

# Postcards 3

หนังสือเรียน รายวิชาพื้นฐาน ภาษาอังกฤษ  
กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551  
ชั้นมัธยมศึกษาปีที่



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# หนังสือเรียน รายวิชาพื้นฐาน ภาษาอังกฤษ

## Postcards 3

### ชั้นมัธยมศึกษาปีที่ 3

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551



สงวนลิขสิทธิ์ตามกฎหมาย

ห้ามละเมิด ทำซ้ำ ดัดแปลง เผยแพร่

ส่วนหนึ่งส่วนใด เว้นแต่จะได้รับอนุญาต

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บรรณาธิการ พรทิพย์ สอาดพรรค ● รักษวรรณ หิรัญญะสิริ

ISBN 974-987-226-6

พิมพ์ที่ บริษัท โรงพิมพ์วัฒนาพานิช จำกัด นายเรียงชัย จงพิพัฒน์สุข กรรมการผู้จัดการ

ชุดการเรียนรู้การสอน รายวิชาพื้นฐาน ภาษาอังกฤษ ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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2. แบบฝึกหัด **Postcards Language Booster 1–2–3**
3. Audio CDs **Postcards 1–2–3**
4. คู่มือครู แผนการจัดการเรียนรู้ **Postcards 1–2–3**

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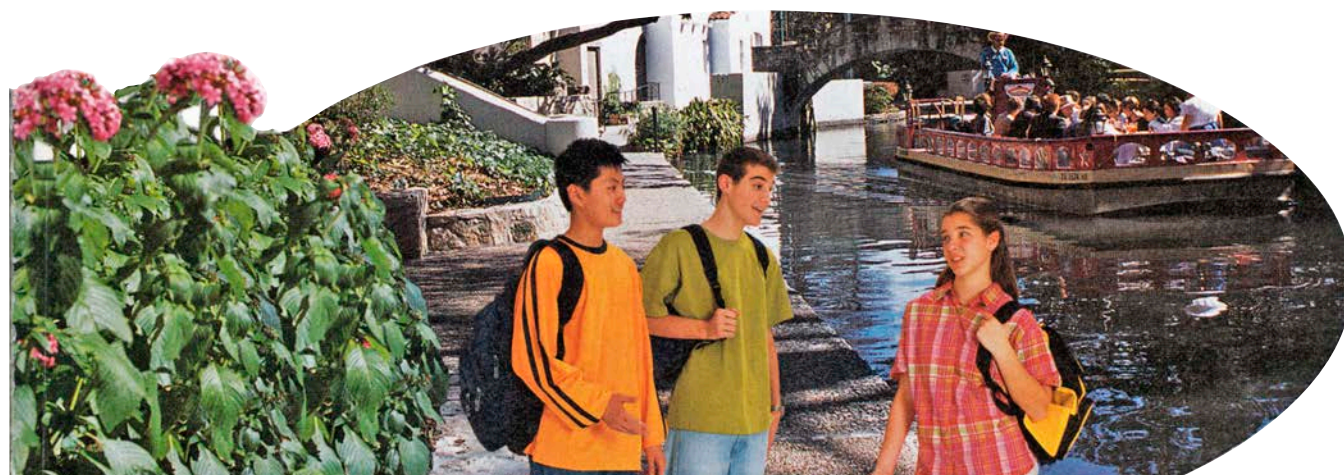
จุดเด่นที่สำคัญอีกประการหนึ่งของชุดการเรียนการสอนชุดนี้ คือ มีแบบฝึกหัด **Postcards Language Booster** ซึ่งรวมแบบฝึกทักษะทางภาษาและไวยากรณ์ไว้ด้วยกัน จึงสามารถใช้เป็นสื่อการเรียนรู้ให้นักเรียนใช้ฝึกทักษะทางภาษาและสร้างองค์ความรู้ทางไวยากรณ์ไปด้วยกัน

หวังเป็นอย่างยิ่งว่า ชุดการเรียนการสอน รายวิชาพื้นฐาน ภาษาอังกฤษ **Postcards** ชุดนี้จะช่วยให้การจัดการเรียนการสอนเป็นไปตามความมุ่งหมาย

