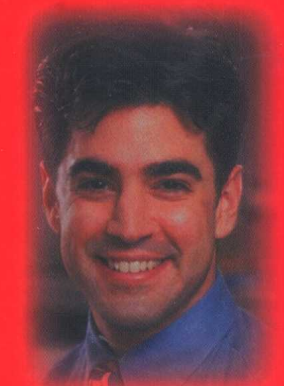


# UP CLOSE 2

English for Global Communication

## 新交流英语



## Teacher's Edition



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

THOMSON



汤姆森学习出版集团

# UP CLOSE

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**English for Global Communication**

新 交 流 英 语

**Teacher's Edition**

教 师 用 书

**Anna Uhl Chamot  
Isobel Rainey de Diaz  
Joan Baker-Gonzalez  
with**

**Deborah Gordon & Nina Weinstein**



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汤姆森学习出版集团

**(京)新登字 155 号**

**京权图字: 01-2002-0877**

**图书在版编目(CIP)数据**

新交流英语教师用书 2/(美)夏莫特等著. - 北京:外语教学与研究出版社, 2002

ISBN 7-5600-2825-X

I. 新… II. 夏… III. 英语-教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2002)第 030353 号

First published by Heinle & Heinle, a division of Thomson Learning.

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## **新交流英语 教师用书 2**

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**出版发行:** 外语教学与研究出版社

**社 址:** 北京市西三环北路 19 号 (100089)

**网 址:** <http://www.fltrp.com.cn>; <http://www.thomsonlearningasia.com>

**印 刷:** 北京新丰印刷厂

**开 本:** 889×1194 1/16

**印 张:** 18.5

**版 次:** 2002 年 7 月第 1 版 2002 年 7 月第 1 次印刷

**书 号:** ISBN 7-5600-2825-X/G·1324

**定 价:** 49.90 元

\* \* \*

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# Acknowledgments

The authors and publisher would like to extend their thanks to the editorial, sales, and marketing teams in Boston, Asia, and Latin America for their invaluable comments and suggestions. In addition we would like to acknowledge the contributions of the following ELT professionals who reviewed the *Up Close* program at various stages of development and offered helpful insights and suggestions:

