คำอธิบายรายวิชาเพิ่มเติม

ภาษาอังกฤษ ทักษะอ่าน-เขียน Ellevate English Reading & Writing 1

ชั้นมัธยมศึกษาปีที่ 4 กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

เวลาเรียน 40 ชั่วโมง จำนวนหน่วยกิต 1 หน่วยกิต

ศึกษาเทคนิคกระบวนการการเรียนรู้ในการอ่านคิดวิเคราะห์และการเขียนสื่อความ ระบุหัวข้อเรื่อง (Topic) ใจความสำคัญ (Main idea) และตอบคำถามจากการอ่านบทสนทนา และเรื่องสั้น เขียนแสดงความรู้สึก และความคิดเห็นของตนเองเกี่ยวกับเรื่องต่างๆ ใกล้ตัว กิจกรรมต่างๆ พร้อมทั้งให้เหตุผลสั้นๆ ประกอบอย่าง เหมาะสม เขียนสรุปใจความสำคัญที่ได้จากการวิเคราะห์เรื่องหรือเหตุการณ์ที่อยู่ในความสำคัญของสังคม เข้าร่วม จัดกิจกรรม ภาษา และวัฒนธรรมตามความสนใจ ใช้ภาษาต่างประเทศในการสืบค้น ค้นคว้าความรู้ ข้อมูลจากเรื่อง และแหล่งการเรียนรู้ต่างๆ ในการศึกษาต่อและประกอบอาชีพและนำเสนอด้วยการเขียน โดยเลือกใช้ทักษะ กระบวนการฟัง พูด อ่าน เขียน ทักษะการจำ คิด วิเคราะห์และเขียน สื่อความกระบวนการทำงานกลุ่ม/คู่ และ สมรรถนะ 5 สมรรถนะ คือความสามารถในการสื่อสาร ความสามารถในการคิด ความสามารถในการแก้ปัญหา ความสามารถในการใช้ทักษะชีวิต ความสามารถในการใช้เทคโนโลยี เพื่อให้ผู้เรียนมีเจตคติที่ดีต่อการเรียน ภาษาอังกฤษ เป็นผู้มีคุณลักษณะอันพึงประสงค์ ซื่อสัตย์สุจริต มีวินัย ใฝ่เรียนรู้ และมุ่งมั่นในการทำงาน

ผลการเรียนรู้

- 1. อ่านออกเสียงข้อความ ข่าว โฆษณา สั้นๆ ถูกต้องตามหลักการอ่าน
- 2. ระบุและเขียนสื่อที่ไม่ใช่ความเรียงรูปแบบต่างๆ ให้สัมพันธ์กับประโยค และข้อความที่ฟังหรืออ่าน
- 3. เลือก/ระบุหัวข้อเรื่องใจความสำคัญ รายละเอียดสนับสนุน และแสดงความคิดเห็นเกี่ยวกับเรื่องที่ฟังและ อ่านจากสื่อประเภท ต่างๆ พร้อมทั้งให้เหตุผลและยกตัวอย่างประกอบ
- 4. อ่านและเขียนสรุปใจความสำคัญ / แก่นสาระ หัวข้อเรื่องที่ได้จากการวิเคราะห์เรื่อง/ข่าว/เหตุการณ์/ สถานการณ์ที่อยู่ในความสนใจของสังคม

รวมทั้งหมด 4 ผลการเรียนรู้

หนังสือเรียน รายวิชาเพิ่มเติม ภาษาอังกฤษ (ทักษะอ่าน-เขียน)



ชั้นมัธยมศึกษาปีที่ 4 กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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นางสาวพนิดา สงวนบุญ