บริษัท สำนักพิมพ์วัฒนาพานิช จำกัด

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*Stacy*



*Steve*



*Mrs. Costa*



*Justin*



*Tom*



*Nicole*

# Scope and Sequence

Unit	Title	Communication	Grammar
<b>1</b> Pages 4–9	<b>We usually meet at 4:00.</b>	<ul style="list-style-type: none"> <li>Introduce oneself to a group</li> </ul>	<ul style="list-style-type: none"> <li>Simple present contrasted with the present continuous</li> <li>Position of adverbs of frequency</li> </ul>
<b>2</b> Pages 10–14	<b>It was quite an experience!</b>	<ul style="list-style-type: none"> <li>Make suggestions</li> <li>Express preferences</li> </ul>	<ul style="list-style-type: none"> <li>Simple past tense: regular and irregular verbs</li> </ul>
Page 15	Progress Check		
Pages 16–17	<b>Wide Angle 1: Parents and Teens: Living with Each Other</b>		
<b>3</b> Pages 18–23	<b>Do I have to?</b>	<ul style="list-style-type: none"> <li>Talk about obligations</li> </ul>	<ul style="list-style-type: none"> <li><i>Have to</i>: simple present and simple past forms</li> </ul>
<b>4</b> Pages 24–28	<b>Who's going to the game?</b>	<ul style="list-style-type: none"> <li>Express future plans and activities</li> </ul>	<ul style="list-style-type: none"> <li>The present continuous to express future time</li> <li>Verb + infinitive</li> </ul>
Page 29	Progress Check		
Page 30	<b>Song 1: I Need to Know</b>		
Page 31	<b>Game 1: Mystery Celebrity</b>		
<b>5</b> Pages 32–37	<b>I'll have a sandwich.</b>	<ul style="list-style-type: none"> <li>Order food items and drinks</li> </ul>	<ul style="list-style-type: none"> <li><i>Will</i> and <i>won't</i> for decisions, promises, and future predictions</li> <li>The imperative</li> </ul>
<b>6</b> Pages 38–42	<b>If you need me, I'll be there.</b>	<ul style="list-style-type: none"> <li>Describe personalities</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives and adverbs</li> <li><i>If</i> clauses to express future meaning</li> </ul>
Page 43	Progress Check		
Pages 44–45	<b>Wide Angle 2: The '70s</b>		

Vocabulary	Skills	Learn to Learn	Pronunciation
Teen Activities	<i>Reading:</i> Scan an article for specific information; read for the main idea <i>Listening:</i> Listen for the main idea and specific details <i>Writing:</i> Write sentences using the present continuous and the simple present tense with adverbs of frequency <i>Speaking:</i> Introduce oneself to a group; talk about favorite activities		The sounds /st/, /sk/, and /sp/
Review of common adjectives: antonyms	<i>Reading:</i> Read for specific details <i>Listening:</i> Listen for information and specific details <i>Writing:</i> Write a dialogue in which speakers make suggestions, accept or reject suggestions, and express preference <i>Speaking:</i> Make suggestions; accept or reject suggestions; express preference		Dropped vowels in middle syllables
Household chores	<i>Reading:</i> Read for details <i>Listening:</i> Listen for details <i>Writing:</i> Write a paragraph about responsibilities at home <i>Speaking:</i> Talk about obligations		The reduced forms of <i>have to</i> and <i>has to</i>
Sports and sports locations	<i>Reading:</i> Scan a reading to find specific facts <i>Listening:</i> Listen for specific details to complete an itinerary <i>Writing:</i> Write interview questions for a celebrity based on a reading <i>Speaking:</i> Express future plans and activities; role-play an interview with a celebrity		
Food items and drinks Dance and exercise verbs	<i>Reading:</i> Read for details; read a map <i>Listening:</i> Listen to understand a sequence of steps <i>Writing:</i> Write directions to a place; write a sequence of dance steps <i>Speaking:</i> Give instructions, telling someone how to perform dance steps	Listening to native speakers of English to improve pronunciation	The sounds of /tʃ/ and /dʒ/
Adjectives with negative prefixes	<i>Reading:</i> Read and answer a questionnaire on personalities; read descriptions of personalities; understand meaning from context <i>Listening:</i> Listen for details <i>Writing:</i> Write sentences with adverbs of manner, write sentences with <i>if</i> clauses to express future meaning <i>Speaking:</i> Describe your own personality and the personality of others		Word stress in adjectives



