

**MATERI PELATIHAN  
BAHASA INGGRIS *READING COMPREHENSION*  
DALAM RANGKA PENGABDIAN PADA MASYARAKAT  
BAGI MAHASISWA UNY**

**MEMAHAMI TEKS-TEKS BAHASA DENGAN  
MENGUNAKAN *READING SKILLS***



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## Memahami Teks-Teks Bahasa dengan Menggunakan *Reading Skills*

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### A. Pendahuluan

Dalam memahami teks-teks bahasa Inggris sebagaimana disampaikan dalam tes TOEFL, Anda didorong menggunakan teknik membaca atau strategi membaca yang sering disebut dengan *reading skills* yang mencakup *skimming, scanning, word-attack skills, vocabulary building, recognising text organisation, interpreting reference, and inferencing*. Keterampilan membaca tersebut sangat berguna dalam memahami teks-teks bahasa Inggris (Hermida, 2009) karena keterampilan tersebut mengaktifkan pengetahuan skematik atau pengetahuan non-kebahasaan yang mencakup pengetahuan sosial-kultural, wacana, tematik, dan pengetahuan umum yang relevan dengan teks-teks yang dibaca (Hedge, 2008).

Penggunaan strategi membaca tersebut menggunakan pendekatan *top-down processing*, yakni salah satu pendekatan dalam memahami teks-teks bahasa Inggris yang dilakukan dengan cara menggunakan pengetahuan non-kebahasaan (*schematic knowledge*) beralih ke pengetahuan kebahasaan (*systemic knowledge*) (Margana, 2012). Dalam pendekatan ini, Anda sebagai pembaca mengkonstruksi makna dengan menggunakan pengetahuan yang diperoleh sebelumnya (Goodman cited in Hudson, 2007:37). Dengan kata lain, Anda diarahkan untuk memahami pesan yang ada dalam teks dengan cara melakukan prediksi-prediksi sebelum Anda membaca secara intensif. Pendekatan ini perlu dilakukan

dalam rangka membangun konsep makna yang tertera dalam teks bahasa Inggris yang dibaca.

Pang dkk (2003:14) mengemukakan bahwa proses membangun makna berkenaan dengan berbagai kegiatan membaca di antaranya (1) menghubungkan antara pengetahuan sebelumnya dan pesan-pesan dalam teks, (2) menemukan makna bentuk-bentuk kebahasaan yang ada dalam teks dan (3) mengkonstruksi isi teks dalam rangka memahami teks-teks yang dibaca. Dalam proses tersebut, Anda menggunakan pengetahuan sebelumnya untuk menemukan topik, pokok pikiran utama, organisasi teks, bentuk-bentuk kebahasaan yang digunakan dalam rangka menemukan pesan atau makna intensional yang dimiliki oleh penulis (Lenz, 2005:1). Oleh karena itu, Anda disarankan untuk menggunakan strategi membaca yang cocok sesuai dengan tujuan dan jenis teks yang dibaca (Johnson, 2008: 110).

Merujuk pada uraian tersebut di atas, tulisan ini memerikan berbagai keterampilan membaca yang Anda dapat gunakan dalam menyelesaikan soal-soal *reading comprehension* dengan menggunakan strategi membaca yang mencakup *skimming, scanning, word-attack skills, vocabulary building, interpreting reference, recognising text organisation, and inferencing*.

## **B. Strategi Membaca dan Penggunaannya dalam Mengerjakan Soal *Reading***

Sebagaimana disampaikan pada sub-sebelumnya, teknik membaca atau strategi membaca merupakan hal yang penting untuk dipahami ketika Anda mengerjakan soal-soal *reading comprehension* karena dengan penerapan strategi tersebut Anda dapat menjawab pertanyaan bacaan dengan cepat dan akurat. Berikut diuraikan berbagai strategi membaca disertai dengan contoh-contoh penerapannya.

## 1. Skimming

*Skimming* diartikan membaca dengan cepat untuk menentukan topik atau pokok pikiran dalam bacaan. Dengan menggunakan teknik ini, Anda dapat memprediksi tujuan penulisan teks, topik bacaan, dan pokok pikiran utama. Berikut disampaikan contoh penerapan teknik *skimming*.

