piano.

- If the noun is in the plural form, we use **there are**:

There are two IT rooms.

Translate the sentences below into your language.

- There is one playground.
- There are two playgrounds.

Does the verb change in your language?

- To indicate that something is absent, use the negative form: **there is not (isn't)** or **there are not (aren't)**.

There isn't a theatre in my school.
There aren't two labs, just one.

- To ask if something exists, use the question form: **is there** or **are there**.

Is there a swimming pool?
Are there any pupils in the canteen?

Pronunciation

The pronunciation of **th**

- Complete the sentences below using **there is, there are, there isn't, there aren't, is there or are there**.

- In my school a chess club.
- a library in your school?
- In a boarding school dorms for the pupils.
- In my school (not) any lockers in the corridors.

2. EXPRESSING LIKES AND DISLIKES WB p. 6

You can use several different verbs to express likes and dislikes.

- To talk about something in a positive way, use **like**:

I **like** maths.
I **like** playing football.

- To talk about something that you like a lot, use **love**:

Amelia **loves** books.
She **loves** reading comics.

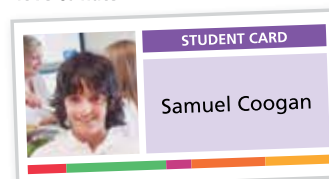
- To talk about something in a negative way, use **like** in the negative form:

I **don't like** biology.
He **doesn't like** getting up early.

- To talk about something that you dislike, use **hate**:

I **hate** tests.
She **hates** doing experiments.

- Write sentences about Samuel's likes and dislikes using (not) like, love or hate.



a. geography	👍👍👍👍
b. French	👍👍
c. tests	👎👎👎👎
d. wear a uniform	👎👎
e. do experiments in the lab	👍👍👍👍
f. PE	👎👎👎👎

He **loves** geography.

3. SOME AND ANY

- Some** can be used to talk about an unknown quantity. We use it in positive sentences.

In our school, **there are some** students from Canada. (No specific number is given.)

- Any**, when used in negative sentences, is used to say that something **does not** exist.

In our school, **there aren't any** students from Canada.

- Any**, when used as part of a question, is used to **ask** if something exists.

Are there any students from Canada in your school?

- Complete the sentences below using **some or any**.

- Are there instruments in the music room?
- There are students in the canteen now.
- Are there pupils in the swimming pool?
- There aren't computers in the lab.
- Are there balls at the football pitch?
- There are teachers in the corridor.

4. MANY AND A LOT OF WB p. 7

To talk about a large amount, we can use quantifiers such as **many** and **a lot of**.

- Many** is used in front of countable nouns, (nouns can be preceded by a number):

Many students **don't like** the food in the canteen.

- A lot of** can be used before countable or uncountable nouns:

A lot of students **don't like** exams.

You must study a lot of maths to be a computer engineer.

- Complete these sentences with **many or a lot of**.

- children study German.
- teachers have their breakfast at the school's canteen.
- students **don't like** History.
- Today, I have homework.

5. PERMISSION, OBLIGATION AND PROHIBITION WB p. 8

To express permission, obligation or prohibition, use modal auxiliaries, which are used with verbs.

- Can** is used to express permission or possibility.

At Summerhill you **can choose** your classes.

Pupils **can wear** normal clothes at the weekend.

- Can't** is used to express prohibition or impossibility.

Pupils **can't wear** make-up in the school.

In my school you **can't study** dance.

- Must** is used to express obligation.

You **must wear** a uniform in most British schools.

- Mustn't** is used to express prohibition.

Pupils **mustn't run** in the corridors.

- Modal auxiliaries:

- are followed by the infinitive verb without **to** - they are **underlined** in the examples above.
- don't change form.
- don't take the auxiliary **do** in the negative or question forms.

Samuel **can't choose** dance in his school.

Must you wear the uniform every day?

- Rewrite the rules for a school in Liverpool using **can, must or mustn't**.

- Be quiet in the corridors.
- Be on time for classes.
- Chew gum during the lessons.
- Have lunch in the playground.
- Eat or drink in the classroom.
- Run in the corridors.
- Play football in the playground.
- Borrow a book at the library.

Pupils **must be** quiet in the corridors.

