

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

Intermediate (中级)



cooperation with



Building Skills for the TOEFL® iBT

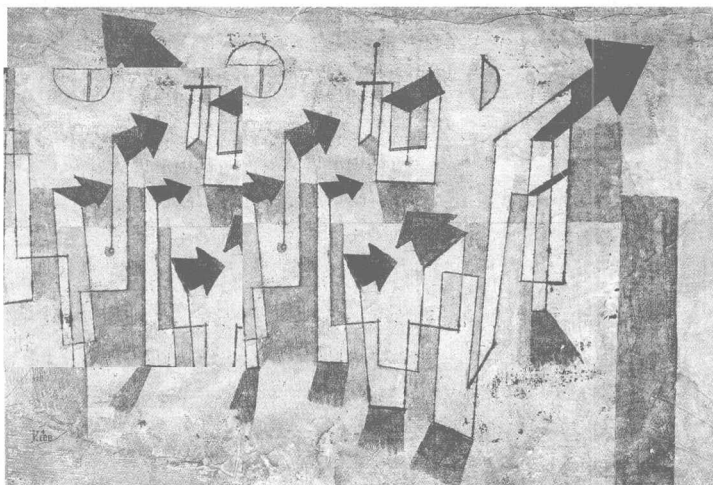
John Beaumont [编著]



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

NORTH STAR
Building Skills for the TOEFL® iBT
朗文托福考试技能培训教程
Intermediate (中级)

In cooperation with



John Beaumont [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: 中级 / (美)博蒙特
(Beaumont, J.)编著. —北京: 北京语言大学出版社,
2010.1

ISBN 978-7-5619-2624-6

I. ①托… II. ①博… 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 003607 号

版权登记: 图字 01—2010—0243

Authorized Adaptation from the English language edition, entitled NorthStar: Building Skills for the TOEFL® iBT (Intermediate), 2nd Edition, (0-13-198576-0) by John Beaumont, 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, 中国台湾地区和中国大陆地区以外销售发行, 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——中级

编 著: (美) John Beaumont

责任编辑: 余心乐 孙春红

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.blcup.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: 272 千字

书 号: ISBN 978-7-5619-2624-6

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。

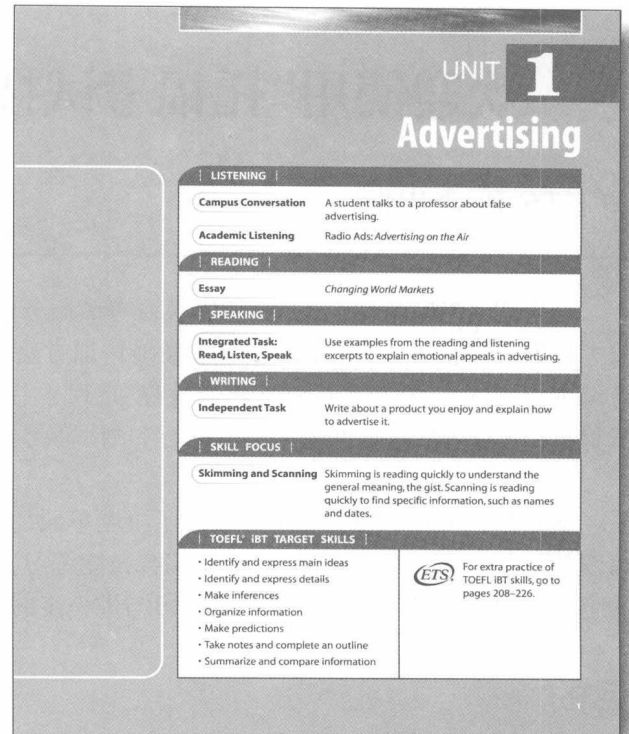
托福考试要求考生展示出他们在不同的校园生活和学术场景下运用英语的能力。比如,在听完主题陌生的讲座后,口头解释并整合所阅读及听到的信息,写出一篇结构严谨、语法正确、用词灵活并有详细例子的文章。口语和写作的任务要求考生表达清晰且充满自信。通过本系列丛书的学习,考生能够循序渐进地增强语言技能和应试能力。

