

คำชี้แจง

หนังสือเรียน รายวิชาพื้นฐาน ภาษาอังกฤษ **Bloggers 1** ชั้นมัธยมศึกษาปีที่ 1 กลุ่มสาระการเรียนรู้
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หนังสือเรียน รายวิชาพื้นฐาน ภาษาอังกฤษ

Series Editor
Laura Broadbent

Student's Book 1

A1 ▶ A2

Connecting you to English around the world

Bloggers

ชั้นมัธยมศึกษาปีที่ 1

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

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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 take a look at the English school in Unit 1, the uniform, timetable, classrooms, that's how my school was!

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.



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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Unit 1 New school, new life

Hi!
I'm Sheena from London.

What is the first day of school in England like?
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Unit 2 American family

Hi!
I'm Tom from New York.

What are American families like?
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Unit 3 My week

Hi!
I'm Tara from Dublin.

What is a normal day like for Irish teenagers?
p. 42



Unit 4 Home, sweet home

Hi!
I'm John from Los Angeles.

What are houses and home life like in American cartoons?
p. 54



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Bloggers 1

PROJECTS

MINI CHALLENGE 1

Interview a classmate to find out their new identity.

MINI CHALLENGE 2

Give a welcome speech in your school.

YOUR CHALLENGE

Start to create the class yearbook.

COMMUNICATION AND GRAMMAR GOALS

LESSON 1. WHERE ARE YOU FROM?

I can introduce myself to my new class.

- Subject pronouns
- Question words (1)
- The present tense of the verb **to be** (1)
- Talking about likes and dislikes

LESSON 2. WELCOME TO MY SCHOOL!

I can talk about schools in England.

- Articles: **a / an, the** and the zero article
- Possessive adjectives (1)
- **there is / this is**

MINI CHALLENGE 1

Invent the family tree of a celebrity family.

MINI CHALLENGE 2

Create a character and guess your classmates' characters.

YOUR CHALLENGE

Create the family characters for a new American TV series.

LESSON 1. WE ARE FAMILY!

I can introduce the members of a family.

- The verb **have got** (1)
- The present tense of the verb **to be** (2)
- Possessive adjectives (2)

LESSON 2. HAVE YOU GOT BLUE EYES?

I can describe a physical appearance.

- The verb **have got** (2)
- Asking questions with **be** and **have got**
- Adjective position

REVIEW

- Short answers
- Singular possessive adjectives

MINI CHALLENGE 1

Present your perfect timetable for a day.

MINI CHALLENGE 2

Do a survey about the class's activities outside school.

YOUR CHALLENGE

Present a slideshow for a typical day for Tara.

LESSON 1. WAKE UP!

I can talk about what I do everyday and how I spend my time.

- The present simple (1)
- Time expressions (1)

LESSON 2. I play Gaelic football

I can talk about my hobbies.

- Adverbs of frequency (1)
- Question words (2)
- Questions and short answers

REVIEW

- **like / love / hate** + verb-ing / noun or noun phrase / **to** + verb root
- The verb **have got**

MINI CHALLENGE 1

Design a short advert to sell a house.

MINI CHALLENGE 2

Invent crazy home rules.

YOUR CHALLENGE

Imagine an unusual house and family for Tim Burton's next film.

LESSON 1. WELCOME TO MY HOUSE!

I can describe an American house.

- **there is / there are**
- The possessive ('s)
- The negative and questions form of **have got** (3)
- **how many**

LESSON 2. HOME RULES

I can talk about my room and housework.

