

หนังสือเรียน รายวิชาพื้นฐานภาษาอังกฤษ

Project Explore

Student's Book
2

Sarah Phillips
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ชั้นมัธยมศึกษาปีที่ 2

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

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Based on an original concept
by Tom Hutchinson

1

My life

1A Things I can do

YOU FIRST!

Make a list of the things you can do. Think about school, sports, music, art, hobbies. Can you do anything different to your classmates?

Vocabulary

1 **1.10** Listen and repeat.



do butterfly



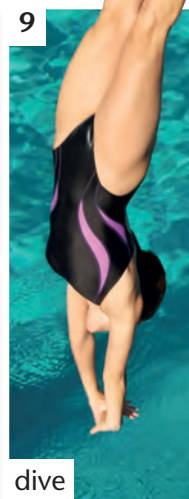
do sudoku



do gymnastics



do magic



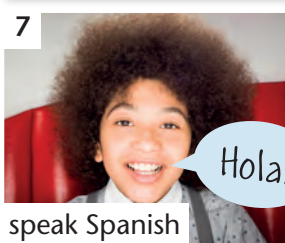
dive



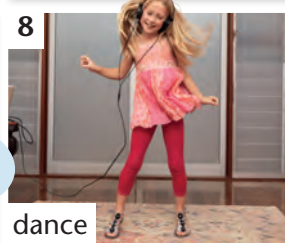
play the guitar



play basketball



speak Spanish



dance

2 a **1.11** Listen to the dialogue and then repeat.

What am I doing?

You're diving!

That's right. Your turn!



What am I doing?

I think you're playing basketball.

No, I'm not. I'm dancing!

b Work with a partner. Mime an activity from exercise 1. Use the dialogue above to guess the activities.

► **Workbook** page 2, exercise 1

Reading and Grammar *can/can't*

3 a Read the emails. Who likes sport? Who likes music?

◀ Inbox from Keira

Hi Pablo,
I'm Keira. I'm in class 5A at Three Oaks Secondary. I am your 'buddy' when you visit us in September. Here's some information about me. I am 11 years old. I like sport a lot. I love doing gymnastics. I like swimming, too. I'm in the school swimming team. I can do butterfly but I can't dive very well. Do you like sport? Please write and tell me about yourself. Write in English please! I can't speak Spanish. I'm really excited about your visit.
Keira

◀ Inbox from Pablo

Dear Keira,
Thanks for your email. I'm 11, too. I like sport, too. I can swim, but I can't do butterfly. Please teach me ☺ I can play basketball. It's my favourite sport. Do you play basketball at your school? Is there a team? I'm in our school team here. I like music, too, and I love dancing. I go to piano and guitar classes after school. I can play the piano very well. I've got the Grade 5 certificate. I can't play the guitar very well. What kind of music do you like?
See you soon,
Pablo

b Read the emails again. Match the sentence halves.

- 1 Keira and Pablo are
- 2 Keira and Pablo can
- 3 Pablo can
- 4 Keira can't

- a speak Spanish.
- b 11 years old.
- c swim.
- d play the piano.

- 4 a Look again at Pablo's email to Keira.
Complete the sentences.

I can _____ but I can't _____ very well.

I can _____ very well.

I can't _____ very well.

- b Complete the report cards with the expressions
can, can't, can...very well or can't...very well.

1 SCHOOL REPORT

James _____ play the piano _____.



2 SCHOOL REPORT

Jane _____ play the piano.



3 SCHOOL REPORT

Jess _____ play the piano _____.

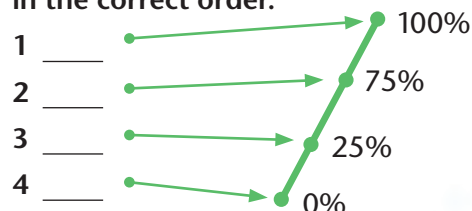


4 SCHOOL REPORT

Jack _____ play the piano.



- c Label the scale with the names of the students in the correct order.



Make questions with *can* like this.

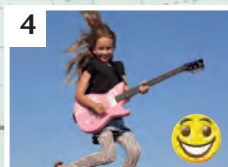
You **can** play basketball.

Can **you** play basketball?



- 5 Make a sentence for each picture. Use the activities in exercise 1 to help you.

1 She can do magic very well.



Pronunciation

/æ/

/ɑː/

/ə/

- 6 1.12 Listen and repeat.

Can you do gymnastics?

Can you play the guitar?

No, I can't do gymnastics.

No, I can't play the guitar.