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。



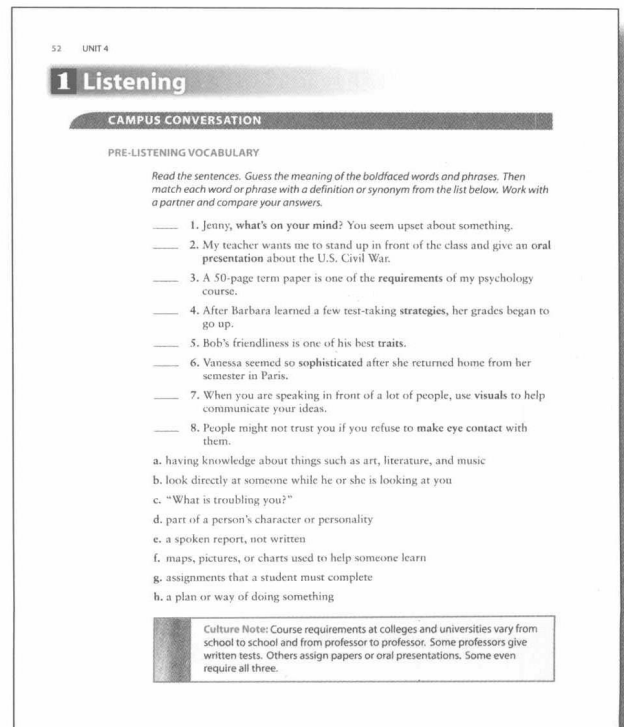
High-Interest Listening Selections

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。



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。

READING

Fraud 39

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

The Organic Health Center

1 Do you have cancer? Have the doctors given you no hope? I can help you. My name is Benjamin Harrison. I am the founder of the Organic Health Center. My health center offers the most advanced treatments for curing cancer and other diseases.

2 After traveling around the world for nine years looking for a cure for myself, I was able to learn the causes of cancer. Now, I can help others by offering them a cure. This cure is available only at the Organic Health Center.

3 As a result of my experiences, I realized that Western doctors are just frauds who are unqualified to help their patients. I, on the other hand, have learned how to use the best herbs and organic foods to heal people, and I am qualified to help you. That's why doctors will tell you not to trust me. They know that I can do something they can't do.

4 My program focuses on the whole body. It works on the cause of the cancer. I will put you on the healthiest diet available. This diet uses the best herb and plant products I gathered from my travels around the world. All of the products I use are natural, so they won't make you feel sick. After one to six months on this diet, you will be cured of cancer.

5 Here are some of the programs my center offers:

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

6 I am willing to travel to your home to teach you how to follow the program. And, if you would like, I have testimonials for you to read. These letters are filled with words of praise and thanks to me from my patients.

7 I offer a money-back guarantee if the program fails. If my treatments don't work, you will get back 100% of your money. How can I do this? It is my guarantee to you that my treatment works. A doctor will tell you that cancer can't be cured. It's the doctors who are the frauds.

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。

Fraud 37

ACADEMIC LISTENING

FIRST LISTENING

23

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

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

SECOND LISTENING

24

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

- What are the people talking about?
 - Listening to advice from family
 - Giving money to a man on the phone
 - Trying to win a free vacation
 - Making decisions too quickly

25

Listen again to part of the conversation. Then answer question 2.

- What is Joe's purpose when he says, "I guess I'm pretty gullible."?
 - To explain why he has so many friends
 - To compare himself with his daughter
 - To explain why he gave Frank the money
 - To describe one of his positive characteristics
- How does Rosa describe herself?
 - Friendly
 - Lonely
 - Gullible
 - Unemployed

New TOEFL-Type Items and Item Analysis

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

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。

98 UNIT 6

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

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

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

42 UNIT 3

ANALYSIS

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

1. Basic Comprehension

- main ideas
- details
- the meaning of specific sentences

2. Organization

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

3. Inference

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

4. Vocabulary and Reference

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

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

3 Speaking

INTEGRATED TASK: READ, LISTEN, SPEAK

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

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、笔记和其他实际技能，使考生做出高质量的回答。

Advertising 11

3 Speaking

INTEGRATED TASK: READ, LISTEN, SPEAK

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

READING


Read the excerpt. Then, with a partner, discuss your ideas about the following topic:
Summarize the relationships among Jacko, Australia, the Energizer Bunny®, and the United States.

