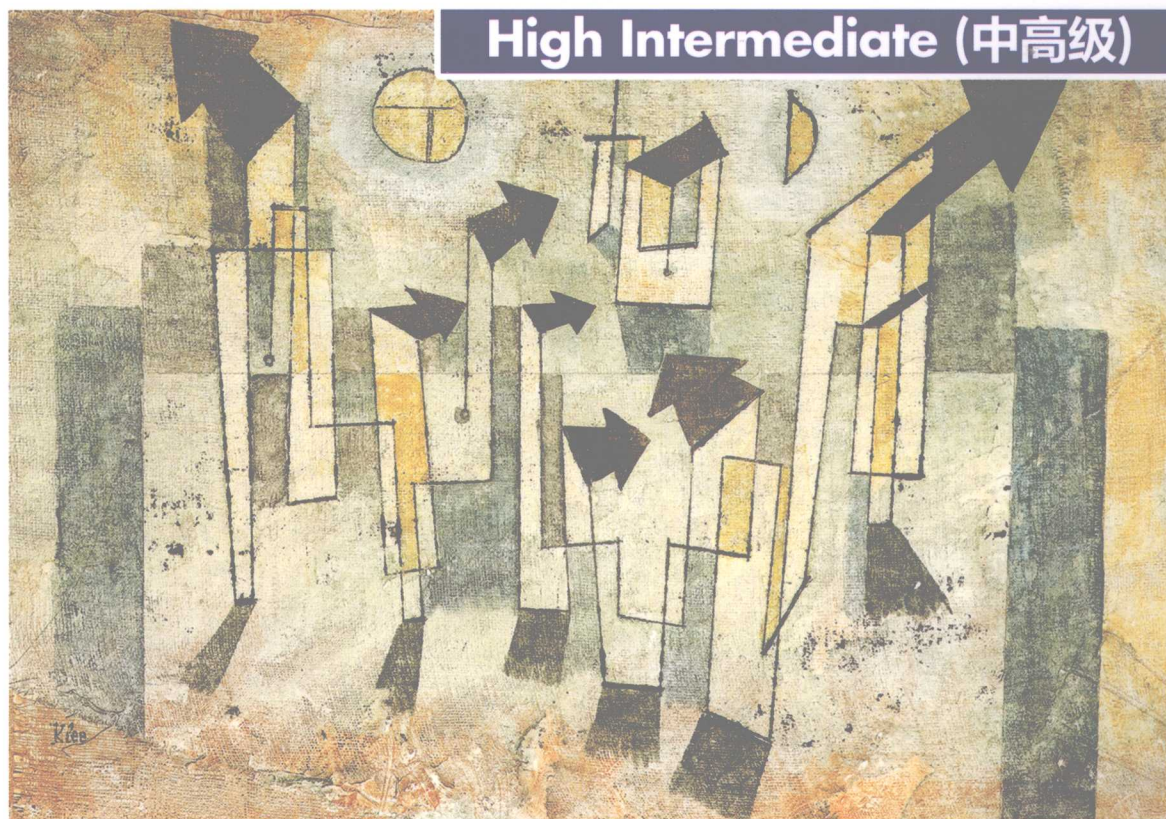


NORTHSTAR

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

High Intermediate (中高级)



Cooperation with

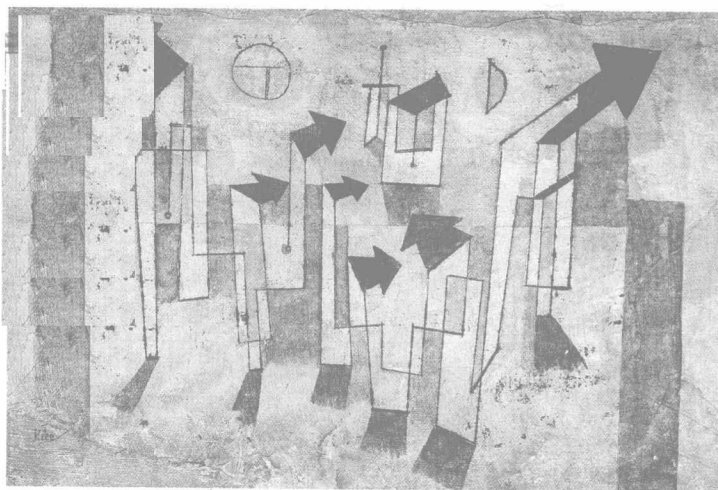


Building Skills for the TOEFL® iBT

Helen S. Solórzano [编著]

