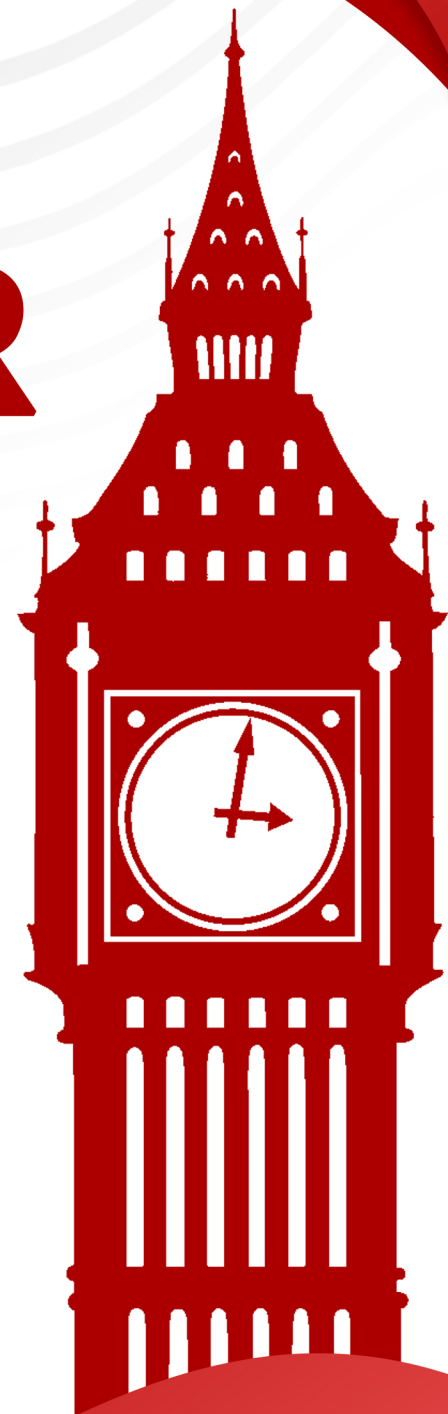


Teaching Material Module
GRAMMAR
Conversation TOEFL Reading

Tarida Marlin Surya M., Ir., MM.



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Penyusun : Tarida Marlin Surya, Ir.,MM.

**Reviewer : Dr. Jan Horas V. Purba, Ir.,M.Si.
Ratih Puspitasari, SE., MBA.**

Modul ini hanya berlaku di lingkungan Kampus STIE Kesatuan Bogor

HALAMAN PENGESAHAN

Judul Bahan Ajar : Grammar Conversation Toefl Reading
Teaching Material Module
Mata Kuliah : Bahasa Inggris
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Menyetujui,

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Atas Nama Ketua
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Preface

Grammar, Conversation, and Reading for TOEFL has been prepared based on my long experience in teaching English, and it has been compiled from some books and specially provided only for internal use at STIE Kesatuan. The purpose of the module is to make the students familiar with basic grammar along with the daily conversation which is equipped with the TOEFL reading material. The units presented in the module are deemed to be among the most common ones. Hence, even though this module is far from being perfect, it has been meant, at least to cover all the necessary topics for the purpose mentioned above. Meanwhile, to have further knowledge about the TOEFL itself, the students will have another module for the next semester. It will focus on the real grammar commonly administered in the real PBT (paper-based TOEFL test).

In the future, for the purpose of betterment of the module, improvement will be made by providing more exercises for the whole units and skills including the materials for the listening section. For the TOEFL Grammar Module, efforts will be focused on the new TOEFL format, particularly the IBT (internet-Based TOEFL). Nevertheless, suggestions would be happily welcome in order to gain enrichment of the content and smooth process of compiling the next edition of the module.

On this occasion, thanks should go to those who have shared a helping hand so that the module could be finished and reach our students at STIE Kesatuan.

Bogor, 02-06-2019

Tarida Marlin Surya Manurung

CONTENTS

Chapter 1 Simple Grammar and Conversation

Unit 1	The Simple Present Tense	1
Unit 2	The Present Continuous Tense	7
Unit 3	The Simple Past Tense	11
Unit 4	WH-questions	19
Unit 5	The Past Continuous Tense	22
Unit 6	The Present Perfect Tense	27
Unit 7	The Simple Future Tense with <i>will</i> and <i>to be going to</i>	31
Unit 8	The Simple Future Tense with Present Continuous and Simple Present	35
Unit 9	The Future Continuous Tense & The Future Perfect Tense	38
Unit 10	The Passive Voice	40
	Irregular Verbs	43

Chapter 2

1.	TOEFL Reading Skills and Reading Exercises	44
2.	Skill Builders	45
3.	Question Types in The Reading Section	46
4.	Locating The Main Idea	47
5.	Finding Supporting Details	48
6.	Tips for Vocabulary Questions	50
7.	Making Inferences	51
8.	Answering Reference Questions	52
9.	Recognizing Structural Patterns	53
10.	Quick Quiz	55
11.	Chapter Highlights	58
12.	Practice and Quick Quiz Answers	59
13.	TOEFL Reading Exercises	60
	Answer Keys	71
	References	73

CHAPTER 1

Grammar Conversation

THE SIMPLE PRESENT

THE SIMPLE PRESENT TENSE is used for **habitual** activities, **repeated** activities, **general truth** activities, and **present** condition.

Examples:

Habitual or Repeated Activities

Generally, sentences describing such activities use *adverbs of frequency*:

seldom	often	sometimes
frequently	always	never
every day	every month	every week
3 times a month	2 times/twice a week	every Sunday/on Sundays

1. I am here almost every day.
2. She goes to IPB twice a week.
3. They are always happy
4. We often go to Jakarta

Activities of General Truth

1. Water consists of hydrogen and oxygen.
2. Most animals kill only for food.
3. The sun rises in the east and sets in the west.
4. The world is round.

Notes: The sentences presented above state that something was true in the past, is true in the present, and will be true in the future. It is used for general statements of fact.

Present Condition

1. I am happy now.
2. She is a student and she goes to IPB.
3. They work in Jakarta but live in Bogor.
4. Mr. Andy teaches English at that University.
5. They are married and have three children.

The formula of **SIMPLE PRESENT** is divided into two parts:

The **formula** using **action verbs** and the **formula** using **to**

be:

- **Formula 1 - with to be (linking verbs)**

Subject + **to be (is, are, am)**

He/She/It + is..... They/We/You + are..... I + am.....

Subjects and to be are usually contracted:

I am.... (I'm)
You are (You're)
They are ... (They're)
We are ... (We're)

She is ...(She's)
He ... (He's)
It is ... (It's)

➤ **Formula 2 - with action verbs**

Subject + ordinary verb(-s/es)

I go to school every day. They sometimes visit me.
 We live in Jakarta. You seldom send me a letter.

If the subject is **he, she, or it** the verb is given a *suffix (-s/-es)*.

She goes to the market twice a week. He visits his grand father once a month.
 I have a dog. It likes to bark at a strange man.

Compare formula 1 and formula 2. In formula 1 we have **to be - is, are, am (linking verbs)** while in formula 2 we have no **to be**. Hence, we can conclude that **to be** (is, are, am) is only used in formula 1 (if the sentence has no action verbs).

Look at the sentences using to be. They are usually followed by **noun, adjective, adverb of place, adverb of time**, or adverb of place and time:

1. Positive Sentences	2. Interrogative Sentence
a. She is (She's) a dance instructor. b. We are (We're) in Jakarta. c. My father is (My father's) sick. d. They are lawyers. e. Wendy is pretty. f. Linda and Tony are happy. g. I am at home this morning. h. It is nine o'clock. i. He is very kind.	a. Are you from Singapore? b. Is it a good book? c. Are they single? d. Is Marry always on time? e. Is the secretary sick today? f. Is he a teacher? g. Am I pale?
3. Negative Sentence	4. Negative Interrogative Sentence
a. The dogs are not (aren't) vicious. b. The man is not (isn't) kind. c. I am not happy. d. She is not e. The mountain climber is not brave.	a. Isn't she a doctor? b. Aren't they from Sweden? c. Aren't we in the same class? d. Isn't the teacher angry? e. Aren't Fred and Liz students?
am and not are not contracted	

Exercise 1

Insert the correct **to be** in the blank space of each sentence. Then change them into **Negative**, **Interrogative**, and **Negative Interrogative**:

1. Robert from England.
2. My father and mother happy.
3. Susan very sad.
4. The lecturer satisfied.
5. They in Ontario now.
6. We tired after the long journey.
7. Her cat hungry.
8. Susan and Jenny sisters.
9. The girl in a hurry.
10. The boy scared.

Here is more about the conjugation of verbs in The Simple Present Tense:

1. If the subject is one of the followings (singular third person/singular noun): *she, he, it, Rosy, Mr. John, the cat, the pen* etc., end the verb with suffix *-or -es*. If the subject is one of the followings - *we, you, they, I, Toni and Tina, the shoes, the cars* etc., we do not need suffix *-s or -es*.
 - She *goes* to school by bus
 - He *likes* pop music very much
 - It *makes* him very happy
 - Ann *cleans* the house every morning
 - We *go* to school by bus, too.

Varied suffixes *-s or -es* for singular third person:

- a. Verbs ending in *ss, x, ch, o, or sh* use suffix *-es*.
 - She *kisses* her daughter before she leaves home.
 - He *washes* his clothes on Sunday morning.
 - Mr. Ahmad *teaches* English in a high school.
 - Ann *goes* to the office by bus.
 - He *boxes* in the championship twice a year.
- b. Verbs ending in *y* preceded by a consonant use suffix *-es* after *y* is changed into *i*.
 - She *sometimes cries* if she feels so sad.
 - He *always tries* hard to do the best.
 - My mother usually *carries* her hand bag as she goes shopping.
- c. Verbs ending in *y* preceded by a vowel use suffix *-s*.
 - He *often plays* football in the afternoon.
 - She *always obeys* her mother's advice.
 - Ann *usually buys* some vegetables in the market.

Study the examples below:

I. With I/We, You, or They

Positive Sentences	Interrogative Sentences
<ol style="list-style-type: none"> I go to college on foot We sometimes stay in Jakarta. They have three houses in the Netherlands. 	<ol style="list-style-type: none"> Do you go to college on foot? Do my parents sometimes stay in Jakarta? Do they have three houses in the Netherlands?
Negative Sentences	Negative Interrogative Sentences
<ol style="list-style-type: none"> I do not (don't) go to college on foot Luke and Dan don't stay in Jakarta very often. They don't have three houses in the Netherlands. 	<ol style="list-style-type: none"> Don't you and your brother go to college on foot? Don't we sometimes stay in Jakarta? Don't the Smiths have three houses in the Netherlands?

II. With He, She, It

Positive Sentences	Interrogative Sentences
<ol style="list-style-type: none"> He goes to college on foot. She sometimes stays in Jakarta. I have a house. It has three rooms. 	<ol style="list-style-type: none"> Does he go to college on foot? Does she sometimes stay in Jakarta? Does the house have three rooms?
Negative Sentences	Negative Interrogative Sentences
<ol style="list-style-type: none"> Judith does not (doesn't) go to college on foot. Samy doesn't stay in Jakarta. The house doesn't have three rooms. 	<ol style="list-style-type: none"> Doesn't he go to college on foot? Doesn't she sometimes stay in Jakarta? Doesn't it have three rooms?

Exercise 2A

In the blank spaces on the right, write the simple present form of the verbs.

- John (like) to study English. (likes)
- Helen (have) many friends in this school.
- We (study) in the same class.
- William also (study) in our class.
- He and I (be) goods friends.
- Both of our English teachers (be) Americans.
- They (explain) the lesson very clearly.
- There (be) many students absent today.
- I (watch) television every night.
- My father (listen) to the radio every night.

Exercise 2B

Do this the same way as exercise 2A.

- 1. The children (play) in the park every afternoon.
- 2. There (be) someone at the door.
- 3. Helen (live) on Church Street.
- 4. William (go) to the movies almost every night.
- 5. We always (come) to school by bus.
- 6. Henry (do) his homework very carefully.
- 7. He never (make) many mistakes in spelling.
- 8. You (be) older than I.
- 9. We both (want) to learn English well.
- 10. They (have) much work to do today.

Test 1

Give the correct form of the verbs between parentheses. Then change the sentences into **Interrogative, Negative, and Negative Interrogative:**

- 1. Shirley (go) to college by bus every day.
- 2. Sony and Tini (be) classmates.
- 3. Mr. Tugiono (watch) soccer games on TV.
- 4. The problem (be) difficult enough.
- 5. The students (understand) the explanation.
- 6. Maya (be) very happy today.
- 7. We (send) letters to him every month.
- 8. My brother (like) mathematics very much.
- 9. Sebastian (study) music in Germany.
- 10. They (be) from China.

Conversation

Conversation 1

Practice the conversation below with your friend beside you:

Tina: Hi. I see you here all the time. Do you come here every day?
 Ray: No...Well, I have breakfast here before class.
 Tina: Oh, are you a student?
 Ray: Yes. I'm a law student.
 Tina: Really? I'm in the business school.
 Ray: Oh. So do you live around here?
 Tina: Well, I live about 29 miles away, in Laguna Beach.
 Ray: So, are you from California?
 Tina: Well, I'm from Chicago originally, but my family lives here now.

Repeat the conversation above but give the information about you.

Match the questions and answers. Then ask and answer the questions with a partner but give your own answers.

1. Do you live around here? _____	a. Yeah. Well, I play on a softball team.
2. Are you from here originally? _____	b. Yeah, I work at a restaurant on the weekends.
3. Do you have a part-time job? _____	c. No, they live in a small town near the ocean.
4. Do you like sports? _____	d. No, I' from Rio originally.
5. Do you have brothers and sisters? _____	e. No, I'm an only child.
6. Do your parents live around here? _____	f. No, I live near the beach.

Conversation 2

Practice reading the conversation below:

Mrs. Smith: Hello, Mrs. John. How are you?

Mrs. John : Fine, thanks. How's your boy, Andy?

Mrs. Smith: He's a bit tired. You know, he goes to school at eight o'clock every morning. He doesn't get home till after four, then he does his homework after tea. It often takes him a couple of hours to finish it.

Mrs. John : Poor boy. They work hard at school nowadays, don't they? Does he like it?

