MEETING 1

NOUNS & ARTICLES

A. OBJECTIVES OF THE STUDY
   1. To explain the functions of nouns and articles
   2. To explain the types of nouns and articles

B. MATERIAL DESCRIPTION

1. INTRODUCTION:
   a. Nouns

The Brains

![Diagram of the brain with information about brain functions and parts.]

The brain can store 100 million pieces of information.

In each second the brain receives more than 100 million nerve messages from the body.

The brain loses 1,000 cells per day, which are not replaced, and yet memories are maintained.

The brain cannot feel pain. If a surgeon operates on the brain, the patient feels no pain.

During the first six months of a baby's life, its brain doubles in size.
Exercise 1:
Nouns are tested on the TOEFL test. Complete these sentences with nouns.

1. The brain stores 100 trillion pieces of ............
2. Men’s brains are heavier than ............. brains.
3. The brain uses one-quarter, or ............ of the body’s program.
4. The left brain controls math, ............., and ............
5. The right brain controls color, ............., and .............
6. The human brain weighs about 3.5 .............
7. The brain cannot feel .............
8. The brain receives more than 100 ............. messages from the body

Exercise 2:
From the reading work out whether statements are true or false. Check T for True and F for False.

1. The weight of the brain depends on intelligence. T F
2. A jazz musician has a dominant right brain. T F
3. A left handed person has a dominant left brain T F
4. When you play a game of chess you use the left side of your brain T F
5. Your lost brain cells are always replaced T F
6. The brain feels pain when you have a new headache T F

b. Articles

<table>
<thead>
<tr>
<th>ISLANDS</th>
</tr>
</thead>
</table>

Some islands were originally parts of the continents. These islands were separated from the mainland as a result of a rise in sea level. For example, Great Britain was connected to the mainland of Europe about 11,000 years ago. As the climate got warmer, ice melted and the sea level rose. As a result, water covered the land that had connected Great Britain to the mainland.

Other islands rise from the ocean. Some are volcanoes, such as the island of Hawaii and the island of Japan. Some volcanic islands are millions of years old, but new islands are forming all the time. For example, Iceland was formed millions of years ago by volcano. In 1963, a volcano started to form a new island called Surtsey near Iceland.

Islands differ greatly in size. Greenland is the largest island in the world. The difference size of Greenland, geographers classify Australia as a continent.
Exercise 3: Complete the sentences with the name of the country or island.

1. Honshu is the biggest island in.............
2. .............is the biggest island in the world.
3. According to the geographers, .............is not an island, but a continent.
4. About 11,000 years ago.............was connected to Europe.
5. .............was formed by a volcano millions of years ago.
6. .............is a new island formed in 1963.

Exercise 4: Complete the sentences below with information from the cart

1. Greenland is the largest island. It is in the .............ocean.
2. .............is the second largest island. It is in the .............ocean.
3. .............is............. .............largest island. It is in ............. Ocean.
4. .............is............. .............largest island. It is in .............Ocean.
5. .............is ............. .............fifth largest island. It is in ............. Ocean.
6. .............is............. .............largest island. It is in ............. Ocean.

2. GRAMMARS:
   a) NOUNS

Singular and Plural Nouns

Nouns can be classified into two groups: count nouns, which can be counted and which take an s, and non-count nouns, which cannot be counted and which usually do not take an s.

STRATEGY
Look for a non-count noun that is pluralized where it generally should not be.

Look at the following table:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Count noun</strong></td>
<td>A cell</td>
<td>Cells</td>
</tr>
<tr>
<td></td>
<td>One cell</td>
<td>Two cells</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some cells</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A lot of cells</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Many cells</td>
</tr>
<tr>
<td><strong>Non-count noun</strong></td>
<td>Information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A lot of information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Much information</td>
<td></td>
</tr>
</tbody>
</table>
Count nouns

1. Take a/an or one for the singular.
2. Usually take a final s/es in the plural

Non-count nouns

1. Do not take a/an in the singular
2. Do not generally have a plural form.

Some count nouns are irregular and do not take an s in the plural. Here are some common irregular count nouns:

<table>
<thead>
<tr>
<th>Man-men</th>
<th>foot-feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman-women</td>
<td>tooth-teeth</td>
</tr>
<tr>
<td>Child-children</td>
<td>fish-fish</td>
</tr>
</tbody>
</table>

Non-count nouns cannot be counted because they come in a mass or in an uncountable form. Nouns such as blood, music, and excitement cannot be counted. The following is a short list of some non-count nouns:
1. QUANTIFIERS

A quantifier is a word that indicates an amount or quantity.

a. Some quantifiers are used only with plural count nouns.

b. Some quantifiers are used only with singular count nouns.

c. Some quantifiers are used only with non-count nouns.

\[ \text{The amount of oxygen available to the brain is important.} \]

\[ \text{If your brain gets less oxygen than it needs, you could become unconscious.} \]

d. Some quantifiers are used with both plural count nouns and non-count nouns.

\[ \text{Brain cells use up a lot of energy.} \]

\[ \text{Most animals rely on instinct.} \]
Exercise 3:
Correct the errors in noun forms in the following sentences.

1. Intelligence is the ability to use thought and knowledges to understand things and solve problems.
2. Hormones help adjust the mixture of sugar, salt, and waters in your body.
3. Psychology, meaning the study of mind and how it works, comes from a Greek word meaning lifes or soul.
4. Brain cells use up a lot of energy, so they need a constant supply of oxygens.
5. Each hemisphere of the brain receives information about the opposite side of the visual field.
6. Although millions of brain neurons are active at any one time, they do not use much electricity power.
7. Lights entering the eye forms an image on 130 million tiny light cells.
8. Most animal are able to rely on learning and memory.

2. COMPOUND NOUNS

<table>
<thead>
<tr>
<th>STRATEGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look for compound nouns in which both nouns are pluralized, instead of just the second noun.</td>
</tr>
</tbody>
</table>

Compound nouns are two nouns that are used together to make one word or idea. The first noun act as an adjective to the second noun and usually does not take s. The second noun can be plural:

| Brain cell | brain wave | computer scientists |

Compound nouns may also be used with number of expression.

<table>
<thead>
<tr>
<th>STRATEGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beware of compound nouns with numbers, where the compound noun used as an adjective may be in the plural form!</td>
</tr>
</tbody>
</table>


The brain uses as much power as a ten-watt bulb. (noun used as an adjective)
The brain uses as much power as a lightbulb of ten watts. (noun used as noun)

He recited a 16,000-page book from memory. (noun used as an adjective)
He recited a book of 16,000 pages from memory. (noun used as a noun)

3. NUMBERS

STRATEGY

When you see nouns involving numbers, such as hundred, thousand, million, make sure that they are not in the plural forms when they follow number.

Numbers such as hundred, thousand, million, and trillion are plural when there are no numbers before them.

The brain receives 100 million messages a second.
The brain stores trillions of messages.

Exercise 4

Correct the errors in the following sentences.

1. People’s brains weigh more now than they did 100 year ago.
2. Nerves impulses can travel at speeds of up to 488 feet per second.
3. The brain contains between 10trillions and 100 trillions neurons.
4. Each neutron is linked by synapses to thousand of other neurons.
5. Nerves endings below the skin’s surface pick up sensation of cold, heat, and touch.
6. There are three to four millions pain receptors in the skin.
7. A three-year-old child’s brain is two-thirds the size it will finally be.
8. The brain uses 25 percents of the blood’s oxygen.
b) ARTICLES

1. The Indefinite Article *a* or *an*

**STRATEGY**

Avoid confusion between *a* and *an*. Remember, *an* is used before a vowel sound.

Avoid confusion between *a* and *an*. Remember, *an* is used before a vowel sound.

The indefinite article *a* or *an* is used:

a) Before singular count nouns to mean one. It is not used before non-count nouns, example:

   *Australia is a continent.*

b) *An* is used before a word that begins with a vowel sounds (a, i, u, e, o). When words begin with “h” or “u” either *a* or *an* can be used depending on the sound:

   an uncle  a home
   a university  an hour
   a union  an honor

c) In a general statement:

   They are performing a drama.

d) To introduce a subject that has not been mentioned before: I saw a snake

e) With certain numerical expressions:
a great deal  a couple  a hundred  a third  a half
a great many  a dozen  a lot of  fifty miles  an hour

f) With names of professions:

He is an engineer. She is a biologist.

Exercise 5: Circle a or an in the following sentences. Write “C” on the left if the sentence is correct. Write “NC” if the sentence is not correct. Correct the error.

1. Indonesia is a country made of thousands of islands.

2. Greenland is an big with a permanent ice cap covering it.

3. The Bahamas, which consist of 700 hundred islands, have a superb climate.

4. Robinson Crusoe is a character in a book by Daniel Defoe.

5. Robinson Crusoe spent twenty years with his friend Man Friday on a uninhabited island.

6. New Guinea is a country where there are a 700 languages.

7. Etna is an active volcano on the island of Sicily.

8. On the island of Borneo, there is a snake that can fly or leap up to 20 meters.

9. The plants and an animals that live on an island may develop to be quite different.

2. The Definite Article The

STRATEGY

Do not confuse a/an with the. Learn the rules for the use of a/an and the. The articles are often used one in place of the other on the exam.
The definite article *the* can be used before any noun, singular, plural, count, and non-count, when the noun is specific.

*The island*
*The islands*
*The water*

2. The definite article is used:

a) When there is only one of the thing mentioned:

*The sun is shining.*
*The sky is blue.*

b) When it is clear to both the speaker and the listener which thing or person is referred to:

*Could you open the door please? (both the speaker and listener know which door it is.)*

c) Before a noun mentioned for the second time:

We rented a car for travelling. *The car* is blue.

d) Before the superlative adjectives:

*The biggest island is Greenland.*
*The most beautiful coral island is very small.*

e) Before names of musical instruments: *He plays the piano.*

f) Before a singular noun representative of a class things (names of animals, plants, inventions, and parts of the body):

*The dodo is an extinct bird.*
*The Rafflesia is the world’s largest flower.*
*Alexander Graham Bell invented the elephone.*
*He hit me on the head.*

**STRATEGY**

Remember the uses of the definite article. It may be omitted when it should not be on the exam.
g) Before decades and centuries:

| the 1800s | the twenties | the 20th century |

h) Before expression of time and place:

- the morning
- the future
- the north
- the front
- the afternoon
- the present
- the south
- the back
- the evening
- the past
- the east
- the middle

i) Before ordinal numbers (the definite article is not used with cardinal numbers):

<table>
<thead>
<tr>
<th>Ordinal numbers:</th>
<th>cardinal numbers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first</td>
<td>one</td>
</tr>
<tr>
<td>The second day</td>
<td>Day two</td>
</tr>
<tr>
<td>The sixth lesson</td>
<td>Lesson six</td>
</tr>
</tbody>
</table>

j) When speaking about a specific noun:

- Coffee originated in Ethiopia. (general)
- The coffee I had this morning was Brazilian. (specific)

k) Before names of countries, states, cities, universities, colleges, and schools that contain the word “of”, and before countries that have a plural name or have an adjective in the name, except for Great Britain:

- The United States
- The State of Florida
- The city of Boston
- The University of Texas
- The Netherlands
- The Philippines

l) Before names of oceans, rivers, seas, gulfs, and plural names of mountains, islands, and lakes (no article is used with singular mountains, islands, and lakes):

- The Pacific Ocean
- The Mississippi
- The Gulf of Mexico
- The Black Sea
- The Appalachian Mountains
- Mount Washington
- The Hawaiian Island
- Manhattan Island
- The Great Lakes
- Lake Michigan

m) Before the geographic areas, but not before names of continents:

- The middle East
- Asia
- The Orient
- Europe

n) Before the geographic areas, but not before names of continents:
The middle East  Asia
The Orient  Europe

o) Before the names of fields of study when they contain word of:
The History of the United States  History
The literature of the Sixties  Biology

p) Before the names of wars (not including World Wars):
The war of Independence  The Civil War
World War II  The Second World War

q) Before the names of ships, planes, trains, and people’s family names (the definite article is not used with the names of people and names of magazine)
The Browns  Robert Brown
The Mayflower  Time Magazine  The Orient Express
III. ON THE TOEFL TEST

a. For Nouns

Nouns are tested in written expression section of the exam. Check for the following types of error with nouns.

1. A non-count may be pluralized.
   Eg: In a person’s lifetime, the brain can store 100 trillion pieces of informations.
   A B C D
   The correct answer is (D): information is a noun-count noun and cannot be plural.

2. A plural noun may be used when the verb or phrase requires a singular noun.
   Eg: Each part of the brains controls a separate part of the body.
   A B C D
   ➢ The correct answer is (B): a singular noun brain must be used with “part of the”.

3. A singular noun may be used when the verb requires a plural noun.
   Eg: Human brain are more powerful than those of other species because of their complex circuitry.
   A B C D
   ➢ The correct answer is (A): a plural noun brains must be used because the verb are is plural.

4. In compound nouns where two nouns are used together, both nouns may be pluralized instead of the just second noun.
   Eg: Brain cells die at the rate of 100,000 per day by age 60, and they are not replaced like other body cells.
   ➢ The correct answer is (A): the correct form is brain cells.

5. In compound nouns involving numbers and measurements, the compound noun used as an adjective may be in the plural form.
   Eg: Man’s three-pounds brain is the most complex and orderly arrangement of matter in the universe.
   ➢ The best answer is (B): when a compound noun is used as an adjective, it is singular. Therefore the correct answer is three-pound.
6. When noun phrases involving a number such as hundred, thousand, or million follow another number, the plural form may be used

Eg: The brain loses fifty thousands neurons a day and yet maintains its basic patterns and memories.

   A  B  C

D

➢ The best answer is (A): the singular form of thousand should be used when it follows a number.

b. For Articles

Articles are tested in the Written Expression section of the exam. Check for these three types of errors with articles:

1. The article may be used when it is not necessary, or not used when it is necessary.

Ex: Pelican Island in Florida and Oregon Islands in Oregon are wildlife refuges

   A  B  C  D

➢ The best answer is C: the definite article the should not be omitted from the name of plural group islands.

The most coral islands develop from reefs that grow up around volcanic islands.

   A  B  C  D

➢ The best answer is (A). This is not a superlative form; therefore the article is not necessary.

2. An is used instead of a or vice versa. Also a or an may be used instead of the or vice versa.

A broad expanse of sea with a large number of islands is called archipelago.

   A  B  C  D
The best answer is D. An must be used before a noun beginning with a vowel sound.

3. Another word like a possessive adjective may be used instead of the article or vice versa.

   The new island of Surtsey is its deal natural laboratory for scientists.

   The best answer is C. the indefinite article an meaning “one” must be used.

   - Coral reefs are limestone formation composed of tiny sea organisms and the remains.

   The best answer is D. The possessive adjective their must replace the definite article the to show its reference to sea organisms.

IV. EXERCISES on NOUNS & ARTICLES

   Directions: From the four underlined words or phrases A, B, C, or D, identify the one that is not correct.

1. The potato was the staple of Ireland and when the crop failed in 1840, there was mass starvation.

   The best answer is D. The phrase “the staple” is not correct; it should be “the staple food”.

2. Sharks can maneuver considerably faster than other fish because they have no bones.

   The best answer is C. The phrase “other fish” is not correct; it should be “other aquatic animals”.

3. Although sugar cane and sugar beet look very different, the sugars that is refined from them tastes almost the same.

   The best answer is D. The phrase “that is refined” is not correct; it should be “those that are refined”.

4. Textiles industries are as widespread as food industries because both supply basic human needs.

   The best answer is C. The phrase “those industries” is not correct; it should be “the industries”.

5. Many animal species are totally colorblind, but the condition is very rare in humans.

6. Our skulls is made up of eight cranial and fourteen facial bones.

7. Diamonds, which is about 40 times as hard as talc, is made up of pure carbon.

8. The oceans contain about 97 percent the world’s water supply, and about another 2 percent of the world’s water supply is ices.

9. Brain waves patterns vary among different people and in different activities.

10. The ancestor of today’s horse was a little mammal called eohippus, which first appeared 54 millions years ago.

11. Lasers are of great value in areas such as communications, industry, medicine, and scientific research.

12. Dinosaurs are classified as reptiles, although some appear to have been warm-blooded.

13. The watt is named after James Watt, the British engineer who developed the steam engine in 1760s.

14. Methane is a odorless burning gas and is the main ingredient of natural gas.

15. The alcohol acts as a narcotic on the nervous system and the brain.

16. Zachari Taylor was first president to be elected from a state west of Mississippi River.
17. **Barnacles**, which are related to **lobsters**, shrimp, and **crabs**, make **strongest glue**.

   A   B   C   D

18. In the 1860s Louis Pasteur discovered that **bacteria** in air caused the **perishable food** to **go bad**.

   A   B   C   D

19. **Land** covers almost **third of the earth’s surface**, of which **two-thirds** is too cold or **too dry for farming**.

   A   B   C   D

20. “Old Faithful” in **Yellowstone National Park** is probably **the world’s most famous**

   A   B   C   D

21. **Thermographs** are special pictures that show **the variation in heat** emitted by different

   A   B   C

   areas of body.

   D
MEETING II
PRONOUNS

A. OBJECTIVES OF THE STUDY

1. to explain the functions of pronouns
2. to explain the types of pronouns

B. MATERIAL DESCRIPTION

1. INTRODUCTION:

There are eighteen different kinds of penguins, and they all live south of equator. The largest are the emperor penguins, which live in Antarctica. They lay their eggs about fifty miles from the coast. There the penguins have nothing to make a nest out of, but the eggs cannot be laid directly on the ice, or they would freeze. The emperor penguins have to take care of their eggs in a special way.

The female produces one egg. As soon as she lays her egg, the male penguin rolls it on top of his feet. A special fold of skin on the bottom of his stomach comes down over the egg to protect it from the cold. For two months the male penguins stand together to protect themselves from the cold with their eggs on their feet. They cannot move or eat.

The female goes to find food as soon as she lays her egg. Finally, after two months she returns and takes egg from the male. The male penguin, which now has had no food for two months, returns to the sea.

After the egg is hatched, the female and the male take turns carrying the baby penguins on their feet. When the weather gets cold, the baby is covered by the fold of skin, which keeps it warm.

Exercise 1:

Pronouns are tested on TOEFL test. Answer the following questions using a pronoun.

1. Where do the emperor penguins live?

2. How many eggs does the female emperor produce at a time?
3. What does the male emperor penguin use to protect the egg from the cold?

4. Why do the male emperor penguins use to protect the egg from the cold?

5. Where do the males put their eggs when they stand together?

6. Where does the female go?

7. When does she return?

8. What does the male penguin do after she returns?

Exercise 2:
From the reading work out whether these statements are true or false. Mark T if it is true or F if it is false.
1. There are no penguins on the North Pole   T  F
2. All penguins live south of the equator    T  F
3. All penguins are the same                  T  F
4. All penguins have folds under their abdomen T  F
5. The fold of skin is used only to keep the egg warm T  F
6. Only the female takes care of the penguin chick   T  F
7. Emperor penguins do not make nests         T  F
8. Emperor penguins lay their eggs very near the sea T  F
2. GRAMMAR: PRONOUNS

There are five forms of pronoun in English: subject pronouns, object pronouns, possessive pronouns, reflexive pronouns, and relative pronouns. Possessive adjectives will also be included in this chapter, although they are not pronouns.

STRATEGY

It is important to know the five forms of pronouns and the possessive adjectives that are often confused with them. Errors may include the use of one type or form of pronoun in place of another.

a. Subject Pronouns

I, you, they, we, she, he, it

The subject pronoun is used:

a. When it is the subject of a verb: They live south of the equator.

b. When the subject s of the two clauses are compared. They are more protected against the cold than we are.

c. After the verb to be. It is he with the egg.

d. After as and than. She is not as tired as he is.

b. Object Pronouns

Me, you, Him/her/it, us, you, them

The object pronoun is used:
a. When it is the direct object of a verb She gives him the egg.

b. After prepositions

   When she returns, she takes over the egg from him.

   But when the preposition introduces a new clause, the subject pronoun must be used because the pronoun is now the subject of a new clause.

   He leaves after she returns.

c. When the objects of two clauses are compared It is easier for them than us.

**Exercise 4:** Correct the pronoun errors in the following sentences where necessary.

1. He helps she take care of the baby penguin.
2. She lays her egg and then leaves.
3. They feed them until they can swim.
4. It is not easy for they to survive under such conditions.
5. It is harder for him than for she.
6. He goes to the sea after she returns.

7. 

c. POSSESIVE ADJECTIVES

   My    our    Your    His/her/its    their

a) To modify a noun and show ownership.

   They lay their eggs about fifty miles from the coast.

b) To refer to parts of the body.

   The male penguin rolls the egg on top of his feet.

c) To modify a gerund.

   We are surprised by their nesting in such harsh condition.

**Exercise 5**

1. She lays .................. egg.
2. He has a special fold of skin on the bottom of .................. stomach.
3. They take care of ..................young in a special way.
4. It is protected from the cold by ...............father.
5. They keep the eggs on .................feet.

d. Possessive Pronouns

Mine yours his/her/its ours yours theirs

The possessive pronoun is used

1. To replace a possessive adjective and a noun. She takes her turn, and he take his (his turn)
2. After the verb to be. The egg is hers.
3. After the preposition of when it means “one of many”. It is a habit of theirs.
4. To replace the second possessive adjective and noun when they are being compared. Their life seems more difficult than ours.

Exercise 6: circle the correct pronoun

1. It is an experiment of his/him.
2. The Adelie penguins live in a cold climate, but the emperor penguins live in a harsher climate than them/their.
3. Seven nations claim that Antartica is their/their.
4. The researcher in the picture is a friend our ours/us.
5. His research was good but her/hers is better.
6. Studying penguins is a hobby of mine/my.

e. REFLEXIVE PRONOUNS
Myself    yourself    himself/herself/itself

The reflexive pronoun is used
a) To emphasize the subject noun or pronoun it refers to and to emphasize the fact that the subject did the action alone.

He takes care of the egg himself. Or
He himself takes care of the egg.

b) As the object of a verb when the subject and objects are the same. They stand together to protect themselves from the cold.

c) As the object of the preposition by when the subject did the action alone.
The penguin chick is unable to get food itself.

Exercise 7: complete the sentences with the correct reflexive pronoun.
1. Penguins push .................along the ice using their flippers.
2. To protect..................from the cold, the penguin has a layer of fat under its feathers.
3. The female lays her egg and walks back to the sea by.................
4. During the two months the male penguin cannot..................
5. The male penguin.................incubates the egg.
6. Since humans do not have the insulation that penguins do, we cannot protect ............... from such temperatures without special clothing.

f. RELATIVE PRONOUNS

The relative pronouns in English are who, whom, whose, which, and that.

STRATEGY
It is important to make sure that the relative pronoun agrees with that subject
Who refers to people and household animals.

Whom refers to people and household animals. It is used in the object position in formal written English or with who plus a preposition in spoken English.

Whose refers to people, animals, and things. It shows possession.

Which refers to things, collective nouns, and animals.

That refers to people, animals, and things.

**Exercise 8:** correct relative pronoun errors where necessary in the following sentences.

1. There are eighteen different kinds of penguins whom live south of the equator.
2. The biologist which went to the South Pole is studying emperor penguins.
3. Emperor penguins survive winds who blow at speeds up to ninety-five miles an hour in winter.
4. Emperor penguins, who are the largest penguins do not make nests.
5. Emperor penguins, who are the largest among penguins, do not make nests.
6. The United States has sent researchers to Antarctica which are making experiments to measure the energy expended by emperor penguins.

3. **On the TOEFL test**

Pronouns are tested in Written Expression action of the exam. Check for the following types of errors with pronouns.

1. The incorrect pronoun form or type may be used. The possessive pronoun (hers) may be used instead of the possessive adjective (her).
   
   Ex: The young emperor chick stands in front of one of it parents to be protected from
The cold.

⇒ The best answer is C; the possessive form its must be used, not the object form.

Ex: Some penguins they live in warmer places like to make their nests in holes

The ground

⇒ The correct answer is (A): the relative pronoun which or that must be used instead of the subject pronoun they.

2. The pronoun may not agree with the noun it refers to.

Ex: Sometimes penguins slide on their stomachs, pushing itself with their flippers.

⇒ The correct answer is (C). The noun penguins is plural; therefore, the reflexive pronoun referring to penguins must also be plural. The correct answer is themselves.

Ex: Penguins have special glands who remove salt from the water they drink and the food they eat.

⇒ The best answer is (B); the relative pronoun who refers to people. In this sentence, the referent is glands; therefore, either that or which should be used.

3. Pronouns that are not necessary may be included.

Ex: The male Adelie penguin which may not leave the nest until his mate returns.

⇒ The correct answer is (B): the relative pronoun which is not necessary in this sentence because there is only one verb, leave.
Ex: Under the feathers is a layer of fat that protects the penguin from the cold.
   A  B  C  D

→ The best answer is (C): the pronoun *it* is not necessary.

C. EXERCISES

: From the four underlined words or phrases (A), (B), (C), or (D), identify the one that is not correct.

