

## MEETING I

# SUBJECT-VERB AGREEMENT AND PARTS OF SENTENCE

### A. OBJECTIVES

After studying this material, students are able to:

- 1.1 To analyze a subject-verb agreement
- 1.2 To analyze parts of sentence

### B. MATERIAL DESCRIPTION

**Read the following text and identify the subject-verb agreement.**

Andrew Smodley *is* a natural worrier. It is something he has inherited from his father—the king of all worriers. But then there are those who are never happy unless they *have* a problem to solve. Andrew worried about the weather, the state of the pound, his health, the cost of living and once he even worried because he thought he wasn't worrying enough. But that was in the past. Things have changed because something happened to him exactly two years ago. It was in the spring when leaves *appear* on trees and nature *prepares* herself for renewal. Other things *happen* too— people often *fall* in love. Now Andrew *doesn't have* a romantic disposition. He never *looks* up at the leaves starting to grow, *sighs* and *says*: «Ah here *comes* the spring!» He simply *thinks* to himself: «I *live* in a small village by a little stream and around this time of year lots of creatures *start* to wake up and *make* a lot of noise.» In London, which *stands* on the River Thames, people *make* a lot of noise all the time? »

I *apologize* for the simplicity of these statements but I *want to* illustrate the unimaginative nature which Andrew possesses. Towards the end of this story I *give* examples to show the extent of the change that he underwent. The other character in this anecdote *is* a young woman called Sally Fair-weather. She too *lives* in this tiny and remote village where Andrew *has* his cottage. Now Sally *is* an entirely different kettle of fish. Her philosophy *runs* as follows: «Worrying never *gets* you anywhere and life *is* too short to waste time imagining the worst. »In a word she *is* the complete opposite in temperament of Andrew. Here *comes* another cliché: Opposites attract. But you *must remember* that two years ago the two main characters hadn't met, which was surprising when you *consider* the proximity of Andrew's cottage and Sally's flat. If you *take* the first left after the post office, you *come* to Sally's place and if you *take* the second turning to the right after that you *come* to the cottage where Andrew *lives*.

*Source: English Grammar through Stories by Alan Townend*

## 1. Subject-verb agreement

Subject verb agreement simply means the subject and verb must agree in number. This means both need to be singular or both need to be plural.

**Agreement** (noun): in language, the *form* of one word being decided by the *form* of another word. Also known as "concord".

# What is Subject-Verb Agreement?



- Subject-verb agreement means your subject and verb must match, or agree, in number.
  - If you have a singular subject, then you must use a singular verb.
    - The *dog* barks at every sound he hears.
  - If you have a plural subject, then you must use a plural verb.
    - The *dogs* bark at every sound they hear.



### Subject-Verb Agreement RULE #1 (Basic Rule)

The subject and verb must agree in number. A singular subject takes a singular verb, whereas a plural subject takes a plural verb.

Subject verb agreement examples:

*A good medicine tastes bitter.*

*He goes to work by bus.*

*They visit us every other week.*

### Subject-Verb Agreement RULE #2

The subject is separated from the verb by “with”, “as well as”, “together with”, “along with”. These words and phrases are not part of the subject. The verb agrees with the subject.

*The politician, along with the newsmen, is expected shortly.*

Subject-Verb Agreement RULE #3

Two subjects joined by “and” are plural.

*Mary and Joan are quite different.*

Subject-Verb Agreement RULE #4

Two subjects joined by “or/not”, “either...or/neither...nor”, “not only...but also” take the verb that agrees with the subject closest to it.

Subject verb agreement examples:

*Neither my mother nor my father goes to university.*

*Either my father or my brothers are coming.*

*Not only you but also I am planning to go.*

Subject-Verb Agreement RULE #5

With collective nouns, the verb might be singular or plural (UK), depending on meaning.

Subject-verb agreement examples:

*The audience was clearly enchanted by her performance.*

*The audiences are strangely subdued, clapping politely after each song.*

Subject-Verb Agreement RULE #6

In sentences beginning with “here” or “there“, the true subject follows the verb.

*There is a bush near the school playground.*

*Here are the keys.*

Subject-Verb Agreement RULE #7

The verb is singular if the subject is a singular indefinite pronoun such as each, either, neither, one, no one, every one, someone, anyone, nobody, somebody, anybody, everybody, one, no.

*Nobody gets rich from writing nowadays.*

*Either of the plans is equally dangerous.*

The verb is plural if the subject is a plural indefinite pronoun such as several, few, both, and many.

*Several villages have been isolated by the heavy snowfall.*

And, some indefinite pronouns (some, any, all, and most) may be either singular or plural, depending upon their use in a sentence: with uncountable, use singular; with countable, use plural.

*Some of the books are out of place. Please put them in the right order.*

(Books are countable.)

*Some of the music was weird.*

(Music is uncountable.)

#### Subject Verb Agreement RULE #8

Use a singular verb for expressions of measurement, time, money and weight when the amount is considered one unit.

*Fifty dollars seems a reasonable price.*

*Three miles is too far to walk.*

BUT:

*Five dollars were scattered on the ground.*

#### Subject Verb Agreement RULE #9

Plural form subjects with a singular meaning take a singular verb (such as mumps, home economics, social studies economics, measles, calisthenics, statistics, civics, physics, gymnastics, phonics, news, acrobatics, aesthetics, thesis, mathematics ...).

*Gymnastics is his favorite sport.*

*Mathematics is the science of pure quantity.*

#### Subject Verb Agreement RULE #10

Titles of single entities (books, organizations, countries, etc.) are always singular.

*Harry Potter is an interesting novel.*

# Subject Verb Agreement Rules

**1** The subject and verb must agree in number.

He **goes** to work by bus.  
They **visit** us every other week.



**2** The words and phrases "with", "as well as", "together with", "along with" are not part of the subject and the verb agrees with the subject.

The **politician**, along with the newsmen, **is** expected shortly.

**3** Two subjects joined by "and" are plural.

Mary **and** Joan **are** quite different.

Exceptions:

Bacon **and** eggs **is** my favourite dish.



**4** With collective nouns, the verb might be singular or plural, depending on meaning.

The **audience** **was** clearly enchanted by her performance.  
The **audience** **are** strangely subdued, clapping politely after each song.

**5** 2 subjects joined by "or/not", "either...or/neither...nor", "not only...but also" take the verb agrees with the subject closest to it.

Neither my mother **nor** my father **goes** to university.



**6** In sentences beginning with "here", "there", the true subject follows the verb.

There **is** a **bush** near the school playground.

**7** The verb is singular if the subject is a singular indefinite pronoun such as each, either, no one, every one, etc.

**Nobody** **gets** rich from writing nowadays.

The verb is plural if the subject is a plural indefinite pronoun such as several, few, both, many.

**Several** **villages** **have been isolated** by the heavy snowfall.



Some indefinite pronouns may be either singular or plural, depending upon their use in a sentence.

Some of the **books** **are** out of place. Please put them in right order. (Books are countable.)

Some of the **music** **was** weird. (Music is uncountable.)



**8** Use a singular verb for expressions of measurement, time, money and weight when the amount is considered one unit.

**Fifty dollars** **seems** a reasonable price.

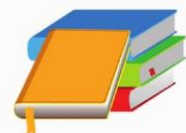
But: **Five dollars** **were** scattered on the on the ground.

**9** Plural form subjects with a singular meaning take a singular verb such as mumps, measles, calisthenics, statistics, civics, etc..

**Gymnastics** **is** his favourite sport.

**10** Titles of single entities (books, organizations, countries, etc.) are always singular.

**Harry Potter** **is** an interesting novel.



## 2. The Parts of the Sentence

### *What Are the Parts of a Sentence?*

A sentence must minimally have a subject and a verb. Sometimes the subject can be omitted if it is understood. Examples as follow: Bold for Subject and Italic for Verb.

**Tom** *walks*.  
**We** *met* Susan.  
**They** *are washing* the dishes.  
**Lisa** *will arrive* soon.  
**She** *is* nice.  
**There** *is* food on the table.

The parts of the sentence are a set of terms for describing how people construct sentences from smaller pieces. There is not a direct correspondence between the parts of the sentence and the parts of speech -- the subject of a sentence, for example, could be a noun, a pronoun, or even an entire phrase or clause. Like the parts of speech, however, the parts of the sentence form part of the basic vocabulary of grammar, and it is important that you take some time to learn and understand them.

Sentences consist of a number of parts, using different parts of speech. The most important parts of speech are:

The subject, which is either a noun phrase or a pronoun. Normally the subject comes before the verb phrase in a sentence.

*The girls had been swimming.*  
*The new teacher came in.*  
*They had finished.*

The verb phrase, which includes the main verb and which may have auxiliary verbs to go with it.

*The girls had been swimming.*  
*The new teacher came in.*  
*They had finished.*  
*She uses her skateboard quite a lot.*  
*Rajiv was reading a new novel.*  
*She is riding someone else's horse.*

The object, which is a noun phrase or a pronoun.

*She used her old skateboard.*

*Rajiv was reading a new novel.  
Josh found it.*

Not all verbs need an object. When there is one, the object normally comes after the verb phrase. Some verbs may also need an indirect object.

*Hamish gave me a party invitation.  
Ruth gave Lauren a nice bunch of flowers.*

An adverbial, or adjunct, which is an optional part of the sentence.

This may be:

*a single word, an adverb.  
Suddenly, it started to rain heavily.*

An adverbial phrase, a group of words that functions as an adverb.

*In the morning, the sky was clear.  
You probably won't notice it after a while.*

An adverbial clause, a group of words including a verb, which functions as an adverb.

*I'll get some biscuits for you when I've poured the drinks.  
When I've poured the drinks, I'll get some biscuits for you.  
Mark played while Isabel sang.*

Though some adverbials have a fixed position, most can be added to a sentence in several places. Any number of them can be added, limited only by the sense of the sentence.

*In the winter, the roads get very slippery.  
The roads get very slippery in the winter.*

A complement. With certain verbs, such as be and seem, a complement takes the place of an object. A complement can be either an adjective or a noun phrase. Complements provide further descriptive detail about the subject.

*He became a doctor in 2005.  
Andrew is a motor-mechanic.  
He felt a bit silly when he realized what he'd done.  
They became good friends despite the mistake.*

**C. EXERCISES**

**EXERCISE 1**

A. Directions: Underline the correct verb in these sentences.

1. Sally (run, runs) to the park every day.
2. The dogs (bark, barks) at strangers.
3. Ted and Mary (is, are) going to the movies.
4. The game (was, were) exciting.
5. They (worry, worries) too much.
6. She (study, studies) every night.
7. Black or white (is, are) your choice.
8. That (was, were) incredible.
9. Those (is, are) pretty shoes.
10. The cat or dog (is, are) in the yard.

B. Directions: Put a C if the sentence is correct, an X if it is not correct.

1. \_\_\_ They have been waiting a long time.
2. \_\_\_ The pen or the pencil are lost.
3. \_\_\_ Someone don't understand.
4. \_\_\_ Those has been cheaper in the past.
5. \_\_\_ Randy and Juan like sports.
6. \_\_\_ These are really special.
7. \_\_\_ You rides with me.
8. \_\_\_ All of them goes to school.



9. \_\_\_ Tony likes Mary.
10. \_\_\_ That movie was awesome.

## **EXERCISE 2**

A. Directions: Underline the correct verb in these sentences.

1. The girl or her sisters (watch, watches) television every day.
2. Rob and his brothers (doesn't, don't) like sports.
3. His classmates (study, studies) before a test.
4. One of the cookies (is, are) missing.
5. A lady with 10 cats (live, lives) in that big house.
6. Mumps (is, are) very serious.
7. The committee (decide, decides) when to adjourn.
8. Our team (is, are) the best.
9. Everybody (enjoy, enjoys) a good song.
10. Either (is, are) suitable.

B. Directions: Put a C if the sentence is correct, an X if it is not correct.

1. \_\_\_ Cats and dogs love to run.
2. \_\_\_ He don't like chocolate.
3. \_\_\_ Her friends or Sarah excel at volleyball.
4. \_\_\_ Each of these have been ruined.
5. \_\_\_ Trousers are baggy now.
6. \_\_\_ The students, as well as the teacher, are nervous about the test.
7. \_\_\_ The news are on at 10.

8. \_\_\_ My family are a lot of fun.
9. \_\_\_ Mathematics is hard for many.
10. \_\_\_ The director, with all the cast members, works very hard.

**D. REFERENCES**

*<https://7esl.com/subject-verb-agreement/>*

*<https://grammar.yourdictionary.com/parts-of-speech/verbs/quiz-in-subject-verb-agreement.html>*

## MEETING 2

# GERUND AND INFINITIVE

### A. OBJECTIVES OF THE STUDY


After studying this material, students are able to analyze gerund and infinitive.

### B. MATERIAL DESCRIPTION

Look at the image and try to understand it.

## Gerunds

**Gerunds are words that end with **-ing**.**  
**Gerunds are not verbs but are used as nouns.**



This is Simon.  
He enjoys **reading** books.



Note: **Reading** is used here as the **name of an activity** that he enjoys.  
He may not be reading a book right now.  
So we are not talking about what his is doing (verb). We are talking about an activity that he enjoys.

Gerunds are usually used after prepositions (**of / at / after / before / in / for** etc) and after certain verbs such as **love / like / hate / enjoy / suggest / mind / miss / stop / start / begin** etc. Gerunds could be the **subject** , **object** or **complement** in a sentence.

<http://aldhafra6english.blogspot.com/>

I Want **to learn** ENGLISH Fast !  
I Keep **getting** CONFUSED by t  
He'S **stopped eating** HIS HAMBUR!  
He'S **stopped to eat** HIS HAMBUR!

## 1. What are Gerunds?

 <b>Infinitive vs Gerund</b> 	
<b>Infinitive: to do</b>	<b>Gerund: doing</b>
<p><b>1. After verbs:</b> agree, appear, arrange, attempt, decide, expect, fail, hope, need, offer, promise, refuse, want, wish Ex. I wanted to meet him.</p> <p><b>2. After verb+object combinations:</b> advise, allow, ask, cause, encourage, forbid, force, instruct, invite, order, permit, persuade, prefer, recommend, remind, require, teach, tell, tempt, warn Ex. I asked him to come.</p> <p><b>3. After adjectives:</b> - feelings: anxious, eager, delighted, etc. Ex. I'm sorry to be a nuisance. - probability: certain, likely, possible, etc. Ex. Is it necessary to go there?</p>	<p><b>1. After verbs:</b> avoid, bear, consider, deny, detest, dislike, endure, enjoy, imagine, involve, mention, mind, miss, practice, resent, risk, postpone, stand Ex. I enjoy shopping.</p> <p><b>2. After prepositions:</b> Ex. Is he still interested in dancing?</p> <p><b>3. As subjects and complements:</b> Ex. Gambling is a waste of time. Ex. What really gets on my nerves is singing out of tune.</p>
<b>4. With verbs stop, remember, forget, regret, go on</b>	
<p>- future action Ex. Remember to pick up your dry cleaning (first remember, then pick up)</p>	<p>- previous action Ex. I remember visiting my great-grandmother. (first visited, then remember)</p>
<b>5. With verbs like, love and hate</b>	
<p>- occasional action Ex. I hate to interrupt you but there's a phone call for you.</p>	<p>- regular likes/dislikes Ex. I like dancing.</p>

A gerund is a verb in its **-ing** (present participle) form that functions as a noun that names an activity rather than a person or thing. Any action verb can be made into a gerund.

*Add ing to most verbs. Ex. play > playing, cry > crying, bark > barking*

*For verbs that end in e, remove the e and add ing. Ex: slide > sliding, ride > riding*

*For verbs that end in ie, change the ie to y and add ing. Ex: die > dying, tie > tying*

For a verb whose last syllable is written with a consonant-vowel-consonant and is stressed, double the last letter before adding ing.

Ex: *beg* > *begging*, *begin* > *beginning*. However: *enter* > *entering* (last syllable is not stressed)

<b>Gerund Examples</b>
Gerunds can appear at the beginning of a sentence when used as a subject:
<i>Jogging is a hobby of mine.</i>
Gerunds can act as an object following the verb:
<i>Daniel quit smoking a year ago.</i>
Gerunds can serve as an object after a preposition:
<i>I look forward to helping you paint the house.</i>

<b>Some verbs and verb phrases are directly followed a gerund:</b>
<i>Paul avoids using chemicals on the vegetables he grows.</i>
<b>Some verbs can be followed by a gerund or an infinitive without causing a change in meaning:</b>
<i>Some people prefer getting up early in the morning.</i>
<i>Some people prefer to get up early in the morning</i>
<b>Some verbs can be followed by a gerund or infinitive but with a change in meaning:</b>
<i>He remembered sending the fax. (He remembered the act of send the fax)</i>
<i>He remembered to send the fax. (He remembered the fax and sent it.)</i>

## 2. What are Infinitives?

An infinitive is a verb form that acts as other parts of speech in a sentence. It is formed with to + base form of the verb. Ex: to buy, to work.

### Infinitive Examples

Infinitives can be used as:

✓ an object following the verb:
<i>Jim always forgets to eat</i>

✓ a subject at the beginning of a sentence:
<i>To travel around the world requires a lot of time and money.</i>
✓ an adverb modifying a verb:
<i>You promised to buy me a diamond ring.</i>
✓ an adjective modifying a noun:
<i>Tara has the ability to succeed.</i>
✓ Some verbs are directly followed by an infinitive:
<i>Do you want to call your family now?</i>
✓ Some verbs are directly followed by a noun or pronoun and then by an infinitive:
<i>I convinced Catherine to become vegetarian. He advised me to sell all my shares of stock.</i>
✓ Some verbs can be followed by an infinitive or a gerund without causing a change in meaning:
<i>Will you continue working after you give birth? Will you continue to work after you give birth?</i>
✓ Some verbs can be followed by an infinitive or a gerund but with a change in meaning:
<i>He stopped drinking coffee. (He never drank coffee again.) He stopped to drink coffee. (He stopped what he was doing and drank some coffee.)</i>

A SHORT SUMMARY FOR GERUNDS & INFINITIVES					
VERBS + INFINITIVE			VERBS + GERUND		
Verbs Followed by an Infinitive <i>She <u>agreed to speak</u> before the game.</i>			Verbs Followed by a Gerund <i>They <u>enjoyed working</u> on the boat.</i>		
agree	forget	prefer	admit	finish	resist
aim	get	proceed	advise	forbid	resume
appear	happen	promise	appreciate	get	risk
arrange	have	propose	avoid	have	spend
ask	hesitate	refuse	can't help	imagine	(time)
attempt	hope	remember	complete	mind	suggest
be able	hurry	say	consider	miss	tolerate
begin	intend	start	delay	permit	waste
choose	leave	stop	deny	postpone	(time)
continue	like	swear	detest	practice	
dare	love	threaten	dislike	quit	
decide	mean	try	enjoy	recall	
deserve	neglect	use	escape	report	
dislike	offer	wait	excuse	resent	
expect	ought	want			
fail	plan	wish			

## C. EXERCISES

### EXERCISE 1

Choose the correct gerund or infinitive from the parenthesis at the end of the sentence.

1. Alan can't stand \_\_\_\_\_ on trains. (riding/ to ride)
2. Mr. Harris enjoys \_\_\_\_\_ people out to dinner. (inviting / to invite)
3. In the old days, gentlemen challenged their rivals \_\_\_\_\_. (fighting / to fight)
4. As the famous saying goes, there's no use \_\_\_\_\_ over spilt milk. (crying / to cry)
5. Jim stopped \_\_\_\_\_ his shoelace. Wait for him. (tying / to tie)
6. My wife always volunteers \_\_\_\_\_ cakes PTA meetings. (baking / to bake)
7. Don't waste my time \_\_\_\_\_ about your salary. (complaining/ to complain)
8. Eva is having trouble \_\_\_\_\_ on the exam. (concentrating / to concentrate)
9. Please allow me \_\_\_\_\_ your Facebook page. (joining / to join)
10. You won't forget \_\_\_\_\_ milk on your way home, will you? (picking up /to pick up)

### EXERCISE 2

Choose gerund or infinitive form of the verbs.

1. Belinda is looking forward to (have) a reply from his friend.
2. Hey, you look tired! How about (take) a break from work for a bit?
3. I can't afford (have) my Master's degree at a private university.
4. The criminal avoided (confess) the truth.
5. The clients decided (cancel) the contract.
6. If you don't give up (talk) too much, everybody will get bored.
7. Ken's lawyer advised him (call) his wife as soon as possible.
8. Helen's boyfriend asked her if he fancies (grab) a cup of coffee.
9. After the accident, the old man struggled (stand up).
10. The beautiful girl denied (be) in love with the suspect.

### EXERCISE 3

Choose gerund or infinitive form of the verbs.