Ana María Batis, Instituto de Educación de  
Aguascalientes, México

Rudy Bedon, Asociación Peruana de Profesores de  
Inglés, Perú

Marlene Brenes, Universidad Autónoma de Puebla,  
México

Jesús Cabrera, Instituto Cultural Dominic-  
Americano, República Dominicana

Nancy C. Carapaica, Centro Venezolano Americano,  
Venezuela

Chwun-Li Chen, Shih Chien University

Freda Chiang, Yang Ming University

Neil Cowie, Saitama University, Urawa, Japan

Sandra Davidson, Instituto Cultural Dominic-  
Americano, República Dominicana

Lúcia De Aragão, União Cultural Brasil-Estados  
Unidos, Brasil

Rocío Domínguez, Universidad Autónoma de Baja  
California, México

M. Sadiq Durrani, Centro Boliviano Americano,  
Bolivia

Guadalupe Espinoza, Universidad del Valle de México,  
México

Chiu-Hua Fiu, Van Nung College

María Eugenia Flores, Centro Cultural Costarricense  
Norteamericano, Costa Rica

Fernando Fleurquin, Alianza Cultural Uruguay  
Estados Unidos, Uruguay

Clare Gilpin, Tokyo Junshin Women's College, Tokyo,  
Japan

Huiya Huang, National Ilan Institute of Technology

Fatma Karaaslan, ANTYK ENG & BMT, Istanbul,  
Turkey

Kim A Ram, Seulgee Young-o-sa, Seoul, Korea

Kim Je Jung, English Campus, Seoul, Korea

Jiny Kim, Tiny Tots Institute, Seoul, Korea

Kim So Young, Mirae Young-o-sa, Seoul, Korea

Zoe Kinney, Instituto Cultural Dominic-  
Americano, República Dominicana

Lee Balk Eum, English Education Center, Seoul,  
Korea

Lee Bo Ram, English Education Center, Seoul, Korea

Ching-Ying Lee, Kang Ning Junior College

Mary Meloy-Lara, Instituto John F. Kennedy, México

Michelle Merritt, Universidad de Guadalajara, México

Carroll Moreton, Ming Chuan University

Dana Parkinson, Universidad de las Americas-Puebla,  
México

James Riordan, Associação Cultural Brasil Estados  
Unidos, Brasil

Anthony Robins, Aichi University of Education,  
Kariya, Japan

Maritza Rodríguez, Asociación Peruana de Profesores  
de Inglés, Perú

Sergio Rodríguez, Instituto Tecnológico de Sonora,  
México

Elizabeth Ruiz, Universidad de Sonora, México

Consuelo Sanudo, Secretaría de Educación Pública,  
México

Judith Shaw, Kansai Gaidai University, Osaka, Japan

T. Nevin Siders, Universidad Nacional Autónoma de  
México, México

Kathryn Singh, Instituto Tecnológico y de Estudios  
Superiores de Monterrey, México

Eugenia Soto, Centro Cultural Costarricense  
Norteamericano, Costa Rica

Eric Ting, Kai Nan University

Pia María White, Universidad de Aguascalientes,  
México



## 教材简介

《新交流英语》(*Up Close*)最大限度地激励学生走进英语学习的世界,消除英语学习中对听和说的恐惧感,在寓教于乐中掌握英语。

### 教材内容

《新交流英语》(*Up Close*)分为循序渐进的四个级别,针对初级到中高级英语水平学习者。教材内容简洁精炼,每个单元和阶段的目的性强。此教材为配合学生学习英语,制订了一整套不同阶段的从英语语言用法、语法到词汇的教学大纲。

《新交流英语》(*Up Close*)综合英语四项基本技能——听、说、读、写为一体,并结合语法的实际运用技能,在循序渐进中使学生充分掌握英语的各项技能。

### 教材对象

《新交流英语》(*Up Close*)主要对象:中学生及成人学习者。

### 适用范围

《新交流英语》(*Up Close*)适用于各种形式的英语语言教学。丰富多彩的编排充分满足教师对不同场景教学的需求,适合大、中、小型课堂教学。教材中别具一格的教学法特别适合具备综合素质能力的群体。

### 教学方法

为了最大限度地提高学习者的英语交际能力,《新交流英语》(*Up Close*)采用“螺旋式逐步加强的教学法”——引入新语言点,紧跟着进行实际操练,并让学生有机会进行互动练习,充分运用语言功能、语法及词汇的方方面面。最后通过别具特色的两人或小组作业“再循环”,巩固所学语言知识。

每单元的开篇采用目标方框的形式突出单元的重点。目标方框鲜明的版面及布局使学习者对所学语言点一目了然,明确所学重点,了解各语言点和单元整体目标之间的关联。同时,此教材鼓励学生尽可能多地预习新课内容,并别具一格地推出特色篇——“频道锁定”:引导学生思考下面要做什么。

### 教材的人物角色

《新交流英语》(*Up Close*)通过人物照片来组织故事情节,真实生动,令学习者身临其境,克服了以往脱离真实语言场景教学的弊端。

### 教材的国际交际意义

《新交流英语》(*Up Close*)通过一个多元文化群体生活在洛杉矶一所公寓的故事,浓缩了全球社会面貌及人物的多元文化所折射出的各自语言特色。话题涉及社会的方方面面,比如,健康问题、饮食卫生、体育运动及娱乐休闲等。同时,学习者通过人物对话和阅读练习,在轻松环境中又掌握了许多实际生活技能,比如,如何写个人简历,以及如何挑选一部好看的电影等。

## 教材的组成

每一级别包括:

学生用书、练习册、教师用书、录音带、评估测试题及网络支持。此外,《新交流英语》(*Up Close*)三、四级还配有 VCD。

## 教材结构解析

每个级别内容丰富,形式多样,配套全面,充分满足授课的各种需求。

### 学生用书 Student Book

学生用书包括 12 个单元,每单元共 10 页,题材广泛,形式精简易学。采用丰富多彩、趣味横生的人物实景,营造出身临其境的真实语言场景,提供大量功能语法及结构方面的练习。它别具特色的“实用语篇”充分起到快捷参考、复习及介绍重要语言点和表达法的作用。