1. The penguin chicks cannot go into the water to get themselves own food until they have waterproof coats of feathers like their parents.
   A  B  C  D

2. Balloons rise into their air because they contain a gas who is less dense, or lighter than air.
   A  B  C  D

3. The narwhal is the only animal in the world that has a tusk on only one side of it body.
   A  B  C  D

4. Silver is too soft to use by itself, so it is mixed with another metal to make themselves harder.
   A  B  C  D

5. Most slugs and snail breath using a lung which opens through a small hole in the side of it bodies.
   A  B  C  D
6. Every fuel has their own particular temperature at which it begins to burn.
   A       B       C       D

7. Harriet Tubman, she an escaped slave, led more than three hundred slaves to freedom on
   A       B       C       D
   the Underground Railroad.

8. Dreaming, like all other mental processes, it is a product of the brain and its activity.
   A       B       C       D

9. Snails produce a colorless, sticky discharge that forms a protective carpet under them as
   A       B       C       D
   their travel along.

10. George Washington Carver won international fame for his agricultural research,
    A       B
    who involved extensive work with peanuts.
    C       D

11. Enzymes enable the smallest virus to enter cells in order to reproduce themselves.
    A       B       C       D

12. Jack London, whom was known for his stories of Alaska, lived there during the
    A       B       C
    Klondike gold rush.
    D
MEETING III
PRESENT TENSE

A. OBJECTIVES
   After studying this material, students are able to:
   3.1 comprehend the use of present tense

B. MATERIAL
   1. INTRODUCTION
      Answer the questions below based on your experiences.

      [Images of food: Picture 1 Instan Noodle, Picture 2 Fried Rice, Picture 3 Sate]

      1. Do you like cooking?
      2. What is your favorite food?
      3. Can you cook your favorite food by yourself?

REMEMBER:

Verbs come in three tenses: past, present, and future. The past is used to describe things that have already happened (e.g., earlier in the day, yesterday, last week, three years ago). The present tense is used to describe things that are happening right now, or things that are continuous. The future tense describes things that have yet to happen (e.g., later, tomorrow, next week, next year, three years from now).
Read the following text and answer the questions below!

How to Make Fried Rice

**Ingredients:**
- 2 plates of rice
- 1 clove of garlic and onion
- 1 tablespoon tomato sauce
- 1 egg
- 100 grams of chicken meat
- 1 tablespoon cooking oil
- Salt

**Steps:**
1. First, heat oil and saute garlic until the garlic smell out, and also saute onion.
2. After that, add chicken, stir briefly until slightly cooked.
3. Next, add the eggs, stirring until the eggs are cooked cracked.
4. Then, insert white rice, tomato sauce, and salt, mix well with the spices.
5. After that, the present suits your taste, you can add fried shrimp, or even crackers.

**Questions**

1. What is the text about?
2. What is the purpose of the text?
3. What are the ingredients needed to make fried rice?
4. When is the chicken added?
5. What is the last step to make fried rice?
## 2. GRAMMAR

<table>
<thead>
<tr>
<th>Tense</th>
<th>Signal words</th>
<th>Use</th>
<th>Form</th>
<th>Examples affirmative</th>
<th>Examples negative</th>
<th>Examples interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Simple</td>
<td>every day</td>
<td>something happens repeatedly</td>
<td>I work.</td>
<td>I don't work.</td>
<td>Do I work?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sometimes</td>
<td>how often something happens</td>
<td>He works.</td>
<td>He doesn't work.</td>
<td>Does he work?</td>
<td></td>
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<tr>
<td></td>
<td>always</td>
<td>one action follows another</td>
<td>I go.</td>
<td>I don't go.</td>
<td>Do I go?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>often</td>
<td>things in general</td>
<td>He goes.</td>
<td>He doesn't go.</td>
<td>Does he go?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>usually</td>
<td>with the following verbs (to love, to hate, to think, etc.)</td>
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<td></td>
<td>seldom</td>
<td>future meaning: timetables, programmes</td>
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<td>never</td>
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<td>first ... then</td>
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<td></td>
</tr>
</tbody>
</table>

| Present Progressive or Present Continuous | now | something is happening at the same time of speaking or around it | to be (am/are/is) + infinitive + -ing | I'm working. | I'm not working. | Am I working? |
| | at the moment | future meaning: when you have already decided and arranged to do it (a fixed plan, date) | | He's working. | He isn't working. | Is he working? |
| | Look! | | | I'm going. | I'm not going. | Am I going? |
| | Listen! | | | He's going. | He isn't going. | Is he going? |
| | just | you say that sth. has happened or is finished in the past and it has a connection to the present | have/has + past participle* | I have worked. | I haven't worked. | Have I worked? |
| | yet | | | He has worked. | He hasn't worked. | Has he worked? |
| | never | | | I have gone. | I haven't gone. | Have I gone? |
| | ever | | | He has gone. | He hasn't gone. | Has he gone? |
| | already | | | | | |
| | so far | | | | | |
| | up to now | | | | | |
| | since | | | | | |
| | for | | | | | |
| | recently | | | | | |

| Present Perfect Progressive or Present Perfect Continuous | all day | action began in the past and has just stopped | have/has been + infinitive + -ing | I have been working. | I haven't been working. | Have I been working? |
| | the whole day | how long the action has been happening | | He has been working. | He hasn't been working. | Has he been working? |
| | how long | | | I have been going. | I haven't been going. | Have I been going? |
| | since | | | He has been going. | He hasn't been going. | Has he been going? |
| | for | | | | | |
Details:

Things to look out for on the TOEFL Grammar

1. The third person singular in the Present Simple ends with an ‘s’, whereas the first and second persons (both singular and plural) and the third person plural do not.
2. For certain verbs ‘es’ is added (Ex. watch – watches, wash – washes, dress – dresses, fix – fixes).
3. The auxiliary for the present simple is ‘do’ for all persons except third person singular which uses ‘does’.
4. The auxiliary ‘do’ or ‘does’ is generally used only in the negative or interrogative forms, but may sometimes be used in the affirmative to emphasize a point. (Ex. I do agree with you, even if you don’t believe me!)
5. The Present Continuous employs the verb ‘to be’ conjugated appropriately according to the person and is then followed by a principle verb in the continuous form (-ing).
6. When the –ing suffix is added, some verbs have the final consonant doubled (stop – stopping, begin – beginning).

1. Use of the Simple Present
   a. Repeated actions
      Example: My friend often draws nice posters.
   b. Things in general
      Example: The sun rises in the east
   c. Fixed arrangements, scheduled events
      Example: The plane flies to London every Monday.
   d. Sequence of actions in the present
      Example: First I get up, then I have breakfast.
   e. Instructions
      Example: Open your books at page 34
Things to look out for on the TOEFL Grammar

1. Use the present simple after conjunctions such as ‘when’, ‘as soon as’, ‘before’, ‘after’,
   Example:
   a. After she meets the CEO, she’ll be done with the interviewing process.
   b. They will need to check into the hotel before they come to the conference.

2. Check for key words that are associated with the present simple, such as: Always, often, sometimes, seldom (rarely), never, every day/week/year, etc

2. **Use of the Present Progressive**
   a. Actions happening at the moment of speaking
      Example: Peter is reading a book now
   b. Fixed plans in the near future
      Example: We are going to Basel on Saturday.
   c. Temporary actions
      Example: I am working in Rome this month.
   d. Actions happening around the moment of speaking (longer actions)
      Example: My friend is preparing for his exams
   e. Trends
      Example: More and more people are using their computers to listen to music.
   f. Repeated actions which are irritating to the speaker (with always, constantly, forever)
      Example: Andrew is always coming late

3. **Use of the Present Perfect**
   a. Result of actions in the past is important in the present – It is not important when the actions happened.
      Example: I have cleaned my room
b. Recently completed actions  
   Example: He **has just played** handball.

c. States beginning in the past and still continuing  
   Example: We **have lived** in Canada since 1986.

d. Together with lately, recently, yet  
   Example: I **have been** to London **recently**.

4. **Use of the Present Perfect Progressive**

   a. Actions beginning in the past and still continuing (focus is on the action) – mostly with since (point of time) or for (period of time)
   Example: I **have been waiting** for you for three hours. (It was too long.)

   b. Recently completed actions (focus is on the action)
   Example: She **has been watching** too many videos. (It took too much time.)

C. **EXERCISES**

**Exercise 1**

Look at these sentences using the present simple. Is each sentence correct or is there a mistake?

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Correct/ Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>John gets up at 7 o'clock every day because he catch the train at 8 o'clock.</td>
<td>Correct/ Incorrect</td>
</tr>
<tr>
<td>When it's a very hot day, Michela likes swimming in the sea.</td>
<td>Correct/ Incorrect</td>
</tr>
<tr>
<td>Speak slowly to Ana and Petra because they doesn't speak English very well.</td>
<td>Correct/ Incorrect</td>
</tr>
<tr>
<td>I write to my friend in New Zealand every month. She live on a big farm near the mountains.</td>
<td>Correct/ Incorrect</td>
</tr>
<tr>
<td>The number 17 bus doesn't stop here, it stops in Wilson Avenue.</td>
<td>Correct/ Incorrect</td>
</tr>
</tbody>
</table>
Exercise 2:

Choose the best answer!

1. The scientific history of radium... beautiful
   a. Was
   b. Is
   c. Had been
   d. Is being

2. She ... her dog everyday
   a. To feed
   b. Feed
   c. Feeds
   d. Feeding

3. I ... always ... to the dentist
   a. Do not, go
   b. Does not, go
   c. Do not, went
   d. Does not, went

4. … Mary reading a book in her classroom?
   a. is
   b. am
   c. was
   d. were

5. They ... a cup of coffee, but chocolate.
   a. is not collecting
   b. are not drinking
   c. is not drinking
   d. are not collecting

6. Why ... your sister crying so loud? Please give her candies or something.
   a. is
   b. are
   c. am
   d. Were
Exercice 3:

Change the underlined verbs to simple present forms.

How to Make Cake

Ingredients:

- 12 eggs
- 1/4 kg of butter
- 3/8 kg of sugar
- 2 sachet of vanilla
- 1/2 tbs of Ovalet
- 3 1/2 ons of wheat flour
- 5 tbs of milk powder
- 1 package of chocolate powder

Steps:

1. **(Removed)** the egg yolk and albumen and **(placed)** them in different bowl.
2. **(Mixed)** the butter, sugar, vanilla, and ovalet for 10 minutes.
3. Put the yolk into the dough and **(blended)** again at least 10 minutes.
4. **(Poured)** the wheat flour little by little into the dough and stir well.
5. Pour the milk powder little by little into the dough and **(stirred)** well.
6. Pour the chocolate powder little by little into the dough and stir well.
7. Blend the albumen around 5 minutes.
8. Pour the albumen into the dough. Blend them around 10 minutes.
10. **(Lifted)** the cake and put on the plate. Spread some sugar on it. The bolu cake is ready to **(served)**.
D. REFERENCES


MEETING IV
PAST TENSE

A. OBJECTIVES
After studying this material, students are able to:

4.1 comprehend the use of past tense

B. MATERIAL DESCRIPTION
1. INTRODUCTION
Answer the questions below based on your experiences.

1. Have you been on vacation?
2. Are there any vacation destinations in your city?
3. Is there any vacation destination that you want to visit?

REMEMBER: Verbs come in three tenses: past, present, and future. The past is used to describe things that have already happened (e.g., earlier in the day, yesterday, last week, three years ago). The present tense is used to describe things that are happening right now, or things that are continuous. The future tense describes things that have yet to happen (e.g., later, tomorrow, next week, next year, three years from now).
Dear Allen,

Two years ago, I visited Borobudur temple. I went there with my parents and my little sister. We went to Borobudur temple by car. I left my house at nine o’clock. It took us forty-five minutes to drive a car. I arrived there at a quarter to ten. Along the road, I saw many vehicles, houses, buildings, trees, and peoples.

After we arrived at the Borobudur temple, my father went to park the car. My mother, my little sister and I went to buy tickets. After we waited, my father went to Borobudur temple area’s. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Denasty Syailendra. Borobudur Temple is the biggest temple in the world. It has 504 statue and 1,400 relief. From the top of the temple we can looked beautiful scenery. I played with my sister and bought drinks. Finally, we go back house.

I felt tired but I felt so happy can visited Borobudur temple with my family. I hope the temple was cared for by all of the visitors and the government.

With love,

Andrew

Adapted from: www.inggrisindonesiaku.com

Questions

1. What is the text about?
2. How was the writer’s feeling after visiting Borobudur temple?
3. With whom did the writer visit Borobudur temple?
4. Where is the location of Borobudur temple?
5. What did the writer do after buying tickets?
# 2. Grammar

<table>
<thead>
<tr>
<th>Tense</th>
<th>Signal words</th>
<th>Use</th>
<th>Form</th>
<th>Examples affirmative</th>
<th>Examples negative</th>
<th>Examples interrogative</th>
</tr>
</thead>
</table>
| **Simple Past or Past Simple** | • last ...  
• ... ago  
• in 1990  
• yesterday | action finished in the past, mostly connected with an expression of time (no connection to the present) | • regular: infinitive + -ed  
• irregular: 2nd column of table of irregular verbs | I worked.  
I didn’t work.  
Did I work? | | |
| **Past Progressive or Past Continuous** | while | • an action happened in the middle of another action  
• someone was doing sth. at a certain time (in the past) - you do not know whether it was finished or not | was/were + infinitive + -ing | I was working.  
I wasn’t working.  
Was I working? | | |
| **Simple Past Perfect or Past Perfect (Simple)** | • already  
• just  
• never | • mostly when two actions in a story are related to each other; the action which had already happened is put into Past Perfect, the other action into Simple Past  
• the past of Present Perfect | had + past participle* | I had worked.  
I hadn’t worked.  
Had I worked? | | |
| **Past Perfect Progressive or Past Perfect Continuous** | • how long  
• since  
• for | how long something had been happening before something else happened | had + been + infinitive + -ing | I had been working.  
I hadn’t been working.  
Had I been working? | | |
Details:

1. Use of the Simple Past
   a. Actions finished in the past
      Example: I visited Berlin last week.
   b. Series of completed actions in the past
      Example: First I got up, then I had breakfast.
   c. Together with the Past Progressive/Continuous, The Simple Past interrupted an action which was in progress in the past.
      Example: They were playing cards, when the telephone rang.
      1st action → Past Progressive → were playing
      2nd action → Simple Past → rang

2. Use of the Past Progressive
   a. Actions were in progress at a special time in the past
      Example: Peter was reading a book yesterday evening
   b. Two actions were happening at the same time (the actions do not influence each other)
      Example: Anne was writing a letter while Steve was reading the New York Times.
   c. Together with Simple Past
      Example: While we were sitting at the breakfast table, the telephone rang.
   d. Repeated actions irritating the speaker (with always, constantly, forever)
      Example: Andrew was always coming late.

3. Use of the Past Perfect
   a. Together with the Simple Past
      Example: Mary had read the book before she watched a film
   b. The past equivalent of the Present Perfect
      Example: He had played hockey.
4. Use of the Past Perfect Progressive

How long something had been happening before something else happened

Example: I had been waiting for Susan for 2 hours when she arrived.

The irregular verbs

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Simple past</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was/were</td>
<td>Been</td>
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<tr>
<td>put</td>
<td>put</td>
<td>Put</td>
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<td>quit*</td>
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<td>think</td>
<td>thought</td>
<td>thought</td>
</tr>
</tbody>
</table>
C. EXERCISES

Exercise 1:

Which answers are correct? You may choose more than one option.

1. Which sentences/questions are in the Simple Past?
   a. He didn't learn for school.
   b. I fell from the tree.
   c. I've found a pen.
   d. She was in Hamburg.
   e. We were watching a film.

2. Which verb forms are in the Simple Past?
   a. Had
   b. Has
   c. Played
   d. Was
   e. Were

3. Which of the following words are used with the Simple Past (signal words)?
   a. at the moment
   b. in 2002
   c. two weeks ago
   d. while
   e. yesterday

Exercise 2:

Choose the best answer!

1. Ahmad: Mah, what were you doing when I phoned your mother last night?
   Halimah: I ... TV
   a. Watch
   b. Am watching
   c. Have watched
   d. Was watching

2. I was sleeping when my father...the announcement about me in the radio.
   a. Hear
   b. Heard
   c. Was hearing
   d. Hears

3. Fairel ... to Paris last year with his parent.
   a. Goes
   b. Did
4. Budi: Anwar was promoted president of your company last week; wasn't he?  
   Anton: I'm glad he was; he ... in this company for years.  
   a. Worked  
   b. Had worked  
   c. Has been working  
   d. Was working  

5. Dina: We haven't heard from Didi for such a long time.  
   Dini: We haven't either, since he ... to Dili  
   a. Had moved  
   b. Moves  
   c. Has moved  
   d. Moved

**Exercice 3:** Arrange these jumbled words into good sentences.

1. I - vacation - last - hometown - decided - go - to - Sielman - in - my - to  
   Last Vacation, I decided to go to my hometown in Sielman.

2. Our - went - then - homes - we - to  

3. blue - friends - went - I - my - with - went - lagoon - to  

4. Time - could - I - Lagoon - hope - next - I - visit - Blue

**Exercice 4:**  
Change the underlined verbs to simple past forms.
Fantastic Holiday at Yogyakarta

Last week, I (go) to Yogyakarta with my family. My father (drives) the car. My mother (sits) beside him. My sister and I sat in the back seats.

We woke up early in the morning. My father (prepares) the car in the garage while mother was preparing food for breakfast and some snacks for us. My sister and I (pack) some clothes. After everything (gets) ready and we had our breakfast, we left the house at six o'clock.

It was about nine A.M. We (arrive) at Yogyakarta. First of all we visited our uncle. We stayed there for an hour. Then we went to Parangtritis beach. We got there at eleven o'clock. There were a lot of tourists because it was holiday. I (see) many foreign visitors too. My parents (watch) us playing with sand in the beach. We did not swim and take a bath since the wave was rough. After having lunch, we went on our picnic to the museum and Malioboro shopping centre.

We drove back to Semarang at 7 o'clock and arrived home at ten. We (are) tired but happy.

D. REFERENCES


MEETING V
FUTURE TENSES AND MODALS

A. OBJECTIVES

After studying this material, students are able to:
1.1. Understand the usage of future tense in a sentence
1.2. Understand the usage of modal auxiliaries in a sentence

B. COURSE DESCRIPTION

Objectives of point 1.1.
1.1 Students are able to understand the usage of future tense in a sentence

Passage 1

Carrol is sure that tomorrow will be a big day. She will wake up at 4 o’clock in the morning. She never wakes up so early this year so it’s going to be a good start. She has already made a list of activities she is going to do tomorrow.

First of all, she is going to do self-affirmation. Some says that self-affirmation will influence her day in a positive way. How will she do self-affirmation? Firstly, she will be grateful for what she has achieved. She will appreciate herself and focus on her strength. Thinking of other people’s kindness will make her feel good. Then, she will think of my goal that will motivate her to move forward. Self-affirmation will take about 30 minutes.

Second, she is going to watch some videos about negative and positive thinking. She has prepared those videos which are about 1 hour and 30 minutes. Third, she is going to do yoga. She loves yoga. She has joined yoga class for three months. Finally, she will do her morning routine and go to work. Yeay, it’s going to be wonderful!

Exercise 1.

Directions: Complete the sentences with the correct form of the verb in parentheses based on the passage.
1. Carrol is sure that tomorrow will be a big day.
2. She (wake) ........ up at 4 o’clock in the morning.
3. she (do) ………..self-affirmation. Some says that self-affirmation (influence) 
……….her day in a positive way.
4. She (appreciate)………. herself and focus on her strength.
5. she (think) ……… of her goal that (motivate) ……….. her to move forward.
6. she (watch) ……….. some videos about negative and positive thinking.
7. she (do)…….. yoga. She loves yoga.
8. She (do)……….. her morning routine and go to work.

There are several time-expressions that are used in all of the different 
forms of the future tense. They are generally used at the end of the sentence or 
question. The most common are: tomorrow, next week (Sunday/month/year),
in two days (weeks, months years), the day after tomorrow, etc.

The future tenses can be expressed in several ways in English. Here are 
different possibilities:
1. Simple Future Tense: will and be going to

Simple Future Tense expresses an activity in the future.

<table>
<thead>
<tr>
<th>Formula of Simple Future: will and be going to</th>
</tr>
</thead>
<tbody>
<tr>
<td>(+) Subject + will + verb base</td>
</tr>
<tr>
<td>Subject + am/is/are + going to + verb base</td>
</tr>
<tr>
<td>(-) Subject + will + not + verb base</td>
</tr>
<tr>
<td>Subject + am/is/are + not + going to + verb base</td>
</tr>
<tr>
<td>(?) Will + subject + verb base</td>
</tr>
<tr>
<td>Am/is/are + subject + going to + verb base?</td>
</tr>
</tbody>
</table>

2. Future Continuous Tense: will and (be) going to

Future Progressive Tense expresses an activity that will be in progress at a time in the future.

<table>
<thead>
<tr>
<th>Formula of Future Continuous Tense: will and (be) going to</th>
</tr>
</thead>
<tbody>
<tr>
<td>(+) Subject + will + be + verb-ing</td>
</tr>
<tr>
<td>Subject + am/is/are + going to + be + verb-ing</td>
</tr>
<tr>
<td>(-) Subject + will + not + be + verb-ing</td>
</tr>
<tr>
<td>Subject + am/is/are + not + going to + be + verb-ing</td>
</tr>
<tr>
<td>(?) Will + subject + be + verb-ing</td>
</tr>
<tr>
<td>Am/is/are + subject + going to + be + verb-ing</td>
</tr>
</tbody>
</table>

3. Future Perfect

Future Perfect Tense expresses an activity that will be completed before a particular time in the future.
### Formula of Future Perfect

<table>
<thead>
<tr>
<th>Formula</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>(+) Subject + will + have + verb3 (past participle)</td>
<td>Ramon will have finished the English task by next Tuesday.</td>
</tr>
<tr>
<td>(-) Subject + will + not + have + verb3 (past participle)</td>
<td>Ramon will have finished the English task by next Tuesday.</td>
</tr>
<tr>
<td>(?) Will + subject + have + verb3 (past participle)</td>
<td>Will Ramon have finished the English task by next Tuesday?</td>
</tr>
</tbody>
</table>

### 4. Future Perfect Continuous

Future Perfect Progressive Tense expresses the duration of an activity that will be in progress before another time or event in the future.

<table>
<thead>
<tr>
<th>Formula of Future Perfect Continuous</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>(+) Subject + will + have + been + verb1-ing (present participle)</td>
<td>My mother will have been teaching for 35 years.</td>
</tr>
<tr>
<td>(-) Subject + will + not + have + been + verb1-ing (present participle)</td>
<td>My mother will not have been teaching for 35 years.</td>
</tr>
<tr>
<td>(?) Will + subject + have + been + verb1-ing (present participle)</td>
<td>Will My mother have been teaching for 35 years?</td>
</tr>
</tbody>
</table>

### Exercise 2.

**Directions:** Write about your activities tomorrow.

I’m going to get up at __five__ tomorrow morning. Then, __________. After that, __________. Around __________ o’clock, __________. Later __________. At __________ o’clock, __________. Next, __________. __________ a little later. Then at __________ o’clock, __________.

### Exercise 3.

**Directions:** Complete the sentences. Use the simple future (**be going to**) and the given expressions (or your own words).

- go to the bookstore
- look it up in my dictionary
- stay in bed today
- talk long walk in the park
- go to the bookstore
- go to the beach
1. We need to buy some reference books. We **are going to go to the bookstore.**

2. I have a headache. I ______________________________________

3. She is writing a composition. She doesn’t know how to spell a word. She ________________________________

4. The students need to buy books. They ______________________________

5. It’s nice a day today. Wendy and I ______________________________

6. Chicco and Niko want to go swimming. We ______________________________

**Exercise 4.**

*Directions: Use the future continuous.*

1. Right now we are attending class. Yesterday at this time, we were attending class. Tomorrow at this time, we (attend) **will be attending** class.

2. A: Where is she going to be this evening?  
   B: She (work, at the library) **will be working** on her research paper.

3. A: __________________(I, feel) bad about my decision?  
   B: No. It is the best decision.

**Exercise 5.**

*Directions: Fill in the correct form of the verb with the future continuous (using will / be going to) form of future as in the examples.*

1. My teacher **will be receiving** his M.A. degree at the ceremony next week (receive)

2. **Is Tom going to be visiting** you today? (visit)

1. I **will be driving** to Boston this weekend. (drive) Do you want to come along?

2. **Will he be attending** the conference next week? (attend)

3. Ruth and Ann **will be getting** out of class just as I arrive at the college. (get)

4. I **will be freezing** in Norway next week while you are sunbathing in Tahiti (freeze)

5. How many students **will not be graduating** next month? (not graduate)
Objectives of point 1.2

1.2 Students are able to understand the usage of modal auxiliaries in a sentence

Modal auxiliaries generally express speakers’ attitudes. On the other hand, modals can express that a speaker feels something is advisable, possible, permissible, necessary, or probable. It is always followed by verb base.

