
UNIT 1

Stepping Up to the iBT

Learning Targets	Importance on the iBT
Vocabulary —Words and phrases on the iBT —More words and phrases on the iBT <i>Vocabulary Skill:</i> Keeping a vocabulary notebook	<ul style="list-style-type: none">• iBT: understand common words in directions and test questions (these words are also used in the exercises in <i>Step Up to the TOEFL® iBT</i>)
Grammar —The imperative —Parts of speech	<ul style="list-style-type: none">• iBT: understand test questions written in the imperative (command) form• iBT Writing and Speaking: improve accuracy scores by using parts of speech correctly
Speaking Clearly —Syllables	<ul style="list-style-type: none">• iBT Speaking: recognize and produce the correct number of syllables for clear, accurate pronunciation• iBT Listening: count syllables correctly to recognize and understand words and parts of speech

Getting Started

Discuss these questions.

1. What do you know about the TOEFL® iBT?
2. How do you study for a test?



Vocabulary You Need

I. Words and Phrases on the iBT

Read this description of the Internet-based TOEFL® Test (iBT):

The iBT has four **sections**. Read the **directions** carefully!

1. **Reading:** Read three **passages**, and **choose** the **correct answer choice** for each question.
2. **Listening:** Listen to **lectures** and **conversations**. Answer questions **based on the information** in the lectures and conversations. Sometimes, you listen again to a short passage.
3. **Speaking:** There are **independent tasks** and **integrated tasks**. In the independent tasks, you talk about yourself. In the integrated tasks, you talk about a listening or reading passage.
4. **Writing:** There are integrated tasks and independent tasks. In the integrated tasks, you **match** the **essential** information from a reading with a listening. In the independent tasks, you write about your **opinion**.



Exercise 1.1

Fill the blanks with a bold word from the box. The first one has been done for you as an example.

1. Each part of the iBT is called a section.
2. The instructions for a test are called the _____.
3. In the reading section, you read three _____ (for example, a paragraph from a textbook or an email).
4. An _____ task uses reading or listening with speaking or writing.
5. The independent writing task asks for your _____ about something.



EXERCISE 1.2

Read the test directions. Then, choose the correct answer for each question.

Test Directions

Complete the sentences with the best word.

1. What do you have to do?
 - a. write sentences
 - b. finish sentences
 - c. listen to sentences

The speaker talks about which of **the following**?

- music
- art
- writing

2. What does “the following” mean here?
 - a. the three answer choices
 - b. the next question
 - c. the students

Listen to the lecture. You can **take notes**.

3. What can you do?
 - a. talk about the lecture
 - b. ask questions
 - c. write words from the lecture

Put a **check** in the correct place.

4. What do you write?
 - a. X
 - b. ✓
 - c. *

Match the **appropriate** sentences with the topic they describe.

5. What does “appropriate” mean here?
 - a. correct
 - b. incorrect
 - c. interesting



Exercise 1.3



Track 2. Listen to the conversations. Choose the correct answer to complete the sentences.

1. The students are starting the reading _____ of the test.
 - a. passage
 - b. section
 - c. questions
2. This listening passage is a _____.
 - a. conversation
 - b. lecture
 - c. test
3. This describes an _____ task.
 - a. independent
 - b. integrated
 - c. interesting
4. How many times do the students listen to the passage?
 - a. 0
 - b. 1
 - c. 2
5. What can the students do?
 - a. Take notes.
 - b. Write on the test paper.
 - c. Talk about the lecture.

Step Up Note: Many questions on the reading and listening sections of the iBT ask you about details, so pay attention!

II. More Words and Phrases on the iBT

Here are some words and phrases that you will see in iBT tasks and in this book.

