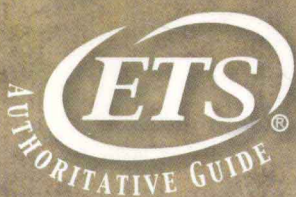


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北极星英语系列教程
NORTHSTAR



新 *TOEFL* 考试

技能培训教程



(中级)

Intermediate

Building Skills for the *TOEFL* iBT

John Beaumont 著
朱新华 译



清华大学出版社

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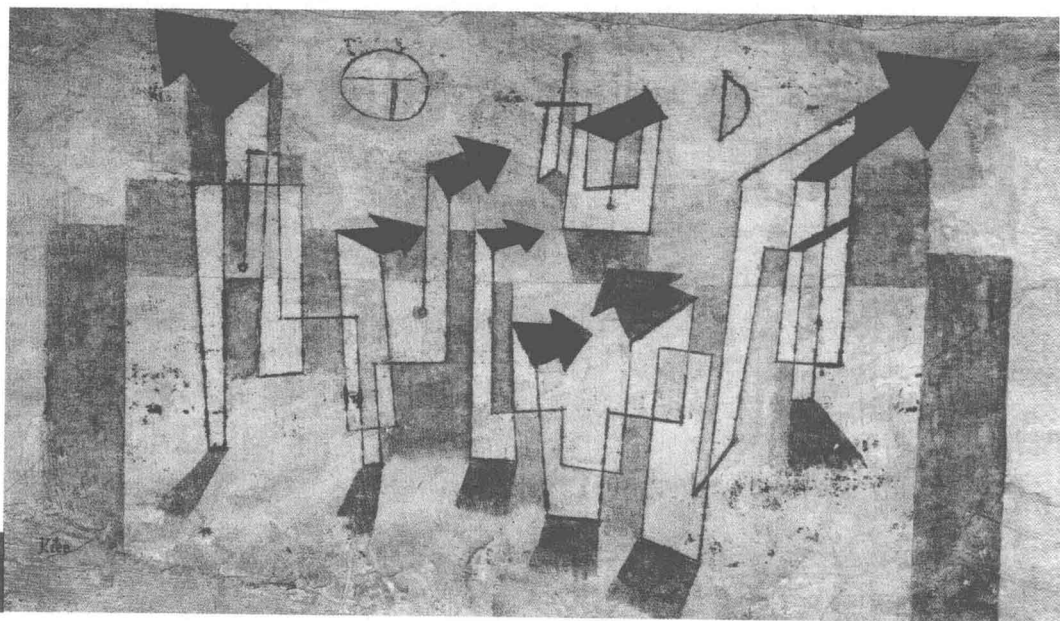


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北京

内 容 简 介

本书由美国培生教育集团联合新 TOEFL 考试的出题方——美国教育考试服务中心 (ETS) 共同精心打造而成。在原版引进该书后,我们为书中的部分内容提供了中文译文,从而帮助中国学生更好地理解书中内容,掌握新 TOEFL 考试要点,并切实提高实际英语运用能力。

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Welcome to **NORTHSTAR**

Building Skills for the TOEFL® iBT

In Cooperation with ETS®

Pearson Longman and *ETS* combine their expertise in language learning and test development to create an innovative approach to developing the skills assessed in the new TOEFL Internet-based test (iBT). *NorthStar Building Skills for the TOEFL iBT*, a new three-level series, links learning and assessment with a skill-building curriculum that incorporates authentic test material from the makers of the TOEFL iBT.

Each book in the series has 10 thematic units that are organized like the TOEFL iBT into listening, reading, speaking and writing sections. Each unit includes focused integrated skill practice to develop critical thinking and communicative competence. Authentic TOEFL iBT practice sets developed by ETS offer practice and further assessment.

Purpose

The TOEFL test has changed, so preparation for it must change, too. *NorthStar: Building Skills for the TOEFL iBT* takes a new approach—an instructional approach—to test preparation. In this approach, students develop academic skills in English, while building test-taking confidence.

