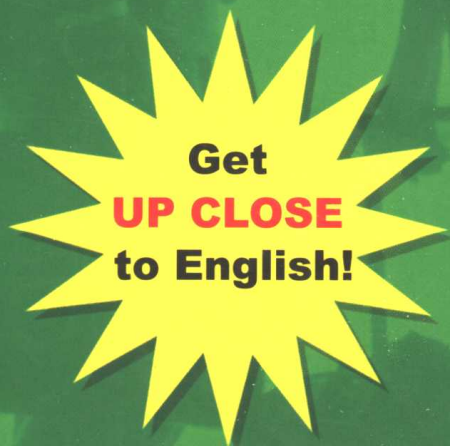


# UP CLOSE 3

English for Global Communication

## 新交流英语



## Student Book



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 3

**English for Global Communication**

新 交 流 英 语

学 生 用 书

**Anna Uhl Chamot  
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# 教材使用说明

## 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。教材内容简洁精练,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。

2012/04



## 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)第三、四级试题合为一本,包括单元测试题、期中试题、期末试题、标准答案和一盒磁带。

### 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。

### CNN 录像带 CNN<sup>®</sup> Video

为了突出每章的主题,《新交流英语》(Up Close)第三和第四级配有节选 CNN 的 VCD。节选的录像片断内容真实,通过生动课堂讨论的形式,使听说练习相结合。



UNIT 1



## This is your life!

Communication	Grammar	Vocabulary	Skills
Describing people Talking about family life Talking about consequences	Irregular past tense Questions with why and reasons with so Result clauses with so	Adjectives to describe personality To get married To be born To die	Listening to a biography Scanning a biography Writing a biography

### 1 Warm Up

A. Listen to the descriptions. Write the number of the description next to the correct picture.

B. Look at the pictures again. What other words can you use to describe each person?

C. PAIR WORK Compare your answers to A and B with your partner.

UNIT 1 This is your life! 1

**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, and activates previously learned vocabulary.

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

**CONTEXTUALIZED PRESENTATION** of unit language is achieved with an opening dialog.

**情景展示:** 通过开始部分的对话, 展现单元语言知识。

**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。

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## Conversation

Congratulations!

A. Listen and answer the question.  
What are Nathan and Karen celebrating?



Casey: Karen, your anniversary is soon, isn't it?

Karen: Yes. Nathan and I got married a year ago tomorrow.

Susan: Wow, congratulations! Are you doing anything special to celebrate?

Karen: Oh, I think we're going out for a nice dinner or something.

Casey: Have you picked out a restaurant?

Karen: No, not yet.

Casey: You know, Jason works at a really nice restaurant not too far from here. Would you like me to write down the name and address for you?

Karen: Sure. That'd be great. Thanks, Casey.

Casey: No problem. Hey, Susan, when did you and Kevin get married?

Susan: We got married ten years ago, in Hawaii actually.

Karen: Really? How beautiful! You went there again recently, didn't you?

Susan: Yeah. It brought back some great memories.


B. Listen again and practice.

### CULTURE UP CLOSE

After marriage, in countries like the U.S. and Japan, it is still a common custom for a woman to take her husband's surname. In Korea and China, a woman usually doesn't take the surname of her spouse after marriage.


In the United States and many western European countries, a person's given name (John) comes first and surname (Smith) comes second. In Japan, a person's family name comes first (Watanabe) and given name comes second (Akiko). In Korea and China, this is also true. In Spanish-speaking countries, a person's given name comes first. In some of these countries it is common to have both the father's and mother's family names, for example, Mario García López.

**GROUP WORK** Can you give some examples of how names are used in different situations in your culture?




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Questions with *why* and reasons with *to + verb*



A: Why did Charlie bark?  
B: To tell the family they forgot to feed him.



A: Why did Jim call the school?  
B: To find out if it was open.

**Practice**

C. PAIR WORK Ask your partner about the people in the chart.

Example: A: Why did your mother go shopping?  
B: To get food for the week.

Who	What	Why
your mother	go shopping	buy food for the week
your father	use the computer	write a letter
Wanda	stay up late	watch a movie on TV
Grandma	get up early	bake bread
you	go to the library	help my sister with her homework

**Interact**

D. GROUP WORK One student tells something he or she did. The others guess why.

Example: A: I got up early Saturday. Why?  
B: To do homework?  
A: No.  
C: To go to the beach?  
A: Yes.

