**KATA PENGANTAR**

All praise is delivered to Allah SWT for His blessing and Mercy, language Center of Universitas Muria Kudus can accomplish compiling this textbook for TOELF Preparation class (Keterampilan Wajib Bahasa Inggris).

*Keterampilan Wajib Bahasa Inggris* is a compulsory class that all students of Universitas Muria Kudus must join. Language Center is the institution assigned to hold this program.

This book compiled by team of instruction of Language Center of Universitas Muria Kudus for meeting the need of English mastery for Students. It is designed to ease them to learn TOELF.

There are three chapters covering listening, grammar and written expression and reading section.

We welcome for any constructive criticism and suggestion for improving the quality of this book.

The Head of Language of UMK

**Agung Dwi Nurcahyo, S.S,M.Pd.**

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**PENGENALAN TOEFL**

**Pengertian TOEFL**

TOEFL merupakan singkatan dari Test Of English as a Foreign Language. TOEFL adalah standardisasi kemampuan bahasa inggris seseorang secara tertulis yang meliputi empat aspek penguasaan: Listening, Writing dan Reading.

**Tujuan Test TOEFL**

TOEFL memiliki dua tujuan umum yaitu: Academic dan General. Tujuan akademik TOEFL adalah untuk tujuan pendidikan, penelitian atau yang berhubungan dengan kegiatan akademis di luar negeri, ataupun di Indonesia. Untuk paska sarjana, biasanya nilai minimal adalah 550 sedangkan untuk S1 adalah 500. Tujuan umum (general) pada umumnya digunakan dalam bidang pekerjaan, kenaikan pangkat atau tugas kerja. Banyak perusahaan yang memasang standar bahasa inggris karyawannya dengan melihat nilai TOEFL. Umumnya, nilai TOEFL minimal adalah 500 untuk kenaikan pangkat standar.

**Struktur TOEFL**

Ada tiga bagian tes TOEFL yang harus dikerjakan oleh peserta. Bagian pertama adalah soal-soal yang mengukur kemampuan Listening Comprehension (50 soal), Structure & Written Expression (40 soal), dan Reading Comprehension (50 soal). Keseluruhan soal dibuat dalam bentuk pilihan berganda. Keseluruhan tes berlangsung kurang lebih 150 menit, untuk Paper Based TOEFL, dan kurang lebih 240 menit untuk Computer Based TOEFL.

**Klasifikasi UMUM Nilai TOEFL**

Secara umum kita mengenal tiga level penguasaan bahasa asing, yaitu Tingkat Dasar (Elementary), Tingkat Menengah (Intermediate), dan Tingkat Mahir (Advanced). Untuk skor TOEFL, para ahli bahasa biasanya mengelompokkan skor ini kedalam empat level berikut (Carson, et al., 1990):

· Tingkat Dasar (Elementary) : 310 s.d. 420

· Tingkat Menengah Bawah (Low Intermediate) : 420 s.d. 480

· Tingkat Mahir (Advanced) : 525 s.d 677

**Penilaian TOEFL**

Sistem penilaian TOEFL menggunakan konversi dari setiap jawaban yang benar. Nilai TOEFL tertinggi yang bisa dicapai seseorang adalah 675.

**UNIT I**

**LISTENING COMPREHENSION**

Waktu = 35 menit (termasuk pembacaan petunjuk pelaksanaan untuk setiap bagian). Tes ini memberikan kesempatan untuk menunjukkan kemampuan memahami percakapan dan pembicaraan dalam bahasa Inggris. Listening Comprehension Test terdiri dari 3 (tiga) bagian:

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

Pada bagian ini, akan ada percakapan singkat antara dua orang. Setelah percakapan, pertanyaan yang berhubungan dengan percakapan tersebut akan diberikan. Baik percakapan dan pertanyaan tidak akan diulangi.

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

Pada bagian ini, akan ada percakapan dengan topik santai antara mahasiswa dengan durasi sekitar 60-90 detik. Setelah percakapan panjang selesai akan diikuti oleh sejumlah pertanyaan pilihan ganda yang kesemuanya merujuk pada percakapan panjang tersebut.

**Part C : TALKS (PEMBICARAAN)**

Pada bagian ini, akan ada beberapa pembicaraan dengan durasi sekitar 60-90 detik tentang kehidupan sekolah atau perkuliahan, masing-masing diikuti dengan pertanyaan pilihan ganda.

1. **DIALOG PENDEK**

**SKILL 1: RESTATEMENT (Pernyataan Kembali)**

Seringkali jawaban yang benar untuk sebuah pertanyaan dalam bagian dialog pendek adalah jawaban yang berisi penyajian kembali ide-ide dalam baris terakhir dari dialog.

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| **Example:**  On the recording, you hear:  (Woman) : *Steve, is something the matter? You don’t look very good*  (Man) : *Oh, I’m feeling* ***a little sick*** *today*  (Narrator) : *What does the man mean?*  In your test book you read:  (A) He’s very good looking  ***(B) He’s a bit ill***  (C) He looks worse than he feels  (D) His feet are a little thick |
| Dalam percakapan ini, *sick* berarti *ill* dan *a little* berarti *a bit.* Jawaban yang paling tepat untuk pernyataan tersebut adalah (B) karena menyatakan kembali ide dalam baris terakhir dialog. Perhatikan pula bahwa jawaban (D) tidak benar karena terdapat kata *feet* dan bukan *feel,* dan *thick* dan bukan *sick.* Kata-kata yang memiliki persamaan dalam hal bunyi dan bukan makna sering dijadikan pengecoh didalam soal. |

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|  | **Garis bawahi ide pokok dari dialog singkat dibawah.** |

1. (woman) : *What do you like about your new house?*

(man) : *It’s very close to a park.*

(woman) : *What does the man mean?*

1. The house is closed up now
2. He parks his car close to his house
3. His home is near a park
4. He doesn’t really like his new house
5. (man) : *Mark said some really nice things to me*

(woman) : *He’s very grateful for what you did*

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

1. He did a great job
2. He bought a crate full of fruit
3. He made a great fool of himself
4. He’s thankful

**SKILL 2: NEGATIVES (Pernyataan Negative)**

Pernyataan negative seringkali digunakan dalam dialog singkat. Respon yang paling umum untuk pernyataan negative adalah pernyataan positif yang mengandung sebuah kata dengan arti kata yang berlawanan.

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| Example:  On the recording you hear:  (woman) : *Did you get a lot of work done at the library today?*  (man) : *I couldn’t. It* ***wasn’t very quiet*** *there*  (narrator) : *What does the man mean?*  In your test book, you read:   1. The library **was noisy** 2. He got a lot done 3. He couldn’t quite get to the library today 4. The library’s good place to work because it’s quiet |

Jawaban yang benar adalah jawaban (A). Jika tidak *quiet* (tenang) di perpustakaan, berarti *noisy* (berisik). Perhatikan bahwa jawaban yang benar menggunakan *noisy* (berisik), kebalikan dari *quiet* (tenang).

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|  | **Garis bawahi ungkapan nagatif di baris terakhir dari setiap dialog singkat. Ingat bahwa jawaban yang tepat adalah yang menggunakan makna berlawanan.** |

1. (woman) : *You made so many mistakes in this homework*

(man) : *I wasn’t very careful*

(narrator) : *What does the man mean?*

1. He was rather careless
2. He does not care about mistakes
3. He took care of the work at home
4. He did not carry the work home
5. (man) : *Is there a lot of soup? I’m kind of hungry*

(woman) : *Sorry, there’s not a lot*

(narrator) : *What does the woman mean?*

1. There’s not very much soap
2. She doesn’t like soup
3. There’s only a little soup
4. The man should not be hungry

**SKILL 3: Suggestion (Saran)**

Saran juga sangat umum digunakan dalam dialog singkat, perhatikan contoh dibawah.

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| Example:  On the recording you hear:  (man) : *I haven’t talked with my parents in a while*  (woman) : ***Why don’t you call*** *them now?*  (narrator) : *What does the woman suggest?*  In your test book, you read:   1. Calling off his visit 2. Talking about his parents 3. Calling his parents in a while 4. **Phoning** his family |

Dalam contoh ini, ungkapan *why don’t* merupakan contoh memberi saran, jadi si wanita menyarankan untuk *phoning his family.* Sehingga jawaban yang paling benar adalah (D).

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|  | **Garis bawahi ungkapan member saran di setiap dialog singkat berikut. Kemudian pilih jawaban yang paling benar dari menyarankan sesuatu.** |

1. (man) : *The weather’s so beautiful today*

(woman) : *Let’s walk to school instead of driving*

(narrator) : W*hat does the woman suggest?*

1. Taking the car to school
2. Taking a walk instead of going to school
3. Going for a drive in the beautiful weather
4. Going to class on foot
5. (woman) : *I never have enough spending money*

(man) : *Why not get a part-time job?*

(narrator) : W*hat does the man suggest?*

1. Spending less money
2. Doing a better job at work
3. Earning some money
4. Spending less time at her job

**SKILL 4: Passive (Kalimat Pasif)**

Terkadang sulit untuk memahami siapa atau apa yang melakukan tindakan dalam kalimat pasif. Masalah ini sering diujikan dalam dialog singkat.

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| Example:  On the recording you hear:  (man) : *Is that a new chair?*  (woman) : Yes, ***we just bought*** *it last night*  (narrator) : *What does the woman mean?*  In your test book, you read:   1. She bought the chair 2. The chair was lost for a week 3. **The chair was purchased** recently 4. She bought the last chair from the store |

Dalam dialog ini, si wanita menggunakan kalimat aktif *we just bought it.* Jawaban yang tepat untuk ide tersebut menggunakan gagasan pasif t*he chair was purchased.* Sehingga jawaban yang paling tepat adalah (C).

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|  | **Baca dialog singkat dan garisbawahi pernyataan pasif atau pasif yang ada. Kemudian pilih jawaban paling tepat atas pertanyaan tersebut. Pastikan Anda memahami siapa yang melakukan tindakan dalam kalimat pasif tersebut.** |

1. (man) : *What happened to your notebook?*

(woman) : *I left it in the cafeteria.*

(narrator) : W*hat does the woman imply?*

1. The cafeteria us to the left
2. She left a note on the cafeteria door
3. She took some notes in the cafeteria
4. The notebook was left in the cafeteria
5. (man) : *When are we going to talk about the problem with the copy machine?*

(woman) : *It will be discussed at the meeting tomorrow*

(narrator) : W*hat does the man mean?*

1. She needs to make copies before the meeting
2. They will talk about the problem tomorrow
3. It is a problem to have a meeting
4. They must discuss whether or not to have a meeting

**SKILL 5: Who and Where (Apa dan DImana)**

Sudah menjadi hal yang biasa di dalam dialog singkat untuk meminta Anda menarik sebuah kesimpulan. Dalam tipe pertanyaan semacam ini, jawabannya tidak disebutkan dengan jelas, sehingga Anda harus menyimpulkan dari petunjuk-petunjuk yang diberikan. Salah satu jenis kesimpulan yang biasa didalam bagian tes ini adalah meminta Anda untuk menentukan **siapa** yang berbicara dalam dialog berdasarkan petunjuk-petunjuk yang diberikan.

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| Example 1:  On the recording you hear:  (man) : *What do you do during your* ***performance****?*  (woman) : *I play the* ***piano*** *and* ***sing***  (narrator) : *What is the woman most likely to be?*  In your test book, you read:   1. An athlete 2. A member of the audience 3. A clerk in a music store 4. A **musician** |

Petunjuk *performance, piano* dan *sing* dalam percakapan tersebut menjukkan bahwa si wanita kemungkinan adalah seorang musisi. Jawaban (D) adalah jawaban yang paling tepat untuk pertanyaan tersebut.

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| Example 2:  On the recording you hear:  (man) : *I’d like to open an account, please.*  (woman) : *What type of account would you like, a checking or savings account?*  (narrator) : *Where does the conversation probably take place?*  In your test book, you read:   1. In an accounting class 2. In a bank 3. At a service station 4. In a market |

Petunjuk checking or saving account dalam percakapan tersebut memberitahu Anda bahwa dialog tersebut kemungkinan terjadi di dalam sebuah bank.

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|  | **Dalam latihan ini, baca dialog singkat dan pilihan jawabannya. Garisbawahi petunjuk yang membantu dalam menentukan jawaban yang paling tepat.** |

1. (man) : *I’d like to mail this package, please?*

(woman) : *First or second class?*

(narrator) : *Who is the woman most likely to be?*

1. A school administrator
2. A postal worker
3. A banker
4. A teacher
5. (woman) : *How much are the flowers*

(man) : *Ten dollars a bouquet*

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

1. In a bakery
2. In a grocery store
3. In a florist shop
4. In a garden

**SKILL 6: Agreement (Persetujuan)**

Ungkapan persetujuan merupakan hal yang biasa di dalam dialog singkat, sehingga Anda harus terbiasa dengannya. Contoh berikut menunjukkan ungkapan persetujuan dengan penyataan positif.

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| Example:  On the recording you hear:  (man) : *I thought the meal was overpriced?*  (woman) : ***Me, too.***  (narrator) : *What does the woman mean?*  In your test book, you read:   1. There were too many spices in the meal 2. She has the same opinion of the meal as the man 3. She wants to share the man’s meal 4. The price of the meal was great |

Ungkapan *me, too* menunjukkan persetujuan dengan pernyataan yang positif, jadi maksud si wanita adalah dia berpendapat hal yang sama dengan si pria. Sehingga jawaban (B) adalah jawaban yang paling tepat untuk pertanyaan tersebut.

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|  | **Garis bawahi ungkapan persetujuan di setiap dialog singkat berikut. Pilih jawaban yang paling tepat. Ingat bahwa jawaban yang paling tepat adalah yang menunjukkan persetujuan.** |

1. (woman) : *This homework is going to take forever.*

(man) : *I’ll say*

(narrator) : W*hat does the man mean?*

1. It’s going to take forever to get home
2. It takes a long time to get from home to work
3. He and the woman have the same opinion about the homework
4. He needs to take the homework to class
5. (woman) : A trip to the park might be nice.

(man) : *You can say that again!*

(narrator) : What does the man mean*?*

1. The woman should repeat what she said
2. It’s nice in the park at night
3. The woman should tell him about part of the trip
4. He agrees about the trip to the park

**PART A**

**Exercise 1**

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|  | | **Pilih jawaban yang paling tepat untuk setiap dialog pendek yang Anda dengar.** | | |
| 1. | 1. Baking some pies 2. Climbing some trees 3. Having some dessert 4. Picking some apples | | 6. | 1. In a fast-food restaurant 2. In a grocery store 3. In an airport 4. In a service station |
| 2. | 1. There are thirty questions on the test 2. About a half hour remains 3. The test will begin soon 4. Thirty students are taking the test | | 7. | 1. Going down to the bottom of the lake 2. Swimming in the lake 3. Riding a boat across the lake 4. Taking a picture of the beautiful lake |
| 3. | 1. She agrees with the man 2. They should visit their friend Bill 3. It would be a good idea to play billiard 4. The bills have already been paid | | 8. | 1. He asked a number of questions 2. He felt that the expression was true 3. He is an honorable man 4. He said what he really felt |
| 4. | 1. A florist 2. A barber 3. A chef 4. A gardener | | 9. | 1. (A) He would like a cold drink, too. 2. The woman should repeat what she said 3. He doesn't like the taste of the drink 4. It's too cold to stop for a drink. |
| 5. | 1. She failed the test 2. She's not exactly sure about the exam 3. Her statistics were quite exact 4. She received a passing grade. | | 10. | 1. He wants to have some water 2. The grass is quite dry 3. He's waiting for the loan to be approved 4. He's going to mow the lawn this week |

**PART A**

**Exercise 2**

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| 1. | 1. There’s no more wood inside 2. The wood in the fireplace should be put outside 3. There’s a fire outside 4. He needs to bring some wood outside | 6. | 1. The woman hit her head on a nail 2. The woman hit his new car 3. The woman was exactly right 4. The woman bought a new car |
| 2. | 1. She worked late at a conference 2. The meeting was canceled 3. She called a conference at work 4. She was late to a conference | 7. | 1. He would like the woman to help him find his paper 2. He wants the woman to put the paper away 3. He needs the woman to review the paper 4. He would like the woman to write the paper for him |
| 3. | 1. In a hospital 2. At a police station 3. At the beach 4. In a locker room | 8. | 1. Information about the problem is unavailable 2. No one has been informed 3. Everybody knows what is going on 4. Nobody is aware that the problem is serious |
| 4. | 1. There was too much room on the dance floor 2. He enjoyed the room where they went dancing 3. The dance floor was too crowded 4. The club needed more rooms for dancing | 9. | 1. He did not sleep well 2. He never woke up this morning 3. The alarm failed to go off 4. He needed a loud alarm to wake up |
| 5. | 1. He could not understand the fax machine 2. He wrote the letter that was sent 3. The fax machine was easy for him to use 4. He was not very good with figures | 10. | 1. The pilot made an emergency landing 2. The pilot was forced to leave the plane in a hurry 3. The pilot fielded questions about the forced landing 4. The plane was damaged when it landed forcefully |

1. **PERCAKAPAN PANJANG**

Pembicaraan panjang seringkali berkisar tentang beberapa aspek dari sekolah (betapa sulitnya sebuah mata kuliah, bagaimana menulis sebuah makalah penelitian, bagaimana cara mendaftar untuk kursus, dsb) atau tentang kehidupan secara umum (menyewa apartemen, bermain olahraga, pergi ke bank). Percakapan juga dapat berupa kehidupan umum di Amerika Serikat (desalinasi pasokan air, daur ulang produk yang digunakan, kerusakan dari badai atau tipe lain dari fenomena alam). Percakapan panjang akan diikuti beberapa buah pertanyaan yang merujuk dari tema yang sama.

