

คำอธิบายรายวิชาเพิ่มเติม

ภาษาอังกฤษ ทักษะฟัง-พูด Ellevate English Listening & Speaking 2

ชั้นมัธยมศึกษาปีที่ 5

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

เวลาเรียน 40 ชั่วโมง

จำนวนหน่วยกิต 1 หน่วยกิต

ศึกษาภาษาที่ใช้ในการสื่อสารระหว่างบุคคล เกี่ยวกับสถานการณ์ต่างๆ ในชีวิตประจำวันและสถานการณ์ที่น่าสนใจ เช่น เทศกาล การท่องเที่ยว การเดินทาง สามารถโต้ตอบ และแสดงความคิดเห็น และสามารถนำเสนอผลงานผ่านทักษะกระบวนการการบูรณาการ โดยเลือกใช้ทักษะกระบวนการฟัง พูด อ่าน เขียน ทักษะการจำ คิด วิเคราะห์และเขียน สื่อความกระบวนการทำงานกลุ่ม/คู่ และสมรรถนะ 5 สมรรถนะ คือความสามารถในการสื่อสาร ความสามารถในการคิด ความสามารถในการแก้ปัญหา ความสามารถในการใช้ทักษะชีวิต ความสามารถในการใช้เทคโนโลยี เพื่อให้ผู้เรียนมีเจตคติที่ดีต่อการเรียนภาษาอังกฤษ เป็นผู้มีความรู้คุณลักษณะอันพึงประสงค์ ซื่อสัตย์สุจริต มีวินัย ใฝ่เรียนรู้ และมุ่งมั่นในการทำงาน

ผลการเรียนรู้

1. ฟังและปฏิบัติตามคำสั่ง คำขอร้อง คำแนะนำ คำชี้แจงและคำอธิบายง่ายๆ ที่ฟังได้
2. สนทนาและเขียนโต้ตอบข้อมูลเกี่ยวกับตนเองและเรื่องต่างๆ ใกล้ตัว สถานการณ์ ข่าว เรื่องที่อยู่ในความสนใจของสังคม และสื่อสารอย่างต่อเนื่องและเหมาะสม
3. พูดบรรยายเกี่ยวกับตัวเอง เทศกาล ประเด็นต่างๆ ที่อยู่ในความสนใจของสังคม
4. เลือกใช้ภาษาน้ำเสียงและกริยาท่าทาง เหมาะสมกับบุคคลและโอกาส ตามมารยาทสังคมและวัฒนธรรมของเจ้าของภาษา

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ELLevate

ENGLISH

LISTENING AND SPEAKING

ชั้นมัธยมศึกษาปีที่ 5

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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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?



A photograph of four young adults sitting on wooden steps outdoors. From left to right: a man with a beard and a black turban wearing a green shirt and a patterned scarf; a woman with blonde hair and glasses wearing an orange top; a woman with dark curly hair wearing a yellow cardigan over a colorful patterned top; and a man with a beard wearing a pink shirt and a black baseball cap. They are all smiling and looking towards the camera. The woman with blonde hair is holding a tablet, and the man on the right is holding a laptop. The background shows green trees and sunlight filtering through the leaves.

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.
- listen for specific information.

1 |

Get Ready



What makes a good home?



A. Look at the pictures. How are the homes different? Read each description.



This home is in Panama. Long poles hold up the home over the water. It has **windows** with a view of both land and sea.



Homes in cities such as Hong Kong are small. Many homes are in tall apartment buildings.



This is a home in India. It has colorful **walls** and a blue door.



This large home in Thailand has two levels. The front door welcomes guests, and the windows look out over the trees and plants.

B. Read the sentences and circle T for True or F for False.

- | | | |
|--|---|---|
| 1. The apartment buildings are in a large city in Thailand. | T | F |
| 2. The home in Hong Kong is on a beach. | T | F |
| 3. There are two levels in the home in India. | T | F |
| 4. The home in Panama has windows. | T | F |
| 5. The home in the sea is on long poles. | T | F |
| 6. The front door welcomes guests to the large house in India. | T | F |
| 7. The home in Thailand has windows with a view of trees and plants. | T | F |

Pair and Share



With a partner, ask and answer these questions.

Which home do you like the most?

I like the home . . .

Ask and answer this question about your home.

What do you like about your home?

I like . . .