- Object pronouns
- Obligation and prohibition

REVIEW

- **there is**

LEXICAL AND PHONOLOGICAL GOALS

VOCABULARY

- Languages, countries and nationalities
- Leisure activities (1)
- Different places in school
- Prepositions of place (1)

REVIEW

- Numbers

PRONUNCIATION

- Sentence stress
- Different ways of pronouncing "th"

CROSS-CULTURAL LESSONS

ARTISTIC AND CULTURAL EDUCATION

- The Hindu Diwali festival
- Indian food
- Indian political journalist Anushka Asthana

CITIZENSHIP

- Respect for cultural diversity



VOCABULARY

- Family members
- Physical description

REVIEW

- Colours

PRONUNCIATION

- The contracted forms of **have got** and **has got**
- The sound /v/ and the diphthong /aɪ/

ARTISTIC AND CULTURAL EDUCATION

- Family in art: **Freedom from Want**, by Norman Rockwell

CITIZENSHIP

- Different types of family



VOCABULARY

- Daily activities
- School material
- Leisure activities (2)

REVIEW

- Leisure activities
- The days of the week

PRONUNCIATION

- "s" and "es" in the third-person singular
- Sentence stress
- How to pronounce "ea"

ARTISTIC AND CULTURAL EDUCATION

- Gaelic football
- Irish dance

HEALTH EDUCATION

- Body and mind in harmony



VOCABULARY

- Rooms in the house
- Furniture
- Prepositions of place (2)
- Housework
- Some leisure activities (3)

REVIEW

- Colours
- The family
- Everyday activities

PRONUNCIATION

- The pronunciation of "s"
- **there is / there are** and **there isn't / there aren't**

ARTISTIC AND CULTURAL EDUCATION

- Houses in Tim Burton's films

CITIZENSHIP

- Sharing housework: between men and women



CULTURAL GOALS

- School in England
- Introducing yourself
- Introducing your classmates
- Different countries and nationalities
- London, multicultural city

- Talking about yourself
- Some famous fictional American families
- New York City (USA)
- Thanksgiving

- **Little Women**, by Louisa May Alcott, and **Going and Coming**, by Norman Rockwell

- Everyday life in an Irish school
- Likes and habits
- Typical Irish activities
- Dublin city

- American homes
- Family life at home
- The city of Los Angeles
- The universe of film-maker Tim Burton

Bloggers 1

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This is Sheena
from London.

How do
London teenagers dress
and where do they shop?

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This is John from
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Do they play the same
sports in the United
States as we do?

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Unit 7 New York, New York

Hi!
This is Tom
from New
York.

What defines
New York city?

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Unit 8 A trip to Scotland

Hi!
I'm Kirstine
from Glasgow.

What are
the main attractions
in Scotland?

p. 102

PROJECTS

MINI CHALLENGE 1

Write an article about fashion and teenagers
for a magazine.

MINI CHALLENGE 2

Act out a scene in a clothes shop
in London.

YOUR CHALLENGE

Create a new collection of school uniforms
for Marks & Spencer and present it.

COMMUNICATION AND GRAMMAR GOALS

LESSON 1. What are you wearing?

I can talk about outfits.

- The auxiliary verb can
- The present form of to be + verb + -ing
(present continuous)

LESSON 2. A shopping day

I learn to express myself in a shop.

- How much?
- Expressing desires (would like)
- Expressing agreement and disagreement
- Prices

REVIEW

- Possessive adjectives
- like / love / hate + verb-ing / noun or
noun phrase / to + verb

MINI CHALLENGE 1

Invent a new American sport
for a competition.

MINI CHALLENGE 2

Promote your favourite sports club.

YOUR CHALLENGE

Create a poster to promote a new
American sport.

LESSON 1. You mustn't kick the ball!

I can talk about typical American sports.

- need / need to

LESSON 2. Becoming a champ

I can talk about sporting talent and diets
for athletes.

- can / can't
- Degrees of ability
- Qualifying adverbs
- Coordinating conjunctions

REVIEW

- like / love / hate + verb + -ing / noun or
noun phrase / to + verb root
- must / mustn't

MINI CHALLENGE 1

Describe a tourist experience for a tourist
guide.

MINI CHALLENGE 2

Imagine the story of an immigrant who is
going to the USA.

YOUR CHALLENGE

Talk about your trip to New York...
playing with dice!

LESSON 1. Come to NYC!

I can describe my trip to Manhattan.

- The past simple (1)

LESSON 2. The Island of hope

I discover the history of Ellis Island.

- The past simple (2)
- Time markers for the past tense

REVIEW

- Saying the time
- there is / there are
- would like to
- must

MINI CHALLENGE 1

Organise a two-day tourist route.