Example:

**Gold, a precious metal, is prized for two important characteristics.** First of all, gold has a lustrous beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins, and ornamental purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coins remains as untarnished to day as the day it was minted twenty-three centuries ago. Another important characteristic of gold is usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. The most recent use of gold is in astronaut's suits. Astronauts wear gold-plated heat shields for protection outside spaceships. In conclusion, gold is treasured not only for its beauty but also for its utility.

- (1) *What is the topic of the text?*                      *Gold*
- (2) *What is the main idea of the text?*              *Gold is prized for two important characteristics.*

## 2. Scanning

Scanning merujuk pada membaca dengan cepat untuk menemukan informasi faktual yang ada dalam teks. Tujuan dari teknik ini adalah *to extract specific information without reading through the whole text*. Brown (2007) menambahkan bahwa *scanning* berkenaan dengan pencarian informasi rinci seperti nama, keterangan tempat, keterangan waktu, kata kunci, hal-hal yang berkaitan dengan angka. Teknik ini dapat digunakan untuk menjawab pertanyaan yang berhubungan dengan *who, what, how*

*long, where, when, how much, how far, dan sebagainya. Berikut disampaikan contoh penerapan teknik ini.*

#### OAP Halts Wagon with Pram

An old aged pensioner managed to stop a ten ton wagon using only a pram, making the wagon reverse for three quarters of a mile through a park.

83-year old Mrs Norah Padstow was playing with her grandson, Wayne, in Jubilee Park, Dudley, last week when she saw a ten-ton wagon attempting to take a short cut along a pedestrian-only path across the park. Furious that he was breaking the law and putting children at risk, she pushed her pram in front of the wagon and refused to move. The driver, Mr Eric Smithson, argued with her for some time but eventually had to reverse all the way back to the ring road.

Mrs Padstow told our reporter, "I knew he wouldn't knock me down if I stood my ground. Wagon drivers keep using the park as a short cut to avoid the traffic jams in the town centre but they shouldn't do it and one day a child will get hurt!"

Mr Smithson was not available for comment.

Merujuk pada teks tersebut di atas, berikut disampaikan pertanyaan yang berkaitan dengan informasi faktual yang dapat didekati dengan teknik *scanning*.

| No. | Pertanyaan   | Jawaban   |
|-----|--|---|
| 01. | <i>Who stopped a ten-ton wagon?</i>                          | <i>An old aged pensioner</i>                                    |
| 02. | <i>How old was Mrs. Norah Padstow?</i>                       | <i>She was 83-year old</i>                                      |
| 03. | <i>What was her grandson's name?</i>                         | <i>He was Wayne.</i>  |
| 04. | <i>What was the name of the driver of the ten-ton wagon?</i> | <i>He was Mr Eric Smithson</i>                                  |
| 05. | <i>What did Mrs Padstow tell the reporter?</i>               | <i>"I knew he wouldn't knock me down if I stood my ground."</i> |

### 3. *Word-Attack Skills*

*Word-attack skills* adalah teknik membaca yang berkenaan menerka kata-kata sulit dengan menggunakan hubungan gramatikal dan kontekstual. Hubungan gramatikal diartikan sebagai jenis hubungan yang berkaitan dengan bentuk dan fungsi kata dalam suatu konstruksi tertentu sedangkan hubungan kontekstual berkenaan dengan hubungan antara kata tertentu dan kata lain dalam rangkaian makna. Berikut disampaikan contoh penerapan teknik ini.

In the first place, with the **rapid (1)** development of science and technology, work today is more demanding than it used to be. For example, college graduates nowadays have to master English, computer science and driving skills before they can find **decent (2)** jobs. People have to spend more time **acquiring (3)** new techniques and skills. And their spare time tends to be fully **occupied (4)**, not with **leisure (5)** pursuit, but with work-related pursuits.

