## E-MODULE TOEFL

For Learning Guidance

**TOEFL PREPARATION GUIDE** 

- BRIEF MATERIAL
- EXERCISES
- TIPS AND TRICKS

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### TABLE OF CONTENTS

| INTRODUCTION                                      | 2  |
|---|----|
| About TOEFL Test                                  | 2  |
| Objectives of TOEFL                               | 2  |
| Structure of TOEFL                                | 2  |
| General Classsification of TOEFL Score            | 2  |
| TOEFL Assessment                                  | 3  |
| LISTENING COMPREHENSION                           | 4  |
| Short Dialogue (Dialog Pendek)                    | 5  |
| Long Conversation (Percakapan Panjang)            | 17 |
| Long Talks (Pembicaraan Panjang)                  | 19 |
| STRUCTURE & WRITTEN EXPRESSION                    | 22 |
| Passive Voice                                     | 22 |
| Tenses  | 24 |
| Gerunds, Infinitives, and Simple Forms            | 28 |
| Preposition                                       | 29 |
| Conjunctions                                      | 31 |
| Comparisons                                       | 33 |
| Article   | 34 |
| READING COMPREHENSION                             | 36 |
| Main Idea, Main Topic, and Main Purpose Questions | 36 |
| Detail, Negative, Inference Items                 | 39 |
| Vocabulary Items and Reference Items              | 43 |
| BIBLIOGRAPHY                                      | 49 |

## TOEFL

TEST OF ENGLISH FOREIGN LANGUAGE

#### INTRODUCTION

#### **ABOUT TOEFL TEST**

TOEFL is Test of English as a Foreign Language. It is one of standardized English proficiency test. The test can be a paper or computer-based test and its required three aspects of mastering, they are Listening, Structures or Written dan Reading.

Person who take a TOEFL test can learn the material of Test of English as a Foreign Language through this module to enhance their comprehension about material substance in TOEFL then get them easier to do the test especially in term of the requirement's skill as a result they can pass the passing grade well.

#### **OBJECTIVES OF TOEFL**

TOEFL in academic purposes are for educational purposes, research or related to academic activities abroad, or in Indonesia. For postgraduates, usually the minimum score is 550 while for S1 it is 500.

TOEFL in general purposes are used in the field of work, promotion or work assignments. Many companies set the standard for their employees' English by looking at the TOEFL score. Generally, the minimum TOEFL score is 500 for standard promotions.

Relating to TOEFL in academic purposes, Padang State University are also applied the requirement to pass some tests especially before doing the thesis defense. It prevails for all departments in Padang State University. Students of Padang State University should take a TOEFL test, minimum score is 400 for students outside the department of English education. (BAK, 2019)

#### **STRUCTURE OF TOEFL**

There are three parts of the TOEFL test that must be done by participants. The first part is questions that measure Listening Comprehension (50 questions), Structure & Written Expression (40 questions), and Reading Comprehension (50 questions). All questions are made in the form of multiple choice. The entire test lasts approximately 150 minutes, for the Paper Based TOEFL, and approximately 240 minutes for the Computer Based TOEFL.

#### **GENERAL CLASSSIFICATION OF TOEFL SCORE**

In general, we recognize three levels of mastery of a foreign language, namely Elementary Level, Intermediate Level, and Advanced Level. For TOEFL scoring, Linguists usually group this score into the following four levels: (Deborah Phillips, 2001)

| Stage                   | Score Range |
|-------------------------|-------------|
| Elementary Level        | 310 - 420   |
| Low Intermediate Level  | 420 - 480   |
| High Intermediate Level | 480 - 520   |
| Advanced Level          | 525 - 677   |

#### **TOEFL ASSESSMENT**

The TOEFL scoring system uses the conversion of each correct answer. The highest TOEFL score a person can achieve is 677 and the lowest one is 310. (Barron's, 2010)

In Padang State University scoring of TOEFL is adapted from ITP PBT TOEFL assessment, here is the TOEFL score calculation:

| Right Answer           |    | Answer after the Conversion |  |
|------------------------|----|-----------------------------|--|
| Section 1 43           |    | 60                          |  |
| Section 2              | 28 | 52                          |  |
| Section 3              | 37 | 53                          |  |
| Total Conversion Score |    | 165                         |  |
| Multiplied by 10       |    | 1650 then divided by 3      |  |
| Total                  |    | 550                         |  |

Then, here is the conversion score of each listening part for calculating the whole score below:

| Number  | Number Converted Score |            | Number      | C       | onverted Score |            |             |
|---------|------------------------|------------|-------------|---------|----------------|------------|-------------|
| Correct | Section I              | Section II | Section III | Correct | Section I      | Section II | Section III |
| 0       | 24                     | 20         | 21          | 26      | 48             | 50         | 45          |
| 1       | 25                     | 20         | 21          | 27      | 49             | 51         | 46          |
| 2       | 26                     | 21         | 22          | 28      | 49             | 52         | 46          |
| 3       | 27                     | 22         | 23          | 29      | 50             | 53         | 47          |
| 4       | 28                     | 23         | 23          | 30      | 51             | 54         | 48          |
| 5       | 29                     | 25         | 24          | 31      | 51             | 55         | 48          |
| 6       | 30                     | 26         | 25          | 32      | 52             | 56         | 49          |
| 7       | 31                     | 27         | 26          | 33      | 52             | 57         | 50          |
| 8       | 32                     | 29         | 28          | 34      | 53             | 58         | 51          |
| 9       | 32                     | 31         | 28          | 35      | 54             | 60         | 52          |
| 10      | 33                     | 33         | 29          | 36      | 54             | 61         | 52          |
| 11      | 35                     | 35         | 30          | 37      | 55             | 63         | 53          |
| 12      | 37                     | 36         | 31          | 38      | 56             | 65         | 54          |
| 13      | 38                     | 37         | 32          | 39      | 57             | 67         | 54          |
| 14      | 39                     | 38         | 34          | 40      | 57             | 68         | 55          |
| 15      | 41                     | 40         | 35          | 41      | 58             |            | 56          |
| 16      | 41                     | 40         | 36          | 42      | 59             |            | 57          |
| 17      | 42                     | 41         | 37          | 43      | 60             |            | 58          |
| 18      | 43                     | 42         | 38          | 44      | 61             |            | 59          |
| 19      | 44                     | 43         | 39          | 45      | 62             |            | 60          |
| 20      | 45                     | 44         | 40          | 46      | 63             |            | 61          |
| 21      | 45                     | 45         | 41          | 47      | 65             |            | 63          |
| 22      | 46                     | 46         | 42          | 48      | 66             |            | 65          |
| 23      | 47                     | 47         | 43          | 49      | 67             |            | 66          |
| 24      | 47                     | 48         | 43          | 50      | 68             |            | 67          |
| 25      | 48                     | 49         | 44          |         |                |            |             |

From the conversion table above, student can know how far our preparation for take TOEFL test especially for achieving the standard score.



#### LISTENING COMPREHENSION

Time for listening part is 35 minutes (including reading the instructions for each section). This test provides an opportunity to demonstrate the ability to understand conversation and speech in English. Listening Comprehension Test consists of 3 (three) parts:

#### Part A: SHORT DIALOGUE (DIALOG PENDEK)

In this section, there will be a short conversation between two people. After the conversation, questions related to the conversation will be asked. Both the conversation and the question will not be repeated.

#### Part B: LONG CONVERSATION (PERCAKAPAN PANJANG)

In this section, there will be conversations with casual topics between students with a duration of about 60-90 seconds. After the long conversation is finished, it will be followed by a number of multiple choice questions, all of which refer to the long conversation.

#### Part C: LONG TALKS (PEMBICARAAN)

In this section, there will be some 60-90 second talks about school or college life, each followed by multiple choice questions.

| LISTENING               |   |                  |   |                  |  |  |  |
|-------------------------|---|------------------|---|------------------|--|--|--|
| SHORT DIALOGUES LONG CO |   |                  | ONG CONVERSATIONS   |                  | LONG TALKS   |  |  |
| Strategies              | <ul><li>Focus on the last line</li><li>Choose answer with synonyms</li><li>Avoid similar sounds</li></ul>   | ening            | <ul><li>Anticipate the topics</li><li>Anticipate the questions</li></ul>  | ening            | <ul><li>Anticipate the topics</li><li>Anticipate the questions</li></ul>   |  |  |
| Who, What,<br>Where     | <ul> <li>Draw conclusions about who, what, where</li> <li>Listen for who and what in passives</li> <li>Listen for who and what with multiple nouns</li> </ul>   | Before listening |   | Before listening |  |  |  |
| Negatives               | <ul> <li>Listen for negative expressions</li> <li>Listen for double negative expressions</li> <li>Listen for "almost negative"<br/>expressions</li> <li>Listen for negatives with comparatives</li> </ul> | While listening  | <ul> <li>Determine the topic</li> <li>Draw conclusions<br/>about <i>who, what, when,</i><br/><i>where</i></li> <li>Listen for answers in<br/>order</li> </ul> | While listening  | <ul> <li>Determine the topic</li> <li>Draw conclusion about who, what, when, where</li> <li>Listen for answers in order</li> </ul> |  |  |
| Functions               | <ul> <li>Listen for expressions of agreement</li> <li>Listen for expressions of uncertainty<br/>and suggestion</li> <li>Listen for emphatic<br/>expressions of surprise</li> </ul>                        |                  |   |                  |  |  |  |
| Contrary<br>Meanings    | <ul><li>Listen for wishes</li><li>Listen for untrue conditions</li></ul>  |                  |   |                  |  |  |  |
| Idiomatic<br>Language   | <ul><li>Listen for two-and three- part verbs</li><li>Listens for idioms</li></ul>   |                  |   |                  |  |  |  |

#### SHORT DIALOGUE (DIALOG PENDEK)

Short dialogue contains of short daily conversation between two people and end with the following question after the dialogue which answer mostly often can be concluded on the statement of the last speaker.

#### 1) Strategies

#### Focus on the last line

Focus on the last line of the dialogue, it probably contains the answer to the question. Repeat the last line in your mind as you read through the answers in the text.

#### **Example:**

On the recording, you hear:

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

(woman) : <u>I'll say</u>!

(narrator) : What does the woman mean?

In your test book, you read:

- (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.

#### Choose answer with synonyms

As you listen to the last line of the dialogue, focus on key words in that line. Then, if you see any synonyms for key words in a particular answer, then you have probably found the correct answer.

#### **Example:**

On the recording, you hear:

- (woman) : Why is Barbara feeling so happy?
- (man) : She just started working in real estate agency.
- (narrator) : What does the man say about Barbara?

In your test book, you read:

- (A) She always liked her work in real estate.
- (B) She began a new job.
- (C) She just bought some real estate.
- (D) She bought a real estate agency.

#### • Avoid similar sounds

First, identify key words in the last line of the dialogue and identify words in the answers that contain similar sounds, and do not choose these answers.

