

คำอธิบายรายวิชาเพิ่มเติม

ภาษาอังกฤษ (อ่าน-เขียน) Upskill 1
ชั้นมัธยมศึกษาปีที่ 1

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ
เวลา 80 ชั่วโมง จำนวน 2 หน่วยกิต

ศึกษาเทคนิคกระบวนการการเรียนรู้ในการอ่านคิดวิเคราะห์และการเขียนสื่อความ ระบุหัวข้อเรื่อง ใจความสำคัญและตอบคำถามจากรูปภาพ การอ่านคำศัพท์ ข้อความ บทอ่าน บทความ บทสนทนา นิทาน อีเมล โฆษณา แบบฟอร์ม เว็บไซต์ เรื่องสั้น รายการอาหาร และแผ่นพับ พูดและเขียนถ่ายทอดความรู้ ความรู้สึก และความคิดเห็นของตนเองเกี่ยวกับเรื่องต่าง ๆ ใกล้ตัว ประสบการณ์ และกิจกรรมต่าง ๆ และเรื่องหรือเหตุการณ์ที่อยู่ในความสำคัญของสังคม พร้อมทั้งให้เหตุผลประกอบอย่างเหมาะสม ประยุกต์ใช้ความรู้เพื่อสร้างชิ้นงาน ใช้ภาษาต่างประเทศในการสืบค้น ค้นคว้าความรู้ ข้อมูลจากเรื่องและแหล่งการเรียนรู้ต่าง ๆ ในการต่อยอดเพื่อประกอบอาชีพ

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

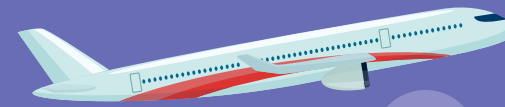
เพื่อให้ผู้เรียนพัฒนาทักษะการวิเคราะห์และการคิดอย่างมีวิจารณญาณโดยการตั้งคำถามและการใช้เหตุผลตลอดจนเสริมสร้างจินตนาการ ความคิดสร้างสรรค์ และคุณลักษณะอันพึงประสงค์ เพื่อให้ผู้เรียนสามารถใช้ภาษาในการสื่อความหมายในสถานการณ์ต่าง ๆ ได้อย่างคล่องแคล่ว ถูกต้องและเหมาะสม รวมถึงมีเจตคติที่ดีต่อการเรียนภาษาอังกฤษ

ผลการเรียนรู้

1. อ่านออกเสียงคำศัพท์ ข้อความ บทอ่าน บทความ บทสนทนา นิทาน อีเมล โฆษณา แบบฟอร์ม เว็บไซต์ เรื่องสั้น รายการอาหาร และแผ่นพับ ถูกต้องตามหลักการอ่าน
2. เขียนประโยคและข้อความให้สัมพันธ์กับสื่อที่ไม่ใช่ความเรียงรูปแบบต่าง ๆ
3. เลือก/ระบุหัวข้อเรื่อง ใจความสำคัญ รายละเอียดสนับสนุน และแสดงความคิดเห็นจากการอ่าน พร้อมทั้งให้เหตุผลและยกตัวอย่างประกอบ
4. พูดและเขียนเพื่อขอและให้ข้อมูล บรรยาย อธิบาย เปรียบเทียบเกี่ยวกับเรื่อง/ประเด็น/เหตุการณ์ ที่อ่านอย่างเหมาะสม
5. พูดและเขียนแสดงความคิดเห็นเกี่ยวกับกิจกรรม ประสบการณ์ และเหตุการณ์ ทั้งในท้องถิ่น สังคม และโลก พร้อมทั้งให้เหตุผลและยกตัวอย่างประกอบ
6. ค้นคว้า/สืบค้น บันทึก สรุปและแสดงความคิดเห็นเกี่ยวกับข้อมูล จากแหล่งเรียนรู้ต่าง ๆ และนำเสนอด้วยการเขียน

รวมทั้งหมด 6 ผลการเรียนรู้

หนังสือเรียน รายวิชาเพิ่มเติม ภาษาอังกฤษ (อ่าน-เขียน)



Reading & Writing

UPSKILL 1

ม. 1

ชั้นมัธยมศึกษาปีที่ 1

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 9

FOLK TALES

Warm-up

Look at the pictures. What stories do they come from?
Can you name any folk tales?

Competences
Students will be able to ...

- 1 Reading task: read folk tales.
- 2 Reading skills:
 - 2a skimming: identify the type of texts, topics and the main idea in simple texts.
 - 2b contextualising: identify common synonyms of unfamiliar words in simple texts with many clues.
- 3 Writing task: write a story using images.
- 4 Writing skill - drafting: draft a paragraph (short paragraphs).
- 5 Vocabulary: use vocabulary related to folk tales.
- 6 Grammar: write complete sentences (avoid fragments).
- 7 Communication:
 - 7a accurately read aloud texts, tales and short poems by observing the principles of reading.
 - 7b specify the topic, main idea and answer questions from listening to and reading dialogues, tales and short stories.
 - 7c speak/write to express opinions about activities or various matter around them as well as provide brief justifications.

