

## **Acknowledgment**

English Language and Literature Study Program of Universitas Bina Darma would like to thank all team for their hard work to compile the module. This module is exclusively designed for the students of AKPER KESDAM II SRIWIJAYA who enrolled themselves in Test of English as a Foreign Language (TOEFL). The training is set for twenty five meetings with different skills learned.

This module is divided into several parts. First is about the training schedule, second is about the info for the test taker, third is the complete example for TOEFL, fourth is about listening comprehension skills, fifth is about structure and written expression skill, and sixth is about reading comprehension. Hopefully, this module can boost the students' skills and comprehension about TOEFL. Finally, this can help the students to face the real TOEFL ITP.

Palembang, February 5, 2018  
English Study Program  
Universitas Bina Darma

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## **Test taker Important Details**

This *Handbook* contains information about the *TOEFL ITP*<sup>®</sup> Level 1 and Level 2 tests. Your instructor will tell you which of these tests you will take. Because Levels 1 and 2 are similar, you should read the descriptions of the tests and the procedures to be followed during the test. The practice questions on pages 10–20 are samples of the types of questions you will encounter when you take either test. Although actual test questions will be similar to the practice questions, they will vary in difficulty.

### **General Information**

*TOEFL ITP* tests are paper based and use 100 percent academic content to evaluate the English language proficiency of non-native English speakers. All questions are in multiple-choice format, with four answer choices per question. The tests evaluate skills in three areas:

- Listening Comprehension measures the ability to understand spoken English as it is used in colleges and universities.
- Structure and Written Expression measures recognition of selected structural and grammatical points in standard written English.
- Reading Comprehension measures the ability to read and understand academic reading material written in English.

The test you take may include questions that do not count toward your score. These are either questions that enable ETS to make test scores comparable across administrations, or new questions that help ETS determine how such questions function under actual testing conditions.

Scores obtained at an institutional administration are reported **only** to the institution administering the test. Students who need *TOEFL*<sup>®</sup> scores for admission to universities and colleges where English is the medium of instruction must take the official TOEFL test. *TOEFL ITP* scores are valid for two years from the test date. Because language proficiency can change considerably in a relatively short period of time, scores more than two years old cannot be reported or verified.

If you need official TOEFL scores for admission to a college or university, register to take the official TOEFL test. Online information is available through the TOEFL website ([www.ets.org/toefl](http://www.ets.org/toefl)). Download an *Information and Registration Bulletin* for the TOEFL testing program by visiting the website at [www.ets.org/toefl/ibt/about/bulletin](http://www.ets.org/toefl/ibt/about/bulletin).

## **Test Structure**

### **Level 1**

<b>Section</b>	<b>Number of Questions</b>	<b>Administration Time</b>	<b>Score Scale</b>
Listening Comprehension	50	35 minutes	31-68
Structure and Written Expression	40	25 minutes	31-68
Reading Comprehension	50	55 minutes	31-67
<b>TOTAL</b>	<b>140</b>	<b>115 minutes</b>	<b>310-677</b>

## Level 2

Section	Number of Questions	Administration Time	Score Scale
Listening Comprehension	30	22 minutes	20-50
Structure and Written Expression	25	17 minutes	20-50
Reading and Vocabulary	40	31 minutes	20-50
TOTAL	95	70 minutes	200-500

Your admission form is inside the back cover of this *Handbook*. Complete the form according to the directions given. After you have completed the form, put it in a safe place; you will need it when you take the test. Before the test begins, you will copy information from your admission form onto your answer sheet.

### **Preparing to Take the Test**

*TOEFL ITP* tests are not based on the content of any particular English course but rather on your English language proficiency—your overall ability to use English. Improvement in proficiency may take some time and is generally achieved through a combination of practice and study.

### **Before the Test**

There are several things you can do to prepare for the test and improve your English proficiency:

- Become familiar with the test format and know how to mark your answers on the answer sheet. You can then focus your attention on the test questions themselves. Carefully review the test directions and the sample questions on pages 10–20, and the sample answer sheet.
- Immerse yourself in the language as frequently as possible and in as many ways as possible. Read textbooks or other materials that cover a variety of subject areas (for example, sciences, social sciences, arts, business) and are written in an academic style. Watching movies and television and listening to the radio provide excellent opportunities to build your listening skills.
- *TOEFL ITP Practice Tests, Volume 1*. Prepare for the *TOEFL ITP* test with real practice tests from ETS.

This

book contains two complete *TOEFL ITP* practice tests, a CD-ROM of the listening passages, answer keys, scoring information, study tips, and test-taking strategies.

- *Official Guide to the TOEFL ITP® Test*. This Official Guide is specifically written to help students prepare for the *TOEFL ITP* test and includes:
  - A description of all the types of questions on the test
  - Practice questions and answers with explanations
  - Two full-length practice tests
  - Useful strategies for improving academic English skills
  - A CD-ROM for the Listening section (MAC® compatible)

### **During the Test**

- Work quickly and carefully.
- Do not spend too much time on any one question.
- Mark your answers on your answer sheet and not in the test book.
- Mark only one answer for each question. If you mark more than one answer, that question will be counted as

wrong—even if one of the answers you marked is correct.

- You will receive credit only for answers marked in the circles on the answer sheet. Your score will be based on the number of questions you answer correctly. There is no penalty for guessing.
- Try to answer every question to the best of your ability.
- Pay close attention to the time during the Reading section of the test. In the Reading section you have to pace yourself, so work quickly and if you do not know the answer to a question, come back to it later.
- You cannot bring scratch paper into the testing room or make notes on the answer sheets.
- You can take notes in the blank areas of the test books during the listening parts of the test.

## Completing Your Answer Sheet

When you take the test, you will be given an answer sheet like the one shown on the next page.

## Identifying Information

It is important that you fill out this portion of your answer sheet very carefully because the identifying information you provide will be printed exactly the same way on the score report sent to the institution administering the test.

Look at the sample answer sheet, then read “Part of Tomiko Saito’s Answer Sheet”. Practice filling out the sample answer sheet according to the instructions given. When you have finished, continue reading the rest of this *Handbook*. If you did not write your native country code or native language code on your admission form, turn to page 23 and follow the directions for completing these areas on the admission form. You will not be permitted to use your *Handbook* when you are completing your answer sheet in the testing room.

### EXAMPLE: PART OF TOMIKO SAITO'S ANSWER SHEET

- ① In area 1 (NAME), Tomiko Saito printed her name in the boxes just as she did on her admission form. She printed her family name first (SAITO), left a space blank, then printed her first name (TOMIKO), left a space blank, then printed her middle initial. Under each box she filled in the circle corresponding to the letter she placed in that box.
- ② In area 2 (STUDENT NUMBER), she copied from her admission form the student number assigned by her institution and then filled in the corresponding circle beneath each number. (If you are not given a student number, you will leave this area blank.)
- ③ In area 3 (DATE OF BIRTH), she copied her birth date from her admission form and then filled in the corresponding circle beneath each number.
- ④ In area 4 (NATIVE COUNTRY CODE), she copied the number she wrote on her admission form and then filled in the corresponding circle beneath each number.
- ⑤ In area 5 (NATIVE LANGUAGE CODE), she copied the number she wrote on her admission form and then filled in the corresponding circle beneath each number.

Now practice filling in the sample answer sheet on page 8. Be sure to use your admission form when you fill in the indentifying information. Your admission form contains all the information you will need except for areas 6–10. Be sure to take the form to the testing room on test day.

**Responses to Questions.** You will mark your answers to the test questions in areas identified as Section 1, Section 2, and Section 3 on the answer sheet. Each row of four circles corresponds to the four answer choices for each question; only one of the answer choices is correct. You will not use all of the answer response spaces.

The marks you make will be read by an electronic scoring machine, and the machine can read only one mark in each row of four circles. The machine-scoring process is subject to frequent, careful quality control checks, including hand scoring a sample of the answer sheets received from each institution. Every effort is made to ensure accurate scoring. However, you are responsible for marking your answer sheet properly. Follow these directions:

- Use a medium-soft (No. 2 or HB) black lead pencil.
- Be careful to mark the space that corresponds to the answer you choose for each question. Also, make sure you mark your answer in the row with the same number as the number of the question you are answering. You will not be permitted to make any corrections after time is called.
- Mark only one answer to each question.
- Completely fill the circle with a heavy, dark mark so you cannot see the letter inside the circle; light or partial marks may not be read properly by the machine.
- Erase any extra marks completely.

The examples below show you the correct way and wrong ways to mark your answer sheet. Be sure to fill in the circles the correct way



## What to Bring to the Test Center

- **Admission Form.** You must bring your completed admission form. If it is not completed, it may cause you considerable delay.
- **Identification Document.** You may be required to provide identification (ID) before you take the test. Refer to “Identification” on this page for more information.
- **Pencils and Erasers.** You must bring several sharpened, medium soft (No. 2 or HB), black lead pencils. You may not use a pen, a pencil with colored lead, or a liquid lead pencil to mark your answer sheet. You will also need a good-quality eraser that will completely erase any unintended marks you make on your answer sheet. Pencils and erasers will not be supplied by the test supervisor.

## Test Center Procedures and Regulations

The following procedures and regulations apply during the entire test session, which begins when you are admitted to the test center and ends when you leave the test center:

- Dress so that you can adapt to any room temperature.

- Friends or relatives who accompany you to the test center will not be permitted to wait in the test center or be in contact with you while you are taking the test. Except for ETS-authorized observers, visitors are not allowed in the testing room while testing is in progress.
- You may be required to present valid and acceptable identification documents (see “Identification” on this page).
- Other than ID, personal items are not allowed in the testing room. This includes cell phones, PDAs, smart phones, smart watches, and any other electronic devices. Before the test, you will receive instructions from test center staff regarding where to store personal items. You will not have access to your personal items during the test or during any breaks.
- Test centers assume no responsibility for test takers’ personal belongings.
- The test center staff will assign you a seat.
- No test taker will be admitted after test materials have been distributed.
- Paper of any kind is not permitted in the testing room.
- There is no scheduled break during the test. You must have the supervisor’s permission to leave the testing room. Any lost time cannot be made up.
- At the conclusion of the test, you will be required to return your test book and answer sheet to the supervisor

## **Identification**

Test takers may be required to present valid and acceptable identification each time they report to a test center. It is your responsibility to ensure that your ID documents are up-to-date and available on the day of the test.

When ID documents are presented, they must be examined carefully by the staff member responsible for admitting the test takers. In addition to checking the name on your ID against your admission form, the staff member will also check your photograph.

### **ID Document Requirements**

Acceptable ID documents vary according to the location of the test administration. However, there are general guidelines. Each ID document must meet **all** of the following requirements:

- be an **original** document; photocopied documents are not acceptable
- be **valid**; expired documents (bearing expiration dates that have passed) are not acceptable
- show the test taker’s full name, **matching exactly** the name that appears on the admission form
- show a recent **photograph** that clearly matches the test taker
- include the test taker’s **signature**

### **Acceptable Primary ID Documents**

The following ID documents are preferred for admission to a test center **within the test taker’s country of citizenship**:

- **Passport** with photograph and signature
- **National ID** with photograph and signature
- **Driver’s license** with photograph and signature
- **State or Province ID card**, including those issued by motor vehicle agencies, with photograph and signature
- **Military ID** with photograph and signature

### **Acceptable Supplemental ID Documents**

- You may be required to provide a supplemental ID in addition to your primary ID if the test center staff



questions your primary ID document for any reason, or if your primary ID document is otherwise acceptable but is missing your full name, photograph or signature.

- Supplemental ID documents **cannot** be used to resolve name discrepancies. The name on your primary ID **must exactly match** the name you used when you registered, excluding accent marks and spaces. If you cannot provide a supplemental ID listed below that contains your signature, you can present 2 government-issued IDs with photographs, as long as they are in the same name you used when you registered.
- Government-issued ID, including, but not limited to, those listed under **Acceptable Primary ID Documents** Above
- Student ID

## **Dismissal from a Test Center**

A test supervisor is authorized to dismiss you from a test session or your scores may be canceled due to violations such as, but not limited to, the following:

- taking a test book or answer sheet from the testing room
- attempting to take the test for someone else or have someone else take the test for you
- giving or receiving assistance during the test
- failing to follow instructions given by the test supervisor
- reading or working on one section of the test during the time allowed for another, or continuing to work after time is called
- taking dictionaries, other books, notes, or recording or photographic devices into the testing room
- creating a disturbance or behaving inappropriately
- copying test questions or answers
- cheating in any other way

**The TOEFL Program will accept any decisions or recommendations made by the test supervisor regarding unacceptable behavior of test takers**



## Complete Test Sample

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# COMPLETE TEST (Paper)

## SECTION 1 LISTENING COMPREHENSION

Time—approximately 35 minutes  
(including the reading of the directions for each part)

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

### Part A

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

Listen to an example.

On the recording, you hear:

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

Sample Answer

(A)  
 (B)  
 (C)  
 (D)

In your test book, you read:

- (A) The exam was really awful.
- (B) It was the worst exam she had ever seen.
- (C) It couldn't have been more difficult.
- (D) It wasn't that hard.

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

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1. (A) Carla does not live very far away.  
(B) What Carla said was unjust.  
(C) He does not fear what anyone says.  
(D) Carla is fairly rude to others.
2. (A) She thinks it's an improvement.  
(B) The fir trees in it are better.  
(C) It resembles the last one.  
(D) It is the best the man has ever done.
3. (A) He graduated last in his class.  
(B) He is the last person in his family to graduate.  
(C) He doesn't believe he can improve gradually.  
(D) He has finally finished his studies.
4. (A) He's surprised there were five dresses.  
(B) It was an unexpectedly inexpensive dress.  
(C) He would like to know what color dress it was.  
(D) The dress was not cheap.
5. (A) Leave the car somewhere else.  
(B) Ignore the parking tickets.  
(C) Add more money to the meter.  
(D) Pay the parking attendant.
6. (A) He does not like to hold too many books at one time.  
(B) There is no bookstore in his neighborhood.  
(C) It's not possible to obtain the book yet.  
(D) He needs to talk to someone at the bookstore.
7. (A) It was incomplete.  
(B) It finished on time.  
(C) It was about honor.  
(D) It was too long.
8. (A) She needs to use the man's notes.  
(B) Yesterday's physics class was quite boring.  
(C) She took some very good notes in physics class.  
(D) She would like to lend the man her notes.
9. (A) It's her birthday today.  
(B) She's looking for a birthday gift.  
(C) She wants to go shopping with her dad.  
(D) She wants a new wallet for herself.
10. (A) He prefers cold water.  
(B) His toes are too big.  
(C) The pool felt quite refreshing.  
(D) He didn't go for a swim.
11. (A) She just left her sister's house.  
(B) Her sister is not at home.  
(C) She's not exactly sure where her sweater is.  
(D) She doesn't know where her sister lives.
12. (A) She doesn't have time to complete additional reports.  
(B) She cannot finish the reports that she is already working on.  
(C) She is scared of having responsibility for the reports.  
(D) It is not time for the accounting reports to be compiled.
13. (A) He's had enough exercise.  
(B) He's going to give himself a reward for the hard work.  
(C) He's going to stay on for quite some time.  
(D) He would like to give the woman an exercise machine as a gift.
14. (A) He cannot see the huge waves.  
(B) The waves are not coming in.  
(C) He would like the woman to repeat what she said.  
(D) He agrees with the woman.
15. (A) The exam was postponed.  
(B) The man should have studied harder.  
(C) Night is the best time to study for exams.  
(D) She is completely prepared for the exam.

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

GO ON TO THE NEXT PAGE 

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### Part B

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

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

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

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

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### Part C

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

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

Here is an example.

On the recording, you hear:

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

Now listen to a sample question.

**Sample Answer**

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

- (A)
- (B)
- (C)
- (D)

In your test book, you read:

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

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

Now listen to another sample question.

**Sample Answer**

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

- (A)
- (B)
- (C)
- (D)

In your test book, you read:

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

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

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

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

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

**Turn off the recording.**



**Read the directions for Section 2 and begin work.  
Do NOT read or work on any other section  
of the test during the next 25 minutes.**

SECTION 2  
STRUCTURE AND WRITTEN EXPRESSION

Time—25 minutes  
(including the reading of the directions)

Now set your clock for 25 minutes.

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

**Structure**

**Directions:** Questions 1–15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

Look at the following examples.

**Example I**

The president \_\_\_\_\_ the election by a landslide.

- (A) won
- (B) he won
- (C) yesterday
- (D) fortunately

**Sample Answer**

- (A)
- (B)
- (C)
- (D)

The sentence should read, "The president won the election by a landslide." Therefore, you should choose (A).

**Example II**

When \_\_\_\_\_ the conference?

- (A) the doctor attended
- (B) did the doctor attend
- (C) the doctor will attend
- (D) the doctor's attendance

**Sample Answer**

- (A)
- (B)
- (C)
- (D)

The sentence should read, "When did the doctor attend the conference?" Therefore, you should choose (B).

Now begin work on the questions.



# 2 • 2 • 2 • 2 • 2 • 2 • 2 • 2 • 2

1. \_\_\_\_\_, the outermost layer of skin, is about as thick as a sheet of paper over most of the skin.
  - (A) It is the epidermis
  - (B) In the epidermis
  - (C) The epidermis
  - (D) The epidermis is
2. Sam Spade in *The Maltese Falcon* and Rick Blaine in *Casablanca* \_\_\_\_\_ of Humphrey Bogart's more famous roles.
  - (A) they are two
  - (B) two of them are
  - (C) two of them
  - (D) are two
3. The compound microscope has not one \_\_\_\_\_ two lenses.
  - (A) and also
  - (B) but
  - (C) and there are
  - (D) but there are
4. During the Precambrian period, the Earth's crust formed, and life \_\_\_\_\_ in the seas.
  - (A) first appeared
  - (B) first to appear
  - (C) is first appearing
  - (D) appearing
5. The hard palate forms a partition \_\_\_\_\_ and nasal passages.
  - (A) the mouth
  - (B) between the mouth
  - (C) is between the mouth
  - (D) it is between the mouth
6. Conditions required for seed germination include abundant water, an adequate supply of oxygen, and \_\_\_\_\_.
  - (A) the temperatures must be appropriate
  - (B) having appropriate temperatures
  - (C) appropriate temperatures
  - (D) appropriately temperate
7. When fluid accumulates against the eardrum, a second more insidious type of \_\_\_\_\_.
  - (A) *otitis media* may develop
  - (B) developing *otitis media*
  - (C) the development of *otitis media*
  - (D) to develop *otitis media*
8. Some general theories of motivation \_\_\_\_\_ of central motives, from which other motives develop.
  - (A) identify a limited number
  - (B) identification of a limited amount
  - (C) identify a limited amount
  - (D) identifying a limited number
9. Before the Statue of Liberty arrived in the United States, newspapers invited the public to help determine where \_\_\_\_\_ placed after its arrival.
  - (A) should the statue be
  - (B) the statue being
  - (C) it should be the statue
  - (D) the statue should be
10. Hydroelectric power can be produced by \_\_\_\_\_ and using tidal flow to run turbines.
  - (A) water basins are dammed
  - (B) damming water basins
  - (C) to dam water basins
  - (D) dams in water basins
11. Abraham Lincoln and Jefferson Davis, \_\_\_\_\_ of the Union and the Confederacy during the Civil War, were both born in Kentucky.
  - (A) they were opposing presidents
  - (B) were opposing presidents
  - (C) opposing presidents
  - (D) presidents opposed

# 2 • 2 • 2 • 2 • 2 • 2 • 2 • 2 • 2

12. A stock \_\_\_\_\_ at an inflated price is called a watered stock.
- (A) issued
  - (B) is issued
  - (C) it is issued
  - (D) which issued
13. The leaves of the white mulberry provide food for silkworms, \_\_\_\_\_ silk fabrics are woven.
- (A) whose cocoons
  - (B) from cocoons
  - (C) whose cocoons are from
  - (D) from whose cocoons
14. Not only \_\_\_\_\_ generate energy, but it also produces fuel for other fission reactors.
- (A) a nuclear breeder reactor
  - (B) it is a nuclear breeder reactor
  - (C) does a nuclear breeder reactor
  - (D) is a nuclear breeder reactor
15. D.W. Griffith pioneered many of the stylistic features and filmmaking techniques \_\_\_\_\_ as the Hollywood standard.
- (A) that established
  - (B) that became established
  - (C) what established
  - (D) what became established



### Written Expression

**Directions:** In questions 16–40, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Look at the following examples.

#### Example I

The four string on a violin are tuned  
A B C D  
in fifths.

#### Sample Answer

- (A)
- (B)
- (C)
- (D)

The sentence should read, "The four strings on a violin are tuned in fifths." Therefore, you should choose (B).

#### Example II

The research for the book *Roots* taking  
A B C  
Alex Haley twelve years.  
D

#### Sample Answer

- (A)
- (B)
- (C)
- (D)

The sentence should read, "The research for the book *Roots* took Alex Haley twelve years." Therefore, you should choose (C).

Now begin work on the questions.

# 2 • 2 • 2 • 2 • 2 • 2 • 2 • 2

16. Mosquitoes will accepts the malaria parasite at only one stage of the parasite's complex life cycle.  
A B C D
17. The counterpart of a negative electrons is the positive proton.  
A B C D
18. The ankle joint occur where the lower ends of the tibia and fibula slot neatly around the talus.  
A B C D
19. In the United States and Canada, motor vehicle laws affect the operate of motorcycles as well as automobiles.  
A B C D
20. The neocortex is, in evolutionary terms, most recent layer of the brain.  
A B C D
21. There are more than eighty-four million specimens in the National Museum of Natural History's collection of biological, geological, archeological, and anthropology treasures.  
A B C D
22. After George Washington married widow Martha Custis, the couple came to resides at Mount Vernon.  
A B C D
23. At this stage in their development, rubberized asphalt can hardly be classified as cutting edge.  
A B C D
24. Rhesus monkeys exhibit patterns of shy similar to those in humans.  
A B C D
25. In space, with no gravity for muscles to work against, the body becomes weakly.  
A B C D
26. Fort Jefferson, in the Dry Tortugas off the southern tip of Florida, can be reach only by boat or plane.  
A B C D

# 2 • 2 • 2 • 2 • 2 • 2 • 2 • 2 • 2

27. A zoom lens produces an inverted real image, either on the film in a camera and on the light-sensitive tube of a television camera.
28. Supersonic flight is flight that is faster the speed of sound.
29. The Betataken House Ruins at Navajo National Monument is among the largest and most elaborate cliff dwellings in the country.
30. It is a common observation that liquids will soak through some materials but not through other.
31. The number of wild horses on Assateague are increasing lately, resulting in overgrazed marsh and dune grasses.
32. The newsreels of Hearst Metronome News, which formed part of every moviegoer's experience in the era before television, offer an unique record of the events of the 1930s.
33. Unlikely gas sport balloons, hot air balloons do not have nets.
34. Born in Massachusetts in 1852, Albert Farbanks has begun making banjos in Boston in the late 1870s.
35. Dwight David Eisenhower, military officer and thirty-fourth president of the United States, lived in the White House and of least thirty-seven other residences.
36. Methane in wetlands comes from soil bacteria that consumes organic plant matter.
37. Alois Alzheimer made the first observers of the telltale signs of the disease that today bears his name.

# 2 • 2 • 2 • 2 • 2 • 2 • 2 • 2 • 2

38. Edward MacDowell remembers as the composer of such perennial favorites as "To a Wild Rose" and "To a Water Lily."  
A B C D
39. Animism is the belief that objects and natural phenomena such as rivers, rocks, and wind are live and have feelings.  
A B C D
40. Newtonian physics accounts for the observing orbits of the planets and the moons.  
A B C D

**This is the end of Section 2.  
If you finish before 25 minutes has ended,  
check your work on Section 2 only.**



**At the end of 25 minutes, go on to Section 3.  
Use exactly 55 minutes to work on Section 3.**

**SECTION 3**  
**READING COMPREHENSION**  
**Time—55 minutes**  
**(including the reading of the directions)**  
**Now set your clock for 55 minutes.**

This section is designed to measure your ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges.

**Directions:** In this section you will read several passages. Each one is followed by a number of questions about it. You are to choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions about the information in a passage on the basis of what is stated or implied in that passage.

Read the following passage:

John Quincy Adams, who served as the sixth president of the United States from 1825 to 1829, is today recognized for his masterful statesmanship and diplomacy. He dedicated his life to public service, both in the presidency and in the various other political offices that he held. Throughout his political career he demonstrated his unswerving belief in freedom of speech, the antislavery cause, and the right of Americans to be free from European and Asian domination.

Line  
(5)

**Example I**

To what did John Quincy Adams devote his life?

- (A) Improving his personal life
- (B) Serving the public
- (C) Increasing his fortune
- (D) Working on his private business

**Sample Answer**

- (A)
- 
- (C)
- (D)

According to the passage, John Quincy Adams "dedicated his life to public service." Therefore, you should choose (B).

**Example II**

In line 4, the word "unswerving" is closest in meaning to

- (A) moveable
- (B) insignificant
- (C) unchanging
- (D) diplomatic

**Sample Answer**

- (A)
- (B)
- 
- (D)

The passage states that John Quincy Adams demonstrated his unswerving belief "throughout his career." This implies that the belief did not change. Therefore, you should choose (C).

Now begin work on the questions.



# 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

## Questions 1–10

The hippopotamus is the third largest land animal, smaller only than the elephant and the rhinoceros. Its name comes from two Greek words which mean "river horse." The long name of this animal is often shortened to the easier to handle term "hippo."

Line The hippo has a natural affinity for the water. It does not float on top of the water; instead, it can  
(5) easily walk along the bottom of a body of water. The hippo commonly remains underwater for three to five minutes and has been known to stay under for up to half an hour before coming up for air.

In spite of its name, the hippo has relatively little in common with the horse and instead has a number of interesting similarities in common with the whale. When a hippo comes up after a stay at the bottom of a lake or river, it releases air through a blowhole, just like a whale. In addition, the  
(10) hippo resembles the whale in that they both have thick layers of blubber for protection and they are almost completely hairless.

- The topic of this passage is
  - the largest land animals
  - the derivations of animal names
  - the characteristics of the hippo
  - the relation between the hippo and the whale
- It can be inferred from the passage that the rhinoceros is
  - smaller than the hippo
  - equal in size to the elephant
  - a hybrid of the hippo and the elephant
  - one of the two largest types of land animals
- The possessive "Its" in line 2 refers to
  - hippopotamus
  - elephant
  - rhinoceros
  - horse
- It can be inferred from the passage that the hippopotamus is commonly called a hippo because the word "hippo" is
  - simpler to pronounce
  - scientifically more accurate
  - the original name
  - easier for the animal to recognize
- The word "float" in line 4 is closest in meaning to
  - sink
  - drift
  - eat
  - flap
- According to the passage, what is the maximum time that hippos have been known to stay underwater?
  - Three minutes
  - Five minutes
  - Thirty minutes
  - Ninety minutes
- The expression "has relatively little in common" in line 7 could best be replaced by
  - has few interactions
  - is not normally found
  - has minimal experience
  - shares few similarities
- The passage states that one way in which a hippo is similar to a whale is that
  - they both live on the bottoms of rivers
  - they both have blowholes
  - they are both named after horses
  - they both breathe underwater
- The word "blubber" in line 10 is closest in meaning to
  - fat
  - metal
  - water
  - skin
- The passage states that the hippo does not
  - like water
  - resemble the whale
  - have a protective coating
  - have much hair

## Questions 11–19

John James Audubon, nineteenth-century artist and naturalist, is known as one of the foremost authorities on North American birds. Born in Les Cayes, Haiti, in 1785, Audubon was raised in France and studied art under French artist Jacques-Louis David. After settling on his father's Pennsylvania estate at the age of eighteen, he first began to study and paint birds.

Line

(5)

In his young adulthood, Audubon undertook numerous enterprises, generally without a tremendous amount of success; at various times during his life he was involved in a mercantile business, a lumber and grist mill, a taxidermy business, and a school. His general mode of operating a business was to leave it either unattended or in the hands of a partner and take off on excursions through the wilds to paint the natural life that he saw. His business career came to end in 1819 when he was jailed for debt and forced to file for bankruptcy.

(10)

It was at that time that Audubon began seriously to pursue the dream of publishing a collection of his paintings of birds. For the next six years he painted birds in their natural habitats while his wife worked as a teacher to support the family. His *Birds of America*, which included engravings of 435 of his colorful and lifelike water colors, was published in parts during the period from 1826 to 1838 in England. After the success of the English editions, American editions of his work were published in 1839, and his fame and fortune were ensured.

(15)

11. This passage is mainly about
  - (A) North American birds
  - (B) Audubon's route to success as a painter of birds
  - (C) the works that Audubon published
  - (D) Audubon's preference for travel in natural habitats
12. The word "foremost" in line 1 is closest in meaning to
  - (A) prior
  - (B) leading
  - (C) first
  - (D) largest
13. In the second paragraph, the author mainly discusses
  - (A) how Audubon developed his painting style
  - (B) Audubon's involvement in a mercantile business
  - (C) where Audubon went on his excursions
  - (D) Audubon's unsuccessful business practices
14. The word "mode" in line 7 could best be replaced by
  - (A) method
  - (B) vogue
  - (C) average
  - (D) trend
15. Audubon decided not to continue to pursue business when
  - (A) he was injured in an accident at a grist mill
  - (B) he decided to study art in France
  - (C) he was put in prison because he owed money
  - (D) he made enough money from his paintings
16. The word "pursue" in line 11 is closest in meaning to
  - (A) imagine
  - (B) share
  - (C) follow
  - (D) deny

3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

17. According to the passage, Audubon's paintings
- (A) were realistic portrayals
  - (B) used only black, white, and gray
  - (C) were done in oils
  - (D) depicted birds in cages
18. The word "support" in line 13 could best be replaced by
- (A) tolerate
  - (B) provide for
  - (C) side with
  - (D) fight for
19. It can be inferred from the passage that after 1839 Audubon
- (A) unsuccessfully tried to develop new businesses
  - (B) continued to be supported by his wife
  - (C) traveled to Europe
  - (D) became wealthy

# 3 Δ 3 Δ 3 Δ 3 Δ 3 Δ 3 Δ 3 Δ 3

## Questions 20–29

Schizophrenia is often confused with multiple personality disorder yet is quite distinct from it. Schizophrenia is one of the more common mental disorders, considerably more common than multiple personality disorder. The term "schizophrenia" is composed of roots which mean "a splitting of the mind," but it does not refer to a division into separate and distinct personalities, as occurs in multiple personality disorder. Instead, schizophrenic behavior is generally characterized by illogical thought patterns and withdrawal from reality. Schizophrenics often live in a fantasy world where they hear voices that others cannot hear, often voices of famous people. Schizophrenics tend to withdraw from families and friends and communicate mainly with the "voices" that they hear in their minds.