Advertising All over the World

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

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

As companies are becoming more global, they are looking for new ways to sell their products all over the world. It is true that because of global communication, the world is becoming smaller today.



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。

12 UNIT 1

LISTENING

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

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

Effective Technique: _____

Most Popular: _____

Example of An Ad: _____

SPEAKING

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

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

Step 1

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

Ideas

Emotional Appeals: _____

Examples

Jacko in Australia: _____

Jacko in the U.S.: _____

Energizer Bunny® in the U.S.: _____

Step 2

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

Step 3

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

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

Fraud 45

4 Writing

INDEPENDENT TASK

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

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

Step 1

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

| BEFORE | DURING | AFTER |
|--------|--------|-------|
| | | |

Step 2

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

Step 3

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

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

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

174 UNIT 10

Step 3
Change partners. Take turns giving a one-minute response to the topic again.

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

5 Skill Focus

IDENTIFYING AND USING COHESIVE DEVICES

EXAMINATION

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

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

Item 1 (Academic Listening, p. 166)

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

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

Item 2 (Reading, p. 169)

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

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

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

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

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

Marriage 175

Tips

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

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

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

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

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

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

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

ETS Practice Section

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

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。

TOEFL iBT Practice 211

TRACE
92

LECTURE 2



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

| mental imagery | physical or body paralanguage | emphasis |
|----------------|----------------------------------|----------|
| | | |

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

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

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“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

The author would like to thank Frances Boyd, Carol Numrich and Sherry Preiss for conceiving of this project and setting it into motion, to Debbie Sistino for getting us to the finish line, Helen Solórzano and Linda Fellag for their generous input, and, finally, Kam Chan for his continuous support and much-needed reality checks.

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

pages 27, 30, 31 “An Interview with Tony Hawk” created using published information from *Hawk Occupation: Skateboarder* by Tony Hawk with Sean Mortimer, copyright 2001, Regan Books; page 54 “An Interview with Jackie Torrence” “Storytelling: Torrence Describes Her Craft.” The text and audio of a news interview by NPR’s Frank Stasio was originally broadcast on National Public Radio’s *Weekend Edition Sunday*® on June 28, 1998, and is used with the permission of National Public Radio, Inc. Any unauthorized duplication is strictly prohibited; page 113 Information for this passage was taken from *Love, Lucy* by Lucille Ball, copyright 1997, Berkley Publishing Group.

We acknowledge Helen S. Solorzano and Jennifer P.L. Schmidt for use of their material from *Northstar: Listening and Speaking Intermediate*, Second Edition and Laurie Barton and Carolyn Dupaquier Sardinas for use of their material from *Northstar: Reading and Writing Intermediate*, Second Edition.

