

## คำอธิบายรายวิชาเพิ่มเติม

ภาษาอังกฤษ ทักษะอ่าน-เขียน Ellevat English Reading & Writing 2

ชั้นมัธยมศึกษาปีที่ 5

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

เวลาเรียน 40 ชั่วโมง

จำนวนหน่วยกิต 1 หน่วยกิต

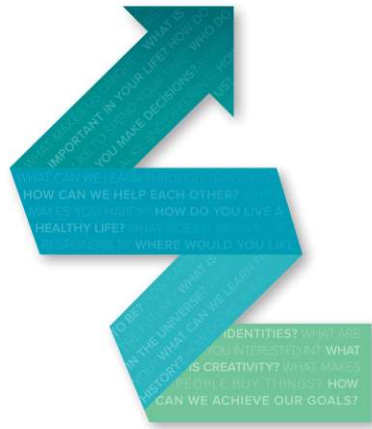
ศึกษาเทคนิคกระบวนการการเรียนรู้ในการอ่านคิดวิเคราะห์และการเขียนสื่อความ ระบุหัวข้อเรื่อง (Topic) ใจความสำคัญ (Main idea) และตอบคำถามจากการอ่านบทสนทนา และเรื่องสั้น เขียนแสดงความรู้สึก และความคิดเห็นของตนเองเกี่ยวกับเวลา การเดินทาง การท่องเที่ยว พร้อมทั้งให้เหตุผลสั้นๆ ประกอบอย่างเหมาะสม เขียนสรุปใจความสำคัญที่ได้จากการวิเคราะห์เรื่องหรือเหตุการณ์ที่อยู่ในความสำคัญของสังคม เข้าร่วมจัดกิจกรรม ภาษา และวัฒนธรรมตามความสนใจ ใช้ภาษาต่างประเทศในการสืบค้น ค้นคว้าความรู้ ข้อมูลจากเรื่อง และแหล่งการเรียนรู้ต่างๆ โดยเลือกใช้ทักษะกระบวนการฟัง พูด อ่าน เขียน ทักษะการจำ คิด วิเคราะห์และเขียนสื่อความกระบวนการทำงานกลุ่ม/คู่ และสมรรถนะ 5 สมรรถนะ คือความสามารถในการสื่อสาร ความสามารถในการคิด ความสามารถในการแก้ปัญหา ความสามารถในการใช้ทักษะชีวิต ความสามารถในการใช้เทคโนโลยี เพื่อให้ผู้เรียนมีเจตคติที่ดีต่อการเรียนภาษาอังกฤษ เป็นผู้มีความรู้คุณลักษณะอันพึงประสงค์ ซื่อสัตย์สุจริต มีวินัย ใฝ่เรียนรู้ และมุ่งมั่นในการทำงาน

### ผลการเรียนรู้

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

รวมทั้งหมด 4 ผลการเรียนรู้

หนังสือเรียน รายวิชาเพิ่มเติม ภาษาอังกฤษ (ทักษะอ่าน-เขียน)



# ELLevate

ENGLISH

## READING AND WRITING

ชั้นมัธยมศึกษาปีที่ 5

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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นางสาวพนิดา สงวนบุญ

พิมพ์ครั้งที่ 1 พุทธศักราช 2563

ISBN 978-616-3501-79-0



### 1 | Home, Sweet Home



### 2 | Celebrations



### 3 | Daily Lives

## How are we alike and different?



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

- How are these people alike?
- How are these people different?
- How are these people like you?







## CAN DO statements

After the next three units, you will be able to . . .

- describe your home.
- compare different celebrations.
- describe a day in your life.



# UNIT 1

## Home, Sweet Home

In this unit, I will learn to . . .

- describe my home.
- ask questions using *Wh-* question words.
- look for specific information.

1 |

### Vocabulary ABC



**A. Listen to the audio and read the words.**



graze



carry



be covered with



thick



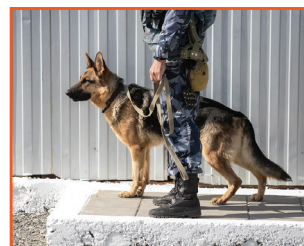
gather



escape



solar panel



protect

**B. Complete the sentences using the words from above.**

1. We hired a guard to \_\_\_\_\_ the people at the event.
2. This chicken \_\_\_\_\_ a spicy sauce.
3. My calculator gets power from this small \_\_\_\_\_.
4. Follow this route to \_\_\_\_\_ the building in a fire.