MINI CHALLENGE 2

Organise a sightseeing day in Glasgow.

YOUR CHALLENGE

Organise a tourist route around Scotland.

LESSON 1. We'll visit Loch Ness!

I can talk about tourist routes and the
weather in Scotland.

- will + verb

LESSON 2. Let's go to Glasgow!

I can organise holiday activities in
Glasgow.

- The first conditional (if... will)
- Time expressions (2)
- Making suggestions

REVIEW

- Would like to
- There is / there are
- Can

LEXICAL AND PHONOLOGICAL GOALS

VOCABULARY

- Clothes and accessories
- The seasons
- Shopping and shops
- Numbers

REVIEW

- The colours
- Physical description

PRONUNCIATION

- The sound /ə/
- Lengthening of vowels before an "r"

CROSS-CULTURAL LESSONS

ARTISTIC AND CULTURAL EDUCATION

• London fashion and the designer Stella
McCartney

CITIZENSHIP

• School uniforms: for or against?



CULTURAL GOALS

- Dressing styles
- Clothes shopping
- Dress sense
- London and its markets: Brick Lane, Oxford
Street...
- School uniforms in England

VOCABULARY

- Sports
- Sports equipment
- Adjectives that express ability and skills
- Food and diet

REVIEW

- Leisure activities

PRONUNCIATION

- How to pronounce can and can't

ARTISTIC AND CULTURAL EDUCATION

• Baseball, a typical American sport

• The baseball legend Ernie Banks

CITIZENSHIP

• Fair play



- Sport and diet
- Individual sports
- Some famous North American sporting
personalities
- Some typical North American sports:
curling, baseball, ice hockey

VOCABULARY

- Places in town
- Qualifying adjectives
- Travel and feelings
- Verbs in the past

REVIEW

- Shops and places in town

PRONUNCIATION

- The pronunciation of "-ed"

ARTISTIC AND CULTURAL EDUCATION

• Skyscrapers in Manhattan

CITIZENSHIP

• The Melting Pot



- Expressing feelings
- At Ellis Island: a History in Many Voices,
by Louise Peacock
- New York city and its most famous
buildings
- Some immigrants' journeys to the
United States

VOCABULARY

- Outdoor activities
- Landscapes
- The weather
- Different places in town
- Tourist activities
- Means of transport

PRONUNCIATION

- The pronunciation of will
- Intonation in sentences

ARTISTIC AND CULTURAL EDUCATION

• Two Scottish legends

CITIZENSHIP

• Planet-friendly means of transport



- Organisation of leisure activities
- The city of Glasgow
- Some Scottish tourist spots
- The Loch Ness monster and the legend of
the salmon and the ring

Discover Bloggers

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

How does each unit work?

The opening double page

The main character of the unit, who presents their city and the topic that you're going to be looking at.

The objectives of the unit and your challenge! This is the task that you're asked to carry out, and which we're sure you'll be able to do.

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.

8 eight



A simple question about a specific aspect of the English-speaking world. The unit will equip you with the tools you need to respond.

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

A vlog by the teenager in the unit.



Reflection to help prepare you to become a citizen of the world... in English, of course!

The essential grammar and vocabulary you need to remember.

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

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

Bloggers 1

My grammar My vocabulary

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

Make the Workbook your friend; it'll train you to speak English like a native!

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!

Observation questions to find links between English and other languages that you know.

Test your memory with a variety of exercises!



The Culture Blog

The blog by the main character of the unit and all the other bloggers in the coursebook. Read their articles to get into the topic of each unit... then start the creative phase!

Your challenge

Your mission! All the stages are there in detail, and the examples are there 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.



Bloggers 1

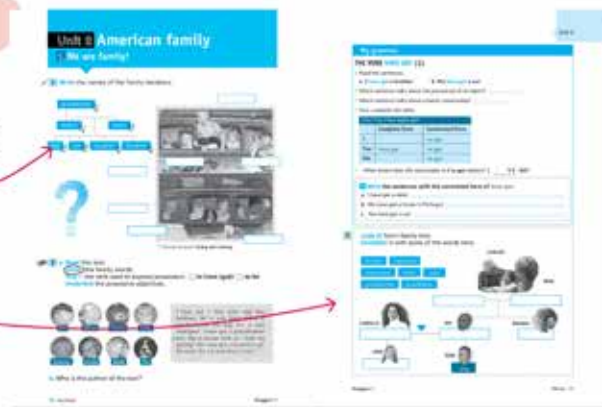
nine 9

What's so special about the Workbook?

