

STRATEGI PEMANTAPAN DAN PERCEPATAN

SKOR TOEFL

# TIM PUSAT BAHASA UNISDA LAMONGAN



**Dilengkapi**  
Pre-test  
Dan Post-test



**Penjelasan**  
Strategi  
Lengkap



**Contoh**  
Lebih  
Variatif



**Latihan**  
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**Buku Strategi Pematapan dan Percepatan Skor TOEFL**

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## KATA PENGANTAR

TOEFL atau *Test of English as a Foreign Language* adalah salah satu jenis tes Bahasa Inggris yang bertujuan untuk mengukur kemampuan bahasa Inggris seseorang yang bahasa pertamanya bukan bahasa Inggris. Selain TOEFL, ada juga tes-tes bahasa Inggris yang lain yaitu IELTS, TOEIC, dan GMAT. Namun, tes TOEFL lebih populer, jika dibandingkan dengan tes-tes tersebut.

Alasan lain seseorang mengikuti tes TOEFL adalah biasanya tes ini dijadikan salah satu persyaratan yang harus dipenuhi oleh seseorang yang ingin melanjutkan pendidikan ke jenjang yang lebih tinggi, seperti S2 atau S3, atau oleh seseorang yang ingin melanjutkan pendidikan di luar negeri.

Ada dua macam jenis tes TOEFL, yaitu *computer based test* dan *paper/pencil based test*. Jenis tes TOEFL yang pertama adalah jenis tes yang menggunakan computer dalam penyampaian soalnya, begitu juga dalam menjawab pertanyaan. Sedangkan, jenis tes yang kedua adalah jenis tes yang baik soal, maupun jawaban dikerjakan dengan menggunakan kertas dan pensil.

Sebelum Anda mengikuti tes TOEFL, ada baiknya jika Anda mengetahui apa saja yang diujikan dalam tes TOEFL. Sehingga, ketika tiba waktu ujian yang sesungguhnya, anda sudah terbiasa dengan bentuk soal dan suasana ujian. Soal TOEFL biasanya dibagi menjadi tiga bagian, yaitu *Listening Comprehension* dengan jumlah soal 50 buah, *Structure & Written Expression* dengan jumlah soal 40 buah, dan *Reading Comprehension* dengan jumlah soal 50 buah.

Sebagian besar soal berbentuk *multiple choice* (pilihan ganda) dan sebagian yang lain memiliki petunjuk khusus dalam pengerjaannya. Selain tiga bagian tersebut ada satu bagian lagi yang diujikan, yaitu mengenai kemampuan menulis (*writing*). Di bagian ini, Anda akan menemui satu topik yang harus Anda tulis atau Anda kembangkan.

Melalui buku ini, Anda akan menemui tips-tips yang sangat berguna dalam mempersiapkan diri menghadapi tes TOEFL. Karena, secara keseluruhan buku ini berisi tips-tips dalam menghadapi tes TOEFL, sehingga diharapkan skor yang Anda peroleh dapat meningkat. Buku ini disusun khusus oleh Tim untuk menjadi bahan belajar mengajar program Praktikum Bahasa Inggris UNISDA bagi seluruh mahasiswa di UNISDA. Buku ini sengaja disusun memakai bahasa pengantar Bahasa Indonesia untuk membantu mahasiswa supaya dapat belajar dengan mudah dan mandiri.

Strategi dan materi *skill* yang ada dalam buku ini dibagi menjadi 3 bagian yaitu *Listening Comprehension*, *Structure & Written Expression* dan *Reading Comprehension*. Selain itu dibagian akhir per-bab juga dilengkapi dengan lampiran soal-soal *Practice Test*. Anda dapat berlatih menjawab soal-soal tersebut.

Semoga semua strategi kami bahas dalam buku ini dapat mempercepat kemampuan pembaca dan pengguna meraih skor *TOEFL* yang diinginkan. Selamat berlatih!

Lamongan, September 2019



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## PENDAHULUAN

### PRAKTIKUM BAHASA INGGRIS

Praktikum Bahasa Inggris yang berlangsung di lingkungan UNISDA Lamongan ditujukan untuk membekali mahasiswa dengan kemampuan Bahasa Inggris. Program ini juga ditujukan untuk mengetahui tingkat kebahasaan mahasiswa khususnya dalam Bahasa Inggris atau disebut juga dengan English Proficiency test (EPT). Sehingga pada akhirnya kemampuan tersebut dapat memberikan manfaat kepada mahasiswa ketika mereka menghadapi dunia professional yang sesungguhnya. Dalam Praktikum Bahasa Inggris ini mahasiswa diukur tingkat kemampuan Bahasa Inggrisnya menggunakan soal-soal yang mirip dengan soal TOEFL (TOEFL Like).

Preparation Course for English Proficiency Test ini dapat digunakan untuk:

1. Program kelas Praktikum Bahasa Inggris baik untuk mahasiswa level *Beginner* atau *Intermediate*.
2. Materi tambahan pengajaran Bahasa Inggris secara umum di lingkungan UNISDA Lamongan.

### APA YANG ADA DI DALAM BUKU INI

Buku ini berisi beberapa materi yang sangat membantu mahasiswa untuk mempersiapkan dirinya dalam menghadapi English Proficiency Test (EPT) seperti TOEFL diantaranya:

- **Diagnostic Pre-test** untuk setiap keahlian (iListening, Structure, Reading) yang dapat digunakan oleh mahasiswa untuk mendiagnosa kelemahan yang masih dialami.
- **Test-Taking Strategies** yang membantu mahasiswa untuk menentukan beberapa strategi yang dapat dilakukan ketika mengerjakan soal English Proficiency test untuk keahlian tertentu.
- **Exercise** yang dapat digunakan oleh mahasiswa untuk latihan mengerjakan beberapa soal jenis tertentu yang sudah dipelajari sebelumnya.
- **TOEFL Exercise** yang dapat digunakan mahasiswa untuk berlatih mengerjakan gabungan beberapa jenis soal yang sudah dipelajari sebelumnya.
- **TOEFL Review Exercise** menyediakan beberapa soal yang formatnya sama dengan apa yang akan dihadapi oleh mahasiswa ketika mengerjakan English Proficiency Test (EPT) atau TOEFL Like.
- **TOEFL Post Test** untuk setiap keahlian untuk mengukur tingkat perkembangan yang telah dialami oleh mahasiswa setelah belajar memahami beberapa keahlian dan strategi yang ada.
- **Complete Test** yang dapat digunakan sebagai latihan untuk menghadapi tes yang sesungguhnya.
- **Vocabulary List** untuk membantu mempermudah dalam menghafalkan beberapa kosakata yang sering muncul dalam tes.
- **Writing dan Speaking** yang memberikan wawasan tambahan tentang penulisan surat lamaran dalam Bahasa Inggris dan wawancara dalam Bahasa Inggris.





# Listening Comprehension



**Strategi Pemantapan Dan Percepatan  
Skor Toefl**



## LISTENING COMPREHENSION

Tes TOEFL Listening Comprehension Section bertujuan menguji kemampuan Anda dalam memahami bahasa lisan. Akan tetapi, untuk bisa memahami bahasa lisan tersebut, di samping harus membiasakan diri mendengarkan bahasa Inggris lisan, Anda harus memiliki pengetahuan struktur bahasa (tata bahasa) Inggris yang memadai. Semua kalimat dalam bagian ini menggunakan kalimat yang grammatically correct (benar menurut tata bahasa) dan biasanya dalam bentuk kalimat lengkap. Semua kalimat tersebut diucapkan dalam percakapan bahasa Inggris. Untuk menjawab pertanyaan-pertanyaan soal tes TOEFL Listening Comprehension dengan baik, Anda dituntut memiliki kemampuan untuk:

1. memahami tekanan dan nada,
2. memahami perbedaan bunyi,
3. memahami idiom dalam bahasa Inggris,
4. memahami ungkapan-ungkapan percakapan,
5. memahami kelompok atau frasa kata kerja,
6. menemukan informasi yang tersirat (tak dinyatakan secara jelas),
7. memahami perbandingan, dan
8. memahami makna/isi percakapan atau pembicaraan.

### Listening Comprehension pada Soal TOEFL

Pada soal TOEFL, sesi pertama yang harus anda kerjakan adalah Listening Comprehension. Pada sesi ini berisi sejumlah 50 pertanyaan (bahkan dapat menjadi lebih banyak untuk jenis tes TOEFL yang lain). Anda akan diminta untuk mendengarkan rekaman materi yang telah dibuat sebelumnya untuk digunakan menjawab beberapa soal pilihan ganda tentang materi tersebut. Anda harus mendengarkan dengan sangat baik karena anda hanya mempunyai kesempatan satu kali dan materi yang direkam tersebut tidak dicetak di buku soal yang anda kerjakan.

Pada sesi Listening Comprehension ini terdapat tiga jenis soal, diantaranya:

#### 1. Percakapan pendek.

Percakapan pendek ini berisi tentang percakapan diantara dua orang yang langsung diikuti dengan sebuah pertanyaan. Anda akan mendengarkan setiap percakapan pendek dan pertanyaannya kemudian anda diminta untuk memilih pilihan jawaban yang sudah tersedia pada buku tes TOEFL anda. Bagian ini biasanya disebut dengan "Part A". dan pada bagian ini berisi 30 percakapan pendek dan 30 pertanyaan yang mengikutinya.

#### 2. Percakapan Panjang

Percakapan panjang ini berisi tentang percakapan antara dua orang yang terjadi dengan durasi yang lebih lama daripada percakapan pendek yang ada di Part A. Biasanya percakapan panjang ini durasinya sekitar 60-90 detik. Jenis percakapan ini biasanya berisi tentang topik-topik umum yang ada di lingkungan siswa atau mahasiswa. Pada setiap percakapan dalam bagian ini akan diikuti dengan beberapa pertanyaan (3-4 pertanyaan). Anda akan mendengarkan setiap percakapan panjang dan beberapa pertanyaan yang menyertainya tersebut di dalam rekaman lalu anda diminta untuk memilih beberapa pilihan jawaban yang sudah tersedia di buku soal TOEFL. Bagian percakapan panjang ini biasanya disebut dengan "Part B".



### 3. *Short Talk*

Bagian short Talk berisi tentang sebuah pidato atau ceramah oleh satu pembicara yang berbicara mengenai kehidupan kampus, bidang studi kuliah, yang berdurasi 60 hingga 90 detik. Bagian ini kemudian diikuti dengan beberapa pertanyaan dari seorang narrator. Pada bagian ini, anda akan mendengarkan 2-3 pidato atau ceramah pendek dari mulai soal nomor 39 hingga soal nomor 50. Setiap soal dari 12 soal tersebut terdiri dari sebuah pidato atau ceramah pendek diikuti dengan 3 sampai 5 pertanyaan. Jeda antar soal berdurasi 12 detik. Bagian pidato atau ceramah pendek ini biasanya disebut dengan "Part C".

Untuk membantu anda dalam mengerjakan soal Listening Comprehension pada tes TOEFL, berikut ini ada beberapa strategi umum yang dapat anda terapkan diantaranya:

#### STRATEGI UMUM UNTUL LISTENING COMPREHENSION

1. **Perhatikan petunjuk umum yang telah diberikan.** Petunjuk yang diberikan pada tes TOEFL biasanya sama, jadi tidak perlu waktu yang lama untuk membaca petunjuk yang diberikan dengan baik ketika anda sedang mengerjakan tes TOEFL. Anda harus sudah mampu memahami berbagai macam petunjuk umum yang ada pada tes TOEFL bahkan sebelum anda memulai tes TOEFL.
2. **Dengarkan teksnya dengan baik.** Anda harus benar-benar berkonsentrasi penuh pada apa yang dibicarakan oleh para pembicara karena anda hanya akan mendengarkan materi listening tersebut satu kali saja.
3. **Mengetahui pertanya-pertanyaan yang mudah dan pertanyaan-pertanyaan yang lebih sulit.** Pada setiap bagian yang ada di Listening Comprehension, pertanyannya biasanya berurutan dari mulai yang paling mudah sampai pada yang paling sulit.
4. **Terbiasa dengan jeda yang ada pada tes TOEFL.** Biasanya anda memiliki waktu sekitar 12 detik jeda diantara setiap pertanyaan. Jadi anda diharuskan untuk dapat menjawab pertanyaan dalam waktu jeda 12 detik tersebut sehingga anda dapat segera bersiap menghadapi pertanyaan berikutnya.
5. **Jangan pernah membiarkan ada satupun soal yang tidak terjawab.** Meskipun anda kurang yakin dengan jawaban yang anda pilih, anda tetap diharuskan untuk menjawab setiap pertanyaan yang ada. Karena di dalam tes TOEFL tidak ada pengurangan poin untuk setiap jawaban yang salah.
6. **Gunakan waktu yang ada untuk melihat sekilas pilihan jawaban yang tersedia untuk soal berikutnya.** Ketika anda selesai mengerjakan satu soal, anda mungkin masih memiliki waktu yang cukup untuk melihat secara sekilas pilihan jawaban yang ada untuk pertanyaan berikutnya.



## LISTENING COMPREHENSION PART A

Percakapan pendek dapat ditemukan pada Part A Listening Comprehension. Untuk setiap 30 percakapan pendek pada bagian ini, anda akan mendengarkan percakapan 2-3 baris diantara dua pembicara yang diikuti dengan pertanyaan pilihan ganda. Setelah anda mendengarkan percakapan dan pertanyaannya, anda diharuskan untuk memilih pilihan jawaban terbaik yang ada di buku tes TOEFL. Perhatikan contoh soal percakapan pendek berikut ini:

Anda akan mendengarkan:

(man) *This physics course couldn't be any harder*

(woman) *I'll say!*

(narrator) *What does the woman mean?*

Anda akan membaca di buku soal:

(A) She has something to say to the man

(B) She doesn't think the physics course is hard

(C) She agrees with the man

(D) She'd like to discuss the physics course

Pada percakapan di atas ketika si perempuan berkata "I'll say", dia menunjukkan kalau dia setuju dengan apa yang baru saja dikatakan oleh si pria. Oleh karena itu pilihan jawaban (C) adalah pilihan jawaban yang paling benar.

### PROSEDUR UNTUK MENJAWAB SOAL PART A

- Ketika anda mendengarkan percakapan pendek tersebut, fokuskan perhatian atau pikiran anda pada pembicara ke dua.** Jawaban untuk pertanyaan biasanya dapat ditemukan pada apa yang dibicarakan oleh pembicara ke dua.
- Tanamkan pada diri anda bahwasanya jawaban yang benar adalah jawaban yang berupa pernyataan ulang dari kata kunci atau topik yang diucapkan oleh pembicara ke dua.** Perhatikan pernyataan ulang yang mungkin muncul.
- Perhatikan bahwa beberapa structures atau expressions biasanya ditanyakan secara reguler pada bagian percakapan pendek ini.** Perhatikan tentang beberapa structures atau expressions di bawah ini:
  - Structures (passive, negatifs, wishes, conditions)
  - Functional expressions (agreement, uncertainty, suggestion, surprise)
  - Idiomatic expressions (two-part verbs, three-part verbs, idioms)
- Perhatikan bahwa pertanyaan yang ada pada bagian ini biasanya berjenjang mulai dari yang paling mudah sampai ke yang paling sulit.** Artinya pertanyaan nomor 1-5 adalah pertanyaan yang paling mudah dan pertanyaan nomor 26-30 adalah pertanyaan yang paling sulit.
- Bacalah pilihan jawaban yang tersedia dan pilihlah jawaban yang paling benar.** Perhatikan untuk selalu menjawab semua pertanyaan meskipun anda kurang yakin dengan jawaban yang anda pilih. Jangan sampai ada pertanyaan yang tidak terjawab.
- Meskipun anda tidak benar-benar faham dengan apa yang dibicarakan, anda masih mungkin untuk menemukan jawaban yang benar dengan cara:**



- Jika anda hanya memahami beberapa kata atau ide yang dibicarakan oleh pembicara ke dua, pilih jawaban yang mengandung pernyataan ulang dari apa yang dibicarakan oleh pembicara ke dua.
- Jika anda sama sekali tidak dapat memahami apa yang dibicarakan oleh pembicara ke dua, pilihlah jawaban yang terdengar paling berbedadari apa yang anda dengarkan.
- Jangan sekali-kali anda memilih sebuah jawaban hanya karena jawaban tersebut terdengar mirip dengan apa yang dibicarakan oleh pembicara ke dua.

7. **Persiapkan diri anda untuk fokus pada pertanyaan selanjutnya.** Anda hanya memiliki waktu jeda sekitar 12 detik di antara setiap pertanyaan.

Untuk mengerjakan soal yang ada pada bagian percakapan pendek ini, ada beberapa strategi yang mungkin untuk digunakan diantaranya:

|                |                                    |
|----------------|------------------------------------|
| <b>Skill 1</b> | <b>FOKUS PADA PEMBICARA KE DUA</b> |
|----------------|------------------------------------|

Percakapan pendek ini melibatkan percakapan di antara dua orang yang kemudian diikuti oleh sebuah pertanyaan. Penting untuk mengetahui bahwa jawaban dari tipe soal seperti ini biasanya terdapat pada apa yang dibicarakan oleh pembicara ke dua.

Contoh soal percakapan pendek

Anda akan mendengarkan

(man) *Billy really made a big mistake this time.*

(woman) *Yes, he forgot to turn in his research paper.*

(narrator) *What does the woman say about Billy?*

Anda akan membaca di buku soal:

(A) It was the first time he made a mistake.

(B) He forgot to write his paper.

(C) He turned in the paper in the wrong place.

(D) He didn't remember to submit his assignment.

Pembicara ke dua mengindikasikan bahwa Billy *forgot to turn in his research paper*, dan ini berarti bahwa Billy *didn't remember to submit his assignment* sehingga jawaban yang paling benar adalah pilihan jawaban (D).

Tabel di bawah ini menjelaskan strategi yang paling penting untuk menjawab soal percakapan pendek

**STRATEGI #1 FOKUS PADA PEMBICARA KE DUA**

1. Apa yang dibicarakan oleh pembicara ke dua mungkin memuat informasi tentang jawaban yang anda butuhkan.
2. Perhatikan apa yang dibicarakan oleh pembicara pertama. Jika anda memahaminya itu menjadi hal yang bagus. Tapi jika anda tidak memahaminya tidak masalah. Karena mungkin apa yang dibicarakan oleh pembicara pertama tidak memuat informasi tentang jawaban yang anda butuhkan.
3. Fokuskan perhatian atau pikiran anda pada apa yang dibicarakan oleh pembicara ke dua karena kemungkinan anda akan menemukan jawaban yang anda butuhkan. Baca ulang secara terus menerus apa yang dibicarakan oleh pembicara ke dua di dalam pikiran anda ketika anda membaca pilihan jawaban yang



tersedia.

**EXERCISE 1:** Pada latihan soal ini, anda harus focus pada apa yang dibicarakan oleh pembicara ke dua. Bacalah pertanyaannya kemudian pilihlah jawaban yang paling benar. Perhatikan bahwa anda akan dengan mudah mampu untuk menjawab soal tersebut hanya dengan memperhatikan apa yang dibicarakan oleh pembicara ke dua.

1. (man) *Can you tell me if today's matinee is a comedy, romance, or western?* (A) She has strong ideas about movies.  
(woman) *I have no idea* (B) She prefers comedies over westerns and romances.  
(narrator) *What does the woman mean?* (C) She doesn't like today's matinee.  
(D) She doesn't know.
2. (woman) *Was anyone at home at Barb's house when you went there to deliver the package?* (A) Barb answered the bell.  
(B) The house was probably empty.  
(C) The bell wasn't in the house.  
(D) The house doesn't have a bell.  
(man) *I rang the bell, but no one answered.*  
(narrator) *What does the man imply?*
3. (woman) *You just got back from the interview from the internship. How do you think it went?* (A) It's unlikely that he will go to the interview.  
(B) He thinks he will be recommended for a high-level job.  
(C) The interview was apparently quite unsuccessful.  
(D) He had an excellent interview.  
(man) *I think it's highly unlikely that I got the job.*  
(narrator) *What does the man suggest?*

**TOEFL EXERCISE1:** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya dengan seksama, kemudian pilihlah jawaban yang paling tepat. Anda harus benar-benar focus pada pembicara kedua.

1. (A) He is leaving now. (C) She especially likes the roast turkey.  
(B) He has to go out of his way. (D) She'd prefer a different dinner.  
(C) He will not be leaving soon.  
(D) He will do it on his way.
2. (A) He locked the door. 4. (A) He'll be busy with her homework tonight.  
(B) He tried unsuccessfully to get into the house. (B) He can't help her tonight.  
(C) He was able to open the door. (C) He's sorry he can't ever help her.  
(D) He left the house without locking the door. (D) He'll help her with her physics.
3. (A) She doesn't like to listen turkeys. 5. (A) Her eyes hurt.  
(B) She thinks the dinner sounds special. (B) She thought the lecture was great.  
(C) The class was boring.



- (D) She didn't watch Professor Martin.
6. (A) Not all the bills have been paid.  
(B) They don't have enough credit to pay the bills.  
(C) What she said on the phone was not credible.  
(D) He used a credit card to pay some of the bills.
7. (A) She'll call back quickly.  
(B) She'll definitely be back by 4:00.  
(C) She'll give it back by 4:00.  
(D) She'll try to return fast.
8. (A) She hasn't seen Tim.  
(B) Tim was there only for a moment.  
(C) Tim was around a short time ago.  
(D) Tim will return in a minute.
9. (A) She doesn't like the place he chose.  
(B) She doesn't want to get into the car.  
(C) She's glad the spot is reserved.  
(D) They can't park the car there.
10. (A) There's plenty to eat.  
(B) The refrigerator's broken.  
(C) The food isn't in the refrigerator.  
(D) He's not sure if there's enough.

|                |   |
|----------------|---|
| <b>Skill 2</b> | <b>PILIHAN JAWABAN YANG MENGANDUNG SINONIM (PERSAMAAN KATA)</b> |
|----------------|---|

Seringkali jawaban yang benar pada bagian percakapan pendek adalah jawaban yang mengandung sinonim (kata yang mempunyai makna yang sama tapi bunyinya berbeda) pada kata kunci percakapan.

Contoh soal percakapan pendek  
Anda akan mendengarkan  
(woman) *Why is Barbara feeling so happy?*  
(man) *She just started working in a real estate agency.*  
(narrator) *What does the man say about Barbara?*

Anda akan membaca di buku soal:  
(A) She always liked her work in a real estate agency.  
(B) She began a new job.  
(C) She just bought some real estates.  
(D) She bought a real estate agency.

Pada percakapan tersebut, kata kunci *started* bermakna *began*, dan kata kunci *working* mengacu pada *job*. Oleh karena itu pilihan jawaban yang paling benar adalah (B).

Berikut ini adalah beberapa ungkapan dengan makna sinonimnya:

| <b>Ungkapan</b>                  | <b>Sinonim</b>                       | <b>Makna Sebenarnya</b>   |
|----------------------------------|--------------------------------------|---------------------------|
| <i>There is no rush.</i>         | <i>No need to be hurry.</i>          | Tidak perlu terburu-buru. |
| <i>Let's form a study group.</i> | <i>Let's study together.</i>         | Mari belajar bersama.     |
| <i>He got laid off.</i>          | <i>He was fired or lost his job.</i> | Dia dipecat atau _____    |





|  |   |  |
|--|---|--|
|  |   | kehilangan pekerjaannya.                           |
| <i>It will a kind of cumulative exam.</i>                  | <i>It covers all lesson.</i>                            | Ini mencakup semua pelajaran.                      |
| <i>I will take a nap.</i>                                  | <i>I will take a rest</i>                               | Saya akan istirahat.                               |
| <i>The book must have been moved.</i>                      | <i>Someone has taken the book somewhere else.</i>       | Seseorang telah mengambil buku itu di tempat lain. |
| <i>I call it quit.</i>                                     | <i>I want to stop.</i>                                  | Saya ingin berhenti.                               |
| <i>She had the posters made.</i>                           | <i>Someone else made the poster for her.</i>            | Orang lain membuat poster untuknya.                |
| <i>She got stung by a large bee</i>                        | <i>An insect stung her.</i>                             | Seekor serangga menyengatnya.                      |
| <i>You couldn't pay me enough to see such concert.</i>     | <i>He hates the concert.</i>                            | Dia benci konser itu.                              |
| <i>This test wasn't quite as bad as the previous test.</i> | <i>This test is slightly easier than the last test.</i> | Tes ini sedikit lebih mudah daripada tes terakhir. |
| <i>He seldom appear in public</i>                          | <i>He doesn't usually appear in public.</i>             | Ia biasanya tidak tampil di depan umum.            |
| <i>The room wasn't inconvenient.</i>                       | <i>The room is all right. It doesn't bother.</i>        | Ruangannya baik-baik saja. Itu tidak mengganggu.   |
| <i>He could barely hear what I said.</i>                   | <i>I need to speak louder.</i>                          | Saya perlu berbicara lebih keras.                  |
| <i>I hardly ever submit the paper on time.</i>             | <i>I often hand in the paper late.</i>                  | Saya sering terlambat menyerahkan tugas.           |

Tabel di bawah ini menjelaskan strategi yang paling penting untuk menjawab soal percakapan pendek.

### **STRATEGI #2 PILIHLAH JAWABAN YANG MENGANDUNG SINONIM**

1. Ketika anda mendengarkan pembicara ke dua, focus pada kata kunci pembicara tersebut.
2. Jika anda melihat sinonim dari kata kunci pada pilihan jawaban yang tersedia, maka mungkin jawaban tersebut adalah pilihan jawaban yang benar.

**EXERCISE 2:** Pada latihan soal ini, garis bawahi kata kunci yang ada di setiap pembicara ke dua. Kemudian garis bawahi sinonim yang ada pada pilihan jawaban yang tersedia, dan pilihlah jawaban yang paling tepat. Ingatlah bahwa jawaban yang paling tepat adalah jawaban yang mengandung sinonim dari kata kunci yang ada pada pembicara ke dua.

- |            |  |   |
|------------|--|---|
| 1. (woman) | <i>Did you see the manager about the job in the bookstore?</i> | (A) He got a job as bookstore manager.            |
| (man)      | <i>Yes, and I also had to fill out an application.</i>         | (B) The bookstore was not accepting applications. |
| (narrator) | <i>What does the man mean?</i>                                 | (C) He saw a book about how to apply for a job.   |





2. (man) *We're planning to leave for the trip at about 2:00.*  
 (woman) *Couldn't we leave before noon?*  
 (narrator) *What does the woman ask?*
3. (man) *Was the concert well-received?*  
 (woman) *The audiences applauded for a long time after the performance.*  
 (narrator) *What does the woman say about the concert?*
- (D) It was necessary to complete a form.  
 (A) If they could leave at noon.  
 (B) If it's possible to go by 12:00.  
 (C) Why they can't leave at noon.  
 (D) If they could leave the room.
- (A) The performance went on for a long time.  
 (B) There was applause throughout the performance.  
 (C) The people clapped on and on after the concert.  
 (D) The audience waited for a long time for the concert to begin.

**TOEFL EXERCISE 2:** Pada latihan soal ini, dengarkanlah dengan seksama beberapa percakapan pendek dan pertanyaan-pertanyaan yang ada di dalam rekaman, kemudian pilihlah jawaban yang paling tepat untuk setiap pertanyaannya. Anda harus memperhatikan tentang sinonim kata kunci dari pembicara kedua.

1. (A) The final exam was harder than the others.  
 (B) There were two exams rather than one.  
 (C) He thought the exam would be easier.  
 (D) The exam was not very difficult.
2. (A) He's not feeling very well.  
 (B) He's rather sick of working.  
 (C) He's feeling better today than yesterday.  
 (D) He'd really rather not answer the question.
3. (A) The company was founded about a year ago.  
 (B) It was just established that he could go into business.  
 (C) The family is well established.  
 (D) The business only lasted a year.
4. (A) He did not look at the right schedule.  
 (B) The plane landed in the right place.  
 (C) The plane arrived on time.  
 (D) He had to wait for the plane to land.
5. (A) She'd rather go running.  
 (B) She doesn't want to go into the pool.  
 (C) She'll change clothes quickly and go swimming.  
 (D) She needs a sweatsuit to go running.
6. (A) The firefighters saved the homes for last.  
 (B) A firefighter saved the hillside last night.  
 (C) The homes on the hillside were burned.  
 (D) The houses weren't destroyed.
7. (A) There's enough soup.  
 (B) The spices are adequate.  
 (C) She thinks the soup's too salty.



- (D) The man should add more salt and pepper.
8. (A) He was lucky to receive a grant for his studies.  
(B) He used to his fortune to pay his fees.  
(C) He is a scholar at a college with low fees.  
(D) He paid to get a scholarship.
9. (A) It profited from previous mistakes.  
(B) It earned a lot of money.  
(C) This was the last year that it would make a profit.  
(D) It was not so successful.
10. (A) Chuck's bank account has too much money in it.  
(B) He thinks Chuck has the wrong kind of bank account.  
(C) He thinks that Chuck is on his way home from the bank.  
(D) There isn't enough money in Chuck's account.

|                |  |
|----------------|--|
| <b>Skill 3</b> | <b>HINDARI SUARA PENGUCAPAN YANG TERDENGAR MIRIP</b> |
|----------------|--|

Seringkali jawaban yang salah pada bagian percakapan pendek adalah jawaban yang mengandung kata yang pengucapannya terdengar mirip tapi mempunyai makna yang sangat jauh berbeda dari apa yang anda dengarkan. Anda harus benar-benar menghindari pilihan jawaban yang seperti ini.

Contoh soal percakapan pendek

Anda akan mendengarkan

(man) *Why couldn't Mark com with us?*

(woman) *He was searching for a new apartment.*

(narrator) *What does the woman say about Mark?*

Anda akan membaca di buku soal:

(A) He was in the department office.

(B) He was looking for a place to live.

(C) He was working on his research project.

(D) He had an appointment at church.

Kata kunci pada pembicara ke dua adalah *searching* dan *apartment*. Pada pilihan jawaban (C) dan (D), kata *research* dan *church* terdengar seperti kata *church* sehingga pilihan jawaban tersebut dapat dianggap salah. Pada pilihan jawaban (A) dan (D), kata *department* dan *appointment* terdengar mirip dengan kata *apartment* sehingga pilihan jawaban ini juga dapat dianggap salah. Oleh karena itu jawaban yang paling benar adalah (B).

Berikut ini beberapa kata yang memiliki pengucapan yang terdengar mirip.

|                  |   |                   |              |   |              |
|------------------|---|-------------------|--------------|---|--------------|
| <i>Search</i>    | - | <i>research</i>   | <i>Floor</i> | - | <i>flour</i> |
| <i>Maid</i>      | - | <i>made</i>       | <i>New</i>   | - | <i>knew</i>  |
| <i>Wait</i>      | - | <i>weight</i>     | <i>Cent</i>  | - | <i>sense</i> |
| <i>Apartment</i> | - | <i>department</i> | <i>Lack</i>  | - | <i>lock</i>  |
| <i>Read</i>      | - | <i>ride</i>       | <i>Snack</i> | - | <i>snake</i> |



|              |                |              |                |
|--------------|----------------|--------------|----------------|
| <i>Ride</i>  | - <i>write</i> | <i>Male</i>  | - <i>milk</i>  |
| <i>Hour</i>  | - <i>our</i>   | <i>Sweet</i> | - <i>sweat</i> |
| <i>Sea</i>   | - <i>see</i>   | <i>Play</i>  | - <i>clay</i>  |
| <i>Plain</i> | - <i>plane</i> | <i>Said</i>  | - <i>sad</i>   |
| <i>Paint</i> | - <i>pain</i>  | <i>One</i>   | - <i>won</i>   |

Tabel di bawah ini menjelaskan strategi yang paling penting untuk menjawab soal percakapan pendek

### STRATEGI #3 HINDARI JAWABAN YANG PENGUCAPANNYA TERDENGAR MIRIP

1. Temukan kata kunci pada pembicara ke dua.
2. Identifikasi kata-kata yang terdapat pada pilihan jawaban yang bila diucapkan terdengar mirip. Jangan memilih pilihan jawaban tersebut.

**EXERCISE 3:** Pada latihan soal ini, garis bawahi kata kunci pada pembicara ke dua. Kemudian garis bawahi juga kata-kata yang terdapat pada pilihan jawaban yang terdengar mirip dengan kata kunci tersebut dan pilihlah jawaban yang paling benar. Ingatlah bahwa jawaban yang paling benar adalah jawaban yang mungkin tidak mengandung kata yang terdengar mirip dengan kata kunci pada pembicara ke dua.

1. (woman) *I heard that Sally just moved into a new, big house near the beach.* (A) Sally has no sense of responsibility.  
(man) *But Sally doesn't have a cent!* (B) Sally sent her friend to the house.  
(narrator) *What does the man mean?* (C) Sally has no money.  
(D) Sally is on the set with her.
2. (woman) *Did they get the new car they wanted?* (A) They locked the map in the car.  
(man) *No, they lacked the money.* (B) They looked many times in the car.  
(narrator) *What does the man mean?* (C) It cost a lot of money when the car leaked oil.  
(D) They didn't have enough money to buy another car.
3. (man) *Have you finished packing yet?* (A) It is important to pack the suitcase.  
(woman) *You should call the potter to get the suitcase.* (B) They need help carrying their bags.  
(narrator) *What does the woman mean?* (C) The man should pack his suit in case he needs it.  
(D) The suitcases are quite portable.

**TOEFL EXERCISE 3:** Pada latihan soal ini, dengarkanlah dengan cermat beberapa percakapan pendek dan pertanyaan-pertanyaan yang ada didalam rekaman, kemudian pilihlah jawaban yang paling tepat. Anda harus menghindari pilihan yang terdengar mirip pengucapannya.

1. (A) She has to wait for some cash. (D) She needs to watch out for a cash.  
(B) The waiter is bringing a glass of water.  
(C) The lawn is too dry.
2. (A) The sweater's the wrong size.



- (B) The man's feet aren't sweating.  
 (C) The sweater makes the man seem fat.  
 (D) The sweet girl doesn't feel right.
3. (A) He has been regularly using a computer.  
 (B) He communicates with a Boston company.  
 (C) He regularly goes to communities around Boston.  
 (D) He has been traveling back and forth to Boston.
4. (A) He thought the lesson didn't matter.  
 (B) He couldn't learn the lesson.  
 (C) He learned a massive number of details.  
 (D) He didn't like most of the lesson.
5. (A) Some animals started the first fire.  
 (B) Animals are killed by forest fires.  
 (C) In the first frost, animals die.  
 (D) Frost can kill animals.
6. (A) Twenty pairs of shoes are not sale.  
 (B) The shoes sales clerk spent twenty dollars on pears.  
 (C) The shoes cost twenty dollars.  
 (D) The shoes could be repaired for twenty dollars.
7. (A) Tom tended to dislike biology lab.  
 (B) Attendance wasn't necessary at biology lab.  
 (C) Tom went to biology lab.  
 (D) There was a tendency to require biology lab.
8. (A) The meal will be served at noon.  
 (B) The males should be driven there by noon.  
 (C) He's expecting the ice to melt before noon.  
 (D) The letters ought to be delivered at 12:00.
9. (A) The weather will probably get worse later.  
 (B) The newspaper headlines described a bad storm.  
 (C) There was news about a headstrong man.  
 (D) He had a new bad.
10. (A) If she could do the grocery shopping.  
 (B) If she prefers cooked vegetables or salad.  
 (C) If she could help prepare the salad.  
 (D) If she minds shopping for vegetables.

|                |  |
|----------------|--|
| <b>Skill 4</b> | <b>MEMBUAT KESIMPULAN TENTANG WHO, WHAT, DAN WHERE</b> |
|----------------|--|

Adalah hal yang umum pada bagian percakapan pendek untuk meminta anda membuat kesimpulan atas suatu kondisi tertentu. Pada soal seperti ini jawabannya tidak secara jelas tampak akan tetapi anda diminta untuk membuat kesimpulan sendiri berdasarkan pada beberapa petunjuk yang sudah diberikan melalui percakapan tersebut. Salah satu jenis kesimpulan yang umum ditanyakan adalah tentang siapa yang berbicara berdasarkan pada petunjuk-petunjuk yang sudah diberikan.



**Example**

Anda akan mendengarkan:

- (woman) *Can you tell me what assignments I missed when I was absent from your class?*
- (man) *You missed one homework assignment and a quiz.*
- (narrator) *Who is the man?*

Anda akan membaca di buku soal:

- (A) A newspaper editor.
- (B) A police officer.
- (C) A teacher.
- (D) A student.

Petunjuk *class*, *homework*, dan *quiz* pada percakapan tersebut mengarahkan kepada anda bahwa laki-laki tersebut kemungkinan adalah seorang guru. Sehingga pilihan jawaban (C) adalah pilihan jawaban yang paling benar.

Adapun tipe pembuatan kesimpulan yang lain yang umum pada percakapan pendek adalah tentang apa yang akan dilakukan berdasarkan pada petunjuk-petunjuk yang ada.

**Example**

Anda akan mendengarkan:

- (woman) *Are you going to read those books here in the library?*
- (man) *I think I'd rather check them out now and take them home.*
- (narrator) *What will the man probably do next?*

Anda akan membaca di buku soal:

- (A) Sit down in the library.
- (B) Look for some more books.
- (C) Return the books to the shelves.
- (D) Go to the circulation desk.

Laki-laki di dalam percakapan menyebutkan *books* dan dia mengatakan bahwa dia akan *check them out now*. Karena *circulation desk* adalah tempat di mana kamu dapat mengetahui buku yang sedang dipinjam dari perpustakaan, maka kemungkinan laki-laki tersebut akan pergi menuju *circulation desk*. Oleh karena itu jawaban yang paling tepat adalah (D).

Tipe pertanyaan tentang pembuatan kesimpulan yang lain adalah tipe pertanyaan yang menanyakan di mana tempat terjadinya percakapan tersebut berdasarkan pada petunjuk-petunjuk yang telah diberikan di dalam percakapan pendek.

**Example**

Anda akan mendengarkan:

- (woman) *Are you going into the water, or are you just going to lie there on the sand?*
- (man) *I think I need to put on some sun lotion.*
- (narrator) *Where does this conversation probably take place?*



Anda membaca di buku soal:

- (A) At a beauty salon.
- (B) At the beach.
- (C) In a sandbox.
- (D) At an outdoor restaurant.

Kata-kata seperti *water*, *sand*, dan *sun lotion* pada percakapan tersebut menunjukkan bahwa kemungkinan percakapan tersebut terjadi di pantai. Sehingga pilihan jawaban yang paling benar adalah (B).

Tabel di bawah ini menjelaskan strategi yang paling penting untuk menjawab soal percakapan pendek.

#### **STRATEGI #4 MEMBUAT KESIMPULAN TENTANG WHO, WHAT, DAN WHERE**

Sesuatu yang sangat umum ketika anda mengerjakan soal bagian percakapan pendek anda akan ditanya tentang:

1. Siapa yang sedang berbicara (profesi).
2. Apa yang mungkin akan dilakukan selanjutnya.
3. Di mana tempat kejadian percakapan tersebut (TKP).

**EXERCISE 4:** Pada latihan soal ini, bacalah setiap percakapan pendek dan pilihan jawaban yang tersedia, kemudian garis bawahi petunjuk-petunjuk yang dapat membantu anda untuk menemukan jawaban yang paling tepat, kemudian pilihlah satu jawaban yang paling benar. Anda akan diminta untuk membuat kesimpulan tentang siapa, apa, dan di mana.

- |            |  |  |
|------------|--|--|
| 1. (man)   | <i>I'd like to deposit this check in my account, please.</i> | (A) A store clerk.                               |
| (woman)    | <i>Would you like any cash back?</i>                         | (B) A bank teller.                               |
| (narrator) | <i>Who is the woman?</i>                                     | (C) An account.                                  |
| 2. (woman) | <i>Have you deposited your paycheck yet?</i>                 | (D) A waitress.                                  |
| (man)      | <i>No, but that's next on my list of errands.</i>            | (A) Earn his paycheck.                           |
| (narrator) | <i>What will the man probably do next?</i>                   | (B) Write a check for a deposit on an apartment. |
| 3. (man)   | <i>Did you get the breads, eggs, and milk?</i>               | (C) Go to a bank.                                |
| (woman)    | <i>Now we need to stand in line at the checkout counter.</i> | (D) Make a list of errands to run.               |
| (narrator) | <i>Where does this conversation probably take place?</i>     | (A) In a restaurant.                             |
|            |  | (B) At a bakery.                                 |
|            |  | (C) On a farm.                                   |
|            |  | (D) In a market.                                 |

**TOEFL EXERCISE 4:** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya dengan seksama, kemudian pilihlah jawaban yang paling tepat. Anda harus mampu untuk membuat kesimpulan tentang *who*, *what*, dan *where*.



1. (A) In a photograph studio.  
(B) In a biology laboratory.  
(C) In an office.  
(D) In the library.
2. (A) He's a pilot.  
(B) He's a flight attendant.  
(C) He's a member of the grounds crew.  
(D) He works clearing grounds.
3. (A) Wash the dishes immediately.  
(B) Use as many dishes as possible.  
(C) Wash the dishes as long as possible.  
(D) Wait until later to clean up.
4. (A) In a bank.  
(B) In a restaurant.  
(C) At a service station.  
(D) In a beauty salon.
5. (A) A salesclerk in a shoe store.  
(B) A shoe repairperson.  
(C) A party caterer.  
(D) A salesclerk in a fixtures department.
6. (A) On a playground.  
(B) In a parking lot.  
(C) At a zoo.  
(D) In a photo studio.
7. (A) Respond to the mail.  
(B) Put the letters in a file.  
(C) It depends on where the file is.  
(D) File the answers she received to the letters.
8. (A) In an airplane.  
(B) In a police car.  
(C) In a theater.  
(D) At a firework exhibit.
9. (A) Take care of Bob.  
(B) Invite Bob to dinner.  
(C) Let Bob know that they accept his invitation.  
(D) Respond to the woman's question.
10. (A) A pharmacist.  
(B) A dentist.  
(C) A teacher.  
(D) A business manager.

|                |   |
|----------------|---|
| <b>Skill 5</b> | <b>PERHATIKAN TENTANG WHO DAN WHAT PADA KALIMAT PASIF</b> |
|----------------|---|

Memahami Who atau What yang sedang melakukan sesuatu pada kalimat pasif adalah sesuatu yang cukup sulit. Soal seperti ini sering muncul pada bagian percakapan pendek.

**Example**

Anda akan mendengarkan:

- (man) *Did Sally go to the bank this morning?*  
 (woman) *Yes, she did. She got a new checking account.*  
 (narrator) *Where does the woman imply?*

Anda akan membaca di buku tes:

- (A) Sally wrote several checks.  
 (B) Sally wanted to check up on the bank.  
 (C) A new checking account was opened.





(D) Sally checked on the balance in her account.

Pada percakapan ini si perempuan menggunakan kalimat aktif *she got a new checking account*, yang berarti bahwa *Sally opened a checking account*. Pilihan jawaban yang benar menggunakan kalimat pasif *a new checking account was opened* untuk menunjukkan makna yang sama. Oleh karena itu dapat dikatakan bahwa pilihan jawaban (C) adalah pilihan jawaban yang benar.

Tabel di bawah ini menjelaskan strategi yang paling penting untuk menjawab soal percakapan pendek.

#### STRATEGI #5 KALIMAT PASIF

1. Jika di dalam percakapan menggunakan kalimat pasif, maka kemungkinan besar pilihan jawaban akan menggunakan kalimat aktif.
2. Jika di dalam percakapan menggunakan kalimat aktif, maka kemungkinan besar pilihan jawaban akan menggunakan kalimat pasif.

**EXERCISE 5:** Pada latihan soal ini pilihan jawaban bisa jadi kalimat pasif yang merupakan pernyataan ulang dari kalimat aktif atau kalimat aktif yang merupakan pernyataan ulang dari kalimat pasif. Bacalah setiap percakapan yang ada kemudian garis bawah kalimat aktif atau pasif yang ada di dalamnya. Kemudian bacalah pertanyaannya lalu pilihlah jawaban yang paling benar.

- |            |  |  |
|------------|--|--|
| 1. (woman) | <i>Alice need to pay her tuition today.</i>                            | (A) Alice's education has paid off.                |
| (man)      | <i>But her tuition had already been paid.</i>                          | (B) Alice's tuition needs to be paid.              |
| (narrator) | <i>What does the man imply?</i>  | (C) Alice has already paid her fees.               |
| 2. (man)   | <i>Have you been taking good care of the lawn?</i>                     | (D) Alice has already received the money.          |
| (woman)    | <i>I watered it only this morning.</i>                                 | (A) She drank some water on the lawn this morning. |
| (narrator) | <i>What does the woman mean?</i>                                       | (B) She waited for him on the lawn this morning.   |
| 3. (man)   | <i>Did you hear the news about the child who was lost in the park?</i> | (C) The lawn has already been watered today.       |
| (woman)    | <i>Yes, and I heard that she was just found!</i>                       | (D) She wanted a new lawn this morning.            |
| (narrator) | <i>What does the woman mean?</i>                                       | (A) Someone located the girl.                      |
|            |  | (B) She heard about the new park from the child.   |
|            |  | (C) The child found her lost pet.                  |
|            |  | (D) The child was the last one in the park.        |

**TOEFL EXERCISE 5:** Pada latihan soal ini, dengarkanlah setiap percakapan dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat. Anda harus focus pada penggunaan kalimat pasif.

- |  |  |
|--|--|
| 1. (A) If the restaurant is on the corner. | (B) If the man would like to go to the restaurant. |
|  | (C) If the vegetables are fresh.                   |



- (D) If vegetarian food can be obtained.
2. (A) He admitted that he wanted to go to law school in the fall.  
(B) The law school accepted him as a student.  
(C) The law professor admitted that he would be a student in the fall semester.  
(D) He would be admitted to law school after the fall semester.
3. (A) Mark's plants were cared for in his absence.  
(B) Mark's plant was to be out of town.  
(C) Mark was careful about his plans for the out-of-town trip.  
(D) She was careful while Mark was gone.
4. (A) The lights in the trees were destroyed in the storm.  
(B) The storm damaged the trees.  
(C) The falling trees destroyed a store.  
(D) In the light the destruction of the storm could be seen.
5. (A) She was broke from skiing.  
(B) She went skiing in spite of her accident.  
(C) Her leg was hurt on a skiing trip.  
(D) Her skis were broken in the mountains.
6. (A) The road the horses took was long and hard.  
(B) It was hard to find the hidden house.  
(C) The riders worked the horses too much.  
(D) It was hard for people to ride the horses for long.
7. (A) He didn't want the coffee that the woman ordered.  
(B) He wasn't sure if the woman wanted coffee.  
(C) He assumed the woman had ordered coffee.  
(D) He was unaware that coffee had already been ordered.
8. (A) The car was in the left parking lot at the airport.  
(B) The friends parked their car at the airport.  
(C) The airport couldn't hold a lot of cars.  
(D) There were a lot of cars to the left of the parking lot.
9. (A) The students pointed at Mac.  
(B) Mac was present when the other students made the appointment.  
(C) The class representative suggested Mac to the other students.  
(D) Mac was chosen by his classmates to represent them.
10. (A) After the earthquake, the insurance company came out to inspect the damage.  
(B) The insurance company insisted that the building be repaired to meet earthquake safety standards.  
(C) The inhabitants paid their premium after earthquake.  
(D) The insurance company paid for the earthquake damage.



|                |   |
|----------------|---|
| <b>Skill 6</b> | <b>PERHATIKAN TENTANG WHO DAN WHAT YANG DIKUTI OLEH KATAN BENDA GANDA</b> |
|----------------|---|

Ketika terdapat lebih dari satu kata benda di dalam sebuah kalimat percakapan pendek, maka dalam memilih jawaban akan membuat anda bingung untuk menentukan kata benda mana yang dimaksudkan.

**Example**

Anda akan mendengarkan:

(man) *Do you know who is in the band?*

(woman) *I heard that Mara replaced Robert in the band.*

(narrator) *What does the woman say about the band?*

Anda akan membaca di buku tes:

(A) Robert became a new member of the band.

(B) Robert took Mara's place in the band.

(C) Mara didn't have a place in the band.

(D) Mara took Robert's place in the band.

Pada respon pembicara wanita terhadap pertanyaan pembicara pria, dia berbicara tentang dua orang (*Mara* dan *Robert*), dan kedua orang ini membuat anda bingung ketika hendak memilih jawaban. Karena *Mara replaced Robert* itu berarti bahwa *Mara took Robert's place in the band*. Sehingga pilihan jawaban yang paling benar adalah (D).

**EXERCISE 6:** Pada latihan soal ini, garis bawahi kata benda yang membuat anda bingung pada setiap percakapan. Kemudian bacalah pertanyaannya agar anda dapat memilih jawaban yang paling benar. Perhatikan untuk selalu berpikir dengan cermat tentang siapa yang melakukan sesuatu.

- (man) *Why is Bill not at work this week?* (A) The doctor decided to take some time off from work.

(woman) *His doctor made him a week off.* (B) The doctor told Bill he wasn't too weak to work.

(narrator) *What does the woman mean?* (C) Bill was mad when the doctor took some time off.

(D) Bill took a vacation on his doctor's order.
- (man) *Why is Paul going back home this summer?* (A) Paul is getting married this summer.

(woman) *He's returning to Vermont for his sister's wedding.* (B) Paul's sister is returning from Vermont to get married.

(narrator) *What does the woman mean?* (C) Paul will be there when his sister gets married this summer.

(D) Paul's sister is coming to his wedding in Vermont.
- (man) *Did you hear that John's uncle dead?* (A) John received an inheritance when his uncle died.

(woman) *Yes, and John was named beneficiary in his uncle's will.* (B) It's a benefit that John's name is the same as his uncle's.



- (narrator) *What does the woman mean?* (C) John knows that his uncle will come to the benefit.  
 (D) John's uncle gave him a beneficial name.

**TOEFL EXERCISE 6:** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat. Anda harus focus untuk memperhatikan tentang siapa yang melakukan sesuatu di antara beberapa pilihan kata benda ganda.

1. (A) The passenger waited at the corner.  
 (B) The passenger looked for a taxi at the corner.  
 (C) The cab driver waited for the passenger.  
 (D) The passenger cornered the waiting taxi driver.
2. (A) It was hard for her to hear Jane last night.  
 (B) Jane gave a harp recital last night.  
 (C) Jane was playing hard while she was hurt.  
 (D) She played the harp last night fiir Jane.
3. (A) The baby sister went to bed quite early.  
 (B) The children were forced to go to bed early.  
 (C) The baby-sitter made the bed after the children got up.  
 (D) The baby-sitter didn't stay up late.
4. (A) The man taught his son about football.  
 (B) The boy is receiving the ball from his dad.  
 (C) The ball is being tossed into the air by the boy.  
 (D) The man is playing with the ball in the sun.
5. (A) The students were told to go listen to the speaker.
6. (B) The professor attended that evening's lecture.  
 (C) The students were given directions to the lecture.  
 (D) The professor was directed to the lecture hall.
7. (A) The manager went to the supply room.  
 (B) The clerk set supplies on the floor.  
 (C) The clerk went to the supply room at the manager's request.  
 (D) The clerk backed into the manager in the supply room.
8. (A) The librarian was quite reserved with the students for two days.  
 (B) Within two days the librarian had the books for the students.  
 (C) The librarian asked the students for the books.  
 (D) The students put the books on hold for two days.
9. (A) The chairman decided that Tony would serve on the board for another year.  
 (B) The chairman elected the board.  
 (C) The board decided Tony could be chairman after one year.  
 (D) Tony became chairman for one more year.
9. (A) The judge defended the murderer.



- (B) The judge try to protect the defendant from the murderer.
- (C) The judge said that the defendant was a criminal.
- (D) The defense couldn't make a judgement about the criminal.

10. (A) The woman should announce the names of the committee members.

- (B) He is thankful to be appointed to the committee.
- (C) He is sure about the time of the appointment with the committee.
- (D) The woman will serve on the committee.

**TOEFL EXERCISE (Skills 4-6):** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat.

1. (A) In a department store.  
(B) In a stationery store.  
(C) At the post office.  
(D) At the airport.
2. (A) The teacher gave the student a hand.  
(B) The terms paper were turned in.  
(C) The students got the papers from the office.  
(D) The teacher handed the papers to the students.
3. (A) The attendant checked the oil in Mark's car.  
(B) Mark checked to see if he had enough oil in his car.  
(C) Mark checked with the service station ttendant.  
(D) Mark wrote a check to pay for the oil.
4. (A) A delivery man.  
(B) A famous chef.  
(C) A clerk in a fast-food restaurant.  
(D) An airline steward.
5. (A) They need new print for the additional copies.  
(B) They can make extra copies if necessary.
6. (A) The professor bought two books.  
(B) The students had to purchase two books.  
(C) The students sold two books to the professor.  
(D) The students were equired to read two books by the professor.
7. (A) The doctor returned to the office.  
(B) Jim asked the doctor to come to the office.  
(C) The doctor will not return until next week.  
(D) Jim was told to comeback.
8. (A) Go to work in the lab.  
(B) Sample the work from the lab.  
(C) Have the samples delivered.  
(D) Send a note to the lab.
9. (A) Mary became the new class president.  
(B) Sue took her place as class president.



- (C) In place of Mary, Sue became senior class president.  
 (D) The senior class president replaced Sue and Mary.
10. (A) The panel was analyzed on the television program.  
 (B) A committee evaluated recent political events.  
 (C) The program featured a psychoanalyst.  
 (D) The panel discussed the television program.

**TOEFL REVIEW EXERCISE (Skills 1-6):** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat.

1. (A) He seemed to be rather hungry.  
 (B) She was quite angry at him.  
 (C) He was trying to hang the posters.  
 (D) She believes he was mad.
2. (A) The parents are going to stay up late.  
 (B) The parents have given Hannah her allowance.  
 (C) Lately, the parents have not been so loud.  
 (D) Hannah does not have to go to bed early.
3. (A) At a department store.  
 (B) At a service station.  
 (C) At a collection agency.  
 (D) In a delivery room.
4. (A) She just broke some eggs.  
 (B) They need to eat fast.  
 (C) She is serious about the boat.  
 (D) He has a choice to make.
5. (A) It was urgent that Ellen do her best.  
 (B) He really urged Ellen to do more.  
 (C) He was encouraged by Elen to try harder.  
 (D) Ellen told him that she was trying to do better.
6. (A) The car stalled on the road.  
 (B) Someone took the car.  
 (C) Rob sold his car.  
 (D) Rob heard someone steal his car.
7. (A) Buying the bigger container.  
 (B) Putting the milk in the cart.  
 (C) Taking a carton that is smaller.  
 (D) Getting the milk tomorrow instead.
8. (A) The receptionist welcomed the business people.  
 (B) The man created a shipping and receiving business.  
 (C) The business people were rather greedy.  
 (D) The business people greeted the receptionist.
9. (A) The police officer was stationed near the tourist.  
 (B) The tourist was forced to accompany the police officer.  
 (C) The tourist became mad at the police station.  
 (D) The tourist stated that the police officer never came.
10. (A) He hasn't seen her idea.  
 (B) It was a terrible deal.  
 (C) He doesn't like the idea.  
 (D) It sounds magnificent to him.



|                |  |
|----------------|--|
| <b>Skill 7</b> | <b>PERHATIKAN TENTANG UNGKAPAN NEGATIF</b> |
|----------------|--|

Ungkapan negatif sangat sering muncul pada percakapan pendek, dan respon yang benar dan yang umum untuk ungkapan negatif adalah pernyataan positif yang mengandung sebuah kata yang mempunyai makna kebalikannya.

**Example**

Anda akan mendengarkan:

(man) *How did they get to their grandmother's house in Maine in only five hours?*

(woman) *They didn't drive slowly on the trip to Maine.*

(narrator) *What does the woman say about the trip?*

Anda membaca di buku soal:

(A) They drove rather quickly.

(B) They couldn't have driven more slowly.

(C) They wanted to travel slowly to Maine.

(D) They didn't drive to Maine.

Jawaban yang benar untuk pertanyaan di atas adalah (A). jika *they didn't drive slowly to Maine* itu bermakna *they drove rather quickly* yang merupakan lawan kata dari *slowly*. Pilihan jawaban yang menggunakan kata *slowly* adalah pilihan jawaban yang tidak benar.

Tabel di bawah ini menjelaskan tentang beberapa ungkapan negatif yang harus anda perhatikan.

| TIPE UNGKAPAN NEGATIF        |  |  |
|------------------------------|--|--|
| Expressions                  | Example  | Correct Answer                                       |
| Regular (not)                | Tom is not sad about the result                | Not sad = happy                                      |
| Nobody, none, nothing, never | Nobody arrived on time<br>Sal never works hard | Nobody ... on time = late<br>Never works hard = lazy |
| Un-, in-, dis-,              | The patient was insane                         | Insane = not sane = crazy                            |

**EXERCISE 7:** Pada latihan soal ini, garis bawahi setiap ungkapan negatif yang ada pada pembicara ke dua. Kemudian bacalah pertanyaannya untuk menemukan jawaban yang paling benar. Perlu diingat bahwa jawaban yang paling benar adalah jawaban yang menggunakan kata yang bermakna sebaliknya.

- (man) *I can't seem to get the door unlocked.* (A) The key in the drawer is on the right.

(woman) *This isn't the right key for the door.* (B) The man should write the message on the door.

(narrator) *What does the woman mean?* (C) The man has the wrong key.  
(D) The right key isn't in the drawer.
- (man) *Were you pleased with the* (A) The convention was





- last week 's convention?*  
 (woman) *Nothing went as planned.*  
 (narrator) *What does the woman mean?*
3. (woman) *Are you planning to go to college next year?*  
 (man) *I'm really unsure about the idea.*  
 (narrator) *What does the man mean?*
- disorganized.  
 (B) She didn't plan to attend the convention.  
 (C) She planned to convention last week.  
 (D) She wasn't pleased with the last week of the convention.  
 (A) He definitely wants to go to college.  
 (B) He is certain about his plan.  
 (C) He's hesitant about attending a college.  
 (D) His idea is to go to college.

**TOEFL EXERCISE 7:** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat. Anda harus benar-benar fokus pada beberapa pernyataan negatif.

- (A) She is very busy.  
 (B) She has lots of free time.  
 (C) It is not necessary to take out the trash.  
 (D) She will do it if she has time.
- (A) The interview is very important.  
 (B) He is worried about the interview.  
 (C) What he's wearing to the interview is important.  
 (D) He's not concerned about the interview.
- (A) He has almost all the notes.  
 (B) His attendance was perfect.  
 (C) He went to all the lecturers but one.  
 (D) He missed more than one psychology class.
- (A) They passed the library at 6:00.  
 (B) The library opens at 6:00 in the summer.  
 (C) The library closes at 6:00.  
 (D) You can't check out more than six books in the summer.
- (A) Water the plants once a day.  
 (B) Give the plants no more water.  
 (C) Water the plants often while the man is gone.  
 (D) Give the plants a limited amount of water.
- (A) The service satisfied her.  
 (B) The food was worse than the service.  
 (C) She thought that the service was bad.  
 (D) Neither the food nor the service was satisfying.
- (A) He told his kids to leave.  
 (B) He seriously wanted the woman to go.  
 (C) He was joking when he told the woman to leave.  
 (D) He left with the woman.
- (A) The project will take all their effort.  
 (B) They have no other work to do.  
 (C) It's impossible to finish.  
 (D) They aren't even close to finishing the project.



9. (A) She doesn't mind an hour more.  
 (B) She'd rather stay more than an hour.  
 (C) It's better to stay than go.  
 (D) She prefers to leave.
- (B) This hotel gave excellent service.  
 (C) The service at the hotel could have been improved.  
 (D) This hotel's service was the same as the service at other hotels.
10. (A) The service at the hotel wasn't too good.

|                |  |
|----------------|--|
| <b>Skill 8</b> | <b>PERHATIKAN TENTANG UNGKAPAN NEGATIF GANDA</b> |
|----------------|--|

Menjadi hal yang sangat mungkin apabila ada dua ungkapan negatif yang muncul dalam satu kalimat yang sama dan maknanya mungkin akan menjadi sangat membingungkan.

**Example**

On the recording, you hear:

- (man) *I can't believe the news that I heard about the concert.*  
 (woman) *Well, it isn't impossible for the concert to take place.*  
 (narrator) *What does the woman say about the concert?*

In your test book, you read:

- (A) There's no possibility that the concert will take place.  
 (B) The concert will definitely not take place.  
 (C) The concert might take place.  
 (D) The concert can't take place.

Jawaban yang benar untuk pertanyaan di atas adalah (C). Jika *it isn't impossible for the concert to take place*, maka maknanya akan menjadi *possible*.

Contoh lain tentang Double Negatives:

- |  |                                  |
|--|----------------------------------|
| 1. <i>He doesn't look unhappy</i>      | = <i>he looks happy</i>          |
| 2. <i>It isn't unfair</i>              | = <i>it is fair</i>              |
| 3. <i>It isn't unacceptable</i>        | = <i>it is acceptable</i>        |
| 4. <i>He doesn't dislike English</i>   | = <i>he likes English</i>        |
| 5. <i>The hotel isn't inconvenient</i> | = <i>the hotel is convenient</i> |

Tabel di bawah ini menjelaskan tentang beberapa ungkapan negatif yang harus anda perhatikan.

| NEGATIF GANDA                                     |                                   |   |
|---|-----------------------------------|---|
| Situation   | Example                           | Meaning   |
| Negative word (not, no, none) and negative prefix | He didn't like the unclean office | Did not like unclean office<br>= liked clean office |



|                           |   |   |
|---------------------------|---|---|
| (in-, un-, dis-)          |   |   |
| Two negative verbs        | It isn't snowing, so they aren't going to the mountain. | Implies that they would go if it were snowing |
| Neither or not ... either | Sue didn't like the movie, and neither did Mark.        | Both did not like the movie                   |

**EXERCISE 8:** Pada latihan soal ini, garis bawah dua ungkapan negatif yang ada pada pembicara ke dua. Kemudian bacalah setiap pertanyaannya untuk menemukan jawaban yang paling benar. Perlu anda ingat bahwa dua ungkapan negatif yang ada dapat membuat makna kalimat menjadi positif.

- (man) *Paula, you worked so hard setting up the field trip.* (A) She hopes everyone will be pleased.

(woman) *I hope no one's unhappy with the arrangement.* (B) She knows no one is happy with what she has done.

(narrator) *What does Paula mean?* (C) She's arranged to take a trip because she is unhappy.  
(D) Everyone's happy with the condition of the field.
- (woman) *How was your history exam?* (A) He studied a lot and passed.

(man) *I didn't study enough, so I didn't do well.* (B) He failed in spite of his effort.

(narrator) *What does the man mean?* (C) He got a good grade even though he didn't study.  
(D) His grade was poor because of inadequate preparation.
- (man) *Were your friends able to get tickets for the concert?* (A) Although Mark couldn't get both tickets, Paul did.

(woman) *Mark couldn't get tickets for the concert, neither could Paul.* (A) Both were unable to obtain tickets.  
(B) Neither Mark nor Paul wanted to go to the concert.  
(C) Mark tried to get tickets, but Paul didn't.

(narrator) *What does then woman mean?*

**TOEFL EXERCISE 8:** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat.

- (A) He'll definitely be elected.

(B) The election is now complete.

(C) She has high hopes for his chances.

(D) It may happen.

(B) He served better than he volleyed.

(C) Some parts of his game were better than others.

(D) His played rather well.
- (A) Both parts of his game were bad.
- (A) It is a surprise that he was prepared.

(B) He was not ready, as usual.



- (C) He prepared a really big surprise.  
(D) His strong preparation came as no surprise.
4. (A) She felt good enough to go out.  
(B) She went out to get some medicine.  
(C) She felt like dancing, so she went out with everyone.  
(D) She stayed home because she was sick.
5. (A) She has problems that others aren't aware of.  
(B) Others aren't aware of her problems.  
(C) She knows she's been problem.  
(D) She doesn't have a care in the world.
6. (A) Steve wanted to finish his paper, and so did Paul.  
(B) Both Steve's and Paul's papers were incomplete.  
(C) Steve and Paul were busy doing their term paper.  
(D) When Steve wasn't able to finish his paper, Paul couldn't help.
7. (A) It wasn't George's responsibility to pay the bill.  
(B) Bill was irresponsible about paying George's rent.  
(C) George acted carelessly by not taking care of the bill.  
(D) George took responsibility for the unpaid bill.
8. (A) It's fortunate that he was accepted.  
(B) It's good that he wasn't admitted.  
(C) Fortunately, the university didn't admit him.  
(D) It's too bad he was rejected.
9. (A) The first essay was better than the second.  
(B) The first and second drafts couldn't be better.  
(C) The second draft of the essay was much better than the first.  
(D) Both versions were poorly written.
10. (A) Roger has been bothered.  
(B) Roger wasn't the least bit disturbed.  
(C) The problems have had little effect on Roger.  
(D) Roger hasn't been disturbed.

|                |  |
|----------------|--|
| <b>Skill 9</b> | <b>PERHATIKAN TENTANG UNGKAPAN "ALMOST NEGATIVE"</b> |
|----------------|--|

Beberapa ungkapan di dalam bahasa Inggris mempunyai makna yang "Almost Negative". Dan hal ini sering muncul pada soal percakapan pendek.

**Example**

On the recording, you hear:

(woman) *Where you able to pay the electric bill?*

(man) *I had barely enough money.*

(narrator) *What does the man imply?*

In your test book, you read:

(A) He had plenty of money for the bill.

(B) He did not have enough money for the bill.



- (C) He paid the bill but has no money left.  
 (D) He was enable to pay the bill.

Pada pernyataan pembicara pria, kata *enough* mengindikasikan bahwa dia punya uang yang cukup sehingga *he paid the bill*. Akan tetapi, *it was barely enough*, yang bermakna dia hampir tidak punya uang yang cukup dan tentunya *has no money left*. Sehingga jawaban yang benar adalah (C).

**Common almost negative expressions:** hardly, barely, scarcely, only, rarely, seldom

**EXERCISE 9:** Pada latihan soal ini, garis bawahi ungkapan “Almost Negative” yang ada pada pembicara ke dua. Kemudian bacalah setiap pertanyaan untuk mendapatkan jawaban yang paling benar.

1. (man) *I hear that Mona's been offered the manager's job.* (A) Mona hasn't work hard.  
 (woman) *But she has hardly any work experience!* (B) Mona's experience has been hard.  
 (narrator) *What does the woman say about Mona?* (C) Mona's job as manager is hard.  
 (D) Mona hasn't work for very long.
2. (woman) *How much time did Sam spend on his paper for economics class?* (A) Sam usually spends this much time on his schoolwork.  
 (man) *Sam has seldom taken so much time on a research paper.* (B) Sam has rarely worked so hard.  
 (narrator) *What does the man mean?* (C) Sam took too much time on this paper.  
 (D) Sam should've worked harder on this paper.
3. (woman) *Does Steve usually park his car there?* (A) He parks his car there once in a while.  
 (man) *Only once has he parked his car in that lot.* (B) He's parked his car there a lot.  
 (narrator) *What does the man mean?* (C) He only leaves his car three for short periods of time.  
 (D) He left his car there just one occasion.

**TOEFL EXERCISE 9:** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat. Anda harus memperhatikan tentang ungkapan hampir negatif.

1. (A) There's little rain in July. (C) John was not accepted.  
 (B) In July it never rains. (D) Two were not admitted.  
 (C) It rains hard in July.  
 (D) When it rains in July, it rains hard.
2. (A) The university accepted three students. (C) The highest grade on the history exam went to Mark.  
 (B) None of the student is going to the university. (D) Professor Frank didn't pass Mark on the history exam.
3. (A) Although he did pass, Mark's exam grade wasn't too good.  
 (B) Mark failed his history exam.  
 (C) The highest grade on the history exam went to Mark.  
 (D) Professor Frank didn't pass Mark on the history exam.



4. (A) He often has long waits in Dr. Robert's office.  
(B) He must wait patiently for Robert.  
(C) Dr. Roberts is generally punctual.  
(D) He doesn't mind waiting for Dr. Roberts.
5. (A) Betty often takes vacations in winter.  
(B) Betty prefers to take vacations in winter.  
(C) Occasionally Betty works one week during vacation.  
(D) A winter vacation is unusual for Betty.
6. (A) He rarely spends time on his courses.  
(B) He's an excellent student.  
(C) He never studies.  
(D) His books are always open.
7. (A) He finished the exam in plenty of time.  
(B) He was scared he wouldn't finish.  
(C) He used every possible minute to finish.  
(D) He was unable to complete the exam.
8. (A) This was a very long staff meeting.  
(B) This was the only staff meeting in long time.  
(C) The meeting lasted only until one o'clock.  
(D) The one staff meeting should've lasted longer.
9. (A) Meat tastes delicious to him when it's cooked rare.  
(B) He isn't sure if the meal is delicious.  
(C) This meat is the best he's tasted in a long time.  
(D) He'd like to eat some meat from this delicatessen.
10. (A) He broke his arm trying to move it.  
(B) He only hurt the broken arm.  
(C) He only tries to move the broken arm.  
(D) There's no pain if he rests quietly.

|                 |   |
|-----------------|---|
| <b>Skill 10</b> | <b>PERHATIKAN UNGKAPAN NEGATIF YANG MENGANDUNG PERBANDINGAN</b> |
|-----------------|---|

Ungkapan negatif dapat digunakan secara bersamaan dengan perbandingan di dalam soal TOEFL percakapan pendek. Sebuah kalimat yang mengandung ungkapan negatif bersamaan dengan perbandingan akan mempunyai makna yang superlative atau yang paling kuat.

**Example**

On the recording, you hear:

(woman) *What do you think of the new student in math class?*

(man) *No one is more intelligent than she is.*

(narrator) *What does the man say about the new student?*

In your test book, you read:

(A) She is not very smart.



- (B) He is smarter than she is.  
 (C) Other Students are smarter than she is.  
 (D) She is the smartest student in the class.

Pembicara pria merespon percakapan pembicara wanita dengan menggunakan ungkapan negatif *no* dan perbandingan *more intelligent*, dan kombinasi ini mempunyai makna superlative yaitu *the smartest*. Sehingga jawaban yang paling benar adalah (D).

Perhatikan contoh lain berikut ini:

| No | Ungkapan  | Makna   | Sinonim                              |
|----|---|---|--------------------------------------|
| 1  | <i>I <u>couldn't</u> be happier</i>                             | Saya tidak bisa lebih bahagia lagi. Artinya, saya sangat bahagia.                     | <i>I am very happy</i>               |
| 2  | <i>The test <u>couldn't</u> have <u>been more difficult</u></i> | Tesnya tidak bisa lebih sulit lagi. Artinya, tesnya sangat sulit.                     | <i>The test is very difficult.</i>   |
| 3  | <i>The room <u>couldn't</u> be <u>cheaper</u></i>               | Harga kamar tidak bisa lebih murah lagi. Artinya, harganya sudah sangat murah.        | <i>The room is very cheap.</i>       |
| 4  | <i>The laptop <u>couldn't</u> be <u>more expensive</u>.</i>     | Harga laptop sudah tidak bisa lebih mahal lagi. Artinya, harganya sudah sangat mahal. | <i>The laptop is very expensive.</i> |
| 5  | <i>The room <u>couldn't</u> be <u>cooler</u>.</i>               | Ruangan ini tidak bisa lebih dingin lagi  | <i>The room is very cool.</i>        |

Tabel di bawah ini menjelaskan tentang beberapa perbandingan yang harus anda perhatikan ketika digunakan bersamaan dengan ungkapan negatif.

| COMPARATIVES WITH NEGATIVES |                                      |                           |
|-----------------------------|--------------------------------------|---------------------------|
| Comparative                 | Example                              | Meaning                   |
| More                        | No one is more beautiful than she is | She is the most beautiful |
| -er                         | He couldn't be happier               | He is extremely happy     |

**EXERCISE 10:** Pada latihan soal ini, garis bawahi ungkapan negatif dan perbandingan yang ada pada pembicara ke dua. Kemudian bacalah setiap pertanyaan untuk dapat menemukan jawaban yang paling benar. Ingatlah bahwa jawaban yang benar adalah jawaban yang memiliki makna superlative atau yang paling kuat.

1. (woman) *Have you gotten over your cold yet?* (A) He is feeling terrific.  
 (man) *I couldn't be feeling any better today.* (B) He felt a lot worse today.  
 (C) He's not feeling too well today.  
 (D) He's a bit better today.





- (narrator) *What does the man mean?*
2. (woman) *What did you think of Mike when you first met him?*  
 (man) *He couldn't have been more unfriendly.*  
 (narrator) *What does the man mean?*
3. (man) *Did you see Theresa's grade on the math exam? It was unbelievable!*  
 (woman) *No one else could have done better.*  
 (narrator) *What does the woman mean?*
- (A) Mike was extremely friendly when he met him.  
 (B) Mike could have met him sooner.  
 (C) Mike didn't seem to like him at all.  
 (D) When he met Mike, he didn't have a friend.
- (A) Theresa could've gotten a higher grade.  
 (B) Anyone could get a good grade.  
 (C) Theresa got the highest grade.  
 (D) A high grade is impossible for anyone.

**TOEFL EXERCISE 10:** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat. Anda harus benar-benar memperhatikan tentang perbandingan yang menggunakan ungkapan negatif.

- (A) She's not very happy.  
 (B) She didn't do very well on the exam.  
 (C) She could be somewhat happier.  
 (D) She's delighted with the result.
- (A) Paula is always lazy.  
 (B) Paula didn't work very hard this semester.  
 (C) Paula made a strong effort.  
 (D) Paula could have worked harder.
- (A) The prices were great!  
 (B) The prices were too high.  
 (C) She didn't buy much because of the prices.  
 (D) The prices could have been lower.
- (A) She is not very smart.  
 (B) She always tells him everything.  
 (C) He doesn't know her very well.  
 (D) She's extremely intelligent.
- (A) The patient absolutely didn't need the surgery.  
 (B) The necessity for the surgery was unquestionable.  
 (C) The surgeon felt that the operation was necessary.  
 (D) It was essential that the surgery be performed immediately.
- (A) They were not very lucky.  
 (B) No one was hurt.  
 (C) The accident was unfortunate.  
 (D) She wanted to have better luck.
- (A) Nothing was very difficult.  
 (B) The exam wasn't at all easy.  
 (C) The exam couldn't have been easier.  
 (D) The exam had nothing difficult on it.
- (A) She wants the job very much.  
 (B) No one is going to get the job.



- (C) Everybody else wants that job as much as she does.  
(D) She's not sure about taking the job.
9. (A) She was second in the race.  
(B) She was almost the slowest person in the race.  
(C) She won the race.  
(D) She was not faster than anyone else.
10. (A) This math project was extremely complex.  
(B) This math project was less complicated than the last.  
(C) They seldom complete their math projects.  
(D) Complicated math projects are often assigned.

**TOEFL EXERCISE 7-10 (Skills 7-10):** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat.

1. (A) She can try a little harder.  
(B) There is a lot more that she can do.  
(C) She's doing the best that she can.  
(D) It is impossible for her to do anything.
2. (A) She's always been late for the bus.  
(B) The bus has always been late.  
(C) The bus only left on time once.  
(D) Only on his trip has the bus been on time.
3. (A) There wasn't enough soup to go around.  
(B) We had so much soup that we couldn't finish it.  
(C) Everyone got one serving of soup, but there wasn't enough for seconds.  
(D) Everyone around the table had a lot of soup.
4. (A) She does want to see the movie.  
(B) It's extremely important to her to go.  
(C) She doesn't want to go there anymore.  
(D) She really couldn't move there.
5. (A) She handed the paper in on time.  
(B) She was able to complete the paper, but she didn't turn it in.  
(C) The paper was a complete mess, so she didn't turn it in.  
(D) The paper was unfinished.
6. (A) Neither Tim nor Sylvia is taking care of Art.  
(B) Sylvia likes modern art even less than Tim does.  
(C) Sylvia doesn't care for anything Tim does.  
(D) Sylvia and Tim agree in their opinion of modern art.
7. (A) They always work hard in the afternoon.  
(B) They don't do much after lunch.  
(C) After noon they never work.  
(D) It's never hard for them to work in the afternoon.
8. (A) It's hard for him to work when it gets warm.  
(B) Whenever it gets warm, he turns on the air conditioner.



- (C) The air conditioner only works when it's needed.  
 (D) He likes to use the air conditioner when it is warm.
9. (A) He did really poorly.  
 (B) He's felt worse before.  
 (C) The results could not have been better.  
 (D) He's not too unhappy with the results.
10. (A) With so many members present, the committee couldn't reach a decision.  
 (B) The committee should've waited until more members were present.  
 (C) The issue shouldn't have been decided by all the committee members.  
 (D) The issue wasn't decided because so many members were absent.

**TOEFL REVIEW EXERCISE (Skills 1-10):** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat.

1. (A) In a doctor's office.  
 (B) At a bar.  
 (C) In a travel agency.  
 (D) In a business office.
2. (A) She bought some sheets.  
 (B) She got a new piece of clothing.  
 (C) She couldn't find anything because she's too short.  
 (D) She was sure to greet her boss.
3. (A) The hotel was all right, except for the poor view.  
 (B) The view from the hotel room was spectacular.  
 (C) She would have preferred a better hotel.  
 (D) Only a few hotels would have been better.
4. (A) Take a nap.  
 (B) Try the rest of the work.  
 (C) See a doctor.  
 (D) Have a bite to eat.
5. (A) She's an exacting person.  
 (B) She can't be expected to give you four of them.  
 (C) She generally forgives others.  
 (D) She isn't exact about what she gives to others.
6. (A) She's unable to take her vacation this year.  
 (B) Her vacation next week has been postponed.  
 (C) She'll go on vacation next week.  
 (D) She'll return from vacation in a week.
7. (A) The waitress was sitting in the back of the restaurant.  
 (B) They were waiting for a seat in the restaurant.  
 (C) The customers had a table in the back.  
 (D) The waitress sat down behind the table.
8. (A) It's hard for the market to sell its fruit.  
 (B) All of the fresh fruit at the market is hard.  
 (C) She hardly ever goes to the market to buy fresh fruit.  
 (D) There was a scarcity of fresh fruit at the market.
9. (A) The man should never be late for school.



- (B) The man can always return to school.  
 (C) The man should never go back to school.  
 (D) If the man's late to school, he should go through the back door.
10. (A) She can't bear to try.  
 (B) She is a daring person.  
 (C) She doesn't want the man even to try.  
 (D) She is challenging the man to make the effort.

|                 |                             |
|-----------------|-----------------------------|
| <b>Skill 11</b> | <b>UNGKAPAN PERSETUJUAN</b> |
|-----------------|-----------------------------|

Ungkapan persetujuan sangat umum muncul pada soal percakapan pendek sehingga anda harus familiar dengan berbagai macam ungkapan pendek yang menandakan persetujuan.

**Example**

On the recording, you hear:

- (man) *I think that the hypothesis is indefensible.*  
 (woman) So do I.  
 (narrator) *What does the woman mean?*

In your test book, you read:

- (A) She is unsure about the hypothesis.  
 (B) The hippopotamus is behind the face.  
 (C) She thinks that the hypothesis can be defended.  
 (D) She agrees with the man.

Ungkapan *So do I* adalah ungkapan yang menandakan persetujuan dalam kalimat positif, sehingga dapat diartikan bahwa pembicara wanita setuju dengan apa yang dimaksud oleh pembicara pria. Sehingga jawaban yang paling benar adalah (D).

Adapun contoh ungkapan persetujuan dalam kalimat negatif adalah

**Example**

On the recording, you hear:

- (woman) *I don't think that our history teacher is very interesting.*  
 (man) Neither do I.  
 (narrator) *What does the man mean?*

In your test book, you read:

- (A) He disagrees with the woman.  
 (B) He thinks the history teacher is interesting.  
 (C) He share's the woman's opinion.  
 (D) He doesn't think the woman's idea is good.

Ungkapan *Neither do I* adalah ungkapan yang menunjukkan persetujuan di dalam kalimat negatif, sehingga dapat diartikan bahwa the man *shares the woman's opinion*. Oleh karena itu pilihan jawaban yang paling benar adalah (C).



Tabel berikut ini berisi tentang beberapa ungkapan persetujuan yang perlu untuk diketahui.

| EXPRESSIONS OF AGREEMENT  |  |
|---|--|
| Agreement with Positive Statements  | Agreement with Negative Statements             |
| <i>So do I</i><br><i>Me, too.</i><br><i>I'll say.</i><br><i>Isn't it!</i><br><i>You can say that again.</i> | <i>Neither do I.</i><br><i>I don't either.</i> |

**EXERCISE 11:** Pada latihan soal ini, garis bawahilah ungkapan persetujuan yang ada di setiap percakapan pendek. Kemudian bacalah setiap pertanyaan yang ada untuk menemukan jawaban yang paling tepat. Perlu anda ingat bahwa jawaban yang paling tepat adalah jawaban yang menunjukkan ungkapan persetujuan.

- (woman) *These paintings are really fascinating!*

(man) *Aren't they!*

(narrator) *What does the man mean?*

(A) These paintings aren't very interesting.

(B) He isn't fascinated by these paintings.

(C) He isn't sure how he feels.

(D) He finds these paintings quite interesting.
- (woman) *I don't really care for the way the building was renovated.*

(man) *I don't either.*

(narrator) *What does the man mean?*

(A) He thinks the building was not renovated.

(B) He has the same opinion of the building as the woman.

(C) He doesn't care about the renovation of the building.

(D) He suggests being careful in the renovated building.
- (man) *I think that both candidates for county supervisor are unqualified.*

(woman) *Me, too.*

(narrator) *What does the woman mean?*

(A) She agrees with the man.

(B) She thinks he should become county supervisor.

(C) She thinks the candidates are qualified.

(D) She has no opinion about the candidates for county supervisor.

**TOEFL EXERCISE 11:** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat. Anda harus memperhatikan tentang ungkapan persetujuan.

- (A) The trip would cost too much.

(B) She doesn't think that a trip would be a good idea.

(C) She would like to take two trips rather than one.

(D) She would also like to take a trip.



2. (A) He would like to see the elections for town councils.  
 (B) He agrees that Matt should be elected.  
 (C) He thinks the elections should take place next month.  
 (D) He disagrees with the woman.
3. (A) She is not sure which course she should take.  
 (B) She's not sure if she should take a trip to France.  
 (C) She knows that she is not ready for intermediate French.  
 (D) She wants to take neither beginning nor intermediate French.
4. (A) The man should repeat what he said.  
 (B) The man said something foolish.  
 (C) She thinks that the food is the best she has ever tasted.  
 (D) She agrees that the food is pretty bad.
5. (A) This party hasn't been any fun at all.  
 (B) He wonders if the woman enjoyed herself.  
 (C) He wants to know what she said.  
 (D) He's enjoyed himself tremendously.
6. (A) She condones what happened.  
 (B) She does not like what the man said.  
 (C) She agrees with the man about what happened.  
 (D) She says that she did not do it.
7. (A) He thinks the parties aren't loud.  
 (B) He said that the neighbours don't have many parties.  
 (C) He agrees that the upstairs neighbours are noisy.  
 (D) The loud parties don't bother him.
8. (A) She doesn't like this meal too much.  
 (B) This food tastes wonderful to her.  
 (C) She's not sure if she likes it.  
 (D) She can't stand this meal.
9. (A) She agrees that getting the car was not a good idea.  
 (B) She imagines that she would like to have a similar car.  
 (C) She thinks that the man is mistaken about the car.  
 (D) She thinks the man has no imagination.
10. (A) He would like the woman to repeat what she said.  
 (B) He thinks that one semester is enough time for the course.  
 (C) He also thinks that the course should be extended.  
 (D) He would like to take the course two semesters from now.

|                 |   |
|-----------------|---|
| <b>Skill 12</b> | <b>UNGKAPAN KETIDAK PASTIAN DAN SARAN</b> |
|-----------------|---|

Ungkapan ketidak pastian dan saran biasa muncul pada soal percakapan pendek, sehingga anda harus terbiasa dengan hal tersebut.

**Example**

On the recording, you hear:

(man) *Do you know anything about the final exam in Physics?*



(woman) *It's going to be rather difficult, isn't it?*

(narrator) *What does the woman mean?*

In your test book, you read:

- (A) The exam is not going to be too difficult.
- (B) She's positive that it's going to be hard.
- (C) She thinks that it might be hard.
- (D) She has no idea about then exam.

Kata tanya *isn't it* merubah pernyataan yang pasti tersebut menjadi pernyataan yang tidak pasti, sehingga jawaban yang paling tepat adalah jawaban yang mengandung makna ketidak pastian. Oleh karena itu jawaban yang paling benar adalah (C).

Ungkapan lain yang juga sering muncul pada soal percakapan pendek adalah ungkapan tentang pemberian saran.

### Example

On the recording, you hear:

(man) *I'll never have time to type my paper tomorrow.*

(woman) *Why not do it now?*

(narrator) *What does the woman suggest?*

In your test book, you read:

- (A) Finishing the paper today.
- (B) Not working on the paper now.
- (C) Never typing the paper.
- (D) Taking time out from the paper now.

Pada contoh di atas, ungkapan *why not* adalah ungkapan pemberian saran, sehingga yang dimaksud adalah pembicara perempuan menyarankan untuk *doing it now*. Dalam pemberian saran ini, pembicara ke dua mengacu pada tugas yang perlu diketik oleh pembicara pria, sehingga pilihan jawaban yang paling tepat adalah (A).

Tabel di bawah ini berisi tentang beberapa ungkapan yang mengandung makna ketidak pastian dan juga pemberian saran.

| EXPRESSIONS OF UNCERTAINTY AND SUGGESTION                 |                           |
|---|---------------------------|
| Uncertainty   | Suggestion                |
| ... isn't it?<br>As far as I know<br>As far as I can tell | Why not ... ?<br>Lets ... |

**EXERCISE 12:** Pada latihan soal ini, garis bawahi ungkapan yang menunjukkan ketidak pastian dan pemberian saran. Kemudian bacalah setiap soal yang ada untuk menemukan jawaban yang paling tepat. Perlu anda ingat bahwa jawaban yang benar adalah jawaban yang mengandung makna ketidak pastian atau pemberian saran.

1. (man) *Do you know what time they are leaving for the city?* (A) She's not completely sure when they are leaving.
- (woman) *They have to leave at four o'clock, don't they?* (B) They are returning from the city at about 4:00.





- (narrator) *What does the woman mean?* (C) She knows when they're leaving.  
(D) She doesn't have any idea when they're leaving.
2. (woman) *I'm so thirsty from all this walking.* (A) They should stop drinking.  
(B) They should go for a walk.  
(man) *Let's stop and get a drink.* (C) They should walk thirty miles.  
(narrator) *What does the man suggest?* (D) They should take a break and have a drink.
3. (man) *Is the exam still scheduled for 3:00 on Thursday?* (A) The exam is far away.  
(B) She knows that the exam schedule has been changed.  
(woman) *As far as I know.* (C) She is sure that the exam is set for Thursday.  
(narrator) *What does the woman mean?* (D) She thinks she knows when the test is.

**TOEFL EXERCISE 12:** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat. Anda harus focus pada beberapa ungkapan tentang ketidakpastian dan saran.

1. (A) He's sure about which chapters they are to read. (C) Leaving later so that they can do the dishes now.  
(B) He thinks he knows what the assignment is. (D) Washing the dishes before they leave.  
(C) He has to tell her how far she should go.  
(D) The professor told them to read the chapters after the exam.
2. (A) The man should take the pie out. (C) She's told Matt he'll go far.  
(B) The man should try something else. (D) Matt has far from enough talent.  
(C) The man shouldn't try cherry pie. (C) She told Matt to roll farther.  
(D) The man should feel sorry. (D) She believes Matt has the ability for the part.
3. (A) He knows the movie starts at 8:00. (A) They should go to the hospital.  
(B) He is not quite sure when the movie begins. (B) Mary should visit the man.  
(C) He thinks the start of the movie has been changed. (C) The woman should try not to break her leg.  
(D) He will start the movie himself at 8:00. (D) They should go on a trip with Mary.
4. (A) Not doing the dishes now. (A) She knows where the children are.  
(B) Leaving the house with the dishes. (B) The children have finished playing ball.  
(C) She's going to the park to find the children.  
(D) She believes that the children are in the park.



8. (A) The man should try to borrow some from a neighbor.  
 (B) The man should take a check to Tom.  
 (C) The man should work on his math assignment with Tom.  
 (D) The man should check behind the door.
9. (A) He thinks the bill is due in the middle of the month.  
 (B) The bill is approximately fifteen dollars.  
 (C) He knows when they should pay the bill.  
 (D) The bill is going to be fifteen days late.
10. (A) They should postpone their decision until morning.  
 (B) They should go to sleep in the new house.  
 (C) They should not buy such a big house.  
 (D) They should decide where to go to sleep.

|                 |  |
|-----------------|--|
| <b>Skill 13</b> | <b>UNGKAPAN KETEGASAN TENTANG KETERKEJUTAN</b> |
|-----------------|--|

Ungkapan ketegasan tentang keterkejutan biasanya muncul pada soal percakapan pendek, sehingga anda harus memahaminya dengan baik. Ketika ungkapan keterkejutan itu diungkapkan, itu menunjukkan bahwa pembicara tersebut tidak berharap hal itu dapat terjadi.

**Example**

On the recording, you hear:

(woman) *Did you see Paul driving around in his Mustang?*

(man) *Then, he DID get a new car.*

(narrator) *What had the man thought?*

In your test book, you read:

(A) Paul would definitely get a Mustang.

(B) Paul did not know how to drive.

(C) Paul did not like Mustangs.

(D) Paul would not get a new car.

Pada contoh percakapan di atas ungkapan ketegasan *he did get* digunakan untuk menunjukkan keterkejutan pembicara pria bahwa Paul mendapatkan mobil baru. Hal ini berarti bahwa pembicara pria berharap *Paul would not get a new car*, sehingga pilihan jawaban yang paling benar adalah (D).

Tabel di bawah ini menunjukkan berbagai macam cara untuk menunjukkan ekspresi ketegasan dalam keterkejutan.

| EXPRESSIONS OF EMPHATIC SURPRISE |                        |                          |                                   |
|----------------------------------|------------------------|--------------------------|-----------------------------------|
| Verb                             | Emphatic Form          | Example                  | Meaning                           |
| Be                               | be, with emphasis      | Then he is here!         | I thought he was not here.        |
| modal                            | modal, with emphasis   | Then you can go!         | I thought you could not go.       |
| present tense                    | do (es), with emphasis | Then you do play tennis! | I thought you did not play tennis |
| past tense                       | did, with emphasis     | Then she did read        | I thought she had not             |



|               |                     |                                |  |
|---------------|---------------------|--------------------------------|--|
| perfect tense | have, with emphasis | it.<br>Then he has gone there. | read it.<br>I thought he had not gone there. |
|---------------|---------------------|--------------------------------|--|

**EXERCISE 13:** Pada latihan soal ini, garis bawahi ungkapan ketegasan dalam keterkejutan yang ada pada percakapan pendek. Kemudian bacalah setiap soal yang ada untuk menemukan jawaban yang paling tepat.

