



**FAKULTAS ADAB DAN HUMANIORA
UIN AR-RANIRY BANDA ACEH**

ENGLISH MODULE

FOR ACADEMIC PURPOSE



**TO PREPARE STUDENTS FOR
TOEFL TEST**

READING

STRUCTURE

LISTENING

ZUBAIDAH, SURAIYA, AND NURRAHMI

**LEMBAR PENGESAHAN
ENGLISH FOR ACADEMIC PURPOSE**



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The purpose of this module is to help the students of Adab and Humaniora Faculty UIN Ar Raniry understand the TOEFL test and improve their English language skills to better prepare for the exam. Key aspects of the TOEFL test include:

1. Grammar knowledge and skills,
2. Reading Comprehension and
3. Listening Comprehension.

The materials cover grammar theory and practice, reading and listening comprehension tests in TOEFL. In grammar, it focuses on information about the grammatical structure of English including some material tested in the TOEFL test as well as some useful tricks for completing the TOEFL test. In Reading Comprehension, this course covers the knowledge and skills needed to complete the Reading test such as how to identify the main idea, topic sentence, supporting sentences and detailed information. In listening Comprehension, it includes listening skills and knowledge such as pronunciation, emphasis and intonation in English as well as basic listening principles in both minitalk tests and long conversations.

By understanding the purpose and format of the TOEFL test, the students can better prepare themselves for the exam and enhance their English language proficiency, ultimately increasing their chances of success in academic settings.

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Structure and Written Expression

(Struktur Kalimat dan Ungkapan Tertulis)

A. Deskripsi Singkat

Dalam TOEFL, *Structure and Written Expression* bertujuan untuk menguji kemampuan Anda da mengidentifikasi bahasa Inggris tulis yang digunakan dalam situasi formal (*formal written English*). Banyak ekspresi-ekspresi bahasa Inggris yang bisa diterima dalam komunikasi lisan, namun tidak bisa diterima atau tidak lazim digunakan dalam komunikasi tulis, apalagi yang bersifat formal, Karena itu, pada bagian ini Anda dituntut untuk bisa menentukan kalimat-kalimat mana yang paling efektif, dan benar dalam pengungkapannya. Dalam hal ini, Anda dituntut untuk memilik pengetahuan yang cukup tentang *grammar*, sehingga Anda bisa dengan mudah mengidentifikasi kesalahan-kesalahan yang ada pada kalimat-kalimat tersebut.

Structure and Written Expression terdiri dari dua bagian, yaitu Part A dan Part B. Part A berupa pertanyaan-pertanyaan yang menanyakan tentang struktur (*structure*) sedangkan Part B berupa pertanyaan-pertanyaan yang menanyakan ekspresi bahasa Inggris tulis (*written expression*). *Structure and Written Expression* terdiri dari 40 pertanyaan/soal. Part A terdiri dari 15 pertanyaan (nomor 1 sampai dengan 15) sedangkan Part B terdiri dari 25 pertanyaan (nomor 16 sampai dengan 40).

PART A

Part A, yang terdiri dari 15 pertanyaan/soal, dirancang untuk menguji kemampuan Anda dalam mengenali bahasa yang tepat dipakai dalam bahasa Inggris tulis standar (*standard written English*). Kelima belas pertanyaan tersebut semuanya berupa kalimat-kalimat tidak lengkap. Di bawah masing-masing kalimat (item soal), Anda akan menjumpai empat pilihan (A, B, C, atau D) yang k berupa kata atau frase. Anda harus memilih salah satu dari keempat pilihan tersebut yang paling tepat digunakan untuk melengkapi kalimat soal.

Berikut ini adalah petunjuk mengerjakan soal pada Part A disertai satu contoh soal beserta jawaban dari soal tersebut.

PART A

DIRECTIONS

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

PETUNJUK

(Pertanyaan 1 - 15 berupa kalimat-kalimat tidak lengkap. Di bawah masing-masing kalimat, Anda akan melihat empat kata atau frase yang ditandai dengan huruf (A)(B),(C), dan (D). Pilihlah satu kata atau frase yang paling tepat untuk melengkapi kalimat tersebut. Kemudian pada lembar jawab Anda, temukan nomor pertanyaan tersebut dan hitamkan bulatan yang sesuai dengan huruf (pilihan) jawaban Anda. Hitamkan sampai huruf di tengah bulatan tersebut tidak terlihat.)

Contoh soal:

During the Daytona 500, the lead car, leaving the others far behind.

- (A) forwarded rapidly
- (B) advanced rapidly
- (C) advanced forward rapidly
- (D) advanced in a rapidly manner

Jika pengetahuan *grammar* Anda memadai, ketika Anda membaca soal di atas, Anda akan tahu bahwa setelah subjek *the lead car*, diperlukan sebuah kata kerja. Kata *forwarded* (option A) bukan kata kerja. Karena itu (A) bukan jawaban yang tepat untuk melengkapi kalimat soal. Kata *advanced* pada option (B) adalah kata

kerja yang tepat untuk melengkapi kalimat soal. Kata keterangan *rapidly* memberikan penjelasan (*modifier*) pada kata *advanced*. Jadi, option (B) adalah jawaban yang benar. Option (C) bukan jawaban yang benar, karena frase *advanced forward* merupakan pemborosan (*redundant*). Kata *advanced* berarti *move forward*. Jadi, penggunaan kata *advanced* dengan *forward* secara bersama-sama tidaklah diperlukan. Sementara itu, option (D) juga tidak tepat, karena kata *rapidly* digunakan di dalam posisi sebagai kata sifat (*adjective*). Seharusnya, *rapidly* digunakan dalam posisi sebagai kata keterangan (*adverb*).

Dalam menjawab setiap soal atau pertanyaan pada Part A, strategi yang bisa Anda gunakan antara lain sebagai berikut:

1. Baca satu kalimat secara keseluruhan yang dilengkapi dengan jawaban yang ada pada pilihan (A).
2. Jika kalimat itu tidak benar, coba temukan alasan mengapa kalimat itu tidak benar.
3. Jika Anda bisa menemukan alasan mengapa jawaban (A) tidak benar, lanjutkan ke jawaban (B), (C), dan (D).
4. Jika Anda tetap tidak yakin, coba ingat-ingat pola kalimat pada soal tersebut.
5. Jika Anda tidak bisa menemukan jawaban yang benar, abaikan jawaban-jawaban yang jelas-jelas salah dan tebaklah.

PART B

Part B, yang terdiri dari 25 pertanyaan, berupa kalimat-kalimat, di mana masing-masing kali memiliki empat kata atau frase yang digaris bawah, dan ditandai dengan huruf (A), (B), (C), atau (D). Anda diminta memilih salah satu dari keempat kata atau frase tersebut yang harus diganti untuk membuat kalimat itu menjadi benar. Dengan kata lain, Anda diminta untuk memilih salah satu dari keempat kata/frase yang salah.

Berikut ini adalah petunjuk mengerjakan soal pada Part B disertai satu contoh soal beserta bahasa, jawaban dari soal tersebut.

PART B

DIRECTIONS

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

PETUNJUK

(Pada soal no. 16 - 40, setiap kalimat memiliki empat kata atau frase yang digaris bawah. Keempat bagian kalimat yang digaris bawah tersebut ditandai dengan huruf (A), (B), (C), dan (D). Temukan satu kata atau frase yang digaris bawah yang harus diganti agar kalimat itu menjadi benar. Kemudian, pada lembar jawab Anda, temukan nomor soal/pertanyaan tersebut dan hitamkan bulatan sesuai dengan huruf jawaban yang telah Anda pilih.)

Contoh:

In the United States, there are much holidays throughout the year.

A

B

C

D

Dari contoh di atas, Anda segera tahu bahwa kata *much* harus diikuti kata benda tidak dapat dihitung (*non-countable nouns*). Sedangkan kata *holidays* adalah kata benda bisa dihitung (*countable nouns*): Jadi, penggunaan kata *much* dalam soal di atas adalah salah dan harus diganti, Karena itu jawaban soal tersebut adalah (C).

Untuk Mengerjakan soal pada Part B, Anda bisa menggunakan strategi sebagai berikut:

1. Bacalah keseluruhan kalimat soal yang sedang Anda kerjakan.
2. Jika Anda belum bisa menemukan kesalahan, coba ingat-ingat pola-pola kalimat yang dijelaskan pada buku-buku tata bahasa. Bagian-bagian kalimat bergaris bawah yang benar adalah | sesuai dengan pola-pola yang ada.
3. Jika Anda masih belum bisa menemukan kesalahan pada kata frase yang bergaris bawah, pastikan Anda memilih satu jawaban.

B. Review Tata Bahasa

Ada banyak unsur tata bahasa yang diujikan dalam bagian grammar. Pada pertemuan pertama, topik yang dibahas ialah :

- Subject Verb Agreement
- Conditional Sentences
- Infinitive and Gerund
- Elliptical Sentences (too, so, either, neither, both)
- Degree of Comparison
- Word Order
- Causative Verbs
- Subjunctive
- Parallel Structure
- Redundancy
- Inversion Sentences

MODULE I
SUBJECT VERB AGREEMENT/CONCORD

(Kesesuaian antara Subjek dan Kata Kerja)

1. Indikator

- Students mention some types of subject-verb agreement.
- Students make some sentences based on the subject pointed by the lecturer.

2. Dasar Teori

Subject Agreement/concord merupakan kesesuaian antara subjek kalimat dengan kata kerja kalimat tersebut. Bila suatu kalimat memiliki subjek tunggal, kata kerjanya harus tunggal pula. Jika kalimat tersebut memiliki subjek jamak, kata kerjanya juga harus jamak.

Contoh:

- A rabbit eats grass. (Kelinci makan rumput.)
 tunggal tunggal
- Rabbits eat grass. (Kelinci-kelinci makan rumput.)
 Jamak jamak
- Some students are in the classroom. (Beberapa siswa di ruang kelas).
 Jamak jamak
- The danger of narcotics makes parents feel worried.
 Jamak jamak
 (Bahaya narkotik membuat orangtua merasa gelisah.)

Walaupun teorinya sederhana, kadang orang merasa bingung untuk menentukan apakah kata kerja suatu kalimat sudah sesuai dengan subjek kalimat itu, terutama bila antara subjek dan kata kerja dipisahkan oleh kata atau frase. Karena itu, ketika Anda mengerjakan TOEFL harus sangat berhati-hati. Pastikan bahwa subjek kalimat yang dihadapi itu tunggal atau jamak, kemudian kata kerjanya harus disesuaikan.

Berikut ini diberikan rambu-rambu untuk membantu Anda memahami kesesuaian antara subjek kalimat dan kata kerjanya.

a. Kesesuaian antara Subject yang diikuti of/o Win dengan Verb (kata kerja).

Subject + Preposition of/on/in + Verb

Frase yang berawal dengan of, on, in yang mengikuti Subject tidak memengaruhi jumlah Subject. Jika Subject yang berada di depan of/on/in berbentuk tunggal, kata kerjanya juga harus tunggal. Jika Subject yang berada di depan of/on/in berbentuk jamak, kata kerjanya juga harus jamak.

- The study of local people in this village is necessary to carry out.
(Studi tentang penduduk di desa ini perlu dilakukan)
- The students in the classroom are doing an English test.
(Para siswa di kelas itu sedang mengerjakan tes bahasa Inggris)
- All proposals on the project have been signed up.
(Semua proposal proyek itu sudah ditandatangani)
- Some employees in the company were hospitalized yesterday.
(Beberapa karyawan perusahaan ini sakit kemarin)
- The view of these disciplines varies from time to time.
(Pandangan terhadap bidang—bidang ilmu ini berbeda—beda dan waktu ke waktu)

b. Kesesuaian antara Subject yang berupa kata ganti orang tak tentu (indefinite pronouns) dengan Verb-nya.

Indefinite Pronouns + Verb

Kata ganti orang tak tentu (indefinite pronouns) selalu dianggap tunggal. Karena itu kata kerja kalimatnya juga harus berbentuk tunggal. Contoh indefinite pronouns adalah any +..., no + singular noun, some + singular noun, every + singular noun dan each + singular noun.

- 1) any + : anybody, anyone, anything
 - Is there anybody here?
(Apakah ada seseorang di sini?)
 - Is anyone permitted to borrow books in this library?
(Apakah siapa pun diizinkan meminjam buku di perpustakaan ini?)
- 2) no + singular noun nobody, no one, nothing
 - Nobody speaks English better than Jane does.
(Tak seorang pun berbicara bahasa Inggris lebih baik dari Jane)
 - No one is allowed to enter the room.
(Tak seorang pun diizinkan masuk ruangan itu)
- 3) some + singular noun : somebody, someone, something
 - Something was under your house.
(Sesuatu ada di bawah rumahmu)
 - Someone is coming.
(Seseorang datang)
- 4) every + singular noun: everybody, everyone, everything
 - Everybody who has got a ticket should wait for the bus in that room.
(Setiap orang yang telah mendapatkan tiket harus menunggu bus di ruangan itu)
 - Everything is under control.
(Segalanya terkendali)
 - Has everyone got the invitation?
(Apakah setiap orang sudah mendapatkan undangan?)
- 5) each + singular noun: each person, each student, each room, etc.
 - Each student has the right to get all the school services.
(Setiap siswa memiliki hak untuk mendapatkan semua layanan sekolah)
 - Each room is well decorated.
(Setiap ruangan dihias dengan cantik)
 - Each person obeys the rules.
(Setiap orang mematuhi aturan.)

c. Kesesuaian antara Subject yang diikuti along with, together with, accompanied by, as well as, dengan Verb-nya.

Subject + along with/together with + Verb (together with) ... (accompanied by)... (as well as) ...

Frase seperti along with, together with, accompanied by, as well as yang mengikuti Subject, tidak memengaruhi jumlah Subject.

- The teacher, together with his students, is waiting for the train.
(Guru, bersama-sama dengan murid-muridnya, sedang menunggu kereta).
- Doni, along with his brothers and sisters, is going to the concert tonight.
(Doni, bersama dengan saudara-saudara laki—laki dan perempuannya, sedang pergi ke konser malam ini).
- All people, as well as their leader, were having a ceremony on the top of the mountain when I visited their village.
(Semua penduduk, juga pemimpinnya, sedang mengadakan upacara di puncak gunung ketika saya mengunjungi desa mereka).
- The President, accompanied by some of his ministers, is visiting the rural village now.
(Presiden, disertai beberapa menterinya, sedang mengunjungi desa terpencil itu sekarang).

d. Kesesuaian antara Subject yang berupa Verb + ing dengan Verb-nya.

Verb-ing + Verb

Kata kerja bentuk —ing (verb-ing) yang berposisi sebagai Subject kalimat selalu dianggap tunggal. Karena itu kata kerja kalimat tersebut juga harus tunggal.

- Writing stories is my hobby. (Menulis cerita adalah hobiku)
- Learning how to communicate in English is greatly needed in this modern era.

(Belajar cara berkomunikasi dalam bahasa Inggris sangat diperlukan dalam zaman modern ini).

- Discussing problems among students was our tradition in the past, but now everything looks different.

(Membicarakan masalah-masalah di antara siswa adalah tradisi kami dahulu, tapi kini segalanya tampak berubah).

Namun jika Subject tersebut terdiri dari dua kata kerja Verb+ing yang dihubungkan dengan kata sambung and, jumlah Subjek menjadi jamak. Lihat contoh:

- Fishing and swimming are two interesting activities when we have a picnic to the beach.

(Memancing dan berenang adalah dua aktivitas menarik ketika kita mengadakan wisata ke pantai).

- Reading stories and writing letters to his friends from California that he does almost everyday make his English improve better than the others.

(Membaca cerita dan menulis surat ke teman—temannya dari California yang dia lakukan hampir setiap hari membuat bahasa Inggris dia meningkat lebih baik dari lainnya).

e. Kesesuaian antara Subject yang berupa None/No dengan Verb-nya.

None/No + Verb

Kata none/no berarti tidak ada. Apabila none/no berposisi sebagai Subject kalimat, none/no bisa berbentuk jamak maupun tunggal, tergantung pada kata benda yang mengikutinya. Perhatikan pedoman berikut.

1) none + of the + non-countable noun + singular verb

(none + of tile + benda tak bisa dihitung + kata kerja tunggal)

Contoh:

- None of the information has been got by the applicants.
(Tidak ada informasi yang didapatkan oleh para pelamar)
- None of the counterfeit money has been found.
(Belum ada uang palsu yang ditemukan.)

2) none + of the + plural count noun + plural verb

(none + of the + benda bisa dihitung yang jamak + kata kerja jamak)

Contoh:

- None of the farmers have tried the new fertilizer.
(Tidak ada petani yang telah mencoba pupuk baru tersebut)
- None of the students have submitted their tasks.
(Belum ada siswa yang mengumpulkan tugas—tugas mereka)

3) no + singular noun + singular verb

(no + benda tunggal + kata kerja tunggal)

Contoh:

- No example was given by the teacher.
(Tidak ada contoh yang diberikan oleh guru)
- No example is relevant to this case.
(Tidak ada contoh yang relevan untuk kasus ini)

4) no + non-count noun + singular verb

(no + benda tak bisa dihitung + kata kerja tunggal)

Contoh:

- No water is available here.
(Tidak ada air yang tersedia di sini)
- No sand was provided to build houses.
(Tidak ada pasir yang tersedia untuk membangun rumah)

5) no + plural noun + plural verb

(no + benda jamak + kata kerja jamak)

Contoh:

- No examples were given by the teacher.
(Tidak ada contoh yang diberikan oleh guru)
- No participants agree to the application of the rules.
(Tidak ada peserta yang setuju dengan penerapan aturan-aturan itu)
- No patients like the way the doctor treats them.
(Tidak ada pasien yang suka cara dokter itu memberikan tindakan kepada mereka)

f. Kesesuaian antara Subject yang berupa Either ... or dan ... Neither ... + nor dengan Verb-nya.

Either ... or ... + Verb Neither ... nor ... + Verb
--

Subject kalimat yang berupa Either ... or atau berupa Neither ... nor ... akan sangat dipengaruhi oleh keberadaan kata benda setelah or atau setelah nor ... Secara rinci, aturan penggunaan either/ neither adalah sebagai berikut:

- 1) Jika kata benda setelah or atau nor adalah tunggal (singular), kata kerjanya juga tunggal.

Neither	Noun	or	Singular noun	Singular verb
Either		nor		

Contoh:

- Neither Rony nor Rudy is going to the party today.
- Either John or William likes dancing.

- 2) Jika kata benda setelah or atau nor adalah jamak (plural), kata kerjanya juga jamak.

Neither	Noun	or	Plural noun	Plural verb
Either		nor		

Contoh:

- Neither Rony nor her daughters are going to the party today.
- Either John or all his daughters like dancing.

g. Kesesuaian antara Subject yang berupa Kata Benda Kolektif (collective noun) dengan Verb.

- 1) Ada beberapa kata benda kolektif. Biasanya benda-benda tersebut dianggap tunggal.

Karena itu kata kerjanya juga harus tunggal. Berikut ini adalah beberapa contoh kata benda kolektif. Namun ada pula benda-benda yang selalu berbentuk jamak, sehingga kata kerjanya juga harus jamak.

- Family (keluarga)
- Team (tim)
- Jury (juri)

- Committee (komite/panitia)
- Government (pemerintah)
- Crowd (masa/kerumunan)
- Club (klub)
- Minority (minoritas)
- Congress (kongres)
- Organization (organisasi)
- Public (publik/umum)
- Army (angkatan bersenjata)

Contoh kalimat:

- The poor family has got fund from the readers of the newspapers.
(Keluarga miskin itu telah memperoleh dana dari pembaca koran itu)
- Our team has become the winner of the competition.
(Tim kami telah memenangkan kompetisi tersebut)
- The organization grows bigger this year.
(Organisasi tersebut tumbuh menjadi lebih besar tahun ini)
- The government has decided to stop the use of narcotics in the country.
(Pemerintah telah memutuskan untuk menghentikan pemakaian narkotik di negara itu.)

2) Benda-benda yang menandakan kelompok binatang juga dianggap tunggal dan karena itu kata kerjanya juga harus tunggal.

Contoh:

- School of fish (sekelompok ikan)
- Pride of lions (sekawanan singa)
- Flock of birds, sheep (sekawanan burung, domba)
- Herd of cattle (sekelompok ternak)
- Pack of dogs (sekawanan anjing)

Contoh kalimat:

- A school of fish always swims along this beach.
(Sekelompok ikan selalu berenang di sepanjang pantai ini.)

- A flock of birds was flying to the south.
(Sekawanan burung sedang terbang ke selatan.)
 - A pack of dogs was barking all days.
(Sekawanan anjing menggonggong sepanjang hari)
- 3) Benda-benda kolektif yang menandakan waktu, uang dan ukuran yang digunakan secara keseluruhan juga dianggap tunggal.

Contoh:

- Thirty minutes is not enough time to finish the English test.
(Tiga puluh menit bukan waktu yang cukup untuk menyelesaikan tes bahasa Inggris itu)
 - Ten kilometers is too much to run in one hour.
(Sepuluh kilometer terlalu berat untuk ditempuh dengan lari selama 1 jam.)
 - Thirty dollars is too expensive for this kind of tape recorder.
(Tiga puluh dolar terlalu mahal untuk tape recorder semacam ini).
- 4) Ada benda-benda yang selalu dianggap jamak, kecuali di depannya ada frase “ a pair of”.

Beberapa contoh:

- Tweezers
- Pliers,
- Jeans
- Shorts
- Trousers
- Eyeglasses
- Scissors

Contoh kalimat:

- The pliers were in the drawer.
(Tang ada di laci)
- The pair of pliers was in the drawer.
(Sepasang tang ada di laci)

- These scissors are very sharp.
(Gunting ini sangat tajam)
- This pair of scissors is very sharp.
(Sepasang gunting ini sangat tajam.)
- The jeans were very nice.
(Jeansnya sangat bagus.)
- The pair of jeans was very nice.
(Sepasang jeans ini sangat bagus.)

5) Kalimat yang berawal “There is/There are, Subject kalimatnya berada setelah kata kerja.

There is	Singular subject/non-count
There was	
There has been	
There are	Plural subject
There were	
There have been	

Contoh:

- There is a nice house near the bridge.
(Ada sebuah rumah bagus di dekat jembatan)
- There was a big storm last night.
(Ada badai besar kemarin malam)
- There have been many applicants coming to this office.
(Sudah banyak pelamar yang datang ke sini)
- There was enough coffee for tomorrow.
(Ada cukup kopi untuk besok)

3. Exercise

Exercise 4: Subject - Verb Agreement/Concord

Choose the correct form of the verb in the following sentences.

1. Neither Andi or his friends (has/have) seen the concert before.
2. Every junior high school student (has/have) to take the final examination.

3. There (has/have) been too many students who have problems in their family.
4. The army (is/are) preparing kinds of weapons to attack the terrorists.
5. The jury (was/were) discussing the rubrics for the competition when I came.
6. A pack of small birds (fly/flies) over this village every morning.
7. Our team always (become/becomes) the winner of the annual competition.
8. Either the students or the teacher always (work/works) together to finish the project.
9. Anybody (is/are) free to visit this interesting place.
10. A pair of trousers (was/were) already bought by my son.
11. Your glasses really (suit/suits) you.
12. Everything (is/are) ready in three days.
13. Ten dollars (is/are) the average price of the goods in this shop.
14. Neither Rina nor Santi (is/are) going visit the handicraft center in Yogyakarta.
15. No problems (occur/occurs) in the discussion.
16. None of the children (was/were) allowed to play on the beach.
17. Writing poems (is/are) Sinta's hobby.
18. Mr. Harun, accompanied by his sons and daughters, (is/are) going to visit the Prambanan temples.
19. The study of the traditions done by local people in this village (is/are) very important to carry out.
20. No people (is/are) allowed to enter the room.

LATIHAN SOAL: TOEFL PRACTICE (*)

Directions: Questions 1-2 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C) and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

1. Neither Jane nor her brothers _____ a consent form for tomorrow's field trip.
 - A. need
 - B. needs
 - C. is needing
 - D. has need

2. Nondurable goods _____ for immediate use and are often less expensive than durable goods.
 - A. is intended
 - B. are intended
 - C. intent
 - D. intends

Directions: In questions 1-5, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

- 1) The work performed by these officers are not worth our paying them an longer.

A B C D
- 2) The news of the president's treaty negotiations with the foreign government were received with mixed emotions by the citizens of both governments.

A B C D
- 3) Air pollution, together with littering, are causing many problems in our large industrial cities today.

A B C D
- 4) Lack of sanitation in restaurants are a major cause of disease in some areas of the country.

A B C D
- 5) Neither of the girls have turned in the term papers to the instructor yet.

A B C D

MODULE II

INFINITIVE AND GERUND

(Kata kerja bentuk dasar dan Kata kerja + ing)

1. Indikator

- Students are able to formulate the model of Gerund and Infinitive.
- Students are able to differentiate the different words refer to Gerund and Infinitive.
- Students are able to make sentences refer to Gerund and Infinitive.

2. Dasar Teori

Infinitive adalah kata kerja bentuk dasar (verb 1). Di dalam kalimat, infinitive bisa dipakai dalam bentuk (a) infinitive yang didahului to (to infinitive) seperti to write, to stall, to do, to learn, etc. dan (b) infinitive tanpa to (infinitive without to) seperti speak, sleep, invite, divide, etc. Sedangkan gerund adalah kata kerja yang digunakan/berfungsi sebagai kata benda. Dalam kalimat, gerund berwujud kata kerja bentuk —ing (verb-ing).

Di dalam TOEFL, infinitive dan gerund sering digunakan secara bersama-sama. Jika soal tujuannya untuk menguji infinitive, pengecohnya (distractor) biasanya adalah gerund. Sebaliknya, jika soal bertujuan menguji kemampuan peserta tentang gerund, pengecohnya berupa infinitive. Karena itu pada bagian ini, infinitive dan gerund dibahas bersama-sama supaya Anda terbiasa membedakan penggunaan infinitive dan gerund secara akurat.

A. The Use of Infinitive (Penggunaan Infinitive)

The Use of to Infinitive (infinitive yang didahului to)

Secara ringkas, to infinitive dipakai di dalam kalimat dengan tujuan sebagai berikut:

1) Sebagai subjek kalimat

- To live in Jakarta is expensive.
(Tinggal di Jakarta adalah mahal)
- To go there means to die.
(Pergi ke sana berarti mati)

2) Sebagai kata yang menerangkan benda

- Do you have something to eat?
(Apakah kamu punya sesuatu untuk dimakan?)
- We have some problems to discuss this week.
(Kita punya beberapa masalah untuk didiskusikan minggu ini)

3) Sebagai kata yang menerangkan kata sifat.

- This bread is delicious to eat.
(Roti ini enak untuk dimakan)
- These furniture is too expensive to buy.
(Mebel ini terlalu mahal untuk dibeli)

Kata-kata sifat berikut ini selalu diikuti oleh to infinitive.

Common	usual	able	anxious
Boring	pleased	strange	eager
Easy	difficult	hard	good
Prepared	ready	dangerous	

4) Sebagai kata yang menerangkan kata tanya (wh-words) atau klause (clause)

- I don't know how to go home.
(Saya tidak taint bagaimana cara pulang)
- Do you know what to do?
(Apakah kamu taint apa yang harus dilakukan?)

5) Kelompok kata kerja di bawah ini selalu diikuti oleh to infinitive.

tend	(cenderung)	learn	(belajar)
prepare	(bersiap)	fail	(gagal)
intend	(bermaksud)	claim	(menuntut)
expect	(berharap)	plan	(berencana)
attempt	(mencoba)	strive	(berusaha)
want	(ingin)	hope	(berharap)
pretend	(berpura-pura)	desire	(ingin)
hesitate	(meragukan)	seem	(tampak)
agree	(setuju)	decide	(memutuskan)

need	(perlu)	refuse	(menolak)
demand	(menuntut)	offer	(menawarkan)
forget	(lupa)	wish	(berharap)

Contoh:

- He agreed to discuss the problem with me.
(Dia setuju untuk membicarakan masalah itu denganku.)
- The president will attempt to reduce inflation in the next five years.
(Presiden akan mencoba menekan inflasi dalam lima tahun ke depan.)
- She decided to buy one more computers for her children.
(Dia memutuskan untuk membeli satu komputer lagi untuk anaknya)
- I plan to finish the project in three months.
(Saya berencana menyelesaikan proyek ini dalam tiga bulan)

6) To infinitive juga dipakai untuk menyatakan tujuan

- He came here to meet you.
(Dia datang ke sini untuk menemuimu.)
- She went to Canada to continue her study.
(Dia pergi ke Kanada untuk melanjutkan sekolahnya.)

