STRUCTURE

Structure is tested in the second section on both the paper TOEFL test and the computer TOEFL test. This section consists of a number of multiple-choice questions that test your knowledge of the structure of English sentences and error recognition questions that test your knowledge of correct written expression. The paper and the computer structure sections are **similar** in the following ways:

- the types of questions
- the language skills tested

The paper and the computer structure sections are **different** in the following ways:

- the number of questions
- the amount of time
- the ordering of the questions
- the strategies
- the scoring

STRUCTURE ON THE PAPER TOEFL® TEST

On the paper TOEFL test, the second section is called Structure and Written Expression. This section consists of forty questions (though some tests may be longer). You have twenty-five minutes to complete the forty questions in this section.

There are two types of questions in the Structure and Written Expression section of the paper TOEFL test:

- 1. **Structure** (questions 1–15) consists of fifteen sentences in which part of each sentence has been replaced with a blank. Each sentence is followed by four answer choices. You must choose the answer that completes the sentence in a grammatically correct way.
- 2. **Written Expression** (questions 16–40) consists of twenty-five sentences in which four words or groups of words have been underlined. You must choose the underlined word or group of words that is *not* correct.

The questions on the paper test are presented in *linear* order. The fifteen structure questions (1–15) progress from easy to difficult. The twenty-five written expression questions (16–40) also progress from easy to difficult. Your score in this section is based on your answers to these forty questions.

GENERAL STRATEGIES (Paper TOEFL® Test)

- 1. **Be familiar with the directions.** The directions on every paper TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.
- 2. **Begin with questions I through 15.** Anticipate that questions I through 5 will be the easiest. Anticipate that questions II through 15 will be the most difficult. Do not spend too much time on questions II through 15. There will be easier questions that come later.
- 3. Continue with questions 16 through 40. Anticipate that questions 16 through 20 will be the easiest. Anticipate that questions 36 through 40 will be the most difficult. Do not spend too much time on questions 36 through 40.
- 4. If you have time, return to questions 11 through 15. You should spend extra time on questions 11 through 15 only after you spend all the time that you want on the easier questions that follow.
- 5. Guess to complete the section before time is up. There is no penalty for guessing, so it can only increase your score to guess the answers to questions that you do not have time to complete.

STRUCTURE ON THE COMPUTER TOEFL® TEST

On the computer TOEFL test, the second section is called the Structure section. This section consists of twenty to twenty-five questions. You have fifteen to twenty minutes to complete the questions in this section.

There are two types of questions in the Structure section of the computer TOEFL test:

- 1. **Structure** questions consist of sentences in which part of each sentence has been replaced with a blank. Each sentence is followed by four answer choices. You must choose the answer that completes the sentence in a grammatically correct way.
- 2. **Written Expression** questions consist of sentences in which four words or groups of words have been underlined. You must choose the underlined word or group of words that is *not* correct.

These two types of questions are intermixed in this section of the test.

The Structure section of the computer TOEFL test is *computer adaptive*. This means that the difficulty of the questions that you see is determined by how well you answer the questions. The section begins with a medium-level question, and the questions that follow will get easier or harder depending on whether or not you answer the questions correctly. Your answers to these questions count as only half of your structure score; the other half of your structure score comes from your answer to the writing question.

GENERAL STRATEGIES (Computer TOEFL® Test)

- I. **Be familiar with the directions.** The directions on every computer TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.
- 2. **Be familiar with computer adaptivity.** This section of the computer TOEFL test is adaptive. This means that you will start with a medium-level question, and the difficulty of the questions will increase or decrease depending on whether or not your answers are correct.
- 3. Dismiss the directions as soon as they come up. The time starts when the directions come up. You should already be familiar with the directions, so you can click on Dismiss Directions as soon as it appears and save all your time for the questions.
- 4. Think carefully about a question before you answer it. You may not return to a question later in the test. You only have one opportunity to answer a given question.
- 5. Click on an answer on the computer screen when you have selected an answer. You may still change your mind at this point and click on a different answer.
- 6. Click on Next and then click on Confirm Answer to record your answer. After you click on the Confirm Answer button, you cannot go back and change your answer. A new question, either a structure question or a written expression question, will appear.
- 7. **Do not spend too much time on a question you are unsure of.** If you truly do not know the answer to a question, simply guess and go on. The computer will automatically move you into a level of questions that you can answer.
- 8. **Be very careful not to make careless mistakes.** If you carelessly choose an incorrect answer, the computer will move you to an easier level of questions. You will have to waste time working your way back to the appropriate level of questions.
- 9. Monitor the time carefully on the title bar of the computer screen. The title bar indicates the time remaining in the Structure section, the total number of questions in the section, and the current number.
- 10. Do not randomly guess at the end of the section to complete all the questions in the section before time is up. In a computer adaptive section such as Structure, random guessing to complete the section will only lower your score.

THE STRUCTURE QUESTIONS

(PAPER TOEFL® TEST AND COMPUTER TOEFL® TEST)

Multiple-choice questions that test your knowledge of the correct structure of English sentences appear on both the paper TOEFL test and the computer TOEFL test. Look at an example of a structure question from the paper TOEFL test.

Example from the Paper TOEFL® Test		
A camel 30 gallons of water in ten minutes.		
(A) can drink		
(B) it can drink		
(C) a large drink of		
(D) with a drink of		

In this example, you should notice that the sentence has a subject *camel* but needs a verb. Answer (A) is the correct answer because it contains the verb *can drink*. Answer (B) is incorrect because it has the extra subject *it*, and answers (C) and (D) are incorrect because they do not have verbs. You should therefore choose answer (A).

Now, look at an example of a structure question from the computer TOEFL test.

Example from the Computer TOEFL® Test	
, a firefighting specialist from Texas, has dealt with numerous major fires worldwide.	
 Red Adair is For Read Adair Red Adair In Red Adair's life 	

In this example, you should notice that the sentence has a verb *has dealt* but needs a subject. The comma in front of the verb *has* indicates that *specialist* is an appositive and is not the subject. The third answer is the best answer because it contains the subject *Red Adair*. The first answer has an extra verb, and the second and fourth answers contain prepositional phrases, so these answers are incorrect. You should click on the third answer to this question.

PROCEDURES FOR THE STRUCTURE QUESTIONS (Paper TOEFL® Test and Computer TOEFL® Test)

- First, study the sentence. Your purpose is to determine what is needed to complete the sentence correctly.
- 2. Then study each answer based on how well it completes the sentence. Eliminate answers that do not complete the sentence correctly.
- 3. Do not try to eliminate incorrect answers by looking only at the answers. The incorrect answers are generally correct by themselves. The incorrect answers are generally incorrect only when used to complete the sentence.

Now, you should move on to the language skills. The following language skills will help you to implement these strategies and procedures in the structure questions of both the paper TOEFL test and the computer TOEFL test.

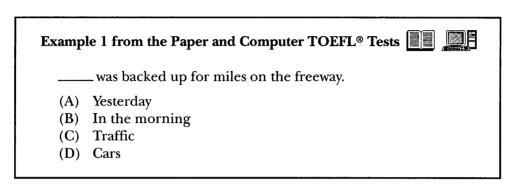
SENTENCES WITH ONE CLAUSE

Some sentences in English have just one subject and verb, and it is very important for you to find the subject and verb in these sentences. In some sentences it is easy to find the subject and verb. However, certain structures, such as objects of prepositions, appositives, and participles, can cause confusion in locating the subject and verb because each of these structures can look like a subject or verb. An object of the preposition or an appositive can be mistaken for a subject, while a participle can be mistaken for a verb.

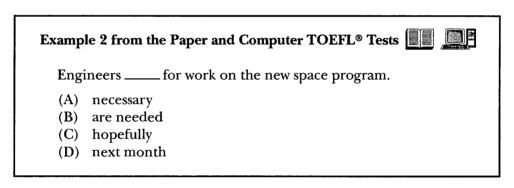
Therefore, you should be able to do the following in sentences with one subject and verb: (1) be sure the sentence has a subject and a verb, (2) be careful of objects of prepositions and appositives when you are looking for the subject, and (3) be careful of present participles and past participles when you are looking for the verb.

SKILL 1: BE SURE THE SENTENCE HAS A SUBJECT AND A VERB

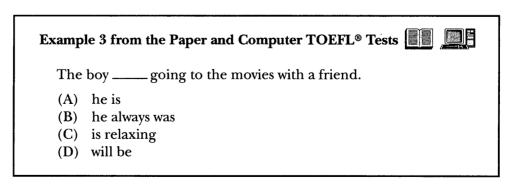
You know that a sentence in English should have a subject and a verb. The most common types of problems that you will encounter in structure questions on the TOEFL test have to do with subjects and verbs: perhaps the sentence is missing either the subject or the verb or both, or perhaps the sentence has an extra subject or verb.



In this example you should notice immediately that there is a verb was, but there is no subject. Answer (C) is the best answer because it contains the singular subject traffic that agrees with the singular verb was. Answer (A), yesterday, and answer (B), in the morning, are not subjects, so they are not correct. Although answer (D), cars, could be a subject, it is not correct because cars is plural and it does not agree with the singular verb was.



In this example you should notice immediately that the sentence has a subject *engineers* and that there is no verb. Because answer (B), *are needed*, is a verb, it is the best answer. Answers (A), (C), and (D) are not verbs, so they are not correct.



This sentence has a subject boy and has part of a verb going; to be correct, some form of the verb be is needed to make the sentence complete. Answers (A) and (B) are incorrect because the sentence already has a subject boy and does not need the extra subject he. Answer (C) is incorrect because relaxing is an extra verb part that is unnecessary because of going. Answer (D) is the best answer; will be together with going is a complete verb.

The following chart outlines what you should remember about subjects and verbs:

SUBJECTS AND VERBS

		그는 그 그는 그는 그는 그는 그는 그는 그는 그는 것이 되었다. 그는	
A s	enter	nce in English must have at least one subject and one verb.	
	EXERCISE 1: Underline the subjects once and the verbs twice in each of the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).		
	1.	Last week went fishing for trout at the nearby mountain lake.	
C	2.	A schedule of the day's events <u>can be obtained</u> at the front desk.	
	3.	A job on the day shift or the night shift at the plant available.	
	4.	The new computer program has provides a variety of helpful applications.	
	5.	The box can be opened only with a special screwdriver.	
	6.	The assigned text for history class it contains more than twenty chapters.	
	7.	The papers in the wastebasket should be emptied into the trash can outside.	
	8.	Departure before dawn on a boat in the middle of the harbor.	
	9.	Yesterday found an interesting article on pollution.	
	10.	The new machine is processes 50 percent more than the previous machine.	

SKILL 2: BE CAREFUL OF OBJECTS OF PREPOSITIONS

An object of a preposition is a noun, pronoun, gerund or noun clause that comes after a preposition, such as *in*, *at*, *of*, *to*, *by*, *behind*, *on*, and so on, to form a prepositional phrase.

(After his exams) Tom will take a trip (by boat).

This sentence contains two objects of prepositions. *Exams* is the object of the preposition *after*, and *boat* is the object of the preposition *by*.

An object of a preposition can cause confusion in structure questions on the TOEFL test because it can be mistaken for the subject of a sentence.

Example from the Paper and Computer TOEFL® Tests		
With	his friend found the movie theater.	
(A)	has	
(B)	he	
(C)	later	
(D)	when	

In this example you should look first for the subject and the verb. You should notice the verb found and should also notice that there is no subject. Do not think that friend is the subject; friend is the object of the preposition with, and one noun cannot be both a subject and an object at the same time. Because a subject is needed in this sentence, answer (B), he, is the best answer. Answers (A), (C), and (D) are not correct because they cannot be subjects.

The following chart outlines the key information that you should remember about objects of prepositions:

OBJECTS OF PREPOSITIONS

A preposition is followed by a noun, pronoun, gerund or noun clause that is called an object of the preposition. If a word is an object of a preposition, it is not the subject.

NOTE: A lengthy list of prepositions and practice in recognizing prepositions can be found in Appendix D at the back of the text. You may want to complete these exercises before continuing with Exercise 2.

EXERCISE 2: Each of the following sentences contains one or more prepositional phrases. Underline the subjects once and the verbs twice. Circle the prepositional phrases that come before the verb. Then indicate if the sentences are correct (C) or incorrect (I).

<u>C</u>	1.	The interviews by radio broadcasters were carried live by the station.
	2.	(In the last possible moment) (before takeoff) took his seat in the airplane.
	3.	At the neighborhood flower shop, flowers in quantities of a dozen or a half dozen can be delivered for free.
	4.	The progressive reading methods at this school are given credit for the improved test scores.
	5.	For the last three years at various hospitals in the county has been practicing medicine.
	6.	In the past a career in politics was not considered acceptable in some circles.
	7.	Shopping in the downtown area of the city it has improved a lot in recent years.

 8.	At the building site the carpenters with the most experience were given the most
	intricate work.
 9.	For the fever and headache took two aspirin tablets.
10.	The report with complete documentation was delivered at the conference.

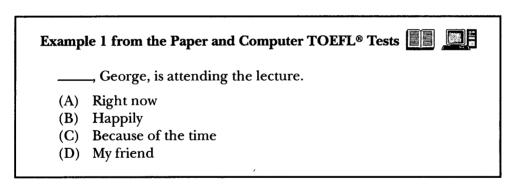
SKILL 3: BE CAREFUL OF APPOSITIVES

Appositives can cause confusion in structure questions on the TOEFL test because an appositive can be mistaken for the subject of a sentence. An appositive is a noun that comes before or after another noun and has the same meaning.

Sally, the best student in the class, got an A on the exam.

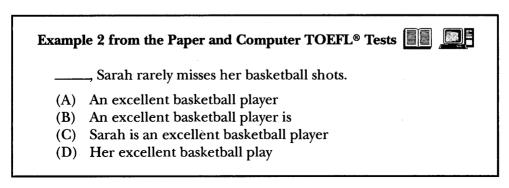
In this example Sally is the subject of the sentence and the best student in the class can easily be recognized as an appositive phrase because of the noun student and because of the commas. The sentence says that Sally and the best student in the class are the same person. Note that if you leave out the appositive phrase, the sentence still makes sense (Sally got an A on the exam).

The following example shows how an appositive can be confused with the subject of a sentence in structure questions on the TOEFL test.



In this example you should recognize from the commas that *George* is not the subject of the sentence. *George* is an appositive. Because this sentence still needs a subject, the best answer is (D), my friend. Answers (A), (B), and (C) are incorrect because they are not subjects.

The next example shows that an appositive does not always come after the subject; an appositive can also come at the beginning of the sentence.



In this example you can tell that *Sarah* is the subject and *misses* is the verb because there is no comma separating them. In the space you should put an appositive for Sarah, and Sarah is *an excellent basketball player*, so answer (A) is the best answer. Answers (B) and (C) are not correct because they each contain the verb *is*, and an appositive does not need a verb. Answer (D) contains a noun, *play*, that could possibly be an appositive, but *play* is not the same as *Sarah*, so this answer is not correct.

The following chart outlines the key information that you should remember about appositives:

		APPOSITIN	/ES	
noun with co	ommas. If a v	at comes before or after ano vord is an appositive, it is not ble in English:		nd is generally set off from the The following appositive
	S, Tom,	APP, a really good mechanic,	∨ is fixing	the car.
	A really	APP, S y good mechanic, Tom	V is fixing	the car.

EXERCISE 3: Each of the following sentences contains an appositive. Underline the subjects once and the verbs twice. Circle the appositive phrases. Then indicate if the sentences are correct (C) or incorrect (I).

<u> </u>	1.	The son of the previous owner, the new owner is undertaking some fairly broad
		changes in management policy.
	2.	Last semester, (a friend,) graduated cum laude from the university.
	3.	Valentine's Day, February 14, is a special holiday for sweethearts.
	4.	At long last, the chief executive officer, has decided to step down.
	5.	Tonight's supper, leftovers from last night, did not taste any better tonight than last night.
	6.	The only entrance to the closet, the door was kept locked at all times.
	7.	In the cold of winter, a wall heating unit, would not turn on.
	8.	The new tile pattern, yellow flowers on a white background, really brightens up the room.
	9.	The high-powered computer the most powerful machine of its type, was finally readied for use.
	10.	A longtime friend and confidant, the psychologist was often invited over for Sunday dinner.

SKILL 4: BE CAREFUL OF PRESENT PARTICIPLES

A present participle is the -ing form of the verb (talking, playing). In structure questions on the TOEFL test, a present participle can cause confusion because it can be either a part of the verb or an adjective. It is part of the verb when it is preceded by some form of the verb be.

The man <u>is talking</u> to his friend.

In this sentence talking is part of the verb because it is accompanied by is.

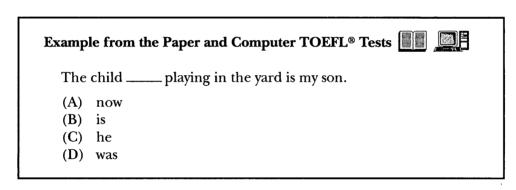
A present participle is an adjective when it is not accompanied by some form of the verb be.

The man <u>talking</u> to his friend has a beard.

ADJECTIVE

In this sentence *talking* is an adjective and not part of the verb because it is not accompanied by some form of *be*. The verb in this sentence is *has*.

The following example shows how a present participle can be confused with the verb in structure questions on the TOEFL test.



In this example, if you look at only the first words of the sentence, it appears that *child* is the subject and *playing* is part of the verb. If you think that *playing* is part of the verb, you might choose answer (B), is, or answer (D), was, to complete the verb. However, these two answers are incorrect because *playing* is not part of the verb. You should recognize that *playing* is a participial adjective rather than a verb because there is another verb in the sentence is. In this sentence there is a complete subject *child* and a complete verb is, so this sentence does not need another subject or verb. The best answer here is (A).

The following chart outlines what you should remember about present participles:

PRESENT PARTICIPLES

A present participle is the -ing form of the verb. The **present participle** can be (1) **part of the verb** or (2) an **adjective**. It is part of the verb when it is accompanied by some form of the verb be. It is an *adjective* when it is not accompanied by some form of the verb be.

- 1. The boy is **standing** in the corner.
- 2. The boy standing in the corner was naughty.

EXERCISE 4: Each of the following sentences contains one or more present participles. Underline the subjects once and the verbs twice. Circle the present participles and label them as adjectives or verbs. Then indicate if the sentences are correct (C) or incorrect (I).

C_	_ 1.	The companies offering the lowest prices will have the most customers.
		ADJ.
	_ 2.	Those travelers are (completing) their trip on Delta should report to Gate Three.
		VERB
	_ 3.	The artisans were demonstrating various handicrafts at booths throughout the fair.
	_ 4.	The fraternities are giving the wildest parties attract the most new pledges.
	5	The first team winning four games is awarded the championship.
	_ 0.	The first team winning four games is awarded the championsmp.
	_ 6.	The speaker was trying to make his point was often interrupted vociferously.
	_ 7.	The fruits were rotting because of the moisture in the crates carrying them to market.
	0	Annual dente desirie de Ciri de de constate de colde constate de constate Const
	_ 8.	Any students desiring official transcripts should complete the appropriate form.
	_ 9.	The advertisements were announcing the half-day sale received a lot of attention.
		,
	_ 10.	The spices flavoring the meal were quite distinctive.

SKILL 5: BE CAREFUL OF PAST PARTICIPLES

Past participles can cause confusion in structure questions on the TOEFL test because a past participle can be either an adjective or a part of a verb. The past participle is the form of the verb that appears with *have* or *be*. It often ends in *-ed*, but there are also many irregular past participles in English. (See Appendix F for a list of irregular past participles.)

The family
$$\frac{has\ purchased}{VERB}$$
 a television.

The poem $\frac{was\ written}{VERB}$ by Paul.

In the first sentence the past participle *purchased* is part of the verb because it is accompanied by *has*. In the second sentence the past participle *written* is part of the verb because it is accompanied by *was*.

A past participle is an adjective when it is not accompanied by some form of be or have.

The television <u>purchased</u> yesterday was expensive.

ADJECTIVE

The poem <u>written</u> by Paul appeared in the magazine.

In the first sentence *purchased* is an adjective rather than a verb because it is not accompanied by a form of *be* or *have* (and there is a verb, *was*, later in the sentence). In the second sentence *written* is an adjective rather than a verb because it is not accompanied by a form of *be* or *have* (and there is a verb, *appeared*, later in the sentence).

The following example shows how a past participle can be confused with the verb in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests
The packages mailed at the post office will arrive Monday.
(A) have
(B) were
(C) them
(D) just

In this example, if you look only at the first few words of the sentence, it appears that packages is the subject and mailed is either a complete verb or a past participle that needs a helping verb. But if you look further in the sentence, you will see that the verb is will arrive. You will then recognize that mailed is a participial adjective and is therefore not part of the verb. Answers (A) and (B) are incorrect because mailed is an adjective and does not need a helping verb such as have or were. Answer (C) is incorrect because there is no need for the object them. Answer (D) is the best answer to this question.

The following chart outlines what you should remember about past participles:

PAST PARTICIPLES

A past participle often ends in -ed, but there are also many irregular past participles. For many verbs, including -ed verbs, the simple past and the past participle are the same and can be easily confused. The -ed form of the verb can be (1) the simple past, (2) the past participle of a verb, or (3) an adjective.

- 1. She painted this picture.
- 2. She has painted this picture.
- 3. The picture **painted** by Karen is now in a museum.

EXERCISE 5: Each of the following sentences contains one or more past participles. Underline the subjects once and the verbs twice. Circle the past participles and label them as adjectives or verbs. Then indicate if the sentences are correct (C) or incorrect (I).

	1.	The money was offered by the client was not accepted.
<u>C</u>	2.	The car (listed) in the advertisement had already stalled. ADJ. VERB
	3.	The chapters were taught by the professor this morning will be on next week's exam.
	4.	The loaves of bread were baked in a brick oven at a low temperature for many hours.
	5.	The ports were reached by the sailors were under the control of a foreign nation.
	6.	Those suspected in the string of robberies were arrested by the police.
	7.	The pizza is served in this restaurant is the tastiest in the county.

<u></u>	_ 8.	The courses are listed on the second page of the brochure have several prerequisites.
	_ 9.	All the tenants were invited to the Independence Day barbecue at the apartment complex.
	10.	Any bills paid by the first of the month will be credited to your account by the next day.
		E (Skills 1–5): Underline the subjects once and the verbs twice in each of the folntences. Then indicate if the sentences are correct (C) or incorrect (I).
	_ 1.	For three weeks at the beginning of the semester students with fewer than the maximum number of units can add additional courses.
	_ 2.	On her lunch hour went to a nearby department store to purchase a wedding gift.
	_ 3.	The fir trees were grown for the holiday season were harvested in November.
	_ 4.	In the grove the overripe oranges were falling on the ground.
•	_ 5.	The papers being delivered at 4:00 will contain the announcement of the president's resignation.
	_ 6.	A specialty shop with various blends from around the world in the shopping mall.
	_ 7.	The portraits exhibited in the Houston Museum last month are now on display in Dallas.
	_ 8.	With a sudden jerk of his hand threw the ball across the field to one of the other players.
	_ 9.	Construction of the housing development it will be underway by the first of the month.
	_ 10.	Those applicants returning their completed forms at the earliest date have the highest priority.
TOEFL EXERCISE (Skills 1–5): Choose the letter of the word or group of words that best completes the sentence.		
1.		North Platte River from 2 Biloxi received its name from a sioux word meaning "first people."
	(B) (C)	it flowed (A) The city of flows (B) Located in flowing (C) It is in with flowing water (D) The tour included

3. A pride of lions ____ up to forty lions, 7. Henry Adams, born in Boston, ____ including one to three males, several famous as a historian and novelist. females, and cubs. (A) became (A) can contain (B) and became (B) it contains (C) he was (C) contain (D) and he became (D) containing 8. The major cause ____ the pull of the Moon on the Earth. 4. _____ tea plant are small and white. (A) The (A) the ocean tides are (B) On the (B) of ocean tides is (C) Having flowers the (C) of the tides in the ocean (D) The flowers of the (D) the oceans' tides 9. Still a novelty in the late nineteenth The tetracyclines, ____ antibiotics, are used to treat infections. century, ____ limited to the rich. (A) are a family of (A) was (B) being a family (B) was photography (C) a family of (C) it was photography (D) their family is (D) photography was 6. Any possible academic assistance from 10. A computerized map of the freeways taking stimulants ____ marginal at best. using information gathered by sensors embedded in the pavement ____ on a (A) it is local cable channel during rush hours. (B) there is (C) is (A) airs

SENTENCES WITH MULTIPLE CLAUSES _

(D) as

Many sentences in English have more than one clause. (A clause is a group of words containing a subject and a verb.) Whenever you find a sentence on the TOEFL test with more than one clause, you need to make sure that every subject has a verb and every verb has a subject. Next you need to check that the various clauses in the sentence are correctly joined. There are various ways to join clauses in English. Certain patterns appear frequently in English and on the TOEFL test. You should be very familiar with these patterns.

(B) airing(C) air(D) to air

SKILL 6: USE COORDINATE CONNECTORS CORRECTLY

When you have two clauses in an English sentence, you must connect the two clauses correctly. One way to connect two clauses is to use *and*, *but*, *or*, *so*, or *yet* between the clauses.

Tom is singing, and Paul is dancing.
Tom is tall, but Paul is short.

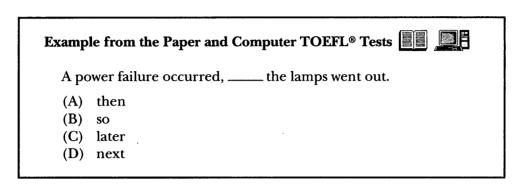
Tom must write the letter, or Paul will do it.

Tom told a joke, so Paul laughed.

Tom is tired, yet he is not going to sleep.

In each of these examples, there are two clauses that are correctly joined with a coordinate conjunction *and*, *but*, *or*, *so*, or *yet*, and a comma (,).

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.



In this example you should notice quickly that there are two clauses, a power failure occurred and the lamps went out. This sentence needs a connector to join the two clauses. Then, later, and next are not connectors, so answers (A), (C), and (D) are not correct. The best answer is answer (B) because so can connect two clauses.

The following chart lists the coordinate connectors and the sentence pattern used with them:

	COORDINATE CONNECTORS
and but	or so yet
S V, She laughed,	coordinate connector S V but she wanted to cry.

EXERCISE 6: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

<u> </u>	1.	The <u>software</u> should be used on a laptop computer, and this computer is a laptop.
	2.	The rain clouds can be seen in the distance, but no has fallen.
	3.	They are trying to sell their house, it has been on the market for two months.
	4.	So the quality of the print was not good, I changed the typewriter ribbon.
	5.	The lifeguard will warn you about the riptides, or she may require you to get out of
		the water.

6. You should have finished the work yesterday, yet is not close to being finished today.

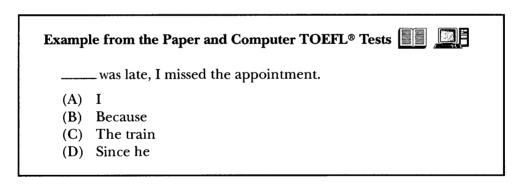
	7.	The phone rang again and again, so the receptionist was not able to get much work
		done.
8	8.	The missing wallet was found, but the cash and credit cards had been removed.
9	9.	Or you can drive your car for another 2,000 miles, you can get it fixed.
10	0.	The chemist was awarded the Nobel Prize, he flew to Europe to accept it.

SKILL 7: USE ADVERB TIME AND CAUSE CONNECTORS CORRECTLY

Sentences with adverb clauses have two basic patterns in English. Study the clauses and connectors in the following sentences:

In each of these examples, there are two clauses: you leave and I will sign the check, and the clause you leave is an adverb time clause because it is introduced with the connector before. In the first example the connector before comes in the middle of the sentence, and no comma (,) is used. In the second example the connector before comes at the beginning of the sentence. In this pattern, when the connector comes at the beginning of the sentence, a comma (,) is required in the middle of the sentence.

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.



In this example you should recognize easily that there is a verb, was, that needs a subject. There is also another clause, I missed the appointment. If you choose answer (A) or answer (C), you will have a subject for the verb was, but you will not have a connector to join the two clauses. Because you need a connector to join two clauses, answers (A) and (C) are incorrect. Answer (B) is incorrect because there is no subject for the verb was. Answer (D) is the best answer because there is a subject, he, for the verb was, and there is a connector, since, to join the two clauses.

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The following chart lists adverb *time* and *cause* connectors and the sentence patterns used with them:

	ADVERB TIM	E AND CAUSE CON	INECTORS	
	TIME		CAI	USE
after as as long as	as soon as once before since by the time until	when whenever while	as because inasmuch as	now that since
	S V Teresa went inside	adverb connector	S V it was raining.	
**************************************	adverb connector Because	S V, it was raining,	S V Teresa went inside.	

EXERCISE 7: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

Since) the bank closes in less than an hour, the deposits need to be tallied immediately.
 Their backgrounds are thoroughly investigated before are admitted to the organization.
 The citizens are becoming more and more incensed about traffic accidents whenever the accidents occur at that intersection.
 The ground had been prepared, the seedlings were carefully planted.
 We can start the conference now that all the participants have arrived.
 The building quite vulnerable to damage until the storm windows are installed.
 Once the address label for the package is typed, can be sent to the mail room.
 Because the recent change in work shifts was not posted, several workers missed their shifts.
 The mother is going to be quite upset with her son as long as he misbehaves so much.
 Inasmuch as all the votes have not yet been counted the outcome of the election cannot be announced.

SKILL 8: USE OTHER ADVERB CONNECTORS CORRECTLY

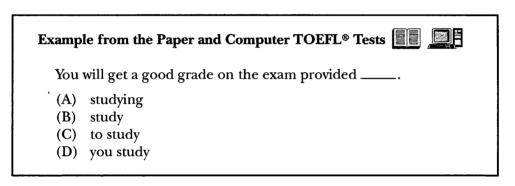
Adverb clauses can express the ideas of time and cause, as you saw in Skill 7; adverb clauses can also express a number of other ideas, such as contrast, condition, manner, and place. Because these clauses are adverb clauses, they have the same structure as the time and cause clauses in Skill 7. Study the following examples:

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<u>I will leave</u> at 7:00 if <u>I am</u> ready.

Although I was late, I managed to catch the train.
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In each of these examples, there are two clauses that are correctly joined with adverb connectors. In the first sentence, the adverb condition connector *if* comes in the middle of the sentence. In the second sentence, the adverb contrast connector *although* comes at the beginning of the sentence, and a comma (,) is used in the middle of the sentence.

The following example shows a way that this sentence pattern can be tested in the Structure section of the TOEFL test.



In this example you should quickly notice the adverb condition connector *provided*. This connector comes in the middle of the sentence; because it is a connector, it must be followed by a subject and a verb. The best answer to this question is answer (D), which contains the subject and verb *you study*.