- |         |            |         |
|---------|------------|---------|
| 1. fast | 3. gaining | 5. free |
| 2. good | 4. booked  |         |

### 4. *Vocabulary building*

Teknik membaca ini berkaitan dengan dua proses utama dalam ranah morfologi, yakni derivasi dan infleksi. Proses derivasi diartikan sebagai proses morfologi yang berakibat pada perubahan makna dan/atau perubahan kategori. Proses infleksi merujuk pada proses morfologi yang berupa afiksasi yang berkaitan erat dengan penjamakan, penanda perubahan *tenses*, dan kepemilikan. Berikut disampaikan contoh penerapan teknik ini.

| Verb    | Noun        | Adjective   | Adverb        |
|---------|-------------|-------------|---------------|
| help    | help        | helpful     | helpfully     |
| comfort | comfort     | comfortable | comfortably   |
| enlarge | enlargement | large       | largely       |
| enjoy   | Enjoyment   | enjoyable   | enjoyable     |
| compete | competition | competitive | Competitively |

Perhatikan kata-kata yang dicetak tebal pada teks berikut. Identifikasi kata-kata sebagai hasil **derivasi** dan kata-kata sebagai hasil **infleksi**.

In the second place, **competition** is becoming more intense. Many people feel anxious that they may be “laid-off” if they can’t work as hard as others. And they also feel at a **disadvantage** before new **graduates**. Therefore, it is **understandable** that people keep themselves involved in **intensely** hard work in order to preserve their **positions**.

In my opinion, the worst aspect of this phenomenon is that the huge **pressure** of work will **gradually** affect **people’s** mental health. **Excessively** hard work means that people can never get rid of the fatigue of their work, even in their leisure time. This **means** that they cannot enjoy a normal life.

In a word, in modern society overwork is **stealing** our leisure time. however, I believe this problem will be **settled eventually** with the **development** of science and technology.

### 5. *Interpreting reference*

Teknik ini merujuk pada menemukan acuan atau sumber rujukan kata ganti yang muncul dalam teks. *Interpreting reference* ini memiliki dua sifat, yakni anaporik dan kataporik. Dikatakan anaporik ketika rujukan atau acuan berada sebelum kata yang digantikan. Sebaliknya jika rujukan berada setelah kata yang digantikan disebut kataporik. Di antara dua jenis tersebut, anaporik lazim ditemukan dalam berbagai soal yang

berkenaan dengan *interpreting reference*. Berikut disampaikan contoh penerapan teknik ini.

Contoh 1 Carilah rujukan kata ganti yang digarisbawahi tersebut di atas.

In my opinion, the worst aspect of this phenomenon is that the huge pressure of work will gradually affect people's mental health. Excessively hard work means that people can never get rid of the fatigue of their work, even in their leisure time. This means that they cannot enjoy a normal life.

In a word, in modern society overwork is stealing our leisure time. However, I believe this problem will be settled eventually with the development of science and technology.

Contoh 2 Carilah rujukan kata ganti yang digarisbawahi tersebut di atas.

In brief, the computer age has arrived, and it is changing our lives. Computers have made communicating and doing business faster and more convenient, and they have greatly increased our access to information. Just as the invention of automobiles had an unplanned consequence-the growth of suburbs-so will the invention of personal computers. We will have to wait and see what these unintentional consequences will be.

## 6. *Recognising text-organisation*

Teknik ini diartikan sebagai salah satu teknik membaca yang berkenaan dengan pengenalan pola pengorganisasian teks atau pengenalan jenis-jenis paragraf. Teknik ini sangat penting ketika Anda ingin mengenali bagaimana penulis mengorganisasi ide-idenya dalam suatu teks. Berikut disampaikan contoh penerapan teknik ini.

Contoh. Perhatikan teks berikut dan tulislah bagian-bagian sebagai pembentuk teks.