#### Example:

On the recording, you hear:

- (man) : Why couldn't Mark come with us?(woman) : He was <u>searching</u> for new <u>apartment</u>.
- (narrator) : What does the woman say about Mark?

In your test book, you read:

- (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.

#### **EXERCISE 1**

### You can access audio through the QR code and listen carefully to choose the best answer.

- 1) A. He would like some iced coffee.
  - B. He wants to stop drinking coffee.
  - C. A drink seems like a good idea.
  - D. He needs to drinks something to stop his coughing.
- 2) A. He would prefer a sunny day.
  - B. The Park is too crowded.
  - C. She would like a place that is not so loud.
  - D. She cannot walk because she is too old.
- 3) A. He should open an account.
  - B. He should take a ride on a ship.
  - C. He shouldn't try to keep the cost cheap.
  - D. He should try something monotonous to get to sleep.
- A. The department is not changing the requirements.
  - B. He hasn't heard anything about the change.
  - C. The changes are believable.
  - D. What has happened is incredible to him.
- 5) A. The wait has taken close to an hour.
  - B. Their stranded in their car.
  - C. Most of the people have been in line for hours.
  - D. They made a line in the sand.

#### 2) Who, What, Where

Draw conclusions about who, what, where

6) A. The instructor is selecting several passages.



- B. The conductor is fair to the passengers.
- C. The stamp collector is conducting his business.
- D. The riders are playing for the train trip.
- 7) A. The manager will take the train to the program.
  - B. A program to develop new manager will commence soon.
  - C. The new management program is very weak.
  - D. The program will be maintained.
- 8) A. The fire started to attack the building.
  - B. The fire fighter stared at the attacker.
  - C. The fire probably began at the top of the building.
  - D. The firefighter started to attack the fire.
- 9) A. He assumed the woman that he knew the truth.
  - B. He is sure that it isn't new.
  - C. He thought that the woman was aware of what happened.
  - D. He soon will know the truth.
- 10) A. The art professor is not one of his fans.B. His drawings were amazing.
  - C. The catches that he made were fantastic.
  - D. His sketches showed a fantasy world.

In this type of question, the answer is not clearly stated; instead you must draw a conclusion based on clues given in the dialogue. One kind of conclusion that is common in this part of the test is to ask you to determine; who the speaker is; what she/he will probably do next, and where does the dialogue probably take place.

|   | Example:  |
|---|---|
|   | On the recording, you hear:   |
|   | (woman) : Can you tell me what assignments I missed when I was absent from your |
|   | <u>class</u> ?  |
| ł | (man) : You missed one <u>homework</u> assignments and a quiz.                  |
|   | (narrator) : <b>Who</b> is the man?   |
|   | In your test book, you read:  |
|   | (A) A newspaper editor.   |
| ł | (B) Police officer.   |
|   | (C) A teacher.  |
|   | (D) A student.  |
|   |   |

#### **Example:**

On the recording, you hear:

| (woman)    | : Are you going to read those <u>books</u> 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?                           |

In your test book, you read:

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

#### **Example:**

On the recording, you hear:

(man) : Are you going to read those <u>books</u> here in the library?

(woman) : I think I need to put some suntan lotion.

(narrator) : Where does this conversation probably take place?

In your test book, you read:

- (A) At a beauty salon.
- (B) At the beach.
- (C) In a sandbox.
- (D) At an outdoor restaurant.
- Who and what in passives

In passive sentences, it is sometimes difficult to understand who or what is doing the action. This problem is often tested in the short dialogue. Please pay some attention for passive sentences in short dialogue:

- a. If the dialogue contains a passive sentence, the answer to the question is often an active statement.
- b. If the dialogue contains an active statement, the answer to the question is often a passive statement.

# Example: On the recording, you hear: (man) : Did Sally go to the bank this morning? (woman) : Yes, she did. She got a new checking account. (narrator) : What does the woman imply? In your test book, you read: (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.

#### Who and what with multiple nouns

When there is more than one noun in a sentence in the short dialogues, it is common for the answer to confuse which noun does what.

# Example: On the recording, you hear: (man) : Do you know who is in the band now? (woman) : I heard that Mara replace Robert in the band. (narrator) : What does the woman say about the band? In your test book, you read: (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.

#### **EXERCISE 2**

## You can access audio through the QR code and listen carefully to choose the best answer.

- 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 students a hand.
  - B. The term papers 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 attendant.
  - 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.
- A. They need new print for the additional 5) copies.
  - B. They can make extra copies if necessary.
  - C. Printers are needed for the additional copies.
  - D. Additional needed copies are immediately.
- A. The professor bought two books. 6)
  - B. The students had to purchase two books.
  - C. The students sold two books to the professor.
  - D. The students were required to read two books by the professor.
- A. The doctor returned to the office. 7)
  - B. Jim asked the doctor to come to the office.
  - C. The doctor will not return until next week.

- D. Jim was told to come back.
- 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 her 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.

#### 3) Negatives

Negative expressions

Negative expressions are very common in the short dialogues, and the most common kind of correct response to a negative is a positive statement containing a word with an opposite meaning.

| Types of Negative Expressions                 |  |  |  |  |
|---|--|--|--|--|
| Expression                                    | Example  | Correct Answer                                 |  |  |
| Regular Negative: not or n't                  | Tom is not sad about the result.                 | Not sad = happy                                |  |  |
| Other negatives: nobody, none, nothing, never | Nobody arrived on time.<br>Sal never works hard. | Nobodyon time =late<br>Never works hard = lazy |  |  |
| Negative prefixes: un-, in-,<br>dis-          | The patient was insane.                          | Insane = not sane = crazy                      |  |  |

#### **Example:**

On the recording, you hear:

| (man)      | : How did they get to their grandmother's house in Maine in only five hours? |
|------------|--|
| (woman)    | : They <u>didn't</u> drive <u>slowly</u> on the trip to Maine.               |
| (narrator) | : What does the woman say about the trip?                                    |

- In your test book, you read:
- (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.

#### Double negative expressions

It is possible for two negative ideas to appear in one sentence, and the result can be quite confusing. This following chart outlines where double negatives can occur:

| Double Negatives      |  |                                  |  |  |  |
|-----------------------|--|----------------------------------|--|--|--|
| Situation             | Example  | Meaning                          |  |  |  |
| Negative word         | He didn't like unclean office                            | Like clean office                |  |  |  |
| Two negative verbs    | It isn't snowing, so they aren't going to the mountains. | 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 movie          |  |  |  |

#### **Example:**

On the recording, you hear:

- (man) : I can believe the news that I heard about the concert.
- (woman) : Well, it <u>isn't impossible</u> 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.

#### "Almost negative" expressions

Certain expressions in English have "almost negative" meanings. These expressions are common in the short dialogues. The following chart outlines common "almost negative" expressions:

| Common Almost Negative Expression |                                |  |  |
|-----------------------------------|--------------------------------|--|--|
| Meaning Expression                |                                |  |  |
| Almost none                       | hardly, barely, scarcely, only |  |  |
| Almost never                      | rarely, seldom                 |  |  |

## Example:On the recording, you hear:(woman): Were 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 didn't have enough money for the bill.
- (C) He paid the bill but has no money left.

(D) He was unable to pay the bill.

#### Negatives with comparatives

Negatives can be used with comparatives in the short dialogues of the TOEFL test. A sentence with a negative and a comparative has a superlative, or very strong meaning.

The following chart outlines comparisons that you should be careful of when they are used with negatives.

| Comparative 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     |  |  |

#### Example:

On the recording, you hear:

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

- (man) : No one is <u>more intelligent</u> 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.

#### **EXERCISE 3**

## You can access audio through the QR code and listen carefully to choose the best answer.

- 1) A. She can try a little harder.
  - B. There is a lot more that she can do.
  - C. She is 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 this trip has the bus been on time.
- 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 inn 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 isn't 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.

#### 4) Functions

Expressions of agreement

Expressions of agreement are common in the short dialogues, so you should become familiar with them. The following shows agreement with a positive statement.

| Example:  |  |  |  |  |
|---|--|--|--|--|
| On the recording, you hear:                         |  |  |  |  |
| (man) : I think that thesis is indefensible?        |  |  |  |  |
| (woman) : <u>So, do I</u> .                         |  |  |  |  |
| (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 fence.           |  |  |  |  |
| (C) She thinks that the hypothesis can be defended. |  |  |  |  |
| (D) She agrees with the man.                        |  |  |  |  |
|   |  |  |  |  |

Expressions of uncertainty and suggestion

Expressions of uncertainty and suggestions are common in the short dialogues, so you should become familiar with them.

#### **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 is positive that it's going to be hard.
- (C) She thinks that it might be hard.

(D) She has no idea about the exam.

Emphatic expressions of surprise

Emphatic expressions of surprise are common in the short dialogues, so you should become familiar with them. When surprise is expressed, it implies that the speaker did not expect something to be true.

The following chart outlines various ways to express emphatic surprise:

## 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 didn't know how to drive.

- (C) Paul didn't like Mustang.
- (D) Paul would not get a new car.

#### **EXERCISE 4**

### You can access audio through the QR code and listen carefully to choose the best answer.

- 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 inn 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 here.
  - B. The parking lot 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 she 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.

#### 5) Contrary Meanings

Wishes

Conversation about wishes can appear in the short dialogues. The important idea to remember about wishes is that a wish implies that the opposite of the wish is true.

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

C. The muffins are not really fresh.

B. He thinks the muffins were recently

D. He's sure that the muffins were just

good.

made.

prepared.

#### The following chart outlines the key points you should know about wishes:

#### **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 does 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.

#### Untrue conditions

Conversations containing conditions can appear in the short dialogues. The important idea to remember about condition is that a condition implies that the opposite of the condition is true.

The following table outlines the key points that you should know about untrue conditions:

| ۰. |   |  |  |  |
|----|---|--|--|--|
|    | Example:  |  |  |  |
|    | On the recordi                                  | ng, you hear:  |  |  |
| ł  | (woman)   | : Do you think that you'll be able to go to the party? |  |  |
|    | (man)   | : <u>If I had time</u> , I would go.                   |  |  |
|    | (narrator)                                      | : What does the woman say about the party?             |  |  |
|    | In your test book, you read:                    |  |  |  |
| ł  | (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 impose                                 | sible to go.   |  |  |

#### **EXERCISE 5**

## You can access audio through the QR code and listen carefully to choose the best answer.

- 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 was 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 class.
  - 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 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.

#### 6) Idiomatic Language

Two-and three- part verbs

These verbs expression that include a verb and one or more particles (such as in, on, or at); the particle changes the meaning of the verb.

#### Example:

| On the recording, you hear:  |  |  |  |
|------------------------------|--|--|--|
| (woman)                      | : What time does the meeting start?                              |  |  |
| (woman)                      | : Didn't you hear that it was <u>called off</u> 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.

Idioms

Idioms are special expressions in a language that all speakers of the language know; these special expressions describe one situation in life but are applied to many different areas of life.

#### 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 <u>burning the candle at both ends</u>.
- (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.