<table>
<thead>
<tr>
<th>Auxiliary</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) can</td>
<td>ability / possibility</td>
<td>She can sing beautifully.</td>
</tr>
<tr>
<td></td>
<td>polite request</td>
<td>Can you invite me to the group please?</td>
</tr>
<tr>
<td>(b) could</td>
<td>past ability</td>
<td>I couldn’t attend to the next meeting tonight.</td>
</tr>
<tr>
<td></td>
<td>polite request</td>
<td>Could you help me to close the door please?</td>
</tr>
<tr>
<td>(c) may</td>
<td>possibility</td>
<td>It may happen tomorrow.</td>
</tr>
<tr>
<td></td>
<td>polite request</td>
<td>May I help you?</td>
</tr>
<tr>
<td>(d) might</td>
<td>possibility</td>
<td>It might rain tonight.</td>
</tr>
<tr>
<td>(e) must</td>
<td>necessity</td>
<td>You must study hard.</td>
</tr>
<tr>
<td>(f) should</td>
<td>advisability</td>
<td>You should take a rest at home.</td>
</tr>
<tr>
<td>(g) will</td>
<td>future happening</td>
<td>They will arrive at the airport on time.</td>
</tr>
<tr>
<td>(h) shall</td>
<td>future happening</td>
<td>We shall buy the tickets soon.</td>
</tr>
<tr>
<td>(i) would</td>
<td>polite request</td>
<td>Would you mind to join in my group discussion?</td>
</tr>
<tr>
<td>(j) be able to</td>
<td>ability</td>
<td>I wasn’t able to read the text carefully.</td>
</tr>
<tr>
<td>(k) be going to</td>
<td>future happening</td>
<td>Harry and William are going to discuss the lesson after the class.</td>
</tr>
<tr>
<td>(l) ought to</td>
<td>advisability</td>
<td>They ought to speak English in the class.</td>
</tr>
<tr>
<td>(m) have to / has to</td>
<td>necessity</td>
<td>We have to review the lesson next meeting.</td>
</tr>
<tr>
<td>(n) had to</td>
<td>past necessity</td>
<td>The students had to study last night.</td>
</tr>
</tbody>
</table>

*STRATEGY

**Modals are always followed by verb base.**

<table>
<thead>
<tr>
<th>(a) Modals are followed by verb base.</th>
<th>Correct: Sammy <em>will sing</em> a romantic song.</th>
<th>Incorrect: Sammy <em>will sings</em> a romantic song.</th>
</tr>
</thead>
</table>

Correct: *They must submit* the task soon.

Incorrect: *They must submitting* the task soon.
(b) Modal do not take a final –s, even when the subject is she, he, or it.

<table>
<thead>
<tr>
<th>Correct:</th>
<th>Incorrect:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carla can make rainbow cake.</td>
<td>Carla cans make rainbow cake</td>
</tr>
<tr>
<td>They should go home soon.</td>
<td>They should went home soon.</td>
</tr>
</tbody>
</table>

(c) Phrasal modals are common expressions whose meanings are similar to those of some of modal auxiliaries. For example: be able to is similar to can; be going to is similar to will.

<table>
<thead>
<tr>
<th>Correct:</th>
<th>Incorrect:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students are able to speak English well.</td>
<td>The students are going to speak English well.</td>
</tr>
<tr>
<td>The students can speak English well.</td>
<td>The students will go to the laboratory.</td>
</tr>
<tr>
<td>The students will go to the laboratory.</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 1.
Directions: All of these contain errors in the form of modals. Correct the errors.

1. The children can collecting the sticks in the box.
   The children can collect the sticks in the box.

2. Milley could read the whole text carefully.

3. We may received the bills later.

4. Those students should to repair the computer soon.

5. Shall we come to the party?

6. Would you remove that mouse from this house?

Exercise 2.
Directions: Complete the conversations. Begin the sentences with subject and appropriate modal auxiliaries based on the case. Use the expressions in the list or your own words.
1. A: My shoes have holes in the bottom.
   B: ________________________________________________________________
2. A: What is the headline on the newspaper today?
   B: According to the law, a driver ____________________________________
3. A: Did you finish the homework?
   B: I ___________________ last night although I was tired.
4. A: Why did our teacher come late yesterday?
   B: Our teacher _________________ on time because he had a crash.
5. A: I want to improve my speaking skill in English.
   B: According to my teacher, we ______________________________________

Exercise 3.

Directions: Work in small groups. Make sentences with should and shouldn’t.
Share some of your answers with the class.

1. The teacher is giving a final exam. One student keeps looking at a paper under
   his exam paper. It has the answers on it.
   The teacher ____________________________
   a. take the paper away and give the student another chance.
   b. give the student a failing grade for the test.
   c. give the student a failing grade for the class.
   d. send the student to see the director of the school.
2. Susan is 16 years old. A boy in her class wants her to go to dinner and a
movie with him. This will be her first date.
Her parents _______________________
   a. let her go if her older brother goes too.
   b. make her wait until she is older.
   c. go with her.
   d. let her go by herself.
   e. let her go to dinner only.

Exercise 4.
Directions: Complete the sentences with the words in parentheses. Use a form of
\textbf{have/has + infinitive (to + verb base)}.

1. A: Recky can’t join us for lunch today.
   B: Why not?
   A: \textit{(he, work) ____ \textbf{He has to work.}}
   B: \textit{(he, work) ____ \textbf{Does he have to work} tomorrow too? If he doesn’t maybe
we should postpone the lunch until tomorrow.}

2. A: Why \textit{(she, go) }____________________ to the library tomorrow?
   B: \textit{(she, find) __________________ some data for her research paper.}

3. A: It’s almost seven-thirty. What time \textit{(John and Brian, leave)}
   __________________ for the airport?
   B: Around eight. \textit{(they, be) __________________ at the airport at nine-
fifteen.}

4. A: Why did you go to the stationary after class yesterday?
   B: \textit{(I, buy) __________ some colored markers.}
   A: Oh? Why? \textit{(you, buy) __________________ colored markers?}
   B: I need them for some drawings in my art class.

C. EXERCISES

1.1 Exercise 1.
   \textit{Directions: Add “to” where necessary. If “to” is not necessary, write “X”.

1. My brother can \textbf{X} play the guitar very well.
2. They have _____ pay our the tax every month.
3. You shouldn’t ______ drink five cups of coffee a day.
4. Jane might not ______ be there tomorrow.
5. What time are you going _______ arrive?
6. My classmates are able ______ speak English fluently.
7. My sister has ______ read the text before the next week.
8. Is Darwin going ______ a brief meeting tomorrow?
9. May I _____ use your telephone?
10. You had _____ go to the post office to send this letter.

1.2 Exercise 2.

Direction: Analyze the errors of the following sentences. Correct the errors.

1. Could you ______ drive a car when you were seventeen years old?
   ___Could you drive a car when you were seventeen years old_____

2. Would you please to help me?

3. He will can go to the library tomorrow.

4. My mother couldn’t opens the class door because she didn’t have a key.

5. Please turn the television off. I cannot studied for the exam.

6. My friend was not able call me yesterday.

7. We are going to Boston next year with our big family.

8. If you want to check a book out of the school library, you have to had a library card.

9. The doctor gave William a prescription. According to the directions on the bottle, William must takes one tablet every six hours.

10. We had to went to the campus yesterday.

11. The teachers must not to use their mobile phone during the class.

12. I saw a bucket of beautiful flowers at florist yesterday, but I couldn’t bought it.
13. Salma cannot go to market two hours later.

14. May I please be borrowing your dictionary?

15. We didn’t able to get the tickets for the booming movie.

1.3 Exercise 3.

Direction: Fill in the blanks with the correct form of the following modals: can, could, be able to, may, might, shall, should, must, have to, don’t have to.

➢ You may have to make the modals negative according to the context of the sentence.

➢ There may be more than one possibility.

Example:
He has to take his car to be serviced. The brakes are squeaking.
Would you please save me a seat at the dinner event?

1. If you are sick, you ________ go to work. You’ll infect everyone there.
2. Drivers ________ stop at red lights.
3. You ________ finish the proposal today. You can finish it tomorrow.
4. She ________ hear much better with her new hearing aids.
5. ________ I order us a bottle of wine?
6. Sam ________ pick his daughter up from school. She’s taking the bus home.
8. You ________ eat so many sweets. They are bad for you.
9. ________ you mind walking a little faster? We’re going to be late.
10. I’m sorry. I ________ help you. I don’t know how to do it.

1.4 Exercise 4.

Directions: Circle the correct completions.

1. A: “Is Billy going to be at the meeting?”
   B: “No, he is too busy. He _____ be there,”
   A. doesn’t B. will C. won’t D. might

2. If you want to keep your current job, you ____________ be late for work.
   A. don’t have to B. must not C. doesn’t have to D. didn’t
3. A: Where is the left-over chicken from dinner last night?
   B: I just saw it when I got some ice cubes. It _______ in the freezer.
   A. could be      B. must be      C. is      D. might be

4. A: It’s supposed to rain tomorrow.
   B: I know, but the forecast ______ wrong. Weather forecasts are far from 100 percent accurate.
   A. could be      B. must be      C. is      D. will be

5. He should ________ the homework soon.
   A. finished      B. finishing    C. finishes    D. finish

6. A: “Are your sisters going to go to market today?”
   B: “No, they are going to there _______ Sunday.”
   A. next      B. yesterday    C. last      D. ago

7. A: “Why is your classmate late today?”
   B: “I don’t know. ______ he slept late last night.”
   A. was      B. maybe    C. did      D. may

8. A: Do you know where Pablo is?
   B: He __________ at Crystal café. He said something about wanting to visit after work today, but I’m really not sure.
   A. could be      B. must be      C. is      D. are

9. Ann and Rose ______ to the zoo next week.
   A. are going to go    B. can going    C. will going    D. will can go

10. A: “When are you going to the library?”
    B: “I’ll go there before I _______ to the post office tomorrow morning.”
    A. am going   B. went    C. will go    D. go

11. A: “What time _______ Tom and Brian going to arrive?”
    B: “At nine.”
    A. is      B. are     C. do      D. will

12. Frendy ______ to her mother on the phone.
    A. are going to speak   C. is going to speaking
    B. is going to speak   D. are going to speaking

13. A: “Is George going to talk to us this morning about our plans for next week?”
    B: “No. He’ll ______ us this afternoon.”
    A. call      B. calls    C. calling    D. called
14. A: Is Kate a good student?
   B: She _______. I don’t know her well., but I heard she was offered
   a scholarship for next year.
       A. could be       B. must be       C. is       D. are
15. A: Let’s be really quiet when we go into the baby’s room. The baby
       ____________, and we don’t want to wake her up.
   B: Okay.
       A. might sleep       C. might have been sleeping
       B. might be sleeping       D. might sleeping

D. REFERENCES

Azar, Betty Schrampfer. (2002). *Understanding and Using English
Available at [https://www.gingersoftware.com/content/grammar-rules/verbs/modal-verbs/](https://www.gingersoftware.com/content/grammar-rules/verbs/modal-verbs/)
MEETING VI
PASSIVE VOICE

A. OBJECTIVES

After studying this material, students are able to:

1.1. Understand the usage of passive voice in a sentence
1.2. Create active and passive sentence

B. MATERIAL DESCRIPTION

<table>
<thead>
<tr>
<th>Objectives of point 1.1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Students are able to understand the usage of passive voice in a sentence</td>
</tr>
<tr>
<td>1.2 Students are able to create active and passive sentence</td>
</tr>
</tbody>
</table>

Passage 1

Earthquake is one of natural disaster that destroying a certain area the most. It recently happens in Tasikmalaya, West Java Province. Earthquakes are caused by suddenly breaks of underground rock along a fault. This sudden release a huge amount of seismic waves Energy. The ground will be shaken when it happen. When two plates or two blocks of rock are rubbing against each other, they will be sticked together. But, they don’t slide smoothly.

The rocks are not moving but still pushing against each other. After several times, the rocks will be broken due to all the pressure that’s built up. When those rocks break, the earthquakes happen. This is horrible and we have to maintain our Environment, so there will be no earthquakes happen.

Answer the following questions:

1. What is the main idea of the above paragraph?
2. Read the underlined sentence and analyze the structure!

Passive Voice

Passive voice is a type of sentence with unique characteristic because subject that is supposed to be an agent to something (action) is reverse, as the one which is affected or influenced by the action. It is, therefore, the opposite of active voice.
Forming The Passive

Active: He opens the door.

*he = as a subject
opens = as a verb
the door = as an object

Passive: The door is opened by him.

*the door = as a subject
is opened = as a verb

In passive sentence, the object (the door) of an active verb becomes the subject of the passive verb.

Meanwhile, the subject (he) of an active verb follows “by”. The noun that follows “by” is called “the agent”.

Active: The sun rises in the morning.

*the sun = as a subject
rises = as verb
in the morning = adverb of time

Passive: None

- Was the victim helped by Tom?
- has the victim been helped by Tom?

Only transitive verbs (verbs that can be followed by an object) are used in the passive. It is not possible to use intransitive verbs (such as rise, appear, happen, sleep, come, seem, etc) in the passive.

In the question form of passive verbs, an auxiliary verb precedes the subject.
There are some steps in converting active voice to passive voice:

1. Convert the position of subject and object of the active sentence.

   **The professor** teaches the students.
   
   subject  verb  object of verb

   The students are taught by the professor.
   
   subject  verb  object of preposition

2. Add proper auxiliary after the “new subject”.

   The professor will teach the students.
   
   The students will be taught by the professor.

3. Change the verb into verb-3 (past participle) and add by afterward.

   The professor teaches the students.
   
   subject  verb  object of verb

   The students are taught by the professor.
   
   subject  be + verb-3  object of preposition

### PASSIVE VOICE RULES FOR TENSES

<table>
<thead>
<tr>
<th>Tense</th>
<th>STRUCTURE</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active Voice &amp; Passive Voice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present Simple</td>
<td>S + V1+s/es</td>
<td>My mom makes a cake.</td>
</tr>
<tr>
<td></td>
<td>S + is / am / are + V3</td>
<td>A cake is made by my mom.</td>
</tr>
<tr>
<td>Present Continuous</td>
<td>S + is / am / are + V-ing</td>
<td>She is planting some trees.</td>
</tr>
<tr>
<td></td>
<td>S + is / am / are + being + V3</td>
<td>Some trees are being planted by us.</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>S + has / have + V3</td>
<td>Someone has stolen the cars.</td>
</tr>
<tr>
<td></td>
<td>S + has / have + been + V3</td>
<td>The cars have been stolen (by someone)</td>
</tr>
<tr>
<td></td>
<td>S + has / have + been + V-ing</td>
<td>Jane and Jenna have been playing harp.</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>S + has / have + been + being + V3</td>
<td>Harp has been being played by Jane and Jenna.</td>
</tr>
<tr>
<td>Continuous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simple Future</td>
<td>S + will / shall + V1</td>
<td>Bob will buy some books in the bookstore.</td>
</tr>
<tr>
<td>(will)</td>
<td>S + will / shall + be + V3</td>
<td>Some books will be bought by Bob in the bookstore.</td>
</tr>
<tr>
<td>Simple Future</td>
<td>S + is / am / are + going to + V1</td>
<td>They are going to make a candle-light dinner tonight.</td>
</tr>
<tr>
<td>(be going to)</td>
<td>S + is / am / are + going to be + V3</td>
<td>A candle-light dinner is going to be made by them tonight.</td>
</tr>
<tr>
<td>Future Continuous</td>
<td>S + will / shall + be + V-ing</td>
<td>The president will be delivering a speech at 9.00 am tomorrow.</td>
</tr>
<tr>
<td>(will)</td>
<td>S + will / shall + be + being +</td>
<td>A speech will be being</td>
</tr>
</tbody>
</table>

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**UNIVERSITAS PAMULANG**

**ENGLISH I** 60
<table>
<thead>
<tr>
<th><strong>Future Continuous (be going to)</strong></th>
<th>V3</th>
<th>delivered by the president at 9.00 am tomorrow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S + is / am / are + going to + be + V-ing</td>
<td>Mariah is going to be presenting the research result.</td>
<td></td>
</tr>
<tr>
<td>S + is / am / are + going to + be + being + V3</td>
<td>The research result is going to be being presented by Mariah.</td>
<td></td>
</tr>
<tr>
<td><strong>Future Perfect (will)</strong></td>
<td>S + will + have + V3</td>
<td>The students will have completed the paper before the deadline.</td>
</tr>
<tr>
<td>S + will have been + V3</td>
<td>The paper will have been completed by the students before the deadline.</td>
<td></td>
</tr>
<tr>
<td><strong>Future Perfect (be going to)</strong></td>
<td>S + is / am / are + going to + have + V3</td>
<td>The students are going to have completed the paper before the deadline.</td>
</tr>
<tr>
<td>S + is / am / are + going to + have been + V3</td>
<td>The paper is going to have been completed by the students before the deadline.</td>
<td></td>
</tr>
<tr>
<td><strong>Future Perfect Continuous (will)</strong></td>
<td>S + will + have been + V-ing</td>
<td>She will have been eating the watermelon.</td>
</tr>
<tr>
<td>S + will + have been + being + V3</td>
<td>The watermelon will have been being eaten by her.</td>
<td></td>
</tr>
<tr>
<td><strong>Future Perfect Continuous (be going to)</strong></td>
<td>S + is / am / are + going to + have been + V-ing</td>
<td>The famous singers are going to have been singing the songs for over two days by the time it is finished.</td>
</tr>
<tr>
<td>S + is / am / are + going to + have been + being + V3</td>
<td>The songs are going to have been being sung by the famous singers for over two days by the time it is finished.</td>
<td></td>
</tr>
<tr>
<td><strong>Past Simple</strong></td>
<td>S + V2</td>
<td>Robby bought some movie tickets.</td>
</tr>
<tr>
<td>S + was / were + V3</td>
<td>Some movie tickets were bought by Robby.</td>
<td></td>
</tr>
<tr>
<td><strong>Past Continuous</strong></td>
<td>S + was / were + V-ing</td>
<td>The president was singing <em>Indonesia Raya</em>.</td>
</tr>
<tr>
<td>S + was / were + being + V3</td>
<td><em>Indonesia Raya</em> was being sung by the president.</td>
<td></td>
</tr>
<tr>
<td><strong>Past Perfect</strong></td>
<td>S + had + V3</td>
<td>He had delivered the burgers.</td>
</tr>
<tr>
<td>S + had been + V3</td>
<td>The burgers had been delivered by him.</td>
<td></td>
</tr>
<tr>
<td><strong>Past Perfect Continuous</strong></td>
<td>S + had been + V-ing</td>
<td>Chef Juna had been preparing the restaurant’s fantastic dinners for two years before he moved to Surabaya.</td>
</tr>
</tbody>
</table>
### Passive Voice Rules & Usage with Examples

| (a) The trees haven’t been watered. (passive) | The passive is used to make formal statement (more polite). In (a): the sentence is more polite because of using passive voice. |
| (b) You haven’t watered the trees. (active) | |
| (c) Rice is grown in Padang | The passive is used when the agent (the person who does the action) is unknown unimportant or obvious from the context. |
| (d) Our house was built in 2017. | Usually it is used without a by-phrase. The passive is most frequently used when it is not known or not important to know exactly who performs an action. In (a): Rice is grown in Indonesia by people, by farmers, by someone. It is not important to know exactly who grows rice in Padang. |
| (e) This bonsai was imported from China. | |

*All of those passive sentences are the example of the use passive without the by-phrase.*

| (f) *Laskar Pelangi* was written by Andrea Hirata. | The by-phrase is included because it is important to know who performs an action. |

---

### C. EXERCISE

1.1 Exercise 1
Directions: Change the active to the passive.

1. Bob writes some letters. ➞ Some letters **are bought** by Bob.
2. Bob wrote some letters. ➞ Some letters **were bought** by Bob.
3. Bob will write some letters. ➞ Some letters **will be bought** by Bob.
4. Bob is writing some letters. ➞ Some letters **are being bought** by Bob.
5. Bob was writing some letters. ➞ Some letters **were being bought** by Bob.
6. Bob is going to write some letters. ➞ Some letters **are going to be bought** by Bob.
7. Bob has written some letters. ➞ Some letters **have been bought** by Bob.
8. Bob had written some letters. ➞ Some letters **had been bought** by Bob.
9. Bob has to write some letters. ➞ Some letters **must be bought** by Bob.
10. Bob must write some letters. ➞ Some letters **must be bought** by Bob.
11. Is Bob writing some letters? ➞ Some letters **are being bought** by Bob.
12. Did Bob write some letters? ➞ Some letters **were bought** by Bob.
13. Has Bob written some letters? ➞ Some letters **have been bought** by Bob.

1.2 Exercise 2

Directions: Change the active to the passive.

1. Mariah Carey sang romantic songs in her concert last night.
   **Romantic songs were sung by Mariah Carey in her concert last night.**
2. My father will repair the computer tomorrow.
3. Fatima and Aisha were discussing the news.
4. Mr. Yudhoyono reads three books every day.
5. I have finished a big project for two days.
6. The president will be delivering a speech tomorrow morning.
1.3 Exercise 3
Directions: Change the passive to the active.
1. This poem is written by Paula.
   Paula writes this poem.
2. These pictures were taken by photographers.
3. The tasks are going to be submitted by our chairman.
4. The book had been returned by Ken to the library.
5. Will the additional course be taken by you?
6. That delicious cake has to be bought by us.

1.4 Exercise 4
Directions: Change the active to the passive if possible. Some verbs are intransitive and cannot be changed.
1. The smoke rises to the sky. (no change)
2. We will continue the meeting after the break time.
3. Our team won the game yesterday.
4. It rained hard last night.
5. My daughter seemed happy when she went to the zoo.
6. The couriers have dropped the boxes in the garage.

1.5 Exercise 5
Directions: Correct the errors in these sentences.
1. We are interested in his idea.  
   **We are interested in his idea**

2. The cars are parking on basement during this meeting.

3. The progress is been made every day.

4. Milly should has has been told the news a long time ago.

5. was my purse stealing by someone?

6. I have been teach by your mom for three years.

**1.6 Exercise 6**

*Directions: Circle the correct completions.*

1. We can see many beautiful paintings in this exhibition. They were ……. by famous Indonesian painter.
   A. Painting  
   B. Painted  
   C. Paint  
   D. Being painting

2. Two tents for our camping would ……. by my mother.
   A. Being bought  
   B. Been bought  
   C. Be bought  
   D. Bought

3. A well-known architect is designing our new office. The passive form of the previous sentence is, Our new office ……. by a well-known architect.
   A. Designed  
   B. Be designing  
   C. Is designed  
   D. Is being designed
4. The important email has been sent by my secretary. What is the active form of this sentence?
   A. My secretary was sending the important email
   B. My secretary sends the important email
   C. My secretary is sending the important email
   D. My secretary has been sending the important email
   E. My secretary has sent the important email

5. They translated some old documents last week. The passive form of the previous sentence is, Some old documents …….by them last week.
   A. are translated
   B. have been translated
   C. were being translated
   D. were translated

6. They cancelled all flights because of fog. The passive form of the sentence is, because of fog….
   A. All flights had cancelled
   B. All flights were cancelled
   C. All flights have been cancelled
   D. They are being cancelled

   A. was launched
   B. will be launched
   C. has been launched
   D. is launched

8. He fixes the broken bikes every day. The passive form of the sentence is, the broken bikes ………………………………………
   A. are fixed by him every day
   B. are fixed by he every day
   C. were fixed by he every day
   D. were fixed by him everyday
9. Sussy has taken an English course. What is the passive form of that sentence?
   A. English courses have been taken by Sussy
   B. An English course has been taken by Sussy
   C. An English course has been taking by Sussy.
   D. Sussy has been taken an English course

10. The computers are being used by the students now. What is the active form of that sentence?
   A. The students used the computers now.
   B. The students were using the computers now.
   C. The students are using the computers now.
   D. The students use the computers now.

D. REFERENCES
Meeting VII

PREPOSITIONS

A. OBJECTIVES OF THE STUDY
   1. to explain various prepositions.
   2. to explain changes of meanings when the prepositions followed or preceded by other parts of speech.

B. MATERIAL DESCRIPTION
   1. INTRODUCTION

Mount St. Helens

Mount St. Helens, a volcano in the states of Washington in the United States, erupted on May 18, 1980. Sixty-two people died due to the eruption. No one was surprised by the eruption of Mount St. Helens. Scientists had been predicting that eruption was likely for almost two years before it happened.

In March 1980 a small eruption occurred and in April one side of the mountain started to swell and crack. The scientists issued warnings and asked people to clear the area. On May 18 the mountain exploded. Hot gases burst out, followed by hot ash, which ran down the mountain slopes burning everything in its path. Cities and towns were covered with powder. The ash from the volcano was found as far as the Atlantic Ocean, on the other side of the continent.

The top of the mountain was blown away about 600 square kilometers (230 miles) of land was destroyed, killing both animals and plants. Many thought it would take decades for the land to recover, but the return of life was remarkable. Today the slopes and valleys of Mount St. Helens once again have abundant wildlife.

Exercise 1: Prepositions are tested on the TOEFL Test. Complete the sentences with the correct prepositions.

2. Scientists had predicted that an eruption was likely, so no one was surprised ............ it.
3. ..............April 1980 one side.............the mountain started to swell.
4. The explosion of hot gases was followed ..............hot ash.
5. Cities were covered..............ash from the mountain.
6. The ash ..............the mountain went as far as the Atlantic
    Ocean..............the other side of the continent.

**Exercise 2:** Look at the chart below showing natural disasters. Describe the disaster, including where it occurred, and what happened due to the disaster.

