

## คำอธิบายรายวิชาเพิ่มเติม

กลุ่มสาระการเรียนรู้ ภาษาต่างประเทศ รายวิชา ภาษาอังกฤษเพิ่มเติม (เสริมทักษะการฟัง-พูด 3)  
ระดับชั้น มัธยมศึกษาปีที่ 3 เวลา 40 ชั่วโมง จำนวน 1.0 หน่วยกิต

ศึกษาเทคนิคและวิธีการฟังเพื่อระบุใจความสำคัญ รายละเอียดสนับสนุน และข้อมูลเฉพาะจากเรื่องที่ฟัง ปฏิบัติตามคำสั่ง คำขอร้อง คำแนะนำ คำชี้แจง และคำอธิบายผ่านเรื่องที่ฟังและอ่าน การอ่านออกเสียงในระดับคำ วลี อนุประโยค และประโยค รวมทั้งศึกษาน้ำหนักเสียง (Stress) จังหวะเสียง (Rhythm) และทำนองเสียง (Intonation) ที่ส่งผลต่อความหมายของคำหรือประโยค พูดอธิบาย บรรยาย อภิปราย และแสดงความคิดเห็นเกี่ยวกับเรื่องที่ฟังหรือเรื่องราวก่ไ้ล้ตัว พร้อมให้เหตุผลและยกตัวอย่างประกอบ สนทนาข้อมูลเกี่ยวกับตนเอง เรื่องใกล้ตัว หรือเรื่องที่อยู่ในความสนใจของสังคม เช่น เทศกาล อาหาร เทคโนโลยี ได้อย่างคล่องแคล่ว และต่อเนื่อง เลือกใช้ภาษา น้ำเสียง และกิริยาท่าทางที่เหมาะสมกับบุคคลและโอกาส ค้นคว้า วิเคราะห์ และสรุปข้อมูลจากสื่อต่าง ๆ ทั้งที่เป็นความเรียงและไม่เป็นความเรียง เช่น การบรรยายภาพ การเล่าเหตุการณ์ต่าง ๆ โดยใช้เทคนิคและวิธีการฟังเพื่อความเข้าใจ และการฟังเสียงเฉพาะ เช่น การเชื่อมเสียง (Linking) การตัดเสียง (Ellipsis) และการกลมกลืนเสียง (Assimilation) ทักษะและกลวิธีในการพูดต่าง ๆ ที่สำคัญ เช่น การพูดอภิปราย การพูดเพื่อให้ข้อมูล และการพูดนำเสนองาน และสมรรถนะสำคัญของผู้เรียนทั้ง 5 ข้อ ได้แก่ ความสามารถในการสื่อสาร ความสามารถในการคิด ความสามารถในการแก้ปัญหา ความสามารถในการใช้ทักษะชีวิต และความสามารถในการใช้เทคโนโลยี เพื่อให้ผู้เรียนพัฒนาทักษะการฟังและการพูด ตลอดจนเสริมสร้างความคิดสร้างสรรค์และคุณลักษณะอันพึงประสงค์ และให้ผู้เรียนสามารถใช้ภาษาในการสื่อความหมายในสถานการณ์ต่าง ๆ ได้อย่างคล่องแคล่ว ถูกต้อง และเหมาะสม รวมถึงมีเจตคติที่ดีต่อการเรียนภาษาอังกฤษ

**ผลการเรียนรู้**

1. ปฏิบัติตามคำสั่ง คำขอร้อง คำแนะนำ คำชี้แจง และคำอธิบายจากเรื่องที่ฟังและอ่าน
2. อ่านออกเสียงคำศัพท์ ข้อความ ประโยค บทอ่าน บทความ บทสนทนา โฆษณา และข้อมูลจากสื่อที่ไม่ใช่ความเรียง (non-text information) ถูกต้องตามหลักการอ่าน
3. พูดและเขียนเพื่อให้ข้อมูล อธิบาย เปรียบเทียบ และแสดงความคิดเห็นเกี่ยวกับเรื่องที่ฟังหรืออ่าน พร้อมทั้งให้เหตุผลและยกตัวอย่างประกอบอย่างเหมาะสม
4. เลือก/ระบุใจความสำคัญ รายละเอียดสนับสนุน ข้อมูลเฉพาะเกี่ยวกับเรื่องที่ฟังจากสื่อประเภทต่าง ๆ
5. สนทนาข้อมูลเกี่ยวกับตนเอง เรื่องใกล้ตัว สถานการณ์ เหตุการณ์ ข่าว หรือเรื่องที่อยู่ในความสนใจของสังคมในสถานการณ์จริงหรือสถานการณ์จำลอง โดยสื่อสารอย่างต่อเนื่องและเหมาะสม
6. เลือกใช้ภาษา น้ำเสียง และกิริยาท่าทางเหมาะสมกับบุคคลและโอกาสตามมารยาทสังคมอย่างเหมาะสม
7. ค้นคว้า รวบรวม วิเคราะห์ และสรุปข้อมูลจากสื่อต่าง ๆ โดยการอภิปรายและนำเสนอผ่านทักษะการพูด

