



# QET-TOEFL INSIGHTS: TEST STRUCTURE, PREPARATION, AND SUCCESS TACTICS

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# IELTS

IELTS - International English Language Testing System

 **TOEFL iBT**

 **BRITISH COUNCIL**

**EnglishScore**



A photograph showing several hands holding up large, colorful letters that spell out the word 'English'. The letters are in various colors: 'E' is green, 'n' is blue, 'g' is red, 'l' is yellow, 'i' is pink, 's' is purple, and 'h' is light blue.



**duolingo**

 **BRITISH COUNCIL**

**Aptis**  
Forward thinking  
English testing

 **TOEFL iTP**

 **TOEIC**



# What are the tests for?

English proficiency

Admission process\*

Job promotion \*

Scholarship, exchange program\*

Graduation

Etc.



Apakah TES itu sulit?



**Kesulitan** Bahasa Inggris pas-pasan

Durasi percakapan

Cepat

Kosakata sulit

Tata bahasa

Waktu

Teks terlalu panjang

Gak paham yang dibahas

# QET-TOEFL

## Listening Comprehension

- Part A (Short Listening, 30 Q)
- Part B (Longer Conversation, 8 Q)
- Part C (Talks/Lectures, 12 Q)



## Structure and Written Expression

- Sentence completion (15 Q)
- Error recognition (25 Q)
- 25 minutes

## Reading Comprehension

- 5 texts (9-11 Q/text)
- Main idea, topic, details, inference, reference, vocabularies, prediction, etc.
- 55 minutes

## BAGAIMANA CARA MEMPEROLEH SKOR TINGGI?

Memiliki target nilai

Paham nilai konversi

Mengetahui materi yang diujikan



# Tabel Konversi Nilai



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



Number Correct (Cs)	Converted Scores		
	Section 1	Section 2	Section 3
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

# Nilai

SKOR TOEFL ITP	CEFR (Common European Framework of Reference for Language) LEVEL
627-677	C1 : Effective Operational Proficiency / Advanced )Proficient User)
543-626	B2 : Vantage / Upper Intermediate (Independent User)
460-542	B1 : Threshold/Intermediate ( Independent User)
310-459	A2: Waystage / Elementary (Basic User)

Nilai diperoleh dari nilai konversi jumlah benar di tiap *section*.

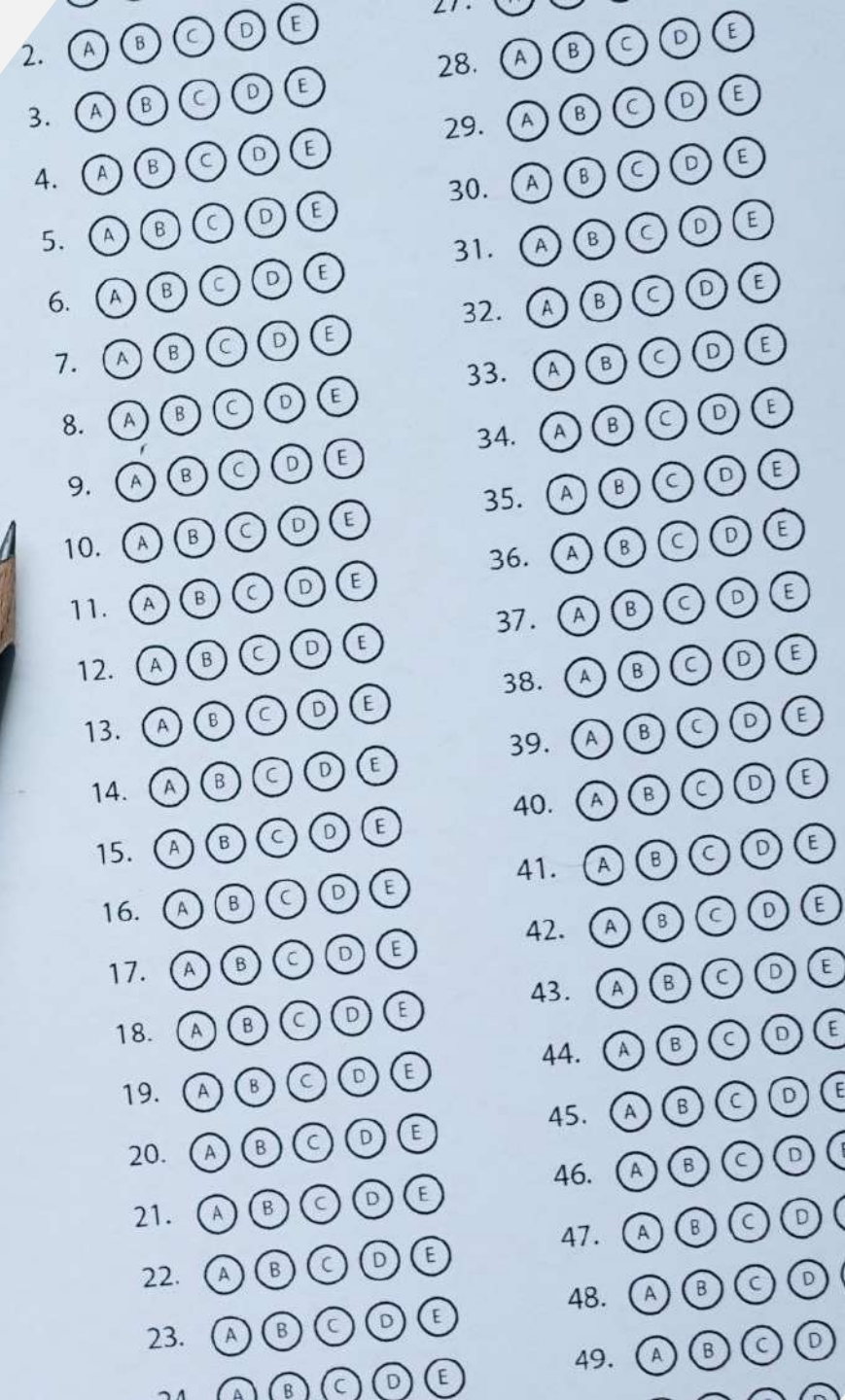
Section 1 + Section 2 + Section 3 X 10/3 = **Nilai Akhir**