<table>
<thead>
<tr>
<th>Disaster</th>
<th>Where</th>
<th>When</th>
<th>What happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volcanic eruption</td>
<td>Krakatoa, Indonesia</td>
<td>August 27, 1883</td>
<td>36,000 people died</td>
</tr>
<tr>
<td>Potato famine</td>
<td>Ireland</td>
<td>1840s</td>
<td>1.5 million people died</td>
</tr>
<tr>
<td>Flood</td>
<td>Johnstown, Pennsylvania</td>
<td>May 1889</td>
<td>2,200 people died</td>
</tr>
<tr>
<td>Earthquake</td>
<td>Tangshan, China</td>
<td>July 28, 1976</td>
<td>242,000 people died</td>
</tr>
<tr>
<td>Tidal wave</td>
<td>Bangladesh</td>
<td>1970</td>
<td>200,000 people died</td>
</tr>
<tr>
<td>Tornado</td>
<td>Ohio, US</td>
<td>April 3, 1974</td>
<td>315 people died</td>
</tr>
<tr>
<td>Fire</td>
<td>Yellowstone Park, US</td>
<td>1980</td>
<td>1.3 million</td>
</tr>
</tbody>
</table>

A volcanic eruption occurred in Krakatoa on August 27, 1883. Due to the eruption, 36,000 people died.

2. **GRAMMAR: PREPOSITIONS**

Prepositions are not only used to show time, place, and agent but are also used in combination with verbs, adjectives, nouns, and in many common set expressions. All prepositions cannot be listed in this chapter, but it will present the important groups:

1. Verb + preposition: depend on, lead to
2. Adjective/participle + preposition: surprised at, famous for
3. Noun + preposition: example of, possibility of
4. Other combination with Preposition: as a result of, possibility of
5. Prepositions of Time and Place: on May 16, in Washington
6. Prepositions in Common Expressions: at present, in general

**STRATEGY**

Since the use of prepositions and their rules can be very confusing for many learners of English, it is best to learn as many preposition as possible in combination with other words. Errors on the exam may include the wrong preposition being used or a preposition being omitted where it should not be.

1. **Verb + preposition**

<table>
<thead>
<tr>
<th>Account for</th>
<th>contribute to</th>
<th>insist on</th>
<th>plan on</th>
</tr>
</thead>
<tbody>
<tr>
<td>Believe in</td>
<td>depend on</td>
<td>lead to</td>
<td>rely on</td>
</tr>
<tr>
<td>Belong to</td>
<td>detach from</td>
<td>obtain from</td>
<td>result in</td>
</tr>
<tr>
<td>Fight for</td>
<td>confined to</td>
<td>overcome by</td>
<td>withdraw for</td>
</tr>
</tbody>
</table>

**Exercise 3:** complete the sentences with the correct prepositions

1. The destructive phenomena of Mt. St. Helens were not confined.............volcanic debris.
2. Valuable chemical products are obtained ..........volcanic substances, including gold and silver.
3. The 1989 San Francisco earthquake resulted ..........59 deaths and massive property damage.
4. One growing season after another without rain quickly leads ..........starvation in many parts of the world.
5. Disease can sometimes be overcome.........advances in modern medicine.
6. Since the Irish depended ..........their potato crop for food, the potato famine had devastating results.
7. Poor farming practices contributed ........the dust bowl as much as weather conditions.

8. When there is famine in a country, the people must rely ........the goodwill of other countries provide them with the food they need.

2. **Adjective/participle + preposition:**

<table>
<thead>
<tr>
<th>Accustomed to</th>
<th>different from</th>
<th>necessary for</th>
<th>responsible for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afraid of</td>
<td>expert at</td>
<td>opposed to</td>
<td>successful in</td>
</tr>
<tr>
<td>Based on</td>
<td>free from</td>
<td>possible for</td>
<td>surprised at</td>
</tr>
<tr>
<td>Compared to</td>
<td>famous for</td>
<td>related to</td>
<td>typical of</td>
</tr>
</tbody>
</table>

**Exercise 4:** Complete the sentences with the correct prepositions


2. Some people think it is necessary ........forest fire to happen occasionally so that new trees will grow.

3. Typical ........American enterprise, a thriving cottage industry developed in marketing the ash from Mt. St. Helens.

4. Volcanic ash in the atmosphere is responsible........brilliant red sunsets and sunrises.

5. The earth looks very different from ........the way it looked millions of years ago.

6. The type of gas ejected from a volcanic eruption is elated ........the volcano and the type of eruption.

7. Countries whose economy is entirely based........agriculture suffers most when a crop fails.

8. People were surprised........the amount of destruction the eruption of Mt. St. Helens caused.
3. Noun + preposition: example of, possibility of

<table>
<thead>
<tr>
<th>Cause of</th>
<th>equivalent of</th>
<th>influence on</th>
<th>result of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of</td>
<td>evidence of</td>
<td>need for</td>
<td>use of</td>
</tr>
<tr>
<td>Danger of</td>
<td>example of</td>
<td>possibility of</td>
<td>solution to</td>
</tr>
<tr>
<td>Effect of</td>
<td>increase in</td>
<td>reason for</td>
<td>supply of</td>
</tr>
</tbody>
</table>

**Exercise 5**: complete the sentences with the correct preposition!

1. Mount St. Helens exploded in an eruption with the energy equivalent …………10 million tons of TNT.
2. With the ever growing need ……….power, volcanoes and their byproducts are of increasing value.
3. To the scientist, volcanoes provide first-hand evidence ……….the composition of the earth.
4. An example ………..an island that consists entirely of volcanic material is Iceland.
5. Iceland, Italy, New Zealand, and the State of California make practical use ………..volcanic steam.
6. The El Chichon eruption in Mexico had the greatest effect ………..the world’s weather.
7. In recent years, the crater of Vesuvius has been sealed off to lessen danger ………..another explosion.
8. Plague and famine can be results ………..social problems within a community.

4. Other combination with Preposition: as a result of, possibility of

<table>
<thead>
<tr>
<th>According to</th>
<th>as a consequence of</th>
<th>as a result of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because of</td>
<td>by means of</td>
<td>in addition to</td>
</tr>
</tbody>
</table>
Exercise 6: Complete the sentences with the correct prepositions

1. According…some reports, the effect of the tsunami from Krakatoa was felt 11,000 miles away.
2. In addition…seismographs, tilt meters measure deformations of the surface before volcanic activity.
3. The loss in terms…individual trees after the Mt. St. Helens eruption came to six million.
4. Airplanes and trains were affected because…poor visibility after the eruption.
5. In view …their devastating results…the Mt. St. Helens eruption.
6. Thirty-five people died as a result…the Mt. St. Helens eruption.
7. In spite …the death and destruction volcanoes cause, they benefit the land in many ways.
8. prior…the eruption, a 300-foot bulge was observed on one side of Mt. St. Helens.

5. Prepositions of Time and Place: on May 16, in Washington
a. Preposition of Time

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Time/Date Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>at</td>
<td>Time of day (at 7pm)</td>
</tr>
<tr>
<td></td>
<td>Noon, night, midnight</td>
</tr>
<tr>
<td>in</td>
<td>Parts of day (in the morning, in the night)</td>
</tr>
<tr>
<td></td>
<td>Month (July)</td>
</tr>
<tr>
<td></td>
<td>Season (in summer)</td>
</tr>
<tr>
<td></td>
<td>Year (in 2019)</td>
</tr>
<tr>
<td></td>
<td>Decade (in 2010s)</td>
</tr>
</tbody>
</table>
### Exercise 7: Complete the sentences with the correct prepositions.

1. Mt. St. Helens had last erupted ........in 1857.
2. Mt. St. Helens exploded ........about 8 am........Sunday.
3. The eruption was........May 18, 1980.
4. ........the summer of 1816 the weather........the United States was affected by volcanic activity.
5. Mount St. Helens is ........the state of Washington.
6. The Volcano Paricutin........Mexico erupted........1943.
7. Before the eruption, Mt. St. Helens was in one of the most beautiful areas........North America.
8. Most houses........Rejkjavik........Iceland are heated by natural steam.

---

<table>
<thead>
<tr>
<th><strong>Days of week</strong> (on Saturday)</th>
<th><strong>Dates</strong> (on March 20)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration of time</strong> (for three days)</td>
<td><strong>Point in time</strong> (since March 20)</td>
</tr>
<tr>
<td><strong>Beginning time… ending (from 7am to</strong></td>
<td><strong>at</strong></td>
</tr>
<tr>
<td><strong>Address (at 200 main Street)</strong></td>
<td><strong>Street, road, avenue</strong> (on Kings Road)</td>
</tr>
<tr>
<td><strong>Floor</strong> (on the 2nd floor)</td>
<td><strong>Building</strong> (in the bookstore)</td>
</tr>
<tr>
<td><strong>City</strong> (in Los Angeles)</td>
<td><strong>State</strong> (in California)</td>
</tr>
<tr>
<td><strong>Country</strong> (in Japan)</td>
<td><strong>Continent</strong> (in Africa)</td>
</tr>
<tr>
<td><strong>From…to…</strong></td>
<td><strong>Begging …point ending point</strong> (from Pamulang to Viktor)</td>
</tr>
</tbody>
</table>
10. A chain of volcanoes runs ……….the East Indies……….the Mediterranean.

6. **Prepositions in Common Expressions: at present, in general**

<table>
<thead>
<tr>
<th>At times</th>
<th>by land/sea/air</th>
<th>in common</th>
<th>on fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>At present</td>
<td>by far</td>
<td>in general</td>
<td>on the other hand</td>
</tr>
<tr>
<td>At first/last</td>
<td>by chance</td>
<td>in existence</td>
<td>on the whole</td>
</tr>
<tr>
<td>At the moment</td>
<td>by accident</td>
<td>in the future/past</td>
<td>on purpose</td>
</tr>
<tr>
<td></td>
<td>by day/night</td>
<td>in theory</td>
<td>on land</td>
</tr>
</tbody>
</table>

**Exercise 8:** Complete the sentences with the correct prepositions

1. volcanoes……….land are best known, but those beneath the sea sometimes make headline news.

2. ……….times volcanoes have affected world weather.

3. ……….theory, volcanic eruptions are difficult to classify.

4. There are about 500 volcanoes……….existence.

5. It looked as if the mountains were……….fire.

6. Volcanic ash is destructive; ……….the other hand, it later produces a very fertile soil.

7. ……….general, a temperature of 100© C is reached at about 10,000 feet in the earth crust.

8. Mount St. Helens was……….far the most publicized eruption in recent times.

3. **On the TOEFL Test**

Prepositions are tested in the Written Expression Section of the exam. Check for these two types of errors with prepositions:
The wrong preposition used, example:

- Mount St. Helens, a volcano in Washington state in the United States, erupted
  
  A  B  C
  
  in May 18 1980.
  
  D

⇒ The correct answer is C: The preposition on must be used before a date (in is used before month without a date).

- After the eruption of Mount St. Helens in 1980, the height of the mountain was
  
  A  B  C reduced of 400 meters.

⇒ The correct answer is D; the preposition by should be used after the verb “reduce” in this sentence.

2. A preposition may be omitted or a preposition may be used when it is not necessary, example:

- Despite of its isolation in the Sunda Strait between Java and Sumatra, over
  
  A  B  C
  
  30,000 people died in the tidal waves following in the explosion of Krakatoa.
  
  D

⇒ The correct answer is A; the preposition of should not be used in this phrase (of is used in the phrase in spite of, but despite, which has the same meaning, does not take a preposition).

- According experts, 60,000 cubic feet of earth was thrown into the air
  
  A  B  C
  
  in the explosion of Mount St. Helens.
  
  D
The best answer is A: The preposition *to* has been omitted from the phrase *according to*.

C. EXERCISES ON PREPOSITIONS

Directions: Identify one of the underlined words or phrases A, B, C, OR D that should be rewritten or corrected

1. The rocky island of Alcatraz in **San Francisco Bay** was **discovered** by the Spanish
   A    B
   in 1769 and **named** by its large pelican colony.
   C    D

2. Bacteria are **responsible of** many of the textures and flavors in our food and are
   A    B    C
   particularly **important** in milk products.
   D

3. Art Nouveau, a style that was **in fashion** in 1890s, was based of long curving
   A    B    C
   lines **inspired by** climbing plants.
   D

4. The brain is **made up of** billions of neurons that differ with each other greatly
   A    B    C
   in size and shape.
   D

5. Wood, the hardened **material from which** trees are **composed**, is **made up of**
   A    B    C
   millions of tiny tubes of fibers **packed together**.
   D

6. Animals that **live in areas that are covered in snow in winter** change the color of
   A    B    C
their coat according to the seasons.

7. The need for vitamins of our diet was discovered by the Dutch doctor Christiaan Eijkman in 1896.

8. Many of the satellites of space carry telescopes and other instruments used in used in astronomy to look at the stars.

9. Homes that have cable television get their programs from a local television station through a cable connected with the set.

10. Henry David Thoreau stressed the importance in individuality and of living in in harmony with nature.

11. The hormone insulin controls by the amount of sugar in the blood, which provides energy for the body.

12. Frogs get much of their oxygen by means blood capillaries in the surface of the of the skin.
D. REFERENCES:


MEETING VIII

MAIN IDEA

A. LEARNING OBJECTIVES

In this chapter, the students will learn about previewing and predicting.

By the end of the course, the students are expected to be able to:

1.1. Understand and describe what main idea is.

1.2. Determine the main idea of a passage.

B. MATERIAL DESCRIPTION

1.1. Main Idea

Main idea is the core of the material, the particular point that the author is trying to convey. Main idea of the passage can be stated and unstated in the passage. Main idea has two parts, usually called the **Topic** and the **Controlling Idea**. These two parts of main idea can help us to determine the main idea of paragraph. Once you have identified the topic of the paragraph, you can locate the main idea by looking for a statement which contains some ideas/opinions about the topic. In short, you can come to the main idea by identifying the topic and controlling idea.

There are commonly two types of main idea, stated main idea and unstated main idea.

**Stated Main Idea**

Stated Main Idea is the main idea which is stated in one sentence that condences specific ideas or details in the passage into a general, all inclusive statement of the author's message. Commonly, main idea is stated in the first sentence of the passage. However, sometimes main idea can be stated in the middle or at the end of the paragraph. Look at the examples below!

**Example 1: Main idea in the first sentence**

You no doubt have an image of who you are: this is your self-concept. It consist of your feelings and thought about your strengths and weaknesses, your abilities and limitations. Your self concept develops from at least three sources: the image of you that others have and that they reveal to you, the comparisons you make between yourself and others, and he way you interpret and evaluate your own thoughts and behaviors.

**Example 2: Main idea in the middle sentence**
When you think you are failure, you are more likely to act like a failure. When you think you are successful, you are more likely to act like a success. When you feel good about yourself—about who you are capable of doing—you will perform better. Self-esteem is very important because success breeds success. Increasing self-esteem will, therefore, help you to function more effectively in school, in personal relationship, and in careers.

Example 3: Main idea in the last sentence

The open self represent all the information that both you and others know about yourself. The blind self represent all the things you don’t know about yourself that others do know. The hidden self contains all that you know of yourself and of others that you keep secret. The unknown self represents truths about yourself that neither you nor others know. Thus, you yourself-awareness is how much you know about yourself according to the model of the four selves.

Unstated main idea (implied)

Sometimes main idea is not stated in any particular sentence but each sentence contains details that lead to a common idea. In order to arrive at the main idea, you have to read every sentence and figure out what they have in common.

Example 4: Unstated main idea

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

Explanation

From the above paragraph, you can notice that all of the sentence are about “self-disclosure.” Also, you can see that the subject of each sentence is people from different countries and cultures. Each sentence talks about how much people from different cultures are willing to tell about themselves. If you put all this information together, you can come up with the main idea sentence such as “People from different countries have different degrees of self-disclosure.”
C. EXERCISES

Exercise 1

Directions: Read the following paragraphs and determine the main idea of each paragraph.

a. Paragraph 1

Luang Prabang has both natural and historical sites. Among the natural tourism sites are the Kuang Si Falls and Pak Ou Caves. Tourists may also ride elephants. At the end of the main street of Luang Prabang is a night market where stalls sell shirts, bracelets and other souvenirs. The Haw Jham Royal Palace Museum and the Wat Xieng Thong temple are among the most well-known historical sites. Along with the magnificent temples, a significant part of the old town’s appeal is the many French provincial style houses.

Main Idea

b. Paragraph 2

Food sits at very center of Vietnamese culture: for every significant holiday on the Vietnamese cultural calendar, all the important milestones in Vietnamese person’s life, and indeed, most of the important day-to-day social events and interactions-food plays a central role. Special dishes are prepared and served with great care for every birth, marriage, and death, and the anniversaries of ancestors’ deaths. More business deals are struck over dinner tables than over boardroom tables, and when friends get together, they eat together. Preparing food and eating together remains the focus of family life.

Main Idea

c. Paragraph 3

Singapore has four official languages: English, Chinese, Malay, and Tamil. English is the common language of the nation and is the language of business, government and the medium of instruction in schools. Public organization in Singapore conduct their business in English, and official documents written in a non-English official language
such as Chinese, Malay, or Tamil typically has to be translated into English to be accepted for submission. The Singapore Constitution and all laws are written in English, and translators are also required if one wishes to address the Singaporean Courts in a language other than English. However, English is the native tongue for only one-third of all Singaporean Indians speaking it as their native tongue.

Main Idea

………………………………………………………………………………………………
………………………………………………………………………………………………
…………

d. Paragraph 4

Due to its long history as a tributary state of China, as well as several periods of Chinese occupation, Vietnamese culture is heavily influenced by that of Southern China, with Confucianism forming the basis of Vietnamese Society. The Vietnamese language also contains many loan words from China, though the two languages are unrelated. Buddhism remains the single largest region in Vietnam, though like in China but unlike in the rest of northern Southeast Asia, the dominant school of Buddhism in Vietnam is the Mahayana School.

Main Idea

………………………………………………………………………………………………
………………………………………………………………………………………………
…………

Exercise 2

Directions: Read each paragraph below and answer the questions that follow. Tick the correct answer.

a. Paragraph 1

Clothes can tell a lot about a person. Some people like very colorful clothes. They want everyone to look at them. They want to be the center of things. Other people like to wear nice clothes. But their clothes are not colorful or fancy. They do not like people to look at them. There are also some people who wear the same thing all the time. They do not care if anyone looks at them. They do not think what anyone thinks about them.

What is the main idea of the paragraph?
A. Clothes are colorful.
B. Clothes can tell a lot about people.
C. Clothes always look nice on some people.

b. Paragraph 2

It is important to bring the right clothes when you travel. If you are going to a cold country, you should bring warm clothes. Be sure you have a hat and gloves, too. If you are going to a hot country, you need different clothes. You do not want heavy or dark clothes. In hot weather, light clothes are best. If you are going to a city, you may need some nice clothes.

What is the main idea of the paragraph?
A. Clothes for warm weather are light.
B. Appropriate clothes are important when you travel.
C. Clothes can be heavy.

c. Paragraph 3

Clothes today are very different from clothes of the 1800s. One difference is the way they look. For example, in 1800s all women wore dresses. The dresses all had long skirts. But today women do not always wear dresses with long skirts. Sometime they wear short skirts and sometime they wear pants. Another difference between 1800s and today is the cloth. They were made from cotton, wool, silk and linen. But today, there are many kind of man-made cloth. A lot of clothes are now made of nylon, rayon, or polyester.

What is the main idea of the paragraph?
A. Clothes of the 1800s were beautiful.
B. Clothes are made of man-made cloth.
C. Clothes today are different from the cloths of the 1800s.

Exercise 3

Directions: Read each paragraph below and determine the author’s purpose and tone of each paragraph.
a. Paragraph 1
An average hurricane releases as much energy as several atomic explosions. Its power output in a single minute could keep the United States in electricity for 50 years. The hurricane that struck Bangladesh in 1970 produced a tidal wave that killed 200,000 people. In 1900, in Galveston, Texas a hurricane created storm tides that swept 6,000 people to their deaths.


1. The author’s purpose of this paragraph is to …..
   a. persuade the reader that Texas and Bangladesh can be dangerous places to live
   b. compare the weather in Texas and Bangladesh
   c. present factual information about hurricanes
   d. entertain the reader with a story about hurricanes

2. The author’s tone can best be described as …..
   a. humorous
   b. straightforward
   c. sarcastic
   d. frustrated

b. Paragraph 2

Like human beings, ants can be both cooperative and aggressive towards one another; in fact, certain species of ants survive by raiding other ant colonies and enslaving the offspring. Scientists believe that these “slavemaker” ants cannot survive on their own and need other ants to take care of them. The only way in which they can achieve this is by raiding other colonies and seizing the larvae and pupae; they then carry them back to their own colonies and raise them as slaves. Once their slaves die, they raid new colonies, capture new larvae, and acquire a new supply of slaves.


1. The author wrote to …..
   a. illustrate the unusual way in which certain ant species survive
   b. convince the reader that ants can play a beneficial role
   c. compare and contrast the distinct roles that ants play
   d. amuse the reader with amusing facts about ants
2. The author’s tone is …..
   a. hopeful
   b. entertaining
   c. informative
   d. forceful

EXERCISE 4

PASSAGE 1

Basketball was invented in 1891 by a physical education instructor in Springfield, Massachusetts, by the name of James Naismith. Because of the terrible weather in winter, his physical education students were indoors rather than outdoors. They really did not like the idea of boring, repetitive exercises and preferred the excitement and challenge of a game. Naismith figure out a team sport that could be played indoors on a gymnasium floor, that involved a lot of running, that kept all team members involved, and did not allow the tackling and physical contact of American-style football.

1. What is the main idea of this passage?
   (A) The life of James Naismith
   (B) Physical education and exercise
   (C) The history of sports
   (D) The origin of basketball

PASSAGE 2

Early maps of the North American continent showed a massive river that began in the Rocky Mountains, flowed into the Great Salt Lake, and from there continued westward into the Pacific Ocean. This river, named the Buenaventura River, on some maps rivaled the great Mississippi River.

This mythical river of course does not exist. Perhaps an early mapmaker hypothesized that such a river probably existed; perhaps a smaller river was seen and its path from the Rockies to the Pacific was assumed. As late as the middle of the nineteenth century, this river was still on maps and explorers were still searching for it.

2. Which of the following would be the best title for this passage?
   (A) Early Maps of North America
   (B) A Non-Existent River on Maps
   (C) A Comparison of the Buenaventura and the Mississippi Rivers
   (D) Rivers in Mythology

PASSAGE 3
Most of the ice on the Earth, close to 90 percent of it, is covering the surface of the continent Antarctica. It does not snow very much in Antarctica, but whatever snow does fall remains and grows deeper and deeper. In some areas of Antarctica, the ice has perhaps been around for as much a million years and now is more than two miles deep.

3. The main idea of the passage is that
   (A) The Earth is a cold planet
   (B) Most of the Earth’s ice is found in Antarctica
   (C) It snows more in Antarctica than in any other place on Earth
   (D) Antarctica is only two miles wide but is 90 percent ice

4. The best title for the passage is
   (A) Snowfall in Antarctica
   (B) The Icy Earth
   (C) The Cold, Cold Snow
   (D) The Causes of Antarctica’s Ice Pack

PASSAGE 4

The extremely hot and humid weather that occurs in the United States in July and August is commonly called the “Dog Days” of summer. This name comes from the star Sirius, which is known as the Dog Star. Sirius is the brightest visible star, and in the hot summer months it rises in the east approximately the same time as the Sun. As ancient people saw this star rising with the Sun when the weather was at its hottest, they believed that Sirius was the cause of the additional heat; they believed that bright star added its heat to the heat of the Sun, and these two together made summer weather so unbearably hot.

5. The topic of the passage is
   (A) How dogs like to play during the summer
   (B) The causes of hot and humid weather
   (C) Why the hot summer days are known as the “Dog Days”
   (D) The day that dogs prefer

6. The main idea of this passage is that
   (A) The name for the summer days come from Sirius, the Dog Star
   (B) Dogs generally prefer hot summer days
   (C) The hottest days occur in the summer because of the movements of the Sun and the star
   (D) Sirius rises almost the same time as the Sun during the summer months
PASSAGE 5

The term “primitive art” has been used in a variety of ways to describe works and styles of art. One way that this term has been used is to describe the early period within the development of a certain style of art. Another way that this term has been used is to describe artists who have received little professional training and who demonstrate a non-traditional naivete in their work.

A wonderful example of this second type of primitive artist is Grandma Moses, who spent all her life on a farm and working at tasks normally associated with farm life. She did not begin painting until she reached the age of seventy-six, when she switched to painting from embroidery because the arthritis in her hands made embroidery too difficult. Totally without formal education in art, she began creating panoramic image of everybody life on the farm that have achieved international fame.