**C. Circle the correct words.**

1. This field is where the sheep (graze / protect) in the mornings.
2. This blanket is so warm and heavy because it's very (gather / thick).
3. My dog jumped in front of me to (protect / carry) me from the bobcat.
4. This box is too heavy for me to (carry / gather).
5. My little sister poured her own juice, and now the counter (thick / is covered with) it.
6. The students will (gather / graze) in the cafeteria.



### Wh- Question Words

Questions are asked to get information. They often begin with a question word such as *Who*, *What*, *Which*, *Where*, *When*, *Why*, and *How*.

Question Word	What does it ask about?	Example
Who	a person	<b>Who</b> is she?
What	a thing	<b>What</b> are you eating?
Which	a choice	<b>Which</b> home is your favorite?
Where	a place	<b>Where</b> is your college?
When	a time	<b>When</b> is lunch?
Why	a reason	<b>Why</b> are Maria and Simon leaving the party?
How	a condition	<b>How</b> are you feeling today?

### A. Complete the sentences using Wh- question words.

- \_\_\_\_\_ is your friend's house?
- \_\_\_\_\_ is your soccer game?
- \_\_\_\_\_ is Yamini smiling?
- \_\_\_\_\_ apartment building is yours?
- \_\_\_\_\_ is your mother cooking for dinner?
- \_\_\_\_\_ is your family going for the holiday?
- \_\_\_\_\_ is your room different than mine?
- \_\_\_\_\_ is your best friend?
- \_\_\_\_\_ is the window closed?
- \_\_\_\_\_ color is your bedroom?

### Want to

**Want to** means "wish for something" or "desire something."

Use an infinitive, *to* + verb, after the verb *want*.

I *want to* go to bed.

You *want to* brush your teeth.

She *wants to* buy some fruit.

We *want to* live in this house.

They *want to* watch TV in the living room.



Where is she?

She is at the supermarket. She *wants to* buy strawberries.

### B. Rewrite the sentences using *want to*.

- I wish to go home at 8 p.m.  
\_\_\_\_\_
- She and her mother wish to cook at home.  
\_\_\_\_\_
- Rina wishes to paint her bedroom.  
\_\_\_\_\_
- They desire to move into a bigger home.  
\_\_\_\_\_