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| **Example:**  On the recording you hear:  (narrator) : ***Question 1 through 4****. Listen to a conversation between two people who are decorating an apartment.*  (woman) : *Hey, Walt. Do you think you could help me* ***hang these pictures on the wall****? There are only* ***two*** *of them.*  (man) : *Sure, Monica. Where do you want them to go?*  (Woman) : *I’d like to picture of the mountains over the fireplace, and I’d like the picture of my family* ***over the sofa****. What do you think?*  (man*) : I think they’ll look fine there. How about if you hold the pictures while I* ***hammer the nails into the wall****?*  (woman) : *Okay. Let’s start with the picture of my family.*  **Questions:**  1. On the recording you hear:  (narrator) *What are the man and woman discussing?*  In your test book you read:  (A) Taking some pictures  (B) Hanging some plants  (C) Taking a trip to the mountains  (D) **Putting some pictures on the wall**  Karena si wanita meminta si pria itu untuk membantu menggantung gambar-gambar di dinding, jawaban terbaik untuk pertanyaan ini adalah jawaban ini (D), menarik beberapa gambar di dinding.  2. On the recording you hear:  (narrator) *How many pictures are there?*  In your test book you read:  (A) One  (B) **Two**  (C) Three  (D) Four  Pertanyaan kedua bertanya berapa banyak gambar yang ada, dan si wanita dengan jelas mengatakan bahwa ada dua, jadi jawaban terbaik adalah jawaban (B).  3. On the recording you hear:  (narrator) *Where is the picture of the woman’s family going?*  In your test book you read:  (A) in the fireplace  (B) **Above the sofa**  (C) Home with Walt  (D) To the top of the mountain  Pertanyaan ketiga bertanya tentang lokasi gambar keluarga. Wanita itu mengatakan  bahwa dia akan meletakkannya di atas sofa, jadi jawaban terbaik untuk pertanyaan ini  adalah jawaban (B), di atas sofa.  4. On the recording you hear:  (narrator) *What is Walt probably going to do next?*  In your test book you read:  (A) Sit on the sofa  (B) Photograph Monica‟s family  (C) **Hammer the nails into the walls**  (D) Climb the walls  Pertanyaan terakhir menanyakan apa yang mungkin akan dilakukan oleh Walt. Walt  telah menyarankan bahwa ia harus memasang paku-paku ke dinding, jadi jawaban  terbaik adalah jawaban (C). |

**PART B**

**Exercise 3**

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|  | | **Pilih jawaban yang paling tepat untuk setiap dialog panjang yang Anda dengar.** | | |
| 1 | 1. What the assignment is 2. How good the professor is 3. The information in Chapter Six 4. What questions they should ask the professor | | 7 | 1. A hornet’s nest 2. Some bee eggs 3. A parked car 4. A swarm of bees |
| 2 | 1. Six pages 2. Six chapters 3. Sixty pages 4. The sixth chapter | | 8 | 1. To stay indoors 2. So see where the hornet’s nest is located 3. Not to walk in the same location as Greg 4. To keep away from Greg |
| 3 | 1. Whether or not they should read the chapters 2. Whether or not they should answer the questions 3. Which chapters they should read 4. When the professor they | | 9 | 1. The size of the campus 2. The city bus system 3. The length of time of each class 4. The university bus system |
| 4 | 1. Turn in the assignment 2. See the professor 3. Go to the class 4. Talk to a classmate | | 10 | 1. The entire campus 2. Part of the campus 3. The campus and the city 4. Only the off-campus area |
| 5 | 1. A bee stung him 2. He saw some bees and hornets 3. He was stung by a hornet 4. He took some eggs from a nest | | 11 | 1. Nothing 2. Three dollars 3. A few cents 4. Fifty cents |
| 6 | 1. To liberate bees 2. To protect their nests 3. To hatch eggs 4. To defend the park | | 12 | 1. Red 2. Green 3. Yellow 4. blue |

**PART B**

**Exercise 4**

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|  | | **Pilih jawaban yang paling tepat untuk setiap dialog panjang yang Anda dengar.** | | |
| 1 | 1. to a concert 2. to a rehearsal 3. to a lecture 4. to the library | | 8 | 1. Laramie 2. Devil’s Tower National Monument 3. Old faithful 4. Wyoming |
| 2 | 1. One 2. Two 3. Three 4. Four | | 9 | 1. Hear again about Yellowstone 2. Take a trip to Yellowstone 3. Get a job in a national park 4. Move to Yellowstone |
| 3 | 1. The bus does not go directly to the Music Building 2. The bus goes very slowly to the Music Building 3. The bus sometimes does not come 4. The bus will not arrive for a while | | 10 | 1. How and when we celebrate Thanksgiving 2. The traditional Thanksgiving dinner 3. When Thanksgiving began 4. Abraham Lincoln |
| 4 | 1. Walk 2. Wait for the bus 3. Miss the lecture 4. Think of another plan | | 11 | 1. With colonists in Massachusetts 2. Alone and thinking about how Thanksgiving developed 3. With a big Thanksgiving dinner 4. In an untraditional manner |
| 5 | 1. Boring 2. Fantastic 3. Lengthy 4. Faithful | | 12 | 1. The terrible winter 2. The corn harvest 3. The development of Thanksgiving Day 4. For the whole family together |
| 6 | 1. By car 2. By plane 3. By train 4. By bicycle | | 13 | 1. At many different times 2. In July 3. Any time in November 4. On a Thursday in November |
| 7 | 1. she went directly to the zoo 2. she spent a few weeks in Laramie 3. she stopped at the Devil’s Tower National Monument 4. she made a few stops before going on to Yellowstone | |

1. **PEMBICARAAN PANJANG**

Topik pembicaraan sering tentang berapa aspek kehidupan sekolah atau topik dalam berita. Pembicaraan panjang bisa juga diperpendek dengan tema perkuliah di Perguruan tinggi Amerika dan universitas luar negeri lainnya. Dari sebuah long talks akan diberikan beberapa pertanyaan dalam tema yang sama.

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| --- |
| **Example:**  On the recording, you hear:  (narrator) ***Question 1 through 4.*** *Listen to a lecture in a history class*  (woman) *Salt, which today seems so plentiful to us, in the past used to be a valuable commodity. In the ancient past in China, salt was used to make coins, and in parts of Africa it was traded in place of money. In the Roman Empire, soldiers were not paid in money but were instead paid in salt. In fact, the English word “salary” which means the amount of money that one earns, comes from the latin root for “salt”.*  **Questions:**  1. On the recording, you hear:  (narrator) *What is the topic of the talk?*  In your test book, you read:  (A) Valuable commodities  (B) Salt  (C) Ancient China  (D) Money  Pertanyaan pertama menanyakan tentang topik pembicaraan. Pembicaraan dimulaidengan topik garam dan terus berbicara tentang hal itu di seluruh bagian, jadi jawaban terbaik adalah jawaban (B).  2. On the recording, you hear:  (narrator) *What was salt used for in China?*  In your test book, you read:  (A) To spice food  (B) To build houses  (C) To make coins  (D) To locate Africa  Pertanyaan kedua menanyakan tentang penggunaan garam di Cina. Pembicara mengatakan bahwa di Cina, Garam digunakan untuk untuk membuat koin, jadi jawaban terbaik adalah jawaban (C).  3. On the recording, you hear:  (narrator) *What does “salary” mean in English?*  In your test book, you read:  (A) Coins  (B) Earnings  (C) Soldiers  (D) Commodities  Pertanyaan ketiga menanyakan arti dari "gaji". Pembicara mengatakan gaji yang berarti jumlah uang, jadi jawaban terbaik adalah jawaban (B).  4. On the recording you hear:  (narrator) *What is the meaning of the root “sal” in Latin?*  In your test book, you read:  (A) Salt  (B) Rome  (C) Money  (D) Trade  Pertanyaan terakhir menanyakan tentang arti akar kata dari "sal". Pembicara  mengatakan bahwa "sal" berasal dari akar bahasa Latin untuk "garam, jadi jawaban  terbaik adalah jawaban (A). |

**PART C**

**Exercise 5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **Pilih jawaban yang paling tepat untuk setiap dialog panjang yang Anda dengar.** | | |
| 1. | 1. A beautiful plant 2. A poisonous plant 3. A delicious plant 4. A fast growing plant | | 7. | 1. One 2. Two 3. Three 4. Four |
| 2. | 1. In vegetable gardens 2. Only in the United States 3. In supermarket 4. In many different places | | 8. | 1. The contest took place for years before Twain wrote about it 2. Twain wrote about the contest while he was watching it for the first time 3. Twain went to see the contest many times during his lifetime 4. Twain wrote about the contest before it actually took place |
| 3. | 1. Its leaves resemble parsley 2. It grows next to carrot 3. Its leaves are shaped like carrots 4. It does not have roots | | 9. | 1. A student 2. A professor 3. A bookstore clerk 4. A librarian |
| 4. | 1. The person may die 2. The person may get lots of healthful nutrients 3. The person may enjoy it and want more 4. The person may become dangerous | | 10. | 1. The place where students get I.D. cards 2. The place where students can use computer 3. The place where students check books out 4. The place where students find books in the library |
| 5. | 1. A story-writing contest 2. A frog-catching contest 3. A singing contest 4. A frog-jumping contest | | 11. | 1. A fee 2. A students I.D. card 3. Permission from the instructor 4. A computer |
| 6. | 1. Sixty-three 2. Two hundred 3. Two thousand 4. Forty thousand | | 12. | 1. A few hours 2. Two days 3. Fourteen days 4. Two months |

**UNIT 2**

**STRUCTURE AND WRITTEN EXPRESSION**

**2.1 PASSIVE VOICE**

Passive Voice merupakan salah satu dari beberapa pola yang ada di dalam bahasa inggris yang memiliki arti **( - di)** dalam penggunaannya. Bentuk ini mempunyai rumus sebagai berikut:

**[ Be + V3 (*past participle*) ]**

EXAMPLE:

Mr. Rob *wrote* “The History of America” **(active)**

“The History of America” *was written* by Mr. Rob **(passive)**

|  |  |  |
| --- | --- | --- |
| **Tenses** | **Active** | **Passive** |
| **Simple present** | *Someone* repairs the bicycle. | The bicycle is repaired *(by someone).* |
| **Present continuous** | Someone is repairing the bicycle. | The bicycle is being repaired *(by someone).* |
| **Present Perfect** | Someone has repaired the bicycle. | The bicycle has been repaired *(by someone).* |
| **Past simple** | Someone repaired the bicycle. | The bicycle was repaired *(by someone).* |
| **Past Continuous** | Someone was repairing the bicycle. | The bicycle was being repaired *(by someone).* |
| **Past perfect** | Someone had repaired the bicycle. | The bicycle had been repaired *(by someone).* |
| **Simple Future** | Someone will repair the bicycle. | The bicycle will be repaired *(by someone).* |
| **Future Continuous** | Someone will be repairing the bicycle. | The bicycle will be being repaired *(by someone).* |
| **Future Perfect** | Someone will have repaired the bicycle. | The bicycle will have been repaired *(by someone).* |

**Kalimat Pasif dengan Kata Kerja Bantu (Modal Auxiliary)**

|  |  |  |
| --- | --- | --- |
| **Modals** | **Active** | **Passive** |
| **Can – could** | Someone can repair the bicycle. | The bicycle can be repaired *(by someone).* |
| **May – might** | Someone may repair the bicycle. | The bicycle may be repaired *(by someone).* |
| **Shall – should** | Someone should repair the bicycle. | The bicycle should be repaired *(by someone).* |
| **Will – would** | Someone will repair the bicycle. | The bicycle will be repaired *(by someone).* |
| **Have to – had to** | Someone has to repair the bicycle. | The bicycle has to be repaired *(by someone).* |
| **Must** | Someone must repair the bicycle. | The bicycle must be repaired *(by someone).* |
| **Ought to** | Someone ought to repair the bicycle. | The bicycle ought to be repaired *(by someone).* |

**EXERCISE 1**

**PART A**

**Directions**: Choose the one word or phrase that best completes the sentence!

|  |
| --- |
| 1. The proposal \_\_\_\_\_\_ discussed when I called the office this morning. 2. been 3. being 4. was being 5. have been |
| 1. William Penn, a Quaker, \_\_\_\_\_\_\_\_ the colony of Pennsylvania in 1681. 2. Was founded 3. Was found 4. Has found 5. Founded |
| 1. Many books \_\_\_\_\_\_\_ , but one of the best is *“How to Win Friends and Influence People”* by Dale Carnegie. 2. Have written about success 3. Written about success 4. Have been written about success 5. About successful |
| 1. In November of 1863, the city of Atlanta \_\_\_\_\_ during Sherman’s famous “March to the Sea”. 2. Was completely burned 3. Completely was burned 4. It was burned completely 5. Completely burned it |
| 1. Electron storage rings \_\_\_\_\_ in investigations of the structure of materials. 2. They are used 3. That are used 4. Used 5. Are used |
| 1. Education in Chile \_\_\_\_\_\_\_ since the government reform in the 1960s.    1. Has improved    2. Been improved    3. Has an improvement    4. Has many improvements |
| 1. Much of the carnage of elephants, giraffes, and big cats \_\_\_\_\_ uncaring hunters. 2. Must commit by 3. Must be committed 4. Must have committed 5. Must have been committed by |
| 1. The director agreed that the performance of the company has not been good these past few years. In fact, its organization \_\_\_\_\_\_\_ now for improvements. 2. Restructured 3. Is restructuring 4. Is being restructured 5. Is to restructure |
| 1. Coffee probably originally grew wild in Ethiopia in the province of Kaffe, and from there \_\_\_\_\_\_ to southern Arabia.    1. Bringing it    2. It was brought    3. Brought it    4. It brings |
| 1. Do you know that at the moment some amazing experiments\_\_\_\_\_\_\_ by the university research biologist?    1. Be carried out    2. Are being carried out    3. Carried out    4. To carry out |

**PART B**

**Directions**: In each sentence, identify the one underlined word or phrase that would not be considered correct in standard written English!

|  |
| --- |
| 1. The children’s television program called ”Sesame Street” was seeing in 84   A B C  countries in 1989.  D |
| 1. Ponds, lakes, and streams never remain the same and are always transform.   A B C D |
| 1. Military academics are prepared young men and women for careers as   A B  officers in the armed forces.  C D |
| 1. The government requires that a census be taken every ten years so accurate   A B C  statistics may be compiled.  D |
| 1. Electrical impulses may also picked up by the optic nerve.   A B C D |
| 1. A desire to eradicate irregular spellings in English can being traced back to   A B C D  the sixteen century. |
| 1. He was not able to define the process by which the body had protected by   A B C D  the immunologic system. |
|  |
| 1. The Pueblo Indians entered their houses by ladders that could be removing   A B C  in case of attack.  D |
| 1. During this period, $206 was spend annually on food by families in the lower   A B C D  third income bracket. |
| 1. The Stanley brothers built their first small steam car in 1897, and 200 were   A B  sell by the end of the year.  C D |

**2.2 PARTICIPLE**

**2.2.1 Active Participle**

Active participle merupakan kata kerja yang berujung – ing (V-ing) seperti *having, pointing, walking dll*.

* Apabila active participle didahului oleh “to be‟ maka timbullah bentuk continuous.
* Apabila active participle (V-ing) muncul di awal kalimat hendaknya diperhatikan dan diingant bahwa dalam betuk active participle tersebut sudah terkandung beberapa kata (arti).

Active participle kerap kali muncul setelah objek dari kata kerja: ***see, hear, smell, feel, watch, notice, listen to, look at, observe, keep, find, catch, Ieave***, dimana berfungsi sebagai adjective atau adverb:

Example:

I felt the house *shaking.*

I saw the boat *sinking.*

He notices me *leaving* the house.

Perhatikan contoh lain berikut ini!

1. ***Walking***along the street, I met my old friend

Dalam kata walking di atas terkandung kata ***while***(sedang atau sementara)

Kalimat di atas dapat ditulis dengan kalimat lain:

***While***I was ***walking***along the street I met my old friend

1. ***Having*** studied English at Express, Fini went home with her friends.

Dalam kata “having‟ telah terkandung kata *after* (setelah).

Kalimat diatas sama artinya dengan:

***After*** *she* ***had studied***English at Express, Fini went home with her friends.

1. ***Being*** an outstanding student of our school, he has been offered a scholarship.

Kata *being* mengandung pengertian *because, since* atau *as* (karena)

Kalimat di atas sama dengan:

***Because/since/as*** he is an outstanding student, he has been offered a scholarship.

1. ***Turning*** to the left, you will find his office

Active participle akan mempunyai arti *if* (jikalau) kalimat kedua dalam bentuk *future.*

Kalimat diatas sama dengan:

***If*** *you turn the left,* you will find his office

1. Dalam active participle, pelaku pada kalimat active participle adalah sama dengan pelaku pada kalimat ke dua. Active participle dapat menggantikan adjective clause (dalam pola relative pronoun)

Example:

I found the baby ***who is crying*** *=* I found the baby ***crying***

The girl ***who is reading the magazine*** is my sister = The girl ***reading***the magazine is my sister.

**2.2.2 Passive Participle**

Passive participle adalah kata kerja bentuk ke – 3. Apabila past participle di dahului oleh tobe maka timbullah pola passive form (to be + V3).

**Fungsi Utama Passive Participle:**

* + - 1. Untuk menggantikan anak kalimat pengganti kata sifat (relative clause) yang bersifat pasif.

Example:

1. The window ***which was broken*** by Edy has not been repaired yet.

Kalimat diatas sama dengan:

The window ***broken by***Edyhas not been repaired yet.

1. The students ***who were chosen*** to attend the student conference in the United States should be able to speak English fluently

Kalimat diatas sama dengan:

The students ***chosen***to attend the student conference in the United States should be able to speak English fluently.

* + - 1. Menyatakan sebab akibat

Example:

1. ***Because/since/as*** the city is surrounded by mountain, it has a cool climate.

Kalimat diatas sama dengan:

***Surrounded by mountain***, the city has a cool climate.

1. ***Because /since/as*** he was annoyed by the five – hour delay in the plane departure, Budi wrote an angry letter to the air line.