### 练习册 Workbook

每单元共 6 页,密切配合学生用书,使学习者充分掌握所学知识。练习册可用于课堂及课外,最好是在单元结束时配合使用。练习形式多样,有补充阅读资料、学习记录等。

### 教师用书 Teacher's Edition

教师用书是全套书的核心,贯穿整套教材的各个组成部分。教师用书采用活页装订,编排独特——学生用书中的原页和相应的教师指导左右对照,方便使用。教师用书包括:对每一个单元教学的详尽指导、练习册的有关参考资料、标准答案、录音文本、扩展活动的建议和设计、语言点及文化注释、附加词汇库、技能训练的提示、统筹规划教学的基本知识,以及评估测试的开展。

### 听力系列 Audio Program

听力系列包括两盒录音带,有对话、语音练习及听力练习。

### 评估测试题 Assessment Package

《新交流英语》(*Up Close*)第一、二级试题合为一本,包括单元测试题、期中试题、期末试题、标准答案和一盘磁带。

### 网络支持 Website Support

《新交流英语》(*Up Close*)学生网站(<http://upclose.heinle.com>)提供两项服务:网上自我测验和网上查寻。网络支持便于学生自学和进行评估测试。

UNIT 8

## I made my reservation two weeks ago.

Communication Goals	Grammar Goals	Vocabulary Goals
Asking about travel Expressing length of time Making and responding to polite requests	Information questions Time expressions: + ago Modal: could	Travel I'm sorry—my mistake How long ago did you go? Could you help me?

### 1 Warm Up

A. Listen to the conversations. Write the number of the conversation on the correct line.

B. PAIR WORK Compare your answers with your partner. Explain why you answered the way you did.

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**GOALS** are clearly defined to help students take responsibility for their learning.

目标栏：使学生明确所学知识点。

The **WARM UP** diagnoses any possible difficulties the students may have with the unit material, activates prior knowledge, and prepares learners for new content.

热身练习：针对学生在单元学习中可能出现各种问题，尽可能激发学习积极性，充分做好学习新内容的准备。

The **PHOTO STORY** provides visual and oral language input.

照片叙事：视图生动直观地展现语言形式。

**CONTEXTUALIZED PRESENTATION** of unit language is achieved with the photo story.

情景展示：通过照片叙事，展现单元的语言表达。

### 2 Conversation

Can I have a window seat, please?

Kevin is going to a medical convention in Las Vegas.

A. Listen and practice.

1. Good morning, sir. Where are you traveling today? Las Vegas.

2. I'm sorry, I don't see your name on this flight. But I made my reservation two weeks ago.

3. Could I see your ticket, please? Oh, here it is. I'm sorry—my mistake.

4. All right, sir. Your seat numbers are 20A and 20B. Your flight begins boarding at Gate 18 at 2:15. Here are your boarding passes.

5. How many bags do you have? Just these two.

Happy Birthday Andy! I'm taking you to Las Vegas with me. Dad, why did you get two seats?

B. Answer the following questions.

1. Why is Kevin going to Las Vegas?
2. Why is Andy going to Las Vegas?

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## 4 Grammar in Context

Expressing length of time

Questions and answers with when and how long ago

How long ago	did	you	see that movie?	Three months	ago.
When		Mr. Wilson	visit Rome?	Two years	
		dinosaurs	live on the Earth?	Thousands of years	

**Practice**

A. **PAIR WORK** Ask your partner questions about the communication time line.

Example: A: How long ago did Samuel Morse invent the telegraph?  
B: About 200 years ago.

**Communication Time Line**

1200	1800	1826	1980	1990s
Postal service Europeans	Telegraph Samuel Morse	Telephone Alexander Graham Bell	Fax Alexander Bain	E-mail U.S. government

**Interact**

B. **GROUP WORK** Ask your classmates about famous events in the history of your country or city.

C. Make your own timeline with five things you did over the past few months or years. Do not write the dates.

D. **PAIR WORK** Exchange papers, and ask your partner questions to find out the dates on his or her timeline.

**CULTURE UP CLOSE**

The total estimated time of flight delays in Europe due to computer delays and strikes is calculated at 57 years.

