



Special
(SPECIFIC PURPOSE ENGLISH IN COMPREHENSIVE MATERIALS)
for Plantation 2

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SPECIAL (Specific Purposive English in Comprehensive Materials) for Plantation 2

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PREFACE

It is my honour to serve all the bright readers with English materials compiled in this book.

So, I would like to thank these people who also take their big roles in this book birth:

1. My little family: my husband and my little champ, Atta
2. All of my colleagues in my institution, Politeknik LPP Yogyakarta

I hope you, the great readers, can enjoy reading the book and get insight to enhance your English skills. Please feel free to contact me at arini@polteklpp.ac.id to drop comments or enhancement about this book.

Arini Sabrina, M.Pd.

SYNOPSIS

This book, entitled *Special for Plantation 2*, is made specifically for plantation students. All of the materials inside are prepared for the bullets to enhance English skills in advanced level. All four skills become the base of material compilation in order that the students grasp the complete English learning. Besides, this book is also completed with explanations, examples, and tasks which are targeted to explore the students' critical thinking skills on the higher level, especially on plantation.

ACTIVE AND PASSIVE VOICE

Starter

Have you heard about active and passive sentence?

How about active and passive voice? Are they similar to active and passive sentence?

How can you define and differentiate active and passive voice?

Can you give some examples of active and passive voice?

Main Course

In Indonesian, there are *kalimat aktif* and *pasif*. In English, they also exist to vary the written and oral texts. They can be called as active and passive sentence, but more well-known as active and passive voice. A sentence is regarded as active one when it has a subject to do the activity. On the contrary, passive voice is present when the subject is affected by the verb's action (Merriam-Webster.com). Below represents the formula for active and passive voice:

Active voice : Subject/ Subject Pronoun + Verb + (Object) +(Adverb)

Example : *Ryan leads the muster.*

He leads the muster.

Passive voice : Object + TOBE + Verb III + (by + Subject/ Object Pronoun)

Example : *The muster is led by Ryan*

The muster is led by him.

From some preceding examples, it can be found that there are subject and object pronouns. It is clear that there are some differences. For the most complete rules, the tables below can explain:

Subject Pronoun	Object Pronoun
I	Me
You	You
They	Them
We	Us
He	Him
She	Her
It	It

Furthermore, there are also some variants in passive voice. A sentence which is added with modal verbs will have the passive pattern below:

	Active Voice	Passive Voice
Rule (+)	Subject/ Subject Pronoun + Modal + Verb + Object	Object + Modal + BE + Verb III + (by + Subject/ Object Pronoun)
Example (+)	They will fix the machine.	The machine will be fixed by them.
	We could maintain the humidity.	The humidity could be maintained by us.
Rule (-)	Subject/ Subject Pronoun + Modal + NOT + Verb + Object	Object + Modal + NOT + BE + Verb III + (by + Subject/ Object Pronoun)
Example (-)	They will not fix the machine.	The machine will not be fixed by them.
	We could not maintain the humidity.	The humidity could not be maintained by us.

The second rule comes from the use of continuous tense. The following table presents the formula:

	Active Voice	Passive Voice
Rule (+)	Subject/ Subject Pronoun + TOBE + Verb-ing + Object	Object + TOBE (adjust it with object) + BEING + Verb III + (by + Subject/ Object Pronoun)
Example (+)	She is analysing oil palm.	Oil palm is being analysed by her.
	She was planting the seeds.	The seeds were being planted by her.
Rule (-)	Subject/ Subject Pronoun + TOBE + NOT + Verb-ing + Object	Object + TOBE (adjust it with object) + NOT + BEING + Verb III + (by + Subject/ Object Pronoun)
Example (-)	She is not analysing oil palm.	Oil palm is not being analysed by her.
	She was not planting the seeds.	The seeds were not being planted by her.

The last rule that should be paid attention is regarding perfect tense. The table below elucidates the rules:

	Active Voice	Passive Voice
Rule (+)	Subject/ Subject Pronoun + HAVE/ HAS/ HAD + Verb III + Object	Object + HAVE/ HAS/ HAD (adjust it with object) + BEEN + Verb III + (by + Subject/ Object Pronoun)
Example (+)	He has calculated the cost.	The cost has been calculated by him.
	He has bought some fertilizers.	Some fertilizers have been bought by him.
Rule (-)	Subject/ Subject Pronoun + HAVE/ HAS/ HAD + NOT + Verb III + Object	Object + HAVE/ HAS/ HAD (adjust it with object) + NOT + BEEN + Verb III + (by + Subject/ Object Pronoun)
Example (-)	He has not calculated the cost.	The cost has not been calculated by him.
	He has not bought some fertilizers.	Some fertilizers have not been bought by him.

For the enrichment, there is additional video that can be understood at <https://bit.ly/PASSIVESENTENCE>



taken from <https://www.youtube.com/watch?v=gQLeifQJWHo&t=8s>

Task

I

From the text below, find all passive sentences. Then, please change all the active sentences into passive ones.

The Challenge of Using Palm Oil Mill Effluent to Generate Electricity

The steady increase in palm oil production will inevitably increase palm oil mill effluent (POME) as an inevitable by-product that causes serious environmental damage if discharged directly into the environment. This is mainly due to its high concentration of Chemical Oxygen Demand (COD), which has a high organic compound content.

Nevertheless, POME is a great source for biogas production to produce methane gas. Therefore, POME pollution abatement coupled with biogas capture and utilization are vital to promote sustainable development for the palm oil industry.

The current trend regarding POME is toward biogas capture technology and an integrated POME treatment system with the ultimate goal of zero discharge in the palm oil mill. This can be achieved by integrating several bioprocesses with the aim to transform POME into value-added products.

Key challenges for the operators of biogas plants include operational aspects, potential explosions, corrosion hazards and greenhouse gas (GHG) emissions. Therefore, safety and operational risk mitigation in operating biogas trapping facilities is vital. The biogas plant

operators need to ensure a stable operation while managing seasonal changes in POME characteristics.

Close monitoring of biogas and power generation systems during the operation and maintenance are equally important. Collaboration with industry and academia to produce commercial data to show the efficiency of the biogas technology may improve millers' confidence in investing in new technology and play an important role in knowledge transfer between industry and academia.

In addition, we have to admit one of the key challenges for the palm oil millers to build biogas plants for power generation in the palm oil mills is its relatively high investment cost as compared to the conventional ponding system. A survey reveals that many palm oil mills are not willing to acquire and adopt advanced POME treatment technology (Yahaya and Lau, 2018).

Many mill owners have complained that there are no clear-cut biomass and biogas policies or sufficient incentives to convince them to venture into methane capture projects. Besides, the procedural and approval processes for developing biogas plants at palm oil mills are quite arduous and currently require overly detailed technical information. This clearly indicates that mill owners need attractive incentives and government assistance to adopt new technologies.

A more concerted governmental effort is required in processing applications, facilitating and coordinating nationwide biogas implementation under the current set-up. It is also difficult to connect those biogas plants to the national grid, especially for palm oil mills located in rural areas that are far from the interconnection point, thereby increasing the risk of power loss.

Longer distances will increase the connection cost and power loss. To overcome this, those palm oil mills that are located near to each other but far away from the national grid interconnection point could connect their biogas plants to form a mini-grid for rural application.

taken from <https://www.thejakartapost.com/academia/2020/12/07/the-challenge-of-using-palm-oil-mill-effluent-to-generate-electricity.html>.