พิมพ์ครั้งที่ 1 พุทธศักราช 2563 ISBN 978-616-3501-78-3



STUDENT BOOK



1 | Meeting **People**



2 | My Things



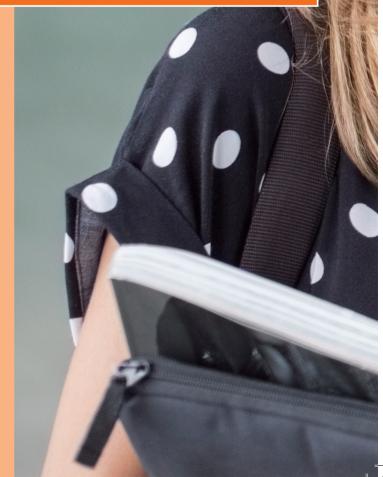
3 | All about Me



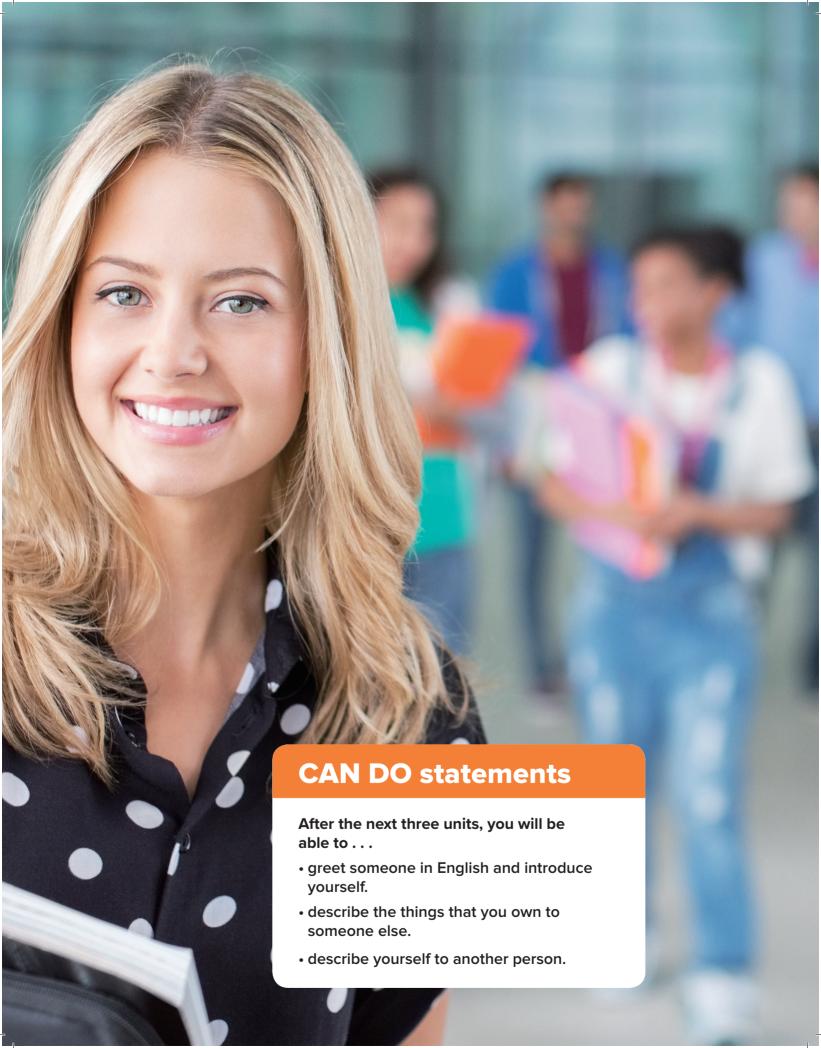
What makes you special?

Look at the picture. Read the unit topics and answer the questions.

- Who are you?
- What makes you similar to your friend?
- · What makes you different from your friend?



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UNIT 1

Meeting People

In this unit, I will learn to . . .

- introduce myself.
- use the simple present of action verbs and the verb *be*.
- look for specific information.

Vocabulary ABC



11

A. Listen to the audio and read the words.

















B. Complete the sentences using the words from above.

| 1. People their hands at | the concert. |
|---|---------------------------|
| 2. Jessica opened the window to | in fresh air. |
| 3. Although the service was slow, the waite | ers were |
| 4. Jason the toothpaste | from the end of the tube. |

| C | . Choose the correct a | inswer to complete the sent | tences. |
|----|--------------------------|-----------------------------|--------------|
| 1. | There are so many | kinds of people i | n the world. |
| | a. early | b. different | c. first |
| 2. | Open your mouth and $_$ | your tongue. | |
| | a. stick out | b. go out | c. speak out |
| 3. | Mary | her eyebrows at the news. | |
| | a. helped | b. closed | c. raised |
| 4. | They smiled and | each other on both | h cheeks. |
| | a. kissed | b. cooked | c. lived |

8 UNIT 1

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Simple Present of the verb Be