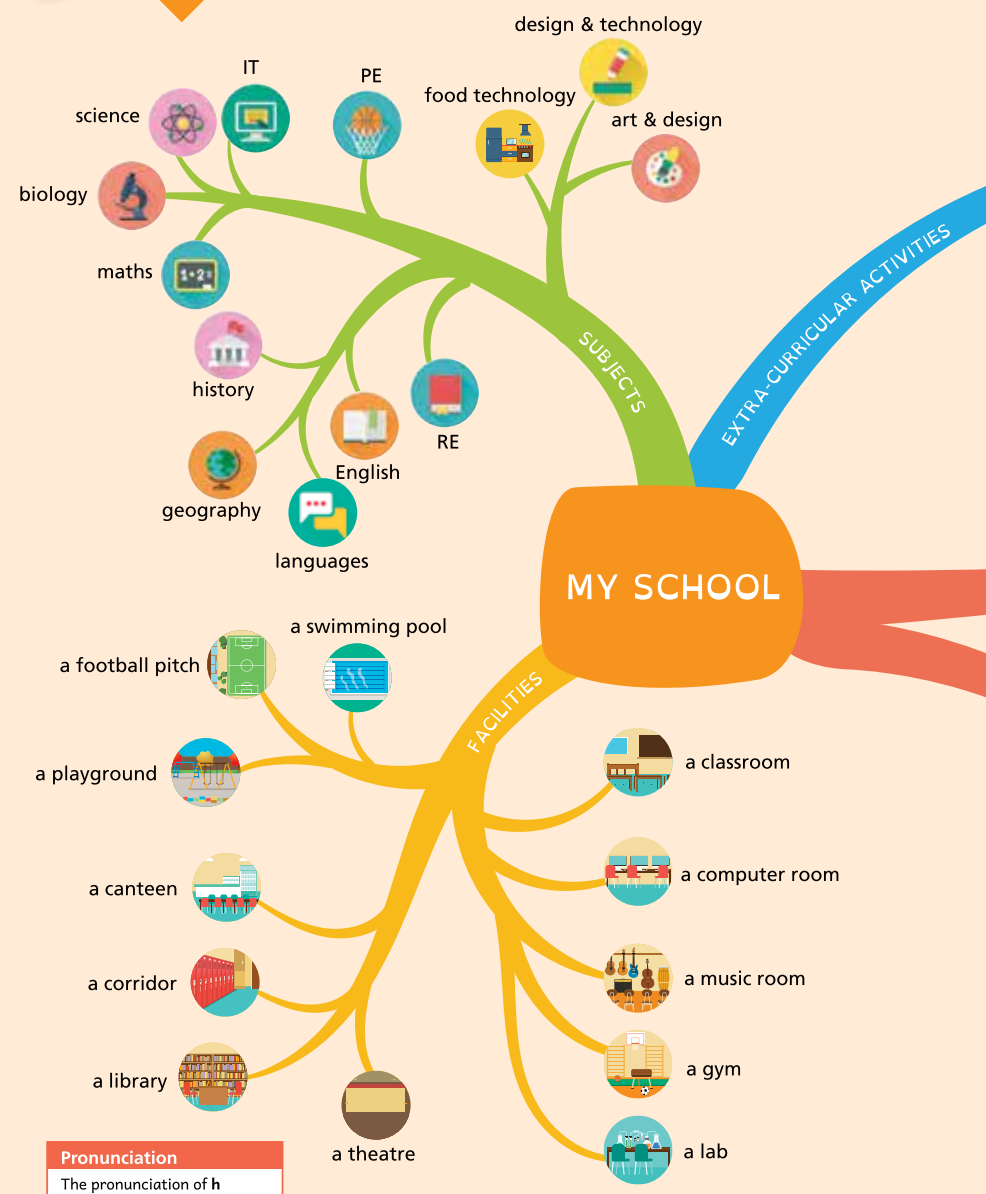




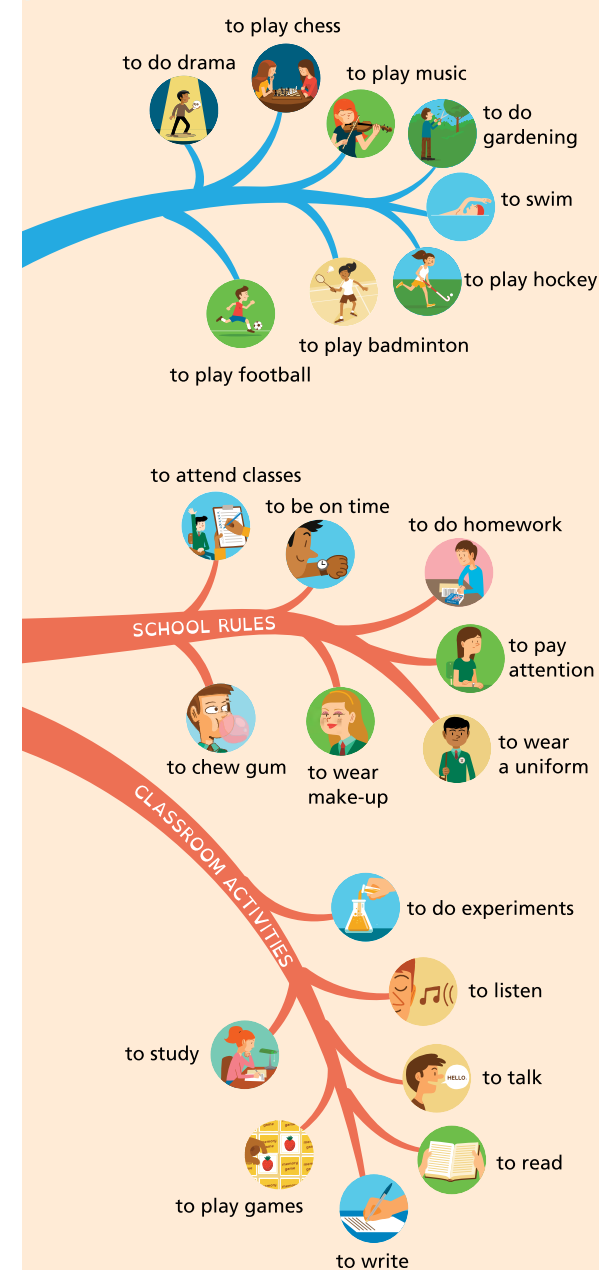
My vocabulary

→ Exercises p. 110
→ WB p. 10

I see
and I memorise.



Pronunciation
The pronunciation of h



SCHOOL SUBJECTS

1 Read the riddle and write the topic.

In this class...

- we can do experiments.
- we use a bilingual dictionary.
- we learn about important events from the past.
- we have to run, jump and do sports.
- we learn to draw and paint.
- we use computers.

PLACES AT SCHOOL

2 Complete the school rules with the name of the place that fits.

- Pupils can do experiments in the
- Pupils can do their homework and study in the
- Pupils must have their lunch in the
- Pupils can keep their books in the lockers in the

EXTRA-CURRICULAR ACTIVITIES

3 Match each activity to the corresponding verb.

chess	football	drama	make-up
experiments	a uniform	hockey	
games	homework	the violin	



Create your mind map!

Create a mind map by choosing the words that describe: your school, your school subjects, your extra-curricular activities and the activities you enjoy at school.

Today I'm writing about a British comic magazine.

THE BEANO

ARTISTIC AND CULTURAL EDUCATION

The Beano is a famous comic magazine in the United Kingdom. The publication started a long time ago, in 1938. The magazine recreates a world of subversive chaos.

Today, its comics have also been animated for a TV series. Meet some of the characters:

↓ **DENNIS THE MENACE**

Dennis, with his catapult and his pet dog, Gnasher, causes fear and chaos everywhere he goes.

→ **MINNIE THE MINX**