It is common for the symptoms of schizophrenia to develop during the late teen years or early twenties, but the causes of schizophrenia are not well understood. It is believed that heredity may play a part in the onset of schizophrenia. In addition, abnormal brain chemistry also seems to have a role; certain brain chemicals, called neurotransmitters, have been found to be at abnormal levels in some schizophrenics.

20. The paragraph preceding the passage most probably discusses
- (A) the causes of schizophrenia
  - (B) multiple personality disorder
  - (C) the most common mental disorder
  - (D) possible cures for schizophrenia
21. Which of the following is true about schizophrenia and multiple personality disorder?
- (A) They are relatively similar.
  - (B) One is a psychological disorder, while the other is not.
  - (C) Many people mistake one for the other.
  - (D) Multiple personality disorder occurs more often than schizophrenia.
22. "Disorder" in line 3 is closest in meaning to which of the following?
- (A) Disruption
  - (B) Untidiness
  - (C) Misalignment
  - (D) Disease
23. It can be inferred from the passage that a "schism" is
- (A) a division into factions
  - (B) a mental disease
  - (C) a personality trait
  - (D) a part of the brain
24. What is NOT true about schizophrenia, according to the passage?
- (A) It is characterized by separate and distinct personalities.
  - (B) It often causes withdrawal from reality.
  - (C) Its symptoms include illogical thought patterns.
  - (D) Its victims tend to hear voices in their minds.
25. According to the passage, how do schizophrenics generally relate to their families?
- (A) They are quite friendly with their families.
  - (B) They become remote from their families.
  - (C) They have an enhanced ability to understand their families.
  - (D) They communicate openly with their families.
26. It can be inferred from the passage that it would be least common for schizophrenia to develop at the age of
- (A) fifteen
  - (B) twenty
  - (C) twenty-five
  - (D) thirty

3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

27. The word "onset" in line 11 is closest in meaning to
- (A) start
  - (B) medication
  - (C) effect
  - (D) age
28. The word "abnormal" in line 11 is closest in meaning to
- (A) unstable
  - (B) unregulated
  - (C) uncharted
  - (D) unusual
29. Where in the passage does the author explain the derivation of the term "schizophrenia"?
- (A) Lines 3–5
  - (B) Lines 5–6
  - (C) Lines 9–10
  - (D) Lines 11–13

# 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

## Questions 30–39

People are often surprised to learn just how long some varieties of trees can live. If asked to estimate the age of the oldest living trees on Earth, they often come up with guesses in the neighborhood of two or perhaps three hundred years. The real answer is considerably larger than that, more than five thousand years.

Line

- (5) The tree that wins the prize for its considerable maturity is the bristlecone pine of California. This venerable pine predates wonders of the ancient world such as the pyramids of Egypt, the Hanging Gardens of Babylon, and the Colossus of Rhodes. It is not nearly as tall as the giant redwood that is also found in California, and, in fact, it is actually not very tall compared with many other trees, often little more than five meters in height. This relatively short height may be one of the factors that aid the bristlecone pine in living to a ripe old age—high winds and inclement weather cannot easily reach the shorter trees and cause damage. An additional factor that contributes to the long life of the bristlecone pine is that this type of tree has a high percentage of resin, which prevents rot from developing in the tree trunk and branches.

30. The best title for this passage would be
- (A) The Size of the Bristlecone Pine
  - (B) Three-Hundred-Year-Old Forests
  - (C) The Wonders of the Ancient World
  - (D) An Amazingly Enduring Tree
31. The word "estimate" in line 2 is closest in meaning to
- (A) measure
  - (B) approximate
  - (C) evaluate
  - (D) view
32. The expression "in the neighborhood of" in lines 2–3 could best be replaced by
- (A) of approximately
  - (B) on the same block as
  - (C) with the friendliness of
  - (D) located close to
33. It can be inferred from the passage that most people
- (A) are quite accurate in their estimates of the ages of trees
  - (B) have two to three hundred trees in their neighborhoods
  - (C) do not really have any idea how old the oldest trees on Earth are
  - (D) can name some three-hundred-year-old trees
34. According to the passage, approximately how old are the oldest trees on Earth?
- (A) Two hundred years old
  - (B) Three hundred years old
  - (C) Five hundred years old
  - (D) Five thousand years old
35. The word "venerable" in line 6 is closest in meaning to which of the following?
- (A) Ancient
  - (B) Incredible
  - (C) Towering
  - (D) Unrecognizable

# 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

36. The author mentions the Egyptian pyramids as an example of something that is
- (A) far away
  - (B) believed to be strong
  - (C) extremely tall
  - (D) known to be old
37. Which of the following is true about the bristlecone pine?
- (A) It is as tall as the great pyramids.
  - (B) It is never more than five meters in height.
  - (C) It is short in comparison to many other trees.
  - (D) It can be two to three hundred feet tall.
38. The word "inclement" in line 10 could best be replaced by
- (A) sunny
  - (B) bad
  - (C) unusual
  - (D) strong
39. The passage states that resin
- (A) assists the tree trunks to develop
  - (B) is found only in the bristlecone pine
  - (C) flows from the branches to the tree trunk
  - (D) helps stop rot from starting



# 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

## Questions 40–50

- The organization that today is known as the Bank of America did start out in America, but under quite a different name. Italian American A.P. Giannini established this bank on October 17, 1904, in a renovated saloon in San Francisco's Italian community of North Beach under the name Bank of Italy, with immigrants and first-time bank customers comprising the majority of his first customers. During its development, Giannini's bank survived major crises in the form of a natural disaster and a major economic upheaval that not all other banks were able to overcome.
- One major test for Giannini's bank occurred on April 18, 1906, when a massive earthquake struck San Francisco, followed by a raging fire that destroyed much of the city. Giannini obtained two wagons and teams of horses, filled the wagons with the bank's reserves, mostly in the form of gold, covered the reserves with crates of oranges, and escaped from the chaos of the city with his clients' funds protected. In the aftermath of the disaster, Giannini's bank was the first to resume operations. Unable to install the bank in a proper office setting, Giannini opened up shop on the Washington Street Wharf on a makeshift desk created from boards and barrels.
- In the period following the 1906 fire, the Bank of Italy continued to prosper and expand. By 1918 there were twenty-four branches of the Bank of Italy, and by 1928 Giannini had acquired numerous other banks, including a Bank of America located in New York City. In 1930 he consolidated all the branches of the Bank of Italy, the Bank of America in New York City, and another Bank of America that he had formed in California into the Bank of America National Trust and Savings Association.
- A second major crisis for the bank occurred during the Great Depression of the 1930s. Although Giannini had already retired prior to the darkest days of the Depression, he became incensed when his successor began selling off banks during the bad economic times. Giannini resumed leadership of the bank at the age of sixty-two. Under Giannini's leadership, the bank weathered the storm of the Depression and subsequently moved into a phase of overseas development.

40. According to the passage, Giannini
- (A) opened the Bank of America in 1904
  - (B) worked in a bank in Italy
  - (C) set up the Bank of America prior to setting up the Bank of Italy
  - (D) later changed the name of the Bank of Italy
41. Where did Giannini open his first bank?
- (A) In New York City
  - (B) In what used to be a bar
  - (C) On Washington Street Wharf
  - (D) On a makeshift desk
42. According to the passage, which of the following is NOT true about the San Francisco earthquake?
- (A) It happened in 1906.
  - (B) It occurred in the aftermath of a fire.
  - (C) It caused problems for Giannini's bank.
  - (D) It was a tremendous earthquake.
43. The word "raging" in line 8 could best be replaced by
- (A) angered
  - (B) localized
  - (C) intense
  - (D) feeble
44. It can be inferred from the passage that Giannini used crates of oranges after the earthquake
- (A) to hide the gold
  - (B) to fill up the wagons
  - (C) to provide nourishment for his customers
  - (D) to protect the gold from the fire
45. The word "chaos" in line 10 is closest in meaning to
- (A) legal system
  - (B) extreme heat
  - (C) overdevelopment
  - (D) total confusion

# 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

46. The word "consolidated" in line 17 is closest in meaning to
- (A) hardened
  - (B) merged
  - (C) moved
  - (D) sold
47. The passage states that after his retirement, Giannini
- (A) began selling off banks
  - (B) caused economic misfortune to occur
  - (C) supported the bank's new management
  - (D) returned to work
48. The expression "weathered the storm of" in line 23 could best be replaced by
- (A) found a cure for
  - (B) rained on the parade of
  - (C) survived the ordeal of
  - (D) blew its stack at
49. Where in the passage does the author describe Giannini's first banking clients?
- (A) Lines 2–5
  - (B) Lines 7–8
  - (C) Lines 12–13
  - (D) Lines 14–16
50. The paragraph following the passage most likely discusses
- (A) bank failures during the Great Depression
  - (B) a third major crisis of the Bank of America
  - (C) the international development of the Bank of America
  - (D) how Giannini spent his retirement

**This is the end of Section 3.**



**If you finish in less than 55 minutes,  
check your work on Section 3 only.  
Do NOT read or work on any other section of the test.**

## Listening

Listening is tested in the first section on both the paper TOEFL test and the computer TOEFL test. This section consists of a number of different types of listening passages, each followed by one or more questions. The paper and the computer listening sections are similar in the following ways:

- *some of the passages*
- *some of the language skills*

**The paper and the computer listening sections are different in the following ways:**


- *some of the passages*
- *some of the language skills*
- *the use of visuals*
- *the number of questions*
- *the amount of time*
- *the control of time between questions*
- *the procedures and strategies*

### **LISTENING ON THE PAPER TOEFL® TEST**

On the paper TOEFL test, the first section is called Listening Comprehension. This section consists of fifty questions (though some tests may be longer). You will listen to recorded materials and respond to multiple-choice questions about the material. You must listen carefully because you will hear the recording one time only and the material on the recording is not written in your test book.

1. Short Dialogues are two-line dialogues between two speakers, each followed by a multiple-choice question. You will listen to each short dialogue and question on the recording and then choose the best answer to each question from the four choices in your test book. The 30 short dialogues and 30 questions about them make up Part A of the paper TOEFL test.
2. Long Conversations are 60-90 second conversations on casual topics between students, each followed by a number of multiple-choice questions. You will listen to each long conversation and each of the questions that accompany it on the recording and then choose the best answer to each question from the four choices in your test book. The two conversations and the seven to nine questions that accompany them make up Part B of the paper TOEFL test.
3. Talks are 60-90 second talks about school life or on academic subjects, each followed by a number of multiple-choice questions. You will listen to each lecture and each of the questions that accompany it on the recording and then choose the best answer to each question from the four choices in your test book. The three lectures and the 11-13 questions that accompany them make up Part C of the paper TOEFL test.

## GENERAL STRATEGIES FOR LISTENING COMPREHENSION

(Paper TOEFL® Test) 

1. **Be familiar with the directions.** The directions on every paper TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.
2. **Listen carefully to the passages.** You should concentrate fully on what the speakers are saying on the recording because you will hear the recording one time only.
3. **Know where the easier and the more difficult questions are generally found.** Within each part of the Listening Comprehension section on the paper test, the questions generally progress from easy to difficult.
4. **Be familiar with the pacing of the test.** You have 12 seconds between each question on the recording, so you must answer each question within 12 seconds and then be prepared for the next question on the recording.
5. **Never leave any answers blank on your answer sheet.** Even if you are not sure of the correct response, you should answer each question. There is no penalty for guessing.
6. **Use any remaining time to look ahead at the answers to the questions that follow.** When you finish with one question, you may have time to look ahead at the answers to the next question.

## SHORT DIALOGUES

(PAPER TOEFL® TEST AND COMPUTER TOEFL® TEST)  

Short dialogues appear on both the paper TOEFL test and the computer TOEFL test. Though short dialogues are slightly different in format on the two tests, they both test the same language skills. The paper and computer short dialogues are **similar** in the following ways:

- *the language skills tested*
- *the type of question used*
- *the number of people talking*

The paper and computer short dialogues are **different** in the following ways:

- *the possible number of lines of dialogue*
- *the use of context-setting visuals to accompany the dialogues*
- *the control of the timing between questions*
- *the presentation of the question*

### SHORT DIALOGUES ON THE PAPER TOEFL® TEST

Short dialogues are found in Part A in the Listening Comprehension section of the paper TOEFL test. For each of the 30 short dialogues in this part of the test, you will hear a two-line dialogue between two speakers followed by a multiple-choice question. After you listen to the dialogue and the question, you must choose the best answer to the question from your test book. Look at an example of a short dialogue from the paper TOEFL test.

**Example from the Paper TOEFL Test** 


On the recording, you hear:

- (man) *This physics course couldn't be any harder.*  
(woman) *I'll say!*  
(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.

In the dialogue, when the woman says *I'll say*, she is showing that she *agrees* with what the man just said. Answer (C) is therefore the best answer to this question.

**PROCEDURES FOR THE SHORT DIALOGUES**  
(Paper TOEFL<sup>®</sup> Test) 

1. **As you listen to each short dialogue, focus on the second line of the conversation.** The answer to the question is generally found in the second line.
2. **Keep in mind that the correct answer is probably a restatement of a key word or idea in the second line of the dialogue.** Think of possible restatements.
3. **Keep in mind that certain structures and expressions are tested regularly in the short dialogues.** Listen for these structures and expressions:
  - structures (*passives, negatives, wishes, conditions*)
  - functional expressions (*agreement, uncertainty, suggestion, surprise*)
  - idiomatic expressions (*two-part verbs, three-part verbs, idioms*)
4. **Keep in mind that these questions generally progress from easy to difficult.** This means that questions 1 through 5 will be the easiest and questions 26 through 30 will be the hardest.
5. **Read the answers and choose the best answer to each question.** Remember to answer each question even if you are not sure of the correct response. Never leave any answers blank.
6. **Even if you do not understand the complete dialogue, you can still find the correct answer.**
  - 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.
  - 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.
  - Never choose an answer because it sounds like what you heard in the dialogue.
7. **Be prepared for the next question.** You have only 12 seconds between questions.

Next, you should move on to the language skills. The following language skills will help you to implement these strategies and procedures with the short dialogues on both the paper TOEFL test and the computer TOEFL test.

**SKILL 1: FOCUS ON THE LAST LINE**

The short dialogues involve conversations between two people, each followed by a question. It is important to understand that the answer to this type of question is most often (but not always!) found in the last line of the conversation.

**Example from the Paper and Computer TOEFL® Tests** 

On the recording, you hear:

- (man) *Billy really made a big mistake this time.*  
(woman) *Yes, he forgot to turn in his research paper.*  
(narrator) *What does the woman say about Billy?*

In your test book or on the computer screen, you read:

- (A) It was the first time he made a mistake.  
(B) He forgot to write his paper.  
(C) He turned in the paper in the wrong place.  
(D) He didn't remember to submit his assignment.

The last line of this dialogue indicates that Billy *forgot to turn in his research paper*, and this means that he *didn't remember to submit* it. The best answer is therefore answer (D).

The following chart outlines the most important strategy for the short dialogues:

STRATEGY #1: FOCUS ON THE LAST LINE
1. The last line of the dialogue probably contains the answer to the question.
2. Listen to the first line of the dialogue. If you understand it, that's good. If you don't understand it, don't worry because it probably does not contain the answer.
3. Be ready to focus on the last line of the dialogue because it probably contains the answer. Repeat the last line in your mind as you read through the answers in the text.

## PERCAKAPAN (Listening Comprehension)

Percakapan merupakan bagian pertama dari tes TOEFL yang sering dikenal dengan sebutan Listening Comprehension. Bagian ini terdiri dari 50 pertanyaan yang dalam lembar jawaban hanya tersedia pilihan jawaban untuk masing-masing pertanyaan. Bagian ini terdiri dari 3 jenis percakapan yaitu : Percakapan Pendek, Percakapan Panjang, dan Cerita Panjang.

Tips umum bagian percakapan:

1. Berkonsentrasilah mendengarkan dengan baik.
2. Kenali petunjuk pengerjaan soal sebelum hari tes tiba.
3. Anda punya 12 detik untuk menjawab tiap pertanyaan.
4. Jangan pernah tinggalkan kertas jawaban dalam keadaan kosong.

Kesulitan mengerjakan soal pada bagian pertama ini terkadang membuat Anda pesimis terlebih dahulu dalam menyelesaikan soal-soal yang lain. Yang perlu Anda lakukan adalah mencoba untuk fokus mendengarkan dan ikuti jurus-jurus berikut ini satu persatu.

### A. PERCAKAPAN PENDEK

Percakapan pendek biasanya terdiri dari 2 baris dan dialog antara 2 pembicara. Terdapat 30 pertanyaan dengan 30 jawaban untuk jenis soal percakapan ini.

#### JURUS 1 : PERHATIKAN NARASI KEDUA

- Narasi kedua biasanya berisi jawaban dari pertanyaan yang ada.
- Tambahkan fokus Anda ketika narasi kedua muncul.
- Tentukan kata kuncinya

#### Contoh:

Dalam rekaman, Anda mendengar :

- (man) *Billy really made a big mistake this time.*  
(woman) *Yes, he forgot to turn in his research paper.*  
(narrator) *What does the woman say about Billy?*

- Dalam lembar jawaban tes, Anda membaca
- (A) *It was the first time he made a mistake.* (B) *He forgot to write his paper.*
- (C) *He turned in the paper in the wrong place*
- (D) *He didn't remember to submit his assignment*

Dalam narasi kedua pada percakapan tersebut, disebutkan bahwa Billy forgot to turn in his research paper, dan ini berarti bahwa Billy lupa menyerahkan tugasnya atau he didn't remember to submit it.

**EXERCISE 1:** In this exercise, you should focus on the last line of the dialogue, read the question, and then choose the best answer to that question. Remember that you can probably answer the question easily with only the last line.

- (man) *Can you tell me if today's matinee is a comedy, romance, or western?*

(woman) *I have no idea.*

(narrator) *What does the woman mean?*

(A) She has strong ideas about movies.

(B) She prefers comedies over westerns and romances.

(C) She doesn't like today's matinee.

(D) She does not know.
- (woman) *Was anyone at home at Barb's house when you went there to deliver the package?*

(man) *I rang the bell, but no one answered.*

(narrator) *What does the man imply?*

(A) Barb answered the bell.

(B) The house was probably empty.

(C) The bell wasn't in the house.

(D) The house doesn't have a bell.
- (woman) *You just got back from the interview for the internship. How do you think it went?*

(man) *I think it's highly unlikely that I got the job.*

(narrator) *What does the man suggest?*

(A) It's unlikely that he'll go to the interview.

(B) He thinks he'll be recommended for a high-level job.

(C) The interview was apparently quite unsuccessful.

(D) He had an excellent interview.

**TOEFL EXERCISE 1:** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should focus carefully on the last line.



NOW BEGIN THE RECORDING AT TOEFL EXERCISE 1.

- (A) He is leaving now.

(B) He has to go out of his way.

(C) He will not be leaving soon.

(D) He will do it his own way.
- (A) He locked the door.

(B) He tried unsuccessfully to get into the house.

(C) He was able to open the door.

(D) He left the house without locking the door.
- (A) She doesn't like to listen to turkeys.

(B) She thinks the dinner sounds special.

(C) She especially likes the roast turkey.

(D) She'd prefer a different dinner.
- (A) He'll be busy with her homework tonight.

(B) He can't help her tonight.

(C) He's sorry he can't ever help her.

(D) He'll help her with her physics.
- (A) Her eyes hurt.

(B) She thought the lecture was great.

(C) The class was boring.

(D) She didn't want to watch Professor Martin.
- (A) Not all the bills have been paid.

(B) They don't have enough credit to pay the bills.

(C) What she said on the phone was not credible.

(D) He used a credit card to pay some of the bills.
- (A) She'll call back quickly.

(B) She'll definitely be back by 4:00.

(C) She'll give it back by 4:00.

(D) She'll try to return fast.
- (A) She hasn't seen Tim.

(B) Tim was there only for a moment.

(C) Tim was around a short time ago.

(D) Tim will return in a minute.

9. (A) She doesn't like the place he chose.  
 (B) She doesn't want to get into the car.  
 (C) She's glad the spot is reserved.  
 (D) They can't park the car there.
10. (A) There's plenty to eat.  
 (B) The refrigerator's broken.  
 (C) The food isn't in the refrigerator.  
 (D) He's not sure if there's enough.

## SKILL 2: CHOOSE ANSWERS WITH SYNONYMS

Often the correct answer in a short dialogue is an answer that contains synonyms (words with similar meanings but different sounds) for key words in the conversation.

Example from the Paper and Computer TOEFL® Tests  

On the recording, you hear:

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

In your test book or on the computer screen, 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.

In this dialogue, the key word *started* means *began*, and the key word *working* refers to *job*. The best answer to this question is therefore answer (B).

The following chart outlines a very important strategy for short dialogues:

### STRATEGY #2: CHOOSE ANSWERS WITH SYNONYMS

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

### Terjemahan:

Pernyataan ulang yang biasanya muncul, biasanya dalam bentuk sinonim pada pilihan jawaban.

- Fokus pada kata kunci pada narasi kedua.
- Jika melihat sinonim dari kata kunci tersebut, kemungkinan itu jawabannya

**EXERCISE 2:** In this exercise, underline key words in the last line of each short dialogue. Then underline synonyms for these key words in the answers, and choose the best answer to each question. Remember that the best answer is probably the answer that contains synonyms for the key words in the last line of the dialogue.

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



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

**TOEFL EXERCISE 2:** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should look for synonyms for key words in the last line.





NOW BEGIN THE RECORDING AT TOEFL EXERCISE 2.

1. (A) The final exam was harder than the others.  
 (B) There were two exams rather than one.  
 (C) He thought the exam would be easier.  
 (D) The exam was not very difficult.
2. (A) He's not feeling very well.  
 (B) He's rather sick of working.  
 (C) He's feeling better today than yesterday.  
 (D) He'd really rather not answer the question.
3. (A) The company was founded about a year ago.  
 (B) It was just established that he could go into business.  
 (C) The family is well-established.  
 (D) The business only lasted a year.
4. (A) He did not look at the right schedule.  
 (B) The plane landed in the right place.  
 (C) The plane arrived on time.  
 (D) He had to wait for the plane to land.
5. (A) She'd rather go running.  
 (B) She doesn't want to go into the pool.  
 (C) She'll change clothes quickly and go swimming.  
 (D) She needs a sweatsuit to go running.
6. (A) The firefighters saved the homes for last.  
 (B) A firefighter saved the hillside last night.  
 (C) The homes on the hillside were burned.  
 (D) The houses weren't destroyed.
7. (A) There's enough soup.  
 (B) The spices are adequate.  
 (C) She thinks the soup's too salty.  
 (D) The man should add more salt and pepper.
8. (A) He was lucky to receive a grant for his studies.  
 (B) He used his fortune to pay his fees.  
 (C) He is a scholar at a college with low fees.  
 (D) He paid to get a scholarship.
9. (A) It profited from previous mistakes.  
 (B) It earned a lot of money.  
 (C) This was the last year that it would make a profit.  
 (D) It was not so successful.
10. (A) Chuck's bank account has too much money in it.  
 (B) He thinks Chuck has the wrong kind of bank account.  
 (C) He thinks that Chuck is on his way home from the bank.  
 (D) There isn't enough money in Chuck's account.

### SKILL 3: AVOID SIMILAR SOUNDS

Often the incorrect answers in the short dialogues are answers that contain words with similar sounds but very different meanings from what you hear on the recording. You should definitely avoid these answers.

**Example from the Paper and Computer TOEFL® Tests**  

On the recording, you hear:

(man) *Why couldn't Mark come with us?*  
(woman) *He was searching for a new apartment.*  
(narrator) *What does the woman say about Mark?*

In your test book or on the computer screen, 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.

The key words in the last line of the dialogue are *searching* and *apartment*. In answers (C) and (D), the words *research* and *church* sound like *search*, so these answers are incorrect. In answers (A) and (D), the words *department* and *appointment* sound like *apartment*, so these answers are incorrect. The best answer is therefore answer (B).

The following chart outlines a very important strategy for the short dialogues:

STRATEGY #3: AVOID SIMILAR SOUNDS
1. Identify key words in the last line of the dialogue.
2. Identify words in the answers that contain similar sounds, and do not choose these answers.

**NOTE:** In Appendix A there are drills to practice distinguishing similar sounds. You may want to complete these practice drills before trying the following exercises.

### Terjemahan

#### Strategi 3 : HINDARI JAWABAN YANG TERDENGAR SAMA

Pada soal Toefl Anda akan sering menemui pilihan jawaban pengecoh yang memiliki suara hampir mirip dengan yang ada pada percakapan.

- Identifikasi kata kunci pada narasi kedua pada percakapan.
- Identifikasi kata yang suaranya terdengar serupa pada pilihan jawaban lalu coret.
- Jangan pilih kata yang sudah diidentifikasi bersuara sama.

#### **Contoh:**

Dalam rekaman, Anda mendengar :

(woman) *Why couldn't Zee come with us?*

(man) *She was searching for a new apartment*

(narrator) *What does the man say about Zee?*

Dalam lembar jawaban tes, Anda membaca

(A) *She had an appointment.*

(B) *She was in the department.*

(C) *She was looking for a place to live.*

(D) *She was working on her research project.*

Dalam dialog tersebut dalam baris terakhir terdapat kata kunci *searching* dan *apartment*.

Pilihan jawaban yang memiliki suara pelafalan yang sama adalah *department* dan *appointment* yang terdengar hampir sama seperti *apartment*. Serta *research* yang terdengar hampir sama dengan *searching*. Ketiga pilihan tersebut dapat dicoret dari pilihan jawaban dan pilihan C adalah yang paling tepat

**EXERCISE 3:** In this exercise, underline key words in the last line of each short dialogue. Then underline words with sounds similar to these key words in the answers, and choose the best answer to each question. Remember that the best answer is probably the answer that does not contain words with sounds that are similar to the sounds of the key words in the last line of the dialogue.

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

**TOEFL EXERCISE 3:** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be careful to avoid answers with similar sounds.



NOW BEGIN THE RECORDING AT TOEFL EXERCISE 3.

1. (A) She has to wait for some cash.  
 (B) The waiter is bringing a glass of water.  
 (C) The lawn is too dry.  
 (D) She needs to watch out for a crash.
  
2. (A) The sweater's the wrong size.  
 (B) The man's feet aren't sweating.  
 (C) The sweater makes the man seem fat.  
 (D) The sweet girl doesn't feel right.
  
6. (A) Twenty pairs of shoes are on sale.  
 (B) The shoe salesclerk spent twenty dollars on pears.  
 (C) The shoes cost twenty dollars.  
 (D) The shoes could be repaired for twenty dollars.
  
7. (A) Tom tended to dislike biology lab.  
 (B) Attendance wasn't necessary at biology lab.  
 (C) Tom went to biology lab.  
 (D) There was a tendency to require biology lab.
  
8. (A) The meal will be served at noon.  
 (B) The males should be driven there by noon.  
 (C) He's expecting the ice to melt before noon.  
 (D) The letters ought to be delivered at 12:00.

3. (A) He has been regularly using a computer.  
 (B) He communicates with a Boston company.  
 (C) He regularly goes to communities around Boston.  
 (D) He has been traveling back and forth to Boston.
4. (A) He thought the lesson didn't matter.  
 (B) He couldn't learn the lesson.  
 (C) He learned a massive number of details.  
 (D) He didn't like most of the lesson.
5. (A) Some animals started the first fire.  
 (B) Animals are killed by forest fires.  
 (C) In the first frost, animals die.  
 (D) Frost can kill animals.
9. (A) The weather will probably get worse later.  
 (B) The newspaper headlines described a bad storm.  
 (C) There was news about a headstrong man.  
 (D) He had a new bed.
10. (A) If she could do the grocery shopping  
 (B) If she prefers cooked vegetables or salad  
 (C) If she could help prepare the salad  
 (D) If she minds shopping for vegetables

**TOEFL EXERCISE (Skills 1-3):** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.



NOW BEGIN THE RECORDING AT TOEFL EXERCISE (SKILLS 1-3).

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 drink something to stop his coughing.
2. (A) She 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's too old.
3. (A) He should open an account.  
 (B) He should take a ride on a ship.  
 (C) He should try to keep the cost cheap.  
 (D) He should try something monotonous to get to sleep.
4. (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.
7. (A) The managers will take the train to the program.  
 (B) A program to develop new managers will commence soon.  
 (C) The new management program is very weak.  
 (D) The program will be maintained to the letter.
8. (A) The fire started to attack the building.  
 (B) The firefighter 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 assured 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.

5. (A) The wait has taken close to an hour.  
 (B) They were stranded in their car.  
 (C) Most of the people have been in line for hours.  
 (D) They made a line in the sand.
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 paying for the train trip.
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.

## WHO, WHAT, WHERE

### SKILL 4: DRAW CONCLUSIONS ABOUT WHO, WHAT, WHERE

It is common in the short dialogues to ask you to draw some kind of conclusion. 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, based on clues given in the dialogue.

#### Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(woman) *Can you tell me what assignments I missed when I was absent from your class?*

(man) *You missed one homework assignment and a quiz.*

(narrator) *Who is the man?*

In your test book or on the computer screen, you read:

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

The clues *class*, *homework*, and *quiz* in the dialogue tell you that the man is probably a *teacher*. Answer (C) is therefore the correct answer.

