

LAPORAN AKHIR

MODEL EVALUASI CIPP PADA MATAKULIAH TOEFL UNIVERSITAS QOMARUDDIN

NOVEMBER 2024



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9. Jurnal ilmiah yang menjadi sasaran (tuliskan nama terbitan berkala ilmiah internasional bereputasi, nasional terakreditasi, atau nasional tidak terakreditasi dan bulan/tahun rencana publikasi): Edulitics: Journal of Education, Literature and Linguistics (Sinta 4).
10. Rencana Target Capaian

Tabel 1 Rencana Target Capaian

No	Jenis Luaran	Indikator Capaian
1	Publikasi ilmiah di jurnal nasional / internasional (minimal terindeks Sinta 4)	accepted
2	Prosiding Seminar (Nasional / Internasional)	submitted

3	Pengayaan Bahan Ajar	Draft
4	Luaran lainnya (jika ada) (Teknologi Tepat Guna, Model/Desain/Karya Seni/ Rekayasa Sosial/ Kekayan Intelektual)	-

Abstract

Dalam upaya untuk menyiapkan calon lulusan, mahasiswa Prodi Pendidikan Bahasa Inggris secara khusus diberikan matakuliah 'TOEFL' yang berfokus pada persiapan tes tersebut. Penelitian ini bertujuan untuk mengevaluasi matakuliah TOEFL yang diampuh di Prodi Pendidikan Bahasa Inggris sebagai matakuliah wajib lanjutan yang bisa diambil pada semester 6 atau semester 8. Penelitian ini menggunakan model evaluasi CIPP (Context, Input, Process, Product) yang sesuai dengan kebutuhan dan karakteristik matakuliah TOEFL di lingkungan Universitas Qomaruddin. Tujuannya adalah untuk mendapatkan evaluasi secara menyeluruh berdasarkan *context*, *input*, *process* dan *product* yang dihasilkan dari mata kuliah TOEFL. Tiga aspek yang perlu dikaji lebih lanjut yakni (1) apa saja hasil evaluasi matakuliah TOEFL dengan model CIPP? (2) prioritas perbaikan apa yang harus dilakukan agar program dapat memberikan dampak positif yang lebih besar berdasarkan persepsi mahasiswa dan dosen pengampuh terhadap hasil program? (3) bagaimana persepsi mahasiswa dalam mengikuti matakuliah TOEFL di Prodi Pendidikan Bahasa Inggris? Dengan menggunakan pendekatan ini, diharapkan kami dapat menyusun sistem evaluasi yang lebih holistik dan terarah dan bisa menjawab beberapa pertanyaan penelitian. Partisipan yang terlibat dalam penelitian ini termasuk 41 mahasiswa, 1 dosen, dan 1 ketua prodi. Data penelitian yang dipakai yakni kuisisioner, interview, observasi dan dokumentasi. Data kemudian dianalisis dan dibuat simpulan.

Kata Pengantar

Puji syukur kita panjatkan ke hadirat Allah SWT atas segala rahmat dan karunia-Nya sehingga penulis dapat menyelesaikan proposal penelitian ini dengan baik. Shalawat serta salam senantiasa tercurah kepada Nabi Muhammad SAW, yang telah menjadi rahmat bagi alam semesta.

Penelitian dengan judul "MODEL EVALUASI CIPP PADA MATAKULIAH TOEFL UNIVERSITAS QOMARUDDIN" ini merupakan bagian dari tanggung jawab kami sebagai dosen yang menjalankan tridharma perguruan tinggi, yakni pendidikan, penelitian, dan pengabdian kepada masyarakat. Penelitian ini bertujuan untuk mengembangkan model evaluasi CIPP (Context, Input, Process, Product) yang sesuai dengan kebutuhan dan karakteristik matakuliah TOEFL di lingkungan Universitas Qomaruddin. Dengan menggunakan pendekatan ini, diharapkan kami dapat menyusun sistem evaluasi yang lebih holistik dan terarah, yang pada gilirannya akan meningkatkan kualitas pembelajaran mahasiswa dalam matakuliah TOEFL.

Dalam menyusun proposal ini, kami telah menggali berbagai literatur terkait, melakukan observasi, serta melakukan diskusi dengan sesama dosen dan praktisi pendidikan bahasa Inggris. Kami yakin bahwa penelitian ini akan memberikan kontribusi yang signifikan bagi pengembangan kurikulum dan peningkatan mutu pendidikan di lingkungan Universitas Qomaruddin.

Demikianlah kata pengantar ini kami sampaikan. Semoga proposal penelitian ini mendapat persetujuan dan dukungan dari LPPM Universitas Qomaruddin. Akhir kata, kami mengucapkan terima kasih atas segala bantuan, dukungan, dan masukan yang diberikan.

Ketua Peneliti

Eva Nur Mazidah, M.Hum.
Dosen Prodi Pendidikan Bahasa Inggris
Universitas Qomaruddin

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BAB I

PENDAHULUAN

Bahasa Inggris merupakan salah satu bahasa yang dipakai oleh banyak bangsa di penjuru dunia. Bahasa ini telah menjadi bahasa internasional yang dominan dalam berbagai aspek kehidupan, termasuk komunikasi bisnis, ilmu pengetahuan, dan teknologi (Adara et al., 2022; Crystal, 2005; Rojak, 2022; Zhang, 2022). Hal ini dibuktikan dengan semakin banyaknya penutur Bahasa Inggris di berbagai negara. Dengan semakin marak dan pentingnya Bahasa Inggris sebagai Bahasa internasional, kedudukan Bahasa Inggris pun juga berdampak pada sektor pendidikan di Indonesia yang pada akhirnya memasukkan Bahasa Inggris ke dalam pelajaran siswa di tingkat SD, SMP, SMA dan bahkan tingkat universitas.

Dampak selanjutnya yakni perlu adanya pembuktian terhadap penguasaan kemampuan berbahasa tersebut. Pengukuran penguasaan Bahasa Inggris secara formal dibuktikan dengan sertifikat penguasaan kemampuan berbahasa Inggris (Herwandar et al., 2012; Manan et al., 2020; Narayana & Soepriyanti, 2023; Rojak, 2022; Zhang, 2022). Beberapa jenis di antaranya yakni ITP TOEFL, iBT TOEFL, IELTS, TOEIC dan sejenisnya yang memiliki fungsi yang beragam (Angraini, 2016). Oleh sebab itu, banyak sekali sektor pendidikan yang menggunakan nilai tes tersebut sebagai bahan pertimbangan penerimaan, kelulusan mahasiswa, pengajuan beasiswa dan sejenisnya. Di sektor industri misalnya banyak perusahaan yang menggunakan tes tersebut sebagai syarat penerimaan calon pegawai atau peningkatan jabatan pegawai. Banyak sekali sektor penting yang membutuhkan Bahasa Inggris yang juga dibuktikan dengan adanya sertifikat penguasaan.

Dalam upayanya membantu peningkatan kualitas sumber daya manusia dan juga kompetensi lulusan, salah satu prodi di Universitas Qomaruddin, Prodi Pendidikan Bahasa Inggris, memiliki peran penting dalam mencetak lulusan yang memiliki kemampuan berbahasa Inggris sesuai standar. Meskipun matakuliah *skill* Bahasa Inggris seperti reading, listening, speaking dan writing sudah diberikan ke mahasiswa, ternyata masih diperlukan satu matakuliah wajib yang diberi nama 'TOEFL' atau *Test of English as a Foreign Language* yang memiliki fokus ke persiapan tes.

Matakuliah TOEFL merupakan mata kuliah wajib lanjutan yang harus ditempuh mahasiswa dan bisa diambil minimal semester 6. Mata kuliah ini dirancang untuk membekali pengetahuan dan keterampilan mahasiswa khususnya dalam meningkatkan skor TOEFL 400 sebagai syarat kelulusan sesuai dengan Surat Keputusan Rektor Universitas Qomaruddin No. 1357.05/A.3/UQ/SK/III/2024. Nilai pada standar ini sebenarnya masih tergolong rendah jika dibandingkan dengan universitas negeri di Jawa Timur. Secara umum standar untuk Pendidikan Bahasa Inggris yakni di skor minimal 500 (Narayana & Soepriyanti, 2023). Namun, dalam proses awal penentuan tes ini sebagai syarat kelulusan pastinya banyak hal yang perlu disiapkan dan dibutuhkan tahapan-tahapan yang perlu dilalui. Berdasarkan nilai rata-rata yang kami peroleh dari hasil QET-TOEFL(tes prediksi TOEFL) yang diselenggarakan oleh UPT Bahasa Universitas Qomaruddin, nilai mahasiswa PBI sekitar 397. Nilai ini bahkan masih di bawah standar minimal kelulusan yang ditetapkan oleh rektor. Dengan demikian, ada urgensi untuk memberikan matakuliah tambahan bagi mahasiswa Prodi Pendidikan Bahasa Inggris yang berfokus pada persiapan tes TOEFL.

Secara umum, matakuliah TOEFL ini dirancang untuk membekali pengetahuan dan keterampilan mahasiswa dengan mengutamakan penguasaan topik utama yaitu penguasaan bahasa Inggris secara lisan dan tertulis. Mata kuliah ini berfokus pada tiga keterampilan berbahasa Inggris, yaitu: listening, structure, dan reading. Tujuan pengajaran umum dari mata kuliah ini adalah (1) agar mahasiswa diharapkan mampu menguasai keterampilan berbahasa Inggris secara pasif untuk menunjang keterampilan berbahasa Inggris secara aktif, (2) mahasiswa bisa mencapai nilai standar minimal yang sudah ditentukan sebagai syarat kelulusan, (3) mahasiswa memiliki pengetahuan dalam menghadapi tes Bahasa Inggris, (4) mahasiswa mengetahui level kemampuan mereka berdasarkan standar TOEFL, dan (5) mahasiswa memiliki kesiapan untuk terjun di dunia kerja dan bersaing secara global.

Meskipun matakuliah ini diberikan pada mahasiswa Prodi Pendidikan Bahasa Inggris, proses pengajaran dan pembelajaran dalam matakuliah TOEFL sering kali dihadapkan pada berbagai tantangan. Beberapa mahasiswa mungkin memiliki latar belakang pendidikan yang berbeda dalam bahasa Inggris, tingkat motivasi yang beragam, serta perbedaan gaya belajar. Oleh karena itu, perlu adanya model evaluasi yang dapat memberikan gambaran menyeluruh tentang efektivitas pengajaran TOEFL di Universitas Qomaruddin. Evaluasi terhadap program matakuliah TOEFL tidak hanya sebatas pada hasil

tes akhir, tetapi juga pada proses pembelajaran, kurikulum yang digunakan, metode pengajaran, dan respons mahasiswa. Model evaluasi *Context, Input, Process, and Product* (CIPP) merupakan pendekatan yang holistik dan terstruktur dalam mengevaluasi program pendidikan (Manan et al., 2020). Keunggulan model evaluasi CIPP ini yakni memudahkan evaluator melihat kebutuhan, masalah, kesempatan, dan pengambilan keputusan sebuah program. Pola CIPP secara runtut mengevaluasi program mulai dari pelingkupan evaluasi program, pengumpulan informasi terkait program, pengaturan pengumpulan informasi, analisis informasi yang disusun, pelaporan hasil informasi yang dianalisis, dan terakhir, pengadministrasian hasil evaluasi (Manan et al., 2020; Stufflebeam, 2002). Model evaluasi CIPP ini bisa dianggap sesuai untuk mengevaluasi matakuliah TOEFL yang baru berjalan dua tahun pada Prodi Pendidikan Bahasa Inggris. Pertama, sebagai matakuliah yang diberikan secara rutin di semester genap, perlu dilakukan peningkatan kualitas secara keseluruhan atau sebagian yang diwakili oleh model CIPP. Kedua, efektivitas matakuliah ini, memerlukan umpan balik dari para pemangku kepentingan, tidak hanya mahasiswa tetapi juga dosen pengampuh, ketua prodi dan dekan. Konsep pembelajaran luring juga berdampak pada metode (proses) dan pembelajaran hasil (produk).

Dalam menyusun penelitian ini, ada beberapa penelitian terdahulu yang menjadi dasar dalam memenuhi *gap* penelitian. Pertama evaluasi efektivitas program TOEFL untuk dosen di beberapa universitas di Indonesia (Labibatussolihah & Adriani, 2022). Artikel ini mengevaluasi efektivitas kursus persiapan TOEFL bagi dosen universitas dengan menggunakan model CIPP. Studi ini menemukan bahwa meskipun program ini cukup berhasil dalam mencapai tujuannya, masih terdapat ruang untuk perbaikan dalam pengembangan kurikulum, metode pembelajaran, dan dukungan tindak lanjut bagi para peserta. Rekomendasi yang diberikan antara lain penyesuaian jam belajar, pemberian keringanan pekerjaan bagi peserta, dan melakukan evaluasi pasca program. Program ini bertujuan untuk meningkatkan kemampuan bahasa Inggris untuk studi doktoral di masa depan dan meningkatkan kualitas institusi.

Kedua, penelitian tentang evaluasi program persiapan TOEFL untuk meningkatkan skor (Maharani & Putro, 2021). Penelitian ini membahas tentang pentingnya tujuan dan perencanaan program yang jelas dalam meningkatkan pelaksanaan program, khususnya berfokus pada kursus persiapan TOEFL di lembaga Kampung Inggris di Indonesia. Penelitian ini mengevaluasi program dengan menggunakan model evaluasi CIRO dan menemukan

bahwa meskipun program tersebut memenuhi standar nasional, namun masih terdapat area yang perlu ditingkatkan dalam kualitas infrastruktur dan kepuasan peserta.

Ketiga, penelitian tentang evaluasi terhadap program pelatihan Bahasa Inggris di DISDIKAL dengan menggunakan model CIPPO (Kusmiyati et al., 2023). Penelitian ini mengkaji tentang pelaksanaan program Pendidikan Bahasa Inggris di Dinas Pendidikan TNI Angkatan Laut bagi personel TNI Angkatan Laut. Penelitian ini menggunakan metode penelitian deskriptif kualitatif dan model CIPPO (Context, Input, Process, Product dan Outcome). Untuk mendapatkan data, peneliti melakukan wawancara, observasi, dokumentasi, diskusi kelompok terfokus dan angket. Penelitian ini mempunyai kebaruan bahwa Diklat Bahasa Inggris di DISDIKAL sangat memerlukan evaluasi yang mendalam terhadap pelaksanaan Diklat.

Keempat, penelitian model CIPP terhadap persiapan tes Paper-based TOEFL di Prodi Pendidikan Bahasa Inggris di Aceh (Manan et al., 2020). Secara kualitatif dengan menggunakan teori yang dikembangkan oleh Stufflebeam, peneliti melakukan interview, menyebarkan kuisioner, dan melakukan observasi terhadap dosen pengampuh TOEFL dan 34 mahasiswa. Berdasarkan evaluasi konteks, program tersebut mempunyai latar belakang, tujuan, dan sasaran yang sesuai. Terkait input, masih terdapat kendala terkait ketersediaan sumber daya dan fasilitas. Tidak tersedianya bahan pembelajaran yang terstandar, termasuk laboratorium bahasa yang rusak. Hal ini berdampak pada proses pembelajaran karena dosen tidak dapat memaksimalkan fasilitas untuk menciptakan lingkungan belajar yang efektif. Pada akhirnya, hal ini berdampak pada produk karena sebagian besar siswa tidak dapat mencapai nilai yang diharapkan. Sebagian besar peserta sepakat bahwa program ini perlu ditingkatkan. Beberapa perbaikan dapat dilakukan untuk mengatasi permasalahan tersebut dengan menyediakan kebutuhan

Penelitian ini dilakukan berdasarkan beberapa penelitian sebelumnya yang bertujuan mengevaluasi program pelatihan Bahasa Inggris dengan pendekatan CIPPO (Kusmiyati et al., 2023) dan evaluasi matakuliah TOEFL di berbagai instansi dengan model CIRO (Maharani & Putro, 2021), dan dengan model CIPP (Fransiska M. Ena Tukan & Nanik Supriani, 2021; Labibatussolihah & Adriani, 2022; Manan et al., 2020) dengan mengisi gap penelitian yang ada. Pada penelitian ini, subjek penelitian berbeda karena *setting* penelitian berbeda yakni dilakukan di Prodi Pendidikan Bahasa Inggris Universitas Qomaruddin. Beberapa pertanyaan penelitian yang akan diteliti sebagai berikut (1) Apa saja hasil evaluasi

matakuliah TOEFL dengan model CIPP? (2) Prioritas perbaikan apa yang harus dilakukan agar program dapat memberikan dampak positif yang lebih besar berdasarkan persepsi mahasiswa dan dosen pengampu terhadap hasil program? (3) Bagaimana persepsi mahasiswa dalam mengikuti matakuliah TOEFL di Prodi Pendidikan Bahasa Inggris?

BAB II

TINJAUAN PUSTAKA

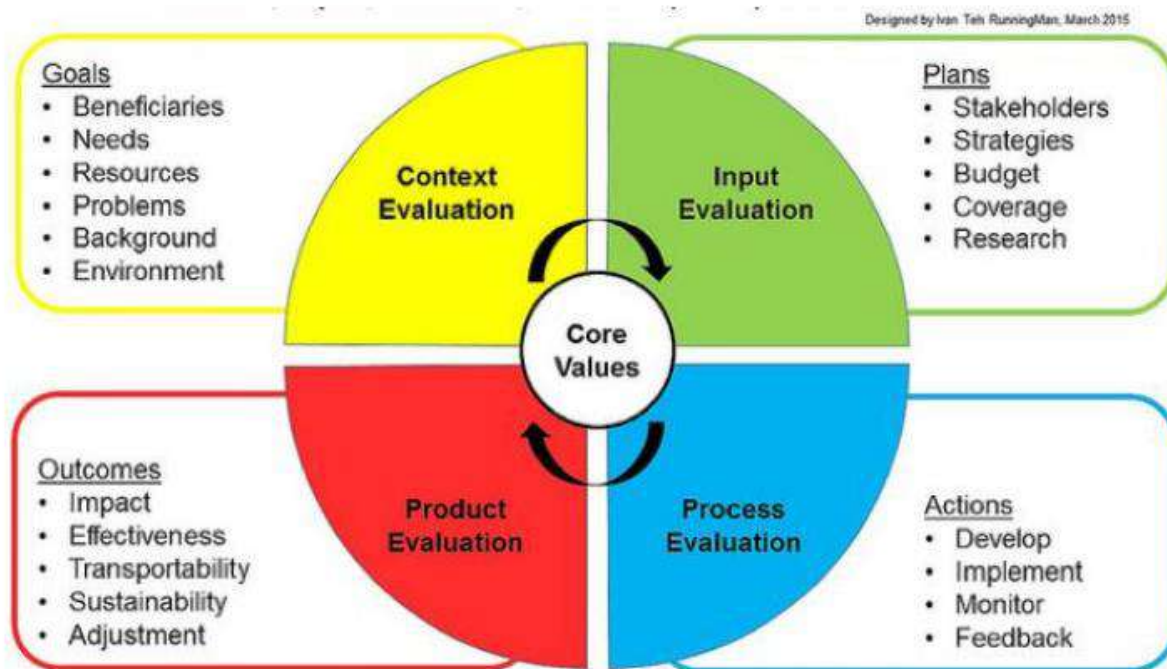
TOEFL adalah singkatan dari Test of English as Foreign Language. Tes ini dirancang untuk pelajar yang bahasa Inggrisnya sebagai bahasa asing. TOEFL adalah dikelola oleh Educational Testing Service (ETS) yang merupakan administrator terbesar di dunia untuk tes terstandar dan pemimpin dalam riset pendidikan (Abdulloh et al., 2021). Pertama ETS didirikan pada tahun 1947 oleh tiga lembaga pendidikan nirlaba, yaitu American Council on Education, the Carnegie Foundation for the Advancement of Teaching, dan The College Entrance Examination Board. Seiring bejalannya waktu ETS mengembangkan banyak sekali layanan tes yang berhubungan dengan pendidikan seperti SAT(Scholastic Aptitude Test), GRE (Graduate Record Examination), TOEFL (Test of English as a Foreign Language), dan TOEIC (Test of English as International Communication). Dari sejumlah layanan yang ada, TOEFL yang paling populer dan digunakan baik di dunia pendidikan maupun dunia kerja (Abdulloh et al., 2021; Angraini, 2016; Rohman, 2019)

Jenis tes TOEFL yang umumnya dipakai dan diajarkan yakni ITP TOEFL. Tes ini biasanya dilakukan dalam bentuk ujian biasa menggunakan kertas (paper-based). Peserta tes akan diminta mengerjakan tiga bagian dari tes(Abdulloh et al., 2021; Philips, 2001; Pyle & Page, 2005; Thonus & Phillips, 1990). Bagian pertama yakni listening comprehension dengan 50 soal pilihan ganda yang disusun menjadi tiga model soal listening. Bagian kedua berisi soal terkait structure and written expression yang terdiri dari 40 soal pilihan ganda dengan dua model, mencari jawaban yang benar dan memilih jawaban yang salah. Pada bagian kedua waktu yang diberikan hanya 25 menit. Bagian ketiga berisi soal reading comprehension yang terdiri 50 soal pilihan ganda dengan lima teks bacaan. Waktu yang diberikan pada bagian ini yakni 55 menit. Materi yang perlu dikuasai supaya peserta tes bisa mencapai target nilai yang diinginkan cukup banyak dan beragam. Dari sini bisa dibayangkan bahwa kemampuan berbahasa peserta diuji sehingga mempersiapkan diri dalam menghadapi tes sangat perlu dilakukan.

Evaluasi program adalah suatu alat atau prosedur yang digunakan untuk mengetahui sesuatu dengan metode dan aturan yang telah ditentukan(Muryadi, 2017). Secara eksplisit evaluasi mengacu pada pencapaian tujuan sedangkan secara implisit evaluasi adalah perbandingan hasil yang dicapai dengan standar pencapaian yang telah ditetapkan. Evaluasi

program juga merupakan kegiatan penyelidikan yang sistematis mengenai sesuatu yang bernilai dari suatu objek. Evaluasi disini menunjukkan kepada masyarakat tentang penguatan nilai, manfaat, kemajuan, akreditasi, dan akuntabilitas (Stufflebeam, 1971).

Model CIPP (*Context, Input, Process, and Product*) memiliki konsep inti evaluasi yang terdiri atas konteks, input, proses, dan produk (Stufflebeam, 1971, 2002). Dalam evaluasi konteks, evaluator menilai kebutuhan, masalah, aset, dan peluang, serta kondisi dan dinamika kontekstual yang relevan. Pengambil keputusan menggunakan evaluasi konteks untuk menentukan tujuan, prioritas dan memastikan tujuan program untuk kebutuhan dan permasalahan yang signifikan. Dalam evaluasi *input*, secara teori evaluator membantu perencana program dengan mengidentifikasi dan menilai rencana prosedural, kebutuhan, kelayakan dan potensi efektivitas program. Dalam evaluasi proses, evaluator memantau, mendokumentasikan, menilai, dan melaporkan pelaksanaan rencana program. Evaluator memberikan umpan balik selama pelaksanaan program dan sejauh mana program dilaksanakan. Dalam evaluasi produk, evaluator mengidentifikasi dan menilai hasil yang dicapai baik dalam jangka pendek maupun jangka panjang. Evaluator memberikan umpan balik selama pelaksanaan program, sejauh mana pelaksanaan program dilaksanakan dan tujuan yang dicapai. Di akhir program, evaluasi produk membantu mengidentifikasi dan menilai kinerja program secara keseluruhan. Berikut gambaran model CIPP.



Gambar 1 Model Evaluasi CIPP (Stufflebeam, 2002)

Model evaluasi CIPP mengidentifikasi kekuatan dan kelemahan, keterbatasan dan pencapaian, efektivitas, dan rencana suatu kegiatan atau program. Evaluasi dibagi menjadi empat kuadran yakni konteks, masukan, proses, dan produk. Evaluasi konteks mencakup kebutuhan, sumber daya, masalah, latar belakang, dan lingkungan. Evaluasi input mencakup stakeholders, strategi, pendanaan, cakupan program, dan penelitian. Evaluasi proses berfokus pada bagaimana rencana dilaksanakan, termasuk pengembangan, implementasi, monitor dan umpan balik terhadap jalannya kegiatan. Terakhir, evaluasi produk mengidentifikasi hasil yang diharapkan seperti aspek dampak terhadap pengguna, efektivitas, dan keberlanjutan (Stufflebeam, 2002).

Model CIPP banyak digunakan dalam evaluasi program Bahasa Inggris karena bisa memberikan penilaian holistic terhadap detail dan kepraktisan (Manan et al., 2020). Masing-masing aspek dapat memberikan masukan terhadap kekurangan atau kelebihan suatu kegiatan, sementara model evaluasi secara keseluruhan memudahkan untuk menilai kelayakan atau manfaatnya, dan bisa memberikan penilaian jika kegiatan tersebut cukup baik untuk dilanjutkan atau memerlukan penyesuaian.

BAB III

METODE PENELITIAN

Penelitian ini dilaksanakan pada bulan Juni-September 2024 dan dilaksanakan di Prodi Pendidikan Bahasa Inggris, Universitas Qomaruddin. Penelitian ini merupakan penelitian evaluatif model CIPP dengan pendekatan deskriptif kualitatif (Sugiyono, 2017). Penelitian ini merupakan evaluasi berdasarkan CIPP yang menggunakan konteks, input, proses dan produk sebagai aspek kajian terhadap matakuliah TOEFL yang diampuh di Prodi Pendidikan Bahasa Inggris. Partisipan penelitian ini yakni mahasiswa yang mengambil matakuliah TOEFL pada Prodi Pendidikan Bahasa Inggris sejumlah 41 mahasiswa, satu dosen pengampuh dan satu ketua program studi. Untuk mendapatkan data yang dibutuhkan dalam penelitian ini, ada beberapa instrument yang dipakai yakni kuisisioner yang dibagikan ke mahasiswa. Kuisisioner ini berisi pertanyaan yang mengevaluasi konteks, input, proses dan produk yang dihasilkan oleh matakuliah TOEFL yang terdiri dari 52 butir pernyataan. Selain itu, interview juga dilakukan ke dosen pengampuh matakuliah dan ketua prodi program studi Pendidikan Bahasa Inggris. Materi interview ini disusun berdasarkan aspek CIPP untuk matakuliah TOEFL. Selanjutnya, observasi juga dilakukan untuk melihat jalannya perkuliahan dan dokumentasi dari hasil tes QET-TOEFL juga dibutuhkan untuk melihat nilai TOEFL mahasiswa di akhir perkuliahan.