The **simple present tense** of a verb tells about an action that is happening now or happens over and over. The verb be is a common linking verb. A **linking verb** connects the subject of a sentence to another word or words. Always use a form of be that agrees with the subject.

| Singular | Plural |
|--|--|
| I am I am from the country of Mexico. | we <i>are</i> We <i>are</i> students. |
| you <i>are</i> You <i>are</i> 20 years old. | you <i>are</i> You <i>are</i> soccer players. |
| he, she, it <i>is</i> She <i>is</i> a student at the <i>MBA New Academy</i> . It <i>is</i> cloudy today. | they <i>are</i> They <i>are</i> from Spain. |

A. Match the sentence parts. Then rewrite the sentences.

| Subject | | Predicate | |
|------------|---|---------------------------|---|
| 1. I | | are good friends. | 1 |
| 2.They | | am 20 years old. | 2 |
| 3. A tiger | | is a marketing student. | 3 |
| 4. Ellen |] | is sometimes frightening. | 4 |

Simple Present Tense of Action Verbs

An **action verb** tells what the subject of a sentence does. The **tense** of a verb tells the time the action in the sentence happened. A verb in the **simple present** tells about an action that is happening now or that happens over and over again.

| Affirmative | Negative | Question |
|-----------------------------------|---|---|
| I / You / We / They play . | I / You / We / They don't play . | Do I / you / we / they play ? |
| He / She / It plays . | He / She / It doesn't play . | Does he / she / it play? |

B. Circle the correct form of the action verb in each sentence.

- 1. Jian (takes / take) the bus to school.
- 2. Do they (speak / speaks) English?
- 3. Kate (doesn't / don't) listen music.

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3 |

Reading



Before Reading

A. What do you say when you meet your friends? Look at these pictures. How is what you do different from the way these people are saying hello.

Reading Strategy: Read for specific information

- Before reading a text, know what kind of information you are looking for (place, name, or action).
- Read carefully and look for specific details in the text.















B. Read the text. Underline specific details about saying "hello" in different countries.

Saying Hello around the World

People in different countries say hello in different ways when they meet.

Sticking out your tongue: In some countries, this is not polite. But Tibetans stick out their tongues to show they are not the black-tongued king of Tibet.

Kissing: In some countries, people kiss each other on the cheek. The Inuit people live in Greenland. They place their nose on the cheek or forehead of a child and breathe in.

Clapping: It is polite to say hello to the Shona people in Southern Africa by clapping.

Hongi: The Maori people in New Zealand place their noses and heads together to say hello. This is called the *Hongi*.

Eyebrow raising: In Micronesia, people raise their eyebrows. This shows someone that you know they are there.

Squeezing thumbs: In Zambia, Africa, people clap and then put their thumbs together.

10 UNIT 1

After Reading

C. Complete the table with specific details from the text.

| Country | Saying Hello |
|-----------------|------------------------------|
| | stick out tongue |
| | Eskimo kiss |
| Southern Africa | |
| | put noses and heads together |
| Micronesia | |
| | squeeze thumbs |

D. Choose one way to say "Hello" from the text. Use the pictures and specific details in the article to practice this. Walk around the room to say "Hello" to your classmates in this way.

| 4 | Writing | |
|---|---------|--|
| | | |

A. Circle all the names in this paragraph. Add capital letters for names and at the start of each sentence.

hello, my name is boris. i'm from russia. i live in the city of moscow. i am 19 years old. i am a business student. i have classes from monday to friday. i like cooking with my friend, tanya.

Writing Strategy: Use capital letters correctly

- When filling in a form or writing a profile, know who will see your personal information.
- Before showing your profile or sending a form, be sure to use capital letters correctly.
- Use capital letters to start the first word of each sentence.
- Use capital letters for names of people, places, months, and days of the week.

B. Complete the profile with specific details about yourself. Use capital letters where they are needed.

| Student Friends | | | |
|-----------------|--|---------------------|--|
| First name | | Last name | |
| Birthday | | Country | |
| Email | | Telephone Number | |
| Grade | | Number | |

C. Write about yourself in two or three sentences using your profile. Use capital letters where they are needed.

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UNIT 2 My Things

In this unit, I will learn to . . .

- describe my possessions.
- use demonstrative pronouns.
- choose the main idea.

