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# Scope and Sequence

## for NorthStar: Building Skills for the TOEFL iBT Intermediate Student Book

Unit	Listening	Reading
<b>1</b> Advertising	<p><b>Campus Conversation:</b> Listen to a student and a professor talk about false advertising.</p> <p><b>Academic Listening:</b> Listen to radio ads.</p>	<p><b>Essay:</b> Read about advertising in world markets.</p>
<b>2</b> Extreme Sports	<p><b>Campus Conversation:</b> Listen to a student and a professor talk about parents' expectations.</p> <p><b>Academic Listening:</b> Listen to a lecture about the personality of an extreme-sport athlete.</p>	<p><b>Newspaper Article:</b> Read about an athlete's eating disorder.</p>
<b>3</b> Fraud	<p><b>Campus Conversation:</b> Listen to a student and a financial aid advisor talk about scholarships.</p> <p><b>Academic Listening:</b> Listen to statements made by victims of fraud.</p>	<p><b>Advertisement:</b> Read about an alternative health center.</p>
<b>4</b> Storytelling	<p><b>Campus Conversation:</b> Listen to a student and a professor talk about making an oral presentation.</p> <p><b>Academic Listening:</b> Listen to an interview with storyteller Jackie Torrence.</p>	<p><b>Review:</b> Read about the short story "The Metamorphosis."</p>
<b>5</b> Language	<p><b>Campus Conversation:</b> Listen to a student and a resident assistant talk about living and communicating in a new place.</p> <p><b>Academic Listening:</b> Listen to an interview about gender and language.</p>	<p><b>Magazine Article:</b> Read about code switching, or switching between languages while speaking.</p>

Speaking	Writing	Skill Focus
<p><b>Integrated Task:</b></p> <ol style="list-style-type: none"> <li>1. Read about different advertising techniques.</li> <li>2. Listen to a lecture about emotional appeals in ads.</li> <li>3. Speak about emotional appeals in advertising.</li> </ol>	<p><b>Independent Task:</b> Write about a product you like, and how to advertise it.</p>	<p><b>Skimming and Scanning:</b> Learn how to find information quickly.</p>
<p><b>Independent Task:</b> Speak about a time when you did something obsessively (sports, music, games, etc.).</p>	<p><b>Integrated Task:</b></p> <ol style="list-style-type: none"> <li>1. Read the definitions of <i>obsession</i>.</li> <li>2. Listen to an interview with a skateboarder.</li> <li>3. Write about which definition fits the skateboarder's experience.</li> </ol>	<p><b>Making Inferences:</b> Learn how to make guesses about information not stated directly.</p>
<p><b>Integrated Task:</b></p> <ol style="list-style-type: none"> <li>1. Read about "quacks," or people who offer miracle cures.</li> <li>2. Listen to an excerpt about a patient who went to a quack.</li> <li>3. Speak about the reasons for and against going to a quack.</li> </ol>	<p><b>Independent Task:</b> Write about an experience you have had with fraud or dishonesty.</p>	<p><b>Using Context Clues:</b> Learn how to use surrounding information to understand meaning, details, and inferences.</p>
<p><b>Independent Task:</b> Tell a short story in which you or someone you know is an animal, plant, or other nonhuman thing.</p>	<p><b>Integrated Task:</b></p> <ol style="list-style-type: none"> <li>1. Read about anthropomorphism.</li> <li>2. Listen to an excerpt from "The Metamorphosis."</li> <li>3. Write about how the author of "The Metamorphosis" uses anthropomorphism.</li> </ol>	<p><b>Identifying and Using Rhetorical Structure:</b> Learn how to recognize and use rhetorical structures in a whole written or spoken passage or part of one.</p>
<p><b>Integrated Task:</b></p> <ol style="list-style-type: none"> <li>1. Read about stereotyping.</li> <li>2. Listen to an interview with someone who was stereotyped because of his accent.</li> <li>3. Speak about stereotyping.</li> </ol>	<p><b>Independent Task:</b> Write about a group that you have stereotyped or that you know has been stereotyped based on language.</p>	<p><b>Identifying and Using Main Ideas and Details:</b> Learn how to use main ideas and details to understand or express important points.</p>

