

คำอธิบายรายวิชาเพิ่มเติม

ภาษาอังกฤษ ทักษะอ่าน-เขียน Ellevate English Reading & Writing 3

ชั้นมัธยมศึกษาปีที่ 6

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

เวลาเรียน 40 ชั่วโมง

จำนวนหน่วยกิต 1 หน่วยกิต

ศึกษาเทคนิคกระบวนการการเรียนรู้ในการอ่านคิดวิเคราะห์และการเขียนสื่อความ ระบุหัวข้อเรื่อง (Topic) ใจความสำคัญ (Main idea) และตอบคำถามจากการอ่านบทสนทนา และเรื่องสั้น เขียนแสดงความรู้สึก และความคิดเห็นของตนเองเกี่ยวกับชีวิตประจำวัน อาหาร สิ่งแวดล้อม พร้อมทั้งให้เหตุผลสั้นๆ ประกอบอย่างเหมาะสม เขียนสรุปใจความสำคัญที่ได้จากการวิเคราะห์เรื่องหรือเหตุการณ์ที่อยู่ในความสำคัญของสังคม เข้าร่วมจัดกิจกรรม ภาษา และวัฒนธรรมตามความสนใจ ใช้ภาษาต่างประเทศในการสืบค้น ค้นคว้าความรู้ ข้อมูลจากเรื่อง และแหล่งการเรียนรู้ต่างๆ 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. อ่านออกเสียงข้อความ ข่าว โฆษณา สั้นๆ ถูกต้องตามหลักการอ่าน
2. ระบุและเขียนสื่อที่ไม่ใช่ความเรียงรูปแบบต่างๆ ให้สัมพันธ์กับประโยค และข้อความที่ฟังหรืออ่าน
3. เลือก/ระบุหัวข้อเรื่องใจความสำคัญ รายละเอียดสนับสนุน และแสดงความคิดเห็นเกี่ยวกับเรื่องที่ฟังและอ่านจากสื่อประเภทต่างๆ พร้อมทั้งให้เหตุผลและยกตัวอย่างประกอบ
4. อ่านและเขียนสรุปใจความสำคัญ / แก่นสาระ หัวข้อเรื่องที่ได้จากการวิเคราะห์เรื่อง/ข่าว/เหตุการณ์/สถานการณ์ที่อยู่ในความสนใจของสังคม

รวมทั้งหมด 4 ผลการเรียนรู้

หนังสือเรียน รายวิชาเพิ่มเติม ภาษาอังกฤษ (ทักษะอ่าน-เขียน)



ELLevate ENGLISH

READING AND WRITING

ชั้นมัธยมศึกษาปีที่ 6

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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บรรณาธิการ

นางสาวพนิดา สงวนบุญ

พิมพ์ครั้งที่ 1 พุทธศักราช 2563

ISBN 978-616-3501-80-6



1 | Lifestyles



2 | Good and Bad Times



3 | Happiness

What makes you happy?



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

- What are the friends doing?
- How do friends help each other feel better?
- How do your friends cheer you up?





CAN DO statements

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

- describe the activities you do, including your hobbies and interests.
- understand and describe events and topics in your everyday life, including your feelings.
- express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.

UNIT 1

Lifestyles

In this unit, I will learn to . . .

- describe my hobbies and interests.
- use adverbs of frequency.
- use pictures, titles, and headings to predict what a text will be about.

1 |

Vocabulary ABC



A. Listen to the audio and read the words.



work out



shopaholic



hang out



sports fan



be fascinated by



build robots



Internet addict



ride a bike

B. Choose the correct answer.

1. A(n) _____ spends too much time on the Internet.
a. Internet addict b. work out c. shopaholic
2. Jenny spends too much money at the mall. She's a real _____.
a. hang out b. shopaholic c. sports fan
3. The park is not far away. Let's _____ to get there.
a. be fascinated by b. hang out c. ride our bikes

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

build robots Internet addict working out am fascinated by sports fan hang out

I spend a lot of time online. Yes, I'm a(n) (1) _____. I (2) _____ all the information online. However, I still like to (3) _____ with my friends. I'm going to meet Bill now. Bill likes to (4) _____. I'm amazed by the things he can make them do. Henry is a (5) _____. He likes to play and watch sports. He also takes good care of his body. We'll get together after he's done (6) _____.



Adverbs of Frequency

Adverbs of frequency tell how often (or frequently) something is done.