Mrs. Smith: School, you mean? Yes, he does. He likes his teachers, and that always make a difference.

Mrs. John : Yes, it does. Does he go to school by bus?

Mrs. Smith: No, he walks. He likes walking. He meets some of his friends at the corner and they go together.

Mrs. John : What does he do when it rains?

Mrs. Smith: My husband takes him in the car. He passes the school on the way to the office.

Now answer the questions but you should close your book.

1. When does Andy go to school?
2. When does he do his homework?
3. Does he like school or does he hate it?
4. How does he get to school?
5. Where does he meet his friends?

Unit 2

PRESENT CONTINUOUS

THE PRESENT CONTINUOUS TENSE is used to express something that is in progress at present or when spoken.


Formula:

Subject	to be (is, am, are)	verb+ing
The nurse	is	curing the injury on the patient's stomach now


Interrogative, Negative, and Negative Interrogative sentences have the same construction as the sentences in the Simple Present Tense with **to be**:

I **am (I'm)** reading a good novel now.
Are you reading a good novel?
I **am not** reading a good novel.
Aren't you reading a good novel now?


Usage:

 *To express something or activities in progress when spoken*

- Floritte is washing her hair now.
- Reza is waiting for the bus now.
- Ms. Cindy is working with computer now.
- Look, some university students are having a meeting now.
- Look, somebody is climbing up the window.

 *To express something or activities in progress at present, this month, or this week.*

- Mr. Bush is writing another book for publication this month.
- He is taking a computer course in this city.
- He is trying to improve his English now.

 *To express something or activities that are going to be done or happen soon or in the near future as planned.*

- He is studying for the exam.
- They are having a meeting tomorrow morning.
- I am taking my mother to the party tonight.

Some verbs which are considered Non-progressive verbs cannot be used in the Present Continuous Tense. They can still be used with this tense but the meaning is different. Hence, if you want to use them in a present situation, you can put them in the Simple Present Tense:

Believe	Hear	Need	Understand	Remember Realize
Belong	Love	Know	Want	Seem
Forget	Hate	prefer	See	

Exercise 1A

Write the sentences below either in the present continuous tense or the simple present tense.

1. The doorbell (ring) very often.
2. The doorbell (ring) now.
3. He (write) many letters to his parents.
4. John is busy now. He (write) a letter.
5. Mr. Jones (smoke) a cigarette now.
6. He (smoke) more than a package of cigarettes every day.
7. Look! He (smoke) a cigarette now.
8. It (rain) a great deal during the spring months.
9. Look! It (begin) to rain.
10. Listen! Someone (knock) at the door.

Exercise 1B

1. The bus always (stop) at this corner.
2. The bus (stop) for us now.
3. I always (get) on the bus at this corner.
4. Mr. and Mrs. Smith (build) a new home on Second Avenue.
5. We (have) English lessons three times a week.
6. We (have) our English lessons now.
7. Look! Helen (wave) to us from across the street.
8. William always (come) to school by bus.
9. Be quiet or you will wake the baby. She (sleep).
10. She (sleep) about fourteen hours a day.

Exercise 2A

1. I am sorry. I (not/remember) his address.
2. Don't disturb her. She (do) a lot of homework now.
3. Susie (call) all the clients at the moment?
4. Our children (play) in the park every afternoon.
5. Helen (know) the answer to the question.
6. Where is William? He (goes) to school.
7. We always (go) to school by bus.
8. Henry and Mina (not/do) their task at this moment.
9. He often (make) many mistakes in spelling?
10. They both (want) to learn English well.

Exercise 2B

1. She (forget) my name.

2. You (know) all the answers to the questions?
3. Where is Daddy? I (think) he (watch) TV in his room.
4. We sometimes (go) to school by bikes.
5. They (read) magazines in the living room now.
6. She (not/do) her homework in the evening.
7. The book (contain) all the information you need.
8. The children (play) in the park at this moment.
9. Luke and Sandy (not/do) their task every day.
10. The guests (not/have) dinner now.

TEST 2

Present Continuous or Simple Present.

1. Excuse me, (you/speak) English?
 2. Tom (have) a shower at the moment.
 3. They (not/watch) television very often.
4. Listen! Somebody (sing)
5. She's tired. She (want) to go home now.
 6. How often (you/read) a newspaper?
 7. 'Excuse me, but you (sit) in my place.' 'Oh, I'm sorry.'
 8. I'm sorry. I (not/understand). Please more slowly.
9. 'Where are you, Roy?' 'I'm in the sitting-room. I (read).'
10. What time (she/finish) work every day?
11. You can turn off the radio. I (not/listen) to it.
 12. He (not/usually/drive) to work. He usually (walk).

Conversation

Conversation 1

Complete the conversation. Use the simple present or present continuous. Then practice with a partner.

Teri : Hi. How _____ you _____ (do)?

Ruth : Not bad. Actually, I _____ (have) a cold again. But I'm

OK. Teri : Oh, that's too bad. So, what _____ you _____ (do) today?

Ruth : My classmate Sally's here. We _____ (plan) an end-of-term party. Everybody _____ (want) some live music this year. How about you? _____ you _____ (do) anything special today? _____ you _____ (listen) to a CD?

Teri : No, that _____ (be) my brother. He _____ (play) his guitar. He _____ (practice) every morning. Ruth: Hey, _____ (be) he free on Saturday? _____ he ----- (want) to play at our party? We _____ (need) somebody like him.

Teri : _____ you _____ (kid)? He's only ten!

Conversation 2

Practice reading the conversation with a partner:

George: Hello, Anne. What are you doing?

Anne : What I usually do at this time of night. I'm watching

TV. George: Do you always watch TV at this time?

Anne : Yes, I watch the news. I'm also smoking a cigarette and having a drink. George: How many cigarettes do you smoke a day?

Anne : You are very nose-y, aren't you? I smoke about fifteen , I think. George: What are you drinking?

Anne : Heavens, you're even worse than I thought. I am having a gin and tonic, if you must know. For your information, I usually have a gin and tonic and a cigarette when I watch the news, which I do every night at this time if I don't go out.

George: Actually, that's what I'm ringing you about. Are you going out tonight, by any chance?

Anne : No, I am going to stay at home. Why?

George: Well, I'm going to the theatre and I've got a spare ticket, so-

Anne : That's very kind of you, George. But my sister's coming for a meal and – George: Again?

Anne : What do you mean, again? She comes every

week. George: I'm beginning to think you don't want to see me.

Anne : What makes you say that?

George: You always have an excuse whenever I ask you out.

Read it again with RELUS (read, look up, and say)

Pair work: Create a conversation like the one above. Student A invites student B to do something or to go somewhere. Student B refuses with different reason.

Unit 3

SIMPLE PAST

THE SIMPLE PAST TENSE is used for activities or a situation that happened and terminated in the past with the time signal mentioned. Generally the sentences of the **SIMPLE PAST** include the following words or phrases:

1. **last** ---- **last week, last month, last year**, etc.
2. **ago** ---- **2 days ago, 3 days ago, 4 months ago**, etc.
3. **yesterday, just now, in February 2000, in 1975**, etc.

Like the **SIMPLE PRESENT**, the formula of the **SIMPLE PAST** also divided into two parts, one with **to be** (linking verbs) and the other with **verbs**:

- **PART 1** (with the past form of **to be**)

Subject + to be (were, was).....

With **they, we, you** we use **were**,
With **I, he, she, and it** we use
was.

- **PART 2** (with **verbs** of the past form)

Subject + past form

Compare the constructions in part 1 and the one in part 2. In part 1 we have **to be** of the past form (**were, was**) while in part 2 there is no **to be**. Hence, **to be** is only used in the sentences where there is no verb.

Below are some examples using both parts.

With **to be**:

SUBJECTS	were, was	Adjective, noun, or adverb
➤ The hospital	was	➤ comfortable 10 years ago.
➤ The judge and the Man	were	famous in our country 5 years ago.

With **verbs**:

SUBJECTS	Past verb
➤ The clown	approach <u>ed</u> the employees, engineers, and treasurers yesterday.
➤ The citizens	➤ elect <u>ed</u> the judge as mayor of Bandung 10 years ago.

Notes:

1. Verbs of the simple past are divided into two forms:

A. **Regular verbs** with **suffix -d/-ed** as in **graduated, landed, invited, visited**, etc.

B. **Irregular verbs** as presented on page

2. All the verbs are applicable for all subjects.

4. In **Interrogative, Negative**, and **Negative Interrogative** sentences we use the same construction as presented in the Simple Present Tense, but the to be, do, and does are changed into the past form.

With **to be**

1. I **was** in Jakarta yesterday.

Were you in Jakarta yesterday?

I **was** not (wasn't) in Jakarta yesterday.

Weren't you in Jakarta yesterday?

2. She **was** very curious last night. Was **she** very curious last night? She **wasn't** very curious last night. **Wasn't** she very curious last night?

With **verbs**

1. They **attended** the meeting in Bandung last month.

Did they **attend** the meeting in Bandung last month? They **didn't attend** the meeting in Bandung last month.

Didn't they **attend** the meeting in Bandung last month?

2. Ms. Baker **wrote** the draft of the speech two days ago. **Did** she **write** the draft of the speech two days ago? She **didn't write** the draft of the speech two days ago. **Didn't** she **write** the draft of the speech two days ago?

Notes:

We recommend that you memorize the irregular verbs presented on page

Exercise 1A

Rewrite the sentences below in The Simple Past Tense:

1. His father and mother are happy.

2. Suyitno studies Arabic with his friend.
3. Susan is very sad.
4. They watch the program on TV.
5. The people are satisfied.
6. Our lecturer explains us the lesson very clearly.
7. Her cat is hungry.
8. Pat likes the weather in Malang.
9. I am in a hurry.
10. The boy sometimes rejects the food.

Exercise 1B

1. Sunarto and Bento are police officers.
2. Edith types all the letters for the boss.
3. Mr. Moore is always busy.
4. The teacher often turns to sleepy students.
5. They are in Pakistan.
6. Wendy and I work in Jakarta.
7. Her cat is beautiful.
8. Julie stores the goods carefully.
9. We are extremely hungry.
10. The personnel manager sometimes chairs the meeting.

Exercise 2A

Provide the past form of the verbs in the parentheses.

1. I (sleep) more than ten hours last night.
2. He (buy) that car last year.
3. Mr. Smith (lose) a hundred dollars at the races yesterday.
4. It was after ten o'clock when she (leave).
5. I didn't understand what he (mean).
6. The police (catch) the thief last night after a long search.
7. Helen (bring) her little brother to class yesterday.
8. The maid (sweep) each of the rooms carefully.

9. The President's speech (deal) with the subject of taxes. _____
10. Miss Jones (teach) us English last semester. _____
11. I (think) that I could not come to the lesson today. _____
12. When John won the prize, his family naturally (feel) very proud of him. _____
13. The dog put his tail between his legs and (creep) out of the room _____
14. The teacher asked them to stop, but the two boys (keep) on talking. _____
15. The little girl (kneel) beside her mother and prayed _____
16. Where did you leave your notebook? I (leave) it on the bus. _____
17. I (mean) to call you yesterday, but I forgot. _____
18. Although we did not arrive home until late, the cook
(keep) the dinner hot for us. _____
19. Where did you buy your new hat? I (buy) it in Burdine's. _____
20. I (feel) very weak all day yesterday. _____

Exercise 2B

Do this the same way as in exercise A

1. Our team (win) both games last week. _____
2. I (find) this book on the bus yesterday. _____
3. I (meet) him several years ago in Washington. _____
4. Last year the Republican party (hold) its convention in Chicago. _____
5. We (sit) in the first row at the theater last evening. _____
6. The lighting (strike) two houses in our block last week. _____
7. Where did you read about the accident? I (read) about
it in yesterday's newspaper. _____
8. The police worked on the case for several months before they finally
(find) the thief. _____
9. The guide (lead) us down one long hall after another. _____

10. John (hang) up his hat and coat as soon as he came in. -
11. Our troops (fight) well, but enemy was too strong. -
12. Where did you hold the meeting? We (hold) it in the school auditorium. -
13. What did the dog dig up? He (dig) up two old bones. -
14. The sun (shine) all day yesterday. -
15. They (feed) the prisoners only bread and water. -
16. We (stand) in line an hour in order to buy tickets for the show. -
17. Where did she hang the picture? She (hang) it in the living room. -
18. I (read) that book several years ago. -
19. The gun went off accidentally and he (shoot) his best friend. -
20. I (hold) his hat and coat while John fixed the tire. -

TEST 3

Copy the reading below but fill the blanks with the correct verbs or to be provided between parentheses:

Last summer, we ...1... (decide) to go to Thailand on vacation. We ...2... (be) very excited because it ...3...(be) our first trip there. We ...4... (spend) two days in Bangkok. Of course, we ...5... (take) a river bus to the floating market. We ...6...(buy) some delicious fruit there. Things7..... (not be) very expensive. The next day we ...8...(go) to a very interesting temple called the Temple of the Emerald Buddha. We9.....(not have) time to visit any other temples. However, we10..... (visit) two historic cities – Ayuthaya and Sukhothai. Both

.....11.....(have) really interesting ruins. Everything12.....(be) great. It(13)..... impossible to say what(14).....the best thing about the trip. What about you?(15)..... you go somewhere on your last vacation, too?

Conversation

Conversation 1

Read the conversation with a partner.

Ramon: That's a great baseball shirt, Ling. Are you from Seattle?

Ling : Um, kind of. I lived there, but I wasn't born there.

Ramon: Oh, yeah? Where were you born?

Ling : In Sao Paulo, actually.

Ramon: Sao Paulo? Brazil?

Ling : Yeah. My parents were born in Hong Kong, but they moved to Sao Paulo in 1986, just before I was born.

Ramon: Wow. How long did you live there?

Ling : Until I was six. Then we moved to the

U.S. Ramon: To Seattle?

Ling : Yeah. We lived there for ten years, and we came here to San Francisco about three years ago.

Ramon: Huh. So did you grow up bilingual?

Ling : Well, we always spoke Chinese at home. I couldn't speak English until I went to school. And actually I can still speak a little Portuguese.

Read it again with RELUS (read, look up, and say

Complete the sentences. Use the conversation above to help you.