#### **EXERCISE 6**

## You can access audio through the QR code and listen carefully to choose the best answer.

- 1) A. She gets lots of take-out dinners.
  - B. She and her roommate alternated cooking responsibilities.
  - C. Her roommate cooks more often than she cooks.
  - 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 on 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 a 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.

#### **Tips and Trick to Conquer Short Dialogue**

- ✓ As you listen to each short dialogue, focus on the second line of the conversation.
- ✓ Always remember that the correct answer is probably a restatement of a key word or idea in the second line of the dialogue.
- ✓ Always remember that certain structures and expressions are tested regularly in the short dialogues.
  - a. Structures: passives, negatives, wishes, conditions.
  - b. Functional expressions: agreement, uncertainty, suggestion, surprise.
  - c. Idiomatic expression: two-part verbs, three-part verbs, idioms.
- ✓ Always remember that these questions are generally from the easy to the difficult ones.
- $\checkmark$  Read the answer and choose the best answer to each question.
- ✓ Even if you do not understand the complete dialogue, you can still find the correct answer.
  - a. If you only understand a few words or ideas in the second line, choose the answer that contains a restatement of those words or ideas.
  - b. If you do not understand anything at all in the second line of the conversation, choose the answer that sounds the most different from what you heard.
  - c. Never choose an answer because it sounds like what you heart in the dialogue.

✓ Be prepared for the next question. (12 seconds between questions)

#### LONG CONVERSATION (PERCAKAPAN PANJANG)

Long conversations often revolve around some aspect of school (how difficult a course is, how to write a research paper, how to register for a course, etc.) or about life in general (renting an apartment, playing sports, going to the bank). Conversations can also be about general life in the United States (desalination of water supplies, recycling of used products, damage from hurricanes or other types of natural phenomena.

#### **Example:**

On the recording you hear:

| i | (narrator) | : Question 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 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 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 page 76, not 67.  |
|   | (man)      | : Oh, now I understand. I'm glad I came in to check. Thanks for your help                |
|   | (woman)    | : No problem. See you tomorrow.  |
|   |            |  |

#### Questions:

1) On the recording, you hear:

(narrator): Who is the man?

In your test book, you read:

- (A) A professor.
- (B) An office worker.
- (C) Professor Denton's assistant.
- (D) A student.
- 2) On the recording, you hear: (narrator): When does the man come to see Professor Denton?

#### In your test book, you read:

- (A) During regular class hours.
- (B) Just before class time.
- (C) As soon as class is finished.
- (D) During office hours.
- On the recording, you hear: (narrator): Why does the man come to see Professor Denton?

In your test book, you read:

- (A) To turn in an assignment.
- (B) To ask a question.
- (C) To pick up a completed test.
- (D) To explain why he did not attend class.
- 4) On the recording, you hear:

(narrator): What incorrect information did the man have?

- In your test book, you read:
- (A) The date the assignment was due.
- (B) The page number of the assignment.
- (C) The length of the assignment.
- (D) The numbers of the assignment questions.

Before the recording begins, you should read over the answers to questions and do the following:

- Anticipate the topics
- Anticipate the questions

While you are listening to the conversations, you should do the following:

- Determine the topic
- Draw conclusions about who, what, when, where
- Listen for answers in order

#### EXERCISE

## You can access audio through the QR code and listen carefully to choose the best answer.

- 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.
- 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 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 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 Thanks giving dinner.
  - D. In an untraditional manner.
- 12) A. The terrible winter.
  - B. The corn harvest.
  - C. The development of Thanksgiving Day.
  - D. Forgetting the whole family together.
- 13) A. At many different times.
  - B. In July.
  - C. Any time in November.
  - D. On Thursday in November.

#### **Tips and Trick to Conquer Long Conversation**

- $\checkmark$  If you have, preview the answers to the questions. Try to anticipate the topics and the questions.
- ✓ Listen carefully for the first line of conversation.
- ✓ As you listen to the conversation, draw conclusions about who, where and when relating to the long conversation.
- ✓ As you listen to the conversation, pay attention to the answers in test book and try to choose the correct one.
- ✓ Guess even you are not sure with the answer, do not let answers blank.
- $\checkmark$  Use remaining time to look ahead at the answers to the question follows.

#### LONG TALKS (PEMBICARAAN PANJANG)

In long talks, the topic of conversation is often about some aspect of school life or a topic in the news. Long talks can also be shortened to the theme of lectures at American colleges and other foreign universities. From a long talk, several questions will be given on the same theme.

#### **Example:**

On the recording you hear:

(narrator) : Question 1 through 4. Listen to a conversation between a professor and a student.

(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 continent were desert like, 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:**

- 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.

 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 Sahara.
- 4) On the recording, you hear:

(narrator): This talk would probably begiven 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.

Before the recording begins, you should read over the answers to questions and do the following:

- Anticipate the topics
- Anticipate the questions

While you are listening to the conversations, you should do the following:

- Determine the topic
- Draw conclusions about who, what, when, where
- Listen for answers in order

#### EXERCISE

## You can access audio through the QR code and listen carefully to choose the best answer.

- 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.
- A. Computer area and business materials.

- B. Magazines and newspapers.
- C. Business department and library staff offices.
- 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 health services.



- 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 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.

#### Tips and Trick to Conquer Long Talks

- 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.

Long conversation and long talks have similar tips and trick for finishing the questions.

- ✓ If you have, preview the answers to the questions. Try to anticipate the topics and the questions.
- ✓ Listen carefully for the first line of conversation.
- ✓ As you listen to the conversation, draw conclusions about who, where and when relating to the long talks.
- ✓ As you listen to the conversation, pay attention to the answers in test book and try to choose the correct one.
- ✓ Guess even you are not sure with the answer, do not let answers blank.

 $\checkmark\,$  Use remaining time to look ahead at the answers to the question follows.

#### **STRUCTURE & WRITTEN EXPRESSION**

#### **PASSIVE VOICE**

**SKILL 2** 



Passive Voice is one of several patterns in the English language that has a meaning (di-) in Bahasa Indonesia. Passive voice is a sentence which make a subject in active sentence to be an object . This form has the following formula:



Mr. Rob *wrote* "The History of America" "The History of America" *was written* by Mr. Rob

#### LOOK EXAMPLE BELOW:

#### **Simple Present:**

- Active: Someone repairs the bicycle
- > Passive: The bicycle is repaired by someone

#### **Present Continuous:**

- > Active: Someone is repairing the bicycle
- > Passive: The bicycle is being repaired by someone

#### **Present Perfect:**

- > Active: Someone has repaired the bicycle
- Passive: The bicycle has been repaired by someone

#### **Past Simple:**

- Active: Did john eat the food?
- Passive: Was the food eaten by John?

#### Past Continuous:

- > Active: Someone was repairing my bicycle when I arrived home
- > Passive: The bicycle was being repaired by someone when I arrived home

#### **Past Perfect:**

- > Active: Someone had repaired the bicycle
- > Passive: The bicycle had been repaired by someone

#### Future Simple & Modal:

- Active: Someone will repair the bicycle
- > Passive: The bicycle will be repaired by someone
- > Active: Someone can not repair the bicycle
- > Passive: The bicycle can not be repaired by someone

#### EXERCISE FOR PASSIVE VOICE

- They are building a new ring road around the city. The passive from the above sentence is:

   A new ring road .... by them around the city.
   (A) Is built
   (D) was building
   (B) Builds
   (E) is being built
   (C) be building
- 2) The editor edits the article. The passive from the above sentence is: The article .... by the editor."
  (A) Edits
  (B) Edited
  (C) is being edited
  (C) is edited
  - (C) be editing
- 3) When we go to work, the baby sitter will look after our baby. We can also say that when we goto work, .... by the baby sitter.(A) our baby will be looking after
  - (B) our baby will be looked after
  - (C) our baby look after
  - (D) our baby looked after
  - (E) our baby is looking after
- 4) We have delivered the packages.The passive form of the above sentence is: The packages .... by us.
  - (A) Delivered
  - (B) Have been delivering
  - (C) Have been delivered
  - (D) to be delivered
  - (E) have to be delivered
- Parents of the students of the International School made fierce protests because of their suddenly increased school fee.
  - The passive form of the above sentence is:
  - .... because of their suddenly increased school fee.
  - (A) Fierce protests have been made by parents of the students of the international school.

- (B) Fierce protests were made by parents of the students of the international school.
- (C) Fierce protest made by parents of the students of the International School.
- (D) Fierce protests will be made by parents of the students of the International School.
- (E) Fierce protests are being made by parents of the students of the International School.
- 6) John : "Last night a thief broke into my brother's house!!"
  - Martha : "Really? What .... from the house?"
    - (A) He took (D) was taking
    - (B) Was to take (E) was taken
    - (C) Was being taken
- 7) Anthony : "What time will the delayed plane depart?"
  - Laura : "They say that it .... by airport officer soon."
  - (A) Will announce (D) announced
  - (B) Is to announce (E) will be announced (C) To be announced
- 8) "Hasn't Anita submitted her report yet?"
  "I don't think so. It ...."
  (A) Be printing
  (B) Is printing
  (C) Being printed
- 9) The director wanted the orders .... by sale department last week.
  - (A) were delivered(B) was delivered(C) to be delivered(C) to be delivered
- 10) The teacher always asks the homework .... by the students at home.
  - (A) is made (D) to be made (B) is making (E) being made
  - (C) to make

#### **TENSES**



Generally, there are 16 kind of tenses. In this module, reader will learn 13 type of tenses which includes example of each type of sentences; affirmative, negative, interrogative and also the usage of tense itself.