To complement the lessons

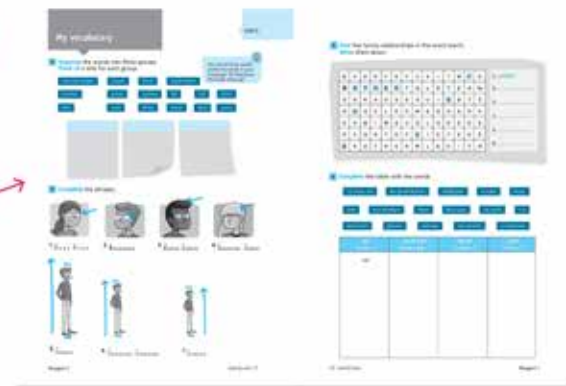
The documents in your Student's Book can be circled, highlighted or underlined as much as you want!

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



To memorise your vocabulary

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



Bookquest

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



The first pages of the Student's Book



Meet the Bloggers

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



TOM

He's American and he lives in New York.
He's 11 years old.
He has got a big family: he's got a brother, a sister and a half-sister.
He loves TV series and art. Norman Rockwell is one of his favourite artists.
He loves the skyscrapers in his city.
In the Culture Blog, he writes about family paintings (Unit 2, p. 40) and skyscrapers (Unit 7, p. 100).

12 twelve



SHEENA

She's British, but her family comes from India.
She's 11 years old.
She's in Year 7 at an international school near London.
She loves sports but she doesn't like playing video games, and she hates cooking.
She likes design and fashion, too. Stella McCartney is one of her favourite designers.
In the Culture Blog, she writes about multicultural London (Unit 1, p. 28) and fashion (Unit 5, p. 76).



Bloggers 1



TARA

She's from Dublin, Ireland.
She's 11 years old.
She's in the sixth year at school, and her favourite subjects are art and drama. She doesn't like business studies.
In her free time, she does Irish dancing and she likes surfing the Net at home.
In the Culture Blog, she writes about two very Irish activities (Unit 3, p. 52).



KIRSTINE

She lives in Glasgow, Scotland.
She's 11 and a half.
She likes hiking in the mountains, especially the Highlands in the north of Scotland.
She loves telling myths and legends, like the one about Nessie, the Loch Ness monster.
In the Culture Blog, she writes about Scottish myths and legends (Unit 8, p. 112).



thirteen 13



JOHN

He's from Los Angeles, California.
He has got a big house with a big garden. He has got a brother and a sister.
He loves cinema, especially the films by Tim Burton, and baseball. The Los Angeles Dodgers are his favourite team.
In the Culture Blog, he writes about Tim Burton's houses in films (Unit 4, p. 64) and baseball (Unit 6, p. 88).



Bloggers 1

1. Let's communicate!

Can you repeat that, please?

Excuse me! What's the name for this in English?

You call this a highlighter in English.

I said, 'Take a red pen'.

Thank you!

Sorry, I don't understand. Can you explain that?

Open your notebooks!

Oh, OK!

I'm sorry, I've left my notebook at home.



Read the comic strips and **memorise** them.
Act them **out** with a partner!

2. Let's celebrate!

I can talk about the days, months and national celebrations in the English-speaking world.