Dalam menyajikan dan menganalisis data, data kuisisioner nantinya disajikan dalam bentuk deskriptif statistic (Cohen et al., 2017) dan data yang diperoleh nantinya dilihat skor idealnya dikali 100% kemudian dikelompokkan berdasarkan kriteria efektivitas sebagaimana Tabel 1 berikut.

Tabel 2. Effectiveness Criteria

No	Score Range	Criterion
1	90% - 100%	Very good
2	80% - 89%	Good
3	70% - 79%	Fair
4	<= 69%	Poor

Untuk menjelaskan hasil persentase kriteria efektivitas yang diperoleh dari rata-rata skor aspek persentase (Percentage of Aspect). Untuk menentukan PA digunakan rumus sebagai berikut.

$$PA = \frac{\textit{respondent score average}}{\textit{maximum score range}} \times 100\%$$

Analisis data dilakukan dengan menggunakan analisis kualitatif. Ini mencakup tiga proses – pengurangan data, tampilan data, dan penulisan kesimpulan (Sugiyono, 2017). Hasil dari kuesioner disajikan dalam bentuk tabel untuk menunjukkan hasil dari masing-masing aspek CIPP. Selain itu, triangulasi terhadap data dari kuesioner juga dilakukan dengan membandingkan dengan data observasi, dokumentasi dan wawancara.

BAB IV HASIL DAN LUARAN

4.1 HASIL

The primary objective of this research is to assess the effectiveness of the TOEFL exam administered by the English Language Education Program at Universitas Qomaruddin using the CIPP evaluation model. The study evaluates four key components—**Context, Input, Process, and Product**—to determine how well the program meets its intended outcomes and provides insights into areas for improvement. By analyzing both quantitative data from questionnaires and qualitative data from interviews and observations, this section provides a comprehensive understanding of the program's strengths and weaknesses.

Context Evaluation

This section provides the analysis of context evaluation for the TOEFL Course. Based on the questionnaire, in terms of infrastructure and facilities, 16.7% of students strongly agree with this, most—64.3%—say that the tools and infrastructure for the TOEFL course help them to learn. Still, 19.2% of students find the tools at hand inadequate. This shows a difference between the current facilities and the needs of the students for best learning. Although 92% of students agree that language labs and textbooks help to enable efficient learning, data indicates that better infrastructure could help to improve the educational quality even more.

a. Evaluating the relevance of course schedule and content

Based on the questionnaire, 88% of the students saying they feel the TOEFL course materials are relevant to their needs for improving English language ability. The schedule does not contradict other academic activities, so the class calendar matching semesters 6 and 8 is judged to be efficient. According to the head of study program, this course exists for semester 6 and 8. To make it efficient, both classes are gathered into one big class. As two distinct semesters are joined into one, it is hoped that students' motivation is boosted and sense of rivalry are emerged to affect the learning outcomes. This point of view is consistent with earlier studies showing that the relevance of instructional materials to students' needs might increase their drive and learning outcomes (Masrurroh & Miladiyah, 2023; Warju, 2016).

b. Evaluating the Learning Approach

The learning strategy used in the TOEFL course at Qomaruddin University shows different degrees of student support. While 61.5% of students agreed the utilized approach improved their English language skills, approximately 35.7% of students showed indifference about it. This conclusion shows that although most students believe the present approach is efficient, there is yet chance to evaluate and improve this approach to maximize learning outcomes. Interview result from the lecturer and course syllabus indicate that numerous media models—including Quizizz and Liveworksheets for evaluations and quizzes—are used by the lecturer in course instruction. As such, students not only exercise with modules, but also online media platforms.

c. Evaluation of Teaching Strategies and Curriculum

A necessary advanced course for students is TOEFL. Following program curriculum evaluation, this TOEFL course has been offered since 2023. Students are supposed to familiarize themselves with international standard assessments by means of this course. Whether for advanced study preparation, job evaluations, or other academic needs, students specialized in English language education are expected to be conversant with assessments corresponding to the ITP TOEFL. This course's main teaching goal is for students to reach mastery in passive English language skills thereby improving their active English language capacity. Listening comprehension, structure and written expression as well as reading comprehension make up the course. Different elements presented to pupils in a methodical manner have been categorized among the exam components.

The TOEFL course material is set in line with students' initial test results and minimum passing score criteria. The pretest results show that 48% of the pupils performed below the minimum level, which emphasizes the need of educational interventions to raise their performance. Moreover, it is expected that after talks between the lecturer and the head of the study program, students would improve their future performance in this field and academics in general. Though the university has set a minimum passing grade of 400, students are urged to achieve a score higher than 450. The instructor wants to provide tools that help to reach the minimal score target. This goal is also meant to be reached with the help of the courses instructor's produced modules beyond 450.

Specifically, the instructor wants to provide tools that help to reach the minimal score target by using a module. The module materials cover three parts of ITP TOEFL test. For listening comprehension, the material covers information about Part A namely listening to short conversations, Part B and Part C namely listening for longer conversations and talks. In addition, for structure and written expressions, the materials cover subject, verb, complement & modifier, verb phrases & tenses, subject – verb agreement, pronouns, verb as complement, affirmative & negative agreement, negation, commands, modal auxiliaries, adjectives & adverbs, connectors, passive voice, and multiple clauses. Lastly, for reading comprehension, the materials cover general strategies, main ideas, topic, details and factual information, reference and vocabulary.

These 15 materials comprise all the subjects commonly featured in the TOEFL examination. The contents are structured from simple to complicated to meet the varied needs of students. The practice questions in each material progress from easy to difficult, enabling all students to enhance their scores. The employed learning method incorporates both offline and online methods, with assessments administered in both formats, demonstrating an adaptation to student demands and current conditions. (Williams, 2020).

d. Evaluation of Participation and Engagement

With a minimum attendance of 75% across all meetings, student participation in learning is worthy of praise. By helping to produce learning resources, students show their active involvement in the learning process. Based on the interview with the lecturer, comments and recommendations about the teaching strategies were sought to improve student involvement and interest in class attendance after the midterm test. The lecturer offers resources in an online form depending on feedback and adjusts the learning materials to accommodate the students' interests. This is consistent with studies showing that active participation and material customizing based on student needs could raise the effectiveness of learning (Damayanti et al., 2022; Ismail et al., 2022).

Although the TOEFL course's learning environment at Universitas Qomaruddin shows that many areas require improvement even with significant help from infrastructure and facilities and the relevancy of the content. The present facilities require improvement to meet student needs; so, the educational approach needs periodic evaluation to improve its effectiveness. The present curriculum is essentially organized in line with student needs; yet, consistent application and evaluation are necessary to ensure that all aspects of education help to achieve appropriate TOEFL scores.

In conclusion for overall context evaluation, 44% students agree, 38% strongly agree, 15% students feel neutral, 2% strongly disagree and 1% disagree with the context evaluation for TOEFL. Negative evaluation for context come from their perspective on facilities, policy, learning environment, and classroom settings. Despite its 3% negative evaluation but needs to improve the context section is required. Generally, 82% students give positive perception about context evaluation which can be classified as good. This show that there is relevance and alignment of TOEFL course' goals with students' needs and expectations. It can be said that the course design has met the required standards for TOEFL test. However, there may be areas for improvement.

Input Evaluation

Evaluation on Input covers aspect the quality of resources including the curriculum and teaching materials, teaching staff, facilities and infrastructure, as well as the availability of resources to support learning.

a. Curriculum and Teaching Materials

Based on the questionnaire's responses, 85% of students agree that the TOEFL course offered at Qomaruddin University addresses subjects pertinent to the growth of English language competency for the test. This curriculum incorporates resources used at the Language and Multicultural Center of Unair as well as tools from TOEFL practice books released by Longman and Peterson. This shows that the curriculum internationally recognized external standards.

Focusing on Listening Comprehension (LC) for three sessions, Structure and Written Expression (SWE) for six sessions, and Reading Comprehension (RC) for three sessions—which are fundamental TOEFL exam components—the instructor indicated that the instructional materials are meant to cover fourteen sessions. These instructional resources, which are linked with references from reliable sources, show an attempt to offer complete materials that comply with TOEFL exam criteria by their standard (Juliarta & Wirawan, 2022; Rifiyanti, Dewi, Putra, et al., 2023; Situmorang et al., 2020; Sulaiman et al., 2019; Thonus & Phillips, 1990). The teaching materials reflect those discussed in the section on Context evaluation. Every chapter of the material in the module covers in great detail content and practice sections. Some of the practice questions also incorporate activities linked with the previously taught content in the sessions. This seeks to help pupils in training their sensitivity and knowledge of the earlier given tasks.

b. Tools for Facilities and Infrastructure

About resources, 85.7% of students believe the tools at hand—textbooks and internet resources—are sufficient to help the learning process. Still, 73.8% of students think that facilities like language labs may use further development. This suggests that the language lab requires work on several areas. One example is according to the information from the lecturer, although the audio facilities in the language lab are quite good, the classroom setup is not suitable for teaching due to the partitions. Here, the

lecturer's desk is positioned in such a way that it is less visible from the back. The desk should be placed higher. The class used is also moving depending on the schedule. If the materials are about structure and written expression and reading comprehension, the regular class is used. However, if the listening sections is executed, the language lab is used. To some cases, students need to update information from the lecturer before the class starts despite the prepared course schedule.

In addition, in selecting the lecturer, the head of study program additionally assured the selected a lecturer for the course has particular knowledge in TOEFL content and has given training and particular advice on how to approach TOEFL questions. Such consideration is need because this course is more on training session that expects the participant to gain success (Abdulloh et al., 2021; Hartono et al., 2021; Kaniadewi & Asyifa, 2022). The chosen instructor for this course has a lot of experience working at a public university in Surabaya, thus it is hoped they will inspire and help students to improve their abilities. Though the current infrastructure is rather good, there is room to improve the facilities, particularly those pertaining to the application of more sophisticated technology in education.

c. Resource Quantity: Availability and Accessibility

Of all the students, 85.7% agree that the TOEFL course's teaching tools and learning resources are easily available and intelligible. Besides the course module, the lecturer also created google site for self-study activities. The activities provided support TOEFL materials, not only material for specific topics, but also a complete test for each section of TOEFL test. It was aimed at improving students' knowledge of educational resources to promote the learning process by means of efficiency. Furthermore, 71% of the students believe that their lecturer have sufficient knowledge and expertise. The lecturer should, however, also be urged to help to raise the standard of instruction and the availability of other resources, including larger self-study facilities (Hajarudin, 2022; Hartono et al., 2021; Shofi, 2020).

In conclusion for input evaluation, 45% agreeing and 38% strongly agreeing show that the resources provided for this course are sufficient and helpful for students. 13% feel neutral suggesting that some students may not feel engaged with the provided resources. 3% strongly disagree and 1% disagree show negative feedback demanding for refining resources that meet students' need so effectiveness and satisfaction can be further obtained. Input evaluation shows 'good' as 83% result for effectiveness. The materials, resources, and instructional design used in the course suggest that the course utilizes relevant learning materials and teaching strategies to improve students' language skills. The score also reflects the adequacy of resources namely a lecturer, a module, and use of technology, though minor improvements in teaching methodologies, facilities, or materials.

Process Evaluation

Three distinct angles—learning effectiveness, learning efficiency, and student participation—show process evaluation for the TOEFL course at Qomaruddin University takes.

a. Learning's Effectiveness:

The results of the questionnaire suggest that 69% of students strongly agree whereas 26.2% of them agree that the lecturer can clearly and reasonably present the material. This indicates that the lecturer's presentation of the TOEFL concepts is quite successful, which helps students to participate in the lessons rather properly.

On the first meeting, the lecturer explained the introduction of the course covering the course contract, learning objectives, learning outcomes, and agenda for the whole semester, supporting students' openness and awareness about the course taken. Besides that, discussion about students' needs was also addressed by the lecturer so that both parties can agree on each other such as discussing students' preferences on assessment models.

To support diverse teaching method, the lecturer implemented varied methods. The polls show that 52.4% of students agree and 42.9% strongly agree that the variety of teaching strategies applied by the lecturer increases knowledge. Some strategies applied such as practice questions, discussions, and exam simulations variate material differences to reach various learning levels of students (Capuno, 2023; Shofi et al., 2018). In addition, discussing exercise questions and practical tasks on websites like Quizizz, Liveworksheet and Google Sites help students to acquire better knowledge and mastery of the topic. The media allow students to practice TOEFL exercise anywhere and at any time, therefore improving the effectiveness and flexibility of practice.

b. Learning Efficiency

The lecturer attempted to help students to understand TOEFL materials efficiently by directing students to simulate TOEFL exam. This exam simulation provides students the chance to learn to control their time more accurately since it corresponds with the real evaluation system and exam duration. During the simulation for each section, the lecturer follows the real time evaluation system such Structure and Written Expression must be done in 25 minutes for 40 questions and 55 minute for 50 questions for Reading Comprehension. By means of time management and question-solving strategies, this experience enhances preparation for the real test and hence offers valuable benefits.

Further, during the class session, after exam simulation, the lecturer also encourages students to share their answer either randomly or alternately, therefore encouraging active engagement. This is always employed in the class session to check students' understanding. This strategy also ensures participation as well as a more active classroom ambiance as students are driven to participate in class discussions. Besides that, the lecturer can also directly discuss difficult questions faced by students during the simulation test.

To variate, the lecturer also provide assignments and practical exercises given throughout the course, such as TOEFL practice tests, which further improved efficiency. These exercises were accessible through multiple formats, online platforms, and Google Sites, which allowed students to practice conveniently in their preferred method. The integration of technology in teaching, facilitated more interaction between the lecturer and students, enhancing the learning process.

c. Students' Participation

To improve participation, the lecturer also uses cooperative learning (Coorey, 2021). This increases collaboration among students. Group discussions, for instance, help students to better understand the material. The lecturer also employs group projects, which, depending on survey results, help students to interact, share ideas, and participate in peer discussion. This model is usually set into pair-work or group-work of three students. Besides, the lecturer also provide a room for students to give feedback. The feedback is not only from the lecturer to the students but also from the students to the lecturer.

Overall, based on the responses of the questionnaire, the application of numerous techniques and structured feedback has helped the TOEFL course at Qomaruddin University to be effective. Through active contact, discussions, and group projects, the application of technology and supporting materials has efficiently raised student involvement and allowed flexibility and efficiency (Ismail et al., 2022). This method generates a balanced and responsive learning environment appropriate for the needs of the students.

In short, for process evaluation, 47% strongly agreeing and 39% agreeing show that the process is conducted well. 11% remain neutral which show that some students may not fully engage with the process such as instructional approaches or class activities. 2% strongly disagreeing and 1% disagreeing show that there is a negative perception suggesting areas for improvement. Overall 86% students have positive view of this TOEFL Course process indicating good performance at the course execution, classroom activities, and instructional methods, while neutral and negative responses mean a need for refinement in specific areas. Process evaluation, focusing on how well the course is implemented, shows 86%. Despite the good performance, improving the quality is still highly demanded to achieve the desired outcomes in TOEFL preparation.

Product Evaluation

Discussing the product evaluation of TOEFL course at Universitas Qomaruddin evaluates the learning outcomes. The result show that 92,9% students agree that this course contribute to students' understanding better on TOEFL exam, tips and tricks. Based on the result of questionnaire, it also shows that the main objective of learning, namely improving understanding of TOEFL material, has been achieved, proven by the average score of 455 and passing the minimum score of 400. This increase is in line with the findings of Brown (2019) who stated that structured material supported by repeated practice can strengthen students' understanding in the context of language learning (Frazier & Brown, 2001; H. Douglas Brown, 2007).

In addition, 69% of students stated that they felt more confident in using English after taking this course. Confidence in using English is an important indicator of the success of a language learning program. Language confidence is one of the main predictors of success in mastering a foreign language (Akbari & Sahibzada, 2020). Therefore TOEFL Course not only generally affects students positively, but also improves students theoretical comprehension about the test.

Furthermore, 85.8% of students agree that the evaluation or assessment results they receive in the TOEFL course reflect their progress and understanding. The result of interviews with the lecturer and the head of study program also shows that the assessment carried out in this course is in accordance with the expected standards and is able to provide a clear picture of the progress of student learning. In addition, 85.7% students agree on their satisfaction with the learning outcomes from this course. The degree of student satisfaction usually corresponds with the quality of education they get as well as the applicability of the content to their requirements in the actual world (Hai, 2022; Husain et al., 2022). Their satisfaction becomes a proof of the effectiveness of this course.

According to the lecturer, students' final average score is 455; the best score is 577 and the lowest score is 403. A total of 31 students has increased their score from the pre-test, 6 students are stagnant, and 5 students' score decreased. Though this score meets the passing criteria, 400, established by the rectorate, efforts are still under progress to raise the student

average to above 450. This standard has been set starting this year and it will take some time before the ideal score is obtained. The lecturer states that it was hoped to improve gradually. In the following year, she will set the internal standard of the score higher if the rectorate does not change the standard. She believes that this will be supported by the head of study program. Improving this score will help to guarantee that students not only graduate but also possess competitive English language competency internationally.

The head of the study program also recommended that students be given more focus on learning facts and techniques and strategies in working on TOEFL questions and that the passing criteria be raised. Raising this benchmark will inspire students to understand TOEFL content in more detail and study harder. In line with this, raising the passing criterion helps to improve the quality of learning and learning results (Tannenbaum & Wylie, 2005). Further it is also hoped that in line with students can meet the standard set by study program association suggesting that the graduates should master B2 CEFR standard.

Lastly, TOEFL course's overall product evaluation findings from Qomaruddin University demonstrated reasonable success in reaching learning objectives. 47% agreeing and 37% strongly agreeing show that the course has helped students achieve their desirable goals. The effectiveness score of 82%, indicating a good result, suggests that while the course helps students achieve good outcomes, passing the minimum standard criteria. However 13% remaining neutral indicates a significant minority may not experience significant benefits of this course. It is also proven by 6 students who get stagnant TOEFL score. 5 students' score decreased may also be the cause of 3% strongly disagreeing and 2% disagreeing with the process evaluation. While most students view the TOEFL course positively, there is room for improvement, particularly in addressing the needs of students who feel neutral or dissatisfied with the outcomes.

Key Areas for Improvement

From the CIPP evaluation model, there are few key areas required to be addressed for TOEFL Course as seen by stakeholders to make teaching and learning experience better.

a. Size of Class

As this class was considered a big class consisting of 42 students, most students complained that they do not frequently focus because they are from two different semesters. They prefer to be with their friends than to be mixed with the other semester. To overcome such problem, less people in each class will make it easier for everyone to talk to each other and pay attention to the class discussion. The number of students in a class should be between 20 to 25 participants. In this condition, the lecturer can possibly give each student more one-on-one care and really understand their needs when the class size is smaller (Aprilliandari & Sugiharto, 2023). Besides that, to better assist students based on their competence level, it would be better for the same level students within a classroom. By considering this, it is hoped to improve the quality of learning and the results that students obtained in TOEFL course.

b. Lectures

Students suggest some materials are added to the course so students can gain more lesson. Some additional assignments can be supplemented to each meeting for further exercise. They also say that maybe more class sessions need to be added for consultation, for better understanding. However, the lecturer suggests that some students lack interests during the lecture. Students should possess their desire to learn individually. Students in fact do exercise whenever there is instruction or homework instead of trying to access exercise by themselves. She also complains that students tend to shy to have discussions

outside of the classroom. Despite good responses from students, she wishes that students were in reality more active and enthusiastic during the lecture because she felt her preparation was nothing if they did not show their enthusiasm. This reveals that students possibly might feel reluctant to communicate some problems during the course so that the lecturer cannot fully picture what students need. Such problems may arise because students are from different levels of competence. It is important to have open discussions with students of representative for regular evaluation and feedbacks and motivate students to practice outside the classroom.(Aprilliandari & Sugiharto, 2023; Rifiyanti, Dewi, & Putra, 2023).

c. Technology

Online assessment through Quizziz and Liveworksheet can be fun for students and students look enthusiastic(Aprilliandari & Sugiharto, 2023; Capuno, 2023; Rahman et al., 2020; Sanjaya et al., 2023). These models have been integrated in the course and students have been familiarized with such model of assessments. In addition the lecturer has created a google site for students to have individual practice despite its limited number of exercises. Her attempt to create this is also a proof of her effort for her students. However, integrating and creating online assessment also take time to prepare if the required materials are not ready as needed. It is hoped that she can improve by giving exercise from different level of difficulty also challenging yet satisfying for her students (Aprilliandari & Sugiharto, 2023; Rifiyanti, Dewi, & Putra, 2023).

d. Value Added by Facilities

Language labs can make learning more fun and useful, especially when it comes to skills like listening. This class must move to language lab during listening sections. This is the facility provided by university for its students. Unfortunately, the labs also need improving. One thing for sure is that there are no headsets, a whiteboard and staging for control desk in front section inside the room. These items are urgently required for comfortable teaching because students at the back sometimes cannot hear the lecturer well due to cubicle setting in the labs. Room audio is audible, but headsets can be added value for students' best experience in listening sections. So, it is hoped that adding more relevant facilities will give students a more learning experience at using the right language aids(Aprilliandari & Sugiharto, 2023).

e. Evaluation and Review

Evaluation and reviews are helpful because thorough reviews of homework and class materials give students helpful comments and help them understand better(Aprilliandari & Sugiharto, 2023; Rifiyanti, Dewi, & Putra, 2023). Regular review meetings help students remember what they have learned and make sure that any mistakes are fixed before the final test. Even though the lecturer has done it, it seems that not all students cannot comprehend the explanation well. Some students need more explanation while others feel enough. The varied students create imbalance. Another challenge is about time consumption while the lecturer has must deliver topics for the meeting.

4.2 LUARAN

Ketua : Eva Nur Mazidah, M.Hum.
Perguruan Tinggi : Universitas Qomaruddin

Judul : MODEL EVALUASI CIPP PADA MATAKULIAH TOEFL
UNIVERSITAS QOMARUDDIN

Waktu Kegiatan : bulan ke -6 dari rencana 10 bulan

Luaran yang direncanakan dan capaian tertulis dalam proposal

No	Luaran yang direncanakan	Capaian
1	Jurnal Sinta 4 (wajib)	submitted
2	Seminar Internasional (tambahan)	tercapai
3	Bahan Ajar	draft

CAPAIAN

Artikel Pertama Jurnal Pertama	Keterangan
Nama Jurnal	ETNOLINGUAL
Klasifikasi Jurnal	Sinta 4
Judul Artikel	CIPP Model Evaluation: A Case Study of TOEFL Course at Universitas Qomaruddin
Status Naskah	
- Draft artikel	√
- Sudah dikirim ke jurnal	Sudah – withdrawn karena tidak ada kabar
- Sedang ditelaah	Belum
- Sedang direvisi	Belum
- Revisi sudah dikirim ulang	Belum
- Sudah diterima (accepted)	Belum
- Sudah terbit (published)	Belum
Keterangan	Artikel ditarik oleh peneliti karena tidak ada perubahan status selama 1bulan dan sudah secara resmi mengajukan penarikan artikel dari jurnal tersebut.

Artikel Pertama Jurnal Pertama	Keterangan
Nama Jurnal	EDULITICS
Klasifikasi Jurnal	Sinta 4
Judul Artikel	CIPP Model Evaluation: A Case Study of TOEFL Course at Universitas Qomaruddin
Status Naskah	submitted
- Sedang ditelaah	Belum
- Sedang direvisi	Belum
- Revisi sudah dikirim ulang	Belum
- Sudah diterima (accepted)	Belum
- Sudah terbit (published)	Belum
Keterangan	Artikel dikirim ke jurnal ini setelah ditarik dari jurnal sebelumnya. Kami sudah mencoba menghubungi editor dan diminta menunggu sekitar 2-3 minggu. Jika diterima, artikel ini akan dipublikasikan pada Desember 2024.

Seminar/Konferensi	
Nama Konferensi	The 12 th ELITE International Conference on the Practice of Coexistence in Language, Literature, and Language Teaching
Klasifikasi	International Conference – Presenter (Eva Nur Mazidah dan Lailatul Masruroh)
Judul Artikel	CIPP Model Evaluation on TOEFL Course at Universitas Qomaruddin
Tanggal	28-30 Mei 2024
Penyelenggara	UIN Sunan Kalijaga, Yogyakarta, Indonesia

Bahan Ajar	TOEFL module
Materi	Listening Comprehension Strategies Structure and Written Expression Strategies Reading Comprehension Strategies
Penulis	Eva Nur Mazidah
Keterangan	Modul ini dipakai dalam matakuliah TOEFL

Gresik, 11 November 2024
Ketua



Eva Nur Mazidah, M.Hum

BAB V

KESIMPULAN DAN SARAN

5.1 Kesimpulan

Penelitian ini mengevaluasi efektivitas matakuliah TOEFL oleh Program Pendidikan Bahasa Inggris di Universitas Qomaruddin menggunakan model evaluasi CIPP (Context, Input, Process, Product). Evaluasi konteks mengungkap relevansi kursus (82%). Evaluasi input menyoroti bahwa 84% mahasiswa merasa kursus meningkatkan keterampilan bahasa Inggris mereka, tetapi sumber daya seperti lab bahasa perlu dikembangkan lebih lanjut. Evaluasi proses menunjukkan 86% persepsi positif yang menunjukkan kehadiran mahasiswa yang baik, penggunaan alat bantu yang efektif seperti Quizizz, Liveworksheet, dan Google Sites untuk mendukung pembelajaran. Selain itu, berbagai metode pengajaran, termasuk diskusi kelompok dan simulasi TOEFL, melibatkan mahasiswa, tetapi perbaikan dalam lingkungan belajar diperlukan. Evaluasi produk mengungkapkan bahwa 82% mahasiswa setuju bahwa mahasiswa telah memenuhi hasil pembelajaran mereka yang dibuktikan dengan skor mereka. Kursus memenuhi tujuannya, meningkatkan skor kelulusan dan menanggapi umpan balik mahasiswa pada materi tambahan dapat lebih meningkatkan hasil. Sebagai kesimpulan, matakuliah TOEFL menunjukkan keberhasilan dalam mencapai tujuannya, tetapi perbaikan berkelanjutan dalam infrastruktur, sumber daya, dan strategi keterlibatan direkomendasikan untuk meningkatkan kualitas keseluruhan dan kepuasan mahasiswa.

5.2 Saran

Berikut adalah saran yang bisa kami berikan untuk evaluasi mata kuliah TOEFL.