# Gerunds and Infinitives

1. Dan enjoys \_\_\_\_\_ (**read**) science fiction.
2. Cheryl suggested \_\_\_\_\_ (**see**) a movie after work.
3. I miss \_\_\_\_\_ (**work**) in the travel industry. Maybe I can get my old job back.
4. Where did you learn \_\_\_\_\_ (**speak**) Spanish? Was it in Spain or in Latin America?
5. Do you mind \_\_\_\_\_ (**help**) me translate this letter?
6. He asked \_\_\_\_\_ (**talk**) to the store manager.
7. You've never mentioned \_\_\_\_\_ (**live**) in Japan before. How long did you live there?
8. If he keeps \_\_\_\_\_ (**come**) to work late, he's going to get fired!
9. Debbie plans \_\_\_\_\_ (**study**) abroad next year.
10. I agreed \_\_\_\_\_ (**help**) Jack wash his car.
11. I hope \_\_\_\_\_ (**graduate**) from college next June.
12. The models practiced \_\_\_\_\_ (**walk**) with a book balanced on their heads.
13. Mandy has promised \_\_\_\_\_ (**take**) care of our dog while we are on vacation.
14. Mr. Edwards chose \_\_\_\_\_ (**accept**) the management position in Chicago rather than the position in Miami.
15. I don't know what she wants \_\_\_\_\_ (**do**) tonight. Why don't you ask her?
16. Frank offered \_\_\_\_\_ (**help**) us paint the house.
17. Sandra decided \_\_\_\_\_ (**study**) economics in London.
18. Witnesses reported \_\_\_\_\_ (**see**) the bank robber as he was climbing out of the second-story window.
19. Stephanie dislikes \_\_\_\_\_ (**work**) in front of a computer all day.
20. Mrs. Naidoo appears \_\_\_\_\_ (**be**) the most qualified person for the job.
21. Eliza recommended \_\_\_\_\_ (**eat**) in a dim sum restaurant while we're in Hong Kong.
22. I demand \_\_\_\_\_ (**talk**) to the manager of the hotel immediately.
23. My grandmother recalled \_\_\_\_\_ (**see**) a plane for the very first time when she was six.
24. She claims \_\_\_\_\_ (**be**) related to George Washington, but I don't believe her.
25. This broken bicycle needs \_\_\_\_\_ (**fix**) before someone can ride it.
26. I can't understand \_\_\_\_\_ (**drive**) such a big car when gas prices are so high, not to mention what it does to the environment.
27. She refused \_\_\_\_\_ (**speak**) to me after our fight.
28. The wilderness adventure course lasts ten days and involves \_\_\_\_\_ (**hike**) more than fifty miles through rugged mountainous terrain.
29. Don't hesitate \_\_\_\_\_ (**ask**) for help if you don't understand the directions.
30. She managed \_\_\_\_\_ (**communicate**) with them, even though she didn't speak their language.



## D. REFERENCES

<https://www.gingersoftware.com/content/grammar-rules/verbs/gerunds-and-infinitives/>

<https://www.grammarbank.com/gerunds-and-infinitives-exercise.html>

<https://id.pinterest.com/pin/316518680052581767/>



## MEETING 3

# MULTIPLE CLAUSES: NOUN CLAUSE

### A. OBJECTIVES OF THE STUDY

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

1. Understand the concept of multi-clauses sentence;
2. Identify noun clauses; and
3. Write sentence with noun clause.

### B. MATERIAL DESCRIPTION

#### 1. Introduction to Multiple Clause

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

Understanding the difference between a sentence and a clause is important and will and how clauses combine to form sentence is important in order to develop a more sophisticated writing skill. This is because sentences with multiple clauses allow the integration of several ideas into a single grammatical unit which makes writing more compact and clearer. In Meeting 3, as well as 4 and 5, the discussion will focus on improving the ability to compose appropriate sentences comprising multiple clauses.

#### 2. Types of Multiple Clauses Sentences

In order to make sentences comprises of multiple clauses, clause should be combined through coordination and/or subordination. This will result in three different types of multi-clauses sentences:

1. Complex sentence;
2. Compound sentence; and
3. Compound-complex sentence.

A multi-clause sentences consist of **main clause** and **subordinate clause** or also known as **independent** clause and **dependent** clause. The term “dependent” stems from the character of the clause that is grammatically dependent on some element of the main clause (independent clause). A dependent clause may function as a subject, complement, or modifier of the main clause.

## 2.1 Compound sentence

In **compound** or **coordinated** sentences, two or more clauses are brought together as grammatical equals, connected by a coordinating conjunction to one another. Table 1 below shows the Coordinating Conjunctions.

Table 1 Coordinating Conjunctions

Coordinating Conjunctions
And
Or
But
So
Yet

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

### Example

*Andy is singing, **and** Cindy is dancing.*

*Andy is tall, **but** Cindy is short*

*Andy must write the letter, **or** Cindy will write it.*

*Andy told a joke, **so** Cindy laughed.*

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

## 2.2 Complex sentence

A complex sentence contains one or more subordinate clauses (bolded).

### Example

*Cindy believes **that she is being followed by***

### Sentence breakdown

<i>Cindy believes</i>	<i>that</i>	<i>that she is being followed by someone.</i>
<b>Main Clause</b>	<b>Conjunction</b>	<b>Subordinate Clause</b>

Beside compound and complex sentence. There is compound-complex sentence which is a combination of complex and compound sentences. It consist of coordinated clauses (bolded) that are subordinate to another clause.

### Example

*Andy believed **that novels should have redeeming social value, and that his writing might help improve conditions of the society.***

### Sentence Breakdown

<i>Andy believed</i>	<i>that</i>	<i>novels should have redeeming social value</i>
<b>Main Clause</b>	<b>Conjunction</b>	<b>Subordinate Clause</b>

<i>and</i>	<i>that his writing might help improve conditions of the society.</i>
<b>Coordinate Conj.</b>	<b>Coordinate Clause</b>

In another one or more of the coordinate clauses may include one or more subordinate clauses (bolded).

### Example

*Compound-complex sentences consist of at least two coordinate clauses and at least one of those must contain a clause **which is subordinate to it.***

### Sentence Breakdown

*Compound-complex sentences consist of at least two coordinate clauses,*

<b>Coordinate Clause 1</b>
----------------------------

<i>and</i>	<i>compound-complex sentences consist of at least two coordinate clauses</i>
<b>Coordinate Conj.</b>	<b>Coordinate Clause 2</b>

which	<i>is subordinate to it.</i>
<b>Conjunction</b>	<b>Subordinate Clause</b>

### 3. Noun Clause

After understanding the concept of multi-clause sentences. In this section, the discussion moves to the subordinate clause in a complex sentence that may function as a noun—the noun clause. Since noun clause is a noun, in a sentence, it is used either as an object of a verb, object of preposition, or the subject of the sentence.

#### 3.1 Noun Clause that function as object

The sentence below is an example of a noun clause that function as object of a verb.

#### Example

<i>I</i>	<i>know</i>	<i>when</i>	<i>he</i>	<i>will arrive.</i>
<b>Subject</b>	<b>Verb</b>	<b>Conjunction</b>	<b>Subject</b>	<b>Verb</b>
		<b>Object</b>		
<b>Main Clause</b>		<b>Noun Clause</b>		

In the example above, there are two clauses: “*I know*” and “*he will arrive*”. These two clauses are joined with the conjunction *when*. “*When*” changes the clause “*he will arrive*” into a noun clause which functions as the object for the verb “*know*”.

We know that the clause is the object of the verb precedes it because if we substitute a pronoun for the clause it must be in its object form. We can

substitute accusative pronouns for them. The example below shows how a clause is replaced by a pronoun in an object form.

**Example: Noun Clause as Object**

<i>We</i>	<i>believe</i>	<i>when</i>	<i>he</i>	<i>made</i>	<i>a great deal.</i>
<b>Subject</b>	<b>Verb</b>	<b>Conj.</b>	<b>Subject</b>	<b>Verb</b>	<b>Object</b>
		<b>Object</b>			
<b>Main Clause</b>		<b>Noun Clause</b>			

**Example: Pronoun as Object**

<i>We</i>	<i>believe</i>	<i>it.</i>
<b>Subject</b>	<b>Verb</b>	<b>Object</b>

**3.2 Clauses that function as objects of prepositions**

In English sentence, there is an object that belongs to a preposition, hence called Object of Prepositions. An object of preposition is a noun, pronoun, or noun clause that comes after a preposition such as *in, at, of, to, by, behind, on,* etc which then result to form a prepositional phrase.

**Example**

<i>I</i>	<i>am concerned</i>	<i>about</i>	<i>when</i>	<i>he</i>	<i>will arrive.</i>
<b>Subject</b>	<b>Verb</b>	<b>preposition</b>	<b>Conjunction</b>	<b>Subject</b>	<b>Verb</b>
			<b>Object of Preposition</b>		
<b>Main Clause</b>			<b>Noun Clause</b>		

We know that the clause is the object of the preposition that precedes it because if we substitute a pronoun for the clause it must be in its object form. The example below shows how a clause is replaced by a pronoun in an object form.

**Example: Noun Clause as Object**

<i>We</i>	<i>left</i>	<i>the crumbs</i>	<i>for</i>	<i>whichever birds</i>	<i>came by.</i>
<b>Subject</b>	<b>Verb</b>	<b>Object</b>	<b>Preposition</b>	<b>Subject</b>	<b>Verb</b>
				<b>Object of Preposition</b>	
<b>Main Clause</b>				<b>Noun Clause</b>	

**Example: Pronoun**

<i>We</i>	<i>left</i>	<i>the crumbs</i>	<i>for</i>	<i>them</i>
<b>Subject</b>	<b>Verb</b>	<b>Object</b>	<b>Preposition</b>	<b>Subject (Pronoun)</b>
				<b>Object of Preposition</b>
<b>Main Clause</b>				<b>Noun Clause</b>

**3.3 Clauses that function as subjects**

Noun clauses can also appear as subjects of the sentence. Below is the example of how a noun clause functions as the subject of a sentence.

**Example**

<i>When</i>	<i>he</i>	<i>will arrive</i>	<i>is</i>	<i>not certain.</i>
<b>Conj.</b>	<b>Subject</b>	<b>Verb</b>	<b>Verb</b>	<b>Adjective</b>
<b>Subject</b>				
<b>Noun Clause</b>			<b>Main Clause</b>	

The example above is quite complex. There are two clauses in the example, but they are harder to recognize. *He will arrive* is one of the clauses, and the connector “when” changes it into a noun clause. This noun clause functions as the Subject of the sentence. This means that this noun clause functions as the Subject of the main clause. The main clause contains the verb “*is*”.

We know that the clause is the subject of the sentence because if we substitute a pronoun for the clause it must be in its subject form. The example below shows how a clause is replaced by a pronoun in a subject form.

**Example: Noun Clause as Subject**

<i>That</i>	<i>students</i>	<i>enjoy</i>	<i>Grammar</i>	<i>proves</i>	<i>my point.</i>
<b>Conj.</b>	<b>Subject</b>	<b>Verb</b>	<b>Object</b>	<b>Verb</b>	<b>Object</b>
<b>Subject</b>					
<b>Noun Clause</b>				<b>Main Clause</b>	

**Example: Pronoun substitute Noun Clause**

<i>It</i>	<i>proves</i>	<i>my point.</i>
<b>Subject</b>	<b>Verb</b>	<b>Object</b>

**4. Connectors for Noun Clause**

Multi-clauses sentence use connectors to introduce the second clause (applies for both dependent and independent clause). Table 2 below lists the noun clause connectors.

**Table 2 Connectors for Noun Clause**

Below are the examples of sentence patterns that can be used with the Conjunctions in Table 2.

What	Whatever	Whether	that
When			
Where			
Why			
How			

**Example: Main Clause + Noun Clause Pattern**

<i>I</i>	<i>know</i>	<i>what</i>	<i>you</i>	<i>did.</i>
<b>Subject</b>	<b>Verb</b>	<b>Connector</b>	<b>Subject</b>	<b>Verb</b>
		<b>Object</b>		
<b>Main Clause</b>		<b>Noun Clause</b>		

**Example 2: Noun Clause + Main Clause Pattern**

<i>What</i>	<i>you</i>	<i>did</i>	<i>was</i>	<i>wrong</i>
<b>Conj.</b>	<b>Subject</b>	<b>Verb</b>	<b>Verb</b>	<b>Adjective</b>
<b>Subject</b>				
<b>Noun Clause</b>			<b>Main Clause</b>	

**C. EXERCISES**

**1. Identifying Noun Clause**

*Exercise a: Identifying Noun clauses*

Directions: Add the necessary punctuation and capitalization to the following. Underline the noun clauses.

- I couldn't hear the teacher what she said  
 ➔ I couldn't hear the teacher. What did she say?
- I couldn't hear what the teacher said.
- Where did Tom go no one knows
- No one knows where Tom went
- Where Tom went is a secret
- What does Anna want we need to know
- We need to know what Anna wants
- What does Alex need do you know
- Do you know what Alex needs
- What Alex needs is a new job
- We talked about what Alex needs
- What do you need did you talk to your parents about what you need

**2. Sentence Making**

**Exercise 1: Noun Clause as Object**

- Create five sentences in which a noun clause functions as Object.
- Apply the pronoun tests described above to demonstrate that the noun clauses really function as subjects.



### **Exercise 2: Noun Clause as Object of preposition**

1. Make up five new sentences with a noun clause as objects of preposition.
2. For each of the sentences you constructed, show that your noun clause is in fact the object of its preposition by replacing it with object pronoun.

### **Exercise 2: Noun Clause as Subject**

1. Create five more sentences in which noun clause functions as subject.
2. Apply the pronoun tests described just above to demonstrate that the Noun Clauses really are subjects.

## **D. REFERENCES**

- Azar, B. S. 2002. *Understanding and Using English Grammar*. New York: Pearson Education.
- Delahunty, G. P., & Garvey, J. P. 2010. *The English Language: From Sound to Sense*. Colorado: The WAC Clearinghouse.
- Phillips, D. 2001. *Longman Complete Course for the TOEFL Test*. New York: Pearson Education.

## MEETING 4

# MULTIPLE CLAUSES: ADJECTIVE CLAUSE

### A. OBJECTIVES OF THE STUDY:

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

1. Identify adjective clause;
2. Write sentences with adjective clause.

### B. MATERIAL DESCRIPTION

In the previous meeting, we discussed the concept of sentence with multi-clauses and present one type of multi-clauses sentence—noun clause. In Meeting 7, we will discuss another type of multi-clauses sentence that functions to modify a noun—adjective clause. Delahunty and Garvey (2010) argue that Adjective Clause is a mislead name of Relative Clause. However, the name adjective clause is popular to the general public as it is more understandable.

#### 1. Adjective clause connector as object

Adjective clause follows the head noun they modify and begin either with one of the three connectors of adjective clause. Below are the connectors used in adjective clause.

Table 1 Connectors for Adjective Clause

Whom  (for people)	Which  (for things)	That  (for people & things)
--------------------------	---------------------------	-----------------------------------

#### Example 1

<i>The woman</i>	<i>is filling</i>	<i>the bottle</i>	<i>that</i>	<i>she</i>	<i>put</i>	<i>on the table.</i>
<b>Subject</b>	<b>Verb</b>	<b>Object</b>	<b>Connector</b>	<b>Subject</b>	<b>Verb</b>	<b>Preposition</b>
			<b>Adjective</b>			
<b>Main Clause</b>			<b>Adjective Clause</b>			

The Example 1 above contains two clauses. In the main clause, “*The woman*” is the subject of the verb “*is filling*”. Meanwhile, in the Adjective clause, “*she*” is the subject of the

verb “is”. “That” is the adjective clause connector that joins these two clauses. The adjective clause “*that she put on the table*” modify the noun “*bottle*” of the first clause.

**Example 2**

<i>The bottle</i>	<i>that</i>	<i>she</i>	<i>put</i>	<i>on the table</i>	<i>contains</i>	<i>milk.</i>
<b>Subject</b>	<b>Connector</b>	<b>Subject</b>	<b>Verb</b>	<b>Preposition</b>	<b>Verb</b>	<b>Object</b>
	<b>Adjective</b>					
<b>Main Clause</b>	<b>Adjective Clause</b>				<b>Main Clause</b>	

The Example 2 above also contains two clauses. In the Main clause, “*The bottle*” is the subject of the verb “*contains*”. Meanwhile, in the Adjective clause, “*she*” is the subject of the verb “*put*”. In this sentence, the connector “*that*” joins these two clauses. The adjective clause “*that she put on the table*” describe the noun “*bottle*” of the first clause.

**2. Adjective clause connectors as subject**

The Example 1 and 2 above show how adjective clause connectors are used to introduce clause that describe a noun. In several cases, adjective clause connectors can also be the subject of an adjective clause. The adjective clause connectors that can be functioned as subject is different for people. The Table 4 below show the adjective connector clause that can be used as subject, follow by sentence samples.

Table 2 Connectors for Adjective Clause (Subject)

Who (for people)	Which (for things)	That (for people & things)
---------------------	-----------------------	-------------------------------

**Example 3**

<i>The woman</i>	<i>is filling</i>	<i>the bottle</i>	<i>that</i>	<i>is</i>	<i>on the table.</i>
<b>Subject</b>	<b>Verb</b>	<b>Object</b>	<b>Connector</b>	<b>Verb</b>	<b>Preposition</b>
			<b>Adjective</b>		
<b>Main Clause</b>			<b>Adjective Clause</b>		

In Example 3, there are two clauses. In the Main Clause, “*The woman*” is the subject of the verb “*is filling*”, while in the Adjective clause, the connector “*that*” is the subject of the verb “*is*”. The two clauses are joined with adjective clause connector *that*. The adjective clause describes the noun “*bottle*”. Notice that in this example, the connector *that* serves two functions: as subject of the verb “*is*”, as well as the connector which joins the two clauses.

**Example 4**

<i>The bottle</i>	<i>that</i>	<i>is</i>	<i>on the table</i>	<i>contains</i>	<i>milk.</i>
<b>Subject</b>	<b>Connector</b>	<b>Verb</b>	<b>Preposition</b>	<b>Verb</b>	<b>Object</b>
	<b>Adjective</b>				
<b>Main Clause</b>	<b>Adjective Clause</b>			<b>Main Clause</b>	

The Example 4 above also contains two clauses. In the Main clause, “*The bottle*” is the subject of the verb “*contains*”. Meanwhile, in the Adjective clause, the connector “*that*” is the subject of the verb “*is*”. In this sentence, the connector “*that*” joins these two clauses. The adjective clause “*that she put on the table*” describe the noun “*bottle*” of the first clause. Notice that in this example, the connector *that* serves two functions: as subject of the verb “*is*”, as well as the connector which joins the two clauses.

**3. Usual patterns of adjective clause**

In everyday informal usage, often one adjective clause pattern is used more commonly than another. For example, in Example 5 below, *who*, as a subject pronoun, is more common to be used than *that*.

**Example 5**

*USUAL: I like the people **who** live next to me.*  
*LESS USUAL: I like the people **that** live next to me.*

Another example is the connector *that* is more common than *which*.

**Example 6**

*USUAL: I like books **that** have good plots.*  
*LESS USUAL: I like books **which** have good plots.*

In addition, adjective clause connector for object are commonly omitted, especially when speaking.

**Example 7**

*USUAL: I liked the people Ø I met last night.*  
*USUAL: I liked the book Ø I read last week.*

**4. Using Whose**

Another connector that can be used in introducing adjective clause is **Whose**. **Whose** functions to show possession. It carries the same meaning as other possessive pronouns used as adjectives such as *his, her, its,* and *their*. **Whose** should be connected to a noun. Both **whose** and the noun connected to it are placed at the beginning of the adjective clause.

**Example**

- *I know the man.*
- ***His bicycle** was stolen.*

*I know the man **whose bicycle** was stolen.*

**Sentence Breakdown**

<i>I</i>	<i>know</i>	<i>the man</i>	<i>whose</i>	<i>bicycle</i>	<i>was stolen.</i>
<b>Subject</b>	<b>Verb</b>	<b>Object</b>	<b>Connector</b>	<b>Subject</b>	<b>Verb</b>
			<b>Adjective</b>		
<b>Main Clause</b>			<b>Adjective Clause</b>		

**Example**

- *The student writes well.*
- *I read **her composition**.*

*The student **whose composition** I read writes well.*

## Sentence Breakdown

<i>The students</i>	<i>whose</i>	<i>composition</i>	<i>I</i>	<i>read</i>	<i>writes</i>	<i>well.</i>
<b>Subject</b>	<b>Connector</b>	<b>Object</b>	<b>Subject</b>	<b>Verb</b>	<b>Verb</b>	<b>Adverb</b>
	<b>Adjective</b>					
<b>Main Clause</b>	<b>Adjective Clause</b>				<b>Main Clause</b>	

Whose usually modifies people, but it may also be used to modify things as shown below.

### Example

- *Mr. John has a sculpture.*
- ***Its value** is inestimable.*

*Mr. John has a painting **whose value** is inestimable.*

## Sentence Breakdown

<i>Mr. John</i>	<i>has</i>	<i>a sculpture</i>	<i>whose</i>	<i>value</i>	<i>is</i>	<i>inestimable.</i>
<b>Subject</b>	<b>Verb</b>	<b>Object</b>	<b>Connector</b>	<b>Subject</b>	<b>Verb</b>	<b>Adjective</b>
			<b>Adjective</b>			
<b>Main Clause</b>			<b>Adjective Clause</b>			

## C. EXERCISES

### 1. Identifying Adjective Clause

Directions: All of these sentences contain errors in adjective clause structures. Correct the errors.

1. In our village, there were many people didn't have much money.
2. I enjoyed the book that you told me to read it.
3. I still remember the man who he taught me to play the violin when I was a boy.
4. I showed my father a picture of the car I am going to buy it as soon as I save enough money.

5. The woman about who I was talking about suddenly walked into the room. I hope she didn't hear me.
6. Almost all of the people appear on television wear makeup.
7. I don't like to spend time with people which loses their temper easily.
8. The boy drew pictures of people at an airport which was waiting for their planes.
9. People who works in the hunger program they estimate that 3500 people in the world die from starvation every day of the year.
10. In one corner of the marketplace, an old man who was playing a violin.

## 2. Sentence Making

*Exercise a: Adjective clause connector as the object of a verb*

Directions: Combine the sentences, using the second sentence as an adjective clause. Give all the possible patterns.

