

คำอธิบายรายวิชาเพิ่มเติม

ภาษาอังกฤษ (อ่าน-เขียน) Upskill 3
ชั้นมัธยมศึกษาปีที่ 3

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ
เวลา 80 ชั่วโมง จำนวน 2 หน่วยกิต

ศึกษาเทคนิคกระบวนการการเรียนรู้ในการอ่านคิดวิเคราะห์และการเขียนสื่อความ เขียน/ระบุหัวข้อเรื่อง ใจความสำคัญและตอบคำถามจากรูปภาพ การอ่านคำศัพท์ ข้อความ บทอ่าน บทความ บทสนทนา อีเมล เว็บไซต์ ตาราง อินโฟกราฟิก และแผนภูมิ พุดและเขียนเพื่อถ่ายทอดความรู้ ความรู้สึก เปรียบเทียบ และแสดงความคิดเห็นของตนเองเกี่ยวกับเรื่องต่าง ๆ ใกล้ตัว ประสบการณ์ และกิจกรรมต่าง ๆ และเรื่องหรือเหตุการณ์ที่อยู่ในความสำคัญของสังคม พร้อมทั้งให้เหตุผลประกอบอย่างเหมาะสม และมีการวางแผนอย่างเป็นลำดับขั้น ประยุกต์ใช้ความรู้เพื่อสร้างชิ้นงาน ใช้ภาษาต่างประเทศในการสืบค้น ค้นคว้าความรู้ ข้อมูลจากเรื่องและแหล่งการเรียนรู้ต่าง ๆ ในการต่อยอดเพื่อประกอบอาชีพ

โดยใช้เทคนิคการอ่านและทักษะการเรียนรู้ด้านการคาดเดา การตีความ การอนุมาน การสรุปย่อ การให้เหตุผล การวิเคราะห์ การสร้างองค์ความรู้ และสมรรถนะสำคัญทั้ง 5 คือ ความสามารถในการสื่อสาร ความสามารถในการคิด ความสามารถในการแก้ปัญหา ความสามารถในการใช้ทักษะชีวิต และความสามารถในการใช้เทคโนโลยี

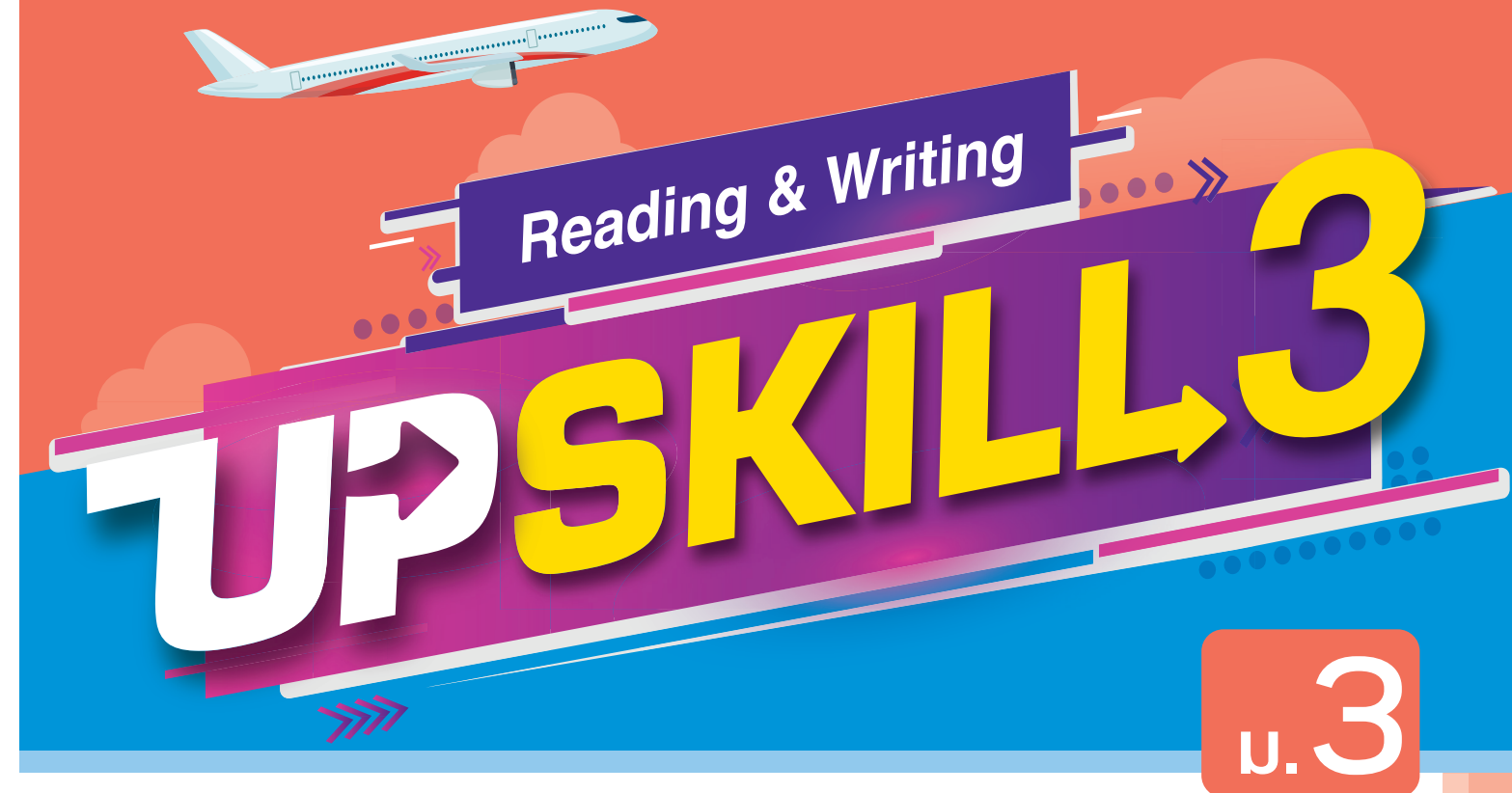
เพื่อให้ผู้เรียนพัฒนาทักษะการวิเคราะห์และการคิดอย่างมีวิจารณญาณโดยการตั้งคำถามและการใช้เหตุผลตลอดจนเสริมสร้างจินตนาการ ความคิดสร้างสรรค์ และคุณลักษณะอันพึงประสงค์ เพื่อให้ผู้เรียนสามารถใช้ภาษาในการสื่อความหมายในสถานการณ์ต่าง ๆ ได้อย่างคล่องแคล่ว ถูกต้องและเหมาะสม รวมถึงมีเจตคติที่ดีต่อการเรียนภาษาอังกฤษ