Kalimat diatas sama dengan:

***Annoyed by*** ***the five hour delay*** in the plane departure, Lee wrote an angry letter to the air line.

**EXERCISE 2**

**PART A**

**Directions**: Choose the one word or phrase that best completes the sentence!

|  |
| --- |
| 1. \_\_\_\_\_\_ a sharp axe, he cut down the tree easily. 2. Using 3. To use 4. To using 5. Have used |
| 1. I like all abstract paintings \_\_\_\_\_\_ by famous painters especially Affandi. 2. Drawing 3. Drawn 4. Which are drawing 5. Which draw |
| 1. Stalactites are formed in caves by groundwater \_\_\_\_\_\_ dissolved lime. 2. It contains 3. Containing 4. Contains 5. Containment |
| 1. The reactor core of a nuclear reactor is housed in a steel vessel \_\_\_\_\_ by a thick layer of concrete. 2. Is surrounded 3. It surrounds 4. Surrounds 5. Surrounded |
| 1. \_\_\_\_\_\_ for five years in the marketing department, I feel well qualified to apply for the job of marketing manager advertised in newspaper. 2. work 3. to work 4. have worked 5. having worked |
| 1. The Federal Reserve System, \_\_\_\_\_ under President Wilson, plays a key role in regulating the U.S. economy. 2. The establishment in 1913 3. Was established in 1913 4. Established in 1913 5. In 1913 they established it |
| 1. \_\_\_\_\_ in 1937, the Golden Gate Bridge spans the channel at the entrance to San Fransisco Bay. 2. Completes 3. Completed 4. Completing 5. To complete |

**PART B**

**Directions**: In each sentence, identify the one underlined word or phrase that would not be considered correct in standard written English!

|  |
| --- |
| 1. Whereas Earth has one moon, the planet call Mars has two small ones.   A B C D |
| 1. Ninety-seven percent of the world’s water is saltwater is found in the oceans   A B C D  of the earth. |
| 1. The Hawaiian monarchy, was created by King Kamehameha I, was modified   A B C  in 1840s by a written constitution.  D |
| 1. Tries to smuggle drugs into the country, the criminals were caught by   A B C  customs official at the airport.  D |
| 1. Soekarno, was considering one of the strongest Indonesian Presidents,   A B C  served from 1945 to 1965.  D |
| 1. The organizers of the charity were more than surprised at how many people   A B  lined up to receive clothes donating by the outgoing mayor.  C D |
| 1. Comets are relatively small celestial bodies is making up chiefly of dirt and icy   A B C D  materials. |
| 1. Having chose the topics for their essays, the students were instructed to   A B C  make either a preliminary outline or a rough draft.  D |

**2.3 CONCORD / SUBJECT-VERB AGREEMENT**

Concord atau agreement adalah kesesuaian antara subject dalam suatu kalimat dengan kata kerja / auxiliary-nya.

1. Apabila subject kalimat dalam bentuk singular (tunggal), harus digunakan kata kerja/ auxiliary untuk singular (tunggal). Dan apabila subject kalimat dalam bentuk plural (jamak) harus di pergunakan kata kerja untuk plural.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Pronoun | To be | Verb | Has/have | Do/does |
| He  She  It | Is / was  Is / was  Is / was | Verb base + s/es | Has | Does |
| They  We  I  You  This  That  These  Those | Are / were  Are / were  Am / was  Are / were  Is / was  Is / was  Are / were  Are / were | Verb base | Have | Do |

Example:

1. They ***go*** to school by bus, but she ***goes*** to school on foot.
2. The car ***has*** good wheels, but it ***doesn’t have*** enough seats for four.
3. The children always ***play*** football after school.
4. Mrs. Tamara ***is teaching*** English for young learners.
5. Marty and his friends **have finished** their homework.
6. Subject yang diawali oleh kata – kata di bawah ini selalu dianggap **SINGULAR.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Anybody*  *Anyone*  *Anything* | *Everybody*  *Everyone*  *Everything* | *Nobody*  *No one*  *Nothing* | *Somebody*  *Someone*  *Something* | *Each of (+noun)*  *Every (+noun)* |

Example:

1. Everyone **is** happy.
2. Nobody **wants** to dance.
3. Everything **has been** settled.
4. Someone **is breaking** into the window.
5. Each of the participants **has received** an invitation.
6. Subject singular atau jamak yang diikuti oleh ungkapan *as well as, along with, together with, in addition to* dan *accompanied by*, maka kata kerjanya mengikuti subject yang pertama.

Example:

1. **Andi,** together with his friends, **has** finished the test.
2. **Tina,** as well as her sister, **achieves** high score in Mathematics.
3. **The football players,** along with their coach, **go** to the stadium for practicing.
4. Subject yang berupa kata benda abstrak atau bentuk dari gerund selalu dianggap **SINGULAR**.

Example:

1. Mrs. Tamara’s **way of teaching and of dealing** with students **has** earned the name of model teacher.
2. **The shipment of logs has** been postponed because of the bad weather.
3. **Producing** fine paintings **requires** skill and creativity.
4. Subject yang menyatakan jumlah jarak, volume, berat dan waktu selalu dianggap **SINGULAR**.

Example:

1. Five hundred miles ***is*** a long distance to drive in one day.
2. 12 months ***has*** 365 days.
3. 200 pounds of meat ***is being*** transported to the cooling room.
4. Subject yang dihubungkan oleh konjungsi: *either ....or..... / neither ....nor..../ not only ….. but also …… ;* maka kata kerjanya mengikuti **SUBJECT YANG TERDEKAT DENGAN VERB.**

Example:

* + 1. Either the teacher or the students **go** to school on time.
    2. Neither the football players nor the coach **was** satisfied with the referee’s decision.
    3. Not only Dono but also Doni **is** still in the class.

Akan tetapi apabila subject dihubungkan oleh konjungsi *both ….. and …..* ; maka subject otomatis menjadi JAMAK.

Example:

1. Both Rudi and Rama **are** still in the class.
2. Both Arin and her sister **like** painting.

1. Penggunaan None/no

***“None”*** dan ***“No”*** dapat diikuti oleh verb plural maupun singular, tergantung noun yang mengikutinya.

*None + of the + non count noun + verbsingular*

*None + of the + count nounplural+ verbplural*

Example:

1. None of the milk in the bottle ***has*** been drunk.
2. None of the students ***have***finished the homework.

*No + singular noun/non count noun + verbsingular*

*No + plural noun + verbplural*

Example:

1. No student ***is*** out of classroom.
2. No students ***are*** out of classroom.
3. Beberapa subject singular ada yang berakhiran dengan-s.

***News, means, measles, species, mathematics, politics, economics, etc.***

Example:

1. The news about tax rising ***has*** spread over the country.
2. Mathematics ***is*** taught by Mr. Anderson.
3. Beberapa subject plural ada yang tidak berakhiran dengan –s.

***Cattle, people, children, teeth, mice, etc.***

Example:

1. People of Indonesia ***are***participating in the general election.
2. Mr. Eko’s children ***go*** to school by bus everyday.
3. Subject dengan kata benda kolektif (kata benda jamak tapi menggunakan kata benda bentuk tunggal)

***Family, government, team, group, organization, committee, congress, class, club, public, ministry, firm, staff, crowd, etc.)***

Example:

1. The government ***has***decided to raise the fund in education.
2. The committee ***is*** still arguing about the winner of the contest.
3. Subject dengan kata benda yang bisa dihitung (COUNTABLE) dan yang tidak bisa dihitung (UNCOUNTABLE).

Perhatikan table di bawah ini!

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KEY WORDS FOR COUNTABLE AND UNCOUNTABLE NOUNS** | | | | |
| For Countable Noun | Many | Number | Few | Fewer |
| For Uncountable Noun | Much | Amount | Little | Less |

Example:

1. Many children have been kidnapped nowadays.
2. They don’t have much time to finish the job.
3. There have been **few**problems with the new system.
4. She only has little money left in her pocket.

**NOTE !!!!**

1. Perbedaan antara **”*a number of”***dan **“*the number of”***

**A number of  +  plural noun  + plural verb …**

**The number of + plural noun  + singular verb …**

Example:

1. A number of people ***have*** started the test.
2. The number of crimes in Jakarta ***has*** increased this year.
3. Perbedaan antara ***“few”*** dan ***“a few”*** serta ***“little”*** dan ***“a little”***

***“A Few”*** digunakan untuk menggambarkan jumlah atau kuantitas kata benda yang dapat dihitung dalam arti *positif.*

***“Few”*** digunakan untuk menggambarkan jumlah atau kuantitas kata benda yang dapat dihitung dalam arti *negative*.

Example:

1. I met ***a few*** friends in that reunion (Hanya sedikit teman, tapi lumayan).
2. Only ***few*** people came to the concert (saking sedikitnya sampai hampir tidak ada).

***“A little”*** digunakan untuk menggambarkan jumlah atau kuantitas kata benda yang tidak dapat dihitung dalam arti *positif.*

***“Little”*** digunakan untuk menggambarkan jumlah atau kuantitas kata benda yang tidak dapat dihitung dalam arti *negative.*

Example:

1. I like ***a little*** milk in my coffee. (sedikit, tapi cukup)
2. Sorry if the tea doesn’t taste sweet, I only have ***little*** sugar (gulanya hampir habis).
3. Subject - Verb Agreement setelah *Expressions of Quantity:* ***all, most, some, half.***

Ketika *Expressions of Quantity (all, most, some, half)* berfungsi sebagai subject dan diikuti oleh preposisi ***of,*** maka subject dapat dianggap TUNGGAL ataupun JAMAK tergantung dari object yang mengikuti preposisi ***of.***

Example:

1. All of the books were interesting. (*countable, plural)*
2. All of the information was interesting. *(uncountable, singular)*
3. Some of the students are in the library. *(countable, plural)*
4. Some of the water is contaminated. *(uncountable, singular)*

**EXERCISE 3**

**PART A**

**Directions**: Choose the one word or phrase that best completes the sentence!

|  |
| --- |
| 1. Cold pressing \_\_\_\_\_ less oil from a plant than do other processes. 2. Remove 3. Removes 4. Removing 5. It removes |
| 1. Flower experts \_\_\_\_ three main classes of cultivated roses. 2. They recognize 3. Recognition 4. Recognizes 5. Recognize |
| 1. The local radio station as well as newspapers \_\_\_\_ that riots have spread to other places in the city. 2. to be confirmed 3. is confirmed 4. confirms 5. confirm |
| 1. The installation on various high-tech electrical devices in our office \_\_\_ a sophisticated safety system. 2. requiring 3. requires 4. to require 5. it requires |
| 1. None of the beauty contestants \_\_\_\_\_ to wear bikini provided by the committee. 2. Refuse 3. Refuses 4. to refuse 5. are refusing |
| 1. Either the staffs or their director \_\_\_\_ happy to join the first meeting. 2. Was 3. Were 4. Having 5. To be |
| 1. Each of the displayed antique garments \_\_\_\_\_ of praise and admiration. 2. Worthy 3. Worth 4. Are worthy 5. Is worthy |
| 1. While reporters listen to a communication, \_\_\_\_\_ the points the speaker is making. 2. Evaluate 3. The evaluation 4. He evaluates 5. They evaluates |
| 1. The amazon valley is extremely important to the ecology of the earth. Forty percent of the world’s oxygen ­\_\_\_\_ there. 2. are being produced 3. is produced 4. are produced 5. was produced |
| 1. The development of solar energy for public use ­­\_\_\_\_\_ rather slow due to the high cost of production. 2. has been 3. have been 4. are being 5. it has been |

**PART B**

**Directions**: In each sentence, identify the one underlined word or phrase that would not be considered correct in standard written English!

|  |
| --- |
| 1. Not everyone wish to or can afford to purchase a home.   A B C D |
| 1. On the rim of the Kilauea volcano in the Hawaiian islands are a hotel called   A B C D  the volcano hotel. |
| 1. All of the recipes in this cookbook has been tested and adjusted for quantity.   A B C D |

|  |
| --- |
| 1. Side photographic light it does not show surface detail as well as front   A B C  lightning  D |
| 1. Some marine invertebrates, such as the sea urchin and the starfish,   A  migrates from deep-water to shallow during spring and early summer  B C  to spawn.  D |
| 1. That water has a very high specific heat means that without a large   A B  temperature change water can add or lose a large number of heat.  C D |
| 1. On the floor of the Pacific Ocean is hundreds of flat-topped mountains more   A B C  than a mile beneath sea level.  D |
| 1. Sunlight can penetrates through water to a depth of only about 800 feet.   A B C D |
| 1. The American Businessman were perplexed by the much considerations   A  that the foreign company had to take into account before arriving at  B C  a decision.  D |
| 1. Of all the evidence that has pilled up since Webster’s paper was published,   A B  there is no new ideas to contradict his original theory.  C D |

**2.4 PARALLEL STRUCTURE**

Parallel structure adalah kesesuaian atau kesejajaran struktur dalam suatu kalimat. Maksudnya adalah elemen yang ada dalam suatu kalimat menggunakan pola gramatikal yang sama. Elemen dalam kalimat bisa berupa [noun](http://www.tutorialbahasainggris.com/category/noun) (kata benda), [phrase](http://www.tutorialbahasainggris.com/category/Phrase) (frasa), atau clause (klausa). Ada beberapa aturan dalam parallel structure, diantaranya:

**2.4.1 Pola Parallel structure dengan coordinate conjunctions.**

(struktur yg sama), (struktur yg sama), and (struktur yg sama)

but

or

Example:

* *Coordinate conjunction connects nouns*

1. She needs to talk to the manager **or** the assistant
2. I am not a teacher **but** a lecturer

* *Coordinate conjunction connects adjectives*

1. This lecture can be interesting **or** boring
2. You are beautiful **and** smart

* *Coordinate conjunction connects verbs*

1. When taking a vacation, he only eats **and** sleeps
2. You can stay home **or** go to school with your friend

* *Coordinate conjunction connects phrases*

1. There are teachers in front of the school **and** in front of the classroom
2. My proposal is on the table **or** on the desk

* *Coordinate conjunction connects clauses*

1. I am not interested in what you say **or** what you do
2. Josh likes to go bed early, **but** his father prefers to stay late

### 2.4.2 Pola Parallel Structure dengan Paired Conjunctions

Both (struktur yg sama) and (struktur yg sama)

Either or

Neither nor

Not only but also

**Example:**

*She wants either to go by bus or by motorcycle.*

Perhatikan pola kalimat diatas. Kalimat diatas tidak paralel sehingga harus dikoreksi. '*to go by bus*' tidak paralel dengan '*by motorcycle*'. Ada beberapa bentuk paralel yang benar sesuai dengan pola yang benar untuk kalimat diatas, antara lain sebagai berikut:

*She wants either to go by bus or to go by motorcycle  
She wants to go either by bus or by motorcycle  
She wants to go by either bus or motorcycle*

### 2.4.3 Pola Parallel Structure dengan Comparisons

(struktur yg sama) more…..than (struktur yg sama)

-er ….than

less …. than

as …… as

the same…..as

similar …… to

**Example:**

1. To be rich is better than to be poor.
2. What is written is more easily understood than what is spoken.
3. Renting those apartments costs about the same as leasing them.
4. The work that I did is similar to the work that you did.
5. The more students volunteered in this charity, the better the result we will achieve.

**EXERCISE 4**

**PART A**

**Directions**: Choose the one word or phrase that best completes the sentence!

|  |
| --- |
| 1. To bake fish, \_\_\_\_\_ butter and place it in a generously greased rectangular pan. 2. It brushes with 3. With its brushes 4. Brushing it with 5. Brush it with |
| 1. The university program in summer course provides not only theoretical class but also \_\_\_\_\_. 2. the training that was practical 3. practicality of training 4. it was practical training 5. practical training |
| 1. Vitamin C is necessary for the prevention and \_\_\_\_ of scurvy. 2. It cures 3. Cure 4. Cure 5. For curing |

|  |
| --- |
| 1. The legal system of most countries can be classified \_\_\_\_\_ common law or civil law. 2. As either 3. Either as 4. Either to 5. To either |
| 1. It is generally true that the lower the stock market fall, \_\_\_\_\_ 2. Higher the price of gold rises 3. The price of gold rises high 4. The higher the price of gold rises 5. Rises high the price of gold |
| 1. Neither \_\_\_\_ nor the ineffective air conditioner rattling in the window will deter Tiffany from loving the freedom of her first apartment. 2. when the inconsiderate neighbors played loud music 3. the inconsiderate neighbors playing loud music 4. playing loud music by the inconsiderate neighbors 5. neighbors playing loud music inconsiderately |
| 1. In preparation for her run, Alicia \_\_\_\_\_ , applied sunscreen, and increased the volume on her iPod. 2. tightening her shoelaces 3. tightened her shoelaces 4. did tighten her shoelaces 5. was tightening her shoelaces |
| 1. Classical ballet dancers perform their movements with an .... bearing. 2. Openly and directly 3. Openess and direction 4. Open and direct 5. Opening and directing |
| 1. Mr. Anderson is an articulate, intelligent and ….. speaker. 2. Thoughtfully 3. was thought 4. thoughtful 5. were thoughtful |
| 1. In a hot, sunny climate, man acclimatizes by eating less, drinking more liquids, wearing lighter clothing, and \_\_\_\_\_. 2. experiencing a darkening of the skin 3. skin changes that darken 4. his skin may darken 5. darkens his skin |

**PART B**

**Directions**: In each sentence, identify the one underlined word or phrase that would not be considered correct in standard written English!

|  |
| --- |
| 1. This new model not only saves energy but also times by operating two   A B C  batteries instead of four.  D |
| 1. Daniel Boone was born in Pennsylvania but lived in several states and die in   A B C D  Missouri. |
| 1. As a new employee, your duties are mailing the correspondence, receive   A B C  phone calls, and calling the members before meeting.               D |
| 1. Both John, Bob and Tom are outstanding golfers and reasonably good tennis   A B C  players.  D |
| 1. A well-composed baroque opera achieves a delicate balance by focusing   A B  alternately on the aural, visual, emotional and philosophy elements.  C D |
| 1. Decorations on book covers include fabric embossing, colorfully inking, and   A B C  metal etching.  D |
| 1. A bankruptcy may be either voluntary nor involuntary.   A B C D |
| 1. Manufacturers may use food additives for preserving, to color, to flavor, or   A B C  to fortify foods.  D |
| 1. The water moccasin is a high venomous and extremely dangerous pit viper.   A B C D |
| 1. Newspaper editor Arthur Brisbane emphasized on clearly and brief stories   A B  and the use of bold headlines.  C D |

**2.5 COMPARISONS**

Degree of comparison adalah membandingkan kualitas sifat (adjective) atau kualitas pekerjaan (adverb) dari dua pelaku atau lebih.

1. **POSITIVE DEGREE**

Positive Degree adalah membandingkan dua atau lebih orang atau sesuatu yang mempunyai kualitas kerja atau sifat yang sama.

|  |
| --- |
| **S + to be + as + adjective + as**  **S + verb + as + adverb + as** |

Contoh :

1. He is **as tall as** his uncle. (adjective)
2. Jono drives **as fast as** his brother. (adverb)
3. **COMPARATIVE DEGREE**

Comparative Degree adalah membandingkan dua atau lebih orang atau sesuatu yang mempunyai kualitas kerja atau sifat yang tidak sama, dimana salah satunya lebih jika dibanding yang lainnya.