The following chart lists adverb contrast, condition, manner, and place connectors and the sentence patterns used with them:

		OTHER A	DVERB	CONNECTORS	
CONDITION]	CONTRAST		MANNER	PLACE
if in case provided providing unless whether		although even though though while whereas		as in that	where wherever
	S Bob v	V went to school	<u> </u>	rb connector S V en though he felt	sick.
	adverb connector Even though		S Bob f	V, S V elt sick, he went to so	:hool.

EXERCISE 8: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

<u> </u>	1.	It is impossible to enter that program if you lack experience as a teacher.
	2.	The <u>commandant left</u> strict orders about the passes, several <u>soldiers left</u> the post anyway.
	3.	No one is admitted to the academy unless he or she the education requirements.
	4.	While most students turned the assignment in on time, a few asked for an extension.
	5.	I will take you wherever need to go to complete the registration procedures.
	6.	I will wait here in the airport with you whether the plane leaves on time or not.
	7.	Providing the envelope is postmarked by this Friday, your application still acceptable.
	8.	As the nurse already explained all visitors must leave the hospital room now.
	9.	This exam will be more difficult than usual in that it covers two chapters instead of one.
	10.	Though snow had been falling all day long, everyone got to the church on time for the wedding.

low		ntences. Circle the connectors. The		te and the verbs twice in each of the fol- cate if the sentences are correct (C) or
	_ 1.	Until the registrar makes a decision a category.	bout yo	our status, you must stay in an unclassified
	_ 2.	Or the bills can be paid by mail by the	e first o	f the month.
	_ 3.	The parents left a phone number with children.	h the b	aby-sitter in case a problem with the
	_ 4.	The furniture will be delivered as soo	n it is p	paid for.
	_ 5.	Whenever you want to hold the meet	ing, we	will schedule it.
	_ 6.	The government was overthrown in a homeland.	revolu	tion, the king has not returned to his
	_ 7.	Whereas most of the documents are o	omple	te, this form still needs to be notarized.
	8.	Trash will be collected in the mornin	g, so yo	ou should put the trash cans out tonight.
	_ 9.	It is impossible for the airplane to tak	e off w	hile is snowing so hard.
	_ 10.	We did not go out to dinner tonight	even th	ough I would have preferred not to cook.
		EXERCISE (Skills 6–8): Choose the sthe sentence.	letter	of the word or group of words that bes
1.	appo	president of the United States ints the cabinet members, intments are subject to Senate oval.	3.	Like Thomas Berger's fictional character <i>Little Big Man</i> , Lauderdale managed to find himself where of important events took place.
	(B) (C)	their with their because their but their		 (A) it was an extraordinary number (B) there was an extraordinary number (C) an extraordinary number (D) an extraordinary number existed
2.	speak (A) (B) (C)	prisoners were prevented from king to reporters because not wanting the story in the papers the story in the papers the superintendent did not want the public to hear the story the superintendent did not want the story in the papers	4.	sucked groundwater from below, some parts of the city have begun to sink as much as ten inches annually. (A) Pumps have (B) As pumps have (C) So pumps have (D) With pumps

5,	Case studies are the target of much skepticism in the scientific community, used extensively by numerous researchers. (A) they are	8.	or refinanced, the lender will generally require setting up an escrow account to ensure the payment of property taxes and homeowner's insurance.
	(B) are(C) yet they(D) yet they are		(A) A home is(B) A home is bought(C) When a home(D) When a home is bought
6.	According to the hypothesis in the study, the monarchs pick up the magnetic field of the migrate by following magnetic fields. (A) target monarchs	9.	If ultraviolet radiation enters the Earth's atmosphere, generally blocked by the ozone concentrated in the atmosphere.
7	(B) target since monarchs (C) target since monarchs are (D) target		(A) it(B) it is(C) so it is(D) then it
<i>7</i> .	show the relations among neurons, they do not preclude the possibility that other aspects are important.	10.	Among human chromosomes, the Y chromosome is unusual most of the chromosome does not participate in meiotic recombination.
	 (A) Neural theories (B) A neural theory (C) Although neural theories (D) However neural theories 		(A) in (B) so (C) and (D) in that
	EFL REVIEW EXERCISE (Skills 1–8): (best completes the sentence.	Choose tl	he letter of the word or group of words
1.	The three basic chords in the tonic, the dominant, and the subdominant.	3.	Without the proper card installed inside the computer, impossible to run a graphics program.
	 (A) functional harmony (B) functional harmony is (C) functional harmony are (D) functional harmony they are 		(A) is definitely(B) because of(C) it is(D) is
2.	—— Hale Telescope, at the Palomar Observatory in southern California, scientists can photograph objects several billion light years away.	4.	The charter for the Louisiana lottery was coming up for renewal, spared no expense in the fight to win renewal. (A) the lottery committee
	(A) The(B) With the(C) They use the(D) It is the		 (B) so the lottery committee and (C) so the lottery committee (D) the lottery committee made

- 5. While in reality Alpha Centauri is a triple star, _____ to the naked eye to be a single star.
 - (A) it appears
 - (B) but it appears
 - (C) appears
 - (D) despite it
- 6. The Sun's gravity severely distorted the path of the comet _____ entered its wildly erratic orbit around Jupiter.
 - (A) it
 - (B) when
 - (C) after the comet came into it
 - (D) once the comet
- 7. Each object _____ Jupiter's magnetic field is deluged with electrical charges.
 - (A) enters
 - (B) it enters
 - (C) entering
 - (D) enter

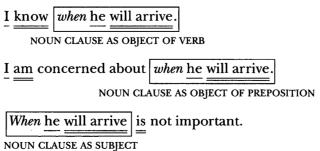
- 8. As its name suggests, the Prairie
 Wetlands Resource Center _____ the
 protection of wetlands on the prairies of
 the Dakotas, Montana, Minnesota, and
 Nebraska.
 - (A) it focuses
 - (B) focuses on
 - (C) focusing
 - (D) to focus on
- 9. One of the largest and most powerful birds of prey in the world, _____ a sixfoot wingspan and legs and talons roughly the size of a man's arms and legs.
 - (A) so the harpy has
 - (B) the harpy having
 - (C) with the harpy having
 - (D) the harpy has
- 10. ____ creation of such a community was a desirable step, the requisite political upheaval had to be accepted.
 - (A) Since the
 - (B) The
 - (C) Later, the
 - (D) It was the

MORE SENTENCES WITH MULTIPLE CLAUSES ____

As we saw in Skills 6 through 8, many sentences in English have more than one clause. In Skills 9 through 12, we will see more patterns for connecting the clauses in sentences with multiple clauses. Because these patterns appear frequently in English and on the TOEFL test, you should be very familiar with them.

SKILL 9: USE NOUN CLAUSE CONNECTORS CORRECTLY

A noun clause is a clause that functions as a noun; because the noun clause is a noun, it is used in a sentence as either an object of a verb, an object of a preposition, or the subject of the sentence.

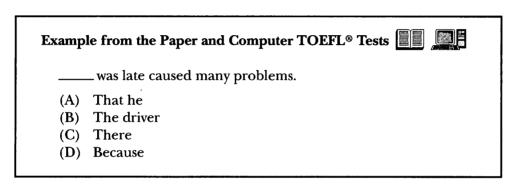


In the first example there are two clauses, *I know* and *he will arrive*. These two clauses are joined with the connector *when*. When changes the clause *he will arrive* into a noun clause that functions as the object of the verb *know*.

In the second example the two clauses *I am concerned* and *he will arrive* are also joined by the connector *when*. When changes the clause *he will arrive* into a noun clause that functions as the object of the preposition *about*.

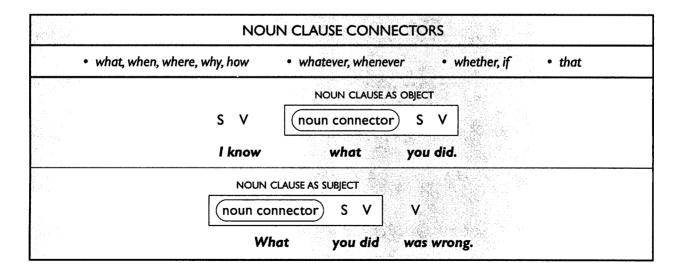
The third example is more difficult. In this example there are two clauses, but they are a little harder to recognize. He will arrive is one of the clauses, and the connector when changes it into a noun clause that functions as the subject of the sentence. The other clause has the noun clause when he will arrive as its subject and is as its verb.

The following example shows how these sentence patterns could be tested in structure questions on the TOEFL test.



In this example there are two verbs, was and caused, and each of these verbs needs a subject. Answer (B) is wrong because the driver is one subject, and two subjects are needed. Answers (C) and (D) are incorrect because there and because are not subjects. The best answer is answer (A). If you choose answer (A), the completed sentence would be: That he was late caused many problems. In this sentence he is the subject of the verb was, and the noun clause that he was late is the subject of the verb caused.

The following chart lists the noun clause connectors and the sentence patterns used with them:

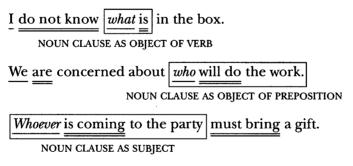


EXERCISE 9: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the noun clauses. Then indicate if the sentences are correct (C) or incorrect (I).

<u> </u>	1.	When the season starts is determined by the weather.
	2.	The manual how the device should be built.
	3.	The schedule indicated if the teams would be playing in the final game.
	4.	He refused to enter a plea could not be determined by the lawyer.
	5.	Talked about where we should go for lunch.
	6.	Why the condition of the patient deteriorated so rapidly it was not explained.
	7.	Whether or not the new office would be built was to be determined at the meeting.
	8.	That the professor has not yet decided when the paper is due.
	9.	The contract will be awarded is the question to be answered at the meeting.
	10.	He always talked with whomever he pleased and did whatever he wanted.

SKILL 10: USE NOUN CLAUSE CONNECTOR/SUBJECTS CORRECTLY

In Skill 9 we saw that noun clause connectors were used to introduce noun subject clauses or noun object clauses. In Skill 10 we will see that in some cases a noun clause connector is not just a connector; a noun clause connector can also be the subject of the clause at the same time.



In the first example there are two clauses: *I do not know* and *what is in the box*. These two clauses are joined by the connector *what*. It is important to understand that in this sentence the word *what* serves two functions. It is both the subject of the verb *is* and the connector that joins the two clauses.

In the second example there are two clauses. In the first clause we is the subject of are. In the second clause who is the subject of will do. Who also serves as the connector that joins the two clauses. The noun clause who will do the work functions as the object of the preposition about.

In the last example there are also two clauses: whoever is the subject of the verb is coming, and the noun clause whoever is coming to the party is the subject of must bring. The word whoever serves two functions in the sentence: It is the subject of the verb is coming, and it is the connector that joins the two clauses.

s on television m	ade me aı	ıngry.			
e story					
•					
en					
l	e story aat aen	at	aat	aat	aat

In this example you should notice immediately that there are two verbs, was and made, and each of those verbs needs a subject. Answers (A) and (B) are incorrect because it and the story cannot be the subject for both was and made at the same time. Answer (D) is incorrect because when is not a subject. In answer (C) what serves as both the subject of the verb was and the connector that joins the two clauses together; the noun clause what was on television is the subject of the verb made. Answer (C) is therefore the best answer.

The following chart lists the noun clause connector/subjects and the sentence patterns used with them:

NOUN CL	AUSE CONNECTO	DR/SUBJECTS		
who whoever	what whatever	which whichever		
	NOUN CLAUSE AS	S OBJECT		
s v	noun connector/sub	ject V		
l know	what	happened.		
NOUN C	LAUSE AS SUBJECT		merene meneranan angumannan anguman an	
noun connector/subject V V				
Who	at happy	ened was great.		

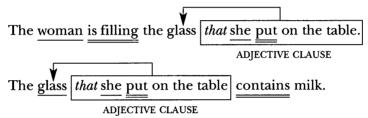
EXERCISE 10: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the noun clauses. Then indicate if the sentences are correct (C) or incorrect (I).

<u> </u>	1.	The game show contestant was able to respond to whatever was asked.
	2.	You should find out which the best physics department.
	3.	The employee was unhappy about what was added to his job description.
	4.	Whoever wants to take the desert tour during spring break signing up at the office.
	5.	The motorist was unable to discover who he had struck his car.

6. The voters should elect whichever of the candidates seems best to them.
7. It was difficult to distinguish between what was on sale and what was merely on display.
8. You should buy whatever the cheapest and most durable.
9. What was written in the letter angered him beyond belief.
10. You can spend your time with whoever important to you.

SKILL II: USE ADJECTIVE CLAUSE CONNECTORS CORRECTLY

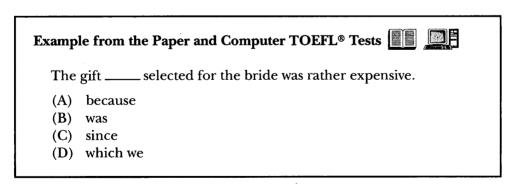
An adjective clause is a clause that describes a noun. Because the clause is an adjective, it is positioned directly after the noun that it describes.



In the first example there are two clauses: woman is the subject of the verb is filling, and she is the subject of the verb put. That is the adjective clause connector that joins these two clauses, and the adjective clause that she put on the table describes the noun glass.

In the second example there are also two clauses: glass is the subject of the verb contains, and she is the subject of the verb put. In this sentence also, that is the adjective clause connector that joins these two clauses, and the adjective clause that she put on the table describes the noun glass.

The following example shows how these sentence patterns could be tested in structure questions on the TOEFL test.



In this example you should notice quickly that there are two clauses: gift is the subject of the verb was, and the verb selected needs a subject. Because there are two clauses, a connector is also needed. Answers (A) and (C) have connectors, but there are no subjects, so these answers are not correct. Answer (B) changes selected into a passive verb; in this case the sentence would have one subject and two verbs, so answer (B) is not correct. The best answer to this question is answer (D). The correct sentence should say: The gift which we selected for the bride was rather expensive. In this sentence gift is the subject of the verb was, we is the subject of the verb selected, and the connector which joins these two clauses.

The following chart lists the adjective clause connectors and the sentence patterns used with them:

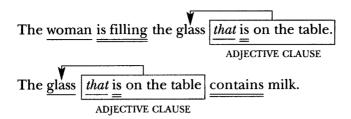
ADJECTIVE CLAUSE CONNECTORS					
whom (for people)		which (for things)		(fo	that r people or things)
s v	adject	ive connector	S	٧	
l liked t	he book	which	you	recomme	ended.
s (adjective connector	·) s	V	٧	
The book	which	you reco	mmende	ed wa:	s interesting.
•	ectors can be omitted common in formal Er			(4.56.79年) 新日本福祉第二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十二十	oken English or in casual TOEFL test.

EXERCISE 11: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the adjective clauses. Then indicate if the sentences are correct (C) or incorrect (I).

C	1.	It is important to fill out the form in the way that you have been instructed.
	2.	The car which I have been driving for five years for sale at a really good price.
	3.	I just finished reading the novel whom the professor suggested for my book report
	4.	The plane that he was scheduled to take to Hawaii was delayed.
	5.	The movie which we watched on cable last night it was really frightening.
	6.	I made an appointment with the doctor whom you recommended.
	7.	The enthusiasm with which he greeted me made me feel welcome.
	8.	The story that you told me about Bob.
	9.	The men with whom were having the discussion did not seem very friendly.
	10.	I'm not really sure about taking part in the plans that we made last night.

SKILL 12: USE ADJECTIVE CLAUSE CONNECTOR/SUBJECTS CORRECTLY

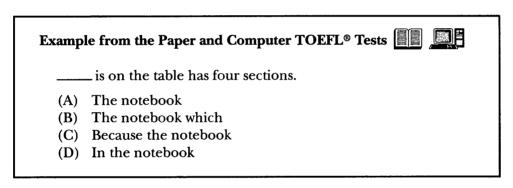
In Skill 11 we saw that adjective clause connectors were used to introduce clauses that describe nouns. In Skill 12 we will see that in some cases an adjective clause connector is not just a connector; an adjective clause connector can also be the subject of the clause at the same time.



In the first example there are two clauses: woman is the subject of the verb is filling, and that is the subject of the verb is. These two clauses are joined with the connector that. Notice that in this example the word that serves two functions at the same time: it is the subject of the verb is, and it is the connector that joins the two clauses. The adjective clause that is on the table describes the noun glass.

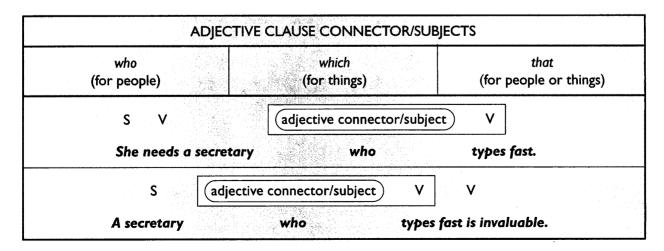
In the second example, there are also two clauses: glass is the subject of the verb contains, and that is the subject of the verb is. In this example that also serves two functions: it is the subject of the verb is, and it is the connector that joins the two clauses. Because that is on the table is an adjective clause describing the noun glass, it directly follows glass.

The following example shows how these sentence patterns could be tested in structure questions on the TOEFL test.



In this example you should notice immediately that the sentence has two verbs, is and has, and each of them needs a subject. You know that table is not a subject because it follows the preposition on; table is the object of the preposition. The only answer that has two subjects is answer (B), so answer (B) is the correct answer. The correct sentence should say: The notebook which is on the table has four sections. In this sentence notebook is the subject of the verb has, and which is the subject of the verb is. Which is also the connector that joins the two clauses.

The following chart lists the adjective clause connector/subjects and the sentence patterns used with them:



EXERCISE 12: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the adjective clauses. Then indicate if the sentences are correct (C) or incorrect (I).				
<u> </u>	The ice cream that is served in the restaurant as a smooth, creamy texture.			
	2. The <u>cars</u> <u>are trying</u> to enter the freeway system <u>are lined</u> up for blocks.			
	3. I have great respect for everyone who on the Dean's List.			
	4. It is going to be very difficult to work with the man which just began working here.			
5	6. The door that leads to the vault it was tightly locked.			
	3. The neighbors reported the man who was trying to break into the car to the police.			
	7. These plants can only survive in an environment is extremely humid.			
8	3. The boss meets with any production workers who they have surpassed their quotas.			
9	2. The salesclerk ran after the woman who had left her credit card in the store.			
10	The shoes which matched the dress that was on sale.			
EXERCISE (Skills 9–12): Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the clauses. Then indicate if the sentences are correct (C) or incorrect (I).				
	. No one explained to me whether was coming or not.			
	2. The part of the structure that has already been built needs to be torn down.			
3	3. The girl who she just joined the softball team is a great shortstop.			
	I have no idea about when the meeting is supposed to start.			
5				
	6. We have been told that we can leave whenever want.			
	6. We have been told that we can leave whenever want. 6. The racquet with whom I was playing was too big and too heavy for me.			
7				
	5. The racquet with whom I was playing was too big and too heavy for me.			
8	The racquet with whom I was playing was too big and too heavy for me. I will never understand that he did.			

residents had not been home in some time.

TOEFL EXERCISE (Skills 9–12): Choose the letter of the word or group of words that best completes the sentence.

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

	EFL REVIEW EXERCISE (Skills 1–12): ds that best completes the sentence.	Choose the letter of the word or group of
1.	 loom high above the northern and northeastern boundaries of the expanding city of Tucson. (A) The Santa Catalina mountains (B) Because the Santa Catalina mountains (C) The Santa Catalina mountains are (D) That the Santa Catalina mountains 	 6. Many companies across the country have molded the concepts describes into an integrated strategy for preventing stress. (A) and Wolf (B) that Wolf (C) what Wolf (D) so Wolf
2.	Radioactive provides a powerful way to measure geologic time. (A) it (B) dates (C) dating (D) can	 7 in the first draft of the budget will not necessarily be in the final draft. (A) Although it appears (B) It appears (C) What appears (D) Despite its appearance
3.	contained in the chromosomes, and they are thought of as the units of heredity. (A) Genes which are (B) Genes are (C) When genes (D) Because of genes	 8. If a food label indicates that a food is mostly carbohydrate, it does not mean is a good food to eat. (A) and it (B) and (C) that it (D) when
 4. 5. 	The benefit the study is that it provides necessary information to anyone who needs it. (A) of (B) which (C) that (D) because The same symptoms that occur	 9. A need for space law to include commercial concerns has been recognized inasmuch been expanding drastically in recent years. (A) the commercial launch industry (B) the commercial launch industry has (C) as has the commercial launch industry
,	occur with cocaine. (A) amphetamines can (B) with amphetamines can (C) so amphetamines (D) with amphetamines they	(D) as the commercial launch industry has 10. The report on the nuclear power plant indicated that when the plant had gone on line unsafe.
		 (A) and it had been (B) it had been (C) had been (D) that it had been

SENTENCES WITH REDUCED CLAUSES

It is possible in English for a clause to appear in a complete form or in a reduced form.

My friend should be on the train which he arriving at the station now.

Although it was not really difficult, the exam took a lot of time.

The first sentence shows an adjective clause in its complete form, which is arriving at the station now, and in its reduced form, arriving at the station now. The second sentence shows an adverb clause in its complete form, although it was not really difficult, and its reduced form, although not really difficult.

The two types of clauses that can reduce in English are: (1) adjective clauses and (2) adverb clauses. It is important to become familiar with these reduced clauses because they appear frequently on the TOEFL test.

SKILL 13: USE REDUCED ADJECTIVE CLAUSES CORRECTLY

Adjective clauses can appear in a reduced form. In the reduced form, the adjective clause connector and the *be*-verb that directly follow it are omitted.

The woman who is waving to us is the tour guide.

The letter which was written last week arrived today.

The pitcher that is on the table is full of iced tea.

Each of these sentences may be used in the complete form or in the reduced form. In the reduced form the connector *who*, *which*, or *that* is omitted along with the *be*-verb *is* or *was*.

If there is no *be*-verb in the adjective clause, it is still possible to have a reduced form. When there is no *be*-verb in the adjective clause, the connector is omitted and the verb is changed into the *-ing* form.

appearing
I don't understand the article which appears in today's paper.

In this example there is no be-verb in the adjective clause which appears in today's paper, so the connector which is omitted and the main verb appears is changed to the -ing form appearing.

It should be noted that not all adjective clauses can appear in a reduced form. An adjective clause can appear in a reduced form only if the adjective clause connector is followed directly by a verb. In other words, an adjective clause can only be reduced if the connector is also a subject.

The woman that I just met is the tour guide. (does not reduce)
The letter which you sent me arrived yesterday. (does not reduce)

In these two examples the adjective clauses cannot be reduced because the adjective clause connectors *that* and *which* are not directly followed by verbs; *that* is directly followed by the subject *I*, and *which* is directly followed by the subject *you*.

A final point to note is that some adjective clauses are set off from the rest of the sentence with commas, and these adjective clauses can also be reduced. In addition, when an adjective clause is set off with commas, the reduced adjective clause can appear at the front of the sentence.

The White House, which is located in Washington, is the home of the president. The White House, located in Washington, is the home of the president. Located in Washington, the White House is the home of the president.

The president, who is now preparing to give a speech, is meeting with his advisors. The president, now preparing to give a speech, is meeting with his advisors. Now preparing to give a speech, the president is meeting with his advisors.

In these two examples, the adjective clauses are set off from the rest of the sentence with commas, so each sentence can be structured in three different ways: (1) with the complete clause, (2) with the reduced clause following the noun that it describes, and (3) with the reduced clause at the beginning of the sentence.

The following example shows how reduced adjective clauses could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests



on several different television programs, the witness gave conflicting accounts of what had happened.

- (A) He appeared
- (B) Who appeared
- (C) Appearing
- (D) Appears

In this example, answer (A) is incorrect because there are two clauses, He appeared... and the witness gave..., and there is no connector to join them. Answer (B) is incorrect because an adjective clause such as who appeared... cannot appear at the beginning of a sentence (unless it is in a reduced form). Answer (C) is the correct answer because it is the reduced form of the clause who appeared, and this reduced form can appear at the front of the sentence. Answer (D) is not the reduced form of a verb; it is merely a verb in the present tense; a verb such as appears needs a subject and a connector to be correct.

The following chart lists the structure for reduced adjective clauses and rules for how and when reduced forms can be used:

REDUCED ADJECTIVE CLAUSES				
with a be-verb in the adjective clause	(ADJECTIVE CONNECTOR/SUBJECT) (Who which that)	(BE)		
with no <i>b</i> e-verb in the adjective clause	(ADJECTIVE CONNECTOR/SUBJECT) (Who which that)	(VERB + ING)		

- To reduce an adjective clause, omit the adjective clause connector/subject and the be-verb.
- If there is no be-verb, omit the connector/subject and change the main verb to the -ing form.
- Only reduce an adjective clause if the connector/subject is directly followed by the verb.
- If an adjective clause is set off with commas, the reduced clause can be moved to the front of the sentence.

EXERCISE 13: Each of the following sentences contains an adjective clause, in a complete or reduced form. Underline the adjective clauses. Then indicate if the sentences are correct (C) or incorrect (I).

 . 1.	we will have to return the merchandise purchased yesterday at the Broadway.
 2.	The children sat in the fancy restaurant found it difficult to behave.
 3.	Serving a term of four years, the mayor of the town will face reelection next year.
 4.	The brand new Cadillac, purchasing less than two weeks ago, was destroyed in the accident.
 5.	The fans who supporting their team always come out to the games in large numbers.
 6.	The suspect can be seen in the photographs were just released by the police.
 7.	The food placing on the picnic table attracted a large number of flies.
 8.	Impressed with everything she had heard about the course, Marie signed her children up for it.
 9.	The passengers in the airport waiting room, heard the announcement of the canceled flight, groaned audibly.
 10.	Dissatisfied with the service at the restaurant, the meal really was not enjoyable.

SKILL 14: USE REDUCED ADVERB CLAUSES CORRECTLY

Adverb clauses can also appear in a reduced form. In the reduced form, the adverb connector remains, but the subject and be-verb are omitted.

Although he is rather unwell, the speaker will take part in the seminar.

When you are ready, you can begin your speech.

These two examples may be used in either the complete or reduced form. In the reduced form, the adverb connectors *although* and *when* remain; the subjects *he* and *you* as well as the *be*-verbs *is* and *are* are omitted.

If there is no *be*-verb in the adverb clause, it is still possible to have a reduced form. When there is no *be*-verb in the adverb clause, the subject is omitted and the main verb is changed into the *-ing* form.

feeling

Although he feels rather sick, the speaker will take part in the seminar.

giving

When you give your speech, you should speak loudly and distinctly.

In the first example the adverb clause although he feels rather sick does not include a be-verb; to reduce this clause, the subject he is omitted and the main verb feels is changed to feeling. In the second example the adverb clause when you give your speech also does not include a beverb; to reduce this clause, the subject you is omitted and the main verb give is changed to giving.

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests When ______, you are free to leave. (A) the finished report (B) finished with the report (C) the report (D) is the report finished

In this example you should notice the adverb connector when, and you should know that this time word could be followed by either a complete clause or a reduced clause. Answers (A) and (C) contain the subjects the finished report and the report and no verb, so these answers are incorrect. In answer (D) the subject and verb are inverted, and this is not a question, so answer (D) is incorrect. The correct answer is answer (B); this answer is the reduced form of the clause when you are finished with the report.

It should be noted that not all adverb clauses can appear in a reduced form, and a number of adverb clauses can only be reduced if the verb is in the passive form.

Once you submit your thesis, you will graduate.

Once it is submitted, your thesis will be reviewed.

(passive — does reduce)

In the first example, the adverb clause *once you submit your thesis* does not reduce because clauses introduced by *once* only reduce if the verb is passive, and the verb *submit* is active. In the second example, the adverb clause *once it is submitted* does reduce to *once submitted* because the clause is introduced by *once* and the verb *is submitted* is passive.

The following chart lists the structures for reduced adverb clauses and which adverb clause connectors can be used in a reduced form:

	RE	DUCED ADVERI	B CLAUSES		
with a <i>be</i> -verb in the adverb clause	(ADVERB CON	INECTOR)	(SUBJECT)	(BE)	
with no <i>be</i> -verb in the adverb clause	(ADVERB CONNECTOR)		(SUBJECT)	(VERB + ING)	
	Time	Condition	Contrast	Place	Manner
reduces in ACTIVE	after before since while	if unless whether	although though		
reduces in PASSIVE	once until when whenever	if unless whether	although though	where wherever	as

- To reduce an adverb clause, omit the subject and the be-verb from the adverb clause.
- If there is no be-verb, then omit the subject and change the verb to the -ing form.

EXERCISE 14: Each of the following sentences contains a reduced adverb clause. Circle the adverb connectors. Underline the reduced clauses. Then indicate if the sentences are correct (C) or incorrect (I).