- (man) *I just got 600 on the TOEFL test!* (A) The man had not passed.  
(B) The man would pass easily.

(woman) *Then you did pass.* (C) The man had already passed.  
(narrator) *What had the woman assumed?* (D) The man got the score he was expected to get.
- (woman) *Would you like to go skiing this weekend?* (A) The woman was a good skier.  
(B) The woman was going skiing this weekend.

(man) *So you can ski!* (C) The woman did not know how to ski.  
(narrator) *What had the man assumed?* (D) The woman didn't intend to go skiing.
- (man) *I just got this letter from my sister.* (A) The man's sister never wrote to him.  
(B) The mail had not yet arrived.

(woman) *So the mail has come already.* (C) The mail always came early.  
(narrator) *What had the woman assumed?* (D) The mail had already arrived.

**TOEFL EXERCISE 13:** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat. Anda harus fokus memperhatikan ungkapan keterkejutan.

- (A) Greg always comes to the party.  
(B) Greg would come to the party later.  
(C) Greg was unable to attend the party.  
(D) Greg would stay at the party for only a moment.
- (A) The woman always rode her motorcycle to school.  
(B) The woman was not coming to school today.  
(C) The woman was an expert motorcycle rider.  
(D) The woman did not know how to ride a motorcycle.
- (A) The man was not very good cook.  
(B) The man never invited friends over for dinner.  
(C) The man would never invite him over for dinner.  
(D) The man was an excellent cook.
- (A) The woman had run more than three miles.  
(B) The woman always got losts of exercise.  
(C) The woman ran for three hours in the morning.



- (D) The woman had not gotten much exercise.
5. (A) He had been somewhere else.  
(B) He had been in the library.  
(C) He had been working on his research project.  
(D) He would start working on his research project.
6. (A) He had changed apartments.  
(B) He did not like his new apartment.  
(C) He was still in his old apartment.  
(D) He had moved from a house to an apartment.
7. (A) The woman did not like the desserts.  
(B) The woman ate sweets regularly.  
(C) The woman would not share her chocolate cake.  
(D) The woman had eaten his piece of cake.
8. (A) The man was going to study hard.  
(B) The man already had a driver's license.  
(C) The would not take the test.  
(D) The man had already taken the test.
9. (A) She had registered in physics.  
(B) She would go to physics class later.  
(C) She had already taken a physics class.  
(D) She had not enrolled in physics.
10. (A) The pipes were not clear.  
(B) The plumber would be late.  
(C) The plumber had already cleared the pipes.  
(D) The pipes did not need to be cleared.

**TOEFL EXERCISE (Skills 11-13):** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat.

1. (A) She plans to talk a lot this month.  
(B) She has a lot to say about the phone bill.  
(C) The bill is high because she has a lot to say.  
(D) She agrees with the man.
2. (A) Bill had never really been sick.  
(B) Bill was too sick to come to class.  
(C) Bill was sick of calculus class.  
(D) Bill had forgotten about the calculus class that morning.
3. (A) The man should go out tonight.  
(B) The man should stay home and relax.  
(C) The man should work on the paper tonight.  
(D) The man should go out Monday instead.
4. (A) The cafeteria was open in the morning.  
(B) The cafeteria did not serve breakfast.  
(C) The breakfast in the cafeteria was not very tasty.  
(D) The woman never ate breakfast in the cafeteria.
5. (A) He believes that it is acceptable to park there.



- (B) The parking lots is too far from their destination.  
 (C) He knows that they won't get a ticket.  
 (D) He knows where the parking lot is.
6. (A) He would be glad to say it over again.  
 (B) He would like the woman to repeat what she said.  
 (C) He says that he would like to take the class again.  
 (D) He's happy the class is over, too.
7. (A) He finished all the problems.  
 (B) He doesn't believe what the woman said.  
 (C) He was able to finish some of the problems.  
 (D) Both he and the woman were unsuccessful on the math problems.
8. (A) The man had mailed the package.  
 (B) The man had forgotten to go to the post office.  
 (C) The man had given the package to the woman to mail.  
 (D) The man remembered the package after he went to the post office.
9. (A) They should take both cars.  
 (B) The woman should try not to be afraid.  
 (C) The woman should buy a bigger car.  
 (D) They should go together in his car.
10. (A) He wants to know if the muffins taste good.  
 (B) He thinks the muffins were recently prepared.  
 (C) The muffins are not really fresh.  
 (D) He's sure that the muffins were just made.

**TOEFL REVIEW EXERCISE (Skills 1-13):** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat.

1. (A) Write a message to the man.  
 (B) Make some phone calls.  
 (C) Respond to the man's questions.  
 (D) Get a new phone installed.
2. (A) She's not sure if she's free.  
 (B) She's marked it on her calendar.  
 (C) She'll write a check for the calendar.  
 (D) Her calendar says she has to have a meeting at 3:00.
3. (A) He barely rode the bicycle.  
 (B) He didn't have enough money.  
 (C) The bicycle didn't need to be paid for.  
 (D) He paid for the bicycle.
4. (A) She fixed the television.  
 (B) Bob made the television work.  
 (C) The woman looked at Bob on television.  
 (D) Bob works for the woman.
5. (A) He helped her say what she couldn't say.  
 (B) She was unable to say anything about him.  
 (C) He hasn't helped her very much.  
 (D) What he said was very helpful.



6. (A) The man should spend more time on registration.  
 (B) The man should work more quickly through registration.  
 (C) The man should send in his registration materials.  
 (D) The man should try to avoid registering next semester.
7. (A) He couldn't find Paula's phone number, so he didn't call her.  
 (B) He couldn't give Paula the list over the phone.  
 (C) When he went to call Paula, he couldn't find the list.  
 (D) He couldn't recollect the number that was on the list.
8. (A) She couldn't take her luggage to the store.  
 (B) She stored her luggage at the train station.  
 (C) She carried her luggage from the train station to the store.  
 (D) There were no lockers for her bags.
9. (A) The woman had taken a different major.  
 (B) The woman had chosen psychology as a major.  
 (C) The woman was uninformed.  
 (D) The woman needed to see a psychiatrist.
10. (A) She would like the man to repeat what he said.  
 (B) She thinks the exam could have been a little more difficult.  
 (C) She shares the same opinion of the exam as the man.  
 (D) She believes that the exam was easy.

|                 |                                   |
|-----------------|-----------------------------------|
| <b>Skill 14</b> | <b>PERHATIKAN TENTANG HARAPAN</b> |
|-----------------|-----------------------------------|

Percakapan tentang harapan dapat terjadi pada soal percakapan pendek. Hal terpenting yang perlu diingat dari harapan adalah bahwa kenyataan selalu berbanding terbalik dengan apa yang diharapkan.

**Example**

On the recording, you hear:

(woman) *It's too bad that you have to stay here and work during the school break.*

(man) *I really wish I could go with you and the others to Palm Springs.*

(narrator) *What had the man mean?*

In your test book, you read:

- (A) Maybe he will go with the others on the trip.  
 (B) He is unable to go on the trip.  
 (C) He's happy to be going on the trip.  
 (D) He's going on the trip, but not with the others.

Pada contoh percakapan di atas pembicara pria berharap bahwa dia *could go* dengan teman-temannya di dalam perjalanan, sehingga dapat ditarik kesimpulan bahwa sebenarnya dia *unable to go*. Oleh karena itu pilihan jawaban yang paling benar adalah (B).



Tabel di bawah ini menjelaskan tentang beberapa poin penting yang perlu anda ketahui ketika mengerjakan soal yang berhubungan dengan harapan.

| KEY INFORMATION ABOUT WISHES                   |                                    |                   |
|--|------------------------------------|-------------------|
| Point  | Example                            | Meaning           |
| An affirmative wish implies a negative reality | I wish I had time to help          | = no time to help |
| A negative wish implies an affirmative reality | I wish I did not have time to help | = time to help    |
| A past tense verb implies a present reality    | I wish he were at home             | = is not at home  |
| A past perfect verb implies a past reality     | I wish he had been at home         | = was not at home |

**EXERCISE 14:** Pada latihan soal ini, garis bawahilah pernyataan yang mengandung harapan yang ada pada soal percakapan pendek. Kemudian bacalah setiap soal yang ada untuk menentukan jawaban yang paling benar. Perlu anda ingat bahwa jawaban yang benar adalah jawaban yang mengandung makna sebaliknya dari apa yang dikatakan.

- (man) *Do you think we'll be able to have the picnic today?* (A) The sky is not very cloudy.  
(B) The sky yesterday was cloudier than it is today.

(woman) *I wish the sky weren't so cloudy.* (C) The sky is too cloudy.  
(D) The sky is rather clear.
- (narrator) *What does the woman mean?*

(woman) *Did you enjoy the Thanksgiving dinner?* (A) He didn't eat very much.  
(B) He plans on eating a lot.

(man) *I wish I hadn't eaten so much.* (C) He thinks he is eating a lot.  
(D) He ate too much.

(narrator) *What does the man mean?*
- (man) *Are you coming to the party tonight?* (A) She is coming to the party.  
(B) She might come to the party.

(woman) *I wish I could.* (C) She will try to come to the party.  
(D) She is not coming to the party.

(narrator) *What does the woman mean?*

**TOEFL EXERCISE 14:** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat. Anda harus ingat bahwa harapan berbanding terbalik dengan kenyataannya.

- (A) The line is short. (B) He wanted the woman to get a ticket.  
(C) He was happy to find out about the ticket.  
(D) The woman did not tell him about the ticket.
- (A) The woman told him about the ticket.
- (A) She is not working too many hours next week.





- (B) She doesn't have enough hours next week.  
 (C) She is working too many hours next week.  
 (D) She likes working so much.
4. (A) The department did not change the requirements.  
 (B) She likes the new requirements.  
 (C) She changed her apartment just before graduation.  
 (D) She doesn't like the changes that the department made.
5. (A) He is going to the theater.  
 (B) He doesn't have enough money.  
 (C) He isn't afraid to go.  
 (D) He doesn't want to spend the money.
6. (A) Harry did not prepare enough for the exam.  
 (B) Harry studied hard for the exam.  
 (C) He has not heard anything about Harry.  
 (D) He had a bet with Harry.
7. (A) The algebra course that she is taking is not her favourite.  
 (B) She doesn't need to take the algebra course.  
 (C) She has a good schedule of courses this semester.  
 (D) She's good at math, but she's taking the algebra course anyway.
8. (A) He was able to find a cheap apartment.  
 (B) His apartment is too expensive.  
 (C) He doesn't like the apartment's location.  
 (D) The apartment is cheap because of its location.
9. (A) He arrived early at the auditorium.  
 (B) He got one of the best seats in the auditorium.  
 (C) He was not early enough to get a seat at the front.  
 (D) He prefers sitting at the back.
10. (A) He'd like to work on his social skills at the game.  
 (B) He wishes he could work on his term paper for sociology.  
 (C) He can't attend the game because of his schoolwork.  
 (D) Sociology is less important to him than football this weekend.

|                 |                                       |
|-----------------|---------------------------------------|
| <b>Skill 15</b> | <b>PERHATIKAN TENTANG PENGANDAIAN</b> |
|-----------------|---------------------------------------|

Percakapan tentang pengandaian dapat muncul pada soal percakapan pendek. Hal yang paling penting untuk diingat tentang pengandaian adalah pengandaian selalu berbanding terbalik dengan apa yang terjadi di dalam kenyataannya.

**Example**

On the recording, you hear:

(man) *Do you think that you will be able to go to the party?*

(woman) *If I had time, I would go.*

(narrator) *What does the woman say about the party?*

In your test book, you read:

(A) Maybe she'll go.



- (B) She has time, so she'll go.  
 (C) She is going even if she doesn't have time.  
 (D) It's impossible to go.

Pada contoh soal di atas, kalimat pengandaian *if I had time* menunjukkan bahwa kenyataannya adalah: pembicara perempuan tersebut tidak punya waktu untuk pergi menghadiri pesta, sehingga dia *cannot go*. Oleh karena itu, pilihan jawaban yang paling benar adalah (D).

Table di bawah ini menerangkan tentang beberapa informasi penting yang perlu anda ketahui tentang kalimat pengandaian.

| KEY INFORMATION ABOUT UNTRUE CONDITION  |  |  |
|---|--|--|
| Point   | Example  | Meaning  |
| <ul style="list-style-type: none"> <li>• Kalimat pengandaian positif menunjukkan kenyataannya negatif.</li> <li>• Kalimat pengandaian negatif menunjukkan kenyataannya positif.</li> </ul>  | <p>If she were at home, she could do it.</p> <p>If she weren't at home, she could do it.</p> | <p>= not at home</p> <p>= at home</p>                  |
| <ul style="list-style-type: none"> <li>• Apabila kalimat pengandaian menggunakan <i>past tense</i>, maka kenyataannya menggunakan <i>present tense</i>.</li> <li>• Apabila kalimat pengandaian menggunakan <i>past perfect tense</i>, maka kenyataannya menggunakan <i>past tense</i>.</li> </ul> | <p>If I had money, I would buy it.</p> <p>If I had had money, I would have bought it.</p>    | <p>= do not have money</p> <p>= did not have money</p> |
| <ul style="list-style-type: none"> <li>• <i>Had</i> bisa digunakan tanpa <i>if</i>.</li> </ul>  | <p>Had I had money, I would have bought it.</p>  | <p>= did not have money</p>                            |

**EXERCISE 15:** Pada latihan soal ini, garis bawahilah kalimat pengandaian yang ada pada setiap percakapan pendek. Kemudian, bacalah setiap soal yang ada untuk dapat menentukan pilihan jawaban yang paling benar. Perlu untuk diingat bahwa jawaban yang benar adalah jawaban yang mengandung makna sebaliknya.

- 1 (man) *Are you going to have something to eat?* (A) She is not going to eat.  
 (B) The food looks fresh.  
 (woman) *If the food looked fresh, I would eat some.* (C) She doesn't like fresh food.  
 (D) She already ate something.  
 (narrator) *What does the woman mean?*
- 2 (woman) *the flight must have taken* (A) It arrived early.



- (man) *longer than usual.*  
*Had the flight left on time, we*  
*would not have arrived so late.*  
*What does the man mean?*
- (narrator)
- 3 (man) *Are you sure you want to go out?*  
*You do not seem to be feeling*  
*very well.*  
*If there were some aspirin in*  
 (woman) *medicine cabinet, I would not*  
*need to go to the drugstore.*  
 (narrator) *What does the woman mean?*
- (B) It was unusually short.  
 (C) It left on time.  
 (D) It departed late.
- (A) She really is feeling fine.  
 (B) There is plenty of aspirin in the medicine cabinet.  
 (C) It is necessary to get some aspirin.  
 (D) She does not need to go out.

**TOEFL EXERCISE 15:** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat. Anda harus memperhatikan beberapa ungkapan pengandaian.

- (A) The woman did not need to call him.  
 (B) The woman called to let him know about the meeting.  
 (C) He's not glad that the woman called.  
 (D) He already knew about the meeting when the woman called.
- (A) The man often drives too quickly.  
 (B) The police do not stop the man too much.  
 (C) The man drove rather slowly.  
 (D) The police should not stop the man so often.
- (A) She's so happy they don't have to work on Friday.  
 (B) It would be nice if they could finish their work on Friday.  
 (C) She wonders if the man would be nice enough to come in to work in her place on Friday.  
 (D) It's too bad they must work on Friday.
- (A) She didn't put enough postage on the letter.  
 (B) The letter arrived last week.  
 (C) The letter did not need more postage.  
 (D) She did not put any postage on the letter.
- (A) He has a dog.  
 (B) He doesn't pay attention to dogs.  
 (C) He wishes he had a dog.  
 (D) Dogs do not need much attention.
- (A) They knew they had to prepare for the exam.  
 (B) They didn't prepare for the exam.  
 (C) As soon as they knew about the exam, they began to prepare it.  
 (D) They knew that the preparation for the exam would take a lot of time.
- (A) It costs too much for him to go.  
 (B) He agrees to go with them.  
 (C) He is unworried about the cost of the restaurant.  
 (D) The restaurant is rather inexpensive.



8. (A) When Joe saw the car coming, he tried to get out of the way.  
 (B) Joe was able to get out of the way because he saw the car coming.  
 (C) Joe jumped out of the way of the oncoming car.  
 (D) Because Joe didn't see the car coming, he couldn't get out of the way.
9. (A) The woman didn't come.  
 (B) The woman wanted to be there.  
 (C) The woman was going to leave immediately.  
 (D) The woman was not really there.
10. (A) Kathy didn't work as hard as possible because she didn't know what the reward was.  
 (B) Kathy couldn't have put more effort into the project to win the prize.  
 (C) Kathy won first prize because of her hard work on the art project.  
 (D) Kathy worked so hard that she knew first prize was hers.

**TOEFL EXERCISE (Skills 14-15):** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat.

1. (A) She enjoys violent movies.  
 (B) She would have preferred a more violent movie.  
 (C) She thinks the film was too violent.  
 (D) She enjoyed the movie.
2. (A) He left the windows open.  
 (B) The rain did not get in.  
 (C) He forgot to close the windows.  
 (D) The rain got into the house.
3. (A) Her family is unable to come to graduation.  
 (B) It is possible that her family will come.  
 (C) Her parents are coming to the ceremonies.  
 (D) She is not graduating this year.
4. (A) He is going to miss the conference.  
 (B) He will take his vacation next week.  
 (C) He will attend the conference.  
 (D) He won't miss his vacation.
5. (A) He enjoys chemistry lab.  
 (B) He doesn't have chemistry lab this afternoon.  
 (C) He isn't taking chemistry lab.  
 (D) He has to go to the lab.
6. (A) They filled up the gas tank at the last service station.  
 (B) Although they filled up the tank, they still ran out of gas.  
 (C) Even though they didn't stop at the service station, they didn't run out of gas.  
 (D) They ran out of gas because they didn't stop at the gas station.
7. (A) His schedule is not really heavy.  
 (B) He needs to add a few more courses.  
 (C) He enrolled in more courses than he really wants.  
 (D) He will register for a lot of courses next semester.



8. (A) She never took the bus to work.  
 (B) She regularly takes the bus.  
 (C) She doesn't know how to get to work.  
 (D) She gets lost on the bus.
9. (A) She bought some eggs at the store.  
 (B) She doesn't have any eggs to lend him.  
 (C) He can borrow some eggs.  
 (D) She didn't go to the store.
10. (A) Teresa is feeling a lot better.  
 (B) The doctor didn't prescribe the medicine.  
 (C) Teresa didn't follow the doctor's orders.  
 (D) Teresa did exactly what the doctor said.

**TOEFL REVIEW EXERCISE (Skills 1-15):** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat.

1. (A) Drinking the hot tea.  
 (B) Making more tea in a few minutes.  
 (C) Letting the tea cool of a bit.  
 (D) Having the tea immediately.
2. (A) In a bus station.  
 (B) In a store.  
 (C) In a restaurant.  
 (D) In a theater.
3. (A) He's unhappy to end the semester.  
 (B) He's glad to be finishing school.  
 (C) He couldn't be happier to begin the semester.  
 (D) The end of the semester is making him feel sad.
4. (A) The storm destroyed the house.  
 (B) The house blocked the trees.  
 (C) The stormy weather caused the trees to fall.  
 (D) During the storm, someone knocked on the door of the house.
5. (A) The team hasn't won often.  
 (B) He usually doesn't pay attention to the football team.  
 (C) It's out of the ordinary for the team to lose.  
 (D) He usually hears about the football games.
6. (A) He went to the office every morning.  
 (B) He was not working.  
 (C) He had to arrive at work earlier than 8 o'clock.  
 (D) He had a job.
7. (A) He did not enjoy his vacation as much as possible.  
 (B) He got lost on his vacation.  
 (C) The vacation was really enjoyable.  
 (D) He did not really lose his passport.
8. (A) It will take eight hours to get to Riverdale on the bus.  
 (B) He believes he knows the correct bus.  
 (C) He doesn't know where Riverdale is.  
 (D) He assures the woman that he knows the way to Riverdale.
9. (A) The laboratory assistant completed one experiment.  
 (B) The laboratory assistant couldn't finish one experiment.



- (C) The laboratory assistant didn't want to do more experiments.  
 (D) None of the experiments could be completed.

10. (A) She would like the man to repeat what he said.  
 (B) The semester is really over!  
 (C) The semester will never end.  
 (D) She has the same wish as the man.

|                 |  |
|-----------------|--|
| <b>Skill 16</b> | <b>PERHATIKAN TENTANG TWO- AND THREE- PART VERBS</b> |
|-----------------|--|

Kata kerja ini adalah ungkapan yang mengandung sebuah kata kerja yang diikuti oleh bagian lainnya seperti (*in, on, or at*), yang mana bagian yang mengikuti tersebut dapat merubah makna dari kata kerja tersebut. Pertanyaan jenis ini dapat menjadi pertanyaan yang sulit bagi siswa karena adanya penambahan bagian tersebut membuat makna asli dari kata kerja tersebut berubah.

**Example**

On the recording, you hear:

- (man) *What time does the meeting start?*  
 (woman) *Didn't you hear that it was called off by the director?*  
 (narrator) *What does the woman say about the meeting?*

In your test book, you read:

- (A) The director called a meeting.  
 (B) The director phoned her about the meeting.  
 (C) The director called the meeting to order.  
 (D) The director cancelled the meeting.

Pada contoh soal di atas, two-part verb *called off* mempunyai makna yang berbeda dengan kata kerja *call*, yang bermakna *phone*. Padahal two-part verb *called off* mempunyai makna membatalkan, sehingga pilihan jawaban yang paling benar adalah (D).

Berikut adalah daftar *Phrasal Verbs* yang paling sering digunakan dalam tes TOEFL yang perlu dipelajari.

| Phrasal Verb       | Sinonim                                      | Makna                                  |
|--------------------|--|--|
| <i>Ask out</i>     | <i>Ask someone to go on a date</i>           | <i>Mengajak seseorang untuk kencan</i> |
| <i>Blow up</i>     | <i>Inflate, destroy in an explosion</i>      | <i>Meledakkan</i>                      |
| <i>Bring about</i> | <i>Cause</i>                                 | <i>Menyebabkan</i>                     |
| <i>Bring up</i>    | <i>Raise (children), introduce (a topic)</i> | <i>Membesarkan (anak)</i>              |
| <i>Call back</i>   | <i>Return a phone call</i>                   | <i>Menelepon kembali</i>               |
| <i>Call off</i>    | <i>Cancel</i>                                | <i>Membatalkan</i>                     |
| <i>Call up</i>     | <i>Telephone</i>                             | <i>Menelepon</i>                       |
| <i>Catch up</i>    | <i>Overtake</i>                              | <i>Mengejar</i>                        |
| <i>Come across</i> | <i>Find</i>                                  | <i>Menemukan</i>                       |
| <i>Cover up</i>    | <i>Conceal</i>                               | <i>Menyembunyikan</i>                  |
| <i>Cross out</i>   | <i>Delete</i>                                | <i>Mencoret/menghapus</i>              |
| <i>Cut out</i>     |  | <i>Berhenti melakukan sesuatu</i>      |





|                       |                                       |  |
|-----------------------|---------------------------------------|--|
| <i>Do over</i>        | <i>Stop doing something</i>           | <i>Mengulangi</i>                      |
| <i>Dress up</i>       | <i>Repeat</i>                         | <i>Berdandan</i>                       |
| <i>Drop by/ in</i>    | <i>Put on fancy clothes</i>           | <i>Mampir/singgah</i>                  |
| <i>Drop off</i>       | <i>Visit</i>                          | <i>Menurunkan penumpang</i>            |
| <i>Drop out</i>       | <i>Discharge</i>                      | <i>Keluar (dari sekolah)</i>           |
| <i>Figure out</i>     | <i>Quit</i>                           | <i>Menggambarkan/menyelesaikan</i>     |
| <i>Fill out</i>       | <i>Describe/solve</i>                 | <i>Melengkapi</i>                      |
| <i>Find out</i>       | <i>Complete</i>                       | <i>Menemukan</i>                       |
| <i>Get along with</i> | <i>Discover</i>                       | <i>Bergaul</i>                         |
| <i>Get back</i>       | <i>Mingle with</i>                    | <i>Kembali</i>                         |
| <i>(from)</i>         | <i>Return</i>                         |  |
| <i>Get off</i>        |                                       | <i>Turun dari kendaraan</i>            |
| <i>Get in</i>         | <i>Leave</i>                          | <i>Masuk kendaraan</i>                 |
| <i>Get out of</i>     | <i>Enter</i>                          | <i>Keluar</i>                          |
| <i>Get over</i>       | <i>Exit</i>                           | <i>Sembuh</i>                          |
| <i>Get up</i>         | <i>Recover</i>                        | <i>Bangun tidur</i>                    |
| <i>Give back</i>      | <i>Rise</i>                           | <i>Mengembalikan kepada pemiliknya</i> |
| <i>Give up</i>        | <i>Return</i>                         | <i>Menyerah</i>                        |
| <i>Go over</i>        | <i>Quit/surrender</i>                 | <i>Meninjau/memeriksa kembali</i>      |
| <i>Grow up</i>        | <i>Review</i>                         | <i>Tumbuh dewasa</i>                   |
| <i>Hand in</i>        | <i>Become an adult</i>                | <i>Menyerahkan</i>                     |
| <i>Kick out (of)</i>  | <i>Submit</i>                         | <i>Mengeluarkan</i>                    |
| <i>Look after</i>     | <i>Dismiss</i>                        | <i>Merawat</i>                         |
| <i>Look into</i>      | <i>Take care of</i>                   | <i>Memeriksa</i>                       |
| <i>Look out (for)</i> | <i>Investigate</i>                    | <i>Berhati-hati</i>                    |
| <i>Pass away</i>      | <i>Beware</i>                         | <i>Meninggal</i>                       |
| <i>Pass out</i>       | <i>Die</i>                            | <i>Pingsan</i>                         |
| <i>Pick up</i>        | <i>Faint</i>                          | <i>Mengambil/mengumpulkan</i>          |
| <i>Point out</i>      | <i>Collect</i>                        | <i>Menunjukkan</i>                     |
| <i>Pull off</i>       | <i>Indicate</i>                       | <i>Menunda</i>                         |
| <i>Put away</i>       | <i>Delay</i>                          | <i>Mengembalikan ke tempatnya</i>      |
| <i>Put back</i>       | <i>Return to the proper place</i>     | <i>Mengembalikan ke tempat semula</i>  |
| <i>Put on</i>         | <i>Return to the original place</i>   | <i>Mengenakan pakaian</i>              |
| <i>Put up with</i>    | <i>Dress oneself</i>                  | <i>Toleransi</i>                       |
| <i>Rip off</i>        | <i>Tolerate</i>                       | <i>Mencuri</i>                         |
| <i>Run into,</i>      | <i>Steal</i>                          | <i>Menghadapi</i>                      |
| <i>across</i>         | <i>Encounter</i>                      |  |
| <i>Run over</i>       |                                       | <i>Melindas/menabrak</i>               |
| <i>Show up</i>        | <i>Knock down</i>                     | <i>Muncul/hadir</i>                    |
| <i>Shut off</i>       | <i>Appear</i>                         | <i>Mematikan mesin/lampu</i>           |
| <i>Shut up</i>        | <i>Stop (machine, light)</i>          | <i>Diamlah</i>                         |
| <i>Spell out</i>      | <i>Be quiet</i>                       | <i>Berterus terang</i>                 |
| <i>Take off</i>       | <i>Be explicit</i>                    | <i>Melepaskan, berangkat</i>           |
| <i>Take out</i>       | <i>Remove, depart</i>                 | <i>Menghapus, mengajak kencan</i>      |
| <i>Tear down</i>      | <i>Delete, take someone on a date</i> | <i>Menghancurkan</i>                   |
| <i>Think over</i>     | <i>Demolish</i>                       | <i>Merenungkan</i>                     |
| <i>Throw up</i>       | <i>Contemplate</i>                    | <i>Muntah</i>                          |
|                       | <i>Vomit</i>                          |  |





**EXERCISE 16:** Pada latihan soal ini, garis bawahi two atau three part verb yang ada di setiap percakapan pendek. Kemudian bacalah setiap soal yang ada untuk dapat menentukan pilihan jawaban yang paling benar. Perlu anda ingat bahwa makna dari two or three part verb tersebut sangat berbeda dengan makna asli dari kata kerja tersebut.

- |   |            |  |  |
|---|------------|--|--|
| 1 | (man)      | <i>Did you have your history exam today?</i>                         | (A) She would like to put it out of her mind.        |
|   | (woman)    | <i>No, the professor put it off for another week.</i>                | (B) The professor cancelled it.                      |
|   | (narrator) | <i>What does the woman say about the exam?</i>                       | (C) It was moved to another location.                |
| 2 | (woman)    | <i>Do we have any more soap?</i>                                     | (D) It was delayed.                                  |
|   | (man)      | <i>We've run out of it. Someone will have to go to the store.</i>    | (A) He will run to the store.                        |
|   | (narrator) | <i>What does the man mean?</i>                                       | (B) He needs soap to wash himself after running.     |
| 3 | (man)      | <i>I need to take the written test to renew my driver's license.</i> | (C) There is no more soap.                           |
|   | (woman)    | <i>Then, you'll have to brush up on the laws.</i>                    | (D) They have a store of soap at home.               |
|   | (narrator) | <i>What does the man need to do?</i>                                 | (A) Reapply for his driver's license.                |
|   |            |  | (B) Sweep around the lawn.                           |
|   |            |  | (C) Learn the laws for the first time.               |
|   |            |  | (D) Review the information that will be on the test. |

**TOEFL EXERCISE 16:** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat. Anda harus memperhatikan tentang beberapa two- and three-part verbs yang mungkin muncul.

- |    |  |   |   |
|----|--|---|---|
| 1. | (A) Phone their neighbor.                        | (B) She felt better this morning than now.    |   |
|    | (B) Call to their neighbor over the fence.       | (C) She seems to be feeling better now.       |   |
|    | (C) Help the neighbours move in.                 | (D) She is just getting another headache now. |   |
|    | (D) Visit their neighbours.                      |   |   |
| 2. | (A) The course is becoming more interesting.     | 4.  | (A) The man should stop breaking his cigarettes in half.        |
|    | (B) The course used to be more interesting.      |   | (B) The man should decrease the number of cigarettes he smokes. |
|    | (C) The course is about the same as it was.      |   | (C) The man should cut the ends off his cigarettes.             |
|    | (D) He's not as bored in the class as the woman. |   | (D) The man should stop smoking completely.                     |
| 3. | (A) Her headache is getting worse.               |   |   |



5. (A) The client presented his case to the lawyer.  
 (B) The client was upset about the lawyer's rejection.  
 (C) The client was annoyed because the lawyer returned the suitcase.  
 (D) The client made the lawyer unhappy about the case.
6. (A) She gets along with lots of people.  
 (B) She gets back at people who cross her.  
 (C) She gets rid of people she doesn't want to spend time with.  
 (D) She tries to get ahead of everyone else.
7. (A) He must try to find the children.  
 (B) It is necessary for him to clean up after the children.  
 (C) The children need to be watched.  
 (D) He's going to see what the children have done.
8. (A) They are going on strike.  
 (B) They are lying down on the job.  
 (C) They are being released from their job.  
 (D) They are relaxing too much at the factory.
9. (A) He is betting that the football team will win.  
 (B) He really wants to succeed.  
 (C) It is not so difficult to play on the football team.  
 (D) He pulled a muscle while playing football.
10. (A) She's unsure why she tolerates the man.  
 (B) She doesn't know where she put her keys.  
 (C) She is actually the one who put the keys in the car.  
 (D) She can't understand why the man did what he did.

|                 |              |
|-----------------|--------------|
| <b>Skill 17</b> | <b>IDIOM</b> |
|-----------------|--------------|

Soal tentang idiom seringkali muncul pada percakapan pendek. Idiom adalah ekspresi tertentu yang dapat dipahami oleh pengguna Bahasa tersebut. Ungkapan tertentu ini menjelaskan tentang kondisi kehidupan yang diaplikasikan ke dalam area yang berbeda. Pertanyaan yang mengandung idiom biasanya akan menjadi pertanyaan yang sulit bagi siswa karena mereka harus memahami atau membayangkan situasi yang sedang terjadi.

**Example**

On the recording, you hear:

(man) *Tom is a full-time student and is holding down a full-time job.*

(woman) *He's really burning the candle at both ends.*

(narrator) *What does the woman say about Tom?*

In your test book, you read:

(A) He's lighting a candle.

(B) He's holding the candle at the top and the bottom.

(C) He's doing too much.

(D) He's working as a firefighter.



Pada contoh soal di atas, idiom *burning the candle on both ends* tidak ada hubungannya dengan lilin ataupun dengan proses pembakaran, sehingga pilihan (A), (B), dan (D) dapat dianggap salah. Padahal, maksud dari idiom tersebut adalah untuk menjelaskan suatu kondisi dimana ada seseorang yang sedang melakukan sesuatu yang sebenarnya dia tidak mampu untuk melakukannya. Dan lagi, lilin biasanya hanya dibakar pada salah satu sisinya saja, sehingga lilin yang di kedua sisinya dapat diartikan sebagai *doing more than it can*. Oleh karena itu pilihan jawaban yang paling benar adalah (C).

Perhatikan beberpa contoh idiom berikut ini:

| <b>Idiom</b>  | <b>Makna</b>                                    |
|---|---|
| <i>It is a piece of cake</i>  | <i>It's very easy</i>                           |
| <i>He is burning the candle in both sides</i>                           | <i>He is doing too much</i>                     |
| <i>It's all in a day's work</i>   | <i>It is a part of daily job.</i>               |
| <i>During Obama's inauguration speech, you could hear a pin drop.</i>   | <i>The audience is quiet.</i>                   |
| <i>Two jeads are better than one.</i>                                   | <i>Good work together.</i>                      |
| <i>There is no time like the present.</i>                               | <i>Doing it now is better.</i>                  |
| <i>No sooner said than done.</i>  | <i>Do it immediately.</i>                       |
| <i>He got laid off.</i>   | <i>He was fired.</i>                            |
| <i>You couldn't pay me enough to see such concert.</i>                  | <i>I don't like the concert</i>                 |
| <i>He wants to get ahead.</i>   | <i>He wants to get success.</i>                 |
| <i>We are all in the same boat.</i>                                     | <i>In the same situation.</i>                   |
| <i>You could have knocked me down with a feather.</i>                   | <i>It surprised me.</i>                         |
| <i>She really put his foot on his mouth.</i>                            | <i>He said something embarrassing.</i>          |
| <i>You are really playing with fire.</i>                                | <i>Doing something dangerous.</i>               |
| <i>He's barking up the wrong tree.</i>                                  | <i>He has made a mistake.</i>                   |
| <i>It's like trying to swim upstream.</i>                               | <i>It's really difficult.</i>                   |
| <i>You hit the nail on the head.</i>                                    | <i>You are exactly right.</i>                   |
| <i>It couldn't have been more difficult.</i>                            | <i>It is very difficult.</i>                    |
| <i>You can say that again.</i>  | <i>I agree with you.</i>                        |
| <i>It's in the tip of my tongue</i>                                     | <i>I almost remember the word.</i>              |
| <i>She is really head and shoulders above the rest.</i>                 | <i>She is the best.</i>                         |
| <i>I know you have a lot of problems, but just try to take it easy.</i> | <i>Just try to relax.</i>                       |
| <i>The temperature is below 10 once in a blue moon.</i>                 | <i>The temperature is hardly ever below 10.</i> |
| <i>You ask me to finish the assignment now. Easier said than done.</i>  | <i>It's not as easy as what you say.</i>        |
| <i>I came to try biology class on the nick of the time.</i>             | <i>I came to my biology class almost late.</i>  |



**EXERCISE 17:** Pada latihan soal ini, garis bawahilah idiom yang ada pada setiap percakapan pendek. Kemudian bacalah setiap soal yang ada untuk dapat menemukan pilihan jawaban yang paling tepat. Ingatlah bahwa jawaban yang paling tepat adalah jawaban yang sepertinya tidak berhubungan dengan idiom tersebut.

- |   |            |  |   |
|---|------------|--|---|
| 1 | (man)      | <i>I have to take Advanced Biology from Professor Stanton next semester.</i> | (A) The man should try a piece of cake.         |
|   | (woman)    | <i>Don't worry about it. It's a piece of cake.</i>                           | (B) The man should worry about the course.      |
|   | (narrator) | <i>What does the woman mean?</i>   | (C) The man shouldn't take part in the course.  |
|   |            |  | (D) The course is easy.                         |
| 2 | (woman)    | <i>Thanks for changing the oil and putting air in the tires.</i>             | (A) It will take him a whole day to do the job. |
|   | (man)      | <i>It's all in a day's work.</i>   | (B) This is a regular part of his job.          |
|   | (narrator) | <i>What does the man mean?</i>   | (C) He can do the work at the end of the day.   |
|   |            |  | (D) He's too busy today to do the work.         |
| 3 | (man)      | <i>What was it like while the president was giving his speech?</i>           | (A) The president dropped his pen.              |
|   | (woman)    | <i>You could hear a pin drop.</i>  | (B) The audience was very quiet.                |
|   | (narrator) | <i>What does the woman mean?</i>   | (C) The speech contained several puns.          |
|   |            |  | (D) The president discussed dropping a bomb.    |

**TOEFL EXERCISE 17:** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat. Perhatikan beberapa idiom yang muncul.

- |    |   |    |  |
|----|---|----|--|
| 1. | (A) The man's never late.                                 | 3. | (A) She has no time to work now.                   |
|    | (B) It's good that the man was fifteen minutes late.      |    | (B) She doesn't want to work on the report either. |
|    | (C) It's never good to be late for class.                 |    | (C) It's best to get it over with now.             |
|    | (D) It's good that the man went to class, on time or not. |    | (D) There's no time to present the report now.     |
| 2. | (A) The woman's work is all in her head.                  | 4. | (A) She's very lucky to get the last book.         |
|    | (B) The woman has to do two experiments rather than one.  |    | (B) She's sorry she can't get the book today.      |
|    | (C) It's a good idea to work together.                    |    | (C) She always has good luck with books.           |
|    | (D) The biology experiment concerns two-headed animals.   |    |  |



- (D) She just wanted to look at the book.
5. (A) The man doesn't like eating in restaurants.  
(B) She doesn't really like that restaurant.  
(C) Each of them has his own restaurant.  
(D) Everyone has different tastes.
6. (A) She'll do it immediately.  
(B) It is not possible to do it.  
(C) The man should have told her sooner.  
(D) She would have done it if the man had asked.
7. (A) Abbie used a feather in his art project.  
(B) He was knocked down.  
(C) He was really surprised.  
(D) Abbie's father knocked on the door.
8. (A) They are taking a boat trip together.  
(B) The six chapters are all about the boat.  
(C) Everyone has to do the same thing.  
(D) The man will read while he's on the boat.
9. (A) She is taller than the others.  
(B) She put her science project on top of the others.  
(C) She has a really good head on her shoulders.  
(D) She's the best of them all.
10. (A) The man needs to improve his penmanship.  
(B) The man doesn't really need to apply for the scholarship.  
(C) The man needs to fill out the application with dots and crosses.  
(D) The man needs to pay attention to every detail.

**TOEFL EXERCISE (Skills 16-17):** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat.

1. (A) She gets lots of take-out dinners.  
(B) She and her roommate alternate cooking responsibilities.  
(C) Her roommate cooks more often than she does.  
(D) Her roommate does the cooking while she does other chores.
2. (A) He resembles his father.  
(B) He has a chipped tooth.  
(C) He lives one block from his father.  
(D) He and his father were playing a game with blocks.
3. (A) She's going somewhere else.  
(B) She does not like football.  
(C) She has a lot of work to do.  
(D) She is getting sick.
4. (A) He put his foot where he should not have.  
(B) He put the food that the teacher gave him into his mouth.  
(C) He said something embarrassing.  
(D) He told the teacher that his foot was hurt.
5. (A) She'd like the man to delay his trip.  
(B) She prefers that the man leave a few minutes earlier than he planned.



- (C) She wants to know if the man will stay in the market for only a few minutes.  
(D) She'd like to talk to the man for few minutes.
6. (A) The man might start a fire in the park.  
(B) The man parked his car near the fire.  
(C) The man's thinking of doing something dangerous.  
(D) The man's playing a game in the park.
7. (A) The machines do not act very well.  
(B) The machines don't really bother her.  
(C) She would like them to stop the noise.  
(D) She wishes the machines would cut the wood.
8. (A) Fred has a dog that barks a lot.  
(B) Fred has hidden the money in a tree.  
(C) Fred has backed into a tree.  
(D) Fred has made a mistake.
9. (A) She will give him any help he needs.  
(B) He has to give away what he doesn't need.  
(C) He should not give up.  
(D) He should give back what he borrowed.
10. (A) She'd rather go swimming than do the homework.  
(B) The chemistry homework is really difficult.  
(C) She's doing the homework by the swimming pool.  
(D) The stream is drying up.

**TOEFL REVIEW EXERCISE (Skills 1-17):** Pada latihan soal ini, dengarkanlah beberapa percakapan pendek dan pertanyaan-pertanyaannya, kemudian pilihlah jawaban yang paling tepat.

1. (A) There's no more wood inside.  
(B) The wood in the fireplace should be put outside.  
(C) There's a fire outside.  
(D) He needs to bring some wood outside.
2. (A) She worked late at a conference.  
(B) Her meeting was cancelled.  
(C) She called a conference at work.  
(D) She was late to a conference.
3. (A) In a hospital.  
(B) At a police station.  
(C) At the beach.  
(D) In a locker room.
4. (A) There was too much room on the dance floor.  
(B) He enjoyed the room where they went dancing.  
(C) The dance floor was too crowded.  
(D) The club needed more rooms for dancing.
5. (A) He could not understand the fax machine.  
(B) He wrote the letter that was sent.  
(C) The fax machine was easy for him to use.  
(A) He was not very good with figures.
6. (A) The woman hit her head on a nail.



- (B) The woman hit his new car.  
 (C) The woman was exactly right.  
 (D) The woman bought the new car.
7. (A) He would like the woman to help him find his paper.  
 (B) He wants the woman to put the paper away.  
 (C) He needs the woman to review the paper.  
 (D) He would like the woman to write the paper for him.
8. (A) Information about the problem is unavailable.  
 (B) No one has been informed.  
 (C) Everybody knows what is going on.  
 (D) Nobody is aware that the problem is serious.
9. (A) He did not sleep well.  
 (B) He never woke up this morning.  
 (C) The alarm failed to go off.  
 (D) He needed a loud alarm to wake up.
10. (A) The pilot mad an emergency landing.  
 (B) The pilot was forced to leave the plane in a hurry.  
 (C) The pilot fielded questions about the forced landing.  
 (D) The plane was damaged when it landed forcefully.

### Listening Comprehension Part B

Bagian B pada soal Listening Comprehension berisi sua percakapan panjang, yang mana setiap percakapan tersebut diikuti oleh beberapa pertanyaan. Anda akan mendengarkan percakapan dan soal tersebut melalui rekaman; percakapan dan soal tersebut tidak diketik di buku soal anda. Anda harus dapat memilih jawaban yang paling tepat dari empat pilihan jawaban yang ada di buku soal anda.

Percakapannya biasanya membahas tentang beberapa aspek kehidupan sekolah atau akademik (bagaimana sulitnya sebuah kelas, bagaimana cara menulis penelitian, bagaimana cara untuk mendaftar di mata kuliah tertentu). Percakapannya juga dapat berisi tentang beberapa topik yang sedang terjadi di USA.

#### Example

On the recording, you hear:

(narrator) **Questions 1 through 4.** Listen to a conversation between a professor and a student.

(man) Hello, Professor Denton. Are you free for a moment? Could I have a word with you?

(woman) Come on in, Michael. Of course I have some time. These are my office hours, and this is the right time for you to come and ask questions. Now, how can I help you?

(man) Well, I have a quick question for you about the homework assignment for tomorrow. I thought the assignment was to answer the first three questions at the top of page 67 in the text, but when I looked, there weren't any questions there. I'm confused.

(woman) The assignment was to answer the first three questions at the top of





|                                |   |
|--------------------------------|---|
|                                | <i>page 76, not 67.</i>   |
| (man)                          | Oh, now I understand. I'm glad I came in to check. Thanks for your help.  |
| (woman)                        | <i>No problem. See you tomorrow.</i>  |
| Questions:                     |   |
| 1. On the recording, you hear: |   |
| (narrator)                     | <i>Who is the man?</i>  |
| In your test book, you read:   | (A) A professor.<br>(B) An office worker.<br>(C) Professor Denton's assistant.<br>(D) A student.  |
| 2. On the recording, you hear: |   |
| (narrator)                     | <i>When does the man come to see Professor Denton?</i>  |
| In your test book, you read:   | (A) During regular class hours.<br>(B) Just before class time.<br>(C) As soon as class is finished.<br>(D) During office hours.                                     |
| 3. On the recording, you hear: |   |
| (narrator)                     | <i>Why does the man come to see Professor denton?</i>   |
| In your test book, you read:   | (A) To turn in an assignment.<br>(B) To ask a question.<br>(C) To pick up a completed test.<br>(D) To explain why he did not attend class.                          |
| 4. On the recording, you hear: |   |
| (narrator)                     | <i>What incorrect information did the man have?</i>   |
| In your test book, you read:   | (A) The date the assignment was due.<br>(B) The page number of the assignment.<br>(C) The length of the assignment.<br>(D) The numbers of the assignment questions. |

Pertanyaan pertama meminta anda untuk menentukan siapa pembicara pria tersebut. Karena pembicara pria tersebut membuka pembicaraan dengan *Professor Denton* dan dia bertanya tentang halaman tugas untuk besok, sehingga dapat diasumsikan bahwa dia mungkin seorang siswa (student). Untuk itu pilihan jawaban yang paling benar adalah (D).

Pertanyaan kedua bertanya tentang kapan pembicara pria tersebut dating menemui professor. Professor mengatakan bahwa *these are my office hours*, sehingga jawaban yang paling benar untuk pertanyaan ini adalah (D).

Pertanyaan ketiga bertanya tentang alasan pembicara pria dating menemui professor. Karena pembicara pria mengatakan *I have a quick question for you*, maka pilihan jawaban yang paling tepat adalah (B).

Pertanyaan keempat bertanta tentang informasi salah yang diterima oleh siswa tersebut. Pembicara pria menyangka bahwa tugasnya ada pada halaman 67 bukan 76, sehingga dapat diartikan bahwa dia menerima informasi yang salah tentang



*page number* dari tugas tersebut. Oleh karena itu, pilihan jawaban yang paling benar adalah (B).

### STRATEGI UNTUK LISTENING BAGIAN B

1. **Jika anda memiliki waktu yang cukup, lihatlah terlebih dahulu pilihan jawaban yang ada pada soal listening bagian B.** Ketika anda sedang melihat pilihan jawaban yang ada, anda harus mencoba melakukan hal-hal berikut:
  - Mengantisipasi **topik** pembicaraan yang akan anda dengar.
  - Mengantisipasi **pertanyaan** untuk masing-masing pilihan jawaban.
2. **Dengarkan dengan seksama baris pertama percakapan.** Baris pertama percakapan sering berisi ide utama, subjek, atau topik pembicaraan, dan anda akan sering diminta untuk menjawab pertanyaan seperti itu.
3. **Saat anda mendengarkan percakapan, buatlah kesimpulan tentang situasi percakapan: siapa yang berbicara, di mana pembicaraan itu terjadi, atau kapan pembicaraan itu terjadi.** Anda akan sering diminta untuk membuat kesimpulan tentang percakapan tersebut.
4. **Saat anda mendengarkan percakapan, perhatikan beberapa pilihan jawaban yang ada di buku ujian anda dan cobalah untuk menentukan jawaban yang benar.** Pertanyaan detail umumnya dijawab secara berurutan dalam percakapan, dan jawabannya sering terdengar sama dengan apa yang dikatakan di dalam rekaman.
5. **Anda harus menebaknya meskipun anda tidak yakin.** Jangan biarkan jawaban anda kosong.
6. **Gunakan waktu yang tersisa untuk melihat pada jawaban dari pertanyaan selanjutnya.**

Berikut ini beberapa ketrampilan tertentu yang mungkin dapat membantu anda untuk mengaplikasikan strategi-strategi di atas pada soal bagian B Listening Comprehension.

### SEBELUM MENDENGARKAN \_\_\_\_\_

|                 |   |
|-----------------|---|
| <b>Skill 18</b> | <b>MENGANTISIPASI TOPIK PEMBICARAAN</b> |
|-----------------|---|

Hal ini sangat membantu untuk pemahamanmu secara keseluruhan jika anda mengetahui topik apa yang akan muncul di bagian ini. Sehingga anda seharusnya mencoba untuk mengantisipasi topik tersebut. Seperti contoh: apakah pembicaraannya tentang beberapa aspek kehidupan sekolah, atau isu-isu social, atau liburan yang sedang direncanakan oleh seseorang? Strategi yang mungkin dapat dilakukan adalah dengan membaca cepat pilihan jawaban yang ada di buku soal, sebelum anda benar-benar mulai mendengarkan percakapan melalui rekaman, dan mencoba untuk menentukan topik pembicaraan yang mungkin akan anda dengarkan.

**EXERCISE 18:** Perhatikan pilihan jawaban yang ada, dan cobalah untuk mengantisipasi topik pembicaraan yang mungkin untuk kelima soal tersebut. (tentu saja anda tidak mungkin dapat selalu menebak topiknya dengan benar, akan tetapi paling tidak anda mendapatkan gambaran umum tentang percakapannya).



1. (A) Find *work* on campus.  
(B) *Work* in the *employment office*.  
(C) Helps *students* find *jobs*.  
(D) Ask the woman questions.
2. (A) In the library.  
(B) In a classroom.  
(C) In a campus office.  
(D) In an apartment.
3. (A) No more than ten.  
(B) At least twenty.  
(C) Not more than twenty.  
(D) Up to ten.
4. (A) Every morning.  
(B) Afternoon and weekends.  
(C) When he's in class.  
(D) Weekdays.
5. (A) Fill out a form.  
(B) Give her some additional information.  
(C) Tell her some news.  
(D) Phone her.

What is topic of the conversation for questions 1 through 5?

Looking for a job in campus

Anda dapat menebak topik pembicaraan tersebut dengan bantuan beberapa petunjuk:

- *Work on campus*
- *Employment office*
- *Students*
- *jobs*

6. (A) Just before a vacation.  
(B) Just after the end of school semester.  
(C) At the end of the summer.  
(D) Just after a break from school.
7. (A) A trip to visit the Eskimos.  
(B) A trip the woman is planning to take.  
(C) A trip the man has already taken.  
(D) A camping trip the man and woman took.
8. (A) Three hours.  
(B) Three complete days.  
(C) Three classes.  
(D) Three weeks.
9. (A) Sleeping outside on the ground.  
(B) Spending time in a sauna or hot tub.  
(C) Relaxing at the lodge.  
(D) Enjoying excellent food.
10. (A) She'd be scared, but she'd like to try.  
(B) She can't wait.  
(C) It would be quite exciting for her.  
(D) She'd prefer not to try.

What is topic of the conversation for questions 6 through 10?

11. (A) All kinds of pollution.  
(B) How acid rain has harmed the earth.  
(C) Pollution from cars and factories.  
(D) The causes and possible effects of acid rain.
14. (A) Only in North America.  
(B) At the North and South Poles.  
(C) In parts of several northern continents.  
(D) In equatorial area.



12. (A) Nuclear power.  
(B) Electricity.  
(C) Burning coal and oil.  
(D) Solar power.
13. (A) From sulfur dioxide and water vapor.  
(B) From sulfur dioxide and nitrogen oxide.  
(C) From nitric acid and sulfur dioxide.  
(D) From water vapor and nitric acid.
15. (A) She should protect herself from the rain.  
(B) She should clean up the water supply.  
(C) She should read a novel.  
(D) She should get more information about acid rain.

What is topic of the conversation for questions 10 through 15?

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|                 |  |
|-----------------|--|
| <b>Skill 19</b> | <b>MENGANTISIPASI PERTANYAAN YANG MUNGKIN MUNCUL</b> |
|-----------------|--|

Akan sangat membantu kemampuan anda untuk menjawab setiap soal yang ada pada bagian B jika anda mampu mengantisipasi pertanyaan apa yang akan muncul dan mendengarkannya secara terperinci untuk menjawab setiap soal yang ada.

**Example**

In your test book, you read:

- (A) In the airport.  
(B) In the library.  
(C) In the dormitory.  
(D) In the travel agent's office.

You try to anticipate the question:

*Where does the conversation probably take place?*

Pada contoh soal di atas, anda dapat menjadi sangat yakin bahwa salah satu soal akan menanyakan tentang di mana tempat percakapan tersebut berlangsung. Karena anda yakin ini adalah salah satu pertanyaannya, anda dapat mendengarkan secara baik-baik tentang beberapa petunjuk yang akan membantu anda untuk menemukan jawabannya. Contoh soal di atas menunjukkan bahwa strategi yang dapat sangat membantu anda adalah atrategi melihat secara cepat pilihan jawaban yang tersedia, sebelum anda benar-benar mendengarkan percakapan melalui rekaman, dan mencoba untuk menentukan pertanyaan yang mungkin akan ditanyakan.

**EXERCISE 19:** Pelajarilah beberapa pilihan jawaban di bawah ini dan cobalah untuk menentukan pertanyaan apa yang mungkin akan muncul. (anda harus memahami bahwa anda mungkin hanya akan mampu untuk menebak sebagian dari pertanyaan, bukan pertanyaan secara utuh). Jika anda tidak dapat menebak pertanyaannya



dalam waktu yang singkat, pilihlah kelompok pilihan jawaban yang anda anggap paling mudah.

1. Question: *What does (someone) want to do?*  
 (A) Find work on campus.  
 (B) Work in the employment office.  
 (C) Helps *students* find *jobs*.  
 (D) Ask the woman questions.
2. Question: \_\_\_\_\_  
 (A) In the library.  
 (B) In a classroom.  
 (C) In a campus office.  
 (D) In a n apartment.
3. Question: \_\_\_\_\_  
 (A) No more than ten.  
 (B) At least twenty.  
 (C) Not more than twenty.  
 (D) Up to ten.
4. Question: \_\_\_\_\_  
 (A) Every morning.  
 (B) Afternoon and weekends.  
 (C) When he's in class.  
 (D) Weekdays.
5. Question: \_\_\_\_\_  
 (A) Fill out a form.  
 (B) Give her some additional information.  
 (C) Tell her some news.  
 (D) Phone her.
6. Question: \_\_\_\_\_  
 (A) Just before a vacation.  
 (B) Just after the end of school semester.  
 (C) At the end of the summer.  
 (D) Just after a break from school.
7. Question: \_\_\_\_\_  
 (A) A trip to visit the Eskimos.  
 (B) A trip the woman is planning to take.  
 (C) A trip the man has already taken.  
 (D) A camping trip the man and woman took.
8. Question: \_\_\_\_\_  
 (A) Three hours.  
 (B) Three complete days.  
 (C) Three classes.  
 (D) Three weeks.
9. Question: \_\_\_\_\_  
 (A) Sleeping outside on the ground.  
 (B) Spending time in a sauna or hot tub.  
 (C) Relaxing at the lodge.  
 (D) Enjoying excellent food.
10. Question: \_\_\_\_\_  
 (A) She'd be scared, but she'd like to try.



- (B) She can't wait.  
 (C) It would be quite exciting for her.  
 (D) She'd prefer not to try.
11. Question: \_\_\_\_\_  
 (A) All kinds of pollution.  
 (B) How acid rain has harmed the earth.  
 (C) Pollution from cars and factories.  
 (D) The causes and possible effects of acid rain.
12. Question: \_\_\_\_\_  
 (A) Nuclear power.  
 (B) Electricity.  
 (C) Burning coal and oil.  
 (D) Solar power.
13. Question: \_\_\_\_\_  
 (A) From sulfur dioxide and water vapor.  
 (B) From sulfur dioxide and nitrogen oxide.  
 (C) From nitric acid and sulfur dioxide.  
 (D) From water vapor and nitric acid.
14. Question: \_\_\_\_\_  
 (A) Only in North America.  
 (B) At the North and South Poles.  
 (C) In parts of several northern continents.  
 (D) In equatorial area.
15. Question: \_\_\_\_\_  
 (A) She should protect herself from the rain.  
 (B) She should clean up the water supply.  
 (C) She should read a novel.  
 (D) She should get more information about acid rain.

### KETIKA MENDENGARKAN \_\_\_\_\_

|                 |                         |
|-----------------|-------------------------|
| <b>Skill 20</b> | <b>MENENTUKAN TOPIK</b> |
|-----------------|-------------------------|

Ketika anda mendengarkan setiap percakapan yang ada di bagian B, anda seharusnya juga mulai berpikir tentang topik atau gagasan utama di setiap percakapan tersebut. Karena kalimat pertama atau kalimat kedua biasanya memberikan tentang gambaran topik yang dibahas, anda harus bertanya kepada diri anda sendiri apa topiknya ketika anda sedang mendengarkan percakapannya dengan cermat.

#### Example

On the recording you hear:

- (man) *You can't believe what I just got!*  
 (woman) *I bet you got that new car you've always wanted.*  
 (man) *Now, how in the world did you figure that out?*

You think:



The topic of the conversation is the new car that the man just got.

**EXERCISE 20:** dengarkanlah bagian awal dari setiap percakapan, kemudian tentukan topik dari setiap percakapan tersebut.

1. What is the topic of Conversation 1?

2. \_\_\_\_\_  
What is the topic of Conversation 2?

3. \_\_\_\_\_  
What is the topic of Conversation 3?  
\_\_\_\_\_

### Skill 21 MEMBUAT KESIMPULAN TENTANG WHO, WHAT, WHEN, WHERE

Ketika anda sedang mendengarkan setiap percakapan yang ada di bagian B, anda seharusnya mencoba untuk membayangkan situasi percakapan tersebut di dalam pikiran anda. Anda seharusnya menanyakan beberapa pertanyaan seperti di bawah ini:

- **Who** is talking?
- **When** does the conversation probably take place?
- **Where** does the conversation probably take place?
- **What** is the source of information for the conversation?

#### Example

On the recording you hear:

(man) *Why do you have so many books?*

(woman) *I need them for my paper on George Washington. Do you know how I can check them out?*

(man) *Yes, you should go downstairs to the circulation desk and fill out a card for each book.*

You think:

Who is probably talking (two students)

Where are they? (in the library)

What course are they discussing? (American history)

**EXERCISE 21:** Dengarkanlah setiap bagian pertama dari percakapan berikut ini dan cobalah untuk membayangkan situasinya. Kemudian jawablah beberapa pertanyaan di bawah ini.

#### Conversation 1

1. Who is probably talking?

2. \_\_\_\_\_  
Where does the conversation take place?  
\_\_\_\_\_

#### Conversation 2

1. Who is probably talking?  
\_\_\_\_\_





2. When does the conversation take place?  
\_\_\_\_\_
3. What is the source of the man's information?  
\_\_\_\_\_

### Conversation 2

1. Who is probably talking?  
\_\_\_\_\_
2. When does the conversation take place?  
\_\_\_\_\_
3. What is the source of the information?  
\_\_\_\_\_

### **Skill 22 | PERHATIKAN LETAK JAWABAN YANG BERURUTAN**

Ada 2 cara yang mungkin untuk anda gunakan ketika sedang mengerjakan soal Listening TOEFL Part B diantaranya:

- Anda dapat hanya mendengarkan percakapannya saja (dan tidak memperdulikan pilihan jawaban yang tersedia).
- Anda dapat melihat pilihan jawaban secara berurutan ketika anda sedang mendengarkan.

Beberapa siswa memilih untuk hanya focus mendengarkan percakapan selama rekamannya diputar, dan jika cara tersebut berjalan dengan baik bagi anda, maka cara tersebut boleh anda lakukan. Ada juga siswa yang beranggapan bahwa mereka dapat menjawab pertanyaan dengan benar jika mereka melihat pilihan jawaban secara berurutan ketika mereka sedang mendengarkan percakapan yang sedang diputar. Karena beberapa pertanyaan yang menanyakan informasi tertentu itu dijawab secara berurutan, menjadi hal yang sangat mungkin untuk membaca pilihan jawaban secara berurutan ketika sedang mendengarkan.

#### Example

On the recording, you hear:

- (man) *Can I help you?*  
 (woman) *I'm interested in opening an account.*  
 (man) *Well, we have several different types of accounts: checking accounts, savings accounts, money market accounts, time deposit accounts.*  
 (woman) *It's a checking account that I'm interested in.*  
 (man) *I can help you with that. First, you have to fill out a form, and then, I need to see some identification. That's about all there is to it.*  
 (woman) *That sounds easy enough.*

In your test book, you read:

1. (A) A checking account.  
(B) A saving account.  
(C) A money market account.  
(D) A time deposit account.
2. (A) A form.  
(B) An account.  
(C) A piece of identification.  
(D) A check.



*Thanks for your help.*

On the recording, you hear:

- (narrator) 1. *What type of account does the woman want?*  
 2. *What does the man need for her to show?*

Ketika anda membaca pilihan jawaban untuk pertanyaan pertama, anda dapat mengantisipasi bahwa pertanyaan pertama adalah: *What type of account?* Ketika anda mendengarkan, anda menentukan bahwa pembicara perempuan bermaksud untuk *a checking account*. Oleh karena itu, anda dapat menebak sebelumnya bahwa jawaban terbaik adalah (A).

Ketika anda membaca pilihan jawaban untuk pertanyaan kedua, anda dapat mengantisipasi bahwa pertanyaan kedua akan bertanya tentang *What thing ...?* Di dalam percakapan, pembicara pria meminta pembicara perempuan untuk mengisi sebuah *a form* dan menunjukkan beberapa *identification*, jadi ketika anda sedang mendengarkan anda dapat menebak bahwa pilihan jawaban yang mungkin adalah (A) dan (C). ketika anda sudah mendengarkan pertanyaannya, maka anda dapat menentukan bahwa pilihan jawaban yang tepat adalah (C).

**TOEFL EXERCISE 22:** dengarkanlah setiap percakapan yang ada dan jawablah beberapa pertanyaan berikut.

1. (A) Find work on campus. (D) Phone her.  
 (B) Work in the employment office.  
 (C) Helps students find jobs.  
 (D) Ask the woman questions.
2. (A) In the library.  
 (B) In a classroom.  
 (C) In a campus office.  
 (D) In an apartment.
3. (A) No more than ten.  
 (B) At least twenty.  
 (C) Not more than twenty.  
 (D) Up to ten.
4. (A) Every morning.  
 (B) Afternoon and weekends.  
 (C) When he's in class.  
 (D) Weekdays.
5. (A) Fill out a form.  
 (B) Give her some additional information.  
 (C) Tell her some news.
6. (A) Just before a vacation.  
 (B) Just after the end of school semester.  
 (C) At the end of the summer.  
 (D) Just after a break from school.
7. (A) A trip to visit the Eskimos.  
 (B) A trip the woman is planning to take.  
 (C) A trip the man has already taken.  
 (D) A camping trip the man and woman took.
8. (A) Three hours.  
 (B) Three complete days.  
 (C) Three classes.  
 (D) Three weeks.
9. (A) Sleeping outside on the ground.



- (B) Spending time in a sauna or hot tub.  
 (C) Relaxing at the lodge.  
 (D) Enjoying excellent food.
10. (A) She'd be scared, but she'd like to try.  
 (B) She can't wait.  
 (C) It would be quite exciting for her.  
 (D) She'd prefer not to try.
11. (A) All kinds of pollution.  
 (B) How acid rain has harmed the earth.  
 (C) Pollution from cars and factories.  
 (D) The causes and possible effects of acid rain.
12. (A) Nuclear power.  
 (B) Electricity.  
 (C) Burning coal and oil.  
 (D) Solar power.
13. (A) From sulfur dioxide and water vapor.  
 (B) From sulfur dioxide and nitrogen oxide.  
 (C) From nitric acid and sulfur dioxide.  
 (D) From water vapor and nitric acid.
14. (A) Only in North America.  
 (B) At the North and South Poles.  
 (C) In parts of several northern continents.  
 (D) In equatorial area.
15. (A) She should protect herself from the rain.  
 (B) She should clean up the water supply.  
 (C) She should read a novel.  
 (D) She should get more information about acid rain.

**TOEFL REVIEW EXERCISE (Skills 18-22):** Pada latihan soal ini, anda akan menggunakan semua informasi yang sudah anda pelajari mulai dari skill 23 sampai 27.

Sebelum rekaman pembicaraan diputar, anda harus membaca pilihan jawaban yang tersedia mulai dari pertanyaan nomor 1 sampai 12 dan melakukan beberapa hal di bawah ini:

- *Mengantisipasi topik pembicaraan yang mungkin akan anda dengarkan.*
- *Mengantisipasi pertanyaan yang mungkin muncul.*

Ketika anda sedang mendengarkan pembicaraannya, anda harus melakukan beberapa hal di bawah ini:

- *Dengarkan topik yang ada pada kalimat pertama pembicaraan.*
- *Buatlah kesimpulan tentang situasi pembicaraan (who, what, when, where).*

*Dengarkan pilihan jawaban yang mungkin muncul secara berurutan.*

1. (A) To a concert.  
 (B) To a rehearsal.  
 (C) To a lecture.  
 (D) To the library.
2. (A) One.  
 (B) Two.  
 (C) Three.  
 (D) Four.
3. (A) The bus does not go directly to the Music Building.  
 (B) The bus goes very slowly to the Music Building.  
 (C) The bus sometimes does not come.



- (D) The bus will not arrive for a while.
4. (A) Walk.  
(B) Wait for the bus.  
(C) Miss the lecture.  
(D) Think of another plan.
  5. (A) Boring.  
(B) Fantastic.  
(C) Lengthy.  
(D) Faithful.
  6. (A) By car.  
(B) By plane.  
(C) By train.  
(D) By bicycle.
  7. (A) She went directly to Yellowstone.  
(B) She spent a few weeks in Laramie.  
(C) She stopped at the Devil's Tower National Monument.  
(D) She made a few stops before going on to Yellowstone.
  8. (A) Laramie.  
(B) Devil's Tower National Monument.  
(C) Old Faithful.  
(D) Wyoming.
  9. (A) Hear again about Yellowstone.  
(B) Take a trip to Yellowstone.  
(C) Get a job in a national park.  
(D) Move to Yellowstone.
  10. (A) How and when we celebrate Thanksgiving.  
(B) The traditional Thanksgiving dinner.  
(C) When Thanksgiving began.  
(D) Abraham Lincoln.
  11. (A) With colonists in Massachusetts.  
(B) Alone and thinking about how Thanksgiving developed.  
(C) With a big Thanksgiving dinner.  
(D) In an untraditional manner.
  12. (A) The terrible winter.  
(B) The corn harvest.  
(C) The development of Thanksgiving Day.  
(D) For getting the whole family together.
  13. (A) At many different times.  
(B) In July.  
(C) Any time in November.  
(D) On a Thursday in November.

### Listening Comprehension Part C

Part C dari sesi Listening Comprehension tes TOEFL berisi tentang tiga pembicaraan, yang mana di setiap pembicaraan tersebut diikuti oleh beberapa pertanyaan. Anda akan mendengarkan pembicaraannya dan beberapa pertanyaannya di dalam rekaman; setiap pembicaraan dan pertanyaannya tidak dicetak di buku soal. Anda harus memilih pilihan jawaban yang paling tepat untuk setiap pertanyaan dari beberapa pilihan jawaban yang ada di buku soal. Seperti halnya percakapan yang ada di Part B, pembicaraannya biasanya berhubungan dengan beberapa aspek kehidupan sekolah atau topik-topik terkini. Jenis pembicaraan yang umum juga biasanya merupakan bagian pendek dari proses perkuliahan yang berlangsung di beberapa universitas di Amerika.



**Example**

On the recording, you hear:

(narrator) **Questions 1 through 4.** Listen to a talk about the settlement of America.

(woman) *The settling of the vast farmlands in central North America was delayed at least partly because of an error by one man. In the early nineteenth century, Lieutenant Zebulon Pike of the U.S. Army was sent out to explore and chart the huge expanses of land in the center of the continent. When he returned from his explorations, he wrote a report in which he erroneously stated that the vast plains in the central part of the continent were desertlike, comparable to the Sahara in Africa. In reality, however, these vast plains contained some of the most fertile farmland in the world. Because of Pike's mistake, the maps of the day depicted the central part of what is today the United States as a vast desert rather than the excellent and available farmland that it was. This mistaken belief about the nature of those lands caused settlers to avoid the central plains for years.*

Questions:

1. On the recording, you hear:

(narrator) *What is the topic of this talk?*

- In your test book, you read:
- (A) Zebulon Pike's career.
  - (B) A mistake that influenced the settlement of America.
  - (C) A report for the army.
  - (D) The farmlands.

2. On the recording, you hear:

(narrator) *How did Pike describe the area that he explored?*

- In your test book, you read:
- (A) As a desert.
  - (B) As usable for army purposes.
  - (C) As located in the Sahara.
  - (D) As available for farmland.

3. On the recording, you hear:

(narrator) *What was this area really like?*

- In your test book, you read:
- (A) It was a vast desert.
  - (B) It was covered with farms.
  - (C) It was excellent farmland.
  - (D) It was similar to the Sahara.

On the recording, you hear:

(narrator) *This talk would probably be given in which of the following courses?*

- In your test book, you read:
- (A) Agricultural Science.
  - (B) American History.
  - (C) Geology of the United States.
  - (D) Military Science.



Pertanyaan pertama menanyakan tentang topik pembicaraan. Topik pembicaraannya dapat ditemukan pada baris pertama: *The settling of the vast farmlands in central North America was delayed at least partly because of an error by one man*. Oleh karena itu, pilihan jawaban yang paling benar adalah (B).

Pertanyaan kedua menanyakan tentang informasi tertentu yang ada pada pembicaraan tentang bagaimana Pike menjelaskan area ini. Di dalam becaan telah dijelaskan bahwa *Pike wrote a report in which he erroneously stated that the vast plains in the central part of the continent were desertlike ...*. Oleh karena itu pilihan jawaban yang benar adalah (A).

Pertanyaan ketiga juga menanyakan tentang informasi tertentu yang bertanya tentang bagaimana sebenarnya area tersebut. Karena di dalam bacaan diindikasikan bahwa *In reality, however, these vast plains contained some of the most fertile farmland in the world*, maka pilihan jawaban yang paling benar adalah (C).

Pertanyaan keempat adalah jenis pertanyaan yang menanyakan tentang kesimpulan. Pertanyaan ini bertanya tentang pembicaraan ini kira-kira terdapat pada mata kuliah seperti apa. Munculnya kata *probably* mengindikasikan bahwa pertanyaan ini jawabannya tidak secara langsung muncul di dalam pembicaraan. Anda harus membuat kesimpulan sendiri dari beberapa informasi yang ada di dalam pembicaraan untuk menentukan jawabannya. Karena pembicaraan ini mengarah pada *settling of the vast farmlands in central North America*, maka pembicaraan ini mungkin diberikan pada perkuliahan American History. Oleh karena itu pilihan jawaban yang paling tepat adalah (B).

#### STRATEGI UNTUK LISTENING BAGIAN C

1. **Jika anda memiliki waktu yang cukup, lihatlah terlebih dahulu pilihan jawaban yang ada pada soal listening bagian C.** Ketika anda sedang melihat pilihan jawaban yang ada, anda harus mencoba melakukan hal-hal berikut:
  - Mengantisipasi **topik** pembicaraan yang akan anda dengar.
  - Mengantisipasi **pertanyaan** untuk masing-masing pilihan jawaban.
2. **Dengarkan dengan seksama baris pertama pembicaraan.** Baris pertama percakapan sering berisi ide utama, subjek, atau topik pembicaraan, dan anda akan sering diminta untuk menjawab pertanyaan seperti itu.
3. **Saat anda mendengarkan pembicaraannya, buatlah kesimpulan tentang situasi pembicaraan: siapa yang berbicara, di mana pembicaraan itu terjadi, atau kapan pembicaraan itu terjadi.** Anda akan sering diminta untuk membuat kesimpulan tentang percakapan tersebut.
4. **Saat anda mendengarkan pembicaraan, perhatikan beberapa pilihan jawaban yang ada di buku ujian anda dan cobalah untuk menentukan jawaban yang benar.** Pertanyaan detail umumnya dijawab secara berurutan dalam percakapan, dan jawabannya sering terdengar sama dengan apa yang dikatakan di dalam rekaman.
5. **Anda harus menebaknya meskipun anda tidak yakin.** Jangan biarkan jawaban anda kosong.
6. **Gunakan waktu yang tersisa untuk melihat pada jawaban dari pertanyaan selanjutnya.**

Beberapa kemampuan di bawah ini akan membantu anda untuk menjawab setiap soal yang ada pada Part C Listening Comprehension secara efektif dan efisien.



## SEBELUM MENDENGARKAN \_\_\_\_\_

|                 |   |
|-----------------|---|
| <b>Skill 23</b> | <b>MENGANTISIPASI TOPIK PEMBICARAAN</b> |
|-----------------|---|

Akan sangat membantu anda untuk memahami pembicaraan secara keseluruhan jika anda mengetahui topik apa yang mungkin muncul pada Listening Part C. Sehingga anda harus mencoba untuk mengantisipasi topik pembicaraan yang akan anda dengarkan (seperti apa yang anda lakukan pada Part B). seperti contoh: apakah topiknya tentang American History, atau Literature, atau aspek kehidupan sekolah yang lain? Oleh karena itu, strategi yang sangat membantu adalah dengan melihat secara cepat pilihan jawaban yang ada pada buku soal, sebelum anda benar-benar mendengarkan pembicaraannya melalui rekaman, dan mencoba untuk menentukan topik pembicaraan yang akan anda dengarkan.

**EXERCISE 23:** Perhatikan pilihan jawaban yang ada pada lima soal di bawah ini, kemudian cobalah untuk menentukan topik pembicaraan untuk kelima pertanyaan tersebut. (tentu saja anda tidak diharuskan untuk menebak secara tepat tentang apa topik pembicaraannya, akan tetapi anda dapat mendapatkan ide secara garis besarnya). Untuk pertanyaan nomor 1 sampai 5 sudah tersedia jawabannya.

- (A) During a *biology* laboratory session.  
 (B) In a biology study group.  
 (C) On the *first day of class*.  
 (D) Just before the final exam.
- (A) Once a week.  
 (B) Two times a week.  
 (C) Three times a week.  
 (D) For fifteen hours.
- (A) To do the first laboratory assignment.  
 (B) To take the first *exam*.  
 (C) To study the laboratory manual.  
 (D) To read one chapter of the text.
- (A) Room assignments.  
 (B) Exam topics.  
 (C) *Reading assignments*.  
 (D) The first lecture.
- (A) *Exams and lab work*.  
 (B) Reading and writing assignments.  
 (C) Class participation and grades on examinations.  
 (D) Lecture and laboratory attendance.

What is the topic of the talk for questions 1 through 5?

The requirements of a biology class

Anda dapat menebak topiknya dikarenakan beberapa petunjuk diantaranya:

- *biology*
- *first day of class*
- *reading assignments*
- *exams*
- *lab work*





6. (A) What caused the Ring of Fire.  
 (B) The volcanoes of the Ring of Fire.  
 (C) Hawaiian volcanoes.  
 (D) Different types of volcanoes.
7. (A) The Ring of Fire.  
 (B) The characteristics of volcanoes in the Ring of Fire.  
 (C) The volcanoes of Hawaii.  
 (D) Mauna Loa.
8. (A) In Hawaii.  
 (B) In the United States.  
 (C) Along the Ring of Fire.  
 (D) Within the Ring of Fire.
9. (A) They are not so violent.  
 (B) They are located along the Ring of Fire.  
 (C) They contain a lot of gas.  
 (D) They contain thick lava.
10. (A) A volcano on the Ring of Fire.  
 (B) An island in Hawaii.  
 (C) A long, low volcanic mountain.  
 (D) An explosive volcano.

What is the topic of the talk for questions 6 through 10?

---

11. (A) An artist.  
 (B) A tour guide.  
 (C) An Indian.  
 (D) Orville Wright.
12. (A) Several.  
 (B) Sixty thousand.  
 (C) Sixteen million.  
 (D) Millions and millions.
13. (A) The National Air and Space Museum.  
 (B) The Museum of Natural History.  
 (C) The American History Museum.  
 (D) The Smithsonian Arts and Industries Building.
14. (A) The American History Museum.  
 (B) The Smithsonian Arts and Industries Building.  
 (C) The Washington Museum.  
 (D) The National Air and Space Museum.
15. (A) To the White House.  
 (B) To the Smithsonian.  
 (C) To the mall.  
 (D) To various other museums.

What is the topic of the talk for questions 6 through 10?

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|                 |                                  |
|-----------------|----------------------------------|
| <b>Skill 24</b> | <b>MENGANTISIPASI PERTANYAAN</b> |
|-----------------|----------------------------------|

Akan sangat membantu anda untuk menjawab setiap pertanyaan yang ada pada Listening Part B jika anda mampu mengantisipasi pertanyaan yang mungkin muncul dan mendengarkan secara terperinci untuk menemukan jawaban dari pertanyaan-pertanyaan tersebut (seperti yang anda lakukan pada Part B).

|                |
|----------------|
| <b>Example</b> |
|----------------|

|   |
|---|
| <p>In your test book, you read:<br/>         (A) For three weeks.</p> |
|---|



- (B) For three days.
- (C) For three months.
- (D) For three hours.

You try to anticipate the question:

*How long does (something) last?*

Pada contoh soal di atas, anda dapat cukup yakin bahwa salah satu pertanyaan yang mungkin muncul adalah tentang berapa lama sesuatu itu berlangsung. Karena anda merasa yakin bahwa ini mungkin menjadi salah satu pertanyaan yang akan muncul, anda dapat mendengarkan dengan seksama beberapa petunjuk yang akan memberikan jawaban kepada anda. Contoh ini menunjukkan bahwa strategi yang dapat membantu adalah dengan melihat secara cepat pilihan jawaban yang ada pada buku soal anda, sebelum anda benar-benar mulai mendengarkan pembicaraan yang ada pada rekaman, dan mencoba untuk menentukan pertanyaan yang mungkin muncul setelahnya.

**EXERCISE 24:** Pelajarilah beberapa pilihan jawaban berikut ini dan cobalah untuk menentukan pertanyaan apa yang mungkin muncul. (Anda harus memperhatikan bahwa anda mungkin hanya akan mampu memprediksi sebagian saja dari pertanyaan tersebut, daripada memprediksi secara utuh). Jika anda tidak mampu memprediksi pertanyaan yang akan muncul dalam waktu singkat, beralihlah pada pilihan jawaban yang lain.

1. Question: \_\_\_\_\_ When does the talk probably take place?
  - (A) During a biology laboratory session.
  - (B) In a biology study group.
  - (C) On the first day of class.
  - (D) Just before the final exam.
  
2. Question: \_\_\_\_\_
  - (A) Once a week.
  - (B) Two times a week.
  - (C) Three times a week.
  - (D) For fifteen hours.
  
3. Question: \_\_\_\_\_
  - (A) To do the first laboratory assignment.
  - (B) To take the first *exam*.
  - (C) To study the laboratory manual.
  - (D) To read one chapter of the text.
  
4. Question: \_\_\_\_\_
  - (A) Room assignments.
  - (B) Exam topics.
  - (C) Reading assignments.
  - (D) The first lecture.
  
5. Question: \_\_\_\_\_
  - (A) Exams and lab work.



- (B) Reading and writing assignments.  
(C) Class participation and grades on examinations.  
(D) Lecture and laboratory attendance.
6. Question: \_\_\_\_\_  
(A) What caused the Ring of Fire.  
(B) The volcanoes of the Ring of Fire.  
(C) Hawaiian volcanoes.  
(D) Different types of volcanoes.
7. Question: \_\_\_\_\_  
(A) The Ring of Fire.  
(B) The characteristics of volcanoes in the Ring of Fire.  
(C) The volcanoes of Hawaii.  
(D) Mauna Loa.
8. Question: \_\_\_\_\_  
(A) In Hawaii.  
(B) In the United States.  
(C) Along the Ring of Fire.  
(D) Within the Ring of Fire.
9. Question: \_\_\_\_\_  
(A) They are not so violent.  
(B) They are located along the Ring of Fire.  
(C) They contain a lot of gas.  
(D) They contain thick lava.
10. Question: \_\_\_\_\_  
(A) A volcano on the Ring of Fire.  
(B) An island in Hawaii.  
(C) A long, low volcanic mountain.  
(D) An explosive volcano.
11. Question: \_\_\_\_\_  
(A) An artist.  
(B) A tour guide.  
(C) An Indian.  
(D) Orville Wright.
12. Question: \_\_\_\_\_  
(A) Several.  
(B) Sixty thousand.  
(C) Sixteen million.  
(D) Millions and millions.
13. Question: \_\_\_\_\_  
(A) The National Air and Space Museum.  
(B) The Museum of Natural History.



- (C) The American History Museum.  
 (D) The Smithsonian Arts and Industries Building.

14. Question: \_\_\_\_\_

- (A) The American History Museum.  
 (B) The Smithsonian Arts and Industries Building.  
 (C) The Washington Museum.  
 (D) The National Air and Space Museum.

15. Question: \_\_\_\_\_

- (A) To the White House.  
 (B) To the Smithsonian.  
 (C) To the mall.  
 (D) To various other museums.

**KETIKA MENDENGARKAN** \_\_\_\_\_

|                 |                         |
|-----------------|-------------------------|
| <b>Skill 25</b> | <b>MENENTUKAN TOPIK</b> |
|-----------------|-------------------------|

Ketika anda mendengarkan setiap pembicaraan yang ada pada Listening Part C, anda harus mencoba untuk berpikir tentang topik pembicaraan tersebut atau ide pokok dari pembicaraan tersebut (seperti apa yang anda lakukan di Part B). karena kalimat pertama umumnya mengandung topik pembicaraan, maka anda harus bertanya kepada diri anda sendiri apa topik pembicaraan tersebut ketika anda sedang mendengarkan bagian pertama dari pembicaraan dengan seksama.

**Example**

On the recording, you hear:

(man) *The major earthquake that occurred east of Los Angeles in 1971 is still affecting the economy of the area today.*

You think!

The topic of the talk is the effect of the 1971 earthquake on Los Angeles today.

**EXERCISE 25:** Perhatikan bagian pertama dari setiap pembicaraan, dan kemudian tentukan topik pada setiap pembicaraan tersebut.

1. What is the topic of Talk 1?

\_\_\_\_\_

2. What is the topic of Talk 2?

\_\_\_\_\_

3. What is the topic of Talk 3?

\_\_\_\_\_



**Skill 26** | **MEMBUAT KESIMPULAN TENTANG WHO, WHAT, WHEN, WHERE**

Ketika anda sedang mendengarkan setiap percakapan yang ada di bagian C, anda seharusnya mencoba untuk membayangkan situasi percakapan tersebut di dalam pikiran anda (seperti apa yang anda lakukan pada Listening Part B). Anda seharusnya menanyakan beberapa pertanyaan seperti di bawah ini:

- **Who** is talking?
- **When** does the conversation probably take place?
- **Where** does the conversation probably take place?
- **What** is the source of information for the conversation?

**Example**

On the recording you hear:

(woman) *The next stop on our tour of Atlanta will be the original home of Coca-Cola, at 107 Marietta Street. Coca-Cola was manufactured at this location until early in September of 1888.*

You think:

|                                |                           |
|--------------------------------|---------------------------|
| Who is probably talking        | (a tour guide)            |
| Where are they?                | (in Atlanta)              |
| When does the talk take place? | (in the middle of a tour) |

**EXERCISE 26:** Dengarkanlah setiap bagian pertama dari pembicaraan berikut ini dan cobalah untuk membayangkan situasinya. Kemudian jawablah beberapa pertanyaan di bawah ini.

Talk 1

1. Who is probably talking?

2. \_\_\_\_\_  
Where does the talk probably take place?

3. \_\_\_\_\_  
When does the talk probably take place?

4. \_\_\_\_\_  
What course is being discussed?

Talk 2

1. Who is probably talking?

2. \_\_\_\_\_  
Where does the talk probably take place?

3. \_\_\_\_\_  
When does the talk probably take place?

4. \_\_\_\_\_  
What course is being discussed?

Talk 3

1. \_\_\_\_\_  
Who is probably talking?



2. Where does the talk probably take place?  
\_\_\_\_\_
3. When does the talk probably take place?  
\_\_\_\_\_
4. What course is being discussed?  
\_\_\_\_\_

|                 |  |
|-----------------|--|
| <b>Skill 27</b> | <b>PERHATIKAN LETAK JAWABAN YANG BERURUTAN</b> |
|-----------------|--|

Ada 2 cara yang mungkin untuk anda gunakan ketika sedang mengerjakan soal Listening TOEFL Part C diantaranya:

- Anda dapat hanya mendengarkan percakapannya saja (dan tidak memperdulikan pilihan jawaban yang tersedia).
- Anda dapat melihat pilihan jawaban secara berurutan ketika anda sedang mendengarkan.

Beberapa siswa memilih untuk hanya fokus mendengarkan pembicaraan selama rekamannya diputar, dan jika cara tersebut berjalan dengan baik bagi anda, maka cara tersebut boleh anda lakukan. Ada juga siswa yang beranggapan bahwa mereka dapat menjawab pertanyaan dengan benar jika mereka melihat pilihan jawaban secara berurutan ketika mereka sedang mendengarkan pembicaraan yang sedang diputar. Karena beberapa pertanyaan yang menanyakan informasi tertentu itu dijawab secara berurutan, menjadi hal yang sangat mungkin untuk membaca pilihan jawaban secara berurutan ketika sedang mendengarkan.

**Example**

On the recording, you hear:

(woman) *The Great Chicago Fire began on October 8, 1871, and according to legend, began when a cow knocked over a lantern in Mrs. O'Leary's barn. No matter how it began, it was a disastrous fire. The preceding summer had been exceedingly dry in the Chicago area, and the extreme dryness accompanied by Chicago's infamous winds created an inferno that destroyed 18,000 buildings and killed more than 300 people before it was extinguished the following day.*

In your test book, you read:

1. (A) In a barn.  
(B) In Mrs. O'Leary's home.  
(C) In a cow pasture.  
(D) In a lantern factory.
2. (A) The dry weather prior to the fire made it worse.  
(B) It happened during the summer.  
(C) Chicago's winds made it worse.  
(D) It killed many people.

On the recording, you hear:

(narrator) 1. *According to legend, where did the Great Chicago Fire begin?*



2. Which of the following is **not** true about the Great Chicago Fire?

Ketika anda membaca pilihan jawaban pada pertanyaan pertama, anda dapat mengantisipasi bahwa pertanyaan pertama adalah: *Where did something happen?* Ketika anda mendengarkan pembicaraannya, anda dapat menentukan bahwa api bermula dari *in Mrs. O'Leary's barn*. Oleh karena itu, anda dapat mengantisipasi bahwa pilihan jawaban yang benar adalah (A).

Ketika anda melihat pilihan jawaban yang ada pada pertanyaan kedua ketika anda sedang mendengarkan pembicaraannya, anda dapat menentukan bahwa pilihan jawaban (A), (C), dan (D) adalah benar. Pilihan jawaban (B) adalah pilihan jawaban yang tidak benar. Apinya itu tidak bermula ketika musim panas, akan tetapi bermula pada bulan Oktober yang mana merupakan musim gugur. Oleh karena itu pilihan jawaban (B) adalah pilihan jawaban yang paling tepat untuk pertanyaan *Which of the following is not true about the Great Chicago Fire?*

**TOEFL EXERCISE 27:** Dengarkanlah setiap pembicaraan yang diputar kemudian jawablah setiap pertanyaan berikut ini.

1. (A) During a biology laboratory session.  
(B) In a biology study group.  
(C) On the first day of class.  
(D) Just before the final exam.
2. (A) Once a week  
(B) Two times a week.  
(C) Three times a week.  
(D) For fifteen hours.
3. (A) To do the first laboratory assignment.  
(B) To take the first *exam*.  
(C) To study the laboratory manual.  
(D) To read one chapter of the text.
4. (A) Room assignments.  
(B) Exam topics.  
(C) Reading assignments.  
(D) The first lecture.
5. (A) Exams and lab work.  
(B) Reading and writing assignments.  
(C) Class participation and grades on examinations.
- (D) Lecture and laboratory attendance.
6. (A) What caused the Ring of Fire.  
(B) The volcanoes of the Ring of Fire.  
(C) Hawaiian volcanoes.  
(D) Different types of volcanoes.
7. (A) The Ring of Fire.  
(B) The characteristics of volcanoes in the Ring of Fire.  
(C) The volcanoes of Hawaii.  
(D) Mauna Loa.
8. (A) In Hawaii.  
(B) In the United States.  
(C) Along the Ring of Fire.  
(D) Within the Ring of Fire.
9. (A) They are not so violent.  
(B) They are located along the Ring of Fire.  
(C) They contain a lot of gas.  
(D) They contain thick lava.
10. (A) A volcano on the Ring of Fire.  
(B) An island in Hawaii.





- (C) A long, low volcanic mountain.  
(D) An explosive volcano.
11. (A) An artist.  
(B) A tour guide.  
(C) An Indian.  
(D) Orville Wright.
12. (A) Several.  
(B) Sixty thousand.  
(C) Sixteen million.  
(D) Millions and millions.
13. (A) The National Air and Space Museum.  
(B) The Museum of Natural History.
- (C) The American History Museum.  
(D) The Smithsonian Arts and Industries Building.
14. (A) The American History Museum.  
(B) The Smithsonian Arts and Industries Building.  
(C) The Washington Museum.  
(D) The National Air and Space Museum.
15. (A) To the White House.  
(B) To the Smithsonian.  
(C) To the mall.  
(D) To various other museums.

**TOEFL REVIEW EXERCISE (Skills 23-27):** Pada latihan soal ini, anda akan menggunakan semua informasi yang sudah anda pelajari mulai dari skill 23 sampai 27.

Sebelum rekaman pembicaraan diputar, anda harus membaca pilihan jawaban yang tersedia mulai dari pertanyaan nomor 1 sampai 12 dan melakukan beberapa hal di bawah ini:

- *Mengantisipasi topik pembicaraan yang mungkin akan anda dengarkan.*
- *Mengantisipasi pertanyaan yang mungkin muncul.*

Ketika anda sedang mendengarkan pembicaraannya, anda harus melakukan beberapa hal di bawah ini:

- *Dengarkan topik yang ada pada kalimat pertama pembicaraan.*
- *Buatlah kesimpulan tentang situasi pembicaraan (who, what, when, where).*
- *Dengarkan pilihan jawaban yang mungkin muncul secara berurutan.*

1. (A) Other librarians.  
(B) Undergraduate students.  
(C) Students who are not in the business department.  
(D) Graduate business students.
2. (A) It opens at 7:00 A.M.  
(B) It closes at 7:00 P.M.  
(C) It closes at midnight.  
(D) It is always open.
3. (A) Computer area and business materials.  
(B) Magazines and newspapers.
- (C) Business department and library staff office.  
(D) First and second floors of the library.
4. (A) Go home.  
(B) Return to class.  
(C) Work on the computers.  
(D) Tour the library.
5. (A) A student in healthy service.  
(B) A drug abuse lecturer.  
(C) A dermatologist.