Unit	Title	Communication	Grammar
<b>7</b> Pages 46–51	<b>Have you seen his new jeans?</b>	<ul style="list-style-type: none"> <li>• Offer, refuse, and accept help</li> </ul>	<ul style="list-style-type: none"> <li>• The present perfect for the indefinite past</li> <li>• The present perfect with <i>for</i> and <i>since</i></li> </ul>
<b>8</b> Pages 52–56	<b>He's the one who gave him a D.</b>	<ul style="list-style-type: none"> <li>• Talk about school experiences</li> </ul>	<ul style="list-style-type: none"> <li>• The present perfect with <i>yet</i> and <i>already</i></li> <li>• The present perfect contrasted with the simple past</li> <li>• Adjective clauses with <i>who</i>, <i>that</i>, and <i>where</i></li> </ul>
Page 57	Progress Check		
Page 58	<b>Song 2:</b> Hanging by a Moment		
Page 59	<b>Game 2:</b> Stomp, Spin, and Spell		
<b>9</b> Pages 60–65	<b>It's the scariest ride of all!</b>	<ul style="list-style-type: none"> <li>• Describe places and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• The comparative and superlative forms of regular and irregular adjectives</li> <li>• Comparisons using <i>as . . . as/not as . . . as</i></li> </ul>
<b>10</b> Pages 66–70	<b>I was running when I fell.</b>	<ul style="list-style-type: none"> <li>• Talk about a past incident</li> </ul>	<ul style="list-style-type: none"> <li>• The past continuous: statements and information questions</li> </ul>
Page 71	Progress Check		
Pages 72–73	<b>Wide Angle 3:</b> What's So Funny?		
<b>11</b> Pages 74–79	<b>The talk show is taped there.</b>	<ul style="list-style-type: none"> <li>• Ask for and give additional information</li> </ul>	<ul style="list-style-type: none"> <li>• The passive voice: present tense</li> </ul>
<b>12</b> Pages 80–84	<b>Learning English is cool!</b>	<ul style="list-style-type: none"> <li>• Talk about the value of extracurricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Reflexive pronouns</li> <li>• Gerund as subject, as object of verb, as object of preposition</li> </ul>
Page 85	Progress Check		
Page 86	<b>Song 3:</b> Crash and Burn		
Page 87	<b>Game 3:</b> True or False?		

Vocabulary	Skills	Learn to Learn	Pronunciation
Clothes and personal possessions	<i>Reading:</i> Read for (specific) information; read to make inferences <i>Listening:</i> Listen for details <i>Writing:</i> Write a paragraph about influences on teens when they buy clothes <i>Speaking:</i> Survey classmates about what influences them when they buy clothes		The sounds /b/ and /v/
Expressions related to school	<i>Reading:</i> Read for specific details <i>Listening:</i> Listen for specific details <i>Writing:</i> Write a paragraph expressing an opinion <i>Speaking:</i> Express opinions		
Adjectives of measurement	<i>Reading:</i> Read for details; read to make inferences <i>Listening:</i> Listen for specific details <i>Writing:</i> Write a paragraph describing the most exciting or the most unforgettable experience <i>Speaking:</i> Describe the most exciting or the most unforgettable experience	Reading maps in brochures and guides	
Action verbs	<i>Reading:</i> Read for (specific) information; read to make inferences <i>Listening:</i> Listen for specific details <i>Writing:</i> Create a poster of the different ways people can help others <i>Speaking:</i> Tell a story about someone who performs a small act of kindness		Words beginning with r- blends
Types of TV shows	<i>Reading:</i> Read for specific information and the main idea <i>Listening:</i> Listen for specific information; listen to make inferences <i>Writing:</i> Write sentences using the passive voice; write a dialogue asking for and giving additional information <i>Speaking:</i> Asking for and giving additional information	Learning English through movies and TV shows	
Extracurricular activities	<i>Reading:</i> Read for specific details; read to make inferences <i>Listening:</i> Listen for specific details; listen to make inferences <i>Writing:</i> Make a list of the benefits of extracurricular activities; use research and interview methods <i>Speaking:</i> Interview people to gather information	Developing your potential through after-school activities	

# Let's get started.

## 1 Describing people

A. Form groups of three. Look at the pictures and the descriptions below. Quickly write ten sentences about Julia and Nathan in your notebook. Use the simple present form of *be* and *have* along with the pronouns *he*, *she*, and *they*. The first group to write ten correct sentences is the winner.

Examples:

1. He is a tourist.
2. She is a doctor.
3. They are (both) happy.



Name: Julia Rollins Age: 30

B. Work with a partner. In your notebook, write ten Yes/No questions about the pictures below. Then exchange questions with your partner and write short answers.

