

กลุ่มสาระการเรียนรู้ ภาษาต่างประเทศ **รายวิชา** ภาษาอังกฤษเพิ่มเติม (เสริมทักษะการฟัง-พูด 2)  
**ระดับชั้น** มัธยมศึกษาปีที่ 2 **เวลา** 40 ชั่วโมง **จำนวน** 1.0 หน่วยกิต

ปฏิบัติตามคำสั่ง คำขอร้อง คำแนะนำ คำชี้แจง และคำอธิบายง่าย ๆ ที่ฟังและอ่าน ระบุและให้ข้อมูลรายละเอียดคำศัพท์เกี่ยวกับวัตถุ สถานที่ และกิจกรรมต่าง ๆ ศึกษาสำนวน อ่านออกเสียงคำ วลี ข้อความ พูดและเขียนสรุปใจความสำคัญ รายละเอียดสนับสนุนจากเรื่องที่ฟังหรืออ่าน สร้างประโยคคำถามและคำตอบเพื่อสนทนาสื่อสารและแลกเปลี่ยนความคิดเห็นในสถานการณ์จริงหรือสถานการณ์จำลองในห้องเรียนเกี่ยวกับความต้องการข้อมูลต่าง ๆ เช่น กิจกรรมประจำวัน กิจกรรม ประสพการณ์ และเหตุการณ์ที่อยู่ในความสนใจของสังคม พร้อมทั้งให้เหตุผลสั้น ๆ ประกอบ เลือกใช้ภาษา กริยาท่าทาง น้ำเสียง ให้เหมาะสมกับบุคคลและโอกาสได้อย่างมั่นใจและเป็นไปตามมารยาทสังคมและวัฒนธรรมของเจ้าของภาษา สามารถใช้ภาษาต่างประเทศในการสืบค้น ค้นคว้า รวบรวม วิเคราะห์และสรุปความรู้ข้อมูลจากสื่อและแหล่งเรียนรู้ต่าง ๆ ตลอดจนเชื่อมโยงความรู้ภาษาต่างประเทศกับกลุ่มสาระการเรียนรู้อื่น มีเจตคติที่ดีต่อการสื่อสารภาษาต่างประเทศ รวมทั้งใช้ภาษาต่างประเทศในการเผยแพร่ ประชาสัมพันธ์ ข้อมูลข่าวสารต่าง ๆ สุ่มชน ปลูกฝังคุณธรรม จริยธรรม และสามารถนำไปปรับใช้ในชีวิตรประจำวันได้

#### ผลการเรียนรู้

1. ปฏิบัติตามคำสั่ง คำขอร้อง คำแนะนำ คำชี้แจง และคำอธิบายง่าย ๆ ที่ฟังและอ่าน
2. อ่านออกเสียงคำ วลี ข้อความถูกต้องตามหลักการอ่าน
3. พูดและเขียนข้อมูลรายละเอียดเกี่ยวกับคำศัพท์ ใจความสำคัญ รายละเอียดสนับสนุนของเรื่องที่ฟังหรืออ่านอย่างเหมาะสม
4. สนทนาแลกเปลี่ยนความคิดเห็นในสถานการณ์จริงหรือสถานการณ์จำลองเกี่ยวกับความต้องการข้อมูลต่าง ๆ เช่น กิจกรรมประจำวัน กิจกรรม ประสพการณ์ และเหตุการณ์ที่อยู่ในความสนใจของสังคม พร้อมทั้งให้เหตุผลสั้น ๆ ประกอบ
5. เลือกใช้ภาษา กริยาท่าทาง น้ำเสียง ในโอกาสต่าง ๆ อย่างเหมาะสม
6. สืบค้น ค้นคว้า รวบรวม วิเคราะห์และสรุปความรู้ จากสื่อและแหล่งเรียนรู้ต่าง ๆ และนำเสนอด้วยการพูด