- (D) A representative of the tobacco industry.
6. (A) How to reduce nicotine and other addictions.  
(B) How stress affects the skin.  
(C) The effects of alcohol on health.  
(D) How to achieve optimal health.
7. (A) Alcohol.  
(B) Nicotine.  
(C) Caffeine.  
(D) A reduced supply of blood.
8. (A) It increases the flow of blood to the skin.  
(B) It causes increased consumption of alcohol.  
(C) It prevents the skin from receiving enough nourishment.  
(D) It causes stress.
9. (A) Before the Civil War.  
(B) At the end of the Civil War.  
(C) At the beginning of the twentieth century.  
(D) Within the last decade.
10. (A) The Civil War ended.  
(B) The U.S. government issued a large amount of paper currency.  
(C) The price of gold plummeted.  
(D) The value of gold became inflated.
11. (A) The president.  
(B) The president's brother.  
(C) The president's brother-in-law.  
(D) The president's wife.
12. (A) Issue greenbacks.  
(B) Sell gold.  
(C) Corner the gold market.  
(D) Hold its gold reserves.



# LISTENING COMPREHENSION PRE-TEST 1

## SECTION 1

### LISTENING COMPREHENSION

**Time-approximately 35 minutes**

**(including the reading of the directions for each part)**

In this section, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section, with special directions for each part. Answer all the questions on the basis of what is **stated** or **implied** by the speakers you hear. Do **not** take notes or write in your test book at any time. Do **not** turn the pages until you are told to do so.

### Part A

**Directions:** In part A you will hear short conversations between two speakers. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

#### Listen to an example

**On the recording, you hear:**

- (man) *That exam was just awful.*  
 (woman) *Oh, it could have been worse.*  
 (narrator) *What does the woman mean?*

- In your test book, you read:**
- (A) The exam was really awful.
  - (B) It was the worst exam she had ever seen.
  - (C) It couldn't have been more difficult.
  - (D) It wasn't that hard.

You learn from the conversation that the man thought the exam was very difficult and that the woman disagreed with the man. The best answer to the question, "What does the woman mean?" is (D), "it wasn't that hard". Therefore, the correct choice is (D).

1. (A) The coffee is much better this morning.  
 (B) The coffee tastes extremely good.  
 (C) The coffee isn't very good.  
 (D) This morning he definitely wants some coffee.
2. (A) The two classes meet in an hour and a half.  
 (B) The class meets three hours per week.  
 (C) Each half of the class is an hour long.  
 (D) Two times a week the class meets for an hour.



3. (A) A few minutes ago, the flight departed.  
(B) The flight will start in a while.  
(C) They are frightened about the departure.  
(D) The plane is going to take off soon.
4. (A) He hasn't yet begun his project.  
(B) He's supposed to do his science project next week.  
(C) He needs to start working on changing the due date.  
(D) He's been working steadily on his science project.
5. (A) At the post office.  
(B) In a florist shop.  
(C) In a restaurant.  
(D) In a hospital delivery room.
6. (A) The professor drowned the cells in a lab.  
(B) The lecture was long and boring.  
(C) The professor divided the lecture into parts.  
(D) The biologist tried to sell the results of the experiment.
7. (A) She needs to get a driver's license  
(B) Two pieces of identification are necessary.  
(C) The man should check to see if he needs credit.  
(D) A credit card can be used to get a driver's license.
8. (A) Housing within his budget is hard to locate.  
(B) It's hard to find his house in New York.  
(C) He can't afford to move his house to New York.  
(D) Housing in New York is unavailable.
9. (A) The boss was working on the reports.  
(B) He would have to finish the reports before the end of next month.  
(C) He was directed to stay late and finish some work.  
(D) He could finish the reports at home.
10. (A) The boisterous students made the teacher mad.  
(B) The teacher angered the students with the exam results.  
(C) The students were angry that the teacher was around.  
(D) The angered students complained to the teacher.
11. (A) The prices are reasonable.  
(B) The store is too far out of town.  
(C) He would like the woman to repeat what she said.  
(D) He agrees with the woman.
12. (A) It's rained usually hard this year.  
(B) There hasn't been any rain for many years.  
(C) It's been many years since it rained.  
(D) He doesn't like rain.
13. (A) He needs to do a better job writing questions.  
(B) He certainly must make his writing better.  
(C) Without the questions, he cannot write the answers.  
(D) He needs to understand the written questions better.
14. (A) The agent was standing in line with his passport.



- (B) The line to get new passports is very long.  
 (C) The woman must wait her turn to get her passport checked.  
 (D) He can check her passport instead of the agent.
15. (A) He couldn't finish closing the library book.  
 (B) He hadn't finished the library assignment, but he was close.  
 (C) He was working on the assignment when the library closed.  
 (D) His homework was incomplete because the library wasn't open.
16. (A) All the lawyer's preparation did no good.  
 (B) The lawyer prepared nothing for the case.  
 (C) It wasn't work for the lawyer to prepare for the case.  
 (D) The lawyer didn't work to prepare for the case.
17. (A) The history class begins next week.  
 (B) He thinks the papers should be turned in next week.  
 (C) He has already done the paper for next week.  
 (D) The papers are not due next week.
18. (A) He's not really happy.  
 (B) The contractor's work was satisfactory.  
 (C) He would rather work with the contractor himself.  
 (D) He was already contacted about the work.
19. (A) The man should try another type of paper.  
 (B) The man should locate a typist tomorrow morning.  
 (C) The man should make a tape in the morning.  
 (D) The man should complete the paper without help.
20. (A) She'd like some pie.  
 (B) It's easy to buy it.  
 (C) The task the man's working on isn't difficult.  
 (D) It's easier to prepare pie than do what the man is doing.
21. (A) He reported that the time for the budget meeting had been set.  
 (B) He is always late in submitting his accounting figures.  
 (C) He never manages to budget his time well.  
 (D) He is never too late in turning in his reports.
22. (A) The repairs that the mechanic had indicated were already made.  
 (B) The car is going to need a lot of repairs.  
 (C) Buying a new car would be quite expensive.  
 (D) The mechanic extended the repair warranty.
23. (A) Betty wrote letter as directed.  
 (B) The directions were given to Betty in a letter.  
 (C) Betty will follow the instructions later.  
 (D) Betty worked exactly as instructed.
24. (A) Walter had a lack of success with his business.  
 (B) Walter failed in business.  
 (C) Walter's new company is doing rather well.  
 (D) Walter hoped to succeed in business.



25. (A) He should put the organ in the closet.  
 (B) The closet has already been organized.  
 (C) He needs to rearrange the closet.  
 (D) He wishes the closet were closer.
26. (A) She didn't do the work.  
 (B) She gave the assignment her best effort.  
 (C) She finished the assignment even though it was difficult.  
 (D) She gave the man a signal.
27. (A) She said some terrible things.  
 (B) She didn't say anything nice.  
 (C) She didn't have any nice things.  
 (D) She said really wonderful things.
28. (A) New employees are rarely initiated into the company.
- (B) New workers don't generally undertake actions on their own.  
 (C) New employees are initially rated.  
 (D) It's rare for employees to make new suggestions.
29. (A) The woman is more than a week late.  
 (B) The children would have wrecked the house later.  
 (C) The woman was so late that she was a wreck.  
 (D) He's glad that she was not any later.
30. (A) He had not gone to the store.  
 (B) He was still at the supermarket.  
 (C) He was going to take care of the shopping.  
 (D) He always went to the market.

### Part B

**Directions:** In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are **not** allowed to take notes or write in your test book.

31. (A) She's a senior.  
 (B) She's a junior.  
 (C) She's a transfer student.  
 (D) She's a graduate student.
- (C) What courses are required for a literature major.  
 (D) Who won the campus election.
32. (A) How to transfer to a junior collage.  
 (B) How to find his way around campus.
33. (A) Three.  
 (B) Five.  
 (C) Eight.  
 (D) Ten.



34. (A) American literature.  
(B) World literature.  
(C) Literature analysis.  
(D) Surveying.
35. (A) In a book.  
(B) From a television program.  
(C) During a trip that she took.  
(D) From a lecture.
36. (A) To communicate with other dolphins.  
(B) To recognize object in the water.  
(C) To learn human language.  
(D) To express fear.
37. (A) Five.  
(B) Fifteen.  
(C) Fifty.  
(D) Five hundred.
38. (A) It is limited.  
(B) It is greater than human intelligence.  
(C) It is less than previously thought.  
(D) We are beginning to learn how much they have.

### Part C

**Directions:** In this part of the test, you will hear several talks. After each talk, you will hear some questions. The talks and questions will not be repeated.

After you hear a question, you will read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

#### Here is an example

#### On the recording, you will hear:

**(narrator)** Listen to instructor talk to his class about painting.

**(man)** Artist Grant Wood was a guiding force in the school of painting known as American regionalist, a style reflecting the distinctive characteristics of art from rural areas of the United States. Wood began drawing animals on the family farm at the age of three, and when he was thirty-eight one of his paintings received a remarkable amount of public notice and acclaim. This painting, called "American Gothic," is a starkly simple depiction of a serious couple staring directly out at the viewer.

Now listen to a sample question.

**(narrator)** What style of painting is known as American regionalist?

- In your test book, you will read:**
- (A) Art from America's inner cities.  
(B) Art from the central region of the United States.  
(C) Art from various urban areas in the United States.





(D) Art from rural sections of America.

The best answer to the question, "What style of painting is known as American regionalist?" is (D), "Art from rural sections of America." Therefore, the correct answer is (D).

Now listen to another sample question.

**(narrator)** *What is the name of Wood's most successful painting?*

**In your test book, you will read:**

- (A) "American Regionalist."
- (B) "The Family Farm in Iowa."
- (C) "American Gothic."
- (D) "A Serious Couple."

The best answer to the question, "What is the name of Wood's most successful painting?" is (C), "American Gothic." Therefore, the correct answer is (C).

Remember, you are **not** allowed to take notes or write on your test book.

- |  |  |
|--|--|
| <p>39. (A) To protect its members.<br/>(B) To save the natural environment.<br/>(C) To honor the memory of John Muir.<br/>(D) To improve San Francisco's natural beauty.</p> | <p>(D) Students attending a university dedication ceremony.</p>  |
| <p>40. (A) For less than a year.<br/>(B) Only for a decade.<br/>(C) For more than a century.<br/>(D) For at least two centuries.</p>   | <p>44. (A) Membership on an athletic team.<br/>(B) Enrollment in an exercise class.<br/>(C) A valid student identification card.<br/>(D) Permission from a faculty member.</p> |
| <p>41. (A) San Francisco.<br/>(B) All fifty states.<br/>(C) The Sierra Nevadas.<br/>(D) The eastern United States.</p>   | <p>45. (A) To the tennis courts.<br/>(B) To the arena.<br/>(C) To the gymnasium.<br/>(D) To the Athletic Department office.</p>  |
| <p>42. (A) All over the world.<br/>(B) In the entire United States.<br/>(C) Only in California.<br/>(D) Only in the Sierra Nevadas.</p>                                      | <p>46. (A) Go to the Art Center.<br/>(B) Sign up for sports classes.<br/>(C) Visit the exercises room.<br/>(D) Watch a football game.</p>                                      |
| <p>43. (A) Students signing up for athletic teams.<br/>(B) Students going on a tour of a university campus.<br/>(C) Students playing various sports.</p>                     | <p>47. (A) Science.<br/>(B) Art.<br/>(C) Literature.<br/>(D) Music.</p>  |
|  | <p>48. (A) They are completely different.</p>  |



- (B) They are somewhat similar but have an essential difference.  
(C) They are exactly the same in all respects.  
(D) They are unrelated.
49. (A) Objective.  
(B) Idealistic.
- (C) Philosophical.  
(D) Environmental.
50. (A) Heredity.  
(B) Environment.  
(C) Idealism.  
(D) Natural laws.

**This is the end of Section 1.  
Stop working on Section 1.**

**Turn off the recording.**



# LISTENING COMPREHENSION PRE-TEST 2

## SECTION 1

### LISTENING COMPREHENSION

**Time-approximately 35 minutes**

**(including the reading of the directions for each part)**

In this section, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section, with special directions for each part. Answer all the questions on the basis of what is **stated** or **implied** by the speakers you hear. Do **not** take notes or write in your test book at any time. Do **not** turn the pages until you are told to do so.

### Part A

**Directions:** In part A you will hear short conversations between two speakers. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

#### Listen to an example

**On the recording, you hear:**

- (man)** *That exam was just awful.*  
**(woman)** *Oh, it could have been worse.*  
**(narrator)** *What does the woman mean?*

- In your test book, you read:**
- (E) The exam was really awful.
  - (F) It was the worst exam she had ever seen.
  - (G) It couldn't have been more difficult.
  - (H) It wasn't that hard.

You learn from the conversation that the man thought the exam was very difficult and that the woman disagreed with the man. The best answer to the question, "What does the woman mean?" is (D), "it wasn't that hard". Therefore, the correct choice is (D).

1. (A) He'll correct the exam this afternoon.  
 (B) The exam will be at noon.  
 (C) He will collect the exams at 12:00.  
 (D) The test will be graded by noon.
2. (A) Martha applied for a visa last month.  
 (B) Martha's visa will last for only a month.  
 (C) Martha arrived last month without her visa.  
 (D) One month ago Martha got her visa.



3. (A) The professor described what the students should do.  
(B) There was a long line to register for the required class.  
(C) It is a requirement for each professor to teach at least one course.  
(D) The professor required the class to prepare an outline.
4. (A) Chuck had improved.  
(B) This visit was better than the last.  
(C) Chuck looked at him in the hospital.  
(D) Chuck didn't seem to be doing very well.
5. (A) She thinks the tuition should be raised.  
(B) The semester's tuition is quite affordable.  
(C) She doesn't have enough money for her school fees.  
(D) She has more than enough for tuition.
6. (A) He thinks he got a good grade.  
(B) The history grades were all C or above.  
(C) No one got history grades.  
(D) There were no high scores.
7. (A) The parking lots were full before 10:00.  
(B) It was impossible to start class by 10:00.  
(C) He parked the car before class at 10:00.  
(D) The possibility of finding a place to park increased.
8. (A) She's found a new ring.  
(B) She needs to help him find something.  
(C) She's shopping for a carpet.  
(D) She's thankful she has a rag.
9. (A) In a department store.  
(B) In a bank.  
(C) In an accounting firm.  
(D) In a checkout line.
10. (A) Jane usually visits San Francisco for her vacations.  
(B) Jane's cousin often visits San Francisco.  
(C) Whenever there's a holiday, Jane's cousin goes to San Francisco.  
(D) Whenever there's a holiday, Jan leaves San Francisco.
11. (A) He'd really like to have something to eat.  
(B) Because he's weak, he can't eat.  
(C) It's been weeks since he's had anything to eat.  
(D) He hasn't felt like eating for weeks.
12. (A) Traffic should not be allowed.  
(B) She thinks that the traffic should stay outside.  
(C) She agrees that the traffic is noisy.  
(D) She'll stay outside with the man.
13. (A) The headings for today's reading assignment.  
(B) The chance to make the headlines.  
(C) Her reading ability.  
(D) The daily newspaper.
14. (A) The bus trip is only five minutes long.  
(B) The man missed the bus by five minutes.  
(C) The man should hurry to catch the bus.  
(D) The bus was five minutes late.



15. (A) It's not possible to pass the class.  
(B) She'll definitely fail.  
(C) It's always possible.  
(D) She shouldn't say something about the class.
16. (A) She gave Tom money to pay the rent.  
(B) She was given money for the rent.  
(C) Tom borrowed money for the rent.  
(D) She had some money to lend.
17. (A) The cake is extremely good.  
(B) He never taste the cake.  
(C) He wished he hadn't tasted the cake.  
(D) The cake has never been very good.
18. (A) At the corner she ran into another car.  
(B) She ran to Carl because she cared.  
(C) She unexpectedly met one of her relatives.  
(D) Carl was running from place to place.
19. (A) She shouldn't leave her purse here.  
(B) She's probably in the apartment.  
(C) Her purse must not be in the apartment.  
(D) She left without taking her purse.
20. (A) The landlord failed to collect rent on the first last month.  
(B) The tenants absolutely must pay rent at the beginning of the month.  
(C) The landlord will not fail to collect your rent on the first of next month.  
(D) It is important to call the landlord about rent on the first of the month.
21. (A) Taking the car out for a test drive.  
(B) Listening to the noises.  
(C) Fixing the car herself.  
(D) Getting the car repaired.
22. (A) Martha's jobs are easy.  
(B) It's easy to hold two jobs.  
(C) It's better for Martha to have two jobs.  
(D) Martha should slow down.
23. (A) The plane took off just after he arrived.  
(B) He arrived just after the plane took off.  
(C) He wasn't in time to catch the plane.  
(D) He arrived too late to catch the plane.
24. (A) He agrees with the woman's suggestion.  
(B) Parking is not free on the weekend.  
(C) It is not necessary for them to park.  
(D) He thinks they don't have to pay.
25. (A) He is eager to leave his job.  
(B) He is unhappy at the thought of retiring.  
(C) He couldn't be unhappier about retiring.  
(D) He is retiring too soon.
26. (A) He got the car he really wanted.  
(B) He didn't get a new car.  
(C) The car that he got was not his first choice.  
(D) He didn't really want a new car.



27. (A) Mr. Drew pointedly asked the president about the committee.  
 (B) The president pointed to Mr. Drew's head.  
 (C) Mr. Drew became head of the new commission.  
 (D) Mr. Drew was committed to the president's appointments.
28. (A) She felt inferior.  
 (B) She wasn't furious.  
 (C) She felt there should have been more fairness.  
 (D) She was extremely angry.
29. (A) The man would do the dishes.  
 (B) The plates did not need to be washed.  
 (C) The man would not be ready to go.  
 (D) The dishes would not be done.
30. (A) He knew that grapes were cheaper than cherries.  
 (B) He didn't know that grapes were cheaper than cherries.  
 (C) He bought grapes because they were cheaper than cherries.  
 (D) He didn't buy either grapes or cherries because of the price.

### Part B

**Directions:** In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are **not** allowed to take notes or write in your test book.

31. (A) Attend the football game alone.  
 (B) Go to a sporting event.  
 (C) Eat in the cafeteria and study.  
 (D) See a play.
32. (A) It's the final game of the season.  
 (B) It's better than the drama department's play.  
 (C) It's a very important game.  
 (D) It's close to the cafeteria.
33. (A) A play.  
 (B) A game.  
 (C) A study group meeting.  
 (D) Dinner in the cafeteria.
34. (A) Saturday night.  
 (B) After dinner in the cafeteria.  
 (C) Sunday afternoon.  
 (D) Maybe next weekend.
35. (A) Trash orbiting Earth.  
 (B) A trip by an astronaut to the Moon.  
 (C) The overabundance of garbage on Earth.  
 (D) Becoming space scientists.
36. (A) From a lecture.  
 (B) In a magazine article.  
 (C) In a book.



- (D) On a television program.
37. (A) 17,000 pounds.  
(B) 3,000 tons.  
(C) 3,000 pounds.  
(D) 300 tons.
38. (A) She will be able to travel in space.  
(B) The problem will take care of itself.  
(C) Scientists will find solutions to the problem.  
(D) The junk will fall to Earth.

### Part C

**Directions:** In this part of the test, you will hear several talks. After each talk, you will hear some questions. The talks and questions will not be repeated.

After you hear a question, you will read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

#### Here is an example

**On the recording, you will hear:**

**(narrator)** *Listen to instructor talk to his class about painting.*

**(man)** *Artist Grant Wood was a guiding force in the school of painting known as American regionalist, a style reflecting the distinctive characteristics of art from rural areas of the United States. Wood began drawing animals on the family farm at the age of three, and when he was thirty-eight one of his paintings received a remarkable amount of public notice and acclaim. This painting, called "American Gothic," is a starkly simple depiction of a serious couple staring directly out at the viewer.*

Now listen to a sample question.

**(narrator)** *What style of painting is known as American regionalist?*

- In your test book, you will read:**
- (A) Art from America's inner cities.  
(B) Art from the central region of the United States.  
(C) Art from various urban areas in the United States.  
(D) Art from rural sections of America.

The best answer to the question, "What style of painting is known as American regionalist?" is (D), "Art from rural sections of America." Therefore, the correct answer is (D).

Now listen to another sample question.

**(narrator)** *What is the name of Wood's most successful painting?*





**In your test book, you will read:**

- (A) "American Regionalist."
- (B) "The Family Farm in Iowa."
- (C) "American Gothic."
- (D) "A Serious Couple."

The best answer to the question, "What is the name of Wood's most successful painting?" is (C), "American Gothic." Therefore, the correct answer is (C).

Remember, you are **not** allowed to take notes or write on your test book.

39. (A) On the first day of class.  
(B) In the middle of the semester.  
(C) At the end of class.  
(D) In the final week of the semester.
40. (A) later today.  
(B) By Friday of this week.  
(C) In two weeks.  
(D) In three weeks.
41. (A) Journal and magazine articles.  
(B) Books from outside the library.  
(C) Books listed in student journals.  
(D) Both books and journals.
42. (A) Two.  
(B) Three.  
(C) Five.  
(D) Seven.
43. (A) In winter.  
(B) In spring.  
(C) In summer.  
(D) In fall.
44. (A) Seasonable, with warm summers and cold winters.  
(B) Fairly constant and moderate.  
(C) Very humid.  
(D) Extremely hot year-round.
45. (A) They come from the Southwest.  
(B) They come most days of the year.  
(C) They are the hardest during the night.  
(D) They increase the humidity.
46. (A) Preparing for a trip.  
(B) Writing a report about the weather.  
(C) Beginning a study of the weather.  
(D) Buying warm clothes for a trip.
47. (A) Modern American Authors.  
(B) United States History.  
(C) American Democracy.  
(D) Nineteenth-Century American Literature.
48. (A) The death of Abraham Lincoln.  
(B) The beauty of American democracy.  
(C) The raising of plants.  
(D) The maturity of poetry.
49. (A) It's a poem about the author.  
(B) It's a poem about Abraham Lincoln.  
(C) It's a collection of twelve poems that remained unchanged.  
(D) It's a volume of poetry that grew with its author.
50. (A) "Leaves of Grass".



(B) "Song of Myself".  
(C) "When Lilacs Last in the  
Dooryard Bloomed".

(D) "American Democracy".

**This is the end of Section 1.  
Stop working on Section 1.**

**Turn off the recording.**



# LISTENING COMPREHENSION POST-TEST 1

## SECTION 1

### LISTENING COMPREHENSION

**Time-approximately 35 minutes**

**(including the reading of the directions for each part)**

In this section, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section, with special directions for each part. Answer all the questions on the basis of what is **stated** or **implied** by the speakers you hear. Do **not** take notes or write in your test book at any time. Do **not** turn the pages until you are told to do so.

### Part A

**Directions:** In part A you will hear short conversations between two speakers. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

#### Listen to an example

**On the recording, you hear:**

- (man) *That exam was just awful.*  
 (woman) *Oh, it could have been worse.*  
 (narrator) *What does the woman mean?*

- In your test book, you read:**
- (I) The exam was really awful.
  - (J) It was the worst exam she had ever seen.
  - (K) It couldn't have been more difficult.
  - (L) It wasn't that hard.

You learn from the conversation that the man thought the exam was very difficult and that the woman disagreed with the man. The best answer to the question, "What does the woman mean?" is (D), "it wasn't that hard". Therefore, the correct choice is (D).

1. (A) Carla does not live very far away.  
 (B) What Carla said was unjust.  
 (C) He does not fear what anyone says.  
 (D) Carla is fairly rude to others.
2. (A) She thinks it's an improvement.  
 (B) The fir trees in it are better.  
 (C) It resembles the last one.  
 (D) It is the best the an has ever done.
3. (A) He graduated last in his class.



- (B) He is the last person in his family to graduate.  
 (C) He doesn't believe he can improve gradually.  
 (D) He has finally finished his studies.
4. (A) He thought the dress was so chic.  
 (B) He was surprised the dress was not expensive.  
 (C) He would like to know what color dress it was.  
 (D) The dress was not cheap.
5. (A) Leave the car somewhere else.  
 (B) Ignore the parking tickets.  
 (C) Add more money to the meter.  
 (D) Pay the parking attendant.
6. (A) He does not like to hold too many books at one time.  
 (B) There is no bookstore in his neighborhood.  
 (C) It's not possible to obtain the book yet.  
 (D) He needs to talk to someone at the bookstore.
7. (A) It was incomplete.  
 (B) It finished on time.  
 (C) It was about honor.  
 (D) It was too long.
8. (A) She needs to use the man's notes.  
 (B) Yesterday's physics class was quite boring.  
 (C) She took some very good notes in physics class.  
 (D) She would like to lend the man her notes.
9. (A) It's her birthday today.  
 (B) She's looking for a birthday gift.  
 (C) She wants to go shopping with her dad.  
 (D) She wants a new wallet for herself.
10. (A) He took a quick trip.  
 (B) The big boat was towed through the water.  
 (C) There was coal in the water.  
 (D) He didn't go for a swim.
11. (A) She just left her sister's house.  
 (B) Her sister left the sweater behind.  
 (C) She believes her sweater was left at her sister's house.  
 (D) She doesn't know where her sister lives.
12. (A) She doesn't have time to complete additional reports.  
 (B) She cannot finish the reports that she is already working on.  
 (C) She is scared of having responsibility for the reports.  
 (D) It is not time for the accounting reports to be compiled.
13. (A) He's had enough exercise.  
 (B) He's going to give himself a reward for the hard work.  
 (C) He's going to stay on for quite some time.  
 (D) He would like to give the woman an exercise machine as a gift.
14. (A) He cannot see the huge waves.  
 (B) The waves are not coming in.  
 (C) He would like the woman to repeat what she said.  
 (D) He agrees with the woman.
15. (A) The exam was postponed.  
 (B) The man should have studied harder.



- (C) Night is the best time to study for exams.  
(D) She is completely prepared for the exam.
16. (A) Students who want to change schedule should form a line.  
(B) It is only possible to make four changes in the schedule.  
(C) It is necessary to submit the form quickly.  
(D) Problems occur when people don't wait their turn.
17. (A) In a mine.  
(B) In a jewelry store.  
(C) In a clothing store.  
(D) In a bank.
18. (A) A visit to the woman's family.  
(B) The telephone bill.  
(C) The cost of a new telephone.  
(D) How far away the woman's family lives.
19. (A) She hasn't met her new boss yet.  
(B) She has a good opinion of her boss.  
(C) Her boss has asked her about her impressions of the company.  
(D) Her boss has been putting a lot of pressure on her.
20. (A) The recital starts in three hours.  
(B) He intends to recite three different poems.  
(C) He received a citation on the third of the month.  
(D) He thinks the performance begins at three.
21. (A) Choose a new dentist.  
(B) Cure the pain himself.  
(C) Make an appointment with his dentist.  
(D) Ask his dentist about the right way to brush.
22. (A) It is almost five o'clock.  
(B) The man doesn't really need the stamps.  
(C) It is a long way to the post office.  
(D) It would be better to go after five o'clock.
23. (A) The article was placed on reserve.  
(B) The woman must ask the professor for a copy.  
(C) The woman should look through a number of journals in the library.  
(D) He has reservations about the information in the article.
24. (A) He needs to take a nap.  
(B) He hopes the woman will help him to calm down.  
(C) The woman just woke him up.  
(D) He is extremely relaxed.
25. (A) She doesn't think the news report is false.  
(B) She has never before reported on the news.  
(C) She never watches the news on television.  
(D) She shares the man's opinion about the report.
26. (A) Management will offer pay raises on Friday.  
(B) The policy has not yet been decided.  
(C) The manager is full of hot air.  
(D) The plane has not yet landed.
27. (A) He doesn't believe that it is really snowing.  
(B) The snow had been predicted.  
(C) The exact amount of snows is unclear.



- (D) He expected the woman to go out in the snow.
28. (A) She's going to take the rest over again.  
(B) She thinks she did a good job on the exam.  
(C) She has not yet taken the literature exam.  
(D) She's unhappy with how she did.
29. (A) The door was unlocked.  
(B) It was better to wait outside.  
(C) He could not open the door.  
(D) He needed to take a walk.
30. (A) He nailed the door shut.  
(B) He is heading home.  
(C) He hit himself in the head.  
(D) He is absolutely correct.

### Part B

**Directions:** In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are **not** allowed to take notes or write in your test book.

31. (A) The haircut is unusually short.  
(B) This is Bob's first haircut.  
(C) Bob doesn't know who gave him the haircut.  
(D) After the haircut, Bob's hair still touches the floor.
32. (A) It is just what he wanted.  
(B) He enjoys having the latest style.  
(C) He dislikes it immensely.  
(D) He thinks it will be cool in the summer.
33. (A) A broken mirror.  
(B) The hairstylist.  
(C) The scissors used to cut his hair.  
(D) Piles of his hair.
34. (A) "You should become a hairstylist."  
(B) "Please put it back on."  
(C) "It'll grow back."  
(D) "It won't grow fast enough."
35. (A) Every evening.  
(B) Every week.  
(C) Every Sunday.  
(D) Every month.
36. (A) That she was eighty-five years old.  
(B) That a storm was coming.  
(C) That she was under a great deal of pressure.  
(D) That she wanted to become a weather forecaster.
37. (A) In her bones.  
(B) In her ears.  
(C) In her legs.  
(D) In her head.
38. (A) Call his great-grandmother less often.  
(B) Watch the weather forecasts with his great-grandmother.  
(C) Help his great-grandmother relieve some of her pressures.



- (D) Believe his great-grandmother's predictions about the weather.

### Part C

**Directions:** In this part of the test, you will hear several talks. After each talk, you will hear some questions. The talks and questions will not be repeated. After you hear a question, you will read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

**Here is an example**

**On the recording, you will hear:**

**(narrator)** *Listen to instructor talk to his class about painting.*

**(man)** *Artist Grant Wood was a guiding force in the school of painting known as American regionalist, a style reflecting the distinctive characteristics of art from rural areas of the United States. Wood began drawing animals on the family farm at the age of three, and when he was thirty-eight one of his paintings received a remarkable amount of public notice and acclaim. This painting, called "American Gothic," is a starkly simple depiction of a serious couple staring directly out at the viewer.*

Now listen to a sample question.

**(narrator)** *What style of painting is known as American regionalist?*

- In your test book, you will read:**
- (A) Art from America's inner cities.
  - (B) Art from the central region of the United States.
  - (C) Art from various urban areas in the United States.
  - (D) Art from rural sections of America.

The best answer to the question, "What style of painting is known as American regionalist?" is (D), "Art from rural sections of America." Therefore, the correct answer is (D).

Now listen to another sample question.

**(narrator)** *What is the name of Wood's most successful painting?*

- In your test book, you will read:**
- (A) "American Regionalist."
  - (B) "The Family Farm in Iowa."
  - (C) "American Gothic."
  - (D) "A Serious Couple."

The best answer to the question, "What is the name of Wood's most successful painting?" is (C), "American Gothic." Therefore, the correct answer is (C).





Remember, you are **not** allowed to take notes or write on your test book.

39. (A) In a car.  
 (B) On a hike.  
 (C) On a tram.  
 (D) In a lecture hall.
40. (A) It means they have big tears.  
 (B) It means they like to swim.  
 (C) It means they look like crocodiles.  
 (D) It means they are pretending to be sad.
41. (A) They are sad.  
 (B) They are warming themselves.  
 (C) They are getting rid of salt.  
 (D) They regret their actions.
42. (A) Taking photographs.  
 (B) Getting closer to the crocodiles.  
 (C) Exploring the water's edge.  
 (D) Getting of the tram.
43. (A) Water sports.  
 (B) Physics.  
 (C) American History.  
 (D) Psychology.
44. (A) To cut.  
 (B) To move fast.  
 (C) To steer a boat.  
 (D) To build a ship.
45. (A) To bring tea from China.
- (B) To transport gold to California.  
 (C) To trade with the British.  
 (D) To sail the American river system.
46. (A) A reading assignment.  
 (B) A quiz on Friday.  
 (C) A research paper for the end of the semester.  
 (D) Some written homework.
47. (A) Writers.  
 (B) Actors.  
 (C) Athletes.  
 (D) Musicians.
48. (A) He or she would see butterflies.  
 (B) He or she would break a leg.  
 (C) He or she would have shaky knees.  
 (D) He or she would stop breathing.
49. (A) By staring at the audience.  
 (B) By breathing shallowly.  
 (C) By thinking about possible negative outcomes.  
 (D) By focusing on what needs to be done.
50. (A) A two o'clock.  
 (B) At four o'clock.  
 (C) At six o'clock.  
 (D) At eight o'clock.

**This is the end of Section 1.  
 Stop working on Section 1.**

**Turn off the recording.**



## LISTENING COMPREHENSION POST-TEST 2

### SECTION 1

#### LISTENING COMPREHENSION

**Time-approximately 35 minutes**

**(including the reading of the directions for each part)**

In this section, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section, with special directions for each part. Answer all the questions on the basis of what is **stated** or **implied** by the speakers you hear. Do **not** take notes or write in your test book at any time. Do **not** turn the pages until you are told to do so.

### Part A

**Directions:** In part A you will hear short conversations between two speakers. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

#### Listen to an example

**On the recording, you hear:**

- (man) *That exam was just awful.*  
 (woman) *Oh, it could have been worse.*  
 (narrator) *What does the woman mean?*

- In your test book, you read:**
- (A) The exam was really awful.
  - (B) It was the worst exam she had ever seen.
  - (C) It couldn't have been more difficult.
  - (D) It wasn't that hard.

You learn from the conversation that the man thought the exam was very difficult and that the woman disagreed with the man. The best answer to the question, "What does the woman mean?" is (D), "it wasn't that hard". Therefore, the correct choice is (D).

- |  |  |
|--|--|
| <p>1. (A) They were in the regular room.<br/>         (B) The key was misplaced.<br/>         (C) He's taking a different class.<br/>         (D) He has the key to the classroom.</p> | <p>(B) She never lent the book to Jim.<br/>         (C) Jim wants to borrow the book.<br/>         (D) Jim has the book.</p> |
| <p>2. (A) She will lend it to the man.</p>   | <p>3. (A) Paying bills.<br/>         (B) Talking to the landlord.</p>  |



- (C) Turning the light off.  
(D) Looking for an apartment.
4. (A) She has no time to go to class.  
(B) They are already late for class.  
(C) It's too early to go to class.  
(D) She has to be on time for class.
5. (A) He is resuming his duties one more time.  
(B) He is assuming the class is difficult.  
(C) The class is terrible all the time.  
(D) The class takes a lot of time.
6. (A) She needs a new coat.  
(B) She likes the paint in the dorm rooms.  
(C) She has the same opinion as the man.  
(D) She left her coat in the dorm room.
7. (A) He needs to complete the math assignment first.  
(B) He'll be ready in a couple of hours.  
(C) He is going to history class now.  
(D) He was ready a few minutes ago.
8. (A) She's sorry she moved them.  
(B) She really knows where they are.  
(C) They haven't been moved.  
(D) Someone else moved them.
9. (A) A solution is not apparent.  
(B) The problem can be fixed.  
(C) There is really a pair of problems.  
(D) The problem is difficult to solve.
10. (A) The professor gives quizzes regularly.  
(B) The woman is really quite prepared.  
(C) It is unusual for this professor to give quizzes.  
(D) He doesn't think there's a class today.
11. (A) She could not comprehend the chemistry lecture.  
(B) She has not had time to look at the assignment.  
(C) It was possible for her to complete the problem.  
(D) She could not understand the problem.
12. (A) He doesn't know how far away the exhibit is.  
(B) He's uncertain about the fee.  
(C) The exhibit is not very far away.  
(D) He's sure the exhibit isn't free.
13. (A) Not taking it at all.  
(B) Taking it along with chemistry.  
(C) Taking it later.  
(D) Taking it instead of chemistry.
14. (A) An astronomer.  
(B) A physician.  
(C) A philosopher.  
(D) An engineer.
15. (A) Nothing could surprise her.  
(B) The gift really astonished her.  
(C) She couldn't have gotten more gifts.  
(D) She was expecting the gift.
16. (A) She's wearing a new dress.  
(B) She's ready to study for hours.  
(C) She's exhausted.



- (D) She has studied about the war for hours.
17. (A) He's really tall.  
(B) He's the best.  
(C) He's got a good head on his shoulders.  
(D) He always uses his head.
18. (A) He's already talked to the professor about the assignment.  
(B) There is no assignment for tomorrow.  
(C) He's not sure what the professor will talk about.  
(D) The professor discussed the assignment only briefly.
19. (A) He went to it.  
(B) He knew about it.  
(C) He didn't know about it.  
(D) He gave it.
20. (A) It's hard to lock the room.  
(B) The cloak was delivered on time.  
(C) Someone struck the crockery and broke it.  
(D) It is now midday.
21. (A) That she wouldn't take the trip.  
(B) That she would go to the beach.  
(C) That she really liked the beach.  
(D) That she would take a break from her studies.
22. (A) They were disappointed.  
(B) They didn't get any gifts.  
(C) They were unexcited.  
(D) They were really pleased.
23. (A) She believes she can succeed.  
(B) She's decided to pull out of it.  
(C) She wants to put off the speech for a while.  
(D) She thinks the speech is too long.
24. (A) She'd like to offer the man a scholarship.  
(B) The documents were returned to her with a signature.  
(C) She needs to sign the documents.  
(D) She works in the scholarship office.
25. (A) He doesn't have time to pay the bills.  
(B) The bills weren't paid on time.  
(C) Of course, he paid the bills on time.  
(D) He will pay the bills for the last time.
26. (A) He thinks the lecture was really interesting.  
(B) He's not sure if the ideas are workable.  
(C) He understood nothing about the lecture.  
(D) He's not sure what the woman would like to know.
27. (A) He missed an opportunity.  
(B) He was late for his trip.  
(C) He should take the next boat.  
(D) He should send in his application.
28. (A) He agrees with what she said.  
(B) He thinks she didn't say anything.  
(C) He couldn't hear what she said.  
(D) He did hear what she said.
29. (A) That John would pick them up for the concert.  
(B) That the concert would start earlier.



- (C) That John would not be going to the concert.  
 (D) That they would be late to the concert.
30. (A) He enjoyed the trip immensely.  
 (B) The boat trip was really rough.  
 (C) He couldn't have enjoyed the trip more.  
 (D) The water was not very rough.

### Part B

**Directions:** In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are **not** allowed to take notes or write in your test book.

31. (A) Two students.  
 (B) Two professors.  
 (C) Two sociologists.  
 (D) Two lecturers.
32. (A) She wants his opinion of sociologists.  
 (B) She wants to hear him lecture.  
 (C) She wants to know about a course he took.  
 (D) She wants to meet Professor Patterson.
33. (A) A course where the professor lectures.  
 (B) A course where the students just listen and take notes.  
 (C) A course with Professor Patterson.  
 (D) A course where the students take part in discussion.
34. (A) She thinks it'll be boring.  
 (B) She doesn't want to take it.  
 (C) It sounds good to her.  
 (D) She'd prefer a course with more student participation.
35. (A) From a friend.  
 (B) From the newspaper.  
 (C) From a discussion.  
 (D) From the utility company.
36. (A) In a far desert.  
 (B) Close by.  
 (C) At the utility company's headquarters.  
 (D) The man has no idea.
37. (A) It's cheaper in the short run.  
 (B) The utility company won't need any extra money.  
 (C) The plant's far away.  
 (D) It exists in large quantities.
38. (A) She's concerned it'll be too costly.  
 (B) She thinks the price is too low.  
 (C) She thinks the plant is totally unnecessary.  
 (D) She thinks the utility company has a good idea.



## Part C

**Directions:** In this part of the test, you will hear several talks. After each talk, you will hear some questions. The talks and questions will not be repeated.

After you hear a question, you will read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

### Here is an example

**On the recording, you will hear:**

**(narrator)** *Listen to instructor talk to his class about painting.*

**(man)** *Artist Grant Wood was a guiding force in the school of painting known as American regionalist, a style reflecting the distinctive characteristics of art from rural areas of the United States. Wood began drawing animals on the family farm at the age of three, and when he was thirty-eight one of his paintings received a remarkable amount of public notice and acclaim. This painting, called "American Gothic," is a starkly simple depiction of a serious couple staring directly out at the viewer.*

Now listen to a sample question.

**(narrator)** *What style of painting is known as American regionalist?*

**In your test book, you will read:**

- (A) Art from America's inner cities.
- (B) Art from the central region of the United States.
- (C) Art from various urban areas in the United States.
- (D) Art from rural sections of America.

The best answer to the question, "What style of painting is known as American regionalist?" is (D), "Art from rural sections of America." Therefore, the correct answer is (D).

Now listen to another sample question.

**(narrator)** *What is the name of Wood's most successful painting?*

**In your test book, you will read:**

- (A) "American Regionalist."
- (B) "The Family Farm in Iowa."
- (C) "American Gothic."
- (D) "A Serious Couple."

The best answer to the question, "What is the name of Wood's most successful painting?" is (C), "American Gothic." Therefore, the correct answer is (C).

Remember, you are **not** allowed to take notes or write on your test book.

- |  |   |
|--|---|
| <p>39. (A) The Employment Office manager.</p> <p>(B) The university registrar.</p> <p>(C) The bookstore manager.</p> | <p>(D) A student working in the bookstore.</p> <p>40. (A) Prepare a schedule.</p> |
|--|---|



- (B) Decide which workers to hire.  
 (C) Plan student course schedules.  
 (D) Train office workers.
41. (A) What the students' majors are.  
 (B) When the students are able to work.  
 (C) Why the students want to work.  
 (D) In which jobs the students have experience.
42. (A) Cashier.  
 (B) Shelf stocker.  
 (C) Business office worker.  
 (D) Phone operator.
43. (A) Soft, warm clothing.  
 (B) Problems in landfills.  
 (C) How fleece is obtained.  
 (D) Recycling soda bottle.
44. (A) They were left in landfill areas.  
 (B) They were reused.  
 (C) They were recycled.  
 (D) They were refilled.
45. (A) Dye.  
 (B) Warm, soft clothing.  
 (C) Computer chips.  
 (D) Glass bottles.
46. (A) Buying plastic bottles.  
 (B) Solving the problems in landfills.  
 (C) Buying these recycled products.  
 (D) Becoming aware of the environment.
47. (A) The Central Pacific Group.  
 (B) The Transcontinental Railroad Company.  
 (C) A group from Ogden, Utah.  
 (D) Two separate railroad companies.
48. (A) They had to lay tracks across a mountain range.  
 (B) They had to cross all of Nebraska.  
 (C) They had to work for another railroad company.  
 (D) They had to move westward to Sacramento, California.
49. (A) Several days.  
 (B) Several weeks.  
 (C) Several months.  
 (D) Several years.
50. (A) Dynamite was used to blast out access.  
 (B) A golden spike was hammered into the last track.  
 (C) The workers labored dangerously and exhaustingly.  
 (D) The workers traversed the Sierra Nevadas.

**This is the end of Section 1.  
 Stop working on Section 1.**

**Turn off the recording.**





# RECORDING SCRIPT

## LISTENING DIAGNOSTIC PRE-TEST (Paper)

### Part A, page 3

1. (woman) Are you enjoying your coffee?  
(man) It tastes extremely bitter this morning!  
(narrator) **WHAT DOES THE MAN MEAN?**
2. (woman) Can you tell me how often the philosophy class meets?  
(man) It meets twice a week, for an hour and a half each time.  
(narrator) **WHAT DOES THE MAN MEAN?**
3. (man) I'm tired of just sitting here!  
(woman) Relax. I'm sure that the flight will depart within a few minutes.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
4. (woman) The science project is due next week.  
(man) I suppose I'll have to start working on it now.  
(narrator) **WHAT DOES THE MAN MEAN?**
5. (man) I'd like to order a dozen roses. Do you deliver?  
(woman) Yes. We can deliver anywhere in the city by this afternoon.  
(narrator) **WHERE DOES THIS CONVERSATION PROBABLY TAKE PLACE?**
6. (woman) Did you enjoy the biology lecture?  
(man) The professor droned on and on about cell division.  
(narrator) **WHAT DOES THE MAN MEAN?**
7. (man) What do I need to cash a check?  
(woman) I have to see a driver's license and a credit card.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
8. (woman) Have you been able to find an apartment yet?  
(man) It's difficult to find affordable housing in New York.  
(narrator) **WHAT DOES THE MAN MEAN?**
9. (woman) Why were you so late in getting home from work?  
(man) My boss had me finish all the month-end reports.  
(narrator) **WHAT DOES THE MAN MEAN?**
10. (man) Ms. Jones did not look too happy as she left her classroom.  
(woman) She was angered by her rowdy students.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
11. (woman) The prices at this store are really outrageous!  
(man) You can say that again!  
(narrator) **WHAT DOES THE MAN MEAN?**
12. (woman) I don't like this weather very much.  
(man) We haven't see rain like this for many years!  
(narrator) **WHAT DOES THE MAN MEAN?**
13. (man) Professor Martin, what do you think of the composition that I turned in last week?  
(woman) Without question, you need to improve the quality of your writing.  
(narrator) **WHAT DOES PROFESSOR MARTIN SAY ABOUT THE STUDENT?**
14. (woman) Where should I go next?  
(man) You must stand in this line so that the agent can check your passport.  
(narrator) **WHAT DOES THE MAN MEAN?**
15. (man) Did Paul get his work done?  
(woman) He couldn't finish the assignment because the library was closed.  
(narrator) **WHAT DOES THE WOMAN SAY ABOUT PAUL?**
16. (woman) The lawyer spent hours and hours working on that case.  
(man) It's true that he prepared hard for the case, but his work was for nothing.  
(narrator) **WHAT DOES THE MAN MEAN?**
17. (woman) Do you know when the papers for Professor Jenkins' history class are due?  
(man) They're due next week, aren't they?  
(narrator) **WHAT DOES THE MAN MEAN?**
18. (woman) Are you happy with the work that the contractor did on your house?  
(man) I'm rather dissatisfied with it.  
(narrator) **WHAT DOES THE MAN MEAN?**
19. (man) I can't find a typist to finish my term paper by tomorrow morning.  
(woman) Why not do it yourself?  
(narrator) **WHAT DOES THE WOMAN SUGGEST?**
20. (man) I can't get this television set connected to the cable.  
(woman) Oh, it's as easy as pie.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
21. (man) Is Bob doing a good job in the office?  
(woman) He never manages to turn in his budget reports on time.  
(narrator) **WHAT DOES THE WOMAN SAY ABOUT BOB?**
22. (man) Has the auto mechanic told you how much work the car needs?  
(woman) He indicated that the repairs would be quite extensive.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
23. (woman) Did Betty listen to what her boss said?  
(man) She followed the directions to the letter.  
(narrator) **WHAT DOES THE MAN MEAN?**



24. (woman) How's Walter doing in his new business?  
(man) Well, he hasn't exactly been successful.  
(narrator) WHAT DOES THE MAN MEAN?
25. (woman) Are you going to organize that clothes this morning?  
(man) I wish I didn't have to.  
(narrator) WHAT DOES THE MAN MEAN?
26. (man) Did Sally finish that difficult assignment?  
(woman) She gave up before she really got started.  
(narrator) WHAT DOES THE WOMAN SAY ABOUT SALLY?
27. (woman) What did Peggy say about the job I did?  
(man) She couldn't have said nicer things.  
(narrator) WHAT DOES THE MAN SAY ABOUT PEGGY?
28. (man) Your new secretary seems to be doing a great job.  
(woman) Rarely do new employees take such initiative.  
(narrator) WHAT DOES THE WOMAN MEAN?
29. (woman) Did you enjoy taking care of the children all afternoon?  
(man) If you had gotten here any later, I'd have been a wreck.  
(narrator) WHAT DOES THE MAN MEAN?
30. (man) I just got back from the market.  
(woman) So you did do the shopping?  
(narrator) WHAT HAD THE WOMAN ASSUMED ABOUT THE MAN?

### Part II, page 7

#### Questions 31–34

- (narrator) Listen to a conversation on a university campus.
- (man) You seem to know your way around campus. Have you been here long?  
(woman) I'm a senior literature major. I'll be graduating next June.  
(man) Your major is literature? Mine is, too. But I'm just beginning my work in my major. I just transferred to this university from a junior college. Perhaps you could tell me about the courses you've got to take for a literature major.  
(woman) Well, for a literature major you need to take eight courses, three required courses and five electives. First, you have to take "Survey of World Literature, Parts One and Two." This is really two courses, and it'll take two semesters, and it's required for all literature majors. The other course required for all literature majors is "Introduction to Literary Analysis."

- (man) You mean, if I want to specialize in American literature, I still must take two semesters of World literature?  
(woman) Yes, because the two semesters are required for all literature majors.  
(man) But I only want to study American literature!  
(woman) At least you can take all of your five elective courses in the area that you want.  
(man) That's what I'll do, then.
31. WHAT IS THE WOMAN'S STATUS AT THE UNIVERSITY?  
32. WHAT DOES THE MAN WANT TO LEARN FROM THE WOMAN?  
33. HOW MANY TOTAL COURSES MUST A STUDENT TAKE FOR A LITERATURE MAJOR?  
34. THE MAN WILL PROBABLY TAKE HIS ELECTIVE COURSES IN WHICH AREA?

#### Questions 35–38

- (narrator) Listen to a conversation between two friends.
- (woman) Wasn't that a fascinating lecture on dolphins? I didn't know that dolphins traveled in such large groups, or were able to communicate with other members of their group with those whistle-like sounds.  
(man) And they also use clicks as a sort of sonar.  
(woman) I really couldn't understand that part of the lecture. You could?  
(man) Yes, the dolphins use clicks to identify objects in the water; they can even identify tiny objects more than 100 meters away using these clicks. Scientists believe that a dolphin may even have a sonar-like image in its brain of a distant object so that it can identify the object long before the dolphin can actually see the object.  
(woman) So the dolphins use these clicks mostly to identify objects in the water?  
(man) I think so, and they have considerably more ability to do this than humans do.  
(woman) It is hard to believe that, in addition to these sonar clicks, dolphins are actually learning some human language.  
(man) Yes, I believe that the lecturer said that some dolphins had already learned around fifty human commands, and that those dolphins were able to understand not only individual words but words clustered together in sentences!  
(woman) Dolphins must certainly be amazing animals to do all of that.  
(man) I'm sure they are, and we're only just beginning to find out how intelligent they are.



35. WHERE DID THE WOMAN LEARN ABOUT DOLPHINS?
36. WHY DO DOLPHINS USE CLICES?
37. APPROXIMATELY HOW MANY HUMAN COMMANDS HAVE SOME DOLPHINS LEARNED?
38. WHAT DOES THE MAN SAY ABOUT DOLPHIN INTELLIGENCE?

### Part C, page 8

#### Questions 39–42

- (narrator) Listen to a welcome address by a member of a club.
- (woman) Welcome to this introductory meeting for new members of the Sierra Club. The Sierra Club is an organization whose goals are centered on the protection of the environment. It was founded in 1892 in San Francisco by naturalist John Muir, who was intent on preserving the natural beauty and harmony of the Sierra Nevada in eastern California.
- Today the Sierra Club boasts almost 200,000 members in all fifty states of the United States. Through activities such as conferences, lectures, exhibits, and films, the organization works to continue the effort begun by John Muir. The Sierra Club also publishes a weekly newsletter, a bimonthly magazine, and various books.

39. WHAT IS THE MAIN OBJECTIVE OF THE SIERRA CLUB?
40. APPROXIMATELY HOW LONG HAS THE SIERRA CLUB BEEN IN EXISTENCE?
41. WHAT AREA WAS JOHN MUIR ESPECIALLY INTERESTED IN SAYING?
42. WHERE DOES THE SIERRA CLUB HAVE MEMBERS?

#### Questions 43–46

- (narrator) Listen to a talk by a university employee.
- (man) The next stop on our campus tour for new freshmen is the university sports complex. This university has extensive sports facilities and is dedicated to providing maximum student access to these facilities.
- On the right you can see the university stadium, which is used for football and soccer as well as track and field. The gymnasium straight ahead contains the arena that is used for basketball and gymnastics. The gymnasium also includes an up-to-date exercise room with a large variety of the latest equipment; the exercise room is open to any student with valid student I.D., not just members of athletic teams. The pool complex is behind the gymnasium, and that is also open for gen-

eral student use, except when the swim team, the diving team, or the water polo team is practicing.

To the left, you can see the tennis courts and outdoor volleyball courts. It is possible to take instruction classes in these sports, or you are welcome to sign up for court time at the Athletic Department office if you just want to play with some of your friends.

These are just some of the sports facilities that are available to you here, but I think you can see that this university makes an effort to provide the best opportunity for its students to take part in sports. Now, let's continue on to the Art Center.

43. WHO IS PROBABLY LISTENING TO THIS TALK?
44. WHAT IS NEEDED TO GET INTO THE EXERCISE ROOM?
45. WHERE SHOULD A STUDENT GO TO RESERVE A TENNIS COURT?
46. WHAT WILL THE STUDENTS PROBABLY DO NEXT?

#### Questions 47–50

- (narrator) Listen to a talk given by a professor.
- (woman) Today's lecture is on the difference between the two literary styles of realism and naturalism. These two styles have in common a faithfulness to actual experience and a mistrust of idealism.
- Although they do have several similarities, realism and naturalism should be clearly differentiated. The realist objectively reports on events, with the accuracy of the description as the prime motive. The naturalist, on the other hand, has more of a philosophic bent; naturalist writings express the writer's philosophy that human actions are determined by natural laws such as heredity and environment.

47. THIS TALK WOULD PROBABLY BE GIVEN IN WHICH OF THE FOLLOWING COURSES?
48. WHAT POINT IS THE SPEAKER TRYING TO MAKE ABOUT REALISM AND NATURALISM?
49. WHICH OF THE FOLLOWING BEST DESCRIBES REALISM?
50. WHICH OF THE FOLLOWING DOES NOT INFLUENCE HUMAN ACTIONS, ACCORDING TO NATURALIST IDEAS?



26. WHAT DO THE INITIALS PWR STAND FOR?
27. HOW MANY PWRs ARE THERE ON THREE-MILE ISLAND?
28. WHAT DOES THE LECTURER SAY ABOUT THE PWRs DURING THE ACCIDENT?
29. WHAT ERRORS DID THE OPERATORS MAKE?
30. THE PROFESSOR EXPLAINS A SERIES OF EVENTS. PUT THE EVENTS IN THE ORDER IN WHICH THEY OCCURRED.

## SHORT DIALOGUES (Paper and Computer)

### TOEFL EXERCISE 1, page 30

1. (woman) How soon will you be leaving?  
(man) I'm on my way now.  
(narrator) WHAT DOES THE MAN MEAN?
2. (man) Was Steve able to get into the house?  
(woman) I left the door unlocked for him.  
(narrator) WHAT DOES THE WOMAN ASSUME STEVE DID?
3. (man) The dinner special is roast turkey with mashed potatoes and gravy, and apple pie for dessert.  
(woman) That doesn't sound good to me.  
(narrator) WHAT DOES THE WOMAN MEAN?
4. (woman) Could you help me with my physics homework tonight? I'm really having trouble with it.  
(man) Sorry, I'm busy tonight.  
(narrator) WHAT DOES THE MAN IMPLY?
5. (man) What did you think of Professor Martin's lecture on the migratory habits of whales?  
(woman) I couldn't keep my eyes open.  
(narrator) WHAT DOES THE WOMAN MEAN?
6. (woman) Have this month's bills been paid, or is that something we need to take care of now?  
(man) I paid the phone and electricity, but not the credit cards.  
(narrator) WHAT DOES THE MAN MEAN?
7. (man) Will you be able to get back from running all your errands by four o'clock?  
(woman) I'll be back as quickly as I can.  
(narrator) WHAT DOES THE WOMAN SAY THAT SHE'LL DO?
8. (man) Have you seen Tim? I really need to talk with him about the phone bill.  
(woman) Well, ... he was here just a minute ago.  
(narrator) WHAT DOES THE WOMAN SAY ABOUT TIM?
9. (man) There's a car parked in my spot even though the sign says that this space is reserved.  
(woman) I guess we'll have to park somewhere else.  
(narrator) WHAT DOES THE WOMAN MEAN?

10. (woman) Do we have enough food for all the guests who are attending the reception this evening?  
(man) The refrigerator's about to burst.  
(narrator) WHAT DOES THE MAN MEAN?

### TOEFL EXERCISE 2, page 32

1. (woman) What did you think of the final exam in algebra?  
(man) It was too easy!  
(narrator) WHAT DOES THE MAN MEAN?
2. (woman) How are you feeling today?  
(man) I'm really feeling rather sick.  
(narrator) HOW IS THE MAN FEELING?
3. (man) Has your family been in business for quite some time?  
(woman) No, the family business was just established last year.  
(narrator) WHAT DOES THE WOMAN SAY ABOUT THE FAMILY BUSINESS?
4. (woman) Did you have to wait at the airport for a long time?  
(man) No, the plane landed right on schedule.  
(narrator) WHAT DOES THE MAN MEAN?
5. (man) Do you want to join me in the pool?  
(woman) Oh, I'll just run and get my suit on.  
(narrator) WHAT DOES THE WOMAN IMPLY?
6. (man) Last night's fire burned the entire hillside.  
(woman) At least the houses were saved.  
(narrator) WHAT DOES THE WOMAN MEAN?
7. (man) Should I add more salt and pepper to the soup?  
(woman) No, I think there's enough.  
(narrator) WHAT DOES THE WOMAN MEAN?
8. (woman) How are you able to pay your college fees?  
(man) I was fortunate to get a scholarship.  
(narrator) WHAT DOES THE MAN MEAN?
9. (man) How successful was the corporation last year?  
(woman) It made quite a big profit.  
(narrator) WHAT DOES THE WOMAN SAY ABOUT THE CORPORATION?
10. (woman) Chuck is on his way to the bank now, isn't he?  
(man) Yes, he is. He thinks his bank account is overdrawn.  
(narrator) WHAT DOES THE MAN MEAN?

### TOEFL EXERCISE 3, page 34

1. (man) How long until you'll be ready to leave?  
(woman) First, I need to water the grass.  
(narrator) WHAT DOES THE WOMAN MEAN?
2. (man) Do you think I should buy this sweater?  
(woman) But it doesn't really seem to fit right.  
(narrator) WHAT DOES THE WOMAN MEAN?
3. (woman) Is Walter's job near here?



- (man) Walter's been commuting to Boston on a regular basis.  
(narrator) **WHAT DOES THE MAN SAY ABOUT WALTER?**
4. (woman) Did Bob memorize every detail in the chapter?  
(man) He wasn't able to master the lesson.  
(narrator) **WHAT DOES THE MAN SAY ABOUT BOB?**
5. (man) It's so sad what happened to the animals.  
(woman) Yes, it is. Whenever there's a forest fire, many animals die.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
6. (woman) Do you want to take a look in this store?  
(man) You bet. The shoes are on sale for twenty dollars a pair!  
(narrator) **WHAT DOES THE MAN MEAN?**
7. (woman) Why didn't Tom come with us this afternoon?  
(man) He was attending a required biology lab.  
(narrator) **WHAT DOES THE MAN MEAN?**
8. (woman) Why are you waiting here by the front door?  
(man) The mail should arrive at noon, and I'm expecting something important.  
(narrator) **WHY IS THE MAN WAITING?**
9. (woman) Do you think it'll rain today?  
(man) I heard on the news that a bad storm is heading in.  
(narrator) **WHAT DOES THE MAN MEAN?**
10. (woman) Is there any way I could help you with dinner?  
(man) Would you mind chopping vegetables for salad?  
(narrator) **WHAT DOES THE MAN ASK THE WOMAN?**

**TOEFL EXERCISE (Skills 1-3), page 25**

1. (woman) Let's stop and get something to drink.  
(man) Some coffee would be nice.  
(narrator) **WHAT DOES THE MAN MEAN?**
2. (man) Let's go for a walk in the park.  
(woman) No, not today. It's too cloudy and cold.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
3. (man) I have trouble sleeping at night.  
(woman) You could try counting sheep.  
(narrator) **WHAT DOES THE WOMAN SUGGEST TO THE MAN?**
4. (woman) Have you heard that the department is changing the graduation requirements for our major?  
(man) Yes, and I just can't believe it!  
(narrator) **WHAT DOES THE MAN MEAN?**
5. (man) I think we're going to be here for a while.  
(woman) But we've been standing in line for almost an hour!  
(narrator) **WHAT DOES THE WOMAN MEAN?**
6. (woman) The conductor is coming down the aisle.  
(man) Yes, he is collecting the train fare from the passengers.  
(narrator) **WHAT IS HAPPENING?**
7. (woman) Have you heard about the new management training program?  
(man) It will start later this week.  
(narrator) **WHAT DOES THE MAN MEAN?**
8. (man) Does anyone know where the fire got started?  
(woman) It must have started in the attic.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
9. (woman) Aren't you going to tell me exactly what happened?  
(man) I assumed that you already knew the truth.  
(narrator) **WHAT DOES THE MAN MEAN?**
10. (man) Have you seen any of the sketches Dave did for his art professor?  
(woman) I've seen some of them, and they were fantastic!  
(narrator) **WHAT DOES THE WOMAN SAY ABOUT DAVE?**

**TOEFL EXERCISE 4, page 28**

1. (woman) I didn't bring my laboratory manual today.  
(man) You can share mine. Today we're conducting the experiment on photosynthesis, and we can work together.  
(narrator) **WHERE DOES THIS CONVERSATION PROBABLY TAKE PLACE?**
2. (man) This is flight 707 requesting permission to land.  
(woman) Flight 707, you are cleared for landing.  
(narrator) **WHO IS THE MAN?**
3. (woman) Do you want to do the dishes now or later?  
(man) I'd rather put them off as long as possible.  
(narrator) **WHAT WILL THE MAN PROBABLY DO?**
4. (man) How much of a tip should I leave?  
(woman) Oh, a dollar's plenty. The service wasn't very good.  
(narrator) **WHERE DOES THIS CONVERSATION PROBABLY TAKE PLACE?**
5. (woman) Can I pick up my shoes on Tuesday? I need them for a party that night.  
(man) They should be fixed by then.  
(narrator) **WHO IS THE MAN?**
6. (woman) Did you get pictures of the lions?  
(man) Yes, and now let's go to the other side of the park. I want to see the exotic birds.



- (narrator) **WHERE DOES THIS CONVERSATION PROBABLY TAKE PLACE?**
7. (man) Could you put the letters in the pending file now?  
(woman) Yes. Then I can answer them tomorrow.  
(narrator) **WHAT WILL THE WOMAN PROBABLY DO TOMORROW?**
8. (man) The lights are flashing, and everyone's going in.  
(woman) We should take our seats now before the second act starts.  
(narrator) **WHERE DOES THIS CONVERSATION PROBABLY TAKE PLACE?**
9. (woman) Have you responded to Bob's dinner invitation yet?  
(man) I'll take care of it right away.  
(narrator) **WHAT WILL THE MAN PROBABLY DO NEXT?**
10. (man) Can you fill this prescription for me? If you leave the prescription, I can have it filled in about ten minutes.  
(narrator) **WHO IS THE WOMAN?**

**TOEFL EXERCISE 5, page 49**

1. (man) Would you like to go to the new restaurant on the corner?  
(woman) Is that the one that serves vegetarian food?  
(narrator) **WHAT DOES THE WOMAN WANT TO KNOW?**
2. (man) Has Harry heard from the law school yet?  
(woman) Yes, he was admitted by the law school for the fall semester.  
(narrator) **WHAT HAPPENED TO HARRY?**
3. (man) Mark said that you were a lot of help.  
(woman) Well, I took care of his plants while he was out of town.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
4. (woman) Do you know what happened during the lightning storm?  
(man) Yes, several trees were destroyed.  
(narrator) **WHAT DOES THE MAN MEAN?**
5. (man) Did you see Sally? Her leg's in a cast.  
(woman) Yes, I know. She told me that she broke her leg skiing in the mountains.  
(narrator) **WHAT HAPPENED TO SALLY?**
6. (woman) The horses are not in very good shape now.  
(man) They were ridden too long and too hard.  
(narrator) **WHAT DOES THE MAN MEAN?**
7. (woman) Why didn't you order coffee?  
(man) I thought it had already been ordered.  
(narrator) **WHAT DOES THE MAN MEAN?**
8. (man) How are your friends going to get home from the airport after their trip?  
(woman) Their car was left in the airport lot.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
9. (man) Has the class chosen a representative?  
(woman) The other students appointed Mac class representative.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
10. (woman) Wasn't the building damaged in the earthquake?  
(man) Yes, it was. And when this happened, the inhabitants were paid by the insurance company.  
(narrator) **WHAT DOES THE MAN MEAN?**

**TOEFL EXERCISE 4, page 42**

1. (man) The passenger arrived in a taxi.  
(woman) Yes, and then she had the taxi driver wait at the corner.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
2. (man) Did you go to the concert last night?  
(woman) Yes, it was great, and I got to hear Jane play the harp.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
3. (woman) Did the children like the new baby-sitter?  
(man) Not really, because she made them go to bed early.  
(narrator) **WHAT DOES THE MAN MEAN?**
4. (man) Why is that man throwing the ball so carefully?  
(woman) He is tossing the ball to his young son.  
(narrator) **WHAT DOES THE WOMAN SAY ABOUT THE FATHER AND SON?**
5. (man) Did the professor tell her students about the lecture this evening?  
(woman) Yes, she directed her students to attend it.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
6. (woman) I cannot find the clerk.  
(man) The floor manager sent him back to the supply room.  
(narrator) **WHAT HAPPENED, ACCORDING TO THE MAN?**
7. (woman) Will the students be able to get hold of the books that they need?  
(man) The librarian had them reserve the books for two days.  
(narrator) **WHAT DOES THE MAN MEAN?**
8. (man) Were elections held last night, as scheduled?  
(woman) Yes, and the board elected Tony chairman for another year.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
9. (woman) At the trial the defendant was found guilty.  
(man) Yes, the judge called the defendant a murderer.  
(narrator) **WHAT DOES THE MAN MEAN?**
10. (woman) Have the names of the new committee members been announced?



- (man) Congratulations! You've been appointed to serve on the committee.  
(narrator) **WHAT DOES THE MAN MEAN?**

**TOEFL EXERCISE (Skills 4-6), page 43**

- (woman) Can I help you?  
(man) I need two stamps and a padded mailing envelope, please.  
(narrator) **WHERE DOES THIS CONVERSATION PROBABLY TAKE PLACE?**
- (man) Why were the students coming to the teacher's office?  
(woman) They had to hand in their papers.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
- (man) Did Mark stop at the service station?  
(woman) Yes, he had the attendant check the oil in his car.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
- (woman) I'd like a burger and fries, please.  
(man) To stay, or to go?  
(narrator) **WHO IS THE MAN?**
- (woman) Maybe we should make some more copies now, just in case.  
(man) Additional copies can be printed as needed.  
(narrator) **WHAT DOES THE MAN MEAN?**
- (man) What did the professor ask the students to do?  
(woman) He required them to buy new books.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
- (woman) Did Jim see a doctor this morning?  
(man) Yes, and the doctor told him to return to the office to see him next week.  
(narrator) **WHAT DOES THE MAN MEAN?**
- (man) Have you sent the tissue samples to the laboratory?  
(woman) Not yet, but I'll get it done in the next half hour.  
(narrator) **WHAT WILL THE WOMAN PROBABLY DO NEXT?**
- (man) Has there been a change in senior class president?  
(woman) Yes, Mary replaced Sue in that position.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
- (man) Did you find that television program interesting?  
(woman) I certainly did. The current political situation was analyzed effectively by the panel.  
(narrator) **WHAT DOES THE WOMAN MEAN?**

**TOEFL REVIEW EXERCISE (Skills 1-6), page 44**

- (man) Why do you think Peter said that?  
(woman) I think he was really angry.  
(narrator) **WHAT DOES THE WOMAN SAY ABOUT PETER?**
- (man) Why is Hannah so happy?  
(woman) Her parents have allowed her to stay up late.

- (narrator) **WHAT DOES THE WOMAN MEAN?**

- (woman) I'd like some unleaded gas, please.  
(man) Would you like me to fill it up?  
(narrator) **WHERE DOES THE MAN PROBABLY WORK?**
- (man) What do you suggest for breakfast?  
(woman) Well, you could have cereal or eggs, or both.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
- (woman) Did Ellen help you a lot with your training?  
(man) She really urged me to do my best.  
(narrator) **WHAT DOES THE MAN MEAN?**
- (man) Did you hear what happened to Rob's car last night?  
(woman) Yeah, I heard that it was stolen.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
- (woman) We need to get some milk for tomorrow morning. What about this carton?  
(man) Maybe we should get the large one instead of the small one.  
(narrator) **WHAT DOES THE MAN SUGGEST?**
- (man) What happened when the business people arrived in the office?  
(woman) Well, first they were greeted by the receptionist.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
- (woman) Did you see that? The police officer was talking to the tourist.  
(man) Yes, and then he made the tourist come to the station.  
(narrator) **WHAT DOES THE MAN MEAN?**
- (woman) Do you want to go up to Carmel for the weekend?  
(man) That seems like a terrific idea to me!  
(narrator) **WHAT DOES THE MAN MEAN?**

**TOEFL EXERCISE 7, page 46**

- (man) Are you going to take out the trash?  
(woman) I have no time to do it.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
- (woman) Are you worried about the interview?  
(man) It's unimportant to me.  
(narrator) **WHAT DOES THE MAN MEAN?**
- (woman) Do you have all the notes for Psychology 101?  
(man) I didn't miss a single lecture.  
(narrator) **WHAT DOES THE MAN MEAN?**
- (woman) Do you know the library's summer hours? I need to go there this evening.  
(man) It's never open past six o'clock in the summer.  
(narrator) **WHAT DOES THE MAN MEAN?**
- (woman) How often should I water the plants while you're gone?  
(man) No more than once a week.  
(narrator) **WHAT SHOULD THE WOMAN DO?**





6. (man) Did you enjoy your meal? That restaurant is very famous.  
(woman) The food was good, but I was dissatisfied with the service.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
7. (woman) Do you think that Bob really wanted me to go home?  
(man) He wasn't kidding when he told you to leave.  
(narrator) **WHAT DOES THE MAN SAY ABOUT BOB?**
8. (woman) Can we finish this project before closing time?  
(man) If we work on nothing else.  
(narrator) **WHAT DOES THE MAN MEAN?**
9. (man) Would you mind staying an hour more?  
(woman) I'd rather not.  
(narrator) **WHAT DOES THE WOMAN SAY ABOUT STAYING?**
10. (woman) Would you recommend the hotel where you stayed in New York?  
(man) The hotel provided service that was unequalled.  
(narrator) **WHAT DOES THE MAN SAY ABOUT THE HOTEL?**

**TOEFL EXERCISE 8, page 48**

1. (man) Do you think Ron Rogers will be elected?  
(woman) Well, it's not completely impossible.  
(narrator) **WHAT DOES THE WOMAN IMPLY ABOUT RON?**
2. (woman) How was your tennis match today?  
(man) I didn't serve well, and I didn't volley well either.  
(narrator) **WHAT DOES THE MAN SAY ABOUT HIS TENNIS GAME?**
3. (man) Was Gary prepared for the debate?  
(woman) It is no surprise that he was unprepared.  
(narrator) **WHAT DOES THE WOMAN SAY ABOUT GARY?**
4. (man) Did you go out dancing with everyone else last night?  
(woman) I was not feeling well, so I didn't go out.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
5. (woman) Do you think Paula understands what she's doing?  
(man) She isn't aware of the trouble she's caused.  
(narrator) **WHAT DOES THE MAN SAY ABOUT PAULA?**
6. (man) Did your friends finish the term paper for history class?  
(woman) Steve wasn't able to finish it, and Paul wasn't either.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
7. (man) Can you believe that George walked out of the restaurant without paying for his share of the meal?  
(woman) It was irresponsible of him not to pay the bill.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
8. (man) What happened when Harry applied to Millhouse University?  
(woman) It was unfortunate that he wasn't admitted to the university.  
(narrator) **WHAT DOES THE WOMAN SAY ABOUT HARRY?**
9. (woman) What did you think of the essay that I wrote?  
(man) The first draft of the essay wasn't well written, and the second wasn't much better.  
(narrator) **WHAT DOES THE MAN MEAN?**
10. (man) Has Roger been disturbed by all of the recent problems?  
(woman) He hasn't been unaffected.  
(narrator) **WHAT DOES THE WOMAN MEAN?**

**TOEFL EXERCISE 9, page 50**

1. (woman) Do you expect a lot of rain this month?  
(man) It hardly ever rains in July.  
(narrator) **WHAT DOES THE MAN MEAN?**
2. (man) Were all three students accepted to the university?  
(woman) Only John was accepted.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
3. (man) Did Mark do well in Professor Franks's class?  
(woman) Mark barely passed the history exam that Professor Franks gave.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
4. (woman) I can't believe how long we've been here.  
(man) Dr. Roberts almost never keeps his patients waiting long.  
(narrator) **WHAT DOES THE MAN MEAN?**
5. (man) I can't believe Betty is not at work this week!  
(woman) Only rarely does Betty take a vacation in winter.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
6. (man) Does Steve study very much?  
(woman) He hardly ever opens a book.  
(narrator) **WHAT DOES THE WOMAN SAY ABOUT STEVE?**
7. (woman) Was the philosophy exam very long?  
(man) I scarcely had time to finish it.  
(narrator) **WHAT DOES THE MAN MEAN?**
8. (man) I was so bored at the staff meeting!  
(woman) Sessions have staff meetings lasted this long.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
9. (woman) Are you enjoying the barbecue?



- (man) Only rarely have I tasted such delicious meat.  
(narrator) WHAT DOES THE MAN MEAN?
10. (woman) Does your broken arm hurt very much?  
(man) Only if I try to move.  
(narrator) WHAT DOES THE MAN MEAN?

**TOEFL EXERCISE 10, page 52**

1. (man) Are you pleased with the exam results?  
(woman) I couldn't be happier.  
(narrator) WHAT DOES THE WOMAN MEAN?
2. (woman) Is Paula busy, as usual, this semester?  
(man) She's never tried harder.  
(narrator) WHAT DOES THE MAN MEAN?
3. (man) Was it a good sale? Did you buy a lot?  
(woman) Prices couldn't have been any lower.  
(narrator) WHAT DOES THE WOMAN SAY ABOUT THE SALE?
4. (woman) What do you think of Betsy?  
(man) I don't know a more intelligent woman.  
(narrator) WHAT DOES THE MAN SAY ABOUT BETSY?
5. (woman) Did the patient really need the surgery?  
(man) It couldn't have been more unnecessary.  
(narrator) WHAT DOES THE MAN MEAN?
6. (man) Did any of you get hurt in the accident?  
(woman) We couldn't have been luckier.  
(narrator) WHAT DOES THE WOMAN IMPLY?
7. (woman) How do you think you did on the final exam in biology?  
(man) Nothing could have been more difficult than that exam!  
(narrator) WHAT DOES THE MAN MEAN?
8. (man) Are you ready to accept the new position?  
(woman) Nobody wants that job more than I do.  
(narrator) WHAT DOES THE WOMAN MEAN?
9. (man) How did you do in the race?  
(woman) Only one person was faster.  
(narrator) WHAT DOES THE WOMAN MEAN?
10. (woman) Do you think that the math project this semester was easy?  
(man) seldom has a math project been more complicated.  
(narrator) WHAT DOES THE MAN MEAN?
- (woman) Not once on this trip has the bus left on time.  
(narrator) WHAT DOES THE WOMAN MEAN?
3. (man) Was there enough soup to go around?  
(woman) There was barely enough soup for everyone at the table.  
(narrator) WHAT DOES THE WOMAN MEAN?
4. (man) Do you really want to move to Florida?  
(woman) I couldn't want anything more!  
(narrator) WHAT DOES THE WOMAN MEAN?
5. (man) Did you turn in your research paper for history class?  
(woman) I couldn't turn it in because it was incomplete.  
(narrator) WHAT DOES THE WOMAN MEAN?
6. (woman) Do you think that your friends enjoyed their trip to the Museum of Modern Art?  
(man) Sylvia doesn't care for modern art, and neither does Tim.  
(narrator) WHAT DOES THE MAN MEAN?
7. (woman) Can your friends go with us this afternoon, or do you think they will be too busy?  
(man) They hardly ever work in the afternoon.  
(narrator) WHAT DOES THE MAN SAY ABOUT HIS FRIENDS?
8. (woman) Do you think we could turn the air-conditioner on? I'm really uncomfortable!  
(man) The air-conditioner never works when it gets warm.  
(narrator) WHAT DOES THE MAN IMPLY?
9. (woman) I heard that your exam results were not too bad.  
(man) Actually, I've never done worse.  
(narrator) WHAT DOES THE MAN MEAN?
10. (man) Did the committee come to a decision about the parking problem?  
(woman) The committee shouldn't have decided the issue when so many members weren't present.  
(narrator) WHAT DOES THE WOMAN MEAN?

**TOEFL REVIEW EXERCISE (Skills 1-10), page 54****TOEFL EXERCISE (Skills 7-10), page 53**

1. (man) Do you think you could try a little harder?  
(woman) It's impossible for me to do more.  
(narrator) WHAT DOES THE WOMAN MEAN?
2. (man) What are you so upset about?  
(woman) What should I do to get over this?  
(narrator) You should drink plenty of fluids, take this medicine once every eight hours, and return here to my office next week.  
(narrator) WHERE DOES THIS CONVERSATION PROBABLY TAKE PLACE?
2. (man) Did you find anything at the store?  
(woman) I just bought a great shirt!  
(narrator) WHAT DOES THE WOMAN MEAN?
3. (man) Did you enjoy the hotel where you stayed in Hawaii?  
(woman) The view of the ocean couldn't have been better.



- (narrator) **WHAT DOES THE WOMAN MEAN?**
4. (woman) You look like you're not feeling too well.  
(man) Actually, I'm just kind of tired. All I need is a bit of rest.  
(narrator) **WHAT WILL THE MAN PROBABLY DO NEXT?**
5. (woman) Do you think that Mary will forgive me for what I did?  
(man) She isn't exactly an unforgiving person.  
(narrator) **WHAT DOES THE MAN SAY ABOUT MARY?**
6. (man) Has Martha already gone on vacation?  
(woman) She can't take her vacation until next week.  
(narrator) **WHAT DOES THE WOMAN SAY ABOUT MARTHA?**
7. (man) I'm looking for some people who just came into the restaurant.  
(woman) The waitress seated them at a table in the back.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
8. (man) Let's go to the market and get some fresh fruit.  
(woman) I was there this morning, and the market scarcely had any.  
(narrator) **WHAT DOES THE WOMAN SAY ABOUT THE MARKET?**
9. (man) I'm thinking about taking a few classes at the local adult school.  
(woman) It's never too late to go back to school.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
10. (man) I don't think I can make it all the way to the top of the mountain.  
(woman) I dare you to try!  
(narrator) **WHAT DOES THE WOMAN MEAN?**

**TOEFL EXERCISE 11, page 54**

1. (man) I'd like to take a trip down the coast this weekend.  
(woman) Me, too.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
2. (woman) I would like to see Matt elected to the town council next month.  
(man) So would I.  
(narrator) **WHAT DOES THE MAN MEAN?**
3. (man) I'm not sure if I should take beginning or intermediate French next semester.  
(woman) Neither am I.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
4. (man) The food in the cafeteria is not exactly the best food I have ever tasted.  
(woman) You can say that again!  
(narrator) **WHAT DOES THE WOMAN MEAN?**
5. (woman) This party certainly has been fun!  
(man) I'll say!

- (narrator) **WHAT DOES THE MAN MEAN?**
6. (man) I'm not about to condone what she did!  
(woman) I'm not either.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
7. (woman) Those people upstairs always have such loud parties.  
(man) Don't they?  
(narrator) **WHAT DOES THE MAN MEAN?**
8. (man) This meal is really delicious!  
(woman) Isn't it?  
(narrator) **WHAT DOES THE WOMAN MEAN?**
9. (man) I can't imagine what he was thinking about when he bought that car.  
(woman) Neither can I!  
(narrator) **WHAT DOES THE WOMAN MEAN?**
10. (woman) This should be a two-semester course. One semester is just not enough time to learn all the material.  
(man) You can say that again!  
(narrator) **WHAT DOES THE MAN MEAN?**

**TOEFL EXERCISE 12, page 59**

1. (woman) Are we supposed to read all ten chapters before the exam?  
(man) As far as I can tell, we are.  
(narrator) **WHAT DOES THE MAN MEAN?**
2. (man) You're out of apple pie!  
(woman) Sorry. Why not try the cherry pie?  
(narrator) **WHAT DOES THE WOMAN SUGGEST?**
3. (woman) Do you know when the movie starts?  
(man) It starts at 8:00, doesn't it?  
(narrator) **WHAT DOES THE MAN MEAN?**
4. (woman) We can't leave now. We have to do the dishes.  
(man) Let's leave the dishes until later.  
(narrator) **WHAT DOES THE MAN SUGGEST?**
5. (man) Do you think Matt has enough talent for the role?  
(woman) As far as I can tell.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
6. (woman) Did you hear that Mary's in the hospital with a broken leg?  
(man) Let's go visit her.  
(narrator) **WHAT DOES THE MAN SUGGEST?**
7. (man) Where are the children?  
(woman) They've gone to the park to play ball, haven't they?  
(narrator) **WHAT DOES THE WOMAN MEAN?**
8. (man) I need some graph paper for my math assignment.  
(woman) I'm all out. Why don't you check with Tom next door?  
(narrator) **WHAT DOES THE WOMAN SUGGEST?**
9. (woman) Is the utilities bill due on the first or the fifteenth?  
(man) On the fifteenth, as far as I know.



- (narrator) **WHAT DOES THE MAN MEAN?**
10. (man) We need to decide whether or not we are going to buy that house.  
(woman) It's such a big decision. Let's sleep on it before we decide.  
(narrator) **WHAT DOES THE WOMAN SUGGEST?**

**TOEFL EXERCISE 12, page 41**

1. (man) Greg should be here any moment.  
(woman) Then, he is coming to the party!  
(narrator) **WHAT HAD THE WOMAN ASSUMED?**
2. (woman) My motorcycle is over there. That's how I get to school today.  
(man) So you can ride a motorcycle.  
(narrator) **WHAT HAD THE MAN ASSUMED?**
3. (man) I'm having a few friends over for dinner tonight. Would you like to come?  
(woman) So you do know how to cook!  
(narrator) **WHAT HAD THE WOMAN ASSUMED?**
4. (woman) I'm so tired from all that exercise.  
(man) Then, you did run three miles this morning.  
(narrator) **WHAT HAD THE MAN ASSUMED?**
5. (man) I just spent five hours working on my research project.  
(woman) Bob, you were in the library.  
(narrator) **WHAT HAD THE WOMAN ASSUMED ABOUT BOB?**
6. (man) I just finished carrying the last piece of furniture.  
(woman) Then, you have moved into a new apartment!  
(narrator) **WHAT HAD THE WOMAN ASSUMED ABOUT THE MAN?**
7. (woman) Would you like to share some of this piece of chocolate cake?  
(man) So you do eat sweets.  
(narrator) **WHAT HAD THE MAN ASSUMED?**
8. (man) I'm studying now for my driver's license test.  
(woman) Then, you will take the test this afternoon.  
(narrator) **WHAT HAD THE WOMAN ASSUMED?**
9. (woman) I'm heading off to physics class now.  
(man) Then you did register for that course!  
(narrator) **WHAT HAD THE MAN ASSUMED ABOUT THE WOMAN?**
10. (woman) The plumber just left.  
(man) Then the pipes have been cleared.  
(narrator) **WHAT HAD THE MAN ASSUMED?**
2. (woman) I saw Bill in calculus class this morning.  
(man) Then he's not sick anymore.  
(narrator) **WHAT HAD THE MAN ASSUMED?**
3. (man) I don't know how I'm going to get this paper done by Monday.  
(woman) Why not stay home tonight instead of going out?  
(narrator) **WHAT DOES THE WOMAN SUGGEST?**
4. (woman) The cafeteria is closed in the mornings.  
(man) So, the cafeteria doesn't serve breakfast!  
(narrator) **WHAT HAD THE MAN ASSUMED?**
5. (woman) Do you think we can park in that lot without getting a ticket?  
(man) As far as I know.  
(narrator) **WHAT DOES THE MAN MEAN?**
6. (woman) I'm so glad to be finished with that class!  
(man) You can say that again!  
(narrator) **WHAT DOES THE MAN MEAN?**
7. (woman) I couldn't finish any of the math problems that Professor Allen assigned for today.  
(man) Neither could I.  
(narrator) **WHAT DOES THE MAN MEAN?**
8. (man) I just got back from the post office.  
(woman) Then, you did remember to mail the package!  
(narrator) **WHAT HAD THE WOMAN ASSUMED?**
9. (woman) I'm afraid there won't be enough space in my car.  
(man) Let's take my car instead, it's bigger than yours.  
(narrator) **WHAT DOES THE MAN SUGGEST?**
10. (woman) These muffins taste really great.  
(man) They were freshly made this morning, weren't they?  
(narrator) **WHAT DOES THE MAN MEAN?**

**TOEFL REVIEW EXERCISE (Skills 1–13), page 43****TOEFL EXERCISE (Skills 11–13), page 42**

1. (man) The phone bill is certainly high this month!  
(woman) I'll say!  
(narrator) **WHAT DOES THE WOMAN MEAN?**

1. (man) Here are all your phone messages.  
(woman) I need to respond to these right away.  
(narrator) **WHAT WILL THE WOMAN PROBABLY DO NEXT?**
2. (man) Can we meet next Tuesday at 3:00?  
(woman) I'll have to check my calendar.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
3. (woman) Did you have enough to pay for the bicycle?  
(man) Only barely.  
(narrator) **WHAT DOES THE MAN MEAN?**
4. (man) Did the television get fixed?  
(woman) I had Bob look at it, and now it works.  
(narrator) **WHAT DOES THE WOMAN MEAN?**



5. (man) Did your new assistant do a good job today?  
(woman) I couldn't say that he was helpful.  
(narrator) **WHAT DOES THE WOMAN SAY ABOUT THE ASSISTANT?**
6. (man) Walk-through registration took me three hours to complete.  
(woman) Why not try registering by mail next semester?  
(narrator) **WHAT DOES THE WOMAN SUGGEST?**
7. (woman) Were you able to get in touch with Paula?  
(man) I wasn't able to give her a call because her number was unlisted.  
(narrator) **WHAT DOES THE MAN MEAN?**
8. (man) Did you have a problem when you arrived at the train station?  
(woman) There was nowhere to store my luggage.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
9. (woman) I just sent in my forms to the psychology department.  
(man) So you are going to major in psychology?  
(narrator) **WHAT HAD THE MAN ASSUMED?**
10. (man) That exam couldn't have been more difficult!  
(woman) I'll say!  
(narrator) **WHAT DOES THE WOMAN MEAN?**

**TOEFL EXERCISE 14, page 65**

1. (man) Do you think we'll be able to get tickets for the concert?  
(woman) I wish there weren't so many people in line in front of us.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
2. (woman) I'm sorry I didn't tell you about the parking ticket.  
(man) I wish you had told me about it.  
(narrator) **WHAT DOES THE MAN MEAN?**
3. (man) Did you see the work schedule for next week?  
(woman) I wish I didn't have to work so many hours then.  
(narrator) **WHAT DOES THE WOMAN IMPLY?**
4. (man) Are you happy with the changes in the requirements for graduation?  
(woman) I wish the department had not made the changes.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
5. (woman) Are you going to the theater with us this weekend?  
(man) I wish I had enough money to go.  
(narrator) **WHAT DOES THE MAN IMPLY?**
6. (woman) Did you hear how Harry did on the astronomy exam?  
(man) I bet he wishes he had studied harder.  
(narrator) **WHAT DOES THE MAN MEAN?**

7. (man) Do you have a good schedule of classes this semester?  
(woman) I wish I didn't need to take this algebra course. I'm not very good at math.  
(narrator) **WHAT DOES THE WOMAN IMPLY?**
8. (woman) Your apartment is in a really great location!  
(man) But I wish I had been able to find something cheaper.  
(narrator) **WHAT DOES THE MAN MEAN?**
9. (woman) Why are you sitting all the way in the back of the auditorium?  
(man) I wish I hadn't arrived so late. Then I could have gotten a better seat.  
(narrator) **WHAT DOES THE MAN IMPLY?**
10. (woman) Are you going to the football game this weekend?  
(man) I wish I could, but I have to work on my sociology paper.  
(narrator) **WHAT DOES THE MAN MEAN?**

**TOEFL EXERCISE 15, page 67**

1. (woman) I'm glad I called and told you about the meeting.  
(man) If you had not called me, I would not have known.  
(narrator) **WHAT DOES THE MAN MEAN?**
2. (man) I always seem to get stopped by the police.  
(woman) If you drove more slowly, the police would not stop you so often.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
3. (man) Do you know that some offices are closed next Friday?  
(woman) Wouldn't it be nice if we didn't have to work on Friday?  
(narrator) **WHAT DOES THE WOMAN MEAN?**
4. (woman) I don't think that the letter that I mailed last week arrived.  
(man) If you had put enough postage on it, the letter would have arrived.  
(narrator) **WHAT DOES THE MAN MEAN?**
5. (woman) Do you have a pet dog?  
(man) I would like to have one, if it didn't require so much attention.  
(narrator) **WHAT DOES THE MAN MEAN?**
6. (man) Did the other students know we were having a psychology exam today?  
(woman) Had they known about the exam, they would've prepared for it.  
(narrator) **WHAT DOES THE WOMAN SAY ABOUT THE OTHER STUDENTS?**
7. (woman) We're all going out to a great restaurant tonight. Do you want to come with us?  
(man) If it didn't cost so much, I would.  
(narrator) **WHAT DOES THE MAN MEAN?**
8. (woman) Do you think Joe saw the car coming around the corner so fast?