II

1. Make a 2-minute-speech in improving oil palm plantation in Indonesia by using passive voice inside.
2. Try to memorise the ideas and make sure that your voice is loud and clear to hear.
3. Look up some word pronunciations in the dictionary or internet if you do not know some pronunciations of them.

SKIMMING AND SCANNING

Starter

Is there any trick that you use when reading a text?

Is your way of reading a text is the same between in a pleasure time and in a reading test?

Do you know about skimming and scanning?

Have you ever done those tricks before?

Main course

Reading a text is a daily routine done by people. Various texts also exist depending on the needs and functions such as news, recipe, even a jargon. Not only does text have several types, but also the techniques do have. It can be similarly thought like when reading a newspaper and reading an article in a reading test. They are similar in the activity of reading, but they are totally different from the time limitation and how the readers can cope with that and regard the target. There are at least two ways of reading based on the purpose. These two will be completely explained below:



A. SKIMMING

This technique is used when the readers need to find the main idea of the text. Fast text reading without considering each word one by one represents this technique. Some typical questions that often need this technique are such as: *'What is the main idea of the text / paragraph 1?'*, *'What is the text about?'*, *'What does the text tell us about?'*, etc.

Besides quick reading, there are some tips that the readers might do, adapted from <https://www.ruangguru.com/blog/skimming-dan-scanning-membaca-cepat> like:

- ✓ Understand the title and subtitle

Title and subtitle have power to transfer the idea of the text. This indeed can help the readers to understand what the text is about before reading the rest of the text.

- ✓ Understand the first sentence of the paragraph or even the last paragraph

Many texts come in deductive type, which place the idea in the beginning of the paragraph. So, it is not a sin for the readers to find the main idea in the first sentence. But, in a whole

text, sometimes the writer gives the summary or the emphasis of the idea in the last paragraph. Thus, it is also proposed to read the last paragraph for searching the main idea of the whole text.

- ✓ Read the summary or infographics/ pictures

If there is a text summary, this will help the readers a lot, although this is very rare especially in a reading text. But, if the summary is replaced with the graphs or other pictures, the readers can also use to maximise the understanding.

B. SCANNING



Just like the name, scanning is the technique of finding specific information based on some hints or keyword from the question. In other words, the readers do not need to read all of the parts of the text. The question samples are such as *'What is the name of the city in the text?'*, *'When did the war occur?'*, etc.

From the example like *'What is the name of the city in the text?'*, the readers only focus on finding for the city name in the text without reading all parts of the text. Another thing that the readers should pay attention is that sometimes the question is misleading. It might have distractors which are wrong similar answers. Thus, the readers need to know the specific keyword asked. As an example, there are some names of the city in the text. The readers need to specify the keyword by giving another information like what occasion is talked about, and so on.

Task

I

Try to find main idea of each paragraph below. For each trial, you only have time for 15 seconds.

First paragraph:

Constant temperatures and humidity are ideal conditions for the tea plant to grow. Such conditions can be found in the tropical and subtropical climates in Asia where currently more than 60 percent of global tea production is cultivated. In particular, the cooler highlands will produce a good quality of tea leaves. The tea plant can be first harvested after it has reached the age of around four years. When harvesting, only young leaves are selected, implying that

manual picking is more efficient than using mechanical equipment. Tea production is therefore a labour-intensive business.

adapted from <https://www.indonesia-investments.com/business/commodities/tea/item240>

Second paragraph:

In those countries where climate conditions are favourable, cocoa farming is a widespread activity – and an important source of income. A “cash crop,” cocoa farming accounts for a substantial percentage of family income in many countries. Farmers benefit from the global market for the crop and the cacao tree’s ability to work well with other crops that peak at different times of the year.

adapted from [https://www.cocoainitiative.org/sites/default/files/resources/ECA - 2011 - Cocoa Farming an overview%20\(1\).pdf](https://www.cocoainitiative.org/sites/default/files/resources/ECA - 2011 - Cocoa Farming an overview%20(1).pdf)

Third paragraph:

Rubber has quite similar growth requirements as oil palm, and both crops are therefore cultivated in the same geographical areas. The trees require deep soils, relatively stable high temperatures and continuous moisture throughout the year; soil fertility is less important than physical soil properties. Dry periods of more than 2-3 months do not specifically damage vegetative growth, but affect seriously the production and quality of the latex. Palm oil mills and rubber treatment plants are often associated in one single industrial complex.

taken from <http://www.eolss.net/sample-chapters/c10/e1-05a-25-00.pdf>

II

Answer the questions following the text below:

Did you hear? The genome of the banana has been sequenced, an important development in scientist's efforts to produce better bananas.

A look at that genome has revealed curious things, said Pat Heslop-Harrison, a plant geneticist at the University of Leicester in England who was a co-author of the report published this week in the journal Nature.

For example, there are regions of the banana genome that don't seem to be involved in making proteins but are shared by many different species of plants, far beyond bananas. What, he wonders, are they doing?

There are remnants of bits of banana streak virus spliced into the banana genome (too broken-up to cause disease, however).

There are whole sets of DNA repeats that plants normally have but bananas do not. And, intriguingly, three times since this genus of giant herbs took an evolutionary turn away from its relatives -- the grasses -- it has duplicated its entire set of chromosomes.

Two of the doublings took place at the Cretaceous-Tertiary boundary 65 million years ago, back when the dinosaurs and lots of other species went extinct, Heslop-Harrison noted.

Duplications like this are known to have happened in other plant groups at this same time but haven't occurred since, Heslop-Harrison said. Scientists don't know why, but they believe having extra copies of genes may have imparted some stability to plants during a time of rapid climate change after an asteroid hit Earth.

Having more than one gene of each type means that if one gene of a set loses function, the plant still has another one that works. And there's more room for adaptability to new circumstances, because one gene could be altered and co-opted for new purposes and there would still be the other one left to perform the original job.

"Perhaps it's the reason [bananas have] done so well in the subsequent millions of years," Heslop-Harrison said. "One can ask, will changes occurring in the world's climate now mean there's going to be a whole set of new genome duplications that will enable plants to survive? We don't know that, but it's interesting to consider."

The banana genome sequenced by the French scientists was from the Pahang, a wild Malaysian banana of the species *Musa acuminata*. It's a key species in the complicated evolution of the bananas and plantains people eat around the world, including the Cavendish banana that we buy at the supermarket.

The sterile Cavendish is a so-called triploid: It has three sets of chromosomes instead of the normal two. One of those genomes came from Pahang. The others came from other subspecies of *Musa acuminata*.

The changes occurred stepwise, and went something like this:

Thousands of years ago, two wild banana species from different parts of the islands of Southeast Asia were brought into the same range by people. They formed hybrids. A bit like mules, the hybrids were vigorous but fairly sterile.

The hybrids were kept going without sex through propagation of their shoots.

At some point, the hybrids developed the ability to set fruit without being fertilized.

Then (for most bananas, including the Cavendish) came another chance event that caused the hybrids to end up with three sets of chromosomes. Every now and again, the few viable eggs and pollen that they made would mistakenly contain two sets of chromosomes instead of just one.

When a double-chromosome pollen combined with a single-chromosome egg (or vice versa), the result was a hopelessly sterile plant with even more vigorous fruit.

Events like this happened more than once and sometimes included other types of ancestral banana species.

Some scientists, in fact, have made a whole study of banana domestication and movement around the world. They've pieced the story together using quite different strands of information, including the genomes of wild and cultivated bananas, the microscopic relics of banana leaf material found at archaeological sites, and even the word for "banana" in different languages.

