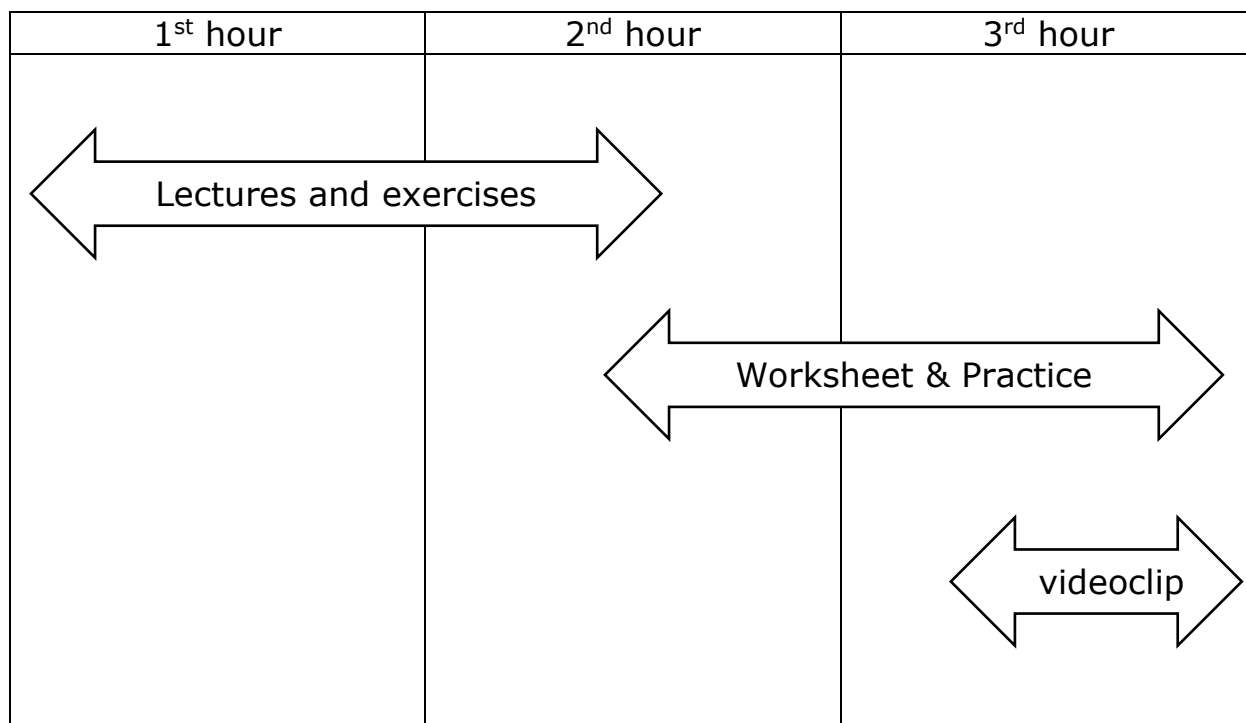


Communicative Task Guideline

1. The worksheets are designed to encourage the student's speaking practices through oral presentation or story telling tasks.
2. The students are expected to practice both receptive and productive skills in performing the communicative tasks.
3. The teachers and teacher assistants are expected to provide productive feedback (grammar, vocabulary, pronunciation) during the activities in the classroom to help the students improve their communicative skills.



Unit 3: Problems at work (Listening and Speaking)

| | |
|-------------|--------------------|
| Name | Student Code |
| Group | Date |

Practice your story-telling skills

1. Write a storytelling script for the following information.

Announcer: If five hundred laborers and technicians at Solid Steel Corporation walk out of their jobs tomorrow as planned, then the company will no doubt have to close down.

Solid Steel is the largest steel ^{factory} plant in our ^{ภูมิภาค, บริเวณ} region, and its products are famous throughout the world. The workers, whose wages have not been increased since the plant opened five years ago, could have called another ^{not work} strike. Under the ^{สถานการณ์} circumstances, however, they've decided to quit. Industrial experts were called in last week to help management handle the situation, but apparently it is too late now to save the plant.

Mr. David Warren, ^{หัวหน้า} chief warehouse clerk at the plant, said that the workers will neither accept incentives to go back to work, nor continue with negotiations. Another worker, Mr. John Kaplan, said, "If they hadn't made so many empty promises in the past, then none of this would have happened. Either the general manager takes our threats seriously, or Solid Steel closes tomorrow."