A. Listen to the audio and read along. Guess the meaning of the words in bold.

Homes around the world may look **different**, but they are all the **same**. Most homes have bedrooms where people sleep. The bedrooms often have a **closet** to store **clothing** and shoes. Most have a living room where a family **gathers** to relax. A **kitchen** is another important room where a family **prepares** food. Some homes have a separate room for eating called a **dining room**. A bathroom helps the family keep clean. Homes also have **walls** that separate rooms and give **privacy**, and **windows** so that sunlight can **warm** the home.


Word Box

closet
clothing
different
dining room
gather
kitchen
prepare
privacy
same
wall
warm
window


B. Choose the correct word from the box to complete the sentences.

- We store our clothes in the _____.
- Marco's family gathers to eat their meals in the _____.
- My father is in the _____ preparing dinner for everyone.
- The walls give us _____ when we want to be alone.
- It is so cold that I need to close the _____ now.

C. Fill in the missing letters.

- | | |
|------------------------------|------------------------------|
| 1. ___i___chen | 7. w___nd___ws |
| 2. d___ ___ in ___ r___ ___m | 8. cl___th___ ___g |
| 3. w ___ ___l___ | 9. w___r___ |
| 4. p___ ___v___cy | 10. ga ___ h ___ ___ |
| 5. ___ ___o___et | 11. sa ___ ___ |
| 6. pr___p___ ___e | 12. d ___ ___ f ___ r ___ nt |

3 |

Listening


Listening Strategy:
Listen for specific information

Before listening to a text, prepare yourself to listen.

- Check the information you need to find before listening.
- Listen carefully for that information.
- Think about the ideas, not just the words.

**Before Listening**

A. Look at the pictures. Would you like to live in a house like this? Why or why not?



005

B. Listen to the audio. Answer the questions. Listen again to check your answers.

1. What is the house compared to? _____
2. What year was the home built? _____
3. Where is the house? _____
4. Why is this home a good idea for someone who likes trees? _____
5. What makes the rooms warm and bright? _____

After Listening

C. What kind of house would you like to live in? Share with a partner.

4 |

Pronunciation

**Intonation with *Wh-* Questions**

Listen carefully. Is the sentence asking a question? Intonation falls on the last word of a *Wh-* question.



006

A. Listen. Circle R for *rising intonation* or F for *falling intonation* of the last word.

1. R / F 2. R / F 3. R / F 4. R / F 5. R / F 6. R / F



007

B. Listen to the audio and repeat.

10

UNIT 1



Speaking Strategy:

Ask questions for information

Use *Wh-* questions to find information.

- To find out about a condition, use *how*.
- To find out about people, use *who*.
- To find out about time, use *when*.
- To find out about places, use *where*.
- To find out about objects, use *what*.



008

A. Listen to the conversation and complete the sentences. Listen again to check your answers.

Bob: I just heard your family is moving into a new home. (1) _____ is your first night there?

Sally: Our first night will be Friday.

Bob: (2) _____ many rooms does it have?

Sally: Let's see. There are three bedrooms, one bathroom, a large living room, and a great kitchen.

Bob: (3) _____ is it like on the outside?

Sally: It's white and has a big tree in front of it.

Bob: Wow! (4) _____ is it?

Sally: It's on First Street, close to the park.

Bob: (5) _____ long does it take you to get to work?

B. Your Turn

Roleplay the conversation with a partner. Then, write Sally's response to Bob's last question.

Your idea: _____



009

C. Listen to the audio. Take notes to prepare for a conversation about a house you would like.

Pair and Share



With a partner, ask and answer *Wh-* questions about a house you would like to have.

What is it like?

It has three bedrooms, . . .

Where is it?

It is . . .

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.
- listen to identify the main idea.

1 |

Get Ready



Why do people celebrate?



A. Look at the pictures. What are they celebrating? Read the passage.



Celebrating the Dead

Many countries have traditions to remember family members who have died.

In Mexico, families **celebrate** the Day of the Dead. They take flowers to a cemetery on November 1 and 2. Mexicans **decorate** a house altar with photographs, candles, flowers, and food.

During the Obon **festival** in Japan, people believe that their ancestors' spirits return to their homes to visit family. On the first day of Obon, people visit the cemetery and make a house altar. Obon is celebrated in July or August. At the end of the festival, people place floating lanterns in rivers and lakes to guide the spirits back.

Many countries celebrate Halloween on October 31. It is from an old **holiday** that honors the spirits of the dead. Today, children dress up in costumes and go house to house asking for candy. Some people **organize** a party.