ผลการเรียนรู้

1. อ่านออกเสียงคำศัพท์ ข้อความ บทอ่าน บทความ บทสนทนา อีเมล เว็บไซต์ ตาราง อินโฟกราฟิก และแผนภูมิ ถูกต้องตามหลักการอ่าน
2. เขียนประโยคและข้อความให้สัมพันธ์กับสื่อที่ไม่ใช่ความเรียงรูปแบบต่าง ๆ
3. เขียน/ระบุหัวข้อเรื่อง ใจความสำคัญ รายละเอียดสนับสนุน และแสดงความคิดเห็นจากการอ่าน พร้อมทั้งให้เหตุผลและยกตัวอย่างประกอบ
4. พุดและเขียนเพื่อขอและให้ข้อมูล บรรยาย อธิบาย เปรียบเทียบเกี่ยวกับเรื่อง/ประเด็น/เหตุการณ์ที่อ่านอย่างเหมาะสม
5. พุดและเขียนแสดงความคิดเห็นเกี่ยวกับกิจกรรม ประสบการณ์ และเหตุการณ์ ทั้งในท้องถิ่น สังคม และโลก พร้อมทั้งให้เหตุผลและยกตัวอย่างประกอบ โดยมีการวางแผนอย่างเป็นลำดับขั้น
6. ค้นคว้า/สืบค้น บันทึก สรุปและแสดงความคิดเห็นเกี่ยวกับข้อมูล จากแหล่งเรียนรู้ต่าง ๆ และนำเสนอด้วยการเขียน

รวมทั้งหมด 6 ผลการเรียนรู้

หนังสือเรียน รายวิชาเพิ่มเติม ภาษาอังกฤษ (อ่าน-เขียน)



ชั้นมัธยมศึกษาปีที่ 3

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ
ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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Unit Walkthrough



QR code:
contains all the
audio files in
each unit



indicates the
exercise has an
additional audio file

UNIT 4

HOLIDAYING

Warm-up

Where have you been on holiday?
What did you like about the experience?

Competences
Students will be able to ...

