หนังสือเรียน รายวิชาเพิ่มเติม ภาษาอังกฤษ (ทักษะฟัง-พูด) ชั้นมัธยมศึกษาปีที่ 3 ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

TOP-UP
Listening & Speaking
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ราคา 110 บาท

Student's Book
TOP-UP Listening & Speaking 3
ชั้นมัธยมศึกษาปีที่ 3

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(นางพิรุณ ติริภัทร)
กรรมการผู้จัดการ
บริษัท แม็คเอ็ดดูเคชั่น จำกัด
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กลุมสาระการเรียนรู้ภาษาต่างประเทศ

TOP-UP 3
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abax
IMACEDUCATION
TOP-UP Listening & Speaking is a three-book skills-based series designed to help elementary to low-intermediate level students of English improve their listening abilities. The series gives students the chance to hear English as it is naturally used, in a wide variety of contexts including formal and informal conversations, announcements, telephone talk, and much, much more. In other words, TOP-UP Listening & Speaking provides students with the opportunity to develop their listening skills in the wide range of situations that they may well meet in the real world.

**Organization**
Each book in the TOP-UP Listening & Speaking series consists of 14 units built around topics and themes selected for their appropriacy to teenagers and young adults. Each unit is designed to take between 60 and 80 classroom minutes. At the back of the book students are provided with the scripts of the listening tasks and a vocabulary notes section.

**Listening Task Types**
The listening activities in TOP-UP Listening & Speaking are designed to develop different kinds of skills including listening for main points, for general understanding, for specific information and inferencing. Each unit has a main listening task which forms the basis of the unit. Some listenings are longer and introduce students to extensive listening. Other listenings are shorter and develop students’ intensive listening abilities. The language in the listenings is graded to meet the level of the students, but naturally occurring features of spoken English are retained to give students listening material which realistically simulates authentic speech and is at the same time challenging but within reach. An American English model is used but other forms of native-speaker English have also been included to introduce and expose students to the different types of English they will encounter outside the classroom.

**Listening Clinic**
A key focus in TOP-UP Listening & Speaking is the Listening Clinic. These are short, intensive listening tasks which highlight high-frequency phonological points. Students’ difficulties understanding spoken English often come from an inability to decode a stream of connected speech. In each Listening Clinic, students focus on a single aspect of pronunciation. Focusing intensively on these high-frequency features helps students grow more comfortable with English as it is spoken in the real world.
Spoken English is very different from written English. When words are written down, there are spaces between them showing where one ends and the next word begins. For example, we write: “Would you like a sandwich?” But when we speak, there are no clear spaces, so we say: “wouldyoulikeasandwich?”

To make things more difficult, sounds in words often mix or are lost, and so we say: “wujewlaikasanwich?”

TOP-UP Listening & Speaking explains how English is spoken in the sections called Listening Clinics. Here you learn how to recognize the way people speak English and use this information to help you better understand what is being said and get to the speaker’s meaning quicker. Here are some of the key points covered in the Listening Clinics:

1. Dropped Sounds: In natural, spoken English, sounds are sometimes dropped.  
   Example: It’s a bot day. The t sound is lost, so we hear: It’s a bo’ day.

2. Linking Sounds: When words end with a consonant and the following word begins with a vowel, the consonant often ‘jumps over’ so that speech is smooth:  
   Example: He’s an artist. When spoken, it sounds like: He sa nartist.

3. Weak Vowels (weak forms): The schwa (the upside-down e in the pronunciation alphabet) is the most common sound in English. Vowels are often spoken weakly.  
   Example: I went to the store. When spoken, it sounds like: I went t(ub) the store.

4. Shared Sounds: When a word finishes with a consonant sound, and the next word starts with the same consonant sound, the consonant sound is said only once, and appears to be said a little more slowly. The consonant sound is shared.  
   Examples: a big green apple when spoken sounds like: a bi-g-reen apple

5. Helping Sounds: When two vowels are next to each other, a “helping sound” often comes between them to make speaking easier. There are three helping sounds: y, w, and r.  
   Examples: y: She isn’t here. This becomes: She-y-isn’t here.  
   w: I’d like to open the window. This becomes: I’d like to-w-open...  
   r: America and Canada. This becomes: America-r-and Canada.