There are three reasons why **Canada is one of the best countries in the world**. **First**, Canada has *an excellent health care system*. All Canadians have access to medical services at a reasonable price. **Second**, Canada has *a high standard of education*. Students are taught by well-trained teachers and are encouraged to continue studying at university. **Finally**, Canada's cities are *clean and efficiently managed*. Canadian cities have many parks and lots of space for people to live. As a result, **Canada is a desirable place to live**.

|                        |  |
|------------------------|--|
| Main Idea              |  |
| Supporting Detail 1    |  |
| Sub-supporting Details |  |
| Supporting Detail 1    |  |
| Sub-supporting Details |  |
| Concluding Sentence    |  |

### 7. Inferencing

Jenis teknik membaca ini berkenaan dengan melakukan penyimpulan berdasarkan informasi yang diperoleh dari teks yang dibaca. Berikut disampaikan contoh penerapan teknik ini.

The term "neon light" was originally applied to a particular type of vapor lamp using the inert gas neon. A long tube was filled with neon, which then became luminous at low pressure when an electric current was passed through it. The lamp then emitted the characteristic reddish-orange light of neon. Today, the term "neon light" is given to lamps of this general type that may be filled with a variety of gases, depending on the color that is desired. Argon, for example, is used to produce blue light.

Color can also be altered by changing the color of the glass. The tubes must be quite long in all these lamps to light efficiently. As a result, high voltages are required. Neon tube lamps are not practical for indoor illumination, but they have found widespread outdoor use in glowing, colourful advertising signs.

Tulislah BENAR jika pernyataan merupakan kesimpulan yang valid, dan tulislah SALAH jika pernyataan merupakan kesimpulan yang tidak valid.

| No. | Pernyataan  | Salah/Benar |
|-----|---|-------------|
| 1.  | The inert gas neon is reddish-orange in colour.                                   |             |
| 2.  | The meaning of the term "neon light" has changed over time.                       |             |
| 3.  | Today's neon lights never actually contain neon.                                  |             |
| 4.  | All types of "neon light" work on the same general principle.                     |             |
| 5.  | When stimulated by electricity, different types of gas produce different colours. |             |
| 6.  | Modern "neon light" are more efficient than those used in the past.               |             |
| 7.  | The primary market for neon lights is business rather than private household.     |             |

### C. Penutup

Mengaju pada ulasan tersebut di atas, strategi membaca merupakan hal yang penting untuk dikuasai jika Anda ingin meningkatkan kemampuan memahami teks-teks bahasa Inggris sebagaimana disampaikan dalam soal-soal *reading comprehension* yang ditemukan dalam tes TOEFL. *Reading skills* tersebut mencakup *skimming, scanning, word-attack skills, vocabulary building, interpreting reference, and inferencing* sebagaimana diuraikan pada pembahasan tersebut di atas. Anda dapat menggunakan teknik tersebut sesuai dengan jenis-jenis soal yang Anda hadapi.

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## Lampiran

### Corruption in India

Nowadays corruption can be seen everywhere. It is like cancer in public life, which has not become so rampant and perpetuated overnight, but in course of time. A country where leaders like Mahatma Gandhi, Sardar Patel, Lai Bahadur Shastri and Kamraj have taken birth and led a value-based is now facing the problem of corruption.

When we talk of corruption in public life, it covers corruption in politics, state governments, central governments, "business, industry and so on. Public dealing counters in most all government offices are the places where corruption most evident. If anybody does not pay for the work it is sure work won't be done. People have grown insatiable appetite for money in them and they can go to any extent to get money. Undoubtedly they talk of morality and the importance of value-based life but that is for outer show. Their inner voice is something else. It is always crying for money. It has been seen the officers who are deputed to look into the matters of corruption turn out to be corrupt. Our leaders too are not less corrupt. Thus the network of corruption goes on as usual and remains undeterred. Added to this, corruption is seen even in the recruitment department where appointments are ensured through reliable middle agencies. Nexus between politicians and bureaucrats works in a very sophisticated manner. Nexus does also exist between criminals and police.

Everybody knows that criminals have no morals, hence nothing good can we expect from them. In this matter, police are supposed to be the symbol of law and order and discipline. Even they are indulged in corruption. This is more so because they enjoy unlimited powers and there is no action against them even on complaints and sufficient proof of abuse of office atrocities and high handedness. Also, corruption can be need-based or greed-based. Better governance can at least help to check need-based corruption. Better governance can check greed based corruption also because punishment for the corrupt will be very effective and prompt in a better-governed country.