1. Peningkatan Standar Kelulusan: Meskipun nilai rata-rata mahasiswa telah memenuhi standar yang ditetapkan, peningkatan standar kelulusan perlu dipertimbangkan untuk mendorong mahasiswa lebih giat belajar dan mencapai kemampuan bahasa Inggris yang lebih kompetitif.
2. Penguatan Penguasaan Materi: Dosen diharapkan untuk terus mengembangkan metode pengajaran yang lebih fokus pada penguasaan materi TOEFL secara mendalam, termasuk tips dan trik dalam menghadapi soal-soal TOEFL. Pendekatan ini dapat membantu mahasiswa lebih siap dalam menghadapi ujian dan meningkatkan nilai ujian mereka.
3. Pemanfaatan Teknologi: Penggunaan teknologi dalam pembelajaran, seperti Quizizz dan liveworksheet, perlu terus ditingkatkan dan diadaptasi sesuai dengan preferensi mahasiswa. Hal ini dapat meningkatkan keterlibatan mahasiswa dalam proses pembelajaran dan memberikan variasi yang lebih menarik dalam latihan soal.
4. Evaluasi Berkelanjutan: Evaluasi terhadap efektivitas metode pengajaran dan hasil pembelajaran perlu dilakukan secara berkelanjutan. Feedback dari mahasiswa harus dijadikan dasar untuk melakukan perbaikan dan inovasi dalam proses pembelajaran, sehingga kualitas mata kuliah TOEFL di Universitas Qomaruddin dapat terus ditingkatkan.

Semoga dengan sara-saran yang telah disebutkan, mata kuliah TOEFL di Universitas Qomaruddin diharapkan dapat terus berkembang dan memberikan hasil pembelajaran yang optimal bagi mahasiswa.

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LAMPIRAN

5.1 Jadwal Penelitian

NO	Kegiatan	Bulan									
		Mar	Apr	Mei	Jun	Jul	Ags	Sept	Okt	Nov	Dec
1	Pembuatan dan Pendaftaran Proposal										
2	Revisi Proposal										
3	Pengambilan Data										
4	Pengolahan Data										
5	Pembuatan laporan kemajuan										
6	Penulisan artikel ke jurnal										
7	Submit artikel ke jurnal										
8	Pelaksanaan monev										
9	Pembuatan laporan akhir penelitian										
10	penyerahan dan pengunggahan laporan akhir										
11	Penyerahan luaran wajib										

5.2 Biodata Ketua dan Anggota Tim Pengusul

BIODATA KETUA PENGUSUL

A. Identitas diri		
1	Nama lengkap & gelar	Eva Nur Mazidah, M.Hum.
2	Jenis Kelamin	Perempuan
3	Pangkat/Golongan	IIIb
4	Jabatan Fungsional	Asisten Ahli
5	NIDN	0720128903
6	Tempat / Tanggal Lahir	Gresik, 20 Desember 1989
7	Alamat Rumah	RT 1 RW 6 Bolo Ujungpangkah Gresik
8	Nomor Telepon/Faks/HP	085655132602
9	Alamat Kantor	Gedung A Kompleks Utara YPPQ Jl. Raya Bungah No.1 Bungah Gresik
10	Alamat Email	evamazidah@uqgresik.ac.id
11	Mata Kuliah yang Diampu	Phonology
		Morphosyntax
		Semantics
		Sociolinguistics
		TOEFL

B. Riwayat pendidikan			
	S 1	S 2	S 3
Nama Perguruan Tinggi	Universitas Airlangga	Universitas Airlangga	-
Bidang Ilmu	Sastra Inggris	Ilmu Linguistik	-
Tahun Masuk- Lulus	2007-2011	2014-2016	-
Judul Skripsi/Thesis/Disertasi	Analysis on the Use of Argumentation in High School Debate Competition by the Motion This House Will Ban Junk Food.	A Comparison of the Interactive and Interactional Metadiscourse in the Abstracts of Articles Written by Indonesian Scholars And LIES Scholars	-
Nama Pembimbing	1. Layli Hamidah, M.Hum.	1. Deny Arnos Kwary, M.Hum., Ph.D. 2. Viqi Ardaniah, S.S., M.A.Linguistics	-

C. Pengalaman penelitian 5 tahun terakhir					
No	Tahun	Judul Penelitian	Jabatan	Pendanaan	
				Sumber	Jml (Rp)
1	2018	Analisis Metawacana dalam Presentasi Akademik Matakuliah Speaking di STKIP Qomaruddin		Hibah PDP	RP 19.600.000
2	2021	Analisis Metawacana Interaktif dan Interaksional dalam Abstrak Lintas Jurusan di Universitas Qomaruddin		Hibah PDP	RP 18.500.000

D. Kegiatan pengabdian kepada masyarakat 5 tahun terakhir				
No	Tahun	Kegiatan dan Nama Pengabdian	Pendanaan	
			Sumber	Jml (Rp)
1.	2018	PENERAPAN MULTIMEDIA DALAM PEMBELAJARAN BAHASA INGGRIS PADA GURU SEKOLAH TINGKAT DASAR DAN MENENGAH	Hibah Kampus	3 Juta
2	2019	PENGAJARAN BAHASA INGGRIS MI / SD DESA SUMURBER	Mandiri	1 Juta
3	2022	PENDAMPINGAN BIMBINGAN BELAJAR DAN PEMBUATAN MEDIA AJAR BASIC ENGLISH UNTUK SANTRI PONDOK PESANTREN AL KARIMI	Hibah Kampus	3 Juta
4	2023	Pendampingan pengembangan perangkat pembelajaran bagi guru-guru SMP IM Sumber terang Bolo, Ujungpangkah, Gresik	Hibah Kampus	1,5 Juta
5	2023			

E. Publikasi artikel ilmiah dalam jurnal 5 tahun terakhir			
No.	Judul Artikel Ilmiah	Nama Jurnal	Tautan/Tahun
1	<u>Interactional Metadiscourse in Academic Presentation by Students of Fourth Semester of Universitas Qomaruddin</u>	EDULINGUA	2019 http://www.e-jurnal.unisda.ac.id/index.php/edulitic/article/view/1684
2	<u>A Comparison of the Interactive Metadiscourse in the Abstracts of Articles Written by Indonesian And NES Scholars</u>	ETNOLINGUAL	2019 https://ojs2.e-journal.unair.ac.id/ETNO/article/view/12995

3	“Interactional Metadiscourse in Academic Presentation by Students of Fourth Semester of Universitas Qomaruddin”	EDULITICS: Education, Literature, and Linguistics Journal,	Volume 4 No 2 (2019): Desember 2019. E-ISSN: 2579-8960 p-ISSN: 2460-2167, Penerbit: Universitas Islam Darul Ulum Lamongan, hal 54-65, Tidak Terakreditasi SINTA
3	“Hedges and Boosters in Undergraduate Thesis Abstracts of Qomaruddin University Students”	JEHSS: Journal of Education, Humaniora and Social Sciences,	Volume 4. No 3 (2022), ISSN 2622-3740 (Online), Penerbit: Mahesa Research Center, Universitas Medan Area hal 1657-1663, Terakreditasi SINTA 4
4	"Interactional Metadiscourse in Students' Abstracts across Studies at Universitas Qomaruddin" hal. 139-157, Terakreditasi Sinta 4	LINGUISTS: Journal of Linguistics and Language Teaching,	Volume 8, No 2 2022, P-ISSN 2355-2069 E-ISSN 2656-5765, Penerbit UIN Fatmawati Sukarno Bengkulu
5	“CODE GLOSSES OF METADISCOURSE IN STUDENTS’ ACADEMIC PRESENTATION” hal 63-68, Terakreditasi SINTA 5	JETALL: Journal of English Teaching, Applied Linguistics and Literature,	Volume 5 Number 1 2022, P-ISSN 2621-9875 E-ISSN 2621-9646, Penerbit: Universitas Lambung Mangkurat. Dengan judul
6	Students’ Perception on Characteristics of English Lecturers	JELE: Journal of English Language and Education	2023
7	An Analysis of Students’ Perceptions on Teaching Speaking Strategies at The Eight Graders of SMP YP Sunan Dalem Gumeno	Jurnal Pendidikan Bahasa Inggris Proficiency	2024
8	IMPROVING WRITING ABILITY OF THE TENTH GRADERS THROUGH GUIDED QUESTION TECHNIQUE	International Journal of English Language and Pedagogy	2023

F. Kegiatan penyampaian makalah ilmiah lisan			
No	Nama Temu Ilmiah/Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1	4 th ELTT	A Comparison of Hedges and Boosters of Interactional Metadiscourse in the Abstracts of Articles Written by Indonesian Scholars and LIES	5 Mei 2018 – Kediri

2	6 th ELTT	CODE GLOSSES OF METADISCOURSE IN STUDENTS' ACADEMIC PRESENTATION	2021 – Kediri
3	the English Teachers International Conference (ETIC) 2023	Students' Perception on Characteristics of English Lecturers	TEFLIN Kepulauan Riau 2023

G. Karya buku 5 tahun terakhir

No	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1				

H. Pemerolehan HKI dalam 10 tahun terakhir

No	Judul/Tema HKI	Tahun	Jenis	NomorP/ID

I. Pengalaman merumuskan kebijakan publikasi/rekayasa sosial lainnya 10 tahun terakhir

No	Judul/Tema/Jenis Rekayasa Sosial Lainnya yang Telah Diterapkan	Tahun	Tempat Penerapan	Respon Masyarakat

J. Penghargaan 10 tahun terakhir (pemerintah, asosiasi atau institusi lainnya)

No	Jenis Penghargaan	Institusi Pemberi Penghargaan	Tahun

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima resiko.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu prasyarat pengajuan Penelitian Dosen Pemula.

Gresik, 22 Maret 2024
Peneliti



Eva Nur Mazidah, M.Hum.

BIODATA ANGGOTA

A. Identitas diri		
1	Nama lengkap & gelar	Lailatul Masruroh, M.Pd.
2	Jenis Kelamin	Perempuan
3	Pangkat/Golongan	IIIc
4	Jabatan Fungsional	Lektor
5	NIDN	0713048803
6	Tempat / Tanggal Lahir	Gresik, 13 April 1988
7	Alamat Rumah	RT 9 RW 3 Sumurber Panceng Gresik
8	Nomor Telepon/Faks/HP	085732855869
9	Alamat Kantor	Gedung A Kompleks Utara YPPQ Jl. Raya Bungah No.1 Bungah Gresik
10	Alamat Email	Lailatulmasruroh@uqgresik.ac.id
11	Mata Kuliah yang Diampu	Intrroduction to English Grammar
		Contempory English Grammar
		Current Issue In Language Teaching
		English for Young Learner

B. Riwayat pendidikan			
	S 1	S 2	S 3
Nama Perguruan Tinggi	Universitas Islam Darul Ulum Lamongan (UNISDA)	Universitas Islam Malang (UNISMA)	-
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	-
Tahun Masuk- Lulus	2007-2011	2012-2014	-
Judul Skripsi/Thesis/Disertasi	The Effectiveness of using Majic Disk in teaching Grammar	The Effect of teaching Speaking by using English Corner	-
Nama Pembimbing	1. Dr. Supriyatno, S.S.	1. Prof. Junaidi Mistar, Ph.D	-

C. Pengalaman penelitian 5 tahun terakhir					
No	Tahun	Judul Penelitian	Jabatan	Pendanaan	
				Sumber	Jml (Rp)
1	2018	The Effectiveness Edmodo in teaching Classroom Research for 4 th Semester of STKIP Qomaruddin		Hibah PDP	RP 14.600.000
2	2021	Analisis Metawacana Interaktif dan Interaksional dalam Abstrak		Hibah PDP	RP 18.500.000

		Lintas Jurusan di Universitas Qomaruddin			
	2023	IMPROVING WRITING ABILITY OF THE TENTH GRADERS THROUGH GUIDED QUESTION TECHNIQUE	Ketua	Pribadi	

D. Kegiatan pengabdian kepada masyarakat 5 tahun terakhir				
No	Tahun	Kegiatan dan Nama Pengabdian	Pendanaan	
			Sumber	Jml (Rp)
1.	2018	PELATIHAN PENGAJARAN BAHASA INGGRIS USIA DINI BAGI GURU GURU BAHASA INGGRIS di PAUD,TK,MI	Hibah Kampus	3 Juta
2	2019	PENGAJARAN BAHASA INGGRIS MI / SD DESA SUMURBER	Mandiri	1Juta
3	2022	PENDAMPINGAN BIMBINGAN BELAJAR DAN PEMBUATAN MEDIA AJAR BASIC ENGLISH UNTUK SANTRI PONDOK PESANTREN AL KARIMI	Hibah Kampus	3 Juta
4	2023	Pendampingan pengembangan perangkat pembelajaran bagi guru-guru SMP IM Sumber Terang Bolo, Ujungpangkah, Gresik	Hibah Kampus	1,5 Juta

F. Kegiatan penyampaian makalah ilmiah lisan			
No	Nama Temu Ilmiah/Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1	4 th ELTT	The Effect of teaching Classroom Action Reseach by using Edmodo	5 Mei 2018 – Kediri

G. Karya buku 5 tahun terakhir				
No	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1				

H. Pemerolehan HKI dalam 10 tahun terakhir				
No	Judul/Tema HKI	Tahun	Jenis	NomorP/ID
	Modul Mathlish	2023	Modul	000585080
	Mathlish Word	2023	Alat Peraga	000585085

I. Pengalaman merumuskan kebijakan publikasi/rekayasa sosial lainnya 10 tahun terakhir				
No	Judul/Tema/Jenis Rekayasa Sosial Lainnya yang Telah Diterapkan	Tahun	Tempat Penerapan	Respon Masyarakat

J. Penghargaan 10 tahun terakhir (pemerintah, asosiasi atau institusi lainnya)			
No	Jenis Penghargaan	Institusi Pemberi Penghargaan	Tahun

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima resiko.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu prasyarat pengajuan Penelitian Internal Universitas Qomaruddin.

Gresik, 22 Maret 2024
 Peneliti

Lailatul Masruroh,M.Pd.

LAMPIRAN

Bukti Submit Artikel

The screenshot shows the 'ETNOLINGUAL' journal submission dashboard for article 64380, titled 'CIPP Model Evaluation on TOEFL Course at Universitas Qomaruddin'. The dashboard is divided into 'Workflow' and 'Publication' sections. Under 'Submission Files', there is one file named 'etno-Eva and Lalla - CIPP Evaluation.docx' with a search icon and a 'Download All Files' button. Below this, the 'Pre-Review Discussions' section shows a table with one entry: 'Comments for the Editor'.

Name	From	Last Reply	Replies	Closed	
Comments for the Editor	evamazidah	2024-10-17 05:07 PM	2024-10-30 05:59 AM	1	<input type="checkbox"/>

The screenshot shows a Gmail email from 'Eva Mazidah' to 'etno'. The subject is 'Request for Article Withdrawal (64380) THE CIPP Model Evaluation on TOEFL Course at Universitas Qomaruddin'. The email text reads:

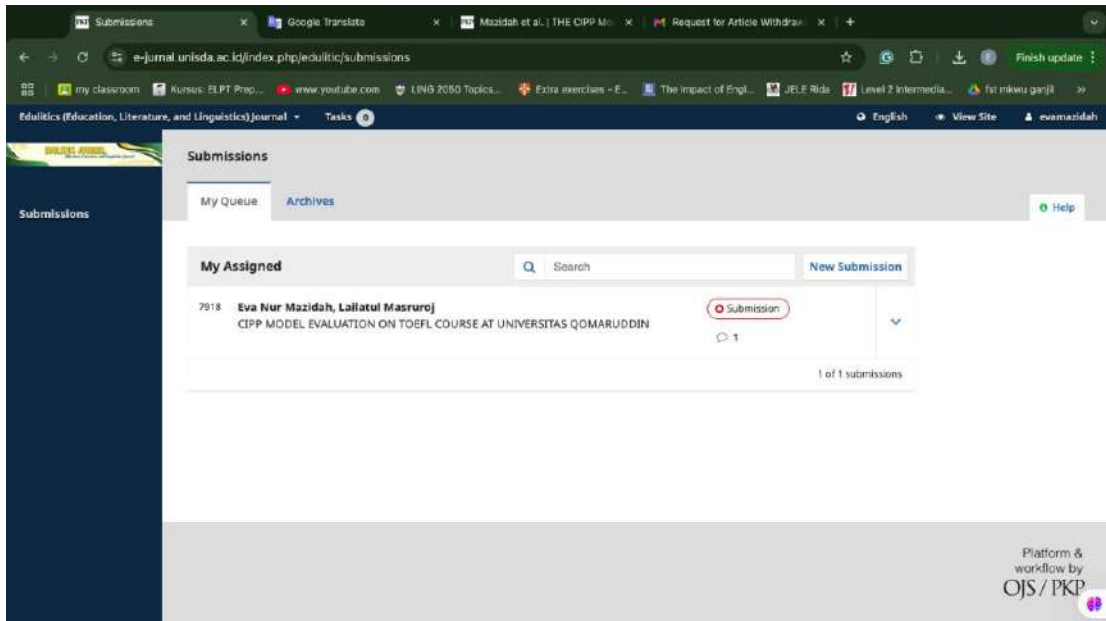
Dear Ethnolingual Editorial Team,

I am writing to formally request the withdrawal of my article, titled "THE CIPP Model Evaluation on TOEFL Course at Universitas Qomaruddin" due to an urgent need to publish promptly and submission to an alternative publication, I believe this is the best course of action for our research at this time.

I apologize for any inconvenience this may cause and appreciate your understanding and assistance with this request.

Thank you for your attention.

Best regards,
Evo Nur Mazidah
Universitas Qomaruddin



Bukti Luaran





CERTIFICATE

461/ELITE/CERTIFICATE.PRE/V/2024

THE CERTIFICATE IS PRESENTED TO:

Lailatul Masruroh, M.Pd.

as **A PRESENTER** on

The 12th ELITE International Conference on "The Practice of Coexistence in Language, Literature, and Language Teaching" on May 28-30th 2024.

Prof. Dr. Muhammad Wildan, MA
The Dean of Faculty Adab & Cultural Sciences

Dr. Witriani, S.S.Hum
The Chair of The 12th ELITE International Conference



You are screen sharing Stop Share

CIPP Model Evaluation on TOEFL Course at Universitas Qomaruddin



Eva Nur Mazidah and Lailatul Masruroh
Universitas Qomaruddin

evamazidah@gmail.com-- 085655132602



Dokumentasi Kegiatan

Pengambilan Data Penelitian



Benchmarking ke Pusat Bahasa dan Multibudaya ke Universitas Airlangga



Kegiatan tes TOEFL



LOGBOOK
KEGIATAN PENELITIAN

MODEL EVALUASI CIPP PADA MATAKULIAH TOEFL
UNIVERSITAS QOMARUDDIN



Ketua Peneliti dan Anggota

1. Eva Nur Mazidah, M.Hum NIDN. 0720128903 (Ketua)
2. Lailatul Masruroh, M.Pd NIDN. 0713048803 (Anggota)

UNIVERSITAS QOMARUDDIN
NOVEMBER 2024

Identitas Pelaksana Penelitian

Judul	:	MODEL EVALUASI CIPP PADA MATAKULIAH TOEFL UNIVERSITAS QOMARUDDIN
Ketua	:	
Nama	:	Eva Nur Mazidah, M.Hum.
Prodi/Fakultas	:	Pendidikan Bahasa Inggris/FKIP
Telp/HP	:	085655132602
Email	:	evamazidah@uqgresik.ac.id
Anggota	:	
Nama	:	Lailatul Masruroh, M.Pd.
Prodi/Fakultas	:	Pendidikan Bahasa Inggris/FKIP
Telp/HP	:	+62 857-3285-5869
Email	:	lailatulmasruroh@uqgresik.ac.id
Jangka Waktu Penelitian	:	1 tahun
Lokasi Kegiatan Penelitian	:	Universitas Qomaruddin
Dana Penelitian	:	RP. 3.500.000

LAPORAN MINGGUAN KEGIATAN PENELITIAN

No	Tanggal / Bulan / Tahun	Kegiatan	Indikator Kinerja dan Hasil yang Diperoleh	Kendala	Rencana Kegiatan Selanjutnya
1	6 Mei 2024	Rapat koordinasi penelitian	- Menyiapkan instrument penelitian - Menentukan tanggal pengambilan data	Tidak ada	- Pengambilan data
2	7 Mei 2024	Pengambilan data kuisioner	- Mahasiswa mengisi kuisioner CIP	Tidak ada	- Rekap data (1)
3	28-30 Mei 2024	Mengikuti konferensi	- Menyampaikan progress penelitian	Tidak ada	- Analisis data dan pengambilan data akhir
4	2 Juni 2024	Penandatanganan kontrak penelitian	- Menandatangani kontrak penelitian	Tidak ada	- Pengambilan data
5	4 Juni 2024	Posttest matakuliah TOEFL gel 1	- Mengetahui nilai tes TOEFL mahasiswa	Beberapa mahasiswa telat	- Analisis data dan pengambilan data akhir
6	5 Juni 2024	Posttest matakuliah TOEFL gel 2	- Mengetahui nilai tes TOEFL mahasiswa	Tidak ada	- Analisis data dan pengambilan data akhir
7	11 Juni 2024	Pengambilan data kuisioner 2	- Mahasiswa mengisi kuisioner evaluasi matakuliah TOEFL	Tidak ada	- Rekap data kuisioner kahir
8	24 Juni- 8 Juli 2024	Rekap kuisioner 2	- Memperoleh rekap kuisioner secara keseluruhan	Tidak ada	- Analisis data
9	1 Agustus 2024- 25 September 2024	Analisis data penelitian dan penulisan artikel untuk jurnal \	- Membuat analisis hasil penelitian - Menyiapkan artikel penelitian	Writer's block dan banyak kegiatan yang harus dilakukan oleh tim peneliti	- Submit artikel ke jurnal Etnolingual
10	15 September 2024	Submit artikel	- Submit artikel ke jurnal		- Menunggu hasil review
11	30 Oktober 2024	Menarik artikel dan submit artikel ke jurnal lain	- Submit artikel ke jurnal	Artikel belum masuk review dan harus ganti jurnal	- Menunggu hasil review
12	5-13 November 2024	Menyiapkan laporan penelitian	- Melengkapi data untuk kelengkapan laporan penelitian		-
13	14 November 2024	Mengirimkan laporan akhir penelitian	-	Beberapa data belum lengkap	-

**LAPORAN KEUANGAN KEGIATAN HIBAH INTERNAL PENELITIAN
TAHUN PELAKSANAAN 2024**

**MODEL EVALUASI CIPP PADA MATAKULIAH TOEFL
UNIVERSITAS QOMARUDDIN**



Ketua Peneliti dan Anggota

1. Eva Eva Nur Mazidah, M.Hum NIDN. 0720128903 (Ketua)
2. Lailatul Masruroh, M.Pd NIDN. 0713048803 (Anggota)

DILAKSANAKAN ATAS BIAYA:
ANGGARAN DANA HIBAH INTERNAL
SESUAI SURAT PERJANJIAN PELAKSANAAN PENELITIAN
NOMOR:0457.06/A.2/UQ/MoU/V/2024 TANGGAL 2 JUNI 2024

**LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
UNIVERSITAS QOMARUDDIN
2024**

CATATAN KEUANGAN HARIAN PENELITIAN HIBAH INTERNAL
TAHUN PELAKSANAAN 2024

1. Judul Penelitian : MODEL EVALUASI CIPP PADA MATAKULIAH TOEFL UNIVERSITAS QOMARUDDIN
2. Ketua Peneliti : Eva Nur Mazidah, M.Hum.
3. Program Studi : Pendidikan Bahasa Inggris
4. Jumlah biaya : RP 3.500.0000

Tanggal	Uraian	No. Kuitansi	Penerimaan	Pengeluaran	Saldo
	Terima tahap I (50%)				
	Terima tahap II (30%)				

Gresik, 5 November 2024

Bendahara,

Ketua Peneliti,

Lailatul Masruroh, M.Pd.

Eva Nur Mazidah, M.Hum.

Catatan:

- pembelian Rp 250.000,00 s/d Rp. 999.999,00 bermaterai Rp. 3.000,00
- pembelian Rp 1.000.000,00 dan selebihnya bermaterai Rp. 10.000,00
- Pembayaran honorarium tidak bermaterai
- Setiap bukti/kuitansi/nota diketahui **Ketua Peneliti** dan ada **Penerima Barang**

Rekapitulasi Penggunaan Dana

Judul Penelitian	:	MODEL EVALUASI CIPP PADA MATAKULIAH TOEFL UNIVERSITAS QOMARUDDIN
Ketua Peneliti	:	Eva Nur Mazidah, M.Hum.
Program Studi	:	Pendidikan Bahasa Inggris
Uang yang diterima	:	
Tahap 1	:	RP 1.750.000
Tahap 2	:	RP 1.750.000
Jumlah	:	RP 3.500.000
Sisa	:	RP 0

1. Honorarium

No	Nama	Jabatan	Jumlah Honorarium
1	Meylita Eka	Asisten peneliti	Rp. 500.000
2	Farah Mursyida	Pengelola data	Rp. 400.000
Total			Rp. 900.000

2. Bahan Habis Pakai

No	Jenis Material	Volume	Harga satuan	Jumlah
1	Konsumsi Responden	1	Rp. 225.000	Rp. 225.000
2	ATK	1	Rp. 75.000	Rp. 75.000
3	AI Tools	1	Rp. 100.000	Rp. 100.000
Jumlah				Rp. 300.000

3. Perjalanan

No	Nama yang bepergian	Harga	Satuan	Jumlah
1	Dwi Syafrida Mardianti (pengambilan data)	RP. 150.000	2	RP. 300.000
2	Eva Nur Mazidah, M.Hum. (Benchmarking ke UNAIR)	RP. 500.000	1	RP. 500.000
Jumlah				RP. 800.000

4. Publikasi

No	Jenis Peralatan	Volume	Harga Satuan	Jumlah
1	Publikasi	1	Rp. 500.000	Rp. 500.000
2	Pelaporan	1	Rp. 100.000	Rp. 100.000
3	Presenter Konferensi	2	Rp. 400.000	Rp. 800.000
	Jumlah			Rp. 1.400.000

5. Rekapitulasi Penggunaan Biaya

No	Jenis Pengeluaran	Jumlah
1	Honorarium	Rp. 1.000.000
2	Bahan Habis Pakai	Rp. 300.000
3	Perjalanan	Rp. 800.000
4	Publikasi	Rp. 1.400.000
	Total Biaya	Rp. 3.500.000

Gresik, 5 November 2024

Mengetahui
Dekan

Ketua Tim Peneliti

Dr. Muhammad Jamaluddin, M.Pd.
NIDN 0727069002

Eva Nur Mazidah, M, Hum.
NIDN 072012890



The 12th ELITE International Conference

The Practice of Coexistence in Language, Literature, and Language Teaching

PAYMENT RECEIPT

No. : 289/ELITE/Receipt/V/2024
From : The 12th ELITE International
Conference Committee

Date : May 3rd, 2024
To : Eva Nur Mazidah, M.Hum

Payment Method	Payment Information
Transfer via Dana	Payment Registration as presenters

QTY	Description	Presenter's name	Amount
1	First Speaker-Online NonMember	Eva Nur Mazidah, M.Hum	Rp.250.000
2	First Speaker-Online Non Member	Lailatul Masruroh, M.Pd.	Rp.250.000
Total Amount			Rp.500.000

The 12th Chair,

International Conference
Dr. Witriani, M. Hum.