Speaking	Writing	Skill Focus
<p><b>Independent Task:</b> Give your opinion about the controversial tourist attraction.</p>	<p><b>Integrated Task:</b></p> <ol style="list-style-type: none"> <li>1. Read about vacationing in Antarctica.</li> <li>2. Listen to a lecture against tourism in Antarctica.</li> <li>3. Write a summary of the lecture; explain how it contradicts ideas in the reading.</li> </ol>	<p><b>Paraphrasing:</b> Learn how to restate ideas and information without changing the original meaning.</p>
<p><b>Integrated Task:</b></p> <ol style="list-style-type: none"> <li>1. Read about humor research.</li> <li>2. Listen to a joke told on a call-in radio program.</li> <li>3. Explain the joke using theories from the reading.</li> </ol>	<p><b>Independent Task:</b> Write about a TV show or movie that you thought was funny.</p>	<p><b>Summarizing:</b> Learn how to understand summaries and to report information, leaving out less important details.</p>
<p><b>Independent Task:</b> Give your opinion about dress codes or uniform policies in schools.</p>	<p><b>Integrated Task:</b></p> <ol style="list-style-type: none"> <li>1. Read an argument against cosmetic surgery.</li> <li>2. Listen to an excerpt about cosmetic improvements and surgery throughout history.</li> <li>3. Write about the risks and benefits of cosmetic surgery.</li> </ol>	<p><b>Comparing and Contrasting:</b> Learn how to recognize and discuss similarities and differences.</p>
<p><b>Integrated Task:</b></p> <ol style="list-style-type: none"> <li>1. Read an argument against the death penalty.</li> <li>2. Listen to an argument supporting execution.</li> <li>3. Speak about the arguments for and against the death penalty.</li> </ol>	<p><b>Independent Task:</b> Write about punishments that you think are appropriate for serious crimes.</p>	<p><b>Using Detailed Examples:</b> Learn how to use and recognize examples that support and illustrate general statements.</p>
<p><b>Independent Task:</b> With a partner, compare and contrast your views on marriage.</p>	<p><b>Integrated Task:</b></p> <ol style="list-style-type: none"> <li>1. Read about polygamy.</li> <li>2. Listen to an excerpt about marriage in the Mormon religion.</li> <li>3. Write a summary of the reading; use supporting examples from the listening.</li> </ol>	<p><b>Identifying and Using Cohesive Devices:</b> Learn how to recognize and use terms that connect ideas.</p>

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# Introduction to **NORTHSTAR**

*Building Skills for the TOEFL iBT*  
*Teacher's Manual*

In cooperation with ETS®

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## Instructional Test Preparation

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The TOEFL has changed, so preparation for it must change, too. Pearson Longman and ETS have combined their expertise in language learning and test development to create *NorthStar: Building Skills for the TOEFL iBT*. This three-level series takes a new approach—an instructional approach—to test preparation. The series links learning and assessment with a skill-building curriculum that incorporates authentic test material from the writers of the TOEFL iBT.

The TOEFL iBT requires students to show their ability to use English in a variety of campus and academic situations. These include listening to lectures on unfamiliar topics, orally paraphrasing and integrating information that they have just read and listened to, and writing a well-organized written response 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, and sharpen awareness of their skills.

## The TOEFL iBT

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The new TOEFL iBT is an Internet-based test (iBT) that consists of four sections: Listening, Reading, Speaking, and Writing. The *NorthStar: Building Skills* texts feature many of the question types used on the TOEFL iBT. The books concentrate especially on preparing students for the newest and most difficult questions: the integrated tasks. These questions require test takers to

- read, listen, then speak in response to a question.
- listen, then speak in response to a question.
- read, listen, then write in response to a question.