The steps should be taken to correct the situation overall. Declarations of property and assets of the government employees are made compulsory and routine and surprise inspections and raids be conducted at certain intervals. Though it seems very difficult to control corruption but it is not impossible. It is not only the responsibility of the government but ours too.

We can eliminate corruption if there will be joint effort. We must have some high principles to follow so that we may be models for the coming generation. Let us take a view to create an atmosphere free from corruption. That will be our highest achievement as human beings.

1. What is the communicative function of the text above?
  - A. To popularize the problem of corruption
  - B. To discuss corruption in politics
  - C. To overcome the corruption problem
  - D. To create an atmosphere free from corruption.
  
2. What is the main idea of the second paragraph?
  - A. Corruption practices appear in public
  - B. Their inner is something else.
  - C. Our leaders too are not less corrupt.
  - D. Nexus exist between criminals and police..
  
3. The corruption mostly occurs in ....
  - A. public life
  - B. government offices
  - C. central government
  - D. state government
  
4. The pronoun *they* in ...*they can go to any extent to get money...* line 9 refers to ....
  - A. officers
  - B. leaders
  - C. corruptors
  - D. politicians
  
5. The word *Undoubtedly* in line 9 is closest in meaning to ....
  - A. honestly
  - B. fortunately
  - C. indisputably
  - D. unfortunately
  
6. The word *undeterred* in line 13 means ...
  - A. undiscouraged
  - B. uncontrolled
  - C. dismissed
  - D. unachieved
  
7. The word *nexus* in line 14 is closest in meaning to ....
  - A. network
  - B. union
  - C. interaction
  - D. communication

8. What do police represent?
  - A. Corruption, criminals, law.
  - B. Discipline, law, and order.
  - C. Power, criminals, bandit.
  - D. Law, power, and order.
9. According to the passage, why do police tend to be indulged in corruption practices?
  - A. Having low salary.
  - B. Fulfilling their family needs.
  - C. Being fond of infinite powers
  - D. Being their characteristics.
10. According to the passage, what is the main idea of the last paragraph?
  - A. The steps should be taken to correct the situation overall.
  - B. it seems very difficult to control corruption
  - C. That will be our highest achievement as human beings
  - D. There are efforts to eliminate the corruption practices.

### **History of The Statue of Liberty**

The Statue of Liberty National Monument officially celebrated her 100th birthday on October 28, 1986. The people of France gave the Statue to the people of the United States over one hundred years ago in recognition of the friendship established during the American Revolution. Over the years, the Statue of Liberty's symbolism has grown to include freedom and democracy as well as this international friendship.

Sculptor Frederic Auguste Bartholdi was commissioned to design a sculpture with the year 1876 in mind for completion, to commemorate the centennial of the American Declaration of Independence. The Statue was a joint effort between America and France and it was agreed upon that the American people were to build the pedestal, and the French people were responsible for the Statue and its assembly here in the United States. However, lack of funds was a problem on both sides of the Atlantic Ocean. In France, public fees, various forms of entertainment, and a lottery were among the methods used to raise funds. In the United States, benefit theatrical events, art exhibitions, auctions and prize fights assisted in providing needed funds.

Meanwhile in France, Bartholdi required the assistance of an engineer to address structural issues associated with designing such a colossal copper sculpture. Alexandre Gustave Eiffel (designer of the Eiffel Tower) was

commissioned to design the massive iron pylon and secondary skeletal framework which allows the Statue's copper skin to move independently yet stand upright. Back in America, fund raising for the pedestal was going particularly slowly, so Joseph Pulitzer (noted for the Pulitzer Prize) opened up the editorial pages of his newspaper, "The World" to support the fund raising effort. Pulitzer used his newspaper to criticize both the rich who had failed to finance the pedestal construction and the middle class who were content to rely upon the wealthy to provide the funds. Pulitzer's campaign of harsh criticism was successful in motivating the people of America to donate.