1. Ling's family left Hong Kong 1986.
2. Ling lived in Sao Paulo six years.
3. Her family stayed thereshe was six.
4. They moved to Seattle,they came to San Francisco.
5. They moved to San Francisco three years

Conversation 1

Practice reading the conversation. Then answer the questions:

Pamela: That was good. I really enjoyed that. Thank you so much for asking me. Bill : Not at all ...Pamela

Pamela: Did you watch TV last night?

Bill : No, I didn't. I hardly ever watch television. Pamela....

Pamela: I did. I watched the football match. It was quite exciting. Bill : Pamela

Pamela: But it finished in a draw. Both teams played well, though. Actually, I tried to ring you, but you weren't in.

Bill : Did you?

Pamela: Yes. I wanted to tell you it was

on. Bill : Why?

Pamela: Because it was so exciting. All the fans shouted and clapped and cheered so much you could hardly hear the commentator. And I know how much you like football.

Bill : No, I don't. I hate it.

Pamela: Really? But you used to play it at school, didn't you?
 Bill : Yes, I did. But I stopped playing years ago. Listen, Pamela....
 Pamela: What's the matter? You look as white as a sheet. Is there anything wrong?
 Bill : Yes, I'm afraid there is. I've got to tell you something.
 Pamela: What?
 Bill : I didn't bring any money with me. I can't pay the bill.

- **Repeat the conversation but look at your partner longer.**
- **Close your book and answer the questions.**

1. What did Pamela enjoy?
2. What did she watch on TV last night?
3. How did it finish?
4. Why did Pamela try to ring Bill?
5. Did Bill use to play football at school?
6. Why can't he pay the bill?

Unit 4

WH-QUESTIONS

Now let us discuss how to make WH-questions or informative questions using question words like WHAT, WHEN, WHERE, WHY, WHO (as *subject*), WHOM (as *object*), and HOW.

Wh-questions are also called *informative questions* because the answers given are informative, not like the answers for *yes/no questions* that can be answered with short answers that include *yes* or *no*:

Yes/No questions

1. Did you go to Jakarta yesterday? **Yes, I did.**
No, I didn't.
2. Are you from the USA? **Yes, I am.**
No, I am not.
3. Do you understand the handbook? **Yes, I do.**
No, I don't.

Wh-questions

1. What did you do last night? I **went** to Jakarta.
2. What happened to them this morning? They **had a flat tire**.
3. What are the students doing now? They **are doing the exercises**.
4. When did you go to Jakarta? I went to Jakarta **yesterday**.
5. Where is Liana from? She is from **Singapore**.
6. Why is she studying hard tonight? She **is doing a test** tomorrow.

7. How does your brother go to campus? He goes to campus **on foot**.
8. Who is sitting over there? **My sister-in-law** is (sitting over there).
9. Who are those people? They are the **staff members** of the company.
10. Who lives in this big house? **A widower** lives there.
11. Who called me last night? **A man** called you.
12. Whom did you visit last week? I visited **my grand father**.
13. Whom does Ms. John teach twice a week? She teaches **Linda**.

Notes: A. To make Wh-questions we can use the construction used in *yes/no* questions before inserting the question words.

B. For *wh-questions* with *the simple present tense* and *the simple past tense* yang using **who** or **what**, we don't need **do/does** or **did**, as presented in numbers 3, 8 and 9 if in the sentences there are *verbs*.

Exercise 1

Make Wh-questions based on the underlined words below:

1. Robert is from England.
2. My father and mother are happy.
3. David ordered some food for the party yesterday.
4. John likes to study English.
5. Helen has many friends in this school.
6. We study in the same class.
7. The lecturer is satisfied.
8. They are in Ontario now.
9. We are trying to contact him now.
10. Her cat went out of the house last night.

Exercise 2

1. Susan and Jenny are sisters.
2. The girl is in a hurry.
3. Tini took the books to the library this morning.
4. I go to college on foot.
5. We are staying in Jakarta.
6. They have three houses in the Netherlands.
7. My friend and I studied English yesterday.
8. We sometimes stay in Jakarta.
9. They visit me once in a while.
10. He goes to campus by bike.

TEST 4

Do this like the previous exercises:

1. She sometimes stays in Jakarta.
2. I have a house. It has three rooms.
3. Susan is very sad.
4. The boy is doing his homework now.
5. They came here two days ago.
6. The plane landed safely.
7. The two children are very cute.
8. We were in a hurry this morning.
9. The workers are having lunch now.
10. The personnel manager and the secretary always come on time.

Conversation

A. Have a conversation with a partner using the questions below:

1. Where do you live?
2. What's your address?
3. Where are you from?
4. Where were you born?
5. Do you come from a big family?
6. What do you do?
7. What do your parents do?
8. How many brothers and sisters do you have?
9. Are you the oldest or the youngest child in your family?
10. What do you think your sister, brother, son, daughter, father, or mother is doing now? (Chose one of them).
11. What is your hobby?
12. What do you usually do in leisure time?
13. What do you do on the weekend?
14. Did you do something special yesterday?
15. Where did you go last Sunday?
16. Did somebody call you yesterday afternoon?
17. Whom did you text this morning?
18. When did you begin to study English seriously?
19. Why do you study English?
20. Where do you prefer to live? Explain.

B. Ask your friend some questions of your own.

C. Some of you take turns telling the class about your partner.

Unit 5

PAST CONTINUOUS

THE PAST CONTINUOUS TENSE is used to express an activity or action **happening** or **in progress** in the past.

Formula: Subject + was/were + verb-ing

SUBJECT	To be 2 was, were	Verb -ing
The children	were	ridiculing the clown yesterday

This Tense is often used with The Simple Past Tense. For this purpose we need connectors like

when or

while.

Illustration:

A: What **happened** just now?

B: Someone **knocked** on the door.

A: What **was** Roy **doing** when someone knocked on the door?

B: He **was reading** a book.

A: What **did** he **do** when someone **knocked** on the door?

B: He **stopped** reading and opened the door.

Examples with *when* and *while*:

1. When I **came** in, the secretary **was typing** on the computer.
2. I **left** the office when he **was telephoning** the agent.
3. When we **were serving** our clients, the phone **rang**.
4. While father **was having** dinner, his friend **called**.
5. Sony **turned** on the radio while his mother **was reading** a newspaper.
6. While she **was typing**, I **was sorting** the letters.

Notes: A. Each of the sentences above is the result of combining two simple sentences about two activities in the past

B. The connector *when* can be placed in the beginning or the middle of the sentence.

C. Like *when* the connector *while* can also be placed in the same place, but it is followed by the clause that has *past continuous*.

D. When combining two clauses with *past continuous*, we use the connector *while*, as written in number 6 above.

Exercise 1A

Provide the *past continuous* of the verbs between parentheses on the right.

1. I (sleep) when you telephoned. (was sleeping)

2. We (sit) in the park when it began to rain. -----
3. The sun (shine) brightly when I got up this morning. -----
4. I (walk) down Broadway when I met him. -----
5. We (have) lunch when she called. -----
6. John (study) when I went to see him last night. -----
7. He fell while he (play) in the park. -----
8. They (drive) to Chicago when the accident happened. -----
9. The teacher (write) on the blackboard when we entered the classroom. -----
10. She fell while she (get) off the bus. -----

Exercise 1B

- 1. My mother (prepare) dinner when I got home.
- 2. I (have) lunch when I first felt sick.
- 3. It (rain) hard when I left home.
- 4. But when I arrived at school, the sun (shine).
- 5. Helen (talk) with John when I passed them in the hall.
- 6. They (watch) television when we called on them.
- 7. I (have) lunch when you telephoned.
- 8. Both children (sleep) when I went into the room.
- 9. The man (suffer) greatly when the ambulance arrived.
- 10. You probably dropped your purse while you (get) off the bus.

Exercise 2A

Copy the sentences below and decide whether they are *simple past tense* or *past continuous tense*:

- 1. I (sleep) well last night.
- 2. I (sleep) when the telephone (ring).
- 3. When I (get) up this morning, the wind (blow) hard.
- 4. It (rain) hard last night.
- 5. It (rain) hard when I (leave) home.
- 6. The child (fall) while he (play) in the park.
- 7. He (play) in the park all afternoon.
- 8. We (have) dinner when you (telephone).
- 9. I (read) two new books last week.
- 10. When we (get) there, John (read) the newspaper as usual.

Exercise 2B

- 1. I (write) several letters last night.
- 2. I (write) a letter when you (call) me.
- 3. The sun (shine) brightly when I (get) up this morning.
- 4. The telephone (ring) just as I (leave).
- 5. Mr. Smith (drive) to Chicago in his new car.
- 6. The accident (happen) while he (drive) to Chicago.
- 7. The boys (play) baseball all afternoon yesterday.
- 8. John (fall) and (hurt) himself while he (play) baseball.
- 9. We (see) Helen at the movie last night.
- 10. We (meet) Mary just as she (get) off the bus.

TEST 5

Rewrite the sentences and put the verbs into *the past continuous* or *simple past*:

1. When we (go) out, it (rain).
2. I wasn't hungry last night. I (not/eat) anything.
3. (you/watch) television when I (phone) you?
4. Jane wasn't at home when I went to see her. She (work).
5. I (get) up early this morning. I (wash).
6. The postman (come) while I (have) breakfast.
7. We (meet) Joan at the party. She (wear) a red dress.
8. The boys (break) a window when the (play) football.
9. I was late but my friends (wait) for me when I (arrive).
10. I (get) up at 7 o'clock. The sun (shine), so I (go) for a walk.
11. He (not/drive) fast when the accident (happen).
12. Margaret (not/go) to work yesterday. She was ill.
13. 'What (you/do on Saturday evening?)' 'I went to the cinema.'
14. 'What (you/do) at 9.30 on Saturday evening?' 'I (watch) a film in the cinema.'

Conversation

Conversation 1

Nicole: So how was your ski trip? Did you have a good time?

Barry : Yeah, I guess. I sort of had an accident.

Nicole: Oh, really? What happened? Did you hurt yourself?

Barry : Yeah, I broke my leg.

Nicole: Oh, no! How did it happen? I mean, what were you doing?

Barry : Well, actually, I was talking on my cell phone....

Nicole: While you were skiing? That's kind of dangerous.

Barry : Yeah, I know. But I was by myself, so I was lucky I had my cell to call for help.

Read the conversation again with RELUS.

Match the sentences and follow-up questions. Then compare with a partner.

1. I burned myself last night. ____	a. Oh, no! Who was driving?
2. Did you notice my black eye? ____	b. Did you hurt yourself?
3. My dad hurt himself at the gym. _____	c. Oh, were you cooking?
4. I fell out of bed last night. _____	d. Yeah. How did you get it?
5. My sister sprained both her wrists. _____	e. He did? What happened? Was he lifting weights?
6. My mom and I had a car accident. _____	f. How did that happen? What was she doing?

Conversation 2

Anne : George. What on earth are you doing here? George: I was looking for you.
 Anne : You know my boss doesn't like you coming here during office hours. What do you want? George: What were you doing last night when I rang you?
 Anne : What time did you ring me?
 George: About seven. I told you I was going to ring you.
 Anne : So you did. Are you sure you dialed the right number?
 George: Of course I am. I tried three times, and in the end I got so fed up that I asked of my friends to try. She said your phone was off.
 Anne : Oh, now I remember. I left my cell on the desk. I was writing some emails and I didn't want to be disturbed. What did you want anyway?
 George: Nothing in particular. I was going to ask you to the pictures, that's all.
 Anne : Oh, I see. As a matter of fact, I was working hard.
 George: I though you said you were writing emails. Anne : So I was. I find that very hard work.

Repeat the conversation with RELUS.

What do you think about George? Do you think it is good for him to visit Anne at the office?

Unit 6

PRESENT PERFECT

THE PRESENT PERFECT TENSE is used in the following conditions:

1. Something that took place in the past without the time signal.
2. Something that has happened until the time of speaking.

Usually this tense include the following words:

for, since, lately/recently

Like **SIMPLE PRESENT** and **SIMPLE PAST**, **PRESENT PERFECT** also has two constructions, one with **to be** and the other with **verbs**:

➤ **Formula 1 – with to be**

Subject + has/have + **been** + adjective, noun, or adverb

Subject **he, she, or it** is followed by **has**
 Subject **I, they, we, you** is followed by **have**

➤ **Formula 2 – with verbs**

Subject + have/has + verb **3 (past participle)**

Compare the formula 1 and formula 2. In the formula 1 we have **to be 3 (been)** while in formula 2 we have no **to be 3** but past participle of the verb.

Subject	have/has	To be 3 (been)	adjective, noun, or adverb.
➤ The tenants	have	been	➤ bored with lecture of law

➤ I	have	been	➤ lonely and bored
-----	------	------	--------------------

Subject	have/has	Verb 3 (past participle)
➤ The security guard	Has	talked and explained the crime to the judge in the court
➤ My elder brother	Has	written some books

The Present Perfect in **Positive, Interrogative, Negative, and Negative Interrogative:**

1. She has phoned the agent.
(+) Has she phoned the agent? She hasn't phoned the agent. (-) Hasn't she phoned the agent?
2. They have spoken to the headmaster of the school.
(+) Have they spoken to the headmaster of the school? They haven't spoken to the headmaster of the school. (-) Haven't they spoken to the headmaster of the school?
3. Bruce has been our office boy for two years.
(+) Has Bruce been our office boy for two years? Bruce hasn't been our office boy for two years. (-) Hasn't Bruce been our office boy for two years?

To make it easy for to do the exercises below, check again the list of *irregular verbs on page...*

Exercise 1

Give the correct form of the verbs (*simple past or present perfect*).