B. The Use of Infinitive Without To (infinitif tanpa to)

1) Infinitif tanpa to dipakai setelah kata kerja modals seperti can-could, may—might, must, have/has/had to, shall-should, will—would.

- He can swim well.
(Dia dapat berenang dengan baik.)
- You should meet your mother.
(Kamu harus menemui ibumu.)
- They would submit their tasks soon.
(Mereka segera akan mengumpulkan tugas mereka.)

2) Infinitive tanpa to dipakai setelah kata kerja let, make, and help.

- You have to let me go or I will bite you.
(Kamu harus membiarkanku pergi atau aku akan menggigitmu.)
- Her failure makes her cry all the time.

(Kegagalannya membuat diri menangis sepanjang hari.)

- The teacher always helps the students solve various problems related to their study.

(Guru selalu membantu pain siswa memecahkan berbagai masalah yang berkaitan dengan studi mereka)

C. The Use of Gerund (Penggunaan Gerund)

Gerund adalah kata kerja yang berfungsi sebagai benda. Wujudnya adalah kata kerja bentuk —ing (verb-ing). Karena perannya sebagai kata benda, gerund bisa berfungsi sebagai subjek objek, maupun complement. Kadang gerund juga harus dipakai setelah kata kerja tertentu. Secara ringkas, penggunaan gerund adalah sebagai berikut:

1) Gerund dipakai sebagai subject kalimat.

- Swimming makes our bodies healthy.
(Berenang membuat badan kita sehat)
- Reading novels is my hobby.
(Membaca novel adalah hobi saya)
- Being a good doctor is my ambition.
(Menjadi dokter yang baik adalah cita-cita saya)

2) Gerund dipakai jika mengikuti kata kerja berikut ini:

Resent	avoid	Postpone	enjoy
Deny	practice	Appreciate	resist
Suggest	can't help	Report	finish
Miss	quit	Delay	resume
Admit	consider	Mind	recall
Risk			

Contoh:

- He always denies helping me.
(Dia selalu menolak membantuku)
- I admitted loving her.
(Saya mengakui mencintai dia)

- They enjoy watching the film.
(Mereka menikmati menonton film itu)
- Students are hoped to practice speaking English.
(Para Siswi diharapkan praktik berbicara bahasa Inggris)
- Why do you always avoid meeting her?
(Mengapa kamu selalu menghindar bertemu denganku?)
- You shouldn't resist entering the building in such condition.
(Kamu seharusnya tidak menolak masuk bangunan dengan kondisi seperti itu)

3) Gerund dipakai di belakang preposisi, baik preposisi yang didahului oleh kata kerja (verb), kata sifat (adjective), maupun benda (noun).

a. Verb + Preposition

Lihat kata kerja kata berikut ini. Mereka selalu diikuti preposisi. Apabila ada kata kerja di belakangnya, kata kerja tersebut harus berbentuk gerund (verb—ing).

Approve of	think of	Insist on	count on
Give up	put off	Succeed in	object to
Rely on	depend on	Look forward to	confess to
Worry about	think about	Be better off	keep on

Contoh:

- You should give up smoking for the sake of your health.
(Kamu seharusnya berhenti merokok demi kesehatanmu)
- My sister insisted on taking the bus instead of the plane.
(Saudara perempuanku mendesak naik bus sebagai pengganti naik pesawat)
- I am thinking of going to Bali with you.
(Saya sedang berpikir untuk pergi ke Bali)
- I am looking forward to meeting you at an interview.
(Saya menunggu untuk bertemu dengan Anda dalam sebuah wawancara.)

b. Adjective + Preposition

Kata kerja yang mengikuti kata sifat (adjective) + preposisi, juga harus berbentuk gerund (verb + ing). Kelompok kata sifat tersebut antara lain:

Accustomed to	capable of
Intent to	successful in
Afraid of	fond of
Interested in	tired of

Contoh:

- Sandra is afraid of discussing her problems with you.
(Sandra takut membicarakan masalahnya denganmu)
- My parents are interested in living in a small village.
(Orangtua saya tertarik untuk tinggal di sebuah desa kecil)
- He is successful in finishing all his tasks during the study.
(Dia berhasil menyelesaikan semua tugas selama studi)

c. Noun + Preposition

Kata benda (noun) + preposition juga ada yang harus diikuti oleh verb-ing (gerund). Lihat tabel berikut.

excuse for	choice of
possibility of	intention of
reason for	method for

Contoh:

- Rendi has no excuse for dropping out of school.
(Rendi tidak memiliki alasan untuk ke luar dan sekolah)
- We have possibility of winning the competition.
(Kita memiliki kemungkinan untuk memenangkan pertandingan)
- You have no reason for leaving your family.
(Kami tidak memiliki alasan untuk meninggalkan keluargamu)

4) Gerund juga digunakan untuk pelengkap kalimat (complement)

- My hobby is reading novels.
(Hobi saya adalah membaca novel)

- Their favourite activity is playing music.
(Aktivitas favorit mereka adalah bermain musik)
- 5) Gerund juga dipakai sebagai kata yang menerangkan benda (noun modifiers).
- You can wait for me in the waiting room.
(Kamu ia menungguku di ruang tunggu.)
 - You can go to the swimming pool if you want.
(Kamu bisa pergi ke kolam renang kalau kau mau)
- 6) Gerund juga dipakai pada susunan kalimat “It ... ing.”
- It is nice talking with you.
(Senang berbincang-bincang denganmu.)
 - It is no use trying to meet her.
(Tidak ada gunanya berusaha menemui dia)

Note:

Kelompok kata kerja berikut bisa diikuti oleh gerund maupun to infinitive

Begin	continue	Can't stand	dread
Hate	love	Like	prefer
Regret	try	Start	

Contoh:

Indra started to study after lunch.

OR

Indra started studying after lunch. (indra mulai belajar setelah makan siang.)

3. Exercise

Exercise 9: Infinitive and Gerund

Choose the correct form of the verb in parentheses.

1. Rendi has no excuse for (drop/to drop/dropping) out of school.
2. Why do you always avoid (meet, to meet, meeting) her?
3. You should give up (smoke/to smoke/smoking) for the sake of your health.
4. The girl is fond of (dance, to dance, dancing).
5. The teacher decided (accept/accepting/to accept) the paper.
6. They appreciate (to have/having/have) this information.

7. Your family did not approve of your (go/going/to go) to Europe.
8. We found it very difficult (reach/reaching/to reach) a decision.
9. Dona is interested in (open/ to open/opening) a canteen.
10. Indra has no intention of (leave/to leave/leaving) his village.
11. We are eager (return/to return/returning) to school after the holiday.
12. You would be better off (to buy/buying) this computer.
13. She refused (to accept/accepting) the gift.
14. Mary regrets (to be/being) sick yesterday.
15. All participants should enter the (to meet/meeting) room soon.
16. My sister always helps me (do/to do/doing) some corrections on my thesis.
17. You have to let me (go/going/to go) or I will bite you.
18. They want (finish/to finish/finishing) their work on time.
19. In front of him, I do not know what (say/to say/saying).
20. I want to make you (feel, to feel/feeling).

Latihan Soal: TOEFL Practice (*)

Directions: Questions 1-4 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrases that best completes the sentence. Then, on your Answer Sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

1. The data on the winter migration patterns of the monarch butterfly is very ...
 - A. interested
 - B. interest
 - C. interesting
 - D. of interest
2. A good student must know _____
 - A. to study hard
 - B. to be a good student
 - C. how to study effectively

- D. the way of efficiency in study
3. Fingerprints have been employed ... criminal, amnesia victims, and unknown dead.
- A. to identifying
B. identifies
C. identifying
D. to identify
4. She is looking forward to _____ to Europe after she finishes her studies at the university.
- A. go
B. to go
C. going
D. went
5. Early craftsmen did not have the technology that would have allowed them ... their wares.
- A. to storing and transporting
B. to store and transport
C. storing and transporting
D. store and transport

Directions: in questions 1-3, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

1. His father does not approve of him to go to the banquet without dressing
A B C
formally.
D
2. After to take the medication, the patient became drowsy and more manageable.
A B C D

3. She is looking forward to go to Europe after she finishes her studies at the
A B C D
university.

MODULE III
ELLIPTICAL SENTENCES with
Too, So, Either, Neither, Both

1. Indikator

- Students are able to formulate the rule of using too, so, either, neither and both in sentences.
- Students are able to complete the exercises provided correctly.
- Students are able to correct the peer-exercises.

2. Dasar Teori

Kata so dan too dipakai untuk mengungkapkan “apabila seseorang melakukan sesuatu dan kita ingin menambahkan seseorang atau sesuatu yang lain melakukan hal yang sama, kita menggunakan so atau too dalam kalimat eliptik. Tujuannya adalah untuk menghindari pengulangan penggunaan kata yang sama. Kata so dan too digunakan untuk kalimat positif sedang kata either dan neither digunakan untuk kalimat negatif.

- 1) Bila klausa utama menggunakan he, klausa kedua (klausa yang disingkat) juga menggunakan he.

Positive sentence	be	Subject + he + too
		So + he + subject

Contoh:

- I am a university student, and you are, too.
 - I am a university student, and so are you.
- 2) Jika pada klausa pertama memiliki kata kerja bantu (auxiliary) yang diikuti kata kerja utama (main verb), auxiliary tersebut digunakan pada klausa kedua. Namun bentuk auxiliary tersebut menyesuaikan dengan subjek kalimat. Contoh penggunaan auxiliary+ verb adalah will go, should do, has visited, must write, etc.
- My friends will come to my house tomorrow, and my teacher will too.
 - My friends will come to my house tomorrow, and so will my teacher.
 - She is going to visit her friend tonight, and I am, too.

- She is going to visit her friend tonight, and so am I.
- They have written some novels, and he has, too.
- They have written some novels, and so has he.

3) Jika pada klausa pertama, tidak ada auxiliary, melainkan hanya kata kerja utama saja (misal work, works, worked), auxiliary do, does, atau did, harus dipakai pada klausa kedua.

- Andi goes to school everyday, and his sister does too.
- Andi goes to school everyday, and so does his sister.
- You like her, and I do, too.
- You like her, and so do I.
- They went home early yesterday, and Susi did too.
- They went home early yesterday, and so did Susi.

Untuk kalimat negatif, kata either dan neither yang dipakai. Aturannya sama dengan penggunaan kata so dan too. Dalam kalimat negatif, kata too diganti dengan kata either. Kata so diganti dengan kata neither. Hanya, jika kata neither sudah dipakai, klausa yang bersangkutan tidak memerlukan kata not lagi, walaupun klausa tersebut bermakna negatif. Alasannya, kata neither sebenarnya berasal dari not + either, yang maknanya sudah negatif.

Lihat contoh-contoh berikut. Bandingkan dengan penggunaan too dan so di atas.

- I am not a university student, and you are not, either.
- I am not a university student, and neither are you.
- My friends will not come to my house tomorrow, and my teacher won't, either.
- My friends will not come to my house tomorrow, and neither will my teacher.
- She is not going to visit her friend tonight, and I am not, either.
- She is not going to visit her friend tonight, and neither am I.
- They haven't written some novels, and he has not, either.
- They haven't written some novels, and neither has he.
- You do not like her, and I do not, either.
- You do not like her, and neither do I.
- They did not go home early yesterday, and Susi did not, either.

- They did not go home early yesterday, and neither did Susi.

Note:

Apabila kita akan menyebutkan dua orang atau benda secara bersama, kita bisa menggunakan kata both, yang artinya keduanya.

- Doni and Andri are my brothers. Both are smart at school.
- This hotel has two entrances. Both entrances look strong and nice.

3. Exercise

Exercise 10: Elliptical Sentences

Complete the simple statement of the following sentences with too, so, either, or neither as well as the appropriate verbs.

1. Andri likes to fly, and Susan _____
2. My friends will leave for the office early, and I _____
3. She has written her composition and _____ her friends.
4. I have to go grocery shopping this afternoon, and _____ my brother.
5. He has lived in Thailand for five years, and my father _____
6. I don't love travelling and my sister _____
7. We don't plan to attend the show, and _____ they.
8. She didn't see anyone she knew, and _____ Tony.
9. I am not interested in playing football, and my brother _____
10. My father can't stand listening to that music, and my mother _____
11. My teacher is not so happy with the result of the test, and _____ I.
12. You haven't worked here long and _____ your sister.
13. My car has not been sold yet, and _____ yours.
14. He didn't know the answers and I _____
15. All people were impressed with the speech and _____ my father.

Latihan Soal: TOEFL Practice (*)

Directions: Questions 1-2 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C) and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

MODULE IV
DEGREE OF COMPARISONS AND CAUSATIVE VERB

(Tingkat Perbandingan)

1. Indikator

- Students are able to identify the kind of comparison.
- Students are capable of actualize the use of comparison in excersises provided.
- Students are capable to formulate the formula of Causative.
- Students are able to accomplish the exercises related to Causative.

2. Dasar Teori

DEGREE OF COMPARISONS

Comparisons (perbandingan) digunakan untuk membandingkan dua benda atau orang. Kedua benda atau orang tersebut bisa sama, bisa juga berbeda.

A. Equal/Positive Comparison

Equal/Positive Comparison digunakan untuk membandingkan dua benda atau orang memiliki sifat atau ciri yang sama. Pola-pola perbandingan yang sama adalah sebagai berikut:

Rumus 1

**Subject + verb + as + adjective/adverb + as + noun/pronoun (Se . . .
./sama.. dengan ...)**

Contoh :

- Adjective: Sony is as tall as Andi.
(Sony adalah setinggi Andi.)
- Adjective: Your story is as interesting as her story.
(Ceritamu sama menariknya dengan ceritanya)
- Adjective: Sandra is as beautiful as Dessy.
(Sandra itu secantik Dessy)
- Adverb: Nike sings as beautifully as Sari.
(Nike bernyanyi seindah Sari)
- Adverb : The car runs as fast as my car.

(Mobil itu melaju secepat mobilku)

- Adjective : His job is not as difficult as my job.

(Pekerjaannya tidak sesulit pekerjaanku)

Note: untuk kalimat negative, kata as bisa diganti dengan so.

Rumus 2

...like or alike..... (seperti, sama, serupa)

Contoh:

- My painting is like your painting.
(Lukisanku seperti lukisanmu.)
- My house and your house are alike.
(Rumahku dan rumahmu serupa)

Rumus 3

... the same, or ... the same as (sama/sama dengan ...)

Contoh:

- This cat and that one are the same.
- This tiger is the same as that tiger.

Rumus 4

subject + verb + the same + now + as + noun/pronoun

Contoh:

- My house as high as your house.
- My house as the same height as your house.
- He speaks the same language as she.

Rumus 5

... similar (to) ... (sama/seperti)

Contoh:

- My proposal is similar to that one.
- My speech and your speech are similar.

Rumus 6

... different from (berbeda dengan)

Contoh:

- Tokyo is different from New York.
- Indonesia and Thailand are different.

B. Comparative

Comparative digunakan untuk membandingkan dua benda atau orang yang memiliki perbedaan.

Rumus 1

Subject	Verb	Adjective + er	than	Noun
		Adverb + er		
		More + adjective/ adverb		Pronoun
		Less + adjective/adverb		

Contoh :

- Adjective : John is taller than Jane.
(John lebih tinggi daripada Jane)
- Adjective : Indra runs faster than Susi.
(Indra lari lebih cepat daripada Susi).
- Adjective This chair is more comfortable than that one.
(Kursi ini lebih nyaman daripada yang itu)
- Adverb He speaks English more fluently than I.
(Dia berbicara bahasa Inggris lebih lancar daripada saja)
- Adverb : He visits his family less frequently than his wife does.
(Dia jarang mengunjungi keluarganya daripada istrinya)
- Adjective : This year's exhibit is less impressive than last year's.
(Pameran tahun ini kurang mengesankan daripada pameran tahun lalu)

Rumus 2

The + comparative + subject + verb+
The + comparative + subject + verb
(semakin....., semakin ...)

Contoh:

- The sooner you come, the better you will be.
(Semakin cepat A ada datang, semakin baik)
- The higher you climb, the nicer you will feel.
- (Semakin tinggi Anda mendaki, semakin nyaman Anda merasakan.)

Rumus 3

The more + subject + verb + the + comparative + subject + verb
(semakin ... , semakin ...

Contoh:

- The more you study, the more successful you will be.
(Semakin belajar lebih baik, semakin berhasil Anda)
- The more you speak English, the better your skill will be.
(Semakin banyak Anda berbicara bahasa Inggris, semakin baik kemampuan Anda.)
- The more he rowed the boat, the farther away he got.
(Semakin banyak dia mendayung, semakin jauh dia mencapai)

Rumus 4 (multi number comparatives)

Subject	Verb	number multiple	As	Much	(noun)	As	Subject
				Many			Pronoun

Number multiples mencakup half (setengah), twice (dua kali), three times (tiga kali), dan sebagainya.

Contoh:

- This encyclopedia costs twice as much as the other one.
- Andri has half as many records now as I had last year.

C. Superlative

Superlative digunakan untuk membandingkan tiga atau lebih benda atau orang yang berbeda.

Rumus 1

Subject + verb + the + adjective + est (paling ... , ter

Contoh:

- Borobudur is the biggest temple in Indonesia.
(Borobudur adalah candi paling terbesar di Indonesia)
- The Nile is the longest river in the world.
(Sungai Nil adalah sungai terpanjang di dunia).

Rumus 2

Subject + verb + the + most + adjective (paling/ter ...)

Contoh:

- London is the most expensive city in the world.
(London adalah kota termahal di dunia.)
- Andi is the most diligent students in his class.
(Audi adalah siswa paling pandai di kelasnya)

Perubahan Bentuk Comparison

Rules (Aturan)	Positive	Comparative	Superlative
Tambahkan —er atau est pada sebagian besar adjective yang terdiri dari satu atau dua suku kata.	Small Long Hot Tall	Smaller Longer Hotter Taller	The oldest The longest The hottest The tallest
Jika adjective (kata sifat) berakhiran dengan sebuah konsonan + y, ubahlah y menjadi i dan tambahkan —er (comparative) dan est (superlative).	Easy Pretty Noisy Busy Happy	Easier Prettier Noisier Busier Happier	The easiest The prettiest The noisiest The busiest The happiest
Gunakan more dan most untuk adjective yang terdiri dari tiga suku kata atau lebih.	Beautiful Important Believable Economical	More beautiful More important More believable More economical	The most beautiful The most important The most believable The most economical
Gunakan more dan most pada adjective yang berakhiran —ed, -ful, —ing, —isix, —otis	Hated Useful Boring Stylish Cautious	More hated More useful More boring More stylish More cautious	The most hated The most useful The most boring The most stylish The most cautious
Bentuk tidak teratur.	Good Bad Far	Better Worse Farther/further	The best The worst The farthest/furthest

3. Exercise

Exercise 11: Comparisons

Supply the correct forms of the adjectives and adverbs in parentheses.

1. The team felt _____(bad) than our team about losing the game.
2. You look _____(happy) than any other people.
3. Susi is _____ (talented) than her sister.
4. I think the whether today is _____(hot) as the whether a week ago.
5. Your car is much _____(expensive) than an older one.
6. He plays the piano _____(well) as his father.
7. The role of Mr. Ridwan in this organization is _____(important) than Mr. Indra.
8. The students left _____(soon) as the teacher had finished the lesson.
9. Some people here are _____(rich) than others.
10. Your work is _____(good) than the others'.

Exercise 12: Comparisons

Select the correct form in parentheses in the following sentences.

1. This noodle tastes very (good - well).
2. I feel (weller — better) today than I did yesterday.
3. The girl looks (more pretty — prettier) than that one.
4. Of the three ties, I like the blue one (better — best).
5. Rini is the (less — least) athletic of all the girls in this class.
6. The story is (the better — the best) of the pair.
7. Your suitcase is different (from — than) mine.
8. The colder the weather gets, (sicker — the sicker) I feel.
9. A metal ruler costs (twice more than — twice as much as) a plastic ruler.
10. The museum is the (farther — farthest) away of the three buildings.

Latihan Soal: TOEFL Practice (*)

Directions: Questions 1-4 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C) and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

1. Tuition at an American university runs twenty thousand dollars a semester
 - A. so high as
 - B. as high to
 - C. as high as
 - D. as high than
2. In U.S. law, a misdemeanor is a crime that is a felony, and usually carries a term of imprisonment of less than one year for most offenses.
 - A. lesser than
 - B. less severe than
 - C. less than severe
 - D. severely lesser
3. A dancer, while always graceful and precise in her movements, trains another athlete.
 - A. as strenuously
 - B. more strenuously as
 - C. as strenuously as
 - D. as strenuously that
4. The seed heads of teasel plants raise the nap on coarse tweed cloth than do the machine tools invented to replace them.
 - A. more efficiently
 - B. efficiently
 - C. more efficient
 - D. most efficient

Directions: In questions 1-20, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify

the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

1. Despite his smiling face, the second-place contestant is more sadder than the
A B C D
winner
2. Louise is the more capable of the three girls who have tried out for the part
A B C
in the play.
D
3. The harder he tried, the worst he danced before the large audience.
A B C D
4. The New York City subway system is the most longest underground railroad
A B C
operating in the world.
D
5. Benjamin Franklin was the editor of the larger newspaper in the colonies,
A B
a diplomatic representative to France and later to England, and the inventor of
C
many useful devices.
D

CAUSATIVE VERB

Causative verbs adalah kata kerja yang biasa dipakai untuk menandakan bahwa seseorang menyebabkan orang lain melakukan sesuatu untuk dirinya (orang yang pertama). Dalam kenyataan hidup, seseorang bisa meminta/menyuruh orang lain untuk melakukan sesuatu dengan cara meminta, memaksa, atau mungkin membayar. Causative verbs terdiri dari have, get, make.

A. Have/Get

Clause yang mengikuti have atau get bisa bermakna active maupun passive.
Lihat pola-pola penggunaan have dan get.

(1) ACTIVE
subject + have + objects + verb 1 (any tense) (usually person)

(2) ACTIVE
subject + get + object + verb to infinitive (any tense) (usually person)

(3) ACTIVE
subject + have + objects + verb 3 (any tense) (usually person)

Perhatikan contoh-contoh berikut.

1. I had my friend repair my handphone.
(My friend repaired my handphone).
Active (Saya meminta teman memperbaiki handphone saya).
2. I got my friend to repair my handphone.
(My friend repaired my handphone).
Active (Saya meminta teman memperbaiki handphone saya.
Teman saya memperbaiki handphone saya)
3. I got my handphone repaired.
(Saya menyebabkan handphone saya diperbaiki)
I had my handphone repaired.
(Saya menyebabkan handphone saya diperbaiki)
Note: The handphone was repaired by somebody.
Passive. (Handphone tersebut diperbaiki oleh seseorang)

Berikut ini beberapa contoh active clauses (klausa aktif) dalam kalimat kausatif.

- The president had his advisors arrange a press conference.
(Presiden meminta penasihatnya mengatur konferensi pers)
- Indra has had a friend all of her papers.
(Indra sudah meminta seorang teman untuk mengetik semua papernya)
- Edo is having his father contact an English teacher.
(Edo sedang meminta ayahnya menghubungi seorang guru bahasa Inggris)
- The editor had the contributor attend a composition workshop.
(Editor meminta kontributor menghadiri workshop menulis)
- Joko go his son to type his poems.
(Joko meminta anak laki—lakinya mengetik puisi-puisinya)

Berikut ini beberapa contoh passive clauses (klausa pasif) dalam kalimat kausatif.

- Ali is having his car repaired this week.
(Ali sedang meminta mobilnya diperbaiki minggu ini)
- Siska her paper typed by a friend.
(Siska meminta papernya diketik oleh seorang teman)
- The president is having a press conference arranged by his advisors.
(Presiden sedang meminta sebuah konferensi pers diatur oleh penasihatnya)
- Angga was having his hair cut when Ani called.
(Angga sedang meminta rambutnya dipotong ketika Ani menelepon)

B. Make

Make hanya bisa diikuti oleh klausa aktif (active clause). Make memiliki makna yang lebih kuat daripada have atau get.

Subject + make + object + [verb 1].. (any tense)

Contoh:

- The robber made the teller him the money.
(Perampok membuat petugas teller memberikan uangnya)

Note:

- Kalimat tersebut sama dengan “The robber forced the teller to give him the money.”

(Perampok memaksa petugas teller memberikan uangnya.)

Contoh-contoh penggunaan make dalam kalimat.

- The manager made the salesmen attend the conference.
(Manager membuat/meminta para salesmen pegawai bagian penjualan menghadiri konferensi itu)
- The teacher always makes the children in their seats.
(Guru itu selalu membuat anak-anak tetap tinggal di tempat duduk mereka)
- Henry made her son be quiet in the meeting.
(Heni membuat anak laki—lakinya diam di pertemuan itu)
- The president is making his cabinet members sign this document.
(Presiden sedang membuat/meminta anggota kabinetnya menandatangani dokumen ini)

C. Let

Kata let biasanya dimasukkan ke dalam kata kerja kausatif. Namun sebenarnya let bukanlah kata kerja kausatif. Kata let memiliki arti allow atau permit atau mengizinkan.

Perhatikan:

Subject + let + object + [verb 1]
Subject + $\left. \begin{array}{l} \text{Permit} \\ \text{Allow} \end{array} \right\}$ + object + [verb to infinitive] ...

Contoh penggunaan let dalam kalimat.

- Mr. Bronto let his daughter swim with her friends.
- Mr. Bronto allowed his daughter to swim with her friends.
- Mr. Bronto permitted his daughter to swim with her friends.

Note:

Arti ketiga kalimat di atas adalah sama, yakni “Pak Brouto mengizinkan anak perempuannya berenang dengan teman-temannya”

- The teacher let the students leave class early.
(Guru mengizinkan murid-murid pulang awal)
- Dr. Andry is letting the students hand in the papers on Monday.
(Dr. Andri mengizinkan murid-muridnya mengumpulkan papernya hari Senin)
- Mr. Indra always his children watch cartoons on Saturday mornings.
(Pak Indra selalu membiarkan/mengizinkan anak—anaknyanya menonton film kartun pada Sabtu pagi.)

D. Help

Help sebenarnya bukan kata kerja kausatif, namun biasanya dimasukkan sebagai kata kerja kausatif. Kata help dalam kalimat biasanya diikuti oleh kata kerja bentuk pertama (verb 1), walaupun dalam beberapa hal diikuti oleh to infinitive. Help berarti assist atau membantu.

$$\text{subject} + \text{help} + \text{object} + \left\{ \begin{array}{l} \text{[verb 1]} \\ \text{[verb to infinitive]} \end{array} \right\}$$

Contoh:

- John helped Mary wash the dishes.
(John membantu Mary mencuci piring.)
- The teacher helped Andri find the research materials.
(Guru membantu Andri menunjukkan materi penelitian)

3. Exercise

Exercises 24: Causative Verbs

Use the correct form of the verb in the parentheses in each of the following sentences.

1. Hendra had his television _____(repair) by a mechanic.
2. The teacher made Susi _____(leave) the room.
3. Hasan got Mirna _____(type) her paper.
4. I made Eko _____(call) her friend on the telephone.
5. We got our house _____(paint) last week.
6. Dr. Ramlan is having the students _____(write) a composition.
7. The policemen made the suspect _____(lie) on the ground.
8. Mark got his transcript _____(send) to the university.
9. Maria is getting her hair _____(cut) tomorrow.
10. We will have to get the Dean _____(sign) this form.
11. The teacher let Ali _____(leave) the classroom.
12. Maria got Ed _____(wash) the pipettes.
13. She always has her car _____(fix) by the same mechanic.
14. Gene got his book _____(publish) by a subsidy publisher.
15. We have to help Janet _____(find) her keys.