Nota Pesanan

Nama Pembeli: evaema

Nama Penjual: DZXZL STORE

Alamat Pembeli:

Jl. Watu Gede RT 1 RW 6 (Belakang SDN Bolo, rumah cat abu2) Bolo Ujung Pangkah Gresik,
KAB. GRESIK, UJUNG PANGKAH, JAWA TIMUR, ID, 61154

No. Handphone Pembeli: 6285655132602

No. Pesanan

240115VKNC68JB

Waktu Pembayaran

15/01/24

Metode Pembayaran Jasa Kirim

SeaBank Bayar Instan Jasa Kirim Toko

Rincian Pesanan

No.	Produk	Variasi	Harga Produk	Kuantitas	Subtotal
1	Turnitin Students 1 Bulan Full Garansi No Rep ository		Rp15.000	1	Rp15.000

Subtotal Rp15.000

Total Kuantitas (Aktif) 1 produk

Subtotal Pesanan Rp15.000

Biaya Layanan Rp1.000

Total Pembayaran Rp16.000

Biaya-biaya yang ditagihkan oleh Shopee (jika ada) sudah termasuk PPN

PT Shopee International Indonesia
Pakuwon Tower 46th Floor,
Jl. Casablanca Raya Kav 88, Menteng Dalam, Tebet,
Kota Adm. Jakarta Selatan, DKI Jakarta, 12870
NPWP: 73.666.690.0-031.000



Nota Pesanan

Nama Pembeli: evaema

Nama Penjual: Premiumstock90

Alamat Pembeli:

Jl. Watu Gede RT 1 RW 6 (Belakang SDN Bolo, rumah cat abu2) Bolo Ujung Pangkah Gresik, KAB. GRESIK, UJUNG PANGKAH, JAWA TIMUR, ID, 61154

No. Handphone Pembeli: 6285655132602

No. Pesanan

24092735K3JWMG

Waktu Pembayaran

27/06/24

Metode Pembayaran

ShopeePay

Jasa Kirim

Jasa Kirim Toko

Rincian Pesanan

No.	Produk	Variasi	Harga Produk	Kuantitas	Subtotal
1	Jenni Ai Unlimited 3 Bulan Private/ Shared Original	Shared	Rp20.500	1	Rp20.500
2	Quillbot Premium Lifetime Original (Parafrase)	Akses 1 Bulan	Rp30.000	1	Rp30.000

Subtotal Rp50.500

Total Kuantitas (Aktif) 2 produk

Subtotal Pesanan Rp50.500

Biaya Layanan Rp1.000

Biaya Penanganan Rp1.000

Total Pembayaran Rp52.500

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Kota Adm. Jakarta Selatan, DKI Jakarta, 12950

NPWP: 0736 6669 0003 1000

Nomor	:	001
-------	---	-----

KUITANSI

Sudah diterima dari	:	LPPM Universitas Qomaruddin
Banyaknya uang		500.000
Untuk pembayaran		Benchmarking ke Unair
		Untuk kegiatan penelitian berjudul "MODEL EVALUASI CIPP PADA MATAKULIAH TOEFL UNIVERSITAS QOMARUDDIN"
		Sesuai Surat Kontrak Perjanjian Pelaksanaan Penelitian NOMOR:0457.06/A.2/UQ/MoU/V/2024 tertanggal 2 JUNI 2024

Gresik, 21 Mei 2024

Penanggung jawab kegiatan	Barang/jasa sudah diterima dengan baik dan lengkap
---------------------------	--

Mengetahui,

Penerima

Eva Nur Mazidah, M.Hum.


Eva Nur Mazidah

Nomor : 003

KUITANSI


Sudah diterima dari	:	LPPM Universitas Qomaruddin
Banyaknya uang	:	Rp. 100.000
Untuk pembayaran	:	ATK (kertas, materai, dan pen)
		Untuk kegiatan penelitian berjudul "MODEL EVALUASI CIPP PADA MATAKULIAH TOEFL UNIVERSITAS QOMARUDDIN"
		Sesuai Surat Kontrak Perjanjian Pelaksanaan Penelitian NOMOR:0457.06/A.2/UQ/MoU/V/2024 tertanggal 2 JUNI 2024

Gresik, 25 JUNI 2024

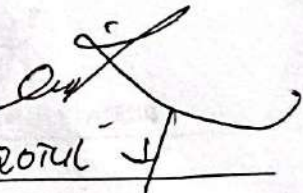
Penanggung jawab kegiatan Barang/jasa sudah diterima dengan baik dan lengkap

Mengetahui,

Penerima


Eva Nur Mazidah, M.Hum.




BARIQOTUL

Nomor	:	004
-------	---	-----

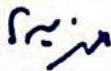
KUITANSI

Sudah diterima dari	:	LPPM Universitas Qomaruddin
Banyaknya uang		300.000
Untuk pembayaran		Honor penggantian data (2 x)
		Untuk kegiatan penelitian berjudul "MODEL EVALUASI CIPP PADA MATAKULIAH TOEFL UNIVERSITAS QOMARUDDIN"
		Sesuai Surat Kontrak Perjanjian Pelaksanaan Penelitian NOMOR:0457.06/A.2/UQ/MoU/V/2024 tertanggal 2 JUNI 2024

Gresik, 1 Juli 2024

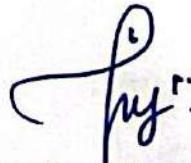
Penanggung jawab kegiatan	Barang/jasa sudah diterima dengan baik dan lengkap
---------------------------	--

Mengetahui,



Eva Nur Mazidah, M.Hum.

Penerima



Meylita Eka Prastwi

Nomor	:	005
-------	---	-----

KUITANSI

Sudah diterima dari	:	LPPM Universitas Qomaruddin
Banyaknya uang		400.000
Untuk pembayaran		Pengelola data
		Untuk kegiatan penelitian berjudul "MODEL EVALUASI CIPP PADA MATAKULIAH TOEFL UNIVERSITAS QOMARUDDIN"
		Sesuai Surat Kontrak Perjanjian Pelaksanaan Penelitian NOMOR:0457.06/A.2/UQ/MoU/V/2024 tertanggal 2 JUNI 2024


Gresik, 20 Agustus 2024

Penanggung jawab kegiatan	Barang/jasa sudah diterima dengan baik dan lengkap
---------------------------	--

Mengetahui,

Penerima

Eva Nur Mazidah, M.Hum.


Farah Mursyida



TOEFL MODULE

Compiled by Eva Nur Mazidah, M.Hum



**English Education Program
Faculty of Teacher Training and Education
Universitas Qomaruddin**

2024

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MEETING 1

KONTRAK PERKULIAHAN

Nama Mata Kuliah : TOEFL
Kode Mata Kuliah : PB216276
Kode GClass :
Bobot : 2 SKS
Penanggungjawab Mata Ajar : Eva Nur Mazidah, M.Hum.
Semester : 6 dan 8

1. TUJUAN MATA KULIAH

Setelah menyelesaikan perkuliahan ini mahasiswa mampu mencapai TOEFL/QET-TOEFL skor minimal 475.

2. DAFTAR PUSTAKA

Di dalam perkuliahan ini, mahasiswa harus memiliki buku ajar kompilasi yang disusun oleh Dosen Pembina Mata Kuliah.

3. SYARAT – SYARAT UMUM PERKULIAHAN

1. Datang tepat waktu. Keterlambatan lebih dari 15 menit tidak akan ditoleransi dan mahasiswa tetap diijinkan mengikuti perkuliahan tetapi tidak diperkenankan menandatangani daftar hadir (sesuai kesepakatan dengan dosen).
2. Membawa peralatan tulis, catatan dan buku/materi kuliah.
3. Mengambil tempat terdepan jika belum terisi.
4. Menyimak materi dengan sungguh-sungguh dan aktif berpartisipasi dalam kelas.
5. Bertanya sesuatu yang belum dimengerti.
6. Selama perkuliahan berlangsung, mahasiswa tidak diperkenankan menyalakan/menggunakan telepon genggam/seluler.

4. ORGANISASI MATERI DAN KOMPETENSI



5. KOMPONEN PENILAIAN

Number	Component Evaluation	Scores (%)
1	Attendance	10%
2	Assignments	20%
3	Mid Term	30%
4	Final Examination	40%
Sum		100%

6. PENENTUAN NILAI AKHIR MATAKULIAH

No	Nilai			Keterangan
	Angka	Huruf	Numerik	
1	>80,0	A	4,0	Lulus
2	75,0 – 80,0	AB	3,5	Lulus
3	70,0 – 74,9	B	3,0	Lulus
4	60,0 – 69,0	BC	2,5	Lulus
5	55,0 – 59,9	C	2,0	Lulus
6	40,0 – 54,9	D	1,0	Tidak Lulus
7	<40,0	E	0	Tidak Lulus

8. Tugas, Quiz, Ujian dan Kehadiran

1. M harus Menyiapkan LCD sebelum kelas dimulai.
2. Tugas akan diberikan 4 kali(SWE 2x, LC 1x, dan RC 1x).
3. Mahasiswa yang tidak hadir dalam perkuliahan lebih dari 25% (4x, selain alasan medis) HARUS mengganti pertemuan dengan mengerjakan tugas pengganti.
4. Mahasiswa tidak diperkenankan mengikuti ujian susulan UAS jika alasan tidak mengikuti ujian tersebut dikarenakan tidak mengetahui jadwal.
5. Mahasiswa yang melakukan kecurangan (nyontek/kerjasama atau *ngerpek*) saat quiz atau ujian akan dikenai sanksi hasil pekerjaannya tidak akan dinilai sama sekali dan mendapatkan nilai E.

7. JADWAL KULIAH

Pertemuan	Tanggal	Materi
1		Introduction to TOEFL: Course Outline
2		PRE TEST
3		Subject and Verb-Agreement
4		Adjective, Adverb, and Noun
5		Listening Part A
6		Pronouns, Appositive, Parallelism, and Inversion
7		Reading Comprehension: Topic, Main Ideas, Details
8		UTS
9		Conjunction and Adjective Clause
10		Adverb Clause and Noun Clause
11		Listening Part B and C
12		Reading Comprehension: Reference, inference and Vocabulary
13		Complete Test Structure
14		Complete Test Reading
15		Complete Test Listening
16		UAS

SCORE CONVERSION TABLE

Use the following table to estimate your TOEFL scores

Number Correct (Cs)	Converted Scores		
	Section 1	Section 2	Section 3
50	68	-	67
49	67	-	66
48	66	-	65
47	65	-	63
46	63	-	61
45	62	-	60
44	61	-	59
43	60	-	58
42	59	-	57
41	58	-	56
40	57	68	55
39	57	67	54
38	56	65	54
37	55	63	53
36	54	61	52
35	54	60	52
34	53	58	51
33	52	57	50
32	52	56	49
31	51	55	48
30	51	54	48
29	50	53	47
28	49	52	46
27	49	51	46
26	48	50	45
25	48	49	44
24	47	48	43
23	47	47	43
22	46	46	42
21	45	45	41
20	45	44	40
19	44	43	39
18	43	42	38
17	42	41	37
16	41	40	36
15	41	40	35
14	39	38	34
13	38	37	32
12	37	36	31
11	35	36	30
10	33	33	29
9	32	31	28
8	32	29	28
7	31	27	27
6	30	26	26
5	29	25	25
4	28	24	24
3	27	23	24
2	26	22	23
1	25	21	22
0	24	20	21

Your total score is equal to:

$$(\text{Section 1} + \text{Section 2} + \text{Section 3})/3 \times 10 = \text{Your Score}$$

MEETING 3

Independent Clauses

All sentences consist of one or more clauses. A **simple sentence** consists of one clause.

People need vitamins.
The man took a vitamin pill.
Judy lives in northern California.
In the summer, Tom walks to his office.

A **compound sentence** consists of two independent clauses joined by a coordinating conjunction (and, but, or, yet, and so).

For example:

*The man took a vitamin pill, **and** he drank a glass of orange juice.*
*Judy lives in northern California now, **but** she was raised in Ohio.*

A **complex sentence** consists of an **independent clause** (called the main clause) and a **subordinate (dependent) clause**. Subordinate clauses may be **adverb clauses**, **noun clauses**, or **adjective clauses**

For example:

The man took a vitamin pill **because he had a cold**. (independent clause + adverb clause)

I didn't realize **that Nancy was here**. (noun clause)

Tom walks to his office, **which is located on Broadway**. (independent clause + adjective clause)

Potential problems: Missing Subjects, Verbs, Objects, and Complements

All clauses have a **subject** and a **verb**.

<i>Subject</i>	<i>Verb</i>	<i>Object</i>
People	need	vitamins.

<i>Subject</i>	<i>Verb</i>	<i>Complement</i>
She	is	an architect.
The teacher	seemed	upset.

Sample Items:

- The art of storytelling _____ almost as old as humanity.
(A) that is
(B) is
(C) it is
(D) being
- _____ a few of the sounds produced by insects can be heard by humans.
(A) Only
(B) There are only
(C) That only
(D) With only
- _____ when lava cools very rapidly.
(A) Because pumice is formed
(B) To form pumice
(C) Pumice is formed
(D) Forming pumice
- Duke Ellington wrote _____ during his career.
(A) that over a thousand songs
(B) over a thousand songs
(C) over a thousand songs were
(D) there were over a thousand songs

Clauses with *There* and *It*

These sentences generally follow the pattern *there* + verb *to be* + subject. For example:

There are many skyscrapers in New York City.

There was a good movie on television last night.

The expletive *it* is used in several different situations and patterns:

It is important to be punctual for appointments. (with the verb *to be* + adjective + infinitive)

It was in 1959 that Alaska became a state. (with the verb *to be* + adverbial + noun clause)

It takes a long time to learn a language. (with the verb *to take* + time phrase + infinitive)

It was David who did most of the work. (with the verb *to be* + noun + relative clause)

Sample Items:

- In Michigan, _____ over 600 feet deep.
(A) salt deposits
(B) where salt deposits are
(C) having salt deposits
(D) there are salt deposits
- _____ a tomato plant from seventy-five to eighty-five days to develop into a mature plant with ripe fruit.
(A) It takes
(B) To take
(C) That takes
(D) By taking

Exercise 2.1

- In the United States, _____ is generally the responsibility of municipal governments.
(A) for water treatment
(B) water treatment
(C) where water treatment
(D) in which water treatment
- Crop rotation _____ of preserving soil fertility.
(A) it is one method
(B) one method
(C) a method is one
(D) is one method
- _____ the dollar as its monetary unit in 1878.
(A) Canada adopted
(B) Adopted by Canada,
(C) It was adopted by Canada
(D) The Canadian adoption of
- _____ almost impossible to capture the beauty of the *aurora borealis* in photographs.
(A) Being
(B) It is
(C) There is
(D) Is
- _____ two major art museums, the Fogg and the Sadler.
(A) Harvard University has
(B) At Harvard University
(C) Harvard University, with its
(D) There at Harvard University
- American actress and director Margaret Webster _____ for her production of Shakespearean plays.
(A) who became famous
(B) famous as she became
(C) becoming famous
(D) became famous
- _____ gas tanks connected to welding equipment, one full of oxygen and the other full of acetylene.
(A) It is two
(B) Of the two
(C) There are two
(D) Two
- _____ is more interested in rhythm than in melody is apparent from his compositions.
(A) That Philip Glass
(B) Philip Glass, who
(C) Philip Glass
(D) Because Philip Glass
- _____ by cosmic rays.
(A) The earth is constantly bombarded
(B) Bombarded constantly, the earth
(C) Bombarding the earth constantly
(D) The earth's constant bombardment
- _____ primary colors are red, blue, and yellow.
(A) There are three
(B) The three
(C) Three of them
(D) That the three

- _____ 3. Physician Alice Hamilton is known for her research on industrial diseases.
- _____ 4. When scientists search a site for fossils, they begin by examining places where the soil has wore away from the rock.
- _____ 5. The popularity of recreational vehicles has been grown over the last few decades.
- _____ 6. Experts have estimated that termites cause as much property damage every year as fire has.
- _____ 7. In music, a chord is the sound of two or more notes that are playing together.
- _____ 8. The white pine is the most commercially important forest tree in North America until the beginning of the twentieth century.
- _____ 9. In 1846, the Swiss naturalist Louis Agassiz come to the United States to give a series of lectures.
- _____ 10. Parrots and crows are considered the most intelligent birds.

1. Aerodynamics is the study of the forces _____ on an object as it moves through the atmosphere.
- (A) acting
(B) act
(C) are acting
(D) acted
2. Most candles are made of paraffin wax _____ mixing with compounds that have higher _____ melting points to keep them from melting _____ in hot weather.
- (A) _____
(B) _____
(C) _____
(D) _____
3. _____ for their strong fiber include flax and hemp.
- (A) Plants are grown
(B) Plants grown
(C) Plants that grow
(D) To grow plants
4. _____, methane can be used as a fuel.
- (A) It's produced by the fermentation of organic matter
(B) Produced by the fermentation of organic matter
(C) The production by fermentation of organic matter
(D) The fermentation of organic matter is produced
5. Ralph Blakelock specialized in painting _____ wild, lonely nighttime _____ landscapes, usually _____ with black trees _____ were silhouetted against the Moon.
- (A) _____
(B) _____
(C) _____
(D) _____
6. Elfreth's Alley in Philadelphia is the oldest residential street in the United States, with _____ from 1728.
- (A) houses are dated
(B) the dates of the houses
(C) the dating of houses
(D) houses dating
7. The Farallon Islands are a group of _____ uninhabited islands lying about 40 mile _____ west of San Francisco.
- (A) _____
(B) _____
(C) _____
(D) _____
8. In 1821, the city of Indianapolis, Indiana, was laid out in a design _____ after that of Washington, D.C.
- (A) patterned
(B) was patterned
(C) a pattern
(D) that patterned
9. The crushing leaves of yarrow plants _____ can serve as a traditional medicine for _____ cleansing wounds.
- (A) _____
(B) _____
(C) _____
(D) _____
10. _____ in front of a camera lens changes the color of the light that reaches the film.
- (A) Placed a filter
(B) A filter is placed
(C) A filter placed
(D) When a filter placed

SENTENCES WITH ONE CLAUSE

1. John Butterfield _____ the Southern Overland Mail Company with two stagecoaches in 1858.
 - (A) he set up
 - (B) setting up
 - (C) set up
 - (D) the setup
2. The radiation piercing the atmosphere _____ of tanning or burning in humans.
 - (A) it is the cause
 - (B) causing it
 - (C) is the cause
 - (D) the cause
3. The _____ during an earthquake are caused by seismic waves.
 - (A) actually vibrate
 - (B) actual vibrations
 - (C) vibrations happen
 - (D) from the actual vibrations
4. During the Middle Ages, _____, large sets of bells with as many as 70 bells, first became popular.
 - (A) with carillons
 - (B) carillons are
 - (C) carillons have
 - (D) carillons
5. The tea plant, an evergreen shrub pruned to three to five feet high, _____ mild, semitropical climate in which to grow.
 - (A) the need for
 - (B) it needs
 - (C) to need
 - (D) needs a
6. _____, an author probably most famous for his tales of terror, also dabbled in some science fiction.
 - (A) To Edgar Allen Poe
 - (B) Edgar Allen Poe
 - (C) Edgar Allen Poe was
 - (D) For Edgar Allen Poe to be
7. Humans living at high elevations _____ to the lower level of oxygen in the air by producing more red blood corpuscles.
 - (A) adjust
 - (B) to adjust
 - (C) the adjustment
 - (D) adjusting

8. By 1870, over 30 nations _____ their own postage stamps.
- (A) the issue
 - (B) were issuing
 - (C) issuing
 - (D) they issued
9. The Statue of Liberty, completed in Paris in 1884, _____ in New York Harbor in 1886.
- (A) the unveiling
 - (B) to unveil
 - (C) it unveiled
 - (D) was unveiled
10. Red Ribbon Week, a national campaign to keep young people from using drugs, _____.
- (A) annually in October
 - (B) annually in October each year
 - (C) takes place annually in October
 - (D) taking place annually in October
11. In a triathlon, the _____, bike, and run.
- (A) athlete swims
 - (B) athletes swim
 - (C) swim athletically
 - (D) the swimming athlete
12. The Mayflower Compact, signed by the Pilgrims upon their arrival in Massachusetts in 1620, _____ their political and religious beliefs.
- (A) the statement of
 - (B) stating
 - (C) with a statement of
 - (D) stated
13. _____ alcoholism are the slow destruction of the liver and possible death.
- (A) Dangerously,
 - (B) The eventual effect of
 - (C) The long-term effects of
 - (D) Chronic and eventual
14. The _____, the first daily newspaper in the United States, first appeared in 1783.
- (A) two-page *Pennsylvania Evening Post*
 - (B) *Pennsylvania Evening Post* is two pages long
 - (C) *Pennsylvania Evening Post* was
 - (D) two-page *Pennsylvania Evening Post's*

15. On November 19, 1863, Abraham Lincoln, speaking from notes on an old _____ the famous Gettysburg Address in only two minutes time.
- (A) gave the envelope
 - (B) envelope giving
 - (C) envelope, gave
 - (D) gift of an envelope
16. _____ runs parallel to the coast of California for more than 600 miles.
- (A) The San Andreas Fault is long
 - (B) On the San Andreas Fault
 - (C) The San Andreas Fault
 - (D) Along the San Andreas Fault
17. _____, one of the most famous presidents, was assassinated by John Wilkes Booth.
- (A) For Abraham Lincoln
 - (B) Abraham Lincoln was
 - (C) Of all the presidents
 - (D) Abraham Lincoln
18. _____, Jesse Owens won four gold medals at the 1936 Olympics in Berlin.
- (A) Excellent speed and running ability
 - (B) The outstanding track athlete runs
 - (C) An outstanding track athlete
 - (D) He had excellent speed and running ability
19. Thomas Jefferson, _____ a personally designed and constructed lap-top desk, wrote the Declaration of Independence in the summer of 1776.
- (A) he used
 - (B) had used
 - (C) the use of
 - (D) using
20. The Great Plains in the Midwest of the United States _____ a rich, fertile farming area.
- (A) definitely making
 - (B) from the beginning
 - (C) the pioneers planted
 - (D) makes up

MEETING 4

Word Forms

Parts of speech can often be identified by their suffixes (word endings).

Common Noun Endings

-tion	information	-ery	recovery
-sion	provision	-ship	scholarship
-ence	independence	-tude	multitude
-ance	acceptance	-ism	capitalism
-ity	creativity	-cracy	democracy
-hood	childhood	-logy	biology
-dom	wisdom	-ness	happiness
-th	health	-ment	experiment

Endings for nouns that refer to people

-er	explorer	-ee	employee
-or	sailor	-ic	comic
-ist	psychologist	-ian	technician
-ent	student	-ant	attendant

Common Verb Endings

-ize	realize	-ify	justify
-en	shorten	-ate	incorporate
-er	recover		

Common Adjective Endings

-ate	moderate	-y	sunny
-ous	dangerous	-ic	economic
-al	normal	-ical	logical
-ial	remedial	-ory	sensory
-able	comfortable	-less	hopeless
-ible	sensible	-ive	competitive
-ish	sluggish	-ly	friendly
-ant	resistant	-ful	colorful

Common Adverb Endings

-ly	quickly	-ally	historically
-----	---------	-------	--------------

Adjective/Adverb Errors

Adjectives modify **nouns**, **noun phrases**, and **pronouns**. Adjectives often come before nouns.

an *important* test

a *quiet* evening

a *long* letter

Adjectives also follow the verb *to be* and other **linking verbs**.

The glass was *empty*.

That song sounds *nice*.

They look *upset*.

Adverbs may modify verbs, participles, adjectives, prepositions, adverb-clause markers, and other adverbs. For example:

- Ann *eagerly* accepted the challenge. (adverb modifying the main verb *accepted*)
- It was a *rapidly* changing situation. (adverb modifying the present participle *changing*)
- She wore a *brightly* colored scarf. (adverb modifying the past participle *colored*)
- Ted seemed *extremely* curious about that topic. (adverb modifying the adjective *curious*)
- We arrived at the airport *shortly* before our flight left. (adverb modifying the adverb-clause marker *before*)
- We arrived at the airport *shortly* before noon. (adverb modifying the preposition *before*)
- The accident occurred *incredibly* quickly. (adverb modifying the adverb *quickly*)
- Generally*, I like my classes. (adverb modifying the entire sentence)
- Usually*, Professor Ingram's lectures are more interesting. (adverb modifying the entire sentence)

Most **adverbs** tested in this section are adverbs of manner. They are formed by adding the suffix

-ly or *-ally* to an adjective.

quick → quickly comic → comically comfortable → comfortably

A few **adverbs** (*fast*, *hard*, and *high*, for example) have **the same form as adjectives**.

- He bought a *fast* car. (adjective)
- He was driving so *fast* that he got a speeding ticket. (adverb)

There are some *-ly* adjectives.

-LY ADJECTIVES				
<i>costly</i>	<i>likely</i>	<i>daily</i>	<i>quarterly</i>	<i>northerly</i>
<i>early</i>	<i>lively</i>	<i>hourly</i>	<i>weekly</i>	<i>easterly</i>
<i>friendly</i>	<i>lonely</i>	<i>monthly</i>	<i>yearly</i>	<i>southerly</i>
<i>kindly</i>	<i>manly</i>	<i>nightly</i>	<i>lovely</i>	<i>westerly</i>

- That was a *costly* mistake.
- I found Houston a very *friendly* city.

Sample items:

1. The Black Hills of South Dakota are covered with
A B C
densely pine forests.
D
2. Crows and ravens are members of a family
A B
of birds that includes exact 100 species.
C D

Incorrect Forms of Words Connected with Certain Fields

This error involves a confusion between the names of fields (*biology*, for example) and the name of a person who practices in that field (*biologist*) or between one of those terms and the adjective that describes the field (*biological*).

