

TOEFL PREPARATION

BERMUATAN GENERAL EDUCATION

Ika Apriani Fata

Nira Erdiana

Editor:
Saiful

SYIAH KUALA UNIVERSITY PRESS

TOEFL PREPARATION

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KATA SAMBUTAN

REKTOR UNIVERSITAS SYIAH KUALA

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Buku ajar Bahasa Inggris ini diharapkan dapat membekali mahasiswa agar memiliki kemampuan dasar belajar *test of English as a Foreign Language* (TOEFL). Nilai TOEFL merupakan salah satu persyaratan penting bagi mahasiswa untuk dapat melengkapi berkas pengajuan ujian skripsi. Oleh karena itu, seluruh mahasiswa Unsyiah harus meningkatkan kemampuan belajar Bahasa Inggris dan nilai TOEFL sesuai dengan standar yang telah ditetapkan oleh Universitas Syiah Kuala.

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Darussalam, November 2020
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Prof. Dr. Ir. Samsul Rizal, M.Eng.

PRAKATA

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Banda Aceh, November 2020

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BAB 1

GENERAL OVERVIEW OF TOEFL

Apa itu TOEFL? TOEFL adalah singkatan dari Test of English as a Foreign Language. Ia merupakan test proficiency yang digunakan untuk mengukur kemampuan bahasa Inggris seseorang tanpa dikaitkan secara langsung dengan proses belajar mengajar. Dengan demikian TOEFL berbeda dengan achievement test, yaitu tes yang lingkup ujinya terbatas pada bahan yang telah dipelajari siswa dalam satu kelas bahasa Inggris. TOEFL mencakup tiga sampai dengan empat aspek sesuai jenis tesnya yaitu (1) Listening Comprehension, (2) Structure and Written Expression, (3) Reading Comprehension.

Ada tiga macam tes TOEFL yaitu *International TOEFL test*, *Institutional TOEFL test*, dan *TOEFL Like-Test*. Perbedaannya adalah bahwa soal *International TOEFL* baru dalam setiap pelaksanaan tes. Sedangkan soal *institutional test* dan *TOEFL Like-test* atau *TOEFL prediction* bersumber pada soal-soal beberapa tahun sebelumnya dari *International TOEFL test*. Masa berlaku tes TOEFL berbeda-beda. Untuk *International TOEFL test*, masa berlakunya adalah dua tahun yang dapat diterima di seluruh universitas di dunia. Ia juga dapat digunakan untuk melamar beasiswa ke luar negeri. Bagi *Institutional TOEFL Test*, masa berlakunya hanya enam bulan, biayanya jauh lebih rendah, tidak dapat digunakan untuk mendaftar ke universitas di luar negeri tetapi ada kalanya dapat dipakai untuk melamar beasiswa ke luar negeri. *TOEFL Like-Test* atau *TOEFL prediction* tidak dapat digunakan untuk mendaftar ke universitas luar negeri, hanya untuk memenuhi persyaratan universitas tertentu di Indonesia.

Ada Berapa Jenis TOEFL?

Sampai saat ini ada tiga jenis TOEFL yang di keluarkan oleh ETS (*English Testing Service*), yaitu:

1. PBT (Paper Based Test) TOEFL
2. CBT (Computer Based Test) TOEFL
3. iBT (internet Based Test) TOEFL

Apa Perbedaan Tiga Jenis Tes TOEFL?

1. PBT (Paper Based Test) TOEFL

PBT-TOEFL adalah jenis TOEFL Test yang pertama kali dikeluarkan oleh ETS. Sistem tes pada PBT-TOEFL menggunakan *paper* atau lembaran-lembaran kertas soal dan lembar jawaban yang harus diisi dengan pensil 2B. Materi yang diujikan adalah:

- Listening
- Structure
- Reading

Score range 217 – 677.

Lama waktu tes adalah 2 – 2.5 jam.

2. CBT (Computer Based Test) TOEFL

CBT-TOEFL adalah jenis kedua, menggantikan PBT-TOEFL. Sistem tes CBT-TOEFL tidak lagi menggunakan paper, tapi langsung dengan komputer. Semua soal menggunakan software dan setiap soal langsung dijawab /dikerjakan di komputer. CBT pertama kali dikeluarkan pada tahun 1998. Namun di beberapa negara di Asia, khususnya Indonesia masih diperkenankan untuk menggunakan PBT (ITP-TOEFL) sebagai standar International TOEFL Test. Sehingga pamor CBT di Indonesia sangat minim. Bahkan hingga sekarang masih banyak masyarakat Indonesia yang tidak mengetahui apa itu CBT-TOEFL.

Materi yang diujikan adalah:

- Listening
- Structure
- Reading
- Writing

Score range 0 – 300.

Lama waktu test adalah 2 – 2.5 jam.

3. iBT (internet Based Test) TOEFL

iBT-TOEFL atau yang juga dikenal dengan Next Generation (NG) TOEFL adalah jenis TOEFL Test terbaru yang dikeluarkan ETS dan mulai diperkenalkan sejak tahun 2005, tetapi di Indonesia, baru mulai diberlakukan sejak tahun 2006 sebagai standar International TOEFL Test yang diakui di dunia. ETS banyak melakukan perubahan pada format dan system TOEFL Test terbaru ini. iBT-TOEFL juga menggunakan media komputer, hanya saja system test pada iBT menggunakan internet. Dengan demikian peserta

tes langsung online dengan ETS dan menjawab soal-soal tes juga secara online.

Materi yang di tes adalah:

- Listening
- Speaking
- Writing, and Reading

Score range of iBT is 0 -120.

Lamanya waktu tes adalah 4 jam.

BAB 2

SECTION 1 LISTENING COMPREHENSION

Listening Section of the TOEFL is?

The Listening Comprehension section will be the first section you will be required to take in any TOEFL test. It has a total of 50 questions, and all the questions are oral and played to you from a tape recorder. The multiple-choice answers are all written on the test. You must choose the best answer to each spoken question. The test administrator will give you 30 - 35 minutes to complete the section, so you will have to learn to work quickly. Follow these skill practices in addition to taking the practice exams so that you will become more familiar with the Listening Comprehension section. Completing all homework and additional tasks in this book will absolutely help you do better in the test. The more familiar you become with this section, the less time it will take you to choose the correct answers

There are three parts to the Listening Comprehension test. These are:

Part A - dialogues (30 questions)

This part is the most difficult parts as you have to understand sometimes exactly what the speakers are talking about. You have to decide the answer based on those short dialogues. You will hear an informal conversation between a man and a woman. Usually each person speaks only once. A third voice (man or woman) then asks a question about their conversation. You must select the written statement which **ANSWERS THE QUESTION**.

Part B – Longer Conversations (8 questions)

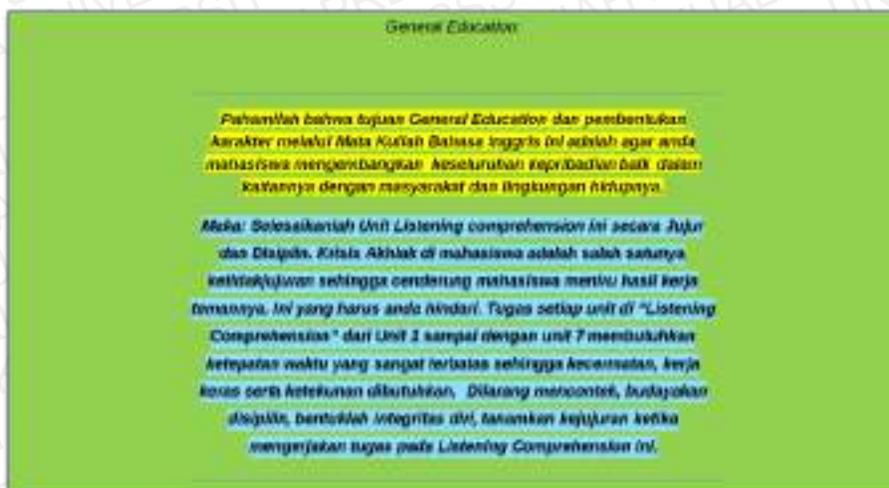
You will hear two people having a conversation. A third voice then asks four or five questions about the mini-talk. You do not have to understand all words spoken by the two speakers. All you need to do is to comprehend the conversation. The questions which come after each conversation are easy and general questions. You will be able to answer the question if you understand the conversation. You must select the written statement which **ANSWERS THE QUESTION**.

Part C – Short Talks (12 questions)

You will hear one person talking. A second voice will then ask four or five questions about the talk. The talks are very formal. Only formal language is spoken. The talks are usually spoken by lecture, tour guide, etc. You must select the written statement which ANSWERS THE QUESTION (Pyle & Page, 2002).

BAB 3

PART A SHORT DIALOGUES



In Part A you will hear several informal short dialogues with two speakers discussing some aspect of college life. These dialogues can be about social or academic life. You will be expected to recognize some idiomatic language that is common in North America. Sometimes each speaker will only speak once. Other times each speaker will take two turns. Each dialogue is followed by a multiple choice question with four choices.

Short dialogues are found in Part A in the Listening Comprehension section of the paper TOEFL test. For each of the 30 short dialogues in this part of the test, you will hear a two-line dialogue between two speakers followed by a multiple-choice question. After you listen to the dialogue and the question, you must choose the best answer to the question from your test book. Look at an example of a short dialogue from the paper TOEFL test (Philips,2001).

Question types in Part A:

- What does the man/woman mean?
- What does the man/woman imply?
- What does "word from dialogue" refer to?
- What can be inferred from the dialogue?
- What are the speakers discussing?
- What is the man/woman's problem?
- Where is the conversation probably taking place?

Procedures for the Short Dialogues

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

- Never choose an answer because it sounds like what you heard in the dialogue.
7. **Be prepared for the next question.** You have only 12 seconds between questions.
(Gear&Gear,2006).

3.1 UNIT 1: FOCUS ON THE SECOND SPEAKER

Experienced TOEFL students know that what the first person says usually (and be careful, it is said usually; this doesn't mean always) does not contain the answer to the question.

What does this mean for you? Simple, make sure you don't miss what the second person says. However, sometimes you cannot answer the question if you miss what the first speaker says. Here is an example of such conversation.

Woman: (.....)

Man: More so than I thought.

Narrator: What does the man say about the car?

- (A) He thinks it is extremely nice.
- (B) He thought the car was less expensive.
- (C) He would like to take it for a test ride.
- (D) He would prefer more choices.

Strategy # 01

The last line of the dialogue probably contains the answer to the question.

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.

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.

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 movie 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.



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

1. (A) He is leaving now.
 (B) He has to go' out of his way.
 (C) He will not be leaving soon.
 (D) He will do it his own way.
2. (A) He locked the door.
 (B) He tried unsuccessfully to get into the house.
 (C) He was able to open the door.
 (D) He left the house without locking the door.

3. (A) She doesn't like to listen to turkeys.
(B) She thinks the dinner sounds special.
(C) She especially likes the roast turkey.
(D) She'd prefer a different dinner.
4. (A) He'll be busy with her homework tonight.
(B) He can't help her tonight.
(C) He's sorry he can't ever help her.
(D) He'll help her with her physics.
5. (A) Her eyes hurt.
(B) She thought the lecture was great.
(C) The class was boring.
(D) She didn't want to watch Professor Martin.
6. (A) Not all the bills have been paid.
(B) They don't have enough credit to pay the bills.
(C) What she said on the phone was not credible.
(D) He used a credit card to pay some of the bills.
7. (A) She'll call back quickly.
(B) She'll definitely be back by 4:00.
(C) She'll give it back by 4:00.
(D) She'll try to return fast.
8. (A) She hasn't seen Tim.
(B) Tim was there only for a moment.
(C) Tim was around a short time ago.
(D) Tim will return in a minute.
9. (A) She doesn't like the place he chose.
(B) She doesn't want to get into the car.
(C) She's glad the spot is reserved.
(D) They can't park the car there.
10. (A) There's plenty to eat.
(B) The refrigerator's broken.
(C) The food isn't in the refrigerator.
(D) He's not sure if there's enough.

(Source From: Longman TOEFL Test)

3.2 UNIT 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:

On the recording, you hear:

(woman) *Why is Barbara feeling so happy?*

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

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

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

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

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

Strategy #02

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

2. (man) *We are 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.



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

1. (A) The final exam was harder than the others.
(B) There were two exams rather than one.
(C) He thought the exam would be easier.
(D) The exam was not very difficult.
2. (A) He's not feeling very well.
(B) He's rather sick of working.
(C) He's feeling better today than yesterday.
(D) He'd really rather not answer the question.
3. (A) The company was founded about a year ago.
(B) It was just established that he could go into business.
(C) The family is well-established.
(D) The business only lasted a year.
4. (A) He did not look at the right schedule.
(B) The plane landed in the right place.
(C) The plane arrived on time.
(D) He had to wait for the plane to land.
5. (A) She'd rather go running.
(B) She doesn't want to go into the pool.
(C) She'll change clothes quickly and go swimming.
(D) She needs a sweat suit to go running.
6. (A) The firefighters saved the homes for last.
(B) A firefighter saved the hillside last night.
(C) The homes on the hillside were burned.
(D) The houses weren't destroyed.

7. (A) There's enough soup.
 (B) The spices are adequate.
 (C) She thinks the soup's too salty.
 (D) The man should add more salt and pepper.
8. (A) He was lucky to receive a grant for his studies.
 (B) He used his fortune to pay his fees.
 (C) He is a scholar at a college with low fees.
 (D) He paid to get a scholarship.
9. (A) It profited from previous mistakes.
 (B) It earned a lot of money.
 (C) This was the last year that it would make a profit.
 (D) It was not so successful.
10. (A) Chuck's bank account has too much money in it.
 (B) He thinks Chuck has the wrong kind of bank account.
 (C) He thinks that Chuck is on his way home from the bank.
 (D) There isn't enough money in Chuck's account.

