



NORTH STAR

新东方托福考试指定培训教程

朗文托福考试技能培训教程

Advanced (高级)



cooperation with

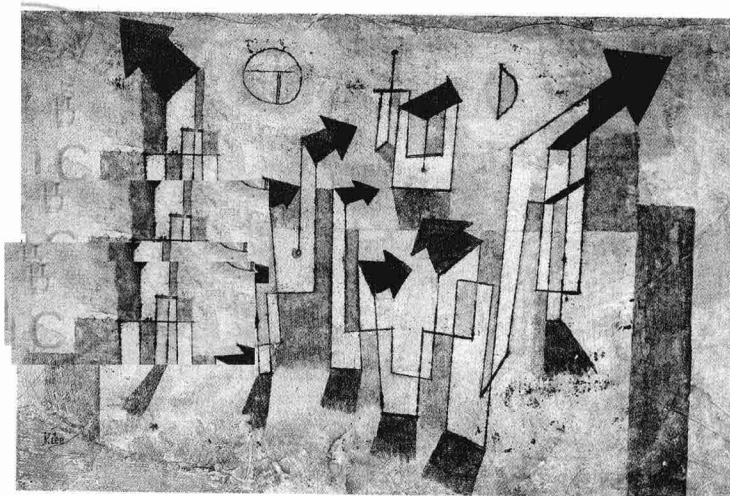


Building Skills for the TOEFL® iBT

Linda Robinson Fellag [编著]

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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“托福考试技能培训教程”系列丛书

与 ETS 联合出版

培生朗文教育集团与 ETS(美国教育考试服务中心)在语言学习和试题开发上均具有出色的专业知识,双方鼎力合作,创立了一套革新性的技能培训方法。这些技能正是要通过基于互联网的托福(TOEFL iBT)考试进行测试。“托福考试技能培训教程”系列丛书分为三个级别,包括了托福考试出题方所使用的全真测试材料,通过技能培训课程将语言学习和测试联系起来。

本系列丛书中的每一本书都设置了主题单元,每个单元都严格参照托福考试的题型,分为听、说、读、写四部分。而且,每个单元还包含了综合技能练习,以开发考生批判性思维和交际能力。此外,ETS 所开发的全真试题也为考生提供了更多的练习与进一步的评估。

目的

由于托福考试进行了改革,相应地,考生的备考也必须有所变化。“托福考试技能培训教程”系列丛书采用了一种新方法,即指导性方法来帮助考生备考。通过这种方法,考生既能提高英语水平,也能增强考试的信心。

托福考试要求考生展示出他们在不同的校园生活和学术场景下运用英语的能力。比如,在听完主题陌生的讲座后,口头解释并整合所阅读及听到的信息,写出一篇结构严谨、语法正确、用词灵活并有详细例子的文章。口语和写作的任务要求考生表达清晰且充满自信。通过本系列丛书的学习,考生能够循序渐进地增强语言技能和应试能力。

本系列丛书是从课堂教学向托福考试和学术阅读过渡的垫脚石。在语言学习方面,由于该丛书以内容为基础,提供综合技能练习,而且专注于培养考生的批判性思维,所以考生将从中获益匪浅。在备考方面,该丛书不论在素材、任务设置还是在题型上都与真正的考试一致,通过本丛书的练习,考生能真实体验托福考试。课堂中使用本系列教程将有助于提高考生的交际能力,保持英语学习的兴趣,增强对技能的认识,并建立自信心。

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.

“托福考试技能培训教程”系列丛书帮助考生加强英语语言能力，同时也能使考生熟悉托福考试的内容形式、问题和任务。练习并掌握这些技能有助于考生建立自信心，在学术环境下成功地用英语进行交流。

UNIT **5**

Cross-Cultural Insights

LISTENING	
Campus Conversation	A student talks with a counselor about his feeling of helplessness during a family crisis, when he's far from his family.
Academic Listening	Radio interview: Feng Shui in the Newsroom
READING	
Newspaper Article	In One School, Many Sagas
SPEAKING	
Integrated Task: Read, Listen, Speak	Debate options for redesigning a college visitor center. Which model should be followed: Victorian design or the philosophy of feng shui?
WRITING	
Independent Task	Which country or culture has made the most significant contributions throughout history?
SKILL FOCUS	
Using Context Clues	Using context clues means using surrounding information to understand meaning and details, and make inferences.
TOEFL® iBT TARGET SKILLS	
<ul style="list-style-type: none"> Identify and express main ideas Identify and express details Make inferences Recognize a speaker's attitude Understand vocabulary in context Scan for information and organize it Use details to support an opinion 	

 For extra practice of TOEFL iBT skills, go to pages 218–235.