Financing for the pedestal was completed in August 1885, and pedestal construction was finished in April of 1886. The Statue was completed in France in July, 1884 and arrived in New York Harbor in June of 1885 on board the French frigate "Isere" which transported the Statue of Liberty from France to the United States. In transit, the Statue was reduced to 350 individual pieces and packed in 214 crates. The Statue was re-assembled on her new pedestal in four months time. On October 28th 1886, the dedication of the Statue of Liberty took place in front of thousands of spectators. She was a centennial gift ten years late.

The story of the Statue of Liberty and her island has been one of change. The Statue was placed upon a granite pedestal inside the courtyard of the star-shaped walls of Fort Wood (which had been completed for the War of 1812.) The United States Lighthouse Board had responsibility for the operation of the Statue of Liberty until 1901. After 1901, the care and operation of the Statue was placed under the War Department. A Presidential Proclamation declared Fort Wood (and the Statue of Liberty within it) a National Monument on October 15th, 1924 and the monument's boundary was set at the outer edge of Fort Wood. In 1933, the care and administration of the National Monument was transferred to the National Park Service. On September 7, 1937, jurisdiction was enlarged to encompass all of Bedloe's Island and in 1956, the island's name was changed to Liberty Island. On May 11, 1965, Ellis Island was also transferred to the National Park Service and became part of the Statue of Liberty National Monument. In May of 1982, President Ronald Reagan appointed Lee Iacocca to head up a private sector effort to restore the Statue of Liberty. Fundraising began for the \$87 million restoration under a public/private partnership between the National Park Service and The Statue of Liberty-Ellis Island Foundation, Inc., to date the most successful public-private partnership in American history. In 1984, at the start of the Statue's restoration, the United Nations designated the Statue of Liberty as

a World Heritage Site. On July 5, 1986 the newly restored Statue re-opened to the public during Liberty Weekend, which celebrated her centennial.

11. What does the passage mainly discuss?
  - A. The America revolution symbolism.
  - B. The history of the Statue of the Liberty.
  - C. The international friendship
  - D. The relationship between France and America.
12. For what purpose was the statue of the liberty made?
  - A. Art exhibitions.
  - B. Friendship.
  - C. War.
  - D. The American revolution.
13. What does the statue of the liberty symbolize?
  - A. Cooperation, entertainment, and freedom.
  - B. Democracy, freedom, and entertainment.
  - C. Friendship, freedom, and democracy
  - D. Revolution, freedom, and democracy.
14. Which of the following does NOT include the efforts to raise funds of making the statue in France?
  - A. A variety of forms of entertainment
  - B. Public fees
  - C. Benefit theatrical events
  - D. Lottery
15. Who designed the massive iron pylon of the statue of the liberty?
  - A. Alaexandre Gustave Eiffel
  - B. Frederic Auguste Bartholdi
  - C. Joseph Pulitzer
  - D. Lee Iacocca
16. The word *harsh* in line 24 is closest in meaning to ....
  - A. kind
  - B. theatrical
  - C. sophisticated
  - D. severe
17. The word *pedestal* line 25 is closest in meaning to ....
  - A. a skeleton
  - B. a frame
  - C. a base
  - D. a pedal
18. When was the statue of the Liberty finalized?
  - A. In July of 1884
  - B. In June of 1885
  - C. In April of 1886



D. In October of 1886

19. The word *centennial* in line 31 is closest in meaning to ...
- A. Unexpected.
  - B. Useless.
  - C. Priceless.
  - D. Valuable
20. What department took responsibility of the care and operation of the statue before 1933?
- A. The National Park Services Department.
  - B. The War Department.
  - C. The National Monument.
  - D. The Statue of Liberty-Ellis Island Foundation, Inc.

### **What is HIV/AIDS?**

Acquired immune deficiency syndrome **or** acquired immunodeficiency syndrome (AIDS) is a disease of the human immune system caused by the human immunodeficiency virus (HIV). This condition progressively reduces the effectiveness of the immune system and leaves individuals susceptible to opportunistic infections and tumors. HIV is transmitted through direct contact of a mucous membrane or the bloodstream with a bodily fluid containing HIV, such as blood, semen, vaginal fluid, pre-seminal fluid, and breast milk. AIDS is now a pandemic which commonly exist in under developing countries as what happen in some Asian African countries. The transmission can involve anal, vaginal or oral sex, blood transfusion, contaminated hypodermic needles, exchange between mother and baby during pregnancy, childbirth, breastfeeding or other exposure to one of the above bodily fluids.