And now, tomorrow's weather ...



Sec 104 : unit 3 week 3

Unit 3: Problems at work (Listening and Speaking)

In this story.....

10:01 Fri 27 Jan

docs.google.com

82%

Your answer

Week *

ส่งงานของสัปดาห์ที่

Week 3, Unit 3: Problem at Work (Due: Jan 29)

1. Practice an oral presentation of your summary to group/class members.
2. Record a video clip presenting your summary of the conversation and submit.

Submission:

1. The worksheet must be submitted as the evidence for in-class participation score.
2. The video clip must be uploaded to your YouTube channel and post the link in MS Team for progressive assessment score.

https://docs.google.com/spreadsheets/d/1i0IuGu_FNm6hvAoYqmOrmCuHNxn-Du7fT7XK6DNNCCQ/edit

Sec 104

* Don't forget to finish unit 3 in the English Discovery website! *

Unit 3: Problems at work (Reading and Grammar)

| | |
|-------------|--------------------|
| Name | Student Code |
| Group | Date |

Practice your story-telling skills

1. Write a storytelling script for the following information.

Fifty Days and Counting

by Helen Sykes

The workers at Flemming Steel, who went on strike fifty days ago, are still striking. The walkout began when Chuck Roste, Chief Executive Officer, announced a cut in wages. The plant's employees had already agreed to a temporary decrease in wages to help keep the plant open during its financial difficulties. However, when a proposal for additional cuts was made, the workers objected, and many threatened to quit.

Flemming Steel has been trying to handle this problem for the past several years. At one point, there was even talk of closing down the plant.

Employees were faced with a choice of either losing their jobs or accepting wage cuts. Chuck Roste explains: "Foreign competition has nearly shut us down. We couldn't have predicted the effect of this competition. Under the circumstances, there just wasn't any other choice but to lower salaries."

Hank Wiskowski, who represents the employees, disagrees: "The management should have seen how the industry was changing. If they had been more aware of the strength of the competition, we would all be in the plant now, working."

So far negotiations have been unproductive. The two sides agree on one thing, though.

Neither Flemming Steel nor the strikers want the plant to close down. As one striker's wife says, "If it weren't for the plant, many people in this region wouldn't be able to make a living. If it weren't for the loyalty of the workers until now, the plant would not have survived as long as it has."

It seems that Flemming will either have to find a solution to its problems or close its doors for good.



Sec 103 : unit 3 week 3

Unit 3: Problems at work (Reading and Grammar)

In this story.....

1. Practice an oral presentation of your summary to group/class members.
2. Record a video clip presenting your summary of the conversation and submit.

Submission:

1. The worksheet must be submitted as the evidence for in-class participation score.
2. The video clip must be uploaded to your YouTube channel and post the link in MS Team for progressive assessment score.

<https://docs.google.com/spreadsheets/d/18WB3vJshM3RNCX3awls2dC89eb0lAdf7Ym1krQlx8Mo/edit>

Sec 103

* Don't forget to finish unit 3 in the English Discovery website! *

Unit 4: A helping hand (Listening and Speaking)

| | |
|-------------|--------------------|
| Name | Student Code |
| Group | Date |

Practice your story-telling skills

1. Write a storytelling script for the following information.

Host: Good evening, and welcome to "Point of View." This week we will discuss the situation of the homeless in America's cities. What sort of housing alternatives are available? What is our responsibility as members of society? Could the establishment have done something to prevent the current situation? We want to hear what you think. Give us a call on 967-4133. Do we have someone on the line?

Caller 1: Hello?

Host: Hello. You're on the air. What's your name?

Caller 1: Jim Dawkins.

Host: Well, Jim, what are your views on the situation of the homeless?

Caller 1: I don't think society should feel responsible for them. I think these people must have done something and as a result, have been left homeless. Keeping a job usually depends on whether or not you're willing to work. These people must be lazy, and I don't believe in helping people who won't help themselves.

Host: Well, thanks for calling, Jim. And we have another caller. Hello. You're on the air. What's your name?