NORTHSTAR
Building Skills for the TOEFL® iBT
朗文托福考试技能培训教程
High Intermediate (中高级)

In cooperation with



Helen S. Solórzano [编著]



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

图书在版编目(CIP)数据

托福考试技能培训教程:中高级 / (美)索罗扎诺
(Solórzano, H. S.)编著. —北京:北京语言大学出版社, 2010.1
ISBN 978-7-5619-2625-3

I. ①托… II. ①索… III. ①英语—高等教育—自学
参考资料 IV. ①H310.41

中国版本图书馆 CIP 数据核字 (2010) 第 003627 号

版权登记: 图字 01—2010—0244

Authorized Adaptation from the English language edition, entitled NorthStar: Building Skills for the TOEFL® iBT (High Intermediate), 2nd Edition, (0-13-198578-7) by Helen S. Solórzano, published by Pearson Education, Inc., publishing as Pearson Education ESL, Copyright ©2006.

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage retrieval system, without permission from Pearson Education, Inc.

China Adapted edition published by PEARSON EDUCATION ASIA LTD. and BEIJING LANGUAGE AND CULTURE UNIVERSITY PRESS, Copyright ©2010

此书乃培生教育出版亚洲有限公司特为中国大陆地区发行的特别版, 仅限于中国大陆境内销售, 此特别版不能在香港、澳门特别行政区, 中国台湾地区和中國大陸地区以外销售发行, 凡于以上地区发行销售或购买, 均属侵权行为, 此书之版权持有者保留追究权利。由北京语言大学出版社改编并在中国大陆地区独家出版发行, 未经培生教育集团书面许可, 不得以任何方式复制或抄袭本书内容。

书 名: 托福考试技能培训教程——中高级

编 著: (美) Helen S. Solórzano

责任编辑: 王素云 张 茜

封面设计: 大愚设计 + 盛 蓝

出版发行: 北京语言大学出版社

社 址: 北京市海淀区学院路 15 号 邮政编码: 100083

网 站: www.bleup.com

电 话: 发行部 (010)62605588 / 5019 / 5128

编辑部 (010)62605189

邮购电话 (010)62605127

读者服务信箱 bj62605588@163.com

印 刷: 北京四季青印刷厂

经 销: 全国新华书店

版 次: 2010 年 2 月第 1 版 2010 年 2 月第 1 次印刷

开 本: 880 毫米×1092 毫米 1/16 印张: 15.75

字 数: 270 千字

书 号: ISBN 978-7-5619-2625-3

定 价: 48.00 元

版权所有 侵权必究

如有缺页、倒页、脱页等印装质量问题, 请拨打服务热线: 010-62605166。

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 **6**

Philanthropy

LISTENING	
Campus Conversation	A student talks to an advisor about volunteering.
Academic Listening	Lecture: Philanthropist Andrew Carnegie
READING	
Article	<i>Some Take the Time Gladly</i>
WRITING	
Integrated Task: Read, Listen, Write	Summarize reasons for charitable giving.
SPEAKING	
Independent Task	Discuss the ideas of donating money and time to charity.
SKILL FOCUS	
Identifying and Using Rhetorical Structure	Identifying and using rhetorical structure means you understand the relationships among facts and ideas in different parts of a spoken or written passage.
TOEFL® iBT TARGET SKILLS	
<ul style="list-style-type: none"> Identify and express main ideas Identify and express details Make inferences Take notes in an outline Summarize using details and examples Organize reasons and details to support an opinion Identify the rhetorical structure of a text Identify an author's purpose 	

 For extra practice of TOEFL iBT skills, go to pages 206–223.

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。

160 UNIT 10

Listen again to part of the conversation. Then answer question 5.


5. Why does the student say, "Well, I have to get to my next class."?

(A) To change the subject of the conversation
(B) To keep the conversation going
(C) To return to an earlier topic in the conversation
(D) To signal that he wants to end the conversation

ACADEMIC LISTENING

FIRST LISTENING

Listen to a call-in radio show. Take notes as you listen. Work with a partner to combine your notes. Then use your notes to answer the questions.