Questions:

1. In paragraph 2, the word "curious" is closest in meaning to

- A) inquisitive
- B) peculiar
- C) nosy
- D) intricate

2. What does paragraph 5 suggest about bananas?

- A) The banana genus may not yet be classifiable into a traditional category
- B) Bananas are actually a species of grass
- C) Bananas may now be categorized as "herbs" in supermarkets
- D) Because banana chromosomes duplicate themselves, they have better potential for successful cloning

3. Why does the author use "intriguingly" to describe the phenomenon in paragraph 5?

- A) To imply that bananas are far more interesting than other fruits
- B) To make readers doubt the claims scientists are making about bananas
- C) To suggest that duplication of chromosomes is a rare and interesting occurrence in the plant world
- D) To encourage questions about whether bananas are grasses or herbs

4. Why is the observation in paragraph 6 important?

- A) It suggests that the banana mutated its genetic structure for survival
- B) It shows that bananas can be traced as far back as dinosaurs
- C) It suggests that bananas were fatal to dinosaurs and other species
- D) It proves that bananas are immune to atmospheric changes

5. The word "co-opted" in paragraph 8 is closest in meaning to

- A) decided upon together
- B) argued against
- C) removed from the study
- D) adopted

6. The quote in paragraph 9 most closely suggests

- A) Bananas may be an example of ways that species might alter their genetics to survive changes in the earth's climate and atmosphere
- B) That the genetic mutations of bananas have no implications for other species
- C) That genetic structure is the only factor that should be considered when predicting survival
- D) Though bananas have made it this far, there is no proof that they will survive the next wave of significant atmospheric changes.

7. According to the article, all are steps in the evolution of the banana EXCEPT

- A) Some banana hybrids began to develop three sets of chromosomes
- B) The merging of two different banana species
- C) Bananas reproduced widely and easily through fertilization
- D) Bananas developed the ability to develop fruit without fertilization

8. The word "chance" in paragraph 16 is closest in meaning to

- A) random
- B) gamble
- C) risky
- D) opportune

9. All are variations of banana mentioned in the article EXCEPT

- A) the Cavendish
- B) Dolus mundi
- C) Musa acuminata
- D) plantains

10. The word "domestication" in the final paragraph is closest in meaning to

- A) housebroken
- B) well-controlled
- C) adapted for human consumption
- D) accepted within the culture

adapted from <https://www.graduateshotline.com/toefl/reading-comprehension-test-1.html>

DELIVERING A SPEECH

Starter

Have you ever delivered a formal speech before?

What should be realised for the speech preparation?

Main course

A speech delivery is, for some people, like a nightmare. However, when a person should do that because it is needed or even his responsibility, he should prepare for it to face the show. In addition, the chance for delivering any speech is unpredictable. Anyone might have to do it on any occasion. That is why the skills for delivering a speech are a must.

In this chapter, the reader will be helped to build a good speech from the preparation until the hints for being on the stage. For the initial material, it is better to watch one example of a good speech at <https://bit.ly/SPEECHSAMPLE>.



taken from <https://www.youtube.com/watch?v=tfsfrWxXKFA>

In the video, there are some points that can be learnt, starting from good attitude, dynamic tone, good gesture, and on point speech content. Thus, for the preparation, it is suggested for the reader to pay attention on these following tips:

1. Make a good set of notes you can follow at a glance, and PRACTICE your presentation.
2. Do not forget to check the structures of your sentences and the pronunciations, too.
3. Dress for the occasion and tidy yourself up. Do something about hair that tends to fall into your face. Avoid wearing a hat or cap because it can obscure your face.

4. Arrange the environment to suit your presentation and get rid of distractions; erase needless information from the boards, turn off equipment you're not going to use, close or open windows, blinds, and doors to aid audience visibility, hearing, and comfort. Turn on enough light so people can adequately see you, your eyes, and your facial expressions.
5. Check the operation of audio-visual equipment before your presentation. Have a backup plan in case it fails.
6. Make sure your notes and other materials are in proper order before you begin.
7. Get the prayer first to make everything blessed.
8. Get rid of any gum or food you might have in your mouth. Don't hold a pen or paper clip or anything else that you might twiddle and distract your listeners.
9. Stand or sit up straight with your weight balanced. Avoid slumping, twisting, or leaning on the lectern, table, or computer console. Don't stand in the light from the projector.
10. Make eye contact before you start to speak, as you normally do in beginning a conversation.
11. Don't start with "um" or "OK."
12. Talk to your listeners as if you are having a conversation with them.
 - Make plenty of genuine eye-to-eye contact with members of the audience.
 - Avoid merely reading your presentation.
 - Focus on sharing your ideas. Communicate.
13. Use your voice expressively and meaningfully.
 - Minimize the uhs, ums, likes and y'knows.
 - Enunciate words clearly. Don't mumble or garble them.
 - Speak with appropriate loudness and speed. Consider audience, place, and topic.
 - Use variations in speed, inflections, and force to enhance your meaning and hold audience attention. Avoid monotony.
14. Use your body expressively and meaningfully.
 - Look interested in your topic. Show your enthusiasm, sincerity, commitment.
 - Minimize distracting mannerisms and aimlessly shifting weight or moving about.
 - Use gesture and movement naturally to describe things, underscore transitions and emphasize points.

adapted from <https://www.hamilton.edu/academics/centers/oralcommunication/guides/tips-for-effective-delivery>

Other hints might be learnt through the video that can be accessed at <https://bit.ly/SPEECHTIPS>.

Task

1. Create a video of your formal speech in at least 3 minutes with the topic of plantation.
2. You may use the text, but do not read the entire text.
3. Upload your video on your YouTube account with adding some hashtags such as #polteklpp #politekniklpp #jogja #yogyakarta #perkebunan #english
4. Last, set the video as public, not unlisted.

HANDLING A MEETING

Starter

Have you ever led a formal meeting?

What should you pay attention in doing that?

Have you also ever handled a meeting using English?

Main Course

Many people have courage to lead a formal meeting using Indonesian, since it is their mother tongue. Yet, when they are asked to do so using English, will they have the same boldness?

From this thought, you need to tighten your 'seatbelt' to really understand the materials of handling a meeting using English. As a planter candidate, you should be equipped with many skills one of which is speaking English fluently on various occasions. The topic highlighted in this chapter is then suitable for you to prepare the best of you later.

To start the materials, please choose which picture do you prefer to be your dream meeting?



this one?

taken from <https://www.pnewsonline.com/better-meetings>

or



this one?

taken from <https://www.pexels.com/id-id/foto/orang-orang-kantor-laki-laki-perempuan-8134067/>

Of course, everyone has the same hope: having an enthusiastic meeting and participants. However, this is in fact not an easy matter. A meeting chair should really understand about his roles like opening the meeting, presenting the topic, opening discussion session, until wrapping the meeting.