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.


校园对话让考生熟悉大学校园里的实用词汇、对话和日常场景。

学术听力为考生展示了讲座、报告和面试等各种文体形式，帮助考生理解各种文体风格和主题。

Personality 43


ACADEMIC LISTENING

FIRST LISTENING

 Listen to a radio commentary in which host Julie Danis describes how "Pollyannas," or extreme optimists, react to life's problems. Take notes using the chart below. Work with a partner and combine your notes.

PROBLEM	POLLYANNA'S REACTION
Visit to eye doctor	<ul style="list-style-type: none"> perfect for listening to language tapes and doing relaxation exercises
Computer crashes, hold time on help line is hours	<ul style="list-style-type: none"> catch up on movies

SECOND LISTENING

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

- What is the main idea of this commentary?
 - Many people view life in a negative way.
 - Some people always see the bright side of problems.
 - Everyone should have a more positive outlook.
 - Most people take either a positive or a negative view of life.
- How does the speaker organize the information she presents?
 - By contrasting the ways different people react to problems
 - By giving reasons for why people react to problems as they do
 - By suggesting better ways to handle life's problems
 - By examining the effects of problems on people's lives

High-Interest Academic Reading Selections

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

通过阅读大量不同学科的选文，考生能够加强批判性阅读的技能，如分类、总结和分析。

The Workplace 103

2 Reading

COCA-COLA THINKS INTERNATIONAL

PRE-READING

1 Read the questions. Then quickly read the passage that follows to answer the questions. Write on the lines the number of the paragraph in which you found each answer. Work with a partner to compare your answers.

1. In how many countries does Coca-Cola operate?
2. How many employees did Coca-Cola transfer in its leadership development program?
3. Who is the president of Coca-Cola, and where was he born?
4. Where does Coca-Cola earn the greater portion of its profits?

2 Quickly read paragraph 1 of the passage. What is the general idea of the paragraph? Work with a partner to compare your answers.

READING

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.

COCA-COLA THINKS INTERNATIONAL

1 Coca-Cola has been operating internationally for most of its 100-year history. Today the company has operations in 160 countries and employs over 400,000 people. The firm's human resource management (HRM) strategy helps to explain a great deal of its success. In one recent year Coca-Cola transferred more than 300 professional and managerial staff from one country to another under its leadership development program, and the number of international transferees is increasing annually. One senior-level HRM manager explained the company strategy by noting:

From *International Business: A Strategic Management Approach*, by Alan M. Rugman and Richard M. Hodgents, McGraw-Hill, 1995, p. 323. Reproduced with permission of the McGraw-Hill Companies.

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.

考生通过结构性的或半结构性的笔记练习不但能更加深入理解听力和阅读文章，而且还能学会如何针对口语和写作的要求来组织信息。

152 UNIT 8

LISTENING

Listen to a conversation. Use the outline to take notes as you listen.

Main idea: Two students apply the psychological theory of music and intelligence to their own lives and conclude that music enhances their spatial and analytical skills.

Anna's case

-
-
-
-

Sean's case

-
-
-

Study of children

-

SPEAKING

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

Debate the merits of arts education. What are its benefits? What are its disadvantages?

Step 1

- Work with a partner. Skim the reading and your notes from the reading and listening tasks (pages 150–152) to answer the following questions.
 1. What are the benefits of music and arts education?
 2. What are the disadvantages of having arts programs in schools?
 3. What counterarguments can arts opponents give for each argument in favor of arts education?
 4. What counterarguments can arts proponents give for each argument against arts education?
- Work in a group to discuss the arguments for and against arts education, as well as the counterarguments that can be made in response to each. Use your answers to the questions above to help you. Take notes on your ideas.

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.