The TOEFL iBT requires students to show their ability to use English in a variety of campus and academic situations such as listening to lectures on unfamiliar topics, orally paraphrasing and integrating information that they have just read and listened to, and writing a well-organized essay with detailed examples, correct grammar, and varied vocabulary. The speaking and writing tasks require clear and confident expression. With these books, students move progressively, sharpening language skills *and* test-taking abilities.

The three *Building Skills* texts are intended as stepping stones from classroom instruction in English to TOEFL and academic readiness. In language instruction, students will benefit most from an integrated-skills, content-based curriculum, with a focus on critical thinking. In instructional test preparation with these books, students will encounter the same content-rich material, tasks, and question types that appear on the test. Using these books in the classroom will improve students' communicative skills, keep their interest, sharpen awareness of their skills, and build their confidence.

欢迎使用《北极星》新 TOEFL 考试技能培训教程

同美国教育考试服务中心 (ETS) 合作出版

培生朗文教育集团和美国教育考试服务中心 (ETS) 在语言学习和试题开发上融各家所长、通力合作，创立了一种具有革新性的技能培训方法。这些技能正是以基于网络的新 TOEFL 考试所测试的内容。《北极星新 TOEFL 考试技能培训教程》是一个包括 3 个水平层次的系列丛书，将英语学习和考试技能培训联系起来。该丛书包括了新 TOEFL 考试出题方所使用的全真测试材料。

本系列教程中的每一本书均参照新 TOEFL 考试题型，安排有 10 个涵盖听、说、读、写 4 个部分的主题单元。与此同时，每个单元还包含了综合技能练习以开发学生的批判性思维能力和交际能力。此外，由美国教育考试服务中心 (ETS) 所开发的全真新 TOEFL 考试套题也为学生提供了更多的练习和进一步评估的方式。

目的

由于 TOEFL 考试的改革，考生备考也要进行变革。《北极星新 TOEFL 考试技能培训教程》采用了一种新的方法，即指导性方法来帮助学生准备考试。使用这种方法，学生既能全面提高英语水平，同时也能树立对考试的自信心。

新 TOEFL 考试要求考生展示在不同的校园及学术场合下运用英语的能力。譬如，考生在听到其不熟悉题目的讲座之后，口头展开并整合所读及所听到的信息，并写出语法正确、结构严谨、展开充分、用词多样的英文文章。口语和写作的任务要求考生表达清晰且充满自信。通过学习本教程，学生可以循序渐进地增强语言及考试能力。

这 3 个级别技能培训用书是从课堂英语学习向备考 TOEFL 进行过渡的垫脚石。在语言学习方面，由于该教程综合了各种英语技能，集中培养学生批判性思维能力，所以学生将从中受益匪浅。在备考方面，学生将接触到内容同样丰富的素材、练习题和真正考试所涉及的提问形式。课堂中使用这些书将有助于提高学生的交际能力，保持英语学习的兴趣，增强对这些能力的认识，并建立学生的自信心。

Extensive Support to Build the Skills Assessed on the TOEFL iBT

The *Building Skills* books strengthen English language skills while they familiarize students with the type of content, questions and tasks on the *TOEFL iBT*. Practice and mastery of these skills can help learners build confidence to communicate successfully in an academic environment.

为新 TOEFL 考试技能培训提供广泛的支持

“新 TOEFL 考试技能培训系列丛书”能够加强学生的英语语言能力，同时也能使学生熟悉新 TOEFL 考试的内容形式、问题和任务。练习和掌握这些技能能够帮助学生建立自信心，以便在学术场合下成功地用英语进行交流。

High-Interest Listening Selections

Campus conversations introduce students to practical vocabulary, conversations, and situations encountered in everyday life in a college or university.

Academic listenings present lectures, reports, and interviews, helping students understand a wide variety of styles and topics.