Another type of conclusion that is common in the short dialogues is to determine *what* will probably happen next, based on clues given in the dialogue.

#### Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(woman) *Are you going to read those books here in the library?*

(man) *I think I'd rather check them out now and take them home.*



(narrator) *What will the man probably do next?*

In your test book or on the computer screen, you read:

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

The man mentions *books* and says that he would like to *check them out now*. Since the *circulation desk* is where you go to check books out from a library, the man will probably go to the circulation desk next. The correct answer is therefore answer (D).

A final type of conclusion that is common in the short dialogues is to determine *where* the conversation probably takes place, based on clues given in the conversation.

**Example from the Paper and Computer TOEFL® Tests**  

On the recording, you hear:

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

In your test book or on the computer screen, you read:

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

The clues *water*, *sand*, and *suntan lotion* in the dialogue tell you that this dialogue probably takes place at the *beach*. Answer (B) is therefore the correct answer.

The following chart outlines the key point that you should remember about this type of question:

**CONCLUSIONS ABOUT WHO, WHAT, WHERE**

It is common for you to be asked to draw one of the following conclusions in the short dialogues:

1. *WHO* is probably talking?
2. *WHAT* will s/he probably do next?
3. *WHERE* does the dialogue probably take place?

**EXERCISE 4:** In this exercise, read each short dialogue and question, underline the clues that help you answer the question, and then choose the best answer. You will have to draw conclusions about *who*, *what*, and *where*.

1. (man) *I'd like to deposit this check in my account, please.* (A) A store clerk  
 (woman) *Would you like any cash back?* (B) A bank teller  
 (narrator) *Who is the woman?* (C) An accountant  
 (D) A waitress
  
2. (woman) *Have you deposited your paycheck yet?* (A) Earn his paycheck  
 (man) *No, but that's next on my list of errands.* (B) Write a check for a deposit on an apartment  
 (narrator) *What will the man probably do next?* (C) Go to a bank  
 (D) Make a list of errands to run



3. (man) *Did you get the bread, eggs, and milk?* (A) In a restaurant  
 (woman) *Now we need to stand in line at the checkout counter.* (B) At a bakery  
 (narrator) *Where does this conversation probably take place?* (C) On a farm  
 (D) In a market

**TOEFL EXERCISE 4:** In this exercise, listen carefully to each short dialogue and question on the recording and then choose the best answer to the question. You will have to draw conclusions about *who*, *what*, and *where*.



NOW BEGIN THE RECORDING AT TOEFL EXERCISE 4.

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

### SKILL 5: LISTEN FOR WHO AND WHAT IN PASSIVES

It is sometimes difficult to understand *who* or *what* is doing the action in a passive sentence. This problem is often tested in the short dialogues.

Example from the Paper and Computer TOEFL® Tests 

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 or on the computer screen, 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.

In this dialogue, the woman uses the active statement *She got a new checking account*, which means that *Sally opened a checking account*. The correct answer uses the passive structure that *a new checking account was opened* to express the same idea. Therefore, the best answer to the question above is answer (C).

You should note the following about passive sentences in the short dialogues:

PASSIVE STATEMENTS	
1.	If the dialogue contains a <i>passive</i> statement, the answer to the question is often an <i>active</i> statement.
2.	If the dialogue contains an <i>active</i> statement, the answer to the question is often a <i>passive</i> statement.
NOTE: Check carefully <i>who</i> or <i>what</i> is doing the action in these questions.	

**EXERCISE 5:** In this exercise each of the correct answers is either a passive restatement of an active sentence or an active restatement of a passive sentence. Read each short dialogue and underline the key active or passive statement. Then read the question and choose the best answer to the question. Be careful about *who* and *what* with these passives.

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

**TOEFL EXERCISE 5:** In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of passives.



NOW BEGIN THE RECORDING AT TOEFL EXERCISE 5.

- |   |   |
|---|---|
| 1. (A) If the restaurant is on the corner         | 5. (A) She was broke from skiing.             |
| (B) If the man would like to go to the restaurant | (B) She went skiing in spite of her accident. |
| (C) If the vegetables are fresh                   | (C) Her leg was hurt on a skiing trip.        |
| (D) If vegetarian food can be obtained            | (D) Her skis were broken in the mountains.    |



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

## LONG CONVERSATIONS

(PAPER TOEFL® TEST) 

Two long conversations, each followed by a number of multiple-choice questions, appear in Part B of the Listening Comprehension section of the paper TOEFL test. You will hear the conversations and the questions on a recording; they are not written in your test book. You must choose the best answer to each multiple-choice question from the four choices that are written in your test book.

The conversations are often about some aspect of school life (how difficult a class is, how to write a research paper, how to register for a course). The conversations can also be about topics currently in the news in the United States (desalination of the water supply, recycling of used products, damage from a storm or some other type of natural phenomenon).

### Example from the Paper TOEFL® Test

On the recording, you hear:

- (narrator) *Questions 1 through 4. Listen to a conversation between a professor and a student.*
- (man) *Hello, Professor Denton. Are you free for a moment? Could I have a word with you?*
- (woman) *Come on in, Michael. Of course I have some time. These are my office hours, and this is the right time for you to come and ask questions. Now, how can I help you?*
- (man) *Well, I have a quick question for you about the homework assignment for tomorrow. I thought the assignment was to answer the first three questions at the top of page 67 in the text, but when I looked, there weren't any questions there. I'm confused.*
- (woman) *The assignment was to answer the first three questions at the top of 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

3. 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

The first question asks you to determine who the man is. Since the man opens the conversation with *Professor Denton* and he asks about the page number of an assignment for tomorrow, he is probably a student. The best answer to this question is therefore answer (D). The second question asks about when the man comes to see the professor. The professor says that *These are my office hours*, so the best answer to this question is answer (D). The third question asks why the man comes to see the professor. Since the man says *I have a quick question for you*, the best answer to this question is answer (B). The last question asks what incorrect information the man had. The man thought that the assignment was on page 67 and not on page 76, so he was mistaken about the *page number* of the assignment. The best answer to this question is answer (B).

#### PROCEDURES FOR THE LONG CONVERSATIONS

(Paper TOEFL® Test) 

1. **If you have time, preview the answers to the questions.** While you are looking at the answers, you should try to do the following:
  - Anticipate the **topics** of the conversations you will hear.
  - Anticipate the **questions** for each of the groups of answers.
2. **Listen carefully to the first line of the conversation.** The first line of the conversation often contains the main idea, subject, or topic of the conversation, and you will often be asked to answer such questions.
3. **As you listen to the conversation, draw conclusions about the situation of the conversation: who is talking, where the conversation takes place, or when it takes place.** You will often be asked to make such inferences about the conversation.
4. **As you listen to the conversation, follow along with the answers in your test book and try to determine the correct answers.** Detail questions are generally answered in order in the conversation, and the answers often sound the same as what is said on the recording.
5. **You should guess even if you are not sure.** Never leave any answers blank.
6. **Use any remaining time to look ahead at the answers to the questions that follow.**

The following skills will help you to implement these procedures in the long conversations on the paper TOEFL Test.

## SKILL 6: ANTICIPATE THE TOPICS

It is very helpful to your overall comprehension if you know what topics to expect in the long conversations. You should therefore try to anticipate the topics you will be hearing. For example, are the conversations about some aspect of school life, or some type of social issue, or a trip someone is planning? A helpful strategy is therefore to look briefly at the answers in the test book, before you actually hear the conversations on the recording, and try to determine the topics of the conversations that you will hear.

**EXERCISE** - Look at the answers to the five questions together, and try to anticipate the topic of the conversation for those five questions. (Of course, you cannot always determine exactly what the topic is, but you often can get a general idea.) Questions 1 through 5 have been answered for you.

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

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

looking for a job on campus

You can guess this because of the following clues:

- *work on campus*
  - *employment office*
  - *students*
  - *jobs*
- |   |   |
|---|---|
| 6. (A) Just before a vacation<br>(B) Just after the end of a school semester<br>(C) At the end of the summer<br>(D) Just after a break from school                    | 9. (A) Sleeping outside on the ground<br>(B) Spending time in a sauna or hot tub<br>(C) Relaxing at the lodge<br>(D) Enjoying excellent food      |
| 7. (A) A trip to visit the Eskimos<br>(B) A trip the woman is planning to take<br>(C) A trip the man has already taken<br>(D) A camping trip the man and woman took   | 10. (A) She'd be scared, but she'd like to try.<br>(B) She can't wait.<br>(C) It would be quite exciting for her.<br>(D) She'd prefer not to try. |
| 8. (A) Three hours<br>(B) Three complete days   |   |
| 11. (A) All kinds of pollution<br>(B) How acid rain has harmed the earth<br>(C) Pollution from cars and factories<br>(D) The causes and possible effects of acid rain | 14. (A) Only in North America<br>(B) At the North and South Poles<br>(C) In parts of several northern continents<br>(D) In equatorial areas       |
| 12. (A) Nuclear power<br>(B) Electricity  | 15. (A) She should protect herself from the rain.<br>(B) She should clean up the water  |

## SKILL 7: ANTICIPATE THE QUESTIONS

**EXERCISE 19:** Study the following answers and try to determine what the questions will be. (You should note that perhaps you will only be able to predict part of a question, rather than the complete question.) If you cannot predict the question in a short period of time, then move on to the next group of answers. Question 1 has been answered for you.


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

As you listen to each long conversation, you should be thinking about the topic (subject) or main idea for each conversation. Since the first one or two sentences generally give the topic, you should be asking yourself what the topic is while you are listening carefully to the first part of the conversation.

### **Terjemahan**

#### **Strategi 8 : MENENTUKAN TOPIK**

Setiap Anda mendengar percakapan panjang, Anda harus mengetahui TOPIK (SUBJEK) atau IDE UTAMA dari percakapan tersebut. TOPIK atau IDE UTAMA biasanya terdapat dalam baris KE SATU dan DUA.

**Example from the Paper TOEFL<sup>®</sup> Test** 

On the recording, you hear:

(man)     *You can't believe what I just got!*

(woman)   *I bet you got that new car you've always wanted.*

(man)     *Now, how in the world did you figure that out?*

You think:

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

**EXERCISE 8: Listen to the first part of each of the conversations, and decide on the topic of each conversation.**

**NOW BEGIN THE RECORDING AT EXERCISE 8.**

1. What is the topic of Conversation 1?
2. What is the topic of Conversation 2?
3. What is the topic of Conversation 3?

## SKILL 9: DRAW CONCLUSIONS ABOUT WHO, WHAT, WHEN, WHERE

As you listen to each long conversation, you should be trying to set the situation in your mind. You should be thinking the following thoughts:

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

### Terjemahan

**Strategi 9** : MENARIK KESIMPULAN MENGENAI SIAPA, APA, KAPAN, DIMANA

**Cerita panjang berisi informasi-informasi seperti hal-hal berikut:**

- **Siapa** yang berbicara?
- **Kapan** cerita panjang berlangsung?
- **Dimana** cerita panjang berlangsung?
- **Apa** informasi yang diberikan pada cerita panjang?

#### Example from the Paper TOEFL® Test

On the recording, you hear:

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

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

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

You think:

Who is probably talking? (two students)

Where are they? (in the library)

What course are they discussing? (American History)

**EXERCISE 9:** Listen to the first part of each of the conversations and try to imagine the situation. Then answer the questions in the text.

**NOW BEGIN THE RECORDING AT EXERCISE 9.**

Conversation 1

1. Who is probably talking? \_\_\_\_\_
2. Where does the conversation take place? \_\_\_\_\_

Conversation 2

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

Conversation 3

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



## SKILL 10: LISTEN FOR ANSWERS IN ORDER

There are two possible methods to use while you listen to a long conversation:

- *You can just listen to the conversation (and ignore the answers).*
- *You can follow along with the answers while you listen.*


Some students prefer to just listen to the conversation while it is being spoken, and if that method works well for you, then that is what you should do. Other students find that they can answer more questions correctly if they read along with the answers while the conversation is being spoken. Because the detail questions are answered in order, it is possible to read along while you listen to the conversation on the recording.

### Terjemahan

#### Strategi 10 : URUTAN JAWABAN

Terdapat dua metode yang dapat digunakan pada saat menyimak percakapan panjang:

- *Kamu hanya mendengarkan percakapan (menghiraukan jawabannya)*
- *Mendengarkan dengan memperhatikan jawaban*

**Example from the Paper TOEFL® Test** 

<p>On the recording, you hear:</p> <p>(man) <i>Can I help you?</i></p> <p>(woman) <i>I'm interested in opening an account.</i></p> <p>(man) <i>Well, we have several different types of accounts: checking accounts, savings accounts, money market accounts, time deposit accounts.</i></p> <p>(woman) <i>It's a <u>checking account</u> that I am interested in.</i></p> <p>(man) <i>I can help you with that. First, you have to fill out a form, and then I need to see some identification. That's about all there is to it.</i></p> <p>(woman) <i>That sounds easy enough. Thanks for your help.</i></p> <p>On the recording, you hear:</p> <p>(narrator) 1. <i>What type of account does the woman want?</i></p> <p>2. <i>What does the man need for her to show him?</i></p>	<p>In your test book, you read (same time):</p> <p>1. (A) <u>A checking account</u></p> <p>(B) A savings account</p> <p>(C) A money market account</p> <p>(D) A time deposit account</p> <p>2. (A) A form</p> <p>(B) An account</p> <p>(C) A piece of <u>identification</u></p> <p>(D) A check</p>
--	--

When you read the answers to the first question, you can anticipate that the first question is: *What type of account?* As you listen, you determine that the woman wants a *checking account*. Therefore, you can anticipate that the best answer to the first question is (A).

When you read the answers to the second question, you can anticipate that the second question is going to ask *What thing...?* In the conversation, the man asks her to *fill out a form and show some identification*, so as you are listening you can anticipate that the correct answer to the second question is either (A) or (C). When you hear the question, you can determine that the best answer is answer (C).

TOEFL EXERCISE 10: Listen to each complete conversation and answer the questions that follow.

NOW BEGIN THE RECORDING AT EXERCISE 9.

1. (A) Find work on campus  
(B) Work in the employment office  
(C) Help students find jobs  
(D) Ask the woman questions
2. (A) In the library  
(B) In a classroom  
(C) In a campus office  
(D) In an apartment
3. (A) No more than ten  
(B) At least twenty  
(C) Not more than twenty  
(D) Up to ten
4. (A) Every morning  
(B) Afternoons and weekends  
(C) When he's in class  
(D) Weekdays
5. (A) Fill out a form  
(B) Give her some additional information  
(C) Tell her some news  
(D) Phone her
6. (A) Just before a vacation  
(B) Just after the end of a school semester  
(C) At the end of the summer  
(D) Just after a break from school
7. (A) A trip to visit the Eskimos  
(B) A trip the woman is planning to take  
(C) A trip the man has already taken  
(D) A camping trip the man and woman took
8. (A) Three hours  
(B) Three complete days  
(C) Three classes  
(D) Three weeks
9. (A) Sleeping outside on the ground  
(B) Spending time in a hot tub  
(C) Relaxing at the lodge  
(D) Enjoying excellent food
10. (A) She'd be scared, but she'd like to try.  
(B) She can't wait.  
(C) It would be quite exciting for her.  
(D) She'd prefer not to try.
11. (A) All kinds of pollution  
(B) How acid rain has harmed the earth  
(C) Pollution from cars and factories  
(D) The causes and possible effects of acid rain
12. (A) Nuclear power  
(B) Electricity  
(C) Burning coal and oil  
(D) Solar power
13. (A) From sulfur dioxide and water vapor  
(B) From sulfur dioxide and nitrogen oxide  
(C) From nitric acid and sulfur dioxide  
(D) From water vapor and nitric acid
14. (A) Only in North America  
(B) At the North and South Poles  
(C) In parts of several northern continents  
(D) In equatorial areas
15. (A) She should protect herself from the rain.  
(B) She should clean up the water supply.  
(C) She should read a novel.  
(D) She should get more information about acid rain.

## LONG TALKS

(PAPER TOEFL® TEST) 

Three talks, each followed by a number of multiple-choice questions, appear in Part C of the Listening Comprehension section of the paper TOEFL test. You will hear the talks and the questions on a recording; they are not written in your test book. You must choose the best answer to each question from the four choices that are written in your test book. Like the conversations in Part B, the talks are often about some aspect of school life or topics currently in the news. It is also very common for the talks to be shortened versions of lectures from courses taught in American colleges and universities.

### Terjemahan

#### CERITA PANJANG

Tiga cerita dan diikuti dengan sejumlah pertanyaan dalam bentuk pilihan ganda akan muncul di Bagian C pada Listening Comprehension Section, Test TOEFL. Anda akan mendengarkan cerita-cerita and pertanyaan-pertanyaan pada rekaman audio; dan mereka tidak dituliskan dibuku test anda. Anda harus memilih jawaban terbaik pada setiap pertanyaan dari empat pilihan yang tertulis di buku test anda. Selayaknya percakapan panjang pada Bagian B, anda akan mendengarkan seseorang bercerita tentang beberapa permasalahan baik dikampus ataupun kehidupan.

#### Example from the Paper TOEFL® Test

On the recording, you hear:

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

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

Questions:

1. On the recording, you hear:

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

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

2. On the recording, you hear:

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

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

3. On the recording, you hear:

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

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

4. On the recording, you hear:

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

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

The first question asks about the topic of the talk. The topic of the talk is found in the first sentence of the talk: *The settling of the vast farmlands in central North America was delayed at least partly because of an error by our man.* Therefore, the best answer to the question is (B). The second question is a detail question that asks how Pike described this area. It is stated in the talk that Pike *wrote a report in which he erroneously stated that the vast plains in the central part of the continent were desertlike...* Therefore, the best answer to this question is (A). The third question is an additional detail question that asks what the area was really like. Because the talk indicates that *in reality... these vast plains contained some of the most fertile farmland in the world*, the best answer to this question is (C). The fourth question is an inference question. It asks in which course this lecture would probably be given. The word *probably* indicates to you that the question is not answered directly in the talk. You must draw a conclusion from the information in the talk to answer this question. Because this talk refers to *the early nineteenth century* and discusses the *settling of the vast farmlands in central North America*, it would probably be given in an American History course. The best answer to this question is (B).

#### PROCEDURES FOR THE LONG TALKS

(Paper TOEFL® Test) 

1. **If you have time, preview the answers to the questions.** While you are looking at the answers, you should try to do the following:
  - Anticipate the **topics** of the talks you will hear.
  - Anticipate the **questions** for each of the groups of answers.
2. **Listen carefully to the first line of the talk.** The first line of the talk often contains the main idea, subject, or topic of the talk, and you will often be asked this type of question.
3. **As you listen to the talk, draw conclusions about the situation of the talk: who is talking, where or when the talk takes place, which course this lecture might be given in.** You will often be asked to make such inferences about the talk.
4. **As you listen to the talk, follow along with the answers in your test book and try to determine the correct answers.** Detail questions are generally answered in order in the talk, and the answers often sound the same as what is said on the recording.
5. **You should guess even if you are not sure.** Never leave any answers blank.
6. **Use any remaining time to look ahead at the answers to the questions that follow.**

## SKILL 11: ANTICIPATE THE TOPICS

It is very **helpful** to your overall comprehension if you know what topics to expect in the long talks. You should therefore try to anticipate the topics that you will be hearing (as you did with the long conversations). For example, are the talks about American history, or literature, or some aspect of school life? A helpful strategy is therefore to look briefly at the answers in the test book, before you actually hear the talks on the recording, and try to determine the topics of the talks that you will hear.

### Terjemahan

Strategi 11 : MENGANTISIPASI TOPIK-TOPIK

Ini akan sangat berguna apabila Anda memahami topiknya secara keseluruhan jika anda mengetahui topik apa yang dimaksud dalam cerita panjang tersebut. Anda diminta untuk mengantisipasi topik yang akan anda dengar. Contohnya, apakah ceritanya mengenai sejarah Amerika?, atau sastra, atau aspek-aspek dalam kehidupan sekolah? Strategi yang sangat membantu adalah dengan memperhatikan jawaban secara ringkas pada buku test, sebelum Anda mendengarkan cerita pada rekaman, and mencoba untuk menentukan topik-topik dari cerita yang anda dengar.

EXERCISE 11: Look at the answers to the five questions together, and try to anticipate the topic of the talk for those five questions. (Of course, you cannot always determine exactly what the topic is, but you often can get a general idea.)

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

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

the requirements of a biology class

You can guess this because of the following clues:

- *biology*
- *first day of class*
- *reading assignments*
- *exam(s)*
- *lab work*

6. (A) What caused the Ring of Fire  
(B) The volcanoes of the Ring of Fire  
(C) Hawaiian volcanoes  
(D) Different types of volcanoes
7. (A) The Ring of Fire  
(B) The characteristics of volcanoes in the Ring of Fire  
(C) The volcanoes of Hawaii  
(D) Mauna Loa
8. (A) In Hawaii  
(B) In the United States  
(C) Along the Ring of Fire  
(D) Within the Ring of Fire
9. (A) They are not so violent.  
(B) They are located along the Ring of Fire.  
(C) They contain a lot of gas.  
(D) They contain thick lava.
10. (A) A volcano on the Ring of Fire  
(B) An island in Hawaii  
(C) A long, low volcanic mountain  
(D) An explosive volcano
11. (A) An artist  
(B) A tour guide  
(C) An Indian  
(D) Orville Wright
12. (A) Several  
(B) Sixty thousand  
(C) Sixteen million  
(D) Millions and millions
13. (A) The National Air and Space Museum  
(B) The Museum of Natural History  
(C) The American History Museum  
(D) The Smithsonian Arts and Industries Building
14. (A) The American History Museum  
(B) The Smithsonian Arts and Industries Building  
(C) The Washington Museum  
(D) The National Air and Space Museum
15. (A) To the White House  
(B) To the Smithsonian  
(C) To the mall  
(D) To various other museums

What is the topic of the talk for questions 11 through 15?

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## SKILL 12: ANTICIPATE THE QUESTIONS

It is very helpful to your ability to answer individual questions with the long talks if you can anticipate what the questions will be and listen specifically for the answers to those questions (as you did with the long conversations).

### Terjemahan

**Strategi 12** : MENGANTISIPASI JENIS PERTANYAAN

Langkah awal adalah dengan memperhatikan jawaban yang tersedia dibuku test, kemudian anda mengantisipasi kira-kira pertanyaan untuk hal tersebut apa.

**Example from the Paper TOEFL® Test** 

In your test book, you read:

- (A) For three weeks
- (B) For three days
- (C) For three months
- (D) For three hours

You try to anticipate the question:

*How long does (something) last?*

**EXERCISE 12:** Study the following answers and try to determine what the questions will be. (You should note that perhaps you will only be able to predict part of a question, rather than the complete question.) If you cannot predict the question in a short period of time, then move on to the next group of answers. Question 1 has been answered for you.

1. Question: When does the talk probably take place?  
(A) During a biology laboratory session  
(B) In a biology study group  
(C) On the first day of class  
(D) Just before the final exam
2. Question: \_\_\_\_\_  
(A) Once a week  
(B) Two times a week  
(C) Three times a week  
(D) For fifteen hours
3. Question: \_\_\_\_\_  
(A) To do the first laboratory assignment  
(B) To take the first exam  
(C) To study the laboratory manual  
(D) To read one chapter of the text
4. Question: \_\_\_\_\_  
(A) Room assignments  
(B) Exam topics  
(C) Reading assignments  
(D) The first lecture
5. Question: \_\_\_\_\_  
(A) Exams and lab work  
(B) Reading and writing assignments  
(C) Class participation and grades on examinations  
(D) Lecture and laboratory attendance
6. Question: \_\_\_\_\_  
(A) What caused the Ring of Fire  
(B) The volcanoes of the Ring of Fire  
(C) Hawaiian volcanoes  
(D) Different types of volcanoes
7. Question: \_\_\_\_\_  
(A) The Ring of Fire  
(B) The characteristics of volcanoes in the Ring of Fire  
(C) The volcanoes of Hawaii  
(D) Mauna Loa
8. Question: \_\_\_\_\_  
(A) In Hawaii  
(B) In the United States  
(C) Along the Ring of Fire  
(D) Within the Ring of Fire



9. Question: \_\_\_\_\_  
(A) They are not so violent.  
(B) They are located along the Ring of Fire.  
(C) They contain a lot of gas.  
(D) They contain thick lava.
10. Question: \_\_\_\_\_  
(A) A volcano on the Ring of Fire  
(B) An island in Hawaii  
(C) A long, low volcanic mountain  
(D) An explosive volcano
11. Question: \_\_\_\_\_  
(A) An artist  
(B) A tour guide  
(C) An Indian  
(D) Orville Wright
12. Question: \_\_\_\_\_  
(A) Several  
(B) Sixty thousand  
(C) Sixteen million  
(D) Millions and millions
13. Question: \_\_\_\_\_  
(A) The National Air and Space Museum  
(B) The Museum of Natural History  
(C) The American History Museum  
(D) The Smithsonian Arts and Industries Building
14. Question: \_\_\_\_\_  
(A) The American History Museum  
(B) The Smithsonian Arts and Industries Building  
(C) The Washington Museum  
(D) The National Air and Space Museum
15. Question: \_\_\_\_\_  
(A) To the White House  
(B) To the Smithsonian  
(C) To the mall  
(D) To various other museums


## SKILL 13: DETERMINE THE TOPIC

As you listen to each long talk, you should be thinking about the topic (subject) or main idea for the talk (as you did with the long conversations). Since the first sentence is generally a topic sentence, you should be asking yourself what the topic is while you are listening carefully to the first part of the talk.

### Terjemahan

#### **Strategi 12 : MENENTUKAN TOPIK**

Setiap Anda mendengar cerita panjang, Anda harus mengetahui **TOPIK (SUBJEK)** atau **IDE UTAMA** dari cerita tersebut. **TOPIK** atau **IDE UTAMA** biasanya terdapat dalam baris **KE SATU** dan **DUA**.

**Example from the Paper TOEFL® Test** 

On the recording, you hear:

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

You think:

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

**EXERCISE 13: Listen to the first part of each of the talks, and decide on the topic of each talk**

**NOW BEGIN THE RECORDING AT EXERCISE 13**

1. What is the topic of Talk 1?

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2. What is the topic of Talk 2?

---

3. What is the topic of Talk 3?

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**SECTION 2**  
**STRUCTURE**  
**AND**  
**WRITTEN EXPRESSION**

## STRUCTURE

Structure is tested in the second section on both the paper TOEFL test and the computer TOEFL test. This section consists of a number of multiple-choice questions that test your knowledge of the structure of English sentences and error recognition questions that test your knowledge of correct written expression.

*Struktur (tata bahasa) merupakan bagian kedua dari tes TOEFL. Sesi ini terdiri dari 40 soal pilihan ganda yang menilai pengetahuan Bahasa Inggris secara tertulis dalam hal kalimat dan menganalisa apakah kalimat tersebut benar atau salah.*

### STRUCTURE ON THE PAPER TOEFL TEST

On the paper TOEFL test, the second section is called Structure and Written Expression. This section consists of forty questions (though some tests may be longer). You have twenty-five minutes to complete the forty questions in this section.

*Sesi kedua ini disebut Structure and Written Expression yang terdiri dari 40 soal yang harus dikerjakan dalam waktu 25 menit.*

There are two types of questions in the Structure and Written Expression section of the paper TOEFL test:

*Ada 2 jenis soal pada sesi ini, yaitu:*

1. Structure (questions 1-15) consists of fifteen sentences in which part of each sentence has been replaced with a blank. Each sentence is followed by four answer choices. You must choose the answer that completes the sentence in a grammatically correct way.

*Structure (soal 1-15) terdiri dari 15 kalimat yang tidak lengkap dan harus diisi dengan jawaban yang tepat. Terdiri 4 pilihan jawaban dan harus dijawab dengan melengkapinya dengan tata bahasa yang benar.*

2. Written Expression (questions 16-40) consists of twenty-five sentences in which four words or groups of words have been underlined. You must choose the underlined word or group of words that is **not** correct.

*Written Expression (soal 16-40) terdiri dari 25 kalimat dengan 4 kata yang telah digaris bawah. Yang harus dilakukan adalah memilih salah satu kata yang salah dari ke 4 kata yang telah digaris bawah tadi.*

The questions on the paper test are presented in **linear** order. The fifteen structure questions (1-15) progress from easy to difficult. The twenty-five written expression questions (16-40) also progress from easy to difficult. Your score in this section is based on your answers to these forty questions.

*Pertanyaan dalam tes ini diurutkan secara linear. Soal 1-15 diurutkan dari yang termudah hingga ke tingkat yang lebih sulit, begitu juga untuk soal 16-40. Nilai pada sesi kedua ini berdasarkan jawaban yang benar pada nomor 1-40.*

1. Be familiar with the directions. The directions on every paper TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test. *Harus mengenali instruksi. Instruksi – instruksi pada soal TOEFL pada umumnya sama, jadi kita tidak perlu menghabiskan banyak waktu dalam membaca instruksi tersebut. Oleh sebab itu sangat penting untuk memahaminya sebelum hari pelaksanaan tes.*
2. Begin with questions 1 through 15. Anticipate that questions 1 through 5 will be the easiest. Anticipate that questions 11 through 15 will be the most difficult. Do not spend too much time on questions 11 through 15. There will be easier questions that come later. *Mulailah mengerjakan soal 1-15. Antisipasi bahwa soal 1-5 adalah soal termudah, sedangkan soal 11-15 adalah soal tersulit. Jangan menghabiskan banyak waktu dalam mengerjakan soal 11 – 15, akan ada soal yang lebih mudah di soal selanjutnya.*
3. Continue with questions 16 through 40. Anticipate that questions 16 through 20 will be the easiest. Anticipate that questions 36 through 40 will be the most difficult. Do not spend too much time on questions 36 through 40. *Lanjutkan soal nomor 16 – 40. Antisipasi pertanyaan 16 sampai 20 adalah soal termudah dan soal nomor 36 sampai 40 adalah yang tersulit. Jangan menghabiskan banyak waktu dalam mengerjakan soal 36-40.*
4. If you have time, return to questions 11 through 15. You should spend extra time on questions 11 through 15 only after you spend all the time that you want on the easier questions that follow. *Jika waktu yang tersedia masih cukup, kembali membaca ke soal nomor 11 sampai 15. Waktu tambahan dibutuhkan dalam menjawab soal ini karena soal yang lebih mudah telah dikerjakan.*

5. Guess to complete the section before time is up. There is no penalty for guessing, so it can only increase your score to guess the answers to questions that you do not have time to complete. Silahkan menebak dalam mengisi sesi ini jika waktu telah habis. Tidak ada sanksi atau pengurangan nilai jika yang diisi itu salah.