**VISUAL PRESENTATIONS** of main grammar points help students understand structural aspects of new language.

视图展示: 展示主要语法点, 帮助学生了解掌握新语言结构。

**INTERACT** activities give students the opportunity of less controlled practice with the new language.

交互练习: 使学生有机会进行自由对话练习。

**CULTURE UP CLOSE** offers learners interesting cultural information which can be expanded upon through group discussion or left for learners' own reflection.

文化常识: 向学生介绍趣味异国文化, 也可以作为话题展开讨论。

**VOCABULARY** presentations include high-frequency expressions as well as lexical items.

词汇展示: 向学生提供最常见的词汇及表达法。

**PRACTICE** of discrete language items strengthens student comprehension.

实际操作: 给出具体操练对话模式, 加强对所学知识的理解。

## 5 Vocabulary in Context

Making and responding to polite requests

<p>Could I see your ticket please? Of course.</p>	<p>Could you show me your passport, please? Yes, here it is.</p>	<p>Could you help me with my luggage? Sure.</p>
<p>Could you help me? I can't find my bag/suitcase. Certainly. Don't worry.</p>	<p>Could you give me my seat number? The agent at the check-in counter will give it to you.</p>	<p>Could you tell me where to board my plane? Yes, your plane leaves from gate 12.</p>

**Practice**

A. Complete the conversations with one of the words or expressions above.

- A: Do you have a lot of \_\_\_\_\_?  
B: No, I just have these two bags.
- A: Excuse me. Where do I board Flight 407 for Miami?  
B: At \_\_\_\_\_.
- A: What's your \_\_\_\_\_?  
B: 15A. It's a window seat.
- A: Could you tell me where I can buy a \_\_\_\_\_?  
B: Over there at the first counter.
- A: Do I have to show my passport at the first counter?  
B: I'm not sure. Why don't you ask the \_\_\_\_\_?

**LANGUAGE UP CLOSE**

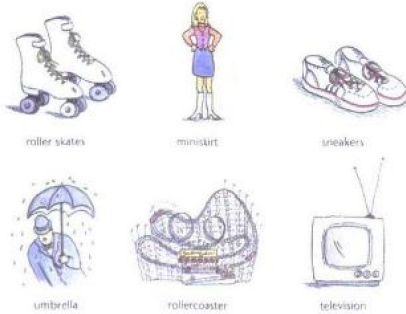
Use **Could I...?** when you are asking for something.

Use **Could you...?** when you want someone to do something for you.

UNIT 5: I made my reservation two weeks ago.

## 6 Listening in Context

A. Listen and fill in the chart with the missing information.



When	Who	What
	Jonas Hanway	
	Josefin Merin	invented roller skates
mid 1800s	Europeans and Americans	had rollercoasters in amusement parks
	The U.S. Rubber Company	
1967	Mary Quant	
	Philo T. Farnsworth	

B. PAIR WORK Use the finished chart to ask and answer questions about things that happened in the past.

Example:

A: When did Mary Quant invent the miniskirt? OR How long ago did Mary Quant create the miniskirt?

B: In 1967. That was \_\_\_\_\_ years ago.

UNIT 8 I made my reservation two weeks ago.

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**LISTENING** skills are developed through strategy-based practice.

听力：听力技巧通过统筹训练得以提高。

**PRE-READING** exercises help activate students' prior knowledge.

阅读预习：激活学生已有的知识。

**WHILE YOU READ** authentic tasks help develop reading skills.

阅读中：真实地道的语境有助于学生提高阅读技巧。

## 7 Reading

Travel test

Before you read

A. PAIR WORK Discuss. How long is your vacation? Do you always travel on your vacation?

While you read

B. Read the questions, and check your answers. Then use your score to find out what kind of traveler you are.

What kind of traveler are you?

- How long do you usually go on vacation?
  - Less than a week.
  - One to two weeks.
  - More than two weeks.
- Who do you usually go with?
  - Family.
  - Friends.
  - Alone.
- Do you prefer to...
  - go shopping and sightseeing?
  - relax by the beach and swim?
  - enjoy outdoor activities like hiking and other sports?
- How much luggage do you take?
  - One or two suitcases.
  - More than two suitcases.
  - One small bag or backpack.
- What time of year do you usually go on vacation?
  - Around national holidays.
  - In summer.
  - Anytime. It doesn't matter.