(Source From: Longman TOEFL Test)

3.3 UNIT 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:

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).

Strategy #03:

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.

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

1. (woman) *I heard that Sally just moved into a new, big house near the beach.*
 (man) *But Sally doesn't have a cent!*
 (narrator) *What does the man mean?*
 - (A) Sally has no sense of responsibility.
 - (B) Sally sent her friend to the house.
 - (C) Sally has no money.
 - (D) Sally is on the set with her.

2. (woman) Did they get the new car they wanted?
 (man) No, they lacked the money.
 (narrator) What does the man mean?
 - (A) They locked the map in a car.
 - (B) They looked many times in the car.
 - (C) It cost a lot of money when the car leaked oil.
 - (D) They didn't have enough money to buy another car.

3. (man) Have you finished packing yet?
 (woman) You should call the porter to get the suitcases.
 (narrator) What does the woman mean?
 - (A) It's important to pack the suitcases.
 - (B) They need help carrying their bags.
 - (C) The man should pack his suit in case he needs it.
 - (D) The suitcases are quite portable.



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

1. (A) She has to wait for some cash.
 - (B) The waiter is bringing a glass of water.
 - (C) The lawn is too dry.
 - (D) She needs to watch out for a crash.
2. (A) The sweater's the wrong size.
 - (B) The man's feet aren't sweating.
 - (C) The sweater makes the man seem fat.
 - (D) The sweet girl doesn't feel right.
3. (A) He has been regularly using a computer.
 - (B) He communicates with a Boston company.
 - (C) He regularly goes to communities around Boston.
 - (D) He has been traveling back and forth to Boston.
4. (A) He thought the lesson didn't matter.
 - (B) He couldn't learn the lesson.
 - (C) He learned a massive number of details.
 - (D) He didn't like most of the lesson.
5. (A) Some animals started the first fire.
 - (B) Animals are killed by forest fires.
 - (C) In the first frost, animals die.
 - (D) Frost can kill animals.
6. (A) Twenty pairs of shoes are on sale.
 - (B) The shoe salesclerk spent twenty dollars on pears.
 - (C) The shoes cost twenty dollars.
 - (D) The shoes could be repaired for twenty dollars.

7. (A) Tom tended to dislike biology lab.
 (B) Attendance wasn't necessary at biology lab.
 (C) Tom went to biology lab.
 (D) There was a tendency to require biology lab.
8. (A) The meal will be served at noon.
 (B) The males should be driven there by noon.
 (C) He's expecting the ice to melt before noon.
 (D) The letters ought to be delivered at 12:00.
 (E)
9. (A) The weather will probably get worse later.
 (B) The newspaper headlines described a bad storm.
 (C) There was news about a headstrong man.
 (D) He had a new bed.
10. (A) If she could do the grocery shopping
 (B) If she prefers cooked vegetables or salad
 (C) If she could help prepare the salad
 (D) If she minds shopping for vegetables

(Source From: Longman TOEFL Test)

3.4 UNIT 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 1

On the recording, you hear:

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

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

(narrator) *Who is the man?*

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

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

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

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

Example 2

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 3

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 (D) At an outdoor restaurant
 (B) At the beach
 (C) In a sandbox

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

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

CONCLUSIONS ABOUT **WHO, WHAT, WHERE**

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

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

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

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

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



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

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 4.

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

5. (A) A salesclerk in a shoe store
 (B) A shoe repairperson
 (C) A party caterer
 (D) A salesclerk in a fixtures department
10. (A) A pharmacist
 (B) A dentist
 (C) A teacher
 (D) A business manager

(Source From: Longman TOEFL Test)

3.5 UNIT 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:

On the recording, you hear:

(man) Did Sally go to the bank this morning?

(woman) Yes, she did. She got a new checking account.

(narrator) What does the woman imply?

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

- (A) Sally wrote several checks.
 (B) Sally wanted to check up on the bank.
 (C) A new checking account was opened.
 (D) Sally checked on the balance in her account.

In this dialogue, the woman uses the active statement. **She got a new checking account**, which means that **Sally opened a checking account**. The correct answer uses the passive structure that **a new checking account was opened** to express the same idea. Therefore, the best answer to the question above is answer (C) (Rogers,2011).

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. (A) Alice's education has paid off.
 (man) But her tuition has already been paid. (B) Alice's tuition needs to be paid.
 (narrator) What does the man imply? (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 ? (A) She drank some water on the lawn this morning.
 (woman) I watered it only this morning. (B) She waited for him on the lawn this morning.
 (narrator) What does the woman mean? (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 ? (A) Someone located the girl.
 (woman) Yes, and I heard that she was just found! (B) She heard about the new park from the child.
 (narrator) What does the woman mean? (C) The child found her lost pet.
 (D) The child was the last one in the park.



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

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 5

1. (A) If the restaurant is on the corner
(B) If the man would like to go to the restaurant
(C) If the vegetables are fresh
(D) If vegetarian food can be obtained
2. (A) He admitted that he wanted to go to law school in the fall.
(B) The law school accepted him as a student.
(C) The law professor admitted that he would be a student in the fall semester.
(D) He would be admitted to law school after the fall semester.
3. (A) Mark's plants were cared for in his absence.
(B) Mark's plan was to be out of town.
(C) Mark was careful about his plans for the out-of-town trip.
(D) She was careful while Mark was gone.
4. (A) The lights in the trees were destroyed in the storm.
(B) The storm damaged the trees.
(C) The falling trees destroyed a store.
(D) In the light the destruction of the storm could be seen.

5. (A) She was broke from skiing.
(B) She went skiing in spite of her accident.
(C) Her leg was hurt on a skiing trip.
(D) Her skis were broken in the mountains.
6. (A) The road the horses took was long and hard.
(E) It was hard to find the hidden houses.
(F) The riders worked the horses too much.
(G) It was hard for people to ride the horses for long.
7. (A) He didn't want the coffee that the woman ordered.
(B) He wasn't sure if the woman wanted coffee.
(C) He assumed the woman had ordered coffee.
(D) He was unaware that coffee had already been ordered.
8. (A) The car was in the left parking lot at the airport.
(B) The friends parked their car at the airport.
(C) The airport couldn't hold a lot of cars.
(D) There were a lot of cars to the left of the parking lot.
9. (A) The students pointed at Mac.
(B) Mac was present when the other students made the appointment.
(C) The class representative suggested Mac to the other students.
(D) Mac was chosen by his classmates to represent them.
10. (A) After the earthquake, the insurance company came out to inspect the damage.
(B) The insurance company insisted that the building be repaired to meet earthquake safety standards.
(C) The inhabitants paid their premiums after the earthquake.
(D) The insurance company paid for the earthquake damage.

(Source From: Longman TOEFL Test)

3.6 UNIT 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:

On the recording, you hear:

(man) Do you know who is in the band now?

(woman) I heard that Mara replaced Robert in the 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).

EXERCISE 6: In this exercise, underline the confusing nouns in each short dialogue. Then, read the question and choose the best answer to that question. Remember to think very carefully about who is doing what.

- | | | | |
|------------|--------------------------------------|-----|---|
| 1. (man) | Why is Bill not at work this week? | (A) | The doctor decided to take some time off from work. |
| (woman) | His doctor made him take a week off. | (B) | The doctor told Bill he wasn't too weak to work. |
| (narrator) | What does the woman mean? | (C) | Bill was mad when the doctor took some time off. |
| | | (D) | Bill took a vacation on his doctor's orders. |

2. (man) Why is Paul going back home this summer?
 (woman) He's returning to Vermont for his sister's wedding.
 (narrator) What does the woman mean?
3. (man) Did you hear that John's uncle died ?
 4. (woman) Yes, and John was named beneficiary in his uncle's will.
 5. (narrator) What does the woman mean?
- (A) Paul is getting married this summer.
 (B) Paul's sister is returning from Vermont to get married.
 (C) Paul will be there when his sister gets married this summer.
 (D) Paul's sister is coming to his wedding in Vermont.
- (A) John received an inheritance when his uncle died.
 (B) It's a benefit that John's name is the same as his uncle's.
 (C) John knows that his uncle will come to the benefit.
 (D) John's uncle gave him a beneficial name.



TOEFL EXERCISE 6: In this exercise, listen carefully to the short conversation and question on the recording, and then choose the best answer to the question. You should be particularly careful of who is doing what.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 6

1. (A) The passenger waited at the corner.
 (B) The passenger looked for a taxi at the corner.
 (C) The cab driver waited for the passenger.
 (D) The passenger cornered the waiting taxi driver.
2. (A) It was hard for her to hear Jane last night.
 (B) Jane gave a harp recital last night.
 (C) Jane was playing hard while she was hurt.
 (D) She played the harp last night for Jane.

3. (A) The baby sister went to bed quite early.
(B) The children were forced to go to bed early.
(C) The baby-sitter made the bed after the children got up.
(D) The baby-sitter did not stay up late.
5. (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.
6. (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.
7. (A) The librarian was quite reserved with the students for two days.
(B) Within two days the librarian had the books for the students.
4. (A) The man taught his son about football.
(B) The boy is receiving the ball from his dad.
(C) The ball is being tossed into the air by the boy.
(D) The man is playing with the ball in the sun.
8. (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.
9. (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.

- (C) The librarian reserved the books for the students.
- (D) The students put the books on hold for two days.
10. (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.

(Source From: Longman TOEFL Test)

3.7 UNIT 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:

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.

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: <i>not or n't</i>	Tom is not sad about the results.	not sad = happy
Other negatives: <i>nobody, none, nothing, never</i>	Nobody arrived on time. Nancy never works hard.	nobody ...on time = late never works hard = lazy
Negative prefixes: <i>un-, in-, dis-</i>	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.

- (man) I can't seem to get the door unlocked. (A) The key in the drawer is on the right.

(woman) That isn't the right key for the door. (B) The man should write the message on the door.

(narrator) What does the woman mean? (C) The man has the wrong key.

(D) The right key isn't in the drawer.
- (man) Were you pleased with last week's convention? (A) The convention was disorganized.

(woman) Nothing went as planned. (B) She didn't plan to attend the convention.

(narrator) What does the woman mean? (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) What 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.



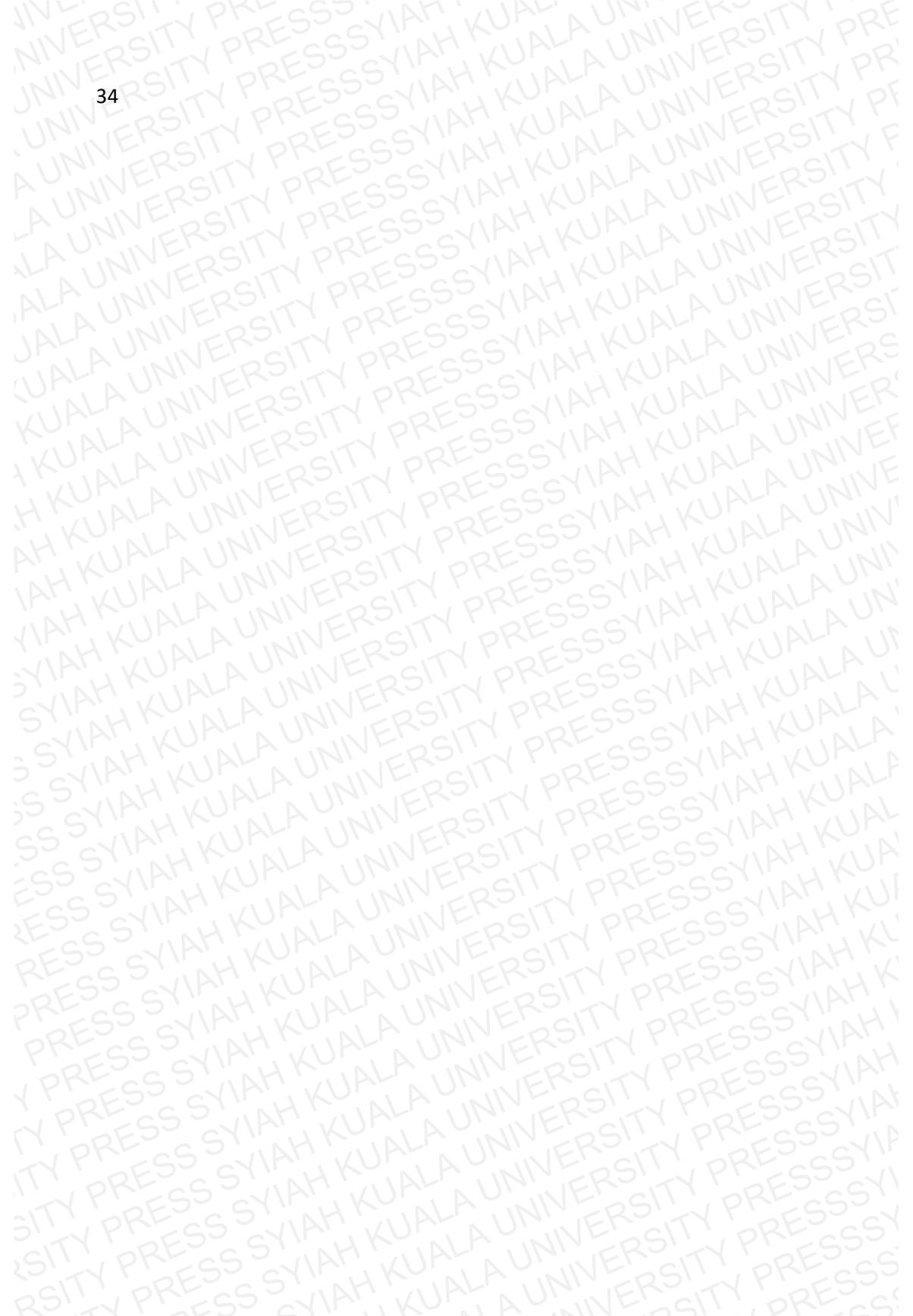
TOEFL EXERCISE 7: In this exercise, listen carefully to the short conversation and question on the recording, and then choose the best answer to the question. You should be particularly careful of negative expressions.