รวมทั้งหมด 6 ผลการเรียนรู้

# Integrate

## LISTENING & SPEAKING

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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อาจารย์ศราวุธ สมโนชัย

# MASTER





# 2





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		Topic	A TV show about the Brazilian folk dance which discusses its origins		
		Academic Objective	Learn how a cultural practice can borrow elements from different forms, such as dance, acrobatics, combat, and music.		
		Listening Type	TV Show	Listening Function	Listening to the sequence of information
		Speaking Type	TV Show	Speaking Function	Delivering a short talk on a familiar topic
		Vocabulary	pretend, bow, tambourine, slavery, illegal, tradition, defend, attack, folk (dance, music), official		
		Listening Skill	Ordering related events		
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		Listening Type	Presentation	Listening Function	Listening for key words and phrases
		Speaking Type	Presentation	Speaking Function	Planning the introduction of a presentation
		Vocabulary	financial loss, damage, efficiently, drone, deep learning, cybercrime, virtual, automatically, predict, prevent		
		Listening Skill	Recognizing the use of the future tenses		
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		Academic Objective	Learn what influences people's everyday style and how this varies.		
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		Speaking Type	Podcast	Speaking Function	Having an informal conversation
		Vocabulary	sweatpants, tight, baggy, hoodie, tank top, formal, fashionable, suitable, fancy, neat		
		Listening Skill	Recognizing syllable stress		
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		Topic	A conversation between a student and their two classmates about a recent trip to a balloon festival in Turkey		
		Academic Objective	Listen to an informal discussion about a sequence of events, impressions of a place, and how to describe a unique event.		
		Listening Type	Conversation	Listening Function	Recognizing facts and opinions
		Speaking Type	Conversation	Speaking Function	Talking about personal experiences
		Vocabulary	rock formations, snapshot, dig, hot air balloon, breathtaking, book, mountainous, ancient, scenery, unforgettable		
		Listening Skill	Recognizing intonation and sentence stress		
		Speaking Skill	Using intonation patterns		
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		Academic Objective	Listen to how longer numbers are pronounced & how they are used in facts & statistics.		
		Listening Type	Presentation	Listening Function	Listening for numbers and statistics
		Speaking Type	Presentation	Speaking Function	Answering questions using numbers and statistics
		Vocabulary	manufacturer, stick, cool, organ, accuracy, market value, solid, process, artificial, reach		
		Listening Skill	Recognizing the pronunciation of longer numbers and statistics		
		Speaking Skill	Using syllable stress in long numbers		
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SPORTS	<div>UNIT 06</div> <div>SPORTS</div>  <div>page 58</div>	Title	The Global Rise of Women's Soccer <div>Lesson A 599W</div> <div>Lesson B 480W</div>		
		Topic	A podcast about England's women's soccer team and how interest in women's soccer has recently increased		
		Academic Objective	Consider how and why women's soccer has gained popularity in England and what this means for young people who enjoy the sport.		
		Listening Type	Podcast	Listening Function	Recognizing how speakers structure a discussion
		Speaking Type	Podcast	Speaking Function	Giving opinions about a topic to show agreement/disagreement
		Vocabulary	ban, broadcaster, growing popularity, sponsors, soccer league, professional soccer player, take off, tournament, notice, role model		
		Listening Skill	Recognizing how speakers structure a discussion		
		Speaking Skill	Blending sounds (assimilation) – consonants I		
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		Academic Objective	Understand how animals can be advocates for conservation and raise awareness about endangered species.		
		Listening Type	TV Show	Listening Function	Sequencing events in the past
		Speaking Type	TV Show	Speaking Function	Describing a sequence of events
		Vocabulary	owl, bill, plumage, extinction, survive, ambassador, flightless, hatch, pointy, in the wild		
		Listening Skill	Understanding a sequence of events in the past tense		
		Speaking Skill	Blending sounds (assimilation) – consonants II		
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		Topic	A conversation between a tutor and their student about how to study for an upcoming exam		
		Academic Objective	Listen to study tips which help students review for exams from the perspective of a tutor.		
		Listening Type	Conversation	Listening Function	Listening for signposts
		Speaking Type	Conversation	Speaking Function	Giving advice or recommendations
		Vocabulary	strategy, recall, paragraph, instruction, summarize, address, support, key, content, make a plan		
		Listening Skill	Recognizing phrasal verbs		
		Speaking Skill	Using just as a modifier		
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# HOW TO USE