1. We are now living on 17th Street where we (live) for almost five years. -
2. From 1989 to 1999 we (live) on 16th Street. -
3. John (begin) to study English as soon as he arrived in the United States. _____
4. He (study) English continuously since then. -
5. Helen (study) French when she was in high school -
6. The first World War (begin) in 1914 and ended in 1918. _____
7. It (last) for four years. _____
8. We ((be) in California since 1975. _____
9. They (live) in California since 1975. -
10. My last car was a Chevrolet. I (have) it for four four years. _____

Exercise 2

1. My present car is Buick. I (have) it for two years. _____
2. John and I are good friends. In fact, we (be) good friends for more than ten years. _____
3. We (become) friends when we were students in the university. _____
4. Dr. Smith (be) our family doctor ever since we moved to this town. _____
5. Before he came to the United States, John (work) as a carpenter. _____
6. Mrs. Reese, who is in the hospital, (be) there for almost six months. _____
7. My present teacher is Miss Jones. I (study) with her for two years. _____
8. My former teacher was Miss Miller. I (study) with her for two years. _____
9. I (see) Helen two days ago. _____
10. I (be) sick all last week. _____

TEST 6

Ubahlah Tenses kalimat-kalimat di bawah ini menjadi The Present Perfect Tense:

1. Are his father and mother happy?
2. Suyitno doesn't study Arabic with his friend.
3. Susan is very sad.
4. They watch the program on TV.
5. The people are not satisfied.
6. I didn't sleep more than ten hours last night.
7. He bought that car last year.
8. Did Mr. Smith lose a hundred dollars at the races yesterday?
9. It was after ten o'clock when she left.
10. I didn't understand what he meant.
11. They are in Pakistan.
12. Do Wendy and I work in Jakarta?
13. Her cat is beautiful.
14. Does Julie store the goods carefully?
15. We are extremely hungry.
16. The personnel manager sometimes chairs the meeting.

Conversation

Practice the conversation below with a partner

Hugh : You're late home, Wendy. Where have you been?
 Wendy: I've been to the hairdresser's.
 Hugh : The hairdresser's? Haven't you already been there this week?
 Wendy: Yes, I have. I went last Tuesday. But I didn't like the way he did it. As a matter of fact, this is the first time he's done it nicely.
 Hugh : It looks the same to me.
 Wendy: That's a typical man's remark. Have you had tea yet?
 Hugh : No. I was waiting for you.
 Wendy: Well, we haven't got much time, you know. Have you forgotten we're going to the cinema?
 Hugh : The cinema? This is the first I've heard of it.
 Wendy: Hugh, I told you this morning. I mean, I asked you, and you promised to take me.
 Hugh : What's on anyway?
 Wendy: 'The Scotsman in Brussels'.
 Hugh : I've seen it.
 Wendy: When did you see it?
 Hugh : I saw it last week. I went with Jim.
 Wendy: You never told me you went to the cinema with Jim last week.
 Hugh : Do I have to tell you everything?
 Wendy: Yes, of course you do. We're married, aren't we? Anyway, I haven't seen it and I'm going tonight even if I have to go by myself.
 Hugh : I hope you enjoy it. I thought it was awful.

- **Repeat the conversation with**

RELUS. Ask your friend...

where Wendy has been
 why Hugh hasn't had tea yet
 why they haven't got much
 time when Hugh saw the film
 who he went with
 who Wendy's married to

Unit 7

IN **S**LE FUTURE with Will and to be going to

A. Future actions

Study the difference between will and going

to: Sandy is talking to Helen:

Sandy: Let's have a party

Adrian: That's a great idea. We'll invite lots of people.

We use will when we decide to do something at the time of speaking. The speaker has not decided before. The party is a new idea.

Later that day, Helen meets Dave:

Sandy: Adrian and I have decided to have a party. We're going to invite lots of people.

We use (be) going to when we have already decided to do something. Sandy had already decided to invite lots of people before she spoke to Dave.

Compare:

* 'George phoned while you were out.' 'OK. I'll phone him back.'
but * 'George phoned while you were out.' 'Yes, I know. I'm going to phone him back.'

* 'Ann is in hospital.' 'Oh really? I didn't know. I'll go and visit her.'
but * 'Ann is in hospital.' 'Yes, I know. I'm going to visit her tomorrow.'

B. Future happenings and situations (predicting the future)

Sometimes there is not much difference between will and going to. For example, you can say:

* I think the weather will be nice later.

* I think the weather is going to be nice later.

When we say 'something is going to happen', we know (or think) this because of the situation now. For example:

* Look at those black clouds. It's going to rain. (not 'it will rain' - we can see the clouds now)

* I feel terrible. I think I'm going to be sick. (not 'I think I'll be sick' - I feel terrible now)

Do not use will in situations like these. In other situations, it is safer to use will:

* Tom will probably arrive at about 8 o'clock.

* I think Ann will like the present we bought for her.

Exercise 2

Complete the sentences using will ('ll) or going to.

1. A: Why are you turning on the television?
B: I'm going to watch the news. (I/watch)

2. A: Oh, I've just realized. I haven't got any money.
B: Haven't you? Well, don't worry. --- you some. (I/lend)

3. A: I've got a headache.
B: Have you? Wait there and --- an aspirin for you. (I/get)

4. A: Why are you filling that bucket with water?
B: --- the car. (I/wash)

5. A: I've decided to repaint this room.
B: Oh, have you? What color --- it? (you/paint)

6. A: Where are you going? Are you going shopping?
B: Yes, --- something for dinner. (I/buy)

7. A: I don't know how to use this camera.
B: It's quite easy. --- you. (I/show)

8. A: What would you like to eat?
B: --- a sandwich, please. (I/have)
9. A: Did you post that letter for me?
B: Oh, I'm sorry. I completely forgot --- it now. (I/do)
10. A: The ceiling in this room doesn't look very safe, does it?
B: No, it looks as if --- down. (it/fall)
11. A: Has George decided what to do when he leaves school?
B: Oh, yes. Everything is planned. --- a holiday for a few weeks and then --- a computer programming course. (he/have, he/do)

Exercise 2

Read the situations and complete the sentences using will ('ll) or going to.

1. The phone rings and you answer. Somebody wants to speak to Jim. CALLER: Hello. Can I speak to Jim, please?
YOU : Just a moment. --- him. (I/get)
2. It's a nice day. You've decided to sit in the garden. Before going outside, you tell your friend. YOU : The weather's too nice to stay indoors. --- in the garden. (I/sit)
FRIEND: That's a good idea. I think --- you. (I/join)
3. Your friend is worried because she has lost an important letter. YOU : Don't worry about the letter. I'm sure --- it. (you/find) FRIEND: I hope so.
4. There was a job advertised in the paper recently. At first you were interested but then you decided not to apply.
FRIEND: Have you decided what to do about that job that was advertised?
YOU : Yes, --- for it. (I/not/apply)
5. You and a friend come home very late. Other people in the house are asleep. Your friend is noisy.
You: Shhh! Don't make so much noise. --- everybody up. (you/wake)
6. John has to go to the airport to catch a plane tomorrow morning.
JOHN: Ann, I need somebody to take me to the airport tomorrow morning.
ANN : That's no problem. --- you. (I/take) What time is your flight?
JOHN: 10.50.
ANN : OK. --- at about 9 o'clock then. (we/leave)
- Later that day, Joe offers to take John to the airport.
JOE : John, do you want me to take you to the airport?
JOHN: No thanks, Joe. --- me. (Ann/take)

Conversation

Conversation 1

Practice the conversation with a partner:

Andrew: I can't believe we just have one more year of college! Beth : I know.

Andrew: What are you going to do when you graduate?

Beth : Well, I may go to law school if I get good grades next year. Andrew: Oh, I'm sure you will.

Beth : Well, you never know. My parents will be disappointed if I don't go into law. They're both lawyers.

Andrew: Wow. That's a lot of pressure.

Beth : Yeah. And after I graduate, I'll be able to work in their firm. Andrew: Uh-huh. Well, that's good.

Beth : Yeah, but I don't really want to be a lawyer....I want to be a journalist. I guess I need to decide before I go home for the summer.

Andrew: Well, good luck!

Repeat the conversation with RELUS.

Create a dialogue like the one above. Change the situation a little. Tell your friend what your parents want you to be and what you really want to be.

THE SIMPLE FUTURE with Present Continuous and Simple Present

We use the Simple Future to mention future activities, and **Present continuous** can be used for future meaning

Example situation:

We are stenting a renal artery on Monday.
I am having dinner with a medical representative tomorrow. He is going to the dentist on Tuesday morning.

In all these examples, the subjects have already decided and arranged to do these things.

So use the present continuous to say what you have already arranged to do.

* A: What are you doing on Saturday evening?
B: I'm going to the theatre.

* A: What time is Linda arriving tomorrow?
B: At 09.30. I'm meeting her at the train station.

* I'm not working tomorrow, so we can go out somewhere.
* Ian isn't playing football on Saturday. He's hurt his leg.

The present continuous is more natural for arrangements. Do not use *will* to talk about what you have arranged to do:

* What are you doing this evening?
* Alex is getting married next month.

The simple Present can also be used for future meaning when we talk about timetables, programs etc. (for example, for public transport, cinemas etc.):

* The train leaves Plymouth at 11.30 and arrives in London at 14.45.
* What time does the film begin?
* It's Wednesday tomorrow.

You can use the present simple for people if their plans are fixed like a timetable:

* I start my new job on Monday.
* What time do you finish work tomorrow?

Exercise 1

A friend of yours is planning to go on holiday soon. You ask her about her plans. Use the words in brackets to make your questions.

1. (where/go?) Where are you going? Scotland.
2. (how long/stay?) Ten days.
3. (when/go?) Next Friday.
4. (go/alone?) No, with a friend of mine.
5. (travel/by car?) No, by train.
6. (where/stay?) In a hotel.

Jenny wants you to visit her but you are very busy. Look at your diary for the next few days and explain to him why you can't come.

Jenny : Can you come on Monday evening?

You : Sorry but I'm playing volleyball.....

(1) Jenny : What about Tuesday evening then?

You : No, not Tuesday I (2)

Jenny : And Wednesday evening?

You : (3)

Jenny : Well, are you free on

Thursday? You : I'm afraid not

.....(4)

Have you arranged to do anything at these times? Write (true) sentences about yourself.

1. (this evening) I'm going out this evening. or I'm not doing anything this evening. or I don't know what I'm doing this evening.
2. (tomorrow morning) I ---
3. (tomorrow evening)
4. (next Sunday)
5. (choose another day or time)

Exercise 2

Put the verb into the more suitable form, present continuous or present simple.

1. I'm going (go) to the theatre this evening.
2. Does the film begin (the film/begin) at 3.30 or 4.30?
3. We --- (have) a party next Saturday. Would you like to come?
4. The art exhibition --- (open) on 3 May and --- (finish) on 15 July.
5. I --- (not/go) out this evening. I --- (stay) at home.
6. '--- (you/do) anything tomorrow morning?' 'No, I'm free. Why?'
7. We --- (go) to a concert tonight. It --- (begin) at 7.30.
8. You are on the train to London and you ask another passenger: Excuse me. What time --- (this train/get) to London?
9. You are talking to Ann:
Ann, I --- (go) to town. --- (you/come) with me?
10. Sue --- (come) to see us tomorrow. She --- (travel) by train and her train --- (arrive) at 10.15. I --- (meet) her at the station.

Conversation

Practice the dialogue with your friend beside you:

Tim: Hello. Is that you, Sue?

Sue: Yes, it is. Who's speaking?

Tim: This is Tim speaking. How are you?

Sue: Fine, thanks. How are you?

Tim: Not too bad. What are you doing?

Sue: Well, at the moment I'm watching television. There's a very good film on.

Tim: Oh, sorry to disturb you. I'm only calling to ask you...what are you doing tonight?

Sue: I'm going to the theater with my sister. She's coming here first for a meal.

Tim: Oh? What are you going to eat?

Sue: We're going to have an omelet. My sister's bringing some eggs and a bottle of red wine. We're going to eat about seven o'clock.

Tim: What are you going to see?

Sue: I'm not sure. She's buying the tickets. It's going to be a surprise.

Tim: Well, have a good time.

Sue: Thanks.

Tim: When am I going to see you again?

Sue: What about tomorrow? I'm not going out tomorrow.

Tim: I'm leaving for Paris in the afternoon. I'm going there on business for a couple of days.

Sue: Oh. See you next week then. Have a good trip.

Close your book and answer the questions below:

1. What's Sue doing at the moment?
2. What's she doing tonight?
3. What are they going to eat?
4. What's Sue's sister bringing?
5. When are they going to eat?
6. When's Tim leaving for Paris?
7. Why's he going to Paris?
8. How long's he going for?
9. Who's buying the theatre tickets?

Repeat the conversation above but use your own words.

Unit 9

FUTURE CONTINUOUS

& **F**UTURE PERFECT

Future Continuous is made with

will + be + verb-ing,

while Future Perfect with

will + have + past participle

A. The Future Continuous is used for a situation that will be happening at certain time in the future

Study this example situation:

1. The midwife will be helping the patient deliver a baby tomorrow afternoon.
2. By this time next week, I will be examining the woman.
3. She will be leaving for the clinic by 6 o'clock tomorrow morning.
4. This time tomorrow I will be attending the conference about drugs and the CNS.
5. Will you be attending to my patients this evening?

B. The Future Perfect is used to talk about activity that will have happened before another activity.

Study the example:

1. The doctor will have finished the operation if you come by this afternoon.
2. Ingrid will not have retired till 2009.
3. Tina and Dody will have been married for 10 years by February next year.
4. I think the liver will already have arrived by the time we begin the transplantation.
5. Next year I will have worked in this hospital for 20 years.

Exercises

- A. Read about Colin. Then you have to tick (V) the sentences which are true. In each group of sentences at least one is true.

Colin goes to work every day. He leaves home at 8 o'clock and arrives at work at about 8.45. He starts work immediately and continues until 12.30 when he has lunch (which takes about half

an hour). He starts work again at 1.15 and goes home at exactly 4.30. Every day he follows the same routine and tomorrow will be no exception.