NOW BEGIN THE RECORDING AT TOEFL EXERCISE 7

- (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.
- (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 concerned about the interview.
- (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.
- (A) The service satisfied her.
 (B) The food was worse than the service.
 (C) She thought the service was bad.
 (D) Neither the food nor the service was satisfying.
- (A) He told his kids to leave.
 (B) He seriously wanted the woman to go.
 (C) He was joking when he told the woman to leave.
 (D) He left with the woman.
- (A) The project will take all their effort.
 (B) They have no other work to do.
 (C) It's impossible to finish.
 (D) They aren't even close to finishing the project.

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.
9. (A) She doesn't mind an hour more.
(B) She'd rather stay more than an hour.
(C) It's better to stay than go.
(D) She prefers to leave.
10. (A) The service at the hotel wasn't too good.
(B) This hotel gave excellent service.
(C) The service at the hotel could have been improved.
(D) This hotel's service was the same as the service at other hotels.

(Source From: Longman TOEFL Test)

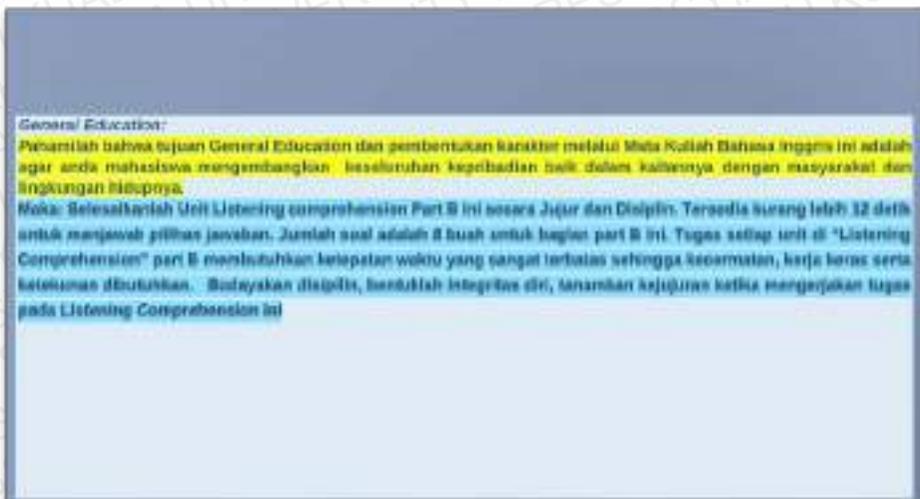


BAB 4

PART B LONGER CONVERSATIONS

In Part B of the Listening Comprehension section of the TOEFL test, you will hear longer conversations. Each conversation begins with a spoken statement identifying the question numbers which correspond to it and a statement which sets the context. For example, you will hear: "Questions 31 through 34. Listen to a conversation between two students who are working together on a course assignment."

The conversation begins immediately following these statements. You must focus your attention and concentrate carefully on the conversation because you will hear it only one time and taking notes is not permitted. After each selection you will hear several questions about what was said. These are spoken only one time. You will have 12 seconds to choose from four possible answers in your test book and fill in the space on your answer sheet. There is a total of 8 questions in Part B (Sharpe,2004).



General Education:

Pemantah bahwa tujuan General Education dan pembentukan karakter melalui Mata Kuliah Bahasa Inggris ini adalah agar anda mahasiswa mengembangkan keseluruhan kepribadian baik dalam kaitannya dengan masyarakat dan lingkungan hidupnya.

Nota: Selesaikanlah Uji Listening comprehension Part B ini secara Jujur dan Disiplin. Tersedia surat lebih 12 detik untuk menjawab pilihan jawaban. Jumlah soal adalah 8 buah untuk bagian part B ini. Tugas setiap unit di "Listening Comprehension" part B membutuhkan ketepatan waktu yang sangat terbatas sehingga kecermatan, kerja keras serta ketekunan dibutuhkan. Bidevikan disiplin, bentuhlah integritas diri, anamkan kejujuran ketika mengerjakan tugas pada Listening Comprehension ini

STRATEGIES TO USE FOR LISTENING COMPREHENSION OF PART B1. *Focus on the conversation.*

Focus all your attention on the conversation you are listening to. Do not try to read answer choices at the same time you are listening. Remember that all the information in the answer choices may be mentioned in the conversation. You do not want to get the choices confused with what is actually stated. Do not work on previous items when the conversation is being spoken, and do not think about other items.

2. *Focus on who, what, and where.*

Most of the questions concern what the people are talking about (the topic of the conversation) and details from the conversation. Other questions are based on what is implied, but not stated, in the conversation. Some questions require you to draw a conclusion. Concentrate on the details and clues which reveal the information necessary to answer the questions.

3. *Pay Attention to the context and content.*

The first speaker of a conversation often gives the context. The language in the conversations is usually rather informal and frequently concerns topics common to the everyday life of young adults enrolled in a university. It is not necessary to have previous knowledge of the subject matter discussed in the conversations. All the information needed to answer the questions is included within the conversations. Try to remember the details in context so as not to get confused.

4. *Focus on the question.*

All correct and incorrect answers include details mentioned in the conversation. An incorrect answer may contain information that is true according to the conversation but which does not answer the question. Sometimes an incorrect answer contains information that has been stated in a way that changes its meaning and, therefore, does not answer the question. Keep the question in your mind as you read the four choices.

5. *Know what works for you.*

If you are uncertain which answer is correct, you can do one of two things:

- A. Use your intuition (instincts).*
- B. Guess.*

6. *Use every second wisely*

Don't lose time thinking about something you don't know. Answer each question quickly, and then prepare yourself to listen to the next question (Soars, 2013).

PRACTICE WITH TOPICS

Immediate identification of the topic will help you to anticipate the information you will hear and need to retain to answer the question.

- 1. The topic is what the conversation is about. It is usually understood at the beginning of the conversation.*

Example

W: I saw a very good movie about Agatha Christie on TV last night.

M: Was that the one with Vanessa Redgrave as Agatha?

W: Yes, and Dustin Hoffman played a reporter. Did you see it?

M: No, but it came out quite a while ago, didn't it?

W: Yeah, it did.

The first speaker states the topic of the conversation - a movie about Agatha Christie. The speakers continue the conversation by discussing this movie.

- 2. Sometimes it appears that the speakers are going to discuss one topic, but then that topic is changed. Sometimes a broad topic is narrowed down to a specific topic.*

Example

W : That was some blackout we had this morning.

M : That's for sure. The electricity was out for almost an hour.

W : Where were you when it happened?

M : In an elevator on my way to a seminar in the science building.

W : You were stuck in an elevator? What did you do?

M : Well, the alarm didn't work, so I just waited.

W : That must have been awful.

M : No, not really. I wasn't looking forward to the seminar, and I had a perfect excuse for missing it.

M : Maybe so. but being stuck in an elevator is my worst nightmare. I get claustrophobic.

W: It was longer than I would have liked, but what can you do?

Although the first speaker begins the conversation by mentioning the blackout, the topic changes to being trapped in an elevator. The remainder of the conversation is about being trapped in an elevator.

3. Sometimes the topic is not stated directly. The topic can be inferred through what the speakers say.

Example

W : I always enjoy my first day back to classes.

M : So do I. except I have a late-afternoon chemistry lab this semester.

W : You don't like late-afternoon classes, do you?

M : No, but most of my classes are in the morning.

W : I have an evening class. It's that Methods of Research class.

Fortunately, it's just one night a week.

Although the topic - class schedules - is never stated, the speakers are discussing their individual class schedules.

4.1 UNIT 1: DETERMINE THE TOPIC

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

Example from the paper TOEFL test

On recording you hear:

(man): You can believe what I just got!

(woman): I bet you get that new car you've always wanted.

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

You think:

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

EXERCISE 20: *listen to the first part of each of the conversation, and decide on the topic of each conversation.*

▶ NOW BEGIN THE RECORDING AT EXERCISE 20

1. What is the topic of conversation 1?

2. What is the topic of conversation 2?

3. What is the topic of conversation 3?

4.2 UNIT 2: DRAW CONCLUSIONS ABOUT WHO, WHAT, WHEN, WHERE

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

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

Example from the paper TOEFL test

On the recording, you hear:

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

(woman) : I need them for my paper on Goerge Washington, do you know how I can check them out?

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

You think:

Who is probably talking? (two students)

Where are they? (in library)

What course are they discussing? (American history)

EXERCISE 21: listen to the first part of each of the conversation and try to imagine the situation. Then answer the question in the text.

☞ NOW BEGIN THE RECORDING AT EXERCISE 21:Conversation 1

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

Conversation 2

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

Conversation 3

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

4.3 UNIT 3: LISTEN FOR ANSWERS IN ORDER

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

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

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

Example from the paper TOEFL test

On the recording you hear:

- (man) : Can I help you?
- (woman) : I'm interested in opening account.
- (man) : Well, we have several different types Of accounts; Checking accounts, money Market accounts, time Deposit accounts.

In your text book. You read:

1. (A) A checking account
- (B) A saving account
- (C) A money market account
- (D) A time deposit account

- (woman) : it's a checking accounts that I am interested in.
- (man): I can help you with that. First, you have to Fill out a Form, and then I need to see some Identification.
That's About all there is to it.
- (woman) : That sounds easy enough. Thanks for you help.
2. (A) A form
(B) An account
(C) A piece of identification
(D) A check

On the recording, you hear:

- (narrator) 1. What types of account does the women want?
2. What does the man need for her to show him?

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

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

TOEFL EXERCISE 22: listen to each complete conversation and answer the question that follow:

🔊 NOW BEGIN THE RECORDING AT TOEFL EXERCISE 22

1. (A) Find work on campus
(B) Work in the employment office
(C) Help students find jobs
(D) Ask the woman question
2. (A) In the library
(B) In a classroom
(C) In a campus office
(D) In an apartment
3. (A) No more than ten
(B) At least twenty
(C) Not more than twenty
(D) Up to ten
4. (A) Every morning
(B) Afternoons and weekends
(C) When he's in class
(D) Weekdays
5. (A) Fill out a form
(B) Give her some additional information
(C) Tell her some news
(D) Phone her
6. (A) Just before a vacation
(B) Just after the end of a school semester
(C) At the end of the summer
(D) Just after a break from school
9. (A) Sleeping outside on the ground
(B) Spending time in a hot tub
(C) Relaxing at the lodge
(D) Enjoying excellent food
10. (A) She'd be scared, but she'd like to try
(B) She can't wait
(C) It would be quiet exciting for her
(D) She'd prefer not to try
11. (A) All kinds of pollution
(B) How acid rain has harmed the earth
(C) Pollution from cars and factories
(D) The causes and possible effects of acid rain
12. (A) Nuclear power
(B) Electricity
(C) Burning coal and oil
(D) Solar power
13. (A) From Sulfur dioxide and water vapor
(B) From sulfur dioxide and nitrogen oxide
(C) From nitric acid and sulfur dioxide
(D) from water vapor and nitric acid

7. (A) A trip to visit the Eskimos
(B) A trip the woman is planning to take
(C) A trip the man has already taken
(D) A camping trip the man and woman took
8. (A) Three hours
(B) Three complete day
(C) Three classes
(D) Three weeks
14. (A) Only North America
(B) At the North and South Poles
(C) In parts of several northern continents
(D) In equatorial areas
15. (A) She should protect herself from the rain
(B) She should clean up the water supply
(C) She should read a novel
(D) She should get more information about acid rain

TOEFL REVIEW EXERCISE (skills 18-22): *In this exercise, you will use all of the information that you learned in skills 18 through 22.*

Before the recording begins, you should read over the answers to questions 1 through 15 and do the following:

- *Anticipate the topics you will hear*
- *Anticipate the questions*
- *While you are listening to the conversation, you should do the following:*
- *Listen for the topics in the first lines.*
- *Draw conclusions about the situation (who, what, when, where)*
- *Listen for the answers in order.*

⚡ NOW BEGIN THE RECORDING AT TOEFL REVIEW EXERCISE (Skills 18-22)

1. (A) To a concert
(B) To a rehearsal
(C) To a lecture
(D) To the library
2. (A) One
(B) Two
(C) Three
(D) Four
3. (A) The bus does not go directly to the music building.
(B) The bus goes very slowly to the music building.
(C) The bus sometimes does not come.
(D) The bus will not arrive for a while
4. (A) Walk
(B) Wait for the bus
(C) Miss the lecture
(D) Think of another plan
5. (A) Boring
(B) Fantastic
(C) Lengthy
(D) Faithful
6. (A) By car
(B) By plane
(C) By train
(D) By bicycle
8. (A) Laramie
(B) Devil's Tower National Monument
(C) Old Faithful
(D) Wyoming
9. (A) Hear again about Yellowstone
(B) Take a trip to Yellowstone
(C) Get a job in national park
(D) More to Yellowstone
10. (A) How and when we celebrate Thanksgiving
(B) The traditional Thanksgiving dinner
(C) When Thanksgiving began
(D) Abraham Lincoln
11. (A) With colonists in Massachusetts
(B) A lone and thinking about how Thanksgiving developed
(C) With a big Thanksgiving dinner
(D) In an development of Thanksgiving day
12. (A) A terrible winter
(B) The corn Harvest
(C) The development of Thanks giving day
(D) For getting the whole family together

7. (A) She went directly to Yellowstone.
(B) She spent a few weeks in Laramie.
(C) She stopped at the Devil's Tower National Monument.
(D) She made a few stops before going on Yellowstone.
13. (A) At Many Different times
(B) In July
(C) Any time in November
(D) On a Thursday in November

PART C SHORT TALKS

Dalam **soal listening** pada Part C, Anda akan mendengarkan ceramah pendek (a short lecture/talk). Setiap satu ceramah pendek akan diikuti oleh beberapa pertanyaan. Biasanya setelah kuliah atau ceramah pendek, Anda akan mendengar 3 (tiga) sampai 7 (tujuh) pertanyaan.