Minnie doesn't know the meaning of the word 'fear', or lots of other words because she never pays attention in class! She's so popular, there is a statue of her in Dundee, Scotland!

→ **THE BASH STREET KIDS**

School is never dull with the Bash Street Kids! They put the 'cool' into 'school'!

YOUR TURN!

- 1 Read** the texts. What do the characters in **The Beano** have in common?
- 2 Imagine** how these kids behave at school (what they do, what they don't do).

YOU ARE AN ARTIST!

Pick one or several characters from this magazine.

Create your own comic strip using the ideas you had from Activity 2.

Other Posts:

- Food Fashion
- Ballet in Vancouver
- Film Jobs
- A Cajun Artist
- A Magical World
- Music in New Orleans
- Digital Artists

Contributors:

- Amelia
- Nelson
- Daniel
- Zoe
- Oliver

24 twenty-four

Your challenge

CREATE A LEAFLET FOR AN IMAGINARY SCHOOL

Your English school wants you to design a promotional leaflet for Open Day.

- 1. Think about** what you like about schools.
Make a mind map with these categories: subjects, facilities and rules.
- 2. Write** a paragraph for each part.
- 3. Decide** a name and a location for your school.
- 4. Prepare** your leaflet on a sheet of paper as in the example below.
Include pictures and drawings.

↓ **Digital alternative**

Make a slide show to present your school to parents who have come to an open day.

GENERAL PRESENTATION
The Funtastic school is a secondary school in Istanbul. There are students from ...

CURRICULUM
Students can choose 6 subjects from: science, PE, English...

FACILITIES
There are two swimming pools...

THE FUNTASTIC SCHOOL

EXTRA LEARNING IN SCHOOL