Caller 2: I'm Marilyn Goldshmidt, and I would like to comment on what Mr. Dawkins said. I work with the homeless, and in many cases they are either capable people who have had some bad luck, or senior citizens who don't have enough money to pay the rent. If the establishment had taken steps to help these people, the situation would be different today. We wouldn't have young people with children and elderly people living on the streets. The homeless are really no different from you and me. They just don't have enough money to pay rent...

Host: I'm sorry, but I have to interrupt you, Marilyn. We have to end the program now. Thank you for calling, and thank you all for listening. Have a good week, and join us again next Tuesday evening for "Point of View."

Unit 4: A helping hand (Listening and Speaking)

In this story.....

1. Practice an oral presentation of your summary to group/class members.
2. Record a video clip presenting your summary of the conversation and submit.

Submission:

1. The worksheet must be submitted as the evidence for in-class participation score.
2. The video clip must be uploaded to your YouTube channel and post the link in MS Team for progressive assessment score.

Unit 4: A helping hand (Reading and Grammar)

| | |
|-------------|--------------------|
| Name | Student Code |
| Group | Date |

Practice your story-telling skills

1. Write a storytelling script for the following information.

Does Homeless Mean Helpless?

by Jenny Whyte

One of the most controversial issues in today's society is that of the homeless. At present, thousands of youngsters and elderly people live their lives on the streets, and the situation is not improving.

Some people believe that if the government had taken more steps to help the homeless, perhaps by providing low-rent housing, then there would not be such a problem today.

Mrs. Flory Jacks, a senior citizen who is living at Waverly Retirement Home, gave her point of view. "Our government should have done something about this problem years ago. In my opinion, no positive steps have been taken to offer these people an alternative life."

Mr. Willy Burns, whose life for the last nine years has been spent on the streets, is not so negative. "I can't help wondering why people want to help me. If I had wanted to make it in the city, I could have. I chose not to. I am not capable of living like other citizens. I prefer to depend only on myself."

However, this is not the attitude in every case. Fourteen-year-old Kevin didn't have any good comments to make about his life.

"I came from a home where there was a lot of violence. After a while, I couldn't stand it anymore, so I left. Since then, I've been on my own. I guess I could've either gone to some government place or back home, but it wouldn't have made any difference. Wherever I went, I'd still feel like I didn't belong."

Unit 4: A helping hand (Reading and Grammar)

In this story.....

1. Practice an oral presentation of your summary to group/class members.
2. Record a video clip presenting your summary of the conversation and submit.

Submission:

1. The worksheet must be submitted as evidence for in-class participation score.
2. The video clip must be uploaded to your YouTube channel and post the link in MS Team for progressive assessment score.

Unit 5: Health and Happiness (Listening and Speaking)

| | |
|-------------|--------------------|
| Name | Student Code |
| Group | Date |

Practice your story-telling skills

1. Write a storytelling script for the following information.

Tamara: Hey Kelly.

Kelly: Yeah?

Tamara: You're studying to be a nutritionist; can you give me some advice about my diet?

Kelly: Sure. What would you like to know?

Tamara: I really want to eat healthier, but I don't know where to start.

Kelly: Well, you can start by not eating any more of that cereal.

Tamara: But it's just cereal. What's unhealthy about that?

Kelly: Do you have any idea how much sugar is in a bowl of cereal?

Tamara: OK. So what should I eat for breakfast?

Kelly: Try plain yogurt with fruit, or whole-grain toast with a healthy spread. Look, the most important thing is that you avoid processed foods.

Tamara: What do you mean by 'processed' food?

Kelly: I mean, food that's packaged. You know, comes in a box. Processed food contains a lot of artificial and fake ingredients. My motto 'If you can't pronounce it, don't eat it.'

Tamara: OK so that's breakfast - what should I do for the rest of the day?

Kelly: Just focus on eating fresh foods. Try chicken, fish, vegetables, fruits, nuts and whole grains.

Tamara: I don't think I can give up my cereal or cookies.

Kelly: Look, you don't have to give up everything all at once.

Tamara: That's good!

Kelly: You can have some processed foods here and there, but it shouldn't be a major part of your diet.

Tamara: OK, you've inspired me. I'm going to take your advice...right after I finish this cookie.

Unit 5: Health and Happiness (Listening and Speaking)

In this story.....

1. Practice an oral presentation of your summary to group/class members.
2. Record a video clip presenting your summary of the conversation and submit.