- (man) Had he seen the car coming, he would've been able to get out of the way.  
(narrator) **WHAT DOES THE MAN MEAN?**
9. (woman) I really don't want to be here now.  
(man) If you didn't want to be here, then why are you here?  
(narrator) **WHAT DID THE MAN ASSUME?**
10. (man) Kathy couldn't have known that the first prize in the contest was a trip to Hawaii.  
(woman) She would've worked harder on her art project if she had known what first prize was.  
(narrator) **WHAT DOES THE WOMAN MEAN?**

**TOEFL EXERCISE (Skills 14–15), page 48**

1. (man) Did you enjoy the film?  
(woman) I wish it had not been so violent.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
2. (woman) Did you remember to close the window before we left?  
(man) If I had left the window open, the rain would have gotten in.  
(narrator) **WHAT DOES THE MAN MEAN?**
3. (man) Are your parents able to come to the graduation ceremonies?  
(woman) I wish they were able to come.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
4. (woman) Are you going on vacation next week?  
(man) I would miss the conference if I took my vacation next week.  
(narrator) **WHAT DOES THE MAN MEAN?**
5. (woman) You have chemistry lab this afternoon, don't you?  
(man) Yes, and I really wish I didn't have to go there.  
(narrator) **WHAT DOES THE MAN MEAN?**
6. (man) How could they have run out of gas?  
(woman) Had they filled up the tank at the last service station, they wouldn't have run out of gas.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
7. (woman) You have such a heavy schedule this semester.  
(man) I really wish I had not registered for so many courses.  
(narrator) **WHAT DOES THE MAN MEAN?**
8. (man) Do you take the bus to work every day?  
(woman) If I didn't take the bus, I don't know how I would get there.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
9. (man) Do you have any eggs that I could borrow? I need them for a dish I'm preparing.  
(woman) I wish I had bought some when I was at the store.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
10. (woman) How is Teresa feeling?

- (man) If she had taken the medicine that the doctor prescribed, she might be feeling a lot better.  
(narrator) **WHAT DOES THE MAN MEAN?**

**TOEFL REVIEW EXERCISE (Skills 1–15), page 49**

1. (man) This tea is awfully hot.  
(woman) Why not wait a few minutes?  
(narrator) **WHAT DOES THE WOMAN SUGGEST?**
2. (woman) I'd like two tickets to the six o'clock show, please.  
(man) That will be ten dollars.  
(narrator) **WHERE DOES THIS CONVERSATION PROBABLY TAKE PLACE?**
3. (woman) Are you glad that the semester's about over?  
(man) I'm not exactly sad that it's ending.  
(narrator) **WHAT DOES THE MAN MEAN?**
4. (woman) How much damage did the storm do?  
(man) The trees behind the house were knocked down.  
(narrator) **WHAT DOES THE MAN MEAN?**
5. (woman) I hear the football team lost again.  
(man) As usual.  
(narrator) **WHAT DOES THE MAN MEAN?**
6. (man) I have to be at the office at 8:00 every morning.  
(woman) Then, you did get a job!  
(narrator) **WHAT HAD THE WOMAN ASSUMED ABOUT THE MAN?**
7. (woman) How was your vacation in the islands?  
(man) If I had not lost my passport, I would have enjoyed it a lot more.  
(narrator) **WHAT DOES THE MAN MEAN?**
8. (woman) Can you tell me which bus I should take to get to Everdale?  
(man) The number 8 bus, I think.  
(narrator) **WHAT DOES THE MAN INDICATE?**
9. (man) Did the laboratory assistant get a lot done?  
(woman) He couldn't finish more than one experiment.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
10. (man) I really wish the semester would end soon!  
(woman) You can say that again!  
(narrator) **WHAT DOES THE WOMAN MEAN?**

**TOEFL EXERCISE 14, page 71**

1. (man) The new neighbors have just moved in.  
(woman) Maybe we should call on them.  
(narrator) **ACCORDING TO THE WOMAN, WHAT SHOULD THEY DO?**
2. (woman) You know, I'm really enjoying this class now.  
(man) I am, too. At first it was kind of boring, but now it's turning into something fascinating.



- (narrator) WHAT DOES THE MAN MEAN?
3. (man) I heard you had a bad headache this morning.  
(woman) Yes, but I think I'm getting over it now.  
(narrator) WHAT DOES THE WOMAN MEAN?
4. (man) I'd like to stop smoking, but it's really hard for me.  
(woman) Well, at least you should try to cut down.  
(narrator) WHAT DOES THE WOMAN MEAN?
5. (man) Why was the client unhappy?  
(woman) The lawyer turned down his case.  
(narrator) WHAT DOES THE WOMAN MEAN?
6. (woman) I really like Marsha.  
(man) Me, too. She is just so friendly with everyone.  
(narrator) WHAT DOES THE MAN SAY ABOUT MARSHA?
7. (woman) Are you going out or staying here tonight?  
(man) I can't go out. I have to look after the children.  
(narrator) WHAT DOES THE MAN MEAN?
8. (woman) Did you see in the paper this morning that one section of the factory is closing down today?  
(man) Yes, and some of the workers will be laid off.  
(narrator) WHAT DOES THE MAN SAY ABOUT THE WORKERS?
9. (woman) I heard that you're trying out for the football team. Wasn't that be difficult?  
(man) Yes, but I'm really going to try to pull it off.  
(narrator) WHAT DOES THE MAN MEAN?
10. (man) I locked the keys in the car again.  
(woman) Oh, I don't know why I put up with you.  
(narrator) WHAT DOES THE WOMAN MEAN?

**TOEFL EXERCISE 17, page 73**

1. (man) I was fifteen minutes late for class today.  
(woman) Better late than never.  
(narrator) WHAT DOES THE WOMAN MEAN?
2. (woman) Do you want to work on the biology experiment together?  
(man) Two heads are better than one.  
(narrator) WHAT DOES THE MAN MEAN?
3. (man) I really don't want to work on the report now.  
(woman) There's no time like the present.  
(narrator) WHAT DOES THE WOMAN MEAN?
4. (man) I just sold the last copy of that book this morning. You'll have to try again next week.  
(woman) Just my luck.  
(narrator) WHAT DOES THE WOMAN MEAN?
5. (man) I know you like this restaurant, but I just don't like the food here.  
(woman) To each his own.  
(narrator) WHAT DOES THE WOMAN MEAN?
6. (man) Would it be possible for you to drop these letters in the mailbox for me?  
(woman) No sooner said than done.  
(narrator) WHAT DOES THE WOMAN MEAN?
7. (woman) Did you hear that Abbie won the art scholarship?  
(man) You could have knocked me down with a feather.  
(narrator) WHAT DOES THE MAN MEAN?
8. (man) I have to read all six chapters this weekend.  
(woman) We're all in the same boat.  
(narrator) WHAT DOES THE WOMAN MEAN?
9. (woman) Anne's project for the science fair was incredible.  
(man) She's really head and shoulders above the rest.  
(narrator) WHAT DOES THE MAN SAY ABOUT ANNE?
10. (man) I can't believe how many forms I have to fill out to apply for the scholarship.  
(woman) Yes, and you should be sure to dot all the i's and cross all the t's.  
(narrator) WHAT DOES THE WOMAN MEAN?

**TOEFL EXERCISE (Skills 16–17), page 74**

1. (man) Do you do the cooking every night?  
(woman) No, my roommate and I take turns.  
(narrator) WHAT DOES THE WOMAN MEAN?
2. (man) Did you meet Hank's father at the game last night?  
(woman) Yes, I did. You know, Hank's really a chip off the old block.  
(narrator) WHAT DOES THE WOMAN SAY ABOUT HANK?
3. (man) Do you want to go to the football game with us tonight?  
(woman) No, thanks. I think I'm coming down with something.  
(narrator) WHAT DOES THE WOMAN MEAN?
4. (woman) I can't believe what Hal said to the teacher!  
(man) Yeah, he really put his foot in his mouth.  
(narrator) WHAT DOES THE MAN SAY ABOUT HAL?
5. (man) I'm going to the market now.  
(woman) Could you hold off going for a few minutes? I'd like to go with you.  
(narrator) WHAT DOES THE WOMAN MEAN?
6. (man) I got a parking ticket, but I don't think I want to pay it.  
(woman) You know, you're really playing with fire.  
(narrator) WHAT DOES THE WOMAN MEAN?





7. (man) The noise from those machines is really bothering me.  
(woman) Yeah, I wish we could just ask them to cut it out.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
8. (man) Did Fred tell you his theory about who took the money?  
(woman) Yes, and I really think he's barking up the wrong tree.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
9. (man) This course is too hard for me. I think I'll just drop it.  
(woman) Even though it's hard, you should keep at it as long as you can.  
(narrator) **WHAT DOES THE WOMAN TELL THE MAN?**
10. (man) How's the chemistry homework coming?  
(woman) It's like trying to swim upstream.  
(narrator) **WHAT DOES THE WOMAN MEAN?**

**TOEFL REVIEW EXERCISE (Skills 1–17), page 74**

1. (woman) Could you put some more wood in the fireplace?  
(man) I'll have to bring some in from outside.  
(narrator) **WHAT DOES THE MAN IMPLY?**
2. (man) Alice, I thought you were working late tonight.  
(woman) I was supposed to, but my conference was called off.  
(narrator) **WHAT HAPPENED TO ALICE?**
3. (woman) Why are you getting out of the water?  
(man) The lifeguard mentioned that we should move in that direction.  
(narrator) **WHERE DOES THE CONVERSATION PROBABLY TAKE PLACE?**
4. (woman) Did you enjoy the evening at the nightclub?  
(man) I wish there had been a little more room on the dance floor.  
(narrator) **WHAT DOES THE MAN MEAN?**
5. (man) I just sent off the letter that you wrote.  
(woman) Then, you did figure out how to use the fax machine.  
(narrator) **WHAT HAD THE WOMAN ASSUMED ABOUT THE MAN?**
6. (woman) I guessed that you would buy that new car.  
(man) And you hit the nail on the head.  
(narrator) **WHAT DOES THE MAN MEAN?**
7. (woman) Is that your research paper for English Lit?  
(man) Yes, and it's almost finished. Do you think you could look it over for me?  
(narrator) **WHAT DOES THE MAN WANT?**
8. (man) Has everyone been informed?  
(woman) No one is aware of the situation.  
(narrator) **WHAT DOES THE WOMAN MEAN?**
9. (woman) Did you sleep well last night?  
(man) If the alarm were not so loud, I would never have woken up.  
(narrator) **WHAT DOES THE MAN MEAN?**
10. (woman) I could not believe the story in the news about the problem with the airplane.  
(man) Yeah, I saw it, too! The pilot was forced to land the plane in a field.  
(narrator) **WHAT DOES THE MAN MEAN?**

**LONG CONVERSATIONS (Paper)****EXERCISE 20, page 82**

1. (narrator) The first part of Conversation 1 is:  
(man) I'm looking for a part-time job on campus.  
(narrator) **WHAT IS THE TOPIC OF CONVERSATION 1?**
2. (narrator) The first part of Conversation 2 is:  
(woman) Hi, Jack. It's good to see you again. Are you ready to get down to business again after spring break?  
(man) Not really, but I guess I don't really have too much choice, do I? And it's going to be particularly hard to get back to work since I just had the most fantastic vacation ever.  
(woman) Really? What did you do?  
(man) I went kayaking on the Klamath River.  
(narrator) **WHAT IS THE TOPIC OF CONVERSATION 2?**
3. (narrator) The first part of Conversation 3 is:  
(man) Did you read the article that the professor assigned for tomorrow's class? It was really interesting.  
(woman) No, not yet. What was it about?  
(man) It was about pollution, specifically one kind of pollution called acid rain.  
(narrator) **WHAT IS THE TOPIC OF CONVERSATION 3?**

**EXERCISE 21, page 83****Conversation 1**

- (narrator) Listen to the beginning of Conversation 1, and try to imagine the situation.
- (man) I'm looking for a part-time job on campus.  
(woman) Then you've come to the right place. The campus employment office is here just to help students like you find jobs on campus.  
(man) I'm glad to hear that, because I really need to start earning some money.

1. WHO IS PROBABLY TALKING?
2. WHERE DOES THE CONVERSATION TAKE PLACE?

**Conversation 2**

- (narrator) Listen to the beginning of Conversation 2, and try to imagine the situation.



(woman) Hi, Jack. It's good to see you again. Are you ready to get down to business again after spring break?

(man) Not really, but I guess I don't really have too much choice, do I? And it's going to be particularly hard to get back to work since I just had the most fantastic vacation ever.

(woman) Really? What did you do?

(man) I went kayaking on the Klamath River.

1. WHO IS PROBABLY TALKING?
2. WHEN DOES THE CONVERSATION TAKE PLACE?
3. WHAT IS THE SOURCE OF THE MAN'S INFORMATION?

### Conversation 3

(narrator) Listen to the beginning of Conversation 3, and try to imagine the situation.

(man) Did you read the article that the professor assigned for tomorrow's class? It was really interesting.

(woman) No, not yet. What was it about?

(man) It was about pollution, specifically one kind of pollution called acid rain.

1. WHO IS PROBABLY TALKING?
2. WHEN DOES THE CONVERSATION TAKE PLACE?
3. WHAT IS THE SOURCE OF THE INFORMATION?

### TOEFL EXERCISE 22, page 85

#### Questions 1-8

(narrator) Listen to the following conversation about a part-time job.

(man) I'm looking for a part-time job on campus.

(woman) Then you've come to the right place. The campus employment office is here just to help students like you find jobs on campus.

(man) I'm glad to hear that, because I really need to start earning some money.

(woman) Let me ask you some questions to help determine what kind of job would be best. First of all, how many hours a week do you want to work?

(man) I need to work at least ten hours a week, and I don't think I can handle more than twenty hours with all the courses I'm taking.

(woman) And when are you free to work?

(man) All of my classes are in the morning, so I can work every weekday from noon on. And of course I wouldn't mind working on the weekends.

(woman) I'll try to match you up with one of our on-campus student jobs. Please fill out this form with some additional information about your skills, and leave the form with me today. Then

you can call me back tomorrow, and maybe I'll have some news for you.

(man) Thanks for your help.

1. WHAT DOES THE MAN WANT TO DO?
2. WHERE DOES THE CONVERSATION PROBABLY TAKE PLACE?
3. HOW MANY HOURS OF WORK DOES THE MAN WANT PER WEEK?
4. WHEN CAN THE MAN WORK?
5. WHAT DOES THE WOMAN TELL THE MAN TO DO TOMORROW?

#### Questions 9-18

(narrator) Listen to a conversation between two friends.

(woman) Hi, Jack. It's good to see you again. Are you ready to get down to business again after spring break?

(man) Not really, but I guess I don't really have too much choice, do I? And it's going to be particularly hard to get back to work since I just had the most fantastic vacation ever.

(woman) Really? What did you do?

(man) I went kayaking on the Klamath River.

(woman) Kayaking?

(man) Yes, you know what a kayak is, don't you? It's a long, narrow boat, the kind first used by the Eskimos. It's quite popular now on white-water rivers.

(woman) Oh, I know what a kayak is. I was just surprised that you would take a trip like that. weren't you scared?

(man) At first, I was. But after I learned some techniques for maneuvering the kayak, it wasn't so bad. We didn't start out on the river. We had three whole days of instruction in a shallow pool first. Then, when we finally got out on the river, I felt ready for it.

(woman) Did you spend the nights camping outside on the ground? That alone would make the trip unappealing to me.

(man) Oh, no. The accommodations were fantastic. Each person on the trip had a private cabin, and the facilities included a hot tub, a lodge where you could have a drink and relax, and a top-notch cafeteria with great food.

(woman) Now, that part of the trip does sound good to me. But I don't think I'd like the part that involves riding through rough water in a small kayak.

(man) Oh, you should try it; I know you'd like it. I'm going to do it again myself, as soon as I can afford to spend the time and the money.

(woman) Well, better you than me.

6. WHEN DOES THE CONVERSATION PROBABLY TAKE PLACE?
7. WHAT ARE THE MAN AND WOMAN DISCUSSING?



8. HOW MUCH INSTRUCTION DID THE MAN HAVE BEFORE GOING OUT ON THE RIVER?
9. WHICH OF THE FOLLOWING IS NOT PART OF THE KAYAKING TRIP?
10. HOW DOES THE WOMAN FEEL ABOUT TAKING A KAYAKING TRIP?

#### Questions 11–15

(narrator) Listen to a conversation between two classmates.

(man) Did you read the article that the professor assigned for tomorrow's class? It was really interesting.

(woman) No, not yet. What was it about?

(man) It was about pollution, specifically one kind of pollution called acid rain.

(woman) Why is it called acid rain?

(man) It's called acid rain because the rain or some other kind of precipitation has been polluted with acid.

(woman) Where does the acid come from?

(man) From cars or factories, anything that burns coal or oil. These are made up mostly of sulfur dioxide and nitrogen oxides, which react with water vapor to form sulfuric acid or nitric acid.

(woman) You mean that when coal or oil is burned, acid gets formed. And when it rains or snows, the acids fall back on earth.

(man) Exactly. That's why it's so dangerous. Acid rain has been falling over areas of northern America and northern Europe, and if this isn't checked, the effect on the water supply and plant and animal life could be disastrous.

(woman) This is something important. I really need to read that article.

11. WHAT IS THE TOPIC OF THIS CONVERSATION?
12. WHAT ENERGY SOURCES CAUSE ACID RAIN?
13. HOW IS SULFURIC ACID FORMED?
14. ACCORDING TO THE MAN, WHERE IS ACID RAIN A PROBLEM?
15. WHAT ACTION DOES THE WOMAN THINK SHE SHOULD TAKE NEXT?

#### TOEFL REVIEW EXERCISE (Skills 18–22), page 84

##### Questions 1–4

(narrator) Listen to a man asking a woman for directions.

(man) Can you tell me how to get to the Music Building from here? I have a lecture to attend there.

(woman) Oh, are you new to campus?

(man) Yes, I just got here last night.

(woman) Well, to get to the Music Building, you have two choices. If you want to go right now you can walk straight down this street until you're past the Commons, and then turn right. The Music Building will be straight ahead.

(man) How long will it take to get there?

(woman) About twenty minutes.

(man) What's my other choice?

(woman) If you don't mind waiting around for a while, you can take the shuttle bus. The bus only takes about five minutes to get there.

(man) But I have to wait for the bus?

(woman) That's right.

(man) Well, I guess I might as well walk.

1. WHERE DOES THE MAN WANT TO GO?
2. HOW MANY DIFFERENT ROUTES TO THE MUSIC BUILDING DOES THE WOMAN SUGGEST?
3. WHAT IS THE PROBLEM WITH TAKING THE SHUTTLE BUS?
4. WHAT DOES THE MAN FINALLY DECIDE TO DO?

##### Questions 5–9

(narrator) Listen to a woman talk to a friend about her vacation.

(man) How was your trip to Wyoming last summer?

(woman) It was fantastic. Some of the most beautiful scenery in the country is in Wyoming.

(man) Where did you go in Wyoming?

(woman) We drove by Devil's Tower National Monument, and we spent a few days in Laramie. But we spent most of our vacation in Yellowstone National Park. You went to Yellowstone? I wish I could've gone! I've heard that Yellowstone is just magnificent.

(man) It's the oldest and largest national park in the United States. And it's got spectacular waterfalls, hot springs, and geysers.

(man) Did you see Old Faithful?

(woman) Of course we saw Old Faithful. It's the best known of the geysers there. We couldn't visit Yellowstone without seeing Old Faithful.

(man) Do you think you'll be taking another vacation in Yellowstone again? If you do, I'd like to go next time.

5. HOW DOES THE WOMAN DESCRIBE HER WYOMING VACATION?
6. HOW DID THE WOMAN PROBABLY TRAVEL ON VACATION?
7. WHICH OF THE FOLLOWING DID THE WOMAN DO ON VACATION?
8. WHICH OF THE FOLLOWING IS A WELL-KNOWN SIGHT IN YELLOWSTONE?
9. WHAT WOULD THE MAN LIKE TO DO?

##### Questions 10–13

(narrator) Listen to a conversation between two friends.

(man) How are you going to spend this year's Thanksgiving vacation?



(woman) I'm going to spend it with my family. We celebrate very traditionally. We go to my grandparents' house and have a big Thanksgiving dinner. It's really the only time in the year that my whole family gets together.

(man) In my family we just have a big feast, too. We don't really stop and think about how Thanksgiving Day developed, how new colonists in Massachusetts had a three-day feast to give thanks for surviving the first terrible winter and for gathering their first corn harvest the following year.

(woman) Did you know that the original Thanksgiving Day was celebrated in July?

(man) No, I thought Thanksgiving had always been in November.

(woman) The first Thanksgiving was celebrated on July 30, 1623. After that, Thanksgiving was celebrated at many different times. It wasn't until 1863 that Abraham Lincoln declared the last Thursday in November as a day of thanksgiving, and this holiday has been celebrated in November ever since.

10. WHAT IS THE SUBJECT OF THIS CONVERSATION?
11. HOW WILL THE WOMAN SPEND THANKSGIVING?
12. WHAT WERE THE MASSACHUSETTS COLONISTS THANKFUL FOR?
13. ACCORDING TO THE SPEAKER, WHEN IS THANKSGIVING CELEBRATED TODAY?

## LONG TALKS (Paper)

### EXERCISE 25, page 93

1. (narrator) The first part of Talk 1 is:  
(woman) Welcome to Biology 101. I'm Professor Martin, and this is your laboratory assistant, Peter Smith.

1. (narrator) WHAT IS THE TOPIC OF TALK 1?

2. (narrator) The first part of Talk 2 is:

(man) In yesterday's class, we discussed the volcanoes located in the area known as the Ring of Fire, an area which basically encircles the Pacific and includes the United States' Mount St. Helens as well as Japan's Mt. Fuji and Argentina's Aconcagua, the highest mountain in the Western Hemisphere. Most of the world's approximately 500 active volcanoes are located along the Ring of Fire, and the eruptions that take place there are among the most violent in the world.

Today, we are going to discuss the volcanoes of Hawaii, which are quite different from the volcanoes in the Ring of Fire.

2. (narrator) WHAT IS THE TOPIC OF TALK 2?

3. (narrator) The first part of Talk 3 is:

(woman) I hope you've enjoyed your stay so far in Washington, D.C. Today, we're going on a tour of the Smithsonian.

3. (narrator) WHAT IS THE TOPIC OF TALK 3?

### EXERCISE 26, page 94

#### Talk 1

(narrator) Listen to the beginning of Talk 1, and try to imagine the situation.

(woman) Welcome to Biology 101. I'm Professor Martin, and this is your laboratory assistant, Peter Smith. This course meets twice a week for lecture and once a week for laboratory assignments.

1. WHO IS PROBABLY TALKING?
2. WHERE DOES THE TALK PROBABLY TAKE PLACE?
3. WHEN DOES THE TALK PROBABLY TAKE PLACE?
4. WHAT COURSE IS BEING DISCUSSED?

#### Talk 2

(narrator) Listen to the beginning of Talk 2, and try to imagine the situation.

(man) In yesterday's class, we discussed the volcanoes located in the area known as the Ring of Fire, an area which basically encircles the Pacific and includes the United States' Mount St. Helens as well as Japan's Mt. Fuji and Argentina's Aconcagua, the highest mountain in the Western Hemisphere. Most of the world's approximately 500 active volcanoes are located along the Ring of Fire, and the eruptions that take place there are among the most violent in the world.

Today, we are going to discuss the volcanoes of Hawaii, which are quite different from the volcanoes in the Ring of Fire.

1. WHO IS PROBABLY TALKING?
2. WHERE DOES THE TALK PROBABLY TAKE PLACE?
3. WHEN DOES THE TALK PROBABLY TAKE PLACE?
4. WHAT COURSE IS BEING DISCUSSED?

#### Talk 3

(narrator) Listen to the beginning of Talk 3, and try to imagine the situation.



(woman) I hope you've enjoyed your visit so far in Washington, D.C. Today, we're going on a tour of the Smithsonian.

1. WHO IS PROBABLY TALKING?
2. WHERE DOES THE TALK TAKE PLACE?
3. WHEN DOES THE TALK TAKE PLACE?

### TOEFL EXERCISE 27, page 94

#### Questions 1–5

(narrator) Listen to a talk given by a professor.

(woman) Welcome to Biology 104. I'm Professor Martin, and this is your laboratory assistant, Peter Smith. This course meets twice a week for lecture and once a week for laboratory assignments.

The text for this course is *Introduction to Biological Sciences*, by Abbotson. You should get the text and read the first chapter before the next class. You will also need to get the laboratory manual that accompanies the text.

I've passed out a copy of the course syllabus. This syllabus lists the reading assignments and exam dates. Note that we will cover one chapter a week for each of the next fifteen weeks in the semester, and there will be three exams throughout the course.

Grades in this course are based on your exam grades and your grades on the laboratory assignments. Are there any questions?

1. WHEN DOES THIS TALK PROBABLY TAKE PLACE?
2. HOW OFTEN WILL PROFESSOR MARTIN GIVE LECTURES?
3. WHAT IS THE ASSIGNMENT FOR THE NEXT CLASS?
4. WHAT INFORMATION IS GIVEN IN THE SYLLABUS?
5. WHAT WILL THE PROFESSOR USE TO DETERMINE THE FINAL COURSE GRADEN?

#### Questions 6–10

(narrator) Listen to a lecture given by a professor.

(man) In yesterday's class, we discussed the volcanoes located in the area known as the Ring of Fire, an area which basically encircles the Pacific and includes the United States's Mount St. Helens as well as Japan's Mt. Fuji and Argentina's Aconcagua, the highest mountain in the Western Hemisphere. Most of the world's approximately 500 active volcanoes are located along the Ring of Fire, and the eruptions that take place there are among the most violent in the world.

Today, we are going to discuss the volcanoes of Hawaii, which are quite different from the volcanoes in the Ring of Fire. Hawaiian volcanoes are not located along the Ring of Fire and are therefore not caused by the movement of the Earth's plates against each other. Instead, Hawaii is located in the middle of the Ring of Fire, above a massive plate rather than where two plates meet. The result is that Hawaiian volcanoes are much gentler than those in the Ring of Fire: Hawaiian volcanoes have much less gas in them, which causes less explosive eruptions, and the lava in Hawaiian volcanoes is thinner, which results in mounds that are long and low rather than high and steep because the lava flows farther and builds mounds gradually with long, low slopes. Mauna Loa, the name of one of Hawaii's most famous volcanoes, actually means "long mountain."

6. WHAT WAS THE TOPIC OF YESTERDAY'S LECTURE?
7. WHAT IS THE TOPIC OF TODAY'S LECTURE?
8. WHERE ARE MOST OF THE WORLD'S ACTIVE VOLCANOES LOCATED?
9. WHAT IS CHARACTERISTIC OF HAWAII'S VOLCANOES?
10. WHAT IS MAUNA LOA?

#### Questions 11–15

(narrator) Listen to a talk about the Smithsonian.

(woman) I hope you've enjoyed your visit so far in Washington, D.C. Today, we're going on a tour of the Smithsonian. The Smithsonian is actually several museums, each with a different focus, situated together on a mall. These museums in total have more than sixty million items on exhibit. The first Smithsonian museum we'll visit is the Museum of Natural History, which has various types of stuffed animals, and exhibits showing the lifestyles of early American Indians and Eskimos. From the Museum of Natural History, we'll go on to the National Air and Space Museum, where we'll see displays that show the development of flight. In this museum you can see the airplane that Orville Wright used to make his first flight and the airplane that Charles Lindbergh used to cross the Atlantic. After we visit those two museums as a group, you'll have free time to visit some of the other Smithsonian museums: the Museum of American History, the Smithsonian Arts and Industries Building, and the various art museums located on the



Smithsonian Mall. After our trip to the Smithsonian today, we'll go on to the White House and Capitol Building tomorrow.

11. WHO IS PROBABLY GIVING THIS TALK?
12. HOW MANY ITEMS ARE ON EXHIBIT IN THE SMITHSONIAN MUSEUMS?
13. ACCORDING TO THE TALK, WHICH MUSEUM HAS EXHIBITS OF EARLY ESEMOS?
14. WHICH MUSEUM WILL THEY VISIT AS A GROUP?
15. WHERE WILL THEY GO TOMORROW?

### TOEFL REVIEW EXERCISE (Skills 21-27), page 97

#### Questions 1-4

(narrator) Listen to a talk by a librarian.

(woman) Hello and welcome to the library. I'm Ms. Martin, the assistant librarian, and this is the library orientation tour for new graduate students in the business department. If you are not a newly admitted graduate student or your major is not business, then you are in the wrong place.

Now let's get started. I'm sure you understand that, as graduate students, you will be required to do a tremendous amount of research. Here at the library, we try to make this process as easy as possible for you. The library is open for extensive hours, from 7:00 a.m. until midnight seven days a week, so that you will have access to library research facilities almost any time that you want. During final exam week, the library is open twenty-four hours a day, and there are library staff members available to help you whenever the library is open.

During this tour, we will be concentrating on two areas of the library. The first area is the computerized search facilities, which are located on the second floor of the library. On the computer systems located in this area, you can conduct computer searches for books as well as articles in magazines, newspapers, and journals. On the floor above the computer area are reference materials devoted specifically to business. In this area, you can find references for books and periodicals related to business and annual reports on major corporations.

Now that we have completed this little introduction, we are ready to start the tour. Please follow me.

1. WHO IS MS. MARTIN TALKING TO?
2. WHAT ARE THE LIBRARY'S HOURS DURING FINAL EXAM WEEK?

3. WHAT TWO AREAS WILL THE TOUR CONCENTRATE ON?
4. WHAT ARE THE STUDENTS PROBABLY GOING TO DO NEXT?

#### Questions 5-8

(narrator) Listen to a talk in a lecture series.

(man) This is the fourth lecture in a series of Personal Health Care lectures presented by Student Health Services. I'm Dr. Hall, a dermatologist, and tonight I will be speaking about the effects of stress on the skin.

The relationship between skin problems and stress is rather complicated: skin problems often accompany stress, but it is not the stress itself that directly causes the skin problems. Instead, it is the side effects of stress, such as the use of alcohol, tobacco, and caffeine, that are often to blame.

Alcohol consumed in large quantities can cause problems with the skin by increasing the flow of blood to the skin; this makes the skin feel warmer and can really worsen the itching that accompanies conditions such as hives or rosacea. Nicotine and caffeine, on the other hand, cause problems by reducing the supply of blood to the skin; this in turn keeps the skin from being properly nourished.

Thank you very much for your attention, and I hope that you will return next week for the next lecture in the series.

5. WHO IS THE SPEAKER?
6. WHAT IS THE TOPIC OF THE TALK?
7. WHICH OF THE FOLLOWING CAN WORSEN ITCHING?
8. HOW DOES CAFFEINE IRRITATE THE SKIN?

#### Questions 9-12

(narrator) Listen to a lecture given by a professor.

(woman) In today's class, we will be discussing the nineteenth century crash of the gold market. When the U.S. gold market crashed on September 24, 1899, the day became known as Black Friday. What set the stage for the crash was the excessive amount of paper currency issued by the government to finance the Civil War. At the end of the war, speculators in New York tried to capitalize on the inflated price of gold in relationship to paper currency by cornering the gold market. Their effort to corner the market was based on what turned out to be false assurances from the president's brother-in-law that the United States government



would not sell off any of its gold reserves. When the U.S. Treasury announced \$4 million in gold sales, the bottom fell out of the gold market and the price of gold crashed.

9. WHEN WAS THE DAY KNOWN AS BLACK FRIDAY?
10. WHAT HAPPENED ON THE DAY KNOWN AS BLACK FRIDAY?
11. WHO SUPPLIED THE GOLD SPECULATORS WITH FALSE INFORMATION?
12. WHAT DID THE GOLD SPECULATORS WANT THE U.S. GOVERNMENT TO DO?

## CASUAL CONVERSATIONS (Computer)

### TOEFL EXERCISE 18, page 180

#### Questions 1–3

- (woman) Where are you heading now? You seem to be in a bit of a hurry.
- (man) I'm on my way to the Music Building. I have a rehearsal in about fifteen minutes.
- (woman) A rehearsal? For what?
- (man) I play in the university orchestra, and there are orchestra rehearsals three times a week.
- (woman) You play in the orchestra? What instrument do you play?
- (man) I actually play two instruments. I play the violin in the orchestra, and I also play the piano.
- (woman) I can't believe you can play two instruments. I can't even play one.

1. WHERE IS THE MAN GOING?
2. HOW OFTEN DOES THE ORCHESTRA MEET FOR PRACTICE?
3. HOW MANY MUSICAL INSTRUMENTS DOES THE WOMAN PLAY?

#### Questions 4–5

- (woman) Do you know how many papers we're going to have to write in this course?
- (man) I'm a little confused about this.
- (woman) That's what he said in class, but the syllabus says that there are three papers.
- (man) Oh, that's right. I did see that on the syllabus. I can understand why you're confused. I am, too.
- (woman) I think we had better ask the professor about this at the next class. It's important.
- (man) Yes, it is. We do need to know for sure how many papers we have to write.

4. WHAT IS THE WOMAN CONFUSED ABOUT?
5. WHAT DO THEY DECIDE TO DO?

#### Questions 6–8

- (man) Can you tell me about parking on campus? I don't have a car yet, but I've decided to get one.
- (woman) Parking is kind of difficult on campus because there just aren't enough spaces for all the people who want to park. You do know that if you're going to park on campus, you'll need a parking sticker?
- (man) A parking sticker? What kind of parking sticker?
- (woman) Well, if you're only going to park on campus once in a while, you can get a daily sticker each day that you park. But if you're going to be parking on campus often, then you really should get a permanent sticker.
- (man) Well, I guess I need a permanent sticker then.

6. WHAT IS TRUE ABOUT THE MAN?
7. WHAT DOES THE WOMAN SAY ABOUT PARKING ON CAMPUS?
8. WHAT DOES THE MAN SAY THAT HE NEEDS?

#### Questions 9–11

- (man) What a hard exam that was!
- (woman) It wasn't just hard—it was long. I couldn't believe that we had fifty true-false questions plus two essay answers to write, all in only an hour.
- (man) I didn't mind the true-false questions. In fact, I kind of enjoyed them. But I don't like writing essay answers, so I really didn't like an exam with two essays to write.
- (woman) Well, I did mind the true-false questions. I spent too much time on them, and then I didn't have enough time to write the essays. I knew the answers to the essays, but I wrote the information so quickly that I'm not sure if my answers made any sense.
- (man) I guess we'll just have to wait and see how we did when we get the exams back. After all, everyone in the class had the same time limit we did.

9. WHAT WAS TRUE ABOUT THE EXAM?
10. HOW DID THE MAN FEEL ABOUT THE TRUE-FALSE QUESTIONS?
11. HOW DID THE WOMAN DO ON THE ESSAY QUESTIONS?





13. IN WHICH LANGUAGE WAS THE LETTER C CREATED?
14. THE LETTER C TOOK ON AN S SOUND BECAUSE OF AN INFLUENCE FROM WHICH LANGUAGE?
15. WHICH OF THE FOLLOWING ENGLISH WORDS BEGIN WITH AN S SOUND?
16. THE PROFESSOR DISCUSSES STAGES IN THE HISTORY OF THE THIRD LETTER OF THE ALPHABET. PUT THE FOLLOWING HISTORICAL STAGES IN ORDER.

## LISTENING POST-TEST (Paper)

### Part A, page 145

1. (woman) Are the exams corrected yet?  
(man) No, but they'll be corrected by noon.  
(narrator) WHAT DOES THE MAN MEAN?
2. (woman) Has Martha's visa arrived yet?  
(man) I think it arrived last month.  
(narrator) WHAT DOES THE MAN MEAN?
3. (man) What did the professor do in the first class? I missed it because I was late.  
(woman) She outlined the course requirements.  
(narrator) WHAT DOES THE WOMAN MEAN?
4. (woman) How did Chuck look when you visited him in the hospital?  
(man) He's looked better.  
(narrator) WHAT DOES THE MAN MEAN?
5. (man) How much was tuition increased for next month?  
(woman) More than I can afford.  
(narrator) WHAT DOES THE WOMAN MEAN?
6. (woman) How were the grades on the history exam.  
(man) No one got above a C.  
(narrator) WHAT DOES THE MAN MEAN?
7. (woman) You know, this is the second time this week that you've been late to class!  
(man) It was impossible to find a place to park before the ten o'clock class!  
(narrator) WHAT DOES THE MAN MEAN?
8. (man) Can I help you find something?  
(woman) Yes, thank you. I need to get a new rug.  
(narrator) WHAT DOES THE WOMAN MEAN?
9. (woman) I'd like to open an account.  
(man) Would you like a savings account or an interest-bearing checking account?  
(narrator) WHERE DOES THIS CONVERSATION PROBABLY TAKE PLACE?
10. (woman) Why does Jane spend so much time in San Francisco?  
(man) She has a cousin there, so she likes to visit, especially during the holidays.  
(narrator) WHAT DOES THE MAN MEAN?
11. (woman) Are you really hungry?  
(man) I feel like I haven't eaten in weeks.  
(narrator) WHAT DOES THE MAN MEAN?
12. (man) The traffic outside is really loud!  
(woman) I'll say!  
(narrator) WHAT DOES THE WOMAN MEAN?
13. (man) Have you seen the headlines yet today?  
(woman) I haven't had a chance to read a word.  
(narrator) WHAT ARE THEY PROBABLY DISCUSSING?
14. (man) I'm not ready yet, and it's going to take me a while longer.  
(woman) You'd better hurry. Take five minutes too long, and you'll miss the bus.  
(narrator) WHAT DOES THE WOMAN MEAN?
15. (woman) I think it's impossible for me to pass this class.  
(man) You should never say "impossible."  
(narrator) WHAT DOES THE MAN MEAN?
16. (man) Why were you thanking Tom?  
(woman) He lent me enough money to pay the rent.  
(narrator) WHAT DOES THE WOMAN MEAN?
17. (woman) Are you enjoying the dessert?  
(man) Never have I tasted such delicious cake!  
(narrator) WHAT DOES THE MAN SAY ABOUT THE CAKE?
18. (man) Why are you so late getting here?  
(woman) Oh, I ran into my cousin Carl, and we stayed and talked for a while.  
(narrator) WHAT DOES THE WOMAN MEAN?
19. (woman) Do you know where Debbie is?  
(man) Her purse is still here, so she must still be in the apartment.  
(narrator) WHAT DOES THE MAN SAY ABOUT DEBBIE?
20. (man) Do you know when rent is due?  
(woman) The landlord collects it on the first of the month, without fail.  
(narrator) WHAT DOES THE WOMAN MEAN?
21. (woman) My car is making some funny noises.  
(man) Why not take it to a mechanic?  
(narrator) WHAT DOES THE MAN SUGGEST TO THE WOMAN?
22. (man) Martha's holding down two jobs at the same time.  
(woman) She'd better take it easy.  
(narrator) WHAT DOES THE WOMAN MEAN?
23. (woman) Did you get to the airport in plenty of time?  
(man) There was scarcely enough time to get there.  
(narrator) WHAT DOES THE MAN IMPLY?
24. (woman) You should put some money in the parking meter.  
(man) Parking fees aren't necessary on the weekend, are they?  
(narrator) WHAT DOES THE MAN MEAN?



25. (man) How is your boss feeling about his retirement?  
 (woman) Oh, he isn't too unhappy to be retiring.  
 (narrator) WHAT DOES THE WOMAN IMPLY ABOUT HER BOSS?
26. (woman) Oh, I see you have a new car.  
 (man) I wish I had been able to buy the car I really wanted.  
 (narrator) WHAT DOES THE MAN MEAN?
27. (woman) Did you hear the president's announcement this morning?  
 (man) Yes, the president appointed Mr. Drew head of the newly formed commission.  
 (narrator) WHAT DOES THE MAN MEAN?
28. (man) Were you upset by what Richard said to you?  
 (woman) I couldn't have been more infuriated!  
 (narrator) WHAT DOES THE WOMAN MEAN?
29. (man) Let me just get these last plates put away. Then, I'll be ready to go.  
 (woman) So you did do the dishes.  
 (narrator) WHAT HAD THE WOMAN ASSUMED?
30. (woman) Why did you get that kind of fruit?  
 (man) I wouldn't have bought those cherries had I known that grapes were so cheap.  
 (narrator) WHAT DOES THE MAN MEAN?

### Part B, page 148

#### Questions 31–34

- (narrator) Listen to a conversation between two friends who are making plans.
- (woman) Do you have any plans this weekend?  
 (man) There's so much to choose from on campus that I'm not sure what I'm going to do.  
 (woman) The football game's on Saturday night, and I'm going with a group of friends. Do you want to go with us?  
 (man) Of course I'd like to go to the football game; it's the biggest game of the season. And it sounds like fun to go with a large group of people.  
 (woman) Good. We'll be meeting at the cafeteria for dinner at six o'clock on Saturday night, and then we'll go on to the game together.  
 (man) That takes care of my plans for Saturday night. But now I need to make a decision about Sunday afternoon. The music department is sponsoring a concert then, and I'd really like to hear that concert. But there's also a play being performed by the drama department that I really wanted to see. It's too bad those two events are at the same time.  
 (woman) You know, if you go to the game on Saturday night and a concert or play on Sunday, that doesn't leave much time for studying.  
 (man) Oh, well. Maybe I can do that the weekend after this one.
31. WHAT IS THE WOMAN PLANNING TO DO SATURDAY?  
 32. WHY DOES THE MAN WANT TO GO TO THE FOOTBALL GAME?  
 33. WHAT IS AT THE SAME TIME AS THE MUSIC DEPARTMENT'S CONCERT?  
 34. WHEN DOES THE MAN PLAN TO STUDY?

#### Questions 35–38

- (narrator) Listen to a conversation between a man and a woman.
- (woman) Have you ever thought about all the tons of garbage that's out in space circling the Earth?  
 (man) Tons of garbage circling the Earth? What do you mean?  
 (woman) I saw a television program about it last night, and according to the program, there's about 3,000 tons of metal out there in space, traveling at speeds around 17,000 miles per hour.  
 (man) Where did all this garbage come from?  
 (woman) Well, it comes from all those space missions that have gone up since 1957. Every time a rocket ship goes up into space, it leaves a lot behind, and this stuff goes into orbit around the Earth: booster rockets, solar panels, remnants of satellites, and even nuclear reactors.  
 (man) Isn't it dangerous to have all this stuff out there?  
 (woman) Some space scientists are worried about possible collisions between this orbiting junk and spacecrafts, particularly manned spacecrafts, however, so far there haven't been any such accidents.  
 (man) Well, I hope that they're going to do something about this, both for the sake of safety and for the sake of the environment.  
 (woman) Me, too. I know that right now the problem is being studied by numerous scientists; hopefully, they'll be able to find solutions before the problem gets too much worse.

35. WHAT ARE THE MAN AND WOMAN DISCUSSING?  
 36. WHERE DID THE WOMAN LEARN ABOUT THIS PROBLEM?  
 37. APPROXIMATELY HOW MUCH METAL IS IN ORBIT IN SPACE?  
 38. WHAT DOES THE WOMAN HOPE WILL HAPPEN?



## Part C, page 149

## Questions 39–42

(narrator) Listen to a sociology professor talk to her class.

(woman) Before I start today's sociology lecture, I'd like to talk with you about the papers that you should be working on. As you know, the topic for the paper is the relationship between gun control and violence. The paper itself is due in two weeks, but I would like to see your outlines by Friday of this week so that I can be sure that you are on the right track with the assignment.

You need to do some research for this paper, so you should be spending some time in the library. I would like you to have at least three books and at least three recent journal articles as sources.

The paper should be five pages long; in addition to the five pages of composition, you should have a title page and a one-page reference list of the sources that you used in preparing the paper.

39. WHEN DOES THIS TALK PROBABLY TAKE PLACE?
40. WHEN IS THE PAPER DUE?
41. WHAT TYPES OF REFERENCES SHOULD BE USED IN WRITING THE PAPER?
42. HOW MANY TOTAL PAGES SHOULD BE IN THE PAPER, INCLUDING THE TITLE PAGE AND THE REFERENCE LIST?

## Questions 43–46

(narrator) Listen to a talk about Hawaii.

(man) For those of you taking part in the trip to Hawaii next week, I'd like to give you a little information about the weather that you can expect there.

You can expect the average daily temperature there to be about 80 degrees Fahrenheit or 26 degrees Celsius. This is the average daily temperature in the springtime, when we will be there; it is interesting to note that it only gets a few degrees warmer in the summer and a few degrees cooler in the winter.

One important factor that keeps the temperature so constant and moderate in Hawaii is the trade winds. These are winds that blow in on the northeast, or windward, side of the islands on an almost daily basis; the trade winds blow through the islands an average of slightly more than 300 days per year, and they are the strongest during the heat of the afternoon and

turn into a cooling breeze in the evening. The trade winds also keep the humidity down, which makes the weather even more pleasant.

I hope this information will help you to understand the weather conditions that you're going to encounter next week on your trip; it should also help you decide what types of clothes you should be packing for your trip.

43. IN WHAT SEASON OF THE YEAR WILL THE TRIP TAKE PLACE?
44. WHAT IS THE WEATHER LIKE IN HAWAII?
45. WHAT IS TRUE ABOUT THE TRADE WINDS?
46. WHAT WILL THE PEOPLE LISTENING TO THE TALK PROBABLY BE DOING SOON?

## Questions 47–50

(narrator) Listen to an instructor talk to her class about Walt Whitman.

(woman) The topic of today's lecture is Walt Whitman, an American poet and author of the renowned collection of poems *Leaves of Grass*. This volume of poems is a celebration of America, full of pride in the United States and reverence for the goals of American democracy.

Whitman began writing *Leaves of Grass* in the middle of the nineteenth century, and the first edition appeared in 1855 with only twelve poems. Several other editions of *Leaves of Grass* appeared throughout Whitman's lifetime with additional poems; *Leaves of Grass* grew and matured right along with Whitman.

The longest and best-known poem in *Leaves of Grass* is "Song of Myself," which appeared in the first edition. The poem "When Lilacs Last in the Dooryard Bloomed" was added to a later edition. This poem was written at the time of Abraham Lincoln's death in 1865 and contained Whitman's reflections on that event. Lincoln's death occurred in April, in the spring, in a season of new life. This poem reflects that spring can be at the same time a period of death and a period of rebirth.

47. THIS LECTURE WOULD PROBABLY BE A PART OF WHICH COURSE?
48. WHAT IS THE MOST COMMON THEME IN *LEAVES OF GRASS*?
49. WHAT BEST DESCRIBES *LEAVES OF GRASS*?
50. WHICH IS THE LONGEST AND BEST-KNOWN POEM BY WHITMAN?



29. WHAT DID LILIUOKALANI BELIEVE, ACCORDING TO THE PROFESSOR?

30. WHICH OF THE FOLLOWING DID NOT HAPPEN TO LILIUOKALANI?

## LISTENING COMPLETE TEST (Paper)

### Part A, page 515

1. (woman) Carla said that you were rather rude.  
(man) It's unfair of her to say that about me.  
(narrator) WHAT DOES THE MAN MEAN?
2. (man) I don't think this painting is very good.  
(woman) It's better than the first one, isn't it?  
(narrator) WHAT DOES THE WOMAN SAY ABOUT THE PAINTING?
3. (woman) Your graduation ceremony is this afternoon.  
(man) I can't believe it, I've graduated at last!  
(narrator) WHAT DOES THE MAN MEAN?
4. (woman) I got this dress for only five dollars!  
(man) Five dollars? How did you get it so cheap?  
(narrator) WHAT DOES THE MAN MEAN?
5. (man) I just got my third parking ticket this week.  
(woman) Why don't you try putting more money in the parking meter when you park your car?  
(narrator) WHAT DOES THE WOMAN SUGGEST THAT THE MAN DO?
6. (woman) Were you able to get hold of the book that you wanted?  
(man) I couldn't. At the bookstore, they told me that it wasn't available yet.  
(narrator) WHAT DOES THE MAN MEAN?
7. (woman) Professor Mitchell's lecture certainly went on and on for quite some time.  
(man) I thought he was never going to finish.  
(narrator) WHAT DOES THE MAN IMPLY ABOUT THE LECTURE?
8. (man) You don't have the notes from yesterday's physics class?  
(woman) No, I don't. Do you think I could borrow yours?  
(narrator) WHAT DOES THE WOMAN MEAN?
9. (man) You said that you wanted to go shopping this afternoon. What do you want to get?  
(woman) I think I'd like to get my dad a new wallet for his birthday.  
(narrator) WHAT DOES THE WOMAN MEAN?
10. (woman) You didn't go into the pool, even for a quick dip?  
(man) I put my big toe in and decided that the water was too cold for me.  
(narrator) WHAT DOES THE MAN MEAN?
11. (man) Do you know where your sweater is?  
(woman) I think I left it at my sister's house, but I'm not sure.  
(narrator) WHAT DOES THE WOMAN MEAN?
12. (man) I need for you to work on these new accounting reports.  
(woman) But I scarcely have time to finish the ones I already have.  
(narrator) WHAT DOES THE WOMAN IMPLY?
13. (woman) How much longer do you think you're going to stay on that exercise machine?  
(man) I give up!  
(narrator) WHAT DOES THE MAN MEAN?
14. (woman) Look at those waves coming in. They're as huge as I've ever seen them.  
(man) You can say that again!  
(narrator) WHAT DOES THE MAN MEAN?
15. (man) Are you ready for the political science exam today? I stayed up all night studying for it.  
(woman) Didn't you know that the professor put it off until next week?  
(narrator) WHAT DOES THE WOMAN MEAN?
16. (woman) I haven't turned in my schedule change form yet. Do you think that's a problem?  
(man) You haven't turned it in yet? It's absolutely essential that you turn the form in immediately.  
(narrator) WHAT DOES THE MAN MEAN?
17. (woman) I'd like to try on some rings, please.  
(man) Do you prefer rings in gold or silver?  
(narrator) WHERE DOES THIS CONVERSATION PROBABLY TAKE PLACE?
18. (man) Look at this. You made an awful lot of long distance calls last month.  
(woman) I called my family even more than usual. That's why the bill's so much higher than usual.  
(narrator) WHAT ARE THE MAN AND WOMAN PROBABLY DISCUSSING?
19. (man) What do you think of your new boss?  
(woman) I couldn't be more impressed with him.  
(narrator) WHAT DOES THE WOMAN MEAN?
20. (woman) Mike, do you know when the recital starts?  
(man) It starts at three o'clock, doesn't it?  
(narrator) WHAT DOES MIKE MEAN?
21. (woman) If your tooth is hurting you so much, perhaps you should see your dentist right away.  
(man) I don't really want to, but I guess I don't have much choice.  
(narrator) WHAT WILL THE MAN PROBABLY DO NEXT?
22. (man) I need to buy some stamps.



- (woman) Then you'd better get to the post office quickly, because it closes at five o'clock.
- (narrator) **WHAT CAN BE INFERRED FROM THE CONVERSATION?**
23. (woman) Do you know how I can find the journal article that we're supposed to read for class tomorrow?
- (man) The professor copied it and put it on reserve in the library.
- (narrator) **WHAT DOES THE MAN MEAN?**
24. (woman) I really think you should try to be a little calmer.
- (man) If I were any calmer, I'd be asleep.
- (narrator) **WHAT DOES THE MAN MEAN?**
25. (man) I don't think that news report can possibly be true.
- (woman) Neither do I.
- (narrator) **WHAT DOES THE WOMAN MEAN?**
26. (woman) Has management decided on a new policy for pay raises?
- (man) It's still up in the air. I think it will be discussed again at the meeting next Friday.
- (narrator) **WHAT DOES THE MAN MEAN?**
27. (woman) I can't believe it's snowing today. It wasn't exactly unexpected.
- (narrator) **WHAT DOES THE MAN MEAN?**
28. (man) How do you think you did on the literature exam that you had this morning?
- (woman) I really wish I could take it over again.
- (narrator) **WHAT DOES THE WOMAN IMPLY?**
29. (woman) You didn't have to wait outside. You could've just opened the door and walked right in.
- (man) So the door was not locked!
- (narrator) **WHAT HAD THE MAN ASSUMED?**
30. (man) My guess is that you're leaving the office now and heading straight home.
- (woman) You've hit the nail on the head!
- (narrator) **WHAT DOES THE WOMAN SAY ABOUT THE MAN?**
- (woman) looked down at the floor, there were piles of hair, my hair, on the floor. I couldn't believe it!
- (woman) Well, what did you say to the hairstylist?
- (man) What could I say? The hair was already cut off. I couldn't exactly say, "Please put it back on," although that's exactly what I did want to say.
- (woman) Well, at least your hair'll grow back soon.
- (man) That's what everyone is saying to me. "It'll grow back, it'll grow back. But it won't grow fast enough to make me happy."
- (woman) Maybe after you get used to it, you'll like it a bit more.
31. **WHAT SEEMS TO BE TRUE ABOUT BOB'S HAIRCUT?**
32. **HOW DOES BOB SEEM TO FEEL ABOUT HIS HAIRCUT?**
33. **WHAT DID BOB SEE ON THE FLOOR?**
34. **WHAT DO PEOPLE KEEP SAYING TO BOB?**

#### Questions 35–38

- (narrator) Listen to a conversation about a man's great-grandmother.
- (man) I talked to my great-grandmother on the phone this morning.
- (woman) Your great-grandmother? Do you talk with her often?
- (man) I try to call her at least once a week. She's a really wonderful woman, and she's over eighty-five years old. I enjoy talking to her, because she's so understanding and because she gives me good advice.
- (woman) What advice did she have for you today?
- (man) (laughs) She told me to be careful because a big storm is coming.
- (woman) She said that a big storm is coming? Is she a weather forecaster?
- (man) Not exactly. She says that she can feel it in her bones when a storm is coming. I know it sounds funny, but when she feels it in her bones that a storm is coming, she's usually right.
- (woman) That's not actually so funny. When people get older, the tissue around their joints can become stiff and swollen. Just before a storm, the air pressure often drops, and this drop in air pressure can cause additional pressure and pain in swollen joints. So when your great-grandmother tells you she thinks a storm is coming, she probably has some aching in her joints from the decreasing air pressure.
- (man) Then, I had better pay more attention to my great-grandmother's weather forecasts!

#### Part B, page 318

##### Questions 31–34

- (narrator) Listen as a man and woman discuss a haircut.
- (woman) Hi, Bob. Your hair looks nice. It's a bit shorter than usual, isn't it?
- (man) A bit shorter? I don't think so. It's a lot shorter. When I look in the mirror, I don't even know who is looking back at me.
- (woman) So you got your hair cut, but you didn't get the hair cut that you wanted?
- (man) This is not even close to the haircut that I wanted. I asked to have hair trimmed just a little bit, and the hairstylist really went to town. When I



35. HOW OFTEN DOES THE MAN USUALLY TALK TO HIS GREAT-GRANDMOTHER?
36. WHAT DID THE MAN'S GREAT-GRANDMOTHER TELL HIM ON THE PHONE THIS MORNING?
37. WHERE DOES THE MAN'S GREAT-GRANDMOTHER SAY THAT SHE FEELS A STORM COMING?
38. WHAT WILL THE MAN PROBABLY DO IN THE FUTURE?

### Part C, page 519

#### Questions 39–42

- (narrator) Listen to a talk by a tour guide in the Everglades National Park.
- (man) Today we're going to be taking a tram tour through part of the Everglades National Park. Quite probably we'll be seeing a number of crocodiles sunning themselves by the side of the water or poking their heads up through the water. Needless to say, we will not be getting off the tram at any time until we leave the area because of the danger posed by the crocodiles.
- By the way, you've probably heard of the expression "crying crocodile tears." It is common to say that someone is crying crocodile tears when he or she is pretending to be sad or full of regret. Crocodiles always appear to have tears in their eyes, but they are not crying because of sadness, or even pretended sadness. Instead, a crocodile uses its tear ducts to get rid of extra salt from its body. A crocodile does not sweat the same way that humans do and must get rid of extra salt through tears. So if you see a crying crocodile, do not think that it's feeling sad; it is basically sweating through its eyes.
- Look! Over there on the right. There are two large crocodiles on the water's edge, right next to the fallen trees. You can get out your cameras and take pictures from here on the tram, but no, you cannot get off the tram to get any closer.

39. WHERE DOES THIS TALK TAKE PLACE?
40. WHAT DOES THE EXPRESSION "CRYING CROCODILE TEARS" MEAN WHEN IT IS USED TO DESCRIBE HUMANS?
41. WHY DO CROCODILES HAVE TEARS IN THEIR EYES?
42. WHAT DOES THE TOUR GUIDE RECOMMEND?

#### Questions 43–46

- (narrator) Listen to the following lecture by a university professor.
- (woman) Please take your seats now because I would like to begin today's lecture.

Today, we will be discussing one of the more elegant and distinct forms of nineteenth-century transportation—the clipper ship.

Clipper ships of the nineteenth century were the graceful, multi-masted, ocean-going vessels that were designed for maximum speed. They were given the name "clipper" ship in reference to the fact that they "clipped along" at such a fast rate of speed.

Clipper ships were constructed with a large number of sails in order to maximize their speed. They often had six to eight sails on each of the masts, and ships commonly had three and perhaps four masts. The speeds that they achieved were unbelievably fast for the era; clipper ships could, for example, accomplish the amazing feat of traveling from New York to San Francisco in less than a hundred days.

Clipper ships first came into use in the United States in the 1840s. They were originally intended to make the trip from New York, around the tip of South America, and on to China in order to transport tea to the United States. Once gold was discovered in California in 1848, clipper ships were immediately put into use to carry large numbers of gold prospectors and large amounts of mining supplies from the East Coast to California. With the success of the American clipper ships, the British began their own fleet of clipper ships to transport goods from the far reaches of the British Empire.

That's all for today's class. Don't forget that there's a written assignment due on Friday.

43. IN WHICH COURSE WOULD THIS LECTURE MOST PROBABLY BE GIVEN?
44. WHAT IS THE MOST LIKELY MEANING OF THE EXPRESSION "TO CLIP ALONG"?
45. WHAT WERE CLIPPER SHIPS FIRST USED FOR IN THE UNITED STATES?
46. WHAT DOES THE PROFESSOR REMIND THE STUDENTS ABOUT?

#### Questions 47–50

- (narrator) Listen to the following talk by a drama coach to a group of actors.
- (man) I know that some of you are feeling more than a little nervous about tonight's performance, and I want you to understand that this is quite a natural feeling. You are going to be on a stage in front of a lot of people tonight, and it's normal to be experiencing some nerves. I would like to help you to understand these feelings



and not to let them interfere with your performance.

What you are experiencing is called stage fright. Stage fright is the fear that develops before you give a performance in front of an audience. Stage fright is not just experienced by actors and actresses; it can also be experienced by musicians, athletes, teachers—anyone who performs in front of a group of people. It occurs before a performance when a performer is concerned about looking foolish in front of others. Just before tonight's performance, if you are feeling a bit tense, if your knees are shaking, if your stomach has butterflies in it, and if you are thinking about how bad your performance could be, then you have a major case of stage fright.

To control stage fright, you can work to control both the physical reactions and the negative thoughts. To combat the physical reactions, you can try techniques such as deep breathing, muscle relaxation, or even just laughing to relieve some of the pressure. To combat the negative thoughts, you should force yourself to focus on what you have to do rather than on what other people are going to think.

That's all I have to say for now. I'll see you back here at six o'clock because the performance starts at eight o'clock. Just remember that if you begin to feel at all nervous, try some deep breathing to relax and focus your thoughts on the performance that you are about to give. See you this evening.

47. WHO WOULD PROBABLY NOT EXPERIENCE STAGE FRIGHT IN THEIR WORLD?
48. WHAT PHYSICAL REACTION MIGHT SOMEONE WHO IS EXPERIENCING STAGE FRIGHT COMMONLY HAVE?
49. HOW CAN SOMEONE COMBAT THE NEGATIVE THOUGHTS ASSOCIATED WITH STAGE FRIGHT?
50. WHEN SHOULD THE ACTORS ARRIVE AT THE THEATER?

2. (man) Do you have the book that you borrowed from Jim? I need to use it.  
(woman) No, sorry. I don't. I already returned it to Jim.  
(narrator) WHAT DOES THE WOMAN MEAN?
3. (man) Where are you going now?  
(woman) I'm heading to a talk by Dr. Barton.  
(man) Oh, what's the talk on?  
(woman) There's going to be a solar eclipse later this month. Dr. Barton's giving a talk on what to expect during the eclipse.  
(narrator) WHO IS DR. BARTON MOST LIKELY TO BE?
4. (woman) That exam's going to be really difficult.  
(man) It is. We have a lot of work to prepare for it.  
(woman) Let's get going on it now.  
(narrator) WHAT DOES THE WOMAN SUGGEST?
5. (man) Did you enjoy the theater performance last night?  
(woman) It wasn't all I had hoped for.  
(narrator) WHAT DOES THE WOMAN SAY ABOUT THE PERFORMANCE?
6. (woman) Do you understand what we're supposed to do for tomorrow?  
(man) Not really. The professor barely talked about the assignment.  
(narrator) WHAT DOES THE MAN MEAN?
7. (man) There's a great new exhibit at the museum. Do you want to go?  
(woman) Do you know if we have to pay a fee to see the exhibit?  
(man) Not as far as I know.  
(narrator) WHAT DOES THE MAN MEAN?
8. (woman) That lecture on the realities of entrepreneurship in the twenty-first century was really fascinating, wasn't it?  
(man) I'm not sure if it was or not. I didn't understand a word.  
(narrator) WHAT DOES THE MAN MEAN?
9. (man) I forgot to read the scholarship application in on time.  
(woman) You really missed the boat!  
(narrator) WHAT DOES THE WOMAN SAY TO THE MAN?
10. (man) John will pick us up at 7:30 for the





# Structure & Written Expressions



**Strategi Pemanjapan Dan Percepatan  
Skor Toefl**

# STRUCTURE & WRITTEN EXPRESSIONS PRE-TEST

## SECTION 2

### STRUCTURE AND WRITTEN EXPRESSION

Time—25 minutes

(Including the reading of the directions)

Now set your clock for 25 minutes.

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

#### Structure

Directions: Question 1-15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

Look at the following examples.

#### Example I

Sample Answers

My secretary \_\_\_\_you to arrange a meeting.

- (A) She phones
- (B) Will phone
- (C) Tomorrow
- (D) To phone

The sentence should read, "My secretary will phone you to arrange a meeting." Therefore, you should choose (B).

#### Example II

Sample Answers

Where \_\_\_\_my umbrella?

- (A) was put
- (B) You put
- (C) Did you put
- (D) You did put

The sentence should read, "Where did you put my umbrella?" Therefore, you should choose (C).



Now, begin work on the questions.

1. Martha Graham, \_\_\_\_\_ of the pioneers of modern dance, didn't begin dancing until she was twenty-one.  
(A) who, as one  
(B) she was  
(C) one  
(D) was one
2. Tiger moths \_\_\_\_\_ wings marked with stripes or spots.  
(A) have  
(B) with  
(C) their  
(D) whose
3. Platinum is harder than copper and is almost as pliable \_\_\_\_\_.  
(A) gold  
(B) than gold  
(C) as gold  
(D) gold is
4. Most of Annie jump Cannon's career as an astronomer involved the observation, classification, and \_\_\_\_\_.  
(A) she analyzed stars  
(B) the stars' analysis  
(C) stars were analyzed  
(D) analysis of stars
5. Many communities are dependent on groundwater \_\_\_\_\_ from wells for their water supply.  
(A) that obtained  
(B) obtained  
(C) is obtained  
(D) obtain it
6. \_\_\_\_\_ experimental studies of the aging process, psychologist Ross McFarland determined that people could work productively much longer than had previously been thought.  
(A) In that  
(B) Through  
(C) Since  
(D) Into
7. \_\_\_\_\_ often raise funds from the sale of stock.  
(A) For corporations to operate  
(B) The operations of corporations  
(C) Corporations operate by  
(D) To operate, corporations
8. While all birds are alike in that they have feathers and lay eggs, \_\_\_\_\_ great differences among them in terms of size, structure, and color.  
(A) there are  
(B) but are  
(C) if there are  
(D) to be
9. There were \_\_\_\_\_ federal laws regulating mining practices until 1872.  
(A) none  
(B) not  
(C) no  
(D) nor
10. The Masters, one of the most important of all golf tournaments, \_\_\_\_\_ every year in Augusta, Georgia.  
(A) has held  
(B) being held  
(C) is held  
(D) holding
11. Not only \_\_\_\_\_ places of beauty; they serve scientific and educational purposes as well.  
(A) are botanical gardens  
(B) botanical gardens to be  
(C) botanical gardens are  
(D) to be botanical gardens
12. \_\_\_\_\_ quicksand can be found all over the world, little was known about its composition until recently.



- (A) Except  
(B) Although  
(C) Even  
(D) Despite
13. In 1791 Quebec was divided into two sections, Upper Canada and Lower Canada, \_\_\_\_\_ were ruled by elected assemblies.  
(A) they both  
(B) both of them  
(C) in which both  
(D) both of which
14. \_\_\_\_\_ are a form of carbon has been known since the late eighteenth century.  
(A) Diamonds  
(B) Because diamonds  
(C) That diamonds  
(D) Diamonds, which
15. Designed by Frederic Auguste Bartholdi, \_\_\_\_\_  
(A) the United States was given the Statue of Liberty by the people of France  
(B) the people of France gave the Statue of Liberty to the United States  
(C) the Statue of Liberty was given to the United States by the people of France  
(D) the French people presented the United States with a gift, the Statue of Liberty

### Written Expression

Directions: In questions 16-40, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Look at the following examples.

#### Example I

Sample

Answer

The panda are becoming an increasingly rare animal.

A B C D

The sentence should read, "The panda is becoming an increasingly rare animal." Therefore, you should choose (B).

#### Example II

Sample

Answer

He applying for a job in the history faculty.

A B C D

The sentence should read, "He has applied for a job in the history faculty." Therefore, you should choose (B).

Now, begin work on the questions.

16. There are thousand of different types of roses.

A B C D

17. Since 1908 breeders set out to produce chickens that could survive Canada's cold climate.

D

18. From 1865 to 1875, a remarkable various of inventions was produced.

A B C D

19. The simplest kind of plant, alike the simplest kind of animal, consists of only one cell.

A B C D



20. The first recorded use of natural gas to light streetlamps it was in the town of  
 Frederick, New York, in 1825.  
 A B C D
21. A museum in Denver, Colorado, chronicles black cowboys and his role in the  
history of the American West.  
 A B C  
 D
22. Bluegrass music is a kind of country music who was pioneered by Bill Monroe  
of Rosine, Kentucky.  
 A B C  
 D
23. A number of the materials used in manufacturing paint are potential dangerous  
if mishandled.  
 A B C  
 D
24. There are several races of giraffes, but there are only one species.  
 A B C D
25. Chestnuts were once the most common tree in the eastern United States, but  
almost of them destroyed by a disease called chestnut blight.  
 A B C D
26. Despite they are small, ponies are strong and have great stamina.  
 A B C D
27. Physical therapists help patients relearn how to use their bodies after disease  
or injure.  
 A B C  
 D
28. Liquids take the shape of any container which in they are placed.  
 A B C D
29. The Sun supplies the light and the warmth that permit life on Earth existing.  
 A B C D
30. For seventeen years, between 1932 to 1949, Fred Allen was one of the most  
 popular comedians on radio.  
 A B C  
 D
31. Boolean algebra is most often used to solve problems in logic, probability, and  
engineer.  
 A B C  
 D
32. Attorney Clarence Darrow is know for his defense of unpopular persons and  
causes.  
 A B C  
 D
33. Phi Beta Kappa is a honor society that encourages scholarship in science and  
art.  
 A B C  
 D



34. The French Quarter is the most famous and the most old section of New Orleans.  
 A B C D
35. There was once a widespread believe that all lizards were poisonous.  
 A B C D
36. In the late nineteenth century, many public buildings, especially that on college campuses, were built in the in the Romanesque Revival style of architecture.  
 A B C D
37. Sponges have neither heads nor separate body organs.  
 A B C D
38. A wooden barrel is made from strips of wood called staves holding together with metal hoops.  
 A B C D
39. Salt was once too scarce and precious that it was used as money.  
 A B C D
40. Sharks acquire many sets of tooth during their lifetimes.  
 A B C D



## STRATEGI MENGERJAKAN STRUCTURE AND WRITTEN EXPRESSION TEST

*Structure and Written Expression* merupakan bagian kedua yang akan diujikan dalam tes TOEFL. Bagian ini akan menguji kemampuan Anda dalam hal memahami tata bahasa yang terdapat dalam Bahasa Inggris. Tata bahasa tersebut umum digunakan dalam bahasa tulis bukubuku berbahasa Inggris.

Pada bagian *Structure and Writtten Expression*, Anda akan menjawab sekitar 40 soal dengan waktu 25 menit. Soal-soal tersebut terbagi dalam dua bagian, yaitu:

1. *Structure* yang terdiri atas 15 soal. Soal-soal tersebut merupakan soal pilihan ganda. Setiap soal diikuti oleh empat pilihan jawaban. Anda harus memilih jawaban yang paling tepat untuk mengisi bagian kalimat yang belum lengkap pada setiap soal.
2. *Written Expression* yang terdiri dari 25 soal. Pada soal-soal tersebut terdapat empat kelompok kata yang digarisbawahi. Anda harus memilih jawaban yang paling tidak tepat penggunaannya dalam kalimat.

Saat mengerjakan soal pada bagian *Structure and Written Expression*, Anda sebaiknya sudah memiliki pengetahuan tentang tata bahasa dalam bahasa Inggris. Dengan memiliki pengetahuan tersebut, tentu Anda tidak akan kesulitan dalam mengerjakan soal-soal pada bagian ini.

Berikut merupakan tips untuk mengerjakan soal-soal pada bagian *Structure and Written Expression*:

1. **Membiasakan diri dengan petunjuk pada tes.** Petunjuk dalam setiap tes TOEFL akan selalu sama. Oleh karena itu, Anda tidak perlu mendengarkan bagian petunjuk dengan seksama ketika Anda mengerjakan tes. Jika Anda sudah melakukan persiapan sebelumnya, tentu Anda sudah tahu dengan petunjuk tersebut.
2. **Mulailah dengan soal nomor 1 sampai 15.** Antisipasi soal 1 sampai 5 adalah bagian yang mudah. Dan selanjutnya, soal nomor 11 sampai 15 akan lebih sulit. Ingat, jangan membuang waktu Anda pada soal-soal yang sulit. Ada beberapa bagian lain yang lebih mudah untuk dikerjakan.
3. **Melanjutkan untuk menjawab soal nomor 16 sampai 40.** Seperti pada bagian sebelumnya, nomor awal pada bagian ini merupakan bagian yang termudah, dan seterusnya. Jangan habiskan waktu Anda untuk menjawab soal-soal yang sulit. Anda dapat meninggalkannya sementara.
4. **Jika Anda mempunyai sisa waktu, kembalilah pada soal yang Anda tinggalkan sebelumnya.** Anda dapat kembali menjawab pada soal-soal yang Anda anggap sulit.
5. **Selesaikan bagian ini sebelum waktu habis.** Jangan biarkan ada pertanyaan yang tidak Anda jawab. Meskipun Anda tidak benar-benar yakin dengan jawaban yang Anda pilih, Anda harus tetap menjawab pertanyaan tersebut.

Meskipun bagian *Structure and Written Expression* terbagi menjadi dua bagian, pada dasarnya soal-soal tersebut mengenai tata bahasa dalam bahasa Inggris. Pembahasan tata bahasa tersebut dapat Anda pelajari melalui beberapa skills berikut:

|                |                           |
|----------------|---------------------------|
| <b>Skill 1</b> | <b>Subjects and Verbs</b> |
|----------------|---------------------------|

Sebuah kalimat pada umumnya memiliki subjek (subject) dan kata kerja (verb). Kalimat-kalimat tersebut ada yang memiliki satu subject dan satu verb, namun ada pula yang memiliki lebih dari satu subject dan satu verb. Saat membaca kalimat,



Anda harus mampu menemukan subject dan verb dari kalimat tersebut. Ada kalimat yang subject dan verb-nya jelas, ada pula yang subject dan verb-nya sulit untuk diidentifikasi. Oleh karena itu, Anda harus memahami bagian-bagian tersebut dengan baik. Perhatikan contoh berikut ini:

- The ship sinks slowly to the depths of the ocean.  
S            V
- There once lived a poor widow who had a beautiful daughter.  
                  V                            S

Pada kalimat pertama, subject dan verb-nya jelas sehingga tidak akan membingungkan Anda. Adapun untuk kalimat kedua, subject dan verb-nya sulit untuk diidentifikasi. Anda harus memperhatikan dengan seksama untuk menemukan subject dari kalimat tersebut.

Dalam bagian *Structure and Written Expression*, umumnya terdapat soal tentang subject dan verb dalam kalimat. Ada soal yang belum ada subject-nya dan terdapat pula soal yang belum ada verbnya.

Perhatikan contoh berikut:

\_\_\_\_\_ is appealing to the referee for a free kick.

- (A) Angrily
- (B) In that match
- (C) The officials
- (D) The footballer

Pada soal tersebut, Anda dapat melihat bahwa belum ada subject dalam kalimat. Untuk itu Anda harus menandai verb-nya, lalu mencari subject yang sesuai dengan verb-nya. Verb dalam kalimat tersebut adalah *is appealing*. Dari verb tersebut, dapat diambil kesimpulan bahwa subject-nya adalah kata benda tunggal. Jawaban yang paling tepat adalah (D). Pilihan (A) dan (B) bukan bentuk noun sehingga tidak dapat dijadikan subject dalam kalimat.

Perhatikan pula contoh berikut ini:

Certain chemicals \_\_\_\_\_ because of their damaging effect on the environment.

- (A) ban
- (B) have been banned
- (C) possibly
- (D) later

Pada soal tersebut, Anda dapat melihat bahwa belum ada verb dalam kalimat. Untuk itu Anda harus menandai subject-nya, lalu mencari verb yang sesuai dengan subject-nya. Subject dalam kalimat tersebut adalah *Certain chemicals*. Karena subject kalimat adalah kata benda jamak maka verbnya harus bentuk jamak. Jawaban yang paling tepat adalah (B). Pilihan jawaban (A), (C), dan (D) tidak tepat karena ketiganya bukan merupakan verb.

## TYPES OF SUBJECT

Seperti yang dijelaskan sebelumnya, setiap kalimat sedikitnya memiliki satu subject dan satu verb. Pada umumnya subjek muncul sebelum verb. Subject dalam kalimat Bahasa Inggris biasanya berupa *noun* (kata benda), *pronoun* (kata ganti), *gerund* (kata benda yang berasal dari verb dasar yang di tambah akhiran-ing), *infinitive* (verb dengan to), atau *noun clause* (klausa kata benda). Berikut ini merupakan contoh bentuk kata yang dapat menjadi subject dalam kalimat:

1. The officer commanded his men to shoot. (Noun Phrase)





2. They're very pleasant people. (Pronoun)
3. Jogging seems to be his favorite sport. (Gerund)
4. To tell her the truth is the hardest thing of my life. (To Infinitive)
5. That he likes me surprised me. (Noun Clause)

Perhatikan contoh soal berikut:

\_\_\_\_\_ the chink of ice in a glass is lovely on a hot day.

- a. Hears
- b. The hearing
- c. To hear
- d. By hearing

Pada contoh ini, Anda dengan segera memperhatikan bahwa terdapat verb *is*, tetapi tidak terdapat sebuah subject dalam kalimat tersebut. Pilihan jawaban (A), (B), dan (D) bukanlah bentuk subject, maka ketiganya bukan jawaban yang tepat. Jawaban (C) benar, karena *To hear* adalah subject dalam bentuk to infinitive.

**EXERCISE 1a:** Pada Exercise ini, tentukan subject dan verb dari kalimat-kalimat berikut ini. Lalu, tentukan apakah subject tersebut Noun Phrase (NP), Pronoun (PRO), Gerund (G), Infinitive (INF), or Noun Clause (NC).

1. PRO We were just chatting about what we did last weekend.
2. \_\_\_\_\_ What I wanted to find out first was how long it was going to take.
3. \_\_\_\_\_ The cows were grazing in the meadow.
4. \_\_\_\_\_ To listen to both sides of the argument is important.
5. \_\_\_\_\_ Zebras have black and white stripes.
6. \_\_\_\_\_ Walking to the university takes twenty minutes.
7. \_\_\_\_\_ To sleep all morning is a waste of time.
8. \_\_\_\_\_ That all the passengers survived the crash is miraculous.
9. \_\_\_\_\_ Cemeteries are frightening places at night.
10. \_\_\_\_\_ These appear to be photographs of a North African village.

Berikut merupakan informasi penting yang sebaiknya Anda ingat tentang subjects dan verbs.

#### SUBJECTS AND VERBS

Sebuah kalimat dalam Bahasa Inggris sedikitnya memiliki satu subject dan satu verb. Hal penting pertama yang seharusnya Anda lakukan ketika membaca kalimat dalam bagian *Structure and Writtten Expression* adalah menemukan subject dan verb terlebih dahulu.

**EXERCISE 1b:** Tentukan apakah kalimat-kalimat berikut memiliki subject dan verb yang sesuai. Tandai subject dan verb-nya. Setelah itu, tentukan (C) jika kalimat benar dan (I) jika kalimat salah. Anda dapat mengganti bagian yang salah, sehingga kalimat menjadi benar.

- I 1. Left this package with me because you were out.
- C 2. The clock began to strike twelve.
- \_\_\_\_\_ 3. The frogs have not spawned yet.
- \_\_\_\_\_ 4. The mayor and her deputy locked horns over plans for the new road.
- \_\_\_\_\_ 5. They on the dinner table, arguing about politics.
- \_\_\_\_\_ 6. The course it is intended for intermediate-level students. .
- \_\_\_\_\_ 7. Eight children were crammed into the back of the car.
- \_\_\_\_\_ 8. An agreement with a company.
- \_\_\_\_\_ 9. The church was crowned with golden domes.



\_\_\_\_\_ 10. New staff a week's training in how to use the computers.

|                |                                |
|----------------|--------------------------------|
| <b>Skill 2</b> | <b>Objects of Prepositions</b> |
|----------------|--------------------------------|

Dalam soal-soal TOEFL, Anda akan menemukan bentuk object of preposition. Bentuk ini merupakan sebuah object berupa noun yang muncul setelah sebuah kata depan (preposition) seperti *in, at, of, to, by, behind, on* dan sebagainya. Sebuah object of preposition dapat menjebak Anda karena terkadang terlihat seperti subject suatu kalimat.

[During the afternoon], rain will become more general [in the south-east].

Kalimat tersebut memiliki dua object of preposition, the afternoon adalah object dari preposisi during; dan south east adalah object dari preposisi in.

Despite the illness \_\_\_\_\_ was able to lead a normal life.

- (A) he
- (B) possibly
- (C) very
- (D) terribly

Pada soal tersebut, Anda terlebih dahulu harus menentukan subject dan verb-nya. Kalimat tersebut belum memiliki subject karena *Despite the illness* bukan merupakan subject. *Illness* merupakan object dari preposition. Jawaban yang tepat adalah (A). Pilihan jawaban (B), (C), dan (D) tidak tepat, karena ketiganya bukan merupakan bentuk subject.

|                                |
|--------------------------------|
| <b>OBJECTS OF PREPOSITIONS</b> |
|--------------------------------|

Sebuah preposition yang diikuti oleh sebuah noun disebut object of preposition. Jika terdapat kata yang merupakan sebuah object of preposition, kata tersebut bukanlah subject kalimat.

**EXERCISE 2:** Tentukan object of preposition dalam kalimat berikut. Tandai subject, verb dan object of preposition-nya, kemudian tentukan (C) jika kalimat benar dan (I) jika kalimat salah.

- I   1. The train because of bad weather.
- C   2. Electricians worked through the night to localize the faulty switches.
- \_\_\_\_\_ 3. In theory, women can still have children at the age of 50.
- \_\_\_\_\_ 4. Before leaving said goodbye to each of them.
- \_\_\_\_\_ 5. Do you play any other sports besides football and basketball?
- \_\_\_\_\_ 6. According to these documents, still owe us £2,000.
- \_\_\_\_\_ 7. The government has few options except to keep interest rates high.
- \_\_\_\_\_ 8. Ingrid Bergman with Humphrey Bogart in the film 'Casablanca'.
- \_\_\_\_\_ 9. Their flights to Paris are on special offer at the moment.
- \_\_\_\_\_ 10. A refining process it is used to extract usable fuel from crude oil.

|                |                    |
|----------------|--------------------|
| <b>Skill 3</b> | <b>Appositives</b> |
|----------------|--------------------|

Selain object of preposition, adapula yang dapat membingungkan Anda saat menentukan subject dalam kalimat, yaitu appositive. Appositive adalah noun yang muncul sebelum atau setelah noun yang lain serta memiliki arti yang sama.

Sally, the best student in the class, got an A on the exam.

Pada kalimat tersebut, subject-nya adalah *Sally*. *The best student in the class* merupakan appositive. Perhatikan contoh lain berikut ini:

- 1. \_\_\_\_\_, Kevin, borrow some books.



- (A) At present
- (B) Recently
- (C) Because of the time
- (D) My friend

2. \_\_\_\_\_, Messi has won many trophies.

- (A) An excellent football player
- (B) An excellent football player is
- (C) Messi is an excellent football player
- (D) His excellent football play

Pada kalimat pertama, Anda dapat menyimpulkan bahwa *Kevin* bukanlah subject dalam kalimat karena ada koma yang memisahkan kata *Kevin* dengan verb-nya. *Kevin* merupakan appositive.

Karena setiap kalimat memerlukan subject maka Anda harus memilih subject yang tepat. Jawaban yang paling tepat adalah (D). Jawaban (A), (B), dan (C) tidak tepat karena ketiganya bukan merupakan subject. Adapula kalimat kedua, *Messi* merupakan subject dalam kalimat karena tidak ada koma yang memisahkan subject *Messi* dengan verb-nya. Untuk itu, Anda harus mencari appositive untuk kata *Messi*. Jawaban yang paling tepat adalah (A). Jawaban (B) dan (C) tidak tepat karena terdapat verb *is*, sedangkan (D) tidak tepat karena meskipun terdapat kata benda *play*, namun noun tersebut tidak sesuai untuk kata *Messi*.

Berikut ini adalah letak yang tepat untuk appositive (APP) dalam kalimat:

|   |             |          |
|---|-------------|----------|
| <b>S,</b>                                       | <b>APP,</b> | <b>V</b> |
| Tom, a really good mechanic, is fixing the car. |             |          |
| <b>APP,</b>                                     | <b>S</b>    | <b>V</b> |
| A really good mechanic, Tom is fixing the car.  |             |          |

**Exercise 3:** Tentukan appositive dalam kalimat. Tandai subject, verb dan appositive dalam kalimat berikut. Kemudian, tentukan (C) jika kalimat benar dan (I) jika kalimat salah. Anda dapat mengubah bagian yang salah sehingga kalimat menjadi benar.

- C   1. Buffalo Bill, a famous frontiersman, operated his own Wild West Show.
- I   2. Oak one of the most durable hardwoods, is often used to make furniture.
- \_\_\_\_\_ 3. The National Road, one of the first highways in North America, connected the East Coast to the Ohio Valley.
- \_\_\_\_\_ 4. Joseph Henry, was the first director of the Smithsonian Institute, was President Lincoln's advisor on scientific matters.
- \_\_\_\_\_ 5. The Wassatch Range, is a part of the Rocky Mountains extends from southeastern Idaho into northern Utah.
- \_\_\_\_\_ 6. The dancer, Ruth St. Dennis turned to Asian dances to find inspiration for her choreography.
- \_\_\_\_\_ 7. The organs of taste are the taste buds, are groups of cells which are mainly located on the tongue.
- \_\_\_\_\_ 8. In physics, the term "plasma" refers to a gas which has a nearly equal number of positively and negatively charged particles.
- \_\_\_\_\_ 9. Norman Weiner, was the mathematician and logician, had an important role in the development of the computer.



\_\_\_\_\_ 10. Peer group relations, the relations with friends and acquaintances, play a major role in the social development of adolescents.

### TOEFL REVIEW 1 (Skill 1 - 3)

1. Coal, grain, steel, and other products \_\_\_\_\_ by barge on inland waterways.  
(A) in the ship  
(B) ship  
(C) are often shipped  
(D) shipping
  2. The first cotton mill in Massachusetts \_\_\_\_\_ in the town of Beverly in 1787.  
(A) has been built  
(B) the building  
(C) it was built  
(D) to build
  3. Physician Alice Hamilton \_\_\_\_\_ known for her research on industrial diseases.  
(A) are  
(B) to  
(C) is  
(D) she
  4. When scientists search a site for fossils, \_\_\_\_\_ with examining places where the soil has been worn away from the rock.  
(A) beginning  
(B) they begin  
(C) to begin  
(D) do they begin
  5. \_\_\_\_\_ of recreational vehicles has grown over the last few decades.  
(A) The popularity is  
(B) To be popular  
(C) When the popularity  
(D) The popularity
6. Playwright Frank Shin has often describes the lives of Chinese Americans in his dramas.  
A B C D
  7. Electric milking machine have made dairy farming a much easier job than it once did.  
A B C D
  8. The top layer of the ocean is stores as much heat as does gases in the atmosphere.  
A B C D
  9. The emphasize on team sports has become even stronger in this century than it was in the past.  
A B C D
  10. Cans of paint must shakento mix the pigments with the medium in which they are suspended.  
A B C D

#### Skill 4

#### Agreement After Prepositional Phrases

Kesesuaian subject/verb atau agreement after prepositional phrase merupakan hal yang sangat sederhana: jika subject kalimat berbentuk tunggal, maka verb juga harus berupa verb bentuk tunggal; jika subject kalimat berbentuk jamak, maka verb juga menggunakan verb bentuk jamak. Sebuah akhiran-s pada sebuah verb biasanya



mengindikasikan bahwa verb tersebut berbentuk tunggal, sementara sebuah akhiran-s pada sebuah kata benda mengindikasikan bahwa kata benda tersebut berbentuk jamak. (Jangan lupa bahwa ada beberapa bentuk tak beraturan pada kata benda, seperti bentuk jamak dari woman adalah women, bentuk jamak dari child adalah children, dan bentuk jamak dari person adalah people)

The baby bird tweets every morning.

The baby birds tweet every morning.

Pada contoh soal yang pertama, subject *baby bird* merupakan kata benda bentuk tunggal, maka verb yang diminta adalah verb bentuk tunggal, *tweets*. Sedangkan pada contoh yang kedua, subject *baby birds* merupakan kata benda bentuk jamak, maka verb yang diminta adalah verb bentuk jamak, *tweet*.

The lamp (to the rooms) are\* turned off.

SINGULAR                      PLURAL

The lamps(to the room) is\* turned off.

PLURAL                      SINGULAR

(\*indicates an error)

Pada contoh pertama, Anda mungkin berfikir bahwa *rooms* merupakan subject dari kalimat karena *rooms* muncul secara langsung didepan verb *are*. Namun, *rooms* bukanlah subject karena *rooms* merupakan objek dari kata depan *to*. Subject sebenarnya dari kalimat ini adalah *lamp*, maka verb yang sesuai adalah *is*. Sedangkan pada contoh kedua, Anda mungkin berfikir bahwa *room* merupakan subject dari kalimat tersebut karena muncul secara langsung didepan verb *is*. Anda sebaiknya mengenali bahwa kata *room* dalam kalimat ini bukanlah subject kalimat karena *room* hanya objek dari kata depan *to*. Karena subject sebenarnya adalah *lamps*, verb yang sesuai adalah *are*.

Berikut ini merupakan informasi yang akan membantu Anda dalam memahami penggunaan subject/verb yang sesuai ketika terdapat sebuah prepositional phrases.

#### SUBJECT/VERB AGREEMENT WITH PREPOSITIONAL PHRASES

S (prepositional phrase) V

Ketika sebuah frasa kata depan muncul diantara subject dan verb, tentukan bahwa verb benar-benar sesuai dengan subjectnya.

**Exercise 4a:** Perhatikan agreement antara subject dan verb pada masing-masing kalimat berikut, kemudian pilihlah kata yang tepat.

1. Wolves (hunt/hunts) in groups known as packs.
2. Dominique's teacher (says/say) that she (interacts/interact) well with the other children.
3. The transportation of live animals (are/is) a controversial issue.
4. Cocaine, LSD and heroin (are/is) all illegal drugs/substances .
5. Incidents of armed robbery (has/have) increased over the last few years.
6. Life insurance (is/are) obligatory when purchasing a house.
7. The documentary's analysis of the issues (was/were) very superficial.
8. They (pays/pay) me next to nothing but I really (enjoy/enjoys) the work.
9. In all these films one (observe/observes) that directors (is/are) taking a new interest in Native American culture.
10. One of the main reasons I (come/comes) to England (are/is) to study the language.



**EXERCISE 4b:** Masing-masing kalimat berikut ini memiliki satu atau lebih frasa kata depan antara subject dan verb. Tandai subject, verb dan preposition phrase-nya. Kemudian tentukan (C) jika kalimat benar dan (I) jika kalimat salah.

- C 1. A filter placed in front of a camera lens changes the color of the light that reaches the film.
- I 2. In the autumn, turn red.
- \_\_\_\_\_ 3. Because of its charming shops and restaurants, Old Town is the most picturesque section of Albuquerque.
- \_\_\_\_\_ 4. Harmonicas, autoharps, and kazoos are examples of folk instruments.
- \_\_\_\_\_ 5. One of the oldest large suspension bridges still used today are the George Washington Bridge between New York City and Fort Lee, New Jersey.
- \_\_\_\_\_ 6. A thick layer of fat called blubber keeps whales warm even in the coldest water.
- \_\_\_\_\_ 7. Each seed of a flowering plant is covered by a dense protective coat.
- \_\_\_\_\_ 8. Dynamite is ordinarily detonated with a device called a blasting cap.
- \_\_\_\_\_ 9. In 1900 there were some 300 bicycle factories in the United States, and they produced over a million bicycles.
- \_\_\_\_\_ 10. On a clear night, the unaided eye can see about 6,000 stars.

**Skill 5****Agreement After Determiner**

Masalah kesesuaian/agreement lainnya yang terjadi ketika subject dari kalimat merupakan determiner, seperti *all*, *most*, *half*, *part*, atau *some*, yang diikuti dengan kata depan *of*. Pada situasi ini, subject dari kalimat (*all*, *most*, *half*, *part*, atau *some*) dapat berupa kata benda bentuk tunggal maupun jamak, tergantung pada objek yang mengikuti kata depan *of*.

Berikut ini merupakan informasi penting yang harus Anda pahami untuk menentukan subject/verb yang sesuai ketika terdapat determiner:

| SUBJECT/VERB AGREEMENT AFTER DETERMINERS |                 |      |
|--|-----------------|------|
| All                                      |                 |      |
| Most                                     |                 |      |
| Some                                     | OF THE (OBJECT) | VERB |
| Part                                     |                 |      |
| Half                                     |                 |      |

Ketika sebuah determiner adalah subject kalimat, verb harus sesuai dengan objek

Example:

Some (of the students) feel motivated.  
PLURAL

Some (of the student) feels motivated.  
SINGULAR

Some (of my hope) does not come true.  
UNCOUNTABLE

Pada contoh pertama, subject *some* merujuk pada kata benda bentuk jamak *students*, maka verb yang tepat adalah verb bentuk jamak *feel*. Sedangkan pada contoh soal kedua, subject *some* merujuk pada kata benda bentuk tunggal, maka verb yang tepat adalah verb bentuk tunggal *feels*. Perhatikan juga contoh kalimat ketiga, subject *some* merujuk pada kata benda yang tidak dapat dihitung *hope*, maka verb yang tepat adalah verb bentuk tunggal *does*.