Now add up your score:

For every a answer, 1 point.  
For every b answer, 2 points.  
For every c answer, 4 points.

Use your total score to find out what type of traveler you are below.

**9 or less:** You are a *Reluctant Traveler*. You are a busy person who really doesn't like to slow down. You only take short breaks, usually when there is a national holiday. You prefer traveling to cities, and you like to stay in nice hotels. You often spend time with your family on vacation.

**10 to 15:** You are a *Comfort Traveler*. All you want to do is put your worries behind you. In the summer, you love to take a few weeks off, relax, and catch up with friends. You like to try new things, and after a couple of days lazing around, you're usually ready for more active pursuits.

**16 and above:** You are an *Intrepid Traveler*. You love to explore new places and see new things. You like to travel overseas, with friends, or on your own. You love to have new experiences and adventures in out-of-the-way places. You are happy visiting cities, jungles, or small islands, but package tours aren't for you.

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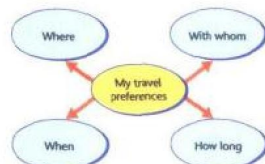
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**C. GROUP WORK** Do you agree with the results of the test? Why or why not? Share your opinions with your classmates.

A travel journal

### Before you write

**A.** Make a list of things you like to do when you travel. Divide the items into groups using a mind map like the one on the right.



Write

B. Use the above information to write a report about how you like to travel.

How I like to travel

Who I like to go with:

When I like to travel:

Where I like to go:

How long I like to stay:

**C. GROUP WORK** Share your report with your classmates.

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**FOLLOW-UP EXERCISES** help students apply newly acquired skills in a different modality.

**后续练习：**帮助学生在不同场景中运用学到的技巧。

**- WRITING** is developed through step-by-step activities that recycle vocabulary.

**写作：**通过具体步骤，循环学习巩固所学词汇，提高写作技巧。

**CONSOLIDATION** of skills and language is achieved through pair or group final activities.

**复习巩固:** 通过双人或小组练习, 巩固所学知识  
与技巧。

## 9 Putting It Together

**A. GROUP WORK** Ask your classmates questions about the way they like to travel.

Example:  
A: How do you like to travel?  
B: I like to travel by bus.

B. Mark an X in the correct column for each answer you hear from your classmates.

**C. GROUP WORK** Use the chart to find your group's favorite way to travel.

Motivation for the next unit starts with **STAY TUNED.**

**频道锁定：**引导学生熟悉下一课的学习内容。

**Stay TUNED**





### 实用语篇

实用语篇共三部分,分别在教材的开始、第4单元后和第8单元后。实用语篇帮助学习者快速复习、了解常用语及重要表达法。相关的教学注解及教学建议提供在教师用书的第1页、第43页和第85页。

### 热身练习

热身练习目的在于向学生介绍本单元话题,使他们尽可能地做好学习新课的准备。通过热身练习,了解情况,针对学生不同的实际情况,找出最适合学生学习的种种途径。

### 对话

对话的目的是向学生介绍单元语言点。教师用书中有关“启发理解”的提问,利于集中学生注意力。

对话练习结合语法及词汇部分营造出一个易学的氛围,便于学生说、练英语。最初不要求学生完全掌握所学对话,但是最好及时复习巩固。

以下是有关对话部分的一些建议:

1. 要求学生先读标题和看对话部分的人物照片。提出问题(教师用书注释中),帮助学生了解照片中的人物及介绍单词,也可以根据需要向学生读一下对话中最上面部分的情景介绍。
2. 教师读一遍对话,也可以放录音带,要求学生认真听对话内容。学生可看着书听或合上书听。
3. 问一两个“启发性”问题(教师用书单元注释中),再叫学生听一遍,要求学生给出问题答案。
4. 再读一遍或放一遍录音带。
5. 让学生对疑难词汇进行提问。
6. 要学生回答方案B中的思考讨论题,尽可能地鼓励学生表达自己的观点。
7. 课堂选修:模拟对话内容,让学生重复练习;可以选择课上朗读,组与组之间进行对话以及两人一组重复练习,同时也可以借助录音带模拟对话。