What is the **main idea** of the passage?
What does the **author** say about books?
Why does the professor **mention** television?
Why does the man **hold this opinion**?
What is the lecture **mainly** about?
What **topics** do the students **discuss**?
Give **specific** details in your answer.
According to the woman, why are computers useful?
Do you **agree** or **disagree** with the following **statement**?
Describe the problem.
The author **discusses** football as an **example** of which of the following?
The word *quiz* in the passage is **closest** in meaning to:



Exercise 1.4

Choose bold words from the box that match the definitions. The first one has been done for you as an example.

1. most similar closest
2. mostly _____
3. talk about _____, _____, _____
4. precise, exact _____
5. in the words of _____
6. have _____
7. writer _____
8. subjects _____



Exercise 1.5

Match the test vocabulary on the left with the appropriate word(s) on the right. Use a dictionary to help you. The first one has been done for you as an example.

- | | |
|---|--------------------------------|
| 1. <u>c</u> Summarize the lecture. | a. say what something means |
| 2. _____ Explain the meaning of <i>appropriate</i> . | b. give or add |
| 3. _____ Identify the problem. | g. write or say the main ideas |
| 4. _____ Include specific examples in your answer. | d. idea |
| 5. _____ What point does the author make? | e. find and name |
| 6. _____ What does this quotation from the passage mean? | f. exact words of the author |

Vocabulary Skill: Keeping a Vocabulary Notebook

You need to learn a lot of vocabulary to succeed on the TOEFL® iBT. A good way to help you keep and remember vocabulary is to use a vocabulary notebook. Take a new notebook (or use your computer), and write all the new words you learn. Include as much information about each word as possible, for example:

- spelling
- pronunciation
- noun, verb, or adjective
- definition
- translation
- example sentence
- similar words

Here is an example of an entry from a vocabulary notebook:

lecture (noun) / <u>lɛkʃər</u> /
a talk by a professor at a university
Example: Today's lecture is about the business of sports.
Similar words: talk, class



Grammar You Can Use

I. The Imperative

Describe the problem.
Summarize the lecture.
Match the words to the definitions.
Explain the author's main point.

The verbs in the box (the words in **bold**) are **imperatives**, or commands. They give directions. Imperatives are very common in test questions and textbooks. The imperative is the base form of the verb. You do not use a subject (*you, he, the students*) with an imperative.



The Next Step

- To tell someone NOT to do something (**a negative imperative**), use *don't* or *do not* before the verb (for example, *Don't write on the test booklet.*).
- It is polite to say *please* when you use an imperative in conversation.



EXERCISE 1.6



Track 3. Listen to the professor giving directions for a test. You can take notes. Place a check (✓) next to each of the professor's directions.

1. _____ Choose one section: grammar or writing.
2. _____ Answer all the questions.
3. _____ Write in pencil.
4. _____ Choose one answer choice for each question.
5. _____ Write two answers in the writing section.
6. _____ Give specific details and examples.



Exercise 1.7

Complete each sentence with a different verb from the box. Use the imperative. The first one has been done for you as an example.

explain choose ask ~~identify~~ summarize include

1. Identify the student's problem.
2. _____ the appropriate answer for each question.
3. _____ the reading passage is 100–120 words.
4. _____ the meaning of the word *integrated*.
5. _____ two examples in your answer.
6. _____ me questions at any time.



Exercise 1.8

Describe the iBT to a friend. Your friend does not know the test. Use imperatives (for example, Complete all four sections.). Use the information in the box on page 2 to help you. Talk for about 30 seconds; record your answer if possible.



II. Parts of Speech

Each word in an English sentence works as a part of speech. Some words have similar forms in different parts of speech, and some words have different forms in different parts of speech. Look at the pairs of sentences.

1. a. Listen to the lecture .	<i>lecture</i> is a noun .
b. The professor lectures for one hour.	<i>lectures</i> is a verb .
2. a. What is the main idea?	<i>main</i> is an adjective .
b. The passage is mainly about fish.	<i>mainly</i> is an adverb .

Here is a summary of the main parts of speech.