**Contoh:**

**(50+50+50) x10/3= 500**

Number Correct (Cs)	Converted Scores		
	Section 1	Section 2	Section 3
50	68	-	67
49	67	-	66
48	66	-	65
47	65	-	63
41	58	-	56
40	57	68	55
39	57	67	54
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
12	37	36	31
11	35	36	30
10	33	33	29
9	32	31	28
8	32	29	28
7	31	27	27
3	27	23	24
2	26	22	23
1	25	21	22
0	24	20	21

# LISTENING COMPREHENSION FOR QET-TOEFL



# SKILLS FOR THE LISTENING PART A QUESTIONS

- **Focus on the Second Line**
- **Choose Answers with Synonyms**
- **Avoid Similar Sounds**
- **Draw Conclusions about WHO, WHAT, WHERE**
- **Listen for who and what in passive**
- **Listen for who and what in multiple nouns**
- **Listen for Negative Expressions**
- **Listen for Double Negative Expressions**
- **Listen for “Almost Negative” Expressions**
- **Listen for Negatives with Comparatives**
- **Listen for Emphatic Expressions of Surprise**
- **Listen for expressions of uncertainty and suggestion**
- **Listen for Wishes**
- **Listen for Idioms**
- **Listen for Untrue Conditions**

# LISTENING COMPREHENSION

## EASY (Part A)

Woman: Can I help you?

Man : I need two stamps and a mailing envelope, please.

Narrator: Where does this conversation probably take place?

- a. in a department store
- b. in a stationary store
- c. at the post office
- d. at the airport

### Part A:

1. Focus on the second line
2. Answer with synonym
3. Avoid similar sounds

### Part B&C:

1. Listen for answers in order
2. What you hear is probably the answer

## MEDIUM (Part A)

Woman: let's stop and get something to drink

Man : Some coffee would be nice.

Narrator: What does the man mean?

- 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.

## DIFFICULT (Part A)

Woman: Have this month's bills been paid, or is that something we need to take care of now?

Man : I paid the phone and electricity but not the credit cards.

Narrator: What does the man mean?

- a. Not all the bills have been paid.
- b. They do not have enough credits to pay the bills.
- c. What she said on the phone was not credible.
- d. He used a credit card to pay the bills.

## Skill 1. FOCUS ON THE SECOND LINE

- 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.

## SKILL 2: CHOOSE ANSWERS WITH SYNONYMS

- **Focus** on the key words in that line.
- Find **synonyms** for key words.

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

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

Narrator: What does the man 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.

# SKILL 3: 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**.

## SKILL 4: DRAW CONCLUSION ABOUT *WHO, WHAT, WHERE*

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?

Woman : Can you tell me what assignments I missed when I was absent from class?

Man : You missed one homework assignment and a quiz.

Narrator : Who is the man?

