

**MEETING I
(LISTENING)**
PRINCIPAL STRETEGIES in SHORT CONVERSATIONS

A. OBJECTIVES

After studying this material, students are able to:

1. Put more focus on the last line
2. Find out the similarity in meaning (synonym) between the questions and answer choices.
3. Familiar with the words of similar sounds which may distract or even trick them when answering.

B. MATERIAL DESCRIPTION

1. INTRODUCTION

In this meeting, we are going to discuss three basic or principal tips when we are listening to the, they are: a) focus on the last line, b) answer with synonyms, and c) avoid similar sounds:

1.a. Focus on the last line

In short conversations, it is really important for you to have more focus on the last line. Last line refers to the utterances spoken by the 2nd speakers. This is because the last lines are not only mostly related to the questions but also to the answers.

Example 1 (File name: EN1-M1-EX1)

Listen to these following short conversation. Complete the blanks as you are listening to the conversation. Then, underline the key words and pick your best answer!

- Woman : Do Dean Nicholson's?
Man : directory the way.
Narrator : does imply about Dean Nicholson's?
- a. The directory doesn't list it.
b. It is close to the entrance.
c. He doesn't know where the office is.
d. The office is not in the building.

Discussion:

Complete script:

Woman : Do you know where Dean Nicholson's office is?

Man : There's a directory in the entrance way.

Narrator : What does the man imply about Dean Nicholson's office?

- Look at the last line. The last speaker says 'There's a directory in the entrance way.' This indicates that the man doesn't know the office, but he knows where people find information about the office. He knows that there is a directory (map) in the entrance way. He tells the woman about this. Thus, the best answer is C.

Exercise 1.1. (*File name EN1-M1-Exercises1.1*)

Now listen to these following short conversations. Try to write down and complete the scripts. Then, underline the key words. After all, pick your best answer for every question below!

1	Man: Woman: Narrator:	a. He won't be leaving soon. b. He will do it by his own way. c. He is leaving now. d. He has to go out of his way.
2	Man: Woman: Narrator:	a. He left the house without locking the door. b. He locked the door. c. He was able to open the door. d. He unsuccessfully tried to enter the house.
3	Man: Woman: Narrator:	a. She'd prefer a different dinner. b. She especially likes the roast turkey. c. She thinks the dinner sounds special. d. She does not like to listen to turkeys.
4	Woman: Man: Narrator:	a. He cannot help the woman tonight. b. He is sorry he cannot ever help the woman. c. He will help the woman doing the physics. d. He is going to be busy with the woman's homework tonight.
5	Man:	a. The class was boring.

	Woman: Narrator:	b. Her eyes hurt. c. She did not want to watch Professor Martin. d. She thought the lecture was great.
6	Woman: Man: Narrator:	a. They do not have enough credit to pay the bills. b. Not all the bills have been paid. c. He used a credit card paying some of the bills. d. What she said on the phone wasn't credited.
7	Man: Woman: Narrator:	a. She will definitely be back by 4.00. b. She will give it back by 4.00 c. She will try to return fast. d. She will call back quickly.
8	Man: Woman: Narrator:	a. Tim was there only for a moment. b. Tim'll return in a minute. c. She has not seen Tim. d. Tim was around just a short time ago.
9	Man: Woman: Narrator:	a. They cannot park the car at the spot. b. She is happy the spot is reserved. c. She does not want to get into the car. d. She doesn't like the spot the man chose.
10	Woman: Man: Narrator:	a. The food is not inside the refrigerator. b. He's not sure if the refrigerator has enough food in. c. The refrigerator is broken. d. There's plenty to eat.

1.b. Answer with Synonyms

After understanding that most answers are provided in the last line, we have to also understand that answers for the questions should be synonymous. This means that the answers just the same with the questions, but they are expressed with synonyms, which are different words with similar meanings.

Example 2 (File name: ENI-M1-EX2):

Listen to these following short conversation. Complete the blanks as you are listening to the conversation. Then, underline the key words and pick your best answer!

Woman : How's, Mike?

Man : So , so

Narrator : Mike ?

- a. He is not glad with the quality of the research.
- b. He lives a long way from a good library.
- c. Once he has finished the project, he will be pleased.
- d. Until at the moment, he has not had any problems.

Discussion:

Complete script:

Woman : How's your research project coming, Mike?

Man : So far, so good.

Narrator : What does Mike mean?

- Look at the last line. The last speaker says 'So far, so good.' This means that Mike has conducted the research for so long and he has not found any difficulty in doing the research. D is the best answers.
'so far' is the synonym of 'until at the moment'
'so good' is the synonym of 'he has not had any problems'

Exercise 1.2. (File name ENI-M1-Exercises1.2)

Now listen to these following short conversations. Try to completely write down the scripts. Then, underline the key words. After all, pick your best answer for every question below!

1	Woman: Man: Narrator:	<ul style="list-style-type: none">a. The exam was not very difficult.b. He thought the exam would be easier.c. There were two exams rather than one.
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		d. The final exam was harder than the others.
2	Woman: Man: Narrator:	a. He's feeling better this day than yesterday. b. He'd better not to answer the question. c. He is not feeling very good. d. He is rather ill because of working.
3	Man: Woman: Narrator:	a. The business only lasted a year. b. The company was established a year ago. c. It was just established that he could go into business. d. Her family is well-established.
4	Woman: Man: Narrator:	a. The plane arrived on time. b. He must wait for the plane to land. c. The plane landed in the right spot. d. He did not see the correct schedule.
5	Man: Woman: Narrator:	a. She needs a sweatsuit for running. b. She will change clothes quickly and go to swim. c. She doesn't want to get into the pool. d. She'd better go running.
6	Man: Woman: Narrator:	a. The houses were not destroyed. b. The firefighters saved the homes for last. c. Last night, a firefighter rescued the hillside. d. The houses on the hillside were burned.
7	Man: Woman: Narrator:	a. The spices are adequate. b. There is adequate soup. c. The man should put more salt and pepper into the soup. d. In her opinion, the soup is too salty.
8	Woman: Man:	a. He paid to get a scholarship. b. He is a scholar at a college with low fees.

	Narrator:	c. He used his fortune for paying his fees. d. He was fortuitous to accept a grant for his studies.
9	Man: Woman: Narrator:	a. This was the last year that it would generate profit. b. It profited from its previous mistakes. c. It did not really succeed. d. It earned much money.
10	Woman: Man: Narrator:	a. There is not sufficient money in Chuck's account. b. He thinks that Chuck is going to his house from the bank. c. He thinks Chuck has the incorrect kind of bank account. d. Chuck's bank account contains a lot of money in it.

1.c. Avoid Homophones

Homophones belong to the words with similar sounds. As we know, English words are mostly pronounced differently as their spelling. Being familiar with the homophonic words is one requirement for good listening skill.

In TOEFL's listening session, the answer choices frequently contain homophonic words. This may distract even confuse the test-takers. Thus, it is important to recognize and to avoid the homophonic words.

Example 3 (*File name: EN1-M1-EX3*)

Listen to the conversation and fill the blanks on the script. Then, underline the words with similar sound or homophonic both in the script and in the answer choices.

Man : I'd with , please.

Woman : Would you like a or a?

Narrator : ... did the

- a. if the man wants a small hug
- b. if the man saw a bug
- c. how the man dug the hole
- d. what size mug the man wants

Discussion:

Complete script:

Man : *I'd like coffee with milk, please.*

Woman : *Would you like a large or a small mug?*

Narrator : *What did the woman ask?*

- a. if the man wants a small hug
- b. if the man saw a bug
- c. how the man dug the hole
- d. what size mug the man wants

Just as explained before, always focus on the last line. Look at again in the last line, there is word 'mug' /mʌg/. The word has homophonic words in the answer choices: hug /hʌg/, bug /bʌg/, dug /dʌg/. These homophonic words mostly distract you. When you find the homophonic words, just eliminate them. Thus, the answer for this question is D.

Exercise 1.3. (File name **EN1-M1-Exercises1.3**)

Now listen to these following short conversations. Try to completely write down the scripts. Then, underline the key words in the conversations and the homophonic words in the answer choices. After all, pick your best answer for every question below!

1	Woman: Man: Narrator:	a. She needs to watch out for a crash. b. The lawn becomes too dry. c. The waiter is carrying a glass of water. d. She has to wait for some cash.
2	Woman: Man: Narrator:	a. A. the sweet girl does not feel right. b. The sweater is wrong in size. c. Feet of the man are not sweating. d. The sweater makes the man seem fat.
3	Man: Woman: Narrator:	a. He has been traveling back and forth to Boston. b. He has been regularly using a computer. c. He communicates with a Boston company. d. He regularly goes to community around Boston.
4	Woman: Man: Narrator:	a. He could not learn the lesson. b. He did not like most of the lesson. c. He thought the lesson did not matter.

		d. He learned a massive number of details.
5	Man: Woman: Narrator:	a. Animal die in the first frost. b. Frost is able to kill animals. c. Some animals started the first fire. d. Animals are killed by forest fires.
6	Man: Woman: Narrator:	a. The shoes salesclerk spent \$20 on pears. b. The shoes cost \$20. c. The shoes could be repaired for \$20. d. 20 pairs of shoes are on sale.
7	Man: Woman: Narrator:	a. There was a tendency to require biology lab. b. Tom went to a biology lab. c. Tom tended to hate biology lab. d. Attendance wasn't required at biology lab.
8	Woman: Man: Narrator:	a. The males must be driven there by noon. b. He's expecting the ice to melt before noon. c. The letters ought to be delivered at 12.00. d. The meal is going to be served at noon.
9	Man: Woman: Narrator:	a. He had a new bed. b. There news tells us about a headstrong man. c. The newspaper headlines described a bad storm. d. The weather will probably gets worse later.
10	Woman: Man: Narrator:	a. If she minds shopping for vegetables. b. If she could help prepare the salad. c. If she could go shopping for grocery. d. If she prefers salad or cooked vegetable.

C. EXERCISES

Review Exercises (*File name EN1-M1-Review Exercise*)

This is a review exercise for our discussion in meeting 1. We are going to review about the last line, synonymous, and homophonic words. Listen carefully to the short conversations and the questions. Completely write down the conversation. After that, underline the key synonymous, and homophonic words. Then, choose your best answer for every question!

1	Woman: Man: Narrator:	a. He needs to drink something to stop his coughing. b. A drink seems like a good idea. c. He wants to stop drinking coffee. d. He would like some iced coffee.
2	Woman: Man: Narrator:	a. She would like a place that is not so loud. b. She would prefer a sunny day. c. She cannot walk because she's too old. d. The park is too crowded.
3	Man: Woman: Narrator:	a. He should try something monotonous to get to sleep. b. He should try to keep the cost cheap. c. He should open an account. d. He should take a ride on a ship.
4	Woman: Man: Narrator:	a. The changes are believable. b. What has happened is incredible to him. c. The department is not changing the requirements. d. He hasn't heard anything about the change.
5	Man: Woman: Narrator:	a. They made a line in the sand. b. The wait has taken close to an hour. c. They were stranded in their car. d. Most of the people have been in line for hours.
6	Man: Woman: Narrator:	a. The riders are paying for the train trip. b. The instructor is selecting several passages. c. The conductor is fair to the passengers.

		d. The stamp collectors is conducting his business.
7	Man: Woman: Narrator:	a. The program will be maintained to the letter. b. The new management program is very weak. c. A program to develop new managers will commence soon. d. The manager
8	Woman: Man: Narrator:	a. The firefighter stared at the attacker. b. The fire probably began at the top of the building. c. The firefighter started to attack the fire. d. The fire started to attack the building.
9	Man: Woman: Narrator:	a. He soon will know the truth. b. He thought that the woman was aware of what happened. c. He is sure that it isn't new. d. He assured the woman that he knew the truth.
10	Woman: Man: Narrator:	a. His sketches showed a fantasy world. b. The catches that he made were fantastic. c. The art professor is not one of his fans. d. His drawings were amazing.

D. References:

Phillips, Deborah. 2001. *Longman Complete Course for the TOEFL Test (Preparation for the Computer and Paper Test)*. New York: Longman.

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**MEETING II
(LISTENING)**
Who, What, Where

A. OBJECTIVES

After studying this material, students are able to:

1. draw a conclusion about: a) people, things, and places; b) people and things (subject and object) in passive sentences
- 2 understand the questions and answers which may appear in the passive and active voice.

B. MATERIAL DESCRIPTION

1. INTRODUCTION

In this meeting, we are going to discuss two topics in short conversation, they are: 1) questions about people, things, and locations, and 2) who and what in passive sentences

1.a. Questions about people, things, and places (who, what, where)

In short conversations, questions about people, activities, and places are frequently asked. Sometimes, the short conversations do not either clearly or directly state the answers for this. However, you are insisted to be familiar to the questions.

Here are some frequent questions on people, places, and things asked on Short Conversations:

1. *WHO is probably speaking?*
2. *WHAT will she probably do next?*
3. *WHERE does the dialogue probably take place?*

Examples 1 (file name EN1-M2-EX1)

Now listen to these following short dialogues. Complete the blanks as you are listening to the conversation. Then, underline the key words and pick your best answer!

Woman : “Charlie a professional musician, but lazy to practice.”

Man : “.....!”

Narrator : “What say Charlie?”

- a. He is a professional musician.
- b. He does not want to become professional in music because he wants to practice.
- c. He is very talented, but he'll never be professional musician because he does not practice.
- d. He practices each day, but he will never become a professional musician.

Discussion:

Complete script:

Woman : “Charlie has the potential to be a professional musician, but he is too lazy to practice.”

Man : “What a shame!”

Narrator : “What does the woman say about Charlie?”

→ The response “What a shame” shows the 2nd speaker may be a bit disappointed. Charlie is actually talented, but he does not want to practice to improve. Thus, the best answer for this short conversation is C.

Example 2 (file name EN1-M2-EX2)

Listen to the conversation! Complete the blanks as you are listening to the conversation. Then, underline the key words and pick your best answer!

Woman : “Do make with Avenue line?”

Man : “Yes, ma'am. Pay your and a free transfer and call you Maple Avenue.”

Narrator : “Where most probably?”

- a. in a taxi
- b. in a bus
- c. in a boat
- d. in a plane

Discussion:

Complete script:

Woman : “Do you make connections with the Maple Avenue line?”

Man : “Yes, ma'am. Pay your fare and I'll give you a free transfer and call you before we get to Maple Avenue.”

Narrator : “Where did this conversation most probably take place?”

- ➔ There are some key words we can find in the conversation. They are underlined above.
 - ‘Maple Avenue’ indicates a name of a street.
 - ‘Fare’ indicates transportation fee.
 - ‘Connection’ means transfer or transit.
- ➔ The underlined words indicate that this conversation involves a land transport. There are ‘bus’ and ‘taxi’. Then, the word ‘a transfer’ is impossibly related to taxi. Therefore, the conversation most probably occurs in a bus (B).

Example 3: File name EN1-M2-EX3

Listen to the conversation! Complete the blanks as you are listening to the conversation. Then, underline the key words and pick your best answer!

Man : “Can you this for me?”
Woman : “You the I can filled about ten minutes.”
Narrator : “..... the woman?”

- a. a dentist
- b. a pharmacist
- c. a business manager
- d. a teacher

Discussion:

Complete script:

Man : “Can you fill this prescription for me?”
Woman : “You can leave the prescription. I can have it filled about ten minutes.”
Narrator : “Who is the woman?”

- ➔ The key word is ‘prescription’. This key word is identical with pharmacist job. Thus, the answer is B.

Exercise 2.1. (who, what, where) (file name EN1-M2-Exercise2.1)

Now listen to these following short conversations. Complete the script, underline the key words, and pick your best answer for every question below!

- 1 **Woman:** your is you so, you shouldright away.
Man: I , but I guess
Narrator: What probably do ?
- 2 **Woman:** I'd like , please.
Man: Do you rings in or?
Narrator: does this probably?
- 3 **Woman:** Let's the blueprints for the one
Man: Good We that is absolutely begins.
Narrator: are most to be?
- 4 **Woman:** Can get this to our?
Man:, I can't. I I have to
Narrator: Where is the woman most likely going?
- 5 **Man:** are you now?
Woman: I'm to a by Dr. Barton. There's to be a later Dr. Barton's on to expect the eclipse.
Narrator: is Dr. Barton likely to be?
- a. Ask his dentist about the right way to brush
b. Make appointment with his dentist
c. Cure the pain himself
d. Choose a new dentist
- a. in a clothing store
b. in a jewelry store
c. in a bank
d. in a mine
- a. Construction workers.
b. Artists.
c. Insurance agents.
d. Architects.
- a. To see an ophthalmologist.
b. To see a podiatrist.
c. To see a cardiologist
e. To see a dentist
- a. A physician
b. An astronomer
c. An engineer
d. A philosopher

1.b. Who and What in *Passive*

In short conversations, the speakers speak both in active and passive forms. After the conversation, you are usually asked to make a conclusion from their statements. The conclusions are mostly in the opposite forms. In short, when the speaker speaks in active voice, the right answer is most probably in passive voice, and vice versa. To be clear, let's see the following example:

2. Who and what in Passives

In short dialogues, the speakers may speak either in active or passive voice. After the dialogue, you are required to draw conclusion from their statements. And the answers you need to pick are most frequently in the opposite forms. In short, when the speaker speaks in active voice, the right answer choice is most probably in passive voice, and vice versa. Still, passive sentences may be confusing you. Thus, you need to be careful who does what.

To be clear, let's listen to these short dialogues:

Example 1 (file name EN1-M2-EX4)

Listen to the conversation! Complete the blanks as you are listening to the conversation. Then, underline the key words and pick your best answer!

Woman : "Why you so in home from?"

Man : "... had me finished the month-end"

Narrator : "What the man?"

- a. He could finish the reports at home.
- b. He was told to stay late and accomplish some work.
- c. He must complete the reports before the end of next month.
- d. The boss was doing the reports.

Discussion:

Complete script:

Woman : "Why were you so late in getting home from work?"

Man : "My boss had me finished all the month-end reports."

Narrator : "What does the man mean?"

→ Look at the statement of 2nd speaker 'had me finished all'. This is a passive sentence. This statement means that the man's boss makes the man finish all the reports. Therefore, the best answer for this is 'the man was directed to work late until the job is done'. Choice B is the best option.

Example 2 (file name EN1-M2-EX5)

Man : "Ms. Jones look too as she left"

Woman : "..... angered by her rowdy"

Narrator : "..... does the?"

- a. The students were angry that the teacher was around.
- b. The angered students protested the teacher.
- c. The teacher was angry with the students' exam results.
- d. The boisterous students caused the teacher angry.

Discussion:

Complete script:

Man : “Ms. Jones did not look too happy as she left her classroom.”

Woman : “She was angered by her rowdy students.”

Narrator : “What does the man mean?”

→ Listen carefully again to the 2nd speaker. The woman speaks in passive sentence “She was angered by her rowdy students”. This means the students causes her to be angry. Thus, the best answer is D.

Exercise 2.2. (who, what, where) (file name EN1-M2-Exercise2)

Listen carefully to the following short conversations. Complete the conversation in the blanks. Then, choose your best answer and be careful with the passive statement.

1	Man: Woman: Narrator:	a. if the vegetables there are fresh. b. if vegetarian food can be gained. c. if the restaurant is located on the corner. d. if the man would like to go to the restaurant.
2	Man: Woman: Narrator	a. He would be accepted to law school after the fall semester. b. The law professor admitted that he would be a student in the fall semester. c. He admitted that he wanted to go to law school in the fall. d. The law school admitted him as a student.
3	Man: Woman: Narrator:	a. Mark's plants to be out of town. b. Mark's plants were taken care of in his absence. c. She was careful while Mark was not there. d. Mark carefully planS about his out-of-town trip.

4	Woman: Man: Narrator:	a. The destruction of the storm could be seen in the light. b. The light in the trees were damaged in the storm. c. The storm destroys the trees. d. The falling trees destroyed a store.
5	Man: Woman: Narrator:	a. On a skiing trip, her leg was hurt. b. Her skis were broken in the mountains. c. She was broke because of skiing. d. She went skiing even though she got an accident.
6	Woman: Man: Narrator:	a. It was hard for people to ride the horses for too long. b. The horses took long and hard road. c. It was too hard to find the hidden houses. d. The riders worked the horses too much.
7	Woman: Man: Narrator:	a. He thought the woman had ordered their coffee. b. He wasn't certain whether the woman wanted coffee or not. c. He didn't want the coffee that the woman ordered. d. He did not realize that the coffee had already been ordered.
8	Man: Woman: Narrator:	a. The airport wasn't able to hold lots of cars. b. There were a lot of cars to the left of the parking lot. c. The car was left on the parking lot at the airport. d. Her friends parked their cars at the airport.
9	Man: Woman: Narrator:	a. Mac was appointed by his classmates to represent them. b. The students pointed at Mac's representative. c. Mac was present there when the other students made the appointment. d. The representative of class suggested Mac to the other students.
10	Woman: Man:	a. After the earthquake, the insurance company came out to inspect the destruction.

	Narrator:	b. The inhabitants paid their premiums after the earthquake happened. c. The insurance company paid for the damage caused by the earthquake. d. The insurance company insisted the building to be repaired, so earthquake safety standard is met.
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C. EXERCISES**Review Exercises** (*File name EN1-M2-Review Exercise*)

This is a review exercise. Listen carefully to the conversations. Complete the conversation in the blanks. Then, choose your best answer. You need to be careful with the passive statement.

1	Woman: Man: Narrator:	a. at the airport b. at the post office c. in a stationary store d. in a department store
2	Man: Woman: Narrator:	a. The teacher handed the papers to the students. b. The students receive the papers from the office. c. The term papers were being turned in. d. The teacher lent the students a hand.
3	Man: Woman: Narrator:	a. Mark wrote a check to pay the oil. b. The attendant inspected the oil in Mark's car. c. Mark tested to see if he had enough oil in his car. d. Mark checked with the attendant of the service station.
4	Woman: Man: Narrator:	a. a clerk in a fast-food restaurant b. a delivery man c. an airline steward d. a famous chef
5	Woman: Man:	a. Additional copies are needed soon. b. Printers are required for the additional copies.

	Narrator:	c. If this is necessary, they can make extra copies. d. They need new print for additional copies.
6	Man: Woman: Narrator:	a. The students were required to read two books by the professor. b. The professor bought two books. c. The students had to purchase two books. d. The students sold two books to the professor.
7	Woman: Man: Narrator:	a. Jim was told to come back. b. The doctor will not return until next week. c. Jim asked the doctor to come to the office. d. The doctor returned to the office.
8	Man: Woman: Narrator:	a. Send a note to the lab b. Go to work in the lab c. Sample the work from the lab d. Have the samples delivered
9	Man: Woman: Narrator:	a. The senior class president replaced Sue and Mary. b. Sue took her place as class president. c. Mary became the new class president. d. In place of Mary, Sue became senior class president.
10	Man: Woman: Narrator:	a. The program featured a psychoanalyst. b. The panel discussed the television program. c. The panel was analyzed on the television program. d. A committee evaluate recent political events.

D. References:

- Phillips, Deborah. 2001. *Longman Complete Course for the TOEFL Test (Preparation for the Computer and Paper Test)*. New York: Longman.
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**MEETING III
(LISTENING)
NEGATIVE EXPRESSIONS**

A. OBJECTIVES

After studying this material, students are able to:

1. Recognize and understand various types of negatives
2. Recognize and understand the negative expressions found in short conversations

B. MATERIAL DESCRIPTION

1. INTRODUCTION

Negative expressions frequently appear in listening test. The answers for this kind of question may appear either in positive statement or in negative statement. But, it can be said that they are mostly positive statements which contains negative meaning words.