## SENTENCES WITH ONE CLAUSE

### *Kalimat dengan 1 anak kalimat*

Some sentences in English have just one subject and verb, and it is very important for you to find the subject and verb in these sentences. In some sentences it is easy to find the subject and verb. However, certain structures, such as objects of prepositions, appositives, and participles, can cause confusion in locating the subject and verb because each of these structures can look like a subject or verb. An object of the preposition or an appositive can be mistaken for a subject, while a participle can be mistaken for a verb.

*Beberapa kalimat dalam bahasa Inggris hanya memiliki satu subjek dan kata kerja, dan sangat penting bagi Anda untuk menemukan subjek dan kata kerja dalam kalimat ini. Dalam beberapa kalimat mudah untuk menemukan subject dan kata kerja. Namun, struktur tertentu, seperti objek preposisi, appositives, dan participle, dapat menyebabkan kebingungan dalam menemukan subjek dan kata kerja karena masing-masing struktur ini dapat terlihat seperti subjek atau kata kerja. Objek dari preposisi atau appositive dapat salah untuk subjek, sementara participle dapat salah untuk kata kerja.*

Therefore, you should be able to do the following in sentences with one subject and verb: (1) be sure the sentence has a subject and a verb, (2) be careful of objects of prepositions and appositives when you are looking for the subject, and (3) be careful of present participles and past participles when you are looking for the verb.

*Oleh karena itu, Anda harus dapat melakukan hal berikut dalam kalimat dengan satu subjek dan kata kerja: (1) pastikan kalimat memiliki subjek dan kata kerja, (2) berhati-hatilah terhadap objek preposisi dan appositives saat Anda mencari subjek, dan (3) berhati-hatilah terhadap participle sekarang dan participle masa lalu saat Anda mencari kata kerja.*

## SKILL I: BE SURE THE SENTENCE HAS A SUBJECT AND A VERB

### PASTIKAN KALIMAT MEMILIKI 1 SUBJEK DAN 1 KATA KERJA

You know that a sentence in English should have a subject and a verb. The most common types of problems that you will encounter in structure questions on the TOEFL test have to do with subjects and verbs: perhaps the sentence is missing either the subject or the verb or both, or perhaps the sentence has an extra subject or verb.

*Anda tahu bahwa kalimat dalam bahasa Inggris seharusnya memiliki subjek dan kata kerja. Jenis masalah yang paling umum yang akan Anda hadapi dalam pertanyaan struktur pada tes TOEFL berkaitan dengan subjek dan verba: mungkin kalimatnya hilang baik subjek atau kata kerja atau keduanya, atau mungkin kalimat tersebut memiliki subjek atau kata kerja tambahan.*

#### Example 1:

\_\_\_\_\_ was backed up for miles on the freeway.

- (A) Yesterday
- (B) In the morning
- (C) Traffic
- (D) Cars

In this example you should notice immediately that there is a verb *was*, but there is no subject. Answer (C) is the best answer because it contains the singular subject *traffic* that agrees with the singular verb *was*. Answer (A), *yesterday*, and answer (B), *in the morning*, are not subjects, so they are not correct. Although answer (D), *cars*, could be a subject, it is not correct because *cars* is plural and it does not agree with the singular verb *was*.

*Dalam contoh ini Anda harus segera memperhatikan bahwa ada kata kerja itu, tapi tidak ada subject. Jawaban (C) adalah jawaban terbaik karena berisi **traffic** subjek tunggal yang sesuai dengan kata kerja tunggal itu. Jawab (A), **yesterday**, dan jawab (B), **in the morning**, bukan subjek, jadi itu tidak benar. Meski menjawab (D), **cars**, bisa jadi subjek, itu tidak benar karena **cars** itu jamak dan tidak sesuai dengan kata kerja tunggal itu.*

#### Example 2:

Engineers \_\_\_\_\_ for work on the new space program.

- (A) necessary
- (B) are needed
- (C) hopefully
- (D) next month

In this example you should notice immediately that the sentence has a subject *engineers* and that there is no verb. Because answer (B), *are needed*, is a verb, it is the best answer. Answers (A), (C), and (D) are not verbs, so they are not correct.

*Dalam contoh ini Anda harus segera memperhatikan bahwa kalimat tersebut memiliki **engineers** subjek dan bahwa tidak ada kata kerja. Karena jawaban (B), **are needed**, adalah kata kerja, itu adalah jawaban terbaik. Jawaban (A), (C), dan (D) bukan kata kerja, jadi itu tidak benar.*

### SUBJECTS AND VERBS

**Sentence in English must have at least one *subject* and one *verb*.**

EXERCISE 1: Underline the subjects once and the verbs twice in each of the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

(Garis bawah subjek sekali dan kata kerja dua kali di masing-masing kalimat berikut. Kemudian tunjukkan apakah kalimat sudah benar (C) atau salah (I)).

- |                  |  |
|------------------|--|
| <u>    I    </u> | 1. Last week <u>went</u> fishing for trout at the nearby mountain lake.        |
| <u>    C    </u> | 2. A schedule of the day's events <u>can be obtained</u> at the front desk.    |
| <u>    </u>      | 3. A job on the day shift or the night shift at the plant available.           |
| <u>    </u>      | 4. The new computer program has provides a variety of helpful applications.    |
| <u>    </u>      | 5. The box can be opened only with a special screwdriver.                      |
| <u>    </u>      | 6. The assigned text for history class it contains more than twenty chapters.  |
| <u>    </u>      | 7. The papers in the wastebasket should be emptied into the trash can outside. |
| <u>    </u>      | 8. Departure before dawn on a boat in the middle of the harbor.                |
| <u>    </u>      | 9. Yesterday found an interesting article on pollution.                        |
| <u>    </u>      | 10. The new machine is processes 50 percent more than the previous machine.    |

## SKILL 2 BE CAREFUL OF OBJECTS OF PREPOSITIONS

### PERHATIKAN OBJEK DARI KATA DEPAN

An object of a preposition is a noun, pronoun, gerund or noun clause that comes after a preposition, such as *in, at, of, to, by, behind, on*, and so on, to form a prepositional phrase. *Objek sebuah preposisi adalah kata benda, kata ganti, kata benda atau benda benda yang muncul setelah sebuah preposisi, seperti in, at, of, to, by, behind, on,, dan seterusnya, untuk membentuk frase preposisional.*

**(After his exams) Tom will take a trip (by boat).**

This sentence contains two objects of prepositions. *Exams* is the object of the preposition *after*, and *boat* is the object of the preposition *by*. *Kalimat ini berisi dua objek preposisi. Exams adalah objek dari preposisi after, dan boat adalah objek dari preposisi by.* An object of a preposition can cause confusion in structure questions on the TOEFL test because it can be mistaken for the subject of a sentence.

#### Example:

With his friend ..... found the movie theater.

- (A) has
- (B) he
- (C) later
- (D) when

In this example you should look first for the subject and the verb. You should notice the verb *found* and should also notice that there is no subject. Do not think that *friend* is the subject; *friend* is the object of the preposition *with*, and one noun cannot be both a subject and an object at the same time. Because a subject is needed in this sentence, answer (B), *he*, is the best answer. Answers (A), (C), and (D) are not correct because they cannot be subjects.

*Dalam contoh ini Anda harus melihat terlebih dahulu subjek dan kata kerja. Anda harus memperhatikan kata kerja found dan juga harus memperhatikan bahwa tidak ada subjek. Jangan berpikir bahwa friend adalah subjek; friend adalah objek preposisi with, dan satu kata benda tidak bisa menjadi subjek sekaligus objek sekaligus. Karena subjek dibutuhkan dalam kalimat ini, jawablah (B), he, adalah jawaban terbaik. Jawaban (A), (C), and (D) tidak benar karena tidak dapat dijadikan subjek.*

The following chart outlines the key information that you should remember about objects of prepositions:

### OBJECTS OF PREPOSITIONS

***A preposition is followed by a noun, pronoun, gerund or noun clause that is called an object of the preposition. If a word is an object of a preposition, it is not the subject***

**EXERCISE 2:** Each of the following sentences contains one or more prepositional phrases. Underline the subjects once and the verbs twice. Circle the prepositional phrases that come before the verb. Then indicate if the sentences are correct (C) or incorrect (I).

*Masing-masing kalimat berikut berisi satu atau lebih frasa preposisional. Garis bawahi subjek sekali dan verba dua kali. Lingkari frase preposisional yang muncul sebelum kata kerja. Kemudian tunjukkan apakah kalimat sudah benar (C) atau salah (I).*

- C 1. The interviews by radio broadcasters were carried live by the station.
- I 2. In the last possible moment before takeoff took his seat in the airplane.
- \_\_\_ 3. At the neighborhood flower shop, flowers in quantities of a dozen or a half dozen can be delivered for free.
- \_\_\_ 4. The progressive reading methods at this school are given credit for the improved test scores.
- \_\_\_ 5. For the last three years at various hospitals in the county has been practicing medicine.
- \_\_\_ 6. In the past a career in politics was not considered acceptable in some circles.
- \_\_\_ 7. Shopping in the downtown area of the city it has improved a lot in recent years.
- \_\_\_ 8. At the building site the carpenters with the most experience were given the most intricate work.
- \_\_\_ 9. For the fever and headache took two aspirin tablets.
- \_\_\_ 10. The report with complete documentation was delivered at the conference.

### SKILL 3: BE CAREFUL OF APPOSITIVES

#### *Perhatikan appositives*

Appositives can cause confusion in structure questions on the TOEFL test because an appositive can be mistaken for the subject of a sentence. An appositive is a noun that comes before or after another noun and has the same meaning. *Appositives dapat menyebabkan kebingungan dalam pertanyaan struktur pada tes TOEFL karena sebuah hipotesis dapat salah untuk subjek sebuah kalimat. Appositive adalah kata benda yang terletak sebelum atau sesudah kata benda lain dan memiliki arti yang sama.*

*Sally, the best student in the class, got an A on the exam.*

In this example *Sally* is the subject of the sentence and *the best student in the class* can easily be recognized as an appositive phrase because of the noun *student* and because of the commas. The sentence says that *Sally* and *the best student in the class* are the same person. Note that if you leave out the appositive phrase, the sentence still makes sense (*Sally got an A on the exam*). *Dalam contoh ini Sally adalah subjek kalimat dan the best student in the class dapat dengan mudah dikenali sebagai frase yang sesuai karena kata benda siswa dan karena komisnya. Kalimat tersebut mengatakan bahwa Sally dan the best student in the class adalah orang yang sama. Perhatikan bahwa jika Anda meninggalkan frase yang sesuai, kalimatnya tetap masuk akal (Sally got an A on the exam).*

The following example shows how an appositive can be confused with the subject of a sentence in structure questions on the TOEFL test.

#### **Example 1:**

- \_\_\_\_\_, George, is attending the lecture.
- (A) Right now
- (B) Happily
- (C) Because of the time
- (D) My friend

In this example you should recognize from the commas that *George* is not the subject of the sentence. *George is* an appositive. Because this sentence still needs a subject, the best answer is (D), *my friend*. Answers (A), (B), and (C) are incorrect because they are not subjects.



Dalam contoh ini Anda harus mengenali dari koma bahwa *George* bukan subjek kalimatnya. *George* adalah *appositive*. Karena kalimat ini masih butuh subjek, jawaban terbaiknya adalah (D), **my friend**. Jawaban (A), (B), dan (C) salah karena bukan subjek.

The next example shows that an appositive does not always come after the subject; an appositive can also come at the beginning of the sentence.

**Example 2:**

- \_\_\_\_\_, Sarah rarely misses her basketball shots.  
 (A) An excellent basketball player  
 (B) An excellent basketball player is  
 (C) Sarah is an excellent basketball player  
 (D) Her excellent basketball play

In this example you can tell that **Sarah** is the subject and **misses** is the verb because there is no comma separating them. In the space you should put an appositive for Sarah, and Sarah is **an excellent basketball player**, so answer (A) is the best answer. Answers (B) and (C) are not correct because they each contain the verb **is**, and an appositive does not need a verb. Answer (D) contains a noun, **play**, that could possibly be an appositive, but **play** is not the same as **Sarah**, so this answer is not correct.

Dalam contoh ini Anda dapat mengatakan bahwa **Sarah** adalah subjek dan **misses** adalah kata kerja karena tidak ada koma yang memisahkannya. Di ruang yang harus Anda berikan pada Sarah, Sarah adalah **an excellent basketball player**, jadi jawablah (A) adalah jawaban terbaik. Jawaban (B) dan (C) tidak benar karena masing-masing mengandung kata kerja **is**, dan kata kunci tidak memerlukan kata kerja. Jawaban (D) berisi kata benda, **play**, yang mungkin bisa menjadi appositive, tapi **play** permainannya tidak sama dengan **play**, jadi jawaban ini tidak benar.

The following chart outlines the key information that you should remember about appositives:

**APPOSITIVES**

**An appositive is a noun that comes before or after another noun and is generally set off from the noun with commas. If a word is an appositive, it is not the subject. The following appositive structures are both possible in English:**

<b>S,</b>	<b>APP,</b>	<b>V</b>	
Tom,	a really good mechanic,	is fixing	the car
<b>APP,</b>	<b>S</b>	<b>V</b>	
A really good mechanic	Tom	is fixing	the car

**EXERCISE 3: Each of the following sentences contains an appositive. Underline the subjects once and the verbs twice. Circle the appositive phrases. Then indicate if the sentences are correct (C) or incorrect (I).**

Masing-masing kalimat berikut mengandung kata kunci yang sesuai. Garis bawahi subject satu kali dan verba dua kali. Lingkari frase yang sesuai. Kemudian tunjukkan apakah kalimat sudah benar (C) atau salah (I).

- C. 1. (The son of the previous owner,) the new owner is undertaking some fairly broad changes in management policy.
- I. 2. Last semester, (a friend) graduated *cum laude* from the university.
3. Valentine's Day, February 14, is a special holiday for sweethearts.
4. At long last, the chief executive officer, has decided to step down.
5. Tonight's supper, leftovers from last night, did not taste any better tonight than last night.
6. The only entrance to the closet, the door was kept locked at all times.
7. In the cold of winter, a wall heating unit, would not turn on.
8. The new tile pattern, yellow flowers on a white background, really brightens up the room.
9. The high-powered computer the most powerful machine of its type, was finally readied for use.
10. A longtime friend and confidant, the psychologist was often invited over for Sunday dinner.

#### SKILL 4 BE CAREFUL OF PRESENT PARTICIPLES

##### PERHATIKAN PRESENT PARTICIPLES

A present participle is the *-ing* form of the verb (*talking, playing*). In structure questions on the TOEFL test, a present participle can cause confusion because it can be either a part of the verb or an adjective. It is part of the verb when it is preceded by some form of the verb *be*. *Partisipasi sekarang adalah bentuk kata kerja (talking, playing). Dalam pertanyaan struktur pada tes TOEFL, present participle dapat menyebabkan kebingungan karena bisa menjadi bagian dari kata kerja atau kata sifat. Ini adalah bagian dari kata kerja ketika didahului oleh beberapa bentuk kata kerja be.*

The man is talking to his friend.

##### VERB

In this sentence *talking* is part of the verb because it is accompanied by *is*. *Dalam kalimat ini talking adalah bagian dari kata kerja karena didampingi is. A present participle is an adjective when it is not accompanied by some form of the verb be. Present participle merupakan kata sifat ketika tidak diikuti oleh kata kerja be*

The man talking to his friend has a beard.

##### ADJECTIVE

In this sentence *talking* is an adjective and not part of the verb because it is not accompanied by some form of *be*. The verb in this sentence is *has*. *Dalam kalimat ini talking adalah kata sifat dan bukan bagian dari kata kerja karena tidak diwakili oleh beberapa bentuk be. Kata kerja dalam kalimat ini adalah has.*

The following example shows how a present participle can be confused with the verb in structure questions on the TOEFL test.

##### Example:

The child \_\_\_\_\_ playing in the yard is my son.

- (A) now
- (B) is
- (C) he
- (D) was

In this example, if you look at only the first words of the sentence, it appears that *child* is the subject and *playing* is part of the verb. If you think that *playing* is part of the verb, you might choose answer (B), *is*, or answer (D), *was*, to complete the verb. However, these two answers are incorrect because *playing* is not part of the verb. You should recognize that *playing* is a participial adjective rather than a verb because there is another verb in the sentence *is*. In this sentence there is a complete subject *child* and a complete verb *is*, so this sentence does not need another subject or verb. The best answer here is (A).

*Dalam contoh ini, jika Anda hanya melihat kata-kata pertama dari kalimat tersebut, nampak bahwa child adalah subyek dan playing adalah bagian dari kata kerja. Jika Anda berpikir bahwa playing adalah bagian dari kata kerja, Anda bisa memilih jawaban (B), is, atau jawaban (D), is untuk melengkapi kata kerja. Namun, kedua jawaban ini salah karena playing bukanlah bagian dari kata kerja. Anda harus menyadari bahwa playing adalah kata sifat partisipatif daripada kata kerja karena ada kata kerja lain is. Dalam kalimat ini ada subjek child yang lengkap dan kata kerja yang lengkap is, jadi kalimat ini tidak membutuhkan subjek atau kata kerja lain. Jawaban terbaiknya di sini adalah (A).*

The following chart outlines what you should remember about present participles:

PRESENT PARTICIPLES
<p>A present participle is the <i>-ing</i> form of the verb. The <i>present participle</i> can be (1) part of the verb or (2) an adjective. It is part of the <i>verb</i> when it is accompanied by some form of the verb <i>be</i>. It is an <i>adjective</i> when it is not accompanied by some form of the verb <i>be</i>.</p> <ol style="list-style-type: none"><li>1. The boy <u>is standing</u> in the corner.</li><li>2. The boy <u>s t a n d i n g</u> in the corner was naughty.</li></ol>



Dalam contoh ini, jika Anda hanya melihat beberapa kata kalimat pertama, tampak bahwa **packages** adalah subjek dan **mailed** baik kata kerja lengkap atau participle masa lalu yang memerlukan kata kerja bantu. Tetapi jika Anda melihat lebih dalam kalimat ini, Anda akan melihat bahwa kata kerja **will arrive**. Anda kemudian akan menyadari bahwa **mailed** adalah kata sifat partisipatif dan karena itu bukan bagian dari kata kerja. Jawaban (A) dan (B) salah karena **mailed** adalah kata sifat dan tidak memerlukan kata kerja bantuan seperti **have** atau **were**. Jawaban (C) salah karena tidak perlu untuk objek **them**. Jawaban (D) adalah jawaban terbaik untuk pertanyaan ini.

The following chart outlines what you should remember about past participles:

<b>PAST PARTICIPLES</b>	
<p>A past participle often ends in -ed, but there are also many irregular past participles. For many verbs, including -ed verbs, the simple past and the past participle are the same and can be easily confused. The -ed form of the verb can be (1) the simple past (2) the past participle of a verb, or (3) an adjective.</p>	
1.	<i>She painted this picture.</i>
2.	<i>She has painted this picture.</i>
3.	<i>The picture painted by Karen is now in a museum.</i>

**EXERCISE 5:** Each of the following sentences contains one or more past participles. Underline the subjects once and the verbs twice. Circle the past participles and label them as adjectives or verbs. Then indicate if the sentences are correct (C) or incorrect (I).

Masing-masing kalimat berikut berisi satu atau lebih paragraf sebelumnya. Garis bawah subjek sekali dan verba dua kali. Lingkari past participles dan beri label sebagai kata sifat atau kata kerja. Kemudian tunjukkan apakah kalimat sudah benar (C) atau salah (I).

- I   1. The money was (offered) by the client was not (accepted)  
VERB VERB
- C   2. The car (listed) in the advertisement had already (stalled)  
ADJ VERB
3. The chapters were taught by the professor this morning will be on next week's exam.
4. The loaves of bread were baked in a brick oven at a low temperature for many hours.
5. The ports were reached by the sailors were under the control of a foreign nation.
6. Those suspected in the string of robberies were arrested by the police.
7. The pizza is served in this restaurant is the tastiest in the county.
8. The courses are listed on the second page of the brochure have several prerequisites.
9. All the tenants were invited to the Independence Day barbecue at the apartment complex.
10. Any bills paid by the first of the month will be credited to your account by the next day.

**EXERCISE (Skills 1-5):** Underline the subjects once and the verbs twice in each of the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

Garis bawah subjek sekali dan kata kerja dua kali di masing-masing kalimat berikut. Kemudian tunjukkan apakah kalimat sudah benar (C) atau salah (I).

1. For three weeks at the beginning of the semester students with fewer than the maximum number of units can add additional courses.
2. On her lunch hour went to a nearby department store to purchase a wedding gift.
3. The fir trees were grown for the holiday season were harvested in November.
4. In the grove the overripe oranges were falling on the ground.
5. The papers being delivered at 4:00 will contain the announcement of the president's resignation.
6. A specialty shop with various blends from around the world in the shopping mall.
7. The portraits exhibited in the Houston Museum last month are now on display in Dallas.
8. With a sudden jerk of his hand threw the ball across the field to one of the other players.
9. Construction of the housing development it will be underway by the first of the month.
10. Those applicants returning their completed forms at the earliest date have the highest priority.

**TOEFL EXERCISE (Skills 1-5): Choose the completes the sentence.**

1. The North Platte River\_\_\_\_\_from Wyoming into Nebraska.

- (A) it flowed
- (B) flows
- (C) flowing
- (D) with flowing water

**letter of the word or group of words that best**

2. \_\_\_\_\_ Biloxi received its name from a Sioux word meaning "first people."

- (A) The city of
- (B) Located in
- (C) It is in
- (D) The tour included

3. A pride of lions \_\_\_\_\_ up to forty lions, including one to three males, several females, and cubs.

- (A) can contain
- (B) it contains
- (C) contain
- (D) containing

4. \_\_\_\_\_ tea plant are small and white.

- (A) The
- (B) On the
- (C) Having flowers the
- (D) The flowers of the

5. The tetracyclines, antibiotics, are used to treat infections.

- (A) are a family of
- (B) being a family
- (C) a family of
- (D) their family is

6. Any possible academic assistance from taking stimulants\_\_\_\_\_ marginal at best.

- (A) it is
- (B) there is
- (C) is
- (D) as

7. Henry Adams, born in Boston, \_\_\_\_\_ famous as a historian and novelist.

- (A) became
- (B) and became
- (C) he was
- (D) and he became

8. The major cause \_\_\_\_\_ the pull of the Moon on the Earth.
- (A) the ocean tides are
  - (B) of ocean tides is
  - (C) of the tides in the ocean
  - (D) the oceans' tides
9. Still a novelty in the late nineteenth century, \_\_\_\_\_ limited to the rich.
- (A) was
  - (B) was photography
  - (C) it was photography
  - (D) photography was
10. A computerized map of the freeways using information gathered by sensors embedded in the pavement \_\_\_\_\_ on a local cable channel during rush hours.
- (A) airs
  - (B) airing
  - (C) air
  - (D) to air

### SENTENCES WITH MULTIPLE CLAUSES

#### *Kalimat dengan Klausa Ganda*

Many sentences in English have more than one clause. (A clause is a group of words containing a subject and a verb.) Whenever you find a sentence on the TOEFL test with more than one clause, you need to make sure that every subject has a verb and every verb has a subject. Next you need to check that the various clauses in the sentence are correctly joined. There are various ways to join clauses in English. Certain patterns appear frequently in English and on the TOEFL test. You should be very familiar with these patterns.

*Banyak kalimat dalam bahasa Inggris memiliki lebih dari satu klausa. (Suatu klausa adalah sekelompok kata yang mengandung subjek dan kata kerja.) Kapan pun Anda menemukan sebuah kalimat pada tes TOEFL dengan lebih dari satu klausa, Anda harus memastikan bahwa setiap subjek memiliki kata kerja dan setiap kata kerja memiliki subjek. Selanjutnya Anda perlu memeriksa bahwa berbagai klausa dalam kalimat digabungkan dengan benar. Ada berbagai cara untuk bergabung dalam klausul dalam bahasa Inggris. Pola tertentu sering muncul dalam bahasa Inggris dan tes TOEFL. Anda harus sangat terbiasa dengan pola ini.*

**SKILL 6: USE COORDINATE CONNECTORS CORRECTLY**

**GUNAKAN KONEKTOR KOORDINASI SECARA LANGSUNG**

When you have two clauses in an English sentence, you must connect the two clauses correctly. One way to connect two clauses is to use **and, but, or, so, or yet** between the clauses.

*Bila Anda memiliki dua klausa dalam kalimat bahasa Inggris, Anda harus menghubungkan dua klausa dengan benar. Salah satu cara untuk menghubungkan dua klausa adalah dengan menggunakan **and, but, or, so, atau yet**, di antara klausa tersebut.*

Tom is singing, *and* Paul is dancing.

Tom is tall, *but* Paul is short.

Tom must write the letter, *or* Paul will do it.

Tom told a joke, *so* Paul laughed.

Tom is tired, *yet* he is not going to sleep.

In each of these examples, there are two clauses that are correctly joined with a coordinate conjunction **and, but, or, so, or yet**, and a comma (.). *Dalam masing-masing contoh ini, ada dua klausa yang digabungkan dengan koordinat koordinat **and, but, or, so, atau yet**, dan koma (,).*

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

**Example:**

A power failure occurred, ..... the lamps went out.

- (A) then
- (B) so
- (C) later
- (D) next

In this example you should notice quickly that there are two clauses, **a power failure occurred** and **the lamps went out**. This sentence needs a connector to join the two clauses. **Then, later,** and **next** are not connectors, so answers (A), (C), and (D) are not correct. The best answer is answer (B) because **so** can connect two clauses. *Dalam contoh ini Anda harus memperhatikan dengan cepat bahwa ada dua klausa, **a power failure occurred** dan **the lamps went out**. Kalimat ini membutuhkan konektor untuk menggabungkan dua klausa tersebut. **Then, later,** dan **next** bukan konektor, jadi jawaban (A), (C), dan (D) tidak benar. Jawaban terbaik adalah jawaban (B) karena bisa menghubungkan dua klausa.*

The following chart lists the coordinate connectors and the sentence pattern used with them:

COORDINATE CONNECTORS				
and			but	or
so		just		
	S	V,	coordinate connector	S V
	She	laughed,	but	she wanted to cry.

**EXERCISE 6:** Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

*Masing-masing kalimat berikut mengandung lebih dari satu klausa. Garis bawahi subjek sekali dan verba dua kali. Lingkari konektornya. Kemudian tunjukkan apakah kalimat sudah benar (C) atau salah (I).*

1. ....C.... The software should be used on a laptop computer, (and) this computer is a laptop.
2. ....I....The rain clouds can be seen in the distance,(but) no has fallen.
3. ....They are trying to sell their house, it has been on the market for two months.
4. ....So the quality of the print was not good, I changed the typewriter ribbon.
5. ....The lifeguard will warn you about the riptides, or she may require you to get out of the water.
6. ....You should have finished the work yesterday, yet is not close to being finished today.
7. ....The phone rang again and again, so the receptionist was not able to get much work done.
8. ....The missing wallet was found, but the cash and credit cards had been removed.
9. ....Or you can drive your car for another 2,000 miles, you can get it fixed.
10. ....The chemist was awarded the Nobel Prize, he flew to Europe to accept it.

### SKILL 7: USE ADVERB TIME AND CAUSE CONNECTORS CORRECTLY

Sentences with adverb clauses have two basic patterns in English. Study the clauses and " connectors in the following sentences:

*Kalimat dengan klausa adverbial memiliki dua pola dasar dalam bahasa Inggris. Pelajari klausa dan "konektor dalam kalimat berikut:*

I will sign the check *before* you leave.

*Before* you leave, I will sign the check.

In each of these examples, there are two clauses: *you leave* and / *will sign the check*, and the clause *you leave* is an adverb time clause because it is introduced with the connector *before*. In the first example the connector *before* comes in the middle of the sentence, and no comma (,) is used. In the second example the connector *before* comes at the beginning of the sentence. In this pattern, when the connector comes at the beginning of the sentence, a comma (,) is required in the middle of the sentence.

*Dalam masing-masing contoh ini, ada dua klausa: you leave dan / akan will sign the check, dan klausa you leave adalah klausa waktu adverbial karena diperkenalkan dengan konektor before. Pada contoh pertama konektor before masuk di tengah kalimat, dan tidak ada koma (,) yang digunakan. Pada contoh kedua konektornya before datang di awal kalimat. Dalam pola ini, ketika konektor datang pada awal kalimat, sebuah koma (,) diperlukan di tengah kalimat.*

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

**Example:**

..... was late, I missed the appointment.

- (A) I
- (B) Because
- (C) The train
- (D) Since he

In this example you should recognize easily that there is a verb, *was*, that needs a subject. There is also another clause, / *missed the appointment*. If you choose answer (A) or answer (C), you will have a subject for the verb *was*, but you will not have a connector to join the two clauses. Because you need a connector to join two clauses, answers (A) and (C) are incorrect. Answer (B) is incorrect because there is no subject for the verb *was*. Answer (D) is the best answer because there is a subject, *he*, for the verb *was*, and there is a connector, *since*, to join the two clauses.