- (a) A newspaper editor
- (b) A police officer
- (c) A teacher**
- (d) A student

# Skills & Strategies for 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.

## PART B (LONGER CONVERSATION) IS NOT DIFFICULT

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

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.

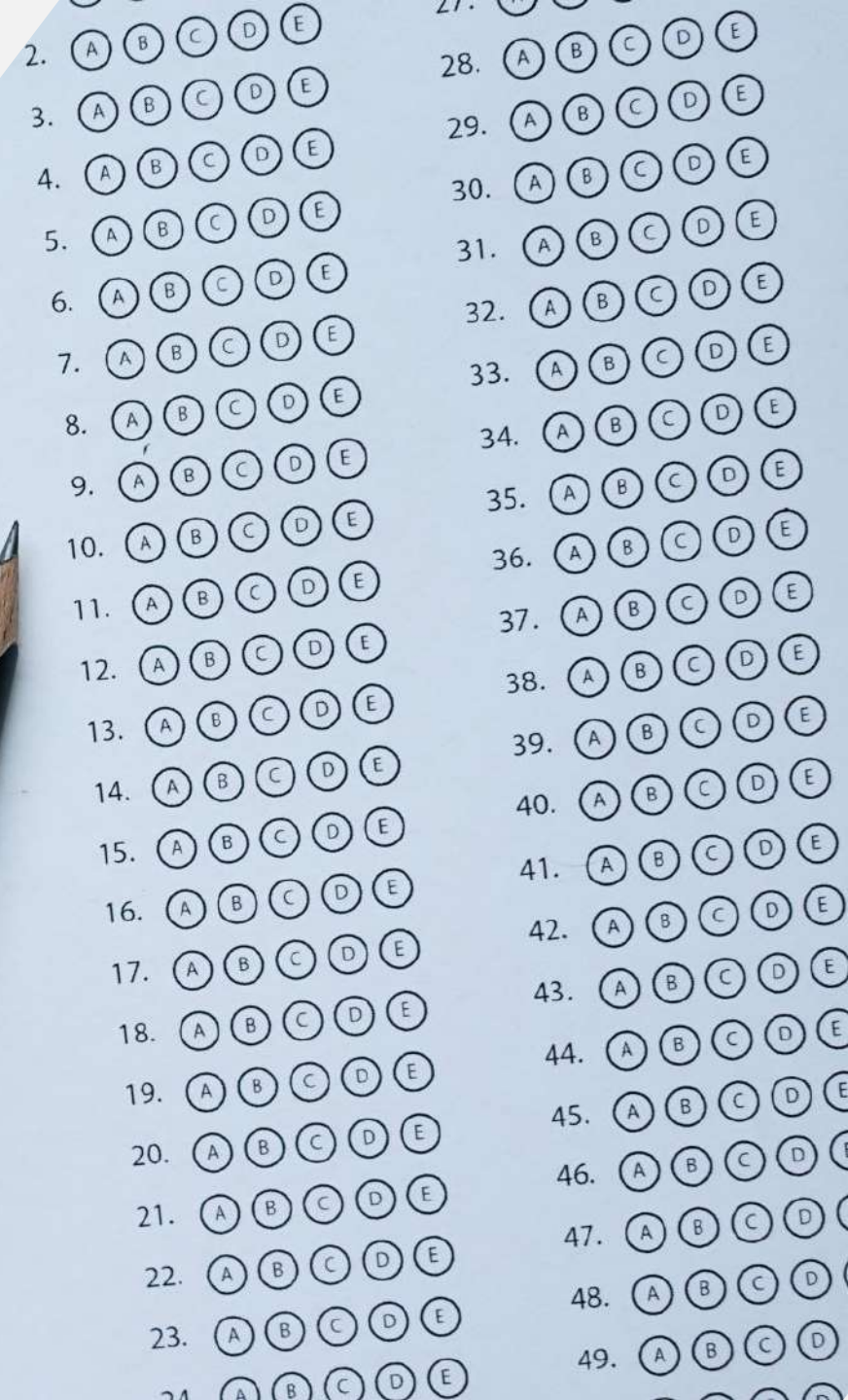
Woman: And when are you free to work?

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?