Vocabulary ABC



11

A. Listen to the audio and read the words.

















B. Choose the correct answer.

| 1. I gave my girlfriend a | necklace for her bir | thday. |
|---------------------------|-----------------------------|--------------|
| a. clever | b. beautiful | c. present |
| 2. Pizza is my | food. | |
| a. remember | b. clever | c. favorite |
| 3. It's very | of her to take her niece to | the park. |
| a. kind | b. present | c. tablet |
| 4. Please | to wipe your feet when you | come inside. |
| a. check the time | b. remember | c. beautiful |

C. Circle the correct words.

- 1. I will give you a book as a (present / tablet) for your birthday.
- 2. She is very (clever / kind) for helping her grandmother clean the house.
- 3. I need to leave soon. I'll (remember / check the time) soon.
- 4. My (favorite / beautiful) food is pizza. I eat it whenever I can.
- 5. I can read books and play games on my (present / tablet).
- 6. John must be very (clever / beautiful) to solve the puzzle so quickly.

12 UNIT 2

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2



Demonstrative Pronouns: This / That / These / Those

This, **that**, **these**, and **those** are **demonstrative pronouns**. They point to some specific noun in a sentence.

| Singular | Plural |
|----------|--------|
| this | these |
| that | those |

A. Choose the correct words.

- 1. _____ is a good laptop.
 - a. This b. Those
- 2. _____ are delicious strawberries.
 - a. That
- b. These

- 3. I want to wear _____. They're my favorite shoes.
 - a. that b. those
- 4. Are _____ your presents?
 - a. this b. these

B. Circle the correct words.

- 1. This is my favorite (bike / tablets).
- 2. Those are his (books / necklace).
- 3. These are her (laptop / watches).
- 4. That is our (table / laptops).

Articles: a, an

The words *a* and *an* are **articles**. They refer to any person, place, thing, or idea. Use the word *a* before a consonant sound and *an* before a vowel sound.

The girls are on an escalator.

I would like a drink.



C. Insert a or an in front of these nouns.

1. ____ garden

5. ____ city

9. ____ teacher

2. ____ bike

6. ____ country

10. ____ apple

3. ____ present

7. ____ animal

11. _____ earring12. _____ necklace

4. ____ school

8. ____ baby

UNIT 2 13

Reading 3 |



Before Reading

A. Look at the pictures. Do you ever use a watch? Why do you think this watch is Martha's favorite thing?



Reading Strategy: Read for the main idea

- The main idea is the central purpose of every text. Supporting details can help you find the main idea of an article.
- Try to understand the most important ideas first.
- · Check new and unfamiliar words later.





B. Read the text. Underline supporting details to help you find the main idea.

My Favorite Thing

I'm Martha. This watch is the most important thing I have. It's my favorite birthday present from my grandfather. It's his old watch, and the date on the back, is 1953! It's very old. It's also very big because it's a man's watch, but that's OK. Every time I look at it, I remember my grandfather. He is very clever and kind.

I really like old things. Of course I have new things too! I use my tablet every day, but I don't think I can give it to my child one day. That's why the watch is special. Some of my friends say we don't need watches any more because we can check the time on our phones. But I think watches are beautiful.

After Reading

C. Answer the questions.

| 1. Who is Martha's favorite thing from? |
|--|
| 5 |
| 2. What year is on the watch? |
| |
| 3. What is the problem with the watch? |
| · |
| 4. What does Martha say about her grandfather? |
| |
| 5. How often does she use her tablet? |
| |
| 6 Why does Martha like watches? Give two reasons |

UNIT 2

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D. Write a sentence with the main idea of the article in the left column. In the right column, write your key details.

| Main Idea | Key Details |
|-----------|-------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |



A. Talk with your partner about using a phone, tablet, or computer. Tell your partner the steps you need to do something, like sending a text or an email.

B. Read the information about how to send a text message. Notice that the order of steps is wrong, and there are no capital letters or periods.

Writing Strategy: Sequence

• Use sequence words like first, second, third, next, then, and last to show the order for doing something.

Example: First, write your name. Second, write your address.



type your message

click the "new message" button

C. Write the list of tasks in the correct order using the sequence words first, second, third, next, then, and last. Add capital letters and periods.

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UNIT 3

All about Me

In this unit, I will learn to . . .

- talk about me, my hobbies and interests, and my birthday.
- ask questions with the verb be.
- look for specific information.

