

หนังสือเรียนรายวิชาเพิ่มเติม ภาษาอังกฤษ (ฟัง พูด)

Smooth Skills

Listening & Speaking

A2

ชั้นมัธยมศึกษาปีที่ 3 กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ
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ผู้เรียบเรียง

- Greg Raymond

ผู้ตรวจ

- นางสาวณัฐกัญญาภรณ์ ศรีเดช
- นางสาววิภา จินนะงาม
- นางสาวธัญญดา ทาเอื้อ

บรรณาธิการ

- นางนพรัตน์ ไผ่สนธิ์

จัดจำหน่ายโดย

บริษัท โททอล เอ็ดดูเคชั่น โซลูชั่น จำกัด

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คำชี้แจง

หนังสือเรียนรายวิชาเพิ่มเติม ภาษาอังกฤษ (ฟัง พูด) Smooth Skills 3 Listening & Speaking ชั้นมัธยมศึกษาปีที่ 3 ประกอบด้วยเนื้อหาที่เข้าใจง่าย เพื่อให้ผู้เรียนเข้าใจทักษะการฟัง พูด ได้ถูกต้องตามหลักการและนำไปใช้ได้เหมาะสม จัดพิมพ์โดย บริษัท โททอล เอ็ดดูเคชั่น โซลูชั่น จำกัด

ผู้เรียบเรียง : Greg Raymond

ผู้ตรวจ : 1. นางสาวณัฐกัญญาภรณ์ ศรีเดช

2. นางสาววิภา จินะงาม

3. นางสาวธัญญา ทาเอื้อ

บรรณาธิการ : นางนพรัตน์ ไม้สนธิ์

หนังสือเล่มนี้ประกันคุณภาพโดยผู้ผลิต กรณีที่ผู้ใช้หนังสือพบข้อบกพร่องหรือข้อผิดพลาด กรุณาแจ้งให้สำนักพิมพ์ทราบเพื่อดำเนินการตามที่เหมาะสมในใบประกันคุณภาพสื่อฯ (ปกหลัง) พร้อมทั้งแจ้งให้สำนักวิชาการและมาตรฐานการศึกษาทราบด้วย

บริษัท โททอล เอ็ดดูเคชั่น โซลูชั่น จำกัด

คำอธิบายรายวิชาเพิ่มเติม

ภาษาอังกฤษ (ฟัง พูด) Smooth Skills 3 Listening & Speaking

ชั้นมัธยมศึกษาปีที่ 3

เวลาเรียน 40 ชั่วโมง

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

จำนวนหน่วยกิต 1 หน่วยกิต

ปฏิบัติตามคำแนะนำ คำชี้แจง สนทนาแลกเปลี่ยนข้อมูลเกี่ยวกับอาชีพ การพูดเพื่อขอความช่วยเหลือในบ้าน การใช้จ่ายเงินเพื่อซื้อของ เทคโนโลยีในชีวิตประจำวัน การวางแผนการทำงานในอนาคต กิจกรรมยามว่างงานอดิเรก โดยการระบุสื่อที่ไม่ใช่ความเรียงรูปแบบต่าง ๆ ที่สัมพันธ์กับประโยคและข้อความที่ฟัง พูดเพื่อขอและให้ข้อมูล อธิบาย เปรียบเทียบและแสดงความคิดเห็นเกี่ยวกับเรื่องที่ฟังอย่างเหมาะสม ตอบคำถามจากเรื่องที่ฟัง โดยใช้ทักษะกระบวนการฟัง พูด กระบวนการทำงานกลุ่ม/คู่ และสมรรถนะสำคัญทั้ง 5 คือความสามารถในการสื่อสาร ความสามารถในการคิด ความสามารถในการแก้ปัญหา ความสามารถในการใช้ทักษะชีวิต และความสามารถในการใช้เทคโนโลยี เพื่อให้ผู้เรียนมีทักษะการใช้ภาษาต่างประเทศและมีเจตคติที่ดีต่อการเรียนภาษาอังกฤษ

ผลการเรียนรู้

1. ฟุดและปฏิบัติตามคำสั่ง คำขอร้อง คำแนะนำและคำชี้แจงง่าย ๆ ที่ฟัง
2. เปรียบเทียบและอธิบายความเหมือนและความแตกต่างระหว่างการออกเสียงประโยคชนิดต่าง ๆ
3. แสดงความคิดเห็นเกี่ยวกับเรื่องต่าง ๆ ใกล้ตัว ให้เหตุผลสั้น ๆ ประกอบอย่างเหมาะสม
4. ใช้ภาษาสื่อสารในสถานการณ์จริง/สถานการณ์จำลองที่เกิดขึ้นในห้องเรียนและชุมชน
5. ระบุหัวข้อเรื่อง ใจความสำคัญและตอบคำถามจากเรื่องที่ฟัง