The new integrated tasks that combine more than one skill are designed to reflect how we really use language. By preparing for the new TOEFL test, students will be building the skills they need to use language in an academic setting and communicate with confidence.

The second part of each *NorthStar: Building Skills for the TOEFL iBT* student book provides authentic practice and assessment materials developed by ETS. This material includes four listening lectures and conversations with questions, two reading passages with questions, two integrated writing tasks, and two integrated speaking tasks. Answers to all questions, as well as key points for the writing and speaking tasks, follow the practice section. Scoring Rubrics used by ETS-trained TOEFL iBT raters are also included. Students and instructors can review these rubrics to become familiar with the official guidelines used to assess student responses.

## Language Instruction: With *NorthStar* or as Stand-alone Test Preparation

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*NorthStar: Building Skills for the TOEFL iBT* Intermediate, High Intermediate, and Advanced can be used effectively with the corresponding *NorthStar* academic English series or on their own.

Students using *Building Skills* with the *NorthStar* series will find the same intellectually challenging themes. Listening and reading passages are drawn from *NorthStar* but exploited for different purposes. Though learners revisit some of the vocabulary, grammar, skills, and ideas in each *NorthStar* unit, all tasks and questions are new and tailored to reflect those of the TOEFL iBT. Thus, with the *Building Skills* books, students hone academic skills with familiar content.

Students using *Building Skills* as stand-alone test preparation will find ten thematic units in each book presenting contemporary and sophisticated listening and reading material. They will learn both new content and new vocabulary as they practice key language skills in tasks and questions that reflect those of the TOEFL iBT.

Whether using the *Building Skills* books alone or with *NorthStar*, learners of English engage with high-interest listening and reading material that reinforces language skills. At the same time, this rich material teaches, both implicitly and explicitly, ten key academic skills for TOEFL success. The books pay particular attention to the newest and most challenging TOEFL iBT tasks, helping students gain the confidence and speed they need to complete these tasks at high-scoring levels:

- listening for pragmatic understanding, or inference (attitude, degree of certainty, purpose, or motivation) in both campus conversations and academic listenings
- integrated tasks in speaking and writing
- independent tasks (expressing opinions) in speaking and writing

# Unit Format in the Student Book

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The first part of each book in the *Building Skills* series has ten units that are organized, like the TOEFL iBT, into Listening, Reading, Speaking, and Writing sections. Each unit also includes a Skill Focus section that explores one of the ten key academic language skills.

## 1 Listening

### CAMPUS CONVERSATION

#### PRE-LISTENING VOCABULARY

To aid listening comprehension, students work with essential vocabulary and expressions in sentence-level contexts. They practice using context clues to identify meaning as well as practice pronunciation of new vocabulary.

#### CULTURE NOTE

Students read and react to important issues and practices in colleges and universities. The culture note can be a springboard for class discussion about students' experiences. It is important to address this note in class because most or all of the information will be very new to many students.

#### FIRST LISTENING

Students listen for main ideas and pragmatic understanding in a campus-related conversation and take notes on a separate piece of paper. (They should leave extra space in their notes so they can add more information.) Then students should compare answers. They answer the First Listening questions based on their notes.

#### SECOND LISTENING

Students listen again for main ideas, as well as for details, specific information, and additional pragmatic understanding. They should add information to the notes they took during the First Listening. They answer the questions based on their notes. For most inference questions, students listen again to an excerpt from the conversation before answering the question. Students are encouraged to compare and discuss their answers.

### ACADEMIC LISTENING

#### FIRST LISTENING

Students listen for main ideas and pragmatic understanding in an academic lecture or interview, and take notes on a separate piece of paper. (They should leave extra space in their notes so they can add more information after each step.) Then students should compare answers. They answer the First Listening questions based on their notes.