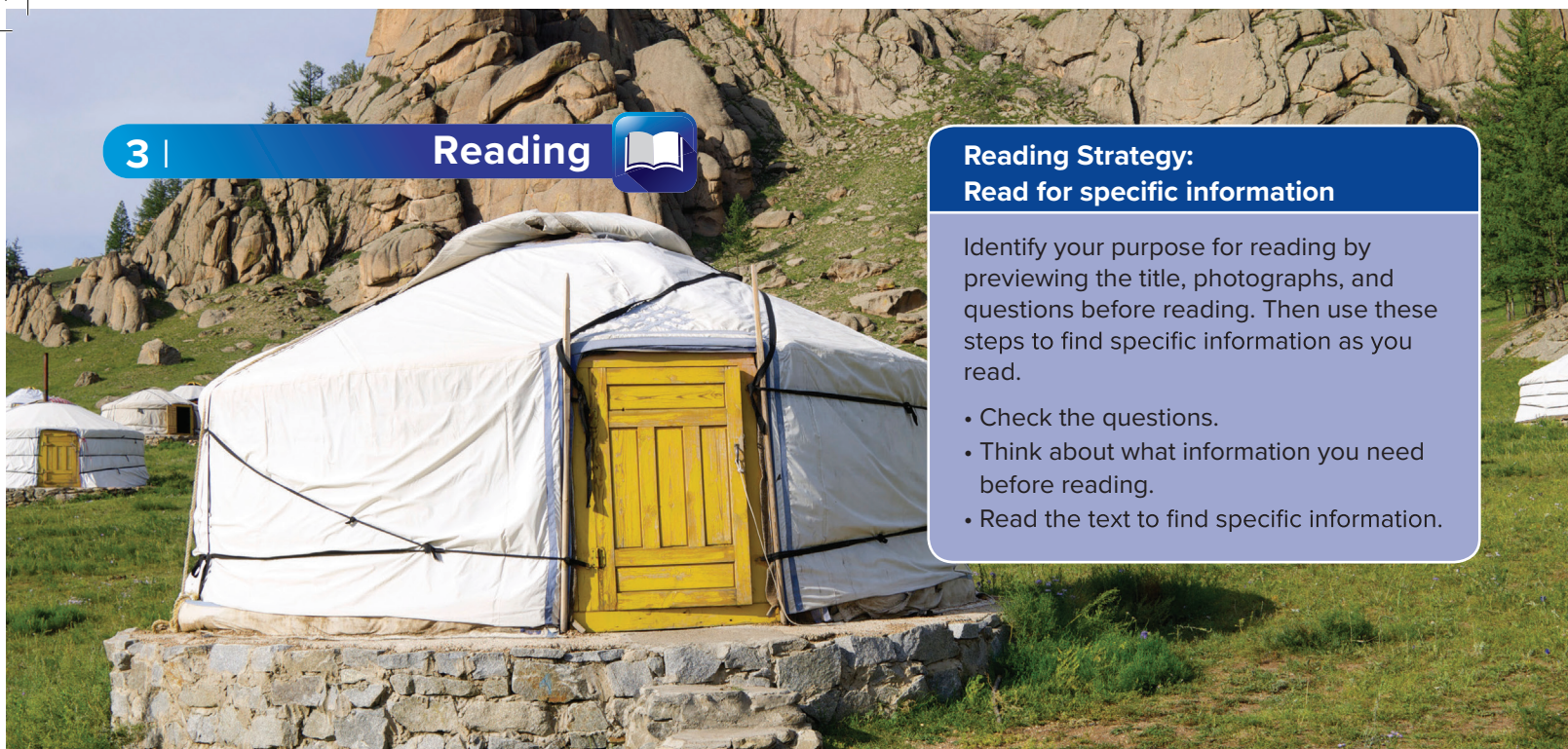




### Reading Strategy: Read for specific information

Identify your purpose for reading by previewing the title, photographs, and questions before reading. Then use these steps to find specific information as you read.

- Check the questions.
- Think about what information you need before reading.
- Read the text to find specific information.



### Before Reading

**A. Look at these pictures. How are these homes alike? How are they different?**



**B. Read the text. Underline key details about the different homes.**

### There Is No Place Like Home

In parts of Mongolia, people move from place to place often. They move to find new land for grazing. They carry their homes, called yurts, with them. Yurts are light in weight. They are made in the shape of a circle, and then they are covered with thick mats. Yurts have one big room with no walls, so there is no privacy. When it is cold, people gather and build a fire in their yurt. A hole in the roof allows smoke to escape.



Those are not windows on the roof of this home. They look the same, but those are solar panels, which change energy from the sun into electricity. This brick house is very eco-friendly, which means it helps protect the environment. This two-story home does not harm the Earth. The home needs to be in a place that receives a lot of sunlight.



A houseboat is a house built onto a boat. Houseboats can be small or large. Houseboats have different rooms such as a kitchen, a dining room, and a closet. People can sleep and eat on the boat. If people on a houseboat do not like where they live, they can easily move to a different spot on the river or the sea.

## After Reading

### C. Complete the sentences based on the text.

1. People who live in a houseboat live on the \_\_\_\_\_ or the \_\_\_\_\_.
2. Solar panels collect \_\_\_\_\_.
3. Solar panels are usually placed on the \_\_\_\_\_ of a home.
4. The easiest home to move is the \_\_\_\_\_ because \_\_\_\_\_.
5. An eco-friendly home does not harm \_\_\_\_\_.
6. Homes with solar panels are built in \_\_\_\_\_.

### D. Choose one house described in the text. Write two sentences that tell interesting details about the house.

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4 |

## Writing



**A. What type of home would you like to live in? Tell your partner specific details about the home of your dreams.**

**B. Complete the online survey to search for your dream home. Use specific details to find the home you want.**

### Writing Strategy: Use specific details

Online surveys ask for specific details. Using specific details will help you find what you are looking for.

- Some online questions require a *yes* or *no* answer.
- Others might require the name of a place, a person, or a number.
- Information you give online may be shared with others. Always be careful!

**Number of bedrooms:**

---

**Number of bathrooms:**

---

**Location:** (city, country, beach, mountains, etc.)

---

**Type of house:** (houseboat, yurt, apartment, mountain cabin, etc.)

---

**Outdoor features:** (basketball court, pool, garden, etc.)

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**Indoor features:** (movie room, pool, game room, etc.)