**Pronunciation**

E. The word *to* in sentences like those below is usually pronounced /tə/.

- to watch a movie
- to bake bread
- to tell him school was closed
- to find out if it was open

F. Listen again and repeat.

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**VISUAL PRESENTATIONS** of main grammar points help students understand meaning as well as 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。

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

**口语练习:** 给出具体操练对话模式, 加强对所学知识的理解。

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

**交互练习:** 使学生有机会就新语言点进行自由对话练习。

**PRONUNCIATION** practice of reduced language sounds helps increase comprehension.

**语音练习:** 通过弱读音的语音练习, 帮助提高听力理解力。








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

**词汇展示:** 向学生提供最常见的词汇及表达法。

## 5 Vocabulary in Context

### Describing people

Adjectives to describe personality

Serge is passionate about music. He loves it.

Len has an outgoing personality. He talks to all his customers.

Claire learned to read when she was two. She's really intelligent.

Jack doesn't like big parties. He is shy.

Marie loves her garden, and she's really hard-working.

Alex never worries about the children. He's so easy-going.

Lillian is very punctual. She knows how to get to work on time.

**Practice**

A. Use the words from the box to complete the following conversations.

A: You don't often arrive at work on time, do you?  
B: No, I'm afraid I'm not very \_\_\_\_\_.

A: I have to be on time. My boss isn't as \_\_\_\_\_ as yours.

A: You don't ever help out around the house, do you?  
B: No, I'm afraid I'm not very \_\_\_\_\_.

A: I have to do chores every day. I wish my mother were as \_\_\_\_\_ as yours.

A: Mary never says a word in class.  
B: I know. She's very \_\_\_\_\_.

A: But I know she's \_\_\_\_\_.

B: She gets 100 percent on all her tests.

B. PAIR WORK Practice the conversations.

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## 6 Listening in Context

**Focus Strategy: Listening for key words and phrases**

**LISTENING UP CLOSE**  
Don't always try to understand every word. Listen for the key words, especially nouns and verbs, to help you understand a speaker.

**First listening**

A. Amy is telling her friend about a famous person. Which statement best describes this famous person? Circle the best answer.

1. He wrote interesting stories in English.
2. He made beautiful clothing for people.
3. He lived a sad and lonely life in Italy.

**Second listening**

B. Listen again, and complete the chart with information that describes the famous person's personality and the important events in his life.

Personality	Life Events
1.	a. He was born in 1946.
2.	b. in Reggio Calabria.
3.	c. in Milan at 25.
4.	d. to Miami.
5.	e. in 1997.

C. **PAIR WORK** Compare your notes with a partner. Do you know the famous person being described?

**Interact**

D. **PAIR WORK** Now think about a famous person, but don't tell your partner who it is. Describe this person's personality, and talk about some important events from the person's life. See if your partner can guess who you are thinking of.

UNIT 1 This is your life! 7

**LISTENING** is developed through strategy-based practice.

听力：听力技巧通过统筹训练得以提高。

**TWO-STEP LISTENING** lowers students' anxiety and prepares them for real-world listening.

两步听力法：减少学生的焦虑感，为真实环境中的听力练习做好准备。

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

阅读预习：激活学生已有的知识。

**GLOSSARY PROMPTS** aid comprehension with minimum distraction from the task at hand.

词汇提示：尽可能地吸引学生的注意力，使他们更好地理解当前要阅读的文章。

**COMPREHENSION CHECKS** assess skill development.

阅读理解测试：有关提高阅读技巧能力的考核。

## 7 Reading

**Focus Strategy: Scanning**

**Before you read**

A. **PAIR WORK** Discuss the following questions with a partner.

1. Look at the two pictures in the reading. What is the product in the first picture? Who is the man in the second picture?
2. Do you own anything made by Sony? What is it?

**While you read**

B. Scan the biography below. Then circle **T** if the following statements are true and **F** if they are false. Underline the place in the text where you found the information.

1. T F Morita's family made electronics.
2. T F Morita entered the Navy right after high school.
3. T F Masaru Ibuka was Morita's business partner.
4. T F In the late 1950s, the name Tokyo Telecommunications Engineering Corporation changed to Sony, so people could remember it more easily.
5. T F Morita moved to the United States so he could understand English better.
6. T F Morita died in 1999.