รวมทั้งหมด 6 ผลการเรียนรู้

หนังสือเรียนรายวิชาเพิ่มเติม เสริมทักษะการฟัง-พูด ภาษาอังกฤษ

ระดับมัธยมศึกษาปีที่ 3

# Integrate

## LISTENING & SPEAKING

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

ผู้เรียบเรียง

Michelle Taylor

ผู้ตรวจ

อาจารย์ทิพวรรณ ศรีปัญญา

อาจารย์กิติกรณ์ จันทุล

Christopher Mah

บรรณาธิการ

อาจารย์ศราวุธ สมโนชัย

MASTER

3



บริษัท พัฒนาคุณภาพวิชาการ (พว.) จำกัด





# TABLE OF CONTENTS

TOPIC AREA	UNIT / PAGE	DETAILS			
LITERATURE AND LANGUAGE	<div>UNIT 01</div> <div>LITERATURE AND LANGUAGE</div> <div>page 08</div>	Title	Storytelling Lesson A 491W Lesson B 446W		
		Topic	A presentation about how different cultures express themselves through storytelling		
		Academic Objective	Learn about storytelling traditions around the world and how they help us to understand culture.		
		Listening Type	Presentation	Listening Function	Listening for main ideas and details
		Speaking Type	Presentation	Speaking Function	Sharing a story using signposts
		Vocabulary	entertain, generation, tribe, culture, spread, storytelling, dance, educate, trickster, smart		
		Listening Skill	Understanding the reduction of <i>and</i>		
		Speaking Skill	Stressing content words in a sentence		
		Integrate IT	QR Code Video		
		HEALTH	<div>UNIT 02</div> <div>HEALTH</div> <div>page 18</div>	Title	The Fitness Club Lesson A 513W Lesson B 364W
Topic	An advertisement about joining a new gym				
Academic Objective	Understand how exercise is important for your physical and mental health.				
Listening Type	Advertisement			Listening Function	Listening for signposts and discourse markers
Speaking Type	Advertisement			Speaking Function	Using signals to express transitions
Vocabulary	membership, gym, intelligence, trainer, exercise, improve, release, amenities, offer, evaluate				
Listening Skill	Understanding a sequence of events in the present tense				
Speaking Skill	Using signpost language and discourse markers				
Integrate IT	QR Code Video				
FESTIVALS	<div>UNIT 03</div> <div>FESTIVALS</div> <div>page 28</div>			Title	Camp Bestival Lesson A 756W Lesson B 583W
		Topic	A family talking about their upcoming trip to a popular “all ages” festival in the UK		
		Academic Objective	Be aware of how certain festivals and celebrations can appeal to a wide audience.		
		Listening Type	Conversation	Listening Function	Listening for problems and solutions
		Speaking Type	Conversation	Speaking Function	Discussing a future event
		Vocabulary	festival, accommodation, RV (recreational vehicle), glamping, workshop, theater, garlañd, campfire, medical, swimsuit		
		Listening Skill	Recognizing how speakers structure a discussion		
		Speaking Skill	Using different tones		
		Integrate IT	QR Code Video		
		ART	<div>UNIT 04</div> <div>ART</div> <div>page 38</div>	Title	Art Banana Lesson A 505W Lesson B 704W
Topic	A podcast about how and why a piece of art went viral on the internet				
Academic Objective	Understand the thought process behind creating controversial art.				
Listening Type	Podcast			Listening Function	Listening for connectors
Speaking Type	Podcast			Speaking Function	Expressing strong opinions
Vocabulary	conceptual art, diagram, instructions, challenge, installation, gallery, famous, comedian, creative, peel				
Listening Skill	Understanding phrases that express agreement/disagreement				
Speaking Skill	Expressing opinions				
Integrate IT	QR Code Video				