Fortunately, this book will help you to prepare it as soon as possible. So now, please read thoroughly some fruitful expressions needed when handling a formal meeting:

A. HOW TO OPEN THE MEETING

1. *Hello everyone. Thank you for coming today.*
2. *Since everyone is here, let's get started.*
3. *First, I'd like to welcome you all.*
4. *I'd like to welcome everyone.*
5. *I'd like to thank everyone for coming today.*
6. *So now, let's get the ball rolling.*

B. ON THE AGENDA

1. *Today, the first item on the agenda is to...*
2. *Our main goal today is to...*
3. *As you can see from the agenda, we'll be talking about...*
4. *I've called this meeting in order to...*

C. ASKING FOR OPINIONS

1. *What does everyone think about...?*
2. *I'd like to get your feedback on...*
3. *What are your views on...?*
4. *What are your thoughts about...?*
5. *Any comments or opinions?*
6. *Beni, can we get your input?*
7. *Would you like to add anything, Anto?*

D. GIVING OPINIONS

1. *I think...*
2. *In my opinion, ...*
3. *From my point of view, ...*
4. *To be honest, ...*
5. *I strongly believe that...*
6. *I'm convinced that...*
7. *It's possible that...*
8. *In my experience, ...*
9. *How about...?*



E. INTERRUPTING

1. *May I have a word?*
2. *Could I just say one thing?*
3. *Excuse me...*
4. *Sorry for interrupting, but...*

F. APPRECIATING THE OPINIONS

1. *I'd like to say thank you to...*
2. *I really appreciate it.*
3. *That's a good idea.*
4. *That sounds reasonable.*

G. AGREEING

1. *I completely agree.*
2. *I couldn't agree more.*
3. *Exactly!*
4. *I'm with Susi on this.*

H. DISAGREEING

1. *What Paul is proposing sounds fine, but..*
2. *I agree with you up to a point, but..*
3. *I agree with your principle, but...*
4. *I'm afraid I disagree.*
5. *I see it differently.*
6. *I'm not sure about that.*
7. *I'm sorry, but I completely disagree.*

I. HANDLING THE ARGUMENTS

1. *Let's move on. I think we're going to have to agree or disagree.*
2. *What about the others? Do you agree about that?*
3. *I think I can suggest a compromise.*

J. SUMMARISING AND CLOSING THE MEETING

1. *I just want to summarize what we have so far.*
2. *To summarize then, let me just run through what we've agreed here.*
3. *Before we end, let me just summarize the three main points.*
4. *To sum up what I've presented.*
5. *That will be all for today.*
6. *If no one has anything else to add, then I think we'll wrap this up.*
7. *Thank you for your ideas.*
8. *It's great to see you again.*
9. *Have a good time.*



More elaboration of the materials can be watched at <https://bit.ly/MEETINGDELIVERY>



taken from <https://www.youtube.com/watch?v=OeggElpzdIA&t=188s>

Task

1. Create a short video of your formal introduction.
2. Wear a formal suit and act like your dream position in a plantation company. Do the introduction and add some preliminary statement of starting a meeting.
3. Do not read a note. That's why, understand and memorize each expression.
4. Upload your video on your YouTube account with adding some hashtags such as #polteklpp #politekniklpp #jogja #yogyakarta #perkebunan #english
5. Last, set the video as public, not unlisted.

REDUCED RELATIVE CLAUSE AND INVERSION

Starter

What do you know about reduced clause?

Have you ever heard about inverted sentence?

Can you give any example of them?

Main Course

Relative clause is a type of dependent clause in which there are specific pronouns called as relative pronouns. These pronouns are for example *who*, *which*, *that*, and the like. Some examples are written below:

1. I know **who** is singing the song.
2. We know the plants **that** are suitable for this area.
3. The sprayer **which** you ordered last week has been here.

From the examples above, it is indicated that all the pronouns mean '*yang*'. Here, these pronouns can be hidden in the clause, or called as **reduced relative clause**. Take a look at some examples of the alteration:

1. The girl **who** is washing her hands is my cousin =
The girl **washing** her hands is my cousin.
2. The machine **which** sterilizes the oil palm is broken =
The machine **sterilizing** the oil palm is broken.
3. The bicycle **that** is stolen is mine =
The bicycle **stolen** is mine.

The rule is very simple. The writer only drops the relative pronoun without dropping the meaning in the conversation or the writing. Besides, the writer should change the active verb into -ing form. On the contrary, if the verb is passive, the verb will not change except the omission of TOBE.

In addition, please pay attention to other examples with different rules:

1. I will finish that **before** I cook the soup =
I will finish that **before cooking** the soup

2. **Because** she came to my house, she could meet her old friend =
Coming to my house, she could meet her old friend.
3. **Since** Ali is healthy, Ali can get vaccinated =
Being healthy, Ali can get vaccinated

When the pronouns are changed into some prepositions of time such as *before, after, during*, and so on, the subject after the preposition will be omitted and the verb will change into verb -ing. The preposition will stay there. However, it is not applicable to the second and third sentences. When a writer meets adverbs of reason such as *because, since, and as* in the first clause the adverbs must be hidden along with the subject (where the subjects for the first and the second clauses are the same). After that, the verb will change into verb -ing.

That is for reduced relative clause. Now, the discussion moves on to the **inversion**. Inversion, as its name, inverts or reorders certain words. There are some preliminary demands to apply inversion in the sentence:

1. We use inversion when we use negative adverb/ adv phrase at the beginning of the sentence. Some negative adverbs are *hardly, never, rarely, seldom, no sooner...than*, etc.

Example:

He had hardly visited me when I was sick =
Hardly had he visited me when I was sick.

2. We use inversion when we use IF with were, had, or should.

Example:

If we had arrived, we could have booked a room =
Had we arrived, we could have booked a room.

3. We use inversion when we put an adverbial expression of place at the beginning on the sentence.

Example:

- ✓ The materials are **on the table** =
On the table are the materials.
- ✓ The knights came **round the table** =
Round the table came the knights.



4. We use inversion when we use “so (adjective) that...”

Example:

The candies are **so sweet** that I can eat them all =
So sweet are the candies that I can eat them all.

Task

I

Modify the sentences below using appropriate reduced relative clauses.

1. The man who is standing there is my relative.
2. I met the girl who behaved so weird.
3. I will not accept any reason which is except being sick.
4. The money which was taken yesterday was very meaningful for me.
5. I saw the cat that was bought for 300\$.
6. After you read the book, you can answer some questions.
7. Before I eat, I wash my hands.
8. As Tom had extra work to do, he stayed late at work.
9. Because you are kind, you are liked by many people.
10. Since these are not good, these will be thrown.

II

Change the sentences below into inverted ones.

1. I had never seen you before.
2. I seldom catch the fish on that pond.
3. If you had fertilized the plants, we could have met at the canteen.
4. They run around the village.
5. The girl was so beautiful that nobody could talk of anything else.



III

Write down 5 sentence examples using reduced relative clauses and 5 sentence examples using inversion patterns. All the sentences must use the topic of plantation.

MECHANISATION IN PLANTATION

Starter

Have you ever explored about machines in plantation industries?

What do you think about those machines? Are they fruitful for production effectiveness and efficiency?

What do you suggest for the plantation companies using numerous technologies or machines?

Main Course

Indonesia has many plantation industries which use machines to make their work easier and more efficient. A planter candidate at least should know about some machines regularly used there in order to be able to adapt to the work environment. Now, please watch the video at <https://bit.ly/PALMMACHINE> and answer the following questions.



taken from <https://www.youtube.com/watch?v=zgFp2zQYG5M>

Questions:

1. What does the video explain?
2. What plantation commodity is suitable for the machines in the video?
3. Explain the stages of the process in the video.
4. What are the advantages and shortcomings of using such machines?
5. Explain other machines that are needed in other plantation commodity industries.

Now, watch another video of green cocoa pod splitting machine at <https://bit.ly/COCOAPOD>. Before doing so, please translate some following words in the video:

- | | | |
|---------------------|-------------------|----------------|
| 1. cocoa pod | 6. shell | 11. adjust |
| 2. cracking machine | 7. require | 12. separate |
| 3. include | 8. discharging | 13. thoroughly |
| 4. split | 9. discharge | 14. equip |
| 5. cocoa bean | 10. conveyor belt | |



taken from <https://www.youtube.com/watch?v=txp1ohAqnfI&t=44s>

Task

1. Find two videos or more about mechanisation in plantation industries.
2. Retell the technologies described in the videos in front of your friends and lecturer using good English.
3. Then, describe your dreams about mechanisation in Indonesia's plantation industries in next 10-20 years in an essay of at least 500 words.