1. Bila Anda memiliki waktu, lihatlah pilihan-pilihan jawaban yang tertera pada lembar soal dan temukan kata kuncinya.
2. Waspadailah pembicaraan pada kalimat pertama karena biasanya akan menjadi topik bagi kalimat-kalimat selanjutnya.
3. Fokuskan pendengaran Anda pada hal-hal yang berkaitan dengan pertanyaan 5W-H (what, who, when, where, why) dan How.

1. Buatlah kesimpulan/inferasi atas situasi yang terjadi saat pembicaraan dilakukan.

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 memperhatikan 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 selesai, Anda akan mendengar beberapa pertanyaan yang diucapkan sekali. Pertanyaannya 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)

Contoh pertanyaan-pertanyaan yang sering diperdengarkan dalam Part C ini meliputi main ideas, details, purpose, and implication:

(1) Pertanyaan tentang main idea (pikiran utama) biasanya meliputi:

- What is the main idea of the talk?
(Apa pikiran utama dari percakapan tersebut?)
- What is the talk mainly about?
(Tentang apa percakapan tersebut?)

- *What are the speakers discussing?*
(Apa yang sedang dibicarakan oleh para pembicara?)
- *What would be a good title for the lecture?*
(Judul apa yang baik untuk kuliah tersebut?)

(2) Pertanyaan mengenai detail percakapan (details) biasanya meliputi:

- *What does the man/woman say about... ?*
(Apa yang dikatakan laki-laki/wanita tersebut tentang.?)
- *What does the man/woman want?*
(Apa yang diinginkan laki-laki/wanita tersebut?)
- *What does the man/woman suggest about... ?*
(Apa saran laki-laki/wanita tersebut tentang.?)
- *What is the man/woman describing?*
(Apa yang laki-laki/wanita tersebut deskripsikan?)

(3) Pertanyaan mengenai tujuan (purpose) biasanya meliputi:

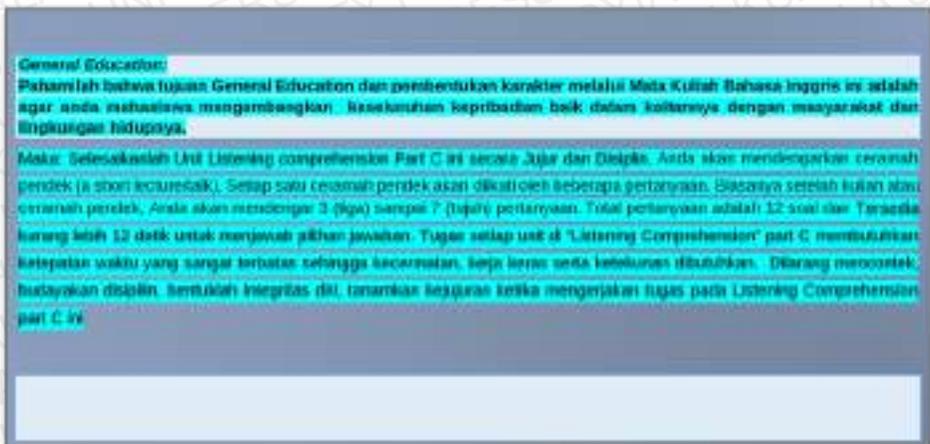
- *Why did... ?*
(Mengapa (bentuk lampau).?)
- *Why is... ?*
(Mengapa (bentuk kini).?)
- *Why does the man/woman think... ?*
(Mengapa laki-laki/wanita tersebut mengira.?)
- *Why does the speaker mention... ?*
(Mengapa pembicara menyebutkan.?)

(4) Pertanyaan mengenai maksud atau implikasi (implication) biasanya meliputi:

- *What does the speaker imply about . . . ?*
(Apa yang pembicara maksud tentang.?)
- *What does the speaker infer about . . . ?*
(Apa yang pembicara simpulkan tentang.?)
- *What does the man/woman mean when he/she says . . . ?*
(Apa yang laki-laki/wanita tersebut maksud ketika dia mengatakan.?)

(5) Pertanyaan lain pada bagian ini bisa saja meminta Anda untuk memilih gambar, mencocokkan pertanyaan, dan mengelompokkan jawaban berdasarkan kategori. Contohnya:

- You may be asked to pick out the correct drawing from what was described in words.
(Anda mungkin diminta untuk memilih gambar yang sesuai dengan apa yang dideskripsikan dengan kata-kata.)
- You may be asked to match two concepts together.
(Anda mungkin diminta untuk mencocokkan dua konsep bersama-sama.)
- You may be asked to determine the sequence of events.
(Anda mungkin diminta untuk menentukan urutan kejadian.)
- You may be asked to categorize certain concepts.
(Anda mungkin diminta untuk mengkategorikan konsep tertentu.)



Berikut ini adalah sebuah contoh soal serta text salah satu ceramah.

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.

Petunjuk

Pada Bagian C, Anda akan mendengar beberapa pembicaraan/ceramah. Setelah ceramah, Anda akan diberi 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.

Text Part C

The reason we're meeting today is to introduce the plan for our new office layout. Starting next month, instead of cubicles, we will have an open office. There will be no cubicle walls or partitions. Instead, desks will be arranged in clusters for each department. The desks in each department will be facing each other in clusters of four or six. We feel this will facilitate better communication between workers in each department. It will also create a more welcoming environment for clients. The department managers will still have their own offices, but each will have large windows and glass doors, to make employees and clients feel welcome to come inside. We're also going to paint the walls and put in new carpeting. The project will start on the first of next month and should take about three weeks to complete. We will be moving to the third floor during that period.

1. **What is the speaker mainly discussing?**
2. **What does the speaker say about the new layout?**
3. **What is NOT true about plans for the office?**

Tuliskan dalam buku tes Anda:

1. A. An office renovation
- B. Building construction
- C. A marketing campaign
- D. New carpeting

2. A. *The desks will be facing away from each other.*
B. *Department managers will sit in cubicles.*
C. *It will increase the number of sales to clients.*
D. *It will improve employee communication.*
3. A. *The walls will be painted.*
B. *New carpeting will be installed.*
C. *Work will begin next year.*
D. *The work will take three weeks.*

Jawaban yang tepat untuk soal-soal di atas adalah:

1. Jawaban : A

Keyword : *our new office layout*

Pembahasan :

Dari kata kunci (*new office layout*) dapat diketahui bahwa kantor tersebut akan direnovasi.

2. Jawaban : D

Keyword : *will facilitate better communication*

Pembahasan :

Frasa *better communication* bermakna sama dengan *improve communication*.

3. Jawaban : C

Keyword : *NOT true; start on the first of next month*

Pembahasan :

Pada soal disebutkan bahwa

renovasi dimulai pada awal bulan berikutnya (*start on the first next month*).

Oleh karenanya, pilihan C merupakan pilihan yang tidak sesuai dengan soal.

BAB 5

PART C SHORT TALKS

WHILE LISTENING

5.1 UNIT 1: DETERMINE THE TOPIC

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

Example from the Paper TOEFL® Test

On the recording, you hear:

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

You think:

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

EXERCISE 25: Listen to the first part of each of the talks, and decide on the topic of each talk.



NOW BEGIN THE RECORDING AT EXERCISE 25.

1. What is the topic of Talk 1?
-

2. What is the topic of Talk 2?

3. What is the topic of Talk 3?

5.2 UNIT 2: DRAW CONCLUSIONS ABOUT WHO, WHAT, WHEN, WHERE

As you listen to each talk, you should be trying to set the situation in your mind (as you did with the long conversations). You should be thinking the following thoughts:

- **Who** is talking?
- **When** does the talk probably take place?
- **Where** does the talk probably take place?
- **What** course is the talk concerned with?
- **What** is the source of information for the talk?

Example from the Paper TOEFL® Test

On the recording, you hear:



(woman)

The next stop on our tour of Atlanta will be the original home of Coca-Cola, at 107 Marietta Street. Coca-Cola was manufactured at this location until early in September of 1888.

You think:

Who is probably talking?

(a tour guide)

Where are they?

(in Atlanta)

When does the talk take place?

(in the middle of a tour)

EXERCISE 26: Listen to the first part of each of the talks and try to imagine the situation. Then, answer the questions in the text.



NOW BEGIN THE RECORDING AT EXERCISE 26.

Talk 1

1. Who is probably talking? _____
2. Where does the talk probably take place? _____
3. When does the talk probably take place? _____
4. What course is being discussed? _____

Talk 2

1. Who is probably talking? _____
2. Where does the talk probably take place? _____
3. When does the talk probably take place? _____
4. What course is being discussed? _____

Talk 3

1. Who is probably talking? _____
2. Where does the talk take place? _____
3. When does the talk take place? _____



TOEFL EXERCISE 27: Listen to each complete talk and answer the questions that follow.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. (A) During a biology laboratory session (B) In a biology study group (C) On the first day of class (D) Just before the final exam | <ol style="list-style-type: none"> 3. (A) To do the first laboratory assignment (B) To take the first exam (C) To study the laboratory manual (D) To read one chapter of the text |
| <ol style="list-style-type: none"> 2. (A) Once a week (B) Two times a week (C) Three times a week (D) For fifteen hours | <ol style="list-style-type: none"> 4. (A) Room assignments (B) Exam topics (C) Reading assignments (D) The first lecture |

5. (A) Exams and lab work
(B) Reading and writing assignments
(C) Class participation and grades on examinations
(D) Lecture and laboratory attendance
6. (A) What caused the Ring of Fire
(B) The volcanoes of the Ring of Fire
(C) Hawaiian volcanoes
(D) Different types of volcanoes
7. (A) The Ring of Fire
(B) The characteristics of volcanoes in the Ring of Fire
(C) The volcanoes of Hawaii
(D) Mauna Loa
8. (A) In Hawaii
(B) In the United States
(C) Along the Ring of Fire
(D) Within the Ring of Fire
9. (A) They are not so violent.
(B) They are located along the Ring of Fire.
(C) They contain a lot of gas.
(D) They contain thick lava.
10. (A) A volcano on the Ring of Fire
(B) An island in Hawaii
(C) A long, low volcanic mountain
(D) An explosive volcano
11. (A) An artist
(B) A tour guide
(C) An Indian
(D) Orville Wright
12. (A) Several
(B) Sixty thousand
(C) Sixteen million
(D) Millions and millions
13. (A) The National Air and Space Museum
(B) The Museum of Natural History
(C) The American History Museum
(D) The Smithsonian Arts and Industries Building
14. (A) The American History Museum
(B) The Smithsonian Arts and Industries Building
(C) The Washington Museum
(D) The National Air and Space Museum

15. (A) To the White House
 (B) To the Smithsonian
 (C) To the mall
 (D) To various other museums

TOEFL REVIEW EXERCISE (Skills 23-27):

In this exercise, you would remind what that you learned in Skills 23 through 27.

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

- Anticipate the topics you will hear
- Anticipate the questions.

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

- Listen for the topic in the first sentence
- Draw conclusions about the situation (who, what, when, where)
- Listen for the answers in order



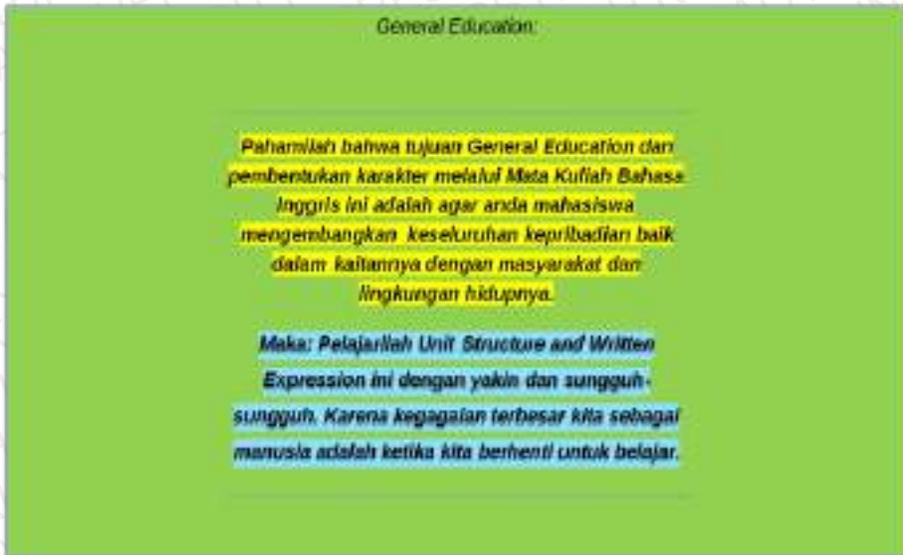
Now BEGIN THE RECORDING AT TOEFL REVIEW EXERCISE (SKILLS 23-27).