Submission:

1. The worksheet must be submitted as the evidence for in-class participation score.
2. The video clip must be uploaded to your YouTube channel and post the link in MS Team for progressive assessment score.

Unit 5: Health and Happiness (Reading and Grammar)

| | |
|-------------|--------------------|
| Name | Student Code |
| Group | Date |

Practice your story-telling skills

1. Write a storytelling script for the following information.

After a Heart Attack

1. Absolutely no smoking!
2. Drink only small quantities of alcohol and limit it to wine.
3. Eat sensibly. Try to eat nutritious food which is neither fatty nor salty. Stay away from fried food. Concentrate on eating fresh fruit and vegetables, and whole-grain bread. Eat just a small amount of either grilled fish or chicken. Weigh yourself weekly. Remember: being overweight may have caused your condition.
4. Try to keep in shape. Exercise three or four times a week. Keeping fit will strengthen your heart. This will help prevent another attack.

Unit 5: Health and Happiness (Reading and Grammar)

In this story.....

1. Practice an oral presentation of your summary to group/class members.
2. Record a video clip presenting your summary of the conversation and submit.

Submission:

1. The worksheet must be submitted as the evidence for in-class participation score.
2. The video clip must be uploaded to your YouTube channel and post the link in MS Team for progressive assessment score.

Unit 8: Meeting people (Listening and Speaking)

| | |
|-------------|--------------------|
| Name | Student Code |
| Group | Date |

Practice your story-telling skills

1. Write a storytelling script for the following information.

Narrator: And now, for the final episode of "A Stranger from the Past."

Angel: I should never have come! Perhaps I should have tried to call first. Maybe it's not a convenient time. What should I say? How should I act? Do I shake her hand? Kiss her on the cheek? Embrace her affectionately? Do I ...

Veronica: Hello, who are you? You look awfully familiar, but ... no, it can't be possible.

Angel: Oh, Veronica! Don't you recognize me? It's me, Angel, your long lost twin sister! We were separated when we were kids. We were only five years old. Try! Try to remember!

Veronica: Wait. Yes! Yes! It's all coming back to me now! I remember how our parents died in the accident. Then mother's Aunt Alice and Uncle Harold, who didn't want to take care of us, separated us. They sent me to Boston, and they told me you were lost forever! Oh, Angel, how could I have trusted them?

Angel: Veronica, I have been dreaming of this moment for so many years! Just looking at you, I can tell we have so much in common. Our taste in clothes and music, why even our personalities are probably similar. Who is your favorite musician? I like Mick Starlight!

Veronica: I do, too! I'm crazy about him! Oh, Angel, if only we hadn't been separated, we could have been together all these years!

Angel: At least now we'll have the rest of our lives to get to know each other again.

Veronica: Oh, yes. We have so much to catch up on!

Narrator: And that was the final episode of "A Stranger from the Past."

Unit 8: Meeting people (Listening and Speaking)

In this story.....

1. Practice an oral presentation of your summary to group/class members.
2. Record a video clip presenting your summary of the conversation and submit.

Submission:

1. The worksheet must be submitted as evidence for in-class participation score.
2. The video clip must be uploaded to your YouTube channel and post the link in MS Team for progressive assessment score.

Unit 8: Meeting people (Reading and Grammar)

| | |
|-------------|--------------------|
| Name | Student Code |
| Group | Date |

Practice your story-telling skills

1. Write a storytelling script for the following information.

The Day I Met Mick

I'll never forget the day I met Mick Starlight. It began like a nightmare; everything went wrong. First, my alarm clock didn't ring. I must have forgotten to plug it in. I woke up late, and I can't stand being late! Then I took a shower and of course, there was no hot water! I quickly got dressed, and ran out of the house without breakfast, still wanting to make it in time for class.

On my way to the university, I must have been driving too fast. A policeman signaled to me to stop. I was nervous, but when he came over, he smiled. He was really cute! Then I realized that I must have looked a mess.

Not only hadn't I had time to put on any makeup, but I also hadn't ironed my shirt or dried my hair. I could have died of embarrassment. However, I smiled back at him, anyway.

"Was I driving too fast, Officer?" I asked. "I'm afraid so," he answered.

I didn't know what to do then, so I just told him I was sorry. Luckily, he was very nice, and only gave me a warning.