Exercise 4.1

1. Liberal arts colleges cultivate general intellectually abilities rather than technical or professional skills.
A B C D

2. Goats are extremely destruction to natural vegetation and are often responsible for soil erosion.
A B C D

3. Wild plants were of considerable important to early settlers, and many are still used medicinally and as foods.
A B C D

4. One important branch of linguistics is semantics, which analysis the meaning of words.
A B C D

5. Unlike folk dancers, which are the product of a single culture, ballet is an international art form.
A B C D

6. The strong of a rope is directly proportional to its cross-sectional area.
A B C D
7. Black bears can move rapidly when necessary and are skillful tree climbers for their size and weigh.
A B C D

8. In an arboretum, trees are cultivated for scientific and educational purpose.
A B C D

9. In most Western states, the first major industry was mining, which was gradually supplemented by farms.
A B C D
10. Peach trees grow good in a variety of soil types, but do best in sandy loam.
A B C D

11. The unit of measuring called the foot was originally based on the length of the human foot.
A B C D

12. Philosopher Theodore A. Langerman was interested in the fields of literary and music.
A B C D

Singular and Plural Nouns

Keywords for countable and uncountable nouns				
Countable nouns	Many	number	few	fewer
Uncountable nouns	Much	amount	little	less

Sample items:

Pearls are found in much colors, including cream, blue, lavender, and black.

A B C D

Even during economic booms, there is a small number of unemployment.

A B C D

Exercise

1. (Many/Much) industrial products can be made from soybeans.
2. Desert plants compete fiercely for the (few/little) available water.
3. The American designer Louis Comfort Tiffany took (many/much) of his inspiration from nature.
4. A (few/little) simple precautions can prevent accidents at home and on the job.
5. In a formal debate, the same (number/amount) of people speak for each team, and both teams are granted an equal (number/amount) of time in which to make their arguments.
6. Bats do (few/little) damage to people, livestock, or crops.
7. Even small (numbers/amounts) of zinc can have a significant effect on the growth of plants.
8. The adrenal glands, one on top of each kidney, secrete (many/much) important hormones.

Singular and Plural Nouns

Determiners Used with Singular Nouns	Determiners Used with Plural Nouns
a/an one a single each every this that	two, three, four, etc. dozens of hundreds of thousands of a few (of) many (of) a number of the number of a couple (of) every one of each one of each of one of these those

Each *contestant* won a prize.
Each of the *contestants* won a prize.
attended.
This *flower* is a yellow rose.

These *flowers* are yellow roses.
It was one of the most exciting *games* that I ever
attended.
I only attended one *game* this season.

Sample Items:

Several of Washington Irving's story have become classics in American literature.
Mauna Loa, an active volcano on the island of Hawaii, usually has one eruption every three years.

One of the most beautiful state capitol is the Utah Sate Capitol, located in Salt Lake City.

Common Irregular Plural Nouns

Singular Noun	Plural Noun	Singular Noun	Plural Noun
child	children	foot	feet
man	men	mouse	mice
fish	fish	woman	women
tooth	teeth		

Potential Problems: errors with plural forms of noncount nouns, plural compound nouns, and involving plural forms of numbers and measurement

Sample Items:

- As childs grow older their bones become thicker and longer.
A B C D
- Encyclopedias deal with specific fields, such as music or philosophy, and provide informations only on subject.
A B C D
- Raymond Chandler's detectives stories are admired both by critics and general readers.
A B C D
- The U.S. president serves a maximum of two 4-years terms.
A B C D
- Thousand of antibiotics have been developed, but only about thirty are in common use today.
A B C D

MEETING 5

Listening Part A

Section 1 consists of three parts namely Part A (short conversation), Part B (longer conversation), and Part C (Talks/Lectures). There are 50 questions in this section (Part A: 30, Part B: 8, and Part C: 12).

Focus on the Second Line

- The second line of the conversation probably contains the answer to the question.
- Be ready to focus on the second line of the conversation because it probably contains the answer.
- Repeat the second line in your mind as you read through the answers in the text.

Man: Was Steve able to get into the house?

Woman: I left the door unlocked for him

Narrator: What does the woman assume Steve did?

- a. He locked the door.
- b. He tried unsuccessfully to get into the house.
- c. He was able to open the door.
- d. He left the house without locking the door.

Choose Answers with Synonyms

- As you listen to the second line of the conversation, **focus** on the key words in that line.
- If you see any synonyms for key words in a particular answer, then you have probably found the correct answer.
-

Man: Has your family been in business for quite sometime?

Woman: No, the family business was just established last year?

Narrator: What does the woman mean?

- a. The company was founded about a year ago.
- b. It was just established that he could go into business.
- c. The family is well-established.
- d. The business just lasted a year

Avoid Similar Sounds

- Identify key words in the second line of the conversation.
- Identify words in the answers that contain similar sounds, and **do not** choose these answers.

Man: How long until you will be ready to leave

Woman: First, I need to water the grass

Narrator: What does the woman mean?

- a. She has to wait for some cash.
- b. The waiter is bringing a glass of water.

- c. The lawn is too dry.
- d. She needs to watch out for a crash.

TOEFL EXERCISE (Skills 1–3): In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.



NOW BEGIN THE RECORDING AT TOEFL EXERCISE (SKILLS 1–3).

1. (A) He would like some iced coffee.
(B) He wants to stop drinking coffee.
(C) A drink seems like a good idea.
(D) He needs to drink something to stop his coughing.
2. (A) She would prefer a sunny day.
(B) The park is too crowded.
(C) She would like a place that is not so loud.
(D) She cannot walk because she's too old.
3. (A) He should open an account.
(B) He should take a ride on a ship.
(C) He should try to keep the cost cheap.
(D) He should try something monotonous to get to sleep.
4. (A) The department is not changing the requirements.
(B) He hasn't heard anything about the change.
(C) The changes are believable.
(D) What has happened is incredible to him.
5. (A) The wait has taken close to an hour.
(B) They were stranded in their car.
(C) Most of the people have been in line for hours.
(D) They made a line in the sand.
6. (A) The instructor is selecting several passages.
(B) The conductor is fair to the passengers.
(C) The stamp collector is conducting his business.
(D) The riders are paying for the train trip.
7. (A) The managers will take the train to the program.
(B) A program to develop new managers will commence soon.
(C) The new management program is very weak.
(D) The program will be maintained to the letter.
8. (A) The fire started to attack the building.
(B) The firefighter stared at the attacker.
(C) The fire probably began at the top of the building.
(D) The firefighter started to attack the fire.
9. (A) He assured the woman that he knew the truth.
(B) He is sure that it isn't new.
(C) He thought that the woman was aware of what happened.
(D) He soon will know the truth.
10. (A) The art professor is not one of his fans.
(B) His drawings were amazing.
(C) The catches that he made were fantastic.
(D) His sketches showed a fantasy world.

Draw Conclusion about *Who, What, Where*

- In this type of question the answer is not clearly stated; instead you must draw a conclusion based on clues given in the conversation. One kind of conclusion that is common in this part of the test is to ask you to determine *who* the speaker is, based on clues given in the conversation.
- The following outlines the key point that you should remember about this type of question:

It is common for you to be asked to draw one of the following conclusions in Listening Part A:

WHO is probably talking?

WHAT will s/he probably do next?

WHERE does the conversation take place?



NOW BEGIN THE RECORDING AT TOEFL EXERCISE 4.

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

1. (A) She plans to talk a lot this month.
(B) She has a lot to say about the phone bill.
(C) The bill is high because she has a lot to say.
(D) She agrees with the man.
2. (A) Bill had never really been sick.
(B) Bill was too sick to come to class.
(C) Bill was sick of calculus class.
(D) Bill had forgotten about the calculus class that morning.
3. (A) The man should go out tonight.
(B) The man should stay home and relax.
(C) The man should work on the paper tonight.
(D) The man should go out Monday instead.
4. (A) The cafeteria was open in the morning.
(B) The cafeteria did not serve breakfast.
(C) The breakfast in the cafeteria was not very tasty.
(D) The woman never ate breakfast in the cafeteria.
5. (A) He believes that it is acceptable to park there.
(B) The parking lot is too far from their destination.
(C) He knows that they won't get a ticket.
(D) He knows where the parking lot is.
6. (A) He would be glad to say it over again.
(B) He would like the woman to repeat what she said.
(C) He says that he would like to take the class again.
(D) He's happy the class is over, too.
7. (A) He finished all the problems.
(B) He doesn't believe what the woman said.
(C) He was able to finish some of the problems.
(D) Both he and the woman were unsuccessful on the math problems.
8. (A) The man had mailed the package.
(B) The man had forgotten to go to the post office.
(C) The man had given the package to the woman to mail.
(D) The man remembered the package after he went to the post office.
9. (A) They should take both cars.
(B) The woman should try not to be afraid.
(C) The woman should buy a bigger car.
(D) They should go together in his car.
10. (A) He wants to know if the muffins taste good.
(B) He thinks the muffins were recently prepared.
(C) The muffins are not really fresh.
(D) He's sure that the muffins were just made.

MEETING 6

Pronouns

A pronoun must agree with the noun to which it refers (the pronoun's **referent**).

- **Personal pronouns**
(*he, she, it, they*, and so on)
- **Reflexive pronouns**
(*himself, herself, itself, themselves*, and so on)
- **Relative pronouns** (adjective-clause markers)
(*who, whose, which, that*, and so on)
- **Demonstrative pronouns**
(*this, that, these, those*)

Subject	Object	Possessive adjectives	Possessive pronouns
I	Me	My	Mine
You	You	Your	Yours
He	Him	His	His
She	Her	Her	Hers
It	It	Its	Its
They	Them	Their	theirs
We	Us	Our	Ours

Sample Items:

1. Jackrabbits have powerful rear legs that enable it to leap long distances.
A B C D
2. The best way for children to learn science is for them to perform experiments himself.
A B C D
3. Trademarks enable a company to distinguish its products from these of another company.
A B C D
4. Herman Melville gathered material for him novels during his years at sea.
A B C D
5. Block Island in Long Island Sound it is surrounded by cold, dangerous waters.
A B C D
6. A barometer is a device it is used to measure atmospheric pressure.
A B C D
7. Dutch elm disease, which it is caused by a fungus, can destroy a tree within four weeks.
A B C D
8. Certain types of turtles that may live as long as 100 years.
A B C D

Exercise 6.1

1. A beaver uses its strong front teeth to cut down trees and peel off its bark.
A B C D
2. "Sprung" wood floors, used in top quality basketball courts and dance studios, they are the safest surfaces for indoor exercise.
A B C D
3. Ants cannot see red light, so it is possible to observe themselves in an artificial nest without disturbing their activities.
A B C D
4. The glaciers in Olympia National Park are unusual because they are found at altitudes lower than these at which glaciers are usually found.
A B C D
5. In his novels, Sinclair Lewis drew critical portraits of Americans who thought of them as model citizens.
A B C D

Appositives

An **appositive** is a noun phrase that explains or rephrases another noun phrase. It usually comes after the noun that it rephrases. It may also come before the subject of a sentence.

Buffalo Bill, *a famous frontiersman*, operated his own Wild West Show. (appositive following a noun)

A famous frontiersman, Buffalo Bill operated his own Wild West Show. (appositive before the subject)

Appositives are reduced adjective clauses that contain the verb *to be*. However, unlike adjective clauses, they do not contain a marker or a verb.

Oak, *which is one of the most durable hard woods*, is often used to make furniture. (adjective clause)

Oak, *one of the most durable hard woods*, is often used to make furniture. (appositive)

Sample Item

The National Road, _____ of the first highways in North America, connected the East Coast to the Ohio Valley.

- (A) which one
- (B) it was one
- (C) one
- (D) was one

EXERCISE

- The Democratic party is older than the other major American political party, _____.
 (A) which the Republican party (B) the Republican party
 (C) it is the Republican party (D) the Republican party is
- _____ relations with friends and acquaintances, play a major role in the social development of adolescents.
 (A) What are called peer group relations are (B) Peer group relations are
 (C) Peer group relations, the (D) By peer group relations, we mean
- Joseph Henry, _____ director of the Smithsonian Institution, was President Lincoln's adviser on scientific matters.
 (A) the first (B) to be the first
 (C) was the first (D) as the first
- The Wassatch Range, _____ extends from southeastern Idaho into northern Utah.
 (A) which is a part of the Rocky Mountains, (B) a part of the Rocky Mountains that
 (C) is a part of the Rocky Mountains (D) a part of the Rocky Mountains, it
- A group of Shakers, _____ settled around Pleasant Hill, Kentucky, in 1805.
 (A) members of a strict religious sect which (B) whose members of a strict religious sect
 (C) members of a strict religious sect, (D) were members of a strict religious sect

Parallelism

Parallel structures have the same grammatical form and function. Look at the following sentences:

She spends her leisure time *hiking, camping, and fishing*.
 He *changed* the oil, *checked* the tire pressure, *and filled* the tank with gas.
 Nancy plans to *neither study* medicine *nor major* in biology.
 Nancy plans to study *either medicine or biology*.

Use parallel structure after	
Coordinate conjunction and but or	Correlative Conjunctions either . . . or neither . . . nor both . . . and not only . . . but also whether . . . or

Sample items:

- San Francisco has a pleasant climate, _____ and many fascinating neighborhoods.
 (A) exciting scenery,
 (B) has exciting scenery
 (C) that the scenery is exciting
 (D) the scenery is exciting,
- As a young man, George Washington liked _____
 A
boating, to hunt, and fishing.
 B C D

Exercise 6.2

1. The bellflower is a wildflower that grows in shady fields, in marshes, and mountain slopes.
A B
C D
2. Insects provide many beneficial services, such as _____, breaking down deadwood, and pollinating plants.
(A) they condition soils
(B) to condition soil
(C) conditioning the soil
(D) soil conditioned
3. Computers are often used to control, adjustment, and correct complex industrial operations.
A B C D
4. Eggs may be boiling in the shell, fried, and cooked in countless other ways.
A B C D
5. Frozen orange juice must be packed, _____, and stored when the fruit is ripe.
(A) be frozen
(B) must be frozen
(C) frozen
(D) it must be frozen
6. In 1900, electrically powered cars were more popular than gasoline powered cars because they were quiet, operated smoothly, and _____.
(A) handled easily
(B) ease of handling
(C) handling easily
(D) easy to handle
7. Many places of history, scientific, cultural, or scenic importance have been designated national monuments.
A B C D
8. Roger Williams was a clergyman, _____ the colony of Rhode Island, and an outspoken advocate of religious and political freedom.
(A) founded
(B) the founder of
(C) was the founder of
(D) he founded
9. Modern motorcycles are lighter, faster, and specialized than motorcycles of twenty-five years ago.
A B C D
10. Paint can be applied to a surface with rollers, _____, or spray guns.
(A) brushes
(B) brushes can be used
(C) with brushes
(D) by brush
11. Many people who live near the ocean depend on it as a source of food, recreation, and to have economic opportunities.
A B C D
12. The use of labor-saving devices in homes, _____, and in factories added to the amount of leisure time people had.
(A) at office
(B) used in offices
(C) offices
(D) in offices

PARALLEL STRUCTURE

1. The Greeks adopted the Phoenician alphabet but changing a few letters.
A B C D
2. Either niobium nor tantalum is mined in the United States.
A B C D
3. When sun bear cubs are born, they are almost completely hairless, can't hear, and blind.
A B C D

4. The vast majority of the world's manganese is found in either
 A B
 South Africa but also the countries of the former USSR.
 C D
5. A snowflake that forms rapidly has more crystals than one
 A B C
forms slowly.
 D
6. Goats either trample the vegetation that Galapagos tortoises eat
 A
 or damaging the canopies of the trees that protect the tortoises
 B C D
 from the sun.
7. The antennae of some long-horned beetles are longer than their bodily.
 A B C D
8. U.S. currency no longer in circulation includes denominations of not
 A B C
 only 500, 1,000 and 5,000, nor 10,000 and 100,000 dollars.
 D
9. With neither the wheel nor having draft animals, the Inca built
 A B
 walls so well that today even a sheet of paper can't be wedged
 C D
 into the joints.
10. For photosynthesis to occur, a leaf requires carbon dioxide, water,
 A B C
 and lightly.
 D
11. Many insects hibernate in the hollows of trees or are under piles
 A B C D
 of leaves.
12. Playing handball consumes as many calories per minute as
 A B C
to play racquetball.
 D
13. The earliest lamps were shallow dishes made from pottery
 A B C
 or stony.
 D
14. Analysis of Neanderthal DNA demonstrated that *Homo sapiens* is
 A B
 neither descended from nor relation to the Neanderthal
 C
species.
 D
15. In large doses, alcohol can dull sensation and impairment muscular
 A B C
coordination.
 D

In front of the museum *is a statue*.
Off the coast of California *lie the Channel Islands*.
First *came a police car*, then *came an ambulance*.

Sample Items:

1. Not only _____ shade and beauty, but they also reduce carbon dioxide.
(A) do trees provide (B) trees provide
(C) provide trees (D) trees do provide
2. Not until the seventeenth century _____ to measure the speed of light.
(A) did anyone even attempt (B) anyone did even attempt
(C) did anyone attempt even (D) did even attempt anyone
3. Rarely _____ more than 50 miles from the coast.
(A) redwood trees grow (B) redwood trees do grow
(C) grow redwood trees (D) do redwood trees grow

Exercise 6.3

1. Rarely ___ located near city lights or at lower elevations.
(A) observatories are
(B) are
(C) in the observatories
(D) are observatories
2. There are geographic, economic, and cultural reasons why ___ around the world.
(A) diets differ
(B) do diets differ
(C) are diets different
(D) to differ a diet
3. Were ___ millions of dollars each year replenishing eroding beaches, the coastline would be changing even more rapidly.
(A) the U.S. Army Corps of Engineers not spending
(B) the U.S. Army Corps of Engineers not spend
(C) the U.S. Army Corps of Engineers does not spend
(D) not spending the U.S. Army Corps of Engineers
4. Nowhere ___ more skewed than in the auto industry.
(A) that retail trade figures
(B) retail trade figures
(C) are retail trade figures
(D) retail trade figures
5. New York City's Central Park is nearly twice as large ___ second smallest country, Monaco.
(A) as
(B) is the
(C) as is
(D) as is the
6. Potassium has a valence of positive one because it usually loses one electron when ___ with other elements.
(A) does it combine
(B) it combines
(C) in combining
(D) combination
7. The economic background of labor legislation will not be mentioned in this course, ___ be treated.
(A) trade unionism will not
(B) nor trade unionism will
(C) nor will trade unionism
(D) neither trade unionism will
8. ___ test positive for antibiotics when tanker trucks arrive at a milk processing plant, according to federal law, the entire truckload must be discarded.
(A) Should milk
(B) If milk
(C) If milk is
(D) Milk should

9. Located behind ____ the two lacrimal glands.

- (A) each eyelid
- (B) is each eyelid
- (C) each eyelid are
- (D) each eyelid which is

10. Only for a short period of time ____ run at top speed.

- (A) cheetahs
- (B) do cheetahs
- (C) that a cheetah can
- (D) can

INVERTED SUBJECTS AND VERBS

1. Scientists now know that the lack of an embryonic thumb in birds is why ____ almost impossible for birds and dinosaurs to be related.

- (A) is
- (B) it is
- (C) is it
- (D) it

2. There ____ launched in 1958 that fell back to Earth and burned up in the atmosphere.

- (A) a lunar probe was
- (B) was a lunar probe
- (C) a lunar probe
- (D) with a lunar probe

3. Rarely ____ now used for battle purposes.

- (A) in the band
- (B) military bands are
- (C) banded
- (D) are military bands

4. In addition to quitting smoking and controlling blood pressure and diet, people need to think about how ____ stress to avert potentially fatal heart problems.

- (A) can they manage
- (B) the management
- (C) they manage
- (D) managing

5. Only recently ____ popular all over the country.

- (A) have indoor climbing gyms become
- (B) in becoming indoor climbing gyms
- (C) indoor climbing gyms have become
- (D) indoor climbing gyms

6. A motionless atom is colder than ____.
- (A) in the movement
 - (B) to be moved
 - (C) the atom moving
 - (D) is a moving atom
7. In the sand off the northern California coast ____ *San Agustin*, which is said to be loaded with gold.
- (A) the galleon is lying
 - (B) lies the galleon
 - (C) the galleon
 - (D) the galleon which lies
8. According to a recent survey, were ____ of telecommuters to lose their jobs, they would look for other telecommuting positions.
- (A) to major
 - (B) if a majority
 - (C) a majority
 - (D) in the major
9. When ____ chest pain, some doctors recommend that they take one full 325-milligram aspirin.
- (A) patients feel
 - (B) feel impatient
 - (C) do patients feel
 - (D) as patients feel
10. There ____ called Epstein-Barr which leaves people feeling chronically fatigued and feeling as if they have a recurring case of the flu.
- (A) a viral
 - (B) in a disease
 - (C) a virus is
 - (D) is a virus
11. Only in the Civil War ____ killed or wounded.
- (A) soldiers in America
 - (B) were so many American soldiers
 - (C) many in America
 - (D) so many American soldiers were
12. Lifestyle is more important ____ in a person's lifespan.
- (A) as genetics are
 - (B) with genes
 - (C) genetically
 - (D) than are genetics

13. A collision with another galaxy may be what _____, the Milky Way, may experience.
- (A) Earth's galaxy is
 - (B) is Earth's galaxy
 - (C) Earth's galaxy
 - (D) for Earth's galaxy
14. Should _____ help keeping their weight, blood pressure, pulse, and cholesterol down, swimming is an excellent activity.
- (A) adults need
 - (B) needy adults
 - (C) to need
 - (D) need adults
15. In the vessels of the vascular system of the giraffe _____ of valves that ensures a needed supply of blood to the head.
- (A) are series
 - (B) is serious
 - (C) is a series
 - (D) a series is
16. There has been a string of recent technology advances aimed at building new engines which are more clean and efficient than _____.
- (A) to engineer
 - (B) are current engines
 - (C) in engines currently
 - (D) current
17. Daylight saving time seems to reduce people's exposure to crime, so were people to get home from work and school and complete more errands and chores in daylight, _____ safer.
- (A) for being
 - (B) to be
 - (C) they
 - (D) they would be
18. Scarcely _____ started building his theme park when he launched his first television program titled *Disneyland*.
- (A) Walt Disney
 - (B) Walt Disney had
 - (C) had Walt Disney
 - (D) Walt Disney was

19. Orthopedic and sports medicine specialists now realize that _____ people to get prolonged bed rest for acute and chronic back problems, they would heal less quickly.
- (A) were
 - (B) if
 - (C) the
 - (D) of
20. The hunting season for firearms is more restricted than _____ because hunting with firearms is more dangerous and less challenging.
- (A) to season
 - (B) is the archery season
 - (C) for archery
 - (D) is seasoning

MEETING 7

READING COMPREHENSION

Section 3 contains reading passages and questions about the passages. The questions test information that is stated or implied in the passage. Knowledge of some of the specific words is also tested. Because many English words have more than one meaning, it is important to remember that these questions will test the meaning of a word or phrase within the context of the passage. There are 50 questions in this section.

1. Overview Items

These ask you to identify an answer choice that correctly summarizes the author's main idea, the subject of the whole passage, or the author's reason for writing the passage.

“What is the main idea of the passage?”

“What is the passage primarily about?”

“Why did the author write the passage?”

The passage:

Line In the philosophy of John Dewey, a sharp distinction is
(5) made between intelligence and reasoning. According to Dewey, intelligence is the only absolute way to achieve a balance between realism and idealism, between practicality and wisdom of life. Intelligence involves “interacting with other things and knowing them,” while reasoning is merely the act of an observer, “...a mind that beholds or grasps objects outside the world of things...” With reasoning, a level of mental certainty can be achieved, but it is through intelligence
(10) that control is taken of events that shape one's life.

What is the **topic** of this passage?

- The intelligent of John Dewey
- Distinction made by John Dewey
- Dewey's ideas on the ability to reason
- How intelligence differs from reasoning in Dewey's works

TOEFL EXERCISE 1: Study each of the passages and choose the best answers to the questions that follow. In this exercise, each passage is followed by several main idea, topic, or title questions so that the students can practice this type of question. On the TOEFL test, one passage would probably not have two such questions because they are so similar.

PASSAGE ONE (Questions 1–2)

Line Fort Knox, Kentucky, is the site of a U.S. army post, but it is even more renowned for the Fort
(5) Knox Bullion Depository, the massive vault that contains the bulk of the U.S. government's gold deposits. Completed in 1936, the vault is housed in a two-story building constructed of granite, steel, and concrete; the vault itself is made of steel and concrete and has a door that weighs more than twenty tons. Naturally, the most up-to-date security devices available are in place at Fort Knox, and the army post nearby provides further protection.

- Which of the following best describes the topic of the passage?
(A) The city of Fort Knox, Kentucky
(B) The federal gold depository
(C) The U.S. army post at Fort Knox
(D) Gold bullion
- Which of the following would be the best title for this passage?
(A) The Massive Concrete Vault
(B) Fort Knox Security
(C) Where the United States Keeps Its Gold
(D) A Visit to Kentucky

PASSAGE TWO (Questions 3–4)

Line One identifying characteristic of minerals is their relative hardness, which can be
(5) determined by scratching one mineral with another. In this type of test, a harder mineral can scratch a softer one, but a softer mineral is unable to scratch the harder one. The Mohs' hardness scale is used to rank minerals according to hardness. Ten minerals are listed in this scale, ranging from talc with a hardness of 1 to diamond with a hardness of 10. On this scale, quartz (number 7) is harder than feldspar (number 6) and is therefore able to scratch it; however, feldspar is unable to make a mark on quartz.

3. Which of the following best states the subject of this passage?
- (A) The hardness of diamonds
 - (B) Identifying minerals by means of a scratch test
 - (C) Feldspar on the Mohs' scale
 - (D) Recognizing minerals in their natural state
4. The main idea of this passage is that
- (A) the hardness of a mineral can be determined by its ability to make a mark on other minerals
 - (B) diamonds, with a hardness of 10 on the Mohs' scale, can scratch all other minerals
 - (C) a softer mineral cannot be scratched by a harder mineral
 - (D) talc is the first mineral listed on the Mohs' scale

Line Hurricanes generally occur in the North Atlantic from May through November, with the
(5) peak of the hurricane season in September; only rarely will they occur from December through April in that part of the ocean. The main reason for the occurrence of hurricanes during this period is that the temperature on the water's surface is at its warmest and the humidity of the air is at its highest.

(10) Of the tropical storms that occur each year in the North Atlantic, only about five, on the average, are powerful enough to be called hurricanes. To be classified as a hurricane, a tropical storm must have winds reaching speeds of at least 117 kilometers per hour, but the winds are often much stronger than that; the winds of intense hurricanes can easily surpass 240 kilometers per hour.