1. The book was good. I read it.
2. I liked the woman. I met her at the party last night.
3. I liked the composition. You wrote it.
4. The people were very nice. We visited them yesterday.
5. The man is standing over there. Ann brought him to the party.

*Exercise b: Adjective clause connector as subject*

Directions: Combine the two sentences. Use the second sentence as an adjective clause.

1. I saw the man. He closed the door.

→ I saw the man 

who
that

 closed the door.

2. The girl is happy. She won the race.
3. The student is from China. He sits next to me.
4. The students are from China. They sit in the front row.
5. We are studying sentences. They contain adjective clauses.
6. I am using a sentence. It contains an adjective clause.
7. Algebra problems contain letters. They stand for unknown numbers.
8. The taxi driver was friendly. He took me to the airport.

*Exercise c: Usual patterns of Adjective clause*

Directions: Combine the sentences, using the second sentence as an adjective clause. Give all the possible adjective clause patterns. Discuss which patterns are used more commonly than others.

Example: The scientist is well known for her research. We met her yesterday.

The scientist 

Ø
Who(m)
that

 that We met yesterday is well known for her research.

1. She lectured on a topic. I know very little about it.
2. The students missed the assignment. They were absent from class.
3. Yesterday I ran into an old friend. I hadn't seen him for years.
4. The young women are all from Japan. We met them at the meeting last night.
5. I am reading a book. It was written by Jane Austen.

*Exercise d: Using WHOSE in adjective clauses*

Directions: Combine the sentences, using the second sentence as an adjective clause.

1. I know a man. His last name is Groot.  
→ I know a man **whose last name** is Groot.
2. I apologized to the woman. I spilled her coffee.  
→
3. The man called the police. His wallet was stolen.  
→
4. I met the woman. Her husband is the president of the company.  
→
5. The professor is excellent. I am taking her course.  
→
6. Mr. North teaches a class for students. Their native language is not English.  
→
7. The people were nice. We visited their house.  
→
8. I live in a dormitory. Its residents come from many countries.  
→
9. I have to call the man. I accidentally picked up his umbrella after the meeting.  
→
10. The man poured a glass of water on his face. His beard caught on fire when he lit a cigarette.  
→

**D. REFERENCES**

- Azar, B. S. 2002. *Understanding and Using English Grammar*. New York: Pearson Education.
- Delahunty, G. P., & Garvey, J. P. 2010. *The English Language: From Sound to Sense*. Colorado: The WAC Clearinghouse.
- Phillips, D. 2001. *Longman Complete Course for the TOEFL Test*. New York: Pearson Education.



## MEETING 5

## MULTIPLE CLAUSES: ADVERB CLAUSE

## A. OBJECTIVES OF THE STUDY:

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

1. Identify adjective clause in a sentence;
2. Compose multi-clauses sentence with adjective clause.

## B. MATERIAL DESCRIPTION

## 1. Adverb Clause

Adverb clause functions to modify verbs by indicating concepts such as time, place, condition, cause, and purpose. The different between adverb clause and noun clause is that adverb clause does not have to appear right after the verb it describes. Adverb clause can appear in two forms: after the main clause or before the clause. Below are the examples of adverb clauses in the two forms.

## Example 1: Form 1

<i>I</i>	<i>will sign</i>	<i>the check</i>	<i>before</i>	<i>you</i>	<i>leave.</i>
<b>Subject</b>	<b>Verb</b>	<b>Object</b>	<b>Connector</b>	<b>Subject</b>	<b>Verb</b>
			<b>Adverb</b>		
<b>Main Clause</b>			<b>Adverb Clause</b>		

In the Example 1 above, there are two clauses: “*I will sign the check*” and “*you leave*”. In the Main clause, “*I*” is the subject of the verb “*will sign*”. Meanwhile, in the adverb clause, “*you*” is the subject of the verb “*leave*”. The clause “*you leave*” is an adverb clause since it is introduced with the connector “*before*”. In addition, the clause “*you leave*” describes the verb “*will sign*”. In the example of above, the adverb clause is in Form 1 where the adjective clause comes after the main clause. In this case, comma (,) is not used.

**Example 2: Form 2**

<i>Before</i>	<i>you</i>	<i>leave,</i>	<i>I</i>	<i>will sign</i>	<i>the check.</i>
<b>Connector</b>	<b>Subject</b>	<b>Verb</b>	<b>Subject</b>	<b>Verb</b>	<b>Object</b>
<b>Adverb</b>					
<b>Adverb Clause</b>			<b>Main Clause</b>		

In the Example 2 above, there are also the same two clauses: “*I will sign the check*” and “*you leave*”. The difference with the Example 1, in this sentence, the adverb clause comes before the Main Clause. In this case, comma (,) is used after the Adverb clause before the Main Clause.

As stated above, Adverb clauses mainly functions to describe a verb of the Main clause in a sentence. Adverb clauses describe a verb by indicating the concept such as time, place, condition, cause, and purpose. These different concepts are indicated by different connectors show in the Table 6 below. The next section discusses each concept that can be described by Adverb clauses.

Table 1 Connectors for Adverb Clauses

<b>Time</b>	<b>Cause and Effect</b>	<b>Contrast</b>	<b>Direct Contrast</b>	<b>Conditions</b>
<i>After</i>	<i>because</i>	<i>even</i>	<i>While</i>	<i>if</i>
<i>Before</i>	<i>now that</i>	<i>though</i>	<i>whereas</i>	
<i>When</i>	<i>since</i>	<i>although</i>		
<i>While</i>		<i>though</i>		
<i>as</i>				
<i>as soon as</i>				
<i>since</i>				
<i>until</i>				
<i>by the time</i>				
<i>(that)</i>				
<i>once</i>				
<i>as/so long as</i>				
<i>whenever</i>				

## 2. Using Adverb Clauses to Show Time Relationship

### a) After and Before

#### After

***After she graduates, she will get a job.***

#### Before

***I will leave before he comes.***

### b) When

The connector when means “at that time”. Notice the different time relationships expressed by “when” with different tenses.

Table 2 Different Tenses in Using When

***When I arrived, he was talking on the phone.***

***When I got there, he had already left.***

***When it began to rain, I stood under a tree.***

***When I was in Chicago, I visited the museums.***

***When I see him tomorrow, I will ask him.***

### c) While and As

The connector “while” and “as” means to express during that time.

#### While

***As I was walking home, it began to rain.***

#### As

***While I was walking home, it began to rain.***

### d) By the time

The expression by the time means one event is completed before another event. Pay attention to the use of past perfect and future perfect in the Main clause.

**Example**

By **the time** he arrived, we had already left.

By **the time** he comes, we will have already left.

e) *Since*

The connector **since** means from that time to the present. In the example below, the use of **ever** is to add emphasis. Notice that present perfect is used in the clause.

**Example**

I haven't seen him **since** he left this morning.

I've known her **ever since** I was a child.

f) *Until*

The connector **until** means to that time and then no longer.

**Example**

We stayed there **until** we finished our work.

g) *As soon as*

The expression **as soon as** and **once** means to state a condition when one event happens, another event happens soon afterward.

**Example**

**As soon as** it stops raining, we will leave.

**Once** it stops raining, we will leave.

h) *As/So long as*

The expression **as long as** or **so long as** means to state a situation of during all that time or from beginning to end.

**Example**

I will never speak to him again **as long as I live**.  
 I will never speak to him again **so long as I live**.

i) *Whenever and every time*

The expression **whenever** or **every time** means to state a situation of every time or always.

**Example**

**Whenever I see her**, I say hello.  
**Every time I see her**, I say hello.

**3. Using Adverb Clauses to Show Cause and Effect**

a) *Because*

The expression **because** means to state the reason of a situation.

**Example**

He went to bed **because he was sleepy**.  
**Because he was sleepy**, he went to bed.

**Sentence Breakdown**

<i>He</i>	<i>went</i>	<i>to bed</i>	<i>because</i>	<i>he</i>	<i>was</i>	<i>sleepy.</i>
<b>Subject</b>	<b>Verb</b>	<b>Object</b>	<b>Connector</b>	<b>Subject</b>	<b>Verb</b>	<b>Adjective</b>
			<b>Adverb</b>			
<b>Main Clause</b>			<b>Adverb Clause of Cause</b>			

<i>Because</i>	<i>he</i>	<i>was</i>	<i>sleepy,</i>	<i>he</i>	<i>went</i>	<i>to bed.</i>
<b>Connector</b>	<b>Subject</b>	<b>Verb</b>	<b>Adjective</b>	<b>Subject</b>	<b>Verb</b>	<b>Object</b>
<b>Adverb</b>						
<b>Adverb Clause of Cause</b>				<b>Main Clause</b>		

b) *Now that*

The expression now that means to express “because now”. In the example below, the sentence means that “because the semester is now over. Note that not that is used to present causes of present or future situation.

**Example**

**Now that** the semester is over, I'm going to rest a few days and then take a trip.

c) *Since*

Besides to express a time adverb clause, Since can also be used to express cause. When since is functioned to mean “because”, it refer to a known cause. In other word, the word since means “because it is a fact that...” or “given that it is true that...”.

**Example**

**Since Monday is a holiday**, we don't have to go to work.  
**Since you're a good cook and I'm not**, you should cook the dinner.

**4. Using adverb clause to show contrast**

Adverb clause can also be used to show contrast by using the connectors in Table 7 below.

Table 3 Adverb clause connectors to show contrast

Although
Even though
Though
While
Whereas

**Example**

James went to school **even though he felt sick**.  
**Even though James felt sick**, he went to school

**Sentence Breakdown**

<i>James</i>	<i>went</i>	<i>to school</i>	<i>even though</i>	<i>he</i>	<i>felt</i>	<i>sick.</i>
<b>Subject</b>	<b>Verb</b>	<b>Object</b>	<b>Connector</b>	<b>Subject</b>	<b>Verb</b>	<b>Adjective</b>
			<b>Adverb</b>			
<b>Main Clause</b>			<b>Adverb Clause of Contrast</b>			

*While* and *whereas* are used to show direct contrast: "this" is exactly the opposite of "that." *While* and *whereas* may be used with the idea of either clause with no difference in meaning. *Whereas* mostly occurs in formal written English.

**Example**

James went to school **even though he felt sick.**  
**Even though James felt sick,** he went to school

**Sentence Breakdown**

<i>James</i>	<i>is</i>	<i>rich</i>	<i>While</i>	<i>John</i>	<i>is</i>	<i>poor.</i>
<b>Subject</b>	<b>Verb</b>	<b>Object</b>	<b>Connector</b>	<b>Subject</b>	<b>Verb</b>	<b>Adjective</b>
			<b>Adverb</b>			
<b>Main Clause</b>			<b>Adverb Clause of Direct Contrast</b>			

**5. Using adverb clause to express condition**

Adverb clause can be used to express a condition or present possible condition. It is also known as if-clauses in which the Main clause expresses results.

**Example**

If it rains, the streets get wet.

**Sentence Breakdown**

<i>If</i>	<i>it</i>	<i>rains,</i>	<i>the streets</i>	<i>get</i>	<i>Wet.</i>
<b>Connector</b>	<b>Subject</b>	<b>Verb</b>	<b>Subject</b>	<b>Verb</b>	<b>Object</b>
<b>Adverb</b>			<b>Main Clause</b>		
<b>Adverb Clause of Condition</b>					

**C. EXERCISES**

**Exercise a: Identifying Adverb Clause**

Directions: Add necessary punctuation and capitalization. Identify adverb clauses and main clauses. Do not add or delete any words.

**Example:** when Sam was in New York he stayed with his cousins

→ When Sam was in New York, he stayed with his cousins.

1. we went inside when it began to rain
2. it began to rain we went inside
3. when it began to rain we went inside
4. when the mail comes my assistant opens it
5. my assistant opens the mail when it comes

**Exercise b: Partial Sentence making**

Directions: Complete the sentences with your own words. Then, put brackets around the adverb clause in each sentence.

1. I will call you before I come over.
2. Last night I went to bed after I ..... my homework
3. Tonight, I will go to bed after I ..... my homework.
4. Ever since I was a child, I ..... afraid of dogs.
5. Jane's contact lens popped out while she ..... basketball
6. Be sure to reread your composition for errors before you ..... it in to the teacher tomorrow.
7. By the time I left my apartment this morning, the mail carrier ..... the mail.
8. I have known Jim Bates since he ..... ten years old.
9. A black cat ran across the road as I ..... my car to work this morning.
10. By the time I leave this city, I ..... here for four months
11. Whenever Mark ..... angry, his nose gets red.



12. I ..... to the beach whenever the weather was nice, but now I don't have time to do that because I have to study.
13. We will have a big party when .....
14. The next time I ..... to Hawaii, I'm going to visit Mauna Loa, the world's largest active volcano.
15. I had fried chicken the last time I ..... at that restaurant.

**Exercise c: Using adverb clauses to show time relationships.**

*Directions:* Create a sentence from the given words. Do not change the order of the words. Use any appropriate verb forms and punctuate correctly.

*Examples:* as soon as + I + finish + I

→ **As soon as I finish my report,** I'll call you and we'll go out to dinner.

I + after + I + climb

→ **I was exhausted** **after I climbed** the stairs to the eighth floor.

1. whenever+ I + go + I
2. by the time + I + get + I
3. I +since + I +leave
4. just as +I +open +I
5. I + as soon as + I +eat
6. I + when + I + be
7. I + until + I +be
8. while + I +look +I
9. I + before + I +drive

**Exercise d: Using adverb clauses to show cause and effect**

*Directions:* Combine the sentences, using the word or phrase in parentheses. Add commas where necessary.

1. We can go swimming every day. The weather is warm. (*now that*)  
→ **We can go swimming every day** **now that the weather is warm.**
2. All of the students had done poorly on the test. The teacher decided to give it again. (*since*)  
→ **Since all of the students had done poorly on the test,** **the teacher decided to give it again.**
3. Cold air hovers near the earth. It is heavier than hot air. (*because*)
4. You paid for the theatre tickets. Please let me pay for our dinner. (*since*)
5. Larry is finally caught up on his work. He can start his vacation tomorrow. (*now that*)
6. Our TV set was broken. We listened to the news on the radio. (*because*)

7. My brother got married last month. He's a married man now, so he has more responsibilities. (*now that*)
8. Oil is an irreplaceable natural resource. We must do whatever we can in order to conserve it. (*since*)
9. Do you want to go for a walk? The rain has stopped. (*now that*)
10. Many young people move to the cities in search of employment. There are few jobs available in the rural areas. (*since*)
11. The civil war has ended. A new government is being formed. (*now that*)

**Exercisee: Adjective Clause to express contrast**

Directions: Complete the sentences by using either even though or because.

4. Tim's in good shape physically even though he doesn't get much exercise.
5. Larry's in good shape physically because he gets a lot of exercise.
6. I put on my sunglasses ..... it was a dark, cloudy day.
7. I put on my sunglasses ..... the sun was bright.
8. Maria has a job, ..... she doesn't make enough money to support her four children.
9. Anna has a job, ..... she is able to pay her rent and provide food for her family.
10. Susan didn't ..... learn Spanish she lived in Mexico for a year.
11. Joe speaks Spanish well ..... he lived in Mexico for a year.
12. Jing-Won jumped into the river to rescue the little girl who was drowning ..... he wasn't a good swimmer.
13. A newborn kangaroo can find its mother's pouch ..... its eyes are not yet open.
14. Some people protest certain commercial fishing operations ..... dolphins, considered to be highly intelligent mammals, are killed unnecessarily.
15. The earthquake damaged the bridge across Skunk River, the Smiths were able to cross the river ..... they had a boat.

**Exercise f: Adjective Clause to express direct contrast**

Directions: Complete the sentences. Discuss other ways of expressing the same idea by moving the position of while or whereas.

1. Some people are fat, whereas .....
  - ➔ Some people are fat, whereas others are thin.
  - ➔ Whereas some people are fat, others are thin.
  - ➔ Some people are thin, whereas others are fat.
2. Some people are tall, whereas .....

3. Some people prefer to live in the country, while .....
4. While some people know only their native language .....
5. A mouse is small, whereas .....
6. The climate at sea level at the equator is always hot, whereas the climate at the North and South poles .....
7. Some people ..... while .....
8. Some countries ..... whereas .....

**Exercise g: IF-Clauses**

Directions: Make sentences from the given possibilities. Use if.

16. It may be cold tomorrow.

Example:

- ➔ If it's cold tomorrow, I'm going to stay home.
- ➔ If it's cold tomorrow, let's go skating.
- ➔ If it's cold tomorrow, you should wear your wool sweater.
- ➔ We can't go on a picnic if it's cold tomorrow.

17. Maybe it will be hot tomorrow.

18. Maybe you will have some free time tomorrow.

19. Maybe you will lock yourself out of your apartment.

20. Maybe the sun will be shining when you get up tomorrow morning.

21. You will probably be too tired to finish your work today.

22. You might not have enough money to take your trip next month.

23. We might continue to destroy our environment.

**D. REFERENCES**

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## MEETING 6

# PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS

### A. OBJECTIVES OF THE STUDY

After studying this material, students are able to:

1. Analyze the parallel structure within sentences with coordinate conjunctions
2. Identify the errors in parallel structural sentences

### B. MATERIAL DESCRIPTION

*Read the following paragraphs and identify the underlined words*

#### Paragraph 1

When you describe a place, you use space order to explain where things are located. The easiest way to do this is to choose a starting point. Then you describe where things are located in relation to your starting point. Decide on a logical method to follow. The arrangement of the details in a descriptive paragraph depends on the subject. *The selection and the description of details* depend on the describer's purpose. When painting a picture with words, you can begin *from left to right, from right to left, from top to bottom or from bottom to top.*

*Answer the following questions*

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

#### Paragraph 2

You can describe a person's appearance in many ways. You can describe *the person's clothes, manner of walking, color and style of hair, facial appearance, body shape, and expression.* You can also describe the person's way of talking. Just what you select again depends on the topic and purpose. When you describe someone, you give your readers a picture in words. To make this "word picture" as vivid and real as possible, you *must observe and record* specific details that appeal to your readers' senses: *sight, hearing, taste, smell and touch.*

*Answer the following questions*

3. What is the main idea of the above paragraph?

## 4. Read the underlined words and analyze the structure

Note:

The underlined words have similar patterns of repetition or produce some words or sentences with equal structure repetition and balance.

1. *The selection and the description of details* depend on the describer's purpose
2. When painting a picture with words, you can begin *from left to right, from right to left, from top to bottom or from bottom to top.*
3. You can describe *the person's clothes, manner of walking, color and style of hair, facial appearance, body shape, and expression.*
4. To make this "word picture" as vivid and real as possible, you *must observe and record* specific details that appeal to your readers' senses: *sight, hearing, taste, smell and touch.*

Parallelism is the use of elements in a sentence that shares grammatical sentence equally, or it has similarities in its construction like words, phrases, or clauses to show that ideas have the same level of importance.

Note:

Learning parallel contraction within sentence is necessary because it assists to organize ideas clearly.

The Strategies to identify the parallel structure:

1. Identify the connector (Words, phrases, or clause joined by the coordinate conjunctions ***and, or, but*** have the same grammatical pattern)
2. Repeat the same pattern of words at key points within sentence
  - Sam does not like ***to get up in the morning*** or ***to go to bed at night***

- Speaking *boldly* and *clearly*, she explained to the tenant why she got that problem
- They spent their leisure time *playing chess* and *writing novel*

Here is the obvious explanation of the above sentences

words	coordinator	Functional word
<i>to get up in the morning - to go to bed at night</i>	or	Infinitive phrase
<i>Boldly - clearly</i>	and	adverb
<i>playing chess - writing novel</i>	and	Gerund phrase



PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS			
Same Structure			Same Structure
		and but or	
Same Structure	Same Structure	and but or	Same Structure

See some categories in parallel structure

1. The parallel sentences (Noun)
  - He discussed the problem with *the nurse* and *the doctor*
  - For dessert, we could serve *lemon pie, fruit tarts, chocolate cake, or butter cookies*
2. The parallel sentences (Verb)
  - He *lied* and *told* an unbelievable story
  - Americans *declared* their independence in 1770 and *found* their own identity by creating new style of English American and flag.
3. The parallel sentences (Adjective)
  - The pastries in that shop are *very expensive* and *quite delicious*
  - The discussion was *exciting* and *interesting*
4. The parallel sentences (Adverb)
  - *Slowly* and *hesitantly*, he addressed the audience before him
  - He *seriously* and *extremely* asked her to leave

5. The parallel sentences (Prepositional phrase)
  - The missing papers are not on his desk and in the file
  - They are at their country home or the beach
6. The parallel sentences (Gerund Phrase)
  - After seeing the preacher in person and hearing his speech, she began to have more respect for him.
  - This is great difference between dining out and having a snack at home
7. The parallel sentences (infinitive phrase)
  - It is frustrating to spend much money and to achieve so little
8. The parallel sentences (Clause)
  - I do not know whether I will get the job or I will like it after I get it
  - He asked when the apartment would be available and how much it cost

Objectives of point 1.2.

1.2. Identify the errors in parallel structural sentences

Each of the following sentences contains words or groups of words that should parallel. Circle the connector that indicates that the sentence should have parallel. Underline the words that should be parallel. Then determine if the sentences are correct (C) or incorrect (I).

1.     C     You can find some change to buy paper in the drawer, on the top of the dresser, or in the jar.  
Prep Prep  
C Prep

in the drawer, on the top of the dresser, or in the jar

OR --- COORDINATOR

IN THE DRAWER, ON THE TOP OF THE DRESSER, IN THE JAR --- PREPOSITIONAL PHRASES

2. \_\_\_\_\_ The living room was decorated with expensive painting and elegance lamps
3. \_\_\_\_\_ The sick child needs some medicine, some juice, and to rest
4. \_\_\_\_\_ He stops working when he gets too tired to continue or when he has finished
5. \_\_\_\_\_ All day long during the trip to the mountains, they were skiing, sledding, or played in the snow.