Examples: *always, usually, frequently, generally, never, normally, occasionally, often, rarely, regularly, seldom, sometimes.*

| Adverbs of Frequency | |
|---|----------------------------------|
| with action verbs | with the verb <i>be</i> |
| appears between the subject and the main verb | appears after the verb <i>be</i> |
| Jake <i>rarely</i> chats online. | Cindy is <i>never</i> late. |

A. Circle the adverbs that are in the wrong place.

- I don't *usually* buy *usually* things at the shopping mall.
- We *often* are *often* tired after yoga class.
- Never* he *never* chats with his friends late at night.
- He *always* is *always* home on Sundays.
- Steve and Mina *normally* practice *normally* playing the piano.
- Betty *regularly* collects *regularly* coins from around the world.

Asking about Quantity / Duration / Frequency

When we want to know the quantity of something, we ask questions starting with *How much / How many*.

For the length or duration of an action, we use *How long*.

For the frequency of an action, we use *How often*.

B. Match the question parts.

| | | | |
|-------------------|---|---|--------------------------------------|
| 1. How often | • | • | it take to learn Japanese? |
| 2. How often does | • | • | does it take you to build a website? |
| 3. How long does | • | • | books did you buy? |
| 4. How many | • | • | do you eat vegetables? |
| 5. How much time | • | • | she go out with her friends? |

C. Complete the sentences using *how often, how long, or how much / many*.

- _____ do you work out in the gym?
- _____ does Daniel visit the botanical garden?
- _____ time do we have to finish the game?



Before Reading

A. Look at the pictures and read the title.
What kind of information do you expect to read?



B. Read the text. Underline the main idea of each paragraph.

Reading Strategy:

Find the main idea to write a title or heading

Titles will often summarize the text in a few words. Headings describe smaller sections of the text.

- Look at the title and read it carefully.
- Read each section to find details about the main idea of each paragraph.
- Underline the key details to help you find the main ideas.

Free Time for Young People in Asia



a. I enjoy working out. I'm interested in badminton. I play every day. I play with my friends. We sometimes play until it gets dark out. Our team won a competition last year in Manila. I hope to play for the Philippine team in the 2020 Olympics. (**Lourdes**, Cebu, Philippines)



b. I'm a shopaholic. I just like to hang out with my friends at the shopping mall. We go there almost every weekend. There are a lot of things to buy. In my town, there isn't much to do, so it's easy to get bored. But there is a lot to do at the mall. I also like it because I get to meet and talk to other young people. (**Udom**, Khon Kaen, Thailand)



c. I'm not a sports fan. I'm crazy about science. I'm fascinated by robots. I usually spend my extra time with friends, and we build robots. I spend about 8–10 hours a week building them. We don't normally play in tournaments, but we are entering one in Singapore this October. I hope we make it to the Robot Olympics next year. (**Steven**, Singapore)



d. I'm an Internet addict. Playing computer games is my hobby. Whenever I finish my homework, I quickly ride my bike to my friend's house. We play computer games for about an hour or two, almost every day. My favorite game is Space Monsters. I can get a real high score on that game. Once a month, the other gamers in my town get together, and we have a competition. I occasionally win, and I enjoy the competition. (**Ali**, Kuala Lumpur, Malaysia)

After Reading

C. For each paragraph, write a heading that tells the main idea.

- a. _____
- b. _____
- c. _____
- d. _____

D. How do you spend your free time? Write a heading for yourself that summarizes your favorite things to do.

4 |

Writing



A. Work with a partner. Ask and answer questions about your likes and dislikes such as types of music, activities, or sports.

B. Complete the online profile about yourself.

Writing Strategy: Use specific details

An online profile shows who you are to other people when you share specific details.

- You can give your basic information and mention what you like and don't like, what is important to you, and what your interests are.
- Do not give out very personal information such as your home address or any banking information.

| Online Profile | | | |
|--------------------------|----------------------|-----------|----------------------|
| Name | <input type="text"/> | Nickname | <input type="text"/> |
| Age | <input type="text"/> | Birthday | <input type="text"/> |
| Country | <input type="text"/> | Interests | <input type="text"/> |
| City | <input type="text"/> | Sports | <input type="text"/> |
| Likes | <input type="text"/> | Dislikes | <input type="text"/> |
| Number of family members | <input type="text"/> | | |

C. Write about your likes and dislikes in five or six sentences using specific details.

UNIT 2

Good and Bad Times

In this unit, I will learn to . . .

- talk about good times and bad times.
- use the simple past to tell about completed actions.
- look for specific dates and places.

1 |

Vocabulary ABC



04

A. Listen to the audio and read the words.



rock climbing



gym



accident



assistance



excited



perspective



lost a job



depressed

B. Complete the sentences using the words from above.

1. I go to the _____ to work out in the afternoons.
2. I got my work finished faster thanks to your _____.
3. I felt _____ after I moved away from my family.
4. When you're feeling bad, try to get a different _____ on things.