## UNIT STRUCTURE

Units are divided into two lessons so that students have more time to learn, practice, use, and demonstrate skills. Lesson A is input-based and focuses more on listening. Lesson B is output-based and focuses more on speaking.

## UNIT INTRO PAGES



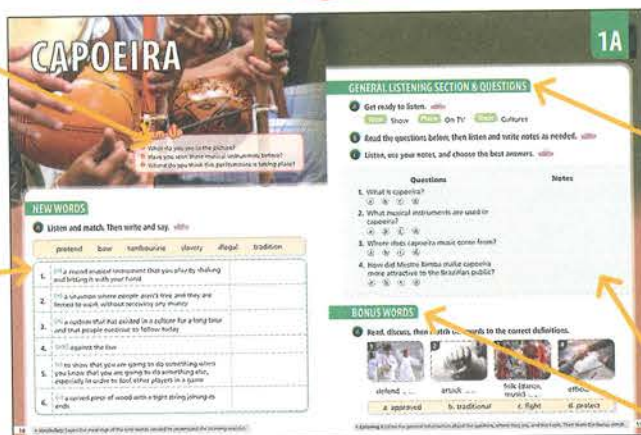
Officially recognized academic objectives give a clear purpose to each unit.

A clear overview summarizes what students will do throughout the unit.

A big, impactful image helps stimulate background knowledge about the topic and provides a context for language learning.

Preview questions help students focus on the topic, environment, participants, and purpose of communication.

## LESSON A PAGES



Students cognize the academic objective and context of the communication with warm-up questions.

Students learn meaningful new vocabulary that is critical to understanding the listening activities.

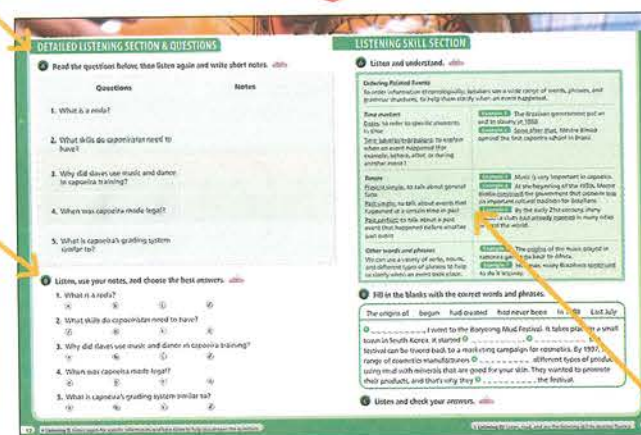
Students learn the context of the listening. Then, before listening, students review notetaking questions. They take notes while they listen.

After listening, students are given multiple-choice comprehension questions, and they use the notes they took to help inform their answers.

Students then learn a second set of important vocabulary. They try to use the listening and the example sentences as context clues to infer the meaning of these words.

Students learn a listening skill. Repetition helps students naturally and gradually acquire these skills the same way a native speaker learns them.