1. (A) Other librarians
 (B) Undergraduate students
 (C) Students who are not in the business department
 (D) Graduate business students
2. (A) It opens at 7:00 a.m.
 (B) It closes at 7:00 p.m.
 (C) It closes at midnight.
 (D) It is always open.
3. (A) Computer area and business materials
 (B) Magazines and newspapers
 (C) Business department and library staff offices
 (D) First and second floors of the library
4. (A) Go home
 (B) Return to class
 (C) Work on the computers
 (D) Tour the library

5. (A) A student in health services
(B) A drug abuse lecturer
(C) A dermatologist
(D) A representative of the tobacco industry
6. (A) How to reduce nicotine and other addictions
(B) How stress affects the skin
(C) The effects of alcohol on health
(D) How to achieve optimal health
7. (A) Alcohol
(B) Nicotine
(C) Caffeine
(D) A reduced supply of blood

BAB 6

SECTION 2 STRUCTURE AND WRITTEN EXPRESSIONS



Dalam tes TOEFL khususnya pada bagian *structure and written expression*, pertanyaan nomor 1 sampai dengan 15 akan mengukur kemampuan menguasai struktur kalimat dalam bahasa Inggris yang benar. Jenis pertanyaan pada bagian ini merupakan pilihan ganda, oleh karena itu peserta diminta untuk memilih satu jawaban yang paling benar di antara (A), (B), (C), atau (D) untuk melengkapi kalimat tersebut. Perhatikan contoh kalimat berikut ini.

_____ welcomed me to deliver my speech at the stage.

- (A) Them
- (B) Whether
- (C) Yours
- (D) She

Perhatikan contoh di atas dengan seksama. Kalimat tersebut memiliki kata kerja, namun tidak ada unsur subjek, jadi kita membutuhkan unsur subjek untuk melengkapi kalimat tersebut. Jawaban (D) adalah yang paling tepat.

Strategi Pengerjaan Pertanyaan *Structure*

1. Hal pertama sekali yang harus kita lakukan adalah mempelajari kalimat tersebut. Tujuannya adalah untuk menentukan unsur apa yang diperlukan untuk melengkapi kalimat tersebut sehingga menjadi benar.
2. Selanjutnya, analisislah diantara jawaban yang tersedia, pilih mana yang paling tepat untuk melengkapi kalimat tersebut serta eliminasi jawaban yang tidak sesuai.
3. Jangan mengeliminasi jawaban-jawaban yang salah hanya dengan melihat saja. Ini maksudnya, jawaban yang salah biasanya akan terlihat salah ketika digunakan dalam kalimat.
4. Pastikan semua pertanyaan terjawab. tidak ada yang tertinggal.
5. Jangan terlalu lama menghabiskan waktu pada bagian *structure* saja. Pastikan kita memiliki waktu yang cukup untuk mengerjakan bagian *the Written Expression questions*.

Mari berlatih menggunakan keterampilan bahasa pada setiap bagian dalam TOEFL tes berikut untuk membantu kita sukses dalam mengikuti tes dengan perolehan hasil yang maksimal.

6.1 UNIT 1: SUBJECTS AND VERBS

Subjek dan kata kerja menjadi syarat wajib untuk pembentukan sebuah kalimat. Dengan kata lain, tidaklah dikatakan sebuah kalimat jika salah satu elemen tersebut tidak ada. Subject dan Verb ini merupakan hal yang paling sering muncul dalam tes TOEFL. Peserta tes diharapkan memiliki pengetahuan yang mendalam tentang Subject dan Verb agar bisa menentukan unsur apa yang hilang dalam kalimat yang disajikan.

Contoh:

1. _____ stayed in this town last month.
 (A) This family
 (B) This family who
 (C) If this family
 (D) Since this family

Perhatikan contoh kalimat di atas dengan seksama, bahwa terdapat kata kerja *stayed*, tetapi tidak ada subjek. Oleh karena itu pilihan (A) adalah jawaban yang paling tepat untuk melengkapi kalimat tersebut karena unsur yang hilang dari kalimat tersebut adalah subjeknya. Sementara pilihan (B), (C), (D) salah karena kesemuanya bukan merupakan subjek kalimat.

2. The flowers _____ by my mom everyday.
- (A) watering
 - (B) is watered
 - (C) often
 - (D) diligently

Selanjutnya perhatikan contoh kalimat di atas. Kalimat tersebut terdapat subjeknya yaitu *The flower*, namun tidak ada unsur kata kerja. Oleh karena itu pilihan (B) merupakan jawaban yang tepat untuk melengkapi kalimat tersebut karena unsur yang hilang dari kalimat tersebut adalah kata kerjanya. Sedangkan pilihan (A), (C), (D) salah karena kesemuanya bukan merupakan kata kerja.

3. The speech _____ delivered by the speaker in five minutes in this webinar.
- (A) going
 - (B) it really is
 - (C) will
 - (D) will be

Kalimat di atas memiliki subjek *The speech* dan kata kerja *delivered*, namun unsur kata kerja tersebut belum sempurna karena kata kerja dalam bentuk *passive*. Jadi kalimat tersebut memerlukan unsur tambahan *be*, sehingga pilihan (D) *will be* adalah jawaban yang tepat untuk menyempurnakan kalimat tersebut.

Exercise for practicing the skill Subject and Verb

Indicate whether the following sentences are correct (C) or incorrect (I)

1. () My sister have a new pet at home.
2. () The agenda of the class has arranged since two days ago.
3. () The farmers works in the field every day.
4. () He paying the assistant for the service.
5. () The lecturer has the students do assignments at school.

6. () Everyday played the guitar for hours.
7. () This family gathered at dining room.
8. () My new neighbor very kind and polite.
9. () Driving to college with best friend.
10. () She helps me do my homework.

6.2 UNIT 2: OBJECTS OF PREPOSITIONS

Sebuah kata benda atau kata ganti benda yang hadir setelah preposisi seperti *in*, *on*, *at*, *of*, *by*, *behind* dan preposisi lainnya untuk membentuk sebuah *prepositional phrase* dikatakan objek preposisi. Perhatikan contoh berikut:

The trip 9 (to the island) (on Monday) will last (for two hours)

Kalimat tersebut mengandung tiga objek preposisi, yakni *Island* sebagai objek preposisi *to*, *Monday* adalah objek preposisi *on*, dan *hours* sebagai objek preposisi *for*. Terkadang peserta TOEFL sering terkecoh dengan keberadaan objek preposisi ini apabila terletak di awal kalimat. Peserta menyangkanya sebagai subjek kalimat, namun sebenarnya adalah objek preposisi

Contoh:

To Dony _____ was a great event.

- (A) usually
- (B) this webinar
- (C) interesting
- (D) while

Dalam contoh tersebut, anda harus mencari terlebih dahulu subjek dan kata kerjanya. Perhatikan tobe *was* dan perhatikan pula bahwa dalam kalimat tersebut tidak terdapat subjek. *Dony* bukanlah subjek pada kalimat tersebut, melainkan objek preposisi dari *to*. Karena pada kalimat tersebut memerlukan unsur subjek, maka pilihan (B) merupakan jawaban yang tepat untuk melengkapi unsur yang hilang dalam kalimat tersebut.

6.3 UNIT 3: VERB AGREEMENTS

Pronoun pada kalimat nominal present tense

Subject pronoun *I* selalu berpasangan dengan *am*. Pronouns *You, We*, dan *they* selalu berpasangan dengan *to be are*. Sedangkan pronoun *he, she*, selalu berpasangan dengan *to be is*.

Contoh:

He is handsome (correct)

S V

He are handsome (incorrect)

S V

Perhatikan kalimat di atas, subjeknya adalah *He* maka untuk *to be* nya haruslah *is* karena aturannya sudah disepakati bahwa jika subjeknya merupakan orang ketiga seperti *she, he, atau it* maka auxiliary verb nya harus *is* bukan *are*.

Subjek singular dan Plural

Pada kalimat nominal yang mempunyai subjek singular (tunggal) dan plural (jamak) juga mempunyai regulasinya. Jika subjek nya singular maka *to be* nya *is* dan jika subjeknya plural maka *to be* nya adalah *are*. Perhatikan contoh berikut:

Budi *is* a teacher (correct)

Budi and Susi *is* a teacher (incorrect)

Dalam contoh kalimat yang pertama, Budi merupakan subjek tunggal, maka Budi berpasangan dengan verb *is*. Sementara pada kalimat kedua salah karena Budi and Susi adalah 2 orang berarti sesuai kesepakatan sebelumnya pasangan kata kerjanya adalah *are*.

Pronoun sebagai subjek dalam kalimat Verbal

Aturannya jika terdapat subjek *I, You, We, They*, maka kata kerjanya tidak ditambah *-s* atau *-es*

Contoh:

He drinks a cup of coffee (correct)

He drink a cup of coffee (incorrect)

Dalam kalimat diatas kalimat dianggap benar jika kata kerja setelah pronoun *He* ditambah -s dan kalimat dianggap salah ketika kata kerja drink tidak ditambah –s

Subjek Singular dan Plural dalam kalimat present tense verbal

Demikian juga pada kalimat verbal, yakni kalimat yang mengandung unsur kata kerja seperti dalam kalimat present tense berikut ini. Jika subjeknya tunggal maka kata kerjanya harus ditambah -s atau –es

Contoh:

Andi drinks a cup of coffee (**correct**)

S V

Andi drink a cup of coffee (**incorrect**)

S V

Apabila subjeknya tunggal seperti contoh di atas, maka kata kerja harus ditambahkan -s.

Subjek + (prepositional phrase) + verb

Perhatikan dua kalimat berikut. Dibawah ini kalimat pertamalah yang benar.

The study of languages is very interesting (**correct**)

The study of languages are very interesting (**incorrect**)

Jika bertemu dengan Subjek + prepositional Phrase, maka lihatlah subjek sebelum preposisi karena kata tersebutlah yang menjadi subjek kalimat, sehingga kita bisa menentukan kata kerja yang tepat untuk kalimat tersebut. Dalam kalimat diatas, subjeknya adalah 'The study of languages'. Seringkali para English learners terkecoh dengan kata sebelum verb yaitu seperti kata languages diatas yang seolah-olah jamak. Padahal yang menentukan verb nya adalah subjek sebelum preposition.

Hati-hati dengan frase dibawah ini yang seolah jamak.

Together with – accompanied by – along with – as well as

Contoh:

The actress, **along with** her manager and some friends, is going to a party tonight.

Subjek dalam kalimat tersebut adalah actress.

Kata hubung and dan or

Jika subjeknya mengandung kata hubung or maka subjek dianggap singular atau tunggal. Sementara jika subjeknya mengandung kata hubung and maka subjek dianggap jamak.

Contoh:

The actress and her manager are going to a party tonight.

Remember: Perhatikan beberapa aturan berikut ini!

Neither.....nor.....

Either.....or.....

Both.....and.....

TOEFL Review Exercise (unit1-3): Choose the letter of the word or group of words that best complete the sentence.

- John _____ in London three years ago.
 - stayed
 - staying
 - he stayed
 - his staying
- Early _____ toes instead of hooves on their feet.
 - horses
 - had horses
 - horses had
 - horses having
- _____ are studying online using zoom media.
 - my sister
 - that my sister
 - regularly
 - my sisters
- In 2004, a big disaster _____ in Aceh and some parts of the world .
 - happening
 - happen
 - happened
 - will happen
- Workers _____ for work in this new company.
 - today
 - are needed
 - necessary
 - hopefully

6. _____, Mark and friends, are playing soccer.
 (A) For the time being
 (B) Happily
 (C) Because of time
 (D) Next week
7. _____, Susan really misses her basketball shots.
 (A) An excellent volleyball player
 (B) An excellent volleyball player is
 (C) Susan is an excellent volleyball player
 (D) Her excellent volleyball play
8. In 1975, the first successful space probe to _____ beginning to send information back to Earth.
 (A) Venus
 (B) Venus the
 (C) Venus was
 (D) Venus it was
9. The bread _____ baked this afternoon smelled so delicious.
 (A) had
 (B) was
 (C) its
 (D) were
10. Budi and his brother _____ badminton every morning.
 (A) are playing
 (B) plays
 (C) are played
 (D) playing

Selanjutnya, selesaikanlah bentuk soal *error analysis* berikut dan pahami instruksi dengan benar.

Review Exercise (Unit 1-3): Choose the letter of the underlined word or group of words that is not correct.

1. No one understands when the subject is explained with the Professor.
 A B C D
2. The buildings is broken off and a lot of things are taken away.
 A B C D

3. My uncle has a mechanic to repair his car regularly.
A B C D
4. The languages of the world presents a vast array of structural similarities and differences.
A B C D
5. The rise of multinationals have resulted in a great deal of legal ambiguity because multinationals can operate in so many jurisdictions.
A B C D
6. All of the east-west interstate highways in the United States has even numbers, while north-south interstate highways are odd-numbered.
A B C D
7. When a massive star in the large Magellanic Cloud exploded in 1987, a wave of neutrinos were detected on Earth.
A B C D
8. Some of the agricultural practices used today is responsible for fostering desertification.
A B C D
9. Every open space in the targeted area that has grass and a few bushes Are occupied by the white-crowned sparrow.
A B C D
10. Krakataw is remembered as the volcano that put so much ash into the air that sunsets around the world was affected for two years afterward.
A B C D

6.4 UNIT 4: PRESENT PARTICIPLE

Present participle adalah bentuk kata kerja -ing (seperti pada kata *speaking* dan *drinking*) yang fungsinya adalah sebagai *adjective* atau kata sifat. Perhatikan contoh berikut:

The girl *is sitting* at the corner now. (Perempuan itu sedang duduk di pojok sekarang).

Dalam kalimat di atas, **sitting** merupakan bagian dari kata kerja karena berdampingan atau didahului oleh *to be*. Kalimat tersebut adalah termasuk ke dalam *present progressive tense*.

Sementara *present participle* berfungsi sebagai kata sifat ketika ia tidak didahului dengan kehadiran *verb be* (to be). Perhatikan contoh berikut.

The girl sitting at the corner is my best friend (Perempuan yang sedang duduk di pojok itu adalah teman terbaikku).