<u> </u>	1.	(If) not completely satisfied, you can return the product to the manufacturer.
	2.	Steve has had to learn how to cook and clean since left home.
	3.	The ointment can be applied where needed.
	4.	Tom began to look for a job after completing his master's degree in engineering.
	5.	Although not selecting for the team, he attends all of the games as a fan.
	6.	When purchased at this store, the buyer gets a guarantee on all items.
· · · · · ·	7.	The medicine is not effective unless taken as directed.
	8.	You should negotiate a lot before buy a new car.
	9.	Once purchased, the swimsuits cannot be returned.
	10.	Though located near the coast, the town does not get much of an ocean breeze.

f-	SE (Skills 13–14): Each of the following educed clauses. Then indicate if the ser		ences contains a reduced clause. Underces are correct (C) or incorrect (I).
1.	Though was surprised at the results, sh	e was	pleased with what she had done.
2.	Wearing only a light sweater, she steppe	ed ou	t into the pouring rain.
3.	The family stopped to visit many relative	es wł	nile driving across the country.
4.	The company president, needed a vaca	tion,	boarded a plane for the Bahamas.
5.	When applying for the job, you should	bring	g your letters of reference.
6.	She looked up into the dreary sky was f	illed	with dark thunderclouds.
7.	Feeling weak after a long illness, Sally w	vante	d to try to get back to work.
8.	Before decided to have surgery, you sho	ould	get a second opinion.
9.	The construction material, a rather grafeeling.	iny ty	pe of wood, gave the room a rustic
10.	The application will at least be reviewed	d if su	abmitted by the fifteenth of the month.
1. When seaso territe	pletes the sentence. n nests during spring nesting n, Canadian geese are fiercely orial. building	4.	behind government secrecy for nearly half a century, the Hanford plant in central Washington produced plutonium for the nuclear weapons of
(B) (C) (D) 2. In 18 th hunte know far fro (A) (B) (C)	are building built are built 70, Calvin, along with Adirondack er Alvah Dunning, made the first en ascent of Seward Mountain, om roads or trails. a remote peak it is a remote peak a remote peak is	5.	the Cold War. (A) It is hidden (B) Hidden (C) Which is hidden (D) The plant is hiding Until incorrect, astronomers had assumed that the insides of white dwarfs were uniform. (A) they (B) their proof
3. Kokar and d (A) (B)	which a remote peak nee salmon begin to deteriorate lie soon at the age of four. they spawn after spawning spawn	6.	 (C) the astronomers recently proven (D) recently proven artifacts from the early Chinese dynasties, numerous archeologists have explored the southern Silk Road. (A) They were searching for
	spawned the salmon		 (A) They were searching for (B) It was a search for (C) Searched for (D) Searching for

7.	In Hailey, the best-known lecturer was women's rights activist Abigail Scott Duniway of Portland, Oregon, who could usually be persuaded to speak town visiting her son.	9.	in North American waterways a little over a decade ago, zebra mussels have already earned a nasty reputation for their expensive habit of clogging water pipes in the Great Lakes area.
	(A) she was in(B) while in(C) while she was(D) was in		 (A) The first sighting (B) Although first sighted (C) Zebra mussels were first sighted (D) First sighting
8.	The National Restaurant Washington, says that federal efforts to regulate workplace smoking would limit restaurants' ability to respond to the desires of their patrons. (A) Association in (B) Association is in (C) Association which is in (D) Association, based in	10.	Small companies may take their goods abroad for trade shows without paying foreign value-added taxes by acquiring an ATA carnet. (A) a document calls (B) a document called (C) calls a document (D) called a document
	EFL REVIEW EXERCISE (Skills 1–14): ds that best completes the sentence.	Choo	se the letter of the word or group of
1.	In the United States approximately four million miles of roads, streets, and highways. (A) there (B) is (C) they (D) there are	4.	Psychologists have traditionally maintained that infants cannot formulate long-term memories until the age of eight or nine months. (A) they
	(b) there are		(B) they reach (C) to reach
2.	twelve million immigrants entered the United States via Ellis Island. (A) More than (B) There were more than (C) Of more than (D) The report of	5.	•

- 7. Because the project depends on _____ at the federal level, the city and county may have to wait until the budget cutting ends.
 - (A) it happens
 - (B) which happening
 - (C) what happens
 - (D) that it happens
- 8. _____ definitive study of a western hardrock mining community cemetery appears to have been done is in Silver City, Nevada.
 - (A) Most
 - (B) The most
 - (C) Where most
 - (D) Where the most

- 9. One of the areas of multimedia that is growing quickly _____ is sound.
 - (A) yet is easily overlooked
 - (B) is easily overlooked
 - (C) it is easily overlooked
 - (D) that is easily overlooked
- 10. _____, early approaches for coping with workplace stress dealt with the problem only after its symptoms had appeared.
 - (A) Although well-intending
 - (B) Although it is a good intention
 - (C) Although a good intention
 - (D) Although well-intended

SENTENCES WITH INVERTED SUBJECTS AND VERBS _____

Subjects and verbs are inverted in a variety of situations in English. Inverted subjects and verbs occur most often in the formation of a question. To form a question with a helping verb (be, have, can, could, will, would, etc.), the subject and helping verb are inverted.

He can go to the movies.

Can he go to the movies?

You would tell me the truth.

Would you tell me the truth?

She was sick yesterday.

Was she sick yesterday?

To form a question when there is no helping verb in the sentence, the helping verb do is used.

He goes to the movies.

Does he go to the movies?

You told me the truth.

Did you tell me the truth?

There are many other situations in English when subjects and verbs are inverted, but if you just remember this method of inverting subjects and verbs, you will be able to handle the other situations. The most common problems with inverted subjects and verbs on the TOEFL test occur in the following situations: (1) with question words such as what, when, where, why, and how; (2) after some place expressions; (3) after negative expressions; (4) in some conditionals; and (5) after some comparisons.

SKILL 15: INVERT THE SUBJECT AND VERB WITH QUESTION WORDS

There is some confusion about when to invert the subject and verb after question words such as *what, when, where, why,* and *how.* These words can have two very different functions in a sentence. First, they can introduce a question, and in this case the subject and verb that follow are inverted.

```
What is the homework?
When can I leave?
Where are you going?
```

Also, these words can join together two clauses, and in this case the subject and verb that follow are not inverted.

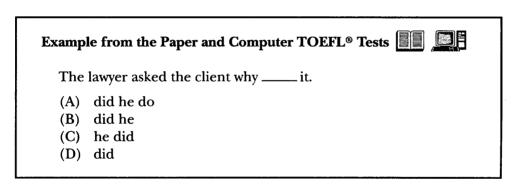
```
I do not know what the homework is.

When I can leave, I will take the first train.

Do you know where you are going?
```

In each of these examples there are two clauses joined by a question word. Notice that the subjects and verbs that follow the question words *what, when,* and *where* are not inverted in this case.

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.



In this example the question word *why* is used to connect the two clauses, so a subject and verb are needed after this connector; this is not a question, so the subject and verb should not be inverted. The best answer is therefore answer (C).

The following chart lists the question words and their sentence patterns:

	. IN	/ERTED SUBJEC	CTS AND VER	BS WITH QUE	STION WOF	RDS
	who	what	when	where	why	how
When	the question w	vord introduces	a question, th	e subject and v	erb <i>ar</i> e inver	ted.
		-	What	are they?	la de la composito. La composito de la composito d	
When	the question w	ord connects t	wo clauses, the	e subject and ve	erb that follo	w are not inverted.
		s v	question v	word S	V .	er Handaria
		l know	wha	t they	are.	

EXERCISE 15: Each of the following sentences contains a question word. Circle the question words. Underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

arc co	,,,,,	et (d) of incorrect (i).
	1.	The phone company is not certain when will the new directories be ready.
C	2.	The <u>professor</u> does not understand why so many students did poorly on the exam.
	3.	How new students can get information about parking?
	4.	Where is it cheapest to get typeset copies printed?
	5.	Only the pilot can tell you how far can the plane go on one tank of fuel.
	6.	What type of security does he prefer for his investments?
	7.	Not even the bank president knows when the vault will be opened.
<u>.</u>	8.	How long it has been since you arrived in the United States?
	9.	The jury doubts what the witness said under cross-examination.
	10.	Do you know why he wants to take an extended leave of absence?

SKILL 16: INVERT THE SUBJECT AND VERB WITH PLACE EXPRESSIONS

After ideas expressing place, the subject and the verb sometimes invert in English. This can happen with single words expressing place, such as *here, there*, or *nowhere*.

Here is the book that you lent me.

There are the keys that I thought I lost.

Nowhere have I seen such beautiful weather.

In the first example the place word *here* causes the subject *book* to come after the verb *is*. In the second example the place word *there* causes the subject *keys* to come after the verb *are*. In the last example the place word *nowhere* causes the subject *I* to come after the verb *have*.

The subject and verb can also be inverted after prepositional phrases expressing place.

In the closet are the clothes that you want.

Around the corner is Sam's house.

Beyond the mountains lies the town where you will live.

In the first example the prepositional phrase of place in the closet causes the subject clothes to come after the verb are. In the second example the prepositional phrase of place around the corner causes the subject house to come after the verb is. In the last example the prepositional phrase of place beyond the mountains causes the subject town to come after the verb lies.

It is important (and a bit difficult) to understand that the subject and verb will invert after place expressions at the beginning of a sentence only when the place expression is *necessary* to complete the sentence. Study the following examples:

In the forest are many exotic birds.

In the forest I walked for many hours.

In the first example the subject birds and verb are are inverted because the place expression in the forest is needed to complete the idea many exotic birds are.... In the second example the subject I and the verb walked are not inverted because the idea I walked for many hours is complete without the place expression in the forest; the place expression is therefore not needed to complete the sentence.

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests On the second level of the parking lot _____. (A) is empty (B) are empty (C) some empty stalls are (D) are some empty stalls

This example begins with the place expression on the second level of the parking lot, which consists of two prepositional phrases, on the second level and of the parking lot. This sentence needs a subject and a verb to be complete, and the two answers that contain both a subject, stalls, and verb, are, are answers (C) and (D). The subject and verb should be inverted because the place expression is necessary to complete the idea some empty stalls are.... The best answer is therefore answer (D).

The following chart lists the sentence patterns used with place expressions:

INV	ERTED SUBJECTS AND VER	BSWITH PLA	ACE EXPRESSIONS	
When a place express subject and verb that	ion at the front of the sente follow <i>are</i> inverted.	nce is necessa	ary to complete the se	entence, the
	PLACE (necessary)	V	S	
	In the classroom	were some	e old desks.	
	ion at the front of the sente ence, the subject and verb th			t is <i>not</i> needed
	PLACE (extra)	S V		
	In the classroom,	l studied v	very hard.	

EXERCISE 16: Each of the following sentences contains an expression of place at the beginning of the sentence. Circle the expressions of place. Look at the clauses that immediately follow the place expressions and underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

<u> </u>	1.	(In front of the house) were some giant trees.
	2.	There a big house is on the corner.
	3.	In the cave was a vast treasure of gems and jewels.
	4.	To the north the stream is that the settlers will have to cross.
	5.	Around the corner are the offices that you are trying to find.
	6.	At the Italian restaurant was the food too spicy for my taste.
	7.	Nowhere in the world farmers can grow such delicious food.
	8.	In the backyard the two trees are that need to be pruned.
	9.	Around the recreation hall and down the path are the tents where we will be staying
		this week.
	10.	In the apartment next to mine a man and a woman were having a heated discussion.

SKILL 17: INVERT THE SUBJECT AND VERB WITH NEGATIVES

The subject and verb can also be inverted after certain negatives and related expressions. When negative expressions, such as *no*, *not*, or *never*, come at the beginning of a sentence, the subject and verb are inverted.

```
Not once did I miss a question.

Never has Mr. Jones taken a vacation.

At no time can the woman talk on the telephone.
```

In the first example the negative expression not once causes the subject I to come after the helping verb did. In the second example the negative word never causes the subject Mr. Jones to come after the helping verb has. In the last example the negative expression at no time causes the subject woman to come after the helping verb can.

Certain words in English, such as *hardly, barely, scarcely,* and *only,* act like negatives. If one of these words comes at the beginning of a sentence, the subject and verb are also inverted.

```
Hardly ever does he take time off.

(This means that he almost never takes time off.)

Only once did the manager issue overtime paychecks.

(This means that the manager almost never issued overtime paychecks.)
```

In the first example the "almost negative" expression hardly ever causes the subject he to come after the helping verb does. In the second example the "almost negative" expression only once causes the subject manager to come after the helping verb did.

When a negative expression appears in front of a subject and verb in the middle of a sentence, the subject and verb are also inverted. This happens often with the negative words *neither* and *nor*.

```
I do not want to go, and neither does Tom.

The secretary is not attending the meeting, nor is her boss.
```

In the first example the negative *neither* causes the subject *Tom* to come after the helping verb *does*. In the second example the negative *nor* causes the subject *boss* to come after the verb *is*.

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests

Only in extremely dangerous situations _____ stopped.

- (A) will be the printing presses
- (B) the printing presses will be
- (C) that the printing presses will be
- (D) will the printing presses be

In this example you should notice that the sentence begins with the negative *only*, so an inverted subject and verb are needed. Answer (D) contains a correctly inverted subject and verb, with the helping verb *will*, the subject *printing presses*, and the main verb *be*, so answer (D) is the best answer.

The following chart lists the negative expressions and the sentence pattern used with them:

n a negative expression appears in front of a subject and verb (at the beginning of a sentence	ten a negative expression appears in front of a subject and verb (at the beginning of a sentence the middle of a sentence) the subject and verb are inverted.	no	not	never	neither	nor	
		barely	hardly	only	rarely	scarcely	seldom
(negative expression $)$ V S		_	sentence) the si	ubject and verb		b (at the begini	ning of a sentend

EXERCISE 17: Each of the following sentences contains a negative or "almost negative" expression. Circle the negative expressions. Look at the clauses that follow and underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

	1.	Never the boy wrote to his sisters.
C	_ 2.	On no occasion did they say that to me.
	3.	Steve did not win the prize, nor did he expect to do so.
	4.	Only once in my life gone I have to New York City.
	5.	Did he go out of the house at no time.
	6.	Seldom their secretary has made such mistakes.
	7.	No sooner had she hung up the phone than it rang again.
	8.	Sheila did not arrive late for work, nor she left early.
	9.	Barely had he finished the exam when the graduate assistant collected the papers.
	10.	The police did not arrive in time to save the girl, and neither did the paramedics

SKILL 18: INVERT THE SUBJECT AND VERB WITH CONDITIONALS

In certain conditional structures, the subject and verb may also be inverted. This can occur when the helping verb in the conditional clause is *had*, *should*, or *were*, and the conditional connector *if* is omitted.

If he had taken more time, the results would have been better.

Had he taken more time, the results would have been better.

I would help you if I were in a position to help. I would help you were I in a position to help.

If you should arrive before 6:00, just give me a call. Should you arrive before 6:00, just give me a call.

In each of these examples you can see that when if is included, the subject and verb are in the regular order (if he had taken, if I were, if you should arrive). It is also possible to omit if; in this case, the subject and verb are inverted (had he taken, were I, should you arrive).

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests



The report would have been accepted _____in checking its accuracy.

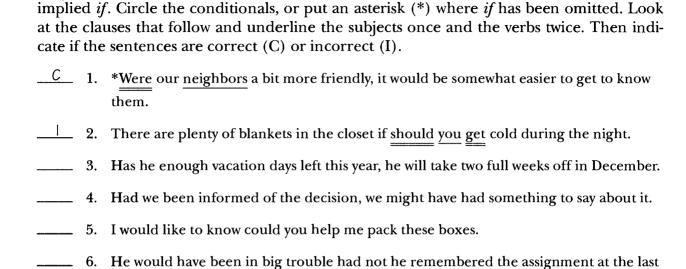
- (A) if more care
- (B) more care had been taken
- (C) had taken more care
- (D) had more care been taken

In this example a connector if and a subject and verb are needed, but if could be omitted and the subject and verb inverted. Answer (A) is incorrect because it contains the connector if and the subject care but no verb. Answer (B) is incorrect because it contains the subject care and the verb had been taken but does not have a connector. In answers (C) and (D), if has been omitted. Because it is correct to invert the subject more care and the helping verb had, answer (D) is correct.

The following chart lists the conditional verbs that may invert and the sentence patterns used with them:

INVERTED SUBJECTS AND VERBS WITH CONDITIONALS had should were When the verb in the conditional clause is had, should, or were, it is possible to omit if and invert the subject and verb. (omitted if) S Were he here, he would help. It is also possible to keep if. Then the subject and verb are not inverted. ٧ if If he were here, he would help.

minute.



EXERCISE 18: Each of the following sentences contains a conditional with a stated or an

____ 7. If your friends come to visit, will they stay in a hotel or at your house?

- 8. He might be a little more successful today were he a little more willing to do some hard work.
- 9. Should you ever visit this town again, I would be delighted to show you around.
- 10. Do you think that she would give the speech were she asked to do so?

SKILL 19: INVERT THE SUBJECT AND VERB WITH COMPARISONS

An inverted subject and verb may also occur after a comparison. The inversion of a subject and verb after a comparison is optional, rather than required, and it is a rather formal structure. There have been a number of inverted comparisons on recent TOEFL tests, so you should be familiar with this structure.

My sister spends *more* hours in the office *than* John.

My sister spends more hours in the office than John does.

My sister spends more hours in the office than does John.

All three of these examples contain the comparison *more...than*, and all three are correct in English. It is possible to have the noun *John* alone, as in the first example; it is possible that the comparison is followed by the subject and verb *John does*, as in the second example; it is also possible that the comparison is followed by the inverted subject and verb *does John*, as in the third example.

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests The results of the current experiment appear to be more consistent than _____ the results of any previous tests. (A) them (B) were (C) they were (D) were they

In this example you should notice the comparison more consistent than, and you should also understand that the results of the current experiment is being compared with the results of any previous tests. Because the results of any previous tests is the subject, only a verb is needed; the best answer to this question is therefore answer (B). We know that it is possible for a subject and a verb to be inverted after a comparison, and in this case the subject the results of any previous tests comes after the verb were.

The following chart lists the sentence patterns used with comparisons:

	INVER	TED SUBJECTS AND VER	BS WITH COMPARISONS	<u>S</u>	
The subject and	verb <i>ma</i> y i	nvert after a comparison.	The following structures a	re both pos	sible.
S	٧	comparison	S	V	
We	were	more prepared than	the other performers	were.	
S	٧	(comparison)		S	
We	we r e	more prepared than	were the other pe	erformers.	
NOTE: A subject-	verb inversi	on after a comparison sounds	s rather formal.		

EXERCISE 19: Each of the following sentences contains a comparison. Circle the comparisons. Look at the clauses that follow and underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

<u> </u>	1.	This candidate has received more votes than has any other candidate in previous
		years.
	2.	Obviously we were much $\underbrace{\text{more impressed with the performance than}}_{\text{members}} \underbrace{\text{did}}_{\text{the other}}$ the other $\underline{\text{members}}$ of the audience.
	3.	The film that we saw last night at the festival was far better than any of the other films
	4.	The vegetables at the market this morning were far fresher than were those at the market yesterday.
	5.	I am afraid that is the condition of these tires as bad as the condition of the others.

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6.	We firmly believed that our team could acothers.	chieve a much faster time than any of the
7.	This apple pie is not as good as the last or	ne that you made.
8.	On the fishing trip, Bobby caught twice as	s many fish as anyone else did.
9.	The final speaker gave us more details that	an had any of the previous speakers.
10.	Do you know why does he need to sleep se	o many more hours than do the others?
an invert verbs. Ur	ed subject and verb. Circle the structur	es contains a structure that could require es that may require inverted subjects and twice. Then indicate if the sentences are
1.	The town council is not sure why have the	e land developers changed their plans.
2.	Never in the world I believed that this wo	uld happen.
3.	The day might have been a little more en	joyable had the sun been out a little more.
4.	Only once did the judge take the defense	lawyer's suggestion.
5.	Down the hall to the left the offices are th	at need to be painted.
6.	Did the scientist explain what he put in th	ne beaker?
7.	Hardly ever it snows in this section of the	country.
8.	Elijah scored more points in yesterday's b history.	asketball final than had any other player in
9.	In the state of California, earthquakes occ	cur regularly.
10.	He should ever call again, please tell him	that I am not at home.
	EXERCISE (Skills 15–19): Choose the lipletes the sentence.	letter of the word or group of words that
	ly located near city lights or at relevations.	2. There are geographic, economic, and cultural reasons why around the world.
(A) (B)	observatories are are	(A) diets differ
(C)	in the observatories	(B) do diets differ
(D)	are observatories	(C) are diets different(D) to differ a diet

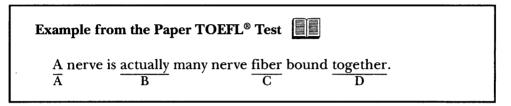
3.	Were millions of dollars each year replenishing eroding beaches, the coastline would be changing even more rapidly. (A) the U.S. Army Corps of Engineers not spending (B) the U.S. Army Corps of Engineers not spend		The economic background of labor legislation will not be mentioned in this course, be treated. (A) trade unionism will not (B) nor trade unionism will (C) nor will trade unionism (D) neither trade unionism will
	 (C) the U.S. Army Corps of Engineers does not spend (D) not spending the U.S. Army Corps of Engineers 	8.	test positive for antibiotics when tanker trucks arrive at a milk processing plant, according to federal law, the entire truckload must be discarded.
4.	Nowhere more skewed than in the auto industry. (A) that retail trade figures (B) retail trade figures are		(A) Should milk(B) If milk(C) If milk is(D) Milk should
	(C) are retail trade figures(D) retail trade figures	9.	Located behind the two lacrimal glands.
5.	New York City's Central Park is nearly twice as large second smallest country, Monaco.		 (A) each eyelid (B) is each eyelid (C) each eyelid are (D) each eyelid which is
	(A) as(B) is the(C) as is(D) as is the	10.	Only for a short period of time run at top speed. (A) cheetahs
6.	Potassium has a valence of positive one because it usually loses one electron when with other elements.		(B) do cheetahs(C) that a cheetah can(D) can
	(A) does it combine(B) it combines(C) in combining(D) combination		
	EFL REVIEW EXERCISE (Skills 1–19): ds that best completes the sentence.	Choo	se the letter of the word or group of
1.	variety of flowers in the show, from simple carnations to the most exquisite	2.	The wedges dart board are worth from one to twenty points each.
	roses. (A) A wide (B) There was a wide (C) Was there (D) Many		(A) they are on a(B) are on a(C) are they on a(D) on a

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

THE WRITTEN EXPRESSION QUESTIONS

(PAPER TOEFL® TEST AND COMPUTER TOEFL® TEST)

Written expression questions that test your knowledge of the correct way to express your-self in English writing appear on both the paper TOEFL test and the computer TOEFL test. Each question consists of one sentence in which four words or groups of words have been underlined. You must choose the underlined word or group of words that is not correct. Look at an example of a written expression question from the paper TOEFL test.



In this example, you should notice that the plural quantifier many is accompanied by the singular noun fiber. Many should be accompanied by the plural noun fibers. You should choose answer (C) because answer (C) is not correct.

Now, look at an example of a written expression question from the computer TOEFL test.



Venus emits very intense radio waves of thermally origin.

In this example, you should notice that the adverb *thermally* is used to describe the noun *origin*. The adjective *thermal* should be used to describe the noun. You should click on the word *thermally* to answer this question because *thermally* is not correct.

PROCEDURES FOR THE WRITTEN EXPRESSION QUESTIONS (Paper TOEFL® Test and Computer TOEFL® Test)

- 1. First, look at the underlined words or groups of words. You want to see if you can spot which of the four answer choices is *not* correct.
- 2. If you have been unable to find the error by looking only at the four underlined expressions, then read the complete sentence. Often an underlined expression is incorrect because of something in another part of the sentence.

Next, you should move on to the language skills. The following language skills will help you to implement the appropriate strategies and procedures in written expression questions on both the paper TOEFL test and the computer TOEFL test.

PROBLEMS WITH SUBJECT/VERB AGREEMENT ____

Subject/verb agreement is simple: if the subject of a sentence is singular, then the verb must be singular; if the subject of the sentence is plural, then the verb must be plural. An *s* on a verb usually indicates that a verb is singular, while an *s* on a noun usually indicates that the noun is plural. (Do not forget irregular plurals of nouns, such as *women*, *children*, and *people*.)

The boy walks to school.
The boys walk to school.

In the first example the singular subject *boys* requires a singular verb, *walks*. In the second example the plural subject *boys* requires a plural verb, *walk*.

Although this might seem quite simple, there are a few situations on the TOEFL test when subject/verb agreement can be a little tricky. You should be careful of subject/verb agreement in the following situations: (1) after prepositional phrases, (2) after expressions of quantity, (3) after inverted verbs, and (4) after certain words, such as *anybody, everything, no one, something, each,* and *every*.

SKILL 20: MAKE VERBS AGREE AFTER PREPOSITIONAL PHRASES

Sometimes prepositional phrases can come between the subject and the verb. If the object of the preposition is singular and the subject is plural, or if the object of the preposition is plural and the subject is singular, there can be confusion in making the subject and verb agree.

The key (to the doors) are* in the drawer.

SINGULAR

PLURAL

The keys (to the door) is* in the drawer.

PLURAL

SINGULAR

(* indicates an error)

In the first example you might think that *doors* is the subject because it comes directly in front of the verb *are*. However, *doors* is not the subject because it is the object of the preposition *to*. The subject of the sentence is *key*, so the verb should be *is*. In the second example you might think that *door* is the subject because it comes directly in front of the verb *is*. You should recognize in this example that *door* is not the subject because it is the object of the preposition *to*. Because the subject of the sentence is *keys*, the verb should be *are*.

The following chart outlines the key information that you should understand about subject/verb agreement with prepositional phrases:

SUBJECT/VERB AGREEMENT WITH PREPOSITIONAL PHRASES				
S	(prepositional phrase) V			
When a prepositional phrase comes with the subject.	between the subject and the verb, be sure that the verb agrees			

EXERCISE 20: Each of the following sentences has one or more prepositional phrases between the subject and verb. Circle the prepositional phrases. Underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

	1.	The climbers (on the sheer face) (of the mountain) need to be rescued.
	2.	The interrogation, conducted by three police officers, have lasted for several hours
	3.	The tenants in the apartment next to mine is giving a party this evening.
	4.	The president, surrounded by secret service agents, is trying to make his way to the podium.
	5.	The buildings destroyed during the fire are being rebuilt at the taxpayers' expense.
	6.	Because of the seriousness of the company's financial problems, the board of directors have called an emergency meeting.
-	7.	Manufacture of the items that you requested have been discontinued because of lack of profit on those items.
	8.	Further development of any new ideas for future products has to be approved in advance.
	9.	The scheduled departure time of the trains, posted on panels throughout the terminal buildings, are going to be updated.
	10.	Any houses built in that development before 1970 have to be upgraded to meet current standards.

SKILL 21: MAKE VERBS AGREE AFTER EXPRESSIONS OF QUANTITY

A particular agreement problem occurs when the subject is an expression of quantity, such as *all, most,* or *some*, followed by the preposition *of*. In this situation, the subject (*all, most,* or *some*) can be singular or plural, depending on what follows the preposition *of*.

```
All (of the book) was interesting.

SINGULAR

All (of the books) were interesting.

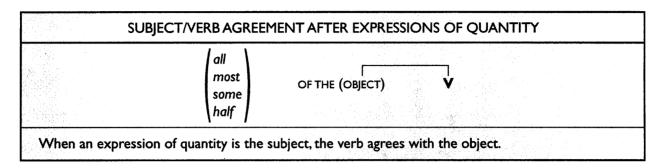
PLURAL

All (of the information) was interesting.

UNCOUNTABLE
```

In the first example the subject *all* refers to the singular noun *book*, so the correct verb is therefore the singular verb *was*. In the second example the subject *all* refers to the plural noun *books*, so the correct verb is the plural verb *were*. In the third example the subject *all* refers to the uncountable noun *information*, so the correct verb is therefore the singular verb *was*.

The following chart outlines the key information that you should understand about subject/verb agreement after expressions of quantity:



EXERCISE 21: Each of the following sentences has a quantity expression as the subject. Underline the subjects once and the verbs twice. Circle the objects that the verbs agree with. Then indicate if the sentences are correct (C) or incorrect (I).

<u> </u>	1.	The witnesses saw that most of the fire in the hills was extinguished.
	2.	Some of the animals from the zoo was released into the animal preserve.
	3.	All of the students in the class taught by Professor Roberts is required to turn in their term papers next Monday.
	4.	Half of the food that we are serving to the guests are still in the refrigerator.
	5.	We believe that some of the time of the employees is going to be devoted to quality control.
	6.	All of the witnesses in the jury trial, which lasted more than two weeks, have indicated that they believed that the defendant was guilty.
	7.	She did not know where most of the people in the room was from.
	8.	In spite of what was decided at the meeting, half of the procedures was not changed.
	9.	I was sure that all of the questions on the test were correct.
	10.	Most of the trouble that the employees discussed at the series of meetings was resolved within a few weeks.

MAKE INVERTED VERBS AGREE SKILL 22:

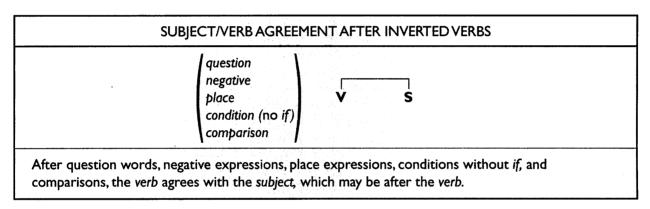
We have seen that sometimes in English the subject comes after the verb. This can occur after question words (Skill 15), after place expressions (Skill 16), after negative expressions (Skill 17), after omitted conditionals (Skill 18), and after some comparisons (Skill 19). When the subject and verb are inverted, it can be difficult to locate them, and it can therefore be a problem to make them agree.

(Behind the house) was the bicycles I wanted.

(Behind the houses) were the bicycle I wanted.

In the first example it is easy to think that house is the subject, because it comes directly in front of the verb was. House is not the subject, however, because it is the object of the preposition behind. The subject of the sentence is bicycles, and the subject bicycles comes after the verb because of the place expression behind the house. Because the subject bicycle is plural, the verb should be changed to the plural were. In the second example the subject bicycle comes after the verb were because of the place expression behind the houses. Because the subject bicycle is singular, the verb should be changed to the singular was.

The following chart outlines the key information that you should understand about subject/verb agreement after inverted verbs:



EXERCISE 22: Each of the following sentences contains an inverted subject and verb. Circle the word or group of words that causes the subject and verb to invert. Find the subject and verb that follow these words. Underline the subject once and the verb twice. Then indicate if the sentences are correct (C) or incorrect (I).

C	1.	Only once this morning were the letters delivered by the campus mail service.
	2.	(Around the corner and to the right) is the rooms that have been assigned to that
	,	program.
	3.	What in the world is the children trying to do?
-	4.	John would be studying the chapters were he able to get hold of the book.
	. 5.	This chapter has many more exercises than do the next one.
	6.	The computer programmer was unaware that there was so many mistakes in the program he had written.
	7.	Seldom in the history of television has two new comedies been so successful in one season.
	. 8.	How many huge mistakes have the teacher actually found in the research paper?
	9.	The new phone system is able to hold far more messages than was the phone system that had previously been used.
	10.	In the parking lot south of the stadium was the cars that were about to be towed.

SKILL 23: MAKE VERBS AGREE AFTER CERTAIN WORDS

Certain words in English are always grammatically singular, even though they might have plural meanings.

Everybody are going* to the theater.

Even though we understand from this example that a lot of people are going to the theater, *everybody* is singular and requires a singular verb. The plural verb *are going* should be changed to the singular verb *is going*.

The following chart lists the grammatically singular words that have plural meanings:

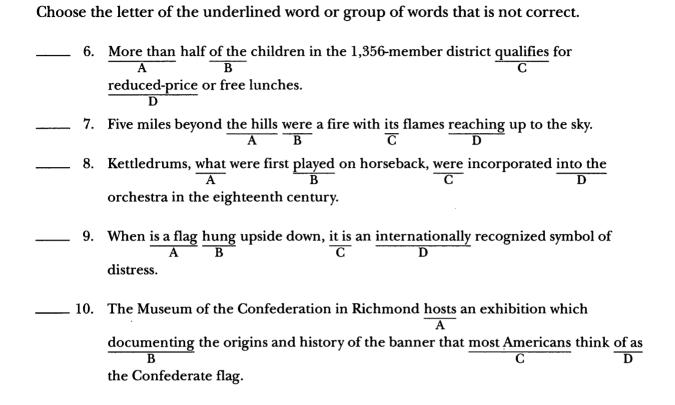
SUBJECT/VERB AGREEMENT AFTER CERTAIN WORDS							
anvbody	essions are gramm everybody	atically singular	; so they take singular v somebody	erbs: each (+ noun)			
anyone anything	everyone everything	no one nothing		every (+ noun)			

EXERCISE 23: Each of the following sentences contains one of the words that are grammatically singular but have plural meanings. Underline these words once and underline the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

	1.	It is impossible to believe that somebody actually admire that man.
<u> </u>	2.	Each of the doctors in the building needs to have a separate reception area.
	3.	The president felt that no one were better suited for the position of chief staff advisor.
	4.	Everybody participating in the fund-raiser are to turn in the tickets by 8:00.
	5.	Because of the low number of orders, nothing has to be done now.
	6.	Every time someone take unnecessary breaks, precious moments of production time are lost.
	7.	Anybody who goes to the top of the Empire State Building is impressed with the view.
	8.	Every man, woman, and child in this line are required to sign the forms in order to complete the registration process.
	9.	It is nice to believe that anything is possible if a person tries hard enough.
	10.	The company reiterated to reporters that nobody have been dismissed because of the incident.

