



TOP-UP

Listening & Speaking

2

ชั้นมัธยมศึกษาปีที่ 2 ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551



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Inside *TOP-UP Listening & Speaking*

TOP-UP Listening & Speaking is a three-book skills-based series designed to help elementary to low-intermediate level students of English improve their listening abilities. The series gives students the chance to hear English as it is naturally used, in a wide variety of contexts including formal and informal conversations, announcements, telephone talk, and much, much more. In other words, *TOP-UP Listening & Speaking* provides students with the opportunity to develop their listening skills in the wide range of situations that they may well meet in the real world.

Organization

Each book in the *TOP-UP Listening & Speaking* series consists of 14 units built around topics and themes selected for their appropriacy to teenagers and young adults. Each unit is designed to take between 60 and 80 classroom minutes. At the back of the book students are provided with the scripts of the listening tasks and a vocabulary notes section.

Listening Task Types

The listening activities in *TOP-UP Listening & Speaking* are designed to develop different kinds of skills including listening for main points, for general understanding, for specific information and inferencing. Each unit has a main listening task which forms the basis of the unit. Some listenings are longer and introduce students to extensive listening. Other listenings are shorter and develop students' intensive listening abilities. The language in the listenings is graded to meet the level of the students, but naturally occurring features of spoken English are retained to give students listening material which realistically simulates authentic speech and is at the same time challenging but within reach. An American English model is used but other forms of native-speaker English have also been included to introduce and expose students to the different types of English they will encounter outside the classroom.

Listening Clinic

A key focus in *TOP-UP Listening & Speaking* is the *Listening Clinic*. These are short, intensive listening tasks which highlight high-frequency phonological points. Students' difficulties understanding spoken English often come from an inability to decode a stream of connected speech. In each *Listening Clinic*, students focus on a single aspect of pronunciation. Focusing intensively on these high-frequency features helps students grow more comfortable with English as it is spoken in the real world.

Understanding Spoken English

Spoken English is very different from written English. When words are written down, there are spaces between them showing where one ends and the next word begins. For example, we write: “Would you like a sandwich?” But when we speak, there are no clear spaces, so we say:

“wouldyoulikeasandwich?”

To make things more difficult, sounds in words often mix or are lost, and so we say:

“wujewlaikasanwich?”

TOP-UP Listening & Speaking explains how English is spoken in the sections called *Listening Clinics*. Here you learn how to recognize the way people speak English and use this information to help you better understand what is being said and get to the speaker’s meaning quicker. Here are some of the key points covered in the *Listening Clinics*:

1. Dropped Sounds: In natural, spoken English, sounds are sometimes dropped.

Example: *It’s a hot day.* The *t* sound is lost, so we hear: *It’s a ho’ day.*

2. Linking Sounds: When words end with a consonant and the following word begins with a vowel, the consonant often ‘jumps over’ so that speech is smooth:

Example: *He’s an artist.* When spoken, it sounds like: *He sa nartist.*

3. Weak Vowels (weak forms): The schwa (the upside-down *e* in the pronunciation alphabet) is the most common sound in English. Vowels are often spoken weakly.

Example: *I went to the store.* When spoken, it sounds like: *I went t(ub) the store.*

4. Shared Sounds: When a word finishes with a consonant sound, and the next word starts with the same consonant sound, the consonant sound is said only once, and appears to be said a little more slowly. The consonant sound is shared.

Examples: *a big green apple* when spoken sounds like: *a bi-g-reen apple*

5. Helping Sounds: When two vowels are next to each other, a “helping sound” often comes between them to make speaking easier. There are three helping sounds: *y*, *w*, and *r*.

Examples: *y*: *She isn’t here.* This becomes: *She-y-isn’t here.*

w: *I’d like to open the window.* This becomes: *I’d like to-w-open...*

r: *America and Canada.* This becomes: *America-r-and Canada.*

We hope you find using *TOP-UP Listening & Speaking* to be an enjoyable and rewarding experience.

