

หนังสือเรียน รายวิชาเพิ่มเติม

เสริมทักษะการฟัง-พูด ภาษาอังกฤษ ชั้นมัธยมศึกษาปีที่ 1-3

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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## Just Speak Up 3

Olga Geissler

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<http://www.compasspub.com>

ISBN: 978-1-59966-418-7

13 12 11 10 9 8 7  
17 16 15 14

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Printed in Korea

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## How to Teach This Book

The best way to teach speaking is to have students practice speaking. This book has been developed to introduce a wide variety of speaking topics to students. Each unit also presents a number of activities to scaffold speaking tasks for lower-level or less secure speakers. However, it is not mandatory for higher-level and more advanced speakers to work systematically through all of the activities. Because the speaking topics are related by theme rather than specific content, the material in each unit is flexible and adaptable.

The lesson plan presented here is suggested for a class that requires significant support for each speaking task. Classes that do not require as much support may be able to jump right into the topics and start talking. It is left up to individual instructors to gauge how thoroughly each step of this lesson plan needs to be implemented in their classes.

### Suggested Lesson Plan (60 min.)

### Step 1

### Warm-up with Listening

Have students look at the unit topic. Ask the class to brainstorm a few possible questions they might ask someone about the topic and write them on the board. While students are suggesting questions, take time to briefly discuss how students might plan an answer for a few of the questions. For example, point out which questions should be answered with examples of personal experiences and which should be answered with opinions.

After a reasonable list of questions is written on the board, play the audio track for Activity 1. Students will hear three speakers give short talks related to the unit topic. Based on what they hear, students should determine if the speaker is talking about his or her experience or opinion.

After playing the audio track once, replay it, but stop after each speaker. Discuss what the students heard (or did not understand), and determine if the speaker was explaining an experience or an opinion. Continue replaying and stopping after each speaker until all three talks have been discussed.

### Activity 1 (10 min.)



## Step 2

### Activity 2 (5 min.)



## Vocabulary and Brainstorming

Have students read through the list of words and phrases as a class, focusing on their pronunciation and meaning. Then have students sort the words and phrases into the three categories provided. After everyone has finished sorting the list, check it as a class. After checking each category, ask students to brainstorm three to five additional words or phrases that could be added to the given category. All of the vocabulary brought out in this activity can help students as they answer the speaking prompts that follow in the unit.

### Step 3

### Activity 3 (5 min.)

## Model Dialogs

Play the audio track for Activity 3 and have students read along as they listen. After each dialog, stop the audio and discuss any questions student may have regarding vocabulary or grammar presented in the dialog. After all three dialogs have been heard and discussed, have students work in pairs. Pairs should practice the dialogs, taking turns saying each role.

**Note**  
For classes that need additional pronunciation practice, replay the audio track, but stop after each line or sentence. Students should try to repeat what they hear on the audio track, focusing on their pronunciation and intonation.



## Step 4

Activity 4 (15 min.)

### Interviews

Ask each student to choose one of the three questions to answer. Give the students a few minutes to write notes related to how they would answer the question.

Next, assign each student in the class as either "A" or "B." Have students work in A-B pairs. Have the "A" students interview "B" students. First, they should ask which question their classmate chose. "A" students may then refer back to Activity 3 to see possible questions to ask in the interview. Give students two or three minutes to collect information from their partner. Then have the "B" students interview "A" students in the same way.

When these interviews are completed, have all of the "A" students stand up and move to work with a new "B" classmate. Repeat the interview process for the new pairs.

### Note

Because this activity is an interview, students should not feel pressure to talk at length about their answers during the interviews. Giving one or two sentences as an answer is sufficient for this activity. The interviewer should then ask a follow-up question to get more information from the interviewee until the instructor stops the interview.

## Step 5

### Reporting

Choose a number of students to report to the class the information they learned through one of their interviews. An example of how students can report information is provided with this activity in each unit.

As an alternative to asking only a few students to report for the class, instructors may divide the class into several groups. Then all members of each group should take turns reporting information they learned through one of their interviews. This way, all of the students in the class can participate in Activity 5.

Activity 5 (10 min.)

Unit 01

1. Choose one of the questions below. Prepare your answer to this question by writing notes below. Use the questions from Part 3 to help with your notes.

- a. What do you usually do in your free time?
- b. Describe the neighborhood you live in.
- c. What is your favorite food?