6. \_\_\_\_\_ The advertisements appeared in the newspaper and on the radio
7. \_\_\_\_\_ Having no money but bot want anyone to know, he simply said he would go without dinner
8. \_\_\_\_\_ He told us that his wife had been in an accident but that luckily, she had not been hurt.
9. \_\_\_\_\_ Her long illness and slow recovery made her very despondent
10. \_\_\_\_\_ The book tells about the hardship of the Indian and how they resent living on a reservation

**C. EXERCISES**

**Choose the letter of the underlined word or group of words that is NOT CORRECT**

1. Riddles vary greatly in both grammatical and phonology form  
 A B C D
2. Blood pressure is measured by feeling the pulse and apply a force to the arm  
 A B C D
3. The moon has no atmosphere, no air, and no watery  
 A B C D
4. Ballpoint pens are less versatile but more population than fountain pens  
 A B C D
5. Demand, beauty, durability, rare, and perfection of cutting determine the Value of gemstone  
 A B C D
6. The liquid crystal in a liquid crystal display (LCD) affect the polarized light so that it is either blocked and reflected by the segments of the display.  
 A B C D
7. In 1862, the American Confederacy raised the Merrimack, renamed it the Virginia, covered it with iron plates, and an outfit it when ten guns  
 A B C D
8. Coal, petroleum, and natural gaseous are all fossil fuels  
 A B C D



9. Most of Hemingway's novels glorify heroic exploits such as bullfighting  
A B  
or box  
C D
10. The coffee is too hot, too bitter, and too strength  
A B C D
11. The leaves from the tree fell in the yard, in the pool, the driveway, and  
A B C D  
 on the sidewalk
12. The novel was emotional and description  
A B C D
13. Wanting to accomplish something and if you actually accomplish it may  
A B C  
 not be the same thing  
D
14. He knew that the financial problems are serious, that the situation was  
A B  
 not going to improve, and that he needed to get a job.  
C D

**Choose the letter of the word or group of words that best completes the sentence**

15. In this climate, farmers grow stone fruits such as \_\_\_\_\_.  
 a. peach, apricot, plum  
 b. peaches, apricots, a plum  
 c. peaches, apricots, and plums  
 d. Peaching, eating apricot, and plum
16. Students must conduct their laboratory experiments accurately and \_\_\_\_\_.  
 a. in a safe manner  
 b. with safety  
 c. safely  
 d. Saving
17. Running, walking, and \_\_\_\_\_ are my favorite forms of exercise.  
 a. to dance  
 b. to go dancing  
 c. Dancing  
 d. Dance

18. Students must conduct their laboratory experiments accurately and \_\_\_\_\_.  
a. in a safe manner  
b. with safety  
c. safely  
d. with safely
19. It takes one hour or more to drive to the city depending on weather and \_\_\_\_\_.  
a. traffic  
b. how much traffic there is  
c. if traffic is heavy  
d. Also get traffic

#### **D. REFERENCES**

Frank, Marcella. (1972). *Modern English*. New Jersey: Prentice-Hall.

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## MEETING 7

# PARALLEL STRUCTURE WITH PAIRED CONJUNCTIONS

### A. OBJECTIVES OF THE STUDY

After studying this material, students are able to:

- 1.1. Analyze the parallel structure within sentences with paired conjunctions
- 1.2. Identify the errors in parallel structural sentences

### B. MATERIAL DESCRIPTION

*Read the following paragraphs and identify the underlined words*

“From its term, sociolinguistics is derived from two different disciplines. Both sociology and linguistics are included in the study of sociolinguistics.

**SOCIOLOGY:** a study about social structure, social organizations, relationship between and within groups of people, and social behavior. In a broader sense, sociology studies about groups of people in society (family, clan, tribes, and nations), how they behave and affect each other. Sociologists assume sociology as a single discipline which is not related at all with any other disciplines and consider that society could be constituted without language. All scientists (sociologists, psychologists, physicists, biologists, linguists, economists, historians, literary scholars) are all interested in arrangements. Basically, all disciplines try to find patterns of arrangements. Sociology focuses on three basic arrangements: Therefore, sociology is the study of the arrangements through which people know, share, and affect one another’s lives.

**LINGUISTICS is often called either general linguistics or structural linguistics;** it is a study about phones (phonology), words (morphology) and sentences (syntax). Only very recently, it studies discourses (texts)” (Rahardjo, 2015, para 1).

Answer the following questions

1. What is the main idea of the above paragraph?

2. See the underlined sentences and analyze them

NOTE:

The underlined clauses are the examples of parallel construction with the use of paired conjunctions: both...and, either...or

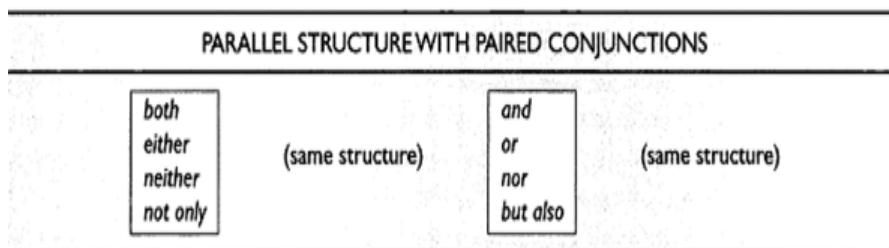
1. Both sociology and linguistics are included in the study of sociolinguistics
2. LINGUISTICS is often called either general linguistics or structural linguistics

In producing parallel construction, we can also use paired conjunctions: both ... and, either ...or, neither ... nor, and not only ... but also. See some examples below:

- She knows **both** where you went **and** what you did.
- **Either** Tian **or** Sam has to come to the meeting
- The paper is **neither** in my bag **nor** in my drawer.
- He is **not only** an excellent author **but also** an extraordinary student.

The Strategies to identify the parallel structure:

1. Identify the connector (Words, phrases, or clause joined by the paired conjunctions both ... and, either ...or, neither ... nor, and not only ... but also have the same grammatical pattern)
2. Repeat the same pattern of words at key points within sentence



See some categories in parallel structure

1. The parallel sentences (Noun)
  - *Either **breakfast** or **lunch*** is included in the price
  - He lent me *both **some paper** and **a pencil***

- **Neither Biology nor Geography** will be included in this semester
- 2. The parallel sentences (Verb)
  - He is the kind of person who both **admits his mistake** and **tries to do better next time**
- 3. The parallel sentences (Adjective)
  - The lecture was *both* **informative** and **enjoyable**
  - The informant is **either persuasive or cooperative**; thus, everyone loves his information
- 4. The parallel sentences (Adverb)
  - He played that musical instrument *either* **perfectly** or **incredibly**
- 5. The parallel sentences (Prepositional phrase)
  - He was fired *not only* **for his inexcusable absence from the office** but also **for his insolent attitude to his superiors**.
- 6. The parallel sentences (Gerund Phrase)
  - They spent their vacation *either* **traveling to London** or **joining a beneficial organization**
- 7. The parallel sentences (infinitive phrase)
  - They want **either to play tennis** or **to play golf**
  -
- 8. The parallel sentences (Clause)
  - He donated a great deal of money, *either* **because he is generous** or **because he desires to get his name in the paper**.

1. Either write a paper or you can take an exam  
\_ Con Verb Phrase Con Clause

Therefore, this sentence is not parallel

Correct Answer: Either write a paper or take an exam

2. Both noticed and appreciated  
\_ Con Verb 2 Con Verb 2

Therefore, this sentence has equal grammatical structure or parallel

Each of the following sentences contains one of the words or groups of words that should be parallel. Circle the word that indicates that the sentence should have parallel parts. Underline the parts that should be parallel. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. According to the syllabus, you can (either) write a paper (or) you can take an exam.

C 2. It would be (both) noticed (and) appreciated if you could finish the work before you leave.

\_\_\_\_\_ 3 She would like neither to see a movie or to go bowling.

\_\_\_\_\_ 4 Either the manager or her assistant can help you with your refund.

\_\_\_\_\_ 5 She wants not only to take a trip to Europe but she also would like to travel to Asia.

\_\_\_\_\_ 6 He could correct neither what you said nor you wrote.

\_\_\_\_\_ 7 Both the tailor and the laundress could fix the damage to the dress.

\_\_\_\_\_ 8 He not only call the police department but also called the fire department.

\_\_\_\_\_ 9 You can graduate either at the end of the fall semester or you can graduate at the end of the spring semester.

\_\_\_\_\_ 10 The movie was neither amusing nor was it interesting.

### C. COMPREHENSION TEST

**Choose the letter of the underlined word or group of words that is NOT CORRECT**

1. A 1971 U.S. government policy not only put warnings on cigarette

A

packs but also banning television advertising of cigarettes.

B

C

D

2. The Harvard Yard, which was Harvard's original campus, is still a

A

B

major attraction for both students and visiting.

C

D

3. Either the counselor or becomes her secretary can help you with

A

B

C

D

that problem

4. He not only passed the test but also receiving the highest score in  
A B C D  
the class
5. He married her neither for her ability to cook nor to clean house  
A B C D
6. He withdrew all the money not only from the checking account but  
A B C D  
from the saving accounts
7. John is an adventurous person who enjoys not only skydiving but  
A B C  
also goes parasailing.  
D
8. The play that we saw last night was not only rather delightful but  
A B C  
also quite meaning  
D
9. He regularly studies both in the morning or in the evening  
A B C D
10. Neither the teacher or the students are ready to leave the  
A B C D  
classroom.

**Choose the letter of the word or group of words that best completes the sentence**

11. Their European tour includes \_\_\_\_\_ Germany and Austria but also Switzerland  
a. Not only  
b. As well as  
c. And  
d. both
12. The soldiers approached the enemy camp \_\_\_\_\_  
a. Slowly and silently  
b. Slow and silently  
c. Slowly and silent  
d. Slowed and silently
13. Her children have both American cousins and \_\_\_\_\_  
a. Spanish one  
b. She is  
c. Or Spanish  
d. But also Spanish

14. While Mario was sleeping, both his bag and \_\_\_\_\_ disappeared.
- Its contents
  - Book and pen
  - Or content
  - Also book
15. The legislation neither resolves the financial crisis nor \_\_\_\_\_ consumers.
- is helping
  - helps
  - has helped
  - helping

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## MEETING 8

# FINDING PRONOUN REFERENTS AND SPECIFIC INFORMATION

### A. OBJECTIVES OF THE STUDY

After studying this material, students are able to:

1. determine which noun a pronoun refers to
2. find specific information

### B. MATERIAL DESCRIPTION

#### FINDING PRONOUN REFERENTS

##### Activity 1. Participating in Class Discussion

*Discuss with your classmates the following sentences.*

1. Rini told Indah that **her** pie was wonderful.
2. The documents arranged by the temporary workers were badly out of order., so we sent **them** back to the main office.
3. The student senate lobbied for more vending machines in classroom buildings far from the students dining halls, which won **them** praise.
4. Take the lining out of the suit and hem **it**.
5. It is a matter of the gravest impossible importance to the health of anyone with a history of a problem with disease of the heart that he or she should avoid the sort of foods with a high percentage of saturated fats.

The examples above show the importance of using proper pronouns to make the sentences clearer and simpler and to avoid ambiguity. Then, what are pronouns?

##### Activity 2. Grammar Focus

*Discuss the following material with your lecturer.*

<b>Pronoun Chart</b>					
	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1 <sup>st</sup> person	I	me	my	mine	myself
2 <sup>nd</sup> person	you	you	your	yours	yourself
3 <sup>rd</sup> person (male)	he	him	his	his	himself
3 <sup>rd</sup> person (female)	she	her	her	hers	herself
3 <sup>rd</sup> person	it	it	its	(not used)	itself
1 <sup>st</sup> person (plural)	we	us	our	ours	ourselves
2 <sup>nd</sup> person (plural)	you	you	your	yours	yourselves
3 <sup>rd</sup> person (plural)	they	them	their	theirs	themselves

Figure 1. Types and Examples of Pronoun

Pronoun reference is the practice of making pronouns refer clearly to the words they replace. A pronoun takes the place of a noun; thus, the pronoun must agree with the noun it replaces in number and person. Also, it must be clear which noun the pronoun is substituting for. The noun that the pronoun is the substitute for is called the antecedent. What are the basic rules for pronoun reference?

1. A pronoun must agree in number with the noun it refers to. If the noun is singular, then the pronoun must be singular.

**Incorrect:** *Everyone is studying hard for their exams. Correct: Everyone is studying hard for his or her exams.*

**Correct:** *All of the students are studying hard for their exams.*

2. A pronoun must agree in person with the noun it refers to. Be consistent with first person, second person and third person.

**Incorrect:** *If a student studies hard, you should succeed.*

**Correct:** *If a student studies hard, he or she should succeed.*

3. There should be only one possible antecedent for a singular pronoun. Only the noun that the pronoun refers to should come before the pronoun.

**Incorrect:** *Nguyen and Mohammed walked to his English class.*

**Correct:** *Nguyen and Mohammed walked to Nguyen's English class. Correct: Nguyen walked to his English class and Mohammed accompanied him.*

4. There must be an explicit antecedent. Don't make the reader guess what the antecedent is.

**Incorrect:** *In the study, they state that writing skills are important.*

**Correct:** *In the study, the researchers state that writing skills are important.*

5. A pronoun should not refer to a possessive noun. When a noun is possessive, it functions as an adjective and so can't be replaced with a pronoun.

**Incorrect:** *In the professor's comments, she was very encouraging.*

**Correct:** *The professor's comments were very encouraging.*

**Correct:** *The professor was very encouraging in her comments.*

6. "It" must be used consistently. If you use "it" to refer to one noun in a sentence, don't use it again to refer to another noun in the same sentence or as an idiom.

**Incorrect:** *When it is busy, I hope to get a lot of sleep as it will help me work hard.*

**Correct:** *When it is busy, I hope to get a lot of sleep, which will help me work hard.*

(<http://www.uts.utoronto.ca/~tlsweb/TWC/webresources/terms.htm>)

### Activity 3. Pair Discussion

*Discuss the following questions with your pair.*

1. Budi's hair is so messy that this young man is supposed to to visit a barber before this upcoming semester.
  - a. This sentence DOES contain a pronoun reference error.
  - b. This sentence does NOT contain a pronoun reference error.
2. Dodi fell asleep on the living room sofa where \_\_\_\_\_ snoring distracted us from the film.
  - a. His
  - b. Him
3. During the games, neither the athlete nor the coach can get \_\_\_ beauty sleep because the buses bounce along on bad shocks.
  - a. His
  - b. Their

### Activity 4. Determining Pronoun Reference in Text

You will sometimes be asked to determine which noun a pronoun refers to. In this type of question it is important to understand that a noun is generally used first in a passage, and the pronoun that refers to it comes after. Whenever you are asked which noun a pronoun refers to, you should look before the pronoun to find the noun. The

following chart outlines the key information that you should remember about pronoun detail questions:

It is important to remember that you don't need a full understanding of the complete passage in order to solve this question type. You just need to study the context surrounding the word. Usually, you just read the sentence where the highlighted word is mentioned, and then read a few sentences that come before it.

The following mention the most frequently-appeared pronoun referents and its typical questions.

1. Subject pronoun: it, they
2. Object pronoun: it, them
3. Demonstrative pronoun: these, those, this, that
4. Possessive adjectives: its, their
5. Other reference words: the former, the latter, one, ones, another, other, others.

### PRONOUN REFERENTS

(Taken from Phillips, D. 1952)

PRONOUN REFERENTS	
HOW TO IDENTIFY THE QUESTION	The pronoun “...” in line X refers to which of the following?
WHERE TO FIND THE ANSWER	The line where the pronoun is located is generally given in the question. The noun that the pronoun refers to is generally found before the pronoun.
HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> <li>1. Find the pronoun in the passage (The line where the pronoun can be found is generally stated in the question.)</li> <li>2. Look for nouns that come before the pronoun.</li> <li>3. read the part of the passage before the pronoun carefully.</li> <li>4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices.</li> </ol>

*Example 1*

Economic contact between Native Americans and Europeans can be traced back to the English and French fishermen off the coast of Canada in the 1500s. **They** traded guns and other weapons for beaver fur. The first explorers to trade with the Native Americans were Giovanni da Verrazano and Jacques Cartier in the 1520s and 1530s. In Verrazano's book he notes, "If we wanted to trade with them for some of their things, they would come to the seashore on some rocks where the breakers were most violent while we remained on the little boat, and they sent us what they wanted to give on a rope, continually shouting to us not to approach the land.

1. The word 'They' in line 3 refers to?

- A. English and French fishermen
- B. Beavers
- C. Europeans
- D. Traits and characteristics

It is referring to who traded guns and other weapons for beaver fur. A and B are in the passage but do not trade for beaver fur. So, C is the best answer

*Example 2*

A tornado is created when warm, moist air rises from the ground and comes into contact with a mass of colder air at the bottom of a thundercloud. The rising air pushes against the colder air, and the rotation of the earth causes the air to spin, in much the same way that water in a sink spins as it goes down a drain. The pressure at the center of a tornado is much lower than that in the air surrounding the tornado. The low pressure creates a funnel in the middle of the tornado, which causes destruction by acting much like a vacuum cleaner and sucking up whatever is in its path.

1. The word it in line 5 refers to:

- A. way
- B. water
- C. sink
- D. drain

In this example, you are asked to find the referent for the subject pronoun it. You should study the context around the singular pronoun it and look for a singular noun in front of it that fits into the context. The context around the pronoun states that water in a sink spins as it goes down a drain. From this context, it can be determined that it refers to water because it is water that goes down a drain.

**Activity 6. EXERCISES**

A tornado is created when warm, moist air rises from the ground and comes into contact with a mass of colder air at the bottom of a thundercloud. The rising air pushes against the colder air, and the rotation of the earth causes the air to spin, in much the same way that water in a sink spins as it goes down a drain.

The pressure at the center of a tornado is much lower than that in the air surrounding the tornado. The low pressure creates a funnel in the middle of the tornado, which causes destruction by acting much like a vacuum cleaner and sucking up whatever is in its path.

1. The word 'that' in paragraph 2 refers to

- A. pressure
- B. center
- C. tornado
- D. air

2. The word 'which' in paragraph 2 refers to

- A. funnel      B. middle      C. tornado      D. vacuum cleaner

"... These laws are universal in their application, regardless of cultural beliefs, geography, or climate. If pots have no bottoms or have large openings in their sides they could hardly be considered containers in any traditional sense. Since the laws of physics, not some arbitrary decision, have determined the general form of applied-art objects, they follow basic patterns, so much so that functional forms can vary only within certain limits..."

3. The word "their" in line two refers to

- A. laws      B. application      C. cultural beliefs      D. pots

4. The word they in line five refers to:

- A. applied-art objects      B. the laws of physics  
C. containers      D. the sides of pots

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

5. The pronoun "It" in line 2 refers to

- A. the equinox      B. the Sun  
C. the Harvest Moon      D. the night

6. The pronoun "they" in line 3 refers to

- A. farmers      B. nights  
C. times of the year      D. northern and Southern Hemispheres

Mardi Gras, which means "Fat Tuesday" in French, was introduced to America by French colonists in the early eighteenth century. From that time it has grown in popularity, particularly in New Orleans, and today it is actually a legal holiday in several southern states. The Mardi Gras celebration in New Orleans begins well before the

actual Mardi Gras Day. Parades, parties, balls, and numerous festivities take place throughout the week before Mardi Gras Day; tourists from various countries throughout the world flock to New Orleans for the celebration, where they take part in a week of nonstop activities before returning home for some much-needed rest.

7. The pronoun "it" in line 2 refers to

- A. Mardi Gras      B. French      C. that time      D. New Orleans

8. The pronoun "they" in line 6 refers to

- A. numerous festivities      B. tourists      C. various countries      D. nonstop

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

9. The pronoun "They" in line 3 refers to

- A. the business days      B. these statistics  
C. stocks and bonds      D. four different types

10. The pronoun "it" in line 9 refers to

- A. the industrial average      B. an investor  
C. the state of the stock market      D. an investment

## 8.2. Reading for Specific Information

Reading for specific information, which includes academic reading, differs from pleasure reading. You may read a novel for fun, but the purpose of academic reading is to gain information. Therefore, you need to have some techniques to find the specific information, such as scanning and skimming.

### Activity 7. Participating in Classroom Discussion

1. How do you best use your dictionary to look up meaning of a word? Let's say the meaning of 'pathetic,' do you start exploring from list of words started by A or you directly jump to that by P? Why?
2. How do you cope with reading a very long text to find out specific information but you only have few seconds to go? Do you read the text completely even when you know you do not have enough time?

The technique *scanning or looking for specific information* is very useful when you know exactly what you are looking for in a text. Since you have a very specific goal in mind, when you read, you only read the relevant part(s) and ignore the irrelevant. You could start by making a list of points you would like to locate in a text. The list will help you find the relevant points in the text. Now, before you do some practice, read the tips in the following section. You could use the list as an exercise for scanning.

To do scanning, you have to start with predicting one or two tips that you think are relevant to scanning. You could either write them down or remember them. Then you need to read and see if the following list contains your prediction. If you find it the one, then you may ignore the rest. Below is given a list of tips on locating specific information

1. Keep in mind what you want to locate in a text.
2. Jot down on a piece of paper a few key words that are related to the topic you want to explore in a text. When you read, look for those key words. Slow down when you see them. After some practice, you could perform this 'anticipation-confirmation of anticipation' process mentally instead of actually writing the key words.
3. DON'T read every word.
4. Make use of headings. If you read a book, use the contents page or the index. If you read an article, make use of the headings and sub-headings to help you locate the information you want.
5. Set a time limit for yourself. If you cannot find anything relevant after the set time, the text probably does not provide what you want.
6. DON'T use a dictionary unless you are very sure the word in doubt is related to the information you are looking for.