Examples:

1. Is Nathan 40 years old?  
Yes, he is.
2. Do Nathan and Julia both have sunglasses?  
No, they don't.



Name: Nathan Barley Age: 40

## 2 Twenty Questions

Work in groups of four or five. One student thinks of a place, for example, a city or a country. The other students try to find out what the place is by asking Yes/No questions. They can ask a maximum of twenty questions.

Example:

B: Is it in South America?

A: No, it isn't.

C: Is it cold there?

A: Yes, it is.

## 3 Puzzle

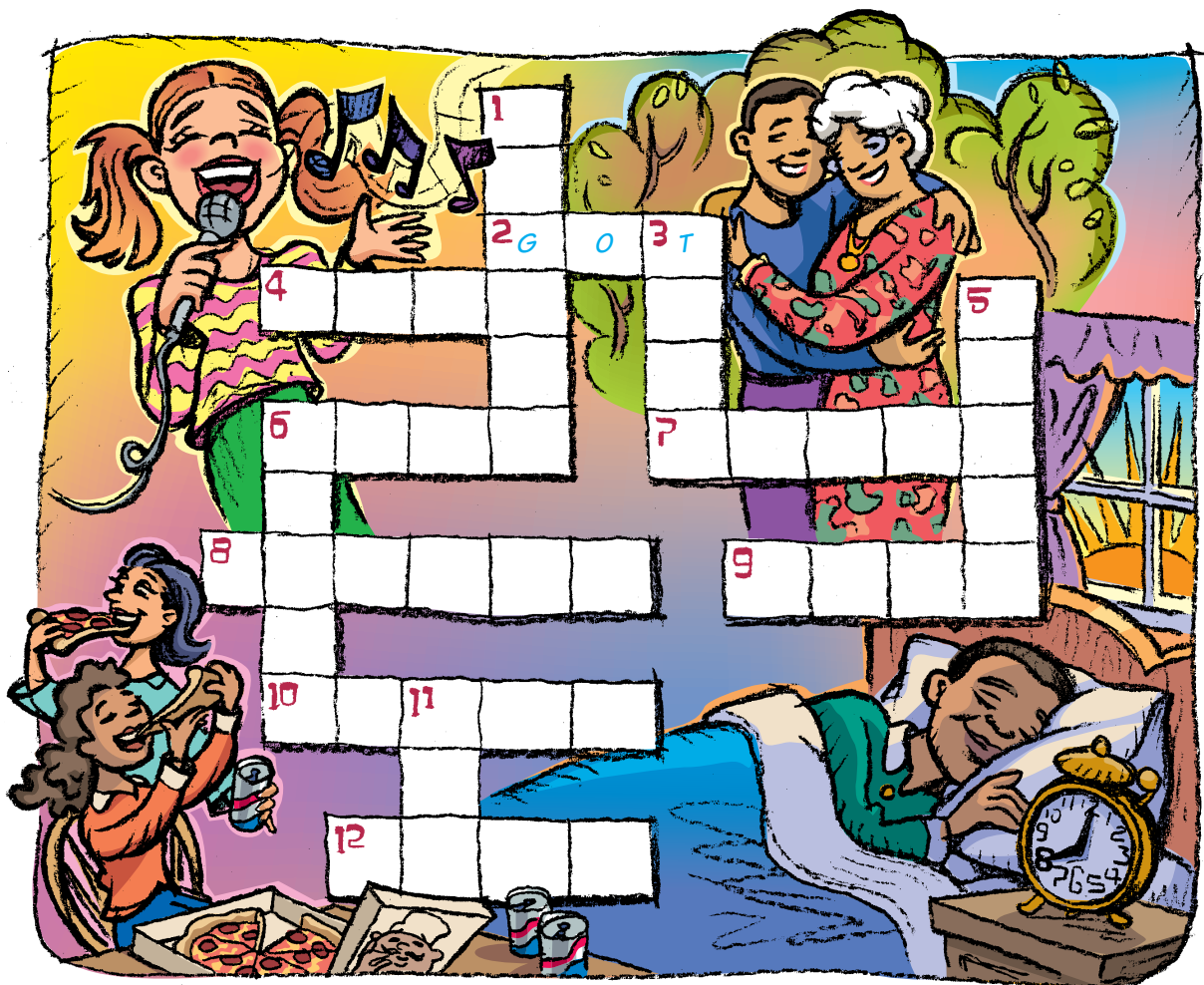
Write the past-tense form of the verbs below to complete the puzzle.