My Notes

Now interview two classmates. They will interview you as well. First, ask which question they chose. Then make notes of each answer.

My Classmate's Response

Name: \_\_\_\_\_

Question: \_\_\_\_\_

Answer: \_\_\_\_\_

2. Tell your class about one of the classmates you interviewed.

Example: I interviewed \_\_\_\_\_ who chose question \_\_\_\_\_.

3. Rate your own speaking.

Question	OK	Good	Excellent
Content			
Form			
Fluency			

## Step 6

Activity 6 (5 min.)

### Matching and Modeling

Play the audio track for Activity 6, and have students match the given questions with one of the responses they hear. These questions and responses are meant to provide additional speaking topics and models of responses for students. While checking the answers for this activity, it may be helpful for students to read the responses shown in the transcript for the unit.

### Note

For classes that need additional pronunciation practice, have students work in pairs reading aloud the sample responses shown in the transcript.

## Step 7

Activity 7 (10 min.)

### Pair Work

Have students work in pairs. One student in each pair will open his/her book. The other student will close his/her book and put it aside for the moment. The student with the open book will choose one of the questions listed in Activity 7 and write notes related to answering the question. The student who does not have a book will be the timer. The timer will look at the board while the instructor marks off increments of 10 seconds on the board. After one minute, the timer tells his/her classmate to stop making notes.

Now it is time for the student with the open book to start talking for two to three minutes (depending on the level of the class). The timer continues watching the board as the instructor marks off increments of time on the board. After the specified time, the timer tells his/her classmate to stop speaking.

The timer will now become the speaker, and the speaker will become the timer. Repeat the above process with the speaker first opening his/her book and making notes for one minute before speaking for two to three minutes.

Unit 01

1. Choose one of the questions below. Prepare your answer to this question by writing notes below. Use the questions from Part 3 to help with your notes.

- a. What do you usually do in your free time?
- b. Describe the neighborhood you live in.
- c. What is your favorite food?

My Notes

Now interview two classmates. They will interview you as well. First, ask which question they chose. Then make notes of each answer.

My Classmate's Response

Name: \_\_\_\_\_

Question: \_\_\_\_\_

Answer: \_\_\_\_\_

2. Tell your class about one of the classmates you interviewed.

Example: I interviewed \_\_\_\_\_ who chose question \_\_\_\_\_.

3. Rate your own speaking.

Question	OK	Good	Excellent
Content			
Form			
Fluency			

## Step 8

## Supplemental Activity (no time limit)

## Extra Practice

The questions provided in the Extra Practice activity can be used in a variety of ways. Sometimes, instructors may wish to use these questions for full-class discussions of “hot” topics. Alternatively, the questions can be used for group work or pair work. The questions can also be assigned as journaling homework or speaking homework. As speaking homework, students can record their responses on a voice recorder or using a computer. These responses can be submitted to the instructor for a completion grade or for some other type of evaluation.

## Note

For classes that need additional pronunciation practice, have students work in pairs reading aloud the sample responses shown in the transcript.

## Meeting People

1 Listen to the speakers. Check the type of answer the speaker gives. Track 1

- |                |  |   |
|----------------|--|---|
| a. Speaker #1: | <input type="checkbox"/> personal experience | <input type="checkbox"/> personal opinion |
| b. Speaker #2: | <input type="checkbox"/> personal experience | <input type="checkbox"/> personal opinion |
| c. Speaker #3: | <input type="checkbox"/> personal experience | <input type="checkbox"/> personal opinion |

2 Sort the words and phrases by writing them in the correct categories.

visiting a museum  
the death of a loved one  
watching a movie  
an extended hospital stay

getting a good education  
starting your own company  
being in an accident  
relaxing with friends

breaking a bone  
going hiking  
having children  
owning a home



## WEEKEND ACTIVITIES



## BAD EVENTS



## LIFE GOALS

3 Listen to each dialog and read along.  Track 2



### WEEKEND ACTIVITIES

A: What do you usually do on the weekends?

B: On the weekend, I try to do something exciting or different.

A: Why do you try and do that?

B: During the week I work hard and do the same thing every day, so I really try to enjoy my weekends.

A: What sort of weekend activities do you like?

B: I like to go hiking, or perhaps visit a museum I haven't been to before.



### BAD EVENTS

A: Describe the unhappiest day of your life.

B: The unhappiest day of my life was when I broke my leg.

A: How did you do that?

B: It was a really silly accident! I tripped over the sidewalk in my haste to cross the street to get to an ice cream store.