To gain better understanding on this topic, we firstly need to divide types of negatives appearing in TOEFL Listening. They are as following:

1a. NEGATIVES

There are some negative markers or expression you will find in listening section. To be clear, look at this following table:

Negative Expressions	Examples	Right answer / meaning
Negative marker: not or n't	Robert couldn't pass the test. He will try again.	Could not pass = fail
Nobody, none, nothing, never	Nobody likes rat. Paul never makes his bed.	Everybody hates rat. Never makes his bed = lazy
Negative prefixes: un- , in- , dis-	The staff was really irresponsible.	Irresponsible = ignorant

Example 1: (*File name EN1-M3-EX1*)

Listen to the conversation and fill the blanks on the script. Underline the words with negative expressions. Then, pick your best answer.

Woman : “*Mitch and Lynn a lot since they’re*”

Man : “*Oh, I that Mitch was an economics*”

Woman : “*..... does the*?”

- a. He is aware that Lynn was studying economics.
- b. He does not think they own something in common.
- c. He knows Mitch better than he knows Lynn.
- d. He is planning to learn economics by himself.

Discussion

Script:

Woman : “*Mitch and Lynn must have a lot common since they’re both economics major.*”

Man : “*Oh, I didn’t realize that Mitch was an economics major too.*”

Woman : “*What does the man imply?*”

→ Look at again the negative statement from the 2nd speaker ‘...didn’t realize that Mitch was an....’. This indicates that he does not know Mitch studies economics, just as Lynn does. The man doesn’t know that they study the same major. Thus, the answer for this question is B.

Exercise 3.1. (File name EN1-M3-Exercises3.1)

Now listen to these following short conversations. Try to completely write down the scripts. Then, underline the key words showing negative expressions. Finally, pick up your best answer for every question!

1	Man:	a. She will do it if she has time. b. It is not necessary to take out the trash. c. She’s very busy. d. She has much free time.
	Woman:	
	Narrator:	
2	Woman:	e. What he is putting on to the interview is influential. f. He’s not concerned about the interview. g. The interview is very essential for him. h. He has concerns on the interview.
	Man:	
	Narrator:	

3	Woman: Man: Narrator:	a. His attendance was perfect. b. He owns almost all of the notes. c. He missed more than a single psychology class. d. He went to all the lectures but one.
4	Woman: Man: Narrator:	a. The library is closed at 6.00. b. You cannot check out more than 6 books in the summer. c. They passed the library at 6.00. d. In the summer, he library starts at 6.00.
5	Woman: Man: Narrator:	a. Water the plants one time every day. b. Give the plants no more water. c. Water the plants frequently when the man is not there. d. Provide the plants limited water.
6	Man: Woman: Narrator:	e. Either the food or the service was not satisfying. f. She considered the restaurant's service was bad. g. The service was better than the food. h. The service did not dissatisfy her.
7	Woman: Man: Narrator:	a. He left with the woman. b. He told the kids to leave. c. He honestly wanted the woman to leave. d. He was prankering the woman to leave his house.
8	Woman: Man: Narrator:	a. It is improbable to finish. b. They are even not close to completing the project. c. The project is going to take all their effort. d. They do not have other things to do.
9	Man: Woman:	a. She prefers to leave. b. She would like to stay more than one hour.

	Narrator:	c. She does not mind one more hour. d. It is better to stay than to leave.
10	Woman: Man: Narrator:	a. The hotel's service could have been improved. b. Its service was the same as at the other hotels. c. The hotel's service wasn't nice. d. The hotel provided excellent service for its guests.

1b. DOUBLE NEGATIVES

Just like in Mathematics, when a negative meets a negative, it will result a positive. In English, the existence of two negative words or markers will create a positive meaning. For example:

It is not impossible = It is possible.

I don't like uncomfortable sofa = I like comfortable sofa.

I don't hate chicken = I love chicken.

Look at this following table. This will provide you where the double negatives can be formed.

Double Negatives		
Situations	Examples	Meaning
Negative words, ex: No, not, none	<i>I can't leave it unfinished tonight.</i>	I can leave it finished.
Negative prefixes: In-, un-, dis-	<i>Nobody isn't at home.</i> <i>I did not disrespect you.</i>	Everybody is at home. I respected you.
Two negative verbs	She doesn't bring the ATM, so she cannot withdraw.	Implies that she can withdraw money if she brings the ATM.
Neither or not...either	The shop won't open tomorrow, and neither the restaurant.	Both won't open tomorrow.

Example 2 (File name EN1-M3-EX2)

Listen to the conversation and fill the blanks on the script. Underline the words which indicates double negative expressions. Then, pick your best answer.

Man : *I'd like to this it's too I with me, though.*

Woman : could the for you don't , *I won't be able to*

Narrator : does man?

- a. He can only get a refund with a receipt.
- b. The sweater isn't available in a larger size.
- c. He can get his money refunded.
- d. The sweater fits him perfectly.

Discussion:

Script:

Man : *"I'd like to return this sweater because it's too small. I don't have the receipt with me, though."*

Woman : *"You could exchange the sweater for another size. But if you don't have the receipt, I won't be able to give you your money back."*

Narrator : *"What does the woman tell the man?"*

- Listen and look at again what the 2nd speaker says, “*But if you don't have the receipt, I won't be able to give you your money back*”. This double negative means if the man has the receipt, the woman will allow him to have the money back or to change the sweater with the right size. Therefore, the answer for this question is A.

Exercise 3.2. (File name EN1-M3-Exercises3.2)

Now listen to these following short conversations. Try to completely write down the scripts. Then, underline the key words showing double negative expressions. Finally, pick up your best answers!

1	Man: Woman:	<ul style="list-style-type: none">a. She really hopes for Ron's chances.b. He will certainly be elected.
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	Narrator:	c. The election is now accomplished. d. It may occur.
2	Woman: Man: Narrator:	a. Several parts of his games were better than others. b. His serves were better than his volleys. c. His both parts of the game were terrible. d. He performed rather well in the game.
3	Man: Woman: Narrator:	a. It is surprising that he was prepared. b. His strong preparation came as no surprise. c. He set up a really big surprise. d. As usual, he was not ready.
4	Man: Woman: Narrator:	a. She felt well enough to go out. b. She went out to get some medicine. c. She felt like dancing, so she went out with everybody. d. Because of her illness, she stayed home.
5	Woman: Man: Narrator:	a. The others do not realize her problems. b. She knows that she has been a problem. c. She does not have a care in the world. d. She has problems that others are not aware of.
6	Man: Woman: Narrator:	a. Both Steve's and Paul's papers were not complete. b. Steve wanted to finish his paper, and Paul did too. c. When Steve couldn't finish his paper, Paul wasn't able to help. d. Steve and Paul were busy doing their papers term.
7	Man: Woman: Narrator:	a. George took responsibility for the unpaid bill. b. Bill wasn't responsible for paying George's rent. c. George carelessly behaved by not taking care of the bill.

		d. George is not in charge to pay the bill.
8	Man: Woman: Narrator:	a. It is good that he was not admitted. b. It is fortunate that he was accepted c. It is too bad he was denied. d. Fortunately, the university didn't accept him.
9	Woman: Man: Narrator:	a. The first essay was better than the second one. b. The first and second drafts could not be better. c. The second draft of the essays was much better than the first one. d. Both of the essays were poorly written.
10	Man: Woman: Narrator:	a. Roger wasn't the least bit disturbed. b. Roger's been bothered. c. Roger has not been disturbed. d. The problems have affected Roger a little bit.

1.c. ALMOST NEGATIVES

Almost negative means that something is not fully or not 100% negative. In English we can recognize this by expressions such as hardly, seldom, etc. For better understanding, look at this sentence:

She rarely goes home by bus.

→ The word “rarely” means that she almost never (not never) goes by bus.

Common Almost Negative Expressions		
Meaning	expression	Example
Almost none	<i>Hardly, barely, scarcely, only</i>	There is <i>hardly</i> any food in the refrigerator.
Almost never	<i>Rarely, seldom</i>	He <i>seldom</i> books flight by Traveloka.

Example 3 (File name EN1-M3-EX3)

Listen to the conversation and fill the blanks on the script. Underline the words which indicates almost negative expressions. Then, pick your best answer.

Woman : *Are you the*?
Man : *Only have I such meat*
Narrator : mean?

- a. This is the best meat he's tasted in a long time.
- b. He is willing to eat some meat from the delicatessen.
- c. Meat tastes delicious to him when it's cooked rare.
- d. He is not certain if the meat is delicious.

Discussion:

Script:

Woman : "Are you enjoying the barbecue?"
Man : "Only rarely have I tasted such delicious meat"
Narrator : "What does the man mean?"

→ Look at again what the 2nd speaker says, "Only rarely have I tasted such delicious meat". The word 'rarely' indicates that he almost never tastes delicious meats. This means that this is his first time to taste the best/most delicious meat in a certain time. Thus, the answer for this question is A.

Exercise 3.3. (File name **EN1-M3-Exercises3.3**)

Now listen to these following short conversations. Try to completely write down the scripts. Then, underline the key words showing almost negative expressions (barely, rarely, only, etc). Finally, pick up your best answers!

1	Man: Woman: Narrator:	a. When it is in July, it rains hard. b. In July, it rains hard. c. There is little rain in July. d. In July, rain never comes.
2	Woman: Man: Narrator:	a. John was not admitted. b. Two were accepted. c. All of them are not going to the university. d. The university admitted the three students.

3	Man: Woman: Narrator:	a. Professor Frank didn't pass Mark on the history exam. b. Mark had the highest grade on the history exam. c. Although he passed, Mark's exam grade was not too good. d. Mark failed his history exam.
4	Man: Woman: Narrator:	a. He does not mind waiting for Dr. Roberts. b. He often has long line waiting for Dr. Robert in his office. c. He must patiently wait for Dr. Robert. d. Dr. Robert is mostly on time.
5	Woman: Man: Narrator:	a. Betty prefers to take vacation in winter. b. A winter vacation is rare for Betty c. Generally, Betty works one week during vacation. d. Betty frequently takes vacation in winter.
6	Man: Woman: Narrator:	a. He is a great student. b. He barely spends his time on his courses. c. His books are always open. d. He never studies.
7	Man: Woman: Narrator:	a. He couldn't complete the exam. b. He finished the exam in much time. c. He was scared if he couldn't finish. d. He used every single possible minute to finish.
8	Man: Woman: Narrator:	a. The meeting lasted just until one o'clock. b. The one staff-meeting should last longer. c. This staff meeting was very long.

	d. In a long time, this was the only staff meeting they have.
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1.d. Comparatives with Negatives

In short dialogue, negatives can be used with comparatives. A sentence with a negative-comparative results in superlative meaning. This signifies strong stress on the sentence, which means “superlative” may be replaced by other words such as extremely, very, etc. Look at this example below:

I do not find naughtier kid than Tom in this class.

- The negative “do not” is followed by comparative “naughtier” means that the Tom is the naughtiest kid in this class. “the naughtiest” can also be replaced by “extremely naughty” or “highly naughty”, etc.

Comparatives with negatives		
more	<i>Nothing is more expensive than NFT.</i>	NFT is the most expensive. NFT is extremely expensive. NFT is incredibly expensive.
-er	<i>John couldn't be more thankful.</i>	John is the most thankful. John is really thankful. John is extremely thankful.

Example 4: (File name EN1-M3-EX4)

Listen to the conversation and fill the blanks on the script. Underline the words which indicates almost negative expressions. Then, pick your best answer.

- Woman** : “..... do you in the in biology?”
Man : “..... could ... been than”
Narrator : “.... does mean?”

- a. The exam had nothing difficult on it.
- b. Nothing was very hard on the test.
- c. The test wasn't easy at all.
- d. The test could not have been easier.

Discussion:

Script:

- Woman** : “How do you think you did in the final exam in biology?”

Man : "Nothing could have been more difficult than that exam."
Narrator : "What does the man mean?"

- Let's see again the 2nd speaker statement 'Nothing could have been more difficult than that exam.' It has a negative marker 'nothing' and a comparative marker 'more difficult'. This means that the final exam is the most difficult exam the man took. Thus, the answer is C.

Exercise 3.4. (*File name EN1-M3-Exercises3.4*)

Now listen to these following short conversations. Try to completely write down the scripts. Then, underline the key words showing almost expressions with negative comparative. Then, pick up your best answers!

1	Man: Woman: Narrator:	a. She didn't perform very well on the test. b. She is not very happy. c. She's delighted with the results. d. She could be somewhat happier.
2	Woman: Man: Narrator:	a. Paula made a strong effort. b. Paula could have tried harder. c. Paula is mostly lazy. d. Paula didn't try hard in this semester.
3	Man: Woman: Narrator:	a. The prices could have been lower. b. Because of the prices, she didn't buy much. c. The prices were too expensive. d. The prices were great.
4	Woman: Man: Narrator:	a. He doesn't recognize her very well. b. She always tells him everything. c. She is not so smart. d. She's incredibly intelligent.
5	Woman: Man: Narrator:	a. It was necessary to perform the surgery immediately. b. Surgery is absolutely not needed by the patient.

		c. The importance for the surgery was unquestionable. d. The surgeon felt that the operation was important.
6	Man: Woman: Narrator:	a. They were not really fortunate. b. She wanted to have better luck. c. No one got hurt. d. The accident was unlucky.
7	Man: Woman: Narrator:	a. She did win the race. b. She wasn't quicker than anyone. c. She was second in the race. d. She was nearly the slowest participant in the race.
8	Man: Woman: Narrator:	a. Everyone else wants that job as badly as she does. b. She is not certain about accepting the job. c. She really wants that job so much. d. Nobody is going to get the job.

C. EXERCISES

Review Exercises: (File name EN1-M3-Review Exercise)

This is a review exercise. Listen carefully to the short conversations and the questions. Complete the conversation in the blanks. Pay attention, so you can see the negative, almost negative, double negative, and negative with comparative sentences. Then, choose your best answer and be careful with the passive statement.

1	Man: Woman: Narrator:	a. She is impossible to do anything else. b. She's able to try a bit harder. c. She does the best she can. d. There is many more than she can do.
2	Man: Woman:	a. Only on the trip was the bus right on schedule. b. The bus left on time only for once.

	Narrator	c. The bus was always late. d. She's always late for the bus.
3	Man: Woman: Narrator:	a. Everyone surrounding the table had much soup. b. There was not sufficient soup to go around. c. They had so much soup that they could not finish it. d. Everyone had one serving of soup, but there was not enough for the seconds.
4	Woman: Man: Narrator:	a. It's highly necessary for her to go. b. She really wants to see the movie. c. She really couldn't move to Florida. d. She's not willing to go there anymore.
5	Man: Woman: Narrator:	a. She could accomplish the paper, but she didn't turn it in. b. The paper was completely messy, so she did not turn it in. c. The paper was not finished. d. She handed the paper in right on schedule.
6	Woman: Man: Narrator:	a. Sylvia likes modern art less than Tim does. b. Sylvia cares for nothing on What Tim does. c. Sylvia and Tim share the same opinions on modern art. d. Neither Tim nor Sylvia takes care of Art.
7	Woman: Man: Narrator:	a. They never feel hard to work in the afternoon. b. In the afternoon, they never work. c. They do not do much after lunch. d. They mostly work hard in the afternoon.
8	Man: Woman: Narrator:	a. When warm, he turns on the AC. b. The AC only works every time it is not needed. c. He likes turning on the AC when it gets warm. d. It's difficult for him to work when it is warm.

9	Man: Woman: Narrator:	a. He has felt worse before this. b. He really poorly performed on the test. c. He is not so unhappy with the results. d. The test's results couldn't have been better.
10	Woman: Man: Narrator:	a. All the committed members should not have decided the issue. b. Because so many members were absent, the issue was not decided. c. With so many present members, the committee could not reach an agreement. d. The committee must have waited until more and more members were present.

D. REFERENCES

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**MEETING IV
(LISTENING)**
AGREEMENT, SUGGESTION, AND UNCERTAINTY

A. OBJECTIVES

After studying this material, students are able to:

2. understand various expressions of agreement both for positive and for negative expressions
3. understand various expressions of suggestions and Uncertainty

B. MATERIAL DESCRIPTION

1. INTRODUCTION

In this meeting, there are three topics we are discussing. They are agreement, suggestions, and uncertainty.

1.a. Agreement

Agreement is another expression frequently appearing in short conversations. You are required to be familiar with both them. Agreement may appear either in positive or in negative form.

This following table shows you the most common expressions used

Expressions on positive agreement	Expressions on negative agreement
<i>So do I</i> <i>Me, too.</i> <i>I'll say!</i> <i>Didn't she?</i> <i>You can say that again!</i>	<i>Neither do I.</i> <i>I don't either.</i>

Example 1: (File name EN1-M4-EX1)

Now, listen to the following conversations. Complete the blanks as you are listening to the conversation. Underline the key words indicating agreement on the positive expression, then pick your best

Man : This a 2-semester One is time
to

Woman : can that!
Narrator : does

- a. He would like to take the course two semesters from now.

- b. He thinks the course should be extended as well.
- c. He would like the woman repeating what she said.
- d. He thinks that the course should be extended.

Discussion:

Script:

Man : *'This should be a two-semester course. One semester is just not enough time to learn all the materials.'*
Woman : *'You can say that again'*
Narrator : *'What does the man mean'*

→ Listen carefully again to the 2nd speaker. The woman says ‘You can say that again’. This expression indicates that she agrees to the positive statement told by 1st speaker “This should be”. Thus, the best answer is B.

Example 2: (File name EN1-M4-EX2)

Now, listen to the following conversations. Complete the blanks as you are listening to the conversation. Underline the key words indicating agreement for negative expression, then pick your best answer.

Man : *'..... like or in your?'*

Woman : *'....., thank you.'*

Narrator : *'What the woman?'*

- a. Either milk or sugar in her coffee
- b. Tea, not coffee
- c. Black coffee without sugar
- d. Nothing to drink right now

Discussion:

Script:

Man : *'Would you like milk or sugar in your coffee?'*
Woman : *'Neither, thank you.'*
Narrator : *'What does the woman want?'*

→ Listen to the 2nd speaker. The woman responds by saying ‘Neither, thank you’. The word ‘neither’ indicates that she doesn’t want milk and she doesn’t want sugar too in her coffee. Thus, the best answer for this is C.

Exercise 4.1 (File name: EN1-M4-Exercises4.1)

1	Man: Woman: Narrator:	e. She would like to take two trips rather than one. f. She would also like to take a trip. g. The trip costs too much. h. She doesn’t think that a trip would be a good idea.
2	Man: Woman: Narrator	e. He thinks the elections should take place next month. f. He would like to see the election of the town council. g. He doesn’t agree with the woman. h. He agrees that Matt should be elected.
3	Man: Woman: Narrator:	e. She wants to take neither beginning nor intermediate French. f. She knows that she is not ready for intermediate French. g. She’s not sure if she should take a trip to French. h. She is not sure which course she should take.
4	Woman: Man: Narrator:	e. The man said something foolish. f. The man should repeat what he said. g. She agrees that the food is pretty bad. h. She thinks that the food is the best she has ever tasted.
5	Man: Woman: Narrator:	e. He’s enjoyed himself tremendously. f. He wants to know what she said. g. This party hasn’t been any fun at all. h. He wonders if the woman enjoyed herself.
6	Woman: Man:	e. She says that she did not do it. f. She agrees with the man about what happened. g. She does not like what the man said.

	Narrator:	h. She condones what happened.
7	Woman: Man: Narrator:	e. The loud parties don't bother him. f. He agrees that the upstairs are noisy. g. He says that the neighbors don't have many parties. h. He thinks that the parties aren't loud.
8	Man: Woman: Narrator:	e. She is not sure if she likes the meal. f. She can't stand this meal. g. She doesn't like this meal too much. h. This food tastes amazing to her.

1.b. Suggestions & Uncertainty

In short conversations, when the first speaker is speaking, it is common for the 2nd speaker to give a suggestion as his or her response. Still, sometimes the 2nd speaker may also respond by expressing his or her doubt or showing their uncertainty to what the 1st speaker says. Here are common expressions of uncertainty and agreement:

Suggestions	Uncertainty
Why not.....?isn't it? (tag question)
How about.....?	As far as I know...
Let's.....	As far as I can tell...

Example 3: (File name EN1-M4-EX3)

Now, listen to the following conversations. Complete the blanks as you are listening to. Underline the key words indicating suggestion, then pick your best answer!

Man : 'We discuss some time in the days.'

Woman : '..... How over?'

Man : 'When the want to talk the?'

- a. When lunch is over
- b. During lunch
- c. In a few days
- d. Before they eat

Discussion:

Script:

Man : ‘We need to discuss our presentation some time in the next few days.’

Woman : ‘Fine. How about over lunch today?’

Man : ‘When does the woman want to talk about the presentation?’

→ Listen to the 2nd speaker. The woman responds the 1st speaker by saying ‘Fine. How about over lunch today?’. The expression ‘how about....’ indicates that the woman suggest something to the man. Therefore, the best answer for this question is A.

Exercise 4.2 (File name: EN1-M4-Exercises4.2)

1	Woman: Man: Narrator:	a. He must tell her how far she should go. b. The professor told students to read the chapters after the exam. c. He’s sure about which chapters they are going to read. d. He thinks he knows what the assignment is.
2	Man: Woman: Narrator	a. The man should feel sorry. b. The man shouldn’t try cherry pie. c. the man should take out the pie. d. The man should try something else.
3	Woman: Man: Narrator:	a. He will start the movie himself at 8.00. b. He knows the movie starts at 8.00. c. He is not quite sure when the movie begins. d. He thinks the start of the movie has been changed.
4	Woman: Man: Narrator:	a. Washing the dishes before they leave b. Leaving later so that they can do the dishes no c. Leaving the house with the dishes d. Not doing the dishes now

5	Man: Woman: Narrator:	a. She believes Matt has the ability for the part. b. She told Matt to roll farther. c. Matt is far from sufficient talent. d. She's told Matt he'll go far.
6	Woman: Man: Narrator:	a. The woman should try not to break her leg. b. They should go on a trip with Mary. c. They should go to the hospital. d. Mary should visit the man.
7	Man: Woman: Narrator:	a. She believes the children are in the park. b. She's going to the park to find the children. c. The children have finished playing the ball. d. She knows where the children are.
8	Man: Woman: Narrator:	a. The man should work with Tom on his math assignment. b. The man should try to borrow some from a neighbor. c. The man should check what behind the door is. d. The man should take a check and hand it to Tom.

Example 4: (File name EN1-M4-EX4)

Now, listen to the following conversations. Complete the blanks as you are listening to it. Underline the key words indicating uncertainty, then pick your best answer!

Woman : 'Is the due on the or the?'

Man : '.... the fifteenth I'

Man : 'What the?'

- a. He knows when they should pay the bill.
- b. The bill is going to be fifteen days late.
- c. He thinks the bill is due in the middle of the month.
- d. The bill is approximately fifteen dollars.

Discussion:

Script:

Woman : *'Is the utility bill due on the first or the fifteenth?'*

Man : *'On the fifteenth as far as I know.'*

Man : *'What does the man mean?'*

- Listen to the 2nd speaker. The man responds the 1st speaker by saying '*On the fifteenth as far as I know.*' The expression '*as far as I know*' indicates that the man is not sure of what he says. He is doubt about the information he tells the woman. Thus, the best answer is C.

C. Exercises

Review Exercises: (File name EN1-M3-Review Exercise)

This is a review exercise. Listen carefully to the short conversations and the questions. Complete the conversation in the blanks. Pay attention, so you can see and understand the expressions of suggestion, agreement, and uncertainty. Then, choose your best answer and be careful with the passive statement.

1	Man: Woman: Narrator:	a. The bill is high because she has a lot to say. b. She agrees with the man. c. She plans to talk a lot this month. d. She has a lot to say about the phone bill.
2	Woman: Man: Narrator:	a. Bill was sick of calculus class. b. Bill had forgotten about the calculus class that morning. c. Bill had never really been sick. d. Bill was too sick to come to class. e.
3	Man: Woman: Narrator:	a. The man should go out Monday instead. b. The man should go out tonight. c. The man should stay home and relax. d. The man should work on the paper tonight.
4	Woman:	a. The breakfast in the cafeteria was not very tasty.