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Write the specific details of your dream home in three to four sentences. \_\_\_\_\_

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# UNIT 2

# Celebrations

In this unit, I will learn to . . .

- talk about celebrations around the world.
- use the simple present of the verb *be* in yes / no questions.
- read to identify the main idea.

1 |

## Vocabulary ABC



A. Listen to the audio and read the words.



variety



religion



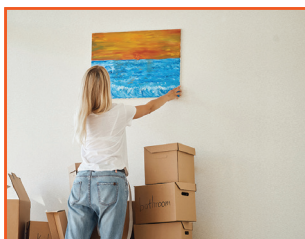
festival



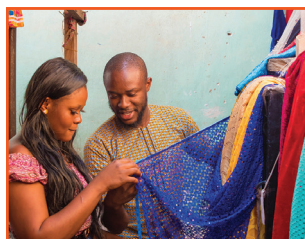
celebrate



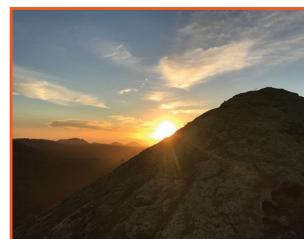
autumn



decorate



go shopping



sunrise

B. Match the sentence halves.

1. I celebrate with a cake

2. The leaves change

3. We wake up so early that

4. Islam, Buddhism, and Christianity

5. I like variety,

6. This festival celebrates

• a religious holiday.

• we see the sunrise every morning.

• so I eat different things.

• on my birthday.

• are different religions.

• color in autumn.

C. Choose the correct answers.

1. Jaimie will \_\_\_\_\_ her house with lights for the holiday.

a. decorate

b. religion

c. variety

2. The leaves fall from the trees in \_\_\_\_\_.

a. go shopping

b. sunrise

c. autumn

3. This box has a \_\_\_\_\_ of different kinds of cookies.

a. celebrate

b. variety

c. decorate

4. Let's \_\_\_\_\_ for a birthday present for Henry.

a. religion

b. go shopping

c. celebrate



### Simple Present of the verb *Be* in Yes / No Questions

The **simple present** tense of the verb **be** is often used in questions with the answer *yes* or *no*. In the simple present, the verb *be* describes a general or present state.

Example: *Is your birthday in June? Yes, it is. / No, it isn't.*

#### A. Circle the correct words to complete the questions.

1. (Is / Are) your birthday in January?
2. (Is / Are) the invitations ready?
3. (Is / Are) she from this neighborhood?
4. (Is / Are) your sister 15 years old?

### Count and Noncount Nouns

A **count noun** is something that can be counted. The plural of a count noun usually ends in -s or -es.

A **noncount noun** is something that you can't cut into parts and count. Noncount nouns usually do not have a plural form.

Examples:

Count nouns include *book, child, flag, and balloon*.

Noncount nouns include *bread, water, money, humor, weather, education, and furniture*.

<i>some / any / a / an</i>	Example sentences
Use <i>some</i> with count nouns and noncount nouns.	Mexicans take <i>some flowers</i> to the cemetery. They place <i>some food</i> on the altar.
Use <i>any</i> for questions and negative sentences with count nouns and noncount nouns.	Are there <i>any apples</i> left for the cake? We don't have <i>any milk</i> or <i>any cookies</i> . Is there <i>any money</i> to buy more decorations?
Use <i>a / an</i> for singular count nouns.	They also make <i>an</i> offering or <i>a</i> house altar.

#### B. Choose the correct answer.

1. Are there any \_\_\_\_\_ on the table?  
a. flower      b. flowers      c. a flower
2. There is \_\_\_\_\_ water in the glass.  
a. a      b. any      c. some
3. Is there \_\_\_\_\_ candle on the altar?  
a. a      b. any      c. some
4. I can see \_\_\_\_\_ people at the party.  
a. a      b. any      c. some
5. I can't see \_\_\_\_\_ children at the party.  
a. a      b. any      c. some
6. Is there \_\_\_\_\_ cake left on the table?  
a. a      b. any      c. some




**Reading Strategy:**  
**Read for the main idea**

The main idea is the most important idea in a text.

- Find what is most important.
- Look for specific details.