### 语法和词汇

这部分以目标方框的形式突出重点,介绍新的语法功能、词汇及语法结构。此部分包含有实际操练部分及自由对话练习部分的句型模式。要求学生掌握新语言点并进行巩固练习,以便迎接更高一层的挑战。

1. 根据教学步骤要求,在讲授新知识前,先向学生提出目标(重点)语法及其结构。
2. 锁定书中图片,注意目标语法结构、目标词汇以及对话范例,阅读新材料,要求学生跟读,可采用集体朗读、分组读,以及各人自己读的方式。

3. 借助书中图片帮助学生学习掌握新词汇。
4. 进行造句练习,教师用书注解中有具体的提示,学生最好根据自身实际情况进行造句。
5. 如果目标方框中有短小对话或替代练习,鼓励学生以两人或小组形式进行口语训练,以便顺利进入实际操练练习部分。

## 交互练习

此部分主要是进行自由对话练习。

1. 读提示要求,注意范例及填空练习部分。
2. 读范例,做填空练习,让学生尽可能多地给出参考答案,在黑板上列出这些答案及词汇,以便学生用作话题来进行自由对话练习。
3. 叫一位同学和你做对话示范,再叫一位同学进行同样对话,教师也可以给一些提示。
4. 让学生两人或几人一组对话,并彼此对调角色练习。教师来往于各小组间,辅助学生交谈,解答疑问。
5. 尽量掌握教学反馈情况,鼓励学生在课堂上积极进行对话表演。

## 听力

1. 首先,学生分享对有关话题所了解的情况,使得话题尽可能和学生自身实际相关联,激发学习的积极性。
2. 检查学生是否熟悉听力材料所要求的语言点。读听力材料要求,使学生明确要回答的问题。同时,也可以让同学根据背景知识和逻辑思维判断听力问题的答案。找出像插图等有助了解听力场景的线索,也是非常有益的。
3. 让学生听录音,彼此之间核对答案,充分树立学生的自信心,再放第二遍。
4. 引导学生自己找出正确答案。如果听力材料难度大,教师可以用慢速度读一遍听力材料,然后再放一遍录音。

## 阅读理解

阅读理解涉及单元话题,尽可能结合单元语言功能及结构。阅读题材广泛,从有关护照、信件、报刊杂志文章及专栏文稿的话题到有关宣传册的话题等,丰富多彩。

1. 要求学生考虑阅读前思考题。阅读前思考题是为了激活同学方方面面的背景知识,更好地了解有关话题内容。鼓励同学积极参与课堂讨论,写出论点及关键词。也可根据学生的实际情况,添加一些有关的背景知识。
2. 如果阅读材料给出关键词语,要求教师给予讲解。
3. 让学生看阅读理解思考题及指示要求,最好叫学生用自己的话复述一遍,明白要求自己做什么。
4. 规定阅读时间。遇有生词及不懂的表达法鼓励学生通过上下文猜测它们的意思。
5. 一起讨论阅读理解思考题答案。对于隐晦难答的题,尽量鼓励学生自己找出答案的具体出处。

6. 让同学们再阅读一遍(也可作为家庭作业布置给学生)。
7. 叫学生读指示要求,并按要求回答阅读理解后的思考题。最后查对标准答案。

## 写作练习

写作部分给学生创造机会通过写作进行交流、运用新的表达法及结构。此阶段教师尽可能多地一步一步地指导学生进行写作。

1. 让学生看指示要求。
2. 然后一起讨论如何写作,即写作模式,或先让学生在黑板上列出自己的写作模式,也是非常有帮助的。教师给予讲评。
3. 在动手创作前,多鼓励同学和同座一起进行讨论。建议教师演示一下如何做讨论。
4. 给出足够时间在课堂上练习写作,教师尽可能在同学中走动,解答问题。
5. 写作完成后,可让学生彼此交换着阅读,更正彼此的错误。教师按要求评改学生作文。如必要,可让同学重新修改一遍作文,好的文章可以在教室里展出或在同学中传阅。