### Across

- 2 get
- 4 sing
- 6 say
- 7 drive
- 8 buy
- 9 go
- 10 drink
- 12 feel

### Down

- 1 hug
- 3 tell
- 5 sleep
- 6 stand
- 11 eat







# We usually meet at 4:00.

## 1 Dialog

🔊 Listen and read.

**Ms. Costa:** Welcome to the Foreign Language Club. I'm Ms. Costa. I'm the club adviser, OK? Now, can you tell me your name, your grade level, and the foreign language you're taking right now? OK?

**Stacy:** My name's Stacy. I'm in 11th grade, and I'm studying German.

**Justin:** I'm Justin, Justin Carlson. I'm in 12th grade, and I'm taking French.

**Steve:** My name's Stephen Liu. Steve for short. I'm taking Italian. I'm in 11th grade like Stacy.

**Nicole:** Hi! My name's Nicole Green. I'm learning Spanish. I'm a senior.

**Tom:** Thomas Bryant. You can call me Tom. I'm taking Spanish with Nicole. We're both in 12th grade. *(whispering)* Hey, Justin. What are you doing?

**Justin:** *(whispering)* I'm counting the number of times Ms. Costa says "OK." Listen.

**Ms. Costa:** OK. The club usually meets after school from 4 P.M. to 5 P.M. Tuesdays and Thursdays. But because it's the first day, we're finishing early. OK?

**Justin:** *(snickering)* See what I mean?

## 2 Comprehension

Read each sentence. Write the name of the person.

- Ms. Costa 1. She's the club adviser.  
\_\_\_\_\_ 2. He's studying Italian.  
\_\_\_\_\_ 3. He's taking French.  
\_\_\_\_\_ 4. She's studying German.  
\_\_\_\_\_ 5. He's Nicole's classmate.

## Learning Goals

### Communication

Introduce oneself to a group

### Grammar

Simple present contrasted with the present continuous

Position of adverbs of frequency

### Vocabulary

Teen activities



### 3 Pronunciation

The sounds /st/, /sk/, and /sp/

A. ♻️ Listen and repeat.

/st/	/sk/	/sp/
start	scary	Spanish
study	school	speak
Steve	skating	spot

B. ♻️ Listen to each word. Then write the first sound in the word, *st*, *sk*, or *sp* on the line.

1. st
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### 4 Useful Phrases

♻️ Listen and repeat.

- You can call me Tom.
- Steve for short.
- See what I mean?

### 5 Communication

Introducing yourself to a group

A. ♻️ Listen and repeat.

- I'm Thomas Bryant. You can call me Tom.
- My name's Stephen Liu. Steve for short.
- I'm in the 11th grade.

B. Form small groups and introduce yourself.  
Say your name and grade level.







## GRAMMAR FOCUS

### The simple present contrasted with the present continuous

#### Simple present

I	usually	<b>study</b> until 9:00.
He } She }	usually	<b>studies</b> until 9:00.
You } We } They }	usually	<b>study</b> until 9:00.

#### Present continuous

I	<b>'m studying</b> right now.
He } She }	<b>'s studying</b> right now.
You } We } They }	<b>'re studying</b> right now.

**Remember!** Use the simple present tense to describe a habitual action. Use the present continuous to describe an activity that is happening right now.

## 6 Practice

In your notebook, write what each famous person in the picture is doing. Then write what the person usually does. Use the cues below.

- A. Leonardo DiCaprio/sing  
B. He/act in movies

Leonardo DiCaprio is singing.