5. The passage mainly discusses
- (A) how many hurricanes occur each year
 - (B) the strength of hurricanes
 - (C) the weather in the North Atlantic
 - (D) hurricanes in one part of the world
6. The best title for this passage would be
- (A) The North Atlantic Ocean
 - (B) Storms of the Northern Atlantic
 - (C) Hurricanes: The Damage and Destruction
 - (D) What Happens from May through November

2. Detail Items

These ask you to locate and identify answers to questions about specific information and details in the passage.

“According to the passage, where did . . . ?”

“According to the author, why did . . . ?”

“According to the passage, which of the following is TRUE?”

The passage:

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

The question:

The passage *indicates* that Jamestown

- (A) was settled in 1633
- (B) was settled twenty-six years after Williamsburg
- (C) was the first permanent English colony in America
- (D) was originally named Middle Plantation

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

According to the passage, the colonists chose Williamsburg because

- it was in England
- there were no nearby rivers
- there were lots of mosquitoes
- the soil drained well

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

1. According to the passage, what happens during an ice age?
 - (A) Rock strata are recognized by geologists.
 - (B) Evidence of foreign materials is found.
 - (C) Ice covers a large portion of the Earth's surface.
 - (D) Ice melts six times.
2. The passage covers how many different methods of recognizing past ice ages?
 - (A) One
 - (B) Two
 - (C) Three
 - (D) Four

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

5. The passage indicates that the ventricles
- (A) have relatively thin walls
 - (B) send blood to the atria
 - (C) are above the atria
 - (D) force blood into the arteries
6. According to the passage, when is blood pushed into the arteries from the ventricles?
- (A) As the heart beats
 - (B) Between heartbeats
 - (C) Before each contraction of the heart
 - (D) Before it is received by the atria

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

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

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

9. According to the passage, the Golden Age of Railroads
- (A) was a result of World War I
 - (B) was a period when most of U.S. mass transportation was controlled by the railroads
 - (C) resulted in a decrease in uniformity of track gauge
 - (D) resulted in standardization of train stations
10. The passage mentions that which of the following occurred as a result of uniformity of track gauge?
- (A) The Civil War
 - (B) Improved economy in the transportation system
 - (C) Standardization of time zones
 - (D) Railroad schedules
11. The passage indicates that standard time was implemented
- (A) before the Civil War
 - (B) on June 1, 1886
 - (C) after World War I
 - (D) before standardized track gauge was established throughout the United States

3. Negative Items

These ask which of the answer choices is NOT discussed in the passage.

“Which of the following is NOT true about . . . ?”

“All of the following are true EXCEPT . . .”

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

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

1. All of the following are true about blood plasma EXCEPT that
 - (A) it is a deeply colored liquid
 - (B) blood cells have been taken out of it
 - (C) patients are often transfused with it
 - (D) it is generally more important to the patient than other parts of whole blood
2. Which of the following is NOT stated about whole blood?
 - (A) It is different from plasma.
 - (B) It cannot be dried.
 - (C) It is impossible to keep it in storage for a long time.
 - (D) It is a clear, colorless liquid.

Elizabeth Cochrane Seaman was an American journalist at the turn of the century who wrote for the newspaper *New York World* under the pen name Nellie Bly, a name which was taken from the Stephen Foster song *Nelly Bly*. She achieved fame for her exposés and in particular for the bold and adventuresome way that she obtained her stories.

She felt that the best way to get the real story was from the inside rather than as an outside observer who could be treated to a prettified version of reality. On one occasion she pretended to be a thief so that she would get arrested and see for herself how female prisoners were really treated. On another occasion she faked mental illness in order to be admitted to a mental hospital to get the real picture on the treatment of mental patients.

3. Which of the following is NOT true about Nellie Bly?
 - (A) Nellie Bly's real name was Elizabeth Cochrane Seaman.
 - (B) Nellie Bly was mentally ill.
 - (C) The name Nellie Bly came from a song.
 - (D) The name Nellie Bly was used on articles that Seaman wrote.
4. Which of the following is NOT mentioned as something that Nellie Bly did to get a good story?
 - (A) She acted like a thief.
 - (B) She got arrested by the police.
 - (C) She pretended to be ill.
 - (D) She worked as a doctor in a mental hospital.

MEETING 9

Conjunctions

Correlative Conjunctions

either . . . or

neither . . . nor

both . . . and

not only . . . but also

whether . . . or

Sample items:

1. Natural fiber comes from either animal _____ plant sources.
(A) or (B) otherwise (C) and (D) nor

2. Paint is _____ used to protect wood.
(A) not only the substance (B) the substance which is not only
(C) not only a substance which is (D) not the only substance

Adjective Clauses

The adjective clause modifies (describes) a noun in another clause of the sentence. It begins with an **adjective-clause marker**. For example:

I wanted the book. The book had already been checked out.
The book *that I wanted* had already been checked out.

This is a topic. It interests me.
This is a topic *that interests me*.

He met with two advisers. He had known both of them for years.
He met with two advisers, *both of whom he had known for years*.

I read a number of articles. Most of them were very useful.
I read a number of articles, *most of which were very useful*.

Adjective Clauses Markers		
who	Subject (people)	A neurologist is a doctor <i>who</i> specializes in the nervous system.
whom	Object (people)	This is the patient <i>whom</i> the doctor treated.
which	Subject/object (things)	That is a topic <i>which</i> interests me. (<i>which</i> as subject)
		That is the topic <i>on which</i> I will write. (<i>which</i> as object of preposition)

whose	Possessive (people/things)	Mr. Collins is the man <i>whose</i> house I rented.
that	Subject/object (people/ things)	Art <i>that</i> is in public places can be enjoyed by everyone. (<i>that</i> as subject) The painting <i>that</i> Ms. Wallace bought was very expensive. (<i>that</i> as object)
where	Adverb (place)	Here is the site <i>where</i> the bank plans to build its new headquarters.
when	Adverb (time)	This is the hour <i>when</i> the children usually go to bed.

Reduced Adjective Clauses or Participles

Participles are verbal adjectives. Two kinds of participles are tested: present participles(-ING) and past participles (-ED/V3).

Present participles are used to reduce adjective clauses that contain active verbs.

Minnesota, *which joined the Union in 1858*, became the thirty-second state.

(full adjective clause with **active** verb)

Minnesota, *joining the Union in 1858*, became the thirty-second state.

Joining the Union in 1858, Minnesota became the thirty-second state.

Past participles are used to reduce adjective clauses with passive verbs.

The College of William and Mary, *which was founded in 1693*, is the second oldest college in the United States. (full adjective clause with a **passive** verb)

The College of William and Mary, *founded in 1693*, is the second oldest college in the U.S.

Founded in 1693, the College of William and Mary is the second oldest college in the U.S.

Other examples:

The topic **that interests me** is now discussed by the panel.

The topic **interesting me** is now discussed by the panel.

The magazine ad **which was printed in Times** showed the city skyline.

The magazine ad **printed in Times** showed the city skyline.

The man **who was driving a new car** is the dean.

The man **driving a new car** is the dean.

The students **who are now studying in the class** are invited to the workshop.

The students **now studying in the class** are invited to the workshop.

No reduced forms:

The book **that I wanted had** already been checked out.

He met with two advisers, **both of whom he had known for years.**

That is the topic **on which I will write.**

Sample Items: Circle the correct answer.

1. The largest (knowing/known) insects are found in tropical rain forests.
2. A hummingbird's heart beats at the (astonished/ astonishing) rate of 615 beats per minute.
3. A bill of lading is a (writing/written) receipt for goods that are sent by public transportation.
4. Anyone (working/worked) under conditions that cause a heavy loss of perspiration can suffer heat exhaustion.
5. A mosquito (filled/is filled) with blood is carrying twice its own body weight.
6. The state of Wisconsin has seventy-two counties, many (naming/named) after Indian tribes.
7. Sun spots occur in cycles, with the greatest number generally (appearing/are appearing) every eleven years.

Sample Items

Cable cars are moved by cables _____ underground and are powered by a stationary engine.
(A) they run
(B) that they run
(C) run
(D) that run

The melting point is the temperature _____ a solid changes to a liquid.
(A) which
(B) at which
(C) which at
(D) at

Exercise 9.1

1. Model airplanes can be guided both by
control wires or by radio transmitters.
A B
C D
2. Specialty stores, unlike department stores, handle only one line of merchandise _____ a limited number of closely related lines.
(A) either
(B) but
(C) instead
(D) or
3. Thomas Eakins studied not only painting _____ anatomy when he was training to become an artist.
(A) moreover
(B) but also
(C) as well
(D) and
4. Information in a computer can be lost _____ because it is not longer stored or because it is stored but cannot be retrieved.
A B C D
5. A mosaic is a picture done from small bits of either colored glass or tile.
A B
C D

6. In 1923, Jean Toomer wrote a book titled *Cane* that combined fiction _____ poetry to describe the experience of being black in the United States.
(A) and
(B) to
(C) also
(D) or
7. Although fish can hear, they have neither _____ external ears or eardrums.
A B
C D
8. In all animals, whether simple and complex, enzymes aid in the _____ digestion of food.
A B
C D
9. Endive can be used _____ as a salad green or as a cooking vegetable.
(A) such
(B) both
(C) either
(D) neither
10. The two most common methods florists are used to tint flowers are the spray _____ method and the absorption method.
A B
C D

Exercise 9.2

1. There are six types of flamingos, all _____ have long legs, long necks, and beaks that curve sharply downward.

- (A) of them
- (B) that
- (C) of which
- (D) they

3. Most folk songs are ballads _____ have simple words and tell simple stories.

- (A) what
- (B) although
- (C) when
- (D) that

5. Most beans _____ are a form of kidney bean.

- (A) that are cultivated in the United States
- (B) their cultivation in the United States
- (C) are cultivated in the United States they
- (D) they are cultivated in the United States

7. There are many species of plants and animals

- A B

that they are peculiar to Hawaii.

- C D

9. Pipettes are glass tubes, open at both ends,

- which chemists use them to transfer small volumes of liquid.
- A
- B C
- D

2. After its introduction in 1969, the float process _____ the world's principal method of manufacturing flat sheets of glass.

- (A) by which it became
- (B) it became
- (C) became
- (D) which became

4. In 1850, Yale University established Sheffield Scientific School, _____.

- (A) engineers were educated there
- (B) where engineers were educated
- (C) in which were engineers educated
- (D) where were engineers educated

6. In addition to being a naturalist, Stewart E.

White was a writer _____ the struggle for survival on the American frontier.

- (A) whose novels describe
- (B) he describes in his novels
- (C) his novels describe
- (D) who, describing in his novels

8.

Active stocks are stocks they are frequently bought and sold.

- A B C
- D

10.

The Ringling Brothers were five brothers which built a small group of performers into the world's largest circus.

- A B
- C D

MEETING 10

Adverb Clauses

An **adverb clause** consists of a connecting word, called an **adverb-clause marker** (or subordinate conjunction), and at least a subject and a verb. For example:

The demand for economical cars increases *when gasoline becomes more expensive*.
When gasoline becomes more expensive, the demand for economical cars increases.

Adverb- Clause Marker	Use	Example
because	cause	<i>Because</i> the speaker was sick, the program was canceled.
since	cause	<i>Since</i> credit cards are so convenient, many people use them.
although	opposition (contrary cause)	<i>Although</i> he earns a good salary, he never saves any money.
even though	opposition (contrary cause)	<i>Even though</i> she was tired, she stayed up late.
while	contrast	Some people arrived in taxis <i>while</i> others took the subway.
if	condition	<i>If</i> the automobile had not been invented, what would people use for basic transportation?
unless	condition	I won't go <i>unless</i> you do.
when	time	Your heart rate increases <i>when</i> you exercise.
while	time	Some people like to listen to music <i>while</i> they are studying.
as	time	One train was arriving <i>as</i> another was departing.
since	time	We haven't seen Professor Hill <i>since</i> she returned from her trip.
until	time	Don't put off going to the dentist <i>until</i> you have a problem.
once	time	<i>Once</i> the dean arrives, the meeting can begin.
before	time	<i>Before</i> he left the country, he bought some traveler's checks.
after	time	She will give a short speech <i>after</i> she is presented with the award.

Reduced Adverb Clauses

When astronauts are orbiting the earth, they don't feel the force of gravity. (full adverb clause)

When orbiting the earth, astronauts don't feel the force of gravity. (reduced clause with present participle)

Although it had been damaged, the machine was still operational. (full adverb clause)

Although damaged, the machine was still operational. (reduced clause with a past participle)

Although he was nervous, he gave a wonderful speech. (full adverb clause)

Although nervous, he gave a wonderful speech. (reduced clause with an adjective)

You will most often see reduced adverb clauses with the markers *although, while, if, when, before, after, and until*. Reduced adverb clauses are NEVER used after *because*.

Prepositional Phrases with the Same Meaning as Adverb Clauses

Preposition	Related Marker	Example
because of due to on account of	because/since	He chose that university <i>because of</i> its fine reputation. The accident was <i>due to</i> mechanical failure. Visibility is poor today <i>on account of</i> air pollution.
in spite of despite	although/even though	He enjoys motorcycle riding <i>in spite of</i> the danger. <i>Despite</i> its loss, the team is still in first place.
during	when/while	Her father lived in England <i>during</i> the war.

Sample Items

1. No one knows what color dinosaurs were _____ no sample of their skin has survived.
(A) because of
(B) because that
(C) it is because
(D) because
2. _____ invisible to the unaided eye, ultraviolet light can be detected in a number of ways.
(A) Although is
(B) Despite
(C) Even though it
(D) Although
3. _____ rises to the surface of the earth, a volcano is formed.
(A) Liquid magma
(B) Whenever liquid magma
(C) Liquid magma, which
(D) That liquid magma
4. Because _____, alabaster can be easily carved.
(A) is soft
(B) softness
(C) of its softness
(D) of soft

Noun Clauses

Noun clauses are the third type of subordinate clause. They begin with **noun-clause markers**. Nounclauses that are formed from statements begin with the noun-clause marker **THAT, IF / WHETHER, and WH-words: WHAT, WHERE, WHEN**, and so on. For example:

Dr. Hopkins' office is in this building. (statement)
I'm sure *that* Dr. Hopkins' office is in this building.

Is Dr. Hopkins' office on this floor? (yes/no question)
I don't know *if (whether)* Dr. Hopkins' office is on this floor.

Where is Dr. Hopkins' office? (information question)
Please tell me *where* Dr. Hopkins' office is.

Noun clauses function exactly as **nouns** do: as **subjects**, as **objects/object of preposition**, or after the verb *to be* (**complement**).

When the meeting will be held has not been decided. (noun clause as subject)
The weather announcer said *that there will be thunderstorms*. (noun clause as direct object)
This is *what you need*. (noun clause after *to be*)
I am concerned about *when he will arrive*. (noun clause as object of preposition)

- 7 For many years people have wondered _____ exists elsewhere in the universe.
 (A) that life
 (B) life which
 (C) whether life
 (D) life as it
- 9 Although geologists have a clearly understanding of why earthquakes occur, they cannot reliably predict when they will take place.

- 8 Exactly when was the wheel invented is not known.
- 10 Art critics do not all agree on what are the qualities that make a painting great.

Exercise 10.2

1. Small sailboats can easily capsize _____ they are not handled carefully.
 (A) but
 (B) which
 (C) if
 (D) so
2. _____ they are tropical birds, parrots can live in temperate or even cold climates.
 (A) Despite
 (B) Even though
 (C) Nevertheless
 (D) But
3. Despite cats cannot see in complete darkness, their eyes are much more sensitive to light than humans' eyes.
4. _____ added to a liquid, antifreeze lowers the freezing temperature of that liquid.
 (A) That
 (B) As is
 (C) It is
 (D) When
5. Because of cheese is essentially a concentrated form of milk, it contains the same nutrients as milk.
6. In spite of their frightening appearance, squid is shy and completely harmless.
7. _____ advertising is so widespread in the United States, it has had an enormous effect on American life.
 (A) Why
 (B) The reason
 (C) On account of
 (D) Since
8. _____ toward shore, its shape is changed by its collision with the shallow sea bottom.
 (A) During a wave rolls
 (B) As a wave rolls
 (C) A wave rolls
 (D) A wave's rolling

9. Snakebirds were not given their name because they eat snakes, but because c
their long, slender necks resemble snal
10. _____ people are increasingly linked over long distances by electronic communications, but many of them still prefer face-to-face encounters.

Exercise 10.3

1. Dolphins form extremely complicated allegiances and _____ continually change.
2. Scientists are now beginning to conduct experiments on _____ trigger different sorts of health risks.
3. The Apollo 11 astronauts _____ of the Earth's inhabitants witnessed on the famous first moonwalk on July 20, 1969, were Neil Armstrong and Buzz Aldrin.
4. At the end of the nineteenth century, Alfred Binet developed a test for measuring intelligence _____ served as the basis of modern IQ tests.
5. _____ have at least four hours of hazardous materials response training
6. A cloud's reservoir of negative charge extends upward from the altitude at _____ the freezing point.
7. In a 1988 advanced officers' training program, Sampson developed a plan to incorporate police in enforcing environmental protection laws whenever _____ feasible.
8. _____ will be carried in the next space shuttle pay load has not yet been announced to the public.
9. During free fall, _____ up to a full minute, a skydiver will fall at a constant speed of 120 m.p.h.
10. The fact _____ the most important ratings period is about to begin has caused all three networks to shore up their schedules.

Exercise 10.4 Choose the letter of the word or group of words that best completes the sentence.

1. ____ loom high above the north and northeastern boundaries of the expanding city of Tucson.

- (A) The Santa Catalina mountains
- (B) Because the Santa Catalina mountains
- (C) The Santa Catalina mountains are
- (D) That the Santa Catalina mountains

3. ____ contained in the chromosomes, and they are thought of as the units of heredity.

- (A) Genes which are
- (B) Genes are
- (C) When genes
- (D) Because of genes

4. The benefit ____ the study is that it provides necessary information to anyone who needs it.

- (A) of
- (B) which
- (C) that
- (D) because

5. The same symptoms that occur ____ occur with cocaine.

- (A) amphetamines can
- (B) with amphetamines can
- (C) so amphetamines
- (D) with amphetamines they

6. Many companies across the country have molded the concepts ____ describes into an integrated strategy for preventing stress.

- (A) and Wolf
- (B) that Wolf
- (C) what Wolf
- (D) so Wolf

2. Radioactive ____ provides a powerful way to measure geologic time.

- (A) it
- (B) dates
- (C) dating
- (D) can

7. ____ in the first draft of the budget will not necessarily be in the final draft.

- (A) Although it appears
- (B) It appears
- (C) What appears
- (D) Despite its appearance

8. If a food label indicates that a food is mostly carbohydrate, it does not mean ____ is a good food to eat.

- (A) and it
- (B) and
- (C) that it
- (D) when

9. A need for space law to include commercial concerns has been recognized inasmuch ____ been expanding drastically in recent years.

- (A) the commercial launch industry
- (B) the commercial launch industry has
- (C) as has the commercial launch industry
- (D) as the commercial launch industry Has

10. The report on the nuclear power plant indicated that when the plant had gone on line ____ unsafe.

- (A) and it had been
- (B) it had been
- (C) had been
- (D) that it had been

Exercise 10.5 Choose the letter of the word or group of words that best completes the sentence.

1. ____ variety of flowers in the show, from simple carnations to the most exquisite roses.
(A) A wide
(B) There was a wide
(C) Was there
(D) Many
2. The wedges ____ dart board are worth from one to twenty points each.
(A) they are on a
(B) are on a
(C) are they on a
(D) on a
3. ____ producing many new movies for release after the new season begins.
(A) His company is
(B) His companies
(C) The company
(D) Why the company is
7. Some fishing fleets might not have been so inefficient in limiting their catch to target species ____ more strict in enforcing penalties.
(A) the government had been
(B) if the government had
(C) had the government been
(D) if the government
8. The Dewey Decimal System, currently used in libraries throughout the world, ____ all written works into ten classes according to subject.
(A) dividing
(B) divides
(C) it would divide
(D) was divided
4. ____ that Emily Dickinson wrote, 24 were given titles and 7 were published during her lifetime.
(A) Of the 1,800 poems
(B) There were 1,800 poems
(C) Because the 1,800 poems
(D) The 1,800 poems
5. Since an immediate change was needed on an emergency basis, ____ by the governor to curtail railway expenditure.
(A) so it was proposed
(B) was proposed
(C) because of the proposal
(D) it was proposed
6. In the Morgan Library in New York City ____ of medieval and Renaissance manuscripts.
(A) a collection is (B) in a collection
(C) is a collection (D) which is a collection
9. Individual differences in brain-wave activity may shed light on why some people are more prone to emotional stress disorders ____
(A) that others are
(B) and others are
(C) others are
(D) than are others
10. ____ squeezed, the orange juice in a one cup serving provides twice the minimum daily requirement for vitamin C.
(A) It is freshly
(B) If freshly
(C) You freshly
(D) If it freshly

MEETING 11

Listening Part B and C

- There are 2 long conversations in Part B, and 3 talks in part C

Before Listening:

- Predict/ Anticipate the topics
- Predict/ Anticipate Questions for each of the groups of answers

While Listening:

- Listen carefully to the first line of the conversation or talk.
- Determine the topics
- As you listen to the conversation or talk, draw conclusions about the situation of the conversation or talk
who is talking
where the conversation or talk takes place, or
when it takes place.

Example LC Part B:

- | | |
|----------------------------------|---|
| 1. a. Find work on campus | 4. a. every morning |
| b. work in the employment office | b. afternoons and weekends |
| c. Help students find job | c. when he is in class |
| d. ask the woman question | d. weekdays |
| 2. a. in the library | 5. a. Fill out a form |
| b. in a classroom | b. Give her some additional information |
| c. in a campus office | c. Tell her some news |
| d. in an apartment | d. Phone her |
| 3. a. No more than ten | |
| b. at least twenty | |
| c. not more than twenty | |
| d. up to ten | |

Transcription

Man : I am looking for a part time job on campus.

Woman: Then you have come to the right place. The campus employment office is here just to help students like you find jobs on campus.

Man : I'm glad to hear that because I need to start earning some money.

Woman: Let me ask you some questions to help determine what kind of job would be best. First of all how many hours a week do you want to work?

Man : I need to work at least ten hours a week, and I don't think I can handle more than twenty hours with all the courses I am taking.

Woman: And when are you free to work?

Man : All of my classes are in the morning. So I can work every week day from noon. And of course I would not mind working on the weekends.

Woman: I will try to match you up with one of our on-campus student jobs. Please fill out this form with some additional information about your skills, and leave the form with me today. Then you can call me back tomorrow, and may be I will have some news for you.

1. What does the man want to do?

2. Where does the conversation probably take place?
3. How many hours of work does the man want per week?
4. When can the man work?
5. What does the woman tell the man to do tomorrow?

Exercise Part B

1. a. what the assignment is
b. how good the professor is
c. the information in Chapter Six
d. what questions they should ask the professor
2. a. six pages
b. six chapters
c. sixty pages
d. the six chapter
3. a. whether or not they should read the chapter
b. whether or not they should answer the question
c. which chapters they should read
d. when the professor gave the assignment
4. a. turn in the assignment
b. see the professor
c. go to the class
d. talk to a classmate
5. a. A bee stung him.
b. He saw some bees and hornets.
c. He was stung by a hornet.
d. He took some eggs form a nest.
6. a. to liberate bees
b. to protect their nests
c. to hatch eggs
d. to defend the park
7. a. a hornet's nest
b. some bee's eggs
c. a parked car
d. a swarm of bees
8. a. to stay indoors
b. to see where the hornet's nest is located
c. not to walk in the same location
d. to keep away from Greg
9. a. the size of campus
b. the city bus system
c. the length of time for each class
d. the university bus system
10. a. the entire campus
b. parts of the campus
c. the campus and the city
d. the university bus system
11. a. nothing
b. three dollars
c. a few cents
d. fifty cents
12. a. red
b. green
c. yellow
d. blue

Exercise Part C

1. a. a beautiful plant
b. a poisonous plant
c. a delicious plant
d. a fast-growing plant
2. a. in vegetable gardens
b. only in the United States
c. in supermarkets
d. in many different places
3. a. Its leaves resemble parsley.
b. It grows next to campus.
c. Its eaves are shaped like carrots.
d. It does not have roots.
4. a. The person may die.
b. The person may get lost f healthful nutrients.
c. The person may enjoy it.
d. The person may become dangerous.
5. a. a story-writing contest
b. a frog-catching contest
c. a singing contest
d. a frog jumping contest
6. a. sixty three
b. two hundreds
c. two thousands
d. forty thousands
7. a. one
b. two
c. three
d. four
8. a. The contest took place for years before Twain wrote about it.
b. Twain wrote about it while he was watching it for the first time.
c. Twain went to see the contest many times during his lifetime.
d. Twain wrote about the contest before it actually took place.
9. a. a student
b. a professor
c. a bookstore clerk
d. a librarian
10. a. The place where students get ID cards.
b. The place where students can use computers.
c. The place where students check books out.
d. The place where students find books in the library.
11. a. a fee
b. a student ID card
c. permission from the instructor
d. a computer
12. a. a few hours
b. two days
c. fourteen days
d. two months

TOEFL EXERCISE 22: Listen to each complete conversation and answer the questions that follow.



NOW BEGIN THE RECORDING AT TOEFL EXERCISE 22.

1. (A) Find work on campus
(B) Work in the employment office
(C) Help students find jobs
(D) Ask the woman questions
2. (A) In the library
(B) In a classroom
(C) In a campus office
(D) In an apartment
3. (A) No more than ten
(B) At least twenty
(C) Not more than twenty
(D) Up to ten
4. (A) Every morning
(B) Afternoons and weekends
(C) When he's in class
(D) Weekdays
5. (A) Fill out a form
(B) Give her some additional information
(C) Tell her some news
(D) Phone her
6. (A) Just before a vacation
(B) Just after the end of a school semester
(C) At the end of the summer
(D) Just after a break from school
7. (A) A trip to visit the Eskimos
(B) A trip the woman is planning to take
(C) A trip the man has already taken
(D) A camping trip the man and woman took
8. (A) Three hours
(B) Three complete days
(C) Three classes
(D) Three weeks
9. (A) Sleeping outside on the ground
(B) Spending time in a hot tub
(C) Relaxing at the lodge
(D) Enjoying excellent food
10. (A) She'd be scared, but she'd like to try.
(B) She can't wait.
(C) It would be quite exciting for her.
(D) She'd prefer not to try.
11. (A) All kinds of pollution
(B) How acid rain has harmed the earth
(C) Pollution from cars and factories
(D) The causes and possible effects of acid rain
12. (A) Nuclear power
(B) Electricity
(C) Burning coal and oil
(D) Solar power
13. (A) From sulfur dioxide and water vapor
(B) From sulfur dioxide and nitrogen oxide
(C) From nitric acid and sulfur dioxide
(D) From water vapor and nitric acid
14. (A) Only in North America
(B) At the North and South Poles
(C) In parts of several northern continents
(D) In equatorial areas
15. (A) She should protect herself from the rain.
(B) She should clean up the water supply.
(C) She should read a novel.
(D) She should get more information about acid rain.