Latihan Soal: TOEFL Practice (*)

Directions: Questions 1-2 each sentence has four underlined words or phrases. The four underlined parts of the sentences are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentences to be correct. Then, on your Answer Sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

1. Jason's professor had him to rewrite his thesis many times before

A
B

allowing him to present it to the committee.

C
D

2. Louie got his sister read his class assignment, and then asked her to write

A
B

the report for him because he did not have enough time.

C
D

MODULE V
WORD ORDER AND PARALLEL STRUCTURE
(Urutan Kata dan Susunan Kalimat Paralel)

1. Indikator

- Students are capable of formulating the use of Word Order.
- Students are skilful in using Word Order in excercises provided.
- Students are proficient in recognizing Paralelism.
- Students are able to complete the excercises refer to paralelism.

2. Dasar Teori

Word Order (urutan kata) dalam sebuah frase sering menjadi permasalahan bagi kita saat mengerjakan TOEFL, khususnya urutan kata dalam frase benda. Dalam bahasa Inggris, sebuah frase benda yang terdiri dan kata inti/induk (headword) dan kata pendukung, yang biasanya berupa kata sifat, memiliki urutan tertentu. Kita tidak boleh menaruh kata sifat dalam sebuah frase benda di sembarang tempat. Bahasa Inggris memiliki aturan tertentu dalam mengurutkan kata dalam Sebuah frase benda. Misalnya:

- A handsome young man.
(Seorang laki-laki tampan)
- Some interesting large green garden.
(Beberapa kebun hijau luas yang menarik)
- The most expensive black car.
(Mobil hitam yang paling mahal)
- Some beautiful young girl.
(Beberapa gadis cantik)

Apabila dalam sebuah frase benda, ada lebih dari satu kata sifat, pengurutannya mengikuti aturan seperti pada tabel berikut ini.

Determiner	Ordinative	Descriptive	Size	Age	Temperature	Shape	Color	Material	Head Word noun
A		Beautiful		Young					Girl
	Three	Interesting	Big	old					Elephant
The	Most	Difficult							Problem
The		Nice		New				Wooden	Chairs

Keterangan:

- Determiner (kata penentu) seperti: a, an, the, this, that, those, some, several, much, etc.
- Ordinate (kata bilangan dan kata sifat bentuk comparisons) seperti: the bigger, smallest, one, three, second, third.
- Descriptive (penggambaran) seperti: beautiful, interesting, ugly, good, cheap, bad.
- Size (ukuran) seperti: big, small, tall, short, wide, narrow, large.
- Age (umur) seperti: young, old, new.
- Temperature (suhu) seperti: hot, cold, warm.
- Shape (bentuk) seperti: round, square, triangle, flat.
- Color (warna) seperti: black, white, red.
- Materials (bahan) seperti: gold, wood, paper.
- Head word noun (kata benda inti) seperti: phone, book, people.

DETERMINER

Determiner adalah kata penentu atau penjelas yang berfungsi membatasi arti atau mendeskripsikan kata benda yang berada setelah determiner. Contoh-contoh determiner:

- A/An (sebuah, seekor, suatu, seorang, se ...).
This is a big cat. Andri is a director. There is an old man.
- Some (beberapa)
I have some books.
- Any (beberapa)

Do you have any money?

- Every (setiap)
Every student have to come on time.
- Not any (tidak ada)
There are not any people in the office.
- Several (beberapa)
I need several students to help me.
- Many (banyak)
There are many people in the small house.
- Not many (tidak banyak)
There are not many questions to answer.
- Much (banyak)
You have much time to finish your work.
- No (tidak ada)
There is no food to eat here.
- Few (sedikit, bisa dihitung)
We have only few story books for students.
- A few (beberapa, bisa dihitung)
There are a few people who can help us.
- Little (sedikit, tak bisa dihitung)
I only have little sugar.
- A little (sedikit, tak bisa dihitung)
We still have a little money to buy food.
- A lot of (banyak, untuk benda bisa dihitung maupun tak bisa dihitung)
There are a lot of participants in this contest. We need a lot of food and drink.
- Plenty of (banyak, tak bisa dihitung)
We need plenty of water for our drink during our stay here.
- A great deal of (banyak, tak bisa dihitung)
We need a great deal of money to build a new house.
- A great many of (banyak, bisa dihitung)

There are a great many of people joining this traditional ceremony.

- A great number of (banyak, bisa dihitung)

A great number of documents were needed to get this certificate.

- A number of (banyak, bisa dihitung)

I saw a number of people in the forest.

- A small number of (sedikit, bisa dihitung)

We saw only a small number of people in the big shop.

- Half of (setengah)

Half of the participants should wait outside.

- Either of (keduanya)

Either of the students is smart.

- Neither of (tidak ada)

Neither of the applicants met the qualification.

- All of (semua)

All of the teachers should do the professional development.

- Not all of (tak semua)

Not all of the people here get enough food.

- None of (tak satu pun)

None of them makes trouble.

- Most of (kebanyakan)

Most of the participants come from rural areas.

- Many of (banyak, bisa dihitung)

Many of them are from Indonesia.

3. Exercise

Exercise 13 : Word Order

Have a look at the sentences below. The noun phrases in the brackets are not well ordered.

Make them in good orders.

1. My brother has (cat-black-big-a).
2. This animal has (legs-long-four-grey).

3. I have (nice-a-cat-small) at home.
4. Sinta is (girl-beautiful-a-slim).
5. Rina has (hair-black-long-interesting).
6. He has (nice-many- mice -small- white)
7. (elephants-a-big-grey-number-great-of) is walking on the field.
8. The goats are eating (green-a-grass-great-of-deal).
9. There are (green-some-trees-large) in the garden.

Latihan Soal: TOEFL Practice (*)

Directions: In questions 1-3, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

1. Since it was so difficult for American Indians to negotiate a peace treaty or

A
B

 declare war in their native language, they used a universal understood form of

C
D

 sign language.
2. That novel is definitely a dense-packed narrative, but one which requires a vast

A
B
C

 knowledge of cultural background or an excellent encyclopedia.

D
3. After a carefully investigation, we soon discovered that the house was infested

A
B
C

with termites.

D

PARALLEL STRUCTURE (Susunan Kalimat Paralel)

Dalam menulis kalimat bahasa Inggris, semua komponen kalimat harus disusun secara paralel atau serasi. Jadi, baik subjek, kata kerja, objek, maupun kata keterangan dalam kalimat harus disusun sedemikian rupa agar susunan kalimat tersebut menjadi serasi serta paralel. Bentuk yang harus paralel dalam kalimat bisa berupa noun (kata benda), gerund, adjective (kata sifat), infinitive (dengan to) dan lainnya. Berikut adalah contoh-contoh kalimat yang menggunakan paralel structure.

1. Benda-benda berangkai yang memiliki bobot sejajar/paralel harus memiliki bentuk grammar yang sama.

a. Nouns

- Andi likes music, art, and history.

N N N

b. Gerunds

- Linda likes singing, dancing, and horsebackriding.

V+ing V+ing V+ing

c. Adjectives

- She is tall, slim, and beautiful.

Adj Adj Adj

d. Infinitives

- We wanted to paint the bedroom, to lay a new carpet, and to buy a new

Inf Inf Inf

sofa.

Note: The preposition to may be omitted in the second and third infinitives.

e. Past Tense

- Andri bought a new bag, brought it home, and gave it for his daughter.

Past Past Past

f. Past Perfect Tense

- Joko had finished the game, had taken a shower, and had eaten lunch by

Past Pert Past pert Past Pert

the time I got to his house.

2. Susunan benda atau hal yang dihubungkan dengan and, but, as, or, than, or although harus memiliki bentuk grammar yang sama.

a. And

- He enjoyed the music of Spain and the sculpture of France.

N Phrase

N phrase

b. But

- That verb form is not active, but passive.

Adj

Adj

c. As

- Taking the bus can be as costly as taking a plane.

V+ing

V+ing

d. Or

- He wanted to borrow a car or to rent one while his car was being repaired.

Inf

Inf

e. Than

- Eating in a restaurant is more fun cooking at home.

V+ing

V+ing

f. Although

- Although he liked to eat good food, he did not like to pay high prices for

Inf

Inf

it.

Berikut ini adalah contoh-contoh kalimat yang berkaitan dengan parallel structure. Untuk membantu Anda memahami topik ini, contoh kalimat yang salah dan betul diberikan bersamaan.

No	Not Parallel and Wrong (Tidak Serasi dan Salah)	Parallel and Right (Serasi dan Benar)
1.	<p>Mr Indra is <u>handsome</u>, <u>smart</u> and <u>diligently</u>.</p> <p style="text-align: center;">Adj Adj Adv</p> <p>Kalimat ini salah karena memiliki susunan yang tidak paralel. <u>Handsome</u> dan <u>smart</u> adalah kata sifat (adjective), sedang <u>diligently</u> adalah kata keterangan.</p>	<p>Mr Indra is <u>handsome</u>, <u>smart</u> and <u>diligent</u>.</p> <p style="text-align: center;">Adj Adj Adj</p> <p>Kalimat ini benar karena kata <u>handsome</u>, <u>smart</u>, dan <u>diligent</u>, semuanya merupakan kata sifat. ketiganya disusun secara urut.</p>
2.	<p>Ali is a <u>singer</u>, a <u>filmstar</u>, and he does <u>business</u></p> <p style="text-align: center;">Noun Noun Clause</p> <p>Kalimat ini tidak paralel karena <u>singer</u> (kata benda), <u>filmstar</u> (benda), ditulis bersama dengan “<u>he does business</u>” (clause). Clause “<u>he does business</u>” harus diubah menjadi kata benda, yakni <u>businessman</u>.</p>	<p>Ali is a <u>singer</u>, a <u>filmstar</u>, and <u>businessman</u>.</p> <p style="text-align: center;">Noun Noun Noun</p> <p>Kalimat ini paralel karena <u>singer</u> (kata benda), <u>film star</u> (kata benda) dan <u>businessman</u> (kata benda) digunakan bersama-sama.</p>
3.	<p>The students did their tasks <u>seriously</u> but <u>happy</u>.</p> <p style="text-align: center;">Adverb Adj</p> <p>Kalimat ini tidak paralel karena <u>seriously</u> (kata keterangan) ditulis bersama dengan <u>happy</u> (kata sifat).</p>	<p>The students did their tasks <u>seriously</u> but <u>happily</u>.</p> <p style="text-align: center;">Adverb Adverb</p> <p>Kalimat ini paralel karena <u>seriously</u> dan <u>happily</u> sama-sama kata sifat.</p>

No	Not Parallel and Wrong (Tidak Serasi dan Salah)	Parallel and Right (Serasi dan Benar)
4.	She wants <u>to go</u> shopping, <u>having</u> lunch in a restaurant, and <u>spend</u> the night in a hotel. Kalimat ini tidak paralel karena <u>to go</u> , <u>having</u> dan <u>spend</u> memiliki bentuk yang tidak paralel.	She wants <u>to go</u> shopping, <u>to have</u> lunch in a restaurant, and <u>to spend</u> the night in a hotel. Kalimat ini paralel karena <u>to go</u> , <u>to have</u> , dan <u>to spend</u> adalah sama-sama to infinitive.

4. Exercise

Exercise 30: Paralel Structure

Read the sentences below and correct them

1. Watching TV, joining English debate competition, and play guitar are some of my hobbies.
2. I do not like the way he speaks in front of me or looking at me in that way.
3. The thief entered the house very slowly and using a very careful way.
4. Don't forget to do the task and submitting it on time.
5. Each doctor has his/her own ways in giving treatment to patients, advising them, and suggest them concerning their diet.

Latihan Soal: TOEFL Practice (*)

Directions: Questions 1-10 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the problem and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

1. Customs influence ... and how they prepare, serve, and eat foods.
 - A. people eat that
 - B. people eat it
 - C. what people eat
 - D. what do people eat
2. To bake fish, ... butter and place it in a generously greased rectangular pan.

- A. it brushes
 - B. with its brushes
 - C. brushing it with
 - D. brush it with
3. Good manners should always govern the way people ...
 - A. driving and parking
 - B. drive and park
 - C. to drive and to park
 - D. driven and parked
 4. Classical ballet dancers perform their movements with an ... bearing.
 - A. openly and directly
 - B. openness and direction
 - C. open and direct
 - D. opening and directly
 5. The brain centers of ... and hearing enable a person to understand written and spoken language.
 - A. vision
 - B. visual
 - C. the vision
 - D. a visual
 6. Harvey will wash the clothes ...
 - A. iron the shirts, prepare the meal, dusting the furniture.
 - B. ironing the shirts, preparing the meal, and dusting the furniture.
 - C. iron the shirts, prepare the meal, dust the furniture.
 - D. to iron the shirts, prepare the meal, dusting the furniture.
 7. The director of this organization must know ...
 - A. money management, selling, and able to satisfy the stockholders.
 - B. how to manage money, selling his product, and be able to satisfy the stockholders.
 - C. how to manage money, sell his product, and satisfy the stockholders.
 - D. money management, selling, and the idea of being able to satisfy the stockholders.
 8. As a Congressman from Ohio, a Republican, and ... the antiwar movement, the young politician became well known during the 1960's.
 - A. a leader of
 - B. to lead
 - C. leading
 - D. he was leading
 9. Most of the Cajun French who live in Louisiana can neither read ... the French variety that they speak fluently.

- A. nor they rrite
- B. nor write
- C. or writing
- D. neither write

10. The color of a star depends on the heat and ...

- A. how much energy produced
- B. the energy it produced
- C. production of energy
- D. producing energy

Directions: In questions 1-5, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the problem and fill in the space that corresponds to the letter of the answer you have chosen.

1. Some Italian scholars stressed the study of grammar, rhetoric, learning about

- A B C D

history, and poetry.

2. If motorists do not observe the traffic regulations, they will he stopped,

- A B C

ticketed, and have to pay a fine.

D

3. Some of the people were standing in the street watched the parade, while others

- A B C D

were singing songs.

4. The atmosphere in Andalusia is open, warm, and gives a welcome feeling to all

- A B C

who have the good fortune to visit there.

D

5. The six main parts of a business letter are the address, the inside address, the

- A B C

salutation, the body, the closing, and signing your name.

D

MODULE VI
SUBJUNCTIVE, REDUDANCY, AND INVERSION SENTECES

1. Indikator

- Students are capable to memorize the words refer to Subjunctive.
- Students are able to use it in sentences/excercises.
- Students are capable to remember the words refer to redudancy.
- Students are able to complete the test comprises some words refer to Redudancy.
- Students are capable to memorize certain words refer to Inversion.
- Students are able to accomplish the test refers to Inversion.

2. Dasar Teori

A. Subjunctive

Subjunctive adalah kata kea bentuk dasar (verb 1) yang digunakan di belakang kata kerja tertentu dan menandakan bahwa seseorang ingin orang lain melakukan sesuatu. Kata that harus selalu ada dalam kalimat-kalimat subjunctive. Jika kata that dihilangkan, kebanyakan kata kerja tersebut selalu diikuti oleh kata kerja to infinitive (kata kerja yang didahului to).

- We urge that he leave now.
(Kami mendesak bahwa dia berangkat sekarang)
- We him to leave now.
(Kami mendesak dia untuk berangkat sekarang)

Cermati kata-kata kerja berikut ini.

advise	(menasihati)
ask	(meminta)
command	(memerintah)
decree	(menyatakan)
prefer	(lebih suka)
propose	(mengusulkan)
recommend	(merekomendasikan)
request	(meminta)
require	(mensyaratkan)

stipulate	(memerintah)
suggest	(menyarankan)
urge	(mendesak)
demand	(menuntut)
insist	(mendesak)
move	(menggerakkan)
order	(memerintah)

Rumus penggunaan subjunctive adalah sebagai berikut.

subject + verb + that + subject + [verb in the simple form] (any tense)
--

Note: Dalam hal ini, verb yang berbentuk tebal adalah verb atau kata kerja yang ada pada tabel di atas.

Contoh penggunaan subjunctive:

- The managers insisted that the director lead the company wisely.
(Para manajer mendesak bahwa direktur memimpin perusahaan dengan bijaksana)
- The university requires that all its students take this course.
(Pihak universitas mensyaratkan bahwa semua mahasiswanya mengambil mata kuliah ini)
- The doctor suggested that his patient smoking.
(Dokter menyarankan agar pasiennya berhenti merokok)
- The president has decreed that the gasoline tax abolished.
(Presiden telah memutuskan bahwa pajak bahan bakar dihapus)
- We proposed that he finish his work soon.
(Kami mengusulkan agar diri segera menyelesaikan pekerjaannya)

Kata kerja bentuk dasar (verb 1) juga digunakan pada kalimat-kalimat yang merupakan “impersonal expressions” (ekspresi impersonal), dan memiliki makna yang sama seperti pada model subjunctive di atas. Kata sifat (adjective) yang cocok dengan rumus di atas meliputi:

advised	(dinasihatkan)
important	(penting)

mandatory	(disyaratkan)
necessary	(perlu)
obligatory	(wajib)
proposed	(diusulkan)
recommended	(direkomendasikan)
required	(dipersyaratkan)
suggested	(disarankan)
urgent	(mendesak)
imperative	(diperintahkan)

Pola kalimat penggunaan kelompok adjective ini hampir sama dengan penggunaan kelompok kata kerja pada tabel sebelumnya. Dalam pola kalimat berikut, yang dimaksud dengan adjective adalah kata sifat yang ada pada tabel adjective di atas.

it + he + adjective + that + subject + [verb in the simple form] ...
(any tense)

- It is important that you remember our promise.
(Adalah penting bahwa Anda menepati janji)
- It has been suggested that he forget his failure.
(Telah disarankan bahwa dia melupakan kegagalannya)
- It was recommended that we wait for the result of the test.
(Direkomendasikan bahwa kami menunggu hasil tes)
- It is necessary that he find the books.
(Adalah penting bahwa dia mendapatkan buku—buku itu)
- It was urgent that she leave soon.
(Adalah mendesak bahwa dia berangkat segera)
- It has been proposed that we change the topic.
(Telah diusulkan bahwa kami mengganti topik.)

Exercise 29: Subjunctive

Correct the errors in the following sentences if necessary.

1. They propose that we should stop this campaign.
2. He advises you go home before the end of the meeting.
3. His mother prefers that he attends a state university.
4. The faculty stipulated that the rule he abolished.
5. She urged that we found another alternative
6. The teacher demanded that the student left the room.
7. It was urgent that he called her immediately.
8. It was very important that we try to find the solution of the problem.
9. She intends to move that the committee suspends discussion on this issue.
10. The principal declared that the new regulation took effect the following month.

Latihan Soal: TOEFL Practice (*)

Directions: Questions 1-5 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrases that best completes the sentence. Then, on your Answer Sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

1. The doctor insisted that his patient _____
 - A. that he not work too hard for three months
 - B. take it easy for three months
 - C. taking it easy inside of three months
 - D. to take some vacations for three months

Directions: Questions 1-5 each sentence has four underlined words or phrases. The four underlined parts of the sentences are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentences to be correct. Then, on your Answer Sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

1. It is imperative that a graduate student maintains a grade point average of
 A B C
 “B” in his major field.
 D

B. REDUNDANCY

Redundancy artinya kelebihan atau pemborosan. Sebuah kalimat dikatakan redundant (berlebihan) apabila ada kata atau kelompok kata tambahan yang tidak perlu dalam kalimat. Kata atau kelompok kata tambahan tadi tidak perlu karena tanpa kata itu pun maksudnya tetap sama.

Contoh:

Redundancy (Kelebihan)	Contoh Penggunaan yang Benar
advance forward (maju ke depan)	The car advanced slowly in the rain.
return hack (mengembalikan kembali)	You should returned the book before Friday.
sufficient enough (cukup)	He did not have sufficient time to finish his project.
compete together (bersaing bersama)	We have to compete very tightly in this business.
reason because (alasanya ... karena)	The reason is that we do not have enough money to buy the car.
join together (bergabung bersama)	Will you join our tour next week.
repeat again (mengulangi lagi)	I want you to repeat what you have said.
new innovations (inovasi baru)	Teachers should have innovation in teaching.
same identical (identik sama)	My mother want skirts of the same size.
two twins (kembar dua)	We like the two children.
the time when (waktu ketika)	It is the time she should meet me.

the place where (tempat di mana)	I do not know where I should spend the night.
----------------------------------	---

Exercise 34: Redundancy

Cross out the redundant word in each of the following sentences

(Coretlah kata—kata yang berlebih dari kalimat-kalimat berikut.

1. We do not know the place where those people live.
2. I want to know the time when he left his room.
3. Andri and Andra are two twins. That is why, they are very much similar.
4. Please pay attention to the same identical sentences.
5. New innovation in teaching will influence the success of the students' learning.
6. Now, repeat again the following words.
7. I want to join together with you in the camping.
8. Rini failed in her study. The reason is because she never studied.
9. Indra has sufficient enough time to prepare his presentation.
10. You have to return back your book before Friday.

Latihan Soal: TOEFL Practice (*)

Directions: Questions 1-2 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrases that best completes the sentence. Then, on your Answer Sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

1. Whereas a gas expands ... in all directions, a vapor remains somewhat more concentrated.
 - A. in a uniform manner
 - B. uniformly
 - C. uniformly in manner
 - D. uniform

2. That witches cause disasters and misfortunes ... among the colonists in Salem, Massachusetts.
- A. it was widely believed
 B. was widely believed
 C. was believed in a wide way
 D. they widely believed

Directions: Questions 1-3 each sentence has four underlined words or phrases. The four underlined parts of the sentences are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentences to be correct. Then, on your Answer Sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

1. If one does not pick up the dry cleaning within thirty days, the management is not obligated to return it back.
- A B
 C D
2. It was Isadora Duncan who was responsible for many of the new innovations that have made modern dance different from classical.
- A B C
 D
3. In recent years great advances forward have been made in the field of genetic research.
- A B C D

C. INVERSION SENTENCES(Kalimat Inversi)

Kalimat inversi adalah kalimat yang memiliki susunan yang terbalik dalam hal tertentu. Misalnya, kata keterangan yang biasanya berada di belakang subjek, bisa diletakkan di awal kalimat. Tujuannya adalah untuk memberi penekanan pada makna dan kata keterangan tersebut.

Rumusnya:

hardly never only rarely seldom	+ auxiliary	+ subject + verb
--	-------------	------------------

Contoh:

- Seldom does my son buy food at school.
(Jarang anak laki—laki saya membeli makanan di sekolah)
- Never have so many people been in such crisis as today.
(Tak pernah begitu banyak orang berada dalam krisis seperti hari ini)
- Hardly does he speak English in his classroom activities.
(Hampir tidak pernah dia berbicara bahasa Inggris dalam aktivitas di kelasnya)
- Only by real action will you be able to finish your thesis.
(Hanya dengan tindakan nyata kamu akan menyelesaikan tesisimu)
- Rarely did he work very hard when he was young.
(Dia jarang bekerja dengan sangat keras ketika dia masih muda)
- Never will I stop doing my best.
(Aku tidak pernah akan berhenti melakukan yang terbaik)

Exercise 35: Inversion Sentences

Change these sentences into inversion.

1. My mother has never visited me since last year.
2. He rarely finished his work on time when he was young.
3. You will be able to finish your project only by making an accurate plan.
4. Erna has hardly done her activities based on the schedule.
5. They never write letters to their families.
6. I rarely come late in attending the lecture.
7. He scarcely gives money for his children.
8. They rarely join the outing programs conducted by their schools.
9. He will never stop doing bad activities in his life.
10. She hardly goes out alone.

Latihan Soal: TOEFL Practice (*)

Directions Choose the one word or phrase marked (A), (B), (C) and (D) that best completes the sentence. Then, on your answer sheet, find the number of question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

1. _____ received law degrees as today.
- A. Never so many women have
 - B. Never have so many women
 - C. The women aren't ever
 - D. Women who have never

Directions: Questions 1-2 each sentence has four underlined words or phrases. The four underlined parts of the sentences are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentences to be correct. Then, on your Answer Sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

1. Nora hardly never misses an opportunity to play in the tennis tournaments.

A B C D

2. Hardly he had entered the office when he realized that he had forgotten his wallet.

A B C D

Reading Comprehension

(Pemahaman Bacaan)

A. DESKRIPSI SINGKAT

Reading Comprehension Section bertujuan menguji kemampuan Anda dalam memahami, menginterpretasikan, dan menganalisis teks/ bacaan mengenai berbagai macam topik. Bagian ini terdiri dari empat sampai 6 teks/bacaan kira-kira 200 s.d. 450 kata. Setiap teks biasanya diikuti oleh 7 sampai 8 pertanyaan. Jumlah soal untuk *Reading Comprehension* adalah 50 soal. Topik bacaan biasanya berkaitan dengan masalah-masalah akademik, terutama *textbook* mengenai: *biologi, geografi, fisika, sejarah Amerika, biografi, ekonomi, ilmu-ilmu sosial dan seni*. Karena tingkat kesulitan bacaan maupun kosakata cukup tinggi, Anda harus selalu menambah kosakata melalui berbagai bacaan. Pahami kata-kata kunci dari yang Anda baca. Jika perlu, perluaslah pemahaman Anda tentang kata dengan membuka kamus dan meneliti makna kata itu serta proses pembentukan kata tersebut. Misalnya, Anda meneliti *prefixes* (awalan), *suffixes* (akhiran) dan *roots* (akar kata). Dengan cara ini, Anda akan memiliki pemahaman tentang kata secara mendalam. Selain itu, bacalah beragam topik seperti biografi, biologi, geografi, fisika, kimia, sejarah Amerika, ekonomi, ilmu sosial dan seni untuk memperkaya kosakata Anda.

Selain hal di atas, Anda harus memahami strategi dalam menjawab *reading comprehension*. Berikut ini adalah beberapa strategi yang bisa Anda gunakan dalam mengerjakan soal-soal bacaan.

- a. Janganlah membaca teks dari awal hingga akhir. Ini hanya akan membuang waktu.
- b. Bacalah pertanyaannya dahulu dan pahami maksudnya kemudian baru dicari jawabannya di dalam teks.
- c. Anda tidak boleh terpaku pada kata atau frase yang Anda sendiri tidak tahu maksudnya. Cobalah untuk menerka maksudnya sebab waktu Anda sangat pendek.

- d. Cobalah untuk menerka mana jawaban yang paling tepat, bila tetap tidak bisa menemukan jawabannya, Anda tetap harus memilih salah satu jawaban. Ingat, jawaban yang salah tidak akan mengurangi nilai Anda.
- e. Identifikasi kata benda dan kata kerja yang penting.
- f. Bacalah sekilas, amati kalimat pertama masing-masing paragraf.
- g. Bacalah teks dengan cermat, tandai poin-poin utama, nama-nama, definisi, kesimpulan yang penting, tempat, dan angka-angka.
- h. Jawablah pertanyaan, namun jangan terpaku pada satu pertanyaan.

B. JENIS-JENIS PERTANYAAN DALAM READING

Dalam menjawab pertanyaan bagian ini, memahami berbagai jenis pertanyaan sebagai persiapan menghadapi TOEFL sangatlah penting. Berikut ini adalah berbagai tipe pertanyaan yang sering muncul di TOEFL.

1. Pertanyaan tentang topik atau tema

Topik utama merupakan subjek utama bacaan, tentang apa bacaan itu. Topik atau tema bisa berupa: inti isi tulisan (*the text is about*) atau judul tulisan (*title*).

Berikut ini dijelaskan cara mencari topik suatu paragraf.

- Baca dulu baris pertama dan kedua paragraf jika ada satu atau lebih paragraf.
- Temukan kata kunci (*key word*) yang selalu diulang-ulang baik pada bagian awal, tengah, atau akhir terutama bagian kesimpulan.
- Kata kunci (*key word*) ini dapat berupa sinonim atau kata yang sama artinya.