### **Activity 8. Scanning**

*Read the text carefully and answer the questions below!*



## PRAMBANAN TEMPLE



Prambanan is the largest Hindu temple located in Central Java, Indonesia, It is approximately 18 km east of Yogyakarta. The temple is a UNESCO World Heritage Site and is one of the largest Hindu temples in south-east Asia.

The temple is easily reachable by visitors either by foot or by provided vehicles. The path before reaching the main building is approximately 1 kilometer. The main building is so unique. There are so many temples there. The shape is all characterized by its high and pointed architecture, typical of Hindu temple architecture, and by the 47 meter high central building inside a large complex of individual temples. The structure is so awesome. It is chained by none of modern materials but the maintenance is so strong. The main surface of the building is fulfilled by ash but it does not alleviate the beauty of the temple at all.

The original building is still preserved though it has many renovations. The temple was ever damaged during the earthquake in Java in 2006. It caused some destruction. Early photos suggest that although the complex appears to be structurally intact, the damage is significant. Large pieces of debris, including carvings, were scattered over the ground. The temple was closed to the public for a quite long time. It is now already open for public after many renovations.

**Source:** *Tourismdestinations.blogspot.com*

1. In what paragraph can you find the information about Prambanan's structure?
2. How many kingdoms were involved during the Prambanan's building process?
3. How many years were needed to complete the reconstruction?
4. What does the last paragraph tell you about?
5. Which paragraph tells you about the process of building the temple?
6. What does the word "it" in line 8 refer to?
7. What does the word "it" in line 12 refer to?

8. What tense is used in the text?

### C. EXERCISES

*Answer the following questions.*

Bioluminescence, defined as the emission of visible light by living organisms, is a characteristic of many near-surface ocean creatures. Most of these creatures produce light when they are irritated by something around them. Scientists have produced light the way these animals do, but the light which is produced by living creatures in the dark will always be beautiful.

There are about forty main kinds of organisms that produce bioluminescence. Of these organisms, fireflies are the best known as insects that have lights. Fireflies can control their lights so that they serve as signals between males and females. Other insects such as the cucujo beetle and the lantern fly, which are found in tropical forests, produce a very intense light. It is so bright that an army surgeon once performed an operation under the light of a beetle.

1. Where in the passage does the author give a definition?  
A. Paragraph 1, lines 1-2                      B. Paragraph 1, lines 3-4  
C. Paragraph 2, lines 1-2                      D. Paragraph 2, line 3-4
2. Where in the passage does the author mention the use of the insect light to illuminate surgery?  
A. Paragraph 1, lines 2-3                      B. Paragraph 1, lines 1-2  
C. Paragraph 2, lines 3-4                      D. Paragraph 2, lines 6-8

The word citizen comes from the Latin word *civitas*, meaning membership of a city. Today, citizenship refers mainly to membership in a nation. Citizenship is also called nationality, a full membership in a nation. But nationality has a wider meaning and implies a right to protection by one's own country when visiting another country. Almost all people have citizenship in at least one country.

Citizens have certain rights and duties. The rights of citizens differ from nation to nation. Many nations have constitutions that provide for basic rights known as civil rights, which include freedom of speech, freedom of religion, and freedom of assembly. In order to vote, citizens must be registered and must have reached the minimum age. Like citizens' rights, the duties of citizens also differ from one nation to another. Most governments demand that citizens pay taxes, defend their countries, and obey its laws.

3. Where in the passage does the author discuss the origin of the word citizen?

- A. Lines 1-2    B. Lines 3-5    C. Lines 6-7    D. Lines 10-11

4. Where in the passage does the author mention the obligations of a citizen?

- A. Paragraph 1, line 2    B. Paragraph 1, line 5  
 C. Paragraph 2, lines 1-2    D. Paragraph 2, lines 7-8

Coral is a limestone formation formed in the sea by millions of tiny animals. Coral formations may look like large domes, small irregular crusts, or tiny organ pipes. The living coral forming animals become the color of the coral: beautiful shades of tan, orange, yellow, purple, and green. Most coral-forming animals feed at night on plankton and other small organisms. Poison cells released from their tentacles paralyze these small creatures before they are captured. In addition, hair-like structures around their mouths assist in gathering nutrients.

When these animals die, they leave limestone "skeletons" that form the foundations of barriers and ridges in the sea called coral reefs. The reefs are mostly found in warm, shallow tropical seas because they cannot live in water colder than 18° C. Coral reefs abound throughout the South Pacific, in the Caribbean Sea, in the East Indies and in the Indian Ocean. They also form around Madagascar, along the Florida coast, and along the tropical coast of Brazil.

There are three kinds of coral reefs: (1) fringing reefs; (2) barrier reefs; and (3) atolls. Fringing reefs extend from the shore into the sea. Barrier reefs follow the shoreline and form a barrier between the water near the shore and the open sea. An atoll is a ring-shaped coral island in the open sea.

5. Where in the passage does the author describe how coral-producing animals find food?

- A. Paragraph 1, line 1    B. Paragraph 1, lines 3-4  
 C. Paragraph 1, lines 4-5    D. Paragraph 1, lines 6-8

6. Where in the passage does the author explain why and where coral reefs are formed?

- A. Paragraph 1, lines 2-3    B. Paragraph 2, lines 1-2  
 C. Paragraph 2, lines 3-4    D. Paragraph 2, lines 6-8

7. Where in the passage does the author describe the different kinds of reefs?

- A. Paragraph 1, lines 7-10    B. Paragraph 2, lines 5-7  
 C. Paragraph 3, lines 2-3    D. Paragraph 3, lines 1-2

Civil rights are the freedoms and rights that a person may have as a member of community, state, or government. Civil rights include, among others, freedom of speech, freedom of the press, freedom of religion, the right to peaceful assembly, and equal rights and opportunities for all people regardless of race, sex, religion, age or disability.

In some countries, civil rights are protected by law and custom. The constitutions of these countries have bills of rights that describe basic liberties and rights. Courts of law decide whether a person's civil rights have been violated. In other countries, the governments claim to respect and guarantee civil rights, but such claims differ greatly from actual conditions. In these countries, the people are denied such basic rights as freedom of speech and of the press, even though their constitutions guarantee these rights. Because of this contradiction, activists of civil rights hold campaigns to gain their rights. Civil rights campaigns consist mostly of public meetings, marches, and other forms of protests, such as people sitting down on a public highway. They also include taking test cases to court and lobbying members of the legislative body in an effort to change legislation. Such campaigns make people aware of the issues and demonstrate popular support.

All civil rights have limits so that people do not use their freedoms to violate the rights of other people. For example, a person may use freedom of speech as long as his speech will not lead to the violent overthrow of the government. In addition, a person may not use civil rights to justify actions that might seriously harm the health, welfare, safety, or morals of others.

8. In what lines does the author mention the kinds of civil rights?
- A. Paragraph 1, lines 1-2  
B. Paragraph 1, lines 2-6  
C. Paragraph 2, lines 11-13  
D. Paragraph 3, lines 4-7
9. In what lines does the author mention that in some countries people cannot apply their rights?
- A. Paragraph 2, lines 2-3  
B. Paragraph 2, lines 6-7  
C. Paragraph 2, lines 8-10  
D. Paragraph 2, lines 12-14
10. Where in the passage does the author mention the effect of civil right campaigns?
- A. Paragraph 2, line 3  
B. Paragraph 2, lines 6-8  
C. Paragraph 2, lines 14-15  
D. Paragraph 3, lines 2-4
11. Where in the passage does the author describe the restrictions of civil rights?
- A. Paragraph 2, line 1  
B. Paragraph 2, lines 8-10  
C. Paragraph 2, lines 12-13  
D. Paragraph 3, lines 4-6

Law is a set of enforced rules under which a society is governed. Law is a basic social institution, one of the most necessary. No society could exist if all the people did just as they pleased, without regard of the rights of others. Nor could a society exist if its members did not recognize their certain obligations toward one another. The law thus establishes the rules that define a person's rights and obligations. The law also sets penalties for those who violate it and states how the government should enforce the rules and penalties.

In most societies, various government bodies, especially police agencies and courts, see to it that people obey the laws. Because people can get a penalty for disobeying the law, most of them agree that laws should be just. Justice is a moral standard that applies to all human conduct. The laws enforced by governments usually have a strong moral element, and so justice has generally been one of the law's guiding principles. But governments can, and sometimes do, enforce laws that many people believe to be unjust. If this belief becomes widespread, people may lose respect for and may even disobey them. But in democratic societies, the law itself provides ways to amend or abolish unjust laws.

Law can be divided into two main branches: private and public. Private law deals with the rights and obligations people have in their relations with one another, while public law concerns the rights and obligations people have as members of society and as citizens. Both private law and public law can be subdivided into several branches. However, they are closely related, and in many cases, overlap.

12. Where in the passage does the author discuss the importance of law?

- A. Paragraph 1, line 1
- B. Paragraph 1, line 2
- C. Paragraph 2, lines 4-5
- D. Paragraph 2, lines 5-7

#### D. REFERENCES

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*Tourismdestinations.blogspot.com*

## MEETING 9 TRANSITION QUESTIONS

### A. OBJECTIVES

After studying this material, students are able to:

1. determine what probably came before or after the reading passage

### B. MATERIAL DESCRIPTION

#### Activity 1. Participating in Classroom Discussion

Read the following text.

*“ ...My alarm clock was set for PM instead of AM. I woke up really late. I just threw on some clothes and ran out the door. I went to school in super-hurry. I went to school by bike.*

*I rode my bike as fast as I could. I thought I was going to be late. When I got there, everyone was outside and there were firetrucks all lined up in front of the school. I guess somebody pulled the fire alarm before class started. It worked out though, because nobody really noticed or minded that I was tardy.”*

(adopted from <https://wiki.ezvid.com/m/5-examples-of-chronological-order-VGhX33rsoXsfk>)

A key quality of an effective passage is unity. A unified passage sticks to one or more ideas in each paragraph in which every sentence contributes to the central purpose and main idea. Those paragraphs need to be clearly connected so that readers can follow along, recognizing how one idea leads to the next. A passage with clearly connected paragraph within connected sentences is said to be coherent. To make it so, transitional words are needed.

#### Activity 2. Learning Transitional words

Transitional words are chosen to be written in a text for some purposes. They are accordingly grouped to their respective purpose as follows:

##### 1. To add extra information

and also	finally	likewise
additionally	first, second, third,	moreover
alternatively	and etc	not only
and then	following this	but also...
apart from	further	not to mention
as well	furthermore	or
as well as	indeed	then
besides	in addition (to)	too
besides that	in fact	

coupled with equally important	last, lastly last but not least	what is more
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## 2. To give examples

for example	in particular	specifically
as an example	in this situation	such as
chiefly	including	take the case of
for instance	markedly, namely,	to demonstrate
especially	notably	to illustrate
illustrated with	on this occasion	as an
in this case	particularly	illustration
in another case	in particular	

## 3. To clarify the information you have presented

above all I mean	in other words
in this case	that is to say
to put it	in another way
under certain circumstances	up to a point
what I mean is	

## 4. To present consequence

accordingly	as a result	consequently
for this reason	for this purpose	hence, thus
in that case	otherwise	so then
subsequently	therefore	therefore
thereupon	under those circumstances	

## 5. To generalize information and facts

As a rule  
As usual  
For the most part  
Generally speaking  
Ordinarily

## 6. To compare and contrast

But	by the same token	by way of contrast
Conversely	equally	however
in contrast	in a like manner	instead

likewise	nevertheless	on one hand
on the other hand	on the contrary	rather similarly
still though	whereas	
while	yet	

**7. To present sequential information**

Afterward	the meantime	first of all
at the same time earlier	to begin with	first/second/third/last/lastly
now	simultaneously	the next step
in the first place	at first	then
in turn	in time	soon
later on	for the time being	while
next	for	meanwhile
		later

**8. To summarize**

after all	all in all	all things considered
as final point	briefly	altogether
by and large	finally	in a word
in any case	in any event	in brief
in conclusion	in short	in summary
in the end	in the final analysis	in the long run
lastly	on balance	on the whole overall
to conclude	to put it briefly	to sum up
to summarize		

(Source: <http://i-courses.org/docs/TOEFL%20iBT%20Transitional%20Words>)

It is important to understand the author's text organization to assist you in improving your ability to read academic passages. By recognizing organizational structure, you also can better understand academic writing. A text is generally organized by introduction, body, and conclusion. An introduction defines the subject and often uses a predictor to divide it into subtopics. The body is where each of the subtopics is discussed. Conclusion, on the other hand, contains a summary; a statement indicating the importance of the information, and a transition to the next section.

**Activity 3. Learning Transition Questions**



You will sometimes be asked to determine what a probably came before the reading passage (in the preceding paragraph) or what probably comes after the reading passage (in the following paragraph). Of course, the topic of the preceding or following paragraph is not directly stated, and you must draw a conclusion to determine what probably is in the paragraph. This type of question asks you to demonstrate that you understand that good writing contains transition from one paragraph to the next. A paragraph may start out with the idea of the previous paragraph as a way of linking the ideas in the two paragraphs. A paragraph may also end with an idea that will be further developed in the following paragraph.

**TIPS FOR ANSWER THE TRANSITION QUESTION CORRECTLY**

(Taken from Phillips, D. 1952)

1.	How to identify the question	The paragraph <b>preceding</b> the passage probably discusses
		What is the most likely in the paragraph <b>following</b> the passage?
2.	Where to find the answer	The answers can generally be found in the first line of the passage for a preceding question.
		The answer can generally be found in the last line for a following question
3.	How to answer the question	Read the first line for a <i>preceding</i>
		Read the last line for a <i>following</i>
		Draw a conclusion about what comes before or after.
		Choose the answer that is reflected in the first or last line of the passage.

**C. EXERCISES ON Transition Questions**

Another myth of the oceans concerns Davy Jones, who in folklore is a mean-spirited sovereign of the ocean’s depths. The name “ Jones” is thought by some etymologists to have been derived from the name “ Jonah” , the Hebrew prophet who spent three days in a whale’s belly.

According to tradition, any object that goes overboard and sinks to the bottom of the ocean is said to have gone to Davy Jones’s locker, the ocean-sized, mythical receptacle for anything that falls into the water. Needless to say, any sailor on the seas is not so eager to take a tour of Davy Jones’s locker, although it might be a rather interesting trip considering all the treasures located there.

1. The paragraph **preceding** this passage most probably discusses
  - A. the youth of Davy Jones
  - B. Davy Jones’s career as a sailor
  - C. a different traditional story from the sea
  - D. preparing to travel on the ocean

Carbon tetrachloride is a colorless and inflammable liquid that can be produced by combining carbon disulfide and chlorine. This compound is widely used in industry today because its effectiveness as a solvent as well as its use in the production of propellants.

Despite its widespread use in industry, carbon tetrachloride has been banned for home use. In the past, carbon tetrachloride was a common ingredient in cleaning compounds that were used throughout the home, but it was found to be dangerous : when heated, it changes into a poisonous gas that can cause severe illness and even death if it is inhaled. Because of this dangerous characteristic, the United States revoked permission for the home use of carbon tetrachloride in 1970. The United States has taken similar action with various other chemical compounds.

2. The paragraph following the passage most likely discusses
- A. Additional uses of carbon tetrachloride
  - B. The banning of various chemical compounds by the U.S government
  - C. Further dangerous effects of carbon tetrachloride
  - D. The major characteristic of carbon tetrachloride

The locations of stars in the sky relative to one another do not appear to the naked eye to change, and as a result stars are often considered to be fixed in position. Many unaware stargazers falsely assume that each star has its own permanent home in the nightmare sky.

In reality, though, stars are always moving, but because of the tremendous distances between stars themselves and from stars to earth, the changes are barely perceptible here. An example of a rather fast moving star demonstrates why this misconception prevails; it takes approximately 200 years for a relatively rapid star like Bernard's star to move a distance in the skies equal to the diameter of the earth's moon. When the apparently negligible movement of the stars is contrasted with the movement of the planets, the stars are seemingly unmoving.

3. The paragraph following the passage most probably discusses
- A. The movement of the planets
  - B. Bernard's star
  - C. The distance from earth to the moon
  - D. Why stars are always moving

The next hormone is epinephrine, or adrenaline. This hormone is a natural secretion of the adrenal glands in the human body. Its primary function in the human body is to assist the body in coping with sudden surges of stress. When a person unexpectedly finds himself in a stressful situation filled with fear or anger, a large amount of epinephrine is released into the blood and the body responds with an

increased heartbeat, higher blood pressure, and conversion of glycogen into glucose for energy to enable the body to deal with the stress.

It is possible to extract epinephrine from the adrenal glands of animals or to synthesize it chemically in order to put it to further use. It is used in the treatment of severe asthma, where it relaxes the large muscles of the bronchi, the large air passages leading into the lungs. It is also used in cases of severe allergic reaction or cardiac arrest.

4. The paragraph preceding the passage most probably discusses
- A. Further uses of epinephrine
  - B. The treatment of cardiac arrest
  - C. A different hormone
  - D. The secretions of the adrenal glands

Sunlight appears to have no colors. We call it white light. It is really made up of different colors. When you see a rainbow, you see white light that has traveled through millions of falling raindrops.

White light is a mixture of all the colors of the rainbow, orange, yellow, green, blue and violet. When white light in a drop of rain, it changes direction is called refraction. Some orange colors in the light change direction more than other and so the white light separate into its different colors.

5. The paragraph following the passage most probably discusses
- A. White light
  - B. Falling raindrops
  - C. The change direction
  - D. The mixture of color

Up to now, confessions that have been obtained from defendants in a hypnotic state have not been admitted into evidence by courts in the United States. Experts in the field of hypnosis have found that such confessions are not completely reliable. Subjects in a hypnotic state may confess to crimes they did not commit for one of two reasons. Either they fantasize that they committed the crimes or they believe that others want them to confess.

A landmark case concerning a confession obtained under hypnosis went all the way to the U.S. Supreme Court. In the case of *Layra V. Denno*, a suspect was hypnotized by a psychiatrist for the district attorney; in a posthypnotic state the suspect signed three separate confessions to a murder. The Supreme Court ruled that the confessions were invalid because the confessions had been the only evidence against him.

6. This passage would probably be assigned reading in a course on

- A. American law
- B. psychiatric healing
- C. parapsychology
- D. philosophy

The next hormone is epinephrine, or adrenaline. This hormone is a natural secretion of the adrenal glands in the human body. Its primary function in the human body is to assist the body in coping with sudden surges of stress. When a person unexpectedly finds himself in a stressful situation filled with fear or anger, a large amount of epinephrine is released into the blood and the body responds with an increased heartbeat, higher blood pressure, and conversion of glycogen into glucose for energy to enable the body to deal with the stress.

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7. The paragraph preceding the passage most probably discusses
- A. further uses of epinephrine
  - B. the treatment of cardiac arrest
  - C. a different hormone
  - D. the secretions of the adrenal glands

The locations of stars in the sky relative to one another do not appear to the naked eye to change, and as a result stars are often considered to be fixed in position. Many unaware stargazers falsely assume that each star has its own permanent home in the nighttime sky.

In reality, though, stars are always moving, but because of the tremendous distances between stars themselves and from stars to Earth, the changes are barely perceptible here. An example of a rather fast-moving star demonstrates why this misconception prevails; it takes approximately 200 years for a relatively rapid star like Bernard's star to move a distance in the skies equal to the diameter of the earth's moon. When the apparently negligible movement of the stars is contrasted with the movement of the planets, the stars are seemingly unmoving.

8. The paragraph following the passage most probably discusses
- A. the movement of the planets
  - B. Bernard's star
  - C. the distance from earth to the moon
  - D. why stars are always moving

The next artist in this survey of American artist is James Whistler; he is included in this survey of American artist because he was born in the United States, although the majority of his artwork was completed in Europe. Whistler was born in Massachusetts in 1834, but nine years later his father moved the family to St. Petersburg, Russia, to work on the construction of a railroad. The family returned to the United States in 1849. Two years later Whistler entered the U.S. military academy at West Point, but he was unable to graduate. At the age of twenty-one Whistler went to Europe to study art despite familial objections, and he remained in Europe until his death.

Whistler worked in various art forms, including etchings and lithographs. However, he is most famous for his paintings, particularly *Arrangement in Gray and Black No. 1: Portrait of the Artist's Mother or Whistler's Mother*, as it is more commonly known. This painting shows a side view of Whistler's mother, dressed in black and posing against a gray wall. The asymmetrical nature of the portrait, with his mother seated off-center, is highly characteristic of Whistler's work.