C. Match the sentence halves.

1. My perspective on life is

2. After I lost my job,

3. You need a lot of strength

4. I was very excited to go

5. I could use your assistance to

6. If you don't drive carefully,

• you could cause an accident.

• set up the new store display.

• if you work hard, you will succeed.

• I had to move to a new city to find a new one.

• to go rock climbing.

• to the beach on vacation.



Simple Past

A verb in the **simple past** shows an action that has already happened or has been completed. A verb in the **simple present** shows a general truth or an action that happens often.

| Simple Present | Simple Past |
|---|---|
| I <i>am</i> in college. | I <i>was</i> in high school two years ago. |
| She <i>goes</i> to the movies on Fridays. | She <i>went</i> to the movies last night. |
| The city <i>has</i> many tall buildings. | The village <i>had</i> no electricity 10 years ago. |

| Regular Verbs Add -ed to the end of the verb. | Irregular Verbs |
|--|---|
| I <i>called</i> my mother last night. She <i>answered</i> the wrong question. Donna <i>cleaned</i> her room. | I <i>ate</i> lunch at noon. He <i>swam</i> in the lake. We <i>went</i> to see the doctor. |

A. Complete the sentences in the simple past using the verbs in parentheses.

- Laura _____ (visit) England on her last holiday.
- John _____ (explore) the museum and discovered that he likes art.
- I _____ (study) late last night to prepare for the test.
- Mr. Ling _____ (send) the money to his bank.
- Peter _____ (pay) off his student loans.
- My uncle _____ (work) at a global company in Hong Kong.

B. Match the simple past form to the base form. Then, circle the irregular verbs.

| Base Form | | Simple Past |
|------------|---|-------------|
| 1. be | • | noticed |
| 2. call | • | found |
| 3. find | • | received |
| 4. leave | • | lost |
| 5. look | • | was |
| 6. lose | • | put |
| 7. notice | • | called |
| 8. put | • | left |
| 9. receive | • | looked |



Before Reading

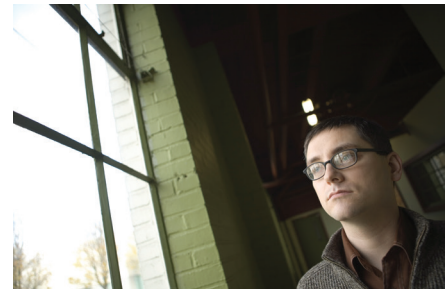
A. Look at the pictures. What problems do you think these people might have?

Reading Strategy:

Read for cause and effect

A cause is a person, action, or event that is responsible for a result, or effect. An effect is what happens as a result of the cause. Reading for causes and effects can help you understand a text.

- Read carefully.
- Look for words that signal results: *so*, *consequently*, *because*.
- Look for the causes of the actions or events.



B. Read the text. Circle causes and underline effects.

Hard Times

In 2013, I believed I was going to succeed. I was in high school, and I spent every moment I could rock climbing in our gym. On weekends, my dad would take me to a nearby mountain and we would practice. I became good at it, and I loved it. Then on December 6, 2013, I had a bad accident and the doctors told me I would probably not recover completely. Consequently, I was in the hospital for seven months, and it took another 12 months before I could walk without assistance. My coach tells me I'll never be able to climb again, so I need to find a different hobby. **(Sean, U.S.)**

About nine months ago my dad got a new job in the U.S. My entire family was excited about moving. But after I was here about a month or two, I wasn't so excited anymore, and I started to get a new perspective on my life. I don't really like the food in the U.S. I try to avoid going out with my friends for meals because I prefer my mom's cooking. I also find it hard to fit in at school. It seems to me American students give more attention to their friends, sports, and a lot of other things outside of academic studies. I guess it will be harder than I thought to fit in. **(Dimetrios, Greece)**