1. What is the radio show about? _____

2. What is the first caller's opinion? Why? _____

3. What is the second caller's opinion? Does the host agree? _____

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。

Medicine 39

2 Reading

NORMAN COUSINS'S LAUGH THERAPY

PRE-READING

Read the title of the article. Then read the first and last sentences of each paragraph. What is the main idea of the article?


READING

Read the article 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.

Norman Cousins's Laugh Therapy

1 In the summer of 1964, well-known writer and editor Norman Cousins became very ill. His body ached and he felt constantly tired. It was difficult for him to even move around. He consulted his physician, who did many tests. Eventually he was diagnosed as having ankylosing spondylitis, a very serious and destructive form of arthritis. His doctor told him that he would become immobilized and eventually die from the disease. He was told he had only a 1 in 500 chance of survival.

2 Despite the diagnosis, Cousins was determined to overcome the disease and survive. He had always been interested in medicine and had read the book *The Stress of Life* (1956) by Hans Selye, an organic chemist, which discussed how body chemistry and health can be damaged by emotional stress and negative attitudes. This made Cousins think about the possible benefits of positive attitudes and emotions. He



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。

106 UNIT 7

5. What does the professor say about finding work after college?

(A) A student needs to have the skills employers want.
(B) A student's major is the most important factor.
(C) Employers don't pay attention to a student's grades in school.
(D) Employers want to hire students right after college.


6. What does the professor suggest the student do about her problem? Check TWO answer choices.

(A) Ask her parents to come and talk to the professor
(B) Drop her business and accounting classes
(C) Find a way to combine film and business
(D) Stop taking film classes and major in accounting
(E) Talk to her parents and reach a compromise

ACADEMIC LISTENING

FIRST LISTENING

Listen to a lecture from an education class about home schooling (teaching children at home instead of sending them to school). Take notes using the question and the chart to help you. Work with a partner to combine your notes.



What issue in home schooling does the class discuss?

Use this chart to compare the issue of home schools versus traditional schools.

HOME SCHOOL	TRADITIONAL SCHOOL

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。

Education 111

8. In paragraph 6, the word *persist* is closest in meaning to

(A) quit
(B) explain
(C) finish
(D) learn

9. According to the paragraph 7, why might children be more successful in school if they can resist impulses?

(A) They are more popular with their teachers.
(B) They can focus on their work and not get distracted.
(C) They easily understand new information.
(D) They have more friends at school.

10. 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 can insert this sentence.

Research like this shows how important Emotional Intelligence can be in a person's life.

☐ Of all the attributes of Emotional Intelligence, the ability to postpone immediate gratification and to persist in working toward some greater future gain is most closely related to success—whether one is trying to build a business, get a college degree, or even stay on a diet. ☐ One researcher examined whether this trait can predict a child's success in school. ☐ The study showed that 4-year-old children who can delay instant gratification in order to advance toward some future goal will be "far superior as students" when they graduate from high school than will 4-year-olds who are not able to resist the impulse to satisfy their immediate wishes (Shoda et al., 1990). ☐

11. Select the appropriate phrases from the answer choices and match them to the personal components of Emotional Intelligence to which they relate. TWO of the answer choices will NOT be used.

(A) communicate with others about our feelings
(B) control our impulses
(C) express our emotions appropriately
(D) recognize our feelings
(E) understand the feelings of others
(F) understand why we feel the way we do
(G) work toward a future goal

Awareness and Management of Emotions	Self-Motivation
* _____	* _____
* _____	* _____
* _____	* _____

112 UNIT 7

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 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 the same topic. Then you will speak about the relationship between the two.

READING

Read the excerpt on the next page from a psychology textbook. With a partner, complete the task.

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。

148 UNIT 9

Speaking

INTEGRATED TASK: READ, LISTEN, SPEAK

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

READING

Read the passage and then complete the outline on the next page.

What Is Culture Shock?

Culture shock refers to the feelings of discomfort experienced as a person adjusts to a new culture. It is caused by having to cope with many new and unfamiliar situations and traditions. Newcomers feel helpless because they cannot understand all the new things they experience. However, understanding the stages of culture shock—and knowing that it is only temporary—can help newcomers make the transition.