**Akio Morita: One of the 20th Century's Greatest Entrepreneurs**

Akio Morita was born in Nagoya, Japan, in 1921, the eldest son of a wealthy sake-brewing family. His father expected that one day he would become the head of the family business. As a boy, Morita spent many afternoons after school playing with the radio, trying to understand how it worked. In 1944, he graduated from Osaka Imperial University with a degree in physics and got a job with the Navy's Wartime Research Committee. Here, Morita met a very intelligent electrical engineer named Masaru Ibuka. After World War II, Morita and Ibuka started an electronics company in an old department store.

The company, called Tokyo Telecommunications Engineering Corporation, became quite successful in Japan. In 1958, Morita suggested changing the company's name to make it easier to say and remember. Ibuka didn't want to do this, but Morita finally persuaded him. They changed the name to Sony—a combination of the Latin word *sonus* (sound) and the English word *sonny*.

In 1961, Morita moved to New York City with his wife and children. His wife (who didn't speak any English at the time) did not want to go, but Morita was determined. He believed he had to live in the United States, so he could learn about the American people and culture and make products for this market.

Morita was a clever businessman; he also worked to improve social and business relationships between Japan and the U.S. An outgoing person with a good sense of humor, Morita socialized easily with company presidents, politicians, and entertainers.

In 1994, Morita retired from his position as Sony's chairman. He died in Tokyo on October 3, 1999, leaving behind a wife, two sons, and a daughter.

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### After you read

C. Scan the reading now for the words in column A and try to understand the meaning of these words from the reading. Which word or phrase in column B has a similar meaning? Compare notes with your partner and explain your choices.

A	B
1. graduate	a. quick to understand or learn something
2. persuade	b. having a strong will, to feel strongly about something
3. determined	c. business person who takes risks
4. clever	d. to stop working at a job at a certain age
5. retire	e. to get a degree or to finish a course
6. entrepreneur	f. to get someone to agree to do something

## 8 Writing

### WRITING UP CLOSE

Make sure you answer all of these questions as you write your story: who, what, when, where, why, and how.



A. PAIR WORK With your partner, describe what is happening in each picture.

Write

B. Number the six pictures in order, and write a short biography that tells the story of this woman's life. In your story, describe the woman's personality and the events from the pictures using the new vocabulary you've learned in this unit. Give your character a name and your story a title.

UNIT 1 This is your life! 9

**FOLLOW-UP EXERCISES** help students internalize new vocabulary.

后续练习：帮助学生吸收消化新学词汇。

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

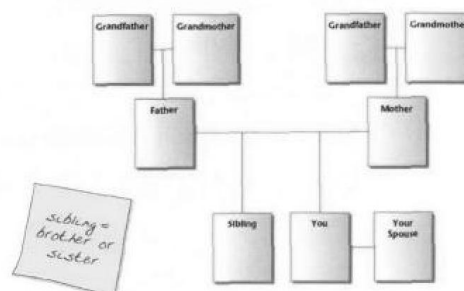
写作：通过具体步骤，循环学习巩固所学词汇，提高写作技巧。

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

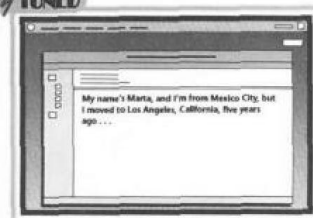
复习巩固：通过双人或小组练习，巩固所学知识技巧。

## 9 Putting It Together

- A. Complete the family tree with the names of your grandparents, parents, your brothers/sisters, and yourself.
- B. PAIR WORK Find out about the people in your partner's family tree.
1. What is the name of each person?
  2. What is/was each person like?
  3. When and where was each person born?
  4. How did your parents meet? How did your grandparents meet?
  5. When did they marry?
- Ask two more questions of your own.



### Stay TUNED



STAY TUNED Where can you find personal ads?