## 重要的教学手段

### “再循环”法

《新交流英语》(Up Close)倡导“再循环”语言知识,进行语言教学。具有特色的“螺旋式逐步加强的教学法”贯穿全套教程:先展开介绍,然后逐步巩固加强,再进行语言形式及结构的扩展。在教程中通过语言知识不断“再循环”,教师会发现语言点重复出现,便于巩固及扩展。

### 图解法

本教材建议尽量采用各种图解方法学习英语。“图解法”是利用一些可视图形帮助学生增强记忆语言的能力。建议学生采用圆圈、方块、线条以及箭头等图形,以便更好地记忆语言的特性。

### 游戏法

“Hangman”游戏:顾名思义,有一个像绞刑架的简单的几何图案。通过把单词拆成一个个字母的形式,帮助学生复习记忆单词。分小组做这个游戏,画几个线条就代表这个单词有几个字母,由一位同学负责出题并画线条,其余的同学负责猜,每猜对一个字母,出题的同学就在填空处写下相应的字母。每猜错一个字母,出题的同学就在绞架下画出一道相应的线条,象征对手的身体的一部分被绞了起来。如在完全被绞起来前,还没有猜出单词,就算输了,下一组可重新开始游戏。



**“单词接力”游戏:**叫学生挑出一位同学,让这位同学在纸的左上角写出第一个单词,然后传给下面的同学。下面这位同学在前面单词最后一个字母的右下方写出另外一个单词,要求这个单词的第一个字母必须和前面单词的最后一个字母完全一致。如此“接力”直到写满这页纸。同时,也鼓励学生使用其他单元的词汇进行这个游戏。

# Introduction

*Up Close* encourages students to get “up close” to English, to lose their fear of speaking or listening to English, and to enjoy the process of learning.

## What is *Up Close*?

*Up Close* is a four-level course which takes students from the elementary to the intermediate level, by providing clear and achievable goals in each unit and each level of the series. It provides a graded, functional, grammatical, and lexical syllabus for students and teachers to work with.

The series integrates five skills: speaking, listening, reading, writing, and using grammar, and it promotes the gradual and secure development of these skills.

## Who is *Up Close* for?

*Up Close* is for secondary and adult students who need English for work or study purposes.

## Will *Up Close* fit my program?

*Up Close* is designed to fit different types of language programs. Its components meet the needs of teachers in a variety of settings. It can be used successfully in small, medium, or large classes, and its clear pedagogy is extremely useful with mixed-ability groups.

## What methodology does *Up Close* use?

*Up Close* promotes the growth of communicative competence in learners of English by using a spiraled approach that introduces new language immediately followed by practice and opportunities for students to interact, using functions, grammar, and vocabulary. It then recycles language through personalization in both pair and group work.

*Up Close* uses goal boxes to indicate to students the important points in each unit. Its clear layout and design help students realize exactly which language point they are practicing and how this point relates to the overall goals of each unit. *Up Close* also encourages students to preview the next unit with a feature called *Stay Tuned*, where students speculate about what is coming up next.

## Why are there characters in *Up Close*?

*Up Close* has a photo story with characters in each unit to help learners easily identify the context in which language is presented. At an early stage of learning, students need all the help they can get to understand what new language means, and the context of the photo story aids this process.

## Why is *Up Close* called a course for global communication?

*Up Close* presents situations in the lives of a multicultural group of characters. It reflects life in a local context, a group of people living in an apartment complex in Los Angeles. The lives of these characters show the way in which English is being used in our global society. Themes of common interest to learners in all parts of the world, such as health, food, sports, and entertainment, are discussed. Practical life skills, ranging from choosing a movie to writing a résumé, are demonstrated in an easy-to-grasp manner, through dialogs and reading text.