- 1 Reading task: read a blog article.
- 2 Reading skills: 2a scanning: identify details in texts. 2b inferring: identify unstated ideas in texts on familiar topics.
- 3 Writing task: write a review.
- 4 Writing skill: write a well-developed paragraph.
- 5 Vocabulary: use vocabulary related to tourism/homestay holidays.
- 6 Grammar: use adjectives with -ed and -ing suffixes.
- 7 Communication: 7a receive and transmit messages successfully and effectively based on the understanding of and respect for different ideas or cultures. 7b accurately read about texts, news, advertisements and short poems by observing the principles of reading. 7c choose/reflect the topic, main idea, supporting details and express opinions about what has been heard and read from various types of media, as well as provide justifications and examples for illustration. 7d disseminate/convey to the public, data and news about the school, community and the local area in foreign languages.

Pre-reading

New words

Match the pictures (1-8) with the words (a-h).

1	5	a	homestay
2	6	b	holiday
3	7	c	market
4	8	d	villagers
		e	rich
		f	farm
		g	urban
		h	local food

Unit title and opening picture:

grabs students' attention and engages their thinking

Warm-up:

stimulates and prepares students to start the lesson

New words:

helps students learn key vocabulary through various exercises

Competences:

provides the academic standards and objectives of each unit

Reading text:

contains reading content varied in formats (emails, text messages, stories, etc.) with an accompanying audio file to motivate students (listen and read along)

Reading

Read the text.

Homestay Holidays

Many tourists today are **fed** and want something different. They are doing **homestay holidays**. They stay in the home of a local family and experience a different kind of life. They eat **local food**, talk to **villagers**, go to the local **market** and even work on a **farm**. This has become especially popular in countries like Nepal, Vietnam, Thailand, Indonesia and India where life is very different for tourists from North America or Europe.

Some people in Thailand, Vietnam and Indonesia are interested in having a homestay experience in their own country too. They travel to different parts of the country. They talk to the locals to get to know them and their way of life better.

Reading Skills

Scanning: reading for details

- Read to find names
- Read to find numbers
- Read to find times and dates
- Read to find places
- Read to find things
- Inferring: find information about the text which is not written
- Use your background knowledge

Post-reading

Answer the question.
Based on Joyo's experience, where would be a good place in your country for a homestay holiday? Explain in 3-5 sentences.

Extended section:

checks students' understanding after reading

Reading skills:

highlights the skills required for students to use in each unit (skimming, scanning, predicting, etc.)

Grammar:

introduces the grammar point with short explanations including examples and exercises

Grammar

Adjectives ending with **-ed** generally describe emotions:
I am bored. (I feel bored.)
Adjectives ending with **-ing** generally describe the cause of the emotion:
This is a boring film. (The film is making me feel bored.)
Example: Many tourists today are **bored** and want something **different**.
Write some examples you find in the text.

Writing

Think of a place you have been to on holiday, or you know about. Write a review about it. Mention what you liked and disliked.

Do these tasks:

- Study the model text below.
- Use the language from the grammar section if possible.
- Write a paragraph of 45-65 words.

Pre-writing

A well-developed paragraph has details to make it more believable and easier to understand. Look at these two paragraphs.

Paragraph A

I went to the island of Bali. It is in Indonesia. I visited the town of Ubud. I liked it. It was interesting.

Paragraph B

I went to the island of Bali. It is in Indonesia. I visited the town of Ubud. The town had many interesting temples. I also loved all the art. I thought the fine dance was great. I thought Ubud was a very interesting place. I really liked it.

1 Which paragraph is better developed?
2 What extra details does it have?

Post-writing

Project

Think of a place in your country that would be good for a homestay holiday. Work with a partner and find four reasons it would be a good place to stay. Explain what tourists can see, do, eat and buy there.

Reflection questions

- From what sources did you get your information?
- Based on the information you gave, can it attract tourists to visit this place?

Application

Critical thinking

Discuss these with the whole class.

- How different are homestay holidays to traditional holidays?
- Where would you like to go to for a homestay holiday? Explain your answer.

Discussion

- Do you agree with these teens?
- Discuss your answers in a small group.

Writing:

uses different kinds of exercises for students to gain experience and confidence in writing while also applying the grammar point at the same time

Pre-writing:

prepares students using different exercises before starting to write

Project:

complements the reading and writing skills by creating a project in groups, together with reflection questions

Application:

- Critical thinking: develops students' critical thinking to complete the lesson
- Discussion: gives students 3 opinions based on the content to generate talking points

Extra Competences Corner:

helps students to gain 21st century skills – competences through various questions and exercises

Extra Competences Corner

Answer these questions.