<p>1. At 7.45</p> <p>a. he'll be leaving the house</p> <p>b. he'll have left the house</p> <p>c. he'll be at home (V)</p> <p>d. he'll be having breakfast (V)</p> <p>2. At 8.15</p> <p>a. he'll be leaving the house</p> <p>b. he'll have left the house</p> <p>c. he'll have arrived at work</p> <p>d. he'll be arriving at work</p> <p>3. At 9.15</p> <p>a. he'll be working</p> <p>b. he'll start work</p> <p>c. he'll have started work</p> <p>d. he'll be arriving at work</p>	<p>4. At 12.45</p> <p>a. he'll have lunch</p> <p>b. he'll be having lunch</p> <p>c. he'll have finished his lunch</p> <p>d. he'll have started his lunch</p> <p>5. At 4 o'clock</p> <p>a. he'll have finished work</p> <p>b. he'll finish work</p> <p>c. he'll be working</p> <p>d. he won't have finished work</p> <p>6. At 4.45</p> <p>a. he'll leave work</p> <p>b. he'll be leaving work</p> <p>c. he'll have left work</p> <p>d. he'll have arrived home</p>
---	---

B. Put the verb into the correct form, will be (do)ing or will have (done).

1. Don't phone me between 7 and 8. We'll be having (we/have) dinner then.
2. Phone me after 8 o'clock. --- (we/finish) dinner by then.
3. Tomorrow afternoon we're going to play tennis from 3 o'clock until 4.30. So at 4 o'clock, --- (we/play) tennis.
4. A: Can we meet tomorrow afternoon? B: Not in the afternoon. --- (I/work).
5. B has to go to a meeting which begins at 10 o'clock. It will last about an hour. A: Will you be free at 11.30?
B: Yes, --- (the meeting/finish) by that time.
6. Tom is on holiday and he is spending his money very quickly. If he continues like this, --- (he/spend) all his money before the end of his holiday.
7. Chuck came to Britain from the USA nearly three years ago. Next Monday it will be exactly three years. So on Monday, --- (he/be) in Britain for exactly three years.
8. Do you think --- (you/still/do) the same job in ten years' time?
9. Jane is from New Zealand. She is travelling around Europe at the moment. So far she has travelled about 1,000 miles. By the end of the trip, --- (she/travel) more than 3,000 miles.
10. If you need to contact me, --- (I/stay) at the Lion Hotel until Friday.
11. A: --- (you/see) Laura tomorrow? B: Yes, probably.
Why?
A: I borrowed this book from her. Can you give it back to her?

PASSIVE VOICE

The **PASSIVE** is used by using the following formula:

Subject + to be + past participle

The following examples of Passive Construction are presented in some:

ACTIVE	PASSIVE
Simple Present The factories distribute clothes every year.	The cloth is distributed by the factories every year
Simple Past The clown approached the employees yesterday.	The employees were approached by the clown yesterday
Present Perfect My father has called a technician.	A technician has been called by my father.
Present Continuous Tom is typing the letter.	The letter is being typed by Tom
The Simple Future They will check the blood pressure of the patient before the operation.	The blood pressure of the patient will be checked before the operation.
The Past Continuous They were carrying the injured person on a stretcher to the hospital.	The injured person was being carried on a stretcher to the hospital.
Past Perfect They had dispatched the cargo when we arrived.	The cargo had been dispatched when we arrived.
Future Perfect She will have begun the meeting if you come at nine thirty tomorrow.	The meeting will have been begun if you come at nine thirty tomorrow.

Not all active sentences can be changed into passive as you can see below:

1. David has lived in Bogor since last January.
2. Peter and Nina have worked at the company for five years.
3. He has been very sick lately.
4. Alice went to Egypt last month.
5. They are jogging in the park.
6. I am very happy.

Sentences 1, 2, 4, 5 have verbs but they have no objects, and sentences 3 and 6 have no verbs and objects. Hence, the sentences cannot be changed to Passive.

Exercise 1

Change the following sentences into passive:

1. My younger brother studies mathematics.
2. William also writes a letter every week.
3. They explain the lesson very clearly.
4. I read a newspaper every night.
5. Floritte is washing her hair now.
6. Look, the technician is repairing my tape player now.
7. She brought the package of books last night.
8. He painted the house last week.
9. Loraine has finished the work.
10. We have called the men.

Exercise 2

1. She sent the documents last week.
2. Bobby also cleans the house every week.
3. He and I have invited the man.
4. I read a magazine every night.
5. Linda is installing a program now.
6. Look, my daughter is holding the doll now.
7. They serve the guests very patiently.
8. She broke the vase last night.
9. Susan has written the letter.
10. My younger sister drives the car sometimes.

TEST 7

Change the sentences below into passive sentences **if possible**:

1. Our lecturer explains the lesson very clearly.
2. Jack went to Jakarta by bus yesterday.
3. Her cat has been hungry.
4. Does your mother cook Chinese food every day?
5. Pat likes to stay here very much.
6. I have seen her at the hospital.
7. The manager didn't order the computers yesterday.
8. The boy rejected the food this morning.
9. Are Wendy and I working in Jakarta at present?
10. Her cat ate all the food.
11. Julie stores the goods carefully.
12. We are extremely hungry.
13. The personnel manager sometimes chairs the meeting.
14. We sometimes don't understand his explanation.
15. Did Sheila buy the tickets herself?

Further Discussion about the Passive Voice

We actually use the passive for the following purposes:

1. Describing a process or procedure
2. Writing in a formal style
3. Reporting unconfirmed information

1. When describing a process we use the passive because we are more concerned with the process itself than who carries it out. For example, here is a description of the wine making process:

Wine **is made** from the fermented juice of grapes. Grapes **are picked** at optimum sugar / acidity levels. After picking, the grapes **are taken** to the winery, **de-stemmed** and **crushed** in a variety of presses. The juice **is** then **clarified** by settling or by centrifuge, yeast and sugar **are added** and the wine **is left** to ferment in tanks. When fermentation **is finished** the wine **is poured** into a clean tank to stabilize, it **can** then **be filtered** and **bottled** and left to mature.

2. When writing in a formal style (e.g. reports, minutes of meetings) we often choose an impersonal style by using the passive and beginning sentences with *it*.

It was agreed to increase the share capital.

It was considered to be an unacceptable alternative.

It has now been decided to postpone the proposed construction. It was agreed that the share capital should be increased.

It was felt that some economies had to be made.

Other verbs used in this pattern include:

announce	claim	discover	estimate	expect	know
mention	propose	recommend	suggest	think	
	understand				

3. When the statement is speculative we use the passive of say, think consider, believe followed by an infinitive. This structure is common in newspaper reporting:

The minister **is said to be** in favor of decreasing corporation tax. The board **is thought to be** in favor of a merger.

He **is considered to be** the best chairman the company has ever had. The terrorists **are believed to want** a new ceasefire.

Check your understanding

1. Passives are used when we are interested in who has done something rather than what is done.
2. Passives are used when the focus is on what is done rather than the people who perform the action.
3. The object of an active verb corresponds to the subject of a passive verb.
4. Passives are common in an informal style.
5. The passive is often used to describe the stages of a process.

IRREGULAR VERBS

Present	Preterite	Past Participle
(be) am, is, are	was/were	Been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hang	hung	hung
have	had	had
hear	heard	heard
keep	kept	kept
kneel	knelt	knelt
know	knew	known

Present	Preterite	Past Participle
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shoot	shot	shot
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
strike	struck	struck
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	waken
wear	wore	worn
weep	wept	wept
win	won	won
write	wrote	written

CHAPTER 2

TOEFL

Reading Skills and

Exercises

Reading

Developing strong reading skills means that you interact with what you read—ask questions, locate main ideas, and draw conclusions. Because the materials you read in college—from textbooks to websites—will be in English, good reading comprehension skills are essential. The reading section of the TOEFL exam tests your ability to read and understand short passages about academic topics like those you will encounter in university courses. You will read short passages, usually from one to five paragraphs in length, and answer several questions about each passage.

SKILL BUILDERS

Becoming an active reader takes practice. To improve your comprehension skills, try the following techniques while you read:

- **Skim ahead.** Scan the text before you read. Note how the text is broken into sections, what the main topics are in each section, and the order in which the topics are covered. Look for highlighted key words and ideas.
- **Jump back.** Review the text after you read. Go over summaries, headings, and highlighted information. This process will help you remember information and make connections between ideas.

Test Time Saver

To use your time effectively during the exam, answer all of the questions about one reading passage before going on to the next one.

Look up new words. Keep a dictionary on hand as you read and look up any unfamiliar words. List new vocabulary words and their definitions in a notebook so you can review them later.

Highlight important information. Highlight or underline key terms, main ideas, and new concepts as you read. (If you don't own the book, use a notebook to jot down information.)

Take notes. Record your questions, observations, and opinions about what you read. What is the main idea of the passage? Do you agree with the author?

Connect what you read with your own experience or with another topic you have studied. For example, if you are reading about the 1989 student protest in Tiananmen Square, you may note how it was similar to or different from student protests in the United States in the 1960s.

QUESTION TYPES IN THE READING SECTION

The reading comprehension questions on the TOEFL exam fall into nine categories:

1. Main idea. This question type asks you to locate the main idea of a passage or paragraph.

Examples:

Which sentence best summarizes the main idea of the passage? What is this paragraph mainly about? What is the author's main purpose in this passage? What would be the best title for this passage?

2. Supporting details. For this kind of question, you will identify a specific fact or detail described in the passage.

Examples:

What causes Type II diabetes?
How many people in the United States have Type II diabetes?

3. Exceptions. For this question type, you will identify a specific fact or detail that was not mentioned in the passage.

Examples:

Which characteristic does NOT describe the cuttlefish?
The author mentions all of the following as important causes of acid rain EXCEPT:

4. Location of information. These questions ask you to find the place in the passage where specific information is given.

Examples:

Where in the passage does the author define the term *ecosystem*?

5. Vocabulary. There are two kinds of vocabulary questions: one asks you to determine the meaning of a word based on how it is used in the passage; the other asks you to choose a synonym for the vocabulary word.

Examples:

The word *intrinsic* in paragraph 2 most likely means:
The word *commotion* in paragraph 5 could best be replaced by:

6. Inferences. For this question type, you will draw a logical conclusion based on the information in the passage.

Examples:

The author suggests that cloning will lead to:

This passage suggests that racial profiling is discriminatory because:

7. Reference. These questions require you to determine what a specific word (often a pronoun) or phrase refers to in the passage.

Examples:

The word *it* in line 7 refers to:

LOCATING THE MAIN IDEA

Writing is communication—a writer tries to convey his thoughts to a reader through words. When standardized tests ask you to find the main idea of a passage, they are asking you to uncover the writer’s motive, or why she wrote what she did.

To determine the main idea of a passage, think about a **general statement** that brings together all of the ideas in a paragraph or passage. Do not confuse the main idea of a passage with its main topic. The topic is the *subject*—what a passage is about. The main idea is what the author wants to express *about* the subject. To present a main idea, many textbook writers follow the basic format of **general idea** → specific support. First, they state their main idea and then provide support for it with specific facts and details.

A first sentence may contain a main idea. However, sometimes an author builds up to her point, in which case you may find the main idea in the last sentence of the introductory paragraph or even the last sentence of the entire passage.

Practice

Read the passage and then answer the following question. Space shuttle astronauts, because they spend only about a week in space, undergo minimal wasting of bone and muscle. But when longer stays in microgravity or zero gravity are contemplated, as in a space station or a two-year roundtrip voyage to Mars, these problems are of particular concern because they could become acute. Fortunately, studies show that muscle atrophy can be kept largely at bay with appropriate exercise. Unfortunately, bone loss caused by reduced gravity cannot.

Question: What is the main point of this paragraph?

- a. The U.S. government is currently planning a voyage to Mars.
- b. Muscle atrophy and bone loss are major problems for astronauts in extended space flight.
- c. Astronauts confront many dangers in space flight.
- d. Short stays in space cause little bone and muscle damage in humans.

Choice **b** is correct—It represents a general statement that holds together all of the information in the paragraph. Choice **d** is too specific to be the main idea. Choice **c** is too general to be the main idea. Choice **a** may be true, but the passage does not give this information.

FINDING SUPPORTING DETAILS

Supporting details are facts or **specific information** that provide evidence for an author's main idea. They often answer the questions *what? when? where? why? or how?* Three question types on the reading test ask you about specific information within a passage: supporting-detail questions, exception questions, and location of information questions. You will need to be able to:

- identify supporting details from a passage
- recognize information that is not provided in the passage
- identify the place in the passage where specific information is given

How can you recall one fact from a passage that is five paragraphs long? Follow these techniques as a guide:

Do not memorize. The reading test does not ask you to have perfect recall. Instead, it measures your ability to read carefully and know where to look for specific information.

Look for language clues as you read the passage. Writers often use one of the following phrases to signal that they are introducing a fact or example:

one reason is in one case specifically
for example for instance in particular

Use key words from the question. Questions have two or three important words that tell you exactly what information to look for in the passage. For example, in the question *How many species of penguins are there worldwide?* The key words are *how many*, and *species*. They signal to you to look for a sentence in the passage that has a number and the word *species*.

Take note of structure. As you read, pay attention to how information is presented and in what order.

Understanding the organization of a passage will help you locate the facts you need. See pages 100-103 for more about structure.

Practice

Read the following passage carefully and answer the questions that follow it. Find the answers on page 111.

(1) Great Barrier Reef is the world's largest network of coral reefs, stretching 2,010 km (1,250 miles) off Australia's northeastern coast. (2) Although coral looks like a plant, it is the limestone skeleton of a tiny animal called a coral polyp. (3) The reef's 300 species of coral create an underwater garden of brilliant colors and intricate shapes. (4) From microorganisms to whales, diverse life forms make their home on the reef. (5) Over 1,500 fish species, 4,000 mollusk species, 200 bird species, 16 sea snake species, and six sea turtle species thrive in the reef's tropical waters. (6) The reef is also a habitat for the endangered dugong (sea cows), moray eels, and sharks. (7) Although protected by the Australian government, Great Barrier Reef faces environmental threats. (8) Crown-of-thorns starfish feed on coral and can destroy large portions of reef. (9) Pollution and rising water temperatures also threaten the delicate coral.