9. The paragraph preceding this passage most likely discusses
- A. A survey of eighteenth-century art
  - B. a different American artist
  - C. Whistler's other famous paintings
  - D. European artists
10. The paragraph following this passage most likely discusses
- A. Further characteristic of Whistler's work
  - B. Whistler's love to his mother
  - C. Whistler's artworks
  - D. Whistler's passion on art

#### **D. REFERENCES**

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## MEETING 10 IMPLIED DETAIL QUESTIONS

### A. OBJECTIVES

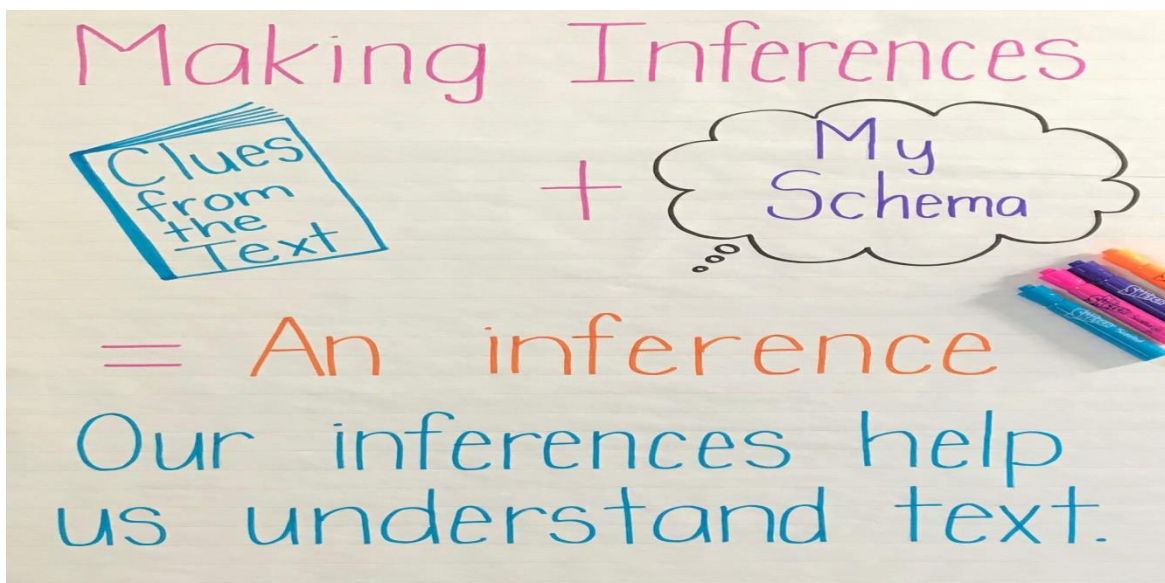
After studying this material, students are able to:

1. imply answers as they are not directly stated in the passage

### B. MATERIAL DESCRIPTION

#### Activity 1. Participating in Classroom Discussion

1. Have you ever concluded something your relatives or friends never explicitly say to you?
2. Why did you draw conclusion?
3. How did you draw conclusion?
4. What if you did not draw conclusion to it?



#### Activity 2. Learning about Inferences

Just as a scientist can make conclusion from research, a careful reader can draw inferences from reading. An inference is a logical conclusion you can make by using information given to you. In reading, a text may not state a conclusion directly, but it provides

information that the reader can use to make a plausible, or likely, conclusion. Read the following example:

*“The number of obese youths grows 10 percent every year,” says Aimin hospital director Shi Lidong. “It’s partly because they are spoiled by doting parents and grandparents.”*

Here are plausible Inferences:

1. Some Chinese parents and grandparents use food to spoil their children.
2. Therefore, in some Chinese families, food must be a positive thing, a treat, or a reward to children.
3. Also, the standard of living in China is probably high enough for families to provide children with excess food.

MAKING INFERENCES 20



A. Are they jumping off a mountain or out of a plane?  
B. Does their backpack have a parachute or school supplies?  
C. Are they more likely to be tourists or in the military?

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Inference questions ask about the meaning of a line, paragraph, or even an entire passage. The ideas being asked about are not directly stated in the text, which mean that inference questions often include the phrases “could be interpreted to mean” or “suggests that.” However, the answers to these questions cannot be subjective or ambiguous. There are three main kinds of inference questions: **deduction, speculation, and examination.**

### 1: Deduction

Inference questions that fall into this subcategory ask you to fill in missing information. The gist of most of the questions is "If something is said in the passage, what is the logical

extension?" Deduction questions are very close to detail questions, except that you must make a logical deduction, rather than relying only on information in the passage.

## **2. Speculation**

These inference questions ask you to speculate about the meaning (or "suggested" meaning) of a statement, description, or something else in the passage. In some ways, these are similar to function questions, but the answers the SAT is looking for are very different.


## **3: Examination**

Inference questions which fall into the examination subcategory question you about the internal life (thoughts, feelings, motivations) of the narrator, author, or someone mentioned in the passage. They can mostly be summed up as asking "What would [this person] think about [that thing]?" Examination questions are the most complicated type of inference questions, because they ask you to get into the head of the author/narrator/character/other person mentioned in the text. You will often see these sorts of questions on paired passages. Here are some tips to answer such typical questions:

1. Inference questions ask you to deduce, speculate, and examine based on evidence directly stated in the text.
2. In order to successfully answer inference questions, you must make sure you understand the question
3. Look for context to help if the lines/words mentioned in the question aren't enough
4. Answer the question in your own words before looking at the SAT' s answer choices
5. Answer questions in an order that makes sense and is not confusing/disorienting
6. Eliminate three wrong answers



Make an inference - What is it?



Clue:  
This helped  
people talk to  
each other  
when they  
weren't in the  
same room.

What do you infer it is? **14**

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**Activity 3. Choosing correct plausible inferences**

*Read the two possible inferences you might draw from the information in the reading, and put a check mark next to the one you think is the most plausible.*

1. Ten food groups were difficult for consumers to remember, so these groups were trimmed to four food groups by the U.S government by the late 1950s.

The U.S. government thought people were having a hard time understanding so many food groups.

There are really only four food groups.

2. In developed countries, food guides tend to promote a diet that prevents chronic disease. In developing countries, however, the goal of the food guide is to promote a diet that provides nutrients to safeguard against malnutrition.
- \_\_\_\_\_ People from developing countries don't have chronic disease.
  - \_\_\_\_\_ People from developing countries worry about malnutrition.
3. Mexico's chalice graphic illustrates the importance of water for overall health by placing "water" at the top and largest section of the chalice. Mexico has one of few food guides that characterize water as a principal part of the diet.
- \_\_\_\_\_ Water is in short supply in Mexico.
  - \_\_\_\_\_ Mexico has a lot of water.
4. Budi is one of the many Indonesians and foreign patients who have checked into the Aimin Obesity Reduction Hospital to lose weight and gain self-esteem.
- \_\_\_\_\_ Obese people have problems with their self-image.
  - \_\_\_\_\_ In Indonesian society, obesity is viewed as a positive characteristic.
5. Forty to fifty years back, children used to engage in more of outdoor activities.
- \_\_\_\_\_ Today's children have many more interesting indoor activities.
  - \_\_\_\_\_ Children today get a lot of physical exercise.

#### **Activity 4. Learning about Inferences**

you will sometimes be asked to answer a multiple choice question about a reading passage by drawing a conclusion from a specific detail or details in the passage. Questions of this type contain the words *implied*, *inferred*, *likely*, or *probably* to let you know that the answer to the question is not directly stated. In this type of question, it is important to understand that you do not have to "pull the answer out of thin air." Instead, some information will be given in the passage, and you will draw a conclusion from that information. Look at a multiple choice example of an implied detail question. The following chart outlines the key information that you should remember about implied detail questions:

**IMPLIED DETAIL QUESTIONS**

(Taken from Phillips, D. 1952)

HOW TO IDENTIFY THE QUESTION	<i>It is implied in the passage that....</i> <i>It can be inferred from the passage that....</i> <i>It is most likely that ....</i> <i>What probably happened... ?</i>
WHERE TO FIND THE ANSWER	The answers to these questions are generally found in order in the passage
HOW TO ANSWER THE QUESTION	1. Choose a key word in the question. 2. Scan the passage for the key word (or a related idea). 3. Carefully read the sentence that contains the key word. 4. Look for an answer that could be true, according to that sentence

**Activity 5. EXERCISE**

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

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

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

- A. the building was poorly constructed
- B. people go in and out so often
- C. the building moves in the wind
- D. there is water in the sinks

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

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

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

Pure corundum is clear, but pure corundum is rarely found in nature. If small amounts of the chemical substance chromic oxide ( $\text{Cr}_2\text{O}_3$ ) got into the crystal structure when it formed millions of years ago, then the corundum turned a deep, rich red and became ruby.

Red is not the only color that corundum can take on. Other chemical substances enter into the crystal structure of corundum, and it can take on a variety of other colors. Most people associate blue with sapphires, and certainly when corundum contains impurities that turn it blue, it is called sapphire. However, corundum can have a variety of other colors—e.g., green or purple and still be called sapphire.

7. It can be inferred from the passage that corundum is

- A. the hardest mineral in the world
- B. not as hard as sapphire
- C. the second hardest mineral
- D. a rather soft mineral

8. Chromic oxide is probably what color?

- A. Clear
- B. Blue
- C. Red
- D. Green

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

9. It is *implied* in the passage that if a tree has 100 wide bands and 100 narrow bands, then it is

- A. a century old
- B. two centuries old
- C. fifty years old
- D. two hundred years old

“Madame,” said Akira, “forgive my disruption, but I come with a matter of urgency.” His voice was soft, refined. He straightened and stole a deferential peek at her face. In the dim light his eyes shone with sincerity. Chie felt herself starting to like him. “Come inside, get out of this nasty night. Surely your business can wait for a moment or two.” “I don’t want to trouble you. Normally I would approach you more properly but I’ve received word of a position. I’ve an opportunity to go to America, as dentist for Seattle’s Japanese community.”

10. Which reaction does Akira most fear from Chie?

- A. She will consider his proposal inappropriate.
- B. She will mistake his earnestness for immaturity.
- C. She will consider his unscheduled visit an imposition.
- D. She will underestimate the sincerity of his emotions.

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## MEETING 11

### LISTENING – SHORT CONVERSATION: IDIOMS

#### A. LEARNING OBJECTIVES

In this meeting, students will learn about idioms in short conversation. At the end of the lesson, students are expected to be able to:

1. understand the meaning of the idioms
2. explain the meaning of the idioms
3. use the idioms in daily conversation

#### B. MATERIAL DESCRIPTION

There are many kinds of idiomatic expressions in English. In TOEFL exams especially, many of the idiomatic expressions are two- or three-word verbs, such as *call off* and *look out for*. Look at the following sample item;

You will hear:

F1 : *I wonder where Mike is.*

M1 : *He'll show up as soon as the work is done, I bet.*

M2 : *What does the man say about Mike?*

You will read:

- (A) He probably won't arrive until the work is finished.
- (B) He went to a show instead of going to work.
- (C) He can show them how to do the work.
- (D) He'll probably work late today.

The correct answer is A. The idiom *show up* means "arrive." Choices (B) and (C) contain the word show, but it is not used in the idiomatic sense.

In most dialogs, the second speaker uses the idiomatic expression. Most questions about this type of dialog are questions about meaning ("What does the man mean?" for example), but some are inference questions or other types of questions. The correct answer often contains a synonym for the idiom (arrive for show up in choice (A) of the Sample Item). Incorrect choices often contain references to the literal meaning of idioms, as in choices (B) and (C).

However, memorizing these phrases does not guarantee that you will recognize all the idiomatic expressions that you will hear in the Listening Comprehension section. There are, after all, thousands of these expressions in English. You must develop "a good ear" for guessing the meaning of idioms. The context of the sentence will help you understand the expression, even if you're unfamiliar with it.

## C. EXERCISES

### PART I.

**Focus:** Recognizing synonyms for idiomatic expressions.

**Directions:** Listen to the spoken statements. Each contains an idiomatic or figurative expression which is written out. First decide which of the two choices best answers the question and mark the appropriate answer, (A) or (B). Then underline the phrase in the correct answer that has the same meaning as the idiom. If necessary, rewind the audio and listen to the exercise again. The first one has been done as an example.

))) Now start the audio.

1. Get into hot water

\_\_\_\_\_ (A) She was in trouble.

\_\_\_\_\_ (B) She took a warm bath.

2. Run into

\_\_\_\_\_ (A) He met Caroline unexpectedly at the coffee shop.

\_\_\_\_\_ (B) Caroline and I jogged to the coffee shop.

3. Hit it off

\_\_\_\_\_ (A) He and Chuck argued as soon as they met.

\_\_\_\_\_ (B) He and Chuck quickly became friends.

4. A piece of cake

\_\_\_\_\_ (A) The exam was simple.

\_\_\_\_\_ (B) She had a snack after the test.

5. At the top of a hat

\_\_\_\_\_ (A) He can't leave until he finds his hat.

\_\_\_\_\_ (B) He's ready to leave immediately.

6. On edge

\_\_\_\_\_ (A) He walks back and forth when he's nervous.

\_\_\_\_\_ (B) He likes to walk along the edge.

7. Under the weather

\_\_\_\_\_ (A) She didn't want to practice because of the bad weather.

\_\_\_\_\_ (B) She wasn't there because she felt a little sick.



8. Take after

\_\_\_\_\_ (A) He looks like his grandfather.

\_\_\_\_\_ (B) He takes care of his grandfather.

9. For good

\_\_\_\_\_ (A) He doesn't want the professor to quit teaching permanently.

\_\_\_\_\_ (B) He hopes Professor Holmes has a good reason for quitting.

10. give a hand with

\_\_\_\_\_ (A) Hand her the box.

\_\_\_\_\_ (B) Help her carry the box.

11. A stone's throw from

\_\_\_\_\_ (A) He likes to throw rocks in the park.

\_\_\_\_\_ (B) He lives close to the park.

12. Not think much of

\_\_\_\_\_ (A) She didn't consider it.

\_\_\_\_\_ (B) She didn't like it.

## PART II

**Focus:** Understanding dialogs involving idiomatic and figurative expressions.

**Directions:** Look over the idiomatic expressions listed before each set of items. If you are unfamiliar with any of the idioms, you may want to look them up in the Mini-Lessons for Section 1 that follow the Listening Comprehension section of this book (pages 81-100). The dialogs each contain one of the listed expressions. Listen to the dialogs and mark the one answer choice, (A) or (B), that best answers the question.

))) Now start the audio.

### Set A

clear up                      get off the ground      hours on end                      over one's head

push one's luck      run off the mill      short for                      turn in

1. \_\_\_\_\_ (A) He's not sure Max's business will succeed.

\_\_\_\_\_ (B) He doesn't know where Max has gone.

2. \_\_\_\_\_ (A) Gary is lucky to have such a good car.

\_\_\_\_\_ (B) It's time for Gary to get some new tires.

3. \_\_\_\_\_ (A) Go to bed.  
\_\_\_\_\_ (B) Watch a different program.
4. \_\_\_\_\_ (A) She didn't understand all the jokes.  
\_\_\_\_\_ (B) She left before the performance was over.
5. \_\_\_\_\_ (A) If the weather gets better.  
\_\_\_\_\_ (B) If she doesn't have any other plans.
6. \_\_\_\_\_ (A) Elizabeth is taller than Liz.  
\_\_\_\_\_ (B) People call Elizabeth "Liz."
7. \_\_\_\_\_ (A) She's stopped listening to it.  
\_\_\_\_\_ (B) She listens to it constantly.
8. \_\_\_\_\_ (A) The service is very fast there.  
\_\_\_\_\_ (B) It's just an average restaurant.

**SET B**

believe one's eyes    a breeze    chip in    get in one's blood  
lend a hand    look who's talking    music to one's ears    what the doctor ordered

9. \_\_\_\_\_ (A) Ice water sounds perfect.  
\_\_\_\_\_ (B) The doctor told her to drink a lot of water.
10. \_\_\_\_\_ (A) Skiing can be a dangerous sport.  
\_\_\_\_\_ (B) It's easy to get into the habit of skiing.
11. \_\_\_\_\_ (A) She enjoys the sound of nature.  
\_\_\_\_\_ (B) She wishes she'd brought a radio.
12. \_\_\_\_\_ (A) She wants to talk to Norman.  
\_\_\_\_\_ (B) Norman doesn't study much himself.
13. \_\_\_\_\_ (A) There's not enough wind to go sailing today.  
\_\_\_\_\_ (B) It won't be too hard to learn to sail.
14. \_\_\_\_\_ (A) Lend him some money.  
\_\_\_\_\_ (B) Give him some help.
15. \_\_\_\_\_ (A) They'll all pay for the gasoline.  
\_\_\_\_\_ (B) Gasoline is very inexpensive.
16. \_\_\_\_\_ (A) She doesn't think the man is telling the truth.  
\_\_\_\_\_ (B) She was surprised to see the snow.

**SET C**

by heart                      call it a day                      come around                      go without saying  
ring a bell                      slowly but surely                      take a lot of nerve                      take into account

17. \_\_\_\_\_ (A) She seems too nervous.  
                  \_\_\_\_\_ (B) She took a bold approach.
18. \_\_\_\_\_ (A) He doesn't want to do any more painting today.  
                  \_\_\_\_\_ (B) He'll phone the woman later today.
19. \_\_\_\_\_ (A) She spoke the lines in an emotional way.  
                  \_\_\_\_\_ (B) She's memorized all the lines
20. \_\_\_\_\_ (A) At some point, they'll agree to let her go.  
                  \_\_\_\_\_ (B) They'll come with her to Alaska.
21. \_\_\_\_\_ (A) Rob Martin hasn't called him yet.  
                  \_\_\_\_\_ (B) He doesn't think Rob Martin was on the team.
22. \_\_\_\_\_ (A) He didn't count his money carefully.  
                  \_\_\_\_\_ (B) He forgot about the tax.
23. \_\_\_\_\_ (A) She's making steady progress.  
                  \_\_\_\_\_ (B) She thinks the work is going too slowly.
24. \_\_\_\_\_ (A) Of course she was sorry that Molly left.  
                  \_\_\_\_\_ (B) Molly left without saying goodbye.

**PART III**

**Focus:** Using the context of dialogs to understand the meaning of idioms.

**Directions:** Listen to the following dialog. Decide which of the choices (A), (B), or (C) that best answers the question about the dialog and mark the appropriate answer.

))) Now start the audio.

1. \_\_\_\_\_ (A) Go to work with Jim.  
                  \_\_\_\_\_ (B) Go out for coffee.  
                  \_\_\_\_\_ (C) Get some exercise.

2. \_\_\_\_\_ (A) If the woman will go to the party with him.  
\_\_\_\_\_ (B) If the red tie looks good with his shirt.  
\_\_\_\_\_ (C) If he should wear a tie to the party.
3. \_\_\_\_\_ (A) She missed Friday's class, too.  
\_\_\_\_\_ (B) They both missed class because they went sailing.  
\_\_\_\_\_ (C) He should take better notes during Professor Morrison's class.
4. \_\_\_\_\_ (A) He cut himself while he was preparing food.  
\_\_\_\_\_ (B) He doesn't want to work in a restaurant.  
\_\_\_\_\_ (C) He's planning to open up his own restaurant.
5. \_\_\_\_\_ (A) He wants to know if the woman is joking.  
\_\_\_\_\_ (B) He wants the woman to leave him alone.  
\_\_\_\_\_ (C) He'd like to know what the quiz will be about.
6. \_\_\_\_\_ (A) The program was canceled.  
\_\_\_\_\_ (B) The shuttle was launched yesterday.  
\_\_\_\_\_ (C) The launch was delayed.
7. \_\_\_\_\_ (A) She stood up and left the lecture.  
\_\_\_\_\_ (B) She was waiting outside the lecture hall.  
\_\_\_\_\_ (C) Her sweater made her easy to spot.
8. \_\_\_\_\_ (A) He deserved to get a ticket.  
\_\_\_\_\_ (B) He was going to a good restaurant.  
\_\_\_\_\_ (C) He probably wasn't speeding.
9. \_\_\_\_\_ (A) He'll be glad to help.  
\_\_\_\_\_ (B) If he helps, it will save the man some money.  
\_\_\_\_\_ (C) He won't be very cooperative.
10. \_\_\_\_\_ (A) It's about buying large real estate properties.  
\_\_\_\_\_ (B) There are too many students in his class.  
\_\_\_\_\_ (C) In general, he likes his real estate class.
11. \_\_\_\_\_ (A) The man didn't get Jill a watch.  
\_\_\_\_\_ (B) The weather will be cool on graduation day.  
\_\_\_\_\_ (C) Jill won't be graduating.
12. \_\_\_\_\_ (A) She ordinarily works in a florist shop.

- \_\_\_\_\_ (B) In the end, she won't have a problem.  
\_\_\_\_\_ (C) She wears too much perfume to work.
13. \_\_\_\_\_ (A) She doesn't want any fruit.  
\_\_\_\_\_ (B) She doesn't want to celebrate her birthday.  
\_\_\_\_\_ (C) She doesn't like candy.
14. \_\_\_\_\_ (A) He doesn't have any questions for her.  
\_\_\_\_\_ (B) He won't be able to take a trip.  
\_\_\_\_\_ (C) He can't study during spring break.
15. \_\_\_\_\_ (A) Mick's father told him to go to medical school.  
\_\_\_\_\_ (B) Mick's father studied medicine.  
\_\_\_\_\_ (C) Mick and his father walked to the school.
16. \_\_\_\_\_ (A) Fred would be upset if he'd lost money.  
\_\_\_\_\_ (B) Fred shouldn't be paid for singing.  
\_\_\_\_\_ (C) Fred is generally very sympathetic.
17. \_\_\_\_\_ (A) If Wally has been injured.  
\_\_\_\_\_ (B) If Wally has been informed.  
\_\_\_\_\_ (C) If Wally's trip has been canceled.
18. \_\_\_\_\_ (A) He can't find some of his pictures.  
\_\_\_\_\_ (B) He didn't go to the Grand Canyon.  
\_\_\_\_\_ (C) Not all of his photos were good.
19. \_\_\_\_\_ (A) She thinks they're certain to do well.  
\_\_\_\_\_ (B) She thinks they're talented but lack experience.  
\_\_\_\_\_ (C) She doesn't like their style of photography.
20. \_\_\_\_\_ (A) The lake is not very scenic.  
\_\_\_\_\_ (B) Her parents won't let them use the cabin.  
\_\_\_\_\_ (C) The cabin is not luxurious.

