



BLOG LOVE - Extra

Starter Level

This level is suitable for beginner-level students who have been learning English for less than a year. It precedes the Common European Framework level A1. Suitable for users of CLICK magazine.

SYNOPSIS

Junko, 17, is Japanese and is studying English in London. She's lonely so she starts a blog, hoping to meet friends on-line.

Sonya, a classmate, befriends Junko. But on a school trip Sonya falls in love with Silvio and ignores Junko. Junko feels more left out than ever. Then she gets a reply to her blog from Slow Boy who is studying Japanese in Tokyo. He asks Junko how he can make friends with a shy girl he's met.

Jeff, 25, owns the internet café that Junko uses. He invites Junko to a party. Silvio invites Junko to the cinema the same night. Junko is too polite to refuse Jeff's offer.

At the party, Jeff makes a pass at Junko. Junko is shocked. She doesn't want to see Jeff again.

Slow Boy returns to London and Junko agrees to meet him at the café. When she arrives, the café is full. Where's Slow Boy? Suddenly she notices Jeff walking towards her. Then Silvio stands up from behind a computer. Which is Slow Boy? Jeff or Silvio?

CULTURAL BACKGROUND

London is a cosmopolitan capital, famous for its culture and nightlife. Foreign language students arriving from a slower-paced culture may feel overwhelmed. Japanese teenagers are sometimes quite reserved in comparison to European adolescents.

Blogs (short for web logs) are on-line diaries. People can reply to blogs and share experiences. In some societies, internet friendships and dating have become common in the last few years.

CASUAL LANGUAGE

There are two informal expressions in the story.

- **'Cool!'** This means fashionable or simply expresses approval. For example, 'That's a cool jacket!' or 'That book is really cool!'
- **'Baby'** A term of affection between boy and girl, for example, 'Are you OK, baby?' This expression indicates a close relationship between two people.

HOW TO USE YOUR SCHOLASTIC READER

Choosing

Is this the right story for your class? Do they want to read it? If not, choose another! Ask them some questions. For example: *Have you ever written a blog? If so, what was it about? Have you ever used the internet to make friends?*

Motivating

Get your class to want to read *Blog Love*. Motivate them with some interesting background info and a taste of the story: *Junko is lonely in London and finds it difficult to make friends. She writes a blog and meets Slow Boy. But is he who he says he is?*

Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the back of the reader and extra activities from this resource sheet to go with each chunk of reading.

Anticipating

Read People and Places on pages 4-5 aloud with the class. Talk about the characters. Ask for predictions. What is going to happen in this story?

Using the CD

Students can listen and follow in their books. They can listen and then read, or read and then listen. They can listen and then predict the next part of the story. All these activities will improve their reading speeds and skills.

Glossary

Go to New Words! on the inside back cover of the reader. Translate the words with the class or get students to find meanings at home.

Casual language

Introduce the informal expressions used in *Blog Love*. (There are two in this Starter Level reader.) Put them into context (see above). Tell students to look out for them as they read.

Book exercises

Show students the self-study activities on pages 28-30. These are divided into sections. They complete some exercises before they read a section, and some after. (Answers are in this resource sheet.)

Feedback

Have class feedback sessions each week. Talk and ask about the story so far. Get students to ask each other questions. Check exercise answers with the whole class. Answers to all exercises are on page 4 of this resource sheet.

Fact Files

After the story, there are two Fact Files. Set these as self-study or use for whole class work. The files explore the themes of the book in a fun and cultural context with interactive elements. Use the files as a springboard for class research projects. Project ideas are on page 4 of this resource sheet.

What did they think?

Book review time. Get everyone to do a written or verbal review of *Blog Love*. Compare opinions. Take account of these opinions when you choose the next class reader. Did *you* like it? Let us know at readers@link2English.com.



BLOG LOVE

- Extra

Chapter 1: Write to me!

1 Write the correct name. Who ...

- a) writes her blog at the Double Decker Internet Café? ... *Junko*
- b) works at the cinema?
- c) is from Slovakia?
- d) wears clothes from Sergio Tacchini?
- e) is the owner of the Double Decker Internet Café?

2 Put these words from Junko's blog in the right order to make sentences. The sentences come from Chapter 1.

- a) blog. / write / me / to / Please / at / my
..... *Please write to me at my blog.*
- b) tired. / I'm / very / very
.....
- c) you / boys / school? / like / in / Which / do
.....
- d) Silvio. / looks / only / at / She
.....
- e) touches / smiles / He / my / and / hand.
.....