听力选文趣味性强


校园对话使学生接触到实用的词汇、对话和北美大学或学院的日常场景。

学术听力为学生展示了讲座、报告和面试文体形式，帮助学生理解广泛的文体形式和主题。

UNIT **1**

Advertising

LISTENING	
Campus Conversation	A student talks to a professor about false advertising.
Academic Listening	Radio Ads: Advertising on the Air
READING	
Essay	Changing World Markets
SPEAKING	
Integrated Task: Read, Listen, Speak	Use examples from the reading and listening excerpts to explain emotional appeals in advertising.
WRITING	
Independent Task	Write about a product you enjoy and explain how to advertise it.
SKILL FOCUS	
Skimming and Scanning	Skimming is reading quickly to understand the general meaning, the gist. Scanning is reading quickly to find specific information, such as names and dates.
TOEFL iBT TARGET SKILLS	
<ul style="list-style-type: none"> Identify and express main ideas Identify and express details Make inferences Organize information Make predictions Take notes and complete an outline Summarize and compare information 	

 For extra practice of TOEFL iBT skills, go to pages 208–226.

52 UNIT 4

1 Listening

CAMPUS CONVERSATION

PRE-LISTENING VOCABULARY

Read the sentences. Guess the meaning of the boldfaced words and phrases. Then match each word or phrase with a definition or synonym from the list below. Work with a partner and compare your answers.

- Jenny, what's on your mind? You seem upset about something.
 - My teacher wants me to stand up in front of the class and give an oral presentation about the U.S. Civil War.
 - A 50-page term paper is one of the requirements of my psychology course.
 - After Barbara learned a few test-taking strategies, her grades began to go up.
 - Bob's friendliness is one of his best traits.
 - Vanessa seemed so sophisticated after she returned home from her semester in Paris.
 - When you are speaking in front of a lot of people, use visuals to help communicate your ideas.
 - People might not trust you if you refuse to make eye contact with them.
- a. having knowledge about things such as art, literature, and music
b. look directly at someone while he or she is looking at you
c. "What is troubling you?"
d. part of a person's character or personality
e. a spoken report, not written
f. maps, pictures, or charts used to help someone learn
g. assignments that a student must complete
h. a plan or way of doing something

Culture Note: Course requirements at colleges and universities vary from school to school and from professor to professor. Some professors give written tests. Others assign papers or oral presentations. Some even require all three.

High-Interest Academic Reading Selections

Through engaging readings from many different academic disciplines, students sharpen critical reading skills such as categorizing, summarizing, and analyzing.

学术阅读选文趣味性强

通过阅读大量不同学科的选文，学生能够加强重要的阅读技能，如分类、总结和分析。

Extensive Note-taking Practice

Students practice structured and semi-structured note-taking. These kinds of activities not only enhance comprehension of both listening and reading selections, but they also teach students how to organize information for speaking and writing responses.

大量的笔记练习

学生练习结构性的或是半结构性的记笔记方法，这些方法不但能够增强学生对阅读和听力选文的理解，而且还可以教会学生如何针对口语和写作要求来组织信息。

READING

Fraud 39

Read the passage and answer the questions. Then work with a partner and compare your answers. When you disagree, go back to the text to find helpful information.

The Organic Health Center

- Do you have cancer? Have the doctors given you no hope? I can help you. My name is Benjamin Harrison. I am the founder of the Organic Health Center. My health center offers the most advanced treatments for curing cancer and other diseases.
- After traveling around the world for nine years looking for a cure for myself, I was able to learn the causes of cancer. Now, I can help others by offering them a cure. This cure is available only at the Organic Health Center.
- As a result of my experiences, I realized that Western doctors are just frauds who are unqualified to help their patients. I, on the other hand, have learned how to use the best herbs and organic foods to heal people, and I am qualified to help you. That's why doctors will tell you not to trust me. They know that I can do something they can't do.
- My program focuses on the whole body. It works on the cause of the cancer. I will put you on the healthiest diet available. This diet uses the best herb and plant products I gathered from my travels around the world. All of the products I use are natural, so they won't make you feel sick. After one to six months on this diet, you will be cured of cancer.
- Here are some of the programs my center offers:

PROGRAM A: For all types of cancers	PROGRAM B: For cancer found early	PROGRAM C: For all other diseases
Stay at my clinic for one month of treatment. Then continue the treatment in your home for two more months.	Complete a sixty-day program in your home. Eat a special diet with herbs and other healthy foods. Also follow an exercise schedule.	Complete a ninety-day program in your home. Eat a special diet with herbs and other healthy foods.

- I am willing to travel to your home to teach you how to follow the program. And, if you would like, I have testimonials for you to read. These letters are filled with words of praise and thanks to me from my patients.
- I offer a money-back guarantee if the program fails. If my treatments don't work, you will get back 100% of your money. How can I do this? It is my guarantee to you that my treatment works. A doctor will tell you that cancer can't be cured. It's the doctors who are the frauds.

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ACADEMIC LISTENING

FIRST LISTENING



Listen to the four speakers talk about why they gave Frank money. Take notes using the chart below. Work with a partner to combine your notes.

SPEAKERS	WHY DID THE SPEAKER GIVE FRANK MONEY?
Joe	
Rosa	
Peter	
Beth	

SECOND LISTENING



Read the questions. Listen to the four speakers again. Add details to your notes. Then use your notes to answer the questions. Work with a partner and compare your answers.

- What are the people talking about?
 - Listening to advice from family
 - Giving money to a man on the phone
 - Trying to win a free vacation
 - Making decisions too quickly
- Listen again to part of the conversation. Then answer question 2.
 - What is Joe's purpose when he says, "I guess I'm pretty gullible."?
 - To explain why he has so many friends
 - To compare himself with his daughter
 - To explain why he gave Frank the money
 - To describe one of his positive characteristics
- How does Rosa describe herself?
 - Friendly
 - Lonely
 - Gullible
 - Unemployed

New TOEFL-Type Items and Item Analysis

Extensive TOEFL-type practice items familiarize students with the kinds of questions and tasks they will encounter in the TOEFL iBT. Analysis activities help them understand the purpose of each item.

98 UNIT 6

6. What is the best way of describing Nai Soi?
 - (A) A tradition from Myanmar
 - (B) A hotel for tourists in Thailand
 - (C) A woman with coils on her neck
 - (D) A village with long-necked women
7. What can be inferred about Sandra Miller?
 - (A) She thinks that the tradition of wearing coils is dead.
 - (B) She is going to visit a village of long-necked women.
 - (C) She traveled to Thailand to help long-necked women.
 - (D) She believes the coils are physically dangerous to the women.
8. In paragraph 8, which of the following is NOT an opinion expressed by Frederick Johnson?
 - (A) The tradition of the long-necked women ended when they left Myanmar.
 - (B) The long-necked women are hurting themselves physically.
 - (C) Tourists are treating the long-necked women like animals.
 - (D) The long-necked women are good entertainment for tourists.
9. In paragraph 8, the word *degrading* is closest in meaning to
 - (A) entertaining.
 - (B) disrespectful.
 - (C) interesting.
 - (D) disappointing.
10. How does the author present this topic?
 - (A) By arguing one opinion on the issue
 - (B) By comparing groups in Myanmar
 - (C) By presenting both sides of the argument
 - (D) By explaining the origins of the tradition
11. Look at the four squares ☐ that indicate where the following sentence could be added to the passage. Where would the sentence best fit? Circle the letter that shows the point where you would insert this sentence.

According to tradition, these coils are a sign of wealth and beauty.