Pre-reading

New words

Fill in the blanks with the words below to complete the sentences.

afraid	break	cart	clouds
coconuts	presents	necklace	stars

- 1 The dark _____ started to rain.
- 2 The monkeys got the _____ from the trees.
- 3 The horse pulled the _____ to the market.
- 4 She wore a gold _____ around her neck.
- 5 There are many _____ in the sky at night.
- 6 I got many _____ for my birthday.
- 7 I am _____ of ghosts.
- 8 Don't drop it. It may _____.

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 stories.

Favourite Folk Tales

Story 1

One day Inday got a necklace and a comb as presents for her birthday. She loved them so much that she took them with her everywhere she went. But she was afraid they might break. She decided to hide them in the clouds. But the girls stayed in the sky and became the quarter moon and the stars.

Story 2

A farmer got some coconuts. He wanted to quickly take them home to his family. On his way home, he met a boy. The boy said, "Walk slowly and you will get home faster." He didn't listen to the boy. He ran home instead. But the coconuts fell off his cart. He didn't reach home until it was dark.

What stories do these pictures belong to? Write 1 or 2 under each picture.

story _____ story _____ story _____ story _____

Reading Skills

Skimming: reading for main ideas/topics

- ✓ Read and select a title
- ✓ Contextualising: use words in sentences to find meaning of unknown words
- ✓ Find clues about meaning

Extended section:

checks students' understanding after reading

Reading skills:

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

Comprehension:

provides exercises that help students demonstrate their understanding based on the context

Target vocabulary:

presents the key vocabulary in yellow highlights derived from the new words section

Post-reading:

asks questions that are related to students allowing them to use their background knowledge in relation with the content

Grammar:

introduces the grammar point with short explanations including examples and exercises

Grammar

Avoid sentence fragments

All sentences have a **subject** and a **verb**. Fragments are missing either a subject or a verb.

Examples:

Inday loves her comb and necklace. *Loves-her-comb-and-necklace.*

The farmer has many coconuts. *The-farmer-many-coconuts.*

Write some examples you find in the text. Then, circle the subjects and the verbs.

Change these fragments to complete sentences.

- 1 Inday a girl. _____
- 2 Is afraid the necklace will break. _____
- 3 The farmer home early. _____

Writing

A Use the clues in the brackets to write the missing sentences.

Once upon a time, Jack got some magic beans.

- 1 (went/home) _____ Jack's mother planted the beans. The next morning a beanstalk grew. Jack climbed the beanstalk.
- 2 (mother/angry) _____
- 3 (saw/giant) _____ He ran from the giant.
- 4 (He/scared) _____ Jack cut down the beanstalk.

B What happened after Jack cut down the beanstalk? Discuss with your partner. Write your answer in 3-4 sentences.

Pre-writing

Look at the pictures. Match them with their explanations (a-f).

- 1 Jack climbed the beanstalk.
- 2 Jack got some magic beans.
- 3 A beanstalk grew.
- 4 Jack ran from the giant.
- 5 Jack's mother planted the beans.
- 6 Jack cut down the beanstalk.

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

Post-writing

Project

Form groups of 4-6 students and use 2-4 characters below to write a story.

wizard princess king unicorn fairy witch mermaid dragon castle

Reflection questions

- How could you make your story longer? Give your work to another group and share ideas.
- Do you know of another story that has similar characters?

Application

Critical thinking

Discuss these with the whole class.

- 1 What lessons can you learn from folk tales?
- 2 Why are folk tales important for children?

Discussion

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

Folk tales teach us good lessons, but they are not real stories.

I think folk tales don't teach us as much as we learn from our parents.

I think folk tales are boring and they don't teach us anything.

I think folk tales are boring and they don't teach us anything.

Extra Competences Corner:

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

Extra Competences Corner

A Interview a friend and answer these questions.

- 1 We all have friends and we need friends. Answer these questions about one of your friends.
What do you like about your friend? What are your friend's life goals?
Complete the friend portfolio below.

Friend Profile

Name: _____ Age: _____

Why I like my friend:

She is kind and smart.
She likes to swim with me.
She always helps me with homework.
She never lies to me.

My friend's life goals:

She wants to be a nurse.
She wants to visit Japan.
She wants to own a boat.

B We all have problems. How does your friend solve problems?

Look at what these teens say about their friends.

My friend solves problems by asking adults for help.

My friend solves problems by learning from her past mistakes.

C Describe a time when you overcame a problem?

Read an example from Hanna.

I once lost a library book. I talked to the librarian. She told me to bring a book from home to give to the library to replace it. I did and everyone was happy.