PERSONAL BRANDING

Starter

What do you know about personal branding?

What points should you add when talking about personal branding?

Main Course

It is foremost for a person, especially in building links and finding a dream job, to promote him/ herself. A personal brand can give a clear yet compact depiction of a person, starting from the name, strengths, and so on. Hard and soft skills are blended to give the detailed portrayal. From the detailed information got from the personal brand, a company can easily determine whether the applicant is suitable for them or not.

To give the illustration of what a personal might be, please watch the video at <https://bit.ly/PERSONALBRAND1>.



taken from <https://www.youtube.com/watch?v=OwfhVe0CMfw>

There are some points considered in creating a personal brand:

1. People need to know well who they are (strengths, weaknesses, etc.).

People should mention the selling information about them such as personal information, strengths (hard and soft skills mastered, etc), achievements, and weaknesses followed with

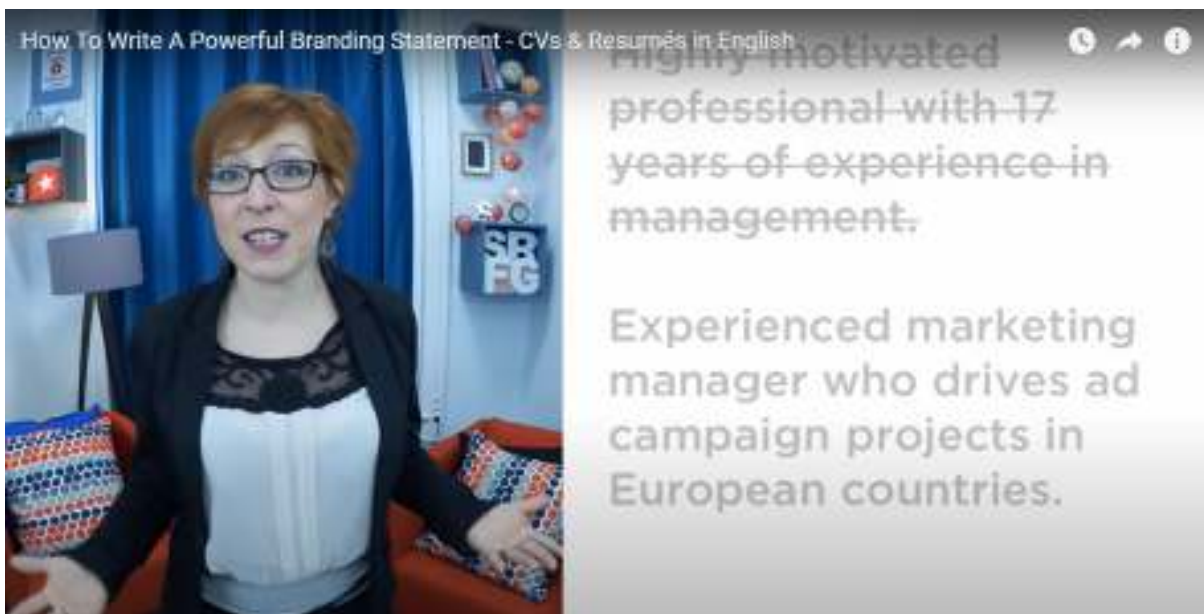
the effort to cope with them. Actually, the weaknesses can be changed into the strengths wrapped as weaknesses such as *'I am perfectionist. I always try my best to handle all of the things.'*

2. People need to be authentic and not to imitate anyone.

Being authentic is a key for the job seekers to get what they need and to be respected as they are. A company usually will regard the applicants as they write or say in the personal brand video. Unfortunately, it will be a boomerang when the interviewer finds that the interviewees are totally different from what they think initially. On the contrary, when job seekers try to be what they really are, the interviewer will not feel being manipulated and will think that they have known themselves, meaning good for them.

3. People need to specify the branding statements with examples.

Being authentic can be clearer when people add with the examples. The statement like *'I am professional foreman with 2-year-experience'* is not enough. People should specify the statement with the job descriptions or the achievements so far. The detailed tips can be peeked on <https://bit.ly/BRANDTIPS>.



taken from <https://www.youtube.com/watch?v=DHb7-xvQ8Qk>

4. People need to be consistent in using the same name to be recorded on online platforms and to keep the positive vibes of themselves portrayed on social media.

It is common for the companies to search the track of the interviewees on the social media or other online platforms. Thus, it is important for the people to use the same name on the online platforms, followed with good tracks without hate speech, bullying, and so on. In short, show them what you are from your social media.

From the aforementioned explanation about personal branding, it is suggested for the readers to watch other personal branding video at <https://bit.ly/PERSONALBRAND2>.

Task

1. Create your personal branding video with the duration at least of 2 minutes.
2. Promote yourself as the best talented person to be chosen by your dream company.
3. Upload your video on your YouTube account with the addition of some hashtags such as #politekniklpp, #polteklpp, #plantation, #personalbrand, and #jogja.
4. The video status on YouTube must be public, not unlisted even private.

CONDITIONAL SENTENCES

Starter

What is your dream?

If you were a president, what would you do?

How can we write down our imagination in English?

Main course

Conditional sentences give a chance to imagine something in English. However, these do not only provide an aid to tell something beyond but also other conditions. The following elaborates the rules:

A. ZERO CONDITION

It tells about facts, cause and consequence.

RULE: IF + S + V1, S + V1

Example:

1. If humans do their chores in the morning, plants do photosynthesis.
2. If you fertilize the plants, they get the nutrients.

B. FIRST CONDITION

It tells about predictions and promises.

RULE: IF + S + V1, S + WILL + Basic Verb/ Infinitive

REMEMBER, VERB AFTER MODAL IS INFINITIVE VERB.

REMEMBER, INFINITIVE TOBE IS BE.

Example:

1. If my group wins, Indonesia will get its victory.
2. If the crop is good, I will treat everyone.
3. If you agree, I will be your husband.

C. SECOND CONDITION

It tells imaginary/ unreal condition or hypothetical situation now or in the future.

RULE 1: IF + S + V2, S + WOULD + V Dasar

RULE 2: All of the subjects will be followed with WERE if they should be added with PAST TOBE.

RULE 3: V Dasar of TOBE is BE.

Example:

1. If I had money, I would establish a start-up company.
2. If I had the pen, I would lend it to you.
3. If I were you, I would take the risk.
4. If you told me, I would be your companion.

D. THIRD CONDITION

It tells the regret about the situation happening in the past, hypothesis about the past, or describes impossible situation because it had already happened.

RULE 1: IF + S + HAD + V3, S + WOULD HAVE + V3

RULE 2: All of TOBES after WOULD HAVE will change into BEEN.

Example:

1. If she had driven carefully, she would have got an accident.
2. If I had passed the exam, I would have got my degree.
3. If you had told me, I would have your companion.