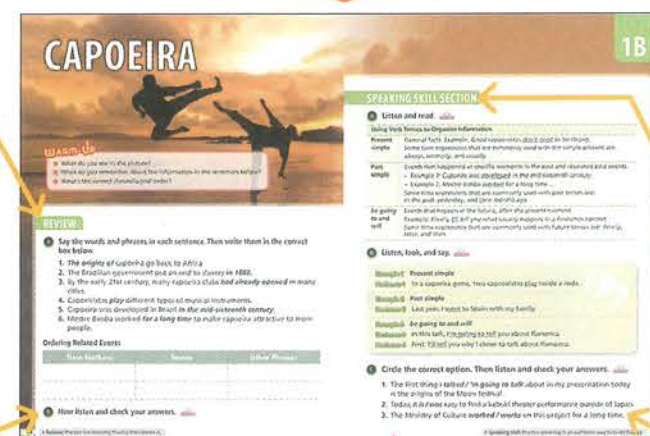
## LESSON A PAGES



Students use their notes to answer the more detailed and challenging comprehension questions.

Students review the more challenging and detailed listening questions, and take notes as they listen to the audio again.

## LESSON B PAGES



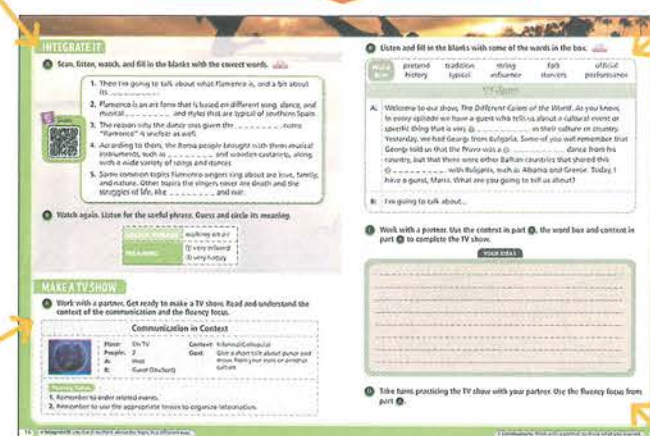
Students start Lesson B by reviewing the listening skill from the previous unit.

Students can check their competency by comparing their answers to the audio.

Students learn a speaking skill, then are given an example, and then are asked to use the speaking skill to ensure understanding.

Repetition of these speaking skills help students to improve their fluency and pronunciation.

## LESSON B PAGES



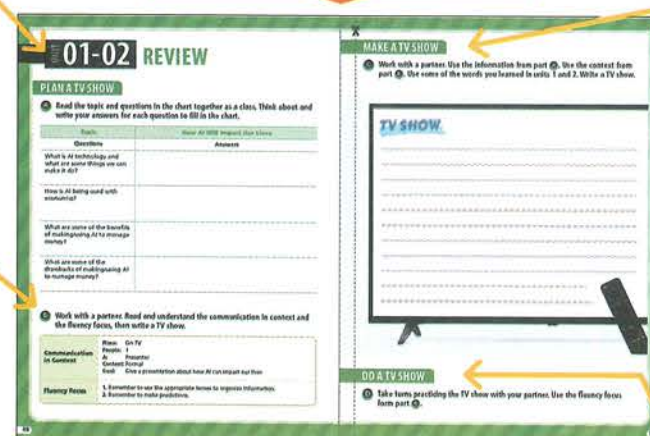
Engaging IT content teaches students modern communicative skills. Students complete a dictation activity. They also learn meaning-based, not rules-based, language that is frequently used by native speakers.

Students are provided context and review the listening and speaking skills.

In odd-numbered units, students complete a dictation activity. In even-numbered units, students are given support and work together to create a new monologue or conversation.

Students take turns practicing what they have learned to improve fluency.

## REVIEW UNIT PAGES



Review units utilize project-based learning. Students are provided with a communicative task and familiar content that is extracted from the units being reviewed.

Students collaborate with partners or small groups to begin brainstorming and discussing their ideas. Examples are given to support creativity.

Students put together the new language and information related to the academic topic, along with listening and speaking skills, to create and communicate new meaning for a specific purpose.

Students complete the communicative-based task of the project. Utilizing language to achieve a goal helps boost confidence and competency.