รวมทั้งหมด 5 ผลการเรียนรู้

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SCOPE & SEQUENCE

	THEME	GRAMMAR	LISTENING
UNIT 1	Occupations	<i>was / were</i> questions Past simple questions	Listening 1: An interview with retired people Listening 2: A job interview
UNIT 2	Life at Home	<i>must / mustn't</i> <i>should / shouldn't</i>	Listening 1: A radio programme about a home in Mongolia Listening 2: A conversation about safety tips at home
UNIT 3	Money	<i>want to, would like,</i> <i>would prefer to</i> <i>enough + noun</i>	Listening 1: A talk about shopping habits of teenagers Listening 2: A radio programme about summer jobs for students
UNIT 4	The Age of Technology	Compound nouns <i>and, also, too, but,</i> <i>however</i> <i>can / be able to</i>	Listening 1: A radio programme about AI technology Listening 2: A debate about the effects of technology in our lives
UNIT 5	Storytelling	Past simple vs progressive <i>couldn't</i>	Listening 1: A conversation about an inspirational person Listening 2: Amusing stories from three interesting people
UNIT 6	Business Life	Present progressive with future meaning Comparatives	Listening 1: A business interview Listening 2: A lecture about remote business
UNIT 7	Space and the Universe	Conditionals	Listening 1: A news report about space travel Listening 2: A radio programme about planets
UNIT 8	Free Time Activities	<i>too + adjective</i> <i>(not) adjective + enough</i>	Listening 1: A lecture about productive ways to spend free time Listening 2: A debate about modern hobbies

LISTENING & SPEAKING 3

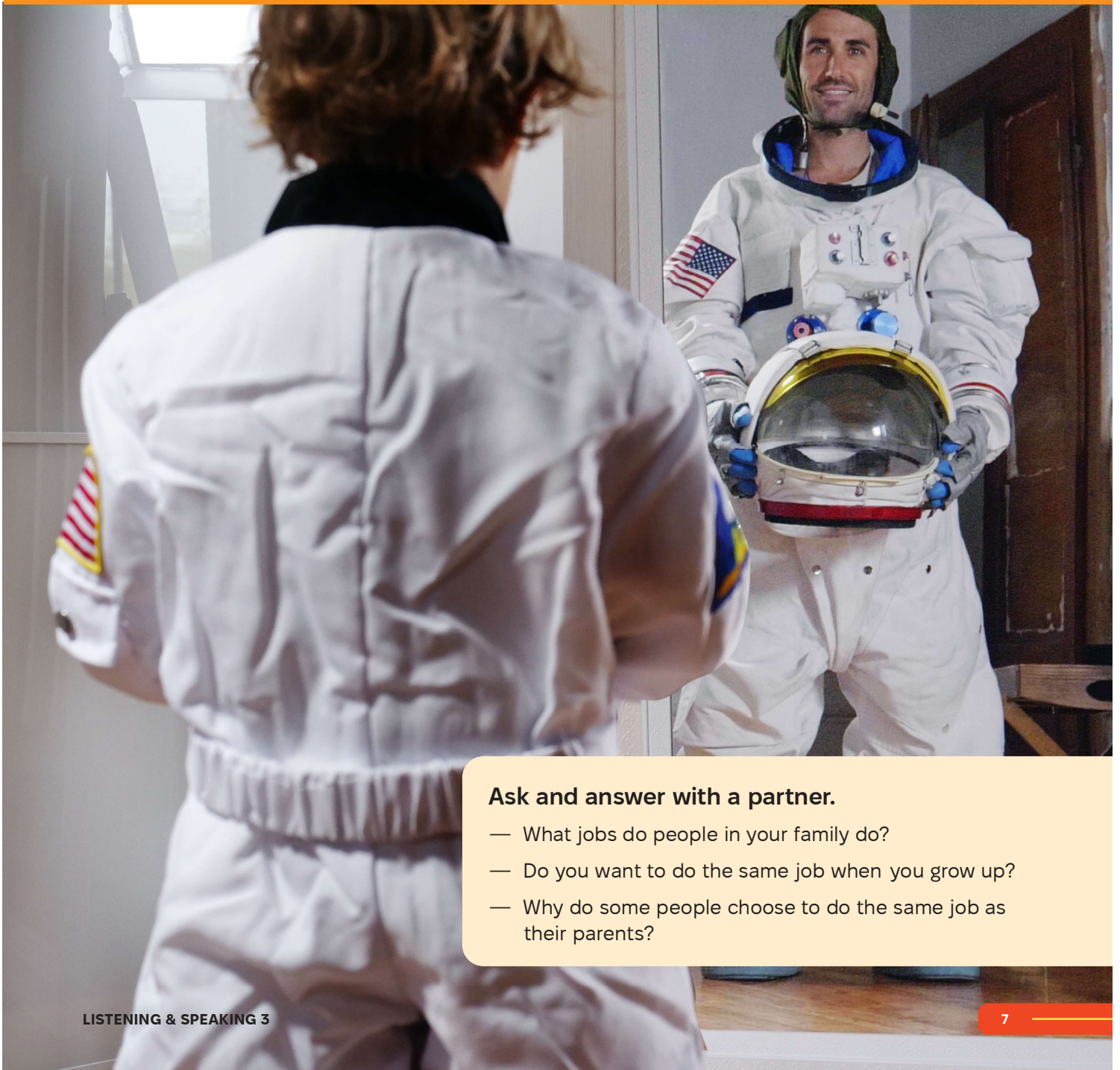
LISTENING SKILLS	VOCABULARY	SPEAKING
Reacting	Jobs Personality adjectives	Speaking skills: Supporting your idea Speaking task: Do you have a favourite job? Why?
Elision	Household appliances and things in the home	Speaking skills: Asking for and offering help and giving excuses Speaking task: How do you spend time at home?
Connected speech: <i>the</i>	Money, shopping and the economy	Speaking skills: Asking for information in a shop Speaking task: How do you spend your money?
Inferring attitude	Technology and the internet	Speaking skills: Describing advantages and disadvantages Speaking task: A presentation on the advantages and disadvantages of a device
Predicting	Action verbs	Speaking skills: Telling an amusing story Speaking task: Talk about an interesting experience. What happened?
Pausing	The world of business	Speaking skills: Agreeing and disagreeing Speaking task: What are you planning to do when you graduate?
Linking /r/	Space and the universe	Speaking skills: Giving examples Speaking task: Choose a planet in our solar system and speak about it.
Emphatic stress	Free time activities Adjectives of feeling	Speaking skills: Making and responding to suggestions Speaking task: What is your favourite free time activity?