The picture below finally wraps up all the rules aforementioned:

	CONDITION	+	RESULT
ZERO conditional	If you stand in the rain, If you heat ice,		you get wet. it melts.
	PRESENT SIMPLE	+	PRESENT SIMPLE
USES:	Facts which are generally true or scientific facts. The condition always has the same result.		
FIRST conditional	If it rains, If you study,		we will cancel the trip. you will pass the exam.
	PRESENT SIMPLE	+	WILL / WON'T + VERB
USES:	A possible situation in the future. Predicting a likely result in the future (if the condition happens).		
SECOND conditional	If I won the lottery, If they sold their house,		I would travel a lot. they would be rich.
	PAST SIMPLE	+	WOULD + VERB
USES:	Hypothetical or unlikely situations. Unreal or improbable situation now or in the future.		
THIRD conditional	If you had studied, If I hadn't been sick,		you would have passed the exam. I would have gone to your party.
	PAST PERFECT	+	WOULD HAVE + PAST PARTICIPLE
USES:	The person is imagining a different past. Imaginary situation that did not happen in the past.		

taken from <https://www.woodwardenglish.com/lesson/conditional-sentences-if-clauses-introduction/>

Task

I

Change the sentences in the 2nd condition into 3rd conditioned ones.

1. If I had money, I would buy a car.
2. If I were you, I would not do this.
3. If she knew the answer, she would win the game.
4. If I planted oil palm, I would be rich.
5. If I counted my wage correctly, there would be no misunderstanding.

II

Write down 10 examples of conditional sentences with the topic of plantation.

III

Make a dialogue in pairs using some examples of conditional sentences with free topic.

APPLICATION LETTER AND

CURRICULUM VITAE

Starter

When you are applying for a job, what are you going to prepare?

Do you know the difference between application letter and cover letter?

How do you create a good curriculum vitae?

Main course

After graduation, many graduates must seek for a job, especially in numerous companies. The first thing that needs to be prepared is writing application letter or cover letter with curriculum vitae. Sometimes, application letter and cover letter are similar and interchangeably. After all, there are still some points that make them clear-cut:

1. Cover letter is usually shorter than application letter. A cover letter is usually only a page.
2. Cover letter explains many things in a short way, while application letter explains many things in more detailed ways, ex: in cover letter, you only write that you once worked as a secretary for 5 years. On the other hand, in application letter, you should explain your job descriptions and accomplishments as a secretary before.
3. Cover letter is just an introduction or a prologue. That is why, you should add a resume or curriculum vitae along with it. On the contrary, application letter has explained all about you. So, sometimes you do not need to attach the CV.

In conclusion, it can be said that a job application letter is more complete and longer than a cover letter. However, many people do not know about this distinction and think that both are the same. Thus, whatever the applicant wants to write, make sure that the letter should not be redundant and should be on point. Besides, if a curriculum vitae will also be attached, it is better not to tell the complete version of the things written in the CV.

Then, back again to the cover letter. Is there any good trick to write it? Of course, yes. Here are some hacks that might be done:

1. Introduce yourself with a compact format.
2. Mention the job (or kind of job) you're applying for (or looking for).
3. Show that your skills and experience match the skills and experience needed to do the job.
4. Encourage the reader to read your resume.

5. Finish with a call to action (for example, asking for an interview or a meeting).

taken from <https://www.youthcentral.vic.gov.au/jobs-and-careers/applying-for-a-job/what-is-a-cover-letter/how-to-write-a-cover-letter>

From the suggestions above, there are generic structures of a cover letter that might be considered:

1. Your personal information

It describes your name, your phone number, your email, and even your address.

2. Salutation

Choose the appropriate way to address the contact person.

For example:

Dear Mr. Johns (if there is a contact name)

Dear Prospective Employer (if there is no contact name)



3. Opening Paragraph

In the opening paragraph tell how you learned about the position. You may, for example, know of a job through a classified advertisement, the Internet, or personal referrals.

4. Middle Paragraph

This paragraph gives a summary of your background and critical skills (hard skills) that make you qualified for the position.

5. Second Middle Paragraph

This paragraph can be used to demonstrate your persuasive skills (soft skills).

6. Contact Information and Closing

At the end of the letter talk about your availability for the job, where you can be contacted, and when you are going to contact the hiring person for an appointment to discuss your application. Thank the person to whom you are writing for his/her time and consideration of your application.

taken from <https://www.washington.edu/doiit/key-elements-cover-letter>

Here is an example of cover letter:




taken from <https://www.livecareer.com/cover-letters/examples/agriculture-environment/petroleum-operator>

After the preparation for an application or cover letter, it is better to add curriculum vitae as the attachment. Then, what points are important to add? Should a curriculum vitae long or short?

In general, a curriculum vitae should contain at least a person's education, qualifications, and previous experiences. The length of a CV itself is not limited, but some tips below can be done:

1. A curriculum vitae should be detailed in describing the person, but written in compact but clear details.
2. A curriculum vitae should not be redundant in the description.
3. A formal photograph should be attached in the curriculum vitae.
4. A short self-description can be added below the photograph.
5. All of the information needed by the company to contact the applicant such as phone number, email address, even social media account should not be forgotten to be added.
6. The year order of education and the like is recommended to start with the latest until the last.
7. Specify the experiences with the job positions or skills that are mastered.
8. Write down other skills that are even unrelated to the job applied.

In relation to the template for the curriculum vitae, there are numerous choices that might be picked. The most important thing is that a curriculum vitae can also represent the applicant. That is why the template should be considered. Here is an example of curriculum vitae that can be adapted:



Aditya Maulana

Male,
Single,

Perumahan Staff PT. Tunggal Perkasa Plantation,
Lirik , Riau, Indonesia.

0812 684 858 99
0812 133 048 23

adityamaulana@gmail.com
<http://id.linkedin.com/in/aditya-maulana-9532bb113>

CURRICULUM VITAE

SUMMARY

Born in Padang, July 31st 1990. Bachelor degree of Economic, majoring Agribusiness, Faculty Economic and Management, Institut Pertanian Bogor (IPB), with "Strategi Pengembangan Usaha Perkebunan Kelapa Sawit, studi kasus pada PT. Perkebunan Nusantara 4, Medan, Sumatera Utara" for my final paper.

I was contribute in various student organizations such as, a team leader of baksetball Faculty Economic and Management IPB and Defend department SAPMA PP (Satuan Pelajar dan Mahasiswa Pemuda Pancasila) Komisariat IPB.

EXPERIENCE

Head Of Finance and Administration Site, PT Astra Agro Lestari Tbk.
Riau, Indonesia — Maret 2016 - Now

Head Of WareHouse Site, PT Astra Agro Lestari Tbk.
Riau, Indonesia — Maret 2015 - Februari 2016

Accounting and Financial Auditor "Mitra", LPDB KUMKM.
Jakarta, Indonesia — 2014

EDUCATION

Bogor Agricultural Institute, Major Agribisnis
2009 - 2014

Senior High School 4 Padang
2005 - 2008

Junior High School 8 Padang
2002 - 2005

Primary School 30 Padang
1996 - 2002

ORGANIZATION

Head of Defend department SAPMA PP Komisariat IPB
2009 - 2010

Captain Baksetball Faculty Economic and Management IPB
2013 - 2014

MPC SAPMA PP Regional Bogor
2013 - 2014

taken from <https://www.slideshare.net/AdityaMaulana11/cv-new-aditya-maulana-62598617>

Task

Write down a cover letter with curriculum vitae of yours. Act like you were a fresh graduate of Politeknik LPP Yogyakarta.

COPING WITH A JOB INTERVIEW

Starter

What will you prepare for your job interview?

What effort will you do to increase self-confidence?

Does your outfit affect interview assessment?