Review EXERCISE of Unit 4: Each of the following sentences contains one or more present participles. Underline the subjects once and the verbs twice. Circle the present participles, and label them as adjectives or verbs. Then indicate if the sentences are correct (C) or incorrect (I)

1. () The **crying** baby needs to be picked up.
(C) ADJ.
2. () The clothes are **lying** the floor should go into the washing machine.
(I) VERB
3. () She is preparing some food for our dinner.
4. () Most of the striking workers are walking the picket line.
5. () For his birthday, the kid is getting a toy.
6. () The boy playing in the garden is my son.
7. () The ship is sailing to Canada is leaving tonight.
8. () The letters needing immediate answers are on the desk.
9. () The interesting course just ending five minutes ago.
10. () The fast-moving clouds are bringing freezing rain to the area.

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

1. () The companies offering the lowest prices will have the most customers.
2. () Those travelers are completing their trip on Delta should report to Gate Three.
3. () The artisans were demonstrating various handicrafts at booths throughout the fair.
4. () The fraternities are giving the wildest parties attract the most new pledges.
5. () The first team winning four games is awarded the championship.
6. () The speaker was trying to make his point was often interrupted vociferously.
7. () The fruits were rotting because of the moisture in the crates carrying them to market.
8. () Any students desiring official transcripts should complete the appropriate form.
9. () The advertisements were announcing the half-day sale received a lot off attention.
10. () The spices flavoring the meal were quite distinctive.

6.5 UNIT 5: PAST PARTICIPLE

Sama halnya seperti *present participle*, *past participle* juga terkadang dapat membingungkan peserta TOEFL karena ada kalanya dia akan berfungsi sebagai kata sifat maupun kata kerja dalam kalimat. Jadi *past participle* ini merupakan bentuk kata kerja yang hadir dengan *have* atau *be* .

The students **have** studied this course for one hour. (**Have** is a verb)

This course was **taught** by Professor Andrew. (**Taught** is a verb)

Pada kalimat pertama, past participle *studied* adalah bagian dari verb karena didahului oleh *have*. Sementara pada kalimat kedua, past participle *taught* juga merupakan bagian dari kata kerja karena didahului oleh *to be was*.

“A past participle is an adjective when it is not accompanied by some form of *be* or *have*”. Ini berarti *past participle* berfungsi sebagai kata sifat ketika tidak didahului oleh bentuk *be* atau *have*). Perhatikan contoh berikut.

The students **studied** in that class are from Medan. (**Studied** is an adjective)
 The course **taught** by Professor Andrew was so amazing. (**Taught** is an adjective)

Pada kalimat pertama, *studied* adalah kata sifat karena tidak disertai oleh *have* atau *be*. **Verb** pada kalimat tersebut adalah *are*. Sementara pada kalimat kedua, *taught* juga merupakan kata sifat karena tidak disertai dengan *have* atau *be*. Kata sifat pada kalimat ini adalah *was*.

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

1. () The meal is served in this restaurant is very delicious. (Incorrect)
2. () The plane landed on the deserted runway.
3. () The unexpected guests arrived just at dinner time.
4. () The courses are listed in the catalogue are required courses.
5. () The lecturer found the lost exam.
6. () The small apartment very crowded and disorganized.
7. () The photographs developed yesterday showed Sam and his friends.
8. () The locked drawer contained the unworn jewels.
9. () The tree was blown over in the storm was cut into logs.
10. () The students registered in this course are listed on that sheet of paper.

Penting untuk diingat!**PAST PARTICIPLES**

A Past participle often ends in *-ed*, but there are also many irregular past participles. For many verbs, adding *-ed* verbs, the *simple past* and the *past participle* are the same and can be easily confused. The *-ed* form of the verb can be (1) the *simple past*, (2) the *past participle* of a verb, or (3) an adjective.

1. *She wrote this letter.*
2. *She has written this letter.*
3. *The letter written by her is now in a my desk.*

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

1. () The package was ordered by the client was not accepted yet.
2. () The motorbike listed in the advertisement had already stalled.
3. () The lesson was taught by the teacher this afternoon will be
4. continued next meeting.
5. () The loaves of bread were baked in a brick oven at a low temperature for many hours.
6. () The post were reached by the sailors were under the control of a foreign nation.
7. () Those suspected in the string of robberies were arrested by the police.
8. () The food is served in this hotel is the tastiest in the country.

6.6 UNIT 6: PARALLEL STRUCTURE

Parallel Structure merupakan kesetaraan dalam kalimat yang biasanya digunakan untuk menyebutkan sesuatu yang jumlahnya lebih dari satu dan dalam kalimat biasanya berfungsi sebagai subject atau object. Selain itu, *Parallel Structure* juga digunakan dalam kalimat majemuk setara dengan konjungsi setingkat seperti *and*, *but*, *or* dengan menggabungkan pernyataan yang sama menjadi struktur yang paralel. Konjungsi atau kata hubung ini bisa menggabungkan kata benda (noun), kata kerja (verb), kata sifat (adjective),

frasa (phrase), anak kalimat, atau kalimat utama. Dan tentunya *parts of speech* tersebut hanya dapat digabungkan jika bentuknya sama atau setingkat. Mari kita bahas mengenai *parallel structure* ini.

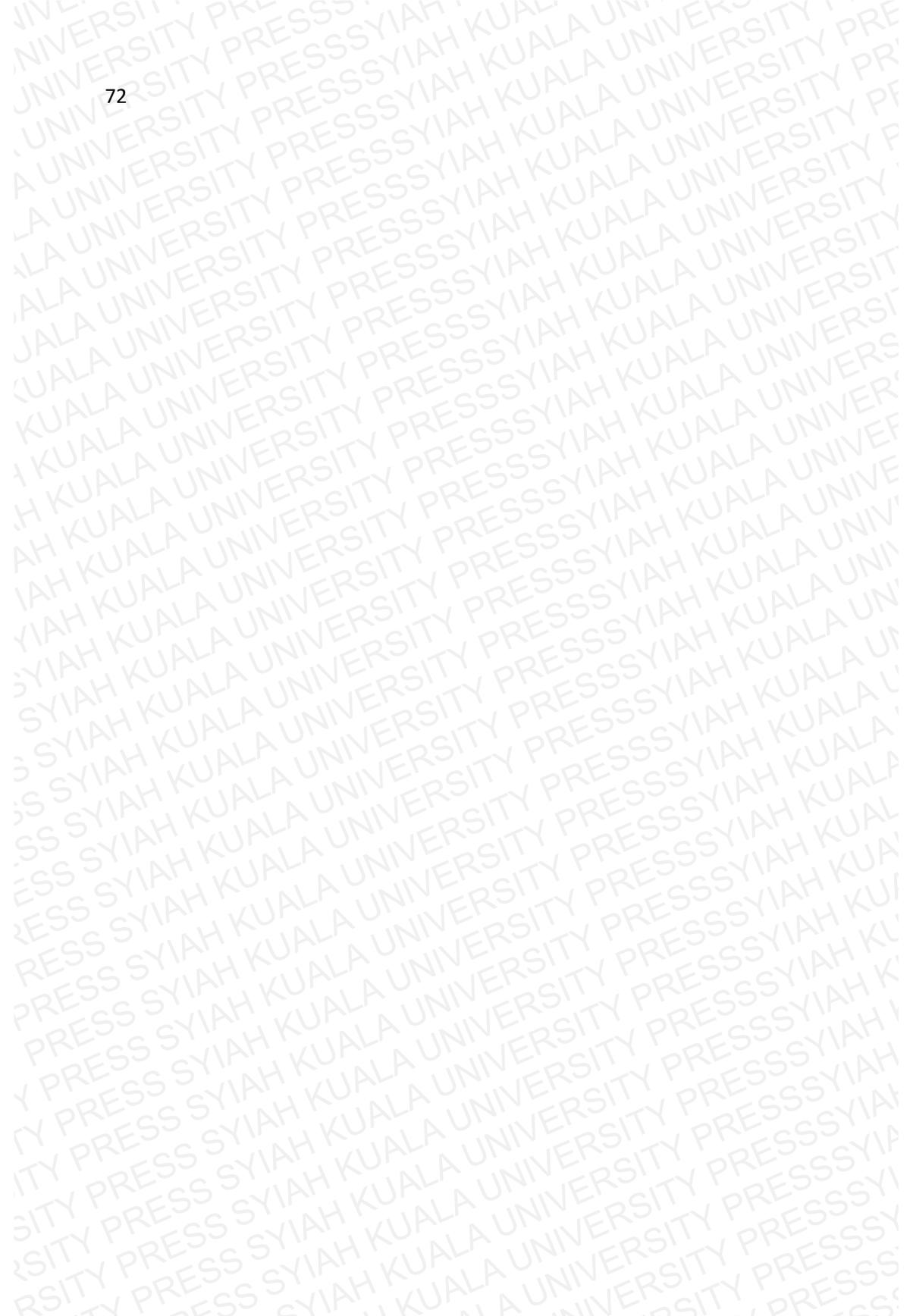
Perhatikan contoh berikut:

Parallel Sentence (PS)

Unparalleled Sentence (US)

1. My kid likes playing (noun), dancing (noun), and to play piano (phrase). (US)
2. My kid likes playing (noun), dancing (noun), and playing piano (noun) (PS)
3. Everyone was asked to do their assignments quickly (adverb), accurately (adverb), and in a detailed manner (phrase). (US)
4. Everyone was asked to do their assignments quickly (adverb), accurately (adverb), and thoroughly (adverb). (PS)
5. Mr. Ibrahim is a trader (noun), a tailor (noun) and he teaches (clause). (US)
6. Mr. Ibrahim is a trader (noun), a tailor (noun) and a teacher (noun). (PS)
7. Mom told me that I should study hard (clause), that I should not eat junk food (clause), and to maintain a strict routine before the exam (phrase). (US)
8. Mom told me that I should study hard (clause), that I should not eat junk food (clause), and that I should maintain a strict routine before the exam (clause). (PS)
9. Mom told me that I should study hard (phrase), not eat junk food (phrase), and maintain a strict routine before the exam (phrase). (PS)
10. The teacher guides the students kindly (adverb) and patient (adjective). (US)
11. The teacher guides the students kindly (adverb) and patiently (adverb) (PS)
12. Father likes to read (infinitive), smoke (simple form), and swimming (verb+ing). (US)
13. Father likes to read (infinitive), to smoke (infinitive), and to swim (infinitive). (PS)
14. Father likes reading (verb+ing), smoking (verb+ing), and swimming (verb+ing). (PS)
15. Annisa woke up late (past), took a shower (past), and is preparing for her breakfast (present cont.) (US)

16. Annisa woke up late (past), took a shower (past), and prepared for her breakfast (past). (PS)



BAB 7

SECTION 3 READING COMPREHENSION

General Education:

Pahamilah bahwa tujuan General Education dan pembentukan karakter melalui Mata Kuliah Bahasa Inggris ini adalah agar anda mahasiswa mengembangkan keseluruhan kepribadian baik dalam kaitannya dengan masyarakat dan lingkungan hidupnya.

Maka: Pelajarilah Unit Reading Comprehension ini dengan yakin, teliti, dan disiplin. Rajin-rajinlah membaca. Semakin banyak anda membaca, semakin banyak yang anda tahu. Semakin banyak yang anda tahu, maka akan semakin bijak pula anda menjalani hidup ini.

7.1 UNIT 1: LOOKING FOR MAIN IDEA

Bagi sebagian peserta, *reading section* merupakan bagian tersulit dalam mengerjakan tes TOEFL dikarenakan oleh banyaknya bacaan yang terkadang sulit untuk dipahami. Sebenarnya, dalam mengerjakan soal-soal bacaan, kita tidak perlu membaca seluruh bacaan karena hal tersebut hanya akan membuang banyak waktu. Gunakan strategi yang tepat dalam membaca cepat, pahami bacaan tanpa harus mengetahui semua arti kata-kata dalam wacana atau bacaan.

Topic & Main Idea of the text merupakan informasi utama bacaan. Perbedaannya adalah *Topic* adalah subjek dari bacaan; sementara *Main idea* adalah keterangan, penjelasan, uraian, atau sudut pandang penulis tentang *topic*. *Topic* berbentuk kata/frase; *main idea* berbentuk klausa/kalimat. Berikut beberapa contoh soal yang menanyakan topik dan ide utama.

- *What is the topic of the passage?*
- *What is the main idea of the passage?*
- *What does the text tell about?*
- *The text mainly discuss about...*
- *The text focuses on the information about...*

Adapun cara mengerjakan soal seperti di atas adalah:

1. Bacalah kalimat pertama pada setiap paragraf,
2. Bacalah kalimat terakhir dari bacaan,
3. Rangkum,
4. baru yang terakhir sesuaikan dengan pilihan jawaban yang tersedia.

Demikian pula jika yang ditanyakan itu adalah *title of the text*. Pengerjaan soal sama dengan model soal mencari topik dan ide utama dari teks dimana judul bacaan harus menggambarkan topik bacaan. Berikut contoh pertanyaannya:

- *What is the title of the text?*

Model soal selanjutnya adalah menemukan *topic & main idea of paragraph* yang merupakan informasi utama yang terdapat di sebuah paragraf. Berikut beberapa contoh soal:

- *What does paragraph X tell us about?*
- *What is the main information of paragraph X?*
- *What is the main idea of paragraph X?*
- *Paragraph X mainly talks about*

Adapun cara mengerjakan soal seperti di atas adalah:

1. Baca kalimat pertama
2. Baca kalimat terakhir
3. Tentukan yang mana yang paling menggambarkan paragraf tersebut.
(bisa kalimat pertama, kalimat terakhir, atau gabungan keduanya)
4. Cocokkan dengan pilihan jawaban.

Mari berlatih untuk menemukan ide utama pada beberapa teks bacaan di bawah ini.

Read the passage below and answer question 1.

Americans have always been interested in their Presidents' wives. Many First Ladies have been remembered because of the ways they have influenced their husbands. Other First Ladies have made the history books on their own.