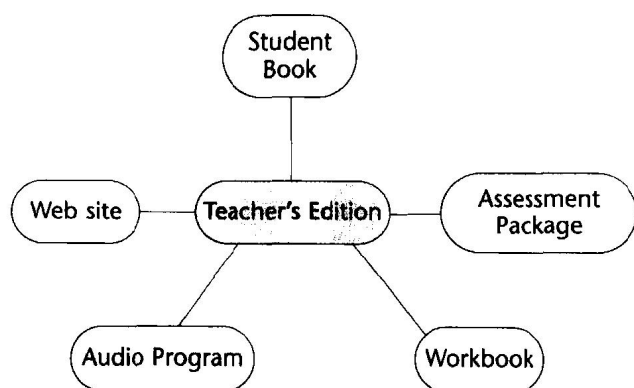
## What are the components of *Up Close*?

Each level features:

- Student Book
- Workbook
- Teacher's Edition
- Audio Cassettes
- Assessment Package
- Website

In addition, for Levels 3 and 4, *Up Close* has a CNN® video component.

# Up Close Components



Each level of *Up Close* offers a wide range of components to meet the needs of your course.

## Student Book

The *Up Close* student book contains 12, 10-page units with a colorful, high-interest photo story to enhance real-life learning situations, content relating to a wide variety of subjects, an easy-to-use format, and abundant practice of functions and structures in a variety of situations. It features *Practical Language* pages for quick reference, review, or introduction of useful language and expressions. A student audio CD may be packaged with every textbook for risk-free self-practice.

## Workbook

Each 6-page workbook unit offers a consistent design that corresponds exactly to the student book to facilitate its management. Workbook pages can be assigned for independent or in-class practice at the end of each student book section. Workbooks contain a variety of exercise types, additional reading material, and learning logs for students to monitor their progress.

## Teacher's Edition

The *Up Close* Teacher's Edition is central to the series and serves to interrelate all the other components. It is interleaved with full-size student book pages. Teachers' notes include:

- step-by-step instructions for teaching each lesson,
- cross-references to workbook pages and exercises,
- student book and workbook answer keys,

- complete tapescripts,
- suggestions for extension or optional activities,
- language and cultural notes,
- in-class activities for Situation Cards,
- additional word banks,
- tips for skills development,
- how-to's for strategy building,
- suggestions for on-going assessment.

## Audio Program

The audio program consists of two tapes containing taped conversations, pronunciation exercises, and strategy-based listening activities.

## Assessment Package

The testing materials for *Up Close* 1 & 2 are packaged together. The package contains unit tests, one mid-term, and one final test, an answer key and an audio cassette.

## Web site

The *Up Close* student web site offers two types of activities: self-correcting online quizzes and Internet search activities. These activities can be used for self-access or assessment purposes. Results can be e-mailed directly to students and teachers at your convenience.



UNIT 8

## I made my reservation two weeks ago.

Communication Goals	Grammar Goals	Vocabulary Goals
Asking about travel	Information questions	Travel
Expressing length of time	Time expressions + ago	I'm sorry—my mistake
Making and responding to polite requests	Modal could	How long ago did you go?
		Could you help me?

### 1 Warm Up

A Listen to the conversations. Write the number of the conversation on the correct line.

B PAIR WORK Compare your answers with your partner. Explain why you answered the way you did.

UNIT 8 I made my reservation two weeks ago. 75

GOALS are clearly defined to help students take responsibility for their learning.

The WARM UP diagnoses any possible difficulties the students may have with the unit material, activates prior knowledge, and prepares learners for new content.

The PHOTO STORY provides visual and oral language input.

CONTEXTUALIZED PRESENTATION of unit language is achieved with the photo story.

### 2 Conversation

Can I have a window seat, please?

Kevin is going to a medical convention in Las Vegas.

A. Listen and practice.

1. Good morning, sir. Where are you traveling today? Las Vegas.

2. I'm sorry, I don't see your name on this flight. But I made my reservation two weeks ago.

3. Could I see your ticket, please? Oh, here it is. I'm sorry—my mistake.

4. All right, sir. Your seat numbers are 20A and 20B. Your flight begins boarding at Gate 18 at 2:15. Here are your boarding passes.

5. How many bags do you have? Just these two.

6. Happy Birthday Andy! I'm taking you to Las Vegas with me.

7. Dad, why did you get two seats?

B. Answer the following questions.

1. Why is Kevin going to Las Vegas?
2. Why is Andy going to Las Vegas?

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