NOTE: Jika pertanyaan mengenai suatu topik, maka jawabannya bisa berupa SATU KATA atau BENTUK FRASE (*kelompok kata*).

Contoh pertanyaan topik:

- a. What is the main topic of this passage? (*Apa topik utama bacaan ini?*)
- b. The text is mainly talking about (*Bacaan ini terutama sedang membicarakan tentang*).
- c. The passage is about (*Bacaan ini mengenai*).

2. Pertanyaan tentang gagasan utama (*main idea*)

Main idea adalah pokok pikiran dari sebuah paragraf yang memuat keterangan, penjelasan, uraian atau pendapat dari si penulis (*writer*) tentang topik (pokok bahasan). *Main idea* dituangkan dalam kalimat lengkap, misalnya:

- a. What is the main idea of this passage? (*Apakah gagasan utama bacaan ini?*)
- b. What is the text talking about? (*Teks ini menceritakan apa?*)
- c. The main idea of this passage is (*Gagasan utama daripada bacaan ini adalah*).
- d. What's the author main idea of paragraph 3? (*Apa ide utania paragraf 3 menurut pengarang?*)

Gagasan utama merupakan penjelasan untuk judul dari topik, menjelaskan dari sudut pandang si penulis. Gagasan utama merupakan penjelasan topik, maka akan lebih panjang dan berupa kalimat lengkap.

Jika pertanyaannya tentang *main idea* atau pokok pikiran, maka jawabannya berupa KALIMAT LENGKAP (*complete sentence*), yaitu terdiri dari subjek dan predikat. Main idea biasanya terletak di awal, akhir atau bahkan di tengah sebuah paragraf.

Untuk mencari gagasan utama, ikuti trik berikut:

- Cari dulu topik/tema dari paragraf pertama.
- Perhatikan kata-kata/frase yang digunakan oleh pengarang dalam mengembangkan topik.
- Perhatikan kesimpulan dari paragraf itu yang akan mengungkapkan main idea-nya.
- Main idea biasanya terletak di awal, akhir, atau bahkan di tengah sebuah paragraf.

NOTE:
Jika pertanyaan tentang main idea atau pokok pikiran, maka jawabannya berupa KALIMAT LENGKAP (<i>complete sentence</i>), yaitu terdiri dari subjek dan predikat.

3. **Pertanyaan tentang informasi rinci** (*Detailed Information*)

Pertanyaan ini menanyakan fakta-fakta yang terdapat dalam bacaan mengenai:

Who, What, Where, When, How.

Contoh pertanyaan informasi rinci:

- a. What time did the meeting begin? (*Jam berapa pertemuan dimulai?*)
- b. Where did it happen? (*Di mana ini dilaksanakan?*)
- c. How could the miner obtained the location? (*Bagaimana penambang itu mencapai lokasi*)
- d. According to the passage, how was the voyage? (*Menurut bacaan ini, bagaimana perjalanannya!*)

4. **Pertanyaan tentang kesimpulan** (*Conclusion*)

Kesimpulan merupakan rangkuman dari bacaan. Kesimpulan terletak pada bagian akhir bacaan.

Contoh pertanyaan kesimpulan:

- a. It can be concluded that (Dapat disimpulkan bahwa)
- b. What is the conclusion of this text? (Apa kesimpulan dari bacaan ini?)
- c. We can conclude that (Kita dapat menyimpulkan bahwa.....)
- d. It can be inferred that (Dapat disimpulkan bahwa.....)

5. **Pertanyaan tentang tujuan** (*Purpose, Aim*)

Ini merupakan tujuan ataupun alasan utama menulis bacaan itu. Tujuan ini dapat Anda temukan pada paragraf pertama atau kedua. Ini biasanya berhubungan erat dengan main idea.

Contoh pertanyaan main idea:

- a. What is the purpose of the text? (Apa tujuan/maksud bacaan ini?)
- b. What is the aim of the passage? (Apa tujuan bacaan ini?)

6. **Pertanyaan tentang judul** (**Title**)

Untuk menjawab pertanyaan jenis ini, bacalah paragraf satu, atau beberapa paragraf awal. Judul biasanya berupa kata, frase, atau kalimat sangat pendek.

Contoh pertanyaan judul:

- a. What is the best title of the passage? (*Apa judul yang paling tepat/terbaik untuk bacaan ini*)

b. What will be the most suitable title for the passage? (*Apa judul yang paling tepat/sesuai dari bacaan ini?*)

7. **Pertanyaan tentang rujukan kata** (*Reference*)

Kata-kata pronouns seperti: he-him-his-himself, she-her-hers-herself, dan sebagainya, digunakan oleh penulis untuk mengganti kata benda yang baru saja disebutkan. Jadi tidak harus mengganti dengan kata benda yang sama. Penulis cukup menggunakan *reference*.

8. **Pertanyaan tentang tipe daftar** (*List-type*)

Pertanyaan list-type adalah suatu pertanyaan di mana Anda diminta untuk menemukan satu dari keempat jawaban yang tidak terdapat/ disebutkan (mentioned / stated) dalam bacaan, misalnya.

a. Which of the following is NOT mentioned/stated in the text?

(*Manakah dari pertanyaan berikut yang tidak disebutkan dalam teks?*)

b. It is stated in the passage that (*Disebutkan di bacaan bahwa*)

c. According to the passage all of the following are true, EXCEPT....

(*Menurut bacaan, semua pernyataan berikut adalah benar, KECUALI ..*)

9. **Pertanyaan tentang kesimpulan yang diperoleh berdasarkan fakta meskipun penulis tidak secara jelas menyebutkannya** (*Inference*)

a. What can be inferred from the passage? (*Apa yang bisa disimpulkan dari bacaan itu?*)

b. It can be inferred from the passage that (*Dapat disimpulkan dari bacaan bahwa.....*)

c. The author infers that... (*Penulis menyimpulkan bahwa.....*)

d. What can we infer from the text? (*Apa yang bisa kita simpulkan dari teks?*)

MODULE VII
TOPIC AND MAIN IDEA
(Topik dan Gagasan Utama)

1. Indikator

- Students are able to identify the Topic and Main Idea in a text.
- Students are capable to note some different questions from two different.

2. Dasar Teori

Salah satu bobot uji pada reading comprehension dalam TOEFL adalah menemukan ide, topik, dan gagasan bacaan. Artinya bagian reading comprehension untuk TOEFL lebih dititikberatkan pada makna bukan pada bentuk walaupun keduanya saling terkait dan saling mempengaruhi. Gagasan dalam reading comprehension sangat penting untuk ditangkap oleh para testee. Dalam reading comprehension gagasan, topik, ide mempunyai tingkat kedudukan yang berbeda-beda, tingkat pentingnya tidak sama. Untuk itu pembaca perlu memahami gagasan dan sekaligus kedudukan gagasan tersebut dalam kaitannya dengan gagasan-gagasan lain dalam bacaan secara efisien sebagaimana diungkapkan oleh penulis.

Gagasan atau topik muncul dalam bacaan sesuai dengan tingkat pentingnya, atau sesuai dengan kedudukannya. Penting atau tingkat kedudukan suatu gagasan dapat diwujudkan dengan bentuk-bentuk bahasan tertentu dan dalam genre atau wacana yang berbeda. Misalnya, percakapan atau konversasi sering menggunakan penekanan (*stress*), nada bicara (*tone of voice*) serta bahasa isyarat (*body language*) untuk menentukan posisi gagasan yang penting dan yang tidak perlu.

Akan tetapi, tidaklah demikian halnya dalam bahasa tulis seperti bahan bacaan tes TOEFL. Dalam *reading comprehension* gagasan, topik, ide bisa saja diletakkan pada klausa utama atau klausa subordinatif. Dengan kata lain, gagasan atau topik bacaan bisa muncul pada induk kalimat atau mungkin juga bisa hadir pada anak kalimat. Dan untuk itu, perlulah kita, para calon testee untuk mengetahui apa yang dimaksud dengan induk kalimat, anak kalimat dan cara mengetahui pemunculan gagasan pada kedua jenis klausa.

Dalam *reading comprehension* untuk TOEFL, pemahaman kata per kata sangatlah tidak efisien dan tidak begitu membantu kita dalam menjawab soal. Tetapi kita harus bisa membedakan lompatan suatu gagasan ke gagasan yang lain. Artinya bahwa memahami perbedaan gagasan, dan kedudukannya menjadi hal yang sangat strategis. Coba kita renungkan ketika kita membaca bacaan yang bahasanya adalah bahasa kita sendiri.

Biasanya dalam *Reading Comprehension* untuk TOEFL gagasan atau topik bacaan sering diujikan adalah gagasan pokok (main ideas) baik [a] gagasan pokok suatu bacaan, [b] gagasan pokok suatu alinea atau bahkan [c] gagasan pokok suatu kalimat yang rumit strukturnya. Agar kita lebih bisa memahami dan mendalami perlulah kami sampaikan beberapa hal yang berkaitan dengan gagasan pokok, ide utama seperti, misalnya, tipe pertanyaan idea utama.

A. Pernyataan tentang topik atau tema

Topik Utama merupakan subjek utama, bacaan, tentang apa bacaan itu. Topik atau tema bisa berupa : inti isi tulisan (*the text is about*) atau judul tulisan (*tittle*).

Berikut ini dijelaskan cara mencari topik suatu paragraf..

- Baca dulu baris pertama dan kedua paragraf jika ada satu atau lebih paragraf.
- Temukan kata kunci (key word) yang selalu diulang-ulang baik pada bagian awal, tengah, atau akhir terutama bagian kesimpulan.
- Kata Kunci (Key Word) ini dapat berupa sinonim atau kata yang sama artinya.

NOTE : Jika pertanyaan mengenai suatu topik, maka jawabannya bisa berupa SATU KATA atau BENTUK FRASE (<i>kelompok kata</i>).
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Contoh pertanyaan topik:

- a. What is the main topic of this passage? (*Apa topik utama bacaan ini?*)
- b. The text is mainly talking about..... (*Bacaan ini terutama sedang membicarakan tentang ...*)
- c. The passage is about (*Bacaan ini mengenai*)

B. Menentukan Topik

Topik bacaan biasanya diungkapkan dalam kalimat pertama, meskipun ada pula kemungkinan diungkapkan di lain tempat. Perhatikan alinea berikut:

The family heard the siren warning them that the tornado was coming. They hurried to the cellar. The roar of the tornado was deafening, and the children started crying. Suddenly it was silent. They waited a while before they went outside to survey the damage.

Topik alinea di atas—the tornado—diungkapkan dalam kalimat pertama. Dalam alinea berikut, topik utama diungkapkan dalam kalimat terakhir.

The family hurried to the cellar and waited. First, they heard the pounding of the hailstones. The wind became deafening, and the children started crying. Suddenly it was silent. They waited a while before they ventured outside to see the damage the tornado had done.

Ada kalanya topik suatu bacaan tidak tersurat, melainkan tersirat, seperti topik bacaan berikut.

The sky became dark and threatening. A funnel of dust began forming in the air and soon reached down to touch the ground. Debris was seen swirling around as everything was swallowed up, twisted, and then dropped.

Kendatipun topik tornado tidak disebut sama sekali dalam bacaan di atas, namun topik ini tersirat dalam ungkapan a funnel of dust in the air, debris..., swirling, twisted.

Dua latihan berikut ini akan membantu Anda mengenali topik bacaan dan memilih kalimat topik, sedangkan dua lainnya mengajak Anda untuk mengenali gagasan pendukung serta gagasan yang tidak relevan.

Petunjuk

Bacalah bacaan berikut. Garis bawahi topik dalam bentuk kata atau frasa. Jika topiknya diungkapkan secara implisit, tuliskan topik tersebut dalam ruang yang tersedia.

Example

Gilbert and Sullivan are best known for a series of operas which they collaborated on. Gilbert's humorous plots and paradoxes combined with Sullivan's music have made their operas unforgettable. Written in the nineteenth century these operas maintain their popularity today.

Latihan Menentukan Topik

In the following passages only the supporting ideas are given. The passages are followed by three possible topic sentences. Circle the letter of the sentence which would best introduce the passage.

Example

In Greek and Roman times, the cavalry was comprised of members of noble families. This distinction continued up to the Middle Ages. After the invention of gunpowder, this branch of the military service underwent great changes. With the development of heavy artillery and air forces, this service has almost disappeared.

- (A) The cavalry has been displaced by armored regiments.
- (B) Cavalry regiments still retain a mounted squadron for ceremonial duties.
- (C) The cavalry is the part of an army consisting of troops that serve on horseback.

Both (A) and (B) discuss the cavalry situation of today. However, the passage discusses the cavalry from Greek and Roman times until today. Therefore, you should circle (C) because it introduces the topic of a cavalry by giving an explanation of what a cavalry is.

1. There appear to be tracks of young dinosaurs near tracks of older ones in the area. These dinosaur tracks are in sequences of eight to ten paces. They enable scientists to calculate the animals' weight, stride, and speed.
 - (A) Important dinosaur tracks have been found in areas that were near ancient seas.
 - (B) Sonic recently discovered tracks are giving important information about dinosaurs.
 - (C) Dinosaurs may weight as much as 10,000 pounds and be 23 feet tall.

2. This spider, named *Micromyale debliemma*, has only two eyes where most spiders have six or eight. Unlike most spiders, it does not have lungs but instead absorbs oxygen through its skin. Just three one-hundredths of an inch long. *Micromyale* is one of the world's smallest spiders.
- (A) Scientists have discovered a spider which is remarkably different from any other known spider.
 - (B) Scientists have discovered a spider which is the size of the head of a pin.
 - (C) Scientists have discovered a spider which inhabits the coastal forested regions of Panama.
3. Trees can defend themselves against devouring insects by undergoing changes in the nutritional quality of their leaves. The leaves of nearby trees undergo the same changes in nutritional quality as do those attacked. It is hypothesized that trees emit chemical substances that transmit information to other trees concerning the attack.
- (A) Scientists believe that the nutritional quality of leave causes chemical substances to transmit information.
 - (B) Scientists believe that studies in tree communication could affect pest control program.
 - (C) Scientists believe that trees attacked by insects may communicate information to neighboring trees, which act accordingly.
4. Satellites routinely relay pictures of desert areas on Earth, from which it can be determined where locusts are likely to breed. A single swarm of locusts can devour 80,000 tons of corn a day-sustenance for half a million people for one year. With information on the locusts' breeding areas, agriculture officials can use pesticides to kill the locusts before they become a menace.
- (A) Aerial pictures transmitted from satellites will be used to dramatically curtail infestations by locusts.
 - (B) Scientists have found that images from satellites reveal regions about to be infested by locusts.

- (C) Locusts must be eradicated before they strike and cause thousand of people to starve.
5. Scientists used to believe that animal screams startled predators into loosening their grip. However, now some researchers have concluded that the piercing, far-reaching screams of animals caught by predators are not warnings to kin or cries for help Recent studies indicate that these scream may be to attract ocher predators, which will give the prey a chance to escape during the ensuing struggle between predators.
- (A) Animal screams attract buzzards, hawks, foxes, feral cats, and other predators.
- (B) Researchers broadcasted the fear screams of the European starling from a concealed loudspeaker.
- (C) New research in animal behavior has come to surprising conclusions about animal screams.
6. It has an enameled surface decorated with elaborate designs, the outlines of which are formed by small bands of metal. The Byzantines excelled in making this kind of pottery. However, in the twentieth century, Japan and China have led in the production of cloisonné.
- (A) Cloisonné is a kind of fine pottery.
- (B) Pottery is fired in a kiln.
- (C) Fine pottery is made with a particular kind of clay.
7. Immunization can significantly reduce the microorganisms thought to cause cavities. The Federal Drug Administration needs to approve the vaccine before it can be sold to the publics. Consequently, the vaccine will have to undergo a three-year trial period.
- (A) A new cavity-preventing vaccine may soon be on the market.
- (B) Vaccines given to animals can reduce tooth decay by 50 to 60 percent.

- (C) The National Caries Program of the National Institute of Dental Research does research on immunizations.
8. Cirrus clouds are thin and delicate, whereas cumulus clouds look like cotton balls. Nimbus clouds are dark and ragged, and stratus clouds appear dull in color and cover the entire sky.
- (A) A stratus cloud on the ground is called fog.
- (B) There are four basic cloud types—cirrus, cumulus, nimbus, and stratus.
- (C) It is possible to predict the weather by studying clouds.
9. For example, King William the First, better known as William the Conqueror, was the first Norman King of England. Perhaps the most famous English writer of all times was William Shakespeare. And who can forget the American hero of the West, Buffalo Bill (William) Cody?
- (A) One of the most common boys' names in English is “William”.
- (B) “William” is not only a popular name today but was also the name of many famous people in the past.
- (C) If your name is William, you have the same name as many other people.
10. Straw, which can absorb up to four times its weight in oil, can be thrown on the spill and then be burned. Oil can be broken up and sunk by either sand, talcum powder, or chalk. Under experimentation, some chemicals have been shown to disperse the spill into droplets, which microbes can then destroy.
- (A) There are many ways in which oil spills in the sea can be dealt with.
- (B) Contamination of the sea by oil spills is a critical problem.
- (C) Wind and wave action can carry oil spills a great distance across the sea.
- (D)

Latihan Menentukan Judul

Read the three topic sentences from three paragraphs of a reading passage. Circle the best title for the passage.

Example:

The water smoker is part Chinese smoker and part suburban-American barbecue grill.

To cook, for example, a venison ham, you build a charcoal fire in the bottom pan. You should follow the instruction book very carefully until you learn enough to begin experimenting with your water smoker.

- (A) The Best Recipes for Cooking Venison
- (B) Organizing a Backyard Barbecue
- (C) Joy of Cooking with Smoke

1. Some interesting research is now being done on liquid injection molded (LIM) tires.

LIM tires are built in three stages.

Because these tires have no carcass. The part of the tire that leaves the road reverts to its normal shape almost immediately.

- (A) Tires for the Future
- (B) The Revolutionary LIM Tires
- (C) New Ideas for Your Next Automobile

2. The Venezuelan capital has many large shopping centers called “centros comerciales”.

A lifetime could be spent sampling the many cuisines of Caracas’ restaurants.

The Spanish flavor of the city is reflected in the popular Flamenco clubs.

- (A) Sights and Sounds of Venezuela
- (B) The Spanish influence in Venezuela
- (C) Caracas Cornucopia

3. Researchers believe that MAO (Monoamine oxidase) in the brain has an effect on behavior by breaking down the chemical neurotransmitters that carry messages between neurons.

Scientists have found a connection between levels of MAO and adult behavior.

One study found approximately the same range of MAO levels infants and adults.

- (A) MAO and Behavior Patterns
- (B) What is MAO?
- (C) MAO's Effect on Adult Behavior

4. "No one knows the ways of the wind and the caribou", says an old Chipewyan Indian proverb. The migratory habits and the numbers of the caribou were unknown to man until this century.

Much of the mystery of caribou movement and numbers began to disappear when biologists were able to survey and census the animals from the air.

- (A) Migrators Habits of the Caribou
- (B) Collecting Information on the Caribou
- (C) Chipewyan Dependence on the Caribou

5. A mounting body of evidence suggests that fighting violence with violence rarely deters a crime in progress and greatly increases the chances of changing a robbery into a violent attack on the victim.

One report shows that at least 100 thousand handguns are stolen from private owners each year, the vast majority during burglaries.

Moreover, a study of robberies in eight American cities states that in less than 4 percent of the crimes did the victim have the opportunity to use a weapon.

- (A) what Happens to the victims of Crime?
- (B) Is Your Family Safe?
- (C) Should You Ann Yourself against Crime?

6. Proponents of father-attended childbirth assert that the father's experience encourages him to develop a closer bond with his child.

As a father of three teenagers from a previous marriage, one man compared his past experience as a new father to being in the delivery room during the birth of his newborn daughter.

Women report that they are much less anxious and more aware of what is going on when their husbands are with them when they give birth.

- (A) The Father Daughter Relationship
- (B) Baby's First View of Life
- (C) Dad in the Delivery Room

7. In contrast to classical music, which is restricted by form and by tradition, jazz is spontaneous and free-form.

Jazz is a native American music which was developed by American Negroes in die South.

The influences of West African music, spirituals, and the blues are evident in jazz

- (A) The Origins of American Music
- (B) The Story of Jazz A
- (C) The Future of Jazz in American

8. To lose weight permanently, a dieter needs a nutritionally balanced eating plan that reduces caloric intake by cutting down on certain foods without eliminating them completely.

To lose weight that is fat instead of water, a dieter must lose weight gradually. Dieters should also have occasional treats to avoid the feeling of permanent deprivation, which can lead to food binges when the resolve to diet weakens.

- (A) Fad Diets
- (B) Dieting Tips
- (C) Recipes for Dieters

9. The notion that exercising parental power is bad developed out of early psychoanalytic theory, which suggested many neuroses are caused by the repression of a child's natural impulses.

Today, child psychologists insist that children actually like to be disciplined and that set rules which are consistently enforced make a child feel protected

and loved. The necessity for a balance between love and discipline in raising good kids is not just a hunch or theory.

- (A) The Family as a Disciplined Democracy
- (B) Disciplined Parents and Free Children
- (C) Discipline: An Old Theory Gains New Ground

10. Even at the molecular level, change is not spontaneous. Resistance to change obviously occurs in the biological realm. Nature has special rewards for living systems which seek improvement.

- (A) Change: The Special Rewards in Nature
- (B) Change: Nature Resists but Rewards
- (C) Change: A Problem of Molecular Biology

Latihan 2 Menentukan Judul

Choose the best title for the following paragraphs.

1. The human baby usually develops during the 38 weeks it is inside its mother. But about 10 percent of all babies are born sooner, sometimes several weeks sooner. These babies are called premature babies and they usually need extra hospital care in order to survive.

- (A) Babies and Hospitals
- (B) Babies After 38 Weeks
- (C) Premature Babies
- (D) Extra Hospital Care

2. The middle Atlantic state of New York was named after the Duke of York, later James II of England. In 1778, it became the 11th state in the Union. Although only 30th in size, it ranks second in population, first in manufacturing and first in overseas trade. In it is the largest city in the Americas. Only Tokyo, London and Mexico City have more people than New York City.

- (A) New York
- (B) Why New York is Number One

- (C) How New York Got Its Name
- (D) New York versus Tokyo and London
3. More than 2500 years ago in Greece people gathered every four years at a place called Olympia to watch and take part in athletic games. In the beginning the games were made up only of short foot races. The first race ever run at an Olympics game was called a "Stade". The word 'stadium' comes from its name.
- (A) Greece of 2500 Years Ago
- (B) How the Olympics Began
- (C) The Origins of the Word 'Stadium'
- (D) Foot Races in Ancient Greece
4. Hurricanes are great windstorms. They are hundreds of miles across. The wind rushes into the center of a hurricane from all sides. It may reach a speed of nearly 200 miles per hour. The center of a hurricane is called its eye. People are often fooled when the eye of a hurricane reaches them. The wind dies down and they think that the storm is over. Then the wind begins to blow furiously again. A hurricane may last for 24 hours at one place. Hurricanes are tropical storms. The Canary Islands near Africa are sometimes called the 'hatching place' of hurricanes because most of them start from near there. They move westward across the Atlantic. When they strike land they may do great damage. North of the equator there are on the average only five or six hurricanes a year. They are most likely to occur in the months of August and September. There is a similar kind of storm in the Pacific Ocean. It is called a typhoon.
- (A) Hurricanes and Typhoon
- (B) Great Wind Storms Called Hurricanes
- (C) People are Often Fooled by Hurricanes
- (D) Hurricanes Occur in August and September

5. Between 1977 and 1981, three groups of American women, numbering 27 in all, between the ages of 35 and 65, were given month long tests to determine how they would respond to conditions resembling those aboard the space shuttle. Though carefully selected from among many applicants, the women were volunteers and pay was barely above the minimum wage. They were not allowed to smoke or drink alcohol during the tests, and they were expected to tolerate each other's company at close quarters for the entire period. Among other things, they had to stand the pressure three times the force of gravity and carry out both physical and mental tasks while exhausted from strenuous physical exercise. At the end of ten days, they had to spend a further 20 days absolutely confined to bed, during which time they suffered backaches and other discomforts. Results of the tests suggested that women will have significant advantages over men in space. They need less food and less oxygen and they stand up to radiation better. Men's advantages in terms of strength and stamina, meanwhile, are virtually wiped out by the zero-gravity condition in space.

- (A) Older Women, too, Can Travel in Space
- (B) Space Testing Causes backaches in Women
- (C) Poor Wages for Women Space-Test Volunteers
- (D) Tests Show Women Suited for Space Travel

C. Pernyataan tentang gagasan utama (Main Idea)

Main Idea adalah pokok pikiran dari sebuah paragraf yang memuat keterangan, penjelasan, uraian, atau pendapat dari si penulis (*writer*) tentang topik (pokok bahasan).

Main Idea dituangkan dalam kalimat lengkap, misalnya:

- a. What is the main idea of this passage? (*Apakah gagasan utama bacaan ini?*)
- b. What is the text talking about ? (*Teks ini menceritakan tentang apa?*)
- c. The main idea of this passage is (*Gagasan utama daripada bacaan ini adalah....*)

- d. What's the author main idea of paragraph 3 ? (*Apa ide utama paragraph 3 menurut pengarang?*)

D. Tipe Pertanyaan Gagasan Utama

Dalam reading comprehension ada beberapa tipe pertanyaan mengenai gagasan utama. Pertanyaan gagasan utama berkaitan dengan bacaan secara menyeluruh. Jawaban aras pertanyaan model ini pada umumnya tersurat dalam bacaan, khususnya dalam kalimat topik masing-masing alinea. Wujud pertanyaan mengenai gagasan utama (main idea) adalah sebagai berikut:

- ❖ What is the main topic of the passage?
- ❖ What does the passage mainly discuss?
- ❖ Which of the following best describe the subject of this passage?
- ❖ What is the main topic of the passage?
- ❖ What is the main idea of the passage?
- ❖ What is the subject of the passage?
- ❖ What is the main idea expressed in the passage?
- ❖ What is the primary topic of the passage?
- ❖ What is the main theme in the passage?
- ❖ What is the author's main point?
- ❖ Which of the following is the best title for the passage?
- ❖ With what topic is the passage primarily concerned?
- ❖ The passage mainly deals with
- ❖ The passage is mainly about

Pertanyaan tentang gagasan utama umumnya bertanya mengenai bacaan secara keseluruhan yang dapat dijawab dengan mencermati kalimat topik atau topic sentence masing-masing paragraph dalam bacaan. Biasanya kalimat topik berada di awal dan masing-masing paragraph. Dengan demikian, jawaban pertanyaan tentang gagasan pokok dapat dilakukan secara langsung. Jawaban gagasan utama yang benar adalah tidak boleh terlalu umum, spesifik, dan tidak boleh mencakup gagasan di luar topik bacaan. Kadang-kadang kalimat pertama suatu bacaan merupakan suatu pengantar umum terhadap topik. Dalam hal ini gagasan dapat ditemukan-pada

kalimat kedua. Untuk itu disarankan untuk membaca dua kalimat paragraph pertama dan kalimat pertama dan alinea-alinea berikut. Pertanyaan mengenai gagasan utama, topik dan judul sedikit berbeda kendatipun mereka saling mempengaruhi dan berhubungan.

Gagasan pokok atau main idea tidak hanya menanyakan topik bacaan, melainkan menanyakan pendapat penulis tentang topik bacaan. Oleh sebab itu, jawaban atas pertanyaan tentang gagasan pokok ini ditulis dalam bentuk kalimat lengkap, sedangkan jawaban atas pertanyaan mengenai topik atau judul ditulis dalam bentuk kata. Pertanyaan mengenai topik atau subjek bacaan sama dengan menanyakan apa yang dibahas dalam bacaan, sedangkan pertanyaan mengenai gagasan pokok suatu bacaan berarti menanyakan topik, gagasan atau pendapat penulis mengenai topik tersebut. Sedangkan pertanyaan mengenai judul berarti menanyakan topik, namun ditulis sebagai judul dengan huruf kapital. Pertanyaan mengenai topik, judul dan gagasan pokok umumnya ditempatkan sebagai pertanyaan pertama seperti yang terlihat pada contoh berikut.