Occupations

UNIT AIMS

Students will:

- Talk about the past
- Describe people's personality
- Listen to people talking about their jobs
- Talk about their favourite jobs



Ask and answer with a partner.

- What jobs do people in your family do?
- Do you want to do the same job when you grow up?
- Why do some people choose to do the same job as their parents?

LISTENING 1



! BEFORE YOU LISTEN

Look at the pictures. Answer the questions. Who...

1. ... has an interesting job?
2. ... helps people?
3. ... works indoors?
4. ... works long hours?
5. ... has a creative job?



A Listen to the interview.



LISTENING COMPREHENSION

B Listen again. Circle true (T) or false (F).

1. **T / F** Lisa still works as a nurse now.
2. **T / F** Lisa said that being caring, patient and friendly were important.
3. **T / F** Lisa worked as a nurse in different parts of the hospital.
4. **T / F** James always wanted to be a firefighter.
5. **T / F** James says you don't need to be brave to work as a firefighter.

C Listen again and answer the questions.

- | | |
|---|--|
| 1. How long did Lisa work as a nurse? | 4. Did James fight any enormous fires? |
| 2. What were Lisa's main responsibilities as a nurse? | 5. How long did James work as a firefighter? |
| 3. Which part of the hospital did Lisa work in? | 6. What skills did James say are important for firefighters to have? |

D Ask and answer the questions with a partner.

- | | | |
|--|--|--|
| 1. Do you know anyone who is a firefighter or a nurse? | 2. In what other jobs do people help others? | 3. Do you know anyone who is retired? What did they do before? |
|--|--|--|

VOCABULARY



PERSONALITY ADJECTIVES

A Unscramble the letters to complete the gap.

brave caring quick-thinking strong friendly patient kind busy
dangerous exciting sick careful

1. People go to hospital when they are (ciks)
2. Police officers are very (aberv)
3. Astronauts have jobs. (cegiintx)
4. Pilots sometimes need skills. (cikqu-ghiiknnt)
5. People who work in an office are often (bsuy)
6. A wildlife photographer has to be very (aeinptt)
7. Nurses and doctors are very people. (acginr)
8. A taxi driver has to be on the roads. (aceflru)

YOUR TURN

B Use the adjectives in the vocabulary part to write about 4 people you know.