Each year around 10,000 tourists visit three small villages along the Thai/Myanmar border to see the famous long-necked women. ☐ The attraction is a tradition which requires women to stretch their necks by wearing brass coils, or rings. ☐ Originally from the Padaung tribe, the women and their families have been running from Myanmar to Thailand since the 1980s to escape poverty and war. ☐ Their new lives are very different from their lives as farmers in Myanmar. Now they spend their days talking with tourists, posing for pictures, and selling handmade souvenirs. ☐

42 UNIT 3

ANALYSIS

It is helpful to know the purpose of a test item. There are four types of questions in the reading section.

1. Basic Comprehension

- main ideas
- details
- the meaning of specific sentences

2. Organization

- the way information is structured in the text
- the way ideas are linked between sentences or between paragraphs

3. Inference

- ideas are not directly stated in the text
- author's intention, purpose, or attitude not explicitly stated in the text

4. Vocabulary and Reference

- the meaning of words
- the meaning of reference words such as *his*, *them*, *this*, or *none*

Go back to the reading questions and label each question with 1, 2, 3, or 4. Then work with another student to see if you agree. Check the Answer Key for the correct answers. Which questions did you get right? Which did you get wrong? What skills do you need to practice?

3 Speaking

INTEGRATED TASK: READ, LISTEN, SPEAK

In this section, you will read a short excerpt and listen to an excerpt on the same topic. Then you will speak about the relationship between the two.

完善的新 TOEFL 考试题型和题型分析

大量的新 TOEFL 考试练习使学生熟悉新 TOEFL 考试中的各种问题和任务。分析练习帮助学生理解每种题型的出题目的。

Guided Practice in Integrated and Independent Tasks

Integrated tasks require students to synthesize information from two sources and then speak or write a response. Students practice critical thinking, as well as note-taking and other practical steps for producing a quality response.

大量综合任务和独立任务的指导性练习

综合任务要求学生整合两种来源的信息，然后进行口头或书面回答。通过培养学生的判断力、记笔记和其他实际的技能以使他们能够做出高质量的回答。

12 UNIT 1

LISTENING

Listen to the excerpt. Use the outline to take notes as you listen. The main idea has been done for you.

Main Idea: Advertisers use different techniques to persuade us to buy.

Effective Technique: _____

Most Popular: _____

Example of An Ad: _____

SPEAKING

Speak on the following topic. Follow the steps below to prepare.

Discuss the ideas about emotional appeals in ads. Use the example of Jacko in Australia and in the U.S. to explain emotional appeal.

Step 1

Work with a partner. Skim the reading and your notes from the reading and the listening tasks on pages 11–12. Complete this outline to help you organize your ideas.

Ideas _____

Emotional Appeals: _____

Examples _____

Jacko in Australia: _____

Jacko in the U.S.: _____

Energizer Bunny® in the U.S.: _____

Step 2

Work with a partner. Take turns practicing a one-minute oral response. Use the information in your outline to help you.

Step 3

Change partners. Take turns giving a one-minute response to the topic again.

To evaluate your partner's response, use the Speaking Evaluation Form on page 180.

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4 Writing

INDEPENDENT TASK

Write on the following topic. Follow the steps below to prepare.

Write about an experience you have had with fraud or dishonesty, such as lying or cheating. What happened? What were the results or consequences?

Step 1

- Think of experiences with fraud and cheating you have had. Make a list.
- Choose one experience that you find the most interesting. Use the chart to take notes about what happened before, during, and after this experience.

BEFORE	DURING	AFTER

Step 2

- Work with a partner. Take turns telling your stories. Tell your partner what happened before, during, and after this experience.
- Give your partner feedback on his or her story. What was the best part of the story? How could your partner improve or change the story?

Step 3

Write for 20 minutes. Leave the last 5 minutes to edit your work.

To evaluate a partner's writing, use the Writing Evaluation Form on page 179.

Advertising 11

3 Speaking

INTEGRATED TASK: READ, LISTEN, SPEAK

In this section, you will read a short excerpt and listen to an excerpt on the same topic. Then you will speak about the relationship between the two.