	Man: Narrator:	b. The woman never ate breakfast in the cafeteria. c. The cafeteria was open in the morning. d. The cafeteria did not serve breakfast.
5	Woman: Man: Narrator:	a. He knows where the parking lot is. b. He knows that they won't get a ticket. c. He believes that it is acceptable to park there. d. The parking lot is too far from their destination.
6	Woman: Man: Narrator:	a. He's happy the class is over, too. b. He says that he would like to take the class again. c. He would be glad to say it over again. d. He would like the woman to repeat what she said.
7	Woman: Man: Narrator:	a. Both he and the woman were unsuccessful on the math problems. b. He was able to finish some of the problems. c. He finished all the problems. d. He doesn't believe what the woman said.
8	Man: Woman: Narrator:	a. The man had given the package to the woman to mail. b. The man remembered the package after he went to the post office. c. The man had mailed the package. d. The man had forgotten to go to the post office.
9	Woman: Man: Narrator:	a. They should go together in his car. b. The woman should buy a bigger car. c. The woman should try not to be afraid. d. They should take both cars.
10	Woman: Man:	a. He's sure that the muffins were just made. b. The muffins are not really fresh.

	Narrator:	c. He wants to know if the muffins taste good. d. He thinks the muffins were recently prepared.
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**MEETING V
(LISTENING)
CONTRARY MEANINGS**

A. OBJECTIVES

After studying this material, students are able to:

1. understand various expressions of wishes
2. understand various expressions of untrue conditions

B. MATERIAL DESCRIPTION

In this meeting, we are going to learn about contrary meanings. There are two topics in this meeting, they are ‘wishes’ and ‘conditional sentences’.

1.a. Wishes

In short conversations, you will sometimes listen to the expressions of wishes. When you have these conversations, you must always remember that wishes mean the opposite of the truth. Therefore, if the wish is in positive statement, the truth is negative and vice versa.

To clearly understand, look at this following table:

Details	Examples	Meaning
<ul style="list-style-type: none"> • An affirmative (positive) wish means negative in reality. • A negative wish means positive in reality. 	<ul style="list-style-type: none"> - I wish I could buy the ticket for the concert. - I wish she did not forget the assignment. 	<ul style="list-style-type: none"> - I cannot buy the ticket concert. - She forgets the assignment.
<ul style="list-style-type: none"> • When a wish is expressed in simple past, the reality means in simple present. • When a wish is expressed in past perfect, the reality means in simple past. 	<ul style="list-style-type: none"> - I wish John were the winner. - I wish we arrived on time. - I wish she had been in Los Angeles. - I wish my kids had not seen the accident. 	<ul style="list-style-type: none"> - John is not the winner. - We don't arrive on time - She was not in Los Angeles. - My kids saw the accident.

Example 1: (*File name EN1-M5-EX1*)

Now, listen to the following conversation. Complete the blanks as you are listening to it. Underline the key words indicating wishes, then pick your best answer.

Man : *How do you on the that had?*

Woman : *wish I take*

Narrator : *the woman* ?

- 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.

Discussion:

Script:

Man : *"How do you think you did on the literature exam that you had this morning?"*

Woman : *"I really wish I could take it over again."*

Narrator : *"What does the woman imply?"*

→ Listen carefully again to the 2nd speaker. The woman says “I really wish I could take it over again”. The word “wish” clearly shows a wish. And after the verb ‘wish’ the clause says “I could take it over again”. This clause is in simple past. This means the reality or the action is in the present time. And it is also an affirmative or a positive clause of wish. This means that reality is in contrary to the wish. In short, the reality is in negative form and in the present time ‘I cannot take the test over again’. The real meaning indicates D is the best answer.

Exercise 5.1 (*File name: EN1-M5-Exercises5.1*)

1	Man: Woman: Narrator:	<ul style="list-style-type: none">i. Not many people want to get the tickets for the concert.j. In front of them, the line is too long.k. There are not very many people in front of them.l. The line is too short.
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2	Woman: Man: Narrator:	i. He wanted the woman to gain a ticket. j. The woman talked about the ticket to him. k. The woman told him nothing about the ticket. l. He was glad to figure out about the ticket.
3	Man: Woman: Narrator:	i. She likes working so much. j. Next week, she's working too many hours. k. Next week, she does not own enough hours. l. Next week, she is not working too many hours next week.
4	Man: Woman: Narrator:	i. She doesn't like the changes that the department made. j. She likes the new requirements. k. The department changed nothing on the requirements. l. She changed her apartment just before graduation.
5	Woman: Man: Narrator:	i. He is not afraid to go. j. He is not willing to spend the money. k. He is going to the theater. l. He doesn't have enough money.
6	Woman: Man: Narrator:	i. He had a bet with Harry. j. He has not heard anything about Harry. k. Harry studied hard for the exam. l. Harry did not prepare enough for the test.
7	Man: Woman: Narrator:	i. She is good at math, but she's taking the algebra course anyway. j. She has a good course schedule in this semester. k. She doesn't have to take the algebra course. l. The algebra she is taking is not her favorite course.

8	Woman: Man: Narrator:	i. His apartment is too expensive. j. He could find a cheap apartment. k. The apartment is cheap because of its location. l. He doesn't like the location of the apartment.
9	Woman: Man: Narrator:	a. He arrived early at the auditorium. b. He prefers sitting at the back. c. He was not early enough to get a seat at the front. d. He got one of the best seats in the auditorium.
10	Woman: Man: Narrator:	a. For him Sociology is less important than football this weekend. b. He'd like to perform his social skills at the game. c. He wishes he could work on his sociology term paper. d. He cannot attend the game because of his school assignment.

1.b. Conditional Sentences

Just like the previous topic on ‘wish’, conditional sentence also means the opposite of real condition. Before we are discussing further, let’s go back again to the concept of ‘conditional sentence’. And from the aspect of tenses, we need to go back one tense when expressing conditional. When we talk about present, the conditional sentence must use simple past, and when we talk about past time, the conditional must be expressed using past perfect.

Details	Examples:	
<ul style="list-style-type: none"> - When a conditional sentence is in positive, the reality is in negative. 	<ul style="list-style-type: none"> - If I were at office, I would help you. 	<p>➔ I am not at home, I won't help you.</p>
<ul style="list-style-type: none"> - When a conditional sentence is negative, the reality is positive. 	<ul style="list-style-type: none"> - I couldn't track him if I didn't use my GPS. 	<p>➔ I can track him, I use my GPS.</p>
<ul style="list-style-type: none"> - Simple past conditional sentence 	<ul style="list-style-type: none"> - She was served first if she came earlier. 	<p>➔ She is not served first, she does not come earlier.</p>

refers to simple present reality. - Past perfect conditional sentence refers to past reality.	- If you had informed me, I would have prepared the folders.	→ You didn't inform me, I didn't prepare the folders.
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A conditional sentence may also be expressed by omitting the conditional conjunction ‘if’. If you want omit it, you must place the auxiliary in the beginning of the sentence.

If + S + V = Auxiliary + S + V

Look at the following examples:

Using ‘if’	Without ‘if’
<ul style="list-style-type: none"> - If I were at office, I would help you. - I couldn’t pay the bills if I didn’t have the credit card. - She was served first if she came earlier. - If you had told me, I would have known what to do. 	<ul style="list-style-type: none"> - Were I at office, I would help you. - I couldn’t pay the bills did I not have the credit card. - She was served first did she come earlier. - Had you told me, I would have known what to do.

Example 2 (File name: EN1-M5-EX12)

Now, listen to the conversation. Complete the blanks as you are listening to it. Underline the key words indicating conditional, then pick your best answer.

Woman : “Ihavetimethe pianofor the I Iat all.”

Man : “..... I you, I dwell on it”

Narrator : “..... does suggest?”

- a. Find a new place to live
- b. Spend some time practicing
- c. Go to another concert
- d. Forget about the concert

Woman : *I should have spent more time practicing the piano to get ready for the concert. I don't think I played well at all.*

Man : *If I were you, I wouldn't dwell on it another minute.*

Narrator : *What does the man suggest the woman do?*

Discussion:

Script:

- The 2nd speaker responds by saying 'If I were you, I wouldn't dwell on it another minute'. The 'if' indicates the conditional and 'I were you' indicates simple past. This means that the reality is in negative statement and in simple present 'I am not you'. The main clause 'I wouldn't dwell on it another minute' means that the 2nd speaker will not think much later about it. Thus, the best answer for this is D.

Exercise 5.2 (File name: EN1-M5-Exercises5.2)

1	Woman: Man: Narrator:	a. He already knew about the meeting when the woman called. b. The woman didn't have to call him. c. The woman called to inform him know the meeting. d. He's not pleased the woman calling him.
2	Man: Woman: Narrator:	a. The police should not stop the man so often. b. The man rode a bit slowly. c. The police do not frequently stop the man. d. The man often drives too fast.
3	Man: Woman: Narrator:	a. She asks if the man would be nice enough to come working in her place on Friday. b. It's so sad that they have to work on Friday. c. She's very pleased they must not work on Friday.

		d. It'd be nice if they were able to finish their work on Friday.
4	Woman: Man: Narrator:	a. The letter did not need more postage. b. The letter arrived last week. c. She did not put enough number of postages on the letter. d. She did not put any postage on the letter.
5	Woman: Man: Narrator:	a. Dogs do not need much attention. b. He doesn't pay attention to dogs. c. He wishes he had a dog. d. He owns a dog.
6	Man: Woman: Narrator:	a. They knew preparing for the exam would take much time. b. When they knew about the exam, they began to prepare themselves. c. They prepared nothing for the exam. d. They knew they had to be prepared for the test.
7	Woman: Man: Narrator:	a. The restaurant is rather inexpensive. b. It costs so much for him to go. c. He joins them to go to the restaurant. d. He is unworried about the cost of the restaurant.
8	Woman: Man: Narrator:	a. Joe could get out of the way. b. Joe jumped out of the way because of the oncoming car. c. Because Joe didn't see the car coming, he wasn't able get out of the way. d. When Joe saw the car getting close, he tried to avoid the way.
9	Woman: Man:	a. The woman was not really there. b. The woman would leave soon. c. The woman wanted to be there. d. The woman did not come.

	Narrator:	
10	Man: Woman: Narrator:	a. Kathy won the first prize for her hard work on the art project. b. Kathy worked so hard that she knew first prize belonged to hers. c. Kathy did not work as hard as possible because she did not know what the reward was. d. Kathy wasn't able to have put more effort into the project to win the prize.

C. EXERCISES

Review Exercises: (File name EN1-M5-Review Exercise)

This is a review exercise. Listen carefully to the short conversations and the questions. Complete the conversation in the blanks. Carefully listen to the conversation, so you well understand the ‘wish’ and the ‘conditional’. Then, choose your best answer and be careful with the passive statement.

1	Man: Woman: Narrator:	a. She enjoyed the film. b. She thinks the movie was really violent. c. She prefers a more violent movie. d. She enjoys violent films.
2	Woman: Man: Narrator:	a. He didn't remember to close the windows. b. He left the windows open. c. The rain entered the house. d. The rain did not get it.
3	Man: Woman: Narrator:	a. Her parents are coming in the ceremonies. b. She does not graduate this year. c. Her family cannot come to graduation. d. It is a possibility that her family will come.

4	Woman: Man: Narrator:	a. He is going to take his vacation next week. b. He will be present at the conference. c. He won't skip his vacation. d. He's going to miss the conference.
5	Woman: Man: Narrator:	a. He must head to the lab. b. He doesn't take chemistry class. c. He isn't having chemistry lab this afternoon. d. He enjoys his chemistry lab.
6	Man: Woman: Narrator:	a. They were out of gas because they didn't stop at the gas station. b. They weren't out of gas even though they didn't stop at the service station, c. They still ran out of gas although they filled up the tank. d. They filled up the fuel tank at the last service station.
7	Woman: Man: Narrator:	a. He is required for a few more courses. b. His schedule is not really heavy. c. He will register for many courses next coming semester. d. He in more courses than he is really willing to.
8	Man: Woman: Narrator:	a. She's been lost on the bus. b. She doesn't know how to get to her office. c. She never takes the bus to work. d. She mostly takes the bus.
9	Man: Woman: Narrator:	a. She didn't visit the store. b. She had no eggs at the store. c. She bought some eggs at the store. d. He can borrow some eggs.
10	Man: Woman:	a. Teresa did exactly what the doctor told her. b. Teresa didn't follow the doctor's order.

	Narrator:	c. The doctor didn't prescribe the medicine. d. Teresa is feeling a lot better.
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**MEETING VI
(LISTENING)
IDIOMATIC EXPRESSIONS**

A. OBJECTIVES

After studying this material, students are able to:

1. understand and be familiar with various phrasal verbs and their meanings
2. understand various idiomatic expressions and their meanings

B. MATERIAL DESCRIPTION

In this meeting, we are discussing phrasal verbs and idiomatic expressions.

1.a. Phrasal Verbs

Phrasal verbs are common in our daily activities. In TOEFL listening, you will find so many phrasal verbs. You must learn them since most of the meanings are not from the words forming the phrasal verbs themselves. Still, they may consist until 3 words. To understand better try to find the meaning of phrasal verbs in these sentences:

1. People criticize many parents for the way they *throw/bring/make up* their children. (to raise children)
2. Many politicians rejects to *come/face /move up* to their responsibilities when crises happen. (*to accept an unpleasant state of affairs, and try to deal with it*)
3. The politicians think they can sit on the chairs forever. People hatred can actually cause them to *fall/die/cut down*. (to become less strong)
4. The fights against Covid_19 *add/count/hold on* cooperation of all people. (*to rely/depend on other people*)
5. We all must *try/switch/call off* our holiday to Bali because of the pandemic.

Now, try to match these phrasal verbs with the right meaning. No. 6 has been done for you as an example

1. <i>place/argue /put forward</i>	a. <i>to get rid of something</i>
2. <i>come/move/run into</i>	b. <i>To explain an idea, often in a way that is easy for people to understand)</i>
3. <i>take/acquire/control</i>	c. <i>to think about something that happened in the past</i>
4. <i>carry/keep/go on</i>	d. <i>to change from being children to being adults</i>

5. <i>put/give/move across</i>	e. <i>to continue</i>
6. <i>look/move/consider back</i> → <i>look back</i> = C	f. <i>to meet someone by chance</i>
7. <i>grow/look/stand up</i>	g. <i>to suggest or state the case for something</i>
8. <i>go/do/put away with</i>	h. <i>to start to do something in place of someone else</i>

Now, let's try to analyse the phrasal verbs in short conversation. Listen to the following conversation, complete the blanks, underline the phrasal verbs. After you find the meaning of the phrasal verbs, pick your best answer.

Example 1 (File name EN1-M6-EX1)

Man : Just , in couple of , in Montreal.

Woman : will get once you get ?

Narrator : does the woman the ?

- a. How long he will stay in Montreal.
- b. How he plans to travel to Montreal.
- c. What form of transportation he is going to take there.
- d. What other cities he is going to plan to visit.

Discussion:

Script:

Man : Just think, in another couple of days, I'll be in Montreal.

Woman : How will you get around once you get there?

Narrator : What does the woman ask the man?

- Listen again to the 2nd speaker. The woman asks how the man will get around when he is in Montreal. The phrasal verb ‘get around’ means ‘to move from place to place’ or ‘to go to a lot of different places’. Still, the question ‘how’ must indicate of method. Thus, this question is asking what kind of transportation the man will use in Montreal. The best answer for this question is C.

Exercise 6.1 (File name: EN1-M6-Exercises6.1)

Listen to these following conversations. Write down the script, underlined the phrasal verbs, and pick your best answer!

1	Man: Woman: Narrator:	a. Visit their neighbors b. Help the neighbors move in c. Phone their neighbors over the fence d. Call their neighbors
2	Woman: Man: Narrator:	a. The course is about the same as before. b. He is not as bored as the woman in the class. c. The course becomes more interesting. d. The course was more interesting before.
3	Man: Woman: Narrator:	a. She is just getting another headache at the moment. b. Her headache becomes worse. c. She felt better last morning than at the moment. d. She seems to feel better at the moment.
4	Man: Woman: Narrator:	a. The man should completely stop smoking. b. The man should cut the ends of the cigarettes. c. The man should decrease the total of cigarettes he smokes. d. The man should stop cutting the cigarettes into pieces.
5	Woman: Man: Narrator:	a. The client caused the lawyer unhappy about the case. b. The client presented his case to the lawyer. c. The client was upset on the lawyer's decision. d. The client was disappointed because the lawyer gave back the suitcase.
6	Woman: Man:	a. She always tries to get ahead of everybody else.

	Narrator:	b. She avoids others and she doesn't want to spend time with them. c. She gets along with everyone. d. She gets back at people crossing her.
7	Man: Woman: Narrator:	a. He will see what the children have done. b. The children need to be kept an eye on. c. It is important for him to tidy up after the children. d. He must try to find the children.
8	Woman: Man: Narrator:	a. They are lying down on the job. b. They are being released from their works. c. They are spending too much time to relax at the factory. d. They are going on strike.
9	Woman: Man: Narrator:	a. He pulled a muscle while playing football. b. It is not so hard to play on the soccer team. c. He is betting that his football team is going to win. d. He is really passionate to be successful.
10	Woman: Man: Narrator:	a. She doesn't know where she leaves her keys. b. She is really the one who put the keys inside the car. c. She wasn't able to understand why the man did what he did. d. She's uncertain why she tolerates the man's behavior.

1.b. Idiomatic Expressions

<https://www.oxfordlearnersdictionaries.com/> defines idiom as “group of words whose meaning is different from the meaning of the individual words”. In short, we mostly cannot define an idiom from the words forming it. Idioms are special expressions spoken by native speakers when they mean something. They are used in almost all areas of life. In listening, questions about idioms are sometimes hard

to answer. This is because the idiom looks to explain something, but the real meaning is really different from the words forming it.

Before listening to the idiom in listening, look at these following idioms. Try to match them with the right meaning.

Neither here nor there	Responsible for something
Down to earth	Hostility due to past events, ill will, hatred
The big picture	Uninformed
In charge of	unimportant, unrelated with the topics being discussed
Small talk	In close association/relation with
Hand in hand	The most important facts about certain situation and the effect of the situation
Bad blood	Polite conversation on unimportant topics or chat
In the dark	Sensible and practical, in a way that is helpful and friendly

Now, let's listen to the examples of idioms in short conversation:

Example 2 (File name EN1-M6-EX2)

Woman : "Has management on a for raises?"

Man : "It's still the air. I it discussed at the next "

Woman : "What the man?"

- a. The airplane has not yet landed.
- b. The manager is full of hot air.
- c. Management is going to offer the pay raises on Friday.
- d. The policy on pay raise has not yet been decided.

Discussion:

Script:

Woman : "Has management decided on a new policy for pay raises?"

Man : "It's still up in the air. I think it will be discussed again at the meeting next Friday."

Woman : "What does the man mean?"

- ➔ Listen carefully to the 2nd speaker. The man says ‘it’s still up in the air’. This is an idiomatic expression, which means ‘it has not been completely planned or settled yet’. This is also emphasized by the next sentence ‘....again in the meeting next Friday’. Thus, the best answer for this question is D.

Example 3 (*File name EN1-M6-EX3*)

Man : “... guess is leaving now heading straight

.....”

Woman : “You’ve the on the!”

Narrator : “..... the say about?”

- a. He hit his head by himself.
- b. He is perfectly correct.
- c. He nailed the door closed.
- d. He is heading back home.

Discussion:

Script:

Man : “My guess is that you’re leaving the office now and heading straight home.”

Woman : “You’ve hit the nail on the head!”

Narrator : “What does the woman say about the man?”

- ➔ Look at and listen carefully to the 2nd speaker. The woman responds the man by saying “You’ve hit the nail on the head”. This idiom means ‘saying something perfectly correct’. Therefore, B is the best answer for this question.

Exercise 6.2 (*File name: EN1-M6-Exercises6.2*)

Listen to these following conversations. Write down the script, underlined the idiomatic expression, try to well understand their meanings, and pick your best answers!

1	Man: Woman: Narrator:	a. It's good that the man went to class, on time or not. b. The man has never been late. c. It's nice that the man was late for fifteen minutes. d. It's always bad to be late for class.
2	Woman: Man: Narrator:	a. The biology experiment concerns two-headed animals. b. The woman's assignments are all in her head. c. The woman must perform two experiments rather than one. d. It is indeed a good idea to work together.
3	Man: Woman: Narrator:	a. There is no time to present his report for the moment. b. It's best to get it over with right now. c. She's not willing to work on the report either. d. She doesn't have time to work now.
4	Man: Woman: Narrator:	a. She's just about to see the book. b. She's always lucky with books. c. She's so fortunate to get the last book. d. She's sorry she wasn't able to the book today.
5	Man: Woman: Narrator:	a. Everyone has different tastes. b. Each of them has his own restaurant. c. She doesn't really like that restaurant. d. The man doesn't like to eat in the restaurant.
6	Man: Woman: Narrator:	a. It is impossible to do it. b. The man should have asked her earlier. c. Had the man asked, she would have done it. d. She'll do it immediately.
7	Woman: Man:	a. Abbie's father knocked on the door. b. Abbie took a feather for his art project.

	Narrator:	c. He was locked down. d. He was really shocked. It was unbelievable for him.
8	Man: Woman: Narrator:	a. The sixth chapter are all about the boat. b. They are having a boat-trip together. c. The man is going to read while he's on the boat. d. Everybody must has do the same thing.
9	Woman: Man: Narrator:	a. She has a really good head and shoulders. b. She's the greatest of all. c. She is taller than the others. d. She put her science project on top priority over the others.
10	Man: Woman: Narrator:	a. The man has to pay attention to every single detail. b. The man has to fill out the application using dots and crosses. c. The man does not really have to apply for the scholarship. d. The man must improve his penmanship.

C. Exercises:

Review Exercises: (File name EN1-M6-Review Exercise)

This is a review exercise. Listen carefully to the short conversations and the questions. Complete the conversation in the blanks. Carefully listen to the conversation, so you will find out the phrasal verbs and other idiomatic expressions. Then, choose your best answers!

1	Man: Woman: Narrator:	a. Her roommate does the cooking while she does other chores. b. Her roommate cooks more frequently than she does. c. She and her roommate alternate cooking responsibilities.
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		d. She frequently has lots of take-out dinners.
2	Woman: Man: Narrator:	a. He has chipped tooth. b. He resembles his father. c. He and his father were playing a game with blocks. d. He lives one block from his father.
3	Man: Woman: Narrator:	a. She is getting sick. b. She has a lot of work to do. c. She does not like foot ball. d. She's going somewhere else.
4	Man: Woman: Narrator:	a. He said shameful things. b. He put his feet where he should not do. c. He told the teacher that his foot was hurt. d. He put the food that the teacher gave him into his mouth.
5	Man: Woman: Narrator:	a. She'd like to discuss something with the man for a few minutes. b. She would like to know if the man stays in the market only for a few minutes. c. She wants like the man to delay his trip. d. She thinks that the man would better leave a few minutes earlier than he planned before.
6	Man: Woman: Narrator:	a. The man's trying to do something dangerous. b. The man's playing a fire game in the park. c. The man maybe starts a fire at the park. d. The man parked his car close enough to the fire.
7	Woman: Man: Narrator:	a. She wishes the machine would cut the wood. b. She'd like them to stop the noise. c. The machines do not function very well.

		d. The machines don't really disturb her.
8	Man: Woman: Narrator:	a. Fred made a mistake. b. Fred has backed into a tree. c. Fred has protected the money in a barking tree. d. Fred's dog barks a lot.
9	Woman: Man: Narrator:	a. He should give back what he borrowed. b. He should not give up. c. She'll help him whenever he needs. d. He needs to put away what he doesn't need.
10	Man: Woman: Narrator:	a. The stream is dying up. b. She's swimming the pool to do the homework. c. Their chemistry homework is really difficult. d. She prefers swimming to doing the homework.