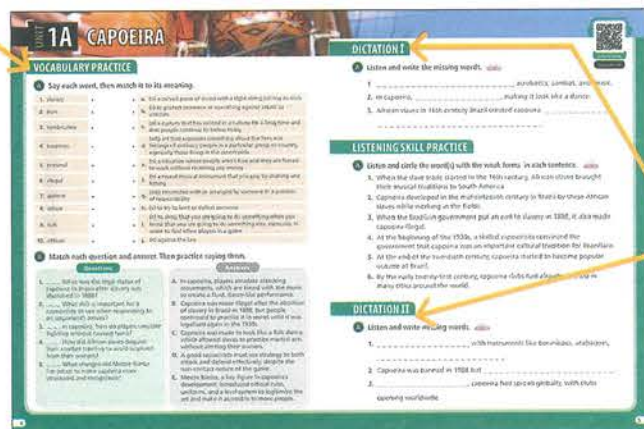


## PRACTICE BOOK

The practice book provides students ample opportunity to practice new vocabulary, listening comprehension, listening skills, communication context, and speaking skills from the unit. Students can complete this as homework or additional practice in class.

### LESSON A PAGES

A variety of fun and familiar vocabulary practice activities help strengthen students' vocabulary acquisition, comprehension, and understanding. These activities focus on the meaning of the vocabulary words.

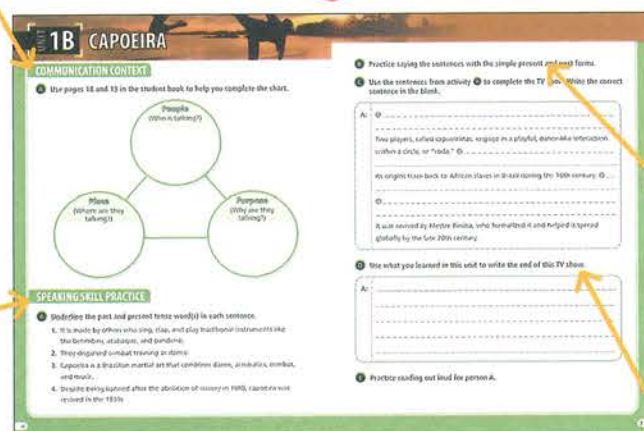


Students can easily access the audio to complete a dictation activity that is related to the unit vocabulary. This activity focuses on the use of vocabulary words.

Students then review the listening skill with an activity and complete another dictation activity to practice the listening skill.

### LESSON B PAGES

A graphic organizer helps students conceptualize and review the context of the communication from the unit. This helps the students' ability to transfer their skills from this textbook to the real world.



Students put the sentences from the previous activity into the context of a full monologue or dialogue, and then read and practice.

Students are challenged to apply the skills they have acquired and create a new, original statement or question that uses the skills they have gained.

Students practice the speaking skill from the unit in the context of individual sentences.

## APP

Integrate Listening & Speaking offers an additional free mobile app that is intended for use with the IT page in the student book.

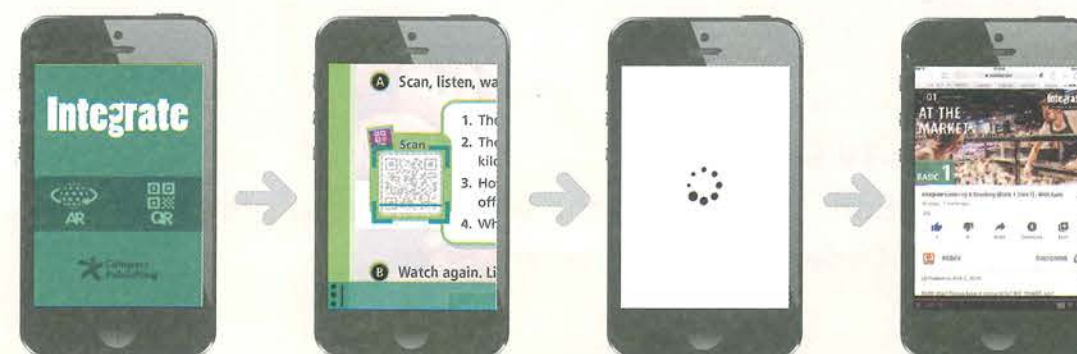
Use the different functions and features. Allow the students to enjoy viewing while thinking about the answers to the activities in the student book. Discuss the questions and language from the student book before viewing the videos or AR content to enhance the educational experience and teach students about communication in digital spaces.