1. How many species of coral are there in the Great Barrier Reef?
 - a. 3
 - 0
 - b. 20
 - 0
 - c. 30
 - 0
 - d. 3,000

2. Which of the following NOT a threat to the Great Barrier Reef?
 - a. dugong (sea cows)
 - b. crown-of-thorn starfish
 - c. pollution
 - d. rising sea temperatures

3. In which sentence does the author describe the coral polyp?
 - a. sentence (1)
 - b. sentence (2)
 - c. sentence (4)
 - d. sentence (5)

TIPS FOR VOCABULARY QUESTIONS

Active readers make a habit of looking up unfamiliar words. But in a testing situation, you can't use a dictionary. The following strategies will aid you in figuring out what unfamiliar terms mean:

- **Look at context**—the words and sentences surrounding the word—for clues about meaning. For example, you can determine what the word *gullible* means from this context: *Fred is so gullible. He will believe anything that Oliver tells him.* The phrase “he will believe anything” restates the meaning of the word *gullible* and suggests its meaning of being easily duped or cheated.
- **Is the word negative or positive?** Using the context of the passage, determine whether the unfamiliar term is a negative or positive one. In the preceding example, you can conclude that *gullible* is not positive in that context. Thus, you can eliminate any answer choices that are positive terms.
- **Replace the vocabulary word** with the remaining answers, one at a time. Does the answer choice make sense when you read the sentence? If not, eliminate that answer choice.

Practice

Choose the correct meaning of the italicized word. Find the answers on page 111.

4. When you are in an interview, try not to show any *overt* signs that you are nervous. Don't shift in your chair, shake, or stutter.

Overt means

- a. subtle.
- b. obnoxious.
- c. obvious.
- d. confident.

5. Although teaching is not a particularly *lucrative* career, I wouldn't do anything else. Knowing I'm helping others to learn is far more important to me than money.

Lucrative means

- a. highly profitable.
- b. highly rewarding.
- c. highly exciting.
- d. highly repetitive.

MAKING INFERENCES

Inference questions on the TOEFL exam ask you to draw logical conclusions about what you read. Sometimes a writer does not explicitly state his or her main idea or offer a conclusion. You must infer the writer's meaning. To do this you must carefully read the details and facts of a passage and look for context clues that reveal a writer's attitude.

Word choice—the specific words a writer chooses to describe people, places, and things—is one of the best clues to how a writer feels about her subject. Word choice, also called diction, includes these forms:

the particular words a writer uses
the way words are arranged in a sentence
repetition of words or phrases
inclusion of particular details

For example, consider how word choice affects the two sentences

below: A: Improved job training would reduce workplace injuries.

B: Improved job training would minimize workplace injuries.

The only difference between the two sentences is that sentence **A** uses the word *reduces* and sentence **B** uses *minimize*. Both sentences state that improved job training would result in fewer workplace injuries. However, sentence B is stronger because of its word choice: to minimize means to reduce to the smallest possible amount.

Even words that have similar dictionary definitions may have different **connotations**, or suggested meanings. For example, consider the words *rich*, *wealthy* and *affluent*. Although similar in meaning, each word evokes different thoughts and feelings. *Rich* implies having more than enough to fulfill normal needs, *wealthy* suggests the possession of property and things of value, and *affluent* implies increasing wealth.

Practice

Read the passage below and answer the questions that follow. Find the answers on page 111.

Storytelling should speak first to the heart and only second to the intellect. It should, in Isaac Bashevis Singer's words, "be both clear and profound," and it should also entertain. The new writer should avoid creating pieces that are deliberately obscure and impossible to understand except by a small, elite group of other writers.

6. What is the passage suggesting about new writers?
 - a. They are excellent writers.
 - b. They write better than those who have practiced the art of writing.

- c. They think that good writing should be difficult to understand.
- d. They aim to please a wide audience.

7. What is the author implying about most readers?
- a. They are not very smart.
 - b. They are not interested in obscure prose.
 - c. They do not like writing that affects their emotions.
 - d. They are snobs who look down on others.

ANSWERING REFERENCE QUESTIONS

Reference questions measure your understanding of what a particular sentence means. Read each passage carefully and try this three-part strategy to find the correct answer:

1. Eliminate any answers that you know are incorrect.
2. Insert each remaining answer choice into the sentence.
3. Decide whether the answer makes sense in the context of the sentence. If not, eliminate it and try another.

For example, look at how the strategy works with the following reference question.

The word *they* in paragraph 2 refers to:

- a. the victims of heat stroke
- b. the treatments for heat stroke
- c. the people who administer aid to victims of heat stroke
- d. the characteristics of heat

stroke Here's the sentence in which

they is used:

They are a high body temperature (which may reach 106 degrees F or more); a rapid pulse; hot, dry skin; and a blocked sweating mechanism.

They clearly does not refer to people, so you can rule out choices **a** and **c**. When you replace *they* with the remaining answer choices, you can easily narrow your answer to the correct choice: **d**.

In Your Own Words

Questions that ask you to paraphrase, or reword, a sentence test the same skills as reference questions. They measure your ability to comprehend a sentence or paragraph. As you read, think about what the material is stating, then try rewriting it (on paper or in your mind) in new terms. This will increase your comprehension skills

and improve your chances of answering paraphrased sentence questions correctly.

RECOGNIZING STRUCTURAL PATTERNS

Just as an architect needs a blueprint when designing a building, writers must have a plan that organizes their information and ideas. Learning organizational strategies will help you identify common patterns so that you can guess at what is coming ahead.

Recognizing structural techniques also helps you answer two types of questions on the TOEFL exam: supporting-detail questions (you will be able to locate specific information in a passage) and sentence-insertion questions (you will know where best to place new information in a passage).

The four most common organizational patterns that writers use are:

1. chronological order (time)
2. order of importance
3. comparison and contrast
4. cause and effect

Chronological order describes events in the order that they happened, will happen, or should happen. History texts, memoir, personal essays, and instructions often use this organization. Writers often provide clues in the form of transitional words or phrases to guide readers through events. Here are some common

Chronological transitions:

first, second, third	before	after	Next
now	then	when	as soon as
Immediately	suddenly	soon	during
while	Meanwhile	later	Finally
in the meantime	at last	eventually	afterward

Order of importance arranges ideas by rank instead of time. Writers may organize their ideas:

- by increasing importance (least important idea → most important idea), or
- by decreasing importance (most important idea → least important idea)

Newspaper articles follow the principle of decreasing importance; they give the most important information first (the *who*, *what*, *when*, *where*, and *why* about an event).

Arguments may follow the principle of increasing importance, saving the most persuasive points for the end. Transitions offer clues about this type of organizational pattern, too. The following are common transitions used to indicate order of importance:

first and foremost	most important	more important
moreover	above all	first, second, third
last but not least	finally	

Comparison and contrast arranges two things side by side to show their similarities and differences. In this way, a writer can analyze two items by seeing how they measure up to one another. For example, this description of the two movie versions of *King Kong* uses comparison and contrast:

Both versions of the monster movie used the most sophisticated effects of their day (comparison). However, the stop-motion animation of the 1933 film retains its magic, whereas the state-of-the-art special effects of 1976 seem hopelessly out of date today (contrast).

Here are common transitions that signal that a writer is organizing her ideas through comparison and contrast.

Words Showing Similarity

similarly	in the same way	likewise
like	in a like manner	just as
and	also	both

Words Showing Difference

but	on the other hand	yet
however	on the contrary	in contrast
conversely	while	unlike

Cause and effect arranges ideas so that readers can see why something took place (cause) and what changes happened as a result (effect). For example, a historian may write about the causes of the stock market crash of 1929 in the United States (investors borrowing money on easy credit to buy stock) and the effects of the crash (lost fortunes, business and bank closings, unemployment). The following are key words that give clues about when a writer is describing cause and effect.

Words Indicating Cause

because of	
	create
d by since	
	cause
d by	

Words Indicating Effect

therefore	so
hence	
	consequence
ntly as a result	

Practice

Consider the structure of the passage below and then answer the following sentence-insertion question. Find the answer on page 111.

Theodore Roosevelt was born with asthma and poor eyesight. (1) To conquer his handicaps, Teddy trained in a gym and became a lightweight boxer while at Harvard. (2) Next, he went west to hunt buffalo and run a cattle ranch. After returning east in 1886, he became a civil service reformer and also a police commissioner. (3) He entered national politics in 1896 when he became assistant navy secretary under President McKinley. He served in that post during the Spanish-American War. (4) Later he led the Rough Riders on a cavalry charge up San Juan Hill in Cuba. After achieving fame, he became Governor of New York and then Vice President under McKinley. When McKinley died in 1901, he assumed the presidency. In 1904, he was elected president in his own right.

The following sentence can be added to the passage:

Yet this sickly child later won fame as a political leader, Rough Rider, and hero of the common people.

8. Where would this sentence best fit in the passage? Choose the number to indicate where you would add the sentence to the passage.
- a. (1)
 - b. (2)
 - c. (3)
 - d. (4)

QUICK QUIZ

The following are two reading passages like those you will find on the TOEFL exam. Read each one carefully and then answer the questions that follow.

Passage 1

The Woodstock Music and Art Fair—better known to its participants and to history simply as “Woodstock”—should have been a colossal failure. Just a month prior to its August 15, 1969 opening, the council of Wallkill, New York, informed the fair’s organizers that it was withdrawing its permission to hold the festival.

Amazingly, the organizers found a new site, a large field in Woodstock, New York, owned by a local dairy farmer. Word spread to the public of the fair’s new location. The event drew a larger audience than the organizers had expected. On the first day of the fair, crowd estimates of 30,000 kept rising; traffic jams blocked most roads leading to the area. Some musicians could not reach the site to appear at their scheduled times. In addition, fences that were supposed to facilitate ticket collection never materialized, so the organizers abandoned all attempts at taking tickets.

But that was not all: as the large crowd gathered, so did summer storm clouds. It started raining on opening night and continued for much of the three-day event. To deal with the crowd, which reached an estimated 500,000 by the third day, helicopters flew in food, doctors, and medical supplies.

Despite all of its problems, the festival featured some of the greatest musicians of the 1960s, including Janis Joplin; Joan Baez; Crosby, Stills, Nash, and Young; Sly and the Family Stone; Creedence Clearwater Revival; and Jimi Hendrix. Today many people think of Woodstock not only as a milestone for rock music but as the defining moment for an entire generation.

1. The main idea of this passage is best expressed in which sentence?
 - a. Most Americans think of Woodstock as a bunch of kids dancing to music in the mud.
 - b. The organizers underestimated how many people the festival would attract.
 - c. Despite poor planning, Woodstock was a success and a high point for a generation of Americans.
 - d. The organizers succeeded in their goal of creating a historically significant event.

2. What was the final crowd estimate?
 - a. 20,000
 - b. 30,000
 - c. 50,000
 - d. 500,000

3. Which of the following was NOT a problem faced by the event’s organizers?
 - a. blocked access to the site
 - b. attracting musical talent

- c. bad weather
- d. finding a location for the festival

4. The phrase defining moment in paragraph 4 could best be replaced by which word or phrase?

- a. symbol
- b. belief
- c. anecdote
- d. fun time

5. Where in the passage does the author describe the weather conditions during the event?

- a. at the end of paragraph 2
- b. at the beginning of paragraph 3
- c. at the end of paragraph 3
- d. at the beginning of paragraph 4

6. The word facilitate in paragraph 2 is closest in meaning to

- a. make easier.
- b. make more difficult.
- c. build a facility.
- d. increase.

7. What does the author mean by the statement *the Woodstock Music and Art Fair should have been a colossal failure*?

- a. Woodstock should not have happened.
- b. Woodstock was a financial failure because the organizers did not collect tickets.
- c. When you mix dairy farmers with young rock fans, you are asking for trouble.
- d. The large crowd and other problems could easily have resulted in a crisis.

8. The passage suggests that

- a. a free concert would never happen today.
- b. area residents thought the rock fans were weird.
- c. the impact of the event exceeded expectations.
- d. music brings people together in a way other art forms cannot.

Passage 2

The largest of the world's 17 penguin species, emperor penguins stand nearly four feet and weigh up to 90 pounds. These seabirds never set foot on dry land. (1) An estimated 200,000 breeding pairs live in about 40 penguin colonies scattered along the coasts of Antarctica. (2) Their waterproofed feathers, flipper-like wings, and streamlined bodies make them excellent swimmers and divers. On ice they can travel distances up to 50 miles by "tobogganing"—gliding on their stomachs while pushing with their wings and feet.

(3) Emperor penguins breed during the Antarctic winter in some of the world's most severe weather conditions (temperatures of -80°F and winds up to 112 miles per hour). Breeding during the winter

allows chicks to mature in midsummer when food is plentiful. After the female lays a single egg, the male holds it in a fold of skin near his feet for a two-month incubation period. During this time he huddles with

other males to keep warm. (4) The male moves very little and does not eat, usually losing up to a third of his body weight. Meanwhile the females go to sea and dive for fish so that when they return they can feed and care for the newly hatched chicks. After the male restores his body weight, both parents take turns caring for their young.

The world's emperor penguin population declined in the last 50 years due to a period of warming ocean temperatures. Warm water shrinks ice cover and reduces the population of krill—a small crustacean that is the emperor penguin's staple food. Today the emperor penguin population has stabilized, but warming trends could again threaten this magnificent sea bird.

9. What is the author's main purpose in this passage?
- to describe the recent plight of the emperor penguin
 - to show the differences between penguin species
 - to describe the characteristics and breeding practice of the emperor penguin
 - to describe the eating habits of the emperor penguin
10. Which of the following is NOT true of the emperor penguin?
- They can travel 50 miles by gliding.
 - They breed during Antarctic summer.
 - The male incubates the egg.
 - They can withstand severe weather.
11. The word stabilized in paragraph 3 is closest in meaning to
- held steady.
 - increased.
 - slowed.
 - fluctuated.
12. The passage suggests that
- the female emperor penguin should take better care of her young.
 - no animal can survive in subzero temperatures.
 - scientists have never been close enough to observe the emperor penguin.
 - changes in the global environment can threaten the emperor penguin.
13. What makes up the staple diet of the emperor penguin?
- cuttlefish
 - krill
 - seaweed
 - fried clams

14. Where in the passage does the author describe the characteristics that make emperor penguins

excellent swimmers?

- a. at the beginning of paragraph 1
- b. at the end of paragraph 1
- c. at the beginning of paragraph 2
- d. at the end of paragraph 2

15. Why do male emperor penguins form a huddle?

- a. to protect the eggs from sea lions
- b. to share their food supply
- c. to maintain body heat in harsh temperatures
- d. to share parenting advice

16. The following sentence can be inserted into the passage:

Instead they feed and breed in the frigid waters and sea ice of the southern Ocean.

Where would this sentence best fit in the passage? Choose the number to indicate where you would add the sentence to the passage.