**Before Reading**
**A. Look at these pictures. What do Malaysian people celebrate?**


05

**B. Read the text. Underline specific details to help you find the main idea.**
**Malaysia: Land of Many**

Malaysia is a Southeast Asian country that has a lot of variety. The word *malay* indicates “many,” and Malaysia certainly is a varied country. Most Malaysians come from Malaysia, China, and India. The country’s main religions are Islam, Buddhism, and Christianity. The Malaysians speak Bahasa Malaysia, English, Chinese, and many more languages.

Because of its unique mixture, Malaysia has a lot of different holidays and festivals. *Diwali* or *deepavali* is the “festival of lights.” This ancient Hindu festival is celebrated in autumn every year. Hindus clean their houses and decorate them with lanterns and lights. They eat good food and go shopping.

The Chinese in Malaysia celebrate Chinese New Year in January or February. They often organize an “open house,” where friends and family can come and visit—no matter their race or religion. When preparing for the New Year, people say only positive comments and try to be nice to everybody!

*Hari Raya* means “Celebration Day” in Arabic. *Hari Raya Aidilfitri* is a Muslim festival celebrated at the end of Ramadan. During the month of Ramadan, Muslims don’t eat or drink from sunrise to sunset. So, at the end of Ramadan, they celebrate *Hari Raya Aidilfitri* with prayer, food, and general happiness. They decorate their houses with green, yellow, and gold lights. They visit their family and friends’ houses. The festival can last an entire month, but only the first two days are public holidays in Malaysia.

## After Reading

### C. Complete the chart with details from the text.

Festival	Time of Year	Religious / Ethnic Group
		Hindu
	January / February	
Hari Raya Aidilfitri		

### D. Write the main idea of the article.

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4 |

## Writing



### A. With your partner, choose a sentence and add a detail to it.

1. The party was at a house.
2. There were decorations.
3. We ate food.

### B. Add details to this paragraph. Use the Internet to find more information.

People celebrate Chinese New Year. People get together. When preparing for the New Year, people are nice. Fireworks are popular, too. For the Lantern Festival, people make lanterns. They eat soup with dumplings. The celebration lasts for days. People are happy.

#### Details to Add

- Who celebrates Chinese New Year? Where?
- When is Chinese New Year?
- How are people nice? What do they do?
- Where do the fireworks happen?
- Who celebrates the Lantern Festival?
- When is the Lantern Festival?
- How many days does the celebration last?

### Writing Strategy: Add specific details

Add details to your main ideas to make your writing more interesting. Tell *who*, *what*, *when*, *where*, *which*, *why*, and *how*. For example:

- Where does the action happen?
- Why does it happen?
- Who is there?
- What do people do?
- What other details could you add?





# UNIT 3

## Daily Lives

In this unit, I will learn to . . .

- ask and answer questions about daily routines.
- talk about how often something happens.
- look for specific time phrases.

1 |

### Vocabulary ABC



06

A. Listen to the audio and read the words.



interview



swimmer



athlete



train



swim



twice



get up



go to bed

B. Complete the sentences using the words from above.

1. I \_\_\_\_\_ with my coach every weekday after school.
2. I'm so tired that I think I'll \_\_\_\_\_.
3. A(n) \_\_\_\_\_ must know a number of different ways to swim.
4. I was asked a lot of tough questions in my \_\_\_\_\_.
5. What time do you \_\_\_\_\_ in the morning?
6. I loved that movie so much that I went and saw it \_\_\_\_\_.

C. Complete the sentences using the words from the box.

swim

get up

athlete

go to bed

I'm a special kind of (1) \_\_\_\_\_. I (2) \_\_\_\_\_ in the water. I need to take good care of myself. I (3) \_\_\_\_\_ every night at 8:00 pm. It's important to get good rest. Then, I (4) \_\_\_\_\_ at 4:00 every morning. Why do I get up so early? I need to get to the pool!



### Questions with *How often*

Questions that begin with the words *How often* are answered with time words such as *usually, normally, twice a week, once a month, never, or always*.

Examples:

*How often* do you organize your bedroom?

I organize my room *every day / once a week / twice a month / three times a year*.

### Adverbs of Frequency

Adverbs tell something about the verb. An **adverb of frequency** is used to tell how often something happens. The following are adverbs of frequency: *always, frequently, never, normally, often, sometimes, and usually*.