# STRUCTURE AND WRITTEN EXPRESSION FOR QET-TOEFL



# SWE STRATEGIES

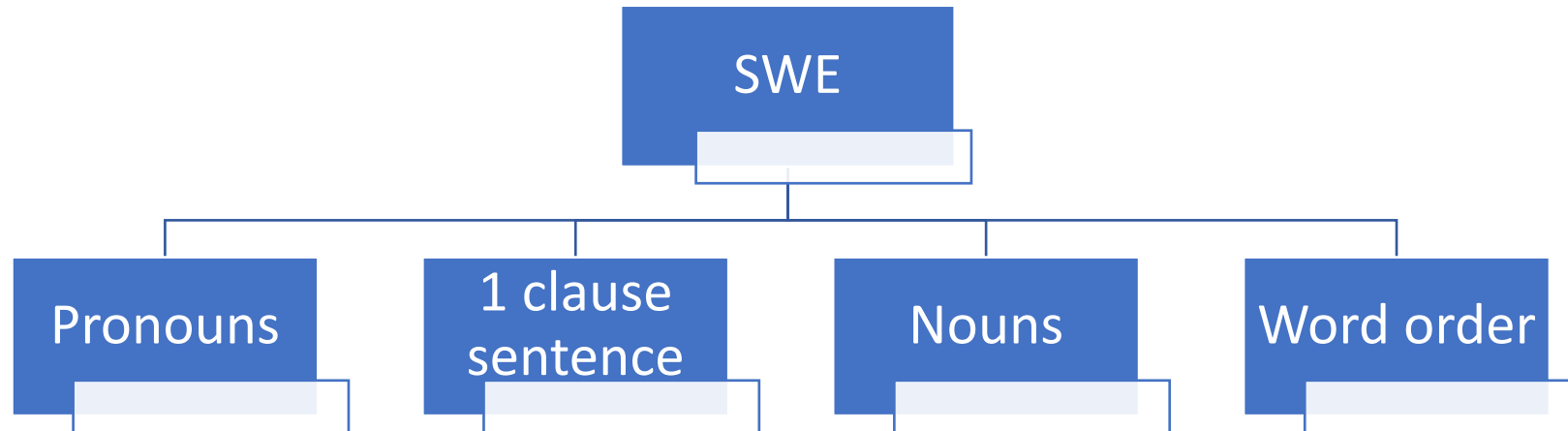
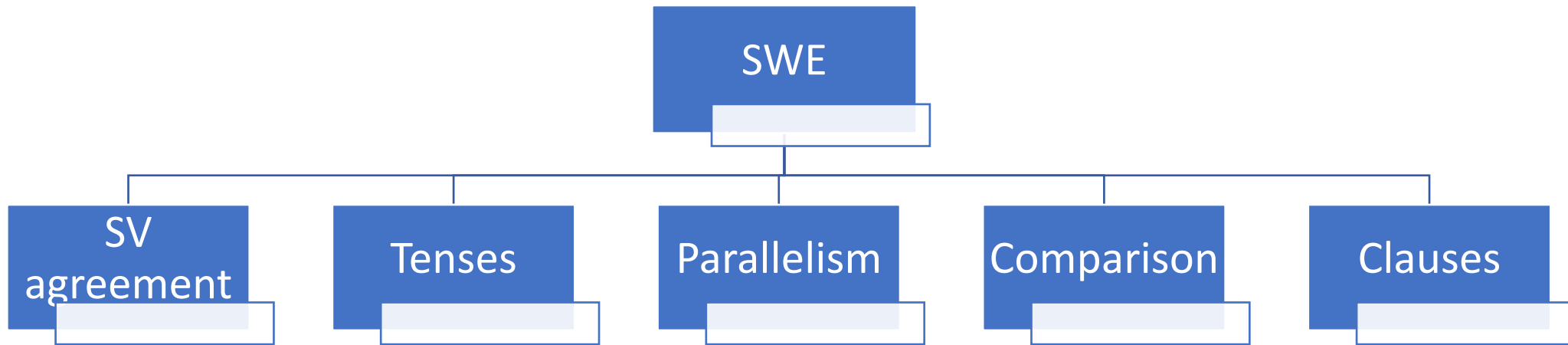
Paham petunjuk soal.

Mengerjakan soal secara berurutan dari soal 1 sampai 15, dan seterusnya

Semua jawaban harus diisi dan tidak ada pengurangan nilai.