Dalam contoh ini Anda harus mengenali dengan mudah bahwa ada kata kerja, **was**, yang membutuhkan subjek. Ada juga klausa lain, / **missed the appointment**. Jika Anda memilih jawaban (A) atau jawaban (C), Anda akan memiliki subjek untuk kata kerja tersebut **was**, namun Anda tidak memiliki konektor untuk menggabungkan kedua klausa tersebut. Karena Anda memerlukan konektor untuk menggabungkan dua klausa, jawablah (A) dan (C) salah. Jawab (B) salah karena tidak ada subjek untuk kata kerja **was**. Jawaban (D) adalah jawaban terbaik karena ada subjek, **he**, untuk kata kerja **was**, dan ada konektornya, **since**, untuk bergabung dengan dua klausul tersebut.

The following chart lists adverb *time* and *cause* connectors and the sentence patterns used with them

ADVERB TIME AND CAUSE CONNECTORS			
TIME			CAUSE
<i>after</i>	<i>as soon as</i>	<i>once</i>	<i>that</i> <i>because</i>
<i>when as</i>	<i>before</i>		<i>since</i> <i>in</i> <i>as much</i>
<i>since</i>	<i>whenever as long as</i>	<i>by the</i>	<i>as</i>
<i>time</i>	<i>until</i>	<i>while</i>	
S    V <i>Teresa went</i>		adverb connector <i>because</i>	S    V <i>it was raining.</i>
<i>inside</i>			
	adverb connector <i>Because</i>	S V <i>it was raining,</i>	V,      S <i>Teresa went inside.</i>

EXERCISE 7: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

- C   1. (Since) the bank closes in less than an hour, the deposits need to be tallied immediately.
- I   2. Their backgrounds are thoroughly investigated (before) are admitted to the organization.
3. The citizens are becoming more and more incensed about traffic accidents whenever the accidents occur at that intersection.
4. The ground had been prepared, the seedlings were carefully planted.
5. We can start the conference now that all the participants have arrived.
6. The building quite vulnerable to damage until the storm windows are installed.
7. Once the address label for the package is typed, can be sent to the mail room.
8. Because the recent change in work shifts was not posted, several workers missed their shifts.
9. The mother is going to be quite upset with her son as long as he misbehaves so much.
10. In as much as all the votes have not yet been counted the outcome of the election cannot be announced.

## SKILL 8 USE OTHER ADVERB CONNECTORS CORRECTLY

Adverb clauses can express the ideas of time and cause, as you saw in Skill 7; adverb clauses can also express a number of other ideas, such as contrast, condition, manner, and place. Because these clauses are adverb clauses, they have the same structure as the time and cause clauses in Skill 7. Study the following examples:

*Klausul adverbial bisa mengekspresikan ide waktu dan sebab, seperti yang Anda lihat di Skill 7; Klausul adverbial juga bisa mengungkapkan sejumlah gagasan lain, seperti kontras, kondisi, cara, dan tempat. Karena klausa ini adalah klausa adverbial, mereka memiliki struktur yang sama dengan klausa waktu dan penyebab dalam Skill 7. Pelajari contoh berikut ini:*

I will leave at 7:00 *if* I am ready.

*Although* I was late, I managed to catch the train.

In each of these examples, there are two clauses that are correctly joined with adverb connectors. In the first sentence, the adverb condition connector **if comes** in the middle of the sentence. In the second sentence, the adverb contrast connector **although** comes at the beginning of the sentence, and a comma (,) is used in the middle of the sentence.

*Dalam masing-masing contoh ini, ada dua klausa yang digabungkan dengan benar dengan konektor adverbial. Pada kalimat pertama, konektor kondisi adverbial **if comes** di tengah kalimat. Pada kalimat kedua, konektor kontras adverbial **although** muncul di awal kalimat, dan koma (,) digunakan di tengah kalimat.*

The following example shows a way that this sentence pattern can be tested in the Structure section of the TOEFL test.

### Example:

You will get a good grade on the exam provided .....

- (A) studying
- (B) study
- (C) to study
- (D) you study

In this example you should quickly notice the adverb condition connector **provided**. This connector comes in the middle of the sentence; because it is a connector, it must be followed by a subject and a verb. The best answer to this question is answer (D), which contains the subject and verb **you study**.

*Dalam contoh ini Anda harus segera memperhatikan konektor kondisi adverbial **provided**. Konektor ini ada di tengah kalimat; Karena itu adalah sebuah konektor, itu harus diikuti oleh subjek dan kata kerja. Jawaban terbaik untuk pertanyaan ini adalah jawaban (D), yang menentukan subjek dan kata kerja **you study**.*

The following chart lists adverb contrast, condition, manner, and place connectors and the sentence patterns used with them:

OTHER ADVERB CONNECTORS					
Condition		Contrast		Manner	Place
If In case Provided Providing Unless whether		Although Even though Though While Whereas		As In that	Where wherever
S	V	Adverb connector		S	V
Bob	went to school	even though		he	felt sick.
Adverb connector		S	V,	S	V
Even tough		Bob	felt sick,	he	went to school.
<p><b>Note: A comma is often used in the middle of the sentence with a contrast connector.</b>  <b>The Smith family arrived at 2.00, whila the Jones family arrived an hour ago.</b></p>					

**EXERCISE 8:** Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

*Masing-masing kalimat berikut mengandung lebih dari satu klausa. Garis bawah subjek sekali dan verba dua kali. Lingkari konektornya. Kemudian tunjukkan apakah kalimat sudah benar (C) atau salah (I).*

- ..... It is impossible to enter that program (if)you lack experience as a teacher.
- .....The commandant left strict orders about the passes, several soldiers left the post anyway.
- .....No one is admitted to the academy unless he or she the education requirements.
- .....While most students turned the assignment in on time, a few asked for an extension.
- .....I will take you wherever need to go to complete the registration procedures.
- .....I will wait here in the airport with you whether the plane leaves on time or not.
- .....Providing the envelope is postmarked by this Friday, your application still acceptable.
- .....As the nurse already explained all visitors must leave the hospital room now.
- .....This exam will be more difficult than usual in that it covers two chapters instead of one.
- .....Though snow had been falling all day long, everyone got to the church on time for the wedding.

**EXERCISE (Skills 6-8): Underline the subjects once and the verbs twice in each of the following sentences. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).**

*Garis bawahi subjek sekali dan kata kerja dua kali pada masing-masing kalimat berikut. Lingkari konektornya. Kemudian tunjukkan apakah kalimat sudah benar (C) atau salah (I).*

- \_\_\_\_\_ 1. Until the registrar makes a decision about your status, you must stay in an unclassified category.
- \_\_\_\_\_ 2. Or the bills can be paid by mail by the first of the month.
- \_\_\_\_\_ 3. The parents left a phone number with the baby-sitter in case a problem with the children.
- \_\_\_\_\_ 4. The furniture will be delivered as soon it is paid for.
- \_\_\_\_\_ 5. Whenever you want to hold the meeting, we will schedule it.
- \_\_\_\_\_ 6. The government was overthrown in a revolution, the king has not returned to his homeland.
- \_\_\_\_\_ 7. Whereas most of the documents are complete, this form still needs to be notarized.
- \_\_\_\_\_ 8. Trash will be collected in the morning, so you should put the trash cans out tonight.
- \_\_\_\_\_ 9. It is impossible for the airplane to take off while is snowing so hard.
- \_\_\_\_\_ 10. We did not go out to dinner tonight even though I would have preferred not to cook.

**TOEFL EXERCISE (Skills 6-8): Choose the letter of the word or group of words that best completes the sentence.**

*Pilihlah huruf dari kata atau kelompok kata yang paling melengkapi kalimatnya.*

1. The president of the United States appoints the cabinet members, appointments are subject to Senate approval.

- (A) their
- (B) with their
- (C) because their
- (D) but their

2. The prisoners were prevented from speaking to reporters because \_\_\_\_\_

- (A) not wanting the story in the papers
- (B) the story in the papers the superintendent did not want
- (C) the public to hear the story
- (D) the superintendent did not want the story in the papers

3. Like Thomas Berger's fictional character *Little Big Man*, Lauderdale managed to find himself where - \_\_\_\_\_ of important events took place.

- (A) it was an extraordinary number
- (B) there was an extraordinary number
- (C) an extraordinary number
- (D) an extraordinary number existed

4. \_\_\_\_ sucked groundwater from below, some parts of the city have begun to sink as much as ten inches annually.

- (A) Pumps have
- (B) As pumps have
- (C) So pumps have
- (D) With pumps

5. Case studies are the target of much skepticism in the scientific community, \_\_\_\_\_ used extensively by numerous researchers.

- (A) they are
- (B) are
- (C) yet they
- (D) yet they are

6. According to the hypothesis in the study, the monarchs pick up the magnetic field of the \_\_\_\_\_ migrate by following magnetic fields.

- (A) target monarchs
- (B) target since monarchs
- (C) target since monarchs are
- (D) target

7. \_\_\_\_\_ show the relations among neurons, they do not preclude the possibility that other aspects are important.

- (A) Neural theories
- (B) A neural theory
- (C) Although neural theories
- (D) However neural theories

8. \_\_\_\_\_ or refinanced, the lender will generally require setting up an escrow account to ensure the payment of property taxes and homeowner's insurance.

- (A) A home is
- (B) A home is bought
- (C) When a home
- (D) When a home is bought

9. If ultraviolet radiation enters the Earth's atmosphere, \_\_\_\_\_ generally blocked by the ozone concentrated in the atmosphere.

- (A) it
- (B) it is
- (C) so it is
- (D) then it

10. Among human chromosomes, the Y chromosome is unusual \_\_\_\_\_ most of the chromosome does not participate in meiotic recombination.

- (A) in
- (B) so
- (C) and
- (D) in that

**TOEFL REVIEW EXERCISE (Skills 1-8): Choose the letter of the word or group of words that best completes the sentence.**  
*Pilihlah huruf dari kata atau kelompok kata yang paling melengkapi kalimatnya.*

1. The three basic chords in ..... the tonic, the dominant, and the subdominant.
  - (A) functional harmony
  - (B) functional harmony is
  - (C) functional harmony are
  - (D) functional harmony they are
  
2. \_\_\_\_\_ Hale Telescope, at the Palomar Observatory in southern California, scientists can photograph objects several billion light years away.
  - (A) The
  - (B) With the
  - (C) They use the
  - (D) It is the
  
3. Without the proper card installed inside the computer \_\_\_\_\_, impossible to run a graphics program.
  - (A) is definitely
  - (B) because of
  - (C) it is
  - (D) is
  
4. The charter for the Louisiana lottery was coming up for renewal, \_\_\_\_\_ spared no expense in the fight to win renewal.
  - (A) the lottery committee
  - (B) so the lottery committee and
  - (C) so the lottery committee
  - (D) the lottery committee made
  
5. While in reality Alpha Centauri is a triple star, \_\_\_\_\_ to the naked eye to be a single star.
  - (A) it appears
  - (B) but it appears
  - (C) appears
  - (D) despite it
  
6. The Sun's gravity severely distorted the path of the comet \_\_\_\_\_ entered its wildly erratic orbit around Jupiter.
  - (A) it
  - (B) when
  - (C) after the comet came into it
  - (D) once the comet

7. Each object \_\_\_\_\_ Jupiter's magnetic field is deluged with electrical charges.
- (A) Enters
  - (B) it enters
  - (C) entering
  - (D) enter
8. As its name suggests, the Prairie Wetlands Resource Center \_\_\_\_\_ the protection of wetlands on the prairies of the Dakotas, Montana, Minnesota, and Nebraska.
- (A) it focuses
  - (B) focuses on
  - (C) focusing
  - (D) to focus on
9. One of the largest and most powerful birds of prey in the world, \_\_\_\_\_ a six-foot wingspan and legs and talons roughly the size of a man's arms and legs.
- (A) so the harpy has
  - (B) the harpy having
  - (C) with the harpy having
  - (D) the harpy has
10. \_\_\_\_\_ creation of such a community was a desirable step, the requisite political upheaval had to be accepted.
- (A) Since the
  - (B) The
  - (C) Later, the
  - (D) It was the



## SKILL 9: USE NOUN CLAUSE CONNECTORS CORRECTLY

A noun clause is a clause that functions as a noun; because the noun clause is a noun, it is used in a sentence as either an object of a verb, an object of a preposition, or the subject of the sentence.

*Klausa kata benda adalah klausa yang berfungsi sebagai kata benda; Karena klausa kata benda adalah sebuah kata benda, itu digunakan dalam sebuah kalimat sebagai obyek dari kata kerja, objek dari preposisi, atau pokok kalimat*

I know **when he will arrive**.

Noun clause as object of verb

I am concerned about **when he will arrive**.

Noun clause as object of preposition.

**When he will arrive** is not important.

Noun clause as subject

In the first example there are two clauses, *I know* and *know*. These two clauses are joined with the connector *when*. *When* changes the clause *he will arrive* into a noun clause that functions as the object of the verb *know*.

*Pada contoh pertama ada dua klausa, / **know** dan **know**. Kedua klausa ini digabungkan dengan konektor **when**. **When** mengubah klausa, **he will arrive** pada klausa kata benda yang berfungsi sebagai objek kata kerja **know**.*

In the second example the two clauses *I am concerned* and *he will arrive* also joined by the connector *when*. *When* changes the clause *he will arrive* into a noun clause that functions as the object of the preposition *about*.

*Pada contoh kedua kedua klausa **I am concerned** dan **he will arrive** juga bergabung dengan konektor **when**. **When** mengubah klausa, **he will arrive** masuk ke dalam klausa kata benda yang berfungsi sebagai objek preposisi **about**.*

The third example is more difficult. In this example there are two clauses, but they are a little harder to recognize. *He will arrive* is one of the clauses, and the connector *when* changes it into a noun clause that functions as the subject of the sentence. The other clause has the noun clause *when he will arrive* as its subject and *is* as its verb.

*Contoh ketiga lebih sulit. Dalam contoh ini ada dua klausa, tapi agak sulit dikenali. **He will arrive** adalah salah satu klausa, dan konektornya **when** mengubahnya menjadi klausa kata benda yang berfungsi*

sebagai subjek kalimat. Klausa yang lain memiliki klausa kata benda **when he will arrive** sebagai subjeknya dan **is** sebagai kata kerjanya.

The following example shows how these sentence patterns could be tested in structure questions on the TOEFL test.

**Example:**

\_\_\_\_\_ was late caused many problems.

- (A) That he
- (B) The driver
- (C) There
- (D) Because

NOUN CLAUSE CONNECTORS			
• <i>what, when, where, why, how</i>		• <i>whatever, whenever</i>	
		* <i>whether, if</i>	* <i>that</i>
S V/ <i>know</i>	NOUN CLAUSE AS OBJECT		
	(noun connector) S V		
	<i>what you did.</i>		
	NOUN CLAUSE AS SUBJECT		V
	(noun connector) S V		<i>was wrong.</i>
	What <i>you did</i>		

**Example:**

\_\_\_\_\_ was late caused many problems.

- (A) That he
- (B) The driver
- (C) There
- (D) Because

The following chart lists the noun clause connectors and the sentence patterns used with them:

**EXERCISE 9: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the noun clauses. Then indicate if the sentences are correct (C) or incorrect (I).**

*Masing-masing kalimat berikut mengandung lebih dari satu klausa. Garis bawahi subjek sekali dan verba dua kali. Lingkari konektornya. Masukkan kotak di sekitar klausa kata benda. Kemudian tunjukkan apakah kalimat sudah benar (C) atau salah (I).*

1. ....C.... **When** the season starts is determined by the weather.
2. ....I.... The manual **how** the device should be built.
3. .... The schedule indicated if the teams would be playing in the final game
4. .... He refused to enter a plea could not be determined by the lawyer.
5. .... Talked about where we should go for lunch.
6. .... Why the condition of the patient deteriorated so rapidly it was not explained.
7. .... Whether or not the new office would be built was to be determined at the meeting.
8. .... That the professor has not yet decided when the paper is due.
9. .... The contract will be awarded is the question to be answered at the meeting.
10. .... He always talked with whomever he pleased and did whatever he wanted.

## SKILL 10: USE NOUN CLAUSE CONNECTOR / SUBJECTS CORRECTLY

In Skill 9 we saw that noun clause connectors were used to introduce noun subject clauses or noun object clauses. In Skill 10 we will see that in some cases a noun clause connector is not just a connector; a noun clause connector can also be the subject of the clause at the same time.

*Dalam Skill 9 kita melihat bahwa konektor klausa kata benda digunakan untuk mengenalkan kata benda klausa atau benda benda klausa. Dalam Skill 10 kita akan melihat bahwa dalam beberapa kasus konektor klausa kata benda bukan hanya sebuah konektor; Konektor klausa kata benda juga bisa menjadi subyek klausa pada saat bersamaan.*

I do not know **what is** in the box.

- **Noun clause as object of verb**

We are concerned about **who will do** the work.

- **Noun clause as object of preposition**

**Whoever is coming** to the party must bring a gift.

-**Noun clause as subject**

In the first example there are two clauses: / **do not know** and **what is in the box**. These two clauses are joined by the connector **what**. It is important to understand that in this sentence the word **what** serves two functions. It is both the subject of the verb **is** and the connector that joins the two clauses.

*Pada contoh pertama ada dua klausa: / **do not know** dan **what is in the box**. Kedua klausa ini disambung dengan konektor **what**. Penting untuk dipahami bahwa dalam senapan inilah kata **what** berfungsi ganda. Ini adalah subjek dari kata kerja **is** dan connector yang menggabungkan dua klausa tersebut.*

In the second example there are two clauses. In the first clause **we** is the subject of **are**. In the second clause **who** is the subject of **will do**. **Who** also serves as the connector that joins the two clauses. The noun clause **who will do the work** functions as the object of the preposition **about**.

*Pada contoh kedua ada dua klausa. Pada klausa pertama **we** adalah subyeknya **are**. Dalam klausa kedua **who** yang akan menjadi subjek dari **will do**. **Who** juga berfungsi sebagai penghubung yang menggabungkan dua klausa tersebut. Klausa kata benda **who will do the work** berfungsi sebagai obyek preposisi **about**.*

In the last example there are also two clauses: **whoever** is the subject of the verb **is coming**, and the noun clause **whoever is coming to the party** is the subject of **must bring**. The word **whoever** serves two functions in the sentence: It is the subject of the verb **is coming**, and it is the connector that joins the two clauses.

Dalam contoh terakhir ada juga dua klausa: **whoever** subjek dari kata kerja itu adalah **is coming**, dan kata benda klausul **whoever is coming to the party** adalah subjek **must bring**. Kata **whoever** yang melayani dua fungsi dalam kalimat: Ini adalah pokok kata kerja **is coming**, dan itu adalah konektor yang menggabungkan dua klausa tersebut.

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

**Example:**

\_\_\_\_\_ was on television made me angry.

- (A) It
- (B) The story
- (C) What
- (D) When

In this example you should notice immediately that there are two verbs, **was** and **made**, and each of those verbs needs a subject. Answers (A) and (B) are incorrect because **it** and **the story** cannot be the subject for both **was** and **made** at the same time. Answer (D) is incorrect because **when** is not a subject. In answer (C) **what** serves as both the subject of the verb **was** and the connector that joins the two clauses together; the noun clause **what was on television** is the subject of the verb **made**. Answer (C) is therefore the best answer.

Dalam contoh ini Anda harus segera memperhatikan bahwa ada dua kata kerja, **was** dan **made**, dan setiap kata kerja tersebut memerlukan subjek. Jawaban (A) dan (B) salah karena **it** dan **the story** tidak bisa menjadi subjek untuk keduanya **was** dan **made** pada saat bersamaan. Jawaban (D) salah karena **when** bukan subjek. Sebagai jawaban (C) **what** yang berfungsi baik sebagai subjek kata kerja adalah dan konektor yang menggabungkan kedua klausa tersebut secara bersamaan; Klausa kata benda **what was on television** adalah subyek dari kata kerja **made**. Jawaban (C) adalah jawaban terbaik.

The following chart lists the noun clause connector/subjects and the sentence patterns used with them:

Noun Clause Connector / Subjects		
Who	What	Which
Whoever	Whatever	Whichever
Noun clause as object		
S + V + noun connector/ subject + V		
I know what happened		
Noun clause as subject		
Noun connector/ subject + V + V		
What happened was great		

**EXERCISE 10: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the noun clauses. Then indicate if the sentences are correct (C) or incorrect (I).**

*Masing-masing kalimat berikut mengandung lebih dari satu klausa. Garis bawah subjek sekali dan verba dua kali. Lingkari konektornya. Masukkan kotak di sekitar klausa kata benda. Kemudian tunjukkan apakah kalimat sudah benar (C) atau salah (I).*

1. \_\_\_\_\_ The game show contestant was able to respond to (whatever) was asked.
2. – \_\_\_\_\_ You should find out (which) the best physics department
3. – -- \_\_\_\_\_ The employee was unhappy about what was added to his job description.
4. – \_\_\_\_\_ Whoever wants to take the desert tour during spring break signing up at the office.
5. \_\_\_\_\_ The motorist was unable to discover who he had struck his car.
6. \_\_\_\_\_ The voters should elect whichever of the candidates seems best to them.
7. \_\_\_\_\_ It was difficult to distinguish between what was on sale and what was merely on display.
8. \_\_\_\_\_ You should buy whatever the cheapest and most durable.
9. \_\_\_\_\_ What was written in the letter angered him beyond belief.
10. \_\_\_\_\_ You can spend your time with whoever important to you.

## SKILL 11: USE ADJECTIVE CLAUSE CONNECTORS CORRECTLY

An adjective clause is a clause that describes a noun. Because the clause is an adjective, it is positioned directly after the noun that it describes.

*Klausa kata sifat adalah klausa yang menggambarkan kata benda. Karena klausa adalah kata sifat, maka diposisikan langsung setelah kata benda yang dideskripsikan.*

**The woman is filling the glass *that she put on the table***  
(Adjective Clause)

**The glass *that she put on the table* contains milk.**  
(Adjective Clause)

In the first example there are two clauses: *woman* is the subject of the verb *is filling*, and *she* is the subject of the verb *put*. *That* is the adjective clause connector that joins these two clauses, and the adjective clause *that she put on the table* describes the noun *glass*.

*Pada contoh pertama ada dua klausa: woman yang menjadi pokok kata kerja is filling, dan she adalah subjek kata kerja yang put. That adalah konektor klausa kata sifat yang menggabungkan kedua klausa ini, dan klausa kata sifat that she put on the table menggambarkan glass sebagai kata benda.*

In the second example there are also two clauses: *glass* is the subject of the verb *contains*, and *she* is the subject of the verb *put*. In this sentence also, *that* is the adjective clause connector that joins these two clauses, and the adjective clause *that she put on the table* describes the noun *glass*.

*Dalam contoh kedua ada juga dua klausa: glass adalah subyek kata kerja yang contains, dan she adalah subjek dari kata kerja put. Dalam kalimat ini juga, that adalah konektor klausa kata sifat yang menggabungkan kedua klausa ini, dan klausa kata sifat that she put on the table menggambarkan kata benda glass.*

The following example shows how these sentence patterns could be tested in structure questions on the TOEFL test.

### Example:

The gift ..... selected for the bride was rather expensive.

(A) because

(B) was

(C) since

(D) which we

In this example you should notice quickly that there are two clauses: *gift* is the subject of the verb *was*, and the verb *selected* needs a subject. Because there are two clauses, a connector is also needed. Answers (A) and (C) have connectors, but there are no subjects, so these answers are not correct. Answer (B) changes *selected* into a passive verb; in this case the sentence would have one subject and two verbs, so answer (B) is not correct. The best answer to this question is answer (D). The correct sentence should say: *The gift which we selected for*

**the bride was rather expensive.** In this sentence **gift** is the subject of the verb **was**, **we** is the subject of the verb **selected**, and the connector **which** joins these two clauses.

Dalam contoh ini Anda harus memperhatikan dengan cepat bahwa ada dua klausa: **gift** adalah subjek dari kata kerja **was**, dan kata kerja **selected** memerlukan subjek. Karena ada dua klausa, sebuah hubungan juga dibutuhkan. Jawaban (A) dan (C) memiliki konektor, tapi tidak ada subjek, jadi jawaban ini tidak benar. Jawaban (B) berubah **selected** menjadi kata kerja pasif; Dalam hal ini kalimatnya akan memiliki satu subjek dan dua kata kerja, jadi jawablah (B) tidak benar. Jawaban terbaik untuk pertanyaan ini adalah jawaban (D). Kalimat yang benar seharusnya mengatakan: **The gift which we selected for the bride was rather expensive.** Dalam pemberian kalimat ini **gift** subjek dari kata kerja **was**, **we** adalah subyek dari kata kerja **selected**, dan konektor **which** menggabungkan dua klausa ini.

The following chart lists the adjective clause connectors and the sentence patterns used with them:

Adjective Clause Connectors		
Whom (for people)	Which (for things)	That (for people of things)
<b>S + V + adjective connector + S + V</b> <b>I liked the book which you recommended.</b>		
<b>S + adjective connector + S +V +V</b> <b>The book which you recommended was interesting.</b>		
<b>Note: The adjective connectors can be omitted. This omission is very common in spoken English or in casual written English. It is not as common in formal English or in structure questions on the TOEFL test.</b>		



**EXERCISE 11: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the adjective clauses. Then indicate if the sentences are correct (C) or incorrect (I).**

*Masing-masing kalimat berikut mengandung lebih dari satu klausa. Garis bawah subjek sekali dan verba dua kali. Lingkari konektornya. Masukkan kotak di seputar klausa adj. Kemudian tunjukkan apakah kalimat sudah benar (C) atau salah (I).*

1. .... It is important to fill out the form in the way (that) you have been instructed.
2. .... The car (which) I have been driving for five years for sale at a really good price.
3. .... I just finished reading the novel whom the professor suggested for my book report.
4. .... The plane that he was scheduled to take to Hawaii was delayed.
5. .... The movie which we watched on cable last night it was really frightening.
6. .... I made an appointment with the doctor whom you recommended.
7. .... The enthusiasm with which he greeted me made me feel welcome.
8. .... The story that you told me about Bob.
9. .... The men with whom were having the discussion did not seem very friendly.
10. .... I'm not really sure about taking part in the plans that we made last night.

## SKILL 12: USE ADJECTIVE CLAUSE CONNECTOR/SUBJECTS CORRECTLY

In Skill 11 we saw that adjective clause connectors were used to introduce clauses that describe nouns. In Skill 12 we will see that in some cases an adjective clause connector is not just a connector; an adjective clause connector can also be the subject of the clause at the same time.

*Dalam Skill 11 kita melihat bahwa konektor klausa kata sifat digunakan untuk mengenalkan klausa yang menggambarkan kata benda. Dalam Skill 12 kita akan melihat bahwa dalam beberapa kasus konektor klausa kata sifat bukan hanya sebuah konektor; Konektor klausa kata sifat juga bisa menjadi subjek klausa pada saat bersamaan.*

**The woman is filling the glass that is on the table. (Adjective Clause)**

**The glass that is on the table contains milk. ((Adjective Clause)**

In the first example there are two clauses: **woman** is the subject of the verb **is filling**, and **that** is the subject of the verb **is**. These two clauses are joined with the connector **that**. Notice that in this example the word **that** serves two functions at the same time: it is the subject of the verb **is**, and it is the connector that joins the two clauses. The adjective clause **that is on the table** describes the noun **glass**.

*Pada contoh pertama ada dua klausa: **woman** yang menjadi pokok kata kerja **is filling**, dan **that** adalah subjek kata kerja **is**. Kedua klausa ini bergabung dengan konektor **that**. Perhatikan bahwa dalam contoh ini kata **that** melayani dua fungsi sekaligus: itu adalah subjek dari kata kerja **is**, dan itu adalah konektor yang menggabungkan dua klausa tersebut. Ayat kata sifat **that is on the table** menggambarkan **glass** sebagai kata benda.*

In the second example, there are also two clauses: **glass** is the subject of the verb **contains**, and **that** is the subject of the verb **is**. In this example **that** also serves two functions: it is the subject of the verb **is**, and it is the connector that joins the two clauses. Because **that is on the table** is an adjective clause describing the noun **glass**, it directly follows **glass**.

*Pada contoh kedua, ada juga dua klausa: **glass** adalah pokok pembicaraan **contains** sebagai kata kerja, dan **that** pokok kata kerja **is**. Dalam contoh ini **that** berfungsi dua fungsi: itu adalah subjek dari kata kerja **is**, dan itu adalah konektor yang menggabungkan dua klausa. Karena **that is on the table** adalah klausa kata sifat yang menggambarkan **glass**, maka langsung mengikuti **glass**.*

The following example shows how these sentence patterns could be tested in structure questions on the TOEFL test.

**Example:**

\_\_\_\_\_ is on the table has four sections.

- (A) The notebook
- (B) The notebook which
- (C) Because the notebook
- (D) In the notebook

In this example you should notice immediately that the sentence has two verbs, *is* and *has*, and each of them needs a subject. You know that *table* is not a subject because it follows the preposition *on*; *table* is the object of the preposition. The only answer that has two subjects is answer (B), so answer (B) is the correct answer. The correct sentence should say: *The notebook which is on the table has four sections*. In this sentence *notebook* is the subject of the verb *has*, and *which* is the subject of the verb *is*. *Which* is also the connector that joins the two clauses.

*Dalam contoh ini Anda harus segera memperhatikan bahwa kalimat tersebut memiliki dua kata kerja, is dan has, dan masing-masing memerlukan subjek. Anda tahu table itu bukan subjek karena mengikuti preposisi on; table adalah objek preposisi. Satu-satunya jawaban yang memiliki dua subjek adalah jawaban (B), jadi jawaban (B) adalah jawaban yang benar. Kalimat yang benar harus diucapkan: The notebook which is on the table has four sections. Dalam kalimat ini notebook adalah subyek dari kata kerja has, dan which merupakan subjek dari kata kerja tersebut is. Which juga merupakan konektor yang menggabungkan dua klausa tersebut.*

The following chart lists the adjective clause connector/subjects and the sentence patterns used with them:

Adjective Clause Connector/ Subjects		
Who (for people)	Which (for things)	That (for people or things)
S + V + adjective connector/ subject + V She needs a secretary who types fast.		
S + adjective connector/ subject + V + V A secretary who types fast is invaluable.		