Frequency	Example sentences
100%	My children <i>always</i> make their beds.
75%	My wife <i>usually / normally</i> makes a sandwich for me.
50%	We <i>sometimes</i> make dinner together.
0%	My children <i>never</i> clean the bathroom.

#### A. Underline examples of adverbs of frequency in the text.

Hello, my name is Paula, and I'm a student. My parents are very strict! They always check if my room is clean. I can never arrive home after 8 p.m. My mother usually prepares peanut butter sandwiches for lunch because peanut butter is healthy, but I don't like peanut butter! I've told her many times, but she never listens to me. My father sometimes plays basketball with me, but only after I finish my homework. When I'm a parent, my children are going to clean their rooms when they want. They are going to eat what they want for lunch. They are going to play sports before finishing their homework!

### *Know how to vs Learn how to*

*Knowing* and *learning* are different. **Know how to** means to have the ability to do something. **Learn how to** means beginning to understand something through study or practice.

Examples:

I *know how to* play the piano. I play it every day.

I don't know how to play the piano. I want to *learn how to* play it.

#### B. Complete the sentences using *know how to* or *learn how to*.

- Joe has taken art classes for many years. He \_\_\_\_\_ use oil and watercolors.
- Nina has helped make dinner since she was little. She \_\_\_\_\_ be safe in the kitchen.
- Jose is taking classes in fencing. He wants to \_\_\_\_\_ fence.





### Before Reading

**A. Look at the pictures. How many Olympic sports can you name? How do young people become Olympic athletes?**



### Reading Strategy:

#### Read for specific time phrases

As you read, look for words and phrases that tell you how often things happen.

- Words such as *normally*, *never*, *usually*, and *always* give information about a person's habits and schedule.
- Time phrases can help you put events in order.



**B. Read the text. Circle the time words and phrases.**

### An interview with Olympic Swimmers

Ryan and Paola are swimmers on the United Kingdom's Olympic team. What does the life of an athlete in training look like?

**Paola:** Swimmers on the Olympic team normally train for 4 to 8 years. We need to train a lot: 3 times a day, 6 days a week.

**Ryan:** We always wake up at 4:30 and run for an hour. Then we go to the pool and swim 4,000 meters. We have breakfast, and we usually take a shower before going to school. Sometimes there's no time for a shower. We have school just like other kids.

**Paola:** Yes, but during school, we always have strength training for an hour or two. Then we normally have lunch. We always eat a lot: twice the calories that our friends eat.

**Ryan:** In the afternoon, we go to the pool and swim for 3 hours. Then we go home and eat dinner. Paola, how often do your parents let you sleep late on weekends?

**Paola:** Never! I know that I need to train hard every day to swim in the Olympics.

**Ryan:** When you want to make it to the Olympic team, you need to train more than you want, eat more than you can, get up earlier, go to bed earlier, and sleep more than 8 hours.

## After Reading

### C. Number the events in the correct order from 1 to 10.

- |                  |                          |                  |
|------------------|--------------------------|------------------|
| ___ eat lunch    | ___ take a shower        | ___ go to school |
| ___ go to bed    | ___ eat breakfast        | ___ eat dinner   |
| ___ wake up      | ___ swim 4 kilometers    |                  |
| ___ swim 3 hours | ___ do strength training |                  |

### D. Make a chart with three columns. List items from your routine and daily life. Compare your chart with a partner.

Things you always do	Things you usually do	Things you never do

4 |

## Writing



### A. Tell your partner about your activities for this week.

Question: How often do you (go to your English class)?

Answer: Five times a week. Monday through Friday.

### B. Complete a monthly calendar of your activities. Follow the example.

#### Writing Strategy: Write clear schedules

Writing a monthly schedule helps people plan their activities. A monthly schedule includes:

- regular activities, such as sports events, family activities.
- special occasions, such as birthdays or holidays.
- obligations, such as a doctor appointment.
- school activities, such as assignments.

October						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
<b>3</b> Visit my grandparents	<b>4</b>	<b>5</b> Guitar class	<b>6</b> Luke's birthday	<b>7</b> Volleyball practice	<b>8</b>	<b>9</b> Volleyball match
<b>10</b> Study for the English test!	<b>11</b>	<b>12</b> English test Guitar class	<b>13</b>	<b>14</b> Volleyball practice	<b>15</b>	<b>16</b> Volleyball match Mom's birthday

### C. Write two sentences about your activities for a week.