January

- 1st New Year's Day
- 26th Australia Day



February

- 6th Waitangi Day (New Zealand)
- 14th Valentine's Day



March



- 1st St David's Day (Wales)
- 17th St Patrick's Day (Ireland)



April

- 21st The Queen's birthday (England)
- 23rd St George's Day (England)
- 27th Freedom Day (South Africa)



May

- 1st Labor Day (USA) / May Day (UK)
- 25th Africa Day



June



On a Saturday

Trooping the Colour (England)



July

- 1st Canada Day
- 4th Independence Day (USA)



August

- 15th Independence Day (India)



September



- 11th Patriot Day (USA)



October

- 31st Halloween



November

- 5th Guy Fawkes' Night (England)
- The 4th Thursday Thanksgiving (USA)
- 30th St Andrew's Day (Scotland)



December



- 25th Christmas
- 26th Boxing Day
- 31st New Year's Eve



LET'S GO!

Create a calendar for your English class. Take it in turns to ask and answer about your birthdays and write it on the calendar. Now we can celebrate birthdays in class!

Unit 1 New school, new life

How do they spend the first day of school in England?



→ In this unit we are going to...

- introduce ourselves to our new classmates.
- talk about schools in England.
- discover the wealth of diversity in multicultural London.
- talk about cultural diversity.



Your challenge
Create the class
yearbook.



Hi, I am **SHEENA**, from London (UK). I'm English, but my family is from India. In this unit you will learn about the first day of school in Year 7 in England.



↑ Sheena's vlog

LET'S GO!



Track: 01

- 1 Listen to** Sheena's conversation. **Complete** the sentences:
a. It's Sheena's first...
b. In the school, there is...
- 2 Look** at the picture of Sheena's video. What can you see?
Tell a partner.

1. Where are you from?

I can introduce myself to my new classmates.



Track: 02

1 Listen to three introductions and **match** them with an illustration. **Read** three more introductions.

Match them with the correct illustrations. **WB p. 4**

- My name is Sheena. I am British. I am nearly twelve.
- I am Eva. I'm from Spain and I am eleven years old.
- We are Carl and Hans. We are German. We're eleven.

Write an introduction for the two remaining characters.



Did you know?

English people are from England. British people are from the United Kingdom (England + Scotland + Wales + Northern Ireland).



Vocabulary track: 01

Vocabulary

COUNTRIES

- Belgium
- China
- France
- Germany
- India
- Spain
- The USA
- The United Kingdom

NATIONALITIES

- Belgian
- Chinese
- French
- German
- Indian
- Spanish
- American
- British

Question words

What is your name?
How old are you?
When is your birthday?
Where are you from?
What is your nationality?
Where do you live?
What languages do you speak?

The present tense of the verb "to be"

I am English. / I am not English.
We are English. / We are not English.

Are you English?
→ Yes, I am. / Yes, we are.
→ No, I am not. / No, we are not.



Track: 03

2 In Sheena's school, there is a Welcome Club. **Listen to** the dialogue and **complete** the forms. **WB p. 5**

LAST NAME:

AGE:

BIRTHDAY:

NATIONALITY:

LANGUAGES SPOKEN:

REGISTRATION FORM

FIRST NAME:

LAST NAME:

AGE:

BIRTHDAY:

NATIONALITY:

LANGUAGES SPOKEN:

LET'S PLAY...

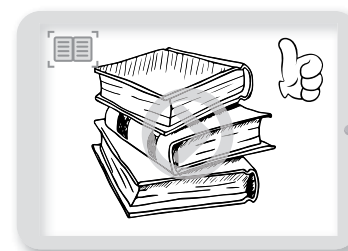
A ball game (group work)

- Take** a ball and **introduce** yourself: say your name, your age, your nationality and the languages you speak.
- Pass** the ball to a person in the group.

My name is Sara.
I am eleven...

3 Watch Sheena's video about her first day at school and new friends. **Take notes** about their favourite activities. **WB p. 7 Compare** your notes with your classmate. And you? What do you do in your free time? **Tell** your partner.

I love swimming.



↑ Sheena's vlog

Vocabulary track: 02

Vocabulary

- to cook
- to cycle
- to go on the computer
- to play cricket / football
- to play in the garden
- to play video games
- to read
- to swim
- to watch TV
- to write



4 Read Sheena's section in the school yearbook. **Complete** your own profile in your notebook.



Did you know?

A yearbook, is a book published annually to record and celebrate the past year at a school.