TOPIC AREA	UNIT / PAGE	DETAILS			
TECHNOLOGY	<div>UNIT 05</div> <div>TECHNOLOGY</div>  <div>page 48</div>	Title	The Digital Era Lesson A 500W Lesson B 531W		
		Topic	A presentation to potential investors about smart home technology		
		Academic Objective	Discover how smart home technology is changing our daily lives.		
		Listening Type	Presentation	Listening Function	Listening for specific information
		Speaking Type	Presentation	Speaking Function	Describing a photograph
		Vocabulary	groceries, control panel, usage, install, alert, science fiction, device, remotely, equipped, priority		
		Listening Skill	Recognizing the difference between the present and future tenses		
		Speaking Skill	Pronouncing words with two or more syllables		
		Integrate IT	AR Images		
		FOOD	<div>UNIT 06</div> <div>FOOD</div>  <div>page 58</div>	Title	Restaurant Review Lesson A 796W Lesson B 716W
Topic	A conversation between two friends about a memorable visit to a restaurant				
Academic Objective	Understand how people respond to experiences.				
Listening Type	Conversation			Listening Function	Listening for emotional support and intonation
Speaking Type	Conversation			Speaking Function	Asking follow-up questions
Vocabulary	harness, suspend, aerial, review, crane, seat belt, platform, prepared, dip, course				
Listening Skill	Recognizing intonation and sentence stress				
Speaking Skill	Practicing sentence intonation				
Integrate IT	QR Code Video				
GEOGRAPHY	<div>UNIT 07</div> <div>GEOGRAPHY</div>  <div>page 68</div>			Title	Scaling Mount Olympus Lesson A 835W Lesson B 604W
		Topic	A podcast about one man's journey to the top of Mount Olympus		
		Academic Objective	Understand how a person can overcome challenges in unfamiliar places.		
		Listening Type	Podcast	Listening Function	Listening for sequencing events in the past
		Speaking Type	Podcast	Speaking Function	Describing a sequence of events
		Vocabulary	scale, helmet, gear, determined, mist, rope, dawn, inspiration, overcome, refuge		
		Listening Skill	Recognizing words with silent syllables		
		Speaking Skill	Practicing syllable stress		
		Integrate IT	QR Code Video		
		EDUCATION	<div>UNIT 08</div> <div>EDUCATION</div>  <div>page 78</div>	Title	Gap Year Lesson A 695W Lesson B 585W
Topic	A presentation to students about choosing to take a "gap year" before starting university				
Academic Objective	Learn about the meaning of a gap year and evaluate the advantages and disadvantages of taking one.				
Listening Type	Presentation			Listening Function	Listening for rhetorical questions
Speaking Type	Presentation			Speaking Function	Checking your understanding
Vocabulary	volunteer, internship, responsibility, travel, community, impact, elderly, backpack, studio, shadow				
Listening Skill	Identifying the elements of spoken English: ellipsis				
Speaking Skill	Blending sounds (assimilation): consonants and vowels				
Integrate IT	QR Code Video				