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MEETING VII
(Structure And Written Expression)
STRATEGY WITH ONE-CLAUSE SENTENCE

A. OBJECTIVES

Students will be able to understand the sentence with one clause, the description and example of subject, verb and sentence and verb agreement.

B. MATERIAL DESCRIPTION

1. Sentence with One clause

It is called a sentence in English if it has at least a subject and a verb, it completes itself and it can be understood. Example:

He sent the email yesterday

She makes the bed every morning

The cars are very expensive

in TOEFL test, the general problems you will have to solve in structure questions are dealing with the subject and the verbs. Could probably the sentence missing the subject or it could be missing the verb or it could be missing both subject and verb.

Example :

1. _____ was exceeded maximum speed on the freeway.
 - a. Last week
 - b. In the evening
 - c. the driver
 - d. the cars

It can be noticed from the example that there is a verb was but the subject is missing. The correct answer is C agree with singular was. Answer A and B can not be a subject, while answer D is plural.

The tenses can be present, past or future tense, see the example below

Tenses	Example
Simple present I/you/they/we + verb base She/ he/it + verb s/es/	I study everyday You study every day. She studies everyday
Present continuous I am + verb-ing You/ we/they are+ verb-ing She/he/it+ is +verb-ing	They are playing football now. We are listening to the music She is talking It is barking .

Present perfect I/you/they/we+ have-past participle She/he/it + has- past participle	I have seen the movies You have done the homework We have talked She has come He has called
Present perfect continue I/they/you/we+ have+ been- verb-ing. She/he/it + has+been+ verb-ing	I have been waiting for one hour They have been playing game for few hours. She has been talking on the phone for few minutes
Simple past I/you/they/we/he/she/it + past tense	I went to the movie yesterday I visited Bali last year I talk to him last night
Past continues I was + verb -ing You/they/we were+ verb-ing She/he/it was + verb-ing	I was reading book at 8 o'clock last night. They were watching movie She was making a phone call
Future tense I/ you/ they/we/she/he/it + will+ base verb	I will come tomorrow They will visit me next week She will call me in a few minutes

2. Introduce “subject and verb and sentence”

a. Subject

Subject in an English sentence is a part of the sentence or clause that commonly answer what and who perform action. Subjects are typically person, animal, things (concrete or abstract) they act in conjunction in a verb.

Types of subject	Example
Simple subject	Alice is a beautiful girl. David works for Google company. They play games everyday.
Compound subject	Elena and Nora are fashion models. My friend from the school in home town and the woman who lives next door know each other.
Definite subject	The cats in my house are very cute. The full moon is shining beautifully The earth spins around the sun
Indefinite subject	Everybody comes on time. Each student has different interest. Somebody has removed my shoes

b. Verb

Verb is the word that express action or state of being. There are 11 different types of verbs

Types of verbs	Example
Action verbs	Jump, hit, sing, think, consider, memorize, run, swim, help, ignore, chase, wrok, etc
Stative verbs refers to condition or states being	Hate, love, prefer, want, wish, feel, smell, taste, own, have, hear, sound, appear, know, etc
Transitive verbs (a verbs that accompany by direct object in a sentence)	He drives car to work everyday. Ana bought expensive bags. I ate broccoli yesterday.
Intransitive verbs (a verb without direct object in a sentence)	Birds fly. A baby cries. The shy girl hid behind her mother when she saw me.
Linking verbs (special type of stative verbs)	Be (am, is, are, was, were), become, seem, appear, grow.
Helping verbs or auxiliary verbs	Be (am, is, are, was, were,) have, has, had. Do, does, did, can, will
Modal verbs	Can, may, might, must, would
Regular verbs (past tense and past participle form)	Worked, studied, played, jumped, watched, listened, cooked, etc
Irregular verbs	Gone, done, sung, drunk, seen, etc
Phrasal verbs	Ask around, add up to, back up, blow up, break down, break in, call around, call on, etc
Invinitives	To call, to invite, to make, to think, to have et

c. Sentence

A sentence is a set of words that contain a subject and a verbs. There are four types of sentences. They are:

Types of sentence	Example
Simple sentence contain a subject and a predicate .	I love you Study English is fun
A Compound sentence contains two or more independent clauses joined by linking word.	I haven't gone camping for a long time so I take a leave from work to go camping for a week
A Complex sentence contains a main clause and subordinate clause.	As soon as I finished my work yesterday , I went out for dinner with my friend.

A Compound –complex sentence contains at least three clauses.	I will do the assignment but first I have to clean the house after the children finish playing.
---	---

3. Subject and Verb agreement,

Subject	Example:
If the subject is singular the verb must be singular too; each, each one, either, neither, everyone, everybody, anyone, anybody, no body, somebody, someone, no one. noun count ; education, information, water, etc collective noun; group, team, committee, family, class, flock, audience, etc	He plays football everyday. She is on the way home now. Every student has to be in class on time. Each chapter of the book provides references. None of the students is late Everybody comes on time Neither the ideas was accepted. Education is very important. The committee likes the idea. The information is very clear. The family loves gardening
if the subject is plural the verb must be plural too,	They visit me every weekend. We have seen the movie You were late for class this morning.
If the subject use expression of quantity the noun can be singular or plural	Some of the bag is very expensive. Some of the bags are very expensive. A lot of my friend is helpful. A lot of my friends are helpful
If the subject is only one and has more than one verbs, the verbs in the sentence must agree with the subject.	Books are source of information and help the reader to improve knowledge.
If the subject use there + be, the subject could be plural or singular	There is a book in my bag There are books in my bag
Pay attention to the singular and plural or pronoun joined by “or” or “nor” in verb, the verb should be agreed with the subject that is closest to the verb	The boy or the girls ride bicycle every day The boys or the girl rides bicycle everyday

C. EXERCISES

Exercises 1

Choose the correct answer in the parentheses

1. The results of the students' test (was, were) announced through the school website.
2. Every student, teacher, and staff (is, are) requested to come ontime to the school.
3. Some of the information in the internet (is, are) fake
4. Each of us (has, have) different favourite colour.
5. The number of participants for English class (is, are) seventy five.
6. A pride of lions (contains, contain) about three or five males and six to ten females.
7. There (is, are) many students in school yard
8. Andy, as well as his classmates, (has, have) understood the lesson.
9. Why (was, were) Anne and Diana late for match class this morning?
10. Where (does, do) Alex live?

Exercise 2. Write the correct verb to complete the sentences below!

1. Everyone in the room _____ wearing blue jacket (be)
2. Many students _____ more than four years in campus to get degree. (spend)
3. Everyone _____ great time in Joe's birthday party. (has, have)
4. Look there is an accident over there!, somebody _____ to call the police. (has, have)
5. Either my brother or sister _____ money to buy the toy.
6. Neither the teacher nor students _____ in classroom now. (be)
7. One of the students (_____) going to represent the school for olympic championship. (be)
8. The athletes, as well as the coach _____ to win the game. (want)
9. Mike and Sean _____ want to spend much time working on the school project. (do not)
10. Either your answer or mine _____ correct (be)

Exercise 3

Underline the subject and the verb in the sentences then write T for true sentence and write F for false sentence !

1. Yesterday found an interesting article about future computer technology.
2. Academic calendar can be checked online
3. A job for computer analyst or computer programmer popular
4. The new computer software has come up with different kind applications.
5. The computer server can be accessed by authorized personnel only.
6. The homework for English class it consists of several exercises .
7. The report papers on the desk in the computer room should be kept in the library.
8. The field trip early in the morning by bus to Bandung

9. Last week read news about soil pollution
10. The new gadgets are sell on electronic stores in town.

Excise 4

Choose the letter of the words or group fo words to complete the sentences.

1. A flock of robins _____ to south to get warmer weather and to find food.
a. Migrating c. Can migrate
b. Migrates d. Migrate
2. Vitamin K2 _____ bone density and reduces the risk of osteoporosis.
a. Improves c. improved
b. Improving d. Can improves
3. National museum of Indonesia _____ about 109,342 objects of Indonesian cultural heritage from historic days up to present days.
a. Is display c. Displaying
b. Displays d. Displayed
4. The Nile river _____ over 4.100 miles from south to north through eastern Africa.
a. Flows c. flowing
b. It flowed d. Has flow
5. Computer programming languages _____ instruction to machines on what to do.
a. Gives c. give
b. Gave d. Giving
6. Dr. Grace Murray Hopper _____ computer programming language that could run on all brands and types of computer in 1959.
a. Created c. Creates
b. Was creating d. Has created
7. Arithmetic operators for programming languages in computer _____.
a. Creates mathematical expression
b. Has creates mathematical expression
c. Created mathematical expression
d. Create mathematical expression
8. The accenture virtual assistant platform and intelligent automation with the power of artificial intelligent _____.
a. Is future technology
b. Are future technology
c. Future technology
d. been future technology
9. More than 200 volcanoes _____ located along Sumatra, Java, Bali and some islands of eastern part of Indonesia.

- a. Is c. Be
b. Are d. Been
10. In Indonesia _____ approximately 17.508 islands which are 6000 inhabited.
a. There are c. is
b. There is d. Are

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MEETING VIII

(Structure and Written Expressions)

APPOSITIVES AND PREPOSITIONS

A. OBJECTIVES OF THE STUDY

At the end of the lesson, the students are able to:

1. Understand the structures of appositive;
 2. Identify the appositives;
 3. Create sentences with appositives;
 4. Identify the prepositions;
 5. Identify the object of prepositions;
 6. Create sentences with object of prepositions

B. MATERIAL DESCRIPTION

1. Appositives

A appositive is additional information that describes nouns or pronouns in a sentence. It is usually formed as a phrase that describes the noun. It is generally set off from the noun with comma. An appositive cannot be a subject in a sentence.

	Examples of Appositives in sentences
a.	<u>Bagus</u> , <u>the smartest student in this class</u> , <u>has finished</u> the task. Subject + Verb “ <u>The smartest student in this class</u> ” describes “ <u>Bagus</u> ”
b.	I like Rendang, <u>a typical Padang food</u> , so much. Subject + verb “ <u>a typical Padang food</u> ” describes “ <u>Rendang</u> ”
c.	A very beautiful island, <u>Karimunjawa</u> <u>attracts</u> many tourists every year. Subject + verb “ <u>A very beautiful island</u> ” describes “ <u>Karimunjawa</u> ”

a. Forming Appositives

A appositive may come from a sentence, an adjective clause, a gerund and an infinitive. To create one sentence that contains an appositive is by combining two simple sentences.

Example:

➤ *Simple Sentence* : Bandung is the capital city of west Java.

- *Simple Sentence* : Bandung has many shopping places.
- *Sentence with an Appositive* : Bandung, the capital city of west Java, has many shopping places.

Besides, appositives can also come from an adjective clause. Appositives are reduced adjective clauses that contain the verb *to be*. However, they do not contain a marker or a verb.

Example:

Soekarno was one of the founding fathers of Indonesia.

Soekarno became a great president.



Soekarno, **who was one of the founding fathers of Indonesia**, became a great president.



Soekarno, **who was** one of the founding fathers of Indonesia, became a great president.

Appositive not only come from a sentence and an adjective clause, but also a gerund and an infinitive.

Gerund	Roy's hobby, climbing the summit of Mt. Semeru, needs a lot of energy.
Infinitive	The goal, to finish the project, has made the struggle harder.

b. The position of Appositives

Appositives can be found in the beginning (before a noun), in the middle (after a noun) and in the end of a sentence.

The structures of Appositives	
Subject, appositive , verb	Her hobby, climbing the summit of Mt. Semeru , needs a lot of energy.
Appositive , subject + verb	Climbing the summit of Mt. Semeru , her hobby needs a lot of energy.

Subject + verb, appositive	Rabella was the beautiful queen in her new shoes, a cinderella glass slipper.
----------------------------	---

c. Be careful of appositive

A phrase is not a subject if it is an appositive. In the structure section of the TOEFL test, an appositive can cause confusion because it can be mistaken for the subject of a sentence.

Example:

Mr. Harry, My English lecturer is now retired.

The subject of that sentence is **My English lecturer**. Mr. Harry is an appositive because of the noun and the comma. If there is no appositive, the sentence still makes sense (**My English lecturer is now retired**). Although the appositive adds detail to the sentence, the reader already understands which specific teacher is being referred to. Therefore, this appositive is **nonrestrictive**.

d. TOEFL Strategies

Here are some tricks to identify the appositives in sentences.

	Contain	Examples
Appositive	1. Verb-ing in active sentence	The man, repairing the car, is my father.
	2. Verb-3 in passive sentence	That building, built in 2019, is futuristic.
	3. Who/Which + verb-1 / verb-2/auxiliary	The woman, who teaches English, is my mother.
	4. Noun Phrase	Kitty, my cutest cat, always likes playing ribbon.
No Appositive	1. Verb-1 / Verb-2 / Auxiliary	
	2. Subject-Verb combination	
	3. Started by “that”	

4. Prepositions

"The plane flew above the cloud, behind the cloud, around the cloud, below the cloud, beneath the cloud, beside the cloud, beyond the cloud, into the cloud, near the cloud, outside the cloud, over the cloud, past the cloud, through the cloud, toward the cloud, under the cloud, and finally dived underneath the cloud."

In the example above, there is a relationship between “plane” and “cloud”. It is shown by “above, behind, around, below, beneath, beside, beyond, into, near, outside, over, through, toward, under, underneath”. Those are called as prepositions. A preposition is part of speech that has function to show relationship between the object and other parts in a sentence. It is followed by a noun or pronoun. Below is a list of common prepositions:

about	beside	inside	to
above	besides	like	toward
across	between	near	under
after	beyond	of	underneath
against	by	off	until
along	despite	on	up
among	down	out	with
around	during	outside	within
at	except	over	without
before	for	past	
behind	from	since	
below	in	through	
beneath	into	throughout	

Some prepositions consist of more than one word. Here is a list of common multiword prepositions:

along with	in place of
because of	in spite of
Due to	instead of
except for	on account of
in addition to	out of
in case of	up to
in front of	with the exception of

a. Types of Prepositions

1) Preposition of Time

a) At

is used to show time. Example: We go to campus every day at 7 am.

b) On

is used to show days, dates, special moments, and events. Example: My sister was born on Independence Day.

c) In

is used to explain the information about times, months, seasons, and years. Example: I always review the lesson in the morning every day.

d) Since, within, until, by, for, before, after, during, from-until, from-to

are used to express extended time.

Example: She has to finish the task within a day. (No longer than a day)

We will be here for three hours. (We will spend three hours here)

2) Preposition of Place

a) At

is used to talk about a general vicinity and addresses. Example: Universitas Pamulang is located at Surya Kencana street.

b) In

is used to describe the point itself. Example: There is a new assistant in the lab.

c) is used to show the position of something or talk about the surface. Example: You left your pouch on that table yesterday.

d) Inside

is used to express something contained. Example: Please, take me the key inside the drawer.

e) Over, above

are used to show when the object is higher than a point. Example: Aidan shot the ball over the wicket.

f) Below, beneath, under, underneath

are used to show when the object is lower than a point. Example: The coat is under the seat.

g) Among, by, between, next to, near, opposite

are used when the object is close to a point. Example: They live near our house.

3) Preposition of Movement

a) Into

is used to show movement of something that has been done.

Example: My brother jumped into the swimming pool.

b) Toward

is used to show a progress of movement. Example: The buses are heading towards town.

b. Prepositions and other parts of speech

Here is a list of combination of prepositions and other parts of speech.

PREPOSITIONS OF MOVEMENT



into the box



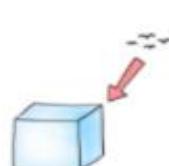
out of the box



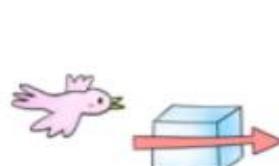
around the box



away from the box



toward the box



past the box



on to the box



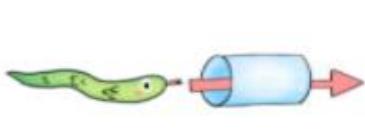
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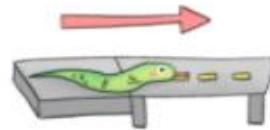
over the box



under the wall



through the pipe



across the bridge



up the stairs



down the stairs

<u>noun + preposition</u>	<ul style="list-style-type: none"> information about anger at responsibility for experience in awareness of congratulations on addiction to difficulty with
<u>adjective + preposition</u>	<ul style="list-style-type: none"> excited about excellent at surprised by ready for different from interested in fond of based on
<u>verb + preposition</u>	<ul style="list-style-type: none"> believe in break into care about decide on get over look after stare at talk about
<u>verb + particle + preposition</u>	<ul style="list-style-type: none"> come up against get on with look in on run out of

5. Object of preposition

Object of preposition is an object that follows a preposition. The object can be a noun, noun phrase, pronoun, gerund, or noun clause.

Object of Preposition	Examples
Noun	They were active in e-learning.
Noun Phrase	She always pays attention to the teacher during the class.
Pronoun	I want to go there with you.
Gerund (phrase)	The speaker explained about trading.
	I explained the rules for asking questions.

Noun Clause	The students asked about how they can get the best score for TOEFL.
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a. Be careful of Objects of Prepositions

A word is not a subject if it is an object of preposition. In the Structure section of the TOEFL test, an object of preposition can cause confusion because it can be mistaken for the subject of a sentence

Example:

To Sissy E-learning is effective platform during the pandemic era.

That sentence contains two objects of prepositions. **Sissy** is the object of the preposition **to** and **the pandemic era** is the object of preposition **during**. The subject of that sentence is **E-learning** not Sissy and the verb is **is**.

A preposition that is followed by an object of preposition can be called as prepositional phrase. The examples of prepositional phrase from the previous sentence are “**to Sissy**” and “**during the pandemic era**”. In prepositional phrase “**to Sissy**”, the preposition “to” refers to the object “Sissy” and the preposition “during” refers to the object “the pandemic era” in prepositional phrase “**during the pandemic era**”.

C. EXERCISES

Exercise 1

Direction: Identify the appositive in the sentences below.

1. My brother, who is a student of Informatics Engineering, has created a high quality application.

2. R.A. Kartini, an Indonesian national hero from Central Java, was born in 1879.

3. We just left the guest house after two nights, a very comfortable and clean place.

4. I should bring the umbrella, which is an important tool in rainy day.

-
5. The highest mountain in Java, Mt. Semeru, was a setting for a movie entitled “5cm”.
-
-

Exercise 2

Direction: Underline the appositive phrases. Then, identify if the sentences are correct (C) or incorrect (I).

No.	C / I	Sentences
1.	C	My oldest sister, Mariana won the match successfully.
2.		Setu Pamulang, a beautiful lake, is located near the Pamulang Square.
3.		At long last, the great team, has decided to give up.
4.		Most of my friends are fans of BTS, a famous Korean boyband.
5.		Independence day, August 17, is a special day for Indonesian people.
6.		Last month, my sister, graduated summa cum laude from Universitas Pamulang.

Exercise 3

Direction: Choose the best preposition that correctly completes each sentence.

1. Can I come up ____ a better solution?
 - A. at
 - B. without
 - C. through
 - D. with

2. We thought the course was going to be boring, but it turned ____ to be quite useful.
 - A. on
 - B. off
 - C. out
 - D. with

3. He came ____ of the café and put on his mask.
 - A. on
 - B. out
 - C. in
 - D. inside

4. We have to set ____ the final exam tomorrow.
 - A. off
 - B. up
 - C. out
 - D. with

5. She will come ____ his email when she is clearing her inbox.
 - A. across
 - B. with
 - C. out
 - D. up

6. She cannot do ____ her mobile phone. She always brings it everywhere.
 - A. with
 - B. without
 - C. by
 - D. upon

7. The twins were very sad because their mother passed ____ yesterday.
 - A. out
 - B. off
 - C. over
 - D. away

8. Every parent will look ____ their babies.
 - A. in
 - B. out
 - C. after
 - D. with

9. Did the president deal ____ the employers' complaint?
 - A. with
 - B. without
 - C. of
 - D. in

10. Their house broke ____ by fire last night.

- A. up
- B. down
- C. off
- D. out

Exercise 4

Direction: Underline the prepositional phrases and circle the prepositions.

Write the object of preposition in each sentence.

1. After the course, I will go to Cinema with my friends.

2. She bought some books from this book store.

3. The students are not allowed to use the mobile phone during the class.

4. By explaining the material clearly, the audience will get the point.

5. Through this way, they will go home tonight.

6. We will discuss the technical meeting at the corner canteen.

7. He always puts the remote under the table.

8. Raisa sat on her new bicycle.

9. We were walking across the bridge.

10. With you, it is my priority right now.

Exercise 5

Direction: Choose the best answer that correctly completes each sentence.

1. _____, Kelana, is attending the course.

- A. Happily
- B. My friend
- C. Right now
- D. Because of the time

2. _____, Gusnar Nimpuno won an award of FFI 2021.

- A. It was a cinematography

- B. The cinematography was
C. The cinematography
D. That the cinematography
3. Mr. Rayyan, _____ director of this institution, was President of my office.
A. the first
B. was the first
C. as the first
D. to be the first
4. _____, Willy rarely misses his shoots.
a. a great football player is
b. a great football player
c. his great football play
d. Willy is a great football player
5. Raffa will get on the bus soon. Choose the object of preposition.
A. on
B. on the bus
C. the bus
D. on the bus soon
6. Inside the house, we found some treasures. Choose the prepositional phrase.
A. Inside
B. Inside the house
C. the house
D. some treasures
7. My mother always enjoys travelling around the city. Choose the preposition.
A. around
B. around the city
C. the city
D. city
8. She always studies hard before the exam until she cannot fit anything more in my brain. Choose the preposition
A. before
B. before the exam
C. the exam
D. until

9. The campus is between Global Islamic School and Hoka-hoka Bento.
Choose the prepositional phrase
 - A. between
 - B. between Global Islamic School
 - C. between Global Islamic School and Hoka-hoka Bento
 - D. Global Islamic School and Hoka-hoka Bento

10. Behind the building, some students hid when the teacher came. Which one is the object of preposition?
 - A. the teacher
 - B. some students
 - C. the building
 - D. behind

Exercise 6

Direction: *Create your own sentences with appositives.*

1. _____
2. _____
3. _____
- _____

Exercise 7

Direction: *Create your own sentences with prepositions and objects of preposition.*

1. _____
2. _____
3. _____
- _____

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MEETING IX
(Structure and Written Expressions)
PARTICIPLES AND DEGREES OF COMPARISON

A. THE OBJECTIVES OF THE STUDY

In the end of the meeting, students are expected to be able to solve problems in:

1. Using Present Participle in the context
2. Correcting Present Participle as Verb and Adjective
3. Identifying Past Participle
4. Analysing Past Participle
5. Identifying Degrees of Comparison
6. Using Degrees of Comparison

B. MATERIAL DESCRIPTION

1. Clause

A clause is a group of related words that shows a full sentence. There are two kinds of clauses, they are:

- a. Independent clause

It is also called the main clause or also called the main sentence. It must have a subject and a verb and it can stand alone because it is a complete and perfect sentence. In the sense of the sentence provides complete and complete information.