3 What happened in Chapter 1? Put the events a-e in the correct order.

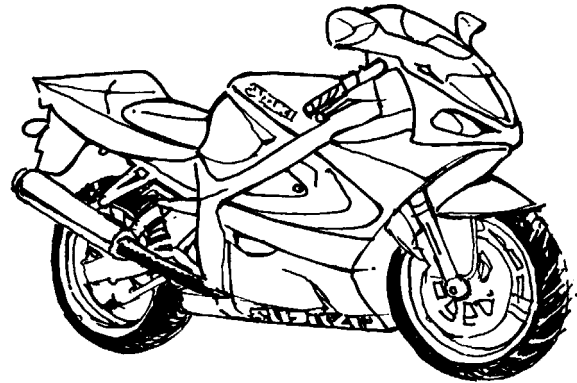
- a) Sonya says, "Oxford students have lots of money."
- b) Junko and Sonya talk about mobile phones.
- c) The students go to some important buildings in Oxford.
- d) Junko starts her blog in an old, red London bus.
- e) Sonya and Silvio are shopping in



Chapter 2: Slow or fast?

1 Who said what? Write the correct name next to each sentence. Is it Andreas, Junko, Jeff, Slow Boy or Sonya?

- a) "That's a cool mobile!" *Sonya*
- b) "Yes, and I like the person in the jeans too."
- c) "Do you want a drink, baby?"
- d) "Quiet and no problems."
- e) "Can I go home now?"
- f) "Who's the boy, Junko?"
- g) "But I'm buying a Suzuki 600."
- h) "Boys and motorbikes are the same."
- i) "I'm coming back to England soon, Junko."



2 Match what Junko says, does and feels with reasons a-e.

- 1. Junko is excited ... e
 - 2. Junko thinks, "How can I say no?" ...
 - 3. Junko goes to another window on the computer ...
 - 4. Junko's face is red ...
 - 5. Junko says, "He's a ... a friend" ...
- a) ... because Jeff is looking at Junko's blog.
 - b) ... because Sonya asks, "How do you know Jeff?"
 - c) ... because Jeff says, "Let's go to the West End on my motorbike."
 - d) ... because Silvio opens the door for her.
 - e) ... because Slow Boy writes to her.

3 Friends with Junko: a role-play. Work in pairs. One of you is Junko. One of you is a student from Junko's class. Junko is very shy. The other student is not shy. Introduce yourself and make friends with Junko.

RESOURCE SHEET STUDENT ACTIVITIES

Chapter 3: Slow Boy in London

1 What happened in Chapter 3? Put the events a-j in the correct order.

- a) Junko goes to the internet café to meet Slow Boy.
- b) Junko and Jeff go to the party on his motorbike.
- c) Junko types, "Which one of them is you, Slow Boy?"
- d) Jeff invites Junko to a party.
- e) Sonya comes to the party.
- f) Jeff kisses Junko.
- g) Jeff smiles and gets up.
- h) Silvio asks Junko to the cinema on Saturday night.
- i) Junko calls Sonya on her mobile.
- j) Silvio gets up and smiles.

2 Make questions. Use the words only once.

What When Where Why Which

- a) *Where* is the party?
- b) is Slow Boy coming to the internet café?
- c) is Slow Boy?
- d) colour is Slow Boy's hair?
- e) is Jeff in the internet café at lunchtime?

3 Things, things, things! Complete the sentences with the words from the box.

clothes eyes mobile phones cars T-shirt
cinema motorbike

- a) I've got black hair, dark *eyes*, glasses and a big smile.
- b) English boys drive cool
- c) Japanese are my favourite.
- d) His are from Sergio Tacchini.
- e) Do you like my new green
- f) Let's go to the West End on my
- g) We talk about and sport.

FINAL TASKS

Writing: what happens next?

1 Who is Slow Boy? It's Silvio! Write a paragraph in Junko's blog. What happens next?

Example: *I'm so happy! And surprised ... Yesterday ...*

2 Who is Slow Boy? It's Jeff Silk! Write a paragraph in Junko's blog. What happens next?

Example: *Oh no! Internet, I can't believe it! ...*

VOCABULARY BUILDER

Party

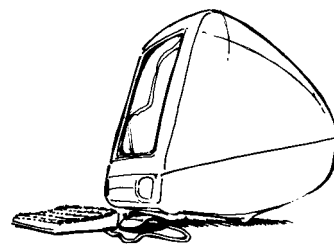
Look at the list of New Words at the back of *Blog Love*. Choose the right word for these sentences.

- a) Sonya and Junko study English at a ... *language school* ... in London.
- b) Japanese girls like boys.
- c) Jeff calls Junko ".....".
- d) Jeff likes girls with
- e) Junko is very She doesn't like parties.
- f) Jeff Junko. Junko runs!