	·	bjects once and the verbs twice in each of the tences are correct (C) or incorrect (I).					
1	1. The contracts signed by the company not met.	The contracts signed by the company has been voided because some stipulations were not met.					
2	Ten miles beyond the river was the fa savings.	Ten miles beyond the river was the farmlands that they had purchased with their life savings.					
8	3. Each package that is not properly wr	apped have to be returned to the sender.					
4	4. She would not have to enter the hou where they were supposed to be.	se through the bedroom window were the keys					
5	5. The proposal brought so much new enough hours to complete all of it.	work to the partnership that there was not					
6	6. The box of disks for the computer ha	ave been misplaced.					
7	7. It is disconcerting to believe that eve reason or another.	ry possible candidate has been rejected for one					
8	8. Only once have there been more exc	itement in this city about a sporting event.					
9	9. Bobby has a bigger bicycle than does	the other children in the neighborhood.					
10	0. If nobody have bought that car from another offer.	the dealer, then you should return and make					
	EXERCISE (Skills 20–23): Choose impletes the sentence.	the letter of the word or group of words that					
for	nong bees a highly elaborate m of communication.	2 heated by solar energy have special collectors on the roofs to trap sunlight.					
(A) (B)		(A) A home is					
	it occurs	(B) Homes are					
(D)) they occur	(C) A home(D) Homes					
Choose	the letter of the underlined word or	group of words that is not correct.					
8	3. Each number $\frac{1}{A}$ binary system are $\frac{1}{B}$	$\frac{\text{formed}}{C}$ from $\frac{\text{only two}}{D}$ symbols.					
4		$\frac{1}{B}$ to determine if there is a relationship					
	between saccharine and cancer.	D C					

is.	_ 5.	On the rim $\frac{1}{A}$ of the Kilauea volcano in the Volcano Hotel.	Hav	$\frac{\text{waiian Islands}}{B} \frac{\text{are a hotel called}}{C} $
	6.	The great digital advances of the electron		B
		microcomputer, has been planted in tiny \overline{C}	cnı	ips.
	_ 7.	There are many $\frac{\text{frequently}}{A} \frac{\text{mentioned}}{B}$ rejuvenile.	aso	ons why one out of four arrests involve a
	8.	Kepler's Laws, principles outlining planet	tary	movement, was formulated based on $\frac{A}{A} = \frac{B}{B} = \frac{B}{C}$
		observations $\frac{\text{made}}{D}$ without a telescope.		
	_ 9.	Only with a $\frac{\text{two-thirds vote}}{A}$ by both house	s ar	
		presidential veto.		
	_ 10.	Of all the evidence that has piled up since	e W	bebster's paper was published, there is no
		$\frac{\text{new ideas to contradict his original theor}}{C}$	·y.	$\overline{\mathbf{B}}$
		REVIEW EXERCISE (Skills 1–23): Ch t best completes the sentence.	.008	se the letter of the word or group of
	ds tha	t best completes the sentence.		se the letter of the word or group of —— of economic cycles been helpful in predicting turning points in cycles, they would have been used more consistently.
wor	Robe April	t best completes the sentence. several unsuccessful attempts, rt Peary reached the North Pole on 6, 1909. After		of economic cycles been helpful in predicting turning points in cycles, they would have been used more consistently. (A) Psychological theories
wor	Robe April (A) (B)	t best completes the sentence. several unsuccessful attempts, rt Peary reached the North Pole on 6, 1909.		of economic cycles been helpful in predicting turning points in cycles, they would have been used more consistently.
wor	Robe April (A) (B)	t best completes the sentence. several unsuccessful attempts, rt Peary reached the North Pole on 6, 1909. After He made When		of economic cycles been helpful in predicting turning points in cycles, they would have been used more consistently. (A) Psychological theories (B) Psychological theories have
wor	Robe April (A) (B) (C) (D)	t best completes the sentence. several unsuccessful attempts, rt Peary reached the North Pole on 6, 1909. After He made When His	4.	of economic cycles been helpful in predicting turning points in cycles, they would have been used more consistently. (A) Psychological theories (B) Psychological theories have (C) Had psychological theories (D) Psychologists have theories Hospital committees spent weeks agonizing over which artificial kidney
wor	Robe April (A) (B) (C) (D) The r long. (A)	t best completes the sentence. several unsuccessful attempts, rt Peary reached the North Pole on 6, 1909. After He made When His nusical instrument is six feet	4.	of economic cycles been helpful in predicting turning points in cycles, they would have been used more consistently. (A) Psychological theories (B) Psychological theories have (C) Had psychological theories (D) Psychologists have theories Hospital committees spent weeks
wor	Robe April (A) (B) (C) (D) The r long. (A) (B)	t best completes the sentence. several unsuccessful attempts, rt Peary reached the North Pole on 6, 1909. After He made When His musical instrument is six feet	4.	of economic cycles been helpful in predicting turning points in cycles, they would have been used more consistently. (A) Psychological theories (B) Psychological theories have (C) Had psychological theories (D) Psychologists have theories Hospital committees spent weeks agonizing over which artificial kidney candidate would receive the treatments
wor	Robe April (A) (B) (C) (D) The r long. (A) (B) (C)	t best completes the sentence. several unsuccessful attempts, rt Peary reached the North Pole on 6, 1909. After He made When His nusical instrument is six feet is called the bass it is called the bass	4.	of economic cycles been helpful in predicting turning points in cycles, they would have been used more consistently. (A) Psychological theories (B) Psychological theories have (C) Had psychological theories (D) Psychologists have theories Hospital committees spent weeks agonizing over which artificial kidney candidate would receive the treatments now find that the decision is out of their hands. (A) once
wor	Robe April (A) (B) (C) (D) The r long. (A) (B) (C) (D)	t best completes the sentence. several unsuccessful attempts, rt Peary reached the North Pole on 6, 1909. After He made When His nusical instrument is six feet is called the bass it is called the bass called the bass	4.	of economic cycles been helpful in predicting turning points in cycles, they would have been used more consistently. (A) Psychological theories (B) Psychological theories have (C) Had psychological theories (D) Psychologists have theories Hospital committees spent weeks agonizing over which artificial kidney candidate would receive the treatments now find that the decision is out of their hands.
 wor 2. 	Robe April (A) (B) (C) (D) The r long. (A) (B) (C) (D) One p they a	t best completes the sentence. several unsuccessful attempts, rt Peary reached the North Pole on 6, 1909. After He made When His nusical instrument is six feet is called the bass it is called the bass called the bass called the bass called the bass	4.	of economic cycles been helpful in predicting turning points in cycles, they would have been used more consistently. (A) Psychological theories (B) Psychological theories have (C) Had psychological theories (D) Psychologists have theories Hospital committees spent weeks agonizing over which artificial kidney candidate would receive the treatments now find that the decision is out of their hands. (A) once (B) that once (C) have
 wor 2. 	Robe April (A) (B) (C) (D) The r long. (A) (B) (C) (D) One p they a (A) (B)	t best completes the sentence. several unsuccessful attempts, rt Peary reached the North Pole on 6, 1909. After He made When His musical instrument is six feet is called the bass it is called the bass	4.	of economic cycles been helpful in predicting turning points in cycles, they would have been used more consistently. (A) Psychological theories (B) Psychological theories have (C) Had psychological theories (D) Psychologists have theories Hospital committees spent weeks agonizing over which artificial kidney candidate would receive the treatments now find that the decision is out of their hands. (A) once (B) that once (C) have



PROBLEMS WITH PARALLEL STRUCTURE.

In good English an attempt should be made to make the language as even and balanced as possible. This balance is called "parallel structure." You can achieve parallel structure by making the forms of words as similar as possible. The following is an example of a sentence that is not parallel:

I like to sing and dancing.*

The problem in this sentence is not the expression to sing, and the problem is not the word dancing. The expression to sing is correct by itself, and the word dancing is correct by itself. Both of the following sentences are correct:

I like to sing.
I like dancing.

The problem in the incorrect example is that to sing and dancing are joined together in one sentence with and. They are different forms where it is possible to have similar forms; therefore the example is not parallel. It can be corrected in two different ways: we can make the first expression like the second, or we can make the second expression like the first.

I like to sing and to dance. I like singing and dancing. There are several situations in which you should be particularly careful of parallel structure. Parallel structures are required in the following situations: (1) with coordinate conjunctions, such as and, but, or; (2) with paired conjunctions, such as both...and, either...or, neither...nor, not only...but also; and (3) with comparisons.

SKILL 24: USE PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS

The job of the coordinate conjunctions (and, but, or) is to join together equal expressions. In other words, what is on one side of these words must be parallel to what is on the other side. These conjunctions can join nouns, or verbs, or adjectives, or phrases, or subordinate clauses, or main clauses; they just must join together two of the same thing. Here are examples of two nouns joined by a coordinate conjunction:

I need to talk to the manager or the assistant manager.

She is not a teacher but a lawyer.

You can choose from activities such as hiking and kayaking.

Here are examples of two verbs joined by a coordinate conjunction:

He only eats and sleeps when he takes a vacation.

She invites us to her home but never talks with us.

You can stay home or go to the movies with us.

Here are examples of two adjectives joined by a coordinate conjunction:

My boss is sincere and nice.

The exam that he gave was short but difficult.

Class can be interesting or boring.

Here are examples of two phrases joined by a coordinate conjunction:

There are students in the classroom and in front of the building.

The papers are on my desk or in the drawer.

The checks will be ready not at noon but at 1:00.

Here are examples of two clauses joined by a coordinate conjunction:

They are not interested in what you say or what you do.

I am here because I have to be and because I want to be.

Mr. Brown likes to go home early, but his wife prefers to stay late.

The following chart outlines the use of parallel structures with coordinate conjunctions:

PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS				
(same structure)	and but or	(same s	tructure)	
(same structure), (same stru	ucture),	and but or	(same structure)	

EXERCISE 24: Each of the following sentences contains words or groups of words that should be parallel. Circle the word that indicates that the sentence should have parallel parts. Underline the parts that should be parallel. Then indicate if the sentences are correct (C) or incorrect (I).

	1.	She held jobs as a typist, a housekeeper, and in a restaurant.
<u>C</u>	2.	The report you are looking for could be in the file or on the desk.
	3.	She works very hard but usually gets below-average grades.
	4.	The speaker introduced himself, told several interesting anecdotes, and finishing with an emotional plea.
	5.	You should know when the program starts and how many units you must complete.
	6.	The term paper he wrote was rather short but very impressive.
	7.	She suggested taking the plane this evening or that we go by train tomorrow.
	8.	The dean or the assistant dean will inform you of when and where you should apply for your diploma.
	9.	There are papers to file, reports to type, and those letters should be answered.
	10.	The manager needed a quick but thorough response.

SKILL 25: USE PARALLEL STRUCTURE WITH PAIRED CONJUNCTIONS

The paired conjunctions both...and, either...or, neither...nor, and not only...but also require parallel structures.

I know both where you went and what you did.

Either L rk or Sue has the book.

The tick ets are neither in my pocket nor in my purse.

He is not only an excellent student but also an outstanding athlete.

The following is not parallel and must be corrected:

He wants either to go by train or by plane*.

It is not correct because to go by train is not parallel to by plane. It can be corrected in several ways.

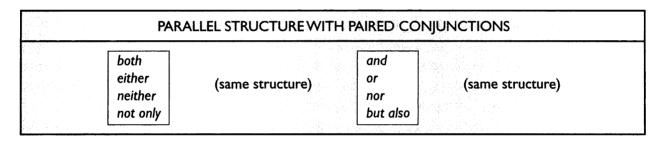
He wants either to go by train or to go by plane. He wants to go either by train or by plane. He wants to go by either train or plane.

When you are using these paired conjunctions, be sure that the correct parts are used together. The following are incorrect:

I want both this book or* that one. Either Sam nor* Sue is taking the course.

These sentences are incorrect because the wrong parts of the paired conjunctions are used together. In the first example, and should be used with both. In the second example, or should be used with either.

The following chart outlines the use of parallel structure with paired conjunctions:



EXERCISE 25: Each of the following sentences contains words or groups of words that should be parallel. Circle the word or words that indicate that the sentence should have parallel parts. Underline the parts that should be parallel. Then indicate if the sentences are correct (C) or incorrect (I).

	1.	According to the syllabus, you can either write a paper or you can take an exam.
<u> </u>	2.	It would be both noticed and appreciated if you could finish the work before you leave.
	3.	She would like neither to see a movie or to go bowling.
	4.	Either the manager or her assistant can help you with your refund.
	5.	She wants not only to take a trip to Europe but she also would like to travel to Asia.
	6.	He could correct neither what you said nor you wrote.
	7.	Both the tailor or the laundress could fix the damage to the dress.

8. He not only called the police department but also called the fire department.

- 9. You can graduate either at the end of the fall semester or you can graduate at the end of the spring semester.
- _____ 10. The movie was neither amusing nor was it interesting.

SKILL 26: USE PARALLEL STRUCTURE WITH COMPARISONS

When you make a comparison, you point out the similarities or differences between two things, and those similarities or differences must be in parallel form. You can recognize a comparison showing how two things are different from the -er...than or the more...than.

My school is farther than your school.

To be rich is better than to be poor.

What is written is more easily understood than what is spoken.

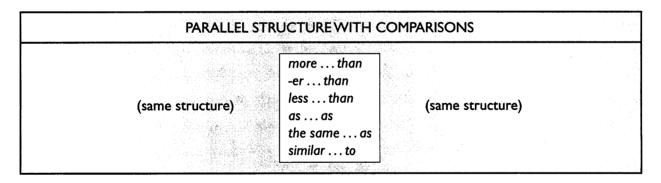
A comparison showing how two things are the same might contain as... as or expressions such as the same as or similar to.

Their car is as big as a small house.

Renting those apartments costs about the same as leasing them.

The work that I did is similar to the work that you did.

The following chart outlines the use of parallel structures with comparisons:



EXERCISE 26: Each of the following sentences contains words or groups of words that should be parallel. Circle the word or words that indicate that the sentence should have parallel parts. Underline the parts that should be parallel. Then indicate if each sentence is correct (C) or incorrect (I).

- 1. His research for the thesis was more useful than hers.

 2. Dining in a restaurant is more fun than to eat at home.

 3. I want a new secretary who is as efficient as the previous one.

 4. What you do today should be the same as did yesterday.

 5. This lesson is more difficult than we had before.
- ____ 6. You have less homework than they do.

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7	. What you do has more effect than what yo	u say.
8	. Music in your country is quite similar to n	ny country.
9	The collection of foreign journals in the unhigh school library.	iniversity library is more extensive than the
10.	. How to buy a used car can be as difficult a	s buying a new car.
have par	SE (Skills 24–26): Circle the word or word allel parts. Underline the parts that showe correct (C) or incorrect (I).	
1.	After retirement he plans on traveling to e restaurants, and playing a lot of golf.	exotic locations, dine in the finest
2	. She was both surprised by and pleased wit	h the seminar.
3	. What came after the break was even more	boring than had come before.
4	. He would find the missing keys neither ur	der the bed or behind the sofa.
5	Depending on the perspective of the view mediocrity, or horrendous.	er, the film was considered laudable,
6	. He exercised not only in the morning, bu	t he also exercised every afternoon.
7.	. Working four days per week is much more	relaxing than working five days per week.
8	Sam is always good-natured, generous, and	d helps you.
9	Either you have to finish the project, or th	e contract will be canceled.
10.	The courses that you are required to take you choose.	are more important than the courses that
best com	•	2. Vitamin C is necessary for the
(A) (B) (C) (D)	nalistically accurate a piece of fiction nor a fictitious work or written in a fictitious way nor completely fictitious	prevention and of scurvy. (A) it cures (B) cures (C) cure (D) for curing

3.	A baby's development is influenced by both heredity and			Because bone loss occurs earlier in women than, the effects of		
	(B) (C)	by environmental factors environmentally the influence of the environment environment		osteoporosis are more apparent in women. (A) men do (B) in men (C) as men (D) similar to men		
Cho	ose th	ne letter of the underlined word or	•			
	_ 5.	Fire extinguishers can contain lique	efied gas	dry chemicals, or $\frac{\text{watery}}{C}$.		
	_ 6.	The U.S. Congress $\frac{\text{consists}}{A} \frac{\text{of both t}}{B}$	the Sena C	te as well as the House of Representatives.		
	_ 7.	The prison $\frac{\text{population}}{A}$ in this state,	now <u>at a</u>	$\frac{\text{n all time high}}{\text{B}}, \frac{\text{is higher}}{\text{C}} \text{ than } \frac{\text{any state}}{\text{D}}.$		
	_ 8.	A well-composed baroque opera ach A on the aural, visual, emotional, and	В	helicate balance by focusing alternately Ohy elements.		
	_ 9.	Manufacturers $\underline{\frac{\text{may use}}{A}}$ food additive $\underline{\frac{\text{foods.}}{D}}$	es for pr	$\frac{\text{eserving}}{B}, \text{ to color, to flavor, or to } \frac{\text{fortify}}{C}$		
	_ 10.	$\frac{A \text{ bankruptcy}}{A} \frac{\text{may be}}{B} \text{ either } \frac{\text{volunta}}{C}$	nor i	nvoluntary.		
	ds tha The g proce	growth of hair cyclical ess, with phases of activity and		se the letter of the word or group of In Roman numerals, symbols for numeric values.		
	(C)	it is is a which is		 (A) are letters of the alphabet (B) letters of the alphabet are (C) which uses letters of the alphabet (D) in which letters of the alphabet are 		
2.	The f	a regular ire to have started in the ce under the house.	4.	The legal systems of most countries can be classified common law or civil law.		
	(B) (C)	is believed that is believed they believe that they believe		(A) as either(B) either as(C) either to(D) to either		

5. One difference between mathematics

and language is that mathematics is precise	should not be less than 2,000 words, no more than 3,000.
(A) language is not	(A) should it be
(B) while language is not	(B) it should be
(C) but language not	(C) it is
(D) while is language	(D) should be it
Choose the letter of the underlined word or g 7. In 1870, the attorney general was mad A	group of words that is not correct. le head of the Department of Justice, given an
$\frac{\text{enlarged}}{B} \text{ staff, and } \frac{\text{endow}}{C} \text{ with clear-continuous}$	cut law-enforcement <u>functions</u> .
$\underline{\hspace{1cm}}$ 8. The General Sherman Tree, the large $\underline{\hspace{1cm}}$	$\frac{\text{st of all the giant sequoias, }}{B} \frac{\text{are reputed to be}}{C}$
the world's largest $\frac{\text{living}}{D}$ thing.	
9. The skeleton $\frac{\text{of a}}{A}$ shark $\frac{\text{is made}}{B}$ of car	rtilage <u>rather than</u> <u>having bone</u> .
10. At least one sample of each of the brain	nds contains measurable amounts of aflatoxin

6. Your criticism of the three short stories

PROBLEMS WITH COMPARATIVES AND SUPERLATIVES

and there is three which exceed the maximum.

Sentences with incorrect comparatives and superlatives can appear on the TOEFL test. It is therefore important for you to know how to do the following: (1) form the comparative and superlative correctly; (2) use the comparative and superlative correctly; and (3) use the irregular -er, -er structure that has been appearing frequently on the TOEFL test.

SKILL 27: FORM COMPARATIVES AND SUPERLATIVES CORRECTLY

The problem with some of the comparative and superlative sentences on the TOEFL test is that the comparative or superlative is formed incorrectly. You should therefore understand how to form the comparative and superlative to answer such questions correctly.

The comparative is formed with either -er or more and than. In the comparative, -er is used with short adjectives such as tall, and more is used with longer adjectives such as beautiful.

Bob is tall*er than* Ron. Sally is *more* beautiful *than* Sharon. The superlative is formed with *the*, either *-est* or *most*, and sometimes *in*, *of*, or a *that*-clause. In the superlative, *-est* is used with short adjectives such as *tall*, and *most* is used with longer adjectives such as *beautiful*.

Bob is the tallest man in the room.

Sally is *the most* beautiful *of* all the women at the party.

The spider over there is *the* larg*est* one *that* I have ever seen.

The fastest runner wins the race. (no in, of, or that)

The following chart outlines the possible forms of comparatives and superlatives:

	THE FORM OF COMPARATIVES AND SUPERLATIVES					
COMPARATIVE	more (short a	(long adjective) than				
SUPERLATIVE .	the	most (long adjective) (short adjective) + est	maybe in, of, that			

EXERCISE 27: Each of the following sentences contains a comparative or superlative. Circle the comparative or superlative. Then indicate if the sentences are correct (C) or incorrect (I).

	1.	Oxygen is (abundanter than) nitrogen.
<u> </u>	2.	The directions to the exercise say to choose the most appropriate response.
	3.	The lesson you are studying now is the most importantest lesson that you will have.
	4.	Fashions this year are shorter and more colorful than they were last year.
***************************************	5.	The professor indicated that Anthony's research paper was more long than the other students' papers.
	6.	Alaska is the coldest than all the states in the United States.
	7.	The workers on the day shift are more rested than the workers on the night shift.
	8.	She was more happier this morning than she had been yesterday.
	9.	The quarterback on this year's football team is more versatile than the quarterback on last year's team.
	10.	She always tries to do the best and most efficient job that she can do.

SKILL 28: USE COMPARATIVES AND SUPERLATIVES CORRECTLY

Another problem with the comparative and superlative on the TOEFL test is that they can be used incorrectly. The comparative and superlative have different uses, and you should understand these different uses to answer such questions correctly. The comparative is used to compare two equal things.

The history class is larger than the math class. Mary is more intelligent than Sue.

In the first example the history class is being compared with the math class. In the second example Mary is being compared with Sue.

The superlative is used when there are more than two items to compare and you want to show the one that is the best, the biggest, or in some way the most outstanding.

The history class is the largest in the school.

Mary is the most intelligent of all the students in the class.

In the first example *the history class* is compared with all the other classes in the school, and the history class is larger than each of the other classes. In the second example, *Mary* is compared with all the other students in the class, and Mary is more intelligent than each of the other students.

The following chart outlines the uses of comparatives and superlatives:

	THE USES OF COMPARATIVES AND SUPERLATIVES	
The co	OMPARATIVE is used to compare two equal things.	Management
The su	PERLATIVE is used to show which one of many is in some way the most outstanding.	:

EXERCISE 28: Each of the following sentences contains a comparative or superlative. Circle the comparative or superlative. Then indicate if the sentences are correct (C) or incorrect (I).

<u>C</u>	. 1.	Harvard is probably the most prestigious university in the United States.
	. 2.	Rhonda is more hard working of the class.
	3.	The engineers hired this year have more experience than those hired last year.
	4.	The graduate assistant informed us that the first exam is the most difficult of the two.
	5.	He bought the more powerful stereo speakers that he could find.
	6.	The afternoon seminar was much more interesting than the morning lecture.
	7.	The food in this restaurant is the best of the restaurant we visited last week.
	. 8.	The plants that have been sitting in the sunny window are far healthier than the other plants.
	9.	The photocopies are the darkest that they have ever been.
	10	The first journal article is the longest of the second article

SKILL 29: USE THE IRREGULAR -ER, -ER STRUCTURE CORRECTLY

An irregular comparative structure that has been appearing frequently on the TOEFL test consists of two parallel comparatives introduced by *the*.

The harder he tried, the further he fell behind.

The older the children are, the more their parents expect from them.

The first example contains the two parallel comparatives, the harder and the further. The second example contains the two parallel comparatives, the older and the more.

In this type of sentence, *the* and the comparison can be followed by a number of different structures.

The more children you have, the bigger the house you need.

The harder you work, the more you accomplish.

The greater the experience, the higher the salary.

In the first example, the more is followed by the noun children and the subject and verb you have, while the bigger is followed by the noun the house and the subject and verb you need. In the second example, the harder is followed by the subject and verb you work, while the more is followed by the subject and verb you accomplish. In the third example, the greater is followed only by the noun the experience, while the higher is followed only by the noun the salary. You should note that this last example does not even contain a verb, yet it is a correct structure in English.

The following chart outlines this irregular -er, -er structure:

		THE -ER, -ER STRUCTURE		
THE	-er more	(same structure), THE en more	(same structure)	
This type of ser	ntence <i>may</i>	or may not include a verb.		

EXERCISE 29: Each of the following sentences contains the irregular -er, -er structure. Circle the two comparisons with the. Underline the parts that should be parallel. Then indicate if the sentences are correct (C) or incorrect (I).

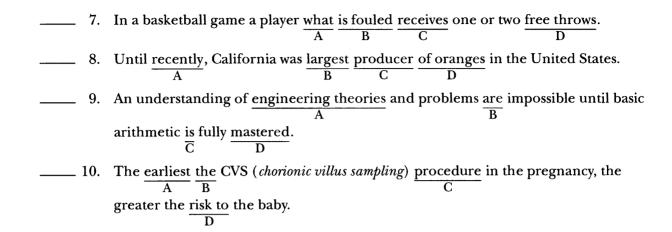
		· ·
	1.	The hotter the food is, harder it is to eat.
C	2.	The warmer the weather, the greater the attendance at the outdoor concer
	3.	The more you say, the worst the situation will be.
	4.	The more time they have to play, the happier the children are.
	5.	The thicker the walls, the noise that comes through is less.
	6.	If you run faster, the earlier you'll arrive.
	7.	The more you use the phone, the higher the bill will be.

_ 8. The harder you serve, the easier it is to win the point.

(D) the most common

	_ 9.	The earliest you send in your tax forms, the sooner you will receive your refund.				
	_ 10.	The more people there are at the party, you'll have a good time.				
		SE (Skills 27–29): Circle the comparating the hen indicate if the sentences are correct		1		
	_ 1.	The coffee is more stronger today than it	was	s yesterday.		
-	_ 2.	2. The tree that was struck by lightning had been the tallest of the two trees we had in the yard.				
	_ 3.	He will buy the most fuel-efficient car tha	t he	e can afford.		
	_ 4.	The closest it gets to summer, the longer to	the	e days are.		
	_ 5.	The business department is bigger of the	dep	partments in the university.		
	_ 6.	I really do not want to live in the Southeas the United States.	st b	pecause it is one of the most hot areas in		
	_ 7.	It is preferable to use the most efficient an	nd 1	most effective method that you can.		
	_ 8.	Tonight's dinner was more filling than las	st ni	aight's.		
	_ 9.	The sooner the exam is scheduled, the les	ss ti	ime you have to prepare.		
	_ 10.	The house is now the cleanest that it has e	ever	er been.		
TO	EFL I	EXERCISE (Skills 27–29): Choose the l	lett	ter of the word or group of words that		
		pletes the sentence.		8 . 1		
1.	soun	â.	3.	in Stevenson's landscapes, the more vitality and character the paintings seem to possess.		
	(A) (B) (C) (D)) much faster than) the fastest		 (A) The brushwork is loose (B) The looser brushwork (C) The loose brushwork is (D) The looser the brushwork is 		
deve		use of detail is method of loping a controlling idea, and students employ this method.		(D) The looser the brushwork is		
	(A) (B) (C)	more common common most common				

Choose th	he letter of the underlined word or group of words that is not correct.
4.	$\frac{\text{Certain types of snakes } \underline{\text{have been known}}}{A} \text{ to survive } \underline{\frac{\text{fasts more as a year long.}}{C}} \overline{D}$
5.	The grizzly bear, which can grow up to eight feet tall, has been called a more dangerous animal of North America.
6.	Climate, soil type, and <u>availability</u> of water <u>are</u> the most critical factors <u>than</u> selecting the best type of grass for a lawn. $ \frac{A}{D} $
7.	Peter Abelard, a logician and theologian, was the controversialest teacher of his age. A \overline{B} \overline{C} \overline{D}
8.	Protein molecules $\frac{\text{are}}{A} \frac{\text{the most}}{B} \frac{\text{complex}}{D} \frac{\text{than}}{D} \frac{\text{molecules of carbohydrates.}}{D}$
9.	The <u>leek, a member</u> of the lily family, has a $\frac{\text{mildest}}{B}$ taste $\frac{\text{than}}{C}$ the $\frac{\text{onion}}{D}$.
10.	$\frac{\text{The widely}}{A} \frac{\text{used }}{B} \text{ natural } \frac{\text{fiber}}{C} \text{ of all } \frac{\text{is cotton.}}{D}$
	REVIEW EXERCISE (Skills 1–29): Choose the letter of the word or group of at best completes the sentence.
for d	2., a liberal arts college specifically eaf people, is located in songbirds can thrive in deforested wintering spots, the fact remains
(B) (C)	Gallaudet College Gallaudet College is About Gallaudet College Because of Gallaudet College (B) hearten
	(C) heartening varieties of dogs at the show, (D) is heartening ding spaniels, poodles, and collies.
(B) (C)	The several Those Several There were several
Choose tl	he letter of the underlined word or group of words that is not correct.
4.	The coyote is somewhat smaller in size than a timber wolf. $\frac{A}{A} = \frac{B}{B} = \frac{B}{C} = \frac{B}{D}$
5.	The weather reports all showed that there were a tremendous storm front $\frac{\text{moving}}{D}$ in.
6.	Seldom cactus plants are $\frac{\text{found}}{A} = \frac{\text{found}}{B} = \frac{\text{outside}}{C} = \frac{\text{of North America}}{D}$



PROBLEMS WITH THE FORM OF THE VERB

It is common in written expression questions on the TOEFL test for the verbs to be formed incorrectly. Therefore, you should check the form of the verb carefully. You should be familiar with the following verb forms: the base form, the present tense, the present participle, the past, and the past participle. The following are examples of each of these verb forms as they are used in this text:

BASE FORM	PRESENT	PRESENT. PARTICIPLE	PAST	PAST PARTICIPLE
walk	walk(s)	walking	walked	walked
hear	hear(s)	hearing 🖟	heard	heard
cook	cook(s)	cooking	cooked	cooked
sing	sing(s)	singing	sang	sung
come	come(s)	coming	came	come
begin	begin(s)	beginning	began	begun

You should be particularly aware of the following three problematic situations with verbs because they are the most common and the easiest to correct: (1) check what comes after *have*; (2) check what comes after *be*; and (3) check what comes after *will*, *would*, and other modals.