I can dance very well.

I can speak English very fast.



➤ Workbook page 2, exercises 2–5

Speaking

- 7 1.13 Get ready to speak

Listen to the dialogue. Are any of the answers true for you?

A Can you do butterfly?

B Yes, I can.

A Can you play basketball?

B Yes, I can, but not very well.

A Can you dive?

B No, I can't.



- 8 Think of three questions with *can*. Talk to your classmates. Find a person who says Yes to all your questions.

Writing

- 9 Get ready to write Imagine some students are visiting your school. Think of three things you can tell them about yourself.

➤ Workbook page 3, exercises 6–7

- 10 Write an email to send to the visitors. Include these things:

1 Your age

3 Things you like

2 Things you can do

4 Ask a question

- 11 Optional. Send your email to someone in your class (copy in your teacher). Answer any emails you receive.

EXTRA

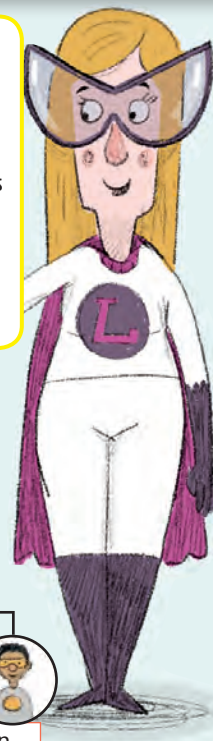
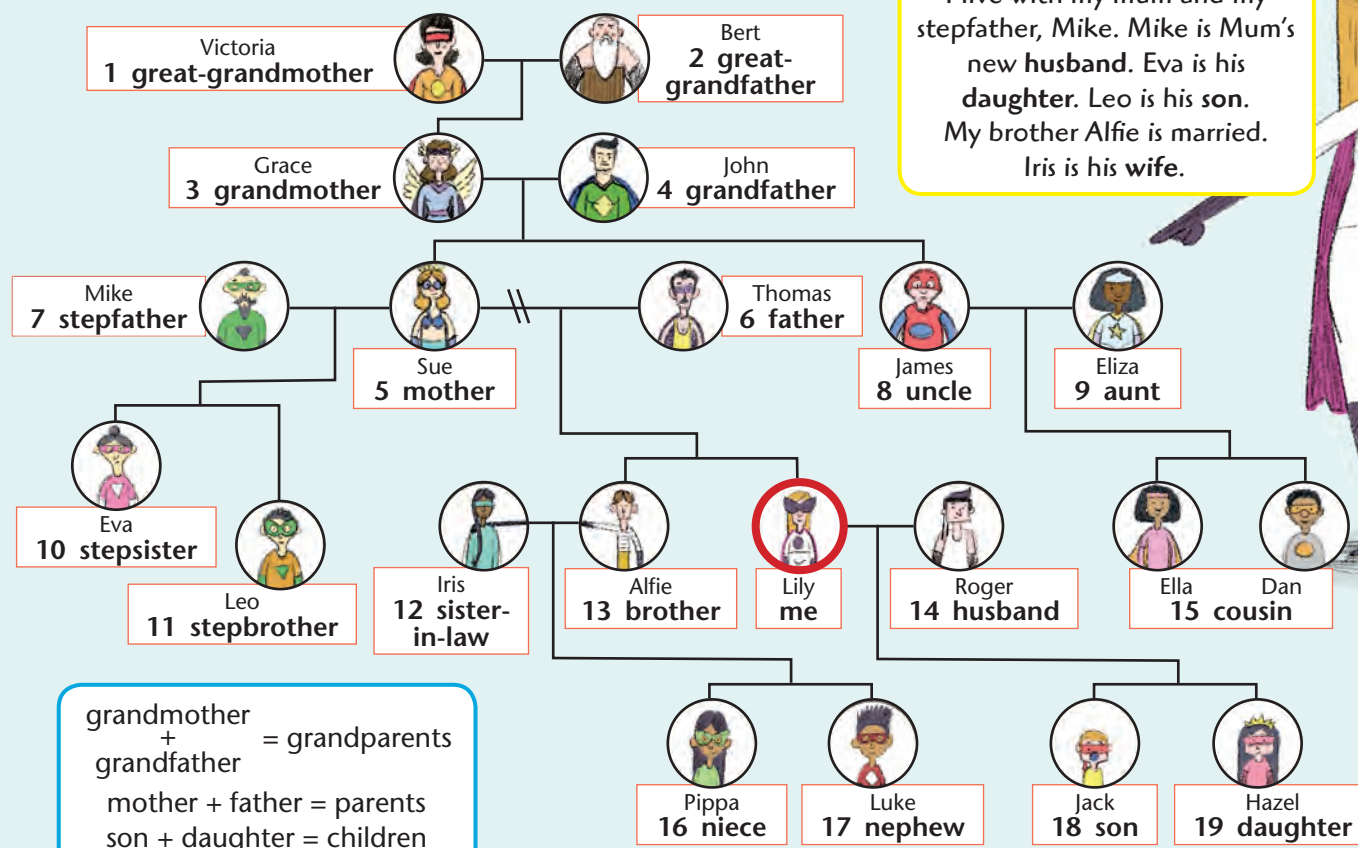
Can you think of a word that begins with each letter in PLAY BASKETBALL?