Contoh bacaan dan soal gagasan utama

For most people, the distinction between vegetables and fruits is fairly clear, Scientists, however have varied opinions in this regard. For example, horticulturists categorize a watermelon as a vegetable despite its general acceptance as a fruits. Botanists identify a tomato as a fruit even though it is commonly used as a vegetable.

These differences stem from the ways in which fruits and vegetables are classified. For botanists, a fruit is the seed-bearing portion of flowering plant or tree. According to this definition, tomato is a fruit. For horticulturist, a vegetable is edible portion of a plant that must be replanted annually. According to this view, a tomato is a vegetable. A horticulturist sees a fruit as coming from a plant of or tree that lives at least two years. In the case of fruits and vegetables that meet the criteria of both groups of scientists, such as apples or tomatoes, there is no conflict.

What does this passage mainly discuss?

- (A) The work of botanists and horticulturist
- (B) Common types fruits and vegetables.

- (C) Scientific differences between fruits and vegetables.
- (D) The seed-bearing nature of fruit.

Melihat contoh di atas, gagasan pokok ada pada kalimat pokok dan alinea kedua “these differences stem from the ways in which fruits and vegetables are classified”. Kalimat pertama pada alinea pertama “For most people, the distinction between fruits and vegetables is fairly clear” merupakan kalimat pengantar atau introductory sentence yang mengantari kalimat “Scientists, however, have varied opinions in this regard” sebagai gagasan pokok. Jadi jawaban yang betul adalah (C) scientific differences between fruits and vegetables karena merupakan gagasan pokok yang ditentukan oleh kalimat pertama paragraf kedua, kalimat kedua paragraf pertama.

Berkaitan dengan soal gagasan pokok, terdapat beberapa hal yang kita lakukan adalah [1] membaca bacaan secara sekilas untuk mengenali gagasan pokok dan pendukung, [2] menangkap gagasan-gagasan pokoknya saja, [3] jangan pernah membaca rincian, [4] temukan kalimat topik pada masing-masing alinea dalam bacaan, [5] kenali sistematika rincian gagasan dengan membaca secara tepat untuk mendapatkan petunjuk-petunjuk tentang susunan gagasan.

Antara satu gagasan dengan gagasan yang lain saling berhubungan. Hubungan itu dapat terlihat antarklausa, antarkalimat dalam bacaan yang biasanya ditandai oleh pemarkah hubungan atau linking device. Bila hal ini terjadi, kita harus cermati pemarkah hubungan. Linking device yang sering digunakan dalam TOEFL adalah sebagai berikut.

Linking Devices that:

qualify	but, however, although, yet, except for
emphasize	surely, certainly, indeed, above all, most importantly
illustrate	for example, next, for instance, thus, such, such as
contrast	unlike, in contrast, whereas, on the other hand, instead
concede	although, yet, nevertheless, of course, after all
conclude	finally, in conclusion, at last, in summary; to sum up
add	in addition, also, moreover, then, first, second (etc.)

compare	similarly, like, in the same way, both, equally important
explain	now, in addition, furthermore, in fact, in this case, at this point
state a consequence	therefore, as a result, consequently, accordingly, otherwise

Menggunakan linking device merupakan salah satu cara yang dipakai oleh penulis untuk menunjukkan hubungan antara klausa adalah dengan menggunakan Linking Device atau pemarkah hubungan, baik antarklausa maupun antarkalimat. Salah satu fungsi pemarkah ini adalah menandai hubungan yang tepat antargagasan seperti yang terlihat pada contoh bacaan berikut:

Since what their bosses and the system impose on them are backed up by penalty; managers cannot tamper with those requirements. Thus their self-imposed time becomes their major area of concern.

Contoh bacaan di atas menunjukkan bahwa hubungan antargagasan yang terkandung di dalam kalimat pertama dan kedua dinyatakan secara eksplisit oleh kata thus, yang menandai hubungan sebab-akibat. Dengan kata lain, gagasan dalam kalimat kedua merupakan akibat dan gagasan yang terkandung dalam kalimat pertama. Oleh karena itu, thus di sini dipakai sebagai pemarkah eksplisit hubungan sebab akibat.

Satu fungsi lain pemarkah hubungan (linking device) adalah menginformasikan apa-apa yang akan muncul kemudian kepada pembaca. Dengan kata lain, pemarkah macam ini berfungsi sebagai penunjuk jalan pemikiran penulis, yang memberitahukan kepada pembaca arah yang hendak dituju oleh penulis seperti yang terlihat pada contoh berikut.

In a five-day week, the manager will have picked up 60 screaming monkeys—far too many to do anything about individually. So....

Dalam contoh di atas, kita tidak tahu persis kata-kata apa yang akan muncul setelah so, namun pemarkah ini memberi tahu kepada kita macam informasi apa yang akan muncul. Dalam hal ini so menyiratkan bahwa penulis akan menunjukkan akibat dan apa yang baru saja disebutkannya dalam kalimat terdahulu.

Latihan Menemukan Pemarkah Hubungan

Lingkari frasa atau klausa yang sesuai dengan makna pemarkah hubungan.

Perhatikan contoh berikut ini.

Although potatoes are richer in food value than any other vegetable, they are not always a wise choice for a garden crop because they need a considerable amount of room.

Consequently ...

- (A) they are the most common vegetable in a garden
- (B) people don't eat potatoes very much
- (C) they can be more economically grown on farms.
- (D) farmers overcharge for their potatoes.

You should circle (C) because if potatoes are not a wise choice for a garden because of the amount of room they need, they could be grown on a farm more economically, since a farm does have adequate space.

1. Glass was precious to Egyptians. who used it interchangeably with gemstones.
 - (A) it is over 4,000 years old.
 - (B) its novelty as an artist's material prevents its being taken seriously.
 - (C) today it has come out of factories and into the workshops.
 - (D) today it is so commonplace in everyday objects that it is seldom given a second thought.

2. Glimpses into the prenatal world via ultrasound imaging occasionally show behaviors such as
 - (A) the development of the central nervous system.
 - (B) the sex of the baby-to-be.
 - (C) a fetus sucking its thumb.
 - (D) structures as small as the pupil of an eye of a second-trimester fetus.

3. Although the animals and plants that live in the world's various deserts come from different ancestral stocks,
- (A) they have solved their problems of survival differently.
 - (B) none of them have adapted to the jungles.
 - (C) they are from different deserts.
 - (D) they resemble one another to a surprising degree
4. Children dress up in witches' hats or goblin suits to play pranks when celebrating the ancient pagan holiday of Halloween. In contrast
- (A) Thanksgiving is a traditional holiday.
 - (B) Thanksgiving is always celebrated on the fourth Thursday of November.
 - (C) Families dress more formally and set elegant tables for the more serious occasion of Thanksgiving.
 - (D) Children enjoy Thanksgiving
5. Everything from chairs and fishing poles to rope and paper can be made from bamboo. Equally important,
- (A) this giant grass grows in warm climates.
 - (B) fresh spring bamboo shoots take longer to cook than winter ones.
 - (C) a variety of food can be made from this giant grass.
 - (D) preserved bamboo shoots can be used in soups instead of fresh ones.
6. Earth satellites transmit telephone and television signals, relay information about weather patterns, and enable scientists to study the atmosphere. This information has helped people communicate ideas and expand their knowledge. In conclusion
- (A) satellites have enriched the lives of humankind.
 - (B) satellites are expensive to send into space and sometimes are difficult to maintain.
 - (C) a dish antenna can pick up 300 TV channels from satellites.

- (D) satellites are placed in an orbital region around Earth called the geostationary belt.
7. In the 1940s, when many of today's astronauts hadn't even been born, comic strip detective Dick Tracy fought crime in an atomic-powered space vehicle. In addition to that
- (A) many of today's astronauts have used a kind of atomicpowered space vehicle.
 - (B) he used lasers to process gold and a two-way wrist TV for communication.
 - (C) Dick Tracy was a very popular comic strip in the U.S..
 - (D) astronauts used lasers to process gold and communicated on long-distance flights using two-way wrist TVs.
8. Until recently, chlamydial infections could be detected only by a complicated test that took up to seven days to complete and which was offered only at a few medical centers. As a result
- (A) up to 10 percent of all college students are afflicted with it.
 - (B) chlamydial infections were rarely diagnosed.
 - (C) chlamydial infections are treated promptly.
 - (D) doctors prescribe large doses of antibiotics to treat the Infections.
9. Medical researchers have recently developed a nonsurgical method of treating heart disease that in some cases
- (A) is just as effective as coronary bypass surgery but is much less expensive and disabling.
 - (B) can replace a clogged artery by the transplanting of a vein or artery from another part of the body.
 - (C) continues to be underused because coronary bypass operations are lucrative for hospitals and surgeons.
 - (D) requires opening up the chest and operating under local anesthesia.

10. Neurons, which cannot divide, are the basic cells of the brain, Glial cells, which can increase in number, provide support and nourishment to the neurons. It was hypothesized that if Einstein's brain was more active in some areas, more glial cells would be found there. Indeed
- (A) scientists found that the physicist's brain contained more glial cells per neuron in all four areas, compared with the brains, of eleven normal males.
 - (B) scientists previous work had show that animals put in environments that stimulate mental activity develop more glial cells per neuron.
 - (C) scientists examined sections of the upper front and lower rear if both hemispheres because these areas are involved in "higher" thinking.
 - (D) scientists found that even though there was evidence he had greater intellectual processing, it cannot be determined if Einstein was born with this or developed it later.

Latihan Mencari Gagasan Pokok

Bacalah bacaan berikut dan pilihlah salah satu (A), (B), (C), or (D).

Procrastinators are people who have a chronic habit of putting things off, usually until the last minute and sometimes until it is too late altogether. The most common reason that procrastinators themselves give for their habit, which they are usually quite willing to talk about even if not willing to change, is that they are lazy. Other typical excuses are that they are undisciplined, brilliant but disorganized, or very poor at organizing their time.

Some procrastinators, however, almost against their very nature,, actually get as far as trying to do something about their problem and seek help. Recent research with such people seems to suggest that their difficulties are much more complex than the procrastinators themselves think. The general conclusions are that such people have a vulnerable sense of self-worth, are particularly fearful of failure, and deliberately put things off precisely so that they never leave themselves time to produce their best work. The reason for their delaying tactics is that, since they do everything at the last moment and under pressure, the procrastinators can retain their illusion of brilliance without ever having to put it to the test.

1. The main idea in the first paragraph is ...
 - (A) the nature of procrastination
 - (B) the undisciplined character of procrastinators
 - (C) that disorganization is the procrastinator's main problem
 - (D) the reasons procrastinators give for their behavior

2. The main idea in the second paragraph is ...
 - (A) how procrastinators have an illusion of brilliance
 - (B) how procrastinators seek help
 - (C) research findings regarding procrastinators
 - (D) that procrastinators always leave everything until the last moment

3. A suitable title for this passage might be...
 - (A) The Chronic Habit of Procrastination
 - (B) Procrastination: Excuses and Reality
 - (C) Disorganization, the True Cause of Procrastination
 - (D) Procrastination: Never Do Today What You Can Put off until Tomorrow

4. With which of the following would the author be most likely to agree?
 - (A) Procrastinators are usually unaware of the true causes of their predicament.
 - (B) Laziness, lack of discipline, and poor organization of time are the major causes of procrastination.
 - (C) One thing most procrastinators do is seek help for their problem.
 - (D) A procrastinator would automatically fail any real test of his brilliance.

5. All of the following ideas appear in the passage. Which do you think the author attributes most importance to?
 - (A) Some procrastinators seek help for their problem.
 - (B) Procrastinators, in general, put off things deliberately so as to avoid a real test.
 - (C) Procrastinators usually think that they are very bad at organizing their time.

(D) Procrastinators sometimes put off things until it is too late.

MODULE VIII

MEMAHAMI DETAIL

1. Indikator

- Students are capable of catching crucial information related to Detail Information given in a text.

2. Dasar Teori

A. Deskripsi Singkat

Salah satu bagian penting dalam reading comprehension adalah menjawab tentang detail. Beberapa hal penting yang berkaitan dengan detail yang perlu diingat—ingat. Hal-hal yang berkaitan dengan pertanyaan detail adalah parafrasa, fakta dan atau gagasan dalam bacaan, makna kata dalam konteks, kata acuan atau referensi. Karena terkadang rumitnya masalah detail, sebaiknya Anda memperhatikan poin-poin di bawah ini.

- ❖ Tipe pertanyaan detail paling banyak ditemukan pada bagian pemahaman bacaan.
- ❖ Pertanyaan macam ini menyangkut rincian atau detail yang terdapat pada bagian-bagian tertentu dalam bagian.
- ❖ Jawaban atas tipe pertanyaan ini pada umumnya dapat langsung ditemukan dalam bacaan. Di samping itu, jawaban atas pertanyaan macam ini umumnya diberikan secara berurutan dalam bacaan.
- ❖ Dalam banyak hal, pertanyaan detail menuntut Anda untuk memilih jawaban yang merupakan parafrasa, atau pengungkapan ulang intonasi yang sama dengan kata-kata yang berbeda, dan fakta yang terdapat dalam bacaan. Suatu parafrasa menyampaikan makna yang sama, tetapi sedikit berbeda dalam pemakaian kosakata maupun tatabahasa.
- ❖ Bentuk-bentuk berikut dapat digunakan untuk mengawali pertanyaan detail:
 - According to the passage...
 - The passage states that...
 - The author states that...

- What does the author say about...
- It is indicated that...
- It is stated...
- All of the following are mentioned EXCEPT..
- Which of the following is NOT supported by...

Sebagian besar pertanyaan pada bagian pemahaman bacaan termasuk dalam kategori ripe pertanyaan detail. Tipe pertanyaan ini bertanya mengenai sebagian kecil dari bacaan, bukan bacaan secara menyeluruh dan sekaligus bertanya mengenai informasi tersurat yang diungkapkan dalam bacaan. Jawaban yang benar atas pertanyaan macam ini seringkali merupakan parafrasa dan apa yang diungkapkan dalam bacaan. Ini berarti bahwa jawaban yang benar seringkali menyampaikan gagasan yang sama dengan apa yang tertulis dalam bacaan, namun kata-kata yang dipakai tidaklah sama persis. Sebagai contoh, apabila bacaan menyatakan bahwa George Washington's family was rich, maka jawaban yang benar atas pertanyaan mengenai status keuangan keluarga Washington barangkali menyatakan bahwa his relatives are wealthy.

Oleh karena itu, pada waktu menjawab pertanyaan macam ini, Anda harus ingat bahwa (1) tipe pertanyaan detail pada umumnya dapat dijawab sesuai dengan urutan informasi yang terdapat di dalam bacaan, dan (2) jawaban yang benar bisa jadi menggunakan kata-kata yang sama persis seperti yang terdapat di dalam bacaan, namun pada umumnya merupakan detail atau penyampaian informasi yang sama dengan kata dan tatabahasa yang berbeda dan apa yang terdapat di dalam bacaan.

Makna kata-kata tertentu dapat diterka dan konteks pemakaiannya. Sebagai contoh perhatikan kalimat berikut:

Timothy scowled when he saw the dent in his new car.

Kita dapat menerka bahwa Timothy marah pada waktu melihat mobil barunya penyok. Kendatipun kata "scowl" tidak dapat diketahui secara pasti maknanya dan konteks kalimat di atas, namun kita dapat menerka bahwa kata ini merupakan suatu cara untuk menunjukkan perasaan tidak senang atau bahkan kegeraman. Lebih lanjut kita dapat menerka bahwa sebagian besar orang menunjukkan kemarahan

atau kegeraman mereka melalui air muka atau mimik wajah. Dengan demikian, kita dapat menarik kesimpulan bahwa “scowl” berarti mimik wajah yang menunjukkan perasaan tidak senang atau perasaan geram.

Namun demikian, makna suatu kata tidak selalu dapat kita terka dan konteks kalimatnya. Perhatikan kalimat berikut sebagai contoh:

Timothy scowled when he saw Aunt Agatha.

Apabila kita tidak tahu bagaimana pendapat Timothy terhadap Bibi Agatha, kita tidak akan dapat menerka makna “scowled” dalam kalimat ini. Akan tetapi, kalimat-kalimat lain dalam bacaan barangkali akan memberikan petunjuk mengenal pendapat Timothy, dan ini dapat memberi petunjuk terhadap makna kata tersebut.

Kendatipun bagian kosakata dalam tes TOEFL tidak memberikan petunjuk konteks, Anda akan menyadari bahwa ketrampilan Anda dalam memahami makna kata-kata dalam konteks akan bermanfaat pada waktu mengerjakan bagian pemahaman bacaan.

Di atas kita telah melihat bagaimana makna kata dapat diterka dan dipahami melalui cara-cara tertentu yang dipakai oleh penulis. Berikut ini kita akan membahas cara-cara lain yang dapat membantu kita untuk menerka dan memahami kosakata yang belum kita ketahui maknanya.

1. Pemakaian klausa ajektiva. Klausa ajektiva (adjective clauses) kadang kala dipakai untuk menunjukkan makna kata tertentu di dalam kalimat. Klausa macam ini umumnya diawali oleh kata hubung that, who, which, whom, when, where. Perhatikan contoh ini:

Airships, which are cigar-shaped, steerable balloons, have many uses, such as filming, advertising, and entertainment. Dalam kalimat ini makna “airship” ditunjukkan oleh klausa ajektiva “which are cigar-shaped, steerable balloons.”

2. Pemakaian kata acuan. Kata-kata tertentu terkadang dipakai untuk mengacu ke depan ataupun ke belakang pada kata-kata lain dalam kalimat atau alinea. Perhatikan contoh berikut ini:

The solar-powered batteries in the ERS- I are expected to function for at least two years, during which time the satellite will be able to gather more information than any previous satellite.

Makna ERS-I dalam kalimat ini ditunjukkan oleh kata acuan “satellite.”

3. Pemakaian kata atau ungkapan yang menunjukkan pertentangan. Terkadang makna kata dapat dipahami karena bertentangan dengan makna kata lain di dalam kalimat. Kata atau ungkapan yang menandai pertentangan ini di antaranya adalah:

but	however	in contrast	or	whereas
despite	instead	in spite of	unlike	although

The brief scenes in the movie focus on the boy’s point of view, whereas the longer scenes depict the father’s side.

“Brief” scenes di sini dapat disimpulkan maknanya sebagai “short” scenes karena bertentangan dengan ungkapan “longer” scenes.

4. Pemakaian kata-kata lain dalam kalimat. Kata-kata lain dalam kalimat terkadang dapat dipakai untuk mengenali makna suatu kata. Perhatikan contoh ini:

In order to sip the nectar with its long tongue, the bee must dive, into the flower and in so doing becomes dusted with the fine pollen grains from the anthers,

Dalam contoh ini, kita dapat menerka bahwa “nectar” merupakan substansi yang dikumpulkan oleh lebah dari setangkai bunga karena lebah tersebut harus menyedot dengan lidahnya yang panjang (“sip... with its long tongue”) dan masuk ke dalam bunga (“dive into the flower”). Kita dapat menerka makna “anther” dan ungkapan “the bee must dive into the flower” dan “(the bee) becomes dusted with fine pollen grain from the anthers.”

B. Latihan Identifikasi Parafrasa

Write an “S” in the space if the two sentences mean the same. Write a “D” in the space if they have different meanings.

Example:

- D (A) A collection of fascinating tales called The Arabian Nights was introduced into Europe by the French scholar Antoine Galland.
- (B) The French scholar Antoine Galland introduced into Europe a collection of fascinating tales which he called The Arabian Nights.

You should write “D” in the space because the sentences do not mean the same thing. In the first sentence, the scholar introduced the tales, whereas in the second sentence, the scholar introduced and named the collection of tales.

1. ____ (A) Scree, which abounds in the Rocky Mountains, has its origins in the ice ages.
(B) The Rocky Mountains have a lot of scree, whose formation dates back to the ice ages.
2. ____ (A) The drum and flute music once heard in the streets has been replaced by noisy radios and cassette players.
drum and flute music.
(B) Radios and cassette players are now heard in the streets, which once were filled by the sounds of
3. ____ (A) Many reef organisms avoid dead-end caves, which lack the steady currents necessary for bringing a continuous food supply.
(B) Dead-end caves don't have currents which bring in food supplies, so many reef organisms don't go there.
4. ____ (A) Instead of being overwhelmed by the hard life in Montana, Evelyn Cameron revealed in it.
in Montana.
(B) Evelyn Cameron revealed how difficult life was
5. ____ (A) Two theaters in Stratford-upon-Avon and two in London are regularly used by the Royal Shakespeare Company.
(B) The Royal Shakespeare Company regularly uses four theaters-two in Stratford-upon-Avon and two in London.
6. ____ (A) Police reconstruct scenes because people seem to recall things best when they are in the same physical situation.
(B) When people are in the same physical situation, they seem to remember better scenes than the ones police have reconstructed.

7. ___(A) Despite the cold Alaskan temperatures, which freeze perspiration and breath a man's, beard, cabin fever forces inhabitants to challenge the elements.
- (B) The Alaskan inhabitants stiffer from cabin fever, which causes perspiration and breath to freeze in the men's beards.
8. _(A) Leather, when improperly handled and exposed to changeable temperatures, cracks easily.
- (B) Leather cracks easily when it is handled incorrectly and is exposed to variable temperatures.
9. ___(A) Despite the increasing pollution of their shorelines, oceans have become cleaner in the vast open-sea areas over the past decade.
- (B) During the last 10 years, pollution has been increasing along the coasts of the oceans and spreading to the once clean open-sea areas.
10. ___(A) The Hitler diaries, the greatest known publishing fraud in history were written by a man who copied material from Hitler's speeches and medical reports.
- (B) By copying material from Hitler's speeches and medical reports, a man wrote the Hitler diaries, which became known as the greatest publishing fraud in history

Latihan 1

Read the following statements. Circle the letter of the statement that has the same meaning as the given statement.

Example

The bulk of Kafka's writings was not published until after his early death from tuberculosis.

- (A) It was not until after Kafka's early death from tuberculosis that the bulk of his writings was published.
- (B) After the bulk of his writings was published, Kafka died an early death from tuberculosis.

- (C) After Kafka had written the bulk of his published writings, he met with an early death from tuberculosis.
- (D) An early death from tuberculosis kept Kafka from publishing the bulk of his writings.

You should circle (A) because this is the only sentence which contains the same information as the first sentence. First Kafka died, and then most of his writings were published.

1. Fainting is caused by a sudden drop in the normal blood supply to the brain.
 - (A) The brain reacts to a drop in the normal blood supply by fainting.
 - (B) Fainting occurs when the brain suddenly loses its normal blood supply.
 - (C) Fainting happens when the brain drops its normal blood Supply.
 - (D) The brain faints when the normal blood supply drops.

2. Gorillas, which are vegetarians, have been observed to demonstrate gentle behavior toward small creatures in the wild.
 - (A) Vegetarians have been observed to demonstrate gentle behavior toward gorillas and small creatures in the wild.
 - (B) Only vegetarian gorillas have been observed as demonstrating gentle behavior toward small creatures in the wild.
 - (C) Small creatures in the wild have been observed as behaving gently and demonstratively when near gorillas.
 - (D) It has been observed in the wild that gorillas, by nature vegetarians, treat small animals gently.

3. In fighting forest fires, the initial attack crews dig a fire line, which varies in width depending on the strength and nature of the fire.
 - (A) Initial attack crews dig a forest fire to vary the fire line's width.
 - (B) Initial attack crews depend on the strength and nature of the fire to vary the fire line.

- (C) The width of the fire line, which the initial attack crews dig, varies according to the strength and nature of the fire
 - (D) In digging a fire line, the initial attack crews depend on fighting forest fires.
4. Medical quackery; which promises cures for all existing and even non-existing diseases, has a powerful appeal even to the well educated.
- (A) Well-educated people in medicine promise to find powerful cures for diseases.
 - (B) Even well-educated people are attracted to fake cures for diseases that may or may not exist.
 - (C) Medical quackery promises the well educated a cure for diseases.
 - (D) The medical profession has appealed to the well educated for funding to find cures for diseases.
5. A silver compound has been found to kill the parasitic protozoa which are carried by the dreaded tsetse fly causes sleeping sickness.
- (A) The dreaded tsetse fly causes sleeping sickness and kills the parasitic protozoa used for finding silver compound.
 - (B) It has been found that the silver compound which is carried by the dreaded tsetse fly and causes sleeping sickness kills the parasitic protozoa.
 - (C) Sleeping sickness, which is caused by the dreaded tsetse fly, has been found to kill the parasitic protozoa in silver compounds.
 - (D) Parasitic protozoa which cause sleeping sickness and are carried by the dreaded tsetse fly can be killed with a silver compound.
6. While working as a fire fighter at the University of Mississippi, William Faulkner submitted 37 stories to magazines, six of which were accepted.
- (A) Of the 37 stories that Faulkner wrote while working at the University of Mississippi as a fire fighter, six became published in magazines.

- (B) Faulkner wrote six out of 37 stories after accepting a job as fire fighter at the University of Mississippi.
 - (C) Faulkner published 37 stories in magazines, six of which were accepted by the University of Mississippi.
 - (D) The six accepted stories by Faulkner were about his job as a fire fighter at the University of Mississippi.
7. The continental drift theory proposes that the earth's crustal plates are driven by a global system of convection currents in the hot magma below that behave like giant conveyor belts.
- (A) Theoretically, the earth's crustal plates behave like giant conveyor belts, driving the convection currents across the hot magma which causes the continents to drift.
 - (B) A global system of convection currents in the underlying hot magma acts as giant conveyor belts to drive the earth's crustal plates.
 - (C) The continental drift theory suggests that global plates cover hot magma, which acts as a giant conveyor belt below the convection currents.
 - (D) The continental drift theory is proposed by the earth's crustal plates, which drive a global system of convection currents in the hot magma below, behaving like giant conveyor belts.
8. Medical authorities have been reluctant to support the findings of some nutritionists that vitamin C given in large doses can prevent the common cold.
- (A) Medical authorities support the nutritionists' views about the value of vitamin C in preventing the common cold.
 - (B) Nutritionists have found that medical authorities are not in favor of using vitamin C to prevent the common cold.
 - (C) Some nutritionists have found that large doses of vitamin C can prevent the common cold, but this has not been completely accepted by medical authorities.

- (D) According to nutritionists and some medical authorities, the common cold can be prevented by giving large doses of vitamin C.
9. Female cowbirds, which cannot sing, are nonetheless able to teach songs to their young by responding to specific chirps and ignoring others.
- (A) Even though female cowbirds cannot sing, they teach their chicks to do so by responding to specific chirps and ignoring others
- (B) Female cowbirds can neither sing nor teach songs to their babies by responding to certain chirps more than to others.
- (C) Female cowbirds, which cannot sing, have certain other birds teach their young to sing.
- (D) Female cowbirds, which cannot sing, unsuccessfully attempt to teach their young to sing by responding to other bird songs.
10. The conflict between those who wish to conserve a large area of unaltered and unimproved spaces and those who want the abolition of the last remnants of wilderness in the interest of industrial profit will not be resolved in the near future.
- (A) The people who desire to conserve a large area of untouched natural land and those who want to use all land for industrialization are in a conflict which will not have an immediate resolution.
- (B) The conflict over whether a large area of unaltered and unimproved space should be given over for industrial development and profit is of interest to those resolved to abolish the last remnants of wilderness.
- (C) Lawyers are profiting from the unresolved conflict between the people who wish to save the last remnants of wilderness and those who want to alter and improve the space for industry.
- (D) There is an unresolved conflict caused by people who wish to abolish industry and turn the spaces back into a natural wilderness state.

Latihan 2

Underline the words or phrases in the passage that give the information that is restated in the sentence following the passage.

Example

The damp British climate may be infuriating to humans, but it's ideal for plants. The Gulf Stream flows across the Atlantic to warm the west coast of these Isles, which occupy the same latitudes as Newfoundland. Moisture Aden Atlantic winds bring almost constant rain and mist, so plants don't dry out.