B. Answer the questions.

- What do these three festivals celebrate?

- When do people celebrate these three festivals?

- Where do people decorate house altars?

- Why do people float lanterns on lakes and rivers?

- In which festival do people wear costumes?

Pair and Share



With a partner, ask and answer questions about celebrations.

What is your favorite celebration?

I like to celebrate . . .

What do people in your country celebrate in July?

We celebrate . . .


A. Listen to the audio and read along. Guess the meaning of the words in bold.

My favorite national **holiday** is our **Independence Day** on July 4. It is the **birthday** of the United States. Every year, my family **organizes** a big **barbecue** at our home to **celebrate**. My father starts a fire and grills chicken or fish. We invite our neighbors and friends. Everyone brings a favorite food.

We **decorate** the yard with colorful banners and balloons. We place small **flags** on the table. We play baseball and other games. My college organizes a big **festival** where teachers and students participate. Like other holidays, such as Thanksgiving, **Christmas**, **Mother's Day**, and the **New Year**, everyone has a good time!


Word Box

barbecue	flag
birthday	holiday
celebrate	Independence Day
Christmas	Mother's Day
decorate	New Year
festival	organize


B. Match the words from the box with the correct definitions.

1. holiday	•	• a piece of cloth with colors that represent a country
2. organize	•	• an outdoor meal that people grill and eat
3. decorate	•	• plan and arrange an activity
4. flag	•	• a national holiday in the United States and other countries
5. barbecue	•	• the day of the year that a person was born
6. Independence Day	•	• a special day when people celebrate a person or event
7. birthday	•	• make something look attractive
8. celebrate	•	• do something special, such as have a party

C. Choose the correct word from the box to complete the sentences.

- Independence Day is the writer's favorite _____.
- His college organizes a big _____ to celebrate the nation's independence.
- They _____ the yard with colorful banners and balloons.
- They place small _____ on the table to honor the nation.
- My _____ is on Tuesday. I will be 14 years old!


Listening Strategy:
Identify main ideas

Identifying the main ideas helps you understand what people say.

What are people mostly talking about?

That is the main idea.

Before Listening

A. Look at the pictures. What are they celebrating? Where are they from?



B. Listen to the audio. Match the pictures with the names. Write the numbers.

_____ Maria, Puerto Rico _____ Kelly, United States _____ Lev, United States _____ Huan, China

After Listening

C. Turn to another student in your class. Say your name and where you are from. Tell what your favorite celebration is and why.


Intonation in Yes / No Questions

Intonation rises on the last word of a yes / no question.



A. Listen. Write *falling intonation* or *rising intonation* for the last word.

1. Where is the party? _____
2. Is it far from your home? _____
3. Did you buy a gift? _____
4. What did you buy? _____
5. Are many people invited? _____
6. May I see the invitation? _____



B. Listen to the audio and repeat.


Speaking Strategy:
Decline an invitation

If you cannot attend a celebration or a party, say that you are sorry and give a reason why you cannot attend. Always thank the person for inviting you.

- I'm sorry, I can't.
- I have a lot of homework.
- Maybe next time.
- Thank you for the invitation.



A. Listen to the conversations and complete the sentences. Listen again and check your answers.

Conversation 1

Lucy: Can you come over on my sister's birthday? We're having a barbecue.

Tim: Sounds good. When is it?

Lucy: This Saturday.

Tim: I'd love to, but I can't. (1) _____ this weekend.

Lucy: That's too bad.

Tim: (2) _____.

Conversation 2

Ling: Kim, I'm having a Halloween party on Saturday. Do you want to come?

Kim: Oh, on Saturday? (1) _____. My sister is having a party, too.

Ling: Oh, that's too bad.

Kim: But (2) _____.

Ling: Well, have a good time at your sister's party.

B. Your Turn

Roleplay the conversations with a partner. What would Kim say at the end of the conversation? Write your answer.

Your idea: _____



C. Listen to the audio. Take notes to prepare for a conversation about party invitations.

Pair and Share


Invite your partner to a party. He/She must politely refuse and say why. Switch roles.

I'm having a birthday party next Saturday. Can you come?

I'm sorry . . .

UNIT 3

Daily Lives

In this unit, I will learn to . . .

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

1 |

Get Ready



What is a day in your life like?



A. Look at the pictures and read the descriptions.



Where Dmitri lives, the schools don't teach English. He learns English at home every day. His father **normally** teaches him for an hour every day.