大量的托福考试习题有助于考生熟悉托福考试中的各种问题和任务。分析练习有助于考生理解各种题型的出题意图。

Cross-Cultural Insights 85

8. The word *this* in paragraph 6 refers to
 (A) Algeria
 (B) the grandfather
 (C) Algeria's war of independence
 (D) the grandfather's torture and death

9. The word *taboo* in paragraph 7 is closest in meaning to
 (A) forbidden
 (B) popular
 (C) unauthorized
 (D) uncommon

10. Which of the following information is NOT true of the family histories mentioned in paragraphs 6 and 7?
 (A) Both stories explained the death of a grandparent.
 (B) Both stories occurred during war-time periods.
 (C) Both stories were openly discussed in the students' homes.
 (D) Both stories told about violence in the students' homes.

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.

She thought they might be as uninformed about their family roots as she was at that age.

The incident set the teacher thinking. A traditional role of French schools is to prepare children of immigrants to become French citizens. ☐ Yet Meak's reaction made Mrs. Contrepois realize that she knew nothing of the background of the young people of different races whom she faced every day. ☐ Clearly, some students' parents came to France simply to find work. Others came fleeing wars and dictatorships. ☐ Yet Mrs. Contrepois, who comes from an immigrant family herself, also wondered whether the teenagers themselves knew why they were in France. Did they know their own family history? ☐

A year ago, seeking answers, she gave the 120 students in her six classes a research project titled: "In what way has your family been touched by history?"

12. An introductory sentence for a brief summary of the passage is provided below. Complete the summary by circling the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

Students in a French school researched their immigrant families' histories for a class project.

(A) The collection of stories was called "History, My History."
 (B) The project required the students to write a paper on the effects of history on their families.

(continued on next page)

86 UNIT 5

(C) The teacher hoped the project would help her students improve their language skills.
 (D) Their stories told of the difficult experiences that led their families to immigrate.
 (E) The project helped the students accept both their lives in France and their origins.
 (F) The project required students to conduct their research on the Internet.

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 *this*, *them*, *this*, or *none*

Go back to the reading questions and label each question with 1, 2, 3, or 4. Then work with a partner 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 passage and listen to an excerpt on a related topic. Then you will speak about the relationship between the two.

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.

综合任务要求考生综合两种来源的信息，然后进行口头或书面回答。通过培养考生的批判性思维、记笔记和其他实际技能，使考生做出高质量的回答。

108 UNIT 6

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 a partner 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 passage and listen to an excerpt on a related topic. Then you will speak about the relationship between the two.

READING

Read the passage. As you read, fill in the following summary chart.

WORKPLACE SURVEILLANCE	
Tools for workplace surveillance	<ul style="list-style-type: none"> video cameras
Things that companies monitor	<ul style="list-style-type: none"> e-mail
Reasons that companies monitor	<ul style="list-style-type: none"> to protect themselves and employees legally; to detect legal violations

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

独立任务帮助考生具备表达和支持自己观点的技能。

110 UNIT 6

SPEAKING

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

Imagine that your employer has asked you to help develop its employee monitoring program. How could you design a program that addresses both the company's security needs and its employees' concerns about privacy?

Step 1

- Work with a partner. Skim the reading and your notes from the reading and listening tasks (pages 108–109) to answer the following questions.
 - How are employees monitored at work?
 - Why do companies monitor employees?
 - What are employees' concerns about monitoring?
 - How could a monitoring program meet employers' needs while protecting employees' privacy?
- With your partner, discuss what employers/managers and employees want in a monitoring program. Discuss how each "side" can accommodate the other side's needs and concerns. In the box below, make a list of practices that might satisfy both groups. Use your answers to the questions above to help you.

Monitoring Practices to Satisfy Both Sides

Step 2

With your partner, practice a two-minute role play, acting as a manager and an employee who are working together to establish a company's monitoring program. Take turns stating and responding to key points. Discuss ways to satisfy both sides' needs and concerns. Then switch roles and repeat the role play. Be sure to use the information in your list to help you.

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Step 3

Change partners. Take turns doing the two-minute role play again. Then switch roles and repeat the role play.

To evaluate your partner's response, use the Speaking Evaluation Form on page 184.

4 Writing

INDEPENDENT TASK

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

Describe your ideal job. Discuss the work you would do, where you would work, your colleagues, and the salary and benefits you would receive.