example: P = pencil

1B Families

YOU FIRST!

Do you know any famous families?
Who are your favourites in these families?



Vocabulary

1 1.14 Listen and repeat.

2 Look at the family tree. Are the sentences true (T) or false (F)? Correct the false sentences.

- | | |
|---|--------------------------------|
| 1 Grace is Lily's grandmother. T | 6 Dan is Lily's husband. |
| 2 Victoria is Grace's aunt. | 7 Pippa is Lily's niece. |
| 3 Lily is Grace's granddaughter. | 8 Luke is Lily's cousin. |
| 4 John is Grace's husband. | 9 Mike is Alfie's grandfather. |
| 5 Sue is James's wife. | 10 Leo is Alfie's nephew. |

3 a 1.15 Read and listen to the dialogue. Who has more cousins?

- Eva Have you got **cousins**?
- Omar Yes, I have, **three boys and a girl**. What about you?
- Eva I've got **five cousins, three boys and two girls**.
- Omar Have you got any **nieces and nephews**?
- Eva No, I haven't! Have you?
- Omar Yes, I have. My **big sister** has got **a baby boy**.

b Over to you! Ask your friends about their families. Who has got more aunts and uncles? Who has got more cousins?

► **Workbook** page 4, exercises 1–3

Reading and Grammar

love / like / don't like, etc.

4 Read the text and look at the family tree in exercise 1 again. Complete the text with the names of the superheroes.

I'm Professor Brainbox. People don't like me, but I'm not bad, I'm different. I like inventing monsters. It's fun. I really like scaring people. I love watching them run away from me!

I hate the Superheroes. When my monsters are having fun with a plane in the sky, ¹ _____ flies and rescues it. I hate her! Her daughter ² _____ is beautiful, but I don't like her. When my monsters play with surfers under the sea, she dives in and helps them. Boring! And I can't stand ³ _____. He's got elastic arms and legs, he uses them to catch my monsters. They never escape from him! It's not fair!



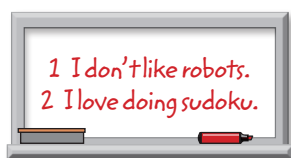
5 a Match the sentence halves.

- | | |
|-------------------------------------|--------------------------------------|
| 1 Professor Brainbox likes c | a the Superheroes. |
| 2 He loves | b Alfie. |
| 3 He hates | c inventing monsters. |
| 4 He doesn't like | d scaring people. |
| 5 He can't stand | e Sue. |
| 6 He really likes | f watching people run away from him. |

b Match the icons to the expressions in **bold** in exercise 5a. Use one icon twice.



c Which of these sentences use the -ing form after the verb?



d Choose the correct option to complete the rule.

After *love*, *like*, *hate*, etc. we use

- the -ing form of the verb (doing)
- the infinitive of the verb (do)

6 Over to you! Now make sentences about the things you and your family like and don't like.

- My mum **can't stand** cooking.
- My uncle **likes** eating pizzas.

► **Workbook** page 5, exercises 4–5

7 a Look at the text in exercise 4 again. What words in the box can you swap with the words in **bold**?

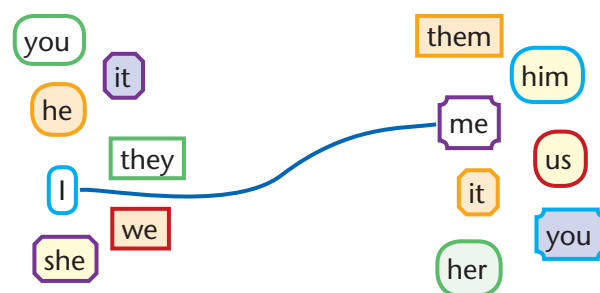
his elastic arms and legs Alfie Sue

- He uses **them** to catch my monsters.
- I don't like **her**.
- They never escape from **him**.