In Your Own Time

Here we ask you to work alone after the lesson so that you can review the things you did in class. If you spend some time each week reviewing what you study in class, you will make faster progress with your English.

At the back of your textbook, you will find the following:

- the scripts for all the listening exercises (pages 104 to 117).
- vocabulary notes for writing down new words and expressions from each unit (pages 118 to 121).
- your own copy of the CD that your teacher uses in the class.

Look at the back of the book now. Find the scripts, vocabulary notes and your CD.

Here are a few ways to use your textbook on your own:

Build Your Vocabulary

In each unit, you will see new words. It's always a good idea to keep notes of any words you want to learn. It's also a good idea to review your new words to help you recall them. If you want to, use a bilingual dictionary. If it helps you remember the word, write a translation in your own language. Try to choose words which you think are useful. Perhaps during the lesson, the teacher taught you some extra words and expressions not in the textbook. If you want to, you could write some of those words there. Don't add too many new words though. A good rule is to try to learn between eight and twelve new words per unit.

Work On Your Listening

During the lesson, your teacher has to teach the class at a speed that is comfortable for most students. Sometimes the lessons may be too fast for you. Sometimes the lesson may go too slowly. But when you use your CD at home, you can always go at just the right speed for you. Here are some ways to make the most of your textbook to improve your listening:

- look at your answers to the listening tasks and listen to the recordings again.
- read through the scripts and check any new words and expressions, then close your book and listen to the recording(s) once more.
- read the script and listen to the CD at the same time.
- listen to the *Listening Clinics* and then read them aloud.

One last piece of advice: don't do too much at one time. A good rule is *a little and often*. Just as we eat three times a day, it is much better to study for 15 or 20 minutes every day rather than for a long time just once a week.

By making the most of your textbook, you will really start to make progress with your English. Good luck with your studies.

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5 Can I speak to Bill, please?	Dropped Sounds	
6 Where's the toy department?	Sentence Stress	
7 Two tickets for tonight's show	Weak Forms	
8 Now here's the sports news	Linking Sounds	
9 First day on the job	Mixed Sounds	
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1. Let's Start!

A. Work with a partner. Draw lines to match the expressions on the left with the replies on the right. The first one is done for you. There may be more than one answer.

Greetings

- What's up? •
- It's been a while, hasn't it? •
- How's it going? •
- How have you been? •
- Pleased to meet you. •
- It was nice to see you. •
- Long time, no see. •
- Hi. My name is Lesley. •

Replies

- Pretty good, thanks.
- Not much.
- It sure has.
- Yeah, so what's new?
- Nice to see you, too.
- Hi, I'm Kathy.
- Pleased to meet you, too.
- Fine, thanks, and yourself?



Which of these greetings can be formal? Which are usually casual?

B. Talk to your classmates. Go around the class and ask your classmates questions. Write their answers in the table below. Use some of the greetings from the exercise above.

- What's your name? (How do you spell that?)
- How long does it take to get to school?
- How many classes are you taking?
- What do you usually do in your free time?

Name	Travel time to school	Number of classes	Free time

2. Conversation Flow

Work with a partner. Arrange the sentences to make a conversation. The first one is done for you.

Conversation 1

- Claire, good to see you again. You look like you've been in the sun!
- 1 Hi, Jason. Long time, no see!
- The beach! Nice! I spent most of my summer working.
- Yeah, I spent most of the summer at the beach.

Conversation 2

- Hi, Liz. My name's Alexandra, and call me Alex.
- Yes, it is. I'm new here. How about you?
- Yes, me too. I'm Elizabeth, by the way, but call me Liz.
- 1 Excuse me — Is this your first day here?

Now practice the conversations with your partner.

3. Words & Expressions

A. Say the words below. How many syllables are there in each word?

For example: you (1); teacher (2); together (3)

- | | | | |
|--------------------|-----------------|--------------------|---------------|
| ■ management () | ■ camping () | ■ accounting () | ■ major () |
| ■ language () | ■ other () | ■ friends () | ■ first () |

B. Look at the conversation below. Fill in the blanks using the words above.

- A: How was your summer?
- B: Not bad. I took a couple of courses over the summer.
- A: Really? What courses did you take?
- B: I took an class and a class in business How about you? How was your summer?
- A: I worked at my part-time job.
- B: than work, did you do anything interesting?
- A: Well, I went for a couple of days, but that's about it.