Harus sat set karena waktu terbatas

# Jenis soal yang minimal diketahui.



## Sentences with One Clause

- SKILL 1: Be sure the sentence has a subject and a verb  
SKILL 2: Be careful of objects of prepositions  
SKILL 3: Be careful of appositives

- SKILL 4: Be careful of present participles  
SKILL 5: Be careful of past participles  
EXERCISE (Skills 1–5)  
TOEFL EXERCISE (Skills 1–5)

## Sentences with Multiple Clauses

- SKILL 6: Use coordinate connectors correctly  
SKILL 7: Use adverb *time* and *cause* connectors correctly  
SKILL 8: Use other adverb connectors correctly  
EXERCISE (Skills 6–8)  
TOEFL EXERCISE (Skills 6–8)  
TOEFL REVIEW EXERCISE (Skills 1–8)

## More Sentences with Multiple Clauses

- SKILL 9: Use noun clause connectors correctly  
SKILL 10: Use noun clause connector/subjects correctly  
SKILL 11: Use adjective clause connectors correctly  
SKILL 12: Use adjective clause connector/subjects correctly  
EXERCISE (Skills 9–12)  
TOEFL EXERCISE (Skills 9–12)  
TOEFL REVIEW EXERCISE (Skills 1–12)

## Sentences with Reduced Clauses

- SKILL 13: Use reduced adjective clauses correctly  
SKILL 14: Use reduced adverb clauses correctly  
EXERCISE (Skills 13–14)  
TOEFL EXERCISE (Skills 13–14)  
TOEFL REVIEW EXERCISE (Skills 1–14)

## Sentences with Inverted Subjects and Verbs

- SKILL 15: Invert the subject and verb with question words  
SKILL 16: Invert the subject and verb with place expressions  
SKILL 17: Invert the subject and verb with negatives  
SKILL 18: Invert the subject and verb with conditionals  
SKILL 19: Invert the subject and verb with comparisons  
EXERCISE (Skills 15–19)  
TOEFL EXERCISE (Skills 15–19)  
TOEFL REVIEW EXERCISE (Skills 1–19)

## Problems with Subject/Verb Agreement

- SKILL 20: Make verbs agree after prepositional phrases  
SKILL 21: Make verbs agree after expressions of quantity  
SKILL 22: Make inverted verbs agree  
SKILL 23: Make verbs agree after certain words  
EXERCISE (Skills 20–23)  
TOEFL EXERCISE (Skills 20–23)  
TOEFL REVIEW EXERCISE (Skills 1–23)

## Problems with Parallel Structure

- SKILL 24: Use parallel structure with coordinate conjunctions  
SKILL 25: Use parallel structure with paired conjunctions  
SKILL 26: Use parallel structure with comparisons

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## Problems with Adjectives and Adverbs

- SKILL 46: Use basic adjectives and adverbs correctly 301  
SKILL 47: Use adjectives after linking verbs 302  
SKILL 48: Position adjectives and adverbs correctly 304  
EXERCISE (Skills 46–48) 305  
TOEFL EXERCISE (Skills 46–48) 306  
TOEFL REVIEW EXERCISE (Skills 1–48) 307

## More Problems with Adjectives

- SKILL 49: Recognize *-ly* adjectives 308  
SKILL 50: Use predicate adjectives correctly 309  
SKILL 51: Use *-ed* and *-ing* adjectives correctly 310  
EXERCISE (Skills 49–51) 311  
TOEFL EXERCISE (Skills 49–51) 312  
TOEFL REVIEW EXERCISE (Skills 1–51) 313

## Problems with Articles

- SKILL 52: Use articles with singular nouns 314  
SKILL 53: Distinguish *a* and *an* 315  
SKILL 54: Make articles agree with nouns 316  
SKILL 55: Distinguish specific and general ideas 317  
EXERCISE (Skills 52–55) 318  
TOEFL EXERCISE (Skills 52–55) 319  
TOEFL REVIEW EXERCISE (Skills 1–55) 319

## Problems with Prepositions

- SKILL 56: Recognize incorrect prepositions 321  
SKILL 57: Recognize when prepositions have been omitted 322  
EXERCISE (Skills 56–57) 323  
TOEFL EXERCISE (Skills 56–57) 323  
TOEFL REVIEW EXERCISE (Skills 1–57) 324

## Problems with Usage

- SKILL 58: Distinguish *make* and *do* 325  
SKILL 59: Distinguish *like*, *alike*, and *unlike* 326  
SKILL 60: Distinguish *other*, *another*, and *others* 327  
EXERCISE (Skills 58–60) 328  
TOEFL EXERCISE (Skills 58–60) 329  
TOEFL REVIEW EXERCISE (Skills 1–60) 330

- EXERCISE (Skills 24–26) 260  
TOEFL EXERCISE (Skills 24–26) 260  
TOEFL REVIEW EXERCISE (Skills 1–26) 261