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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。

### 实用语篇

实用语篇共三页,在学生用书的开始部分,目的是帮助学习者充分发挥学习的独立性。实用语篇第一页提供快速自我测试,帮助学习者了解他们各自的学习方法。其它两页在提供快捷复习及参考作用的同时,也为学习者提供学习的小窍门。

### 语法

《新交流英语》(Up Close)三册虽是针对中级水平的学习者,但学习者还是觉得通过感官示意表格能更好地理解所学语法点。因此,三册仍保留语法示意表,供学生参考。向学生提供简单明了的语法规则的同时,也提供一些实例。教师可以举例扩展练习,也可以鼓励学生自己造句进行练习。

### 填空练习

填空练习的目的是给学生练习新学语法知识点(语法结构或词汇)的机会,以便他们更好地掌握。学生独自或两人合作完成这项练习,然后集体修改。

### 完型会话练习

规定会话场景,让学生用单元新学语法结构及词汇进行自由会话练习。最好两人或分小组进行练习,给学生创造更多说的机会。一旦学生能自由表达,他们就会用这些新词汇和结构来描述他们自己的一些亲身经历。学生可以交替角色进行会话完型操练,例如,学生甲先说,学生乙回应,然后,学生乙向学生丙提问,以此类推。

### 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,话题从有关护照、信件、报刊杂志文章及专栏文稿到有关宣传册的话题等,丰富多彩。

1. 阅读理解从阅读前思考题开始。阅读前思考题是为了激活学生方方面面的背景知识,更好地了解有关话题内容。鼓励学生积极参与课堂讨论,写出相关论点及关键词。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. 让学生们再阅读一遍(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. 先让学生看指示要求。
2. 然后一起讨论如何写作。先让学生在黑板上列出自己的写作模式是非常有帮助的。教师给予讲评。
3. 在动手创作前,多鼓励学生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,以便解答问题。
5. 写作完成后,可让学生交换着阅读,更正彼此的错误。教师评改学生作文。如必要,可让学生重新修改一遍作文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,其特色的“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。通过语言知识不断“再循环”,在教程中教师会发现语法知识点重复出现。



## 图解法

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。

## CNN 录像片断

《新交流英语》(Up Close)三册 12 个录像片段选自 CNN 广播实况内容,生动真实,跟单元主题密切相关。每个片断时间不长,大约 2-3 分钟,在录像课上,使学生能从头到尾多次观看整个片段,这种效果及娱乐性是以后阶段分开部分地观赏所不能及的。为此我们建议一次性看完整个录像片断,以避免任何因素影响对该录像片断的理解。

有关录像理解的练习题在学生用书的最后,分为欣赏前、第一遍欣赏、第二遍欣赏和观后讨论四个部分。

### 欣赏前

为了帮助学生理解录像内容,首先,教师要明确所观看录像的真实场景。通过两人一组,引导学生讨论录像片的内容,预测该片段将会有何发生或者激起学生对该片段的好奇心。

教师用书提供相关话题的背景知识,教师可以事先给学生做个简单介绍。

### 第一遍欣赏

在这部分,要求学生回答问题,以检测他们是否大体了解所看录像的内容。要求学生在观看录像前必须读一下相关的问题,这些问题能帮助他们更好地看懂录像内容,同时,也提供一些他们需了解掌握的词汇。

### 第二遍欣赏

这部分的填空题测试学生对所看录像的总体了解和他们对录像内容及语言的掌握程度,同时,也检测他们是否真正理解看懂了此录像片段。

### 观后讨论

为了避免学生在讨论中无话可谈,针对每个录像片段提供给教师一些建议:引导学生讨论得出论据,阐明观点,或引出语言词汇。

在教师用书注释中,有支持网站推荐,帮助扩展辩论话题。

另外,提供有录像片段的文本,在教师用书的第 131-136 页。

# Instructions

## Introduction

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*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*?

In Levels 1 and 2 *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 this aid to understand new language and how it is used. In Levels 3 and 4, students graduate to a lengthier conversation where only one or two photos are used to establish context.

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

*Up Close* presents themes 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*?