D How do you have good relationships with other people?

Look at what these teens say.

Don't tell lies.

Spend time with your friends.

Be kind to other people.

E Ask yourself this question.

Think of a problem you have solved recently. Describe how you solved it.

Read what Nathan did as an example.

I couldn't figure out my maths homework. So I went on YouTube and found a video that explained it to me.

Contents

	UNIT	READING TASK	READING DEVELOPMENT SKILL	WRITING TASK	WRITING DEVELOPMENT SKILL	VOCABULARY	GRAMMAR
1	Meeting Others pp. 5–10	reading an online registration form	predicting scanning	filling in an online registration form	filling a form	personal information	don't
2	Road Signs pp. 11–16	reading and understanding road signs	scanning	describing signs	writing sentences about giving directions	giving directions	prepositions of movement
3	Preparing for Exams pp. 17–22	reading a checklist	scanning	writing a checklist	making lists	checklists	listing
4	Chatting Online pp. 23–28	reading instructions	scanning summarising	writing a simple instruction	writing sentences: use of subjects	social media	sentence structure: use of subjects
5	Holidaying with Animals pp. 29–34	reading brochures	predicting scanning	describing a place	planning	ecotourism	question marks
6	Asian New Year's Traditions pp. 35–40	reading short texts	scanning contextualising	comparing a Thai and non-Thai holiday	writing sentences: subject pronouns	New Year's celebrations	subject pronouns
7	Windsurfing pp. 41–46	reading stories	skimming inferring	writing about a sport	planning	sports	can/can't
8	What Should I Order? pp. 47–52	reading a menu	scanning inferring	writing a menu	writing sentences: capitalisation	food and menus	capitalisation
	Extra Competences Corner (pp. 53–54)						
9	Folk Tales pp. 55–60	reading folk tales	skimming contextualising	writing a story using images	drafting	folk tales	complete sentences: avoid fragments
10	For Sale pp. 61–66	reading online advertisements	scanning inferring	rewriting advertisements using full sentences	editing	sales	capitalisation for names
11	Learning English Online pp. 67–72	reading a webpage	predicting inferring	summarising a webpage	writing sentences: avoid run-on sentences	learning English online	complete sentences: avoid run-on sentences
12	A Crazy Schedule pp. 73–78	reading a short text	skimming scanning	describing a schedule in sentences	drafting	daily routines	sentence structure: use of verbs
13	Boarding Time pp. 79–84	reading tickets and schedules	scanning contextualising	writing an email to someone about a schedule	editing	air travel	dates
14	A Different Room pp. 85–90	reading a short text	scanning contextualising	describing a room	drafting	rooms in a house	comparative
15	Helping Others pp. 91–96	reading emails	skimming summarising	writing an email	writing sentences: contractions	email exchanges	contractions
16	Going Away for a Weekend pp. 97–102	reading an invitation	predicting scanning	writing an invitation	writing sentences: linking verbs	camping	sentence structure: use of linking verbs
	Extra Competences Corner (pp. 103–104)						

UNIT

1

MEETING OTHERS

Warm-up

What social media platforms do you use?
What information do you share online?

Competences

Students will be able to ...

- 1 Reading task:** read a registration form.
- 2 Reading skill – scanning:** identify numbers, proper names and places in simple texts.
- 3 Writing task:** fill in an online registration form.
- 4 Writing skill:** fill in a registration form.
- 5 Vocabulary:** use vocabulary related to personal information.
- 6 Grammar:** form sentences using *don't*.
- 7 Communication:**
 - 7a** act in compliance with orders, requests, instructions and simple explanations heard and read.
 - 7b** use language for communication in real situations/ simulated situations in the classroom and in school.