## Problems with Comparatives and Superlatives

- SKILL 27: Form comparatives and superlatives correctly 262  
SKILL 28: Use comparatives and superlatives correctly 264  
SKILL 29: Use the irregular *-er* *-est* structure correctly 265  
EXERCISE (Skills 27–29) 266  
TOEFL EXERCISE (Skills 27–29) 266  
TOEFL REVIEW EXERCISE (Skills 1–29) 267

## Problems with the Form of the Verb

- SKILL 30: After *have*, use the past participle 269  
SKILL 31: After *be*, use the present participle or the past participle 270  
SKILL 32: After *will*, *would*, or other modals, use the base form of the verb 270  
EXERCISE (Skills 30–32) 271  
TOEFL EXERCISE (Skills 30–32) 272  
TOEFL REVIEW EXERCISE (Skills 1–32) 272

## Problems with the Use of the Verb

- SKILL 33: Know when to use the past with the present 274  
SKILL 34: Use *have* and *had* correctly 275  
SKILL 35: Use the correct tense with time expressions 276  
SKILL 36: Use the correct tense with *will* and *would* 278  
EXERCISE (Skills 33–36) 279  
TOEFL EXERCISE (Skills 33–36) 279  
TOEFL REVIEW EXERCISE (Skills 1–36) 280

## Problems with Passive Verbs

- SKILL 37: Use the correct form of the passive 282  
SKILL 38: Recognize active and passive meanings 283  
EXERCISE (Skills 37–38) 285  
TOEFL EXERCISE (Skills 37–38) 285  
TOEFL REVIEW EXERCISE (Skills 1–38) 286

## Problems with Nouns

- SKILL 39: Use the correct singular or plural noun 287  
SKILL 40: Distinguish countable and uncountable nouns 288  
SKILL 41: Recognize irregular plurals of nouns 290  
SKILL 42: Distinguish the person from the thing 291  
EXERCISE (Skills 39–42) 292  
TOEFL EXERCISE (Skills 39–42) 292  
TOEFL REVIEW EXERCISE (Skills 1–42) 293

## Problems with Pronouns

- SKILL 43: Distinguish subject and object pronouns 294  
SKILL 44: Distinguish possessive adjectives and pronouns 296  
SKILL 45: Check pronoun reference for agreement 297  
EXERCISE (Skills 43–45) 298  
TOEFL EXERCISE (Skills 43–45) 299  
TOEFL REVIEW EXERCISE (Skills 1–45) 299

# QUESTION CATEGORIES

- a) EASY : MEMORYZING BASED
- b) MEDIUM : COMPREHENSION BASED
- c) DIFFICULT : COMPLEX (ANALYZING BASED)

# A. EASY (MEMORIZING BASED)

1. \_\_\_\_\_ was Albert Schweitzer a famous humanitarian, but he was also a gifted politician.

- a. If only
- b. Only
- c. Not only
- d. Not only who

Not only ...but also...  
Neither...nor...  
Either...or...  
Both...and...

2. Most crustaceans live in the sea, \_\_\_\_\_ some live in fresh water and a few have ventured onto land.

- a. both
- b. also
- c. but
- d. and

SV, (ANDBOYS) SV

## B. MEDIUM (COMPREHENSION BASED)

1. Minnesota, \_\_\_\_\_, actually has 12,034 lakes.

- a. The Land of 10,000 lakes
- b. It is the Land of 10,000 lakes
- c. Its Land of 10,000 lakes
- d. to a Land of 10,000 lakes

2. Women have admitted to the United States Military Academy at West Point since 1976, and the first

women cadets graduated in 1980.

D

### Appositive

- 1. Noun/Noun Phrase
- 2. Adjective clause
- 3. Ving/V3

### NO Appositive

- 1. S+V
- 2. V1/V2
- 3. To ....
- 4. Is/am/are/was/were
- 5. That+S+V

## C. DIFFICULT (ANALYZING BASED)

1. The Great Lakes \_\_\_\_\_ the largest bodies of fresh water in the world.

- a. which form
- b. forming
- c. form
- d. they form

S V O

S +adj cls+ V+O

2. People who reverse the letters of words \_\_\_\_\_ to read suffer from dyslexia.

- a. when trying
- b. if they tried
- c. when tried
- d. if he tries

## F. COMMON PROBLEMS

1) ALL QUESTIONS are in the form of SENTENCES; your purpose is to determine what is needed to complete the sentence correctly.

**SUBJECT + VERB/PREDICATE (+OBJECT/COMPLEMENT)**

For Examples:

1. \_\_\_\_\_ was backed up for miles on the freeway.
  - a. Yesterday
  - b. In the morning
  - c. Traffic
  - d. Cars

## 2) Test takers do not understand how to find the HEAD of Subjects

1. **The small stores** in the middle of the silent city of this prosperous country \_\_\_\_\_ been occupied.