|                               | Simple Present  |  |  |  |  |
|-------------------------------|---|--|--|--|--|
| Affirmative                   | She drinks.   |  |  |  |  |
| Negative                      | She does not drink.   |  |  |  |  |
| Interrogative Does she drink? |   |  |  |  |  |
| Form                          | l, you we they play   he, she, it plays   |  |  |  |  |
| Uses                          | <ul> <li>action in the present taking place once, never or several times</li> <li>facts</li> <li>actions taking place one after another</li> <li>action set by a timetable or schedule</li> </ul> |  |  |  |  |
|                               | Present Progressive   |  |  |  |  |
| Affirmative                   | He is reading.  |  |  |  |  |
| Negative                      | He is not reading.  |  |  |  |  |
| Interrogative                 | Is he reading?  |  |  |  |  |
| Form                          | To be (in the simple present) + verb + ing  |  |  |  |  |
| Uses                          | Uses  |  |  |  |  |
|                               | Simple Past   |  |  |  |  |
| Affirmative                   | l cried.  |  |  |  |  |
| Negative                      | l did not cry   |  |  |  |  |
| Interrogative                 | Did I cry?  |  |  |  |  |
| Form                          | Form         Regular verbs: Verb + ed   Irregular verbs: forms differ and should be learnedby heart.  |  |  |  |  |
| Uses                          | <ul> <li>action in the past taking place once, never or several times</li> <li>actions taking place one after another</li> </ul>  |  |  |  |  |
|                               | Past Progressive  |  |  |  |  |
| Affirmative                   | He was driving.   |  |  |  |  |
| Negative                      | Negative He was not driving.  |  |  |  |  |
| Interrogative                 | Was he driving?   |  |  |  |  |
| Form                          | to be (in the simple past) + verb + ing   |  |  |  |  |
| Uses                          | <ul> <li>action going on at a certain time in the past</li> <li>actions taking place at the same time</li> <li>action in the past that is interrupted by another action</li> </ul>                |  |  |  |  |

| Present Perfect Simple   |   |  |  |  |
|--|---|--|--|--|
| Affirmative  | They have slept.  |  |  |  |
| Negative   | They have not slept.  |  |  |  |
| Interrogative Have they slept?   |   |  |  |  |
| Form         Have / has + past participle (past participle of regular verbs: verb +<br>Past participle of irregular verbs: forms differ and should be learned<br>heart.)   |   |  |  |  |
| Uses <ul> <li>emphasis is on the result (not the duration)</li> <li>action that started in the past &amp; is still going on</li> <li>action that stopped recently</li> <li>finished action that has an influence on the present</li> </ul> |   |  |  |  |
| Affirmative  | Present Perfect Progressive   |  |  |  |
|  | He has been thinking.   |  |  |  |
| Negative   | He has not been thinking.   |  |  |  |
| Interrogative  | Has he been thinking?   |  |  |  |
| Form   | Form have or has + been + past participle (past participle of regular verbs: ver<br>+ ed  Past participle of irregular verbs: forms differ and should be learned<br>by heart)                                 |  |  |  |
| Uses   | Uses <ul> <li>putting emphasis on the course or duration (not the result)</li> <li>action that recently stopped or is still going on</li> <li>finished action that influenced the present</li> </ul>          |  |  |  |
| Past Perfect Simple  |   |  |  |  |
| Affirmative  | She had won.  |  |  |  |
| Negative   | She had not won.  |  |  |  |
| Interrogative  | Had she won?  |  |  |  |
| Form   | had + past participle (past participle of regular verbs: verb + ed   Past<br>participle of irregular verbs: forms differ and should be learned by<br>heart.)  |  |  |  |
| Uses   | Uses <ul> <li>action taking place before a certain time in the past</li> <li>sometimes interchangeable with past perfect progressive</li> <li>putting emphasis only on the fact (not the duration)</li> </ul> |  |  |  |
| Past Perfect Progressive   |   |  |  |  |
| Affirmative He had been waiting.   |   |  |  |  |
| Negative   | Negative Had he been waiting?   |  |  |  |
| Interrogative  | He had not been waiting.  |  |  |  |
| Form   | had + been + past participle (past participle of regular verbs: verb +<br>ed   Pastparticiple of irregular verbs: forms differ and should be<br>learned by heart)   |  |  |  |

| lleos   | a action taking place before a cortain time in the past   |  |  |  |  |
|---|---|--|--|--|--|
| Uses  | Uses <ul> <li>action taking place before a certain time in the past</li> <li>sometimes interchangeable with past perfect simple</li> </ul>            |  |  |  |  |
|   | <ul> <li>putting emphasis on the duration or course of an action</li> </ul>   |  |  |  |  |
|   | Future Simple   |  |  |  |  |
| Affirmative You will win.   |   |  |  |  |  |
| Negative  | You will not win.   |  |  |  |  |
| Interrogative Will you win?   |   |  |  |  |  |
| Form  | will + verb   |  |  |  |  |
| Uses  | action in the future that cannot be influenced  |  |  |  |  |
|   | spontaneous decision  |  |  |  |  |
|   | assumption with regard to the future <u>Near Future (going to)</u>  |  |  |  |  |
|   |   |  |  |  |  |
| Affirmative   | He is going to watch TV.  |  |  |  |  |
| Negative  | He is not going to watch TV.  |  |  |  |  |
| Interrogative   | Is he going to watch TV?  |  |  |  |  |
| Form  | to be (in the simple present) + going + to + verb   |  |  |  |  |
| Uses  | Uses<br>• decision made for the future<br>• conclusion with regard to the future  |  |  |  |  |
|   | Future Progressive  |  |  |  |  |
| Affirmative   | She will be listening to music.   |  |  |  |  |
| Negative  | She will not be listening to music.   |  |  |  |  |
| Interrogative   | Will she be listening to music?   |  |  |  |  |
| Form  | will + be + verb + ing  |  |  |  |  |
| Uses  | <ul> <li>action that is going on at a certain time in the future</li> <li>action that is sure to happen in the near future</li> </ul>                 |  |  |  |  |
|   | Future Perfect  |  |  |  |  |
| Affirmative   | He will have spoken.  |  |  |  |  |
| Negative  | He will not have spoken.  |  |  |  |  |
| Interrogative   | Will he have spoken?  |  |  |  |  |
| Form  | will + have + past participle (past participle of regular verbs: verb + ed<br>  Pastparticiple of irregular verbs: forms differ and should be learned |  |  |  |  |
| by heart)   |   |  |  |  |  |
| Uses • action that will be finished at a certain time in the future |   |  |  |  |  |
|   | Future Perfect Progressive  |  |  |  |  |
| Affirmative You will have been studying.                            |   |  |  |  |  |
| Negative  | You will not have been studying.  |  |  |  |  |
| Interrogative   | Will you have been studying?  |  |  |  |  |

|    | Form  | will + have + been + verb  | + ing   |
|----|---|--|---|
|    | Uses  |  | e before a certain time in the future<br>on the course of an action   |
|    | -h  |  |   |
| 5  | EXERCISE FO   | R TENSES   |   |
| 1) | "What did you st<br>computer science<br>(A) studied<br>(B) was studying | udy at the college?" "I<br>."<br>(D) have studied<br>(E) had studied     | <ul><li>(C) have been searching</li><li>7) A : I think we're going to be here for a while.</li><li>B : But we in line for almost an hour.</li></ul>                               |
| 2) | (C) Study   | lan to return the book?"   | <ul> <li>(A) are standing</li> <li>(D) were standing</li> <li>(B) have stood</li> <li>(E) have been standing</li> <li>(C) Stand</li> </ul>  |
|    | (A) finished<br>(B) was finished<br>(C) Finish                          | (D) have finished<br>(E) will be finishing                               | <ul> <li>8) "Is no one living with your grandmother in that house?"</li> <li>"No, and she anyone do anything for her for years."</li> </ul>                                       |
| 3) | developing econo  | nister the possibility of omic cooperation before ne summit meeting last | <ul><li>(A) never had</li><li>(D) never has</li><li>(B) does not have</li><li>(E) will never have</li><li>(C) has never had</li></ul>   |
|    | (A) discuss<br>(B) discussed<br>(C) had discussed                       | (D) were discussed<br>(E) would discuss                                  | <ul> <li>9) "Several hotels in this region are closing down."</li> <li>"That's because tourism itself since last year."</li> </ul>  |
| 4) | I suddenly remen<br>borrowed it.  | the for my dictionary when a bered that my sister had                    | <ul> <li>(A) is declining</li> <li>(B) declined</li> <li>(C) has been declining</li> </ul>  |
|    | (A) have looked<br>(B) was looking<br>(C) Looked                        | (D) am looking<br>(E) have been looking                                  | 10) We allowed the children to watch their favorite TV program yesterday, only after they doing their should assignment.  |
| 5) | restaurant with m   | ong time since I went to a<br>y friends."                                | <ul><li>(A) were finishing</li><li>(D) would finish</li><li>(B) have finished</li><li>(E) had finished</li><li>(C) Finish</li></ul>   |
|    | (A) has been<br>(B) would be<br>(C) is being                            | (D) was<br>(E) had been  | <ul><li>11) "When did the guest come yesterday?"</li><li>"After she cooking."</li><li>(A) had just finished</li><li>(D) has finished</li></ul>                                    |
| 6) | of the plane crash  | n still looking for survivors<br>?"<br>area for hours, but they          | (B) is finishing (E) finished<br>(C) was finished   |
|    | have not found ar<br>(A) searched<br>(B) were searching                 | ny yet."<br>(D) will be searching  | <ul> <li>12. "He started working for this hospital two years age, didn't he?" "Yes, before that he offshore for a foreign company."</li> <li>(A) has worked (D) worked</li> </ul> |

| (B) was working (E) is working  | (A)        |
|---|------------|
| (C) had worked  | (B)        |
| 13) "Where is Tanti?"   | (C)        |
| "I don't know. In fact, I any of our friends  | 15) She    |
| since I arrived."   | of         |
| (A) did not see (D) do not see  | (A)        |
| (B) was not seeing (E) had not seen   | (B)        |
| (C) have not seen   | (C)        |
| 14) "So, you have finished typing those letters!<br>When did you do it?"<br>"When you the meeting." | (D)<br>(E) |

#### have attended e ... the shoes for five minutes when one the heels came off. am only wearing was only wearing had only been wearing

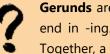
(E) had attended

were attending (D) attended

- have only been wearing
- only wore

attend

#### **GERUNDS, INFINITIVES, AND SIMPLE FORMS**



Gerunds are verbal nouns: being, going, giving, building. Like present participles, gerunds end in -ing. Gerunds are often followed by objects: giving directions, building a house. Together, a gerund and its object form a gerund phrase.



Gerunds are used as any other noun is used. You will see gerunds as subjects, as the objects of certain verbs, and as the objects of prepositions.

Dancing is good exercise. (gerund as subject) He enjoys going to good restaurants. (gerund as object of a verb) You can solve this problem by using a calculator. (gerund as object of a preposition)

Gerunds are also used after verb + preposition combinations.

Michael's father didn't approve of his changing his major from accounting to acting. (gerund after verb + preposition)

This is true even after phrases that contain the word to.

Ruth is looking forward to taking a long vacation.



Infinitives consist of the word to and the simple form of the verb: to be, to go, to give, and to build. Infinitives are often followed by an object: to give directions, to build a house. Together, an infinitive and its object form an infinitive phrase. Like gerunds, infinitives can be the subjects of verbs and the objects of certain verbs. Unlike gerunds, infinitives can NEVER be the objects of prepositions.



To help others is rewarding. (infinitive as subject)

He attempted to swim across the river. (infinitive as object of a verb)

Infinitives are used in several other ways:

• To show purpose (to explain why an action takes place) He took lessons to learn how to dance. (Why did he take lessons? To learn how to dance.)

These infinitive phrases often come at the beginning of a sentence and are set off by commas. To learn how to dance, he took lessons.

The phrase in order + infinitive also shows purpose.

In order to learn how to dance, he took lessons.

- After certain adjectives
  - It's important to change the oil in your car frequently.
- After nouns
  - The first person to walk on the moon was Neil Armstrong.
  - You will often see this after noun phrases containing the word first, last, only, and other ranking words.

You may also see items that focus on passive infinitives. A passive infinitive consists of the words to + be + past participle.