There are four stages of culture shock, although the length of time each stage lasts will differ for each person. The first stage is the honeymoon stage. During this time, when you first enter a new culture, everything is interesting and exciting. You are curious about the new culture and eager to learn. Everything seems interesting, the people are friendly, the food is delicious, and you are eager to explore your new surroundings. However, after some time, the

distress stage begins. The newcomer starts to feel uncomfortable and unhappy in the new culture. Everything seems very difficult: shopping, getting around, and making friends all seem confusing. You may begin to feel homesick and want to return home. Feelings of anger and sadness are common, and you may be overwhelmed by small problems. However, these feelings are only temporary. Gradually, the newcomer becomes more comfortable in the culture and enters the recovery stage. The new customs seem clearer, and everyday interactions are easier. You begin to enjoy the new culture once more. Finally, the stability stage begins. Life becomes more normal, and your sense of humor returns. You may not like everything about the new culture, but it doesn't make you so unhappy. You begin to feel at home in the new culture.

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。

Immigration 149

Definition of Culture Shock: _____

Stage 1: _____
Feelings: _____

Stage 2: _____
Feelings: _____

Stage 3: _____
Feelings: _____

Stage 4: _____
Feelings: _____

LISTENING

Listen to the excerpt from Lucy by Jamaica Kincaid. Use the questions to take notes as you listen.

- How does Lucy feel? _____
- What does she miss from home? _____

SPEAKING

Work with a partner to create a role play. Follow the steps below to prepare.

One partner plays Lucy and the other partner plays Lucy's friend. Lucy explains her feelings of culture shock, using examples from the listening. Lucy's friend explains how her feelings are an example of culture shock.

Step 1

With your partner, skim the reading and your notes from the reading and listening tasks (pages 148–149). Fill in an outline for your speaking task:

- How does Lucy feel? Explain using examples.

EMOTION	EXAMPLES

150 UNIT 9

- What stage of culture shock is she experiencing? _____
Define the stage.

- Give examples from Lucy's experience.

Step 2

Take turns practicing a two-minute role play between Lucy and her friend. Use the information in your outline to help you.

Step 3

Work with another pair. Take turns performing your two-minute role play.

To evaluate your partner's response, use the Speaking Evaluation Form on page 174.

4 Writing

INDEPENDENT TASK

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

Do you agree or disagree with the following statement?

"Immigrants should try to become part of the culture in their new home, and not hold onto the traditions of their home culture."

Step 1

Outline your response. First write down your opinion in response to the prompt. Then brainstorm reasons for your opinion. Think of specific details or examples to support your reasons.

Opinion: _____

Reason: _____

Details/Examples: _____

Reason: _____

Details/Examples: _____

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

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
- 总结
- 运用细节性的例子
- 对比和对照
- 识别和运用衔接

5 Skill Focus

PARAPHRASING

EXAMINATION

- 1 Read the excerpt from the Academic Listening. Look at the answer choices to the question. Do the choices use the same words as the report, or are the ideas expressed in other words?

The group kept a diary of their travels online, and even when the going got tough, they buckled down, turning to each other for inspiration as they continued on the trail to the peak.

What did the climbers do during their climb?

- (A) They wrote about their experience on the Internet.
(B) They took a lot of photographs.
(C) They videotaped each other.
(D) They talked to the media about their experience.

- 2 Read the question from the reading. Do the answer choices use the same wording as the reading text, or are the ideas expressed in other words?

Which of the sentences below best expresses the essential information in the passage excerpt? Incorrect choices change the meaning in important ways or leave out essential information.

She was impatient and hungry for words, and her teacher's scribbling on her hand would never be as fast, she thought, as the people who could read the words with their eyes.

- (A) Helen Keller wanted to communicate more quickly.
(B) Helen Keller didn't understand her teacher.
(C) Helen Keller's teacher wrote in her hand.
(D) Helen Keller didn't get enough to eat.

- 3 Review what you wrote for the Integrated Task on page 26. Did you use the same words to describe the ideas in the reading and listening, or did you express the ideas in your own words?

Tips

To do well on the TOEFL, it is essential to learn how to read, write, and speak paraphrased information. When you are reading, you have to recognize when phrases and sentences have the same meaning as another phrase or sentence. When you are writing or speaking, you need to restate ideas from another source in your own words, without changing the meaning.