Photo Credits

page 3, © Don Mason/Corbis; page 11, © Eveready Battery Company, Inc.; page 19 left; © Reuters/Corbis; page 19 right; © David Madison/The Image Bank/Getty Images; page 21, © Gunter Marx Photography/Corbis; page 35, © David Young-Wolff/PhotoEdit; page 53, © Charles Gupton/Corbis; page 57, © Raymond A. Mendez/Animals Animals; page 67, © Asian Art & Archaeology, Inc./Corbis; page 71, © Gary Conner/PhotoEdit; page 76, © Wartenberg/Picture Press/Corbis; page 91, © Neil Rabinowitz/Corbis; page 97, © Karen Su/Corbis; page 99, © Roger Mear/Getty Images; page 109, © Jim Cummins/Corbis; page 111, © Photofest; page 114, © Photofest; page 127, © Elena Rooraid/PhotoEdit; page 132, © Courtesy of David Schmidt; page 145, © Spencer Grant/PhotoEdit; page 149, © Dusan Petricic; page 163, © Tom Stewart/zefa/Corbis; page 165, © AP/Wide World Photos; page 171, © Bettmann/Corbis; page 207, © Royalty-Free/Corbis; page 211, © Ron Chapple/Taxi/Corbis; page 213, © Owen Franken/Corbis; page 223, © Brooks Kraft/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 | Advertising | 1 |
| UNIT 2 | Extreme Sports | 17 |
| UNIT 3 | Fraud | 33 |
| UNIT 4 | Storytelling | 51 |
| UNIT 5 | Language | 69 |
| UNIT 6 | Tourism | 89 |
| UNIT 7 | Humor | 107 |
| UNIT 8 | Fashion | 125 |
| UNIT 9 | Punishment | 143 |
| UNIT 10 | Marriage | 161 |

| | |
|---|-----|
| Evaluation Forms for Integrated and Independent Tasks | 179 |
|---|-----|

| | |
|-------------|-----|
| Audioscript | 181 |
|-------------|-----|

| | |
|------------|-----|
| Answer Key | 197 |
|------------|-----|

Part Two: ETS Practice Sets for the TOEFL® iBT

| | |
|-----------|-----|
| Listening | 208 |
|-----------|-----|

| | |
|---------|-----|
| Reading | 213 |
|---------|-----|

| | |
|---------|-----|
| Writing | 222 |
|---------|-----|

| | |
|----------|-----|
| Speaking | 225 |
|----------|-----|

| | |
|-------------|-----|
| Audioscript | 227 |
|-------------|-----|

| | |
|------------|-----|
| Answer Key | 231 |
|------------|-----|

| | |
|---|-----|
| TOEFL® iBT Writing and Speaking Rubrics | 233 |
|---|-----|

Advertising

| LISTENING |

Campus Conversation

A student talks to a professor about false advertising.

Academic Listening

Radio Ads: *Advertising on the Air*

| READING |

Essay

Changing World Markets

| SPEAKING |

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

Use examples from the reading and listening excerpts to explain emotional appeals in advertising.

| WRITING |

Independent Task

Write about a product you enjoy and explain how to advertise it.

| SKILL FOCUS |

Skimming and Scanning

Skimming is reading quickly to understand the general meaning, the gist. Scanning is reading quickly to find specific information, such as names and dates.

| TOEFL® iBT TARGET SKILLS |

- Identify and express main ideas
- Identify and express details
- Make inferences
- Organize information
- Make predictions
- Take notes and complete an outline
- Summarize and compare information



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

1 Listening

CAMPUS CONVERSATION

PRE-LISTENING VOCABULARY

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

- _____ 1. Gena was watching **infomercials** on TV. She ordered a frying pan that was being advertised, but when she received it, she said it didn't work very well.
 - _____ 2. She thinks the advertisers made **false claims** about the product. It certainly doesn't work the way they said it would.
 - _____ 3. The company can be **held liable** if the product doesn't work.
 - _____ 4. The new **ab machines** at the gym are effective. I've got a flatter stomach.
 - _____ 5. The company can even be **sued** if the product is dangerous in some way and someone gets hurt.
 - _____ 6. "You paid \$25.00 for that beautiful watch? **Come on!** It looks so expensive."
 - _____ 7. Sarah said she watched 10 hours of TV yesterday. I know she **exaggerated** because I saw her go to work in the morning and come home late.
 - _____ 8. Before you take any medicine, **read the fine print** on the label. There might be important information you need to know.
 - _____ 9. "Let's **vary** the workout today by starting with stretching instead of running exercises, OK?"
- a. be taken to court for money
 - b. long TV commercials designed to provide information about a product or service
 - c. exercise machines to make the abdominal (stomach) muscles stronger
 - d. tell the truth
 - e. make slightly different
 - f. considered legally responsible
 - g. made a fact bigger or greater than it really is
 - h. dishonest statements
 - i. read the details