The words in **bold** are **object pronouns**. We use object pronouns after verbs.



b Match the subject and object pronouns.



► **Workbook** page 5, exercise 6

Listening

8 a How many words for jobs can you remember in one minute?

b **1.16** Listen to Lily talking about her family. What are the superheroes' jobs?

c **1.16** Listen again and complete the sentences.

- Lily is a **nurse**. She **doesn't like** working at night.
- Sue is a _____. She _____ her job.
- Her brother Alfie is a _____. He _____ dancing.
- Her cousin Dan is a _____. He _____ his job but he _____ working at Christmas.

► **Workbook** page 5, exercise 7

Speaking

9 a Get ready to speak Match the questions (1–4) to the answers (a–d).

- | | |
|--|--|
| 1 Have you got any aunts ? | a She's a reporter. |
| 2 What does she do? | b Yes, I would. |
| 3 Does she like her job? | c Yes, I have. I've got one aunt. Her name's Sophie. |
| 4 Would you like to be a reporter ? | d Yes, she does. She loves talking to people. |

b **1.17** Listen and check your answers.

10 Work with a partner. Talk about different members of your family. Use the questions in exercise 9a and change the **highlighted** words.

EXTRA

Draw some of your family tree. Write about the people on it. What do / don't they like doing?

1C My friends



Have you got a pet?
Can you describe it?

1 1.18 Read and listen to the story.
Does Winston like Bot?