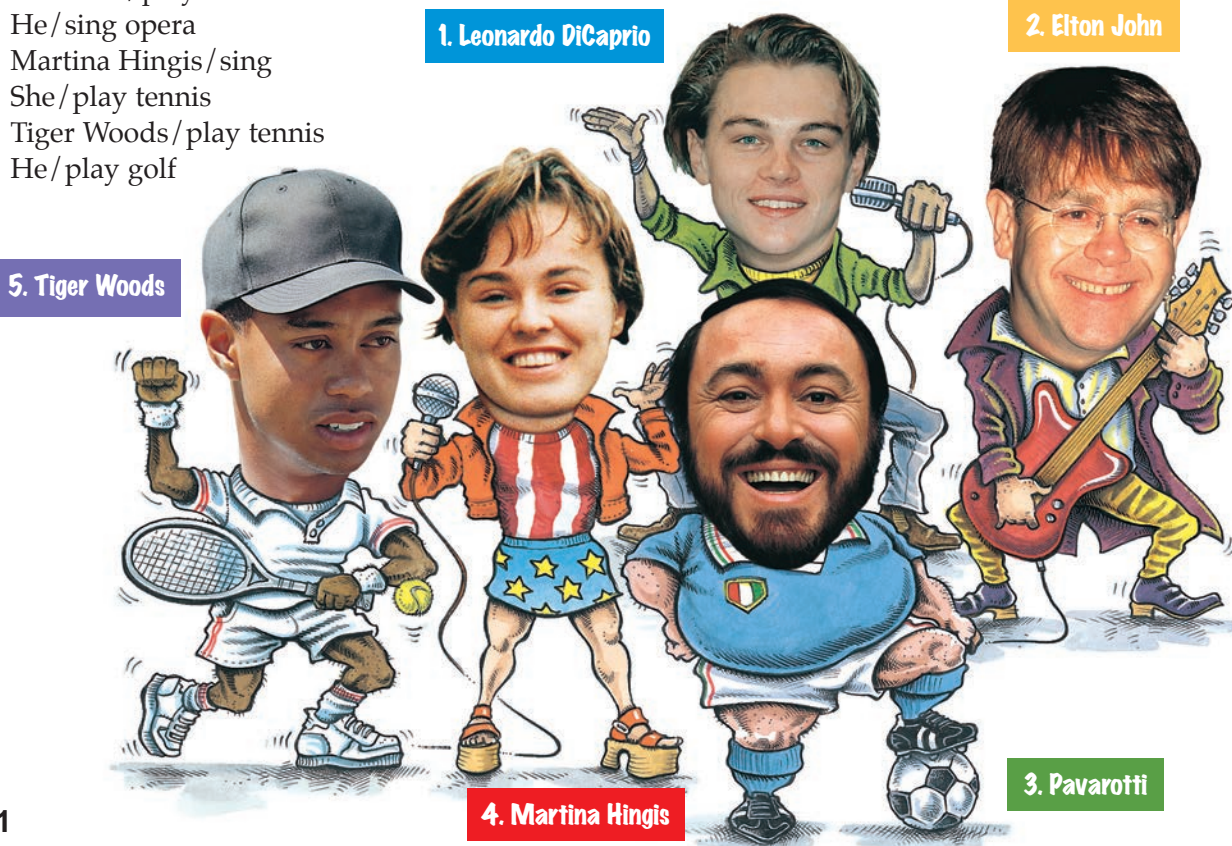
He usually acts in movies.

- A. Elton John/play the guitar  
B. He/play the piano
- A. Pavarotti/play soccer  
B. He/sing opera
- A. Martina Hingis/sing  
B. She/play tennis
- A. Tiger Woods/play tennis  
B. He/play golf

## 7 Your Turn

Work with a partner. Ask each other the questions below. Answer in complete sentences.

- What magazines do you usually read?
- What magazines are you reading right now?
- What kinds of clothes do you usually wear?
- What are you wearing right now?





## GRAMMAR FOCUS

### Position of adverbs of frequency

#### With *be*

Justin is  $\left\{ \begin{array}{l} \text{always} \\ \text{usually} \\ \text{often} \\ \text{sometimes} \\ \text{rarely} \\ \text{never} \end{array} \right\}$  late.

#### With other verbs

Stacy  $\left\{ \begin{array}{l} \text{always} \\ \text{usually} \\ \text{often} \\ \text{sometimes} \\ \text{rarely} \\ \text{never} \end{array} \right\}$  gets up late.

**How often** is Justin late? He is **never** late.

**How often** does Stacy get up late? She **always** gets up late.

**How often** can you stay out late? I can **never** stay out late.

#### Remember!

- Adverbs of frequency answer the question *How often?*
- Adverbs of frequency come **after** the verb *be*, but **before** other verbs.
- Some frequency adverbs (*sometimes, usually, often*) can come at the beginning of a sentence. For example: **Sometimes**, I go to bed at nine.
- In a negative sentence, the frequency adverb *usually* comes in front of the negative verb. For example: Stacy usually **doesn't** get up on time.

## 8 Practice

Read Nicole's e-mail to her e-pals. Then insert each adverb of frequency where appropriate.