	PAGE
Review Project	88
Transcripts	103
Practice Book	121
Word List	154

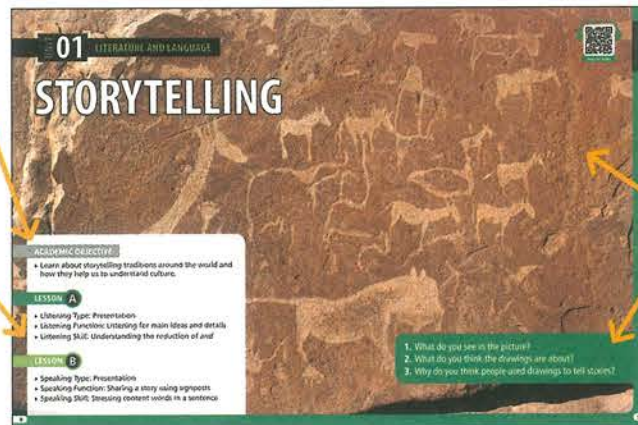


# HOW TO USE

## 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



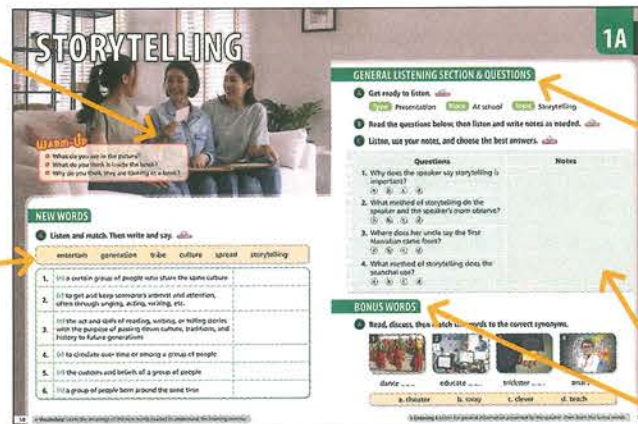
Officially recognized academic objectives give a clear purpose to each unit.

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



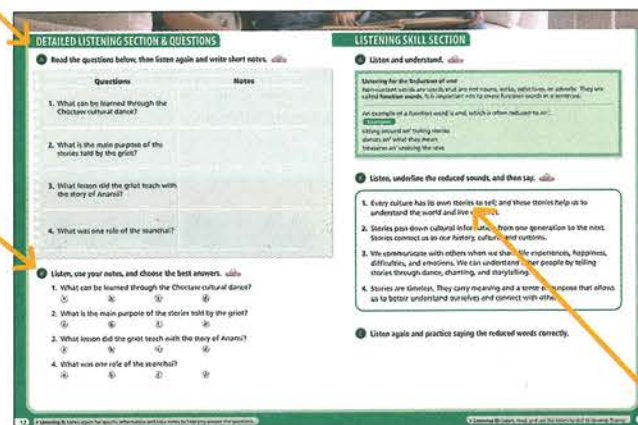
Students cognize the academic objective and context of the communication with warm-up questions.

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.

### LESSON A PAGES



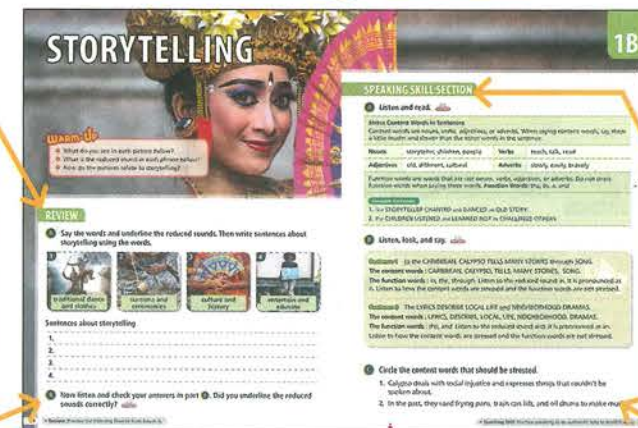
Students use their notes to answer the more detailed and challenging comprehension questions.

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

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 B PAGES



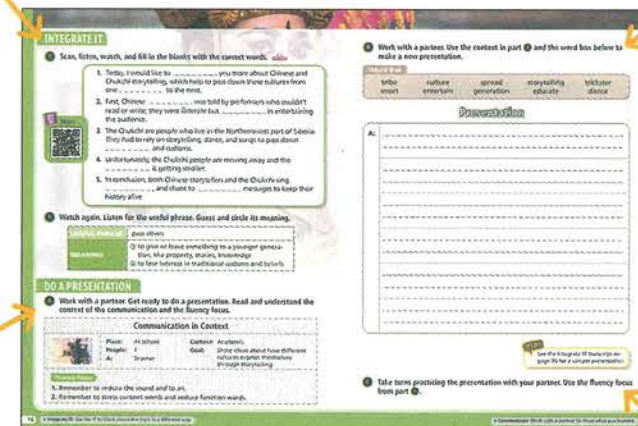
Students start Lesson B by reviewing the listening skill from the previous unit.

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



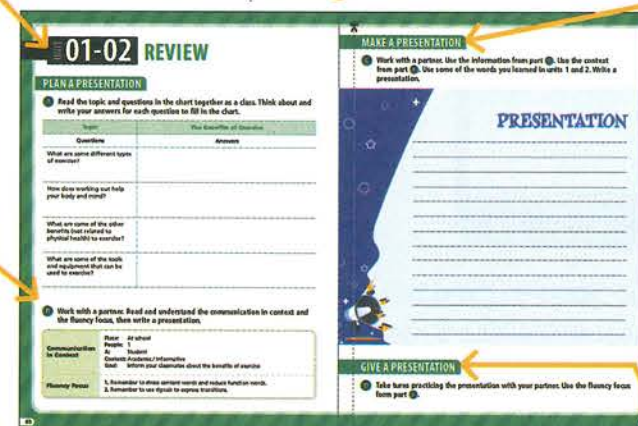
Engaging IT content teaches students modern communicative skills. Students complete a dictation activity. They also learn meaning-based, not rules-based, language that is frequently used by native speakers.