Nancy Hong was the only person to be asked to speak at the ceremony.



**Simple forms** are the base forms of verbs; they consist of the infinitive without the word to: be, go, give, and build. Simple forms are used after the causative verbs have, make, and let and after the phrase would rather.



Mark had the carpenter repair the door. His father makes him study hard.

Penny let her son go on the trip.

She'd rather go jogging than use the exercise machines.

#### **EXERCISE:** Choose one the best answer between two choices!

- 1. Sports parachutes are relatively easy (controlling/to control).
- 2. Sleeve bearings let pistons (**to move/move**) back and forth.
- One of the most important steps in (producing/to produce) a motion picture is film editing.
- An opera singer is required (having/to have) a powerful and beautiful voice.
- 5. The Wampanoag Indians taught the Pilgrims how (**growing/to grow**) corn.
- 6. Frogs and certain kinds of birds use their tongues (**to catch/catch**) insects.

- Modems permit computers (communicating/to communicate) with one another over telephone lines.
- Smells can be more effective than any other sensory stimuli in vividly (bringing/bring) back memories.
- Isadora Martinez invented a knee transplant that allows people with severe arthritis (to bend/bend) their knees easily.
- A sudden sound can make a golfer (to miss/miss) a shot.
- 11. Heavy spring snows may cause the branches of trees (**snap/to snap**).
- Modern race cars store fuel in rubber bladders that are almost impossible (rupturing/to rupture).

#### PREPOSITION



A preposition is a word used to link nouns, pronouns, or phrases to other words within a sentence. Prepositions have no particular form. The majority of prepositions are single word, but some are two words. For instance: IN, OF, ON, FOR, WITH, AT, BY.

Prepositions are used in the following ways:

• In adverbial phrases that show time, place, and other relationships

|   | in the morning                               | on Pennsylvania Avenue                          | to the park by  | a student |
|---|--|---|-----------------|-----------|
| • | After certain nouns<br>a cause of            | a reason for                                    | a solution to   |           |
| • | After certain adjectives and different from  | participles<br>aware of                         | disappointed in |           |
| • | After certain verbs combine with             | rely on   | refer to        |           |
| • | In phrasal prepositions (two<br>according to | o- or three-word prepositions)<br>together with | instead of      |           |
| • | In certain set expressions<br>by far         | in general                                      | on occasion     | at last   |

There are two main types of preposition errors that you may see in the Structure part of the test: errors inpreposition choice and incorrect inclusion or omission of prepositions.

The wrong preposition is used according to the context of the sentence.

There are two particular situations involving preposition choice that are often tested in Structure:

• Errors with from . . . to and between . . . and

Both of these expressions are used to give the starting time and ending time. They can also be used to show relationships of place and various other relationships.

He lived in Seattle from 1992 to 1997.

He lived in Seattle between 1992 and 1997.

Route 66 ran from Chicago to Los Angeles.

Route 66 ran between Chicago and Los Angeles.

Errors usually involve an incorrect pairing of those words or the incorrect use of other prepositions:

between A to B from X and Y between A with B since X to Y

• Errors with since, for, and in

Since is used before a point in time with the present perfect tense—but never with the past tense. For is used before a period of time with the present perfect and other tenses. In is used before certain points in time (years, centuries, decades) with the past tense and other tenses—but never with the present perfect tense.

He's lived here since 1995. He's lived here for two years. He moved here in 1995.

Errors involve the use of one of these prepositions for another:

He's lived here in 1995.

He's lived here since two years.

He moved here since 1995.

Sample Items The pitch of a tuning fork depends of the size and shape of its arms. В С Α The correct answer is (B). The preposition after the verb depend is on, not of. The Alaskan Pipeline runs between Prudhoe Bay on the Arctic Coastal Plain to the port B С of Valdez, a distance of 789 miles. D The correct answer is (B). The pattern is from ... to. Candles were mankind's A chief source of illumination since at least 2,000 years. С В D The correct answer is (C). Before a period of time (2,000 years), the preposition for should be used.

#### EXERCISE:

- 1. Wage rates depend (in/on) part (from/on) the general prosperity (of/for) the economy.
- (For/To) an injection to be effective (on/against) tetanus, it must be administered (by/within) 72 hours (of/for) the injury.
- 3. The invention (of/for) the hand-cranked freezer opened the door (for/to) commercial ice-cream production, and (for/since) then, the ice-cream industry has grown (in/into) a 4-billion-dollar-a-year industry.
- (At/On) the time (of/in) the Revolutionary War, the North American colonies were merely a long string (with/of) settlements (along/among) the Atlantic Coast (between/from) Maine and Georgia.
- The probability (of/for) two people (in/on) a group (of/for) ten people having birthdays (in/on) the same day is about one (in/of) twenty.

- Showboats were floating theaters that tied up (at/to) towns (in/on) the Ohio and Mississippi Rivers to bring entertainment and culture (to/at) the people (on/in) the frontier.
- Scrimshaw, the practice (of/for) carving ornate designs (in/on) ivory, was first practiced (by/of) sailors working (by/with) sail needles while (in/on) long sea voyages.
- 8. Assateague Island, (off/of) the coast (off/of) Virginia, is famous (for/to) its herds (of/with) wild ponies.
- (In/On) order (for/to) an object to be visible, light must travel (from/for) that object (at/to) a person's eyes.
- 10. (In/On) the 1930s and 1940s, when train travel was (on/at) its peak, passengers could look forward (for/to) wonderful meals (on/at) trains.

#### **CONJUNCTIONS**

TOEFL UNP

#### **Correlative Conjunctions**

either . . . or neither . . . nor both . . . and not only . . . but also whether . . . or

#### Sample Items

В

Α

X rays have important applications, not only in medicine and in industry.

| Α | В | С [ |
|---|---|-----|
|   |   |     |

**The correct answer is (C).** The correct pattern is *not only*... *but also*.

С

The air that surrounds our planet is both odorless, colorless, and invisible.

D

**The correct answer is (D)**. Because both . . . and can only be used to join two elements, the word both must be eliminated to correct the sentence.

The conjunction and is correctly used to show addition; or is used to show choice between alternatives; but is used to show contrast or opposition.

## Sample Item Brakes and clutches serve very different functions in an automobile, and their principles of A B C operation are nearly the same.

**The correct answer is (C)**. The first clause discusses how brakes and clutches are different; the second clause discusses how they are the same. Therefore, the conjunction joining them must show contrast. Choice (C) should read but.

#### EXERCISE:

1. Model airplanes can be guided both by 4. Information in a computer can be lost R Α Δ control wires or by radio transmitters. because it is not longer stored or because it С D В С D is stored but cannot be retrieved. 2. Specialty stores, unlike department stores, handle only one line of merchandise 5. A mosaic is a picture done from small bits \_\_\_\_\_ a limited number of closely R related lines. of <u>either</u> <u>colored</u> glass tile. or (A) either (C) instead С D (B) but (D) or 6. Although topology is the youngest branch 3. Thomas Eakins studied not only painting of geometry, \_\_\_\_\_ is considered the \_\_\_\_\_ anatomy when he was training to most sophisticated. become an artist. (A) but it (C) it (A) moreover (C) as well (B) so it (D) however it (B) but also (D) and

7. John Lancaster Spaulding <u>was</u> not only a

religiousleaderandalsoa socialreformer.BCD

8. In 1923, Jean Toomer wrote a book titled Cane that combined fiction \_\_\_\_\_\_ poetry to describe the experience of being black in the United States.
(A) and (C) also (B) to (D) or

9. <u>Although</u> fish can hear, <u>they</u> have neither

A
B

external ears or eardrums.

C
D

10. In <u>all</u> animals, whether simple <u>and</u> complex, **A**B
enzymes aid in the <u>digestion</u> of <u>food</u>.
C
D

#### COMPARISONS



Most adjectives have three forms: the absolute (the basic adjective form), the comparative, and the superlative. Comparatives are used to show that one item has more of some quality than another does.



George is taller than his brother.

Superlatives are used to show that one item in a group of three or more has the greatest amount of some quality.

He was the tallest man in the room.

The chart explains how comparatives and superlatives are formed:

|   | Absolute  | Comparative    | Superlative        |
|---|-----------|----------------|--------------------|
| One-syllable adjectives                 | warm      | warmer         | the warmest        |
| Two-syllable adjectives ending with -y  | funny     | funnier        | the funniest       |
| Other two-syllable adjectives           | common    | more common    | the most common    |
| Adjectives with three or more syllables | important | more important | the most important |

Some two-syllable adjectives have two correct forms of both the comparative and the superlative:

| narrower    | clever      | polite      |
|-------------|-------------|-------------|
| more narrow | more clever | more polite |
| narrowest   | cleverest   | politest    |
| most narrow | most clever | most polite |

A "negative" comparison can be expressed with the words less and least. Less and least are used no matter how many syllables an adjective has.

| less bright      | less expensive      |
|------------------|---------------------|
| the least bright | the least expensive |

#### Irregular Comparatives and Superlatives

| good/well | better  | the best     |
|-----------|---------|--------------|
| bad/badly | worse   | the worst    |
| far       | farther | the farthest |
|           | further | the furthest |

EXERCISE:

1. The American and Canadian political 6. Charcoal is the more commonly used systems are like in that both are dominated В Α Α В С D cooking fuel in the world. by two major parties. С D 2. Wild strawberries are 7. Automobiles, airplanes, and buses use more cultivated strawberries. energy per passenger \_\_\_\_\_. (A) not sweeter (C) less sweeter than (A) as do trains (C) trains do (B) not as sweet as (D) not sweet as (B) than trains do (D) like trains 3. The period is probably the most easiest 8. Few American politicians have spoken more В С Α Α В punctuation mark to use. eloquently as William Jennings Bryan. D С D 4. When metal replaced wood in the The larger a drop of water, \_\_\_\_ 9. В Α freezing temperature. construction of ships' hulls, more strong (A) the higher its (C) higher than its С (D) the highest (B) its higher ships could be built. D 10. \_\_\_\_\_ San Diego and San Francisco, Los Angeles has no natural harbor. 5. Sea bass \_\_\_\_\_\_ freshwater bass. (A) Dissimilar (C) Dislike (A) are larger than (C) are as large (D) Different (B) Unlike (B) the larger the (D) than are larger ARTICLE

Articles a word that comes before a noun to show if it's specific or general.