The perfect weather conditions for plants to flourish are found in the British Isles.

You should underline "British climate" (weather conditions in the British isles). "Ideal for plants" (perfect for plants), and "constant rain and mist" (wet) because these are the words from the passage that are restated.

Latihan 3

You will read several passages. Each reading passage is followed by several questions about it. Choose the best answer, (A), (B), (C), or (D), to each question.

Example

Pragmatism is essentially an American school of thought that has had few supporters elsewhere. Pragmatists believe that the test of any belief should be its practical consequences. One of the first pragmatists, William James, wrote that it was impossible to discover the "real" world outside our senses and therefore we must concern ourselves primarily with human experience. Because the world would be a worse place without a belief in human responsibility, morals, and the freedom of will, it was necessary, he considered, to believe in these concepts.

According to the passage, pragmatism is

- (A) popular worldwide
- (B) impossible to discover
- (C) an American philosophy
- (D) primarily a human experience

The passage says that “Pragmatism is essentially an American school of thought that has had few supporters elsewhere.” Therefore, you should choose answer (C).

Questions 1-3

The 50-million-year-old fossils of all ancient whale found in the Himalayan foothills of Pakistan give strong evidence that modern whales are descended from a four-legged, land-dwelling animal. The fossils consist of part of the skull, some teeth, and the well-preserved middle ear of an animal that was 6 to 8 feet long, weighed 350 pounds, had a wolf-like snout, and had two foot-long jaws with sharp, triangular teeth. It is the middle ear which suggests that the ancient whale lived on land. Analysis indicated that the animal had eardrums, which do not work in water and which modern whales have only in vestigial form. Furthermore, the right and left ear bones were not isolated from each other. The separation of these bones in marine whales enables them to detect the direction of underwater sounds.

1. The 50-million-year-old fossils found in Pakistan
 - (A) are 6 to 8 feet long and 350 pounds in weight
 - (B) are descended from a four-legged, land-dwelling animal
 - (C) proves the Himalayan foothills were once under water
 - (D) includes the middle ear of an ancient whale

2. Whales with eardrums
 - (A) would not be able to hear well in water
 - (B) were marine creatures
 - (C) could distinguish where underwater sounds originated
 - (D) could not live on land

3. A marine whale can recognize the source of a sound because
 - (A) the right and left ear bones are isolated from each other
 - (B) the middle ear is in vestigial form
 - (C) it lives under water instead of on land

- (D) it has a well-preserved middle ear

Question 4-6

The most traditional American food may well be cornmeal. Cornmeal, as we know it today, began as an Indian staple. The Indians grew corn of six different colors - black, red, white, yellow, blue, and multicolored. They ground the corn kernels into cornmeal and mixed it with salt and water, then baked it. This recipe was introduced to the early colonists, who experimented, with it and developed their own uses for cornmeal. Succotash, a meat stew with cornmeal added, and mush, leftover cornmeal porridge cut and fried, are two meals invented by early colonists.

Visitors can travel south and enjoy spoon bread, a smooth pudding like dish, or to New England for johnnycakes, a kind of flat pancake. But probably the most common forms of cornmeal nationwide are cornbread, cornmeal muffins, and the “hushpuppy,” a round ball of cornmeal batter that is fried in oil.

4. According to the passage, cornmeal was originally used by:
- (A) the early colonists
 - (B) the New Englanders
 - (C) the American Indians
 - (D) the people in the south
5. According to the passage, mush is
- (A) a batter that is fried in oil
 - (B) fried leftovers from a cornmeal dish
 - (C) added to meat stew to make succotash
 - (D) one of two meals developed by the Indians
6. According to the passage, common forms of cornmeal are
- (A) no longer popular
 - (B) restricted to certain regions
 - (C) found nationwide

(D) multicolored

Questions 7-9

A Stradivarius violin is unmatched in tonal quality and responds more quickly and easily to the touch than any other violin. Unfortunately, the secrets for making such a superb instrument were lost in 1737 with the death of Antonio Stradivari, the master craftsman who built them. Many attempts have been made to reproduce an instrument of such quality, but all have failed. It is believed that the secret lies in the wood that was used and the distinctive varnish, which ranges from orange to a deep reddish-brown color. Only around 650 Stradivarius violins are believed to be in existence today, and the price for such a rare instrument is well in the hundreds of thousands of dollars. Even a cheap Stradivarius costs around a quarter million dollars. It is not surprising that a Stradivarius is sought after by great violinists and musical instrument collectors alike.

7. The main qualities of the Stradivarius are its
- (A) age and number
 - (B) tone and response
 - (C) violinists and musical instrument collectors
 - (D) orange to reddish-brown color
8. According to the passage, how many Stradivarius violins are there?
- (A) 1737
 - (B) 650
 - (C) 250,000
 - (D) 100,000
9. According to the passage, a Stradivarius that costs a quarter million dollars is..
- (A) the rarest kind
 - (B) the most expensive one
 - (C) a cheap reproduction

(D) an inexpensive one

Questions 10-12

In the twentieth century, architects in large cities designed structures in a way that reduced noise and yet made living as comfortable as possible. They used such techniques as making walls hollow and filling this wall space with materials that absorb noise. Thick carpets and heavy curtains were used to cover floors and windows. Air conditioners and furnaces were designed to filter air through soundproofing materials. However, after much time and effort had been spent in making buildings less noisy, it was discovered that people also reacted adversely to the lack of sound. Now architects are designing structures, which reduce undesirable noise but retain the kind of noise that people seem to need.

10. Which of the following is NOT mentioned absorbing sound?
- (A) filled hollow walls
 - (B) thick carpets and heavy curtains
 - (C) air conditioners and furnaces
 - (D) air filters
11. Architects are now designing
- (A) new techniques of sound proofing
 - (B) the ideal noise
 - (C) structures with some noises
 - (D) adverse building
12. According to the passage, people live most comfortably with
- (A) noise furnaces
 - (B) silence
 - (C) reduced noise
 - (D) certain noises

Questions 13-15

The quality of the graphics output on a computer printer is measured in dpi (dots per inch). Simply by changing the density of dots that make up each part of an image, the printer can produce graphics that look almost photographic. To understand how this works, consider how a black-and white photograph shows the shades, which, in real life, are colors. Each color is a different shade of gray. For graphics to be produced on the computer printer, a piece of software called printer driver decides upon a dot pattern, which will represent each color shade. These different patterns or textures each create an individual effect, which your eye translates into gray shades. The closer you look at the image, however, the less lifelike it looks.

13. According to the passage, a computer printer can
- (A) measure dots per inch
 - (B) change photographs
 - (C) look photographic
 - (D) produce pictures
14. Graphics are like black-and-white photographs in that
- (A) they are produced by computers
 - (B) they each create an individual effect
 - (C) a dot pattern is decided by a printer driver
 - (D) each color is seen as a different shade of gray
15. According to the passage, the graphics image
- (A) has the same quality as photograph
 - (B) changes the density of dots
 - (C) is an exact reproduction of the photograph
 - (D) loses its natural look when viewed close up

C. Latihan Kenal Makna Kata Kontekstual

Kita dapat menerka dan memahami makna kata dan konteks pemakaiannya dengan memperhatikan cara-cara berikut ini.

1. Pemakaian salah satu bentuk kata kerja “to be” sebagai pengisi predikat. Komplemen yang muncul setelah kata kerja “to be” seringkali dipakai untuk menunjukkan subjek kalimat. Dalam hal ini kata kerja “to be” sama fungsinya dengan tanda ‘=’. Sebagai contoh, perhatikan kalimat ini:

A cutlass is a short curved sword.

Makna “cutlass” di sini ditunjukkan oleh kata “sword”

2. Pemakaian bentuk aposisi: yaitu suatu nomina (noun) atau frasa nomina yang muncul setelah nomina lain dan dipisahkan oleh tanda koma. Nomina atau frasa nomina seperti ini menunjukkan makna nomina di depannya. Perhatikan contoh berikut:

Mercury, the silver-colored metal used in thermometers, is usually in a liquid form.

Di sini “mercury” secara umum sama artinya dengan “metal”, dan makna ini ditunjukkan oleh bentuk aposisi “the silver-colored metal used in thermometers”. Lebih lanjut kita dapat menguji apakah nomina atau frasa nomina yang terdapat di antara tanda koma tersebut adalah bentuk aposisi dengan menggunakan kata-kata “which is/are” atau “who is/are”.

Mercury, which is the silver-colored metal used in thermometers, is usually in a liquid form.

3. Pemakaian tanda baca. Tanda baca kadangkala dipakai untuk memisahkan suatu kata yang dipakai untuk mengacu pada suatu kata lain. Beberapa tanda baca yang dapat dipakai seperti ini antara lain adalah:

, (commas) () (parentheses) ‘ ‘ (single quotation marks) _ (dashes) [] (brackets)
“ “ (double quotation marks)

In laser printing, the greater the number of dpi (dots per inch), the higher the quality of the image produced.

Makna “dpi” di sini diacu oleh kata-kata dalam tanda kurung, yaitu “dots per inch”.

4. Pemakaian kata “or”. Suatu kata terkadang ditunjukkan maknanya oleh suatu sinonim yang muncul setelah kata “or”. Dalam contoh di bawah ini, makna kata “husky” ditunjukkan oleh kata-kata “sled dog” yang ditulis setelah kata “or”.

The husky or sled dog, of the North is a hardy breed.

5. Pemakaian contoh. Suatu kata ada kalanya ditunjukkan makna melalui contoh. Kata atau ungkapan yang seringkali dipakai untuk memberi contoh di antaranya adalah:

(such) as for example

like for instance

Percussion instruments, such as drums, cymbals, and tambourines, were the preferred instruments in the study.

Makna “percussion instruments” dalam kalimat ini ditunjukkan oleh ketiga contoh yang diberikan, yaitu “drums,” “cymbals,” dan “tambourines.” Dalam hal ini makna “percussion instruments” sudah barang tentu lebih luas dibandingkan dengan makna masing-masing contoh di atas.

Berdasarkan uraian di atas, sekarang silakan mencoba latihan berikut ini.

Directions: Look at the underlined word and write its meaning on the line.

1. A porcupine is a large climbing rodent that is covered with sharp spines for defense.

2. Altitude, or the height above sea level, is a factor that determines climate.

3. Creatures such as the camel and the penguin are so highly specialized that they can only live in certain areas of the world.

4. Hypoxia is an illness caused by a deficiency of oxygen in the tissue of the body.

5. In some American Indian tribes, the squaw, or woman, was the owner of all property.

6. Intensity $\frac{3}{4}$ loudness or softness $\frac{3}{4}$ depends on the extent or amplitude of vibrations.

7. Many residents of Hawaii used to believe that the volcano's flaring were tirades of their goddess, Pele.

8. Pacemakers, small electrical devices that stimulate the heart muscle, have saved many lives.

9. Studying supernovas, the catastrophic explosions of dying stars, may give answers to questions of modern cosmology.

10. Such large fish as groupers and moray eels recognize the wrasse as a friend that will help them.

11. The atom is the smallest part of a chemical element that can exist and still have the properties of the element.

12. The coelacanth, a large-bodied hollow-spined fish, was thought to be extinct until recently.

13. The sand absorbs enough moisture to support drought-resistant plants such as mesquite, as well as several species of grasses.

14. The use of carved birds, “decoy,” is not a new idea in hunting.

15. Vespers, or evening worship, can be heard at St. Matthew’s Cathedral.

Latihan

Look at the underlined word and write its meaning on the line.

1. At least 50 weed species fight off competitors by emitting toxins from their roots, leaves, or seeds. These poisons do their work in a dozen ways, such as inhibiting germination of seeds and destroying photosynthesis abilities.

2. Despite proposed cutbacks in financial support for domestic students, assistance for foreign students studying and training in the United States is to be sharply increased.

3. Important officials visiting president Roosevelt were surprised by his menagerie of pets. No previous president had filled the White House with such a variety of animals.

4. Melody, which is the succession of sound, takes on new interest when fit into a rhythmic pattern.
-

5. Recent test show that silver sulfadiazine, which is a compound used in the treatment of burns, can cure the most serious types of African sleeping sickness.

MODULE IX

PURPOSE

1. Indikator

- Students are expected to be able to indentify the title of the text.
- Students are expected to be able to find purposes imply in the text.

2. Dasar Teori

A. Deskripsi Singkat

Bagian ini adalah bagian dari seri pertanyaan membaca TOEFL. Pada bagian ini, kita akan membahas pertanyaan "Tujuan." Jenis pertanyaan ini memerlukan pemahaman mengenai alasan di balik penyertakan suatu informasi oleh penulis. Karena jawaban atas pertanyaan ini tidak secara langsung dinyatakan dalam teks, penting untuk memahami inti dari setiap paragraf dan bagaimana informasi yang disajikan terkait dengan pokok bahasan paragraf untuk berhasil menjawab pertanyaan ini.

Memahami Konsep Pertanyaan What is the Purpose of the Text?

Apabila diartikan ke bahasa Indonesia artinya adalah “apa tujuan dari teks?” Biasanya ditanyakan setelah disajikan sebuah teks bacaan. Untuk menjawabnya kamu harus membaca keseluruhan teks tersebut terlebih dahulu.

Sebab jawabannya akan tergantung dari jenis teks yang ditampilkan pada soal. Jadi, kamu harus mengerti tujuan dari teksnya kemudian menentukan apakah termasuk dalam salah satu jenis teks berikut:

1. Narrative text, yaitu sebuah narasi yang ditujukan untuk menghibur pembaca. Jawabannya bisa ditulis begini “... entertain the reader”.
2. Recount text, yaitu menceritakan sebuah kisah pengalaman penulis. Jawabannya bisa ditulis begini “... retell about the writer’s past experience”.

3. Procedure text, yaitu teks yang berisi cara membuat sesuatu. Jawabannya bisa ditulis begini "... tell how to do something or make something".

4. Descriptive text, yaitu teks yang mendeskripsikan seseorang atau sesuatu. Jawabannya bisa ditulis begini "... descriptive someone or something specially".

5. Report text, yaitu sebuah laporan tentang sesuatu hal, tempat atau orang. Jawabannya bisa ditulis begini "... describe about thing, place, or person in generally".

Jika kamu ingin menjawab pertanyaan ini dengan benar, maka harus mengidentifikasi jenis bacaan yang disajikan dan memahami seluruh konten dari teks bacaan tersebut. Dengan demikian, dapat memahami topik pembahasannya. Jadi, jangan malas membaca teksnya. Walaupun tidak mengerti keseluruhan isi bacaan, kamu bisa fokus mengenai garis besar dalam bacaan tersebut. Misalnya, di dalamnya berisi sebuah dongeng, maka itu merupakan narrative text.

(Sumber : <https://mamikos.com/info/maksud-dan-jawaban-dari-what-is-the-purpose-of-the-text-pljr/>)

Berikut adalah beberapa tips yang dapat membantu Anda menjawab pertanyaan "Tujuan" dalam tes membaca TOEFL:

- Bacalah pertanyaan dengan cermat dan pahami apa yang ditanyakan kepada Anda
- Pastikan Anda memahami keseluruhan paragraf.
- Carilah kata-kata transisi. Ini sering kali merupakan petunjuk penting mengapa penulis memasukkan informasi tertentu.
- Perhatikan gambaran besar paragraf tersebut. Biasanya pertanyaan tersebut berkaitan dengan gambaran besar dari apa yang ingin disampaikan oleh paragraf tersebut.

- Gunakan proses eliminasi. Jawaban sering kali salah jika terlalu ekstrem (kata-kata seperti tidak ada, tidak pernah, selamanya, selalu, dll.), jika tidak disebutkan, atau jika tidak benar menurut informasi dalam paragraf.

Pertanyaan tujuan sering kali diutarakan seperti berikut:

1. Mengapa penulis menyebutkan (X)?
2. Penulis menyebutkan (X) untuk...
3. Penulis menyertakan keterangan (X) untuk...
4. Penulis menggunakan (X) sebagai contoh...
5. Penulis menyebutkan (X) dengan alasan manakah di bawah ini?
6. Penulis melakukan (X) untuk...
7. Apa tujuan penulis menyebutkan...

Jawaban berikut ini merupakan jawaban yang mengandung frasa tentang purpose (tujuan);

1. to show/to illustrate (untuk menunjukkan/mengilustrasikan).
2. to account for/to explain (untuk menjelaskan/menjelaskan).
3. to support/to refute/to oppose (mendukung/menyangkal/menolak).
4. to criticize/to question (mengkritik/mempertanyakan).
5. to contrast/to compare (untuk membedakan/membandingkan).

B. TOEFL Reading Practice: Purpose Question

Darwin's theory is that 'selective breeding' occurs in nature as 'natural selection' is the engine behind evolution. Thus, the theory provides an excellent basis for understanding how organisms change over time. Nevertheless, it is just a theory and elusively difficult to prove. One of the major holes in Darwin's theory revolves around "irreducibly complex systems." An irreducibly complex system is known as a system where many different parts must all operate together. As a result, in the absence of one, the system as a whole collapses. Consequently, as modern technology improves, science can identify these "irreducibly complex

systems” even at microscopic levels. These complex systems, if so inter-reliant, would be resistant to Darwin's supposition of how evolution occurs. As Darwin himself admitted, “To suppose that the eye with all its inimitable contrivances for adjusting the focus for different distances, for admitting different amounts of light, and for the correction of spherical and chromatic aberration, could have been formed by natural selection, seems, I free confess, absurd in the highest degree.

Question: In paragraph 4, what was the author's purpose of including a quote that the belief that the complexity of the human eye could have been formed by natural selection seems highly unlikely?

- A. To provide evidence that irreducibly complex systems exist
- B. The proof that the natural selection contradicts the basis of Darwin
- C. The support that the natural selection contributes to the basis of Darwin
- D. The support the claim that natural selection is just a theory and difficult to prove

D is the correct answer. The quote shows that even Darwin, who created the theory, acknowledges that some of the occurrences are difficult to believe and difficult to prove. A is incorrect because the quote is not providing information that would prove the existence of irreducibly complex systems. B and C are incorrect because the quote does not say whether the idea of natural selection contributes to or contradicts the theory.

(Sumber : <https://www.bestmytest.com/blog/toefl/toefl-reading-question-type-rhetorical-purpose-question>)

MODULE X

MENGIDENTIFIKASI REFERENSI

1. Indikator

- Students are expected to be able to determine the reference in the text provided.
- Students are expected to be able to analyse the reference words properly.

2. Dasar Teori

A. Deskripsi Singkat

Bahasa Inggris, seperti halnya dalam bahasa-bahasa lain, mempunyai cara merujuk kepada benda agar kita tidak mengalami kebosanan ketika membaca dan membuat tulisan menjadi tidak enak dibaca seperti yang dicontohkan pada bagian berikut.

American and Mexican biologist have found that diephenodione, a man-made anticoagulant, is a lethal weapon against vampire bats. American and Mexican biologists have devised a method of using the blood of the victims as the means of getting the drug into the bats.

Agar tidak menyebut kata berulang-ulang kita dapat mengacu pada benda dengan menggunakan kata acuan atau reference worth. Bandingkan contoh berikut dengan contoh di atas.

American and Mexican biologists have found that diephenodione, a man-made anticoagulant, is a lethal weapon against vampire bats. They have devise a method of using the blood of the victims as the means of getting the drug into the bats.

Kemampuan kita untuk mengenali kata-kata acuan dan kata atau frasa yang diacu akan banyak membantu kita untuk lebih memahami bacaan secara keseluruhan dan sekaligus untuk menjawab pertanyaan yang berkaitan dengan kata acuan ini. Kita mungkin banyak belajar aturan pemakaian kata acuan, namun tetap saja bingung mengenai apa yang diacu oleh sesuatu kata tertentu. Sebagai contoh, kita mungkin tahu bahwa kata “it” dapat mengacu pada seekor binatang atau sebuah benda. Kemudian kita menemukan kalimat berikut:

When a bat feeds on a treated cow, it picks up the anticoagulant, and within a few days it dies from internal bleeding.

Karena kata “it” dapat mengacu pada seekor binatang, kita mungkin akan menjadi ragu-ragu apakah “it” dalam kalimat di atas mengacu pada “a bat” atau pada “a treated cow”. Namun demikian, kalau terjadi keragu-raguan macam ini, struktur dan atau makna kalimat harus memperjelas acuan tadi. Dalam hal ini, “it” mengacu pada “a bat,” dan bukan “a treated cow”.

Kata acuan seringkali, tapi tidak selalu, berupa pronomina atau pronouns. Kata ini dapat mengacu pada satu nomina (noun) atau satu frasa nomina (noun phrase) yang tersusun dan beberapa kata. Perhatikan contoh berikut:

Cases abound of poor rural families from Mexico to Argentina losing their cows to the deadly effect of rabies.

Kata acuan “their” di sini mengacu pada “poor rural families from Mexico to Argentina.” Pada saat menentukan acuan, kita harus memperhitungkan semua kata dalam suatu frasa.

Di samping itu, perlu juga kita sadari bahwa kata acuan dapat mengacu ke depan, yaitu pada kata atau frasa sesudahnya, atau ke belakang, yaitu pada kata atau frasa sebelumnya, terutama dalam ragam formal. Dalam contoh berikut, kata “they” mengacu ke depan pada “farmers in Latin America.”

For the first time that they can remember, farmers in Latin America are relieved of the constant fear of vampire bats.

Sebagaimana dapat kita amati dan contoh-contoh di atas, kata acuan biasanya pendek dan seringkali berupa pronomina seperti it, she, he, they, their this, those, dan sebagainya. Kata-kata macam ini mungkin kelihatan tidak penting, tapi pemahaman terhadapnya sangatlah penting karena kata acuan ini membantu kita untuk memahami jalinan unsur-unsur di dalam kalimat atau alinea. Kendatipun pertanyaan khusus mengenai kata acuan ini tidak begitu banyak jumlahnya dalam bagian pemahaman bacaan dalam tes TOEFL, namun kalau pertanyaan macam itu muncul, kita harus mampu mengenalinya agar dapat menjawab pertanyaan dengan tepat. Dalam beberapa latihan di bawah ini, Anda harus mampu mengenali kata acuan (seperti pronomina) dan kata atau frasa yang diacunya.

B. Latihan Identifikasi Referensi

Underline the referent of the word in italics. (Note: Reference words may refer to a single word or to several words.)

Example

In a news conference this afternoon, the university announced that it intends to make several important changes in next year's budget.

1. The administration has decided to give more financial support to the average student. This week it indicated its to increase the number of scholarships based on need by 35 percent in the next year.
2. Although Professor Elkins has recently been challenged by Associate Professor Talbott and Professor Thayer, she received the Golden Apple Award for outstanding teaching for the fifth year in a row.
3. She has often been compared to her mother, Judy Garland, but Liza Mineffi has proven herself to be a star in her own right.
4. Although a woman in the lifeboat shouted to her to jump, the woman standing at the rail of the ship appeared to realize she would not have any chance of being rescued.
5. One thing that Duran did prove about Leonard in their first fight was that he was capable of taking a great deal of punishment.
6. A spokesman for the film company discussed the failure of the firm's latest western epic with reporters. He stated that the company would probably lose more than die 15 million dollars it had cost to make the film.
7. Michael Cimino, director of Heaven's Gate, which stars Kris Kristofferson, recently reported that he will begin work on another film before the end of the year.
8. Even though they have been in a more difficult position in recent years, small bankers continue to be able to influence die direction of development in their communities.
9. The committee has made the suggestion to all foreign investors that they should study all applicable laws before buying property

10. The basketball team never lacked vociferous supporters, but they rarely responded to this show of enthusiasm.

Latihan

Read the passage and then choose the best answer; (A), (B), (C), or (D), 10 each question. Write your answer in the blank. Answer all questions following a passage on the basis of what is stated or implied in that passage.

Questions 1-10

A relatively new feature of radio broadcasts in United States is the call-in therapy shows, in which callers get the opportunity to air problems, however intimate while the hosts offer them free, and immediate, advice. The started, like so many other self-help psychology ideas, in California in the early 1970's, but now they have spread to many other parts of the country and enjoy considerable popularity. This phenomenon certainly does not please all psychologists and the shows have become a matter of some concern to their professional association, the APA. Present APA guidelines merely prohibit psychologists from diagnosing problems, or from offering psychotherapy on the radio, while the earlier ones had prohibited all giving of advice outside the traditional therapist-patient relationship. This prohibition fails to satisfy many psychologists. Some consider all giving of psychological advice over the radio totally unacceptable, but there are others who believe there should be even more of it.

The former are typified by a Hastings Center psychiatrist. Who describes the activity as disgusting". On one occasion, he backed up his view by walking out of a radio program when the host insisted he answer listeners' calls. But radio therapy hosts, who are mostly attractive, youngish and qualified women, are fully capable of backing up theirs, and do so charmingly and effectively, as might be expected from professionals combining psychological expertise with entertainment know-how.

1. them (line 4) refers to
 - (A) problems
 - (B) call-in therapy shows
 - (C) callers
 - (D) hosts

2. they (line 7) refers to
 - (A) problems
 - (B) call-in therapy shows
 - (C) callers
 - (D) hosts

3. this phenomenon (line 9) refers to
 - (A) the fact that the shows started in California
 - (B) the fact that callers air intimate problems
 - (C) the fact that the shows started in the early 1970's
 - (D) the fact that shows enjoy considerable popularity

4. their (line 11) refers to
 - (A) therapy shows
 - (B) self-help psychology ideas
 - (C) the hosts
 - (D) psychologists

5. ones (line 16) refers
 - (A) APA guidelines
 - (B) psychologists
 - (C) problems
 - (D) the shows

6. this prohibition (line 17) refers to
 - (A) that no advice be given outside the traditional therapist-patient relationship
 - (B) that psychologists do not diagnose problems or offer psychotherapy on the radio
 - (C) that not all psychologists are pleased
 - (D) that it is a matter of some concern to the APA

7. it (line 21) refers to
 - (A) this prohibition
 - (B) the traditional therapist-patient relationship
 - (C) giving of psychological advice over the radio
 - (D) psychological advice

8. the former (line 22) refers to
 - (A) psychologists who object to call-in therapy shows
 - (B) psychologists who advocate more advice-giving over the radio
 - (C) the APA's present prohibitions
 - (D) dispensing psychological advice

9. be (line 24) refers to

- (A) a Hastings Center psychiatrist
- (B) the host
- (C) a listener
- (D) the former

10. theirs (line 28) refers to
- (A) activity
 - (B) radio-therapy programs
 - (C) listeners
 - (D) views

Questions 11-14

The Iditarod sled race has once again woven its way across miles of barren country in Alaska. Inspired by a sled-dog relay of serum to Nome for a diphtheria outbreak in 1973. It has continued each year along the storm-raked coast. The mushers race across 1968 miles from Anchorage to Nome, stopping only to get food for themselves and their dogs, and to sleep in camps or homes along the way. Temperatures often hover around zero with the wind chill factor dropping the temperature to minus 20 degrees or more. The winner gets as much as \$50,000. But only the hardest competitors can cuter this unique race.

11. The word it in line 4 refers to
- (A) Nome
 - (B) Diphtheria
 - (C) the race
 - (D) serum
12. Which of the following statements is NOT true according to the passage?
- (A) There has been diphtheria in Alaska since 1973.
 - (B) The racers stop only to eat and sleep.
 - (C) The race is more than 1000 miles long.
 - (D) It can be very cold during the race.
13. The author implies that the coastal areas of Alaska
- (A) have illnesses such as diphtheria
 - (B) are very stormy
 - (C) are never warm
 - (D) are places to make money
14. What word can be best substituted for the word hardest inline 11?

- (A) heaviest
- (B) most outgoing
- (C) friendliest
- (D) strongest

MODULE XI

MEMBACA INFERENSI

1. Indikator

- Students are expected to be able to note some clues on how to infer some information from the text.
- Students are able to complete the exercises related to Inference.