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



NOW BEGIN THE RECORDING AT TOEFL EXERCISE 27.

1. (A) During a biology laboratory session
(B) In a biology study group
(C) On the first day of class
(D) Just before the final exam
2. (A) Once a week
(B) Two times a week
(C) Three times a week
(D) For fifteen hours
3. (A) To do the first laboratory assignment
(B) To take the first exam
(C) To study the laboratory manual
(D) To read one chapter of the text
4. (A) Room assignments
(B) Exam topics
(C) Reading assignments
(D) The first lecture
5. (A) Exams and lab work
(B) Reading and writing assignments
(C) Class participation and grades on examinations
(D) Lecture and laboratory attendance
6. (A) What caused the Ring of Fire
(B) The volcanoes of the Ring of Fire
(C) Hawaiian volcanoes
(D) Different types of volcanoes
7. (A) The Ring of Fire
(B) The characteristics of volcanoes in the Ring of Fire
(C) The volcanoes of Hawaii
(D) Mauna Loa
8. (A) In Hawaii
(B) In the United States
(C) Along the Ring of Fire
(D) Within the Ring of Fire
9. (A) They are not so violent.
(B) They are located along the Ring of Fire.
(C) They contain a lot of gas.
(D) They contain thick lava.
10. (A) A volcano on the Ring of Fire
(B) An island in Hawaii
(C) A long, low volcanic mountain
(D) An explosive volcano
11. (A) An artist
(B) A tour guide
(C) An Indian
(D) Orville Wright
12. (A) Several
(B) Sixty thousand
(C) Sixteen million
(D) Millions and millions
13. (A) The National Air and Space Museum
(B) The Museum of Natural History
(C) The American History Museum
(D) The Smithsonian Arts and Industries Building
14. (A) The American History Museum
(B) The Smithsonian Arts and Industries Building
(C) The Washington Museum
(D) The National Air and Space Museum
15. (A) To the White House
(B) To the Smithsonian
(C) To the mall
(D) To various other museums

MEETING 12

READING COMPREHENSION (1)

1. Purpose Items

These ask you to explain why the author of the passage uses a certain word, sentence, or example or what the purpose of a sentence or example is.

“Why does the author mention . . . in paragraph 2?”

“What is the purpose of the following sentence in paragraph 2?”

2. Inference Items

These ask you to draw conclusions based on information in the passage.

“The author implies that which of the following is true?”

“Which of the following can be inferred from the passage?”

Sample Item:

A star very similar to the sun is one of the nearest stars to Earth. That star is Alpha Centauri, just 4.3 light-years away. Other than our own sun, the nearest star to the earth is a tiny red star, not visible without a telescope, called Proxima Centauri.

It can be inferred from this passage that

- (A) Proxima Centauri is similar to the earth’s sun.
- (B) Proxima Centauri is the closest star to the earth.
- (C) Alpha Centauri is invisible from the earth.
- (D) Proxima Centauri is less than 4.3 light-years from the earth.

3. Vocabulary-in-Context Items

These ask you identify the meaning of a word or phrase as used in the passage.

“The word in line 5 is closest in meaning to . . .”

In ordinary reading, there are several clues that can help you to determine the meaning of an unknown word:

- **Synonyms**

The first state to institute *compulsory* education was Massachusetts, which made it mandatory for students to attend school twelve weeks a year.

The word *mandatory* is a synonym for the word *compulsory*.

- **Examples**

Many gardeners use some kind of *mulch*, such as chopped leaves, peat moss, grass clippings, pine needles, or wood chips, to stop the growth of weeds and hold in moisture.

From the examples given, it is clear that *mulch* is plant matter.

- **Contrast**

In the 1820s, the Southern states supported improvements in the national transportation system, but the Northern states *balked*.

Since the Southern states supported improvements, and since a word signaling contrast (*but*) is used, it is clear that the Northern states disagreed with this idea, and that the word *balked* must mean *objected or refused*.

- **General context**

In a desert, vegetation is so *scanty* as to be incapable of supporting any large human population. As is generally known, deserts contain little vegetation, so clearly the word *scanty* must mean *scarce* or *barely sufficient*.

Sample Items:

In Britain's North American colonies, university-trained physicians were at a premium. At the time of the Revolution, there were probably only around 400 physicians and some 3,000 practitioners who had on-the-job training as barber-surgeons or physicians' apprentices. Whether university trained or not, none had much knowledge of the causes of disease, and the "cures" they often recommended—bleeding, blistering, and the use of violent purgatives—were at best ineffective and at worst lethal.

1. The phrase at a premium in the first sentence is closest in meaning to
(A) well-paid.
(B) not very numerous.
(C) very experienced.
(D) not well-respected.
2. Which of the following words could best be substituted for the word lethal in the last sentence?
(A) Impractical
(B) Brutal
(C) Impossible
(D) Deadly

4. Reference Items

These ask you to identify the noun to which a pronoun or other expression refers.

"The word *it* in line 15 refers to . . ."

"In line 20, the word *there* refers to which of the following?"

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

1. The pronoun "It" in line 2 refers to
(A) the equinox
(B) the Sun
(C) the harvest moon
(D) the night
2. Look at the word *they* in the passage. Click on the word or phrase that *they* refers to.

Mardi Gras, which means "Fat Tuesday" in French, was introduced to America by French colonists in the early eighteenth century. From that time it has grown in popularity, particularly in New Orleans, and today it is actually a legal holiday in several southern states. The Mardi Gras celebration in New Orleans begins well before the actual Mardi Gras Day. Parades, parties, balls, and numerous festivities take place throughout the week before Mardi Gras Day; tourists from various countries throughout the world flock to New Orleans for the celebration, where they take part in a week of nonstop activities before returning home for some much-needed rest.

3. The pronoun "it" in line 2 refers to
 - (A) Mardi Gras
 - (B) French
 - (C) that time
 - (D) New Orleans
4. Look at the word they in the passage. Click on the word or phrase that they refers to.

In addition to these various types of deep mining, several types of surface mining may be used when minerals lie relatively close to the surface of the earth. One type is open-pit mining. The first step is to remove the overburden, the layers of rock and earth lying above the ore, with giant scrapers. The ore is broken up in a series of blasting operations. Power shovels pick up the pieces and load **them** into trucks or, in some cases, ore trains. **These** carry it up ramps to ground level. Soft ores are removed by drilling screws, called augers.

Another type is called "placer" mining. Sometimes heavy metals, such as gold, are found in soil deposited by streams and rivers. The soil is picked up by a power shovel and transferred to a long trough. Water is run through the soil in the trough. This carries soil particles away with it. The metal particles are heavier than the soil and sink to the bottom where they can be recovered.

The finishing-off process of mining is called mineral concentration. **In this process**, the desired substances are removed from the waste in various ways. One technique is to bubble air through a liquid in which ore particles are suspended. Chemicals are added that make the minerals cling to the air bubbles. The bubbles rise to the surface with the mineral particles attached, and **they** can be skimmed off and saved.

1. In paragraph 1 line 4, the word *them* refers to
 - a. Trucks
 - b. Shovels
 - c. Ore
 - d. The pieces
2. In paragraph 1 line 5, the word *these* refers to
 - a. Ramps
 - b. Soft ores
 - c. Trucks
 - d. Operation
3. The phrase *Another type* in paragraph 2 is a reference to another type of
 - a. deep mining
 - b. Metal
 - c. ore.
 - d. surface mining
4. In paragraph 3, the phrase *this process* refers to
 - a. surface mining
 - b. the depositing of soil
 - c. mineral concentration
 - d. placer mining.
5. In paragraph 3, the word *they* refers to
 - a. Mineral particles
 - b. Chemicals
 - c. Air
 - d. Ways

EXERCISE

One of the most dangerous drugs for pregnant women to consume is alcohol. Because alcohol is delivered quickly into the blood and passes quickly into the tissues and

membranes, the human fetus is particularly vulnerable to its effects. The reality is that the negative effects on a fetus are so pronounced that babies born after exposure to alcohol are said to be suffering from fetal alcohol syndrome. As a pregnant woman drinks alcohol, the alcohol is passed into her bloodstream almost simultaneously....

For the mother, this concentration is not a problem because her liver can remove one ounce of alcohol from her system per hour. However, the fetus's liver is not completely developed (how developed it is depends on its stage of development). The rate at which it is able to eliminate the alcohol from the blood of the fetus is much slower. Eventually, the alcohol will be returned to the mother's system by passing across the placenta, but this process is slow. By the time this takes place, major neurological damage may have already occurred.

Research has shown that as little as one drink of alcohol can produce significant, irreversible damage to the fetus. Babies born after exposure to alcohol generally exhibit facial distortion, inability to concentrate, and difficulty in remembering. Simply speaking, it is imperative that pregnant women avoid alcohol.

1. What is the main topic of this reading?
(A) Women and drugs
(B) The dangers of pregnancy
(C) The fetus and alcohol
(D) Drinking and the human body

2. 4. In line **3** the word "**its**" refers to
(A) the fetus (B) the blood
(C) the tissue (D) the alcohol

3. According to the passage, how does the **concentration** of alcohol in a **fetus** compare to that in the **mother**?
(A) The concentration is more.
(B) The concentration is less.
(C) The concentration is equivalent.
(D) The concentration cannot be measured

4. In line 5, the word "pronounced" most closely means
(A) evident
(B) spoken
(C) described
(D) unfortunate

5. It can be inferred that the **development** of a **fetal liver** depends on
(A) how many months pregnant the mother is
(B) how much alcohol the mother has consumed
(C) how large the fetus is
(D) how well the mother has taken care of the fetus

6. In line 9 the word "inextricably" most nearly means
(A) unexplainedly
(B) formerly
(C) forcefully
(D) inseparably

7. Which one of the following **was NOT mentioned** as **a sign** of fetal alcohol **syndrome**?
- (A) disfigurement of the face
 - (B) concentration difficulties
 - (C) increased aggression
 - (D) memory problems
8. What is most likely in the paragraph **following** the passage?
- (A) Research about the positive effect of alcohol on pregnant women
 - (B) The normal development of babies born after the exposure to alcohol
 - (C) Women's efforts in protecting themselves from alcohol
 - (D) Alcohol has been one of the most dangerous drugs

Exercise 1 Reading Comprehension

Questions 1–9

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

Line (5) Despite its widespread use in industry, carbon tetrachloride has been banned for home use. In the past, carbon tetrachloride was a common ingredient in cleaning compounds that were used throughout the home, but it was found to be dangerous: when heated, it changes into a poisonous gas that can cause severe illness and even death if it is inhaled. Because of this dangerous characteristic, the United States revoked permission for the home use of carbon tetrachloride in 1970. The United States has taken similar action with various other chemical compounds.

- The main point of this passage is that
 - carbon tetrachloride can be very dangerous when it is heated
 - the government banned carbon tetrachloride in 1970
 - although carbon tetrachloride can legally be used in industry, it is not allowed in home products
 - carbon tetrachloride used to be a regular part of cleaning compounds
- The word "widely" in line 2 could most easily be replaced by
 - grandly
 - extensively
 - largely
 - hugely
- The word "banned" in line 4 is closest in meaning to
 - forbidden
 - allowed
 - suggested
 - instituted
- According to the passage, before 1970 carbon tetrachloride was
 - used by itself as a cleanser
 - banned in industrial use
 - often used as a component of cleaning products
 - not allowed in home cleaning products
- It is stated in the passage that when carbon tetrachloride is heated, it becomes
 - harmful
 - colorless
 - a cleaning compound
 - inflammable
- The word "inhaled" in line 7 is closest in meaning to
 - warmed
 - breathed in
 - carelessly used
 - blown
- The word "revoked" in line 8 could most easily be replaced by
 - gave
 - granted
 - instituted
 - took away
- It can be inferred from the passage that one role of the U.S. government is to
 - regulate product safety
 - prohibit any use of carbon tetrachloride
 - instruct industry on cleaning methodologies
 - ban the use of any chemicals
- The paragraph following the passage most likely discusses
 - additional uses for carbon tetrachloride
 - the banning of various chemical compounds by the U.S. government
 - further dangerous effects of carbon tetrachloride
 - the major characteristics of carbon tetrachloride

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Questions 10–19

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

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

- Line (5)
- (10)
10. The paragraph preceding this passage most likely discusses
- (A) a survey of eighteenth-century art
(B) a different American artist
(C) Whistler's other famous paintings
(D) European artists
11. Which of the following best describes the information in the passage?
- (A) Several artists are presented.
(B) One artist's life and works are described.
(C) Various paintings are contrasted.
(D) Whistler's family life is outlined.
12. Whistler is considered an American artist because
- (A) he was born in America
(B) he spent most of his life in America
(C) he served in the U.S. military
(D) he created most of his famous art in America
13. The word "majority" in line 2 is closest in meaning to
- (A) seniority
(B) maturity
(C) large pieces
(D) high percentage
14. It is implied in the passage that Whistler's family was
- (A) unable to find any work at all in Russia
(B) highly supportive of his desire to pursue art
(C) working class
(D) military
15. The word "objections" in line 7 is closest in meaning to
- (A) protests
(B) goals
(C) agreements
(D) battles
16. In line 8, the "etchings" are
- (A) a type of painting
(B) the same as a lithograph
(C) an art form introduced by Whistler
(D) an art form involving engraving
17. The word "asymmetrical" in line 11 is closest in meaning to
- (A) proportionate
(B) uneven
(C) balanced
(D) lyrical
18. Which of the following is NOT true according to the passage?
- (A) Whistler worked with a variety of art forms.
(B) *Whistler's Mother* is not the official name of his painting.
(C) Whistler is best known for his etchings.
(D) *Whistler's Mother* is painted in somber tones.
19. Where in the passage does the author mention the types of artwork that Whistler was involved in?
- (A) Lines 1–3
(B) Lines 4–5
(C) Lines 6–7
(D) Lines 8–10



GO ON TO THE NEXT PAGE

Questions 20–30

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

Line (5) In reality, though, stars are always moving, but because of the tremendous distances between stars themselves and from stars to Earth, the changes are barely perceptible here. An example of a rather fast-moving star demonstrates why this misconception prevails; it takes approximately 200 years for a relatively rapid star like Bernard's star to move a distance in the skies equal to the diameter of the earth's moon. When the apparently negligible movement of the stars is contrasted with the movement of the planets, the stars are seemingly unmoving.

20. Which of the following is the best title for this passage?
 (A) What the Eye Can See in the Sky
 (B) Bernard's Star
 (C) Planetary Movement
 (D) The Evermoving Stars
21. The expression "naked eye" in line 1 most probably refers to
 (A) a telescope
 (B) a scientific method for observing stars
 (C) unassisted vision
 (D) a camera with a powerful lens
22. According to the passage, the distances between the stars and Earth are
 (A) barely perceptible
 (B) huge
 (C) fixed
 (D) moderate
23. The word "perceptible" in line 5 is closest in meaning to which of the following?
 (A) Noticeable
 (B) Persuasive
 (C) Conceivable
 (D) Astonishing
24. In line 6, a "misconception" is closest in meaning to a(n)
 (A) idea
 (B) proven fact
 (C) erroneous belief
 (D) theory
25. The passage states that in 200 years Bernard's star can move
 (A) around Earth's moon
 (B) next to Earth's moon
 (C) a distance equal to the distance from Earth to the Moon
 (D) a distance seemingly equal to the diameter of the Moon
26. The passage implies that from Earth it appears that the planets
 (A) are fixed in the sky
 (B) move more slowly than the stars
 (C) show approximately the same amount of movement as the stars
 (D) travel through the sky considerably more rapidly than the stars
27. The word "negligible" in line 8 could most easily be replaced by
 (A) negative
 (B) insignificant
 (C) rapid
 (D) distant
28. Which of the following is NOT true according to the passage?
 (A) Stars do not appear to the eye to move.
 (B) The large distances between stars and the earth tend to magnify movement to the eye.
 (C) Bernard's star moves quickly in comparison with other stars.
 (D) Although stars move, they seem to be fixed.
29. The paragraph following the passage most probably discusses
 (A) the movement of the planets
 (B) Bernard's star
 (C) the distance from Earth to the Moon
 (D) why stars are always moving
30. This passage would most probably be assigned reading in which course?
 (A) Astrology
 (B) Geophysics
 (C) Astronomy
 (D) Geography



Questions 31–40

It has been noted that, traditionally, courts have granted divorces on fault grounds: one spouse is deemed to be at fault in causing the divorce. More and more today, however, divorces are being granted on a no-fault basis.

Line (5) Proponents of no-fault divorce argue that when a marriage fails, it is rarely the case that one marriage partner is completely to blame and the other blameless. A failed marriage is much more often the result of mistakes by both partners.

(10) Another argument in favor of no-fault divorce is that proving fault in court, in a public arena, is a destructive process that only serves to lengthen the divorce process and that dramatically increases the negative feelings present in a divorce. If a couple can reach a decision to divorce without first deciding which partner is to blame, the divorce settlement can be negotiated more easily and equitably and the postdivorce healing process can begin more rapidly.

31. What does the passage mainly discuss?
 (A) Traditional grounds for divorce
 (B) Who is at fault in a divorce
 (C) Why no-fault divorces are becoming more common
 (D) The various reasons for divorces
32. The word "spouse" in line 1 is closest in meaning to a
 (A) judge
 (B) problem
 (C) divorce decree
 (D) marriage partner
33. According to the passage, no-fault divorces
 (A) are on the increase
 (B) are the traditional form of divorce
 (C) are less popular than they used to be
 (D) were granted more in the past
34. It is implied in the passage that
 (A) there recently has been a decrease in no-fault divorces
 (B) not all divorces today are no-fault divorces
 (C) a no-fault divorce is not as equitable as a fault divorce
 (D) people recover more slowly from a no-fault divorce
35. The word "Proponents" in line 4 is closest in meaning to which of the following?
 (A) Advocates
 (B) Recipients
 (C) Authorities
 (D) Enemies
36. The passage states that a public trial to prove the fault of one spouse can
 (A) be satisfying to the wronged spouse
 (B) lead to a shorter divorce process
 (C) reduce negative feelings
 (D) be a harmful process
37. Which of the following is NOT listed in this passage as an argument in favor of no-fault divorce?
 (A) Rarely is only one marriage partner to blame for a divorce.
 (B) A no-fault divorce generally costs less in legal fees.
 (C) Finding fault in a divorce increases negative feelings.
 (D) A no-fault divorce settlement is generally easier to negotiate.
38. The word "present" in line 9 could most easily be replaced by
 (A) existing
 (B) giving
 (C) introducing
 (D) resulting
39. The word "settlement" in line 10 is closest in meaning to
 (A) development
 (B) serenity
 (C) discussion
 (D) agreement
40. The tone of this passage is
 (A) emotional
 (B) enthusiastic
 (C) expository
 (D) reactionary

GO ON TO THE NEXT PAGE 

Questions 41–50

Whereas literature in the first half of the eighteenth century in America had been largely religious and moral in tone, by the latter half of the century the revolutionary fervor that was coming to life in the colonies began to be reflected in the literature of the time, which in turn served to further influence the population. Although not all writers of this period supported the Revolution, the two best-known and most influential writers, Ben Franklin and Thomas Paine, were both strongly supportive of that cause.

Ben Franklin first attained popular success through his writings in his brother's newspaper, the *New England Current*. In these articles he used a simple style of language and common sense argumentation to defend the point of view of the farmer and the Leather Apron man. He continued with the same common sense practicality and appeal to the common man with his work on *Poor Richard's Almanac* from 1733 until 1758. Firmly established in his popular acceptance by the people, Franklin wrote a variety of extremely effective articles and pamphlets about the colonists' revolutionary cause against England.

Thomas Paine was an Englishman working as a magazine editor in Philadelphia at the time of the Revolution. His pamphlet *Common Sense*, which appeared in 1776, was a force in encouraging the colonists to declare their independence from England. Then throughout the long and desperate war years he published a series of *Crisis* papers (from 1776 until 1783) to encourage the colonists to continue on with the struggle. The effectiveness of his writing was probably due to his emotional yet oversimplified depiction of the cause of the colonists against England as a classic struggle of good and evil.

41. The paragraph preceding this passage most likely discusses
- (A) how literature influences the population
(B) religious and moral literature
(C) literature supporting the cause of the American Revolution
(D) what made Thomas Paine's literature successful
42. The word "fervor" in line 2 is closest in meaning to
- (A) war
(B) anxiety
(C) spirit
(D) action
43. The word "time" in line 3 could best be replaced by
- (A) hour
(B) period
(C) appointment
(D) duration
44. It is implied in the passage that
- (A) some writers in the American colonies supported England during the Revolution
(B) Franklin and Paine were the only writers to influence the Revolution
(C) because Thomas Paine was an Englishman, he supported England against the colonies
(D) authors who supported England did not remain in the colonies during the Revolution
45. The pronoun "he" in line 8 refers to
- (A) Thomas Paine
(B) Ben Franklin
(C) Ben Franklin's brother
(D) Poor Richard
46. The expression "point of view" in line 9 could best be replaced by
- (A) perspective
(B) sight
(C) circumstance
(D) trait



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47. According to the passage, the tone of *Poor Richard's Almanac* is
- (A) pragmatic
 - (B) erudite
 - (C) theoretical
 - (D) scholarly
48. The word "desperate" in line 16 could best be replaced by
- (A) unending
 - (B) hopeless
 - (C) strategic
 - (D) combative
49. Where in the passage does the author describe Thomas Paine's style of writing?
- (A) Lines 4–6
 - (B) Lines 8–9
 - (C) Lines 14–15
 - (D) Lines 18–20
50. The purpose of the passage is to
- (A) discuss American literature in the first half of the eighteenth century
 - (B) give biographical data on two American writers
 - (C) explain which authors supported the Revolution
 - (D) describe the literary influence during revolutionary America

This is the end of the Reading Diagnostic Pre-Test.



Circle the number of each of the questions that you answered incorrectly or were not sure of. Then you will see which skills you should be sure to review.

- | | | |
|--------------|--------------|--------------|
| 1. SKILL 1 | 18. SKILL 4 | 35. SKILL 9 |
| 2. SKILL 11 | 19. SKILL 12 | 36. SKILL 3 |
| 3. SKILL 10 | 20. SKILL 1 | 37. SKILL 4 |
| 4. SKILL 3 | 21. SKILL 11 | 38. SKILL 11 |
| 5. SKILL 3 | 22. SKILL 3 | 39. SKILL 10 |
| 6. SKILL 9 | 23. SKILL 9 | 40. SKILL 13 |
| 7. SKILL 10 | 24. SKILL 9 | 41. SKILL 7 |
| 8. SKILL 6 | 25. SKILL 3 | 42. SKILL 10 |
| 9. SKILL 7 | 26. SKILL 6 | 43. SKILL 11 |
| 10. SKILL 7 | 27. SKILL 11 | 44. SKILL 6 |
| 11. SKILL 2 | 28. SKILL 4 | 45. SKILL 5 |
| 12. SKILL 3 | 29. SKILL 7 | 46. SKILL 11 |
| 13. SKILL 9 | 30. SKILL 13 | 47. SKILL 3 |
| 14. SKILL 6 | 31. SKILL 1 | 48. SKILL 10 |
| 15. SKILL 10 | 32. SKILL 10 | 49. SKILL 12 |
| 16. SKILL 8 | 33. SKILL 3 | 50. SKILL 13 |
| 17. SKILL 9 | 34. SKILL 6 | |

MEETING 13

Structure and Written Expression

Directions: Choose the ONE word or phrase that best completes the sentence.

1. Different hormones _____ at the same time on a particular target issue.
(A) usually act
(B) usually acting
(C) they usual act
(D) the usual action
2. The tidal forces on the Earth due to _____ only 0.46 of those due to the Moon.
(A) the Sun is
(B) the Sun they are
(C) the Sun it is
(D) the Sun are
3. Most radioactive elements occur igneous and metaphoric _____ fossils occur in sedimentary rocks.
(A) rocks, nearly all
(B) rocks, but nearly all
(C) rocks, nearly all are
(D) rocks, which nearly all are
4. _____ radioisotope is encountered, the first step in its definition is the determination of its half-life.
(A) An unknown
(B) Afterwards, an unknown
(C) When an unknown
(D) During an unknown
5. The Missouri _____ longest river in the United States, flows through seven states from its source in Montana to its confluence with the Mississippi.
(A) River, the
(B) River is the
(C) River is one of the
(D) River, one of the
6. Coral islands such as the Maldives are the tips of reefs built during periods of warm climate, when _____ higher.
(A) were sea levels
(B) sea had levels
(C) having sea levels
(D) sea levels were
7. Hail forms within large, dense cumulonimbus _____ develop on hot, humid summer days.
(A) clouds
(B) clouds that
(C) clouds that are
(D) clouds that they
8. Measles is a highly contagious viral disease _____ by a characteristic skin rash.
(A) accompany
(B) is accompanied
(C) accompanied
(D) it is accompanied

9. Charles Darwin's first science book, published in 1842, _____ a since substantiated theory on the origin of coral reefs and atolls.
- (A) to present
 (B) presented
 (C) presenting
 (D) it presents
10. Phytoplanktons thrive where _____ phosphorus into the upper layers of a body of water.
- (A) upwelling currents circulate
 (B) the circulation of upwelling currents
 (C) are upwelling currents
 (D) circulates upwelling currents
11. By the end of 1609, Galileo has a 20-power telescope that enabled him to see _____ planets revolving around Jupiter.
- (A) the call
 (B) he called
 (C) to call him
 (D) what he called
12. On every continent except Antarctica _____ more than 30,000 species of spiders.
- (A) some are
 (B) some of the
 (C) are some of the
 (D) is some
13. Many bugs possess defensive scent glands and emit disagreeable odors when _____
- (A) disturbed
 (B) are disturbed
 (C) they disturbed
 (D) are they disturbed
14. Hurricanes move with the large-scale wind currents _____ are imbedded.
- (A) that they
 (B) which they
 (C) in that they
 (D) in which they
15. _____ the Earth's ice to melt, the Earth's oceans would rise by about two hundred feet.
- (A) If all
 (B) Were all
 (C) If all were
 (D) All was

Directions: Identify the ONE underlined word or phrase that must be changed in order for the sentence to be correct.