Step 1

- Work in a group. Brainstorm ideas about appealing or interesting jobs. Share ideas about the following aspects of the jobs: duties, workplace and schedule, co-workers and managers, salary and benefits. Take notes on what you hear.
- On your own, evaluate what you have heard. What are the most appealing or interesting jobs that were mentioned? What are the characteristics of those jobs? Which ideas could you use in your own writing?
- Choose the job that you would most like to have. Organize your ideas by filling in the chart below with information about the job.

MY IDEAL JOB	
Description of job job title, type of work, duties	
Workplace inside/outside, atmosphere, hours, colleagues/managers	
Compensation salary, benefits	

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 essential skills:

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

每本书的技能聚焦部分可以提高考生对学术语言的关键技能的认识。在该系列丛书的每一个级别中,考生能够更加深入广泛地掌握以下技能:

- 跳读和查读
- 识别和运用文章大意和细节
- 推论
- 识别和运用修辞结构
- 运用上下文线索
- 同义转述
- 运用细节性的例子
- 对比和对照
- 识别和运用衔接

14 UNIT 1

Step 2
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 183.

5 Skill Focus

COMPARING AND CONTRASTING

EXAMINATION

1 Read the following excerpt from the unit. Work with a partner and answer the questions about the excerpt.

Item 1 (Campus Conversation, p. 3)

Professor: Look, I'd like every student to know how to do research, but what really matters is this: can you communicate the information you uncover—in a genuinely meaningful way? ... being able to describe the key points is a lot more important than knowing a bunch of facts and details.

- What is being contrasted in this statement?
- What words does the professor use to show contrast? Underline them.

2 Look at the following task from the unit. Work with a partner and answer the questions about the task.

Item 2 (Independent Task, p. 13)

Compare and contrast alcoholism with another, more recent addiction. What are the similarities and differences between the two? In your opinion, which is more severe? Support your opinions with examples from your own or other people's experiences.

- Review your written response to the topic. Which features (causes, effects, etc.) of the two addictions did you compare and contrast? Which examples did you use to help illustrate similarities or differences, and why did you choose them?
- How did you organize your response? Did you focus more on similarities or differences? If you focused more on one, why did you do so?
- Did you use any special words or phrases to signal your comparisons and contrasts? If so, circle them. Show them to your partner and discuss your choices.

Addiction 15

Tips

To do well on the TOEFL, it is essential to learn how to be aware of and use comparisons and contrasts in written and spoken English. Comparisons address similarities; contrasts address differences. Using and recognizing comparisons and contrasts can help you to analyze information and to explain and understand relationships and opinions.

Listening and Reading

- Pay attention to the balance between comparison and contrast. Writers and speakers use either more comparisons or more contrasts in order to show their point of view, or opinion.
- Look for words and phrases that signal comparison and contrast.
Comparison signals: *also, both, similarly, like, comparable, the same, likewise, and so on*
Contrast signals: *but, however, unlike, differences, in contrast, more/less... than, and so on*
- Notice examples used to support each point of view.

In Item 1, the professor contrasts the two activities because he believes that they are very different and that one of them is more important. To show contrast, he uses the word *but* and the phrase "*more important than*".

Speaking and Writing

- When expressing your opinion, use more comparisons to show that you think subjects are alike, or more contrasts to show that you think they are different. When you do not intend to express your opinion, use an equal balance of comparisons and contrasts.
- Give equal time or space to each of the subjects you are comparing and contrasting; compare and contrast the same features about each subject. Try to balance each point about one subject with a related point about the other subject(s).
- Use words or phrases to introduce comparison and contrast.
- Support ideas with detailed examples.

In your response to Item 2, you should have written about both addictions equally, including detailed examples to support your ideas about each one. Your response could have focused on the causes of both addictions or the effects of both addictions, but it should not have focused on the causes of one addiction and the effects of the other.

ETS Practice Section

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

该部分专门由 ETS 所提供,旨在为考生提供全真练习和进一步的评估。

218 TOEFL iBT Practice

LISTENING

Listen to the conversations and lectures. Answer the questions based on what is stated or implied by the speakers. You may take notes while you listen. Use your notes to help you answer the questions. (Check the Answer Key on pages 241–242.)