## SECOND LISTENING

Students listen again for main ideas, as well as for details, specific information, and pragmatic understanding. They should add information to the notes they took during the First Listening. For most inference questions, students listen again to an excerpt from the passage before answering the question. Students are encouraged to compare and discuss their answers.

## ANALYSIS

The purpose of the analysis section is to familiarize students with TOEFL iBT question types. Students analyze their responses in order to identify skills requiring additional practice. In even-numbered units, students individually analyze and label each question from the Academic Listening section according to three categories: Basic Comprehension, Organization, and Inference. In odd-numbered units, students individually analyze and label each question from the Reading section according to four categories: Basic Comprehension, Organization, Inference, and Vocabulary and Reference. They compare their answers in pairs, check answers against the Answer Key, and discuss how to improve related skills.

# 2 Reading

## PRE-READING

Before reading, students practice a pre-reading skill to help them comprehend the passage that follows. In many cases, this activity practices the Skill Focus of the unit.

## READING

Students read the passage and work individually to answer questions focusing on main idea, details, paraphrasing, organizational pattern (rhetorical structure), inference, vocabulary, reference, summary, and categorization. Students are encouraged to compare and discuss their answers.

# 3 Speaking/Writing

## INTEGRATED TASK: READ, LISTEN, SPEAK/WRITE

The Integrated Task is both receptive and productive. The purpose of this task is to have students synthesize information from a reading and a listening source (receptive) in order to provide an oral or written sample of their English (productive).

## READING

Students read a short excerpt related to the theme of the unit. The excerpt is generally in textbook or essay style. Students take brief notes on main ideas and details to prepare for the productive task.

## LISTENING

Students listen to an excerpt related to the theme of the unit. The excerpt is generally a segment of a professor's lecture, a dialogue, or an interview. The content of the listening excerpt often casts doubt on or presents a different perspective on the information in the reading. Or, it may exemplify or expand on that information. Students take notes on main ideas and details as they listen.

## SPEAKING/WRITING

For speaking tasks, students prepare a short one-minute oral presentation in response to a topic question. Alternatively, they may prepare an interactive mini-debate, short role play or interview. For writing tasks, students prepare a paragraph-level response to the question within a 20-minute time frame. Students work together to prepare their individual responses to the topic question. Students can self-evaluate or be evaluated by their peers or teacher using the Speaking or Writing Evaluation Forms included at the back of the student books. In addition, teachers can utilize the TOEFL iBT Speaking Task or Writing Task Scoring Rubrics included in both the student books and Teacher's Manuals. (See pages B-7–B-10, B-16, B-30–B-33, B-45, B-56–B-61 of this Teacher's Manual for more information on *TOEFL iBT Scoring Rubrics*.)

# 4 Speaking/Writing

## INDEPENDENT TASK

The purpose of the Independent Task is to give students an opportunity to produce an organized one-minute oral response or 20-minute written response related to the theme of the unit. The topic question asks students to express their opinions and give support using examples from their own life experience or the experiences of others. To prepare for this activity, groups or pairs of students follow a series of steps to brainstorm, gather ideas, and narrow the focus of their responses. As with the Integrated Tasks, students can self-evaluate or be evaluated by their peers or teacher using the techniques described above.

# 5 Skill Focus

Each unit focuses on one of ten essential skills for success on the TOEFL (see list on page xiv).

## EXAMINATION

In the first phase of the Skill Focus section, Examination, students revisit items and tasks from the unit in order to focus on one skill area.

**TIPS**

The Skill Focus section continues with a series of tips that gives students more information about the skill and provides information that students can apply to related items on the TOEFL iBT. The teacher may want to use the tips as a springboard for class discussion. Do the students already use the skill? How might they develop the skill further as they prepare for the TOEFL iBT?

**PRACTICE**

Finally, students are given an opportunity to practice using the skill in a new activity related to the theme of the unit. They complete exercises that range from text analysis to editing to production tasks. These exercises enable students to assess their strengths and weaknesses in using the skill and applying it to answer TOEFL iBT-style items and tasks.