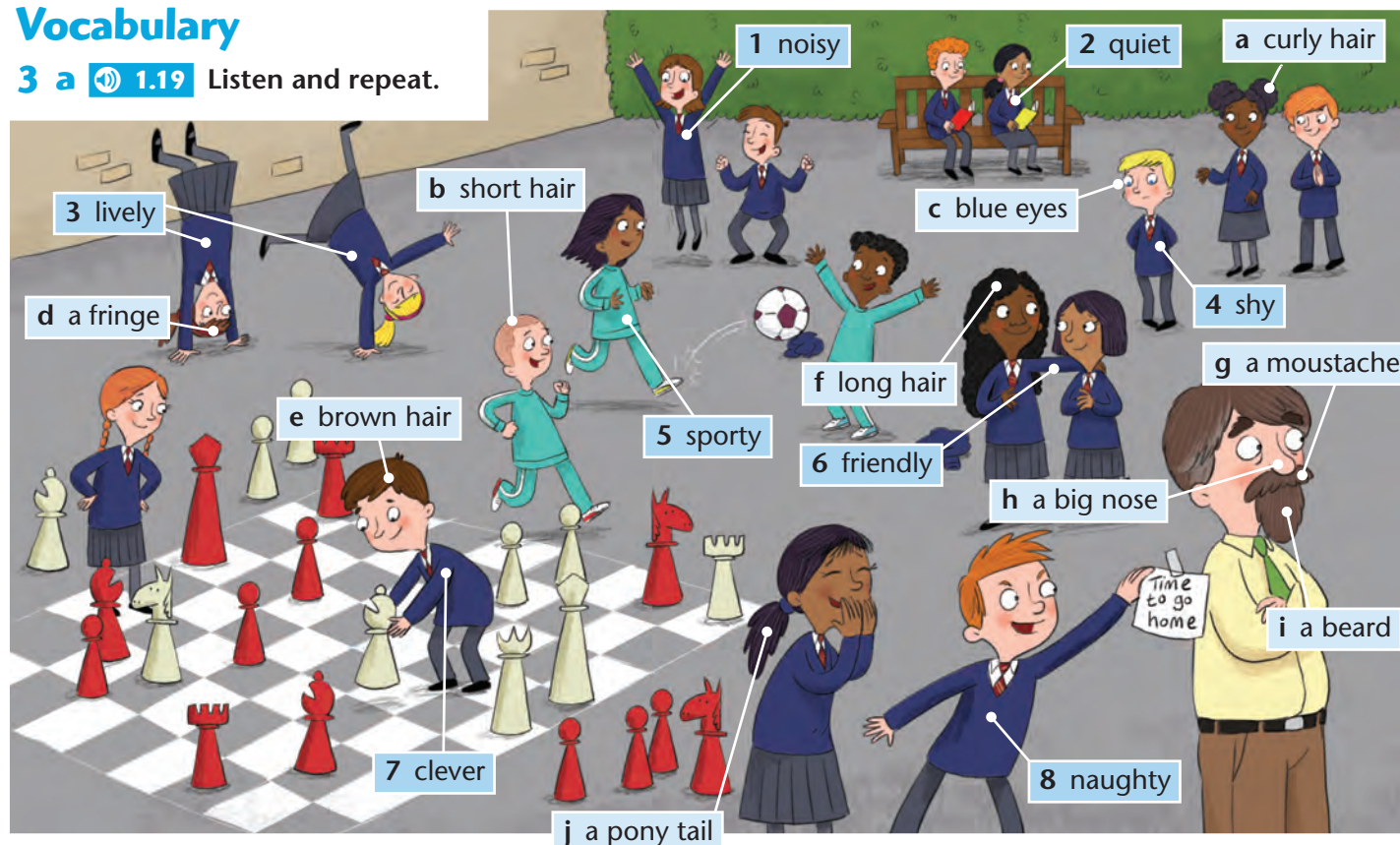


2 Read the story again. Are these sentences true (T) or false (F)? Correct the false sentences.

- | | |
|--|--------------------------------|
| 1 Bot is a robot. | 5 Mum thinks Bot is an animal. |
| 2 Jenny and Jake don't like Bot. | 6 Mum says they can buy Bot. |
| 3 Mum wants a new pet. | 7 Winston loves Bot. |
| 4 Bot is small and has got small eyes. | 8 Winston takes Bot's remote. |

Vocabulary

3 a 1.19 Listen and repeat.



b Read the dialogue and find the girl in the picture.

She's got long hair.

Is she friendly?

Yes, she is.

I know. It's this girl.

c Work with a partner. Student A chooses a child in the picture. Student B asks questions and guesses who it is.

► **Workbook** page 6, exercises 1–3

b Match the questions (1–6) to the answers (a–f).

1 What does he look like?

a They've got dark hair.

2 What's he like?

b They're friendly.

3 What does she look like?

c He's short and he's got short hair.

4 What's she like?

d He's lively.

5 What do they look like?

e She's tall and she's got blue eyes.

6 What are they like?

f She's clever.

Grammar What...like? / What...look like?

4 a Look at the story in exercise 1 again. Complete Mum's questions.

1 Mum What's ____ like?

Jenny He's very clever.

2 Mum What ____ like?

Jenny He's small and he's got big eyes.

Use *What...like?*
to ask about character.

Use *What...look like?*
to ask about appearance.



Speaking

5 a **Get ready to speak** Work in a group and think of the names of three or four well-known people. Write the names on the board.

b Work with a partner. Student A chooses a person from the board and describes them. Student B guesses the person.

► **Workbook** page 7, exercises 5–8



Draw a picture of a person you like.
Describe their appearance and character.

1D Saturday morning



What do you do in your free time?
Think about sports, music, art, hobbies, etc.



1 1.20 Read and listen to the story. Why can't Ravi speak?



Keira Hello!
Pablo What are you doing?
Viki We're making masks. It's Halloween soon!
Pablo That's a great idea! Can I help?
Keira Sure. You can help us cut the gauze up and put it in water.
Pablo Sorry, can you explain please?
Viki Look, do it like this.



Viki Could you put this cream on Ravi's face now, please?
Pablo OK.
Viki Don't forget his eyebrows!
Pablo Ummm. What does *eyebrows* mean?
Viki Look! These are his eyebrows.
Pablo Oh, OK. Thanks.



Keira Finished!
Ravi Hmm mmm.
Keira Sorry, can you say that again, please?
Ravi Hmm mmm.
Keira What's he saying? I don't understand.
Viki He's saying he's hungry.
Keira Too bad. He can't move now!



Viki It's ready.
Keira OK. Let's take it off. Oh no!
Pablo What's the matter?
Keira The mask is stuck to his eyebrows! Poor Ravi!
Viki What can we do?
Keira Pull! One, two three!

2 Read the story again. Answer the questions.

- 1 Why are they making masks?
- 2 Who is putting cream on Ravi's face?

- 3 Who can't move?
- 4 What's the problem?

► **Workbook** page 8, exercise 1

Grammar Present continuous

3 a Complete the questions and answers from the story.

1 Pablo What _____?

Viki _____ masks.

2 Keira What _____?

Viki _____ he's hungry.

The verbs are in the present continuous.



b Choose the correct option to complete the rule.