NOTE: A more complete list of verb forms and an exercise to practice their use are included at the back of the text in Appendix F. You may want to complete this exercise before you continue with skills 30 through 32.

SKILL 30: AFTER HAVE, USE THE PAST PARTICIPLE

Whenever you see the helping verb have in any of its forms (have, has, having, had), be sure that the verb that follows it is in the past participle form.

They had walk* to school. (should be had walked)
We have see* the show. (should be have seen)
He has took* the test. (should be has taken)
Having ate*, he went to school. (should be Having eaten)
She should have did* the work. (should be should have done)

In addition, you should be sure that if you have a subject and a past participle, you also have the verb *have*. This problem is particularly common with those verbs (such as *sing*, *sang*, *sung*) that change from present to past to past participle by changing only the vowel.

My friend sung* in the choir. (should be sang or has sung)
He become* angry at his friend. (should be became or has become)
The boat sunk* in the ocean. (should be sank or has sunk)

The following chart outlines the use of verb forms after have:

VERB FORMS AFTER HAVE	,
HAVE + past participle	,

EXERCISE 30: Each of the following sentences contains a verb in the past or a past participle. Underline the verbs or past participles twice. Then indicate if the sentences are correct (C) or incorrect (I).

•	` '	· ,
	1.	The young girl drunk a glass of milk.
<u>C</u>	2.	Before she <u>left</u> , she <u>had asked</u> her mother for permission.
	3.	Having finished the term paper, he began studying for the exam.
	4.	The secretary has broke her typewriter.
	5.	The installer should have completes the task more quickly.
	6.	He has often become angry during meetings.
	7.	She has rarely rode her horse in the park.
	8.	Having saw the film, he was quite disappointed.
	9.	Tom has thought about taking that job.
	10.	You might have respond more effectively.

SKILL 31: AFTER BE, USE THE PRESENT PARTICIPLE OR THE PAST PARTICIPLE

The verb be in any of its forms (am, is, are, was, were, be, been, being) can be followed by another verb. This verb should be in the present participle or the past participle form.

We are do* our homework. (should be are doing)
The homework was do* early. (should be was done)
Tom is take* the book. (should be is taking)
The book was take* by Tom. (should be was taken)

The following chart outlines the use of verb forms after be:

VERB FORMS AFTER BE	-
BE + (1) present participle (2) past participle	·

EXERCISE 31: Each of the following sentences contains a verb formed with *be.* Underline the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

uie ve.	1 102	twice. Then indicate it the sentences are correct (C) of incorrect (1).
	1.	At 12:00 Sam is eat his lunch.
<u> </u>	2.	We are meeting them later today.
	3.	The message was took by the receptionist.
	4.	Being heard was extremely important to him.
	5.	The Smiths are build their house on some property that they own in the desert.
	6.	It had been noticed that some staff members were late.
	7.	The report should have been submit by noon.
	8.	Are the two companies merge into one?
	9.	He could be taking four courses this semester.
	10.	The score information has been duplicates on the back-up disk.

SKILL 32: AFTER WILL, WOULD, OR OTHER MODALS, USE THE BASE FORM OF THE VERB

Whenever you see a modal, such as will, would, shall, should, can, could, may, might, or must, you should be sure that the verb that follows it is in its base form.

The boat will leaving* at 3:00. (should be will leave)
The doctor may arrives* soon. (should be may arrive)
The students must taken* the exam. (should be must take)

The following chart outlines the use of verb forms after modals:

	VERBS FORMS AFTER MODALS
	MODAL + base form of the verb
	E 32: Each of the following sentences contains a verb formed with a modal. e the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).
<u> </u>	The salesclerk might lower the price.
	The television movie will finishes in a few minutes.
3.	Should everyone arrive by 8:00?
4.	The method for organizing files can be improved.
5.	The machine may clicks off if it is overused.
6.	Every morning the plants must be watered.
7.	The houses with ocean views could sell for considerably more.
8.	Would anyone liked to see that movie?
9.	I do not know when it will depart.
10.	She will work on the project only if she can has a full-time secretary.
	E (Skills 30–32): Underline the verbs twice in the following sentences. Then f the sentences are correct (C) or incorrect (I).
1.	I have gave you all the money that I have.
2.	The articles were put in the newspaper before he was able to stop production.
3.	All the tickets for the concert might already be sold.
4.	He was so thirsty that he drunk several large glasses of water.
5.	The deposit will has to be paid before the apartment can be rented.
6.	He objects to being held without bail.
7.	Having completed the first chapter of the manuscript, she decided to take a break.
8.	If Steve had really wanted to pass his exam, he would has studied much more.
9.	He thought that he should have be invited to attend the conference.
10.	Before the speaker finished, many guests had rose from their seats and started for the door.

Side from the Upper West Side.

(A) Central Park

(B) Where Central Park(C) Where is Central Park(D) Central Park which

_	XERCISE (Skills 30–32): Choose the letter of the underlined word or group of t is not correct.
1.	Alice in Wonderland, first published in 1865, has since being translated into thirty languages.
2.	The Peace Corps was establish on March 1, 1961, by then President John F. Kennedy.
3.	The advisor told himself, while <u>listening</u> to the speech, that a dozen other reporters
	$\frac{\text{would has already asked that question.}}{C}$
4.	At the start of the American Revolution, lanterns were $\frac{\text{were}}{B}$ $\frac{\text{hung}}{C}$ in the Old North Church
	as a signal that the British were came.
5.	Linus Pauling $\frac{\text{has}}{A} \frac{\text{wins}}{B} \frac{\text{two Nobel Prizes:}}{C}$ the 1954 Nobel Prize $\frac{\text{in Chemistry}}{D}$ and the
	1962 Nobel Peace Prize.
6.	On the $\frac{\text{huge}}{A}$ Ferris wheel $\frac{\text{constructed}}{B}$ for a world exhibition in Chicago in 1893,
	$\frac{\text{each of the thirty-six cabs could } \underline{\text{held sixty people.}}}{\overline{D}}$
7.	$\frac{\text{To overcome}}{A}$ rejection of a skin graft, a system for $\frac{\text{matching}}{B}$ donor and $\frac{\text{recipient}}{C}$
	tissues has $\frac{be}{D}$ developed.
8.	Nails are commonly make of steel but also $\frac{\text{can contain}}{C}$ substances such as aluminum
	or brass.
<u> </u>	A patient suffering from amnesia $\frac{\text{may}}{\overline{B}} \frac{\text{had}}{\overline{C}}$ partial or total $\frac{\text{loss}}{\overline{D}}$ of memory.
10.	The idea of using pure nicotine to help smokers stop was first tries in the mid-1980's $\frac{1}{100}$
	with nicotine-laced chewing gum.
words tha	EEVIEW EXERCISE (Skills 1–32): Choose the letter of the word or group of t best completes the sentence.
1	separates Manhattan's Upper East 2. Bioluminescent animals the water

or on land.

(B) are living either(C) they are found in

(D) can be found in

(A) live

5. ____ inclined to push for such a

reduction, it would probably not be

ana j	pay of its members.	succ	essiui.
(B) (C)	jobs are secure to be secure job security the job's security	(A) (B) (C) (D)	O
tariff to be	n on July 4, 1789, the federal , intended by the Founding Fathers the government's primary source venue, was remarkably evenhanded.		
(B) (C)	was first enacted first enacted was enacted first it first		
Choose tl	he letter of the underlined word or group	of wo	ords that is not correct.
6.	Helium $\frac{\text{has}}{A}$ the $\frac{\text{most low}}{B}$ $\frac{\text{boiling}}{C}$ point of $\frac{\text{all}}{A}$	subs	tances.
7.	There is twenty-six bones in the human foot \overline{A}	, four	$\frac{\text{teen of } \underline{\text{them}} \text{ in } \underline{\text{the toes}}}{\underline{C}}.$
8.	Extension of the countdown $\frac{\text{hold}}{A}$ to fourtee	n ho	urs <u>was order</u> to give crews
	more time to repair wiring and clear away e	quip	ment.
9.	The study demonstrates $\frac{A}{A}$ meither experience $\frac{A}{B}$ success.	ence	$\frac{\text{or awareness will improve }}{C}$ of
10.	Some of the eye movements $\frac{\text{used}}{A}$ in $\frac{\text{reading}}{B}$	$\frac{1}{C}$ is $\frac{ac}{C}$	tually unnecessary.

3. The purpose of a labor union is to

improve the working conditions, _____,

PROBLEMS WITH THE USE OF THE VERB _____

Many different problems in using the correct verb tense are possible in English. However, four specific problems occur frequently on the TOEFL test, so you need to pay careful attention to these four: (1) knowing when to use the past with the present, (2) using had and have correctly, (3) using the correct tense with time expressions, and (4) using the correct tense with will and would.

SKILL 33: KNOW WHEN TO USE THE PAST WITH THE PRESENT

One verb tense problem that is common both in student writing and on the TOEFL test is the switch from the past tense to the present tense for no particular reason. Often when a sentence has both a past tense and a present tense, the sentence is incorrect.

He took the money when he wants* it.

This sentence says that he took the money (in the past) when he wants it (in the present). This meaning does not make any sense; it is impossible to do something in the past as a result of something you want in the present. This sentence can be corrected in several ways, depending on the desired meaning.

He *took* the money when he *wanted* it. He *takes* the money when he *wants* it.

The first example means that he took the money (in the past) when he wanted it (in the past). This meaning is logical, and the sentence is correct. The second example means that he takes the money (habitually) when he wants it (habitually). This meaning is also logical, and the second example is also correct.

It is necessary to point out, however, that it is possible for a logical sentence in English to have both the past and the present tense.

I know that he took the money yesterday.

The meaning of this sentence is logical: I know (right now, in the present) that he took the money (yesterday, in the past). You can see from this example that it is possible for an English sentence to have both the past and the present tense. The error you need to avoid is the switch from the past to the present for no particular reason. Therefore, when you see a sentence on the TOEFL test with both the past tense and the present tense, you must check the meaning of the sentence carefully to see if it is logical in English.

The following chart outlines the use of the past tense with the present tense in English:

USING THE PAST WITH THE PRESENT

- I. If you see a sentence with one verb in the past and one verb in the present, the sentence is probably incorrect.
- 2. However, it is possible for a correct sentence to have both past and present together.
- 3. If you see the past and present together, you must check the meaning to determine whether or not the sentence is correct.

EXERCISE 33: Each of the following sentences has at least one verb in the past and one verb in the present. Underline the verbs twice and decide if the meanings are logical. Then indicate if the sentences are correct (C) or incorrect (I).

	1.	I <u>tell</u> him the truth when he <u>asked</u> me the question.
<u> </u>	2.	I understand that you were angry.
	3.	When he was a child, he always goes to the circus.

 4.	Last semester he reads seven books and wrote five papers.
 5.	Steve wakes up early every morning because he went to work early.
 6.	Mark studied at the American University when he is in Washington, D.C.
 7.	He is telling the teacher why he did not have time to finish his homework.
 8.	He put some money in his account when he goes to the bank.
 9.	Tom keeps studying hard because he intended to go to dental school.
 10.	She is where she is today because she worked hard when she was a student.

SKILL 34: USE HAVE AND HAD CORRECTLY

Two tenses that are often confused are the present perfect (have + past participle) and the past perfect (had + past participle). These two tenses have completely different uses, and you should understand how to differentiate them.

The present perfect (have + past participle) refers to the period of time from the past until the present.

Sue has lived in Los Angeles for ten years.

This sentence means that Sue has lived in Los Angeles for the ten years up to now. According to this sentence, Sue is still living in Los Angeles.

Because the present perfect refers to a period of time from the past until the present, it is not correct in a sentence that indicates past only.

At the start of the nineteenth century, Thomas Jefferson has become* president of the United States. Every time Jim worked on his car, he has improved* it.

In the first example, the phrase at the start of the nineteenth century indicates that the action of the verb was in the past only, but the verb indicates the period of time from the past until the present. Since this is not logical, the sentence is not correct. The verb in the first example should be the simple past became. The second example indicates that Jim worked on his car in the past, but he improved it in the period from the past until the present. This idea also is not logical. The verb in the second example should be the simple past improved.

The past perfect (had + past participle) refers to a period of time that started in the past and ended in the past, before something else happened in the past.

Sue had lived in Los Angeles for ten years when she moved to San Diego.

This sentence means that Sue lived in Los Angeles for ten years in the past before she moved to San Diego in the past. She no longer lives in Los Angeles.

Because the past perfect begins in the past and ends in the past, it is generally not correct in the same sentence with the present tense.

Tom had finished the exam when the teacher collects* the papers.

This sentence indicates that *Tom finished the exam* (in the past) and that action ended *when the teacher collects the papers* (in the present). This is not logical, so the sentence is not correct. Tom finished the exam (in the past), and the action of finishing the exam ended when the teacher collected the papers. Therefore, the second verb in this example should be in the past tense, *collected*.

The following chart outlines the uses of the present perfect and the past perfect:

TENSE	FORM	MEANING	USE
present perfect	have + past participle	past up to now	not with a past tense**
past perfect	had + past participle	before past up to past	not with a present tense

EXERCISE 34: Each of the following sentences contains *had* or *have*. Underline the verbs twice and decide if the meanings are logical. Then indicate if the sentences are correct (C) or incorrect (I).

<u> </u>	1.	I have always liked the designs that are on the cover.
	2.	Because her proposal <u>had been rejected</u> , she <u>is</u> depressed.
	3.	The students have registered for classes before the semester started.
	4.	When she had purchased the car, she contacted the insurance agent.
	5.	He said that he had finished the typing when you finish the reports.
	6.	She has enjoyed herself every time that she has gone to the zoo.
	7.	He drove to the post office after he had finished preparing the package.
	8.	After the votes were counted, it had been determined that Steve was the winner.
	9.	Last night all the waiters and waitresses have worked overtime.
	10.	He had fastened his seat belt before the airplane took off.

SKILL 35: USE THE CORRECT TENSE WITH TIME EXPRESSIONS

Often in written expression questions on the TOEFL test there is a time expression that clearly indicates what verb tense is needed in the sentence.

We moved to New York in 1980.
We had left there by 1990.
We have lived in San Francisco since 1999.

In the first example, the time expression in 1980 indicates that the verb should be in the simple past (moved). In the second example, the time expression by 1990 indicates that the verb should be in the past perfect $(had\ left)$. In the third example, the time expression since 1999 indicates that the verb should be in the present perfect $(have\ lived)$.

Some additional time expressions that clearly indicate the correct tense are ago, last, and lately.

She got a job *two years ago*. She started working *last week*. She has worked very hard *lately*.

In the first example, the time expression two years ago indicates that the verb should be in the simple past (got). In the second example, the time expression last week indicates that the verb should be in the simple past (started). In the third example, the time expression lately indicates that the verb should be in the present perfect (has worked).

The following chart lists time expressions that indicate the correct verb tense:

USING CORRECT TENSES WITH TIME EXPRESSIONS				
PAST PERFECT	SIMPLE PAST	PRESENT PERFECT		
by (1920)	(two years) ago last (year) in (1920)	since (1920) lately		

EXERCISE 35: Each of the following sentences contains a time expression. Circle the time expressions and underline the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

<u> </u>	1.	The phone rang incessantly last night.
	2.	They have finished contacting everyone by 4:00 yesterday.
	3.	The Pilgrims have arrived in the New World in 1620.
	4.	Since the new law was passed, it has been difficult to estimate taxes.
	5.	The cashier put the money into the account two hours ago.
	6.	All the votes have been counted last week.
	7.	The students are writing many compositions lately.
	8.	The Senate votes on the law to ban cigarette smoking in public in 1990.
	9.	By the time the main course was served, all the guests had arrived and been seated.
	10.	I had not done much more work since I talked to you on Wednesday.

SKILL 36: USE THE CORRECT TENSE WITH WILL AND WOULD

Certain combinations of verbs are very common in English. One is the combination of the simple present and will.

I know that they will arrive soon. It is certain that he will graduate.

Another combination that is quite common is the combination of the simple past and would.

I knew that he would arrive.

It was certain that he would graduate.

It is important to stress that in the combination discussed here, the present should be used with *will* and the past should be used with *would*; they generally should not be mixed.

The common errors that must generally be avoided are the combination of the past with *will* and the combination of the present with *would*.

I know that he would* arrive soon. It was certain that he will* graduate.

In the first example, the present, *know*, is illogical with *would*. It can be corrected in two different ways.

I knew that he would arrive soon.

I know that he will arrive soon.

In the second example, the past, was, is illogical with will. It can also be corrected in two different ways.

It was certain that he would graduate. It is certain that he will graduate.

The following chart outlines the use of tenses with will and would:

USING CORRECT TENSES WITH WILL AND WOULD			
VERB	MEANING	USE	
will	after the present	do not use with past	
would	after the past	do not use with present	

NOTE: There is a different modal would that is used to make polite requests. This type of would is often used with the present tense.

I would like to know if you have a pencil that I could borrow.

EXERCISE 36: Each of the following sentences contains *will* or *would*. Underline the verbs twice and decide if the meanings are logical. Then indicate if the sentences are correct (C) or incorrect (I).

[_	1.	He knew	that he	will be	able t	o pass	the exam
							-	

______ 2. I think that I will leave tomorrow.

_____ 3. Paul did not say when he will finish the project.

 4.	Jake doubts that he would have time to finish the project.
 . 5.	I know that I will go if I can afford it.
 . 6.	The police officer indicated that he would write a ticket if he has the time.
 7.	Students will often study in the library before they go to classes or before they go home.
 . 8.	He told me that he thought he will get the job in spite of his lack of education.
 9.	The executive vice president emphasizes at the conferences that the board would not change its position.
. 10.	Students will register for classes according to who has the highest number of units.
	E (Skills 33–36): Underline the verbs twice in each of the following sentences. icate if the sentences are correct (C) or incorrect (I).
. 1.	When he receives the money from the insurance company two days ago, he had already rebuilt the house.
 2.	The position on the city council will be filled next week when the electorate votes.
 . 3.	The dentist fills the cavities every time the x-rays show that it was necessary.
 4.	When the bell rang, the students have left the class.
 . 5.	The space shuttle would be launched next month if the weather is good.
 6.	The special delivery package has arrived by noon yesterday.
 7.	It is probable that the students who were tested yesterday were quite successful.
 8.	After forty-five students had signed up for the class, the class was closed.
 9.	The parking at the arena was inadequate for the tremendous number of drivers who will want to park there.
 10.	They have not returned to Rhode Island since they left in 1970.
	XERCISE (Skills 33–36): Choose the letter of the underlined word or group of t is not correct.
 1.	In several of his paintings, Edward Hicks depicted the Quaker farm in Pennsylvania
	$\frac{\text{where he spends}}{B} \stackrel{\text{his youth.}}{C} \frac{\text{his youth.}}{D}$
 2.	Florida has become the twenty-seventh state in the United States on March 3, 1845.

 3.	After <u>last week's</u> meeting, the advertising department quickly <u>realized</u> that the
	$\frac{\text{product will need a new slogan.}}{C} \frac{\text{need new slogan.}}{D}$
 4.	John F. Kennedy's grandfather, John F. Fitzgerald, $\frac{\text{serves}}{B}$ two terms $\frac{\text{as the}}{C}$ mayor of
	Boston in the beginning of the twentieth century.
 5.	Fort Ticonderoga, a strategically important fortification during the Revolution, $\frac{\text{had}}{A}$
	since $\frac{\text{been}}{B} \frac{\text{reconstructed}}{C}$ and $\frac{\text{turned}}{D}$ into a museum.
 6.	In $\frac{\text{making}}{A}$ their calculations, Institute researchers assume that $\frac{\text{the least costly}}{B}$ form of
	energy would be used. \overline{C}
 7.	A twenty-one-year-old man $\frac{\text{became}}{A}$ the second casualty yesterday $\frac{\text{when}}{B}$ he $\frac{\text{loses}}{C}$
	control of his truck.
 8.	Most people $\frac{\text{had}}{A} \frac{\text{written}}{B}$ with quill $\frac{\text{pens until pens}}{C}$ with metal points $\frac{\text{become}}{D}$ popular
	in the middle of the nineteenth century.
 9.	In a determined drive to pare its debt, Time Warner is launching a stock offering $\frac{A}{C}$
	plan that would potentially raise \$2.8 billion.
 10.	The formula $\underline{\text{used}}$ in the study calls $\underline{\text{for either}}$ peroxide or metaldehyde, $\underline{\text{but}}$
	metaldehyde was not always available. D

TOEFL REVIEW EXERCISE (Skills 1–36): Choose the letter of the word or group of words that best completes the sentence.

- 1. ____ in the United States declined from twenty million in 1910 to nine million in the 1970s.
 - (A) For a number of horses
 - (B) The number of horses
 - (C) When the number of horses
 - (D) That the number of horses

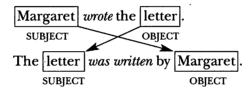
- 2. Because of his reservations about the issue, _____ refused to vote for it.
 - (A) who
 - (B) and
 - (C) which the senator
 - (D) the senator

3.		frequency sounds and listening for es.	stay	as been estimated that if we intend above the starvation level, t d supply.	
	(B)	the emission emitted emitting they emit	(B) (C)	so we will have to double and it must double which it must be doubled we must double	
Cho	ose tl	he letter of the underlined word or group	of wo	ords that is not correct.	
	_ 5.	$\frac{\text{To determine}}{A} \text{ an object's force, the } \frac{\text{mass an}}{B}$	d spe	$\frac{\text{ded of the object must be } \underline{\text{measure}}}{\mathbf{D}}$.•
	_ 6.	The $\frac{\text{most common}}{A}$ time for $\frac{\text{tornados}}{B}$ to occ	ur ar		a
		hot, humid spring day.			
	_ 7.	Automakers Nissan and Ford and several ae	erospa	ace research facilities in Great Bri	tain
		$\frac{\text{are working}}{B} \text{ lately to apply } \frac{\text{active noise canc}}{C}$	ellatio	on to entire cars and planes.	
	_ 8.	When a $\frac{\text{country in}}{A}$ an early stage of develop	ment	$\frac{1}{B}$ in $\frac{\text{fixed}}{C}$ capital	
		are vital.			
·	_ 9.	John Chapman became $\frac{\text{famous}}{A}$ in American	folkl	lore as "Johnny Appleseed" after l	ne
		$\frac{\text{plants}}{B} \text{ apple trees } \frac{\text{throughout}}{C} \text{ the northeast}$	ern <u>p</u>	part of the United States.	
	_ 10.	$\frac{\text{Inasmuch he kept } \underline{\text{mostly bounded}}}{A} \text{ he kept } \underline{\frac{\text{mostly bounded}}{B}} \frac{\text{to himself}}{C}, \text{ the automatical bounded}$	thor c		as D
		known as "the mysterious B. Treuen.		•	_

PROBLEMS WITH PASSIVE VERBS

Sentences in which the error is an incorrect passive are common in written expression questions on the TOEFL test. You therefore need to be able to recognize the correct form of the passive and to be able to determine when a passive verb rather than an active verb is needed in a sentence.

The difference between an active and a passive verb is that the subject in an active sentence *does* the action of the verb, and the subject in a passive sentence *receives* the action of the verb. To convert a sentence from active to passive, two changes must be made. (1) The subject of the active sentence becomes the object of the passive sentence, while the object of the active sentence becomes the subject of the passive sentence. (2) The verb in the passive sentence is formed by putting the helping verb *be* in the same form as the verb in the active sentence and then adding the past participle of this verb.



The first example is an active sentence. To convert this active sentence to a passive sentence, you must first make the subject of the active sentence, *Margaret*, the object of the passive sentence with by. The object of the active sentence, *letter*, becomes the subject of the passive sentence. Next, the passive verb can be formed. Because *wrote* is in the past tense in the active sentence, the past tense of be (was) is used in the passive sentence. Then the verb wrote in the active sentence is changed to the past participle written in the passive sentence.

It should be noted that in a passive sentence, by + object does not need to be included to have a complete sentence. The following are both examples of correct sentences.

The letter was written yesterday by Margaret. The letter was written yesterday.

Notice that these passive sentences are correct if by Margaret is included (as in the first example) or if by Margaret is omitted (as in the second example).

NOTE: Exercises to practice active and passive forms can be found in Appendix G at the back of the text. You may want to complete these exercises before you begin Skill 37.

SKILL 37: USE THE CORRECT FORM OF THE PASSIVE

One way that the passive can be tested on the TOEFL test is simply with an incorrect form of the passive. The following are examples of passive errors that might appear on the TOEFL test:

The portrait was painting* by a famous artist. The project will finished* by Tim.

In the first example, the passive is formed incorrectly because the past participle *painted* should be used rather than the present participle *painting*. In the second example, the verb *be* has not been included, and some form of *be* is necessary for a passive verb. The verb in the second sentence should be *will be finished*.

The following chart outlines the way to form the passive correctly:

THE FORM OF THE PASSIVE	
BE + past participle (BY + object)	
Language of the community of the community of the second distribution of the second distribution of the community of the comm	
EVED CICE 97. Each of the following contanges has a possive meaning.	[Indonline turies the

EXERCISE 37: Each of the following sentences has a passive meaning. Underline twice the verbs that should be passive. Then indicate if the sentences are correct (C) or incorrect (I).

1. The boy had never be stung by a bee.

2. The suits were hung in the closet when they were returned from the cleaners.

3. Money is lending by the credit union to those who want to buy homes.

4. The record had been chose by dancers near the jukebox.

5. The topic for your research paper should have been approved by your advisor.

6. That song has been playing over and over again by Steve.

7. Their utility bills have been increased again and again.

8. The patients who are too sick to sit up are being assisted by the orderlies.

9. The offices were thoroughly clean last evening by the night crew.

10. The car that was struck in the intersection yesterday is being repaired today.

SKILL 38: RECOGNIZE ACTIVE AND PASSIVE MEANINGS

When there is no object (with or without by) after a verb, you must look at the meaning of the sentence to determine if the verb should be active or passive. Sentences with an incorrect passive verb and no by + object to tell you that the verb should be passive are the most difficult passive errors to recognize on the TOEFL test. Study the examples:

We <u>mailed</u> the package at the post office.

The letter was mailed by us today before noon.

The letter was mailed today before noon.

The letter mailed* today before noon.

The first three examples above are correct. The first example has the active verb mailed used with the object package; the second example has the passive verb was mailed used with by us; the third sentence has the passive verb was mailed used without an object.

The fourth example is the type of passive error that appears most often on the TOEFL test. This type of sentence has the following characteristics: (1) an incorrect passive verb that looks like a correct active verb, and (2) no by + object to tell you that a passive is needed. To correct the fourth example, the active verb needs to be changed to the passive was mailed.

To determine that such a sentence is incorrect, you must study the meaning of the subject and the verb. You must ask yourself if the subject does the action of the verb (so an active verb is needed) or if the subject receives the action of the verb (so a passive verb is needed). In the incorrect example, you should study the meaning of the subject and verb, the letter mailed. You should ask yourself if a letter mails itself (the letter does the action) or if someone mails a letter (the letter receives the action of being mailed). Since a letter does not mail itself, the passive is required in this sentence.

The following chart outlines the difference in meaning between active and passive verbs:

(1) 10 년 12 전 - 12 전 1년 12 전 12 전	ACTIVE AND PASSIVE MEANINGS
ACTIVE	The subject does the action of the verb.
PASSIVE	The subject receives the action of the verb.

EXERCISE 38: Each of the following sentences contains at least one active verb; however, some of the verbs should be passive. Underline the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

	1.	The car <u>parked</u> in a no-parking zone.
<u> </u>	2.	The physics exam began just a few minutes ago.
	3.	Everything to organize the picnic has already done.
	4.	The police investigated him because of his unusual actions.
	5.	The package containing the necessary samples has just sent.
	6.	The vacation to Europe will plan carefully before the scheduled departure date.
	7.	The coffee turned bitter when it left on the stove for so long.
	8.	The soccer game won in the closing minutes.
	9.	The clothes made to rival the latest fashions of the season.
	10.	When the roads are icy, the buses do not drive.

		SE (Skills 37–38): Underline the ver if the sentences are correct (C) or income.		wice in the following sentences. Then ct (I).
	_ 1.	After the old radiator had be replaced, trip.	the t	ravelers continued their cross-country
	_ 2.	During the lightning storm, he struck in	ı the	head by a falling tree.
	3.	While I am on vacation, the pets should	be f	eeds every morning and evening.
	_ 4.	A book being written now by a team of v	vrite	rs will be published in the fall.
	_ 5.	I found out that the real estate agent ha	d alı	ready been leased the condominium.
	_ 6.	The house that Mrs. Martin has always w	ante	ed to buy has just placed on the market.
	_ 7.	The foundation should have been finish left the construction site.	ning	by the construction workers before they
	_ 8.	We must leave that money in the checki the month.	ng a	ccount because the bills pay on the first of
	9.	The horses can't be taken out now beca hours.	use 1	they have been rode for the past few
	10.	It is being announced by a presidential anamed attorney general.	aide	that a lawyer from Virginia has been
		EXERCISE (Skills 37–38): Choose the pletes the sentence.	lett	er of the word or group of words that
1.	when	_ discussed by the board of directors n it was proposed again by the rvisors.	3.	The x-ray treatments up to the time that he was dismissed from the hospital.
	(A) (B) (C) (D)	The problem had already The problem is already The problem had already been The problem has already		(A) gave daily(B) were given daily(C) basically have given(D) daily had been given
2.		h of the carnage of elephants, fes, and big cats uncaring ers.		
	(B) (C)	must commit by must be committed must have committed must have been committed by		

Choose the let	tter of the underlined word or group o	of words that is not correct.
4. Part	ticular issues that concern teenagers were $\frac{A}{A}$	e covering in the half-hour program.
5. Elec	etrical $\frac{\text{impulses}}{A} \frac{\text{may}}{B}$ also $\frac{\text{picked}}{C}$ up $\frac{\text{by the}}{C}$	e optic nerve. D
	there $\frac{\text{training}}{A}$ for a specific job $\frac{\text{have}}{B}$ a strochine.	ong possibility of $\frac{\text{being}}{C} \frac{\text{replace}}{D}$ by a
$ \begin{array}{cccc} & 7. & \frac{On}{A} \\ & & \frac{the}{D} \end{array} $	June 30, 1992, international timekeepers day.	in Paris were added an extra second to $\frac{B}{C}$
8. The	report $\frac{\text{could not be}}{A} \frac{\text{turned}}{B}$ in on time b	because all the $\frac{\text{needed}}{C}$ work $\frac{\text{lost.}}{D}$
	English these questions $\frac{\text{have be}}{A} = \frac{\text{formed be}}{B}$ ement, whereas in some languages the wo	C
_	$\frac{\text{was not}}{A} \text{ able } \frac{\text{to define}}{B} \text{ the process } \frac{\text{by which}}{C}$ nunologic system.	ch the body had protected by the D
	EW EXERCISE (Skills 1–38): Choost completes the sentence.	se the letter of the word or group of
_	on in the shape of a cup, is	impressive chapter in the book was the chapter on Stuart's scientific theories.
(A) The(B) It is the(C) With(D) That	the	(A) It was the most(B) The most(C) Most(D) Most of the
on th	ry Academy at West Point he west bank of the Hudson h of New York City.	
` '		

	9 · I
4.	The first fish have $\frac{A}{B}$ appeared on the earth approximately 500 $\frac{A}{D}$ wears ago.
5.	$\frac{\text{Only rarely sound waves are }}{\text{B}} \text{ of } \frac{\text{a single frequency }}{\text{C}} \frac{\text{encountered}}{\text{D}} \text{ in practice.}$
6.	$\frac{\text{Cameos can be carved not only from onyx and sardonyx or from agate.}}{\overline{A}} \frac{\text{Down only from onyx and sardonyx or from agate.}}{\overline{D}}$
 7.	Although $\frac{\text{most of}}{A}$ the wild horses on the western range $\frac{\text{have already been}}{B}$ rounded
	up, the $\frac{\text{most}}{C}$ remote the area, the greater $\frac{\text{the possibility}}{D}$ that wild horses can still be found.
8.	During this period, \$206 $\frac{\text{was}}{A}$ $\frac{\text{spend}}{B}$ annually $\frac{\text{on food}}{C}$ by families in the $\frac{\text{lower third}}{D}$ income bracket.
<u> </u>	The dangers of noise are, unfortunately, not as clear-cut than are those from $\frac{A}{B}$ most other health hazards.
10.	In a recent survey of Americans, more than 75 percent expressed the view that the government it should take a more active role in health care.