**EXERCISE 12: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the adjective clauses. Then indicate if the sentences are correct (C) or incorrect (I).** (*Masing-masing kalimat berikut mengandung lebih dari satu klausa. Garis bawahi subjek sekali dan verba dua kali. Lingkari konektornya. Masukkan kotak di seputar klausa adj. Kemudian tunjukkan apakah kalimat sudah benar (C) atau salah (I).*)

1. .... The ice cream (that) is served in the restaurant has a smooth, creamy texture.
2. .... The cars are trying to enter the freeway system are lined up for blocks.
3. .... I have great respect for everyone who on the Dean's List.
4. .... It is going to be very difficult to work with the man which just began working here.
5. .... The door that leads to the vault it was tightly locked.
6. .... The neighbors reported the man who was trying to break into the car to the police.
7. .... These plants can only survive in an environment is extremely humid.
8. .... The boss meets with any production workers who they have surpassed their quotas.
9. .... The salesclerk ran after the woman who had left her credit card in the store.
10. .... The shoes which matched the dress that was on sale.

# THE WRITTEN EXPRESSION

## QUESTIONS

Written expression questions that test your knowledge of the correct way to express yourself in English writing appear on both the paper TOEFL test and the computer TOEFL test. Each question consists of one sentence in which four words or groups of words have been underlined. You must choose the underlined word or group of words that is not correct. Look at an example of a written expression question from the paper TOEFL test.

*Pertanyaan ekspresi tertulis yang menguji pengetahuan Anda tentang cara yang benar untuk mengungkapkan diri Anda dalam tulisan bahasa Inggris muncul di tes TOEFL kertas dan tes TOEFL komputer. Setiap pertanyaan terdiri dari satu kalimat di mana empat kata atau kelompok kata-kata telah digarisbawahi. Anda harus memilih kata atau kelompok kata yang tidak digarisbawahi. Lihatlah contoh pertanyaan ekspresi tertulis dari tes TOEFL kertas.*

A nerve is actually many nerve fiber bound together.

A                      B                      C                      D

In this example, you should notice that the plural quantifier **many** is accompanied by the singular noun **fiber**. **Many** should be accompanied by the plural noun **fibers**. You should choose answer (C) because answer (C) is not correct. Next, you should move on to the language skills. The following language skills will help you to implement the appropriate strategies and procedures in written expression questions on both the paper TOEFL test and the computer TOEFL test.

*Dalam contoh ini, Anda harus memperhatikan bahwa pengukur jamak **many** yang disertai oleh **fiber** kata benda singular. Banyak yang harus disertai dengan **fibers** jamak. Anda harus memilih jawaban (C) karena jawaban (C) tidak benar. Selanjutnya, Anda harus beralih ke kemampuan bahasa. Keterampilan bahasa berikut akan membantu Anda menerapkan strategi dan prosedur yang sesuai dalam pertanyaan ekspresi tertulis pada tes TOEFL kertas dan tes TOEFL komputer.*

## PROBLEMS WITH SUBJECT/VERB AGREEMENT

Subject/verb agreement is simple: if the subject of a sentence is singular, then the verb must be singular; if the subject of the sentence is plural, then the verb must be plural. An **s** on a verb usually indicates that a verb is singular, while an **s** on a noun usually indicates that the noun is plural. (Do not forget irregular plurals of nouns, such as **women**, **children**, and **people**.) In the first example the singular subject **boy** requires a singular verb, **walks**. In the second example the plural subject **boys** requires a plural verb, **walk**.

*Perjanjian subjek / kata kerja sederhana: jika subjek kalimat itu tunggal, maka kata kerja harus tunggal; Jika subjek kalimat itu jamak, maka kata kerja harus jamak. Kata s pada kata kerja biasanya menunjukkan bahwa kata kerja bersifat tunggal, sedangkan s pada kata benda biasanya menunjukkan bahwa kata benda itu jamak. (Jangan lupakan pernah-bernik kata benda tidak beraturan, seperti **women**, **children**, dan **people**.) Pada contoh pertama **boy** subjek tunggal membutuhkan kata kerja tunggal, **walks**. Dalam contoh kedua, **boys** jamak memerlukan kata kerja jamak, **walk**.*

Although this might seem quite simple, there are a few situations on the TOEFL test when subject/verb agreement can be a little tricky. You should be careful of subject/verb agreement in the following situations: (1) after prepositional phrases, (2) after expressions of quantity, (3) after inverted verbs, and (4) after certain words, such as **anybody**, **everything**, **no one**, **something**, **each**, and **every**.

*Meskipun ini mungkin tampak cukup sederhana, ada beberapa situasi pada tes TOEFL ketika perjanjian subjek / kata kerja bisa sedikit rumit. Anda harus berhati-hati dengan kesepakatan subjek / kata kerja dalam situasi berikut: (1) setelah frasa preposisional, (2) setelah ungkapan kuantitas, (3) setelah kata kerja terbalik, dan (4) setelah kata-kata tertentu, seperti **anybody**, **everything**, **no one**, **something**, **each**, dan **every**.*

## SKILL 13: MAKE VERBS AGREE AFTER PREPOSITIONAL PHRASES

Sometimes prepositional phrases can come between the subject and the verb. If the object of the preposition is singular and the subject is plural, or if the object of the preposition is plural and the subject is singular, there can be confusion in making the subject and verb agree.

*Terkadang frase preposisional bisa terjadi antara subjek dan kata kerja. Jika objek preposisi itu tunggal dan subjeknya jamak, atau jika objek preposisi itu jamak dan subjeknya tunggal, mungkin ada kebingungan dalam membuat subjek dan verba setuju.*

The key (to the doors) are\* in the drawer.

SINGULAR PLURAL

The keys (to the door) is\* in the drawer.

PLURAL SINGULAR

(\* indicates an error)

In the first example you might think that **doors** is the subject because it comes directly in front of the verb **are**. However, **doors** is not the subject because it is the object of the preposition **to**. The subject of the sentence is **key**, so the verb should be **is**. In the second example you might think that **door** is the subject because it comes directly in front of the verb **is**. You should recognize in this example that **door** is not the subject because it is the object of the preposition **to**. Because the subject of the sentence is **keys**, the verb should be **are**.

*Pada contoh pertama Anda mungkin berpikir bahwa **doors** adalah subjek karena datang langsung di depan kata kerja **are**. Namun, **doors** bukan subjek karena ini adalah objek kata depan **to**. Subjek kalimat adalah **key** i, jadi kata kerja seharusnya **is**. Pada contoh kedua Anda mungkin berpikir bahwa **door** adalah subjek karena datang langsung di depan kata kerja **is**. Anda harus mengenali dalam contoh ini bahwa **door** bukan subjek karena ini adalah objek dari preposisi **to**. Karena subjek kalimat adalah **keys**, kata kerja seharusnya **are**.*

The following chart outlines the key information that you should understand about subject/verb agreement with prepositional phrases:

SUBJECT/VERB AGREEMENT WITH PREPOSITIONAL PHRASES		
1	-----	1
S	(prepositional phrase)	V
<p><b>When a <i>prepositional phrase</i> comes between the <i>subject</i> and the <i>verb</i>, be sure that the <i>verb</i> agrees with the <i>subject</i></b></p>		

**EXERCISE 13: Each of the following sentences has one or more prepositional phrases between the subject and verb. Circle the prepositional phrases. Underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).**

*Masing-masing kalimat berikut memiliki satu atau lebih frase preposisional antara subjek dan kata kerja. Lingkari frase preposisional. Garis bawahi subjek sekali dan verba dua kali. Kemudian tunjukkan apakah kalimat sudah benar (C) atau salah (I).*

- C \_\_\_\_\_ 1. The climbers (on the sheer face) (of the mountain) need to be rescued.
- \_\_\_\_\_ I 2. The interrogation, conducted (by three police officers) have lasted for several hours.
- \_\_\_\_\_ 3. The tenants in the apartment next to mine is giving a party this evening.
- \_\_\_\_\_ 4. The president, surrounded by secret service agents, is trying to make his way to the podium.
- \_\_\_\_\_ 5. The buildings destroyed during the fire are being rebuilt at the taxpayers' expense.
- \_\_\_\_\_ 6. Because of the seriousness of the company's financial problems, the board of directors have called an emergency meeting.
- \_\_\_\_\_ 7. Manufacture of the items that you requested have been discontinued because of lack of profit on those items.
- \_\_\_\_\_ 8. Further development of any new ideas for future products has to be approved in advance.
- \_\_\_\_\_ 9. The scheduled departure time of the trains, posted on panels throughout the terminal buildings, are going to be updated.
- \_\_\_\_\_ 10. Any houses built in that development before 1970 have to be upgraded to meet current standards.



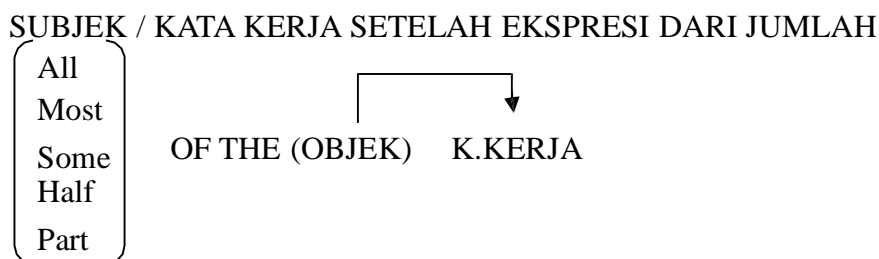
## SKILL 14: MEMBUAT *VERBS AGREE* SETELAH *EXPRESSIONS OF QUANTITY*

Secara umum, permasalahan yang sering membuat kebingungan bagi para peserta tes TOEFL yaitu bila kata yang terkait dengan jumlah merupakan sebuah subjek misalnya **all, most, some yang** lalu diikuti kata preposisi **of**. Subjek tersebut dapat berupa singular (tunggal) maupun plural (lebih dari satu) **tergantung** dari kata setelah preposisi **of**.

Contoh :

1. Most (of the **meal**) was delicious  
singular
2. Most (of the **meals**) were delicious  
Plural
3. Most (of the **food**) was delicious  
Tidak dapat dihitung

Dalam ketiga contoh di atas, **subjek** bukan merupakan **petunjuk**, tetapi kata setelah kata **of** merupakan **KUNCI** bagi menentukan kata kerja.



Contoh dalam soal TOEFL:

All (of the book) were\* interesting  
**SINGULAR**

All (of the *books*) were interesting.  
**PLURAL**

All (of the *information*) was interesting.  
**UNCOUNTABLE**

pada contoh yang pertama, subjek '*all*' merujuk kepada kata benda tunggal '*book*', jadi kata kerja yang benar adalah kata kerja tunggal '*was*'. Pada contoh kedua, subjek '*all*' merujuk kepada kata benda jamak '*books*', jadi kata kerja yang tepat adalah kata kerja jamak '*were*'. Pada contoh ketiga, subjek '*all*' merujuk kepada kata benda yang tidak bisa dihitung '*information*', jadi kata kerja yang benar adalah kata kerja tunggal '*was*'.

\*catatan : ketika ekspresi kuantitinya adalah subjeknya, maka kata kerjanya menyesuaikan dengan objeknya.

**Latihan 14 : Masing-masing kalimat berikut memiliki ekspresi kuantitas sebagai subjek. Garis bawahi subjek sekali dan kata kerja dua kali. Lingkari benda yang sesuai dengan kata kerja. Kemudian tunjukkan apakah kalimat sudah benar (C) atau salah (I).**

- C 1. The witnesses saw that most of the fire in the hills was extinguished.
- I 2. Some of the animals from the zoo was released into the animal preserve.
3. All of the students in the class taught by Professor Roberts is required to turn in their term papers next Monday.
4. Half of the food that we are serving to the guests are still in the refrigerator.
5. We believe that some of the time of the employees is going to be devoted to quality control.
6. All of the witnesses in the jury trial, which lasted more than two weeks, have indicated that they believed that the defendant was guilty.
7. She did not know where most of the people in the room was from.
8. In spite of what was decided at the meeting, half of the procedures was not changed.
9. I was sure that all of the questions on the test were correct.
10. Most of the trouble that the employees discussed at the series of meetings was resolved within a few weeks.

### SKILL 15: MEMBUAT INVERTED VERBS SEPAKAT

Ketika subjek dan kata kerja terbalik, sulit untuk menempatkannya, dan karena itu dapat menjadi masalah untuk membuat mereka sepakat.

(Behind the house) was\* the bicycles I wanted.  
 (Behind the houses) were\* the bicycle I wanted.

Pada contoh yang pertama mudah untuk berpikir bahwa 'house' adalah subjeknya, karena ia muncul langsung didepan kata kerja 'was'. 'house' bukanlah subjeknya, bagaimanapun, karena ia adalah objek preposisi dari 'behind'. Subjek kalimat tersebut adalah 'bicycles', dan subjek 'bicycles' muncul setelah kata kerja dikarenakan ekspresi tempat 'behind the house'. Karena subjek 'bicycles' adalah jamak, kata kerjanya diubah menjadi bentuk jamak 'were'.

Pada contoh yang kedua, subjek 'bicycle' muncul setelah kata kerja 'were' dikarenakan ekspresi tempat 'behind the houses'. Karena subjek 'bicycle' adalah tunggal, kata kerjanya diubah menjadi bentuk tunggal 'was'.

Bagan berikut menguraikan informasi penting yang harus Anda pahami tentang kesepakatan subjek / kata kerja setelah kata kerja terbalik:

Kesepakatan Subjek/Kata Kerja setelah kata kerja terbalik	
<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px; display: inline-block;"> <i>question</i>  <i>negative</i>  <i>place</i>  <i>condition (no if)</i>  <i>comparison</i> </div>	V      S <span style="border-top: 1px solid black; border-left: 1px solid black; border-right: 1px solid black; display: inline-block; width: 20px; height: 10px; vertical-align: middle;"></span>
Setelah kata tanya, ungkapan negatif, ungkapan tempat, kondisi tanpa if, dan perbandingan, kata kerja setuju dengan subjek, yang mungkin muncul setelah kata kerja.	

**Latihan 15:** masing-masing kalimat berikut mengandung sebuah subjek dan kata kerja terbalik. Lingkari kata atau kelompok kata yang menyebabkan subjek dan kata kerja menjadi terbalik. Temukan subjek dan kata kerja yang mengikuti kata-kata tersebut. Garis bawah subjeknya satu kali dan kata kerjanya dua kali. Kemudian tentukan apakah kalimat-kalimat tersebut benar (C) atau salah (I).

\_\_\_ C 1. Only once this morning were the letters delivered by the campus mail service.

\_\_\_ I 2. Around the corner and to the right is the rooms that have been assigned to that program.

\_\_\_ 3. What in the world is the children trying to do?

\_\_\_ 4. John would be studying the chapters were he able to get hold of the book.

\_\_\_ 5. This chapter has many more exercises than do the next one.

\_\_\_ 6. The computer programmer was unaware that there was so many mistakes in the program he had written.

\_\_\_ 7. Seldom in the history of television has two new comedies been so successful in one season.

\_\_\_ 8. How many huge mistakes have the teacher actually found in the research paper?

\_\_\_ 9. The new phone system is able to hold far more messages than was the phone system that had previously been used.

\_\_\_ 10. In the parking lot south of the stadium was the cars that were about to be towed.

## SKILL 16: VERB AGREEMENT SETELAH KATA TERTENTU

Beberapa kata dalam bahasa Inggris dapat bersifat singular walaupun untuk pengertian dari kata tersebut bersifat plural.

### KATA-KATA TERTENTU YANG MEMPUNYAI SIFAT SINGULAR

<i>anybody</i>	<i>everybody</i>	<i>nobody</i>	<i>somebody</i>	<i>each (+ noun)</i>
<i>anyone</i>	<i>everyone</i>	<i>no one</i>	<i>someone</i>	<i>every (+ noun)</i>
<i>anything</i>	<i>everything</i>	<i>nothing</i>	<i>something</i>	

Kata-kata di atas bersifat **SINGULAR** bila digunakan sebagai subjek maka kata kerja merupakan **singular**.

Contoh :

Everybody in the theater are watching\* the film attentively

Menurut pengertian secara awam, di bioskop pasti lebih dari satu orang. Maka penggunaan kata kerja **are watching** dianggap benar. Tetapi Subjek dari kata tersebut yaitu *everybody* yang bersifat singular, maka kata kerja yang tepat dalam kalimat tersebut yaitu **is watching** yang juga bersifat singular.

**Latihan 16: masing-masing kalimat berikut ini mengandung satu kata yang secara grammar adalah tunggal tapi memiliki makna jamak. Garis bawahi kata-kata tersebut satu kali dan garis bawahi kata kerjanya dua kali. Kemudian tentukan apakah kalimat-kalimat tersebut benar (C) atau salah (I).**

- \_\_\_ I 1. It is impossible to believe that somebody actually admire that man.  
\_\_\_ C 2. Each of the doctors in the building needs to have a separate reception area.  
\_\_\_ 3. The president felt that no one were better suited for the position of chief staff advisor.  
\_\_\_ 4. Everybody participating in the fund-raiser are to turn in the tickets by 8:00.  
\_\_\_ 5. Because of the low number of orders, nothing has to be done now.  
\_\_\_ 6. Every time someone take unnecessary breaks, precious moments of production time are lost.  
\_\_\_ 7. Anybody who goes to the top of the Empire State Building is impressed with the view.  
\_\_\_ 8. Every man, woman, and child in this line are required to sign the forms in order to complete the registration process.  
\_\_\_ 9. It is nice to believe that anything is possible if a person tries hard enough.  
\_\_\_ 10. The company reiterated to reporters that nobody have been dismissed because of the incident.

## **PERMASALAHAN DENGAN PARALLEL STRUCTURE**

Dalam bahasa Inggris yang baik, sebuah usaha harus dilakukan untuk membuat bahasanya menjadi seseimbang mungkin. Keseimbangan ini disebut "*parallel structure*". Anda bisa mencapai *parallel structure* dengan membuat bentuk kata-kata yang sedekat mungkin. Berikut ini adalah contoh kalimat yang tidak paralel:

I like to sing and dancing.\*

Permasalahan dalam kalimat ini bukanlah ekspresi 'to sing', dan juga bukanlah kata 'dancing'. Ekspresi 'to sing' sendiri benar, dan kata 'dancing' juga benar. Kedua kalimat berikut adalah benar :

I like to sing.  
I like dancing.

Permasalahan di contoh yang salah (\*) di atas adalah bahwa 'to sing' dan 'dancing' digabungkan kedalam satu kalimat menggunakan 'and'. Mereka adalah bentuk yang berbeda yang mana memungkinkan untuk memiliki bentuk yang serupa ; oleh karena itu contoh di atas (\*) tidak paralel. Hal ini dapat di perbaiki dengan dua cara berbeda: kita dapat membuat ekspresi pertama menjadi seperti yang kedua, atau sebaliknya, kita dapat membuat ekspresi kedua seperti yang pertama.

I like to sing and to dance.  
I like singing and dancing.

Ada beberapa situasi dimana anda harus berhati-hati terhadap *parallel structure*. *Parallel structures* diperlukan dalam situasi-situasi berikut: (1) dengan kata hubung koordinat, seperti *and, but, or*; (2) dengan kata hubung pasangan, seperti *both...and, either...or, neither... nor, not only... but also*; dan (3) dengan perbandingan.

## SKILL 17: MENGGUNAKAN PARALLEL STRUCTURE DENGAN KATA HUBUNG KOORDINAT

Tugas dari kata hubung koordinat (*and, but, or*) adalah menghubungkan ekspresi yang setara. Dengan kata lain, apa yang ada di satu sisi dari kata-kata ini harus parallel (sejajar) terhadap apa yang ada di sisi lainnya. Kata hubung ini dapat menghubungkan kata benda, atau kata kerja, atau kata sifat, atau frase, klausa subordinate, atau klausa utama; mereka hanya harus menggabungkan dua benda yang sama/setara/sejajar.

Berikut ini contoh dari dua **kata benda** yang digabungkan oleh kata hubung koordinat:

I need to talk to the manager **or** the assistant manager.

She is not a teacher **but** a lawyer.

You can choose from activities such as hiking **and** kayaking.

Berikut ini contoh dari dua **kata kerja** yang digabungkan oleh kata hubung koordinat:

He only eats **and** sleeps when he takes a vacation.

She invites us to her home **but** never talks with us.

You can stay home **or** go to the movies with us.

Berikut ini contoh dari dua **kata sifat** yang digabungkan oleh kata hubung koordinat:

My boss is sincere **and** nice.

The exam that he gave was short **but** difficult.

Class can be interesting **or** boring.

Berikut ini contoh dari dua **frase** yang digabungkan oleh kata hubung koordinat:

There are students in the classroom **and** in front of the building.

The papers are on my desk **or** in the drawer.

The checks will be ready not at noon **but** at 1:00.

Berikut ini contoh dari dua **klausa** yang digabungkan oleh kata hubung koordinat:

They are not interested in what you say **or** what you do.

I am here because I have to be **and** because I want to be.

Mr. Brown likes to go home early, **but** his wife prefers to stay late.

Tabel berikut menguraikan penggunaan *Parallel structure* dengan kata hubung koordinat:

<i>Parallel structure</i> dengan kata hubung koordinat			
(same structure)		$\left. \begin{array}{c} \textit{and} \\ \textit{but} \\ \textit{or} \end{array} \right\}$	(same structure)
(same structure),	(same structure),	$\left. \begin{array}{c} \textit{and} \\ \textit{but} \\ \textit{or} \end{array} \right\}$	(same structure)

**Latihan 17:** masing-masing kalimat berikut mengandung kata atau kelompok kata yang seharusnya parallel. Lingkari kata yang menunjukkan bahwa kalimat itu seharusnya memiliki bagian yang parallel. Garis bawahi bagian-bagian yang seharusnya parallel. Kemudian tentukan apakah kalimat-kalimat tersebut benar (C) atau salah (I).

- \_\_\_ I 1. She held jobs as a typist, a housekeeper and in a restaurant.
- \_\_\_ C 2. The report you are looking for could be in the file or on the desk.
- \_\_\_ 3. She works very hard but usually gets below-average grades.
- \_\_\_ 4. The speaker introduced himself, told several interesting anecdotes, and finishing with an emotional plea.
- \_\_\_ 5. You should know when the program starts and how many units you must complete.
- \_\_\_ 6. The term paper he wrote was rather short but very impressive.
- \_\_\_ 7. She suggested taking the plane this evening or that we go by train tomorrow.
- \_\_\_ 8. The dean or the assistant dean will inform you of when and where you should apply for your diploma.
- \_\_\_ 9. There are papers to file, reports to type, and those letters should be answered.
- \_\_\_ 10. The manager needed a quick but thorough response.

### **SKILL 18: MENGGUNAKAN PARALLEL STRUCTURE DENGAN KATA HUBUNG PASANGAN**

Kata hubung pasangan *both... and*, *either... or*, *neither... nor*, dan *not only... but also* membutuhkan struktur yang parallel.

I know *both* where you went *and* what you did.  
*Either* Sam *or* Sue has the book.  
 The tickets are *neither* in my pocket *nor* in my purse.  
 He is *not only* an excellent student *but also* an outstanding athlete.

Berikut ini contoh yang tidak parallel dan harus diperbaiki:

He wants *either* to go by train *or* by plane\*.

Kalimat diatas tidak benar karena 'to go by train' tidak parallel dengan 'by plane'. Kalimat ini dapat diperbaiki dalam beberapa cara.

He wants *either* to go by train *or* to go by plane.  
 He wants to go *either* by train *or* by plane.  
 He wants to go by *either* train *or* plane.

Ketika kamu menggunakan kata hubung pasangan ini, pastikan bahwa bagian yang tepat digunakan bersamaan. Kalimat dibawah ini tidak tepat :

I want *both* this book or\* that one.  
*Either* Sam nor\* Sue is taking the course.

Kalimat-kalimat ini tidak tepat karena bagian yang salah dari kata hubung pasangan. Pada contoh pertama, 'and' seharusnya digunakan bersama 'both'. Pada contoh kedua, 'or' seharusnya digunakan bersama 'either'.

Tabel berikut ini menguraikan penggunaan *Parallel structure* dengan kata hubung pasangan:

<i>Parallel structure</i> dengan kata hubung pasangan			
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: auto;">                     both either neither not only                 </div>	(same structure)	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: auto;">                     and or nor but also                 </div>	(same structure)

**Latihan 18:** masing-masing kalimat berikut mengandung kata atau kelompok kata yang seharusnya parallel. Lingkari kata atau kelompok kata yang menunjukkan bahwa kalimat itu seharusnya memiliki bagian yang parallel. Garis bawah bagian-bagian yang seharusnya parallel. Kemudian tentukan apakah kalimat-kalimat tersebut benar (C) atau salah (I).

- \_\_\_ I 1. According to the syllabus, you can either write a paper or you can take an exam.
- \_\_\_ C 2. It would be both noticed and appreciated if you could finish the work before you leave.
- \_\_\_ 3. She would like neither to see a movie or to go bowling.
- \_\_\_ 4. Either the manager or her assistant can help you with your refund.
- \_\_\_ 5. She wants not only to take a trip to Europe but she also would like to travel to Asia.
- \_\_\_ 6. He could correct neither what you said nor you wrote.
- \_\_\_ 7. Both the tailor or the laundress could fix the damage to the dress.
- \_\_\_ 8. He not only called the polc department but also called the fire department.
- \_\_\_ 9. You can graduate either at the end of the fall semester or you can graduate at the end of the spring semester.
- \_\_\_ 10. The movie was neither amusing nor was it interesting.

### **SKILL 19: MENGGUNAKAN PARALLEL STRUCTURE DENGAN PERBANDINGAN**

Ketika anda membuat perbandingan, anda menunjukkan persamaan atau perbedaan diantara dua benda, dan persamaan atau perbedaan tersebut harus dalam bentuk yang parallel/setara/sejajar. Kamu dapat mengenali perbandingan yang menunjukkan bagaimana dua benda berbeda dari '-er... than' atau 'more... than'.

My school is farther **than** your school.

To be rich is better **than** to be poor.

What is written is **more** easily understood **than** what is spoken.

Perbandingan yang menunjukkan bagaimana dua benda adalah sama/setara, menggunakan 'as ... as' atau ekspresi seperti 'the same as' atau 'similar to'

Their car is **as** big **as** a small house.

Renting those apartments costs about **the same as** leasing them.

The work that I did is **similar to** the work that you did.

Tabel berikut ini menguraikan penggunaan *Parallel structure* dengan perbandingan:

PARALLEL STRUCTURE WITH COMPARISONS		
(same structure)	more ... than -er... than less ... than as ...as the same ...as similar ...to	(same structure)

**Latihan 19: masing-masing kalimat berikut mengandung kata atau kelompok kata yang seharusnya parallel. Lingkari kata atau kelompok kata yang menunjukkan bahwa kalimat itu seharusnya memiliki bagian yang parallel. Garis bawahi bagian-bagian yang seharusnya parallel. Kemudian tentukan apakah kalimat-kalimat tersebut benar (C) atau salah (I).**

- \_\_\_ C 1. His research for the thesis was more useful than hers.
- \_\_\_ I 2. Dining in a restaurant is more fun than to eat at home.
- \_\_\_ 3. I want a new secretary who is as efficient as the previous one.
- \_\_\_ 4. What you do today should be the same as did yesterday.
- \_\_\_ 5. This lesson is more difficult than we had before.
- \_\_\_ 6. You have less homework than they do.
- \_\_\_ 7. What you do has more effect than what you say.
- \_\_\_ 8. Music in your country is quite similar to my country.
- \_\_\_ 9. The collection of foreign journals in the university library is more extensive than the high school library.
- \_\_\_ 10. How to buy a used car can be as difficult as buying a new car.

## PROBLEMS WITH COMPARATIVES AND SUPERLATIVES

Kalimat dengan komparatif dan superlatif yang salah dapat muncul pada tes TOEFL. Oleh karena itu penting bagi Anda untuk mengetahui bagaimana melakukan hal berikut: (1) membentuk komparatif dan superlatif dengan benar; (2) menggunakan komparatif dan superlatif dengan benar; dan (3) menggunakan struktur irreguler -er, -er yang sering muncul pada tes TOEFL.

### SKILL 20: MEMBENTUK KOMPARATIF DAN SUPERLATIF DENGAN BENAR

Permasalahan dengan beberapa kalimat komparatif dan superlative pada tes TOEFL adalah bahwa komparatif atau superlatifnya dibentuk dengan tidak benar. Anda seharusnya mengerti bagaimana membentuk kalimat komparatif dan superlative untuk menjawab pertanyaan seperti itu dengan benar.

Komparatif dibentuk baik dengan '-er', atau 'more ..... than'. Pada komparatif, '-er' digunakan dengan kata sifat pendek seperti 'tall', dan 'more' digunakan dengan kata sifat yang lebih panjang seperti 'beautiful'.

Bob is taller **than** Ron.  
Sally is **more** beautiful **than** Sharon.

Superlatif dibentuk dengan 'the', juga '-est' atau 'most', dan terkadang 'in', 'of', atau klausa 'that'. Dalam kalimat superlative, '-est' digunakan dengan kata sifat pendek



seperti 'tall', dan 'most' digunakan dengan kata sifat yang lebih panjang seperti 'beautiful'.