CONVERSATION 1



1. What are the two speakers mainly discussing?
 - (A) How to use graphs effectively in a class presentation
 - (B) Where the professor posts class information on the Internet
 - (C) The way the student requests information from the professor
 - (D) What the student needs to do to meet a deadline for a paper
2. According to the professor, e-mail communication is useful in certain situations. What two examples does the professor mention? **Choose TWO answers.**
 - (A) Obtaining more details on class work with imminent deadlines
 - (B) Providing the professor with copies of student presentations
 - (C) Sharing information about research sources for class papers
 - (D) Asking follow-up questions about a lecture the professor has given
3. What does the professor imply about discussion groups on the Internet?
 - (A) They are not as effective as discussion groups that meet in person.
 - (B) They do not always provide accurate information for participants.
 - (C) They are not adequate substitutes for attending her seminar.
 - (D) They do not make use of the professor's lectures on the course material.
4. What does the professor ask the student to do?
 - (A) Take better notes
 - (B) Talk more in class
 - (C) Write longer papers
 - (D) Send more e-mails

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.

考生需要通过练习和反馈的方式来提高英语的流利度和准确性。考生可以通过填写“写作与口语评估表”来互相评估写作与口语部分的答案。

TOEFL iBT 245

TOEFL® iBT Test—Integrated Speaking Rubrics

Score	General Description	Delivery	Language Use	Topic Development
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Speech is generally clear, fluid and sustained. It may include minor lapses or minor difficulties with pronunciation or intonation. Pace may vary at times as speaker attempts to recall information. Overall intelligibility remains high.	The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient (automatic) expression of relevant ideas. Contains generally effective word choice. Though some minor (or systematic) errors or imprecise use may be noticeable, they do not require listener effort (or obscure meaning).	The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or minor omissions.
3	The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, but it exhibits minor difficulties with pronunciation, intonation or pacing and may require some listener effort at times. Overall intelligibility remains good, however.	The response demonstrates fairly automatic and effective use of grammar and vocabulary and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. Such limitations do not seriously interfere with the communication of the message.	The response is sustained and conveys relevant information required by the task. However, it exhibits some incompleteness, inaccuracy, lack of specificity with respect to content, or choppiness in the progression of ideas.
2	The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level is characterized by at least two of the following:	Speech is clear at times, though it exhibits problems with pronunciation, intonation or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.	The response conveys some relevant information but is clearly incomplete or inaccurate. It is incomplete if it omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Typically, ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary in order to follow what is being discussed.
1	The response is very limited in content or coherence or is only minimally connected to the task. Speech may be largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation and intonation problems cause considerable listener effort and frequently obscure meaning. Delivery is choppy, fragmented, or telegraphic. Speech contains frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limits (or prevents) expression of ideas and connections among ideas. Some very low-level responses may rely on isolated words or short utterances to communicate ideas.	The response fails to provide much relevant content. Ideas that are expressed are often inaccurate, limited to vague utterances, or repetitions (including repetition of prompt).
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			

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

UNIT	1	2	3	4	5	6	7	8	9
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:									

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“托福考试评分细则”来评估考生综合任务和独立任务部分的答案。

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Credits

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PART ONE

NorthStar Practice Units for the TOEFL® iBT

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Addiction

| LISTENING |

Campus Conversation

A student and a professor discuss Internet research and addiction.

Academic Listening

Radio interview: *Time to Do Everything except Think*

| READING |

Newspaper Article

Mick's Toughest Inning

| SPEAKING |

**Integrated Task:
Read, Listen, Speak**

Compare and contrast the effects of Internet addiction with those of compulsive shopping.

| WRITING |

Independent Task

Compare and contrast alcoholism with another, more recent addiction.

| SKILL FOCUS |

**Comparing and
Contrasting**

Comparing and contrasting means recognizing relationships, analyzing similarities and differences, and distinguishing two points of view.

| TOEFL® iBT TARGET SKILLS |

- Identify and express main ideas
- Identify and express details
- Make inferences
- Recognize comparison in a listening
- Organize information
- Use detailed examples to compare two ideas
- Complete an outline with topics and details



For extra practice of TOEFL iBT skills, go to pages 218–235.