I soon reached the intersection where I had to turn. Looking up, I saw a beautiful sports car coming up behind me. As I got to the corner, the light turned red. I stopped, but the sports car didn't, and went right into me! I couldn't believe it!

How could he have been so stupid, whoever he was? Fortunately, I was fine, but my car wasn't.

I stepped out of the car and was preparing to shout, when I saw the driver of the sports car. It was Mick Starlight! He felt so bad about my car that he not only paid for the repairs, but he also gave me tickets to his next concert! And of course, I never did make it to class.

Unit 8: Meeting people (Reading and Grammar)

In this story.....

1. Practice an oral presentation of your summary to group/class members.
2. Record a video clip presenting your summary of the conversation and submit.

Submission:

1. The worksheet must be submitted as the evidence for in-class participation score.
2. The video clip must be uploaded to your YouTube channel and post the link in MS Team for progressive assessment score.

Unit 9: Ecotourism (Listening and Speaking)

| | |
|-------------|--------------------|
| Name | Student Code |
| Group | Date |

Practice your story-telling skills

1. Write a storytelling script for the following information.

Tour Guide: OK, guys, listen up. Today we'll be planting seedlings in a nearby forest. Now we owe a lot to the world's forests. They play an important role in the water cycle and are an incredible source of biodiversity. This tree planting program is very important in helping maintain the local forest habitat. So, I hope you're well-rested and ready to get a little muddy! Yes, Tim. First question of the day.

Tim: Yes... so I read that there's poison ivy scattered throughout the forest...is that true?

Tour Guide: Yes Tim, that is true. But don't worry. I'll show you exactly what the poison ivy plant looks like, so you'll know what to avoid. So...Yes, Tim.

Tim: What kind of seedlings will we be planting?

Tour Guide: We'll be planting over 30 different native species. Once we arrive at the visitors center, I'll explain more about how our work today will help preserve the fragile ecosystem of the forest.

Shirley: I don't believe it!...I forgot my camera! Is there enough time to go back to the van and grab it...real quick?

Tour Guide: OK. But we need to get going if we want to make it to the visitors center on time. And remember to stick together! I don't want anyone to get separated from the group. Like what happened yesterday...David. Alright, folks... let's plant some seedlings!

Unit 9: Ecotourism (Listening and Speaking)

In this story.....

1. Practice an oral presentation of your summary to group/class members.
2. Record a video clip presenting your summary of the conversation and submit.

Submission:

1. The worksheet must be submitted as the evidence for in-class participation score.
2. The video clip must be uploaded to your YouTube channel and post the link in MS Team for progressive assessment score.

Unit 9: Ecotourism (Reading and Grammar)

| | |
|-------------|--------------------|
| Name | Student Code |
| Group | Date |

Practice your story-telling skills

1. Write a storytelling script for the following information.

Using Inference to Understand a Text

The information that you need to answer a question is not always directly stated in a text. You may need to draw conclusions about general information or specific details that are not explicitly stated or described. This is called listening or reading for inference.

Example: *The students were sad that the ecotour was canceled.*

Inference: The students wanted to go on an ecotour.

Explanation: The text does not say that the students wanted to go on an ecotour, but you can easily draw this conclusion.

Example: *Which of these activities would you most likely do on a volunteer vacation?*

- a) *Surfing*
- b) *Tree planting*
- c) *Skiing*
- d) *Sunbathing*

Inference: We can infer that the answer to this question is 'tree planting.'

Explanation: A volunteer vacation includes activities which help people and the environment, and tree planting helps the environment. With this information, you can infer that tree planting is likely the activity you would do while on a volunteer vacation. While on a regular vacation you may go surfing, skiing, or sunbathing, a volunteer vacation doesn't focus on these types of activities as they do not benefit or help people or the environment.

Questions which require inferences often contain the following words and phrases: *most likely, most probably, indicate, imply, suggest, mean, expect.*

Unit 9: Ecotourism (Reading and Grammar)

In this story.....

1. Practice an oral presentation of your summary to group/class members.
2. Record a video clip presenting your summary of the conversation and submit.

Submission:

1. The worksheet must be submitted as the evidence for in-class participation score.
2. The video clip must be uploaded to your YouTube channel and post the link in MS Team for progressive assessment score.

Unit 10: Personality types (Listening and Speaking)

| | |
|-------------|--------------------|
| Name | Student Code |
| Group | Date |

Practice your story-telling skills

1. Write a storytelling script for the following information.

Narrator:

Listen to part of a podcast.