- a. (1)
- b. (2)
- c. (3)
- d. (4)

CHAPTER HIGHLIGHTS

- Practice active reading techniques, such as highlighting and taking notes.
- Schedule regular reading time into your study plan.
- Familiarize yourself with the reading question types, including those on the computer-based exam.
- Main ideas are general statements that bring together all the ideas in a passage.
- Supporting details are specific examples and facts that back up a main idea.
- Inferences are conclusions based on what the writer suggests or implies.
- Word choice is the particular words a writer uses to describe his subject.
- Connotation is the suggested meaning of words.
- Learn the strategies for determining the meaning of unfamiliar vocabulary words.
- Review the three-part strategy for answering reference questions.
- For paraphrased sentence questions, practice “rewriting” material as you read.
- Study the four most common patterns writers use to organize their ideas.
- Familiarize yourself with the transitional phrases used to introduce specific information, chronology, important points, comparisons, contrasts, causes, and effects.

Practice Answers

1. c.
2. a.
3. b.
4. **c.** Because overt is not a positive characteristic in this context, you can eliminate choices **a** and **d**, which are positive words in this setting. Choice **b** is too negative; nervous behaviors are not considered obnoxious.
5. **a.** Because the writer says that money is not important to him, you can determine the meaning of *lucrative* has something to do with money. When you replace *lucrative* with “highly profitable” in the sentence, it makes sense.
6. c.
7. b. The author uses the phrases “deliberately obscure” and “impossible to understand” to give a negative description of the “new writers” he is addressing. When the author states that obscure writing is “impossible to understand except by a small, elite group of other writers,” most likely he is not putting down the average reader but implying that most readers are not interested in obscure writing.
8. a. This passage is organized by chronological order. Note the use of the transitional words next, later, when, and then.

Quiz Answers

1. c.
2. d.
3. b.
4. a.
5. b.
6. a.
7. d.
8. c.
9. c.
10. b.
11. a.
12. d.
13. b.
14. b.
15. c.
16. a.

Exercises

Passage 1

The technology of the North American colonies did not differ strikingly from that of Europe, but in one respect, the colonists enjoyed a great advantage. Especially by comparison with Britain, Americans had a wonderfully plentiful supply of wood.

The first colonists did not, as many people imagine, find an entire continent covered by a climax forest. Even along the Atlantic seaboard, the forest was broken at many points. Nevertheless, all sorts of fine trees abounded, and through the early colonial period, those who pushed westward encountered new forests. By the end of the colonial era, the price of wood had risen slightly in eastern cities, but wood was still extremely abundant.

The availability of wood brought advantages that have seldom been appreciated. Wood was a foundation of the economy. Houses and all manner of buildings were made of wood to a degree unknown in Britain. Secondly, wood was used as fuel for heating and cooking. Thirdly, it was used as the source of important industrial compounds, such as potash, an industrial alkali; charcoal, a component of **gunpowder**; and tannic acid, used for tanning leather.

The supply of wood conferred advantages but had some negative aspects as well. Iron at that time was produced by heating iron ore with charcoal. Because Britain was so stripped of trees, she was unable to exploit her rich iron mines. But the American colonies had both iron ore and wood; iron production was encouraged and became successful. However, when Britain developed coke smelting, the Colonies did not **follow suit** because they had plenty of wood and besides, charcoal iron was stronger than coke iron. Coke smelting led to technologic innovations and was linked to the emergence of the Industrial Revolution. In the early nineteenth century, the former colonies lagged behind Britain in industrial development because their supply of wood led them to cling to charcoal iron.

1. What does the passage mainly discuss?

- (A) The advantages of using wood in the colonies
- (B) The effects of an abundance of wood on the colonies
- (C) The roots of the Industrial Revolution
- (D) The difference between charcoal iron and coke iron

2. The word **strikingly** in the first paragraph is closest in meaning to

- (A) realistically.
- (B) dramatically.
- (C) completely.
- (D) immediately.

3. Which of the following is a common assumption about the forests of North America during the colonial period?

- (A) They contained only a few types of trees.
- (B) They existed only along the Atlantic seaboard.
- (C) They had little or no economic value.
- (D) They covered the entire continent.

4. Look at the word **plentiful** in the **bold** text below:

Especially by comparison with Britain, Americans had a wonderfully plentiful supply of wood. The first colonists did not, as many people imagine, find an entire continent covered by a climax forest. Even along the Atlantic seaboard, the forest was broken at many points. Nevertheless, there was an abundant supply of fine trees of all types, and through the early colonial period, those who pushed westward encountered new forests.

Underline the word or phrase in the **bold** text that has the same meaning as **plentiful**.

5. According to the passage, by the end of the colonial period, the price of wood in eastern cities
- (A) rose quickly because wood was becoming so scarce.
 - (B) was much higher than it was in Britain.
 - (C) was slightly higher than in previous years.
 - (D) decreased rapidly because of lower demand for wood.

6. What can be inferred about houses in Britain during the period written about in the passage?
- (A) They were more expensive than American houses.
 - (B) They were generally built with imported materials.
 - (C) They were typically smaller than homes in North America.
 - (D) They were usually built from materials other than wood.

7. Why does the author mention **gunpowder** in paragraph 3?
- (A) To illustrate the negative aspects of some industrial processes
 - (B) To give an example of a product made with wood compounds
 - (C) To remind readers that the colonial era ended in warfare
 - (D) To suggest that wood was not the only important product of the colonies

8. The phrase **follow suit** in paragraph 4 means
- (A) do the same thing.
 - (B) make an attempt.
 - (C) have the opportunity.
 - (D) take a risk.

9. According to the passage, why was the use of coke smelting advantageous?
- (A) It led to advances in technology.
 - (B) It was less expensive than wood smelting.
 - (C) It produced a stronger type of iron than wood smelting.
 - (D) It stimulated the demand for wood.

10. Look at the phrase **cling to** in the **bold** text below:

Britain abandoned the charcoal method and went on to develop coke smelting. The colonies did not follow suit because they had plenty of wood, and besides, charcoal iron was stronger than coke iron. Coke smelting led to technological innovations and was linked to the emergence of the Industrial Revolution. The former colonies lagged behind Britain in industrial development because their supply of wood led them to cling to charcoal iron.

Underline the word or phrase in the **bold** text that is most nearly OPPOSITE in meaning to the phrase **cling to**.

11. Put an X next to the paragraph that outlines the main disadvantage of an abundance of

wood.

Passage 2

The Peales were a distinguished family of American artists. Charles Willson Peale is best remembered for his portraits of leading figures of the American Revolution. He painted portraits of Franklin and Jefferson and over a dozen of George Washington. His life-size portrait of his sons Raphaelle and Titian was so realistic that George Washington reportedly once tipped his hat to the figures in the picture.

Charles Willson Peale gave up painting in his middle age and devoted his life to the Peale Museum, which he founded in Philadelphia. The world's first popular museum of art and natural science, it featured paintings by Peale and his family as well as displays of animals in their natural settings. Peale found the animals himself and devised a method of taxidermy to make the exhibits more lifelike. The museum's most popular display was the skeleton of a mastodon—a huge, extinct elephant—which Peale unearthed on a New York farm in 1801. Three of Peale's seventeen children were also famous artists. Raphaelle Peale often painted still lifes of flowers, fruit, and cheese. His works show the same luminosity and attention to detail that the works of the Dutch masters show. In the late eighteenth century, however, portraiture was the rage, and so Raphaelle Peale found few buyers for his still lifes at the time. His brother Rembrandt studied under his father and painted portraits of many noted people, including one of George Washington. Another brother, Rubens Peale, painted mostly landscapes and portraits.

James Peale, the brother of Charles Willson Peale, specialized in miniatures. His daughter Sarah Miriam Peale was probably the first professional female portrait painter in America.

12. What is the main topic of the passage?

- (A) The life of Charles Willson Peale
- (B) Portraiture in the eighteenth century
- (C) The Peale Museum
- (D) A family of artists

13. Look at the word **He** in the **bold** text below:

The Peales were a distinguished family of American artists. Charles Willson Peale is best remembered for his portraits of leading figures of the American Revolution. He painted portraits of Franklin and Jefferson and over a dozen of George Washington.

Underline the word or phrase in the **bold** text that the word **He** refers to.

14. The author probably mentions that Washington tipped his hat to the figures in the painting (paragraph 1) to indicate that

- (A) Charles Willson Peale's painting was very lifelike.
- (B) Washington respected Charles Willson Peale's work.
- (C) Washington was friendly with Raphaelle and Titian Peale.
- (D) the painting of the two brothers was extremely large.

15. Look at the word **displays** in the **bold** text below:

The world's first popular museum of art and natural science, it featured paintings by Peale and his family as well as displays of animals in their natural settings. Peale found the animals himself and devised a method of taxidermy to make the exhibits more lifelike.

Underline the word or phrase in the **bold** text that has the same meaning as **displays**.

16. For which of the following terms does the author give a definition in the second

paragraph?

- (A) Natural science
- (B) Skeleton
- (C) Taxidermy
- (D) Mastodon

17. Which of the following questions about the Peale Museum does the passage NOT supply enough information to answer?

- (A) Who found and prepared its animal exhibits?
- (B) In what city was it located?
- (C) Where did its most popular exhibit come from?
- (D) In what year was it founded?

18. The word **unearthed** in the second paragraph is closest in meaning to

- (A) displayed.
- (B) dug up.
- (C) located.
- (D) looked over.

19. Look at the word **rage** in the bold text below:

His works show the same luminosity and attention to detail that the works of the Dutch masters show. In the late eighteenth century, however, still lifes were not the fashion.

Portraiture was the **rage, and so Raphaelle Peale found few buyers at that time.**

Underline the word or phrase in the **bold** text that has the same meaning as **rage**.

20. According to the passage, Rembrandt Peale and his father both painted

- (A) miniatures.
- (B) portraits of George Washington.
- (C) paintings of flowers, fruit, and cheese.
- (D) pictures of animals.

21. Underline the sentence in paragraph 3 in which the author compares the paintings of one of the Peale family with those of other artists.

22. Which of the following is NOT one of the children of Charles Willson Peale?

- (A) Titian Peale
- (B) Rubens Peale
- (C) Raphaelle Peale
- (D) Sarah Miriam Peale

23. The author's attitude toward the Peales' is in general

- (A) envious.
- (B) puzzled.
- (C) admiring.
- (D) disappointed.

Passage 3

According to the best evidence gathered by space probes and astronomers, Mars is an inhospitable planet, more similar to Earth's Moon⁶³ than to Earth itself—a dry, **stark**, seemingly lifeless world. Mars' air pressure is equal to Earth's at an altitude of 100,000 feet. The air **there** is 95 percent carbon dioxide. Mars has no ozone layer to screen out the sun's lethal radiation.

Daytime temperatures may reach above freezing, but because the planet is blanketed by the mere wisp of an atmosphere, the heat radiates back into space. Even at the equator, the temperature drops to -50°C (-60°F) at night. Today there is no liquid water, although valleys and channels on the surface show evidence of having been carved by running water. The polar ice caps are made of frozen water and carbon dioxide, and water may be frozen in the ground as permafrost.

Despite these difficult conditions, certain scientists believe that there is a possibility of transforming Mars into a more Earth-like planet. Nuclear reactors might be used to melt frozen gases and eventually build up the atmosphere. This in turn could create a **greenhouse effect** that would stop heat from radiating back into space. Liquid water could be thawed to form a polar ocean. Once enough ice has melted, suitable plants could be introduced to build up the level of oxygen in the atmosphere so that, in time, the planet would support animal life from Earth and even permanent human colonies. "This was once thought to be so far in the future as to be irrelevant," said Christopher McKay, a research scientist at the National Aeronautics and Space Administration. "But now it's starting to look practical. We could begin work in four or five decades."

The idea of "terra-forming" Mars, as enthusiasts call it, has its roots in science fiction. But as researchers develop a more profound understanding of how Earth's ecology supports life, they have begun to see how it may be possible to create similar conditions on Mars. Don't plan on homesteading on Mars any time soon, though. The process could take hundreds or even thousands of years to complete, and the cost would be **staggering**.

24. With which of the following is the passage primarily concerned?

- (A) The possibility of changing the Martian environment
- (B) The challenge of interplanetary travel
- (C) The advantages of establishing colonies on Mars
- (D) The need to study the Martian ecology

25. The word **stark** in the first paragraph is closest in meaning to

- (A) harsh.
- (B) unknown.
- (C) dark.
- (D) distant.

26. The word **there** in the first paragraph refers to

- (A) a point 100 miles above the earth.
- (B) the earth's moon.
- (C) Mars.
- (D) outer space.

27. According to the passage, the Martian atmosphere today consists mainly of

- (A) carbon dioxide.
- (B) oxygen.
- (C) ozone.
- (D) water vapor.

28. Underline the sentence in the first paragraph that explains why Mars is so cold at night.

29. Which of the following does the author NOT list as a characteristic of the planet Mars that would make colonization difficult?

- (A) There is little liquid water.
- (B) Daytime temperatures are dangerously high.

- (C) The sun's rays are deadly.
- (D) Nighttime temperatures are extremely low.

30. It can be inferred from the passage that the **greenhouse effect** mentioned in the second paragraph is

- (A) the direct result of nuclear reactions.
- (B) the cause of low temperatures on Mars.
- (C) caused by the introduction of green plants.
- (D) a possible means of warming Mars.

31. Look at the word **thawed** in the **bold** text below:

Frozen water could be thawed to form a polar ocean. Once enough ice has melted, suitable plants could be introduced to build up the level of oxygen in the atmosphere so that, in time, the planet would support animal life from Earth and even permanent human colonies.

Underline the word or phrase in the **bold** text that has the same meaning as **thawed**.

32. Look at the word **feasible** in the **bold** text below:

“Not many years ago, no one would have considered this a viable plan,” said Christopher McKay, a research scientist at the National Aeronautics and Space Administration. “But now it’s starting to look feasible. We could begin work in four or five decades.”

Underline the word or phrase in the **bold** text that has the same meaning as **feasible**.

33. According to Christopher McKay, the possibility of transforming Mars

- (A) could only occur in science fiction stories.
- (B) will not begin for hundreds, even thousands of years.
- (C) is completely impractical.
- (D) could be started in forty to fifty years.