At least two First Ladies, Bess Truman and Lady Bird Johnson, made it their business to send signals during their husbands' speeches. When Lady Bird Johnson thought her husband was talking too long, she wrote a note and sent it up to the platform. It read, "It's time to stop!" And he did. Once Bess Truman didn't like what her husband was saying on television, so she phoned him and said, "If you can't talk more politely than that in public, you come right home."

Abigail Fillmore and Eliza Johnson actually taught their husbands, Millard Fillmore and Andrew Johnson, the thirteenth and seventeenth Presidents. A schoolteacher, Abigail eventually married her pupil, Millard. When Eliza Johnson married Andrew, he could not read or write, so she taught him herself.

It was First Lady Helen Taft's idea to plant the famous cherry trees in Washington, D.C. Each spring these blossoming trees attract thousands of visitors to the nation's capital. Mrs. Taft also influenced the male members of her family and the White House staff in a strange way: she convinced them to shave off their beards!

Shortly after President Woodrow Wilson suffered a stroke, Edith Wilson unofficially took over most of the duties of the Presidency until the end of her husband's term. Earlier, during World War I, Mrs. Wilson had sheep brought onto the White House lawn to eat the grass. The sheep not only kept the lawn mowed, but provided wool for an auction sponsored by the First Lady. Almost \$100,000 was raised for the Red Cross.

Dolly Madison saw to it that a magnificent painting of George Washington was not destroyed during the War of 1812. As the British marched toward Washington, D.C., she remained behind to rescue the painting, even after the guards had left. The painting is the only object from the original White House that was not burned.

One of the most famous First Ladies was Eleanor Roosevelt, the wife of President Franklin D. Roosevelt. She was active in political and social causes

throughout her husband's tenure in office. After his death, she became famous for her humanitarian work in the United Nations. She made life better for thousands of needy people around the world.

(Source: *TOEFL Practice: Reading Comprehension*, highugacademy.com)

1. What is the main idea of this passage?

1. The Humanitarian work of the First Ladies is critical in American government.
2. Dolly Madison was the most influential president's wife.
3. Eleanor Roosevelt transformed the First Lady image.
4. The First Ladies are important figures in American culture.
5. The First Ladies are key supporters of the Presidents.

Read the passage below and answer question 2.

Of the many kinds of vegetables grown all over the world, which remains the favorite of young and old alike? The potato, of course.

Perhaps you know them as "taters," "spuds," or "Kennebees," or as "chips," "Idahoese," or even "shoestrings." No matter, a potato by any other name is still a potato- the world's most widely grown vegetable. As a matter of fact, if you are an average potato eater, you will put away at least 100 pounds of them each year.

That's only a tiny portion of the amount grown every year, however. Worldwide, the annual potato harvest is over 6 billion bags. Each bag contains 100 pounds of potatoes, some of them as large as four pounds each. Here in the United States, farmers fill about 400 million bags a year. That may seem like a lot of "taters," but it leaves the United States a distant third among world potato growers. Polish farmers dig up just over 800 million bags a year, while the Russians lead the world with nearly 1.5 billion bags.

The first potatoes were grown by the Incas of South America, more than 400 years ago. Their descendants in Ecuador and Chile continue to grow the vegetable as high as 14,000 feet up in the Andes Mountains. (That's higher than any other food will grow.) Early Spanish and English explorers shipped potatoes to Europe, and they found their way to North America in the early 1600s.

People eat potatoes in many ways-baked, mashed, and roasted, to name just three. However, in the United States most potatoes are devoured in the form of French fries. One fast-food chain alone sells more than \$1 billion

worth of fries each year. No wonder, then, that the company pays particular attention to the way its fries are prepared.

Before any fry makes it to the people who eat at these popular restaurants, it must pass many separate tests. Fail any one of these tests and the potato is rejected. To start with, only Russet Burbank potatoes are used. These Idaho potatoes have less water content than other kinds, which can have as much as 80 percent water. Once cut into “shoestrings” shapes, the potatoes are partly fried in a secret blend of oils, sprayed with liquid sugar to brown them, steam dried at high heat, then flash frozen for shipment to individual restaurants.

Before shipping, every shoestring is measured. Forty percent of a batch must be between two and three inches long. Another 40 percent has to be over three inches. What about the 20 percent that are left in the batch? Well, a few short fries in a bag are okay, it seems.

So, now that you realize the enormous size and value of the potato crop, you can understand why most people agree that this part of the food industry is no “small potatoes.”

(Source: TOEFL Practice: Reading Comprehension, highugacademy.com)

2. What is the main idea of this passage?

1. Potatoes from Ireland started the Potato Revolution.
2. The average American eats 50 pounds of potatoes a year.
3. French fries are made from potatoes.
4. Potatoes are a key vegetable in America.
5. The various terms for potatoes have a long history.

Read the passage below and answer question 3.

What does the word “patent” mean to you? Does it strike you as being something rather remote from your interests? If it does, stop and think a moment about some of the commonplace things that you use every day, those objects that you take for granted as part of the world around you. The telephone, radio, television, automobile, and the 1,001 other things (even the humble safety pin) that enrich our lives today once existed only as ideas in the minds of men. If it had not been possible to patent their ideas and thus protect them against copying by others, these inventions might never have been fully developed to serve mankind.

If there were no patent protection there would be little incentive to invent and innovate, for once the details of an invention became known, hordes of

imitators who did not share the inventor's risks and expenses might well flood the market with their copies of his product and reap much of the benefit of his efforts. The technological progress that has made America great would wither rapidly under conditions such as these.

The fundamental principles in the United States patent structure came from England. During the glorious reign of Queen Elizabeth I in England, the expanding technology was furthered by the granting of exclusive manufacturing and selling privileges to citizens who had invented new processes or tools—a step that did much to encourage creativity. Later, when critics argued that giving monopoly rights to one person infringed on the rights of others, an important principle was added to the patent structure: The Lord Chief Justice of England stated that society had everything to gain and nothing to lose by granting exclusive privileges to an inventor, because a patent for an invention was granted for something new that society never had before.

Another basic principle was brought into law because certain influential people in England had managed to obtain monopoly control over such age-old products as salt, and had begun charging as much as the people could tolerate. The public outcry became so great that the government was forced to decree that monopoly rights could be awarded only to those who created or introduced something really unique. These principles are the mainstays of the modern patent system in the United States.

In colonial times, patent law was left up to the separate states. The inconsistency, confusion, and unfairness that resulted clearly indicated the need for a uniform patent law, and the men who drew up the Constitution incorporated one. George Washington signed the first patent law on April 10, 1790, and less than four months later the first patent was issued to a man named Samuel Hopkins for a chemical process, an improved method of making potash for use in soap making.

In 1936 the Patent Office was established as a separate bureau. From the staff of eight that it maintained during its first year of operation, it has grown into an organization of over 2,500 people handling more than 1,600 patent applications and granting over 1,000 every week.

The Patent Office in Washington, D.C. is the world's largest library of scientific and technical data, and this treasure trove of information is open for public inspection. In addition to more than 3 million US patents, it houses more than 7 million foreign patents and thousands of volumes of technical literature. Abraham Lincoln patented a device to lift steam vessels over river

shoals, Mark Twain developed a self-pasting scrapbook, and millionaire Cornelius Vanderbilt invented a shoe-shine kit.

A patent may be granted for any new and useful process, machine, article of manufacture, or composition of matter (a chemical compound or combinations of chemical compounds), or any distinct and new variety of plant, including certain mutants and hybrids.

The patent system has also helped to boost the wages of the American worker to an unprecedented level: he can produce more and earn more with the computer, adding machines, drill press or lathe. Patented inventions also help keep prices down by increasing manufacturing efficiency and by stimulating the competition that is the foundation of our free enterprise system.

The decades of history have disclosed little need for modification of the patent structure. United States patent laws, like the Constitution from which they grew, have stood the test of time well. They encouraged the creative processes, brought untold benefits to society as a whole, and enabled American technology to outstrip that of the rest of the civilized world.

(Source: TOEFL Practice: Reading Comprehension, highugacademy.com)

3. What is the main idea of this passage?

1. The patent system encourages free enterprise.
2. The Constitution protects the patent system.
3. The patent system in England has been influential in American patent development.
4. Patents are important tools for inventors.
5. Patented inventions protect the inventor, free enterprise, and the creative process.

Read the passage below and answer question 4.

Most people think that it's fine to be "busy as a beaver." Little do they know. Beavers may work hard, but often they don't get very much done.

Beavers are supposed to be great tree cutters. It is true that a beaver can gnaw through a tree very quickly: A six-inch birch takes about 10 minutes. But then what? Often the beaver does not make use of the tree. One expert says that beavers waste one out of every five trees they cut.

For one thing, they do not choose their trees wisely. One bunch of beavers cut down a cottonwood tree more than 100 feet tall. Then they found that they could not move it.

In thick woods, a tree sometimes won't fall down. It gets stuck in the other trees. Of course, the beaver doesn't think to cut down the trees that are in the way. So a good tree goes to waste.

Some people think that beavers can make a tree fall the way they want it to. Not true. (In fact, beavers sometimes get pinned under a falling tree.) When beavers cut a tree near a stream, it usually falls into the water, but they do not plan it that way. The fact is that most trees lean toward the water to start with.

Now what about dam building? Most beaver dams are wonders of engineering. The best ones are strongly built of trees, stones, and mud. They are wide at the bottom and narrow at the top.

Beavers think nothing of building a dam more than 200 feet long. One dam in Montana was more than 2,000 feet long. The largest one ever seen was in New Hampshire: it stretched 4,000 feet, and made a lake large enough to hold 40 beaver homes.

So beavers do build good dams. But they don't always build them in the right places. They just don't plan. They will build a dam across the widest part of the stream. They don't try to find a place where the stream is narrow. So a lot of their hard work is wasted.

Beavers should learn that it's not enough to be busy. You have to know what you're doing, too. For example, there was one Oregon beaver that really was a worker. It decided to fix a leak in a man-made dam. After five days of work it gave up. The leak it was trying to block was the lock that boats go through.

(Source: TOEFL Practice: Reading Comprehension, highugacademy.com)

4. What is the main idea of this passage?

1. Beavers may be hard-working animals, but they don't always choose the most efficient mechanisms.
2. Beavers are excellent dam builders.
3. New Hampshire was the site of the largest beaver dam.
4. Beavers are well-developed tree cutters.
5. Beavers are poor surveyors of aquatic environments in some cases.

Read the passage below and answer question 5.

The raising business in America was born by accident. It happened in 1873 in the San Joaquin Valley of California. Many farmers raised grapes in this valley. That year, just before the grape harvest, there was a heat wave. It

was one of the worst heat waves ever known. It was so hot that the grapes dried on the vines. When they were picked, California had its first raisin crop.

People were surprised to find how good raisins were. Everybody wanted more. So the San Joaquin farmers went into the raisin business. Today, of course, they do not let the grapes dry on the vines. They treat them with much more care.

In late August the grapes start to ripen. They are tested often for sweetness. The growers wait until the sugar content is twenty-one percent. Then they know the grapes are ripe enough to be picked.

Skilled workers come to the vineyards. They pick the grapes by hand in bunches. The workers fill their flat pans with grapes. They gently empty the pans onto squares of paper. These squares lie between the long rows of vines. They sit in the sun.

Here the grapes stay while the sun does its work. It may take two weeks or longer. The grapes are first dried on one side. When they have reached the right color, they are turned to dry on the other side. The grapes are dried until only fifteen percent of the moisture is left. Then they have turned into raisins.

The raisins are rolled up in the paper on which they have dried. Trucks take them from the fields. They are poured into big boxes called sweatboxes. Each box holds 160 pounds of raisins. Here, any raisins that are too dry take moisture from those that have too much. After a while, they are all just moist enough.

The big boxes are trucked next to the packaging plant. They are emptied onto a conveyor belt that shakes the raisins gently. This knocks them from their stems. A blast of air whisks the stems away. The water bath is next. Then the plump brown raisins have a last inspection. They are again checked for moisture and sugar. Then they go on a belt to packing machines. Here they are poured into packages, which are automatically weighed and sealed. The raisins are now ready for market.

(Source: TOEFL Practice: Reading Comprehension, highugacademy.com)

5. What is the main idea of this passage?

1. The creation of raisins in America was an accident.
2. The process of raising development requires multiple steps.
3. Raisins on the grocery store shelf undergo a brief fermentation process.
4. Raisins are cleaned thoroughly at the packing plant.
5. California has been the leader in American raisin development.

7.2 UNIT 2: STATED DETAIL QUESTIONS

Apabila pada pertanyaan untuk menemukan ide utama kita dituntut untuk menyimpulkan garis besar dari sebuah paragraf, di pertanyaan detail ini justru kita diminta untuk memperhatikan uraian khusus pada satu paragraf. Pertanyaan dari model soal ini biasanya diawali dengan **WH question, according to, indicate that, based on.**

Perhatikan langkah-langkah dalam mengerjakan jenis soal details ini. Pertama-tama, baca soalnya dan temukan kata kunci detail informasi yang akan dicari dari soalnya. Setelah kata kunci ditemukan, bacalah satu kalimat yang terkandung unsur kata kunci tersebut dengan seksama, lalu kumpulkanlah detail informasi yang ada dalam kalimat tersebut dan cocokkan dengan pilihan jawaban. Untuk mempermudah mencari kata kunci, kita bisa menggunakan angka, huruf besar/miring, kata benda atau kata kerja utama yang ada di pertanyaan detail ini.

Mari berlatih menjawab bentuk soal *stated detail*.

The passage:

Line (5)

Flutes have been around for quite some time, in all sorts of shapes and sizes and made from a variety of materials. The oldest known flutes are about 20,000 years old; they were made from hollowed-out bones with holes cut in them. In addition to bone, older flutes were often constructed from bamboo or hollowed-out wood.