An effective paraphrase:

- contains the same information as the original statement.
- is expressed in different words.
- may leave out less important details.

Recognizing paraphrased information

When you are answering multiple-choice questions about the main idea or details of a text, you can often get the correct answer by choosing the best paraphrase of the information in the text.

Using paraphrasing in speaking or writing

When you write or speak about ideas in a text, you need to paraphrase the ideas you heard or read.

In writing, if you don't paraphrase, you must use quotation marks to show that you are quoting the same language as the original text. Otherwise, you may be committing plagiarism—taking words from someone else's work and pretending they are your own—an act that is prohibited in colleges and universities.

Example: The law protects people with disabilities from employment discrimination.

Quote: "The law protects people with disabilities from employment discrimination."

Paraphrase: The ADA stops employers from discriminating against disabled people.

In the Examination exercise, you noticed that the answer for the first item is (A) because it conveys the same meaning as the sentences in the listening excerpt. In the second item, the answer is (A) because it is the best restatement of the essential information in the reading passage excerpt.

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。

208 TOEFL iBT Practice



LECTURE 1



1. What does the class mainly discuss?
(A) How students face challenges in the workplace
(B) How students handle family problems
(C) Experiences of being a first-year college student
(D) Study habits can help college students succeed
2. What does the professor imply about his first year as a college student?
(A) He did not know how to study for his courses.
(B) He did not want to pay for the required course books.
(C) He had to work in the university bookstore to pay his tuition.
(D) He was not well prepared for his college experience.
3. In what way are the professor and the female student similar?
(A) They both showed up for class without textbooks.
(B) They both have other family members attending the university.
(C) They are both first-generation college students.
(D) They have never had to work to pay for college.
4. What does the female student imply about living at her parents' home?
(A) It is making it harder for her to enjoy college life.
(B) It is not helping her save much money for college.
(C) It is better than living on campus.
(D) It has helped improve her grades.
5. According to the professor, what are two ways to ensure success as a first-generation college student? **Choose TWO answers.**
(A) Enroll in fewer college courses
(B) Have open discussion with peers
(C) Seek support from the university
(D) Talk with one's parents

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。

234 TOEFL iBT

TOEFL® iBT Test—Independent 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 chopiness 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 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:										

173

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。

Acknowledgments

Many people at ETS contributed to this project, but Longman would especially like to thank Phil Everson, Matt Chametzky, Kate Kazin, Will Jared, and Frank Heron.

Credits

page 4 “CornCam” Copyright NPR© 2001. The text and audio of the news report by NPR’s Cheryl Corley was originally broadcast on National Public Radio’s *Morning Edition*© on August 2, 2001, and is used with the permission of National Public Radio, Inc. Any unauthorized duplication is strictly prohibited.; **page 6** “Focus on Bomb Suspect Brings Tears and a Plea” Copyright 1996 by The New York Times Co. Reprinted with permission.; **page 18** “The Achilles Heel Track Club” Footage Courtesy of WWOR News, WWOR-TV, Inc. All rights reserved.; **page 21** “The Miracle” © 1999 TIME Inc. reprinted by permission.; **page 37** “Get Back in Bed” Satellite Sisters LLC. Used by permission.; **page 57** “Monologue of Isabel Watching It Rain in Macondo” from LEAF STORM AND OTHER STORIES by Gabriel Garcia Marquez.; **page 75** “Interview with Medicine Priest” Used with permission of David Winston, Herbalist AHG ; **page 93** “Some Take the Time Gladly” by Mensah Dean from *The Washington Times*. Copyright © 1997 News World Communication, Inc. Reprinted with permission from *The Washington Times*.; **page 109** “Emotional Intelligence” From Ellen R. Green Wood, Samuel E. Wood *The World of Psychology*, 2/e. Published by Allyn and Bacon, Boston, MA. Copyright © 2002 by Pearson Education. Reprinted by permission of the publisher.; **page 124** “Food in a Bowl” Satellite Sister, LLC. Used by permission.; **page 127** “‘Slow Food’ Movement Aims at Restoring the Joy of Eating” From USA TODAY, a division of Gannett Co., Inc. Reprinted with Permission.; **page 140** “Poor Visitor” (1) Excerpt from “Poor Visitor” from LUCY by Jamaica Kincaid. Copyright © 1990 by Jamaica Kincaid. Reprinted by permission of Farrar, Straus and Giroux, LLC. (2) © Jamaica Kinkaid 1990. Reprinted with the permission of the author c/o The Wylie Agency Inc.; **page 143** “Coming to America” From SCHOLASTIC UPDATE November 15, 1996. Copyright © 1996 by Scholastic Inc. Reprinted by permission of Scholastic, Inc.; **page 163** “Thoreau’s Home” by Henry D. Thoreau, from *Walden*. Text is reprinted from a first edition of *Walden, or Life in the Woods* 1854, published by Ticknor and Fields, Boston.; **page 166** “Inside the House” (Newsweek 11/27/95), from THE ROAD AHEAD by Bill Gates, copyright © 1995, 1996 by William H. Gates III. Used by permission of Viking Penguin, a division of Penguin Group (USA), Inc.