Check your answers with a partner.

4. Let's Listen!

CD Tracks : 1,2,3



Listen to three conversations. What is the relationship between the speakers in each conversation? Check the correct box.

	<input type="checkbox"/> speakers	<input type="checkbox"/> strangers just met	<input type="checkbox"/> friend of a friend	<input type="checkbox"/> old friends
Conversation 1 Beth - Carol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conversation 2 Todd - Glenn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Todd - Eric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Glenn - Eric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conversation 3 John - Janet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Listen Again

CD Tracks : 1,2,3



Listen again. Match the people on the left to the extra information on the right. One is done for you.

..... 1. Beth	A. went sailing over the summer
..... 2. Carol	B. stayed at home and read many books over the summer
..... 3. Todd	C. studied over the summer
..... 4. Glenn	D. likes studying about language
..... 5. Eric	E. is going to a party tonight
...A... 6. John	F. worked at a gas station over the summer
..... 7. Janet	G. worked in a convenience store over the summer
	H. might major in business
	I. is learning a musical instrument
	J. wants to be a teacher
	K. lives in a different city

Check your answers with a partner.

6. Listening Clinic: Sentence Stress

CD Track : 4



Important words are stressed.



Glenn, how was the summer? → **Glenn, how** was the **summer**?

Oh pretty good. → Oh **pretty good**.

Went camping for a week → **Went camping** for a week

A. Listen to the following. Circle the words that are stressed.

1. (How) was your (winter) (break?)
2. I went hiking with my cousin this summer.
3. What did you do in the summer?

CD Track : 5



B. Listen to the conversation. Write in the missing words. Use the words in the box. One word is not used.

photo	do	Wow	great	How	show
What	beautiful	holiday	weekend	picture	

A: Hi, Nicole. was your ?

B: Oh, it was I went to Germany.

A: Really? Nice! did you ?

B: We rented bicycles and went riding around the mountains. It was so

A: Wow! That sounds great. You'll to me the !

Check your answers with a partner. Now practice the conversation together.

7. Focus on Patterns

CD Track : 6



Part One: Before you listen, look at the conversations below. Can you guess the missing words? Put one word in each space. Contractions [*I'll, he's, etc.*] go in one space.

- 1 **A:** Hey, Mark. How things?
B: Pretty , How ?
A: good.



2 **A:** been while, hasn't?

B: Yes, it Two years? Three?

3 **A:** Hi, Jane. I'm late. The train late.

B: okay. I got myself.

4 **A:**, I'd better go now. late class.
nice see you.

B: Yeah, good see too. Take

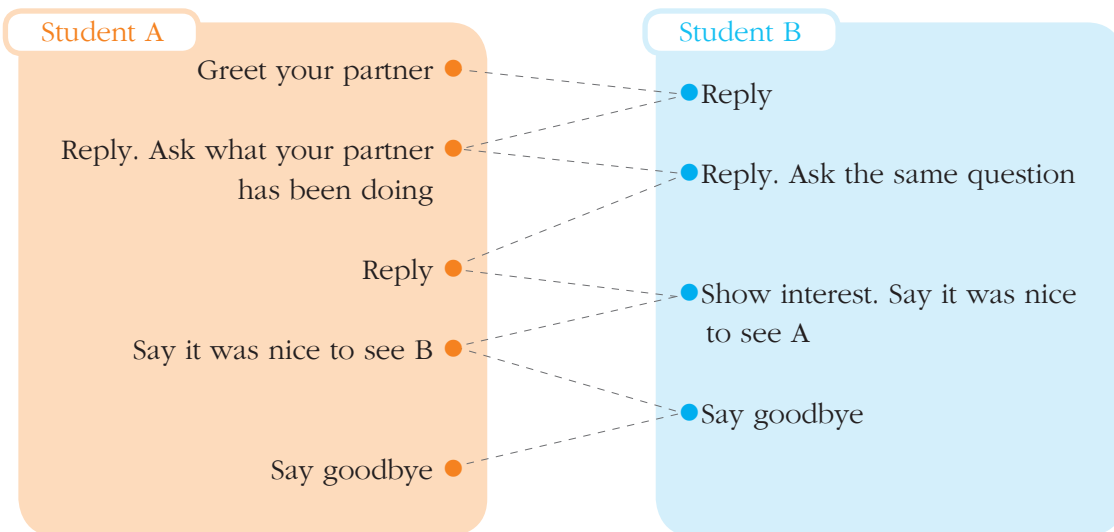
Part Two: Now listen and see if your guesses were correct.