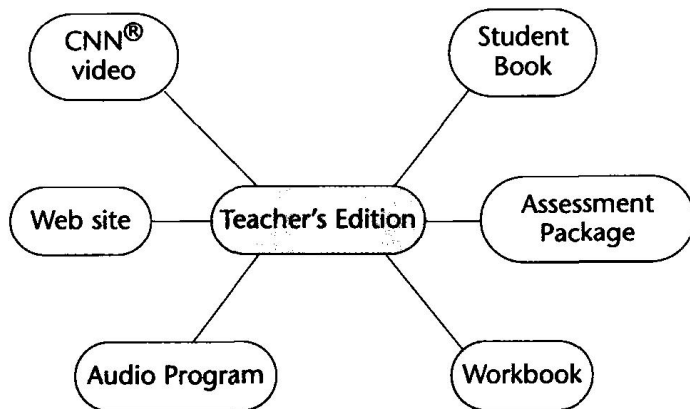
Each level features:

- Student Book
- Workbook
- Teacher's Edition
- Classroom Audio Program
- Assessment Package
- Web site

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 photos 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 Learning* pages for quick reference, review, or introduction of useful study tips. 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 classroom tapes containing taped conversations, pronunciation exercises, and strategy-based listening activities.

### Assessment Package

The testing materials for *Up Close* 3 & 4 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.

### CNN® Video

CNN® video clips are available for Levels 3 and 4 to expand each chapter's theme. These CNN® video clips provide authentic input and integrate listening and speaking practice through lively classroom discussion.

# Up Close Student Book Sample Unit

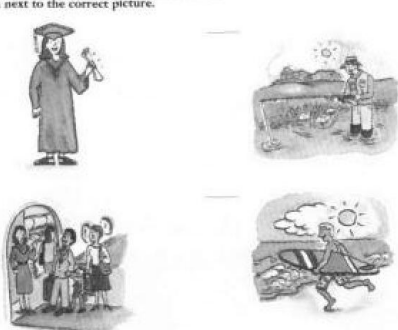
UNIT 1

## This is your life!

Communication	Grammar	Vocabulary	Skills
Describing people	Irregular past tense	Adjectives to describe personality	Listening to a biography
Talking about family life	Questions with why and reasons with so	To get married	Scanning a biography
Talking about consequences	Result clauses with so	To be born	Writing a biography
		To die	

### 1 Warm Up

A. Listen to the descriptions. Write the number of the description next to the correct picture.



B. Look at the pictures again. What other words can you use to describe each person?

C. PAIR WORK Compare your answers to A and B with your partner.

UNIT 1 This is your life! 1

**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, and activates previously learned vocabulary.


**CONTEXTUALIZED PRESENTATION** of unit language is achieved with an opening dialog.

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

### 2 Conversation

**Congratulations!**

A. Listen and answer the question.  
What are Nathan and Karen celebrating?




Casey: Karen, your anniversary is soon, isn't it?  
Karen: Yes. Nathan and I got married a year ago tomorrow.  
Susan: Wow, congratulations! Are you doing anything special to celebrate?  
Karen: Oh, I think we're going out for a nice dinner or something.  
Casey: Have you picked out a restaurant?  
Karen: No, not yet.  
Casey: You know, Jason works at a really nice restaurant not too far from here. Would you like me to write down the name and address for you?  
Karen: Sure. That'd be great. Thanks, Casey.  
Casey: No problem. Hey, Susan, when did you and Kevin get married?  
Susan: We got married ten years ago, in Hawaii actually.  
Karen: Really? How beautiful! You went there again recently, didn't you?  
Susan: Yeah. It brought back some great memories.

B. Listen again and practice.

#### CULTURE UP CLOSE

After marriage, in countries like the U.S. and Japan, it is still a common custom for a woman to take her husband's surname. In Korea and China, a woman usually doesn't take the surname of her spouse after marriage.

In the United States and many western European countries, a person's given name (John) comes first and surname (Smith) comes second. In Japan, a person's family name comes first (Watanabe) and given name comes second (Hiroshi). In Korea and China, this is also true. In Spanish-speaking countries, a person's given name comes first. In some of these countries it is common to have both the father's and mother's family names, for example, Maria Garcia Lopez.




**GROUP WORK** Can you give some examples of how names are used in different situations in your culture?

SURNAME =  
family name


SPOUSE =  
husband or wife

2 UP CLOSE 3

Questions with why and reasons with to + verb



**A: Why did Charlie bark?**  
**B: To tell** the family they forgot to feed him.



**A: Why did Jim call the school?**  
**B: To find out** if it was open.

**Practice**

**C. PAIR WORK** Ask your partner about the people in the chart.

Example: **A: Why did your mother go shopping?**  
**B: To get food for the week.**

Who	What	Why
your mother	go shopping	buy food for the week
your father	use the computer	write a letter
Wanda	stay up late	watch a movie on TV
Grandma	get up early	bake bread
you	go to the library	help my sister with her homework