Bob is **the tallest** man **in** the room.  
 Sally is **the most** beautiful **of** all the women at the party.  
 The spider over there is **the largest** one **that** I have ever seen.  
**The fastest** runner wins the race, (no *in, of, or that*)

Table berikut ini menguraikan bentuk-bentuk yang mungkin dibentuk pada komparatif dan superlative:

BENTUK KOMPARATIF DAN SUPERLATIF		
KOMPARATIF	more (long adjective) (short adjective) + er	than
SUPERLATIF	the <i>most</i> (long adjective) (short adjective) + est	maybe <i>in, of, that</i>

**Latihan 20: masing-masing kalimat berikut ini mengandung komparatif atau superlative. Lingkari komparatif atau superlatifnya. Kemudian tentukan apakah kalimat-kalimat berikut ini benar (C) atau salah (I).**

- I 1. Oxygen is abundanter than nitrogen.
- C 2. The directions to the exercise say to choose the most appropriate response.
- 3. The lesson you are studying now is the most importantest lesson that you will have.
- 4. Fashions this year are shorter and more colorful than they were last year.
- 5. The professor indicated that Anthony's research paper was more long than the other students' papers.
- 6. Alaska is the coldest than all the states in the United States.
- 7. The workers on the day shift are more rested than the workers on the night shift.
- 8. She was more happier this morning than she had been yesterday.
- 9. The quarterback on this year's football team is more versatile than the quarterback on last year's team.
- 10. She always tries to do the best and most efficient job that she can do.

## **SKILL 21: MENGGUNAKAN KOMPARATIF DAN SUPERLATIF SECARA BENAR**

Permasalahan yang lain dengan komparatif dan superlative pada test TOEFL adalah bahwa mereka dapat digunakan secara tidak tepat. Komparatif dan superlative memiliki kegunaan yang berbeda, dan anda sebaiknya memahami perbedaan kegunaan ini untuk menjawab pertanyaan seperti ini dengan tepat.

Komparatif digunakan untuk membandingkan dua benda yang setara.

The history class is ***larger than*** the math class.

Mary is ***more intelligent than*** Sue.

Pada contoh pertama, 'the history class' dibandingkan dengan 'the math class'. pada contoh kedua 'Mary' dibandingkan dengan 'Sue'.

Superlative digunakan ketika ada lebih dari dua hal untuk dibandingkan dan anda ingin untuk menunjukkan satu yang terbaik, terbesar, atau bahkan yang paling menakjubkan.

The history class is ***the largest*** in the school.

Mary is ***the most intelligent*** of all the students in the class.

Pada contoh pertama 'the history class' dibandingkan dengan semua kelas yang lain di sekolah itu, dan 'the history class' lebih besar dibandingkan tiap kelas lainnya. Pada contoh kedua, 'Mary' dibandingkan dengan semua siswa lainnya di kelas itu, dan Mary lebih pintar daripada tiap siswa lainnya.

Table dibawah ini menguraikan kegunaan dari komparatif dan superlative:

<b>KEGUNAAN KOMPARATIF DAN SUPERLATIF</b>
KOMPARATIF digunakan untuk membandingkan dua benda yang setara
SUPERLATIF digunakan untuk menunjukkan satu dari banyak benda yang paling tingkatannya.

**Latihan 21: masing-masing kalimat berikut ini mengandung komparatif atau superlative. Lingkari komparatif atau superlatifnya. Kemudian tentukan apakah kalimat-kalimat berikut ini benar (C) atau salah (I).**

\_\_\_\_\_ C 1. Harvard is probably  university in the United States.

- \_\_\_ I 2. Rhonda is more hard working of the class.
- \_\_\_ 3. The engineers hired this year have more experience than those hired last year.
- \_\_\_ 4. The graduate assistant informed us that the first exam is the most difficult of the two.
- \_\_\_ 5. He bought the more powerful stereo speakers that he could find.
- \_\_\_ 6. The afternoon seminar was much more interesting than the morning lecture.
- \_\_\_ 7. The food in this restaurant is the best of the restaurant we visited last week.
- \_\_\_ 8. The plants that have been sitting in the sunny window are far healthier than the other plants.
- \_\_\_ 9. The photocopies are the darkest that they have ever been.
- \_\_\_ 10. The first journal article is the longest of the second article.

## SKILL 22: MENGGUNAKAN STRUKTUR *-ER*, *-ER* TAK BERATURAN SECARA TEPAT.

Struktur komparatif tak beraturan yang cukup sering muncul pada test TOEFL terdiri dari dua komparatif parallel yang ditunjukkan oleh *'the'*.

*The harder* he tried, *the further* he fell behind.  
*The older* the children are, *the more* their parents expect from them.

Contoh pertama mengandung dua komparatif parallel, *'the harder'* dan *'the further'*.  
 Contoh kedua mengandung dua komparatif parallel, *'the older'* dan *'the more'*.

Pada tipe kalimat ini, *'the'* dan pembandingnya dapat diikuti oleh sejumlah struktur yang berbeda.

*The more* children you have, *the bigger* the house you need.  
*The harder* you work, *the more* you accomplish.  
*The greater* the experience, *the higher* the salary.

Pada contoh pertama, *'the more'* diikuti oleh kata benda *'children'* dan subjek serta kata kerja *'you have'*, sedangkan *'the bigger'* diikuti oleh kata benda *'the house'* dan subjek serta kata kerja *'you need'*.

Pada contoh kedua, *'the harder'* diikuti oleh subjek dan kata kerja *'you work'*, sedangkan *'the more'* diikuti oleh subjek dan kata kerja *'you accomplish'*.

Pada contoh ketiga, *'the greater'* diikuti hanya oleh kata benda *'the experience'*, sedangkan *'the higher'* diikuti hanya oleh kata benda *'the salary'*. Anda harus menandai bahwa contoh terakhir ini bahkan tidak mengandung kata kerja, tapi stuktur kalimat ini tetap benar dalam Bahasa Inggris.

Table berikut menguraikan struktur *-er*, *-er* tak beraturan:

THE <i>-ER</i> , <i>-ER</i> STRUCTURE			
THE	(-er)	(same structure),	THE (-er) (same structure)

more	more
Tipe kalimat ini bisa mengandung kata kerja atau tidak.	

**Latihan 22:** masing-masing kalimat berikut mengandung struktur *-er, er* tak beraturan. Lingkari dua perbandingan dengan *the*. Garis bawah bagian-bagian yang seharusnya *parallel*. Kemudian tentukan apakah kalimat-kalimat berikut ini benar (C) atau salah (I).

- I 1. The hotter the food is, harder it is to eat.  
 C 2. The warmer the weather, the greater the attendance at the outdoor concert.  
 \_\_\_\_\_ 3. The more you say, the worst the situation will be.  
 \_\_\_\_\_ 4. The more time they have to play, the happier the children are.  
 \_\_\_\_\_ 5. The thicker the walls, the noise that comes through is less.  
 \_\_\_\_\_ 6. If you run faster, the earlier you'll arrive.  
 \_\_\_\_\_ 7. The more you use the phone, the higher the bill will be.  
 \_\_\_\_\_ 8. The harder you serve, the easier it is to win the point.  
 \_\_\_\_\_ 9. The earliest you send in your tax forms, the sooner you will receive your refund.  
 \_\_\_\_\_ 10. The more people there are at the party, you'll have a good time.

### PERMASALAHAN DENGAN BENTUK KATA KERJA

Sudah merupakan hal yang umum pada pertanyaan-pertanyaan *written expressions* dalam tes TOEFL bahwa untuk kata kerja terbentuk secara tidak tepat. Oleh karena itu, anda sebaiknya mengecek bentuk kata kerja secara hati-hati. Anda sebaiknya familier dengan bentuk-bentuk kata kerja berikut ini: ***the base form*** (bentuk dasar), ***the present tense*** (bentuk present), ***the present participle*** bentuk participle *-ing*), ***the past*** (bentuk lampau), dan ***the past participle*** (bentuk v3).

Berikut ini adalah contoh dari masing-masing bentuk kata kerja tersebut sebagaimana mereka digunakan di dalam teks:

BASE FORM	PRESENT PRESENT	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
<i>walk</i>	<i>walk(s)</i>	<i>walking</i>	<i>walked</i>	<i>walked</i>
<i>hear</i>	<i>hear(s)</i>	<i>hearing</i>	<i>heard</i>	<i>heard</i>
<i>cook</i>	<i>cook(s)</i>	<i>cooking</i>	<i>cooked</i>	<i>cooked</i>
<i>sing</i>	<i>sing(s)</i>	<i>singing</i>	<i>sang</i>	<i>sung</i>
<i>come</i>	<i>come(s)</i>	<i>coming</i>	<i>came</i>	<i>come</i>
<i>begin</i>	<i>begin(s)</i>	<i>beginning</i>	<i>began</i>	<i>begun</i>

Anda harus sangat sadar akan tiga situasi bermasalah berikut ini dengan kata kerja karena ini adalah yang paling umum dan yang paling mudah untuk diperbaiki: (1) memeriksa apa yang muncul setelah *'have'*; (2) memeriksa apa yang muncul setelah *'be'*; dan (3) memeriksa apa yang muncul setelah *'will'*, *'would'*, dan kata kerja bantu lainnya.

### SKILL 23: SETELAH *HAVE*, GUNAKAN *THE PAST PARTICIPLE*

Apabila anda melihat kata kerja bantu *'have'* dalam apapun bentuknya (*have, has, having, had*), pastikan bahwa kata kerja yang mengikutinya ada dalam bentuk *'past participle'*.

They **had walk\*** to school. (should be **had walked**)  
 We **have see\*** the show. (should be **have seen**)  
 He **has took\*** the test. (should be **has taken**)  
**Having ate\***, he went to school. (should be **Having eaten**)  
 She **should have did\*** the work. (should be **should have done**)

Sebagai tambahan, anda sebaiknya yakin bahwa jika anda memiliki satu subjek dan satu *past participle*, anda juga memiliki kata kerja 'have'.

In addition, you should be sure that if you have a subject and a past participle, you also have the verb *have*.

Permasalahan ini sangat umum terjadi pada kata kerja berikut (seperti *sing, sang, sung*) yang mengubah dari *present* ke *past* ke *past participle* hanya dengan mengubah huruf vokalnya saja.

My friend **sung\*** in the choir. (should be **sang** or **has sung**)  
 He **become\*** angry at his friend. (should be **became** or **has become**)  
 The boat **sunk\*** in the ocean. (should be **sank** or **has sunk**)

Table berikut ini menguraikan penggunaan bentuk kata kerja setelah *have*:

BENTUK KATA KERJA SETELAH 'HAVE'		
HAVE	+	past participle

**Latihan 23:** masing-masing kalimat berikut mengandung kata kerja dalam bentuk *past* atau *past participle*. Garis bawahi kata kerja atau *past participle* dua kali. Kemudian tentukan apakah kalimat-kalimat berikut ini benar (C) atau salah (I).

- I 1. The young girl drunk a glass of milk.  
    C 2. Before she left, she had asked her mother for permission.  
    3. Having finished the term paper, he began studying for the exam.  
    4. The secretary has broke her typewriter.  
    5. The installer should have completes the task more quickly.  
    6. He has often become angry during meetings.  
    7. She has rarely rode her horse in the park.  
    8. Having saw the film, he was quite disappointed.  
    9. Tom has thought about taking that job.  
    10. You might have respond more effectively.

## SKILL 24: SETELAH BE, GUNAKAN PRESENT PARTICIPLE ATAU PAST PARTICIPLE

Kata kerja *be* dalam apapun bentuknya (*am, is, are, was, were, be, been, being*) dapat diikuti oleh kata kerja yang lain. Kata kerja ini seharusnya dalam bentuk *present participle* atau *past participle*.

We **are do\*** our homework. (should be **are doing**)  
 The homework **was do\*** early. (should be **was done**)  
 Tom **is take\*** the book. (should be **is taking**)  
 The book **was take\*** by Tom. (should be **was taken**)

Tabel berikut ini menguraikan kegunaan bentuk-bentuk kata kerja setelah *be*:

BENTUK KATA KERJA SETELAH 'BE'	
<i>BE</i>	(1) PRESENT PARTICIPLE
+	(2) PAST PARTICIPLE

**Latihan 24:** masing-masing kalimat berikut ini mengandung kata kerja yang dibentuk dengan 'be'. Garis bawahi kata kerjanya dua kali. Kemudian tentukan apakah kalimat-kalimat berikut ini benar (C) atau salah (I).

- I 1. At 12:00 Sam is eat his lunch.
- C 2. We are meeting them later today.
3. The message was took by the receptionist.
4. Being heard was extremely important to him.
5. The Smiths are build their house on some property that they own in the desert.
6. It had been noticed that some staff members were late.
7. The report should have been submit by noon.
8. Are the two companies merge into one?
9. He could be taking four courses this semester.
10. The score information has been duplicates on the back-up disk.

**SKILL 25: SETELAH WILL, WOULD, ATAU KATA KERJA BANTU LAINNYA, GUNAKAN BENTUK DASAR (BASE FORM) DARI KATA KERJA.**

Apabila anda melihat sebuah kata kerja bantu, seperti *will, would, shall, should, can, could, may, might*, atau *must*, anda sebaiknya yakin bahwa kata kerja yang mengikutinya adalah kata kerja dalam bentuk dasarnya.

- The boat *will leaving\** at 3:00. (should be *will leave*)  
 The doctor *may arrives\** soon. (should be *may arrive*)  
 The students *must taken\** the exam, (should be *must take*)

Table berikut ini menguraikan kegunaan bentuk kata kerja setelah kata kerja bantu:

VERBS FORMS AFTER MODALS		
MODAL	+	base form of the verb

**Latihan 25:** masing-masing kalimat berikut mengandung kata kerja yang terbentuk dengan sebuah kata kerja bantu. Garis bawahi kata kerjanya dua kali. Kemudian tentukan apakah kalimat-kalimat berikut ini benar (C) atau salah (I).

- \_\_\_ C 1. The salesclerk might lower the price.  
 \_\_\_ I 2. The television movie will finishes in a few minutes.  
 \_\_\_ 3. Should everyone arrive by 8:00?  
 \_\_\_ 4. The method for organizing files can be improved.  
 \_\_\_ 5. The machine may clicks off if it is overused.  
 \_\_\_ 6. Every morning the plants must be watered.  
 \_\_\_ 7. The houses with ocean views could sell for considerably more.  
 \_\_\_ 8. Would anyone liked to see that movie?  
 \_\_\_ 9. I do not know when it will depart.  
 \_\_\_ 10. She will work on the project only if she can has a full-time secretary.

## PERMASALAHAN DENGAN KEGUNAAN KATA KERJA

Banyak permasalahan yang berbeda dalam menggunakan kata kerja yang benar yang mungkin dalam bahasa Inggris. Namun, ada empat masalah spesifik sering terjadi pada tes TOEFL, jadi Anda perlu memperhatikan keempat hal tersebut dengan seksama: (1) mengetahui kapan menggunakan *past* dengan *present*, (2) menggunakan *had* dan *have* dengan benar, (3) menggunakan *tense* yang tepat dengan ekspresi waktu, dan (4) menggunakan *tense* yang tepat dengan *will* dan *would*.

### SKILL 33: TAHU KAPAN MENGGUNAKAN *THE PAST* DENGAN *THE PRESENT*

Salah satu masalah kata kerja yang umum terjadi dalam penulisan siswa dan pada tes TOEFL adalah peralihan dari bentuk lampau (*past*) ke bentuk sekarang (*present*) tanpa alasan tertentu. Seringkali ketika sebuah kalimat memiliki sebuah bentuk lampau dan sebuah sekarang, kalimat itu salah.

He **took** the money when he **wants\*** it.

Kalimat ini mengatakan bahwa *he took the money* (di masa lalu) *when he wants it* (pada saat ini). Makna ini tidak masuk akal; Tidak mungkin melakukan sesuatu di masa lalu sebagai hasil dari sesuatu yang Anda inginkan saat ini. Kalimat ini bisa dikoreksi dengan beberapa cara, tergantung dari makna yang diinginkan.

He **took** the money when he **wanted** it.

He **takes** the money when he **wants** it.

Contoh pertama berarti *he took the money* (di masa lalu) *when he wanted it* (di masa lalu). Makna ini logis, dan kalimatnya benar.

Contoh kedua berarti *he takes the money* (kebiasaan) *when he wants it* (kebiasaan). Makna ini juga logis, dan contoh kedua juga benar.

Perlu untuk menunjukkan, bagaimanapun, bahwa ada kemungkinan sebuah kalimat logis dalam bahasa Inggris memiliki masa lalu dan masa kini.

I **know** that he **took** the money yesterday.

Arti dari kalimat ini adalah logis: *I know* (sekarang, pada saat ini) *that he took the money* (kemarin, di masa lalu). Anda dapat melihat dari contoh ini bahwa kalimat bahasa Inggris mungkin ada di masa lalu dan masa kini. Kesalahan yang perlu Anda hindari adalah beralih dari masa lalu ke masa sekarang tanpa alasan tertentu. Oleh karena itu, ketika Anda melihat sebuah kalimat dalam tes TOEFL dengan kedua bentuk lampau dan kalimat saat ini, Anda harus memeriksa arti kalimat dengan hati-hati untuk melihat apakah itu logis dalam bahasa Inggris.

Bagan berikut menguraikan penggunaan bentuk lampau dengan bentuk sekarang dalam bahasa Inggris:

USING THE PAST WITH THE PRESENT
(1) Jika Anda melihat kalimat dengan satu kata kerja di masa lalu dan satu kata kerja di masa sekarang, kalimatnya mungkin salah.
(2) Namun, mungkin ada kalimat yang benar untuk memiliki masa lalu dan masa sekarang bersamaan.
(3) Jika Anda melihat masa lalu dan masa sekarang bersamaan, Anda harus memeriksa artinya untuk menentukan apakah kalimat tersebut benar atau tidak.

**Latihan 26:** Masing-masing kalimat berikut memiliki setidaknya satu kata kerja di masa lalu dan satu kata kerja di masa sekarang. Garis bawahi kata kerjanya dua kali dan putuskan apakah artinya logis. Kemudian tunjukkan apakah kalimat sudah benar (C) atau salah (I).

\_\_\_\_\_ I 1. I tell him the truth when he asked me the question.

\_\_\_\_\_ C 2. I understand that you were angry.

\_\_\_\_\_ 3. When he was a child, he always goes to the circus.



- \_\_\_\_\_ 4. Last semester he reads seven books and wrote five papers.
- \_\_\_\_\_ 5. Steve wakes up early every morning because he went to work early.
- \_\_\_\_\_ 6. Mark studied at the American University when he is in Washington, D.C.
- \_\_\_\_\_ 7. He is telling the teacher why he did not have time to finish his homework.
- \_\_\_\_\_ 8. He put some money in his account when he goes to the bank.
- \_\_\_\_\_ 9. Tom keeps studying hard because he intended to go to dental school.
- \_\_\_\_\_ 10. She is where she is today because she worked hard when she was a student.

## **SKILL 27: MENGGUNAKAN *HAVE* DAN *HAD* DENGAN BENAR**

Dua tenses yang sering membingungkan adalah *the present perfect* (have+ past participle) dan *the past perfect* (had + past participle). Kedua tenses ini memiliki kegunaan yang sama sekali berbeda, dan Anda harus mengerti bagaimana membedakannya.

*Present perfect* (have + past participle) mengacu pada periode waktu *dari masa lalu sampai sekarang*.

Sue *has lived* in Los Angeles for ten years.

Kalimat ini berarti bahwa Sue telah tinggal di Los Angeles selama sepuluh tahun ini sampai sekarang. Menurut kalimat ini, Sue masih tinggal di Los Angeles.

Karena *the present perfect* mengacu pada periode waktu dari masa lalu sampai sekarang, itu tidak benar dalam sebuah kalimat yang hanya menunjukkan masa lalu saja.

*At the start of the nineteenth century*, Thomas Jefferson *has become\** president of the United States.

Every time Jim *worked* on his car, he *has improved\** it.

Pada contoh pertama, ungkapan *at the start of the nineteenth century* menunjukkan bahwa tindakan kata kerja hanya ada di masa lalu, namun kata kerjanya mengindikasikan periode waktu dari masa lalu sampai sekarang. Karena ini tidak logis, kalimatnya tidak benar. Kata kerja di contoh pertama seharusnya dalam bentuk masa lalu *became*.

Contoh kedua menunjukkan bahwa *Jim worked on his car* di masa lalu, namun ia memperbaikinya dalam periode dari masa lalu sampai sekarang. Ide ini juga tidak logis. Kata kerja di contoh kedua seharusnya dalam bentuk masa lalu *improved*.

The past perfect (*had* + past participle) mengacu pada periode waktu yang dimulai di masa lalu dan berakhir di masa lalu, sebelum sesuatu yang lain terjadi di masa lalu (*that started in the past and ended in the past, before something else happened in the past*)

Sue *had lived* in Los Angeles for ten years when she *moved* to San Diego.

Kalimat ini berarti bahwa Sue tinggal di Los Angeles selama sepuluh tahun di masa lalu sebelum dia pindah ke San Diego di masa lalu. Dia tidak lagi tinggal di Los Angeles.

Karena *the past perfect* dimulai di masa lalu dan berakhir di masa lalu, umumnya tidak benar dalam kalimat yang sama dengan present tense.

Tom ***had finished*** the exam when the teacher ***collects***\* the papers.

Kalimat ini menunjukkan bahwa Tom menyelesaikan ujian (di masa lalu) dan tindakan tersebut berakhir saat guru mengumpulkan lembarannya (di masa sekarang). Ini tidak logis, jadi kalimatnya tidak benar. Tom menyelesaikan ujian (di masa lalu), dan tindakan menyelesaikan ujian berakhir saat guru mengumpulkan lembarannya. Oleh karena itu, kata kerja kedua dalam contoh ini harus dalam bentuk lampau, ***collected***.

Bagan berikut menguraikan penggunaan dari ***the present perfect*** dan ***the past perfect***:

USING ( <i>HAVE</i> + PAST PARTICIPLE) AND ( <i>HAD</i> + PAST PARTICIPLE)			
TENSE	FORM	MEANING	USE
present perfect	<i>have</i> + past participle	past up to now	not with a past tense**
past perfect	<i>had</i> + past participle	before past up to past	not with a present tense
**kecuali jika keterangan waktu <i>since</i> adalah bagian dari kalimat			

**Latihan 27:** Masing-masing kalimat berikut mengandung *had* atau *have*. Garis bawahi kata kerjanya dua kali dan putuskan apakah artinya logis. Kemudian tunjukkan apakah kalimat sudah benar (C) atau salah (I).

- I 1. I have always liked the designs that are on the cover.
- C 2. Because her proposal had been rejected, she is depressed.
3. The students have registered for classes before the semester started.
4. When she had purchased the car, she contacted the insurance agent.
5. He said that he had finished the typing when you finish the reports.
6. She has enjoyed herself every time that she has gone to the zoo.
7. He drove to the post office after he had finished preparing the package.
8. After the votes were counted, it had been determined that Steve was the winner.
9. Last night all the waiters and waitresses have worked overtime.
10. He had fastened his seat belt before the airplane took off.

## READING COMPREHENSION

### READING

Reading merupakan suatu kumpulan cerita yang mempunyai tema. Sesi ini biasanya terdiri dari 50 pertanyaan dengan waktu menjawab 55 menit.

Strategi umum dalam mengerjakan soal membaca.

**1. Jangan terlalu lama membaca soal.**

Anda jangan terlalu untuk mengerti dari cerita dalam

soal tersebut. Ini dimungkinkan untuk menjawab pertanyaan.

**2. Jangan panik bila tidak mengetahui topik dari cerita.**

Seluruh informasi untuk menjawab TELAH tersedia dalam cerita tersebut. Tidak dibutuhkan latarbelakang pengetahuan untuk menjawab setiap cerita.

**3. Jangan menggunakan waktu lama dalam menganalisa jawaban.**

Jika tidak yakin....tebaklah..... atau kembali ke pertanyaan setelah seluruh pertanyaan selesai.

Berikut jurus-jurus yang harus Anda lakukan :

**JURUS 1 : PERTANYAAN IDE UTAMA**

Hampir seluruh pertanyaan dalam soal cerita menanyakan ide utama dari cerita tersebut. Bentuk pertanyaan antara lain *topic*, *subject*, *title*, *primary idea* atau *main idea*.

<b>PERTANYAAN IDE UTAMA</b>	
Jenis pertanyaan	What is the <b>topic</b> of the passage ? What is the <b>subject</b> of the passage ? What is the <b>main idea</b> of the passage ? What is the author's <b>main point</b> in the passage ? With what is the author <b>primarily concerned</b> ? Which of the following would be the <b>best title</b> ?
Lokasi kemungkinan jawaban	Terletak di awal kalimat setiap paragraf
Bagaimana menjawab pertanyaan	1. Baca baris pertama setiap paragraf 2. Mencari tema atau ide pada baris pertama 3. Membaca dengan cepat seluruh cerita untuk mengecek ide atau tema yang telah Anda temukan 4. Buang jawaban yang Anda perkirakan salah.

**TOEFL EXERCISE 1:** Study each of the passages and choose the best answers to the questions that follow. In this exercise, each passage is followed by several main idea, topic, or title questions so that the students can practice this type of question. On the TOEFL test, one passage would probably not have two such questions because they are so similar.

*PASSAGE ONE (Questions 1–2)*

Fort Knox, Kentucky, is the site of a U.S. army post, but it is even more renowned for the Fort Knox Bullion Depository, the massive vault that contains the bulk of the U.S. government's gold deposits. Completed in 1936, the vault is housed in a two-story building constructed of granite, steel, and concrete; the vault itself is made of steel and concrete and has a door that weighs more than twenty tons. Naturally, the most up-to-date security devices available are in place at Fort Knox, and the army post nearby provides further protection.

Line  
(5)

1. Which of the following best describes the topic of the passage?
  - (A) The city of Fort Knox, Kentucky
  - (B) The federal gold depository
  - (C) The U.S. army post at Fort Knox
  - (D) Gold bullion
2. Which of the following would be the best title for this passage?
  - (A) The Massive Concrete Vault
  - (B) Fort Knox Security
  - (C) Where the United States Keeps Its Gold
  - (D) A Visit to Kentucky

*PASSAGE TWO (Questions 3–4)*

One identifying characteristic of minerals is their relative hardness, which can be determined by scratching one mineral with another. In this type of test, a harder mineral can scratch a softer one, but a softer mineral is unable to scratch the harder one. The Mohs' hardness scale is used to rank minerals according to hardness. Ten minerals are listed in this scale, ranging from talc with a hardness of 1 to diamond with a hardness of 10. On this scale, quartz (number 7) is harder than feldspar (number 6) and is therefore able to scratch it; however, feldspar is unable to make a mark on quartz.

Line  
(5)

3. Which of the following best states the subject of this passage?
  - (A) The hardness of diamonds
  - (B) Identifying minerals by means of a scratch test
  - (C) Feldspar on the Mohs' scale
  - (D) Recognizing minerals in their natural state
4. The main idea of this passage is that
  - (A) the hardness of a mineral can be determined by its ability to make a mark on other minerals
  - (B) diamonds, with a hardness of 10 on the Mohs' scale, can scratch all other minerals
  - (C) a softer mineral cannot be scratched by a harder mineral
  - (D) talc is the first mineral listed on the Mohs' scale

PASSAGE THREE (Questions 5–6)

Line  
(5) Hurricanes generally occur in the North Atlantic from May through November, with the peak of the hurricane season in September; only rarely will they occur from December through April in that part of the ocean. The main reason for the occurrence of hurricanes during this period is that the temperature on the water's surface is at its warmest and the humidity of the air is at its highest.

(10) Of the tropical storms that occur each year in the North Atlantic, only about five, on the average, are powerful enough to be called hurricanes. To be classified as a hurricane, a tropical storm must have winds reaching speeds of at least 117 kilometers per hour, but the winds are often much stronger than that; the winds of intense hurricanes can easily surpass 240 kilometers per hour.

- |   |   |
|---|---|
| 5. The passage mainly discusses         | 6. The best title for this passage would be |
| (A) how many hurricanes occur each year | (A) The North Atlantic Ocean                |
| (B) the strength of hurricanes          | (B) Storms of the Northern Atlantic         |
| (C) the weather in the North Atlantic   | (C) Hurricanes: The Damage and Destruction  |
| (D) hurricanes in one part of the world | (D) What Happens from May through November  |

PASSAGE FOUR (Questions 7–9)

Line  
(5) Henry Wadsworth Longfellow (1807–1882) was perhaps the best-known American poet of the nineteenth century. His clear writing style and emphasis on the prevalent values of the period made him popular with the general public if not always with the critics. He was particularly recognized for his longer narrative poems *Evangeline*, *The Song of Hiawatha*, and *The Courtship of Miles Standish*, in which he told stories from American history in terms of the values of the time.

(10) *Evangeline* was set during the French and Indian War (1754–1763), when the British forced French settlers from Nova Scotia; two lovers, Gabriel and Evangeline, were separated by the British, and Evangeline devoted her lifetime to the search for Gabriel. With its emphasis on sentimental, undying love, *Evangeline* was immensely popular with the public.

(15) In *The Song of Hiawatha*, Longfellow depicted the noble life of the American Indian through the story of the brave Hiawatha and his beloved wife Minehaha. The tear-inspiring poem follows Hiawatha through the tragedies and triumphs of life, ending with the death of Minehaha and Hiawatha's departure into the sunset in his canoe.

(20) *The Courtship of Miles Standish* takes place during the early period of the settlement of New England, a period which was viewed as a time of honor and romance. In this poem centered around a love triangle, Miles Standish asks his friend John Alden to propose to Priscilla Mullins for him; John Alden ends up marrying Priscilla Mullins himself, and it takes time for his friendship with Miles Standish to recover. As with Longfellow's other narrative poems, the emphasis on high ideals and romance made the poem extremely popular.

7. Which of the following best describes the main idea of the passage?
- (A) American history is often depicted in poetry.  
 (B) Longfellow described American history even though people really did not enjoy it.  
 (C) The popularity of Longfellow's poems results from his stress on the values of the people.  
 (D) Longfellow wrote long narrative poems that were not always popular with the critics.
8. The best title of the passage is
- (A) Longfellow's Popular Appeal  
 (B) Historical Narrative Poems  
 (C) The Lyric, Dramatic, and Narrative Poems of Longfellow  
 (D) Longfellow and the Critics
9. The subject of the fourth paragraph is
- (A) mobility and honor in the poems of Longfellow  
 (B) the love triangle involving Miles Standish  
 (C) the popular appeal of *The Courtship of Miles Standish*  
 (D) the period of the early settlement of New England

## JURUS 2 : PERTANYAAN “STATED” DETAIL

Pertanyaan detail yaitu suatu informasi yang terdapat dalam paragraf. Jawaban dari jenis pertanyaan ini secara umum telah tersedia di dalam cerita tersebut. Jawaban merupakan pengulangan dari kalimat dengan tema atau ide yang sama tetapi tidak sama dalam kata-kata.