Part of Speech	Examples	Explanation
Noun	<i>lecture, topic, class, test</i>	names things, people, or ideas
Verb	<i>explain, identify, is, have, do</i>	shows actions or states
Adjective	<i>main, important, correct</i>	describes nouns
Adverb	<i>mainly, slowly, unfortunately</i>	gives information about verbs, adjectives, and sentences
Article	<i>a, an, the</i>	used with some nouns
Preposition	<i>on, in, at, under, near</i>	describes place, time, or position

There are many types of verbs. Two important types are **main verbs** (for example, *say, discuss, write, choose*) and **helping verbs** (for example, *is* in *He is talking*; *doesn't* in *She doesn't like it*; and *have* in *I have traveled to China*).



Exercise 1.9

Identify the part of speech of the underlined word. Choose from the words in the box. The first one has been done for you as an example.

noun	main verb	helping verb	adjective	adverb
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1. The test is in four sections. _____ noun
2. The author writes about chocolate. _____
3. This is an exciting book! _____
4. What does this word mean? _____
5. You speak so quickly! _____



Exercise 1.10

Choose the correct word to complete each sentence. The first one has been done for you as an example.

1. This is a good (explain / explanation / explaining) of the passage.
2. The (main / mainly) idea of the lecture is the importance of healthy eating.
3. I'm writing a (summary / summarize / summarizing) of today's class.
4. My professor is the (write / writer / writing) of our textbook.
5. Answer every question (complete / completely).



Speaking Clearly

Syllables

A **syllable** is a unit of sound. A word can have one syllable, or it can have many syllables. Recognizing and producing the correct number of syllables will help people understand you better. Look at the number of syllables in the words in the chart.

Word	Number of Syllables	Pronunciation*
<i>test</i>	1	/ t <u>ɛ</u> st /
<i>answer</i>	2	/ <u>æ</u> n-sər /
<i>direction</i>	3	/ də- <u>rɛ</u> k- <u>ʃ</u> ən /



Exercise 1.11



Track 4. Listen to the words. Write the number of syllables in each word. The first one has been done for you as an example.

1. section 2
2. task _____
3. question _____
4. identify _____
5. explain _____
6. opinion _____
7. topic _____
8. notes _____



Practice saying the words with the correct number of syllables.

* These are **phonetic symbols**, which help you to “read” pronunciation. See Appendix A for a complete list of the phonetic symbols used in this book.

Step Up Note: The paragraph in Exercise 1.12 is similar to an answer to an independent speaking question on the iBT.



EXERCISE 1.12



Track 5. Listen to the paragraph. Then complete the paragraph by choosing the word you hear. Use the number of syllables you hear to help you.

How do you study for a test?

I always ① (study / studying) the directions for the test first. Then, I ② (main / mainly) review my notes and ③ (write / writer) practice essays. I ask my teacher to ④ (explain / explanation) difficult points. I also like ⑤ (describe / describing) the test to a friend. If I can do that, I'm sure I understand everything!



Read the paragraph as you listen to the audio CD. Listen for the number of syllables in each word.



Vocabulary Review

Review the vocabulary from Unit 1. Write new words in your vocabulary notebook. You can listen to them on the book's companion website.

according to	disagree	mention
adjective	discuss	noun
adverb	essential	opinion
again	explain	part of speech
agree	following	passage
answer choice	helping verb	point
appropriate	hold an opinion	preposition
article	identify	quotation
author	include	reading
based on	incorrect	section
checkmark	independent	speaking
choose	information	specific
closest	integrated	statement
complete	lecture	summary
conversation	listening	syllable
correct	main idea	take notes
describe	main verb	tasks
details	mainly	topic
directions	match	writing



Spelling Skills

Write the correct letters in the words from Unit 1.

1. There are four se_____ ions on the iBT.
2. Compl_____ the sentences with the correct words.
3. Please give an e _____ ple.
4. It is essen_____ to read the questions carefully.
5. Having a convers _____ n in English is a good way to practice for the test.