7. The subject of this passage is
   (A) An example of one of the types of primitive art
   (B) Grandma Moses’ life on the farm
   (C) How primitive art differs from formal art
   (D) Grandma Moses’ primitive lifestyle

8. Which of the following best expresses the main idea of the passage?
   (A) Grandma Moses spent her life on a farm
   (B) Art critics cannot come to any agreement on a definition of primitive art
   (C) Grandma Moses is one type of primitive artist because of her lack formal training
   (D) Many artists receive little professional training

PASSAGE 6

The first English attempts to colonize North America were controlled by individuals rather than companies. Sir Humphrey Gilbert was the first Englishman to send colonists to the New World. His initial expedition, which sailed in 1578 with a patent granted by Queen Elizabeth 1 was defeated by the Spanish. A second attempt ended in disaster in 1583, when Gilbert and his ship were lost in a storm. In the following year, Gilbert's half brother, Sir Water Raleigh, having obtained a renewal of the patent, sponsored an expedition that explored the coast of the region that he named "Virginia." Under Raleigh's direction efforts were then made to establish a colony on Roanoke island in 1585 an6 1587. The survivors of the first settlement on Roanoke returned to England in 1586, but the second group of colonists disappeared without leaving a trace. The failure of the Gilbert and Raleigh ventures made it clear that the
tasks they had undertaken were too big for any one colonizer. Within a short time the trading company had supplanted the individual promoter of colonization.

9. Which of the following would be the most appropriate title for the passage?
   (A) The Regulation of Trading Companies
   (B) British - Spanish Rivalry in the New World
   (C) Early Attempts at Colonizing North America
   (D) Royal Patents Issued in the 16th Century

10. The passage states which of the following about the first English people to be involved in establishing colonies in North America?
   (A) They were requested to do so by Queen Elizabeth.
   (B) They were members of large trading companies.
   (C) They were immediately successful.
   (D) They were acting on their own.

PASSAGE 7

Although great natural barriers hindered east-west development in Canada, this circumstance was mitigated by the mighty river and lake systems that provided avenues for the fur trader, missionary, soldier, and settler. Canada's rivers and lakes allowed and, indeed, invited venturesome pioneers to explore the interior of the continent and in spite of natural barriers, to tap its great wealth. The rivers and lakes were essential to the great fur empire; people in canoes brought furs from the farthest extremity of the Canadian Shield to Montreal for exportation to Europe. The first settlements spread along the rivers, since only the rivers provided transportation and communication. Militarily, rivers and lakes were of prime importance; whoever controlled the St. Lawrence and its entrance also controlled Canada.

11. What is the main subject of the passage?
   (A) The barriers to east-west communication in Canada
   (B) The role of rivers and lakes in Canadian development
   (C) The adventures of Canadian settlers
   (D) The development of the Canadian fur empire

12. Which would be an example of the type of barrier the author refers to in line 1?
   (A) A military fort
   (B) An ancient feud
   (C) A political border
   (D) A mountain range
PASSAGE 8

Henry Wadsworth Longfellow (1807-1882) was perhaps the best-known American poet of the nineteenth century. His clear writing style and emphasis on the prevalent values of the period made him popular with the general public, if not always with the critics. He was particularly recognized for his longer narrative poems Evangeline, The Song of Hiawatha, and The Courtship of Miles Standish, in which he told stories from American history in terms of the values of the time.

Evangeline was set during the French and Indian War (1754-1763), when the British forced French settlers from Nova Scotia; two lovers, Gabriel and Evangeline, were separated by the British, and Evangeline devoted her lifetime to the search for Gabriel. With its emphasis on sentimental, undying love, Evangeline was immensely popular with the public.

In The Song of Hiawatha, Longfellow depicted the noble life of the American Indian through the story of the brave Hiawatha and his beloved wife Minehaha. The tear-inspiring poem follows Hiawatha through the tragedies and triumphs of life, ending with the death of Minehaha and Hiawatha's departure into the sunset in his canoe.

The Courtship of Miles Standish takes place during the early period of the settlement of New England, a period which was viewed as a time of honor and romance. In this poem centered around a love triangle, Miles Standish asks his friend John Alden to propose to Priscilla Mullins for him; John Alden ends up marrying Priscilla Mullins himself, and it takes time for his friendship with Miles Standish to recover. As with Longfellow's other narrative poems, the emphasis on high ideals and romance made the poem extremely popular.

13. Which of the following best describes the main idea of the passage?
   (A) American history is often depicted in poetry.
   (B) Longfellow described American history even though people really did not enjoy it.
   (C) The popularity of Longfellow's poems results from his stress on the values of the people.
   (D) Longfellow wrote long narrative poems that were not always popular with the critics.

14. The best title of the passage is
   (A) Longfellow's Popular Appeal
   (B) Historical Narrative Poems
   (C) The Lyric, Dramatic, and Narrative Poems of Longfellow
   (D) Longfellow and the Critics

15. The subject of the fourth paragraph is
   (A) nobility and honor in the poems of Longfellow
   (B) the love triangle involving Miles Standish
Of the various tribes living in the Ituri rain forest of Africa, Pygmies are the most unusual. They are perfectly formed people except that they weigh only about eighty pounds with a height of not more than four feet. Pygmies are great travelers, capable of moving in the treetops almost as expertly as monkeys. Often they travel great distances through tree branches without touching the ground.

Pygmies are also renowned as great hunters as they can shoot three or four arrows one after another so rapidly that often the last one leaves the bow before the first has reached its target. If an arrow misses its target, the impatient Pygmy may fly into a rage, breaking his arrows and stamping on them. Regardless of their extraordinary little bodies, Pygmies can consume a large amount of food. One Pygmy can finish a stalk of sixty bananas at a single meal, in addition to quantities of meat. After eating, he will lie on his hard earth bed and groan in pain all night. In the morning, he is ready to eat the same amount of food all over again.

16. What is the main idea of the passage?
   The Pygmy is ...............  
   (A) a unique tribe in the Ituri rain forest of Africa  
   (B) a very skillful forest people  
   (C) the African tribe best in hunting  
   (D) a tribe in Africa living in isolation  

17. Which of the following would be the best title for this passage?
   (A) Civilizing the Pygmy  
   (B) Living in the Forest of Africa  
   (C) The Wonders of Nature  
   (D) The Incredible Pygmy  

PASSAGE 10

Dew, the thin film of water that has condensed on the surface of objects near the ground, forms when radiated cooling of these objects during the night time hours also
cools the shallow layer of overlying air in contact with them. It then causes the condensation of some water vapor. This condensation occurs if the capacity of air to hold water vapor lessens as the air is cooled. Dew forms most readily on those surfaces that lose heat through radiation most efficiently but are insulated from external heat sources. Dew is easily formed if humidity in the lowest layers of air is high. The humidity either supplies the moisture or at least inhibits the evaporation of the dew already deposited. Strong winds reduce dew formation since they mix a larger layer of air, creating a more homogeneous distribution of heat and water vapor. Under such conditions, it is unlikely that a sufficiently cool and damp layer of air can form near the ground.

18. What does the passage mainly discuss?
   (A) The condensation of water vapor
   (B) The impact of humidity on dew formation
   (C) How dew is formed
   (D) Where dew is formed

PASSAGE 11

Migration, very common among insects and birds, is driven by weather changes. During the cold winter period, food is incredibly inadequate for the animals to carry on, so they make remarkable migrations to find warmer places and to forage. Although most migrating insects only go short distances, particular insects fly very long distances. For example, monarch butterflies spend the summer in Canada and the Northern U.S, and afterward migrate as far south as Mexico for the winter. Many birds migrate in the fall and fly extremely far. For instance, arctic terns nests near the North Pole in the summer. In autumn, they fly south all the way to Antarctica and return to the north each spring. Since the journey can be dangerous, some travel in large flocks like geese that fly in noisy, V-shaped groups

19. What is the main idea of the passage?
   (A) Insects and birds migrate to keep alive
   (B) Animal migration can cover long distances
   (C) Insects and birds migrate in large flocks
   (D) Animals can stay alive during winter

20. What is the topic of the passage?
   (A) Harsh weather
   (B) Food insufficiency
   (C) Insects’ and birds’ migration
   (D) Severe winter
D. REFERENCES


MEETING 9

STATED AND UNSTATED DETAIL QUESTIONS

A. LEARNING OBJECTIVES

In this chapter, the students will learn about previewing and predicting. By the end of the course, the students are expected to be able to:

1.1. Understand stated detail questions.
1.2. Unstated detail questions.

B. MATERIAL DESCRIPTION

1. Stated Detail Questions

A stated detail question asks about one piece of information in the passage rather than the passage as a whole. The answers to these questions are generally given in order in the passage, and the correct answer is often a restatement of what is given in the passage. This means that the correct answer often expresses the same idea as what is written in the passage, but the words are not exactly the same.

If there are stated detail questions, students should identify those questions. The questions of stated detail questions are as follow:

| HOW TO IDENTIFY THE QUESTION | • According to the passage …….
|                             | • It is stated in the passage ……. 
|                             | • The passage indicates that ……..
|                             | • Which are the following is true? |

| WHERE TO FIND THE ANSWER | ➢ The answers of these questions are found in order in the passage. |

| HOW TO ANSWER THE QUESTION | 1. Choose a key word in the question.
|                            | 2. Skim the appropriate part of the passage for the key word or idea.
|                            | 3. Read the sentence that contains the key word or idea carefully.
|                            | 4. Eliminate the definitely wrong answers and choose the best answer from the remaining choices. |
EXAMPLE

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

The question:

The passage indicates that Jamestown

a. Was settled in 1633
b. Was settled twenty six years after Williamsburg
c. Was the first permanent English colony in America
d. Was originally named Middle Plantation

2. Unstated Detail Questions

You will sometimes be asked in the reading comprehension to find an answer that is not stated or not mentioned or not true in the passage, while one answer is not. You should note that there are two kinds of answers to this type of questions: (1) there are three true answers and one that is not true according to the passage, or (2) there are three true answers and one that is not mentioned in the passage.

The following chart outlines the key information that you should remember about “unstated” detail questions:

| HOW TO IDENTIFY THE QUESTION | • 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 …….? |
<table>
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<tr>
<td>WHERE TO FIND THE ANSWER</td>
<td>➢ The answers to these questions are found in order in the passage.</td>
</tr>
</tbody>
</table>
| HOW TO ANSWER THE QUESTION | 1. Choose a key word in the question.  
2. Scan the appropriate place in the passage for the key word (or related idea)  
3. Read the sentence that contains the key word or idea carefully.  
4. Look for the answers that are definitely true according to the passage. Eliminate those |
C. EXERCISE

Exercise 1: Satated Detail Questions

PASSAGE 1

Ice ages, those periods when ice covered extensive areas of the Earth, are known to have occurred at least six times. Past ice ages can be recognized from rock strata that show evidence of foreign materials deposited by moving walls of ice or melting glaciers. Ice ages can also be recognized from land formations that have been produced from moving walls of ice, such as U-shaped valleys, sculptured landscapes, and polished rock faces.

1. According to the passage, what happens during an ice age?
   (A) Rock strata are recognized by geologists.
   (B) Evidence of foreign materials is found.
   (C) Ice covers a large portion of the Earth's surface.
   (D) Ice melts six times.

2. The passage covers how many different methods of recognizing past ice ages?
   (A) One
   (B) Two
   (C) Three
   (D) Four

3. According to the passage, what in the rock strata is a clue to geologists of a past ice age?
   (A) Ice
   (B) Melting glaciers
   (C) U-shaped valleys
   (D) Substances from other areas

PASSAGE 2

The human heart is divided into four chambers, each of which serves its own function in the cycle of pumping blood. The atria are the thin-walled upper chambers that gather blood as it flows from the veins between heartbeats. The ventricles are the thick-walled lower chambers that receive blood from the atria and push it into the arteries with each contraction of the heart. The left atrium
and ventricle work separately from those on the right. The role of the chambers on the right side of the heart is to receive oxygen-depleted blood from the body tissues and send it on to the lungs; the chambers on the left side of the heart then receive the oxygen-enriched blood from the lungs and send it back out to the body tissues.

4. The passage indicates that the ventricles
   (A) have relatively thin walls
   (B) send blood to the atria
   (C) are above the atria
   (D) force blood into the arteries

5. According to the passage, when is blood pushed into the arteries from the ventricles?
   (A) As the heart beats
   (B) Between heartbeats
   (C) Before each contraction of the heart
   (D) Before it is received by the atria

PASSAGE 3

The Golden Age of Railroads refers to the period from the end of the Civil War to the beginning of World War I when railroads flourished and in fact maintained a near monopoly in mass transportation in the United States. One of the significant developments during the period was the notable increase in uniformity, particularly through the standardization of track gauge and time.

At the end of the Civil War, only about half of the nation's railroad track was laid at what is now the standard gauge of 1.4 meters; much of the rest, particularly in the southern states, had a 1.5-meter gauge. During the postwar years, tracks were converted to the 1.4-meter gauge, and by June 1, 1886, the standardization of tracks was completed, resulting in increased efficiency and economy in the rail system.

A further boon to railroad efficiency was the implementation of Standard Time in 1883. With the adoption of Standard Time, four time zones were established across the country, thus simplifying railroad scheduling and improving the efficiency of railroad service.

6. According to the passage, which part of the heart gets blood from the body tissues and passes it on to the lungs?
   (A) The atria
   (B) The ventricles
(C) The right atrium and ventricle  
(D) The left atrium and ventricle

7. According to the passage, the Golden Age of Railroads
   (A) occurred prior to the Civil War  
   (B) was a result of World War I  
   (C) was a period when most of U.S. mass transportation was controlled by the railroads  
   (D) resulted in a decrease in uniformity of track gauge

8. The passage mentions that which of the following occurred as a result of uniformity of track gauge?
   (A) The Civil War  
   (B) Improved economy in the transportation system  
   (C) Standardization of time zones  
   (D) Railroad schedules

9. The passage indicates that Standard Time was implemented
   (A) before the Civil War  
   (B) on June 1, 1886  
   (C) after World War I  
   (D) before standardized track gauge was established throughout the U.S.

**PASSAGE 4**

The postage stamp has been around for only a relatively short period of time. The use of stamps for postage was first proposed in England in 1837, when Sir Rowland Hill published a pamphlet entitled “Post Office Reform: Its Importance and Practicability” to put forth the ideas that postal rates should not be based on the distance that a letter or package travels but should instead be based on the weight of the letter or package and that fees for postal services should be collected in advance of the delivery, rather than after, through the use of postage stamps.

The ideas proposed by Hill went into effect in England almost immediately, and other countries soon followed suit. The first English stamp, which featured a portrait of then Queen Victoria, was printed in 1840. This stamp, the “penny black”, came in sheets that needed to be separated with scissors and provided enough postage for a letter weighing 14 grams or less to any destination. In 1843, Brazil was the next nation to produce national postage stamps, and various areas in what is today Switzerland also produced postage stamps later in the same year. Postage stamps in five- and ten-cent denominations were first approved by the U.S. Congress in 1847, and by 1860 postage stamps were being issued in more than 90 governmental jurisdictions worldwide.
10. According to paragraph 1, postage stamps were first suggested
   (A) in the first half of the eighteenth century
   (B) in the second half of the eighteenth century
   (C) in the first half of the nineteenth century
   (D) in the second half of the nineteenth century

11. It is indicated in paragraph 1 that Sir Rowland Hill believed that postage fees
   (A) should be paid by the sender
   (B) should be related to distance
   (C) should have nothing to do with how heavy a package is
   (D) should be collected after the package is delivered

12. What is stated in paragraph 2 about the first English postage stamp?
   (A) It was designed by Queen Victoria.
   (B) It contained a drawing of a black penny.
   (C) It was produced in sheets of 14 stamps.
   (D) It could be used to send a lightweight letter.

13. According to paragraph 2, Brazil introduced postage stamps
   (A) before England
   (B) before Switzerland
   (C) after the United States
   (D) after Switzerland

14. It is mentioned in paragraph 2 that in 1847
   (A) postage stamps were in use in 90 different countries
   (B) it cost fifteen cents to mail a letter in the United States
   (C) two different denominations of postage stamps were introduced in the United States
   (D) the U.S. Congress introduced the “penny black” stamp
Exercise 2: Unstated Detail Questions

PASSAGE 1

Blood plasma is a clear, almost colorless liquid. It consists of blood from which the red and white blood cells have been removed. It is often used in transfusions because a patient generally needs the plasma portion of the blood more than the other components.

Plasma differs in several important ways from whole blood. First of all, plasma can be mixed for all donors and does not have to be from the right blood group, as whole blood does. In addition, plasma can be dried and stored, while whole blood cannot.

1. All of the following are true about blood plasma EXCEPT
   (A) it is a deeply colored liquid
   (B) blood cells have been taken out of it
   (C) patients are often transfused with it
   (D) it is generally more important to the patient than other parts of whole blood

2. Which of the following is NOT stated about whole blood?
   (A) It is different from plasma.
   (B) It cannot be dried.
   (C) It is impossible to keep it in storage for a long time.
   (D) It is a clear, colorless liquid.

PASSAGE 2

Dekanawida's role as a supreme law giver in the Iroquois tribe has given him the status of demigod within the Indian nation. Born into the Huron tribe, Dekanawida caused great fear in his parents, who tried to drown him in his youth after a prophecy was made indicating that he would bring great sorrow to the Huron nation. Dekanawida was to survive this attempted drowning but later left his parents' home and tribe to live among the Iroquois.
One of his achievements with the Iroquois was the institution of a law among the Iroquois that virtually ended blood feuds among the nation's families. Wampum, strings of beads made of polished shells, was a valued commodity in the Iroquois culture; according to policies established by Dekanawida, wampum had to be paid to the family of a murder victim by the family of the killer.

Since the killer was also put to death, the family of the killer had to pay the victim's family in wampum for two deaths, the death of the murder victim and the death of the killer. These strict policies implemented by Dekanawida helped to establish him as a wise lawgiver and leader of the Iroquois nation.

3. According to the passage, Dekanawida was NOT
   (A) a lawmaker
   (B) a Huron by birth
   (C) a near deity
   (D) drowned when he was young

4. Which of the following is NOT mentioned in the passage about wampum?
   (A) It was used extensively by the Huron.
   (B) It had a high value to the Iroquois.
   (C) It was given to a murder victim's family.
   (D) It was made of polished shells.

PASSAGE 3

Members of the flatfish family, sand dabs and flounders, have an evolutionary advantage over many colorfully decorated ocean neighbors in that they are able to adapt their body coloration to different environments. These aquatic chameleons have flattened bodies that are well-suited to life along the ocean floor in the shallower areas of the continental shelf that they inhabit. They also have remarkably sensitive color vision that registers the subtlest gradations on the sea bottom and in the sea life around them.
Information about the coloration of the environment is carried through the nervous system to chromatophores, which are pigment-carrying skin cells. These chromatophores are able to accurately reproduce not only the colors but also the texture of the ocean floor. Each time that the sand dab or flounder finds itself in a new environment, the pattern on the body of the fish adapts to fit in with the color and texture around it.

5. It is NOT stated in the passage that sand dabs
   (A) are a type of flatfish
   (B) are in the same family as flounders
   (C) have evolved
   (D) are colorfully decorated

6. According to the passages, it is NOT true that sand dabs and flounders
   (A) have flattened bodies
   (B) live along the ocean floor
   (C) live in the deepest part of the ocean
   (D) live along the continental shelf

7. All of the following are stated about the vision of sand dabs and flounders
   EXCEPT that they are
   (A) overly sensitive to light
   (B) able to see colors
   (C) able to see the sea bottom
   (D) aware of their surroundings

8. It is NOT true that chromatophores
   (A) are skin cells
   (B) carry pigment
   (C) adapt to surrounding colors
   (D) change the ocean floor
9. It is NOT mentioned in the passage that sand dabs and flounders
   (A) move to new environments
   (B) adapt their behavior
   (C) can change color
   (D) adapt to textures around the

PASSAGE 4

Limestone caves can be spectacular structures filled with giant stalactites and stalagmites. These caves are formed when rainwater, which is a weak acid, dissolves calcite, or lime, out of limestone. Over time, the lime-laden water drips down into cracks, enlarging them into caves. Some of the lime is then redeposited to form stalactites and stalagmites.

Stalactites, which grow down from cave ceilings, are formed in limestone caves when groundwater containing dissolved lime drips from the roof of the cave and leaves a thin deposit as it evaporates. Stalactites generally grow only a fraction of an inch each year, but over time a considerable number may grow to be several yards long. In cases where the supply of water is seasonal, they may actually have growth rings resembling those on tree trunks that indicate how old the stalactites are.

Stalagmites are formed on the floor of a limestone cave where water containing dissolved lime has dripped either from the cave ceiling or from a stalactite above. They develop in the same way as stalactites, when water containing dissolved limestone evaporates. In some limestone caves with mature limestone development, stalactites and stalagmites grow together, creating limestone pillars that stretch from the cave floor to the cave ceiling.

10. It is indicated in paragraph 1 that all of the following are part of the process of forming limestone caves EXCEPT that
   (A) rainwater dissolves lime from limestone
   (B) the lime-filled water seeps into breaks in the ground
(C) the lime in the water evaporates
(D) the cracks in the ground develop into caves

11. According to paragraph 2, it is NOT true that stalactites
   (A) enlarge cave ceilings
   (B) are found in limestone caves
   (C) grow in a downward direction
   (D) grow quite slowly

12. It is NOT mentioned in paragraph 2
   (A) how long stalactites may grow
   (B) how the age of the stalactite is determined
   (C) what one of the effects of a limited water supply is
   (D) what causes stalactites to disappear

13. According to paragraph 3, stalagmites are NOT formed
   (A) on cave floors
   (B) from lime dissolved in water
   (C) above stalactites
   (D) as water containing lime evaporates

14. It is NOT indicated in paragraph 3 that limestone pillars
   (A) result when a stalactite and a stalagmite grow together
   (B) are attached to both the floor and the ceiling of a cave
   (C) are relatively aged limestone formations
   (D) are more durable than stalactites and stalagmites

Exercise 3: True and False

Instructions: Read the following text. Then read each statement that follow and indicate that it is true or false.

A huge whale with a plastic bucket stuck in its mouth, new-born dolphin calves being exposed to pollutants through their mother’s contaminated milk,
and seabirds unsuspectingly feeding their chicks piece of plastic - these scenes from the BBC Blue Planet II documentary series were heart-breaking, and just a snapshot of the problems plastic pollution is causing in the oceans.

Fish, marine mammals and seabirds are being injured and killed by plastic pollution, and it is believed that 700 species could go extinct because of it. Current estimates suggest that at least 267 species worldwide have been affected, including 84% of sea turtle species, 44% of all seabird species and 43% of all marine mammal species – but there are probably many more. Deaths are chiefly caused by ingestion of plastics, starvation, suffocation, infection, drowning and entanglement.

It's estimated that one in three marine mammals have been found caught up in some type of marine litter - lost fishing gear, nets and plastic bags for example - and that over 90% of seabirds have pieces of plastic in their stomachs. Seabirds that feed from the surface of the ocean are especially likely to ingest plastics that floats, and then feed them to their chicks. One study found that 98% of chicks sampled contained plastics, and that the quantity of plastic being ingested was increasing over time.

And even the deepest sea creatures cannot escape plastic pollution; samples taken by scientists at the Scottish Association for Marine Science off the Western Isles found that 48% of creatures had plastic in them, at a depth of 2,000 m. It was mostly polyethylene and polyesters from shopping bags and clothing - which makes it was into water via washing machine waste water - as well as microplastics, small pieces of plastic that have degraded from larger pieces and the small plastic beads found in cleaning products.

Plastic has been slowly accumulating in the marine environment since the 1960s, to the point that we now have huge masses of plastic floating in the oceans and other waste plastics washing up on the once beautifully clean beaches around the world. Its estimated that there are 1 million pieces of plastic of varying size per square mile, with a further 8 million tonnes of plastic entering the oceans per year. Much of it is single-use plastics so food packaging and bottles, carrier bags and other such products. Approximately 500 billion plastic bags are used worldwide per year – that's over 1 million a minute, but this is perhaps unsurprising when the average working life of a carrier bag is considered 15 minutes.

However, it's not just large pieces of plastic that are causing havoc with the marine environment. Household and cosmetic products are laced with microplastics designed to scrub and clean, and which are too small to be caught by water filtration systems. The microplastics enter water every time someone brushes their teeth or scrubs their face with products containing them.
These microplastics, along with nurdles - lentil sized pieces of plastic which are a by-product of various manufacturing products that end up in the oceans as a result of mis-handling or accidental spills - can be ingested by ocean wildlife and accumulate up the food chain, even reaching humans. It is also hypothesised that these smaller pieces of plastic can attract toxic chemicals released by industry and agriculture decades ago, the concentration of which also increases up the food chain.

Plastic is cheap and versatile, making it ideal for many applications, but many of its useful qualities have led to it becoming an environmental problem. The human population has developed a disposable lifestyle: it is estimated that 50% of plastics are used once before being thrown away. Plastic is a valuable resource but polluting the planet with it is unnecessary and unsustainable. We need our planet – ocean and land included - to survive. As David Attenborough said that there is no away – because plastic is so permanent and so indestructible, when you cast it into the ocean it doesn’t go away.