Expressing likes and dislikes

like / love / hate + to + infinitive verb
I like to swim.

like / love / hate + verb-ing
I like swimming.

like / love / hate + noun / nominal group
I like sports.

I like science fiction films.

I don't like + to + infinitive
+ verb-ing
+ noun / nominal group



MINI CHALLENGE: A NEW IDENTITY (pair work)

It's the first day at your new school. You play a game to get to know each other.

- Create** a new identity for yourself: a new name, an age, a birthday, a nationality, a place of residence and the language(s) you speak.
- Think about** what you like or don't like to do in your free time.
- Ask** and **answer** questions.
- Complete** your classmate's card.



2. Welcome to my school!

I can talk about schools.

1 **Look** at the picture. What do you think the video is about? Why? **Tell** a partner.



↑ Sheena's vlog

2 **Watch** the video and **write** the names next to what Eva's friends think. Two phrases are true about one person. **WB p. 8**

Sheena

Jae

Raphael

Eva

a. I don't like reading in English because it is difficult and I don't know all the words.

b. I like London because it's so international, but I miss my friends.

c. I like our house in England because we've got a garden. I love playing in the garden.

d. I love the class because we play video games and explain our opinions.



We all smile
1. **Look** at the poster. **Find** the slogan.
2. **Rephrase** the message.
We come from different countries but...

↑ Rimideesigns, We All Smile in The Same Language

3 **Work** in groups. **Discuss** the questions.

- Where are you from? Where is your family from?
- What do you think of reading in another language? Is it difficult/easy/important?
- Do you have friends from different countries?
- What do you think are the positive/negatives about having friends from different countries?
- Do you like the IT class? Why (not)?

4 **Complete** the table with the correct activities. **Use** the sentence starters to write sentences.

Sheena	Eva	Raphael	Jae

Sheena doesn't like ...
Jae likes ...

5 **Tell** your partner about your first day at school. **WB p.9**

"We have assembly and I go to the classroom. I sit next to ..."

6 **Look** at the plan of the school. Four room names are missing. **Watch** the video again and **write** the missing rooms in the correct places. **Complete** Sheena's sentences.



This is my school.

- The cafeteria is next to the ... and the ...
- There is a lab opposite the ...
- The ... is between the girls' toilets and the boys' toilets.
- The ... is opposite the music room.

Articles

There is **a** library in our school.
This is **the** library where I study.

LET'S PLAY...

Find the room (pair work)

- Choose** a place in the school.
- Explain** where it is.
- Your partner **guesses**.

It's a small room next to the library. What is it?

Vocabulary

near / next to between opposite



Vocabulary track: 03

MINI CHALLENGE: YOUR SCHOOL

It's Open Day in your school. Give the welcome speech.

- Decide** the name, location and number of students in your school.
- Complete** a school plan.
- Describe** your new school!

I go to a High School in Plymouth. We are over...



This is the hall. There is a... between the library and the...

My grammar → Exercises p. 114

I understand
and I practise.

1. SUBJECT PRONOUNS



I	I am Sheena.
you	You are 11 years old.
he / she	She is English.
it	It is my school.
we	We go to a great school.
they	They are my friends.

In English, **you** refers both to the second-person singular and the second-person plural. Does the same thing happen in other languages?



2. QUESTION WORDS (1) WB p. 6

Question words are at the beginning of a question. Use them to ask questions about:

What...? a thing, a situation, a person's name, nationality, likes, dislikes...

What sport do you like?

When...? a date / time

When does school start?

Where...? place

Where is the canteen?

Where ...from? origin of a person or thing

Where are you from?

Who...? person

Who is the teacher?

How old ...? age

How old are you?

Notice! 4 of the question words start with 'wh-'



1 Use these words to create questions. Then answer them. Pay attention to capital letters and punctuation!

- name what is your
- old you are how
- are from where you
- birthday when your is
- live where you do
- nationality what your is
- speak you languages what do

3. THE PRESENT TENSE OF THE VERB TO BE (1) WB p. 6

- To be** is a verb that can be used to express...

- identity: **I am** Sarah.
- age: **I am** eleven.
- place of origin: **I am** from the USA.
- nationality: **I am** American.