.....

.....

.....

.....

WAS / WERE QUESTIONS AND SHORT ANSWERS

QUESTION	Was	I / he / she / it	friendly?
	Were	you / we / they	
AFFIRMATIVE	Yes,	I / he / she / it	was.
		you / we / they	were.
NEGATIVE	No,	I / he / she / it	wasn't.
		you / we / they	weren't.

A Complete the examples from the listening.

- it a difficult job?
- your colleagues brave and strong like you?

B Order the words to make questions with *was* and *were*.

- at / evening / home / were / yesterday / you
- at / it / sunny / the / was / weekend
- busy / last / weekend / were / you
- morning / this / tired / you / were
- at / beginning / class / of / happy / teacher / the / was / your
- little / parents / strict / were / were / when / you / your

PAST SIMPLE: YES/NO QUESTIONS AND SHORT ANSWERS

QUESTION	Did + I / you / he / she / it / we / they	sleep?
AFFIRMATIVE	Yes,	I / you / he / she / it / they
NEGATIVE	No,	they

C Complete the examples from the listening.

- you work in various departments of the hospital?
- you participate in any challenging operations during your 30-year career?

D Read the answers. Then, complete the questions.

- What he at the store?
He bought some fruit and vegetables at the store.
- Where the concert place?
The concert took place at the city park.
- What you for breakfast?
I had cereal and toast for breakfast.
- Where you your keys?
I found my keys under the couch.

LISTENING 2

A JOB INTERVIEW

BEFORE YOU LISTEN

1. What is the job?
2. What kind of person should apply?
3. Where is the job?

JOB ADVERTISEMENT: TEACHER AT WESTGATE SECONDARY SCHOOL

Do you love helping students learn? Westgate Secondary School is looking for a teacher who is patient, helpful and dedicated. Please apply if you think you are suitable for this job.

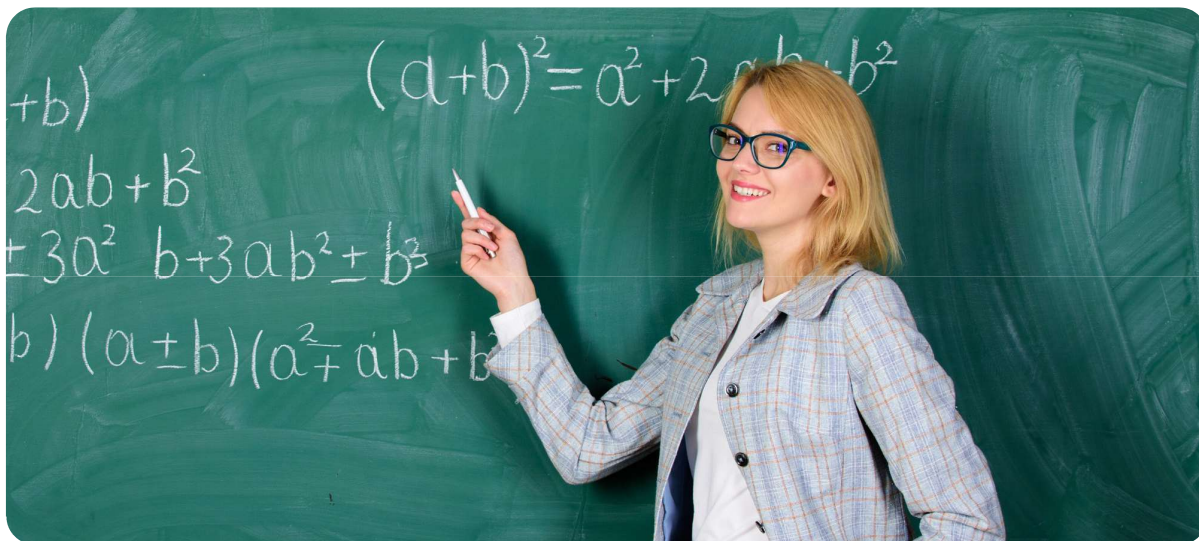
Position: Teacher

Location: Westgate Secondary School, New Jersey

Required Skills:

- degree in teaching
- previous teaching experience
- knowledge of English
- good lesson planning skills
- good communication skills
- classroom management skills
- ability to work in a team
- social activity organisation skills





AFTER YOU LISTEN

- Do you think Ms Brown will get the job at Westgate? Why (not)?
- What kind of skills should a teacher have?

A Listen to the interview. Order the questions.