(by Kerry Taylor-Smith, Published on https://www.azocleantech.com/)

<table>
<thead>
<tr>
<th>Statements</th>
<th>True</th>
<th>False</th>
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<tbody>
<tr>
<td>a. New-born dolphins and seabirds’ chick are not contaminated by plastic pollution.</td>
<td>.......</td>
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<td>b. Although plastic pollution is a really serious matter, it is not able to make marine creatures terminated.</td>
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<td>c. More than half seabird species has been endangered by the plastic pollution.</td>
<td>.......</td>
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<td>d. One of the factors that trigger the increase of plastic use is human population.</td>
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<tr>
<td>e. The deepest sea creatures are not affected by plastic pollutions since the plastics are floating in the surface of the ocean.</td>
<td>.......</td>
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<tr>
<td>f. Plastic becomes the pollutant because of its indestructible feature.</td>
<td>.......</td>
<td>.......</td>
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<tr>
<td>g. Smaller pieces can be more dangerous since they are able to attract toxic chemicals.</td>
<td>.......</td>
<td>.......</td>
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<tr>
<td>h. Micro plastics are not harmful because they are too</td>
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small even to be caught by water filtration.  

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<tr>
<td>i. Human can be affected by the plastic pollution because human is also in the food chain.</td>
<td></td>
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<tr>
<td></td>
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<tr>
<td>j. The author views that the qualities of plastic can be used for many application but they are also able to lead plastic to be dangerous pollutants.</td>
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### D. REFERENCES


MEETING X
FINDING WORD MEANING USING CONTEXT CLUES

A. LEARNING OBJECTIVES
In this chapter, the students will learn about using context clues. By the end of the course, the students are expected to be able to determine and guess the meanings of difficult words by using the context clues.

B. MATERIAL DESCRIPTION
What do you usually do when you come to a word you do not know while reading?

a. Look it up in the dictionary
b. Ask your teacher
c. Ask your friend
d. Try to guess what it means

Actually, guessing will help to get a rough idea about the word while you are reading. Double check with the dictionary before you memorize the meaning and the usage of the word. Here are some advantages of guessing the meaning of a word by using context clues:

a. It is fast because you don’t have to interrupt your reading.
b. It helps your comprehension because you can focus on the general sense of what you are reading.
c. It helps you remember the words within their context.
d. It allows you to enjoy your reading more because you don’t have to stop so often.

When you try to guess the meaning of unknown word, you use the text surrounding the word or the context to provide you with clues. Sometimes you can guess the meaning of a word from other word within the sentence but sometimes you may need to read several sentence in order to find the clues.
Guessing from context refers to the ability to infer the meaning of an expression using contextual clues. These clues may be purely linguistic or situational:

a. Linguistic context: the linguistic environment in which a word is used within a text

b. Situational context: extra linguistic elements that contribute to the construction of meaning this may involve background knowledge of the subject.

What this amounts to is that learners should be able to infer the meaning of an unknown word using:

a. the meaning of vocabulary items that surrounds it;
b. the way the word is formed;
c. background knowledge of the subject and the situation.

1.1. Techniques for guessing

Texts are often full of redundancy and consequently. Students can use the relation between different items within a text to get the meaning. Our prior knowledge of the world may also contribute to understand what an expression means.

a. Synonyms and definitions

Examples:
1. **Kingfishers** are a group of small to medium-sized brightly colored birds.
2. When he made **insolent** remarks towards his teacher they sent him to the principal for being disrespectful.

b. Antonym and contrast

Example:
1. He **loved** her so much for being so kind to him. By contrast, he abhorred her mother.
c. **Cause and effect**

   **Example:**
   1. He was disrespectful towards other members. That’s why he was sent off and penalized.

d. **Parts of speech**

   Parts of speech means whether the word is a noun, a verb, an adjective or an adverb, functioning as a subject, a predicate or a complement.

   **Example:**
   1. *Trojan* is an example of a computer virus.

e. **Word forms (the morphological properties of the word)**

   When you are asked to determine the meaning of a long word that you do not know in the reading section, it is sometimes possible to determine the meaning of the word by studying the word parts. It means it is important to have knowledge about the base or the root of the words, the morphemes, and their relatives, such as, affixes.

   **Example:**
   1. *dis-* (meaning not), *–less* (meaning without)

Here is the short list of word parts

<table>
<thead>
<tr>
<th>Part</th>
<th>Meaning</th>
<th>Example</th>
<th>Part</th>
<th>Meaning</th>
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<td>multiple</td>
<td>Terr</td>
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<td>solo</td>
<td>Ver</td>
<td>turn</td>
<td>devert</td>
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<tr>
<td>Tri</td>
<td>three</td>
<td>triple</td>
<td>Viv</td>
<td>live</td>
<td>revive</td>
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</tbody>
</table>
f. **General knowledge**

**Example:**

1. The French constitution establishes *laïcité* as a system of government where there is a strict **separation of church and state**.

**C. EXERCISE**

**Exercise 1**

**Instructions:** *In the paragraphs below, one word has been replaced with a nonsense word. Use the context to guess what the underlined nonsense word means.*

a. All tourists visiting Thailand should first get a **SVIP**. They will not be allowed to enter at all without one. Travelers without a **SVIP** will be seen can be given on the spot where they came from. A **SVIP** can be given on the spot if they arrive by plane or by car. However, they may have to wait a long time for one. This can be avoided by getting a **SVIP** before they leave their countries.

**What is a “SVIP”?**

…………………………………………………………………………………
………………………………………………………………………………

b. Various kind of **WROOMS** are available in Singapore. Some are for one trip only, some are for a day, and some for three days. The three-day **WROOM** is useful for tourist who wants to visit different parts of the city. It allows them unlimited travel for three days on the local buses and underground trains. **WROOMS** and timetable for buses are available at all tourist information centers.

**What is a “WROOM”?**

…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………

b. In Hanoi, it is wise to get yourself a **WUP** as soon as possible. It is very easy to get lost if you leave the main streets. You can get free **WUPS** at a tourist information center, but they are not complete. Better **WUP** can be found in
the bookstores. These have more details, and they provide names of all the streets.

What is a “WUP”?

.................................................................

.................................................................

d. As the harmful effects of MROPPING on health have become widely known, many cities and some countries have passed laws that limit where it is allowed. In many places, WROPING is no longer permitted in the restaurants and bars. Owners of restaurants and bars were against prohibition laws because they believed that their businesses would suffer, but that lasted only for the first few months. After that, business returned to normal. The laws have also had another positive effect, apart from making the air cleaner for everyone. More people have given up MROPNG altogether.

What does WROPING mean?

.................................................................

.................................................................

e. There is a misconception that a person who obtains a Ph. D. Must be SWELCH. This can’t be all true. SWELCH qualities like brilliance and quick-thinking are irrelevant in Ph.D. level studies. Let there be no doubt: brilliance and quick-thinking are valuable in other pursuits. But. They are neither sufficient nor necessary in doing Ph.D. research. Certainly, being SWELCH help. But it will not get the job done.

What does SWELCH mean?

.................................................................

.................................................................

f. In many countries, there are electronic signs along roads that ZOOP drivers about dangers or problems ahead. These may be short-term danger, such as an accident or bad weather, or longer-term problems, such as roadwork. Studies have shown, however, that drivers do not always notice these signs. To be sure that drivers are ZOOPED about the condition of the road, the highway management service in Scotland has developed a new electronic system that send messages directly to special electronic system built into cars. Do these
systems work better to ZOOP drivers than roadside sign? It is too soon to tell. The results on the first studies will be published next year.

What does ZOOP mean?

……………………………………………………………………………………
………………………………………………………………………………
g. At the beginning of World War II, when the Germans moved into northern France, they searched the towns and countryside for escaping French soldiers, who were sent to prisoner of-war camps in Germany. Next, they tried to ZEP all the guns or other arms they could find, though many people hid theirs on farms or underground. The Germans also took all the horses from farms and towns, because they were needed in the army. This loss really hurt the French, since the lack of gasoline made horses necessary to work the farms and for transport. Not long after this, the Germans ZEPPEd radios as well, so that people could not listen to foreign news reports.

What does ZEP mean?

……………………………………………………………………………………
………………………………………………………………………………
h. During my stay in the city, I often used to sit on a stone wall by the riverbank in the early evening, hoping for a cool breeze—though there never was one. On one side was the "white" city, on the other side were the African villages, and all day long there were large DREELS that went back and forth, bringing people, bicycles, cars, and trucks to and from the city. At this time of day, city workers were eager to get back to their own world on the far side of the river. Brightly dressed and joking, the Africans pushed forward when the DREEL arrived. Many were carrying loads on their heads or bicycles on their shoulders. Some were so anxious not to miss the chance to get home that they leaped down the steps and jumped into the DREEL as it pulled out.

What does DREEL mean?

……………………………………………………………………………………
………………………………………………………………………………
i. The foreign news reporters had been warned not to dress in a way that marked them obviously as foreigners. They were also told not to walk down
the middle of the street, where they could be a **ZEEM** for enemies on the roofs. They should always stay close to the buildings, ready to run into a doorway if they heard or saw anything suspicious. They should always wear a bulletproof vest. They all did as they had been told, but still did not feel safe. It was impossible not to think of the colleagues who had been wounded and killed in these streets. They walked quickly, looking up at the rooftops. There was no telling when and where a sharpshooter might decide it was time for **ZEEM** practice—and they rarely missed their **ZEEM**.

What does **ZEEM** mean?

exercise 2

**Instructions:** Read each text excerpt. Use context clues to help you complete the statements.

a. A botanical garden is an area of flora in which plants are grown chiefly for scientific, educational, or aesthetic purposes. They usually surround an institution, such as a university or museum.

1. Botany is the study of ……
2. A synonym for plants is ……
3. A word that means pleasing to the senses is ……
4. A university may have botanical gardens for the purpose of ……
5. True or false: All botanical gardens are open to the public ……

b. Beech is the name of a family of trees that grows in the temperate regions of North America and Europe. It has papery leaves and slender twigs. Its fruit, beechnuts, are edible. Its wood is used for making furniture and for fuel.

1. Beechnuts are the …… of the beech tree.
2. A synonym for areas is ……
3. The word …… describes a seasonal climate.
4. A word that means able to be eaten is ……
5. True or false: Beech trees have paper leaves. ……
c. The era covering the presidency of James Polk was known as the “Fabulous Forties.” During this time the American flag was raised over much of the western territory, Texas became a member of the Union, gold was discovered in California, covered wagons rolled over the Oregon trail, and Americans sang Stephen Foster’s “Oh, Susanna.”
1. The Union refers to the ……. 
2. A word meaning period of time is ……. 
3. Is “Oh, Susanna” a story, a song, or a campaign slogan? ……. 
4. What state entered the Union during Polk’s presidency? ……. 
5. True or false: Polk was president during the 1940s. ……. 

Exercise 3

Instructions: Find the meaning of the underlined word in each set of three sentences below.

a. Never tamper with electrical fittings without first switching off the main power supply.
   It is illegal to add, take away, or otherwise tamper with the content of these videos.
   Several research assistants were accused of tampering with the results of the experiments.
   What does tamper mean?

b. When the train pulled out and the crowd had thinned, he could see a small, forlorn figure sitting on a suitcase.
   Drennan held on to a forlorn hope that somehow at the end of the war they would all be together again.
   Two forlorn trees stood out, black and naked against the snow-covered fields.
   What does forlorn mean?
c. The financial woes of Fiat and other big Italian companies could lead to some important changes in the Italian economy.

Take a vacation in the South Pacific and leave behind all your winter worries and woes.

It did not take long for him to discover the source of all his friend's woes, but there was little he could do to help.

What does woes mean?

d. Recent surveys show that many parents are very worried about the possibility of their child being abducted.

In 1976, a school bus driver and twenty-six children were abducted at gunpoint in California.

The young woman admitted in tears that she had made up the story of how she was abducted and held by the men for thirty-six hours.

What does abducted mean?

e. Dark clouds appeared and ten minutes later everyone at the football match was completely drenched.

When he pulled her out of the swimming pool, her dress was drenched and hung close to her body.

Seymour screamed and sat up suddenly in bed, drenched in a cold sweat.

What does drenched mean?

f. The stranger never said a word, but thrust a folded piece of paper into Pilar's hand.

He thrust his hands into his pockets and walked slowly away.

As she straightened up, she felt a sudden pain like a knife being thrust into her lower back.

What does thrust mean?

g. The president's spokesman said that it was too early to comment on the outcome of the meeting.
One unfortunate outcome of the elections was that both parties were weaker than before.

The outcome of hospital-based treatment was clearly better than home-based treatment.

**What does outcome mean?**

**Exercise 4: TOEFL EXERCISE**

In reading comprehension, you may be asked to determine the meaning of a difficult word, a word that you are not expected to know. In this case, the passage will probably give you a clear indication of what the word means.

The following chart outlines the key information that you should remember about vocabulary questions containing difficult words.

| HOW TO IDENTIFY THE QUESTION | • What is the meaning of “X” in line Y?  
| | • The word “X” in line Y is closest in meaning to ….
| WHERE TO FIND THE ANSWER | ➢ Information to help you understand the meaning of unknown word can often be found in the context surrounding the unknown word.
| HOW TO ANSWER THE QUESTION | 1. Find the word in the passage  
| | 2. Read the sentence that contains the word carefully.  
| | 3. Look at the context clues to help you understand the meaning.  
| | 4. Choose the best answer that the context indicates.

**EXERCISE**

**PASSAGE 1**

The oxidation of exhaust gases is one of the primary sources of the world’s pollution. The brown haze that is poised over some of the world’s largest cities is properly called photochemical smog; it results from chemical reactions that take place in the air, using the energy of sunlight. The production of smog begins with gases are created in the cylinders of vehicle engines. It is there that oxygen and nitrogen gas combine as the fuel burns to form nitric oxide (NO), a colorless gas. The nitric oxide is forced out into the air through the vehicle tailpipe along with other gases.
When the gas reaches the air, it comes into contact with available oxygen from the atmosphere and combines with the oxygen to produce nitrogen dioxide (NO2), which is a gas with a brownish hue. This nitrogen dioxide plays a role in the formation of acid rain in wetter or more humid climates and tends to decompose back into nitric oxide as it releases an oxygen atom from each molecule; the released oxygen atoms quickly combine with oxygen (O2) molecules to form ozone (O3). The brownish colored nitrogen dioxide is partially responsible for the brown color in smoggy air; the ozone is the toxic substance that causes irritation to eyes.

1. The word poised in paragraph 1 is closest in meaning to
   (A) interacting
   (B) sitting
   (C) blowing
   (D) poisoning

2. The phrase take place in paragraph 1 is closest in meaning to
   (A) position themselves
   (B) put
   (C) are seated
   (D) occur

3. The word forced in paragraph 1 could best be replaced by
   (A) obliged
   (B) required
   (C) pushed
   (D) commanded

4. The word hue in paragraph 2 is closest in meaning to
   (A) color
   (B) odor
   (C) thickness
   (D) smoke

5. The phrase plays a role in paragraph 2 is closest in meaning to
   (A) makes fun of
   (B) serves a function in
   (C) acts the part of
   (D) moves about

PASSAGE 2

The black widow is the most dangerous spider living in the United States. It is most common in the southern parts of the country, but it can be found throughout the country. The black widow got its name because the female has been known to kill the male after mating and, as a result, becomes a widow.
The black widow is rather distinctive in appearance; it has a shiny *globular* body, the size and shape of a pea, and is marked on its underbelly with a red or yellow spot. The female is considerably more *ample* than the male, roughly four times larger on the average.

If a human is bitten by a black widow, the spider's poison can cause severe illness and pain. Black widow bites have occasionally resulted in death, but it is certainly not the norm for black widow bites to be *mortal*.

6. In line 4, the word "widow" means
   (A) a type of poison
   (B) the dead male spider
   (C) the human victim of the spider
   (D) a female whose mate has died

7. Which of the following is closest in meaning to the word "globular" in line 5?
   (A) Earthen
   (B) Luminescent
   (C) Green in color
   (D) Round

8. The word "ample" in line 7 indicates that the spider is
   (A) feminine
   (B) large in size
   (C) dotted with colors
   (D) normal

9. Which of the following has the same meaning as the word "mortal" in line 10?
   (A) Deadly
   (B) Painful
   (C) Poisonous
   (D) Sickening

**PASSAGE 3**

Ring Lardner himself was born into a wealthy, educated, and cultured family. For the bulk of his career, he worked as a reporter for newspaper in South Bend, Boston, St. Louis, and Chicago. However, it is for his short stories of lower middle-class Americans that Ring Landner is perhaps best known. In these stories, Ladner *vividly* creates the language and ambiance of this lower class, often using the *misspelled* words, grammatical errors, and incorrect diction that typified the language of the lower middle class.

10. The word “vividly” in the passage is closest in meaning to
    (A) In a brief way
    (B) In a lifelike way
    (C) In a correct way
    (D) In a cultured way
11. The word “misspelled” in the passage is closest in meaning to
   (A) Quite vulgar
   (B) Extremely wrong
   (C) Highly improper
   (D) Incorrectly written

12. The word “speech” in the passage is closest in meaning to
   (A) Diction
   (B) Ambiance
   (C) Language
   (D) Well written

PASSAGE 4

Juan Rodriguez Cabrillo was a Portuguese-born explorer who is credited with the exploration of the coast of what is today the state of California. Sketchy military records from the period show that early in his career he served with the Spanish army from 1520 to 1524 in Spain's quest for subjugation of the people in what are today Cuba, México, and Guatemala. Little is known of his activities over the next decades, but apparently he succeeded in rising up through the ranks of the military; in 1541, he was ordered by Antonio de Mendoza, the Spanish ruler of Mexico, to explore the western coast of North America. Cabrillo set out in June of 1542 in command of two ships, the San Salvador and the Victoria; he reached San Diego Bay on September 28, 1542, and claimed the terrain for Spain. The peninsula where he landed is today named Cabrillo Point in his honor; the area has been established as a national monument and park, and local residents each year hold a celebration and reenactment of Cabrillo's landing.

From San Diego, Cabrillo continued northward for further exploration of the spectacular California coastline. By November 1542, he had reached as far north as San Francisco Bay, although he missed the entrance of the bay due to a huge storm. Soon after, with the approach of winter, he veered south and headed back to Mexico. He made it as far south as the Channel Islands off the coast of what is today Santa Barbara. Cabrillo, who died on San Miguel Island in the Channel Islands, never made it back to Mexico.

13. The word "subjugation" in line 4 is closest in meaning to
   (A) religion
   (B) flag
   (C) control
   (D) agreement

14. In line 5, the word "decades" is closest in meaning to
   (A) months
   (B) centuries
   (C) long epoch
   (D) ten-year periods
15. In line 9, the word "terrain" is closest in meaning to
   (A) land
   (B) population
   (C) minerals
   (D) prosperity

16. The word "spectacular" in line 14 is closest in meaning to which of the following?
   (A) Ruggedly handsome
   (B) Visually exciting
   (C) Completely uneven
   (D) Unendingly boring

17. The word "veered" in line 17 is closest in meaning to
   (A) arrived
   (B) ran
   (C) turned
   (D) cooled

PASSAGE 5

Checks and balances are an important concept in the formation of the U.S. system of government as presented in the Constitution of the United States. Under this conception of government, each branch of government has built-in checks and limitations placed on it by one or more different branches of government in order to ensure that any one branch is not able to usurp total dominance over the government. Under the Constitution, the United States has a tripartite government, with power divided equally among the branches: the presidency, the legislature, and the judiciary. Each branch is given some authority over the other two branches to balance the power among the three branches. An example of these checks and balances is seen in the steps needed to pass a law. Congress can pass a law with a simple majority, but the president can veto such a law. Congress can then counteract the veto with a two-thirds majority. However, even if Congress passes a law with a simple majority or overrides a presidential veto, the Supreme Court can still declare the law unconstitutional if it finds that the law is contradictory to the guidelines presented in the Constitution.

18. The expression "dominance over" in line 5 is closest in meaning to
   (A) understanding of
   (B) dispute over
   (C) authority over
   (D) rejection of

19. The word "tripartite" in line 6 suggests that something is
   (A) divided into three
   (B) totally democratic
   (C) powerfully constructed
   (D) evenly matched
20. The "judiciary" in line 7 is
   (A) the electorate
   (B) the authority
   (C) the legal system
   (D) the government

21. The word "counteract" in line 10 is closest in meaning to
   (A) vote for
   (B) debate
   (C) surpass
   (D) work against

22. "Contradictory to" in lines 13 is closest in meaning to which of the following expressions?
   (A) In agreement with
   (B) Opposite to
   (C) Supported by
   (D) Similar to

PASSAGE 6

Autism is a developmental disorder that is characterized by severe behavioral abnormalities across all primary areas of functioning. Its onset is often early; it generally makes itself known by the age of two and one-half. It is not a single disease entity but is instead a syndrome defined by patterns and characteristics of behavior; it, therefore, most likely has multiple etiologies rather than a single causative factor. Autism is not fully understood and thus is controversial with respect to diagnosis, etiology, and treatment strategies.

23. The word “primary” in the passage could best be replaced by
   (A) elementary
   (B) main
   (C) introductory
   (D) primitive

24. The word “onset” in the passage is closest in meaning to
   (A) placement
   (B) arrangement
   (C) support
   (D) beginning

25. The word “syndrome” in the passage is closest in meaning to
   (A) concurrent set of symptoms
   (B) feeling of euphoria
   (C) mental breakdown
   (D) repetitive task
26. The word “etiologies” in the passage is closest in meaning to
   (A) symptoms
   (B) patterns
   (C) causes
   (D) onsets

D. REFERENCES


MEETING 11
Who, What, Where

A. OBJECTIVES

After studying this material, students are able to:

1. draw a conclusion about people, things, and places.
2. understand the questions and answers which may appear in the passive and active voice.

B. MATERIAL DESCRIPTION

1. INTRODUCTION

After listening to short dialogues, it is common that you are asked about the person, activity, or location mention in the dialogue. Sometimes, the questions do not clearly provide the answer. Here, you are asked to draw a conclusion based on the clues given in the dialogues.

2. Drawing Conclusion about who, what, where

Giving focus on the setting of the short dialogue can actually help us to answer about the person, activity, or location found in the dialogue:

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

Now listen to these following short dialogues. Underline the key word and pick the best answers!

1. **Woman**: if your tooth is hurting you so much, perhaps you should see your dentist right away.

**Man**: I don’t really want to, but I guess I don’t have much choice.

**Narrator**: What will the man probably do next?

   a. Choose a new dentist.
   b. Cure the pain himself.
   c. Make appointment with his dentist.
   d. Ask his dentist about the right way to brush.
2  **Woman:** I’d like to try on some rings, please.  
**Man:** Do you prefer rings in gold or silver?  
**Narrator:** Where does this conversation probably take place?  
    a. In a mince.  
    b. In a jewelry store.  
    c. In a clothing store.  
    d. In a bank.  

3  **Woman:** Charlie has the potential to be a professional musician, but he is too lazy to practice.  
**Man:** What a shame!  
**Narrator:** What does the woman say about Charlie?  
    a. He is a professional musician.  
    b. He is very talented, but he will never be a professional musician because he doesn’t practice.  
    c. He practices every day, but he will never be a professional musician.  
    d. He doesn’t want to be a professional musician because he wants to practice.  

4  **Woman:** Let’s look over the blueprints for the building one more time.  
**Man:** Good idea. We need to be sure that the design is absolutely correct before construction begins.  
**Narrator:** Who are these people most likely to be?  
    a. Construction workers.  
    b. Architects.  
    c. Insurance agents.  
    d. Artists.  

5  **Woman:** Can we get together this afternoon to discuss our project?  
**Man:** sorry, I can’t. I have a doctor’s appointment. I have to get my eyes checked.  
**Narrator:** Where is the woman most likely going?  
    a. To see a dentist.  
    b. To see a cardiologist.  
    c. To see a podiatrist.  
    d. To see an ophthalmologist.  

6  **Man:** Where are you going now?  
**Woman:** I’m heading to a talk by Dr. Barton. There’s going to be a solar eclipse later this month. Dr. Barton’s giving a talk on what to expect during the eclipse.  
**Narrator:** Who is Dr. Barton most likely to be?  
    a. An astronomer  
    b. A physician  
    c. A philosopher.  
    d. An engineer.  

**Exercises on Who, what, where:** In this exercise, listen carefully to the short conversation and question in the recording program and then choose the best answer to the question. You will have to draw conclusions about who, what, and where.
3. **Who and what in Passives**

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

   To be clear, let’s listen to these short dialogues:
1 **Woman:** Why were you so late in getting home from work?  
**Man:** My boss had me finish all the month-end reports.  
**Narrator:** What does the woman mean?  

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 **Man:** Ms. Jones did not look too happy as she left her classroom.  
**Woman:** She was angered by her rowdy students.  
**Narrator:** What does the man mean?  

2 a. The boisterous students made the teacher mad.  
b. The teacher angered the students with the exam results.  
c. The students were angry that the teacher was around.  
d. The angered students complained to.  

3 **Man:** Do you know where the file folders are?  
**Woman:** Sorry, I don’t. They were moved, and now I don’t know where they are.  
**Man:** What does the woman imply about the folders?  

3 a. She’s sorry she moved them.  
b. She really knows where they are.  
c. They haven’t been moved.  
d. Someone else moved them.  

Exercises on who and what in passives: In this exercise, listen carefully to the short conversation and question in the recording program, and then choose the best answer to the question. You should be careful of passives.

1 a. The boss was working on the reports.  
b. He would have to finish the reports before the end of next month.  
c. He was directed to stay late and finish some work.  
d. He could finish the reports at home.  

6 a. The road the horses took was long and hard.  
b. It was hard to find the hidden houses.  
c. The riders worked the horses too much.  
d. It was hard for people to ride the horses for long.  