**Subject + To be + More/-er + Adjectives + Than + Object**

**Subject + verb + More/-er + Adverb + Than + Object**

Contoh:

1. This Ferrari **is faster than** that Lamborghini. (adjective)
2. She **is more beautiful than** her mother. (adjective)
3. Andi **drives more carefully than** his brother. (adverb)
4. **SUPERLATIVE DEGREE**

**Superlative degree** untuk membandingkan seseorang atau sesuatu dengan group atau kelompoknya.

**Subject + To be + The + Most/-est + Adjective**

Contoh:

1. She is the most beautiful creature in the world.
2. Liza is the smartest students in the class.

**Pembentukan Adjectives Untuk Comparative dan Superlative Degree.**

1. *One-syllable adjectives (satu suku kata)*

Kebanyakan adjectives hanya ditambahkan -er/-est dalam membentuk adjectives untuk comparative dan superlative degree. Misalkan:

|  |  |
| --- | --- |
| **Comparative** | **Superlative** |
| Old + -er = Older | Old + -est = Oldest |
| Tall + -er = Taller | Tall + -est = Tallest |
| Cheap + -er = Cheaper | Cheap + -est = Cheapest |

Untuk adjectives yang berakhiran huruf 'Y', pembentukan adjectives untuk comparative dan superlative degree yaitu dengan cara merubah huru 'Y' tersebut menjadi huruf 'i' kemudian ditambahkan -er/-est. Misalnya:

|  |  |
| --- | --- |
| **Comparative** | **Superlative** |
| Angry = angri + er = Angrier | Angry = angri + est = Angriest |
| Funky = funki + er = Funkier | Funky = funki + est = Funkiest |
| Lucky = lucki + er = Luckier | Lucky = lucki + est = Luckiest |

Untuk adjectives yang berakhiran huruf mati (consonant) yang sebelumnya didahului oleh satu huruf hidup (vowel), misalkan fat, big, thin, pembentukan adjectives untuk comperative dan superlative yaitu dengan mengulang huruf akhir adjectives tersebut dan ditambahkan -er/-est. Misalnya:

|  |  |
| --- | --- |
| **Comparative** | **Superlative** |
| Fat = fatt + -er = Fatter | Fat = fatt + -est = Fattest |
| Big = bigg + -er = Bigger | Big = bigg + -est = Biggest |
| Thin = thinn + -er = Thinner | Thin = thinn + -est = Thinnest |

Selain terdapat pengecualian dalam pembentukan one-syllable adjectives untuk comparative dan superlative seperti di atas, anda juga harus memperhatikan apa itu irregular comparison. Irregular comparison adalah pembentukan adjectives untuk comparative dan superlative yang tidak mengikuti ketentuan-ketentuan di atas. Misalnya:

|  |  |  |
| --- | --- | --- |
| **Adjectives** | **Comparative** | **Superlative** |
| Good/well | Better | The best |
| Bad | Worse | The worst |
| Far | Further/farther | The furthest/farthest |
| Little | Less | The least |
| Many/much | More | The most |
| Old | Older/elder | The oldest/eldest |

1. *More than one-syllable adjectives (lebih dari satu suku kata)*

Pembentukan comparative dan superlative untuk adjective dengan lebih dari satu pengucapan relatif mudah, yaitu dengan menambahkan kata more/most di depan kata adjective tersebut. Misalkan:

|  |  |  |
| --- | --- | --- |
| **Adjectives** | **Comparative** | **Superlative** |
| Beautiful | More beautiful | Most beautiful |
| Handsome | More handsome | Most handsome |
| Diligent | More diligent | Most diligent |
| Important | More important | Most important |
| Delicious | More delicious | Most delicious |

**NOTE:**

**Be careful with “Illogical Comparative”**

Contoh:

1. The population of USA is higher than Indonesia. (SALAH)
2. The population of USA is higher than **that** of Indonesia. (BENAR)

Penjelasan:

 Ingat bahwa pembandingan harus dibuat secara logis. Anda tidak bisa, misalnya, membandingkan antara penduduk Amerika dengan (Negara) Indonesia (a). Anda harus membandingkan **penduduk** Amerika dengan **penduduk** Indonesia (b).

1. The hotels here are better than our town. (SALAH)
2. The hotels here are better than **those** in our town. (BENAR)

Penjelasan:

Jangan mengulang *noun* yang sama. Gunakan *that* (singular) atau *those* (plural) untuk mengganti *noun*.

**EXERCISE 5**

**PART A**

**Directions**: Choose the one word or phrase that best completes the sentence!

|  |
| --- |
| 1. The speed of light is \_\_\_\_\_\_\_ the speed of sound. 2. Faster 3. much faster than 4. the fastest 5. as fast |

|  |
| --- |
| 1. The use of detail is \_\_\_\_\_\_\_ method of developing a controlling idea, and almost all students employ this method. 2. more common 3. common 4. most common 5. the most common |
| 1. The divorce rate is \_\_\_\_\_ in the United States than in almost any country. 2. Very high 3. Higher 4. The highest 5. Highly |
| 1. The results of this experiment appear to be more consistent than \_\_\_\_\_ the results of previous experiments. 2. Were 3. Them 4. They were 5. Were they |
| 1. The observation deck at the Sears Tower \_\_\_\_\_\_\_\_\_ in Chicago. 2. is highest than any other one 3. is highest than any other one 4. is higher than any other one 5. is higher that any other one |
| 1. The mass of the sun is about 750 times \_\_\_\_\_ that of all the planets combined. 2. The greatest 3. As great as 4. Greatly 5. Greater |
| 1. The grizzly bear, which can grow up to eight feet tall, has been called \_\_\_\_ dangerous animal of North America. 2. A more 3. The more 4. The most 5. Much more |

**PART B**

**Directions**: In each sentence, identify the one underlined word or phrase that would not be considered correct in standard written English!

|  |
| --- |
| 1. The most important part of the benefits acquired through sanitation   A B  intervention are the health care savings.  C D |
| 1. Peter Abelard, a logician and theologician, was the controversialest teacher   A B C  of his age.  D |
| 1. The leek, a member of the lily family, has a mildest taste than the onion.   A B C D |
| 1. The widely used natural fiber of all is cotton.   A B C D |
| 1. Sirius, the Dog Star, is the most brightest star in the sky with an   A B  absolute magnitude about twenty-three times that of the Sun.  C D |
| 1. Located in the cranial cavity in the skull, the brain is the larger mass of nerve   A B C  tissue in the human body.  D |
| 1. The earliest the CVS (*chorionic villus sampling*) procedure in the pregnancy,   A B C  the greater the risk to the baby.  D |
| Plato argues that it is bad to commit an injustice than to suffer one.A B C D |

**2.6 CONDITIONAL SENTENCE**

*Conditional Sentences* (kalimat pengandaian) adalah kalimat yang mengatakan suatu harapan atau gambaran/ lamunan dalam bentuk kalmiat bersyarat”. Pada umumnya kalimat pengandaian terdiri dari dua bagian yaitu *“main clause”* dan *“if clause”.* Di dalam *“if clause‟* terkandung syarat – syarat yang harus di penuhi atas keadaan seperti yang terkandung di dalam “*main clause”* dapat terwujud. Karena itu, di sebut juga kalimat bersyarat.

**Jenis-Jenis Conditional Sentence**

1. **Tipe pertama (possibility)**

Bentuk pertama dari conditional sentence disebut *probable condition* yang artinya bahwa sesuatu akan mungkin terjadi pada waktu yang akan datang maupun sekarang kalau saatnya di penuhi.

**If + Subject + Simple Present + Subject + Future Tense**

atau

**If + Subject + Future Tense + Subject + Future Tense**

Example:

1. If Betha **comes**, I **will give** her the message.
2. If we **arrive** late, he **will be** angry with us
3. He **will not go** to the picnic if it **rains**.
4. **Tipe kedua (Present Unreal)**

Bentuk kedua dari conditional sentence disebut improbable condition, yang artinya bahwa kejadian tersebut bertentangan dengan yang sebenarnya, karena ini merupakan lamunan/khayalan saja (contrary to fact)

**If + subject + simple past … + subject + would + V-inf**

Atau

**Subject + Would/ Might/ Could + Verb Inf …, If + Subject + Simple past**

Example:

1. If I **were** rich I **would give** my money to the poor.
2. If he **smoked** less, he **wouldn’t cough** so much.

Dalam pengandaian tipe ke 2 penggunaan kata *“if”* bisa di hilangkan dengan menggunakan pola inversi, misalnya:

1. **Were** he here, **he would take care** of our problem
2. **Were** we a movie star, **I would be** very famous

**NOTE:** Penggunaan kata “*were”* dalam tipe 2 digunakan untuk semua kata ganti orang sedangkan kata “*was”* tidak digunakan sama sekali.

1. **Tipe ketiga (Past – Unreal)**

Tipe ke – 3 menggambarkan suatu kejadian yang bertentangan dimasa lampau dan tidak ada harapan akan terlaksana karena merupakan lamunan masa lalu (*impossible condition*).

**If + Subject + Past Perfect … + Subject + (Could/Would/Might) + Have**

**+ Past Participle (V3)**

Atau

**Subject + (Could/Would/Might) + Have + Past Participle (V3), If+ Subject**

**+ Past Perfect…**

Example:

1. If I **had known** her number, **I would have called** her.
2. She **could have finished** the exam, if **she had had** more time.

Dalam pengandaian tipe 3, penggunaan kata “if” dapat di hilangkan dengan menggunakan pola kalimat inversi. Misalnya:

1. **Had** **I gone** to the party, **I would have met** her.
2. **Had she studied** harder**, she would have passed** the test easily**.**

**EXERCISE 6**

**PART A**

**Directions**: Choose the one word or phrase that best completes the sentence!

|  |
| --- |
| 1. If you use the visa card, we \_\_\_\_\_\_ you a discount. 2. Are giving 3. Will give 4. Would give 5. Will be given |
| 1. Had I realized that Tim was a bad driver, I \_\_\_\_\_\_ my car. 2. Would have not lent him 3. Would not lent him 4. could have lending 5. Will not lent him |
| 1. If it ­­­\_\_\_\_\_\_ more humid in the desert of southwest, the hot temperature would be unbearable. 2. Be 3. Was 4. were 5. is |

|  |
| --- |
| 1. Had he handed in the application he ­­­­­­\_\_\_\_\_\_ last week. 2. Would be allowed to join the interview test 3. Would have been allowed to join the interview test 4. will have been allowed to join me interview test 5. was allowed to join the interview test |
| 1. If we don’t hurry, the meeting \_\_\_\_\_\_ by the time we get there. 2. would have started 3. will have started 4. will be started 5. will start |
| 1. If I were staying at my grandmother’s home, \_\_\_\_\_ 2. I will be eating her delicious home cooking. 3. I would be eating her delicious home cooking. 4. I will eat her delicious home cooking. 5. I would eat her delicious home cooking. |
| 1. I am not a mechanic, so I can't fix it. The sentence means \_\_\_\_\_ . 2. If I have been a mechanic, I would have fixed it 3. If I could be a mechanic, I had fixed it 4. If I were a mechanic, I could fix it 5. If I am a mechanic, I could fix it. |

**PART B**

**Directions**: In each sentence, identify the one underlined word or phrase that would not be considered correct in standard written English!

|  |
| --- |
| 1. If studied more, he would have been able to pass the exam.   A B C D |
| 1. If the United States had not entered the Second World War, probably the   A B  1940 unemployment rate of 14% would rise still further.  C D |
| 1. Physical fitness exercises can cause injuries if the participants do not careful.   A B C D |
| 1. If the oxygen supply in the atmosphere was not replenished by plants, it   A B C  would soon be exhausted.  D |
| 1. If England had not imposed a tax on tea two hundred and twenty years ago,   A B  will the United States have remained part of the British Commonwealth?  C D |
| 1. Had she overcome her shyness, she would have became a great teacher.   A B C D |
| 1. George would certainly have attended the proceedings were he not   A B C  had a flat tire.  D |
| 1. If a live sponge is broken into a place it would turn into a new sponge like the   A B C  original one  D |

* 1. **PRONOUNS**

Pronoun adalah kata yang digunakan sebagai pengganti kata benda atau frasa kata benda. Berdasarkan fungsinya dalam kalimat, sebuah kata ganti kata benda dapat berperan sebagai:

|  |  |  |  |
| --- | --- | --- | --- |
| **SUBJECT PRONOUN** | **OBJECT**  **PRONOUN** | **POSSESSIVE ADJECTIVE** | **POSSESSIVE PRONOUN** |
| I  He  She  It  We  You  They | Me  Him  Her  It  Us  You  Them | My  His  Her  Its  Our  Your  Their | Mine  His  Hers  Its  Ours  Yours  Theirs |

Example:

1. **She** is a new student. I like **her** very much. **Her** name is Martha.
2. **They** read the book together. I approach **them**. I want to borrow **their** book.
3. **You** have submitted **your** assignment, but **they** don’t bring **theirs**.

Selain fungsi di atas, ada juga **Relative Pronoun**, yaitu kata yang digunakan untuk menggantikan salah satu pokok kalimat atau bagian kalimat lainnya yang menghubungkan dua buah kalimat menjadi satu kalimat majemuk (complex sentence). Kata-kata yang digunakan sebagai penghubung yaitu: *who, whom, whose, which, where, when.*

1. ***Who/that: Yang***

Digunakan untuk pengganti orang sebagai subjek.

Contohnya:

1. We know a lot of people.
2. *They* live in Canada

Bila digabung menjadi: *We know a lot of people who live in Canada*

1. The man is very friendly
2. *He* lives next door

Bila digabung menjadi: *The man who lives next door is very friendly.*

1. ***Whom/that: Yang***

Digunakan untuk pengganti objek (pengganti unsur objek yang hilang).

Contohnya:

1. The man wanted to see *him*.
2. He was away on holiday.

Bila digabung menjadi: *The man whom/that I wanted to see was away on holiday*.

1. The girl fell in love with the man.
2. I met *him* last year

Bila digabung menjadi: *The girl fell in love with the man whom/that I met last year.*

**Note:**

Kata ganti objek hilang karena sudah diganti dengan “whom/that” dalam salah satu bagian kalimat yang mengandung preposisi (*in, at, for, to dll*). Contoh:

1. I know the girl.
2. Tom talking to *her* now.

Bila digabung menjadi: *I know the girl to whom Tom is talking now.*

1. ***Which/ that: yang (untuk benda/binatang)***

Digunakan untuk menggantikan benda/binatang, baik kedudukannya dalam kalimat sebagai subjek maupun sebagai objek (pengganti unsur benda yang hilang).

Contoh

1. I don’t like stories.
2. *They* have unhappy endings.

Menjadi: *I don’t like stories that/which have unhappy endings.*

1. The window was broken
2. *It* has now been repaired

Menjadi: *The window which was broken has now been repaired*.

**Note:**

1. kata ganti benda hilang karena sudah diganti dengan which/that.
2. relative pronoun yang salah satu bagian kalimatnya mengadung preposisi diletakkan sebelum kata “which”.

Contoh:

1. This is the club.
2. He is the president of it

Menjadi: *This is the club of which he is the president.*

1. ***Whose: yang kepunyaan (untuk manusia)***

Digunakan untuk menggantikan kata ganti kepunyaan: my, your, our, his, their, its, her (possessive adjective). Dengan kata lain, “whose” digunakan untuk menggantikan unsur kepunyaan yang dihilangkan.

Contoh:

1. We saw the people.
2. *Their* car has been stolen

Menjadi: *We saw the people whose car had been stolen.*

1. The other day I met the man.
2. I visited *his* friend

Menjadi: *The other day I met the man whose friend I visited*.

1. ***Where = in which (dimana)***

Digunakan untuk menggantikan salah satu bagian kalimat yang menunjukan tempat. Contoh:

1. The hotel wasn’t very clean.
2. We stayed *there*

Menjadi: *The hotel where we stayed wasn’t very clean.*

1. I recently went back to the town.
2. I was born *there*.

Menjadi: *I recently went back to the town where I was born.*

1. ***When = yang (benda/ manusia)***

Digunakan untuk menggantikan keterangan waktu. Dengan kata lain bahwa relative clause when menggantikan salah satu keterangan waktu dalam salah satu bagian kalimat yang lain.

Contoh:

1. She came on the day.
2. Her grandmother died that day.

Menjadi: *She came on the day when her grandmother died*.

**EXERCISE 7**

**PART A**

**Directions**: Choose the one word or phrase that best completes the sentence!

|  |
| --- |
| 1. Mary Cassat was an inventive printmaker, and \_\_\_\_\_ were always at the service of the public. 2. their talents 3. Her talents 4. She was talented 5. Talent of hers |
| 1. Linguistics studies the structure of language and regularities \_\_\_\_\_ 2. Using it 3. It’s used in 4. In its usage 5. People use it 6. An organism cannot grow without food \_\_\_\_\_ materials to build its cells. 7. Who delivers 8. Whose delivery 9. Which delivers 10. It delivers |
| 1. A sizeable proportion of high school students claim \_\_\_\_ hope is to be admitted to college. 2. That is their 3. It is that their 4. Is that their 5. That their |
| 1. A language laboratory has audio equipment placed in booths \_\_\_\_\_ students listen to language tapes. 2. How 3. In that 4. Where 5. Who |
| 1. Genes control all of the physical \_\_\_\_\_ we inherit. 2. that traits 3. that are traits 4. traits are that 5. traits that |
| 1. We thanked the many editors \_\_\_\_\_ assisted us in the preparation of this book. 2. Who 3. Whose 4. Whom 5. They |
| 1. People \_\_\_\_\_\_\_ business have been slowing down recently are so depressed that they suffer from various diseases. 2. Whose 3. whom 4. In which 5. who |
| 1. This is the latest news about the kidnapping of the richest businessman in town \_\_\_\_\_ we received a few minutes ago. 2. Whom 3. whose 4. Of which 5. Where |
| 1. Teachers \_\_\_\_\_ like the new literacy initiative were constricted in their thinking on superficial aspects of teaching and not necessarily the program itself. 2. who doesn’t 3. who didn’t 4. which doesn’t 5. whom they don’t |

**PART B**

**Directions**: In each sentence, identify the one underlined word or phrase that would not be considered correct in standard written English!

|  |
| --- |
| 1. The Paul Revere House was built in 1676, and today its the oldest wooden   A B C D  building in Boston. |
| 1. Economics, with their widespread range of practical application,             A                               B is of great interest to government leaders throughout the world.   C D |
| 1. Caruso was a famous Italian tenor , and thousands of people came to listen   A B C  to him singing.  D |
| 1. Weather forecasters monitor barometric pressures and record they on   A B C  charts as isobars.  D |
| 1. Although the destruction that it causes is often terrible, cyclones benefit a   A B  much wider belt than they devastate.  C D |
| 1. By the time babies are seven months old, their able to sit up without   A B C D  support. |
| 1. Almost half of the Pilgrims did not survive theirs first winter in the New   A B C D  World. |
| 1. In a basketball game, a player what is fouled receives one or two free   A B C  throws.  D |
| 1. Penguins have special glands who remove salt from water they drink and the   A B C D  food they eat. |
| 1. Under the feathers is a layer of fat that it protects the penguin from the cold.   A B C D |

* 1. **GERUNDS/INFINITIVES**
     1. **Gerunds**

Gerunds kata benda yang terbentuk dari kata kerja yang diberi akhiran –ing **(V-ing).** Gerund dapat digunakan:

1. **Sebagai subjek:**

Example:

*Reading* horses scares me to death

*Cooking* is my daily routine

1. **Sebagai objek**

Example:

I hate *smoking*

I love *studying*

1. **Sebagai komplemen**

Example:

My capabilit*y* is *driving*

Their hobby is *walking*

1. **Setelah kata depan** *(About, of, from, to, after, before, apart from, by, in, instead of, on, for, without, etc).*

Example:

I am used to *playing* badminton

She is looking forward to *seeing* you.