2. Dasar Teori

A. Deskripsi Singkat

Tidak ada gunanya kita membaca kalau kita tidak memahami apa yang kita baca. Yang pertama-tama harus kita pahami adalah informasi yang tersurat dalam bacaan. Bagi kita hal ini barangkali lebih gampang pada saat kita membaca dalam bahasa asing seperti yang terlihat pada contoh berikut ini.

Of the seven men taking part in the experiment two were from Chiang Mai, two from other cities in Thailand, and the remainder from neighboring Southeast Asian countries.

Informasi yang sebenarnya tersurat dalam kalimat di atas tidaklah terlalu sulit untuk dipahami:

- Tujuh orang laki-laki berperan serta dalam eksperimen.
- Dua di antaranya dari Chiang Mai.
- Dua dari kota lain di Thailand.
- Sisanya dari negara-negara lain di Asia Tenggara.

Namun demikian, penulis seringkali tidak mengungkapkan segalanya secara tersurat karena hal ini seringkali tidak perlu dan terkadang malah tidak mereka inginkan. Penulis menggunakan bahasa secara efisien dan mengetahui informasi apa yang dapat disimpulkan dari kalimat-kalimatnya. Pembaca yang efisien mampu memahami implikasi-implikasi ini. Lantas dari contoh di atas, informasi apa yang dapat kita pahami di luar informasi yang tersurat di dalamnya? Coba kita telusuri informasi tersirat yang termaktub dalam kalimat di atas dalam bentuk pertanyaan yang sekiranya perlu dijawab.

1. What is Chiang Mai?

Di dalam kalimat di atas tidak dikatakan bahwa Chiang Mai is a city in Thailand, namun fakta ini dapat disimpulkan dan ungkapan other cities in Thailand.

2. Where (and what) is Thailand?

Di dalam kalimat di atas tidak dikatakan bahwa Thailand is a country in Southeast Asia, namun dapat disimpulkan dan ungkapan neighboring Southeast Asian countries bahwa Thailand berada di Asia Tenggara. Di samping itu, dapat disimpulkan pula bahwa Thailand adalah sebuah negara, dan (a) fakta bahwa hubungan yang setara disiratkan oleh ungkapan neighboring ... countries, (b) fakta bahwa ungkapan other cities in Thailand menyiratkan bahwa Thailand merupakan satu unit lebih besar daripada sebuah kota, dan (c) dan kata Thailand itu sendiri.

3. How many men from countries other than Thailand took part in the experiment?

Kalimat di atas tidak menyebutkan bahwa ada tiga orang. Namun demikian, informasi ini dapat disimpulkan dan ungkapan of the seven..., two Were... two from ... and the remainder Kunci jawaban yang tepat atas pertanyaan di atas terletak pada pengetahuan makna remainder dan sekaligus hanyalah soal hitungan sederhana.

B. Pertanyaan Inferensi

Berikut ini adalah beberapa hal yang berkaitan dengan inferensi yang perlu kita perhatikan ketika menghadapi tes.

1. Tipe pertanyaan inferensi dapat dipakai untuk menanyakan informasi tersirat yang terdapat pada bacaan secara menyeluruh dan dapat pula dipakai untuk menanyakan informasi tersirat yang terdapat pada bagian-bagian kecil tertentu dalam bacaan.

2. Jawaban atas pertanyaan macam ini tidak dapat langsung ditemukan dalam bacaan, melainkan harus disimpulkan berdasarkan fakta-fakta yang terdapat di dalam bacaan.
3. Bentuk-bentuk berikut dapat dipakai untuk mengawali pertanyaan inferensi:
 - ❖ It can be inferred from the passage ...
 - ❖ The author implies that...
 - ❖ The passage suggests...
 - ❖ It is possible...
 - ❖ It is likely that...
 - ❖ The passage supports which of the following conclusions?
 - ❖ It is implied
4. Satu jenis khusus pertanyaan inferensi menuntut Anda untuk memahami bacaan sehingga dapat menarik kesimpulan mengenal apa yang mungkin dibicarakan sebelum atau sesudah bacaan tersebut. Petunjuk terhadap jawaban atas pertanyaan macam ini seringkali dapat kita temukan dalam beberapa kalimat awal atau akhir dalam bacaan. Berikut contoh bentuk pertanyaan macam ini:
 - ❖ Which of the following would most likely be the topic of the next paragraph?
 - ❖ The previous paragraph most likely discusses...
 - ❖ The paragraph following the passage most probably discusses...
5. Satu jenis khusus lain menuntut Anda untuk menentukan sumber bacaan, baik dan buku, bidang ilmu atau mata kuliah. Untuk bacaan kedua di atas, misalnya, sumber bacaan mungkin berasal dan sebuah buku mengenai pertanian. Berikut contoh bentuk pertanyaan semacam itu:
 - ❖ The passage would most likely be found in a textbook on which of the following subjects?
 - ❖ In which course would this reading probably be assigned?

6. Satu lagi tipe khusus pertanyaan Inference menuntut kemampuan Anda untuk mengenali sikap, pendapat atau tujuan penulis sebagaimana tersirat dalam bacaan. Berikut contoh bentuk pertanyaan macam ini:

- ❖ What is the main purpose of this passage?
- ❖ What is the author's purpose in this passage?
- ❖ Why does the author mention...
- ❖ The author uses an analog of... in order to emphasize which of the following?
- ❖ Which of the following lines indicates the author's attitude toward
- ❖ With which of the following statements would the author most likely agree?
- ❖ What is the tone of the passage?
- ❖ Which of the following words best describes the author's tone?

C. Latihan Inferensi

Circle the letter of those inferences which can be made from the information given in the statement. There may be more than one possible inference.

Example

The lesser of North American poets are more popular with children than major poets because they are direct and clear.

- (A) Children have difficulty understanding major poets.
- (B) Minor poets write poetry for children
- (C) There are fewer poets writing for children than writing for adults.
- (D) Indirect and hidden meanings are used in the poetry of major poets.

You should circle (A) because it can be inferred that the poetry of major poets is difficult for children because, unlike that of minor poets, it is not direct and clear. You should not circle (B) because it cannot be inferred whether either minor or major poets write for children, or (C) because "lesser" means "minor poets." "not fewer poets." You should circle (D) because it can be inferred that if children like

the lesser poets because they write more directly and clearly, the major poets use indirect ways of expressing ideas and hide meanings by use of symbols.

1. Three of the published reports came from official investigations, but the other two came from private individuals.
 - (A) Private individuals cannot submit reports for publication.
 - (B) Only the three official reports were considered for the publication.
 - (C) Five reports were published.
 - (D) Official investigations were made on private individuals.

2. The Institute of Anthropology plans to computerize archaeological data to help restore the North American Indian villages in Chaco Canyon.
 - (A) The Chaco Canyon Indian villages were destroyed by European people.
 - (B) The Institute of Anthropology collects information about Indian villages that are in ruins.
 - (C) The North American Indians in Chaco Canyon have computers to help them store data.
 - (D) Computers can be helpful to restore archaeological plans.

3. Some scientists believe that the African bees which have devastated the Latin American beekeeping industry will become gentler as they interbreed with the previously introduced European varieties.
 - (A) European bees will not be advantageous to the Latin American beekeeping industry.
 - (B) African bees are ferocious and destructive.
 - (C) The Latin American beekeeping industry will become gentler as African bees and European bees interbreed.
 - (D) African bees as well as European bees live in Latin America.

4. The need for a person to love and be loved is so pressing that when it is frustrated, the person will find a substitute, which can range from having a pet to collecting antiques.
- (A) Animal owners are people who think that nobody likes them.
 - (B) A person who feels rejected may lavish an abnormal amount of affection upon a stray cat.
 - (C) To show your love for someone, you should give that person a pet
 - (D) Collecting stamps can be a substitute for needed attention.
5. From the start of training to the finish of a race, the attention that endurance race contestants give their horses to ensure their being top condition for competing is more than these riders give to themselves.
- (A) To a contestant, the good condition of the horse is more important in winning an endurance race than the condition of the rider.
 - (B) The riders in an endurance race like their horses than they like themselves.
 - (C) In order to win, the horses don't give themselves as much attention as the riders give to themselves.
 - (D) After a race, endurance race contestants give themselves more attention than they give their horses.
6. No partner helps the male pheasant-tailed Jacana protect and nurture his chicks ill their floating nest.
- (A) The female pheasant-tailed jacana does not take care of her babies.
 - (B) The jacana is all aquatic bird.
 - (C) The male pheasant-tailed jacana doesn't help to protect and nurture its partner.
 - (D) The male pheasant-tailed jacana does not mate.

7. Elephants are slowly becoming trapped in isolated forest enclaves completely surrounded by land cleared for agriculture.
- (A) Hunters are trapping elephants' in isolated forest enclaves to get their ivory tusks.
 - (B) People are destroying the elephants' habitat to make farms.
 - (C) Elephants would have to cross through farmland to migrate to different forests.
 - (D) People are trapping elephants to use them for clearing land for agriculture.
8. To safeguard sunken ships from adventurers or thieves, ship salvagers keep the wrecks under constant surveillance by electronic and other means.
- (A) Thieves sunk the ships to steal the cargo.
 - (B) Sunken ships contain things that are valuable.
 - (C) Ship salvagers are usually caught before they steal anything because of safeguards.
 - (D) There are various ways to guard sunken ships from pilferers.
9. A species of weed known as the gopher plant has earned a new name-the gasoline plant-because it yields a milky latex containing hydrocarbons that can be refilled into substitutes for crude oil and gasoline.
- (A) Some weeds have been renamed "gasoline plants" because their latex can be made into gasoline.
 - (B) Substitutes for crude oil and gasoline call come from hydrocarbons.
 - (C) Gasoline refined from the gasoline plant will 50011 replace the need for gasoline from other sources.
 - (D) Milk contains hydrocarbons necessary for crude oil and gasoline substitutes.
10. Not yet profitably synthesized, morphine, a drug unsurpassed for controlling pain, is still being scraped from opium poppy heads as it was at least 5.000 years ago.

- (A) Morphine, a drug from the poppy plant, Is no longer profitable to cultivate.
- (B) Cocaine is not as effective as morphine for stopping pain.
- (C) Morphine has been used for pain control for at least 5.000 years.
- (D) It is possible to make artificial morphine economically.

Latihan

Circle the statement, (A), (B), (C), or (D), which can definitely be inferred from each of the sentences below Note: The number of inferences that can be drawn will vary from item to item, and you may want to discuss your answers with your class.

Example

Krill, which are the main diet of whales, have been cited as one of the world's biggest unexploited food resources.

- (A) Whales eat more krill than anything else.
- (B) The world has a number of unexploited food resources.
- (C) Whales are one of the world's biggest unexploited food resources.
- (D) The writer believes that krill constitute one of the world's biggest unexploited food resources.

You should circle statement (A) because the sentence says that krill are the main diet (i.e. food) of whales. You should also circle (B) because the phrase "one of the world's biggest unexploited food resources" implies that there are more than one unexploited food resource.

1. The maps are accompanied by essays that describe what they illustrate but also go far beyond them.
 - (A) It is more probable that the publication is an atlas than a collection of essays.
 - (B) It is more probable that the publication is a collection of essays than an atlas.
 - (C) The maps tell more than the essays.
 - (D) The essays tell more than the maps.

2. Chayefsky then moved into television writing and burst on the scene with the acclaimed *Marty*; when the show was turned into a movie, it won Chayefsky his first Academy Award.
 - (A) *Marty* became a television show after its success as a film.
 - (B) Chayefsky won more than one Academy Award.
 - (C) Chayefsky began his career as a television writer.
 - (D) Chayefsky was not known as a television writer before *Marty*.

3. Buying the right tires and keeping them properly inflated can add considerable mileage to the life of your car; under inflation not only causes tires to wear out faster, but may also waste gasoline and undercut performance.
 - (A) Under inflating tires always shortens their lives.
 - (B) Under inflating tires always wastes gasoline.
 - (C) There may be as many as four separate benefits from keeping tires properly inflated.
 - (D) The writer assumes that the most obvious effects of under inflation are gasoline waste and inferior performance.

4. Like other assessments of the situation, Burke's predictably, and sensibly, forecasts a rise in unemployment among the young.
 - (A) The writer agrees with Burke's forecast.
 - (B) Burke expects overall unemployment to rise.
 - (C) A number of predictions have been made with regard to the situation.
 - (D) Other forecasters agree with Burke about unemployment among the young.

5. The Sahara and Arabian deserts together cover an area almost three times the size of Europe.
 - (A) Every European country is smaller than the Sahara or the Arabian desert.
 - (B) Europe is slightly less than one-third the size of the two deserts combined.
 - (C) Alone, either the Sahara or the Arabian desert is larger than Europe.

- (D) Europe is slightly more than one-third the size of the deserts combined.
6. Apart from the obvious fact that rioters tend to come from the less well-off section of the community, there is no evidence that economic circumstances have any causal relationship with street violence.
- (A) There is some evidence for relating economic circumstances to street violence.
- (B) Not all the people in the community referred to are poor.
- (C) There is no evidence that economic circumstances result from street violence.
- (D) All rioters come from the poorer section of the community.
7. Even those qualities from genes that are easy to splice into a plant cell, such as salt-resistance, higher protein yield, and tolerance for heavy metals, may not be generally advertised in seed catalogues for years to come.
- (A) There are just three qualities from genes, which are easy to splice into a plant cell.
- (B) Scientists are already capable of splicing certain qualities from genes into a plant cell.
- (C) There are at least three qualities from genes, which can be spliced into a plant cell.
- (D) It will probably be a long time before qualities from genes, other than those mentioned, will be generally advertised in seed catalogues.
8. Very occasionally a neutrino collides with a neutron in a chloride nucleus, thus turning it into a proton and simultaneously converting the chlorine atom into radioactive argon.
- (A) Neutrinos are rare.
- (B) Collisions between neutrinos and neutrons in chloride nuclei are rare.
- (C) Such collisions always result in the formation of protons.
- (D) Chlorine atoms are commonly transformed into argon.

9. In this work the author takes on an analytical task which his style of writing appears less well adapted to than it was to the narrative theme of his earlier book.
- (A) The author appears to be capable of adapting his writing style to his subject.
 - (B) The author writes about different kinds of subjects.
 - (C) The author has written two books in total.
 - (D) The author is a better analyst than story-teller.
10. With the cadmium ban only months away, the largest chemical corporation in Sweden has already been experimenting with tin as a stabilizer in plastics, with results that are promising but, so far, inconclusive.
- (A) A Swedish company was the first to experiment with cadmium as a stabilizer in plastics.
 - (B) Cadmium has been successfully used as a stabilizer in plastics.
 - (C) The experiments with tin as a stabilizer are continuing.
 - (D) The largest existing chemical company is in Sweden.

Listening Comprehension

A. Deskripsi Singkat

Listening Compherension Section bertujuan menguji kemampuan Anda dalam memahami bahasa lisan. Akan tetapi, untuk bisa memahami bahasa lisan tersebut, di samping harus membiasakan diri mendengarkan bahasa Inggris lisan, Anda harus memiliki pengetahuan struktur bahasa (tata bahasa) Inggris yang memadai. Semua Kalimat dalam bagian ini menggunakan kalimat yang *gramatikal* (benar menurut tata bahasa) dan biasanya dalam bentuk kalimat lengkap. Semua kalimat tersebut diucapkan dalam percakapan bahasa Inggris.

Agar bisa menjawab pertanyaan-pertanyaan dalam *listening compherension* dengan baik, dituntut memiliki kemampuan untuk (1) memahami tekanan dan nada, (2) memahami perbedaan bunyi, (3) memahami idioms, (3) memahami ungkapan-ungkapan percakapan, (4) memahami kelompok atau frase kata kerja, (5) menemukan informasi yang tersirat (tak dinyatakan secara jelas), (6) memahami perbandingan, dan (7) memahami makna/isi percakapan atau pembicaraan.

Nomor tujuh merupakan tujuan akhir dari tes *listening compherension*.

Listening Compherension Section terdiri dari tiga bagian dengan 50 pertanyaan. Bagian A (Part A) terdiri dari 30 pertanyaan. Bagian B (Part B) terdiri dari tujuh sampai delapan pertanyaan. Bagian C (Part C) terdiri dari 11 sampai 13 pertanyaan. Untuk menjawab 50 pertanyaan tersebut, Anda diberi waktu 45 dan 47 menit. Jadi, Anda memiliki waktu anatra 12 sampai 15 detik untuk menjawab 1 soal. Semua soal akan dipedengarkan melalui *tape* dan tidak ada *handphone*, melainkan menggunakan *speaker* (pengeras suara) yang telah dipersiapkan untuk tes TOEFL. Pembicaraan dalam *tape* menggunakan pengucapan dan ekspresi *American English* (bahasa Inggris Amerika) di mana ucapan maupun ekspresinya agak berbeda dengan *British English* (Bahasa Inggris). Anda perlu sekali memahami perbedaannya terutama cara pengucapannya. Pengetahuan yang cukup mengenai perbedaan bahasa Inggris British dan bahasa Inggris Amerika khususnya dalam hal

pronunciation (pengucapan) akan sangat mendukung kemampuan Anda dalam mengerjakan tes *listening comprehension*.

B. Mini Talk

PART A

PART A

Pada part A, Anda akan mendengar sekitar 30 percakapan pendek (*a short conversation/dialogue*) antara dua orang, dan setiap satu percakapan akan diikuti oleh satu pertanyaan. Rata-rata satu pembicara hanya berbicara satu kali. Ketika Anda mendengarkan percakapan, Anda harus memerhatikan dengan cermat ungkapan yang diucapkan oleh pembicara kedua, karena biasanya kata kunci untuk menjawab berada pada kalimat yang diucapkan oleh pembicara kedua. Pembicara kedua biasanya akan memberikan informasi penting yang membuat Anda bisa menjawab pertanyaan.

Setelah satu percakapan selesai, Anda akan mendengar sebuah pertanyaan. Empat pilihan jawaban sudah tersedia dalam lembar soal. Semua jawaban disusun secara gramatikal, dan tampaknya semua benar. Namun sebenarnya **HANYA ADA SATU** jawaban yang benar. Anda diberi waktu 10 sampai 12 detik untuk menjawab setiap soalnya.

Setiap pertanyaan dimulai dengan *Question Words* (Kata-kata tanya) terutama:

What (Apa/Apa yang/Berapa), *Where* (Di mana atau Ke mana), *When* (Kapan).

JARANG SEKALI pertanyaan dimulai dengan : *Why* (Kenapa/Mengapa), *Which* (Yang mana), *Who* (Siapa/Siapa yang), *How* (Bagaimana/Berapa, Bagaimana).

Berikut ini adalah beberapa penggunaan kata tanya yang sering muncul pada TOEFL.

Beberapa contoh pertanyaan yang dipakai pada *Part A*:

- Where does the conversation take place? (*Di mana percakapan itu berlangsung*)
- What is the topic of the talk? (*Apa topik pembicaraan ini ?*)
- What does the man mean? (*Apa yang dimaksud oleh laki-laki/pria itu?*)

- What does the woman mean? (*Apa yang dimaksud oleh wanita/perempuan itu?*)
- When did it happen? (*Kapan ini terjadi?*)
- Where does the event occur? (*Kapan peristiwa ini terjadi?*)
- What is the man's occupation? (*Apa pekerjaan laki-laki/pria itu?*)
- What is the woman's profession? (*Apa pekerjaan wanita/perempuan itu?*)

Pada lembar soal, sebelum mengerjakan soal *listening*, Anda harus membaca dengan cermat petunjuk mengerjakan soal. Berikut adalah petunjuk atau perintah yang harus Anda pahami. Di bawah petunjuk pada lembar soal, Anda akan diberi empat pilihan untuk setiap soal.

PART A
<p>Directions</p> <p>In Part A, you will hear short conversations between two speakers. At the end of each conversation, a third voice will ask a question about what was said. The question will be <i>spoken</i> just one time. After you hear a conversation and the question about it, read the four possible answers and decide which one would be the best answer to the question you have heard. Then, on your answer sheet, find the number of the problem and mark your answer.</p> <p style="text-align: center;">(1) (A) April (B) May (C) June (D) July</p>

Bagian A
<p>PETUNJUK</p> <p>Di Bagian A, Anda akan mendengar percakapan singkat antara dua pembicara. Di akhir setiap percakapan, suara ketiga akan mengajukan pertanyaan tentang apa yang dikatakan. Pertanyaan itu akan diucapkan hanya satu kali. Setelah Anda mendengar percakapan dan pertanyaan tentang hal itu, baca empat kemungkinan jawaban dan putuskan mana yang akan menjadi jawaban terbaik untuk</p>

pertanyaan yang telah Anda dengar. Kemudian, pada lembar jawaban Anda, temukan nomor masalah dan tandai jawaban Anda.

(1) (A) April (B) May (C) June (D) July

Setelah membaca petunjuk di atas, Anda akan mendengarkan sebuah percakapan pendek sebagai berikut.

1. Man : I thought Mike and Francie were getting married in June.
Woman : No, that's when his cousin's wedding is. They're getting married the following month.
Third Voice : When does the woman say Mike and Francie are getting married?

Jika Anda mendengarkan dengan saksama, Anda akan tahu bahwa Mike dan Francie menikah bukan bulan Juni, melainkan *the following month*, yakni bulan Juli. Jadi jawaban soal nomor 1 adalah D.

C. LONGER CONVERSATION

PART B

Pada Part B, Anda akan mendengar sebuah percakapan panjang (a long conversation/dialogue) antara dua orang dan setiap satu percakapan panjang akan diikuti oleh beberapa pertanyaan.

Teks lisan setiap percakapan panjang terdiri atas **140 s.d 290 kata** dan berlangsung selama **40 sampai 80 detik**. Topiknya bersifat lebih akademis bila dibandingkan dengan *Part A* dan materinya berbicara seputar sejarah, ilmu pengetahuan, atau organisasi universitas, dan kadang-kadang Anda perlu memerhatikan informasi yang berkaitan dengan angka-angka yang terdapat di dalam percakapan ini. Di sini, Anda memiliki waktu kira-kira 12 detik untuk menjawab beberapa pertanyaan dalam satu percakapan panjang.

Setelah percakapan panjang selesai, Anda akan mendengar beberapa pertanyaan yang diucapkan sekali. Pertanyaan biasanya dimulai dengan *Question Words* (Kata-kata tanya) terutama: *What* (Apa/Apa yang/Berapa), *How* (Bagaimana/Berapa/Bagaimana), *Where* (Di mana, Ke mana), *Why* (Mengapa),

Who (Siapa), dan *Whom* (Kepada/Dengan Siapa) antara lain seperti contoh di bawah ini:

- What is the main topic of this conversation ? (*Apa topik utama percakapan ini?*)
- Where does the conversation take place? (*Di mana percakapan ini berlangsung?*)
- When did it occur? (*Kapan ini terjadi?*)
- What will the man probably do next ? (*Apa yang mungkin akan dilakukan pria itu kemudian?*)
- How is the woman decide to buy a used house ? (*Bagaimana wanita itu memutuskan untuk membeli rumah bekas?*)
- Who is the guest speaker? (*Siapa pembicara tamu itu?*)

Berikut ini adalah contoh soal, dan *tapescript* percakapan panjang.

PART B
<p>DIRECTIONS</p> <p>In Part B, you will hear longer conversations. After each conversation, you will be asked some questions. The conversations and questions, will be <i>spoken</i> just one time. They will not be written out for you, so you will have to listen carefully in order to understand and remember what the speaker says.</p> <p>When you hear a question, read the four possible answers in your test book and decide which one would be the best answer to the question you have heard. Then, on your answer sheet, find the number of the problem and fill in the space that corresponds to the letter of the answer you have choosen.</p>

Bagian B
<p>PETUNJUK</p> <p>Di Bagian B, Anda akan mendengar percakapan yang lebih panjang. Setelah setiap percakapan, Anda akan ditanya beberapa pertanyaan.</p>

Percakapan dan pertanyaan, akan diucapkan hanya satu kali. Mereka tidak akan ditulis untuk Anda, jadi Anda harus mendengarkan dengan seksama untuk memahami dan mengingat apa yang dikatakan pembicara.

Ketika Anda mendengar pertanyaan, bacalah empat kemungkinan jawaban dalam buku ujian Anda dan putuskan mana yang akan menjadi jawaban terbaik untuk pertanyaan yang telah Anda dengar. Kemudian, pada lembar jawaban Anda, temukan nomor soal dan isi ruang yang sesuai dengan huruf jawaban yang telah Anda pilih.

Kemudian petunjuk di atas diikuti oleh beberapa soal, yang contohnya sebagai berikut:

- 3.1. (A) He was crazy
(B) They thought he was dead
3.2. (A) On a plane.
(B) On television.
3.3. (A) He fell out of a plane.
(B) His two parachutes didn't open.
3.4. (A) He died.
(B) He jumped from a plane again.
- (C) He had many broken bones.
(D) He fell out of a plane.
(C) On the ground.
(D) In a hospital.
(C) He fell while walking.
(D) A parachute fell on him
(C) He broke his leg.
(D) He went crazy.

Setelah membaca petunjuk dengan jelas, Anda akan mendengar sebuah percakapan panjang yang diikuti oleh beberapa pertanyaan, dalam contoh ini diberikan empat pertanyaan. Perhatikan contoh percakapan panjang berikut ini.

Question 31 through 34 are based on the following conversation.

Man : Did you see that TV program last night about the sky driver whose parachutes didn't open after he had jumped from his plane?

Woman : No, I didn't. Did he die?

Man : No, it's really unbelievable how he could have survived such a free fall, much less live to tell about it on television!

Woman : What happened?

Man : Neither of his parachutes opened as he plummeted to the ground. When they found him, they thought he was dead. Doctors said he'd never walk again, but he proved them wrong.

Woman : How long was he recuperating?

Man : He spent eighteen months in the hospital; while his broken bones were mending. He was no sooner discharged than he jumped out of a plane.

Woman : Gee, some people sure do crazy things!

31. Why was the man in the hospital?

32. Where did the interview take place?

33. What caused the man's accident?

34. What did the man do after he was released from the hospital?

PART C

Pada Part C, Anda akan mendengarkan ceramah pendek (*a short lecture/talk*) dan setiap satu ceramah pendek akan diikuti oleh beberapa pertanyaan.

Pada Part C, Anda akan mendengarkan teks lisan, yakni kuliah/ceramah pendek (*a short lecture*). Biasanya setelah kuliah atau ceramah pendek, Anda akan mendengar 3 (tiga) atau 4 (empat) pertanyaan.

Teks lisan setiap ceramah terdiri atas **140 sampai 290 kata** dan berlangsung sekitar **40 sampai 80 detik**. Topiknya bersifat lebih akademis bila dibandingkan dengan Part A dan materinya berbicara seputar sejarah, ilmu pengetahuan, atau organisasi universitas, dan kadang-kadang Anda perlu memerhatikan informasi yang berkaitan dengan angka-angka yang terdapat dalam percakapan/kuliah ini. Di sini, Anda memiliki waktu kira-kira 12 detik untuk menjawab beberapa pertanyaan dalam satu ceramah.

Setelah ceramah atau kuliah selesai, Anda akan mendengar beberapa pertanyaan yang diucapkan sekali. Pertanyaannya biasanya dimulai dengan *Question Words* (kata-kata tanya) terutama : *What* (Apa yang/Berapa), *How* (Bagaimana/Berapa, Bagaimana), *Where* (Di mana? Ke mana), *Why* (Mengapa), *Who* (Siapa), dan *Whom* (Kepada/Dengan Siapa) seperti juga yang terlihat pada bagian B.

PART C

DIRECTIONS

In Part C, you will hear several talks. After each talk, you will be asked some questions. The talks and questions will be spoken just one time. They will not be written out for you, so you will have to listen carefully in order to understand and remember what the speaker says.

When you hear a question, read the four possible answers in your test book and decide which one would be the best answer to the question you have heard. Then, on your answer sheet, find the number of the problem and fill in the space that corresponds to the letter of the answer you have chosen.

