

UP CLOSE

English for Global Communication

新交流英语



Assessment Package 1&2



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

English for Global Communication

新 交 流 英 语

Assessment Package 1 & 2

评 估 测 试 题

Caroline Linse



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

(京)新登字 155 号

京权图字: 01 - 2002 - 0878

图书在版编目(CIP)数据

新交流英语评估测试题 1&2/(美)林赛著. - 北京:外语教学与研究出版社, 2002
ISBN 7 - 5600 - 2820 - 9

I. 新… II. 林… III. 英语 - 语言教学 - 教学研究 IV. H319

中国版本图书馆 CIP 数据核字(2002)第 030388 号

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

All Rights Reserved.

Authorized Adaptation Edition by Thomson Learning and FLTRP. No part of this book may be reproduced in any form without the express written permission of Thomson Learning and FLTRP.

新交流英语 评估测试题 1&2

编著: (美) Caroline Linse

* * *

责任编辑: 周海鹏

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: 北京外国语大学印刷厂

开 本: 889×1194 1/16

印 张: 5.5

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

书 号: ISBN 7 - 5600 - 2820 - 9/G·1319

定 价: 8.90 元

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)68917519

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。

教材指南

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,也可以根据需向学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

The *Up Close Assessment Package* was developed to enable teachers to assess the knowledge and skills that learners acquire as they progress through the series.

The assessment package has been designed to correlate with the scope and sequence in *Up Close Book 1* and *Book 2*. It features a range of tests and quizzes, providing both formative and summative forms of evaluation. The multiple-choice format used for the written sections of the tests and quizzes reflects the style used in many examinations administered by commercial testing organizations and Ministries of Education.

Each section of the assessment package contains photocopiable tests or quizzes, answer keys, tape scripts (where applicable), and guidelines for administration. This package also includes an audio tape, which contains the full audio script.

The *Up Close Assessment Package* consists of the following sections:

Unit Quizzes (pages 3–26)

A unit quiz is included for each unit in the student books, providing a convenient method for teachers to administer on-going assessment throughout the course. Ten multiple-choice questions are included in each quiz, covering grammar, vocabulary and functional language. Teachers can use these quizzes to determine how well their learners have acquired the language goals and structures featured in the student book.

Mid-term and Final Exams (pages 32–63)

One mid-term and one final exam are provided for each level of the series. Both types of exams cover all four skills, as well as the key areas of grammar, vocabulary and functional language.

Detailed guidelines for scoring the speaking and writing components of the tests are provided. There is also a section of Advice for Teachers and a section of Advice for Learners. A Learner Self-assessment Checklist is included on pages 75–76.

In addition to the testing materials included in this assessment package, teachers are encouraged to use the other resources for formative assessment available in the *Up Close* course. See, for example, the Learning Logs in the workbooks, the teacher's annotated editions, and the additional material on the *Up Close* web site: <http://upclose.heinle.com>

Contents

Introduction to the Assessment Package	viii
Unit Quiz Guidelines	1
Level One Unit Quizzes	3
Level Two Unit Quizzes	15
Unit Quizzes Answer Key	27
Mid-term and Final Exam Guidelines	29
Level One Mid-term Exam	32
Level Two Mid-term Exam	40
Level One Final Exam	48
Level Two Final Exam	56
Mid-term and Final Exams Answer Key	64
Mid-term and Final Exams Tapescript	66
Oral Assessment Guidelines	69
Writing Assessment Guidelines	70
Advice for Teachers	71
Advice for Learners	72
Learner Self-assessment Checklist	75

Unit Quiz Guidelines

The Unit Quizzes provide a convenient way for teachers to assess how well learners are acquiring the language goals and structures featured in the student book. The quizzes cover the key areas of vocabulary, structures, and functional language.

Structure and Format

Each unit quiz contains ten items, divided into two sections of five questions each. The standardized multiple-choice format used throughout the unit quizzes allows for convenient administering and scoring; it also prepares learners for the types of format found in examinations administered by commercial testing organizations and Ministries of Education.

Each section in a Unit Quiz focuses on one of the following question types:

Sentence Completion: Learners are required to select the correct word or words to complete a sentence. This type of question focuses on the learner's knowledge of the main grammatical structures featured in the corresponding unit of the student book.

Example: Yes, I _____.

- ☒ a. am
- ☐ b. is
- ☐ c. are

Question-Response: Learners select the best response to a question or statement. These items assess how well learners have acquired the key functional language of that unit.

Example: How do you spell that?

- ☒ a. C-O-N-N-O-L-L-Y
- ☐ b. Yes, she is.
- ☐ c. Her name is Connolly.

Vocabulary: Learners select the word or phrase that does not belong with the other three. This question type focuses on learners' knowledge of vocabulary introduced in the corresponding unit of the student book. In the following example, all the items are types of drinks, except for *sandwich*.

Example:

- a. soft drinks
- b. orange juice
- ☒ c. sandwich
- d. milk

Administering and Scoring the Unit Quizzes

The quizzes may be given:

- Immediately after each unit of instruction.
- As a take-home test or homework assignment.

Recommended time limit for each quiz: 10–15 minutes.

In order to ensure your learners are well prepared for the quiz, you should encourage them to review the unit. For more suggestions, refer to the Advice for Learners section, pages 72–74.