Vocabulary ABC



11

A. Listen to the audio and read the words.

















B. Match the sentence halves.

- 1. I have to practice every day
 - 2. I will stay at home •
 - 3. My parents got
 - 4. I am interested in

- studying overseas.
- married twenty years ago.
- because I'm not feeling well.
- to win the competition.

C. Circle the correct words.

- 1. We will practice every day so we can (catch a big fish / win) the game.
- 2. Would you like to play a game of (ping-pong / stay at home) tonight?
- 3. Someday, I want to (fish / wins) in the ocean.
- 4. My aunt and uncle got (interested in / married) in June.
- 5. John has the most points and will probably win the (ping-pong / competition).
- 6. I will go to the lake this weekend to (catch a big fish / stay at home).

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Yes / No questions with the verb Be

There are different types of questions in English. The Yes / No question is one of them. They are called Yes / No questions because the answer to the questions are "yes" or "no." Subject and verb change their position when we make a Yes / No question.

Fin is in a band.

Is Fin in a band? Yes, he is.

| Question | Answer | |
|--|---------------------------------|--|
| Am / on Main Street? | Yes, you are. / No, you aren't. | |
| Are you in a band? | Yes, I am. / No, I'm not. | |
| Is he 20 years old? Yes, he is. / No, he isn't. | | |
| Is she from Thailand? | Yes, she is. / No, she isn't. | |
| Are we watching this movie? Yes, we are. / No, we aren't. | | |
| Are they nurses? Yes, they are. / No, they aren't. | | |

Question word Where and prepositions in, from, on

When you ask a question, you want to know information. Ask a question with where if you want to know information about a place. After the verb in that question, use a preposition, such as in, from, or on.

A. Match the sentence parts.

| | 3 A /I | | |
|---|--------|-----|--|
| Ί | Where | are | |

on July 9.

2. When is

in Montevideo.

3. Radha is

you from?

4. My birthday is

from Sri Lanka.

5. We live

your birthday?

live + preposition

Use live in to show home, country, or city. Use live at to show the address.

Use live on to show the street and floor.

I live in Mexico City. Jake lives at 25 Brown Street. We live on the second floor.

B. Complete the sentences using the correct preposition.

1. She lives _____ Los Angeles.

2. They live _____ Elm Street.

3. We live ______ 8238 Main Street, San Francisco.

4. Mr. Smith lives _____ England.

5. I live _____ that big house.

6. Saul lives _____the 12th floor.

UNIT 3 17

3 |

Reading |



Before Reading

A. Look at the pictures. How many hobbies can you name? What is your favorite hobby?



B. Read the paragraphs. Circle key details about hobbies.

I Love It!



I'm Shu Ying from Singapore. I'm 19. I'm interested in writing stories. I get ideas from everywhere! Sometimes I see interesting people, and I think about their lives. Are they married? What are their jobs? Are they happy?



Hi. I'm Aung Wunna. I come from Myanmar, and I'm 20 years old. I fish with my cousins in my free time. When I catch a big fish, I feel so happy! My sister never comes with us. She likes to stay at home and watch TV.

Reading Strategy: Read for specific information

Sometimes you want to find certain information in a text.

- Look at the title—What do you want to learn about the topic?
- Look at the pictures—What feeling do you get?
- Look at the questions—What will you need to remember?



My name is Michelle. I'm 18 years old, and I'm from the Philippines. My hobby is ping-pong. I play every night with my best friend, Felix. He has a table in his house—he's so lucky. I always win the ping-pong competition at my college!

After Reading

C. Complete the chart with details from the text.

| | Shu Ying | Aung Wunna | Michelle |
|-------------------|-----------|------------|-----------|
| Age | | 20 | |
| Country | Singapore | | |
| Hobby | | | ping-pong |
| Who with | alone | | |
| Extra information | | | |

18 UNIT 3

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D. Complete the chart with information about yourself and a classmate.

| | Me: | Classmate: |
|-------------------|-----|------------|
| Age | | |
| Country | | |
| Hobby | | |
| Who with | | |
| Extra information | | |

Writing

- A. Read all the questions. Circle the questions about dates.
- **B.** Complete this membership form. Start with your name.

Writing Strategy: Answer questions

- Read the form carefully.
- Write your answers clearly.
- Short answers are OK. You don't have to write in full sentences.

Kingston Swimming Pool: Membership Form What is your name? Are you a student? What is your phone number? What is the date today? When is your birthday? Please sign here. How old are you? Where do you live?

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