Simon Leviev is a wise man

- b. Dependent clause

It is called subordinate clause. It has a subject and a verb, but it cannot stand alone as a perfect sentence. This dependent clause requires an independent clause to be a perfect sentence and provide complete information.

she knows the woman who stole the bag

2. Sentence with one clause

Some sentences in English only have one subject and verb, and we have to find the subject and verb in these sentences. In some sentences we can easily find the subject and verb. However, certain structures, such as

objects of prepositions, appositives, and participles, it can make confusion in locating the subject and verb because each of these structures can look like a subject or verb. In a sentence, the subject can be difficult to identify because some words can look similar to the subject, as well as the verb. An object of the preposition or an appositive can be mistaken for a subject, while a participle can be mistaken for a verb.

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

3. Present Participle

In English, we have to know about present participle. It is one of the skills that must be understood in the sentence with one clause material. The present participle is a form of 'verb -ing' such as talking, eating, sleeping. The difference in the TOEFL Structure test is that the present participle can be used as a verb or it can also function as an adjective.

The present participle is a form of verb- ing. This type of sentence can function as:

1. Present Participle as part of Verb, if the verb-ing comes after 'to be' (is, am, are, was, were)

Rachelvenya is standing in the second floor.

2. Present Participle as Adjective, if the verb-ing does not appear together with 'to be'

The girl standing in the second floor was beautiful.

Here are some examples of usage the present participle:

- a. The formula of Continuous Tense

The present participle is used in the preparation of continuous tenses. In continuous tenses, the characteristic that can be seen is the presence of be + Ving. It can vary depending on the subject and time reference, while V+ing is what is called the present participle.

Sinta and her mother are posting the same photos in Instagram.

Dini was watching YouTube when her baby screamed

The words "posting" and "watching" in the sentences above are present participles formed from post+ing and watch+ing. The meaning of these words is that the action is being carried out at a certain time.

b. -Ing Adjectives

The present participle can be used as adjective. We can use the adjective to describe nouns that could be people, thing, or the situation.

The film is really boring.

Tiktok is an amazing mobile phone application.

The words "boring" and "amazing" in the sentences above are the adjective.

c. The Present Participle comes after "Go"

We use the present participle after some verbs of movement, most commonly 'to go'.

To go running

To go climbing

To go sailing

d. The Present Participle comes after certain verbs

The present participle also can be used after the sense verbs (saw, looked, heard, watched, smelled)

She saw the handsome boy posting a photo

Aurel heard Atta calling for help

e. Expressing two activities happen at the same time

When two activities happen in the same time, we can also use the present participle.

Biking to work Jeremy listened song in Spotify

Stalking Tinder she met her cousin

4. The Past Participle

Besides having to know the present participle, in English we have to know about the past participle. The past participle is a verb that usually ends in -ed or -d for regular verbs, and the changes in irregular verbs can vary. In general, we can say that past participle as a form of the third verb. Similar to the present participle, the past participle can also stand as a verb or as an adjective.

The following is an illustration of changing the form of the regular verb:

Base Form	Past Simple	Past Participle
<i>post</i>	<i>posted</i>	<i>posted</i>
<i>upload</i>	<i>uploaded</i>	<i>uploaded</i>
<i>download</i>	<i>downloaded</i>	<i>downloaded</i>
<i>install</i>	<i>installed</i>	<i>installed</i>
<i>update</i>	<i>updated</i>	<i>updated</i>
<i>push</i>	<i>pushed</i>	<i>pushed</i>
<i>limit</i>	<i>limited</i>	<i>limited</i>

The following is an illustration of changing the form of the irregular verb

Base Form	Past Simple	Past Participle
<i>be</i>	<i>was/were</i>	<i>been</i>
<i>choose</i>	<i>chose</i>	<i>chosen</i>
<i>freeze</i>	<i>froze</i>	<i>frozen</i>
<i>steal</i>	<i>stole</i>	<i>stolen</i>
<i>go</i>	<i>went</i>	<i>gone</i>

Here are 3 uses of the past participle:

a) As Adjective

The past participle can be used as an adjective to describe the state of a noun in a sentence.

Omicron is a hydrated virus

Facebook has hidden features for toddler

The word ‘hydrated’ and ‘hidden’ are past participle as adjective that describe noun ‘virus’ and ‘features’.

b) Participle Phrases

The past participle also often appears in participle phrases. They will stand as adjectives.

Quarantined for 8 days, Rachelvennya fled to Bali

Finally inaugurated, the president announced PPKM level 3

The participle phrase ‘Quarantined for 8 days’ describes ‘Rachelvennya’, and ‘Finally inaugurated’ describe ‘the president’.

c) Perfect Verb Tense

The past participle can also be modified to make the sentence in perfect tense form. There are 6 perfect verb tenses that use past participle as a modification of sentence.

1. Present Perfect Tense

The police have arrested a suspected drug abuser in the Kemang area.

2. Past Perfect Tense

The police had already arrested a suspected drug abuser in the Kemang area

3. Future Perfect Tense

The police will have arrested a suspected drug abuser in the Kemang area by the time President arrive

4. Present Perfect Continuous

The police will have been arresting a suspected drug abuser in the Kemang area since the president started announcing new case

5. Past Perfect Continuous Tense

The police had been arresting a suspected drug abuser in the Kemang area for 3 years before the president announce the new case

6. Future Perfect Continuous Tense

The police will have been arresting a suspected drug abuser in the Kemang area for 3 years by the time the president announce the new case

5. Degrees of Comparison

Comparison Degree is a term in English grammar that is used to show comparisons. What we need to know in comparison degree, we

emphasize changes from adjectives and adverbs according to the level of comparison. We can compare two or more circumstances.

There are 3 types of comparisons seen from the level of comparison.

a. Positive Degree

In the positive degree, the two things being compared are at the same or comparable level, therefore the sentence structure/pattern uses as adjective/adverb as.

Aurel's vlog is as interesting as Atta

Tiktok is as famous as instagram

In these sentences, 'as interesting as' and 'as famous as' are a form of positive comparison which describes the similarity or equality.

b. Comparative Degree

In the comparative degree, one of the two things being compared is 'more' than the other, that's why an adjective/adverb + -er or more + adjective/adverb is used.

The Omicron type of Covid-19 is more dangerous than the previous type.

Citizens' quarantine period is shorter than before.

There are two types of formulas in comparative degrees. In the first sentence, +er is added after the adjective or adverb for a word that has one syllable, but if it has more than one syllable then the formula is like the second sentence, more+ adjective/adverb

c. Superlative Degree

Superlative is explaining that the thing being discussed has the 'most' nature among the others, meaning that it can be said that the Superlative has no equal. The formula is adjective/adverb + -est or most + adjective/adverb.

Covid-19 is the biggest pandemic in history

Illegal logging is the most dangerous threat on the earth

There are two types of formulas in superlative degrees. In the first sentence, +est is added after the adjective or adverb for a

word that has one syllable, but if it has more than one syllable then the formula is like the second sentence, most+ adjective/adverb

C. EXERCISES

Exercise 1: complete the sentences with the right participle.

1. Sania watched the teacher...(show) into the class.
2. ... (visit) the laboratory before, I will get the best score
3. Jaka heard the police ... (shoot) gun
4. ... (Arrive) earlier she realized she'd opened the room
5. We must follow that account. It is really ... (amaze)
6. She had a ... (bore) subject.
7. Spiderman film is very ... (interest). We will enjoy it.
8. Yono has been ... (wait) for two hours.
9. I can see something ... (fly)
10. Kino wasted his money ... (buy) the diamonds for his game.

Exercise 2: The sentences below have one or more present participles; you must identify and underline the word that is classified as a subject and as a verb. Then, identify whether the sentences are correct (C) or incorrect (I).

C	The <u>merchants</u> offering the highest discount <u>will get</u> the most loyal buyers.
I	<u>Foreign nationals</u> <u>are entering</u> Indonesian territory <u>must quarantine</u> at the hotel
	The singers were singing various song at stages throughout the fair.
	Instagram is giving the best feature attract the new user.
	The last team winning games is awarded the stay vacation.
	The debater was trying to express her view was often interrupted politely.
	Government is giving vaccine for the whole citizen.
	Any students registering graduation ceremony should complete the rules

	The videos were posting in the middle of day received a lot of likes and comments.
	The spices flavouring the Rendang were quite distinctive.

Exercise 3: The sentences below have one or more past participles; you must identify and underline the word that is classified as a subject and as a verb. Then, identify whether the sentences are correct (C) or incorrect (I).

I	Loans <u>was</u> grated by China <u>were</u> rejected by Indonesia.
C	<u>The house</u> rent in Kemang <u>had</u> already ordered.
	The film was watched by the Sinta this week will be on next week's movie.
	Rendang was cooked in a wood stone for a long time.
	The Indonesian economy were controlled by China.
	Corruptors were detained in special corruption detention centre.
	Satay is burnt the most delicious in this restaurant.
	The clothes are displayed in the shop have expensive price.
	All residents were asked to work together to clean the park
	Savings interest earned on the second week of each month will be combined the following month

Exercise 4: Complete the sentences below with the appropriate comparison. Please underline the best answer.

1. Tinder is ... than OkCupid (popular, more popular, most popular)
2. Windows is as ... as Mac (good, better, best)
3. Android is the ... market in mobile phone world (large, larger, largest)
4. Sumatera is the ... island in Indonesia (big, bigger, biggest)
5. Omicron is ... than previous variety of Covid-19 (dangerous, more dangerous, most dangerous)

6. Apple pie is ... than burger in McDonald (crispy, crispier, crispiest)
7. IOS operating system is ... than android system (fast, faster, fastest)
8. Bali is the island ... by foreign tourists (visited, more visited, most visited)
9. Pamulang University is as ... as other private universities in Indonesia (influential, more influential, most influential)
10. TOEFL is the ... requirement in the scholarship program (difficult, more difficult, most difficult)

Exercise 5: analyze the following sentences and identify the underlined word whether it is correct or incorrect

1. Selebgram who uploads a photo usually has a higher ‘love’ to any celebrity
A B C D
2. A person who scores well on an exam is not only because he is smarter,
but also because
he studies more hard
3. Sumatera is an island with the most wide lake In Indonesia.
4. The holiday by plane can be much more longer than expected.
5. Vicky’s room is usually more clean than all of student in the class.

Exercise 6: Choose the best answer to complete the sentences below.

1. I can saw someone ... in Instagram last night.
 - a. Post
 - b. Posting
 - c. Posted
 - d. Is posting
2. Do not let her know you ... her secret.
 - a. Listening
 - b. Was listening
 - c. Listened
 - d. Listen
3. Xabiru drank his milk ... in the floor.
 - a. Sit
 - b. Sat
 - c. Sitting
 - d. Was sitting

4. ... scary, she called 911
 - a. Feels
 - b. Felling
 - c. Felled
 - d. Is felling

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MEETING X
(Structure and Written Expressions)
SENTENCE WITH MULTIPLE CLAUSES

A. OBJECTIVES OF THE STUDY

At the end of the lesson, the students are able to:

7. Understand the concept of sentence with multiple clauses;
8. Identify sentence with multiple clauses; and
9. Answer the question about sentence with multiple clauses in TOEFL

B. MATERIAL DESCRIPTION

1. Compound sentences with connector “and, but, or, so, yet”

Before proceeding to talk about multiple clause, a discussion about the distinction between sentences and clauses must be made. A clause, in English, is grammatical unit that consist of one (1) Subject and one (1) Verb. Meanwhile, a sentence is grammatical unit comprise of one or more clauses.

Understanding the difference between a sentence and a clause is important and will and how clauses combine to form sentence is important in order to develop a more sophisticated writing skill. This is because sentences with multiple clauses allow the integration of several ideas into a single grammatical unit which makes writing more compact and clearer.

Many sentences in English have more than 1 clause (clause):

- I am learning. (**1 clause**)
- Mother is cooking, and father is working in the garden. (**2 clauses**)
- The girl who saw me was my neighbor. (**2 clauses**)

The first sentence only has **1 clause** while the last two sentences have **2 clauses** the first is 'mom is cooking' and 'dad is working in the garden.' The second is 'that girl is my neighbor' and 'who saw me.' From the example above, we can conclude that the clause is part of the sentence or the sentence itself which has one subject and one verb. Generally, it means that the clause is a word that contains a subject and a verb.

In this meeting, you will learn about the forms of coordinating conjunctions and their use in sentences. Coordinate connectors are used to connect one clause to another. Examples of common coordinate conjunctions are: and, but, or, so, yet (but). Note the previous use of the comma. Table 1 below shows the Coordinating Conjunctions.

Table 1 Coordinating Conjunctions

Coordinating Conjunctions

And
Or
But
So
Yet

In order to form a multi-clauses sentence, two clauses must correctly joined by placing a conjunction and a comma between the two clauses. Below are the examples of connecting two clauses with coordinating conjunctions to form a compound sentence.

Example

*Andy is singing, **and** Cindy is dancing.
 Andy is tall, **but** Cindy is short
 Andy must write the letter, **or** Cindy will write it.
 Andy told a joke, **so** Cindy laughed.
 Andy is tired, **yet** Cindy is not going to sleep.*

*Mother is cooking, **and** father is working in the garden.*

<u>Mother</u> <i>is cooking</i>	<i>and</i>	<u>father</u> <i>is working in the garden</i>
S V (main clauses)	Coordinate connectors	S V (main clauses)

In compound sentence, no clause is subordinate to another, hence all the clauses in a compound sentence are main clauses.

After understanding the concept, let's check the example below illustrates how the coordinate connector is used as a question in the TOEFL Structure test.

Example of Paper based TOEFL

A power failure occurred, _____ the lamps went out.

a) then
 b) so
 c) later
 d) next

From the sentence above, we can see that the sentence has **two clauses** '**a power failure occurred**' and '**the lamps went out**'. So the sentence needs a coordinate connector to connect the two clauses. From the

available answer choices, there is only 1 form of connector, namely **so**. So the best answer is **b) so**.

Example of Paper based TOEFL

The rain clouds can be seen in the distance, but no has fallen.

a b c d

- a) The rain
- b) can be seen
- c) but
- d) no

From the sentence above, we can see that the sentence has a coordinate connector '**but**' connect the two clauses. Remember In compound sentence, no clause is subordinate to another, hence all the clauses in a compound sentence **are main clauses** **So the second sentence needs subject**. From the available answer choices, there is only 1 form of underlined word that need to be fix by adding the subject after coordinate connector '**but**', namely **no** adding by **rain (subject)**. So the best answer is **d) no**. the correct form is 'The rain clouds can be seen in the distance, **but no** rain has fallen.'

2. Parallel Structure with coordinate connectors

The function of the equal conjunction (and, but, or) is to combine the same statements together into a parallel structure. This conjunction can combine a noun (noun), verb (verb), adjective (adjective), phrase (phrase), subordinate clause, or main sentence. Each can only be combined if the shape is the same.

- a. Examples of **two nouns** that are combined with a coordinating conjunction:

- She is not a teacher but a lawyer.
- You can choose from activities such as hiking and kayaking.
- I need to talk to the manager or the assistant manager.

- b. Examples of two verbs (verb) that are combined with a coordinating conjunction:

- He only eats and sleeps when he takes a vacation.
- She invites us to her home but never talks with us.
- You can stay home or go to the movies with us.

- c. Examples of **two adjectives** (adjectives) combined with equal conjunctions:

- My boss is sincere and nice.

- The exam that he gave was short **but** difficult.
 - Class can be interesting **or** boring.
- d. Examples of **two phrases** (phrases) combined with equal conjunctions:
- 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.
- e. Examples of **two clauses** (clauses) joined by an equal conjunction:
- They are not interested in what you say **or** what you do.
 - I am here because I have to be **and** because I want to be.
 - Mr. Brown likes to go home early, **but** his wife prefers to stay late.

Parallel Structure with coordinate connectors			
Class can be	<u>interesting</u>	or	<u>boring</u> .
	(same structure)	and but or	(same structure)
There are students	<u>in the classroom</u> , <u>in front of the building</u>	and	<u>in the lab</u>
	(same structure),	(same structure),	and but or

After understanding the concept, let's check the example below illustrates how the coordinate connector is used as a question in the TOEFL Structure test.

Example of Paper based TOEFL

The speaker introduced himself, told several interesting anecdotes,
 co a b
 St and finishing with emotional plea.
 the c d
 str a) The speaker
 fin b) several
 co c) finishing
 an d) emotional

3. Parallel structure with paired conjunctions

The Paired conjunctions, such as both.... and, either... or, neither.... nor, and not only ... but also, used to form parallel structures.

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

The following is an example of creating a parallel structure that went wrong, and should be corrected:

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

This sentence is wrong because 'to go by train' is not parallel to "by plane". This sentence structure will be correct if you use the following ways.

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

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

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

Parallel Structure with paired conjunctions			
He wants to go <u>either</u> <u>by train</u> <u>or</u> <u>by plane</u> .			
both either neither not only	(same structure)	and or nor but also	(same structure)

After understanding the concept, let's check the example below illustrates how the coordinate connector is used as a question in the TOEFL Structure test.

Example of Paper based TOEFL

Both	<u>the tailor</u>	<u>or</u>	<u>the laundress</u>	<u>could fix the damage to the dress.</u>
	a	b	c	d
a) the tailor				
b) or				
c) could fix				
d) the dresss				

From the sentence above, we can see that the sentence has paired conjunctions '**both**' but not with the correct form, '**or**' in the question

should be replace by ‘**and**’. So the best answer is **b) or** the correct form is ‘**Both** the tailor ~~or~~ and the laundress could fix the damage to the dress.’

C. EXERCISES

Time: 25 minutes, including the reading of 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.

Example I

Sample Answer

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

Geyser have often been compared to volcanoes _____ they both emit hot liquids from below the Earth's surface.

- (A) due to
- (B) because
- (C) in spite of
- (D) regardless of

The sentence should read, “Geyser have often been compared to volcanoes because they both emit hot liquids from beneath the Earth's surface.” Therefore, the correct choice is (B).

Exercise 1: Compound sentences with connector “and, but, or, so, yet”

- a. 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
2. _____ or refinanced, the lender will generally require setting up an escrow account to ensure the payment of property taxes and home owner's insurance.
 - (A) A home is
 - (B) A home is bought
 - (C) When a home
 - (D) When a home is bought

3. 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
4. The government was overthrown in a revolution, _____ the king has not returned to his homeland.
- (A) in
 - (B) so
 - (C) or
 - (D) but
5. Case studies are the target of much skepticism in the scientific community, _____ used extensively by numerous researches.
- (A) they are
 - (B) are
 - (C) yet they
 - (D) yet they are

Exercise 2: Parallel Structure with coordinate connectors

6. In this climate, farmers grow stone fruits such as _____.
 - (A) peach, apricot, plum
 - (B) peaches, apricots, a plum
 - (C) peaches, apricots, and plums
 - (D) Peaching, eating apricot, and plum
7. Students must conduct their laboratory experiments accurately and _____.
 - (A) in a safe manner
 - (B) with safety
 - (C) safely
 - (D) Saving
8. Running, walking, and _____ are my favorite forms of exercise.
 - (A) to dance
 - (B) to go dancing
 - (C) Dancing
 - (D) Dance

9. Students must conduct their laboratory experiments accurately and _____.

- (A) in a safe manner
- (B) with safety
- (C) safely
- (D) with safely

10. It takes one hour or more to drive to the city depending on weather and _____.

- (A) traffic
- (B) how much traffic there is
- (C) if traffic is heavy
- (D) Also get traffic

Exercise 3: Parallel structure with paired conjunctions

11. Their European tour includes _____ Germany and Austria but also Switzerland

- (A) Not only
- (B) As well as
- (C) And
- (D) both

12. The soldiers approached the enemy camp _____

- (A) Slowly and silently
- (B) Slow and silently
- (C) Slowly and silent
- (D) Slowed and silently

13. Her children have both American cousins and _____

- (A) Spanish one
- (B) She is
- (C) Or Spanish
- (D) But also Spanish

14. While Mario was sleeping, both his bag and _____ disappeared.

- (A) Its contents
- (B) Book and pen
- (C) Or content
- (D) Also book

15. The legislation neither resolves the financial crisis nor _____ consumers.

- (A) is helping
- (B) helps
- (C) has helped
- (D) helping

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.

Example 1

Sample Answer



Guppies are sometimes call rainbow fish because of the males'bright colors.

A B C D

The sentence should read, "Guppies are sometimes called rainbow fish because of the males' bright colors." Therefore, you should choose (A).

Exercise 4: Compound sentences with connector “and, but, or, so, yet

16. He's seventy-two, yet he still swims, runs and playing football regularly.
A B C D
17. Vitamin C is necessary for the prevention and cures of scurvy
A B C D
18. The quality of the print was not good, or I changed the typewriter ribbon
A B C D
19. A power failure occurred, or the lamps went out.
A B C D
20. They are trying to sell their house, so has been on the market for two months
A B C D

Exercise 5: Parallel Structure with coordinate connectors

21. Blood pressure is measured by feeling the pulse and apply a force to the arm
A B C D

22. The moon has no atmosphere, no air, and no watery
A B C D

23. Ballpoint pens are less versatile but more population than fountain pens
A B C D

24. Demand, beauty, durability, rare, and perfection of cutting determine the
Value
of gemstone
A B C
D

25. The liquid crystal in a liquid crystal display (LCD) affect the polarized
light so that it is either blocked and reflected by the segments of the display.
A B C
D

26. In 1862, the American Confederacy raised the Merrimack, renamed it the
A B
Virginia, covered it with iron plates, and an outfit it when ten guns
C D

27. Coal, petroleum, and natural gaseous are all fossil fuels.
A B C D

28. Most of Hemingway's novels glorify heroic exploits such as bullfighting or box
A B C D

29. The coffee is too hot, too bitter, and too strength
A B C D

30. The leaves from the tree fell in the yard, in the pool, the driveway, and on the
A B C D
sidewalk

Exercise 6: Parallel structure with paired conjunctions

31. Riddles vary greatly in both grammatical and phonology form
A B C D

32. A 1971 U.S. government policy not only put warnings on cigarette packs but
A B
also banning television advertising of cigarettes.
C D

33. The Harvard Yard, which was Harvard's original campus, is still a major
A B C
attraction for both students and visiting.
D

34. Either the counselor or becomes her secretary can help you with that problem

- A B C D
35. He not only passed the test but also receiving the highest score in the class
A B C D
36. He married her neither for her ability to cook nor to clean house
A B C D
37. He withdrew all the money not only from the checking account but from the
A B C D
saving account
38. John is an adventurous person who enjoys not only skydiving but also goes
parasailing.
A B C
D
39. The play that we saw last night was not only rather delightful but also quite
meaning.
A B C D
40. Neither the teacher or the students are ready to leave the classroom.
A B C D

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MEETING XI
(READING)
MAIN IDEA QUESTIONS &
RECOGNIZING THE ORGANISATION IDEAS

A. LEARNING OBJECTIVES

At the end of this chapter, the students are expected to be able to:

1. Determine the main idea of a passage
2. Determine the organisation ideas in the passage

B. MATERIAL DESCRIPTION

1. MAIN IDEA

1.1. What is Main Idea?

According to Mikulecky and Jeffries (2007), main idea of a paragraph is the important topic that the writer trying to convey. Main idea in a paragraph can be found in the topic sentence of the paragraph. As Oshima and Hogue (2006) state that the topic sentence indicates the main idea of the paragraph. Topic sentence has two parts, they are *topic* and *controlling idea*. Controlling idea as well as supporting details in the paragraph that usually more specific than main idea which function is to explain the idea of the paragraph.

Example

Read the paragraph below and determine its main idea.

The global demand for water (estimated at about 5 billion cubic feet per year) has tripled since 1950. One reason for the increased demand for water is the rapid growth in population. Each person on earth consumes, on average, 10 million gallons of water in a lifetime! More people means a need for more water for agricultural and household use. A second reason for the increased consumption of water is the rapid development of complex technology. Factories and food production facilities cannot function without water. Power-generating facilities also use vast amounts of water to make the steam that is needed to run the turbines and cool the system.

What is main idea of the paragraph above?