View the multimedia content on the IT pages of the unit on a mobile device by downloading our free app. Search for "Integrate Viewer" in the App Store or the Google Play Store.



For units with AR images, simply open the app, select the AR viewer, and point your mobile device's camera at the target image. Images are on the IT pages of the student book, and larger, easier-to-scan images are available on the last page in the back of the practice book.



To access the audio in the student book and practice book, and to access the videos on the IT pages, simply open the app, select the QR code scanner, and point your mobile device's camera at the target QR code.



# CAPOEIRA



## ACADEMIC OBJECTIVE

- Learn how a cultural practice can borrow elements from different forms such as dance, acrobatics, combat, and music.

## LESSON A

- Listening Type: TV Show
- Listening Function: Listening to the sequence of information
- Listening Skill: Ordering related events

## LESSON B

- Speaking Type: TV Show
- Speaking Function: Delivering a short talk on a familiar topic
- Speaking Skill: Using verb tense to organize information



1. What do you see in the picture?
2. Where are the people?
3. What do you think they are doing?



# CAPOEIRA

1A

CULTURES

## WARM-UP

- What do you see in the picture?
- Have you seen these musical instruments before?
- Where do you think this performance is taking place?

## NEW WORDS

**A** Listen and match. Then write and say. TRACK 002

pretend    bow    tambourine    slavery    illegal    tradition

1.	(n) a round musical instrument that you play by shaking and hitting it with your hand	
2.	(n) a situation where people aren't free and they are forced to work without receiving any money	
3.	(n) a custom that has existed in a culture for a long time and that people continue to follow today	
4.	(adj) against the law	
5.	(v) to show that you are going to do something when you know that you are going to do something else, especially in order to fool other players in a game	
6.	(n) a curved piece of wood with a tight string joining its ends	

## GENERAL LISTENING SECTION & QUESTIONS

**A** Get ready to listen. TRACK 003

Type Show Place On TV Topic Cultures

**B** Read the questions below, then listen and write notes as needed. TRACK 004

**C** Listen, use your notes, and choose the best answers. TRACK 005

### Questions

### Notes

- What is capoeira?  
(a) (b) (c) (d)
- What musical instruments are used in capoeira?  
(a) (b) (c) (d)
- Where does capoeira music come from?  
(a) (b) (c) (d)
- How did Mestre Bimba make capoeira more attractive to the Brazilian public?  
(a) (b) (c) (d)

## BONUS WORDS

**A** Read, discuss, then match the words to the correct definitions.



defend \_\_\_\_



attack \_\_\_\_



folk (dance, music) \_\_\_\_



official \_\_\_\_

a. approved    b. traditional    c. fight    d. protect



## DETAILED LISTENING SECTION & QUESTIONS

**A** Read the questions below, then listen again and write short notes. 

### Questions

### Notes

1. What is a *roda*?
2. What skills do capoeiristas need to have?
3. Why did slaves use music and dance in capoeira training?
4. When was capoeira made legal?
5. What is capoeira's grading system similar to?

**B** Listen, use your notes, and choose the best answers. 

1. What is a *roda*?  
(a) (b) (c) (d)
2. What skills do capoeiristas need to have?  
(a) (b) (c) (d)
3. Why did slaves use music and dance in capoeira training?  
(a) (b) (c) (d)
4. When was capoeira made legal?  
(a) (b) (c) (d)
5. What is capoeira's grading system similar to?  
(a) (b) (c) (d)

## LISTENING SKILL SECTION

**A** Listen and understand. 

### Ordering related events

To order information chronologically, speakers use a wide range of words, phrases, and grammar structures to help them clarify when an event happened.