**EXERCISE 5a:** Pada EXERCISE ini, terdapat sebuah determiner. Tandai determiner, object dan verb-nya. Kemudian tentukan (C) jika kalimat benar dan (I) jika kalimat salah.

- C   1. Some of lucky person wins more than \$1 000 000 in the competition.  
  I   2. In this school, most of the children is from the Chinese community.  
      3. Part of my steak are not cooked properly.  
      4. Roughly half of students in the class are Spanish and the others are a mixture of nationalities.  
      5. Some of cakes is not ready to eat.  
      6. All of the eggs get broken.  
      7. Most of people prefer having a trip to staying at home during holidays.  
      8. Half of the respondent are undecided.  
      9. Part of her problem are that she doesn't listen carefully enough to what other people say.  
      10. Some of my friends has agreed with me on this issue.

|                |                                      |
|----------------|--------------------------------------|
| <b>Skill 6</b> | <b>Agreement After Certain Words</b> |
|----------------|--------------------------------------|

Kata-kata tertentu dalam Bahasa Inggris secara tata bahasa ada yang selalu berbentuk tunggal, meskipun kata-kata tersebut mungkin memiliki arti jamak.

Everybody in the theater are watching\* the film attentively.

Meskipun telah kita pahami bahwa arti kalimat tersebut adalah terdapat orang banyak yang sedang melihat film, *Everybody* sebenarnya merupakan bentuk tunggal dan memerlukan kata kerja bentuk tunggal pula.

Berikut ini merupakan daftar kata yang secara tata bahasa berbentuk tunggal:

| <b>SUBJECT/VERB AGREEMENT AFTER CERTAIN WORDS</b>  |            |         |           |                        |                   |
|--|------------|---------|-----------|------------------------|-------------------|
| These words or expression are grammatically singular, so they take singular <i>verbs</i> : |            |         |           |                        |                   |
| Anybody  | Everybody  | Nobody  | Somebody  | Each (+ <i>Noun</i> )  | Neither (+Object) |
| Anyone   | Everyone   | No One  | Someone   | Every (+ <i>Noun</i> ) |                   |
| Anything   | Everything | Nothing | Something | Either (+ Object)      |                   |

**EXERCISE 6a:** Masing-masing kalimat di bawah ini memiliki kata yang secara grammar tunggal tetapi memiliki arti seperti jamak. Tandai subject dan verb-nya, kemudian tentukan (C) jika kalimat benar dan (I) jika kalimat salah. Anda dapat mengubah bagian yang salah sehingga menjadi kalimat yang benar.

- C   1. Everyone knows who stole it, but they are all afraid to tell anyone.  
  I   2. Nobody know what they were supposed to be doing.  
      3. Something in the cupboard smell odd.  
      4. Was there anyone you knew at the meeting?  
      5. Everyone have to respect for different races and appreciate the diversity of other cultures.  
      6. Someone was desperate to hear that good news.  
      7. Nothing are more refreshing on a hot day than an ice tea.  
      8. Everyone believe that the European Community needs a common foreign and security policy.  
      9. Everybody in the stadium applauds him for a full five minutes after he scores a fantastic goal.



\_\_\_\_\_ 10. No one is happy with the new working arrangements.

Untuk lebih memahami bagian ini, Anda akan mempelajari beberapa aturan sehingga dapat memudahkan Anda dalam mengerjakan soal-soal dalam tes TOEFL.

- Ketika *each* dan *every* muncul sebelum subject bentuk tunggal dan menggunakan kata penghubung *and*, ingatlah verb yang digunakan adalah bentuk tunggal.

Every man and woman is eligible to vote.

Each student and teacher has a locker.

- Introductory *It* selalu menggunakan verb bentuk tunggal

It is important to be punctual for appointments.

It was in 1959 that Alaska became a state.

- Jika ada kalimat dengan menggunakan prepositional phrase diantara subject dan verb, subject-nya tidak berubah menjadi bentuk jamak.

The man (together with/in addition to/alongwith/as well as his ten children) is leaving soon.

Everyone (except him) has a book.

One (of the most enjoyable parties) was given by Helen

- Kata-kata *there*, *here*, *nowhere*, dan *where* tidak dapat menjadi subject dalam kalimat. Jika kalimat diawali oleh kata-kata tersebut, subject terletak setelah verb-nya.

Where has everyone gone.

V S

There are many skyscrapers in New York City.

V S

- Jika subject dalam kalimat digabungkan dengan ungkapan-ungkapan "*neither...nor...*," "*either...or...*," dan "*not only...but also...*," maka verb yang digunakan disesuaikan dengan subject yang terdekat.

Neither the students nor the teacher is allowed to leave the class.

Either the teacher or the students have your books.

Not only the nurses but also the doctor is coming soon.

**EXERCISE 6b:** Tandai subject dan verb-nya dari kalimat-kalimat berikut, kemudian tentukan (C) jika kalimat benar dan (I) jika kalimat salah. Anda dapat mengubah bagian yang salah sehingga menjadi kalimat yang benar.

  C   1. Each company supports a local charity.

  I   2. Every painting look like the real thing.

\_\_\_\_\_ 3. That bottle of cola together with those chocolates will make a nice present.

\_\_\_\_\_ 4. Neither my mother nor my father did went to university.

\_\_\_\_\_ 5. Not only our department but also the whole organization are affected if this project fails.

\_\_\_\_\_ 6. Either chemistry and physics is difficult to understand.

\_\_\_\_\_ 7. Each and every one of the flowers has its own colour and smell.

\_\_\_\_\_ 8. They except that one seems similar.

\_\_\_\_\_ 9. Not only the players but also the coach celebrate the victory.

\_\_\_\_\_ 10. Every person needs to do everuthing to survive.





**TOEFL REVIEW 2 (Skill 4 - 6)**

1. Life in the 19th century \_\_\_\_\_ very different from what it is now.  
(A) Are  
(B) Was  
(C) Were  
(D) Have
2. The chlorine in the pool \_\_\_\_\_ my eyes sore.  
(A) Make  
(B) Are making  
(C) Makes  
(D) To make
3. That bit at the beginning of the film \_\_\_\_\_ brilliant.  
(A) Are  
(B) Were  
(C) To be  
(D) Was
4. A piece of eggshell \_\_\_\_\_ into the cake mixture.  
(A) Falls  
(B) Falling  
(C) Fallen  
(D) Are falling
5. I think part of her problem is that she \_\_\_\_\_ carefully enough to what other people say.  
(A) Does not listen  
(B) Not listening  
(C) Does listen  
(D) Not to listen
6. Most of the students has a good time Saturday night.  
A B C D
7. At least some of the organisations waits until December to hold their Christmas events.  
A B C D
8. Well, somebody have decided to do something similar, if not exactly what I had in mind.  
A B C D
9. Everything have gone wrong since that morning.  
A B C D
10. Nobody has been arrests as yet and they are still making enquiries.  
A B C D

**Skill 7****Singular and Plural Nouns**

Kata benda (*noun*) dalam Bahasa Inggris dapat berupa kata benda *singular* (tunggal) atau *plural* (jamak). Anda dapat dengan mudah menentukan apakah kata benda tersebut tunggal atau jamak dengan melihat pada akhir katanya, karena *noun* dalam bentuk *plural* terkadang dengan menambahkan akhiran *-s* atau *-es*, seperti pada contoh berikut:

| <u>Singular Nouns</u> | : | <u>Plural Nouns</u> |
|-----------------------|---|---------------------|
| 1. Bag                | : | Bags                |
| 2. Cake               | : | Cakes               |
| 3. Watch              | : | Watches             |
| 4. Computer           | : | Computers           |
| 5. Tomato             | : | Tomatoes            |
| 6. Strawberry         | : | Strawberries        |
| 7. Ship               | : | Ships               |
| 8. Pilot              | : | Pilots              |
| 9. Stove              | : | Stoves              |



## 10. Cow : Cows

Namun, terdapat beberapa kata benda jamak yang tidak beraturan (*irregular*):

| Jenis Kata Benda | Pembentukan Jamak                        | Contoh   |
|------------------|--|--|
| Berakhiran -fe   | Mengubah f menjadi v dan menambahkan -s  | knife - knives<br>life - lives<br>wife - wives   |
| Berakhiran -f    | Mengubah f menjadi v dan menambahkan -es | half - halves<br>wolf - wolves<br>loaf - loaves  |
| Berakhiran -o    | Menambahkan -es                          | potato - potatoes<br>tomato - tomatoes<br>volcano - volcanoes  |
| Brakhiran -us    | Mengubah -us menjadi i                   | cactus - cacti<br>stimulus - stimuli<br>radius - radii<br>fungus - fungi<br>nucleus - nuclei<br>focus - foci<br>alumnus - alumni<br>syllabus - syllabi           |
| Berakhiran -is   | Mengubah -is menjadi -es                 | analysis - analyses<br>crisis - crises<br>thesis - theses<br>hypothesis - hypotheses   |
| Berakhiran -on   | Mengubah -on menjadi -a                  | phenomenon - phenomena<br>criterion - criteria   |
| Bentuk lain      |  | man - men<br>tooth - teeth<br>mouse - mice<br>sheep - sheep<br>deer - deer<br>salmon - salmon<br>foot - feet<br>child - children<br>ox - oxen<br>person - people |

**EXERCISE 7:** Garis bawahi satu kata yang merupakan subject utama kalimat. Tulis S (singular) apabila subject berbentuk tunggal dan P (plural) jika subject jamak.

1. \_\_\_\_ Stewards will be inspecting the race track at 9.00.
2. \_\_\_\_ International measures have been taken to prevent the extermination of the whale .
3. \_\_\_\_ The 24-year-old striker scored 35 goals for Newcastle United last season.
4. \_\_\_\_ Overnight, bombers attacked key targets around the city.
5. \_\_\_\_ The British spy, Kim Philby, defected to the Soviet Union in 1963.
6. \_\_\_\_ This cable attaches the printer to the computer.
7. \_\_\_\_ The winner of this match will play Ajax Amsterdam in the semi-finals.
8. \_\_\_\_ Two firefighters were treated for smoke inhalation.



9. \_\_\_\_ All the figures are arranged in this table.
10. \_\_\_\_ Radar operators plotted the course of the incoming missile.

Soal yang umumnya terdapat pada tes TOEFL dalam bagian *Structure and Written Expression* adalah penggunaan yang tidak tepat dari *singular* dan *plural noun*. Perhatikan contoh berikut ini:

On the table there were many *dish*\*

The lab assistant finished every *tests*\*

Pada contoh kalimat pertama, ada kata kunci yang menunjukkan bahwa kalimat tersebut memerlukan *plural noun*. Kata kunci tersebut adalah *many*. Dalam kalimat ini bentuk *plural noun* yang tepat adalah *dishes*. Adapun pada contoh kedua, ada kata kunci yang menunjukkan bahwa kalimat tersebut memerlukan *singular noun*. Kata kunci tersebut adalah *every*. Dalam kalimat ini *singular noun* yang tepat adalah *test*. Berikut beberapa kata kunci yang dapat menunjukkan bahwa *noun* yang diperlukan adalah *singular* atau *plural noun*.

| KEYWORDS FOR SINGULAR AND PLURAL NOUNS |   |   |
|--|---|---|
| For Singular Nouns                     | Each<br>Every<br>Single<br>one<br>a       | Each plate<br>Every subject<br>single day<br>one photo<br>a lamp              |
| For Plural Nouns                       | Both<br>Two<br>Many<br>Several<br>Various | both parents<br>two markers<br>many planes<br>several files<br>various dishes |

**EXERCISE 7a:** Kalimat berikut memiliki kata kunci yang dapat menunjukkan bentuk *noun* yang tepat yang diperlukan dalam kalimat. Tandai kata kuncinya, setelah itu pilihlah *noun* yang tepat yang terdapat dalam kurung.

1. Ten pence is donated to charity for every (bottles/bottle) sold.
2. The police have taken fingerprints from every (men/man) in the neighbourhood.
3. I think it is important to listen to both (side/sides) of the argument.
4. He cut the cake into six (piece/pieces) and gave each (children/child) a (slices/slice).
5. The author gave various (reasons/reason) for having written the book.
6. As a racing (drivers/driver), he was involved in many serious (crash/crashes) and had cheated death on several (occasions/occasion).
7. When one (engines/engine) stopped, we had to turn round and fly home.
8. If there were as many (women/woman) as there are (man/men) in parliament, the situation would be very different.
9. After the crash both (drivers/driver) got out and inspected their cars for damage.
10. Identical twins develop from a single fertilized (eggs/egg) which then splits into two.



**Skill 8****Countable and Uncountable Nouns**

Dalam Bahasa Inggris, *noun* terbagi dalam *countable noun* (kata benda yang dapat dihitung) dan *uncountable noun* (kata benda yang tidak dapat dihitung). Dalam tes TOEFL bagian *Structure and Written Expression* terdapat soal mengenai penggunaan *countable* dan *uncountable*.

*Countable noun* merupakan benda-benda yang jumlahnya dapat dihitung satu persatu dengan pasti, contohnya buku. Anda dapat menghitung jumlah buku secara pasti. Misalnya, satu buku, lima buku, atau seribu buku.

Sebaliknya, *uncountable noun* merupakan benda-benda yang jumlahnya ditentukan tidak dengan menghitungnya satu persatu, contohnya air. Anda tentu tidak akan menghitung jumlah air satu persatu. Menghitung jumlah air dapat menggunakan kata lain yang mengungkapkan kuantitas.

Misalnya, segelas air atau sebotol air. *Noun* yang biasanya tidak dapat dihitung adalah *noun* dalam bentuk cair atau bubuk, seperti *milk*, *water*, *oil*, atau *shampoo*. Selain itu, *noun* abstrak juga termasuk dalam *noun* yang tidak dapat dihitung seperti, *security*, *excitement*, *hope*, *information*, etc.

Oleh karena itu, Anda harus mampu membedakan *countable noun* dan *uncountable noun*. Terutama kalimat yang menggunakan kata *much* dan *many*.

He has seen *much*\* foreign films.

He didn't have *many*\* fun at the

Kedua contoh kalimat itu tidak tepat. Pada contoh pertama, *noun* (films) merupakan *countable noun*. Dalam kalimat ini terdapat kata *much*. Kata *much* seharusnya digunakan untuk *uncountable noun*. Pada kalimat tersebut seharusnya diperbaiki menjadi *many foreign films*.

Sementara itu, pada kalimat kedua *noun* (fun) merupakan *uncountable noun*. Dalam kalimat tersebut terdapat kata *many*. Kata *many* seharusnya digunakan untuk *countable noun*. Maka kalimat tersebut seharusnya menjadi *much fun*.

Berikut ini merupakan kata kunci yang dapat menunjukkan bentuk *noun* yang tepat.

| KEYWORDS FOR COUNTABLE AND UNCOUNTABLE NOUNS |      |        |        |       |
|--|------|--------|--------|-------|
| for Countable Nouns                          | many | number | few    | fewer |
| for Uncountable Nouns                        | much | amount | little | less  |

Dalam beberapa kasus, Anda akan menemukan bentuk *the number* dan *a number*. Perlu dipahami bahwa ungkapan *the number* selalu diikuti oleh kata kerja bentuk tunggal. Sementara itu *a number* diikuti oleh kata kerja bentuk jamak. Berikut contohnya:

- The number* of people *attends* the conference
- The number* of documents *is* delivered by mail
- A number* of students *were* leaving the class
- A number* of elephants *walk* around the arena

**EXERCISE 8a:** Pilihlah jawaban yang tepat.

- (Many/Much) industrial products can be made from soybeans.
- Desert plants compete fiercely for the (few/little) water that is available.
- The American designer Louis Comfort Tiffany took (many/much) of his inspiration from nature.
- A (few/little) simple precautions can prevent accidents at home and on the job.



5. In a formal debate, the same (number/amount) of persons speak for each team, and both teams are granted an equal (number/ amount) of time in which to make their arguments.
6. Bats do (few/little) damage to people, livestock, or crops.
7. Even small (numbers/amounts) of zinc can have a significant effect on the growth of plants.
8. The adrenal glands, one on top of each kidney, secrete (many/much) important hormones.
9. (Many/Much) of the stories in John Weems' biography of George Washington are difficult to believe.
10. Folk artists have (few/little) or no formal art training.

### TOEFL REVIEW 3 (Skill 7 - 8)

1. Every \_\_\_\_ is marked with a cross.  
(A) Tree  
(B) Trees  
(C) Of tree  
(D) From tree
2. There is little \_\_\_\_ that these cases in particular have led to the numerous threats to her life  
(A) Doubts  
(B) Doubtfully  
(C) Doubt  
(D) Doubted
3. He checked each \_\_\_\_ carefully.  
(A) Document  
(B) Documentations  
(C) Documented  
(D) Documenting
4. There is a long way to go yet with these proposals, and possibly \_\_\_\_ changes to be made.  
(A) Each  
(B) Much  
(C) Every  
(D) Many
5. Often this turns out to be a hoax, clogging up the net and causing \_\_\_\_ unnecessary anxiety.  
(A) Many  
(B) Several  
(C) Much  
(D) Some
6. I take fewer trip abroad these days.  
A B C D
7. A small number of child are educated at home.  
A B C D
8. Every theatres receive a great amount of funding from the state.  
A B C D
9. The road clings to the coastline for each miles, then it turns inland.  
A B C D
10. She was unable to utter a single words because of a blockage in her throat.  
A B C D

|                |                                    |
|----------------|------------------------------------|
| <b>Skill 9</b> | <b>Subject and Object Pronouns</b> |
|----------------|------------------------------------|

Pronoun dalam Bahasa Inggris memiliki dua bentuk. Bentuk tersebut berdasarkan pada fungsi pronoun dalam kalimat. Bentuk pronoun tersebut adalah subject pronoun dan object pronoun.

Perhatikan contoh berikut ini:



Sally gave the book to John.

↓ ↓ ↓  
She gave it to him.

Dalam contoh di atas, pada kalimat kedua terdapat pronoun yang merujuk pada noun di kalimat pertama. Pronoun *She* merujuk pada noun *Sally*, Sedangkan pronoun *it* merujuk pada noun *book*, dan pronoun *him* merujuk pada noun *John*. Berikut ini pronoun dengan bentuk subject dan object.

| SUBJECT | OBJECT |
|---------|--------|
| I       | Me     |
| You     | You    |
| He      | Him    |
| She     | Her    |
| It      | It     |
| We      | Us     |
| They    | Them   |

Berikut contoh kesalahan penggunaan pronoun dengan bentuk subject dan object pada tes TOEFL.

*Him\** and the girl are going shopping.

The gift was intended for you and *I\**.

Pada kalimat pertama, object pronoun *him* tidak tepat karena pada kalimat tersebut, pronoun yang dibutuhkan adalah subject pronoun. Oleh karena itu, object pronoun *him* seharusnya diganti ke subject pronoun *he*. Sedangkan pada kalimat kedua, subject pronoun *I* tidak tepat. Karena kalimat membutuhkan object pronoun. Oleh karena itu, subject pronoun *I* seharusnya diganti ke object pronoun *me*.

Ketika pronoun berfungsi sebagai subject dalam kalimat, ada beberapa hal yang perlu diingat, yaitu sebagai berikut:

- Pronoun dalam bentuk subject digunakan sebagai subject dalam kalimat utama atau klausa subordinat.

Contoh:

- He left his books in the classroom. (subject pada kalimat utama)
- After he left, I went to bed. (subject pada klausa subordinat)

- Pronoun dalam bentuk subject digunakan untuk pronoun yang mengikuti verb to be.

Contoh:

- It was he at the door
- It must have been they who left the message.

- Pronoun dalam bentuk subject digunakan pada kalimat comparison/perbandingan.

Contoh:

- She is smarter than he (is).
- They have more money than we (have).

Sementara itu, ketika pronoun berfungsi sebagai object dalam kalimat, ada beberapa hal yang perlu diingat, yaitu sebagai berikut:

- Pronoun dalam bentuk object digunakan sebagai object (baik langsung atau tidak langsung) dari verb pada kalimat utama atau klausa subordinat.

Contoh:

- The policeman is watching me. (object langsung)
- If I send him a letter, he will be happy (object tidak langsung)



- Pronoun dalam bentuk object juga digunakan sebagai object of preposition.  
Contoh:
  - a. Everyone except her took the test.
  - b. Martha will not go to the party without him.
- Pronoun dalam bentuk object digunakan pada kalimat comparison.  
Contoh:
  - a. The teacher likes you better than (she likes) me.
  - b. The child responds to her more rapidly than (to) him

**EXERCISE 9:** Masing-masing kalimat berikut ini menggunakan pronoun, baik dalam bentuk subject atau object. Tandai pronoun tersebut. Tentukan (C) jika kalimat sudah benar dan (I) jika kalimat salah. Anda dapat mengubah bagian yang salah sehingga menjadi kalimat yang benar.

- C   1. He was attacked as he was walking home from work late one afternoon.  
  I   2. We were just chatting about what us did last weekend.  
      3. She was ill so I sent she some flowers to cheer her up.  
      4. If anyone rings for me, please tell them I will be back in the office at 4 o'clock.  
      5. The company was losing money and it had to make people redundant.  
      6. Most children in the UK remain in full-time education until them are at least 16 years old.  
      7. You learn to accept these things as you get older.  
      8. Me will see if Louisa will bring her guitar to the party.  
      9. She spends hours on the phone chatting to her friends.  
      10. What time would it be convenient for I to come round?

|                 |   |
|-----------------|---|
| <b>Skill 10</b> | <b>Possessive Adjectives and Pronouns</b> |
|-----------------|---|

Possesive adjective dan possessive pronoun memiliki persamaan dalam hal kepemilikan noun. Meskipun keduanya mempunyai fungsi yang berbeda, tetapi dua jenis possessive ini dapat membingungkan Anda pada test TOEFL. Sebuah possessive adjective berfungsi menjelaskan sebuah noun, oleh karena itu harus diikuti oleh noun. Sedangkan possessive pronoun berfungsi menggantikan noun, oleh karena itu tidak perlu diikuti oleh noun. Perhatikan contoh berikut:

They lent me *their* book.

ADJECTIVE

They lent me *theirs*.

PRONOUN

Berikut ini daftar possessive adjective dan possessive pronoun:

| <b>POSSESSIVE ADJECTIVES</b> | <b>POSSESSIVE PRONOUNS</b> |
|------------------------------|----------------------------|
| My                           | Mine                       |
| your                         | yours                      |
| his                          | his                        |
| her                          | hers                       |
| its                          | -                          |
| our                          | ours                       |
| their                        | theirs                     |
| Harus diikuti noun           | tidak dapat diikuti noun   |





Perhatikan contoh penggunaan possessive adjective dan pronoun pada tes TOEFL berikut:

I failed *mine*\* History A level.

*Our*\* is the red car parked over there.

Pada kalimat pertama, possessive pronoun *mine* tidak sesuai digunakan pada kalimat tersebut. Sebuah possessive pronoun tidak dapat diikuti oleh noun. Kalimat di atas membutuhkan possessive adjective, oleh karena itu possessive pronoun *mine* seharusnya diganti dengan possessive adjective *my*. Sedangkan pada kalimat kedua, possessive adjective *our* tidak tepat digunakan pada kalimat tersebut. Karena possessive adjective harus diikuti oleh noun. Oleh karena itu possessive adjective tersebut harus diganti dengan possessive pronoun *ours*.

**EXERCISE 10:** Masing-masing kalimat berikut ini menggunakan possessive adjective dan pronoun. Tandai possessive adjective dan pronoun tersebut. Tentukan (C) jika kalimat sudah benar dan (I) jika kalimat salah. Anda dapat mengubah bagian yang salah sehingga menjadi kalimat yang benar.

- C   1. My dad gets cross with me if I leave the kitchen in a mess.
- I   2. When you have finished yours work sheets, clip them together and hand them in to me.
3. Their economy has expanded enormously, while ours, in contrast, has declined.
4. Her family invited me to stay with them for a few weeks.
5. Please could you back yours car up a few feet so that I can get mine out of the drive?
6. There is quite a contrast between his character and her.
7. Nicky and I both have red hair but hers is lighter than mine.
8. Many miners have suffered from the effects of coal dust in theirs lungs.
9. The project is entering its final stages.
10. I had a chat with mine boss today about a possible salary increase.

|                 |                          |
|-----------------|--------------------------|
| <b>Skill 11</b> | <b>Pronoun Reference</b> |
|-----------------|--------------------------|

Selain memahami penggunaan bentuk dan fungsi pronoun, Anda pun harus mampu menentukan apakah pronoun yang digunakan sesuai dengan noun yang digantikannya. Perhatikan contoh berikut ini:

Both girls compete for *her*\* father's attention.

The teacher punished the students by giving *him*\* extra work.

Dalam kalimat pertama, terdapat pronoun *her*. Pronoun tersebut tidak tepat karena noun yang harus digantikannya adalah *the girls*. *The girls* merupakan plural noun, jadi pronoun-nya pun harus berbentuk jamak. Pronoun yang tepat untuk kalimat tersebut adalah *their*.

Pada kalimat kedua juga terdapat pronoun *him*. Pronoun tersebut tidak tepat karena noun yang harus digantikannya adalah *students*. *Students* merupakan plural noun, jadi pronoun-nya pun harus berbentuk jamak. Pronoun yang tepat untuk kalimat tersebut adalah *them*.

Ada beberapa hal yang perlu Anda perhatikan agar Anda dapat menentukan pronoun yang tepat yang digunakan dalam kalimat. berikut ini diantaranya:





- Pronoun bentuk jamak digunakan untuk merujuk pada dua kata yang dihubungkan dengan kata *both ... and* serta dua kata atau lebih yang menggunakan connector "*and*."

Contoh:

- Both John and Mary* are returning to their class.
- John and I* are returning to our class.

- Pronoun bentuk tunggal digunakan untuk merujuk pada kata-kata yang memiliki arti tunggal dan memerlukan verb bentuk tunggal. Pronoun yang digunakan adalah pronoun untuk orang ketiga tunggal (*he, she, it, him, her, his, hers, its*) tergantung arti kata tersebut dalam kalimat.

Contoh:

- Everyone must do *his* homework.
- He never puts anything back in *its* place.

- Ketika dua kata digabungkan dengan *either ... or, neither ... nor*, atau *not only ... but also*, pronoun yang digunakan harus sesuai dengan kata yang lebih dekat letaknya dengan pronoun tersebut.

Contoh:

- Either the students or the teacher* will give you his book.
- Neither the dog nor the cats* have on their collars.
- Not only the players but also the coach* has on his uniform.

**EXERCISE 11a:** Pilihlah kata yang dirujuk oleh pronoun.

- Ice fishermen sometimes build small, movable huts to protect them from the cold winds.  
Them =
- The clipper ship *Flying Cloud* was one of the fastest ships of its kind.  
Its =
- When babies reach the age of one, their growth begins to slow down.  
Their =
- Frank's passport was confiscated by the police to prevent him from leaving the country.  
Him =
- My friends and I really appreciate all the help you gave us last weekend.  
Us =
- The company was losing money and it had to make people redundant.  
It =
- Rachel ran out of the room and slammed the door behind her.  
Her =
- I would like to find Debbie and talk to her about this.  
Her =
- Mark just phoned to say he had left his coat behind.  
Him =
- Customs stopped my brother and me and checked our bags for alcohol and cigarettes.  
Our =

#### TOEFL REVIEW 4 (Skill 9-11)

- I would love to contact this girl because \_\_\_\_ was really sweet and I hope this letter will find her.  
(A) Her



- (B) Hers  
(C) She  
(D) Herself
2. At the same time teenagers do want boundaries of some sort and they do want \_\_\_\_ to love them.  
(A) Us  
(B) We  
(C) Our  
(D) Ours
3. We also need \_\_\_\_ name and a phone number so we can contact you as you might be needed to be a witness.  
(A) Your  
(B) You  
(C) Yours  
(D) Yourself
4. Compared to some of my friends' childhoods, \_\_\_\_ was paradise.  
(A) My  
(B) I  
(C) Me  
(D) Mine
5. The game had started off slowly and cautiously but \_\_\_\_ did not take long to find its tempo.  
(A) Its  
(B) It  
(C) They  
(D) Itself
6. At least he is starting to do most of him business on the paper strewn all over the place.  
A B C  
D
7. My daughter looks at my marriage and says her wants mom and dad to arrange hers.  
A B C  
D
8. Our was the ugliest house on the block.  
A B C D
9. Police have since been able to identify him, but have not yet released he name.  
A B C D
10. America and the West cannot assume that theirs is the only political and economic model.  
A B C  
D

**Skill 12****Adjectives and Adverbs**

Terkadang, dalam tes TOEFL ditemukan soal yang menempatkan adjective di bagian adverb, atau sebaliknya. Seperti yang Anda ketahui, adjective dan adverb memiliki fungsi yang berbeda. Adjective hanya memiliki satu fungsi yaitu menjelaskan noun dan pronoun. Perhatikan contoh berikut ini:

They are smart people.

adj. noun

They are smart.

pro. adj.

Pada kalimat pertama, beautiful adalah adjective yang menjelaskan noun woman. Adapun pada kalimat kedua, beautiful adalah adjective yang menjelaskan noun she. Adapun adverb berfungsi untuk menerangkan verb, adjective, dan adverb yang lain. Perhatikan contoh berikut ini:



The terrorists attacked the town brutally.  
verb adv.

That is attractively decorated house.  
adv. adj. noun

That is very attractively decorated house.  
adv. adv. adj. noun

Pada contoh kalimat pertama, brutally adalah adverb yang menjelaskan verb attacked. Dan kalimat kedua, attractively adalah adverb yang menjelaskan adjective decorated (yang menjelaskan noun house). Sedangkan kalimat ketiga, very merupakan adverb yang menjelaskan adverb lainnya attractively, yang menjelaskan adjective decorated (yang menjelaskan noun house).

Berikut merupakan contoh kalimat yang tidak tepat yang sering muncul pada tes TOEFL.

They were seated at a largely\* table.  
adv. noun

The child talked quick\* to her mother.  
verb adj.

We read an extreme\* long story.  
adj. adj.

Pada kalimat pertama, adverb largely tidak tepat karena adjective large yang diperlukan untuk menjelaskan noun table. Pada contoh kedua, adjective quick tidak tepat karena adverb quickly yang diperlukan untuk menjelaskan verb talked. Demikian pada kalimat ketiga, adjective extreme juga tidak tepat karena adverb extremely diperlukan untuk menjelaskan adjective long.

Berikut ini merupakan informasi yang sebaiknya Anda ingat tentang penggunaan dasar adjective dan adverb.

| BASIC USE OF ADJECTIVE AND ADVERB |   |
|-----------------------------------|---|
| ADJECTIVE                         | Adjective digunakan untuk menjelaskan noun atau pronoun                 |
| ADVERB                            | Adverb digunakan untuk menjelaskan verb, adjective atau adverb lainnya. |

**EXERCISE 12:** Masing-masing kalimat berikut ini menggunakan sedikitnya satu adjective atau adverb. Tandai kata tersebut kemudian tentukan (C) jika kalimat sudah benar dan (I) jika kalimat salah. Anda dapat mengubah bagian yang salah sehingga menjadi kalimat yang benar.

- C   1. In any animal community, herbivores greatly outnumber carnivores.
- I   2. Floods cause billions of dollars worth of property damage annual.
- 3. Regularly airmail service in the United States began in 1918.
- 4. Writer Ernest Hemingway was known for his simple language and his lively dialogue.
- 5. The tiny coral snake is beautiful but deadly.
- 6. Skyscrapers developed simultaneous in Chicago and New York City.
- 7. General, bauxite is found near the surface, so it is relatively simply to mine.
- 8. A good proofreader painstakingly examines a manuscript for errors in spelling and grammar as well as for factual mistakes.
- 9. The colony of New Hampshire was permanent separated from the Massachusetts Bay Colony in 1692.
- 10. Poor standards of hygiene mean that the disease spreads fastly.



**Skill 13****Adjectives After Linking Verbs**

Pada umumnya dalam kalimat Bahasa Inggris, adverb diletakkan setelah verb karena adverb berfungsi untuk menjelaskan verb. Perhatikan contoh berikut.

My brother studies diligently.

verb      adv.

pada contoh tersebut, adverb *diligently* diletakkan setelah verb *studies*. Karena adverb *diligently* menjelaskan verb *studies*. Namun, anda harus berhati jika verb tersebut merupakan linking verb. Sebuah linking verb tidak dapat diikuti oleh adverb, melainkan adjective. Perhatikan contohberikut:

This perfume smells pleasant.

LV      adj.

Dalam contoh ini, verb *smells* merupakan linking verb sehingga diikuti oleh adjective *pleasant*. Adjective tersebut menjelaskan subject *this perfume*.

Akan tetapi, adjective yang mengikuti linking verb tidak selalu terletak tepat setelah linking verb. Contoh berikut ini menunjukkan adjective yang tidak langsung mengikuti linking verb-nya. Adverb *impressively* menjelaskan adjective *nice*, sedangkan adjective *nice* menjelaskan subject *their play*.

Their play looks impressively nice.

adv.      adj.

Berikut ini merupakan daftar linking verb dan penggunaan adjective dan adverb setelah regular verb dan linking verb.

| <b>ADJECTIVES AND ADVERBS AFTER VERBS</b>  |               |              |              |
|--|---------------|--------------|--------------|
| (subject) + (regular verb) + (adverb)  |               |              |              |
| A regular verb is followed by an adverb. The adverb describes verb.  |               |              |              |
| (subject) + (linking verb) + (adjective)   |               |              |              |
| A linking verb is followed by an adjective. The adjective describes the subject.   |               |              |              |
| (subject) + (regular verb) + (adverb) + (adjective)  |               |              |              |
| It is possible for a linking verb to be followed by an adverb and an adjective. The adverb describes the adjective, and the adjective describes the subject. |               |              |              |
| <b>LINKING VERBS:</b>  |               |              |              |
| <i>appear</i>  | <i>be</i>     | <i>feel</i>  | <i>sound</i> |
| <i>seem</i>  | <i>become</i> | <i>look</i>  |              |
| <i>prove</i>   | <i>smell</i>  | <i>taste</i> |              |

**EXERCISE 13:** Masing-masing kalimat berikut ini menggunakan sedikitnya satu adjective dan adverb. Tandai kata tersebut. Tentukan (C) jika kalimat sudah benar dan (I) jika kalimat salah. Anda dapat mengubah bagian yang salah sehingga menjadi kalimat yang benar.

- C   1. You've got to appear calm in an interview
- I   2. I never feel safely when I'm being driven by Richard.
3. When you fill in the form, please write clear in black ink.
4. Our assignment seems really easily.
5. The country depends heavily on foreign aid.
6. The food was absolutely delicious.
7. I was extremely angry but I am feeling a little calmer now.
8. There is no need to shout, I can hear perfectly good.
9. The house looked strangely familiar, though she knew she had never been there before.



- \_\_\_ 10. The troops had camouflaged themselves so effective that the enemy did not notice them approaching.

|                 |                                |
|-----------------|--------------------------------|
| <b>Skill 14</b> | <b>Recognize -Ly Adjective</b> |
|-----------------|--------------------------------|

Pada umumnya, kata dengan akhiran *-ly* merupakan bentuk adverb (kata keterangan). Namun, ada sebagian kata dengan akhiran *-ly* yang merupakan adjective. Bentuk seperti ini yang umumnya muncul dalam tes TOEFL bagian Structure and Written Expression. Perhatikan contoh berikut ini:

The company publishes a monthly digest of its activities.

Adj. Noun

Kalimat di atas dapat menipu Anda karena ada kata dengan akhiran *-ly* yang terletak sebelum noun. Itu karena umumnya kata dengan akhiran *-ly* adalah adverb sehingga tidak dapat diletakkan sebelum noun. Pada kalimat tersebut, kata *monthly* merupakan adjective karena kata tersebut menjelaskan noun *digest*. Berikut ini beberapa kata dengan akhiran *-ly* yang merupakan adjective:

| <b>-LY ADJECTIVES</b> |                 |                 |                  |
|-----------------------|-----------------|-----------------|------------------|
| <i>costly</i>         | <i>early</i>    | <i>friendly</i> | <i>nightly</i>   |
| <i>likely</i>         | <i>lively</i>   | <i>kindly</i>   | <i>yearly</i>    |
| <i>daily</i>          | <i>hourly</i>   | <i>lonely</i>   | <i>lovely</i>    |
| <i>quarterly</i>      | <i>weekly</i>   | <i>manly</i>    | <i>southerly</i> |
| <i>northerly</i>      | <i>easterly</i> | <i>monthly</i>  | <i>westerly</i>  |

**EXERCISE 14:** Masing-masing kalimat berikut terdapat adjective dan adverb dengan akhiran *-ly*. Tentukan (C) jika kalimat sudah benar dan (I) jika kalimat salah. Anda dapat mengubah bagian yang salah sehingga menjadi kalimat yang benar.

- \_\_\_ I \_\_\_ 1. Research of this kind requires a lot of expensive brainpower and cost equipment.
- \_\_\_ C \_\_\_ 2. Following his dai routine, he sat by the river for a while.
- \_\_\_ 3. You have to wash the mushrooms under clear water, dry on a towel, and cut the large ones in smaller pieces.
- \_\_\_ 4. Persian was the court language and the language of literature and of highly culture.
- \_\_\_ 5. I had a lovely evening with some tasty food, deliciously wine and entertaining company.
- \_\_\_ 6. Right from day one she always loved school and she has grown into a beautiful and friendly young lady.
- \_\_\_ 7. The lecture was followed by a lively discussion.
- \_\_\_ 8. In fact, the female population would say that he had to be one of the most strongly and most manly guys at Westmoore.
- \_\_\_ 9. The nurse checks on him at hourly intervals.
- \_\_\_ 10. The poll showed that over 40% of Americans worship on a weekly basis.

|                 |                             |
|-----------------|-----------------------------|
| <b>Skill 15</b> | <b>Predicate Adjectives</b> |
|-----------------|-----------------------------|

Ada beberapa adjective yang berfungsi sebagai predikat dalam kalimat, yaitu adjective yang muncul setelah linking verb seperti *be*. Kata-kata ini tidak dapat diletakkan sebelum noun yang dijelaskan. Perhatikan contoh berikut ini:

The snake on the rock was *alive*.

The *alive*\* snake was lying on the rock.



Pada contoh kalimat pertama, predicate adjective *alive* diletakkan setelah linking verb *was*. Kata tersebut berfungsi untuk menjelaskan noun *snake*. Pada contoh kedua, predicate adjective *alive* digunakan dengan tidak tepat setelah noun *snake*. Dalam kalimat tersebut, adjective yang tepat adalah *live*. Berikut ini beberapa predicate adjective dan bentuk adjective yang sesuai untuk diletakkan sebelum noun dalam kalimat:

| PREDICATE ADJECTIVE  |                         |
|----------------------|-------------------------|
| Predicate adjectives | Diletakkan sebelum noun |
| alike                | like, similar           |
| alive                | live, living            |
| alone                | lone                    |
| afraid               | frightened              |
| asleep               | sleeping                |

**EXERCISE 15:** Masing-masing kalimat berikut terdapat sedikitnya satu predicate adjective atau bentuk padanannya. Tentukan (C) jika kalimat sudah benar dan (I) jika kalimat salah. Anda dapat mengubah bagian yang salah sehingga menjadi kalimat yang benar.

- C   1. The film's message is that rich and poor are alike.
- I   2. Millions of alive animals are shipped around the world each year.
3. For the first few months the babies looked so alike I could not tell which was which.
4. He must be ninety if he is still live.
5. The government is frightened of further serious rioting today.
6. Insurance companies are already overburdened with alike claims.
7. Other countries in East and Central Africa had like policies to different degrees.
8. I fell sleeping sometime after that and had some very disturbed dreams.
9. Macdonald is not lone in extending the documentary tradition.
10. I approached the alone drinker across the bar

### TOEFL REVIEW 5 (Skill 12 - 15)

- If he is \_\_\_\_\_ of a positive response from his squad then the fun is set to begin for United fans.
  - Confidence
  - Confident
  - Confidently
  - Confidelity
- Typically, an attack begins when a single hornet captures a \_\_\_\_\_ bee nearby the hive.
  - Lonely
  - Lone
  - Alone
  - Loneliness
- Once all these factors have been considered, parents will have the choice of paying by the term or by \_\_\_\_\_ direct debit.
  - Month
  - For a month
  - Monthly
  - Moon
- She did not think we were \_\_\_\_\_ dressed for a wedding.
  - Appropriately
  - Appropriate
  - Appropriation
  - Appropriateness
- Many women feel uneasy about taking medications during pregnancy.
  - Uneasily
  - Uneasiness



(C) Uneasy

(D) Unease

6. Her typewriter clacked noise as she typed out the letter.  
 A B C D
7. Nobody else seems very interest, but I think it looks greatly.  
 A B C D
8. Although this argument seems plausible, the evidence quoted in its  
 A B C  
 support does not withstand critically examination.  
 D
9. The father she remembers was a warmth, kindly person for whom no  
 A B C  
 one ever had a bad word.  
 D
10. Those lambs were still live, but the ewes were dead.  
 A B C D

**Skill 16****Inverted Subject and Verb**

Susunan paling sederhana dalam kalimat bahasa Inggris adalah subject + verb + object (S+V+P). Hampir dalam semua kalimat bahasa Inggris subject diletakkan sebelum verb, kecuali dalam beberapa bentuk yang tidak umum. Salah satu contoh perubahan susunan kata tersebut adalah subject yang biasanya diletakkan sebelum verb dapat diubah tempatnya menjadi setelah verb. Bentuk yang tidak umum ini biasanya terdapat dalam soal TOEFL bagian Structure and Written Expression. Perhatikan contoh berikut ini:

The faculty wanted to know when would they get a pay raise.

A B C D

Pada soal tersebut, kata yang salah adalah (C). Meskipun dalam soal tersebut terdapat kata tanya *when*, namun bentuk kalimat yang digunakan bukan bentuk tanya karena klausa tersebut merupakan coordinate clause. Oleh karena itu, bentuknya harus tetap seperti bentuk kalimat positif. Susunan yang tepat adalah *they would*. Untuk lebih memahami bagian ini, Anda akan mengenal beberapa situasi dengan susunan kata dalam kalimat yang tidak menggunakan susunan umum. Berikut ini beberapa situasi yang menempatkan subject setelah verb:

Kalimat yang diawali dengan kata *there, here, nowhere*.

Contoh:

- There is no basis for this complaint.  
 verb subject
- Here are few excuses that teachers will accept.  
 verb subject

Kalimat yang diawali oleh sebuah prepositional phrase dan menyatakan tempat

Contoh:

- Beyond the mountains lies the town where you will live.  
 verb subject
- In the closet are the clothes that you want  
 verb subject
- In the forest are many exotic birds.





## verb subject

Pembalikan subject dan verb dapat terjadi pada conditional sentences. Kalimat conditional yang memiliki had, should atau were dengan menghilangkan connector if-nya.

Contoh:

- If he had* taken more time, the results would have been better.  
*Had he* taken more time, the results would have been better.
- if I were* in a position to help, I would help you.  
*Were I* in a position to help, I would help you.
- If you should* arrive before 6:00, just give me a call.  
*Should you* arrive before 6:00, just give me a call.

Kalimat yang diawali oleh kata bentuk negative atau ungkapan seperti *no, not, barely, hardly, never, only, neither, nor, rarely, scarcely, seldom*.

Contoh:

- Never* has Mr. Jones taken a vacation
- Hardly* ever does he take time off.
- Only once* did the manager issue overtime paychecks.
- Not once* did I miss a question.

**EXERCISE 16:** Masing-masing kalimat berikut terdapat susunan yang memungkinkan untuk membalikkan subject dan verb-nya. Ubahlah susunannya menjadi inverted subject and verb. Kemudian tentukan (C) jika kalimat sudah benar dan (I) jika kalimat salah.

- C   1. Rarely have I eaten better food.
- I   2. Hardly ever he comes to class on time.
3. Off the coast of North Carolina lie the Barrier Islands, a popular summer resort area.
4. Not until a frog develops lungs does it leave the water and live on the land.
5. I had had time, I would have picked you up.
6. Not only Mary Ann Shadd was famous for helping escaped slaves, but she was also the first African Canadian woman to establish a newspaper.
7. Down the street lived the man and his wife without anyone else.
8. Never a day she had missed her lessons.
9. There was a good movie on television last night.
10. Here the book is I said I would lend you.

**Skill 17****Present and Past Participles****Present Participle**

Present participle merupakan verb yang mendapat akhiran -ing, misalnya watching, pushing, digging, dst. Present participle dapat berfungsi sebagai bagian dari verb (kata kerja) atau sebagai adjective (kata sifat). Present participle berfungsi sebagai bagian dari verb apabila diawali oleh verb be (am, is, are, was, were, etc). Perhatikan contoh berikut ini.

The man is talking to his friend.

VERB Pada kalimat ini, talking adalah present participle yang berfungsi sebagai bagian dari verb is.

Berikut ini contoh soal dalam Structure and Written Expression.

Our hosts \_\_\_\_\_ beverage on the tiled patio now.

(A) serving





- (B) is serving  
 (C) are serving  
 (D) they are seving

Dalam contoh soal tersebut, Anda dapat melihat bahwa kalimat tersebut belum memiliki verb. Oleh karena itu, anda dapat memilih pilihan (B) atau (C) karena terdapat verb be dan juga present participle. Subject dari kalimat tersebut adalah hosts yang berbentuk jamak sehingga memerlukan verb bentuk jamak juga. Dengan demikian, jawaban yang paling tepat (C). Jawaban (A) tidak tepat karena tidak terdapat verb be. Jawaban (D) juga tidak tepat karena terdapat kata they yang berfungsi sebagai subject, sedangkan kalimat sudah ada subject. Sementara itu, present participle akan berfungsi sebagai adjective (kata sifat) apabila tidak diawali oleh verb be (am, is, are, was, were, etc). Dalam fungsi ini, present participle dapat diletakkan sebelum atau sesudah subject. Perhatikan contoh ini.

The man talking to his friend has a beard.

#### ADJECTIVE

Pada kalimat tersebut talking merupakan present participle yang berfungsi sebagai adjective.

Berikut ini contoh soal dalam Structure and Written Expression.

The child \_\_\_\_ playing in the yard is my son.

- (A) is  
 (B) now  
 (C) was  
 (D) he

Dalam contoh tersebut, jika Anda melihat hanya pada bagian depan kalimat, Anda akan mengira bahwa child adalah subject dan playing adalah bagian dari verb. Jika Anda mengira bahwa playing merupakan bagian dari verb, maka mungkin Anda akan memilih jawaban (A) atau (C). Akan tetapi, jika Anda membaca sampai akhir kalimat, Anda akan melihat bahwa verb dalam kalimat tersebut adalah is. Oleh karena itu, playing dalam kalimat ini berfungsi sebagai adjective bukan bagian dari verb. Jawaban yang paling tepat adalah (B). Jawaban (D) tidak tepat karena kalimat tersebut sudah memiliki subject yaitu child.

Berikut merupakan letak Present Participle dalam kalimat.

| Function                            | Structure                        | Example  |
|-------------------------------------|----------------------------------|--|
| Sebagai bagian dari verb            | S + Verb be + present participle | The boy <i>is standing</i> in the corner.          |
| Sebagai adjective (sesudah subject) | S + present participle + Verb be | The boy <i>standing</i> in the corner was naughty. |
| Sebagai adjective (sebelum subject) | Present participle + S + Verb be | The <i>crying</i> boy in the corner was naughty    |

### Past Participles

Past participle kadang menyebabkan kebingungan dalam soal Structure and Written Expression. Seperti halnya present participle, past participle dapat berfungsi sebagai kata sifat (adjective) atau bagian dari verb. Past participle menjadi bagian dari verb ketika muncul bersama verb have atau has atau verb be (am, is, are, was dan were). Past participle adalah verb yang mendapat akhiran -ed (talked, watched, pushed, etc), tetapi ada juga past participle dalam bentuk tak beraturan (taught, left, eaten, blown, drunk, etc). Perhatikan contoh berikut ini.

The family *has purchased* a television.



## VERB

The poem *was written* by Paul.

## VERB

Pada kalimat pertama, *has purchased* adalah past participle yang berfungsi sebagai bagian dari verb *have*. Sedangkan kalimat kedua, *was written* adalah past participle sebagai bagian dari verb *be*. Berikut ini contoh soal dalam Structure and Written Expression.

Past participle menjadi sebuah adjective dalam kalimat ketika tidak diikuti oleh verb *be* ataupun *have*.

The television *purchased yesterday* was expensive.

## VERB

The poem *written* by Paul appeared in the magazine.

## VERB

Pada kalimat pertama, *purchased* adalah sebuah adjective dan bukan verb dari kalimat tersebut karena tidak diikuti oleh verb bentuk *be* ataupun *have*. Kata kerja untuk kalimat ini merupakan *was*. Sedangkan kalimat kedua, *written* merupakan sebuah adjective dan bukan verb dari kalimat tersebut karena tidak diikuti kata kerja bentuk *be* ataupun *have*. Kata kerja untuk kalimat ini adalah *appeared*.

Berikut ini adalah letak past participle dalam kalimat.

| Function                            | Structure                                 | Example   |
|-------------------------------------|---|---|
| Sebagai bagian dari verb            | S + Verb <i>be/have</i> + past participle | She <i>has painted</i> this picture.                    |
| Sebagai adjective (sesudah subject) | S + past participle + Verb <i>be/have</i> | The <i>picture painted</i> by Karen is now in a museum. |
| Sebagai adjective (sebelum subject) | Past participle + S + Verb <i>be</i>      | The <i>painted</i> picture by Karen is now in a museum. |

**EXERCISE 17:** Pilih jawaban yang tepat !

- Aerodynamics is the study of the forces \_\_\_\_ on an object as it moves through the atmosphere.
  - acting
  - act
  - are acting
  - acted
- \_\_\_\_ for their strong fiber include flax and hemp.
  - Plants are grown
  - Plants grown
  - Plants that grow
  - To grow plants
- \_\_\_\_, Jose Limon's dance troupe often toured abroad.
  - The U.S. State Department sponsored it
  - Sponsored by the U.S. State Department
  - The U.S. State Department, which sponsored it
  - The sponsorship of the U.S. State Department
- Elfreth's Alley in Philadelphia is the oldest residential street in the United States, with \_\_\_\_ from 1728.
  - houses are dated
  - the dates of the houses
  - the dating of houses
  - houses dating
- In 1821 the city of Indianapolis, Indiana, was laid out in a design \_\_\_\_ after that of Washington, D.C.
  - patterned
  - was patterned
  - a pattern



- (D) that patterned
6. \_\_\_\_ in front of a camera lens changes the color of the light that reaches the film.  
 (A) Placed a filter  
 (B) A filter is placed  
 (C) A filter placed  
 (D) When a filter placed
7. The Massachusetts State House, \_\_\_\_ in 1798, was the most distinguished building in the United States at that time.  
 (A) completing  
 (B) which was completed  
 (C) was completed  
 (D) to be completed
8. Barbara McClintock \_\_\_\_ for her discovery of the mobility of genetic elements.  
 (A) known  
 (B) who knows  
 (C) knowing  
 (D) is known
9. The solitary scientist \_\_\_\_ by himself has in many instances been replaced by a cooperative scientific team.  
 (A) to make important discoveries  
 (B) important discoveries were made  
 (C) has made important discoveries  
 (9) making important discoveries
10. Geometry is the branch of mathematics \_\_\_\_ the properties of lines, curves, shapes, and surfaces.  
 (A) that concerned with  
 (B) it is concerned with  
 (C) concerned with  
 (D) its concerns are

### TOEFL REVIEW 6 (Skill 16 - 17)

1. Rarely \_\_\_\_ more than fifty miles from the coast.  
 (A) redwood trees grow  
 (B) redwood trees do grow  
 (C) grow redwood trees  
 (D) do redwood trees grow
2. Who is that boy \_\_\_\_ the piano?  
 (A) Playing  
 (B) To play  
 (C) Have played  
 (D) Plays
3. Not only \_\_\_\_ classical music, but I also have a season ticket to the symphony.  
 (A) Do I enjoy  
 (B) I do enjoy  
 (C) Am I enjoy  
 (D) To enjoy
4. That is the man \_\_\_\_ by his friends.  
 (A) To remember  
 (B) Is remembered  
 (C) Remembered  
 (D) For remembering
5. Never had I felt so lonely.  
 (A) Had I felt  
 (B) I felt  
 (C) Feeling  
 (D) To feel
6. Had Peter understanding the situation, he would have quit.  
 A B C D
7. The kids calls first will have the best chance of getting a seat.  
 A B C D
8. The bore man put other people to sleep during the discussion.  
 A B C D
9. My car was make in Germany.  
 A B C D



10. I will be plays golf tomorrow at three o'clock.

A                      B                      C                      D

**Skill 18**
**Coordinate Connectors**

Banyak kalimat dalam Bahasa Inggris tidak hanya terdiri dari kalimat tunggal. Ada banyak kalimat juga berbentuk kalimat jamak, yaitu kalimat yang memiliki beberapa klausa (klausa adalah sekelompok kata yang memiliki subject dan verb). Ketika Anda memiliki dua klausa dalam kalimat Bahasa Inggris, Anda harus menggabungkan dua klausa tersebut dengan menggunakan sebuah connector diantara klausa. Coordinate connectors diantaranya adalah for, and, nor, but, or, yet dan so. Perhatikan penggunaan coordinate connectors pada contoh berikut.

Tom is singing, **and** Paul is dancing

Tom is tall, **but** Paul is short.

Tom must write the letter, **or** Paul will do it

Tom told a joke, **so** Paul laughed.

Tom is tired, **yet** he is not going to sleep.

Pada masing-masing kalimat di atas, terdapat dua klausa yang digabungkan secara tepat dengan menggunakan coordinate connectors and, but, or, so, yet dan menggunakan sebuah koma (,).

Berikut ini contoh kalimat dalam tes TOEFL.

A power failure occurred, \_\_\_\_\_ the lamps went out.

(A) then

(B) so

(C) later

(D) next

Pada contoh tersebut terdapat dua klausa, *a power failure occurred* dan *the lamps went out*.

Kalimat ini memerlukan sebuah connector untuk menggabungkan dua klausa tersebut. Then, later, dan next bukan connectors, maka jawaban (A), (C), dan (D) bukan jawaban yang tepat. Jawaban yang paling tepat adalah (B), karena so merupakan connector untuk menggabungkan dua klausa tersebut.

| COORDINATE CONNECTORS |            |             |            |           |            |           |
|-----------------------|------------|-------------|------------|-----------|------------|-----------|
| <i>For</i>            | <i>And</i> | <i>Nor*</i> | <i>But</i> | <i>Or</i> | <i>Yet</i> | <i>So</i> |
|                       | S          | V           |            | S         | V          |           |
| Fire                  | is         | hot,        | but        | ice       | is         | cold      |

**Catatan:** Apabila terdapat connector Nor\*, subject dan object setelahnya harus diinversi.

You are not good looking, *nor* are you cute.

V    S

**EXERCISE 18:** Tandai subject, verb dan coordinate connector pada setiap kalimat-kalimat berikut ini. Kemudian tentukan (C) jika kalimat benar dan (I) jika kalimat salah.

  C   1. My dog enjoys being bathed but it hates getting his nails trimmed.

  I   2. Bill refuses to eat peas, nor he will touch carrots.

       3. I hate to waste a drop of gas, for it is very expensive these days.

       4. I took the subway, there was a delay.



- \_\_\_ 5. The neighborhood had a memorial last weekend, for a family's son had passed away.
- \_\_\_ 6. Sometimes, Jack can come off as a bit insensitive, but I know he means well.
- \_\_\_ 7. I hate to waste a single drop of squid eyeball stew, for it is expensive and time-consuming to make.
- \_\_\_ 8. Joe spent seven hours studying calculus at the Mexican diner now he can set his math book on fire with his salsa breath.
- \_\_\_ 9. Maria jumped out of Gino's car and slammed the door, for she could not tolerate one more minute of the heavy metal music.
- \_\_\_ 10. She might decide to make her parents happy and go to medical school or she might use her knowledge of the human body to become a sculptor.

**Skill 19****Adverb Clause Connectors**

Kalimat dalam Bahasa Inggris yang menggunakan adverb clause mempunyai pola kalimat seperti contoh berikut ini.

I will sign the check *before* you leave.

*Before* you leave, I will sign the check.

Pada masing-masing kalimat di atas, terdapat dua klausa: *you leave* dan *I will sign the check*. Klausa *you leave* merupakan adverb clause karena diawali dengan sebuah connector *before*. Dapat diketahui bahwa terdapat pola dasar pada contoh di atas. Pada contoh pertama, connector *before* terletak di tengah kalimat dan tidak terdapat tanda koma (,) yang memisahkan antara klausa pertama dan klausa yang kedua. Sedangkan pada contoh kedua, connector *before* terletak pada awal kalimat dan terdapat tanda baca koma (,) yang memisahkan antara klausa pertama dan klausa kedua.

Perhatikan contoh soal berikut:

\_\_\_ was late, I missed the appointment.

- (A) I  
 (B) Because  
 (C) The train  
 (D) Since he

Pada kalimat di atas, terdapat verb bentuk tunggal *was*, oleh karena itu verb ini tentu memerlukan subject. Dan dapat diketahui bahwa terdapat klausa lain, *I missed the appointment*. Karena terdapat klausa lain, kalimat tersebut tentu memerlukan connector juga. Jika Anda memilih jawaban (A) dan (C), Anda akan memiliki subject untuk kata kerja *was*, tetapi Anda tidak memiliki connector untuk menggabungkan dua klausa tersebut. Pilihan jawaban (B) juga tidak tepat, karena tidak ada subject untuk verb *was*. Oleh karena itu jawaban yang tepat adalah (D), karena terdapat connector untuk menggabungkan dua klausa dan sebuah subject untuk melengkapi kata kerja *was*.

Berikut merupakan beberapa adverb clause connectors dan penggunaannya dalam kalimat.

| ADVERB CLAUSE CONNECTORS |            |           |             |         |          |
|--------------------------|------------|-----------|-------------|---------|----------|
| TIME                     | CAUSE      | CONDITION | CONTRAST    | MANNER  | PLACE    |
| after                    | As         | if        | although    | as      | Where    |
| when as                  | because    | whether   | even though | as if   | wherever |
| while                    | in as much | unless    | though      | in that |          |



|  |                      |                     |                  |                      |  |
|--|----------------------|---------------------|------------------|----------------------|--|
| before<br>whenever<br>since<br>once<br>until | since                |                     | while<br>whereas |                      |  |
| S  | V                    | Adv connector       | S                | V                    |  |
| <i>He</i>                                    | <i>decided to go</i> | <i>although</i>     | <i>I</i>         | <i>forbade him</i>   |  |
| Adv connector                                | S                    | V,                  | S                | V                    |  |
| <i>Although</i>                              | <i>I</i>             | <i>forbade him,</i> | <i>he</i>        | <i>decided to go</i> |  |

**EXERCISE 19:** Pilih jawaban yang tepat !

- Small sailboats can easily capsized \_\_\_\_\_ they are not handled carefully.  
(A) but  
(B) which  
(C) if  
(D) so
- \_\_\_\_\_ they are tropical birds, parrots can live in temperate or even cold climates.  
(A) Despite  
(B) Even though  
(C) Nevertheless  
(D) But
- \_\_\_\_\_ advertising is so widespread in the United States, it has had an enormous effect on American life.  
(A) Why  
(B) The reason  
(C) On account of  
(D) Since
- \_\_\_\_\_ towards shore, its shape is changed by its collision with the shallow sea bottom.  
(A) During a wave rolls  
(B) As a wave rolls  
(C) A wave rolls  
(D) A wave is rolling
- \_\_\_\_\_ are increasingly linked over long distances by electronic communications, but many of them still prefer face-to-face encounters.  
(A) Although people  
(B) Despite people  
(C) Today people  
(D) The fact that people
- \_\_\_\_\_ together in one place, they form a community.  
(A) When people who live  
(B) When people living  
(C) Whenever people live  
(D) Whenever living people
- \_\_\_\_\_ managed by an independent governor and board of directors, the Bank of Canada is owned by the Canadian government.  
(A) And yet  
(B) In spite of it  
(C) Although  
(D) It is
- \_\_\_\_\_ pieces of rope are of different thickness, the weaver's knot can be used to join them.  
(A) Two of  
(B) What two  
(C) Two such  
(D) If two
- \_\_\_\_\_ the seeds of the Kentucky coffee plant are poisonous.  
(A) Until they have been cooked  
(B) Cooking them  
(C) They have been cooked  
(D) Cooked until
- \_\_\_\_\_ invisible to the unaided eye, ultraviolet light can be detected in a number of ways.  
(A) Although is  
(B) Despite  
(C) Even though it  
(D) Although



**Skill 20****Noun Clause Connectors**

Sebuah noun clause connectors merupakan klausa yang berfungsi sebagai sebuah kata benda: karena noun clause berfungsi sebagai kata benda, maka penggunaannya dalam sebuah kalimat adalah sebagai objek dari verb (jika mengikuti sebuah verb), sebagai objek dari kata depan (jika mengikuti kata depan/preposition), atau sebagai subjek dari kalimat. Perhatikan contoh nounclause connector dalam kalimat berikut ini.

I know *when he will arrive*. (NOUN CLAUSE AS OBJECT OF VERB)

I am concerned **about** *when he will arrive*. (NOUN CLAUSE AS OBJECT OF PREPOSITION)

*When he will arrive* is not important. (NOUN CLAUSE AS SUBJECT)

Dalam contoh kalimat pertama, ada dua klausa, *I know* dan *he will arrive*. Dua klausa tersebut digabungkan dengan menggunakan connector *when*. *When* mengubah klausa *he will arrive* menjadi sebuah noun clause yang berfungsi sebagai object dari verb *know*.

Pada contoh kalimat kedua, terdapat dua klausa *I am concerned* dan *he will arrive* yang juga digabungkan dengan menggunakan kata penghubung *when*. *When* mengubah *he will arrive* menjadi sebuah noun clause yang berfungsi sebagai object dari kata depan *about*.

Pada kalimat ketiga mungkin lebih sulit. Kalimat ini terdapat dua klausa, tetapi keduanya sulit untuk dikenali. *He will arrive* adalah klausa yang pertama, dan terdapat connector *when* yang mengubahnya menjadi noun clause yang berfungsi sebagai subject kalimat. Sedangkan klausa yang kedua adalah noun clause *when he will arrive* sebagai subject-nya dan *is* sebagai verb-nya.

Contoh soal berikut ini menunjukkan pola kalimat yang diujikan dalam soal Structure pada tes TOEFL

\_\_\_\_\_ was late caused many problems.

- (A) That he
- (B) The driver
- (C) There
- (D) Because

Pada contoh di atas, Anda akan melihat bahwa terdapat dua verb, yaitu *was* dan *caused*. Dengan demikian, pada kalimat tersebut juga harus ada dua subject untuk masing-masing verb. Pilihan jawaban (C) dan (D) tidak tepat karena *there* dan *because* bukanlah subject. Jawaban (B) juga tidak tepat karena *the driver* bukan subject yang dapat menggabungkan dua klausa. Jika Anda memilih jawaban (A), kalimat tersebut menjadi *That he was late caused many problems*. Dalam kalimat ini *he* merupakan subject dari *was*, dan terdapat noun clause "*that he was late*" sebagai subject dari verb *caused*. Berikut ini merupakan daftar dari noun clause connectors dan penggunaannya pada kalimat:

| <b>NOUN CLAUSE CONNECTORS</b>   |   |                |   |   |  |
|---|---|----------------|---|---|--|
| Who, what, when, where, why, how  |   |                |   |   |  |
| <ul style="list-style-type: none"> <li>▪ whether, if</li> <li>▪ that</li> </ul> |   |                |   |   |  |
| <b>NOUN CLAUSE AS OBJECT</b>  |   |                |   |   |  |
| S   | V | noun connector | S | V |  |





|                        |                  |          |
|------------------------|------------------|----------|
| I know                 | what             | you did. |
| NOUN CLAUSE AS SUBJECT |                  |          |
| noun connector         | S                | V V      |
| What                   | you did was      | wrong.   |
| noun connector         | V                | V        |
| What                   | was on the table | was mine |

**EXERCISE 20:** Pilih jawaban yang tepat !

- \_\_\_\_\_ begin their existence as ice crystals over most of the earth seems likely.  
(A) Raindrops  
(B) If raindrops  
(C) What if raindrops  
(D) That raindrops
- It was in 1875\_\_\_\_\_ joined the staff of the astronomical observatory at Harvard University.  
(A) that Anna Winlock  
(B) Anna Winlock, who  
(C) as Anna Winlock  
(D) Anna Winlock then
- \_\_\_\_\_ is a narrow strip of woods along a stream in an open grassland.  
(A) Ecologists use the term "gallery forest"  
(B) What do ecologists call a "gallery forest"  
(C) "Gallery forest" is the term ecologists use  
(D) What ecologists call a "gallery forest"
- \_\_\_\_\_ developed very rapidly in Alabama primarily because of its rich natural resources.  
(A) That heavy industry  
(B) Heavy industry  
(C) Heavy industry that was  
(D) When heavy industry
- \_\_\_\_\_ so incredible is that these insects successfully migrate to places that they have never even seen.  
(A) That makes the monarch butterflies' migration  
(B) The migration of the monarch butterflies is  
(C) What makes the monarch butterflies' migration  
(D) The migration of the monarch butterflies, which is
- Art critics do not all agree on what \_\_\_\_\_ a painting great.  
(A) qualities make  
(B) are the qualities for making  
(C) qualities to make  
(D) do the qualities that make
- In order to grow vegetables properly, gardeners must know \_\_\_\_\_  
(A) what the requirements for each vegetable are  
(B) that the requirements for each vegetable  
(C) what are each vegetable's requirements  
(D) that is required by each vegetable
- When \_\_\_\_\_ is not known.  
(A) was the wheel invented  
(B) the invention of the wheel  
(C) inventing the wheel  
(D) the wheel was invented
- For many years people have wondered \_\_\_\_\_ exists elsewhere in the universe.  
(A) that life  
(B) life which  
(C) whether life  
(D) life as it
- One basic question psychologists have tried to answer is \_\_\_\_\_  
(A) people learn  
(B) how do people learn  
(C) people learn how  
(D) how people learn





|                 |                                    |
|-----------------|------------------------------------|
| <b>Skill 21</b> | <b>Adjective Clause Connectors</b> |
|-----------------|------------------------------------|

Sebuah adjective clause adalah klausa yang menjelaskan sebuah kata benda. Karena klausa ini adalah berupa kata sifat (adjective), maka letak adjective clause langsung setelah kata benda.

Perhatikan contoh berikut ini.

The woman is filling the glass **that she put on the table.**

ADJECTIVE CLAUSE

The glass **that she put on the table** contains milk.

ADJECTIVE CLAUSE

Pada contoh pertama, terdapat dua klausa: dimana *woman* merupakan subject dari verb *is filling*, dan *she* merupakan subject dari verb *put*. *That* dalam kalimat tersebut menjadi *adjective clause connector* yang berfungsi menggabungkan dua klausa, *the woman is filling the glass* dan *she put on the table*. Sedangkan adjective clause *that she put on the table* menjelaskan kata benda *glass*.

Kalimat yang kedua, juga terdapat dua klausa; *glass* merupakan subject dari verb *contains*, dan *she* merupakan subject dari verb *put*. *That* pada kalimat tersebut sebagai *adjective clause connector* yang berfungsi menggabungkan dua klausa. Dan klausa *that she put on table* berfungsi sebagai adjective clause yang menjelaskan kata benda di depannya, *glass*.

Contoh soal berikut ini akan menunjukkan bentuk kalimat yang akan diujikan di TOEFL.

The gift \_\_\_\_\_ selected for the bride was rather expensive.

- (A) because
- (B) was
- (C) since
- (D) which we

Dalam contoh tersebut, terdapat dua klausa: gift merupakan subject dari verb was, sedangkan verb selected memerlukan subject. Karena terdapat dua klausa, maka kalimat ini memerlukan sebuah connector. Pilihan jawaban (A) dan (C) merupakan connector, tetapi tidak dapat menjadi subject dari selected, maka jawaban tersebut tidak tepat. Jawaban (B) juga tidak tepat karena akan mengubah verb selected menjadi bentuk pasif. Pilihan jawaban yang tepat adalah (D). Kalimat yang tepat adalah *The gift which we selected for the bride was rather expensive*. Berikut ini merupakan adjective clause connectors dan penggunaannya dalam kalimat.

| ADJECTIVE CLAUSE CONNECTORS   |                    |                             |
|---|--------------------|-----------------------------|
| Whom (for people)   | which (for things) | that (for people or things) |
| Noun + adjective clause connector + V + V   |                    |                             |
| The bicycle which was fixed is mine   |                    |                             |
| Noun + adjective clause connector + S + V + V   |                    |                             |
| The book which you recommended was interesting  |                    |                             |
| CATATAN: Sebuah adjective connectors dapat dihilangkan. Penghilangan ini sangat umum digunakan pada bahasa percakapan atau pada bahasa tulisan dalam Bahasa Inggris. Tetapi sangat tidak umum digunakan pada situasi resmi/formal atau dalam soal Structure di tes TOEFL. |                    |                             |



**EXERCISE 21:** Pilih jawaban yg tepat !

1. Most folk songs are ballads \_\_\_\_\_ have simple words and tell simple stories.  
(A) what  
(B) although  
(C) when  
(D) that
2. Many of Louise Nevelson's sculptures consisted of a number of large wooden structures \_\_\_\_\_ in complex patterns.  
(A) which she arranged  
(B) she arranged them  
(C) which arranged  
(D) arranged them
3. In addition to being a naturalist, Stewart E. White was a writer \_\_\_\_\_ the struggle for survival on the American frontier.  
(A) whose novels describe  
(B) he describes in his novels  
(C) his novels describe  
(D) who, describing in his novels
4. In geometry, a tangent is a straight line \_\_\_\_\_ a curve at only one point.  
(A) it touches  
(B) whose touching  
(C) its touching  
(D) that touches
5. Seals appear clumsy on the land, \_\_\_\_\_ are able to move short distances faster than most people can run.  
(A) but they  
(B) which they  
(C) they  
(D) which
6. William Samuel Johnson, \_\_\_\_\_ helped write the Constitution, became the first president of Columbia College in 1787.  
(A) whom he had  
(B) and he had  
(C) who had  
(D) had
7. There are six types of flamingos, all \_\_\_\_\_ have long legs, long necks, and beaks that curve sharply downward.  
(A) of them  
(B) that  
(C) of which  
(D) they
8. Cable cars are moved by cables \_\_\_\_\_ underground and are powered by a stationary engine.  
(A) they run  
(B) that they run  
(C) run  
(D) that run
9. The melting point is the temperature \_\_\_\_\_ a solid changes to a liquid.  
(A) which  
(B) at which  
(C) which at  
(D) at
10. After its introduction in 1969, the float process \_\_\_\_\_ the world's principal method of manufacturing flat sheets of glass.  
(A) by which it became  
(B) it became  
(C) became  
(D) which became

**TOEFL REVIEW 7 (Skill 18-21)**

1. The Colorado beetle is a beautiful insect, \_\_\_\_\_ it causes a great deal of damage to foodcrops.  
(A) but  
(B) what  
(C) or  
(D) that
2. I wonder \_\_\_\_\_ they will take us to.  
(A) Who  
(B) Where  
(C) Because  
(D) After
3. It was still painful, \_\_\_\_\_ I went to see a specialist.



- (A) Then  
(B) Later  
(C) So  
(D) But
4. I offered him a drink, \_\_\_\_\_ he accepted.  
(A) When  
(B) Whom  
(C) Where  
(D) Which
5. He took out a photo of his son, \_\_\_\_\_ he adores.  
(A) Whom  
(B) Which  
(C) What  
(D) Where
6. The bomb, who killed 15 people, was the worst of a series of terrorist outrages.  
A B C D
7. He checked off their names on the list then they got on the coach.  
A B C D
8. The result is which more rainfall records are broken at this time of year than at any other.  
A B C D
9. Despite most mushrooms are edible, some species cause serious poisoning.  
A B C D
10. Other people which live in the house are really friendly.  
A B C D

**Skill 22****Reduced Adjective Clauses**

Pada beberapa soal dalam tes TOEFL bagian Structure and Written Expression, terdapat kalimat yang menggunakan adjective clause yang ditulis dalam bentuk yang tidak lengkap. Bagian yang dihilangkan dalam adjective clause adalah adjective clause subject dan verb be yang mengikutinya. Perhatikan contoh berikut ini.

- The woman *who is waving to us* is the tour guide.
- The letter *which was written last week* arrived today.
- The pitcher *that is on the table* is full of iced tea.

Pada ketiga contoh tersebut, adjective clause subject dan verb be yang mengikutinya dihilangkan dari kalimat. Ketiga kalimat tersebut dapat digunakan baik dalam kalimat lengkap atau tidak lengkap. Namun tidak semua adjective clause menggunakan verb be setelahnya. Contoh berikut merupakan adjective clause yang tidak menggunakan verb be.

- I don't understand the article *which appears in today's paper*.

Pada kalimat tersebut, setelah adjective clause tidak terdapat verb be. Kalimat tersebut tetap bisa dihilangkan bagian adjective clause subject-nya, yaitu dengan menghilangkan adjective clause subject *which*, lalu mengubah verb nya menjadi bentuk verb-ing, verb *appears* berubah menjadi *appearing*. Maka kalimat menjadi:

- I don't understand the article *appearing in today's paper*.

Anda harus hati-hati karena tidak semua kalimat yang mengandung adjective clause dapat dihilangkan bagiannya. Hanya adjective clause yang connector-nya berfungsi sebagai subject yang dapat dihilangkan. Sedangkan adjective clause yang connectornya hanya berfungsi sebagai connector untuk menggabungkan dua



kalimat yang tidak dapat dihilangkan bagiannya dalam kalimat. Perhatikan contoh berikut ini.

- The woman *that I just met* is my cousin
- The letter *which you sent me* arrived yesterday.

Kedua kalimat tersebut bagian connector-nya *that* dan *which* tidak dapat dihilangkan karena connector dalam adjective clause kalimat tersebut bukan berfungsi sebagai subject, melainkan sebagai connector.

Dalam beberapa kalimat, adjective clause terkadang ditulis di antara koma. Untuk adjective yang muncul dalam bentuk tersebut, adjective clause-nya dapat dihilangkan. Perhatikan contoh berikut

The White House, (*which is*) *located in Washington*, is the home of the president.

The White House, *located in Washington*, is the home of the president.

*Located in Washington*, the White House is the home of the president.

The president, (*who is*) *now preparing to give a speech*, is meeting with his advisors.

The president, *now preparing to give a speech*, is meeting with his advisors.

*Now preparing to give a speech*, the president is meeting with his advisors.

Pada kedua contoh tersebut, Anda dapat mengetahui adjective clause subject dan verb be-nya dihilangkan.

Berikut merupakan contoh soal reduced adjective clause dalam tes TOEFL.

\_\_\_\_\_ on several different television program, the witness gave conflicting accounts of what had happened.

- (A) He appeared
- (B) Who appeared
- (C) Appearing
- (D) Appears

Pada contoh soal di atas, jawaban (A) tidak tepat karena akan membentuk dua klausa tetapi tidak ada connector-nya. Pilihan jawaban (B) juga tidak tepat karena adjective clause seperti *who appeared* tidak dapat diletakkan di awal kalimat (kecuali dalam bentuk reduced clause). Jawaban (C) merupakan jawaban yang benar karena *appearing* merupakan reduced clause dari *who appeared*, dengan menghilangkan connector *who* dan mengubah *appeared* menjadi verb-ing *appearing*. Pilihan (D) tidak tepat.

Berikut ini beberapa cara untuk menghilangkan adjective clause dalam kalimat:

- Hilangkan adjective clause subject yang berfungsi sebagai connector dan subject dalam kalimat dan verb be yang mengikutinya.
- Jika dalam adjective clause subject tidak diikuti oleh verb be, gantilah verb-nya ke dalam bentuk verb-ing.
- Jika adjective clause dalam kalimat terletak di antara koma, adjective clause yang sudah dihilangkan adjective clause subject dan verb be yang mengikutinya dapat dipindahkan ke awal kalimat.

**EXERCISE 22:** Pada exercise ini, cobalah menghilangkan adjective clause subject dan verb be yang mengikutinya. Kemudian perbaiki kalimat sehingga menjadi kalimat yang tepat.

1. The student who always studies in the library is my friend.
2. The footballer who is dribbling the ball is Eden Hazard.
3. She is the woman who supported me day and night.
4. The car which is being parked there is Ferarri.
5. The project which has been being workedfor 3 months is very difficult.



6. The building which is in front of you was built in 1928.
7. The novel which was published last month is his third novel.
8. The antique ring being auctioned is my private collection.
9. The people who worked there got a raise last year.
10. The product, which seemed perfect in many ways, failed to succeed in the market.

**Skill 23****Reduced Adverb Clause**

Seperti adjective clause, adverb clause juga dapat dihilangkan bagiannya dari kalimat. Bagian yang dihilangkan bukan adverb connector-nya, tetapi subject dan verb be yang mengikutinya perhatikan contoh berikut.

- Although he is rather unwell, the speaker will take part in the seminar
- When you are ready, you can begin your speech.

Jika pada bagian adverb clause tidak terdapat verb be, bagian yang dapat dihilangkan adalah subject pada adverb clause dan verb yang mengikutinya diubah menjadi bentuk verb-ing. Berikut contoh dalam reduced adverb clause.

- Although he feels rather unwell, the speaker will take part in the seminar.  
(sebelum reduced)  
*Although feeling rather unwell, the speaker will take part in the seminar.*  
(sesudah reduced)
- When you give your speech, you should speak loudly and distinctly.  
(sebelum reduced)  
*When giving your speech, you should speak loudly and distinctly.* (sesudah reduced)

**EXERCISE 23:** Pada EXERCISE ini, cobalah menghilangkan bagian pada adverb clause yang terdapat pada masing-masing kalimat. Kemudian perbaiki kalimat sehingga menjadi kalimat yang tepat.

1. When they orbit the earth, astronauts do not feel the force of gravity.
2. Although it was damaged, the machine was still operational.
3. Because I have slept for ten hours, I felt marvelous.
4. He wrote his first book after he has recovered from a major illness.
5. As she was late, she did not get tickets for the show.
6. Because I was feeling a bit tired, I did not go to work.
7. After you have lunch, you go back to work.
8. Although he was nervous, he gave a wonderful speech.
9. Since we move to Rochester, we have gone to the Philharmonic a number of times.
10. Because they did not understanding the question, they asked the teacher for some help.

**TOEFL REVIEW 8 (Skill 22-23)**

1. After \_\_\_\_ all his free time in the library, he continued to learn outside of class.  
(A) Spent  
(B) Spends  
(C) Spending  
(D) To spend
2. Eco-friendly cars \_\_\_\_ on electricity help the environment.  
(A) Ran  
(B) Running  
(C) Runs



- (D) To run
3. Fruit \_\_\_\_\_ organically is expensive.  
 (A) Growing  
 (B) Grow  
 (C) Grown  
 (D) To grow
4. Because \_\_\_\_\_ alone with nowhere to go, Mary decided to return home a few days early.
5. Mr. Jackson is the teacher helping me with my math problems.  
 (A) Helping  
 (B) Helped  
 (C) To help  
 (D) Who helping
6. The girl leads the parade is my best friend.  
 A B B C
7. The books which borrowed from class must be returned.  
 A B C D
8. She was 74 years of age when writes her first novel.  
 A B C D
9. Although who giving your best effort, you did not win the match.  
 A B C D
10. Before to go on vacation, we must make reservations.  
 A B C D

**Skill 24****Parallel Structure With Coordinate Conjunctions**

Fungsi utama coordinate conjunctions (and, but, or) adalah untuk menggabungkan ungkapan yang sama. Dengan kata lain, apa yang ada pada sisi kata penghubung ini harus parallel dengan apa yang ada pada sisi lainnya. Kata penghubung ini dapat menggabungkan dua jenis kata yang sama. Berikut ini contoh dua kata benda yang digabungkan menggunakan coordinate conjunction:

I need to talk to *the manager* **or** *assistant manager*.

She is not *a teacher* **but** *a lawyer*.

You can choose from activities such as *hiking* **and** *kayaking*.

Contoh selanjutnya dua kata benda yang digabungkan menggunakan coordinate conjunction:

He only *eats* **and** *sleeps* when he takes a vacation.

She *invites us to her home* **but** *never talks with us*.

You can *stay home* **or** *go to the movies* with us.

Berikut contoh dua kata sifat yang digabungkan menggunakan coordinate conjunction:

My boss is *sincere* **and** *nice*.

The exam that he gave was *short* **but** *difficult*.

Class can be *interesting* **or** *boring*.

Berikut contoh dua frasa yang digabungkan dengan menggunakan coordinate conjunction:

There are students *in the classroom* **and** *in front of the building*.





The papers are *on my desk* **or** *in the drawer*.  
The checks will be ready not *at noon* **but** *at 1:00*.

Selanjutnya contoh dua klausa yang digabungkan menggunakan coordinate conjunction:

They are not interested in *what you say* **or** *what you do*.  
I am here *because I have to be* **and** *because I want to be*.  
*Mr. Brown likes to go home early*, **but** *his wife prefers to stay late*.

Berikut merupakan penggunaan struktur paralel dengan menggunakan coordinate conjunctions.

| PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS |                   |            |                  |
|---|-------------------|------------|------------------|
|   | (Same structure)  | and but or | (Same structure) |
| (Same structure),                               | (Same structure), | and but or | (Same structure) |

**EXERCISE 24:** Masing-masing kalimat berikut ini terdapat kata yang seharusnya paralel. Tandai kata atau kelompok kata yang seharusnya paralel. Kemudian tentukan (C) jika kalimat sudah benar dan (I) jika kalimat salah. Anda dapat mengubah bagian yang salah sehingga menjadi kalimat yang benar.

- \_\_\_ 1. Because of their hardness, industrial diamonds can be used for cutting, grind, and drilling.
- \_\_\_ 2. Sacramento is the commercial, industry, and financial center of California's Central Valley, as well as being the state capital.
- \_\_\_ 3. Philosophers are concerned with questions about nature, human behavior, society, and reality.
- \_\_\_ 4. When taking part in winter sports, one should wear clothing that is lightweight, warmth, and suitable for the activity.
- \_\_\_ 5. Folklore consists of the beliefs, customs, traditions, and telling stories that people pass from generation to generation.
- \_\_\_ 6. Major sources of noise pollution include automobiles and other vehicles, industrial plants, and heavy construction equipment.
- \_\_\_ 7. Steel is alloyed with manganese to increase its strength, hardness, and resistance to wear.
- \_\_\_ 8. Scholar John Fiske wrote on history, religious, and social issues.
- \_\_\_ 9. Electricity is used to light, hot, and cool buildings.
- \_\_\_ 10. T. S. Eliott was equally distinguished as a poet, he wrote criticism, and a dramatist.

### Skill 25

### Parallel Structure with Paired Conjunctions

Selain coordinate conjunctions, parallel structure juga digunakan pada kalimat yang menggunakan paired conjunctions (*both . . . and*, *either . . . or*, *neither . . . nor*, and *not only . . . but also*). Perhatikan contoh berikut ini:

I know **both** *where you went* **and** *what you did*.

**Either** *Mark* **or** *Sam* has the book.

He is **not only** *an excellent student* **but also** *an outstanding athlete*.

Berikut ini merupakan bentuk paralel yang tidak tepat:

They want **either** *to go by train* **or** *by plane*\*



Contoh di atas tidak tepat karena *to go by train* tidak paralel dengan *by plane*.

Kalimat di atas menjadi tepat jika diperbaiki seperti contoh berikut:

They want **either** *to go by train* **or** *to go by plane*.

They want to go **either** *by train* **or** *by plane*.

They want to go by **either** *train* **or** *plane*.

Ketika Anda menggunakan paired conjunctions ini, perhatikan jika kata-kata tersebut digunakan dengan pasangannya yang tepat. Berikut ini merupakan penggunaan yang tidak tepat:

I want **both** *this book* **or\*** **that one**.

**Either** *Sandy* **nor\*** *Johny* is taking the course

Kedua contoh kalimat tersebut tidak tepat dalam penggunaan paired conjunction.

Pada contoh kalimat pertama, pasangan dari *both* adalah *and*, sedangkan pada contoh kedua, pasangan dari *either* adalah *or*.

Berikut ini merupakan penggunaan parallel structure dalam kalimat:

| PARALLEL STRUCTURE WITH PAIRED CONJUNCTIONS |                  |                              |                  |
|---|------------------|------------------------------|------------------|
| Both<br>either<br>neither<br>not only       | (same structure) | and<br>or<br>nor<br>but also | (same structure) |

### EXERCISE 25: Pilih jawaban yang tepat !

- Blindfish, which spend their whole lives in caves, have \_\_\_\_\_ eyes nor body pigments.
  - not any
  - neither
  - nor
  - without
- Specialty stores, unlike department stores, handle only one line of merchandise \_\_\_\_\_ a limited number of closely related lines.
  - either
  - but
  - instead
  - or
- Thomas Eakins studied not only painting \_\_\_\_\_ anatomy when he was training to become an artist.
  - moreover
  - but also
  - as well
  - and
- Although topology is the youngest branch of geometry, \_\_\_\_\_ is considered the most sophisticated.
  - but it
  - so it
  - it
  - however it
- In 1923 Jean Toomer wrote a book titled *Cane* which combined fiction \_\_\_\_\_ poetry to describe the experience of being black in the United States.
  - and
  - to
  - also
  - or
- Endive can be used \_\_\_\_\_ as a salad green or as a cooking vegetable.
  - such
  - both
  - either
  - neither
- Glucose does not have to be digested, \_\_\_\_\_ it can be put directly into the bloodstream.
  - so
  - while
  - and since
  - nor





8. Natural fiber comes from either animal \_\_\_\_ plant sources.  
 (A) or  
 (B) otherwise  
 (C) and  
 (D) nor
9. Most crustaceans live in the sea, \_\_\_\_ some live in fresh water and a few have ventured onto land.  
 (A) both  
 (B) also  
 (C) but  
 (D) and
10. An acoustic engineer's purpose in designing a factory is to suppress sound, \_\_\_\_ his or her purpose in designing a concert hall is to transmit sound faithfully.  
 (A) or  
 (B) so  
 (C) but  
 (D) which

**Skill 26****Parallel Structure with Comparisons**

Comparison (perbandingan) digunakan untuk membandingkan sesuatu yang memiliki persamaan atau perbedaan. Perbandingan tersebut haruslah sesuatu yang sejajar atau parallel. Kalimat yang menggunakan comparison yang menyatakan persamaan sesuatu dapat dikenali dengan adanya bentuk kata dengan akhiran *-er ... than ...*, *less ... than ...* atau *more ... than ...*

My school is *farther than* your school.

To be rich is better than to be poor.

What is written is *more easily* understood *than* what is spoken.

The courses that you choose are *less important than* the courses that you are required to take.

Sementara itu, kalimat yang menggunakan comparison yang menyatakan persamaan sesuatu dapat dikenali dengan adanya bentuk *as ... as* atau ungkapan lainnya seperti *the same as* atau *similar to*.

Their car is *as big as* small house.

Renting those apartments costs about *the same as* leasing them.

The work that I did is *similar to* the work that you did.

Berikut ini merupakan penggunaan parallel structure dalam kalimat comparison:

| PARALLEL STRUCTURE WITH COMPARISONS |  |                  |
|-------------------------------------|--|------------------|
| (same structure)                    | more ... than<br>-er ... than<br>less ... than<br>as ... as<br>the same ... as<br>similar ... to | (same structure) |

**EXERCISE 26:** Masing-masing kalimat berikut ini terdapat kata dengan menggunakan comparison. Tandai kata atau kelompok kata yang seharusnya dalam bentuk parallel. Kemudian tentukan (C) jika kalimat sudah benar dan (I) jika kalimat salah. Anda dapat mengubah bagian yang salah sehingga menjadi kalimat yang benar.

  C   1. The period is probably the easiest punctuation mark to use.

  I   2. When metal replaced wood in the construction of ships' hulls, more strong and large ships could be built.



- \_\_\_ 3. Subterranean termites are the more destructive type of termites in the United States.
- \_\_\_ 4. Prince Edward Island is the least populous of Canada's ten provinces.
- \_\_\_ 5. During a depression, economic conditions are far worse than they are during a recession.
- \_\_\_ 6. Wild strawberries are not as sweeter as cultivated strawberries.
- \_\_\_ 7. Automobiles, airplanes, and buses use more energy per passenger as the trains do
- \_\_\_ 8. The social system of bumblebees is not as complex than that of honeybees
- \_\_\_ 9. The lab lasted as long as the class did.
- \_\_\_ 10. There were not as many people at the meeting as I had thought there would be.

### TOEFL REVIEW 9 (Skill 24 - 26)

1. The higher one rises in the atmosphere, \_\_\_ the temperature generally becomes.
    - (A) colder than
    - (B) the colder
    - (C) the colder as
    - (D) is colder
  2. Medical researchers are constantly looking for ways to control, \_\_\_ diseases.
    - (A) prevention
    - (B) preventing
    - (C) prevent
    - (D) to prevent
  3. Jupiter's moons can be easily seen through \_\_\_ binoculars or a small telescope.
    - (A) either
    - (B) if
    - (C) whether
    - (D) or
  4. Judge Francis Hopkins is probably best known as a signer of the Declaration of Independence, but he also excelled as a poet, \_\_\_, and an orator.
    - (A) as a musician
    - (B) by playing music
    - (C) a musician
    - (D) he played music
  5. Judges in dog shows rate dogs on such points as their \_\_\_, posture, shape, and size.
    - (A) Color
    - (B) Colorful
    - (C) Colored
    - (D) Colouring
- 
6. Many places of history, scientific, cultural, or scenic importance have been designated national monuments.
    - A
    - B
    - C
    - D
  7. Gold topaz is much rare than either white or blue topaz.
    - A
    - B
    - C
    - D
  8. Computers are often used to control, adjustment, and correct complex industrial operations.
    - A
    - B
    - C
    - D
  9. R. Buckminster Fuller was a design, an architect, an inventor, and an engineer.
    - A
    - B
    - C
    - D



10. The economist Kenneth Boulding proposed a single social science that would unify economic, sociology, and political science.
- A  
B                      C                      D

|                 |  |
|-----------------|--|
| <b>Skill 27</b> | <b>General and Gradual Comparisons</b> |
|-----------------|--|

Bentuk general and gradual comparisons sering ditemukan pada soal-soal TOEFL. General comparison digunakan untuk mengungkapkan peningkatan atau penurunan yang sebanding (umumnya menggunakan bentuk comparative yang berbeda). Berikut contoh kalimat yang menggunakan general comparison.