8. Act It Out!

Work with a partner. Student A, turn to page 82. Student B, turn to page 94.

9. Try It Out!

Work as a class. Walk around and greet some of the other students. Ask and answer questions about what you've been doing recently. Use the prompts to help you. Speak to at least four people.



ใบประกันคุณภาพสื่อการเรียนรู้รายวิชาเพิ่มเติม

หนังสือเรียน รายวิชาเพิ่มเติม ภาษาอังกฤษ (ทักษะฟัง-พูด) TOP-UP Listening & Speaking Book 2 ชั้นมัธยมศึกษาปีที่ 2 กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ เล่มนี้ บริษัท แม็คเอดูเคชั่น จำกัด เป็นผู้จัดพิมพ์ เผยแพร่และจำหน่าย โดยได้จัดทำคำอธิบายรายวิชาเพิ่มเติมที่มีทั้งผลการเรียนรู้ สาระการเรียนรู้เพิ่มเติม และองค์ประกอบสำคัญอื่นที่สำนักพิมพ์จัดทำขึ้น เพื่อให้สถานศึกษาได้เทียบเคียงกับหลักสูตรของสถานศึกษาและพิจารณาเลือกใช้หนังสือนี้ประกอบการจัดการเรียนรู้ ให้สอดคล้องกับหลักสูตรสถานศึกษาของตนได้ตามความเหมาะสม

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บริษัท แม็คเอดูเคชั่น จำกัด ขอรับรองว่าผู้เรียบเรียง ผู้ตรวจ และบรรณาธิการดังกล่าว เป็นผู้ที่มีความรู้ความสามารถในการจัดทำหนังสือนี้ให้มีความถูกต้อง และมีคุณภาพในการจัดการเรียนรู้ตามวัตถุประสงค์ของรายวิชาเพิ่มเติมที่กำหนด

หากผู้ใช้หนังสือหรือสำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานพบว่าหนังสือเล่มนี้มีข้อบกพร่องเนื้อหาไม่ถูกต้องเกิดผลเสียหายต่อการเรียนรู้ ส่งผลกระทบทั้งด้านคุณธรรม จริยธรรม และความมั่นคงของชาติ เมื่อสำนักพิมพ์ได้ทราบแล้ว สำนักพิมพ์ยินดีต่อการจำหน่ายทันทีและเรียกเก็บหนังสือที่จำหน่ายทั้งหมดเพื่อแก้ไขให้ถูกต้อง ตลอดจนชดเชยค่าเสียหายที่เกิดขึ้นจริงให้กับผู้ที่ได้รับความเสียหายนั้น ทั้งนี้ ให้เป็นไปตามพระราชบัญญัติคุ้มครองผู้บริโภค พ.ศ. 2522 และพระราชบัญญัติคุ้มครองผู้บริโภค (ฉบับที่ 2) พ.ศ. 2541 รวมทั้งยินยอมให้สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานถอดถอนรายการหนังสือนี้ออกจากบัญชีกำหนดสื่อการเรียนรู้สำหรับเลือกใช้ ในสถานศึกษาไปก่อนจนกว่าจะได้รับแจ้งว่ามีการแก้ไขแล้ว พร้อมทั้งการแจ้งประชาสัมพันธ์ให้สถานศึกษาทราบ

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