## The 10 Essential TOEFL iBT Skills

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To succeed on the TOEFL iBT, test takers must demonstrate what they can *do* with English, not simply what they *know about* English. To get a high score, it is not effective to memorize grammatical rules and definitions or master guessing strategies. Instead, students need to learn English well, and recognize and master ten key academic language skills. These are sophisticated language skills that require high levels of performance in listening/speaking, reading/writing, vocabulary, and grammar. The Skill Focus section in each unit of the *Building Skills* texts highlights and practices one key skill. Additionally, tasks throughout the unit offer both implicit and explicit practice of the focus skill. All three levels of *Building Skills* offer students the opportunity to solidify their awareness and mastery of these ten crucial skills.

**1. SKIMMING AND SCANNING**

Skimming is the ability to read a passage quickly to understand the gist, the general meaning, or the main idea. Scanning is the ability to read a passage quickly to find specific information, such as facts, names, and dates. Both skills are essential for reading efficiently for main ideas, details, inferences, and structure.

**2. IDENTIFYING AND USING MAIN IDEAS AND DETAILS**

The ability to identify main ideas and details shows understanding of a writer's or speaker's most important point as well as the way that point is supported. In writing, it is necessary to present clear main ideas as thesis statements and topic sentences and to support them with appropriate details. In speech, it is also important to present clear main ideas with supporting details so that listeners can follow a line of thinking easily.

**3. MAKING INFERENCES**

Making inferences is the ability to move beyond the literal meaning of a text to make guesses, predictions, or conclusions about information that is not stated directly. Students also “read

between the lines” to infer a writer’s intended meaning by using context clues. Students also “listen between the lines” to infer a speaker’s intended meaning, attitude, and feelings by focusing on intonation, stress patterns, or tone of voice.

#### **4. IDENTIFYING AND USING RHETORICAL STRUCTURE**

Identifying rhetorical structure is the ability to recognize how a passage is organized and to understand the relationships among facts and ideas in different parts of the passage. It is also the ability to determine how and why speakers and writers use particular organizational structures to make their points and to identify connections—both implicit and explicit—among the parts of a passage. In writing and speech, it is important to know how to use rhetorical structure to present information in an organized form that distinguishes between major and minor points, to present steps in a process or narration, and to separate categories of information.

#### **5. USING CONTEXT CLUES**

Using context clues means using surrounding information in a written or spoken passage to figure out unknown words or phrases, to understand the relationship of details within the passage, and to make inferences.

#### **6. PARAPHRASING**

Identifying a paraphrase is the ability to recognize phrases or sentences that have the same meaning as other phrases or sentences, both when the vocabulary and grammatical structures are similar and when they are different. Using paraphrasing in writing and speech means restating ideas from another source in one’s own words (different vocabulary and grammar) without changing the essential meaning of the original source.

#### **7. SUMMARIZING**

Summarizing is the ability to identify and extract the main ideas and details from a written or spoken passage, leaving out less important details, and then to reproduce this information in coherent writing or speech.

#### **8. USING DETAILED EXAMPLES**

Using detailed examples in writing or in speech shows the ability to illustrate an idea and to support general statements with concrete information.

#### **9. COMPARING AND CONTRASTING**

Identifying compare and contrast structures shows knowledge of expressions that point out likenesses and differences, the ability to analyze information in terms of similarities and differences, and the ability to distinguish two points of view. In writing and speech, comparing and contrasting are the abilities to express ideas by categorizing them into different parts, showing how they are similar or different, and how one casts doubt on another.

## 10. IDENTIFYING AND USING COHESIVE DEVICES

Identifying cohesive devices gives the reader or listener the ability to understand words and phrases that connect parts of a written or spoken text and signal the type of organization used (steps in a process, compare and contrast, cause and effect, and so on). In writing and speech, using cohesive devices, such as signal words (*therefore, similarly, and so*) and transitional phrases (*although this may be true, as an illustration, and for the same reason*), demonstrates the ability to introduce new information or ideas and to connect ideas in order to help the reader or listener understand the sequencing of ideas.