We use the present continuous to talk about...

a things we can do.

b something happening now.

c Complete these sentences with the correct form of the verbs below. Then match them to the pictures in the story.

cut laugh help eat have put

1 Keira is holding the mask. It's stuck to Ravi's eyebrows. They are laughing. ☐

2 Ravi is at the table. Viki _____ up the gauze for the mask. Pablo and Keira _____ her. ☐

3 Pablo _____ cream on Ravi's face. Ravi needs cream on his eyebrows too. Viki is explaining the word *eyebrows*. ☐

4 Pablo _____ a sandwich and Viki _____ a drink. Ravi is trying to speak. ☐

d Complete the questions with a word from the box. Then answer the questions for you.

What Who Where Are Is

1 What are you doing?

2 _____ are you sitting next to?

3 _____ you writing or speaking?

4 _____ is your teacher standing?

5 _____ your friend wearing trousers?

► **Workbook** page 8, exercises 2–3

Everyday English

4 a Look at the story in exercise 1 again. Match the questions (1–4) to the answers (a–d).

1 What does *eyebrows* mean?

2 Sorry, can you say that again, please?

3 What's he saying? I don't understand.

4 Sorry, can you explain, please?

a He's saying he's hungry.

b Look, do it like this.

c Look! These are his eyebrows.

d Hmm mmm.

b **1.21** Listen and check.

c Which phrase or phrases in exercise 4a would you use in these situations?

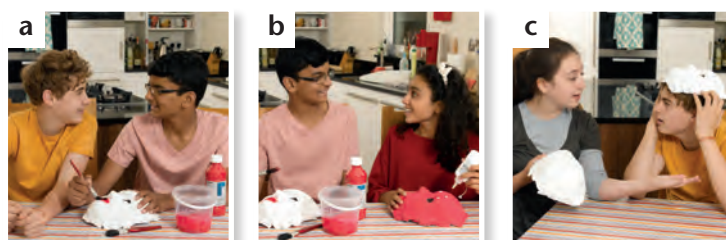
A You are not sure what to do.

B You want someone to repeat something.

C Somebody says something but you don't understand.

Speaking

5 a **1.22** Get ready to speak Listen to the dialogues. Match the pictures (a–c) to the dialogues (1–3).



b Put the sentences in the dialogues in the correct order.

1 _____ I need the scissors. Can you pass me the scissors?

_____ Sorry, can you say that again, please?

| Can you pass me the scissors?

2 _____ Crimson is red, a very strong red.

_____ Sorry, what does *crimson* mean?

_____ Crimson.

| What colour are you painting the lips?

3 | I'm decorating my mask with glue.

_____ Look, you can make horrible spots like this.

_____ With glue? I don't understand. Can you explain?

c Act out the dialogues with a partner.

► **Workbook** page 8, exercise 4

Story

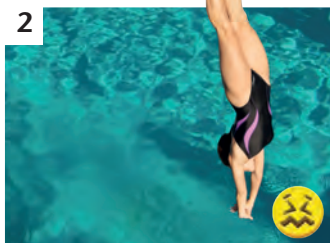
Read the story on page 9 of the Workbook and do the exercises.

1 Revision

Vocabulary and Grammar

- 1 Write sentences about the pictures. Use *can... very well, can, can't...very well or can't*.

She *can't* dive *very well*.



Vocabulary

- 2 Complete the sentences with the correct family words.

- My grandmother's father is my ____.
- My stepsister is my stepfather's ____.
- My cousin, Tom, is my uncle's ____.
- I am my aunt's ____.
- My brother, Lorcan, is my aunt's ____.

Grammar

- 3 Write the questions for these answers.

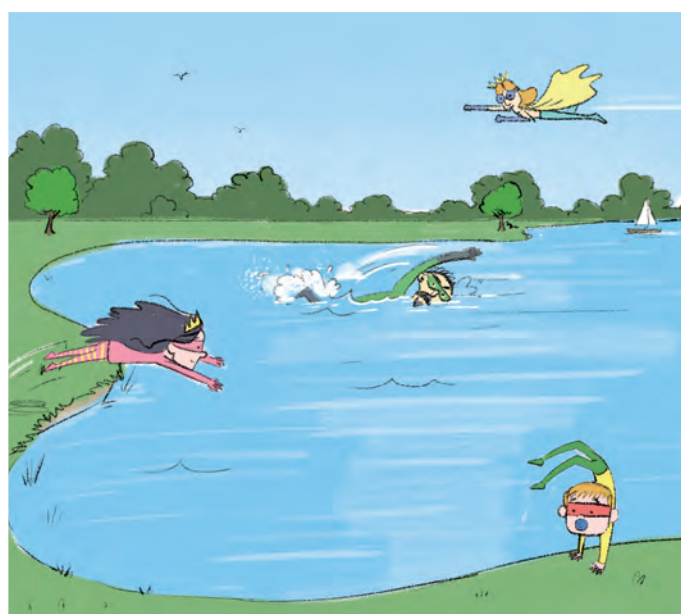
- ____ Keira's got long brown hair.
- ____ Keira's lively.
- ____ Pablo's shy.
- ____ Pablo's got dark hair and brown eyes.