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.  

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.
a. Mark’s plants were cared for in his absence.
b. Mark’s plants 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.

3

4 a. The light in the trees were destroyed in the storm.
b. The storm damaged the trees.
c. The failing trees destroyed a store.
d. In the light of 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 skips were broken in the mountains.

6 a. The professor bought two books.
b. The students had to purchase two books.
c. The students sold two books to the professor.
d. The students were required to read two books by the professor.

7 a. The doctor returned to the office.
b. Jim asked the doctor to come to the office.
c. The doctor will not return until next week.
d. Jim was told to come back.

8 a. 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 standard.
c. The inhabitants paid their premiums after the earthquake.
d. The insurance company paid for the earthquake damage.

C. EXERCISES

Review Exercises on Who, What, and Where: In this exercise, listen carefully to the short conversation and question in the recording program, and then choose the best answer to the question.

1 a. In a department store.
b. In a stationary store.
c. At the post office.
d. At the airport.

2 a. The teacher gave her students a hand.
b. The term papers were turned in.
c. The students got the papers from the office.
d. The teacher handed the papers to the students.

3 a. The professor bought two books.
b. The students had to purchase two books.
c. The students sold two books to the professor.
d. The students were required to read two books by the professor.
3 a. The attendant checked the oil in Mark’s car.
b. Mark checked to see if he had enough oil in his car.
c. Mark checked with the service station attendant.
d. Mark wrote a check to pay for the oil.

8 a. Go to work in the lab.
b. Sample the work from the lab.
c. Have the samples delivered.
d. Send a note to the lab.

4 a. A delivery man.
b. A famous chef.
c. A clerk in a fast-food restaurant.
d. An airline steward.

9 a. Mary became the new class president.
b. Sue took her place as class president.
c. In place of Mary, Sue became senior class president.
d. The senior class president replaced Sue and Mary.

5 a. They need new print for the additional copies.
b. They can make extra copies if necessary.
c. Printers are needed for the additional copies.
d. Additional copies are needed immediately.

10 a. The panel was analyzed on the television program.
b. A committee evaluated recent political events.
c. The program featured a psychoanalyst.
d. The panel discuss the television program.

D. References:


MEETING XII
LISTENING: NEGATIVES

A. OBJECTIVES

After studying this material, students are able to:

12.1 Recognize and understand various types of negatives
12.2 Recognize and understand the expressions for every negative

B. MATERIAL DESCRIPTION

1. INTRODUCTION

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

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

a. NEGATIVE

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

<table>
<thead>
<tr>
<th>Expression</th>
<th>Example</th>
<th>Correct answer / meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular negative: <em>not</em> or <em>n’t</em></td>
<td>My brother cannot pass the test</td>
<td>Cannot pass = fail</td>
</tr>
<tr>
<td><em>Nobody, none, nothing, never</em></td>
<td>Nobody hates you.</td>
<td>Everybody loves you.</td>
</tr>
<tr>
<td></td>
<td>Sam never works hard.</td>
<td>Never works hard = lazy</td>
</tr>
<tr>
<td>Negative prefixes: <em>un-, in-, dis-</em></td>
<td>The staff was really irresponsible.</td>
<td>Irresponsible = ignorant</td>
</tr>
</tbody>
</table>

Now listen to these following examples. Underline the negatives and pick the best answer for every question below!
Exercises on negatives: In this exercise, listen carefully to the short conversation and question in the recording program, and then choose the best answer to the question. You should be careful of negative expressions.

1. a. She is very busy.
   b. She has lots of free time.
   c. It is not necessary to take out the trash.
   d. She will do it if she has time.

2. a. The interview is very important.
   b. He is worried about the interview.
   c. What he’s wearing to the interview is important.
   d. He is not concerned about the interview.

3. a. He has almost all the notes.
   b. His attendance was perfect.
   c. He went to all the lectures but one.

4. 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 food was satisfying.

5. a. She goes to a movie every year.
   b. She hasn’t gone to a movie yet this year, but last year she did.
   c. She doesn’t go to a movie unless she has the time.
   d. She doesn’t go to a movie for a long time.

6. a. He sold no magazines.
   b. He sold only one magazine.
   c. He has never sold as many as magazines as he sold today.
   d. He sold five magazines at one house.

7. 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.

8. a. The project will take all their effort.
   b. They have no other work to do.
d. He missed more than one psychology class.

4 a. They passed the library at 6:00.
   b. The library opens at 6:00 in the summer.
   c. The library closes at 6:00.
   d. You can’t check out more than six books in the summer.

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.

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.

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.

b. DOUBLE NEGATIVES

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

\[
\begin{align*}
\text{It is not impossible} &= \text{It is possible.} \\
\text{I don’t like uncomfortable sofa} &= \text{I like comfortable sofa.} \\
\text{I don’t hate chicken} &= \text{I love chicken.}
\end{align*}
\]

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

<table>
<thead>
<tr>
<th>Situation</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative words, ex:</td>
<td>I can’t left it unfinished it tonight.</td>
<td>I can left it finished.</td>
</tr>
<tr>
<td>not, no, none</td>
<td>Nobody isn’t at home.</td>
<td>Everybody is at home.</td>
</tr>
<tr>
<td>Negative prefixes:</td>
<td>I did not disrespect you.</td>
<td>I respected you.</td>
</tr>
<tr>
<td>In-, un-, dis-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two negative verbs</td>
<td>She doesn’t bring the ATM, so she cannot withdraw.</td>
<td>Implies that she can withdraw money if she brings the ATM.</td>
</tr>
<tr>
<td>Neither or not…either</td>
<td>The shop won’t open tomorrow, and neither the restaurant.</td>
<td>Both won’t open tomorrow.</td>
</tr>
</tbody>
</table>
Now listen to these following examples. Underline the negatives and pick the best answer for every question below!

1. (Man) How is your boss feeling about this retirement?  
   Woman) Oo, he isn’t too unhappy to be retiring.  
   (Narrator) What does the woman imply about her boss?  
   a. He is eager to leave his job.  
   b. He is unhappy at the thought of retiring.  
   c. He couldn’t be unhappier about retiring.  
   d. He is retiring too soon.

2. Woman) We seem to have a difficult problem to solve.  
   (Man) The problem is not unrepairable.  
   (Narrator) What does the man mean?  
   a. A solution is not apparent.  
   b. The problem can be fixed.  
   c. There is really a pair of problems.  
   d. The problem is difficult to solve.

3. Woman) I think it’s impossible for me to pass this class.  
   (Man) You should never say "impossible".  
   (Narrator) What does the man mean?  
   a. It’s not possible to pass the class.  
   b. She’ll definitely fail.  
   c. It’s always possible.  
   d. She shouldn’t say anything about the class.

Exercises on double negatives: In this exercise, listen carefully to the short conversation and question in the recording program, and then choose the best answer to the question. You should be careful of double negatives.

1. a. He’ll definitely be elected.  
   b. The election is now complete.  
   c. She has high hopes for his chances.  
   d. It may happen.

2. a. Both parts of his game were bad.  
   b. He served better than he

6. a. Steve wanted to finish his paper, and so did Paul.  
   b. Both Steve’s and Paul’s papers were incomplete.  
   c. Steve and Paul were busy doing their papers term.  
   d. When Steve wasn’t able to finish his paper, Paul couldn’t help.

7. a. It wasn’t George’s responsibility to pay the bill.  
   b. Bill was irresponsible about paying
volleyed.
c. Some parts of his games were better than others.
d. He played rather well.

3 a. It is a surprise that he was prepared.
b. He was not ready as usual.
c. He prepared a really big surprise.
d. His strong preparation came as no surprise.

4 a. She felt good enough to go out.
b. She went out to get some medicine.
c. She felt like dancing, so she went out with everyone.
d. She stayed home because she was sick.

5 a. She has problems that others aren’t aware of.
b. Others aren’t aware of her problems.
c. She knows she’s been a problem.
d. She doesn’t have a care in the world.

8 a. It’s fortunate that he was accepted.
b. It’s good that he wasn’t admitted.
c. Fortunately, the university didn’t admit him.
d. It’s too bad he was rejected.

9 a. The first essay was better than the second.
b. The first and second drafts couldn’t be better.
c. The second draft of the essays was much better than the first.
d. Both versions were poorly written.

10 a. Roger has been bothered.
b. Roger wasn’t the least bit disturbed.
c. The problems have had little effect on Roger.
d. Roger hasn’t been disturbed.

c. ALMOST NEGATIVES

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

She rarely goes home by bus.

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

<table>
<thead>
<tr>
<th>Common Almost Negative Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning</strong></td>
</tr>
<tr>
<td><strong>Almost none</strong></td>
</tr>
</tbody>
</table>
Almost never | Rarely, seldom | He seldom books flight by Traveloka.

Now listen to these following examples. Underline the almost negatives and pick the best answer for every question below!

1. (Woman) How was your meat at the banquet?
   (Man) My meat was so tough I could hardly cut it.
   (Narrator) What does the man say about his experience at the banquet?
   a. His meat wasn’t tender
   b. The speaker did not have a good character
   c. It was difficult to meet new people in the crowd
   d. The meeting was cut short

2. Woman) I hope we don’t have a quiz today. I’m not really very prepared on the material for today.
   (Man) I don’t think we will. This professor rarely, if ever, gives quizzes.
   (Narrator) What does the man mean?
   a. The professor gives quizzes regularly.
   b. The woman is really quite prepared.
   c. It is unusual for this professor to give quizzes.
   d. He doesn’t think there’s a class today

3. Woman) Did you get to the airport in plenty of time?
   (Man) There was scarcely enough time to get there?
   (Narrator) What does the man imply?
   a. The plane took off just after he arrived
   b. He arrived just after the plane took off.
   c. He wasn’t in time to catch the plane.
   d. He arrived too late to catch the plane.

Exercises on almost-negatives: In this exercise, listen carefully to the short conversation and question in the recording program, and then choose the best answer to the question. You should be careful of almost-negative expressions.

1  a. There’s little rain in July.
   b. In July it never rains.
   c. It rains hard in July.
   d. When it rains in July, it rains hard.

6  a. He rarely spends time on his courses.
   b. He’s an excellent student.
   c. He never studies.
   d. His books are always open.

2  a. The university accepted three students.
   b. None of the students is going to

7  a. He finished the exam in plenty of time.
   b. He was scared he wouldn’t
the university.
c. John was not accepted.
d. Two were admitted

c. He used every possible minute to finish.
d. He was unable to complete the exam.

3 a. Although he did pass, Mark’s exam grade wasn’t too good.
b. Mark failed his history exam.
c. The highest grade on the history exam went to Mark.
d. Professor Frank didn’t pass Mark on the history exam.

8 a. This was a very long staff meeting.
b. This was the only staff meeting in a long time.
c. The meeting lasted only until one o’clock.
d. The one staff meeting should lasted longer.

4 a. He often has long waits in Dr. Robert’s office.
b. He must wait patiently for Robert.
c. Dr. Robert is generally punctual.
d. He doesn’t mind waiting for Dr. Roberts.

9 a. Meat tasted delicious to him when it’s cooked rare.
b. He isn’t sure if the meal is delicious.
c. This meat is the best he’s tasted in a long time.
d. He’d like to eat some meat from delicatessen.

5 a. Betty often takes vacation in winter.
b. Betty prefers to take vacation in winter.
c. Occasionally Betty works one week during vacation.
d. A winter vacation is unusual for Betty

10 a. He broke his arm trying to move it.
b. He only hurt the broken arm.
c. He only tries to move the broken arm.
d. There’s no pain if he rests quietly.

d. Comparatives with Negatives

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

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

<table>
<thead>
<tr>
<th>Comparatives with negatives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>more</strong></td>
</tr>
<tr>
<td>No one is more diligent than Sukma.</td>
</tr>
<tr>
<td><strong>-er</strong></td>
</tr>
<tr>
<td>He couldn’t be more thankful.</td>
</tr>
</tbody>
</table>

Now listen to these following examples. Underline the negatives with comparative and pick the best answer for every question below!

1. (Man) A change has sure come over you. (Woman) I finally had my annual review with my boss. It couldn’t have gone better. (Narrator) What does the woman mean?
   a. She is disappointed with the result.  
   b. She likes her job very much.  
   c. She is hoping for some improvements in her workplace.  
   d. She is very pleased with the outcome of her meeting

2. (Woman) Would you like Swiss cheese or American? (Man) There is no better cheese than Swiss cheese. (Narrator) What does the man say about Swiss cheese?
   a. It is no longer delicious.  
   b. It makes delicious butter.  
   c. It is the best cheese.  
   d. There are many better cheese.

3. (Woman) Woman: Did your nieces and nephews like the gifts you got for them? (Man) They couldn’t have been more excited when they saw what I got them. (Narrator) What does the man say about his nephews and nieces?
   a. They were disappointed  
   b. They didn’t get any gifts.  
   c. They were unexcited.  
   d. They were really pleased.

**Exercises on comparatives with negatives:** In this exercise, listen carefully to the short conversation and question in the recording program, and
then choose the best answer to the question. You should be careful of comparatives with negatives.

1. a. She’s not very happy.
   b. She didn’t do very well on the exam.
   c. She could be somewhat happier.
   d. She’s delighted with the results.
   e. 

2. a. Paula is always lazy.
   b. Paula didn’t work very hard this semester.
   c. Paula made a strong effort.
   d. Paula could have worked harder.

3. a. The prices were great.
   b. The prices were too high.
   c. She didn’t buy much because of the prices.
   d. The prices could have been lower.

4. a. She is not very smart.
   b. She always tells him everything.
   c. He doesn’t know her very well.
   d. She’s extremely intelligent.

5. a. The patient absolutely didn’t need the surgery.
   b. The necessity for the surgery was unquestionable.
   c. The surgeon felt that the operation was necessary.
   d. It was essential that the surgery be performed immediately.

6. a. They were not very lucky.
   b. No one was hurt.
   c. The accident was unfortunate.
   d. She wanted to have better luck.

7. a. Nothing was very difficult.
   b. The exam wasn’t at all easy.
   c. The exam couldn’t have been easier.
   d. The exam had nothing difficult on it.

8. a. She wants that job very much.
   b. No one is going to get the job.
   c. Everybody else wants that job as much as she does.
   d. She is not sure about taking the job.

9. a. She was second in the race.
   b. She was almost the slowest person in the race.
   c. She won the race.
   d. She was not faster than anyone.

10. a. This math project was extremely complex.
    b. This math project was less complicated than the last.
    c. They seldom complete their math projects.
    d. Complicated math projects are often assigned.
C. **EXERCISES: Complete exercises on Negatives**

**Review Exercise on negatives:** In this exercise, listen carefully to the short conversation and question in the recording program, then choose the best answer to the question.

1. a. She can try a little harder.  
   b. There is a lot more that she can do.  
   c. She’s doing the best that she can.  
   d. It is impossible for her to do anything?

2. a. She’s always been late for the bus.  
   b. The bus has always been late.  
   c. The bus left on time.  
   d. Only on his trip has the bus been on time.

3. a. There wasn’t enough soup to go around.  
   b. We had so much soup that we couldn’t finish it.  
   c. Everyone got one serving of soup, but there wasn’t enough for seconds.  
   d. Everyone around the table need a lot of soup.

4. a. She does want to see the movie.  
   b. It’s extremely important to her to go.  
   c. She doesn’t want to go there anymore.  
   d. She really couldn’t move there.

5. a. She handed the paper in on time.  
   b. She was able to complete then paper, but she didn’t turn it in.  
   c. The paper was unfinished.

6. a. Neither Tim nor Sylvia is taking care of Art.  
   b. Sylvia likes modern art even less than Tim does.  
   c. Sylvia doesn’t care for anything Tim does.  
   d. Sylvia and Tim agree in their opinion of modern art.

7. a. They always work hard in the afternoon.  
   b. They don’t do much after lunch.  
   c. After noon they never work.  
   d. It’s never hard for them to work in the afternoon.

8. a. It’s hard for him to work when it gets warm.  
   b. Whenever it gets warm, he turns on the air conditioner.  
   c. The air conditioner only works when it isn’t needed.  
   d. He likes to use the air conditioner when it is warm.

9. a. He did really poorly.  
   b. He’s felt worse before.  
   c. The results couldn’t have been better.  
   d. He’s not too unhappy with the results.

10. a. With so many members present, the committee couldn’t reach a decision.  
    b. The committee should’ve waited until more members were present.  
    c. The issue shouldn’t have been decided by all the committed members.  
    d. The issue wasn’t decided because so many members were absent.
D. References:


MEETING XIII
CONTRARY MEANINGS

A. OBJECTIVES
After studying this material, students are able to:
13. 1 understand various expressions in contrary meaning.
13. 2 understand the tenses used to express conditional sentences and wishes.

B. MATERIAL DESCRIPTION
1. INTRODUCTION
Contrary meaning refers to expressions used to say something in an opposite meaning. In English, we can find this from “wishes” and “conditional sentences”. Wishes can be recognized from verb “wish” and conditional sentences can be recognized from verb “if”.

a. Conditional Sentences
A conditional sentence indicates that something can happen if another event happens first. It contains the word “if”. The “if-clause” may appear either in the beginning or in the last of a conditional sentence.

A conditional sentence can be real or unreal. It is real when it depicts present or past time. Look at the example below:
- If I hadn’t brought my debit card, I couldn’t have paid the bill. Or
- I couldn’t have paid the bill if I hadn’t brought my debit card.

When the *if-clause* has a negative form, it means positive, and vice versa. “*if I hadn’t brought my debit card*” is a negative clause. This gives the opposite meaning, that is “*I did bring my credit card*”. The clause “*I couldn’t have paid the bill*” is also a negative, which means also a positive, that “*I could pay the bill*”

Now listen to the conditional sentences in these short dialogues. Underline the conditional markers and pick the best answers!
Exercises on conditional sentences: In this exercise, listen carefully to the short conversation and question in the recording program, and then choose the best answer to the question. You should be careful of untrue conditions.

1 a. The woman did not need to call him. b. The woman called to let him know about the meeting. c. He’s not glad to that the woman called. d. He already knew about the meeting when the woman called.

2 a. The man often drives too quickly. b. The police do not stop the man too much. c. The man drove rather slowly. d. The police should not stop the man so often.

3 a. It cost too much for him to go. b. He agrees to go with them. c. The is unperturbed about the cost of the restaurant. d. The restaurant is rather expensive.
3. a. She’s so happy they don’t have to work on Friday.
b. It would be nice if they could finish their work on Friday.
c. She wonders if the man would be nice enough to come in to work in her place on Friday.
d. It’s too bad they must work on Friday.

8. a. When Joe saw the car coming, he tried to get out of the way.
b. Joe was able to get out of the way because he saw the car coming.
c. Joe jumped out of the way of the oncoming car.
d. Because Joe didn’t see the car coming, he couldn’t get out of the way.

4. a. She did not put enough postage on the letter.
b. The letter arrived last week.
c. The letter did not need more postage.
d. She did not put any postage on the letter.

9. a. The woman didn’t come.
b. The woman wanted to be there.
c. The woman was going to leave immediately.
d. The woman was not really there.

5. a. He has a dog.
b. He doesn’t pay attention to dogs.
c. He wishes he had a dog.
d. Dogs do not need much attention.

10. a. Kathy didn’t work as hard as possible because she didn’t know what the reward was.
b. Kathy couldn’t have put more effort into the project to win the prize.
c. Kathy won first prize because of her hard work on the art project.
d. Kathy worked so hard that she knew first prize was hers.

b. Wishes

The verb “wish” tells something unreal. It delivers a different idea from “hope”. Just like “unreal” conditional sentences, we also use one step further in the past for the tenses when we express “wish”. We use “simple past” tense to express wishes in the present time and “past perfect” in the past time.

For example:

<table>
<thead>
<tr>
<th>Present wishes</th>
<th>Mom wishes my brother weren’t naughty.</th>
<th>My brother is naughty.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We wish we had enough rice to cook.</td>
<td>We don’t have enough rice to cook.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past wishes</th>
<th>We wish the company had transferred our</th>
<th>The company didn’t transfer</th>
</tr>
</thead>
</table>

ENGLIS I
Now listen to the wishes in these short dialogues. Underline the conditional markers and pick the best answers!

1 Woman: The conference last weekend was really great!  
Man: I heard that it was. I really wish I had been able to go.  
Narrator: What does the man mean?  
   a. He really enjoyed the conference.  
   b. He’ll be able to go to the conference.  
   c. He couldn’t attend the conference.  
   d. He heard everything at the conference.

2 Woman: I heard the Professor Houston’s economics class was really hard. Did you sign up for it?  
Man: I really wish I hadn’t. I heard that it was hard, too.  
Narrator: What does the man mean?  
   a. He didn’t believe the course was hard.  
   b. He heard that the course was closed.  
   c. It was hard for him to get to the class.  
   d. He registered for the course.

3 Woman: Oh, I see you have a new car.  
Man: I wish I’d been able to buy the car I really wanted.  
Narrator: What does the man mean?  
   a. He got the car he really wanted.  
   b. He didn’t get a new car.  
   c. The car that he got was not his first choice.  
   d. He didn’t really want a new car.

**Exercise on wish:** In this exercise, listen carefully to the short conversatio and question in the recording program, and then choose the best answer to the question. You should remember that a wish implies an opposite meaning.

1 a. The line is short.  
b. There are not very many people in front of them.  
c. The line in front of them is too long.  
d. Not many people want to get tickets to the concert  

6 a. Harry did not prepare enough for the exam.  
b. Harry studied hard for the exam.  
c. He has not heard anything about Harry.  
d. He had a bet with Harry.
2 a. The woman told him about the ticket.
    b. He wanted the woman to get a ticket.
    c. He was happy to find out about the ticket.
    d. The woman did not tell him about the ticket.

3 a. She is not working too many hours next week.
    b. She doesn’t have enough hours next week.
    c. She is working too many hours next week.
    d. She likes working so much.

4 a. The department did not change the requirements.
    b. She likes the new requirements.
    c. She changed her apartment just before graduation.
    d. She does not like the changes that the department made.

5 a. He is going to the theater.
    b. He doesn’t have enough money
    c. He isn’t afraid to go.
    d. He doesn’t want to spend the money.

6 a. They filled up the gas tank at the service station.
    b. Although they filled up the tank, they

7 a. The algebra course that she is taking is not her favorite.
    b. She doesn’t need to take the algebra course.
    c. She has a good schedule of courses for this semester.
    d. She’s good at math, but she’s taking the algebra course anyway.

8 a. He was able to find a cheap apartment.
    b. His apartment is too expensive.
    c. He doesn’t like the apartment’s location.
    d. The apartment is cheap because of its location.

9 a. He arrived early at the auditorium.
    b. He got one of the best seats in the auditorium.
    c. He was not early enough to get a seat at the front.
    d. He prefers sitting at the back.

10 a. He’d like to work on his social skills at the game.
    b. He wishes he could work on his term paper for sociology.
    c. He can’t attend the game because of his schoolwork.
    d. Sociology is less important to him than football this weekend.

C. EXERCISES: Complete review on Contrary Meanings

Review exercises on Contrary meaning (wishes & conditional sentences): In this exercise, listen carefully to the short conversation and question in the recording program, and then choose the best answer to the question.

1 a. She enjoys violent movies.
    b. She would have preferred a more violent movie.

6 a. They filled up the gas tank at the service station.
    b. Although they filled up the tank, they
c. She thinks the film was too violent.  
d. She enjoyed the movie.  

2  
a. He left the windows open.  
b. The rain did not get in.  
c. He forgot to close the windows.  
d. The rain got into the house.  

3  
a. Her family is unable to come to graduation.  
b. It is possible that her family will come.  
c. Her parents are coming to the ceremonies.  
d. She is not graduating this year.  

4  
a. He is going to miss the conference.  
b. He will take his vacation next week.  
c. He will attend the conference.  
d. He won’t miss the vacation.  

5  
a. He enjoys chemistry lab.  
b. He doesn’t have chemistry lab this afternoon.  
c. He isn’t taking chemistry class.  
d. He has to go to the lab.  

6  

7  
a. His schedule is not really heavy.  
b. He needs to add a few more courses.  
c. He enrolled in more courses than he really wants.  
d. He will register for a lot of courses next semester.  

8  
a. She never took the bus to work.  
b. She regularly takes the bus.  
c. She doesn’t know how to get to work.  
d. She gets lost on the bus.  

9  
a. She bought some eggs at the store.  
b. She doesn’t have any eggs to lend him.  
c. He can borrow some eggs.  
d. She didn’t go to the store.  

10  
a. Teresa is feeling a lot better.  
b. The doctor didn’t prescribe the medicine.  
c. Teresa didn’t follow the doctor’s orders.  
d. Teresa did exactly what the doctor said.

D. References:


MEETING XIV

REVIEW ON LISTENING COMPREHENSION, STRUCTURE & WRITTEN EXPRESSION, AND READING COMPREHENSION

A. OBJECTIVES OF THE STUDY
1. To master Listening Comprehension
2. To master Structure and written Expression
3. To master Reading Comprehension
1. To master the Reading Comprehension in TOEFL test.