1 Fill in the blanks about one of your close friends. Use the character traits below.

Character traits

kind, loyal, smart, considerate, generous, hardworking, honest, creative, brave, polite

My friend is _____. He/She always _____. My friend is also _____. This is because many times he/she _____.

2 What are your life goals? What is on your bucket list?

I want to travel around the world.
I want to make a lot of money.
I want to learn how to speak Korean.
I want to make robots.

3 What do you do when you want to give up?

I ask an adult for help.
I take a break.
I read or watch videos to inspire me.

4 What do you do when you feel stressed?

I exercise.
I watch TV.
I go to sleep.
I get angry and wait for 10 minutes.

5 What do you do to have good health?

I jog and lift weights.
I eat a lot of fruit and vegetables.

6 Think of a product that you can improve. What changes are needed to improve it?

What is the name of the product?
What does it do?
What can be improved?
How can it be improved?

Contents

	UNIT	READING TASK	READING DEVELOPMENT SKILL	WRITING TASK	WRITING DEVELOPMENT SKILL	VOCABULARY	GRAMMAR
1	The Disadvantaged pp. 5–10	reading a blog article	predicting scanning summarising	writing a paragraph about a local hero or leader	planning	social problems/ issues	quantifiers
2	Street Food Around the World pp. 11–16	reading a blog article	scanning summarising	writing a paragraph	drafting	food	known for/ famous for
3	Home Delivery pp. 17–22	reading a web article	skimming contextualising	writing a web article	planning	home delivery	all over/ throughout/all around
4	Holidaying pp. 23–28	reading a blog article	scanning inferring	writing a review	writing a well-developed paragraph	tourism/ homestay holidays	adjectives with -ed and -ing suffixes
5	Heroes pp. 29–34	reading a blog article	scanning summarising	writing a paragraph and justify ideas	developing paragraphs with examples and/or explanations	heroes	present perfect simple
6	Shopping pp. 35–40	reading a blog article	predicting scanning summarising	writing a product review	planning	shopping online	rather than
7	Life in the Future pp. 41–46	reading a blog article	skimming contextualising	writing an opinion piece	drafting	professions	who
8	Achievements pp. 47–52	reading an article	scanning summarising	writing a personal email	planning	acheivements	going to

Extra Competences Corner (pp. 53–54)

9	Meeting Celebrities pp. 55–60	reading a how-to article	skimming inferring	writing a how-to article	editing	social events	semicolons in compound sentences
10	Communicating in the Digital Age pp. 61–66	reading an article	predicting scanning	writing a descriptive paragraph	writing a logical and coherent paragraph	emojis and chatting online	compared with
11	New Experiences pp. 67–72	reading a review	predicting inferring summarising	writing a paragraph with explanation(s) and/or examples	planning	studying abroad	would (imagined situations)
12	Generation Gaps pp. 73–78	reading an opinion piece	summarising contextualising	writing an opinion piece	planning	digital communication	compound sentences: conjunctive adverbs
13	A Helping Hand pp. 79–84	reading a web page	skimming inferring	writing a paragraph with explanation(s) and/or examples	planning	humanitarian organisations	during/all through/over
14	Globalisation in the 21st Century pp. 85–90	reading a feature story	scanning contextualising	writing a paragraph with explanation(s) and/or examples	planning	globalisation	use of punctuation in compound sentences
15	Universal Celebrations pp. 91–96	reading an article	scanning summarising	writing a paragraph with explanation(s) and/or examples	planning	celebrations	still/until
16	Life off the Grid pp. 97–102	reading an article	scanning contextualising	writing a well-developed paragraph with explanation(s) and/or examples	developing paragraphs with examples and explanations	living off the grid	means/results in/leads to

Extra Competences Corner (pp. 103–104)

UNIT 1

THE DISADVANTAGED



SCAN ME!

Warm-up

How is your school different from the one in the picture?
What challenges do students and teachers face in a school like this?

Competences

Students will be able to ...

- 1 Reading task:** read a blog article.
- 2 Reading skills:**
 - 2a predicting:** predict the topic of texts using pictures, titles, headings and key words.
 - 2b scanning:** identify details in texts.
 - 2c summarising:** summarise the texts in their own words.
- 3 Writing task:** write a paragraph about a local hero or leader.
- 4 Writing skill – planning:** plan before drafting by creating main ideas and supporting details.
- 5 Vocabulary:** use vocabulary related to social problems/issues.
- 6 Grammar:** use *quantifiers*.
- 7 Communication:**
 - 7a** accurately read aloud texts, news, advertisements and short poems by observing the principles of reading.
 - 7b** choose/specify the topic, main idea, supporting details and express opinions about what has been heard and read from various types of media, as well as provide justifications and examples for illustration.
 - 7c** disseminate/convey to the public data, news about the school, community and the local area in foreign languages.