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.

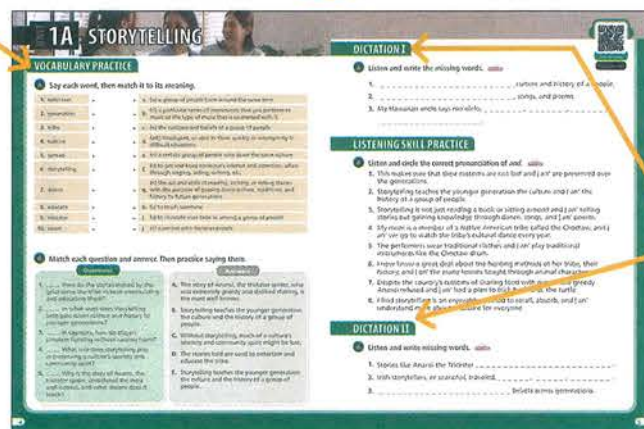


## PRACTICE BOOK

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.

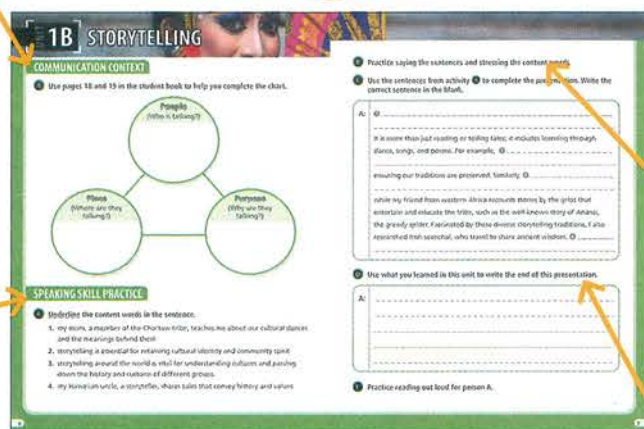


Students can easily access the audio to complete a dictation activity that is related to the unit vocabulary. This activity focuses on the use of vocabulary words.

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

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.

## APP

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

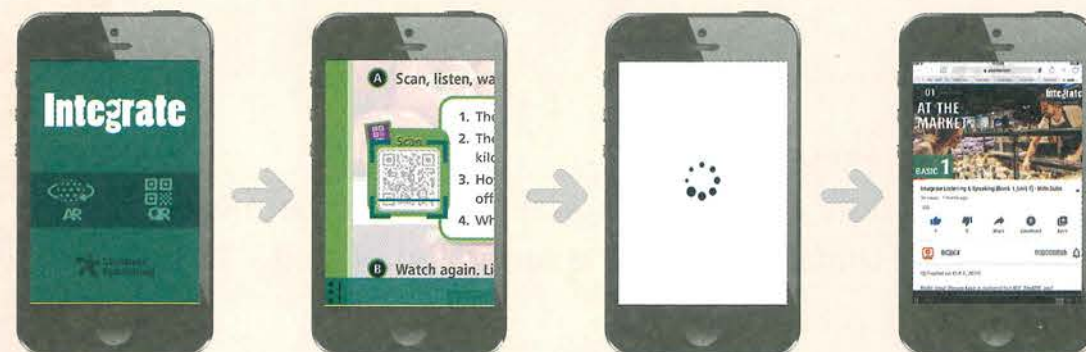
Use the different functions and features. Allow the students to enjoy viewing while thinking about the answers to the activities in the student book. Discuss the questions and language from the student book before viewing the videos or AR content to enhance the educational experience and teach students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





Scan for Audio

# STORYTELLING

## ACADEMIC OBJECTIVE

- ▶ Learn about storytelling traditions around the world and how they help us to understand culture.

## LESSON A

- ▶ Listening Type: Presentation
- ▶ Listening Function: Listening for main ideas and details
- ▶ Listening Skill: Understanding the reduction of *and*

## LESSON B

- ▶ Speaking Type: Presentation
- ▶ Speaking Function: Sharing a story using signposts
- ▶ Speaking Skill: Stressing content words in a sentence

1. What do you see in the picture?
2. What do you think the drawings are about?
3. Why do you think people used drawings to tell stories?