A. has

B. have

2. Equipment breakdowns in industry accounts for annual

A

B

losses of billions of dollars.

C

D

3) Test takers do not know that VERB-ING (present participle) and VERB 3 (past participle) are not VERBS or PREDICATES of sentences if they come alone (not preceded by auxiliary “to be” or “have form”)

1. The construction of the bridge \_\_\_\_\_ Surabaya and Madura is finished

- a. connects
- b. connecting
- c. which is connected
- d. is connecting

2. This can \_\_\_\_\_ enough soup for three people.

- a. containing
- b. to contain
- c. contains
- d. is contained

- Be  
(is/am/are/was/were/been/b eing) +Ving/V3
- Have/Has +V3

#### 4) Test takers are not aware of negative emphasis patterns.

1. \_\_\_\_ classes, even when the weather is bad.

- a. rarely this professor has cancelled
- b. has this professor rarely cancelled
- c. has cancelled this professor rarely
- d. rarely has this professor cancelled

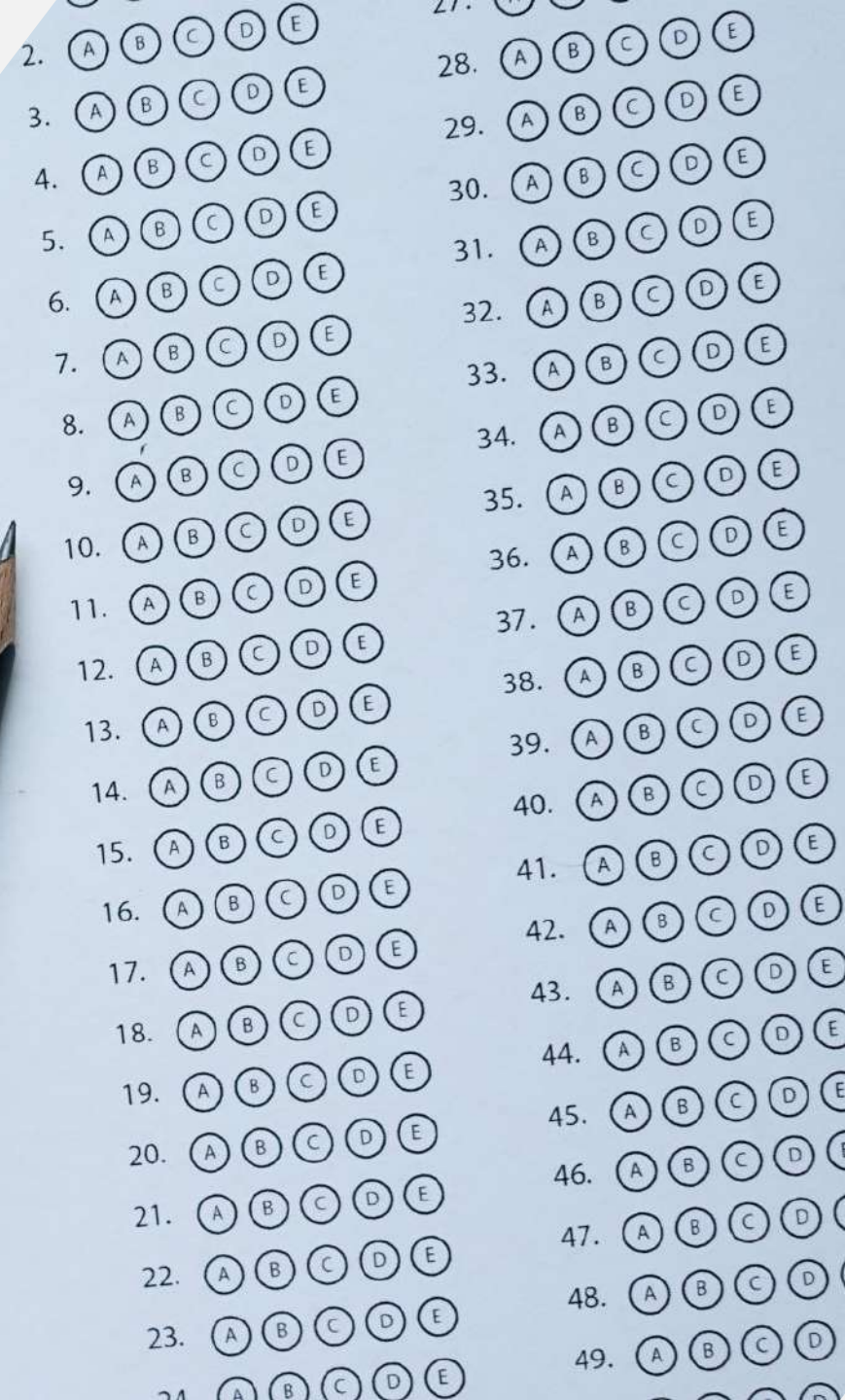
Negative words +AUX+S+V

2. Seldom \_\_\_\_ art critics consider movies to be a form of fine art.

- a. are
- b. do
- c. that
- d. the

Seldom/Rarely/Never +AUX/TOBE+S+V

# READING COMPREHENSION FOR QET-TOEFL



# Reading Comprehension

- Use your time wisely.
- 55 minutes to read answer 50 questions.
- Spend only 8-11 minutes on each passage and its questions.
- Active reading is the most important strategy.
- Identify the types of questions

# READING COMPREHENSION: 50 SOAL (55 Min.)

## Perkiraan rata-rata jumlah soal

- Problem with Reading for Main Ideas (5 soal)
- Problem with Making Inference (1 soal)
- Identifying Exception (1 soal)
- Using Contexts for Vocabulary ( $\pm 15$  soal)
- Answering transition questions (1 soal)
- Problem with Scanning for Details & Locating Reference ( $\pm 27$  soal)

27 soal betul = score 46 \*)

\*) batas minimal untuk target skor 450

# Problem with Reading for Main Ideas

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