Pre-reading

New words

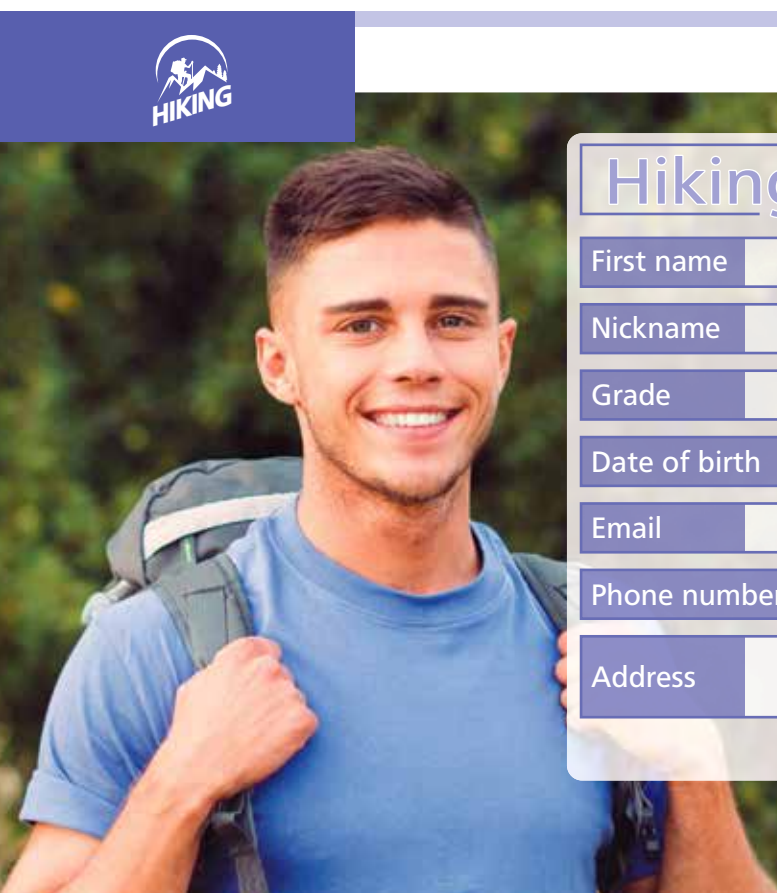
Match the words (1–8) with their meanings (a–h).

1 information	2 password	3 personal	4 protect
5 registration form	6 social media	7 symbols	8 tips

- ___ a secret group of letters and/or numbers needed to use a program
- ___ b a document where you write information about yourself
- ___ c shapes that stand for something, such as \$ or *
- ___ d belonging to one person
- ___ e details about a person, place or event
- ___ f to keep something safe
- ___ g ways of sharing information/advice on the Internet, such as Facebook and Twitter
- ___ h helpful pieces of information

Reading

Michael wants to join the hiking club. He filled in the registration form.



HIKING

HOME Register

Hiking Club

Registration Form

First name	Michael	Surname	Stamford
Nickname	Mike		
Grade	7	Classroom	7B
Date of birth	06/12/2010	Age	12
Email	michael.sta@imail.com		
Phone number	07753 839720		
Address	39 Harrow Drive, Bournemouth, Dorset, BH27 1PE, UK		

Sign Up

Personal information protection

It is important not to share too much **information** online. Follow these **tips** to **protect** your **personal** information.

- Create a strong **password**: Use numbers, letters and **symbols** if possible. Don't use your date of birth, address or phone number.
- Change your password every few months.
- Don't tell others your passwords.
- Don't share personal information on **social media**. Don't give out your date of birth, address, phone number, etc.
- Don't open emails from people you don't know.

Reading Skills

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

Comprehension

Read the statements and circle true (**T**) or false (**F**).

1 Michael's nickname is Mike.

T F

2 Michael is in grade 7.

T F

3 Michael is in class 7D.

T F

4 Michael was born in 2010.

T F

5 Michael's phone number is 07751 839720.

T F

6 Michael has an email address.

T F

7 Michael lives in America.

T F

Post-reading

Tick (✓) the best ways to protect your personal information.

1 _____ Make a password with only numbers.

2 _____ Frequently change your passwords.

3 _____ Share your date of birth on social media.

4 _____ Use your address in your password.

5 _____ Only open emails from people you know.

6 _____ Do not tell your friends your passwords.

Grammar

Don't

(Giving advice)

Don't is the short form of **do not**. We use this when we advise people not to do something.

Examples: *Don't tell others your password.*

*Don't open emails from people you **don't** know.*

Write some examples you find in the text.

Write three sentences with **don't** below. Use your own ideas.

1 _____

2 _____

3 _____

Pre-writing

Answer these questions about yourself.

- 1 What is your first name? _____
- 2 What is your surname? _____
- 3 What is your nickname? _____
- 4 When is your date of birth? _____
- 5 How old are you? _____
- 6 What is the name of your school? _____
- 7 What is the name of your city or town? _____
- 8 What are your hobbies? _____

Writing

A Fill in this registration form about yourself.

English Club



Grade 7

HOME

Register

**REGISTRATION FORM**

First name

Surname

Nickname

Date of Birth

Age

Grade

Class

School

City/Town

Hobbies

Sign Up

B Find out what clubs and organisations are offered at your school. Ask for a registration form. Practise filling it out.

Post-writing

Project

Design a registration form.

- 1 Work in pairs.
- 2 Think of a club you would like to create.
- 3 Make a registration form for the club.
- 4 Exchange forms with another pair.
- 5 Complete the form and return to the other pair.

Reflection questions

- How can your form be improved?
Ask the other pair for some ideas.
- Think of a different club. Do you need to change your registration form?

NOTE:

Don't give away your real email or phone number to strangers.

Application

Critical thinking

Discuss these with the whole class.

- 1 What is a good way to remember your passwords?
- 2 Which is better: an online form or a paper form? Why?

Discussion

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

