UNIT 1

Stepping Up to the iBT

**Learning Targets**

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**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 **directions**.

3. In the reading section, you read three **passages** (for example, a paragraph from a textbook or an email).

4. An **integrated** task uses reading or listening with speaking or writing.

5. The independent writing task asks for your **opinion** 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?
   - Write sentences
   - Finish sentences
   - Listen to sentences

The speaker talks about which of the following?
   - Music
   - Art
   - Writing

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

Listen to the lecture. You can take notes.

3. What can you do?
   - Talk about the lecture
   - Ask questions
   - Write words from the lecture

Put a check in the correct place.

4. What do you write?
   - X
   - ✓
   - *

Match the appropriate sentences with the topic they describe.

5. What does “appropriate” mean here?
   - Correct
   - Incorrect
   - 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. _____ Summarize the lecture.
   a. say what something means
   b. give or add
   c. write or say the main ideas
   d. idea
   e. find and name
   f. exact words of the author

2. _____ Explain the meaning of appropriate.

3. _____ Identify the problem.

4. _____ Include specific examples in your answer.

5. _____ What point does the author make?

6. _____ What does this quotation from the passage mean?

#### 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:

<table>
<thead>
<tr>
<th>lecture (noun) / lekʃər /</th>
</tr>
</thead>
<tbody>
<tr>
<td>a talk by a professor at a university</td>
</tr>
<tr>
<td>Example: Today’s lecture is about the business of sports.</td>
</tr>
<tr>
<td>Similar words: talk, class</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>explain</th>
<th>choose</th>
<th>ask</th>
<th>identify</th>
<th>summarize</th>
<th>include</th>
</tr>
</thead>
</table>

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.
   - lecture is a noun.
   b. The professor lectures for one hour.
   - lectures is a verb.

2. a. What is the main idea?
   - main is an adjective.
   b. The passage is mainly about fish.
   - mainly is an adverb.

Here is a summary of the main parts of speech.

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

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.

<table>
<thead>
<tr>
<th>noun</th>
<th>main verb</th>
<th>helping verb</th>
<th>adjective</th>
<th>adverb</th>
</tr>
</thead>
</table>

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 to the number of syllables in the words in the chart.

<table>
<thead>
<tr>
<th>Word</th>
<th>Number of Syllables</th>
<th>Pronunciation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>test</td>
<td>1</td>
<td>/ tɛst/</td>
</tr>
<tr>
<td>answer</td>
<td>2</td>
<td>/ æn-sәr/</td>
</tr>
<tr>
<td>direction</td>
<td>3</td>
<td>/ dә-rek-ʃәn/</td>
</tr>
</tbody>
</table>

**Exercise 1.11**

*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.*
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.