- **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.

# Problem with Scanning for Details

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

- 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. Moreover, because the bloodstream of the fetus is inextricably tied to that of the mother, the alcohol passes directly into the bloodstream of the fetus as well. And, what is more, the concentration of alcohol in the fetus is exactly the same as in the mother.
- 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.

# Problem with Making Inference

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

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. Moreover, because the bloodstream of the fetus is inextricably tied to that of the mother, the alcohol passes directly into the bloodstream of the fetus as well. And, what is more, the concentration of alcohol in the fetus is exactly the same as in the mother.

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.

# Locating Reference

In line 4 the word "its" refers to

- (A) the fetus
- (B) the blood
- (C) the tissue
- (D) the alcohol

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# Identifying Exception

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

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# Using Contexts for Vocabulary

1. In line 5, the word "pronounced" most closely means
  - (A) evident
  - (B) spoken
  - (C) described
  - (D) unfortunate
2. In line 9 the word "inextricably" most nearly means
  - (A) unexplainedly
  - (B) formerly
  - (C) forcefully
  - (D) inseparably

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# Answering transition questions

**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

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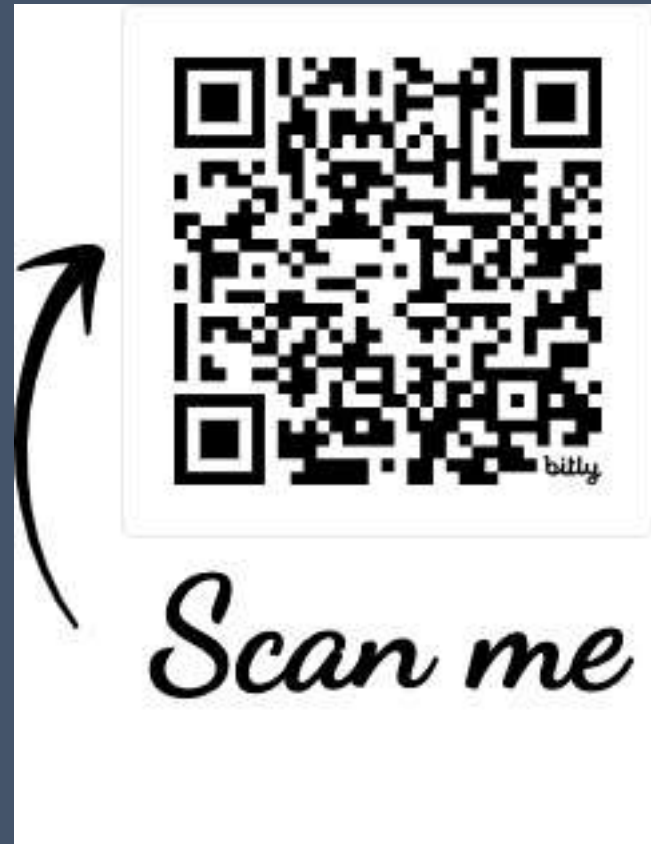
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