I am really sorry for *bothering* you.

We arrived in Madrid after *driving* all night.

1. **Setelah kata kerja tertentu**

*Admit, advise, allow, appreciate, avoid, suggest, understand, miss, reject, consider, delay, deny, enjoy, fond, resist, continue, imagine, permit, practice, finish, keep.*

Example:

He admitted *having* driven too fast.

Ralph is considering *buying* a new house.

I delayed *telling* Max the news.

They miss *playing* with their friend.

Let me finish *doing* this homework first.

1. **Dalam kata majemuk**

Example:

A *reading* book, a *swimming* pool, a *diving* board

* + 1. **Infinitives**

Infinitives adalah kata kerja dasar (verb base) yang ditambahkan dengan *to*. Infinitives dapat digunakan sebagai:

1. **Sebagai Subjek Kalimat.**

Example:

*To swim* in the river is dangerous.  
*To study* in Europe is my dream.

1. **Sebagai Objek kalimat**

Example:

John and Marry *decided to buy* a new car.

Henra always wants *to learn*.

1. **Sebagai komplemen.**  
   Example:

My mission is *to help* poor people.

The most important thing in the world is *to learn*.

1. **Sebagai sentence introduction**

Example:

*To begin*, we will define the term.

Berikut adalah daftar kata yang diikuti oleh infinitive:

|  |  |  |  |
| --- | --- | --- | --- |
| Agree | Be disappointed | Desire | Plan |
| Appear | Be disturbed | Expect | Promise |
| Arrange | Be expected | Fail | Refuse |
| Ask | Be supposed | Guarantee | Seem |
| Attempt | Be (un) qualified | Happen | Tend |
| Be (dis) inclined | Beg | Hope | Threaten |
| Be annoyed | Care | Manage | Wish |
| Amazed | Can afford | Learn | Want |
| Be delighted | Choose | Mean | Be displeased |
| Decide | | Need | |

Example:

My father *promised to buy* me a new jacket.

Alice *plans to visit* her uncle this weekend.

It *seems to* be good.

Dibawah ini adalah jenis kata kerja yang bisa diikuti oleh to infinitive ataupun gerund.

|  |  |  |  |
| --- | --- | --- | --- |
| (Can) afford | Continue | Hate | Regret |
| Attempt | Deserve | Intend | Remember |
| Begin | Dread | Like | Start |
| Bother | Forget | Prefer | Try |

Example:

I *prefer to* have egg for my breakfast this morning.

I *prefer having* egg for my breakfast this morning.

The teacher *starts to think* about the issue.

The teacher *starts thinking* about the issue.

Adjective berikut harus di ikuti *to infinitive:*

|  |  |  |  |
| --- | --- | --- | --- |
| im) possible | Afraid | Glad | Slow |
| (in) competent | Apt | Good | Sorry |
| (un) able | Bound | Hard | Stupid |
| (un) ashamed | Careful | Impatient | Sure |
| (un) happy | Certain | Interest | Surprised |
| (un) lucky | Difficult | Nice | Sweet |
| (un) willing | Eager | Quick | Welcome |
| (un) wise | Easy | Ready | Worried |
| (un) likely | Free | Relevant | Wrong |

Example:

He was *unable to come* on time this morning.

It is very *hard to believe* that he is one of the suspects of the bank robbery.

**EXERCISE 8**

**PART A**

**Directions**: Choose the one word or phrase that best completes the sentence!

|  |
| --- |
| 1. We are considering \_\_\_ a house in country side, but we want to find out what the taxes are there first. 2. To buy 3. being bought 4. Buying 5. to be bought |
| 1. My brother, who was not used to \_\_\_ a room with someone else, was quite unhappy when he couldn’t have his own room in the dormitory. 2. be sharing 3. be shared 4. Sharing 5. Share |
| 1. Would you mind \_\_\_ until I finish typing this letter? 2. To wait 3. wait 4. waiting 5. be waiting |

|  |
| --- |
| 1. Although Ronald has denied \_\_\_ the money, they are still suspecting him. 2. Steal 3. to steal 4. have stolen 5. stealing |
| 1. The environmental group hopes \_\_\_\_\_\_ the forest to its original condition by the end of the decade. 2. to restore 3. having restored 4. to be restored 5. to have been restored |
| 1. In June 1990, lawmakers were on the verge of \_\_\_\_\_ a new clean air bill. 2. Pass 3. Passing 4. Passage 5. Pass to |
| 1. Graduate students often spend their weekend \_\_\_\_ data for their research. 2. Together 3. To gather 4. Gathering 5. To gathering |
| 1. While \_\_\_\_\_\_ to buy the concert ticket, the man with the beard stole the young lady’s purse. 2. he queuing 3. he queues 4. queuing 5. queued |
| 1. Henry Ford revolutionized production management by \_\_\_\_\_ into small steps on a moving line. 2. breaking down auto assembly 3. broken down auto assembly 4. he broke down auto assembly 5. auto assembly breaking down |
| 1. Lina is working hard for her examination. He avoids \_\_\_\_ too much. 2. to go out 3. go out 4. goes out 5. going out |

**PART B**

**Directions**: In each sentence, identify the one underlined word or phrase that would not be considered correct in standard written English!

|  |
| --- |
| 1. Forgetting something usually mean an inability to retrieve the material   A B C  that is still stored somewhere in the memory.  D |
| 1. Since lightning was probably significant in the formation of life,   A  understanding it might help us to understanding life itself.  B C D |
| 1. Living creatures need to have energy in order to move or carrying out life   A B C D  functions. |
| 1. Root caps protect the tips of roots from be injured by rock particles.   A B C D |
| 1. To cleaning the computer, spray cleaner on a cloth and wipe the screen   A B C  gently.  D |
| 1. If the loan interest rate goes up, fewer businesses will want borrowing from   A B C D  banks. |
| 1. My daughter has looked forward to get a graduation gift from her elder   A B C D  brother this week. |
| 1. This book really tells you how to learn some computer programs without   A B  really spend too much time.  C D |
| 1. As every other nation, United States used to define its unit of currency, the   A B C  dollar, in terms of the gold standard.  D |
| 1. Farmers cut terraces into hillsides to increase the amount of land for farm.   A B C D |

**2.9 CAUSATIVE**

Causative verb adalah kata kerja yang kita gunakan untuk menyuruh atau seseorang melakukan suatu hal bisa dengan cara halus (meminta tolong dengan sopan sampai memerintah) dan cara kasar (memaksa) ataupun bisa juga dengan cara membayar. Kata kerja atau causative verb yang dimaksud adalah ***make, get, have, dan let***.

Causative verb memiliki 2 tipe, yaitu *active causative* dan *passive causative*. Berikut ini adalah pola kalimat atau rumus untuk penggunaan causative verb (let, make, have, get).

1. **LET**

Causative ‘let’ digunakan untuk menunjukkan jika seseorang membolehkan atau mengijinkan subjek untuk melakukan sesuatu.

**S + (Let/Lets) + Agent + Action Verb (Bare Infinitive)**

Example:

My mother lets me choose the dress.

Gino lets Gito borrow his pen.

Miss. Hermina will let me take the day off.

1. **MAKE**

Causative ‘make’ digunakan untuk menunjukkan jika seseorang meminta atau memaksa subjek melakukan sesuatu.

**S + (Make/Makes/Made) + Agent + Action Verb (Bare Infinitive)**

Example:

Tio make his sister do his homework.

Anggi makes her fiancé carry her shopping bags.

The teacher made the students finish the project in a week.

1. **HAVE**

Causative ‘have’ digunakan untuk menunjukkan jika seseorang memberikan tanggung jawab kepada subjek untuk melakukan sesuatu.

**S + (Has/Have/Had) + Agent + Action Verb (Bare Infinitive)**

Example:

I have my maid clean the house.

Mrs. Thompson has her daughter buy the vegies.

Mr. Crab had the interior designer decorate his house yesterday.

1. **GET**

Causative ‘get’ digunakan untuk menunjukkan jika seseorang meyakinkan subjek untuk melakukan sesuatu. Serupa dengan causative ‘have’, namun ‘get’ memiliki pola kalimat yang berbeda.

**S + (Get/Gets/Got) + agent + action verb (to infinitive)**

Example:

Hendro got his brother to buy him a burger.

Rianti gets Lionel to wash her car.

Lyanna got her dog to chase the boy.

**EXERCISE 9**

**PART A**

**Directions**: Choose the one word or phrase that best completes the sentence!

|  |
| --- |
| 1. Susi made Andi \_\_\_\_\_\_ his sandals before he went into her house. 2. takes off 3. take off 4. took off 5. taken off |
| 1. The old man wants to get his son \_\_\_\_\_ him to another city as he is not strong enough to do it by himself. 2. Driven 3. Drive 4. To drive 5. To be driven |
| 1. The manager was not able to finish this job by himself as he was too busy taking care other work, so he asked me, his assistant, \_\_\_\_\_ the job. 2. Finish 3. To finish 4. Finished 5. Would finish |
| 1. Because the couple are too busy to prepare their wedding, they \_\_\_\_\_. 2. Have organized everything for their wedding party 3. Want to organize everything by themselves 4. Want to organize their own wedding party 5. Have the wedding organized |
| 1. The owner of the shop let the beggar \_\_\_\_\_ in front of their shop. 2. Begged 3. To beg 4. To be begged 5. Beg |
| 1. Rudi : ”As I was sent out of town to work on a construction project, I could   not help my fiancée with our wedding preparations." Habibie: "You’d better \_\_\_\_ ."   1. asked her to help 2. have helped her 3. have somebody help her 4. have her help you |
| 1. As I found that not all of the workshop participants knew about this week’s schedule, I got my secretary \_\_\_\_\_ it right away. 2. Distributed 3. Distributing 4. to distribute 5. To be distributed |

**PART B**

**Directions**: In each sentence, identify the one underlined word or phrase that would not be considered correct in standard written English!

|  |
| --- |
| 1. Since they plan to hold party at home and they want to make it perfect, they   A B  have their house to be painted.  C D |
| 1. The government makes the officer to take a census every ten   A  years so accurate statistics may be compiled.  B C D |
| 1. The children were surprised when the teacher had them to close their   A B C  books unexpectedly.  D |
| 1. Chrisye, whose complete name is Chrismansyah Rahadi, had made his   A B  fans cried in his death on March 30, 2007.  C D |
| 1. The human resources manager got the employees signing a worksite safety   A B C  agreement.  D |
| 1. The teacher had students who didn’t bring their identification cards to leave   A B C  the auditorium where the exam were held.  D |

**UNIT 3**

**READING COMPREHENSION**

*Reading comprehension* merupakan bagian dari *skill* (kemampuan) yang diujikan dalam TOEFL. Bagian ini bertujuan untuk mengukur kemampuan membaca dan memahami isi teks (bacaan) pendek yang berisi berbagai macam topik dan jenis teks. *Reading comprehension* berisi beberapa teks dan pertanyaan-pertanyaan yang terkait dengan isi teks tersebut. Di dalam *reading comprehension* akan dipelajari beberapa *skill* yang sering muncul dalam pertanyaan-pertanyaan mengenai teks terkait. *Skill-skill* tersebut meliputi:

1. **SKILL 1: ANSWER MAIN IDEA QUESTIONS CORRECTLY**

Setiap bacaan untuk soal *reading section* pasti akan ditemukan pertanyaan tentang *main idea* (gagasan utama/pikiran utama/pokok pikiran). Berikut ini akan dijabarkan beberapa cara untuk menjawab pertanyaan tentang main idea:

|  |  |
| --- | --- |
| **MAIN IDEA QUESTIONS** | |
| HOW TO IDENTIFY THE QUESTION  (BAGAIMANA MENGIDENTIFIKASI PERTANYAAN) | What is the **topic** of the passage?  What is the **subject** of the passage?  What is the **main idea** of the passage?  What is the author’s **main point** in the passage?  With what is the author **primarily** concerned?  Which of the following would be the **best title**? |
| WHERE TO FIND THE ANSWER  (DIMANA MENEMUKAN JAWABAN) | Jawaban dari pertanyaan ini biasanya dapat ditentukan dengan melihat kalimat pertama di setiap awal paragraf |
| HOW TO ANSWER THE QUESTION  (BAGAIMANA MENJAWAB PERTANYAAN) | 1. Baca baris pertama di setiap paragraf. 2. Cari tema atau ide/gagasan umum pada baris pertama. 3. Baca sekilas kalimat-kalimat pendukung berikutnya untuk memastikan bahwa kita sudah yakin telah menemukan topik kalimatnya. 4. Eliminasi jawaban-jawaban yang kemungkinan besar tidak menjawab pertanyaan main idea, kemudian pilih jawaban yang paling sesuai. |

|  |  |
| --- | --- |
|  | **Example** |
| *Line (5)*  *(10)* | **The passage:**  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 the act of an observer, “.... a mind that beholds or grasps objects outside the world of things...”  With reasoning, a level of mental certainty can be achieved, but it is through intelligence that control is taken of events that shape one’s life.  **The question:**  What is the topic of this passage?   1. The intelligence of John Dewey 2. Distinctions made by John Dewey 3. Dewey’s ideas on the ability to reason 4. How intelligence differs from reasoning in Dewey’s works |

1. **SKILL 2: RECOGNIZE THE ORGANIZATION OF IDEAS**

Pada setiap bacaan *reading section* juga terdapat pertanyaan tentang *organization of ideas* (penyusunan ide/gagasan). Berikut ini adalah petunjuk untuk menjawab *organization of ideas*:

|  |  |
| --- | --- |
| **ORGANIZATION OF IDEAS** | |
| HOW TO IDENTIFY THE QUESTION  (BAGAIMANA MENGIDENTIFIKASI PERTANYAAN) | How is the information in the passage **organized**?  How is the information in the second paragraph **related** to the information in the first paragraph? |
| WHERE TO FIND THE ANSWER  (DIMANA MENEMUKAN JAWABAN) | Jawaban dari pertanyaan ini biasanya dapat ditentukan dengan melihat kalimat pertama pada paragraf yang sesuai. |
| HOW TO ANSWER THE QUESTION  (BAGAIMANA MENJAWAB PERTANYAAN) | 1. Baca baris pertama tiap paragraf. 2. Cari kata-kata yang berhubungan di tiap paragraf. 3. Pilih jawaban yang paling sesuai berdasarkan kata-kata yang saling berhubungan tersebut. |

|  |  |
| --- | --- |
|  | **Example** |
| *Line (5)*  *(10)*  *(15)* | **The passage:**  If asked who invented the game of baseball, most Americans would probably reply that it was Abner Doubleday. At the beginning of this century, there was some disagreement over how the game of baseball had actually originated, so sporting-goods manufacturer Spaulding inaugurated a comission to research the question. In 1908, a report was published by the comission in which Abner Doubleday, a U.S Army officer from Cooperstown, New York, was given credit for the invention of the game. The National Basketball 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 of baseball. Instead, baseball seems to be a close relation to the English game of rounders and probably has English rather than American roots.  **The question:**  The second paragraph   1. Provides examples to support the ideas in the first paragraph 2. Precedes the ideas in the first paragraph 3. Outlines the effect of the idea in the first paragraph 4. Refutes the idea in the first paragraph |

1. **SKILL 3: ANSWER STATED DETAIL QUESTIONS CORRECTLY**

Pertanyaan tentang detail yang disebutkan (*a stated detail question*) adalah pertanyaan yang menanyakan tentang sebagian kecil informasi yang telah tertulis dalam bacaan (di salah satu paragraf tertentu). Beberapa hal yang dapat dijadikan acuan untuk menandai pertanyaan *stated detail* adalah sebagai berikut:

|  |  |
| --- | --- |
| **STATED DETAIL QUESTIONS** | |
| HOW TO IDENTIFY THE QUESTION  (BAGAIMANA MENGIDENTIFIKASI PERTANYAAN) | **According** to the passage, ....  It is **stated** in the passage ....  The passage **indicates** that ....  Which of the following is **true** ....? |
| WHERE TO FIND THE ANSWER  (DIMANA MENEMUKAN JAWABAN) | Jawaban dari pertanyaan ini dapat ditemukan pada urutan paragraf yang bersangkutan. |
| HOW TO ANSWER THE QUESTION  (BAGAIMANA MENJAWAB PERTANYAAN) | 1. Pilih kata kunci dari pertanyaan yang diajukan. 2. Baca dengan cepat pada paragraf yang ada kata kunci tersebut. 3. Baca dengan teliti kalimat yang ada kata kunci tersebut. 4. Eliminasi jawaban yang salah dan pilih jawaban yang tepat. |

|  |  |
| --- | --- |
|  | **Example** |
| *Line (5)* | **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 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 2. On an island 3. In the middle of a river 4. Where the York and the James meet 5. On a piece of land with rivers on two sides 6. The passage indicates that Jamestown 7. Was settled in 1633 8. Was settled twenty-six years after Williamsburg 9. Was the first permanent English colony in America 10. Was originally named Middle Plantation 11. The passage states that the name Middle Plantation 12. Is a more recent name than Williamsburg 13. Derived from the location of the colony on the peninsula 14. Refers to the middle part of England that was home to the colonists 15. Was given to the new colony because it was located in the middle of several plantations |