- (A) More people means a need for more water for agricultural and household use.
- (B) Factories and food production facilities cannot function without water.
- (C) The global demand for water has tripled since 1950.

Explanation

To find out the main idea of the paragraph in a passage, first you have to find the topic sentence. The topic sentence above located in the first sentence in the paragraph "*The global demand for water (estimated at about 5 billion cubic feet per year) has tripled since 1950.*" From the topic sentence, we can find out that answer (C) is the correct answer because it expresses the topic and also the general idea in which the writer tries to convey in the paragraph. Meanwhile (A) and (B) are not the best answer since they are supporting details about the topic.

The example above is a kind of state main idea which the topic sentence state the main idea completely. So, it is easy for us to determine the main idea of the paragraph by only reading the topic sentence.

Besides stated main idea, there is also unstated main idea. Unstated main idea means the topic sentence state the main idea of a paragraph incompletely. In this case, you probably find out the topic in one sentence, but the writer will state his ideas related to the topic several sentences of the paragraph. If you experience this, you must infer the complete main idea by combining the separate ideas in several sentences of the paragraph.

Example

People in the United States disclose more than those in Great Britain, Germany, Japan, or Puerto Rico. American students also disclose more than students from nine different Middle East countries. Singaporean-Chinese students consider more topics to be taboo and inappropriate for self-disclosure than their British colleagues. In Japan, it is considered undesirable to reveal personal information whereas in much of the United States it is not only considered desirable, it is expected.

Explanation

Perhaps it will be a little hard for us to find out the topic sentence of the paragraph above. In this case, you should read the whole paragraph carefully and determine what all those sentences discussed. We can see that all those sentences have similar idea to discuss. It is about “self-disclosure” and how people which come from different countries want to tell about themselves. So, you conclude the best main idea of the paragraph above is *“Different self-disclosure degrees of people from different countries.”*

1.2. Main Idea Questions

In the third part of TOEFL test, you will get Reading Comprehension Test. Questions related to main ideas as well as overall ideas in the passage will be found in the test. The questions will be written in many ways, for example, you will be required to analyze the main idea, topic, title or subject of a passage.

According to Philips (2001), the following questions are various ways to identify main idea questions:

- a. What is the **topic** of the passage?
- b. What is the **subject** of the passage?
- c. What is the **main idea** of the passage?
- d. What is the **author's main point** in the passage?
- e. Which of the following would be **the best title**?

If you find out the above questions in TOEFL test, there are some tricks that you can do to find the correct answers. First, if the passage consists of many paragraphs, you can determine the answers by noticing the first sentence of all paragraph in the passage. However, if the passage consists of one paragraph only, you should look at the beginning of the paragraph to find out the main idea. Besides that, you can find out the topic sentences first of the paragraph to determine the main idea.

In short, there are some steps you can do to answer the main idea questions:

- 1) You should read the first sentence of each paragraph
- 2) then you find out the general idea in the first sentence
- 3) after that move your eyes rapidly over of the passage in order to make sure whether you have found the topic sentence or not

- 4) the last step is you should not choose any definitely wrong answers, but you have to choose the correct answer.

Example 1

In the philosophy of John Dewey, a sharp distinction is made between intelligence and reasoning. According to Dewey, intelligence is the only absolute way to achieve a balance between realism and idealism, between practicality and wisdom of life. Intelligence involves “interacting with other things and knowing them,” while reasoning is merely act of an observer, “...a mind that beholds or grasps objects outside the world of things...” With reasoning, a level of mental certainty can be achieved, but it is through intelligence that control is taken of events that shape one’s life.

What is the topic of this passage?

- A. The intelligence of John Dewey
- B. Distinctions made by John Dewey
- C. Dewey’s ideas on the ability to reason
- D. How intelligence differs from reasoning in Dewey’s works.

Explanation

The above question asks about the topic of the passage. As the tricks given in the previous page, you should focus on the first sentence of the paragraph to find the correct answer of this question since the passage consist of one paragraph only. So, by reading the first sentence *“In the philosophy of John Dewey, a sharp distinction is made between intelligence and reasoning”* we know that it discusses the distinctions between the ideas of *intelligence* and *reasoning*. So, we can predict that *“intelligence and reasoning”* is the topic. After you make a prediction, you should check the answers one by one to find out the correct answer that relate to the topic you have predicted. In answer A, we can only find intelligence. In answer B, we can find distinctions that made by John Dewey, but there is no specific information about what distinctions that he made. In answer C, we can only find reasoning, so it is incomplete topic and we can not choose it. Therefore, the correct answer is D since it mentions the topics and convey the idea about the differences of intelligence and reasoning.

Example 2

Nitrogen fixation is a process by which nitrogen is continuously fed into biological circulation. In this process, certain algae and bacteria convert nitrogen into ammonia (NH_3). This newly-created ammonia is then for the most part absorbed by plants.

The opposite process of denitrification returns nitrogen to the air. During the process of denitrification, bacteria cause some of the nitrates form the soil to convert into gaseous nitrogen or nitrous oxide (N_2O). in this gaseous form, the nitrogen returns to the atmosphere.

Which of the following would be the best title for this passage?

- A. The Process of Nitrogen Fixation
- B. Two Nitrogen Processes
- C. The Return of Nitrogen to the Air
- D. The Effect of Nitrogen on Planet Life

Explanation

We can see that the question above asks about the best title for the passage. You must read the first sentence of the first and second paragraph because the passage consists of two paragraphs. This is important to do to find out the topic, title, main idea, or the subject of the passage. In the example above, we can identify that the first paragraph talks about how nitrogen fixation is processed. You might choose A if you only read the first paragraph. However, you should also look the first sentence in the second paragraph. It talks about the process of *denitrification*. So, you cannot choose C as the correct answer since the entry of nitrogen to the air is only discussed in the second paragraph. Moreover, answer D is also incorrect because the passage does not talk about the effect of nitrogen on planet life. As the result, the correct answer for the question above is B since we can find the information of two nitrogen processes in the first and second paragraph.

2. RECOGNIZE THE ORGANISATION IDEAS

Besides main idea, how the ideas in the passage is organized may also be asked in TOEFL test. In the TOEFL test, you will be required to identify how the ideas in one paragraph relate to the other ideas in the next paragraphs.

The following examples are taken from TOEFL test which questions asked you to find out how the ideas is organized in the passage.

Example 1

Passage

If asked who invented the game of baseball, most Americans would probably reply that it was their belief that Abner Doubleday did. They believe this because the story about *Line* Doubleday is part of the tradition of baseball.

(5) Doubleday was given credit for this invention early in the twentieth century when sporting-goods manufacturer Spaulding inaugurated a commission to research the question of who invented baseball. In 1908, a report was published by the commission in which Abner Doubleday, a U.S. Army officer (10) from Cooperstown, New York, was given credit for the invention of the game. The National Baseball Hall of Fame was established in Cooperstown in honor of Doubleday.

Today, most sports historians are in agreement that Doubleday really did not have much to do with the development (15) of baseball. Instead, baseball seems to be a close relative of the English game of rounders and probably has English rather than American roots.

Question

In this passage

- a) an idea is presented and then refuted
- b) a concept is followed by examples
- c) a cause is followed by an effect
- d) a belief is supported with reasons

Explanation

We can see that the question above asks about how the information in the passage is organized. You should find out the main ideas of each paragraph in the passage to find the correct answer of the question. You can find the main idea of the first paragraph in the first sentence of the paragraph. The sentence is "*If asked who invented the game of baseball, most Americans would probably reply that it was their belief that Abner Doubleday did.*" Moreover, you can also read the first line of the second paragraph "*Doubleday was given credit for this invention*" as well as the main idea of that paragraph. Meanwhile, to find out the main idea of the third

paragraph, you can read the first sentence of the third paragraph “*Today, most sports historians are in agreement that Doubleday really did not have much to do with the development of baseball.*” Moreover, you should study carefully information in the first sentence of each of the three paragraphs. You will find out that the third paragraph contradicts the information given in the first and second paragraph. As the result, the best answer for the question is answer (A).

Philips (2001) highlights that there are some questions in TOEFL test related to organization of ideas. The following is the questions:

- a. How is the information in the passage **organized**?
- b. How is the information in the second paragraph **related** to the information in the first paragraph?

To find out the answer of such questions, you should look at the first sentence of each paragraph in the passage to determine how the information is organized. Here are some steps can be done to answer the question:

1. You have to read the first line of each paragraph in the passage.
2. You should find out any words that show relationships among the paragraphs.
3. You must choose the answer that indicates the relationship.

C. EXERCISES

PART A

Choose correct answers to the questions that follow the following passages. The questions related to main idea, topic, or title of the passages.

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, Line (5) 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.

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 U.S. Keeps Its Gold
 - (D) A Visit to Kentucky

PASSAGE TWO (QUESTIONS 3-4)

Line
(5) 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 Moh's hardness scale is used to rank minerals according to hardness. Then 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.

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 Moh's scale
 - (D) Recognizing minerals in their natural state

4. The main idea of this 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 Moh's 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 Moh's scale

PASSAGE THREE (QUESTIONS 5-6)

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 Line (5) 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.

Line (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
 - (A) how many hurricanes occur each year
 - (B) the strength of hurricanes
 - (C) the weather in the North Atlantic
 - (D) hurricanes in one part of the world

6. The best title for this passage would be
 - (A) The North Atlantic Ocean
 - (B) Storms of the Northern Atlantic
 - (C) Hurricanes: The Damage and Destruction
 - (D) What Happens from May through November

PASSAGE FOUR (QUESTIONS 7-9)

Para 1 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.

2 *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.

- 3 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.
- 4 *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) nobility and honor in the poems of Longfellow
(B) the love triangle involving Miles Standish
(C) the popular appeal of *The Courtship of Miles Standish*
(D) the period of the early settlement of New England

PART B

Choose correct answers to the questions that follow the following passages.

PASSAGE ONE (QUESTIONS 1-2)

Para 1

Conflict within an organization is not always viewed as undesirable. In fact, various managers have widely divergent ideas on the value that conflict can have.

2

According to the traditional view of conflict, conflict is harmful to an organization. Managers with this traditional view of conflict see it as their role in an organization to rid the organization of any possible sources of conflict.

3

The interactionist view of conflict, on the other hand, holds that conflict can serve an important function in an organization by reducing complacency among workers and causing positive changes to occur. Managers who hold an interactionist view of conflict may actually take steps to stimulate conflict within the organization.

1. How is the information in the passage organized?
 - (A) The origin of ideas about conflict is presented.
 - (B) Contrasting views of conflict are presented.
 - (C) Two theorists discuss the strengths and weaknesses of their views on conflict.
 - (D) Examples of conflict within organizations are presented.
2. What type of information is included on the third paragraph?
 - (A) A comparison of the interactionist and traditional views of conflict
 - (B) A discussion of the weaknesses of the interactionist view of conflict
 - (C) An outline of the type of manager who prefers the interactionist view of conflict
 - (D) A description of none of the opposing views of conflict

PASSAGE TWO (QUESTIONS 3-4)

Para 1

IQ, or Intelligence Quotient, is defined as the ratio of a person's mental age to chronological age, with the ratio multiplied by 100 to remove the decimal. Chronological age is easily determined; mental age is generally measured by some kind of standard test and is not so simple to define.

2

In theory, a standardized IQ test is set up to measure an individual's ability to perform intellectual operations such as reasoning and problem solving. These intellectual operations are considered to represent intelligence.

3

In practice, it has been impossible to arrive at consensus as to which types of intellectual operations demonstrate intelligence. Furthermore, it has been impossible to devise a test without cultural bias, which is to say that any IQ tests so far proposed have been shown to reflect the culture of the test makers. Test takers from that culture would, it follows, score higher on such a test than test takers from a different culture with equal intelligence.

3. What type of information is included in the first paragraph?
 - (A) An argument
 - (B) A definition
 - (C) An opinion
 - (D) A theory

4. How does the information in the third paragraph differ from that in the second paragraph?
 - (A) It presents a contrasting point of view.
 - (B) It follows chronologically from the ideas in the second paragraph.
 - (C) It presents real information rather than a premise.
 - (D) It presents an example of the ideas in the second paragraph.

PASSAGE THREE (QUESTION 5-6)

Para 1

The largest lake in the western United States is the Great Salt Lake, an inland saltwater lake in northwestern Utah, just outside the state capital of Salt Lake City. Rivers and streams feed into the Great Salt Lake, but none drain out of it; this has a major influence on both the salt content and the size of the lake.

2

Although the Great Salt Lake is fed by freshwater streams, it is actually saltier than the oceans of the world. The salt comes from the more than two million tons of minerals that flow into the lake each year from the rivers and creeks that feed it. Sodium and chloride – the components of salt – comprise the large majority of the lake's mineral content.

3

The Great Salt Lake can vary tremendously from its normal size of 1,700 square miles, depending on long-term weather conditions. During periods of heavy rains, the size of the lake can swell tremendously from the huge amounts of water flowing into the lake from its feeder rivers and streams; in 1980 the lake even reached a size of 2,400 square miles. During periods of dry weather, the size of the lake decreases, sometimes drastically, due to evaporation.

5. How is the information in the passage organized?
 - (A) Two unusual characteristics of the Great Salt Lake are discussed.
 - (B) Contrasting theories about the Great Salt Lake's salt levels are presented.
 - (C) The process by which the Great Salt Lake gets its salt is outlined.
 - (D) The reasons for the variations in the Great Salt Lake's size are given.

6. The third paragraph contains information on
 - (A) how the size of the lake affects weather conditions
 - (B) the effects of contrasting weather conditions on the size of the lake
 - (C) the effects of changes in the size of the lake
 - (D) the causes of the varied weather conditions in the area of the lake

D. REFERENCES

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MEETING XII
(READING)
STATED AND UNSTATED DETAIL QUESTIONS

A. OBJECTIVE OF THE STUDY

The objectives of this study, the students are able to:

- I. Comprehend the idea of stated and unstated detail questions
2. Recognize stated and unstated detail questions
3. Dissect stated and unstated detail questions

B. MATERIAL DESCRIPTION

Unstated Detail Question is a question which its answer is not in the paragraph or the answer is wrong. Meanwhile, the Stated Detail Question is a question that is specific in information, or can refer to an **implied question**. Usually you will find both these questions on the TOEFL Test.

Here are some tricks to answer Stated Detail Question and Unstated Detail Question.

Stated Detail Question	Unstated Detail Question.
<ul style="list-style-type: none">✓ Search for keywords in the question✓ Briefly read the keywords in the paragraph✓ See the answer in detail or carefully and the closest one✓ Choose the closest answer✓ And finally, specify the answer	<ul style="list-style-type: none">✓ Search for keywords in the question✓ Briefly read the keywords in the paragraph✓ See the answer in detail and eliminate if the answer is in the paragraph✓ And finally, determine the wrong answer among the 3 correct answers

The following are just some useful tips for answering reading questions on the TOEFL.

❖ **Take look at the questions.**

It is vital to examine the essence of each question. Then read the material from the course of study to find answers to the questions.

❖ **Mastering reading techniques like skimming and scanning.**

Skimming is a strategy of speedily reading the first or last sentence of a paragraph to evaluate and analyze the reading's topic and major concept. Meanwhile, scanning is a process for understanding the intent or meaning of a sentence by methodically reading it. It is essential to practice the combination of these two techniques. To acquire these two approaches, you have practice as much as possible.

**SKIMMING IS READING FAST
TO FIND THE MAIN IDEA OR
GENERAL INFORMATION OF
THE TEXT**

**SCANNING IS READING
FAST TO FIND THE SPECIFIC
INFORMATION OF THE
TEXT**

❖ **Examine the questions to determine which parts of the text should be read more thoroughly.**

It will be advantageous to understand the meaning of the text. If you're having trouble understanding a piece of language, consider looking at the context of the statement. Avoid repeating the reading; this will slow down your reading speed. Keep in mind that you only have a limited amount of time.

❖ **Increase your field of vision.**

The goal of this method is to encourage you to read more texts. This is considered advantageous when compared to reading word for word.

❖ **Take advantage of finger tracking**

Finger tracking is the movement of your fingers from top to bottom as you read. This approach will help you get in the habit of going faster and more precisely in the reading and finding the answer.

Come on moving to the comprehensive understanding as following elaboration.

1. Stated Detail Questions

What is Stated Detail Questions?

Stated detail question gets some information about one piece of records in the section rather than the entry as a whole. The answers for these inquiries are regularly provided all together inside the section, and the right arrangement is generally a repetition of what is given inside the entry. And that implies that the legitimate arrangement often communicates the indistinguishable thought

as what is written in the section, yet the expressions are not by and large the equivalent.

How to Answer Stated Detail Questions Correctly

Stated detail questions will only ask for information contained in the reading text, not information in the reading text as a whole. To answer this question, usually the information in the reading text will be provided sequentially. The most appropriate answer to questions like this is also a repetition of what has been mentioned in the reading text. So, it can be concluded if the right answer shows the same idea or thing as what has been written in the reading text, but of course by using different words.

Example:

The passage:

Williamsburg is a historic city in Virginia situated on a peninsula between two rivers, the York and the James. It was settled by English colonists in 1633, twenty-six years after the first permanent English colony in America was settled at Jamestown. In the beginning the colony at Williamsburg was named Middle Plantation because of its location in the middle of the peninsula. The site for Williamsburg had been selected by the colonists because the soil drainage was better there than at the Jamestown location, and there were fewer mosquitoes.

The questions:

1. According to the passage, Williamsburg is located

- (A) On an island
- (B) In the middle of a river
- (C) Where the York and the James meet
- (D) On a piece of land with rivers on two sides

2. The passage indicates that Jamestown

- (A) Was settled in 1633
- (B) Was settled twenty-six years after Williamsburg
- (C) Was the first permanent English colony in America
- (D) Was originally named Middle Plantation

3. The passage states that the name **Middle Plantation**

- (A) Is a more recent name than Williamsburg
- (B) Derived from the location of the colony on **the peninsula**
- (C) Refers to the middle part of England that was home to the colonists
- (D) Was given to the new colony because it was located in the middle of several plantations

Analysis:

1	2	3
<p>The answers for these inquiries can be found in the perusing text in a successive request, hence focus on the solutions to the primary inquiries toward the beginning. In this way, the main inquiry concerns the area of Williamsburg, you should zero in on the section's first sentence. The word arranged, which importance found, shows up in the primary sentence.</p> <p>➤ <input type="checkbox"/> Answer A isn't right on the grounds that Williamsburg isn't situated on an island; the text says it is arranged on a landmass.</p> <p>➤ <input type="checkbox"/> Answer B is additionally not right in light of</p>	<p>The clarification to the subsequent inquiry might show up after the main inquiry's response. Since the subsequent inquiry is about Jamestown, you should filter from over perusing text for any connects to it. The answer for this question is a repetition of the assertion Williamsburg was laid out by English migrants in 1633, 26 years after Jamestown turned into the main long-lasting English settlement in America.</p> <p>➤ Answer A is incorrect since Williamsburg, not Jamestown, has been inhabited since 1633. Because Jamestown was</p>	<p>The response to the last inquiry likewise lies in the perusing text after the solution to the subsequent inquiry. Since the third inquiry is about the name of Middle Plantation, you should skim through it to track down data about it. The response to this question can be found in the sentence Williamsburg was named Middle Plantation due to its area in the landmass.</p> <p><input type="checkbox"/> Answer B is the most fitting since it is the most like the assertion.</p> <p><input type="checkbox"/> Answer A is inaccurate on the grounds that it is mistaken, the region was</p>

<p>the fact that Williamsburg is situated between two streams, not in the waterway.</p> <ul style="list-style-type: none"> ➤ <input type="checkbox"/> Answer C is additionally not right in light of the fact that the perusing text doesn't specify data with respect to the two streams in Williamsburg. ➤ <input type="checkbox"/> In this way, the most fitting response is D, with streams on different sides has a similar significance as between two waterways. 	<p>founded before Williamsburg.</p> <ul style="list-style-type: none"> ➤ Answer B is equally false. Because the name Middle Plantation alludes to Williamsburg. ➤ Answer D is equally erroneous. ➤ As a result, the most appropriate response is C, which is positioned directly. So, it can be concluded that the most appropriate answer is C which is directly located in the reading text that discusses Jamestown. 	<p>initially called Middle Plantation, and the name Williamsburg is a later name.</p> <ul style="list-style-type: none"> □ Answer C is likewise mistaken on the grounds that the perusing text doesn't make reference to data with respect to naming the region after the pilgrims' home in England. □ Answer D is likewise not right in light of the fact that the perusing text doesn't specify data about the area of Williamsburg.
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Stated Detail Questions

How to identify questions	1. According to the reading text...
	2. As written in the reading text...
	3. The reading text indicates that...
	4. The author mentions that...
	5. Which of these statements is most true...?

Where can the correct answer be found?

How to answer the question?



The answers to these questions lie sequentially in the reading text.

1. Determine the keywords of the question.
2. Skim through information related to keywords.
3. Read sentences that contain keywords.
4. Pay attention to the answers that repeat the key words in the reading text.
5. Eliminate the possible wrong answer choices and choose the most appropriate answer.

TIPS

If in the main idea or main idea we are asked to take the essence of the paragraph or the whole paragraph, in the STATED question we are asked to pay attention to the information in the text.

Using a scanning technique that serves to quickly find some information in the reading as quickly as possible.



STRATEGY

- ✓ READ THE QUESTIONS FIRST TO FIND THE KEYWORDS (DETAILED INFORMATION)
- ✓ DO A SCANNING TECHNIQUE OR READ QUICKLY TO FIND IN THE SENTENCE HOW MANY KEYWORDS APPEAR.
- ✓ AFTER THE KEYWORD IS FOUND IN THE SENTENCE, READ THE SENTENCE CAREFULLY.
- ✓ COLLECT THE DETAILED INFORMATION IN THE SENTENCE AND MATCH IT WITH THE ANSWER CHOICES.



2. Unstated detail question

Simultaneously as here and there you'll be mentioned inside the Reading Comprehension portion of the TOEFL check, to find a response that isn't said or at this point not referenced or presently not genuine in the entry. It's far alluded to as implicit detail question. This kind of inquiries basically technique that three of the responses are expressed, referred to, or genuine inside the section, even as one arrangement isn't consistently. Your genuine errand is to find the three precise responses after which pick the letter of the main last response. You should take note of that there are two sorts of replies to this kind of inquiry: **(1) there are three genuine responses and one response that are not talked about in the entry, or (2) there are three genuine responses and one that is misleading as indicated by the section.** To address the implicit detail question, you could follow the indistinguishable strides as to find the said of it. In any case, then, at that point, you need to furnish you with the false response.

UNSTATED DETAIL QUESTION	
How to become aware of the question	<ul style="list-style-type: none"> • Which of the subsequent isn't said...? • Which of the following is not referred to...? • Which of the following is not discussed...? • All the following are genuine besides.
in which to find the answer	the answer to those questions is determined in order within the passage
How to answer the question	<ul style="list-style-type: none"> • Pick out a key word inside the query. • Experiment the suitable vicinity within the passage for key word (or related idea). • Study the sentence that carries the important thing word or concept carefully. • Look for solutions which might be truly real in keeping with the passage. Take away those answers.

- Choose the answer that isn't authentic or not discussed within the passage.

Example:

PASSAGE ONE

In English, there are many different kinds of expressions that people use to give a name to anything whose name is unknown or momentarily forgotten. The word gadget is one such word. It was first used by British sailors in the 1850s and probably came from the French word gachette, which was a small hook. In everyday use, the word has a more general meaning. Other words are also used to give a name to something unnamed or un-known, and these words tend to be somewhat imaginative, some of the more commonly used expressions are a what-d'ye-call-it, a whatsis, a thingamabob, a thingamajig, a doodad, or a doohickey.