*The harder* he tried, *the further* he fell behind.

*The older* the children are, *the more* their parents expect from them.

Kalimat pertama menggunakan dua parallel comparative, *the harder* dan *the further*, dan juga pada kalimat kedua menggunakan dua parallel comparative, *the older* dan *the more*.

Gradual comparison digunakan untuk mengungkapkan perubahan yang berkelanjutan (menggunakan bentuk comparative yang sama). Berikut contoh kalimat yang menggunakan gradual comparison:

The rain is getting *harder and harder*.

Sandy speaks Italian *more and more* fluently.

Kalimat pertama menggunakan comparative *harder* dan *harder* sementara kalimat kedua menggunakan *more* dan *more*.

Berikut merupakan penggunaan general and gradual comparison dalam kalimat.

| <b>GENERAL AND GRADUAL COMPARISONS</b>                               |                     |                                     |   |                  |
|--|---------------------|-------------------------------------|---|------------------|
| <b>General Comparison</b>  |                     |                                     |   |                  |
| THE  | -er<br>more<br>less | (same structure), THE               | -er<br>more<br>less                     | (same structure) |
| <b>Meaning:</b> <i>Semakin . . . . semakin . . . .</i>               |                     |                                     |   |                  |
| Catatan: Dalam tipe di atas, Anda dapat menggunakan verb atau tidak. |                     |                                     |   |                  |
| <b>Gradual Comparison</b>  |                     |                                     |   |                  |
| S  | V                   | -er/more/less<br>(Same Comparative) | and -er/more/less<br>(Same Comparative) |                  |
| <b>Meaning:</b> <i>Semakin lama semakin . . . .</i>                  |                     |                                     |   |                  |

**EXERCISE 27:** Masing-masing kalimat berikut ini terdapat kata dengan menggunakan bentuk general and gradual comparison. Tandai kata atau kelompok kata yang seharusnya dalam bentuk parallel. Kemudian tentukan (C) jika kalimat sudah benar dan (I) jika kalimat salah. Anda dapat mengubah bagian yang salah sehingga menjadi kalimat yang benar.

- C   1. My uncle grew fatter and fatter over the years.
- I   2. As Microsoft grew, Bill Gates got more richer and richer.
3. The more he drank, the more violent he became.
4. The balloon got bigger and bigger and then burst.
5. Things becomes more and more expensively.



- \_\_\_ 6. The more hard you work, the more money you earn
- \_\_\_ 7. The more he insisted he was innocent, the less they seemed to believe him.
- \_\_\_ 8. This books gets more and more interesting with every chapter.
- \_\_\_ 9. He spoke for over an hour and his explanation got more and more complicated.
- \_\_\_ 10. The earlier you go to bed, the earlier you wake up.

**Skill 28****Past Participles After Have**

Dalam beberapa soal TOEFL, Anda juga harus memperhatikan berbagai bentuk kata kerja. Berikut ini bentuk verb yang sering ditemukan di dalam tes TOEFL: base form, present tense, present participle, past, dan past participle.

| BASE FORM | PRESENT    | PRESENT PARTICIPLE | PAST     | PAST PARTICIPLE |
|-----------|------------|--------------------|----------|-----------------|
| Visit     | Visit (s)  | Visiting           | Visited  | Visited         |
| Smile     | Smile (s)  | Smiling            | Smiled   | Smiled          |
| Listen    | Listen (s) | Listening          | Listened | Listened        |
| Think     | Think (s)  | Thinking           | Thought  | Thought         |
| Drink     | Drink (s)  | Drinking           | Drank    | Drunk           |
| Know      | Know (s)   | Knowing            | Knew     | Known           |

Ketika Anda menggunakan auxiliary verb have dalam berbagai bentuk (have, has, having, had), perhatikan bahwa verb yang mengikutinya haruslah dalam bentuk past participle.

|   |                               |
|---|-------------------------------|
| They <i>had walk*</i> to school.        | (seharusnya had walked)       |
| We <i>have see*</i> the show.           | (seharusnya have seen)        |
| He has <i>took*</i> the test.           | (seharusnya has taken)        |
| Having <i>ate*</i> , he went to school. | (seharusnya having eaten)     |
| She should <i>have did*</i> the work    | (seharusnya should have done) |

Berikut ini merupakan penggunaan kata kerja setelah have.

**VERB FORMS AFTER HAVE**

HAVE/HAS/HAVING/HAD + past participle

**EXERCISE 28:** Masing-masing kalimat berikut ini seharusnya menggunakan verb past atau past participle. Kemudian tentukan (C) jika kalimat sudah benar dan (I) jika kalimat salah. Anda dapat mengubah bagian yang salah sehingga menjadi kalimat yang benar.

- \_\_\_ I 1. Talks between management and unions have collapsing.
- \_\_\_ C 2. House prices have come down recently.
- \_\_\_ 3. Diane has already gone. .
- \_\_\_ 4. Lots of people have complained about the noise.
- \_\_\_ 5. John has not phone.
- \_\_\_ 6. Many miners have suffer from the effects of coal dust in their lungs.
- \_\_\_ 7. I could never have achieved this without the encouragement of my husband and family.
- \_\_\_ 8. They still had not had any news when I spoke to them yesterday.
- \_\_\_ 9. We have graduating from this university.
- \_\_\_ 10. The students have submitted the coursework online



**Skill 29****Present Participles Or Past Participles After Be**

Kata kerja be dalam berbagai bentuk penggunaannya (am, is, are, was, were, been, being) dapat diikuti dengan kata kerja lainnya. Kata kerja yang mengikuti be harus dalam bentuk present participle atau past participle (memiliki arti pasif). Perhatikan contoh berikut:

She *will not be stay* at home. (seharusnya *bestaying*)

His book *has been publish*. (seharusnya *been published*)

She *is sign* copies of her book. (seharusnya *is signing*)

The posts *was advertise*. (seharusnya *was advertised*)

Berikut ini merupakan penggunaan kata kerja setelah be.

**VERB FORMS AFTER BE**

BE + (1) present participle  
(2) past participle

**EXERCISE 29:** Masing-masing kalimat berikut ini seharusnya menggunakan present participle atau past participle setelah be. Tentukan (C) jika kalimat sudah benar dan (I) jika kalimat salah. Anda dapat mengubah bagian yang salah sehingga menjadi kalimat yang benar.

  C   1. The talks were to be followed by a general election.

  I   2. The audience clearly wasn't enjoy the show.

       3. The first election results are expected around 1 a.m.

       4. You are always complains.

       5. A body has been discover by the police.

       6. Your shoes will be repairs and ready for you to collect on Thursday.

       7. The police are carrying out spot checks on drivers over the Christmas period to test for alcohol levels.

       8. Police are still looks for clues in their search for the missing girl.

       9. The two athletes are competing for the gold medal.

       10. I would like to go but I have not been asks.

**Skill 30****Base Form Verbs After Modals**

Ketika Anda menemukan sebuah modal seperti will, would, shall, should, can, could may, might, or must, Anda sebaiknya memperhatikan kata kerja yang mengikuti modal tersebut. Kata kerja yang mengikuti modal harus dalam bentuk kata kerja dasar (base form).

Smoking *can caused\** cancer. (seharusnya *can cause*)

The chief's son *would inheriting\** all his dominions. (seharusnya *would inherit*)

You *may uses\** a sling if you wish. (seharusnya *may use*)

Berikut ini penggunaan kata kerja yang mengikuti modal:

**VERBS FORMS AFTER MODALS**

MODAL + base form of the verb

**EXERCISE 30:** Masing-masing kalimat berikut ini menggunakan modal. Tentukan (C) jika kalimat sudah benar dan (I) jika kalimat salah. Anda dapat mengubah bagian yang salah sehingga menjadi kalimat yang benar.

  C   1. When I was younger I could stay up all night and not get tired.

  I   2. The temperature may fallen below zero overnight.



- \_\_\_ 3. The doctor will calling next week to check on your progress.
- \_\_\_ 4. In the event of a strike, the army will take over responsibility for firefighting.
- \_\_\_ 5. Unless the money is returned, we shall shortly be contacting our legal department.
- \_\_\_ 6. You must gives the bank a written notification if you wish to close your account.
- \_\_\_ 7. You should always check your oil, water and tyres before taking your car on a long trip.
- \_\_\_ 8. Computers can perform millions of calculations every second.
- \_\_\_ 9. Candidates must answering two questions from each paper.
- \_\_\_ 10. Changing the course of the river would causes serious environmental damage to the whole valley.

### TOEFL REVIEW 10 (Skill 28 - 30)

1. A cupful of stagnant water may \_\_\_\_\_ millions of microorganisms.  
 (A) contains  
 (B) to contain  
 (C) contain  
 (D) containing
2. Chromium \_\_\_\_\_ in the manufacture of stainless steel.  
 (A) using  
 (B) is used  
 (C) uses  
 (D) is using
3. Computers and new methods of communication \_\_\_\_\_ revolutionized the modern office.  
 (A) have  
 (B) to have  
 (C) that have  
 (D) has
4. Weavers are social birds \_\_\_\_\_ complex nests housing hundreds of families.  
 (A) build  
 (B) are built  
 (C) building  
 (D) built
5. R. M. Bartlett of Philadelphia \_\_\_\_\_ the first private business college in the United States in 1843.  
 (A) founding  
 (B) founded  
 (C) was founded  
 (D) founds
6. Each of the four types of human tooth is suits for a specific purpose.  
 A                      B                      C                      D
7. You may to find a copy in a second hand book shop.  
 A                      B                      C                      D
8. I could swimming quite well when I was younger.  
 A                      B                      C                      D
9. It was the worst pain I had ever experience.  
 A                      B                      C                      D
10. She is to pronouncing each single consonant so precisely.  
 A                      B                      C                      D

#### Skill 31

#### Other and Another

| USE OF ANOTHER AND OTHER |  |   |
|--------------------------|--|---|
|                          | <i>Another</i>   | <i>Other</i>                                      |
| Used as an adjective     | another + singular noun<br>(Have <i>another</i> sandwich.) | other + plural noun<br>(I wonder if there is life |



|                   |   |  |
|-------------------|---|--|
|                   |   | on <b>other</b> planets.)<br>determiner + other + noun<br>(There may be life on <i>some other planets.</i> ) |
| Used as a pronoun | another<br>(Thanks. I'll have <i>another.</i> ) | determiner + other<br>("I have <b>one</b> book."<br>"I have <b>the other.</b> ")                             |

*Another* artinya "yang lainnya lagi, satu lagi." *Another* dapat digunakan sebagai kata sifat sebelum kata benda tunggal atau berdiri sendiri sebagai pronoun.

He needs *another* piece of paper.

I have one class in that building, and *another* in the building across the quadrangle.

*Other* digunakan sebagai kata sifat sebelum kata benda jamak. It is also used as an adjective before a singular noun when preceded by a determiner seperti *the, some, any, one, or no*. *Other* juga dapat berdiri sendiri sebagai pronoun apabila didahului determiner.

There are *other* matters I would like to discuss with you.

One of the books was a novel; the *other* was a collection of essays.

There is no *other* place I would rather visit.

Contoh:

Willa Cather is known for My Antonia and another novels of the American frontier.  
A B C D

*Another* tidak tepat karena terdapat kata benda jamak *novels*, sehingga kata yang tepat untuk menggantikan *another* adalah *Other*.

An understudy is an actor who can substitute for other actor in case of an  
A B C D

emergency.

*Other* tidak tepat karena terdapat kata benda tunggal *actor*, sehingga kata yang tepat untuk menggantikan *other* adalah *another*.

**EXERCISE 31:** Garis bawahi kata yang tepat untuk melengkapi kalimat di bawah ini !

1. Lightning is a rush of electrical current from a cloud to the ground or from one cloud to (another/other).
2. A ballet dancer's techniques and skills are very different from those of (another/other) dancers.
3. The commercial center of New York City, the island of Manhattan is joined to the (another/other) boroughs by bridges and tunnels.
4. The legal surrender of a criminal suspect from one state or country to (another/other) is called extradition.
5. Rocky Mountain spotted fever is one type of disease that is carried by ticks, and Colorado tick fever is (another/other).
6. The art of photography has often been influenced by-and has influenced (another/other) fine arts.
7. William O. Douglas was a Supreme Court justice for thirty-six years, longer than any (another/other) justice in the history of the Court.
8. In physics, diffusion is the spread of one substance's molecules or atoms through those of (another/other).





9. A basketball player may advance the ball by dribbling it or passing it to (another/other) player.
10. Limkins are water birds that eat snails and (another/other) mollusks.

|                 |                            |
|-----------------|----------------------------|
| <b>Skill 32</b> | <b>Negative Expression</b> |
|-----------------|----------------------------|

Berikut adalah ungkapan negatif:

| <b>Negative Words</b> | <b>Use</b>  | <b>Meaning</b> | <b>Example</b>   |
|-----------------------|-------------|----------------|--|
| No                    | Adjective   | Not any        | There was no milk in the refrigerator.                           |
| None                  | pronoun     | Not one        | They took a lot of pictures, but almost none of them turned out. |
| Nothing               | pronoun     | Not anything   | There was nothing in his briefcase.                              |
| No one                | pronoun     | Not anyone     | No one arrived at the meeting on time.                           |
| Nor                   | Conjunction | And . . . not  | He's never been fishing, nor does he plan to go.                 |
| Without               | Preposition | Not having     | She likes her coffee without milk or sugar.                      |
| Never                 | adverb      | At no time     | I've never been to Alaska.                                       |

Kata negatif *not* digunakan pada semua jenis kata atau frasa yang bersifat negatif: kata kerja, frasa preposisi, infinitive, kata sifat, dan sebagainya.

Kata *no* dan *not* bisa digunakan sebelum kata benda, tergantung pada maknanya.

There is no coffee in the pot. (Kosong.)

This is not coffee. (Teh.)

Kata sifat *no* apabila digunakan sebelum kata *longer* memiliki arti "tidak lagi."

I no longer read the afternoon paper.

There is almost \_\_\_\_ vegetation in the Badlands, a barren region of South Dakota.

(A) not

(B) nor

(C) none

(D) no

Pilihan (A), (B), dan (C) tidak dapat digunakan sebelum kata benda sebagai kata sifat. Jadi, jawaban yang benar paling benar untuk soal di atas adalah kata sifat *no*.

**EXERCISE 32:** Pilih jawaban yang tepat

- Old Faithful is the most famous but \_\_\_\_ the most powerful geyser in Yellowstone National Park.
  - none of
  - no
  - nothing
  - not
- Early carpenters, having \_\_\_\_ nails, had to use wooden pegs to secure their constructions.
  - and not
  - or no
  - but not
  - neither
- Joseph Priestly, the discoverer of oxygen, had little \_\_\_\_ interest in science until he met Benjamin Franklin in Paris.
  - and not
  - or no
  - but not
  - neither





- (D) nor any
4. Mobile homes were \_\_\_\_\_ counted as permanent houses until the 1960 census.  
(A) not  
(B) nor  
(C) no  
(D) none
5. Most solo musicians play \_\_\_\_\_ sheet music in front of them.  
(A) without  
(B) not having  
(C) lacking  
(D) and no
6. Desertification is the creation of deserts where \_\_\_\_\_ had existed before.  
(A) never  
(B) no one  
(C) none  
(D) not one
7. Glass snakes are actually legless lizards, \_\_\_\_\_ snakes.  
(A) no  
(B) not  
(C) nor  
(D) none
8. There is \_\_\_\_\_ truth to the old expression "Lightning never strikes the same place twice".  
(A) without  
(B) none  
(C) no  
(D) not
9. \_\_\_\_\_ single person can be said to have invented the automobile.  
(A) There was not a  
(B) Nor a  
(C) Not one of  
(D) No
10. A serious study of physics is impossible \_\_\_\_\_ some knowledge of mathematics.  
(A) not with  
(B) no  
(C) not having  
(D) without

### TOEFL REVIEW 11 (Skill 31-33)

1. Microorganisms live in extreme conditions of heat and cold where \_\_\_\_\_ other organisms can survive.  
(A) Not  
(B) Never  
(C) No  
(D) None
2. Vermont is the only state in New England \_\_\_\_\_ an Atlantic coastline.  
(A) Without  
(B) Not with  
(C) Which not having  
(D) Does not have
3. Today oysters are grown and harvested much like \_\_\_\_\_ crop.  
(A) Another  
(B) Others  
(C) Other  
(D) The other
4. They killed four of the men and wounded \_\_\_\_\_.  
(A) The another  
(B) Anothers  
(C) The other  
(D) Other
5. We have got five accounts of what happened and \_\_\_\_\_ them agree.  
(A) Not of  
(B) None of  
(C) Without  
(D) No
6. Evacuation may be effected from a few another places in addition to the above,  
A B C  
of which notice will be given.  
D



7. We ate small bits of malt loaf that I had chopped up and drank others energy drink.  
A B C D
8. The students do not think other desk will fit into this classroom.  
A B C D
9. The opposition party has been in such disorder for so long that they pose not real threat to the present government.  
A B C D
10. They had been debating for several hours none of reaching a conclusion.  
A B C D



# STRUCTURE AND WRITTEN EXPRESSION TEST 1

## SECTION 2

### STRUCTURE AND WRITTEN EXPRESSION

Time—25 minutes

(Including the reading of the directions)

Now set your clock for 25 minutes.

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

#### Structure

**Directions:** Question 1-15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

Look at the following examples.

#### Example I

Pepsin \_\_\_ an enzyme used in digestion.

- (A) that
- (B) is
- (C) of
- (D) being

This sentence should properly read "Pepsin is an enzyme used in digestion." You should fill in (B) on your answer sheet.

#### Example II

\_\_\_ large natural lakes are found in the state of South Carolina.

- (A) There are no
- (B) Not the
- (C) It is not
- (D) No

This sentence should properly read "No large natural lakes are found in the state of South Carolina." You should fill in (D) on your answer sheet.



1. Ellen Swallow Richards became the first woman to enter, graduate from, and \_\_\_\_\_ at the Massachusetts Institute of Technology.  
(A) teach  
(B) a teacher  
(C) who taught  
(D) to teach
2. Coins last approximately twenty times \_\_\_\_\_ paper bills.  
(A) longer  
(B) as long  
(C) long  
(D) longer than
3. It has been estimated that \_\_\_\_\_ species of animals.  
(A) more than a million  
(B) it is a million or more  
(C) there are over a million  
(D) are over a million of
4. Dr. Seuss, \_\_\_\_\_ was Theodore Seuss Geisel, wrote and illustrated delightfully humorous books for children.  
(A) his real name  
(B) who had as his real name  
(C) with his real name  
(D) whose real name
5. \_\_\_\_\_ American landscape architects was Hideo Sasaki.  
(A) The most famous one of  
(B) One of the most famous  
(C) Of the one most famous  
(D) The one most famous of
6. Most young geese leave their nests at an early age, and young snow geese are \_\_\_\_\_ exception.  
(A) not  
(B) no  
(C) none  
(D) never
7. Vancouver, British Columbia, has a temperate climate for a city situated \_\_\_\_\_ far north.  
(A) as  
(B) so  
(C) very  
(D) by
8. \_\_\_\_\_ in 1849, Manuel A. Alonso recorded the customs, language, and songs of the people of Puerto Rico in his poetry and prose.  
(A) Beginning  
(B) He began  
(C) Having begun  
(D) The beginning was
9. \_\_\_\_\_ the sails of a distant ship are visible before the body of the ship.  
(A) The curve of the Earth makes  
(B) The Earth, in that it curves, makes  
(C) Because the curve of the Earth,  
(D) Because of the curve of the Earth,
10. Printing ink is made \_\_\_\_\_ of a paste, which is applied to the printing surface with rollers.  
(A) to form  
(B) the form  
(C) in the form  
(D) so that it forms
11. Although \_\_\_\_\_ cold climates, they can thrive in hot, dry climates as well.  
(A) sheep adapted well  
(B) well-adapted sheep  
(C) sheep, well adapted to  
(D) sheep are well adapted to
12. Not only \_\_\_\_\_ as a shade tree, but it also produces wood used for boxes and furniture.  
(A) the Linden tree is of value  
(B) the value of the Linden tree is  
(C) is the Linden tree valuable  
(D) the valuable Linden tree is used
13. \_\_\_\_\_ one of Laura Ingalls Wilder's many books about the American frontier are based on her own childhood experiences.  
(A) Except  
(B) All but  
(C) Without  
(D) Not any





22. Herman Melville's novel *Moby-Dick* describes the dangers, difficult, and often violent life aboard a whaling ship.  
 D  
 A B  
 C D
23. Near equator, the slant of the sun's rays is never great enough to cause temperatures to fall below the freezing point.  
 A B  
 C D
24. Stephen Hopkins was a cultural and political leadership in colonial Rhode Island.  
 A B C D
25. A mousebird's tail is double as long as its body.  
 A B C D
26. The Uinta Mountains of northeastern Utah are the only range of mountains in North America that runs from east and west for its entire length.  
 B C D  
 A
27. The tools used most often by floral designers are the knives, scissors, and glue gun.  
 A B C D
28. Most types of dolphins live at less 25 years, and some species may reach 50 years of age.  
 A B C  
 D
29. Isle Royale National Park in Lake Superior can only be reached by the boat.  
 A B C D
30. The main divisions of geologic time, called eras, are subdivided to periods.  
 A B C D
31. All root vegetables grow underground, and not all vegetables that grow underground are roots.  
 A B C D
32. The process of fermentation takes place only in the absent of oxygen.  
 A B C D
33. In about 1920, experimental psychologists have devoted more research to learning than to any other topic.  
 A B  
 C D
34. Transfer taxes are imposed on the sell or exchange of stocks and bonds.  
 A B C D
35. One of the greatest of mountains climbers, Carl Blaurock was the first to climb all of the mountains higher than 14,000 feet in the United States.  
 A B  
 C D
36. Biochemists have solved many of the mysteries about photosynthesis, the process which plants make food.  
 A B  
 C D



37. Oceanic islands have been separated from the mainland for too long that they have evolved distinctive animal populations.
- A B  
C D
38. Certain species of penicillin mold are used to ripe cheese.
- A B C D
39. Many of the important products obtained from trees, one of the most important is wood pulp, which is used in paper-making.
- A B C  
D
40. Not longer are contributions to the advancement of industry made primarily by individuals.
- A B C D

**This is the end of Section 2.  
If you finish before 25 minutes has ended,  
check your work on Section 2 only.**

Circle the number of each of the questions on the test that you answered *incorrectly* or *were unsure of*. This will indicate to you if you have learned the skills presented in this text and which skills still require further review.



## STRUCTURE AND WRITTEN EXPRESSION TEST 2

### SECTION 2

#### STRUCTURE AND WRITTEN EXPRESSION

Time—25 minutes

(Including the reading of the directions)

Now set your clock for 25 minutes.

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

#### Structure

**Directions:** Question 1-15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

Look at the following examples.

Pepsin \_\_\_ an enzyme used in digestion.

- (A) that
- (B) is
- (C) of
- (D) being

This sentence should properly read "Pepsin is an enzyme used in digestion." You should fill in (B) on your answer sheet.

#### Example II

\_\_\_ large natural lakes are found in the state of South Carolina.

- (A) There are no
- (B) Not the
- (C) It is not
- (D) No

This sentence should properly read "No large natural lakes are found in the state of South Carolina." You should fill in (D) on your answer sheet.





1. Sharp knives are actually safer to use \_\_\_\_  
(A) as dull ones  
(B) as ones that are dull  
(C) than dull ones  
(D) that are dull ones
2. Daniel Webster, Thaddeus Stevens, and many others \_\_\_\_ prominent in public life began their careers by teaching school.  
(A) they became  
(B) once they became  
(C) became  
(D) who became
3. As coal mines became deeper, the problems of draining water, bringing in fresh air, and \_\_\_\_ to the surface increased.  
(A) transporting ore  
(B) to transport ore  
(C) how ore is transported  
(D) ore is transporting
4. \_\_\_\_ because of the complexity of his writing, Henry James never became a popular writer, but his works are admired by critics and other writers.  
(A) It may be  
(B) Perhaps  
(C) Besides  
(D) Why is it
5. Piedmont glaciers are formed \_\_\_\_ several valley glaciers join and spread out over a plain.  
(A) by  
(B) when  
(C) from  
(D) that
6. As late as 1890, Key West, with a population of 18,000, \_\_\_\_ Florida's largest city.  
(A) that was  
(B) to be  
(C) was  
(D) it was
7. A mastery of calculus depends on \_\_\_\_ of algebra.  
(A) an understanding  
(B) is understood  
(C) to understand  
(D) understand
8. \_\_\_\_ he was not a musician himself, Lawrence Hammond developed an electronic keyboard instrument called the Hammond organ.  
(A) Although  
(B) That  
(C) Despite  
(D) For
9. Agnes De Mille's landmark musical play Oklahoma was \_\_\_\_ of story, music, and dance.  
(A) successfully combined  
(B) a successful combination  
(C) to combine successfully  
(D) successful combining
10. \_\_\_\_ single dialect of American English has ever become dominant.  
(A) No  
(B) Not only a  
(C) Not  
(D) Nor a
11. In 1837 the University of Michigan became the first state university \_\_\_\_ by a board of regents elected by the voters of the state.  
(A) under the control  
(B) it was controlled  
(C) being controlled  
(D) to be controlled
12. Indoor heating systems have made \_\_\_\_ for people to live and work comfortably in temperate climates.  
(A) it is possible  
(B) possible  
(C) it possible  
(D) possibly
13. Certain fish eggs contain droplets of oil, \_\_\_\_ to float on the surface of the water.  
(A) allowing them  
(B) allows them



- (C) they are allowed  
(D) this allows them
14. Considered America's first great architect, \_\_\_\_\_  
(A) many of the buildings at Harvard University were designed by Henry Hobson Richardson  
(B) Henry Hobson Richardson designed many of the buildings at Harvard University
- (C) Harvard University has many buildings that were designed by Henry Hobson Richardson  
(D) it was Henry Hobson Richardson who designed many of the buildings at Harvard University
15. \_\_\_\_\_ is caused by a virus was not known until 1911.  
(A) That measles  
(B) As measles  
(C) Measles  
(D) What if measles

### Written Expression

**Directions:** In questions 16-40, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Look at the following examples.

#### Example I

Lenses may to have either concave or convex shapes.

A B C D

This sentence should read "Lenses may have either concave or convex shapes." You should therefore select answer (A).

#### Example II

When painting a fresco, an artist is applied paint directly to the damp plaster of a wall.

A B C

D

This sentence should read "When painting a fresco, an artist applies paint directly to the dampplaster of a wall." You should therefore select answer (B).

Now, begin work on the questions.

16. Dreams are commonly made up of either visual and verbal images.

A B C D

17. The *Yale Daily News* is oldest than any other college newspaper still

A B C

in operation in the United States.

D

18. Mary Rinehart was a pioneer in the field of journalist in the early twentieth century.

A B C D

19. The Dave Brubek Quartet, one of the most popular jazz bands of the 1950's, had

A

a particularly loyal following on campuses college.

B C D

20. In the architecture, a capital is the top portion of a column.



21. Today, successful farmers are experts not only in agriculture, but also in  
 market, finance, and accounting.  
 A B C D  
 A B  
 C D
22. In the early days of jet development, jet engines used great numbers of fuel.  
 A B C D
23. Georgia has too many types of soil that virtually any temperate-zone crop can  
 be grown there.  
 A B C D
24. The sum of all chemical reactions in an organism's living cells are called its  
 metabolism.  
 A B C D
25. River transportation in the United States consists primarily of barges pull by  
 towboats.  
 A B C D
26. Most modern barns are both insulated, ventilated, and equipped with  
electricity.  
 A B C D
27. Many bridges in New England were covered with wooden roofs to protect it  
 from rain and snow.  
 A B C D
28. It is their nearly perfect crystal structure that gives diamonds their hardness,  
 brilliance, and transparent.  
 A B C D
29. Needles are simple-looking tools, but they are very relatively difficult to make.  
 A B C D
30. Ducks are less susceptible to infection than another types of poultry.  
 A B C D
31. Unlike competitive running, race walkers must always keep some portion of  
their feet in contact with the ground.  
 A B C D
32. One of the most beautiful botanical gardens in the United States is the wildly  
 and lovely Magnolia Gardens near Charleston, South Carolina.  
 A B C D
33. Composer John Cage used many unusual objects as instrument in his music,  
including cowbells, flower pots, tin cans, and saw blades.  
 A B C D
34. Woody Guthrie wrote thousands of songs during the lifetime, many of which  
 became classic folk songs.  
 A B C



35. Runner Wilma Rudolph win three gold medals at the 1960 Olympics, and she set the world record for the 100-meter dash in 1961.
36. Some critics have called Theodore Dreiser's book *Sister Carrie* a first modern novel because it broke so many traditions.
37. Abigail Adams' letters to her husband present a graphic picture of the age which she lived.
38. Viscosity is a measurement describing the relative difficulty or easy with which liquids flow.
39. More than 10,000 years ago, glaciers moved across the Minnesota region for time, leveling most of the land.
40. The discover of gold and silver in the rugged mountains of Nevada in 1858 attracted many fortune-seekers to that area.

**This is the end of Section 2.**

**If you finish before 25 minutes has ended,  
check your work on Section 2 only.**

Circle the number of each of the questions on the test that you answered *incorrectly* or *were unsure of*. This will indicate to you if you have learned the skills presented in this text and which skills still require further review.



# Reading Comprehension



**Strategi Pemantapan Dan Percepatan  
Skor Toefl**

## READING COMPREHENSION

Sesi ketiga dalam tes TOEFL adalah **Reading Comprehension**. Sesi ini bertujuan menguji Anda dalam memahami, menginterpretasikan, dan menganalisis teks/bacaan mengenai berbagai macam topik. Topik bacaan yang akan Anda temui dalam sesi ini biasanya berkaitan dengan masalah-masalah akademik seperti: Olahraga, Biologi, Sejarah Amerika, Ekonomi, Geografi, Fisika dan materi akademik lainnya.

- Total waktu selama Reading Section : 55 menit
- Total pertanyaan: 50 pertanyaan
- Total *passages* atau teks biasanya 5 dan diikuti 10 – 15 pertanyaan
- Jumlah kata dalam setiap *passage* antara 250 – 400 kata
- Anda hanya mempunyai waktu **5 menit** untuk melakukan *skimming* (membaca cepat untuk mengetahui ide pokok bacaan) atau *scanning* (membaca cepat untuk mencari kata kunci yang ditemukan dalam pertanyaan)
- Dan **1 menit** untuk menjawab setiap pertanyaan

### ***Tips mengerjakan Reading Comprehension:***

- Pahami petunjuk dan contoh pertanyaan sebelum mengerjakan sehingga Anda dapat mengerjakan dengan segera
- Jangan membaca seluruh teks bacaan
- *Skim* (membaca cepat untuk menemukan ide/gagasan utama)
- Baca pertanyaan terlebih dahulu kemudian temukan jawaban dalam teks dengan cara *skimming* atau *scanning*
- Jangan cemas dengan topik baru, cobalah terlebih dahulu

Dalam hal ini, kemampuan membaca cepat sangat diperlukan untuk membantu Anda dalam memanfaatkan waktu yang tersedia dan mendapatkan hasil yang maksimal. Beberapa teknik membaca cepat yang dapat Anda lakukan adalah *previewing*, *scanning*, *skimming*, and *predicting/guessing*.

### **1. Previewing**

*Previewing* merupakan teknik untuk melihat teks secara global dengan tujuan untuk mendapatkan informasi umum mengenai kandungan suatu teks, terutama topic teks bacaan. Dengan melakukan *previewing* sebelum membaca akan memberikan kontribusi penting pada proses pemahaman informasi dengan cepat. Cara melakukan *previewing* adalah dengan melihat kalimat-kalimat pertama dan terakhir pada masing-masing paragraf karena pola penulisan teks dalam bahasa Inggris cenderung deduktif, yaitu topic bacaan berada pada awal



paragraf.

## 2. Scanning

*Scanning* merupakan teknik membaca dengan melihat kata-kata tertentu dengan kecepatan tinggi. Teknik ini dapat digunakan pada pertanyaan yang menanyakan persamaan kata tertentu dalam teks dengan salah satu kata yang tersedia pada pilihan jawaban.

## 3. Skimming

*Skimming* merupakan teknik membaca untuk mencari informasi tertentu secara cepat yang terdapat dalam sebuah bacaan. Saat Anda membaca pertanyaan yang mengarah pada jawaban yang terperinci, Anda cukup mencari bagian dari teks yang berisi tentang hal itu sehingga tidak harus membaca teks dari awal hingga akhir.

## 4. Predicting/guessing

*Predicting/guessing* merupakan teknik membaca dengan menerka makna suatu kata dengan melihat konteks suatu bacaan. Di dalam pertanyaan reading, biasanya terdapat jenis pertanyaan yang menanyakan tentang persamaan kata yang mana kata-kata dalam teks sering kali merupakan kata-kata yang tidak Anda kenal. Dalam hal ini Anda harus berani menerka kata yang sesuai dengan melihat konteks bacaan.

Jenis pertanyaan yang Anda temui dalam *Reading Section* berupa **Multiple Choice** atau pilhan ganda. Mari pahami terlebih dahulu pertanyaan yang akan Anda kerjakan berdasarkan teks bacaan:

- ➔ Ide/gagasan pokok paragraf atau teks
- ➔ Directly answered details (jawaban jelas dalam teks)
- ➔ Indirectly answered question (jawaban tersirat dalam teks)
- ➔ Kosakata atau *vocabulary* (mencari sinonim dari kata atau frasa yang ditunjuk dalam teks)
- ➔ Review atau kesimpulan teks

Pertanyaan dalam *Reading Section* biasanya tersusun mulai dari yang mudah ke yang tersulit, dan tersusun sesuai dimana kata kunci dalam pertanyaan tersebut muncul di dalam teks.

### **MENEMUKAN PERTANYAAN TENTANG GAGASAN UTAMA (MAIN IDEA) DALAM TEKS**

Pertanyaan dalam *Reading Section* yang sering Anda temukan adalah menentukan ide/gagasan utama dalam teks.

Jenis pertanyaan biasanya menanyakan tentang gagasan utama atau *main idea*, topik teks, judul teks atau *title*, dan subjek.

Pertanyaan juga tentang bagaimana informasi dalam bacaan tersusun atau informasi apa/gagasan utama yang disampaikan dalam paragraf tertentu.





**SKILL 1: STRATEGI MENEMUKAN GAGASAN UTAMA DENGAN TEPAT**

Hampir setiap teks bacaan dalam *Reading Section* mempunyai pertanyaan yang menanyakan ide/gagasan utama. Anda akan menemukan gagasan utama paragraf di awal paragraf tersebut, jika tidak cobalah menemukan dengan membaca di akhir paragraf. Perhatikan contoh pertanyaan berikut:

**Contoh:**

In the philosophy of John Dewey, a sharp distinction is made between intelligence and reasoning. According to Dewey, intelligence is the only absolute way to achieve a balance between realism and idealism, between practically and wisdom of life. Intelligence involves “interacting with other things and knowing them,” while reasoning is merely the act of an observer;” ... a mind that beholds or grasps objects outside the world of things...” With reasoning, a level of mental certainty can be achieved, but it is through intelligence that control is taken of events that shape one’s life.

**Pertanyaan:**

What is the **topic** of this passage?

- (A) The intelligence of John Dewey
- (B) Distinction made by John Dewey
- (C) Dewey’s ideas on the ability to reason
- (D) How intelligence differs from reasoning in Dewey’s works

Pertanyaan diatas menanyakan tentang **topic** teks. Karena teks hanya memiliki satu paragraf, Anda hanya perlu melihat pada awal paragraf teks untuk menjawab pertanyaan tersebut. Pada awal paragraf, teks menjelaskan tentang **a distinction between intelligence and reasoning** dalam sebuah filosof *John Dewey*, maka itu adalah topik teks.

Paragraf pendukung yang bisa Anda lihat selanjutnya menjelaskan juga bahwa teks menjelaskan perbedaan *intelligence* dan *reasoning*. Mari melihat pilihan jawaban untuk mencari topik teks.

- Pilihan jawaban (A) menyebutkan hanya *intelligence*, maka ini bukan topic bacaan.
- Pilihan jawaban (B) menyebutkan perbedaan yang dibuat oleh John Dewey, tetapi tidak spesifik perbedaan apa yang dijelaskan.
- Pilihan jawaban (C) menyebutkan hanya *reasoning*, maka jawaban (C) tidak lengkap.
- Maka jawaban yang tepat adalah (D). Gagasan utama **how intelligence differs from reasoning** dapat ditemukan pada kalimat awal pada teks, yang menyebutkan **a sharp distinction ... between intelligence and reasoning**.

Jika teks terdiri lebih dari satu paragraf, sebaiknya Anda membaca awal kalimat dari setiap paragraf untuk menentukan gagasan utama.

Berikut merupakan informasi penting yang sebaiknya Anda ingat jika menemukan pertanyaan tentang gagasan utama:





| MAIN IDEA QUESTIONS                |  |
|------------------------------------|--|
| MENGIDENTIFIKASI<br>PERTANYAAN     | <ul style="list-style-type: none"> <li>• What is the <b>topic</b> of the passage?</li> <li>• What is the <b>subject</b> of the passage?</li> <li>• What is the <b>main idea</b> of the passage?</li> <li>• What is the <b>author's main point</b> in the passage?</li> <li>• With what is the author <b>primarily concerned</b>?</li> <li>• Which of the following would be the <b>best title</b>?</li> <li>• What is <b>mainly discussed</b> in the passage?</li> </ul> |
| DIMANA<br>MENEMUKAN<br>JAWABAN     | Jawaban dapat ditemukan dengan membaca kalimat pertama pada masing-masing paragraf   |
| STRATEGI<br>MENJAWAB<br>PERTANYAAN | <ul style="list-style-type: none"> <li>• Bacalah kalimat pertama pada setiap paragraf</li> <li>• Temukan tema atau gagasan pada kalimat pertama</li> <li>• Baca dengan cepat kalimat selanjutnya untuk memastikan bahwa Anda telah menemukan kalimat topik (topic sentence)</li> <li>• Eliminasi jawaban yang jelas salah dan pilih jawaban yang benar dari pilihan yang tersisa</li> </ul>  |

**TOEFL EXERCISE 1:** Baca teks berikut dan pilihlah jawaban yang tepat. Dalam tes TOEFL, satu teks bacaan tidak akan mungkin mempunyai dua jenis pertanyaan. Dalam latihan berikut ini, Anda akan menemukan pertanyaan tentang **main idea**, **topic**, atau **title**.

*PASSAGE ONE (Question 1-2)*

Line (5) Hurricanes generally occur in the North Atlantic from May through November, with the peak of the hurricane season in September; only rarely will occur from December through April in that part of the ocean. The main reason for the occurrence of hurricanes during this period is that the temperature on the water's surface is at its warmest and the humidity of the air is at its highest.

(10) Of the tropical storms that occur each year in the North Atlantic, only about five, on the average, are powerful enough to be called hurricanes. To be classified as a hurricane, a tropical storm must have winds reaching speeds of at least 117 kilometers per hour, but the winds are often much stronger than that; the winds of intense hurricane can easily surpass 240 kilometers per hour.

- |   |   |
|---|---|
| 1. The passage mainly discusses         | 2. The best title for this passage would be |
| (A) how many hurricanes occur each year | (A) The North Atlantic Ocean                |
| (B) the strength of hurricanes          | (B) Storm of the Northern Atlantic          |
| (C) the weather in the North Atlantic   | (C) Hurricanes: The Damage and Destruction  |
| (D) hurricanes in one part of the world | (D) What Happens from May through November  |



## PASSAGE TWO (Question 3-5)

Henry Wadsworth Longfellow (1807 – 1882) was perhaps the best-known American poet of the nineteenth century. His clear writing style and emphasis on the prevalent values of the period made him popular with the general public if not always with the critics. He was particularly recognized for his longer narrative poems *Evangeline*, *The Song of Hiawatha*, and *The Courtship of Miles Standish*, in which he told stories from American history in terms of the values of the time.

*Evangeline* was set during the French and Indian War (1754 – 1763), when the British forced French settlers from Nova Scotia; two lovers, Gabriel and Evangeline, were separated by the British, and Evangeline devoted her lifetime to the search for Gabriel. With its emphasis on sentimental, undying love, *Evangeline* was immensely popular with the public.

In *The Song of Hiawatha*, Longfellow depicted the noble life of the American Indian through the story of the brave Hiawatha and his beloved wife Minnehaha. The tear-inspiring poem follows Hiawatha through the tragedies and triumphs of life, ending with the death of Minnehaha and Hiawatha's departure into the sunset in his canoe.

*The Courtship of Miles Standish* takes place during the early period of the settlement of New England, a period which was viewed as a time of honor and romance. In this poem centered around a love triangle, Miles Standish asks his friend John Alden to propose to Priscilla Mullins for him; John Alden ends up marrying Priscilla Mullins himself, and it takes time for his friendship with Miles Standish to recover. As with Longfellow's other narrative poems, the emphasis on high ideals and romance made the poem extremely popular.

3. Which of the following best describes the main idea of the passage?
  - (A) American history is often depicted in poetry.
  - (B) Longfellow described American history even though people really did not enjoy it.
  - (C) The popularity of Longfellow's poems results from his stress on the values of the people.
  - (D) Longfellow wrote long narrative poems that were not always popular with the critics.
4. The best title for this passage is
  - (A) Longfellow's Popular Appeal
  - (B) Historical Narrative Poems
  - (C) The lyric, Dramatic, and Narrative Poems of Longfellow
  - (D) Longfellow and the Critics
5. The subject of the fourth paragraph is
  - (A) nobility and honor in the poems of Longfellow
  - (B) the love triangle involving Miles Standish
  - (C) the popular appeal of *The Courtship of Miles Standish*
  - (D) the period of the early settlement of New England



## SKILL 2: STRATEGI MENGENALI PENYUSUNAN IDE DALAM TEKS (ORGANIZATION OF IDEAS)

Dalam *Reading Comprehension*, Anda akan menemukan pertanyaan yang menanyakan bagaimana ide atau gagasan disusun dalam teks. Mari perhatikan contoh pertanyaan berikut:

### Contoh:

*If asked who invented the game of baseball, most American would probably reply that it was their belief that Abner Doubleday did.* They believe this because the story about Doubleday is part of the tradition of baseball.

*Doubleday was given credit for this invention* early in the twentieth century when sporting-goods manufacturer Spaulding inaugurated a commission to research the question of who invented baseball. In 1908, a report was published by the commission in which Abner Doubleday, a U.S. Army officer from Cooperstown, New York, was given credit for the invention of the game. The National Baseball Hall of Fame was established in the Cooperstown in honor of Doubleday.

*Today, most sports histories are in agreement that Doubleday really did not have much to do with the development of baseball.* Instead, baseball seems to be a close relative of the English game of rounders and probably has English rather than American roots.

### Pertanyaan:

How is the information in the passage organized?

- (A) an idea is presented and the refuted
- (B) a concept is followed by the examples
- (C) a cause is followed by an effect
- (D) a belief is supported with reasons

Pertanyaan tersebut menanyakan bagaimana sebuah informasi disusun dalam sebuah teks. Dalam menjawab pertanyaan tersebut, Anda perlu mencari gagasan utama pada tiga paragraf di atas.

- Gagasan utama paragraf pertama dapat ditemukan pada awal kalimat; *If asked who invented the game of baseball, most American would probably reply that it was their belief that Abner Doubleday did.*
- Gagasan utama paragraf kedua dapat ditemukan di baris pertama; *Doubleday was given credit for this invention.*
- Gagasan utama paragraf ketiga dapat ditemukan di baris pertama; *most sports histories are in agreement that Doubleday really did not have much to do with the development of baseball.*

Jika Anda memperhatikan dengan teliti, paragraf ketiga merupakan penolakan dari gagasan yang telah dijelaskan pada dua paragraf sebelumnya. Maka pilihan jawaban (A) yang paling tepat.

Berikut merupakan informasi penting yang sebaiknya Anda ingat jika menemukan pertanyaan tentang gagasan utama:



| <b>ORGANIZATION OF IDEAS</b>       |   |
|------------------------------------|---|
| MENGIDENTIFIKASI<br>PERTANYAAN     | <ul style="list-style-type: none"> <li>• <i>How is the information in the passage <b>organized</b>?</i></li> <li>• <i>How is the information in the second paragraph <b>related</b> to the information in the first paragraph?</i></li> </ul> |
| DIMANA<br>MENEMUKAN<br>JAWABAN     | Umumnya dalam menjawab pertanyaan ini dapat ditentukan dengan membaca ( <i>skimming</i> ) kalimat pertama setiap paragraf.  |
| STRATEGI<br>MENJAWAB<br>PERTANYAAN | <ul style="list-style-type: none"> <li>• Bacalah kalimat pertama pada setiap paragraf</li> <li>• Temukan kata yang menunjukkan hubungan antara paragraf</li> <li>• Pilih jawaban yang menunjukkan atau menjelaskan hubungan</li> </ul>        |

**TOEFL EXERCISE 2:** Bacalah masing-masing teks dan pilihlah jawaban yang tepat pada pertanyaan berikut.

*PASSAGE ONE (Question 1)*

Conflict within an organization is not always viewed as undesirable. In fact, various managers have widely divergent ideas on the value that conflict can have.

*Line* (5) According to the traditional view of conflict, conflict is harmful to an organization. Managers with the traditional view of conflict see it as their role in an organization to rid the organization of any possible sources of conflict.

(10) The interactionist view of conflict, on the other hand, holds that conflict can serve an important function in an organization by reducing complacency among workers and causing positive changes to occur. Managers who holds an interactionist view of conflict may actually take steps to stimulate conflict within the organization

1. How is the information in the passage organized?
  - (A) The origin of idea about conflict is presented.
  - (B) Contrasting views of conflict are presented.
  - (C) Two theorists discuss the strengths and weakness of their views on conflict.
  - (D) Examples of conflict within organization are presented

*PASSAGE 2 (Questions 2-4)*



Common types of calendars can be based on the Sun or on the Moon. The solar based on the solar year. Since the solar year is 365.2422 days long, solar calendars consist of regular years of 365 days and have an extra day every fourth year, or leap year, to make up for the additional fractional amount. In a solar calendar, the waxing and waning of the Moon can take place at various stages of each month.

The lunar calendar is synchronized to the lunar month rather than the solar year. Since the lunar month is twenty-nine and a half days long, most lunar calendars have alternating months of twenty-nine and thirty days. A twelve-month lunar year thus has 354 days, 11 days shorter than a solar year.

2. What is the main idea of the passage?
  - (A) All calendars are the same.
  - (B) The solar calendar is based on the Sun.
  - (C) Different calendars have dissimilar bases
  - (D) The lunar month is twenty-nine and a half days long.
3. How is the information in the passage organized?
  - (A) Characteristics of the solar calendar are outlined.
  - (B) Two types of calendars are described.
  - (C) The strengths and weakness of the lunar calendar are described.
  - (D) The length of each existing calendar is contrasted.

### ***PERTANYAAN DENGAN JAWABAN TERTULIS DALAM TEKS (DIRECTLY ANSWERED QUESTIONS)***

Anda akan menemukan banyak pertanyaan dalam *Reading Section* yang jawaban secara langsung tertera di dalam teks. Pertanyaan tersebut membutuhkan ketelitian dalam menemukan jawaban dalam teks tanpa harus menarik kesimpulan. Ada 3 jenis *Directly Answered Questions*: **(1) Stated Detail Questions**, **(2) Unstated Detail Questions**, dan **(3) Pronoun Reference Questions**

### **SKILL 3: STRATEGI MENJAWAB STATED DETAIL QUESTIONS DENGAN TEPAT**

*Stated Detail Questions* merupakan jenis pertanyaan dengan jawaban tertulis dalam teks bacaan. Jawaban dari jenis pertanyaan ini tertulis dalam teks, tetapi dengan kata-kata yang tidak sama persis.

#### **Contoh:**

Williamsburg is a historic city in Virginia that was settled by English colonists in 1633, twenty-six years after the first permanent English colony in America was settled at Jamestown. In the beginning, the colony at Williamsburg was named Middle Plantation because of its location in the middle of peninsula between two rivers, the York and the James. The site for Williamsburg had been selected by the colonists because the soil drainage was better there than at the Jamestown location, and there were fewer mosquitoes.



**Pertanyaan:**

- The passage *indicates* that Jamestown
- (A) was settled in 1633
  - (B) was settled twenty-six years after Williamsburg
  - (C) was the first permanent English colony in America
  - (D) was originally named Middle Plantation

Pertanyaan ini menanyakan *indicates* atau menyatakan tentang *Jamestown*. Anda dapat menggunakan teknik *skimming* untuk menemukan bagian dalam teks yang menjelaskan tentang *Jamestown*. Anda akan menemukan pernyataan bahwa *Williamsburg is a historic city in Virginia that was settled by English colonists in 1633, twenty-six years after the first permanent English colony in America was settled at Jamestown*.

- Pilihan (A) tidak benar karena *Williamsburg was settled in 1633*.
- Pilihan (B) juga tidak benar karena *Jamestown was settled before Williamsburg* bukan *after Williamsburg*.
- Pilihan jawaban (D) tidak benar karena nama Middle Plantation merupakan nama lain dari Williamsburg
- Maka jawaban yang tepat adalah (C) karena teks secara langsung menyebutkan bahwa *Jamestown was the first permanent English colony in America*

Untuk memudahkan dalam menemukan informasi saat mengerjakan pertanyaan jenis *stated detail question* dapat anda pelajari dengan cara berikut:

| STATED DETAIL QUESTIONS      |   |
|------------------------------|---|
| MENGIDENTIFIKASI PERTANYAAN  | <ul style="list-style-type: none"> <li>• <i>According to the passage,...</i></li> <li>• <i>It is <b>stated</b> in the passage...</i></li> <li>• <i>The passage <b>indicates</b> that...</i></li> <li>• <i>Which of the following is <b>true</b>...?</i></li> </ul>  |
| DIMANA MENEMUKAN JAWABAN     | Jawaban dapat Anda temukan sesuai urutan paragraf dalam teks.   |
| STRATEGI MENJAWAB PERTANYAAN | <ul style="list-style-type: none"> <li>• Temukan kata kunci dalam pertanyaan.</li> <li>• Lakukan <i>skimming</i> pada bagian teks sesuai kata kunci yang Anda temukan.</li> <li>• Baca kalimat yang berisi kata kunci dengan cermat.</li> <li>• Eliminasi pilihan jawaban yang tentu salah dan pilih jawaban yang tepat pada sisa pilihan jawaban.</li> </ul> |

**TOEFL EXERCISE 3:** Baca masing-masing teks kemudian pilihlah jawaban yang tepat.

*PASSAGE ONE (Questions 1-2)*





Ice ages, those periods when ice covered extensive areas of the Earth, are known to have occurred at least six times. Past ice ages can be recognized from rock strata that show evidence of foreign materials deposited by moving walls of ice or melting glaciers. Ice ages can also be recognized from land formation that have been produced from moving walls of ice, such as U-shaped valleys, sculptured landscape, and polished rock faces.

Line  
(5)

1. According to the passage, what happens during ice age?
  - (A) Rock strata are recognized by geologists.
  - (B) Evidence of foreign materials is found.
  - (C) Ice covers a large portion of the Earth's face.
2. The passage covers how many different methods of recognizing past ice ages?
  - (A) One
  - (B) Two
  - (C) Three
  - (D) Four

*PASSAGE TWO (Questions 3-5)*

The Golden age of Railroads refers to the period from the end of the Civil War to the beginning of World War I when railroads flourished and, in fact, maintained a near monopoly in mass transportation in the United States. One of the significant developments during the period was the notable increase in uniformity, particularly through the standardization of track gauge and time.

Line  
(5)

At the end of the Civil War, only about half of the nation's railroad track was laid at what is now the standard gauge of 1.4 meters; much of the rest, particularly in the southern states, had a 1.5-meter gauge. During the postwar years, tracks were converted to the 1.4-meter gauge, and by June 1, 1886, the standardization of tracks was completed, resulting in increased efficiency and economy in the rail system.

(10)

A further boon to railroad efficiency was the implementation of standard time in 1883. With the adoption of standard time, four time zones were established across the country, thus simplifying railroad scheduling and improving the efficiency of railroad service.

3. According to the passage, the Golden Age of Railroad
  - (A) was a result of World war I
  - (B) was a period when most of U.S. mass transportation was controlled by the railroads
  - (C) resulted in a decrease in uniformity of track gauge
  - (D) resulted in standardization of train stations
4. The passage mentions that which of the following occurred as a result of uniformity of track
5. The passage indicates that standard time was implemented
  - (A) before the Civil War
  - (B) on June 1, 1886
  - (C) after World War I
  - (D) before standardized track gauge was established throughout the United States



gauge?

- (A) The Civil War
- (B) Improved economy in the transportation system
- (C) Standardization of time zone
- (D) Railroad schedules

#### SKILL 4: STRATEGI MENJAWAB *UNSTATED DETAIL QUESTIONS* DENGAN TEPAT

*Unstated Detail Question* adalah yang juga pasti Anda temukan saat mengerjakan *Reading Section*. Jenis pertanyaan ini tidak tertulis atau disebutkan secara langsung, namun dapat Anda simpulkan. Anda harus memperhatikan dua jenis jawaban dari pertanyaan ini:

- Terdapat tiga jawaban benar dan satu yang **tidak benar/not true** sesuai teks bacaan
- Terdapat tiga jawaban benar dan satu yang **tidak disebutkan** dalam teks bacaan.

##### Contoh:

In English, there are many different kinds of expressions that people use to give a name to anything whose name is unknown or momentarily forgotten. The word *gadget* is one such word. It was first used by British sailors in the 1850s and probably came from the French word *gachette*, which was a small hook. In everyday use, the word has a more general meaning. Other words are also used to give a name to something unnamed or unknown, and these words tend to be somewhat imaginative. Some of the more commonly used expressions are *a what-d'ye-call-it*, *a whatsis*, *a thingamabob*, *a thingamajig*, *a doodad*, or *a doohickey*.

##### Pertanyaan:

Which of the following is **NOT TRUE** about the *word gadget*?

- (A) It is used to name something when the name is not known.
- (B) It was used at the beginning of the nineteenth century.
- (C) It most likely came from a word in the French language.
- (D) Its first known use was by British sailors.

Pertanyaan dalam contoh di atas membutuhkan jawaban yang tidak benar/**NOT TRUE** tentang kata "***gadget***", maka terdapat tiga pilihan jawaban benar dan satu jawaban tidak benar. Anda perlu mencari kata kunci ***gadget*** dan mencari informasi yang tidak benar dalam teks bacaan.

- Pilihan jawaban (A), (C), dan (D) semuanya benar dan informasi disebutkan dalam teks, maka pilihan jawaban tersebut tidak tepat.
- Sedangkan pilihan jawaban (B) tidak benar karena dalam teks menyebutkan bahwa *the word "gadget"... used by British sailors in the 1850s*, yang artinya kata tersebut digunakan pada pertengahan abad ke sembilan belas, maka jawaban (B) jawaban yang tepat dari pertanyaan tersebut.

Berikut ini merupakan informasi yang sebaiknya Anda ingat dalam menemukan jawaban yang tepat ketika menjawab *unstated detail questions*:





| UNSTATED DETAIL QUESTIONS          |   |
|------------------------------------|---|
| MENGIDENTIFIKASI<br>PERTANYAAN     | <ul style="list-style-type: none"> <li>• Which of the following is <b>not stated</b>...?</li> <li>• Which of the following is <b>not mentioned</b>...?</li> <li>• Which of the following is <b>not discussed</b>...?</li> <li>• All of the following are true <b>except</b>...</li> </ul>   |
| DIMANA<br>MENEMUKAN<br>JAWABAN     | Jawaban dapat Anda temukan sesuai urutan paragraf dalam teks.   |
| STRATEGI<br>MENJAWAB<br>PERTANYAAN | <ul style="list-style-type: none"> <li>• Temukan kata kunci dalam pertanyaan.</li> <li>• Lakukan <b>skimming</b> pada bagian teks sesuai kata kunci yang Anda temukan.</li> <li>• Baca kalimat yang berisi kata kunci dengan cermat.</li> <li>• Eliminasi pilihan jawaban yang tentu salah dan pilih jawaban yang tepat pada sisa pilihan jawaban.</li> </ul> |

**TOEFL EXERCISE 4:** Bacalah masing-masing teks dan pilih jawaban yang tepat.

*PASSAGE ONE (Question 1-2)*

Blood plasma is a clear, almost colorless liquid. It consists of blood from which the red and white blood cells have been removed. It is often used in transition because a patient generally needs the plasma portion of the blood more than the other components.

Line

(5)

Plasma differs in several important ways from whole blood. First of all, plasma can be mixed for all donors and does not have to be from the right blood group, as whole blood does. In addition, plasma can be dried and stored, while whole blood cannot.

- All of the following are true about blood plasma EXCEPT that
  - it is deeply colored liquid
  - blood cells have been taken out of it
  - patients are often transfused with it
  - it is generally more important to the patient than other parts of whole blood
- Which of the following is NOT stated about whole blood?
  - It is different from plasma.
  - It cannot be dried.
  - It is impossible to keep it in storage for a long time.
  - It is a clear, colorless liquid.

*PASSAGE TWO (Questions 3-4)*

Elizabeth Cochrane Seaman was an American journalist at the turn of the century who wrote for the newspaper New York World under the pen name Nellie Bly, a name which was taken from the Stephen Foster song Nelly Bly. She achieved fame for her exposes and in particular for the bold and adventure some way that she obtained her stories.

Line

(5)

She felt that the best way to get the real story was from the inside rather than as an outside observer who could be treated to a prettified version of reality. On one occasion she pretended to be a thief so that she would get arrested and see for herself how female prisoners were really treated. On



another occasion she faked mental illness in order to be admitted to a mental hospital to get the real picture on the treatment of mental patients.

3. Which of the following is NOT true about Nellie Bly?
- (A) Nellie Bly's real name was Elizabeth Cochrane Seaman.  
 (B) Nellie Bly was mentally ill.  
 (C) The name Nellie Bly came from a song.  
 (D) The name Nellie Bly was used on articles that Seaman wrote.
4. Which of the following is NOT mentioned as something that Nellie Bly did to get a good story?
- (A) She acted like a thief.  
 (B) She got arrested by the police.  
 (C) She pretended to be ill.  
 (D) She worked as a doctor in a mental hospital.

### SKILL 5: STRATEGI MENJAWAB PRONOUN REFERENCE

*Pronoun reference* juga merupakan jenis pertanyaan yang pasti akan Anda temui saat *Reading Section*. Anda akan diminta untuk mencari rujukan kata benda (noun) yang sesuai dengan kata ganti (pronoun) yang disediakan. Ini termasuk jenis pertanyaan yang mudah sehingga pastikan Anda bisa menjawabnya dengan benar. Anda juga boleh mengerjakan jenis pertanyaan ini terlebih dahulu dari jenis pertanyaan yang lainnya.

Kata ganti digunakan untuk menghindari pengulangan frasa atau kata dalam sebuah kalimat. tidak hanya dalam Bahasa Inggris, namun dalam bahasa yang lain juga. *Pronoun reference* atau kata ganti yang umum digunakan seperti:

- Kata ganti benda tunggal: *it, he, she, this, that, her, his*
- Kata ganti benda jamak: *they, those, these, them, their*

#### Contoh:

Carnivorous plants, such as the sundew and the Venus-flytrap, are generally found in humid areas where there is an inadequate supply of nitrogen in the soil. In order to survive, these plants have developed mechanisms to trap insects within their foliage. **They** have digestive fluids to obtain the necessary nitrogen from the insects. These plants trap the insects in a variety of ways. The sundew has sticky hairs on its leaves; when an insect lands on these leaves, it gets caught up in the sticky hairs, and the leaf wraps itself around the insect. The leaves of the Venus-flytrap function more like a trap, snapping suddenly and forcefully shut around an insect.

#### Pertanyaan:

The pronoun **They** in line 5 *refers* to

- (A) humid areas  
 (B) these plants  
 (C) insects  
 (D) digestive fluids



Contoh pertanyaan di atas menanyakan rujukan untuk kata ganti **they**. Rujukan kata **they** merupakan kata ganti jamak. Anda dapat mencari kata benda jamak sebelum kata ganti **they** muncul dan Anda akan menemukan frasa **Humid areas, insects** dan **these plants**. Maka **digestive fluids** yang merupakan kata benda jamak tetapi muncul setelah kata ganti **they** merupakan jawaban yang tidak tepat. Pilihan jawaban yang tepat sesuai konteks kalimat adalah **these plants have digestive fluids to obtain the necessary nitrogen from the insects**.

| PRONOUN REFERENTS                  |  |
|------------------------------------|--|
| MENGIDENTIFIKASI<br>PERTANYAAN     | <i>The pronoun "..."</i> in line X <b>refers to</b> which of the following?  |
| DIMANA<br>MENEMUKAN<br>JAWABAN     | Jawaban <i>pronoun reference</i> dapat Anda temukan pada kata benda (noun) sebelum kata ganti (pronoun) muncul.  |
| STRATEGI<br>MENJAWAB<br>PERTANYAAN | <ul style="list-style-type: none"> <li>• Temukan <i>pronoun</i>/kata ganti dalam teks</li> <li>• Temukan kata benda yang sesuai dengan kata ganti tunggal/jamak)</li> <li>• Coba untuk mencocokkan kata benda dengan kata ganti, apakah sudah sesuai dengan konteks kalimat</li> <li>• Buang jawaban yang tidak tepat dan pilih jawaban yang paling tepat</li> </ul> |

**TOEFL EXERCISE 5:** Bacalah masing-masing teks dan pilih jawaban yang tepat.

*PASSAGE ONE (Question 1-2)*

The full moon that occurs nearest the equinox of the Sun has become known as the harvest moon. **It** is a bright moon which allows farmers to work late into the night for several nights; **they** can work when the moon is at its brightest to bring in the fall harvest. The harvest moon, of course, occurs at different times of the year in the northern and southern hemispheres. In the northern hemisphere, the harvest moon occurs in September at the time of the autumnal equinox. In the southern hemisphere, the harvest moon occurs in March at the time of the vernal equinox.

Line  
(5)

- |   |   |
|---|---|
| 1. The pronoun "It" in line 2 refers to | 2. The pronoun "they" in line 3 refers to |
| (A) the equinox                         | (A) several nights                        |
| (B) the Sun                             | (B) farmers                               |
| (C) the harvest moon                    | (C) the harvest moon                      |
| (D) the night                           | (D) bright moon                           |

*PASSAGE ONE (Question 3-4)*



Mardi Gras, which means “Fat Tuesday” in French, was introduced to America by French colonist in the early eighteenth century. From that time **it** has grown in popularity, particularly in New Orleans, and today it is actually a legal holiday in several southern states. The Mardi Gras celebration in New Orleans begins well before the actual Mardi Gras Day. Parades, parties, balls, and numerous festivities take place throughout the week before Mardi Gras Day; tourists from various countries throughout the world flock to New Orleans for the celebration, where **they** take part in a week of nonstop activities before returning home for some much-needed rest.

3. The pronoun “It” in line 3 refers to
- (A) Mardi Gras  
(B) French  
(C) That time  
(D) New Orleans
4. The pronoun “they” in line 9 refers to
- (A) activities  
(B) tourists  
(C) New Orleans  
(D) celebration

**TOEFL REVIEW EXERCISE (Skills 1-5):** Bacalah masing-masing teks dan pilih jawaban yang tepat.

Lincoln’s now famous Gettysburg Address was not, on the occasion of its delivery, recognized as the masterpiece that it is today. Lincoln was not even the primary speaker at the ceremonies, held at the height of the Civil war in 1863, to dedicate the battlefield at Gettysburg. The main speaker was orator Edward Everett, whose two-hour speech was followed by Lincoln’s shorter remarks. Lincoln began his small portion of the program with the words that today are immediately recognized by most Americans: “Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.” At the time of the speech, little notice was given to what Lincoln had said, and Lincoln considered his appearance at the ceremonies rather unsuccessful. After his speech appeared in print, appreciation for his words began to grow, and today **it** is recognized as one of the all-time greatest speeches.

1. The main idea of this passage is that
- (A) the Gettysburg Address has always been regarded as a masterpiece.  
(B) At the time of its delivery the Gettysburg Address was truly appreciated as masterpiece.  
(C) It was not until after 1863 that Lincoln’s speech at Gettysburg took its place in history.
3. According to the passage, when Lincoln spoke at the Gettysburg ceremonies,
- (A) his words were immediately recognized by most Americans  
(B) he spoke for only a short period of time  
(C) he was enthusiastically cheered  
(D) he was extremely proud of his performance



- (D) Lincoln is better recognized today than he was at the time of his presidency.
2. Which of the following is NOT true about the ceremonies at Gettysburg during the Civil War?
- (A) Everett was the main speaker.  
 (B) Everett gave a two-hour speech.  
 (C) Lincoln was the closing speaker of the ceremonies.  
 (D) Lincoln's speech was longer than Everett's.
4. When did Lincoln's Gettysburg Address begin to receive public acclaim?
- (A) After it had been published  
 (B) Immediately after the speech  
 (C) Not until the present day  
 (D) After Lincoln received growing recognition
5. The pronoun "it" in line 13 refers to
- (A) speech  
 (B) appreciation  
 (C) words  
 (D) speeches

### INDIRECTLY ANSWERED QUESTIONS

Beberapa pertanyaan dalam reading Section akan meminta jawaban yang tidak secara langsung disebutkan dalam teks. Untuk menjawab pertanyaan jenis ini dengan tepat, Anda akan menarik kesimpulan dari informasi yang diberikan dalam teks. Ada dua jenis indirectly answered questions: **(1) implied detail question**, dan **(2) transition questions**.

### SKILL 6: STRATEGI MENJAWAB IMPLIED DETAIL QUESTIONS DENGAN TEPAT

Pertanyaan dalam *Reading Section* yang terdapat kata **implied**, **inferred**, **likely**, atau **probably** merupakan jenis pertanyaan dengan jawaban yang tidak disebutkan secara langsung dalam teks bacaan. Beberapa informasi akan Anda temukan dalam teks dan Anda akan menarik kesimpulan dari informasi tersebut. Simak contoh dari *Implied Detail Questions* berikut.

#### Contoh:

The Hawaiian language is a melodious language in which all words are derived from an alphabet of only twelve letters, the five vowels *a, e, i, o, u* and the seven consonants *h, k, l, m, n, p, w*. Each syllable in the language ends in a vowel, and two consonants never appear together, so vowels have a much higher frequency in the Hawaiian language than they do in English.

This musical-sounding language can be heard regularly by visitors to the islands. Most Hawaiians speak English, but it is quite common to hear English that is liberally spiced with words and expressions from the traditional language of the culture. A visitor may be greeted with the expression *aloha* and may be referred to as a *malihini* because he is a newcomer to the island. The visitor may attend an outside *luau* where everyone eats too much and be invited afterwards to dance the *hula*.



**Pertanyaan:**

Which of the following is **probably NOT** a Hawaiian word?

- (A) *mahalo*
- (B) *mahimahi*
- (C) *meklea*
- (D) *moona*

Contoh soal di atas meminta Anda menemukan kata yang **probably NOT** atau kemungkinan bukan *Hawaiian word*. Dalam menemukan jawaban dari pertanyaan ini, Anda sebaiknya mencari bagian teks yang menjelaskannya. Baca bagian teks yang menjelaskan bahwa *two consonants never appear together*. Dari sini dapat disimpulkan bahwa pilihan (C) adalah jawaban yang tepat, **meklea** kemungkinan bukan atau **probably not** Hawaiian word karena kosnsonan *k* dan *l* muncul bersama. Simak

| <b>IMPLIED DETAIL QUESTIONS</b>    |   |
|------------------------------------|---|
| MENGIDENTIFIKASI<br>PERTANYAAN     | <ul style="list-style-type: none"> <li>• <i>It is <b>implied</b> in the passage that...</i></li> <li>• <i>It can be <b>inferred</b> from the passage that...</i></li> <li>• <i>It is most <b>likely</b> that...</i></li> <li>• <i>What <b>probably</b> happened...?</i></li> </ul>  |
| DIMANA<br>MENEMUKAN<br>JAWABAN     | Jawaban dapat Anda temukan sesuai urutan paragraf dalam teks.   |
| STRATEGI<br>MENJAWAB<br>PERTANYAAN | <ul style="list-style-type: none"> <li>• Temukan kata kunci dalam pertanyaan.</li> <li>• Lakukan <b>skimming</b> pada bagian teks sesuai kata kunci yang Anda temukan.</li> <li>• Baca kalimat yang berisi kata kunci dengan cermat.</li> <li>• Eliminasi pilihan jawaban yang tentu salah dan pilih jawaban yang tepat pada sisa pilihan jawaban.</li> </ul> |

**TOEFL EXERCISE 6:** Bacalah masing-masing teks dan pilih jawaban yang tepat.

**PASSAGE ONE (Question 1-2)**

Line Eskimos need efficient and adequate means to travel across water in  
(5) that the areas where they live are surrounded by oceans, bays, and inlets and  
dotted with lakes and seas. Two different types of boats have been developed  
by the Eskimos, each constructed to meet specific needs.

(5) The kayak is something like a canoe that has been covered by a deck. A  
kayak is generally constructed with one opening in the deck for one rider;  
however, some kayaks are made for two. Because the deck of a kayak is  
covered over except for the hole (or holes) for its rider (oe riders), a kayak  
can tip over in the water and roll back up without filling with water and  
(10) sinking. One of the primary uses of the kayak is for hunting.

The umiak is not closed over, as is the kayak. Instead, it is an open boat  
that is built to hold ten to twelve passengers. Eskimos have numerous uses  
for the umiak which reflect the size of the boat; e.g. the umiak is used to haul  
belongings from campsite to campsite, and it is used for hunting larger  
animals that are too big to be haunted in a kayak.





1. It is implied in the passage that if a kayak has two holes, then
  - (A) it accommodates two riders
  - (B) it is less stable than a kayak with one hole
  - (C) it is as large as an umiak
  - (D) it cannot be used on the ocean
2. It can be inferred from the passage that an example of the animals mentioned might be
  - (A) a kangaroo
  - (B) a snake
  - (C) a whale
  - (D) a salmon

*PASSAGE TWO (Question 3-5)*

Probably the most recognized board game around the world is the game of Monopoly. In the game, players vie for wealth by buying, selling, and renting properties; the key to success in the game, in addition to a bit of luck, is for a player to acquire monopolies on clusters of properties in order to force opponents to pay exorbitant rents and fees.

Line  
(5)

Although the game is now published in countless languages and versions, with foreign locations and place names appropriate to the target language adorning its board, the beginnings of the game were considerably more humble. The game was invented in 1933 by Charles Darrow, during the height of the Great Depression. Darrow, who lived in Germantown, Pennsylvania, was himself unemployed during those difficult financial times. He set the original game not as might be expected in his hometown of Germantown, but in Atlantic City, New Jersey, the site of numerous pre-Depression vacations, where he walked along the Boardwalk and visited Park Place. Darrow made the first games by hand and sold them locally until Parker Brothers purchases the rights to Monopoly in 1935 and took the first steps toward the mass production of today.

(10)

(15)

3. The French version of Monopoly might possibly include a piece of property entitled
  - (A) Atlantic City, New Jersey
  - (B) Germantown, Pennsylvania
  - (C) Boardwalk
  - (D) The Eiffel Tower
4. It is implied that Darrow selected Atlantic City as the setting for Monopoly because
  - (A) it brought back good memories
  - (B) his family came from Atlantic City
  - (C) the people of Germantown might have been angered if he had used Germantown
  - (D) Atlantic City was larger than Germantown
5. Parker Brothers is probably
  - (A) a real estate company
  - (B) a game manufacturing company
  - (C) a group of Charles Darrow's friends
  - (D) a toy design company



### SKILL 7: STRATEGI MENJAWAB *TRANSITION QUESTIONS* DENGAN TEPAT

Dalam soal *Reading Section*, Anda juga akan menemukan pertanyaan yang meminta Anda menarik kesimpulan tentang topik apa yang dijelaskan pada ***preceding paragraph*** (paragraf sebelumnya) atau ***following paragraph*** (paragraf selanjutnya)

*Transition Questions* merupakan jenis pertanyaan yang meminta Anda untuk memahami teks berisi kalimat *transitions* dari satu paragraf ke paragraf selanjutnya. Sebuah paragraf mungkin akan dimulai dari ide gagasan dari paragraf sebelumnya sebagai cara menghubungkan ide dalam dua paragraf. Sebuah paragraf mungkin juga berakhir dengan sebuah ide yang akan selanjutnya dapat dikembangkan dalam paragraf selanjutnya. Cermati contoh pertanyaan berisi *transitions* dari *preceding* paragraf atau paragraf sebelumnya.

#### Contoh:

*Line*  
(5) Another myth of the oceans concerns Davy Jones, who in folklore is a mean-spirited sovereign of the ocean's depths. The name "Jones" is thought by some etymologists to have been derived from the name "Jonah," the Hebrew prophet who spent three days in a whale's belly.

(10) According to tradition, any object that goes overboard and sinks to the bottom of the ocean is said to have gone to Davy Jones's locker, the ocean-sized, mythical receptacle for anything that falls into the water. Needless to say, any sailor on the seas is not so eager to take a tour of Davy Jones's locker, although it might be rather interesting trip considering all the treasures located there.

#### Pertanyaan:

The paragraph ***preceding*** this passage most probably discusses

- (A) the youth of Davy Jones
- (B) Davy Jones's career as a sailor
- (C) a different traditional story from the sea
- (D) preparing to travel on the ocean

Pertanyaan dalam contoh di atas menanyakan tentang topik pada paragraf ***preceding*** atau sebelumnya, maka Anda perlu mencermati awal paragraf pada teks tersebut dan menarik kesimpulan tentang apa yang mungkin di jelaskan pada paragraf sebelumnya. Pada awal paragraf disebutkan ***another myth of the oceans*** yang berarti *second myth of the oceans*, maka paragraf sebelumnya mungkin menjelaskan tentang *first myth of the oceans*. Jawaban yang tepat dari pertanyaan di atas adalah (C), yang menjelaskan tentang *a different traditional story from the sea*. Cermati informasi berikut ini, sehingga Anda mengetahui perbedaan menjawab *preceding paragraph* dan *following paragraph*:

| TRANSITION QUESTIONS           |  |
|--------------------------------|--|
| MENGIDENTIFIKASI<br>PERTANYAAN | <ul style="list-style-type: none"> <li>• The paragraph <b><i>preceding</i></b> the passage probably...</li> <li>• What is most likely in the paragraph <b><i>following</i></b> the passage?</li> </ul> |
| DIMANA<br>MENEMUKAN            | <ul style="list-style-type: none"> <li>• Untuk <b><i>preceding question</i></b> dapat Anda temukan dengan mencermati baris pertama pada teks</li> </ul>  |





|                              |   |
|------------------------------|---|
| JAWABAN                      | <ul style="list-style-type: none"> <li>• Untuk <b>following question</b> dapat Anda temukan dengan mencermati baris akhir pada teks</li> </ul>  |
| STRATEGI MENJAWAB PERTANYAAN | <ul style="list-style-type: none"> <li>• Baca baris pertama untuk menemukan <b>preceding question</b>.</li> <li>• Baca baris terakhir untuk menemukan jawaban <b>following question</b>.</li> <li>• Tarik kesimpulan tentang topik apa yang mungkin dijelaskan sebelum paragraf pertama atau setelah paragraf terakhir.</li> <li>• Pilih jawaban yang menjelaskan baris pertama atau terakhir pada teks.</li> </ul> |

**TOEFL EXERCISE 7:** Bacalah masing-masing teks dan pilih jawaban yang tepat.

**PASSAGE ONE (Question 1-2)**

Another program instrumental in the popularization of science was *Cosmos*. This series, broadcast on public television, dealt with topics and issues from varied fields of science. The principal writer and narrator of the program was Carl Sagan, a noted astronomer and Pulitzer Prize-winning author.

Line  
(5)

- The paragraph preceding this passage most probably discusses
  - A different scientific television series
  - Carl Sagan's scientific achievements
  - the Pulitzer Prize won by Carl Sagan
  - public television
- The paragraph following this passage most likely contains information on what?
  - The popularity of science
  - The program *Cosmos*
  - The astronomer Carl Sagan
  - Topics and issues from various fields of science

**PASSAGE TWO (Question 3-4)**

When a strong earthquake occurs on the ocean floor rather than on land, tremendous force is exerted on the seawater and one or more large, destructive waves called *tsunamis* can be formed. *Tsunamis* are commonly called trial waves in the United States, but this is really an inappropriate name in that the cause of the *tsunami* is an underground earthquake rather than the ocean's tides.

Line  
(5)

Far from land, a *tsunami* can move through the wide open vastness of the ocean at a speed of 600 miles (900 kilometers) per hour and often can travel tremendous distances without losing height and strength. When a *tsunami* reaches shallow coastal water, it can reach a height of 100 feet (30 meters) or more and can cause tremendous flooding and damage to coastal areas.

(10)

- The paragraph preceding this passage most probably discusses
  - tsunamis* in various parts of the world
  - a negative effects of *tsunamis*
- Which of the following is most likely the topic of the paragraph following the passage?
  - The causes of *tsunamis*
  - The destructive effects of





| STRUCTURAL CLUES             |   |
|------------------------------|---|
| MENGIDENTIFIKASI PERTANYAAN  | <ul style="list-style-type: none"> <li>• What is the <b>meaning</b> of “X” in line?</li> <li>• The word “X” in line Y is <b>closest in meaning</b> to...</li> <li>• The word “X” in line “Y” <b>could best be replaced</b> by...</li> </ul>                               |
| DIMANA MENEMUKAN JAWABAN     | <ul style="list-style-type: none"> <li>• Perhatikan tanda baca (koma, tanda kurung, dash/garis)</li> <li>• Perhatikan petunjuk kata (<i>or, that is, in order words, i.e.</i>)</li> <li>• Perhatikan frasa (<i>such as, for example, e.g</i>)</li> </ul>                  |
| STRATEGI MENJAWAB PERTANYAAN | <ul style="list-style-type: none"> <li>• Temukan kata yang sulit dalam teks</li> <li>• Telusuri petunjuk struktural</li> <li>• Baca dengan teliti bagian teks setelah petunjuk structural</li> <li>• Eliminasi jawaban yang salah dan pilih jawaban yang tepat</li> </ul> |

**TOEFL EXERCISE 8:** Bacalah masing-masing teks dan pilih jawaban yang tepat.

*PASSAGE ONE (Question 1-3)*

The teddy bear is a child’s toy, a nice soft stuffed animal suitable for cuddling. It is, however, a toy with an interesting history behind it.

*Line* Theodore Roosevelt, or Teddy as he was commonly called, was  
*(5)* president of the United States from 1901 to 1909. He was an unusually active man with varied pastimes, one of which was hunting. One day the president was invited to take part in a bear hunt; and inasmuch as Teddy was president, his hosts wanted to ensure that he caught a bear. A bear was captured, clanked over the head to knock it out, and tied to a tree; however, teddy who really wanted to hunt a bear, refused to shoot the bear and, in fact,  
*(10)* demanded that the bear be extricated from the ropes; that is, he demanded that the bear be set free.

The incident attracted a lot of attention among journalists. First a cartoon—drawn by Clifford K. Berryman to make fun of this situation—appeared in the *Washington Post*, and the cartoon was widely distributed and  
*(15)* reprinted throughout the country. The toy manufactures began producing a toy bear which they called a ‘teddy bear.’ The teddy bear became the most widely recognized symbol of Roosevelt’s presidency.

- According to line 1 of the passage, what is a ‘teddy bear’?
  - A ferocious animal
  - The president of the United States
  - A famous hunter
  - A plaything
- Look at the word **pastimes** in line 5. This word could best be replaced by
  - past occurrences
  - previous jobs
- in line 13, a “cartoon” could best be described as
  - a newspaper
  - a type of teddy bear
  - a drawing with a message
  - a newspaper article



- (C) hunting jobs
- (D) leisure activities

### SKILL 9: STRATEGI MENEMUKAN ARTI KATA MELALUI BAGIAN KATA (WORD PARTS)

Menemukan arti kata selain dari petunjuk structural teks, Anda juga dapat menemukan arti kata dengan mempelajari bagian kata (word parts). Cermati contoh di bawah ini:

**Contoh:**

Line (5) Ring Lardner was born into a wealthy, educated, and cultured family. For the bulk of his career, he worked as a reporter for newspaper in South Bend, Boston, St. Louis, and Chicago. However, it is for his short stories of lower middle-class Americans that Ring Lardner is perhaps best known. In these stories, Lardner *vividly* creates the language and the ambiance of this lower class, often using the misspelled words, grammatical errors, and incorrect diction that typified the language of the lower middle class.

**Pertanyaan:**

The word “**vividly**” in line 6 is closest in meaning to

- (A) in a cultured way
- (B) in a correct way
- (C) in a lifelike way
- (D) in a brief way

Contoh pertanyaan di atas meminta Anda menemukan arti kata **vividly**. Anda perlu mencermati bahwa kata **vividly** berisi bagian kata **viv-**, yang berarti *life* atau hidup. Maka jawaban yang tepat adalah (C) untuk pertanyaan tersebut.

Berikut merupakan beberapa bagian kata (word parts) yang akan Anda perlukan untuk menjawab pertanyaan seperti contoh di atas.

| A SHORT LIST OF WORD PARTS |           |                   |       |          |                  |
|----------------------------|-----------|-------------------|-------|----------|------------------|
| PART                       | MEANING   | EXAMPLE           | PART  | MEANING  | EXAMPLE          |
| contra                     | (against) | <i>contrast</i>   | dic   | (say)    | <i>dictate</i>   |
| mal                        | (bad)     | <i>malcontent</i> | domin | (master) | <i>dominant</i>  |
| mis                        | (error)   | <i>mistake</i>    | jud   | (judge)  | <i>judgment</i>  |
| sub                        | (under)   | <i>subway</i>     | mor   | (death)  | <i>mortal</i>    |
| dec                        | (ten)     | <i>decade</i>     | spec  | (see)    | <i>spectator</i> |
| multi                      | (many)    | <i>multiple</i>   | terr  | (earth)  | <i>territory</i> |
| sol                        | (one)     | <i>solo</i>       | ver   | (turn)   | <i>divert</i>    |
| tri                        | (three)   | <i>triple</i>     | viv   | (live)   | <i>revive</i>    |



**TOEFL EXERCISE 9:** Bacalah masing-masing teks dan pilih jawaban yang tepat.

*PASSAGE ONE (Questions 1-5)*

Check and balance are an important concept in the formation of the U.S. system of government as presented in the Constitution of the United States. Under this conception of government, each branch of government has built-in checks and limitations placed on it by one or more different branches of government in order to ensure that any one branch is not able to usurp total dominance over the government. Under the Constitution, the United States has a tripartite government, with power divided equally among the branches: the presidency, the legislature, and the judiciary. Each branch is given some authority over the other two branches to balance the power among the three branches. An example of these checks and balances is seen in the steps needed to pass a law. Congress can pass a law with a simple majority, but the president can veto such a law. Congress can then counteract the veto with a two-thirds majority. However, even if Congress passes a law with a simple majority or overrides a presidential veto, the Supreme Court can still declare the law unconstitutional if it finds that the law is contradictory to the guidelines presented in the Constitution.

1. The expression “dominance over” in line 5 is closest in meaning to
  - (A) understanding of
  - (B) dispute over
  - (C) authority over
  - (D) rejection over
2. Look at the word **tripartite** in line 7. This word suggests that something is
  - (A) divided into three
  - (B) totally democratic
  - (C) powerfully constructed
  - (D) evenly matched
3. The “judiciary” in line 8 is
  - (A) the electorate
  - (B) the authority
  - (C) the legal system
  - (D) the government
4. The word **counteract** in line 12 is closest in meaning to
  - (A) vote for
  - (B) debate
  - (C) surpass
  - (D) work against
5. The word **contradictory to** in line 16 is closest in meaning to
  - (A) in agreement with
  - (B) opposite to
  - (C) supported by
  - (D) similar to

### **SKILL 10: STRATEGI MENEMUKAN ARTI KATA SULIT MELALUI KONTEKS**

Dalam pertanyaan *Reading Section*, Anda akan sangat mungkin diminta untuk menemukan arti dari kata sulit, sebuah kata yang mungkin tidak Anda ketahui. Dalam hal ini, konteks dalam teks pasti akan memberikan petunjuk yang jelas apa arti kata sulit tersebut. Cermati contoh berikut ini yang menunjukkan bahwa konteks membantu Anda memahami arti dari kata yang tidak dikenal.



**Contoh:**

In a government election, the incumbent generally has a strong advantage over a newcomer. A person who is already in office and thus has a certain degree of prominence has a better chance of being elected than does someone who is unknown to the electorate. History has shown a strong proclivity in elections at all levels of government to return the incumbent to office.

Line  
(5)

**Pertanyaan:**

An “**incumbent**” in line 1 is most likely

- (A) a special type of election
- (B) a political party
- (C) a beneficial comment
- (D) a current office-holder

Pertanyaan di atas meminta Anda mencari arti kata **incumbent**. Jika Anda tidak tahu arti *incumbent*, perhatikan dan pahami konteks yang menjelaskan a person who is already in office yang berarti seorang *incumbent* adalah *a current office-holder*. Maka jawaban tepat adalah (D). Perhatikan informasi berikut ini:

| VOCABULARY QUESTION CONTAINING DIFFICULT WORDS |  |
|--|--|
| MENGIDENTIFIKASI<br>PERTANYAAN                 | <ul style="list-style-type: none"> <li>• What is the <b>meaning</b> of “X” in line?</li> <li>• The word “X” in line Y is <b>closest in meaning</b> to...</li> </ul>  |
| DIMANA<br>MENEMUKAN<br>JAWABAN                 | <ul style="list-style-type: none"> <li>• Informasi yang membantu Anda memahami arti kata yang tidak dikenal sering dapat ditemukan dalam konteks sekitar kata tersebut.</li> </ul>   |
| STRATEGI<br>MENJAWAB<br>PERTANYAAN             | <ul style="list-style-type: none"> <li>• Menemukan kata dalam teks</li> <li>• Baca kalimat yang terdapat kata tersebut dengan teliti</li> <li>• Cari petunjuk konteks yang membantu Anda memahami arti kata</li> <li>• Pilih jawaban yang menyebutkan konteks</li> </ul> |

**TOEFL EXERCISE 10:** Bacalah masing-masing teks dan pilih jawaban yang tepat.

**PASSAGE ONE (Questions 1-2)**

The black widow is the most dangerous spider living in the United States. It is most common in the southern parts of the country. The black widow got its name because the female has been known to kill the male after mating and, as a result, becomes a widow.

Line  
(5)

The black widow is rather distinctive in appearance; it has a shiny globular body, the size and shape of a pea, and is marked on its underbelly with a red or yellow spot. The female is considerably more ample than the male, roughly four times larger on the average.

If a human is bitten by a black widow, the spider’s poison can cause severe illness and pain. Black widow bites have occasionally proved deathly, but it is certainly not the norm for black widow bites to be mortal.

(10)





1. In line 3, the word “widow” means
  - (A) understanding of
  - (B) dispute over
  - (C) authority over
  - (D) rejection over
2. The word “ample” in line 7 indicates that the spider is
  - (A) feminine
  - (B) large
  - (C) dotted with colors
  - (D) normal

**PASSAGE TWO (Questions 3-5)**

*Line (5)* Tornadoes occur throughout world, but for reason that scientists are not fully able to discern, the great majority occur in the United states. Approximately 700 tornadoes a year occur within the United States, and this comprises three-quarters of the worldwide total. Most of the U.S. tornadoes take place in the Midwest and in the southern states that border the Gulf of Mexico.

*(10)* In general, a tornado cuts a path of a few hundred yards and lasts less than an hour; an average tornado might propel itself at a speed of 15 or 20 miles per hour and therefore cover a distance of 20 or so miles. Tornadoes, however, can be much worse than average. The most devastating tornado on record occurred on March 18, 1925, in the states of Missouri, Illinois, and Indiana. The path of this tornado was more than 200 miles long and a mile wide. Traveling at an average speed of 60 miles per hour, the winds at the center of the storm swirled around ar considerably more than 200 miles per hour. A total of 689 people died, and countless more were injured, at the hands of this killer storm.

3. The word “propel” in line 8 could best be replaced by
  - (A) move
  - (B) develop
  - (C) destroy
  - (D) inhibit
4. Which of the following is closest in meaning to the word “devastating” in line 10?
  - (A) Described
  - (B) Delicate
  - (C) Destructive
  - (D) Determined

**OVERALL REVIEW QUESTION**

Pada umumnya *Overall Review Question* ini meminta Anda menemukan:

- Pertanyaan dimana letak informasi dalam teks dapat ditemukan (*Specific Information*)
- Pertanyaan tentang nada bahasa, dalam mata kuliah apa dan apa tujuan penulis menulis teks tersebut. Simak penjelasan dalam strategi selanjutnya.

**SKILL 11: STRATEGI MENEMUKAN INFORMASI SPESIFIK (SPECIFIC INFORMATION) DENGAN TEPAT**

Pertanyaan yang sering Anda temui dalam *Reading Section* terkadang meminta Anda menemukan letak informasi dalam teks. Pilihan jawaban akan berupa kemungkinan letak informasi yang dimaksud dalam pertanyaan. Untuk lebih jelas, simak contoh soal berikut:





**Contoh:**

Meteor Crater, a great approximately forty miles east of Flagstaff, Arizona, is generally thought by scientists to have formed as a result of the impact of a 60,000 ton meteor about 50,000 years ago. The meteor, made of nickel and iron, disintegrated on impact and spread half a billion tons of rock over the surface of the land. The massiveness of the meteor can only be imagined from the mammoth size of the crater, which measures a mile in diameter and three miles around the top. The rim of the crater rises more than 150 feet above the plain where the meteor impacted and is visible for more than ten miles on a clear day.

**Pertanyaan:**

**Where in the passage** does the author discuss the composition of the meteor?

- (A) Lines 1-2  
 (B) Lines 4-5  
 (C) Lines 6-8  
 (D) Lines 9-11

Pertanyaan di atas meminta Anda menemukan **where in the passage** yang menjelaskan tentang **the composition of the meteor**. Anda dapat melakukan *skimming* untuk menemukan informasi tersebut, dan menemukan kata yang mempunyai arti sama dengan composition yaitu made of. Maka jawaban yang tepat adalah (B).

| QUESTIONS ABOUT WHERE IN THE PASSAGE |   |
|--------------------------------------|---|
| MENGIDENTIFIKASI PERTANYAAN          | <ul style="list-style-type: none"> <li>• <b>Where in the passage...?</b></li> </ul>   |
| DIMANA MENEMUKAN JAWABAN             | <ul style="list-style-type: none"> <li>• Anda dapat melakukan <i>skimming lines/baris</i> yang ada di pilihan jawaban</li> </ul>  |
| STRATEGI MENJAWAB PERTANYAAN         | <ul style="list-style-type: none"> <li>• Pastikan pertanyaan adalah pertanyaan yang meminta Anda mencari letak informasi yang dimaksud</li> <li>• Lakukan <i>skimming lines/baris</i> yang terdapat dalam pilihan jawaban</li> <li>• Pilih jawaban yang tepat sesuai informasi yang dimaksud</li> </ul> |

**TOEFL EXERCISE 11:** Bacalah masing-masing teks dan pilih jawaban yang tepat.

**PASSAGE ONE (Questions 1-2)**

Beavers generally live in family clusters consisting of six to ten members. One cluster would probably consist of two adults, one male and one female, and four to eight young beavers, or kits. A female beaver gives birth each spring to two to four babies at a time. These baby beavers live with their parents until they are two years old. In the spring time of their second year they are forced out of the family group to make room for the new babies. These two-year-old beavers then proceed to start new family clusters of their own.