Pre-reading

New words

Match the pictures (1–8) with the words (a–h).



- | | | |
|---|-------|----------------|
| a | _____ | bullied |
| b | _____ | slum |
| c | _____ | education |
| d | _____ | volunteer |
| e | _____ | gang |
| f | _____ | award |
| g | _____ | poor |
| h | _____ | Cart Classroom |

Reading

Read the text.

Use the picture to answer the questions. Then, predict what the text will be about.

- 1 Are these children wealthy?
- 2 Do they go to school?



Efren Peñaflorida Hero of the Slums

Who is he?

We all would like to help the **poor** but not many of us actually do it. Efren Peñaflorida is different. This young man does quite a lot to help poor children in the Philippines.

Efren was **bullied** as a young boy by **gangs**, so he wanted to find a different way of life for teens. At the age of 16, he started a group of **volunteers**, **Cart Classroom**, to help some poor children through **education**.



What does he do?

Cart Classroom's volunteers use carts which they take into the **slums**. They teach children to read and write, offer simple medical aid and help children play with educational toys.

They help children between the ages of 4–12. They usually teach 60–80 students per lesson. Today the organisation has grown to 10,000 volunteers.

Cart Classroom provides students with good things to do so they don't join gangs.

Today, Efren is famous in the Philippines and has been awarded the CNN Hero of the Year **award**.

Reading Skills

Predicting: guess what the text will be about before reading it

- ☒ Use pictures

Scanning: reading for details techniques

- ☒ Read to find names
- ☒ Read to find numbers
- ☒ Read to find times and dates
- ☒ Read to find places
- ☒ Read to find things

Summarising: explain the text in just a few sentences

- ☒ Use your own words

What do you admire about Efren?

Comprehension

A Circle the correct word in bold to complete each sentence.

- 1 Efren helps poor **children** / **teens**.
- 2 Efren lives in the **slums** / **Philippines**.
- 3 **Teachers** / **Gangs** bullied Efren when he was young.
- 4 Efren started **CNN** / **Cart Classroom**.
- 5 Efren's volunteers teach slum children to **push carts** / **read**.
- 6 Cart Classroom teaches about **80** / **10,000** students per lesson.
- 7 The volunteers teach children between the ages of **4** / **10** and 12.
- 8 Efren's organisation now has 10,000 **volunteers** / **slum children**.

B Summarise the text in your own words. Write at least three sentences.

Post-reading

Answer these questions.

- 1 Is there anyone in your country who helps the poor? Who?

- 2 What does he/she do?

Grammar

Quantifiers

Quantifiers including **some**, **many** and **a lot** come before nouns to describe their quantity (number).

Example: Nina taught **some** children in the past.

Write some examples you find in the text.

Pre-writing

Think of someone you know (a relative or friend) or you know of (celebrity, etc.) that you think is a hero.

A Use some of the words from the spidergram below and your own ideas to answer these questions about them.

1 What is my hero like? (character)

2 What can my hero do? (skills/abilities)

3 What has my hero done? (achievements)



B For each of these, think about a detail/example you can give to show it.

Example My hero is kind. She cleans the homes of the elderly in my community.

Writing

Write a paragraph about your hero. Describe them. Then, describe their character and what they have done that makes them a hero to you.

Do these tasks:

- Study the example below.
- Use the language from the grammar section if possible.
- Use your ideas/language from the pre-writing section.
- Write a paragraph of 45–65 words.

Example

My uncle is a hero to me. He is 57 years old and works as a doctor. He is very kind and helpful. He is very rich, but he spends his Saturdays helping the poor in our community. He does a lot for others, for example when people in our community are sick, he goes to their homes to help them.



Post-writing

Project

Get into groups of four. Think of a hero and something they did that helped others. In your notebook, describe this hero in a few sentences. Then, explain what he/she did to help others.

Reflection questions

- What details can you add to your writing to make it more believable? Get with another group and share ideas.
- What other projects is your hero working on?

Application

Critical thinking

Discuss these with the whole class.

- 1 What makes someone a hero?
- 2 How can you become a hero yourself?

Discussion

- 1 Do you agree with these teens?
- 2 Discuss your answers in a small group.