# STORYTELLING

1A

LITERATURE

## WARM-UP

- What do you see in the picture?
- What do you think is inside the book?
- Why do you think they are looking at a book?

## NEW WORDS

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

entertain   generation   tribe   culture   spread   storytelling

1.	(n) a certain group of people who share the same culture	
2.	(v) to get and keep someone's interest and attention, often through singing, acting, writing, etc.	
3.	(n) the act and skills of reading, writing, or telling stories with the purpose of passing down culture, traditions, and history to future generations	
4.	(v) to circulate over time or among a group of people	
5.	(n) the customs and beliefs of a group of people	
6.	(n) a group of people born around the same time	

## GENERAL LISTENING SECTION & QUESTIONS

A Get ready to listen. TRACK 003

Type Presentation Place At school Topic Storytelling

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

- Why does the speaker say storytelling is important?  
(a) (b) (c) (d)
- What method of storytelling do the speaker and the speaker's mom observe?  
(a) (b) (c) (d)
- Where does her uncle say the first Hawaiian came from?  
(a) (b) (c) (d)
- What method of storytelling does the *seanchai* use?  
(a) (b) (c) (d)

## BONUS WORDS

A Read, discuss, then match the words to the correct synonyms.



dance \_\_\_\_



educate \_\_\_\_



trickster \_\_\_\_



smart \_\_\_\_

a. cheater

b. sway

c. clever

d. teach



DETAILED LISTENING SECTION & QUESTIONS

A Read the questions below, then listen again and write short notes. TRACK 006

Questions	Notes
1. What can be learned through the Choctaw cultural dance?	
2. What is the main purpose of the stories told by the <i>griot</i> ?	
3. What lesson did the <i>griot</i> teach with the story of Anansi?	
4. What was one role of the <i>seanchaí</i> ?	

B Listen, use your notes, and choose the best answers. TRACK 007

- What can be learned through the Choctaw cultural dance?  
(a) (b) (c) (d)
- What is the main purpose of the stories told by the *griot*?  
(a) (b) (c) (d)
- What lesson did the *griot* teach with the story of Anansi?  
(a) (b) (c) (d)
- What was one role of the *seanchaí*?  
(a) (b) (c) (d)

LISTENING SKILL SECTION

A Listen and understand. TRACK 008

Listening for the Reduction of *and*

Non-content words are words that are not nouns, verbs, adjectives, or adverbs. They are called **function words**. It is important not to stress function words in a sentence.

An example of a function word is *and*, which is often reduced to *an'*.

Examples

sitting around an' telling stories  
dances an' what they mean  
treasures an' crossing the seas

B Listen, underline the reduced sounds, and then say. TRACK 009

- Every culture has its own stories to tell, and these stories help us to understand the world and live our lives.
- Stories pass down cultural information from one generation to the next. Stories connect us to our history, culture, and customs.
- We communicate with others when we share life experiences, happiness, difficulties, and emotions. We can understand other people by telling stories through dance, chanting, and storytelling.
- Stories are timeless. They carry meaning and a sense of purpose that allows us to better understand ourselves and connect with others.

C Listen again and practice saying the reduced words correctly.



# STORYTELLING

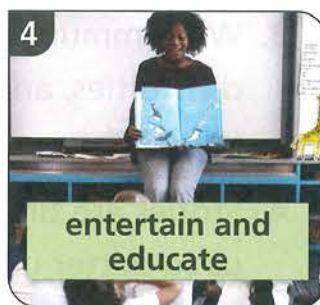
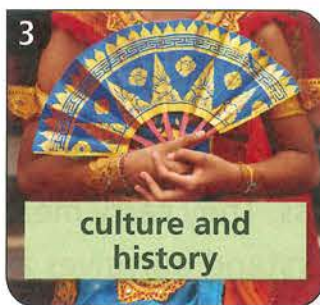
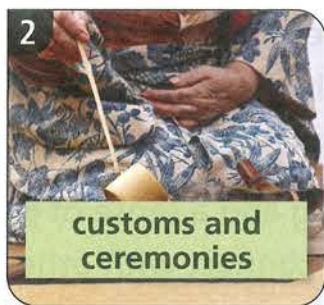
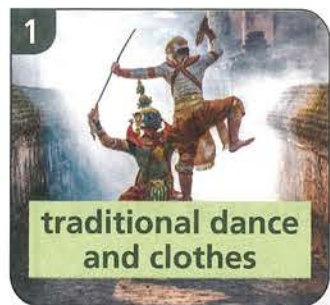
1B

## WARM-UP

- What do you see in each picture below?
- What is the reduced sound in each phrase below?
- How do the pictures relate to storytelling?