1. Which of the following is **NOT** mentioned in the passage as an expression for something that is not known?

- A what-is-it
- B A gadget
- C A thingamabob
- D A doohickey

Analysis:

This inquiry poses for the one response that isn't referenced, so three of the responses are recorded in the entry and one isn't. You should search for the three responses which are referenced. Since device, gizmo, and thingamajig are recorded in the entry, the second, third, and fourth responses are mistaken. A what is-it isn't recorded in the entry, so the main response is the most appropriate solution to this inquiry.

PASSAGE TWO

The Florida Keys are a beautiful chain of almost 1,000 coral and limestone islands these islands form an arc that heads first southwest and then west from the mainland U.S. Highway 1, called the Overseas Highway connects the main islands in the chain. On this highway, it is necessary to cross 42 bridges over the ocean to cover the 159 miles from Miami on the mainland, to Key West the farthest island on the highway and the southernmost city in the United States.

Questions:

1. Which of the following is NOT mentioned about the Florida Keys?
 - A. The Florida Keys are a chain of islands.
 - B. The Florida Keys contain coral and limestone
 - C. The Florida Keys are in the shape of an arc.
 - D. The Florida Keys are not all inhabited.
2. Which of the following is NOT true about U.S. Highway 1?
 - A. It is also known as the Overseas Highway
 - B. It joins all of the Islands in the Florida Keys.
 - C. It has more than 40 bridges
 - D. It connects Miami and Key West

Analysis:

The main inquiry poses for the one response that isn't referenced with regards to the Florida Keys. The section expresses that the Florida Keys are a chain (answer A) with coral and limestone (answer B) looking like a bend (answer C), so these responses are not right. The most appropriate response is subsequently (D). The entry doesn't examine whether or not the keys are totally possessed.

The subsequent inquiry poses for the response that isn't accurate with regards to U.S. Parkway 1. The entry expresses that it is known as the Overseas Highway (answer A), that it has 42 scaffolds (answer C), and that it covers(s) the 159 miles from Miami... to Key West (answer D), so these responses are not right. The most fitting response is (B). The section expresses that the

Overseas Highway associates the fundamental islands in the chain, so it doesn't interface the islands in general.

C. EXERCISES

a. Answer the following stated detail questions

Flutes have been around for quite some time, in all sorts of shapes and sizes and made from a variety of materials. The oldest known flutes are about 20,000 years old; they were made from hollowed-out bones with holes cut in them in addition to bone, older flutes were often constructed from bamboo or hollowed-out wood. Today's flutes are generally made of metal, and in addition to the holes they have a complicated system of keys, levers, and pads. The instrument belonging to well known flautist James Galway is not just made of any metal; it is made of gold

1. According to the passage, the oldest flutes
 - (A) Had holes cut in them
 - (B) Were made of metal
 - (C) Were made 200,000 years ago
 - (D) Had a complicated set of levers and pads

2. The passage indicates that James Galway's flute is made of
 - (A) Bones
 - (B) Bamboo
 - (C) Wood
 - (D) Gold

Many parts of the Southwestern United States would become deserts again without the waters of the Colorado River. A system of thousands of miles of canals, hundreds of miles of tunnels and aqueducts, and numerous dams and locks bring Colorado River water to the area. The Imperial Valley in Southern California is an example of such a place; it is a vast and productive agricultural area that was once a desert. Today, 2,000 miles of canals irrigate the fertile land and keep it productive.

1. Which of the following is mentioned in the passage as a way that Colorado River water gets to the Southwest?
 - (A) By truck
 - (B) In bottles
 - (C) In wells
 - (D) Through canals
2. According to the passage, the Imperial Valley...
 - (A) Is a desert today
 - (B) is located in Colorado
 - (C) Produces a lot of agricultural goods
 - (D) Does not require irrigation

b. Answer the following unstated detail questions

Blood pressure measurement has two components: systolic and diastolic. Systolic pressure is taken when the heart is contracting to pump blood; diastolic pressure is taken when the heart is resting between beats. In the usual blood pressure reading, the systolic measurement is given first and is the higher of the two. Normal blood pressure is a systolic measurement of 120-140, and when the systolic pressure is 160 or higher, and then hypertension exists. Systolic pressure between 140 and 160 indicates borderline hypertension.

1. Which of the following is NOT true about systolic blood pressure?

- (A) It is taken during the contraction of the heart.
- (B) It is usually given first in a blood pressure reading.
- (C) A normal systolic measurement is 120-140.
- (D) Hypertension exists when the systolic pressure is below 140.

2. Which of the following is NOT stated about diastolic pressure?

- (A) It is one of the two components of blood pressure measurement.
- (B) It is taken when the heart is resting.
- (C) It is lower than systolic pressure.
- (D) A diastolic measurement of 140 is normal.

In the 1960s, as space travel was becoming a subject of much discussion, Pan American Airlines began receiving some fairly unusual requests for flight information. People began making requests to be on the first flight that Pan Am made to the Moon. On a whim, Pan Am started a waiting list for the first flight to the Moon. Similar requests have come to Pan Am over the years, and Pan Am has responded by adding the names of the requesters to the list. Unfortunately for Pan Am, the original company is no longer in business, and it never got to the Moon. However, when it went out of business, it had a waiting list of more than 90,000 names for its first lunar flight.

3. All of the following are mentioned about Pan American Airlines, **EXCEPT** that...
- (A) It started business in the 1960s
(B) It received requests for its first flight to the Moon
(C) It kept some people on a long waiting list
(D) It went out of business.
4. Which of the following is **NOT** true about Pan Am's Moon flights?
- (A) People asked Pan Am about its flights to the Moon.
(B) Pan Am kept a waiting list for its Moon flights.
(C) Pan Am never really made any Moon flights.
(D) Pan Am's waiting list had only a few names on it.

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MEETING XIII
(Reading)
PRONOUN REFERENTS AND IMPLIED QUESTIONS

A. OBJECTIVES

At the end of the lesson, the students are able to:

1. Determine pronoun Referents
2. Identify Implied Questions.

B. MATERIAL DESCRIPTION

1. Pronoun Referents

a. Introduction to Pronoun Referents

This part of the module describes the understanding of pronouns, types or pronouns, and examples of pronouns referents within sentences.

According to Langen (2003, p. 197) pronouns are words which take place of nouns. It can be stated that pronouns refer to and replace nouns which have already mentioned or which the writers assume are understood by the readers. There are some basic rules in understanding pronoun referents. Look at the following examples:

- a. **Ms. X** is in library. **She** is reading some books.
- b. **Mr. Z** is my lecturer. **He** is a nice person.

From the examples above, it can be seen that there are two different pronouns used in those two sentences, they are **she** and **he**. Pronoun **she** in the first examples replaces **Ms. X** as the noun, while pronoun **he** in the second sentence replaces the noun **Mr. Z**. Therefore it is clearly shown that a pronoun must agree in person with its antecedent (the word or phrase replaced by the pronoun).

Further, a pronoun must agree in number with its antecedent. Singular pronouns refer to singular nouns, while plural pronouns to plural nouns. Singular means one, and plural means more than one. Pay attention to the examples below:

- a. I have a **new book**. **It** is a novel.
- b. The **kids** are in the playground. **They** are playing hide and seek.

The examples above show that pronoun **it** in the first sentence replaces **book** as it is a singular noun, while pronoun **they** in the second sentence replaces **kids** as it is a plural noun.

Moreover, the next basic rule is there should be only one possible antecedent for a singular pronoun. Only the noun that the pronoun refers to should come before the pronoun. For example:

- a. Anne and Rebecca walked to **her** class this morning (incorrect)
- b. Anne and Rebecca walked to Anne's class this morning (correct)
- c. Anne walked to her class, and Rebecca accompanied **her** this morning (correct)

From above examples, it can be seen that the first sentences is incorrect because the pronoun **her** is not clear to which it refers to. Yet, the examples **c** and **d** are correct as the noun and the pronoun refers to are clear.

In addition, there must be an explicit antecedent. Sometimes, readers are confused of what the antecedent is. Look at the following examples:

- a. In campus, **they** said that Unpam is huge (incorrect).
- b. In campus, there are a lot of **students**. **They** said that Unpam is huge (correct).

Example **a** is incorrect as there is no clear antecedent for the pronoun **they**. While the example **b** is correct since the pronoun **they** clearly refers to the **students** as its antecedent.

A pronoun should not refer to a possessive noun. When a noun is possessive, it functions as an adjective, so it cannot be replaced by a pronoun.

- a. In the lecturer's statement, **he** was very helpful (incorrect).
- b. The lecturer was very helpful in **his** statement (correct).
- c. The lecturer's statement was very helpful (correct).

From the examples above, **a** is incorrect because the pronoun **he** cannot replace any words. The examples **b** and **c** are correct as the noun and pronoun refers to are clear.

The last rule is that pronoun **it** must be used consistently. If it is used to refer to one noun in a sentence, it cannot be used again to refer to another noun in the same sentence or as an idiom. Look at the examples below:

- a. If **it** is possible, I want to go on vacation since **it** will make me glad (incorrect).
- b. If **it** is possible, I want to on vacation, which will help me glad (correct).

In conclusion, paying attention to the rules can be very helpful to understand the use of those pronoun referents in sentences correctly.

b. Types of Pronouns.

In order to make correct sentences using pronouns correctly, it is essential to know and understand some types of pronouns as they are used differently. According to Azar (2002), there are 5 types of pronouns which are commonly used in both written and spoken languages, they are Subject pronouns, Object pronouns, Possessive pronouns, Possessive Adjectives, and Reflexive pronouns. To get better understanding, look at the following table:

Table 1.Types of pronouns

Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive pronouns	Reflexive Pronouns
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself/ yourselves
We	Us	Our	Ours	Ourselves
They	Them	Their	Theirs	Themselves
She	Her	Her	Hers	Herself
He	Him	His	His	Himself
it	it	its	-	itself

Subject pronouns are those who perform the actions in the sentences, while object pronouns are those that receive the actions in the sentences. Look at the sentences below:

- a. That man is a chef. **He** is cooking some food.
- b. The students are in the class. Ms. Anna is talking to **them**.

From above examples, it is seen that pronoun **he** in the first sentence performs the action of *cooking*, so it is a subject pronoun. While pronoun **them** in the second sentence performs as an object pronoun as it receives the action did by *Ms. Anna* as the subject.

Further, both possessive adjectives and possessive pronouns are used to show possession or ownership. Possessive adjective must be followed by a noun, while possessive pronoun is used alone, without a noun following it. Pay attention to the following examples:

- a. Susi and Dinda are the students of Unpam. **Their** class is on the fifth floor.
- b. This is my book. The blue one is **yours**.

The possessive adjective **their** in the first sentence is used to inform the students' class, and it is followed by the noun **class**. While the possessive

pronoun **yours** in the second example explains the book that belongs to the other subject, and it is used alone without a noun following it.

The other type of pronoun is reflexive pronouns. They are used when both subject and object are the same thing, and the action is pointed back to the subject of the sentence. Look at the examples in the following:

- a. I cut **myself** while I was chopping the onions.
- b. **They** saw the accident by **themselves**.

From the above examples, it can be seen that the reflexive pronoun **myself** refers to the subject **I** in *a*. While the reflexive pronoun **themselves** in *b* refers to the subject **they**.

To conclude, pronoun has its own function and usage. Understanding those who perform the actions and checking the pronoun referents for agreement will be helpful to decide what pronouns to choose and use.

c. Pronoun Referents in a Passage

In reading, especially in TOEFL reading comprehension questions, there are some questions asking about where the pronouns refer to. In this session, it is essential to understand that a noun is frequently used first in the text, while the pronoun which refers to it comes after. The easy way to determine pronoun referents in a text is by reading the sentence before the pronoun occurred to find the noun without reading the entire text. Therefore, in this type of question, readers just need to study the context of the surrounding words and ignore the rest. The following is an example of pronoun referents question in TOEFL test.

Carnivorous plants, such as the sundew and the Venus-flytrap, are generally found in humid areas where there is an inadequate supply of nitrogen in the soil. In order to survive, these plants have developed mechanisms to trap insects within their foliage. **They have digestive fluids** to obtain the necessary nitrogen from the insects. These plants trap the insects in a variety of ways. The sundew has sticky hairs on its leaves; when an insect lands on these leaves, it gets caught up in the sticky hairs, and the leaf wraps itself around the insects. The leaves of the Venus-flytrap function more like a trap, snapping suddenly and forcefully shut around an insect.

The question:

The pronoun **They** in line 4 refers to

- (A) Humid areas
- (B) These plants
- (C) Insects
- (D) Digestive fluid

The above question asked about the *referent* for the pronoun *they*. In order to answer this question, it is highly suggested to look before the pronoun *they* for the plural nouns that the pronoun could refer to. Options (A), (B), and (C) come before the pronoun, so they are possible answers; while option (D) is not possible as it comes after the pronoun. After that, it is suggested to try the three possible answers in the place of the pronoun. The best answer for this question is (B) *these plants* because from the context it is seen that *these plants have digestive fluids* to obtain the necessary nitrogen from the insects.

Another example taken from the reading comprehension question in TOEFL test.

The full moon that occurs nearest the equinox of the Sun has become known as the harvest moon. **It** is a bright moon which allows farmers to work late into the night for several nights; they can work when the moon is at its brightest to bring in the fall harvest. The harvest moon, of course, occurs at different times of the year in the northern and southern hemispheres. In the northern hemisphere, the harvest moon occurs in September at the time of the autumnal equinox. In the southern hemisphere, the harvest moon occurs in March at the same time of the vernal equinox.

The question:

The pronoun **it** in line 2 refers to

- (A) The equinox
- (B) The sun
- (C) The harvest moon
- (D) The night

The above question asked about the *referent* for the pronoun *it*. In order to answer this kind of question, the same as the previous example, it is highly suggested to look before the pronoun *it* for the singular noun that the pronoun could refer to and to understand the context of the surrounding words. Therefore, the most possible answer is (C) *the harvest moon* because from the context it is shown that the pronoun *it* describes the harvest moon in the previous sentence. The writer gives more information that the harvest moon is the bright moon that allows farmers to work late as written in the next sentence.

2. Indirectly Answered Questions

This section describes about making inference and answering implied detailed question in a text.

a. Introduction to Inferences

Some writers do not express their feelings and ideas directly in a text they made, and they let readers draw their own conclusion. Inference making is assumed as one of the aspects which should be considered in reading as it is a main element to be eloquent in reading (Davoudi, 2005). In the process of making inference, readers are required to make use of their prior knowledge (knowledge of a subject and cultural knowledge) and connect it with the text provided. The following is an example of making use of knowledge of a subject:

My hobby is reading. I like reading at night before I go to bed. Sometimes my father passes by my room, look through the open door and say, "Honey, don't do that! You will spoil your eyes. Look at your brother now. You don't want to wear glasses like him, do you?

Question : Why do you think the writer's father give that advice?

Answer : Perhaps because the writer likes to read while she is lying in bed without enough light.

Another example is using cultural knowledge to link with the ideas in the passage. Look at the following:

I want to be a singer like Celine Dion. I know almost all of her songs. She is a great singer she comes from Quebec, Canada. She speaks fluent English and French.

Question : In your opinion, why is Celine Dion able to speak English and French?

Answer : Because she comes from Quebec. Most Quebecois are bilingual (speak English and French)

Inference in reading is the ability to understand the passage without all the information being spelled out. Readers understand the meaning of the text just by looking at the context clues like plot, characters, setting, and other elements that can be used to make inference. Look at the following example:

The family dog hid behind the sofa as a storm roared outside. There was lightning and thunder. The dog whimpered each time it heard a thunder dad tried to coax the dog out, but it was not going anywhere.

Question: You can guess that

- (A) Storms make the dog afraid
- (B) The dog was playing hide and seek
- (C) Dad was afraid of storms

The best answer for this question is (A) *Storms make the dog afraid*, because the clues given by the writer support the conclusion.

In conclusion, while making inference, readers link what they know with what is included in the text. Inference is just an assumption supported by the logical clues. So that, readers just need to find and determine the plausible answers based on the information gathered.

b. Implied Detailed Questions

Another type of question in TOEFL reading comprehension questions is implied detail questions. These kinds of questions ask readers to be able to draw conclusion based on the details and clues provided in the text. These questions contain the words *inferred implied, likely, or probably* to inform the readers that the answers are not directly stated. Therefore, it is essential to understand the meaning of the text just by

looking at the details, and later readers will be able to draw conclusion. Look at the following example:

The Hawaiian language is a melodious language in which all words are derived from an alphabet of only twelve letters, the five vowels *a, e, i, o, u* and the seven consonants *h, k, l, m, n, p, w*. Each syllable in the language ends in a vowel, and two consonants never appear together, so vowels have a much higher frequency in the Hawaiian language than they do in English.

This musical-sounding language can be heard regularly by visitors to the islands. Most Hawaiians speak English, but it is quite common to hear English that is liberally spiced with words and expressions from the traditional language of the culture. A visitor may be greeted with the expression *aloha* and may be referred to as *malihini* because he is a newcomer to the island. The visitors may attend an outside *luau* where everyone eats too much food and be invited afterwards to dance the *hula*.

The question:

Which of the following is *probably NOT* a Hawaiian word?

- (A) *malahi*
- (B) *mahimahi*
- (C) *meklea*
- (D) *moana*

The above question asks the word which is *probably NOT* a Hawaiian word. In order to answer this question, it is suggested to refer to the part of the passage where it states that in the Hawaiian language *two consonants never appear together*. From that statement, the possible conclusion is (C) *meklea* because the consonants *k* and *l* appear together. Look at the other question in the following. The question is still from the same passage.

The question:

It is implied in the passage that a *luau* is

- (A) a dance
- (B) a feast
- (C) a concert
- (D) a language

The question above asks what is implied in the passage about *luau*. To answer it, it is highly suggested to refer to the part of the passage where it mentions a *luau where everyone eats too much*. Therefore, the conclusion is (B) *luau is a feast*, which is a very large meal.

To conclude, steps that should be done to answer implied questions are choosing the key word, scanning for a key word or the related idea, reading sentences containing key words, and looking for an answer that could be accurate based on the sentence provided.

C. EXERCISES

Exercise 1: Choose the correct pronouns in the following sentences.

1. The lecturer gave (their/them) some assignment to finish
2. (Yourself/You) are invited to Ann's birthday party.
3. (I/me) always believe in (myself/I).
4. Don't treat (mine/me) like the way you treat (his/him)
5. Will (hers/she) go out with (hers/her) classmates tomorrow?
6. Andi did the project (him/himself) since no one could.
7. I sat next to (he/him) on the train yesterday.
8. They say that (my/mine) apartment is larger than (theirs/their).
9. I met (you/yours) daughters. (Them/They) are very cute and polite.
10. Unpam building is tall. (It/Its) roof is brand new. I like (them/it)

Exercise 2: Choose and mark one out of two possible inferences based on the information given!

1. Ten food groups were difficult for consumers to remember, so these groups were trimmed to four food groups by the U.S government by the late 1950s.
_____ The U.S government thought people were having a hard time understanding so many food groups.
_____ There are really only four food groups.
2. In developed countries, food guides tend to promote a diet that prevents chronic disease. In developing countries, however, the goal of the food guide is to promote a diet that provides nutrients to safeguard against malnutrition.
_____ People from developing countries do not have chronic disease.
_____ People from developing countries worry about malnutrition
3. Mexico's chalice graphic illustrates the importance of water for overall health by placing "water" at the top and largest section of the chalice. Mexico has one of few food guides that characterize water as a principal part of the diet.
_____ Water is in short supply in Mexico.
_____ Mexico has a lot of water.
4. Budi is one of the many Indonesians and foreign patients who have checked into the Aimin Obesity Reduction Hospital to lose weight and gain self-esteem.
_____ Obese people have problems with their self-image
_____ In Indonesian society, obesity is viewed as a positive characteristic.
5. Forty to fifty years back, children used to engage in more of outdoor activities.
_____ Today's children have many more interesting indoor activities.
_____ Children today get a lot of physical exercise.

Exercise 3: Study each passage and choose the best answer to the question that follows.

Question 1-2

Mardi Gras, which means “Fat Tuesday” in French, was introduced to America by French colonists in the early eighteenth century. From that time it has grown in popularity, particularly in New Orleans, and today it is actually a legal holiday in several southern states. The Mardi Gras celebration in New Orleans begins well before the actual Mardi Gras Day. Parades, parties, balls, and numerous festivities take place throughout the week before Mardi Gras Day; tourists from various countries throughout the world flock to New Orleans for the celebration, where they take part in a week of nonstop activities before returning home for some much-needed rest.

1. The pronoun “it” in line 2 refers to
 - (A) Mardi Gras
 - (B) French
 - (C) That time
 - (D) New Orleans

2. The pronoun “they” in line 8 refers to
 - (A) New Orleans
 - (B) Celebration
 - (C) Various countries
 - (D) Tourists

Question 3-4

The financial firm Dow Jones and Company computers business statistics every hour on the hour of each of the business days of the year, and these statistics are known as the Dow Jones averages. **They** are based on a select group of stocks and bonds that are traded on the New York Stock Exchange. The Dow Jones averages are composed of four different types of averages: the average price of the common stock of thirty industrial firms, the average price of the common stock prices of twenty transportation companies, the average price of the common stock prices of fifteen utility companies, and an overall average of all the sixty-five stocks used to compute the first three averages. Probably the average that is the most commonly used is the industrial average; **it** is often used by an investor interested in checking the state of the stock market before making an investment in an industrial stock.

3. The pronoun “They” in line 3 refers to
 - (A) The business days
 - (B) These statistics
 - (C) Stocks and bonds
 - (D) Four different types
4. The pronoun “it” in line 10 refers to
 - (A) The most commonly used
 - (B) Investor
 - (C) Industrial averages
 - (D) Stock market

Question 5

The United States does not have a national university, but the idea has been around for quite some time. George Washington first recommended the idea to Congress; he even selected an actual site in Washington, D.C., and then left an endowment for the proposed national university in his will. During the century following the Revolution, the idea of a national university continued to receive the support of various U.S presidents, and philanthropist Andrew Carnegie pursued the cause at the beginning of the present century. Although the original idea has not yet been acted upon, **it** continues to be proposed in bills before Congress.

5. The pronoun “it” in line 8 refers to
 - (A) The cause
 - (B) The beginning of the present century
 - (C) The original idea
 - (D) Congress

Questions 6-7

Eskimos need efficient and adequate means to travel across water in that the areas where they live are surrounded by oceans, bays, and inlets and dotted with lakes and seas. Two different types of boats have been developed by the Eskimos, each constructed to meet specific needs.

The kayak is something like a canoe that has been covered by a deck. A kayak is generally constructed with one opening in the deck for one rider; however, some kayaks are made for two. Because the deck of kayak is covered over except for the hole (or holes) for its rider (or riders), a kayak can tip over in the water and roll back up without filling with water and sinking. One of the primary uses of kayak is for hunting.

The umiyak is not closed over, as is the kayak. Instead, it is an open boat that is built to hold ten to twelve passengers. Eskimos have numerous uses for the umiyak which reflect the size of the boat; e.g. the umiyak is used to haul belongings from campsite to campsite, and it is used for hunting larger animals that are too big to be hunted in a kayak.

6. It is implied in the passage that if kayak has two holes, then
 - (A) It accommodates two riders
 - (B) It is less stable than a kayak with one hole
 - (C) It is as large as an umiyak
 - (D) It cannot be used on the ocean
7. It can be inferred from the passage that an example of the animals mentioned might be
 - (A) A kangaroo
 - (B) A snake
 - (C) A whale
 - (D) A salmon

Questions 8-10

Two types of trees from the same family of trees share honors in certain respects as the most impressive of trees. Both evergreen conifers, the California redwood (*Sequoia sempervirens*) and the giant sequoia (*Sequoiadendron giganteum*) are found growing natively only in the state of California. The California redwood is found along the northern coast of the state, while the giant sequoia is found inland and at higher elevations, along the western slopes of the Sierra Nevadas.