AIDS was first recognized by the U.S. Centers for Disease Control and Prevention in 1981 and its cause, HIV, identified in the early 1980s. A retrovirus, the Human Immunodeficiency Virus (HIV) was identified in 1983 as the pathogen responsible for the Acquired Immunodeficiency Syndrome (AIDS). AIDS is characterized by changes in the population of T-cell lymphocytes that play a key role in the immune defence system. In the infected individual, the virus causes a depletion of T-cells, called "T-helper cells", which leaves these patients susceptible to opportunistic infections, and certain malignancies. Credit: CDC/ C. Goldsmith, P. Feorino, E. L. Palmer, W. R. McManus The AIDS pandemic can also be seen as several epidemics of separate subtypes; the major factors in its

spread are sexual transmission and vertical transmission from mother to child at birth and through breast milk.

So far, there is currently no vaccine or cure. Antiretroviral treatment reduces both the mortality and the morbidity of HIV infection, but these drugs are expensive and routine access to antiretroviral medication is not available in all countries. Due to the difficulty in treating HIV infection, preventing infection is a key aim in controlling the AIDS pandemic, with health organizations promoting safe sex and needle-exchange programmes in attempts to slow the spread of the virus.

Globally, an estimated 33.2 million people lived with HIV in 2007, including 2.5 million children. An estimated 2.5 million (range 1.8–4.1 million) people were newly infected in 2007, including 420,000 children. South & South East Asia are second worst affected; in 2007 this region contained an estimated 18% of all people living with AIDS, and an estimated 300,000 deaths from AIDS. In the United States, young African-American women are also at unusually high risk for HIV infection. This is due in part to a lack of information about AIDS and a perception that they are not vulnerable, as well as to limited access to health-care resources and a higher likelihood of sexual contact with at-risk male sexual partners. There are also geographic disparities in AIDS prevalence in the United States, where it is most common in rural areas and in the southern states, particularly in the Appalachian and Mississippi Delta regions and along the border with Mexico.

21. What does the passage mainly discuss?
  - A. The America revolution symbolism.
  - B. The history of the Statue of the Liberty.
  - C. The international friendship
  - D. The relationship between France and America.
  
22. For what purpose was the statue of the liberty made?
  - A. Art exhibitions.
  - B. Friendship.
  - C. War.
  - D. The American revolution.
  
23. What does the statue of the liberty symbolize?
  - A. Cooperation, entertainment, and freedom.
  - B. Democracy, freedom, and entertainment.
  - C. Friendship, freedom, and democracy
  - D. Revolution, freedom, and democracy.

24. Which of the following does NOT include the efforts to raise funds of making the statue in France?
- A. A variety of forms of entertainment
  - B. Public fees
  - C. Benefit theatrical events
  - D. Lottery
25. Who designed the massive iron pylon of the statue of the liberty?
- A. Alaexandre Gustave Eiffel
  - B. Frederic Auguste Bartholdi
  - C. Joseph Pulitzer
  - D. Lee Iacocca
26. The word *harsh* in line 24 is closest in meaning to ....
- A. kind
  - B. theatrical
  - C. sophisticated
  - D. severe
27. The word *pedestal* line 25 is closest in meaning to ....
- A. a skeleton
  - B. a frame
  - C. a base
  - D. a pedal
28. When was the statue of the Liberty finalized?
- A. In July of 1884
  - B. In June of 1885
  - C. In April of 1886
  - D. In October of 1886
29. The word *centennial* in line 31 is closest in meaning to ...
- A. Unexpected.
  - B. Useless.
  - C. Priceless.
  - D. Valuable
30. What department took responsibility of the care and operation of the statue before 1933?
- A. The National Park Services Department.
  - B. The War Department.
  - C. The National Monument.
  - D. The Statue of Liberty-Ellis Island Foundation, Inc.