1. Where in the passage does the author give the name of a baby beaver?
  - (A) Line 4
  - (B) Line 5
  - (C) Line 6
  - (D) Lines 7-8
2. Where in the passage does the author indicate why the young beavers must leave their parents' home?
  - (A) Line 1
  - (B) Line 2
  - (C) Lines 4-5
  - (D) Lines 6-7

### SKILL 12: STRATEGI MENENTUKAN *TONE*, *PURPOSE*, ATAU *COURSE* DENGAN TEPAT

Pertanyaan dalam *Reading Section* biasanya meminta Anda menentukan **tone** atau nada bahasa jika penulis menunjukkan perasaan dalam penulisannya. Teks dalam *Reading Section* pada umumnya berupa informasi fakta, maka *tone* yang sering ditemui adalah jenis *informational*, *explanatory* dan *factual*.

Jika penulis menunjukkan perasaannya, maka Anda harus dapat mengenalinya. Jika *tone* teks lucu, maka *tone* teks tersebut *humorous*; jika *tone* penulis sangat kuat terhadap sesuatu yang salah atau benar, maka bisa jadi *tone* teks tersebut *impassioned*. Perhatikan contoh berikut:

#### Contoh:

Line  
(5) Military awards have long been considered symbolic of royalty, and thus when the United States was a young nation just finished with revolution and eager to distance itself from anything tasting of monarchy, there was strong sentiment against military decoration. For a century, from the end of the Revolutionary War until the Civil War, the United States awarded no military honors. The institution of the Medal of Honor in 1861 was a source of great discussion and concern.

(10) From the Civil War until World War I, the Medal of Honor was the only military award given by the United States government, and today it is awarded only in the most extreme cases of heroism. Although the United States is still somewhat wary of granting military awards, several awards have been instituted since World War I.

#### Pertanyaan:

The **tone** of this passage is

- (A) angered
- (B) humorous
- (C) outraged
- (D) informational

Pada contoh di atas, Anda diminta menemukan *tone* dari teks, maka sebaiknya Anda memperhatikan penggunaan kata yang digunakan penulis. Penulis menggunakan fakta sejarah dengan menggunakan ekspresi seperti for a century, in 1861, dan since World War I, yang menjelaskan maksud dari *America's sentiment against military awards*. Maka jawaban yang tepat adalah (D), *an informational tone*.

Pertanyaan yang meminta Anda menemukan *purpose* atau tujuan penulis dalam teks juga akan Anda temukan dalam *Reading Section*. Dalam menentukan jawaban, Anda



perlu mencari gagasan utama dan susunan kalimat penjelas dalam teks. Perhatikan contoh berikut:

**Contoh:**

Military awards have long been considered symbolic of royalty, and thus when the United States was a young nation just finished with revolution and eager to distance itself from anything tasting of monarchy, there was strong sentiment against military decoration. For a century, from the end of the Revolutionary War until the Civil War, the United States awarded no military honors. The institution of the Medal of Honor in 1861 was a source of great discussion and concern. From the Civil War until World War I, the Medal of Honor was the only military award given by the United states government, and today it is awarded only in the most extreme cases of heroism. Although the United States is still somewhat wary of granting military awards, several awards have been instituted since World War I.

Line (5)

(10)

**Pertanyaan:**

The author's **purpose** in the passage is

(A) describe the history of military awards prior to the Civil War

(B) demonstrate an effect of America's attitude toward royalty

(C) give an opinion of military awards

(D) outline various historical symbols of royalty

Dalam menjawab pertanyaan di atas dengan tepat, maka Anda sebaiknya menemukan gagasan pokok terlebih dahulu seperti yang digarisbawahi dalam contoh teks di atas. Gagasan pokok dari teks di atas adalah there was strong sentiment against military awards in the United States because military awards have been considered symbolic of royalty. Penulis juga memberikan kalimat pendukung yang menjelaskan gagasan utama dan tujuan penulis adalah untuk *describe* (mendiskripsikan), *explain* (menjelaskan) dan *demonstrate* (menunjukkan) bahwa America's sentiment against military awards is because of its negative sentiment royalty. Maka jawaban yang tepat adalah (B). Perlu diketahui bahwa *author's purpose* lebih general daripada gagasan utama.

Pembahasan selanjutnya, Anda akan menemukan contoh pertanyaan yang meminta Anda menentukan dalam mata kuliah (*course*) apa teks kemungkinan ditemukan.

**Contoh:**

Military awards have long been considered symbolic of royalty, and thus when the United States was a young nation just finished with revolution and eager to distance itself from anything tasting of monarchy, there was strong sentiment against military decoration. For a century, from the end of the Revolutionary War until the Civil War, the United States awarded no military honors. The institution of the Medal of Honor in 1861 was a source of great discussion and concern. From the Civil War until World War I, the Medal of Honor was the only military award given by the United states government,

Line (5)

(10)



and today it is awarded only in the most extreme cases of heroism. Although the United States is still somewhat wary of granting military awards, several awards have been instituted since World War I.

**Pertanyaan:**

This passage would probably be assigned reading in a course on

- (A) military science
- (B) psychology
- (C) American history
- (D) Interior decoration

Teks di atas menjelaskan tentang American military awards in the United States dan diikuti oleh kalimat pendukung yang menjelaskan history of American military awards dengan menggunakan ungkapan waktu seperti *for a century, in 1861, dan since World War I*. Maka dapat disimpulkan, teks mungkin terdapat dalam mata kuliah (course) American history (C). Perhatikan informasi berikut:

| QUESTIONS ABOUT WHERE IN THE PASSAGE |                |   |
|--------------------------------------|----------------|---|
| MENGIDENTIFIKASI<br>PERTANYAAN       |                | <ul style="list-style-type: none"> <li>• What is the <b>tone</b> of the passage?</li> <li>• What is the author's <b>purpose</b> in this passage?</li> <li>• In which <b>course</b> would this reading be assigned?</li> </ul> |
| DIMANA<br>MENEMUKAN<br>JAWABAN       | <b>tone</b>    | Cari petunjuk dari seluruh teks yang menunjukkan jika penulis/author menunjukkan perasaan atau hanya sekedar menunjukkan fakta.   |
|                                      | <b>purpose</b> | Tarik kesimpulan tentang tujuan dari gagasan utama dan gagasan pendukung  |
|                                      | <b>course</b>  | Tarik kesimpulan tentang mata kuliah ( <i>course</i> ) dari topik teks dan gagasan pendukung.   |
| STRATEGI<br>MENJAWAB<br>PERTANYAAN   | <b>tone</b>    | <ul style="list-style-type: none"> <li>• Skimming teks untuk mencari petunjuk bahwa penulis menunjukkan emoticon atau perasaan</li> <li>• Pilih jawaban berdasarkan yang sesuai dengan perasaan penulis</li> </ul>            |
|                                      | <b>purpose</b> | <ul style="list-style-type: none"> <li>• Cermati gagasan utama dan gagasan pendukung</li> <li>• Tarik kesimpulan tentang tujuan penulis</li> </ul>  |
|                                      | <b>course</b>  | <ul style="list-style-type: none"> <li>• Cermati gagasan utama dan gagasan pendukung</li> <li>• Tarik kesimpulan tentang mata kuliah (<i>course</i>)</li> </ul>   |

**TOEFL EXERCISE 12:** Bacalah masing-masing teks dan pilih jawaban yang tepat.

*PASSAGE ONE (Questions 1-3)*

Truman Capote's *In Cold Blood* (1966) is a well-known example of the "nonfiction novel," a popular type of writing based upon factual events in which the author attempts to describe the underlying forces, thoughts, and emotions that lead to actual events. In Capote's book, the author describes

*Line* (5) the sadistic murder of a family on a Kansas farm, often showing the point of



view of the killers. To research the book, Capote interviewed the murderers, and he maintains that his book presents a faithful reconstruction of the incident.

1. The purpose of this passage is to
  - (A) discuss an example of a particular literary genre
  - (B) tell the story of *In Cold Blood*
  - (C) explain Truman Capote's reasons for writing *In Cold Blood*
  - (D) describe how Truman Capote researched his nonfiction novel
2. Which of the following best describes the tone of the passage?
3. This passage would probably be assigned reading in which of the following courses?
  - (A) Criminal Law
  - (B) American History
  - (C) Modern American Novels
  - (D) Literary Research

*PASSAGE TWO (Questions 4-6)*

Up to now, confessions that have been obtained from defendants in a hypnotic state have not been admitted into evidence by courts in the United States. Experts in the field of hypnosis have found that such confessions are not completely reliable. Subjects in a hypnotic state may confess to crimes they did not commit for one of two reasons. Either they fantasize that they committed the crimes, or they believe that others want them to confess.

A landmark case concerning a confession obtained under hypnosis went all the way to the U.S Supreme Court. In the case of *Layra v. Denno*, a suspect was hypnotized by a psychiatrist for the district attorney; in a posthypnotic state the suspect signed three separate confessions to a murder. The Supreme Court ruled that the confessions were invalid because the confessions had been the only evidence against him.

4. Which of the following best describes the author's purpose in this passage?
  - (A) To explain the details of specific court case
  - (B) To demonstrate why confession made under hypnosis are not reliable
  - (C) To clarify the role of the Supreme Court in invalidating confessions from hypnotized subjects
  - (D) To explain the legal status of hypnotically induced confessions
5. The tone of this passage could best be described as
  - (A) outraged
  - (B) judicial
  - (C) hypnotic
  - (D) informative
6. This passage would probably be assigned reading in a course on
  - (A) American Law
  - (B) psychiatric healing
  - (C) parapsychology
  - (D) philosophy



# READING COMPREHENSION TEST 1

## SECTION 3

### READING COMPREHENSION

Time—55 minutes

(Including the reading of the directions)

Now set your clock for 55 minutes.

#### Question 1-11

Certainly no creature in the sea is odder than the common sea cucumber.

All living creature, especially human beings, have their peculiarities, but everything about the little sea cucumber seems unusual. What else can be

*Line* said about a bizarre animal that, among other eccentricities, eats mud, feeds  
(5) almost continuously day and night but can live without eating for long periods, and can be poisonous but is considered supremely edible by gourmets?

For some fifty million years, despite all its eccentricities, the sea cucumber has subsisted on its diet of mud. It is adaptable enough to live  
(10) attached to rocks by its tube feet, under rocks in shallow water, or on the surface of mud flats. Common in cool water on both Atlantic and Pacific shores, it has the ability to such up mud or sand and digest whatever nutrients are presents.

Sea cucumbers come in a variety of colors, ranging from black to  
(15) reddish-brown to sand-color and nearly white. One form even has vivid purple tentacle. Usually the creatures are cucumber-shaped-hence their name-and because they are typically rock inhabitants, this shape, combine with flexibility, enables them to squeeze into crevices where they are safe from predators and ocean currents.

Although they have voracious appetites, eating day and night, sea cucumbers have the capacity to become quiescent and live at a low metabolic  
(20) rate-feeding sparingly or not at all for long periods, so that the marine organisms that provide their food have a chance to multiply. If it were not for this faculty, they would devour all the food available in a short time and

would probably starve themselves out of existence. But the most spectacular  
(25) thing about the sea cucumber is the way it defends itself. Its major enemies are fish and crabs, when attacked, it squirts all its internal organs into the water. It also casts off attached structures such as tentacles. The sea cucumber will eviscerate and regenerate itself if it is attached or even

(30) touched; it will do the same if the surrounding water temperature is too high or if the water becomes too polluted.

1. Compared with other sea creatures the sea cucumber is very
  - (A) dangerous
  - (B) intelligent
  - (C) strange
  - (D) fat
2. What does the passage mainly discuss?
  - (A) The reason for the sea cucumber's name
  - (B) What makes the sea cucumber unusual
  - (C) How to identify the sea cucumber
  - (D) Places where the sea cucumber can be found





3. In line 4, the word “bizarre” is closest meaning to  
(A) odd  
(B) marine  
(C) simple  
(D) rare
4. According to the passage, why is the shape of sea cucumbers important?  
(A) It helps them to digest their food  
(B) It helps them to protect themselves from danger  
(C) It makes it easier for them to move through the mud  
(D) It makes them attractive to fish
5. The fourth paragraph of the passage primarily discuss  
(A) the reproduction of sea cucumbers  
(B) the food sources of sea cucumbers  
(C) the eating habits of sea cucumbers  
(D) threats to sea cucumber’s existence
6. Which of the following is an example of behavior comparable with the sea cucumber living at low metabolic rate?  
(A) An octopus defending itself with its tentacles  
(B) A bear hibernating in the wintering  
(C) A pig eating constantly  
(D) A parasite living on its host’s blood
7. The word “this faculty” in line 24 refer to the sea cucumber’s ability to  
(A) squeeze into crevices  
(B) devour all available food in a short time  
(C) such up mud or sand  
(D) live at a low metabolic rate
8. Of all the characters of the sea cucumber, which of the following seems to fascinate the author most?  
(A) What it does when threatened  
(B) Where it lives  
(C) How it hides from predators  
(D) What it eats
9. The phrase “casts off” in line 28 is closest in meaning to  
(A) grows again  
(B) grabs  
(C) gets rid of  
(D) uses as a weapon
10. What can be inferred about the defense mechanisms of the sea cucumber?  
(A) They are very sensitive to surrounding stimuli  
(B) They are almost useless  
(C) They require group cooperation  
(D) They are similar to those of most sea creatures
11. Which of the following would **NOT** cause a sea cucumber to release its internal organs into the water?  
(A) A touch  
(B) Food  
(C) Unusually warm water  
(D) Pollution

### Question 12-21





The word laser was coined as an acronym for Light Amplification by the Stimulated Emission of Radiation. Ordinary light, from the Sun or a light bulb, is emitted spontaneously, when atoms or molecules get rid of excess energy by themselves, without any outside intervention. Stimulated emission is different because it occurs when an atom or molecule holding onto excess energy has been stimulated to emit it as light. Albert Einstein was the first to suggest the existence of stimulated emission in a paper published in 1917. However, for many years physicists thought that atoms and molecules always were much more likely to emit light spontaneously and that stimulated emission thus always would be much weaker. It was not until after the Second World War that physicists began trying to make stimulated emission dominate. They sought ways by which one atom or molecule could stimulate many others to emit light, amplifying it to much higher powers.

The first to succeed was Charles H. Townes, then at Columbia University in New York. Instead of working with the light, however, he worked with microwaves, which have much longer wavelength, and built a device he called a “maser” for Microwave Amplification by the Stimulated Emission of Radiation. Although the thought of the key idea in 1951, the first maser was not completed until a couple of years later. Before long, many other physicists were building masers and trying to discover how to produce stimulated emission at even shorter wavelength.

The key concepts emerged about 1957. Townes and Arthur Schawlow, then at Bell Telephone Laboratories, wrote a long paper outlining the conditions needed to amplify stimulated emission of visible light waves. At about the same time, similar ideas crystallized in the mind of Gordon Gould, then a 37-year-old graduate student at Columbia, who wrote the down in a series of notebooks. Townes and Schawlow published their ideas in a scientific journal, *Physical Review Letter*, but Gould filed a patent application. Three decades later, people still argue about who deserves the credits for the concept of the laser.

12. The word “coined” in line 1 could be replaced by  
 (A) created  
 (B) mentioned  
 (C) understood  
 (D) discovered
13. The word “intervention” in line 4 can best be replaced by  
 (A) need  
 (B) device  
 (C) influence  
 (D) source
14. The word “it” in line 5 refers to  
 (A) light bulb  
 (B) emission  
 (C) molecule  
 (D) atom
15. Which of the following statements best describes a laser?  
 (A) A device for stimulating atoms and molecules to emit light  
 (B) An atom in a high-energy state  
 (C) A technique for destroying atoms or molecules  
 (D) An instrument for measuring light waves



16. In his research at Columbia University, Charles Townes worked with all of the following **EXCEPT**
- (A) stimulated emission  
(B) microwaves  
(C) light amplification  
(D) a maser
17. Why was Towne's early work with stimulated emission done with microwaves?
- (A) He was not concerned with light amplification  
(B) It was easier to work with longer wavelengths  
(C) His partner Schawlow had already begun work on the laser  
(D) The laser had already been developed
18. In approximately what year was the first maser built?
- (A) 1917  
(B) 1951  
(C) 1953  
(D) 1957
19. The word "emerged" in line 22 is closest in meaning to
- (A) increased  
(B) concluded  
(C) succeeded  
(D) appeared
20. The word "outlining" in line 23 is closest in meaning to
- (A) assigning  
(B) studying  
(C) checking  
(D) summarizing
21. Why do people still argue about who deserves the credits for the concept of the laser?
- (A) The researchers' notebooks were lost  
(B) Several people were developing the idea at the same time  
(C) No one claimed credit for the development until recently  
(D) The work is still incomplete

### Question 22-30

The canopy, the upper level of the trees in the rain forest, holds a plethora of climbing mammals of moderately large size, which may include monkeys, cats, civets, and porcupines. Smaller species, including such rodents as mice and small squirrels, are not as prevalent overall in high tropical canopies as they are in most habitats globally. Small mammals, being warm blooded, suffer hardship in the exposed and turbulent environment of the uppermost trees. Because a small body has more surface area per unit of weight than a large one of similar shape, it gains or losses heat more swiftly. Thus, in the trees, where shelter from heat and cold may be scarce and conditions may fluctuate, a small mammal may have trouble maintaining its body temperature.

Small size makes it easy to scramble among twigs and branches in the canopy for insects, flowers, or fruit, but small mammals are surpassed, in the competition for food, by large ones that have their own tactics for browsing among food-rich twigs. The weight of a gibbon (a small ape) hanging below a branch arches the terminal leaves down so that fruit-bearing foliage drops toward the gibbon's face. Walking or leaping species of a similar or even larger size access the outer twigs either by snapping off and retrieving the whole branch or by clutching stiff branches with the feet or tail and plucking food with their hands.



- Small climbing animals may reach twigs readily, but it is harder for them than for large climbing animals to cross the wide gaps from one tree crown to the next that typify the high canopy. A macaque or gibbon can hurl itself farther than a mouse can: it can achieve a running start, and it can more effectively use a branch as a springboard, even bouncing on a limb several times before jumping. The forward movement of a small animal is seriously reduced by the air friction against the relatively large surface area of its body. Finally, for the many small mammals that supplement their insect diet with fruits or seed an inability to span open gaps between tree crowns may be problematic since trees that yield these foods can be sparse
- (25)
- (30)
22. The passage answers which of the following questions?
- (A) How is the rain forest different from other habitats?
- (B) How does an animal's body size influence an animal's need for food?
- (C) Why does the rain forest provide an unusual variety of food for animals?
- (D) Why do large animals tend to dominate the upper canopy of the rain forest?
23. Which of the following terms is defined in the passage?
- (A) Canopy (line 1)
- (B) Warm blooded (line 6)
- (C) Terminal leaves (line 16)
- (D) Springboard (line 25)
24. Which of the following animals is less common in the upper canopy than in other environments?
- (A) Monkeys
- (B) Cats
- (C) Porcupines
- (D) Mice
25. The word "they" in line 5 refers to
- (A) trees
- (B) climbing mammals of moderately large size
- (C) smaller species
- (D) high tropical canopies
26. According to paragraph 2, which of the following is true about the small mammals in the rain forest?
- (A) They have body shapes that are adapted to life in the canopy.
- (B) They prefer the temperature and climate of the canopy to that of other environments.
- (C) They have difficulty with the changing conditions in the canopy.
- (D) They use the trees of the canopy for shelter from heat and cold
27. The word "typify" in line 23 is closest in meaning to
- (A) resemble
- (B) protect
- (C) characterize
- (D) divide
28. According to paragraph 3, what makes jumping from one tree crown to another difficult for small mammals?
- (A) Air friction against the body surface
- (B) The thickness of the branches
- (C) The dense leaves of the tree crown
- (D) The inability to use the front feet as hands
29. In discussing animal size in paragraph 3, the author indicates that



- (A) small animals require proportionately more food than larger animals do
- (B) a large animal's size is an advantage in obtaining food in the canopy
- (C) small animals are often attacked by large animals in the rain forest
- (D) small animals and large animals are equally adept at obtaining food in the canopy
30. The word "supplement" in line 28 is closest in meaning to
- (A) control
- (B) replace
- (C) look for
- (D) add to

### Question 31-41

Before the mid-nineteenth century, people in the United States ate most foods only in season. Drying, smoking, and salting could preserve meat for a short time, but the availability of fresh meat, like that of fresh milk, was very limited; there was no way to prevent spoilage. But in 1810 a French inventor named Nicolas Appert developed the cooking-and-sealing process of canning. And in the 1850's an American named Gail Borden developed a means of condensing and preserving milk. Canned goods and condensed milk became more common during the 1860's, but supplies remained low because cans had to be made by hand. By 1880, however, inventors had fashioned stamping and soldering machines that mass-produced cans from tinfoil. Suddenly all kinds of food could be preserved and bought at all times of the year.

Other trends and inventions had also helped make it possible for Americans to vary their daily diets. Growing urban populations created demand that encouraged fruit and vegetable farmers to raise more produce. Railroad refrigerator cars enabled growers and meat packers to ship perishables great distances and to preserve them for longer periods. Thus, by the 1890's, northern city dwellers could enjoy southern and western strawberries, grapes, and tomatoes, previously available for a month at most, for up to six months of the year. In addition, increased use of iceboxes enabled families to store perishables. An easy means of producing ice commercially had been invented in the 1870's, and by 1900 the nation had more than two thousand commercial ice plants, most of which made home deliveries. The icebox became a fixture in most homes and remained so until the mechanized refrigerator replaced it in the 1920's and 1930's.

Almost everyone now had a more diversified diet. Some people continued to eat mainly foods that were heavy in starches or carbohydrates, and not everyone could afford meat. Nevertheless, many families could take advantage of previously unavailable fruits, vegetables, and dairy products to achieve more varied fare.

31. What does the passage mainly discuss?
- (A) Cause of food spoilage
- (B) Commercial production of ice
- (C) Inventions that led to changes in the American diet
- (D) Population movement in the nineteenth century
32. The phrase "in season" in line 2 refers to
- (A) a kind of weather



- (B) a particular time of year  
(C) an official schedule  
(D) a method of flavoring food
33. The word “prevent” in line 4 is closest in meaning to  
(A) estimate  
(B) avoid  
(C) correct  
(D) confine
34. During the 1860’s, canned food products were  
(A) unavailable in rural areas  
(B) shipped in refrigerator cars  
(C) available in limited quantities  
(D) a staple part of the American diet
35. It can be inferred that railroad refrigerator cars came into use  
(A) before 1860  
(B) before 1890  
(C) after 1900  
(D) after 1920
36. The word “them” in line 17 refers to  
(A) refrigerator cars  
(B) perishables  
(C) growers  
(D) distances
37. The word “fixture” in line 24 is closest in meaning to  
(A) luxury item  
(B) substance  
(C) commonplace object  
(D) mechanical device
38. The author implies that in the 1920’s and 1930’s home deliveries if ice  
(A) decreased in number  
(B) were on an regular schedule  
(C) increased in cost  
(D) occurred only in the summer
39. The word “Nevertheless” in line 28 is closest in meaning to  
(A) therefore  
(B) because  
(C) occasionally  
(D) however
40. Which of the following types of food preservation was NOT mentioned in the passage?  
(A) Drying  
(B) Canning  
(C) Cold storage  
(D) Chemical activities
41. Which of the following statements is supported by the passage?  
(A) Tins cans and iceboxes helped to make many foods more widely available  
(B) Commercial ice factories were developed by railroad owners  
(C) Most farmers in the United States raised only fruits and vegetables  
(D) People who lived in cities demanded home delivery of foods

### Question 42-50

As Philadelphia grew from a small town into a city in the first half of the eighteenth century, it became an increasingly important marketing center for a vast and growing agricultural hinterland. Market days saw the crowded city even more crowded, as farmers from within a radius of 24 or  
(5) more kilometers brought their seep, cows, pigs, vegetables, cider, and other



products for direct sale to the townspeople. The High Street Market was continuously enlarged throughout the period until 1736, when it reached from Front Street to Third. By 1745, New Market was opened on Second Street between Pine and Cedar. The next year the Callow hill Market began operation.

(10)

Along with market days, the institution of twice-yearly fairs persisted in Philadelphia even after similar trading days had been discontinued in other colonial cities. The fairs provided a means of bringing handmade goods from outlying places to would-be buyers in the city. Linens and stockings from Germantown, for example, were popular items.

(15)

Auctions were another popular form of occasional trade. Because of the competition, retail merchants opposed these as well as the fairs. Although governmental attempts to eradicate fairs and auctions were less than successful, the ordinary course of economic development was on the merchants' side, as increasing business specialization became the order of the day. Export merchants became differentiated from their importing counterparts, and specialty shops began to appear in addition to general stores selling a variety of goods.

(20)

One of the reasons Philadelphia's merchants generally prospered was because the surrounding area was undergoing tremendous economic and demographic growth. They did their business, after all, in the capital city of the province. Not only did they cater to the governor and his circle, but citizens from all over the colony came to the capital for legislative sessions of the assembly and council and the meetings of the courts of justice.

(25)

42. What does the passage mainly discuss?
- (A) Philadelphia's agriculture importance  
 (B) Philadelphia's development as a marketing center  
 (C) The sale of imported goods in Philadelphia  
 (D) The administration of the city of Philadelphia
43. It can be inferred from the passage that new markets opened in Philadelphia because
- (A) they provided more modern facilities than older markets  
 (B) the High Street Market was forced to close  
 (C) existing markets were unable to serve the growing population  
 (D) farmers wanted markets that were closer to the farms
44. The word "hinterland" in line 3 is closest in meaning to
- (A) tradition  
 (B) region  
 (C) relation  
 (D) definition
45. The word "it" in line 8 refers to
- (A) the crowded city  
 (B) a radius  
 (C) the High Street Market  
 (D) the period
46. The word "persisted" in line 12 is closest in meaning to
- (A) returned  
 (B) started  
 (C) declined  
 (D) continued
47. According to the passage, fairs in Philadelphia were held
- (A) on the same day as market says  
 (B) as often as possible



- (C) a couple of times a year  
(D) whenever the government allowed it
48. It can be inferred that the author mentions "Linens and stockings" in line 14 to show that they were items that
- (A) retail merchants were not willing to sell
  - (B) were not available in the stores in Philadelphia
  - (C) were more popular in Germantown than in Philadelphia
  - (D) could easily be transported
49. What does the author mean by stating in line 19-20 that
- "economic development was on the merchants' side"?
- (A) Merchants had a strong impact on economic expansion
  - (B) Economic forces allowed merchants to prosper
  - (C) Merchants had to work together to achieve economic independence
  - (D) Specialty shops near large markets were more likely to be economically successful
50. The word "undergoing" in line 25 is closest in meaning to
- (A) requesting
  - (B) experiencing
  - (C) repeating
  - (D) including

**-FINISH-**





# READING COMPREHENSION TEST 2

## SECTION 3

### READING COMPREHENSION

Time—55 minutes

(Including the reading of the directions)

Now set your clock for 55 minutes.

#### Question 1-10

Mountaineers have noted that as they climb, for example, up to the 12,633-foot Humphreys Peak in the San Francisco Peaks in Arizona, plant life changes radically. Starting among the cacti of the Sonoran Desert, one climbs into a pine forest at 7,000 feet and a treeless alpine tundra at the summit. It may seem that plants at a given altitude are associated in what can be called “communities” – groupings of interacting species. The idea is that over time, plants that require particular climate and soil conditions come to live in the same places, and hence are frequently to be found together. Scientists who study the history of plant life are known as paleobotanists, or paleobots for short. They build up a picture of how groups of plants have responded to climate changes and how ecosystems develop. But are these associations, which are real in the present, permanent?

A great natural experiment took place on this planet between 25,000 and 10,000 years ago, when small changes in the earth’s orbit and axis of rotation caused great sheets of ice to spread from the poles. These glaciers covered much of North America and Europe to depths of up to two miles, and then, as the climate warmed, they retreated. During this retreat, they left behind newly uncovered land for living things to colonize, and as those living things moved in they laid down a record we can read now. As the ice retreated and plants started to grow near a lake, they would release pollen. Some would fall into the lake, sink to the bottom, and be incorporated into the sediment. By drilling into the lake bottom it is possible to read the record of successive plant life around the lake. The fossil record seems clear; there is little or no evidence that entire groups of plants moved north together. Things that lived together in the past don’t live together now, and things that live together now didn’t live together in the past. Each individual organism moved at its own pace. The fossil record seems to be telling us that we should be thinking about preserving species by giving them room to maneuver – to respond to environmental changes.

- What is the passage mainly about?
  - The effects of the ice age on plants
  - Plant migration after the ice age
  - The need to develop a new approach to environmental issues
  - Communities of plants live at different altitudes
- The word “radically” in line 3 is closest in meaning to
  - variably
  - demonstrably
  - quickly
  - dramatically
- The author mentions “cacti” in line 3 and a “treeless alpine tundra” in line 4 to illustrate
  - changes climate



- (B) communities of plants  
(C) the effects of the ice age  
(D) plant migration
4. The word “which” in line 12 refers to  
(A) the responses of plants to climate changes  
(B) the current theories of ecosystems  
(C) the developments of ecosystems  
(D) plant life changes
5. The word “axis” in line 14 is closest in meaning to  
(A) center  
(B) method  
(C) change  
(D) slowdown
6. The word “successive” in line 22 is closest in meaning to  
(A) extinct  
(B) consecutive  
(C) accumulative  
(D) following
7. The passage states that by drilling into the lake bottom, it is possible to find successive fossils of  
(A) sediment  
(B) ice  
(C) plant life  
(D) pollen
8. Which of the following can be inferred from the passage
- (A) that the migratory patterns of plants are dependent upon changes in climate  
(B) that modern conservation methods should consider the migratory patterns of plants  
(C) that current associations of plants are similar to those in the past  
(D) that another ice age is likely to occur at some time
9. According to the passage, the movement of individual species of plants  
(A) occurs in groups  
(B) does not occur in groups  
(C) often depends upon the formation of lake  
(D) depends upon climate and soil condition
10. All of the following are true **except**  
(A) The ice age occurred when small changes affected the movement of the earth  
(B) Fossil records seem to indicate that plants will be preserved if they have sufficient room to move  
(C) Fossil records clearly show that entire groups of plants are unlikely to have moved together  
(D) In the ice age glaciers covered the world to depths of up to two miles

### Question 11-21

- Some pioneering work that began as an attempt to discover ways to increase production efficiency led to the founding of the human relations movement in industry and to the development of motivational skills and tools for managers. In 1927 researchers were involved in determining the optimum amount of lighting, temperature, and humidity (with lighting being considered the most important) for the assembly of electronic components at Western Electric. The researchers found that lighting had no consistent effect on production. In fact, production sometimes increased when lighting was reduced to the level of ordinary moonlight! The important part of this experiment began when two Harvard researchers, Elton Mayo and Fritz
- Line*  
(5)  
(10)



Roethlisberger, were brought in to investigate these unexpected results further. They found that workers were responding not to the level of lighting but to the fact that they were being observed by the experimenters.

- (15) This phenomenon came to be known as the Hawthorne effect since the experiments were conducted at the Western Electric Hawthorne plant. This was the first documented and widely published evidence of the psychological effects on doing work, and it led to the first serious effort aimed at examining psychological and social factors in the workplace. Further experiments were continued for five years. Generally, the researchers concluded from their
- (20) experiments that economic motivation (pay) was not the sole source of productivity and, in some cases, not even the most important source. Through interviews and test results, the researchers focused on the effects of work attitudes, supervision, and the peer group and other social forces, on productivity.
- (25) Their findings laid the groundwork for modern motivation theory, and the study of human factors on the job, which continues to this day in such common practices as selection and training, establishing favorable work conditions, counseling, and personnel operations. The contributions of this experiment shifted the focus of human motivation from economics to a
- (30) multifaceted approach including psychological and social forces.

11. What is the passage mainly about?
- (A) The first widely published development in modern motivation theory
- (B) Shifting the focus of human motivation from economics to a multifaceted approach
- (C) The importance of careful research
- (D) The results of a pioneering study at Western Electric
- (C) that lighting was no more important than the other factors of temperature and humidity
- (D) the results were unexpected and confusing.
12. The word "optimum" in line 5 is closest in meaning to
- (A) positive
- (B) favorable
- (C) best
- (D) alternate
13. The most significant finding of the original research was
- (A) lighting had no consistent effect on production
- (B) production sometimes increased when lighting was reduced to the level of ordinary moonlight.
14. Why does the author say that the important part of this research began when two Harvard researchers were brought in (lines 9-10)
- (A) until then the research had been poorly conducted
- (B) they took a multifaceted approach
- (C) the results of the original research did not make sense
- (D) Harvard has a good reputation in conducting research
15. The research became known as the "Hawthorne effect" because
- (A) it was the name of the plant where the study was conducted



- (B) it was the name suggested by the Harvard researchers
- (C) it was the name of the principal experimenter
- (D) there were Hawthorne plants growing at Western Electric where the study was conducted
16. The word “it” in line 17 refers to
- (A) the experiment
- (B) the western electric Hawthorne plant
- (C) economic motivation
- (D) the Hawthorne effect
17. It can be inferred from this passage that the Hawthorne study
- (A) led to lighting, temperature, and humidity no longer being considered important when seeking ways to improve production
- (B) stimulated further research into work condition and worker behavior
- (C) led to psychological factors becoming the most important consideration in achieving production efficiency
- (D) led to economic considerations being less important in achieving productivity
18. Part of the reason for the change in focus from economics to a more multifaceted approach to the psychological effects on doing work was
- (A) due to the recognition that workers should be happy at work in order to maintain high productivity
- (B) a general conclusion that pay was sometimes not the most important factor
- (C) because the Hawthorne study continued for so long
- (D) because the workers requested it
19. According to the passage, it can be concluded that a “multifaceted approach” to human motivation in the workplace
- (A) excludes economics
- (B) can lead to greater productivity
- (C) excludes physical conditions
- (D) focuses mainly on psychological and social forces
20. The word “multifaceted” in line 30 is closest in meaning to
- (A) versatile
- (B) complex
- (C) many-sided
- (D) multitude
21. Which of the following is **NOT** true about the Hawthorne study
- (A) It was the first documented evidence of the psychological effects on doing work
- (B) The Hawthorne study continued for five years
- (C) They found that workers responded not to the level of lighting but to the fact that other work conditions were not favorable
- (D) The study changed the focus from economics to a multifaceted approach



**Question 22-31**

The handling and delivery of mail has always been a serious business, underpinned by the trust of the public in requiring timeliness, safety, and confidentiality. After early beginnings using horseback and stagecoach, and although cars and trucks later replaced stagecoaches and wagons, the Railway Mail Service still stands as one of America's most resourceful and exciting postal innovations. This service began in 1832, but grew slowly until the Civil War. Then from 1862, by sorting the mail on board moving trains, the Post Office Department was able to decentralize its operations as railroads began to crisscross the nation on a regular basis, and speed up mail delivery. This service lasted until 1974. During peak decades of service, railway mail clerks handled 93% of all non-local mail and by 1905 the service had over 12,000 employees.

Railway Post Office trains used a system of mail cranes to exchange mail at stations without stopping. As a train approached the crane, a clerk prepared the catcher arm which would then snatch the incoming mailbag in the blink of an eye. The clerk then booted out the outgoing mailbag. Experienced clerks were considered the elite of the Postal Service's employees, and spoke with pride of making the switch at night with nothing but the curves and feel of the track to warn them of an upcoming catch. They also worked under the greatest pressure and their jobs were considered to be exhausting and dangerous. In addition to regular demands of their jobs they could find themselves the victims of train wrecks and robberies.

As successful as it was, "mail-on-the-fly" still had its share of glitches. If they hoisted the train's catcher arm too soon, they risked hitting switch targets, telegraph poles or semaphores, which would rip the catcher arm off the train. Too late, and they would miss an exchange.

22. What does the passage mainly discuss?  
 (A) How Post Office Trains handled the mail without stopping  
 (B) The skills of experienced clerks  
 (C) How the mail cranes exchanged the mail  
 (D) Improvements in mail handling and delivery
23. The word "underpinned" in line 2 is closest in meaning to  
 (A) lowered  
 (B) underlain  
 (C) obliged  
 (D) required
24. The public expects the following three services in handling and delivery of mail except  
 (A) confidentiality  
 (B) timeliness  
 (C) safety  
 (D) accuracy
25. According to the passage, the Railway Mail Service commenced in  
 (A) 1832  
 (B) 1842  
 (C) 1874  
 (D) 1905
26. Which of the following can be inferred from the first paragraph  
 (A) Mail was often lost or damaged as it was



- exchanged on the mail crane
- (B) There was a high turnover of railway mail clerks
- (C) The development of the mail roads during the second half of the 19th century enabled Post Office Department to focus on timeliness
- (D) The Post Office Department was more concerned about speeding up mail delivery than the safety of its clerks
27. The word “elite” in line 17 is closest in meaning to
- (A) superior
- (B) majority
- (C) more capable
- (D) leader
28. Which of the following is true, according to the passage
- (A) The clerk booted out the outgoing mailbag before snatching the incoming bag
- (B) Clerks couldn’t often see what they were doing
- (C) The Railway Mail clerk’s job was considered elite
- because it was safe and exciting
- (D) Despite their success railway mail clerks only handled a small proportion of all non-local mail
29. In line 19, the word “they” refers to
- (A) trains
- (B) postal Service’s employees
- (C) mailbags
- (D) experience clerks
30. The word “glitches” in line 23 can be replaced by
- (A) accidents
- (B) blames
- (C) advantages
- (D) problems
31. Where in the passage does the author first mention the dangers of the Post Office clerk’s job?
- (A) Lines 5-9
- (B) Lines 10-14
- (C) Lines 15-19
- (D) Lines 20-23

### Question 32-40

*Line* Amelia Earhart was born in Kansas in 1897. Thirty one years later, she received a phone call that would change her life. She was invited to become the first woman passenger to cross the Atlantic Ocean in a plane. The flight  
*(5)* took more than 20 hours – about three times longer than it routinely takes today to cross the Atlantic by plane. Earhart was twelve years old before she ever saw an airplane, and she didn’t take her first flight until 1920. But she was so thrilled by her first experience in a plane that she quickly began to take flying lessons. She wrote, “As soon as I left the ground, I knew I myself had to fly.”

*(10)* After that flight Earhart became a media sensation. She was given a ticker tape parade down Broadway in New York and even President Coolidge called to congratulate her. Because her record-breaking career and physical appearance were similar to pioneering pilot and American hero Charles Lindbergh, she earned the nickname “Lady Lindy.” She wrote a book about her  
*(15)* flight across the Atlantic, called 20 Hrs., 40 Min.

Earhart continued to break records, and also polished her skills as a





- speaker and writer, always advocating women's achievements, especially in aviation. Her next goal was to achieve a transatlantic crossing alone. In 1927 Charles Lindbergh became the first person to make a solo nonstop flight across the Atlantic. Five years later, Earhart became the first woman to repeat that feat. Her popularity grew even more and she was the undisputed queen of the air. She then wanted to fly around the world, and in June 1937 she left Miami with Fred Noonan as her navigator. No one knows why she left behind important communication and navigation instruments. Perhaps it was to make room for additional fuel for the long flight. The pair made it to New Guinea in 21 days and then left for Howland Island, a tiny island in the middle of the Pacific Ocean. The last communication from Earhart and Noonan was on July 2, 1937 with a nearby Coast Guard ship. The United States Navy conducted a massive search for more than two weeks but no trace of the plane or its passengers was ever found. Many people believe they got lost and simply ran out of fuel and died.
- (20) (25) (30)
32. With which of the following subjects is the passage mainly concerned?
- (A) The history of aviation  
(B) The tragic death of the queen of air  
(C) Achievements of early aviation pioneers  
(D) The achievements of a pioneering aviatrix
33. According to the passage, which of the following statements about Earhart is **NOT** true?
- (A) She wrote a book about her solo nonstop flight across the Atlantic, called 20 Hrs., 40 Min.  
(B) In her last adventure, she didn't take communication and navigation instruments by accident, and that led to the tragedy.  
(C) She is regarded as the female Chare Lindbergh in aviation.  
(D) She was in her late twenties when she took her first flight.
34. According to the passage, when did Amelia Earhart began her first flight
- (A) when she was 12 years old  
(B) 1920
- (C) when she first saw an airplane  
(D) when she started to take flying lessons.
35. The word "sensation" in line 10 is closest in meaning to
- (A) feeling  
(B) hit  
(C) excitement  
(D) perception
36. Amelia Earhart was called "Lady Lindy" because
- (A) she was the undisputed queen of the air.  
(B) President Coolidge gave her the nickname.  
(C) she repeated Charles Lindbergh's feat.  
(D) of her career and her physical resemblance to Lindbergh
37. The word "undisputed" in line 21 is closest in meaning to
- (A) contemporary  
(B) undeceived  
(C) dissipated  
(D) undoubted
38. The word "it" in line 24 refers to
- (A) plane





- (B) communication  
(C) the reason  
(D) aviation
39. The word “massive” in line 29 is closest in meaning to  
(A) substantial  
(B) general  
(C) large  
(D) careful
40. It may be inferred from the passage that Amelia Earhart  
(A) would not have developed her love of flying if she had not been invited to become the first woman passenger to cross the Atlantic in a plane.  
(B) would have continued to seek new adventures and records to break if she had not died at the age of 39.  
(C) became too confident and took too many risks to be able to live to old age.  
(D) did not want to return to the United States.

### Question 41-50

- Music can bring us to tears or to our feet, drive us into battle or lull us to sleep. Music is indeed remarkable in its power over all humankind, and perhaps for that very reason, no human culture on earth has ever lived without it. From discoveries made in France and Slovenia even Neanderthal man, as long as 53,000 years ago, had developed surprisingly sophisticated, sweet-sounding flutes carved from animal bones. It is perhaps then, no accident that music should strike such a chord with the limbic system – an ancient part of our brain, evolutionarily speaking, and one that we share with much of the animal kingdom. Some researchers even propose that music came into this world long before the human race ever did. For example, the fact that whale and human music have so much in common even though our evolutionary paths have not intersected for nearly 60 million years suggests that music may predate humans. They assert that rather than being the inventors of music, we are latecomers to the musical scene.
- Humpback whale composers employ many of the same tricks that human songwriters do. In addition to using similar rhythms, humpbacks keep musical phrases to a few seconds, creating themes out of several phrases before singing the next one. Whale songs in general are no longer than symphony movements, perhaps because they have a similar attention span. Even though they can sing over a range of seven octaves, the whales typically sing in key, spreading adjacent notes no farther apart than a scale. They mix percussive and pure tones in pretty much the same ratios as human composers – and follow their ABA form, in which a theme is presented, elaborated on and then revisited in a slightly modified form. Perhaps most amazing, humpback whale songs include repeating refrains that rhyme. It has been suggested that whales might use rhymes for exactly the same reasons that we do: as devices to help them remember. Whale songs can also be rather catchy. When a few humpbacks from the Indian Ocean strayed into the Pacific, some of the whales they met there quickly changed their tunes – singing the new whales’ songs within three short years. Some scientists are even tempted to speculate that a universal music awaits discovery.



41. Why did the author write the passage?  
 (A) To describe the music for some animals, including humans  
 (B) To illustrate the importance of music to whales  
 (C) To show that music is not a human or even modern invention  
 (D) To suggest that music is independent of life forms that use it
42. The word “sophisticated” in line 5 is closest in meaning to  
 (A) complex  
 (B) intricate  
 (C) well-developed  
 (D) entangled
43. The word “one” in line 8 can be replaced by  
 (A) the chord  
 (B) the left brain  
 (C) the right brain  
 (D) the limbic system
44. According to the passage, which of the following is true of humpback whales?  
 (A) Their tunes are distinctively different from human tunes  
 (B) They can sing over a range of seven octaves  
 (C) They do not use rhyme, unlike humans  
 (D) Whale songs of a particular group cannot be learned by other whales
45. The word “they” in line 19 refers to  
 (A) human composers  
 (B) whole songs  
 (C) octaves  
 (D) whales
46. Which of the following is NOT true about humpback whale music?  
 (A) It uses similar patterns to human songs  
 (B) It’s comparative in length to symphony movements  
 (C) It’s easy to learn by other whales  
 (D) It’s in a form of creating a theme, elaborating and revisiting in rhyming refrains
47. The word “refrains” in line 25 is closest in meaning to  
 (A) tunes  
 (B) notes  
 (C) musical phrases  
 (D) sounds
48. Which of the following can be inferred from the passage?  
 (A) The earliest human beings came from France and Slovenia  
 (B) Music helped to shape the whale brain  
 (C) Humpback whales imitate the way human composers so in creating their own music  
 (D) The research of musical brain will lead to a discovery of a universal music
49. Where in the passage does the author first mention whales?  
 (A) Lines 5-9  
 (B) Lines 10-14  
 (C) Lines 15-19  
 (D) Lines 20-24
50. The word ‘their’ in line 29 refers to  
 (A) Indian Ocean humpbacks  
 (B) Pacific Ocean humpbacks  
 (C) all whales  
 (D) whale songs



# Complete Test



**Strategi Pemanapan Dan Percepatan  
Skor Toefl**

# COMPLETE TEST

## SECTION 1

### LISTENING COMPREHENSION

In this section, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section, with special directions for each part. Answer all the questions on the basis of what is **stated** or **implied** by the speakers you hear. Do **not** take notes or write in your test book at any time. Do **not** turn the pages until you are told to do so.

#### Part A

**Directions:** In part A you will hear short conversations between two speakers. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

#### Listen to an example

**On the recording, you hear:**

- (man)** *That exam was just awful.*  
**(woman)** *Oh, it could have been worse.*  
**(narrator)** *What does the woman mean?*

**In your test book, you read:**

- (A) The exam was really awful.
- (B) It was the worst exam she had ever seen.
- (C) It couldn't have been more difficult.
- (D) It wasn't that hard.

You learn from the conversation that the man thought the exam was very difficult and that the woman disagreed with the man. The best answer to the question, "What does the woman mean?" is (D), "it wasn't that hard". Therefore, the correct choice is (D).

- |  |   |
|--|---|
| <p>1. (A) She needs to check her room.<br/>         (B) She should leave the key at the desk.<br/>         (C) She can leave any time the front desk is open.<br/>         (D) She doesn't need to return the key.</p> | <p>(C) He was too tired to see the movie.<br/>         (D) He stayed for the movie yesterday.</p>   |
| <p>2. (A) He went to the movies yesterday.<br/>         (B) He decided to go to the movies.</p>  | <p>3. (A) The travel agent liked the book.<br/>         (B) The book is about a travel agent.<br/>         (C) The flight is full.<br/>         (D) Travellers may have difficulty reading.</p> |



4. (A) She thinks that papers must be typed.  
(B) She believes that handwritten papers are acceptable.  
(C) Omitted words can be written in.  
(D) Typing skills are necessary for all students.
5. (A) He heard the noise.  
(B) He has decided already.  
(C) The man didn't like the noise.  
(D) The counsel will be noisy.
6. (A) Do you have the chemistry assignment?  
(B) Will Frank come to the Chemistry lab?  
(C) Does Frank teach Chemistry?  
(D) Will Frank be willing to help us?
7. (A) Only two pieces of luggage can be checked in.  
(B) The boxes and the suitcases should be checked.  
(C) The suitcases belong to another passenger.  
(D) Suitcases cannot be checked in.
8. (A) Do you know where my coat is?  
(B) Have you been wearing my red coat?  
(C) Where is your coat?  
(D) Have you read it?
9. (A) He lives in the dorm.  
(B) He has a new apartment.  
(C) His apartment is north of campus.  
(D) He is moving soon.
10. (A) The wait is 15 minutes if you have a reservation.  
(B) Those who have to wait should make reservation.  
(C) The waiting room is on the fifth floor.  
(D) Without a reservation, you may wait for almost an hour.
11. (A) She thinks the food is excellent.  
(B) She feels that the price is reasonable.  
(C) She doesn't want to order the salad.  
(D) She thinks they should order dessert.
12. (A) Repair Jennifer's car.  
(B) Start driving to Jennifer's house.  
(C) Take Jennifer to the library.  
(D) Take Jennifer to the bank.
13. (A) He is excited about the show.  
(B) He has been to the museum many times.  
(C) He has seen the crafts displayed at the show.  
(D) He doesn't want to attend the craft show.
14. (A) Avoid traveling through the city.  
(B) Travel on a different way.  
(C) Stay away from highways.  
(D) Travel at 75 miles an hour.
15. (A) In the kitchen.  
(B) In a bookstore.  
(C) At a sports counter.  
(D) Near the outside door.
16. (A) She is the course advisor.  
(B) The man needs to take the history course.  
(C) The man is not taking a discussion course.  
(D) She cannot advise the man.
17. (A) It's around the corner.  
(B) It's in the next block.  
(C) It's on woman's right.  
(D) It's at the end of the block.



18. (A) At a packaging company.  
(B) In Seattle.  
(C) At a post office.  
(D) In a weight loss clinic.
19. (A) His wife does not like the man's brother.  
(B) He'll be busy on Saturday.  
(C) He'll be away for the weekend.  
(D) His wife will be away.
20. (A) A sales clerk.  
(B) A shoe-maker.  
(C) A receptionist.  
(D) A tailor.
21. (A) Go the pool.  
(B) Make a phone call.  
(C) Correct the mistake.  
(D) Write a letter.
22. (A) It's been a great day.  
(B) We should do it all today.  
(C) We should stop for today.  
(D) Let's call Kay.
23. (A) The lab is open every day.  
(B) The weather was terrible on Friday.  
(C) The test is at the end of the week.  
(D) The towells will be brought on Friday.
24. (A) In a garden.  
(B) Near a pool.  
(C) At an office.  
(D) At a home.
25. (A) Taking a class.  
(B) Designing a building.  
(C) Watching TV.  
(D) Looking at pictures.
26. (A) He doesn't know if the museum is open.  
(B) He has never been in a museum.  
(C) He thinks there is a museum nearby.  
(D) He doesn't have the directions.
27. (A) She has to take the boxes downstairs.  
(B) Would she mind helping him with the boxes?  
(C) The boxes downstairs are heavy.  
(D) Did the packers bring all the boxes?
28. (A) He has changed jobs.  
(B) He has two children.  
(C) He has two jobs.  
(D) He is looking for a job.
29. (A) Marsha is having a difficult time.  
(B) Marsha is not very practical.  
(C) Rob's jokes are difficult to understand.  
(D) Rob's jokes are not funny.
30. (A) The store is closing.  
(B) The store is near the bay.  
(C) The employees get a good salary.  
(D) The store offers part-time jobs.

### Part B

**Directions:** In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.



After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are **not** allowed to take notes or write in your test book.

31. (A) Various species of shark.  
 (B) The oceans where shark live.  
 (C) Specific features of the shark's body.  
 (D) Special characteristic of the shark's hearing.
32. (A) One or two.  
 (B) Approximately 45.  
 (C) About 100.  
 (D) More than 350.
33. (A) Their attacks.  
 (B) Their teeth.  
 (C) Their hunting habits.  
 (D) Their electrical fields.
34. (A) They move slowly and quietly.  
 (B) They don't turn over on their backs.  
 (C) Their tails and gills.  
 (D) They have sharp senses of hearing and eyesight.
35. (A) He is new in the city.  
 (B) He is sick.  
 (C) His family needs to be treated.  
 (D) His hospital doesn't provide the service.
36. (A) The man should go to the hospital.  
 (B) The man needs to call the referral service.  
 (C) The man's wife can make the phone calls.  
 (D) The man needs to refer her to a physician.
37. (A) Whether a physician accepts new patients.  
 (B) Whether patients like the physician.  
 (C) Which doctors are employed by the referral service.  
 (D) How often insurance claims need to be filed.
38. (A) Hospitals have dentists who require care.  
 (B) She is not sure whether they are provided.  
 (C) Dentists usually belong to an association.  
 (D) Dental insurance is not accepted at hospitals.

### Part C

**Directions:** In this part of the test, you will hear several talks. After each talk, you will hear some questions. The talks and questions will not be repeated.

After you hear a question, you will read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

**Here is an example**

**Listen to this sample talk.**

You will hear:





Now listen to the following example:

You will hear:

You will read:

- (A) By cars and carriages.
- (B) By bicycles, trains, and carriages.
- (C) On foot and by boat.
- (D) On board ships and trains.

The best answer to the question "According to the speaker, how did people travel before the invention of the automobile?" is (B), "By bicycles, trains, and carriages." Therefore, the correct answer is (B).

Now listen to another sample question

You will read:

- (A) One million.
- (B) Ten million.
- (C) Twelve million.
- (D) Ninety million.

The best answer to the question "Approximately how many people are employed in the automobile service industry?" is (C), "Twelve million." Therefore, the best answer is (C).

Remember, you are not allowed to take notes or write on your test book.

- |   |  |
|---|--|
| <p>39. (A) To discuss the importance of expensive clothes.<br/>(B) To explain the purpose of interviews.<br/>(C) To prepare listeners for a job interview.<br/>(D) To emphasize the importance of being polite.</p> | <p>(D) To meet the interviewer's expectations.</p>   |
| <p>40. (A) It should be expensive.<br/>(B) It can bring good fortune.<br/>(C) It is required of all interviewers.<br/>(D) It should be clean.</p>   | <p>43. (A) A party in Boston.<br/>(B) A raid by American colonists.<br/>(C) Tea popularity in America.<br/>(D) The price of merchandise in Boston.</p>                         |
| <p>41. (A) They don't care about their appearance.<br/>(B) They don't arrive on time.<br/>(C) They borrow other people's clothes.<br/>(D) They lose money if they are careless.</p>                                 | <p>44. (A) In 1342.<br/>(B) In 1660.<br/>(C) In 1767.<br/>(D) In 1773.</p>   |
| <p>42. (A) To match that of interviewers.<br/>(B) Increase it to save time.<br/>(C) Slow it down and think before responding.</p>   | <p>45. (A) One.<br/>(B) Two.<br/>(C) Three.<br/>(D) Four.</p>  |
|   | <p>46. (A) They wanted to profit from its sales.<br/>(B) They wanted to destroy it.<br/>(C) The tea was not fit for consumption.<br/>(D) The tea was too expensive to buy.</p> |



47. (A) 3 percent.  
(B) 5 percent.  
(C) 36 percent.  
(D) 100 percent.
48. (A) Events as they continue to occur.  
(B) Voter's attitudes at a particular time.  
(C) People's political beliefs in general.  
(D) Politician's views on current problems.
49. (A) They distributed the information.  
(B) They used in scientific method.  
(C) They reminded voters to go to the polls.  
(D) They made phone calls to ask for opinions.
50. (A) Roosevelt lost to Landon by a landslide.  
(B) The sample didn't include various groups of population.  
(C) Voters changed their minds.  
(D) The sample of the population was not large enough.

# ⇨STOP⇩

This is the end of Listening Comprehension Section of the Test

The next part of the Test is Section 2.

Turn to the directions for Section 2, read them, and begin work.

Do not read or work on any other section of the Test.



## SECTION 2

# STRUCTURE AND WRITTEN EXPRESSION

Time: 25 minutes

### Part A

This section is designed to test your ability to recognize language structures that are appropriate in standard written English. The questions in this section belong to two types, each of which has special directions.

**Directions:** Questions 1-15 are partial sentences. Below each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Select the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question you have selected. Blacken the space so that the letter inside the circle does not show.

### Example I

Drying flowers is the best way \_\_\_\_\_ them.

- (A) to preserve
- (B) for preserving
- (C) preserve
- (D) preserved

The sentence should state, "Drying flowers is the best way to preserve them." Therefore, the correct answer is (A).

### Example II

Many American universities \_\_\_\_\_ as small, private colleges.

- (A) begun
- (B) beginning
- (C) began
- (D) for the beginning

The sentence should state, "Many American universities began as small, private colleges." Therefore, the correct answer is (C).

After you read the directions, begin work on the questions.

- |  |   |
|--|---|
| <p>1. The red deer is a playful animal _____ the American elk.</p> <ul style="list-style-type: none"> <li>(A) direct relationship</li> <li>(B) relative to the direction</li> <li>(C) directly related to</li> <li>(D) relating it to the direct</li> </ul> <p>2. Sally Ride participated in launching Canadian communication satellites and _____ pharmaceuticals.</p> <ul style="list-style-type: none"> <li>(A) conduct experiments with</li> <li>(B) experimented with conducting</li> </ul> | <ul style="list-style-type: none"> <li>(C) conducting experiments with</li> <li>(D) experimental conduct with</li> </ul> <p>3. Various regions of North America _____ of European colonists, who spoke mostly English, Spanish, or French.</p> <ul style="list-style-type: none"> <li>(A) have retained the languages</li> <li>(B) retaining the languages.</li> <li>(C) The languages have retained</li> <li>(D) The retaining of languages</li> </ul> |
|--|---|



4. Division means \_\_\_\_\_ into smaller equal groups.  
(A) break up a number  
(B) a number is a break up  
(C) breaking up a number  
(D) broken up is a number
5. Market research investigation is the formulation of a problem that a client \_\_\_\_.  
(A) seeks solution  
(B) to solve seeking  
(C) solving to seek  
(D) seeks to solve
6. In the early 18<sup>th</sup> century, Philadelphia and Boston were \_\_\_\_ \_\_\_\_\_ New York, which continued to grow rapidly in the next century.  
(A) largest and more prosperous than  
(B) larger and more prosperous than  
(C) prosperity and larger than  
(D) than larger and more prosperous
7. Farmers grow oats to feed cattle \_\_\_\_\_.  
(A) and sell to processing plants.  
(B) After they are being sold to processing plants  
(C) And selling them to processing plants  
(D) Process and sold to them to plants
8. Pigment mixed with water does not dissolve but remains \_\_\_\_.  
(A) suspending and forming paint  
(B) suspend and form to paint  
(C) suspended while painting  
(D) suspended to form paint
9. Ralph De Palma, a pioneer American race driver, preferred matches against \_ to open competitions.  
(A) other driver  
(B) another driver  
(C) drivers other  
(D) driver, another
10. When one party arranges for a position in court, all involved \_\_\_\_.  
(A) notified and must  
(B) must be notified  
(C) notifying them must be  
(D) must be notifying
11. Alcohol, generally considered a depressant, decreases essential \_\_\_\_\_.  
(A) functioning brain with  
(B) functioning as a brain  
(C) brain functions  
(D) brain as a function of
12. Cooperatives, owned by the people who use their services, sell goods produced by their members or purchased \_\_\_\_\_.  
(A) directly from farmers  
(B) direct to the farmers  
(C) farmers directly  
(D) farmers with direct
13. Marc Chagall's dreamlike paintings and \_\_\_\_\_ come from his recollections of childhood images and mementoes.  
(A) brilliantly colored  
(B) brilliant coloring  
(C) brilliant color  
(D) brilliantly and color
14. Rationalism as a philosophical trend was based on the idea \_\_\_\_\_.  
(A) reason is superior to experience that  
(B) that is reason superior to that experience





19. Rainwater carries unused chemicals from fields into streams or lakes,  
 where various compounds promote the rate of grown of weeds.  
 A B  
 C D
20. Nuclear reactor produce energy by split the atom in the target material into two  
nearly equal parts.  
 A B C  
 D
21. Clifford Odets' play *Waiting for Lefty* ranks among the most important works  
whom deal with the struggle of the working class.  
 A B  
 C D
22. To enjoy an opera fully, the listener should be familiar with the summary of the plot,  
 A B  
particularly if the opera is singing in a foreign language.  
 C D
23. In 1968, the U.S. government effort to controls wages and prices to halt inflation  
 A B C  
had little effect.  
 D
24. Annie Oakley learned to school at the age of eight and helped to support her family  
 A B C  
for hunting for a hotel restaurant.  
 D
25. English is the official language of New Zealand and when spoken throughtout  
 A B  
the country while Maoris speak their own language.  
 C D
26. Cumulative rhymes repeat the informations and the wording in earlier verses that  
 A B  
continue for seven to twelve cycles.  
 C D
27. Animals inhabiting the sea bottom can be carried the weight of the water because  
 A B C  
it buoys them.  
 D
28. Making a photographic print required paper coated with light-sensitive chemicals that



- A B C  
react to special solutions.  
 D
29. Cabbage and lettuce have such a short stems and broad leaves that they appear to have  
 A B C  
no stems at all.  
 D
30. Plowing reduces the hard of the upper 6 to 16 inches of the earth's crust and allows air  
 A B C  
 movement into the gaps between soil particles.  
 D
31. In basic terms, all communication is a process of exchange information, imparting  
 A B  
 thoughts and ideas, and attempting to make oneself understood by listeners or readers.  
 C D
32. Iron and steel are rigid in their solid state and need to be melting when they are to be  
 A B C  
reshaped into new forms.  
 D
33. Porous filters of charcoal can remove dust particles from the air if it is directed through  
 A B C  
 them in a steadily stream.  
 D
34. The sender places stamps on packages as proof that postage for mailing an envelope or a  
 A B C  
 package has paid.  
 D
35. Potash was originally obtained by running water through wood ashes and boiling the  
 A B C  
 solution in cast-iron pot.  
 D
36. The earth's gravitational force for a given mass accords matter weight and diminish as  
 A B C  
 an object moves away from the center of the earth.  
 D
37. Allan Pinkerton organized groups of armed citizens whose services were available to  
 A B  
employers for a daily fee to breaking labor strikes.





38. The Bureau of Labor Statistics found that few as 14 percent of executives  
C D  
A B  
write their own memos, letters, and speeches.  
C D
39. Real estate law holds that not one may legally plant or remove plants of any kind  
A B  
without permission of the land owner.  
C D
40. National income is defined as the total income earned, but not necessarily received by  
A B C  
all persons lived in a country during a period of time.  
D

# STOP

This is the end of Section 2

If you finish in less than 25 minutes, check your work on Section 2 only.  
Do not read or work on any other section of the test.



## SECTION 3

### READING COMPREHENSION

Time: 55 minutes

**Directions:** In the third part of this section you will read several passages. Each is followed by questions about it. For questions 1-50, you need to select the one best answer, (A), (B), (C), and (D), to each question. Then, on your answer sheet, find the number of the question and blacken the space that corresponds to the letter of the answer you have selected.

Answer all questions following a passage on the basis of what is stated or implied in the passage. Read the following passage:

A tomahawk is a small ax used as a tool and a weapon by the North American Indian tribes. An average tomahawk was not very long and did not weigh a great deal. Originally, the head of the tomahawk was made of a shaped stone or an animal bone and was mounted on a wooden handle. After the arrival of the European settlers, the Indians began to use tomahawks with iron heads. Indian meals and females of all ages used tomahawks to chop and cut wood, pound stakes into the ground to put up wigwams, and do many other chores. Indians warriors relied on tomahawks as weapons and even threw them at their enemies. Some types of tomahawks were used in religious ceremonies. Contemporary American idioms reflect this aspect of American heritage.

#### Example I

Early tomahawk heads were made of

- (A) stone or bone
- (B) wood or sticks
- (C) European iron
- (D) religious weapons

According to the passage, the early tomahawk heads were made of stone and bone. Therefore, the correct answer is (A).

#### Example II

How has the Indian use of tomahawks affected American daily life today?

- (A) Tomahawks are still used as weapon.
- (B) Tomahawks are used as tools for certain jobs.
- (C) Contemporary language refers to tomahawks.
- (D) Indian tribes cherish them as heirlooms.

The passage states that "Contemporary American idioms reflect this aspect of American heritage." The correct answer is (C).

After you read the directions, begin work on the questions.

#### Questions 1-10

Free-standing sculpture that is moulded or carved is a type familiar to almost everyone. Although certain free-standing figures or groups of figures can have only a single side intended for viewing, others are completed on all sides. As with all other forms of art, the **ultimate** shape of a sculpture reflects the artist's vision of individuals or experiences represented by the work. Throughout history, people everywhere have discovered a need for sculpture as a record of events and feelings.

Materials which can be sculpted do much to contribute to the artist's imagination. Wood, stone, metal, and various types of plastic and synthetics are all used as sculpting media. When sculptures are made of stone, wood, ivory, or even ice, the sculptor carves or chips the substance to reduce it



to the necessary shape. Developing a sculptured image on all sides represents a change from the older approach when artists left the back portion of the figure unfinished and rough. In fact, sculpture in relief is completely attached to the flat background material and appears to be a part of it. Relief, which is completed only on one side intended for viewing, was the first type of sculpture created by man, when ancient sculptors removed the background material in a side of a tree or a cave to make their drawing appear more realistic.

While creating a statue, the artist depends on the appropriate lighting to develop the figure because the quality of the final product relies on the interplay between light and shade. When the work is finished, the sculpture must be displayed in the same light as it was originally created. If a light from a source is too weak or too strong, the effect that the sculptor intended may be lost. For example, in painting, the light and shade give the image shape and solidity that cannot be altered by an external light in which it is displayed. When a sculpture is exhibited, the artist's work is brought to life by light, and its character can be altered by the control of the light source. A fundamental difference between a painting and a sculpture is that when viewing a painting, the **audience** can only see the point of view that the painter had intended. A free-standing sculpture can be seen from practically any angle. The job of the sculptor is then to attain the quality and the volume of the image from any possible point of view.

In addition to carving a work, sculptures can be cast. In the process of casting, a sculpture can be reproduced in a mould a liquefied medium is poured into a shape. After the material from which the sculpture is made hardens, the mould is removed, and the work is cleaned of the excess and polished. Casting allows the artist to produce as many **replicas** as needed. Most commercially sold sculptures are made in this way. Casting metals requires special care and skill. Bronze is the preferred metal because of its versatility and malleability. To make bronze sculpture, the space in a mould is filled with wax until it is melted by the heated metal. This process, sometimes called lost-wax, was favoured by Benvenuto Cellini and was common among the artists in ancient China.

- What is the main topic of this passage?
  - Differences between painting and sculpture
  - Sculpting techniques and media
  - Types of commercially produced sculptures
  - Reasons for enjoying sculpture
- The word "ultimate" in line 4 is closest in meaning to ...
  - ulterior
  - final
  - formal
  - formidable
- according to the passage, the purpose of sculpture as a form of art is to ...
  - Display a group of figures
  - Reflect a human need for freedom
  - Express an artistic vision
  - Commemorate individuals and events
- According to the passage, all of the following are true of sculpture EXCEPT that ...
  - it can found in all parts of the world
  - it has undergone change since the early times
  - it can be created from many substances
  - it is no longer useful for people
- The author of the passage implies that the most important factor in showing a sculpted work is ...
  - the strength of the light source
  - the development of the sculpted figure
  - the shape of the material for sculpting
  - the effect of light on the sculpted image
- the word "audience" in line 25 is closest in meaning to ...
  - listeners
  - viewers
  - public
  - artists
- What does the author mention as an important difference between a painting and a sculpture?
  - A painting does not need shading to be displayed.
  - A painting can be viewed from only one position.
  - A sculpture needs to have proper light.
  - A sculpture does not look good from all angles.
- Which of the following is NOT mentioned as a sculpting medium?



- (A) Ice  
(B) Ivory  
(C) Stone  
(D) Wax
9. The word “replicas” in line 32 is closest in meaning to ...  
(A) replacements  
(B) molds  
(C) reproductions  
(D) monuments
10. According to the passage, what are the two basic methods for making sculptures?  
(A) Carving and casting  
(B) Free-standing and relief  
(C) Hardening and melting  
(D) Stone and metal

### Questions 11-21

The Beatles became the most popular group in rock music history. This quartet of extraordinarily talented musicians generated a phenomenal number of pieces that won gold records. They inspired a frenzy that transcended countries and economic strata. While all of them sang, John Lennon and Paul McCartney wrote the majority of their songs. Originally, Lennon and five others formed a group called the Quarrymen in 1956, with McCartney joining them later that year. George Harrison, John Lennon, and Paul McCartney, together with Stuart Sutcliffe, who played the bass guitar, and Pete Best on the drums, performed together in several bands for a few years, until they finally settled on the Silver Beatles in 1960. American rock musicians, such as Chuck Berry and Elvis Presley, influenced Lennon’s and McCartney’s music, whose first hits consisted of simple tunes and lyrics about young love, “Love Me Do” and “Please, Please Me.” The Beatles’ U.S. tour propelled them to stardom and led to two movies *A Hard Day’s Night* and *Help!*, filmed in 1964 and 1965. The so-called British invasion of the United States was in full swing when they took the top five spots on the singles charts, followed by the release of their first film.

During the 1960s, their music matured and **acquired** a sense of melody. The lyrics of their songs became deeper and gained in both imagination and meaning. Their popularity continued to grow as the Beatles turned their attention to social problems and political issues in “Nowhere Man” and “Eleanor Rigby.” Loneliness and nostalgia come through in their ballads “Michelle” and “Yesterday,” which fully displayed the group’s professional development and sophistication. Lennon’s sardonic music with lyrics written in the first person, and McCartney’s songs that created **scenarios** with offbeat individuals, contributed to the character of the music produced by the group. In addition to their music the Beatles set a social trend that popularized long hair, Indian music, and mod dress.

For a variety of reasons, the musicians began to drift apart, and their last concert took place in San Francisco in 1966. The newspapers and tabloids publicized their quarrels and lawsuits, and the much idolized group finally **disbanded** in 1970. However, their albums had outsold those of any other band in history. Although all of the Beatles continued to perform solo or form new rock groups, alone, none could achieve the recognition and success that they had been to win together.

11. What does the passage mainly discuss?  
(A) The history and music of the Beatles  
(B) The history and milestones of rock music  
(C) The fashion and music popular in the 1960s  
(D) The creation and history of a music group  
(D) John Lennon, Paul McCartney, and George Harrison
12. According to the passage, how many members were in the band, formed in 1956?  
(A) Four  
(B) Five  
(C) Six  
(D) Seven
13. According to the passage, which of the Beatles had the greatest musical talent?  
(A) John Lennon and Paul McCartney  
(B) George Harrison and John Lennon  
(C) Stuart Sutcliffe and Pete Best  
(D) John Lennon, Paul McCartney, and George Harrison
14. The author of the passage implies that the Beatles ...  
(A) competed with American musicians  
(B) wrote their music as a group  
(C) became popular relatively quickly  
(D) were active in social movements
15. According to the passage, the Beatles’ fame grew as a result of ...  
(A) Chuck Berry’s involvement  
(B) their American tour  
(C) two movies made in the U.S.  
(D) their first two hits
16. The author of the passage implies that over time, the music and lyrics by the Beatles ...  
(A) became more complex than at the beginning of their career



- (B) declined in quality and political significance  
 (C) were dedicated to women named Eleanor and Michelle  
 (D) made them the richest musicians in the world.
17. The word “acquired” in line 15 is closest in meaning to ...  
 (A) imparted  
 (B) attached  
 (C) imprinted  
 (D) attained
18. According to the passage, when did the Beatles experience their greatest success?  
 (A) In the late 1950s  
 (B) After their break-up in 1970  
 (C) During the early and mid-1960s  
 (D) Throughout their lifetime
19. The word “scenarios” in line 21 is closest in meaning to ...
- (A) sceneries  
 (B) situations  
 (C) life stories  
 (D) love themes
20. According to the passage, how did Lennon and McCartney enhance the music of the group?  
 (A) They struggled to reach stardom in the United States.  
 (B) They composed lyrics to scornful songs and ballads.  
 (C) Their music added distinctiveness to the Beatles’ repertoire.  
 (D) Their loneliness and sadness made their music popular.
21. In line 26, the word “disbanded” is closest in meaning to ...  
 (A) separated  
 (B) slipped  
 (C) revelled  
 (D) bonded

### Questions 22-31

Like Europeans who arrived in the Americas, the first American Indians were immigrants. Because Indians were nomadic hunters and gatherers, they probably arrived in search of new hunting grounds from Asia when they crossed the ice-covered Bering Strait to Alaska. Anthropologists estimate that the entire Indian population north of Mexico was slightly greater than 1,020,000 when the first settlers arrived from Europe. Although Native Americans belonged to one geographic race, their cultures and languages were only **marginally** similar, and **by and large**, they had different ways of life. Nomadic migrations required Indians to construct shelters that did not need to be transported, but could be easily erected from the materials found in their new location.

Eastern Woodland Indian tribes lived in bark-covered wigwams that were shaped like cones or domes. The frame for the hut was made of young trees firmly driven into the ground, and then bent overhead to tie together with bark fibres or strings of animal hides. Sheets and slabs of bark were attached to the frame to construct the roof and walls, leaving an opening to serve as a door and to allow smoke to escape. The Iroquois in north eastern regions built longhouses that were more spacious than wigwams because five to a dozen families lived **under one roof**. During the winter, they plastered clay to the poles of the frame to protect the inhabitants from wind and rain.

Pueblo Indians who lived in the southwest portion of the United States in northern Arizona and New Mexico constructed elaborate housing with several stories and many rooms. Each family unit had only one room, and their ancestors dug shelters in the walls of cliffs and canyons. The ground story of a Pueblo dwelling had no doors or windows in order to prevent enemies from entering. The next level was set back the width of one room, and the row of rooms above it was set back once again, giving their houses the appearance of a terrace. Pueblo used ladders to climb to the upper levels and pulled them in when all family members returned for the night.

Indians living in deserts used sandstone and clay as construction materials. Those who lived in the valleys of rivers even made bricks of clay with wood chips to add strength and to prevent the clay from cracking. To make roofs, Pueblos tied logs together to make rafters and laid them across the two outside walls. On top of the rafters, layers of tree branches, sticks, grass, and brush created a solid roof to **preclude** the water from leaking inside. Pueblo dwellings were dark because windows were often not large enough to allow much light.

22. What does the passage mainly discuss?  
 (A) Different Indians tribes  
 (B) Types of households among Indians  
 (C) Types of shelters built by Indians  
 (D) Different Indian cultures
23. In line 6, the word “marginally” is closest in meaning to ...
- (A) markedly  
 (B) minimally  
 (C) temporarily  
 (D) tentatively
24. In line 7, the word “by and large” is closest in meaning to ...  
 (A) mostly



- (B) conversely  
(C) occasionally  
(D) notably
25. The author of the passage implies that Indians ...  
(A) carried their construction materials to new locations  
(B) lived in settlements, similar to the Europeans  
(C) liked the climate in the Southwest  
(D) constructed shelters every time a tribe moved
26. According to the passage, what shape did the shelters of Woodland Indians have?  
(A) random  
(B) round  
(C) rectangular  
(D) convex
27. The author of the passage implies that Eastern Indians ...  
(A) constructed huts without roofs  
(B) planted trees to harvest crops  
(C) made fires inside their huts  
(D) used sheets and blankets as bedding
28. In line 16, the phrase “under one roof” is closest in meaning to ...  
(A) in separate sections  
(B) in several shelters  
(C) comfortably  
(D) together
29. What was the main difference between the dwellings of Pueblo and Woodland Indians?  
(A) The Pueblos lived in permanent structures, but the Woodland Indians lived in transient shelters.  
(B) The Pueblos used wood in their constructions, but the Woodland Indians relied mostly on animal hides.  
(C) The Woodland Indians lived on flat ground, but the Pueblos lived in canyons.  
(D) The Woodlands Indians built small shelters, but the Pueblos’ rooms were large.
30. It can be inferred from the passage that Pueblo dwellings were designed to protect inhabitants from ...  
(A) attacks by enemies and cold winters  
(B) attacks by enemies and against rain water  
(C) wind storms and water from rain  
(D) wild animals, cold winters, and desert sands
31. The word “preclude” in line 30 is closest in meaning to ...  
(A) include  
(B) stop  
(C) preserve  
(D) conclude

### Questions 32-42

Continents and ocean basins represent the largest identifiable bodies on earth. On the solid portions of the planet, the second most prominent features are flat plains, elevated plateaus, and large mountain ranges. In geography, the term “continent” refers to the surface of continuous landmasses that together comprise about 29.2% of the planet’s surface. On the other hand, another definition is prevalent in the general use of the term that deals with extensive main lands, such as Europe or Asia, that actually represent one very large landmass. Although all continents are **bounded** by water bodies or high mountain ranges, isolated main lands, Greenland and India-Pakistan areas are called subcontinents. In some circles, the distinction between continents and large islands lies almost exclusively in the size of a particular landmass.

The analysis of compression and tension in the earth’s crust has determined that continental structures are composed of layers that underlie continental shelves. A great deal of disagreement among geologists surrounds the issue of exactly how many layers underlie each landmass because of their distinctive mineral and chemical composition. It is also quite possible that the ocean floor rests on the top of unknown continents that have not yet been explored. The continental crust is believed to have been formed by means of a chemical reaction when lighter materials separated from heavier ones, thus settling at various levels within the crust. Assisted by the measurements of the **specifics** within crust formations by means of monitoring earthquakes, geologists can speculate that a chemical split occurred to form the atmosphere, sea water, and the crust before it solidified many centuries ago.

Although each continent has its special features, all consist of various combinations of components that include shields, mountain belts, intracratonic basins, margins, volcanic plateaus, and block vaulted belts. The basic differences among continents lie in the proportion and the composition of these features relative to the continent size. Climatic zones have a crucial effect on the weathering and formation of the surface features, soil erosion, soil deposition, land formation, vegetation, and human activities.





Mountain belts are elongated narrow zones that have a characteristic folded sedimentary organization of layers. They are typically produced during substantial crustal movements, which generate faulting and mountain building. When continental margins collide, the rise of a marginal edge leads to the formation of large mountain ranges, as explained by the plate tectonic theory.

**This process** also accounts for the occurrence of mountain belts in ocean basins and produces **evidence** for the ongoing continental plate evolution.

32. What does the passage mainly discuss?  
 (A) Continental drift and division  
 (B) Various definitions of the term "continent"  
 (C) Continental structure and crust  
 (D) Scientific analyses of continental crusts
33. According to the passage, how do scientists define continents?  
 (A) As masses of land without divisions  
 (B) As extensive bodies of land  
 (C) As the largest identifiable features  
 (D) As surficial compositions and ranges
34. In line 7, the word "bounded" is closest in meaning to ...  
 (A) covered  
 (B) convened  
 (C) delimited  
 (D) dominated
35. The author of the passage implies that the disagreement among scientists is based on the fact that ...  
 (A) each continent has several planes and shelves  
 (B) continents have various underlying layers of crust  
 (C) continents undergo compression and experience tension  
 (D) continents have different chemical make up
36. The word "specifics" in line 18 is closest in meaning to ...  
 (A) specialties  
 (B) speculations  
 (C) exact details  
 (D) precise movements
37. The word "it" in line 20 refers to ...  
 (A) a chemical split  
 (B) the crust  
 (C) the atmosphere  
 (D) sea water
38. The author of the passage implies that ...  
 (A) it is not known exactly how the continental crust was formed  
 (B) geologists have neglected the continental crust was formed  
 (C) scientist have concentrated on monitoring earthquakes  
 (D) the earth's atmosphere split into water and solids
39. According to the passage, what are the differences in the structure of continents?  
 (A) The proportional size of continents to one another  
 (B) Ratios of major components and their comparative size  
 (C) The distinctive features of their elements  
 (D) Climatic zones and their effect on the surface features
40. In line 31, the phrase "This process" refers to ...  
 (A) continental collision  
 (B) mountain ranges  
 (C) the rise of margins  
 (D) plate tectonic theory
41. The author of the passage implies that ...  
 (A) the process of mountain formation has not been accounted for  
 (B) mountain ranges on the ocean floor lead to surface mountain building  
 (C) faulting and continental margins are parts of plate edges  
 (D) the process of continent formation has not been completed
42. The word "evidence" in the last line is closest in meaning to ...  
 (A) eventually  
 (B) confirmation  
 (C) exemplification  
 (D) challenge

### Question 43-50

Chicago ranks as the leading industrial and urban center in North America. Carl Sandburg called it the "City of the Big Shoulders" primarily because in the 1930s, its population contained a large segment of industrial workers, the largest agricultural market, and a huge airport. This poetic phrase, however, does not do justice to the city's outstanding array of cultural institutions, such as the symphony orchestra and the museums of art and history.





The downtown business district on the shore of Lake Michigan is the **hub** of fashionable and elegant boutiques, quaint restaurants, and high-rise office buildings. Lake Shore Drive extends to both the north and south ends of the city, making it one of the most spectacular roadways in the state of Illinois. The Old Water Tower, dwarfed by the John Hancock Center, is a must-see landmark frequented by thousands of tourists each year. Most of the Chicago lakefront is public, with spectacular beaches and wide lawns stretching along the shore line.

Throughout its history, Europeans streamed into the city in search of jobs in steel mills and factories. The large influx of population created tensions in various neighbourhoods, and in the 1920s, Chicago gained a reputation for violence and crime that it never lived down. Nonetheless, the booming industries continued to attract new residents into the thriving city, despite its notoriety.

The Chicago metropolitan area has undergone dramatic changes since the 1940s when the suburban population almost doubled, and the number of city residents fell. Today, most of the city's ethnic enclaves have faded away, but their rich heritage remains. The residents take pride in impressive churches and blocks of homes constructed in the early 20<sup>th</sup> century by **industrious** European immigrants who built the city. More than 85% of Chicagoans were born in the United States, and access to Irish, Italian, Polish, and German community institutions and business is not as important to them as it was to their grandparents. Italian is no longer spoken in Little Italy, and Irish pubs have fewer Irish customers than those of mixed, typically American origins.

43. What does the passage mainly discuss?  
 (A) Chicago's industrial and urban evolution  
 (B) Cultural and tourist attractions in Chicago  
 (C) The size of the city and its roadways  
 (D) The spectacular arrays of buildings in Chicago
44. According to the passage, Carl Sandburg's phrase ...  
 (A) describes the city in the best light  
 (B) reflects the city in its entirety  
 (C) overlooks many of Chicago's attractive features  
 (D) gives an overview of Chicago's cultural life
45. The word "hub" in line 6 is closest in meaning to ...  
 (A) hill  
 (B) center  
 (C) corner  
 (D) home
46. The author of the passage implies that ...  
 (A) the Old Water Tower is shorter than the John Hancock Center  
 (B) the John Hancock Center is probably the tallest building in the city  
 (C) the Old Water Tower and the John Hancock Center are located on the lake shore  
 (D) the Old Water Tower and the John Hancock Center are easy to reach by one of the Illinois roadways
47. According to the passage, immigrants from Europe ...  
 (A) arrived in Chicago by ships and boats  
 (B) came to the city to enjoy its beaches  
 (C) arrived in large numbers  
 (D) came to Chicago to live in a large city
48. What changes have occurred in the city since the 1940s?  
 (A) Many residents moved out to neighbouring towns  
 (B) Its population grew rapidly  
 (C) Many residents forgot their ethnic heritage  
 (D) Its original builders moved back to Europe
49. In line 22, the word "industrious" is the closest in meaning to ...  
 (A) employed in an industry  
 (B) hard-working  
 (C) ill-famed  
 (D) employed in construction
50. According to the passage, currently most residents of Chicago ...  
 (A) speak several languages  
 (B) do not shop in local stores  
 (C) do not have community institutions  
 (D) predominantly speak English



**STOP**

**This is the end of Section 3**

If you finish in less than 55 minutes, check your work on Section 3 only.  
Leave your answer sheet on the table and you can go out.



# SECTION 1

## LISTENING COMPREHENSION

In this section, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section, with special directions for each part. Answer all the questions on the basis of what is **stated** or **implied** by the speakers you hear. Do **not** take notes or write in your test book at any time. Do **not** turn the pages until you are told to do so.

### Part A

**Directions:** In part A you will hear short conversations between two speakers. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

#### Listen to an example

**On the recording, you hear:**

- (man) *That exam was just awful.*  
 (woman) *Oh, it could have been worse.*  
 (narrator) *What does the woman mean?*

**In your test book, you read:**

- (A) The exam was really awful.
- (B) It was the worst exam she had ever seen.
- (C) It couldn't have been more difficult.
- (D) It wasn't that hard.

You learn from the conversation that the man thought the exam was very difficult and that the woman disagreed with the man. The best answer to the question, "What does the woman mean?" is (D), "it wasn't that hard". Therefore, the correct choice is (D).

- |  |  |
|--|--|
| <p>1. (A) It's brand new.<br/>       (B) She just repaired it.<br/>       (C) Someone painted it.<br/>       (D) It's just been sold.</p> <p>2. (A) Give the woman cash.<br/>       (B) Go to his car.<br/>       (C) Return some merchandise.<br/>       (D) Use his credit card.</p> <p>3. (A) He shouldn't have thrown away the list.<br/>       (B) He doesn't have to read all the books.<br/>       (C) All of the books on the list are</p> | <p>required.<br/>       (D) Some of the books are available now.</p> <p>4. (A) She enjoyed it very much.<br/>       (B) She thought it was too long.<br/>       (C) She thought it was boring.<br/>       (D) She only liked the ending.</p> <p>5. (A) Either a pen or pencil can be used.<br/>       (B) It's not necessary to fill out the form.<br/>       (C) She doesn't have either a pen or a pencil.</p> |
|--|--|



- (D) A pen is better than a pencil.
6. (A) The software isn't convenient to use.  
(B) He's not familiar with the software.  
(C) Using the software is simple.  
(D) He wishes he'd bought that software.
7. (A) The man ordered it, but it hasn't arrived yet.  
(B) It isn't working.  
(C) Someone else is using it.  
(D) The man doesn't know how to operate it.
8. (A) What time his brother called.  
(B) Where to meet his brother.  
(C) Why his brother called.  
(D) When to meet his brother.
9. (A) He left on a long trip yesterday.  
(B) His letter arrived unexpectedly.  
(C) He seemed to be sad yesterday.  
(D) The letter he sent was very funny.
10. (A) It's on the wrong floor.  
(B) There are too many bedrooms.  
(C) It's too small.  
(D) The rent is too high.
11. (A) He'll probably give the man another grade.  
(B) He doesn't teach chemistry anymore.  
(C) He rarely changes his grades.  
(D) He'll probably retire soon.
12. (A) She mailed the grades to her students.  
(B) She left the students' tests in her office.  
(C) She can't get into her office.  
(D) She put a list of grades on the door.
13. (A) He should get something for his friends to eat.  
(B) There isn't time for him to go out now.  
(C) The game won't be played today.  
(D) He should have invited his friends to the game.
14. (A) His class has been canceled.  
(B) He shouldn't drop the class.  
(C) An earlier class would be better for him.  
(D) He doesn't need to study political science.
15. (A) Sitting in other seats.  
(B) Going home.  
(C) Turning up the music.  
(D) Asking the usher for a refund.
16. (A) He has a good excuse for being late.  
(B) He's been feeling very weak recently.  
(C) He's still waiting to be contacted.  
(D) He doesn't take responsibility for errors.
17. (A) She doesn't have her camera.  
(B) The sun hasn't set yet.  
(C) There isn't any film in the camera.  
(D) Her camera is broken.
18. (A) He got on the wrong bus.  
(B) He's afraid he'll be late for his flight.  
(C) He's sorry he took a bus instead of flying.  
(D) He had to wait for the bus.
19. (A) The meeting will have to be rescheduled.  
(B) She doesn't care whom the board picks as dean.  
(C) She's not sure where the meeting will be.  
(D) The board will not choose a dean this month.
20. (A) He's upset about the card game.  
(B) He's getting ready for the game.  
(C) He knocked over the card table.  
(D) He sat down to have dinner.
21. (A) They wish they hadn't paid attention to Harvey.  
(B) They asked for some information about Harvey.  
(C) Harvey told them not to ignore him.



- (D) Only Harvey could give them any assistance.
22. (A) Most of the audience joined in the performance.  
(B) Some people don't enjoy performing.  
(C) Not many people were in the audience.  
(D) A few people didn't like the performance.
23. (A) A hotel room.  
(B) The man's family.  
(C) A reasonable offer.  
(D) The man's schedule.
24. (A) He must change his syllabus.  
(B) The woman cannot take his class.  
(C) He has extra copies of the syllabus.  
(D) Some students are not on his list.
25. (A) It's inconvenient for him to go to Mount Pleasant Street.  
(B) Those antique stores aren't very nice.  
(C) There are many inexpensive shops on Mount Pleasant Street.  
(D) The antiques in those stores are a little expensive.
26. (A) He's gone to San Diego many times.  
(B) He's attended a lot of conferences.  
(C) He has already gotten enough information.  
(D) He's living in San Diego now.
27. (A) He once drove in a race.  
(B) He's going to the races soon.  
(C) He drives quite fast.  
(D) He's thinking about a new car.
28. (A) The bowls are stacked on the shelves.  
(B) This soup is no worse than the other brands.  
(C) The new bowls are very attractive.  
(D) He plans to stock up on this soup.
29. (A) Peter wouldn't be favored in the match.  
(B) The match had already been played.  
(C) The match wouldn't be played.  
(D) Peter would win the match.
30. (A) He hasn't finished working on the bookshelves.  
(B) The tools have been misplaced.  
(C) He's not very good with tools.  
(D) The tools have already been returned.

### Part B

**Directions:** In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are **not** allowed to take notes or write in your test book.

31. (A) Student and advisor.  
(B) Museum curator and visitor.  
(C) Manager and job applicant.  
(D) Professor and teaching assistant.
32. (A) In a few weeks.  
(B) Next year.  
(C) In three years.  
(D) In four years.



33. (A) Change her major.  
(B) Make a quick decision.  
(C) Take elective courses in art history.  
(D) Work full time at a museum.
34. (A) She couldn't get airline reservations.  
(B) She can't find an important book.  
(C) She's been studying too much.  
(D) She doesn't have a car.
35. (A) Amounts of money.  
(B) Names of riders.
- (C) Types of cars.  
(D) Regions of the United States.
36. (A) Information about places to visit.  
(B) Help with expenses and driving.  
(C) Plane reservations.  
(D) A used car.
37. (A) In the campus cinema.  
(B) Next door to the Student Union building.  
(C) In a travel agent's office.  
(D) On the second floor of the Student Union building.

### Part C

**Directions:** In this part of the test, you will hear several talks. After each talk, you will hear some questions. The talks and questions will not be repeated.

After you hear a question, you will read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

**Here is an example**

**Listen to this sample talk.**

You will hear:

Now listen to the following example:

You will hear:

You will read:

- (A) By cars and carriages.  
(B) By bicycles, trains, and carriages.  
(C) On foot and by boat.  
(D) On board ships and trains.