#### **PART IV**

**Exercise:** Fill in the blanks in the sentences or dialogs with idioms from the list below. There will be one word per blank. It may be necessary to change the verb forms in order for the sentence to be grammatically correct.

<p><b>about to</b> : almost ready to</p> <p><b>above all</b> : most importantly</p> <p><b>add up</b> : make sense; be logical</p> <p><b>all at once</b> : suddenly; without warning</p> <p><b>all of a sudden</b> : all at once; suddenly</p> <p><b>as a matter of fact</b> : in reality; actually</p> <p><b>as a rule</b> : generally; customarily</p> <p><b>at ease</b> : not nervous; calm</p> <p><b>at the drop of a hat</b> : quickly; without any preparation time</p> <p><b>back out (of)</b> : withdraw an offer</p> <p><b>bank on</b> : depend on; count on</p> <p><b>be my guest</b> : do what you want; feel free; help yourself</p> <p><b>be rusty</b> : need practice or review</p> <p><b>beats me</b> : I don't know; I have no idea (often used in response to a question)</p> <p><b>better off</b> : in an improved condition.</p> <p><b>bite off</b> : more than one can chew take on more responsibility than one can handle</p> <p><b>bound to</b> : certain to; sure to</p> <p><b>break down</b> : stop functioning (a machine, for example)</p>	<p><b>break in (on)</b> : interrupt</p> <p><b>break the ice</b> : break through social barriers (as at a party)</p> <p><b>break the news (to)</b> : inform; give bad news</p> <p><b>break up</b> : end (a meeting, for example)</p> <p><b>break up (with)</b> : stop being a couple (a boyfriend and girlfriend, for example)</p> <p><b>a breeze</b> : something very simple and easy to do</p> <p><b>bring about</b> : cause to happen</p> <p><b>bring up</b> : raise (a child), introduce (a topic, for example)</p> <p><b>brush up on</b> : review; study; practice</p> <p><b>bump into</b>: meet unexpectedly; run into</p> <p><b>by and large</b> : mostly; generally; on the whole</p> <p><b>by heart</b> : by memory; learned word for word</p> <p><b>by no means</b> : in no way; not at all</p>
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1. "Can you talk now?"  
"No, I'm \_\_\_\_\_ go to the grocery store, but I'll call you as soon as I get back."
2. "You're probably too tired to play another game of racquetball, right?"  
"I'm not that tired, really. \_\_\_\_\_ I'd enjoy another game."
3. "Will you support my proposal at the meeting?"  
"Certainly. You can \_\_\_\_\_ my support."
4. I was talking to my aunt when suddenly my cousin George Ann \_\_\_\_\_ our conversation.
5. "I understand Diane lost her job."

- "Yes, but she's actually \_\_\_\_\_. She found a more interesting job with a higher salary."
6. \_\_\_\_\_, Carlos is very punctual, but he sure was late tonight.
7. My car \_\_\_\_\_ last week, and I had to take the bus to work until it was repaired.
8. I was taking a quiet walk last night when, \_\_\_\_\_, there was a loud explosion.
9. Kent is \_\_\_\_\_ fail that class if he doesn't start studying.
10. They \_\_\_\_\_ their children to be honest.
11. There were a few things I didn't like about Professor Wong's class, but \_\_\_\_\_ I enjoyed it.
12. "I think Matthew was cheating on that quiz."  
"That doesn't \_\_\_\_\_. Why should the best student in the class cheat?"
13. "Can I have another sandwich?"  
"Sure, \_\_\_\_\_. I made plenty."
14. Actors and actresses must know their lines \_\_\_\_\_
15. If you don't want to talk about this problem, why did you \_\_\_\_\_ it \_\_\_\_\_?
16. Many accidents are \_\_\_\_\_ by carelessness.
17. Their team won the game, but they \_\_\_\_\_ dominated it. It was a very close game.
18. "What a boring party. No one is talking to one another."  
"Maybe we should put on some music and start dancing. That might \_\_\_\_\_."
19. "Have you studied Spanish before?"  
"Yes, but it's been years since I took a Spanish class, so I'll need to \_\_\_\_\_ it before I go to Venezuela."
20. "You're taking five classes this term?"  
"Yes, and I'm having trouble getting caught up. I'm afraid I \_\_\_\_\_ I \_\_\_\_\_ this time."
21. "You're all packed and ready to go, I see."  
"I could leave \_\_\_\_\_."

22. "Do you know what the name of this street is?"  
"\_\_\_\_\_. This is the first time I've ever been in this town."
23. "How's that biology class you're taking?"  
"So far, it's been \_\_\_\_\_. We've just been going over things I studied last semester."
24. "What time did the party \_\_\_\_\_ last night?"  
"I don't know. It was still going on when I went home."
25. "I was awfully nervous when I gave that speech."  
"Really? You hid it well. I thought you were completely \_\_\_\_\_."

#### **D. REFERENCES**

Rogers, Bruce. 2011. *The Complete Guide to the TOEFL Test PBT Edition*. USA:  
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## MEETING 12

### LISTENING – LONG CONVERSATION: *Who, What, Where, When, Why, and How*

#### A. LEARNING OBJECTIVES

In this meeting, students will learn about *Who, Where, When, Why, and How* in long conversation. At the end of the lesson, students are expected to be able to:

1. understand what long conversation is.
2. understand how to answer the questions after long conversation.
3. answer the questions about *who, where, when, why, and how* after long conversation.

#### B. MATERIAL DESCRIPTION

Before we get started, it is better to discuss what long conversation means. Long conversation is consists of longer conversations between a man and a woman or (sometimes) between two men or two women. Each conversation lasts from thirty to ninety seconds. It is preceded by brief introductory comments. After each of the conversations, there are from three to five questions. The questions are separated by a twelve-second pause. You must decide which one of the four answer choices in your test book is the best answer for the question, then mark that answer on your answer sheet.

#### The Introductory Comments

These comments tell you which questions the conversation refers to and provide some brief information about the conversation:

*"Questions 31 to 34: Listen to two students talk about their psychology class."*

*"Questions 31 to 35: Listen to a conversation about plans for a class trip."*

*"Questions 35 to 38: Listen to two friends discussing a performance that they attended."*

*"Questions 36 to 39: Listen to a conversation in a student housing office."*

*"Questions 35 to 39: Listen to a conversation between two teaching assistants."*

Not only do these introductory comments tell you to get ready to listen; they also tell you how many questions in your test book to preview at one time. Moreover, they give you a general idea of what to expect as you listen.

### Sample Item

You will hear:

- M2 : Listen to a conversation between two students.
- FI : Bill, you're a physics major, aren't you?
- MI : That's right.
- FI : I need some advice. I want to take an introductory physics class, and I have to choose between two teachers, Professor Hunter and Professor McVey. Do you know much about them?
- MI : I've taken classes from both of them. To tell you the truth, I don't really like Hunter's style of teaching. He doesn't seem to care if his students understand or not, and his lectures are pretty dry.
- FI : Well, then, what about McVey? I've heard his course is difficult.
- M 1 : It's not easy, but you'll learn a lot, and he always encourages his students to ask questions and join in discussions.

### Question 1

You will then hear:

- M2 : What does the woman ask Bill to do?

You will read:

- (A) Give her information about two teachers.
- (B) Help her with a physics assignment.
- (C) Speak to a professor for her.
- (D) Lead a discussion.

The correct answer is (A). The woman asks Bill for some advice about the two professors who are teaching basic physics courses. Therefore, the best answer is (A).

#### Question 2

You will then hear:

M2: What does Bill imply that the woman should do?

You will read:

- (A) Change her major to physics.
- (B) Discuss her problem with Professor Hunter.
- (C) Sign up for an easy class.
- (D) Take Professor McVey's class.

The correct answer is (D). Bill speaks critically of Professor Hunter's teaching methods, but favorably of Professor McVey's, so he would probably advise her to take McVey's course. Therefore, the best answer is (D).

### The Questions

The questions may be overview questions or detail questions. The first question after the conversation is often an overview question. Overview questions require a broad understanding of the entire conversation. To answer them correctly, you must understand what *both* speakers say. There are several types of overview questions:

#### Type of Overview Question

Topic question

*"What are the speakers discussing?"*

Questions about setting (time and location)

*"Where did this conversation take place?"*

*"When did this conversation take place?"*

Questions about the speakers

*"Who are the speakers?"*

*"What is the probable relationship between the speakers?"*

### **TACTICS FOR EXTENDED CONVERSATIONS**

- a. Be familiar with the directions, but remember that you cannot turn the page to look over answer choices while the directions are being read.
- b. Pay attention to the introductory comment for each conversation. These comments will tell you which items each conversation refers to and may give you an idea of what the conversation will be about.
- c. Preview the answer choices during the conversations and the pauses between questions. Try to guess what the questions will be.
- d. Listen for overall concepts:
  - Who is taking part in the conversation?
  - Where and when does the conversation take place?
  - What is the main topic of the conversation?The answers to these questions are often suggested in the first few lines of the conversations.
- e. You are not permitted to take written notes, but try to take "mental notes" on specific details: facts, figures, dates, places, and so on. You can sometimes check the information you think you hear against information you read in the answer choices while you are previewing.
- f. Answer items right away.
- g. Never leave any blanks on your answer sheet. Always guess.

### **C. EXERCISES: COMPREHENSION QUESTIONS**

#### **Part 1**

**Focus:** Guessing the questions that will be asked about an extended conversation and the situation in which the conversation takes place by previewing answer choices.

**Directions:** Look over the answer choices below. First try to guess the general type of question that will be asked about each item. Then look at the list of questions after each group of items and match the letter of the appropriate question with the item. Then answer the question about the overall topic of the conversation. The first one is done as an example.

There is no audio material for this exercise

**Conversation 1**

1. (A) A grade the student received.
- (B) A story about a dance recital.
- (C) The need for correct spelling.
- (D) The role of a reporter.

**Question: b**

2. (A) Business.
- (B) Architecture.
- (C) Journalism.
- (D) Dance.

**Question:**

3. (A) She submitted it too late.
- (B) It was too long.
- (C) Some important details were omitted.
- (D) Almost every word was misspelled.

**Question:**

4. (A) Rewrite the story.
- (B) Buy a better dictionary.
- (C) Go to more dance recitals.
- (D) Get a job as a reporter.

**Question:**

*Questions for Conversation 1*

- a) For what class did the man do the assignment?
- b) What is the main topic of this conversation?

- c) What does the man advise the woman to do?
- d) What problem does the man mention in connection with the story?

*Situation Question: Conversation 1*

Which of the following best describes the situation in which the first conversation probably takes place?

- \_\_\_ (A) One student is telling another a story about a dance.
- \_\_\_ (B) A professor is criticizing a student's story about a dance performance.
- \_\_\_ (C) An instructor is teaching a student a new dance.
- \_\_\_ (D) One student is suggesting ways in which the other student can improve her spelling.

**Conversation 2**

- 5. (A) He doesn't get enough exercise.
- (B) He's nervous about an important test.
- (C) He's spending too much time at the Recreation Center.
- (D) He doesn't know how to swim.

**Question:**

- 6. (A) Across campus from the Student Center building.
- (B) South of the stadium.
- (C) On the north side of campus.
- (D) Between the Student Center and the stadium.

**Question:**

- 7. (A) Sign up for some classes at the Recreation Center.
- (B) Spend more time studying for exams.
- (C) Take a break from his studies.
- (D) Take a bus to the Recreation Center.

**Question:**

- 8. (A) Just before the beginning of the semester.
- (B) During mid-term exams.

- (C) Near the end of the semester.
- (D) Just after the end of the semester.

**Question:**

*Questions for Conversation 2*

- a) Where is the Recreation Center?
- b) What does the woman suggest the man do?
- c) What problem does the man complain about?
- d) At what point in the semester does this conversation take place?

*Situation Question: Conversation 2*

Which of the following best describes the situation in which the conversation probably takes place?

- \_\_\_ (A) One student recommends that another get some exercise in order to relax during exams.
- \_\_\_ (B) Two students discuss their plans for a vacation.
- \_\_\_ (C) A physical education instructor suggests that a student register for classes in her department.
- \_\_\_ (D) A student explains to a visitor to campus how to get to the stadium.

**Conversation 3**

- 9. (A) At an art gallery.
- (B) At an art museum.
- (C) In an artist's studio.
- (D) In a special room in the library.

**Question:**

- 10. (A) Paintings.
- (B) Sculptures.
- (C) Book covers.
- (D) Photographs.

**Question:**

- 11. (A) A story in a newspaper.

(B) An article in an art magazine.

(C) A class she attended.

(D) A show she saw on television.

**Question:**

12. (A) An art historian and a student.

(B) Two students.

(C) Two visitors to a museum.

(D) A tour guide and a tourist.

**Question:**

13. (A) Primitive.

(B) Life-sized.

(C) Realistic.

(D) Stylized.

**Question:**

*Questions for Conversation 3*

a) Who is taking part in this conversation?

b) How would the woman probably describe the works of art that she saw?

c) What was the source of the woman's information?

d) Where did the exhibit take place?

e) What kind of art are the speakers discussing?

*Situation Question: Conversation 3*

Which of the following best describes the situation in which the conversation probably takes place'

\_\_\_ (A) One speaker describes to the other her techniques for painting pictures.

\_\_\_ (B) The woman tells the man about a recent book she read.

\_\_\_ (C) An art expert gives some advice to the other speaker about becoming an artist.

\_\_\_ (D) One speaker tells the other about some art she saw at an exhibit.



## Part 2

### Overview Questions for the Extended Conversations

- What is the main topic of this conversation?
- What are these people primarily discussing?
- Where does this conversation take place?
- When does this conversation take place?
- What is the relationship between the speakers?
- What is the man's/woman's occupation?
- What is one speaker's attitude toward the other speaker?

**Focus:** Listening to the opening lines of extended conversations, and answering overview questions about the topics, settings, and speakers.

**Directions:** Listen to the conversations and the questions about them. Then mark the answer choice-(A), (B), or (C)-that correctly completes the sentence. Now start the audio.

1. .... (A) Methods of predicting earthquakes.  
..... (B) Ways to improve the man's presentation.  
..... (C) The many new uses of computer graphics.
2. .... (A) Statistics.  
..... (B) Computer science.  
..... (C) Geology.
3. .... (A) A language teacher and a student.  
..... (B) A dean and a teacher.  
..... (C) A teacher and an assistant.
4. .... (A) The language of the deaf.  
..... (B) Methods of teaching German.  
..... (C) Communication networks.
5. .... (A) Professor Quinn's approach to teaching.  
..... (B) The process of getting a student identification card.  
..... (C) Procedures for checking out reserve material.
6. .... (A) At a university library.  
..... (B) In a psychology class.

- ..... (C) In a laboratory.
7. .... (A) To ask for a job.  
..... (B) To get some advice.  
..... (C) To discuss medical research.
8. .... (A) Academic advisor.  
..... (B) Physician.  
..... (C) Administrator.
9. .... (A) Helpful.  
..... (B) Discouraging.  
..... (C) Inconsiderate.
10. ....(A) The art of raising dogs.  
..... (B) A softball game.  
..... (C) A dogsled race.
11. .... (A) An archaeologist.  
..... (B) An anthropologist.  
..... (C) A university student.
12. .... (A) Their plans for the coming school year.  
..... (B) Tina's volunteer position.  
..... (C) Tina's trip to Europe.
13. .... (A) A clerk at a bookstore.  
..... (B) A librarian .  
..... (C) A publisher's sales officer.
14. .... (A) Before the spring term begins.  
..... (B) In the middle of the spring term.  
..... (C) After the spring term ends.
15. .... (A) In Nicholson Hall.  
..... (B) In the Graduate Admissions Office.  
..... (C) In the Financial Aid Office.
16. .... (A) Requirements for graduate admission.  
..... (B) Directions to another office.  
..... (C) The woman's need for a scholarship.

**Part 3**

**Focus:** Answering detail and inference questions based on specific points in short portions of extended conversations.

**Directions:** You will hear three extended conversations, each one divided into several short portions. After each portion, there will be a number of questions based on that part of the talk. Mark the best answer choice-(A), (B), or (C)-for each question.

Now start the audio

1. .... (A) A doctor .  
..... (B) A newspaper.  
..... (C) A magazine.
2. .... (A) It's too tiring.  
..... (B) It can cause injuries.  
..... (C) It's not demanding enough.
3. .... (A) Downhill skiing.  
..... (B) Jogging.  
..... (C) Cross-country skiing.
4. .... (A) It doesn't require much snow  
..... (B) It is a recently developed sport.  
..... (C) It can be done in flat areas .
5. .... (A) Use a cross-country ski machine.  
..... (B) Travel to ski resorts.  
..... (C) Take up jogging.
6. .... (A) The expense.  
..... (B) The weather conditions.  
..... (C) The danger.
7. .... (A) He stayed up most of the night.  
..... (B) He's been studying all morning.  
..... (C) He took an exam last night.
8. .... (A) It was an improvement.  
..... (B) It was disappointing.

- ..... (C) It was unfair.
9. .... (A) Undergraduate students.  
..... (B) Teachers.  
..... (C) Graduate students.
10. .... (A) She learned how to do research.  
..... (B) She was prepared for her sociology test.  
..... (C) She learned teaching techniques.
11. .... (A) Basic scientific research.  
..... (B) Business management.  
..... (C) Test-taking skills.
12. .... (A) In the library.  
..... (B) In the Physics Tower.  
..... (C) In Staunton Hall.
13. .... (A) Study for his next exam.  
..... (B) Go to the Study Skills Center.  
..... (C) Get some sleep.
14. .... (A) To buy something at an auction.  
..... (B) To pay for employees' salaries.  
..... (C) To improve their broadcasts.
15. .... (A) Apply for a job at the station.  
..... (B) Donate his services for the station's auction.  
..... (C) Direct the construction of a new tower.
16. .... (A) She must work on her own research project.  
..... (B) She has to help her parents.  
..... (C) She must study for exams.
17. .... (A) They seldom attend auctions.  
..... (B) They might bid on the man's services.  
..... (C) They use the library often.

**Part 4**

**Focus:** Answering detail and inference questions based on specific points in complete extended conversations.

**Directions:** You will hear four extended conversations. After each conversation, there will be a number of questions based on it. Mark the best answer choice-(A), (B), or (C)-for each question.

Now start the audio

1. \_\_\_ (A) North of Los Angeles.  
\_\_\_ (B) Between Los Angeles and San Diego.  
\_\_\_ (C) East of San Diego.
2. \_\_\_ (A) They are a type of insect.  
\_\_\_ (B) They are a kind of fish.  
\_\_\_ (C) They are a type of bird.
3. \_\_\_ (A) In March.  
\_\_\_ (B) In early summer.  
\_\_\_ (C) In October.
4. \_\_\_ (A) About 200 miles.  
\_\_\_ (B) About 1,000 miles.  
\_\_\_ (C) About 7,000 miles.
5. \_\_\_ (A) The swallows' arrival.  
\_\_\_ (B) The parade.  
\_\_\_ (C) The swallows' departure.
6. \_\_\_ (A) Only during the first week of classes.  
\_\_\_ (B) Whenever students ask for them.  
\_\_\_ (C) Only in the afternoon.
7. \_\_\_ (A) A tour guide.  
\_\_\_ (B) A classroom.  
\_\_\_ (C) A map.
8. \_\_\_ (A) In the Science Building.  
\_\_\_ (B) In the Student Center Building.  
\_\_\_ (C) In the University Recreation Center.

9. \_\_\_ (A) A test in a composition class.  
\_\_\_ (B) A road test.  
\_\_\_ (C) The written test for her driver's license.
10. \_\_\_ (A) He drove too fast.  
\_\_\_ (B) He couldn't park well.  
\_\_\_ (C) He made an improper turn.
11. \_\_\_ (A) Drive her to the test site.  
\_\_\_ (B) Help her get ready for the road test.  
\_\_\_ (C) Sell her a car.
12. \_\_\_ (A) It doesn't belong to her.  
\_\_\_ (B) She's not a licensed driver.  
\_\_\_ (C) It isn't running right.

## Part 5

### Mini Test

**Directions:** Listen to the conversations and the questions about them. Decide which one of the four answer choices-(A), (B), (C), or (D)-is the best answer to the question. Then mark the appropriate answer on the answer sheet.

Now start the audio

1. \_\_\_ (A) To look up some terms.  
\_\_\_ (B) To meet Stanley  
\_\_\_ (C) To get a snack.  
\_\_\_ (D) To prepare for an exam.
2. \_\_\_ (A) His library card.  
\_\_\_ (B) A statistics book.  
\_\_\_ (C) Some index cards.  
\_\_\_ (D) A notebook.
3. \_\_\_ (A) Piles of note cards.  
\_\_\_ (B) The part of the library where journals are stored.

- \_\_\_ (C) The part of the library where books are shelved.  
\_\_\_ (D) A place to get something to eat.
4. \_\_\_ (A) Behind the main desk.  
\_\_\_ (B) The periodicals room.  
\_\_\_ (C) A lost and found office.  
\_\_\_ (D) The reference room.
5. \_\_\_ (A) The sport of mountain climbing.  
\_\_\_ (B) Classes the man is taking.  
\_\_\_ (C) An exhibit the man saw in a museum.  
\_\_\_ (D) A new activity the man is involved in.
6. \_\_\_ (A) A means of descending slopes.  
\_\_\_ (B) A method of climbing cliffs.  
\_\_\_ (C) A way to clean walls.  
\_\_\_ (D) A type of graffiti.
7. \_\_\_ (A) Educating people about geology.  
\_\_\_ (B) Cleaning up after careless people.  
\_\_\_ (C) Photographing mountain peaks.  
\_\_\_ (D) Rescuing people who are in danger.
8. \_\_\_ (A) Explore a cave with him.  
\_\_\_ (B) Take some photographs.  
\_\_\_ (C) Attend a meeting.  
\_\_\_ (D) Examine a crystal.