BAGIAN C

PETUNJUK

Pada Bagian C, Anda akan mendengar beberapa pembicaraan / ceramah. Setelah ceramah, Anda akan ditanya beberapa pertanyaan. Teks ceramah dan pertanyaan-pertanyaan akan diucapkan sekali saja. Teks ceramah dan pertanyaan-pertanyaan tersebut tidak akan ditunjukkan secara tertulis kepada Anda, karena itu Anda harus mendengarkan secara cermat agar bisa memahami dan mengingat apa yang diucapkan oleh pembicara.

Ketika Anda mendengar sebuah pertanyaan, bacalah keempat pilihan jawaban di buku soal Anda dan tentukan satu jawaban terbaik untuk pertanyaan yang telah Anda dengar. Kemudian pada lembar jawab, temukan nomor soal dan hitamkan huruf yang cocok dengan pilihan jawabannya.

Setelah membaca petunjuk di atas, bacalah soal yang mengikutinya. Berikut ini adalah contoh cuplikan soal *listening* untuk *Part C*.

43. (A) *To plan a special diet for the patient to lose weight*
(B) *To show someone how to read an x-ray.*
(C) *To get the patient to join an exercise class.*
(D) *To inform the patient about how to deal with his illness.*
44. (A) *She talked with a chiropractor.*
(B) *She read the x-rays.*
(C) *She did some back stretching exercises.*
(D) *She took some pain killers.*
45. (A) *Osteoarthritis.*
(B) *Curvature of the spine.*
(C) *Pinched nerves.*
(D) *Muscle spasms.*

Setelah mengamati petunjuk dan soal pada buku soal Anda, bersiaplah untuk mendengarkan ceramah lisan. Selama mendengarkan ceramah tersebut, amati pilihan-pilihan jawaban pada buku soal Anda. Berikut ini adalah cuplikan *script* dari ketiga soal di atas. Baca dan bandingkan dengan pilihannya.

Question 43 through 45 are based on the following commentary by a doctor to a patient.

Mr. Davis, I've just finished reading your x-rays and I would like to discuss them with you. You have osteoarthritis in the middle of your back and scoliosis, which is a curvature of the spine. I can also feel the muscle spasms and pinched nerves from your shoulders to the base of your spine. While this may sound terrible to you, it is not life-threatening, nor is it something to worry about. At

present, there is no cure for these problems, but you can control them with proper treatment. First of all, we need to adjust your diet a little. The nurse will provide you with information on some foods to avoid completely and others whose consumption should be restricted. Here is an explanation of some back exercises that you can do. They will help to stretch and strengthen the muscles and to relieve the pain. Use a heating pad and an ice pack to alleviate soreness in the joints. I'm going to prescribe some muscle relaxers and pain killers. Take them as indicated. In about six weeks we'll see how you are progressing and then begin some chiropractic treatment. I'd like to see you again in three weeks. Please have the nurse make an appointment for then.

43. *What is the purpose of the talk?*
44. *What did the speaker do before talking with Mr. Davis?*
45. *According to the speaker, what is scoliosis?*

JENIS-JENIS PERTANYAAN LISTENING

Anda sangat perlu memahami berbagai bentuk pertanyaan *Listening Comperension* seperti:

- a. *Pertanyaan yang menanyakan **Pikiran Utama** (Main Idea)*
 - What is the main idea of this talk?
 - What are they talking about?
- b. *Pertanyaan yang menanyakan **Topik Pembicaraan***
 - What does the text talk about?
 - What is the topic of this talk?
 - What is the text about?
 - What is the talk about?
- c. *Pertanyaan yang menanyakan **Kesimpulan** (Conclusion / Inference)*
 - What can we infer (*simpulkan*) from the talk?
 - What is the conclusion of this meeting?

- d. *Pertanyaan yang menanyakan **Informasi Rinci** (Detailed Information)* mengenai: Siapa (*Who*), Apa (*What*), Di mana (*Where*), Kapan (*When*), dan Bagaimana (*How*).
- Who is invited to the party?
 - What time did the meeting begin?
 - Where did it happen?
 - When was this virus invented?
 - How could the explorer obtained the location?
- e. *Pertanyaan yang menanyakan **Saran** (Suggestion / Advice)*
- What does the woman suggest?
 - What should the man do?
- f. *Pertanyaan yang menanyakan **Implikasi** (Implication)*
- What does this statement imply?
- g. *Pertanyaan yang menanyakan **Tujuan** (Purpose)*
- What is the purpose of the talk?
- h. *Pertanyaan yang menanyakan **Judul** (Title)*
- What is the best title of the talk?
- i. *Pertanyaan yang menanyakan tentang **Sikap/Pandangan Pembicara** (Speaker's view):* apakah puas (*satisfied*), sedih (*sad*), Bahagia (*happy*), kritis (*critical*), dan sebagainya, misalnya:
- What's the speaker's impression about the event?
 - What does the speaker's feel about it?
- j. *Pertanyaan yang menanyakan tentang **Peserta Ceramah** (Audience)*
- Who is the speech addressing to?
 - Whom is the speaker talk to?

**CONTOH-CONTOH SOAL SERTA ALTERNATIF PILIHAN JAWABAN
SESUAI JENIS PERTANYAANYA.**

1) Pertanyaan Mengenai Topik Pembicara (Topic), misalnya:

What are the man and the woman talking about?

- A. A health club C. A game
B. A class D. A dentist

2) Pertanyaan Mengenai Gagasan Utama (Main Idea), misalnya:

What do the speaker's mainly discuss ?

- A. The use of photographs in painting.
B. A TV program about Norman Rockwell.
C. The Saturday Evening Post Magazine.
D. Exhibits of art at the library.

**3) Pertanyaan Mengenai Informasi Rinci (Detailed Information),
misalnya:**

What is the man's problem?

- A. He is tired C. He is thirsty
B. He is drunk D. He is busy

4) Pertanyaan Mengenai Kesimpulan (Conclusion /Inference), misalnya:

What can we infer about the woman?

- A. She has stopped smoking
B. She does not want to get married to the man
C. She has asked the man to quit smoking many times
D. She is not in love with the man

5) Pertanyaan Mengenai Saran (Suggestion/Advice), misalnya:

What does the man suggest that the woman do?

- A. Return later
B. Telephone the security guar
C. Stay at the dorm
D. Look for the key

6) Pertanyaan Tersirat/Secara Tidak Langsung (Implied Questions), misalnya:

What does the man imply?

- A. The woman cannot get a soda.
B. He will go downstairs to get the woman a soda.
C. The woman should go downstairs to get a soda.
D. He does not know where to get a soda

7) Pertanyaan Asumsi (Assumed Questions), misalnya:

What had the man assumed about Bill?

- A. Bill did not do much traveling.
B. Bill did not take the class.
C. Bill did not read novels
D. Bill did not like to read

8) Pertanyaan Mengenai Prediksi/Perkiraan (Prediction), misalnya:

What will the man probably do?

- A. He will probably leave.
B. He will probably order the size orange juice they have.
C. He will probably not have any orange juice.
D. He will probably have orange juice.

9) Pertanyaan Mengenai Tujuan (Purpose), misalnya:

What is the main purpose of study group?

- A. To prepare for the test.
B. To create a presentation.
C. To compare answer from a quiz.
D. To exchange.

10) Pertanyaan Mengenai Lectures (Kuliah), misalnya:

According to research, what might be the dominant personality trait of the youngest child?

- A. Charming
- B. Shy
- C. Motivated
- D. Happy

11) Pertanyaan Mengenai Masalah-masalah (Problems), misalnya:

What is the man's problem?

- A. He does not have a checking account.
- B. He does not have any checks.
- C. He does not have the money to pay his rent.
- D. There is line at the cashier's window.

12) Pertanyaan mengenai Sikap/Pandangan Pembicara (Speaker's View): satisfied (puas), sad (sedih), happy (bahagia), critical (kritis), misalnya:

How does the man feel?

- | | |
|------------------|-----------------------|
| A. He is worried | C. He feels confident |
| B. He is happy | D. He is tired |

13) Pertanyaan mengenai ucapan Idioms (Idiomatic Expressions), misalnya:

On what do the speakers agree?

- A. The sign has Mickey Mouse on it.
- B. They do not believe the sign.
- C. The course is very easy.
- D. They did not register for the course.

STRATEGIES

Skill 1: Focus On The Last Line

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

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

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

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

(narrator) What does the woman say about Billy?

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

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

(B) He forgot to write his paper.

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

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

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

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

Strategy #1: Focus On The Last Line

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

Listening

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

1. (man) Can you tell me if today's matinee is a comedy, romance, or western?
(woman) I have no idea.
(narrator) What does the woman mean?
(A) She has strong ideas about movies.
(B) She prefers comedies over westerns and romances.
(C) She doesn't like today's matinee.
(D) She does not know.

2. (woman) Was anyone at home at Barb's house when you went there to deliver the package?
(man) I rang the bell, but no one answered.
(narrator) What does the man imply?
(A) Barb answered the bell.
(B) The house was probably empty.
(C) The bell wasn't in the house.
(D) The house doesn't have a bell.

3. (woman) You just got back from the interview for the internship. How do you think it went?
(man) I think it's highly unlikely that I got the job.
(narrator) What does the man suggest?
(A) It's unlikely that he'll go to the interview.
(B) He thinks he'll be recommended for a high-level job.
(C) The interview was apparently quite unsuccessful.
(D) He had an excellent interview.

Skill 2: Choose Answers With Synonyms

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

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(woman) Why is Barbara feeling so happy?

(man) She just started working in a real estate agency.

(narrator) What does the man say about Barbara?

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

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

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

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

Strategy #2: Choose Answers With Synonyms

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

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

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

2. (man) We're planning to leave for the trip at about 2:00.
(woman) Couldn't we leave before noon?
(narrator) What does the woman ask
(A) If they could leave at noon
(B) If it is possible to go by 12:00
(C) Why they can't leave at noon
(D) If they could leave the room

3. (man) Was the concert well-received?
(woman) The audience applauded for a long time after the performance.
(narrator) What does the woman say about the concert?
(A) The performance went on for a long time.
(B) There was applause throughout the performance.
(C) The people clapped on and on after the concert.
(D) The audience waited for a long time for the concert to begin.

Skill 3: Avoid Similar Sounds

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

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(man) Why couldn't Mark come with us?

(woman) He was searching for a new apartment.

(narrator) What does the woman say about Mark?

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

- (A) He was in the department office.
- (B) He was looking for a place to live.
- (C) He was working on his research project.
- (D) He had an appointment at church.

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

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

Strategy #3: Avoid Similar Sounds

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

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

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

Listening

1. (woman) I heard that Sally just moved into a new beach.
(man) But Sally doesn't have a cent!
(narrator) What does the man mean?

(A) Sally has no sense of responsibility.
(B) Sally sent her friend to the house.
(C) Sally has no money.
(D) Sally is on the with her.

2. (woman) Did they get the new car they wanted?
(man) No, they lacked the money.
(narrator) What does the man mean?
(A) They locked the map in a car.
(B) They looked many times in the car.
(C) It cost a lot of money when the car leaked oil.
(D) They didn't have enough money to buy another car.
3. (man) Have you finished packing yet?
(woman) You should call the porter to get the suitcases.
(narrator) What does the man mean?
(A) It's important to pack the suitcases.
(B) They need help carrying their, bags.
(C) The man should pack his suit in case he needs it.
(D) The suitcases are quite portable.

Who, What, Where

Skill 4: Draw Conclusions About Who, What, Where

It is common in the short dialogues to ask you to draw some kind of conclusion. In this type of question the answer is not clearly stated; instead you must draw a conclusion based on clues given in the dialogue. One kind of conclusion that is common in this part of the test is to ask you to determine who the speaker is, based on clues given in the dialogue.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

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

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

(narrator) What is the man?

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

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

The clues class, homework, and quiz in the dialogue tell you that the man is probably a tea chef:

Answer (C) is therefore the correct answer

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

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

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

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

(narrator) What will the man probably do next?

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

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

(D) Go to the circulation desk

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

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

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(woman) Are you going into the water or are you just going to lie there on the sand?

(man) I think I need to put on some suntan lotion.

(narrator) Where does this conversation probably take place?

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

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

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

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

Conclusions About Who, What, Where
<p>It is common for you to be asked to draw one of the following conclusions in the short dialogues:</p> <ol style="list-style-type: none">1. Who is probably talking?2. What will she probably do next?3. Where does the dialogue probably take place?

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

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

(D) Make a list of errands to run

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

Skill 5: Listen For Who and What in Passives

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

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

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

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

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

In this dialogue, the woman uses the active statement. She got a new checking account, which means that Sally opened a checking account. The correct answer

uses the passive structure that a new checking account was opened to express the same idea. Therefore, the best answer to the question above is answer (C).

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

Passive Statements
1. If the dialogue contains a passive statement, the answer to the question is often an active statement. 2. If the dialogue contains an active statement, the answer to the question is often a passive statement.
Note: Check carefully who or what is doing the action in these questions.

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

1. (woman) Alice needs to pay her tuition today.
(man) But her tuition has already been paid.
(narrator) Who does the man imply?
(A) Alice's education has paid off.
(B) Alice's tuition needs to be paid.
(C) Alice has already paid her fees.
(D) Alice has already received the money

2. (man) Have you been taking good care of the lawn?
(woman) I watered it only this morning.
(narrator) Who does the woman mean?
(A) She drank some water on the lawn this morning.

- (B) She waited for him on the lawn this morning.
(C) The lawn has already been watered today.
(D) She wanted a new lawn this morning.
3. (man) Did you hear the news about the child who was lost in the park?
(woman) Yes, and I heard that she was just found!
(narrator) Who does the woman mean?
(A) Someone located the girl.
(B) She heard about the new park from the child.
(C) The child found her lost pet.
(D) The child was the last one in the park.

Skill 6: Listen For Who And What with Multiple Nouns

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

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

- (man) Do you know who is in the band now?
(woman) I heard that Mara replaced Robert in (he band.
(narrator) What does the woman say about the band?

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

- (A) Robert became a new member of the band.
(B) Robert took Mara's place in the band.
(C) Mara didn't have a place in the band.

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

In the woman's response to the man's question, she talks about two people (Mara and Robert), and these two people are confused in the answers. Because Mara replaced Robert, this means that Mara took Robert's place in the band. The best answer is therefore answer (D).

The following chart outlines the key point that you should remember about questions with multiple nouns:

Who and What With Multiple Nouns
When there are multiple nouns in a sentence, it is common for the answers to confuse which noun does what.
Note: Check carefully who or what is doing the action in these questions.

- (A) The students were told to go listen to the speaker.

(B) The professor attended that evening's lecture.

(C) The students were given directions to the lecture.

(D) The professor was directed to the lecture hall.
- (A) The manager went to the supply room.

(B) The clerk set supplies on the floor.

(C) The clerk went to the supply room at the manager's request.

(D) The clerk backed into the manager in the supply room.
- (A) The librarian was quite reserved with the students for two days.

(B) Within two- days the librarian had the books for the students.

(C) The librarian reserved the books for the students.

(D) The students put the books on hold for two days.

4. (A) The chairman decided that Tony would serve on the board for another year.
(B) The chairman elected the board.
(C) The board decided Tony could be chairman after one year.
(D) Tony became chairman for one more year

5. (A) The judge defended the murderer.
(B) The judge tried to protect the defendant from the murderer.
(C) The judge said that the defendant was a criminal.
(D) The defense couldn't make a judgment about the criminal.

6. (A) The woman should announce the names of the committee members.
(B) He is thankful to be appointed to the committee.
(C) He is sure about the time of the appointment with the committee.
(D) The woman will serve on the committee.

TOEFL Exercise (Skills 4—6): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.

Now Begin The Recording at TOEFL Exercise (Skills 4—6).

1. (A) In a department store
(B) In a stationery store
(C) At the post office
(D) At the airport

2. (A) The teacher gave the students a hand.
(B) The term papers were turned in.
(C) The students got the papers from the office.
(D) The teacher handed the papers to the students.

3. (A) The attendant checked the oil in Mark's car.
(B) Mark checked to see if he had enough oil in his car.
(C) Mark checked with the service station attendant.
(D) Mark wrote a check to pay for the oil.

4. (A) A delivery man
(B) A famous chef
(C) A clerk in a fast-food restaurant
(D) An airline steward

5. (A) They need new print for the additional copies.
(B) They can make extra copies if necessary.
(C) Printers are needed for the additional copies.
(D) Additional copies are needed immediately.

6. (A) The professor bought two books.
(B) The students had to purchase two books.
(C) The students sold two books to the professor.
(D) The student were required to read two books by the professor.

7. (A) The doctor returned to the office.
(B) Jim asked the doctor to come to the office.
(C) The doctor will not return until next week.
(D) Jim was told to come back.

8. (A) Go to work in the lab
(B) Sample the work from the lab
(C) Have the samples delivered
(D) Send a note to the lab.

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

Negatives

Skill 7: Listen For Negative Expressions

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

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

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

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

(narrator) What does the woman say about the trip

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

- (A) They drove rather quickly.
(B) They couldn't have driven more slowly.
(C) They wanted to travel slowly to Maine.
(D) They didn't drive to Maine.

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The correct answer is answer (A). If they didn't drive slowly to Maine, this means that they drove rather quickly. Notice that the correct answer uses quickly, the opposite of slowly. The answers that use slowly are not correct.

The following chart outlines the types of negative expressions that you should be careful of:

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

Exercise 7: In this exercise, underline the negative in the last line of each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that uses an opposite meaning.

1. (man) I can't seem to get the (tool) unlocked.
 (woman) That isn't like right key for the door
 (narrator) Who does the woman mean?
 (A) The key in the drawer is on the right.
 (B) The man should write the message on the door.
 (C) The man has the wrong key.
 (D) The right key isn't in the drawer.

2. (man) Were you pleased with last week's convention
 (woman) Nothing went as planned.

(narrator) Who does the woman mean?

- (A) The convention was disorganized.
- (B) She didn't plan to attend the convention.
- (C) She planned the convention last week.
- (D) She wasn't pleased with the last week of the convention.

3. (woman) Are you planning to go to college next year?

(man) I'm really unsure about the idea.

(narrator) Who does the man mean?

- (A) He definitely wants to go to college.
- (B) He is certain about his plans.
- (C) He's hesitant about attending college.
- (D) His idea is to go to college.

TOEFL Exercise 7: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of negative expressions.

Now Begin The Recording At TOEFL Exercise

1. (A) She is very busy.
(B) She has lots of free time.
(C) It is not necessary to take out the trash.
(D) She will do it if she has time.

2. (A) The interview is very important.
(B) He is worried about the interview.
(C) What he's wearing to the interview is important.
(D) He is not concern about the interview.

3. (A) He has almost all the notes.
(B) His attendance was perfect.
(C) He went to all the lectures but one.

(D) He missed more than one psychology class.

4. (A) They passed the library at 6:00.
(B) The library opens at 6:00 in the summer.
(C) The library closes at 6:00.
(D) You can't check out more than six books in the summer.
5. (A) Water the plants once a day.
(B) Give the plants no more water.
(C) Water the plants often while the man is gone.
(D) Give the plants a limited amount of water.

Skill 8: Listen For Double Negative Expressions

It is possible for two negative ideas to appear in one sentence, and the result can be quite confusing.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(man) I can't believe the news that I heard about the concert.

(woman) Well, it isn't impossible for the concert to take place.

(narrator) What does the woman say about the concert?

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

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

The correct answer to this question is answer (C). If it isn't impossible for the concert to take place, then it is possible, and the modal might indicates possibility. The following chart outlines the situations where double negatives can occur:

Double Negatives		
Expression	Example	Correct Answer
negative word (e.g., not, no, none) and a negative prefix (e.g., in-, un-, dis-)	He didn't like the unclean office.	did not like unclean office = liked clean office
two negative verbs	It isn't snowing, so they aren't going to the mountains.	implies that they would go if it were snowing
neither or not ... either	Sue didn't like the movie, and neither did Mark.	both did not like the movie

Exercise 8: In this exercise, underline the two negatives in the last line of each short dialogue. Then read the question and choose the best answer to that question. Remember that two negatives can make the sentence positive.

- (man) Paula, you worked so hard setting up the field trip.

(woman) I hope no one's unhappy with the arrangements

(narrator) What does Paula mean?

(A) She hopes everyone will be pleased.

(B) She knows no one is happy with what she has done.

(C) She's arranged to take a trip because she's unhappy.

(D) Everyone's happy with the condition of the field.

- (man) How was your history exam?

(woman) I didn't study enough, so I didn't do well

(narrator) What does the man mean?

(A) He studied a lot and passed.

- (B) He failed in spite of his effort.
 - (C) He got a good grade even though he didn't study.
 - (D) His grade was poor because of inadequate preparation.
3. (man) Were your friends able to get tickets for the concert?
 (woman) Mark couldn't get tickets for the concert, and neither could Paul.
 (narrator) What does the woman mean?
- (A) Although Mark couldn't get both tickets, Paul did.
 - (B) Both were unable to obtain tickets.
 - (C) Neither Mark nor Paul wanted to go to the concert.
 - (D) Mark tried to get tickets, but Paul didn't.

TOEFL Exercise 8: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of double negatives.

Now Begin the Recording at TOEFL Exercise 8.

1. (A) He'll definitely be elected.
 (B) The election is now complete.
 (C) She has high hopes for his chances.
 (D) It may happen.
2. (A) Both parts of his game were bad.
 (B) He served better than he volleyed.
 (C) Some parts of his game were better than others.
 (D) Replayed rather well.
3. (A) It is a surprise that he was prepared.
 (B) He was not ready, as usual.
 (C) He prepared a really big surprise.

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

10. (A) Roger has been bothered.
(B) Roger wasn't the least bit disturbed.
(C) The problems have had little effect on Roger.
(D) Roger hasn't been disturbed.

Skill 9: Listen For "Almost Negative" Expressions

Certain expressions in English have "almost negative" meanings. These expressions are common in the short dialogues.

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

(woman) Were you able to pay the electric bill?

(man) I had barely enough money.

(narrator) What does the man imply?

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

- (A) He had plenty of money for the bill.
(B) He did not have enough money for the bill.
(C) He paid the bill but has no money left.
(D) He was unable to pay the bill.

In the man's statement, the word *enough* indicates that there was enough, so he paid the bill. However it was barely enough, so he almost did not have enough and certainly has no left. The correct answer is therefore answer (C).

The following chart outlines common "almost negative" expressions:

Common Almost Negative Expressions		
Meaning	Example	Example
almost none	hardly, barely, scarcely, only	There is hardly any food in the refrigerator.
almost never	rarely, seldom	He rarely drives to work.

Exercise 9: In this exercise, underline the “almost negative” expression in the last line of each short dialogue. Then read the question and choose the best answer. Remember that the best answer is one that means that it is true but it is almost not true.

- (man) I have the Mona's been offered the manager jobs.
 (woman) But she has hardly any work experiences?
 (narrator) What does the woman say about Mona?
 (A) Mona hasn't worked hard.
 (B) Mona's experience has been hard.
 (C) Mona's job as manager is hard.
 (D) Mona hasn't worked for very long.
- (woman) How much time did Sam spend on his paper for economics class?
 (man) Sam has seldom taken so much time on a research paper
 (narrator) What does the man mean?
 (A) Sam usually spends this much time on his schoolwork.
 (B) Sam has rarely worked so hard.
 (C) Sam took too much time on this paper.
 (D) Sam should've worked harder on this paper.

3. (woman) Does Steve usually park his car there?
(man) Only once has he parked his car in that lot.
(narrator) What does the man mean?
(A) He parks his car there once in a while.
(B) He's parked his car there a lot.
(C) He only leaves his car there for short periods of time.
(D) He left his car there on just one occasion.

Exercise 9: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of "almost negative" expressions.

Now Begin the Recording At TOEFL Exercise 9.

1. (A) There's little rain in July.
(B) In July it never rains.
(C) It rains hard in July.
(D) When it rains in July, it rains hard.
2. (A) The university accepted three students.
(B) None of the students is going to the university.
(C) John was not accepted.
(D) Two were not admitted.
3. (A) Although he did pass, Mark's exam grade wasn't too good.
(B) Mark failed his history exam.
(C) The highest grade on the history exam went to Mark.
(D) Professor Franks didn't pass Mark on the history exam.
4. (A) He often has long waits in Dr. Roberts's office.
(B) He must wait patiently for Robert.
(C) Dr. Roberts is generally punctual.

(D) He doesn't mind waiting for Dr. Roberts.

5. (A) Betty often takes vacations in winter.
(B) Betty prefers to take vacations in winter.
(C) Occasionally Betty works one week during vacation.
(D) A winter vacation is unusual for Betty.

Skill 10: Listen For Negatives With Comparatives

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

Example from the Paper and Computer TOEFL® Tests

On the recording, you hear:

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

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

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

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

- (A) She is not very smart.
(B) He is smarter than she is.
(C) Other students are smarter than she is.
(D) She is the smartest student in the class.

The man responds to the woman's question with the negative No and the comparative more intelligent, and this combination has a superlative meaning, the smartest. The best answer is therefore answer (D).

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

Comparatives With Negatives		
Comparative	Example	Meaning
More	No one is more beautiful than she is.	She is the most beautiful.
-er	He couldn't be happier.	He is extremely happy.

Exercise 10: In this exercise, underline the negative and the comparative in the second line of each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that expresses a superlative, or very strong, idea.

- (woman) Have you gotten over your cold yet?
 (man) I couldn't be feeling any better today.
 (narrator) What does the man mean?
 (A) He's feeling terrific.
 (B) He felt a lot worse today.
 (C) He's not feeling too well today.
 (D) He's a bit better today.
- (woman) What did you think of Mike when you first met him?
 (man) He couldn't have been more unfriendly.
 (narrator) What does the man mean?
 (A) Mike was extremely friendly when he met him.
 (B) Mike could have met him sooner
 (C) Mike didn't seem to like him at all.
 (D) When he met Mike, he didn't have a friend.
- (woman) Did you see Theresa's grade on the math exam? It was unbelievable!
 (man) No one else could have done better
 (narrator) What does the woman mean?

- (A) Theresa could've gotten a higher grade..
- (B) Anyone could get a good grade.
- (C) Theresa got the highest grade.
- (D) A high grade is impossible for anyone.

TOEFL Exercise 10: In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of comparatives with negatives.

Now Begin the Recording at TOEFL Exercise 10.

1. (A) She's not very happy.
(B) She didn't do very well on the exam.
(C) She could be somewhat happier.
(D) She's delighted with the results.

2. (A) Paula is always lazy.
(B) Paula didn't work very hard this semester.
(C) Paula made a strong effort.
(D) Paula could have worked harder.

3. (A) The prices were great!
(B) The prices were too high.
(C) She didn't buy much because of the prices.
(D) The prices could have been lower.

4. (A) She is not very smart.
(B) She always tells him everything.
(C) He doesn't know her very well.
(D) She's extremely intelligent.

5. (A) The patient absolutely didn't need the surgery.
(B) The necessity for the surgery was unquestionable.
(C) The surgeon felt that the operation as necessary.
(D) It was essential that the surgery be performed immediately.
6. (A) They were not very lucky.
(B) No one was hurt,
(C) The accident was unfortunate.
(D) She wanted to have better luck.
7. (A) Nothing was very difficult.
(B) Tue exam wasn't at all easy.
(C) The exam couldn't have been easier.
(D) The exam had nothing difficult on it.
8. (A) She wants that job very much.
(B) No one is going to get the job.
(C) Everybody else wants that job as much as she does.
(D) She is not sure about taking the job.
9. (A) She was second in the race.
(B) She was almost the slowest person in the race.
(C) She won the race.
(D) She was not faster than anyone else.
10. (A) This math project was extremely complex.
(B) This math project was less complicated than the last.
(C) They seldom complete their math projects.
(D) Complicated math projects are often assigned.

This Module comprise three section test on Paper-Bases Test TOEFL. It is designed for students of Adab and Humaniora Faculty of UIN Ar-Raniry.

The purpose of this module is to help the students of Adab and Humaniora Faculty UIN Ar Raniry understand the TOEFL test and improve their English language skills to better prepare for the exam.

The materials cover grammar theory and practice, reading and listening comprehension tests in TOEFL