Hi. I'm a senior in high school. My parents are very strict. (1. *always*) They're <sup>always</sup> on my case. (2. *never*) I can stay late in school. (3. *usually*) After my last class, I go straight home. (4. *rarely*) So I am part of any after-school activity. (5. *sometimes*) My friends ask me to hang out with them after school. (6. *never*) But I can do that. I joined the Foreign Language Club. There's a party at the club on Saturday, but I'm not sure I can go. (7. *rarely*) My parents allow me to go to parties. What should I do? I really want to go!

Nicole

## 9 Listening

🔊 Listen to the conversation. Put a check (✓) in the correct box.

- Who's calling?  
✓ Ms. Costa    ☐ Mrs. Bryant  
☐ Mr. Bryant
- Who is she looking for?  
☐ Tom    ☐ Mr. Bryant  
☐ Mrs. Bryant
- Where is Mrs. Bryant?  
☐ in Texas    ☐ in Singapore  
☐ in New York
- What is Ms. Costa calling about?  
☐ Tom's grades  
☐ a party    ☐ a meeting
- What time should Tom be at the gym?  
☐ at 4:00    ☐ at 3:00  
☐ at 5:00

## 10 Vocabulary

### Teen activities

Complete the phrases below using the verbs in the box. One verb is used twice.

play	chat	read
watch	talk	listen to

- play a musical instrument
- chat on the Internet
- watch TV
- read video games
- listen to music
- talk on the phone
- play magazines



## 11 Reading

Before you read, discuss this question as a class: Why would a family move from a city to a rural area (countryside)?

Now read the article.

### The Family That Plays Together

In the backwoods of Maine, a mother and her children wait outside their home for their father's return from work. Once their father is home, the family's musical ensemble is complete.

Sixteen-year-old Nick plays the viola; 13-year-old Zack is on the cello, and 12-year-old Bryanna plays the violin. Their mother, Whitney, runs the show. Their father, Shawn, is the teacher, conductor, and arranger. But the star of the family ensemble is 6-year-old Noah, who plays the piano. And he doesn't even read music yet!

Shawn believes that most children can do what his children are now doing. He has a good reason to believe that.

Four years ago in Chicago, none of his kids played music. Dinner conversations with his kids were always agonizing. All the kids talked about were video games. Both Whitney and Shawn decided

it was time for a radical change. They headed out to the woods of Maine and replaced video games with musical instruments. Now in their new surroundings, the kids often play in the woods, bike, swim, build things, and then come back in and play their musical instruments.



After September 11, Shawn, a computer specialist, worked to help clear the World Trade Center site. He managed to come home for Thanksgiving to prepare for a charity concert to raise money for the children of Afghanistan. The family often performs at concerts around the world, including the Sydney Opera House in Australia, to raise money for poor countries.

According to Whitney, "[Music is] something that brings so much joy to so many people and it's something that we can do together....It has brought us together."

## 12 Comprehension

- A. Work with a partner to guess the meaning of the underlined words in the reading. If you need help, use a dictionary.
- B. Scan the article for the information that tells what each person in the family musical ensemble does. Write your answers in your notebook.

Example:

Whitney manages the family musical ensemble.

## 13 your Turn

Discuss these questions in small groups:

1. Why did the family move to Maine?
2. Why is it better for them now?

## 14 Writing

In your notebook, answer these questions about yourself and your family.

1. What are you doing right now?
2. What activities do you and your family usually do together?

# At the Party

🔊 Complete the story with sentences from the box. Then listen to check your answers.

It's OK, Justin.  
She never really trusts me.  
I'm getting it right now, Ms. Costa.  
I heard that you usually don't go to parties.

Hi, Nicole. I'm glad you could come.  
(1) \_\_\_\_\_

No, I usually don't. Ms. Costa talked to my mom, so here I am.

Ms. Costa is cool.

Hey, you lovebirds. Are you enjoying yourselves?

Be quiet, Justin. You always say the wrong thing.

I'm just kidding. Sorry.

(2) \_\_\_\_\_

There you are, Justin. Where's that envelope?

Ah! The yellow envelope, right?  
(3) \_\_\_\_\_

Great. Thanks.

Nicole, your mom called. She wanted to know more about the party tonight.

I'm sorry.  
(4) \_\_\_\_\_

You're wrong, Nicole. She's just like all parents. Parents always worry about their children.

Could you give this letter to your mom?

Sure.

I wonder what's in this letter.

Here it is, Ms. Costa.

Thanks, Justin.