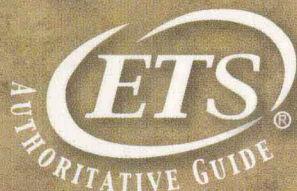


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NORTHSTAR



新 TOEFL 考试

技能培训教程



(中高级)

High Intermediate

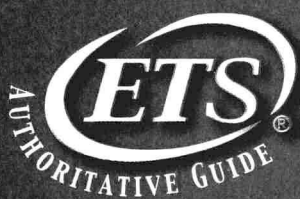
Building Skills for the TOEFL iBT

Helen S. Solórzano 著
朱新华 译



清华大学出版社

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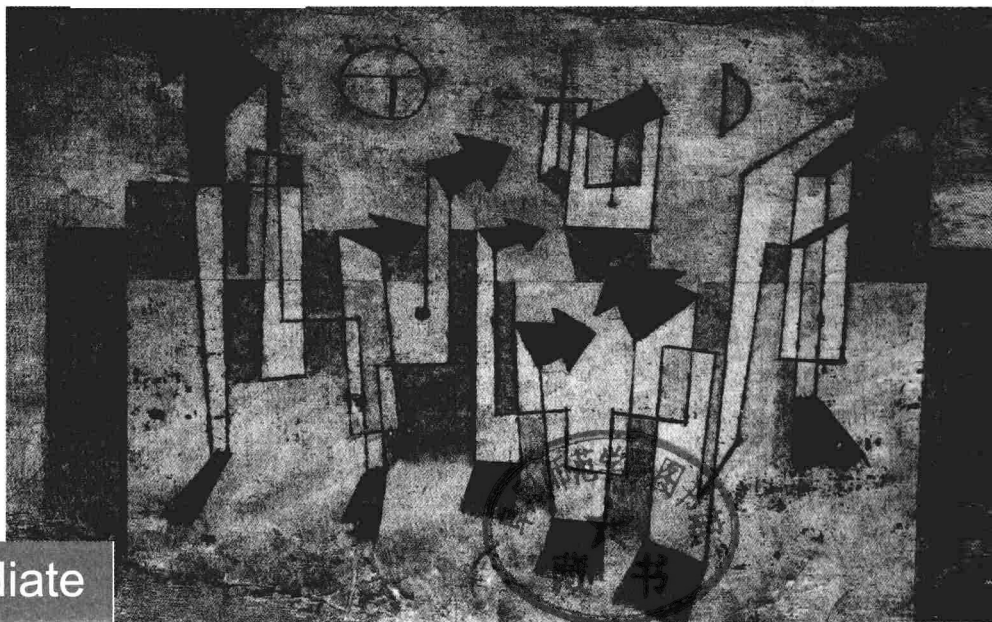
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北京

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，所以学生将从中获益匪浅。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，以及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 **6**

Philanthropy

LISTENING	
Campus Conversation	A student talks to an advisor about volunteering.
Academic Listening	Lecture: Philanthropist Andrew Carnegie
READING	
Article	Some Take the Time Gladly
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 223-240.

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.



- What is the radio show about? _____
- What is the first caller's opinion? Why? _____
- 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.

学术阅读选文趣味性强

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

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.

大量的作笔记练习

学生练习结构性的或是半结构性的记笔记方法，这些练习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组织信息。

2 Reading

Medicine 39

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

Education 117

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.

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.

[A] 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. [B] One researcher examined whether this trait can predict a child's success in school. [C] 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). [D]

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 • _____ • _____
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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.

完善的新 TOEFL 题型和题型分析

大量的新 TOEFL 试题练习使学生熟悉新 TOEFL 考试中的各种问题和任务。题型分析则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.

针对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能够做出高质量的回答。

Immigration 163

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.

164 UNIT 9

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.

1. How does Lucy feel? _____

2. 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:

1. How does Lucy feel? Explain using examples.

EMOTION	EXAMPLES

Immigration 165

2. What stage of culture shock is she experiencing? _____

Define the stage.

3. 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: _____

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持论点的技能。

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

28 UNIT 2

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?

Overcoming Obstacles 29

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.

TOEFL iBT Practice 223



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 that 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

由美国教育考试服务中心所提供的练习部分

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的评估的依据。

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。

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 least some issues in completeness. It is highly intelligible and contains 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 expression of relevant ideas. Contains generally effective word choices. Though some minor or occasional errors or imprecise use may be noticeable, they do not require listener effort for accurate 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 omissions.
3	The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and contains some sustained discourse, though it exhibits some noticeable issues in the organization 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 to understand. 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 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 phrase 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 coherent or too familiar 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 statements, or repetitive, 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:										

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。

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。

UNIT 1	
I Listening	
PRE-LISTENING VOCABULARY	
Suggested Time: 5 minutes	
Focus	To acquaint students with useful vocabulary, including campus vocabulary, to aid comprehension of the listening. To give practice inferring word meaning from context.
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.
Explanation	(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.
Culture Note	
Suggested Time: 5 minutes	
Focus	To acquaint students with important issues and practices in colleges and universities.
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.
Explanation	(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.
FIRST LISTENING	
Suggested Time: 15 minutes	
Focus	To help students listen for main ideas and pragmatic information/inference in a campus-related conversation.
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.

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Credits

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