The answers to the Unit Quizzes can be found in the answer key. You may wish to have your learners return their completed quizzes for grading. Alternatively, you may prefer to have the learners mark each other's responses.

You may also wish to encourage your learners to keep their corrected quiz sheets in the form of a portfolio. This is a useful way for the learners to keep track of the progress they have made during the semester or course.



Name: _____

Date: _____

Class: _____

SCORE: _____

Welcome to L.A.!

A. Choose the best response to complete each sentence. Circle the letter.

Example: Hi, Melissa. How _____ you?

- a. is
- ☒ b. are
- c. am

1. Hi. _____ Mary.

- a. I'm
- b. we are
- c. they are

2. Yes, she _____.

- a. are
- b. is
- c. isn't

3. _____ you in this apartment?

- a. Is
- b. Are
- c. Am

4. Yes, I _____.

- a. am
- b. am not
- c. aren't

5. _____ they in the room?

- a. Are
- b. Am
- c. Is

B. Choose the best response to each question. Circle the letter.

Example: Is Annie an apartment manager?
Yes, she _____.

- a. are
- b. isn't
- ☒ c. is

6. Are Brad and Jason brothers?

- Yes, they _____.
- a. aren't
 - b. isn't
 - c. are

7. So, what do you do?

- We're _____.
- a. a model
 - b. models
 - c. the model

8. What does Sue do?

- She's _____.
- a. an engineer
 - b. engineer
 - c. doctor

9. Is Jason in apartment 7?

- Yes, he _____.
- a. is
 - b. isn't
 - c. are

10. What is your telephone number?

- _____ 415-555-2160.
- a. Is
 - b. It's
 - c. Isn't





Name: _____

Date: _____

Class: _____

SCORE: _____

This isn't your apartment!

A. Choose the best response to complete each sentence. Circle the letter.

Example: I have two ____.

- a. roommate
- ☒ b. roommates
- c. friend

1. This is my friend. ____ name is Annie.
- a. His
 - b. Her
 - c. She

2. This is ____ son.
- a. our
 - b. we
 - c. they're

3. Who are ____ children.
- a. those
 - b. that
 - c. they

4. We went to ____ apartment.
- a. their
 - b. they're
 - c. they

5. That's ____ pen.
- a. he
 - b. his
 - c. she

B. Choose the best response to each question or statement. Circle the letter.

Example: This is Lisa.

- ☒ a. Nice to meet you, Lisa.
- b. Hi, I'm Lisa.
- c. Nice to meet her.

6. Who's that over there?
- a. Those are my keys.
 - b. This is my son.
 - c. That's my husband.

7. What do Tom and Jenny do?
- a. He's a doctor.
 - b. She's a doctor.
 - c. They're doctors.

8. Is Maria your mother?
- a. No, she isn't. She's my sister.
 - b. No, she isn't. He's my sister.
 - c. No, she isn't. She's my mother.

9. Who are these people?
- a. Are my neighbors.
 - b. They're my neighbors.
 - c. They're my neighbor.

10. Are these your glasses?
- a. Yes, they are. They're her glasses.
 - b. No, they're not. They're my glasses.
 - c. No, they're not. They're her glasses.



Name: _____

Date: _____

Class: _____

SCORE: _____

Where's the phone?

A. Choose the best response to complete each statement. Circle the letter.

Example: Where _____ the keys?

- ☒ a. are
- ☐ b. is
- ☐ c. aren't

1. No, the phone isn't _____ the kitchen.

- a. in
- b. at
- c. on

2. Yes, she's _____ work.

- a. in
- b. at
- c. on

3. Nathan and Jason _____ in the apartment.

- a. is
- b. aren't
- c. isn't

4. Who's the phone call _____?

- a. in
- b. at
- c. for

5. Our new television _____ in the box.

- a. aren't
- b. isn't
- c. are

B. Choose the one that does not belong. Circle the letter.

Example: a. Stacey
b. Casey
c. Jason
☒ d. Los Angeles

6. a. nurse
b. actor
c. engineer
d. school

7. a. neighbor
b. mother
c. father
d. husband

8. a. kitchen
b. bedroom
c. apartment
d. living room

9. a. in
b. at
c. on
d. is

10. a. keys
b. credit card
c. coins
d. television



Name: _____

Date: _____

Class: _____

SCORE: _____

Let's go rollerblading.™

A. Choose the best response to complete each sentence. Circle the letter.

Example: Is Nathan _____?

- ☒ a. busy
- b. business
- c. work

1. Who's a good _____?
a. shop
b. shopper
c. shopping
2. What _____ Annie and Joe doing?
a. is
b. are
c. isn't
3. How about _____ me?
a. to help
b. help
c. helping
4. _____ Maggie and Joe working?
a. Isn't
b. Is
c. Aren't
5. Let's go _____.
a. to swim
b. swim
c. swimming

B. Choose the best response to complete each sentence. Circle the letter.

Example: _____ do something.

- a. Is
- ☒ b. Let's
- c. Are

6. I have _____.
a. to work
b. study
c. working
7. Yes, Mary and Lisa _____ rollerblading.
a. aren't
b. are
c. is
8. Brad is _____ music.
a. listen to
b. listening to
c. listening
9. No, they aren't. They're _____.
a. eating dinner
b. eat dinner
c. have dinner.
10. Susie _____ reading. She's dancing.
a. is
b. isn't
c. aren't