1. **SKILL 4: FIND “UNSTATED” DETAILS**

Selain pertanyaan tentang detail yang disebutkan (*stated detail*) dalam bacaan, dalam soal *reading section* juga terdapat pertanyaan tentang detail yang tidak disebutkan (*unstated detail*). Jawaban dari pertanyaan seperti ini berarti terdapat tiga pilihan yang menyebutkan detail dan satu pilihan yang tidak menyebutkan detail dalam bacaan. Beberapa hal penting yang dapat digunakan untuk menjawab *“unstated details”* adalah sebagai berikut:

|  |  |
| --- | --- |
| **“UNSTATED” DETAIL QUESTIONS** | |
| HOW TO IDENTIFY THE QUESTION  (BAGAIMANA MENGIDENTIFIKASI PERTANYAAN) | Which of the following is **not stated** ...?  Which of the following is **not mentioned**...?  Which of the following is **not discussed**...?  All of the following are true **except** ... |
| WHERE TO FIND THE ANSWER  (DIMANA MENEMUKAN JAWABAN) | Jawaban dari pertanyaan ini dapat ditemukan pada urutan paragraf yang bersangkutan. |
| HOW TO ANSWER THE QUESTION  (BAGAIMANA MENJAWAB PERTANYAAN) | 1. Pilih kata kunci dari pertanyaan yang diajukan. 2. Baca dengan cepat pada paragraf yang ada kata kunci tersebut. 3. Baca dengan teliti kalimat yang ada kata kunci tersebut. 4. Cari jawaban yang detailnya disebutkan dalam teks, kemudian eliminasi jawaban-jawaban tersebut. 5. Pilih jawaban yang detailnya tidak disebutkan dalam bacaan. |

|  |  |
| --- | --- |
|  | **Example** |
| *Line (5)*  *(10)* | **The passage:**  In English there are many different kinds of expressions that people use to give a name to anything whose name is unknown or momentarily forgotten. The word *gadget* is one such word. It was first used by British sailors in the 1850s and probably came from the French word *gachette*, which was a small hook. In everyday use, the word has a more general meaning. Other words are also used to give a name to something unnamed or unknown, and these words tend to be somewhat imaginative. Some of the more commonly used expressions are a *what-d’ye-call-it*, a *whatsis*, a *thingamabob*, a *thingamajig*, a *doodad*, or a *doohickey*.  **The questions:**   1. Which of the following is **NOT** true about the word “gadget”? 2. It is used to name something when the name is not known. 3. It was used at the beginning of the nineteenth century. 4. It most likely came from a word in the French language. 5. Its first known use was by British sailors. 6. Which of the following is NOT mentioned in the passage as an expression for something that is not known? 7. A *thingamabob* 8. A *gadget* 9. A *doohickey* 10. A *what-is-it* |

1. **SKILL 5: FIND PRONOUN REFERENTS**

Dalam *reading section* pada ujian TOEFL, seringkali juga muncul pertanyaan tentang menentukan *pronoun referents* (acuan kata ganti). Penting sekali untuk memahami bahwa untuk menemukan *pronoun referents*, kita harus mengetahui *noun* (kata benda) yang telah disebutkan sebelumnya pada bacaan. Berikut ini adalah langkah-angkah untuk menjawab pertanyaan *pronoun referents*:

|  |  |
| --- | --- |
| **PRONOUN REFERENTS** | |
| HOW TO IDENTIFY THE QUESTION  (BAGAIMANA MENGIDENTIFIKASI PERTANYAAN) | The **pronoun** “...” in line X **refers** to which of the following? |
| WHERE TO FIND THE ANSWER  (DIMANA MENEMUKAN JAWABAN) | Baris dimana terdapat pronoun referents biasanya disebutkan dalam pertanyaan. Noun yang menjadi acuan pronoun terletak sebelum baris tersebut. |
| HOW TO ANSWER THE QUESTION  (BAGAIMANA MENJAWAB PERTANYAAN) | 1. Temukan letak pronoun yang ditanyakan. 2. Carilah nouns yang berada pada kalimat sebelum pronoun yang ditanyakan. 3. Bila terdapat lebih dari satu noun, cobalah mencocokkan dengan cara mengganti pronoun yang ditanyakan dengan tiap-tiap noun. 4. Eliminasi jawaban-jawaban yang bukan termasuk acuan dari pronoun tersebut. |

|  |  |
| --- | --- |
|  | **Example** |
| *Line (5)*  *(10)* | **The passage:**  Carnivorous plants, such as the sundew and the Venus flytrap, are generally found in humid areas where there is an inadequate supply of nitrogen in the soil. In order to survive, these plants have developed mechanisms to trap insects within their foliage.  They have digestive fluids to obtain the necessary nitrogen from the insects. These plants trap the insects in a variety of ways.  The sundew has sticky hairs on its leaves; when an insect lands on these leaves, it gets caught up in the sticky hairs and the leaf wraps itself around the insect. The leaves of the Venus flytrap function more like a trap, snapping suddenly and forcefully shut around an insect.    **The questions:**   1. The pronoun “They” in line 5 refers to 2. Humid areas 3. These plants 4. Insects 5. Digestive fluids 6. The pronoun “it” in line 8 refers to 7. A variety 8. The sundew 9. An insect 10. The leaf |

1. **SKILL 6: ANSWER IMPLIED DETAIL QUESTIONS CORRECTLY**

Pertanyaan tentang *implied detail* (detail tersirat) yaitu pertanyaan yang berisi poin-poin tertentu dimana jawabannya tidak secara gamblang tertulis di dalam bacaan. Kita harus mengetahui pesan/informasi “tersembunyi” yang diungkapkan dalam suatu bacaan. Kemudian kita dapat menarik kesimpulan dari informasi-informasi yang telah kita dapatkan sehingga dapat menjawab *implied detail*. Berikut ini adalah petunjuk yang dapat dilakukan untuk menemukan jawaban pertanyaan *implied detail*:

|  |  |
| --- | --- |
| **IMPLIED DETAIL QUESTIONS** | |
| HOW TO IDENTIFY THE QUESTION  (BAGAIMANA MENGIDENTIFIKASI PERTANYAAN) | It is **implied** in the passage that ...  It can be **inferred** from the passage that...  It is most **likely** that ...  What **probably** happened ...? |
| WHERE TO FIND THE ANSWER  (DIMANA MENEMUKAN JAWABAN) | Jawaban dari pertanyaan ini biasanya terdapat pada informasi tersirat/tersembunyi yang ada dalam bacaan. |
| HOW TO ANSWER THE QUESTION  (BAGAIMANA MENJAWAB PERTANYAAN) | 1. Pilih kata kunci dari pertanyaan yang ditanyakan. 2. Baca sekilas bacaan/teks untuk mengetahui letak kata kunci. 3. Baca dengan teliti kalimat yang mengandung kata kunci tersebut. 4. Pilih jawaban yang paling tepat berdasarkan informasi dari bacaan. |

|  |  |
| --- | --- |
|  | **Example** |
| *Line (5)*  *(10)* | **The passage:**  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 seventh consonants *h, k, l, m, n, p, w*. Each syllable in the language ends in a vowel, and two consonants never appear together, so vowels have a much higher frequency in the Hawaiian language than they do in English.  This musical-sounding language can be heard regularly by visitors to the islands. Most Hawaiians speak English, but it is quite common to hear English that is liberally spiced with words and expressions from the traditional language of the culture. A visitor may be greeted with the expression aloha and may be referred to as a *malihini* because he is a newcomer in the island. This visitor may attend an outside *luau* where everyone eats too much and may be invited afterwards to dance the *hula*.  **The questions:**   1. Which of the following is probably **NOT** a Hawaiian word? 2. *mahalo* 3. *mahimahi* 4. *meklea* 5. *moana* 6. It is implied that a *luau* is 7. A dance 8. A feast 9. A concert 10. A language |

1. **SKILL 7: ANSWER TRANSITION QUESTIONS CORRECTLY**

Pada soal *reading section*, pertanyaan transisi/peralihan (*transition questions*) juga kadang muncul. Pertanyaan transisi/peralihan yaitu pertanyaan yang berupa pengalihan dari bacaan/teks, dimana kita harus menebak tentang kemungkinan pada paragraf sebelum (*preceding*) ataupun sesudah (*following*) bacaan/teks yang disajikan. Biasanya petunjuk topik pada sebelum dan sesudah bacaan tidak secara langsung tertulis, dan kita harus menyimpulkan sendiri tentang kemungkinan topik yang dibahas. Hal-hal yang dapat memudahkan kita untuk menjawab pertanyaan transisi adalah sebagai berikut:

|  |  |
| --- | --- |
| **TRANSITION QUESTIONS** | |
| HOW TO IDENTIFY THE QUESTION  (BAGAIMANA MENGIDENTIFIKASI PERTANYAAN) | The paragraph **preceding** the passage probably ...  What is most **likely** in the paragraph **following** the passage? |
| WHERE TO FIND THE ANSWER  (DIMANA MENEMUKAN JAWABAN) | Jawaban dari pertanyaan untuk topik sebelum bacaan/teks dapat dilihat dari baris pertama bacaan tersebut, sedangkan untuk jawaban tentang topik setelah bacaan/teks dapat dilihat pada baris terakhir. |
| HOW TO ANSWER THE QUESTION  (BAGAIMANA MENJAWAB PERTANYAAN) | 1. Baca baris pertama untuk menjawab topik sebelum bacaan (preceding question). 2. Baca baris terakhir untuk menjawab topik setelah bacaan (following question). 3. Buatlah kesimpulan tentang apa yang kira-kira ada pada sebelum atau sesudah bacaan/teks yang tersaji. 4. Pilih jawaban yang mencerminkan kalimat pada awal atau akhir baris dari bacaan/teks yang disediakan. |

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|  | **Example** |
| *Line (5)*  *(10)* | **The passage:**  Another myth of the oceans concerns Davy Jones, who in folklore is the mean-spirited sovereign of the ocean’s depths. The name “Jones” is thought by some etymologists to have been derived from the name “Jonah”, the Hebrew prophet who spent three days in a whale’s belly.  According to tradition, any object that goes overboard and sinks to the bottom of the ocean is said to have gone to Davy Jones’ locker, the ocean-sized, mythical receptacle for anything that falls into the water. Needless to say, any sailor of the seas is not so eager to take a tour of Davy Jones’ locker, although it might be a rather interesting trip considering all the treasures located there.  **The questions:**   1. The paragraph *preceding* this passage most probably discusses 2. The youth of Davy Jones 3. Davy Jones’ career as a sailor 4. A different traditional story from the sea 5. Preparing to travel on the ocean 6. The topic of the paragraph *following* the passage most likely is 7. Valuable items located at the bottom of the ocean 8. Where Davy Jones is found today 9. Jonah and the whale 10. Preventing objects from falling overboard |

1. **SKILL 8: FIND DEFINITIONS FROM STRUCTURAL CLUES**

Jika dalam soal *reading section* menanyakan tentang arti/definisi (*definition*) sebuah kata, maka terdapat dua kemungkinan: 1) bacaan/teks menyediakan informasi tentang arti dari kata yang ditanyakan, 2) terdapat petunjuk dalam struktur teks bacaan yang menunjukkan arti dari kata tersebut. Berikut ini adalah beberapa kiat untuk menjawab tentang kosakata arti yang tidak diketahui:

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| **STRUCTURAL CLUES** | |
| HOW TO IDENTIFY THE QUESTION  (BAGAIMANA MENGIDENTIFIKASI PERTANYAAN) | What is the **meaning** of “X” in line Y?  The word “X” in line Y is **closest in meaning** to ...  The word “X” in line Y **could best be replaced** by ... |
| TYPE OF CLUES  (JENIS-JENIS PETUNJUK) | * *Punctuation* (tanda baca), berupa: koma, tanda kurung, tanda strip * *Restatement* (pernyataan kembali), dengan kata: or, that is, in other words, i.e. * *Examples* (contoh), dengan kata: such as, for example, e.g. |
| WHERE TO FIND THE ANSWER  (DIMANA MENEMUKAN JAWABAN) | Informasi untuk membantu menemukan arti kata yang ditanyakan dalam soal adalah dengan melihat petunjuk-petunjuk baik yang berupa *punctuation*, *restatement*, atau *example*. |
| HOW TO ANSWER THE QUESTION  (BAGAIMANA MENJAWAB PERTANYAAN) | 1. Temukan kata yang ditanyakan dalam bacaan/teks. 2. Kenali petunjuk-petunjuk yang tersedia. 3. Baca dengan teliti bagian teks yang ada petunjuknya. 4. Eliminasi jawaban-jawaban yang salah dan pilih jawaban (definisi kata) yang paling tepat. |

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|  | **Example** |
| *Line (5)* | **The passage:**  One of the leading schools of psychological thought in the twentieth century was behaviorism – the belief that the role of the psychologist is to study behavior, which is observable, rather than conscious or unconscious thought, which is not. Probably the best-known proponent of behaviorism is B.F. Skinner, who was famous for his research on how rewards and punishments influence behavior. He came to believe that positive reinforcements such as praise, food, or money were more effective in promoting good behavior than negative reinforcement, or punishment.  **The questions:**   1. In “behaviorism” in line 2, a psychologist is concerned with 2. Conscious thought patterns 3. Unconscious thought patterns 4. Observable actions 5. Unobservable actions 6. What is “positive reinforcement” in line 7? 7. A gift 8. A reward 9. A bribe 10. A penalty 11. What is “negative reinforcement” in line 9? 12. A promotion 13. A reward 14. A surprise 15. A punishment |

1. **SKILL 9: DETERMINE MEANINGS FROM WORD PARTS**

Ketika kita dihadapkan pada pertanyaan tentang arti (*meaning*) dari suatu kata yang tidak kita ketahui artinya, maka kemungkinan kita bisa menentukan artinya dengan melihat bagian atau unsur pembentuk kata tersebut. Berikut ini merupakan beberapa contoh bagian kata/ unsur pembentuk kata yang dapat dijadikan acuan untuk membantu menemukan arti kata.

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| --- | --- | --- | --- | --- | --- |
| **A SHORT LIST OF WORD PARTS** | | | | | |
| **PART** | **MEANING** | **EXAMPLE** | **PART** | **MEANING** | **EXAMPLE** |
| CONTRA  MAL  MIS  SUB  DEC  MULTI  SOL  TRI | (against)  (bad)  (error)  (under)  (ten)  (many)  (one)  (three) | contrast  malcontent  mistake  subway  decade  multiple  solo  triple | DIC  DOMIN  JUD  MOR  SPEC  TERR  VER  VIV | (say)  (master)  (judge)  (death)  (see)  (earth)  (turn)  (live) | dictate  dominant  judgement  mortal  spectator  territory  divert  revive |

|  |  |
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|  | **Example** |
| *Line (5)* | **The passage:**  Ring Lardner himself was born into a wealthy, educated, and cultured family. For the bulk of his career, he worked as a reporter for newspaper in South Bend, Boston, St. Louis, and Chicago.  However, it is for his short stories of lower-middle class Americans that Ring Lardner is perhaps best known. In these stories, Lardner vividly creates the language and the ambiance of this lower class, often using the misspelled words, grammatical errors, and incorrect diction that typified the language of the lower middle class.  **The questions:**   1. The word “vividly” in line 6 is closest in meaning to 2. In a cultured way 3. In a correct way 4. In a lifelike way 5. In a brief way 6. The word “misspelled” in line 7 is closest in meaning to 7. Highly improper 8. Vulgar 9. Incorrectly written 10. Slang 11. The word “diction” in line 8 is closest in meaning to 12. Writing 13. Sentence structure 14. Form 15. Speech |

1. **SKILL 10: USE CONTEXT TO DETERMINE MEANINGS OF DIFFICULT WORDS**

Dalam *reading section*, terkadang muncul pula pertanyaan tentang arti dari kosakata sulit (*meaning of difficult words*) dalam bacaan/teks, suatu kata yang tidak kita ketahui sebelumnya. Untuk menjawab arti kata yang dimaksud, kita dapat melihat bacaan/teks dimana di dalamnya terdapat petunjuk yang jelas tentang arti kata tersebut. Beberapa langkah yang dapat dilakukan untuk menentukan jawaban dari arti kosakata sulit tersebut adalah sebagai berikut:

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| **VOCABULARY QUESTIONS CONTAINING DIFFICULT WORDS** | |
| HOW TO IDENTIFY THE QUESTION  (BAGAIMANA MENGIDENTIFIKASI PERTANYAAN) | What is the **meaning** of “X” in line Y?  The word “X” in line Y is **closest in meaning** to ... |
| WHERE TO FIND THE ANSWER  (DIMANA MENEMUKAN JAWABAN) | Informasi untuk membantu menemukan arti kosakata sulit yang ditanyakan dalam soal adalah dengan melihat konteks yang melingkupi kosakata yang dimaksud. |
| HOW TO ANSWER THE QUESTION  (BAGAIMANA MENJAWAB PERTANYAAN) | 1. Temukan kosakata yang ditanyakan dalam bacaan. 2. Baca dengan teliti kalimat yang terdapat kosakata tersebut. 3. Cari petunjuk mengenai konteks yang menjelaskan kosakata tersebut untuk mempermudah memahami artinya. 4. Pilih jawaban yang sesuai dengan petunjuk yang didapat. |

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|  | **Example** |
|  | **A line in the passage:**  ......... The barges headed across the lake ........  **The question:**  A “barge” is probably which of the following?   1. A train 2. A plane 3. A bicycle 4. A boat |

1. **SKILL 11: USE CONTEXT TO DETERMINE MEANINGS OF SIMPLE WORDS**

Selain menentukan arti dari kosakata sulit, pertanyaan yang juga muncul dalam *reading section* adalah mencari arti dari kata-kata sederhana (*meaning of simple words*). Biasanya kata-kata yang ditanyakan sering sekali kita dengar secara umum atau kata-kata yang termasuk bahasa sehari-hari dalam bahasa Inggris. Akan tetapi untuk menjawab pertanyaan seperti ini, disarankan kita tidak memilih padanan kata yang “normal”, melainkan kita harus memperhatikan arti kata tersebut dari konteks bacaan yang tersedia. Kita perlu memikirkan arti/makna kedua atau makna lain (*secondary meaning*) dari arti kata yang “normal”. Beberapa hal yang perlu kita perhatikan untuk menjawab pertanyaan dengan tipe seperti ini adalah:

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| **VOCABULARY QUESTIONS CONTAINING SIMPLE WORDS** | |
| HOW TO IDENTIFY THE QUESTION  (BAGAIMANA MENGIDENTIFIKASI PERTANYAAN) | What is the **meaning** of “X” in line Y?  The word “X” in line Y **could best be replaced** by ... |
| WHERE TO FIND THE ANSWER  (DIMANA MENEMUKAN JAWABAN) | Informasi untuk membantu menemukan arti/makna kedua (secondary meaning) adalah dengan melihat konteks yang melingkupi kosakata yang dimaksud. |
| HOW TO ANSWER THE QUESTION  (BAGAIMANA MENJAWAB PERTANYAAN) | 1. Temukan kosakata yang ditanyakan dalam bacaan. 2. Baca dengan teliti kalimat yang terdapat kosakata tersebut. 3. Cari petunjuk mengenai konteks yang menjelaskan kosakata tersebut untuk mempermudah memahami artinya. 4. Pilih jawaban yang sesuai dengan petunjuk yang didapat. |

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|  | **Example** |
|  | **A line from the passage:**  ......... He put his answer this way ........  **The question:**  The word “put” is closest in meaning to which of the following?   1. Placed 2. Set 3. Expressed 4. Handed |

1. **SKILL 12: DETERMINE WHERE SPECIFIC INFORMATION IS FOUND**

Pada akhir-akhir soal *reading section*, biasanya akan muncul pertanyaan tentang menentukan dimana letak informasi khusus/spesifik (*specific information*). Beberapa cara yang dapat digunakan untuk menemukan letak informasi khusus/spesifik ini adalah sebagai berikut:

|  |  |
| --- | --- |
| **QUESTIONS ABOUT WHERE IN THE PASSAGE** | |
| HOW TO IDENTIFY THE QUESTION  (BAGAIMANA MENGIDENTIFIKASI PERTANYAAN) | **Where** in the passage ...? |
| WHERE TO FIND THE ANSWER  (DIMANA MENEMUKAN JAWABAN) | Jawaban dari pertanyaan tipe seperti ini dapat dilihat di baris tertentu yang merujuk pada soal. |
| HOW TO ANSWER THE QUESTION  (BAGAIMANA MENJAWAB PERTANYAAN) | 1. Pilih kata kunci dari soal yang ditanyakan. 2. Baca cepat bagian-bagian yang memungkinkan adanya kata kunci yang dimaksud dalam soal. 3. Pilih jawaban yang memuat kata kunci tersebut. |

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|  | **Example** |
| *Line (5)*  *(10)* | **The passage:**  Meteor Crater, a great crater approximately 40 miles east of Flagstaff, Arizona, is generally thought by scientists to have formed as a result of the impact of a 60,000-ton meteor about 50,000 years ago. The meteor, made of nickel and iron, disintegrated on impact and spread half a billion tons of rock over the surface of the land.  The massiveness of the meteor can only be imagined from the mammoth size of the crater, which measures a mile in diameter and three miles around the top. The rim of the crater rises more than 150 feet above the plain where the meteor impacted and is visible for more than ten miles on a clear day.  **The questions:**   1. Where in the passage does the author discuss the composition of the meteor? 2. Lines 1-4 3. Lines 4-5 4. Lines 6-8 5. Lines 8-10 6. Where in the passage does the author mention the distance from which the crater can be seen? 7. Lines 1-4 8. Lines 4-5 9. Lines 6-8 10. Lines 9-10 |

1. **SKILL 13: DETERMINE THE TONE, PURPOSE, OR COURSE**

Jenis pertanyaan lainnya mengenai review isi bacaan/teks adalah soal: (1) curahan ide dari penulis teks (*the tone*), (2) tujuan penulis (*the author’s purpose*), dan (3) ruang lingkup ilmu yang dibahas (*the course*).

*Tone* merupakan suatu ungkapan ide penulis yang dirasakan secara emosional ketika menulis teks. Biasanya teks-teks dalam *reading section* tidak menunjukkan emosi tertentu dari penulis, maka dapat dipastikan teks-teks tersebut bergenre *informational*, *explanatory*, atau *factual*. Akan tetapi bila suatu teks menunjukkan sisi tertentu emosi dari penulis, maka kita harus mencari *tone* tersebut. Sebagai contoh, jika suatu teks berisi sindiran untuk pihak tertentu, maka *tone* di dalamnya adalah *sarcastic*.

*Purpose* adalah tujuan dari penulisan teks. Setiap penulis pasti memiliki maksud/tujuan dalam menulis suatu bacaan/teks. Biasanya *purpose* berisi tentang sesuatu di luar *main idea* (pikiran utama/gagasan). Contohnya, jika ada teks yang berisi tentang cerita pengalaman pribadi dan di dalamnya ada kejadian lucu, maka teks tersebut dapat dikategorikan sebagai *anecdote*, dan tujuan dari penulis adalah untuk menghibur pembaca.

*Course* merupakan batasan/ruang lingkup ilmu yang dibahas oleh penulis. Misalnya, suatu teks berisi penjelasan tentang gambaran suatu kota, maka *course* teks tersebut adalah tentang *geography* (geografi).

Langkah-langkah yang dapat digunakan untuk menentukan *tone*, *purpose*, dan *course* adalah:

|  |  |  |
| --- | --- | --- |
| **TONE, PURPOSE, OR COURSE** | | |
| HOW TO IDENTIFY THE QUESTION  (BAGAIMANA MENGIDENTIFIKASI PERTANYAAN) | What is the **tone** of the passage?  What is the author’s **purpose** in this passage?  In which **course** would this reading be assigned? | |
| WHERE TO FIND THE ANSWER  (DIMANA MENEMUKAN JAWABAN) | Tone | Cari petunjuk/kata kunci yang menunjukkan emosi penulis daripada tulisan yang menyajikan fakta. |
| Purpose | Buat kesimpulan tentang tujuan dari penulisan berdasarkan topik dan ide pendukung yang ada dalam bacaan/teks. |
| Course | Buat kesimpulan mengenai ruang lingkup studi yang dibahas dalam bacaan/teks. |
| HOW TO ANSWER THE QUESTION  (BAGAIMANA MENJAWAB PERTANYAAN) | Tone | 1. Baca teks dengan cepat untuk mencari petunjuk tentang ungkapan emosi penulis. 2. Pilih jawaban yang sesuai dengan ungkapan emosi penulis. |
| Purpose | 1. Pelajari pokok pikiran dalam kalimat utama dan ide-ide pendukungnya. 2. Buat kesimpulan tentang tujuan penulisan bacaan. |
| Course | 1. Pelajari pokok pikiran dalam kalimat utama dan ide-ide pendukungnya. 2. Buat kesimpulan tentang ruang lingkup studi yang dibahas dalam bacaan. |

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|  | **Example** |
| *Line (5)*  *(10)* | **The passage:**  Military awards have long been considered symbolic of royalty, and thus when the United States was a young nation just finished with revolution and eager to distance itself from anything tasting of monarchy, there was strong sentiment against military decoration. From a century, from the end of the Revolutionary War until the Civil War, the United States awarded no military honors. The institution of the Medal of Honor in 1861 was a source of great discussion and concern. From the Civil War until World War I, the Medal of Honor was the only military award given by the States government, and today it is awarded only in the most extreme cases of heroism. Although the United States is still somewhat wary of granting military awards, several awards have been instituted since World War I.  **The questions:**   1. The tone of the passage is 2. Angered 3. Humorous 4. Outraged 5. Informational 6. The author’s purpose in this passage is to 7. Describe the history of military awards from the Revolutionary War to the Civil War. 8. Demonstrate an effect of America’s attitude toward loyalty. 9. Give an opinion of military awards. 10. Outline various historical symbols of royalty. 11. The passage would probably be assigned reading in a course on 12. General science 13. Psychology 14. American history 15. Interior decoration |

**READING COMPREHENSION EXERCISES**

**Text 1**

|  |  |
| --- | --- |
| 5  10  15  20  25 | Leonardo da Vinci was born on April 15, 1452 in Vinci, Italy. He was the illegitimate son of Ser Piero, a Florentine notary and landlord, but lived on the estate and was treated as a legitimate son.  In 1483, Leonardo da Vinci drew the first model of a helicopter. It did not look very much like our modern day “copter,” but the idea of what it could do was about the same.  Leonardo was an artist and sculptor. He was very interested in motion and movement and tried to show it in his art. In order to show movement, he found it helpful to study the way things moved. One subject he liked to study was birds and how they flew. He spent many hours watching the birds and examining the structure of their wings. He noticed how they cupped air with their wings and how the feathers helped hold the air. Through these studies, Leonardo began to understand how birds were able to fly.  Like many other men, Leonardo began to dream of the day when people would be able to fly. He designed a machine that used all the things he had learned about flight, and thus became the first model of a helicopter.  Poor Leonardo had only one problem, however. He had no way to give the necessary speed to his invention. You see, motors had not yet been invented and speed was an important part of the flying process. It would be another four hundred years before the engine was invented and another fifty years before it was put to the test in an airplane. Leonardo’s dream of a helicopter finally came to pass in 1936.  The Italian painter, sculptor, architect, engineer, and scientist, Leonardo died on May 2, 1519, and was buried in the cloister of San Fiorentino in Amboise. |

1. What is the author’s main point?

a. The invention of the helicopter.

b. Birds cup air with their wings and use feathers to help hold the air.

c. An overview of one of Leonardo da Vinci’s many skills.

d. Leonardo da Vinci was born in 1452 and died in 1519.

2. The word *problem* in line 19 could best be replaced by the word:

a. dilemma

b. mistake

c. danger

d. pain

3. The word *it* in line 4 refers to:

a. Leonardo da Vinci

b. The first model helicopter

c. 1483

d. motion and movement

4. Which paragraph explains why Leonardo’s helicopter was not successful in his

lifetime:

a. paragraph 1

b. paragraph 2

c. paragraph 4

d. paragraph 5

5. The word *illegitimate* in line 2 is closest in meaning to:

a. against the law or illegal

b. not in correct usage

c. incorrectly deduced; illogical

d. born out of wedlock

6. The following sentence would best complete which paragraph? “Since then people have been living out Leonardo’s dream of flying.”

a. paragraph 3

b. paragraph 4

c. paragraph 5

d. paragraph 2

7. What was the main problem with Leonardo’s invention?

a. motors were not yet invented

b. the birds lost their feathers

c. he was illegitimate

d. he couldn’t draw

8. The word *they* in the line 12 refers to:

a. the feathers

b. the birds

c. the studies

d. the wings

9. In what year was the first helicopter flown?

a. 1483

b. 1452

c. 1519

d. 1936

10. What two things did birds have that Leonardo da Vinci noticed helped them tofly?

a. wings and beaks

b. feathers and talons

c. wings and feathers

d. cups and feathers

11. The word *thus* in the line 17 could best be replaced by:

a. Hence

b. After

c. Unsuitably

d. Inappropriately

**Text 2**

|  |  |
| --- | --- |
| 5  10  15  20  25 | Glass fibers are extremely strong; for their weight, they are stronger than steel. They are made by forcing molten glass through tiny holes called spinnerets. As many as four hundred spinnerets are placed together, and threads of glass much thinner than human hairs are drawn off at great speed-miles of thread per minute. As they speed along, the threads are coated thinly with a type of glue and twisted into a yarn. The glass fibers are used with plastics to make boats and car bodies. They are also woven into heavy cloth for window draperies and into strong belts for making tires stronger.  A special kind of glass fiber is causing a revolution in communications. A signal of light can be made to travel along the fiber for very long distances. By changing the quality of the light, many messages can be sent at once along one strand of glass. New office buildings are being “wired” with glass fibers as they are built. The glass fibers will be used to connect telephones and computers in ways that not long ago were either impossible or too expensive.  Glass wool traps air in a thick, light blanket of fibers. This blanket is then put into walls and ceilings to keep warm air in during the winter and cool air in during the summer.  To make glass wool, molten glass is fed into a spinning drum with many holes in it. As the glass threads stream out of the holes, they are forced downward by a blast of hot air and through a spray of glues. The threads are then further blown about to mix them up as they fall in a thick mat on a moving belt. The glass we see through and drink out of has many, many other uses besides the ones described here. |

12. What was the author’s main purpose in writing the article?

a. To inform you how special kinds of glass are made and used

b. To persuade you to investigate the many uses of glass beyond thosementioned in the article

c. To inform you about the strength of glass fibers

d. To inform you that glue is used to hold strands of glass together

13. The word *special* in line 10 is closets in meaning to:

a. Distinct among others of a kind

b. Additional

c. Common

d. Species

14. Glass fibers are made by forcing molten glass through:

a. Spinners

b. Spiderets

c. Spinnerets

d. Spinets

15. The word *changing* in line 12 could best be replaced by the word:

a. Altering

b. Boring

c. Bringing

d. Doing

16. What are glass fibers woven into cloth for?

a. Draperies

b. Cars and boats

c. Glasses

d. Glue

17. The word *fed* in line 20 means:

a. To give food to

b. To minister to

c. To support

d. To supply

18. The word *they* in line 2 refers to:

a. Human hair

b. Weight

c. Glass fibers

d. Yarn

19. The word *it* in line 21 refers to:

a. Molten glass

b. Glass wool

c. Spinning drum

d. Holes

20. The following sentence would best complete which paragraph? “This improvement in technology is expected to continue.”

a. Paragraph 1

b. Paragraph 2

c. Paragraph 3

d. Paragraph 4

21. A signal of what can be made to travel along fiber for very long distances?

a. Heat

b. Wave

c. Wool

d. Light

22. The word *spray* in line 22 could best be replaced by the word:

a. Shower

b. Blow

c. Spit

d. Force

**Text 3**

|  |  |
| --- | --- |
| 5  10  15  20  25  30 | For centuries, people have searched for a way to replace dead and decaying teeth with comfortable false teeth. Many materials have been used to make a set of false teeth. The teeth themselves should be made from a hard and durable material. They should be secured to a soft material, making them easy to wear. In the last two decades, dentists succeeded in making durable false teeth that are comfortable, too.  Two thousand years ago, the Etruscans made teeth out of animal bone and gold. These materials were used-with varying degrees of success-up to the 1700’s. When George Washington was president, ivory from animals such as elephants became a popular material for false teeth. Doctors and inventors also tried silver, peal, and agate, but teeth made from these materials were very expensive. Perhaps the most successful material was porcelain, invented by a Frenchman about two hundred years ago. White, strong, and resistant to decay, porcelain is still used today for making single teeth.  Besides finding a material for the teeth, inventors also had to find a way to secure them in a person’s mouth. People tried wire, springs, and many kinds of glue to accomplish this. In most cases, however, discomfort and a likelihood of the teeth falling out plagued the person who wore them.  Around 1844, an American dentist named Horace Wells used laughing gas to put people to sleep before working on their teeth. This innovation made dental work a lot less painful. Soon after, an inventor created the first form of rubber. This was important to dentistry because teeth could be attached to the rubber, and the rubber could be molded to fit the shape of the mouth. With these two developments, dentist could work without causing pain and could fit teeth more carefully. False teeth have become more available and comfortable since then, and dentists have continued to improve the making and use of false teeth. |

23. What is the main topic of this passage?

a. Horace Wells

b. False teeth

c. Gold and bone

d. The Etruscans

24. The word *they* in line 4 refers to:

a. Teeth

b. Materials

c. People

d. Dentists

25. The word *varying* in line 9 could best be replaced by the word:

a. Constant

b. Changeless

c. Fluctuating

d. Stable

26. Porcelain was invented after the first use of:

a. Rubber for holding for holding teeth in place

b. Laughing gas

c. Ivory for making teeth

d. Electric drills

27. When did Horace Wells begin using laughing gas?

a. 1700

b. Two-thousand years ago

c. 1834

d. 1844

28. The word *besides* in line 17 means:

a. In addition to

b. Stand next to

c. Anyway

d. Together

29. The word *them* in line 21 refers to:

a. Teeth

b. Inventors

c. People

d. Wire

30. When was rubber found to be a useful material for false teeth?

a. After laughing gas was used to put patients to sleep

b. While George Washington was president

c. Before a Frenchman invented porcelain

d. While the Etruscans were making teeth of bone and gold

31. The following sentence would best complete which paragraph? “It isunimaginable what will come next.”

a. Paragraph 1

b. Paragraph 2

c. Paragraph 3

d. Paragraph 4

32. The word *molded* in line 26 means:

a. Formed into a shape

b. To form an organic growth

c. To make an ornament

d. The fitting of a shoe

33. The word *resistant* in line 15 could best be replaced by the word:

a. Prone

b. Insusceptible

c. Hearty

d. Sassy

**Text 4**

|  |  |
| --- | --- |
| 5  10  15  20  25  30 | The lens on a camera has only two tasks. First, it must gather in as much light as possible in order to activate the sensitive chemicals on the film. Second, it must organize the light rays so that they form a sharp image on the film. These may sound like simple tasks, but they are not.  One of the sharpest lenses is merely a pinhole in a sheet of cardboard, metal, plastic, or a similar material. If the pinhole is tiny enough, the image can be quite sharp, but then very little light is admitted. For most purposes, even the most sensitive film would take too long to record an image.  A glass lens is much better because it lets in much more light and focuses it on the film. Yet simple glass lenses are sharpest only in their centers. As more of the lens is used, the image suffers in sharpness. One reason a simple lens can cause problems is that it is shaped like a section of a sphere. Spherical lenses do not focus perfectly on flat film, so the image is slightly distorted, especially at the edges. Another reason is that the lens can act partly like a prism. This means that some of the colors in the image will not focus properly, and the image will be fuzzy.  One solution is to block off all but the sharp-focusing center of the lens. If you block off the edges of the lens, however, less light will get to the film. Early lenses had to compromise between sharpness and light-gathering power.  Very sharp lenses that admit as much light as possible can be built by making them with several separate lenses, or elements. A multiple-element lens has from two to nine separate lenses. Some elements are cemented together, and some have a gap between them. Furthermore, the elements are often made of different kinds of glass, each with a different ability to bend light rays. Some of the elements are there just for correcting problems caused by the other elements! The results are worth it, though: pictures can be taken in many different light conditions, and they have a sharpness you can almost feel. |

34. The word *it* in line 1 refers to:

a. Camera

b. Lens

c. Film

d. Chemicals

35. The word *distorted* in line 15 means:

a. Out of a proper or natural relation

b. Clean and in shape

c. Purified, as one

d. Proper

36. In what ways does an image suffer if too large an area of the spherical lens isused?

a. The edges of the image become fuzzy

b. Too much light is admitted

c. Too little light is admitted

d. Colors change

37. What is the main disadvantage of a simple lens that is made sharp by using justthe center?

a. With less light-gathering power, the lens is utterly useless.

b. With less light-gathering power, the lens is useful only in bright light.

c. With more light-gathering power, the lens is useful only in dim light.

d. With more light-gathering power, the lens is utterly useless.