- 4 Complete the sentences with the correct form of the verbs in the box.

do x2 love play x2 swim watch x2

- I've got a brother and a sister. They *love* sport. They often ____ it on television. They really like ____ tennis.
- My brother ____ basketball. My sister can ____ very well. She can ____ butterfly.
- I like being inside. I like ____ sudoku and I love ____ the guitar.

- 5 Look at the picture. Complete the questions and answers.



- What is Supermum doing?
- Where ____ ?
He's swimming in the lake.
- What is Superboy doing?
- Is Supergirl ____ ?
Yes, she is.

Everyday English

- 6 Match the first lines of the dialogue (1–3) to the second lines (a–c).

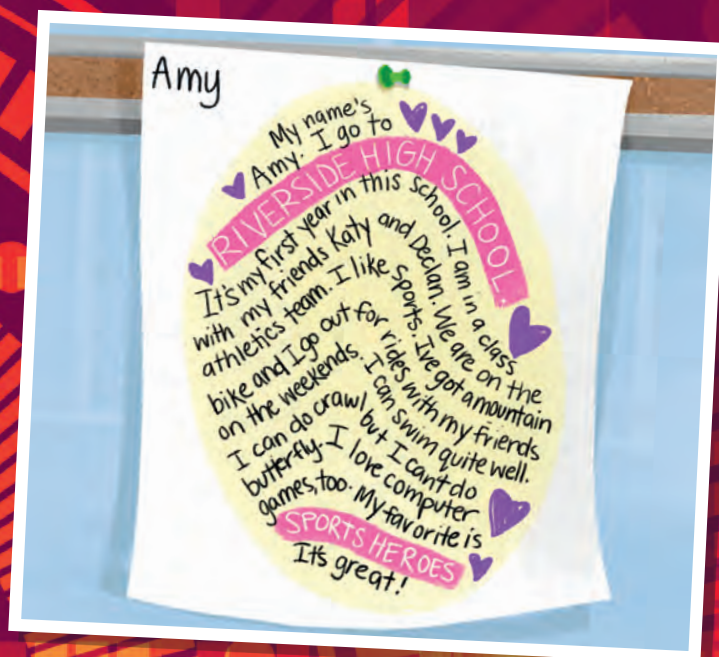
- | | |
|--|---|
| 1 I'm sorry. What does <i>turquoise</i> mean? | a Sorry, can you say that again please? |
| 2 Do exercise 3 for homework. | b It's a colour. It's between green and blue. |
| 3 Your grandmother's mother is your great-grandmother. | c Sorry, I don't understand. Is the exercise in the Workbook or the Student's Book? |

➤ **Workbook** pages 10–11, exercises 1–8

TASK

Your fingerprints are unique. You are unique, too! Make a fingerprint portrait of yourself.

All about me



- 1 Look at these projects. What do the lines of writing make?
- 2 Read the projects. Which topics below does Fred talk about? Which topics does Amy talk about?

activities appearance family
favourite music free time friends
house likes and dislikes parents' jobs
personality pets school sport

3 Answer the questions about Fred and Amy.

- | | |
|---|---------------------------------------|
| 1 How old is Fred? | 5 Where does Amy go to school? |
| 2 What does he look like? | 6 What are her friends' names? |
| 3 What's he like? | 7 What does she do in her spare time? |
| 4 What is his dog's name? | |
| 8 Can you find one piece of extra information about Fred and Amy? | |

4 Look at Fred's and Amy's projects again. Answer these questions about each one.

- 1 Does it use images? Are the images simple or complicated?
- 2 Does it use different coloured letters? Does it use different sized letters? Different styles of letter? For what words?
- 3 Does it have any icons? Hearts? Smiley faces?
- 4 Which project do you like best?
- 5 Which ideas from their projects do you want to use?