READING


Read the excerpt. Then, with a partner, discuss your ideas about the following topic:

Summarize the relationships among Jacko, Australia, the Energizer Bunny®, and the United States.

Advertising All over the World

1 How can a rabbit be stronger than a football hero? How can a rabbit be more powerful than a big, strong man? In the world of advertising, this is quite possible. Consider the example of Jacko. This great Australian football hero recently appeared on TV and yelled at the audience to buy products. Jacko's angry campaign worked well in Australia, so Energizer® batteries invited him north to sell their product in the United States. But Jacko's yelling did not convince the American audience to buy batteries. So, good-bye, Jacko. Hello, Energizer Bunny®, the little toy rabbit that has sold far more batteries than Jacko.

2 In the world of advertising, selling products is the most important goal.



Independent tasks help students build the skills they need to express and support opinions.

独立任务帮助学生建立表达论点和支撑论点的技能。

Essential Academic Skills for TOEFL iBT Success

The Skill Focus section in each book raises students' awareness of a key academic language skill. At each level of the series, students deepen and broaden mastery of these ten essential skills:

- Skimming and Scanning
- Identifying and Using Main Ideas and Details
- Making Inferences
- Identifying and Using Rhetorical Structure
- Using Context Clues
- Paraphrasing
- Summarizing
- Using Detailed Examples
- Comparing and Contrasting
- Identifying and Using Cohesive Devices

为顺利通过新 TOEFL 考试提供最核心的学术技能

每本书的技能聚焦部分能够提高学生对关键学术语言技能的意识。在系列丛书的每一个级别，学生都能够加深或扩大对以下 10 种技能的掌握：

- 跳读和查读
- 识别和运用文章大意及细节
- 推论
- 识别和运用修辞结构
- 运用上下文线索
- 措辞变换
- 篇章总结
- 运用细节性的例子
- 对比和对照
- 识别和运用衔接手段

174 UNIT 10

Step 3

Change partners. Take turns giving a one-minute response to the topic again.

To evaluate your partner's response, use the Speaking Evaluation Form on page 180.

5 Skill Focus

IDENTIFYING AND USING COHESIVE DEVICES

EXAMINATION

Look at the following items from the unit. Work with a partner and answer this question about the items.

- What words or phrases in the text helped you to answer these questions?

Item 1 (Academic Listening, p. 166)

Why does the speaker use the expression *in contrast*?

- (A) To introduce a question
- (B) To conclude his talk
- (C) To add an opposite idea
- (D) To add a similar point

Item 2 (Reading, p. 169)

In paragraph 3, why does the writer use the expression *in addition* in the sentence, "In addition, Americans can't believe that such a marriage could be happy, but I have seen my parents with my own eyes."?

- (A) To express contrast
- (B) To add information
- (C) To offer an example
- (D) To give a summary

Item 3 (Independent Task, Speaking, p. 173)

Speak on the following topic. Follow the steps below to prepare.

Compare and contrast your views on marriage with the views of a partner. Highlight some of the similarities and differences.

Marriage 175

Tips

To do well on the TOEFL, it is important to learn how to recognize and use cohesive devices.

Cohesive devices are words and phrases that connect ideas. Some cohesive devices signal or show the steps in a process (*first, second, and next*), cause and effect (*because and since*), or examples (*for example*). Below are some other common cohesive devices. They signal the addition of a new idea, contrast, or an expected result.

- To add a new idea, use:
and, in addition, furthermore, similar to (something or someone), similarly
- To show contrast, use:
but, in contrast, however, nevertheless
- To present an expected result, use:
as a result, therefore

Unit 8 presented other cohesive devices, called transition expressions, used to express comparison and contrast. Review these words and expressions on page 140.

To answer Item 1 correctly, you should notice that *in contrast* connects two different ideas: traditions in which *parents* choose the marriage partner and traditions in which the *children* choose. The expression *in contrast* introduces this change in idea. Therefore, the best choice is (C) "To add an opposite idea."