- Did you organise any social activities or events for your students?
- How long have you been a teacher?
- How would you describe yourself in three sentences?
- Were you good at classroom management in your previous job?
- What did you teach at Maplewood?
- Why do you want to work at Westgate?
- Would you describe yourself as a team player?

LISTENING SKILL

REACTING

When we react to what someone says, the way we say things are as important as what we say. Intonation can make you sound positive and interested, or bored and angry.

B Listen again. What phrases does the manager use to respond?

.....

.....

.....

USEFUL LANGUAGE: MODALS OF OBLIGATION

The main verbs of obligation are: **must**, **have to**, **should**.

Must is for personal obligations. **Have to** is for general obligations.

- You **must** stop here.
- You **have to** wear a seatbelt when you drive.
- You **must** answer at least one question.
- You **should** call Mary. I know she misses you a lot.
- You **must be** good at problem-solving.
- You **have to** have good communication skills as a teacher.
- You **should** dress smartly for an interview.



A Complete the examples from the listening on page 12.

1. I think all teachers have good classroom management skills.
2. Our teachers work together as a team.
3. I think students read as much as possible.

SPEAKING SKILL: SUPPORTING YOUR IDEA

It's important to support your ideas when you speak by giving examples or saying why you think something is true.

EXAMPLE: *Teachers should be patient. > Teachers should be patient some students need more help than others.*

A Talk about a job that you want to do in the future. Make notes.

Think of a job and explain the skills and talents required for that job.

Think of your personal skills and talents.

Explain how your skills make you suitable for that job.

B Write your talk. Use your notes.

1. I'm going to talk about being a
2. A should be
3. I believe people who work as a must
4. I would be perfect for this job because I am a person.

CHECKLIST

Did you talk about your skills?

Did you use any modals of obligation?

Did you support your ideas with examples?

Were your grammar and vocabulary correct?

VIDEO

A Before you watch the video, discuss the questions with a partner.

1. What types of jobs can teenagers do part-time?
2. Why is it good to have a part-time job?
3. Why is it a bad idea?



A Watch the video. Ask and answer with a partner.

1. Do you or any of your friends have a part-time job?
2. Is it common for teenagers to have part-time jobs where you live?
3. Should teenagers get a part-time job? Why (not)?



VOCABULARY BANK

DESCRIBING JOBS AND PEOPLE

caring	difficult	careful
patient	friendly	busy
strong	kind	exciting
brave	dangerous	hard-working
quick-thinking	sick	tidy

B Look at the words in the box. Write 2 sentences and 2 questions. Use *was / were* or simple past tense questions and modals of obligation.

.....

.....

.....

.....

UNIT 1 PRACTICE - LISTENING

LISTENING 1

- A** Listen to five people (1-5) talking about someone they know.
Write a-e after each number.

1. a. classmate
2. b. teacher
3. c. boss
4. d. pupil
5. e. colleague



LISTENING 2

- A** Ahmed is talking about his dream job. Circle true (T) or false (F).

1. Ahmed wants to stop working for his father. T / F
2. Ahmed isn't going to go to university. T / F
3. Ahmed wants to work at his own shop. T / F
4. Ahmed likes helping his father. T / F
5. Ahmed is going to be happier as a doctor. T / F

- B** Now, Rozalia is talking about her day at work. Circle true (T) or false (F).

6. Rozalia wakes up at 7 o'clock. T / F
7. Rozalia always goes to work by bus. T / F
8. Rozalia uses the computer and phone at work. T / F
9. Rozalia talks to her boss about meetings for that day. T / F
10. Rozalia finishes work at 12. T / F

UNIT 1 PRACTICE- SPEAKING

A Play the game 'Guess what I do at work!'. Student A thinks of a job and Student B asks four questions about what Student A does at work.

For example:

Student A: I'm a car mechanic.

Student B: Do you have a break when you work?

Student A: No, I don't.

Student B: Do you work outside? **Student A:** Yes, sometimes I do.

Student B: Do you wear a uniform? **Student A:** Yes, I do.

Student B: Is your job difficult?

Student A: Yes, sometimes it is.

B Answer the questions about **Work** below:

- Do you work?
- Where do you work?
- Tell me about your job.
- What's a typical day at work?
- What do you like about your job?
- Tell me about what you don't like about your job.
- Do you want to change your job?
- What other jobs do you like?

! CORRECT ENGLISH!

To talk about something compared to everything else use the Superlative.

- tall: tallest
- large: largest
- happy: happiest
- interesting: most interesting
- good: best
- bad: worst

Note: We also use the before the adjective.

*e.g. The best thing about my job is helping people.
I am the happiest teacher in the school.*