#### Time markers

Dates: to refer to specific moments in time

Time adverbs/expressions: to explain when an event happened (For example, before, after, or during another event.)

#### Tenses

Simple present: to talk about general facts

Simple past: to talk about events that happened at a certain time in past

Past perfect: to talk about a past event that happened before another past event

#### Other words and phrases

We can use a variety of verbs, nouns, and different types of phrases to help us clarify when an event took place.

**Example 1** The Brazilian government put an end to slavery in 1888.

**Example 2** Soon after that, Mestre Bimba opened the first capoeira school in Brazil.

**Example 1** Music is very important in capoeira.

**Example 2** At the beginning of the 1930s, Mestre Bimba convinced the government that capoeira was an important cultural tradition for Brazilians.

**Example 3** By the early 21st century, many capoeira clubs had already opened in many cities around the world.

**Example 1** The origins of the music played in capoeira games go back to Africa.

**Example 2** However, many Brazilians continued to do it anyway.

**B** Fill in the blanks with the correct words and phrases.

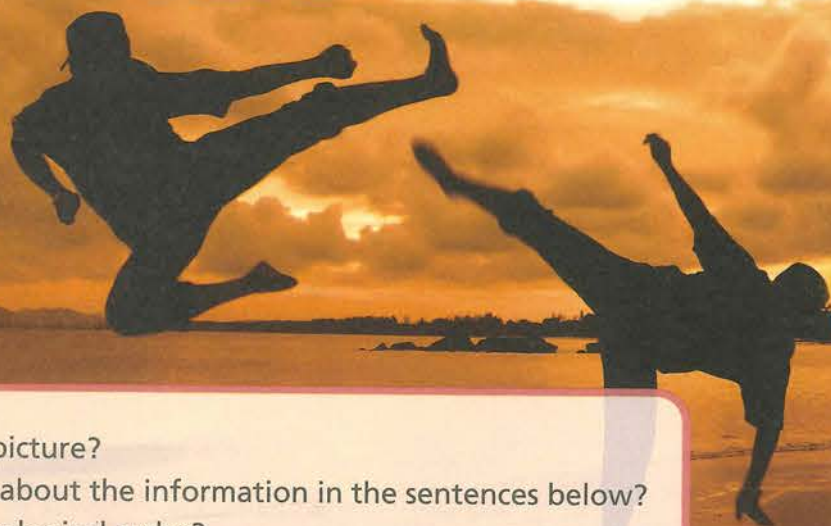
The origins of    began    had created    had never been    in 1998    Last July

1 \_\_\_\_\_, I went to the Boryeong Mud Festival. It takes place in a small town in South Korea. It started 2 \_\_\_\_\_. 3 \_\_\_\_\_ this festival can be traced back to a marketing campaign for cosmetics. By 1997, a range of cosmetics manufacturers 4 \_\_\_\_\_ different types of products using mud with minerals that are good for your skin. They wanted to promote their products, and that's why they 5 \_\_\_\_\_ the festival.

**C** Listen and check your answers. 



# CAPOEIRA



## WARM-UP

- What do you see in the picture?
- What do you remember about the information in the sentences below?
- What's the correct chronological order?

## REVIEW

**A** Say the words and phrases in each sentence. Then write them in the correct box below.

- The origins of* capoeira go back to Africa.
- The Brazilian government put an end to slavery *in 1888*.
- By the early 21st century, many capoeira clubs *had already opened* in many cities.
- Capoeiristas *play* different types of musical instruments.
- Capoeira was developed in Brazil *in the mid-sixteenth century*.
- Mestre Bimba worked *for a long time* to make capoeira attractive to more people.