34. According to the article, the basic knowledge needed to transform Mars comes from

- (A) the science of astronomy.
- (B) a knowledge of Earth's ecology.
- (C) data from space probes.
- (D) science fiction stories.

35. Look at the word **they** in the **bold** text below:

The idea of “terra-forming” Mars, as enthusiasts call it, has its roots in science fiction. But as researchers develop a more profound understanding of how Earth’s ecology supports life, they have begun to see how it may be possible to create similar conditions on Mars.

Underline the word or phrase in the **bold** text that the word **they** refers to.

36. The word **staggering** in the third paragraph is closest in meaning to

- (A) astonishing.
- (B) restrictive.
- (C) increasing.
- (D) unpredictable.

Passage 4

Another critical factor that plays a part in susceptibility to colds is age. A study done by the University of Michigan School of Public Health revealed **particulars** that seem to hold true for the general population. Infants are the most cold-ridden group, averaging more than six colds in their first year. Boys have more colds than girls up to age three. After the age of three, girls are more susceptible than boys, and teenage girls average three colds a year to boys' two. The general incidence of colds continues to decline into maturity. Elderly people who are in good health have as few as one or two colds annually. One exception is found among people in their twenties, especially women, who show a rise in cold infections, because people in this age group are most likely to have young children. Adults who delay having children until their thirties and forties experience the same sudden increase in cold infections.

The study also found that economics plays an important role. As income increases, the frequency at which colds are reported in the family decreases. Families with the lowest income suffer about a third more colds than families at the highest end. Lower income in general forces people to live in more cramped quarters than those typically occupied by wealthier people, and crowding increases the opportunities for the cold virus to travel from person to person. Low income may also adversely influence diet. The degree to which poor nutrition affects susceptibility to colds is not yet clearly established, but an inadequate diet is suspected of lowering resistance in general.

37. The paragraph that precedes this passage most probably deals with
- (A) minor diseases other than colds.
 - (B) the recommended treatment of colds.
 - (C) a factor that affects susceptibility to colds.
 - (D) methods of preventing colds among elderly people.
38. Which of the following is closest in meaning to the word **particulars** in the first paragraph?
- (A) Minor errors
 - (B) Specific facts
 - (C) Small distinctions
 - (D) Individual people
39. What does the author claim about the study discussed in the passage?
- (A) It contains many inconsistencies.
 - (B) It specializes in children.
 - (C) It contradicts the results of earlier studies in the field.
 - (D) Its results apparently are relevant for the population as a whole.
40. According to the passage, which of the following groups of people is most likely to catch colds?
- (A) Infant boys
 - (B) Young girls
 - (C) Teenage boys
 - (D) Elderly women
41. Look at the word **incidence** in the **bold** text below:

The general **incidence** of colds continues to decline into maturity. Elderly people who are in good health have as few as one or two colds annually. One exception is found among people in their twenties, especially women. The rate at which they are infected with colds rises because people in this age group are most likely to have young children.

Underline the word or phrase in the **bold** text that has the same meaning as **incidence**.

42. There is information in the second paragraph of the passage to support which of the following conclusions?
- (A) Men are more susceptible to colds than women.
 - (B) Children infect their parents with colds.
 - (C) People who live in a cold climate have more colds than those who live in a warm one.
 - (D) People who don't have children are more susceptible to colds than those who do.

43. Look at the phrase **people in this age group** in the **bold** text below:

Elderly people who are in good health have as few as one or two colds annually. One exception is found among people in their twenties, especially women. The rate at which they are infected with colds rises because people in this age group are most likely to have young children. Adults who delay having children until their thirties and forties experience the same sudden increase in cold infections.

Underline the word or phrase in the **bold** text that refers to the phrase **people in this age group**.

44. The author's main purpose in writing the last paragraph of the passage is to
- (A) explain how cold viruses are transmitted.
 - (B) prove that a poor diet causes colds.
 - (C) discuss the relationship between income and frequency of colds.
 - (D) discuss the distribution of income among the people in the study.

45. Look at the word **cramped** in the **bold** text below:

Families with the lowest income suffer a third more colds than families at the highest end. Lower income in general forces people to live in more cramped quarters than those typically occupied by wealthier people, and crowded conditions increase the opportunities for the cold virus to travel from person to person.

Underline the word or phrase in the **bold** text that has the same meaning as **cramped**.

46. The following sentence can be added to paragraph 3.

Low income may also have an adverse effect on diet.

Where would it best fit in the paragraph?

The study also found that economics plays an important role. (A) As income increases, the frequency at which colds are reported in the family decreases. (B) Families with the lowest income suffer a third more colds than families at the highest end. (C) Lower income in general forces people to live in more cramped quarters than those typically occupied by wealthier people, and crowded conditions increase the opportunities for the cold virus to travel from person to person. (D) The degree to which deficient nutrition affects susceptibility to colds is not yet clearly established. (E) However, an inadequate diet is suspected of lowering resistance in general.

Circle the letter in parentheses that indicates the best position for the sentence.

47. Look at the word **deficient** in the **bold** text below:

Lower income in general forces people to live in more cramped quarters than those typically occupied by wealthier people, and crowded conditions increase the opportunities for the cold virus to travel from person to person. The degree to which deficient nutrition affects susceptibility to colds is not yet clearly established. However, an inadequate diet is suspected of lowering resistance in general.

Underline the word or phrase in the **bold** text that has the same meaning as deficient.

48. The author's tone in this passage could best be described as
- (A) neutral and objective.
 - (B) humorous.
 - (C) tentative but interested.
 - (D) highly critical.

Passage 5

About fifty years ago, plant physiologists set out to grow roots by **themselves** in solutions in laboratory flasks. The scientists found that the nutrition of isolated roots was quite simple. They required sugar and the usual minerals and vitamins. However, they did not require organic nitrogen compounds. These roots got along fine on mineral inorganic nitrogen. Roots are capable of making their own proteins and other organic compounds. These activities by roots require energy, of course. The process of respiration uses sugar to make the high energy compound ATP, which drives the biochemical reactions. Respiration also requires oxygen. Highly active roots require a good deal of oxygen.

The study of isolated roots has provided an understanding of the relationship between shoots and roots in **intact** plants. The leaves of the shoots provide the roots with sugar and vitamins, and the roots provide the shoots with water and minerals. In addition, roots can provide the shoots with organic nitrogen compounds. This comes in handy for the growth of buds in the early spring when leaves are not yet functioning. Once leaves begin photosynthesizing, they produce protein, but only mature leaves can "export" protein to the rest of the plant in the form of amino acids.

49. What is the main topic of the passage?
- (A) The relationship between a plant's roots and its shoots
 - (B) What can be learned by growing roots in isolation
 - (C) How plants can be grown without roots
 - (D) What elements are necessary for the growth of plants

50. The word **themselves** in the first paragraph refers to
- (A) plant physiologists.
 - (B) solutions.
 - (C) laboratory flasks.
 - (D) roots.

51. According to the passage, what is ATP?
- (A) A biochemical process
 - (B) The tip of a root
 - (C) A chemical compound
 - (D) A type of plant cell

52. The word **intact** in the second paragraph is closest in meaning to
- (A) mature.
 - (B) wild.
 - (C) whole.

(D) tiny.

53. The use of the phrase comes in handy in the second paragraph indicates that the process is

- (A) useful.
- (B) predictable.
- (C) necessary.
- (D) successful.

54. It can be inferred from the passage that, in the early spring, the buds of plants

- (A) “export” protein in the form of amino acids.
- (B) do not require water.
- (C) have begun photosynthesizing.
- (D) obtain organic compounds from the roots.

55. Which of the following best describes the organization of the passage?

- (A) The results of two experiments are compared.
- (B) A generalization is made and several examples of it are given.
- (C) The findings of an experiment are explained.
- (D) A hypothesis is presented, and several means of proving it are suggested.

Answer Keys

1. The correct answer is (B). The passage discusses the plentiful supply of wood in the colonies and the advantages and disadvantages this involved.

2. The correct answer is (B). Strikingly means *dramatically*.

3. The correct answer is (D). Paragraph 2 states, “The first colonists did not, as many people imagine, find an entire continent covered by a climax forest.”

4. The correct answer is abundant. Plentiful means *abundant*.

5. The correct answer is (C). Paragraph 2 states, “By the end of the colonial era, the price of wood had risen slightly in eastern cities . . .”

6. The correct answer is (D). Paragraph 3 indicates that, in the colonies, “. . . buildings were made of wood to a degree unknown in Britain.” Therefore, many British houses must have been made of materials other than wood.

7. The correct answer is (B). According to paragraph 3, wood was the source of industrial compounds, and charcoal is given as an example. Charcoal is a component of gunpowder.

8. The correct answer is (A). The phrase follow suit means *do the same thing*.

9. The correct answer is (A). Paragraph 4 states that “Coke smelting led to technological innovations. . . .”

10. The correct answer is abandon. The opposite of cling to (which means *hold on to*) is *abandon*.

11. The correct answer is paragraph 4. The X should go by paragraph 4.

12. The correct answer is (D). The passage deals with the entire Peale family; the first and third choices are too specific, and the second is too general.

13. The correct answer is Charles Willson Peale. He refers to *Charles Willson Peale*.

14. The correct answer is (A). The passage indicates that the portrait was “so realistic” that Washington mistook the painted figures for real ones.

15. The correct answer is exhibits. The word displays is closest in meaning to *exhibits*.

16. The correct answer is (D). The author defines the term *mastodon* in paragraph 2 as “a huge, extinct elephant.” The other terms are undefined.

17. The correct answer is (D). There is no information about when the museum was founded. All of the other questions are answered in the second paragraph: Charles Willson Peale found and prepared the animal exhibits; the museum was located in Philadelphia; its

most popular exhibit, a mastodon's skeleton, was found on a farm in New York.

18. The correct answer is (B). The word unearthed means *dug up*.

19. The correct answer is (B). In this context, rage means *fashion*.

20. The correct answer is (B). Charles Willson Peale painted over a dozen portraits of Washington (Paragraph 1); Rembrandt Peale also painted at least one (Paragraph 4).

21. The correct answer is (B). His works show the same luminosity and attention to detail that the works of the Dutch masters show.

22. The correct answer is (D). Sarah Miriam Peale was Charles Willson Peale's niece (the daughter of his brother James Peale). Titian and Raphaelle are identified as Charles's sons in paragraph 1, and Reubens is identified as Charles's son in paragraph 3.

23. The correct answer is (C). The author praises the art and work of Charles Willson Peale and other members of the family; that, together with the absence of any critical comments, makes *admiring* the best choice.

24. The correct answer is (A). The main theme of this passage is the idea of transforming Mars.

25. The correct answer is (A). The word stark is closest in meaning to *harsh*.

26. The correct answer is (C). The word there refers to *Mars*.

27. The correct answer is (A). According to the passage, "The air there is 95% carbon dioxide."

28. The correct answer is (B). Daytime temperatures may reach above freezing, but because the planet is blanketed by the mere wisp of an atmosphere, the heat radiates back into space.

29. The correct answer is (B). The passage states that "Daytime temperatures may reach above freezing," but there is no mention that temperatures ever become dangerously hot. The other characteristics are given in the first paragraph.

30. The correct answer is (D). According to the passage, building up the atmosphere "could create a 'greenhouse effect' that would stop heat from radiating back into space." The author points out that it is the fact that heat radiates back into space that makes Mars so cold.

31. The correct answer is (D). The word thawed is closest in meaning to *melted*.

32. The correct answer is (D). The word feasible is closest in meaning to *viable*.

33. The correct answer is (D). According to scientist Christopher McKay, the project could be started "in four or five decades"—forty or fifty years.

34. The correct answer is (B). The passage indicates that the possibility of transforming Mars comes from a "more profound understanding of how Earth's ecology supports life."

35. The correct answer is (D). The word they refers to *researchers*.

36. The correct answer is (D). The word staggering means *astonishing*.

37. The correct answer is (C). The first paragraph indicates that age is "another" factor in susceptibility to colds; therefore, it is logical that a previous paragraph must deal with some other factor.

38. The correct answer is (D). *Specific facts* is closest in meaning to the word *particulars*.

39. The correct answer is (D). Paragraph 1 states that the study "revealed particulars that seem to hold true for the general population."

40. The correct answer is (A). Paragraph 1 indicates that "Infants are the most cold-ridden group" and that infant boys have more colds than infant girls.

41. The correct answer is (D). The word incidence is closest in meaning to *rate*.

42. The correct answer is (B). No matter what age they are, parents of young children show an increase in cold infections; it is reasonable to assume that these parents are infected by their children.

43. The correct answer is (D). The phrase people in this age group refers to

people in their twenties.

44. The correct answer is (C). This paragraph deals with the influence of economics on incidence of colds.

45. The correct answer is crowded. The word cramped means *crowded*.

46. The correct answer is (D). The study also found that economics plays an important role.

(A) As income increases, the frequency at which colds are reported in the family decreases.

(B) Families with the lowest income suffer a third more colds than families at the highest end. (C) Lower income generally forces people to live in more cramped quarters than those typically occupied by wealthier people, and crowded conditions increase the opportunities for the cold virus to travel from person to person. **(D) Low income may also have an adverse effect on diet.** The degree to which deficient nutrition affects susceptibility to colds is not yet clearly established. (E) However, an inadequate diet is suspected of lowering resistance generally.

The sentence beginning “The degree . . .” involves nutrition. This connects with the missing sentence, which introduces the relationship between economics and diet.

47. The correct answer is inadequate. The word deficient is closest in meaning to *inadequate*.

48. The correct answer is (A). This is an objective, scientific report about factors that influence the rate at which people get colds.

49. The correct answer is (B). The passage explores what can be learned by growing roots in isolation.

50. The correct answer is (D). The word themselves is a reference to *roots*.

51. The correct answer is (A). According to the passage, ATP is a “high-energy compound . . . which drives the biochemical reactions.”

52. The correct answer is (C). The word intact means *whole*.

53. The correct answer is (A). The phrase comes in handy means *is useful*.

54. The correct answer is (D). The fact that roots provide organic nitrogen compounds is useful for “the growth of buds in the early spring when leaves are not yet functioning.”

55. The correct answer is (C). The passage discusses an experiment involving plant roots and the significance of that experiment.

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