**Interact**

**D. GROUP WORK** One student tells something he or she did. The others guess why.

Example: **A: I got up early Saturday. Why?**  
**B: To do homework?**  
**A: No.**  
**C: To go to the beach?**  
**A: Yes.**

**Pronunciation**

**E.** The word *to* in sentences like those below is usually pronounced /tə/.

- to watch a movie
- to bake bread
- to tell him school was closed
- to find out if it was open

**F.** Listen again and repeat.

4 UP CLOSE 3

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

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

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








**PRONUNCIATION** practice of reduced language sounds helps increase comprehension.

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

## 5 Vocabulary in Context

Describing people

Adjectives to describe personality

Serge is passionate about music. He loves it.

Len has an outgoing personality. He talks to all his customers.

Claire learned to read when she was two. She's really intelligent.

Jack doesn't like big parties. He is shy.

Marie loves her garden, and she's really hard-working.

Alex never worries about the children. He's so easy-going.

Lillian is very punctual. She knows how to get to work on time.

**Practice**

**A.** Use the words from the box to complete the following conversations.

**A:** You don't often arrive at work on time, do you?  
**B:** No, I'm afraid I'm not very \_\_\_\_\_.

**A:** I have to be on time. My boss isn't as \_\_\_\_\_ as yours.

**A:** You don't ever help out around the house, do you?  
**B:** No, I'm afraid I'm not very \_\_\_\_\_.

**A:** I have to do chores every day. I wish my mother were as \_\_\_\_\_ as yours.

**A:** Mary never says a word in class.  
**B:** I know. She's very \_\_\_\_\_.

**A:** But I know she's \_\_\_\_\_.

**B:** She gets 100 percent on all her tests.

**B. PAIR WORK** Practice the conversations.

6 UP CLOSE 3



After you read

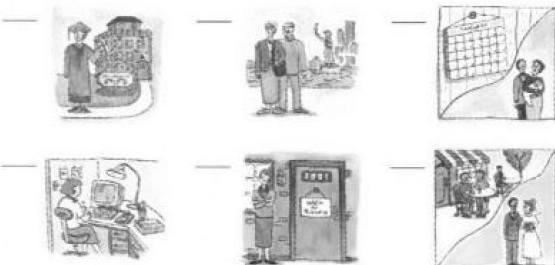
C. Scan the reading now for the words in column A and try to understand the meaning of these words from the reading. Which word or phrase in column B has a similar meaning? Compare notes with your partner and explain your choices.

A	B
1. graduate	a. quick to understand or learn something
2. persuade	b. having a strong will, to feel strongly about something
3. determined	c. business person who takes risks
4. clever	d. to stop working at a job at a certain age
5. retire	e. to get a degree or to finish a course
6. entrepreneur	f. to get someone to agree to do something

## 8 Writing

### WRITING UP CLOSE

Make sure you answer all of these questions as you write your story: who, what, when, where, why, and how.



A. PAIR WORK With your partner, describe what is happening in each picture.

Write

B. Number the six pictures in order, and write a short biography that tells the story of this woman's life. In your story, describe the woman's personality and the events from the pictures using the new vocabulary you've learned in this unit. Give your character a name and your story a title.

UNIT 1 This is your life! 9

**FOLLOW-UP EXERCISES** help students internalize new vocabulary.

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

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

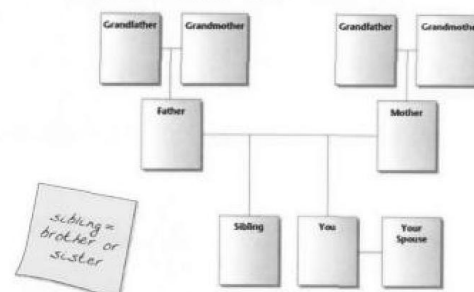
## 9 Putting It Together

A. Complete the family tree with the names of your grandparents, parents, your brothers/sisters, and yourself.

B. PAIR WORK Find out about the people in your partner's family tree.

1. What is the name of each person?
2. What is/was each person like?
3. When and where was each person born?
4. How did your parents meet? How did your grandparents meet?
5. When did they marry?

Ask two more questions of your own.



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

### Stay TUNED

**STAY TUNED** Where can you find personal ads?

10 UP CLOSE 3