The basic uses of articles are explained in the chart:

| A or an is used before<br>singular nouns when one<br>does not have a specific<br>person, place, thing, or<br>concept in mind:<br>a chairThe is used before<br>singular, plural, and<br>noncount nouns when<br>one does not have a<br>specific person, place,<br>thing, or concept in mind:<br>the orange<br>the oranges<br>the fruit<br>the chairsNo article is used before<br>noncount nouns or plural<br>nouns when one does not<br>have specific persons,<br>places, concepts, or things<br>in mind: | Indefinite<br>Articles a and an  | Definite<br>Article the   | No Article  |
|---|--|---|---|
| the turniture turniture   | A or an is used before<br>singular nouns when one<br>does not have a specific<br>person, place, thing, or<br>concept in mind:<br>an orange | The is used before<br>singular, plural, and<br>noncount nouns when<br>one does not have a<br>specific person, place,<br>thing, or concept in mind:<br>the orange<br>the oranges<br>the fruit<br>the chair | noncount nouns or plural<br>nouns when one does not<br>have specific persons,<br>places, concepts, or things<br>in mind:<br>orange<br>oranges<br>fruit<br>chair |

The indefinite article a is used before words that begin with a consonant sound (a chair, a book); an is used before words that begin with a vowel sound (an orange, an ocean liner). Before words that begin with the letters h- and u-, either a or an can be used, depending on the pronunciation of the words.

#### **INCORRECT ARTICLE CHOICE**

| INCORRECT ARTICLE CHOICE  |  |
|---|--|
| Sample Items  |  |
| A <u>eclipse</u> of <u>the sun</u> may be <u>either</u> total or <u>parti</u>   | <u>al</u> .  |
| A B C D   |  |
| The correct answer is (A). An must be used be eclipse.  | fore a noun beginning with a vowel sound such as   |
| Rose Bird was <u>a first</u> woman in <u>the history</u> of Ca  | lifornia to serve on the State Supreme Court.  |
| A B   | <u> </u>   |
| The correct answer is (A). An must be used be   | fore a noun beginning with a vowel sound such as   |
| eclipse.  |  |
|   |  |
| <b>EXERCISE:</b> Underline the forms that corr  | rectly complete the sentence.  |
| 1. Only about (the one/one) percent of (the water/water) on Earth is (the fresh/fresh) water.   | 7. <u>A number of</u> large insurance <u>companies</u><br><b>A B</b><br>have <u>the</u> headquarters <u>in</u> Hartford, |
| <ol> <li>(The mineral/Mineral) phosphate is (the most/most) common ingredient of all types of (the fertilizers/fertilizers).</li> </ol> | have <u>the</u> headquarters <u>in</u> Hartford,<br><b>C D</b><br>Connecticut.   |
|   | 8. To be <u>effective</u> , <u>an</u> advertisement must   |
| 3. (The/A) process of refining minerals requires (a/an) huge amount of (an  | A B  |
| electrical/electrical) energy.  | <u>first</u> attract an <u>attention</u> .<br><b>C D</b>   |
|   |  |
| 4. (A humor/Humor) runs through (the  | 9. Virgin Islands National Park features   |
| American/American) literature from (the earliest/earliest) times until (the   | a underwater preserve with <u>coral</u> reefs and<br><b>A B</b>  |
| present/present).   | <u>colorful</u> tropical <u>fish</u> .   |
|   | C D  |
| 5. (The ozone/Ozone) layer acts as (a/an) umbrella against (the most/most) of (the  | 10. Arthritis, <u>a painful</u> swelling of <u>the</u> joints, is  |
| Sun's/Sun's) dangerous rays.  | A $\mathbf{A}$ $\mathbf{B}$  |
|   | often associated <u>with elderly</u> people, but it  |
| 6. <u>The most</u> butterfly eggs are coated with <u>a</u><br><b>A B</b>  | c  |
| sticky substance that holds them to plants.   | can afflict <u>young</u> as well.  |
| C D   | D  |



# **READING COMPREHENSION**

## MAIN IDEA, MAIN TOPIC, AND MAIN PURPOSE QUESTIONS

Reading's questions in TOEFL test generally ask about main idea, main topic, and main purpose of a passage. After almost every passage, the first question is an overview question about the main idea, main topic, or main purpose of a passage. Main idea questions ask you to identify the most important thought in the passage. (Bruce Rogers, 2005)

Sample questions of passages' main idea and main topic

- 1) What is the main idea/main topic of the passage?
- 2) The primary idea of the passage is ...
- 3) Which of the following best summarizes the author's main idea?
- 4) What does the passage mainly discuss?
- 5) The passage is primarily concerned with ...

Main purpose questions ask why an author wrote a passage. The answer choices for these questions usually begin with infinitives (to).

Sample Questions of passage's main purpose

- 1. The author's purpose in writing is to ...
- 2. What is the author's main purpose in the passage?
- 3. The main point of this passage is to ...
- 4. Why did the author write the passage?

## Tips and Trick for Main Idea, Main Topic, and Main Purpose Questions

The correct answers for main idea, main topic, and main purpose questions correctly summarize the main points of the passage; they must be more general than any of the supporting ideas or details, but not so general that they include ideas outside the scope of the passages.

Distractors for this type of question have one of these characteristics:

- 1. They are too specific.
- 2. They are too general.
- 3. They are incorrect according to the passage.
- 4. They are irrelevant (unrelated) to the main idea of the passage.

If you're not sure of the answer for one of these questions, go back and quickly scan the passage. You can usually infer the main idea, main topic, or main purpose of the entire passage from an understanding of the main ideas of the paragraphs that make up the passage and the relationship between them.

## EXERCISE: Choose the best answer

#### Passage 1

American folk music originated with ordinary people at a time when the rural population was

isolated and music was not yet spread by radio, tapes, CDs, or music videos. It was transmitted by oral tradition and is noted for its energy, humor, and emotional impact. The major source of early American folk songs was music from the British Isles, but songs from Africa as well as songs of the American Indians have a significant part in its heritage. Later settlers from other countries also contributed songs. In the nine-teenth century, composer Steven Foster wrote some of the most enduringly popular of all American songs, which soon became part of the folk tradition. Beginning in the 1930s, Woody Guthrie gained great popularity by adapting traditional melodies and lyrics and supplying new ones as well. In the 1950s and 1960s, signer- composers such as Pete Seeger, Bob Dylan, and Joan Baez continued this tradition by creating "urban" folk music. Many of these songs dealt with important social issues, such as racial integration and the war in Vietnam. Later in the 1960s, musical groups such as the Byrds and the Turtles combined folk music and rock and roll to create a hybrid form known as folk-rock.

- 1) The primary purpose of this passage is to
  - (A) trace the development of American folk music.
  - (B) explain the oral tradition.
  - (C) contrast the styles of folk-rock musicians.
  - (D) point out the influence of social issues on "urban" folk music.

## Passage 2

Every scientific discipline tends to develop its own special language because it finds ordinary words inadequate, and psychology is no different. The purpose of this special jargon is not to mystify non-psychologists; rather, it allows psychologists to accurately describe the phenomena they are discussing and to communicate with each other effectively. Of course, psychological terminology consists in part of everyday words such as emotion, intelligence, and motivation, but psychologists use these words somewhat differently. For example, a non-psychologist may use the term anxiety to mean nervousness or fear, but most psychologists reserve the term to describe a condition produced when one fears events over which one has no control.

- 2) The main topic of this passage is
  - (A) effective communication.
  - (B) the special language of psychology.
  - (C) two definitions of the word anxiety.
  - (D) the jargon of science.

#### Passage 3

Gifford Pinchot was the first professionally trained forester in the United States. After he graduated from Yale in 1889, he studied forestry in Europe. In the 1890s he managed the forest on the Biltmore estate in North Carolina (now Pisgah National Forest) and became the first to practice scientific forestry. Perhaps his most important contribution to conservation was persuading President Theodore Roosevelt to set aside millions of acres in the West as forest reserves. These lands now make up much of the national parks and national forests of the United States. Pinchot became the chief forester of the U.S. Forest Service in 1905. Although he held that post for only five years, he established guidelines that set forest policy for decades to come.

- 3) The passage primarily deals with
  - (A) Gifford Pinchot's work on the Biltmore Estate.
  - (B) the practice and theory of scientific forestry.
  - (C) the origin of national parks and national forests in the United States.
  - (D) the contributions Gifford Pinchot made to American forestry.

#### Passage 4

Off-Broadway theater developed in New York City in about 1950 as a result of dissatisfaction with conditions on Broadway. Its founders believed that Broadway was overly concerned with producing safe, commercially successful hit plays rather than drama with artistic quality. Off-Broadway producers tried to assist playwrights, directors, and performers who could not find work on Broadway. Off-Broadway theaters were poorly equipped, had limited seating, and provided few conveniences for audiences. But the originality of the scripts, the creativity of the performers, and the low cost of tickets made up for these disadvantages, and off-Broadway theater prospered. However, by the 1960s, costs began to rise, and by the 1970s, off-Broadway theater was encountering many of the difficulties of Broadway and had lost much of its vitality. With its decline, an experimental movement called

off-off-Broadway theater developed.

- 4) What is the main idea of this passage?
  - (A) After initial success, off-Broadway theater began to decline.
  - (B) Off-Broadway theaters produced many hit commercial plays.
  - (C) Theaters on Broadway were not well equipped.
  - (D) Off-Broadway plays were highly creative.
- 5) The paragraph that follows this passage most likely deals with
  - (A) the help off-Broadway producers provided to directors, playwrights, and performers.
  - (B) methods off-broadway theaters used to cope with rising prices.
  - (C) the development of off-Broadway theater.
  - (D) the decline of Broadway theater.

#### Passage 5

At the time of the first European contact, there were from 500 to 700 languages spoken by North American Indians. These were divided into some sixty language families, with no demonstrable genetic relationship among them. Some of these families spread across several of the seven cultural areas. The Algonquin family, for instance, contained dozens of languages and occupied a vast territory. Speakers of Algonquin languages included the Algonquins of the Eastern Wood- land, the Blackfoots of the Plains, and the Wiyots and Yuroks of California. Other language families, like the Zuni family of the Southwest, occupied only a few square miles of area and contained only a single tribal language.

- 6) What is the main idea of this passage?
  - (A) Each of the cultural areas was dominated by one of the language families.
  - (B) The Zuni language is closely related to the Algonquin language.
  - (C) There is considerable diversity in the size and the number of languages in language families of the North American Indians.
  - (D) Contact with Europeans had an extraordinary effect on the languages of the Indian tribes of North America.

## Passage 6

Further changes in journalism occurred around this time. In 1846, Richard Hoe invented the steam cylinder rotary press, making it possible to print newspapers faster and cheaper. The development of the telegraph made it possible for much speedier collection and distribution of news. Also in 1846, the first wire service was organized. A new type of newspaper appeared around this time, one that was more attuned to the spirit and needs of the new America.

Although newspapers continued to cover politics, they came to report more human interest stories and to record the most recent news, which they could not have done before the telegraph. New York papers, and those of other northern cities, maintained corps of correspondents to go into all parts of the country to cover newsworthy events.

- 7) The main purpose of the passage is to
  - (A) present a brief history of American journalism.

- (B) outline certain developments in midnineteenth-century journalism.
- (C) explain the importance of the steam cylinder rotary press.
- (D) present some biographic information about Richard Hoe.
- 8) What is the most probable topic of the paragraph preceding this one?
  - (A) Other types of rotary presses
  - (B) Alternatives to using wire services
  - (C) Newspapers that concentrated on politics
  - (D) Other developments in journalism
- 9) The tone of the passage could best be described as
  - (A) objective.
  - (B) optimistic.
  - (C) angry.
  - (D) humorous.