Main course

A dream for a fresh graduate is passing a job interview in his/ her dream company. In fact, nowadays there are so many graduates who are seeking for a job and ready to face a job interview. In other words, it will be countless rivals in each job position. Thus, a fresh graduate needs to prepare for their performance in the interview. Some points for the consideration are as follows:

1. Make sure that applicant understand well what he/ she writes in the application or cover letter and curriculum vitae.

Sometimes an interviewer only wants to check out whether an interviewee is responsible for himself/ herself from his/ her understanding about what he/ she has written in the letter and the curriculum vitae. For that, the interviewer will simply ask about the letter and CV. Here, what the applicant should do is only understanding and preparing for the CV elaboration.

2. Prepare for showing all the skills written, especially English skills

English is a language needed in various work fields, one of which is plantation industry. Therefore, it is important for the applicant to prepare for some possible queries from the interviewer such as asking for a formal introduction, strengths and weaknesses, and so on. It is also suggested to consider the good structure, tenses, and pronunciation of the expressions.

3. Show good attitude

Manner is another point that is highlighted by the companies. So, it is recommended for the applicant to show good attitude even by doing simple thing like having a seat after being permitted. Some other hints are such as do not cut other's words, do not place the arms on the table, use formal language, etc.

4. Wear proper formal suit

A suit in reality can talk much as it can show your attitude towards the company. A proper formal suit is proposed to wear in order to show honour to the company. Do not forget also to put on shoes, not sandals.

Then, in order to maximise the preparation for an interview, there are some examples of questions in the interview followed with the recommended answers below taken from TimeforLearning Facebook Account:

JOB INTERVIEW

1. Tell me about yourself?

- I'm really energetic, and a great communicator. Working in sales for 2 years helped me to build confidence and taught me the importance of customer loyalty.
- I'm punctual, dependable, can be counted upon to finish what I started.
- I understand my customers needs.
- I consider myself hard-working / reliable/ dependable/ helpful/ outgoing/ organised/ honest/ cooperative.

[/TimeforLearning](#)

JOB INTERVIEW

2. Why did you leave your previous job?

- I've learnt a lot from my current role, but now I'm looking for a new challenge, to be broaden my horizons and to gain a new skill-set-all of which I see the potential for in this job.
- I'm looking forward to better opportunity to grow in job wise and financial wise. I want to learn more things, where am working.
- I'm looking for a job where I can grow with this company.
- I'm looking for a job that suits my qualifications.
- I was laid off/made redundant, because the company relocated / downsized/ needed to cut costs.

[/TimeforLearning](#)

JOB INTERVIEW

3. What are you currently doing?

- My work is important to me, so instead of rushing to accept the first thing that comes my way. I'm taking my time and being selective to make sure my next role is the right one.
- I'm working on several freelancer projects while actively job seeking.
- I'm spending time being a stay-at-home mom and volunteering at my daughter's school.
- I'm taking some continuing education classes and seminars

[/TimeforLearning](#)

JOB INTERVIEW

4. What do you find most rewarding about being sales (marketing, HR , and so on)?

- I really enjoy making contacts and spending time talking with people . The most rewarding part of being in the sales , for me , is the time spent with customers, helping them make the right decision about a product.
- I'm a people person. I was always happiest- and most satisfied when I was interacting with customers, making sure I was able to meet their needs and giving them the best possible customer experience.
- I'd like to stay in a field related to training no matter what happens. I was too interested in business to work at a university, but I believe that teaching is someone in my blood. I've been good at sales because I took the time to educate my clients. Now I look forward to training the new hires

[/TimeforLearning](#)

JOB INTERVIEW

5. What are your strengths?

- I believe my strongest traits is my attention to detail. This trait has helped me tremendously in this field of work
- I've always been a great team player. I'm good at keeping a team together and producing quality work in a team environment.
- I'm an adaptable person. I work for three different management styles and expectations of me. I'm able to adjust my approach to meet each of their needs.

[/Terehdawitc](#)

JOB INTERVIEW

6. What are your weakness?

- I've never been very comfortable with public speaking which as you know, can be hindrance in the workplace. Realizing this was a problem, I asked my previous employer if I could enroll in a speech workshop. He said "yes". I took the class, was able to overcome my lifelong fear. Since then, I've given lots of presentation to audience of over a 100 High level executives. I still don't love it, but no one else can tell!
- I had troubles in the past with planning and prioritization. However, I'm now taking steps to correct this. I just started using a pocket planner.
- I might need to learn to be more flexible when things are not going according to plan. This is something I'm working on at the the moment.

[/Terehdawitc](#)

JOB INTERVIEW

7. Tell me about a difficult situation you have faced?

- In my last job I sometimes had to find answers to IT questions. I would often go on the internet and look for blogs on the topic I need to learn about. I enjoy learning new things, so research is actually one of my hobbies.
- I have faced number of difficult situations, but the one that comes to mind now is. (Describe the situation). I was able to deal with it by assessing the situation, determining the possible different approaches and deciding on the most effective one. I had to remain unemotional and objective and focused on solution.
- I'm a perfectionist and I may be too hard on myself or my co-workers sometimes.

[/Terehdawitc](#)

JOB INTERVIEW

8. Where do you see yourself in 3-5 years from now?

- Although it is hard to predict the future, I sincerely believe that I will become a very good financial consultant. I believe that my abilities will allow me to excel to the point that I can seek other opportunities as portfolio manager (the next step) and possibly even higher.
- In five years I see myself as a valued employee of a company. I want to be an expert at my position and start training to be a manager.
- My goal is to become a lead in five years, although not everyone gets promoted to this level. I believe I can achieve this goal through hard work.

[/Terehdawitc](#)

JOB INTERVIEW

9. Why should we hire you?

- I am a fast learner, I had to learn a totally new operating system in my last job and I was up and running within a couple of weeks.
- You require someone who can perform a wide range of administrative duties. I have a track record of carrying out these different tasks efficiently and successfully.
- I have the right combination of skills and experience for this job. I also bring the additional quality of strong analytical and problem solving ability as shown by my introduction of a more efficient work flow system at ABC Company.

[/Terehdawitc](#)

Task

1. In pairs, create a video in the job interview simulation.
2. Someone will act as interviewer and the other will act as interviewee. After that, the roles will be rolled.
3. The interviewer will ask about some questions such as stated in the examples above. The answers then depend uniquely on individuals.
4. The video must be submitted on one group member's YouTube account with the addition of some hashtags such as #politekniklpp, #polteklpp, #plantation, #jobinterview, and #jogja.
5. The video status on YouTube must be public, not unlisted even private.
6. Wear suitable outfit and use some properties to enhance the performance.
7. Do not read the text.

TOEFL STRUCTURE ENRICHMENT

Starter

What do you know about TOEFL?

What skills are tested in TOEFL?

What are the functions of TOEFL?

Main course

TOEFL stands for Test of English as a Foreign Language. This test is a standardised English test for various demands, ranging for scholarship up to job requirement. It also has many types, such as TOEFL LIKE/ TOEFL Preparation Test, TOEFL ITP/ PBT, and TOEFL IBT. Except for TOEFL IBT, the score of TOEFL itself will range from 310-677. There are three sections inside: listening, structure, and reading. The duration is 2-2,5 hours.

For structure test, there will be two types. The first one is TOEFL Structure. The second one is TOEFL Written Expression. For the first part, there will be 40 questions that must be completed in 25 minutes. It comprises multiple choice questions and some sentences in which the test taker should choose the wrong part.

The materials appearing in the first 15 numbers are usually about subject and predicate, appositive, participle, conjunction, reduced sentence, and inversion.

Then, the last 25 ones are usually about subject and predicate, parallel structure, comparative and superlative sentence, passive voice, noun, article, pronoun, adjective, adverb, and preposition.

Let's go to the question examples!