A: What happened after that?

B: I had to spend all day in the hospital, and no one came to see me.



### LIFE GOALS

A: What is your goal in life?

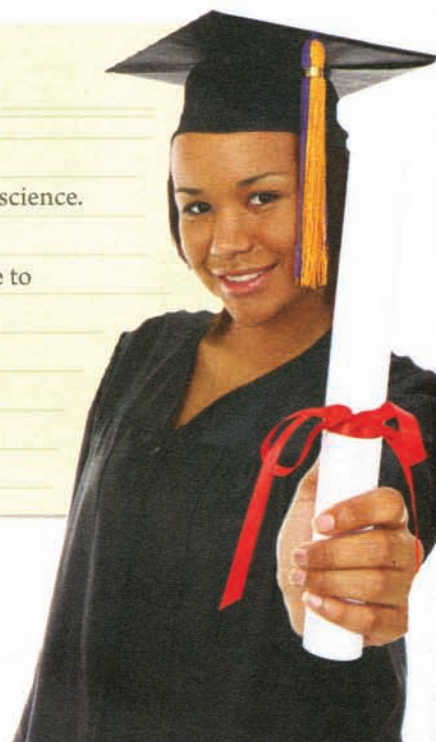
B: My goal in life is to get a good education, specifically in science.

A: Why in science?

B: I want to open my own company to make new medicine to help sick people.

A: Why do you want to do that?

B: I believe global health is a very important issue, and people need affordable medicine.



Now practice these dialogs with a classmate.

4 Choose one of the questions below. Prepare your answer to this question by writing notes below. Use the questions from Part 3 to help with your notes.

- What do you usually do on the weekends?
- Describe the unhappiest day of your life.
- What is your goal in life?

Question: \_\_\_\_\_

My Notes

Now interview two classmates. They will interview you as well. First, ask which question they chose. Then make notes of each answer.

### My Classmates

Name: \_\_\_\_\_

Question: \_\_\_\_\_



Name: \_\_\_\_\_

Question: \_\_\_\_\_



5 Tell your class about one of the classmates you interviewed.

### Example:

I talked to Amber. She told me what she usually does on the weekends. She said she spends most of her weekend doing homework. Sometimes, if she doesn't have a lot of homework, she rents DVDs or plays video games. Anyway, she usually stays home on weekends.



### Rate your own speaking

Information:	OK	Good	Excellent
Fluency:	OK	Good	Excellent
Pronunciation:	OK	Good	Excellent

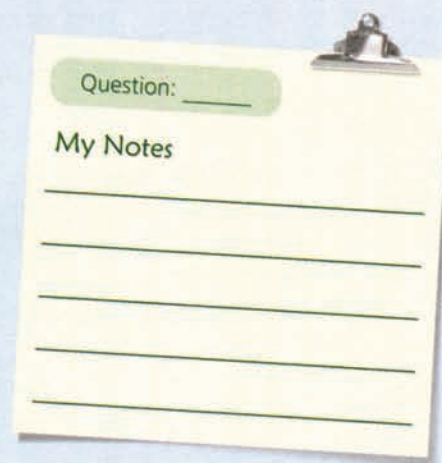
.....6 Listen to each response and match it to the question it answers.  Track 3

- |  |   |               |
|--|---|---------------|
| a. If you were not in class, what would you be doing right now? Why? | • | • Response #1 |
| b. What are some important qualities in a friend?                    | • | • Response #2 |
| c. Would you like to be famous? Why or why not?                      | • | • Response #3 |

For more practice, look at the transcripts on page 1 and practice these responses with a classmate.

.....7 Choose one of the questions below. Prepare your own response to this question by writing notes in the provided space. Be sure to explain your answer.

- a. If you were not in class, what would you be doing right now? Why?
- b. What are some important qualities in a friend?
- c. Would you like to be famous? Why or why not?



Now share your response with a classmate.

 **Rate your classmate's response:**

Information:	OK	Good	Excellent
Fluency:	OK	Good	Excellent
Pronunciation:	OK	Good	Excellent

## EXTRA PRACTICE



Try answering one or more of these questions for extra practice. Use at least three sentences in your response to each question.

1. Are you an outgoing person? Explain.
2. Describe one thing that can improve your mood instantaneously.
3. What inspires you to be creative? Why?
4. If you won \$1,000,000 in a lottery, how would you spend it? Explain.