### Ordering Related Events

Time Markers	Tenses	Other Phrases

**B** Now listen and check your answers.

## SPEAKING SKILL SECTION

**A** Listen and read.

### Using verb tenses to organize information

Simple present	General facts. Example: <i>Good capoeiristas <u>don't need</u> to be strong.</i> Some time expressions that are commonly used with the simple present are: <i>always, normally, and usually</i>
Simple past	Events that happened at specific moments in the past and repeated past events. <b>Example 1</b> <i>Capoeira <u>was developed</u> in the mid-sixteenth century.</i> <b>Example 2</b> <i>Mestre Bimba <u>worked</u> for a long time...</i> Some time expressions that are commonly used with past tenses are: <i>in the past, yesterday, and (one month) ago</i>
<i>be going to and will</i>	Events that happen in the future, after the present moment. <b>Example</b> <i>Finally, <u>I'll</u> tell you what usually happens in a Flamenco concert.</i> Some time expressions that are commonly used with future tenses are: <i>finally, later, and then</i>

**B** Listen, look, and say.

**Example 1** Simple present

**Sentence 1** In a capoeira game, two capoeiristas play inside a *roda*.

**Example 2** Simple past

**Sentence 2** Last year, I went to Spain with my family.

**Example 3** *be going to and will*

**Sentence 3** In this talk, I'm going to tell you about flamenco.

**Sentence 4** First, I'll tell you why I chose to talk about flamenco.

**C** Circle the correct option. Then listen and check your answers.

- The first thing I *talked* / *'m going to talk* about in my presentation today is the origins of the Moon Festival.
- Today, it *is* / *was* easy to find a *kabuki* theater performance outside of Japan.
- The Ministry of Culture *worked* / *works* on this project for a long time.



## INTEGRATE IT

**A** Scan, listen, watch, and fill in the blanks with the correct words. TRACK 014

Scan




1. Then I'm going to talk about what flamenco is, and a bit about its \_\_\_\_\_.
2. Flamenco is an art form that is based on different song, dance, and musical \_\_\_\_\_ and styles that are typical of southern Spain.
3. The reason why the dance was given the \_\_\_\_\_ name "flamenco" is unclear as well.
4. According to them, the Roma people brought with them musical instruments, such as \_\_\_\_\_ and wooden castanets, along with a wide variety of songs and dances.
5. Some common topics flamenco singers sing about are love, family, and nature. Other topics the singers cover are death and the struggles of life, like \_\_\_\_\_ and war.

**B** Watch again. Listen for the useful phrase. Guess and circle its meaning.

USEFUL PHRASE	walking on air
MEANING	① very relaxed ② very happy

## MAKE A TV SHOW

**A** Work with a partner. Get ready to make a TV show. Read and understand the context of the communication and the fluency focus.

Communication in Context		
	Place:	On TV
	People:	2
	A:	Host
	B:	Guest (Student)
		Context: Informal/Colloquial
		Goal: Give a short talk about dance and music from your own or another culture
Fluency Focus		
1. Remember to order related events.		
2. Remember to use the appropriate tenses to organize information.		

**B** Work with a partner. Understand the context in part **B**. Then listen to the TV show, repeat, and fill in the blanks. TRACK 015

### Word Box

pretend    tradition    string    folk    official  
history    typical    influence    dancers    performance

### TV Show

**A:** Welcome to our show, *The Different Colors of the World*. As you know, in every episode we have a guest who tells us about a cultural event or specific thing that is very ① \_\_\_\_\_ in their culture or country. Yesterday, we had Georgi from Bulgaria. Some of you will remember that Georgi told us that the Pravo was a ② \_\_\_\_\_ dance from his country, but that there were other Balkan countries that shared this ③ \_\_\_\_\_ with Bulgaria, such as Albania and Greece. Today, I have a guest, Maria. What are you going to tell us about?

**B:** I'm going to talk about...

**C** Work with a partner. Use the context in part **A**, the word box and content in part **B** to complete the TV show.

### YOUR IDEAS

**D** Take turns practicing the TV show with your partner. Use the fluency focus from part **A**.