POSITIVE FORM		
I	am	from Scotland.
You / We	are	

- In spoken English, the first letter of the verb **to be** is often replaced by an apostrophe.
I am = **I'm** Sarah
you are = **You're** 11 years old
she is / he is = **She's / He's** English.
it is = **It's** my school.
we are = **We're** Scottish.
they are = **They're** my teachers.

These are called **contracted** verbs.

I'm Sarah.
We're from the USA.

- In the question form of the verb, the subject and the verb are inverted.

QUESTION FORM		
Am	I	eleven?
Are	you / we	Chinese?

- In the negative form, **not** follows the verb **to be**.

NEGATIVE FORM			
I	am	not	German.
You / We	are		from London.

- In spoken English, the negative form is often contracted: **I am not** becomes **I'm not** and **you/we are not** becomes **you/we aren't**.

I'm not Sarah.
We're not from the USA.

- In short positive answers, verbs are not contracted.

SHORT POSITIVE ANSWERS	
Yes,	I am. / we are.
SHORT POSITIVE ANSWERS	
No,	I'm not. / we aren't.

2 Complete the conversation. Use contracted forms.

Sharon: Hi!
Paolo: Hi! What's your name?
S: My name's Sharon Cooper. And you?
P: Paolo Ramirez. How old?
S: 11.
P: That's funny. both 11!
S: Where are from?
P: Guess!
S: Italian?
P: Yes, And you?
S: from England.

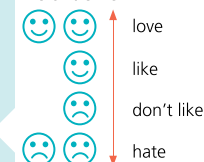


Pronunciation

Different ways of pronouncing "th"
Sentence stress

4. LIKES AND DISLIKES WB p. 8

You can use different verbs to talk about what you like or dislike.



When you talk about he/she/it add an **-s** onto the verb.

Sheena likes cycling.

In the negative form, the auxiliary **do** changes to **does**.

Sheena doesn't like maths.

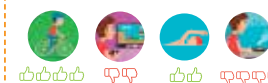
Use **verb + ing** to talk about the experience of an action

I like swimming fast.

Use **verb + to + infinitive** to talk about a habit

I like to run before school.

3 Talk about what Sheena likes and dislikes (or hates). What do you and Sheena have in common?



5. ARTICLES: A / AN, THE AND THE ZERO ARTICLE WB p. 10

Articles provide us with information about noun.

- The** is used to talk about something that has already been mentioned, or something that everyone knows.

This is **the** cafeteria.
The art room is quite big.

- A/an** are used to refer to something that has not yet been mentioned. The article **a** becomes **an** when used in front of a noun that starts with a vowel sound.

There is **a** lab and **an** art room in my school.

- The zero article is used to talk about something in general terms.

I love **team sports**. / I hate **classical dance**.

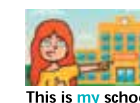


Be careful! When talking about something in general terms in English, you do not use an article (Ø = zero article). But what happens in your language when you talk about something in general?

6. POSSESSIVE ADJECTIVES WB p. 19

Adjectives are used to describe a noun. Possessive adjectives show the relationship between a noun and a person.

I	my
you	your
we	our



This is **my** school.



This is **your** school.



This is **our** school.