38. The word *sharpest* in line 11 is closest in meaning to:

a. Having clear form and detail

b. Terminating in an edge or a point

c. Intellectually penetrating; astute

d. Having a thin edge or a fine point suitable for or capable of cutting orpiercing

39. The word *it* in line 10 refers to:

a. Glass lens

b. Prism

c. Simple lens

a. Flat film

40. The word *sensitive* in line 8 could best be replaced by the word:

a. Delicate

b. Irritable

c. Reactive

d. Psychic

41. The word *ability* in line 27 could best be replaced by the word:

a. Ignorance

b. Weakness

c. Ineptness

d. Capacity

42. The meaning of the word *solution* as used in line 18 is closest inmeaning to:

a. A homogeneous mixture of two or more substances, which may be solids,liquids, gases, or a combination of these

b. The answer to or disposition of a problem

c. The state of being dissolved

d. Release; deliverance; discharge

43. What is the minimum number of lenses in multiple-element lens?

a. Nine

b. Two

c. Ninety-two

d. Twenty-nine

44. The word *fuzzy* in line 17 means:

a. Clear

b. Unclear

c. Exact

d. Precise

45. The word *admit* in line 22 is closest in meaning to:

a. To permit to enter

b. To have room for; accommodate

c. To grant to be real, valid, or true; acknowledge

d. To make acknowledgment

**COMPLETE READING COMPREHENSION TEST**

**Text 1 (Questions 1-10)**

|  |  |
| --- | --- |
| 5  10  15  20 | Aspirin's origins go back at least as early as 1758. In that year, Englishman Edward Stone noticed a distinctive bitter flavor in the bark of the willow tree. To Stone, this particular bark seemed to have much in common with "Peruvian Bark," which had been used medicinally since the 1640s to bring down fevers and to treat malaria. Stone decided to test the effectiveness of the willow bark. He obtained some, pulverized it into tiny pieces, and conducted experiments on its properties. His tests demonstrated that this pulverized willow bark was effective both in reducing high temperatures and in relieving aches and pains. In 1763. Stone presented his findings to the British Royal Society.  Several decades later, further studies on the medicinal value of the willow bark were being conducted by two Italian scientists. These chemists, Brugnatelli and Fontana, determined that the active chemical that was responsible for the medicinal characteristics in the willow bark was the chemical salicin, which is the active ingredient of today's aspirin.  The name "aspirin" is the trade name of the drug based on the chemical salicin, properly known as acetylsalicylic acid. The trade name "aspirin" was invented for the drug in the I890s by the Bayer Drug Company in Germany. The first bottles of aspirin actually went on sale to the public just prior to the turn of the century in 1899. |

1. According to the passage aspirin originated

(A) no later than 1758

(B) sometime after 1758

(C) definitely sometime in 1758

(D) no earlier than 1758

2. It can be inferred from the passage that Peruvian Bark

(A) caused fevers

(B) was ineffective in treating malaria

(C) was described to the British Royal Society by Stone

(D) was in use prior to aspirin

3. The pronoun “it” in line 6 refers to

(A) malaria

(B) willow bark

(C) effectivcness

(D) the British Royal Society

4. The word "properties" in line 7 could best be replaced by

(A) ownership

(B) body

(C) characteristics

(D) material

5. What did the willow bark look like after Stone prepared it for his experiments?

(A) It was in large chunks.

(B) It was a thick liquid.

(C) It was a rough powder.

(D) It was in strips of bark.

6. The Italian chemists mentioned in the passage most probably conducted their studies on willow bark

(A) in the 1750s

(B) in the 1760s

(C) in the 17705

(D) in the 1780s

7. What is true about Brugnatelli and Fontana?

(A) They were from Italy.

(B) They added a chemical to the willow bark.

(C) They conducted studies on the willow bark.

(D) They were medical doctors.

8. The expression "prior to" in line 20 could best be replaced by

(A) at

(B) before

(C) during

(D) after

9. The word "turn" in line 20 could best be replaced by

(A) spin

(B) comer

(C) change

(D) reversal

10. Where in the passage does the author name the scientific compound that makes up aspirin?

(A) Lines 4-5

(B) Line 7-9

(C) Lines 13-15

(D) Lines 16-17

**Text 2 (Questions 11-20)**

|  |  |
| --- | --- |
| 5  10  15  20 | Herman Melville, an American author best known today for his novel *Moby Dick,* was actually more popular during his lifetime for some of his other works. He traveled extensively and used the knowledge gained during his travels as the basis for his early novels. In 1837, at the age of eighteen, Melville signed as a cabin boy on a merchant ship that was to sail from his Massachusetts home to Liverpool, England. His experiences on this trip served as a basis for the novel *Redburn* (1849). In 1841 Melville set out on a whaling ship headed for the South Seas. After jumping ship in Tahiti, he wandered around the islands of Tahiti and Moorea. This South Sea island sojourn was a backdrop to the novel *Omoo* (1847). After three years away from home, Melville joined up with a U.S. naval frigate that was returning to the eastern United States around Cape Horn. The novel *While-Jacket (1850)* describes this lengthy voyage as a navy seaman.  With the publication of these early adventure novels, Melville developed a strong and loyal following among readers eager for his tales of exotic places and situations. However, in 185I, with the publication of *Moby Dick,* Melville's popularity started to diminish. *Moby Dick,* on one level the saga of the hunt for the great white whale, was also a heavily symbolic allegory of the heroic struggle of humanity against the universe. The public was not ready for Melville's literary metamorphosis from romantic adventure to philosophical symbolism. It is ironic that the novel that served to diminish Melville's popularity during his lifetime is the one for which he is best known today. |

11. The main subject of the passage is

(A) Melville's travels

(B) the popularity of Melville's novels

(C) Melville's personal background

(D) *Moby Dick*

12. According to the passage, Melville's earlynovels were

(A) published while he was traveling

(B) completely fictional

(C) all about his work on whaling ships

(D) based on his travels

13. In what year did Melville's book about hisexperiences as a cabin boy appear?

(A) 1837

(B) 1841

(C) 1847

(D) 1849

14. The word "basis" in line 4 is closest inmeaning to

(A) foundation

(B) message

(C) bottom

(D) theme

15. The passage implies that Melville stayed inTahiti because

(A) he had unofficially left his ship

(8) he was on leave while his ship was inport

(C) he had finished his term of duty

(D) he had received permission to take avacation in Tahiti

16. A "frigate" in line 11 is probably

(A) an office

(B) a ship

(C) a troop

(D) a train

17. How did the publication of *Moby Dick*affect Melville's popularity?

(A) His popularity increased immediately.

(B) It had no effect on his popularity.

(C) It caused his popularity to decrease.

(D) His popularity remained as strong asever.

18. According to the passage, *Moby Dick* is

(A) a romantic adventure

(B) a single-faceted work

(C) a short story about a whale

(D) symbolic of humanity fighting the environment

19. The word "metamorphosis" in line 20 is closest in meaning to

(A) circle

(B) change

(C) mysticism

(B) descent

20. The passage would most likely be assigned reading in a course on

(A) nineteenth-century novels

(B) American history

(C) oceanography

(D) modern American literature

**Text 3 (Questions 21-31)**

|  |  |
| --- | --- |
| 5  10  15  20  25 | Although only a small percentage of the electromagnetic radiation that is emitted by the Sun is ultraviolet (UV) radiation, the amount that is emitted would be enough to cause severe damage to most forms of life on Earth were it all to reach the surface of the Earth. Fortunately, all of the Sun's ultraviolet radiation does not reach the Earth because of a layer of oxygen, called the ozone layer, encircling the Earth in the stratosphere at an altitude of about 15 miles above the Earth. The ozone layer absorbs much of the Sun's ultraviolet radiation and prevents it from reaching the Earth.  Ozone is a form of oxygen in which each molecule consists of three atoms (O2) instead of the two atoms (O2) usually found in an oxygen molecule. Ozone forms in the stratosphere in a process that is initiated by ultraviolet radiation from the Sun. UV radiation from the Sun splits oxygen molecules with two atoms into free oxygen atoms, and each of these unattached oxygen atoms then joins up with an oxygen molecule to form ozone. UV radiation is also capable of splitting up ozone molecules; thus, ozone is constantly forming, splitting, and reforming in the stratosphere. When UV radiation is absorbed during the process of ozone formation and reformation, it is unable to reach Earth and cause damage there.  Recently, however, the ozone layer over parts of the Earth has been diminishing. Chief among the culprits in the case of the disappearing ozone, those that are really responsible, are the chloroflurocal'bons (CFCs). CFCs meander up from Earth into the stratosphere, where they break down and release chlorine. The released chlorine reacts with ozone in the stratosphere to form chlorine monoxide (ClO) and oxygen (O2). The chlorine then becomes free to go through the cycle over and over again. One chlorine atom can, in fact, destroy hundreds of thousands of ozone molecules in this repetitious cycle, and the effects of this destructive process are now becoming evident. |

21. According to the passage, ultravioletradiation from the Sun

(A) is causing severe damage to theEarth's ozone layer

(B) is only a fraction of the Sun'selectromagnetic radiation

(C) creates electmmagnetic radiation

(D) always reaches the Earth

22. The word "encircling" in line 6 is closest inmeaning to

(A) rotating

(B) attacking

(C) raising

(D) surrounding

23. It is stated in the passage that the ozonelayer

(A) enables ultraviolet radiation to reachthe Earth

(B) reflects ultraviolet radiation

(C) shields the Earth from a lot ofultraviolet radiation

(D) reaches down to the Earth

24. According to the passage, an ozonemolecule

(A) consists of three oxygen molecules

(B) contains more oxygen atoms than theusual oxygen molecule does

(C) consists of two oxygen atoms

(D) contains the same number of atomsas the usual oxygen molecule

25. The word "free" in line 14 could best bereplaced by

(A) liberal

(B) gratuitous

(C) unconnected

(D) emancipated

26. Ultraviolet radiation causes oxygenmolecules to

(A) rise to the stratosphere

(B) burn up ozone molecules

(C) split up and reform as ozone

(D) reduce the number ofchloroflurocarbons

27. The pronoun "it" in line 19 refers to

(A) radiation

(B) process

(C) formation

(D) damage

28. The word "culprits" in line 21 is closest in meaning to which of the following?

(A) Guilty parties

(B) Detectives

(C) Group members

(D) Leaders

29. According to the passage, what happens after a chlorine molecule reacts with an ozone molecule?

(A) The ozone breaks down into three oxygen atoms.

(B) Two different molecules are created.

(C) The two molecules combine into one molecule.

(D) Three distinct molecules result.

30. Where in the passage does the author explain how much damage chlorine can do?

(A) Lines 7-8

(B) Lines 13-15

(C) Lines 23-24

(D) Lines 27—29

31. The paragraph following the passage most likely discusses

(A) the negative results of the cycle of ozone destruction

(B) where chloronurocarbons (CFCs) come from

(C) the causes of the destruction of ozone molecules

(D) how electromagnetic radiation is created

**Text 4 (Questions 32-40)**

|  |  |
| --- | --- |
| 5  10  15  20  25 | A number of non metric measurements in common usc may at first glance seem to lack the logic and clarity of the metric system, with its measurements all neatly based on tens and multiples of tens. However, these nonmetric measurements developed over time from habitual use of commonplace items to make simple measurements. They might not seem like simple measurements today, but such is their history.  The measurements *foot* and *yard* developed based on average lengths of body parts. As can be infened from the name, the Romans used the term *foot* to describe the length of a man's foot, from the base of the heel to the tip of the big toe. Though not exactly an accurate measurement, due to the varying lengths of men's feet, a foot was a measurement that was easy to conceptualize and visualize by most people. The term *yard* was used extensively by the English as the measurement from the tip of a man's nose to the tip of his outstretched thumb. English King Edward I redefined a yard as equivalent to three feet in 1305, and it still has this meaning today.  To describe longer distances, the Romans also invented the use of the term *mile.* The word *mile* comes from the Latin word *mille,* which means *one thousand.* A mile was meant to conform to a distance of one thousand paces, each pace consisting of two steps or approximately five thousand feet.  On the ocean, speed is measured in knots, with one knot roughly equivalent to one nautical mile per hour. This measurement of speed comes from the days when sailors used a knotted rope to determine their speed while at sea. A rope was knolled at regular intervals and tossed overboard. The rope was let out as sand flowed through an hourglass. When the sand had passed through the hourglass, the speed of the boat was determined by counting the number of knots that had been let out. |

32. The main idea of the passage is that nonmetric measurements

(A) are, in reality, quite illogical

(B) lack the clarity of metric measurements

(C) are actually based on simple concepts

(D) developed from Roman measurements

33. What is stated about the term *foot* as used by the Romans?

(A) It had nothing to do with the body part of the same name.

(B) It was not a standard measurement.

(C) It was equal in length to two footsteps.

(D) It was not very easy for people to understand.

34. The word "visualize" in line 12 is closest in meaning to

(A) picture mentally

(B) describe exactly

(C) sketch roughly

(D) measure precisely

35. It is NOT mentioned in the passage that the term *yard*

(A) was originally used to describe a measurement based on body parts

(B) changed in definition in the 14th century

(C) is now equal to three feet

(D) was in use prior to the term *foot*

36. The word "extensively" in line 13 could best be replaced by

(A) lengthily

(B) precisely

(C) widely

(D) occasionally

37. What is NOT true, according to the passage?

(A) The English word *mile* is derived from a Latin word.

(B) The Latin word *mille* has the same meanings as the English word *mile.*

(C) Adistance of a mile is approximately 2,000 steps.

(D) A distance of a mile is roughly equivalent to 5,000 feet.

38. What is a "knot" in line 21?

(A) A measure of distance

(B) A measure of force

(C) A measure of time

(D) A measure of speed

39. It is implied in the passage that

(A) a measurement in knots requires information on both distance and time

(B) a knot can be used to make measurements on land

(C) a knotted rope could be used to measure knots without an hourglass

(D) the term *knot* has come to be used only recently

40. Which paragraph discusses examples ofmeasurements based on parts of the body?

(A) The first paragraph

(B) The second paragraph

(C) The third paragraph

(D) The last paragraph

**Text 5 (Questions 41-50)**

|  |  |
| --- | --- |
| 5  10  15  20  25  30 | In the first half of the nineteenth century, the U.S. government decided that it needed to set up a system for protecting its coastline. It then began building a series of forts along the coast of the eastern part of the country to facilitate its defenses.  The largest of these forts was Fort Jefferson, which was begun in 1846. This fort was built on Garden Key, one of a cluster of small coral islands 70 miles west of Key West. At the time of its construction, Fort Jefferson was believed to be of primary strategic importance to the United States because of its location at the entryway to the Gulf of Mexico. Because of its location at the entrance to a great body of water, it became known as the Gibraltar of the Gulf, in reference to the island located at the mouth of the Mediterranean. The fort itself was a massive structure. It was hexagonal in shape, with 8-foot-thick walls, and was surrounded by a medieval-style moat for added security. Covering most of the Garden Key, it was approximately half a mile in circumference.  In the latter half of the nineteenth century, during the Civil War and its aftermath, the fort was used as a prison rather than a military installation. The most notorious of its prisoners was Dr. Samuel Mudd, a physician who was most probably innocently involved in the assassination of Abraham Lincoln. The actual assassin, John Wilkes Booth, broke his leg as he lept from the stage of the Ford Theater during the assassination. Dr. Mudd set Booth's broken leg, unaware of Booth's involvement in the assassination. As a result of this action, Dr. Mudd was sentenced to life in prison and remanded to Fort Jefferson. He was pardoned after only four years because of his courageous efforts in combatting an epidemic of yellow fever that ravaged the fort.  Continuous use of Fort Jefferson ended in the 1870s, although the U.S. Navy continued with sporadic use of it into the twentieth century. Today, the massive ruins still remain on the tiny island that stands guard over the entrance to the gulf. undisturbed except for the occasional sightseer who ventures out from the coast to visit. |

41. The passage is mainly about

(A) a series of forts

(B) a series of events at one fort

(C) a single event at one fort

(D) a series of events at several forts

42. All of the following are true about Fort, except

(A) it is on an island

(B) it was built because of its strategic location

(C) it is in the middle of the Gulf of Mexico

(D) it has been compared with an island at the opening of the Mediterranean

43. The word "hexagonal" in line 13 is closest in meaning to

(A) six-sided

(B) seven-sided

(C) eight-sided

(D) irregular in shape

44. The pronoun "it" in line 15 refers to

(A) fort

(B) shape

(C) moat

(D) circumference

45. All of the following are stated about Dr. Samuel Mudd EXCEPT that

(A) he was a medical doctor

(B) he cared for Lincoln's assassin

(C) he was imprisoned at Fort Jefferson

(D) he was most likely guilty of Lincoln's assassination

46. How was Fort Jefferson most likely used in1865?

(A) As a strategic defensive unit of theU.S. military

(B) As a penal institution

(C) As a regularly functioning naval base

(D) As a destination for tourists

47. “Yellow fever” in line 26 is most likely

(A) an enemy military force

(B) a prison regimen

(C) a contagious disease

(D) a mental illness

48. What is implied about Fort Jefferson today?

(A) It is a thriving community.

(B) It is a relatively quiet place.

(C) It is still in use by the U.S. military.

(D) It remains in good condition.

49. Where in the passage does the author describe an injury to the man who shot Lincoln?

(A) Lines 5-7

(B) Lines 12-14

(C) Lines 20-21

(D) Lines 24-26

50. The information in the passage is presented

(A) in chronological order

(B) by listing examples of a concept

(C) in spatial order

(D) by arguing for a hypothesis

**END OF MATERIAL**