We acknowledge Tess Ferree and Kim Sanabria for use of their material from *Northstar: Listening and Speaking High Intermediate*, Second Edition and Andrew K. English and Laura Monahaon English for use of their material from *Northstar: Reading and Writing High Intermediate*, Second Edition.

Photo Credits

page 4, © Jim Foster/Corbis; **page 6**, © S. Martin-Atlanta Journal/Corbis Sygma; **page 17**, © Mary Kate Denny/ PhotoEdit; **page 21**, © Hulton Archive/Getty Images; **page 35**, © Cathrine Wessel/Corbis; **page 39**, © Royalty-Free/Corbis; **page 53**, © Royalty-Free/Corbis; **page 57**, © Bettmann/Corbis; **page 71**, © Jason/zefa/Corbis; **page 72**, © A. Stegmeyer Photography/Photo courtesy of Solar Survival Architecture; **page 90**, © Charlie Borand/IndexStock; **page 93**, © Mug Shots/Corbis; **page 106**, © Pat Clear Photography/PhotoEdit; **page 113**, © Royalty-Free/Corbis; **page 124**, © David Young—Wolff/PhotoEdit; **page 127**, © David Young—Wolff/PhotoEdit; **page 140**, © Alan Schein Photography/Corbis; **page 144**, © Underwood & Underwood/Corbis; **page 160**, © Emmanuel Faure/Getty Images; **page 206**, © Bill Aron/ PhotoEdit; **page 208**, © Bonnie Kamin/PhotoEdit; **page 209**, © Gary Conner/PhotoEdit; **page 211**, © Larry Williams & Associates/zefa/Corbis.

PART ONE

NorthStar Practice Units for the TOEFL® iBT

Contents

Welcome to <i>NorthStar Building Skills for the TOEFL® iBT</i>	ii
--	----

Part One: NorthStar Practice Units for the TOEFL® iBT

UNIT 1	Media	1
UNIT 2	Overcoming Obstacles	15
UNIT 3	Medicine	33
UNIT 4	Natural Disasters	51
UNIT 5	Conservation	69
UNIT 6	Philanthropy	87
UNIT 7	Education	103
UNIT 8	Food	121
UNIT 9	Immigration	137
UNIT 10	Technology	157
	Evaluation Forms for Integrated and Independent Tasks	173
	Audioscript	175
	Answer Key	193

Part Two: ETS Practice Sets for the TOEFL® iBT

Listening	206
Reading	211
Writing	220
Speaking	222
Audioscript	225
Answer Key	229
TOEFL® iBT Writing and Speaking Rubrics	231

Media

| LISTENING |

Campus Conversation

A student and professor discuss research topics in journalism.

Academic Listening

A radio news interview: *CornCam*

| READING |

News Article

Focus on Bomb Suspect Brings Tears and a Plea

| SPEAKING |

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

Debate two points of view about modern news reporting.

| WRITING |

Independent Task

Discuss your ideas about the best news sources (newspaper, cable TV, the Internet, magazines).

| 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 facts, names, and dates.

| TOEFL® iBT TARGET SKILLS |

- Identify and express main ideas
- Identify and express details
- Make inferences
- Organize information
- Complete outlines
- Express and support an opinion
- Skim and scan for key information



For extra practice of TOEFL iBT skills, go to pages 206–223.