1. Since the early 1950's, throughout the world has more than doubled.

- (A) the demand for food
- (B) there is demand for food
- (C) if food is in demand
- (D) food, a demand that

Explanation:

Since the early 1950's, throughout the world has more than doubled.

ADVERB

VERB

In a very simple sentence, there must be subject and verb. So, we must find a correct subject (NOUN). So, the correct answer is A.

2. Even though he did not attend school until he was twelve,
Dr. Samuel C.C. Ting was the Nobel Prize in Physics in 1976.

- (A) won
- (B) the winning
- (C) the winner of
- (D) to be won

Explanation:

Even though he did not attend school until he was twelve, Dr. Samuel C.C. Ting was the

DEPENDENT CLAUSE	SUBJECT	VERB
------------------	---------	------

Nobel Prize in Physics in 1976.

We find object (NOUN) after verb. The needed noun should also fit the next words the Nobel Prize in Physics in 1976. Then, we need preposition after the noun to connect the noun and the modifiers. The correct answer is C.

3. Gas particles move when the gas is hot than when it is cold.

- (A) fast
- (B) faster
- (C) as fast
- (D) fastest

Explanation:

Gas particles move when the gas is hot than when it is cold.

SUBJECT	VERB	CONJUNCTION FOR COMPARATIVE
---------	------	-----------------------------

Explanation:

When we talk about comparative sentence, then we will recognize more (adjective) than or (adjective)er...than as conjunctions. In the question, there is THAN. It needs more + adjective or adjective + er to precede it. So, the answer for it is B.

4. The different colors of the different temperatures of the stars' surfaces.

- (A) the stars indicate
- (B) indicating stars
- (C) the indication that the stars
- (D) stars indicating that

Explanation:

The different colors of the different temperatures of the stars' surfaces.

SUBJECT	OBJECT
---------	--------

Where is the VERB? NONE! So, we must find the answer in which there is a VERB. The answer is A.

5. As a country develops from an agricultural to an industrial economy, the attitudes, values, structures, and functions of the family

- (A) the change
- (B) which change
- (C) change
- (D) changing

Explanation:

As a country develops from an agricultural to an industrial economy, the attitudes, values,

ADVERB OF TIME

SUBJECT

structures, and functions of the family

SUBJECT

We need a verb, then we undoubtedly choose C, not D, because verb -ing should be preceded with TOBE.

6. Only a few sounds produced by insects are heard by humans most of the sounds are pitched either too low or too high.

- (A) in spite of
- (B) because
- (C) as a result of
- (D) instead of

Explanation:

Only a few sounds produced by insects are heard by humans most of the sounds are

SUBJECT

VERB

OBJECT

pitched either too low or too high.

After reading the whole sentence, we know that we need a conjunction BECAUSE (B).

7. The ordinary chair in countless shapes, sizes, styles, and materials.

- (A) has been made
- (B) to be made
- (C) is making
- (D) been making

Explanation:

The ordinary chair in countless shapes, sizes, styles, and materials.

SUBJECT

ADVERB

We need an appropriate verb here. There are two possibilities, A and C. The correct answer is A, because the chair cannot do something.

8. For 125 years after initial use at Harvard in 1642, the Bachelor of Arts degree was the only degree awarded by colleges in the United States.

- (A) its
- (B) it was
- (C) being
- (D) when

Explanation:

For 125 years after initial use at Harvard in 1642, the Bachelor of Arts degree was

ADVERB OF TIME

SUBJECT

VERB

the only degree awarded by colleges in the United States.

OBJECT

AFTER here in adverb of time. The word after this preposition MUST BE A NOUN OR NOUN PHRASE. Here, bla-bla-bla initial use is a noun phrase. So, to make it complete, we can choose A.

9. The novels of Constance Fenimore Woolson, , have special interest for their regional settings.

- (A) in a nineteenth-century writer
- (B) a nineteenth-century writer
- (C) the nineteenth-century writing
- (D) wrote about the nineteenth century

Explanation:

The novels of Constance Fenimore Woolson, , have special interest for their regional

SUBJECT

VERB

OBJECT

settings.

Here, we need appositive to describe Woolson, so we need B to complete the sentence.

10. The upper part in a harmonic arrangement by mixed voices is usually written for a soprano voice.

- (A) to be sung
- (B) as singing
- (C) to be singing
- (D) was sung

Explanation:

The upper part in a harmonic arrangement by mixed voices is usually written for a soprano

SUBJECT

VERB

voice.

Here, we need a modifier of the noun phrase to be a subject. The modifier will describe the verb of the preceded subject/ noun in a noun phrase. But we do not need the real verb, because the verb is usually written. To avoid the ambiguity, then we can use to infinitive. So, the correct answer is A.

11. While attempting to fly hers plane around the world in 1937, Amelia Earhart

A

B

C

mysteriously disappeared.

D

Explanation:

Her plane, not hers plane. It is like my book, not mine book, or your badge, not yours badge. So, the answer is B.

12. Richard Wright's Uncle Tom's Children, a collection of short stories, were a

A

B

critical success when it appeared in 1938.

C

D

Explanation:

The subject is A BOOK TITLE, which is only ONE. So, the proper tobe used is WAS, not WERE. Then, the answer is B.

13. The principle on which the boat called a hydrofoil is designed is identically to

A

that demonstrated by an airplane wing moving through air.

B

C

D

Explanation:

The principle on which the boat called a hydrofoil is designed is identically to...

SUBJECT

V

The answer is A. After TOBE as a verb, we can add adjective or noun. In the sentence above, there is word TO, so we need adjective. The correct adjective is IDENTICAL. Identically is adverb of manner.

14. Migrating butterflies can travel long distant over water.

A B C D

Explanation:

Migrating butterflies can travel long distant over water

SUBJECT VERB

After verb, we need object, because travel can be transitive verb (need object), besides being also as intransitive one. There is no noun in words long distant. Therefore, to correct this, we need to change distant into distance. The answer for question number 14 is C.

15. During a early period in the settlement of the western United States, pioneers

A

claimed parts of the wilderness by marking trees to establish a boundary.

B C D

Explanation:

The answer is A, because article a/ an should fit the word followed. If the pronunciation of the first letter of the word is vocal sound, AN is used. Conversely, when we meet the pronunciation of the first letter of the word which is consonant sound, A is used.

16. Anthropologists recently have found evidence that, centuries ago, Inuits

A

used to entering their subterranean homes through tunnels, which

B

helped keep the cold out and the heat in.

C D

Explanation:

The phrase used to must be followed with infinitive (verb 1 without suffix). Therefore, the answer is B.

17. The tree porcupine is found in wooded areas throughout most from North America.

A B C D

Explanation:

The word most should be followed with of, not from. So, the answer is D.

18. To date, only a small percentage of all glass manufactured in the United States

A

is recycled, but markets for recycled glass that are growing steadily.

B

C

D

Explanation:

The answer is A, because here we need noun after of and before in, but in fact, there is no noun.

19. The oceans are the major source of the atmospheric moisture that is obtained

A

B

C

through evaporator.

D

Explanation:

The answer is D, because we need the process of evaporation, not the agent which does the evaporation.

20. Only those insects with high developed, multilensed eyes have good color vision.

A

B

C

D

Explanation:

If we read the sentence carefully, we will understand that the word high needs -ly -to make it adverb of manner. So, the answer is B.

Task 1

Do the TOEFL Structure Quiz at <https://s.id/TOEFLSTRUCTURE>

Task 2

Try to find free online TOEFL ITP/LIKE/PREPARATION TEST and join it. Submit the result to the lecturer.

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