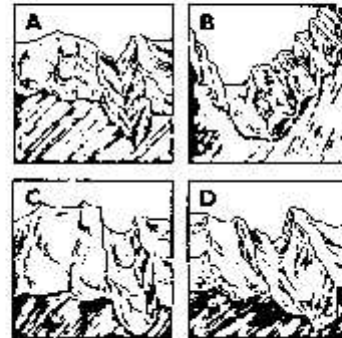
PERTANYAAN DETAIL	
Jenis pertanyaan	<b>According</b> to the passage .... It is <b>stated</b> in the passage ... The passage <b>indicates</b> that ... Which of the following is <b>true</b> ...?
Lokasi kemungkinan jawaban	Ditemukan secara berurutan dalam bagian cerita
Bagaimana menjawab pertanyaan	<ol style="list-style-type: none"> <li>1. Cari kata kunci dari pertanyaan tersebut</li> <li>2. Baca cepat kemungkinan bagian dari cerita tersebut yang sesuai dengan kata kunci atau ide</li> <li>3. Baca kalimat yang mengandung kata kunci atau ide secara hati-hati</li> <li>4. Buang jawaban yang Anda perkirakan salah.</li> </ol>

TOEFL EXERCISE 2:

PASSAGE ONE (Questions 1–4)

Ice ages, those periods when ice covered extensive areas of the Earth, are known to have occurred at least six times. Past ice ages can be recognized from rock strata that show evidence of foreign materials deposited by moving walls of ice or melting glaciers. Ice ages can also be recognized from land formations that have been produced from moving walls of ice, such as U-shaped valleys, sculptured landscapes, and polished rock faces.

- Line (5)
1. According to the passage, what happens during an ice age?
    - (A) Rock strata are recognized by geologists.
    - (B) Evidence of foreign materials is found.
    - (C) Ice covers a large portion of the Earth's surface.
    - (D) Ice melts six times.
  2. The passage covers how many different methods of recognizing past ice ages?
    - (A) One
    - (B) Two
    - (C) Three
    - (D) Four
  3. According to the passage, what in the rock strata is a clue to geologists of a past ice age?
    - (A) Ice
    - (B) Melting glaciers
    - (C) U-shaped valleys
    - (D) Substances from other areas
  4. Click on the drawing that shows the type of valley mentioned in the passage that results from melting glaciers.

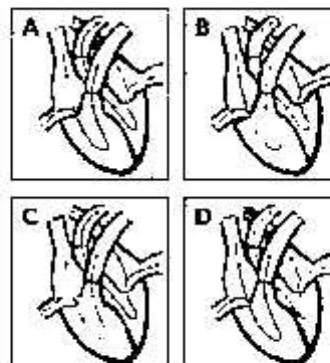


PASSAGE TWO (Questions 5–7)

The human heart is divided into four chambers, each of which serves its own function in the cycle of pumping blood. The atria are the thin-walled upper chambers that gather blood as it flows from the veins between heartbeats. The ventricles are the thick-walled lower chambers that receive blood from the atria and push it into the arteries with each contraction of the heart. The left atrium and ventricle work separately from those on the right. The role of the chambers on the right side of the heart is to receive oxygen-depleted blood from the body tissues and send it on to the lungs; the chambers on the left side of the heart then receive the oxygen-enriched blood from the lungs and send it back out to the body tissues.



5. The passage indicates that the ventricles
- (A) have relatively thin walls
  - (B) send blood to the atria
  - (C) are above the atria
  - (D) force blood into the arteries
6. According to the passage, when is blood pushed into the arteries from the ventricles?
- (A) As the heart beats
  - (B) Between heartbeats
  - (C) Before each contraction of the heart
  - (D) Before it is received by the atria
7. Click on the drawing that highlights the part of the heart that gets blood from the body tissues and passes it on to the lungs.



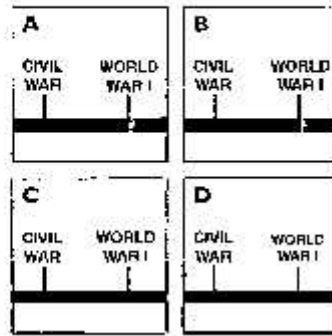
*PASSAGE THREE (Questions 8-11)*

The Golden Age of Railroads refers to the period from the end of the Civil War to the beginning of World War I when railroads flourished and, in fact, maintained a near monopoly in mass transportation in the United States. One of the significant developments during the period was the notable increase in uniformity, particularly through the standardization of track gauge and time.

At the end of the Civil War, only about half of the nation's railroad track was laid at what is now the standard gauge of 1.4 meters; much of the rest, particularly in the southern states, had a 1.5-meter gauge. During the postwar years, tracks were converted to the 1.4-meter gauge, and by June 1, 1886, the standardization of tracks was completed, resulting in increased efficiency and economy in the rail system.

A further boon to railroad efficiency was the implementation of standard time in 1883. With the adoption of standard time, four time zones were established across the country, thus simplifying railroad scheduling and improving the efficiency of railroad service.

8. Click on the drawing that shows the period of the Golden Age of Railroads.



9. According to the passage, the Golden Age of Railroads

- (A) was a result of World War I
- (B) was a period when most of U.S. mass transportation was controlled by the railroads
- (C) resulted in a decrease in uniformity of track gauge
- (D) resulted in standardization of train stations

10. The passage mentions that which of the following occurred as a result of uniformity of track gauge?

- (A) The Civil War
- (B) Improved economy in the transportation system
- (C) Standardization of time zones
- (D) Railroad schedules

11. The passage indicates that standard time was implemented

- (A) before the Civil War
- (B) on June 1, 1886
- (C) after World War I
- (D) before standardized track gauge was established throughout the United States

### JURUS 3 : CARI “UNSTATED” DETAIL

Jurus ini untuk mengetahui jenis-jenis pertanyaan antara lain *not stated* atau *not mentioned* atau *not true* dalam cerita tersebut. Jawaban untuk jenis soal ini merupakan bukan bagian dari cerita dalam soal tersebut.

PERTANYAAN “UNSTATED” DETAIL	
Jenis pertanyaan	Which of the following is <b>not stated</b> ....? Which of the following is <b>not mentioned</b> ...? Which of the following is <b>not discussed</b> ..? All of the following are true <b>except</b> ....
Lokasi kemungkinan jawaban	Ditemukan secara berurutan dalam bagian cerita
Bagaimana menjawab pertanyaan	<ol style="list-style-type: none"> <li>1. Cari kata kunci dari pertanyaan tersebut</li> <li>2. Baca cepat kemungkinan bagian dari cerita tersebut yang sesuai dengan kata kunci atau ide yang terkait</li> <li>3. Baca kalimat yang mengandung kata kunci atau ide secara hati-hati</li> </ol>

TOEFL EXERCISE 3:

PASSAGE ONE (Questions 1–2)

Blood plasma is a clear, almost colorless liquid. It consists of blood from which the red and white blood cells have been removed. It is often used in transfusions because a patient generally needs the plasma portion of the blood more than the other components.

Line Plasma differs in several important ways from whole blood. First of all, plasma can be mixed  
(5) for all donors and does not have to be from the right blood group, as whole blood does. In addition, plasma can be dried and stored, while whole blood cannot.

1. All of the following are true about blood plasma EXCEPT that
  - (A) it is a deeply colored liquid
  - (B) blood cells have been taken out of it
  - (C) patients are often transfused with it
  - (D) it is generally more important to the patient than other parts of whole blood
2. Which of the following is NOT stated about whole blood?
  - (A) It is different from plasma.
  - (B) It cannot be dried.
  - (C) It is impossible to keep it in storage for a long time.
  - (D) It is a clear, colorless liquid.

PASSAGE TWO (Questions 3–4)

Elizabeth Cochrane Seaman was an American journalist at the turn of the century who wrote for the newspaper *New York World* under the pen name Nellie Bly, a name which was taken from the Stephen Foster song *Nelly Bly*. She achieved fame for her exposés and in particular for the bold and adventuresome way that she obtained her stories.

Line She felt that the best way to get the real story was from the inside rather than as an outside  
(5) observer who could be treated to a prettified version of reality. On one occasion she pretended to be a thief so that she would get arrested and see for herself how female prisoners were really treated. On another occasion she faked mental illness in order to be admitted to a mental hospital to get the real picture on the treatment of mental patients.

3. Which of the following is NOT true about Nellie Bly?
  - (A) Nellie Bly's real name was Elizabeth Cochrane Seaman.
  - (B) Nellie Bly was mentally ill.
  - (C) The name Nellie Bly came from a song.
  - (D) The name Nellie Bly was used on articles that Seaman wrote.
4. Which of the following is NOT mentioned as something that Nellie Bly did to get a good story?
  - (A) She acted like a thief.
  - (B) She got arrested by the police.
  - (C) She pretended to be ill.
  - (D) She worked as a doctor in a mental hospital.

PASSAGE THREE (Questions 5-6)

Dekanawida's role as a supreme lawgiver in the Iroquois tribe has given him the status of demigod within the Indian nation. Born into the Huron tribe, Dekanawida caused great fear in his parents, who tried to drown him in his youth after a prophecy was made indicating that he would bring great sorrow to the Huron nation. Dekanawida was to survive this attempted drowning but later left his parents' home and tribe to live among the Iroquois.

One of his achievements with the Iroquois was the institution of a law among the Iroquois that virtually ended blood feuds among the nation's families. Wampum, strings of beads made of polished shells, was a valued commodity in the Iroquois culture; according to policies established by Dekanawida, wampum had to be paid to the family of a murder victim by the family of the killer. Since the killer was also put to death, the family of the killer had to pay the victim's family in wampum for two deaths, the death of the murder victim and the death of the killer. These strict policies implemented by Dekanawida helped to establish him as a wise lawgiver and leader of the Iroquois nation.

5. According to the passage, Dekanawida was NOT

- (A) a lawmaker
- (B) a Huron by birth
- (C) a near deity
- (D) drowned when he was young

6. Which of the following is NOT mentioned in the passage about wampum?

- (A) It was used extensively by the Huron.
- (B) It had a high value to the Iroquois.
- (C) It was given to a murder victim's family.
- (D) It was made of polished shells.

18. Look at the word mortality in paragraph 3. This word is closest in meaning to
- percentage
  - illness
  - death
  - survival
19. The following sentence could be added to paragraph 3.
- They also vary in toxicity of venom.**
- Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.
20. The author's purpose in this passage is to
- (A) warn readers about the extreme danger from rattlesnakes
  - (B) explain a misconception about rattlesnakes
  - (C) describe a rattlesnake attack
  - (D) clarify how rattlesnakes kill humans
21. Click on the paragraph that explains what people believe about rattlesnakes.

*PASSAGE THREE (Questions 22–30)*

For a century before the Erie Canal was built, there was much discussion among the general population of the Northeast as to the need for connecting the waterways of the Great Lakes with the Atlantic Ocean. A project of such monumental proportions was not going to be undertaken and completed without a supreme amount of effort.

Line  
(5)

The man who was instrumental in accomplishing the feat that was the Erie Canal was DeWitt Clinton. As early as 1812, he was in the nation's capital petitioning the federal government for financial assistance on the project, emphasizing what a boon to the economy of the country the canal would be; his efforts with the federal government, however, were not successful.

(10)

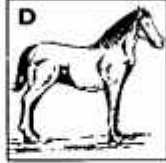
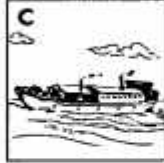
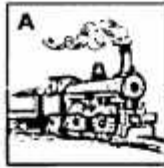
In 1816, Clinton asked the New York State Legislature for the funding for the canal, and this time he did succeed. A canal commission was instituted, and Clinton himself was made head of it. One year later, Clinton was elected governor of the state, and soon after, construction of the canal was started.

(15)

The canal took eight years to complete, and Clinton was on the first barge to travel the length of the canal, the *Seneca Chief*, which departed from Buffalo on October 26, 1825, and arrived in New York City on November 4. Because of the success of the Erie Canal, numerous other canals were built in other parts of the country.

22. The information in the passage
- (A) gives a cause followed by an effect
  - (B) is in chronological order
  - (C) lists opposing viewpoints of a problem
  - (D) is organized spatially
23. When did Clinton ask the U.S. government for funds for the canal?
- (A) One hundred years before the canal was built
  - (B) In 1812
  - (C) In 1816
  - (D) In 1825
24. The word "boon" in line 7 is closest in meaning to which of the following?
- (A) Detriment
  - (B) Disadvantage
  - (C) Benefit
  - (D) Cost
25. Look at the expression financial assistance in paragraph 2. Click on the word or phrase in paragraph 3 that is closest in meaning to financial assistance.

26. Look at the word *it* in paragraph 3. Click on the word or phrase that it refers to.
27. In what year did the actual building of the canal get underway?
- (A) In 1812
  - (B) In 1816
  - (C) In 1817
  - (D) In 1825
28. Click on the drawing that most closely resembles the *Seneca Chief*.



29. Click on the paragraph that mentions a committee that worked to develop the canal.
30. The paragraph following the passage most probably discusses
- (A) the century before the building of the Erie Canal
  - (B) canals in different U.S. locations
  - (C) the effect of the Erie Canal on the Buffalo area
  - (D) Clinton's career as governor of New York

READING POST-TEST (Paper) 

SECTION 3  
 READING COMPREHENSION  
 Time—55 minutes  
 (including the reading of the directions)  
 Now set your clock for 55 minutes.

This section is designed to measure your ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges.

**Directions:** In this section you will read several passages. Each one is followed by a number of questions about it. You are to choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions about the information in a passage on the basis of what is stated or implied in that passage.

Read the following passage:

John Quincy Adams, who served as the sixth president of the United States from 1825 to 1829, is today recognized for his masterful statesmanship and diplomacy. He dedicated his life to public service, both in the presidency and in the various other political offices that he held. Throughout his political career he demonstrated his unswerving belief in freedom of *Line*  
 (5) speech, the antislavery cause, and the right of Americans to be free from European and Asian domination.

**Example I**

To what did John Quincy Adams devote his life?

- (A) Improving his personal life
- (B) Serving the public
- (C) Increasing his fortune
- (D) Working on his private business

**Sample Answer**

- (A)
- 
- (C)
- (D)

According to the passage, John Quincy Adams “dedicated his life to public service.” Therefore, you should choose (B).

**Example II**

In line 4, the word “unswerving” is closest in meaning to

- (A) moveable
- (B) insignificant
- (C) unchanging
- (D) diplomatic

**Sample Answer**

- (A)
- (B)
- 
- (D)

The passage states that John Quincy Adams demonstrated his unswerving belief “throughout his career.” This implies that the belief did not change. Therefore, you should choose (C).

Now begin work on the questions.

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**Questions 1–10**

A solar eclipse occurs when the Moon moves in front of the Sun and hides at least some part of the Sun from the earth. In a partial eclipse, the Moon covers part of the Sun; in an annular eclipse, the Moon covers the center of the Sun, leaving a bright ring of light around the Moon; in a total eclipse, the Sun is completely covered by the Moon.

*Line (5)* It seems rather improbable that a celestial body the size of the Moon could completely block out the tremendously immense Sun, as happens during a total eclipse, but this is exactly what happens. Although the Moon is considerably smaller in size than the Sun, the Moon is able to cover the Sun because of their relative distances from Earth. A total eclipse can last up to 7 minutes, during which time the Moon's shadow moves across Earth at a rate of about .6 kilometers per second.

- This passage mainly
  - describes how long an eclipse will last
  - gives facts about the Moon
  - explains how the Sun is able to obscure the Moon
  - informs the reader about solar eclipses
- In which type of eclipse is the Sun obscured in its entirety?
  - A partial eclipse
  - An annular eclipse
  - A total eclipse
  - A celestial eclipse
- The word "ring" in line 3 could best be replaced by
  - piece of gold
  - circle
  - jewel
  - bell
- A "celestial body" in line 5 is most probably one that is found
  - within the Moon's shadow
  - somewhere in the sky
  - on the surface of the Sun
  - inside Earth's atmosphere
- What is the meaning of "block out" in line 5?
  - Square
  - Cover
  - Evaporate
  - Shrink
- According to the passage, how can the Moon hide the Sun during a total eclipse?
  - The fact that the Moon is closer to Earth than the Sun makes up for the Moon's smaller size.
  - The Moon can only obscure the Sun because of the Moon's great distance from the earth.
  - Because the Sun is relatively close to Earth, the Sun can be eclipsed by the Moon.
  - The Moon hides the Sun because of the Moon's considerable size.


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7. The word "relative" in line 8 could best be replaced by
- (A) familial
  - (B) infinite
  - (C) comparative
  - (D) paternal
8. The passage states that which of the following happens during an eclipse?
- (A) The Moon hides from the Sun.
  - (B) The Moon is obscured by the Sun.
  - (C) The Moon begins moving at a speed of .6 kilometers per second.
  - (D) The Moon's shadow crosses Earth.
9. The word "rate" in line 9 is closest in meaning to
- (A) form
  - (B) speed
  - (C) distance
  - (D) rotation
10. Where in the passage does the author mention the rate of a total eclipse?
- (A) Lines 1-2
  - (B) Lines 2-4
  - (C) Lines 5-6
  - (D) Lines 8-9

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**Questions 21–31**

Line  
(5) Most people think of deserts as dry, flat areas with little vegetation and little or no rainfall, but this is hardly true. Many deserts have varied geographical formations ranging from soft, rolling hills to stark, jagged cliffs, and most deserts have a permanent source of water. Although deserts do not receive a high amount of rainfall—to be classified as a desert, an area must get less than twenty-five centimeters of rainfall per year—there are many plants that thrive on only small amounts of water, and deserts are often full of such plant life.

(10) Desert plants have a variety of mechanisms for obtaining the water needed for survival. Some plants, such as cactus, are able to store large amounts of water in their leaves or stems; after a rainfall these plants absorb a large supply of water to last until the next rainfall. Other plants, such as the mesquite, have extraordinarily deep root systems that allow them to obtain water from far below the desert's arid surface.

21. What is the main topic of the passage?  
 (A) Deserts are dry, flat areas with few plants.  
 (B) There is little rainfall in the desert.  
 (C) Many kinds of vegetation can survive with little water.  
 (D) Deserts are not really flat areas with little plant life.
22. The passage implies that  
 (A) the typical conception of a desert is incorrect  
 (B) all deserts are dry, flat areas  
 (C) most people are well informed about deserts  
 (D) the lack of rainfall in deserts causes the lack of vegetation
23. The passage describes the geography of deserts as  
 (A) flat  
 (B) sandy  
 (C) varied  
 (D) void of vegetation
24. The word "source" in line 3 means  
 (A) supply  
 (B) storage space  
 (C) need  
 (D) lack
25. According to the passage, what causes an area to be classified as a desert?  
 (A) The type of plants  
 (B) The geographical formations  
 (C) The amount of precipitation  
 (D) The source of water
26. The word "thrive" in line 5 means  
 (A) suffer  
 (B) grow well  
 (C) minimally survive  
 (D) decay
27. The word "mechanisms" in line 7 could most easily be replaced by  
 (A) machines  
 (B) pumps  
 (C) sources  
 (D) methods
28. Which of the following is mentioned in the passage about cacti?  
 (A) They have deep root systems.  
 (B) They retain water from one rainfall to the next.  
 (C) They survive in the desert because they do not need water.  
 (D) They get water from deep below the surface of the desert.
29. "Mesquite" in line 10 is probably  
 (A) a type of tree  
 (B) a desert animal  
 (C) a type of cactus  
 (D) a geographical formation in the desert
30. The word "arid" in line 11 means  
 (A) deep  
 (B) dry  
 (C) sandy  
 (D) superficial
31. Where in the passage does the author describe desert vegetation that keeps water in its leaves?  
 (A) Lines 1–2  
 (B) Lines 3–6  
 (C) Lines 7–9  
 (D) Lines 9–11


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**Questions 32–41**

American jazz is a conglomeration of sounds borrowed from such varied sources as American and African folk music, European classical music, and Christian gospel songs. One of the recognizable characteristics of jazz is its use of improvisation: certain parts of the music are written out and played the same way by various performers, and other improvised parts are created spontaneously during a performance and vary widely from performer to performer.

The earliest form of jazz was ragtime, lively songs or *rags* performed on the piano, and the best-known of the ragtime performers and composers was Scott Joplin. Born in 1868 to former slaves, Scott Joplin earned his living from a very early age playing the piano in bars along the Mississippi. One of his regular jobs was in the Maple Leaf Club in Sedalia, Missouri. It was there that he began writing the more than 500 compositions that he was to produce, the most famous of which was "The Maple Leaf Rag."

32. This passage is about
- (A) jazz in general and one specific type of jazz
  - (B) the various sources of jazz
  - (C) the life of Scott Joplin
  - (D) the major characteristics of jazz
33. The word "conglomeration" in line 1 could best be replaced by
- (A) disharmony
  - (B) mixture
  - (C) purity
  - (D) treasure
34. In line 3, the word "improvisation" involves which of the following?
- (A) Playing the written parts of the music
  - (B) Performing similarly to other musicians
  - (C) Making up music while playing
  - (D) Playing a varied selection of musical compositions
35. According to the passage, ragtime was
- (A) generally performed on a variety of instruments
  - (B) the first type of jazz
  - (C) extremely soothing and sedate
  - (D) performed only at the Maple Leaf Club in Sedalia
36. Which of the following statements is true according to the passage?
- (A) Scott Joplin was a slave when he was born.
  - (B) Scott Joplin's parents had been slaves before Scott was born.
  - (C) Scott Joplin had formerly been a slave, but he no longer was after 1868.
  - (D) Scott Joplin's parents were slaves when Scott was born.
37. The word "living" in line 8 could most easily be replaced by
- (A) money
  - (B) life-style
  - (C) enjoyment
  - (D) health



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38. The word "regular" in line 9 could best be replaced by
- (A) popular
  - (B) steady
  - (C) unusual
  - (D) boring
39. The word "which" in line 10 refers to
- (A) regular jobs
  - (B) the Maple Leaf Club
  - (C) Sedalia, Missouri
  - (D) 500 compositions
40. The name of Scott Joplin's most famous composition probably came from
- (A) the name of a saloon where he performed
  - (B) the maple tree near his Sedalia home
  - (C) the name of the town where he was born
  - (D) the school where he learned to play the piano
41. The paragraph following the passage probably discusses
- (A) Sedalia, Missouri
  - (B) the Maple Leaf Club
  - (C) the numerous compositions of Scott Joplin
  - (D) the life of Scott Joplin

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**Questions 42–50**

The idea of determinism, that no event occurs in nature without natural causes, has been postulated as a natural law yet is under attack on both scientific and philosophical grounds. Scientific laws assume that a specific set of conditions will unerringly lead to a predetermined outcome.

Line (5) However, studies in the field of physics have demonstrated that the location and speed of minuscule particles such as electrons are the result of random behaviors rather than predictable results determined by pre-existing conditions. As a result of these studies, the principle of indeterminacy was formulated in 1925 by Werner Heisenberg. According to this principle, only the probable behavior of an electron can be predicted. The inability to absolutely predict the behavior of electrons casts doubt on the universal applicability of a natural law of determinism. Philosophically, the principal (10) opposition to determinism emanates from those who see humans as creatures in possession of free will. Human decisions may be influenced by previous events, but the ultimate freedom of humanity may possibly lead to unforeseen choices, those not preordained by preceding events.

42. It is implied in the passage that a natural law
- (A) is something that applies to science only
  - (B) can be incontrovertibly found in the idea of determinism
  - (C) is philosophically unacceptable
  - (D) is a principle to which there is no exception
43. The word “unerringly” in line 3 could be most easily replaced by
- (A) fortunately
  - (B) effortlessly
  - (C) without mistake
  - (D) with guidance
44. The idea of determinism is refuted in this passage based on
- (A) scientific proof
  - (B) data from the science and philosophy of determinism
  - (C) principles or assumptions from different fields of study
  - (D) philosophical doubt about free will
45. The word “minuscule” in line 4 is closest in meaning to
- (A) charged
  - (B) fast-moving
  - (C) circular
  - (D) tiny
46. According to the passage, which of the following is NOT true about the principle of indeterminacy?
- (A) It was formulated based on studies in physics.
  - (B) It is philosophically unacceptable.
  - (C) It has been in existence for more than a decade.
  - (D) It is concerned with the random behavior of electrons.

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47. The expression "emanates from" in line 10 could most easily be replaced by
- (A) derives from
  - (B) differs from
  - (C) is in contrast to
  - (D) is subordinate to
48. It is implied in the passage that free will is
- (A) accepted by all philosophers
  - (B) a direct outcome of Werner's principle of indeterminacy
  - (C) the antithesis of determinism
  - (D) a natural law
49. The word "unforeseen" in line 12 is closest in meaning to
- (A) forewarned
  - (B) blind
  - (C) unappreciated
  - (D) unpredictable
50. Where in the passage does the author mention who developed the contrary principle to determinism?
- (A) Lines 1–2
  - (B) Lines 6–7
  - (C) Lines 8–9
  - (D) Lines 9–13

**This is the end of Section 3.**



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## 400 Must-Have Words for the TOEFL

abandon	candidate	denote
abduction	capricious	deny
abstract	cartel	depict
accumulate	cast	deplete
accuracy	catastrophic	derive
accuse	cause	descendant
acquire	cease	despise
acquisition	certifiably	despondent
adapt	charismatic	detain
addictive	chronologically	detection
adjacent	circulate	deviant
adjust	civil	devise
adolescent	clique	devotion
advent	coalition	dilemma
adversely	coerce	dimension
advocate	cohesion	diminish
affection	coincide	discretely
affluence	collapse	discriminate
aggravate	collide	disease
aggregate	combustion	dispose of
agnostic	commodity	distill
allegedly	compensate	distinctly
allegiance	complex	distort
allocate	complication	diverse
amateurish	component	divination
ambiguous	compress	domesticate
amend	concentrated	dynamic
analyze	condemn	ecclesiastical
ancestral	confide	election
anesthesia	conflict	elementally
animism	connotation	elite
annex	conquest	emission
anomaly	consciously	engender
anticipate	consequence	enterprising
antipathy	constraint	entrepreneurial
apex	contamination	equity
apprehend	contemplate	erode
arbitrary	contemptuous	erudite
arrogantly	contest	eruption
artillery	context	esthetically
ascertain	contrary	evade
assail	convey	evidence
assess	convict	evolve
asset	core	exalt
assimilate	corrode	exclusive
associate	counter	exotic
astrological	cremation	expeditiously
atheist	cultivation	exploit
augment	cumbersome	exponentially
authority	cure	extinction
battle	curriculum	extract
be inclined to	cynically	famine
berate	de facto	fatally
biased	decipher	feasibly
bitterly	decline	feature
bond	decrepit	fertilize
bribery	degrade	flood
bulk	deify	fluctuate
burden	delinquency	folklore
bureaucratic	denominator	forensics

fortify  
fossilize  
fringe  
gala  
gap  
generation  
grotesque  
guilty  
gut  
haggle  
haunt  
hazardous  
hedonistic  
hierarchy  
hilarious  
horror  
humiliation  
hypocritically  
hypothesize  
illiterate  
impact  
impair  
implant  
implement  
implicate  
implicitly  
impoverish  
improvisation  
in common  
in the trenches  
inaugurate  
incentive  
incompetent  
indisputable  
industrious  
inference  
infinitesimal  
inflation  
ingenious  
inherent  
inheritance  
inhibit  
inject  
innovative  
inquiry  
inscription  
installation  
integrally  
integrity  
intensify  
intentionally  
interdict  
intermediary  
intervene  
intrepid  
intrinsic  
intrusively  
intuitively  
invasive  
invoke

irrigation  
jointly  
juxtapose  
kin  
lease  
legitimate  
liability  
longitude  
loyal  
luxury  
maintenance  
manipulation  
marginal  
maximize  
meditate  
medium  
merchant  
merit  
migration  
milieu  
minimum  
misconception  
mobilize  
modify  
net  
nobility  
notion  
nucleus  
obese  
objectively  
obnoxious  
obtain  
offense  
oppress  
Orwellian  
overlap  
paradigm  
parallel  
parochial  
passion  
paternal  
peer  
per capita  
permeate  
persevere  
persist  
perspective  
phantom  
phonetic  
photosynthesis  
physical  
pious  
piracy  
plunge  
policy  
poll  
portrayal  
potent  
precipitation  
predicament

prejudiced  
prestige  
prevailing  
prevalent  
privileged  
procedure  
process  
prognosis  
proliferation  
promote  
proportion  
proportionately  
proprietor  
prosper  
prototype  
proximity  
psychic  
rank  
rate  
ratio  
realism  
rebel  
recede  
reciprocity  
reconciliation  
reform  
regulate  
relic  
reservoir  
residual  
resign  
resist  
retain  
retrieve  
reward  
rigor  
rite  
ritually  
roster  
rotate  
sacrifice  
safeguard  
saga  
scandal  
scar  
secular  
seep  
seize  
self-perpetuating  
sentiment  
sequence  
severely  
shame  
shrink  
shuttle  
sibling  
simulation  
skit  
smuggle  
solar



sole  
solidarity  
source  
spectrum  
stable  
status quo  
stigmatize  
strategic  
striking  
structure  
subsidy  
subtly  
surveillance  
survive  
suspect  
suspend  
suspicious  
symbolic  
tangible  
terminal  
tolerate  
trend  
trigger  
unleash  
unmask  
vanish  
vanity  
vein  
verdict  
versus  
vestige  
villainy  
violation  
vitriolic  
vulnerable  
willing  
witness  
working class  
wound  
zeal