We hope you find using TOP-UP Listening & Speaking to be an enjoyable and rewarding experience.
Here we ask you to work alone after the lesson so that you can review the things you did in class. If you spend some time each week reviewing what you study in class, you will make faster progress with your English.

At the back of your textbook, you will find the following:
- the scripts for all the listening exercises (pages 98 to 114).
- vocabulary notes for writing down new words and expressions from each unit (pages 115 to 118).
- your own copy of the CD that your teacher uses in the class.

Look at the back of the book now. Find the scripts, vocabulary notes and your CD.

Here are a few ways to use your textbook on your own:

**Build Your Vocabulary**
In each unit, you will see new words. It’s always a good idea to keep notes of any words you want to learn. It’s also a good idea to review your new words to help you recall them. If you want to, use a bilingual dictionary. If it helps you remember the word, write a translation in your own language. Try to choose words which you think are useful. Perhaps during the lesson, the teacher taught you some extra words and expressions not in the textbook. If you want to, you could write some of those words there. Don’t add too many new words though. A good rule is to try to learn between eight and twelve new words per unit.

**Work On Your Listening**
During the lesson, your teacher has to teach the class at a speed that is comfortable for most students. Sometimes the lessons may be too fast for you. Sometimes the lesson may go too slowly. But when you use your CD at home, you can always go at just the right speed for you. Here are some ways to make the most of your textbook to improve your listening:

- look at your answers to the listening tasks and listen to the recordings again.
- read through the scripts and check any new words and expressions, then close your book and listen to the recording(s) once more.
- read the script and listen to the CD at the same time.
- listen to the *Listening Clinics* and then read them aloud.

One last piece of advice: don’t do too much at one time. A good rule is *a little and often*. Just as we eat three times a day, it is much better to study for 15 or 20 minutes every day rather than for a long time just once a week.

By making the most of your textbook, you will really start to make progress with your English. Good luck with your studies.
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UNIT 1  Good to see you again

1. Let’s Start!

A. Work with a partner. Choose the short form for each name from the box on the right. The first one is done for you.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Short Form</th>
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<tr>
<td>Robert</td>
<td>Bob</td>
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<tr>
<td>James</td>
<td></td>
</tr>
<tr>
<td>Kenji</td>
<td></td>
</tr>
<tr>
<td>William</td>
<td></td>
</tr>
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<tr>
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</tr>
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<td>Steven</td>
<td></td>
</tr>
<tr>
<td>Edward</td>
<td></td>
</tr>
</tbody>
</table>

B. Do you use short forms for names in your country? Who do you usually use them with?

2. Conversation Flow

A. Work with a partner. Look at the greetings in the left column. Put a check (✓) next to the ones we use when we meet someone for the first time. Draw a circle (〇) next to the ones we usually use when we talk to people we already know.

Greetings

• How’ve you been?
• How are you doing?
• How do you do?
• Pleased to meet you.
• Good to see you again.
• What’s new?
• Please call me (Mike).
• How’s things?

Replies

• Good, thanks. And you?
• You too.
• Okay.
• Oh, nothing much.
• How do you do?
• It’s nice to meet you too.

B. Now look at the replies in the right column. Draw lines to match each greeting with a suitable reply. Some replies can be used more than once.

C. Practice greetings and replies with a partner. Take turns.
3. Words & Expressions

A. Work with a partner. Paraphrase these expressions (use other words to say the same thing).

- overworked and underpaid  
  too much work and not enough money
- It’s been a while.
- Sounds good.
- He’s a nightmare.
- How’s it going?
- I’m working for myself.