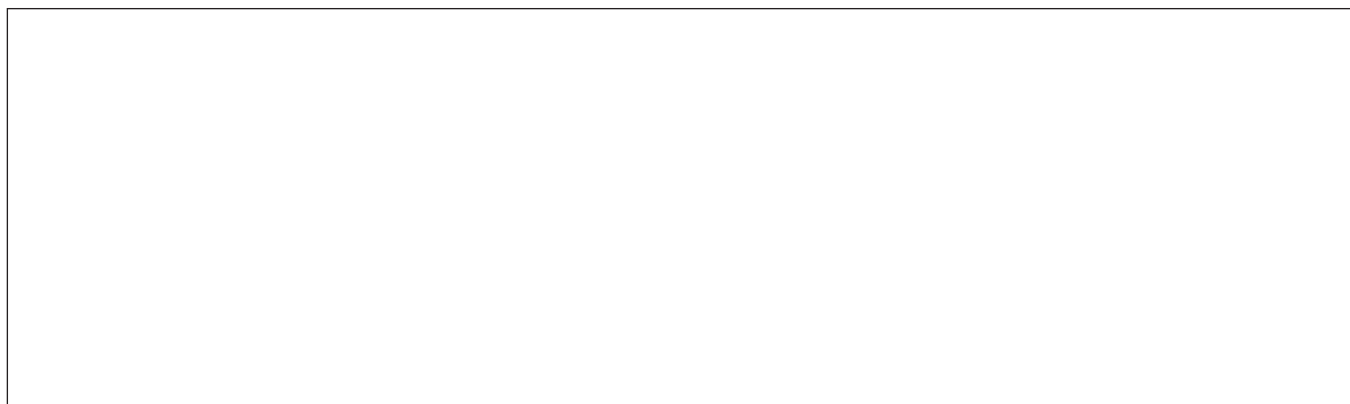
Things became rough for my family and me a few years ago when my dad lost his job. At first we thought he could find a new one, but he couldn't. Some of our relatives helped us, but my dad became really worried. He eventually became depressed, and he didn't seem to care. So, my mother and my older brothers got jobs to help our family. But my dad's depression developed into something worse. He went to live with my grandmother in a small town and now he is getting much better. **(Lunetta, Italy)**

After Reading

C. Complete the sentences based on the readings.

1. Sean had an _____, so he had to go to the hospital.
2. Sean can no longer _____.
3. Dimetrios's thoughts about living in the _____ have changed.
4. Dimetrios thinks American students are not very serious about _____.
5. Lunetta's _____ helped her family.
6. Lunetta's father is now feeling better living in a small _____.

D. Create a diagram or picture that shows the causes and effects in each person's story.



4 |

Writing



A. Read the text. Circle the expressions of time.

Yesterday, I made a trip to my childhood home, and I remembered a lot of things. When I was young, my grandparents lived with us. Back then, it was a very happy time for all of us. In 2010, my grandparents both died. We sold our house and moved into an apartment in the city. When I visited the house, it looked completely different.

Writing Strategy: Use expressions of time

Verb tenses give information about time (past, present, future) in a text. Some words also give that information.

- present: *now, nowadays, sometimes, today, these days*
- recent past: *yesterday, last night, at 8 o'clock*
- distant past: *a few years ago, in the past, when I was young, back then, in 2008*

B. Complete the sentences using an expression of time.

(1) _____, I had a very big family, and we always spent holidays together. (2) _____, we went to Grandma's house. Other times, it was the house of an aunt or uncle. (3) _____, everyone is so busy. We don't get together anymore. Sometimes I think things were better (4) _____.

UNIT 3

Happiness

In this unit, I will learn to . . .

- talk about what makes me happy.
- understand and use gerunds.
- look for main ideas.

1 |

Vocabulary ABC



A. Listen to the audio and read the words.



give someone a hug



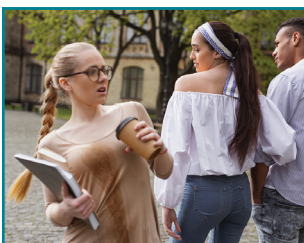
garage



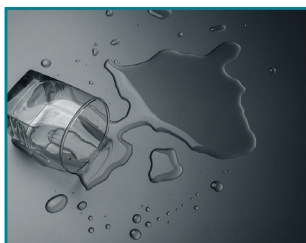
shout



take a break



fall on



spill



hilarious



repair

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

shout

fall on

garage

repair

take a break

spilled

You need to be careful when working in the (1) _____. There are tools and parts used to (2) _____ cars. It's easy to (3) _____ them. Today, Greg wasn't paying attention. He was walking toward a large tub of oil. We started to (4) _____, but he couldn't hear us. He (5) _____ the whole tub of oil. I cleaned it all up, but now I'm tired and need to (6) _____.

C. Complete the sentences using the words from above.

1. You can _____ if you see they're feeling sad.
2. I can't drive to my aunt's house because my car needs to be _____.
3. We laughed at Kim's _____ joke for fifteen minutes.
4. If you _____ your drink, use this towel to clean it up.



Gerunds

A **gerund** is a noun that is formed by adding *-ing* to a verb. Gerunds are used to talk about activities. It can go in the subject or object position.

Examples:

I enjoy *going* to the movies with my family.