Today's flutes are generally made of metal, and in addition to the holes they have a complicated system of keys, levers, and pads. The instrument belonging to well-known flautist James Galway is not just made of any metal; it is made of gold.

(Source: Longman Complete Course for the TOEFL Test)

The questions:

1. According to the passage, the oldest flutes
 - (A) had holes cut in them
 - (B) were made of metal
 - (C) were made 200,000 years ago
 - (D) had a complicated set of levers and pads
2. The passage indicates that James Galway's flute is made of

(A) bones	(C) wood
(B) bamboo	(D) gold

Strategi Pengerjaan Soal Stated Details

Berikut beberapa contoh pertanyaan untuk mengidentifikasi *stated details*.

- According to the passage....
- It is stated in the passage
- The passage indicates that
- Which of the following is true

Dan dimana biasa jawaban ditemukan.

- Jawaban dari pertanyaan terdapat dalam bacaan..

Bagaimana cara menjawabnya.

- Carilah kata kunci dalam pertanyaan.
- Gunakan metode skimming.
- Baca dengan seksama kalimat yang mengandung kata kunci.
- Mengeliminasi pilihan jawaban yang tidak sesuai untuk membantu mempermudah menemukan jawaban yang paling benar.

7.3 UNIT 3: UNSTATED DETAIL QUESTIONS

Pertanyaan yang jawabannya tidak terdapat dalam paragraf atau jawaban yang salah disebut *Unstated detail question*. Biasanya kita akan mendapati soal ini pada Toefl Test dan perlu diingat bahwa ada dua jenis jawaban untuk tipe pertanyaan ini, yakni; pertama, ada tiga jawaban yang benar dan satu jawaban yang tidak terdapat dalam bacaan. Yang ke dua, ada tiga jawaban yang benar dan satu jawaban yang salah berdasarkan teks bacaan. Sebagai contoh:

The passage:

Line (5)

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

(Source: Longman Complete Course for the TOEFL Test)

The questions:

1. Which of the following is NOT mentioned about the Florida Keys?
 - (A) The Florida Keys are a chain of islands.
 - (B) The Florida Keys contain coral and limestone.
 - (C) The Florida Keys are in the shape of an arc.
 - (D) The Florida Keys are not all inhabited.

2. Which of the following is NOT true about U.S. Highway 1?
 - (A) It is also known as the Overseas Highway.
 - (B) It joins all of the islands in the Florida Keys.
 - (C) It has more than 40 bridges.
 - (D) It connects Miami and Key West.

Strategi Pengerjaan Soal Unstated Details

Berikut beberapa contoh pertanyaan untuk mengidentifikasi unstated details..

- Which of the following is not stated...?
- Which of the following is not mentioned...?
- Which of the following is not discussed...
- All of the following are true except.

Dan dimana biasa jawaban ditemukan

- Jawaban dari pertanyaan terdapat dalam bacaan..

Bagaimana cara menjawabnya.

- Carilah kata kunci dalam pertanyaan.
- Gunakan metode skimming.
- Baca dengan seksama kalimat yang mengandung kata kunci.
- Mengeliminasi pilihan jawaban yang tidak sesuai untuk membantu mempermudah menemukan jawaban yang paling benar.
- Baru kemudian pilih jawaban yang tidak benar atau yang tidak tertera dalam bacaan.

7.4 UNIT 4: IMPLIED DETAIL QUESTION

Implied Detail Question adalah pertanyaan yang hampir sama seperti pertanyaan **detail**, demikian pula dengan strategi yang digunakan untuk menjawab soal **detail**. Bedanya, jawaban atas pertanyaan jenis ini bisa

ditemukan **di dalam** teks bacaan secara implisit atau tersirat dan jumlah pertanyaan pun tidak sebanyak pertanyaan pada soal **Detail**. Baca dan pelajarilah teks di bawah ini.

The passage:

The number of rings in a tree can be used to determine how old a tree really is. Each year a tree produces a ring that is composed of one light-colored wide band and one dark-colored narrow band. The wider band is produced during the spring and early summer, when tree stem cells grow rapidly and become larger. The narrower band is produced in fall and early winter, when cell growth is much slower and cells do not get very large. No cells are produced during the harsh winter and summer months.

(Source: Longman Complete Course for the TOEFL Test)

The questions:

1. It is implied in the passage that if a tree has 100 wide bands and 100 narrow bands, then it is?
(A) a century old
(B) two centuries old
(C) fifty years old
(D) two hundred years old
2. It can be inferred from the passage that cells do not grow?
(A) when the tree is ill
(B) during extreme heat or cold
(C) when it rains too much
(D) if there are more light-colored bands than dark-colored bands

Strategi Pengerjaan Soal Implied Questions

Berikut beberapa contoh pertanyaan untuk mengidentifikasi *implied question*

- It is implied in the passage that...
- It can be inferred from the passage that...
- It is most likely that...
- What probably happened...?

Dan dimana biasa jawaban ditemukan

- Jawaban dari pertanyaan terdapat dalam bacaan

Bagaimana cara menjawabnya:

- Carilah kata kunci dalam pertanyaan
- Gunakan metode skimming
- Baca dengan seksama kalimat yang mengandung kata kunci
- Baru kemudian pilih jawaban yang benar.

Study each of the passages, and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1-3)

Until 1996 the Sears Tower was the tallest building in the world, with more than a hundred stories. It is located in Chicago, whose nickname is the Windy City. The combination of a very tall building in a city with such weather conditions leads to a lot of swaying in the breeze.

On a windy day, the top of the building can move back and forth as much as three feet every few seconds. The inside doors at the top of the building open and close, and water in sinks sloshes back and forth.

(Source: Longman Complete Course for the TOEFL Test)

1. The Sears Tower is probably
 - (A) as tall as the Empire State Building
 - (B) no longer the tallest building in the world
 - (C) taller than any other building
 - (D) still the highest building in the world
2. It can be inferred from the passage that Chicago
 - (A) has moderate weather
 - (B) is generally warm
 - (C) has humid weather
 - (D) usually has a lot of wind
3. It is implied in the passage that the upper-level doors in the Sears Tower open and close because
 - (A) the building was poorly constructed
 - (B) people go in and out so often
 - (C) the building moves in the wind
 - (D) there is water in the sinks

PASSAGE ONE (Questions 4-6)

The most common last name in the English-speaking world is Smith, which was taken from the job of working with metals. A silversmith, for example, is someone who works with the metal silver. Historical records indicate that the use of this last name is at least 700 years old. Today, there are more than 3.3 million Smiths living in the United States and perhaps another million Smiths living in other English-speaking countries worldwide.

(Source: Longman Complete Course for the TOEFL Test)

4. It can be inferred from the passage that family names
 - (A) were always taken from the area where a family lived
 - (B) were short names
 - (C) had little or no meaning
 - (D) could be taken from jobs
5. Which of the following is implied about the Smith family name?
 - (A) It is definitely not more than 700 years old.
 - (B) It existed 600 years ago.
 - (C) It did not exist 500 years ago.
 - (D) It definitely was not in use 1,000 years ago.
6. In England there are probably
 - (A) more Smiths than there are in the United States
 - (B) more than a million Smiths
 - (C) fewer than a million Smiths
 - (D) no families with the name of Smith

PASSAGE ONE (Questions 7-9)

On the hardness scale, corundum immediately follows diamond, which is the hardest mineral in the world. Corundum is perhaps better known by the names of its gemstones, ruby and sapphire. Basically, gem corundum is divided into two groups: corundum that is red in color is called ruby and corundum that is any other color is called sapphire.

Pure corundum is clear, but pure corundum is rarely found in nature. If small amounts of the chemical substance chromic oxide (Cr_2O_3) got into the crystal structure when it formed millions of years ago, then the corundum turned a deep, rich red and became ruby

Red is not the only color that corundum can take on. Other chemical substances enter into the crystal structure of corundum, and it can take on a variety of other colors. Most people associate blue with sapphires, and

certainly when corundum contains impurities that turn it blue, it is called sapphire. However, corundum can have a variety of other colors—e.g., green or purple—and still be called sapphire.

(Source: *Longman Complete Course for the TOEFL Test*)

7. It can be inferred from the passage that corundum is
 - (A) the hardest mineral in the world
 - (B) not as hard as sapphire
 - (C) the second hardest mineral
 - (D) a rather soft mineral
8. Chromic oxide is probably what color?
 - (A) Clear
 - (B) Blue
 - (C) Red
 - (D) Green
9. Yellow corundum is most likely called
 - (A) gold
 - (B) chromic oxide
 - (C) ruby
 - (D) sapphire

PASSAGE ONE (Questions 10-11)

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

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

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

(Source: *Longman Complete Course for the TOEFL Test*)

10. It can be inferred from the passage that an example of the animals mentioned might be
- (A) a kangaroo
 - (B) a snake
 - (C) a whale
 - (D) a salmon

7.5 UNIT 5: "WHERE" QUESTION

Ciri khas pertanyaan untuk mengidentifikasi *Where Question* adalah *Where in the passage...?*. Sementara jawaban dapat ditemukan pada baris-baris yang tertera dalam pilihan jawaban. Pilih kata kunci dalam soal, kemudian gunakan metode skimming, baru kemudian pilih jawaban (baris yang sesuai)

Study each of the passages, and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1-3)

A geyser occurs when rainwater seeps into the ground and volcanic magma beneath the surface heats it. The rainwater then turns into steam. The pressurized steam rises to the surface and bursts out as a geyser.

Yellowstone National Park has more geysers than all of the rest of the world together. The most famous of these geysers is Old Faithful, which erupts in a high arc of steam about once an hour.

There have not been any volcanic eruptions in the Yellowstone area for 70,000 years. However, the existence of the geysers is proof that the area is volcanically active.

(Source: Longman Complete Course for the TOEFL Test)

1. Where in the passage does the author mention what heats the water in a geyser?
 - (A) Lines 1-2
 - (B) Line 4
 - (C) Lines 5-6
 - (D) Line 7
2. The author indicates how often Old Faithful erupts in
 - (A) lines 1-2
 - (B) line 4
 - (C) lines 5-6
 - (D) line 7

3. Where in the passage does the author state how long it has been since a volcano erupted at Yellowstone?
- (A) Lines 2-3
 - (B) Lines 5-6
 - (C) Line 7
 - (D) Line 8

PASSAGE ONE (Questions 4-7)

By 1963 the one-man space flights of Project Mercury had successfully taken place, and NASA (the National Aeronautics and Space Administration) was ready for a new challenge. That new challenge was to send two men into space at the same time, rather than one, so that it would be possible to conduct a wide variety of new maneuvers and tests.

An appropriate name was found for that new project: the new project was called Project Gemini. The name "Gemini" might seem appropriate because it is the name of one of the constellations of stars in the sky, but that is not the real reason for the choice of the name. "Gemini" comes from the Latin word *geminus*, which means "twin." The constellation Gemini received its name because it consists of two very bright stars with no other bright stars close by, and those stars seem like twins. The NASA project received its name because of the number of men who would be together in the space capsule orbiting the Earth.

(Source: Longman Complete Course for the TOEFL Test)

4. Where in the passage does the author state what the initials NASA represent?
- (A) Lines 1-3
 - (B) Lines 6-7
 - (C) Line 9
 - (D) Lines 11-13
5. Where in the passage does the author describe NASA's new challenge after Project Mercury?
- (A) lines 3-5
 - (B) lines 6-7
 - (C) line 9
 - (D) line 11-13

6. The author explains the derivation of the word “Gemini” in
- (A) Lines 1-3
 - (B) Lines 6-7
 - (C) Line 9
 - (D) Lines 11-13
7. Where in the passage does the author describe the composition of the Gemini constellation?
- (A) Lines 3-5
 - (B) Lines 6-7
 - (C) Line 9
 - (D) Lines 10-11

PASSAGE ONE (Questions 8-12)

One of the best-known stories in American history—that Betsy Ross created the first flag of the United States—is believed by a number of scholars to be somewhat questionable.

The official story goes as follows: In 1776, a group that included George Washington came to the workshop in Philadelphia where Betsy Ross worked as a seamstress; they brought a drawing of a flag with stars and stripes on it and asked if Betsy could make it.

The flag with the stars and stripes was definitely adopted by Congress on June 14, 1777. In the minutes on that day there is a resolution accepting a flag with 13 stars and 13 stripes as the official flag of the nation. However, there is no mention of Betsy Ross as the one who had made the flag.

The first time that there is a documented reference to Betsy Ross as the one who made the flag came more than a century later, when her grandson gave a speech to the Philadelphia Historical Society indicating that the family had passed down the story for a hundred years that grandmother Betsy had made the first flag.

Philadelphians enthusiastically supported the story. Betsy Ross’s house was restored and renamed Flag House, and it was opened to the public as a memorial to Betsy Ross.

Many historians dispute this story and certainly no one has been able to come up with indisputable proof that it was Betsy who made the first flag. This much is known about Betsy Ross: She did exist, she was a seamstress, and she did sometimes make flags for the ships of the Pennsylvania State Navy. If the story about the first flag is not completely true—and who is to know at this point—at least it makes a good story.

(Source: Longman Complete Course for the TOEFL Test)

8. Where in the passage does the author mention a group that came to visit Betsy Ross?
 - (A) Lines 1-3
 - (B) Lines 4-6
 - (C) Lines 7-8
 - (D) Lines 9-10
9. Where in the passage does the author state when the flag was adopted by Congress?
 - (A) lines 1-3
 - (B) lines 4-6
 - (C) lines 8-9
 - (D) line 11-14
10. The author describes the first historical reference to Betsy Ross as the creator of the first U.S. flag in
 - (A) Lines 4-6
 - (B) Lines 9-10
 - (C) Lines 12-15
 - (D) Lines 17-18

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