To answer Item 2 correctly, again, you need to notice the relationship between the ideas before and after the phrase *in addition*. The writer states, "American people are always surprised when I tell them that my parents met for the first time on their wedding day." Then he adds more, related information with the expression *in addition*: "In addition, Americans can't believe that such a marriage could be happy, but I have seen my parents with my own eyes." Therefore, the best choice is (B) "To add information."

To prepare for Item 3, you needed to complete a chart with your views of marriage and your partner's views. Then you needed to speak for one minute comparing and contrasting your views. In comparing and contrasting, you should have used cohesive devices that signaled contrast such as *but, in contrast, however, and nevertheless*.

ETS Practice Section

Developed by ETS especially for this new series, TOEFL iBT tasks offer authentic practice and further assessment.

由美国教育考试服务中心 (ETS) 所提供的练习部分

这一部分专门由美国教育考试服务中心所提供，
为考生提供了真实的练习和进一步评估的依据。

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LECTURE 2



- What is the purpose of this lecture?
 - To persuade the students to become storytellers
 - To give instructions on how to tell stories
 - To explain the difference between fairy tales and folktales
 - To discuss why some people choose to be storytellers
- According to the professor, why should a storyteller consider the audience before telling a story?
 - Some audiences may be more mature than others.
 - Some audiences prefer stories filled with physical action.
 - Audiences with younger children require more description of imagery.
 - Audiences with older children are already familiar with many stories.
- How does the professor organize her discussion of the parts of storytelling?
 - She gives examples of stories for younger children, then stories for older children.
 - She explains how to tell shorter stories before how to tell longer stories.
 - She describes how to choose a story before how to tell a story.
 - She mentions some great stories before naming great storytellers.
- Why does the professor mention the "Cinderella" story?
 - She wants to show why mental imagery can be effective.
 - She is trying to illustrate why children prefer fairy tales to folktales.
 - She wants to discuss one of her favorite fairy tales.
 - She believes "Cinderella" is the best fairy tale for children to hear.
- Match each of the parts of storytelling delivery with the descriptions below.

mental imagery	physical or body paralanguage	emphasis

- Change the tone in the voice, monitor the volume and rate of speech.
- Use sensory words.
- Use facial expressions and gesture.

Measuring Skills

To develop fluency and accuracy in English, students need practice and feedback. Students can complete Writing and Speaking Evaluation Forms to assess each other's written and spoken responses.

技能测评

学生需要通过练习和反馈的方式来加强英语的流利度与准确性。通过填写“写作与口语评估表”，学生之间可以评估彼此写作与口语练习的答案。

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TOEFL® iBT Test—Integrated Writing Rubrics

Score	Task Description
5	A response at this level successfully selects the important information from the lecture and coherently and accurately presents this information in relation to the relevant information presented in the reading. The response is well organized, and occasional language errors that are present do not result in inaccurate or imprecise presentation of content or connections.
4	A response at this level is generally good in selecting the important information from the lecture and in coherently and accurately presenting this information in relation to the relevant information in the reading, but it may have minor omission, inaccuracy, vagueness, or imprecision of some content from the lecture or in connection to points made in the reading. A response is also scored at this level if it has more frequent or noticeable minor language errors, as long as such usage and grammatical structures do not result in anything more than an occasional lapse of clarity or in the connection of ideas.
3	A response at this level contains some important information from the lecture and conveys some relevant connection to the reading, but it is marked by one or more of the following: <ul style="list-style-type: none"> • Although the overall response is definitely oriented to the task, it conveys only vague, global, unclear, or somewhat imprecise connection of the points made in the lecture to points made in the reading. • The response may omit one major key point made in the lecture. • Some key points made in the lecture or the reading, or connections between the two, may be incomplete, inaccurate, or imprecise. • Errors of usage and/or grammar may be more frequent or may result in noticeably vague expressions or obscured meanings in conveying ideas and connections.
2	A response at this level contains some relevant information from the lecture, but is marked by significant language difficulties or by significant omission or inaccuracy of important ideas from the lecture or in the connections between the lecture and the reading; a response at this level is marked by one or more of the following: <ul style="list-style-type: none"> • The response significantly misrepresents or completely omits the overall connection between the lecture and the reading. • The response significantly omits or significantly misrepresents important points made in the lecture. • The response contains language errors or expressions that largely obscure connections or meaning at key junctures, or that would likely obscure understanding of key ideas for a reader not already familiar with the reading and the lecture.
1	A response at this level is marked by one or more of the following: <ul style="list-style-type: none"> • The response provides little or no meaningful or relevant coherent content from the lecture. • The language level of the response is so low that it is difficult to derive meaning.
0	A response at this level merely copies sentences from the reading, rejects the topic or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