Choose the letter of the underlined word or group of words that is not correct.

PROBLEMS WITH NOUNS _____

The same types of problems with nouns appear often in written expression questions on the TOEFL test. You should be familiar with these problems so that you will recognize them easily. You should be able to do the following: (1) use the correct singular or plural noun, (2) distinguish countable and uncountable nouns, (3) recognize irregular singular and plural nouns, and (4) distinguish the person from the thing.

SKILL 39: USE THE CORRECT SINGULAR OR PLURAL NOUN

A problem that is common in written expression questions on the TOEFL test is a singular noun used where a plural noun is needed, or a plural noun used where a singular noun is needed.

On the table there were many *dish**. The lab assistant finished every *tests**.

In the first example, many indicates that the plural dishes is needed. In the second example, every indicates that the singular test is needed.

In written expression questions on the TOEFL test, you should watch very carefully for key words, such as *each*, *every*, *a*, *one*, and *single*, that indicate that a noun should be singular. You should also watch carefully for such key words as *many*, *several*, *both*, *various*, and *two* (or any other number except *one*) that indicate that a noun should be plural.

The following chart lists the key words that indicate to you whether a noun should be singular or plural:

KEY WORDS FOR SINGULAR AND PLURAL NOUNS					
For Singular Nouns	each	every	single	one	а
For Plural Nouns	both	two	many	several	various

EXERCISE 39: Each of the following sentences contains at least one key word to tell you if a noun should be singular or plural. Circle the key words. Draw arrows to the nouns they describe. Then indicate if the sentences are correct (C) or incorrect (I).

1	. 1.	The automotive shop stocked (many) part for the (various) types of Hondas.
С	2.	Every receipt must be removed from the cashier's drawer and tallied.
	3.	The salesclerk demonstrated various additional way that the machine could be used.
	4.	The woman found it difficult to believe that both of the piece of jewelry had disappeared.
····	5.	The unhappy man became more and more discouraged with each passing days.
	6.	An extended cruise would be a nice way to spend a vacation one days.
	7.	The manager was surprised that not a single worker was available on Tuesday.
	8.	The housekeeper cleaned the room and took two of the occupant's dress to the laundry.
	9.	When the first bill was defeated, the Senate immediately began work on a different
		bills.
	10.	There were several boxes in the cupboard, and each box contained a dozen glasses.

SKILL 40: DISTINGUISH COUNTABLE AND UNCOUNTABLE NOUNS

In English, nouns are classified as countable or uncountable. For certain questions on the TOEFL test, it is necessary to distinguish countable and uncountable nouns in order to use the correct modifiers with them.

As the name implies, countable nouns are nouns that can be counted. Countable nouns can come in quantities of one, or two, or a hundred, etc. The noun *book* is countable because you can have one book or several books.

Uncountable nouns, on the other hand, are nouns that cannot be counted because they come in some indeterminate quantity or mass. A noun such as *milk* or *happiness* cannot be counted; you cannot have one milk or two milks, and you cannot find one happiness or two happinesses. Uncountable nouns are often liquid items, such as *water*, *oil*, or *shampoo*. Uncountable nouns can also refer to abstract ideas, such as *security*, *excitement*, or *hope*.

It is important for you to recognize the difference between countable and uncountable nouns when you come across such key words as *much* and *many*.

He has seen *much** foreign *films*. He didn't have *many** fun at the movies.

In the first example, *much* is incorrect because *films* is countable. This sentence should say *many foreign films*. In the second example, *many* is incorrect because *fun* is uncountable. This sentence should say *much fun*.

The following chart lists the key words that indicate to you whether a noun should be countable or uncountable:

KEY WORDS FOR COUNTABLE AND UNCOU	NTABLE NC	OUNS	
For Countable Nouns many number	few	fewer	
For Uncountable Nouns much amount	little	less	

EXERCISE 40: Each of the following sentences contains at least one key word to tell you if a noun should be countable or uncountable. Circle the key words. Draw arrows to the nouns they describe. Then indicate if the sentences are correct (C) or incorrect (I).

<u> </u>	1.	He received (little) notice that the bill would have to be paid in full.
	2.	The police had few opportunities to catch the thief who had committed a large amount of crimes.
	3.	You will have fewer problems with your income taxes if you get professional help.
	4.	After the strike, the company dismissed many employees.
	5.	Because the bottom corner of the pocket was torn, much coins fell out.
	6.	Since he bought the new adapter, he has had less trouble with the machine.
	7.	There are much new items to purchase before leaving, and there is such a short amount of time.
	8.	The less time you take on the assignment, the less pages you will complete.
	9.	A few soldiers who had been in heavy combat were brought back for a little rest.
	10.	It is better to go shopping in the late evening because there are less people in the market, and you can accomplish a number of tasks in a short period of time.

SKILL 41: RECOGNIZE IRREGULAR PLURALS OF NOUNS

Many nouns in English have irregular plurals, and these irregular forms can cause confusion in written expression questions on the TOEFL test. The irregular forms that are the most problematic are plural forms that do not end in s.

Different criteria was* used to evaluate the performers.

In this example the plural noun *criteria* looks singular because it does not end in *s*; you might incorrectly assume that it is singular because there is no final *s*. However, *criteria* is a plural noun, so the singular verb *was used* is incorrect. The verb should be the plural form *were used*.

The following chart lists the irregular plurals that you should become familiar with:

	IRREGULAR PLURALS					
Vowel change	man / men woman / women	foot / feet tooth / teeth	goose / geese mouse / mice			
Add -EN	child / children	ox / oxen				
Same as singular	deer / deer fish / fish	salmon / salmon sheep / sheep	trout / trout			
-IS	analysis / analyses axis / axes crisis / crises	diagnosis / diagnoses hypothesis / hypotheses parenthesis / parentheses	synthesis / syntheses thesis / theses			
Ends in -A	bacterium / bacteria curriculum / curricula	datum / data phenomenon / phenomena	criterion / criteria			
-US	alumnus / alumni bacillus / bacilli cactus / cacti	fungus / fungi nucleus / nuclei radius / radii	stimulus / stimuli syllabus / syllabi			

NOTE: Additional exercises to practice these irregular plurals of nouns appear in Appendix H at the back of the text. You may want to complete these exercises before you begin Exercise 41.

EXERCISE 41: Each of the following sentences contains at least one noun with an irregular plural. Circle the nouns with irregular plurals. Then indicate if the sentences are correct (C) or incorrect (I).

Parentheses is needed around that expression.
 He wants to go on a fishing trip this weekend because he has heard that the fish are running.
 The syllabi for the courses is included in the packet of materials.
 The diagnosis that he heard today were not very positive.

 5.	The crisis is not going to be resolved until some of the pressure is relieved.
 6.	All of the alumni are attending the reception at the president's house.
 7.	A flock of geese were seen heading south for the winter.
 8.	The teeth in the back of his mouth needs to be capped.
 9.	The fungi has spread throughout the garden.
 10.	The sheepdog is chasing after the sheep which are heading over the hill.

SKILL 42: DISTINGUISH THE PERSON FROM THE THING

Nouns in English can refer to persons or things. Sometimes in written expression questions on the TOEFL test the person is used in place of the thing, or the thing is used in place of the person.

Ralph Nader is an authorization* in the field of consumer affairs.

There are many job opportunities in accountant*.

In the first example, authorization is incorrect because authorization is a thing and Ralph Nader is a person. The person authority should be used in this sentence. In the second example, accountant is incorrect because accountant is a person and the field in which an accountant works is accounting. The thing accounting should be used in this sentence.

The following chart outlines what you should remember about the person or thing:

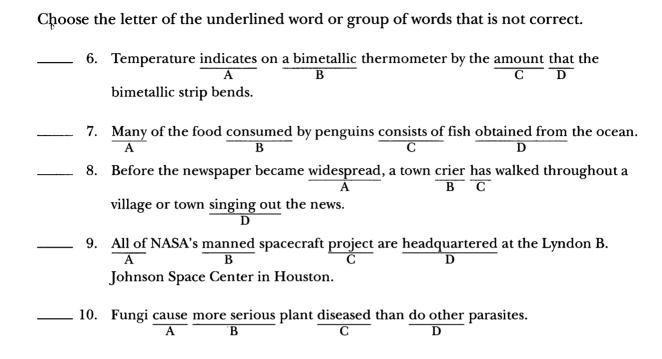
PERSON OR THING	
It is common to confuse a person with a thing in written expression questions on the TOEFL test	t.

EXERCISE 42: Some of the following sentences contain incorrectly used *persons* or **C**)

		rcle the incorrectly used words. Then indicate if the sentences are correct (ect (I) .
	1.	In the evening he relaxes in front of the fire and writes long poets.
<u> </u>	2.	Service in the restaurant was slow because one cook had called in sick.
	3.	The sculpture worked from sunrise until sunset on his new project.
	4.	She has received several awards for her research in engineer.
	5.	The economist's radical views were printed in a column in the Sunday newspaper.
	6.	You must have remarkable looks to work as a model for Vogue.
	7.	He had several critics to offer about the new play.

E	8.	The gardener worked feverishly after the frost to save as many plants as possible.
	9.	The company hired a statistic to prepare marketing studies for the new product.
	10.	The famous acting has appeared in more than fifty Broadway plays.
		E (Skills 39–42): Study the nouns in the following sentences. Then indicate if the
senter	ices	are correct (C) or incorrect (I).
	1.	The professor does not give many exam in chemistry class, but the ones she gives are difficult.
	2.	His thesis includes an analyses of the hypotheses.
	3.	It was his dream to be a musical in the New York Philharmonic.
	4.	For the reception, the caterers prepared a large amount of food to serve a large number of people.
	5.	Many job opportunities exist in the field of nurse if you will accept a low-paying position.
	6.	For each business trip you make, you can choose from many different airlines.
	7.	The stimulus for his career change is his acknowledgment that he is in a dead-end job
	8.	She wants to undergo a series of treatments, but she thinks it costs a little too much money.
	9.	The television producer that was shown last night on the CBS network from 9:00 to 11:00 was one of the best shows of the season.
	10.	Various sight-seeing excursion were available from the tourist agency.
		XERCISE (Skills 39–42): Choose the letter of the underlined word or group of t is not correct.
	1.	As a compilation of <u>useful details</u> , a <u>weekly magazine commends itself</u> in several $\frac{A}{A}$
		$\frac{\text{respect.}}{D}$
	2.	Through aquaculture, or fish farming, more than A 500 million tons of fish B
		are produced each years. C D
	3.	The legal system has $\frac{\text{much}}{A}$ safeguards to protect $\frac{\text{the right}}{B}$ of a $\frac{\text{defendant}}{C}$ to an
		importial jury

	_ 4.	The mystery bookstore was largely a ph	nenor	nena of the last decade.
	_ 5.	A B The Song of Hiawatha, by Longfellow, te		
		married Minehaha.	A	ВС
	_ 6.	Uranus is the seventh planets from the $\frac{A}{A}$	Sun D	
	_ 7.	The sycamore has $\frac{\text{broad}}{A} \frac{\text{leaves}}{B}$ with a l	arge	amount of pointed teeth.
	_ 8.	The first of two such investigation $\frac{\text{requ}}{A}$	uires 3	he students to read continuously over a
		$\frac{\text{period}}{C} \text{ of } \frac{\text{four hours}}{D}.$		
	_ 9.	A quantitative analysis, $\frac{\text{using}}{A}$ both the		uter and quantitative <u>techniques,</u> B
		are used to optimize financial decision C D		
	10.	To enter the FBI National Academy, and $\frac{Academy}{B}$, are transfer the second thinty four	ı <u>app</u>	$\frac{\text{lication}}{C} \text{ must be between } \frac{\text{the ages}}{D} \text{ of }$
		twenty-three and thirty-four.		
wor	ds tha Presion th	REVIEW EXERCISE (Skills 1–42): (at best completes the sentence. dential held every four years e first Tuesday after the first day in November.	Choo 4.	The population of the earth is increasing at a tremendous rate and out of control.
	(A) (B) (C)	electing elections are is elected elected and		 (A) they have become (B) are soon going to be (C) soon will be (D) why it will be
2.	provi	es of carcinogenesis in animals can de data on in human ptibility.	5.	manufacturers were more easily able to send goods upriver in provided
	(B) (C)	differences are that differences are differences have differences		the necessary power to counteract the flow of the waters. (A) steamboats (B) which
3.	prese on lo	e who favor the new law say that the ont law does not set spending limits bbyists' gifts to politicians, nor a statewide funds.		(C) that (D) that steamboats
	(B) (C)	it limits limits it does it limit does it		



PROBLEMS WITH PRONOUNS

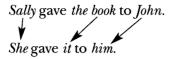
Pronouns are words, such as he, she, or it, that take the place of nouns. When you see a pronoun in written expression questions on the TOEFL test, you need to check that it serves the correct function in the sentence (as a subject or object, for example) and that it agrees with the noun it is replacing. The following pronoun problems are the most common on the TOEFL test: (1) distinguishing subject and object pronouns, (2) distinguishing possessive pronouns and possessive adjectives, and (3) checking pronoun reference for agreement.

SKILL 43: DISTINGUISH SUBJECT AND OBJECT PRONOUNS

Subject and object pronouns can be confused on the TOEFL test, so you should be able to recognize these two types of pronouns:

SUBJECT	ОВЈЕСТ
ı	me
you	you
he	him
she	her
it	it it
we	us
they	them

A subject pronoun is used as the subject of a verb. An object pronoun can be used as the object of a verb or the object of a preposition. Compare the following two sentences.



In the second sentence the subject pronoun *she* is replacing the noun *Sally*. The object of the verb *it* is replacing the noun *book*, and the object of the preposition *him* is replacing the noun *John*.

The following are examples of the types of subject or object pronoun errors that you might see on the TOEFL test.

*Him** and the girl are going shopping. The gift was intended for you and *I**.

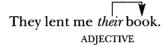
In the first example, the object pronoun him is incorrect because this pronoun serves as the subject of the sentence. The object pronoun him should be changed to the subject pronoun he. It can be difficult to recognize that him is the subject because the verb are has a double subject, him and girl. In the second example, the subject pronoun I is incorrect because this pronoun serves as the object of the preposition for. The subject pronoun I should be changed to the object pronoun I. It can be difficult to recognize that I is the object of the preposition for because the preposition for has two objects: the correct object for and the incorrect object I.

EXERCISE 43: Each of the following sentences contains at least one subject or object pronoun. Circle the pronouns. Then indicate if the sentences are correct (C) or incorrect (I).

	1.	The worst problem with (it) is that (he) cannot afford (it.)
	2.	They saw Steve and I at the movies last night after class.
	3.	Perhaps you would like to go to the seminar with they and their friends.
	4.	The mother took her son to the doctor's office because he was feeling sick.
	5.	I did not know that you and her were working together on the project.
	6.	She did not buy the sweater because it had a small hole in it.
	7.	The man leading the seminar gave me all the information I needed to make a decision.
	8.	The cords connecting the computer to its printer need to be replaced before them wear down.
	9.	He is going to the party with you and me if you do not mind.
-	10.	You and her ought to return the books to the library because they are already overdue.

SKILL 44: DISTINGUISH POSSESSIVE ADJECTIVES AND PRONOUNS

Possessive adjectives and pronouns both show who or what "owns" a noun. However, possessive adjectives and possessive pronouns do not have the same function, and these two kinds of possessives can be confused on the TOEFL test. A possessive adjective describes a noun: it must be accompanied by a noun. A possessive pronoun takes the place of a noun: it cannot be accompanied by a noun.



They lent me *theirs*.

PRONOUN

Notice that in the first example the possessive adjective *their* is accompanied by the noun *book*. In the second example the possessive pronoun *theirs* is not accompanied by a noun.

These examples show the types of errors that are possible with possessive adjectives and possessive pronouns on the TOEFL test.

Each morning they read *theirs** newspapers. Could you give me *your**?

In the first example, the possessive pronoun *theirs* is incorrect because it is accompanied by the noun *newspapers*, and a possessive pronoun cannot be accompanied by a noun. The possessive adjective *their* is needed in the first example. In the second example, the possessive adjective *your* is incorrect because it is not accompanied by a noun, and a possessive adjective must be accompanied by a noun. The possessive pronoun *yours* is needed in the second example.

The following chart outlines the possessives and their uses:

	POSSESSIVE ADJECTIVES		POSSESSIVE PRONOUNS
	my		mine
	your		yours
	his		his
	her		hers
	its		
	our		ours
	their		theirs
must	be accompanied by a	noun	cannot be accompanied by a noun

EXERCISE 44: Each of the following sentences contains at least one possessive pronoun or adjective. Circle the possessives in these sentences. Then indicate if the sentences are correct (C) or incorrect (I).

- 1. If she borrows (your) coat, then you should be able to borrow (her.)
- _____ 3. Mary and Mark invited theirs parents to see their new apartment.

 4.	When my roommate paid her half of the rent, I paid mine.
 5.	All students need to bring theirs own pencils and answer sheets to the exam.
 6.	All her secretaries are working late tonight to finish her report.
 7.	The horse trotting around the track won its race a few minutes ago.
 8.	Before the report is finalized, the information in their notes and our must be proofed.
 9.	She worked all day cooking food and making decorations for her son's birthday party.
 10.	The weather in the mountains this weekend will be extremely cold, so please take yours heavy jackets.

SKILL 45: CHECK PRONOUN REFERENCE FOR AGREEMENT

After you have checked that the subject and object pronouns and the possessives are used correctly, you should also check each of these pronouns and possessives for agreement. The following are examples of errors of this type that you might find on the TOEFL test:

The boys will cause trouble if you let *him**. Everyone must give *their** name.

In the first example, the singular pronoun *him* is incorrect because it refers to the plural noun *boys*. This pronoun should be replaced with the plural pronoun *them*. In the second example, the plural possessive adjective *their* is incorrect because it refers to the singular *everyone*. This adjective should be replaced with the singular *his* or *his or her*.

The following chart outlines what you should remember about checking pronoun reference:

PRONOUN AGREEMENT

- 1. Be sure that every pronoun and possessive agrees with the noun it refers to.
- 2. You generally check back in the sentence for agreement.

EXERCISE 45: Each of the following sentences contains at least one pronoun or possessive. Circle the pronouns and possessives. Draw arrows to the nouns they refer to. Then indicate if the sentences are correct (C) or incorrect (I).

	-	(2)
	1.	If a person really wants to succeed, they must always work hard.
<u>C</u>	2.	If you see the students from the math class, could you return their exam papers to them?
	3.	Some friends and I went to see a movie, and afterwards we wrote a critique about them.

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 4.	If you have a problem, you are welcome to discuss it with me before you try to resolve them.
 5.	I know you had a terrible time last week, but you must try to forget about it.
 . 6.	At the start of the program, each student needs to see his advisor about his schedule.
 7.	In spite of its small size, these video recorders produce excellent tapes.
 . 8.	Whatever the situation, you should reflect profoundly about them before coming to a decision.
 . 9.	The people I admire most are those who manage to solve their own problems.
 10.	If anyone stops by while I am at the meeting, please take a message from them.
	E (Skills 43–45): Circle the pronouns and possessives in the following sentences. Exact if the sentences are correct (C) or incorrect (I).
. 1.	Helicopters are being used more and more in emergency situations because of its ability to reach out-of-the-way places.
2.	The worker was fired by the chemical company because his refused to work with certain dangerous chemicals.
 . 3.	If you have car trouble while driving on the freeway, you should pull your car over to the side of the freeway and wait for help.
 4.	The administration will not install the new security system because they cost so much.
 . 5.	Some parents prefer to send their children to private schools because they believe the children will be better educated.
 . 6.	The air traffic controller was not blamed for the accident because he had strictly followed the correct procedures.
 7.	The new student has been assigned to work on the project with you and I.
 . 8.	Many different kinds of aspirin are on the market, but theirs effectiveness seems to be equal.
 9.	You must bring a tent and a sleeping bag for your trip to the Sierras.
 10.	Each of the team members had their new uniform.

			EXERCISE (Skills 43–45): Choose the letter is not correct.	tter of the underlined word or group of
	_	1.	Superman $\frac{\text{made}}{A} \frac{\text{their}}{B} \text{comic } \frac{\text{debut}}{C} \text{ in 1938}$	$8 \frac{\text{in }}{D}$ Action Comics.
		2.	Commercial letters of credit are $\frac{\text{often used}}{A}$	$\frac{1}{B}$ to finance $\frac{\text{export}}{B}$ trade, but $\frac{\text{them}}{C}$ can
			have other uses.	2 0
		3.	When children $\frac{\text{experience}}{A} \frac{\text{too much}}{B}$ frustr	ration, its behavior $\frac{\text{ceases}}{\overline{D}}$ to be integrated.
		4.	On March 30, 1981, President Reagan was si	
	_	5.	Although the destruction that $\frac{\text{it causes}}{A}$ is of	often terrible, cyclones $\frac{\text{benefit}}{B}$ a
			$\frac{\text{much wider}}{C} \text{ belt than } \frac{\text{they}}{D} \text{ devastate.}$	
	_	6.	President Andrew Jackson had an official ca	cabinet, but $\frac{\text{him}}{B} \frac{\text{preferred}}{C}$ the advice of $\frac{\text{his}}{D}$
			informal advisors, the Kitchen Cabinet.	
		7.	After Clarence Day's book Life with Father wa	$\frac{\text{rewritten}}{B} \text{ as a play, } \frac{\text{they}}{C} \text{ ran for } \frac{\text{six years}}{D}$
			on Broadway.	
	_	8.	$\frac{\text{Almost }}{A} \frac{\text{half of the}}{B} \text{ Pilgrims did not survive } \underline{t}$	theirs first winter in the New World. $\frac{1}{C} \frac{1}{D} = \frac{1}{D}$
		9.	There was no indication from the Senate th B in the House.	that $\frac{\text{he}}{\text{C}}$ would agree with the decision $\frac{\text{made}}{\text{D}}$
	1	l 0.	A baby learns the meanings of words as they	_
			in sentences.	B C D
			REVIEW EXERCISE (Skills 1–45): Choose the best completes the sentence.	ose the letter of the word or group of
1.	me	ore	worst phase of the Depression, 2. than thirteen million Americans to jobs.	. When reading a book, you must keep your point of view separate from the point of view in you are studying.
	(A (B		It was in the During the	(A) that (B) the material and
	(C		While the	(C) the materials that
	(D) '	The	(D) the materials that are

- 3. Speech consists not merely of sounds but _____ that follow various structural patterns.
 - (A) of organized sound patterns
 - (B) organized sound patterns
 - (C) that sound patterns are organized
 - (D) in organizing sound patterns

Choose the letter of the underlined word or group of words that is not correct.

- 4. The latest medical report indicated that the patient's temperature was near normal $\frac{A}{B}$ and their lungs were partially cleared.
- 5. $\frac{\text{Most}}{A}$ oxygen atoms $\frac{\text{have}}{B}$ eight neutrons, but a small $\frac{\text{amount}}{C}$ have $\frac{\text{nine or ten}}{D}$.
- 6. When Paine expressed his belief in independence, he praised by the public. $\frac{1}{A} \frac{1}{B} \frac{1}{B$
- 7. A vast quantity of radioactive material is made when does a hydrogen bomb explode. $\frac{A \text{ vast quantity}}{A}$
- 8. Genes have <u>several alternative</u> form, or alleles, <u>which</u> are <u>produced by</u> mutations.
- 9. A star that has used up its energy and has lost its heat became a black dwarf.
- _____ 10. Each $\frac{\text{lines}}{A}$ of poetry $\frac{\text{written}}{B}$ in blank verse $\frac{\text{has}}{C}$ ten syllables, which are $\frac{\text{alternately}}{D}$ stressed and unstressed.

PROBLEMS WITH ADJECTIVES AND ADVERBS.

Many different problems with adjectives and adverbs are possible in written expression questions on the TOEFL test. To identify these problems, you must first be able to recognize adjectives and adverbs.

Often adverbs are formed by adding -ly to adjectives, and these -ly adverbs are very easy to recognize. The following examples show adverbs that are formed by adding -ly to adjectives:

ADJECTIVE	ADVERB	
recent public evident	recently publicly evidently	

However, there are many adverbs in English that do not end in -ly. These adverbs can be recognized from their meanings. They can describe when something happens (often, soon, later), how something happens (fast, hard, well), or where something happens (here, there, nowhere).

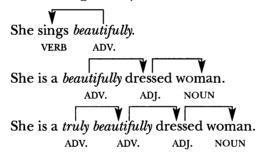
There are three skills involving adjectives and adverbs that will help you on written expression questions on the TOEFL test: (1) knowing when to use adjectives and adverbs, (2) using adjectives rather than adverbs after linking verbs, and (3) positioning adjectives and adverbs correctly.

SKILL 46: USE BASIC ADJECTIVES AND ADVERBS CORRECTLY

Sometimes in written expression questions on the TOEFL test, adjectives are used in place of adverbs, or adverbs are used in place of adjectives. Adjectives and adverbs have very different uses. Adjectives have only one job: they describe nouns or pronouns.

In the first example, the adjective *beautiful* describes the noun *woman*. In the second example, the adjective *beautiful* describes the pronoun *she*.

Adverbs do three different things. They describe verbs, adjectives, or other adverbs.



In the first example, the adverb beautifully describes the verb sings. In the second example, the adverb beautifully describes the adjective dressed (which describes the noun woman). In the third example, the adverb truly describes the adverb beautifully, which describes the adjective dressed (which describes the noun woman).

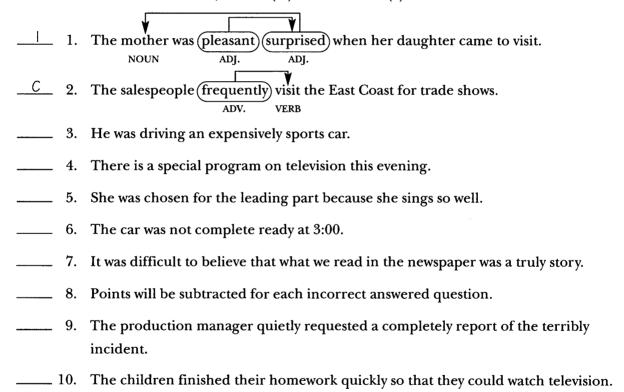
The following are examples of incorrect sentences as they might appear on the TOEFL test.

In the first example, the adverb *largely* is incorrect because the adjective *large* is needed to describe the noun *table*. In the second example, the adjective *quick* is incorrect because the adverb *quickly* is needed to describe the verb *talked*. In the last example, the adjective *extreme* is incorrect because the adverb *extremely* is needed to describe the adjective *long*.

The following chart outlines the important information that you should remember about the basic use of adjectives and adverbs:

BASIC USE OF ADJECTIVES AND ADVERBS			
ADJECTIVES	Adjectives describe nouns or pronouns.		
ADVERBS	Adverbs describe verbs, adjectives, or other adverbs.		

EXERCISE 46: Each of the following sentences has at least one adjective or adverb. Circle the adjectives and adverbs, and label them. Draw arrows to the words they describe. Then indicate if the sentences are correct (C) or incorrect (I).



SKILL 47: USE ADJECTIVES AFTER LINKING VERBS

Generally an adverb rather than an adjective will come directly after a verb because the adverb is describing the verb.

In this example, the verb *spoke* is followed by the adverb *nicely*. This adverb describes the verb *spoke*.

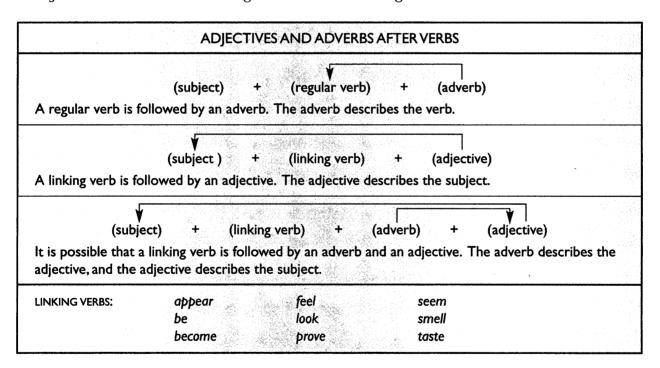
However, you must be very careful if the verb is a *linking* verb. A *linking* verb is followed by an adjective rather than an adverb.

In this example, the linking verb *looks* is followed by the adjective *nice*. This adjective describes the subject *she*.

You should be sure to use an adjective rather than an adverb after a linking verb. Be careful, however, because the adjective that goes with the linking verb does not always directly follow the linking verb.

In this example, the adjective *nice*, which describes the subject *he*, is itself described by the adverb *unusually*. From this example, you should notice that it is possible to have an adverb directly after a linking verb, but only if the adverb describes an adjective that follows.

The following chart lists commonly used linking verbs and outlines the different uses of adjectives and adverbs after regular verbs and linking verbs:



EXERCISE 47: Each of the following sentences contains at least one adjective or adverb. Circle the adjectives and adverbs, and label them. Draw arrows to the words they describe. Then indicate if the sentences are correct (C) or incorrect (I).

- 1. The parents seem (angrily) about the child's report card.

 ADV.