The California redwood is the tallest living tree and is in fact the tallest living thing on the face of the earth; the height of the tallest redwood on record is 385 feet (120 meters). Though not quite as tall as the California redwood, with the height of 320 (100 meters), the giant sequoia is nonetheless the largest and most massive of living things; giant sequoias have been measured at more than 100 feet (30 meters) around the base, with weights of more than 6,000 tons.

8. It is implied in the passage that
 - (A) The leaves of only California redwood turn brown in the autumn
 - (B) The leaves of only the giant sequoia turn brown in the winter
 - (C) The leaves of both types of trees in the passage turn brown in the winter
 - (D) The leaves of neither type of tree in the passage turn brown in the winter
9. It can be inferred from the passage that the Sierra Nevadas are
 - (A) A type of giant redwood
 - (B) A coastal community
 - (C) A group of lakes
 - (D) A mountain range
10. Which of the following is implied in the passage?
 - (A) The giant sequoia is taller than the California redwood
 - (B) The California redwood is not as big around the giant sequoia
 - (C) The California redwood weighs more than the giant sequoia
 - (D) Other living things are larger than the giant sequoia

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MEETING XIV

REVIEW

A. OBJECTIVES

This chapter is particularly designed to review all the materials studied in English 1. In this last meeting, the students are expected to be able to:

1. Understand all the listening skills required in short conversations
2. Understand all the topics on Structure & Written Expressions studied
3. Understand all the skills studied on reading

B. MATERIAL DESCRIPTION

1. Listening

In English I, the listening focuses on short conversations. There are so many skills you need to master, but these three skills are principle; focus on the last line/last speaker, understand the synonyms, and avoid the homophonic words.

After mastering the three principles in short conversations, the students can continue their practices on negative, agreement and uncertainty, contrary meaning, and idiomatic expressions.

2. Structure and Written Expressions

There are many grammatical topics discussed in English I. Sentence with one clause or two clauses are frequently discussed here. When learning sentence with one clause, it is also important to understand the prepositions, objects of prepositions, and appositives. Participles are also discussed for better understanding on adjectives. The last one, the understanding on adjective will help a lot when practicing about degree of comparison.

When discussing sentence with two clauses, you are required to be familiar with various conjunctions; coordinate conjunctions, paired conjunctions, etc.

3. Reading

The principal tips for reading is pointed out in English I. Reading the question before reading the passage is really essential. It helps test-takers not to waste their time. In this review, yours understanding on main idea, stated and unstated detail questions, pronoun referents, and implied questions are tested here.

C. EXERCISES**Exercise 14.1:** listening (file name: **EN1-M14-Exercise 14.1**)

Now listen to these following short conversations. Try to write down and complete the scripts. Then, underline the key words. After all, pick your best answer for every question below!

1	Man: Woman: Narrator:	e. In a business office f. In a travel agency g. At a bar h. In a doctor's office
2	Man: Woman: Narrator:	e. She was sure to greet her boss. f. She bought some sheets. g. She got a new piece of clothing. h. She couldn't find anything because she's too short.
3	Man: Woman: Narrator:	e. She would have preferred a better hotel. f. Only a few hotels would have been better. g. The view from the hotel room was spectacular. h. The hotel was all right, except for the poor view.
4	Woman: Man: Narrator:	e. Have a bite to eat f. See a doctor g. Try the rest of the work h. Take a nap

5	Woman: Man: Narrator:	e. She isn't exact about what she gives to others. f. She generally forgives others. g. She can't be expected to give you four of them. h. She's an exacting person.
6	Man: Woman: Narrator:	e. She'll return from vacation in a week. f. She'll go on a vacation next week. g. Her vacation next week has been postponed. h. She's unable to take her vacation this year.
7	Man: Woman: Narrator:	e. The waitress sat down behind the table. f. The customers had a table in the back. g. They were waiting for a seat in the restaurant. h. The waitress was sitting in the back of the restaurant.
8	Man: Woman: Narrator:	e. There was a scarcity of fresh fruit at the market. f. She hardly ever goes to the market to buy fresh fruit. g. All of the fresh fruit in the market is hard. h. It's hard for the market to sell its fruit.
9	Man: Woman:	e. If the man's late to school, he should go through the back door. f. The man should never go back to school. g. The man can always return to school.

	Narrator:	h. The man should never be late for school.
10	Man: Woman: Narrator:	e. She is challenging the man to make the efforts. f. She doesn't want the man even to try. g. She can't bear to try. h. She is a daring person.

Exercise 14.2: listening (file name: **EN1-M14-Exercise 14.2**)

Now listen to these following short conversations. Try to write down and complete the scripts. Then, underline the key words. After all, pick your best answer for every question below!

1	Man: Woman: Narrator:	a. Letting the tea cool off a bit b. Having the tea immediately c. Making more tea in a few minutes d. Drinking tea
2	Woman: Man: Narrator:	a. In a theatre b. In a restaurant c. In a store d. In a bus station
3	Woman:	a. The end of the semester is making him feel sad

	Man: Narrator:	b. He's unhappy to end the semester. c. He's glad to be finishing school. d. He couldn't be happier to begin the semester.
4	Woman: Man: Narrator:	a. During the storm, someone knocked on the door of the house. b. The stormy weather caused the trees to fall. c. The storm destroyed the house. d. The house blocked the trees.
5	Woman: Man: Narrator:	a. He usually hears about the football games. b. It's out of the ordinary for the team to lose. c. He usually doesn't pay attention to the football team. d. The team hasn't won often.
6	Man: Woman: Narrator:	a. He had a job. b. He went to the office every morning. c. He was not working. d. He had to arrive at work earlier than 8 o'clock.
7	Woman: Man: Narrator:	a. He got lost on his vacation. b. He did not enjoy his vacation as much as possible. c. He didn't really lose his passport. d. The vacation was really enjoyable.

8	Woman: Man: Narrator:	a. He assures the woman that he knows the way to Riverdale. b. He doesn't know where the correct bus. c. He believes he knows the correct bus. d. It will take eight hours to get to Riverdale on the bus.
9	Man: Woman: Narrator:	a. None of the experiments could be completed. b. The laboratory assistant didn't want to do more experiments. c. The laboratory assistant completed one experiment. d. The laboratory assistant couldn't finish one experiment.
10	Man: Woman: Narrator:	a. The semester is really over! b. The semester will never end. c. She has the same wish as the man. d. She would like the man to repeat what he said.

Exercise 14.3: listening (file name: EN1-M14-Exercise 14.3)

Now listen to these following short conversations. Try to write down and complete the scripts. Then, underline the key words. After all, pick your best answer for every question below!

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

	Narrator:	
7	Woman: Man: Narrator:	a. He would like the woman to write the paper for him. b. He needs the woman to review the paper. c. He would like the woman to help him find his paper. d. He wants the woman to put the paper away.
8	Man: Woman: Narrator:	a. No one has been informed. b. Information about the problem is unavailable. c. Nobody is aware that the problem is serious. d. Everybody knows what is going on.
9	Woman: Man: Narrator:	a. He needed a loud alarm to wake up. b. The alarm failed to go off. c. He never woke up this morning. d. He did not sleep well.
10	Woman: Man: Narrator:	a. The plane was damaged when it landed forcefully. b. The pilot fielded questions about the forced landing. c. The pilot was forced to leave the plane in a hurry. d. The pilot made an emergency landing.

Exercise 14.4: Structure

Look at the following problems, pick your best answer!

1. The difference between novel and movie is that novel is printed while _____ . movie is presented in audiovisual form
 a. presented audiovisual is movie form

- b. is form of presented audiovisual
 - c. audiovisual form is movie presented
 - d. movie is presented in audiovisual form
2. Massive numbers of four-legged animals _____ the earth's land.
- a. dominate
 - b. dominating
 - c. they will dominate
 - d. if they dominate
3. Horizon is the furthest you can see, _____ the sky seems to meet the land or the sea.
- a. when
 - b. where
 - c. why
 - d. which
4. Financial institution with privilege control over the distribution and production of money and credit for a nation or a group of nation _____ central bank.
- a. call as
 - b. is called
 - c. to call
 - d. called
5. Kerosene is oil made from petroleum and used in the engines, it is mostly colourless and has _____.
- a. smelling unpleasant
 - b. an unpleasant smell
 - c. unpleasant smelling
 - d. smells unpleasant
6. 2018 did again America _____ to set tariffs and other barriers on China.
- a. America does begin again
 - b. America did begin again
 - c. did America again begin
 - d. does America again begin
7. Recession occurs _____ the rate of change remains the same over successive and equal intervals of time.
- a. if
 - b. according
 - c. with
 - d. under
8. People's trust on government to boost economy is increasing _____.

- a. because conditions of better employment
b. conditions in their community improve
c. since conditions of export-import improve
d. conditions improve in export-import
9. _____ instead of cables or wires to transfer the sound.
It's light and produces amazing sound.
a. True wireless stereo Bluetooth uses
b. To use Bluetooth TWS
c. The using of Bluetooth
d. Using the Bluetooth True wireless stereo
10. In 2000s, _____ used and it has attracted massive market then.
a. smartphone began popular
b. While the smartphone began
c. That the popular smartphone smartphone
d. The popular smartphone
11. The sophisticated smartphone allows its users _____ multiple technological and healthy benefits.
a. enjoys
b. is enjoyed
c. enjoying
d. to enjoy
12. In the first Thanksgiving, vegetables_____ and harvested were eaten together.
a. had the farmers planted
b. had planted the farmers
c. the farmers had planted
d. planted the farmers
13. Moody, spoilt, lazy, and too comfort in their zone _____ are typical of nowadays generation.
a. typical of nowadays generation
b. are typical of nowadays generation
c. nowadays generation are typical
d. are typical generation nowadays
14. Barrack Obama, the former US President and _____, was born in Honolulu, in 1961.
a. who is a great orator
b. his orator
c. a great orator
d. being a great orator
15. Cyanide is a highly deadly chemical that can exist in various forms. In medicine, _____ as anti-hypertensive.
a. however can be widely used

- b. can be widely used
 - c. however widely used
 - d. however it can be widely used
16. Of the 6,000 injured in September 11 attacks, how many survivors _____ long enough to see the more peaceful America and world?
- a. lived
 - b. will live
 - c. they will be living
 - d. will they live
17. How _____ the webinar last morning?
- a. do the participants attend
 - b. did the participants attend
 - c. the participants would attend
 - d. the participants' attendance
18. _____ one of many reasons why people are eager to settle Texas.
- a. affordable living cost
 - b. is affordable living cost
 - c. affordable living cost is
 - d. is living cost affordable
19. To maintain its success, _____ must, in the long run, diversify the business. produce something consumers consider useful or desirable.
- a. whichever a unicorn-to-be company
 - b. therefore a unicorn-to-be company
 - c. a unicorn-to-be company which
 - d. a unicorn-to-be company
20. Mr. George is noted architect, _____ .
- a. as well as an environment activist
 - b. and too very active environmentalist
 - c. but he acts very good for environment
 - d. the greater need there is
21. Open gun-ownership is the main reason _____ in the US.
- a. Increasing
 - b. of increasing crimes
 - c. of crime increasing
 - d. of increasing criminal
22. The customers have been really responsive over the Christmas Sale, _____ ? Our sales increase 20% this year.
- a. does they
 - b. has they
 - c. haven't they
 - d. haven't there

23. The traditional musical instrument _____ Ukulele was probably brought to Hawai'i in 1879 by Portuguese settlers. musical instrument from form Japan _____ is the feet long
 - a. is called
 - b. it is called
 - c. calls
 - d. called
24. When _____ to Europe in Christmas, most tourists bring extra winter jackets.
eedsthat float to the surface
 - a. travelled by Europe
 - b. be travelled to Europe
 - c. Europe travelling
 - d. travelling to Europe
25. Most buildings stand upright even the earthquake shake them because they are better in design and _____.
 - a. in foundation
 - b. deeper foundation
 - c. and deeper in foundation
 - d. deeper in foundation
26. The falling stock prices of good-performing companies are somehow _____ clearly believable.
 - a. nor
 - b. not
 - c. no
 - d. none
27. Stimulus package _____ as a way of government to encourage private sector participating the economy recovery.
 - a. was required
 - b. to require
 - c. requiring
 - d. require
28. _____ state of California is also famous for the “Celebrity State” because Hollywood is located here.
 - a. The
 - b. That the
 - c. There is a
 - d. As the
29. Updated and recent conditions of the match _____ by the CCTVs placed in all parts of the stadium.
 - a. seen
 - b. to see

- c. can see
 - d. can be seen
30. By the middle of the 20th century, painters and sculptors in the United States had begun to exert _____ over art.
- a. influence a great worldwide
 - b. a worldwide influence
 - c. influence worldwide a great
 - d. a great worldwide influence
31. The AFICE Inbound, student exchange program _____ to enjoy the real-life of American families.
- a. is it enable students
 - b. it enable students
 - c. enable students,
 - d. enables students
32. Boeing H-47 is an advanced and spacious America helicopter. Its size enables itself to be used for multi-mission.
Mary Cassatt specialized _____ mothers with their children.
- a. in using
 - b. which uses
 - c. to be used
 - d. to use
33. _____ one time, Nokia dominated the smartphone market in US.
- a. To
 - b. By
 - c. At
 - d. On
34. In 2008 Tesla Motors released completely electric Roadster, its first car.
- a. Roadster first its car
 - b. the first car, Roadster
 - c. Roadster, was the first car
 - d. Roadster, its first car
35. In Economy _____ “appreciate” denotes an increasing value over a period of time.
- a. termed
 - b. is termed
 - c. is terming
 - d. the term
36. Nominated as one of the leading universities in the world,
Considered one of the leading poets in America today, _____.
- a. There have been so many successful graduates produced by Harvard.
 - b. A number of Harvard graduates success Harvard produced
 - c. Harvard graduates have also produced

- d. a number of graduates produce Harvard
37. The new variants of virus and the issue of Russia's war _____ highly impossible for the economy experts to forecast the global economy growth.
- a. makes it
 - b. make it
 - c. it makes
 - d. makes
38. Campaigning for the green life _____ in both developed and developing nations.
- a. being held
 - b. had been held
 - c. has been conducted
 - d. have been conducting
39. _____ communicate by making noises and facial expressions long before they are able to speak or understand a language.
- a. whose children
 - b. however children
 - c. children
 - d. furthermore children
40. Sometimes _____ to separate translation and linguistics studies.
- a. that it is hard
 - b. hard
 - c. it is hard
 - d. is hard

Exercise 14.5: Reading

Read every passage below and answer the following questions!

line The Eifel tower was built for the International Exhibition of Paris of 1889 commemorating the centenary of the French Revolution. The Prince of Wales, later King Edward VII of England, opened *it*. Of the 700 proposals submitted in a design competition, Gustave Eiffel's was unanimously chosen. However, it was not accepted by all first, and a petition of 300 names, including those Maupassant, Emile Zola, Charles Garnier (Architect of the Opera Garnier), and Dumas the Younger – protested *its* construction. At 300 meters (320.75m including antenna), and 7,000 tons, it was the world's tallest building until 1930.

5

1. What is main idea of the passage above?
 - a. The history of Eiffel Tower
 - b. The Prince of Wales
 - c. French Revolution
 - d. British Revolution

2. What was the aim of building Eiffel Tower?
 - a. It was for French's Independent symbol.
 - b. It was for the International Exhibition of Paris of 1889 commemorating the centenary of the French Revolution.
 - c. It was for England Independent symbol.
 - d. It was for symbol of friendship between England and French.
3. The pronoun 'it' in third line refers to_____
 - a. Prince of Wales
 - b. King Edward VII
 - c. Eiffel Tower
 - d. French
4. If the Eiffel Tower was built in 1889, it means it will be _____ years old in 2022.
 - a. 132
 - b. 133
 - c. 143
 - d. 153
5. According to the passage, which of the following is NOT discussed?
 - a. Eiffel tower is in Paris, French.
 - b. Eiffel tower was the tallest tower until 1930.
 - c. Eiffel tower is 300 meters.
 - d. Eiffel tower is 700 tons.
6. Who was the architect of the Opera Garnier?
 - a. King Edward VII
 - b. Emile Zola
 - c. Charles Garnier
 - d. Prince of Wales
7. The pronoun *its* in line 7 refers to_____
 - a. Eiffel tower
 - b. Dumas the younger
 - c. Architect
 - d. Emile Zola

line The Quebec Bridge, located at mile 2.70, Bridge Sub-division Quebec City, Quebec, Canada, was considered the eighth “Wonder of The World”, when construction was completed in 1919. ***It*** is the longest cantilever, steel railway bridge in the world. Its “sister” bridge is the Firth of Forth Bridge in Scotland. The Quebec
5 Bridge is a riveted steel structure with 8,000,000 square feet of coatable structural steel. The overall length is 3239 feet and the width is 94 feet. The bridge is 340 feet high, from the top of the cantilever to the water below. Each cantilever span is 580 feet long.

10 The Quebec Bridge accommodates 1 rail line, 3 lanes of automotive traffic and 2 pedestrian walkways. The Quebec Bridge was declared a historic monument in 1987, by the Canadian & American Society of Civil Engineers and a National Historic Site on January 24, 1996 by the Department of Canadian Heritage.

8. What is the subject of the passage?
 - a. The Quebec Bridge
 - b. Quebec City
 - c. Canada
 - d. Canadian
9. The Quebec Bridge was completed in 1919. This means it will be _____ years old in 2019.
 - a. 90
 - b. 99
 - c. 100
 - d. 109
10. The pronoun *it* in line 3 refers to
 - a. The Quebec Bridge
 - b. Quebec City
 - c. Canada
 - d. construction
11. According to the passage, which of the following is true?
 - a. The Quebec Bridge is riveted steel structure with 80,000,000 square feet of coatable structural steel.
 - b. The Quebec Bridge accommodates 1 rail line, 2 lanes of automotive traffic and 3 pedestrian walkways.
 - c. The Quebec Bridge was declared as a historic monument in 1978.
 - d. The Quebec Bridge is 340 feet high.
12. According to the passage, “The overall length is 3239 feet”. If one foot is 30 centimeters, it means the overall length is_____ centimeters.
 - a. 97017
 - b. 97107

- c. 97170
 - d. 97710
13. Who did declare the Quebec Bridge as the historic monument in 1987?
- a. The Canadian and American Society of Civil Engineers
 - b. The Department of Canadian Heritage
 - c. The Canadian Community
 - d. The Prime Minister of Canada
14. According to the Passage, when was the Quebec Bridge declared as National Historic Site?
- a. 24 January 1969
 - b. 24 January 1996
 - c. 24 January 1978
 - d. 24 January 1987

line Umbilical cord blood, like bone marrow, contains valuable stem cells that can be used to treat life-threatening illnesses, such as leukaemia, lymphoma, sickle cell anaemia, and immune deficiency and metabolic diseases. A baby's cord blood can be donated to a public bank or stored at a private bank for future use in a sibling or parent who has an illness that can be treated by a cord blood transplant.

5 A number of public and private banks exist that can store cord blood for future use. The National Marrow Donor Program, which is overseen by the U.S. Health Resources and Services Administration, launched a program in October 2008 that provides families affected by life-threatening diseases with the opportunity to store a new baby's cord blood at no cost.

10

15. What is the main idea of the passage?
- a. Umbilical cord blood
 - b. Cord blood banking and donation
 - c. Leukaemia
 - d. The National Marrow Donor Program
16. According to the passage, umbilical cord blood can be used to treat, except,
- a. heart attack
 - b. Leukaemia
 - c. Immune deficiency
 - d. Lymphoma
17. The word who in line 7 refers to
- a. blood
 - b. baby's cord blood
 - c. a sibling or parent

d. public bank

18. When is the National Marrow Donor Program launched?

- a. October 1998
- b. December 1998
- c. December 2008
- d. October 2008

19. If the passage mentions that “Health Resources and Service

Administration launched a program in October 2008 that provides families affected by life-threatening diseases with the opportunity to store a new baby’s cord blood at no cost.” It means

- a. The program is free.
- b. The program needs a lot of money.
- c. The program is only for rich people.
- d. The program is not for poor men.

20. According to the passage, which of the following is UNTRUE?

- a. Umbilical cord blood, like bone marrow, contains valuable stem cells.
- b. The National Marrow Donor Program, which is overseen by the U.S. Health Resources and Services Administration, launched a program in October 2009.
- c. A baby’s cord blood can be donated to a public bank or stored at a private bank.
- d. The National Marrow Donor Program provides families affected by life-threatening diseases with the opportunity to store a new baby’s cord blood at no cost.

21.

line The Great Buddha of Kamakura (Daibutsu in Japanese) in Japan is a representation of Buddha Amitaba the Lord of the Western Pure Land. The bronze statue of Amida Buddha, which is worshipped by the followers of the Pure Land sect of Buddhism as a saviour, was cast in 1252 and is Kamakura’s most important tourist site. Once housed in a huge hall, the statue today sits in the open, the original temple having been washed away by a tsunami in 1495. Cast in bronze and weighing close to 850 tones, the statue is 13.35 meter tall. The latest repairs to the Buddha were completed in 1960. These strengthened the neck and made it possible for the Buddha’s body to move freely on the base to prevent a damaging shock to the statue in case of earthquake.

22. The word **which** in line 3 refers to

- a. The Great Buddha of Kamakura in Japan
- b. The bronze statue of Amida Buddha

- c. The Pure Land sect of Buddhism
 - d. Tsunami in 1495
23. When was the original temple washed?
- a. in 1954
 - b. in 1945
 - c. in 1594
 - d. in 1495
24. According to the passage, which statement is NOT true?
- a. Daibutsu is a representation of Buddha Amitaba, the Lord of the Western Pure Land.
 - b. The bronze statue of Amita Buddha was cast in 1252.
 - c. The latest repairs to the Buddha were completed in 1960.
 - d. Cast in bronze and weighing close to 805 tonnes.
25. According to the passage, what is the latest repair of Buddha for?
- a. to strengthen the body
 - b. to make it possible for the Buddha's neck to move freely
 - c. to make it possible for the Buddha's body to move freely on the base to prevent a damaging shock to the statue in case of an earthquake
 - d. to prevent an earthquake

line A heart attack happens if the flow of oxygen-rich blood to a section of heart muscle suddenly becomes blocked. Most heart attack occurs as a result of coronary heart disease (CHD). CHD is a condition in which a waxy substance called plaque builds up inside of the coronary arteries. These arteries supply oxygen-rich blood to your heart.

5 When plaque builds up in the arteries, the condition is called atherosclerosis. The build up of plaque occurs over many years. Eventually, an area of plaque can rupture (break open) inside of an artery. This causes a blood clot to form on the plaque's surface. If the clot becomes large enough, it can mostly or completely block blood flow through a coronary artery.

10 If the blockage isn't treated quickly, the portion of heart muscle fed by the artery begins to die. Healthy heart tissue is replaced with scar tissue. This heart damage is replaced may not be obvious, or it may cause severe or long-lasting problems.

26. What is the passage talking about?
- a. heart attack cause

- b. type of blood
 - c. parts of heart
 - d. a coronary artery
27. What is coronary heart disease?
- a. It is a kind of heart attack.
 - b. It is a condition in which a waxy substance called plaque builds up outside of the coronary arteries.
 - c. It is a condition in which a waxy substance called plaque builds up inside of the coronary arteries.
 - d. It is a blood clot to form on the plaque's surface.
28. According to the passage, what do arteries do?
- a. These supply water to your body.
 - b. These supply oxygen-rich blood to your heart.
 - c. These supply blood to your body.
 - d. These pump the blood to your head.
29. The Author mentions when plaque builds up in the arteries, the condition is called
- a. Sclerosis
 - b. Heart attack
 - c. CHD
 - d. Atherosclerosis
30. The word this in line 18 refers to
- a. heart
 - b. damage
 - c. heart damage
 - d. scar tissue

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