The best answer to the question "According to the speaker, how did people travel before the invention of the automobile?" is (B), "By bicycles, trains, and carriages." Therefore, the correct answer is (B).

Now listen to another sample question

You will read:

- (A) One million.  
(B) Ten million.  
(C) Twelve million.  
(D) Ninety million.

The best answer to the question "Approximately how many people are employed in the automobile service industry?" is (C), "Twelve million." Therefore, the best answer is (C).

Remember, you are not allowed to take notes or write on your test book.

38. (A) An airplane. (B) A satellite.



- (C) A fireworks display.  
(D) A flying saucer.
39. (A) To change tires.  
(B) To avoid the danger.  
(C) To get a hotel room.  
(D) To change drivers.
40. (A) From the news on the radio.  
(B) From a newspaper.  
(C) From his mother.  
(D) From the news on television.
41. (A) It burned up in the upper atmosphere.  
(B) It injured a woman as she was sleeping.  
(C) It caused damage to a parked car.  
(D) It broke into pieces before striking the ground.
42. (A) Frightened.  
(B) Upset.  
(C) Fortunate.  
(D) Relieved.
43. (A) On board a bus.  
(B) At the top of the Washington Monument.  
(C) On an elevator.  
(D) At the Lincoln Memorial.
44. (A) Four years.  
(B) Thirty-six years.  
(C) Forty years.  
(D) Forty-eight years.
45. (A) Walk up 898 steps.  
(B) Take the elevator to the top.  
(C) Come down on the elevator.  
(D) Walk down the stairs.
46. (A) They jumped over it.  
(B) They took pictures of it.  
(C) They wrote their names on it.  
(D) They touched it.
47. (A) Music appreciation.  
(B) American history.  
(C) Dance.  
(D) Geography.
48. (A) They were an important part of the daily lives of the people of the frontier.  
(B) They were all extremely old.  
(C) They were all written as theme songs for political campaigns.  
(D) They were primarily written as dance music.
49. (A) They weren't as enduring.  
(B) They were harder to sing and play.  
(C) They were livelier.  
(D) They weren't concerned with politics.
50. (A) Sing songs.  
(B) Look at some sheet music.  
(C) Go to a dance.  
(D) Listen to a recording.

# STOP

This is the end of Listening Comprehension Section of the Test

The next part of the Test is Section 2.

Turn to the directions for Section 2, read them, and begin work.

Do not read or work on any other section of the Test.





## SECTION 2

# STRUCTURE AND WRITTEN EXPRESSION

Time: 25 minutes

### Part A

This section is designed to test your ability to recognize language structures that are appropriate in standard written English. The questions in this section belong to two types, each of which has special directions.

**Directions:** Questions 1-15 are partial sentences. Below each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Select the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question you have selected. Blacken the space so that the letter inside the circle does not show.

#### Example I

Drying flowers is the best way \_\_\_\_\_ them.

- (A) to preserve
- (B) for preserving
- (C) preserve
- (D) preserved

The sentence should state, "Drying flowers is the best way to preserve them." Therefore, the correct answer is (A).

#### Example II

Many American universities \_\_\_\_\_ as small, private colleges.

- (A) begun
- (B) beginning
- (C) began
- (D) for the beginning

The sentence should state, "Many American universities began as small, private colleges." Therefore, the correct answer is (C).

After you read the directions, begin work on the questions.

1. \_\_\_\_\_ of the Stamp Act in 1765 provoked strong opposition among the American colonists.
  - (A) The passage was
  - (B) It was the passage
  - (C) Before the passage
  - (D) The passage
2. In 1905 Juneau replaced Sitka Alaska.
  - (A) the capital was
  - (B) as the capital of
  - (C) was the capital of
  - (D) the capital being
3. \_\_\_\_\_ were first viewed through a telescope by Galileo.
  - (A) Jupiter has four moons
  - (B) Jupiter's four moons
  - (C) Jupiter surrounded by four moons
  - (D) Surrounded by four moons, Jupiter
4. \_\_\_\_\_ the end of the Ice Age around 8000 B.C., mammoths became extinct.
  - (A) With



- (B) It was  
(C) That  
(D) In addition
5. There are two basic kinds of air compressors, reciprocating and .  
(A) another kind that is rotating  
(B) one that rotates  
(C) a rotating kind  
(D) rotating
6. The human body has four jugular veins, \_\_\_\_\_ each side of the neck.  
(A) there are two on  
(B) it has two on  
(C) two are on  
(D) two on
7. \_\_\_\_\_ its proximity to New York, New Jersey is an important link in the nation's transportation system.  
(A) Since  
(B) As a result  
(C) However  
(D) Because of
8. Agronomists work to improve the quality of crops, increase the yield of fields, and \_\_\_\_\_ of the soil.  
(A) the quality is maintained  
(B) maintain the quality  
(C) the maintenance of the quality  
(D) maintaining the quality
9. From 1898 to 1933, the U.S. Weather Bureau obtained information about the weather from to box kites.  
(A) attached devices  
(B) attached to devices  
(C) devices attached  
(D) devices were attached
10. Projective tests \_\_\_\_\_ as the Rorschach Test have no right or wrong answers.  
(A) such  
(B) similar  
(C) like  
(D) same
11. One purpose \_\_\_\_\_ to decide if there is sufficient evidence to try a person for a crime.  
(A) of a grand jury is  
(B) of a grand jury  
(C) for a grand jury  
(D) of a grand jury which is
12. \_\_\_\_\_ in 1937, the Golden Gate Bridge spans the channel at the entrance to San Francisco Bay.  
(A) Completes  
(B) Completed  
(C) Completing  
(D) To complete
13. A slipped disk is a condition the intervertebral disk protrudes and presses on nerves.  
(A) what  
(B) which is  
(C) in which  
(D) that
14. Scientists stress that the overall warming trend of the last decade holds much more significance single year's temperatures.  
(A) any do  
(B) than do any  
(C) than any do  
(D) do than
15. When \_\_\_\_\_ impulses from many of the neurons in one part of the brain, an epileptic seizure occurs.  
(A) the simultaneous bursts  
(B) simultaneously burst  
(C) there are simultaneous bursts of  
(D) simultaneously bursting





- University of Virginia.
22. The state of New Mexico is not densely population, with an average of only four people per square kilometer.  
A B C D
23. Alike bases which cause litmus to turn blue, acids cause litmus to turn red.  
A B C D
24. Plant cuttings who are placed in water will develop roots and can then be planted in soil.  
A B C D
25. Lead poisoning can result if to much leads builds up in the body.  
A B C D
26. Many American childrens learned to read from the more than 120 million copies of *McGuffey's Reader*.  
A B C D
27. In a *Farewell to Arms* (1926) Hemingway tried to capture the feelings the American people at the end of World War I.  
A B C D
28. From 1785 to 1790, the capital of the U.S. is located in New York City.  
A B C D
29. Many Civil War battles were fought in Virginia than in any other state.  
A B C D
30. When T.S Elliot's *The Wasteland* appeared in 1922, critics were divided as to how well it was wrote.  
A B C D
31. The Wagner Act guarantees workers in the U.S. the right to organizing labor unions.  
A B C D
32. According the kinetic theory, all matter consists of constantly moving particles.  
A B C D
33. The average salt content of seawater is more than 3 percents.  
A B C D
34. The isotopes of one element can have different weighs.  
A B C D
35. It is in the troposphere, the lowest part of the atmosphere, the wind, storms, and another kinds of weather take place.  
A B C D



36. The differing curricula at the community colleges in Kent County reflect the fact that the student population at each sites is not consistent.  
 A B C D
37. Of the two Diomedede Islands, only one belongs the United States.  
 A B C D
38. The novels of Kurt Vonnegut present a desperately comic aware of human nature.  
 A B C D
39. In spite of her physician handicaps, Helen Keller graduated from Radcliffe with honors.  
 A B C D
40. Some toxins are produced by alive bacteria, but others are released only after a bacterium dies.  
 A B C D

**⇒STOP⇐**

This is the end of Section 2

If you finish in less than 25 minutes, check your work on Section 2 only.  
 Do not read or work on any other section of the test.



## SECTION 3

# READING COMPREHENSION

Time: 55 minutes

**Directions:** In the third part of this section you will read several passages. Each is followed by questions about it. For questions 1-50, you need to select the one best answer, (A), (B), (C), and (D), to each question. Then, on your answer sheet, find the number of the question and blacken the space that corresponds to the letter of the answer you have selected. Answer all questions following a passage on the basis of what is stated or implied in the passage. Read the following passage:

A tomahawk is a small ax used as a tool and a weapon by the North American Indian tribes. An average tomahawk was not very long and did not weigh a great deal. Originally, the head of the tomahawk was made of a shaped stone or an animal bone and was mounted on a wooden handle. After the arrival of the European settlers, the Indians began to use tomahawks with iron heads. Indian meals and females of all ages used tomahawks to chop and cut wood, pound stakes into the ground to put up wigwams, and do many other chores. Indians warriors relied on tomahawks as weapons and even threw them at their enemies. Some types of tomahawks were used in religious ceremonies. Contemporary American idioms reflect this aspect of American heritage.

### Example I

Early tomahawk heads were made of

- (A) stone or bone
- (B) wood or sticks
- (C) European iron
- (D) religious weapons

According to the passage, the early tomahawk heads were made of stone and bone. Therefore, the correct answer is (A).

### Example II

How has the Indian use of tomahawks affected American daily life today?

- (A) Tomahawks are still used as weapon.
- (B) Tomahawks are used as tools for certain jobs.
- (C) Contemporary language refers to tomahawks.
- (D) Indian tribes cherish them as heirlooms.

The passage states that "Contemporary American idioms reflect this aspect of American heritage." The correct answer is (C).

After you read the directions, begin work on the questions.

### Questions 1-10

While the bald eagle is one national symbol of the United States, it is not the only one.



Uncle Sam, the bearded gentleman costumed in the red, white, and blue stars and stripes of the nation's flag, is another well-known national symbol. According to legend, this character is based on Samuel Wilson, the owner of a meat-packing business in Troy, New York. During the War of 1812, Sam Wilson's company was granted a government contract to supply meat to the nation's soldiers; this meat was supplied to the army in barrels stamped with the initials U.S., which stood for United States. However, the country was at that time relatively young, and the initials U.S. were not commonly used. Many people questioned what the initials represented, and the standard reply became "Uncle Sam", for the owner of the barrels. It is now generally accepted that the figure of Uncle Sam is based on Samuel Wilson, and the U.S. Congress has made it official by adopting a resolution naming Samuel Wilson as the inspiration for Uncle Sam.

1. Uncle Sam—Symbols of the Nation. The paragraph preceding this passage most probably discusses ....
  - (A) The war of 1812.
  - (B) The bald eagle, which symbolizes the United States.
  - (C) Sam Wilson's meat-packing company.
  - (D) The costume worn by Uncle Sam.
2. Which of the following is the most appropriate title for this passage?
  - (A) The Bald Eagle.
  - (B) The Symbols of the United States.
  - (C) Samuel Wilson.
  - (D) Uncle Sam-Symbols of the Nation.
3. Which of the following is not mentioned about Uncle Sam's appearance?
  - (A) He wears facial hair.
  - (B) There is some blue in his clothing.
  - (C) He is bald.
  - (D) His clothes have stripes in them.
4. The word "costumed" in line 2 could most easily be replaced by ....
  - (A) Dressed.
  - (B) Nationalized.
  - (C) Hidden.
  - (D) Seen.
5. Sam Wilson was the proprietor of what type of business?
  - (A) A costume company.
  - (B) A meat-packing company.
  - (C) A military clothier.
  - (D) A barrel-making company.
6. The word "granted" in line 6 means....
  - (A) Refused.
  - (B) Underbid for.
  - (C) Told about.
  - (D) Given.
7. According to the passage, what was in the barrels stamped U.S.?
  - (A) Sam Wilson.
  - (B) Food for the army.
  - (C) Weapons to be used in the war.
  - (D) Company contracts.
8. The word "initials" in line 9 means....
  - (A) Nicknames.
  - (B) Family names.
  - (C) First letter of the words.
  - (D) Company names.
9. The word "official" in line 13 is closest in meaning to ....
  - (A) Authorized.
  - (B) Professional.
  - (C) Dutiful.
  - (D) Accidental.
10. In 1812, people most probably answered that the letters "U.S." written on the barrels stood for "Uncle Sam" because....
  - (A) Congress required it.
  - (B) Samuel Wilson was their





- favourite uncle.  
(C) Sam Wilson preferred it.

- (D) They were not exactly sure what the letter meant.

### Questions 11-20

The Alaska pipeline starts at the frozen edge of the Arctic Ocean. It stretches southward across the largest and northernmost state in the United States, ending at remote ice-free seaport village nearly complicated to operate. The steel pipe crosses windswept plains and endless miles of delicate tundra that tops the frozen ground. It weaves through crooked canyons, climbs sheer mountains, plunges over rocky crags, makes its way through thick forests, and passes over or under hundreds of rivers and streams. The pipe is 4 feet in diameter, and up to 2 million barrels (or 84 million gallons) of crude oil can be pumped through it daily.

Resting on H-shaped steel racks called "bents," long sections of the pipeline follow a zigzag course high above the frozen earth. Other long sections drop out of sight beneath spongy or rocky ground and return to the surface later on. The pattern of the pipeline's up-and-down route is determined by the often harsh demands of the arctic and subarctic climate, the tortuous lay of the land, and the varied compositions of soil, rock, or permafrost (permanently frozen ground). A little more than half of the pipeline is elevated above the ground. The remainder is buried anywhere from 3 to 12 feet, depending largely upon the type of terrain and the properties of the soil.

One of the largest in the world, the pipeline cost approximately \$8 billion and is by far the biggest and most expensive construction project ever undertaken by private industry. In fact, no single business could raise that much money, so 8 major oil companies formed a consortium in order to share the costs. Each company controlled oil rights to particular shares of land in the oil fields and paid into the pipeline-construction fund according to the size of its holdings. Today, despite enormous problems of climate, supply shortages, equipment breakdowns, labor disagreements, treacherous terrain, a certain amount of mismanagement, and even theft, the Alaska pipeline has been completed and is operating.

- |   |   |
|---|---|
| <p>11. The passage primarily discusses the pipeline's ...<br/>(A) Operating costs.<br/>(B) Employees.<br/>(C) Consumers.<br/>(D) Construction.</p>              | <p>is closest in meaning to ....<br/>(A) Consisting of.<br/>(B) Supported by.<br/>(C) Passing under.<br/>(D) Protected with.</p>  |
| <p>12. The word "it" in line 5 refers to ...<br/>(A) Pipeline.<br/>(B) Ocean.<br/>(C) State.<br/>(D) Village.</p>   | <p>15. The author mentions all of the following as important in determining the pipeline's route except the ....<br/>(A) Climate<br/>(B) Lay of the land itself.<br/>(C) Local vegetation.<br/>(D) Kind of soil and rock.</p> |
| <p>13. According to the passage, 84 million gallons of oil can travel through the pipeline each ...<br/>(A) Day.<br/>(B) Week.<br/>(C) Month.<br/>(D) Year.</p> | <p>16. The word "undertaken" in line 21 is closest meaning to ....<br/>(A) Removed.<br/>(B) Selected.<br/>(C) Transported.<br/>(D) Attempted.</p>   |
| <p>14. The phrase "resting on" in line 10</p>   |   |



17. How many companies shared the costs of constructing the pipeline?  
 (A) 3  
 (B) 4  
 (C) 8  
 (D) 12
18. The word "particular" in line 23 is closest meaning to ....  
 (A) Peculiar.  
 (B) Specific.  
 (C) Exceptional.  
 (D) Equal.
19. Which of the following determined what percentage of the construction costs each member of the consortium would pay?  
 (A) How much oil field land each company owned.  
 (B) How long each company had owned land in the oil fields.  
 (C) How many people worked for each company.  
 (D) How many oil wells were located on the company's land.
20. Where in the passage does the author provide a term for an earth covering that always remains frozen?  
 (A) Line 3  
 (B) Line 10  
 (C) Line 15  
 (D) Line 22

### Questions 21-30

The food we eat seems to have profound effect on our health. Although science has made enormous steps in making food more fit to eat, it has, the same time, made many foods unfit to eat. Some research has shown that perhaps eighty percent of human illnesses are related to diet and forty percent of cancer is related to the diet as well, especially cancer of the colon. People of different cultures are more prone to contract certain illnesses because of the characteristic foods they consume.

That food is related to illness is not a new discovery. In 1945, government researchers realized that nitrates and nitrites (commonly used to preserve color in meats) as well as other food additives caused cancer. Yet, these carcinogenic additives remain in our food, and it becomes more difficult all the time to know which ingredients on the packaging labels of processed food are helpful or harmful. The additives that we eat are not all so direct. Farmers often give penicillin to cattle and poultry, and because of this, penicillin has been found in the milk of treated cows. Sometimes similar drugs are administered to animals not for medicinal purposes, but for financial reasons. The farmers are simply trying to fatten the animals in order to obtain a higher price on the market. Although the Food and Drug Administration (FDA) has tried repeatedly to control these procedures, the practices continue.

A healthy diet is directly related to good health. Often we are unaware of detrimental substances we ingest. Sometimes well-meaning farmers or others who do not realize the consequences add these substances to food without our knowledge.

21. How has science done a disservice to people?  
 (A) Because of science, disease caused by contaminated food has been virtually eradicated.  
 (B) It has caused a lack of information concerning the value of food.  
 (C) As a result of scientific intervention, some potentially harmful substances have been added to our food.  
 (D) The scientists have been preserved the color of meats, but not of vegetable.
22. The word "prone" in line 6 is nearest in meaning to ....



- (A) Supine.  
 (B) Unlikely.  
 (C) Healthy.  
 (D) Predisposed.
23. What are nitrates used for?  
 (A) They preserve flavour in packaged food.  
 (B) They preserve the color of meats.  
 (C) They are the objects of research.  
 (D) They cause the animals to become fatter.
24. FDA means....  
 (A) Food Direct Additives.  
 (B) Final Difficult Analysis.  
 (C) Food and Drug Administration.  
 (D) Federal Dairy Additives.
25. The word “these” in line 10 refers to ...  
 (A) Meats  
 (B) Colors  
 (C) Researchers  
 (D) Nitrates and nitrites.
26. In line 11, the word “carciogenic” is closest in meaning to ....  
 (A) Trouble-making.  
 (B) Color-retaining.  
 (C) Money-making.  
 (D) Cancer-causing.
27. All of the following statements are true, EXCEPT...  
 (A) Drugs are always given to animals for medical reasons.  
 (B) Some of the additives in our food are added to the food itself and some are given to the living animals.  
 (C) Researchers have known about the potential hazards of food additives for more than forty-five years.  
 (D) Food may cause forty percent of the cancer in the world.
28. The word “additives” in line 11 is closest in meaning to ....  
 (A) Added substances.  
 (B) Dangerous substances.  
 (C) Natural substances.  
 (D) Benign substances.
29. What is the best title for this passage?  
 (A) Harmful and Harmless Substances in Food.  
 (B) Improving Health through a Natural Diet.  
 (C) The Food You Eat Can Affect Your Health.  
 (D) Avoiding Injurious Substances in Food.
30. In line 2, the word “fit” is closest in meaning to ....  
 (A) Athletic.  
 (B) Suitable.  
 (C) Tasty.  
 (D) Adaptable.

### Questions 31-40

Juan Ponce de Leon was the first Spaniard to touch the shores of the present United States. As Columbus had not remotely realized the extent of his momentous discovery, so de Leon never dreamed that his “island” of Florida was a peninsular extension of the vast North American Continent. After coming to the New World with Columbus in 1493, he had led the occupation of Puerto Rico in 1508 and governed it from 1509 to 1512. In 1509, de Leon started a colony at Caparra, later abandoned in favour of San Juan. He was one of the first adelantados---men who “advanced” the Spanish Empire by conquest, subjugation of the Indians, and establishment of semi-military government.

In Puerto Rico he heard a legend about an island called Bimini, where there was said to be a spring that restored youth to all who bathed in it. It is said he was seeking this spring when he discovered Florida.



He sailed from Puerto Rico in March 1513. On Easter Sunday he sighted the coast. A few days later he landed on Florida's east coast, near what is now St. Augustine. He named the place La Florida after the Spanish term for Easter Sunday---Pascua florida, or "flowery feast." He then sailed around the peninsula and up the west coast. He returned to Florida in 1521.

31. In what year did de Leon discover Florida?  
 (A) 1508.  
 (B) 1513.  
 (C) 1521.  
 (D) 1492.
32. What was the title of the first colony started by Ponce de Leon in Puerto Rico?  
 (A) San Juan.  
 (B) La Florida.  
 (C) Caparra.  
 (D) St. Augustine.
33. What was the name of the legendary island where the fabled Fountain of Youth was said to be?  
 (A) Cuba.  
 (B) Bimini.  
 (C) Atlantis.  
 (D) Bermuda.
34. Which of the following is implied by the passage?  
 (A) Ponce de Leon was the true discoverer of the North American Continent.  
 (B) Ponce de Leon rejected the philosophy of the adelantados.  
 (C) Ponce de Leon may have discovered Florida 'by accident'.  
 (D) Ponce de Leon's greatest contribution was his discovery of the Fountain of Youth.
35. Pascua Florida is the Spanish term for which holiday?  
 (A) Easter Sunday.  
 (B) Christmas.  
 (C) Thanksgiving.  
 (D) Palm Sunday.
36. According to the passage, which of the following was NOT a means of advancement of the Spanish Empire in the New World?  
 (A) Conquest.  
 (B) Subjugation of Indians.  
 (C) Establishment of semi-military governments.  
 (D) Treaties and negotiation.
37. From the passage, it can be assumed that a "peninsula" is...  
 (A) A volcanic island.  
 (B) An island completely surrounded by water.  
 (C) An extension of land surrounded almost completely by water.  
 (D) An island inhabited by Indians.
38. The tone of the word "advanced" in line 8 suggests that ...  
 (A) Adelantados favour progress.  
 (B) Progress could not have occurred without subjugation.  
 (C) Progress is related to conquest and subjugation.  
 (D) Conquest, subjugation, and semi-military government are not progress.
39. According to the passage, Ponce de Leon believed the land he discovered was ...  
 (A) Part of the Bahamas.  
 (B) The new "island" of Florida.  
 (C) The mainland of United States.  
 (D) Puerto Rico.
40. Ponce de Leon was classified as an adelantado because he ....  
 (A) Was a great explorer.  
 (B) Was the first Spaniard to see the shores of the United States.  
 (C) Conquered and ruled by military force.  
 (D) Claimed Florida for the king of Spain.



**Questions 41-50**

In approximately 260 A.D., a massive volcanic eruption buried some highlands of Central America in ash, forcing the Mayan people to Abandon this area for decades and up to two centuries in the worst hit areas. The eruption was swift; it occurred in only identifiable stages, with almost no interval in between. As a result of the lava outlet route being under water, steams explosions contributed to the violence of the eruption, and the rapid cooling of magma to tephra (ash and other materials) by the lake waters created very small particles, which the wind carried long distances. The magnitude of the eruption can be calculated from the three-foot-deep ash fall forty five miles from the source. One small area in this region was struck by three additional in the three years that followed. These various eruptions differed in terms of the size of the area devastated and the nature of the tephra blasted into the air, but in each instance people showed a dogged determination to reoccupy the lands affected thereby taking obvious risks but also reaping the less obvious benefits of volcanic activity.

41. A huge volcanic eruption caused the Mayans to abandon parts of Central America....  
 (A) About 620 years ago.  
 (B) About 2.250 years ago.  
 (C) About 1.725 years ago.  
 (D) About 260 years ago.
42. Mayans in this area had to leave ....  
 (A) For about 10 years.  
 (B) For about 260 years.  
 (C) I two stages.  
 (D) For as long as 200 years.
43. It can be inferred that the explosions was particularly strong because ....  
 (A) The eruption was swift.  
 (B) The escape route for the lava was under water.  
 (C) The magma cooled rapidly to tephra.  
 (D) The ash forty-five miles from the source was three feet deep.
44. The magma was cooled quickly to tephra thanks to....  
 (A) Ash and other materials.  
 (B) Very small particles.  
 (C) The wind.  
 (D) The water of the lake.
45. The word "it" in line 4 refers to ....  
 (A) Mayan people.  
 (B) This area.  
 (C) The eruption.
- (D) Some highlands.
46. The size of the eruption can be best gauged by the fact that ....  
 (A) There was deep ash a great distance from the eruption itself.  
 (B) The wind carried particles a great distance.  
 (C) The lava outlet route was under water.  
 (D) Three additional eruptions occurred.
47. A sequel which all three additional eruptions mentioned in the passage had in common was ....  
 (A) The size of the area devastated.  
 (B) The type of tephra generated.  
 (C) The return of the inhabitants to affected areas.  
 (D) The obvious risks of volcanic activity.
48. The word (devastated) in line 12 is closest in meaning to....  
 (A) Destroyed.  
 (B) Overpowered.  
 (C) Disposed.  
 (D) Gave up.
49. The volcanic eruption in 250 A.D. was probably ....  
 (A) Swifter than the others mentioned.



- (B) Larger than the others mentioned.
- (C) Two centuries than the others mentioned.
- (D) Later than the others mentioned.
50. The inhabitants of the area which had been hit by the additional eruptions ....
- (A) Gained some advantages.
- (B) Did not take obvious risks.
- (C) Differed in terms of the areas affected.
- (D) Were determined to keep their dogs on the land affected.

**⇨STOP⇩**

**This is the end of Section 3**

If you finish in less than 55 minutes, check your work on Section 3 only.  
Leave your answer sheet on the table and you can go out.



# Vocabulary List



**Strategi Pemanapan Dan Percepatan  
Skor Toefl**



| <b>Word</b> | <b>Definition</b>  | <b>Sample Sentence</b>   |
|-------------|--|--|
| Abundant    | Dalam jumlah banyak.   | Living close to a lake means we have an abundant supply of water.                |
| Accumulate  | Menjadi banyak.  | Each fall, leaves accumulate in our driveway.                                    |
| Accurate    | Benar; bebas dari kesalahan.   | Make sure your address is accurate before submitting your online order.          |
| Accustomed  | Harus melakukan sesuatu.   | Having 8AM classes means I'm accustomed to getting up early.                     |
| Acquire     | Menjadi pemilik dari   | When my grandmother died, I acquired her cookbook collection.                    |
| Adamant     | Menolak untuk merubah pendapatnya.                                     | The defendant was adamant that he was innocent.                                  |
| Adequate    | Cukup untuk memenuhi kebutuhan.  | Our house isn't big, but it's adequate for the two of us.                        |
| Adjacent    | Dekat atau bersebelahan.   | The park is adjacent to the school.  |
| Adjust      | Merubah sesuatu agar lebih sesuai dengan tujuan yang diinginkan.       | The bike seat may be too high; you'll probably need to adjust it.                |
| Advantage   | Sesuatu yang membuatnya menjadi lebih mudah untuk mendapatkan sesuatu. | His height gives him an advantage in basketball.                                 |
| Advocate    | Mendukung/pendukung.   | My aunt is a major advocate for women's' rights.                                 |
| Adverse     | Bertolak belakang atau menentang.                                      | I had an adverse reaction to my medication and had to stop taking it.            |
| Aggregate   | Mengombinasikan.   | We should aggregate our resources to share them more easily.                     |
| Aggressive  | Agresif.   | The salesperson was very aggressive when trying to get us to buy the television. |
| Allocate    | Menyisihkan sesuatu untuk tujuan tertentu.                             | The village needs to allocate funds for building the new school.                 |
| Alternative | Pilihan yang lain.   | If the ATM is broken, an alternative solution is to stop by the bank.            |



|            |  |  |
|------------|--|--|
| Amateur    | Belum berpengalaman.                                 | He's an amateur soccer player and is still learning the rules of the game.                               |
| Ambiguous  | Maknanya belum jelas; atau memiliki beberapa makna   | When I asked the HR manager what my chances were of getting the job, she gave me a very ambiguous reply. |
| Ambitious  | Ambisius.  | My son is very ambitious and hopes to be a millionaire by the time he's thirty.                          |
| Amend      | Berubah kea rah yang lebih baik.                     | I believe we should amend our country's tax laws.  |
| Ample      | Banyak sekali.                                       | Our new apartment has ample space for the two of us.   |
| Anomaly    | Sesuatu yang tidak biasa terjadi; di luar kebiasaan. | The basketball player is the team's best free thrower, so his missing both shots was an anomaly.         |
| Annual     | Terjadi setiap tahun; tahunan.                       | The annual company barbeque takes place every August.  |
| Antagonize | Berseteru; jahil.                                    | The boy loves to antagonize his little sister by pulling her hair.                                       |
| Attitude   | Sikap.   | After she got grounded, the teenager had a bad attitude for the rest of the day.                         |
| Attribute  | Memberikan pujian.                                   | Be sure to attribute credit to your sources when writing a research paper.                               |
| Arbitrary  | Secara acak.   | Flipping a coin is an arbitrary way to make a decision.  |
| Arduous    | Membutuhkan usaha yang luar biasa.                   | After you cross the bridge, there's an arduous walk up the hill.   |
| Assuage    | Mengurangi perasaan negatif.                         | The mother assuaged her child's fear of the dark.  |
| Assume     | Menyimpulkan tanpa bukti yang kuat.                  | I assumed he was rich because he worked as a lawyer.   |
| Augment    | Menambah; memprebanyak.                              | She augments her regular salary by babysitting on the weekends.  |
| Benefit    | Sesuatu yang positif atau                            | A benefit of doing   |



|               |   |   |
|---------------|---|---|
|               | menguntungkan.                            | homework on Friday is that your weekend will be free.                             |
| Berate        | Mencaci-maki                              | Our neighbor berated us after we broke his window playing baseball.               |
| Bestow        | Memberikan hadiah atau reward.            | The medal was bestowed upon him by the president.                                 |
| Boast         | Membanggakan/menyombongkan diri.          | He always boasts of his talents after he wins a game.                             |
| Boost         | Membantu untuk menaikkan sesuatu.         | I gave him a pep talk to boost his self-esteem before his speech.                 |
| Brash         | Nakal/kurang ajar.                        | The brash man always asked inappropriate questions.                               |
| Brief         | Waktu yang singkat.                       | It will only have a brief meeting, so you'll still have plenty of time for lunch. |
| Brusque       | Kasar.                                    | After being away for so long, I expected more than her brusque greeting.          |
| Cacophony     | Hiruk pikuk/suara bising yang mengganggu. | The cuckoo clock shop lets off a cacophony every hour.                            |
| Cease         | Berhenti.                                 | I wish they would cease arguing.  |
| Censure       | Mencela/mengecam.                         | Every parent in our district censured the education cuts.                         |
| Chronological | Terjadi secara berurutan.                 | Put the historical events in chronological order to make them easier to study.    |
| Clarify       | Memperjelas sesuatu.                      | I didn't understand the instructions, so I asked the teacher to clarify them.     |
| Coalesce      | Bersatu/bergabung.                        | The people on the street eventually coalesced into a group.                       |
| Coerce        | Memaksa.                                  | The young boy was coerced into stealing by his friends.                           |
| Cognizant     | Mengetahui.                               | Before mountain climbing, you need to be cognizant of the risks.                  |
| Cohesion      | Bersatu.                                  | Water molecules show strong cohesion when they stick together.                    |
| Coincide      | Terjadi secara bersamaan.                 | This year Thanksgiving  |



|              |                                       |   |
|--------------|---------------------------------------|---|
|              |                                       | coincided with my birthday.   |
| Collapse     | Jatuh.                                | The old building finally collapsed, leaving nothing but a pile of rubble.                               |
| Collide      | Bertabrakan.                          | The two cars collided on the freeway.   |
| Commitment   | Janji/tanggung jawab.                 | Joining a school play is a big commitment. You'll need to practice every evening.                       |
| Community    | Kelompok yang hidup/bekerja bersama.  | The Chinese community in my city is hosting a New Year celebration next week.                           |
| Conceal      | Bersembunyi.                          | The mountains concealed the ocean from view.  |
| Concur       | Setuju.                               | He believes women should be paid as much as men, and I concur.  |
| Conflict     | Ketidak cocokan.                      | The conflict between the two families has been going on for generations.                                |
| Constrain    | Membatasi/mengekang.                  | You should move your plant to a bigger pot, otherwise you'll constrain its roots.                       |
| Contemplate  | Merenungkan.                          | I spend a lot of time contemplating what career I want to have.   |
| Continuously | Terus berlanjut.                      | My neighbors have been continuously blasting their music since last night.                              |
| Contradict   | Memberikan pilihan yang bertentangan. | I told the employees that sales were down, but my boss contradicted me and said sales were actually up. |
| Contribute   | Berkontribusi/memberikan manfaat.     | Every roommate contributes part of his paycheck to the grocery bill.                                    |
| Convey       | Menyampaikan.                         | I've conveyed my interest in working for that company.  |
| Copious      | Banyak sekali.                        | He always takes copious notes during class to study later on.   |
| Core         | Inti.                                 | Although many employees left the company, the core leadership remained.                                 |
| Corrode      | Merusak secara perlahan.              | The rust corroded the paint   |



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|             |  | on my car.  |
| Cumbersome  | Tidak praktis.                                       | Trying to carry four grocery bags at once was very cumbersome.                                  |
| Curriculum  | Pelajaran yang diberikan di sekolah.                 | Our school needs to add more music courses to its curriculum.                                   |
| Data        | Fakta, statistic, informasi tertentu.                | The data from these graphs show that yearly temperatures are increasing.                        |
| Decay       | Membusuk.  | After the tree died, its wood began to decay.   |
| Deceive     | Menipu/memperdaya.                                   | He deceived me by pretending to be a millionaire.   |
| Decipher    | Menemukan arti/makna dari.                           | The spy deciphered the secret code.   |
| Declaration | Pengumuman/deklarasi.                                | He made a declaration to the office that he was quitting.                                       |
| Decline     | 1. Menolak secara halus.<br>2. Memburuk (kesehatan). | 1. I declined his offer of a ride home.<br>2. Her health has declined ever since she turned 70. |
| Degrade     | Berkurang jumlahnya.                                 | My attempt at cake degraded into a crumbly mess.  |
| Demonstrate | Menunjukkan.   | Let me demonstrate the proper way of throwing a football.                                       |
| Deny        | Menolak/menyangkal.                                  | He denied being the robber.   |
| Deplete     | Menghabiskan/mengosongkan.                           | Your shopping sprees have depleted my savings.  |
| Deposit     | Menyetor.  | Please deposit your books in the bin outside the library.                                       |
| Desirable   | Diinginkan.  | Bravery is a desirable trait for firefighters to have.  |
| Despise     | Benci.   | I despise early morning classes.  |
| Detect      | Mendeteksi.  | The police dog detected the missing child's scent.  |
| Deter       | Menghalangi.   | The warning signs on the house deterred trespassers.  |
| Deviate     | Menyimpang.  | I decided to deviate from my normal route home and  |



|                  |  |   |
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|                  |  | took a shortcut.  |
| Devise           | Membuat/berencana.   | The coach devised a plan for winning the game.                                |
| Diatribes        | Kritik yang tajam.   | The politician went into a diatribe against her opponent.                     |
| Digress          | Menyimpang/melantur.   | The teacher digressed from the lecture to discuss the weather.                |
| Dilemma          | Situasi yang mengharuskan untuk menentukan pilihan yang sulit. | The student faced the dilemma of attending school sick or missing her exam.   |
| Diminish         | Mengurangi.  | Sprinkle baking soda on the carpet to diminish the stain.                     |
| Dispose          | Membuang.  | I need to dispose of this trash.  |
| Disproportionate | Tidak sepadan/tidak seimbang.                                  | The piece of pie I received was disproportionately small.                     |
| Disrupt          | Mengacaukan/mengganggu.  | The protesters disrupted the politician's speech.                             |
| Distort          | Mengubah.  | The camera filter distorted the image.  |
| Distribute       | Membagikan.  | Distribute the materials evenly among the class.                              |
| Diverse          | Bermacam-macam.  | This city has a very diverse population.                                      |
| Divert           | Mengalihkan.   | Because of the accident, the police had to divert traffic down a side street. |
| Dynamic          | Dinamis  | The theater has dynamic shows, so you never know what you'll see.             |
| Ease             | Mengurangi sesuatu yang membuat tidak nyaman.                  | This prescription will ease your allergies.                                   |
| Efficient        | Efisien atau memaksimalkan hasil kerja                         | Now that I'm following a schedule at work, I'm much more efficient.           |
| Eliminate        | Tersisih, menyisihkan.   | Our team lost the match and was eliminated from the competition.              |
| Elite            | Grup pilihan.  | The elite detective team were also sent for when there were big crimes.       |
| Eloquent         | Fasih atau pandai.   | Her eloquent writing has gained her many fans.                                |



|            |                                      |   |
|------------|--------------------------------------|---|
| Emphasize  | Menekankan.                          | The teacher emphasized the due date of the project.                                 |
| Endure     | Menderita, menahan.                  | He has endured four knee operations so far.   |
| Enhance    | Meningkatkan.                        | The falling snow enhanced the beauty of the small village.                          |
| Epitome    | Contoh terbaik dari sesuatu.         | The duchess is the epitome of class.  |
| Equivalent | Sama.                                | Twenty-four is equivalent to two dozen.   |
| Erroneous  | Salah.                               | He apologized for his erroneous statement.  |
| Estimate   | Perkiraan.                           | Try to get an estimate of the number of people attending the concert.               |
| Evade      | Menghindar, mengelak.                | By hiding in the bathroom, we were able to evade the intruder.                      |
| Evaluate   | Menilai, mengevaluasi.               | At the end of the class, every student will evaluate how well the professor taught. |
| Evidence   | Bukti nyata.                         | These fossils are evidence of evolution.  |
| Evolve     | Berkembang.                          | The small school evolved into a world-class institution.                            |
| Exemplary  | Patut dicontoh.                      | She is an exemplary student, and you should copy her study habits.                  |
| Exclude    | Mengeluarkan atau dikeluarkan.       | The young boy was excluded from his friends' soccer game.                           |
| Exclusive  | Terpisah dari yang lain.             | We may not be able to get in since that club is very exclusive.                     |
| Expand     | Memperluas, mengembangkan            | Adding air to bike tires will cause them to expand.                                 |
| Expertise  | Keahlian.                            | The surgeon's expertise is knee surgeries.  |
| Exploit    | Mengeksploitasi, memanfaatkan.       | The company exploited its workers by making them work long hours.                   |
| Expose     | Membuka atau menyingkap kepada umum. | The emails presented exposed the company's corruption.                              |





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|-------------|--|--|
| Extension   | Perpanjangan.                            | If you're sick on the day the paper is due, the teacher may give you an extension on the due date. |
| Extract     | Untuk mendapatkan atau mengubah sesuatu. | The dentist extracted one of my teeth.   |
| Famine      | Kelaparan                                | Millions of children in Ethiopia died due to the famine there.                                     |
| Feasible    | Memungkinkan untuk dilakukan.            | This study plan you made for me sounds feasible, even with my work schedule.                       |
| Finite      | Terbatas.                                | Remember that life is finite; you're not immortal.   |
| Flaw        | Cacat atau rusak.                        | I got the diamond for a reduced price since the stone had a flaw.                                  |
| Fluctuate   | Berubah-ubah, naik turun.                | I'm not sure what to wear since the temperature has been fluctuating so much.                      |
| Focus       | Pusat atau memusatkan.                   | The program is going to focus on environmental issues.   |
| Fortify     | Membangun.                               | The king decided to fortify the castle walls to protect them during attacks.                       |
| Framework   | Kerangka kerja.                          | Skyscrapers must have a strong framework to support all the floors.                                |
| Frivolous   | Sembrono atau tidak penting.             | You must stop spending your money on frivolous purchases.  |
| Function    | Fungsi                                   | The function of petals is to attract insects to the plant.   |
| Fundamental | Pokok, hal mendasar.                     | Learning scales is fundamental to being a good piano player.                                       |
| Gap         | Jarak di antara dua benda.               | Be careful to avoid the gap between the two steps.   |
| Garbled     | Memutar balikkan perkataan.              | Our answering machine is so bad that people's voices are always garbled.                           |
| Generate    | Menghasilkan.                            | The fire generates heat, which keeps the room warm.  |
| Grandiose   | Mengagumkan.                             | The actress had only one small part before she got   |



|            |   |   |
|------------|---|---|
|            |   | grandiose ideas of her fame.  |
| Hackneyed  | Sudah using/basi.                             | His poems contain many hackneyed phrases.   |
| Haphazard  | Sembarangan, sembrono                         | There was no schedule, so the event was very haphazard.                                     |
| Harsh      | Tidak menyenangkan, kejam.                    | Her comments on my performance were very harsh and not kind at all.                         |
| Hasty      | Terburu-buru.                                 | In order to avoid the police, the robbers made a hasty retreat.                             |
| Hazardous  | Penuh resiko.                                 | The nuclear reactor has a lot of hazardous waste.   |
| Hesitate   | Ragu-ragu.                                    | She hesitated before entering the abandoned building.                                       |
| Hierarchy  | Sistem urutan.                                | In the office hierarchy, the manager is higher than the associate.                          |
| Hindrance  | Halangan, rintangan.                          | Her hatred of public transportation is a hindrance when trying to get around New York City. |
| Hollow     | Lubang, rongga.                               | The dead tree is hollow.  |
| Horror     | Ketakutan.                                    | The haunted house filled me with horror.  |
| Hostile    | Tidak bersahabat.                             | My ex-boyfriend's new girlfriend was very hostile towards me.                               |
| Hypothesis | Anggapan tentang sesuatu yang tidak mendasar. | You'll need to conduct an experiment to test your hypothesis.                               |
| Identical  | Sama persis.                                  | The twins were completely identical.  |
| Illiterate | Tidak dapat membaca                           | Because he'd never been able to attend school, the man was illiterate.                      |
| Illustrate | Menjelaskan dengan menggunakan contoh.        | The professor illustrated the lesson with a personal story.                                 |
| Impact     | Dampak atau pengaruh.                         | His moving words had a large impact on me.  |
| Impair     | Merusak atau menghalangi.                     | Drinking alcohol will impair your driving abilities.  |



|               |  |  |
|---------------|--|--|
| Implement     | Melaksanakan.  | We will implement the new schedule starting next semester.                             |
| Imply         | Menyarankan atau menyatakan.                           | My mother implied that I was the one who forgot to take out the trash.                 |
| Impose        | Mengganggu.  | After the riots, the mayor imposed a curfew on the town.                               |
| Impoverish    | Menjadi miskin.  | These medical bills are going to impoverish me.  |
| Incentive     | Pendorong, perangsang, alasan untuk melakukan sesuatu. | I hate my job, but the big paychecks are a good incentive to stick with it.            |
| Incessant     | Terus menerus tanpa terputus.                          | I can't sleep because of the dog's incessant barking.                                  |
| Incidental    | Bagian kecil atau kebetulan.                           | Don't worry about your grade on this quiz; it's only an incidental part of your grade. |
| Incite        | Menghasut.   | The ringleader incited the soldiers to rebellion.                                      |
| Inclination   | Kecenderungan.   | My inclination is to go to bed early.  |
| Incompetent   | Tidak mampu.   | The incompetent worker was fired from his job.   |
| Inconsistent  | Berubah-ubah.  | His pitching has been very inconsistent all season.                                    |
| Indefatigable | Tidak kenal lelah.                                     | She is an indefatigable hiker and can walk all day.                                    |
| Indisputable  | Tidak dapat disangkal.                                 | She's the indisputable star of the basketball team.                                    |
| Ineffective   | Tidak efektif atau sia-sia.                            | The drug was shown to be ineffective at curing cancer.                                 |
| Inevitable    | Tidak dapat dihindarkan.                               | Even if you're healthy, death is inevitable in the end.                                |
| Infer         | Menduga atau berpendapat.                              | I inferred that she was annoyed based on her body language.                            |
| Inflate       | Memompa.   | Getting a promotion has really inflated his ego.                                       |
| Influence     | Mempengaruhi.  | The older sister has been a positive influence on her younger siblings.                |
| Inhibit       | Menghalangi.   | This cleaning spray inhibits the growth of bacteria.                                   |



|             |   |  |
|-------------|---|--|
| Initial     | Pertama.  | She was the initial president of the company.                                |
| Inquiry     | Penyelidikan                                    | Congress launched an inquiry after the senator was accused of taking bribes. |
| Integral    | Yang diperlukan untuk melengkapi sesuatu.       | You can't quit. You're an integral part of this team.                        |
| Integrate   | Menggabungkan.                                  | When making a cake, you need to fully integrate the wet and dry ingredients. |
| Interpret   | Menafsirkan.                                    | I need you to interpret this German speech for me.                           |
| Intervene   | Menghalangi.                                    | When the toddlers couldn't share their toys, their mothers had to intervene. |
| Intrepid    | Pemberani.                                      | The intrepid mountain climber reached the top of Mt. Everest.                |
| Intricate   | Berbelit-belit, ruwet.                          | The pattern on this blanket is so intricate.                                 |
| Invasive    | Menyerbu.                                       | We found the stranger's questions too personal and very invasive.            |
| Investigate | Menyelidiki, memeriksa.                         | The police are going to investigate the crime scene.                         |
| Irascible   | Cepat marah.                                    | Even though my grandfather seems irascible, he's actually very loving.       |
| Irony       | Menggunakan kata yang berlawanan untuk mencela. | "I love spending my Friday nights doing homework," she said with irony.      |
| Irresolute  | Ragu-ragu.                                      | Not sure which direction to go in, he stood irresolute.                      |
| Jargon      | Kata tertentu untuk mewakili grup tertentu.     | To be a successful doctor, you'll need to learn a lot of medical jargon.     |
| Jointly     | Bersama-sama.                                   | The newlyweds jointly opened up a bank account.                              |
| Knack       | Ketangkasan.                                    | My brother has a real knack for solving tricky math problems.                |
| Labor       | Pekerja.  | Building a house requires a lot of labor.                                    |
| Lag         | Tertinggal.                                     | I stayed with the front group of runners for the                             |



|            |   |  |
|------------|---|--|
|            |   | first few miles, but after that I began to lag.  |
| Lampoon    | Mengecam.                                       | The cartoonist lampooned the president's speech.   |
| Languish   | Merana, layu, kendor.                           | During winter break, my plants languished since I was visiting my parents and couldn't water them. |
| Lecture    | Perkuliahhan.                                   | The professor will give a 30 minute lecture before the quiz.                                       |
| Leery      | Curiga.   | I'm leery of taking the dark-looking shortcut.   |
| Legitimate | Sah.  | The way he became mayor is completely legitimate.  |
| Lenient    | Lemah lembut, toleran.                          | The judge gave the criminal a lenient sentence due to his bad childhood.                           |
| Likely     | Sepertinya.                                     | I don't have much homework, so it's likely I'll be able to go out tonight.                         |
| Ludicrous  | Lucu, menggelikan, konyol.                      | His claims about me are absolutely ludicrous.  |
| Maintain   | Memelihara, menjaga.                            | She has maintained the same weight since high school.  |
| Major      | Sangat penting, utama.                          | This test is a major part of your final grade.   |
| Manipulate | Menyelewengkan.                                 | He tried to manipulate the results of the election.  |
| Maximize   | Memperbesar.                                    | The store's goal this year is to maximize its profit.  |
| Measure    | Mengukur.                                       | By measuring the tree, I found it was seven feet tall.   |
| Mediocre   | Biasa, rata-rata.                               | The meal the chef made was only mediocre.  |
| Mend       | Memperbaiki, menambal.                          | My mother will mend the hole in my shirt.  |
| Method     | Cara untuk melakukan sesuatu.                   | Her method for making bread takes three days.  |
| Migrate    | Berpindah dari satu tempat ke tempat yang lain. | Every fall, the geese migrate to Florida.  |
| Minimum    | Paling kecil.                                   | You need to get a minimum of 70% on the test to pass the class.                                    |
| Misleading | Memberikan gagasan yang salah.                  | The advertisement for the weight loss pills is very  |



|              |                                   |  |
|--------------|-----------------------------------|--|
|              |                                   | misleading since studies have shown they're ineffective.   |
| Modify       | Merubah.                          | I need to modify my style so it looks more professional.   |
| Morose       | Muram, murung.                    | The boy was morose after hearing he didn't make the football team.                                   |
| Negligent    | Malas.                            | The negligent babysitter invited her friends over while the children were upstairs.                  |
| Nonchalant   | Tidak peduli.                     | I was hurt when my friend greeted me so nonchalantly.  |
| Obey         | Mentaati, patuh.                  | My dog always obeys me when I ask her to sit.  |
| Obtain       | Mendapatkan.                      | The spy obtained the secret codes we need.   |
| Obvious      | Mudah dimengerti, jelas.          | The large poster of Michael Jackson over her bed made it obvious who her favorite singer was.        |
| Opponent     | Lawan.                            | The soccer player blocked her opponent's shot at the goal.   |
| Oppress      | Menindas, menekan.                | For the past ten generations the royal family has oppressed the peasants by keeping them in poverty. |
| Origin       | Asli.                             | The explorers are trying to find the origin of the Nile.   |
| Paradigm     | Paradigma, pola.                  | This work of art is a paradigm of the period; you'll see many examples of it in the museum.          |
| Parsimonious | Terlalu hemat, pelit.             | The parsimonious woman only donated a dollar to charity.   |
| Partake      | Ikut serta, ambil bagian.         | My leg was feeling much better, so I decided to partake in the soccer match.                         |
| Partial      | Sebagian, memihak, berat sebelah. | We can get strawberry ice cream, but I'm actually more partial to chocolate.                         |
| Paucity      | Kekurangan.                       | During the drought, the  |



|             |  |   |
|-------------|--|---|
|             |  | town had a paucity of fresh water.  |
| Peak        | Puncak, nilai tertinggi.                         | Winning the championship was the peak of his career.                                |
| Peripheral  | Sekeliling.                                      | There are some peripheral fights going on at the outdoor concert.                   |
| Permeate    | Menyerap, meresap.                               | Let the maple syrup permeate your waffles before eating them.                       |
| Persist     | Tetap melakukan.                                 | I may have lost my last six games, but I will continue to persist trying to win.    |
| Pertain     | Menyinggung, berhubungan.                        | How does your question pertain to the lecture?                                      |
| Phase       | Tahap, fase, masa.                               | In high school, I went through a phase where I only wore black clothes.             |
| Poll        | Memberikan suara.                                | The polls show that my candidate is going to win the election.                      |
| Potent      | Keras, kuat, manjur.                             | Only take one sleeping pill since they're very potent.                              |
| Pragmatic   | Pragmatis, memandang sesuatu sesuai kegunaannya. | Your boyfriend is too dramatic. I think you need a more pragmatic man.              |
| Praise      | Memuji.  | The book is the best I've ever read; I can't praise it enough.                      |
| Precede     | Mendahului.                                      | The flower girls preceded the bride when they walked down the aisle.                |
| Precise     | Sama persis.                                     | When collecting data, it's important that your measurements are very precise.       |
| Prestigious | Bergengsi, bermartabat tinggi.                   | Harvard is one of the most prestigious colleges in the United States.               |
| Prevalent   | Umum, lazim.                                     | If more people don't start washing their hands, disease will become more prevalent. |
| Primary     | Utama, pokok, mendasar.                          | Maeve's primary goal in life is to become a doctor.                                 |
| Prior       | Sebelumnya, lebih dahulu.                        | Prior to becoming a teacher, Elena worked as a book editor.                         |





|              |   |  |
|--------------|---|--|
| Proceed      | Meneruskan.                               | I'm sorry for interrupting; please proceed with your speech.                         |
| Progeny      | Anak-anak, keturunan.                     | The dog's progeny all have yellow fur.   |
| Promote      | Menaikkan, memperkenalkan.                | I'm promoting this new indie movie so that more people will buy tickets to it.       |
| Prosper      | Melakukan dengan baik.                    | Dave hopes his new business will prosper and make him a millionaire.                 |
| Proximity    | Dekat dengan.                             | The twins hated to be apart, so they bought houses in close proximity to each other. |
| Quarrel      | Perselisihan, pertengkaran, percekocokan. | Nina and her boyfriend always quarrel over money.                                    |
| Range        | Area, jarak.                              | The range of ages at the concert spanned from 12 to 65.                              |
| Rank         | Rangking, pangkat sesuai urutan.          | Archibald was promoted to the rank of first captain.                                 |
| Rebuke       | Kemarahan.                                | After staying out too late, Grace received a rebuke from her parents.                |
| Recapitulate | Memberikan hasil, merekapitulasi          | At the end of his speech, the politician made sure to recapitulate his main points.  |
| Recede       | Menyusut.                                 | Two days after the flood, the seawater finally began to recede from our house.       |
| Recommend    | Menganjurkan.                             | I need to ask Mr. Smith if he'll recommend me for this leadership position.          |
| Reform       | Perbaiki, pembaharuan.                    | Melanie's father is in charge of reforming to school system.                         |
| Regulate     | Mengatur.                                 | Ben needs to regulate how much he eats in order to stay at a healthy weight.         |
| Reinforce    | Menguatkan.                               | The builders reinforced the house's wooden frame with steel beams.                   |
| Reject       | Menolak.                                  | Lydia rejected my invitation to the homecoming dance.                                |
| Release      | Melepaskan.                               | The CEO decided to release   |



|            |                                     |   |
|------------|-------------------------------------|---|
|            |                                     | the company's profits from last year.   |
| Rely       | Menggantungkan pada.                | I rely on coffee to get my through my mornings.   |
| Reproach   | Celaan.                             | The coach reproached the players for failing to play their best.  |
| Require    | Membutuhkan.                        | The camping trip requires that every participant bring their own food and sleeping bag.   |
| Resent     | Marah, benci.                       | I've always resented my sister because she is my mother's favorite child.   |
| Resign     | Keluar dari pekerjaan.              | Due to his declining health, the mayor decided to resign from office.   |
| Resist     | Melawan, menentang, menahan.        | Resist the impulse to have ice cream for breakfast.   |
| Resolve    | Memutuskan, memecahkan.             | Matt resolved to get better grades next semester by studying every night.   |
| Restrict   | Membatasi, melarang.                | My doctor told me to restrict myself to one glass of wine a day.  |
| Retain     | Menahan, mempertahankan, menyimpan. | I've decided to retain my normal hairstyle.   |
| Retract    | Menarik kembali, mencabut.          | 1. I felt calmer after the lion retracted its claws.<br>2. After numerous errors were found, the newspaper retracted the story. |
| Retrieve   | Mendapatkan kembali.                | Alexis got out of the car to retrieve the ball her little brother had thrown.   |
| Rhetorical | Digunakan hanya untuk gaya.         | You aren't expected to actually answer rhetorical questions.  |
| Rigid      | Kaku, keras.                        | The boys' father was happy to see the base of the treehouse was rigid and sturdy.   |
| Rotate     | Berputar.                           | Rotate the sculpture so I can see the other side.   |
| Safeguard  | Penjaga, perlindungan.              | A retirement fund is one way to safeguard your finances for the future.   |
| Scrutinize | Memeriksa dengan penuh ketelitian.  | The judges were looking for   |



|             |                            |  |
|-------------|----------------------------|--|
|             |                            | perfection, so they scrutinized every entry.   |
| Section     | Bagian, seksi.             | This section of the stadium dressed completely in red.   |
| Select      | Memilih.                   | Jane selected a blue dress to wear to the wedding.   |
| Sequence    | Urutan, tahapan.           | Librarians need to know how order books in the correct sequence.   |
| Severe      | Keras, hebat, berat.       | 1. The robbers suffered severe consequences for stealing.<br>2. My uncle is currently battling a severe illness in the hospital. |
| Shallow     | Dangkal.                   | You don't need to worry about getting your dress wet. The water is very shallow here.  |
| Shelter     | Tempat berlindung.         | The empty barn gave the men shelter during the storm.  |
| Shrink      | Menyusut.                  | Hopefully this cream will cause my scar to shrink.   |
| Significant | Penting.                   | The Gettysburg Address was a significant event during the Civil War.   |
| Source      | Sumber.                    | You shouldn't use Wikipedia as a source when writing school papers.  |
| Sparse      | Jarang, tipis.             | The farm was almost empty; there were just a few sparse trees here and there.  |
| Specify     | Menetapkan, menentukan.    | You need to specify which size shirt you want before I can order it.   |
| Speculate   | Memikirkan, mengadu nasib. | My sister loves to speculate on the private lives of celebrities.  |
| Solitary    | Sendirian.                 | The hermit lives a solitary existence deep in the mountains.   |
| Somber      | Suram.                     | After losing the competition, the chess players were very somber.  |
| Soothe      | Mengentengkan.             | The mother sang a lullaby to soothe her crying baby.   |



|            |                                 |  |
|------------|---------------------------------|--|
| Squalid    | Jorok.                          | The shelter was squalid and overcrowded.   |
| Stable     | Stabil.                         | We're lucky to live in a country with such a stable government.  |
| Stagnant   | Tidak ada perubahan.            | With few new jobs created, the economy has remained stagnant for the past five years.                                    |
| Strategy   | Stratgi, cara.                  | The football team will need a good strategy to win the game tomorrow.  |
| Subsequent | Kemudian.                       | The first king was a good ruler, but subsequent kings have all been corrupt.   |
| Substitute | Pengganti, menggantikan.        | If you don't have sugar, honey makes a good substitute for this recipe.  |
| Subtle     | Halus, kalem.                   | Maya's perfume was very subtle; you had to get close to her to smell it.   |
| Sufficient | Cukup.                          | Make sure you have sufficient food for the camping trip.   |
| Summarize  | Ringkasan, meringkas.           | The class didn't have time to read the book, so the professor summarized it for them.                                    |
| Supervise  | Mengawasi.                      | My dad didn't think we were old enough to build the fort on our own, so he supervised us.                                |
| Supplant   | Menggantikan.                   | The king was supplanted by his treacherous younger brother who locked him in the dungeon.                                |
| Suspend    | Menunda, menangguhkan, menutup. | 1. The power outage suspended the school concert.<br>2. The lamp is suspended from the high ceiling.                     |
| Suspicious | Mencurigakan.                   | The couple became suspicious when they saw strange men removing their neighbor's expensive electronics during the night. |
| Sustain    | Memungkinkan.                   | I stopped trying to sustain  |



|             |                              |  |
|-------------|------------------------------|--|
|             |                              | the friendship after he made fun of how I looked.  |
| Symbolic    | Simbolis.                    | A cross is symbolic of Christianity.   |
| Technical   | Teknis.                      | The laptop manual is full of technical terms only a computer expert can understand.                            |
| Terminal    | Sambungan.                   | Everyone on the train must get off at the terminal stop.   |
| Tolerate    | Toleransi.                   | I tolerate the rude man since he is my husband's best friend.  |
| Transfer    | Memindahkan sesuatu.         | Ben's work is going to transfer him from Chicago to Detroit.   |
| Transition  | Peralihan, transisi.         | The transition from student to employee can often take awhile to get used to.                                  |
| Transparent | Tembus, nyata.               | 1. The glass vase is completely transparent.<br>2. Her attempt to flatter the movie star was very transparent. |
| Tuition     | Biaya kuliah.                | College tuition prices have gone up in recent decades.   |
| Unobtrusive | Rendah hati.                 | The prince's bodyguards had mastered the art of being unobtrusive.   |
| Unscathed   | Tanpa cedera.                | Ian was lucky to walk away from the car crash unscathed.   |
| Upbeat      | Bahagia, optimis.            | Even when she's having a bad day, my mom always has an upbeat attitude.  |
| Unjust      | Tidak adil.                  | Since I tried my hardest on the exam, I felt my teacher's criticism of me was unjust.                          |
| Vacillate   | Terombang-ambing.            | She vacillated between the two dresses before finally deciding to wear a skirt.                                |
| Valid       | Sah, tepat.                  | The soldiers had valid concerns about the battles they'd be facing.  |
| Vanish      | Lenyap, hilang dengan cepat. | The plane vanished behind the clouds.  |
| Vary        | Bermacam-macam.              |  |



|            |                               |   |
|------------|-------------------------------|---|
| Verdict    | Putusan bersalah.             | The jury delivered a guilty verdict.                              |
| Vestige    | Bekas.                        | The empty castle still had a few vestiges of its former wealth.   |
| Vial       | Botol kecil.                  | The chemist carefully filled the vial with the bubbling solution. |
| Vilify     | Memfitnah, menjelek-jelekkan. | Mark was vilified by his angry ex-girlfriend.                     |
| Voluminous | Sangat besar.                 | The puffy wedding dress had voluminous sleeves.                   |
| Whereas    | Padahal.                      | I always save my money whereas my brother is constantly in debt.  |
| Wholly     | Seluruhnya.                   | The monk is wholly devoted to his faith.                          |
| Widespread | Menyebar.                     | There is widespread poverty across that country.                  |
| Wilt       | Layu.                         | Plants will wilt if you don't water them regularly.               |

### Bagaimana Cara Menggunakan Daftar Kosakata TOEFL ini

Pertama, Anda harus membaca daftar kosakata ini dan mengidentifikasi kata-kata yang Anda tidak tahu atau tidak yakin. Jika Anda bahkan sedikit tidak yakin akan kata kosakata TOEFL, Anda tentu ingin mempelajarinya. Pastikan untuk membaca definisi dan contoh kalimat kata-kata yang Anda yakini untuk memastikan Anda memahaminya sepenuhnya.

Setelah Anda memiliki daftar kata TOEFL yang perlu Anda pelajari, Anda akan ingin mengingat definisi mereka. Anda tidak perlu menghafal contoh kalimat, tetapi Anda harus memeriksanya untuk memastikan Anda memahami bagaimana kata itu digunakan. Anda juga dapat mencari kata-kata TOEFL individual dalam berita Google untuk menemukan artikel yang menyertakan kata tersebut dan memberi Anda gagasan yang lebih baik tentang bagaimana kata itu sebenarnya digunakan.



# Writing & Speaking



Strategi Pemanapan Dan Percepatan  
Skor Toefl



## HOW TO WRITE AN APPLICATION LETTER

### Menulis Surat Lamaran Pekerjaan (Application Letter)

Surat lamaran pekerjaan yang Anda kirim bersama dengan Resume atau Riwayat Hidup merupakan kesempatan Anda untuk menunjukkan diri Anda kepada Pemberi Kerja. Surat lamaran bukan hanya sekedar catatan dimana Anda memperkenalkan diri Anda, meminta pemberi kerja untuk menerima Anda, dan melampirkan dokumen Anda. Bersama dengan Resume atau Riwayat Hidup Anda, surat lamaran atau application letter memberikan kesempatan untuk memasarkan diri Anda sebagai kandidat yang tepat untuk posisi yang dibutuhkan. Ada dua jenis Surat Lamaran atau Application Letter – pertama adalah surat lamaran yang ditujukan untuk merespon posisi pekerjaan yang di iklankan atau informasi pribadi – yang kedua adalah surat lamaran yang dikirim berdasarkan kemungkinan lowongan yang tersedia di sebuah perusahaan atau organisasi, disebut speculative atau cold canvas.

Ada beberapa informasi yang perlu Anda masukan ke dalam Surat Lamaran:

1. Nama pekerjaan atau posisi yang Anda lamar dan dimana Anda memperoleh informasi mengenai lowongan pekerjaan tersebut. Contohnya, Anda dapat memasukan nama media cetak atau online serta tanggal dimuat.
2. Masukan beberapa informasi tentang diri Anda. Jika sudah melampirkan CV (Curriculum Vitae) /Resume / Riwayat Hidup, Anda hanya perlu memberikan informasi dasar mengenai Anda.
3. Sebutkan waktu kapan Anda dapat mengikuti interview.

### Tulisan yang Berhasil

Di lingkungan yang dinamis seperti sekarang ini, menulis surat formal/bisnis yang efektif sangatlah penting. Ikutilah langkah-langkah di bawah untuk meningkatkan kemampuan menulis Anda.

### Susun rencana sebelum menulis

- Tentukan tujuan dengan jelas
- Rencanakan berapa lama waktu yang Anda butuhkan
- Putuskan apa dan berapa banyak yang Anda ingin Anda tulis
- Menulislah untuk mendapatkan jawaban yang Anda inginkan

### Susunlah struktur informasi dengan jelas

- Buatlah surat dengan tampilan yang profesional
- Buatlah pembukaan dan penutup yang jelas
- Rancanglah alur yang logis
- Susunlah ide Anda ke dalam paragraf
- Hubungkan ide Anda dengan menggunakan kata-kata penghubung dan frase
- Gunakan judul dan/atau pion untuk menekankan hal-hal penting

### Pilihan bahasa penulisan

- Ringkas: kalimat [15-20 kata] – paragraf [7-8 baris]
- Gunakan bahasa Inggris sehari-hari
- Hindari penggunaan jargon/istilah, singkatan dan kata yang rumit
- Mulai dan akhirlah dengan ungkapan yang tepat
- Perhatikanlah ejaan, tata bahasa dan tanda baca

### Surat lamaran yang baik

- Dirancang dengan baik
- Ringkas, sederhana, dan jelas
- Mudah dibaca dan terlihat profesional
- Disesuaikan dengan pekerjaan dan pemberi kerja



- Berfokus pada hasil dan tidak hanya pada kompetensi
- Bebas dari detail yang tidak relevan
- Tidak ada kesalahan tata bahasa dan tanda baca
- Jangan terlalu banyak menggunakan *cetak miring* **cetak tebal** dan garis bawah



## Format

Berikut ini format umum dalam menulis Surat Lamaran Pekerjaan:

### 1. Nama dan Alamat Anda

Tuliskan nama lengkap dan alamat lengkap Anda. Gunakan huruf KAPITAL untuk menuliskan kota Anda.

Contoh : Lucy Nguyen (nama lengkap)  
 62 Staghorn Drive (alamat lengkap)  
 BALMORAL Q 4171 (kota dan kode pos)  
 Tel 07 3341 4333 (nomor telepon)

### 2. Tanggal

Tulislah tanggal penulisan surat secara lengkap

Contoh: *31 December 2016* (penulisan Inggris) atau *December, 31 2016* (penulisan Amerika)

### 3. Nama dan Alamat penerima surat

Tuliskan nama lengkap dan jabatan jika Anda mengetahuinya

Contoh: Mr. Alibaba (nama lengkap penerima surat)  
 Manager (jabatan atau *position*)  
 XYZ Consulting (nama perusahaan/organisasi)  
 PO Box 123 (alamat perusahaan)  
 BRISBANE Q 4001 (kota ditulis KAPITAL dan kode pos)

Jika nama dan jabatan tidak diketahui

Contoh: *Human Resources Manager* atau *The Managing Director*

### 4. Salam Pembuka (Salutation)

Contoh: Dear Sir, Dear Madam, Dear Sir/Madam, Dear Mr. Smith, Dear Mrs. Smith

### 5. Alasan Anda Mengirim Surat

Pada paragraf pembuka, tulislah alasan Anda mengirim surat lamaran, apakah Anda merespon dari iklan pekerjaan atau Anda ingin mencoba mencari lowongan pekerjaan yang mungkin tersedia di suatu perusahaan atau organisasi. Sampaikan juga posisi atau jenis pekerjaan yang Anda inginkan.

Contoh menulis paragraph pembuka dengan sumber referensi:

- I am writing to apply for the position of... (posisi pekerjaan) advertised in... (nama sumber) on... (tanggal dimuat).
- I wish to apply for the position of ... (posisi pekerjaan) as advertised in the ... (sumber), ... (tanggal muat)

Contoh menulis paragraph pembuka dengan tanpa sumber referensi:

- I am writing to explore employment opportunities with your organisation as a ... (isi posisi pekerjaan)
- I am writing to express my interest in being considered for an appropriate position within your company when I have completed my current studies.

### 6. Jelaskan Informasi Singkat tentang Diri Anda (Who you are)

Pada paragraf selanjutnya, jelaskan siapa diri Anda dan pendidikan terakhir Anda. Cantumkan nama Universitas dan jurusan yang dipelajari.

Contoh:

- I have recently completed a Bachelor of... majoring in... (jurusan saat kuliah) and would welcome the opportunity to be part of your Graduate Program.
- I am in the final year of a Degree in... and I am keen to pursue a career as...
- This year I will complete a Bachelor of ... (gelar kesarjanaan Anda) at ... (nama universitas) with a major in ... (jurusan yang Anda pelajari di universitas). I have achieved an overall Grade Point Average of ... (on a ... point scale) and have a special interest in ...



### 7. Ceritakan pengalaman singkat Anda (Marketing yourself)

Pada paragraf selanjutnya, jelaskan diri Anda sehingga membuat pembaca tertarik pada diri Anda. Rangkumlah apa yang hendak Anda tawarkan dengan mencantumkan kualifikasi yang akan menarik pembaca dan jelaskan secara singkat pencapaian (achievement) dan kemampuan (skill) yang Anda miliki.

Berikut ini contoh kalimat untuk membantu Anda menjelaskan diri Anda:

- Through over 4 years experience in ...(isi dengan pekerjaan sebelumnya) I have developed skills in... (kemampuan dari pekerjaan sebelumnya)
- Relevant topics taken included...
- Within my course I had the opportunity to undertake a wide variety of project work, ranging from...(isi dengan kemampuan yang Anda peroleh selama kursus)
- This position particularly interests me because it would enable me to make full use of my... skills, as well as my current knowledge of...
- My workplace skills and experience have been enhanced by vacation work with... as a... This involved...
- Whilst completing my degree in... I undertook voluntary work experience at... where I gained valuable experience in...
- Through my combination of degree studies and work experience... I am able to...
- My placement involved the completion of a project on.... This role enabled me to ...
- I also have excellent skills in... developed through... and ...

### 8. Masukkan informasi lainnya

Cantumkan informasi bagaimana pembaca menghubungi Anda.

Bagaimana, kapan, dan dimana Anda dapat dihubungi untuk interview atau wawancara.

- Jangan masukan hobi dan ketertarikan Anda kecuali jika relevan dengan kualitas pekerjaan
- Yang terbaik itu satu halaman, dua halaman maksimal
- Kutiplah statistic dan angka untuk memperkuat prestasi

### 9. Penutup (Closure)

| <b>Isi</b>                    | <b>Salam Pembuka</b>   | <b>Penutup</b>  |
|-------------------------------|--|---|
| Anda tidak mengetahui namanya | <i>Dear Sir</i><br><i>Dear Madam</i><br><i>Dear Sir/Madam</i><br><i>Dear Sirs</i>  | Yours faithfully<br>(Inggris)<br>Sincerely yours<br>(Amerika)<br>Yours truly (Amerika)<br>Sincerely (Amerika)                       |
| Anda mengetahui namanya       | <i>Dear Mr. Smith</i><br><i>Dear Mr. And Mrs. Smith</i><br><i>Dear Ms. Smith</i><br><i>Dear Mrs. Smith (menikah)</i><br><i>Dear Miss Smith (belum menikah)</i> | Yours sincerely<br>*Di Inggris atau Amerika panggilan Ms.<br>Biasanya digunakan baik untuk wanita yang sudah ataupun belum menikah. |



**Lengkapi penutup surat sesuai dengan sapaan berikut:**

1. Dear Miss Marple,  
Yours \_\_\_\_\_
2. Dear Sir,  
Yours \_\_\_\_\_
3. Dear Madam,  
Yours \_\_\_\_\_
4. Dear Mr. Sinatra,  
Yours \_\_\_\_\_
5. Dear Ms. Georgette,  
Yours \_\_\_\_\_

**Contoh Surat Lamaran****Contoh Umum**

Lucy Nguyen  
62 Staghorn Drive  
BALMORAL Q 4171  
Tel 07 3341 4333

10 March 2009

Ms Mary Graham  
Human Resources Manager  
XYZ Consulting  
PO Box 123  
BRISBANE Q 4001

Dear Ms Graham

I wish to apply for the position of Marketing Officer as advertised in the Courier Mail, Saturday 9 March, 2009 – reference No: KL23 (or through the QUT Careers & Employment Service).

Or

I am writing to express my interest in being considered for an appropriate position within your company when I have completed my current studies.

This year I will complete a Bachelor of Business at Queensland University of Technology (QUT) with a major in Marketing and second major in Management. I have achieved an overall Grade Point Average of 5.3 (on a 7 point scale) and have a special interest in Strategic Planning (or obtained a High Distinction in Strategic Marketing).

As part of my studies, I participated in two industry-based project groups. One involved undertaking a detailed analysis of the consumer markets for a major clothing retailer and the other developing a market plan and campaign for a relatively small, energetic and upcoming sports clothing manufacturer and distributor. Both projects provided me with an opportunity to work closely with industry personnel and strengthen my interest in this area. The two companies regarded the outcome of the projects as highly productive and successful.

I have undertaken direct promotional work as part of my Billabong Family Bistro work in Gympie and have consolidated my basic communication and clerical skills through my work at Myers and my vacation placement with a Queensland Government Department.



I bring to any job a strong work ethic and desire to succeed, a willingness to cooperate with others, and a need to produce quality work. As a result of the knowledge and skills gained through my studies at QUT and my industry-based experiences, I will be able to more than adequately the requirements of the Marketing Officer position at XYZ Consulting.

Thank you for considering my application. Enclosed is a copy of my resume and academic record. I would appreciate an interview and am available at short notice. If I am not contactable on my home phone: 07 3333 4444, a message could be left with my neighbour, Mrs Reid on 07 3434 3434 (or my parents on 07 5555 4444).

Yours sincerely

Lucy Nguyen

### **Contoh Surat Lamaran**

Ms Lucy Dibawa  
Unit 3, 55 Peaches Rd  
Newtown TAS 7004  
Ph: 0400 375 120  
Email: [lucym20@hotmail.com](mailto:lucym20@hotmail.com)

22 January 2011

Manager  
Tucker box Foods  
PO Box 583  
North Hobart TAS 7002

Dear Sir / Madam

I am applying for the Administrative Assistant position as advertised in the Mercury on 24 January 2011.

My name is Lucy Dibawa and I am a former refugee from the Democratic Republic of Congo (DRC), arriving in Australia in 2007. In DRC, in the city of Lubumbashi which has a population of 1.4 million people, I worked as a personal assistant and administrative secretary performing many roles from accounts to marketing. My employment included working for Venue Mining as a Secretary/Personal Assistant and at the Bureau Technique and Skye Air as Secretary and in Marketing. I enjoy this type of work and believe that my achievements were well regarded.

I have good skills in Word, Excel, Database and email & internet applications. I am very friendly, well presented, possess excellent oral communication skills and time management skills.

Since arriving in Tasmania I have been heavily involved in community activities, with both the Tasmanian Congolese community and also the wider community. I have been updating my skills to match the needs of the Australian workplace and am now very keen to find employment.



I am available to be interviewed at any time. My resume, giving more details about my experience is attached.

Yours faithfully

Lucy Dibawa





### Contoh Iklan Pekerjaan:

# Join us now :

as a merger company of 3 Top International Educational Consultancy (Enajasa, ISS and Nextgen). We are also center of English and Test Preparation Programs in the ever-growing market of overseas education. We are looking for some competent candidates:

#### English Teacher – Full/Half time

**Job Requirements**

- Female / Male, age between 20 – 30 years old
- Possess max a Bachelor degree
- Proficiency majoring in English Literature, Linguistics, and Prep. teaching experience is an advantage
- Final graduates and final semester students are welcomed
- A very good command in English, verbal & written
- Willing to work in our office at Saten, Jember, Ploar, Cileleg, Negeri Soreah, Tuban Sebeling, Tanjung Duren

#### Marketing

**Job Requirements**

- Female / Male, single, age between 20 – 30 years old
- Minimum Diploma or Bachelor Degree in any field
- Good Graduate or excellent
- Interested in education industry and marketing
- Fluency in English, both oral and written
- A good command in English both verbal and written
- Computer literate, MS Office (Word, Excel, Power Point)
- Capable of working under pressure with an initiative to achieve the given target
- Good attitude, highly motivated, self-organized, independent, detail oriented and cooperative
- Willing to work in our office at Saten, Cileleg

#### SAT or GMAT Tutor – Full/Half time

**Job Requirements**

- Female / Male, age between 20 – 30 years old
- Possess max a Bachelor degree
- Proficiency majoring in English Literature, Linguistics or Math
- Teaching SAT or GMAT experience is an advantage
- Final graduates and final semester students are welcomed
- A very good command in English, verbal & written
- Willing to work in our office at Saten, Jember, Ploar, Cileleg, Negeri Soreah, Tuban Sebeling, Tanjung Duren

#### Student Advisor

**Job Requirements**

- Male / Female, age max 20
- Min. 20 from any major, final graduates are welcomed
- Interested in education industry and marketing
- Previous sales experience will be an advantage
- Fluency in English, both oral and written
- Achievable, enthusiastic, hard working, and target oriented
- Computer literate, MS Office
- Willing to work in our office at Ploar, Negeri Soreah, Tanjung Sebeling

**For further information visit our website**  
[www.suneducationgroup.com](http://www.suneducationgroup.com)

#### Benefits:

- Medical Insurance
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Suitably qualified and interested candidates are invited to apply by submitting:

- \* application letter
- \* Detailed CV

Please send to:  
[hrd@suneducationgroup.com](mailto:hrd@suneducationgroup.com)

Buatlah Surat Lamaran Anda berdasarkan lowongan pekerjaan yang terlampir.

### TALKING ABOUT – JOB

Proses wawancara kerja yang memang menggunakan bahasa Inggris memang sangatlah sulit untuk Anda lakukan, dan biasanya sesi wawancara kerja dengan menggunakan bahasa Inggris ini akan Anda temui jika pihak perusahaan mensyaratkan pelamar kerjanya harus memiliki kemampuan dalam berbahasa Inggris baik secara lisan maupun tulisan. Biasanya pihak perusahaan tidak akan memberi tahu Anda apakah wawancara kerja akan dilakukan dengan menggunakan bahasa Indonesia atau bahkan menggunakan bahasa Inggris. Oleh karena itu, ketika Anda melamar kerja, dan pihak perusahaan mensyaratkan pelamar kerjanya harus memiliki kemampuan bahasa Inggris, maka sebelum Anda melakukan wawancara kerja atau sebelum Anda melamar pekerjaan tersebut, Anda harus mempersiapkan segala hal, termasuk memperluas kemampuan dalam berbahasa Inggris. Berikut ini beberapa pertanyaan beserta jawaban ketika wawancara dalam bahasa Inggris.

#### What do you do?

(Apa pekerjaan anda?)

**I'm .....**

(Saya .....

**I work in the Finance Departement.**

(Saya bekerja di Divisi Keuangan)



**I work in a bank in a New York.**

(Saya bekerja di sebuah bank di New York)

**I'm in marketing. I work freelance.**

(Saya bekerja di bagian pemasaran. Saya bekerja lepas)

**What are your main responsibilities?**

(Apa tanggung jawab utama anda?)

**I'm in charge of marketing the products.**

(Saya bertanggung jawab untuk memasarkan produk)

**I'm responsible for developing our client base.**

(Saya bertanggung jawab dalam hal pengembangan sumber data klien)

**I deal with quality control.**

(Pekerjaan saya berhubungan dengan kendali mutu)

**I'm also involved in a project focused on a personnel development.**

(Saya juga terlibat dalam satu proyek yang focus pada pengembangan karyawan)

**At the moment I'm working on a project to improve lead times.**

(Saat ini saya bekerja dalam sebuah proyek untuk meningkatkan waktu)

**Who is your boss?**

Siapa atasan anda?

**I report to Mr. Lewis, who is my immediate boss.**

Saya melapor kepada Bapak Lewis, beliau atasan langsung saya.

**So, above me there's Mr. Lewis. Below me, there are five people who report to me**

Jadi, di atas saya ada bapak Lewis. Di bawah saya ada lima orang yang melapor kepada saya

**My department is divided into five sections.**

Divisi saya terbagi kedalam lima bagian.

**I work with a person from Thailand.**

Saya bekerja dengan orang dari Thailand.

**Who do you work for?**

Untuk siapa anda bekerja?

**I work for New York Consultants.**

Saya bekerja untuk Konsultan New York.

**It's a telecommunication company.**

Perusahaan telekomunikasi.

**We manufacture electronic products.**

Kami memproduksi barang elektronik.

**The company specializes in financial service.**

Spesialisasi perusahaan saya adalah pelayanan keuangan.

**We provide a range of products.**

Kami menyediakan berbagai jenis barang.

**What is your background?**

Apa latar belakang anda?

**I wanted a career in finance so I studied finance and economics at university.**

Saya ingin berkarir di bidang keuangan jadi saya belajar keuangan dan ekonomi di universitas.

**The first job I applied for was with ECO corporation in Tokyo.**

Pekerjaan pertama yang saya lamar adalah dengan perusahaan ECO Tokyo.

**They recruited me in 1987.**

Mereka merekrut saya tahun 1987.

**I left this company in 1989 and joined Harvard Finance in 1992.**

Saya meninggalkan perusahaan ini tahun 1989 dan bergabung dengan Harvard Finance tahun 1992.

**The company had a lot of problems and I was made redundant in 1994.**

Perusahaan ini punya banyak masalah dan saya diberhentikan pada tahun 1994.

**I joined my present company, Singapore Accounts, two years ago.**

Saya bergabung dengan perusahaan tempat saya sekarang bekerja, Singapore Accounts, dua tahun yang lalu.

**I have worked for Singapore Accounts since 1996.**

Saya sudah bekerja untuk Singapore Accounts sejak tahun 1996.

**It was a good move.**

Bekerja dengan mereka adalah keputusan yang baik.

**I was promoted to Finance Director last year and I now earn a good salary.**

Saya dipromosikan menjadi Direktur Keuangan tahun lalu dan saya sekarang mendapatkan gaji yang memuaskan.

**I'm currently working on a new financial accounting system.**

Saat ini saya mengerjakan sistem akuntansi keuangan yang baru.

**It will be ready soon.**

Sistem ini akan segera siap untuk digunakan.

**The downside of the job is that I work long hours and I only get three weeks' holiday.**

Kelemahan pekerjaan ini adalah jam kerjanya yang panjang dan saya hanya mendapatkan liburan tiga minggu.

**I'm always under pressure and sometimes it is a bit stressful.**

Saya selalu berada dalam tekanan dan terkadang membuat saya sedikit stres.

**I also spend a lot of time traveling.**

Saya juga menghabiskan banyak waktu untuk bepergian.

**I am now fifty five and I am considering taking early retirement next year.**

Saya sekarang berusia lima puluh tahun dan sedang mempertimbangkan untuk pensiun dini tahun depan.

| Word checklist – career          | Daftar kata – karir                   | Word checklist – career                | Daftar kata – karir                               |
|----------------------------------|---------------------------------------|--|---|
| To study a subject at university | Mempelajari satu ilmu di universitas  | To earn salary                         | Mendapatkan gaji                                  |
| To recruit a person              | Merekrut orang                        | To get holiday                         | Mendapatkan liburan                               |
| To apply for a job               |                                       | To work long hours                     | Bekerja lembur                                    |
| To leave a company               | Melamar pekerjaan                     | To be under pressure                   | Berada dalam kondisi tertekan                     |
| To join a company                | Berhenti bekerja pada satu perusahaan | To be stressed out                     | Menjadi stres                                     |
| To be made redundant             | Bergabung dengan sebuah perusahaan    | To spend a lot of time doing something | Menghabiskan banyak waktu untuk melakukan sesuatu |
| To be promoted                   | Diberhentikan                         | To take early retirement               | Mengambil pensiun dini                            |
|                                  | Dipromosikan                          |  |   |

### Contoh Interview dalam Bahasa Inggris

**I : Okay! Please, could you Introduce your self briefly?**

(Baiklah, tolong perkenalkan dirimu secara singkat!)



**A** : *My name is Ali, I am twenty two years old. I have graduated from a university majoring in tourism. Even though I am not from English Department, I still can speak English well. Now, my activities are teaching for my neighbours privately who ever will study about English and writing on my personal blog as well.*

(Nama saya adalah Ali. Saya saat ini berumur 22 tahun. Saya telah lulus kuliah dari salah satu universitas dalam bidang Pariwisata. Sekalipun saya bukan dari jurusan Bhs. Inggris tapi saya masih bisa bercakap dengan bahasa Inggris dengan baik. Aktivitas saya saat ini adalah mengajar untuk tetangga saya yang ingin belajar tentang bahasa Inggris dan juga menulis di blog pribadi saya.)

**I** : ***Why did you leave your latest job?***

(Mengapa Anda meninggalkan / keluar dari pekerjaan sebelumnya?)

**A** : *Because My family and I move from my previous home to this city so that's way I must resign from my current job.*

(Karena keluarga saya dan saya pindah dari rumah sebelumnya ke kota ini jadi itulah sebabnya saya harus mengundurkan diri dari pekerjaan sebelumnya.)

**I** : ***When were you most satisfied in your work?***

(Kapan anda merasa sangat puas dengan pekerjaan anda)

**A** : *Actually I always satisfied with my job, even every day I feel it. But when I can reach my target continually every day and every month in a year I really satisfied with it.*

(Sebenarnya saya selalu merasa puas dengan pekerjaan saya dan bahkan setiap hari saya merasakan hal yang sama. Akan tetapi ketika saya dapat mencapai target saya secara kontinyu setiap hari dan setiap bulan dalam setahunnya maka saya sungguh sangat puas dengan itu.)

**I** : ***What are your strengths and weaknesses, please specify each of three!***

(Apa saya kelebihan dan kekuranganmu, tolong sebutkan masing-masing 3!)

**A** : *My strengths are, namely: I was meticulous and careful in work, I love to learn new things and I always do things on time. My weaknesses are, namely : I am always too excited when working so sometimes forget the time, I am too eager pursuit my goals so It always make me over action, and I am not pleased to work slowly, causing me always in a hurry every doing something.*

**I** : ***Why should we hire you?***

(Mengapa kami harus memperkerjakan Anda, atau dengan terjemahan bebas: Alasan apa yang menjadikan kami tertarik memperkerjakan Anda?)

**A** : *Because I have many I have sufficient experience and even more in this field. And approximately, during the last 10 years I am struggling and work in this field to meet the needs of my family.*

(Karena saya mempunyai pengalaman yang cukup dan bahkan lebih dalam bidang ini. Dan kurang lebih selama 10 tahun terakhir ini saya berjuang dan bekerja dalam bidang ini untuk memenuhi kebutuhan keluarga saya)

**I** : ***How much salary do you want in every month?***

(Berapa banyak gaji yang kamu inginkan tiap bulannya?)

**A** : *I am expecting to get 2 Million Rupiahs per month*

Berikut pertanyaan lain yang sering ditanyakan saat Interview, Anda boleh memeragakan dengan bertanya jawab dengan teman Anda.

- *What is your name?* – Siapa nama Anda?
- *What the name of a university did you graduate from?* Apa nama universitas tempat kamu kuliah/lulus?
- *Do you have any job experiences before? What is that?* Apakah Anda punya pengalaman kerja sebelumnya? Pengalaman apakah itu?
- *How long did you work at your current job?* Berapa lama Anda bekerja pada pekerjaan anda yang terakhir?



- *What do you think about our business?* Bagaimana menurutmu mengenai bisnis yang kami jalankan?
- *Do you have any other skill that suitable with your field?* Apakah kamu punya kemampuan lain yang berkaitan dengan bidangmu?
- *Do you have any strategies to increase our business income?* Apakah kamu punya strategi lain untuk meningkatkan pendapatan bisnis kami?
- *What is your father job now?* Apakah pekerjaan bapakmu saat ini?
- *What course did you attend?* Kursus apa yang pernah kamu ikuti?
- *Could you mention any computer software that you expert in it?* Bisakah kamu menyebutkan software komputer apa saja yang kamu kuasai?
- *Can you work with a team and under pressure?* Bisakah kamu bekerja dalam team dan di bawah tekanan?
- *When will you start working?* Kapan kamu mau mulai bekerja?
- *Have you question about this job?* Apakah kamu mempunyai pertanyaan mengenai pekerjaan ini?

| No. | FAKULTAS                                      | FACULTY   | JURUSAN                                    | DEPARTMENT  |
|-----|---|---|--|---|
| 1   | Fakultas Keguruan dan Ilmu Pendidikan         | <i>Faculty of Teacher Training and Education</i>  | Pendidikan Bahasa Inggris                  | <i>English Language Education</i>                   |
| 2   | Fakultas Keguruan dan Ilmu Pendidikan         | <i>Faculty of Teacher Training and Education</i>  | Pendidikan Matematika                      | <i>Mathematics Education</i>                        |
| 3   | Fakultas Keguruan dan Ilmu Pendidikan         | <i>Faculty of Teacher Training and Education</i>  | Pendidikan Bahasa dan Sastra Indonesia     | <i>Indonesian Language and Literature Education</i> |
| 4   | Fakultas Ekonomi                              | <i>Faculty of Economics</i>                       | Akutansi                                   | <i>Accounting</i>                                   |
| 5   | Fakultas Ekonomi                              | <i>Faculty of Economics</i>                       | Manajemen                                  | <i>Management</i>                                   |
| 6   | Fakultas Agama Islam                          | <i>Faculty of Islamic Science</i>                 | Pendidikan Agama Islam                     | <i>Islami Religion Education</i>                    |
| 7   | Fakultas Agama Islam                          | <i>Faculty of Islamic Science</i>                 | Ekonomi Syariah                            | Islamic Economic                                    |
| 8   | Fakultas Agama Islam                          | <i>Faculty of Islamic Science</i>                 | Pendidikan Bahasa Arab                     | <i>English Language Education</i>                   |
| 9   | Fakultas Agama Islam                          | <i>Faculty of Islamic Science</i>                 | Pendidikan Guru Madrasah Ibtidaiyah (PGMI) | Primary School Teacher Education                    |
| 10  | Fakultas Agama Islam                          | <i>Faculty of Islamic Science</i>                 | Pendidikan Guru Raudlatul Athfal (PGRA)    | Kindergarten Teacher Education                      |
| 11  | Fakultas Teknik                               | <i>Faculty of Engineering</i>                     | Teknik Arsitek                             | <i>Architecture</i>                                 |
| 12  | Fakultas Teknik                               | <i>Faculty of Engineering</i>                     | Teknik Sipil                               | <i>Civil Engineering</i>                            |
| 13  | Fakultas Matematika dan Ilmu Pengetahuan Alam | <i>Faculty of Mathematics and Natural Science</i> | Ilmu Matematika                            | <i>Mathematics</i>                                  |
| 14  | Fakultas Pertanian                            | <i>Faculty of Argiculture</i>                     | Agroteknologi                              | Agrotechnology                                      |



|    |                                       |  |                   |                           |
|----|---------------------------------------|--|-------------------|---------------------------|
| 15 | Fakultas Hukum                        | <i>Faculty of Law</i>                                  | Ilmu Hukum        | <i>Law</i>                |
| 16 | Fakultas Ilmu Sosial dan Ilmu Politik | <i>Faculty of Social Science and Political Science</i> | Ilmu Pemerintahan | <i>Government Studies</i> |
| 17 | Fakultas Ilmu Sosial dan Ilmu Politik | <i>Faculty of Social Science and Political Science</i> | Ilmu Politik      | <i>Political Science</i>  |