## Note Taking for Comprehension and Planning

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Throughout the TOEFL iBT, note taking is recommended to aid comprehension and memory, as well as to plan for speaking and writing tasks. The *Building Skills* texts provide ample practice in structured and semi-structured note-taking tasks in each unit at every level. For comprehension, students practice organizing, fleshing out, and using their notes to answer items. They learn to improve their notes by comparing them with those of peers, going back to the text or listening again to the audio material, and finally checking answers in the Answer Key. For planning, learners build on these note-taking skills by using the notes to organize their responses to speaking and writing items. The Teacher's Manuals provide additional suggestions for discussing note-taking styles (for example, outlines and charts) and tips (for example, taking notes on lectures, using abbreviations, and for phasing in independent or "blank-page" note taking).

## Approach to Giving Feedback

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The new Speaking section of the TOEFL iBT has six separate tasks: two on familiar topics, two on campus topics, and two on academic topics. In addition to topic development, the responses are scored on delivery (fluency and pronunciation) and language use (grammar, vocabulary).

The new Writing section of the TOEFL iBT has two separate tasks: (1) the familiar Independent Task, a written opinion in response to a general question, and (2) the new Integrated Task, a synthesis task requiring students to identify and paraphrase three main points in the reading and the three counterarguments in the listening. Both tasks are scored on organization and appropriate use of grammar and vocabulary. In addition, the response to the Independent Task is evaluated for development, while the response to the Integrated Task is evaluated for the completeness and accuracy of the content.

With *Building Skills*, students have many opportunities to practice these speaking and writing tasks. In the classroom setting, teachers are encouraged to help students internalize the TOEFL iBT time limits and scoring standards, monitor themselves, and begin to perceive their improvement. In optional peer feedback tasks, students use the Speaking and Writing Evaluation Forms at the back of the Student Books to assess one another's responses and to develop awareness of their own strengths and weaknesses.

The Teacher's Manuals give suggestions for using both the Evaluation Forms and the TOEFL iBT Scoring Rubrics to give feedback on the Integrated and Independent Speaking and Writing tasks. They also provide detailed information on how to score tasks, as well as model responses at different score levels for reference.

## **Enhancing Classroom Interaction with the Texts**

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Since the TOEFL iBT emphasizes communication, it is fitting that preparation for the test have the same emphasis. In instructional test preparation, students develop communicative skills through interaction in a classroom setting. Not only do they practice skills, but they also help, encourage, and learn to critique one another. To do well on the test, students need to comprehend and recognize text features as well as produce them in speaking and writing. Through constant interaction with classmates, they build the awareness, skill, and confidence to perform.

# Overview of the Teacher's Manuals

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The *NorthStar: Building Skills for the TOEFL iBT* Teacher's Manuals feature:

## SCOPE AND SEQUENCE

### PART ONE: UNIT-BY-UNIT TEACHING SUGGESTIONS

Specific suggestions for teaching each unit, including

- Unit-by-unit overview
- Unit-by-unit description of the Focus, Setup, and Expansion (including homework) activities for each section
- Suggested teaching times
- Suggestions for discussing note-taking styles and strategies
- Suggestions for teaching reporting verbs that are useful for the TOEFL iBT

### PART TWO: ETS SCORING GUIDE FOR TOEFL iBT INSTRUCTORS

Extensive guidance in assessing students' written and spoken responses, including

- Description from ETS of Independent and Integrated Writing and Speaking tasks and scoring guidelines
- Authentic TOEFL iBT Scoring Rubrics with evaluation criteria
- Examples of authentic student responses graded at each score level with annotations
- Practice sets that allow teachers to practice applying the scoring criteria to authentic student responses

## APPENDICES

A: Signal Words and Phrases

B: Transition Words and Phrases