B. Look at the words below. How many syllables are in each word?

For example: boss (1); brother (2); family (3), conversation (4)

- busy ( )
- graduate ( )
- independent ( )
- spring ( )
- essay ( )
- suit ( )
- suppose ( )
- underpaid ( )
- some ( )
- plenty ( )

4. Let’s Listen!

A. Listen to four conversations. Look at the pictures. Write the letter of the picture next to the number of each conversation. There is one picture too many.

B. Check your answers with a partner.
5. Listen Again

A. Listen again. Choose the best answer.

Conversation 1
The woman is complaining because...

- her boss is lazy and she has to do all the work.
- she's been forced to work overtime this week.
- everybody expects her to work hard.
- her boss thinks she's a nightmare.

Conversation 2
They...

- didn't know what to do over the weekend.
- had a lot of homework over the weekend.
- are finishing off an essay.
- are getting a coffee for Professor Berry.

Conversation 3
Which is true?

- Josh owns his business.
- Joe is working for a company called Independent Financial Advisor.
- Donna looks very different except her hair.

Conversation 4
Which is NOT true?

- Ken, Steven and Mark are students.
- Mark and Ken are meeting for the first time.
- Mark and Steven are brothers.

B. Compare your answers with a partner.

6. Listening Clinic: Sentence Stress

Important words are stressed.

Notice

Sorry I'm late.  ➔  Sorry I'm late.
Same as usual.  ➔  Same as usual.

A. Listen to the following. Circle the words that are stressed.

1. A: Hi, Jean. How are you? It’s been a while.
   B: Hi, Nick. Yes, it has. How have you been?

2. A: Hi, Nicole. Good to see you.
   B: Steve! Good to see you, too! You look a bit tired.
   A: Well, maybe a little bit. It was a long flight.
B. Listen to the conversation. Write in the missing words. Constructions [I'll, be's, etc.] go in one space.

A: So Bill, what's new __________ you? __________ ________ get ________ degree?
B: Yeah, __________ did, finally. So now ________ trying ________ find ________ ________.
A: So you've __________ busy going ________ job interviews, right?
B: Yeah. I've applied ________ ________ few positions, ________ I've ________ ________ ________ two interviews ________ far.
A: Great. Well, ________ degree ________ help.
B: Yeah, ________ hope so. ________ ________ yourself? What's new? How's James?
A: Well, actually ________ going ________ ________ ________ mom ________ October.

C. Check your answers with a partner.
D. Notice how the unstressed words are difficult to hear but easy to guess.
E. Now practice the conversation together.

7. Focus on Patterns

Part One: Before you listen, look at the conversations below. Can you guess the missing words? Put one word in each space. Constructions [I'll, be's, etc.] go in one space.

   B: Yeah, it's been a while. Things are ________ good. ________ ________ you?

2 A: So, Tom. ________ new ________ ________ ?
   B: ________ ________ . Still at my job. Overworked and ____________.

3 A: Hi, Pete. ________ ________ late. The traffic was terrible.
   B: ____________ . I just arrived, too.

4 A: Hey, Mari. ________ it ________ ?
   B: Pretty good, thanks.

Part Two: Now listen and see if your guesses were correct.

8. Act It Out!

Work with a partner. Student A, turn to page 70. Student B, turn to page 78.
9. Try It Out!

Work as a class. Practice greeting each other. Follow the prompts and have a conversation. Use the expressions to help you. Move around, and talk to a few of your classmates.

Greetings
- Hello (Name).
- Hi (Name).
- Good to see you.
- It’s been a while.
- How are you?
- I haven’t seen you for ages.

Replies
- Great (thanks).
- Good (thanks).
- Fine (thanks).
- Pretty good (thanks).
- Not so bad.
- Can’t complain.

Questions
- How have you been?
- How’s it going?
- How are things?
- So, what’s new with you?
- How’s work/school?

Return questions
- How about you?
- What about you?
- And you?
- How’re things with you?

A
- Greet B.
- Answer. Ask a return question.
- Answer. Ask a return question.
- Finish.

B
- Greet A. Ask “what’s new?”
- Answer. Ask about work/school.
- Finish the conversation (examples: Anyway, must go now. See you later.)
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