16. The brilliantly colored rhinoceros viper has two or three horns above each nostrils.
- A B C D
17. Most of the outer planets has large swarms of satellites surrounding them.
- A B C D
18. Historical records show that Halley's comet has return about every seventy-six years for the past 2,000 years.
- A B C D

19. Robert Heinlein was instrumental in popularizing science fiction with a series of stories that is first published in the *Saturday Evening Post*.
A B C
D
20. Each number on the Richter scale represent a tenfold increase in the amplitude of waves of ground motion recorded during an earthquake.
A B
C D
21. Lake Tahoe, located on the eastern edge of the Sierra Nevadas range, is feed by more than thirty mountain streams.
A B C
D
22. Established in 17789 and operated by Jesuits, Georgetown University in Washington, D.C. is the older Roma Catholic institution of higher learning in the United States.
A B C D
23. The surface of planet Venus is almost completely hid by the thick clouds that shroud it.
A B C D
24. Present in rocks of all types, hematite is particular abundant in the sedimentary rocks known as red beds.
A B C D
25. Tropical cyclones, alike extratropical cyclones, which derive much of their energy from the jet stream, originate far from the polar front.
A B C
D
26. Elizabeth Cady Stanton organized the first U.S. women's rights convention in 1848 and was instrumentally in the struggle to win voting and property rights for women.
A B
C D
27. Jaguarundis are sleek, long-tailed creatures colored either an uniform reddish brown or dark grey.
A B C D
28. It is possible to get a sunburn on a cloudy day because eighty percent of the ultraviolet rays from the Sun would penetrate cloud cover.
A B
C D
29. In 1964, GAAT established in the International Trade Center in order to assist developing countries in the promotion of its experts.
A B
C D
30. Joseph Heller's novel *Catch-22* satirizes both the horrors of war as well as the power of modern bureaucratic institutions.
A B C
D
31. In *Roots*, Alex Haley uses fictional details to embellish a factual histories of seven generations of his family.
A B C
D
32. The carbon atoms of the diamond are so strongly bonded that a diamond can only be
A B

scratched with other diamond.

C D

33. Viruses are extremely tiny parasites that are able to reproduce only within the cells of

A B C
theirs hosts.

D

34. During the last Ice Age, which ended about 10,000 years ago, there was about three times

A B
more ice than is today.

C D

35. Melons most probably originated in Persia and were introduced the North American

A B C
continent during the sixteenth century.

D

36. More than 600 million individual bacteria lives on the skin of humans.

A B C D

37. The music on a compact disk is record by lasers.

A B C D

38. As the International Dateline at 180 degrees longitude is crossed westerly, it becomes

A B
necessary to change the date by moving it one day forward.

C D

39. Kilauea's numerous eruptions are generally composed in molten lava, with little escaping

A B C
gas and few explosions.

D

40. The incubation period of tetanus is usually five to ten days, and the most frequently occurred

A B C
symptom is jaw stiffness.

D

MEETING 14

Reading Comprehension

Questions 1–10

The hippopotamus is the third largest land animal, smaller only than the elephant and the rhinoceros. Its name comes from two Greek words which mean "river horse." The long name of this animal is often shortened to the easier to handle term "hippo."

Line
(5) The hippo has a natural affinity for the water. It does not float on top of the water; instead, it can easily walk along the bottom of a body of water. The hippo commonly remains underwater for three to five minutes and has been known to stay under for up to half an hour before coming up for air.

(10) In spite of its name, the hippo has relatively little in common with the horse and instead has a number of interesting similarities in common with the whale. When a hippo comes up after a stay at the bottom of a lake or river, it releases air through a blowhole, just like a whale. In addition, the hippo resembles the whale in that they both have thick layers of blubber for protection and they are almost completely hairless.

- The topic of this passage is
 - the largest land animals
 - the derivations of animal names
 - the characteristics of the hippo
 - the relation between the hippo and the whale
- It can be inferred from the passage that the rhinoceros is
 - smaller than the hippo
 - equal in size to the elephant
 - a hybrid of the hippo and the elephant
 - one of the two largest types of land animals
- The possessive "Its" in line 2 refers to
 - hippopotamus
 - elephant
 - rhinoceros
 - horse
- It can be inferred from the passage that the hippopotamus is commonly called a hippo because the word "hippo" is
 - simpler to pronounce
 - scientifically more accurate
 - the original name
 - easier for the animal to recognize
- The word "float" in line 4 is closest in meaning to
 - sink
 - drift
 - eat
 - flap
- According to the passage, what is the maximum time that hippos have been known to stay underwater?
 - Three minutes
 - Five minutes
 - Thirty minutes
 - Ninety minutes
- The expression "has relatively little in common" in line 7 could best be replaced by
 - has few interactions
 - is not normally found
 - has minimal experience
 - shares few similarities
- The passage states that one way in which a hippo is similar to a whale is that
 - they both live on the bottoms of rivers
 - they both have blowholes
 - they are both named after horses
 - they both breathe underwater
- The word "blubber" in line 10 is closest in meaning to
 - fat
 - metal
 - water
 - skin
- The passage states that the hippo does not
 - like water
 - resemble the whale
 - have a protective coating
 - have much hair

GO ON TO THE NEXT PAGE 

Questions 11–19

John James Audubon, nineteenth-century artist and naturalist, is known as one of the foremost authorities on North American birds. Born in Les Cayes, Haiti, in 1785, Audubon was raised in France and studied art under French artist Jacques-Louis David. After settling on his father's Pennsylvania estate at the age of eighteen, he first began to study and paint birds.

Line (5) In his young adulthood, Audubon undertook numerous enterprises, generally without a tremendous amount of success; at various times during his life he was involved in a mercantile business, a lumber and grist mill, a taxidermy business, and a school. His general mode of operating a business was to leave it either unattended or in the hands of a partner and take off on excursions through the wilds to paint the natural life that he saw. His business career came to end in 1819 when (10) he was jailed for debt and forced to file for bankruptcy.

It was at that time that Audubon began seriously to pursue the dream of publishing a collection of his paintings of birds. For the next six years he painted birds in their natural habitats while his wife worked as a teacher to support the family. His *Birds of America*, which included engravings of 435 of his colorful and lifelike water colors, was published in parts during the period from 1826 to 1838 in (15) England. After the success of the English editions, American editions of his work were published in 1839, and his fame and fortune were ensured.


11. This passage is mainly about
 - (A) North American birds
 - (B) Audubon's route to success as a painter of birds
 - (C) the works that Audubon published
 - (D) Audubon's preference for travel in natural habitats
12. The word "foremost" in line 1 is closest in meaning to
 - (A) prior
 - (B) leading
 - (C) first
 - (D) largest
13. In the second paragraph, the author mainly discusses
 - (A) how Audubon developed his painting style
 - (B) Audubon's involvement in a mercantile business
 - (C) where Audubon went on his excursions
 - (D) Audubon's unsuccessful business practices
14. The word "mode" in line 7 could best be replaced by
 - (A) method
 - (B) vogue
 - (C) average
 - (D) trend
15. Audubon decided not to continue to pursue business when
 - (A) he was injured in an accident at a grist mill
 - (B) he decided to study art in France
 - (C) he was put in prison because he owed money
 - (D) he made enough money from his paintings
16. The word "pursue" in line 11 is closest in meaning to
 - (A) imagine
 - (B) share
 - (C) follow
 - (D) deny
17. According to the passage, Audubon's paintings
 - (A) were realistic portrayals
 - (B) used only black, white, and gray
 - (C) were done in oils
 - (D) depicted birds in cages
18. The word "support" in line 13 could best be replaced by
 - (A) tolerate
 - (B) provide for
 - (C) side with
 - (D) fight for
19. It can be inferred from the passage that after 1839 Audubon
 - (A) unsuccessfully tried to develop new businesses
 - (B) continued to be supported by his wife
 - (C) traveled to Europe
 - (D) became wealthy

Questions 20–29

Line Schizophrenia is often confused with multiple personality disorder yet is quite distinct from it. Schizophrenia is one of the more common mental disorders, considerably more common than
(5) multiple personality disorder. The term “schizophrenia” is composed of roots which mean “a splitting of the mind,” but it does not refer to a division into separate and distinct personalities, as occurs in multiple personality disorder. Instead, schizophrenic behavior is generally characterized by illogical thought patterns and withdrawal from reality. Schizophrenics often live in a fantasy world where they hear voices that others cannot hear, often voices of famous people. Schizophrenics tend to withdraw from families and friends and communicate mainly with the “voices” that they hear in their minds.

(10) It is common for the symptoms of schizophrenia to develop during the late teen years or early twenties, but the causes of schizophrenia are not well understood. It is believed that heredity may play a part in the onset of schizophrenia. In addition, abnormal brain chemistry also seems to have a role; certain brain chemicals, called neurotransmitters, have been found to be at abnormal levels in some schizophrenics.

20. The paragraph preceding the passage most probably discusses
- (A) the causes of schizophrenia
(B) multiple personality disorder
(C) the most common mental disorder
(D) possible cures for schizophrenia
21. Which of the following is true about schizophrenia and multiple personality disorder?
- (A) They are relatively similar.
(B) One is a psychological disorder, while the other is not.
(C) Many people mistake one for the other.
(D) Multiple personality disorder occurs more often than schizophrenia.
22. “Disorder” in line 3 is closest in meaning to which of the following?
- (A) Disruption
(B) Untidiness
(C) Misalignment
(D) Disease
23. It can be inferred from the passage that a “schism” is
- (A) a division into factions
(B) a mental disease
(C) a personality trait
(D) a part of the brain
24. What is NOT true about schizophrenia, according to the passage?
- (A) It is characterized by separate and distinct personalities.
(B) It often causes withdrawal from reality.
(C) Its symptoms include illogical thought patterns.
(D) Its victims tend to hear voices in their minds.
25. According to the passage, how do schizophrenics generally relate to their families?
- (A) They are quite friendly with their families.
(B) They become remote from their families.
(C) They have an enhanced ability to understand their families.
(D) They communicate openly with their families.
26. It can be inferred from the passage that it would be least common for schizophrenia to develop at the age of
- (A) fifteen
(B) twenty
(C) twenty-five
(D) thirty



27. The word "onset" in line 11 is closest in meaning to
- (A) start
(B) medication
(C) effect
(D) age
28. The word "abnormal" in line 11 is closest in meaning to
- (A) unstable
(B) unregulated
(C) uncharted
(D) unusual
29. Where in the passage does the author explain the derivation of the term "schizophrenia"?
- (A) Lines 3–5
(B) Lines 5–6
(C) Lines 9–10
(D) Lines 11–13

Questions 30–39

Line People are often surprised to learn just how long some varieties of trees can live. If asked to estimate the age of the oldest living trees on Earth, they often come up with guesses in the neighborhood of two or perhaps three hundred years. The real answer is considerably larger than that, more than five thousand years.

(5) The tree that wins the prize for its considerable maturity is the bristlecone pine of California. This venerable pine predates wonders of the ancient world such as the pyramids of Egypt, the Hanging Gardens of Babylon, and the Colossus of Rhodes. It is not nearly as tall as the giant redwood that is also found in California, and, in fact, it is actually not very tall compared with many other trees, often little more than five meters in height. This relatively short height may be one of the

(10) factors that aid the bristlecone pine in living to a ripe old age—high winds and inclement weather cannot easily reach the shorter trees and cause damage. An additional factor that contributes to the long life of the bristlecone pine is that this type of tree has a high percentage of resin, which prevents rot from developing in the tree trunk and branches.

30. The best title for this passage would be
- (A) The Size of the Bristlecone Pine
(B) Three-Hundred-Year-Old Forests
(C) The Wonders of the Ancient World
(D) An Amazingly Enduring Tree
31. The word "estimate" in line 2 is closest in meaning to
- (A) measure
(B) approximate
(C) evaluate
(D) view
32. The expression "in the neighborhood of" in lines 2–3 could best be replaced by
- (A) of approximately
(B) on the same block as
(C) with the friendliness of
(D) located close to
33. It can be inferred from the passage that most people
- (A) are quite accurate in their estimates of the ages of trees
(B) have two to three hundred trees in their neighborhoods
(C) do not really have any idea how old the oldest trees on Earth are
(D) can name some three-hundred-year-old trees
34. According to the passage, approximately how old are the oldest trees on Earth?
- (A) Two hundred years old
(B) Three hundred years old
(C) Five hundred years old
(D) Five thousand years old
35. The word "venerable" in line 6 is closest in meaning to which of the following?
- (A) Ancient
(B) Incredible
(C) Towering
(D) Unrecognizable

36. The author mentions the Egyptian pyramids as an example of something that is
- (A) far away
 - (B) believed to be strong
 - (C) extremely tall
 - (D) known to be old
37. Which of the following is true about the bristlecone pine?
- (A) It is as tall as the great pyramids.
 - (B) It is never more than five meters in height.
 - (C) It is short in comparison to many other trees.
 - (D) It can be two to three hundred feet tall.
38. The word "inclement" in line 10 could best be replaced by
- (A) sunny
 - (B) bad
 - (C) unusual
 - (D) strong
39. The passage states that resin
- (A) assists the tree trunks to develop
 - (B) is found only in the bristlecone pine
 - (C) flows from the branches to the tree trunk
 - (D) helps stop rot from starting

Questions 40–50

The organization that today is known as the Bank of America did start out in America, but under quite a different name. Italian American A.P. Giannini established this bank on October 17, 1904, in a renovated saloon in San Francisco's Italian community of North Beach under the name Bank of Italy, with immigrants and first-time bank customers comprising the majority of his first customers. During its development, Giannini's bank survived major crises in the form of a natural disaster and a major economic upheaval that not all other banks were able to overcome.

One major test for Giannini's bank occurred on April 18, 1906, when a massive earthquake struck San Francisco, followed by a raging fire that destroyed much of the city. Giannini obtained two wagons and teams of horses, filled the wagons with the bank's reserves, mostly in the form of gold, covered the reserves with crates of oranges, and escaped from the chaos of the city with his clients' funds protected. In the aftermath of the disaster, Giannini's bank was the first to resume operations. Unable to install the bank in a proper office setting, Giannini opened up shop on the Washington Street Wharf on a makeshift desk created from boards and barrels.

In the period following the 1906 fire, the Bank of Italy continued to prosper and expand. By 1918 there were twenty-four branches of the Bank of Italy, and by 1928 Giannini had acquired numerous other banks, including a Bank of America located in New York City. In 1930 he consolidated all the branches of the Bank of Italy, the Bank of America in New York City, and another Bank of America that he had formed in California into the Bank of America National Trust and Savings Association.

A second major crisis for the bank occurred during the Great Depression of the 1930s. Although Giannini had already retired prior to the darkest days of the Depression, he became incensed when his successor began selling off banks during the bad economic times. Giannini resumed leadership of the bank at the age of sixty-two. Under Giannini's leadership, the bank weathered the storm of the Depression and subsequently moved into a phase of overseas development.

40. According to the passage, Giannini
- (A) opened the Bank of America in 1904
 - (B) worked in a bank in Italy
 - (C) set up the Bank of America prior to setting up the Bank of Italy
 - (D) later changed the name of the Bank of Italy
41. Where did Giannini open his first bank?
- (A) In New York City
 - (B) In what used to be a bar
 - (C) On Washington Street Wharf
 - (D) On a makeshift desk
42. According to the passage, which of the following is NOT true about the San Francisco earthquake?
- (A) It happened in 1906.
 - (B) It occurred in the aftermath of a fire.
 - (C) It caused problems for Giannini's bank.
 - (D) It was a tremendous earthquake.
43. The word "raging" in line 8 could best be replaced by
- (A) angered
 - (B) localized
 - (C) intense
 - (D) feeble
44. It can be inferred from the passage that Giannini used crates of oranges after the earthquake
- (A) to hide the gold
 - (B) to fill up the wagons
 - (C) to provide nourishment for his customers
 - (D) to protect the gold from the fire
45. The word "chaos" in line 10 is closest in meaning to
- (A) legal system
 - (B) extreme heat
 - (C) overdevelopment
 - (D) total confusion
46. The word "consolidated" in line 17 is closest in meaning to
- (A) hardened
 - (B) merged
 - (C) moved
 - (D) sold
47. The passage states that after his retirement, Giannini
- (A) began selling off banks
 - (B) caused economic misfortune to occur
 - (C) supported the bank's new management
 - (D) returned to work
48. The expression "weathered the storm of" in line 23 could best be replaced by
- (A) found a cure for
 - (B) rained on the parade of
 - (C) survived the ordeal of
 - (D) blew its stack at
49. Where in the passage does the author describe Giannini's first banking clients?
- (A) Lines 2-5
 - (B) Lines 7-8
 - (C) Lines 12-13
 - (D) Lines 14-16
50. The paragraph following the passage most likely discusses
- (A) bank failures during the Great Depression
 - (B) a third major crisis of the Bank of America
 - (C) the international development of the Bank of America
 - (D) how Giannini spent his retirement

This is the end of Section 3.



**If you finish in less than 55 minutes,
check your work on Section 3 only.
Do NOT read or work on any other section of the test.**

MEETING 15

Listening Comprehension Part A, B, and C

1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1

1. (A) The coffee is much better this morning.
(B) The coffee tastes extremely good.
(C) The coffee isn't very good.
(D) This morning he definitely wants some coffee.
2. (A) The two classes meet in an hour and a half.
(B) The class meets three hours per week.
(C) Each half of the class is an hour long.
(D) Two times a week the class meets for an hour.
3. (A) A few minutes ago, the flight departed.
(B) The flight will start in a while.
(C) They are frightened about the departure.
(D) The plane is going to take off soon.
4. (A) He hasn't yet begun his project.
(B) He's supposed to do his science project next week.
(C) He needs to start working on changing the due date.
(D) He's been working steadily on his science project.
5. (A) At the post office
(B) In a florist shop
(C) In a restaurant
(D) In a hospital delivery room
6. (A) The professor drowned the cells in a lab.
(B) The lecture was long and boring.
(C) The professor divided the lecture into parts.
(D) The biologist tried to sell the results of the experiment.
7. (A) She needs to get a driver's license.
(B) Two pieces of identification are necessary.
(C) The man should check to see if he needs credit.
(D) A credit card can be used to get a driver's license.
8. (A) Housing within his budget is hard to locate.
(B) It's hard to find his house in New York.
(C) He can't afford to move his house to New York.
(D) Housing in New York is unavailable.
9. (A) The boss was working on the reports.
(B) He would have to finish the reports before the end of next month.
(C) He was directed to stay late and finish some work.
(D) He could finish the reports at home.
10. (A) The boisterous students made the teacher mad.
(B) The teacher angered the students with the exam results.
(C) The students were angry that the teacher was around.
(D) The angered students complained to the teacher.
11. (A) The prices are reasonable.
(B) The store is too far out of town.
(C) He would like the woman to repeat what she said.
(D) He agrees with the woman.
12. (A) It's rained unusually hard this year.
(B) There hasn't been any rain for many years.
(C) It's been many years since it rained.
(D) He doesn't like rain.
13. (A) He needs to do a better job writing questions.
(B) He certainly must make his writing better.
(C) Without the questions, he cannot write the answers.
(D) He needs to understand the written questions better.

1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1 □ 1

14. (A) The agent was standing in line with his passport.
(B) The line to get new passports is very long.
(C) The woman must wait her turn to get her passport checked.
(D) He can check her passport instead of the agent.
15. (A) He couldn't finish closing the library book.
(B) He hadn't finished the library assignment, but he was close.
(C) He was working on the assignment when the library closed.
(D) His homework was incomplete because the library wasn't open.
16. (A) All the lawyer's preparation did no good.
(B) The lawyer prepared nothing for the case.
(C) It wasn't work for the lawyer to prepare for the case.
(D) The lawyer didn't work to prepare for the case.
17. (A) The history class begins next week.
(B) He thinks the papers should be turned in next week.
(C) He has already done the paper for next week.
(D) The papers are not due next week.
18. (A) He's not really happy.
(B) The contractor's work was satisfactory.
(C) He would rather work with the contractor himself.
(D) He was already contacted about the work.
19. (A) The man should try another type of paper.
(B) The man should locate a typist tomorrow morning.
(C) The man should make a tape in the morning.
(D) The man should complete the paper without help.
20. (A) She'd like some pie.
(B) It's easy to buy it.
(C) The task the man's working on isn't difficult.
(D) It's easier to prepare pie than do what the man is doing.
21. (A) He reported that the time for the budget meeting had been set.
(B) He is always late in submitting his accounting figures.
(C) He never manages to budget his time well.
(D) He is never too late in turning in his reports.
22. (A) The repairs that the mechanic had indicated were already made.
(B) The car is going to need a lot of repairs.
(C) Buying a new car would be quite expensive.
(D) The mechanic extended the repair warranty.
23. (A) Betty wrote the letter as directed.
(B) The directions were given to Betty in a letter.
(C) Betty will follow the instructions later.
(D) Betty worked exactly as instructed.
24. (A) Walter had a lack of success with his business.
(B) Walter failed in business.
(C) Walter's new company is doing rather well.
(D) Walter hoped to succeed in business.
25. (A) He should put the organ in the closet.
(B) The closet has already been organized.
(C) He needs to rearrange the closet.
(D) He wishes the closet were closer.
26. (A) She didn't do the work.
(B) She gave the assignment her best effort.
(C) She finished the assignment even though it was difficult.
(D) She gave the man a signal.

27. (A) She said some terrible things.
 (B) She didn't say anything nice.
 (C) She didn't have any nice things.
 (D) She said really wonderful things.
28. (A) New employees are rarely initiated into the company.
 (B) New workers don't generally undertake actions on their own.
 (C) New employees are initially rated.
 (D) It's rare for employees to make new suggestions.
29. (A) The woman is more than a week late.
 (B) The children would have wrecked the house later.
 (C) The woman was so late that she was a wreck.
 (D) He's glad that she was not any later.
30. (A) He had not gone to the store.
 (B) He was still at the market.
 (C) He was going to take care of the shopping.
 (D) He always went to the market.

Part B

Directions: In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are not allowed to take notes or write in your test book.

31. (A) She's a senior.
 (B) She's a junior.
 (C) She's a transfer student.
 (D) She's a graduate student.
32. (A) How to transfer to a junior college
 (B) How to find his way around campus
 (C) What courses are required for a literature major
 (D) Who won the campus election
33. (A) Three
 (B) Five
 (C) Eight
 (D) Ten
34. (A) American literature
 (B) World literature
 (C) Literary analysis
 (D) Surveying
35. (A) In a book
 (B) From a television program
 (C) During a trip that she took
 (D) From a lecture
36. (A) To communicate with other dolphins
 (B) To recognize objects in the water
 (C) To learn human language
 (D) To express fear
37. (A) Five
 (B) Fifteen
 (C) Fifty
 (D) Five hundred
38. (A) It is limited.
 (B) It is greater than human intelligence.
 (C) It is less than previously thought.
 (D) We are beginning to learn how much they have.

39. (A) To protect its members
(B) To save the natural environment
(C) To honor the memory of John Muir
(D) To improve San Francisco's natural beauty
40. (A) For less than a year
(B) Only for a decade
(C) For more than a century
(D) For at least two centuries
41. (A) San Francisco
(B) All fifty states
(C) The Sierra Nevadas
(D) The eastern United States
42. (A) All over the world
(B) In the entire United States
(C) Only in California
(D) Only in the Sierra Nevadas
43. (A) Students signing up for athletic teams
(B) Students going on a tour of a university campus
(C) Students playing various sports
(D) Students attending a university dedication ceremony
44. (A) Membership on an athletic team
(B) Enrollment in an exercise class
(C) A valid student identification card
(D) Permission from a faculty member
45. (A) To the tennis courts
(B) To the arena
(C) To the gymnasium
(D) To the Athletic Department office
46. (A) Go to the Art Center
(B) Sign up for sports classes
(C) Visit the exercise room
(D) Watch a football game
47. (A) Science
(B) Art
(C) Literature
(D) Music
48. (A) They are completely different.
(B) They are somewhat similar but have an essential difference.
(C) They are exactly the same in all respects.
(D) They are unrelated.
49. (A) Objective
(B) Idealistic
(C) Philosophical
(D) Environmental
50. (A) Heredity
(B) Environment
(C) Idealism
(D) Natural laws

Part B (He'll correct)

31. (A) Attend a football game alone
(B) Go to a sporting event
(C) Eat in the cafeteria and study
(D) See a play
32. (A) It's the final game of the season.
(B) It's better than the drama department's play.
(C) It's a very important game.
(D) It's close to the cafeteria.
33. (A) A play
(B) A game
(C) A study group meeting
(D) Dinner in the cafeteria
34. (A) Saturday night
(B) After dinner in the cafeteria
(C) Sunday afternoon
(D) Maybe next weekend
35. (A) Trash orbiting Earth
(B) A trip by an astronaut to the Moon
(C) The overabundance of garbage on Earth
(D) Becoming space scientists
36. (A) From a lecture
(B) In a magazine article
(C) In a book
(D) On a television program
37. (A) 17,000 pounds
(B) 3,000 tons
(C) 3,000 pounds
(D) 300 tons
38. (A) She will be able to travel in space.
(B) The problem will take care of itself.
(C) Scientists will find solutions to the problem.
(D) The junk will fall to Earth.

Part C

39. (A) On the first day of class
(B) In the middle of the semester
(C) At the end of class
(D) In the final week of the semester
40. (A) Later today
(B) By Friday of this week
(C) In two weeks
(D) In three weeks
41. (A) Journal and magazine articles
(B) Books from outside the library
(C) Books listed in student journals
(D) Both books and journals
42. (A) Two
(B) Three
(C) Five
(D) Seven
43. (A) In winter
(B) In spring
(C) In summer
(D) In fall
44. (A) Seasonable, with warm summers and cold winters
(B) Fairly constant and moderate
(C) Very humid
(D) Extremely hot year-round
46. (A) Preparing for a trip
(B) Writing a report about the weather
(C) Beginning a study of the weather
(D) Buying warm clothes for a trip
47. (A) Modern American Authors
(B) United States History
(C) American Democracy
(D) Nineteenth-Century American Literature
48. (A) The death of Abraham Lincoln
(B) The beauty of American democracy
(C) The raising of plants
(D) The maturity of poetry
49. (A) It's a poem about the author.
(B) It's a poem about Abraham Lincoln.
(C) It's a collection of twelve poems that remained unchanged.
(D) It's a volume of poetry that grew with its author.
50. (A) "Leaves of Grass"
(B) "Song of Myself"
(C) "When Lilacs Last in the Dooryard Bloomed"
(D) "American Democracy"