Swimming is my favorite exercise.

A. Read the sentences. Some of the words ending in *-ing* are in the present progressive (PP) and some are gerunds (G). Put a check (✓) in the correct box.

| | PP | G |
|---|----|---|
| 1. I'm going to the mall on Friday. | | |
| 2. Laughing with my friends is the best way to relax. | | |
| 3. Walking is excellent exercise. | | |
| 4. Rhonda is watching a sitcom with her sister. | | |
| 5. I don't enjoy chatting online. | | |
| 6. Flying makes many people nervous. | | |

B. Complete the sentences using gerunds.

- I miss _____ (watch) cartoons on TV.
- I don't feel like _____ (make) my bed today.
- She keeps _____ (call) me the wrong name.
- Mary was praised for _____ (volunteer) in the community.
- We have finished _____ (organize) the bookshelf.
- Linda enjoys _____ (read) fantasies.

C. Complete the sentences using gerunds. Make them true about you.

- One of my family's traditions is _____.
- I think _____ is really fun!
- _____ is the best way to relax.
- My family likes _____ on TV.
- _____ is my favorite way to exercise.
- _____ makes me happy.



Reading Strategy: Read for topic sentences

- A *topic sentence* should tell you the main idea of the paragraph you are reading.
- It is often the first or second sentence in the paragraph.

Before Reading

A. Look at these pictures. What do you think happened?



B. Read the article. Underline the topic sentence for each paragraph.

A Funny Thing Happened . . .

Alicia

A funny thing happened to me on my 16th birthday. Usually, my friends and family celebrate with me, but this time, I thought everyone forgot. My mother gave me only a quick hug in the morning. When I went to school, none of my classmates gave me a card. My grandmother didn't send me a present or call me! I got upset. When I got home, I spoke to my sister on the cellphone and told her about how everyone forgot about my birthday. At that moment the garage door opened and a lot of people came in, and everyone shouted, "Surprise!" They heard everything I said. It was a great surprise party, and we still laugh about it. It was a great joke!

Marie

The funniest thing that ever happened to me was when my company interviewed people for a new job. I took a break from doing interviews and walked outside for a while. It was a beautiful day. I stopped for a minute to check my messages. All of a sudden, a young man who was walking very fast fell on me and spilled his coffee on my jacket. He looked at me, but he didn't say, "Excuse me." He kept walking. When I got back to the office, I saw him again. He was the next person I interviewed. He was very surprised when I came in! He did not get the job.

Richard

One of the most hilarious things that ever happened in my life was when my daughter was only nine or ten months old. I was repairing our house, and I needed paint. I took the baby with me because my wife was very tired. I had a baby carrier that looked like a backpack. I went to the paint store with the baby on my back. I was checking the price when I heard a big noise! My little baby pulled a can of paint from the shelf, and it landed on the floor. There was paint everywhere! She started laughing with joy at the purple color all over the floor! I was shocked at the time, but afterwards we all laughed.

After Reading

C. Read the sentences and circle T for *True* or F for *False*. Correct the false statements.

- | | | |
|---|---|---|
| 1. Alicia's friends and family had a party for her 30th birthday. | T | F |
| <hr/> | | |
| 2. Alicia's family did not hear her complaining about them. | T | F |
| <hr/> | | |
| 3. Marie was interviewing people for a new job. | T | F |
| <hr/> | | |
| 4. The young man in Marie's story got a job in her company. | T | F |
| <hr/> | | |
| 5. Richard's daughter was nine or ten years old at the time of the story. | T | F |
| <hr/> | | |

D. Write a topic sentence for a funny story.

4 |

Writing



A. The Yes, and . . . Improv Game

Work with a partner. One person starts the game by saying one sentence. It does not have to be true! The other person answers, saying, "Yes, and . . ." and then gives another sentence. The first person continues, saying "Yes, and . . ." and gives more detail. Continue until each person has said several sentences. Try using the conjunctions in the Writing Strategy box.

Writing Strategy: Build longer sentences

Writers often join two ideas into one sentence. They connect ideas by using one of these six conjunctions: *and*, *but*, *so*, *nor*, *or*, *because*.

B. Read the text. Use *and*, *but*, *so*, or *nor* to join the sentences.

What Makes You Laugh?

I don't watch a lot of TV, (1) _____ there are some shows I really enjoy. I think sitcoms are boring, (2) _____ slapstick comedies bother me. What I enjoy is satire. I like shows that talk about the news, (3) _____ I can laugh and learn at the same time. I also like watching stand-up comedy, (4) _____ only if the comedian talks about politics. I prefer reading satire online, (5) _____ it's hard to do that with my friends!