#### **D. REFERENCES**

Rogers, Bruce. 2011. *The Complete Guide to the TOEFL Test PBT Edition*. USA:  
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**MEETING 13**  
**LISTENING – LONG TALKS:**  
*Who, What, Where, When, Why, and How*

**A. LEARNING OBJECTIVES**

In this meeting, students will learn about *Who, Where, When, Why, and How* in long talks. At the end of the lesson, students are expected to be able to:

1. Understand what long-talk is
2. Answer the questions about Who, Where, When, Why, and How in long talks
3. Identify the questions about Who, Where, When, Why, and How in long talks

**B. MATERIAL DESCRIPTION**

**1. ABOUT LONG-TALKS**

Long talks are monologues (talks involving only one speaker). After each talk, there are from three to five questions. The questions are separated by a twelve-second pause. You have to decide which of the four answer choices in the test book best answers the question. There are three Long-Talks as the following.

**The Introductory Comments**

These comments tell you which questions the long-talks refer to and provide some brief information about the conversation:

"Questions 35 to 40: Listen to a lecture given at a botanical garden."

"Questions 31 to 35: Listen to a talk about the university's housing policy."

"Questions 35 to 3R: Listen to a lecture given in a history class."

The introductory comments tell you how many questions in your test book to preview at one time and give you a general idea of the topic of the talk.

You will hear:

M2 : Listen to this lecture given in a university classroom.

M1 : Students, this evening we'll have a chance to observe a phenomenon that we've discussed several times in class. Tonight there will be a lunar eclipse. As we've said, when an eclipse of the Moon occurs, the Earth passes between the Sun and the Moon. Therefore, the shadow of the Earth moves across the surface of the Moon and obscures it. Because you won't be looking at the Sun, it is not necessary to use the special lenses and filters that you need when observing a solar eclipse. You can observe a lunar eclipse with your unaided eye or with a telescope, and photograph it with an ordinary camera. So if the weather's not cloudy tonight, go out and take a look at this eclipse of the Moon. I'm sure you'll find it interesting.

You will hear:



M2 : In what course is this lecture probably being given?

You will read:

- (A) Philosophy.
- (B) Meteorology.
- (C) Astronomy.
- (D) Photography.

The answer is C. The lecture concerns a lunar eclipse, a topic that would typically be discussed in an astronomy class.

You will hear:

M2 : According to the speaker, which of the following occurs during a lunar eclipse?

You will read:

- (A) The Earth's shadow moves across the Moon.
- (B) Clouds block the view of the Moon.
- (C) The Moon moves between the Earth and the Sun.
- (D) The Sun is too bright to be observed without special equipment.

The speaker says "the shadow of the Earth moves across the Moon and obscures it. The best answer is therefore (A).

### The Talks

The Long-Talks are usually somewhat more formal in style than the Long Conversations. Some of the talks resemble lectures given as part of a university course in history, literature, or biology, for example. Other Long-Talks resemble talks you would hear at a university, but not in a classroom. For example, you might hear talks about campus organizations, registration procedures, or the services at a campus medical center. Still others have nothing to do with university life; you may hear a tour guide speaking to a group of tourists or a curator speaking to visitors at a museum.

### The Questions

As with the Long Conversations, the questions about Long-Talks may be overview questions or detail questions. The first question after the talk is usually an overview question. Overview questions require an understanding of the entire conversation. There are several types of overview questions:

Type of Overview Question	Sample Question
Topic/main idea/purpose questions	"What is the lecture mainly about?" "What is the speaker mainly talking about?" "What is the main idea of this lecture?" "Why is the speaker giving this talk?" "What is the main point of this lecture?"
Questions about setting	"In what course was this lecture probably

(course, time, and location)	given?" "Where was this talk probably given?" "When was this talk probably given?"
Questions about the speaker	"Who is the speaker?" "What is the speaker's occupation?"

You should listen carefully to the first few lines of the Long-talk to answer overview questions because this part of the talk often sets the scene. It often establishes the time and location of the conversation, the identity of the speaker, and the main idea of the rest of the conversation. Detail questions ask about specific points in the talk. Detail questions follow the order of information in the lecture. In other words, the first of these questions refers to a point made early in the lecture; the last asks about a point made near the end of the lecture. Most detail questions are factual questions; the answers are directly stated in the talk. Some factual questions begin with these phrases:

*According to the speaker.....*

*According to the lecture.....*

A few are inference questions. The answers to these are not directly stated in the talk; they are only suggested. These questions usually contain some form of the words *infer* or *imply* or the word *probably*.

*What can be inferred about....?*

*What does the speaker imply about....?*

*What is probably true about...?*

### **The Answer Choices**

The four choices are all plausible answers for the question. Usually the answer choices are mentioned in some way in the talk. As with the conversations, it is better to read over the answer choices in the test book while listening so that you can preview the answer choices than to look away or close your eyes.

### **Tactics for Long-talks**

- Be familiar with the directions, but remember that you cannot turn the page to look over answer choices while the directions are being read.
- Pay attention to the introductory comment for each talk. These comments will tell you which items each talk refers to and may give you an idea of what the talk will be about.
- Preview the answer choices while the talks are being read and during the pauses between questions. Try to guess what the questions and the topic will be.
- Listen for overall concepts:
  - Who is giving the talk?
  - Where and when is the talk being given?
  - What is the main topic or purpose of the talk?

The answers to these questions are often suggested in the first few lines of the talks.

- You are not permitted to take written notes, but try to take "mental notes" on specific details: facts, figures, dates, places, and so on. You can sometimes check the information you think you hear against information you read in the answer choices while you are previewing.
- Answer items right away.
- Never leave any blanks on your answer sheet. Always guess.

## 2. ANTICIPATING QUESTIONS ABOUT LONG-TALKS

You should preview the items and try to anticipate what the questions will be by the form of the answer choices. You may not be able to guess exactly what the questions will be, but you can guess what type of question will be asked. For example, if the four answer choices are the names of places, a "Where ..." question will be asked; if the answer choices are times of day or dates, you will hear a "When ..." question.

If you have some idea of what the question will be, you can focus your listening during the talks.

## 3. ANSWERING OVERVIEW QUESTIONS ABOUT LONG-TALKS

There are three or four questions. Usually the first question is an overview question. To answer this type of question, you need an understanding of the whole talk rather than of any specific point.

Overview Questions for the Long-Talks

- What is the main idea/main point/main topic of the lecture?
- What is the purpose of this talk?
- Where was this lecture given?
- When was this talk given?
- In what course was this lecture given?
- What is the speaker's occupation?
- Who is the audience for this talk?

Main idea, main topic, and main point questions must correctly summarize the talk. Incorrect answers for these questions are usually too general, too specific, or incorrect according to the lecture.

Although these questions require an overall understanding of the talks, the first few sentences often "set the scene." In other words, the opening lines of the talk frequently establish the time, place, and main topic. Read the opening lines of the Long-Talk given below:

*Good morning, everyone. As you probably know, this class is a continuation of a course that began last term. Last term we focused on American writers of the nineteenth century. Today we'll begin our study of twentieth-century novelists with a look at Ernest Hemingway.*

From this introduction, we know that

- .....the speaker is a teacher
- .....the audience is a group of students
- .....the course is in American literature
- .....the talk will concern Ernest Hemingway

Not all talks will begin with so much detail. However, it is important to concentrate on the opening lines to learn this kind of information.

#### 4. ANSWERING DETAIL QUESTIONS ABOUT LONG-TALKS

Most of the questions about Long-talks are detail questions that ask about specific points in the talk. The majority of these questions are factual questions, asking about facts, reasons, places, or dates mentioned by the speaker. This type of question often begins, "According to the speaker..." Incorrect answers are often mentioned at some point in the talk but are not appropriate answers to the questions as asked.

You are not permitted to take written notes while listening to the lecture.

A few questions about Long-talks are inference questions. Many of these questions begin,

*"What does the speaker imply about ..."* or *"What can be inferred from the lecture about ..."*

As in Part B, if a speaker emphasizes a point in the lecture by going back to it or repeating it, there will probably be a question about it.

*M: ... Now, in the days of the California Gold Rush, the journey by ship from the East Coast to San Francisco took about six months. Can you imagine that-gold-seekers spent six months at sea just getting to California!*

There will almost certainly be a question about how long it took to get from the East Coast to San Francisco during the Gold Rush.

### C. EXERCISES: COMPREHENSION QUESTIONS

#### PART I.

**Focus:** Guessing what questions will be asked by looking at the answer choices.

**Directions:** Look over the answer choices below. First try to guess the general type of question that will be asked about each item. Then look at the list of questions after each group of items and match the letter of the appropriate question with the item. One question in each set will not be used.

There is no audio material for this exercise.

1. \_\_\_\_\_ (A) The life of Clara Barton.  
\_\_\_\_\_ (B) A short history of the American Red Cross.  
\_\_\_\_\_ (C) The role of nurses in the Civil War.  
\_\_\_\_\_ (B) The writings of Clara Barton.  
Question: \_\_\_\_\_
2. \_\_\_\_\_ (A) In Virginia.  
\_\_\_\_\_ (B) In Switzerland.

\_\_\_\_\_ (C) In Massachusetts.

\_\_\_\_\_ (D) In Texas.

Question: \_\_\_\_\_

3. \_\_\_\_\_ (A) Teacher.

\_\_\_\_\_ (B) Superintendent of a hospital.

\_\_\_\_\_ (C) Clerk in a government office.

\_\_\_\_\_ (D) Diplomatic official.

Question: \_\_\_\_\_

4. \_\_\_\_\_ (A) In 1845.

\_\_\_\_\_ (B) During the American Civil War.

\_\_\_\_\_ (C) During a trip to Europe.

\_\_\_\_\_ (D) In 1881

Question: \_\_\_\_\_

5. \_\_\_\_\_ (A) To help wounded soldiers.

\_\_\_\_\_ (B) To provide relief for hurricane victims.

\_\_\_\_\_ (C) To prevent famines.

\_\_\_\_\_ (D) To publish books about nursing.

Question: \_\_\_\_\_

Questions for items 1-5

a) What was Clara Barton's first occupation?

b) What is this talk mainly about?

c) Where was Clara Barton born?

d) When did Clara Burton found the American Red Cross?

e) What was the original purpose of the American Red Cross?

f) When was this lecture probably given?

6. \_\_\_\_\_ (A) To honor a student.

\_\_\_\_\_ (B) To introduce a speaker.

\_\_\_\_\_ (C) To discuss the creative writing program.

\_\_\_\_\_ (D) To criticize a new book.

Question: \_\_\_\_\_

7. \_\_\_\_\_ (A) A science fiction novel.

\_\_\_\_\_ (B) Poetry.

\_\_\_\_\_ (C) Criticism.

\_\_\_\_\_ (D) A collection of short stories.

Question: \_\_\_\_\_

8. \_\_\_\_\_ (A) A cash prize.

\_\_\_\_\_ (B) Publication of his works..

\_\_\_\_\_ (C) A free trip

\_\_\_\_\_ (D) A scholarship.

Question: \_\_\_\_\_

Questions for items 6-8

- a) How does the speaker feel about Jim McKee?
- b) What award did Jim McKee receive?
- c) What kind of writing has Jim McKee done?
- d) What is the main purpose of this talk?

9. \_\_\_\_\_ (A) A radio announcer.  
\_\_\_\_\_ (B) A waitress.  
\_\_\_\_\_ (C) A television announcer.  
\_\_\_\_\_ (D) A chef

Question: \_\_\_\_\_

10. \_\_\_\_\_ (A) Vegetarian food.  
\_\_\_\_\_ (B) Food from New Mexico.  
\_\_\_\_\_ (C) Food from Louisiana.  
\_\_\_\_\_ (D) Fresh seafood.

Question: \_\_\_\_\_

11. \_\_\_\_\_ (A) On Atlantic Avenue.  
\_\_\_\_\_ (B) On a boat.  
\_\_\_\_\_ (C) On a dock.  
\_\_\_\_\_ (D) On First Street.

Question: \_\_\_\_\_

12. \_\_\_\_\_ (A) Most of the dishes are reasonably priced.  
\_\_\_\_\_ (B) All but a few of the dishes are delicious.  
\_\_\_\_\_ (C) The service has improved lately.  
\_\_\_\_\_ (D) It's not too crowded on weekday nights.

Question: \_\_\_\_\_

Questions for Items 9-12

- a) What does the speaker say about the Tangerine Cafe?
- b) What kind of food does the Tangerine Cafe mainly serve?
- c) What problem did the speaker have when she went to the Tangerine Cafe?
- d) Who is the speaker?
- e) Where is the Tangerine Cafe located?

## PART II

**Focus:** Listening to the opening lines of Long-Talks and answering overview questions about the main ideas, speakers and audiences, settings, and so on.

**Directions:** Listen to the introductions and the questions about them. Then mark the answer choice-(A), (B), or (C)-that correctly completes the sentence.

))) Now start the audio.

- 1. (A) A teacher.  
(B) A tour guide.  
(C) A photographer.
- 2. (A) A description of the wildlife preserve.

- (B) Advice about outdoor photography.
- (C) The scientific classification of buffaloes.
- 3. (A) To explain the traditions of handball.  
(B) To give information about the rules of tennis.  
(C) To discuss the rules of handball.
- 4. (A) At the end of a tournament.  
(B) Before an exhibition game.  
(C) During a game.
- 5. (A) Factory workers.  
(B) Visitors to a factory.  
(C) Management trainees.
- 6. (A) The process of canning soft drinks.  
(B) Management-labor teamwork.  
(C) The life cycle of plants.
- 7. (A) The physical rewards of dancing.  
(B) The importance of the program to the university.  
(C) The disadvantages of being in the program.
- 8. (A) Director of a dance program.  
(B) Professor of psychology.  
(C) Athletics coach.
- 9. (A) A host at a party.  
(B) The president of a society.  
(C) The captain of a ship.
- 10. (A) The role of the State Historical Society.  
(B) The history of New England.  
(C) The story of some shipwrecks.
- 11. (A) Composition.  
(B) Fine arts.  
(C) Architecture.
- 12. (A) The use of blueprints.  
(B) Methods of organization.  
(C) Editing papers.
- 13. (A) Experienced skiers.  
(B) Ski instructors.  
(C) Beginning skiers.
- 14. (A) The fundamentals of skiing.  
(B) Championship skiers.  
(C) The development of ski resorts.
- 15. (A) Law.  
(B) Economics.  
(C) Classical languages.
- 16. (A) A few weeks after the beginning of class.

- (B) In the first class meeting.
- (C) During the final exam.
- 17. (A) On a boat.  
(B) At an aquarium.  
(C) On a plane.
- 18. (A) The habits of whales.  
(B) Types of whales.  
(C) Efforts to protect whales.
- 19. (A) Students who own bicycles.  
(B) New members of the campus police force.  
(C) Pedestrians concerned about safety.
- 20. (A) To describe some recent accidents.  
(B) To introduce a new program.  
(C) To provide safety and security hints.

### **PART III**

**Focus:** Answering detail and inference questions based on specific points in long- talks.

**Directions:** You will hear three talks, each one divided into several short portions. After each portion, there will be a number of questions based on that part of the talk. Mark the best answer choice-(A), (B), or (C)-for each question.

))) Now start the audio.

#### **Talk A**

- 1. (A) It covers some difficult topics.  
(B) It's unlike other biology courses.  
(C) It has never been offered by this department.
- 2. (A) By visiting a coral reef.  
(B) By going to the library.  
(C) By going to a farm.
- 3. (A) Diving.  
(B) Photography.  
(C) Biology.
- 4. (A) As harmful.  
(B) As easily damaged.  
(C) As frightening.
- 5. (A) Transportation.  
(B) Housing.  
(C) Basic equipment.
- 6. (A) Traveling by ship.  
(B) Trying to get financial aid.  
(C) Applying to another university.



**Talk B**

7. (A) They have such impressive appetites.  
(B) They sometimes walk on two legs.  
(C) They frequently attack people.
8. (A) They will eat anything except plants.  
(B) They eat only honey.  
(C) They aren't limited to a few types of food.
9. (A) Five feet.  
(B) Ten feet.  
(C) Fifteen feet.
10. (A) In Alaska.  
(B) In Yellowstone National Park.  
(C) All over the United States.
11. (A) The kodiak bear.  
(B) The grizzly bear.  
(C) The black bear.
12. (A) They are sometimes not as friendly as they seem.  
(B) They are much more dangerous than grizzly bears.  
(C) They look dangerous but are usually friendly.

**Talk C**

13. (A) In the 1950's.  
(B) In the 1970's.  
(C) In the 1990's.
14. (A) They fly off into deep space.  
(B) They remain in orbit forever.  
(C) They burn up in the atmosphere.
15. (A) Three to four hundred.  
(B) Eight thousand.  
(C) Half a million.
16. (A) They are too small.  
(B) They are too far away.  
(C) They are moving too fast.
17. (A) A large booster rocket.  
(B) A piece of metal the size of an aspirin.  
(C) A tiny fleck of paint.
18. (A) Their high speed.  
(B) Their jagged shape.  
(C) Their tremendous size.
19. (A) An aspirin.  
(B) A piece of debris.  
(C) A model of the debris collector.

20. (A) They detect the debris.  
(B) They store the debris.  
(C) They collect the debris.
21. (A) It has already been tested on Earth.  
(B) It has not been built yet.  
(C) It has already been used on a spacecraft.

#### **PART IV**

**Focus:** Answering detail questions about complete Long-talks.

**Directions:** You will hear a number of Long-Talks. After each talk, there will be a number of questions based on that part of the talk. Mark the best answer choice-(A), (B), or (C)-for each question.

))) Now start the audio.

1. (A) Two years.  
(B) Three years.  
(C) Five years.
2. (A) Student fees.  
(B) Room-and-board charges at the dormitory.  
(C) Student insurance rates.
3. (A) Its tuition rates are going up faster than the ones at Hambleton University.  
(B) It has the highest tuition rates in the state.  
(C) Its tuition rates are still lower than those at Hambleton University.
4. (A) An executive on the Student Council.  
(B) A member of the Board of Regents.  
(C) A spokesperson for the administration.
5. (A) A new dormitory will not be built.  
(B) The proposal to increase student services will not be adopted.  
(C) The tuition will not be raised.
6. (A) A starfish.  
(B) A salamander.  
(C) A mammal.
7. (A) A snake sheds its skin and grows a new one.  
(B) An insect grows a new limb.  
(C) A baby gets its first set of teeth.
8. (A) Embryonic cells.  
(B) Specialized cells.  
(C) Nerve cells.
9. (A) To treat diseases among animals.  
(B) To learn to speed up the process among lower animals.  
(C) To apply what they learn to human medicine.
10. (A) Before the Revolutionary War.

- (B) During the Revolutionary War.
  - (C) After American independence.
11. (A) His military service.  
(B) His political philosophy.  
(C) His dictionary.
12. (A) T-H-E-A-T-R-E instead of T-H-E-A-T-E-R.  
(B) L-A-B-O-U-R instead of L-A-B-O-R.  
(C) N-I-F instead of K-N-I-F-E.

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**MEETING 14**  
**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

**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:

**I. 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.

## II. 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 ink 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 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

- A B
- C  
shapes by the action of wind and water.
- D
11. Haywood Broun was a read widely newspaper columnist who wrote during the 1920's  
A B C D  
and 1930's.
12. Researchers in economics, psychology, and marketing can help businesses.  
A B C D
- D
13. Although the social sciences different a great deal from one another, they share a  
A B C  
common interest in human relationships.
- D
14. Herman Melville's novel Moby-Dick describes the dangers, difficult, and often violent  
A B  
life aboard a whaling ship.  
C D
15. Near equator, the slant of the sun's rays is never great enough to cause temperature to  
A B  
fall below the freezing point.  
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  
age.

- D
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 underground  
are roots.  
A B C D
24. The process of fermentation takes place only in the absent of oxygen.  
A B C D
25. In about 1920, experimental psychologists have devoted more research to learning than  
any other topic.  
A B C D
26. Transfer taxes are imposed on the sell or exchange of stocks and bonds.  
A B C D
27. One of the greatest of mountains climbers, Carl Blaurock was the first to climb  
all of  
A B  
C  
the mountains higher than 14, 000 feet in the United States.  
D
28. Biochemists have solved many of the mysteries about photosynthesis, the  
process  
A B C  
which plants make food.  
D
29. Oceanic Islands have been separated from the mainland for too long that they  
have  
A B C  
evolved distinctive animal populations.
- D
30. Certain species of penicillin mold are used to ripe cheese.  
A B C D
31. Many of the important products obtained from trees, one of the most important  
is wood  
A B C  
pulp, which I used in paper-making.  
D
32. Not longer are contributions to the advancement of industry made primarily by  
A B C D  
individuals.

### III. 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 defence 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

- (D) Ontario
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 survival 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) Of 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
  - (D) Numbers such as 2, 4, 6, and so on
15. The author mentions that all of the following are aware of quantities 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 to 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 crawl 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 19<sup>th</sup> 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 weapons 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

Sea 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. Sea 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 to 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
  - (D) Tired out
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
  - (A) Concerned
  - (B) Overjoyed
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.

### **C. REFERENCES**

Rogers, Bruce. (2011). *The Complete Guide to the TOEFL Test PBT Edition*. Heinle, a Part of Cengage Learning, Inc