B. MATERIAL DESCRIPTION
This is the last meeting which the students are asked to review all the materials (listening, structure and written expression, and reading). This is very essential for every student to fully master the three items in TOEFL test, as follow:

1. LISTENING COMPREHENSION
This section tests your ability to comprehend spoken English. It is divided into three parts, each with its own directions. You are not permitted to turn the page during the reading of the directions or take notes at any time.

Part A
Directions: each item in this part consists of a brief conversation involving two speakers. Following each conversation, a third voice will ask a question, you will hear the conversation and questions only once, and they will not be written out.

When you have heard each conversation and question, read the four answer choices and select the one-(A), (B), (C), or (D)-that best answers the question based on what is directly stated or on what can be inferred. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

Here is an example.
You will hear:
(woman) How soon will you be leaving?
(man) I’m on my way now.
(narrator) WHAT DOES THE MAN MEAN?

You will read: (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.
From the conversation you find out that the man thinks that “He is leaving now.” You should fill in (A) on your answer sheet.

1. (A) She broke the window herself.
   (B) She repaired the broken window.
   (C) She was able to get the window open.
   (D) She hurt herself on the broken glass.

2. (A) The golf tournament made it famous.
   (B) It’s grown a lot lately.
   (C) It can’t be found without a map.
   (D) Very few people there play golf.

3. (A) Where she got her information.
   (B) How the copy was made.
   (C) Who painted the picture.
   (D) Why the copy was made.

4. (A) Groceries
   (B) A used car
   (C) Gasoline
   (D) Medicine

5. (A) She read it again and again.
   (B) She covered it up.
   (C) She read every page of it.
   (D) She ripped its cover off.

6. (A) He can no longer play.
   (B) He’s played every day for years.
   (C) His playing has improved.
   (D) He played quite well.

7. (A) He needs to get more camping equipment.
   (B) He is an experienced camper.
   (C) He is taking too much equipment.
   (D) He shouldn’t go camping for such a long time.

8. (A) Try to get elected mayor
   (B) Attend a class
   (C) Interview the mayor
   (D) Apply for a job

9. (A) She was mistaken about Professor Leguin.
   (B) She just returned from San Francisco.
   (C) She doesn’t know about what the professor looks like.
   (D) She’s an admirer of Professor Leguin.

10. (A) He’s speaking a language they don’t know.
    (B) He doesn’t have a microphone.
    (C) He’s speaking much too quickly.
    (D) He’s speaking a defective microphone.
11. (A) It’s near the elevator.
   (B) He doesn’t know where it is.
   (C) It’s on another floor.
   (D) The directory doesn’t list it.
12. (A) She’s heard it only a few times.
   (B) She doesn’t get to listen to it very often.
   (C) She once liked it, but she’s heard enough.
   (D) She enjoys it very much.
13. (A) It’s no wonder that she had to work.
   (B) It wasn’t busy because of the weather.
   (C) She was very busy at work.
   (D) The snow made her late to work.
14. (A) He doesn’t have any money left either.
   (B) The club is looking for new members.
   (C) He can lend the woman some money.
   (D) It doesn’t cost much to join the club.
15. (A) He doesn’t enjoy receptions.
   (B) He uses his computer a lot.
   (C) His computer isn’t working.
   (D) He will definitely attend.
16. (A) Only one person in the group is older than he.
   (B) His group is almost the oldest.
   (C) He’s the youngest person in the group.
   (D) He appears only in the second paragraph.
17. (A) Pancakes are not his favourite dish.
   (B) His pancakes don’t taste very good.
   (C) He never makes enough pancakes.
   (D) He can’t cook many dishes.
18. (A) She thinks Professor Bryant is unfair.
   (B) She doesn’t know Professor Bryant.
   (C) She agrees with the man.
   (D) She doesn’t understand the man’s remark.
19. (A) In a few days.
   (B) Before they eat.
   (C) During lunch.
   (D) When lunch is over.
20. (A) The woman would enjoy the mountain scenery.
   (B) The weather has been hot this month.
   (C) The weather in the mountains is unusual.
   (D) The woman probably doesn’t like cool weather.
21. (A) It has exceptionally good service.
   (B) It has excellent food.
(C) The service there is disappointing.
(D) Everything there is great.

22. (A) If his name sounds familiar.
(B) If she’s spoken to him on the phone.
(C) If he’s a musician.
(D) If she likes his name.

23. (A) He thought other science courses would be harder.
(B) It’s a required class for all students.
(C) He’s studied geology before.
(D) It was the only science course open to him.

24. (A) He’s never been to the zoo.
(B) He’s seen only one bear.
(C) He’s never seen a bear in the wild.
(D) There weren’t any bears at the zoo.

25. (A) When she will answer the questions.
(B) Where she drove.
(C) What kind of car she has.
(D) Why she asked so many questions.

26. (A) He thinks it will be better than the old one.
(B) He’s anxious for it to be completed.
(C) He’s worried that it is not enough.
(D) He feels that it shouldn’t have been built.

27. (A) Where he’s studying.
(B) What subject he’s studying.
(C) How long he’s been in Europe.
(D) When he’s returning.

28. (A) Charlotte wouldn’t be attending graduate school.
(B) Charlotte had gotten a scholarship.
(C) Graduate school wouldn’t start until September.
(D) Scholarships were easy to get.

29. (A) He paid it today for the first time.
(B) He pays it on the last day of the month.
(C) He pays it after it’s due.
(D) He’s planning to pay it tomorrow.

30. (A) The debate involved only a few issues.
(B) Many people changed their plans.
(C) A lot of people attended.
(D) The debate lasted longer than expected.

2. STRUCTURE AND WRITTEN EXPRESSION
Time – 25 minutes
This section tests your ability to recognize grammar and usage suitable for standard written English. This section is divided into two parts, each with its own directions.

Structure
Directions: These questions are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), (D). Choose the one word or phrases that best completes the sentence.

Example 1
The president ________ the election by a landslide.

(A) Won
(B) He won
(C) Yesterday
(D) Fortunately

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

Example II
When ________ the conference?

(A) The doctor attended
(B) Did the doctor attend
(C) The doctor will attend
(D) The doctor’s attendance

The sentence should read, “When did the doctor attend the conference?” therefore, you should choose answer (B).

As soon as you understand the directions, begin work on this part.

1. Ellen Swallow Richards became the first woman to enter, graduate from, and ________ at the Massachusetts Institute of Technology.

(A) Teach
(B) A teacher
(C) Who taught
(D) To teach
2. __________ American landscape architects was Hideo Sasaki.
   (A) The most famous one of
   (B) One of the most famous
   (C) Of the one most famous
   (D) The one most famous of

3. Most young geese leave their nests at an early age, and young snow geese are ________ exception.
   (A) Not
   (B) No
   (C) None
   (D) never

4. Vancouver, British Columbia, has a temperature climate for a city situated ________ far north.
   (A) As
   (B) So
   (C) Very
   (D) by

5. ________ the sails of a distant ship are visible before the body of the ship.
   (A) The curve of the Earth makes
   (B) The Earth, in that it curves, makes
   (C) Because the curve of the Earth,
   (D) Because of the curve of the Earth

6. Printing link is made ________ of a paste, which is applied to the printing surface with rollers.
   (A) To form
   (B) The form
   (C) In the form
   (D) So that it forms

7. ________ one of Laura Ingalls Wilder’s many books about the American frontier are based on her own childhood experiences.
   (A) Except
   (B) All but
   (C) Without
   (D) Not any

8. One of the for industries to be affected by Industrial Revolution ________.
   (A) Was the textile industry
   (B) The textile industry
   (C) In the textile industry
   (D) The textile industry was

9. ________ the outer rings of a gyroscope are turned or twisted, the gyroscope itself continues to spin in exactly the same position.
(A) However  
(B) Somehow  
(C) Otherwise  
(D) No matter

Written Expression

Directions: The items in this part have four underlined words or phrases, (A), (B), (C), and (D). You must identify the one underlined expression that must be changed for the sentence for the sentence to be correct.

Example 1

Lenses may to have either concave or convex shapes.

A                     B      C                   D

This sentence should read “Lenses may have either concave or convex shapes.” Therefore, you should select answer (A).

Example II

When painting a fresco, an artist is applied paint directly to the damp plaster of a wall.

A                     B                  C       D

This sentence should read “When painting a fresco, an artist applies paint directly to the damp plaster of a wall.” You should therefore select answer (B).

As soon as you understand the directions, begin work on this section.

10. The rock formations in the Valley of Fire in Nevada has been worn into many strange shapes by the action of wind and water.

11. Haywood Broun was a read widely newspaper columnist who wrote during the 1920’s and 1930’s.

12. Researchers in economics, psychology, and marketing can help businesses.
13. Although the social sciences different a great deal from one another, they share a
A common interest in human relationships.
B C D

14. Herman Melville’s novel Moby-Dick describes the dangers, difficult, and often violent
A B
C life aboard a whaling ship.
D

15. Near equator, the slant of the sun’s rays is never great enough to cause temperature to
A fall below the freezing point.
B
C D

16. Stephen Hopkins was a cultural and political leadership in colonial Rhode Island.
A B C D

17. A mouse bird’s tail is double as long as its body.
A B C D

18. The Uinta Mountains of northeastern Utah are the only range of mountains in North
A America that runs from east and west for its entire length.
B C D

19. The tools used most often by floral designers are the knives, scissors, and glue gun.
A B C D

20. Most types of dolphins live at less 25 years, and some species may reach 50 years of
A B C
D age.

21. Isle Royale National Park in Lake Superior can only be reached by the boat.
A B C D

22. The main divisions of geologic time, called eras, are subdivided to periods.
A B C D

23. All roots vegetables grow underground, and not all vegetables that grow
A B C D
underground are roots.

24. The process of fermentation takes place only in the absent of oxygen.
25. In about 1920, experimental psychologists have devoted more research to learning than any other topic.

26. Transfer taxes are imposed on the sell or exchange of stocks and bonds.

27. One of the greatest of mountains climbers, Carl Blaurock was the first to climb all of the mountains higher than 14,000 feet in the United States.

28. Biochemists have solved many of the mysteries about photosynthesis, the process which plants make food.

29. Oceanic Islands have been separated from the mainland for too long that they have evolved distinctive animal populations.

30. Certain species of penicillin mold are used to ripe cheese.

31. Many of the important products obtained from trees, one of the most important is wood pulp, which I used in paper-making.

32. Not longer are contributions to the advancement of industry made primarily by individuals.

3. READING COMPREHENSION

Time: 55 minutes

This section of the test measures your ability to comprehend written materials.

Directions: This section contains several passages, each followed by a number of questions. Read the passages and for each question choose the one best answer (A), (B), (C), (D) based on what is stated in the passage or on what can be inferred from the passage. Then fill in the space on your answer that matches the letter of the answer that you have selected.

Read the following passage:

Like mammals, birds claim their own territories. A bird’s territory may be small or large. Some birds claim only their nest and the area right around
it, while others claim far larger territories that include their feeding areas. Gulls, penguins, and other waterfowl nest in huge colonies, but even in the biggest colonies, each male and his mate have small territories of their own immediately around their nests.

Male birds defend their territory chiefly against other males of the same species. In some cases, a warning call or threatening pose may be all the defense needed, but in other cases, intruders may refuse to leave peacefully.

Example I

What is the main topic of this passage?

(A) Birds that live in colonies
(B) Birds’ mating habits
(C) The behaviour of birds
(D) Territoriality in birds

The passage mainly concerns the territories of birds. You should fill (D) on your answer sheet.

Example II

According to the passage, male birds defend their territory primarily against

(A) Female birds
(B) Birds of other species
(C) Males of their own species
(D) Mammals

The passage states that “Males birds defend their territory chiefly against other males of the same species.” You should fill in (C) on your answer sheet.

As soon as you understand the directions, begin work on this section.

Questions 1-11

To date, Canada has produced only one classic children’s tale to rank with the *Alice’s Adventures in Wonderland* and the works of Mark Twain; this was Lucy Maud Montgomery’s *Anne of Green Gables*. Lucy Maud Montgomery was born in Clinton, Prince Edward Island. Her mother died soon after her birth, when her father went to Saskatchewan to assume a business position, she moved in with her grandparents in Cavendish, Prince Edward Island. There she went to school, and later qualified to be a teacher.
Montgomery wrote the *Anne* books while living in Cavendish and helping her grandmother at the post office. The first of the books, *Anne of Green Gables*, was published in 1908, and in the next three years she wrote two sequels. Like Montgomery, the heroine of the book is taken in by an elderly couple who live in the fictional town of Avonlea, and Montgomery incorporated many events from her life in Cavendish into the *Anne* books.

In 1911, Montgomery married Evan McDonald, and the couple moved soon to Ontario, where she wrote many other books. However, it was her first efforts that’s secured her prominence, and the Anne books are still read all around the world. Her novels have helped create a warm picture of Prince Edward Island’s special character. Several movies, a television series, and a musical play have been based on her tales, and today visitors scour the island for locations described in the book.

1. The main purpose of the passage is to
   (A) Introduce Montgomery and her *Anne* books
   (B) Contrast Canadian children’s literature with that of other countries
   (C) Provide a brief introduction to Prince Edward Island
   (D) Show the similarities between Montgomery’s life and that of her fictional character Anne

2. According to the passage, Montgomery was raised primarily
   (A) In an orphanage
   (B) By her grandparents
   (C) By her mother
   (D) By her father

3. Approximately when did Lucy Maud Montgomery write the two sequels to her book *Anne of Green Gables*?
   (A) From 1874 to 1908
   (B) From 1908 to 1911
   (C) From 1911 to 1913
   (D) From 1913 to 1918

4. The word “elderly” in line 13 is closest in meaning to?
   (A) Kindly
   (B) Old
   (C) Friendly
   (D) sly

5. In the Anne books, the main character lives in
   (A) The town of Cavendish
   (B) Saskatchewan
   (C) The town of Avonlea
6. Which of the following can be concluded from the passage about the Anne books?
(A) They were at least partially autobiographical
(B) They were influenced by the works of Mark Twain
(C) They were not as successful as Montgomery’s later works
(D) They were not popular until after Montgomery had died

7. The word “prominence” in line 18 is closest in meaning to
(A) Reputation
(B) Excellent
(C) Effort
(D) permanence

8. Which of the following is closest in meaning to the word “character” in line 21?
(A) A person in a novel
(B) Nature
(C) A written symbol
(D) location

9. All of the following have been based on the Anne books EXCEPT
(A) A television series
(B) Movies
(C) A play
(D) A ballet

10. In line 22, the word “scour” could be replaced by which of the following without changing the meaning of the sentence?
(A) Cleanse
(B) Admire
(C) Search
(D) Request

Questions 12-23

Certain animals have an intuitive awareness of quantities. They know without analysis the difference between a number of objects and a smaller number. In this book The Natural History of Selbourne (1786), the naturalist Gilbert White tells how he surreptitiously removed one egg a day from a plover’s nest, and how the mother laid another egg each day to make up for the missing one. He noted that other species of birds ignore the absence of a single egg but abandon their nests if more than one egg has been removed. It has also been noted by naturalists that a certain type of wasp always provides five—never four, never six—caterpillars for each of their eggs so that their young have something to eat when the eggs hatch. Research has also
shown that both mice and pigeons can be taught to distinguish between odd and even numbers of food pieces.

These and similar accounts have led some people to infer that creatures other than human can actually count. They also point to dogs that have been taught to respond to numerical questions with the correct number of barks, or to horses that seem to solve arithmetic problems by stomping their hooves the proper number of times.

Animals respond to quantities only when they are connected to survival as a species—as in the case of the eggs—or survivals as individuals—as in the case of food. There is no transfer to other situations or from concrete reality to the abstract notion of numbers. Animal can “count” only when the object are present and only when the numbers involved are small—no more than seven or eight. In lab experiments, animals trained to “count” one kind of object were unable to count any other type. The objects, not the numbers, are what interest them. Animals’ admittedly remarkable achievements simply do not amount to evidence of counting, nor do they reveal more than innate instincts, refined by the genes of successive generations, or the results of clever, careful conditioning by trainers.

11. What is the main idea of this passage?
   (A) Careful training is required to teach animals to perform tricks involving numbers.
   (B) Animals cannot “count” more than one kind of object.
   (C) Off all animals, dogs and horses can count best.
   (D) Although some animals may be aware of quantities, they cannot actually count.

12. The word “surreptitiously” in line 4 is closest in meaning to
   (A) Quickly
   (B) Secretly
   (C) Occasionally
   (D) Stubbornly

13. The word “abandon” in line 8 is closest in meaning to
   (A) Vacate
   (B) Rebuild
   (C) Move
   (D) Guard

14. The word “odd,” as used in line 14, refers to which of the following?
   (A) Unusual number
   (B) Numbers such as 1, 3, 5, and so on
   (C) Lucky numbers
15. The author mentions that all of the following are aware of quantities in some way EXCEPT
(A) Plovers
(B) Mice
(C) Caterpillars
(D) Wasps

16. The word “accounts” in line 15 is closest in meaning to
(A) Invoices
(B) Reasons
(C) Reports
(D) Deceptions

17. According to information in the passage, which of the following is LEAST likely to occur as a result of animals’ intuitive awareness of quantities?
(A) A pigeon is more attracted by a box containing two pieces of food than by a box containing one piece.
(B) When asked by its trainer how old it is, a monkey holds up 5 fingers.
(C) When one of its four kittens crawls away, a mother cat misses it and searches for the missing kitten.
(D) A lion follows one antelope instead of a herd of antelopes because it is easier to hunt a single prey.

18. The word “admittedly” in line 29 is closest in meaning to
(A) Improbably
(B) Arguably
(C) Apparently
(D) Undeniably

Questions 24-33

It would be hard to cite a development that has had more impact on American industry than the Bessemer process of making steel. It made possible the production of low-cost steel and established the foundation of the modern steel industry. In many ways it was a responsible for the rapid industrialization of the United States that took place in the formative period of the late 1800’s.

The first Bessemer plant in the United States was built in Wyandotte, Michigan, in 1864, near the end of the Civil War. It was capable of producing only 2 tons of steel ingots at a time. The ingots were rolled into rails—the first steel rails made in the United States. Acceptance of the process was initially slow. By 1870, the annual output
of Bessemer steel was a mere 42 thousand tons. Production grew rapidly after about 1875, rising to 1.2 million tons in 1880, when it exceeded that of wrought iron for the first time.

The rise of the U.S. steel industry in the last quarter of the 19th century was brought about largely by the demand for Bessemer steel rails for the nation’s burgeoning rail network. Steel rails were far more durable than those made of iron. Spurred by this demand, the U.S steel industry became the largest in the world in 1886, when it surpassed that of Great Britain.

The Bessemer Process was the chief method of making steel until 1907, when it was overtaken by the open-hearth process. By the 1950’s, the Bessemer Process accounted for less than 3% of the total U.S production.

19. With what topic is this passage mainly concerned?
   (A) The history of metal working
   (B) A comparison of the U.S. and British steel industries in the nineteenth century
   (C) The technical details of the Bessemer process
   (D) The effects of one method of making steel

20. According to the passage, the Bessemer process contributed to all of the following EXCEPT
   (A) The establishment of the modern steel industry in the United states
   (B) The manufacture of weapon during the Civil War
   (C) Lowered costs of steel
   (D) Industrial development in the United States during an important period

21. The word “burgeoning” in line 19 is closest in meaning to
   (A) Overpowering
   (B) Planned
   (C) Expanding
   (D) Vital

22. According to the passage, why were Bessemer steel rails used in place of iron rails?
   (A) They lasted longer.
   (B) They did not have to be imported.
   (C) They could be installed faster.
   (D) They provided a smoother ride for passengers.
23. The word ‘spurred’ in line 20 is closest in meaning to which of the following?
   (A) Driven
   (B) Challenged
   (C) Dominated
   (D) Broken

24. According to the passage, in what year did the steel industry of the United States begin to produce more steel than of Great Britain did?
   (A) 1864
   (B) 1875
   (C) 1880
   (D) 1886

Questions 34-41

Nearly 515 blocks of San Francisco, including almost all of Nob Hill, were destroyed by the 1996 earthquake and fires. Many of San Francisco’s “painted ladies”-its gaudy, nineteenth century Victorian houses-were lost in the disaster. Today, some 14,000 surviving houses have been preserved, particularly in the Cow Hollow, Mission, Pacific Heights, and Alamo Square districts.

Distinguished by their design characteristics, three styles of San Franciscan Victorians can be found today. The Italianate, which flourished in the 1870’s, is characterized by a flat roof, slim pillars flanking the front door, and bays with windows that slant inward. The ornamentation of these narrow row houses was patterned after features of the Roman Classical styles. The stick style, which peaked in popularity during 1880’s, added ornate woodwork outlines to the doors and windows. Other additions included the French cap, gables, and three-sided bays. Designs changed dramatically when the Queen Anne style became the rage in the 1890’s. Turrets, towers, steep gables roofs, and glass art windows distinguished Queen Anne houses from their predecessors.

In the period after the earthquake, the Victorians came to be regarded as impossibly old-fashioned, but beginning around 1960, owners began peeling of stucco, tearing off false fronts, reapplying custom woodwork, and commissioning multi-hued paint jobs. Before long, many of these houses had been restored their former splendour.

25. Which of the following is NOT one of the author’s purposes in writing the passage?
(A) To talk about restoration of Victorian houses in San Francisco in the 1960’s
(B) To discuss housing problems in San Francisco today
(C) To briefly trace the history of Victorian houses in San Francisco
(D) To categorize the three types of Victorian houses found in San Francisco

26. The word “gaudy” in line 3 is closest in meaning to
   (A) Showy
   (B) Enormous
   (C) Antiquated
   (D) Simple

27. According to the passage, in what district of San Francisco are authentic Victorian houses LEAST likely to be found today?
   (A) Cow Hollow
   (B) Pacific Heights
   (C) The Mission
   (D) Nob Hill

28. According to the passage, which of the following styles of architecture was the last to become fashionable in San Francisco?
   (A) Roman Classical
   (B) Italianate
   (C) Stick
   (D) Queen Anne

29. Which of the following is most likely to be seen only on a Queen Anne style house?
   (A) A flat roof
   (B) A tower
   (C) A French cap
   (D) Gables

30. During which of the following periods were San Francisco’s Victorian houses generally thought of as old-fashioned?
   (A) From 1870 to 1890
   (B) During the 1890’s
   (C) From 1907 to 1960
   (D) During the 1960’s

Questions 42-50

See otters dwell in the North Pacific. They are the largest of mustelids, a group which also includes freshwater otters, weasels, and badgers. They are four to five feet long, and most weight from 60 to 85 pounds. Larger males may weigh 100 pounds or more.
Unlike most marine mammals, such as seals or dolphins, sea otters lack a layer of blubbers, and therefore have to eat up to 30% of their body weight a day in clams, crabs, fish, octopus, squids, and other delicacies to maintain body heat. Their voracious appetites do not create food shortages. Though, because they are picky eaters, each animal preferring only a few food types. Thus no single type of food source is exhausted. Sea otters play an important environmental role by protecting forests of seaweed called kelp, which provide shelter and nutrients for many species. Certain sea otters feast on invertebrates like sea urchins and abalones that destroy kelp.

Sea otters eat and sleep while floating on their backs, often on masses of kelp. They seldom come on shore. See otters keep warm by means of their luxuriant double-layered fur, the densest among animals. The soft outer fur forms a protective cover that keeps the fine underfur dry. One square inch of underfur contains up 1 million hairs. Unfortunately, this essential feature almost led to their extinction, as commercial fur hunters drastically reduced their numbers.

Under government protection, the sea otter population has recovered. While elated by the otters return, scientists are concerned about the California sea otter population growth of 5% a year, lagging behind the 18% a year rate among Alaska otters. Sea otters are extremely sensitive to pollution. In 1989 up to 5,000 sea otter perished when the Exxon Valdez spilled oil in Prince William Sound, Alaska.

31. According to passage, what are mustelids?
   (A) A family of marine mammals that have blubber
   (B) A type of sea otter
   (C) A group of mammals that contains sea otters
   (D) A kind of sea animal that includes clams, crabs, and many other creatures

32. It can be inferred from that passage that, if a large male sea otter weighs 100 pounds, it must eat approximately how many pounds of food a day to maintain its body heat?
   (A) 5 pounds
   (B) 15 pounds
   (C) 30 pounds
   (D) 60 pounds

33. The word “exhausted” in line 12 is closest in meaning to
   (A) Needed
   (B) Used up
   (C) Desired
34. According to the passage, which of the following best describes sea otters’ relationship with kelp forests?
(A) The kelp serves as food for the otters.
(B) The otters protect the kelp by eating animals that destroy it.
(C) The otters eliminate the kelp’s source of nutrients.
(D) The kelp is destroyed when the otters build shelters.

35. Which of the following could best replace the word “luxuriant” in line 19?
(A) Expensive
(B) Soft
(C) Abundant
(D) Attractive

36. According to the passage, the outer fur of sea otters
(A) Keeps the underfur from getting wet
(B) Seems finer than the underfur
(C) Is more desirable to hunters than the underfur
(D) Is not as soft as the underfur

37. According to the passage, why are scientists concerned about the population of California sea otters?
(A) It has been growing at too fast a rate.
(B) Its growth rate has been steadily decreasing.
(C) Its growth rate is not as fast as that of the Alaska sea otters.
(D) It has been greatly reduced by oil spills forms of pollution.

4. REFERENCES