## Passage 7

In the western third of North America, the convoluted folds of the earth's surface and its

fractured geologic structure tend to absorb the seismic energy of an earthquake. Even if an earthquake measuring 8.5 on the Richter scale struck Los Angeles, its force would fade by the time it reached San Francisco, some 400 miles away. But in the eastern two thirds of the continent, the same energy travels more easily. The earthquake that struck New Madrid, Missouri, in 1811, estimated at 8 on the Richter scale, shook Washington, D.C., about 800 miles away, and was felt as far as Boston and Toronto.

- 10) Which of the following best expresses the main idea of this passage?
  - (A) If a major earthquake strikes Los Angeles, it will probably damage San Francisco as well.
  - (B) The New Madrid earthquake of 1811 was felt in Boston and Toronto.
  - (C) The geology of the western United States is much more complex than that of the eastern United States.
  - (D) (D) Earthquakes travel farther in the East than in the West.

## **DETAIL, NEGATIVE, INFERENCE ITEMS**

Details ask about explicit facts and details given in the passage. They often contain one of the 5w-1h question words: who, what, when, where, why, how much, and so on.

Detail items often begin with the phrases "According to the passage..." or "According to the author..." When you see these phrases, you know that the information needed to answer the question is directly stated somewhere in the passage.

The order of detail questions in a passage almost always follows the order in which the ideas are presented in the passage. In other words, the information you need to answer the first detail question will usually come near the beginning of the passage; the information for the second will follow that, and so on. Knowing this should help you locate the information you need. Correct answers for detail questions are seldom the same, word for word, as information in the passage; they often contain synonyms and use different grammatical structures.

## **Tips And Trick of Detail Part**

To answer detail items, you have to locate and identify the information that the question asks about. If you are not sure from your first reading where to look for specific answers, use the following techniques:

- Focus on one or two key words as you read the stem of each item. These are usually names, dates, or other nouns—something that will be easy to find as you scan. Lock these words in your mind.
- Scan the passage as you scroll down looking for these words or their synonyms. Look only for these words. Do NOT try to read every word of the passage.
- It may help to use the eraser end of your pencil as a pointer to focus your attention. Don't reread the passage completely—just look for these particular words.
- Sometimes you can use reference items and vocabulary items to help you pinpoint the location of the information you need.
- When you find the key words in the passage, carefully read the sentence in which they occur. You may have to read the sentence preceding or following that sentence as well.
- Compare the information you read with the four answer choices.

## **NEGATIVE ITEMS**

These items ask you to determine which of the four choices is not given in the passage. These questions contain the words NOT, EXCEPT, or LEAST (which are always capitalized).

- According to the passage, all of the following are true EXCEPT
- Which of the following is NOT mentioned in the passage?
- Which of the following is the LEAST likely...

## **INFERENCE ITEMS**

As in the Listening section, there are questions in the Reading section that require you to make inferences. The answers to these questions are not directly provided in the passage—you must "read between the lines." In other words, you must make conclusions based indirectly on information in the passage.

Many test-takers find these questions to be the most difficult type of reading question. Inference questions may be phrased in several ways. Many of these questions contain some form of the words infer or imply.

- Which of the following can be inferred from the passage?
- It can be inferred from the passage that ...
- The author implies that . . .
- Which of the following does the passage imply?
- Which of the following would be the most reasonable guess about?
- The author suggests that . . .
- It is probable that . . .

There will probably be from five to eight of these questions per Reading section.

## SAMPLE ITEM

A star very similar to the sun is one of the nearest stars to Earth. That star is Alpha Centauri, just 4.3 light-years away. Other than our own sun, the nearest star to the earth is a tiny red star, not visible without a telescope, called Proxima Centauri.

It can be inferred from this passage that

- (A) Proxima Centauri is similar to the earth's sun.
- (B) Proxima Centauri is the closest star to the earth.
- (C) Alpha Centauri is invisible from the earth.

(D) Proxima Centauri is less than 4.3 light-years from the earth.

The correct answer is (D). Choice (A) is not a valid inference; Alpha Centauri is similar to the sun, but Proxima Centauri is "a tiny red star." Choice (B) also cannot be inferred; the closest star to the earth is our own sun. Nor can choice (C) be inferred; Proxima Centauri is invisible, but there is no information as to whether Alpha Centauri is. Because Alpha Centauri is 4.3 light-years away, it can be inferred that Alpha Centauri, the closest star, is less than that.

#### EXERCISE

#### Passage 1

Mesa Verde is the center of the prehistoric Anasazi culture. It is located in the high plateau lands near Four Corners, where Colorado, Utah, New Mexico, and Arizona come together. This high ground is majestic but not forbidding. The climate is dry but tiny streams trickle at the bottom of deeply cut canyons, where seeps and springs pro- vided water for the Anasazi to irrigate their crops. Rich red soil provided fertile ground for their crops of corn, beans, squash, tobacco, and cotton. The Anasazi domesticated the wild turkey and hunted deer, rabbits, and mountain sheep.

For a thousand years the Anasazi lived around Mesa Verde. Although the Anasazi are not related to the Navajos, no one knows what these Indians called themselves, and so they are commonly referred to by their Navajo name, Anasazi, which means "ancient ones" in the Navajo language.

Around 550 A.D., early Anasazi—then a nomadic people archaeologists call the Basketmakers began constructing permanent homes on mesa tops. In the next 300 years, the Anasazi made rapid technological advancements, including the refinement of not only basket-making but also pottery making and weaving. This phase of development is referred to as the Early Pueblo Culture.

By the Great Pueblo Period (1100–1300 A.D.), the Anasazi population swelled to more than 5,000 and the architecturally ambitious cliff dwellings came into being. The Anasazi moved from the mesa tops onto ledges on the steep canyon walls, creating two- and three-story dwellings. They used sandstone blocks and mud mortar. There were no doors on the first floor and people used ladders to reach the first roof. All the villages had underground chambers called kivas. Men held tribal councils there and also used them for secret religious ceremonies and clan meetings. Winding paths, ladders, and steps cut into the stone led from the valleys below to the ledges on which the villages stood. The largest settlement contained 217 rooms. One might surmise that these dwellings were built for protection, but the Anasazi had no known enemies and there is no sign of conflict.

But a bigger mystery is why the Anasazi occupied these structures such a short time. By 1300, Mesa Verde was deserted. It is conjectured that the Anasazi abandoned their settlements because of drought, overpopulation, crop failure, or some combination of these. They probably moved southward and were incorporated into the pueblo villages that the Spanish explorers encountered 200 years later. Their descendants still live in the Southwest.

- 1) The passage does NOT mention that the Anasazi hunted
  - (A) sheep.
  - (B) turkeys.
  - (C) deer.
  - (D) rabbits.
- 2) The name that the Anasazi used for themselves
  - (A) means "Basketmakers" in the Navajo language.
  - (B) is unknown today.
  - (C) was given to them by archaeologists.

- (D) means "ancient ones" in the Anasazi language.
- 3) How long did the Early Pueblo Culture last?
  - (A) 200 years
  - (B) 300 years
  - (C) 550 years
  - (D) 1,000 years
- 4) Where did the Anasazi move during the Great Pueblo Period?
  - (A) To settlements on ledges of canyon walls
  - (B) To pueblos in the South
  - (C) Onto the tops of the mesas
  - (D) Onto the floors of the canyons
- 5) According to the passage, the Anasazi buildings were made primarily of
  - (A) mud.
  - (B) blocks of wood.
  - (C) sandstone.
  - (D) the skins of animals.
- 6) According to the passage, the Anasazi entered their buildings on the ledges
  - (A) by means of ladders.
  - (B) from underground chambers.
  - (C) by means of stone stairways.
  - (D) through doors on the first floor.
- According to the passage, kivas were used for all the following purposes EXCEPT
  - (A) clan meetings.
  - (B) food preparation.
  - (C) religious ceremonies.
  - (D) tribal councils.
- According to the passage, the LEAST likely reason that the Anasazi abandoned Mesa Verde was
  - (A) drought.
  - (B) overpopulation.
  - (C) war.
  - (D) crop failure.

9) Put an X next to the paragraph that presents theories about why the Anasazi left.

#### Passage 2

Dulcimers are musical instruments that basically consist of wooden boxes with strings stretched over them. In one form or another, they have been around since ancient times, probably originating with the Persian santir. Today there are two varieties: the hammered dulcimer and the Appalachian, or mountain dulcimer. The former is shaped like a trapezoid, has two or more strings, and is played with wooden mallets. It is the same instrument played in a number of Old-World countries. The Appalachian dulcimer is classified by musicologists as a box zither. It is a descendant of the Pennsylvania Dutch scheitholt and the French epinette. Appalachian dulcimers are painstakingly fashioned by artisans in the mountains of West Virginia, Kentucky, Tennessee, and Virginia. These instruments have three or four strings and are plucked with quills or the fingers. They are shaped like teardrops or hourglasses. Heart-shaped holes in the sounding board are traditional. Most performers play the instruments while seated with the instruments in their laps, but others wear them around their necks like guitars or place them on tables in front of them. Originally used to play dance music, Appalachian dulcimers were popularized by performers such as John Jacob Niles and Jean Ritchie during the folk music revival of the 1960s.

- 10) According to the passage, which of the following is NOT an ancestor of the Appalachian dulcimer?
  - (A) The box zither
  - (B) The santir
  - (C) The scheitholt
  - (D) The epinette

## Passage 3

Pigeons have been taught to recognize human facial expressions, upsetting long-held beliefs that only humans had evolved the sophisticated nervous systems to perform such a feat. In recent experiments at the University of Iowa, eight trained pigeons were shown photographs of people displaying emotions of happiness, anger, surprise, and disgust. The birds learned to distinguish between these expressions. Not only that, but they were also able to correctly identify the same expressions on photographs of unfamiliar faces. Their achievement does not suggest, of course, that the pigeons had any idea what the human expressions meant.

Some psychologists have theorized that because of the importance of facial expression to human communication, humans developed special nervous systems capable of recognizing subtle expressions. The pigeons cast doubt on that idea, however.

In fact, the ability to recognize facial expressions of emotion is not necessarily innate even in human babies, but may have to be learned in much the same way pigeons learn. In experiments conducted several years ago at the University of Iowa, it was found that pigeons organize images of things into the same logical categories that humans do.

None of this work would come as any surprise to Charles Darwin, who long ago wrote about the continuity of mental development from animals to humans.

- 11) From the passage, which of the following can be inferred about pigeons?
  - (A) They can show the same emotions humans can.
  - (B) They can understand human emotions.