## REVIEW

- A** Say the words and underline the reduced sounds. Then write sentences about storytelling using the words.



- 
- 
- 
- 

- B** Now listen and check your answers in part **A**. Did you underline the reduced sounds correctly? TRACK 010

## SPEAKING SKILL SECTION

- A** Listen and read. TRACK 011

### Stress content words in sentences

Content words are nouns, verbs, adjectives, or adverbs. When saying content words, say them a little louder and slower than the other words in the sentence.

Nouns	storyteller, children, people	Verbs	teach, talk, read
Adjectives	old, different, cultural	Adverbs	slowly, easily, bravely

Function words are words that are not nouns, verbs, adjectives, or adverbs. Do not stress function words when saying these words. **Function Words:** *the, to, a, and*

### Example Sentences

- The **STORYTELLER** **CHANTED** and **DANCED** an **OLD** **STORY**.
- The **CHILDREN** **LISTENED** and **LEARNED** **NOT** to **CHALLENGE** **OTHERS**.

- B** Listen, look, and say. TRACK 012

**Sentence 1** In the **CARIBBEAN**, **CALYPSO** **TELLS** **MANY** **STORIES** through **SONG**.

The content words : **CARIBBEAN, CALYPSO, TELS, MANY, STORIES, SONG.**

The function words : *in, the, through*. Listen to the reduced sound *in*. It is pronounced as *n*. Listen to how the content words are stressed and the function words are not stressed.

**Sentence 2** The **LYRICS** **DESCRIBE** **LOCAL** **LIFE** and **NEIGHBORHOOD** **DRAMAS**.

The content words : **LYRICS, DESCRIBE, LOCAL, LIFE, NEIGHBORHOOD, DRAMAS.**


The function words : *the, and*. Listen to the reduced sound *and*. It is pronounced as *an*. Listen to how the content words are stressed and the function words are not stressed.

- C** Circle the content words that should be stressed.

- Calypso deals with social injustice and expresses things that couldn't be spoken about.
- In the past, they used frying pans, trash can lids, and oil drums to make music.



## INTEGRATE IT

**A** Scan, listen, watch, and fill in the blanks with the correct words.  TRACK 013



## Scan



1. Today, I would like to \_\_\_\_\_ you more about Chinese and Chukchi storytelling, which help to pass down these cultures from one \_\_\_\_\_ to the next.
2. First, Chinese \_\_\_\_\_ was told by performers who couldn't read or write; they were illiterate but \_\_\_\_\_ in entertaining the audience.
3. The Chukchi are people who live in the Northernmost part of Siberia. They had to rely on storytelling, dance, and songs to pass down \_\_\_\_\_ and customs.
4. Unfortunately, the Chukchi people are moving away and the \_\_\_\_\_ is getting smaller.
5. In conclusion, both Chinese storytellers and the Chukchi sing, \_\_\_\_\_, and chant to \_\_\_\_\_ messages to keep their history alive.


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

<b>USEFUL PHRASE</b>	<i>pass down</i>
<b>MEANING</b>	① to give or leave something to a younger generation, like property, stories, knowledge ② to lose interest in traditional customs and beliefs

## DO A PRESENTATION

**A** Work with a partner. Get ready to do a presentation. Read and understand the context of the communication and the fluency focus.

## Communication in Context



**Place:** At school

**People:** 1

**A:** Teacher

**Context:** Academic

**Goal:** Share ideas about how different cultures express themselves through storytelling

**Fluency Focus**

- Remember to reduce the sound *and* to *an*.
- Remember to stress content words and reduce function words.

**B** Work with a partner. Use the context in part **A** and the word box below to make a new presentation.

### Word Box

tribe  
smart

culture  
entertain

spread  
generation

storytelling  
educate

trickster  
dance

## Presentation

A.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

**TIP**

See the Integrate IT transcript on page 104 for a sample presentation.

**C** Take turns practicing the presentation with your partner. Use the fluency focus from part **A**.