 C 2. The speaker talked knowingly about prehistoric fossils.

 ADV.

 ADJ.
- 3. After she drank the lemonade, the cake tasted too sweetly to her.

 4.	Throughout dinner we were bored because he spoke incessantly.
 5.	Sam felt terribly depressed after the accident.
 6.	The neighbor appeared calm in spite of the fact that his house was on fire.
 7.	He looked quite unhappily at the thought of leaving his job.
 8.	Marla jumped up quick when she heard the gunshot.
 9.	Even though we were not really hungry, the food smelled delicious.
 10.	The history course that I took last semester proved more difficultly than I had expected.

SKILL 48: POSITION ADJECTIVES AND ADVERBS CORRECTLY

Adjectives and adverbs can appear in incorrect positions in written expression questions on the TOEFL test. There are two common errors of this type that you should beware of: (1) the position of adjectives with the nouns they describe, and (2) the position of adverbs with objects.

In English it is correct to place a one-word adjective in front of the noun it describes. On the TOEFL test, however, an incorrect sentence might have an adjective after the noun it describes.

The information *important** is on the first page.

NOUN ADJ.

In this example, the adjective *important* should come before the noun *information* because *important* describes *information*.

A second problem you should be aware of is the position of adverbs with objects of verbs. When a verb has an object, an adverb describing the verb should not come between the verb and its object.

He <u>has taken</u> recently* an English course.

ADV. OBJECT

This example is incorrect because the adverb *recently* comes between the verb *has taken* and its object *an English course*. There are many possible corrections for this sentence.

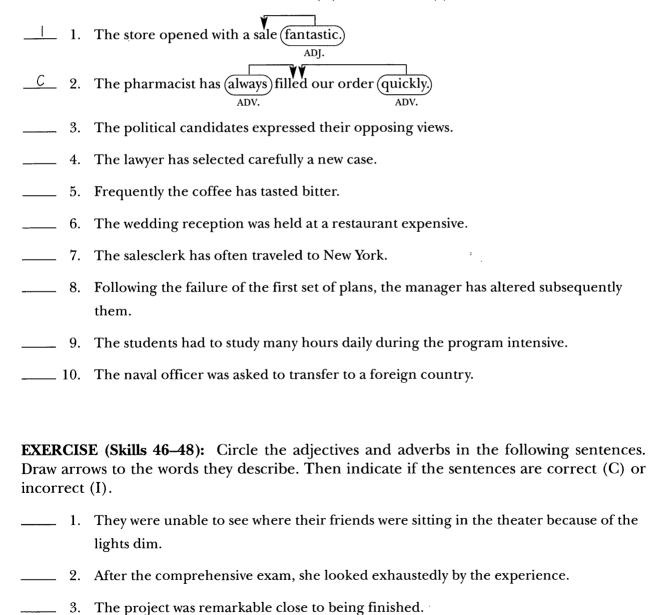
Recently he has taken an English course. He has recently taken an English course. He has taken an English course recently.

You can see from these examples that there are many possible correct positions for the adverb. What is important for you to remember is that an adverb that describes a verb cannot come between the verb and its object.

The following chart outlines the key points that you should remember about the position of adjectives and adverbs:

	THE POSITION OF ADJECTIVES AND ADVERBS
ADJECTIVES	A one-word <i>adjective</i> comes before the noun it describes. It does not come directly after.
ADVERBS	An adverb can appear in many positions. It cannot be used between a verb and its object.

EXERCISE 48: Each of the following sentences contains at least one adjective or adverb. Circle the adjectives and adverbs, and label them. Draw arrows to the words they describe. Then indicate if the sentences are correct (C) or incorrect (I).



4. Mark always does his homework careful.

	5.	The program proved far more interesting than I had imagined it would be.
	6.	The student had attended regularly all the lectures in the series.
	7.	The patient became healthy after the operation.
	8.	The grandparents speak proudly about all their offspring.
	9.	The manager seemed certainly that the project would be finished under budget.
	10.	The firefighters worked feverishly, and they put out immediately the fire.
		XERCISE (Skills 46–48): Choose the letter of the underlined word or group of t is not correct.
	1.	$\frac{\text{Modern art is on } \underbrace{\text{display}}_{A} \text{ at the Guggenheim Museum, } \underbrace{\text{a building with an } \underbrace{\text{unusually }}_{D}}_{D}$ design.
	2.	By the beginning of the 1980s fifteen states had adopted already no-fault insurance \overline{A} laws.
	3.	$\frac{\text{Heart attacks are } \underbrace{\text{fatally in 75 percent}}_{\text{B}} \text{ in 75 } \underbrace{\text{percent of } \underbrace{\text{occurrences}}_{\text{D}}.$
	4.	In spite of a $\frac{\text{tremendous}}{A} = \frac{\text{amount}}{B} = \frac{\text{electronic}}{C}$ gadgetry, air traffic control still
		depends heavy on people.
	5.	Only recently have Gooden's industrially designers and engineers been able to B optimize Watertred's unusual tread patterns for mass production.
		C D
	6.	A baboon's arms appear as lengthily as its legs. $\frac{A}{A} = \frac{B}{B} = \frac{B}{C} = \frac{B}{D}$
	7.	A $\frac{\text{serious problem}}{A}$ is $\frac{\text{how to}}{B}$ communicate $\frac{\text{reliable}}{C}$ with a $\frac{\text{submerged}}{D}$ submarine.
	8.	$\frac{Americans}{A} \text{ are } \frac{\text{destroying rapidly wetlands, } \underline{faster than}}{B} \text{ an acre } \underline{\frac{\text{every two}}{D}} \text{ minutes.}$
	9.	The $\frac{\text{central}}{A} \frac{\text{banking}}{B}$ system of the United States $\frac{\text{consists}}{C}$ of twelve $\frac{\text{banks district}}{D}$.
1	10.	Telegraph service across the Atlantic was successful established in 1866.

TOEFL REVIEW EXERCISE (Skills 1–48): Choose the letter of the word or group of words that best completes the sentence.

1.	in wo	Berg, the top tournament winner omen's golf, eighty-three golf naments from 1935 through 1964.	2.	in ai	— with about fifteen times its v ir does gasoline allow the carb un smoothly.	_
	(A)	she won		(A)	It is mixed	
		winning		(B)		
	(C)	won		(C)	When mixed	
	, ,	who won		(D)	Only when mixed	
Cho	ose t	he letter of the underlined word or gro	oup (of wo	ords that is not correct.	
	_ 3.	The Colorado River reaches $\frac{\text{their}}{A}$ maxim	num	heig C	ght during April and May.	
	_ 4.	$\frac{\text{Plant proteins}}{A} \frac{\text{tend}}{B} \text{ to have } \frac{\text{few}}{C} \text{ amino a}$	cids	than	n proteins from animal sources \overline{D}	<u>.</u>
-	_ 5.	$\frac{\text{The }}{A} \text{ Viking spacecraft } \frac{\text{has }}{B} \text{ landed } \frac{\text{on }}{C} \text{ Matter } \frac{A}{A} \text{ landed } \frac{A}{A} lande$	ars ir T	ı July	y of 1976.	
	_ 6.	Admiral Byrd $\frac{\text{commanded}}{A}$ airplane $\frac{\text{exp}}{A}$	editi B	ons	$\frac{\text{over}}{C}$ both the Arctic $\frac{\text{or}}{D}$ the Arctic	tarctic.
	_ 7.	The advertising campaign will be based $\frac{A}{A}$	on t	he <u>re</u>	$\frac{\text{ecent}}{C} \frac{\text{completed}}{D}$ study.	
	_ 8.	Coronary occlusion $\frac{\text{results from }}{A}$ a disease	se <u>in</u>	whice B	ch fatty substances with a large	:
		$\frac{\text{amount}}{C} \text{ of cholesterol is deposited in th}$	e ar	teries	s.	
	_ 9.	Her money gave back as soon as she three $\frac{A}{A}$	eate:	ned t	to take the matter to court.	
	_ 10.	Other sites of fossil discoveries through	out V	Vyon	ming, ranging from the fiery B	
		Tyrannosaurus rex to the milder Tricerator	ps, h	ave p	proven equally excite.	

MORE PROBLEMS WITH ADJECTIVES _____

The previous section dealt with various problems related to both adjectives and adverbs. This section deals with a few problems that are related only to adjectives: (1) -ly adjectives, (2) predicate adjectives, and (3) -ed and -ing adjectives.

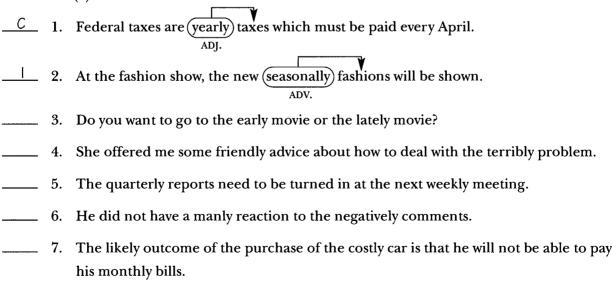
SKILL 49: RECOGNIZE -LY ADJECTIVES

Generally when a word ends in -ly in English, it is an adverb. However, there are a few words ending in -ly that are adjectives, and these -ly adjectives can cause confusion in written expression questions on the TOEFL test.

This example is correct, but it appears to be incorrect; it appears that there is an -ly adverb in front of the noun *report*. However, *weekly* is an adjective that describes the noun *report*. The following chart lists common -ly adjectives that can appear in English:

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

EXERCISE 49: Each of the following sentences contains at least one adjective or adverb ending in -ly. Circle the -ly words, and label them as either adjectives or adverbs. Draw arrows to the words they describe. Then indicate if the sentences are correct (C) or incorrect (I).



8. The days she spent at the beach house were lonely and solitarily.

	9.	She takes her daily medication on a regularly schedule.
-	10.	The kindly neighbor paid hourly visits to her unhealthily friend.

SKILL 50: USE PREDICATE ADJECTIVES CORRECTLY

Certain adjectives appear only in the predicate of the sentence; that is, they appear after a linking verb such as *be*, and they cannot appear directly in front of the nouns that they describe.

The snake on the rock was *alive*. The *alive** snake was lying on the rock.

In the first example, the predicate adjective *alive* is used correctly after the linking verb *was* to describe the subject *snake*. In the second example, the predicate adjective *alive* is used incorrectly in front of the noun *snake*. In this position, the adjective *live* should be used.

The following chart lists some common predicate adjectives and the corresponding forms that can be used in front of the noun:

	PREDICATI	ADJECTIVES		
PREDICATE ADJECTIVES		FORMS	USED IN FRONT OF A NOUN	
alike alive			like, similar live, living	
alone afraid			lone frightened	
asleep	Telegraphics		sleeping	

A predicate adjective appears after a linking verb such as be. It cannot appear directly in front of the noun that it describes.

EXERCISE 50: Each of the following sentences contains a predicate adjective or its related form. Circle the predicate adjectives or related forms. Then indicate if the sentences are correct (C) or incorrect (I).

<u>C</u>	1.	The two brothers do not look at all alike.
	2.	My friend brought the alive lobster to my house and expected me to cook it.
	3.	Are you going to be lone in the house tonight?
	4.	The afraid child cried for his mother.
	5.	Everyone else was asleep by the time I arrived home.
	6.	We completed our two projects in a like manner.
	7.	All of the crash victims were alive when they were found.
	8.	She tried to walk quietly by the asleep dogs without waking them.

- _____ 9. Were you feeling afraid when you heard the noise?
- _____ 10. According to the report, the president was shot by an alone gunman.

SKILL 51: USE -ED AND -ING ADJECTIVES CORRECTLY

Verb forms ending in -ed and -ing can be used as adjectives. For example, the verbal adjectives cleaned and cleaning come from the verb to clean.

The woman cleans the car.

VERB

The cleaning woman worked on the car.

ADJECTIVE

The woman put the cleaned car back in the garage.

ADJECTIVE

In the first example, *cleans* is the verb of the sentence. In the second example, *cleaning* is a verbal adjective describing *woman*. In the third example, *cleaned* is a verbal adjective describing *car*.

Verbal adjectives ending in -ed and -ing can be confused in written expression questions on the TOEFL test.

The cleaning* car...
The cleaned* woman...

The difference between an -ed and an -ing adjective is similar to the difference between the active and the passive (see Skills 37 and 38). An -ing adjective (like the active) means that the noun it describes is doing the action. The above example about the cleaning car is not correct because a car cannot do the action of cleaning: you cannot say that a car cleans itself. An -ed adjective (like the passive) means that the noun it describes is receiving the action from the verb. The above example about the cleaned woman is not correct because in this example a woman does not receive the action of the verb clean: this sentence does not mean that someone cleaned the woman.

The following chart outlines the key information that you should remember about *-ed* and *-ing* adjectives:

		-ED AND -ING ADJECTIV	(ES
TYPE	MEANING	USE	EXAMPLE
-ING	active	It does the action of the verb.	the happily <i>playing</i> children (The children <i>play</i> .)
-ED	passive	It receives the action of the verb.	the frequently played record (Someone plays the record.)

9		Circle the verbal adjectives. Draw arrows to the words they describe. Then indisentences are correct (C) or incorrect (I).
	1.	The teacher gave a quiz on the just completing lesson.
<u> </u>	2.	There is a fascinating movie at the theater tonight.
	3.	They thought that it had been a very satisfied dinner.
	4.	The empty bottles are to the left, and the filling bottles are to the right.
	5.	For lunch at the restaurant she ordered a mixed salad.
	6.	The students thought that it was an interesting assignment.
	7.	The shoppers were impressed by the reducing prices.
	8.	He can't afford to take long vacations to exotic places because he is a worked man.
	9.	I recently received several annoying phone calls from the insurance agent.
	10.	Today the bookkeeper will work on the unpaying bills.
arrows	s to	E (Skills 49–51): Circle the adjectives in each of the following sentences. Draw the nouns or pronouns they describe. Then indicate if the sentences are correct correct (I).
arrows	s to	the nouns or pronouns they describe. Then indicate if the sentences are correct
arrows	s to inc	the nouns or pronouns they describe. Then indicate if the sentences are correct correct (I).
arrows	to inc	the nouns or pronouns they describe. Then indicate if the sentences are correct correct (I). Her kindly words of thanks made me feel appreciating.
arrows	1. 2. 3.	the nouns or pronouns they describe. Then indicate if the sentences are correct correct (I). Her kindly words of thanks made me feel appreciating. After the earthquake, assistance was sent to the damaging areas.
arrows	1. 2. 3.	the nouns or pronouns they describe. Then indicate if the sentences are correct correct (I). Her kindly words of thanks made me feel appreciating. After the earthquake, assistance was sent to the damaging areas. Your view has some validity; however, we do not have alike opinions on the matter.
arrows	1. 2. 3.	the nouns or pronouns they describe. Then indicate if the sentences are correct correct (I). Her kindly words of thanks made me feel appreciating. After the earthquake, assistance was sent to the damaging areas. Your view has some validity; however, we do not have alike opinions on the matter. It is likely that the early seminar will not be the most interested.
arrows	1. 2. 3. 4. 5.	the nouns or pronouns they describe. Then indicate if the sentences are correct correct (I). Her kindly words of thanks made me feel appreciating. After the earthquake, assistance was sent to the damaging areas. Your view has some validity; however, we do not have alike opinions on the matter. It is likely that the early seminar will not be the most interested. I prefer a live theater show to a movie.
arrows	1. 2. 3. 4. 6.	the nouns or pronouns they describe. Then indicate if the sentences are correct correct (I). Her kindly words of thanks made me feel appreciating. After the earthquake, assistance was sent to the damaging areas. Your view has some validity; however, we do not have alike opinions on the matter. It is likely that the early seminar will not be the most interested. I prefer a live theater show to a movie. The thesis of your essay was not very well developed.
arrows	1. 2. 3. 4. 5. 6. 7.	the nouns or pronouns they describe. Then indicate if the sentences are correct forcet (I). Her kindly words of thanks made me feel appreciating. After the earthquake, assistance was sent to the damaging areas. Your view has some validity; however, we do not have alike opinions on the matter. It is likely that the early seminar will not be the most interested. I prefer a live theater show to a movie. The thesis of your essay was not very well developed. The asleep children were wakened by the loud sound of the crashing thunder.

EXERCISE 51: Each of the following sentences contains either an -ed or an -ing verbal

		XERCISE (Skills 49-51): Choose the letter of the underlined word or group of
words	tha	t is not correct.
	1.	As the only major American river that flowed in a west direction, the Ohio was the $\frac{1}{A}$
		preferred route for settlers.
	2.	During the annually salmon migration from the sea to $\frac{\text{fresh}}{B}$ water, Alaska's McNeil
		River becomes a gathering place for brown bears waiting eagerly to catch their fill. $\frac{\text{C}}{\text{D}}$
	3.	Edelman stresses the $\frac{\text{mounting}}{A}$ evidence $\frac{\text{showing}}{B}$ that $\frac{\text{greatly}}{C}$ variation on a
		microscopic scale is <u>likely</u> .
	4.	Perhaps the most $\frac{\text{welcoming}}{A}$ and $\frac{\text{friendly}}{B}$ of the park's wild places is the $\frac{\text{live}}{C}$ oak
		forest that surrounds the district's <u>alone</u> visitors' center in Gulf Breeze.
	5.	Halley's comet, $\frac{\text{viewing}}{A} \frac{\text{through}}{B}$ a telescope, was $\frac{\text{quite}}{C} \frac{\text{impressive}}{D}$.
	6.	The state of $\frac{\text{deep}}{A}$ $\frac{\text{asleep}}{B}$ is $\frac{\text{characterized}}{C}$ $\frac{\text{by}}{D}$ rapid eye movement, or REM, sleep.
	7.	$\frac{\text{Among }}{\text{A}}$ the $\frac{\text{disputing }}{\text{B}}$ $\frac{\text{sections }}{\text{C}}$ of the Monteverdi opera $\frac{\text{are }}{\text{D}}$ the sinfonia, the
		prologue, and the role of Ottone.
	8.	Most probably because of the likable rapport between anchors, the night newscast on $\frac{A}{A}$
		the local ABC affiliate has recently moved well beyond its competitors in the ratings
		battle.
	9.	$\frac{\text{Signing }}{A} \text{ at the } \underbrace{\text{outset }}_{B} \text{ of a business deal, a contract offers the participants }}_{C} \underbrace{\text{a certain }}_{C}$
		degree of legal protection from $\frac{\text{costly}}{D}$ mistakes.
	10.	The story presented by Fischer is a $\frac{\text{headlong}}{A}$ tale told so $\frac{\text{effectively}}{B}$ that
		$\frac{\text{its momentum}}{C}$ carries the reader right through the live endnotes.

3. The daughters of Joseph LaFlesche were

born into the generation of Omaha forced to abandon tribal traditions,

TOEFL REVIEW EXERCISE (Skills 1–51): Choose the letter of the word or group of words that best completes the sentence.

1. During the early nineteenth century, the

Spanish missions in Alta, California

____ to be an integral part of the

	econo regio	omy and productive capacity of the n.		$_$ on the reservation, and to adapt to white man's ways.
	(B) (C)	proved they proved they proved it proved it	(A) (B) (C) (D)	maturing
2.	suitab (A) (B) (C)	ther hurdles remain before 4. ble for private cars. fuel cells become fuel cells become that fuel cells become	min pub (A) (B)	ong the most revealing aspects of ing towns their paucity of lic open space. was were it was so
Cho	ose th	ne letter of the underlined word or group	of wo	ords that is not correct.
	_ 5.	Factor analysis is used to discover how many C performance.	abili	ties are <u>involve</u> in intelligence test
	_ 6.	One of the <u>early</u> orders of marine mammals $\frac{\text{million}}{C}$ years ago $\frac{\text{from}}{D}$ land animals.	, man	hatees have evolved more than fifty B
	_ 7.	Dolphins and chimps $\frac{\text{are }}{A} \frac{\text{like }}{B} \frac{\text{in that they }}{C}$	ave b	een shown to have language skills.
	_ 8.	In the appendix at the $\frac{\text{end}}{A}$ of the chapter $\frac{\text{an}}{A}$ completion correct of the form.	_	e instructions to be used for the
	_ 9.	$\frac{\text{Used sound that var' so ot only in time but}}{A} = \frac{\text{Used bound that var' so ot only in time but}}{B}$ $\frac{\text{communicate with sonarlike "pictures."}}{D}$	in spa C	ace, whales at close range may
	10.	The 1898 Trans-Mississippi International Ex	positi	$\frac{has}{A}$ the distinction $\frac{of being}{B}$ the
		last major fair which held during the Victor	ian po	eriod.

PROBLEMS WITH ARTICLES _

Articles are very difficult to learn because there are many rules, many exceptions, and many special cases. It is possible, however, to learn a few rules that will help you to use articles correctly much of the time.

Nouns in English can be either countable or uncountable. If a noun is countable, it must be either singular or plural. In addition to these general types of nouns, there are two types of articles: definite (specific) and indefinite (general).

ARTICLES	COUNTABLE	COUNTABLE	UNCOUNTABLE
	SINGULAR NOUNS	PLURAL NOUNS	NOUNS
INDEFINITE	a dollar	dollars	money
(General)	an apple	apples	juice
DEFINITE	the dollar	the dollars	the money
(Specific)	the apple	the apples	the juice

SKILL 52: USE ARTICLES WITH SINGULAR NOUNS

You can see from the chart that if a noun is either countable plural or uncountable, it is possible to have either the definite article *the* or no article (indefinite). With *all* countable singular nouns, however, you must have an article (unless you have another determiner such as *my* or *each*).

I have *money*. (uncountable — no article needed)
I have *books*. (countable plural — no article needed)
I have a *book*. (countable singular — article needed)

The following chart outlines the key information that you should remember about articles with singular nouns:

ARTICLES WITH SINGULAR NOUNS

A singular noun **must** have an article (a, an, the) or some other determiner such as my or each. (A plural noun or an uncountable noun **may** or **may not** have an article.)

EXERCISE 52: The following sentences contain different types of nouns. Circle only the countable singular nouns. Mark where articles (or determiners) have been omitted. Then indicate if the sentences are correct (C) or incorrect (I).

	1.	She is taking vith friends.
<u> </u>	2.	In my (yard) there are flowers, trees, and grass.
	3.	The manager sent memo to his employees.
	4.	There is car in front of the building.
	5.	The child and his friends are having milk and cookies

	6.	She is studying to be an actress in films.
	7.	My neighbor was arrested for throwing rocks through windows.
	8.	We have machinery that prints ten pages each minute.
	9.	Teacher has many students during a semester.
	10.	Can you heat water for tea?

SKILL 53: DISTINGUISH A AND AN

The basic difference between a and an is that a is used in front of consonants and an is used in front of vowels (a, e, i, o, u):

a book	an orange
a man	an illness
a page	an automobile

There are two exceptions to this rule: u and h. When u is pronounced like the consonant y (as in usual), it is preceded by the article a rather than an. When h is not pronounced (as in honor), it is preceded by the article an rather than a. Pronounce the following examples:

$a\ u$ niversity	an unhappy man	a hospital	an honor
a unit	an understanding	a heart	an herb

The following chart outlines the key information about the use of a and an:

A	A is used in front of a singular noun with a consonant sound.	
AN	An is used in front of a singular noun with a vowel sound.	

EXERCISE 53: Each of the following sentences contains a or an. Circle each a or an. Underline the beginning of the word that directly follows. Pronounce the word. Then indicate if the sentences are correct (C) or incorrect (I).

cate II	uie	sentences are correct (G) or incorrect (1).
	1.	The dishwasher quit his job because he was making only four dollars a hour.
C	2.	It was an unexpected disappointment to receive a rejection letter from the university.
	3.	It is raining, so you should bring a umbrella.
	4.	He bought a half gallon of milk and a box of a hundred envelopes.
	5.	An objection was raised because it was such a unacceptable idea.

-	6.	The workers at the plant do not belong to a union.
	. 7.	The police officer was not wearing an uniform when she arrested the suspect.
	. 8.	If you do not give me a hand, finishing the project on time will be an impossibility.
	9.	She was upset when a honest mistake was made.
	10	She opened a account at a local department store

SKILL 54: MAKE ARTICLES AGREE WITH NOUNS

The definite article (*the*) is used for both singular and plural nouns, so agreement is not a problem with the definite article. However, because the use of the indefinite article is different for singular and plural nouns, you must be careful of agreement between the indefinite article and the noun. One very common agreement error is to use the singular indefinite article (*a* or *an*) with a plural noun.

He saw a^* new movies. They traveled to a^* nearby mountains. Do you have another* books?

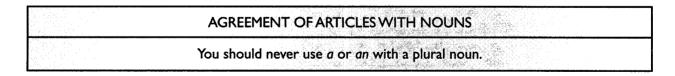
In these examples, you should not have a or an because the nouns are plural. The following sentences are possible corrections of the sentences above.

He saw a new movie. (singular)
He saw new movies. (plural)

They traveled to a nearby mountain. (singular)
They traveled to nearby mountains. (plural)

Do you have another book? (singular)
Do you have other books? (plural)

The following chart states the key point for you to remember about the agreement of articles with nouns:



EXERCISE 54: Each of the following sentences contains a or an. Circle each a or an. Draw an arrow to the noun it describes. Then indicate if the sentences are correct (C) or incorrect (I).

<u>C</u>	1.	She went to school in a local community.
	2.	The doctor used an other pills.
	3.	It is necessary to have a farm or land of your own.
	4.	He must contact a members of the club.

 5.	You will need a pen or a pencil.
 . 6.	He is responsible for bringing a number of items.
 7.	You must write a report on a subjects of your choice.
 . 8.	They crossed through several forests and a stream.
 9.	There will be another important lessons tomorrow.
 10.	He could not give me a good reasons for what he did.

SKILL 55: DISTINGUISH SPECIFIC AND GENERAL IDEAS

With countable singular nouns it is possible to use either the definite or the indefinite article, but they have different meanings. The definite article is used to refer to one specific noun.

Tom will bring *the* book tomorrow. (There is one specific book that Tom will bring tomorrow.)

He will arrive on *the* first Tuesday in July. (There is only one first Tuesday in July.)

He sailed on *the* Pacific Ocean. (There is only one Pacific Ocean.)

The indefinite article is used when the noun could be one of several different nouns.

Tom will bring *a* book tomorrow. (Tom will bring any one book.)

He will arrive on *a* Tuesday in July. (He will arrive on one of four Tuesdays in July.)

He sailed on an ocean.

(He sailed on any one of the world's oceans.)

The following chart outlines the key information that you should understand about specific and general ideas:

SPECIFIC AND GENERAL IDEAS		
ARTICLE	MEANING	USES
A Or AN	general idea	Use when there are <i>many</i> , and you do not <i>know</i> which one it is. Use when there are <i>many</i> , and you do not <i>care</i> which one it is.
THE	specific idea	Use when it is the only one. Use when there are many, and you know which one it is.

articles	. D	E 55: Each of the following sentences contains one or more articles. Circle the raw arrows to the nouns they describe. Then indicate if the sentences are correct
(C) or	ınc	orrect (I).
	1.	He took a trip on a Snake River.
<u> </u>	2.	I'll meet you at the library later.
	3.	The ball hit a child on a head.
	4.	He had a best grade in the class on the exam.
	5.	The people who came here yesterday were here again today.
	6.	She was a most beautiful girl in the room.
	7.	The trip that I took last year to the Bahamas was the only vacation I had all year.
	8.	I need a piece of paper so that I can finish the report that I am working on.
	9.	A basketball player threw the ball to a center of the court.
1	0.	The sixth-grade class went on a field trip to visit a Lincoln Memorial.
		E (Skills 52–55): Circle the articles in the following sentences. Then indicate if aces are correct (C) or incorrect (I).
		He took a money from his wallet to pay for sweater.
	2.	The notebook that he left had an important assignment in it.
	3.	Because of previous disagreements, they are trying to arrive at an understanding.
	4.	The appearance of room could be improved by adding a green plants.
	5.	The Senate passed law banning smoking in public workplaces.
	6.	Each chemistry student should bring laboratory manual to a next class.
-	7.	She admitted that she made mistake but said that she had made a honest effort.
	8.	His absence from the board meeting was a strong indications of his desire to leave the company.
	9.	The car needed gas, so the driver stopped at a service station.
1	0.	Anyone taking group tour to the Hawaiian Islands must pay fee before a first of the month.

	EXERCISE (Skills 52–55): Choose the letter of the underlined word or group of nat is not correct.
1	. On a trip down to the bottom of the Grand Canyon, the equipment will in all probability be carried by a burros. \overline{D}
2	Ford designed the first large-scale assembly line at plant in Highland Park, Michigan. B To D
2	In the human body, blood flows from $\frac{a}{B}$ heart through the arteries, and it returns through the veins.
4	The scholarship that Wilson received to study history at Cambridge presented an \overline{D} unique opportunity.
5	is a strongest at the polar regions.
6	C D A radar images of Venus add details about a planet dominated by volcanoes and lava.

8. An human ear responds to a wide range of frequencies.

9. Bacteria that live in soil and water play a vital role in recycling carbon, nitrogen,

Sulfur, and another chemical elements used by living things.

system of privately owned banks chartered by a federal government.

_____ 10. During the U.S. Civil War, an American balloonist organized a balloon corps in $\frac{Army}{D}$.

_ 7. In 1863 and 1864, the U.S. Congress passed the National Bank Acts, which set up a

TOEFL REVIEW EXERCISE (Skills 1–55): Choose the letter of the word or group of words that best completes the sentence.

- 1. In economics, "diminishing returns" describes _____ resource inputs and production.
 - (A) among
 - (B) when it is
 - (C) among them
 - (D) the relationship between

- 2. When lava reaches the surface, its temperature can be ten times _____ boiling water.
 - (A) the temperature
 - (B) that of
 - (C) it is
 - (D) more

3. Rarely ____ remove the entire root of a

dandelio sturdines	n because of its length and s.
(B) the (C) the	the casual gardener casual gardener casual gardener will s the casual gardener's
Choose the le	etter of the underlined word or group of words that is not correct.
4. O _I	peras can be $\frac{\text{broadly}}{A} \frac{\text{classified}}{B}$ as either comedies $\frac{\text{or}}{C} \frac{\text{they are tragedies}}{D}$.
5. Tu	ngsten has the highest melting point of all metals, and for this reason it is often
$\frac{us}{B}$	e in equipment that must withstand high temperatures.
6. <u>W</u>	hereas there are forty-three ant species in Great Britain, the same amount of ant $\frac{A}{A}$
spo	ecies can be found in a single tree in Peru. \overline{D}
7. Pe	ople voice theirs opinions first in small groups or among friends and $\frac{B}{B}$
ace	quaintances. D
8. Ins	side the Lincoln Memorial is a large statue of Lincoln make from white marble. $\frac{A}{A} = \frac{A}{B} = \frac{A}$
9. <u>D</u> e	etailed photometric data of the area just north of Triton's equatorial region
inc	$\frac{\text{dicate}}{B} \text{ the existence of a } \frac{\text{thin, transparent}}{C} \frac{\text{layers of frost.}}{D}$
10. U.	S. census figures $\frac{\text{indicate}}{A}$ that people with only $\frac{\text{an}}{B}$ elementary education can earn
	t half as much as college graduations. D

PROBLEMS WITH PREPOSITIONS.