4 Complete the sentence with the correct possessive adjective.

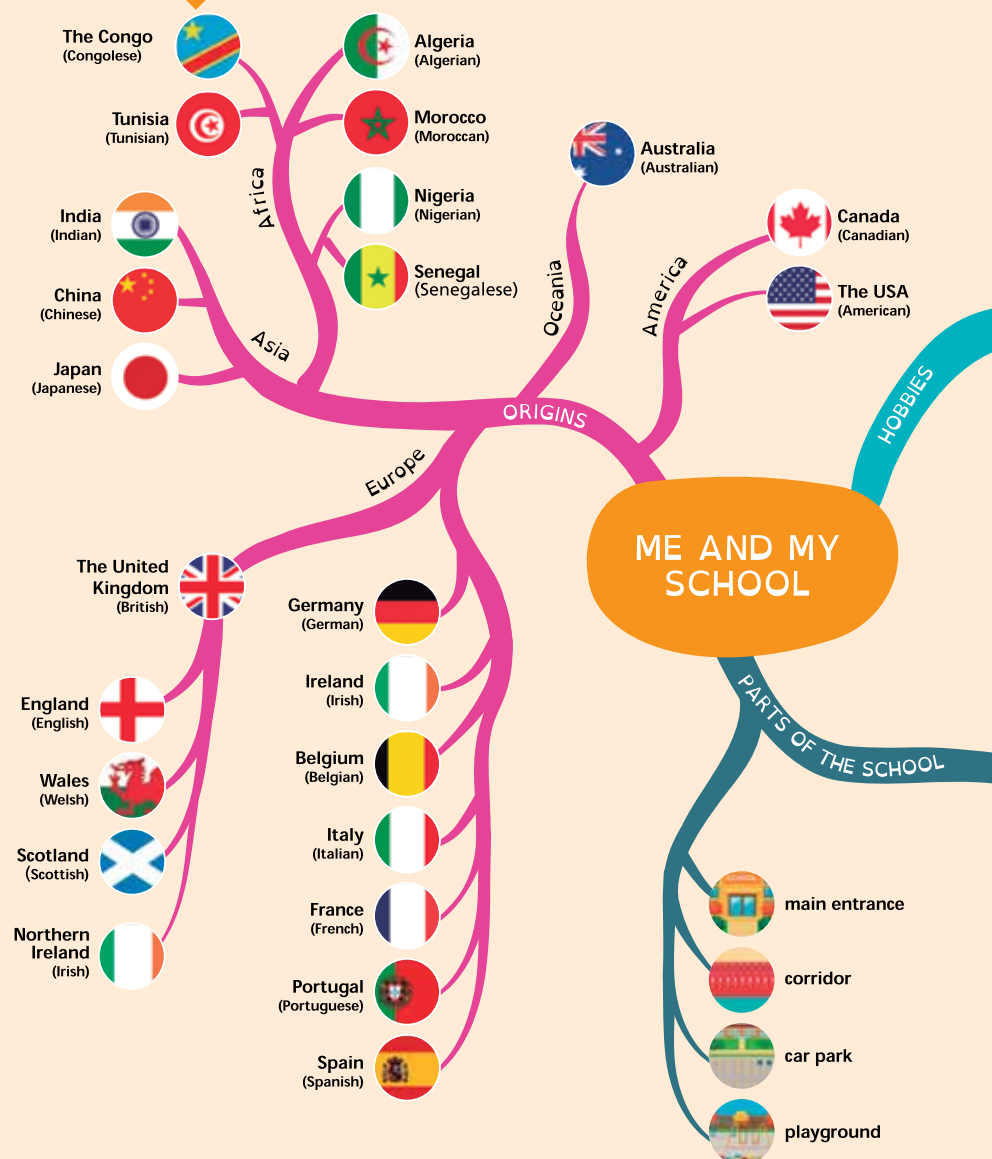
Hi! name is Peter, and this is friend Alex. We are eleven. We love playing football on school team. And you? What's name?



My vocabulary

→ Exercises, p. 114
→ WB p. 12

I see
and I memorise.



COUNTRIES, NATIONALITIES AND LANGUAGES

1 Look at the flags to complete the sentences below.

- Hi, I am Christian. I'm from .
I live in Melbourne.
- My name is Petra. I live in Venice. I am .
- Hello! I am Joshua. I'm from .
I speak and English.
- I am Jean. I live in Paris but I am not .
I am from . I speak and English.
- Hello everybody. My name is Said. I'm but
I live in . I speak Arabic and

2 Find the odd one out. Explain your answers to your partner.

-
-
-
-

DIFFERENT PLACES AT SCHOOL

3 Match each activity with a place at school.

- We learn to play the piano in the
- We play basketball and badminton in the
- We learn digital skills in the
- We have lunch in the
- We borrow books from the
- We make and then paint our creations in the
- We have drama lessons in the

Create your mind map!

Create your own mind map by choosing the words that you would use to describe yourself (country, nationality, languages, hobbies) and your school.