Internet

Choose the correct word to complete the sentences.

- a) I've got a message / letter on my blog.
.....
- b) £1 for an hour? That's sweet / cheap.
.....
- c) Click / press to go to the next page.
.....
- d) I swim / surf for 3 hours a day.
.....
- e) This is a cool play / game. It's very exciting!
.....



People

Complete these sentences with words from the box below.

lonely polite shy friendly unfriendly

- a) My face goes red often. I'm *shy*
- b) She likes talking to new people. She's
- c) I'm because I haven't got any friends.
- d) He always says the right thing. He's very
- e) He's He isn't very nice to new people.

THE WEB WORLD (page 24)

Survey

Organise a survey on internet use. Elicit possible question areas. For example:

- Do you surf from home/school?
- How many hours a week do you use the net?
- What do you do on the net?
- Do you use internet cafes? When? Why?
- What is important in an internet café (i.e. fast computers, cheap time, good coffee, nice seats, cool music, cool clients)?

Students ask and answer the questions in groups. Get feedback from each group. Use as a focus for class discussion.

Extension: Each student interviews two elderly people (e.g. their grandparents) about their internet use. Is the internet only for young people?

BLOGGING (page 25)

Interactive writing

1 For homework, or in class, ask each student to write a simple blog on paper about his or her daily life. Then circulate the blogs to every student in the class. Each student writes a couple of sentences in reply to each blog on the same sheet of paper. Then vote – whose blog is best?

2 For homework: Students prepare and write a simple blog about a hobby or interest. This blog should contain translations of any specialist words. Circulate the blogs in class without names – can the students guess who wrote what?

LONELY IN LONDON (pages 26-7)

Research: London

Ask students to find out about London from the internet or at the library. Ask groups to focus on a specific aspect, for example:

- What is London's size and population?
- What are the main tourist attractions?
- How many people visit London each year?

Get students to present their information to the class.

Pair work: Making friends

Ask students to work in pairs. Do they agree with Milo's advice on making friends (page 27)? Is the same true of where they live? Do they have any more suggestions or similar experiences?

Brainstorm ideas in pairs or groups then feedback for class discussion.

ANSWER KEY

Self-Study Activities (pages 28-30)

- 1** a) blog/life
b) touch
c) language school
d) lonely/messages
- 2** computers
- 3** a) Mr and Mrs Lacey.
b) They are studying at the same language school.
c) Sonya isn't talking to her.
d) Sonya's looking at Silvio and Silvio's looking at Sonya.
e) Jeff Silk.
- 4** Open answers.
- 5** a) shy b) expensive c) sad d) slow e) polite
- 6** She's his girlfriend.
- 7** a) incorrect. Slow Boy is learning Japanese.
b) incorrect. Sonya likes Andreas because he's rich.
c) correct
d) correct
e) incorrect. Silvio is sad because of Sonya.
- 8** Open answers.
- 9** a) party b) dancing c) kiss d) room
- 10** a) Jeff Silk b) Silvio c) Jeff kisses her. d) To help Junko.
e) Yes, because he's cool.
- 11** a) incorrect. Junko does go to the internet café at lunchtime.
b) incorrect. Slow Boy arrives early at the internet café.
c) incorrect. There are ten boys in the internet café.
d) correct
e) correct
- 12** Open answers.

Resource Sheet Activities

Chapter 1: Write to me!

- 1** a) Junko b) Mr Lacey c) Sonya d) Silvio e) Jeff Silk
- 2** a) Please write to me at my blog.
b) I'm very, very tired.
c) Which boys in school do you like?
d) She only looks at Silvio.
e) He smiles and touches my hand.
- 3** The correct order is:
1. d 2. b 3. a 4. c 5. e

Chapter 2: Slow or fast?

- 1** a) Sonya b) Andreas c) Jeff d) Jeff e) Junko f) Sonya
g) Andreas h) Sonya i) Slow Boy
- 2** 1. e 2. c 3. a 4. d 5. b

Chapter 3: Slow Boy in London

- 1** The correct order is:
1. d 2. h 3. b 4. f 5. i 6. e 7. a 8. c 9. g 10. j
- 2** a) Where b) When c) Which d) What e) Why
- 3** a) eyes b) cars c) mobile phones d) clothes e) T-shirt
f) motorbike g) cinema

Vocabulary Builder

Party

- a) language school b) polite c) baby d) glasses e) shy
f) kisses

Internet

- a) message b) cheap c) Click d) surf e) game

People

- a) shy b) friendly c) lonely d) polite e) unfriendly