Prepositions can be used in two ways: in a literal way and in an idiomatic way. In the literal use, the preposition means exactly what you expect.

The boy ran *up* the hill. She went *in* the house.

In the first example, the preposition *up* means that the boy went in the direction *up* rather than *down*. In the second example, the preposition *in* means that she went *into* rather than *out of* the house.

In the idiomatic use, which is what appears most often on the TOEFL test, the preposition appears in an idiomatic expression; that is, its meaning in this expression has nothing to do with the literal meaning.

I call up my friend. He succeeded in passing the course.

In the first example, the word up has nothing to do with the direction up. To call up someone means to telephone someone. In the second example, the word in has nothing to do with the meaning of into or inside; it is simply idiomatic that the word in is used after the verb succeed.

It is impossible to list all potential idiomatic expressions with their prepositions because there are so many expressions that could appear on the TOEFL test. However, in this chapter you can practice recognizing problems with prepositions in TOEFL-type questions. Then, when you are working in written expression questions on the TOEFL test, you should be aware that idiomatic errors with prepositions are common in that section. There are two common types of problems with prepositions that you should expect: (1) incorrect prepositions and (2) omitted prepositions.

SKILL 56: RECOGNIZE INCORRECT PREPOSITIONS

Sometimes an incorrect preposition is given in a sentence in written expression questions on the TOEFL test.

The game was called *on** because of rain. I knew I could count *in** you to do a good job.

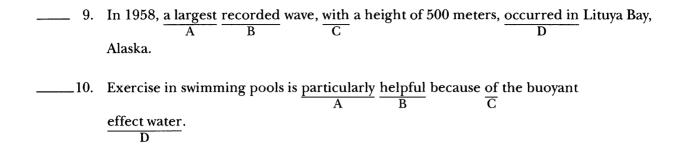
The first example should say that the game was called off because of rain. The expression called off means canceled, and that is the meaning that makes sense in this sentence. To call on someone is to visit someone, and this meaning does not make sense in this example. In the second example, it is not correct in English to count in someone. The correct expression is to count on someone.

EXERCISE 56: Each of the following sentences contains at least one preposition. Circle the prepositions. Then indicate if the sentences are correct (C) or incorrect (I).
2. I know I can rely in you to be here on time.
3. If you need more light to read, turn on the lamp next to you.
4. Parents always try to bring at their children to be thoughtful.
5. I'll have to consult to my attorney before making a decision.
6. Walt has lost his keys, so he must look for them.
7. I just don't approve at your cheating on the exam.
8. Smoking is forbidden, so you should put out your cigarette.
9. Failure to pass the test will result to the loss of your license.
10. It is unlawful for parolees to associate with known felons.
Skill 57: RECOGNIZE WHEN PREPOSITIONS HAVE BEEN OMITTED Sometimes a necessary preposition has been omitted from a sentence in written expression questions on the TOEFL test.
Can you wait* me after the game? I plan* attending the meeting.
The first example is incorrect because it is necessary to say wait <u>for</u> me. The second example is incorrect because it is necessary to say <u>plan on</u> attending.
EXERCISE 57: Prepositions have been omitted in some of the following sentences. Mark where prepositions have been omitted. Then indicate if the sentences are correct (C) or incorrect (I).
1. If you take this job, it will be necessary to deal Vother departments.
3. In the discussion, Rob sided the rest.
4. The board turned his suggestion for the project because it was too costly.
5. He can always depend his friends.
6. While Mrs. Sampson went shopping, a baby-sitter looked the children.
7. I know Steve believes what you told him.

_____ 8. Children should beware strangers.

	9.	It was difficult to make a decision about buying a house.
	10.	Tom blamed his brother the dent in the car.
		E (Skills 56–57): Circle the prepositions in the following sentences. Mark where been omitted. Then indicate if the sentences are correct (C) or incorrect (I).
	1.	The students must hand in their homework.
	2.	It will be difficult to forgive you of breaking your promise.
	3.	Elizabeth excels math and science.
	4.	She insisted on going to work in spite of her cold.
	5.	Bob reminds me to his father because he looks just like him.
	6.	If you are cold, you should put on your sweater.
	7.	Mr. Sanders is not here now, but he will call you when he returns.
	8.	I do not want to interfere your plans.
	9.	Alan waited Marie after school.
	10.	Bill laughs me whenever he looks me.
		XERCISE (Skills 56–57): Choose the letter of the underlined word or group of t is not correct.
	1.	Amelia Earhart, the first woman to fly solo across the Atlantic, disappeared on June 1937 while attempting to fly around the world.
	2.	The occurrence edema indicates the presence of a serious illness. $\frac{D}{D}$
	3.	Atomic nuclei are believed to be composed by protons and neutrons in equal
		A B C D numbers for the lighter elements.
	4.	$\frac{\text{According legend}}{A}, \text{ Betsy Ross } \underbrace{\frac{\text{designed and sewed}}{B}} \text{ the } \underbrace{\frac{\text{first }}{C}} \text{ American } \underbrace{\frac{\text{flag}}{D}}.$
	5.	The $\frac{\text{middle ear}}{A}$ is attached $\frac{\text{for}}{B}$ the back $\frac{\text{of}}{C}$ the throat $\frac{\text{by}}{D}$ the eustachian tube.
	6.	Plants that sprout, grow, bloom, produce seeds, and die within one year are classified
		$\frac{\text{for annuals.}}{D}$
	7.	A marionette is $\frac{\text{controlled by}}{A} \frac{\text{means strings}}{B} \frac{\text{connected}}{C} \frac{\text{to wooden bars.}}{D}$

8.	In July of 1861, Pat Garrett killed Billy the Kid in a house close Fort Sumner. $\frac{1}{A} \frac{1}{B} \frac{1}$
9.	Many comfort heating systems $\underbrace{\text{using}}_{A}$ steam as a working fluid $\underbrace{\text{operate}}_{C}$ at the
	convection principle.
10.	Mars's $\underline{\frac{\text{two small}}{A}}$ moons are $\underline{\frac{\text{irregularly}}{B}}$ $\underline{\frac{\text{shaped}}{C}}$ and covered $\underline{\frac{\text{for craters.}}{D}}$
	EVIEW EXERCISE (1–57): Choose the letter of the word or group of words that pletes the sentence.
	y matter, heat tends to flow to 3 Army camps near Washington, D.C., in 1861, Julia Ward Howe wrote "The Battle Hymn of the Republic."
(B) (C)	hotter parts there are hotter parts from the hotter parts toward the hotter parts (C) When visited (D) When was she visiting
costu	in authorities claim that the mes that people wear to parties . into their personalities.
(B) (C)	give subtle insights they give subtle insights which give subtle insights subtle insights
Choose th	ne letter of the underlined word or group of words that is not correct.
4.	The body depends in food as its primary source of energy. $\frac{1}{A} = \frac{1}{B} = \frac{1}{C} = \frac{1}{D}$
5.	Regular programming was interrupted to broadcast a special news bulletins.
6.	Sulfa drugs had been $\frac{\text{used}}{A}$ to treat $\frac{\text{bacterial infection}}{B}$ until penicillin $\frac{\text{becomes}}{C}$ widely
	available.
7.	Plans for both the International Monetary Fund or the World Bank were drawn up at $\frac{C}{C}$
0	the Bretton Woods Conference.
8.	Seldom Antarctic icebergs will move far enough north to disturb South Pacific A B C shipping lanes.
	D D



PROBLEMS WITH USAGE _

In English certain groups of words have similar uses, and these words are sometimes confused in written expression questions on the TOEFL test. Although various usage problems are possible on the TOEFL test, the following problems are the most common: (1) when to use *make* and *do*; (2) when to use *like*, *unlike*, and *alike*; and (3) when to use *other*, *another*, and *others*.

SKILL 58: DISTINGUISH MAKE AND DO

Make and do can be confused in English because their meanings are so similar. Since the difference between make and do is tested on the TOEFL test, you should learn to distinguish them.

Make often has the idea of *creating* or *constructing*. The following expressions show some of the possible uses of *make*:

She likes to *make* her own clothes.

Would you like to *make* a cake for dessert?

If you *make* a mistake, you should correct it.

He was unable to *make* a response to the threat.

Do often has the idea of *completing* or *performing*. The following expressions show some of the possible uses of *do*:

This morning she *did* all the dishes.

The students *are doing* the assignments.

The janitors *did* the work they were assigned.

You can *do* your laundry at the laundromat.

These are only some of the uses of *make* and *do*. Many uses of *make* and *do* are idiomatic and therefore difficult to classify.

EXERCISE 58: Each of the following sentences contains *make* or *do*. Circle *make* or *do*. Draw arrows to the nouns that complete the expressions. Then indicate if the sentences are correct (C) or incorrect (I).

	1.	The biology student did several mistakes in the lab report.
<u> </u>	2.	I hope that you will be able to do me a favor this afternoon.
	3.	No matter what job she has, she always makes her best.
	4.	The runner did a strong effort to increase her speed in the mile race.
***********	5.	It is comforting to think that your work can make a difference.
	6.	His grade was not very good because he had not done his homework.
	7.	In this job you will make more money than in your previous job.
	8.	He was unable to do dinner because no one had done the lunch dishes.
	9.	It is a pleasure to work with someone who always makes the right thing.
	10.	If you make a good impression at your job interview, you will get the job.

SKILL 59: DISTINGUISH LIKE, ALIKE, AND UNLIKE

Like, alike, and unlike are easily confused because they look so similar and they have many different uses. There are several structures with like, alike, and unlike that you should be familiar with.

The first structures you should already be familiar with are the adjectives *alike* and *like* (see Skill 50). Study the use of *alike* and *like* in the following examples.

```
John and Tom are alike.
John and Tom worked in a like manner.
```

In both these examples, *alike* and *like* are adjectives that mean *similar*. In the first example, *alike* is a predicate adjective describing *John* and *Tom*. Because *alike* is a predicate adjective, it can only be used after a linking verb such as *are*. In the second example, *like* is the adjective form that is used immediately before the noun *manner*.

The next structures you should be familiar with are the prepositions *like* and *unlike*, which have opposite meanings. Because they are prepositions, they must be followed by objects.

```
John is (like Tom).
John is (unlike Tom).
```

In the first example, the preposition *like* is followed by the object *Tom*. It means that Tom and John are similar. In the second example, the preposition *unlike* is followed by the object *Tom*. It means that Tom and John are not similar.

The prepositions *like* and *unlike* can also be used at the beginning of a sentence.

```
(Like Tom), John is tall. (Unlike Tom), John is tall.
```

In the first example, the preposition *like* is followed by the object *Tom*. It means that Tom is tall. In the second example, the preposition *unlike* is followed by the object *Tom*. It means that Tom is not tall.

The following chart outlines the structures and meanings of sentences with *like*, *alike*, and *unlike*:

		LIKE, ALI	KE, AND UNLIKE	
•	GRAMMAR	MEANING	USE	
like alike	adjective adjective	similar similar	As an adjective, like is used before a noun. As an adjective, alike is used after a linking verb.	
like unlike	preposition preposition	similar different	Both prepositions are followed by objects. They can both be used in many positions, including at the beginning of the sentence.	

EXERCISE 59: Each of the following sentences contains *like, alike,* or *unlike.* Circle the *like* words. Then indicate if the sentences are correct (C) or incorrect (I).

	1.	The two routes you have chosen for the trip are like.
C	2.	The science books this semester are like the books used last semester.
	3.	Alike the restaurant where we usually eat, this new restaurant has early-bird specials.
	4.	Unlike the traditional red fire engines, the new fire engines are yellow.
	5.	The two girls were embarrassed because they were wearing alike dresses.
	6.	The new piece that the pianist is preparing is unlike any she has ever played before.
	7.	Like the Washington Zoo, the San Diego Zoo had several panda bears.
	8.	The insurance package offered by that company is exactly alike the package our company offers.
	9.	Any further work done in a like fashion will be rejected.
	10.	It is unfortunate that the covers for this year's and last year's albums are so alike.

SKILL 60: DISTINGUISH OTHER, ANOTHER, AND OTHERS

Other, another, and others are very easy to confuse. To decide how to use each of them correctly, you must consider three things: (1) if it is singular or plural, (2) if it is definite (the) or indefinite (a, an), and (3) if it is an adjective (it appears with a noun) or if it is a pronoun (it appears by itself).

	SINGULAR	PLURAL
INDEFINITE	I have another book. (ADJ) I have another. (PRO)	I have other books. (ADJ) I have others. (PRO)
DEFINITE	I have the other book. (ADJ) I have the other. (PRO)	I have the other books. (ADJ) I have the others. (PRO)

Notice that you use *another* only to refer to an indefinite, singular idea. *Others* is used only as a plural pronoun (not accompanied by a noun). In all other cases, *other* is correct.

		E 60: Each of the following sentences contains other, another, or others. Circle other, others. Then indicate if the sentences are correct (C) or incorrect (I).
C_	1.	It is essential to complete the first program before working on the others.
	2.	The waitress will bring you the another bowl of soup if you want.
	3.	You should pack another pair of shoes in case that pair gets soaked.
	4.	It is difficult to find others workers who are willing to work such long hours.
	5.	Since the lamp you wanted is out of stock, you must choose another.
	6.	The other desk clerk must have put that message in your mailbox.
	7.	If your identification card is lost or stolen, you cannot get another.
	8.	Because they were not pleased with the hotel accommodations last year, they have decided to try a other hotel this year.
	9.	As some students moved into the registration area, others took their places in line.
	10.	The printer will not function unless it has another cartridges.
		E (Skills 58–60): Circle the words in the following sentences that are commonly on the TOEFL test. Then indicate if the sentences are correct (C) or incorrect (I).
	1.	When the car's odometer reached 100,000, she decided that it was time to buy another car.
	2.	Every time someone does an error in the program, several extra hours of work are created.
	3.	Like the fashions shown in this magazine, the fashions in the other magazine are quite expensive.
	4.	Because the main highway is crowded at this hour, the driver should try to find

another routes to the stadium.

5.	Although the two signatures are supposed to be exactly the same, they are not at all like.
6.	The decorators did the shopping for the material and made curtains for the windows.
7.	Before the administrator reads the stack of papers on his desk, he should sign the others that are on the file cabinet.
8.	The committee is doing the arrangements for the Saturday evening banquet.
9.	When he made several other big mistakes, he did his apologies to the others in the office.
10.	Perhaps the designer could select others styles if these are inappropriate.
	EXERCISE (Skills 58–60): Choose the letter of the underlined word or group of at is not correct. The buffalo and the bison are like except for the size and shape of the head and
	$\frac{A}{A} = \frac{A}{B} = \frac{A}{C} = \frac{A}{D}$ shoulders.
2.	$\frac{Other\ interesting}{A}\ aspect\ of\ tachistopic\ training\ in\ recent\ years\ \frac{has\ been}{C}\ the$ newfound use by professional teams.
3.	$\frac{\text{Only about } 3 \text{ percent of } \underbrace{\text{oil wells}}_{B} \underbrace{\text{actually }}_{C} \underbrace{\text{do}}_{D} \text{a profit.}$
4.	$\frac{\text{Dislike}}{A} \text{ sumac with red berries, sumac with white berries is poisonous.}}{C}$
5.	Pittsburgh has reduced its smog by requiring $\frac{\text{more}}{B}$ complete oxidation of fuel in cars,
	and others cities can do the same thing. $\frac{1}{C} = \frac{1}{D}$
6.	$\frac{\text{Alike}}{\text{A}} \frac{\text{all other}}{\text{B}} \frac{\text{other}}{\text{C}}$ mammals, dolphins $\frac{\text{have}}{\text{D}}$ lungs.
7.	Up to World War II $\frac{\text{almost all important research in physics had been } \frac{\text{made in }}{B}$
	universities, with only university funds for support. \overline{C}
8.	Because the plan that was made yesterday is no longer feasible, the manager had to $\frac{A}{C}$ choose another alternatives.
0	<u>D</u>
9.	Particles with unlike charges attract each other, while particles with alike charges $\frac{A}{C}$ repel each other
	repel each other.
10.	$\frac{\text{One another surprising method of forest conservation is }}{A} \frac{\text{controlled cutting of trees.}}{B}$

TOEFL REVIEW EXERCISE (Skills 1–60): Choose the letter of the word or group of words that best completes the sentence.

1.	Arm	d Bill Hickok for the Union by during the Civil War by posing as a federate officer.	2.	diffi	was unusable as farmland and cult to traverse, the Badlands is an in South Dakota.
	(A) (B) (C) (D)	spied spying a spy was spied		(B) (C)	So named because it Because of It Naming it
Cho		the letter of the underlined word or grou	ıp o		
	_ 3.	Titania, photographed by Voyager 2 in 198 A another moons of Uranus.	36, <u>I</u>	has si B	gnificantly fewer craters than
	_ 4.	The author Francis Scott Key Fitzgerald is	s <u>be</u>	etter <u>l</u> B	$\frac{\text{know}}{C} \frac{\text{as F. Scott Fitzgerald.}}{D}$
	_ 5.	1	tur	$\frac{\text{e is tl}}{A}$	
		be $\frac{\text{took}}{C}$ to the country to $\frac{\text{see nature}}{D}$.			
	_ 6.	This machine can print on a single pieces $\frac{A}{A}$ front of the machine.	s of	`раре	er, but $\frac{\text{only}}{C}$ if the lever is $\frac{\text{facing}}{D}$ the
	_ 7.		ke A	that o	of deciduous teeth, $\frac{\text{begins}}{C}$ before
		D			
	_ 8.	A crowd of several hundred $\frac{fan}{B}$ watched	the	cere	mony $\frac{\text{from behind}}{D}$ a fence.
	_ 9.	$\frac{\text{Unlike}}{A} \frac{\text{other}}{B} $ architects of the early mode	rn:	move	ment, Alvar Aalto stressed
		informality, personal expression, $\frac{\text{romanti}}{C}$	<u>c</u> , a	ınd re	egionality in $\frac{\text{his work}}{D}$.
	_ 10.	$\frac{\text{Color blindness}}{A} \text{ may } \frac{\text{exist}}{B} \text{ at birth or may}$ injury.	oco	cur <u>la</u>	$\frac{\text{ter in }}{C}$ life as a result for disease or $\frac{D}{D}$

STRUCTURE POST-TEST (Paper)

SECTION 2 STRUCTURE AND WRITTEN EXPRESSION

Time—25 minutes (including the reading of the directions) Now set your clock for 25 minutes.

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

Structure

<u>Directions:</u> Questions 1–15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the <u>one</u> word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

Look at the following examples.

Example I	Sample Answer	
The president the election by a landslide.	(B)	
(A) won	©	
(B) he won	(D)	
(C) yesterday		
(D) fortunately		

The sentence should read, "The president won the election by a landslide." Therefore, you should choose (A).

Example II	Sample Answer
When the conference?	(A)
(A) the doctor attended	© (0)
(B) did the doctor attend	Ф
(C) the doctor will attend	
(D) the doctor's attendance	

The sentence should read, "When did the doctor attend the conference?" Therefore, you should choose (B).

Now, begin work on the questions.



1.	range in color from pale yellow to bright orange.	7.	The Caldecott Medal, for the best children's picture book, is awarded each January.
	(A) Canaries(B) Canaries which(C) That canaries(D) Canaries that are		(A) is a prize which(B) which prize(C) which is a prize(D) is a prize
2.	Carnivorous plants insects to obtain nitrogen. (A) are generally trapped (B) trap generally (C) are trapped generally (D) generally trap	8.	Sports medicine is a medical specialty that deals with the identification and treatment of injuries to persons (A) sports are involved (B) involved in sports (C) they are involved in sports
3.	A federal type of government results in (A) a vertical distribution of power (B) power is distributed vertically (C) vertically distributed (D) the distribution of power is vertical	9.	 (D) sports involve them The Wilmington Oil Field, in Long Beach, California, is one of oil fields in the continental United States. (A) productive (B) the most productive
4.	February normally has twenty-eight days, but every fourth year, has twentynine. (A) there (B) its (C) is a leap year (D) a leap year, it	10.	(C) most are productive (D) productivity Thunder occurs as through air, causing the heated air to expand and collide with layers of cooler air. (A) an electrical charge
5.	Evidence suggests that one-quarter of operations bypass surgery may be unnecessary. (A) they involve (B) involve	11.	 (B) passes an electrical charge (C) the passing of an electrical charge (D) an electrical charge passes The population of Houston was ravaged by yellow fever in 1839 in 1867.
6.	(C) involving (D) which they involve a tornado spins in a counterclockwise direction in the northern hemisphere, it spins in the opposite direction in the southern hemisphere. (A) However		(A) it happened again(B) and again(C) was ravaged again(D) again once more
	(B) Because of(C) Although(D) That		



- 12. Researchers have long debated _____ Saturn's moon Titan contains hydrocarbon oceans and lakes.
 - (A) over it
 - (B) whether the
 - (C) whether over
 - (D) whether
- 13. According to Bernoulli's principle, the higher the speed of a fluid gas, _____ the pressure.
 - (A) it will be lower
 - (B) lower than the
 - (C) the lower
 - (D) lower it is

- 14. The flight instructor, _____ at the air base, said that orders not to fight had been issued.
 - (A) when interviewed
 - (B) when he interviewed
 - (C) when to interview
 - (D) when interviewing
- 15. In the northern and central parts of the state of Idaho _____ and churning rivers.
 - (A) majestic mountains are found
 - (B) are majestic mountains found
 - (C) are found majestic mountains
 - (D) finding majestic mountains



Written Expression

<u>Directions:</u> In questions 16–40, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the <u>one</u> underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Look at the following examples.

Example I	Sample Answer
$\frac{\text{The four string on a violin are tuned}}{\overline{A}} \text{ on a violin } \frac{\overline{A}}{\overline{C}} \frac{\overline{A}}{\overline{D}}$	(A) (C)
in fifths.	(D)

The sentence should read, "The four strings on a violin are tuned in fifths." Therefore, you should choose (B).

Example II	Sample Answer
The research $\frac{\text{for the book } Roots}{A}$ $\frac{\text{taking }}{C}$	(A) (B)
Alex Haley twelve years.	D

The sentence should read, "The research for the book *Roots* took Alex Haley twelve years." Therefore, you should choose (C).

Now, begin work on the questions.



- 16. Light can travels from the Sun to the Earth in eight minutes and twenty seconds. $\frac{Light}{A}$
- 17. Every human $\frac{\text{typically}}{A}$ $\frac{\text{have}}{B}$ twenty-three $\frac{\text{pairs of}}{C}$ chromosomes in $\frac{\text{most cells}}{D}$.
- 18. $\frac{\text{In the}}{A} \frac{\text{sport}}{B}$ of fencing, three $\frac{\text{type}}{C}$ of swords $\frac{\text{are used}}{D}$: the foil, the epee, and the sabre.
- 19. The Internal Revenue Service uses computers to check tax return computations, to determine the reasonableness of deductions, and for verifying the accuracy of $\frac{\text{reported income.}}{D}$
- 20. There was four groups of twenty rats each involved in the test. \overline{B}
- 21. The type of jazz $\frac{\text{known as}}{A}$ "swing" was $\frac{\text{introduced}}{B}$ by Duke Ellington when $\frac{\text{he}}{C}$ wrote and $\frac{\text{records}}{D}$ "It Don't Mean a Thing If It Ain't Got That Swing."
- 22. The bones of mammals, $\underline{\text{not alike}}$ $\underline{\frac{\text{those}}{B}}$ of $\underline{\frac{\text{other}}{C}}$ vertebrates, $\underline{\frac{\text{show}}{D}}$ a high degree of differentiation.
- 23. The United States $\frac{\text{receives}}{A}$ a $\frac{\text{large amount}}{B}$ of revenue from $\frac{\text{taxation}}{C}$ of $\frac{a}{D}$ tobacco products.
- 24. $\frac{\text{Much fats are composed of } \underline{\text{one molecule}}}{A}$ of $\underline{\text{glycerin } \underline{\text{combined with}}}$ three molecules of $\underline{\text{fatty acids.}}$
- 25. The $\frac{\text{capital}}{A}$ of the Confederacy was $\frac{\text{originally}}{B}$ in Mobile, but $\frac{\text{they were}}{C}$ $\frac{\text{moved}}{D}$ to Richmond.
- 26. A pearl develops when a tiny grain of sand or some another irritant accidentally enters into the shell of a pearl oyster.



- 27. The English horn is an alto oboe with a pitch one fifth lower as that of the soprano oboe.
- 28. In the Milky Way galaxy, the most $\frac{P}{A}$ recent observed supernova appeared in 1604.
- 29. Although the name suggests otherwise, the ship known as Old Ironsides was built of Oak and cedar rather than it was built of iron. \overline{D}
- 30. Never $\underbrace{\text{in the history}}_{A}$ of humanity $\underbrace{\text{there have}}_{B}$ been $\underbrace{\text{more people}}_{C}$ $\underbrace{\text{living}}_{D}$ on this relatively small planet.
- 31. Because of the mobile of Americans today, it is difficult for them to put down $\frac{\text{real roots.}}{D}$
- 32. For five <u>years after</u> the Civil War, Robert E. Lee served to president of Washington College, which later was called Washington and Lee. $\frac{Washington}{D} = \frac{Washington}{D} = \frac$
- 33. Doctors $\frac{\text{successfully}}{A}$ used hypnosis $\frac{\text{during}}{B}$ World War II $\frac{\text{to treat}}{C}$ $\frac{\text{fatigue battle}}{D}$.
- 34. The lobster, $\frac{\text{like}}{A} = \frac{\text{many}}{B}$ crustaceans, can cast off a damaging appendage and regenerate a new appendage to nearly normal size.
- 35. The main cause of the $\frac{\text{oceans' tides}}{A}$ is the $\frac{\text{gravitation}}{C}$ pull of $\frac{\text{the Moon}}{D}$.
- 36. The curricula of American public schools are set in individual states; they $\frac{\text{do not determine}}{D} \text{ by the federal government.}$
- 37. The fact that the sophisticated technology has become part of revolution in travel delivery systems has not made travel schedules less hectic.

 C

 D





- 38. Balanchine's plotless ballets, such Jewels and The Four Temperaments, present dance $\frac{P}{D}$ purely as a celebration of the movement of the human body.
- 39. In a solar battery, a photosensitive $\frac{\text{semiconducting}}{A}$ substance $\frac{\text{such as}}{B}$ silicon crystal is the source of electrician.
- 40. $\frac{\text{In early days}}{A}$ hydrochloric acid was $\frac{\text{done}}{B}$ by $\frac{\text{heating}}{C}$ a mixture of sodium chloride $\frac{\text{with}}{D}$ iron sulfate.

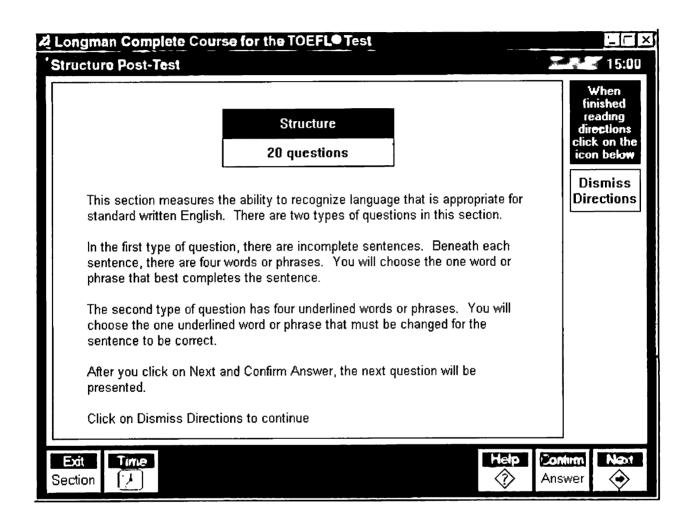
This is the end of Section 2.

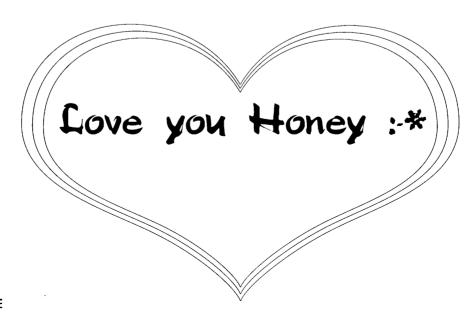
If you finish before 25 minutes has ended, check your work on Section 2 only.



STRUCTURE POST-TEST (Computer)







1.	Alaska has more active glaciers <u>as</u> the rest of the <u>inhabited</u> world <u>combined</u> .	9.	Alike a bar magnet, the earth has two magnetic poles.
2.	Benjamin Franklin <u>believed</u> that the turkey <u>rather</u> than the eagle should <u>became</u> <u>the</u> symbol of the United States.	10.	Flintlock muskets sharp bayonets were standard weapons during the American Revolution. tip with
3.	Indiana's Lost River underground for a distance of 22 miles. travels		tipped with the tips of were tipped with
	traveling to travel it travels	11.	Not <u>until</u> Harvard College was <u>founded</u> in 1636 <u>was</u> there <u>any</u> colleges in America.
4.	Passengers have ridden the first Ferris wheel at the Columbian Exposition in Chicago in 1893.	12.	In general, the cells of large animals and plants are only slightly larger, if at all, than smaller plants and animals.
5.	The Cro-Magnons entered the area that is today Europe and quickly eliminated or absorbed theirs Neanderthal predecessors.	13.	The light from an electrical lamp includes many different wave lengths, in a laser is concentrated on only one wave length.
6.	Fossil fuels like coal, oil, and gas produce carbon dioxide when burned. are they		 all the energy it is all the energy while all the energy while all the energy is
	they are are they	14.	A <u>supersonic</u> airplane can <u>fly faster than a</u> speed of sound.
7.	The <u>best-known</u> members of the cabbage vegetable <u>group includes head</u> cabbage, cauliflower, broccoli, kale, collard, and brussel sprouts.	15.	The first gummed postage stamps issued in New York City in 1842.
8.	An hiccup is a spasmodic contraction of the diaphragm, which leads to a massive intake of air.	16.	The temperatures take place vary widely for different materials. which melting and freezing at which melting and freezing which they melt and freeze at which they melt and freeze

- 17. The common octopus lives lone, in a den just big enough for its body.
 18. Not until Nellie Tayloe Ross was elected governor of Wyoming in 1924 _____ as governor of a U. S. state.
 a woman served
 a woman serving
 to serve a woman
 did a woman serve
- 19. Only about 25 percent of diamonds prove suitably for gemstones.
- 20. An ice <u>crystal</u> is the <u>nuclei</u> <u>on which</u> a hailstone is built.