- (C) They can only identify the expressions of people they are familiar with.
- (D) They have more sophisticated nervous systems than was once thought.
- 12) The passage implies that, at birth, human babies
  - (A) have nervous systems capable of recognizing subtle expressions.
  - (B) can learn from pigeons.
  - (C) are not able to recognize familiar faces.
  - (D) may not be able to identify basic emotions through facial expressions.
- 13) Why does the author mention the experiments conducted several years ago at the University of Iowa?
  - (A) They proved that pigeons were not the only kind of animal with the ability to recognize facial expressions.
  - (B) They were contradicted by more recent experiments.
  - (C) They proved that the ability to recognize human expressions was not innate in human babies.
  - (D) They showed the similarities between the mental organization of pigeons and that of humans.
- 14) If Charles Darwin could have seen the results of this experiment, his most probable response would have been one of
  - (A) rejection.
  - (B) surprise.
  - (C) agreement.
  - (D) amusement.

## **VOCABULARY ITEMS AND REFERENCE ITEMS**

In vocabulary items, you must determine which of four words or phrases can best substitute for a word or words in the passage.

Most of the questions ask about single words (usually nouns, verbs, adjectives, and adverbs). Some ask about two- or three-word phrases.

Sometimes two of the answer choices for these items might be "correct" definitions of the word that is asked about. In those cases, you must decide which of the two is correct in the context of the passage.

In ordinary reading, there are several clues that can help you to determine the meaning of an unknown word:

• Synonyms

The first state to institute compulsory education was Massachusetts, which made it mandatory for students to attend school twelve weeks a year.

The word mandatory is a synonym for the word compulsory.

• Examples

Many gardeners use some kind of mulch, such as chopped leaves, peat moss, grass clippings, pine needles, or wood chips, to stop the growth of weeds and hold in moisture. From the examples given, it is clear that mulch is plant matter.

Contrast

In the 1820s, the Southern states supported improvements in the national transportation system, but the Northern states balked.

Since the Southern states supported improvements, and since a word signaling contrast (but) is used, it is clear that the Northern states disagreed with this idea, and that the word balked must mean objected or refused.

General context

In a desert, vegetation is so scanty as to be incapable of supporting any large human population. As is generally known, deserts contain little vegetation, so clearly the word scanty must mean scarce or barely sufficient.

## Tips and Trick for Vocabulary Items

- 1) Look at the word being asked about and the four answer choices. If you are familiar with the word, guess which answer is correct. Do NOT mark your answer sheet yet.
- 2) Read the sentence in which the word appears. If you were familiar with the word and guessed at the answer, make sure that the word that you chose fits with the word as it is used in the sentence. If you were unfamiliar with the word, see if context clues in the sentence or in the sentences before or after help you guess the meaning.
- 3) If you are not sure which answer is correct, read the sentence with each of the four answer choices in place. Does one seem more logical, given the context of the sentence, than the other three? If not, do any seem illogical? (You can eliminate those.)
- 4) If you're still not sure, make the best guess you can and go on.

Reference items ask you to find the noun (called the referent) that a pronoun or other word refers to. Two things to remember:

- 1. The referent almost always comes before the reference word in the passage.
- 2. The referent is NOT always the noun that is closest to the reference word in the sentence.

## **Reference Words**

## **Possible Referents**

| she | her | hers | herself | A singular female |
|-----|-----|------|---------|-------------------|
| he  | his | him  | himself | A singular male   |

| it                      | its   | itself |            | A singular thing, place, animal, action, idea                |
|-------------------------|-------|--------|------------|--|
| they                    | their | them   | themselves | Plural persons, things, animals, places, actions, ideas      |
| who                     | whose |        |            | Person(s)  |
| which                   |       |        |            | Things(s), place(s), animal(s), action(s), idea(s)           |
| that (relative pronoun) |       |        |            | Person(s), thing(s), place(s), animal(s), action(s), idea(s) |
| then                    |       |        |            | Time   |
| there                   |       |        |            | Place  |
| this                    | that  | (demo  | nstrative) | Singular thing, action, idea                                 |
| these                   | those |        |            | Plural things, actions, ideas                                |
|                         |       |        |            |  |

## **EXERCISE 1**

#### Passage 1

The Civil War created feverish manufacturing activity to supply critical material, especially in the North. When the fighting stopped,

the stage was set for dramatic economic growth. Wartime taxes on production had vanished, and the few taxes that remained leaned heavily on real estate, not on business. The population flow from farm to city increased, and the labor force it provided was buttressed by millions of newly arrived immigrants willing to work for low wages in the mills of the North and on the railroad crews of the Midwest and West.

The federal government's position toward economic expansion was nothing if not accommodating. The government established tariff barriers, provided loans and grants to build a transcontinental railroad, and assumed a studied stance of nonintervention in private enterprise. The Social Darwinism of British philosopher Herbert Spencer and American economist William Graham Summer prevailed.

The theory was that business, if left to its own devices, would eliminate the weak and nurture the strong. But as business expanded, the rivalry heated up. In the 1880s, five railroads operating between New York and Chicago vied for traffic, and two more were under construction. As a result of the battle, the fare between the cities decreased to \$1. Petroleum companies likewise competed savagely and, in the 1880s, many of them failed.

- The word feverish in paragraph 1 is closest in meaning to
  - (A) extremely rapid.
  - (B) sickly and slow.
  - (C) very dangerous.
  - (D) understandable.
- 2) Which of the following is closest in meaning to the word critical in paragraph 1?
  - (A) Industrial
  - (B) Serious
  - (C) Crucial
  - (D) Insulting
- 3) The phrase the stage was set in paragraph 1 is closest in meaning to which of the following?
  - (A) The play was over.
  - (B) The progress continued.
  - (C) The foundation was laid.
  - (D) The direction was clear.
- Look at the word newcomers in the bold text below:

The population flow from farm to city increased, and the labor force it provided was buttressed by millions of recent immigrants. These newcomers were willing to work for low wages in the mills of the North and on the railroad crews of the Midwest and West.

Underline the word or phrase in the bold text that is closest in meaning to the word newcomers.

- 5) The phrase real estate in paragraph 1 refers to
  - (A) tools and machines.
  - (B) actual income.
  - (C) new enterprises.
  - (D) land and buildings.
- 6) The word buttressed in paragraph 1 is closest in meaning to
  - (A) concerned.
  - (B) supplemented.
  - (C) restructured.
  - (D) enriched.
- 7) The word accommodating in paragraph 2 is closest in meaning to
  - (A) persistent.
  - (B) indifferent.
  - (C) balanced.
  - (D) helpful.
- Look at the word stance in the bold text below:

## **EXERCISE 2**

## Passage 1

In addition to these various types of deep mining, several types of surface mining may be used when minerals lie relatively close to the surface of the earth. One type is open-pit mining. The first step is to remove the overburden, the layers of rock and earth lying above the ore, with giant scrapers. The ore is broken up in a series of blasting operations. Power shovels pick up the pieces and load them into trucks or, in some cases, ore trains. These carry it up ramps to ground level. Soft ores are removed by drilling screws, called augers. Another type is called "placer" mining.

Sometimes heavy metals, such as gold, are found in soil deposited by streams and rivers. The soil is picked up by a power shovel and transferred to a long trough. Water is run through the soil in the trough. This carries soil particles away with it. The federal government's position toward economic expansion was nothing if not accommodating. It established tariff barriers, provided loans and grants to build a transcontinental railroad, and assumed a studied stance of nonintervention in private enterprise.

Underline the word or phrase in the bold text that is closest in meaning to the word stance.

- 9) The word prevailed in paragraph 2 is closest in meaning to
  - (A) influenced.
  - (B) triumphed.
  - (C) premiered.
  - (D) evolved.
- 10) The phrase left to its own devices in paragraph 2 means
  - (A) forced to do additional work.
  - (B) allowed to do as it pleased.
  - (C) made to change its plans.
  - (D) encouraged to produce more goods.

The metal particles are heavier than the soil and sink to the bottom where they can be recovered.

The finishing-off process of mining is called mineral concentration. In this process, the desired substances are removed from the waste in various ways. One technique is to bubble air through a liquid in which ore particles are suspended. Chemicals are added that make the minerals cling to the air bubbles. The bubbles rise to the surface with the mineral particles attached, and they can be skimmed off and saved.

 Look at the word them in the bold text below:

The ore is broken up in a series of blasting operations. Power shovels pick up the pieces and load them into trucks. Underline the word or phrase in the bold text that refers to them.

2) Look at the word These in the bold text below:

Power shovels pick up the pieces and load them into trucks. These carry it up ramps to ground level. Soft ores are removed by drilling screws, called augers.

Underline the word or phrase in the bold text that refers to These.

- The phrase Another type in paragraph 2 is a reference to another type of
  - (A) deep mining.
  - (B) ore.
  - (C) metal.
  - (D) surface mining.
- 4) Look at the word it in the bold text below:

The soil is picked up by a power shovel and transferred to a long trough. Water is run through the soil in the trough. This carries soil particles away with it.

Underline the word or phrase in the bold text that refers to it.

5) Look at the word they in the bold text below:

This carries soil particles away with it. The metal particles are heavier than the soil and sink to the bottom where they can be recovered.

Underline the word or phrase in the bold text that refers to they.

- 6) In paragraph 3, the phrase this process refers to
  - (A) surface mining.
  - (B) the depositing of soil.
  - (C) mineral concentration.
  - (D) placer mining.

7) Look at the word they in the bold text below:

Chemicals are added that make them cling to the air bubbles. The bubbles rise to the surface with the ore particles attached, and they can be skimmed off and saved.

Underline the word or phrase in the bold text that refers to they.

#### Passage 2

Mount Rainier, the heart of Mt. Rainier National Park, is the highest mountain in the state of Washington and in the Cascade Range. The mountain's summit is broad and rounded. It is 14,410 feet above sea level and has an area of about one square mile. Numerous steam and gas jets occur around the crater, but the volcano has been sleeping for many centuries.

Mount Rainier has a permanent ice cap and extensive snow fields, which give rise to more than forty glaciers. These feed swift streams and tumbling waterfalls that race through the glacial valleys. Forests extend to 4,500 feet. There are alpine meadows between the glaciers and the forests, which contain beautiful wild flowers.

The Nisqually Glacier is probably the ice region that is most often explored by visitors. Paradise Valley, where hotel accommodations are available, perches on the mountain's slope at 5,400 feet. The Wonderland Trail encircles the mountain. Its 90-mile length can be covered in about a week's time.

8) Look at the word It in the bold text below:

Mount Rainier, the heart of Mt. Rainier National Park, is the highest mountain in the state of Washington and in the Cascade Range. The mountain's summit is broad and rounded. It is 14,410 feet above sea level and has an area of about one square mile. Underline the word or phrase in the bold text that refers to lt.

9) Look at the word These in the bold text below:

Mount Rainier has a permanent ice cap and extensive snowfields, which give rise to over forty glaciers. These feed swift streams and tumbling waterfalls that race through the glacial valleys. Underline the word or phrase in the bold text that refers to These.

- 10) The word which in paragraph 2 refers to
  - (A) forests.
  - (B) wild flowers.
  - (C) alpine meadows.
  - (D) glacial valleys.

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