5 Make your own fingerprint portrait.

- 1 Think about what you want to write. Choose some topics from exercise 2.
 - 2 Write a draft. Correct it.
 - 3 Make your fingerprint. You can use an inepad or colour your finger with a felt tip pen. Then press it onto white paper.
 - 4 Enlarge your fingerprint. You can do this with a scanner/copier, or you can copy some of the lines. Do this in pencil.
 - 5 Draw over the lines with a black pen. You want clean lines.
 - 6 Put some white paper over the fingerprint.
 - 7 Write carefully, following the lines. Use pencil first, then write in colour.
 - 8 Add some small pictures to your portrait.
- 6 a** Present your project to the class. Tell your classmates about the pictures on your project. Answer their questions.
- b** Listen to your classmates' presentations. Ask questions.

Study tip!

Listen carefully to your classmates. Think of a question to ask about their project as you listen.

1 Culture



Do you know anything about the festivals of Halloween, Diwali or Bonfire Night?

Autumn celebrations

Alex



Halloween

At Halloween we decorate the house with bats, skeletons, and spiders. We make pumpkin lanterns.

We all dress up on the night of Halloween. You can see witches, vampires, mummies and ghosts on our street. We knock on our neighbours' doors and say 'Trick or treat'. They usually give us some sweets.



Halloween facts:

- Halloween is on 31st October.
- The festival is more than 2,000 years old.

Riya



Diwali

I love Diwali. My family come from India and it's one of our traditions. There are big Diwali celebrations in lots of British towns now.

At Diwali we decorate our house with beautiful rangoli patterns and special lamps called *diya*.

In the morning we put on our best clothes and say our prayers. Then we visit friends and family. In the evening we watch the Diwali processions and the fireworks in town. They're amazing!



Freya



Bonfire Night

This is a photo of Bonfire Night in our village. The bonfire is on a field near the church.

On the night of the celebration it's cold and we wear warm coats and boots. We stand near the bonfire and eat hot dogs and toffee apples. I love watching the fireworks. They're my favourite part of the night!



Bonfire Night facts

- Bonfire Night is on 5th November.

Diwali facts

- Diwali is in October or November. It is the Hindu New Year.
- Rangoli patterns are made from coloured rice or sand.

1 Look at the pictures in the articles. What do they have in common?

2 Before you read, think about which article or articles these words are in.

bonfire lamps fireworks
procession pumpkin vampire

Study tip!

Always look carefully at the pictures. They can help you understand the text.

3 Choose one or more articles to read. When is the festival? Find two things people do to celebrate the festival.

4 Read the article(s) again. Are these sentences true (T) or false (F)? Correct the false sentences.

Halloween

- 1 There are fireworks at Halloween.
- 2 Alex buys his pumpkin lantern from the shops.
- 3 Sweets are typical treats at Halloween.

Diwali

- 4 Diwali is only celebrated in India.
- 5 Lamps, or *diya*, are an important part of Diwali.
- 6 There are big processions in the streets at Diwali.

Bonfire Night

- 7 The weather in November is cold in the UK.
- 8 Pancakes are traditional on Bonfire Night.
- 9 Freya loves the fireworks.

5 Over to you! Think about your own country and answer the questions.

- 1 Do you have any celebrations in autumn in your country? When? What do you do?
- 2 Which of the celebrations in this lesson would you like to go to? Why?



What's your favourite subject at school?

LEARNING IN different WAYS

Is everybody at school the same? Of course not. You can be smart or intelligent in lots of different ways. Scientists say we have multiple intelligences. Every one of us has all these intelligences, but usually one or two of them are very strong.

1 SMART



Tom loves dinosaurs and he's got a rock collection, too. He likes studying outside.

2 SELF SMART



Emma is quiet and shy. She loves reading books. When she does a project she likes thinking about the best way to do things.

3 SMART



Lucas can play the guitar. He likes listening to music when he does his homework.

4 PICTURE SMART



Rajesh loves drawing, painting and taking photos. He can read maps very well.

5 WORD SMART



Amy likes writing stories and making books. She is a great actor and is always in the school play.

6 SMART



Caro is sporty. She's a good dancer and she plays football, too. She doesn't like sitting down and studying.

7 PEOPLE SMART



Matt is lively and has got lots of friends. He helps people with their homework, and he likes studying with a friend.

8 NUMBER SMART



Olivia can play chess very well and she likes doing sudoku. Her notebooks are always organized.

Reading

- 1 Read the introduction. Is there more than one way to be intelligent?
- 2 Look at the photos then read about the students. Complete the labels with the correct strong intelligence from the box.

Nature Body Music

Listening

- 3 1.23 Listen to some more students talking about learning English. What are their strong intelligences?
- 4 **Over to you!** What are your strong intelligences? Compare with your friends. Can you find anybody with the same intelligences as you?