Jim lives in Alaska, and his job is very far away. So, Jim **always** leaves home very early in the morning. He plays with his children in the afternoons.



Frank is sick, and he doesn't have the energy to go to school. His classmates come to his house twice a week, and help him with his assignments.



Lanfen is 17, and she goes to university. She is **usually** the youngest person in a class, but she's very happy. She's studying geography.



B. Answer the questions. Then listen to Lina's experiences and check your answers.

1. Do homeschooled kids have a lot of free time?

2. Do homeschoolers have many friends?

3. Can homeschoolers have a tutor?

4. Can homeschoolers go to university?

Pair and Share



Ask and answer questions about routines.

What do you do in the mornings?

I normally . . .

What do you do in the afternoons?

Usually, I . . .


A. Listen to the audio and read along. Guess the meaning of the words in bold.

I am **always** busy. During the week, I **go** to school where I study information and communications technology or ICT. After classes, I work at a store. I **arrive** home and help my parents **make dinner**. My father is a great cook, so **sometimes**, I **take a selfie** in front of the food to show my friends how good our meals are! After that, I usually study or watch TV. On weekends, I **clean up** my room and go to the store to work for a few hours. Then **normally** I play baseball with my friends. It's a busy life!


Word Box

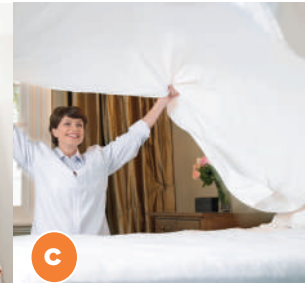
always
arrive
clean up
go
make
make dinner
never
normally
sometimes
take
take a selfie/
a picture
usually



A



B



C



D



E



F

B. Match the correct actions to the pictures above.

- | | | |
|-----------------------|----------------------|----------------------------|
| 1. ____ take a selfie | 3. ____ do nothing | 5. ____ clean up your room |
| 2. ____ arrive home | 4. ____ go to school | 6. ____ make dinner |

C. Match the words that go together. There are two correct answers for every verb.

your bed	•	take	•	a selfie
home	•	make	•	at school
your homework	•	go	•	to soccer practice
a picture	•	do	•	nothing
to bed	•	arrive	•	dinner


Listening Strategy:
Listen for time words and phrases

Listening for words and phrases that express time helps you identify when and how often things happen. Focus on words such as *always*, *never*, *sometimes*, *usually*, and *normally*.

Before Listening

A. Look at the pictures. How important is music to these people? How important is music to you?



022

B. Listen to the audio. Complete the chart. Listen again to check your answers.

For _____	music is _____	because _____.
Olivia	very important	she plays the drums.
Leah	important	
Mac		
Sue		
Lara		she goes dancing every Saturday.

After Listening

C. What is something you always do? Sometimes do? Never do? Share with a partner.


Sentence Stress with Adverbs of Frequency

In sentences with adverbs of frequency, stress the adverb of frequency for added importance.



023

A. Listen. Circle the frequency adverbs if they are stressed.

- | | | |
|-------------|-------------|------------|
| 1. always | 3. normally | 5. always |
| 2. normally | 4. usually | 6. usually |



024

B. Listen to the audio and repeat. Stress the words that are stressed.



Speaking Strategy: Expressions that tell “how often”

Use time words and phrases to describe how often you do an activity.

- She *usually* copies the sentences.
- He reads a comic book *twice a week*.
- *How often* do you visit your grandparents?



A. Listen to the conversation and complete the sentences. Listen and check your answers.

Beatrice: What (1) _____ your day like?

Dmitri: Well, I (2) _____ go to school in the morning. I (3) _____ arrive home at 2 o'clock.

Beatrice: Do you have your English classes then?

Dmitri: No, I'm (4) _____ hungry. I always have lunch first.

Beatrice: Of course. And then?

Dmitri: My English teacher always comes at 4 o'clock. We (5) _____ use a book, but other times we watch videos on the Internet. I like to learn online.

Beatrice: Do you sing songs, too?

Dmitri: No! I sing terribly, but I like to learn the lyrics of the songs.

B. Your Turn

Roleplay the conversation with a partner.
What other question would Beatrice ask?
Write your answer.

Your idea: _____



C. Listen to the audio. Take notes to prepare for a conversation about someone's daily routine.

Pair and Share



With a partner, choose a person from the Get Ready page and have a similar conversation.