Nina Russo: The Right Career Choice for Your Personality. Thanks for joining us. Our guest today is career advisor Bob Gilmor. Bob, can you tell us a little about how you help people?

Bob Gilmor: Well, Nina, I work with my clients to figure out who 'they' really are. I help my clients measure their strengths and abilities using a system called the Holland personality type. According to this system, there are six categories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Once I zero in on a client's personality type, we begin to explore the potential career options best suited to that category.

Nina Russo: Well, I think that makes a lot of sense, Bob. But there are so many jobs out there, and so many personalities! Can you give us some examples of which jobs match best with the personality types you mentioned?

Bob Gilmor: Sure, Nina. I just helped a client who fit into the Investigative category, which means she likes scientific work that involves problem solving. Research shows that many of the career options that suit this personality type involve computer science, health sciences, mathematics, engineering, and so on. My client decided to pursue a career as a software developer. She thinks this type of work will satisfy her interest in problem solving. Artistic types, as you would expect, are creative people. They make good writers, actors, composers, and graphic designers. Another obvious one is the Social category. These people are friendly and enjoy helping others; so a career in teaching, counseling, or nursing would be a good fit. Psychologists have found that conventional people like structure and working with numbers and records. Financial analysts, information clerks, and receptionists are good jobs for this type. As you can see, within each category, there is a wide range of options.

Nina Russo: Yes, there certainly is! And what would be some examples of careers suited to the Enterprising or Realistic categories?

Bob Gilmor: Good question. People in the Enterprising category are usually leaders. Studies show they are ambitious and are good at persuading. These people usually do well as lawyers, travel agents, and salespeople. My Realistic clients enjoy practical and mechanical work. They choose careers in safety and law enforcement, transportation, and construction. These are our firefighters, pilots, and carpenters, to name a few. But it's not always so easy to pinpoint the right career. I usually have several sessions with each client before we can really identify career options.

Nina Russo: Wow! Your services certainly sound helpful and necessary for anyone just starting out or those who are considering a career switch. I wonder if I'm in the right career for my personality type. Thanks for speaking with us today, Bob.

Bob Gilmor: In my opinion, if you're happy in your job, then you don't need me, Nina! If anything changes, give me a call! Or visit my Web site, www.careersonality.com. Thanks for having me!

Unit 10: Personality types (Listening and Speaking)

In this story.....

1. Practice an oral presentation of your summary to group/class members.
2. Record a video clip presenting your summary of the conversation and submit.

Submission:

1. The worksheet must be submitted as the evidence for in-class participation score.
2. The video clip must be uploaded to your YouTube channel and post the link in MS Team for progressive assessment score.

Unit 10: Personality types (Reading and Grammar)

| | |
|-------------|--------------------|
| Name | Student Code |
| Group | Date |

Practice your story-telling skills

1. Write a storytelling script for the following information.

Identifying Facts and Opinions

In this unit, you will practice identifying facts and opinions. It is important to be able to distinguish between what is a fact and what is an opinion.

Let's take a look at these two statements:

Fact: *Experts have found that most extroverts enjoy social occasions.*

Opinion: *Extroverts have much more fun than introverts.*

If a statement can be proved true or false, it is a fact. Statements presenting facts often begin with expressions such as: *Studies show..., According to research..., It is a fact that..., It has been proven that...*

- *Studies show that the majority of people are ambiverts.*
- *According to research, spending too much time alone can make extroverts feel bored.*

An opinion, however, is a person's personal thoughts or perspectives on a certain subject. An opinion cannot be proven, as it's someone's beliefs about something. Opinions often reflect how a person feels emotionally about a certain topic. Statements presenting opinions often begin with expressions such as: *I think..., I believe..., I feel..., or In my opinion...*

- *In my opinion, it's better to be an extrovert than an introvert.*
- *I think it's great to have a large group of friends.*

Unit 10: Personality types (Reading and Grammar)

In this story.....

1. Practice an oral presentation of your summary to group/class members.
2. Record a video clip presenting your summary of the conversation and submit.

Submission:

1. The worksheet must be submitted as the evidence for in-class participation score.
2. The video clip must be uploaded to your YouTube channel and post the link in MS Team for progressive assessment score.