Teachers' Manuals

Teachers' Manuals for each level provide unit-by-unit suggestions as well as evaluation tools to track students' progress. The Teachers' Manuals also include actual student responses to speaking and writing tasks at all score levels. Provided by ETS, these authentic samples enable teachers to assess proficiency.

教师用书

每个级别的教师用书提供了对各章节的教学建议，以及测评学生进步程度的方法。教师用书中还包括了由 ETS 提供的口语与写作题的判分实例。这些权威的例子可以使教师在评判过程中更精确。

Evaluation Forms for Integrated and Independent Tasks

WRITING

Exchange papers with a partner. Evaluate each other's writing using the grid below. Discuss strengths and weaknesses. Use the evaluation to revise and edit your writing. Write a second draft and give it to your teacher.

4 = always 3 = most of the time 2 = some of the time 1 = rarely or never

UNIT	1	2	3	4	5	6	7	8	9	10
CONTENT										
The response ...										
addresses the topic.										
is organized.										
shows connections between ideas.										
LANGUAGE										
The writing incorporates ...										
effective vocabulary.										
correct grammar.										
correct spelling and punctuation.										
TOTAL:										

191

Teachers can use the authentic TOEFL iBT Scoring Rubrics developed by ETS to assess student responses to Integrated and Independent Tasks.

教师可以使用由 ETS 开发的“新 TOEFL 考试评分细则”来评估学生关于综合任务与独立任务的答案。

1	UNIT 1
1	Listening
1	PRE-LISTENING VOCABULARY Suggested Time: 10 minutes
1	<p>Focus To acquaint students with useful vocabulary, including campus vocabulary, to aid comprehension of the listening; to give practice ordering word meaning from context.</p> <p>Setup Review the pronunciation of the words or phrases. Then have students complete the exercise independently and compare answers with a partner. Go over the answers as a class. Have students read their answers aloud. Correct their pronunciation as needed.</p> <p>Expansion (1) If class time is limited, you may want to assign the exercise as homework and use class time to check answers and correct pronunciation. (2) To help students memorize vocabulary, have them work in pairs to quiz each other on the definitions.</p> <p>Culture Note Suggested Time: 5 minutes</p> <p>Focus To acquaint students with important issues and practices in colleges and universities.</p> <p>Setup Read aloud or have a student read aloud the Culture Note so you can correct pronunciation. Answer any questions that students may have about the topic.</p> <p>Expansion (1) Have students discuss their knowledge about the culture point in small groups or in pairs. (2) You may want students to write a journal response, giving their views about or experiences related to the culture point.</p>
1	FIRST LISTENING Suggested Time: 15 minutes
1	<p>Focus To help students listen for main ideas and pragmatic information/inference in a campus-related conversation.</p> <p>Setup Have students read the questions before listening. Play the conversation only once. Have students take notes related to the questions as they listen. Then have students work in pairs to share notes and answer the questions.</p>

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Credits

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NorthStar Practice Units for the TOEFL® iBT

第一部分

北极星新 TOEFL 考试单元练习